



LANGUAGE ARTS

TEACHER'S GUIDE

▶ **8th Grade**

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LANGUAGE ARTS 800

Teacher's Guide

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Teacher Notes

INSTRUCTIONS FOR LANGUAGE ARTS

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop 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 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), Additional Learning Activities, and LIFEPAC Spelling Tests.

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.

Spelling tests contained in the handbook are final spelling tests and should be administered with each Language Arts LIFEPAC test. Many words such as 'piece' and 'peace' are dependent on meaning for correct spelling. By placing the spelling words in sentences, the spelling tests simplify the teacher's work of properly presenting the correct words from the LIFEPAC spelling lists.

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 800 Teacher Notes

Concept	LIFEPAC	Section	Concept	LIFEPAC	Section
Abbreviations	805	1	Literary Forms		
Antonyms	804	1	autobiography	806	3
Capitalization	805	1	essay	803	2
Categorizing/classifying	801	1	fiction/nonfiction	808	3
analogy	801	1	Morphemes	801	1
Composition			News Sources	808	3
business letter	808	1	Paragraph Structure	807	2
essay	803	2	(coherence, unity,		
personal letter	808	1	concluding sentence,		
theme	807	3	patterns, purposes,		
Critical Reading Skills			topic sentence)		
author's bias	807	1	Parts of Speech		
evaluating words	807	1	adjectives	802	2,3
evaluating statistics	808	3	adverbs	802	2,3
fact/opinion	808	3	conjunctions	806	2
false reasoning	807	1	(coordinate, correlative,		
Development of English			subordinate)		
dialects	802	1	interjections	801	2
etymology	808	1	nouns		
history of English	806	1	concrete/abstract	810	4
language families	802	1	possessive	805	1
standardization	809	1	proper/common	802	2
Dictionary - history/use	804	1	pronouns	802	2
English Usage			verbs		
standard/nonstandard	804	3	auxiliary (helping)	802	2
Following Directions	801	2	contractions	805	1
	804	1	tense	802	2
Grammar Errors	809	2	Prefixes	801	1
Homonyms	805	3	Propaganda Techniques	807	1
Inflections	801	1	Punctuation	803	1
				805	1
			Root Words	801	1
			Semantic Meaning	801	1

Materials Needed for LIFEPAAC

Required:
None

Suggested:
dictionary
a mirror

Additional Learning Activities

Section I Improving Your Reading

1. Discuss these questions.
 - a. What is a definition for the word *communication*?
 - b. What are context clues?
 - c. What are some ways you can unlock words?
 - d. What are inflections?
 - e. What are morphemes?
 - f. What is a free morpheme?
 - g. What is a bound morpheme?
 - h. What are comparative and superlative degrees in adjectives?
 - i. What is semantic meaning?
 - j. What do we mean by categorizing, or classifying?
 - k. What is an analogy? (Form the first part of an analogy and let students finish it.)
2. Explain how you can take a word and create a new word. Write a word on the board and see how many new words the student(s) can create from this root word.
3. List ten categories on the chalkboard and have the students number on a sheet from one to eighteen. Have the students keep three categories in mind and write a list of six items that would fit under each category. Have the students exchange papers and by looking at the list on the board decide what the three categories are and arrange items under the correct categories.
4. Have a student write a short story that includes many interjections.
5. Students may find weather reports, news or sports articles, or advertisements and underline the roots, circle the prefixes, and draw a box around the suffixes. See who can find a sentence containing the most words formed from prefixes and suffixes.

Section II Following Directions

1. Discuss these questions.
 - a. Why is it important to know how to follow instructions?
 - b. What is the most important listening courtesy?
 - c. How does remembering the sequence help you?
 - d. What should you remember when writing instructions?
 - e. What should you remember when taking notes?

2. Set up a listening activity. Prepare directions for performing a task, starting with a relatively simple set of instructions. Read these to the student(s). Do not repeat any steps. See which students were able to follow directions without any problems. These students can help slower ones learn to follow directions. Some art or craft books contain instructions for various projects: making paper mâché, quilling, or origami (paper folding). Example:
 1. Take a square piece of paper (about 9" x 9").
 2. Fold the square once diagonally to form a triangle.
 3. Turn the triangle so that the longest side is on the bottom.
 4. Fold the bottom under about one-third.
 5. Now fold back each side forming a pentagon shape (do not worry about the extra points behind).
 6. Now fold the center triangle back. What have you made? A cat's head.
3. Students may take turns presenting directions to the class. Suggestions: how to make cookies, how to play golf, how to drive a car, how to ski, and so forth.
4. Have the student write down the directions from the school to his house and share them with a classmate who doesn't know where he lives.

Section III Communication Without Words

1. Discuss these questions.
 - a. What are some methods of nonverbal communication?
 - b. How can movements of the hands carry messages?
 - c. What silent messages can your posture carry?
 - d. How do facial expressions carry messages?
 - e. How does your appearance carry a message?
 - f. Do your eyes carry messages? What kind of messages can your eyes give?
 - g. What are interjections?
 - h. How do deaf people communicate?
2. Have a group recite Psalm 1 using sign language.
3. Divide the students into groups, and let each group choose something to pantomime. Example: a family having their picture taken.
4. Have a student look up information on how any one of the following people uses sign language: the deaf, police, military, bicyclists.
5. Students may read about various deaf people and report to the class.
6. Students may want to interview a policeman, military person, telegraph operator, referee or umpire, or other user of signals and report to the class.

LIFEPAC TEST

1.	<u>siege</u>	The enemy laid <u>siege</u> to the fortress.	<u>siege</u>
2.	<u>freight</u>	The <u>freight</u> truck was fully loaded.	<u>freight</u>
3.	<u>mischievous</u>	The <u>mischievous</u> child had hidden the book.	<u>mischievous</u>
4.	<u>sieve</u>	Use a <u>sieve</u> to remove the lumps from the flour.	<u>sieve</u>
5.	<u>neither</u>	<u>Neither</u> Beth nor Patti went to school yesterday.	<u>neither</u>
6.	<u>reign</u>	The queen will <u>reign</u> for a year.	<u>reign</u>
7.	<u>surveillance</u>	The suspects are under police <u>surveillance</u> .	<u>surveillance</u>
8.	<u>yield</u>	Those tomato plants usually <u>yield</u> three bushels.	<u>yield</u>
9.	<u>efficient</u>	The secretary is very <u>efficient</u> .	<u>efficient</u>
10.	<u>leisure</u>	I like to play tennis in my <u>leisure</u> time.	<u>leisure</u>
11.	<u>friend</u>	Valarie's best <u>friend</u> is Heather.	<u>friend</u>
12.	<u>perceive</u>	Arnold cannot <u>perceive</u> the difference between fact and fiction.	<u>perceive</u>
13.	<u>heirloom</u>	That gold locket is an <u>heirloom</u> .	<u>heirloom</u>
14.	<u>medieval</u>	The <u>medieval</u> castle was dark and gloomy.	<u>medieval</u>
15.	<u>niece</u>	Jan's <u>niece</u> is three years old.	<u>niece</u>
16.	<u>priest</u>	The <u>priest</u> visited the hospital daily.	<u>priest</u>
17.	<u>prelude</u>	The <u>prelude</u> was performed beautifully.	<u>prelude</u>
18.	<u>inedible</u>	A pencil is <u>inedible</u> , so take it out of your mouth.	<u>inedible</u>
19.	<u>foreshadow</u>	To <u>foreshadow</u> means to warn of an event to come.	<u>foreshadow</u>
20.	<u>biennial</u>	The celebration is <u>biennial</u> .	<u>biennial</u>
21.	<u>inarticulate</u>	Embarrassment made him <u>inarticulate</u> .	<u>inarticulate</u>
22.	<u>transcontinental</u>	Edward wants to take a <u>transcontinental</u> journey.	<u>transcontinental</u>
23.	<u>preeminent</u>	Doctor Wilson is a <u>preeminent</u> philosopher.	<u>preeminent</u>
24.	<u>prehistoric</u>	Those bones may be <u>prehistoric</u> .	<u>prehistoric</u>
25.	<u>antonym</u>	Cold is the <u>antonym</u> for hot.	<u>antonym</u>
26.	<u>descend</u>	The bride will <u>descend</u> the stairs at three o'clock.	<u>descend</u>
27.	<u>departure</u>	Our <u>departure</u> time should be changed.	<u>departure</u>
28.	<u>reiterate</u>	Would you <u>reiterate</u> your reasons, please?	<u>reiterate</u>
29.	<u>aftermath</u>	The authorities inspected the <u>aftermath</u> to the storm.	<u>aftermath</u>
30.	<u>antediluvian</u>	The time in which Cain and Abel lived was the <u>antediluvian</u> .	<u>antediluvian</u>
31.	<u>involuntary</u>	Breathing is an <u>involuntary</u> action.	<u>involuntary</u>

ALTERNATE LIFE PAC TEST

1.	<u>seize</u>	He had to <u>seize</u> the rope.	<u>seize</u>
2.	<u>brief</u>	The lecture was <u>brief</u> and informative.	<u>brief</u>
3.	<u>reign</u>	The prince may <u>reign</u> when he is older.	<u>reign</u>
4.	<u>field</u>	A <u>field</u> of wheat was being harvested.	<u>field</u>
5.	<u>fiend</u>	Is Satan a <u>fiend</u> ?	<u>fiend</u>
6.	<u>heinous</u>	Murder is a <u>heinous</u> crime.	<u>heinous</u>
7.	<u>mischievous</u>	The <u>mischievous</u> child hid behind the door.	<u>mischievous</u>
8.	<u>grief</u>	His <u>grief</u> was overpowering.	<u>grief</u>
9.	<u>neither</u>	<u>Neither</u> rain nor sleet will stop the mail.	<u>neither</u>
10.	<u>kaleidoscope</u>	The <u>kaleidoscope</u> image looked like a stained glass window.	<u>kaleidoscope</u>
11.	<u>neigh</u>	The <u>neigh</u> of horses could be heard across the pasture.	<u>neigh</u>
12.	<u>sleigh</u>	The <u>sleigh</u> bells jingled through the streets.	<u>sleigh</u>
13.	<u>height</u>	He has grown two inches in <u>height</u> this year.	<u>height</u>
14.	<u>pierce</u>	I do not want to <u>pierce</u> my ears.	<u>pierce</u>
15.	<u>lei</u>	She placed a beautiful <u>lei</u> around Jan's neck.	<u>lei</u>
16.	<u>view</u>	The <u>view</u> of the canyon was breathtaking.	<u>view</u>
17.	<u>anti-intellectual</u>	The Romantics tended to be <u>anti-intellectual</u> .	<u>anti-intellectual</u>
18.	<u>trans-Atlantic</u>	Have you ever received a <u>trans-Atlantic</u> telephone call?	<u>trans-Atlantic</u>
19.	<u>non-English</u>	A <u>non-English</u> word should be italicized.	<u>non-English</u>
20.	<u>unfriendly</u>	Gregory was very <u>unfriendly</u> .	<u>unfriendly</u>
21.	<u>pre-shrunk</u>	This blouse is supposed to be <u>pre-shrunk</u> .	<u>pre-shrunk</u>
22.	<u>antislavery</u>	The underground railroad was a part of the <u>antislavery</u> movement.	<u>antislavery</u>
23.	<u>nonmember</u>	The fee for a <u>nonmember</u> is higher.	<u>nonmember</u>
24.	<u>nonnuclear</u>	The new submarine is <u>nonnuclear</u> .	<u>nonnuclear</u>
25.	<u>interrupt</u>	Don't <u>interrupt</u> me when I'm working.	<u>interrupt</u>
26.	<u>subterranean</u>	The <u>subterranean</u> mineshaft collapsed.	<u>subterranean</u>
27.	<u>semiannual</u>	Our <u>semiannual</u> flower festival was canceled.	<u>semiannual</u>
28.	<u>honorable</u>	Stealing is not an <u>honorable</u> pastime.	<u>honorable</u>
29.	<u>heaviness</u>	The <u>heaviness</u> of the package was surprising.	<u>heaviness</u>
30.	<u>picnicker</u>	An ant crawled across the foot of the <u>picnicker</u> .	<u>picnicker</u>
31.	<u>referral</u>	His employer gave him a <u>referral</u> .	<u>referral</u>
32.	<u>reference</u>	May I list you as a <u>reference</u> ?	<u>reference</u>

Alternate Tests

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

Name _____

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

1. _____ Communication is the first function of language.
2. _____ Prefixes cannot have semantic meaning.
3. _____ The spelling of a prefix is sometimes changed so that it fits more easily with the root.
4. _____ Analogies can be formed by using synonyms.
5. _____ The ending 's' is an inflection.

Complete the analogies. Write the *letter* for the answer on each line (each answer, 2 points).

6. Egg is to *omelet* as _____ is to *butter*.
a. bread c. knife
b. milk d. sandwich
7. Head is to *hat* as _____ is to *glove*.
a. finger c. hand
b. foot d. elbow
8. Cold is to *hot* as _____ is to *summer*.
a. snow c. winter
b. rain d. ice
9. Pencil is to *paper* as _____ is to *meat*.
a. beef c. animal
b. skin d. knife

Match these items (each answer, 2 points).

- | | |
|-----------------------------|----------------------|
| 10. _____ affix | a. critical thinking |
| 11. _____ -ness | b. prefix |
| 12. _____ categorizing | c. nonverbal message |
| 13. _____ pre- | d. prefix or suffix |
| 14. _____ silent <i>e</i> | e. movements |
| 15. _____ facial expression | f. hope |
| | g. suffix |

Complete these lists (each answer, 3 points).

25. List three emotions that the face can express.

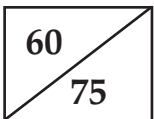
- a. _____
- b. _____
- c. _____

26. List three groups of people that use hand signals.

- a. _____
- b. _____
- c. _____

Complete this activity (this answer, 5 points).

27. Explain the way to give directions orally.



Date _____
Score _____

Answer Keys

SECTION ONE

- 1.1 unlock meanings
1.2 root
1.3 a. prefixes
b. suffixes
1.4 at the beginning of words
1.6 prefix
1.7 a. un-
b. -ist
c. syn-
d. un-
e. mis-
f. -lish
g. re-, -tion
h. -less
i. -ward, -ness
j. ex-
k. in-, -ious
l. im-, -ant
1.8 a. -es
b. noun
c. plural
1.9 a. -ed
b. verb
c. past tense
1.10 a. -ing
b. verb
c. participle
1.11 a. -est
b. adjective
c. superlative
1.12 a. -es
b. verb
c. present tense
1.13 a. -'s
b. noun
c. possessive
1.14 a. -t
b. verb
c. past tense
1.15 a. -es
b. noun
c. plural
1.16 a. -er
b. adjective
c. comparative
1.17 a. ~~beautiful~~
b. beauty
1.18 a. ~~holiness~~
b. holy
1.19 a. ~~unlocked~~
b. lock
1.20 a. ~~servant~~
b. serve
1.21 a. ~~reaction~~
b. act
1.22 a. ~~amazingly~~
b. amaze
1.23 a. ~~foresight~~
b. sight
1.24 a. ~~unreasonable~~
b. reason
1.25 a. ~~misinformation~~
b. inform
1.26 a. auto
b. mobile
1.27 a. tele
b. phone
1.28 a. over
b. lap
1.29 a. shell
b. fish

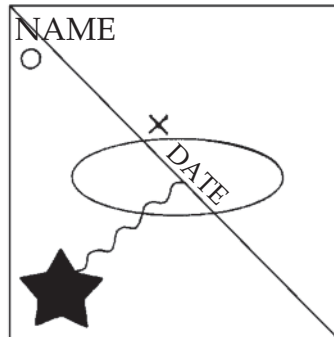
Language Arts 801 Answer Key

- 1.30 a. camp
b. fire
- 1.31 a. side
b. walk
- 1.32 hydro and phobia
1.33 speed and meter
1.34 weight
1.35 miracle
1.36 destroy
1.37 defense
1.38 vapor
1.39 grammar
1.40 fable
1.41 love
1.42 might
1.43 pepper and mint
1.44 penny
1.45 soft and speak
1.46 busy
- 1.47 a. two
b. wheel
- 1.48 a. within
b. wall
- 1.49 a. distance
b. sight
- 1.50 a. not
b. comfort
- 1.51 a. across
b. carry
c. means of
- 1.52 every two weeks
1.53 between schools
- 1.54 to deprive of arms (weapons)
1.55 across the ocean
1.56 communicate over a distance
1.57 g, f, d, n
1.58 h, a
1.59 b, i, f
1.60 c, j, e
1.61 e, g, l, m
1.62 g, n, k
1.63 o, m, g
- 1.64 - 1.72 Answers may vary.
- 1.64 none
1.65 none
1.66 both
1.67 both
1.68 grammatical
1.69 none
1.70 semantic
1.71 none
1.72 semantic
- 1.73 Examples: Is it organic?
Is it an animal?
Does it have four legs?
- 1.74 Examples: flowers, flowering
shrubs, shrubs, plants
- 1.75 Example: spices
1.76 Example: fabrics or materials
1.77 Examples: games or sports

1.78	Example: zoo animals	leisure	
1.79	b. road	medieval	- belonging to, like, or characteristic of the Middle Ages
1.80	c. paper	mischievous	
1.81	d. migrate	neigh	- the cry of a horse
		neither	
1.82	c. shark	niece	- the daughter of a brother, brother-in law, sister, or sister-in-law
1.83	Examples:		
	a. long, slender objects	perceive	
	b. four-legged animals, mammals, domestic animals	pierce	- to penetrate as with a pointed instrument
	c. pans, kitchen utensils	priest	
	d. nouns	reign	- possession or exercise of royal power
	e. dairy products		
	f. things which can be sharpened	seize	
	g. female gender	siege	- act of surrounding a town with the intent of capturing it
1.84	Examples:		
	a. nouns	sieve	
	b. writing tools	sleigh	- horse drawn vehicle with runners, for use on snow
	c. long slender objects		
	d. pointed things	surveillance	
	e. things that erase	view	- act of seeing, outlook
	f. wooden objects	yield	
	g. painted objects		
1.85	brief - short, concise	1.86	b
	efficient	1.87	a
	field - a plot of land		
	fiend	1.88	a
	fiery - containing or composed of fire	1.89	c
	freight		
	friend - a person for whom one has regard or affection	1.90	b or d
	grief	1.91	d
	height - distance from base to top; stature	1.92	b
	heinous	1.93	d
	heirloom- anything that has been handed down through a family for generations	1.94	d
	kaleidoscope		
	lei - a garland of flowers		

SECTION TWO

2.1 teacher check. Example:



2.2 2
5
1
4
3

2.3 4
2
5
1
3

2.4 5
1
4
3
2

2.5 teacher check

- 2.6 Example: Tying shoes
- Cross the laces.
 - Tuck one lace under the other.
 - Pull tight.
 - Make a loop in one lace.
 - Wrap the other lace around the base of the loop, keeping them separate with your fingers.
 - Make a second loop and bring it through the opening between the two laces.
 - Pull tight.

2.7 Hint: Answer should indicate that the desired result was not achieved.

2.8 attentiveness

2.9 sequence

2.10 repeat

2.11 a. Listen attentively.

b. Take notes.

c. Ask questions.

2.12 Example: To bake a cake, first assemble your ingredients. Preheat the oven to 350°. Grease and flour the pan. Mix the ingredients. Pour into pan. Bake for 35 minutes.

2.13 Example:

- Assemble the ingredients.
- Preheat the oven.
- Grease and flour the pan.
- Sift the dry ingredients, set aside.
- Combine egg, milk, and sugar.
- Add dry ingredients to egg mixture.
- Bake.

2.14 Example: Directions for “Hangman” game. — Draw a figure seven. Make a set of steps coming down from the seven. Think of a word. Below the figure put as many blanks as the are letters in the word. Have me guess the letters in your word. For each letter I miss draw a body part (head, eye, arm, etc.). For each letter I guess correctly, fill in the blank in your word. Keep track of the letters I guess incorrectly. If I guess the word before I run out of letters or before you “hang” me, I’m the winner.

2.15 defamation

2.16 indelibly

2.17 babyish

2.18 tartness

2.19 picnicker

2.20 courageous

2.21 funniest

2.22 duly

2.23 ripping

2.24 bigger

- 2.25 a. admission
b. admit
- 2.26 a. argument
b. argue
- 2.27 a. Biblical
b. Bible
- 2.28 a. Christianity
b. Christ
- 2.29 a. courageous
b. courage
- 2.30 a. deception
b. deceive
- 2.31 a. defamation
b. defame
- 2.32 a. duly
b. due
- 2.33 a. expulsion
b. expel
- 2.34 a. fabulous
b. fable
- 2.35 a. government
b. govern
- 2.36 a. grammatical
b. grammar
- 2.37 a. happiness
b. happy
- 2.38 a. heaviness
b. heavy
- 2.39 a. honorable
b. honor
- 2.40 a. inaccessible
b. access
- 2.41 a. indelibly
b. indelible
- 2.42 a. information
b. inform
- 2.43 a. inspiration
b. inspire
- 2.44 a. marriage
b. marry
- 2.45 a. omitting
b. omit
- 2.46 a. picnicker
b. picnic
- 2.47 a. portable
b. port
- 2.48 a. recurring
b. occur
- 2.49 a. reference
b. refer
- 2.50 a. referral
b. refer
- 2.51 a. responsibility
b. respond
- 2.52 a. scientifically
b. science
- 2.53 a. spherical
b. sphere
- 2.54 a. substitution
b. substitute
- 2.55 1. portable
2. expel
3. information
4. argument
5. indelibly
6. courageous
7. sphere
8. reference
9. omitting
10. ing
11. referral
12. marriage
13. ment
14. duly
15. honor
16. scientifically

SECTION THREE

- (3.1 - 3.5): Examples
- 3.1 I don't care what anyone else wants. I'll please myself, no matter.
- 3.2 I'm too good to be with the group. I want to be set apart and respected.
- 3.3 I have no respect.
- 3.4 I want to make the best impression to get the job.
- 3.5 Who cares? I don't even like myself.
- 3.6 Any order:
a. happiness
b. sadness
c. fear
d. surprise
e. anger
f. curiosity
g. disgust
- 3.7 Examples: emotions, embarrassment, happiness, sadness, fear, surprise, anger, curiosity, disgust
- 3.8 Examples:
a. smiles - happiness
b. frowns, grimaces - rejection
c. sticking out tongue, rolling eyes - derogatory comments about something
d. tightened lips, flexing jaw muscle - anger
- 3.9 a. no
b. yes
- 3.10 teacher check
- 3.11 a. Example: Rather bent over, shoulders sagging, head down
b. Example: Not interested in things around him; withdrawn; depressed
c. Example: Slowly
d. Answers will vary.
- 3.12 Examples; any order:
a. shaking hands
b. waving
c. clapping
d. praying
- 3.13 teacher check
- 3.14 teacher check
- 3.15 Examples; any order:
sign language, sports signals, hand alphabet for deaf
- 3.16 Examples:
distance communication where other methods won't work; Noisy areas
- 3.17 teacher check
- 3.18 teacher check
- 3.19 to say or do again and again; to repeat
- 3.20 distinguished; outstanding
- 3.21 to give an advance indication or suggestion of
- 3.22 results; consequences; especially unfavorable consequences
- 3.23 before the Flood
- 3.24 occurring every two years
- 3.25 occurring twice a year; half-yearly
- 3.26 a musical composition; an introductory performance or event
- 3.27 underground

3.28 aforementioned
 aftermath
 antediluvian
 anti-intellectual
 antislavery
 antonym
 biennial
 departure
 descend
 foreshadow
 inarticulate
 inedible
 interrupt
 involuntary

 non-English
 nonmember
 non nuclear
 preeminent
 prehistoric
 prelude
 pre-shrunk
 reiterate
 semiannual
 subterranean
 trans-Atlantic
 transcontinental
 transmission
 unfriendly

SELF TEST 1

- | | | | |
|-------|--------------------------------|-------|---|
| 1.01 | meaning | 1.024 | true |
| 1.02 | inflections or combining forms | 1.025 | true |
| 1.03 | comparative | 1.026 | true |
| 1.04 | combining form | 1.027 | false |
| 1.05 | grammatical | 1.028 | true |
| 1.06 | d | 1.029 | kitten |
| 1.07 | j | 1.030 | cream |
| 1.08 | l | 1.031 | nail |
| 1.09 | e | 1.032 | hand |
| 1.010 | a | 1.033 | slow |
| 1.011 | c | 1.034 | A syllable or syllables added to a root (base) to change its meaning or use (“prefix or suffix” counts 2 points). |
| 1.012 | i | 1.035 | The use of other parts of a sentence or paragraph to determine the meaning of an unfamiliar word. |
| 1.013 | b | 1.036 | An ending used to show case, gender, tense, mood, voice, number, comparison, (not all need to be listed). |
| 1.014 | h | 1.037 | The smallest part of a word that has meaning of its own (the smallest unit of meaning). |
| 1.015 | k | 1.038 | The highest degree of comparison of an adjective or adverb, used to compare more than two things. |
| 1.016 | b | | |
| 1.017 | d | | |
| 1.018 | a | | |
| 1.019 | a | | |
| 1.020 | d | | |
| 1.021 | true | | |
| 1.022 | true | | |
| 1.023 | false | | |

SELF TEST 2

- | | | | |
|------|-------|------|------------------------|
| 2.01 | true | 2.06 | a. Listen attentively. |
| 2.02 | true | | b. Take notes. |
| 2.03 | false | | c. Ask questions. |
| 2.04 | false | 2.07 | combining forms |
| 2.05 | true | 2.08 | a participle |

Language Arts 801 Self Test Key

- 2.09 repeat
- 2.010 a. parent
b. offspring
- 2.011 4
2
1
5
3
- 2.012 5
1
4
2
3
- 2.013 4
2
5
3
1
- 2.014 a comparison of like or similar things
- 2.015 two roots used together to form one word
- 2.016 a base, not necessarily a whole word, to which affixes are added to form new words
- 2.017 d
- 2.018 c
- 2.019 a
- 2.020 Hint:
If the steps are followed out of order, the desired result may not be achieved. Following steps in order also helps assure that no step will be left out.

SELF TEST 3

- 3.01 communicate without words
- 3.02 a meaningful movement made with hands or body
- 3.03 personal appearance, facial expression, gesture, posture
- 3.04 a language or means of communication using special hand movements to represent letters, words, or concepts: alphabet-sign language
- 3.05 a word or sound which expresses a strong or sudden feeling
- 3.06 h
- 3.07 j
- 3.08 g
- 3.09 i
- 3.010 e
- 3.011 c
- 3.012 a
- 3.013 k
- 3.014 l or i
- 3.015 d
- 3.016 pantomime
- 3.017 face
- 3.018 Examples:
a. smile/frown
b. wink/grimace
c. stick out tongue/ rolling eyes
- 3.019 Examples:
a. Yippee!
b. Oh Boy!
c. Wow!
- 3.020 Examples:
a. waving
b. beckoning
c. shaking hands/head.

Test Keys

Language Arts 801 Test Key

1. false
2. false
3. false
4. true
5. false

6. a
7. c
8. b

9. c
10. g
11. a
12. e

13. f

14. d
15. c
16. c
17. b
18. d
19. c
20. a
21. c

22. Examples: Referees and umpires signal decisions. Players signal time-outs. Pitchers and catchers signal each other.
23. Examples: codes and signals- Morse Code, flag signals, lights, flares
24. You will be able to determine a person's meaning or message by his appearance, his posture, gestures, and facial expression as well as his words.
25. Examples; any order:
 - a. through smiling and facial expressions
 - b. by interjection (yeh!), a whistle or laugh
 - c. by posture - jumping up and down, clapping hands
26. Examples; any order:
 - a. raise your hand, wave arms
 - b. stand up - tap someone on shoulders
 - c. whistle, scream, shout
27. critical
28. an analogy
29. inflection
30. participle
31. context clue

Alternate Test Keys

Language Arts 801 Alternate Test Key

1. true
2. false
3. true
4. true
5. true
6. b. milk
7. c. hand
8. c. winter
9. d. knife
10. d
11. g
12. a
13. b
14. f
15. c
16. d. morpheme
17. c. prefix or suffix
18. c. analogies
19. b. attentiveness
20. a. order
21. d. necessary

22. Example:
A system of hand signals was devised. It is made up of special positions of hands and fingers that stand for concepts, words, or letters of the alphabet.
23. Example:
Interjections are sounds which are exclaimed. They are frequently accompanied by words (wow, boo, ha).
24. Example:
Root words are the building blocks for the formation of other words.
25. Examples; any order:
 - a. happiness
 - b. sadness
 - c. fear
26. Examples; any order
 - a. referees and umpires
 - b. military
 - c. policemen
27. Example:
Be sure the listener is attentive. Give the directions clearly in proper order of sequence. Answer any questions the listener asks.



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