



# LANGUAGE ARTS

STUDENT BOOK

▶ **11th Grade**

---

# LANGUAGE ARTS 1101

## LEARNING AND USING STANDARD ENGLISH

INTRODUCTION |3

### 1. **WHY STANDARD ENGLISH?** 5

---

ACQUIRING A LANGUAGE |6

DIALECTS OF AMERICAN ENGLISH |10

LEARNING A STANDARD |14

LEVELS OF USAGE |17

SELF TEST 1 |21

### 2. **DICTIONARIES: GUARDIANS OF THE STANDARD** 23

---

LANGUAGE PURISTS |24

JOHNSON'S GRAMMARIAN APPROACH |24

WEBSTER'S DEMOCRATIC APPROACH |25

USAGE TODAY |26

ANATOMY OF A DICTIONARY |28

TYPES OF DICTIONARIES |29

SELF TEST 2 |32

### 3. **VARIETIES OF WRITTEN STANDARD ENGLISH** 34

---

TYPES OF LANGUAGES |35

TYPES OF WRITTEN STANDARD ENGLISH |36

TECHNICAL TEXTS |38

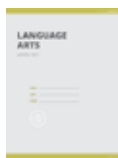
INFORMATIONAL TEXT |39

LITERARY TEXT |45

SELF TEST 3 |53

### **GLOSSARY** 57

---



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

# Writing Effective Sentences

## Introduction

The abilities both to speak and to write effectively are among the most important skills you can learn in school. Your ability to communicate with others contributes largely to your effectiveness in social, economic, and spiritual activities. Your ideas, however good, are of little importance unless you can express them clearly. Understanding the way language works and the ways it can be used is indispensable to developing language skills. Studying the organization and structure of the English language will help you both to speak and to write more effectively.

Proverbs 18:4 says, “The words of a man’s mouth are as deep waters, and the wellspring of wisdom as a flowing brook.” Although this verse refers primarily to the spiritual attitude underlying a person’s speech, it may also apply to the “deep waters” of his knowledge of the nature and effective use of language. In 2 Timothy 2:15, Paul gives Timothy advice which is also applicable to us. “Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.” This LIFEPAC® will help you to learn to use words in such a manner that your speech and writing are commendable and easily understood. You should also be able both to understand and to communicate God’s Word better.

Everyone realizes that athletic skill can bring pleasure both to those who possess and use it and to those who watch it exercised. In a similar way, skill in the use of words can bring pleasure and satisfaction both to those who possess the skill and to those who observe it exercised. Learning how language is structured will help you to develop your own language skills and to appreciate the language skills of others.

In this LIFEPAC you will study main clauses and subordinate clauses. You will learn how clauses are used correctly in writing. You will also study such subordinating devices as relative pronouns and subordinating conjunctions in order to use them correctly and effectively. Another class of words you will study is verbals. You will learn how both to form and to use correctly participles, gerunds, and infinitives. You will also study the use of words and phrases as appositives.

God’s Word says in Proverbs 1:5, “A wise man will hear and will increase learning; and a man of understanding shall attain unto wise counsels.” In Proverbs 4:13 we read, “Take fast hold of instruction; let her not go; keep her; for she is thy life.” While these verses speak primarily of spiritual truths, they may be applied to all learning, for all truth is of God.

## Objectives

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

1. Identify main and subordinate clauses.
2. Determine whether a noun clause is used as the subject of a verb, a subject complement, the direct object of a verb, or the object of a preposition.
3. Identify adjective clauses and tell which noun they modify.
4. Recognize adverb clauses and tell how they are used.
5. Use elliptical clauses correctly.
6. Use subordinating words correctly to introduce subordinate clauses.

# 1. CLAUSES

As we grow older, our skill in the use of words becomes more mature. One characteristic of mature writing is the frequent and correct use of the subordinate clause. Studying the different kinds of clauses will help us to write sentences that are expressive and smooth, and will help to make our writing more varied and precise.

In this section you will be studying about two major groups of clauses: main clauses, which are independent, and subordinate clauses, which are dependent. Three types of subordinate clauses you will be working with include noun clauses, adjective clauses, and adverb clauses.



## Section Objectives

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

1. Identify main and subordinate clauses.
2. Determine whether a noun clause is used as the subject of a verb, a subject complement, the direct object of a verb, or the object of a preposition.
3. Identify adjective clauses and tell which noun they modify.
4. Recognize adverb clauses and tell how they are used.
5. Use elliptical clauses correctly.

## Vocabulary

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

clause  
phrase

subject complement  
subordinate clause

elliptical clause

**Note:** All vocabulary words in this LIFEPAAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

Match the type of noun to its definition and location clues.

- 1.1 \_\_\_\_\_ direct object
- 1.2 \_\_\_\_\_ possessive noun
- 1.3 \_\_\_\_\_ subject
- 1.4 \_\_\_\_\_ indirect object
- 1.5 \_\_\_\_\_ appositive
- 1.6 \_\_\_\_\_ object of the preposition
- 1.7 \_\_\_\_\_ predicate nominative
- 1.8 \_\_\_\_\_ subject of gerund

- a. the main idea or topic of the sentence; found by asking *Who or what is this sentence about?* or *Who or what is doing or being something in the sentence?*
- b. the direct receiver of the verb's action; found by first locating the subject and verb and then asking *who* or *what*
- c. the indirect receiver of the verb's action; found by first locating the subject, verb, and direct object and then asking *To whom?* or *For whom?*
- d. the word or phrase in the predicate that renames the subject; follows intransitive linking verbs; found by first locating the subject and verb and then replacing the verb with an equals (=) sign
- e. the noun or noun phrase following a preposition; found by first locating a preposition and then finding the noun or noun phrase immediately following it
- f. the word or phrase *immediately* following and renaming another word or phrase; often set apart by commas; found by locating two noun phrases, one of which renames the other
- g. a word or phrase that shows ownership of something or someone; marked with apostrophe and s ('s); a possessive word or phrase immediately preceding an *-ing* verb acting as a noun
- h. a possessive word or phrase immediately preceding a gerund subject; gerunds are verbs acting as nouns; gerunds always end in *-ing*

Identify the function of the *italicized* nouns, using the abbreviations in the table below.

- 1.9 \_\_\_\_\_ The ancient *Egyptians* established a civilization along the Nile River.
- 1.10 \_\_\_\_\_ The fertile soil along the river gave the *Egyptians* the \_\_\_\_\_
- 1.11 \_\_\_\_\_ *ability* to establish a thriving culture.
- 1.12 \_\_\_\_\_ The *Egyptians'* religious beliefs played an important part in their culture.
- 1.13 \_\_\_\_\_ The most powerful person among the *Egyptians* was their \_\_\_\_\_
- 1.14 \_\_\_\_\_ *Pharaoh,* \_\_\_\_\_
- 1.15 \_\_\_\_\_ the *king* of Egypt.
- 1.16 \_\_\_\_\_ The *Egyptians'* desiring of immortality made them spend much of their lives preparing for death.

Noun Function	
subject	S
direct object	DO
indirect object	IO
predicate nominative	PN
object of preposition	OP
appositive	AP
subject of gerund	SG
possessive noun	POS



**Complete these activities.**

**1.25** Make flashcards in the same manner as you made them for the Greek prefixes. Drill in the same manner as before.

- a. How many Latin prefixes can you recall? \_\_\_\_\_  
If you missed more than five, drill for another five minutes.
- b. Now how many can you recall? \_\_\_\_\_

**CHECK**

\_\_\_\_\_ Teacher

\_\_\_\_\_ Date

**1.26** List words containing Latin prefixes from your own vocabulary. Use a prefix no more than twice.

- |          |          |           |
|----------|----------|-----------|
| a. _____ | b. _____ | c. _____  |
| d. _____ | e. _____ | f. _____  |
| g. _____ | h. _____ | i. _____  |
| j. _____ | k. _____ | l. _____  |
| m. _____ | n. _____ | o. _____  |
| p. _____ | q. _____ | r. _____  |
| s. _____ | t. _____ | u. _____  |
| v. _____ | w. _____ | x. _____  |
| y. _____ | z. _____ | aa. _____ |

**1.27** Give the English meaning for each of the following Latin prefixes which do not necessarily have opposites.

- |                  |                 |
|------------------|-----------------|
| a. circum- _____ | b. extra- _____ |
| c. in- _____     | d. inter- _____ |
| e. ir- _____     | f. per- _____   |





### “Annabel Lee”

It was many and many a year ago,  
In a kingdom by the sea,  
That a maiden there lived whom you may know  
By the name of Annabel Lee;  
And this maiden she lived with no other thought  
Than to love and be loved by me.

I was a child and she was a child,  
In this kingdom by the sea,  
But we loved with a love that was more than love—  
I and my Annabel Lee;  
With a love that the winged seraphs of heaven  
Coveted her and me.

And this was the reason that, long ago,  
In this kingdom by the sea,  
A wind blew out of a cloud, chilling  
My beautiful Annabel Lee;  
So that her highborn kinsmen came  
And bore her away from me,  
To shut her up in a sepulcher  
In this kingdom by the sea.

The angels, not half so happy in heaven,  
Went envying her and me—  
Yes! that was the reason (as all men know,  
In this kingdom by the sea)  
That the wind came out of the cloud by night,  
Chilling and killing my Annabel Lee.

But our love it was stronger by far than the love  
Of those who were older than we,  
Of many far wiser than we;  
And neither the angels in heaven above,  
Nor the demons down under the sea,  
Can ever dissever my soul from the soul  
Of the beautiful Annabel Lee;

For the moon never beams, without bringing me dreams  
Of the beautiful Annabel Lee;  
And the stars never rise, but I feel the bright eyes  
Of the beautiful Annabel Lee;  
And so, all the night-tide, I lie down by the side  
Of my darling—my darling—my life and my bride,  
In the sepulcher there by the sea,  
In her tomb by the sounding sea.

Write *true* or *false* in the blank.

- 1.7 \_\_\_\_\_ Only men were allowed to act in the Grecian amphitheaters of the fifth century.
- 1.8 \_\_\_\_\_ Many Greek tragedies and comedies have survived to this day.
- 1.9 \_\_\_\_\_ Morality plays were reenactments of Biblical stories.
- 1.10 \_\_\_\_\_ Miracle plays were always based on the lives of saints.
- 1.11 \_\_\_\_\_ Masks had disappeared by Elizabethan times and women were allowed to act.

## DRAMA IN AMERICA

For various reasons American drama was slow in developing. The history of American drama may be divided into five periods: the colonial period, the period after the Revolution, the period between 1865 and 1914, the early twentieth century (1914–1940), and the theater today.

**The colonial period.** The very strong Puritan influence prevailing in America in colonial times definitely did not favor the development of drama in this country. The Puritans, who had once managed to close the theaters in England for eighteen years, still regarded actors and acting as immoral and actually passed laws against public performances in many of the colonies. Also preventing the growth of early American drama were two factors: a lack of funds to finance theaters and the absence of any established audience to support such a theater. Another factor involved was the old, but still influential, prejudice regarding the theater as a part of the immoralities of king and court—a rather natural attitude in a young country with no love for any kind of monarchy.

Nevertheless, printed plays were allowed and did find their way into college libraries, such as those of Harvard and William and Mary. A few theaters arose in the South. Williamsburg, Virginia, supported a theater by 1716 and Charleston, South Carolina, had one by 1735. In the eighteenth century, prior to and during the Revolutionary War, some plays were publicly staged. These productions, however, were based on adaptations of classical or English works: no native drama was written at this time.

**The period after the Revolution.** After 1783 there was a gradual lessening of prejudice against the theater, and a few scattered companies of actors began performing in the larger cities. Neither public support nor international copyright laws favored



| Scene from *Uncle Tom's Cabin*

the development of a national drama. The theater did establish itself at this time, however, and began to build an audience and to develop an increasing number of native American actors, managers, and playwrights.





| Limit the subject.

### Complete these activities.

- 1.1** Read the list of subjects. On the blank indicate the appropriateness of the subject for a research paper by writing *appropriate* or *not appropriate*.
- \_\_\_\_\_ My experiences at deep-sea fishing in San Diego, California.
  - \_\_\_\_\_ Proper equipment for scuba diving.
  - \_\_\_\_\_ The history of my hometown from 1800 to 1900.
  - \_\_\_\_\_ The early life of Eleanor Roosevelt.
  - \_\_\_\_\_ Why driver education should be offered free of charge at my high school.

### Complete this activity.

- 1.2** On the lines write the reason that each of the subjects you marked *not appropriate* in Activity 1.1 is not appropriate. Indicate the letter of each inappropriate subject.
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

## PREFIXES AND ROOTS

In addition to using context clues to determine the meaning of a new word, you may find some knowledge of **morphemes** helpful. In this section you will review Greek and Latin prefixes, or word parts added to the beginning of a word that modify the basic meaning of that word, or root. When you are analyzing a word for its components, morphemes will help you to understand and to remember an unfamiliar word's meaning. Many college placement tests, such as the ACT and SAT, include a section devoted entirely to vocabulary skills as well as other sections where good reading skills are necessary for a high score.

**Greek prefixes.** The following chart contains some commonly encountered Greek prefixes. Recognizing them in your reading will help you decipher many words.

When You See	It Means	The Opposite Prefix is	It Means
ec- ex- exo- epi- hyper-	out of out from outside upon above, over, more than ordinary	en- em- endo- hypo-	into within within under, underneath, less than ordinary
poly- syl-, sym-, syn-  en- macro-	many with, together  good large, long	mono- anti- a-, an- apo- dys- micro-	one against without away from ill small

Not all Greek prefixes have opposite equivalents in English. Notice the following list.

a- amphi- cata- dia- pro-	not both down through before	meta- pan- para- peri-	across all beside around, near, enclosing
---------------------------------------	--	---------------------------------	--



# LANGUAGE ARTS

TEACHER'S GUIDE

▶ **11th Grade**

---

# LANGUAGE ARTS 1100

## Teacher's Guide

### **LIFEPAC® Overview** **5**

---

- LANGUAGE ARTS SCOPE & SEQUENCE |7
- STRUCTURE OF THE LIFEPAC CURRICULUM |12
- TEACHING SUPPLEMENTS |18

### **Unit 1: Standard English** **27**

---

- TEACHER NOTES |28
- ANSWER KEY |32
- ALTERNATE LIFEPAC TEST |39

### **Unit 2: Writing Effective Sentences** **43**

---

- TEACHER NOTES |44
- ANSWER KEY |47
- ALTERNATE LIFEPAC TEST |57

### **Unit 3: Clear Connections: A Writing Workshop** **61**

---

- TEACHER NOTES |62
- ANSWER KEY |64
- ALTERNATE LIFEPAC TEST |73

### **Unit 4: Why Study Reading?** **77**

---

- TEACHER NOTES |78
- ANSWER KEY |80
- ALTERNATE LIFEPAC TEST |91

## 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 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 for each unit: Suggested and Required Materials (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 students' interest in learning and may be used as a reward for good study habits.



# TEACHER NOTES

MATERIALS NEEDED FOR LIFE PAC	
Required	Suggested
(None)	<ul style="list-style-type: none"> <li>• <i>World Book Dictionary</i> or <i>American Heritage Dictionary</i> (or any other upper level dictionary)</li> <li>• King James Version (KJV) of the Bible and/or other versions as permitted</li> </ul> <p><i>*Reference materials can be in printed, online, or digital formats.</i></p>

Language is a tool that needs to be used effectively and responsibly. As Christians, students need to be aware of the impact of their words on others and choose their words accordingly. This LIFE-PAC will help students achieve goals through the effective use of language. The ability to distinguish standard (acceptable) English from nonstandard, and to express their needs and desires clearly will improve the students’ relationships with family and friends and will increase their chances for success. The students will also learn in detail about the purpose and use of a dictionary and the methods of research involved in compiling a standard English dictionary.

The teacher should carefully screen any suggested anthologies for unacceptable selections before making them available to the students. Teachers should also be familiar with any suggested student literature to assure that each selection is suitable.

## EXTENDED WRITING ASSIGNMENT

For Activity 1.31 the students are to use the questions below to write on a separate sheet of paper two or three paragraphs describing the kind of English they grew up speaking.

1. In what ways is your natural language different from Standard English?
2. Did you grow up in the United States? In what region? In a city, a small town, or a rural area?
3. In what ways is your accent different from other regions or from Standard English?
4. What about vocabulary? Think of specific words or phrases that you use that would be considered nonstandard.
5. What aspects of your natural language make it a challenge to learn Standard English? Do you speak Standard English at home? Are you learning English as a second language?

Some general notes about grading papers may be helpful. Read the entire paper before marking errors; this reading will give an overall grasp of the student’s purpose and method. 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. Additionally many teachers prefer using a lead pencil instead of red ink or red pencil. Too many corrections tend to discourage or confuse students. Concentrate on one major area of problems (sentence structure, pronouns, or whatever is

# ANSWER KEY

## SECTION 1

- |             |   |             |  |
|-------------|---|-------------|--|
| <b>1.1</b>  | natural language acquisition  | <b>1.32</b> | b  |
| <b>1.2</b>  | telegraphic stage   | <b>1.33</b> | d  |
| <b>1.3</b>  | holophrastic stage  | <b>1.34</b> | e  |
| <b>1.4</b>  | overgeneralization  | <b>1.35</b> | f  |
| <b>1.5</b>  | second language acquisition   | <b>1.36</b> | c  |
| <b>1.6</b>  | true  | <b>1.37</b> | a  |
| <b>1.7</b>  | true  | <b>1.38</b> | false  |
| <b>1.8</b>  | false   | <b>1.39</b> | false  |
| <b>1.9</b>  | true  | <b>1.40</b> | true   |
| <b>1.10</b> | true  | <b>1.41</b> | true   |
| <b>1.11</b> | c   | <b>1.42</b> | true   |
| <b>1.12</b> | a   | <b>1.43</b> | b  |
| <b>1.13</b> | e   | <b>1.44</b> | c  |
| <b>1.14</b> | b   | <b>1.45</b> | a  |
| <b>1.15</b> | d   | <b>1.46</b> | Answers will vary. Make sure that the student has included at least three differences between <i>acquiring</i> English and <i>learning</i> Standard English. |
| <b>1.16</b> | c   | <b>1.47</b> | informal   |
| <b>1.17</b> | e   | <b>1.48</b> | formal   |
| <b>1.18</b> | b   | <b>1.49</b> | colloquial   |
| <b>1.19</b> | a   | <b>1.50</b> | formal   |
| <b>1.20</b> | d   | <b>1.51</b> | formal   |
| <b>1.21</b> | Any order: New England, Southern American, General American   | <b>1.52</b> | colloquial   |
| <b>1.22</b> | Any order: regional, social, ethnic   | <b>1.53</b> | informal   |
| <b>1.23</b> | General American  | <b>1.54</b> | colloquial   |
| <b>1.24</b> | Any order: pronunciation, vocabulary, idiomatic expression  | <b>1.55</b> | informal   |
| <b>1.25</b> | ethnic  | <b>1.56</b> | formal   |
| <b>1.26</b> | social  | <b>1.57</b> | Answers will vary. Make sure that the student adjusted the kind of Standard English used to audience and situation.  |
| <b>1.27</b> | slang, jargon   |             |  |
| <b>1.28</b> | c   |             |  |
| <b>1.29</b> | a   |             |  |
| <b>1.30</b> | b   |             |  |
| <b>1.31</b> | Answers will vary. Make sure that the student uses terms like <i>natural language acquisition</i> , <i>dialect</i> , and <i>Standard English</i> in the response. |             |  |

## SELF TEST 1

- 1.01 c
- 1.02 b
- 1.03 d
- 1.04 a
- 1.05 b
- 1.06 c
- 1.07 e
- 1.08 a
- 1.09 b
- 1.010 d
- 1.011 false
- 1.012 true
- 1.013 true
- 1.014 true
- 1.015 false
- 1.016 true
- 1.017 false
- 1.018 true
- 1.019 true
- 1.020 false
- 1.021 a
- 1.022 b
- 1.023 a
- 1.024 b
- 1.025 b

## SECTION 2

- 2.1 f
- 2.2 c
- 2.3 h
- 2.4 e
- 2.5 j
- 2.6 k
- 2.7 g
- 2.8 b
- 2.9 d
- 2.10 i
- 2.11 a
- 2.12 Johnson's
- 2.13 Webster's
- 2.14 Johnson's
- 2.15 Johnson's
- 2.16 Webster's
- 2.17 Webster's
- 2.18 Johnson's
- 2.19 Webster's
- 2.20 d
- 2.21 a
- 2.22 c
- 2.23 e
- 2.24 b
- 2.25 g
- 2.26 h
- 2.27 i
- 2.28 f
- 2.29 entry word
- 2.30 respelling
- 2.31 part of speech
- 2.32 alternate form
- 2.33 etymology
- 2.34 definition
- 2.35 synonym
- 2.36 meagre
- 2.37 alternate forms
- 2.38 curricula, curriculums
- 2.39 alternate forms
- 2.40 *Farther* is considered a variant of *further*. *Farther* should be used when referring to literal distance; *further* should be used in all other senses, especially when referring to figurative distance. Examples: He lives *farther* from work now that he moved. Please consider the matter *further* before making a decision.
- 2.41 etymology, usage
- 2.42 to anticipate; to do something before something else happens
- 2.43 etymology, usage

## LIFEPAC TEST

1. h
2. e
3. g
4. k
5. n
6. p
7. c
8. f
9. l
10. m
11. a
12. j
13. d
14. i
15. b
16. o
17. f
18. h
19. e
20. a
21. c
22. i
23. d
24. g
25. b
26. entry word
27. respelling
28. alternate form
29. etymology
30. definition
31. synonym
32. illustrative quote
33. scientific
34. poetic
35. ordinary
36. technical

37. informational
38. literary
39. Sample Essay (100–200+ words):

Human beings are prewired for language. As infants we begin to learn language as the direct result of hearing it, not as a result of formal instruction. The process, called natural language acquisition, moves through a series of distinct developmental stages ending in basically adult-level language use in pronunciation and vocabulary in as soon as five years. The learner's language is profoundly influenced by language environment, including factors such as geographical region, ethnicity, and social grouping, all of whose characteristics shape the speaker's language use in distinct ways.

Mastery of Standard English, on the other hand, requires formal instruction. The focus is on getting everyone to use a single variety of English in public settings for sake of clear communication. Students must learn rules for how to pronounce and spell words and use them in sentences. They must learn how to speak and write English following specific forms and levels of formality, depending on the occasion and audience. They must learn how to read a variety of Standard English texts for a variety of purposes. Mastery of Standard English is an important mark of education and is expected of employees in the workplace and in a variety of other public settings.

## ALTERNATE LIFE PAC TEST

1. false
2. false
3. true
4. true
5. true
6. false
7. true
8. false
9. false
10. true
11. g
12. l
13. f
14. a
15. c
16. j
17. e
18. h
19. b
20. d
21. alternate form
22. respelling
23. etymology
24. usage
25. entry word
26. scientific
27. poetic
28. ordinary
29. technical
30. Answers will vary; examples include law books, academic journals, research reports
31. literary
32. Answers will vary; examples include sermons, essays, speeches, short stories, novels, poetry
33. informational
34. Answers will vary; examples include contracts, warranties, user guides, policies, instructions

35. Sample Essay (100–200+ words)  
 Samuel Johnson's *A Dictionary of the English Language* was the largest, most authoritative dictionary of the English language at the time it was written during the mid-eighteenth century. The dictionary reflected the grammarian tradition of which Johnson was a part. For Johnson, lexicography was an effort to preserve the English language from corruption and change. The "pure" language he documented was that of the educated elite at court and the universities as well as the greatest authors of English literature up to his time. The words, definitions, and examples he included represented a prescriptive approach to language. That is, his dictionary documented the grammarians' perspective concerning how the language should be used.

A generation or two after the publication of Johnson's dictionary, Noah Webster produced *The American Dictionary of the English Language*. Webster made extensive use of Johnson's work in his own but expanded on his methods in some important ways. First, while using Johnson's historical method, Webster also included word etymology as an important part of his definitions. He also consulted a much broader segment of the educated populace and even included colloquial terms rather than restricting his usage models to the few elite. In using these methods, Webster took the first steps toward a more descriptive approach to language in which language is documented according to how it is actually used.



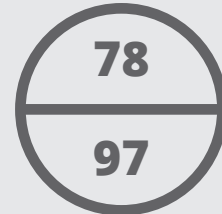
# LANGUAGE ARTS 1101

## ALTERNATE LIFEPAC TEST

**NAME** \_\_\_\_\_

**DATE** \_\_\_\_\_

**SCORE** \_\_\_\_\_



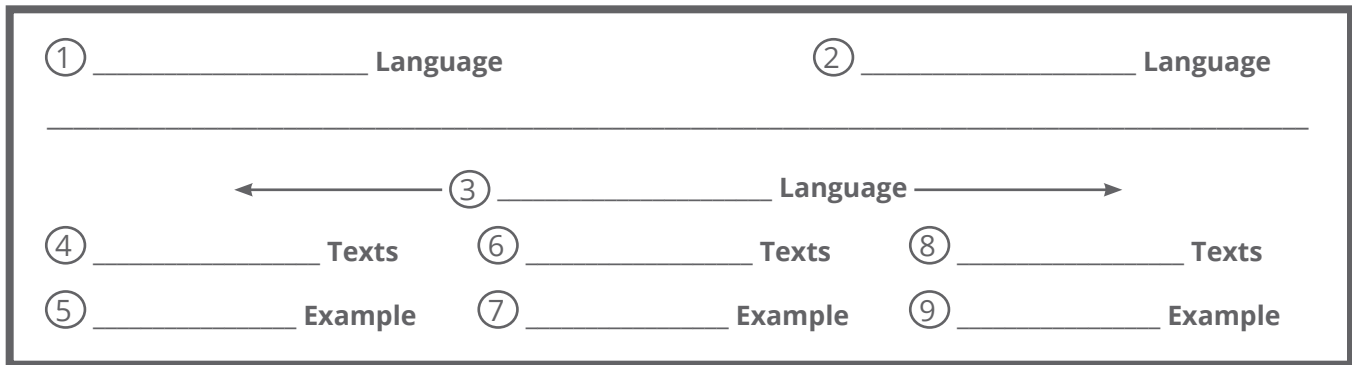
**Answer true or false** (each answer, 2 points).

1. \_\_\_\_\_ Jargon is a kind of dialect.
2. \_\_\_\_\_ Prose never makes use of figurative language.
3. \_\_\_\_\_ A word's history is its etymology.
4. \_\_\_\_\_ Simile is a kind of figurative language.
5. \_\_\_\_\_ Descriptive, Prescriptive, and Historical are three methods used in lexicography.
6. \_\_\_\_\_ Legalese is a type of slang.
7. \_\_\_\_\_ Poetry often uses imagery.
8. \_\_\_\_\_ Formal Standard English and Standard English are the same thing.
9. \_\_\_\_\_ Slang is acceptable in formal Standard English.
10. \_\_\_\_\_ Both first and second language learners over-generalize.

Indicate which part of a dictionary entry you would use to find the item requested (each answer, 4 points).

21. \_\_\_\_\_ the past tense form of "prove" (*proved* or *proven*?)
22. \_\_\_\_\_ the syllable structure of *pusillanimous*
23. \_\_\_\_\_ the source language of *phlebotomy*
24. \_\_\_\_\_ the difference between *affect* and *effect*
25. \_\_\_\_\_ the primary (preferred) spelling of *judgement/judgment*

Label the parts of the diagram below. Each number references the element immediately following it (each answer, 3 points).



- |               |               |
|---------------|---------------|
| 26. _____ (1) | 27. _____ (2) |
| 28. _____ (3) | 29. _____ (4) |
| 30. _____ (5) | 31. _____ (6) |
| 32. _____ (7) | 33. _____ (8) |
| 34. _____ (9) |               |

**Essay** (this answer, 10 points).

35. On a separate sheet of paper, explain the difference between Johnson's and Webster's approach to lexicography and how their methods represent the difference between a prescriptive and descriptive approach to language. Use the following terms in your essay: *historical method, etymology, prescriptive, descriptive*. (100–200 words)