



# LANGUAGE ARTS

STUDENT BOOK

▶ **9th Grade** | Unit 10

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# Language Arts 910

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# Looking Back

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## Introduction

This LIFEPAAC<sup>®</sup> will present a review of all the major language skills you have studied in the Language Arts LIFEPAAC 900 series.

In the first section you will study the structure of language. The second section will present a review of communication skills. In the third section you will take another look at reading skills.

The mastery of the skills reviewed in this LIFEPAAC will enable you to use language correctly and effectively.

## Objectives

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

1. Explain the background of the English language.
2. Define the parts of speech.
3. Diagram a sentence.
4. Outline a speech.
5. Define the different kinds of letters.
6. Rename the skills of good listening.
7. Explain the basic functions of the library.
8. Deduce the author's message in a piece of literature.
9. Explain certain literary terms.
10. Restate the basic elements of the short story, the novel, and poetry.



# 1. STRUCTURE

Most people take their own language for granted. Since they can already read and write they assume they have no need of grammatical rules. Some people, however, have picked up bad language habits of which they may be unaware. Studying the rules reviewed in this LIFEPAC should help you become more aware

of where your strengths and weaknesses lie in the area of language skills.

In this section you will review the history and development of the English language. Then you will review some basic elements of grammar—parts of speech, phrases, and clauses.

## SECTION OBJECTIVES

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

1. Explain the background of the English language.
2. Define the parts of speech.

## 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 of being, idea, or action rather than to a thing that can be seen, smelled, felt, or touched, such as *love*.

**Aryan** (ãr' ē un). The prehistoric language from which the Indo-European language came.

**concrete noun** (kon' krē t noun). A noun that names something perceivable by the senses, such as *house*.

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

**diphthongal glide** (dif' thōng gul glīd). One vowel that becomes two sounds when pronounced, as in long *a*. (pronounced æ)

**linguistic** (ling gwis' tik). Having to do with the history and structure of language.

**morphology** (môr fol' u je). The study of word forms and how they are affected by their origins.

**syntax** (sin' taks). The way in which words are put together to form sentences, phrases, or clauses.

**Note:** All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

**Pronunciation Key:** hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; 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.

## THE BACKGROUND OF THE ENGLISH LANGUAGE

Although English is a relatively young language, it comes from an old and respectable family. Its oldest ancestor, the **Aryan** language, became two branches, one in India and the other in what is now Europe. The descendants of these two branches are called the Indo-European language family. From the Germanic branch of the parent Indo-European family developed Low German, the Old English, Middle English, and finally Modern English.

About half of the world's population speaks a language that comes from the Indo-European language family. If you look back at Language Arts LIFEPAK 902, you will see that English has many relatives. As the English language grew, it picked up words from many of these relatives. Fifty per cent of our English words derive from Latin and 25 per cent derive from Germanic origin. The Latin branch of the Indo-European

family includes French, Spanish, Portuguese, Italian, and Romanian. The Germanic branch includes Dutch, Flemish, German, English, Norwegian, Swedish, Danish, and Icelandic. The Greek and Celtic languages also contributed significantly to the English language. Celtic included these languages: Gaelic, Scots-Gaelic, Welsh, and Breton. Among all the Indo-European languages, every one has clearly defined parts of speech.

In about 44 BC the Romans invaded what is now England and made Latin the official language. Thus Old English, similar to Latin, depended more on word endings for its meaning than on word order. Later, England was conquered by the Angles, Saxons, and Jutes, whose Germanic language brought to English such basic words as *bread*, *water*, *land*, and *world*. In AD 870 the Danes, also from the



Germanic branch, invaded England, replacing some of the Anglo-Saxon words with their own. In 1066 the Normans conquered England making French the official language of the land. Although English was officially repressed after the Norman invasion, both English and French were spoken in England. Between the time of the Norman invasion and the time Geoffrey Chaucer began to write, nearly all literature was written in French. Chaucer, a fourteenth-century poet, helped convince England that English was a suitable language for literature. His writing helped lead the change from Middle English to Modern English by using a more regular pattern of subject-verb-object.

A linguistic phenomenon called the Great Vowel Shift occurred between the time of Chaucer and the time of Shakespeare (1564-1616). After the vowel shift, Middle English words having “pure,” steady sounds acquired a **diphthongal glide**. This change simply means that the so-called long vowel sounds we use today are not pure sounds, but are really diphthongs.

When you pronounce long a (ā), you are actually saying (āē). The vowel shift is partly responsible for the fact that many English words, for example, *say* and *cough*, are not spelled phonetically.

Although many differences exist between languages, certain fundamental characteristics are common to all languages:

1. A *pattern of sounds* that only humans can create and interpret;
2. A *collection of words* that represent objects, actions, and ideas;
3. A *system of word arrangement* used to organized the thoughts of a particular language; and
4. *Elements of grammar*, including **syntax** and **morphology**, that establish a standard for the operations of the language.

Most languages can occur in three forms: spoken, written, and nonverbal communication.



### Answer true or false.

- 1.1 \_\_\_\_\_ One-fourth of our English words have a Germanic origin.
- 1.2 \_\_\_\_\_ Aryan came before Indo-European.
- 1.3 \_\_\_\_\_ Latin is a German language.
- 1.4 \_\_\_\_\_ About half the world’s population speaks a language that is part of the Indo-European family.
- 1.5 \_\_\_\_\_ A representative example of the transition from Middle English to Modern English can be found in Chaucer’s writings.
- 1.6 \_\_\_\_\_ After the Norman invasion, French completely replaced English in both writing and speaking.
- 1.7 \_\_\_\_\_ Greek is a Celtic language.
- 1.8 \_\_\_\_\_ Anglo-Saxon words are usually common, basic words.
- 1.9 \_\_\_\_\_ All Indo-European languages have clearly defined parts of speech.
- 1.10 \_\_\_\_\_ Half of our English words derive from Latin.





### Match these items.

- |  |   |
|--|---|
| <p><b>1.11</b> _____ having to do with the study of the history and the structure of language</p> <p><b>1.12</b> _____ the way words are put together to make sentences</p> <p><b>1.13</b> _____ a poet of the fourteenth century</p> <p><b>1.14</b> _____ a Celtic language</p> <p><b>1.15</b> _____ the study of word forms and how they are affected by their origins</p> | <p>a. syntax</p> <p>b. Aryan</p> <p>c. Chaucer</p> <p>d. morphology</p> <p>e. diphthongal glide</p> <p>f. Gaelic</p> <p>g. linguistic</p> |
|--|---|

### Complete these activities.

- 1.16** List the three forms in which most languages may be expressed.
- a. \_\_\_\_\_ b. \_\_\_\_\_
- c. \_\_\_\_\_
- 1.17** List four characteristics all languages have in common.
- a. \_\_\_\_\_ b. \_\_\_\_\_
- c. \_\_\_\_\_ d. \_\_\_\_\_

## THE ELEMENTS OF GRAMMAR

The story of Adam naming the creatures of the earth was the story of the beginnings of civilization. Adam classified the things around him. In the same way we must learn to classify the elements of our grammar before we can begin to isolate our problems in writing and speaking and correct our errors.

**Nouns.** A noun is a word that names a person, place, or thing. Nouns may be common or proper. Proper nouns, which name specific persons, places, or things, are always capitalized. All other nouns are common and are not capitalized.

### Examples:

- **Proper nouns:** Germany, University of California, Thanksgiving, President of the United States, Chemistry 112, Sunday, Xerox
- **Common nouns:** country, college, holiday, official, class, day, machine

Nouns may be classified as either a **concrete noun** or an **abstract noun**. They may be simple (one word), complex (two or more words used as a single noun), or **collective nouns**.

**Examples:**

- **Concrete nouns:** dog, apple, tree, house
- **Abstract nouns:** love, courage, loyalty, faith

- **Compound nouns:** living room, newspaper, twenty-two

- **Collective nouns:** class, flock, church



**Capitalize the proper nouns only.** Leave the spaces for other nouns blank.

- 1.18 the secretary of state \_\_\_\_\_
- 1.19 bill's house \_\_\_\_\_
- 1.20 iowa \_\_\_\_\_
- 1.21 my cat \_\_\_\_\_
- 1.22 chevrolet \_\_\_\_\_
- 1.23 easter \_\_\_\_\_
- 1.24 uncle bill \_\_\_\_\_
- 1.25 the earth \_\_\_\_\_
- 1.26 the supreme court \_\_\_\_\_
- 1.27 the chicago tribune \_\_\_\_\_
- 1.28 greek gods \_\_\_\_\_
- 1.29 the bible \_\_\_\_\_
- 1.30 digital clock \_\_\_\_\_

**Complete these statements.**

- 1.31 *Sympathy* is a/an \_\_\_\_\_ noun.
- 1.32 *Committee* is a/an \_\_\_\_\_ noun.
- 1.33 *Asphalt* is a/an \_\_\_\_\_ noun.

Nouns may be written in either singular form or plural form. The most common way to form noun plurals is by adding *s* to the singular form. Nouns may also show possession. Possessives are formed by adding 's or an apostrophe. The following guides will help you form other noun plurals and possessives.

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

**Examples:**

- cross, crosses
- church, churches
- tax, taxes
- bush, bushes.

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

- **Example:** radio, radios.

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

- **Example:** potato, potatoes.

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

- **Example:** key, keys.

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

- **Example:** city, cities.

To form the plural of some nouns ending in *f* or *fe*, change the *f* or *fe* to *v* and add *es*. To other nouns ending in *f* or *fe*, add only *s*.

**Examples:**

- calf, calves
- grief, griefs

To form the *possessive of singular nouns*, add an apostrophe and *s*.

- **Example:** The *teacher's* desk.

To form the possessive of *plural nouns* that end in *s*, add only an apostrophe. If the *plural* noun does not end in *s*, add an apostrophe and *s*.

**Examples:**

- The *senators'* decision.
- The *children's* toys.

If you need more information about nouns see Language Arts LIFEPAAC 901.



**Write the plural form of the following words.**

1.34 rodeo \_\_\_\_\_

1.35 horse \_\_\_\_\_

1.36 automobile \_\_\_\_\_

1.37 leaf \_\_\_\_\_

1.38 heart \_\_\_\_\_

1.39 story \_\_\_\_\_

1.40 lunch \_\_\_\_\_

1.41 tomato \_\_\_\_\_

1.42 globe \_\_\_\_\_

1.43 dictionary \_\_\_\_\_

1.44 space \_\_\_\_\_

1.45 wish \_\_\_\_\_

1.46 motto \_\_\_\_\_

1.47 shoe \_\_\_\_\_

1.48 shelf \_\_\_\_\_



Write the possessive form for the following words.

1.49 Mary \_\_\_\_\_

1.50 Jones \_\_\_\_\_

1.51 the farmer \_\_\_\_\_

1.52 the mother-in-law \_\_\_\_\_

1.53 boys \_\_\_\_\_

1.54 banker \_\_\_\_\_

1.55 coach \_\_\_\_\_

1.56 team \_\_\_\_\_

1.57 businessmen \_\_\_\_\_

**Adjectives.** Adjectives *modify* nouns or pronouns by answering the following questions about them.

| What kind?       | How many?        | Which?          | Whose?         |
|------------------|------------------|-----------------|----------------|
| <i>rainy day</i> | <i>five days</i> | <i>this day</i> | <i>our day</i> |

Adjectives may be simple, compound, or coordinate.

**Examples:**

- **Adjective:** beautiful weather
- **Compound adjective:** twentieth-century invention
- **Coordinate adjective:** warm, humid day

Adjectives generally occur in one of three positions: in the *attributive* position (directly preceding the noun it modifies), in the *appositive* position (directly following the noun it modifies), and in the *predicate* position (following the verb, but modifying the subject).

**Examples:**

- **Attributive position:** The *lost little* puppy was hungry.

- **Appositive position:** The puppy, *little* and *lost*, was hungry.

- **Predicate position:** The puppy was *little* and *lost*.

Adjectives have three forms for comparing nouns: *positive*, *comparative*, and *superlative*.

Most one-syllable words use *-er* for the comparative and *-est* for the superlative. Many two-syllable words and all words with three or more syllables use *more* for the comparative and *most* for the superlative.

| Examples         | Positive   | Comparative            | Superlative            |
|------------------|------------|------------------------|------------------------|
| One syllable:    | cute       | <i>cuter</i>           | <i>cutest</i>          |
| two syllable:    | sleepy     | <i>sleepier</i>        | <i>sleepiest</i>       |
| three syllables: | functional | <i>more functional</i> | <i>most functional</i> |
| irregular:       | good       | <i>better</i>          | <i>best</i>            |



**Complete these statements.**

1.58 "The old man, *stooped* and *shaking*" is an example of the \_\_\_\_\_ position.

1.59 "Arithmetic is frustrating" is an example of the \_\_\_\_\_ position.

**Write the Comparative and Superlative for the following words.**

|      | Positive  | Comparative | Superlative |
|------|-----------|-------------|-------------|
| 1.60 | beautiful | a. _____    | b. _____    |
| 1.61 | angry     | a. _____    | b. _____    |
| 1.62 | blue      | a. _____    | b. _____    |
| 1.63 | sensible  | a. _____    | b. _____    |
| 1.64 | correct   | a. _____    | b. _____    |

**Verbs and adverbs.** A *verb* expresses *action* (John *ran* home) or *being* (I *am* here). Verb forms are based on three principal parts:

- **Present:** see
- **Past:** saw

■ **Past participle:** (have) seen

A verb can also express time of action in *tense*. The six tenses are shown in the following *conjugation* of the verb *to have*.

|        | Present               |                | Present Perfect           |                    |
|--------|-----------------------|----------------|---------------------------|--------------------|
|        | Singular              | Plural         | Singular                  | Plural             |
| Person |                       |                |                           |                    |
| First  | I have                | we have        | I have had                | we have had        |
| Second | you have              | you have       | you have had              | you have had       |
| Third  | he, she, it has       | they have      | he, she, it has had       | they have had      |
|        | Past                  |                | Past Perfect              |                    |
|        | Singular              | Plural         | Singular                  | Plural             |
| Person |                       |                |                           |                    |
| First  | I had                 | we had         | I had had                 | we had had         |
| Second | you had               | you had        | you had had               | you had had        |
| Third  | he, she, it had       | they had       | he, she, it had had       | they had had       |
|        | Future                |                | Future Perfect            |                    |
|        | Singular              | Plural         | Singular                  | Plural             |
| Person |                       |                |                           |                    |
| First  | I shall have          | we shall have  | I shall have had          | we shall have had  |
| Second | you will have         | you will have  | you will have had         | you will have had  |
| Third  | he, she, it will have | they will have | he, she, it will have had | they will have had |

The *voice* of a verb shows whether the subject *acts* or is *acted upon*. Verbs can be expressed in two voices:

- **Active:** I see
- **Passive:** I am seen

In the *active voice*, the subject *performs* the action, *see*, and in the *passive voice*, the subject *receives* the action, *am seen*.

The *mood* of a verb indicates *how* the action is presented. The three moods are *indicative*, *subjunctive*, and *imperative*.

The *indicative mood* states a question or makes a statement of fact. It is most often used in English.

The *subjunctive mood* states a wish or a condition contrary to fact.

The *imperative mood* is used to give a command.

#### Examples:

- **Indicative:** It is *raining*.
- **Subjunctive:** I wish it were *raining*.  
If it were *raining*, I'd be inside.

- **Imperative:** *Close* the door.

Verbs may be classified as either *transitive* or *intransitive*. A transitive verb has a receiver of the action named in the sentence. Transitive verbs may be either active or passive.

#### Examples:

- **Transitive active:** Wilber closed the front door.
- **Transitive passive:** The front door was closed by Wilber.

In the first example *door*, which is the direct object, received the action. In the second sentence the word *door* still receives the action, but it is the subject of the sentence.

An *intransitive verb* names no receiver of action. Intransitive verbs may be complete or linking.

#### Examples:

- **Intransitive complete:** Christ *will reign* as king for one thousand years.
- **Intransitive linking:** She *seemed* tired.



**Complete this activity using the verb *to have*.**

- 1.65 present perfect, first person, singular \_\_\_\_\_
- 1.66 past, third person, plural \_\_\_\_\_
- 1.67 past perfect, second person, singular \_\_\_\_\_
- 1.68 present, third person, singular \_\_\_\_\_
- 1.69 future perfect, second person, plural \_\_\_\_\_
- 1.70 future, third person, singular \_\_\_\_\_


**Write active or passive.**

- 1.71 \_\_\_\_\_ Were you given a second helping?  
 1.72 \_\_\_\_\_ The hunter chased the lion.  
 1.73 \_\_\_\_\_ The lion was chased by the hunter.  
 1.74 \_\_\_\_\_ John ran down the street.  
 1.75 \_\_\_\_\_ John was run down by a boy on a skateboard.

**Write transitive or intransitive.**

- 1.76 \_\_\_\_\_ Bill awoke at three o'clock.  
 1.77 \_\_\_\_\_ Mary dropped her watch into the lake.  
 1.78 \_\_\_\_\_ Suddenly the idea came to him.  
 1.79 \_\_\_\_\_ John smiles easily.  
 1.80 \_\_\_\_\_ Susan glanced nervously at the clock.

**Write the mood of these sentences.**

- 1.81 \_\_\_\_\_ Have you seen your brother today?  
 1.82 \_\_\_\_\_ Please turn on the lights.  
 1.83 \_\_\_\_\_ My new bike is beautiful.  
 1.84 \_\_\_\_\_ If you were older, you would understand.  
 1.85 \_\_\_\_\_ Go to bed!

Adverbs modify verbs, adjectives, and other adverbs. They usually answer one of the following questions:

- **How?** wonderfully
- **When?** often
- **Where?** outside
- **To what extent?** usually

Prepositional phrases, infinitive phrases, and subordinate clauses can also function as adverbs.

Adverbs may be placed almost anywhere in a sentence. Generally the adverb should come near the word it modifies.

Adverbs can express comparison.

| Adverb      | Comparative         | Superlative         |
|-------------|---------------------|---------------------|
| much        | more                | most                |
| beautifully | more<br>beautifully | most<br>beautifully |
| little      | less (lesser)       | least               |

If you need any more information about adverbs see Language Arts LIFEPAAC 901.



### Complete these statements.

1.86 Adverbs modify a. \_\_\_\_\_, b. \_\_\_\_\_, and c. \_\_\_\_\_.

1.87 Adverbs can be placed \_\_\_\_\_ in a sentence.

### On each line write the correct form of the adverb.

1.88 \_\_\_\_\_ He acted very (bad).

1.89 \_\_\_\_\_ I have (little) milk than you have.

### Pronouns, prepositions, and conjunctions.

Other parts of speech you have studied in the Language Arts LIFEPAAC 900 series include pronouns, prepositions, and conjunctions.

Pronouns are used in place of nouns to avoid repetition. The noun to which the pronoun refers is the antecedent of the pronoun. A pronoun must agree with its antecedent in number.

### Examples:

- *Tom* packed *his* suitcase and ran. (*His* is the pronoun and *Tom* is the antecedent.)

- *Neither* of the brothers *has* taken his vacation this year. (*Neither* and *his* are both singular.)

- *Everyone* brought *his* own lunch. (*Everyone* and *his* are both singular.)

Personal pronouns may be classified by person, number, case, and gender. The following example contains the personal pronoun forms in the nominative, objective, and possessive cases, in both singular and plural (number) and masculine, feminine, and neuter genders.

| Singular      |   |                  |                   |
|---------------|---|------------------|-------------------|
|               | <i>Nominative</i>                               | <i>Objective</i> | <i>Possessive</i> |
| First person  | I   | me               | my, mine          |
| Second person | you   | you              | your, yours       |
| Third person  | he, she, it<br>(masculine, feminine,<br>neuter) | him, her, it     | his, hers, its    |
| Plural        |   |                  |                   |
| First person  | we  | us               | our, ours         |
| Second person | you   | you              | your, yours       |
| Third person  | they  | them             | their, theirs     |



Other types of pronouns include relative pronouns (*who, whose, whom, which, and that*); interrogative pronouns (*who? whom? which? whose? and what?*); demonstrative pronouns (*that, this, these, and those*); and indefinite pronouns (*each, every, either, neither, somebody, everybody, nobody, someone, and no one.*)

A preposition shows the relationship between its object and some other word in the sentence. A preposition introduces a prepositional phrase.

The preposition *around* introduces the phrase around the corner. Some commonly used prepositions include *above, below, at, by, to, for, in, out, off, on, of, over, with, near, across, and between.*

Conjunctions are connecting words. Four kinds of conjunctions are coordinating conjunctions, correlative conjunctions, subordinating conjunctions, and conjunctive adverbs.

Coordinating conjunctions are used to connect two or more words, phrases, or clauses of equal significance. The most commonly used coordinating conjunctions are *and, but, and or*

- **Example:** Tom is strong *and* tall.

Correlative conjunctions are used in pairs. *Both . . . and, either . . . or, neither . . . nor, and not only . . . but also* are correlative conjunctions.

**Examples:**

- *Both* Mary *and* her sister are blondes.
- *Not only* is she pretty, *but* she is also talented.

Subordinating conjunctions are used to introduce subordinate clauses and to connect them to main clauses. Common subordinating conjunctions include *after, as if, until, when, where, while, provided, before, and because.*

**Examples:**

- *After* the game was over, we all went out to eat.
- *Provided* the necessary precautions are taken, water skiing can be safe.

Conjunctive adverbs are used to join main clauses. A conjunctive adverb is preceded by a semicolon and is followed by a comma. Some conjunctive adverbs include *consequently, furthermore, hence, however, moreover, nevertheless, therefore, and thus.*

- **Example:** He wanted to make an A in geometry last six weeks; consequently, he studied at least an hour every night.



**Complete this activity.**

**1.90** Define or identify these terms.

a. pronoun \_\_\_\_\_  
\_\_\_\_\_

b. preposition \_\_\_\_\_  
\_\_\_\_\_

c. conjunction \_\_\_\_\_  
\_\_\_\_\_



### Complete these statements.

- 1.91** Three cases of personal pronouns are a. \_\_\_\_\_, b. \_\_\_\_\_, and c. \_\_\_\_\_.
- 1.92** Gender indicates whether the pronoun is a. \_\_\_\_\_, b. \_\_\_\_\_, or c. \_\_\_\_\_.
- 1.93** *Who* and *that* are \_\_\_\_\_ pronouns.
- 1.94** *Whom?* and *Which?* are \_\_\_\_\_ pronouns.
- 1.95** *That*, *this*, and *those* are \_\_\_\_\_ pronouns.

### Complete these activities.

- 1.96** List six prepositions.  
 a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_  
 e. \_\_\_\_\_ f. \_\_\_\_\_
- 1.97** List three coordinating conjunctions.  
 a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
- 1.98** List two sets of correlative conjunctions.  
 a. \_\_\_\_\_ b. \_\_\_\_\_
- 1.99** List four subordinating conjunctions.  
 a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_
- 1.100** List four conjunctive adverbs.  
 a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**Phrases.** Phrases are groups of related words that function in a sentence as parts of speech. You have studied three kinds of phrases: prepositional, verbal, and appositive phrases.

A prepositional phrase contains a preposition, its object, and the object’s modifiers.

■ **Example:** He sat *beside the tree*.

A prepositional phrase may function as an adjective or an adverb.

**Examples:**

■ **Adjective Phrase:** The church *with the bell tower* was built in 1821.

■ **Adverb Phrase:** That church was built *in this valley* by early Christian settlers.

Verbal phrases include gerund, participial, and infinitive phrases. A gerund ends in *-ing* and the entire phrase (gerund, object, and any modifiers) function as a noun in a sentence. A participle ends in *-ing* (present participle) or *-ed, -d, -t, -en, or -n* (past participle). The participial phrase (participle, object, and any modifiers) functions as an adjective. An infinitive is *to* plus a verb *to go, to run, to be*. An infinitive phrase (infinitive, object, and any modifiers) functions as a noun, an adjective, or an adverb.

**Examples:**

■ **Gerund Phrase:** *Attending church regularly* can help a Christian. (subject)

■ **Participial Phrase:** The soprano *singing the solo* part in the hymn is studying to be a missionary. (adjective)



■ **Infinitive Phrase:** *To sing in the choir* was her goal. (subject) He wanted *to be home by Easter*. (object)

An appositive explains or identifies the noun or pronoun it follows. Appositives are nouns or pronouns that often have modifiers (appositive phrase).

**Example:**

■ **Appositive Phrase:** I have read *Hamlet, a great Shakespearean drama*.



**Write the kind of italicized phrase.**

- 1.101 \_\_\_\_\_ *Preparing for the exam* would be easy for him.
- 1.102 \_\_\_\_\_ *Running all the way to the corner*, Bill caught his bus.
- 1.103 \_\_\_\_\_ *To help the nice old lady* would be Christian.
- 1.104 \_\_\_\_\_ The moon, *a yellow and full disc*, rose above the trees.

**Clauses.** Clauses are groups of related words containing a subject and a predicate. You probably remember that clauses may be classified as either independent (main) or dependent (subordinate).

A main clause expresses a complete thought.

■ **Example:** *Bill read your book, and he thought it was wonderful.*

Either main clause could stand alone.

Main clauses may be used in compound sentences (two or more main clauses joined by a comma and a coordinating conjunction), complex sentences (one main clause and one or more subordinate clauses), or compound-complex sentences (two or more main clauses and one or more subordinate clauses).

A subordinate clause does not express a complete thought and is used with at least one main clause.

■ **Example:** *Because a storm was threatening, we had to stay inside all day.*

A subordinate clause can function as a noun, an adjective, or an adverb. Noun clauses may be introduced by *who, how, that, which, whom, why*, and other similar words.

**Examples:**

- **Noun Clause:** Do you know *who will deliver the sermon* next Sunday? (object of do know)
- **Adjective Clause:** Please read the Scripture *that has the most meaning to you.* (modifies Scripture)
- **Adverb Clause:** *When you are troubled,* read the Bible. (modifies read)



**Underline the subordinate clause and write on the line the kind of clause** (noun, adjective, or adverb).

- 1.105 \_\_\_\_\_ The boy who has the ball is my brother.
- 1.106 \_\_\_\_\_ We can go outside if the rain stops soon.
- 1.107 \_\_\_\_\_ Wherever you choose to go is fine with me.
- 1.108 \_\_\_\_\_ We will meet you at the corner that faces the post office.



**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

**Answer true or false** (each answer, 1 point).

- 1.01 \_\_\_\_\_ Half of English words derive from Latin.  
 1.02 \_\_\_\_\_ Aryan is the ancestor of the Indo-European languages.  
 1.03 \_\_\_\_\_ English is a Germanic language.  
 1.04 \_\_\_\_\_ *Love* is a concrete noun.  
 1.05 \_\_\_\_\_ Adverbs modify verbs.  
 1.06 \_\_\_\_\_ A gerund is an adjective that functions as a noun.  
 1.07 \_\_\_\_\_ The Breton people originally spoke French.  
 1.08 \_\_\_\_\_ Chaucer wrote in Old English.  
 1.09 \_\_\_\_\_ Welsh is a Celtic language.  
 1.010 \_\_\_\_\_ One branch of the Aryan language took root in Asia.

**Write the plural form of the following words** (each answer, 2 points).

- 1.011 life \_\_\_\_\_                      1.014 bunch \_\_\_\_\_  
 1.012 potato \_\_\_\_\_                      1.015 radio \_\_\_\_\_  
 1.013 mess \_\_\_\_\_

**Write the possessive form for the following words** (each answer, 2 points).

- 1.016 John \_\_\_\_\_                      1.019 policemen \_\_\_\_\_  
 1.017 the players \_\_\_\_\_                      1.020 girl friend \_\_\_\_\_  
 1.018 horse \_\_\_\_\_

**Write transitive or intransitive for each verb** (each answer, 2 points).

- 1.021 \_\_\_\_\_ John wrecked his bike last night.  
 1.022 \_\_\_\_\_ Tom is walking down the path.  
 1.023 \_\_\_\_\_ She read the book in an hour.  
 1.024 \_\_\_\_\_ My mother types well.  
 1.025 \_\_\_\_\_ I arrived early.

**Write the grammatical term for the italicized words** (each answer, 3 points).

- 1.026** \_\_\_\_\_ Marion, *a calm, confident girl*, knocked on the principal's door.
- 1.027** \_\_\_\_\_ *Swimming laps* is good exercise.
- 1.028** \_\_\_\_\_ *To sing in the choir* would be an honor.
- 1.029** \_\_\_\_\_ The test was *not only* difficult, *but it was also* long.
- 1.030** \_\_\_\_\_ *Working hard all summer*, Ann hoped to save money for school.

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

- 1.031** The study of word forms and how they are affected by their origins is called \_\_\_\_\_ .
- 1.032** Three forms in which most languages may be expressed are a. \_\_\_\_\_ ,  
b. \_\_\_\_\_ , and c. \_\_\_\_\_ .
- 1.033** The three degrees of comparison for adjectives are a. \_\_\_\_\_ ,  
b. \_\_\_\_\_ , and c. \_\_\_\_\_ .
- 1.034** The three positions in which an adjective may appear are a. \_\_\_\_\_ ,  
b. \_\_\_\_\_ , and c. \_\_\_\_\_ .
- 1.035** An arrangement of all a. \_\_\_\_\_ tenses of a verb is called a  
b. \_\_\_\_\_ .
- 1.036** Whether the subject acts or is acted upon is shown by the \_\_\_\_\_ of the verb.
- 1.037** The three moods a verb may be expressed in are a. \_\_\_\_\_ ,  
b. \_\_\_\_\_ , and c. \_\_\_\_\_ .

Define or identify these terms (each answer, 4 points).

1.038 abstract noun \_\_\_\_\_  
\_\_\_\_\_

1.039 collective noun \_\_\_\_\_  
\_\_\_\_\_

1.040 Great Vowel Shift \_\_\_\_\_  
\_\_\_\_\_

1.041 syntax \_\_\_\_\_  
\_\_\_\_\_

Write on the line the letter of the type of clauses for each group of italicized words in these sentences (each answer, 2 points).

1.042 \_\_\_\_\_ I do not know *who is at the door*. a. noun clause

1.043 \_\_\_\_\_ The car *that is parked under the tree* is my father's. b. adverb clause

1.044 \_\_\_\_\_ We will wait *until you have finished*. c. adjective clause

1.045 \_\_\_\_\_ *Whoever is finished* may leave early.

|            |                    |                      |          |      |
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| 103<br>129 | <b>SCORE</b> _____ | <b>TEACHER</b> _____ | initials | date |
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