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# Language Arts 801

## Unit Overview

**Penmanship:** Students will copy quotes by Thomas Edison.

**Spelling:** Section 1 – words that share a root with the word *focus*

Section 2 – words that share a root with the word *pathos*; also suffix *-ic*

Section 3 – words that end with *-ore*

**Writing:** Students will learn the basics of writing—effective sentences, meaningful revision, and careful editing.

## Section 1

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### Lesson 1

### Nouns

*Pages 1–3*

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### Objectives

- Learn Study Words: *noun, collective noun, concrete noun, abstract noun*
- Learn the distinction between common and proper nouns
- Learn to identify collective nouns
- Learn to tell whether a noun is concrete or abstract

### Board Preparation

- New
  1. Our new house has a larger living room than our old house, but the kitchen is smaller.
  2. Kori refilled his coffee mug and picked up the latest edition of *Southern Farming*.
  3. Draw two headers that look something like this:    Concrete            Abstract



**Study Words:** *noun, collective noun*

## New Nouns

As students should well know by now, nouns can be either common (generic) or proper (specific) names for people, places, and things.

Compound nouns are nouns that are formed from a combination of words. Treat a compound noun as a single word.

Collective nouns are nouns that name a group of people or things.

## Review



- Have the class list several collective nouns.

Ex: *team, group, committee, herd, flock*

## New

- Underline each noun. Label each noun *C* for *common* or *P* for *proper*.

1. Our new house has a larger living room than our old house, but the kitchen is smaller.

2. Kori refilled his coffee mug and picked up the latest edition of Southern Farming.

## SECTION 1



### Nouns

**noun:** a word that names a person, place, thing, or idea

**collective noun:** a noun that names a group of people or things



A **noun** is a word that names a person, place, thing, or idea. Most nouns are single words, but some nouns are formed by multiple words. Common nouns name any person, place, or thing. Proper nouns name specific people, places, or things.

chairman    Africa    continent    Janice    honesty    Mason's General Store

Common nouns formed by multiple words are compound nouns. Compound nouns can have space between the words (open), no space between the words (closed), or be hyphenated. Treat a compound noun as a single word when marking or diagramming.

bus stop    blackboard    mother-in-law

A **collective noun** names a group of people or things. Since collective nouns refer to the group itself instead of each member, they are in the singular form.

team    Congress    herd

### A Underline each noun and label it *C* for *common* or *P* for *proper*.

- During our descent into Los Angeles International Airport, one of the engines on the airliner flamed out.
- The pilot, struggling to keep the jet aligned with the runway, declared an emergency to Air Traffic Control.
- The colonies in America fought for eight years to gain their independence from England.
- Gideon defeated the Midianites with three hundred men, lamps, pitchers, and trumpets.
- Kari needs peanut butter and corn syrup for the recipe.



## Lesson 1

**B** Using a dictionary, underline the correct way to write each compound noun.

6. lightyear                      light-year                      light year  
 7. paperclip                      paper-clip                      paper clip  
 8. schoolteacher                      school-teacher                      school teacher

**C** Write a collective noun from the box for each item given. One word will not be used.

9. a group of wolves pack  
 10. a group of singers chorus  
 11. a group of turkeys flock  
 12. a group of lions pride

caravan  
chorus  
flock  
pack  
pride

## Concrete and Abstract Nouns

**concrete noun:** a noun that names something that can be physically perceived

**abstract noun:** a noun that names something that cannot be physically perceived



**Concrete nouns** name things you can see, touch, hear, or taste.

sunset      ground      waterfall      roses      salt

**Abstract nouns** name things that cannot be perceived by the five senses. Ideas, qualities, thoughts, and feelings are all named by abstract nouns.

honesty      courage      excitement      freedom      love

**D** Write *c* for *concrete* or *a* for *abstract* to tell whether each noun is concrete or abstract.

13. c encyclopedia                      17. a knowledge  
 14. a respect                      18. a confusion  
 15. a mercy                      19. c strawberries  
 16. c clouds                      20. a friendship

## Penmanship

**E** Using your best handwriting, copy the quote by Thomas Edison.

"Imagination supplies the ideas; technical knowledge carries them out."



**Study Words:** *concrete noun*,  
*abstract noun*

## New Concrete and Abstract Nouns

In addition to naming people, places, and things, nouns also name ideas. The terms *concrete* and *abstract* make a distinction between tangible nouns and intangible nouns. A quick way to remember the difference between the two is to remember that concrete can be touched.



- Have students give examples of concrete and abstract nouns.
3. Write them under the appropriate header. (*Answers will vary.*)



## Penmanship

Copy a quote by Thomas Edison.



## Spelling – Patterns

### Spelling Words

aerial	diabolical	hysterical	peripheral	rhetorical
bifocal	fiscal	language	physical	skeptical
bilingual	foci	linguist	portrayal	trifocal
colossal	focus	nocturnal	punctual	trilingual

*Focus* is the parent word for several words in this section. Today, *focus* often carries an optical meaning: “to bring lines of light to a point of convergence.” Words derived from *focus* have a *foc* root.

**F** Write the spelling word that fits each description. Circle each *foc* root.

21. trifocal prescription eyewear that focuses at three different distances
22. foci plural of *focus*
23. bifocal prescription eyewear that focuses at two different distances
24. focus the place where rays (such as light rays) come together or purposeful attention

The *-al* suffix can form adjectives or nouns. When forming nouns, *-al* indicates an action or a process. As an adjective, *-al* adds the sense of “having to do with” or “characterized by.”

**G** Write the spelling word that fits each description.

25. skeptical characterized by skepticism
26. aerial having to do with the air or flying
27. rhetorical having to do with rhetoric
28. hysterical characterized by hysterics
29. peripheral having to do with the outer edge; extra
30. punctual being on time
31. nocturnal having to do with the nighttime
32. fiscal having to do with taxes or money
33. physical of or relating to the body; an examination of the body

**H** Write the Section 1 spelling words in your notebook.



## Spelling

Read the list of spelling words together. Discuss unfamiliar words.

### Spelling Words for Section 1

<i>aerial</i>	<i>diabolical</i>	<i>hysterical</i>	<i>peripheral</i>	<i>rhetorical</i>
<i>bifocal</i>	<i>fiscal</i>	<i>language</i>	<i>physical</i>	<i>skeptical</i>
<i>bilingual</i>	<i>foci</i>	<i>linguist</i>	<i>portrayal</i>	<i>trifocal</i>
<i>colossal</i>	<i>focus</i>	<i>nocturnal</i>	<i>punctual</i>	<i>trilingual</i>



Verbs

**verb:** a word that shows action or being



The **verb** is the most important word in a sentence. Action verbs show the physical or mental action of the subject.

The <sup>av</sup>birds fluttered around the aviary.

We <sup>av</sup>trust in God.

Being verbs indicate a state of existence. The being verbs are *am, is, are, was, were, be, being, and been*.

Tom's <sup>bv</sup>dog Axel is in the animal hospital.

A verb phrase is the main verb and one or more helping verbs. The verb phrase functions as one verb. The main verb determines whether the phrase functions as an action or a being verb.

I <sup>hv hv av</sup>have been reading about Thomas Edison.

James and Leon <sup>hv bv</sup>may be here in time for supper.

Sometimes Helping				Always Helping		
am	were	have	do	can	shall	will
is	be	has	does	could	should	would
are	being	had	did	may	might	must
was	been					

*Have, has, and had* are action verbs if used alone.

**action:** Dave has the tool to reprogram the computer in the Ford.

**helping:** Someone had left a toolbox on the bumper of the truck.

Words sometimes interrupt verb phrases.

I should not have read so late last night.

Karen doesn't speak Spanish or German.

What did Edison accomplish?



**Study Word:** *verb*

**New Verbs**

Verbs are the core of a sentence. They state truths of action or being. Sentences cannot exist without verbs.

Occasionally helping verbs help the main verb show tense. The helping verbs together with the main verb create a verb phrase. Words sometimes separate components of verb phrases. When marking modifiers in this course, draw any arrows to the main verb since it represents the entire phrase.

Forms of *have* can be either helping verbs (as part of a verb phrase) or action verbs if they stand alone.

**Lesson 2**

**Verbs**

Pages 4 – 7

**Objectives**

- Learn Study Word: *verb*
- Identify, describe, or distinguish between action and being verbs
- Identify verb phrases, even if components are separated by other words
- Recognize the different functions of *have*

**Board Preparation**

- Review
  1. My family crossed the Chesapeake Bay Bridge-Tunnel on our way to Norfolk.
  2. The bridge is close to the mouth of the James River and the Elizabeth River.
  3. \_\_\_\_\_ of camels
  4. \_\_\_\_\_ of fish
  5. \_\_\_\_\_ of cubs
- New
  6. Isaac nearly had the snake in his grasp before it slithered away.
  7. Zoe hadn't been to the Air and Space Museum before the field trip.





- Underline each verb or verb phrase twice. Write *hv* above each helping verb. Tell whether each verb or verb phrase is action or being.
- Isaac nearly had the snake in his grasp before it slithered away. (*action*)
- Zoe hadn't been to the Air and Space Museum before the field trip. (*being*)

## Review



- What are the three ways compound nouns are written? (*open, closed, or hyphenated*)
- Are collective nouns singular or plural? (*singular*)



- Underline each noun. Label each noun *C* for *common* or *P* for *proper*.
  - My family crossed the Chesapeake Bay Bridge-Tunnel on our way to Norfolk.  
C P C P
  - The bridge is close to the mouth of the James River and the Elizabeth River.  
C C P P
- Give the collective noun that completes each phrase. Accept other reasonable answers.
  - caravan, drove of camels
  - school of fish
  - litter of cubs



- A** Underline each verb or verb phrase twice. Label each verb *av* for *action verb*, *bv* for *being verb*, or *hv* for *helping verb*.

- Mother's Day will be next Sunday. hv bv
- I love the Lord with all my heart. av
- Kent and Andy will pitch the tent after supper. hv av
- Carl had an asthma attack at the program last night. av
- Christine's friend Tamara has not been to Sunday school for three weeks. hv bv
- Have you ever been to Niagara Falls? hv bv
- Mark has been faithfully doing Joel's chores all week. hv hv av
- Karlin has an interesting collection of model airplanes. av
- Those two puppies have their mother's sweet disposition. av
- The large blue envelope was not in the trash can or on the desk. bv
- Did anyone put it in the drawer? hv av

- B** Write *action* or *being* beside each description or group of verbs.

- being indicates a state of existence
- action shows mental or physical action of the subject
- action discover, apologize, anticipate, memorize
- being am, is, are, was, were, be, being, been

## Review

- C** Match each item with its definition.

- d concrete noun
- b abstract noun
- a collective noun
- c compound noun

- singular in form, but names a group
- idea or feeling, not perceived with the five senses
- two or more words naming one item
- something you can see, touch, hear, or smell



Lesson 2

**D** Write *concrete* or *abstract* to identify each noun.

20. concrete full moon                      24. abstract joy  
21. abstract generosity                      25. concrete caboose  
22. concrete table                              26. abstract decision  
23. concrete lemonade                      27. abstract danger

**E** Underline each noun. Write *P* above each proper noun.

28. <sup>P</sup> Thomas Edison started his first business venture when he was seven. He built a wooden observation tower so that visitors could view the scenery around <sup>P</sup> Port Huron. He charged twenty-five cents.

**F** Using a dictionary, underline the correct way to write each compound noun.

29. postoffice                      post office                      post-office  
30. truckload                      truck load                      truck-load  
31. runnerup                      runner up                      runner-up

**G** Write a collective noun from the box for each item given. One word will not be used.

32. a group of fish school  
33. a group of bees hive  
34. a group of puppies litter

herd  
hive  
litter  
school

**H** Write a sentence using each noun given.

- 35. peace Ex: Jesus brings peace to troubled hearts.  
○ 36. class Ex: The eighth-grade class is almost finished with their work.  
○ 37. seagull Ex: A seagull snatched bread out of my hand.

**Penmanship**

○ **I** Using your best handwriting, copy the quote by Thomas Edison.

"Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time."



**Penmanship**

Copy a quote by Thomas Edison.



## Spelling – Definitions

**J** Cut out Section 1 spelling words on page 63.

**K** Write the spelling word that fits each description.

38. language the written or spoken human speech
39. bilingual able to speak two languages
40. trilingual able to speak three languages
41. colossal overly large; gigantic
42. diabolical very cruel or wicked
43. linguist a person accomplished in languages
44. portrayal the process of portraying something; a representation

**L** Write the spelling word that completes each sentence. One sentence has two answers.

45. Flying squirrels are rarely seen in the daytime because they are nocturnal.
46. The accountant reviews the company's finances when the fiscal year ends.
47. Hans was skeptical when Martens began expressing his gratefulness to God.
48. Ellie became hysterical when she was trapped out of the airport without her phone or passport.
49. The Knicely family is very punctual, and they are often the first people at church.
50. Rachel tried to focus the binoculars quickly on the rare warbler.
51. Mr. Elliot's question, "Is following Jesus worth it?" was rhetorical. He did not expect an answer; he went on, "Of course it is!"
52. Eyeglass lenses may be single vision, bifocal, or trifocal.
53. Weston plotted the two foci on the graph of the ellipse.
54. Miss Byler checked Trevor's peripheral vision before he took his driver's test.
55. Aiden recently bought a drone to take aerial photos.
56. Eldon needed to get a physical examination before he could renew his license to drive a tractor trailer.

**M** Write the Section 1 spelling words in your notebook.



## Spelling

Students should cut out their spelling word bookmark for Section 1 and use it through Lesson 4 for their daily work.

### Spelling Words for Section 1

<i>aerial</i>	<i>diabolical</i>	<i>hysterical</i>	<i>peripheral</i>	<i>rhetorical</i>
<i>bifocal</i>	<i>fiscal</i>	<i>language</i>	<i>physical</i>	<i>skeptical</i>
<i>bilingual</i>	<i>foci</i>	<i>linguist</i>	<i>portrayal</i>	<i>trifocal</i>
<i>colossal</i>	<i>focus</i>	<i>nocturnal</i>	<i>punctual</i>	<i>trilingual</i>

## 3

## Sentences



## Sentences

A sentence is a group of words that contains a complete thought. Every sentence has a subject, which tells who or what the sentence is about, and a predicate. The main verb of the sentence is the core of the predicate; adverbs and other modifiers form the complete predicate. A noun with any adjectives or other modifiers forms the complete subject.

To analyze the structure of a sentence, first find the verb. Then ask *who* or *what*, followed by the verb itself, to find the subject.

The early morning dew <sup>S</sup> <sup>V</sup> glistened in the sunlight.

Monaco <sup>S</sup> <sup>V</sup> is one of the smallest countries in Europe.

Sentences can have compound subjects and verbs.

Susan and Katie <sup>S</sup> <sup>S</sup> <sup>V</sup> took pictures of the eclipse and <sup>V</sup> published them in *Nature Friend*.

The subject often comes in front of the verb. In inverted word order, the verb (or part of the verb phrase) comes before the subject. Interrogative sentences are a good example of inverted word order. To find the subject of an interrogative sentence, turn the question into a statement.

Into the cabin <sup>V</sup> stepped <sup>S</sup> a tall, lanky frontiersman.

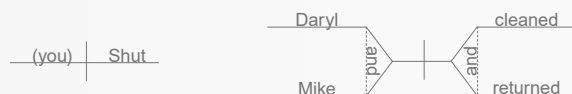
Will <sup>V</sup> you <sup>S</sup> help me with this math problem? (You <sup>S</sup> will <sup>V</sup> help me with this math problem.)

The subject of an imperative sentence is an understood *you*.

(You) <sup>S</sup> <sup>V</sup> hand me that brush, please.

Diagram subjects and verbs on a horizontal line. Separate the subject from the verb with a vertical line drawn through the baseline. Compound elements are diagrammed on sideways y's.

Shut the window, please. Daryl and Mike cleaned the tractor and returned it to Mr. Keith.



## New Sentences

A sentence is a group of words in which a subject and a predicate work together to create a complete thought. The predicate makes a statement of action or being, and the subject says who or what the predicate is discussing.

Subjects and main verbs can come in pairs (compounds). Sometimes a subject follows the verb, and sometimes the subject is understood—especially in imperative sentences.

## Lesson 3

## Sentences

Pages 8 – 11

## Objectives

- Recognize the two main components of a sentence
- Identify subjects and verbs in inverted sentences or compound constructions
- Diagram the core of a sentence

## Board Preparation

- Review
  1. Deborah has a box of books for the new library.
  2. The books were on the doorstep of her house last evening.
  3. Several people have also donated books from their personal libraries.
  4. patience
  5. island
  6. thesaurus
  7. frustration
- New
  8. The firefighters cleared the house and treated several residents for smoke inhalation.
  9. Steve and Joshua installed the recessed lights last evening.
  10. Don't leave Skippy in the pasture overnight.
  11. Samson and Goliath are Abner's favorite draft horses.



- Underline each complete subject once and each complete predicate twice. Write *s* above each subject and *v* above each verb. If the subject is understood *you*, write (*you*) above the first word in the sentence.

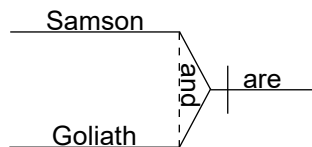
8. The firefighters <sup>s</sup> cleared <sup>v</sup> the house and treated <sup>v</sup> several residents for smoke <sup>v</sup> inhalation.

9. <sup>s</sup> Steve and Joshua <sup>s</sup> installed <sup>v</sup> the recessed lights last <sup>v</sup> evening.

10. <sup>s</sup> (you) <sup>v</sup> Don't leave Skippy in <sup>v</sup> the pasture overnight.

- Diagram the boldface words in the sentence.

11. **Samson and Goliath are** Abner's favorite draft horses.



- A Underline each complete subject once and each complete predicate twice. Write *s* above each subject and *v* above each verb. If the subject is understood *you*, write (*you*) in the margin beside the sentence.

- <sup>v</sup> What are the most important natural resources of Brazil? <sup>s</sup>
- <sup>s</sup> (you) <sup>v</sup> Rest in the Lord and wait patiently for Him. <sup>v</sup>
- <sup>s</sup> Sean <sup>v</sup> slugged the baseball, <sup>v</sup> dropped the bat, and <sup>v</sup> ran toward first base.
- <sup>s</sup> Mary, Martha, and Lazarus <sup>s</sup> were <sup>v</sup> friends of Jesus.

- B Diagram the subject(s) and verb(s) of each sentence.

5. Put on the whole armor of God.

(you) | Put

6. Have you been to Glacier National Park?

you | Have been

7. Queen Esther prayed and fasted for her people.

Queen Esther | prayed  
and  
fasted

8. Carlos and Pedro loaded the mules and led them down the mountain trail.

Carlos | loaded  
and  
Pedro | led