



# LANGUAGE ARTS

STUDENT BOOK

▶ **9th Grade** | Unit 5

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# Language Arts 905

## Language in Literature

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# Language in Literature

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## Introduction

Concern is growing in the United States over the quality of education and over the alarming illiteracy rate. To counteract these tendencies, schools are stressing “the basics”—reading, writing, and arithmetic. Increased emphasis is being placed upon grammar and spelling as aids to effective writing. Colleges are strengthening their freshman composition requirements. Some high schools are requiring that juniors and seniors take writing courses.

Individual students can help to prevent the erosion of English by improving their language habits. In this LIFEPAC® you will study collective nouns and regular and irregular verbs, learning to use each correctly. In your study of comparisons, you will learn what double comparisons are, when they are acceptable, and when to avoid them. You will study double negatives, which are never acceptable in modern usage. You will review gerunds and participles and study their use in poetry. In the last section, you will study various types of literature, including the novel, the short story, poetry, and drama. You will learn about the characteristics of each type.


All of these subjects will help you broaden your view of English. Language is a means of communicating your own ideas and of receiving and analyzing the ideas of others. Language is a link with other minds. Studying this LIFEPAC will help you to make the most of the precious gift of language.

## Objectives

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

1. Identify collective nouns and use them correctly.
2. Use regular and irregular verbs correctly.
3. Correct sentences that have double negatives.
4. Use comparisons correctly.
5. Correct double comparisons in your writing.
6. Distinguish between participles and gerunds and use each correctly.
7. Analyze the use of comparisons, double comparisons, gerunds, and participles in poetry.
8. Recognize the characteristics of novels, short stories, poetry, and drama.
9. Write a short story using good English.

Survey the LIFE PAC. Ask yourself some questions about this study and write your questions here.



A large rectangular area with horizontal ruling lines for writing questions. The lines are evenly spaced and extend across the width of the page.

# 1. LANGUAGE IN DAILY USE

Nouns and verbs are among the most frequently used words in the English language. Because every complete sentence contains a verb, a knowledge of verb forms is essential for the mastery of English. Most English sentences also contain nouns. In this section you will study a particularly tricky type of noun that is plural in meaning but singular in form. You will

also learn about the various forms of regular and irregular verbs.

A knowledge of English usage also involves studying forms that are not considered good English. Your study in this section of double negatives will tell you what they are and how to avoid them.

## SECTION OBJECTIVES

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

1. Identify collective nouns and use them correctly.
2. Use both regular and irregular verbs correctly.
3. Correct sentences that have double negatives.

## VOCABULARY

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

**affirmative** (u fĕr´ mu tive). A statement that something is so; a positive statement.

**conversely** (kun vĕrs´ lĕ). Turned the other way around.

**indicative** (in dik´ u tive). A verb form that denotes a state or happening as actual.

**infinitive** (in fin´ u tive). A form of a verb not inflected for person or number and commonly preceded by to.

**inflection** (in flek´ shun). A variation in the form of a word to show gender, tense, and so forth.

**Note:** All vocabulary words in this LIFEPAAC 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, ĩce; hot, ōpen, ōrder; oil; out; cup, pūt, rŭle; child; long; thin; /ʒh/ for then; /ʒh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

## COLLECTIVE NOUNS

One of the difficulties in English is the use of nouns that refer to more than one person or object. These nouns, called *collective* nouns, can represent a collection of people, such as a *committee*, a *group*, a *team*, a *class*, a *family*, an *audience*, and a *government*. Collective nouns can also represent a collection of animals or objects, such as a *flock*, a *collection*, a *set*, a *herd*, and a *pride* (of lions). These nouns are plural in

sense, but they require singular pronouns and singular verbs. Notice the verbs and the pronouns in the following examples:

- The *committee is making its* decision.
- The *flock follows its* shepherd cautiously.

Collective nouns are treated as plural in England. A speaker of British English would say:

- The crowd are applauding *their* speaker.
- The government were defeated in *their* new bill.

American English speakers would say:

- The crowd *is* applauding *its* speaker.
- The government *was* defeated in *its* bill.

Neither variety of English would combine singular and plural forms in the same sentence.



| The team has finished its game.



**Circle the correct word in each pair.** (Choose the American version.)

- 1.1 The team a. (was, were) beautiful in b. (its, their) unity of movement.
- 1.2 A committee of six persons (meets, meet) every Friday.
- 1.3 The orchestra (rise, rises) when the audience (applaud, applauds).
- 1.4 (Is, Are) the crowd going to be unruly?
- 1.5 His flock of sheep (race, races) to the water without waiting for a signal.
- 1.6 The junior class (raise, raises) money each year for a banquet.
- 1.7 The insurance agency a. (opens, open) b. (their, its) doors at nine o'clock.



### Complete these activities.

- 1.8** Underline each collective noun with one line. If the noun is the subject of a verb or a phrase containing a verb, underline the verb with two lines.

In an emergency the whole community of fruit growers gathers in a grove to help pick the oranges. With such a crowd it does not take long. Each family then takes its share of the profits from the agency that sells the produce.

- 1.9** Using a page from your newspaper, skim quickly down each column and pick out all the collective nouns you can find. Write them here.

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## TEACHER CHECK

\_\_\_\_\_ initials

\_\_\_\_\_ date

### REGULAR AND IRREGULAR VERBS

When a child is learning to talk, he solves the problem of regular and irregular verbs by making all verbs regular. He might say, "I beed good today. I comed in when Mommy called, and I seed a bird." Some children double the *-ed* or add it to an irregular form, as "I seeded" or "I sawded." Listen carefully to the speech of a two- or three-year old child, and note how many irregular verbs he makes regular.

A person speaking as a second language, if he has not studied the verbs carefully, may make the same mistake. The following paragraphs are from *Miracle Hill*, by Emerson Blackhorse Mitchell and T. D. Allen. The book is an autobiography written by a young Navajo in a government school. His irregular verbs were allowed to stand as he wrote them. Only his serious grammatical errors were corrected. Because the Navajo language does not contain consonant clusters or consonant blends without vowels between them, the boy spells his nickname, Bronco, "Broneco."

*Now Broneco has to unload and get the bundle off the horse and put the several things under the shade house which stood there for a year. Quickly he cutted the tallest weeds, and sweeped the hard dirt and pile up some sticks and build fire so he can have a hot coffee and eat.*

*Grandmother fixed the place to sleep while Broneco ties the horse's front feet together so that they won't be far the next morning. Annie was real tired so she fall asleep with her cat.*

*Broneco and his Grandmother chatters, sitting in front of the fire watching the horses move over the hill, and the sheep are in corral going to sleep too. The stars began to twinkle and the cool air blew from the wet ground as it smell cool. Grandmother and Broneco went to sleep late at night. There was no more sound except the wind whisper.*



*The next day, the sun rise brightly and the grass has already turned green, Grandmother, Broneco, and Annie were still asleep when Grandfather came. He stack the fire kindling wood and build a fire and put on a hot coffee and prepared the breakfast. He knew that his family were tired. When he opened the gate for the sheep, then Grandmother wake up.<sup>1</sup>*

Since you are neither learning to talk nor learning English as a second language, you need to be familiar with the common verbs that are irregular in the past tense, in the past participle, or in both. An irregular verb is one that does

not form its past tense or its past participle by adding the **inflection** *-ed*. Regular verbs in English have four different forms in addition to the **infinitive**. Some irregular verbs have five different forms; some have four; some have only three. The most complex of all English verbs, *to be*, has eight different forms. If you are not familiar with the inflection of the regular verbs, study this chart of the **indicative** forms carefully.

<sup>1</sup>*From Miracle Hill: The Story of a Navajo Boy by Emerson Blackhorse Mitchell and T. D. Allen. © 1967 University of Oklahoma Press.*

INDICATIVE				
Infinitive	Present		Past/Past Participle	Present Participle
	Third Person Singular	All Other Forms		
to ask	asks	ask	asked	asking
to carry	carries	carry	carried	carrying
to climb	climbs	climb	climbed	climbing
to cry	cries	cry	cried	crying
to drop	drops	drop	dropped	dropping
to employ	employs	employ	employed	employing
to fret	frets	fret	fretted	fretting
to jump	jumps	jump	jumped	jumping



**Answer these questions.**

**1.10** How is the indicative form of a verb used? \_\_\_\_\_

\_\_\_\_\_

**1.11** What kinds of spelling differences do you notice among the verbs listed under present indicative (third person singular) and under past indicative? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1.12 How is the present participle *usually* formed? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Complete the chart of regular verbs. You may use a dictionary.

<b>INDICATIVE</b>					
<b>Present</b>					
<b>Infinitive</b>	<b>Third Person Singular</b>	<b>All Other Forms</b>	<b>Past/Past Participle</b>	<b>Present Participle</b>	
1.13 to marry	a. _____	b. _____	c. _____	d. _____	
1.14 to miss	a. _____	b. _____	c. _____	d. _____	
1.15 to mix	a. _____	b. _____	c. _____	d. _____	
1.16 to move	a. _____	b. _____	c. _____	d. _____	
1.17 to occur	a. _____	b. _____	c. _____	d. _____	
1.18 to play	a. _____	b. _____	c. _____	d. _____	
1.19 to rely	a. _____	b. _____	c. _____	d. _____	
1.20 to shout	a. _____	b. _____	c. _____	d. _____	
1.21 to skate	a. _____	b. _____	c. _____	d. _____	
1.22 to skim	a. _____	b. _____	c. _____	d. _____	
1.23 to spray	a. _____	b. _____	c. _____	d. _____	
1.24 to stay	a. _____	b. _____	c. _____	d. _____	
1.25 to stop	a. _____	b. _____	c. _____	d. _____	
1.26 to trip	a. _____	b. _____	c. _____	d. _____	
1.27 to wash	a. _____	b. _____	c. _____	d. _____	
1.28 to watch	a. _____	b. _____	c. _____	d. _____	
1.29 to work	a. _____	b. _____	c. _____	d. _____	



### Answer these questions.

**1.30** What change do you notice in the spelling of *occur* when *-ed* or *-ing* is added?

---

**1.31** What is the difference between the infinitive form of a regular verb and its third person singular present indicative form? \_\_\_\_\_

---

The infinitive form of a verb is used in combination with other verbs.

#### Examples:

- I want *to be* a mechanic.
- I hope *to see* you soon.

The same indicative form of the verb is used for all present forms both singular and plural except the third person singular. This form is also combined with helping verbs.

#### Examples:

- I *will work* for three months.
- Joe *did water* the lawn, Mother.

This form causes much confusion for English-speaking people who try to learn another language. The tendency is to attempt to translate the *do*, *did*, and *will* of English even though the auxiliary is included in the form of the verb in other languages. **Conversely**, a

person learning English as a second language tends to leave out the helping word.

#### Examples:

- Yes, I *water* the lawn.
- I *work* there next week.

In regular verbs, the form of the past tense and of the past participle, used with auxiliary verbs, are the same. The same form of *ask* is used in these examples.

#### Examples:

- Joe *asked* him.
- Joe *had asked* him.

The past participle of irregular verbs usually is not the same form as the past tense. Study the verbs in the following chart, which includes many verbs that are commonly misused or misspelled.

INDICATIVE					
Infinitive	Present		Past	Past Participle	Present Participle
	Third Person Singular	All Other Forms			
to begin	begins	begin	began	begun	beginning
to blow	blows	blow	blew	blown	blowing
to break	breaks	break	broke	broken	breaking
to choose	chooses	choose	chose	chosen	choosing
to do	does	do	did	done	doing
to eat	eats	eat	ate	eaten	eating
to forbid	forbids	forbid	forbade	forbidden	forbidding
to forsake	forsakes	forsake	forsook	forsaken	forsaking
to freeze	freezes	freeze	froze	frozen	freezing
to give	gives	give	gave	given	giving
to go	goes	go	went	gone	going
to grow	grows	grow	grew	grown	growing
to know	knows	know	knew	known	knowing
to lie	lies	lie	lay	lain	lying
to ride	rides	ride	rode	ridden	riding
to ring	rings	ring	rang	rung	ringing
to rise	rises	rise	rose	risen	rising
to see	sees	see	saw	seen	seeing
to speak	speaks	speak	spoke	spoken	speaking
to steal	steals	steal	stole	stolen	stealing
to swim	swims	swim	swam	swum	swimming
to take	takes	take	took	taken	taking
to throw	throws	throw	threw	thrown	throwing
to wear	wears	wear	wore	worn	wearing
to write	writes	write	wrote	written	writing

Some irregular verbs have more than one acceptable past participle in good usage. Examples are *forget: forgot or forgotten; get: got or gotten; hide: hid or hidden; shrink: shrunk or shrunken; strive: strived or striven; and tread: trod or trodden*. All of these words are ancient and are losing their Old English forms slowly.



**Write the correct form of the verb in parentheses on the line.**

- 1.32** (lie) I could have \_\_\_\_\_ on the beach all morning.
- 1.33** (choose) The chairman of the committee will be \_\_\_\_\_ tomorrow.
- 1.34** (break) Someone has \_\_\_\_\_ into the mailboxes again.
- 1.35** (ride) Have you ever \_\_\_\_\_ in a convertible with the top down?
- 1.36** (throw) Jan \_\_\_\_\_ the clothes into the hamper.
- 1.37** (fly) The birds in our neighborhood have already \_\_\_\_\_ south for the winter.
- 1.38** (know) I \_\_\_\_\_ Janice would return the book on time.
- 1.39** (ring) Has the warning bell \_\_\_\_\_ yet?
- 1.40** (grow) Our next-door neighbor has \_\_\_\_\_ six-foot marigolds.
- 1.41** (speak) I have \_\_\_\_\_ to Pete about his messy desk.
- 1.42** (drive) Uncle John has never \_\_\_\_\_ faster than twenty-five miles an hour.
- 1.43** (begin) Polly had just \_\_\_\_\_ to wash her hair when the phone rang.
- 1.44** (write) Have you \_\_\_\_\_ a thank-you note to Aunt Martha?
- 1.45** (drink) Phil \_\_\_\_\_ a gallon of lemonade.
- 1.46** (blow) The wind \_\_\_\_\_ the screens off the front porch.
- 1.47** (sink) The dinghy must have \_\_\_\_\_ in the storm last night.
- 1.48** (freeze) "My fingers and toes are \_\_\_\_\_ !" complained Bill.
- 1.49** (swim) Yesterday my dog \_\_\_\_\_ out to the island and back.
- 1.50** (spring) The boat must have \_\_\_\_\_ a leak.
- 1.51** (tear) I must have \_\_\_\_\_ my dress on that loose board.



**Write sentences using the plural form of the present indicative (the usual form of the verb).**

**1.52** Use each of the following verbs in a sentence with a plural subject.

a. begin \_\_\_\_\_

b. choose \_\_\_\_\_

c. drink \_\_\_\_\_

**1.53** Use each of the following verbs with a single auxiliary. Use a different auxiliary with each verb.

go \_\_\_\_\_

shrink \_\_\_\_\_

ring \_\_\_\_\_

see \_\_\_\_\_

**Use the following infinitives in a sentence.**

**1.54** to tread \_\_\_\_\_

**1.55** to wear \_\_\_\_\_

**1.56** to break \_\_\_\_\_

**Use the past tense form of the following verbs in a sentence.**

**1.57** tear \_\_\_\_\_

**1.58** forbid \_\_\_\_\_

**1.59** grow \_\_\_\_\_

**Write a sentence using the past participle of each of the following irregular verbs with two or more auxiliaries.**

**1.60** fly \_\_\_\_\_

**1.61** bite \_\_\_\_\_

**1.62** blow \_\_\_\_\_

**1.63** see \_\_\_\_\_

## DOUBLE NEGATIVES

Words that show the absence of something or that deny or contradict a positive statement are *negatives*. *No*, *no one*, *not*, *none*, and *nothing* are negatives. The words *hardly*, *only*, and *scarcely* are weak or partial negatives.

The use of two negatives in the same statement is called a double negative. At one time double negatives were a means of *intensifying* negative statements and of making them stronger. Double negatives, however, are not considered

standard or acceptable English today. The following statements are examples of double negatives:

- I *can't* do *nothing* right.
- No one *didn't* see it.

Statements that combine negatives and partial negatives, such as *not hardly*, are also considered to be double negatives. Such phrases as *not unwilling* and *not unkind*, on the other hand, are weak **affirmatives**.



### Complete these activities.

**1.64** Underline the double negatives in the following paragraph.

"I do not want nothing," the boy said, shaking his head. "I just come to look at the horse. I do not mean no harm, mister. I won't never do it again, I promise."

**Complete the following activities.** Write DN on the line if the sentence contains a double negative. If the sentence is correct, write C.

- 1.65** \_\_\_\_\_ I do not want to go.
- 1.66** \_\_\_\_\_ The dress was old but not unsuitable.
- 1.67** \_\_\_\_\_ I can't never get this seam straight.
- 1.68** \_\_\_\_\_ Dan said none of us couldn't go.
- 1.69** \_\_\_\_\_ Nobody saw the comet, neither.



**Review the material in this section in preparation for the Self Test.** The Self Test will check your mastery of this particular section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

# SELF TEST 1

**Complete these statements** (each answer, 3 points).

- 1.01** In American English a collective noun takes \_\_\_\_\_ verbs and pronouns.
- 1.02** *Not never* is an example of a \_\_\_\_\_.
- 1.03** Speakers of English as a foreign language often make all of their verbs \_\_\_\_\_.

**Underline the five collective nouns in this paragraph** (each answer, 2 points).

- 1.04** The whole family started out early to look for the herd of buffalo. An old Indian told them that he had seen, not far away, a group of animals resembling cattle. "They don't like an audience," said Father, "but this team of hunters should find them."

**Match these items** (each answer, 2 points).

- |                                   |  |
|-----------------------------------|--|
| <b>1.05</b> _____ affirmative     | a. change in form of a word              |
| <b>1.06</b> _____ double negative | b. the contrary                          |
| <b>1.07</b> _____ infinitive      | c. unacceptable usage                    |
| <b>1.08</b> _____ indicative      | d. uninflected verb form                 |
| <b>1.09</b> _____ inflection      | e. positive statement                    |
|                                   | f. verb form used for factual statements |

**Write on each line the past participle of the verb in parentheses** (each answer, 3 points).

- 1.010** After he had (drink) \_\_\_\_\_ the tea, he felt better.
- 1.011** The box had (lie) \_\_\_\_\_ there all summer.
- 1.012** He must have (swim) \_\_\_\_\_ at least forty laps.
- 1.013** If I had (wear) a. \_\_\_\_\_ my new dress, I would have (rise)  
b. \_\_\_\_\_ to greet her.

**Label each inflection as infinitive, third person singular, past tense, or present participle** (each answer, 2 points).

- 1.014** married \_\_\_\_\_
- 1.015** missing \_\_\_\_\_
- 1.016** plays \_\_\_\_\_



1.017 relying \_\_\_\_\_

1.018 occurred \_\_\_\_\_

1.019 to cry \_\_\_\_\_

1.020 mixed \_\_\_\_\_

1.021 to climb \_\_\_\_\_

1.022 asks \_\_\_\_\_

1.023 praying \_\_\_\_\_

**Rewrite the following sentences, correcting the double negatives** (each sentence, 3 points).

1.024 We didn't eat no ice cream after all.

\_\_\_\_\_

1.025 Nobody lost no time in getting to the game.

\_\_\_\_\_

1.026 I never went there, neither.

\_\_\_\_\_

**Define each term** (each answer, 4 points).

1.027 collective noun - \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1.028 irregular verb - \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

	<b>SCORE</b> _____	<b>TEACHER</b> _____	initials _____	date _____
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