



# LANGUAGE ARTS

STUDENT BOOK

▶ **9th Grade | Unit 1**

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# Language Arts 901

## The Structure of Language

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# 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).

# 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?

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

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