



LANGUAGE ARTS

TEACHER'S GUIDE

▶ **9th Grade**

LANGUAGE ARTS 900

Teacher's Guide

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Author:

Alpha Omega Publications

Editor:

Alan Christopherson, M.S.



804 N. 2nd Ave. E.

Rock Rapids, IA 51246-1759

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Teacher Notes

INSTRUCTIONS FOR LANGUAGE ARTS

The LIFEPAC curriculum from grades two through twelve was written with the daily instructional material written directly in the LIFEPACs. The student is encouraged to read and follow his own instructional material thus developing independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both subject content and procedures, administer and grade tests and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

Language arts includes those subjects that develop the students' communication skills. The LIFEPAC approach to combining reading, spelling, penmanship, composition, grammar, speech and literature in a single unit allows the teacher to integrate the study of these various language arts subject areas. The variety and scope of the curriculum may make it difficult for students to complete the required material within the suggested daily scheduled time of forty-five minutes. Spelling, book reports and various forms of composition may need to be completed during the afternoon enrichment period.

Cursive handwriting is introduced in the second grade LIFEPAC 208 with regular practice following in succeeding LIFEPACs. Diacritical markings are defined in the third grade LIFEPAC 304. A pronunciation key including diacritical markings is provided after the vocabulary word lists in all subjects beginning with LIFEPAC 305.

This section of the language arts Teacher's Guide includes the following teacher aids: Index of Concepts, *Book Report Form*, *Books Read Chart*, Suggested and Required Material (supplies), and Additional Learning Activities.

The *Book Report Form* and the *Books Read Chart* may be duplicated for individual student use.

The Index of Concepts is a quick reference guide for the teacher who may be looking for a rule or explanation that applies to a particular concept. It does not identify each use of the concept in the various LIFEPACs. The concepts change by grade level with the emphasis on phonics and reading skills changing to spelling and grammar for the older students.

The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional learning activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning and may be used as a reward for good study habits.

Language Arts 900 Teacher Notes

Concept	LIFEPAC	Section	Concept	LIFEPAC	Section
Clauses	901	4,5	prepositions	901	3
Comparisons - (adjective/adverb)	905	2	pronouns	901	3
Composition			verbs	901	2
report preparation	903	3		905	1
letter writing	907	3	Phrases	901	4
critical essay	909	3	(gerund, infinitive, participial, appositive)		
Diagramming Sentences	901	5	Plurals	901	1
Dictionary Use	903	1	Poetry	905	3
	908	1		906	3
Drama	908	2	Possessives	901	1
“The Miracle Worker”	908	3	Prefixes	902	3
English - development of	902	2	Pronunciation	903	1,2
Language - development of	902	1,2	Propaganda	906	1
Library Use	908	1	Public Speaking	907	1
Listening Skills	907	2	Reading Skills		
Literary Forms	905	3	/generalizations,	904	1
(introduction to drama, novel, poetry, short story)			main idea, details, recognizing patterns, topic sentence)		
Mnemonics	902	3	(author’s message, critical thinking, sequence)	906	1
	903	2	Reference Works	908	1
Novel - study of	909	1	Root Words	902	3
<i>20,000 Leagues</i>	909	2	Sentence Structure	901	4,5
Parts of Speech			(clauses/ phrases, direct/indirect object, predicate adjective, predicate nominative, subject/predicate)		
adjectives	901	1	Story Fundamentals	904	2,3
	905	2		905	3
adverbs	901	2			
conjunctions	901	3			
nouns	901	1			
	905	1			

Materials Needed for LIFEPAC

Required:

Suggested:

an available grammar text that provides sufficient coverage of interjections, the eighth part of speech

Additional Learning Activities

Section I Nouns and Adjectives

1. Point out the importance of grasping the fundamentals of communication — parts of speech, phrases, and sentences. These “tools” are the keys that unlock the secret of written communication. Emphasize also the value of increasing a student’s vocabulary—both written and oral—because recent surveys prove that successful achievement is closely related to large and adequate vocabularies.
2. Divide the class into several groups. Assign each group a certain paragraph from a book, but first remove all the pronouns in the selection. Have each group fill in the blanks with the correct pronouns.
3. Let each student choose any one page from *Twenty Thousand Leagues under the Sea* (the novel they will read this year) or any other approved novel. Then have the students take the longest paragraph on the page they choose and label all the parts of speech in that paragraph.

Section II Verbs and Adverbs

1. Choose a paragraph from the novel chosen for the preceding activity and read it aloud to the class, leaving out all the verbs.
2. Divide the class into several groups and give each a copy of the same paragraph used in the preceding activity in which all of the verbs are left out. Have each group fill in the blanks with verbs of their own choosing. Then in class the groups go over papers and compare them with the original author’s passage.
3. Assign each student a brief passage from *The Miracle Worker* or another approved play or book. Have them go through the scene, identify the verbs, and classify them according to tense, voice, mood, person, and number.

Section III Pronouns, Prepositions, and Conjunctions

1. Review the five kinds of pronouns—personal, relative, interrogative, demonstrative, and indefinite. Make certain that the students can distinguish between the five and identify them correctly in a sentence.
2. Divide the class into groups of three or four. Assign each a passage from a novel, short story, or newspaper article. Have the groups underline each pronoun, draw a line from the pronoun to its antecedent, and then circle the antecedent.
3. Let each student take two or three paragraphs from an encyclopedia, a history text, or any other textbook. Working with the passages of their choice, the students should underline every preposition, circle every object of a preposition and draw an arrow from each underlined preposition to its proper circled object.

Section IV Phrases and Clauses

1. Go over several papers from the independent project in Section III. In that exercise pronouns and objects were identified. These two, combined with any modifiers, make up a prepositional phrase. Point out some of these.
2. Divide the class into two groups. Have one group write a dozen or so sentences and read them aloud to the second group. The second group must then identify the appositive in each sentence and the noun to which it refers.
3. Let each student choose a paragraph from an approved novel, short story, magazine article, or textbook. The students should go through the paragraph, sentence by sentence and underline every main clause once and every dependent clause twice. Each student should draw an arrow from each subordinate clause to the word or phrase that it modifies (if applicable).

Section V Subjects, Predicates, and Complements

1. Pick five sentences from any source and diagram them on the blackboard. Go over each, identifying the function of each sentence. Try to vary the choice of sentences to include illustrations of predicate nominatives, predicate adjectives, direct objects, and indirect objects.
2. Divide the class into three groups. Have the first group compose five sentences to be diagrammed. Let the second group diagram the sentences, and have the third group grade the diagramming and identify and explain errors, if any.

Alternate Tests

Reproducible Tests
for use with the Language Arts
900 Teacher's Guide

Name _____

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

1. _____ Nouns are naming words.
2. _____ All common nouns begin with a capital letter.
3. _____ A compound subject is one that contains two or more simple subjects.
4. _____ A predicate adjective is a word that renames the subject.
5. _____ An adverb modifies a verb, an adjective, or another adverb.
6. _____ A prepositional phrase consists of a preposition, its object, and all modifiers of that object.
7. _____ The plural of most nouns is formed by adding *es*.
8. _____ Pronouns are words used in the place of nouns.
9. _____ Three kinds of verb forms function as phrases in sentences.
10. _____ Another name for a dependent clause is *subordinate clause*.

Match these items (each answer, 2 points).

- | | | |
|-----------|-------------------|--|
| 11. _____ | abstract noun | a. arrangement of verb forms by tense, voice, mood, person, and number |
| 12. _____ | tense | b. contains two or more main clauses |
| 13. _____ | conjugation | c. the verb of a clause |
| 14. _____ | participle | d. a verb's time of action |
| 15. _____ | compound sentence | e. shows ownership |
| 16. _____ | antecedent | f. shows action with an object |
| 17. _____ | gerund | g. intransitive verb |
| 18. _____ | adjective clause | h. a verb that functions as an adjective |
| 19. _____ | predicate | i. specific noun to which a pronoun refers |
| 20. _____ | conjunction | j. a verb functioning as a noun |
| 21. _____ | possessive case | k. subordinate clause |
| 22. _____ | transitive verb | l. connecting word |
| | | m. names something you cannot see or touch |

Language Arts 901 Alternate Test

Complete these statements (each answer, 3 points).

23. The most common mood used in English is the _____ mood.
24. The two kinds of prepositional phrases found in sentences are
a. _____ and b. _____ phrases.
25. A verbal phrase that can be used as a noun, adverb, or adjective and is preceded by the word *to* is a/an _____.
26. A noun or pronoun that follows another noun or pronoun to identify or explain the first one is a/an _____.
27. A sentence with one main clause and one or more dependent clauses is a _____ sentence.
28. A subordinate clause functions in a sentence as a _____.
29. The simple predicate of a sentence plus all its modifiers is called the _____.
30. The word or words that receive the action of a verb in a sentence is the _____.
31. A word used in a sentence to complete the meaning of the verb is a/an _____.
32. A noun that names a group of more than one person or things is a _____ noun.

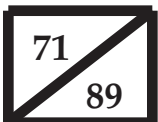
Write the letter for the correct answer on each line (each answer, 2 points).

33. Love and happiness are both examples of _____ nouns.
 - a. concrete
 - b. abstract
 - c. proper
 - d. common
34. The highest or lowest degree of comparison between three or more nouns is the _____ degree.
 - a. superlative
 - b. real
 - c. positive
 - d. possessive

35. *Active* and *passive* are the two _____ of verbs in a sentence.
- a. moods
 - b. tenses
 - c. voices
 - d. groups
36. Pronouns that refer to inanimate objects are in the _____ gender.
- a. neuter
 - b. neither c nor d
 - c. feminine
 - d. masculine
37. A verbal phrase that functions in a sentence as an adjective is a _____ phrase.
- a. gerund
 - b. pronoun
 - c. infinitive
 - d. participle
38. A sentence with two or more main clauses and one or more subordinate clauses is a _____ .
- a. simple
 - b. complex
 - c. compound-complex
 - d. compound

Diagram the following sentences (each answer, 5 points).

39. The boy hit the baseball into left field.
-
-
-
-
-
-
-
-
-
-
40. The girl with the purple dress took her mother to the concert.



Date _____
Score _____

Answer Keys

SECTION ONE

- | | | | |
|------|------------|------|--|
| 1.1 | sentence | 1.21 | taxes |
| 1.2 | naming | 1.22 | buzzes |
| 1.3 | tools | 1.23 | peaches |
| 1.4 | proper | 1.24 | adding -es |
| 1.5 | capital | 1.25 | rodeos |
| 1.6 | <u>2</u> | a. | Desert flowers are beautiful in the spring. |
| 1.7 | <u>4</u> | b. | His journey through space took him over both Africa and South America. |
| 1.8 | <u>1</u> | b. | The first college in the United States was Harvard College. |
| 1.9 | <u>5</u> | a | King John of England signed the Magna Charta in 1215. |
| 1.10 | <u>10</u> | b. | The entire Bible is a message about Jesus Christ. |
| 1.11 | a | | |
| 1.12 | c | | |
| 1.13 | b | | |
| 1.14 | c | | |
| 1.15 | d | | |
| 1.16 | syllables | | |
| 1.17 | brushes | | |
| 1.18 | reports | | |
| 1.19 | adding - s | | |
| 1.20 | dresses | | |
| | | 1.26 | studios |
| | | 1.27 | trios |
| | | 1.28 | adding - s |
| | | 1.29 | heroes |
| | | 1.30 | pianos (exception to rule) |
| | | 1.31 | tomatoes |
| | | 1.32 | adding - es |
| | | 1.33 | monkeys |
| | | 1.34 | toys |
| | | 1.35 | valleys |
| | | 1.36 | adding - s |
| | | 1.37 | allies |
| | | 1.38 | cities |
| | | 1.39 | changing y to i and adding - es |
| | | 1.40 | lives |
| | | 1.41 | beliefs |
| | | 1.42 | by adding - s or by changing f (fe) to v and adding - es |
| | | 1.43 | children |
| | | 1.44 | men |

Language Arts 901 Answer Key

- 1.45 changing the spelling of the singular
- 1.46 fathers-in-law
- 1.47 post offices
- 1.48 adding the appropriate plural sign (-s or -es) to the main word
- 1.49 cupfuls
- 1.50 chalkboards
- 1.51 railways
- 1.52 adding the appropriate plural sign (-s or -es) to the end
- 1.53 -1.62 Examples:
- 1.53 a. (S) She is an alumna of Iowa State University.
b. (P) The alumnae are having a fund-raising dinner.
- 1.54 a. (S) The basis of their friendship was a common interest in travel.
b. (P) The bases for salvation rest upon Jesus' offering of forgiveness and a person's acceptance of His offer.
- 1.55 a. (S) A cell needs the nucleus in order to grow and divide into other cells.
b. (P) Nuclei of cells are located in different positions in different kind of cells.
- 1.56 a. (S) A series of rainy days spoiled the camping trip.
b. (P) The ball games which are played in the World Series are of interest to many people.
- 1.57 a. (S) (This noun appears only in the plural form.)
b. (P) He sharpened all the scissors in the school-room.
- 1.58 a. (S) A study of civics is helpful in preparing a student for life as an adult.
b. (P) (This noun has singular meaning and takes a singular verb.)
- 1.59 a. (S) Quick thinking is the means by which trouble is often avoided.
b. (P) What are the means by which you are going to solve the problems?
- 1.60 a. (S) (This noun appears only in the plural form.)
b. (P) All the riches in the world cannot buy happiness.
- 1.61 a. (S) An analysis of the situation will help solve the problem.
b. (P) The experts prepared written analysis of the traffic problem.
- 1.62 a. (S) Athletics is recommended for high school students.
b. (P) (This noun has singular meaning and takes a singular verb.)
- 1.63 horse's
- 1.64 friend's
- 1.65 teacher's
- 1.66 dogs'
- 1.67 girls'
- 1.68 guests'
- 1.69 businessmen's
- 1.70 sisters-in-law's
- 1.71 Secretaries of State's
- 1.72 oxen's
- 1.73 Theresa's and Marylin's fathers
- 1.74 Milli and Mike's mother

1.75 -1.79 Examples:

- 1.75 Snoopy is my favorite comic-strip character.
1.76 A warm, humid breeze is blowing.
1.77 The beautiful girl is smiling.
1.78 The tree, green and slender, bent in the summer breeze.
1.79 The woman at the desk is competent.

Examples using suffixes as adjective endings:

- | | |
|------------|------------|
| enjoyable | peaceable |
| natural | ornamental |
| Asian | Hawaiian |
| assistant | buoyant |
| angular | circular |
| stationary | ordinary |

- | | |
|------------|-------------|
| literate | immaculate |
| broken | darken |
| different | excellent |
| joyful | useful |
| heroic | stoic |
| boyish | selfish |
| active | passive |
| helpless | toothless |
| loudly | quickly |
| famous | nervous |
| meddlesome | troublesome |
| sleepy | velvety |
- 1.80 a
1.81 b
1.82 b

SECTION TWO

- | | | | | |
|------|------------|------------|------|---------------------------------|
| 2.1 | a. love | b. loved | 2.19 | c |
| 2.2 | a. obeyed | b. obeyed | 2.20 | a |
| 2.3 | a. brought | b. brought | 2.21 | d |
| 2.4 | a. get | b. got | 2.22 | a |
| 2.5 | a. swung | b. swung | 2.23 | b |
| 2.6 | borne | | 2.24 | you have seen |
| 2.7 | beat | | 2.25 | he/she/it sees |
| 2.8 | chose | | 2.26 | I saw |
| 2.9 | sworn | | 2.27 | you had seen |
| 2.10 | tear | | 2.28 | a. they saw
b. they had seen |
| 2.11 | a. begin | b. begun | 2.29 | we shall see |
| 2.12 | a. swam | b. swum | 2.30 | you will see |
| 2.13 | a. came | b. come | 2.31 | they will have seen |
| 2.14 | a. eat | b. eaten | 2.32 | we have been seen |
| 2.15 | a. ride | b. rode | 2.33 | you are seen |
| 2.16 | b | | 2.34 | he/she/it has been seen |
| 2.17 | c | | 2.35 | I was seen |
| 2.18 | b | | 2.36 | you had been seen |

Language Arts 901 Answer Key

- 2.37 they were seen
2.38 I shall have been seen
2.39 you will be seen
2.40 they will have been seen
2.41 b
2.42 e
2.43 a
2.44 c
2.45 -2.48 Examples;
2.45 The dress is pink.
2.46 He jogs often.
2.47 He hit the ball.
2.48 The pie was eaten quickly
by Jill.
2.49 Conjugation is a systematic
arrangement of the forms of
a verb according to tense, voice,
mood, person, and number.
2.50 A transitive verb is a verb that
has a receiver of the action
named in the sentence.
- 2.51 lie
2.52 laid
2.53 sit
2.54 sat
2.55 rose
2.56 rise
2.57 true
2.58 false
2.59 false
2.60 true
2.61 best
2.62 better
2.63 smaller
2.64 most careful
2.65 older
2.66 Example:
The dog was not unfriendly.

SECTION THREE

- 3.1 her
3.2 They
3.3 them
3.4 We
3.5 his
3.6 Rel
3.7 Ind
3.8 Dem
3.9 Ind
3.10 Dem
3.11 Int
3.12 Rel
3.13 Int
3.14 its
3.15 his
3.16 his
- 3.17 her
3.18 their
3.19 his
3.20 her
3.21 The Grand Canyon is (in Arizona).
3.22 Kentucky bluegrass was brought
(to America) (from Europe) .
3.23 The clock (with the luminous
dial) can be seen (in the dark).
3.24 (In 1647) the first tax-supported
schools were established (by law)
(in the United States).
3.25 The first tax-supported schools
(in the United States) taught
boys and girls how to read the
Bible.

- | | |
|--|---|
| <p>3.26 (<u>In</u> 1963) the United States Supreme Court made required Bible reading illegal (<u>in</u> tax-supported schools).</p> <p>3.27 The fear (<u>of</u> the Lord) is the beginning (<u>of</u> both knowledge and wisdom).</p> <p>3.28 Reading the Bible is necessary (<u>for</u> Christian growth).</p> <p>3.29 The Christian cannot grow spiritually (<u>without</u> regular Bible reading and prayer).</p> <p>3.30 (<u>With</u> Bible reading and prayer) Christian fellowship and witnessing are also necessary principles (<u>of</u> Christian growth).</p> <p>3.31 from</p> <p>3.32 from</p> <p>3.33 by</p> <p>3.34 as</p> <p>3.35 among</p> <p>3.36 with</p> | <p>3.37 for</p> <p>3.38 besides</p> <p>3.39 into</p> <p>3.40 on</p> <p>3.41 correlative - <u>Neither</u> the sermon <u>nor</u> the song service was very long.</p> <p>3.42 conjunctive adverb - We shall leave immediately; <u>consequently</u>, we shall arrive on time.</p> <p>3.43 subordinating - We were not at home <u>when</u> our friends arrived.</p> <p>3.44 co-ordinating - The teacher spoke quietly, <u>but</u> firmly.</p> <p>3.45 correlative - <u>Both</u> the dictionary <u>and</u> the encyclopedia are valuable tools for study.</p> <p>3.46 Hint:
An interjection is a word used to express sudden or strong feeling or emotion. Interjections are used for short exclamations.</p> |
|--|---|

SECTION FOUR

- | | |
|---|---|
| <p>4.1-4.2 Examples:</p> <p>4.1 a. The house (<u>with</u> the green shutters) is for sale.</p> <p style="margin-left: 40px;">b. The vegetables (<u>in</u> your garden) need to be watered.</p> <p>4.2 a. The red coat was sent to me (<u>by</u> my aunt).</p> <p style="margin-left: 40px;">b. (<u>At</u> the end of the day), I go home.</p> <p>4.3 gerund
(<u>jogging</u> early in the morning)</p> <p>4.4 infinitive
(<u>to speak</u> effectively)</p> <p>4.5 participial
(<u>playing</u> the piano)</p> | <p>4.6 gerund
(<u>Crossing</u> the street on a red light)</p> <p>4.7 participial
(<u>requiring</u> much patience and skill)</p> <p>4.8 infinitive
(<u>To understand</u> the other person's point of view)</p> <p>4.9 gerund
(faithful <u>witnessing</u>)</p> <p>4.10 participial
(<u>Writing</u> to the Thessalonians)</p> <p>4.11 Examples:
a. Mrs. Green, our science teacher, gave us an assignment.</p> |
|---|---|

Language Arts 901 Answer Key

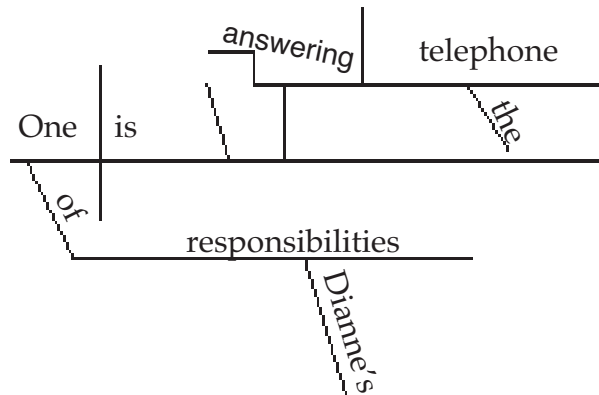
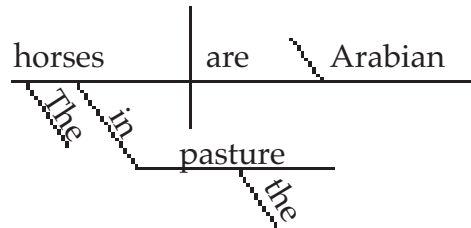
- b. Bill, the boy in the red shirt, is the captain of the football team.
- 4.12 noun
(What one believes)
- 4.13 adverb
(because He loved us)
- 4.14 adverb
(If we love one another)
- 4.15 noun
(What one does)

- 4.16 noun
(Whoever is born of God)
- 4.17 adjective
(who believes on the Son)
- 4.18 adverb
(If we confess our sins)
- 4.19 adjective
(who practices sin)
- 4.20 adjective
(who walketh not in the)

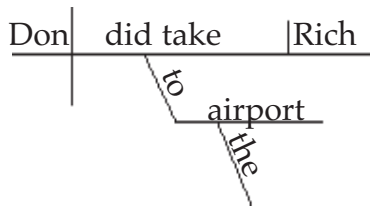
SECTION FIVE

- 5.1 p.n.
- 5.2 i.o.
- 5.3 d.o.
- 5.4 s.
- 5.5 p.
- 5.6 d.o.
- 5.7 d.o.
- 5.8 s.
- 5.9 p.a.
- 5.10 p.n.
- 5.11 d.o.
- 5.12 i.o.
- 5.13 p.
- 5.14 s.
- 5.15 p.a.

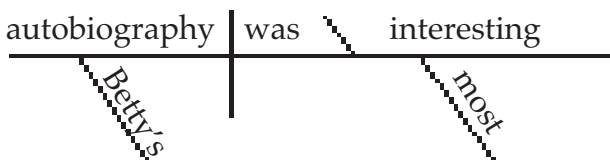
5.19



5.16

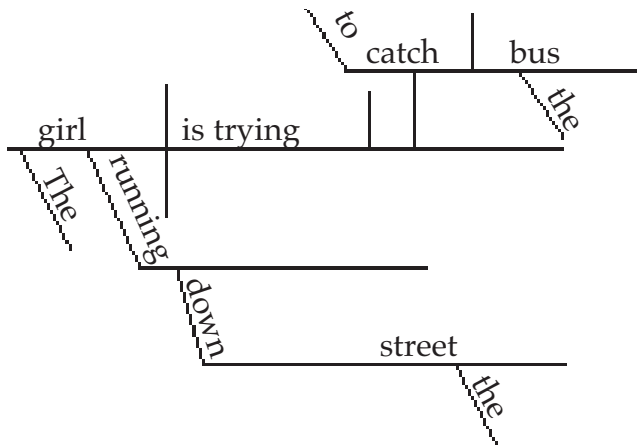


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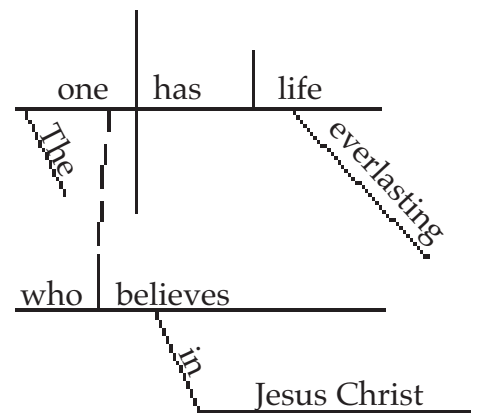


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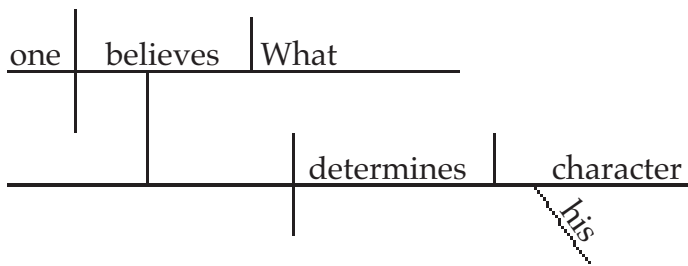
5.20



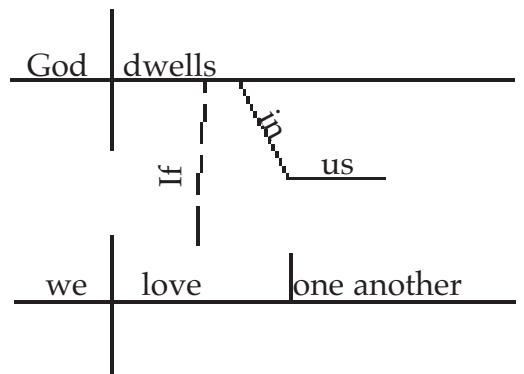
5.22



5.21



5.23



Self Test Keys

SELF TEST 1

- | | | | |
|-------|----------|-------|---|
| 1.01 | true | 1.022 | proper |
| 1.02 | true | 1.023 | abstract |
| 1.03 | false | 1.024 | collective |
| 1.04 | false | 1.025 | compound |
| 1.05 | true | 1.026 | concrete |
| 1.06 | false | 1.027 | churches |
| 1.07 | true | 1.028 | skies |
| 1.08 | false | 1.029 | hyphen |
| 1.09 | true | 1.030 | comparative |
| 1.010 | true | 1.031 | A compound word may be written as one word; it may be hyphenated; or it may be two words. |
| 1.011 | a | 1.032 | Examples: |
| 1.012 | b | | To form the plural of compound nouns with more than one word or in hyphenated form, add the appropriate plural sign to the main word. |
| 1.013 | b | | or |
| 1.014 | a | | To form the plural of compound nouns written as one word, add the appropriate plural sign to the end. |
| 1.015 | b | | |
| 1.016 | c | | |
| 1.017 | b | | |
| 1.018 | c | | |
| 1.019 | b | | |
| 1.020 | a | | |
| 1.021 | sentence | | |

SELF TEST 2

- | | | | |
|------|---|-------|-------------------|
| 2.01 | b | 2.010 | c |
| 2.02 | h | 2.011 | regular |
| 2.03 | k | 2.012 | auxiliary |
| 2.04 | a | 2.013 | mood |
| 2.05 | i | 2.014 | time |
| 2.06 | j | 2.015 | subject |
| 2.07 | d | 2.016 | I shall have had |
| 2.08 | g | 2.017 | you will be |
| 2.09 | e | 2.018 | you had been seen |

Language Arts 901 Self Test Key

- 2.019 active
2.020 conjugation
2.021 b
2.022 c
2.023 b
2.024 c
2.025 d
2.026 c
2.027 b
2.028 a
2.029 d
2.030 c
- 2.031 To form the plural of a noun ending in y preceded by a consonant, change y to i and add -es.
2.032 a. I shall have been seen
b. You will have been seen
c. He/she/it will have been seen
d. We shall have been seen
e. You will have been seen
f. They will have been seen

SELF TEST 3

- 3.01 true
3.02 true
3.03 true
3.04 false
3.05 true
3.06 false
3.07 false
3.08 true
3.09 false
3.010 true
3.011 c
3.012 b
3.013 c
3.014 b
3.015 c
3.016 a
3.017 b
3.018 b
3.019 a
- 3.020 a
3.021 he
3.022 objective
3.023 demonstrative
3.024 antecedent
3.025 preposition
3.026 conjunction
3.027 subordinating conjunctions
3.028 conjunctive adverbs
3.029 indefinite
3.030 correlative
3.031 Example:
A prepositional phrase functions in a sentence as a modifier. It modifies the word to which the preposition relates its objects.
3.032 I, you, he, she, it

SELF TEST 4

- 4.01 c
4.02 j
4.03 e
4.04 h
4.05 a
4.06 k
4.07 b
- 4.08 i
4.09 d
4.010 g
4.011 predicate
4.012 interrogative
4.013 phrase
4.014 a. gerund
b. noun

- 4.015 a. participial
b. adjective
- 4.016 subordinate
- 4.017 adjective
- 4.018 adverb
- 4.019 b
- 4.020 d
- 4.021 a
- 4.022 c
- 4.023 b
- 4.024 a
- 4.025 d
- 4.026 b
- 4.027 a

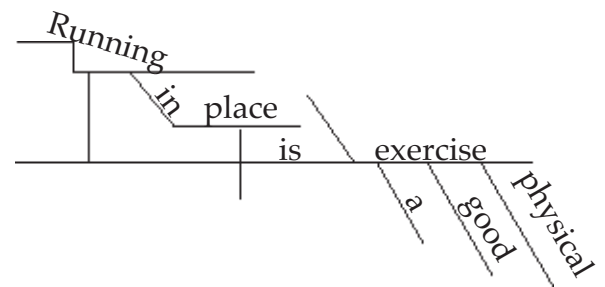
- 4.028 a
- 4.029-4.030 Examples:
- 4.029 Neither can stand by itself; both can be used as adjectives and adverbs.
- 4.030 A subordinate clause contains a subject and a predicate and is usually introduced by either a subordinate conjunction or a relative pronoun. A prepositional phrase contains neither a subject nor a predicate, only the preposition, its object, and any modifiers of the object.

SELF TEST 5

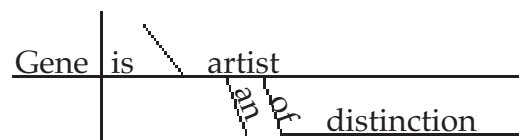
- 5.01 false
- 5.02 true
- 5.03 true
- 5.04 false
- 5.05 true
- 5.06 f
- 5.07 c
- 5.08 a
- 5.09 b
- 5.010 e
- 5.011 conjunction
- 5.012 subordinating conjunction
- 5.013 subject
- 5.014 direct object
- 5.015 predicate nominative
- 5.016 indirect object
- 5.017 predicate adjective
- 5.018 complement
- 5.019 predicate
- 5.020 passive
- 5.021 i.o.
- 5.022 p.a.
- 5.023 p.n.

- 5.024 s.
- 5.025 p.
- 5.026 a
- 5.027 b
- 5.028 b
- 5.029 c
- 5.030 b

5.031

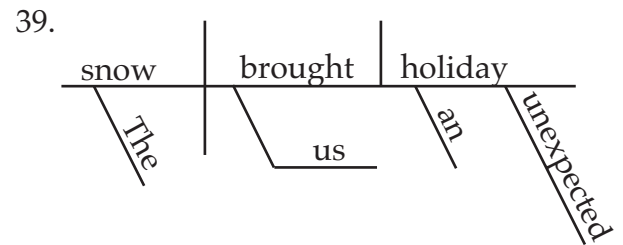


5.032



1. true
2. false
3. false
4. true
5. true
6. false
7. true
8. false
9. false
10. true
11. c
12. e
13. i
14. k
15. a
16. m
17. b
18. o
19. d
20. l
21. j
22. h
23. n

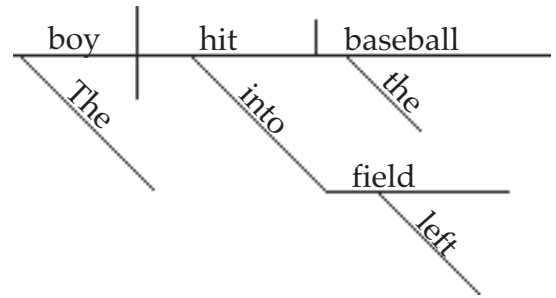
24. g
25. nominative
26. conjunction
27. two
28. pairs
29. sentence
30. i.o.
31. p.a.
32. s.
33. d.o.
34. p.
35. d
36. c
37. b
38. a



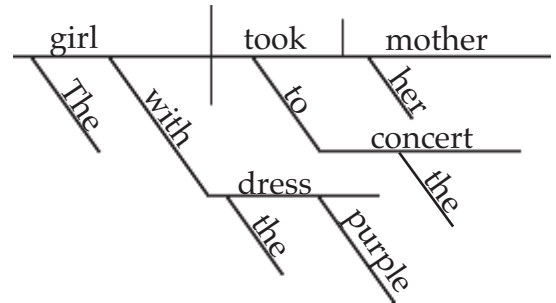
Language Arts 901 Alternate Test Key

1. true
2. false
3. true
4. false
5. true
6. true
7. false
8. true
9. true
10. true
11. m
12. d
13. a
14. h
15. b
16. i
17. j
18. k
19. c
20. l
21. e
22. f
23. indicative
24. Either order:
 - a. adjective
 - b. adverb
25. infinitive phrase
26. appositive
27. complex
28. part of speech
29. complete predicate
30. direct object
31. complement
32. collective
33. b
34. a
35. c
36. a
37. d
38. c

39.



40.





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804 N. 2nd Ave. E.
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