

### **Introduction:**

- ❖ Last week we continued looking at statements. So far in the study of statements, we have looked at Self-supported and Supported statements, Relationships between statements, and finally, Consistency and Disagreement. Today we will be wrapping up talking directly about statements before moving on to other things related to arguments.
- ❖ Our focus in this Lesson is on the One Basic Verb as well as Standard Categorical Statements.

### **The One Basic Verb: Introductory Logic Lesson 11**

- ❖ “With the approach to statements and categorical logic we are taking in this text, there is only one verb that needs to be mastered. This is the verb of being- that is, *is, are, was, were, will be*, and so on. Although it may seem awkward at first, this is done to help us analyze statements more easily. Instead of saying *No cows eat meat*, we would change the verb and say *No cows are meat-eaters*.”<sup>1</sup>

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- ❖ Being verbs, also known as linking verbs or state of being verbs, describe a state of being rather than an action. They link the subject of a sentence to a word or phrase that describes or identifies it. The most common being verbs are forms of "to be," such as *is, am, are, was, were, be, being*, and *been*. However, other verbs like *seem, appear, feel, look, become*, and *sound* can also function as linking verbs.

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<sup>1</sup> Introductory Logic pg 81

# The One Basic Verb and Standard Categorical Statements

Introductory Logic Lessons 11 and 12

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You *look* happy today. In this sentence, "look" does not describe the action of using your eyes, but rather describes a state of being – the state of being happy.

These are the core being verbs.

Present: *am, is, are*

Past: *was, were*

Perfect: *been, has been, have been*

Progressive: *being, is being, are being, was being, were being*

- ❖ As statements are placed into arguments, it is helpful<sup>2</sup> to avoid the verbs of ordinary conversation. This makes analysis of the argument simpler, but it does not mean that there are no pit falls. Even the word *is* can carry different definitions.

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There is obviously a problem here. But where is it? The argument is fallacious because it treats each usage of the word *is* as though it were an equal sign ( $A=B$ ,  $B=C$ ,  $D=C$ , therefore;  $D=A$ ). But what does *is* mean in each of those statements? In ordinary English, the verb of being can have different meanings- be careful you don't mix them.<sup>3</sup>

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<sup>2</sup> Placing ordinary statements (claims) into arguments is very helpful to assess their truth value in an argument. See examples on pg 8

<sup>3</sup> See pg 8-9 for a few ways *Is* can be used.

# The One Basic Verb and Standard Categorical Statements

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- ❖ How do we change an ordinary statement into a standard form statement?

Example: My little brother throws rocks.

1. **Identify and write down the entire subject.** In our example, the entire subject is “My Little Brother.”
2. **Choose the proper “to be” Verb.** Consider the number (singular or plural) of the subject and the tense (past, present, future) of the verb. *My little brother* is singular, and the verb *throws* is present tense. So the proper “to be” verb is *is*.
3. **Rewrite the entire predicate as a predicate nominative (i.e., a noun).** In this case, the predicate *throws rocks* becomes *a rock –thrower*. So the whole proposition becomes *My little brother is a rock-thrower*.

Another example:

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- Note that, in the above example, the tense of the verb is reflected in the verb of being: the original statement is in the past tense so the verb *was* is used.

## Standard Categorical Statements: Introductory Logic Lesson 12

- ❖ Categorical statements are statements that affirm or deny something about a given subject.

Every categorical statement can be translated into one of four forms. The forms are as follows:

1. *All S are P.* (A)
2. *No S are P.* (E)
3. *Some S are P.* (I)
4. *Some S are not P.* (O)

# The One Basic Verb and Standard Categorical Statements

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- Now how can a statement be translated into one of these forms? Let us take a sentence that could occur in every day conversation.

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- Statements have two parts – a **subject** and a **predicate**. The subject is usually symbolized by the letter *S*, and the predicate is symbolized by the letter *P*. In a categorical statement, a relationship is expressed between two classes of objects, the subject class and the predicate class, e.g., *people* on the one hand and *door-shutters* on the other.

Each statement also has quantity and quality. The **quantity** identifies whether the statement is universal (all and no) or particular (some and some... not). A statement is universal when it makes a claim about the entire extension of the subject. A statement is particular when it makes a claim about part of the extension of the subject. The **quality** identifies whether the statement is affirmative (all and some) or negative (no and some....not). A statement is affirmative when it affirms something of the subject. It is negative when it denies something of the subject.

There are four combinations of quantity and quality, which give us our four standard categorical statements.

Statements	Quantity	Quality
All S are P	Universal	Affirmative
No S are P	Universal	Negative
Some S are P	Particular	Affirmative
Some S are not P	Particular	Negative.

# The One Basic Verb and Standard Categorical Statements

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In developing a formal argument, the statements must be put into one of these standard forms. The rules for translating categorical statements into standard categorical form are as follows:

1. The statements must begin with the words *all*, *no*, or *some*.
2. The verb must be the verb of being: *is*, *are*, *was*, *were*, *will be*, etc.
3. Both the subject and the predicate must be a noun or a noun phrase.

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## **Exercise 11:**

# The One Basic Verb and Standard Categorical Statements

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Rewrite each sentence using no verbs but the verb of being.

1. John eats turnips
  - a. \_\_\_\_\_
2. Rebekah reads her Bible daily.
  - a. \_\_\_\_\_
3. Paul resisted Peter and Barnabas.
  - a. \_\_\_\_\_
4. Susan works hard to resist temptation.
  - a. \_\_\_\_\_
5. Faith produces fruit.
  - a. \_\_\_\_\_
6. The works of the sinful nature lead to death.
  - a. \_\_\_\_\_
7. The donkey rebuked the prophet.
  - a. \_\_\_\_\_
8. The man will sing loudly.
  - a. \_\_\_\_\_
9. Absalom rebelled against King David.
  - a. \_\_\_\_\_
10. God created heaven and earth.
  - a. \_\_\_\_\_

## **Exercise 12:**

# The One Basic Verb and Standard Categorical Statements

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In the following exercise, analyze each statement. In the blank at the right, put down what sort of categorical statement it is, i.e. universal affirmative, universal negative, particular affirmative, or particular negative.

1. Some cowboys are intellectuals. \_\_\_\_\_
2. All Scripture is God-breathed writing. \_\_\_\_\_
3. Some children are not students. \_\_\_\_\_
4. No Christians are Hindus. \_\_\_\_\_
5. Some books are fiction. \_\_\_\_\_
6. Some writers are not poets. \_\_\_\_\_
7. All dogs are carnivores. \_\_\_\_\_
8. No Trojans are Greeks. \_\_\_\_\_
9. Some soldiers are not brave men. \_\_\_\_\_
10. All men are mortals. \_\_\_\_\_

Translate the following sentences into one of the four standard forms.

1. Christians will not be condemned.
  - a. \_\_\_\_\_
2. Every false teacher attacks the authority of Scripture.
  - a. \_\_\_\_\_
3. A few churches allow divorce too easily.
  - a. \_\_\_\_\_
4. Many people do not believe in the devil.
  - a. \_\_\_\_\_

## Arguments for “What is the Word of God?”<sup>4</sup>

Numerology argument written as a syllogism.

1. All books having numerological miracles are the Word of God
2. All KJBs are books having numerological miracles
3. Therefore, All KJBs are the Word of God

What makes the Koran not the Word of God?

Specific example of Romans 6:6 and the 6<sup>th</sup> word, “man.”

1. All Bibles having the word man in Romans 6:6 and 6<sup>th</sup> word are the Word of God
2. All KJBs are bibles having the word man in Romans 6:6 and 6<sup>th</sup> word
3. Therefore, All KJBs are the Word of God

## What are some uses of the word *is* in a sentence?

The word "is" is a form of the verb "to be," and it has a crucial role in English grammar.

It is primarily used with third-person singular subjects (he, she, it, and singular nouns) in the present tense.

Here are some of the main ways "is" is used in sentences:

1. As a Linking Verb: "Is" connects the subject of a sentence to a noun, pronoun, or adjective that renames or describes the subject.

Examples: She is my sister.

The flower is purple.

He is sad.

The book is on the table.

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<sup>4</sup> Used in Bryan's and I's rebuttal videos of numerology as a proof of the KJB.



This desk is a piece of furniture.

Maria is happy.

2. As an Auxiliary Verb: "is" can function as a helping verb to form different verb tenses, particularly the present continuous (or present progressive) tense.

Examples: He is studying music theory.

Our grandmother is hosting the party.

It is snowing.

My mother is training for a 5k.

Jane is drawing.

3. Expressing Existence or Presence: "is" can indicate that something exists or is present.

Example: The cat is on the mat.

4. Describing Identity or Qualities: "is" can be used to describe the identity or qualities of a subject.

Example: He is tall.

This painting is beautiful.

5. Indicating Possession: In some cases, "is" can be used to show possession.

Example: The car is mine.

In essence, "is" refers to the action of "being," whether that "being" involves a state of existence, a description of qualities, or a connection to another element in the sentence.