



LANGUAGE ARTS

TEACHER'S GUIDE

▶ **10th Grade**

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LANGUAGE ARTS 1000

Teacher's Guide

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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 for each unit: Suggested and Required Material (supplies), Additional Learning Activities, Student Worksheets, Answer Keys, and Alternate LIFEPAC Tests.

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 1001

Unit 1: Evolution Of English

TEACHING NOTES

MATERIALS NEEDED FOR LIFEPAK

Required

(None)

Suggested

- Bible, King James Version
- dictionary
- etymological dictionary
- Shakespeare, William. *Julius Caesar*.
- Strunk and White. *The Elements of Style*. (latest edition) available at most libraries
- Shertzer, Margaret. *The Elements of Grammar*. (latest edition) available at most libraries
- University of Chicago press. *A Manual of Style*. (latest edition) available at most libraries
- newspapers or magazines
- (the reference materials can be in either book or online formats)

ADDITIONAL LEARNING ACTIVITIES

Section 1: Changes in Languages

1. Discuss these questions with the class.
 - a. The statement has been made that English is a vernacular of vernaculars. What does this statement mean? Is it true?
 - b. The word *awful* was respectable in eighteenth-century English (meaning “worthy of awe”); however, its recent use in slang has made it unsuitable for formal English. Can you think of other “good” words that have just recently “gone bad”?
2. Have students list electrical appliances and other gadgets found in their homes. Have them divide their lists into two parts, with those words coined from English on one side and those with borrowed word elements on the other (students will need to find the etymologies of each item). Determine what languages appear most frequently and discuss the nature of the items having names with Old English origins as opposed to those items with borrowed names (Hint: more sophisticated gadgets and appliances are recent inventions and will often have names with Latin or Greek origins).
3. Have students name as many uses (parts of speech) as possible for the following words: even, final, abstract, advance, catch, shell, light, rest, record, plain.
4. Have a student research the symbolism and connotations of the colors green and white (a reference book on symbolism in poetry might be helpful). Determine which color’s connotations have been constant throughout the centuries.

5. Have a student select one hundred lines from any piece of literature. Instruct him to trace the etymology of every word in the one hundred lines (the number of lines may be reduced) and then chart his results.

Section 2: Historical Development of English

1. Discuss these questions with the class.
 - a. Why did most Norman-French words describing law and government replace Anglo-Saxon words for the same concepts?
 - b. Why did the Midland dialect of Old English (that spoken by those in London) become standard?
 - c. What are several compound words just recently formed?
 - d. What are several telescoped words just recently formed?
2. Divide the class into four groups, assign each group a historical period in the development of English, and require each group to begin a “dictionary” of words borrowed during the period assigned. You may want to set a goal for each group (twenty words, fifty words, etc.) or you may allow groups to compete.
3. Have students list words contributed to American English by groups of students’ own heritages (Irish, Korean, German, etc.).
4. An interested student might enjoy researching and reporting on the Norman Conquest and its results (a college library might be helpful). Guide the student toward a combination of information about history and language.

Section 3: Varieties of English

1. Discuss these questions with the class.
 - a. Why have Americans tended to preserve forms no longer used in standard British usage?
 - b. How could geographic barriers (mountain ranges, wide rivers, etc.) cause dialects?
 - c. Would a convention of doctors, scientists, or teachers of linguistics rely most heavily on general, formal, or informal usage among themselves or on jargon? Why is jargon convenient for those familiar with certain studies or practices? Why is it inadequate for outsiders?
2. Have students find and bring in examples from magazines or newspapers of formal, informal, and general levels of usage. Have them determine which level was found most often (including articles as well as advertisements).
3. Have students search for examples of British slang in Charles Dickens' novels *Oliver Twist* and *David Copperfield*. This process might be simplified by assigning a certain number of chapters per team of students. Have students notice what type of character uses slang.
4. Students might enjoy recording neighbors, friends, or relatives whose speech illustrates various American regional dialects or speech areas.
5. Students might bring in various samples of dialect found in novels (Edward Eggleston's *The Hoosier School-Master*, Mark Twain's *Huckleberry Finn*, Stephen Crane's *Red Badge of Courage*, are examples).

ANSWER KEYS

SECTION 1

- 1.1 Name the animals.
- 1.2 His ability to use language.
- 1.3 A small round thing like hoarfrost on the ground.
- 1.4 Manna
- 1.5 What is it?
- 1.6 Hint:
They want everything to have a name. (Any reasonable answer involving the naming principle.)
- 1.7 Example:
< E etymologie < L etymologia
< Gk etymon (true) + logos (word, study)
- 1.8 Example:
Etymology involves breaking a word down into basic elements and tracing it back to its origin. Borrowed words can be traced back in this way to their original language.
- 1.9 Example: Robert < Old English, Hrothbeort, bright shining one.
- 1.10 a. archaic
b. anything
- 1.11 a. Whence implied coming from, whither implied going to.
b. Where was used when no movement and action was indicated (where thou lodgest).
- 1.12 Examples:
a. a suitable helper
b. helper, partner, wife
c. the meanings are identical (synonymous)
- 1.13 Examples:
a. Someone accidentally said br̥ydgrome instead of br̥ydgume (possibly as a joke).
b. It changed the meaning from bride's man to bride's servant or stable boy.
c. It raised it in respectability. (Groom as a shortening of bridegroom has no connotations of lowliness.)
- 1.14 pejoration
- 1.15 amelioration
- 1.16 amelioration
- 1.17 Examples:
a. sir + ly
b. rude, gruff, ill-humored
c. pejoration
- 1.18 b
- 1.19 b
- 1.20 d
- 1.21 c
- 1.22 d
- 1.23 d
- 1.24 c
- 1.25 b
- 1.26 a
- 1.27 b (a is also acceptable if student can defend his answer. He may consider meat a specific aspect or part of an animal).
- 1.28 none
- 1.29 Example: enough, though, through, bough, bought, cough, hiccough
- 1.30 uf, ō, ōō, ou, ô, ôf, up
- 1.31 comb, pneumatic, gnaw, plumber, knight, phthisic (decay), ptarmigan, knell, psychology, impulse
- 1.32 a. oo
b. i
- 1.33 a. dubitare
b. debitum
- 1.34 Examples:
a. The word was borrowed as delīt, then changed. The gh falsely indicates a native English word.
b. Old French
c. none
- 1.35 Examples:
a. A word that is pronounced the same as another, but which differs in meaning and spelling.
b. < Gk. homos
c. due, dew
d. two, too
- 1.36 Probably yes.
- 1.37 Examples:
a. Think you that we should eat now.
b. Do (does)
c. It is an auxiliary verb. It helps the main verb.
- 1.38 Example: -ness is a noun-forming suffix added to adjectives. It can't be added to the noun friend. -ly (an adverb—or adjective forming suffix) could be added to friend but not to the nonword friendness.

- 1.39** Examples:
 a. A friendly lion.
 b. He caught the flying object (bird, etc.)
 c. I ate the purple candy (grape, etc.)
- 1.40** Example:
 a. Is that you? Are you coming now? May I come with you?
 b. Who are you? How old is your sister? What's in the package?
- 1.41** a. hardly, reasonably, fiercely, truly, hopefully
 b. adjectives
- 1.42** Example:
 -ible is added to Latin verbs ending in -ere or -ire (third and fourth conjugations)
 -able is added to other Latin verbs or to words of English origin.
- 1.43** a. feasible
 b. edible
 c. adorable
 d. siz(e)able
 e. answerable
 f. audible
- 1.44** a. disposable
 b. changeable
 c. knowledgeable
 d. traceable
- 1.45** a. ingenious
 b. judicious
 c. Luxuriant
 d. implicit
- 1.46** synthetic
1.47 analytic
- 1.48** Example: The term Romance in Romance languages is derived from Romanicus (Roman). This derivation is probably the oldest use of the term. The French extended it by calling a story written in their Roman language *à Romans*. The meaning of the word Romance was again generalized to cover the themes of these stories, chivalry, and love.
- 1.49** The personal pronouns.
1.50 He, his, him, she, her, hers, it, its
1.51 By separate words for the male and female of a species (man and woman, bull and cow) and by endings like -ess (actress) and -trix, (aviatrix) used to indicate a female agent.
- 1.52** By adding 's to the singular and s' to the plural.
1.53 By word forms.
- 1.54** a. his
 b. hers
 c. its
 d. their, theirs
 e. my, mine
 f. our, ours
 g. you, yours
 h. whose
- 1.55** a. him
 b. her
 c. it
 d. them
 e. me
 f. us
 g. you
 h. whom
- 1.56** a
1.57 b
1.58 a
1.59 c
1.60 were
1.61 drive
1.62 be
1.63 forget
1.64 be
1.65 Examples:
 ova, monotremes, holoblastic segmentation
- 1.66** Examples: -a, -s, -tic, -tion
1.67 Examples:
 The -s inflection indicates that monotremes is a plural noun. The suffix -tic indicates that holoblastic is an adjective. The suffix -ation (segmentation) is a noun-forming suffix denoting a process.
- 1.68** ova
1.69 plural
1.70 It takes a plural verb (undergo).
1.71 Because it retains its original Latin form.
1.72 By changing -um (ovum) to -a.
1.73 ovums
1.74 Example:
 We had a long talk yesterday. (noun)
 My brother loves to talk on the phone. (verb)
 He will buy a new comb. (noun)
 Alice can comb her hair with her fingers. (verb)
 I finished third in the mile run. (noun)
 They had run as fast as Evan. (verb)
 The stick was brittle and too short. (noun)
 Will this glue stick to glass? (verb)
 The Dance of the Sugarplum Fairies is a delightful part. (noun)
 There is a time to mourn and a time to dance. (verb)

- 1.75** Examples:
 a. I can see the fretish from here.
 b. Please fretish your homework.
 c. Your hair looks fretish, Sylvia!
- 1.76** Examples:
 a. I live in the United States.
 b. I haven't read *War and Peace* yet; have you?
 c. A tear slid down her cheek as she listened to the story.
 d. Liv or liv, rēd or red, tēr or tar, depending on answers to 1.103.
 e. (Answer should be the one not previously used.)
 f. Liv is a verb but liv is an adjective. Rēd is present tense, red is past tense. Tēr is a noun, but tar is a verb.
- 1.77** function
- 1.78** The strange boy whistled and put his hands into his pockets as far as the big coat sleeves would let them go.
- 1.79** I am certain of nothing but of the holiness of the heart's affections and the truth of imagination ... What the imagination sees as beauty must be truth, whether it existed before or not.
- 1.80** Example:
 There is no tracing...of ancient nations but by language, and therefore I am always sorry when any language is lost, because languages are the pedigree of nations.
- 1.81** It is a far, far better thing that I do than I have ever done. It is a far, far better rest that I go to than I have ever known.

SELF TEST 1

- 1.01** f
1.02 c
1.03 k
1.04 j
1.05 l
1.06 e
1.07 d
1.08 g
1.09 i
1.010 a
1.011 a
1.012 c
1.013 a
1.014 b
1.015 b
1.016 case
1.017 Indo-European
1.018 participle
1.019 Either order:
 a. stem
 b. root
- 1.020** false
1.021 false
1.022 true
1.023 false
1.024 true
1.025 Example:
 (1) Need to create new words as new situations are encountered.
 (2) Word borrowing when two cultures interact.
 (3) Meanings change.
 (4) Word deletions, and
 (5) Impact of technology changing traditions and institutions may also be mentioned or specific examples given.
- 1.026** Meaning degenerates/word improves in meaning.
 Example:
 (haughty) highminded → noble in thought;
 fond (foolish → affectionate).
- 1.027** Example:
 Reference to Greek and Latin roots in English, words for literary, philosophical and religious concepts.
- 1.028** The relationship of word parts (base, affixes, inflections).
- 1.029** System of spelling.
- 1.030** A word no longer in use but retained in the language for literary or poetic use.
- 1.031** A word which is no longer used in speech or writing.

1.032 To make a borrowed word resemble English in pronunciation, spelling.

SECTION 2

- 2.1** a. devil
b. priest
c. minister
d. preach
e. church
- 2.2** Spelling, vocabulary, syntax (different pronunciation can be inferred from spelling).
- 2.3** a. related
b. same word
c. same
- 2.4** a. father
b. heaven
c. today
d. evil
- 2.5** as (or as it is)
- 2.6** so be it or amen
- 2.7** (order may vary)
a. and
b. to
c. on
d. we
e. us
- 2.8** Danes who had settled in France.
- 2.9** A dialect of Old French.
- 2.10** All were of Germanic descent.
- 2.11** a. ME < OF regne < L regnum, < rex (king)
b. ME < MF armee < ML armata
c. ME charite < OF charite < L caritas, (love) < carus dear
d. ME < OF prisoun < L prehension, (seizure) < prehensus, past participle of prehendere
e. ME corteis < OF court
- 2.12** a. Curtsy is a variant of courtesy.
b. Specialization—a specific form of courtesy.
- 2.13** a. clothe is OE, dress OF
b. forgive OE, pardon OF
c. cordial L, hearty OE
- 2.14** The plural you was used to address an individual of high rank as a token of respect.
- 2.15** But would you then grant me leave, lovely lady? “No, for sooth, fair (handsome) sir,” said that sweet (lady).
- 2.16** beau
- 2.17** specialization
- 2.18** Example:
The development of printing, the spread of education (literary), improved transportation, and a growing awareness of dialect as a class barrier.

- 2.19** Rekindled interest in the arts and sciences (spirit of inquiry).
- 2.20** Trade (and/or travel)
- 2.21** Latin
- 2.22** a. Greek
b. Greek
c. directly
- 2.23** a. Old French
b. To reflect the Greek root (etymology)
- 2.24** alchemy and almanac
- 2.25** No
- 2.26** a. The circular sweep of a sickle.
b. Time's.
c. The bounds or limits of time.
d. A ship or boat.
e. A navigational aid (a guide).
f. Love.
g. A lover.
- 2.27** The union of like minds (the love or friendship of people with common needs or interests).
- 2.28** Examples: Reversed word order, writ for wrote, his for its.
- 2.29** Line 13 (If this be error and upon me proved) and line 8 (although his height be taken).
- 2.30** The star
- 2.31** a. hath strewn
b. has shown
- 2.32** Punctuation, capitalization, sentence length.
- 2.33** It is only sensible not to overthrow a long-established government for a trivial reason. In fact, experience shows that people would rather suffer while evils are sufferable than change what they are used to.
- 2.34** Spelling, punctuation, vocabulary, paragraphing, sentence structure, grammar, usage.
- 2.35** Examples: wisdome, scurvie, voiage, sadd (others may be found).
- 2.36** Examples: e at end of words, e left off end of words, difference in single and double final consonants, i left out of "carrage".
- 2.37** a. Colon at end of Jan.; frequent use of semi-colon, excess commas.
b. rhetorical
- 2.38** carriage, inacomodate
- 2.39** clave
- 2.40** beds
- 2.41** Example:
The suffering of the settlers at Plymouth and the efforts made by those who were not ill to help them.
- 2.42** Examples:
Compassion, love, selflessness, willingness to work, acceptance of hardship, gentleness, meekness, cheerfulness (others may be found).
- 2.43** a. A North American pike
b. mus' k lunj or mus' ku lunj
c. Algonquian; a kin to Cree maskinonge < mas, great + kinong, pike
- 2.44** Examples:
a. A fresh-water turtle
b. A cultivated muscadine.
c. A thick-shelled clam.
d. Along the Atlantic Coast < Alogonquian (Narranganset) poquaûhock.
2.45 inferred.
2.46 inferred.
2.47 To suggest without stating.
2.48 infer
2.49 a. hot
b. angry
c. good
2.50 amelioration
2.51 master
2.52 A round-about or mild expression used as a substitute for a distasteful one.
2.53 yes
2.54 Examples:
allow, reckon, ain't, knowed, lay, winder
2.55 Example:
The verb was an extension of the term lynchlaw, after Charles or William Lynch.
2.56 An unknown who wins a horse race or political contest.
2.57 An officeholder whose term continues after his defeat for reelection.
2.58 vocabulary
2.59 Example:
A word formed by eliminating the ending of another word in the mistaken belief that the ending is a suffix.
2.60 m(otor) (h)otel
2.61 a. shortening
b. adding affixes
c. compounding
d. compounding
e. adding affixes
f. back formation
g. shortening
h. back formation
i. shortening
j. telescoping
k. telescoping
l. adding affixes

- 2.62**
- a. ra(dio) d(etecting) a(nd) r(anging)
 - b. s(elf) c(ontained) u(nderwater) b(reathing) a(pparatus)
 - c. so(und) na(vigation) (and) r(anging)

SELF TEST 2

- 2.01** pejoration
- 2.02** Any order:
a. rhetorical
b. structural
- 2.03** diphthong
- 2.04** phonetic
- 2.05** d or b
- 2.06** a
- 2.07** a
- 2.08** d
- 2.09** c
- 2.010** false
- 2.011** true
- 2.012** true
- 2.013** false
- 2.014** false
- 2.015** true
- 2.016** false
- 2.017** true
- 2.018** false
- 2.019** true
- 2.020** b
- 2.021** f
- 2.022** e
- 2.023** j
- 2.024** h
- 2.025** a
- 2.026** l
- 2.027** k
- 2.028** d
- 2.029** h
- 2.030** Example:
Should mention prefixes and suffixes (affixes) and bases or combining forms, also that classical languages are primarily used for abstract or technical terms. Examples may be cited.
- 2.031** Example:
Should mention that thou is consistently used for singular and you for plural in the King James Bible, while Shakespeare uses thou as a familiar form of the singular with you as both plural and the formal (deferential) singular, depending on character's attitude and rank.
- 2.032** Example:
Should mention that the primary impact was the addition of loan words. Since the Spanish culture was already established, it had terms for law enforcement, occupations, that were readily available for borrowing.

- 2.033 subjunctive
- 2.034 imperative
- 2.035 indicative
- 2.036 imperative
- 2.037 subjunctive

SECTION 3

- 3.1 A freight or baggage car.
- 3.2 Examples:
 - a. A frantic, useless struggle.
 - b. A radio announcer.
 - c. A covered wagon.
- 3.3 metaphor
- 3.4 Originally the programs were sponsored by soap companies.
- 3.5
 - a. yes
 - b. no
- 3.6 An abbreviation of the humorous spelling, "All Korrekt."
- 3.7 "make haste! Pray make haste!" "should" (English)
- 3.8 "great"... "draught"... "peeped"... "great" (English)
- 3.9 "buck"... "bear"... "woodsman"... "bayou" (American)
- 3.10 "drugstore" (American)
- 3.11 Any order: General American, New England, and Southern.
- 3.12
 - a. Answers will vary.
 - b. (Answers will vary. Use this section as a guide.)
- 3.13 formal
- 3.14 informal
- 3.15 general
- 3.16 formal
- 3.17 substandard
- 3.18 general
- 3.19
 - a. idiom
 - b. idiom
 - c. slang
 - d. slang
 - e. slang
 - f. idiom
 - g. idiom
 - h. idiom
- 3.20
 - a. generalization (extension)
 - b. coinage
 - c. suffix addition (or telescoping)
 - d. Latin elements
 - e. generalization (extension)
 - f. generalization (extension)
 - g. generalization (extension)
 - h. change of grammatical function
- 3.21 Examples:
 - Sunkist, Outdoorables, Sears-O-Pedic, Understatements, Bufferin, ultra-low, Cranapple, Rollerblade.
- 3.22 Answers will vary.

- 3.23** a. gobbledygook
b. proper formal English
- 3.24** a. school
b. Example:
pool and fireplace
c. Example:
1) reading, writing and arithmetic;
2) speeding, making (it) easier.
- 3.25** a. To adjust to receive a clearer image.
b. Possible but not actual.
c. Center of core.
d. Sister or brother.
- 3.26** Example:
Measured as accurately as present knowledge allows, temperature provides a standard measurement which can be applied in scientific experiments.
- 3.27** Example:
Should include technology and indicators of cultural change, impact of television and on advertising. Others may be found.
- 3.28** a. Casual conversation.
b. Technical reports, formal lectures, literature.
c. Most other uses, everyday speech.
- 3.29** Teacher check
- 3.30** Teacher check

SELF TEST 3

- 3.01** substandard
- 3.02** Noah Webster
- 3.03** gobbledygook
- 3.04** Any order:
a. General American
b. New England
c. Southern
- 3.05** 1a. Old English (or Anglo-Saxon)
1b. A.D.450-1150
2a. Middle English
2b. 1150-1475
3a. Early Modern English
3b. 1475-1700
4a. Late Modern English
4b. 1700 to present
- 3.06** false
- 3.07** false
- 3.08** false
- 3.09** false
- 3.010** false
- 3.011** false
- 3.012** true
- 3.013** true
- 3.014** false
- 3.015** true
- 3.016** c
- 3.017** a
- 3.018** b
- 3.019** c
- 3.020** b
- 3.021** d
- 3.022** a
- 3.023** b
- 3.024** d
- 3.025** c
- 3.026** Indo-European
- 3.027** generalization
- 3.028** technology/the Industrial Revolution
- 3.029** jargon
- 3.030** Anglicized
- 3.031** a. vocabulary additions, deletions
b. meanings change—pejoration/amelioration, specialization/generalization
c. pronunciation and spelling change
d. changes in grammar (affixes, bases inflections)
e. punctuation changes

3.032 Any order:

- a. informal—slang, jargon, used in casual conversation
- b. formal—very correct precise usage, term papers, literary criticism
- c. general—widely used by educated people, appropriate for most situations

LIFEPAC TEST

1. false
2. true
3. true
4. false
5. true
6. false
7. false
8. false
9. etymology
10. amelioration
11. synthetic
12. 1475
13. Old French
14. c
15. b
16. a
17. c
18. c
19. derived from
20. General American
21. generalization
22. the Spanish
23. suffix addition
24. e
25. b
26. f
27. c
28. g
29. A language that uses whole words, rather than parts of words, to show grammatical relationships.
30. The smallest unit of semantic or grammatical meaning (word, base, affix or inflection).
31. A form of expression peculiar to a particular language and approved by usage.
32. Punctuation that emphasizes (echoes, clarifies) grammatical relationships of words in a sentence.
33. Should include this concept: 10,000 Norman French words were added to the basic Anglo-Saxon (Germanic) vocabulary (law, government, church, military, fashions, art words, courtly, entrance).
34. Should include these concepts: a spirit of inquiry, thirst for learning, return to classics, language—standardized because of printing press, borrowings from languages of other countries.
35. Should include these concepts: influence of other immigrants, Indian influence, westward movement. Political and cultural climate differed, as did topography and

36. wildlife.
Should include this concept: words commonly accepted as name for item so widely advertised, Coke for soft drink; Tylenol for pain reliever, Thermos for insulated jug.
37. Should include these concepts: people live in areas somewhat isolated geographically from other areas. Common usage or names for items evolve among these people, common experiences, cultural influences, ethnic background.
38. Any answer referring to technical or mechanical developments will be accepted: automotive, industrial, space, or computer age.

ALTERNATE LIFE PAC TEST

1. false
2. false
3. true
4. true
5. true
6. false
7. true
8. true
9. true
10. false
11. c
12. d
13. b
14. c
15. a
16. b
17. c
18. c
19. a
20. c
21. b
22. c
23. d
24. d
25. b
26. General English
27. slang
28. Modern English
29. Spanish
30. great or major
31. inflections
32. etymology
33. word order or syntax
34. -ly
35. dialect
36. Example:
among close friends and family
37. Example:
People staying together for long periods of time would not be influenced by outsiders to change.
38. Examples:
They borrowed names (from the Indians or Spanish) or coined new words.
39. Example:
Most slang becomes outdated quickly, is only useful in small and familiar groups, and is too intimate or "casual" for formal situations.
40. It is a word or an expression unique to American English.
41. Examples:
automobile, airplane, train, telephone, radio

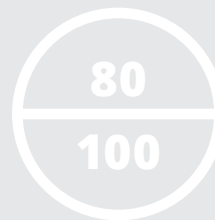
LANGUAGE ARTS 1001

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



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

1. _____ Spelling almost always reflects pronunciation.
2. _____ The Middle English period lasted from A.D. 1050 to 1740.
3. _____ English is an analytic language.
4. _____ A morpheme is a unit of meaning.
5. _____ The words “have a half a mind to” form an idiom.
6. _____ Twentieth-century writing contains more commas than nineteenth-century writing.
7. _____ The opposite of *pejoration* is *amelioration*.
8. _____ During the Middle English period 10,000 Norman-French words were added to English.
9. _____ Portuguese and Arabic words were borrowed during the Early Modern English period.
10. _____ The suffix *-ize* converts a base word to an adverb.

Match these items (answers may be used more than once, each answer, 2 points).

- | | |
|---------------------------------------------------------------------------|-------------------|
| 11. _____ <i>deer</i> , from OE <i>dēor</i> (any four-footed wild animal) | a. amelioration |
| 12. _____ <i>lord</i> , from OE <i>hlāf weard</i> (loaf keeper) | b. pejoration |
| 13. _____ <i>silly</i> , from <i>sēlig</i> (happy) | c. specialization |
| 14. _____ <i>meat</i> , from OE <i>mete</i> (food) | d. generalization |
| 15. _____ <i>knight</i> , from OE <i>cniht</i> (servant) | |

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

16. After the Norman Invasion, English became _____ .
 a. more inflected b. less inflected c. more Germanic d. more Greek
17. Which of the following words has a British spelling? _____
 a. center b. plow c. honour d. criticize
18. Which one of the following words has an American spelling? _____
 a. theatre b. plough c. center d. colour
19. Which one of the following is not an American regional dialect? _____
 a. Western b. General American c. New England d. Southern
20. Which of the Major United States regional dialects is spoken by the greatest number of people? _____
 a. Western b. New England c. General American d. Southern
21. The word *piano* was borrowed from _____ .
 a. Spanish b. Italian
 c. Old Norse d. Algonquian (American Indian)
22. The word *chipmunk* was borrowed from _____ .
 a. Italian b. French
 c. Algonquian (American Indian) d. Arabic
23. The words *cole slaw* were borrowed from _____ .
 a. Russian b. Latin c. Portuguese d. Dutch
24. What was *not* a result of the Norman Invasion? _____
 a. Legal words became Norman French.
 b. Inflections were weakened.
 c. Latin and French words were added to English.
 d. African words were added to English.
25. What did *not* happen to English during the Renaissance (the Early Modern English period)?

 a. Inflections weakened further.
 b. Danish invasions brought Old Norse words.
 c. Vowels were pronounced differently because of the Great English Shift.
 d. Trade, classical art, and discoveries in science added new words.

Complete the following statements (each answer, 3 points).

26. The standard English category appropriate for educated people in most situations is _____ .
27. The expression *really super* is an example of _____ .
28. The language of Shakespeare was Early _____ .
29. During the movement westward, American settlers were influenced by the language of the Plains Indians and the _____ .
30. Technology has been a _____ influence on American English today.
31. Latin relies on _____ instead of syntax (word order).
32. The history of a word is its _____ .
33. Modern languages rely more on _____ than on inflectional endings.
34. The morpheme _____ often denotes an adverb.
35. A variety of speech peculiar to a particular region or social class is a _____ .

Answer the following questions (each answer, 5 points).

36. When would you use the informal (sometimes called the colloquial) level of standard English usage?
- _____
- _____
- _____
37. How could geographic barriers (mountain ranges, wide rivers, etc.) cause dialects?
- _____
- _____
- _____
38. What are two ways that early Americans used to name unfamiliar animals, plants, and land formations?
- _____
- _____
- _____

39. Why is slang not appropriate for formal English usage?

40. What is an Americanism?

41. What are five words that have been added to English due to the technology of the Industrial Revolution?



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