

## INTRODUCTION

By completing and returning the *WEI Introductory Lesson*, you have indicated that you are serious about learning English and are also interested in studying the Bible as an English textbook. Therefore, we have enclosed Book One of the *WEI English Course* and Book One of the *Easy-to-Read Bible Course*. The English and Bible courses are tied together.

Book One of the *WEI English Course* includes seven lessons. Lessons One, Two, and Three discuss the noun. Lessons Four and Five deal with the pronoun. In Lessons Six and Seven, you will learn about adjectives.

The *WEI English Course* is written for students who have studied English at least three years. The vocabulary and grammar studies range from Upper Elementary to Early Intermediate levels. Beginners may find the course difficult. Advanced students will find it easy. We hope that students on every level will find it interesting and helpful.

## Instructions to Students

1. The *WEI English Course* has been written by Richard N. Ady and copyrighted ©2018 by Richard N. Ady for World English Institute; 1525 NW Division Street; Gresham, Oregon 97030. Quotations from the Bible are taken from the *Easy-to-Read Version* and are used by permission.
2. Begin your journey through the *WEI English Course* by studying Lesson One. Then follow the instructions at the end of the lesson.
3. This is the 2018 edition.

## ORDERING MATERIALS

Additional copies of the *WEI English Course* may be ordered at cost from World English Institute; 1525 NW Division Street; Gresham, Oregon 97030; Telephone: (503) 661-0348. Fax: (503) 666-8309. Web Site: [www.worldenglishinstitute.org](http://www.worldenglishinstitute.org).

## Pronunciation Guide

a (as in hat), ā (late), ä (far), â (ball), â (air), e (let), ē (feet), ë (her), i (is), ī (lie), o (hot), ō (bore), ô (or), oo (book), ōō (moon), oi (boil), ou (out), u (cut), ū (cute), û (full), ð (us), hw (what), th (they), zh (azure), ŋ (anger)

World English Institute

*English Course*

Book One

# *Learning About Nouns, Pronouns, and Adjectives*

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## Lesson One

# The Noun

### Introduction

In the *Introductory Lesson*, we learned that all English words can be divided into eight "parts of speech": nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. Review the *Introductory Lesson* until you are able to list the eight parts of speech and explain each one.

In this lesson, we will learn more about the noun. We will learn to recognize and to use different kinds of nouns: proper, common, collective, concrete, abstract, specific, and non-specific. Don't be afraid of these words. You will understand their meaning by the time you finish this lesson.

### Nouns to Learn

1. **"cell"** (sel) -- the smallest structural unit in the body of a plant or animal. Sentence: "An animal *cell* is so small that we cannot see one without a microscope."
2. **"evidence"** (ev' ə dens) -- the facts on which a judgment can be made. Sentence: "Fossil records provide little or no *evidence* to support the theory of evolution."
3. **"handiwork"** (han' dē wĕrk) -- the work that someone does by hand. Sentence: "When we look at a sunset or a rainbow, we see the *handiwork* of God."
4. **"mystery"** (mis' tə rē) -- something that is unknown or unexplained. Sentence: "There are many *mysteries* in nature that scientists have not been able to explain."
5. **"personality"** (pĕr sə nal' ə tē) -- the qualities of being a person. Sentence: "God has all the qualities of *personality*."
6. **"theory"** (thē' ə rē) -- a system of conclusions based on reasoning. Sentence: "A *theory* is something a person believes but is not able to prove."
7. **"universe"** (ūn' ə vĕrs) -- all things that exist, regarded as a whole. Sentence: "No one knows how big the *universe* is."

### Other Words to Learn

1. **"create"** (krē āt') - v. -- to cause to exist. Sentence: "In the beginning, God *created* the earth and sky."
2. **"design"** (di zīn')- v. -- to create a plan, sketch, or pattern. Sentence: "What man could have *designed* the human body?"
3. **"evolve"** (ē volv')- v. -- to develop slowly. Sentence: "Some scientists believe that life on earth *evolved* spontaneously, without the help of God."
4. **"generate"** (jin' ə rāt)- v. -- to bring into existence. Sentence: "Falling water is often used to *generate* electricity."
5. **"reproductive"** (rē prə duk' tiv)- adj. -- serving to reproduce or to bring forth again. Sentence: "The acorn is part of the oak tree's *reproductive* system."
6. **"spontaneously"** (spän tān' nē əs lē)- adv. -- without outside cause. Sentence: "Oily rags sometimes burst into flame *spontaneously*."

### What Is a Noun?

A **noun** is a word that names a person, place, or thing (object, animal, idea, action, quality, feeling, or event). The term "noun" means "name."

All people have names. You have a family name, a given name, and probably a middle name. What are your names? Write them down. Each of your names is a noun.

You also have other names. You are a student, a teacher, a worker, a boy, girl, man, or woman. You are a brother, sister, son, daughter, mother, or father. These words are nouns. They are names given to people.

Places, too, have names. Where do you live? On what street or road? In what village, town, or city? In what nation, state, or province? By what river or lake? These words are nouns also. They are names of places.

Things have names also. Look around you. Make a list of the things you see. The words that you write down are nouns.

Now, make a list of the things you ate for breakfast this morning and the things you ate for lunch at noon. You have just made another list of nouns.

Things like trees, grass, fish, and birds are nouns. So are qualities like wisdom, power, and truth. So are feelings such as fear, love, happiness, and joy, and events such as the creation, a meeting, a vacation, or a party. All of these words are nouns. They are names of things.

Person	Place	Thing
child	school	desk
mother	nursery	diaper
president	company	profit

Sometimes a noun is a group of words. Examples: "maid of honor," "justice of the peace," "Mount Hood," "sea gull," "ice cream." Since these words must go together to make sense, each group of words is considered one noun. "Ice cream" is one noun.

### Proper, Common, and Collective Nouns

A **proper noun** is a word that names a specific person, place, or thing and always begins with a capital letter. Examples: Adam, Eve, Tigris, Mead, Beijing, China, Monday, July, English. The first word in a sentence also begins with a capital letter.

Write down the names of the people in your family. These names are proper nouns. Examples: Tina, Amy, Matthew, and Lisa.

What is your home address? The names of your street, city, state or province, and nation are all proper nouns. Example: 1525 Northwest Division Street; Gresham, Oregon 97030; U.S.A.

Do you have any mountains, rivers, lakes, seas, or oceans in your area? Each of these words is a proper noun and should begin with a capital letter. Examples: Mount Everest; Nile River; Lake Galilee; Mediterranean Sea; Atlantic Ocean.

A **common noun** is a word that names any kind of person, place, or thing. Examples: man, woman, river, lake, city, country, day, month, language. A common noun never begins with a capital letter except at the beginning of a sentence or when used with a proper noun. The words "river" and "college" are common nouns, but when they are used to specify a certain river or college, they become proper nouns and are capitalized. Examples: *Columbia River*; *Cascade College*. Whenever a common noun is used to set a person, place, or thing apart from others of the same class, it becomes a proper noun.

A **collective noun** refers to a group of people or things that are bound together as a unit. A collective noun is singular in form, but refers to more than one. Examples: assembly, crew, fleet, flock, herd, jury, litter, swarm, school.

Proper	Common	Collective
Joe Montana	quarterback	team
U.S.S. Missouri	battleship	fleet
Snoopy	dog	litter
Eve	woman	family

### Concrete and Abstract Nouns

A **concrete noun** names a person, place, or thing that can be heard, seen, smelled, tasted, or touched. Examples: owl, banana, cake, train, oil, pig, man, woman. We become aware of these persons and material objects through the physical senses.

An **abstract noun** names a quality, feeling, or idea. Examples: love, fear, intelligence, excellence, goodness. These qualities and feelings are general in nature. They do not refer to a material object. We become aware of them through our thoughts and emotions.

Concrete Nouns	Abstract Nouns
horse	strength
swan	grace
flower	beauty
joke	humor

### Specific and Nonspecific Nouns

A *specific noun* is a noun that names a certain class of persons or things.

A *nonspecific noun* is general in nature and does not specify a certain class of person or things.

Specific Nouns	Nonspecific Nouns
dog	animal
crow	bird
rose	flower
ant	insect

### Your Assignment

Now, turn to the "Question and Answer Section" at the back of the book and check your understanding of nouns by answering the questions on Lesson One.

Then, read Lesson One in the *ETR Bible Course* and look for nouns. Notice how many nouns there are in the lesson and how important nouns are to the English language. After reading the lesson, test your comprehension of the story by answering the questions on Lesson One at the back of the book.

After you have answered the questions on Lesson One in both books, go on to Lesson Two.



## Lesson Two

# The Noun (Continued)

In Lesson One, we learned to recognize and to use different kinds of nouns: proper and common nouns, collective nouns, concrete and abstract nouns, and specific and non-specific nouns.

In this lesson, we will learn about singular, plural, and possessive nouns. But first, let us learn some new words.

### Nouns to Learn

1. **"apostrophe"** (ə päs' trə fē) -- a punctuation mark (') used to show that something belongs to a person, place, or thing. Sentence: "An *apostrophe* is also used to show that a letter has been left out of a word." Example: cannot = can't. Here, an apostrophe takes the place of "o."

2. **"computer"** (kəm pū' tər) -- an electronic machine that performs high-speed mathematical calculations and which stores and processes information. Sentence: "Many people in America now have personal *computers* at home."

3. **"consonant"** (kän' sə nənt) -- any letter in the English alphabet except "a," "e," "i," "o," and "u." Sentence: "A *consonant* is a sound of speech produced by using the lips, teeth, throat, or tongue to block the flow of air."

4. **"killer whale"** (kil' ər hwāl') -- a very large black and white dolphin that hunts in packs and feeds on large fish and seals. Sentence: "Most *killer whales* are friendly to human beings."

5. **"porpoise"** (pôr' pəs) -- a small, friendly marine mammal related to the whale, with a blunt snout and a torpedo-shaped body about two meters long. Sentence: "*Porpoises* are found in seas, gulfs, and oceans throughout the world."

6. **"relationship"** (ri lā' shən ship) -- an emotional connection between two or more persons; an association; a kinship. Sentence: "Adam and Eve entered into an honorable *relationship* that was so strong and so satisfying that they became as one."

7. **"vowel"** (vow' əl) -- "a," "e," "i," "o," or "u." Sentence: "A *vowel* is a sound that is made when air passes freely through the voice box, the mouth, and the nose." For example, the "m" sound cannot be made without the sound going through the nose.

### Other Words to Learn

1. **"communicate"** (kə mūn' ə kāt) - v. -- to exchange or pass along thoughts; to give and receive knowledge. Sentence: "Unlike animals, human beings are able to *communicate* with God and to enjoy a close relationship with him."

2. **"cultivate"** (kul' tə vāt) - v. -- to grow; to tend. Sentence: "Adam *cultivated* the garden of Eden and gathered its fruits."

3. **"intelligent"** (in tel' i jənt) - adj. -- having intelligence; having the capacity to think, learn, and understand. Sentence: "Human beings are generally more *intelligent* than animals."

4. **"irregular"** (i reg' yə lər) - adj.-- not conforming to the rules or to the usual pattern. Sentence: "*Irregular* nouns are nouns that do not follow the rules when changing from singular to plural."

5. **"responsible"** (ri spon' sə bəl) - adj. -- answerable; accountable; expected to give an account. Sentence: "God has made us *responsible* for ruling over the animals of the earth."

### Singular and Plural Nouns

Look around you. Describe what you see. Are there two or more of the same item? If so, you will have to use plural nouns to describe them. Examples: books, lamps, desks, chairs, pencils, pens, boxes, pictures, clocks, waste baskets. Sentence: "There are three *chairs* and one desk in my office."

A *singular noun* is a noun that names only one person, place, or thing.

A *plural noun* is a noun that names more than one person, place, or thing.

#### Singular Nouns

woman  
tree  
truth  
fear  
party

#### Plural Nouns

women  
trees  
truths  
fears  
parties

### How do you make a noun plural?

Most nouns can be made plural by simply adding "s." Examples: bird--birds; flower--flowers; tree--trees.

However, nouns that end with "s," "sh," "ch," "x," or "z" are made plural by adding "es." Examples: glass--glasses; wish--wishes; church--churches; fox--foxes; buzz--buzzes. Sentence: "The *foxes* have *holes* to live in, and the *birds* have *nests*, but the Son of Man has no place where he can rest his head" (Luke 9:58).

Also, nouns that end with an "o" preceded by a consonant are made plural by adding "es." Examples: mosquito--mosquitoes; potato--potatoes; hero--heroes. Sentence: "Idaho is famous for its *potatoes*."

Nouns that end with a consonant followed by a "y" are made plural by changing the "y" to "i" and adding "es." Examples: library--libraries; secretary--secretaries; baby--babies; city--cities. Sentence: "Most *cities* have several good *libraries*."

However, when a noun ends with a vowel followed by a "y", it is made plural by simply adding "s." Examples: journey -- journeys; key--keys; toy--toys. Sentence: "He has nine *keys* in his pocket."

Most nouns that end with "f" or "fe" are made plural by changing the ending to "ves." Example: knife--knives; leaf--leaves; wife--wives. Sentence: "She has twenty-three *knives* in her kitchen."

### Singular Nouns

bird  
fox  
hero  
baby  
toy  
wife

### Plural Nouns

birds  
foxes  
heroes  
babies  
toys  
wives

### Irregular Noun Forms

Irregular nouns form their plurals in other ways than by adding "s" or "es."

### Singular Nouns

man  
woman  
child  
mouse

### Plural Nouns

men  
women  
children  
mice

Note: Some nouns have the same form in both singular and plural. Examples: antelope, deer, sheep.

### Possessive Nouns

A **possessive noun** is a noun that indicates ownership or relationship. Examples: the *boy's* bicycle; the *girl's* doll; the *man's* strength; the *woman's* beauty.

Most singular nouns are made possessive by simply adding an apostrophe (') and an "s." Examples: child--child's; teacher--teacher's. Example: "This is the *teacher's* book."

The **apostrophe** is a helpful little tool. It is used (a) to show possession and relationship, (b) to take the place of a missing letter in a word, and (c) to form the plural of letters and numbers. Think how much more difficult the English language would be without it. Instead of saying "*God's* world," we would have to say "the world that belongs to God."

Examples: "This is the *carpenter's* hammer." "The *nation's* honor must be respected." "*That's* right." "*It's* great to be alive!" "There are two **a's** in the word 'altar'." "There are two **7's** in the number '707'."

Plural nouns that end in "s" or "es" are made possessive by adding an apostrophe (') to the end of the word. Examples: candles--candles'; daughters--daughters'; mothers--mothers'; ships--ships'; teachers--teachers'. Sentence: "Are you going to the *Mothers'* and *Daughters'* Dinner?"

Plural nouns that do not end with "s" are made possessive by adding an apostrophe (') and an "s" to the end of the word. Examples: children--children's; men--men's; people--people's; women--women's. Sentence: "This store specializes in *children's* clothing."

### Your Assignment

Now, turn to the "Question and Answer Section" at the back of this English book. Check your understanding of singular, plural, and possessive nouns by answering the questions on Lesson Two

Then, read Lesson Two in the *Easy-to-Read Bible Course* and look for nouns. Count the nouns and notice how important nouns are to the English language. Without nouns, there would be no substance or content in our communication. We would not know who or what was being discussed or where the action was taking place.

After studying Lesson Two of the Bible Course, turn to the "Question and Answer Section" at the back of the book and test your comprehension of the lesson by answering the questions on Lesson Two.

After you have finished answering the questions in both books, you will be ready to go on to Lesson Three.



## Lesson Three

# The Noun (Continued)

As stated in Lessons One and Two, a noun is a word that names a person, place, or thing. You have learned that there are various kinds of nouns: common and proper nouns, collective nouns, concrete and abstract nouns, and specific and non-specific nouns. You also have learned how to change a noun from singular to plural, and how to make a noun possessive.

In this lesson, we will learn that all nouns have four qualities known as *properties*: (1) gender, (2) person, (3) number, and (4) case.

### Nouns to Learn

1. **"boundary"** (boun' də rē) -- a border or a limit. Sentence: "God has put *boundaries* around Satan."

2. **"case"** (kās) -- a characteristic or form of a word which indicates the relation of that word to other words in the sentence. Sentence: "The subject of a sentence is always in the Nominative *Case*."

3. **"descendant"** (dis sen' dənt) -- an offspring. Sentence: "Every human being is a *descendant* of Adam and Eve."

4. **"gender"** (jen' dər) -- a characteristic or form of a word indicating male sex, female sex, or neither sex. For example, the word "stallion" is masculine in *gender*, and the word "mare" is feminine.

5. **"number"** (num' bər) -- a characteristic or form of a word indicating whether the word refers to one or to more than one. Sentence: "The word 'man' is singular in *number*, but the word 'men' is plural."

6. **"temptation"** (temp tā shən) -- something that leads, invites, or draws a person into evil. Sentence: "When we are tempted, God gives us a way to escape that *temptation*."

### Other Words to Learn

1. **"embarrass"** (em bar' əs) - v. -- to make uncomfortable or ill-at-ease. Sentence: "When Adam and Eve realized they had no clothes on, they were *embarrassed*."

2. **"fascinating"** (fas' ə nār ij) - adj. -- attractive; spellbinding. Sentence: "The Biblical story about Adam and Eve is a *fascinating* story."

3. **"invisible"** (in viz' ə bəl) - adj. -- not visible; that cannot be seen. Sentence: "The *invisible* God somehow walked and talked with Adam and Eve."

4. **"spiritually"** (spir' i choo ə lē) - adv. -- concerning the spirit or soul. Sentence: "Adam and Eve died *spiritually* the moment they disobeyed God."

### Properties of Nouns

As noted on page 11, all nouns have four characteristics called "properties": (1) gender, (2) person, (3) number, and (4) case. Let us look at these properties one by one.

**1. Gender**, in the English language, is "natural," not grammatical. That is, the gender of a noun is determined not by the grammatical form of the word, but by the sex of the person, place, or thing that is named. Gender, in English, denotes male sex, female sex, either sex, or neither sex.

*Masculine gender* denotes male sex. Examples of masculine nouns are as follows: boy, brother, bull, cock, colt, father, stallion, husband, king, man, son, and uncle.

*Feminine gender* denotes female sex. Examples of feminine nouns: girl, sister, cow, hen, filly, mother, mare, wife, queen, woman, daughter, and aunt.

*Common gender* denotes either sex. Examples of common gender nouns: birds, cattle, children, citizens, driver, friend, lawyer, neighbor, parent, relative, singer, and worker.

*Neuter gender* denotes neither male nor female sex. Examples of neuter gender nouns: books, cabinet, city, desk, house, ink, lamp, pen, river, tree.

**2. Person**. "Person" is a characteristic or form which lets us know whether the word relates to the speaker, to the person spoken to, or to the person or thing spoken about.

A *first person* noun refers to a person who is doing the speaking. Example: "I, *John*, was on the island of Patmos" (Revelation 1:9). In this sentence, the noun "John" is in the first person because John is the speaker.

A *second person* noun refers to a person who is being addressed. Example: "*Friends, Romans, and countrymen*; lend me your ears." In this famous speech from *Julius Caesar*, the nouns "friends," "Romans," and "countrymen" are in the second person because they name people who are being spoken to.

A *third person* noun refers to a person, place, or thing being spoken about. Example: "In the beginning, *God* created the earth and sky." The noun "God" is third person because he is the person being discussed.

**3. Number.** "Number" is that something in the form of a noun that tells us whether the noun refers to only one person, place, or thing, or to more than one. The *singular* noun names only one person, place, or thing. The *plural* noun names more than one person, place, or thing.

<b>Singular</b>	<b>Plural</b>
apple	apples
book	books
cat	cats
dog	dogs
girl	girls
road	roads

Some nouns do not have a plural form. These nouns are called *non-count* nouns. Material things like bread, butter, coffee, gold, oxygen, silver, and dust are not usually counted. Instead, they are measured. We do not say, "Give me two breads." We say, "Give me two loaves of bread," or "two slices of bread."

*Abstract nouns* are non-count nouns. Abstract nouns include concepts like freedom and liberty; emotions like love, greed, and hate; fields of study like biology, chemistry, and engineering; qualities like beauty, excellence, and peace. None of these abstract nouns has a plural form.

**4. Case.** "Case" is the relation of a noun or pronoun to other words in the sentence. English nouns have three cases: (a) Nominative, (b) Objective, and (c) Possessive.

**a. The nominative case** is the use of a noun (or pronoun) as the subject of a sentence, or as the predicate following a linking verb. ("Nominative" means "pertaining to a name." See Introductory Lesson concerning the "subject" and "predicate.")

When a noun (or pronoun) is the subject of a sentence, it is called the "*subject nominative*." Example: "The *moon* is shining." In this sentence, "moon" is the subject nominative.

When a noun (or pronoun) is the predicate of the sentence following a linking verb, it is called the "*predicate nominative*." Example: "God is *love*." In this sentence, the noun "love" is the predicate nominative.

**b. The objective case** is the use of a noun (or pronoun) as an object in a sentence. That is, if a noun (or pronoun) receives the action of a transitive verb, the noun is in the objective case. Example: "I like *you*." In this sentence, "I" is the subject, "like" is the transitive verb, and "you" is the object that receives the action.

A *transitive verb* is a verb whose action carries over to another person, place, or thing. The person, place, or thing upon which the action has an effect is "the object" of the verb. Example: "John hit *Mary*." The noun "Mary" is the object of the verb "hit" and is, therefore, in the *objective case*.

Or, if a noun (or pronoun) follows a preposition, it is in the objective case. Example: "Mary went to *town*." The noun "town" is the object of the preposition "to" and is in the *objective case*.

**c. The possessive case** is the use of a noun (or pronoun) to show ownership or relationship. Examples: Amy's dress; Lisa's doll; Debbie's hair; Dan's saw; Matthew's shoes; Tina's book, Rick's motorcycle.

As we noticed in Lesson Two, a singular possessive noun is formed by adding an apostrophe (') and an "s" to the noun. Examples: boy's hat; girl's bicycle; teacher's book; citizen's rights.

A plural noun ending in "s" is formed by adding the apostrophe only. Examples: boys' hats; girls' bicycles; teachers' books; citizens' rights.

### Your Assignment

Now, test your comprehension of the lesson by answering the questions on Lesson Three at the back of this book.

Then, read Lesson Three in the *ETR Bible Course* and list ten nouns that are used in the lesson. Beside each noun, indicate whether the noun is (1) 1st, 2nd, or 3rd person; (2) masculine, feminine, common, or neuter gender; (3) singular, plural, or non-count number; and (4) nominative, objective, or possessive case.

This exercise is for your benefit only and does not need to be mailed to your teacher.

After reading Lesson Three in the *ETR Bible Course*, turn to the "Question and Answer Section" of the book and answer the questions on Lesson Three.

If you feel the need, review Lessons One through Three before going on to Lesson Four.

## The Pronoun

You have learned how to recognize and to use various kinds of nouns. You are now ready to learn about pronouns.

### Pronouns to Remember

1. "**personal pronoun**" - (pēr' sən əl) -- a pronoun that shows by its form the "person" of the noun it replaces. (We will explain the meaning of "person" later in this lesson.) Sentence: "I haven't seen *him* today. Have you seen *him*?" "I," "you," and "him" are personal pronouns.

2. "**possessive pronoun**" - (pə zes' iv) -- a pronoun that indicates ownership or relationship. Sentence: "Adam and Eve were very happy in *their* garden home." "Their" is a possessive pronoun.

3. "**intensive pronoun**" - (in ten' siv) -- a "self" pronoun that emphasizes another noun or pronoun. Sentence: "God, *himself*, spoke."

4. "**reflexive pronoun**" (ri flek' siv) -- a "self" pronoun that serves as the direct object or the object of a preposition. Sentence: "Cain felt sorry for *himself*."

### Other Words to Remember

1. "**antecedent**" (an tə sē' dənt) - n. -- the word or words that a pronoun replaces. Sentence: "Greg pitched the *ball*, and Ron hit *it* out of the park." "Ball" is the *antecedent* of "it."

2. "**confront**" (kən frənt') - v. -- to come face to face with; to oppose. Sentence: "God *confronted* Cain with his sin."

3. "**historical**" (his tōr' ik əl) - adj. -- based on the events of history. Sentence: "The *historical* account of Cain and Abel teaches us some important lessons."

4. "**irresponsible**" (ir i spon' sə bəl) - adj. -- unreliable; unwilling to accept responsibility. Sentence: "Cain was *irresponsible*."

5. "**jealousy**" (jel' ə sē) - n. -- resentment of a rival. Sentence: "Cain's *jealousy* led him to kill his own brother."

6. "**majesty**" (maj' is tē) - n. -- the dignity and authority of a ruler. Sentence: "Worship is our response to the *majesty* of God."

7. "**resentment**" (ri zent' mənt) - n. -- a feeling of displeasure and anger that comes from being injured or offended. Sentence: "*Resentment* is like poison to the soul."

8. "**trust**" (trust) - v. -- to believe in; to rely on; to depend on; to have confidence in. Sentence: "Abel *trusted* God and obeyed his commands."

9. "**worship**" (wēr' ship) - v. -- to show reverence, respect, and love for someone. Sentence: "We *worship* God, not because he demands it, but because he deserves it."

### What Is a Pronoun?

A **pronoun** is a word that takes the place of a noun. We use pronouns rather than repeating nouns again and again. Notice how strange and awkward the following sentence sounds: "Dan took Dan's hammer and saw and put Dan's hammer and saw on Dan's workbench." And notice how much better the sentence sounds when pronouns are substituted for some of the nouns: "Dan took *his* hammer and saw and put *them* on *his* workbench." The words used in the place of "Dan's" and "hammer and saw" are called "pronouns."

There are five major classes of pronouns: (1) personal, (2) indefinite, (3) relative, (4) interrogative, and (5) demonstrative. This lesson focuses on personal pronouns. We will examine the other four types in Lesson Five.

### What Is a Personal Pronoun?

A *personal pronoun* is a pronoun that shows by its form the "person" of the noun it replaces.

What do we mean by "person"? A noun or pronoun is in the "*first person*" if it refers to the person speaking. It is in the "*second person*" if it refers to the person spoken to. It is in the "*third person*" if it refers to the person or thing spoken about. Example: "I speak. *You* whisper. *He* shouts." In these sentences, "I" is first person, "you" is second person, and "he" is third person. We have been using personal pronouns ever since we started speaking English. Three of our favorite words are "I," "me," and "my." These are "*first person*" pronouns.

A *personal pronoun* also shows by its form the "*case*" of the noun it replaces.

What do we mean by "*case*"? If a pronoun is used as a subject in a sentence, it is in the "*nominative case*." If it is used as an object in a sentence, it is in the "*objective case*." If it indicates ownership or relationship, it is in the "*possessive case*." Example: "*My* sheep listen to *my* voice. I know *them*, and *they* follow *me*." The pronoun "my" indicates ownership or relationship and is in the possessive case. The pronouns "I" and "they" are used as subjects in the sentence and are in the nominative case. The pronouns "them" and "me" are objects and are in the objective case.

Notice in the following chart the various forms that personal pronouns take, depending on their "person," "case," and "number."

Person	Case	Singular	Plural
First	Nominative	I	we
	Possessive	my/mine	our/ours
	Objective	me	us
Second	Nominative	you	you
	Possessive	your/yours	your/yours
	Objective	you	you
Third	Nominative	he/she/it	they
	Possessive	his/her/hers/its	their/theirs
	Objective	him/her/it	them

Practice making sentences with the above pronouns. Examples: "I go." "You go." "She goes." "It goes." "We go." "You go." "They go." "Please go with *me*." "He is going with *us*." "You should go, too." "The decision is *yours*." "She hit the ball." "It flew over the fence." "They ran after *it*." "She said it was *hers*." "They said it was *theirs*." "They argued with *her*." "She argued with *them*."

### The Possessive Pronoun

A *possessive pronoun* is a pronoun which shows ownership or relationship. Some possessive pronouns are used before nouns, while others are used alone.

Possessive pronouns that are used before nouns are "my," "our," "your," "his," "her," "its," and "their." Sentence: "Is this *your* car?" (Note: Possessive pronouns that come before nouns act as adjectives and are also called "*possessive adjectives*.")

Possessive pronouns that cannot be used before nouns are as follows: "mine," "ours," "yours," "hers," and "theirs." These possessive pronouns stand alone. Sentences: "This car is not *mine*." "We sold *ours*." "Is it *yours*?" "No, it is *hers*."

The possessive pronoun "his" can be used before a noun, as in, "This is *his* money." Or it can stand alone, as in, "The money is *his*."

Possessive pronouns do not take an apostrophe ('). The possessive form of "who" is "whose," *not* "who's." Example: "*Whose* car is that?"

People sometimes confuse possessive pronouns *whose*, *its*, *your*, *their* with pronoun-verb contractions *who's* (who is), *it's* (it is), *you're* (you are), *they're* (they are). You can avoid confusion by remembering one simple rule: "Possessive pronouns *never* take an apostrophe."

### Self Pronouns

Some pronouns end in "self" or "selves."

	Singular	Plural
1 <sup>st</sup> person	myself	ourselves
2 <sup>nd</sup> person	yourself	yourselves
3 <sup>rd</sup> person	himself, herself, itself	themselves

When a "self" pronoun emphasizes another noun or pronoun, it is an intensive pronoun. Example: "God, *himself*, confronted Cain." In this sentence, "himself" refers to God and emphasizes God. God is the subject, and Cain is the direct object. "Himself" stresses or intensifies God.

When a "self" pronoun serves as direct object or object of a preposition, it is reflexive. Example: "Cain felt sorry for *himself*." In this sentence, "himself" is the object of the preposition "for." Therefore, "himself" is a reflexive pronoun in this sentence.

### Pronouns Must Agree with their Antecedents

The word "antecedent" means "coming before." The *antecedent* of a pronoun is a word or group of words to which a pronoun refers. Example: "When *Abel* grew up, *he* became a keeper of sheep." "He" refers back to Abel. Therefore, "Abel" is the antecedent of "he."

A pronoun must agree with its antecedent in gender, person, and number. In the example above, the antecedent "Abel" is masculine, third person, singular. Therefore, the pronoun must also be masculine, third person, and singular. It would be incorrect to say, "When Abel grew up, *she* became a keeper of sheep." It would also be incorrect to say, "When Abel grew up, *they* became a keeper of sheep."

### Your Assignment

Now, check your understanding of personal pronouns by answering the questions on Lesson Four in this book.

Then, read Lesson Four in the *Easy-to-Read Bible Course*. Pay special attention to the pronouns. Just for fun, substitute antecedents (nouns) for pronouns as you read. How does the lesson sound without pronouns?

After reading Lesson Four in the *ETR Bible Course*, test your comprehension of the lesson by answering the questions on it at the back of that book.

When you have answered the questions on Lesson Four in both books, please go on to Lesson Five.



## Lesson Five

# The Pronoun

(Continued)

In Lesson Four you learned to identify and to use personal, possessive, intensive, and reflexive pronouns. You learned that the forms of these pronouns vary according to gender, person, number, and case, and that pronouns must agree with their antecedents. In this lesson, you will be introduced to four other classes of pronouns.

### Pronouns to Remember

1. **"demonstrative pronoun"** - (di mon' strə tiv) -- a pronoun that singles out the person, place, or thing to which it refers. Examples: this, that, these, those. Sentence: "This made the Lord sad in his heart." In this sentence, "this" is a demonstrative pronoun.

2. **"indefinite pronoun"** - (in def' i nit) -- a pronoun that does not identify its antecedent. A pronoun that refers to an unspecified person or thing. Sentence: "God promised to send *someone* to defeat Satan." In this sentence, "someone" is an indefinite pronoun.

3. **"interrogative pronoun"** - (in tə rog' ə tiv) -- a pronoun that asks a question. Examples: who, what, which, whom, whose. Sentence: "God said to Adam, 'Who told you that you were naked?'" In this sentence, "who" is used as an interrogative pronoun.

4. **"relative pronoun"** - (rel' ə tiv) -- a pronoun which introduces a group of words that tell about the antecedent. Examples: that, which, who, whom, whose. Sentence: "Noah trusted God and did all the things *that* God commanded." In this sentence, "that" is a relative pronoun.

### Other Words to Remember

1. **"abuse"** (ə bŭz) - v. -- to use wrongly; to mistreat; to hurt by treating badly. Sentence: "Evil people often *abuse* members of their own family."

2. **"altar"** (âl' tər) - n. -- a flat-topped pile of dirt or stones on which a gift is offered to God. Sentence: "Noah built an *altar* and worshiped the Lord."

3. **"Arctic Zone"** (ärk' tik zōn) - n. -- cold area near the North Pole. Sentence: "The oil fields in northern Alaska prove that the *Arctic Zone* was once covered by vegetation."

4. **"cruelty"** (krōō' əl tē) - n. -- the quality of being cruel or causing pain and suffering in others. Sentence: "In Noah's day, people filled the earth with anger and *cruelty*."

5. **"geologist"** (jē ä'l' ə jist) - n. -- one who does a scientific study of the history and structure of the earth. Sentence: "Many of the questions that *geologists* have asked find answers in the biblical account of the flood."

6. **"righteousness"** (rī' chəs nəs) - n. -- the state of being just and right. Sentence: "Noah has been called 'a preacher of *righteousness*.'"

7. **"sacrifice"** (sak' rə fīs) - v. -- to offer something to God as a gift. Sentence: "Noah took some of the birds and animals and *sacrificed* them on an altar as a gift to God."

8. **"sexually transmitted"** (sek' shōō əl ē tran smit' id) - adj. -- to cause to spread from one person to another by sexual contact. Sentence: "People are dying of AIDS and other sexually *transmitted* diseases."

9. **"tropical"** (trop' ə kəl) - adj. -- hot and humid; sultry. Sentence: "Why would a *tropical* area, covered by vegetation, suddenly become a frozen wasteland?"

10. **"violence"** (vī' ə ləns) - n. -- physical force used in a way that causes damage, destruction, or injury. Sentence: "When God looked at the earth, he saw *violence* everywhere."

### More About Pronouns

We have examined the personal pronoun. We have seen that a personal pronoun can be used as a subject in a sentence, as an object in a sentence, as a possessive pronoun, an intensive pronoun, or a reflexive pronoun. Now let us examine four more classes of pronouns: (1) indefinite, (2) relative, (3) interrogative, and (4) demonstrative.

1. An **indefinite pronoun** is a pronoun that does not specify its antecedent. Often, its antecedent is unknown. Notice the indefinite pronouns in the following sentences: "Does *anyone* know *anything* about tax law?" "No *one* said *anything*." "Each waited for *someone* else to respond." "All," "anyone," "anything," "no one," "nothing," "each," and "someone" are all indefinite pronouns.

Some indefinite pronouns are *singular*: Examples: *another, anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, one, nothing, other, somebody, someone, something*. Positive statement: "Tom saw *something* on the road." Negative statement: "Tom didn't hear *anything*." Question: "Did you see

anyone in the hall?" Statements: "Susan said *nothing*." "Noah preached to the people, but *no one* listened to him." "God loves *everyone* and doesn't want *anyone* to be hurt." The pronouns "something," "anything," "anyone," "nothing," "no one," and "everyone" are indefinite pronouns because they do not take the place of particular nouns.

Other indefinite pronouns are *plural*. Examples: *both, few, many, several*. Sentence: "*Many* are called but *few* are chosen." (Note: If we put a noun after each of these pronouns, the pronouns become *adjectives*. "Many *people* are called, but few *people* are chosen." "Many" and "few" are now pronominal adjectives.)

**2. A relative pronoun** is a pronoun which connects its antecedent with a group of words which give more information about it. The relative pronouns are "*that, which, who, whom, whose*." Sentences: "Noah was a good man *who* always walked with God." "Who" is the relative pronoun that introduces the clause, "who always walked with God." The clause tells us something about the antecedent, "man."

The relative pronouns "*who*" and "*whom*" generally refer to a person or to people. Examples: "The girl *who* is standing outside the door is my niece." "The woman to *whom* you spoke is my mother." "Whom" is the objective (object) form. "Noah was a good man *who* always walked with God." "Who" is the nominative (subject) form of the pronoun.

The relative pronoun "*whose*" shows ownership or relationship and is, therefore, possessive. Example: "The woman *whose* picture graces my desk is my wife."

The relative pronouns "*that*" and "*which*" generally refer to places, animals, or things. Examples: "Any house *that* Dan builds is a good one." "A relative pronoun introduces a clause *which* tells us something about the noun or pronoun *that* comes before it." "The happiness *that* Adam and Eve enjoyed in the garden of Eden disappeared."

**3. An interrogative pronoun** is a pronoun that asks a question. The interrogative pronouns are "what," "which," "who," "whom," and "whose."

"Who," "whom," and "whose" are used to ask a question about a person or people. Examples: "*Who* came to see you this morning?" "To *whom* shall we turn for help?" "*Whose* book is this?"

Some people have trouble remembering when to use "who" and when to use "whom." You can avoid this confusion by remembering the

following rule: "Who" is the nominative form of the pronoun, and "whom" is the objective form. Examples: "*Who* will go for us?" "*Whom* shall we send?" By turning the second question around, it reads, "We shall send *whom*?" "Whom" is the object of the verb "send."

"What" refers to a person, place, thing, idea, or event. Examples: "*What* are we having for dinner tonight?" "*What* man among you is without sin?"

"Which" calls for a choice between two or more persons, places, or things. Example: "We have coffee and tea. *Which* do you prefer?" "We have pencils and pens. *Which* do you want to use?"

**4. A demonstrative pronoun** is a pronoun that points out a person, place, or thing. There are only four demonstrative pronouns: "this," "that," "these," and "those." Examples: "*That* happened to me, too." "*This* is the house that Jack built." "I want some of *those* ." "Are *these* the letters you wrote?"

Demonstrative pronouns "this" and "these" often indicate nearness to the speaker. Examples: "*This* (in my hand) is my pen. *That* (on the desk) is your pen."

	Singular	Plural
Near:	this	these
Far:	that	those

### Your Assignment

Now, test your understanding of English pronouns by answering the questions on Lesson Five in this book.

Then, read Lesson Five in the *Easy-to-Read Bible Course*. After you have read the lesson, go through it again. On a separate sheet of paper, write down five indefinite pronouns, five relative pronouns, five interrogative pronouns, and five demonstrative pronouns that are used in the lesson. Notice how they are used in sentences.

Finally, turn to the "Question and Answer Section" of the *ETR Bible Course* and test your comprehension of the lesson by answering the questions in that book.

When you have answered the questions in both books, please go on to Lesson Six.



# The Adjective

Pretend that you are going to the airport to meet a man you have never seen before. You are talking to him on the telephone. You are describing yourself to him so that he will recognize you in the crowd. In order to give him a clear mental picture of what you look like, you must use adjectives. Are you *tall, short, or medium-sized*? Are you *thin, heavy-set, or average* in build? Is your hair *black, brown, red, blond, or gray*?

An adjective is a word that is used to describe a noun or a pronoun. But, before we begin our study of adjectives, let us learn some new words.

### Adjectives to Remember

1. **"descriptive adjective"** - (di skrip' tiv aj' ik tiv) -- an adjective that describes a noun by telling about some quality that belongs to the noun. Sentence: "I will cause you to become a *great* nation." The word "great" is a descriptive adjective.

2. **"limiting adjective"** - (lim' ə tiv) -- an adjective that restricts, limits, or sets boundaries on a noun or pronoun without describing any of its qualities. Sentences: "The Lord made *a* promise to Abram." The article "a" refers to only one promise and is, therefore, a "limiting adjective."

3. **"predicate adjective"** - (pred' ə kət) -- an adjective that follows a linking verb and tells something about the noun or pronoun that is the subject of the sentence. Sentence: "Abram became *sleepy* and fell asleep." "Sleepy" is a predicate adjective which describes Abram.

4. **"pronominal adjective"** - (prō nom' i nəl) -- a pronoun that is used as an adjective; a pronoun that tells about a noun or another pronoun that follows. Sentence: "Get seven pairs of *all* the birds." The pronominal adjective, "all," answers the question, "How many birds?"

### Other Words to Remember

1. **"agreement"** (ə grē' mənt) - n. -- an arrangement between two or more persons whereby both parties agree to do certain things. Sentence: "God made an *agreement* with Abram."

2. **"article"** (är' tə kəl) - n. -- the limiting adjectives "a," "an," and "the." Sentence: "The word 'the' is known as 'the definite *article*.'"

3. **"Babylonia"** (bab' ə lōn ēə) - n. -- an ancient empire in the lower Tigris and Euphrates valley, located in modern Iraq. Sentence: "Abram was born in Ur of *Babylonia*."

4. **"circumcise"** (sēr' kəm sīz) - v. -- to cut off the loose fold of skin that covers the end of the penis. Sentence: "Abraham was ninety-nine years old when he was *circumcised* as proof of his agreement with God."

5. **"firepot"** (fir' pot) - n. -- a clay jar or pot containing burning coals used for starting fires. Sentence: "A smoking firepot and a flaming torch passed between the halves of the dead animals."

6. **"faith"** (fāth) - n. -- confident belief in God, or in anything; trust in God. Sentence: "When God saw Abram's *faith*, he accepted Abram as if he were a perfect man."

7. **"idolatry"** (ī dol' ə trē) - n. -- the worship of carved or molded images. Sentence: "When God called Abram out of Ur, he called him out of *idolatry*."

8. **"mistress"** (mis' tris) - n. -- a woman who rules over others or has control of them. Sentence: "The Lord said to Hagar, 'Sarai is your *mistress*. Go home to her and obey her.'"

9. **"submission"** (sub mish' shən) - n. -- the act of submitting, yielding, or surrendering to the will of another. Sentence: "Abram bowed down before the Lord as a sign of *submission*."

### The Adjective

Suppose you go to the market to buy some fruit. There you find a box of *beautiful* peaches that are just right for eating. How would you describe them? You look at their color and notice that they are *yellow* and *pink*. Then you feel one and discover that it is *soft* to the touch. You say, "These peaches are *ripe*." You take a bite of one and you say, "Ummmm! This one is *sweet* and *juicy*." The words "beautiful," "yellow," "soft," "ripe," "sweet," and "juicy" are all adjectives that describe the peaches.

Now, let us count the peaches: *one* peach, *two* peaches, *three* peaches, *four* peaches, *five* peaches. And let us number them: *first* peach, *second* peach, *third* peach, *fourth* peach, *fifth* peach. We have just made another list of adjectives.

An adjective is a word that describes a noun or a pronoun. An adjective usually provides information about the word it describes by answering the questions, "What kind?" "How many?" "Which one?" "How much?"

### Types of Adjectives

Adjectives may be divided into two main classes: (1) descriptive adjectives, and (2) limiting adjectives.

**1. A descriptive adjective** tells about a noun by describing some quality that belongs to it. Examples: a *tall* tree; a *red* car; a *long* rope; the *wet* pavement; a *round* table; a *little* girl. A descriptive adjective describes a person, place, or thing.

Some descriptive adjectives are formed from *common nouns*. Examples: "a brick house," "an iron skillet," "a bronze statue." Sentence: "Abraham Lincoln lived in a *log* cabin."

Some descriptive adjectives are formed from *proper nouns* and are capitalized. Examples: "Greek mythology," "Roman numerals," "Chinese lanterns," "Spanish guitar," "Japanese cars," "Italian cooking," "English gentleman." Sentence: "He wore an *African* headdress to the party."

In English, a descriptive adjective usually comes before the noun it describes. Examples: "the *bright* light," "the *gray* file cabinet," "my *messy* desk," "the *narrow* hall." In some cases, however, a descriptive adjective comes after a linking verb. Examples: "The sunset is *gorgeous*." "Sugar is *sweet*." "I feel *sick*." "You look *beautiful*." When an adjective follows a linking verb and gives information about the subject of the sentence, it is called a *predicate adjective*. Example: "The basement was *dark* and *dingy*." In this sentence, "basement" is the subject and "was" is the linking verb. "Dark" and "dingy" are predicate adjectives.

**2. A limiting adjective** tells something about a noun by limiting it rather than describing its qualities. There are three major classes of limiting adjectives: (a) articles, (b) numerals, and (c) pronominal adjectives.

**a. Articles.** Limiting adjectives "a," "an," and "the" are known as "articles." "A" and "an" are called the "*indefinite articles*" because they limit a noun in an indefinite or general manner. An article must come before the noun it modifies.

"A" is used before words beginning with a consonant sound. Examples: "a broken record," "a laboratory." The article "a" is pronounced as "ə," "uh," when used in a sentence.

"An" is used before words beginning with a vowel sound, as "an apple," "an airplane," "an elevator," "an ice cream cone."

"The" is called the "*definite article*" because it definitely points out one person, place, or thing. Example: "The man ran through the door."

When "the" comes before a word beginning with a vowel sound, it is pronounced with a long "e": "ē" as in "bee." Example: "thē angel." When "the" comes before a word beginning with a consonant sound, it is pronounced with a neutral "e," sounding like "thuh" (*thə*). Example: "thə train."

**b. Numerals.** Numerals are limiting adjectives that express number and order.

Numerals that express a number without reference to order are called "*cardinals*." Examples of cardinals are as follows: "one," "five," "twenty-five," "one hundred."

Numerals that indicate position in a numbered series are called "*ordinals*." Examples of ordinals are as follows: "first," "second," "fifth," "twenty-fifth," "one hundredth."

Cardinals	(Spelled Out)	Ordinals	(Spelled Out)
1	one	1st	first
2	two	2nd	second
3	three	3rd	third
4	four	4th	fourth
5	five	5th	fifth
6	six	6th	sixth
7	seven	7th	seventh
8	eight	8th	eighth
9	nine	9th	ninth
10	ten	10th	tenth
11	eleven	11th	eleventh
12	twelve	12th	twelfth
13	thirteen	13th	thirteenth
14	fourteen	14th	fourteenth
20	twenty	20th	twentieth
21	twenty-one	21st	twenty-first
22	twenty-two	22nd	twenty-second
30	thirty	30th	thirtieth
40	forty	40th	fortieth
100	one hundred	100th	one hundredth
1,000	one thousand	1,000th	one thousandth
10,000	ten thousand	10,000th	ten thousandth
1,000,000	one million	1,000,000 <sup>th</sup>	one millionth

*Fractions* are pronounced by expressing the numerator (first number) as a cardinal and the denominator (second number) as an ordinal. Thus, 1/3 is pronounced "one-third," and 1/4 as "one-fourth." When a number is spelled out, a *hyphen* is always used between the two parts of a fraction (one-sixth), or between the two parts of a compound number under 100. Example: thirty-three.

**c. Pronominal adjectives.** Some pronouns can function as adjectives to explain nouns or other pronouns. These are called "pronominal adjectives."

*Demonstrative pronouns* (*this, that, these, those*) can stand alone as pronouns. When they stand alone, they are pronouns. Example: "What is that?" However, when they are used before nouns, they become pronominal adjectives. A pronominal adjective tells what items are being singled out and indicates their distance from the speaker. Example: "Abram brought *these* things to God."

*Interrogative pronouns* (*which, what* and *whose*) may stand alone as pronouns. Example: "*Which* do you prefer?" However, when they are used before nouns, they become pronominal adjectives. Example: "*Which* color do you prefer?"

*Indefinite pronouns* (*all, another, any, both, each, either, few, many, most, neither, several, some*) can also stand alone as pronouns. Example: "*Many* went to war, but *few* returned.": However, when these pronouns are used before nouns, they become pronominal adjectives. Example: "You will be the father of *many* nations."

*Possessive pronouns* (*my, our, your, his, her, its, their*) are used before nouns and are called "*pronominal adjectives*" or "*possessive adjectives*." Example: "I will make *your* name famous."

*When a pronoun stands alone, it functions as a pronoun. When it comes before a noun or pronoun to explain it, it functions as an adjective.*

The pronouns *who* and *none*, and the personal pronouns *I, you, he, she, it, we, they*, are never used as adjectives. Instead of *none*, the adjective *no* is used to explain nouns and pronouns. Examples: *no* money, *no* place, *no* one.

### Your Assignment

Now, check your understanding of adjectives by answering the questions on Lesson Six in this book

Then, read Lesson Six in your *ETR Bible Course* and answer the questions at the back of the book. Afterward, you will be ready to go on to Lesson Seven.



## The Adjective (Continued)

In the first six lessons of this book, we have examined various kinds of nouns, pronouns, and adjectives. You have learned how to use them and how to change them from one form to another.

In this final lesson of Book One, you will learn how to use adjectives to make comparisons and how to spell adjectives in their various forms. But first, let us look at some new words.

### Adjectives to Remember

1. "**positive degree**" - (poz' ə tiv də grē) – the form of an adjective which tells us that a certain quality exists in a person, place, or thing. Example: "A *bright* light suddenly appeared in the sky." The adjective "bright" is in the *positive degree*.

2. "**comparative degree**" (kəm pā' ə tiv) – the form of an adjective which compares two objects and says that one has a higher or lower degree of a quality than the other. Example: "This light is *brighter* than that one." The adjective "brighter" is in the *comparative degree*.

3. "**superlative degree**" (sōō pēr' lə tiv) – the form of an adjective which compares three or more objects and says that one has the highest or lowest degree of a quality. Example: "Abel brought the *best* parts of his *best* sheep to God as a gift." The adjective "best" is in the *superlative degree*.

### Other Words to Remember

1. "**comparison**" (kəm par' i sən) - n. – the variation of an adjective's form to express different degrees of a quality such as "good," "better," or "best." Example: "When Hagar became pregnant, she began to feel that she was *better* than Sarai." Here, the adjective "better" makes a *comparison* between two women.

2. "**confirm**" (kən fērm') - v. – to make firm; to verify. Example: "God *confirmed* his promises to Abraham."

3. "**model**" (mod' əl) - n. – an example to be followed. Example: "Abraham's trust in God is a *model* for everyone."

4. **"rescue"** (res' kū) - v. – to save from danger; to deliver. Example: "God wants to *rescue* us from the power of evil."

5. **"reveal"** (ri vēl') - v. – to make known; to disclose. Example: "God *revealed* that all families of the earth would be blessed through a descendant of Abraham."

6. **"substitute"** (sub' stə tūt) - v. – to replace; to put one person or thing in the place of another. Example: "The life of a ram was *substituted* for the life of a human being."

7. **"superlative"** (sə pēr' lə tiv) - n. – an adjective or adverb that expresses the greatest degree of a quality. Example: "God's agreement with Abraham is one of the *most important* events in the Bible." The adjective "most important" is a *superlative*.

8. **"tug-of-war"** (tug uv wôr') - n. – a contest between two teams at opposite ends of a rope, each trying to pull the other across a dividing line. Any power struggle between two opposing parties. Example: "Abraham's faith in God and his love for Isaac pulled against each other like two mighty forces in a *tug-of-war*."

### Making Comparisons with Adjectives

Think about someone you know—a special friend, an enemy, a member of your family. Compare yourself with him or her. Compare your looks, your height, your weight, your age, your intelligence, your personalities, your actions.

In order to make the comparison, you will use adjectives ending with "er." Examples: *taller, shorter, heavier, thinner, younger, older, smarter, slower*. You will also use the words "more" and "less" to make the comparison. Examples: *more handsome, less beautiful, more likeable, less interesting, more intelligent, less sensitive, more energetic*. Sentences: "I am two years *older* than she is." "She is *more intelligent* than I am."

Now, think about a group of people—your family at home, your class at school, or your office staff. How would you compare them in looks, height, weight, age, intelligence, personality, and character?

In order to compare more than two people, you will use adjectives ending in "est." Examples: *tallest, shortest, heaviest, thinnest, youngest, oldest, smartest*. You will also use the words "most" and "least" to make the comparison. Examples: *most beautiful, least handsome, most likeable, least interesting, most intelligent, least sensitive, most creative, most honest, least energetic*. Example: "He is the *tallest* member of the family."

### Degrees of Comparison

Adjectives are classified in three degrees of comparison: (1) positive, (2) comparative, and (3) superlative.

1. The *positive* degree simply tells that a quality exists in a person, place, or thing. No comparison is made. Example: "Abraham was an *old* man when Isaac was born."

2. The *comparative* degree compares two persons, places, or things and tells which one has a greater or lesser degree of a quality than the other. The comparative degree is formed in two ways: (a) by adding *er* to the positive form of a one-syllable adjective, or (b) by using the words *more* or *less* in front of the positive form of a multi-syllable adjective. Example: "Abraham was ten years *older* than Sarah."

3. The *superlative* degree compares three or more persons, places, or things and tells which one has the greatest degree of a quality. The superlative degree is formed in two ways: (a) by adding *est* to the positive form of an adjective or (b) by putting *most* or *least* in front of the positive form. Examples: "Sarah was the *oldest* woman in history to give birth to a baby." "Abraham was one of God's *most faithful* servants."

Positive	Comparative	Superlative
big	bigger	biggest
small	smaller	smallest
dangerous	more dangerous	most dangerous
expensive	more expensive	most expensive
fast	faster	fastest

### Irregular Comparative Forms

There are several old English forms that are irregular in their comparative forms:

Positive	Comparative	Superlative
bad	worse	worst
far (measurable distance)	farther	farthest
far (measurable progress)	further	furthest
good	better	best
little	less	least
many	more	most

Some adjectives cannot be compared: (a) The articles *a, an, and the* cannot be compared. (b) Numerals cannot be compared. (c) An adjective denoting any absolute quality cannot be compared. Examples: *complete, correct, empty, favorite, final, full, perfect, round, square, straight, supreme*.

It is incorrect to say that one circle is *rounder* than another. It is correct to say that one circle is more nearly round than another. (d) Adjectives that refer to unchangeable places or things cannot be compared. Examples: "a *brass* door knob," "*silk* stockings," "a *silver* spoon," "a *Spanish* guitar." Do not say, "This is the most *Spanish* guitar I have ever played."

### Spelling Rules

When adjectives move from one degree of comparison to another, there is a change of spelling. Confusion over such spelling changes can be avoided by remembering these rules:

1. When one-syllable adjectives begin with a consonant and end with a consonant, with a vowel in between the consonants (CVC), double the final consonant before adding *er* or *est*. Examples: *big-bigger-biggest*; *fat-fatter-fattest*; *sad-sadder-saddest*.

2. When one-syllable adjectives end with a silent "e," drop the silent "e" before adding *er* or *est*. Examples: *fine-finer-finest*; *tame-tamer-tamest*.

3. When adjectives end with a consonant followed by "y" (CY), change the "y" to "i" before adding *er* or *est*. Examples: *dry-drier-driest*; *heavy-heavier-heaviest*; *pretty-prettier-prettiest*; *silly-sillier-silliest*.

4. When adjectives have more than one syllable, their comparative or superlative degrees are usually formed by prefixing "*more*," "*less*," "*most*," or "*least*" to their basic forms. Examples: *beautiful-more beautiful-most beautiful*; *careful-more careful-most careful*; *daring-more daring-most daring*; *loving-more loving-most loving*; *valuable-more valuable-most valuable*.

Go over these rules again and again until you know them well. Learn them now, and you will avoid confusion later.

### Your Assignment

Now, it is time to check your understanding of adjectives by answering the questions on Lesson Seven.

Then, read Lesson Seven in the *Easy-to-Read Bible Course*. See if you can find the two superlative adjectives used there. After reading about Abraham and Isaac, check your comprehension of the story by answering the questions at the back of that book.

Finally, cut out the *Question and Answer* sections of both books and mail them to your teacher.

## E1 Question and Answer Section

### Instructions for the Student:

This section of the *WEI English Course* contains questions on each lesson in Book One. After you have studied each lesson carefully, answer the questions on that lesson. Then go on to the next lesson.

Finish all seven lessons. After answering all the questions in this book and all the questions in the *Easy-to-Read Bible Course*, cut out the entire *Question and Answer Section* in each book, including the score sheets, and mail them to your teacher. Do not send the lesson books. They are yours to keep.

Your teacher will check your answers and return them to you as soon as possible along with Book Two of the *WEI English Course* and Book Two of the *Easy-to-Read Bible Course*.

When you have completed all three books in the English and Bible courses, you will receive a certificate showing that you have successfully completed the WEI Intermediate English and Bible Course.

Please print your name and address in the panel below.

### Student's Name and Address:

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address: \_\_\_\_\_ E-Mail: \_\_\_\_\_

City: \_\_\_\_\_ State (or Province) \_\_\_\_\_

Postal Code (if any) \_\_\_\_\_ Country: \_\_\_\_\_

### Teacher's Name and Address:

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address: \_\_\_\_\_ E-Mail: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Zip Code: \_\_\_\_\_ Country: \_\_\_\_\_

QUESTIONS ON LESSON ONE

E1

I. Words and Meanings (Match each word on the left with its meaning on the right by writing the correct letter in the blank.)

- Example: a 1. create a. To cause to exist
\_\_\_\_\_ 1. design a. to develop slowly
\_\_\_\_\_ 2. evolve b. work done by hand
\_\_\_\_\_ 3. generate c. to create a plan
\_\_\_\_\_ 4. handiwork d. all things that exist
\_\_\_\_\_ 5. universe e. to bring into existence

II. Classify the Nouns (In the blanks on the left, write the answers to the following questions.)

- \_\_\_\_\_ 1. Are the nouns "trees," "country," and "garden" common nouns or proper nouns?
\_\_\_\_\_ 2. Are the nouns "Assyria," "Eden," and "God" common nouns or proper nouns?
\_\_\_\_\_ 3. Are the nouns "woman," "river," and "grass" concrete nouns or abstract nouns?
\_\_\_\_\_ 4. Are the nouns "beauty," "love," and "honor" concrete nouns or abstract nouns?
\_\_\_\_\_ 5. Are the nouns "eagle," "rose," and "tiger" specific nouns or non-specific nouns?

III. Find the Nouns (Find the six nouns in the sentences below and draw a line under them.)

- 1. This beautiful earth is very old.
2. When God spoke, the mountains rose up.
3. When we look at a flower, we see the handiwork of a Creator.

IV. Capital Letters (In the sentences below, draw a line under the nine nouns that should start with a capital letter.)

- 1. people in the united states celebrate independence day on july 4.
2. abraham lincoln was one of america's greatest presidents.
3. One of america's greatest leaders was president abraham lincoln.

Congratulations! You have completed Lesson One. We hope you have learned something helpful-about English and about God. Now, go to Lesson Two and continue.

E1

QUESTIONS ON LESSON TWO

I. Words and Meanings (Match each word on the left with its meaning on the right by writing the correct answer in the blank.)

- Example: a communicate a. to exchange thoughts
\_\_\_\_\_ 1. cultivate a. an emotional connection
\_\_\_\_\_ 2. killer whale b. not conforming to rules
\_\_\_\_\_ 3. irregular c. to cause to grow; to tend
\_\_\_\_\_ 4. responsible d. a large, black dolphin
\_\_\_\_\_ 5. relationship e. answerable accountable

II. Singular and Plural Nouns (In the blank beside each noun below, write the plural form of the noun.)

- \_\_\_\_\_ 1. man
\_\_\_\_\_ 2. woman
\_\_\_\_\_ 3. river
\_\_\_\_\_ 4. tree
\_\_\_\_\_ 5. body
\_\_\_\_\_ 6. foot
\_\_\_\_\_ 7. sheep
\_\_\_\_\_ 8. copy
\_\_\_\_\_ 9. wife
\_\_\_\_\_ 10. child

III. Possessive Nouns (Locate the possessive nouns in the sentences below and write them in the blanks on the left.)

- \_\_\_\_\_ 1. "Then God breathed life into the man's nose, and he became a living being."
\_\_\_\_\_ 2. The human being was God's greatest creation.
\_\_\_\_\_ 3. Eve met Adam's need for companionship.

IV. Making Plural Nouns Possessive (In the blank space beside each plural noun below, write the possessive form of the noun.)

- \_\_\_\_\_ 1. men
\_\_\_\_\_ 2. women
\_\_\_\_\_ 3. children
\_\_\_\_\_ 4. boys
\_\_\_\_\_ 5. girls
\_\_\_\_\_ 6. trees
\_\_\_\_\_ 7. sheep

Congratulations Again! You're off to a good start. Keep up the good work. By setting aside some study-time each day, you will complete this course before you know it. Now, go to Lesson Three

QUESTIONS ON LESSON THREE

E1

**I. Words and Meanings** (Match each word on the left with its meaning on the right by writing the correct letter in the blank.)

- Example: a 1. boundary a. a border or limit  
 \_\_\_\_\_ 1. descendant a. to make someone feel ill-at-ease  
 \_\_\_\_\_ 2. embarrass b. to attract  
 \_\_\_\_\_ 3. fascinate c. of the spirit or soul  
 \_\_\_\_\_ 4. temptation d. an offspring  
 \_\_\_\_\_ 5. spiritual e. something that draws a person toward evil.

**II. Gender** (In the blanks beside the nouns below, write masculine, feminine, common, or neuter gender.)

- \_\_\_\_\_ 1. Adam  
 \_\_\_\_\_ 2. Eve  
 \_\_\_\_\_ 3. garden  
 \_\_\_\_\_ 4. home  
 \_\_\_\_\_ 5. park  
 \_\_\_\_\_ 6. snake  
 \_\_\_\_\_ 7. power  
 \_\_\_\_\_ 8. prince  
 \_\_\_\_\_ 9. enemy  
 \_\_\_\_\_ 10. woman

**III. Person** (In the blanks beside the nouns below, write 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> person.)

1. "Woman \_\_\_\_\_, did God \_\_\_\_\_ really tell you that you must not eat from any tree in the garden?"  
 2. "I, John \_\_\_\_\_, was on the Island of Patmos."

**IV. Number** (In the blank beside each noun, write "S" for *singular*, "P" for *plural*, and "NC" for *non-count* number.)

"You will be forced to crawl on your *stomach* \_\_\_\_\_ and to eat *dust* \_\_\_\_\_ all the *days* \_\_\_\_\_ of your *life* \_\_\_\_\_."

**V. Case** (In the blank beside each noun, write *N* for *nominative*, *O* for *objective*, or *P* for *possessive* case.)

God \_\_\_\_\_ is totally good. When we reject God's \_\_\_\_\_ rule \_\_\_\_\_, we take the wrong road and get off course.

**GOOD FOR YOU!** You have just finished another lesson in the *WEI English Course*. Now, study Lesson Three in the *ETR Bible Course*.

E1 QUESTIONS ON LESSON FOUR

**I. Words and Meanings** (Match each word on the left with its meaning on the right by writing the correct letter in the blank.)

- \_\_\_\_\_ 1. majesty a. reverence, respect, love  
 \_\_\_\_\_ 2. confront b. a feeling of anger  
 \_\_\_\_\_ 3. worship c. to come face to face with  
 \_\_\_\_\_ 4. trust d. dignity and authority  
 \_\_\_\_\_ 5. resentment e. to believe in

**II. Find the Personal Pronouns** (In the blank beside each sentence, write the personal pronoun used in the sentence.)

- \_\_\_\_\_ 1. Cain said, "Let us go out to the field."  
 \_\_\_\_\_ 2. Then Cain attacked Abel and killed him.

**III. Substitute Pronouns for Nouns** (Replace the following nouns with pronouns by writing the correct pronoun in each blank.)

Example: "Life was difficult for Adam and Eve" them.

1. Eve \_\_\_\_\_ gave birth to another baby boy.  
 2. Cain \_\_\_\_\_ did not listen to God \_\_\_\_\_.  
 3. Cain \_\_\_\_\_ killed Abel \_\_\_\_\_.

**IV. Person** (In the blank beside each pronoun, write 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> person.)

1. Cain asked, "Am I \_\_\_\_\_ my brother's keeper?"  
 2. The Lord said to Cain, "You \_\_\_\_\_ killed your brother! His \_\_\_\_\_ blood is like a voice shouting to me from the ground."

**V. Case** (In the blank beside each pronoun below, write *N* for *Nominative*, *O* for *Objective*, and *P* for *Possessive*.)

1. God said to Cain, "In the past, you \_\_\_\_\_ planted, and your \_\_\_\_\_ plants grew well."  
 2. Cain did not ask God to forgive him \_\_\_\_\_. He \_\_\_\_\_ only felt sorry for himself.

**VI. Antecedents** (In the blank beside each pronoun below, write its antecedent).

1. "If we do not control evil, it \_\_\_\_\_ will control us."  
 2. "We worship God, not because he \_\_\_\_\_ demands worship, but because he \_\_\_\_\_ deserves it \_\_\_\_\_."

**You're doing great!** Keep up the good work! Now, read Lesson Four in the *ETR Bible Course* and answer the questions on Lesson Four in both books.

QUESTIONS ON LESSON FIVE

E1

I. Words and Meanings (Match each word on the left with its meaning on the right by writing the correct letter in the blank.)

- |       |              |                                    |
|-------|--------------|------------------------------------|
| _____ | 1. Arctic    | a. a place to offer a sacrifice    |
| _____ | 2. geologist | b. hot and humid                   |
| _____ | 3. tropical  | c. scientist who studies the earth |
| _____ | 4. transmit  | d. cold area near the North Pole   |
| _____ | 5. altar     | e. to cause to spread              |

II. The Indefinite Pronoun (Find the indefinite pronouns in the sentences below and write them in the blanks on the left.)

- |       |  |
|-------|--|
| _____ | 1. Noah preached, but no one listened.       |
| _____ | 2. Noah obeyed all that God commanded him.   |
| _____ | 3. God loves everyone.                       |
| _____ | 4. God does not want anyone to be hurt.      |
| _____ | 5. Everyone thought about evil all the time. |

III. The Relative Pronoun (Find the relative pronouns in the sentences below and write them in the blanks on the left.)

- |       |   |
|-------|---|
| _____ | 1. Noah was a good man who always walked with God.                            |
| _____ | 2. The flood destroyed every living thing that was on the earth.              |
| _____ | 3. God said, "All the things that I made will be gone."                       |
| _____ | 4. There was one man who pleased the Lord.                                    |
| _____ | 5. The happiness that Adam and Eve enjoyed in the Garden of Eden disappeared. |

IV. The Interrogative Pronoun (Find the interrogative pronouns in the sentences below and write them in the blanks on the left.)

- |       |   |
|-------|---|
| _____ | 1. Who built a big boat and filled it with animals? |
| _____ | 2. Whom did Noah obey?                              |
| _____ | 3. What did Noah use in building the big boat?      |
| _____ | 4. Noah followed some plans. Whose were they?       |
| _____ | 5. Noah had three sons. Which was the oldest?       |

V. The Demonstrative Pronoun (Find the demonstrative pronouns in the sentences below and write them in the blanks on the left.)

- |       |   |
|-------|---|
| _____ | 1. This made the Lord sad in his heart.               |
| _____ | 2. That was God's response to evil.                   |
| _____ | 3. This is my promise to you.                         |
| _____ | 4. These are the logs that floated across the desert. |
| _____ | 5. Those are the facts.                               |

We hope you are enjoying your study and are satisfied with your progress. Now, study Lesson Five in the *ETR Bible Course*. Then study Lesson Six.

E1

QUESTIONS ON LESSON SIX

I. Words and Meanings (Match each word on the left with its meaning on the right by writing the correct letter in the blank.)

- |       |               |                                    |
|-------|---------------|------------------------------------|
| _____ | 1. articles   | a. a clay jar with burning coals   |
| _____ | 2. faith      | b. the worship of images           |
| _____ | 3. idolatry   | c. the words "a," "an," and "the." |
| _____ | 4. firepot    | d. the act of surrendering         |
| _____ | 5. submission | e. trust in God                    |

II. Descriptive Adjectives (Find the descriptive adjectives in the sentences below and write them in the blanks on the left.)

- |       |  |
|-------|--|
| _____ | 1. Abram was a good man.                     |
| _____ | 2. Abram stopped at the big trees of Moreh.  |
| _____ | 3. I will give you a great reward.           |
| _____ | 4. The dead animals still lay on the ground. |
| _____ | 5. Obey me and live the right way.           |

III. Predicate Adjectives (Find the predicate adjectives in the sentences below and write them in the blanks on the left.)

- |       |  |
|-------|--|
| _____ | 1. While he was asleep, a terrible darkness came.      |
| _____ | 2. After the sun went down, the sky became very dark.  |
| _____ | 3. Hagar began to feel that she was better than Sarai. |
| _____ | 4. We are sinful, and we deserve to be punished.       |
| _____ | 5. God's agreement with Abraham was important.         |

IV. Articles (Answer the following questions by writing "a," "an," or "the" in the blanks on the left.)

- |       |   |
|-------|---|
| _____ | 1. What word is known as the <i>definite</i> article? |
| _____ | 2. Which article comes before a consonant sound?      |
| _____ | 3. What article comes before a vowel sound?           |

V. Numerals (Write "cardinals" or "ordinals" in the blanks on the left.)

- |       |   |
|-------|---|
| _____ | 1. What do you call numerals like "one" and "two"?        |
| _____ | 2. What do you call numerals like "first" and "second"?   |
| _____ | 3. The numerator of a fraction is expressed as a ____.    |
| _____ | 4. The denominator of a fraction is expressed as an ____. |

V. Pronominal Adjectives (Locate the pronouns that are used as adjectives in the sentences below, and write them in the blanks on the left.)

- |       |  |
|-------|--|
| _____ | 1. On that day, God made a promise to Abram.           |
| _____ | 2. All people on earth will be blessed because of you. |
| _____ | 3. I will make your name famous.                       |

