



# LANGUAGE ARTS

STUDENT BOOK

▶ **7th Grade** | Unit 5

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SAMPLE

# Language Arts 705

## The Nature of English

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**LIFEPAC Test is located in the center of the booklet.** Please remove before starting the unit.

# The Nature of English

## Introduction

The Bible teaches you that God gave Adam and Eve a wonderful gift. They lived in a paradise called the Garden of Eden. God gave Adam and Eve an important rule to live by in the Garden of Eden. Unfortunately, they chose to ignore that rule, and man fell into sin. Because they did not use God's gift wisely, Adam and Eve were banished from the Garden of Eden.

You are blessed with many gifts, some from God and some from your parents. You must make an important choice. You can either use these gifts wisely and correctly and enjoy the benefits they bring you, or you can misuse these gifts and they will do you little good. Actually, they might even hurt you or make you very unhappy.

God gave you the gift of language and the ability to learn and to use it correctly. You are a young person who has already learned a great deal about English.

You are now ready to learn how an educated person uses the gift of English.

In this LIFE·PAC® you will learn about two interesting categories of words. One category contains words for signals, and the other includes words for feelings. You will learn the differences among formal English, informal English, and nonstandard English. Formal English, used by educated people when they write and speak, uses clear and smooth expression and avoids improper and redundant usage. This LIFE·PAC will show you how to use formal English.

Correct English usage is very important if you are to use English wisely. Correct English usage is an established procedure for using words and phrases without mistakes. Mastering the rules and usage in this LIFE·PAC will help you to use English in a mature way. Now that you are maturing, this ability is very important.

## 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. List and use words for signals.
2. List and use words for feelings.
3. Identify differences among formal English, informal English, and nonstandard English.
4. Identify clichés, colloquial expressions, slang, idioms, and other informal usages.
5. Use formal English correctly.
6. Identify redundant expressions.
7. Use smooth and clear expression.
8. Use the verb endings *-s* and *-es* for correct subject-verb agreement.
9. Correctly use the verb endings *-d* and *-ed* to indicate past tense.
10. Correctly use the past tense of irregular verbs.
11. Use often confused verbs correctly.
12. Use often confused pronouns correctly.
13. Spell new words.
14. Write clear sentences.

# 1. THE NATURE OF ENGLISH

In this section you will learn about two interesting **categories** of words. The first category is words for **signals**, and the second is words for **feelings**.

## SECTION OBJECTIVES

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

1. List and use words for signals.
2. List and use words for feelings.
13. Spell new words.

## VOCABULARY

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

**category** (kat u gô' ē). A group or division in a general system of classification; a class.

**communicate** (ku myü' nu kāt). Give information by talking and writing; receive information by listening and reading.

**express** (ek spres'). Put your thoughts into words.

**feeling** (fē' ling). An emotion such as love, sympathy, pain, and happiness.

**language** (lang' gwij). Human speech, spoken or written.

**signal** (sig' nul). A command or direction.

**Note:** All vocabulary words in this LIFE·PAC 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; /ʃh/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

## WORDS FOR SIGNALS

Imagine what it would be like if you had never learned how to use English or any other **language**! You would have a great deal of difficulty **communicating** with other people. If you were hungry, for example, you might point to your mouth, but you would not be able to tell your mother what kind of food you would like to eat. You would not know what other people were saying. Life would be very boring and difficult if you could not use a language such as English. You are fortunate to have the ability to use

language. This ability is one of the many gifts God has given you.

When you use language, you communicate ideas. Communication involves understanding what others say and being able to **express** your ideas to other people. When people communicate, they use words. Sometimes a single word will express an idea very clearly. At other times words must be combined into sentences to express ideas. In most sentences certain words are more important than others.



### Example:

- Dick: What *time* is it?
- Wendell: It is *three o'* clock.

The word that is italicized in each sentence is the most important word.

Just think how many times you say important words such as “yes” and “no” in response to other people’s questions. You frequently use salutations such as, “hello,” “good-bye,” “good morning,” and “good night”. You have been taught to politely say, “please,” “thank you,” and “you’re welcome.”

Many of the words in your vocabulary are arranged in **categories** and stored in your mind for future use. You are familiar with the words, *red, green, blue, orange*, and the like. You think of these words when you think of colors. Other categories that are commonly associated with specific words are these:

- Animals: dogs, cats, horses, cows, goats
- Furniture: chair, table, desk, bed, sofa

- Musical instruments: clarinet, trumpet, piano, guitar
- Religion: God, Jesus, Holy Spirit, Bible, church
- Sports: football, baseball, soccer, tennis, swimming

Do you know what the words, *balalaika* and *lacrosse* mean? A *balalaika* is a musical instrument similar to a mandolin or banjo. If you are learning this word for the first time, you most likely will associate it with the category of musical instruments. *Lacrosse* can also be placed in one of the categories. Check your dictionary if you don’t know its meaning.

You are now going to study an especially interesting category of words, words for **signals**. Words for signals are very important when you follow or give directions. Analyze this sentence: Stop what you are doing and come over here. What are the two most important words in this sentence? The answer is *stop* and *come*. These words tell a person what to do.

**Complete this exercise.**

Read each sentence and underline the word or words that act as signals or commands.

- 1.1 Wait in this line.
- 1.2 Go to the auditorium.
- 1.3 Danger: Thin Ice!
- 1.4 Turn left at the next corner.
- 1.5 Throw the ball to me.
- 1.6 Please lend me your pencil.
- 1.7 John, put this one in the trash and get a new one.
- 1.8 It is time for you to begin your homework.
- 1.9 The students are to exit through the rear doors.
- 1.10 The entrance is over there.

Words for signals are quite important when you follow or give directions. Would you like to learn an interesting trick that uses numbers?

When you read how to perform this trick, certain words will give you specific directions.

**Complete these activities.**

- 1.11 Check the box in the following check list as you complete each step in this activity.
  - On a piece of paper, write the number 1089.
  - Fold the piece of paper, and give it to a member of your audience.
  - Ask someone to write a three-digit number on a piece of paper — the first digit larger than the third digit.
  - Below this number, write the number backward.
  - Subtract the smaller number from the larger number (keep three digits).
  - Below the answer, write this number backward.
  - Add the two numbers together. (The answer will always be 1,089).
  - After the person adds the numbers, ask the person who is holding the folded paper to read what is on it.
- 1.12 Go back over the list of directions and underline each signal word.

## SELF TEST 1

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

- 1.01 \_\_\_\_\_ Communicating with other people is easier without language.
- 1.02 \_\_\_\_\_ In most sentences, certain words are more important than others.
- 1.03 \_\_\_\_\_ Words for signals would not be thought of as a *category* of words.
- 1.04 \_\_\_\_\_ Sometimes a single word will express an idea very clearly.
- 1.05 \_\_\_\_\_ Signals are words that express emotions.
- 1.06 \_\_\_\_\_ Words for signals are frequently found in commands and directions.
- 1.07 \_\_\_\_\_ The words *wait*, *go*, and *entrance* are signals.
- 1.08 \_\_\_\_\_ If you didn't have words for feelings, communicating how you feel would be difficult.
- 1.09 \_\_\_\_\_ The words *pain*, *anger*, *stop*, and *come* are all words for feelings.
- 1.010 \_\_\_\_\_ You can express yourself more effectively if you know several words to express the same feeling.

In the space provided, write the word that is a signal (each answer, 2 points).

- 1.011 \_\_\_\_\_ happiness    day    danger    cute
- 1.012 \_\_\_\_\_ turn    string    quickly    club
- 1.013 \_\_\_\_\_ life    book    window    exit
- 1.014 \_\_\_\_\_ silly    come    rug    music
- 1.015 \_\_\_\_\_ pencil    pain    do    lamp

In the space provided, write the word that describes a feeling.

- 1.016 \_\_\_\_\_ fly    run    entrance    tired
- 1.017 \_\_\_\_\_ anger    table    slowly    jump
- 1.018 \_\_\_\_\_ laugh    rope    turn    fear
- 1.019 \_\_\_\_\_ bottom    agony    this    me
- 1.020 \_\_\_\_\_ house    fold    play    uncomfortable



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