



LANGUAGE ARTS

STUDENT BOOK

▶ **9th Grade | Unit 1**

Language Arts 901

The Structure of Language

1. NOUNS AND ADJECTIVES	5
<hr/>	
NOUNS 6	
ADJECTIVES 17	
SELF TEST 1 20	
2. VERBS AND ADVERBS	23
<hr/>	
VERBS 24	
ADVERBS 37	
SELF TEST 2 41	
3. PRONOUNS, PREPOSITIONS, AND CONJUNCTIONS	45
<hr/>	
PRONOUNS 46	
PREPOSITIONS 50	
CONJUNCTIONS 54	
SELF TEST 3 56	
4. PHRASES AND CLAUSES	59
<hr/>	
PHRASES 60	
CLAUSES 62	
SELF TEST 4 65	
5. SUBJECTS, PREDICATES, AND COMPLEMENTS	69
<hr/>	
SENTENCE PARTS 70	
SENTENCE STRUCTURE 71	
SELF TEST 5 77	



LIFEPAC Test is located in the center of the booklet. Please remove before starting the unit.

Author:

Rudolph Moore, Ph.D.

Editor:

Richard W. Wheeler, M.A.Ed.

Consulting Editor:

Larry Howard, Ph.D.

Revision Editor:

Alan Christopherson, M.S.

Westover Studios Design Team:

Phillip Pettet, Creative Lead

Teresa Davis, DTP Lead

Nick Castro

Andi Graham

Jerry Wingo

Lauren Faulk



804 N. 2nd Ave. E.

Rock Rapids, IA 51246-1759

© MCMXCVI by Alpha Omega Publications, Inc. All rights reserved. LIFEPAK is a registered trademark of Alpha Omega Publications, Inc.

All trademarks and/or service marks referenced in this material are the property of their respective owners. Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates, and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.

The Structure of Language

Introduction

You were created by God. The Bible teaches that man was created by the direct act of God. Man was created in God's image. Among the many characteristics that are unique to man is the ability to manipulate symbols for intelligent communication. The symbols by which man communicates, both verbally and in writing, are *words*.

In the pattern of growth and development, children learn first to say words, then phrases, and then sentences. In this LIFE-PAC® your study of *The Structure of Language* will progress in that order: words, phrases, clauses, and sentences.

The question is often asked: "Why study English?" As believers in Christ, we have several good reasons. Four reasons are suggested.

1. Since one of our distinctive characteristics as God's created being is the ability to communicate, more or less intelligently, by the manipulation of word symbols, both verbally and in writing, we should develop these skills to the very best of our ability. A Biblical principle applies here (Ecclesiastes 9:10):

Whatsoever thy hand findeth to do, do it with thy might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, whither thou goest.

2. Since *everything* that we do in life is related to and dependent in some way upon communication, we will succeed well in life to the extent that we are able to communicate well. Consider another Biblical instruction (Second Timothy 2:15):

Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.

Note: Paul was saying to Timothy what we also should observe to do: Make a diligent effort or do our best to present ourselves before God, and approved by God,

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFE-PAC. When you have finished this LIFE-PAC, you should be able to:

1. Classify words into one of eight basic word classifications according to the way they are used in a sentence.
2. Recognize, to construct, and to use in sentences three kinds of phrases.
3. Recognize, to construct, and to use in sentences independent clauses and three kinds of dependent clauses.
4. Identify and to define the basal parts of a sentence.
5. Demonstrate a knowledge of word classes, phrases, clauses, sentence parts, and correct sentence structure by a technique known as diagramming sentences.

laborers who have no reason to be ashamed and who handle correctly the Word of truth.

3. Since a very important responsibility Jesus has given us—witnessing for Him—is dependent upon being able to communicate the message of the Gospel, we should prepare ourselves under God to be the very best witnesses possible (Acts 1:8):

But ye shall receive power, after that the Holy Ghost is come upon you: and ye shall be witnesses unto me both in Jerusalem, and in all Judaea, and in Samaria, and unto the uttermost part of the earth.

4. Since the Bible should be such a vital part of our lives and since communication skills are an essential part of both studying and teaching the Bible, we should do our best to master the manipulation of word symbols—communication skills (Joshua 1:8 and Deuteronomy 6:6 and 7):

This book of the Law shall not depart out of thy mouth; but thou shalt meditate therein day and night, that thou mayest observe to do according to all that is written therein: for then thou shalt make thy way prosperous, and then thou shalt have good success.

And these words, which I command thee this day, shall be in thine heart: And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up.

The "tools" of the communication task are *words, phrases, clauses, and sentences*. To be able to put words together in such a way as to express complete, meaningful thoughts is the task of communication. Diligent study of this LIFE-PAC and faithful application of the principles and skills it teaches will enable you to use words, phrases, clauses, and sentences for better communication, both verbally and in writing.

1. NOUNS AND ADJECTIVES

Studies of intelligence have shown a close relationship between the level of measurable intelligence and the degree of vocabulary development. Words can be classified according to how they are used in sentences. In this LIFEPAAC, you can increase your “word power” and your understanding of words, by learning

how they may be classified relative to how they are used in sentences. Words in our language structure generally have been classified into eight classes, eight parts of speech: **nouns**, pronouns, **adjectives**, verbs, adverbs, prepositions, conjunctions, and interjections. In this section, nouns and adjectives will be reviewed.

SECTION OBJECTIVES

Review these objectives. When you have completed this section, you should be able to:

1. Classify words into one of eight basic word classifications according to the way they are used in a sentence:
 - 1.1 Recognize and use in good sentences proper, common, concrete, abstract, collective, and compound nouns.
 - 1.2 Form correctly the plurals and possessives of nouns.
 - 1.3 Explain the use, the position, the comparison, and some suffix constructions of adjectives.

VOCABULARY

Study these words to enhance your learning success in this section.

abstract noun (ab' strakt noun). A common noun that refers to a quality, state, idea, or action rather than a tangible thing or physical object; not concrete; can neither be seen nor touched.

adjective (aj' ik tive). A word that modifies or describes a noun or a pronoun.

appositive position (u poz'u tiv pu zish' un). Added to or following another as an explanation or identification.

attributive position (u trib' yu tive pu zish' un). Standing next to (in front of) another.

collective noun (ku lek' tiv noun). A noun that names a group of more than one person, place, or thing.

compound adjective (kom' pound aj' ik tive). Two or more words, joined by a hyphen, used as a single adjective to modify a noun.

compound noun (kom' pound noun). A noun that combines two or more words as a single noun.

concrete noun (kon' kret noun). A noun that names something that you can see and touch—something that can be perceived by the senses.

noun (noun). A word that names a person, place, or thing.

predicate position (pred' u kit pu zish' un). Located among the words that express something about the subject.

superlative (su pĕr' lu tiv). Of the highest (or lowest) kind; surpassing all others.

Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tĕrm; it, Īce; hot, ōpen, ôrder; oil; out; cup, pūt, rŭle; child; long; thin; /ʒh/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

Words are classified according to the way they are used in a sentence. Although many words may be identified generally as belonging to a particular class, only when a word is used in a

sentence can you *know* what part of speech it is. The *name* of a word is changed then when its *use* is changed.



Study these examples:

1. Joe can run very *fast*. adverb
2. Tom is a *fast* worker. adjective
3. Those men have decided to *fast* for one week. verb
4. After one week, the *fast* was over. noun

NOUNS

Nouns are *naming* words. They name persons, places, or things. Names have been a part of man’s experience from the beginning. When God made light, He called the light *day*; and the darkness He called *night*. Adam gave names to every living creature that God made. God has a name for every star in the sky.

Words are the “tools” of communication. Skillful use of any tools requires a knowledge of the tools themselves. In this section, you will study proper, common, **concrete, abstract, collective, compound**, plural, and possessive nouns.

Proper nouns and common nouns. Two main kinds of nouns are proper nouns and common nouns. A proper noun names a particular person, place, or thing within a general class. All other nouns are common nouns. Proper nouns begin with a capital letter.

For example. Arizona is a state located in the Southwestern United States; Arizona is east of California and west of New Mexico. Arizona, California, and New Mexico are particular states among the fifty states in the United States of America.

You may need to review the following guides for capitalizing proper nouns:

1. The names of schools, clubs, businesses, churches, and other organizations and institutions are proper nouns and should be capitalized.
 - Grace Christian School is a private school in Morehead City, a city in North Carolina.

Notice that the words *school* and *city* are capitalized only when they are part of a proper noun.

2. Names of holidays, days of the week, and months (not seasons) are proper nouns and should be capitalized.
 - Christians generally celebrate Christmas Day, December 25, as the birthday of Jesus Christ.
3. The names of nationalities, races, and people are proper nouns and should be capitalized.
 - Greek was the language of the Jews during Christ's life on the earth.
4. Geographical names are proper nouns.
 - The Mount of Olives is just outside the city of Jerusalem in Palestine.
5. The names of historical events, periods, and documents are proper nouns.
 - People of the United States recognize July 4, 1776, as the day on which the Declaration of Independence was signed.
6. The brand names of business products are proper nouns.
 - The company uses Chrysler and Chevrolet trucks.
7. The names of school subjects that are either languages or followed by a number are proper nouns.
 - She is taking Spanish and Algebra II this semester, but not geometry.
8. The names of government bodies and departments are proper nouns.
 - Both Congress and the Senate have adjourned.
9. The names of planes, ships, trains, buildings, and monuments are proper nouns.
 - This book was located in the Library of Congress.
10. The names referring to Deity, the Bible, and divisions of the Bible are proper nouns.
 - The God of Abraham, Isaac, and Jacob is also the God of the New Testament.

Note: This list of guides to proper nouns is not exhaustive. For further study, ask your teacher for additional sources.



Complete these statements.

- 1.1 Words are classified according to how they are used in a _____.
- 1.2 A noun is a _____ word.
- 1.3 Words are the " _____ " of communication.
- 1.4 A particular person, place, or thing within a general class is named by a _____ noun.
- 1.5 Nouns that name a particular person, place, or thing begin with _____ letters.



For the following sentences, write the number of the related “guide” on the blank before the correct sentence (see the preceding guides for capitalizing proper nouns).

- 1.6 _____ a. Desert flowers are beautiful in the spring.
 _____ b. Desert flowers are beautiful in the Spring.
- 1.7 _____ a. His journey through space took him over both Africa and south America.
 _____ b. His journey through space took him over both Africa and South America.
- 1.8 _____ a. The first college in the United States was Harvard college.
 _____ b. The first college in the United States was Harvard College.
- 1.9 _____ a. King John of England signed the Magna Charta in 1215.
 _____ b. King John of England signed the magna charta in 1215.
- 1.10 _____ a. The entire bible is a message about Jesus Christ.
 _____ b. The entire Bible is a message about Jesus Christ.

Concrete nouns and abstract nouns. Concrete nouns name things that you can see and touch. Abstract nouns name things that you can neither see nor touch. Compare these examples:

CONCRETE NOUNS

- man
- house
- chair
- computer
- Bible
- river
- missile

ABSTRACT NOUNS

- love
- happiness
- success
- intelligence
- honesty
- mercy
- humility

Collective nouns and compound nouns. A collective noun names a group of more than one person or thing. A compound noun is a noun that combines two or more words as a single noun. Compound nouns may be written as one word, as two or more words, or as a hyphenated word.

Study these examples:

COLLECTIVE NOUNS

- assembly
- class
- committee
- faculty
- flock
- herd
- church

COMPOUND NOUNS

- living room
- cupful
- daughter-in-law
- newspaper
- handkerchief
- Secretary of State
- editor in chief



On each blank, write the letter for the correct answer.

- 1.11 An example of an abstract noun is _____ .
 a. love b. Bible c. church d. missile
- 1.12 *Cupful* is an example of a/an _____ noun.
 a. abstract b. collective c. compound d. concrete
- 1.13 Nouns that name things that you can neither see nor touch are _____ nouns.
 a. compound b. abstract c. concrete d. collective
- 1.14 A noun that combines two or more words as a single noun is a/an _____ noun.
 a. collective b. concrete c. compound d. abstract
- 1.15 A compound noun may be written as _____ .
 a. one word b. two or more words
 c. a hyphenated word d. a, b, and c

Plural nouns. The plural of most nouns is formed by simply adding *s* to the singular. Adding *s* to the singular is the *regular* way to form noun plurals. Master the following “guides” for forming other noun plurals, and you will be able to solve most problems of changing singular nouns to plural nouns.

1. To form the plural of a noun ending in *s*, *x*, *z*, *ch*, and *sh*, add *es*.

SINGULAR	PLURAL
cross	crosses
tax	taxes
quiz	quizzes*
church	churches
bush	bushes

2. To form the plural of a noun ending in *o* preceded by a *vowel*, simply add *s*.

SINGULAR	PLURAL
cameo	cameos
radio	radios
rodeo	rodeos
studio	studios
trio	trios

3. To form the plural of a noun ending in *o* preceded by a consonant, add *es*.

SINGULAR	PLURAL
echo	echoes
hero	heroes
mosquito	mosquitoes
potato	potatoes
tomato	tomatoes

Exceptions (master these nine exceptions):

SINGULAR	PLURAL
piano	pianos
solo	solos
soprano	sopranos
crescendo	crescendos
zero	zeros
domino	dominos
dynamo	dynamos
lasso	lassos
albino	albinos

***Note:** The extra *z* in *quizzes* is added because *quiz* is a one-syllable word that ends in one consonant preceded by one vowel. In this case, the final consonant is doubled before any suffix that begins with a vowel.



Write the plural forms and complete the statements.

- 1.16 syllable _____
- 1.17 brush _____
- 1.18 report _____
- 1.19 The plural of most nouns is formed by _____ .
- 1.20 dress _____
- 1.21 tax _____
- 1.22 buzz _____
- 1.23 peach _____
- 1.24 The plurals of nouns ending in *s*, *x*, *z*, *ch*, and *sh* are formed by _____ .
- 1.25 rodeo _____
- 1.26 studio _____
- 1.27 trio _____
- 1.28 The plural of a noun ending in *o* preceded by a *vowel* is formed by _____ .
- 1.29 hero _____
- 1.30 piano _____
- 1.31 tomato _____
- 1.32 With some exceptions, the plural of nouns ending in *o* preceded by a consonant is formed by _____ .

4. To form the plural of a noun ending in *y* preceded by a *vowel*, simply add *s*.

SINGULAR

alley
monkey
toy
turkey
valley

PLURAL

alleys
monkeys
toys
turkeys
valleys

5. To form the plural of a noun ending in *y* preceded by a *consonant*, change *y* to *i* and add *es*.

SINGULAR

ally
city
party
sky
try

PLURAL

allies
cities
parties
skies
tries

6. To form the plural of some nouns ending in *f* or *fe*, change the *f* or *fe* to *v* and add *es* (to others ending in *f* or *fe*, only add *s*. Learn the correct pronunciation of the plural forms.)

SINGULAR

calf
half
knife
leaf
life
loaf
shelf
thief
wharf
wife
belief
chief
dwarf
grief
handkerchief
hoof
proof
roof
safe
scarf

PLURAL

calves
halves
knives
leaves
lives
loaves
shelves
thieves
wharves
wives
beliefs
chiefs
dwarfs
griefs
handkerchiefs
hoofs
proofs
roofs
safes
scarves



Write the plural forms and complete the statements.

- 1.33 monkey _____
- 1.34 toy _____
- 1.35 valley _____
- 1.36 Form the plural of a noun ending in *y* preceded by a *vowel* by _____.
- 1.37 ally _____
- 1.38 city _____
- 1.39 Form the plural of a noun ending in *y* preceded by a *consonant* by _____.
- 1.40 life _____
- 1.41 belief _____
- 1.42 Form the plural of some nouns ending in *f* or *fe* by _____
_____ (hint: pronunciation of the plural form is important).

7. To form the plural of some nouns, change the spelling of the singular.

SINGULAR

child
foot
goose
louse
man
mouse
ox
tooth
woman

PLURAL

children
feet
geese
lice
men
mice
oxen
teeth
women

8. To form the plural of compound nouns with more than one word or in hyphenated form, add the plural sign to the main word.

SINGULAR

brother-in-law
editor in chief
bill of sale
notary public
lieutenant colonel

PLURAL

brothers-in-law
editors in chief
bills of sale
notaries public
lieutenant colonels

Exceptions:

- a. compounds in which there are no nouns: *mix-ups, take-offs, forget-me-nots, go-betweens.*
 - b. compounds that pluralize both parts: *men-servants, women volunteers, men teachers, women bus drivers.*
9. To form the plural of compound nouns written as one word, add the plural sign to the end.

SINGULAR

baseball
classroom
cupful
letterhead
suitcase

PLURAL

baseballs
classrooms
cupfuls
letterheads
suitcases



Write the plurals and complete the statements.

1.43 child _____

1.44 man _____

1.45 Form the plural of some nouns by _____
_____.

1.46 father-in-law _____

1.47 post office _____

1.48 Form the plural of compound nouns with more than one word or in hyphenated form by _____.

- 1.49 cupful _____
- 1.50 chalkboard _____
- 1.51 railway _____
- 1.52 Form the plural of compound nouns written as one word by _____

10. To form noun plurals of Latin words, change *-a* to *-ae*, *-is* to *-es*, *-um* to *-a*, and *-us* to *-i*.

SINGULAR

alumna (feminine)
 larva
 analysis
 basis
 crisis
 parenthesis
 bacterium
 datum
 alumnus (masculine)
 nucleus

PLURAL

alumnae (-ne)
 larvae (-vĕ)
 analyses
 bases
 crises
 parentheses
 bacteria
 data
 alumni
 nuclei

11. The plural form of some nouns is the same as the singular form.

SINGULAR

chassis (shas' ē)
 corps (kōr)
 deer
 means
 odds
 politics
 series
 sheep
 species

PLURAL

chassis (shas' ē z)
 corps (korz)
 deer
 means
 odds
 politics
 series
 sheep
 species

12. Some nouns appear only in the plural form (and take a plural verb).

PLURAL

antics	pants
auspices	remains
belongings	riches
credentials	scissors
goods	tidings

13. Some nouns that are plural in form have singular meanings (and take a singular verb).

SINGULAR

athletics	measles
civics	molasses
economics	mumps
electronics	news
mathematics	physics



For each of the following nouns, write two original sentences: one sentence using the singular form (S) of the noun and one using the plural form (P).

- | | | | |
|------|-----------|--------|-------|
| 1.53 | alumna | a. (S) | _____ |
| | | b. (P) | _____ |
| 1.54 | basis | a. (S) | _____ |
| | | b. (P) | _____ |
| 1.55 | nucleus | a. (S) | _____ |
| | | b. (P) | _____ |
| 1.56 | series | a. (S) | _____ |
| | | b. (P) | _____ |
| 1.57 | scissors | a. (S) | _____ |
| | | b. (P) | _____ |
| 1.58 | civics | a. (S) | _____ |
| | | b. (P) | _____ |
| 1.59 | means | a. (S) | _____ |
| | | b. (P) | _____ |
| 1.60 | riches | a. (S) | _____ |
| | | b. (P) | _____ |
| 1.61 | analysis | a. (S) | _____ |
| | | b. (P) | _____ |
| 1.62 | athletics | a. (S) | _____ |
| | | b. (P) | _____ |

Possessive nouns. Nouns in the possessive case are used to show ownership. Possession, or ownership, may also be shown by using a prepositional phrase introduced by *of*. The prepositional phrase is preferred if the

possessor is an inanimate object: *the front cover of the magazine*.

In the following activities, *read* the words, phrases, or sentences; *study* the possessive form of the nouns; and *apply* the information learned by completing the activities.



| Possession



Read, study, and apply.

Read: **Singular Nouns**

donkey

student

boy

angel

Study: **Singular Possessive**

donkey's

student's

boy's

angel's

Apply: Form the possessive of most singular nouns by adding an apostrophe and s ('s).

Write the possessive forms.

1.63 horse _____

1.64 friend _____

1.65 teacher _____

Read: **Plural Nouns**

donkeys students boys angels

Study: **Plural Possessives**

donkeys' students' boys' angels'

Apply: Form the possessive of plural nouns that end in s by adding an apostrophe after the s (s').

Write the possessive forms.

1.66 dogs _____

1.67 girls _____

1.68 guests _____

Read: **Plural Nouns**

deer men sheep children

Study: **Plural Possessives**

deer's men's sheep's children's

Apply: Form the possessive of plural nouns that do not end in s by adding an apostrophe and s ('s).

Write the possessive forms.

1.69 businessmen _____

1.70 sisters-in-law _____

1.71 Secretaries of State _____

1.72 oxen _____

Read: **Separate Ownership**

Study: Rich's and Don's dogs

Read: **Joint Ownership**

Study: Rich and Don's dog

Apply: Form a possessive that shows separate ownership by adding the sign of the possessive to each name; form a possessive that shows joint ownership by adding the sign of the possessive to the last name in the list of "partners."

Write the possessive forms.

1.73 the fathers of Theresa and Marylin _____

1.74 the mother of Milli and Mike _____

ADJECTIVES

Nouns are naming words. They name persons, places, or things. Pronouns are words used instead of nouns—words that take the place of nouns. You have just completed your review of nouns. In Section III, you will review pronouns. In this section, you will review adjectives. Adjectives are modifiers. They modify nouns or pronouns. An adjective modifier may be a word or a group of words. You will see later in this LIFEPAK that prepositional phrases, infinitive phrases, participial phrases, and subordinate clauses can also function as adjectives.

Use. An adjective usually answers one of these questions about a noun or pronoun: “What kind?” “How many?” “How much?” “Which?” or “Whose?” An adjective, then, will describe (tell *what kind*), limit (tell *how many* or *how much*), explain or point out (tell *which one* or *whose*), or compare. The words *a*, *an*, and *the* are the most common adjectives and are also called *articles*.

Study these examples:

What kind?	How many?	Which?	Whose?
<i>beautiful</i> flower	<i>three</i> flowers	<i>this</i> flower	<i>her</i> flower

When two or more words are used as a single adjective to modify a noun, that modifier is a **compound adjective**. A compound adjective is joined by a hyphen. When two or more adjectives modify a noun, they are not joined

by a hyphen. Either adjective makes sense without the other. These adjectives are called coordinate adjectives. When two coordinate adjectives modify the same noun, a comma is inserted between them. (Hint: If *and* can be inserted between two adjectives that modify the same noun without changing the sense, a comma is needed.)

- **Compound Adjective:** comic-strip character
- **Coordinate Adjectives:** warm, humid breeze

Position. Adjectives are usually found in one of three positions. When an adjective functions as a direct modifier, it precedes the noun and is in the **attributive position**. Adjectives in the **appositive position** follow directly the noun they modify. Adjectives used appositively are set off by commas. An adjective that follows the verb, but modifies the subject, is in the **predicate position**. An adjective in the predicate position is called a predicate adjective. A predicate adjective is joined to the subject by a linking verb.

Study these examples:

- **Attributive position:** The *beautiful* mountains are covered with snow.
- **Appositive position:** The mountains, *snow-covered* and *beautiful*, were seen in the distance.
- **Predicate position:** The mountains are *beautiful*.



Write an original sentence for each of the following adjectives.

1.75 compound _____

1.76 coordinate _____

1.77 attributive _____

1.78 appositive _____

1.79 predicate _____

Comparison. Adjectives have different forms with which to compare nouns. For example, a tree may be *tall* if you speak of only one tree. Comparing two trees of different height, one tree is *taller* than the other. If you compare three trees of different height, one tree is *tallest*. These three degrees of comparison are called **positive**, *tall*; **comparative**, *taller*; and **superlative**, *tallest*.

The positive degree expresses a quality without comparison. The comparative degree expresses a degree of comparison between two nouns that is higher or lower than the positive. The superlative degree expresses the highest

or lowest degree of comparison among three or more nouns.

Comparison is expressed in three different ways. All one-syllable adjectives and some two-syllable adjectives form the comparative by adding *-er* to the positive and the superlative by adding *-est* to the positive.

Many two-syllable words and all words with three or more syllables use *more* with the positive to form the *comparative* and *most* with the positive to form the *superlative*. Some adjectives form the comparative and superlative irregularly.

	Positive	Comparative	Superlative
One syllable	bright	brighter	brightest
Two syllables	friendly	friendlier	friendliest
Three syllables	obedient	more obedient	most obedient
Irregular	good	better	best

SELF TEST 1

Answer true or false (each answer, 2 points).

- 1.01 _____ Nouns are naming words.
- 1.02 _____ A proper noun names a particular person, place, or thing within a general class.
- 1.03 _____ Common nouns begin with a capital letter.
- 1.04 _____ The word *cupful* is an example of an abstract noun.
- 1.05 _____ To form the plural of a noun ending in *y* preceded by a *vowel*, simply add *s*.
- 1.06 _____ To form the plural of a noun ending in *y* preceded by a *consonant*, simply add *s*.
- 1.07 _____ The plural of most nouns is formed by adding *s*.
- 1.08 _____ All nouns that have plural forms are plural in meaning.
- 1.09 _____ The plural form of some nouns is the same as the singular form.
- 1.010 _____ Some nouns appear only in the plural form.

In the space provided, write the letter for the correct answer (each answer, 3 points).

- 1.011 Form the possessive of most singular nouns by adding _____.
 a. 's b. s' c. s d. '
- 1.012 Form the possessive of plural nouns that end in *s*, by adding _____.
 a. s b. ' c. 's d. s'
- 1.013 Form the possessive of plural nouns that do not end in *s* by adding _____.
 a. ' b. 's c. s' d. s
- 1.014 Form a possessive that shows *joint* ownership by adding the sign of the possessive to _____.
 a. the last name b. the first name c. both names
- 1.015 Form a possessive that shows separate ownership by adding the sign of the possessive to _____.
 a. the first name b. both names c. the last name
- 1.016 Which question does an adjective *not* usually answer? _____
 a. which b. whose c. where

- 1.017** When two or more words are used as a single adjective to modify a noun, that adjective is a _____ adjective.
 a. coordinate b. compound c. predicate
- 1.018** An adjective that precedes the noun it modifies is in the _____ position.
 a. appositive b. predicate c. attributive
- 1.019** An adjective that follows the verb and modifies the subject is in the _____ position.
 a. attributive b. predicate c. appositive
- 1.020** An adjective that expresses the highest or lowest degree of comparison among three or more nouns is in the _____ degree.
 a. superlative b. comparative c. positive

Complete these items by writing the correct answer in the space provided (each answer, 4 points).

- 1.021** Words are classified according to how they are used in a _____ .
- 1.022** Names referring to Deity, the Bible, and divisions of the Bible are _____ nouns and should be capitalized.
- 1.023** The word *faith* is an example of a/an _____ noun.
- 1.024** The word *assembly* is an example of a/an _____ noun.
- 1.025** The word *newspaper* is an example of a/an _____ noun.
- 1.026** Nouns that name things that you can see and touch are _____ nouns.
- 1.027** The plural of *church* is _____ .
- 1.028** The plural of *sky* is _____ .
- 1.029** A compound adjective is joined by a _____ .
- 1.030** The degree of an adjective that compares two nouns is the _____ degree.

Answer these questions (each answer, 5 points).

1.031 What are three ways a compound word may be written?

1.032 What is one way that plurals of compound nouns are written?

	SCORE _____	TEACHER _____	initials	date
---	--------------------	----------------------	----------	------



LAN0901 - May '14 Printing

ISBN 978-0-86717-381-9



804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759

800-622-3070
www.aop.com