



LANGUAGE ARTS

STUDENT BOOK

▶ **10th Grade** | Unit 10

LANGUAGE ARTS 1010

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Looking Back

Introduction

The preceding LIFEPACs in tenth grade Language Arts present the history of English, its complex structure, its various levels of usage, its effective use, and its power in imaginative pieces of literature. You undoubtedly realize that all nine LIFEPACs are related, but perhaps you need to pull all that information into structures so that you can remember the relationships you noticed earlier. You may also need to review details. Do you remember, for example, how to form the plurals of nouns, how to read the etymology of a word, or how to prepare for an oral interpretation of a piece of literature? The information you have examined is worth understanding and remembering. You may not have the time, however, to go through the previous nine LIFEPACs exercise by exercise.

This tenth LIFEPAC® was written to help you to review the details you have forgotten and to enable you to fit together bits of knowledge until you are aware of larger, useful patterns. You will be given opportunities to test your knowledge with new exercises. You will frequently be given summaries that emphasize the important points in the material you have studied. Finally, because this review is organized somewhat differently, you will be able to exercise and combine skills repeatedly. You may even find that information that was difficult before has suddenly become easier. Think of this review as a means of enjoying and remembering valuable information.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAC. When you have finished this LIFEPAC, you will be able to:

1. Explain some words' histories and levels of meaning.
2. Spell noun plurals and suffixes.
3. Identify selected sentence elements and use them to construct coherent and concise sentences.
4. Punctuate writing to make ideas clear.
5. Explain elements of an expository essay.
6. Explain the elements of a speech.
7. Identify the elements of oral interpretation.
8. Explain necessary listening skills.
9. Identify the major points in reading material.
10. Explain some elements of poetry and interpret poems.
11. Identify the characters and structure of the drama *Everyman*.
12. Explain some elements of short stories.
13. Discuss the novel *In His Steps* using the skills acquired in this series.

1. WRITING

Throughout history many of the people most remembered and respected have left written records of their thoughts or transactions. In present society you must be able to write clearly and concisely in order to record business transactions, scholarly exercises or studies, and personal messages. Your manner of written expression reveals not only your message but also your level of education and your willingness (or unwillingness) to have yourself easily understood. Clearly, writing well is essential.

Yet, writing well is difficult because so many skills are involved. You must spell and form words correctly, you must arrange sentences clearly, you must construct paragraphs logically, and you must pull paragraphs together so that they work to form a unified piece of writing. All these skills require frequent review, careful examination, and, finally, practice. This section should enable you to review, to understand, and to practice writing skills.

Section Objectives

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

1. Explain some words' histories and levels of meaning.
2. Spell noun plurals and suffixes.
3. Identify selected sentence elements and use them to construct coherent and concise sentences.
4. Punctuate writing to make ideas clear.
5. Explain elements of an expository essay.

Vocabulary

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

antecedent

connotation

expository writing

intensive

process analysis

suffix

appositive

coordinating conjunction

illustrative

levels of usage

reflexive

syntax

connectives

etymology

inflections

nonrestrictive

restrictive

verbal

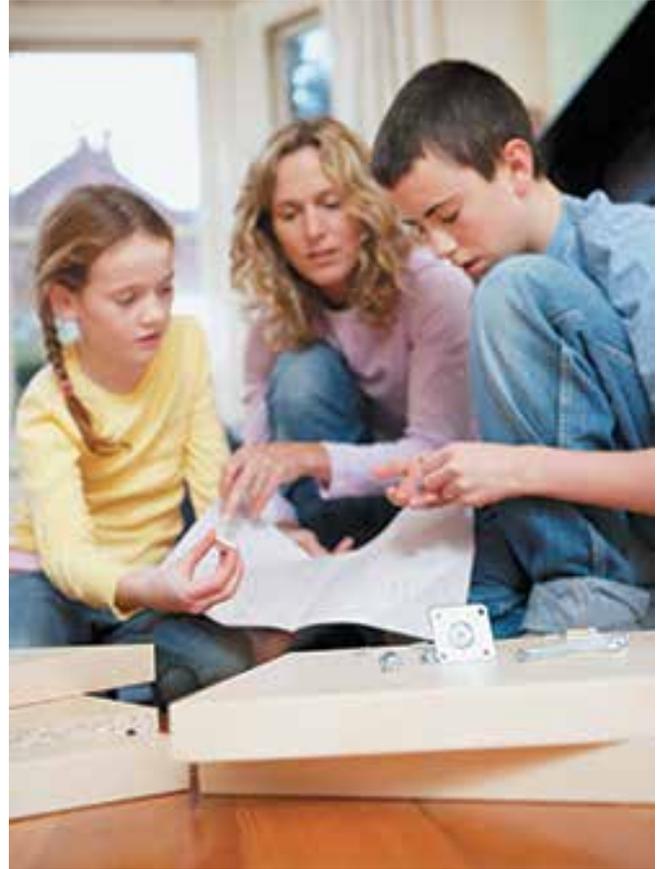
Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given in the glossary.

UNDERSTANDING AND USING WORDS

The building blocks of our language are words, units of speech that have independent meaning and are written with a space on either side. To use words effectively, you need to understand their levels of meaning and to spell them correctly so that they may be read by others.

The development of English. The history of English is interesting and useful in helping you understand features of the English language that do not seem to make sense otherwise. Chart 1 should enable you to review the major periods of English brought about by invasions, travel, and political and cultural developments. If any part of the chart is unfamiliar to you, you should review Language Arts 1001, Section 2, in more detail. Even this general outline should convince you that English as it is known today has undergone constant changes.

These historical changes have produced difficulties in English. Many words are spelled and formed as they were when they were first borrowed from other languages. Some Old English words retain spellings that made more sense when English was pronounced differently and was heavily inflected. Thus, our spelling “rules” must take into consideration the rules



of many other languages at several periods of development. In addition, words have taken on new meanings as history has offered new experiences.



Complete the following activity.

- 1.1 Use the information in the chart to the right to make a chart of your own. You may condense information or use different groupings, but you should point out in some way how English has changed. Explain your chart to your teacher.

TEACHER CHECK

_____ initials

_____ date

CHART 1: THE HISTORY OF ENGLISH

Period	Characteristics of that Period's English	Historical Influences	English of the Period That Survived In Today's English
Old English (Anglo Saxon) AD 450-1150	The Germanic dialects of the Angles, Saxons, and Jutes became the basis for English. Several words were borrowed from Latin; some of Latin's structure was borrowed. About 1,000 words were borrowed from Old Norse.	AD 450 The Angles, Saxons, and Jutes invaded England. AD 597 Christian missionaries from Rome appeared in England. AD 787 The Danes invaded England.	83 per cent of 1,000 most frequently used words are of Old English origin. Many Latin words borrowed in that period still survive.
Middle English 1150-1475	10,000 Norman French words were added to English. The Old English inflectional endings were disappearing.	1066 The Normans, led by William the Conqueror, invaded and controlled England's government, church, and military organizations. London became an important city, and its Midland dialect became the English standard dialect.	About 7,500 French words borrowed in that period are still in use.
Early Modern English 1475-1700	The Great English Vowel Shift had occurred so that vowels were pronounced unlike those in Middle English. Portuguese, Italian, Spanish, Arabic, Latin, and Greek words were borrowed.	Trade with other countries flourished. Interest in Greek and Roman art thrived. Scientific discoveries began. Caxton printed books so that works could be quickly produced in several copies.	Most of the word borrowings still exist. Pronunciation has remained about the same.
Late Modern English 1700-1850	Dictionaries became popular as the middle class became concerned with correct English usage.	The Age of Reason industrialized England and America, and the middle class gained momentum.	Spelling and usage are similar to standards adopted then.
	Dialects other than standard London were spoken in America. Words outdated in England continued to be used in America, especially in isolated areas. Americans borrowed and coined words to name plants, animals, and new ways of living.	America was colonized and settlers moved westward.	American English has a vocabulary, and pronunciation standards different from British English.
1850-Present	Inventors and manufacturers formed thousands of new words to name and describe their products.	New inventions made mass communications, improved transportation, and assembly-line products possible.	Thousands of words have been added to our vocabularies since 1850.

Specific changes in English are outlined here. If any portion of the outline is unclear to you, review Language Arts 1001, Section 1.

I. Changes occur in vocabulary.

- A. *Borrowed words* come from other languages.
- B. *Coined words* come from English or foreign word elements, but are combined in new ways to form new words.
- C. *Deletions and replacements* occur, usually because more popular synonyms have made the less popular words pass out of use.

II. Changes occur in meaning.

- A. *Amelioration* occurs when a word becomes more respected.
- B. *Pejoration* occurs when a word becomes less respected.
- C. *Generalization* occurs when a word's meaning is extended beyond its original definition.
- D. *Specialization* occurs when a word's meaning is narrowed within the boundaries of its original definition.

III. Changes occur in pronunciation and spelling.

- A. *Dialects* (versions of language that differ in pronunciation, grammar, and vocabulary) have occurred when groups were separated by distance or social status.
- B. *Linguistic shifts* in pronunciation (such as the *Germanic Consonant Shift* and the *Great English Vowel Shift*) have occurred.
- C. Spelling varied according to dialect until printing began to fix certain standards.

IV. Changes occur in grammar.

- A. *Affixes* and *bases* are constantly combined to produce new words and word groups.
- B. **Inflections** have disappeared and a fixed word order, or **syntax**, has become more important.
- C. The *subjunctive mood* of verbs is falling into disuse.
- D. Auxiliary verbs have developed to indicate fine distinctions in tense and tone.

V. Changes occur in punctuation.

- A. Punctuation has become standardized.
- B. Sentences have become shorter and punctuation has been simplified.



Complete the following activity.

- 1.2** Choose either Section 1, 2, or 4 in the preceding outline and write an example for every term of linguistic change that is printed in italics or boldface. You may need to consult Language Arts 1001, Section 1, for help, but do not use the examples given there.

TEACHER CHECK

_____ initials

_____ date

The following partial entry is from the *Oxford English Dictionary*.¹ Read it carefully and complete the activities that follow. If you have difficulties with the entry, the **etymology**, or any other elements review Language Arts 1004, Section 1.

Fear (fīr), sb...[OE. *fær*..., sudden calamity, danger, corresponds to OS. *fâr* ambush..., OHG. *fâr*, fem., ambush, stratagem, danger, ON. *fâr*, neut., misfortune, plague...]

1. obsolete: In OE.: A sudden and terrible event; peril...
2. The emotion of pain or uneasiness caused by the sense of impending danger, or by the prospect of some evil...



Write the letter of the correct answer on each line.

- 1.3** How do you know where to find the etymology of this word? _____
- | | |
|-------------------------------|--------------------------------------|
| a. It appears in parentheses. | b. It appears in brackets. |
| c. It appears after Number 1. | d. It does not appear in this entry. |
- 1.4** What language is the source of this word? _____
- | | |
|--------------|----------------|
| a. French | b. Spanish |
| c. Old Norse | d. Old English |
- 1.5** For which language does the abbreviation OHG stand? _____
- | | |
|-----------------------|--------------------|
| a. Old English | b. Old French |
| c. Old Hallowed Greek | d. Old High German |
- 1.6** The Old Saxon word *far* is _____.
- | | |
|------------------|-----------------|
| a. a cognate | b. a source |
| c. an inflection | d. a pejoration |
- 1.7** Definition 1 is _____.
- | | |
|--------------------------------|----------------------------------|
| a. the most common definition | b. the most difficult definition |
| c. a definition no longer used | d. the most recent definition |

Answer the following question.

- 1.8** How has the meaning of the word *fear* changed? _____
- _____
- _____

¹Oxford English Dictionary by permission of Oxford University Press.

Label the process that each of the following words has undergone. Use the appropriate code letter:

- a. amelioration b. pejoration c. specialization d. generalization

1.9 *deer*, from OE *dēor* (any four-footed wild animal) _____

1.10 *lord*, from OE *hlāf weard* (loaf keeper) _____

1.11 *silly*, from OE *sēlig* (happy)

1.12 *nice*, from ME *nice* (foolish) _____

1.13 *knight*, from OE *cniht* (servant) _____

1.14 *meat*, from OE *mete* (food)

1.15 *barn*, from OE *bere ærn* (barley house) _____

Name the language from which these words were borrowed. Use a dictionary if necessary.

1.16 bigot _____

1.17 violin _____

1.18 insane _____

1.19 halo _____

1.20 volcano _____

1.21 hamburger _____

1.22 ranch _____

1.23 raccoon _____

Differences in American and British English exist. When you read something published in England, you may notice unfamiliar words, expressions, or spelling. These differences probably are not errors, but simply traits of British English. These differences have occurred because American speakers of English were unfamiliar with later British English changes happening after they had settled in America and because *An American Dictionary of the English Language* (published in 1828 by the American Noah Webster) simplified American spelling but did not simplify British spelling.

Some vocabulary differences between American and British English can be seen in the following lists.

American

pantry
touchdown
water heater
white-collar
cracker
carnival
radio

British

larder
try
geyser
blackcoat
biscuit
fun fair
wireless

Some spelling differences that occur between American and British English are listed.

American

- or (as in *honor, color*)
- er (as in *center, theater*)
- ow (as in *plow*)
- ize (as in *criticize*)

British

- our (as in *honour, colour*)
- re (as in *centre, theatre*)
- ough (as in *plough*)
- ise (as in *criticise*)

American regional dialects also exist. British settlers with different dialects brought their variations to America. This migration, geographic barriers causing isolation, and economic conditions causing various levels of social structure resulted in a number of American English dialects. The three general regional dialects are *General American*, *New England*, and *Southern*. The standard, or most accepted dialect in educated circles, is nearest the General American dialect.

Standard English **levels of usage** are all used by educated Americans in various groups or for various purposes. A well-educated person may communicate using all three levels of usage.

Formal: has no contractions; relies on learned words such as *terminate* rather than *end*,

facilitate rather than *make easy*, or *capitulate* rather than *surrender*; is usually used in scholarly writing.

General (sometimes labeled “Informal”): allows some contractions, some recently formed words, but avoids excessive use of slang; is usually found in newspapers, magazines, or heard on television or radio.

Informal (sometimes labeled “Colloquial”): contains many contractions and some slang; has fragments sometimes replacing sentences; is used in conversations with friends or in personal letters.

Each level of usage is appropriate for a certain group of listeners or readers. *Substandard English*, however, is rarely appropriate unless you deliberately want to appear uneducated.

The meaning of words. The **connotations** of words may be as important to a writer as the denotations of words. The denotation of a word is its literal meaning. You have already reviewed how denotations have changed, and you should understand how important using the correct word precisely is. Yet, you must consider not only the denotation of a word, but also its connotations, its suggestive meanings, to achieve your purpose in writing or speaking. If connotations are used correctly, you are able to create an atmosphere in creative writing, an overall emotional impression, a mood.



Write which level of usage would be most appropriate for the following situations.

- 1.24 A campaign speech delivered to the student body _____
- 1.25 A book report written for an English teacher _____
- 1.26 A speech on disarmament for a regional speech contest _____
- 1.27 A letter to a vacationing sister _____
- 1.28 An oral report delivered to the church’s young people’s group _____

Complete the following lists.

1.29 List three impressions our use of English can give about ourselves.

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

1.30 List two reasons why Americans have regional dialects.

- a. _____
- b. _____

Find the words in the following sentences that have *negative connotations*. Write the word after the sentence.

1.31 My brother says that Helen is slender, but I think she's skinny. _____

1.32 Some historians have found Senator Bigot to be firm of purpose, but Wilson found him stubborn. _____

1.33 The arrested young man called his vandalism a boyish prank. _____

1.34 Mrs. Eliot has called her outspoken son a radical. _____

Describe the overall mood, atmosphere, or underlying idea of the following excerpts and write the words that have connotations that contribute to that mood or idea.

1.35 He was leaning against the ledge of an open lattice, but not looking out: his face was turned to the interior gloom. The fire had smouldered to ashes; the room was filled with the damp, mild air of the cloudy evening; and so still, that not only the murmur of the beck down Gimmerton was distinguishable, but its ripples and its gurgling over the pebbles, or through the large stones which it could not cover. (*Wuthering Heights* by Emily Brontë, Chapter 34)

1.36 Skirting the pool she followed the path towards Rainbarrow, occasionally stumbling over twisted furze-roots, tufts of rushes, or oozing lumps of fleshy fungi, which at this season lay scattered about the heath like the rotten liver and lungs of some colossal animal. The moon and stars were closed up by cloud and rain to the degree of extinction. (*The Return of the Native* by Thomas Hardy, Book Fifth, Chapter 7)

SELF TEST 1

Match these items (each answer, 2 points).

- | | | |
|-------|---|--------------------|
| 1.01 | _____ suggestive meaning or atmosphere of a word | a. syntax |
| 1.02 | _____ formal, general, or informal | b. obsolete |
| 1.03 | _____ verbals used only as adjectives | c. infinitives |
| 1.04 | _____ clauses unnecessary to the meaning of the words modified; they are set off by commas | d. participles |
| 1.05 | _____ the history of a word | e. etymology |
| 1.06 | _____ clauses necessary to the meaning of the words modified; they are <i>not</i> set off by commas | f. restrictive |
| 1.07 | _____ word endings indicating grammatical function | g. connotation |
| 1.08 | _____ verbals preceded by <i>to</i> and used as nouns, adjectives, and adverbs | h. levels of usage |
| 1.09 | _____ a definition no longer in use | i. denotation |
| 1.010 | _____ fixed word order | j. nonrestrictive |
| | | k. inflections |

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

- 1.011 Verbals ending in *-ing* and used only as nouns are _____.
 a. participles b. gerunds c. infinitives d. inflections
- 1.012 Words for which pronouns stand are _____.
 a. antecedents b. connotations c. inflections d. infinitives
- 1.013 A pronoun ending in *-self* and referring to the previously used noun or pronoun is _____.
 a. complex b. reflexive c. obtuse d. restrictive
- 1.014 A pronoun ending in *-self* and emphasizing the previously used noun or pronoun by immediate repetition is _____.
 a. complex b. reflexive c. intensive d. compound
- 1.015 A sentence that contains at least two independent clauses is a _____.
 a. simple sentence b. compound sentence
 c. complex sentence d. fragment
- 1.016 A sentence that contains one independent clause and one or more dependent clauses is a _____.
 a. simple sentence b. compound sentence
 c. complex sentence d. fragment

1.030 Who did Ellen give that job? _____

1.031 Those poems and these short story should make an enjoyable reading collection. _____

1.032 It's a lovely book; I didn't know that it is your's _____

1.033 Julie went with Sarah to the supper. She was happy. _____

1.034 Losing the necklace produced a mixed result, she became old with work, but she also became tolerant of poverty. _____

1.035 John warned, "I would wait Ellen if I were you." _____

Complete these exercises (each answer, 5 points).

1.036 Explain what is improper in the following character's speech:
Miss Eliot looked up from her desk. "Elizabeth, you are a precocious young woman; I find your most recent composition utterly super."

1.037 Explain the reason that the word *flow* probably does not fit in the following description:
The sun seared the bread crust that dropped from her parched lips. She raised her cracked hands and pushed her flowing sleeves up her arms.

1.038 subordinate less important ideas in the following sentence:
Charles was tired of listening to the concert and it was dark enough that his father could not see him so he slipped out into the lobby.

	SCORE _____	TEACHER _____	initials _____	date _____
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