



LANGUAGE ARTS

TEACHER'S GUIDE

▶ **12th Grade**

LANGUAGE ARTS 1200

Teacher's Guide

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INSTRUCTIONS FOR LANGUAGE ARTS

The LIFEPAC curriculum from grades 2 through 12 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 45 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: Suggested and Required Material (supplies), Additional Learning Activities, 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 1201

Unit 1: The Worth of Words

TEACHER NOTES

MATERIALS NEEDED FOR LIFEPAC	
Required	Suggested
(none)	<ul style="list-style-type: none"> • King James Version (KJV) of the Bible and/or other versions as permitted • <i>World Book Dictionary</i> or <i>American Heritage Dictionary</i> • concordance • <i>Roget's Thesaurus</i> • Leslie, Louis A. <i>Twenty Thousand Words Spelled and Divided for Quick Reference</i>. New York: McGraw-Hill Book Company, 1971. Or latest Edition • Strunk, William and White, E.B. <i>Elements of Style</i>. Mac Millian Publishing Co., Inc., 1979. Third or latest Edition • <i>The Chicago Manual of Style</i>. Latest Edition. <p><i>*Reference materials can be in printed, online, or digital formats.</i></p>

EXTENDED WRITING ASSIGNMENT

Activity 3.70. Be certain that each student completes every step required by this assignment and prepares his paper in the form described in the *Form and Mechanics* section of the LIFEPAC. You may wish to check informally at the outline stage (Teacher check). Remind students that the third step, revision, may be the most important step. If students conscientiously mark off each item of the Revision Chart, found near the end of Section 3 in the LIFEPAC, they will be able to correct errors and to improve their papers. You may wish to duplicate this Revision Chart for use with all longer papers in the English 1200 series.

Some general notes about grading papers may be helpful. Reading the entire paper before marking errors will give the teacher an overall grasp of the student's purpose or direction. Many teachers skim the entire class's papers to assess the response to an assignment and to gauge superior and inferior work before assigning an individual grade. Many teachers prefer using a lead pencil instead of red ink or red pencil. Too many corrections tend to discourage or confuse students; it may be helpful to concentrate on one major area of problems (sentence structure, pronouns, or whatever is introduced in the appropriate LIFEPAC) keeping in mind that the writing communicating effort is a cumulative skill and should be graded as such.

After reading a paper, review the assignment in your mind. Many teachers feel that the completion of an assignment is an average grade; if the student has not addressed the assignment, then he is graded poorly or is asked to repeat the assignment. Logic in presenting the assignment, clarity of thought, and precision of word choice are three major considerations to be weighed before assigning a grade. Correct and clear sentence structure, grammatical correctness, appropriate

punctuation, and correct spelling should also be considered, with strengths in these areas influencing a higher grade and deficiencies calling for a lower grade. An average paper should meet all the prescribed standards. Superior papers should demonstrate superior effort, both in mechanics and form and in content and creativity.

The first paper should help locate student weaknesses in expression and organization, as well as in grammar and mechanics. This assignment can provide some helpful ideas about future papers, clarifying what the student should be working toward. Each paper should have a title and several paragraphs that adequately develop the student's ideas. The first paragraph should contain introductory material and the central idea (thesis) to be developed. Each paragraph then should logically develop an aspect of that central idea, an aspect that is usually stated as a topic sentence. The paper should have a definite conclusion; it should not just stop. After reading the paper through, once for content and once for errors, you will be ready to assign a grade. Many teachers give a "content" grade and a "mechanics" grade; others, however, feel that those two aspects should be integrated into a well written paper. Clarify your own stand, make it known to your students, then be consistent and fair in your grading. Communication is one of the most important skills available to mankind; it is certainly a challenge to teach students to write well. Additionally, it is a real pleasure to help students learn to explore their own ideas and then to communicate those ideas to other people.

ADDITIONAL LEARNING ACTIVITIES

Section 1: Word Study

1. Instill excitement about making words by approaching word wheels as a game. Have the students draw wheels on the board. The student should work the wheels at his desk before he tackles one on the board. Make the activity a simple brainstorming procedure, with each one thinking up as many words out of his own vocabulary as possible. Do not let anyone use the answer key until all other sources have been exhausted. Keep the answer keys at your desk until this part of the LIFEPAK is nearly completed.
2. The most efficient way for students to form new words is to go down the list of prefixes in the LIFEPAK and to try them in front of their roots. This is not an exhaustive list, but students will find a pattern of the prefixes most commonly used: *ab-*, *ad-*, *com-*, *con-*, *de-*, *e-*, *ex-*, *in-* (not), *in-* (into, within), *inter-*, *per-*, *pre-*, *re-*, *retro-*, *sub-*, and *trans-*. Then a shifting of suffixes creates new words. If students are not sure that a combination they form is a bonafide word, have them look it up in the dictionary. Suggest that they involve their families. Students may be surprised at how many words their parents know that they do not. When students discover they can form actual words from roots and prefixes, they may want to start a vocabulary notebook. Have them allow a couple of pages for each letter of the alphabet, write the new word, and provide a short definition.
3. Games such as *Scrabble* and *Probe* will provide places to use some of this information. These games should improve spelling. Spelling of words like *interrogate* becomes more understandable when the student puts *inter* with *rog* and sees the two *r*'s together. He knows why there should be two *r*'s, not one.
4. Test the mastery of the roots and affixes. Duplicate a master list of roots. Have students who wish to excel and who wish to test themselves supply the meaning of each root or affix and at least two English words that employ that root or affix. Rote learning appeals to certain kinds of students; it is much more difficult for others. It provides an excellent opportunity for mental discipline along with the other positive enrichment advantages.)

Section 2: Expository Writing

1. Use a *Nelson-Denny Reading Test* to obtain percentiles on the vocabulary capability of every student. Your school may have other means for testing vocabulary; if so, use them, unless the students have already taken these diagnostic tests. Such tests need to be ones whose percentiles are calibrated on national norms for the sake of reliability. Give the students their scores on such tests.
2. A grading session often helps students improve their writing since they learn another point of view and more objectivity. Sometimes they also become aware of the difficulties involved in grading papers. Have students duplicate their essays; you receive the original, and they may work with the copies. Have students work in small groups. Each student should carefully read the paper of another student, then go over the paper using the guidelines found in the *Form and Mechanics* section and near the end of Section 3 in the LIFEPAC. You may also decide to read the class the teacher's material accompanying the Extended Writing Assignment to give students some basic grading guidelines. You may wish to incorporate the students' grades with your own.
3. Choose a general topic, such as Christianity, love, faith, and so forth. Break your topic down into more limited topics.
4. British preacher Sydney Smith once said, "The writer does the most who gives his reader the most knowledge and takes from him the least time." If this quotation could be engraved on the minds of young writers and could be applied to every particle of their writing, then tremendous strides would be accomplished toward good writing. If you have an artist in the class, perhaps he or she could letter the quote on a strip of posterboard, and mount it in the classroom.

Section 3: Sentence Structure, Diction, and Usage

1. Integrate the sections of this LIFEPAC. The information about technical and scientific words, literary and music terms, and for some students, the mathematical terminology, can act as springboards for writing. Students, through their parents, may have access to knowledge of many other fields of work that have their own jargon. Each student should research a different line of work, and write about it. A "Chronicle of Careers" could be collated for everyone to read and enjoy. This effort could initiate a continuing project with class after class adding to it. Made available to the whole school, this "Chronicle" could inform lower classmen of opportunities in the job fields that appeal to them in a way unique from all other job compilations.
2. Arrange a project similar to the group activity for Section 2. Place the students in small groups, give them copies of previously written, ungraded paragraphs, to exchange, and read. Have them look for problems with parallel structure, fragments, and run-on sentences, and with any of the other errors described in Section 3.
3. If you normally do not allow students to rewrite their papers for a higher grade, you may consider suggesting rewrites for this portion of the class since the LIFEPAC is concerned with revision and correction of errors.

ANSWER KEY

SECTION 1

- 1.1** Examples:
predict
abdicate
edict
indicate
indicative
addiction
- 1.2** Examples:
irrevocable
revoke
vocation
advocate
- 1.3** Examples:
inventor
prevention
adventure
convene
advent
- 1.4** Examples:
convertible
subversive
invert
extrovert
introvert
pervert
- 1.5 – 1.8** Hint: Check the meaning of the words in a dictionary. Be sure complete sentences are used.
- 1.5** Example:
Your diction is improving.
- 1.6** Example:
The rule made for employees is irrevocable.
- 1.7** Example:
The Advent season signals the coming of Jesus Christ as Savior.
- 1.8** Example:
That literature is subversive in content.
- 1.9** Examples:
reduce
reduction
produce
introduce
induce
- 1.10** Examples:
aspect
inspect
speculation
inspector
respectful
spectacle
- 1.11** Examples:
attainable
detention
intend
pretend
extend
- 1.12** Example:
intermission
admission
omission
remit
submission
- 1.13** to turn away
- 1.14** charitable works
- 1.15** before the Civil War
- 1.16** a. Cain
b. Abel
- 1.17** king
- 1.18** to do thoroughly
- 1.19** eulogy
- 1.20** is without God
- 1.21** a cutting out of a person's money
- 1.22** neurology, neuritis
- 1.23** body
- 1.24** theology
- 1.25** courageous
- 1.26** beautiful
- 1.27** spirit of the body
- 1.28** Examples:
a. inhuman
b. indispensable
c. inadmissible
- 1.29** One who turns toward another (with hostility)
- 1.30** Examples:
a. astrologer
b. astronaut
c. astronomy
d. astroturf

- 1.31** Examples:
 a. capture
 b. capable
 c. captivate
 d. captivity
 e. capacious
 f. capacity

- 1.32** Examples:
 a. refer
 b. confer
 c. inference
 d. reference

- 1.33** Examples:
 a. recognize
 b. pregnant
 c. agnostic

- 1.34** Examples:
 a. monograph
 b. phonograph
 c. autograph
 d. geography
 e. telegraph

- 1.35** Examples:
 a. trajectory
 b. interjection
 c. objectivity
 d. projection

- 1.36** Examples:
 a. admonition
 b. premonition
 c. demonstrate
 d. monitor

- 1.37** Examples:
 a. mortify
 b. mortician
 c. post mortem
 d. mortgage

- 1.38** Examples:
 a. neurotic
 b. neurosis
 c. aneurysm
 d. neuralgia

- 1.39** Examples:
 a. pseudonym
 b. synonym
 c. homonym
 d. antonym

- 1.40** Examples:
 a. empathy
 b. sympathy
 c. psychopath
 d. pathological

- 1.41** Examples:
 a. disposition
 b. deposit
 c. imposition
 d. impostor

- 1.42** Examples:
 a. anarchist
 b. monarch
 c. architect
 d. archangel

- 1.43** Examples:
 a. epidermis
 b. dermatitis
 c. ectoderm
 d. endoderm

- 1.44** Examples:
 a. bigamy
 b. monogamy
 c. polygamy
 d. gamete

- 1.45** Examples:
 a. regeneration
 b. generate
 c. genus
 d. genre

- 1.46** Examples:
 a. indigestion
 b. gestation
 c. gesture
 d. ingest

- 1.47** Examples:
 a. intermediary
 b. medium
 c. intermediate
 d. immediate

- 1.48** Examples:
 a. metrics
 b. meter
 c. metronome

- 1.49** Example: nascent

- 1.50** Examples:
 a. derogatory
 b. interrogative

- 1.51** Examples:
 a. compel
 b. repel
 c. expel
 d. impel
 e. dispel
 f. propel

- 1.52** Examples:
 a. explicate
 b. duplicate
 c. implicate

- 1.53** Examples:
a. portable
b. export
c. reporter
- 1.54** Examples:
a. expressive
b. repress
c. pressure
- 1.55** Examples:
a. psychiatric
b. psychological
c. psychosomatic
- 1.56** Examples:
a. static
b. statute
c. consistent
d. style
- 1.57** Examples:
a. scribble
b. inscribe
c. prescribe
d. scribe
- 1.58** Any order:
a. art
b. craft
c. skill
- 1.59** lingo or jargon
- 1.60** construction worker
- 1.61** fireman
- 1.62** a. potatoes (with cheese)
b. meat, some vegetables (on a skewer)
c. fish (in a greased paper bag)
- 1.63** a. maitre d'
b. chef
- 1.64** c
- 1.65** a
- 1.66** c
- 1.67** b
- 1.68** Any order:
a. igneous
b. sedimentary
c. metamorphic
- 1.69** meteorology
- 1.70** Any order:
a. troposphere
b. stratosphere
c. ionosphere
d. exosphere
- 1.71** a. shellfish
b. spiders
- 1.72** personification
- 1.73** genre
- 1.74** protagonist
- 1.75** Either answer:
vocalists, music
- 1.76** master in the musical arts
- 1.77** elbow to longest finger – 18"
- 1.78** from thumb to little finger – 9"
- 1.79** 12 × 12, or 144
- 1.80** Any order:
a. meter – length
b. kilogram – mass
c. second – time
d. degree celsius – temperature
e. ampere – electric current
f. candela – luminous intensity
- 1.81** g
- 1.82** d
- 1.83** a
- 1.84** c
- 1.85** e
- 1.86** f
- 1.87** b
- 1.88** TVA
- 1.89** scuba
- 1.90** RSVP
- 1.91** ZIP

SELF TEST 1

- 1.01** Affixes are added to Latin or Greek roots. These affixes are prefixes and suffixes; the addition of suffixes modifies the meaning of the root, creating a new word.
- 1.02** Any five; any order:
technology (food, building trade, firefighting), science (biology, geology, meteorology), literature, music, mathematics
- 1.03** a commonly used abbreviation (usually the first letter of each word). Acronyms are often used for organizations. Examples: NATO, TVA. Periods are not used after these abbreviations.
- 1.04** use of one's authority in accord only with one's own will or desire
- 1.05** not capable of being called back
- 1.06** an official public proclamation or order
- 1.07** act of saying ahead of time
- 1.08** process of sending out something
- 1.09** one who leads another away
- 1.010** act of calling (God) in
- 1.011** -spect
- 1.012** -tain
- 1.013** Trans-
- 1.014** a. con-
b. inter-
c. ad-
- 1.015** a. -sti-
b. -voke-
- 1.016** a. corp
b. body
- 1.017** a. fer
b. to bear/carry
- 1.018** a. cide
b. to cut, kill
- 1.019** a. arch
b. head, beginning
- 1.020** a. gam
b. marriage
- 1.021** a. gest
b. to bear
- 1.022** a. mort
b. death
- 1.023** a. nym
b. name
- 1.024** d
- 1.025** f
- 1.026** e
- 1.027** g
- 1.028** b
- 1.029** a

SECTION 2

- 2.1** Topics will vary.
- 2.2** Subtopics will vary.
- 2.3** Paragraphs will vary.
- 2.4** disobedience is punished
- 2.5** faithful father
- 2.6** many reasons besides disobedience
- 2.7** negative to the Word of God
- 2.8** by bread alone
- 2.9** Student check
- 2.10** Student and Friend check
- 2.11** Outlines will vary.
- 2.12** Paragraphs will vary.
- 2.13** Only the first five sentences support the subject.
- 2.14** yes
- 2.15** no
- 2.16** This one was extremely disorganized. Hint: Using an outline should make a difference. The paragraph that follows an outline should be superior to those that are not written with an outline.
- 2.17** D – F
- 2.18** yes
- 2.19** one like the model in this section
- 2.20** yes
- 2.21** Student check
- 2.22** Father Firman invited his friend, Father Nulty, to come over and have dinner with him and Mrs. Stoner. The maid fixed a big dinner for the three of them and when they were ready for dessert, she brought a cake out for Father Nulty because it was his fifty-ninth birthday. The candles were lit and the lights were turned out so that he could blow out the candles in the dark. Mrs. Stoner then began to clear the table of the food and the dishes.
- 2.23** we, we, us, him, we, it, you, their, their, their, they, they, them, they
- 2.24** were taken, was made, was drunk, was eaten, were greeted, was thrown, was caught, were thrown, were whisked, was driven, were shed, were thrown, was had
- 2.25** cli - mat - ic
- 2.26** di - a - bol - i - cal
- 2.27** wor - ri - some
- 2.28** yes - ter - day
- 2.29** ful - fill - ment
- 2.30** ho - mo - ge - ne - ous
- 2.31** mar - riage - a - ble
- 2.32** pre - cip - i - tan - cy
- 2.33** el - i - gi - bil - i - ty

- 2.34** si - mul - ta - ne - ous
2.35 trans - con - ti - nen - tal
2.36 grat - i - fi - ca - tion
2.37 Mr. James Boone has lived at 328 Newton Terrace since April, 1963. He is a devoted outdoorsman even though he weighs only 130 pounds and stands a little over 5 feet. He walks five miles every day and treats his own illness, instead of sending for a doctor. Recently he persuaded Honorable Smith (Hon. James Smith) and Reverend (or Rev. George) Bradley to accompany him to the V.A. Hospital, where the streets are quiet and the buildings are beautiful to the eye. Late in the afternoon he is likely to call his friends Charles Williams, George Glass, Elizabeth Bowen, and others [should omit *and etc.* Could use *etc.* alone, but not preferred and never use *and with etc.*] over for apples and popcorn before they go out for a long hike in the cool of the evening. Three hundred sixty-five days of the year, James is out there walking the highways and byways. He says if he had a dollar for every mile he's walked, he'd be a rich man.
- 2.38** Teacher check
2.39 Hint:
 List any of the preceding errors.
- 2.40** father
2.41 speech
2.42 poet
2.43 Mother
2.44 anniversary
2.45 Creek
2.46 German
2.47 physician
2.48 River
2.49 Rever Electric
2.50 ie
2.51 ei
2.52 ie
2.53 ei
2.54 ie; ei
2.55 ie; ei
2.56 ei
- 2.57** a. hungrier
 b. tragedienne
 c. tyrannical
 d. fantasies
 e. application
 f. complies
 g. funnier
 h. busily
 i. loneliness
 j. likeliest
 k. beautiful
 l. monkeys
 m. burial
 n. enjoying
 o. marriage
 p. studying
 q. luxurious
 r. studious
 s. denying
 t. chimneys
- 2.58** a. propellant
 b. baggage
 c. foggy
 d. conference (exception to the rule)
 e. committee
 f. controlled
 g. reaped
 h. submitting
 i. hopped
 j. transmitting
 k. pocketing
 l. fitted
 m. preference (exception to the rule)
 n. commitment
 o. exceeding
 p. rebellious
 q. goddess
 r. thinner
 s. knitted
 t. dispelling

- 2.59** a. conceivable
 b. accommodation
 c. desirable
 d. advantageous
 e. nervous
 f. imaginary
 g. persuuable
 h. preceding
 i. merely
 j. suing
 k. useful
 l. changeable
 m. ninety
 n. forcibleness
 o. duly
 p. assemblage
 q. livable
 r. coming
 s. practical
 t. writing
- 2.60** a. drop the *e*
 b. consonant suffixes
 c. vowel suffixes
- 2.61** keep
2.62 drop
2.63 baby's; babies; babies'
2.64 fox's; foxes; foxes'
2.65 fireman's; firemen; firemen's
2.66 monkey's; monkeys; monkeys'
2.67 son-in-law's; sons-in-law; sons-in-law's
2.68 mouse's; mice; mice's
2.69 church's; churches; churches'
2.70 princess's; princesses; princesses'
2.71 sheep's; sheep; sheep's
2.72 child's; children; children's
2.73 Mr. Jones'; the Joneses; the Joneses'
2.74 contralto's; contraltos; contraltos'
2.75 general's; generals; generals'

SELF TEST 2

- 2.01** ad-; to, toward
2.02 inter-; between
2.03 in-; not
2.04 dic-; says
2.05 ver-; turns
2.06 -duc-; leads
2.07 mis-; sent
2.08 -spect; looks
2.09 -able; able
2.010 -tion; act
2.011 -tor; one
2.012 -ness; condition or quality
2.013 A topic sentence is a sentence that states the main idea or subject of a paragraph.
2.014 It is a part of the topic sentence indicating what the paragraph will say about the subject.
2.015 Unity, or oneness, means that everything in a paragraph points in one direction—to the controlling idea.
2.016 Coherence, or flow, means one idea is expressed in a logical, well-organized way. Thought flows from one point to another. Transitions are helpful methods of achieving coherence.
2.017 Manuscript form refers to the appearance of the paper itself—materials used, placement on paper, margins, italics, abbreviation, numbers, and spelling.
2.018 c
2.019 e
2.020 a
2.021 e
2.022 a
2.023 a
2.024 b
2.025 c

SECTION 3

3.1 – 3.10 Hint:

Be sure each sentence is complete.

- 3.1 S F
 3.2 S F
 3.3 S S
 3.4 F S
 3.5 S F
 3.6 F S
 3.7 F S
 3.8 S F
 3.9 F S
 3.10 F F
 3.11 We now know how hurricanes originate and how they affect ecology.
 3.12 I am currently taking freshman English, a required course.
 3.13 The ground was slippery, and I fell down.
 3.14 To receive a certificate, six courses must be taken.
 3.15 I shall meet you wherever you want me to.
 3.16 Unless you have proof, don't make accusations.
 3.17 Being a child of an army officer, Mary has lived all over the world.
 3.18 Needing a loan, James applied at the financial aids office.
 3.19 Having leaks in several places, the roof needed patching.
 3.20 He never returned to the little mountain.
 3.21 CS
 3.22 F
 3.23 F
 3.24 S
 3.25 CS
 3.26 CS
 3.27 F
 3.28 S
 3.29 F
 3.30 S
 3.31 – 3.40 Examples:
 3.31 When one is discouraged, the Bible provides a blessed comfort.
 3.32 Since I am naturally shy, dates became a burden to me.
 3.33 Looking north, I can easily see our ranch.
 3.34 While I was climbing up to the roof, the ladder slipped and made me fall.
 3.35 When we ignored him, Johnny stopped having tantrums.

- 3.36 Since the chrysanthemums had been eaten by gophers, Dad set traps.
 3.37 When Don was nine, his father died of a cerebral hemorrhage.
 3.38 To sew properly, one should follow a pattern.
 3.39 To achieve success in any field, one must persevere.
 3.40 If you arrive at the fair early, you can see the winning entries.
 3.41 The gardener is clean, eager, and hardworking.
 3.42 Aunt Matilda loves to sew, cook, and ride horseback.
 3.43 Writing compositions for English, learning a part in the play, and studying for a mathematics exam keeps me busy.
 3.44 The president's goals are to improve education, to stabilize the economy, and to expand social programs.
 3.45 To watch educational television and to read good books are useful pursuits.
 3.46 applicants; their
 3.47 Neither; he prefers
 3.48 dog; it
 3.49 each; his
 3.50 Neither; his
 3.51 anyone; he
 3.52 Anyone; he
 3.53 person; him
 3.54 YMCA; its
 3.55 students; themselves
 3.56 needs
 3.57 is
 3.58 stays
 3.59 wins
 3.60 has
 3.61 after the light at the intersection of Gurley and Marina
 3.62 better than men do *or* better than they do men
 3.63 Johnny never has studied geometry and he never will study it.
 3.64 teachers
 3.65 as law and medicine
 3.66 admiration for and belief in
 3.67 Teacher check

- 3.68** a. Manner of expressing ideas in words.
 b. Worn out by use
 c. Words or phrases usually characterized by a special vividness of coloring and not generally used in formal English.
 d. Used in everyday, informal talk, but not in formal English.
 e. Stiffly dignified or formal.
 f. Not definitely or precisely expressed
- 3.69** a. trite
 b. vague
 c. slang
 d. stilted
 e. vague
 f. vague

SELF TEST 3

- 3.01** suffix
3.02 prefix
3.03 root
3.04 acronym
3.05 topic sentence
3.06 controlling idea
3.07 coherence
3.08 unity
3.09 sentence fragment
3.010 a dangling modifier
3.011 Any order:
 a. person
 b. number
 c. gender
- 3.012** e
3.013 a
3.014 f
3.015 b
3.016 g
3.017 c
3.018 h
3.019 d
3.020 j
3.021 k
3.022 his
3.023 his
3.024 he has
3.025 me
3.026 goes
3.027 Stepping into the mud ruined my shoes.
3.028 While driving, you should pay close attention.
3.029 When I was only eight, my grandfather died.
3.030 Being only three, she was not interested in the play.
3.031 Camping near Lake Clear Water, we caught many fish.
3.032 Examples:
 enjoyable, entertaining
3.033 Example: an adventure story
3.034 Example: went to sleep
3.035 Examples:
 very pale, light complected
3.036 Examples:
 good man, honest person
3.037 It serves as an introductory unit—a unifying element. It states the subject and direction of the paper. It is a generalization.
3.038 To find errors in structure, unity, grammar, mechanics, or form agreement, you should proofread in order to rewrite your paper correctly before giving it to your teacher.

LIFEPAC TEST

1. true
2. false
3. false
4. true
5. true
6. true
7. false
8. false
9. false
10. true
11. true
12. false
13. true
14. true
15. d
16. m
17. h
18. c
19. i
20. e
21. j
22. a
23. g
24. b
25. to look
26. a. bio
b. life
c. graph
d. to write
27. study of
28. the first letters of a group of words
29. 3rd person, singular, present tense, indicative mood
30. viewpoint
31. Any order:
a. states, months
b. countries
c. days of the week
32. spelled out
33. possessive
34. capitalized
35. is
36. was
37. counts
38. is
39. set, lay
40. his
41. rather
42. many
43. restate the topic sentence or thesis

ALTERNATE LIFEPAC TEST

1. d
2. j
3. f
4. g
5. b
6. i
7. c
8. a
9. e
10. h
11. true
12. false
13. false
14. true
15. true
16. false
17. true
18. false
19. true
20. false
21. b
22. c
23. d
24. d
25. a
26. Any order:
a. lingo
b. jargon
acronym
27. acronym
28. parallel constructions
29. colloquial
30. thesaurus

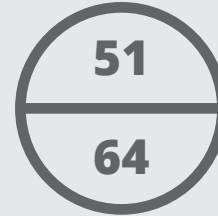
LANGUAGE ARTS 1201

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Match these items (each answer, 2 points).

- | | |
|------------------------|-------------------------|
| 1. _____ <i>trans-</i> | a. doctrine or belief |
| 2. _____ <i>cosmos</i> | b. inflammation |
| 3. _____ <i>-ist</i> | c. against |
| 4. _____ <i>logos</i> | d. across |
| 5. _____ <i>-itis</i> | e. out of, formerly |
| 6. _____ <i>ante-</i> | f. one who believes |
| 7. _____ <i>anti-</i> | g. word, reason, study |
| 8. _____ <i>-ism</i> | h. through, thoroughly |
| 9. _____ <i>ex-</i> | i. before |
| 10. _____ <i>per-</i> | j. world, world system |
| | k. quality or condition |

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

11. _____ Many words can be formed from one root by the addition of common prefixes and suffixes.
12. _____ The prefix *hypo-* means *above* or *very*.
13. _____ Analytical prose is the most common type of everyday communication.
14. _____ Every paragraph should display unity and coherence.
15. _____ A topic sentence states the main idea of a paragraph.
16. _____ Adding interesting comments to your paragraphs, even if they are not directly related to the topic sentence, adds desirable variety and spice to your writing and keeps the reader awake.
17. _____ An outline is an efficient way to improve your writing because it forces you to be logical and analytical.
18. _____ A transition works as a supplementary topic sentence.
19. _____ A pronoun must agree with its antecedent in person, number, and gender.
20. _____ Shifting the tense from past to future and present and back to past ensures that your reader will stay alert and make sense out of your writing.

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

21. A word which means *a society ruled by the father* is _____.
 a. patrician b. patriarchy c. patricide d. patrimony
22. The type of writing most often required of college students is _____.
 a. descriptive b. analytical c. expository d. argumentative
23. Which of the following words is *not* a transition? _____.
 a. furthermore b. another point to consider
 c. finally d. under
24. Correct interior punctuation of the following sentence, "It's not a question of who's going to throw the first stone it's a question of who's going to start building with it," would be _____.
 a. stone; it's b. stone. It's c. stone, but it's d. a, b, and c
25. An introductory paragraph should do all of the following *except* _____.
 a. apologize for the choice of subject b. introduce the subject
 c. gain the reader's attention d. state the thesis in the last sentence of the introduction

Complete these statements (each answer, 3 points).

26. The special vocabulary of a particular field of interest is called
a. _____ or b. _____ .
27. A *height name*, a word made from the initial capital letters of the name of a group or project (for example, OPEC) is called a(n) _____ .
28. Balancing nouns with nouns, infinitives with infinitives, and prepositional phrases with prepositional phrases results in elements called _____ .
29. The level of diction derived from a Latin term meaning *conversation*, a level inappropriate for most themes, is called _____ .
30. A tool that is helpful in finding precise synonyms and antonyms is called a(n)
_____ .



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