



# LANGUAGE ARTS

STUDENT BOOK

▶ **10th Grade** | Unit 2

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# LANGUAGE ARTS 1002

## Listening and Speaking

INTRODUCTION | 3

### 1. SPELLING NOUN PLURALS AND SUFFIXES 5

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FORMING NOUN PLURALS | 6

UNDERSTANDING SUFFIXES | 18

ADDING SUFFIXES | 21

SELF TEST 1 | 28

### 2. DESCRIBING FEELINGS AND THOUGHTS THROUGH SPEECH 31

---

SELECTING AND LIMITING A TOPIC | 32

OUTLINING THE TOPIC | 34

CHOOSING THE LANGUAGE | 36

WRITING THE SPEECH | 46

SPEAKING | 48

SELF TEST 2 | 51

### 3. LISTENING TO WHAT IS SAID 54

---

THE NATURE OF LISTENING | 55

CRITICAL LISTENING | 57

SELF TEST 3 | 64



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

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# Listening and Speaking

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## Introduction

In this LIFE PAC® you will learn to accept three very different challenges that lead to the same goal. The first challenge, mastery of spelling rules for forming noun plurals and adding suffixes, may seem technical as you proceed through the lists of rules and examples for plurals and suffixes. Do not be deceived, however, by appearances. As you arm yourself with a good dictionary and the determination to sort out all the exceptions, keep in mind all you have learned about the development of the English language. Call to mind the process of growth and change which over the last thousand years slowly formed the English language into the English you speak and write today. Remember, too, all of the foreign languages such as Latin, French, and German that helped to form the Middle English vocabulary and continue to influence Modern English. If you keep all of this information clearly before you, you should begin to notice patterns in the spelling forms you study here.

The second challenge, describing how you feel, is more complex because you will have to look deeply into your mind and heart to discover your attitudes and feelings about things. Once you have examined your feelings, you face the challenge of putting these attitudes and feelings into words that will clearly and completely explain to others what you have discovered. Sorting out the proper words for describing your attitudes is necessary because your regular, informal speech may lack carefully chosen descriptive words. You will need to develop the skill of carefully eliminating unnecessary words and unacceptable usage.

The third challenge, listening to what is said, may be the most difficult of all because it takes the focus off you and centers it on someone else. Listening carefully to what another person says is not easy. You may have your mind on something else; you may even think the subject is dull. This third challenge, then, demands maturity because listening requires keeping your attention, your thoughts, and your whole person focused on another so that you may understand and correctly interpret what is being said.

How do these challenges lead to the same goal? Quite simply. All three focus on precision and clarity of thought; all three require that you develop a different aspect of your intellectual and spiritual self; and, all three lead you to a greater consciousness of the language you speak and write and to the understanding that using that language clearly and correctly is necessary for communicating with others. Only if you understand the power that language has can you listen carefully and respond intelligently to what you hear all about you in church, in class, on the radio, and in all situations where you speak to family and friends. In short, meeting these three challenges will make you a stronger person. You will become more aware of what you say and how you say it, enabling you to communicate more intelligently.

## Objectives

**Read these objectives.** The objectives tell you what you will be able to do when you have successfully completed this LIFE PAC. Each section will list according to the numbers below what objectives will be met in that section. When you have finished this LIFE PAC, you will be able to:

1. Recognize and properly use the correct plural forms of nouns.
2. Use and spell suffixes properly.
3. Think on things about which you feel strongly.
4. Select a topic and organize it.



# 1. SPELLING NOUN PLURALS AND SUFFIXES

Spelling is a challenge because English is a living, changing language of many exceptions. Spelling is important to anyone who wants to be understood and recognized as an intelligent person. If you think spelling is easy for some, difficult for others, and nearly impossible for a few, you are wrong. Spelling is not impossible for anyone who wants to work hard at it; anyone can become a good speller.

You need to understand more about spelling rules and language in order to improve your

spelling skills. Studying the formation of noun plurals and the addition of suffixes will help improve your spelling.

In this section you will study both regular and special situations for forming noun plurals. You will find that some forms are still changing. Certain nouns ending in *o*, *f*, or *fe*; compound nouns; nouns having irregular plural forms; and foreign plurals will be studied in this section. You will also learn how to add certain problem suffixes without misspelling the words.

## Section Objectives

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

1. Recognize and properly use the correct plural forms of nouns.
2. Use and spell suffixes properly.



## FORMING NOUN PLURALS

The plurals of nouns take many forms. The reason for this is the diversity of the English language. Some forms are very old and have been in the English language since its beginnings in **Anglo-Saxon** or **Old English**. Words like *man* and *foot* have kept their old plural forms, *men* and *feet*, and have never adapted to the regular English form of -s added to nouns.

Some plural forms are still changing today. The evidence of this change is found in the two different plural endings allowed for some words like *formula* and *scarf*. Each of these words has

two plural forms: The plurals of formula are *formulae* and *formulas*; the plurals for scarf are *scarfs* and *scarves*. Eventually one of these forms may become the correct form, and the other one will simply disappear. Change is a typical part of a living language.

All of the plural forms are not complicated. The following rules and examples should help you classify the plural forms with little difficulty. A good dictionary is your most reliable source in many cases. Use it as often as you need to for checking problem words.

**Regular plurals.** Most nouns form their plurals by adding -s.

cat - cats

rose - roses

tree - trees

orange - oranges

**Nouns ending in s, ss, sh, ch, x, or z.** Nouns ending in s, ss, sh, ch, x, or z form their plurals by adding -es.

boss - bosses

box - boxes

dish - dishes

waltz - waltzes

church - churches

Schultz - Schultzes

Note: Words ending in the /k/ sound which is spelled *ch* add -s: monarch - monarchs

**Nouns ending in y.** Nouns ending in y preceded by a *vowel* form their plurals by adding -s.

boy - boys

turkey - turkeys

**Nouns ending in y.** Nouns ending in y preceded by a *consonant* form their own plurals by changing the y to *i* and adding -es.

city - cities

lily - lilies

baby - babies

penny - pennies

**Names ending in y.** Names ending in y form their plurals by adding -s even if the y is preceded by a *consonant*.

Murphy - Murphys

Six Murphys are in school.

Mary - Marys

Three Marys were at Calvary.



Using the spelling rules, form the plural for each of the following nouns.

- 1.1 fox \_\_\_\_\_
- 1.2 ditch \_\_\_\_\_
- 1.3 house \_\_\_\_\_
- 1.4 David \_\_\_\_\_
- 1.5 spy \_\_\_\_\_
- 1.6 book \_\_\_\_\_
- 1.7 ally \_\_\_\_\_
- 1.8 fish \_\_\_\_\_
- 1.9 county \_\_\_\_\_
- 1.10 Miller \_\_\_\_\_
- 1.11 toy \_\_\_\_\_
- 1.12 jinx \_\_\_\_\_
- 1.13 story \_\_\_\_\_
- 1.14 alley \_\_\_\_\_

Write ten sentences using the plural form of the word in parentheses.

- 1.15 (slice) \_\_\_\_\_
- 1.16 (glass) \_\_\_\_\_
- 1.17 (tax) \_\_\_\_\_
- 1.18 (atlas) \_\_\_\_\_
- 1.19 (thrush) \_\_\_\_\_
- 1.20 (porch) \_\_\_\_\_
- 1.21 (stomach) \_\_\_\_\_
- 1.22 (sky) \_\_\_\_\_
- 1.23 (Cathy) \_\_\_\_\_
- 1.24 (monkey) \_\_\_\_\_



**Nouns endings in o.** Forming the plural of nouns ending in *o* is a real challenge because these nouns are not consistent. Your best tools are your memory, your dictionary, and much practice.

**Nouns ending in *o* preceded by a *vowel* form their plurals by adding *-s*.**

patio - patios  
radio - radios

shampoo - shampoos  
zoo - zoos

**But nouns ending in *o* preceded by a *consonant* form their plurals in one of three ways.** Most *musical* terms ending in *o* form their plurals by adding *-s*.

alto - altos  
cello - cellos

piano - pianos  
solo - solos

**Some nouns ending in *o* preceded by a *consonant* form their plurals by adding *-s*.**

Eskimo - Eskimos  
silo - silos

photo - photos  
bronco - broncos

**Other nouns ending in *o* preceded by a *consonant* form their plural by adding *-es*.**

tomato - tomatoes  
hero - heroes

veto - vetoes  
echo - echoes

**Some nouns ending in *o* preceding by a *consonant* illustrate the growing, changing nature of English.** These nouns can use either *-s* or *-es* to form the plural and still be correct.

banjo - banjos or banjoes  
motto - mottos or mottoes

lasso - lassos or lassoos  
halo - halos or haloos



**Look up and write the plural form or forms listed for each word.** If any word is new to you, write the definition for it in your notebook.

**1.25** indigo \_\_\_\_\_

**1.26** zoo \_\_\_\_\_

**1.27** hobo \_\_\_\_\_

**1.28** manifesto \_\_\_\_\_

**1.29** portfolio \_\_\_\_\_

**1.30** mosquito \_\_\_\_\_

**1.31** stereo \_\_\_\_\_

**1.32** tobacco \_\_\_\_\_

**1.33** cameo \_\_\_\_\_

**1.34** grotto \_\_\_\_\_

**1.35** studio \_\_\_\_\_

**1.36** cargo \_\_\_\_\_

**1.37** volcano \_\_\_\_\_

**1.38** embargo \_\_\_\_\_

**1.39** tornado \_\_\_\_\_

**1.40** auto \_\_\_\_\_

**1.41** zero \_\_\_\_\_

**1.42** Filipino \_\_\_\_\_

**1.43** torpedo \_\_\_\_\_

**1.44** dynamo \_\_\_\_\_

**Nouns ending in *f* or *fe*. Most nouns ending in *f* or *fe* form their plurals by adding *-s*.**

**Be careful not to confuse these nouns with the third person singular verb form.**

Noun: His *beliefs* are very strong. (plural noun form)

Verb: He *believes* in God. (third person singular verb form)

Noun: Her *griefs* are many. (plural noun form)

Verb: She *grieves* for her friend. (third person singular verb form)

**Some nouns ending in *f* or *fe* form their plurals by changing the *f* or *fe* to *v* and adding *-es*.**

wife - wives

loaf - loaves

leaf - leaves

knife - knives

wolf - wolves

thief - thieves

Some nouns ending in *f* or *fe* reflect the changes in English. These nouns can use either the *-s* ending or can change the *f* or *fe* to *v* and add *-es*.

scarf - scarfs or scarves

wharf - wharfs or wharves

hoof - hoofs or hooves

handkerchief - handkerchiefs or handkerchieves



**Fill in the blanks with the correct singular or plural forms.** If a word has more than one plural form, give both. Use your dictionary if you are uncertain.

	<b>Singular</b>	<b>Plural</b>
1.45	_____	halves
1.46	potato	_____
1.47	beef	_____
1.48	hero	_____
1.49	library	_____
1.50	_____	tariffs
1.51	pony	_____
1.52	auto	_____
1.53	self	_____
1.54	_____	leaves
1.55	ally	_____
1.56	piano	_____
1.57	calf	_____
1.58	_____	ladies
1.59	grief	_____
1.60	family	_____
1.61	cliff	_____
1.62	Eskimo	_____
1.63	_____	elves
1.64	cloverleaf	_____

# SELF TEST 1

**Complete these statements** (each answer, 1 point).

- 1.01** Nouns ending in *y* preceded by a vowel form their plurals by adding \_\_\_\_\_ .
- 1.02** The regular plural endings in English are a. \_\_\_\_\_ and b. \_\_\_\_\_ with nouns ending in *s*, *ss*, c. \_\_\_\_\_, d. \_\_\_\_\_, e. \_\_\_\_\_, or *z*.
- 1.03** Nouns ending in *o* preceded by a vowel form their plurals by adding \_\_\_\_\_ .
- 1.04** Names ending in *y* form their plurals by adding \_\_\_\_\_ .
- 1.05** Most nouns ending in *y* preceded by a consonant form their plurals by changing the a. \_\_\_\_\_ to b. \_\_\_\_\_ and adding c. \_\_\_\_\_ .
- 1.06** Most musical terms ending in *o* form their plurals by adding \_\_\_\_\_ .
- 1.07** Some nouns ending in *f* or *fe* form their plurals by changing the a. \_\_\_\_\_ to b. \_\_\_\_\_ and c. \_\_\_\_\_ .
- 1.08** Compound nouns which are made up of one main word plus modifiers form their plurals by adding a. \_\_\_\_\_ to the b. \_\_\_\_\_ .
- 1.09** Irregular plurals are formed in two ways: a. \_\_\_\_\_ and b. \_\_\_\_\_ .
- 1.010** Numbers, letters, signs, and words form their plurals by adding \_\_\_\_\_ .

**Choose the correct word. Write the letter of the correctly spelled word in the blank** (each answer, 2 points).

- 1.011** The man was not given \_\_\_\_\_ to the store.  
a. admittance                      b. admitance
- 1.012** The picture had many \_\_\_\_\_ tones.  
a. blueish                          b. bluish
- 1.013** He went to the \_\_\_\_\_ to get his medication.  
a. druggist                          b. drugist
- 1.014** I must see you \_\_\_\_\_ .  
a. immediatly                      b. immediatly
- 1.015** How many \_\_\_\_\_ did you eat?  
a. potatos                          b. potatoes

- 1.016** John carried six \_\_\_\_\_ of water.  
a. bucketsful            b. bucketfuls
- 1.017** Six small \_\_\_\_\_ come to the edge of the stream.  
a. deers                    b. deer
- 1.018** The choir needed more a. \_\_\_\_\_ and b. \_\_\_\_\_ .  
a. altoes                    b. altos                    c. sopranoes            d. sopranos
- 1.019** The divers went into the \_\_\_\_\_ chamber.  
a. compression            b. compresion
- 1.020** What \_\_\_\_\_ did Jack give?  
a. interpretasion            b. interpretation

**Add the correct suffix. If more than one suffix is possible give all combinations** (each combination, 2 points).

Add    *-able/-ible*                    *-ous/-uous*  
          *-ion/-ation/-tion*            *-ance/-ence*

- 1.021** admire \_\_\_\_\_
- 1.022** regret \_\_\_\_\_
- 1.023** select \_\_\_\_\_
- 1.024** continue \_\_\_\_\_
- 1.025** assure \_\_\_\_\_
- 1.026** identify \_\_\_\_\_
- 1.027** desire \_\_\_\_\_
- 1.028** horror \_\_\_\_\_
- 1.029** depend \_\_\_\_\_
- 1.030** ignore \_\_\_\_\_

**Complete this activity** (each answer, 2 points).

- 1.031** Give three examples from the spelling rules for plurals which show that the English language is still growing and changing.
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

Explain what happens to the word below when the suffix is added. Use each form of the word in a sentence to illustrate what change in function has taken place (each answer, 3 points).

1.032 God - godly \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.033 admire - admirer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.034 wise - wisdom \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.035 sad - sadly \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.036 sympathy - sympathize \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.037 sad - sadden \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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