



LANGUAGE ARTS

STUDENT BOOK

▶ **10th Grade**

LANGUAGE ARTS 1001

The Development of English

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

Listening and Speaking

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.



PARTICIPLES

Participles are verbal forms used as adjectives. The present participle is formed by adding *-ing* to the verb stem. Frequently the participle, like a common adjective, comes immediately before the modified noun as in the example, *She went through the swinging door*. The participle *swinging* modifies *door*, telling the reader that the door is moving and helping him to visualize the motion.

A participle also may follow a noun, as in the sentence, *The child, crying, ran down the street*. The present participle *crying* follows *child*, the modified noun. The present participle can come first, as in this sentence: *Smiling, the girl greeted her friend*. The participle is set off by a comma from the rest of the sentence.

The past participle is one of the three *principal parts* of a verb. The other two are the first person singular forms of the present **indicative** and the past indicative. The perfect tenses

use *has, have, or had* with the past participle. *Regular verbs* ordinarily have the same form for the past tense and the past participle, usually *-d, -ed, or -t* added to the verb stem. *Use, used, used* is a regular verb. *Go, went, gone* is *irregular*; its second and third principal parts are not the same. Other irregular verbs include *break, fly, and write*.

Compare the formation of tenses of a regular and an irregular verb. The italicized forms are past participles.

Regular	Irregular
He likes	He eats
He liked	He ate
He has <i>liked</i>	He has <i>eaten</i>
He will like	He will eat
He had <i>liked</i>	He had <i>eaten</i>
He will have <i>liked</i>	He will have <i>eaten</i>



Write the principal parts of these verbs.

present tense	past tense	past participle
1.1 I eat	a. I _____	b. I had _____
1.2 I feel	a. I _____	b. I had _____
present tense	past tense	past participle
1.3 I sing	a. I _____	b. I had _____
1.4 I love	a. I _____	b. I had _____
1.5 I know	a. I _____	b. I had _____

1.25 Without hope of succeeding.

a. Missing element(s) _____

b. Completed sentence _____

ELEMENTS OF THE PARAGRAPH

If you learn how to develop a paragraph correctly, you should have little difficulty in writing longer papers.

A paragraph is one or more sentences that develop one main idea. Its length may vary from one to ten or more sentences. No strict rule determines the number of sentences in

a paragraph. A paragraph, however, may deal with only one topic.

Topic sentence. Each paragraph is limited to one topic or main idea. The reader learns what that idea is from the topic sentence, which is usually, but not always, the first sentence of the paragraph.



Read the following paragraph and answer the questions.

Keeping my mind on my writing is not easy when I stay at my grandmother's oceanside cottage. Just about the time that I am going along pretty well, I glance out the window and see two huge bald eagles swooping and tumbling in a spectacular **aerial** display. Naturally, I have to leave my desk and rush to the doorway to watch the performance as long as it lasts.

Then, as if a conspiracy were trying to keep me from working, two otters poke their shiny heads out of the water and hang there motionless. They watch to see what I am doing. As soon as I return to my desk, seagulls wheel into my window view and screech as they search for scraps of food. Within minutes this confusion of sounds stirs my aging St. Bernard out of a deep sleep and he hauls his massive, lumbering body over to be petted. Mickey, my cat, can't stand to see any partiality so he is soon pacing back and forth across my ankles. As I wiggle my bare toes to tease Mickey, I realize that my legs have become stiff. I remember that I have not had my daily ride. So, I slip on my sandals, step out the door, spring onto my bike and pedal off down the beach. Meanwhile the composition on my computer sits and grows colder.

1.26 What is the topic sentence of this paragraph?

1.27 Does the paragraph support the topic sentence? That is, do all of the following sentences help develop the idea of the topic sentence? _____

1.28 Does the last sentence refer to and support the topic sentence? _____

An adverb clause is introduced by a subordinate conjunction. Some commonly used subordinate conjunctions are

after	since	when
although	so that	whenever
as	than	where
because	that	whether
before	unless	while
how	until	why
if		

Since an adverb clause is an “extended” adverb with a subject and verb combination, it tells many of the same things that a one-word adverb does. The variety of subordinate conjunctions that introduce an adverb clause sets up more relationships than are possible between main clauses in a compound sentence. Most of the questions an adverb clause will answer are listed with the matching conjunctions:

When?	while, when, whenever, as, as soon as, before, after, since, until
Where?	where, wherever
How?	as if, as though
Why?	because, since, as, so that, for, in case, inasmuch as
On (Under) What Condition?	if, unless, though, although, even though, provided that, whether
Comparison/ Contrast	than, as

Plot. The *plot* of a story is its plan of action—the series of events that bring the conflict to an end. A short story has one plot; a novel may also have several less important subplots interwoven with the main plot.

The short-story writer must capture the reader’s interest at the very beginning; therefore, he usually starts with an exciting or intriguing **incident**. He follows this incident with other carefully planned incidents that advance the story, add to the excitement, and keep the reader’s interest high. The protagonist may have to overcome several obstacles.

The incident that brings the action to an end and shows how the conflict is to be resolved is

called the *climax*. The climax is the most interesting part of the story, the deciding moment the reader is waiting for.

The final sentences or paragraphs, which explain the outcome, tie up any loose ends, and conclude the story, are called the *denouement* (day no mon).

Plot construction can be illustrated by drawing a line like the one that follows and placing the incidents in the story in it. The illustrated plot line is based on the childhood story of “Jack and the Beanstalk.” You can see that the climax is the point of highest interest. Some authors use this kind of diagram as they plan their stories.

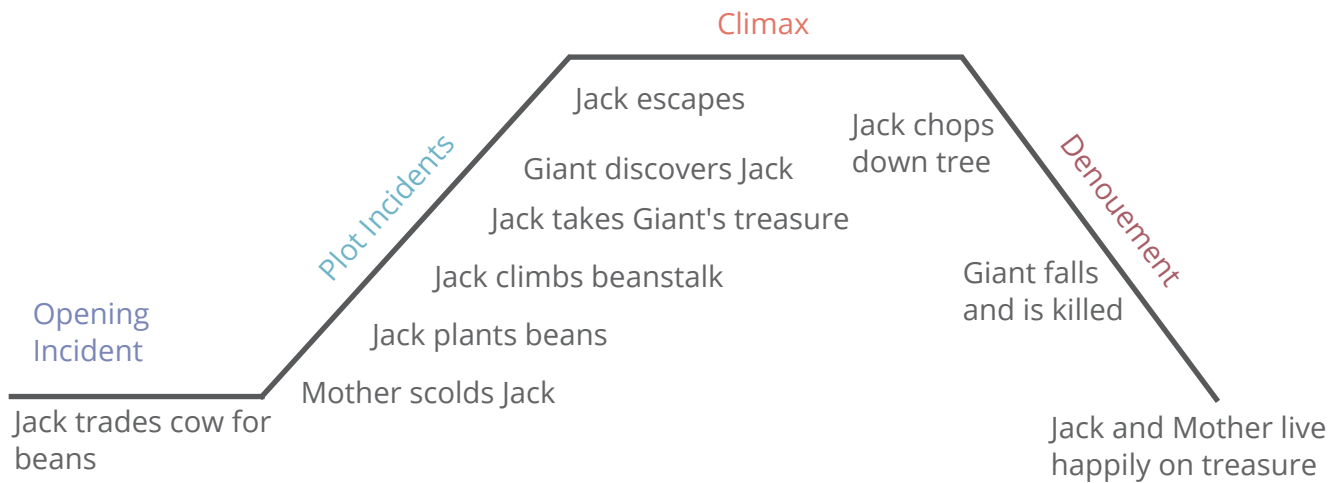


CHART 1: THE HISTORY OF ENGLISH

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.

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



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.

TEACHING NOTES

MATERIALS NEEDED FOR LIFE PAC

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.

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.

- 1.75** 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.

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

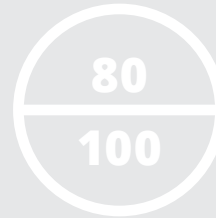
LANGUAGE ARTS 1001

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) | |

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?
