



LANGUAGE ARTS

STUDENT BOOK

▶ **9th Grade** | Unit 10

Language Arts 910

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Looking Back

Introduction

This LIFEPAAC[®] 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.**

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

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>

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.

103 129	SCORE _____	TEACHER _____	initials	date
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