



LANGUAGE ARTS

STUDENT BOOK

▶ **7th Grade**

Language Arts 701

Word Usage

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

More Word Usage

Introduction

In this LIFEPAC® you will study about the importance of speaking and listening. You may be surprised to learn that listening can be as active a skill as speaking. You will also learn about using verbs correctly.

You will learn more about speaking. Speech is more easily understood than the written word, because our voices reflect more than just the words we are speaking. Voices are flexible and can be used to express emotions. You will learn the names of some of the various qualities your voice has. You will also learn to develop these voice or speech qualities so that you may become a more effective speaker in your daily activities.

An equally important skill to develop is listening. Through several listening activities you will learn how to listen more effectively and tell or write what you hear in your own words.

In the third section you will be studying the present, past, and perfect tenses of verbs. Verbs are a very important part of language structure, since there could be no sentences without verbs. Learning the proper tenses and when to use each will improve your language skills.

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. Describe the function of stress.
2. Describe the function of pitch.
3. Describe the function of juncture.
4. Use the intonations of stress, pitch, and juncture effectively.
5. Choose and use colorful words.
6. Demonstrate more expressive speech in telling stories or giving oral reports.
7. Listen in order to recall facts.
8. Listen in order to interpret meanings.
9. Listen in order to evaluate and judge information.
10. Listen for appreciation.
11. Recognize and use the principal parts of some regular and irregular verbs.
12. Form and use the six verb tenses correctly.
13. Demonstrate improved spelling skills.

1. BIOGRAPHIES AND SEQUENCE OF EVENTS

As you read the biographies in this section, be especially aware of the contributions made by these people. You will see how important the life of one individual can be in God's total plan. Try to relate these experiences to your own life; think of the place you have in God's plan and what contributions you can make.

The order in which the events occurred in these biographies will be important to your study in this section. See if you recognize a different approach taken to the sequence of events in the second biography.

SECTION OBJECTIVES

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

1. Identify the specific contributions made by William Tyndale and Dolley Madison.
2. Demonstrate an understanding of the philosophies expressed by William Tyndale and Dolley Madison.
3. Identify the sequence of events and actions in biographies and other forms of writing.
4. Recognize the flashback technique in a series of events.
5. Draw a logical conclusion from written material by following a sequence of events.
8. Demonstrate a knowledge of spelling principles by using the spelling and vocabulary words in this LIFEPAAC correctly in written assignments.

VOCABULARY

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

amid (u mid'). Among; in the middle of.

Brussels (brus' ulz). Capital city in Belgium.

chronological (kron' u loj' u kul). Arranged according to sequence or order in time.

Cologne (ku lōn'). City in Germany.

deduce (di dūs'). To infer or draw a conclusion from given information.

Friends (frendz). Another name for Quakers.

frivolous (friv' u lus). Unimportant; not serious.

heretic (her' u tik). A person who does not agree with or obey the beliefs of a church.

hinder (hin' dur). Get in the way of; block.

infer (in fēr'). To draw a conclusion from facts; to guess.

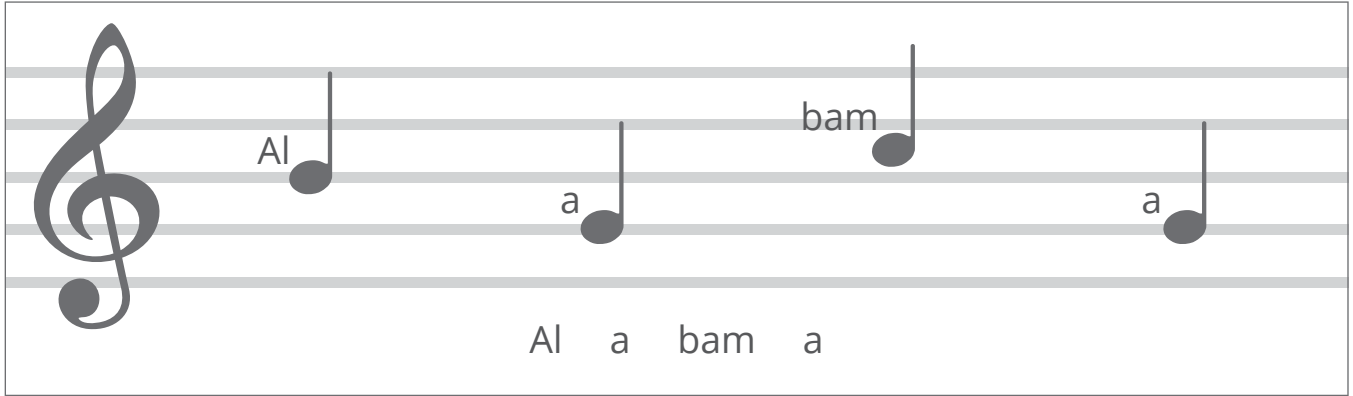
loose-tongued (lūs' tungd'). To tell everything you know.

loot (lüt). Rob, seize, and carry away by force.

martyr (mār' tur). One who dies, suffers, or sacrifices everything for his beliefs.

memoirs (mem' wärs). Personal records of experiences or events the writer witnessed.

persecution (pēr' su kyü' shun). The act of causing people to suffer because of their beliefs.



more verbal force on it. When we put force on a word or syllable, we automatically raise the pitch.

Use your ear as a guide to note the stress in the word Alabama.

Let your voice rise and fall slightly.

- Line 1 is low stress. It is expressed by your low tone.
- Line 2 is your natural tone.
- Line 3 is high stress. Your voice has more force. Your tone is higher.

Pronounce the words below quietly. Let your voice rise and fall slightly with the dots as you pronounce the words.

Intonation gives a voice color and tone. Try to say *characteristics* on one low level:

char ac ter is tics.

How much more interesting and delightful a voice sounds when stress and juncture are used. The slight pauses in the words are called *junctures*. Junctures refers to the spacing of words. The pauses between sounds or words cause words to have different meanings. When you read *ice cream*, you should pause slightly between words. If you do not pause, you are saying *I scream*. Repeat these words until you hear the difference.

Oklahoma	<p>3 — O ————— hom ————— a</p> <p>2 — ● ————— kla ————— ●</p> <p>1 — ————— ● —————</p>
Mississippi	<p>3 — Mis ————— sip ————— pi</p> <p>2 — ● ————— sis ————— ●</p> <p>1 — ————— ● —————</p>
Characteristics	<p>3 — Char — ac ————— is ————— tics</p> <p>2 — ● — ● ————— ter ————— ●</p> <p>1 — ————— ● —————</p>



Verbs that join a subject and a predicate nominative are called **linking verbs**. They are verbs of being, seeming, or condition. The most common linking verbs include these verbs: is, am, are, be, being, been, become, was, were, and seem. The linking verb is also an **intransitive** verb. It does not show action and it is not followed by a direct object.

The predicate nominative may also be compound, as the following example demonstrates.

- My aunt is a teacher and an advisor.

Always look carefully at a sentence after you have identified the subject and the linking verb to be certain that you have found every word that renames the subject.



Write a predicate nominative in each blank (note that each answer will be a naming word).

- 1.35 My favorite flower is the _____ .
- 1.36 Denny's mother is a good _____ .
- 1.37 John Paul Jones was a _____ .
- 1.38 The winner was _____ .
- 1.39 The tree by the lake is an _____ .

- A. God 18 43 20 21 3 16 19
- B. The place where God dwells 4 5 30 31 7 10
- C. Its square root is three or $3 \times 3 = \underline{\quad}$ 11 9 13 23
- D. Four fingers and a thumb 26 35 33 17
- E. Under 6 27 2 32 42 25 28
- F. Not loose 38 12 15 45 22
- G. Short for Edward 41 37
- H. What you do with a shovel 24 1 14
- I. Receive 8 29 44
- J. Female chickens that lay eggs 39 40 36 34

***Devised by Geraldine Jaffe**

BIBLE CROSTIC PUZZLE

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
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35	36	37	38	39	40	41	42	43	44	45						
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SPELLING

The spelling words in Spelling Words-1 are either adjectives or adverbs. Adjectives and adverbs are called modifiers. You will study modifiers later in this LIFE PAC. Some adverbs have endings that change the word from an adjective to an adverb.

Spelling Words-1		
quick*	finally**	quietly**
quickly**	slow*	backward***
careful*	slowly**	friendly***
carefully**	happy*	early***
extreme*	happier***	daily***
extremely**	happily**	somewhat**
angry*	quiet*	already**
final*	quieter***	fast***

The adjectives in Spelling Words-1 are followed by one asterisk, the adverbs by two. Those words with three asterisks can be used as either an adjective or an adverb.

Remember that in sentences, adjectives usually **modify** nouns (things), and adverbs modify verbs (actions).



Write each spelling word in its appropriate column.

1.39

Adjectives

Adverbs

Adjective or Adverb

Answer this question.

1.40 What endings are on the adverbs in Spelling Words-1?

a. _____ and b. _____



Review the material in this section in preparation for the Self Test. The Self Test will check your mastery of this particular section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

SELF TEST 1

Match the term with the definition (each answer, 2 points).

- | | | | |
|-------------|------------------------------|----|---|
| 1.01 | _____ fiction | a. | site of the Naval Observatory |
| 1.02 | _____ nonfiction | b. | technique used by an author to explain something that happened before the time of the story |
| 1.03 | _____ characters | c. | persons in a play or a story |
| 1.04 | _____ setting | d. | imaginative prose, something made-up |
| 1.05 | _____ Amsterdam | e. | a work that is factual in content |
| 1.06 | _____ foreshadowing | f. | home of the ten Booms |
| 1.07 | _____ flashback | g. | events arranged in order of time, as they have occurred |
| 1.08 | _____ chronological sequence | h. | unbelievable |
| 1.09 | _____ Beje | i. | surroundings, place where a story takes place |
| | | j. | a hint or clue used by an author to suggest some future happening |

Complete these sentences (each answer, 3 points).

- 1.010** Corrie has a brother, a. _____, and two sisters, b. _____ and c. _____.
- 1.011** The story opens on the _____.
- 1.012** The house in which Corrie lived was called _____.
- 1.013** The people of Haarlem depended upon their _____ for news.

Place the proper end punctuation on the line following each sentence and write the sentence type according to function in the parentheses (each answer, 2 points).

1.016 How many seashells did you find a. _____ b. (_____)

1.017 Look out for that car a. _____ b. (_____)

1.018 What a close call we had a. _____ b. (_____)

1.019 The ink stain will not come out a. _____ b. (_____)

1.020 Please help arrange the chairs a. _____ b. (_____)

1.021 If I do not hurry, I will miss my bus a. _____ b. (_____)

1.022 Would you close the window, please a. _____ b. (_____)

1.023 Have you had your lunch a. _____ b. (_____)

1.024 Fruit trees bordered the pasture a. _____ b. (_____)

1.025 Do not stand up in the boat a. _____ b. (_____)

Identify the correct sentences and the sentence errors. In the parentheses write *complete, run-on, fragment, or comma-splice* (each answer, 3 points).

1.026 Finally we were all ready to board the plane. (_____)

1.027 After we took down the tent. (_____)

1.028 Does snow often fall where you live? (_____)

1.029 Even though the paint does not look wet. (_____)

1.030 A strong wind came up and the boats broke loose from the dock and they drifted away.
(_____)

1.031 If you can hit a line drive. (_____)

1.032 Did you leave the porch light on, we will not be home until late tonight.
(_____)

1.033 What Bible verse did you memorize? (_____)

1.034 I cannot see to study and it is too dark in here. (_____)

1.035 Because the runner was out of bounds. (_____)



LANGUAGE ARTS

TEACHER'S GUIDE

▶ **7th Grade**

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LANGUAGE ARTS 700

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: Index of Concepts, *Book Report Form*, *Books Read Chart*, Suggested and Required Material (supplies), Additional Learning Activities, and LIFEPAC Spelling Tests.

The *Book Report Form* and the *Books Read Chart* may be duplicated for individual student use.

The Index of Concepts is a quick reference guide for the teacher who may be looking for a rule or explanation that applies to a particular concept. It does not identify each use of the concept in the various LIFEPACs. The concepts change by grade level with the emphasis on phonics and reading skills changing to spelling and grammar for the older students.

Spelling tests contained in the handbook are final spelling tests and should be administered with each Language Arts LIFEPAC test. Many words such as 'piece' and 'peace' are dependent on meaning for correct spelling. By placing the spelling words in sentences, the spelling tests simplify the teacher's work of properly presenting the correct words from the LIFEPAC spelling lists.

The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional learning activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning, and may be used as a reward for good study habits.

Language Arts 700 Teacher Notes

Concept	LIFEPAC	Section	Concept	LIFEPAC	Section
Antonyms	704	2	compound	706	4
Capitalization	706	1	direct address	706	2
Communication			possessive	706	2
listening	702	2	prepositions	706	3
taking notes	708	2	pronouns	701	2
nonverbal	708	3	(antecedent, case,		
speaking skills	704	3	demonstrative, personal,		
	707	2	possessive, reflexive)		
pronunciation	709	3	verbs		
Composition			auxiliary (helping)	702	3
autobiography	710	3	contractions	706	2
character sketch	707	3	definition	702	3
creative writing	704	2	inflections	702	3
paragraph writing	709	2	irregular	702	3
proofreading	704	2	linking	704	1
redundant phrases	705	2	principal parts	702	3
report	704	2	tense	702	3
summarizing	708	2	transitive/intransitive	704	1
English Usage			Prefixes	701	3
dialects	701	1		703	2
formal/informal/ nonstandard	705	2	Punctuation	706	2
word meaning	704	2	Reading Skills		
Homonyms	701	3	author's purpose	707	3
Literary Forms			character analysis	707	1,2
nonfiction	708	1	deductive reasoning	703	1
autobiography	707	3	details	707	2
biography	703	1	foreshadowing	707	1
nonsense verse	709	3	flashback technique	703	1
Parts of Speech			key events	708	1
adjectives	706	3	main idea	707	2
descriptive	704	2	rate/speed	707	2
adverbs	706	3	sequence of events	703	1
conjunctions	706	2,4	Root Words	701	3
nouns			Greek and Latin roots	703	2
common/proper	701	1	Sentence Structure		
		LIFEPAC	appositives	706	2
			clauses	706	2,4
			complements	704	1

Materials Needed for LIFE PAC

Required:
None

Suggested:
King James Version of the Bible
Roget's *Thesaurus of Synonyms and
Antonyms*
dictionary

Additional Learning Activities

Section I Labeling with Nouns

1. Discussion Questions

- a. What do all the languages in the world have in common?
- b. Why do we need labels for food?
- c. How did God stop work on the Tower of Babel?
- d. Why couldn't they continue to work?
- e. What are synonyms?
- f. What are dialects?
- g. Where can you find many synonyms and antonyms?
- h. What is a category?
- i. What do we mean by a common noun?
- j. What do we mean by a proper noun?
- k. Where can we find the origin of names?
- l. What is a digraph?

2. To make this game, get a large piece of cardboard or poster-board, and cut a circle about two or three feet in diameter (You can also use backing cardboard from many kinds of pizzas.) Write a number of prefixes or suffixes around the edge of a circle. You can change the face of the circle by using extra overlap of paper if you want to do so. Then make a spinner. Put the spinner in the center of the circle with some kind of fastener. Make word cards for base or root words. Give an equal number of word cards to each student. Several can play the game. Each student spins the pointer. The group leader calls on each student and has him try to attach the prefix or suffix to the top card on his pile. The student should also pronounce the word he has formed by adding the prefix or suffix. The first student to get all his cards in the box wins.

3. Have a student look up information on the Morse code and make an oral or written report.

Section II Using Pronouns

1. Discussion Questions

- a. What are personal pronouns?
- b. What do first person pronouns do?
- c. When do you use a second person pronoun?
- d. When should you use a third person pronoun?
- e. What would happen if we didn't have personal pronouns?
- f. What are nominative pronouns?
- g. What does a pronoun follow when used as a predicative nominative?
- h. What are objective pronouns?

LIFEPAC TEST

1.	<u>originate</u>	Did that idea <u>originate</u> with you?	<u>originate</u>
2.	<u>antonym</u>	The <u>antonym</u> of large is small.	<u>antonym</u>
3.	<u>believe</u>	I <u>believe</u> you are telling the truth.	<u>believe</u>
4.	<u>encyclopedia</u>	Use the <u>encyclopedia</u> for your report.	<u>encyclopedia</u>
5.	<u>audience</u>	The <u>audience</u> became quiet.	<u>audience</u>
6.	<u>individual</u>	Try to resolve your <u>individual</u> differences.	<u>individual</u>
7.	<u>neighbor</u>	Mrs. Smith is our closest <u>neighbor</u> .	<u>neighbor</u>
8.	<u>duplicate</u>	It is a waste of time to <u>duplicate</u> efforts.	<u>duplicate</u>
9.	<u>language</u>	What <u>language</u> do you speak?	<u>language</u>
10.	<u>ceiling</u>	The <u>ceiling</u> needs painting.	<u>ceiling</u>
11.	<u>harmony</u>	They sang in perfect <u>harmony</u> .	<u>harmony</u>
12.	<u>orchestra</u>	The <u>orchestra</u> played selections by Bach.	<u>orchestra</u>
13.	<u>relief</u>	His <u>relief</u> was apparent by his smile.	<u>relief</u>
14.	<u>receive</u>	You should <u>receive</u> my letter soon.	<u>receive</u>
15.	<u>leisure</u>	I read in my <u>leisure</u> time.	<u>leisure</u>
16.	<u>category</u>	In which <u>category</u> does that tree belong?	<u>category</u>
17.	<u>communication</u>	Language is a form of <u>communication</u> .	<u>communication</u>
18.	<u>antecedent</u>	The pronoun must have an <u>antecedent</u> .	<u>antecedent</u>
19.	<u>bin</u>	She poured the flour into the <u>bin</u> .	<u>bin</u>
20.	<u>prefix</u>	Add a <u>prefix</u> to that word.	<u>prefix</u>
21.	<u>nominative</u>	This noun is a predicate <u>nominative</u> .	<u>nominative</u>
22.	<u>possessive</u>	His is the <u>possessive</u> form of he.	<u>possessive</u>
23.	<u>apostrophe</u>	Use an <u>apostrophe</u> "s" to show possession.	<u>apostrophe</u>
24.	<u>coarse</u>	The cloth is very thick and <u>coarse</u> .	<u>coarse</u>
25.	<u>here</u>	"I am right <u>here</u> ," his father said.	<u>here</u>
26.	<u>uninterrupted</u>	I want <u>uninterrupted</u> silence.	<u>uninterrupted</u>
27.	<u>course</u>	The <u>course</u> of the river has changed	<u>course</u>
28.	<u>comprehension</u>	Read for <u>comprehension</u> and enjoyment.	<u>comprehension</u>
29.	<u>antidote</u>	The doctor gave the <u>antidote</u> for the poison.	<u>antidote</u>
30.	<u>increase</u>	As you grow older you will <u>increase</u> in size.	<u>increase</u>
31.	<u>disrespectful</u>	Do not speak in a <u>disrespectful</u> way.	<u>disrespectful</u>
32.	<u>anecdote</u>	Uncle Andy told a funny <u>anecdote</u> .	<u>anecdote</u>
33.	<u>suffix</u>	Add a <u>suffix</u> at the end of the word.	<u>suffix</u>
34.	<u>there</u>	Your book is over <u>there</u> .	<u>there</u>
35.	<u>peace</u>	We hope for <u>peace</u> on Earth.	<u>peace</u>
36.	<u>stationery</u>	Tammy used her <u>stationery</u> to write a letter.	<u>stationery</u>
37.	<u>desert</u>	It is hot and dry in the <u>desert</u> .	<u>desert</u>
38.	<u>past</u>	It was <u>past</u> noon when it happened	<u>past</u>
39.	<u>alter</u>	We must <u>alter</u> our plans.	<u>alter</u>
40.	<u>principal</u>	Our <u>principal</u> is a good administrator.	<u>principal</u>
41.	<u>they're</u>	Do not call the youngest children; <u>they're</u> asleep already.	<u>they're</u>

Complete these statements (each answer, 2 points).

1. Two words having the same meaning are called _____.
2. *Arizona* and *Indiana* are classified as _____.
3. *Girl* and *boy* are classified as _____.
4. *You* and *me* are classified as _____.
5. *Myself* and *yourselves* are called _____.
6. *These* and *those* are considered _____.
7. *Un -* and *anti -* are called _____.
8. A term for *-ly* and *-ness* is _____.
9. The noun to which a pronoun refers is called a/an _____.
10. A group of related objects belong to the same _____.

Match these synonyms (each answer, 2 points).

- | | | | |
|-----------|-------|----|--------|
| 11. _____ | baby | a. | joyful |
| 12. _____ | glad | b. | home |
| 13. _____ | fast | c. | say |
| 14. _____ | tell | d. | go |
| 15. _____ | house | e. | swift |
| | | f. | infant |

Sort the following list of words into three categories. Write the name of the category in the first blank provided. Write three members of this category on the other lines (each item, 1 point; each category name, 2 points).

pear	rose	apple
Jones	lemon	Matthew
John	daisy	petunia

16. Category: _____
17. _____
18. _____
19. _____
20. Category: _____
21. _____
22. _____
23. _____
24. Category: _____
25. _____
26. _____
27. _____

SECTION ONE

- | | |
|--|---|
| <p>1.1 Hint:
Include books, notebooks, folders,
pens, pencils, paper, rulers.</p> <p>1.2 Pictures will vary</p> <p>1.3 Examples:
a. lad
b. lass
c. couch, davenport
d. automobile
e. earth, soil
f. buddy
g. glance, see
h. infant
i. board
j. stream, rivulet</p> <p>1.4 Pictures will vary.</p> <p>1.5 Teacher check</p> <p>1.6 Teacher check</p> <p>1.7 Example:
books
language arts
dictionary
mathematics</p> <p>1.8 Example:
organizers
paper clips
notebook
folder</p> <p>1.9 Example:
paper
construction
notebook
graph</p> <p>1.10 Example:
art supplies
crayons
pencils
paints</p> <p>1.11 Xerox; makes of cars</p> <p>1.12 clouds; growing plants</p> <p>1.13 lions; domestic (tame) animals</p> <p>1.14 bacon; things with shells</p> <p>1.15 Moses; some of the disciples</p> | <p>1.16 Any order:
a. Richard
b. Chicago
c. Arizona
d. Bible
e. Harvard
f. Mary
g. France
h. Mississippi River
i. David
j. Atlantic Ocean</p> <p>1.17 Hint:
Be sure to capitalize the proper
nouns.</p> <p>1.18 a. cities
b. oceans
c. continents
d. Presidents of the United States</p> <p>1.19-1.22 Hint:
Your librarian, Sunday school
teacher, parents, or other
adults in your town should be
able to help you find this
information. There are
special books about the
meanings of names.</p> <p>1.23 Teacher check</p> <p>1.24 a. ie
b. ei
c. ie
d. ie
e. ei
f. ei
g. ei
h. ei</p> <p>1.25 a. audience
b. achieve
c. relief
d. siege
e. relieve
f. believe</p> <p>1.26 a. leisure
b. receive
c. conceive
d. ceiling
e. neighbor
f. weigh</p> |
|--|---|

1.27 Examples:
To achieve means to accomplish something. An antonym is a word that means the opposite of another word. An audience is a group of people gathered in a place to see or hear. To believe is to accept something as real or true. A category is a group or division in a general system of classification. The ceiling is the inside, top covering of a room. Communication is the giving or exchanging of information or news. To conceive is to form an idea in the mind. Dialect is a variation of language spoken by a specific group of people. A duplicate is something exactly like something else. An encyclopedia is a book or set of books giving information on all branches of knowledge. Harmony is agreement of feelings, ideas, or actions. A homonym is a word having the same pronunciation, spelling, or both

as another word. An individual is one person, animal, or thing. Language is human speech. Leisure is time free from required work in which a person may amuse himself. Melody is made up of musical sounds in agreeable succession or arrangement. Neighbors are people who live near other people. An orchestra is a group of musicians playing together on various instruments. To originate is to invent or cause to be. Performance is carrying out, or doing, a deed. To receive is to take into one's own hands or possession. Relief is the removal or lessening of some cause of pain or distress. To relieve means to set free from an obligation. A siege is the surrounding of a fortified place by enemy forces. A synonym is a word having the same or nearly the same meaning as another word. To weigh is to find the weight of something.

SECTION TWO

2.1 Example:
On (my) tenth birthday (my) family gave (me) a puppy. Because (she) was red (we) called (her) Ginger. Ginger is just like one of the family. (She) has (her) own bed in (my) room and (her) own dish in the kitchen. (I) even gave (her) a blanket and some toys. (She) can sit and beg. (She) loves to be tickled and brushed. (I) take (her) for a walk every day.

2.2 Example:
On Billy James' tenth birthday Billy James' family gave Billy James a puppy. Because the puppy was red Billy James' family called the puppy Ginger. Ginger is just like one of the family. Ginger has Ginger's own bed in Billy James' room and Ginger's own dish in the kitchen. Billy James even gave

Ginger a blanket and some toys. Ginger can sit and beg. Ginger likes to be tickled and brushed. Billy James takes Ginger for a walk every day.

2.3 Teacher check

- 2.4
- a. her
 - b. her
 - c. They
 - d. her
 - e. she
 - f. them
 - g. you
 - h. I
 - i. Your
 - j. my
 - k. Your
 - l. my

2.5 turned back on itself

2.6 The action in the sentence is turned back on the actor (subject) when one is used.

SELF TEST 1

- | | | | |
|---|--|-------|--|
| 1.01 | synonyms | 1.024 | planets |
| 1.02 | dialects | 1.025 | Mars |
| 1.03 | noun | 1.026 | Earth |
| 1.04 | category | 1.027 | Neptune |
| 1.05 | proper noun | 1.028 | Jupiter |
| 1.06 | making the workmen speak
different languages | 1.029 | Presidents |
| 1.07 | use the same labels for
the same objects | 1.030 | Kennedy |
| 1.08 | Words represent objects and
convey the idea of the
object to the hearer. | 1.031 | Jefferson |
| 1.09 | cow | 1.032 | Lincoln |
| 1.010 | pets (household) | 1.033 | Ford |
| 1.011 | Genesis | 1.034 | specific |
| 1.012 | books of the New Testament | 1.035 | capitalize |
| 1.013 | sled | 1.036 | Any order:
a. descriptions
b. famous events
c. original settlers
d. heroes |
| 1.014 | vehicles with wheels | 1.037 | family occupations or locations
Any order: |
| 1.015 | ball | 1.038 | Elizabeth |
| 1.016 | birds | 1.039 | Egypt |
| 1.017 | pillow | 1.040 | Moses |
| 1.018 | musical instruments | 1.041 | America |
| Categories any order; members any
order under specific category: | | 1.042 | Bible |
| 1.019 | states | 1.043 | Lake Erie |
| 1.020 | Virginia | 1.044 | Kansas |
| 1.021 | California | 1.045 | Jonathan |
| 1.022 | Wisconsin | 1.046 | New York |
| 1.023 | Florida | 1.047 | Europe |