



LANGUAGE ARTS

STUDENT BOOK

▶ **12th Grade**

The Structure of Language

Introduction

Although many grammatical errors traditionally have been treated as unrelated problems, recently we have begun looking at language as a whole. Sentence fragments, fused sentences, dangling modifiers, and other similar errors actually result from one problem—grammatical structure. Total sentence meaning includes both lexical, or definable, meaning and structural meaning. If grammatical structure is clear, then the total meaning of a sentence should also be clear. Most sentence errors result from structural signals that are either ambiguous or inconsistent with lexical meaning.

Using the English language may be compared to driving an automobile: Many Americans know how to use it, but they do not care to understand how it operates. However, if you do understand auto mechanics, you can operate your car more efficiently; and, if you understand language structure, you can communicate more effectively by being able to identify and avoid many grammatical errors.

In this LIFEPAAC® you will review the parts of speech: nouns, pronouns (noun substitutes), verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. You will study the function of each of these language units. You will also review sentence structure by studying the types of sentences through the use of subordination. You will also study verb phrases, dependent clauses, appositives, and nominative absolutes.

Objectives

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

1. Identify the parts of speech.
2. Determine the part of speech of a word by its function in a sentence.
3. Identify and use different kinds of sentences for variety of expression.
4. Identify, form, and use verbals knowledgeably.
5. Identify, form, and use the three types of dependent clauses.
6. Recognize and use the nominative absolute.

LANGUAGE ARTS 1201

THE WORTH OF WORDS

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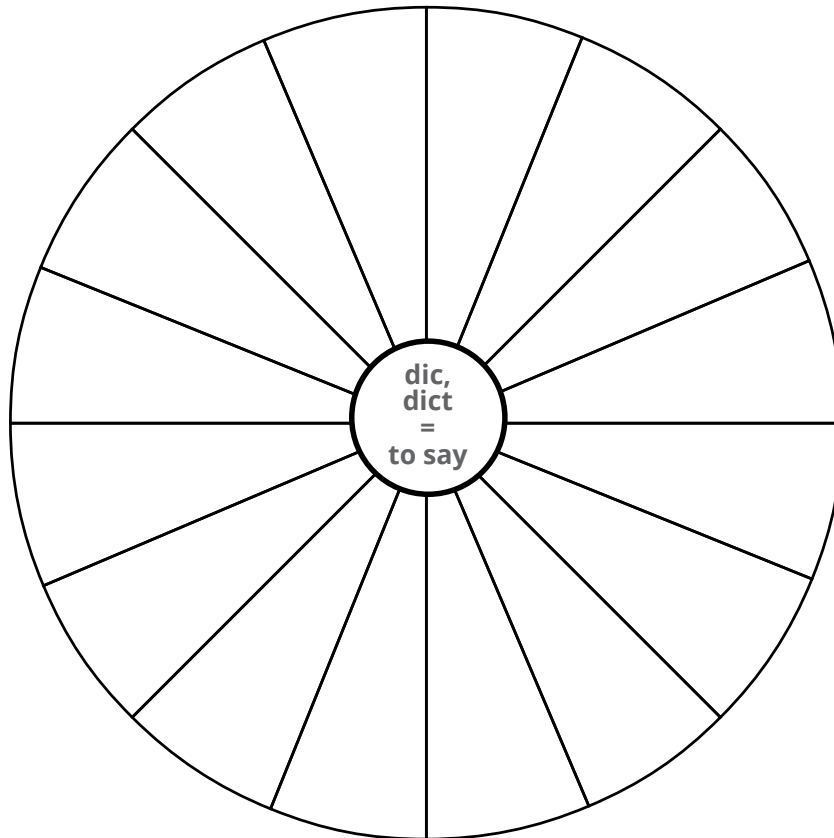


LIFEPAC Test is located in the center of the booklet. Please remove before starting the unit.

The following activity will help you make new words. Use the prefixes and suffixes previously listed to add to the root word in the center of the wheel. As you form words, try to think of the meaning of each.

Complete this activity.

- 1.1** Form new words by adding prefixes and suffixes to the following roots. Write them in the segments of the circle. Think up all of the words you can think of before you turn to the dictionary. It's more fun—and faster. You might even take this activity home and see how many words your family can think of in addition to yours.



Noun substitutes. Any word or group of words that substitutes for a noun is called either a pronoun or a noun substitute. These substituting words function in the same way a noun functions. Notice the noun substitutes in the following sentences.

- Nobody* is responsible.
- The wise* make plans for eternity.
- All* have sinned and come short of the glory of God.
- Listening to the Lord* is important.
- How long he stays* is still in doubt.

Each of the preceding italicized words or groups of words is used as the subject of the sentence. Since a subject has to be a noun or pronoun, these subjects are either nouns or noun substitutes.

Pronouns. Pronouns fall into six categories. Each category has a different function.

Category	Function	Examples			
Relative	Introduces dependent clauses	who, whom, whose, which, that			
Interrogative	Asks questions	who? whom? whose? which? what?			
Demonstrative	Points out	this, that, these, those			
Reflexive	Reflects or intensifies	myself, yourself, himself, itself, ourselves, yourselves, themselves			
Indefinite	Indicates an unknown	Singular			
		one, anyone, someone, no one, none, everyone, anybody, somebody, nobody, everybody, anything, something, nothing, everything, much, either, neither, another			
		Plural			
		many, all, others, few, several, some, most			
Personal	Takes the place of proper nouns	Singular			
			<i>Nominative Case</i>	<i>Objective Case</i>	<i>Possessive Case</i>
		<i>1st person</i>	I	me	my, mine
		<i>2nd person</i>	you	you	your, yours
		<i>3rd person</i>	he she it	him her it	his her its
		Plural			
		<i>1st person</i>	we	us	our, ours
		<i>2nd person</i>	you	you	your, yours
		<i>3rd person</i>	they	them	their, theirs

The nominative case is used for subject and subject complement. The objective case is used for direct object, indirect object, object of the preposition. The possessive case forms—*my, your, his, her, its, our, your, and their*—are used as adjectives. Since they are both pronouns and adjectives, they are called pronominal adjectives. The possessive forms—*mine, your, his, hers, its, ours, yours, and theirs*—are used in place of nouns as subject(ive) complements. Notice that the possessive personal pronouns have *no* apostrophes because a special word has been constructed indicating possession.

Do these drills. Some lines may not include the key word at all. Do not waste time looking back at any line; either mark the key word the first time reading, or skip it; go right on to the next item.

1.2 Begin timing.

a. path	path	bath	bath	path	bath
b. ware	wear	ware	wore	wear	are
c. metal	metal	mettle	mental	metal	mettle
d. effect	affect	affect	effete	effect	affect
e. race	place	face	race	grace	place
f. legend	legion	legend	legible	legion	legend
g. level	lever	level	levee	level	lever
h. madam	madman	madden	madam	madness	madam
i. maid	maid	mail	made	main	maim
j. manner	manor	manna	manner	manor	mama
k. hatch	hatch	latch	match	batch	catch
l. favor	flavor	flavor	favor	favor	flavor
m. class	crass	class	grass	class	crass
n. veil	vein	veil	vain	vale	veil

Time: _____ seconds. Check each line for mistakes.

1.3 Begin timing.

a. grate	grace	great	grab	graft	grace
b. glue	gluey	glued	glue	gluier	glue
c. frontage	front	frontage	frontal	frontier	frontal
d. fussy	fussily	fussy	fussily	fusion	fuzzy
e. lucky	lucky	luckily	luckier	lucky	luckily
f. median	medium	melon	median	medium	medley
g. module	modal	module	mode	model	module
h. moving	moving	movies	mower	moving	movie
i. pizza	piazza	pica	pizza	pizza	piazza
j. pigment	pigpen	pigment	pygmy	pigskin	pigment
k. piston	pistol	pistil	piston	piston	pistol
l. serum	sermon	serious	sermon	serum	serum
m. shirt	shirt	shift	short	shirt	shift
n. tawny	tawdry	tawny	tawdry	tasty	tawny

Time: _____ seconds. Check each line for mistakes.

SONGS

The exuberance of the Elizabethan Age often expressed itself in songs, some spontaneous and others carefully designed. The development of musical instruments, such as the *virginal* and *viola da gamba*, **completed** this impulse to sing. Nearly everyone in Elizabethan times could sing or play a musical instrument. In 1577 Richard Tottel published the first collection of songs and lyrics under the title *Songs and Sonnets*. This book, however, usually is called *Tottel's Miscellany*. Similar song books soon appeared, some with titles such as *The Paradise of Dainty Devices* and *The Gorgeous Gallery of Gallant Inventions*. Like these titles, many of the Elizabethan songs were decorative and elaborate; others, however, were clear and simple.

Elizabethan songs often alluded to Greek mythology. Such references are a natural way for Renaissance songwriters to express their admiration of classical times. In the poem “The Triumph of Charis” the poet used Charis as his subject. In Greek mythology, Charis is the personification of beauty and charm.

“The Triumph of Charis”

See the chariot at hand here of Love,
 Wherein my lady rideth!
 Each that draws is a swan or a dove,
 And well the car Love guideth.
 As she goes, all hearts do duty
 Unto her beauty;
 And enamor'd, do wish, so they might
 But enjoy such a sight,
 That they still were to run by her side,
 Through swords, through seas, whither she would ride.

Do but look on her eyes, they do light
 All that Love's world compriseth!
 Do but look on her hair, it is bright
 As Love's star when it riseth!
 Do but mark, her forehead smoother
 Than words that soothe her;
 And from her arched brows, such a grace
 Sheds itself through the face
 As alone there triumphs to the life
 All the gain, all the good, of the elements' strife.

Have you seen but a bright lily grow,
 Before rude hands have touched it?
 Have you marked but the fall of the snow
 Before the soil hath smutched it?
 Have you felt the wool of the beaver?
 Or swan's down¹ ever?
 Or have smelt o' the bud of the briar²?
 Or the nard³ in the fire?
 Or have tested the bag of the bee⁴?
 O so white! O so soft! O so sweet is she!

— Ben Jonson

1 *down*: soft, fine feathers

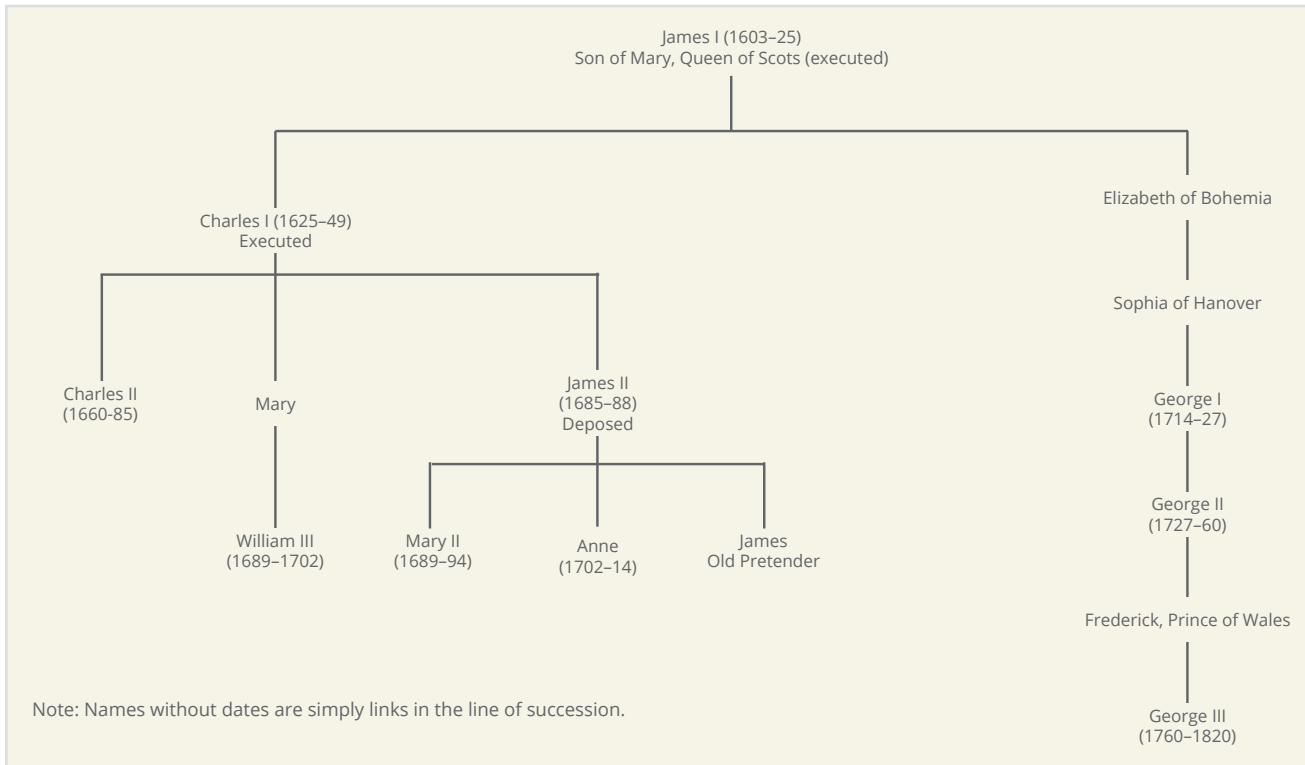
2 *bud of the briar*: the wild rose

3 *nard*: an aromatic substance

4 *bag of the bee*: honey

Kings and Queens of England in the Seventeenth and Eighteenth Centuries

Years of Reigns Follow Names



| Chart 2

THE COMMONWEALTH AND EARLIER

Commonwealth is the term used to describe the Puritans' control of English government from 1649 until 1660. To understand how the Puritans became powerful enough to gain control of England, you must first understand who the Puritans were. The term *Puritan* was probably first applied during Elizabethan times to those men, mostly craftsmen and citizens of the flourishing bourgeois group, who believed that the Church of England should be "purified" of unnecessary ritual that was no longer meaningful and of organization that was no longer able to reach individual members. These **dissenters** resented their government's imposing on them what they considered to be a corrupt faith. **Parish** priests of the Church of England were awarded their positions by the owner of the most land in the area. The clergyman's payment came out of parish tax funds

and, once established, was automatic. Once a vicar was given a parish, he almost always kept that parish. The overseeing bishops were appointed by the monarch. Thus, by the time of Elizabeth's successor, James I (see Chart 2), seemingly no division existed between church and state. Tax money supported the church, and the king governed it.

Anglicans, members of the Church of England, feared these Puritans and other dissenters, or **non-conformists**, because they rebelled not only against the church but also against the state, since church and state were so closely related. Fearful Anglicans made laws to enforce conformity to the Church of England. One such law was responsible for John Bunyan's stay in Bedford jail. These laws forced Puritans further away from the party of the king.

SHORT STORY FUNDAMENTALS

Fiction involves relationships. What happens to the people in a story is less important than their reaction to the events and the effect of this reaction on their relationships with one another. Whether the event is a natural disaster or a move from the farm to a city, its significance is in its effect on the people and their effect on one another.

A story, then, must have characters. Something must happen to the characters—they cannot be exactly the same people at the beginning of the story as at the end of it. A character sketch is not a story. Since events do not occur in a vacuum and since the society in which people live governs their

lives to a remarkable extent, the story must have a background, or *setting*. This setting helps the reader to visualize the characters and their actions.

The most abstract and probably the most misunderstood element of the short story is *theme*. A theme is the concept or idea that underlies a story and gives it universal meaning. Theme is not synonymous with *moral*, however. A story may teach a lesson, as the Biblical account of Abraham and Isaac, but most modern short stories do not. Their themes are comments on life, not advice on how to live it.

Not all short stories are fiction. Read the true story found in Genesis 22:1–9 and try to discover the theme. Then complete the following activities.

- 1.1**
- What is the setting of the story? _____
 - How much do you learn from the story about the physical appearance of the land?

- 1.2**
- Who are the two main characters? _____
 - What do you know about them from the story? (Do not use any other Biblical passages as reference.) _____

- 1.3** Number these incidents 1 through 7 to indicate their chronological order in the story.
- _____ An angel appears to Abraham.
 - _____ Isaac asks where the ram is.
 - _____ God tells Abraham to sacrifice Isaac.
 - _____ Abraham sees a ram in the thicket.
 - _____ Abraham sets out with Isaac for Moriah.
 - _____ Abraham binds Isaac and lays him on the altar.
 - _____ Abraham makes an altar.
- 1.4** Could the events of the plot have occurred in any other order? _____

1.5 What is one way that an individual language became the “language of the land”?

Forms. Words are composed of elements that convey meaning. These elements are the root, the prefix, and the suffix. The root is the main portion of the word and conveys primary meaning. To the root a person may add a prefix at the beginning or a suffix at the end to change or modify the meaning of the root word. This list of prefixes and suffixes and their meanings further explains the concept of prefixes and suffixes.

Prefixes

ab-
ad-
e-
in-
inter-
pre-

Meaning

away, away from
to, toward
out, forth, away
into, within
between
before

Suffixes

-able, -ible
-al, -ial
-ate
-ion
-ive
-or, -er

Meaning

capable of
process, act of doing
to act or possess
act or process
one who performs an action
one who does a specific thing

Note the changes that occur in the meanings of these root words when prefixes and suffixes are added to them.

<u>root word</u>	<u>+ prefix</u>	<u>+ suffix =</u>		<u>meaning</u>
ven (to come)	in- (into)	-tion (process)	<i>invention</i>	something thought up or created
norm (usual)	ab- (away from)	-al (process)	<i>abnormal</i>	not usual
dict (to say)	pre- (before)	-able (capable of)	<i>predictable</i>	able to foretell

By adding prefixes and suffixes to words, the meanings of the word can be altered substantially. Note the prefixes and suffixes of words when you are reading in order to understand the meaning that the author conveys.



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.

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 LIFE PAC is nearly completed.
2. The most efficient way for students to form new words is to go down the list of prefixes in the LIFE PAC 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.)

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

- 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

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
27. acronym
28. parallel constructions
29. colloquial
30. thesaurus

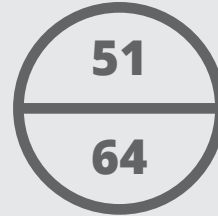
LANGUAGE ARTS 1201

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