



# LANGUAGE ARTS

STUDENT BOOK

▶ **8th Grade**

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# Language Arts 801

## Improving Communication

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

# All About English

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## Introduction

In this LIFE PAC® you will be introduced to the origins of the English language. You will see that English is related to many of the other languages in the world, and you will do research of your own to discover the origins of words.

You will learn how to classify English words. You will be able to recognize and use nouns, verbs, pronouns, adjectives, and adverbs in original sentences.

In studying adjectives and adverbs more intensely, you will practice writing and will develop skill in describing through the proper use of modifiers.

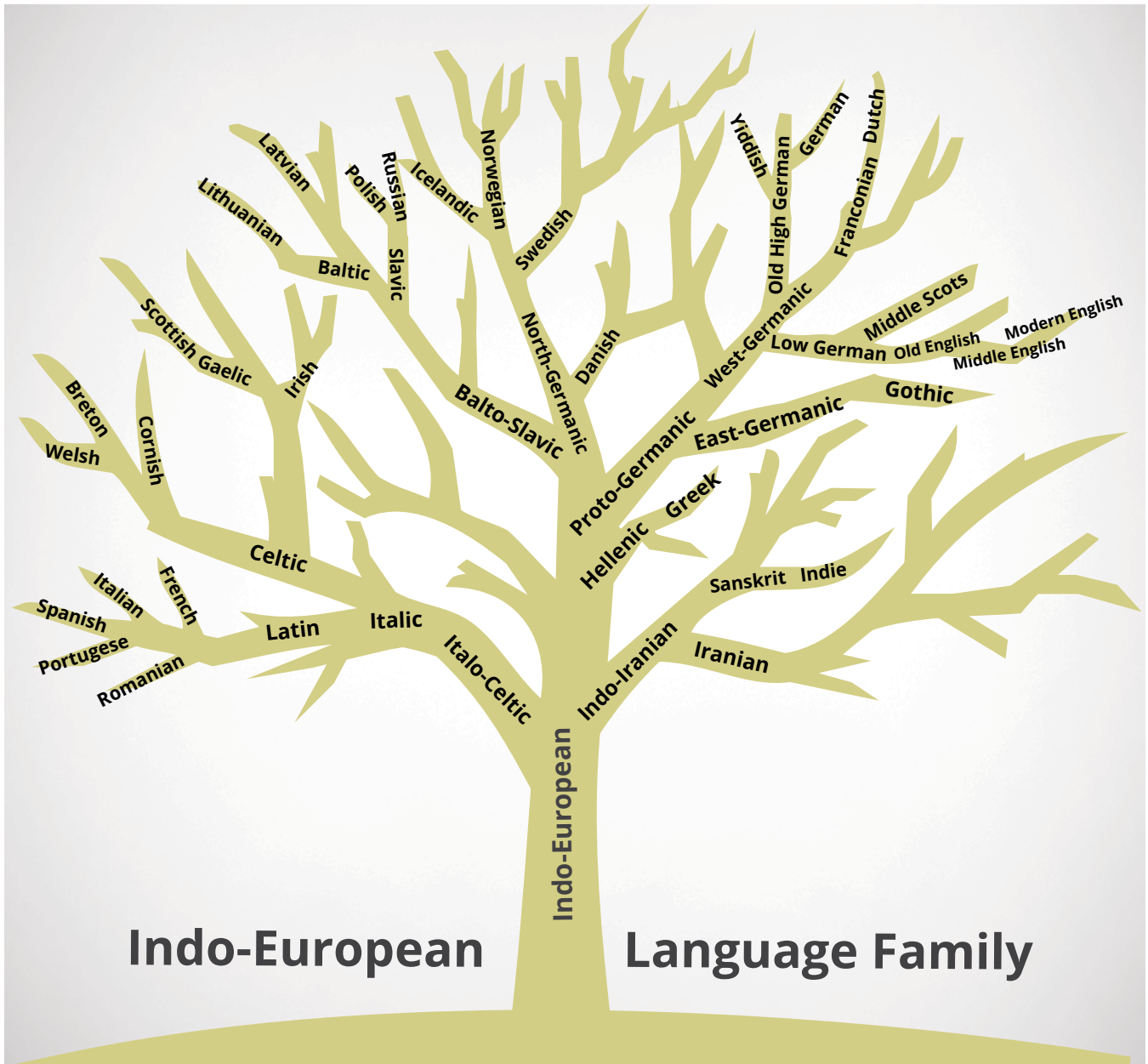
Through practicing vocabulary words and studying their definitions, you will increase your written and spoken vocabulary.

## Objectives

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

1. Give examples of words that correlate in several languages.
2. Name the steps through which the English language has developed.
3. Name the original language from which English and its related languages come.
4. Demonstrate that a word may be traced to its original language.
5. Identify nouns, pronouns, verbs, adjectives, and adverbs.
6. Explain what a noun, pronoun, verb, adjective, or adverb does.
7. Use a noun, pronoun, verb, adjective, or adverb correctly in a sentence.
8. Select vivid adjectives and adverbs to make your writing more effective.
9. Demonstrate in an original composition your ability to express yourself clearly.
10. Spell new words.

<b>ROOTS</b>		
<b>Morpheme</b>	<b>Meaning</b>	<b>Example</b>
<b>ambi, amphi</b>	both	ambidextrous
<b>anima</b>	spirit; animal	inanimate
<b>bene</b>	good	benediction
<b>chlor</b>	green	chlorine
<b>corn</b>	horn	unicorn
<b>crat</b>	to rule	aristocrat
<b>deuter</b>	second	Deuteronomy
<b>felic</b>	happy	felicity
<b>frag, fract</b>	to break	fragment; fracture
<b>frater</b>	brother	fraternity
<b>hypn</b>	sleep	hypnotize
<b>ign</b>	fire	ignition
<b>noc, nox</b>	night	nocturnal
<b>onym, onoma</b>	name	synonym
<b>ped</b>	child; foot	pediatrician; pedal
<b>scend</b>	to climb	ascension
<b>vest</b>	to dress	vestment
<b>PREFIXES</b>		
<b>a-</b>	without	atheist
<b>ad-</b>	to; toward; against	adversary
<b>ante-</b>	before	antecedent
<b>anti-</b>	against	antisocial
<b>co-, com-</b>	with	contemporary
<b>contra-, counter-</b>	against; opposite	contradict
<b>eu-</b>	good	Eucharist
<b>fore-</b>	before	forecast
<b>mega-</b>	great; large	megaphone
<b>mis-</b>	bad; wrong	miscalculate
<b>trans-</b>	across	translate



Answer this question.

- 1.5 How do language scientists know that an Indo-European parent language existed? (Example:)

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### Complete these statements.

- 1.2 The period is used to mark the end of a \_\_\_\_\_ and  
b. \_\_\_\_\_ sentences.
- 1.3 The question mark is used to mark the end of the \_\_\_\_\_ sentence.
- 1.4 The exclamation point is used to end a sentence showing  
\_\_\_\_\_.

### Punctuate the paragraph.

- 1.5 For the following paragraph provide end marks and capitalization where necessary.

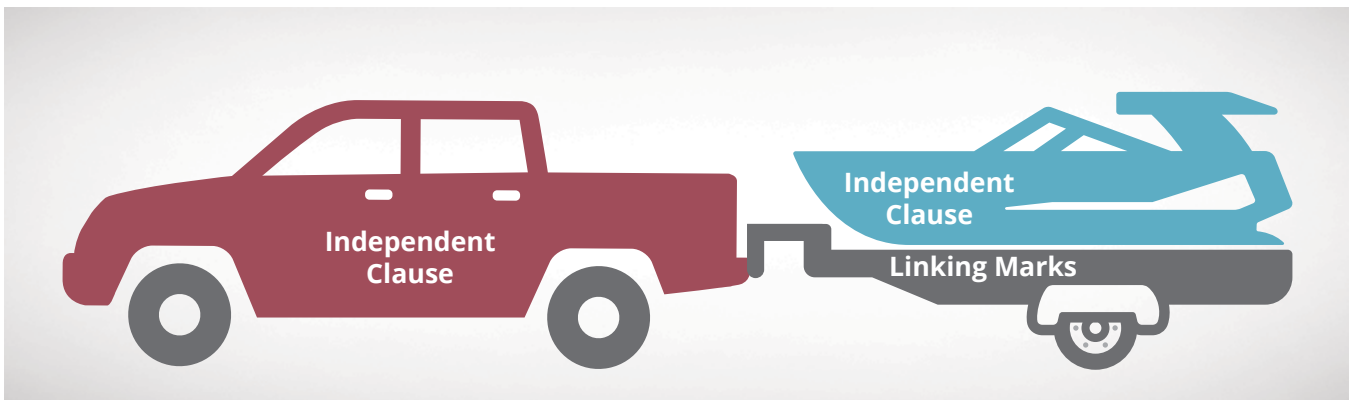
Walking is good exercise it keeps you physically fit and it enables you to notice new things how long has it been since you noticed something fascinating in nature you miss so much every day does it really take that much effort try it and see for yourself you'll be amazed as you begin to notice some startling facts about God's creation.

### LINKING IDEAS

You have just studied the end marks, which are necessary to warn the reader of full stops in thought. Another important group of punctuation marks, *linking marks*, are used *within* the sentence to connect independent clauses or these linking marks are used to caution the reader to slow down because an important thought may be coming *within* the sentence. Unlike the end mark, a linking mark allows

the reader to pause rather than to come to a full stop. These different types of punctuation are important because they convey a special message to the reader within seconds. Written English uses three linking marks: the *comma*, the *semicolon*, and the *colon*.

The first two linking marks, the comma and the semicolon, are used to join independent clauses.



| Linking Ideas

The diagram illustrates the format of a full block letter. On the left side, labels with arrows and brackets indicate the placement and length of different parts of the letter:

- 8 lines**: Points to the top margin.
- Heading**: A bracket groups the first three lines of the letter: "251 Laurel Rd.", "Hohenwald, TN 38462", and "April 11, 2014".
- 6-10 lines**: Points to the start of the inside address.
- Inside Address**: A bracket groups the next three lines: "Mrs. Lynn Davis, Manager" (with a separate arrow pointing to "Manager" labeled **Title**), "Acme Manufacturing Company", "460 Main Street", and "Ithaca, NY 14850".
- Salutation**: Points to the line "Dear Mrs. Davis,".
- Body**: A large bracket on the left side encompasses the four paragraphs of the letter's main text.
- Closing**: Points to the line "Sincerely,".
- Signature**: A bracket groups the closing and the signature area, which includes the handwritten name "Robert Wines" and the typed name "Robert Wines" below it. A separate bracket on the right side of the signature area is labeled **4 lines**.

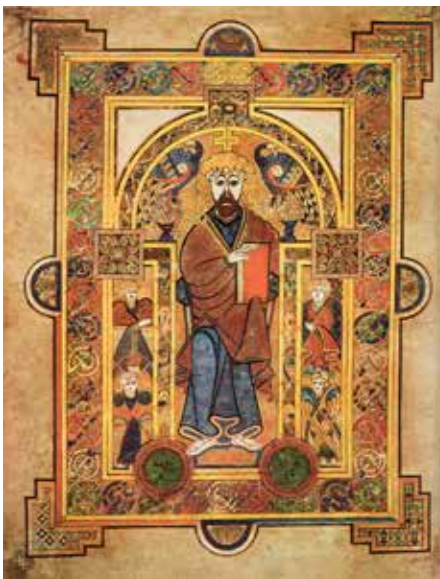


Match these items.

- |     |       |           |    |                    |
|-----|-------|-----------|----|--------------------|
| 1.1 | _____ | Celts     | a. | Monk               |
| 1.2 | _____ | Romans    | b. | Danish king        |
| 1.3 | _____ | Bede      | c. | Latin king         |
| 1.4 | _____ | Vortigern | d. | Britons            |
| 1.5 | _____ | Cnut      | e. | 55 B.C. - A.D. 449 |
|     |       |           | f. | Briton king        |

Answer true or false.

- 1.6 \_\_\_\_\_ The Anglo-Saxons were Germanic.
- 1.7 \_\_\_\_\_ The Christian church had no influence.
- 1.8 \_\_\_\_\_ The Danish Vikings invaded England in the late eighth century.
- 1.9 \_\_\_\_\_ The Danelaw was a king.
- 1.10 \_\_\_\_\_ Alfred the Great defeated the Danes.
- 1.11 \_\_\_\_\_ Edward the Confessor led the Norman Conquest.
- 1.12 \_\_\_\_\_ The Norman Conquest in 1066 ended the Anglo-Saxon period.





## SELF TEST 1

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

- 1.01 \_\_\_\_\_ Letters are sometimes sent to people you do not know.
- 1.02 \_\_\_\_\_ Emails are private and secure.
- 1.03 \_\_\_\_\_ A business letter has five parts.
- 1.04 \_\_\_\_\_ The paragraphs are indented in a personal letter.
- 1.05 \_\_\_\_\_ The parts of a business letter begin at the left-hand margin.
- 1.06 \_\_\_\_\_ The letter of application is only used to apply for a job.
- 1.07 \_\_\_\_\_ The addressee on an envelope for a business letter has the same appearance as the inside address.
- 1.08 \_\_\_\_\_ The parts of a personal letter are similar to a business letter but slightly different in form.
- 1.09 \_\_\_\_\_ Personal letters should be typed rather than handwritten.
- 1.010 \_\_\_\_\_ Thank-you letters are the longest kind of personal letters.

**Match these items** (each answer, 2 points). You may use an answer more than once.

- |             |   |                   |
|-------------|---|-------------------|
| 1.011 _____ | The paragraphs in a letter                          | a. closing        |
| 1.012 _____ | Your address and the date a letter was written      | b. body           |
| 1.013 _____ | Not found in personal letters                       | c. heading        |
| 1.014 _____ | “Sincerely yours,”                                  | d. salutation     |
| 1.015 _____ | Appears below the closing                           | e. signature      |
| 1.016 _____ | The name and address of the person being written to | f. inside address |
| 1.017 _____ | “Dear Mr. Smith:”                                   |                   |

Name the part of speech for the word in *italics* (each answer, 3 points).

- 1.021 \_\_\_\_\_ Theresa *walked* and *talked* like a clown.
- 1.022 \_\_\_\_\_ *Many* people believe in God.
- 1.023 \_\_\_\_\_ *Children* should be seen and not heard.
- 1.024 \_\_\_\_\_ I am the way, the truth, and the life.
- 1.025 \_\_\_\_\_ *Quickly*, lead the way to the attic.
- 1.026 \_\_\_\_\_ The children were pleased with *themselves*.
- 1.027 \_\_\_\_\_ *Who* is the leader of this group?
- 1.028 \_\_\_\_\_ Our *minister* is an excellent speaker.

Define these words (each answer, 4 points).

- 1.029 noun \_\_\_\_\_
- 1.030 verb \_\_\_\_\_
- 1.031 pronoun \_\_\_\_\_
- 1.032 adjective \_\_\_\_\_
- 1.033 adverb \_\_\_\_\_

Answer these questions (each answer, 5 points).

- 1.034 What is an acronym? \_\_\_\_\_  
\_\_\_\_\_
- 1.035 What is etymology? \_\_\_\_\_  
\_\_\_\_\_
- 1.036 Who introduced the first United States dictionary? \_\_\_\_\_
- 1.037 What are the two basic parts of a sentence? a. \_\_\_\_\_  
b. \_\_\_\_\_

75 94	<b>SCORE</b> _____	<b>TEACHER</b> _____	initials	date
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**ABC** Take your spelling test of Spelling Words-1.



# LANGUAGE ARTS

TEACHER'S GUIDE

▶ **8th Grade**

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# **LANGUAGE ARTS 800**

## 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.

Concept	LIFEPAC	Section	Concept	LIFEPAC	Section
Abbreviations	805	1	Literary Forms		
Antonyms	804	1	autobiography	806	3
Capitalization	805	1	essay	803	2
Categorizing/classifying	801	1	fiction/nonfiction	808	3
analogy	801	1	Morphemes	801	1
Composition			News Sources	808	3
business letter	808	1	Paragraph Structure	807	2
essay	803	2	(coherence, unity,		
personal letter	808	1	concluding sentence,		
theme	807	3	patterns, purposes,		
Critical Reading Skills			topic sentence)		
author's bias	807	1	Parts of Speech		
evaluating words	807	1	adjectives	802	2,3
evaluating statistics	808	3	adverbs	802	2,3
fact/opinion	808	3	conjunctions	806	2
false reasoning	807	1	(coordinate, correlative,		
Development of English			subordinate)		
dialects	802	1	interjections	801	2
etymology	808	1	nouns		
history of English	806	1	concrete/abstract	810	4
language families	802	1	possessive	805	1
standardization	809	1	proper/common	802	2
Dictionary - history/use	804	1	pronouns	802	2
English Usage			verbs		
standard/nonstandard	804	3	auxiliary (helping)	802	2
Following Directions	801	2	contractions	805	1
	804	1	tense	802	2
Grammar Errors	809	2	Prefixes	801	1
Homonyms	805	3	Propaganda Techniques	807	1
Inflections	801	1	Punctuation	803	1
				805	1
			Root Words	801	1
			Semantic Meaning	801	1

## Materials Needed for LIFEPAC

Required:  
None

Suggested:  
dictionary  
a mirror

## Additional Learning Activities

### Section I Improving Your Reading

1. Discuss these questions.
  - a. What is a definition for the word *communication*?
  - b. What are context clues?
  - c. What are some ways you can unlock words?
  - d. What are inflections?
  - e. What are morphemes?
  - f. What is a free morpheme?
  - g. What is a bound morpheme?
  - h. What are comparative and superlative degrees in adjectives?
  - i. What is semantic meaning?
  - j. What do we mean by categorizing, or classifying?
  - k. What is an analogy? (Form the first part of an analogy and let students finish it.)
2. Explain how you can take a word and create a new word. Write a word on the board and see how many new words the student(s) can create from this root word.
3. List ten categories on the chalkboard and have the students number on a sheet from one to eighteen. Have the students keep three categories in mind and write a list of six items that would fit under each category. Have the students exchange papers and by looking at the list on the board decide what the three categories are and arrange items under the correct categories.
4. Have a student write a short story that includes many interjections.
5. Students may find weather reports, news or sports articles, or advertisements and underline the roots, circle the prefixes, and draw a box around the suffixes. See who can find a sentence containing the most words formed from prefixes and suffixes.

### Section II Following Directions

1. Discuss these questions.
  - a. Why is it important to know how to follow instructions?
  - b. What is the most important listening courtesy?
  - c. How does remembering the sequence help you?
  - d. What should you remember when writing instructions?
  - e. What should you remember when taking notes?

LIFEPAC TEST

1.	<u>siege</u>	The enemy laid <u>siege</u> to the fortress.	<u>siege</u>
2.	<u>freight</u>	The <u>freight</u> truck was fully loaded.	<u>freight</u>
3.	<u>mischievous</u>	The <u>mischievous</u> child had hidden the book.	<u>mischievous</u>
4.	<u>sieve</u>	Use a <u>sieve</u> to remove the lumps from the flour.	<u>sieve</u>
5.	<u>neither</u>	<u>Neither</u> Beth nor Patti went to school yesterday.	<u>neither</u>
6.	<u>reign</u>	The queen will <u>reign</u> for a year.	<u>reign</u>
7.	<u>surveillance</u>	The suspects are under police <u>surveillance</u> .	<u>surveillance</u>
8.	<u>yield</u>	Those tomato plants usually <u>yield</u> three bushels.	<u>yield</u>
9.	<u>efficient</u>	The secretary is very <u>efficient</u> .	<u>efficient</u>
10.	<u>leisure</u>	I like to play tennis in my <u>leisure</u> time.	<u>leisure</u>
11.	<u>friend</u>	Valarie's best <u>friend</u> is Heather.	<u>friend</u>
12.	<u>perceive</u>	Arnold cannot <u>perceive</u> the difference between fact and fiction.	<u>perceive</u>
13.	<u>heirloom</u>	That gold locket is an <u>heirloom</u> .	<u>heirloom</u>
14.	<u>medieval</u>	The <u>medieval</u> castle was dark and gloomy.	<u>medieval</u>
15.	<u>niece</u>	Jan's <u>niece</u> is three years old.	<u>niece</u>
16.	<u>priest</u>	The <u>priest</u> visited the hospital daily.	<u>priest</u>
17.	<u>prelude</u>	The <u>prelude</u> was performed beautifully.	<u>prelude</u>
18.	<u>inedible</u>	A pencil is <u>inedible</u> , so take it out of your mouth.	<u>inedible</u>
19.	<u>foreshadow</u>	To <u>foreshadow</u> means to warn of an event to come.	<u>foreshadow</u>
20.	<u>biennial</u>	The celebration is <u>biennial</u> .	<u>biennial</u>
21.	<u>inarticulate</u>	Embarrassment made him <u>inarticulate</u> .	<u>inarticulate</u>
22.	<u>transcontinental</u>	Edward wants to take a <u>transcontinental</u> journey.	<u>transcontinental</u>
23.	<u>preeminent</u>	Doctor Wilson is a <u>preeminent</u> philosopher.	<u>preeminent</u>
24.	<u>prehistoric</u>	Those bones may be <u>prehistoric</u> .	<u>prehistoric</u>
25.	<u>antonym</u>	Cold is the <u>antonym</u> for hot.	<u>antonym</u>
26.	<u>descend</u>	The bride will <u>descend</u> the stairs at three o'clock.	<u>descend</u>
27.	<u>departure</u>	Our <u>departure</u> time should be changed.	<u>departure</u>
28.	<u>reiterate</u>	Would you <u>reiterate</u> your reasons, please?	<u>reiterate</u>
29.	<u>aftermath</u>	The authorities inspected the <u>aftermath</u> to the storm.	<u>aftermath</u>
30.	<u>antediluvian</u>	The time in which Cain and Abel lived was the <u>antediluvian</u> .	<u>antediluvian</u>
31.	<u>involuntary</u>	Breathing is an <u>involuntary</u> action.	<u>involuntary</u>



Language Arts 801 Alternate Test

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

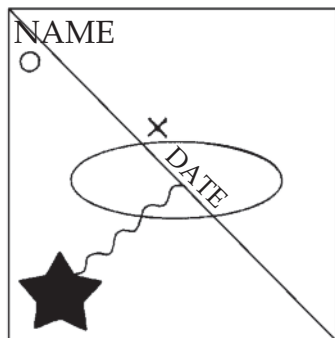
- 16. The smallest meaningful unit of language structure is called a \_\_\_\_\_.  
a. suffix                          c. prefix  
b. affix                            d. morpheme
  
- 17. An affix is a \_\_\_\_\_.  
a. root                              c. prefix or suffix  
b. prefix                           d. suffix
  
- 18. Common relationships can be discovered by \_\_\_\_\_.  
a. definitions                    c. analogies  
b. sentences                      d. synonyms
  
- 19. The most important listening courtesy is \_\_\_\_\_.  
a. taking notes                c. memorization  
b. attentiveness                d. following directions
  
- 20. Sequence means \_\_\_\_\_.  
a. order                            c. direction  
b. listing                          d. advance
  
- 21. Nonverbal communication is often used because it is \_\_\_\_\_.  
a. interesting                    c. appreciated  
b. easy                              d. necessary

Answer these questions (each answer, 5 points).

- 22. How is nonverbal communication used for the deaf? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 23. What is an interjection? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 24. What are root words? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SECTION TWO

2.1 teacher check. Example:



2.2 2  
5  
1  
4  
3

2.3 4  
2  
5  
1  
3

2.4 5  
1  
4  
3  
2

2.5 teacher check

- 2.6 Example: Tying shoes
- Cross the laces.
  - Tuck one lace under the other.
  - Pull tight.
  - Make a loop in one lace.
  - Wrap the other lace around the base of the loop, keeping them separate with your fingers.
  - Make a second loop and bring it through the opening between the two laces.
  - Pull tight.

2.7 Hint: Answer should indicate that the desired result was not achieved.

2.8 attentiveness

2.9 sequence

2.10 repeat

- 2.11
- Listen attentively.
  - Take notes.
  - Ask questions.

2.12 Example: To bake a cake, first assemble your ingredients. Preheat the oven to 350°. Grease and flour the pan. Mix the ingredients. Pour into pan. Bake for 35 minutes.

- 2.13 Example:
- Assemble the ingredients.
  - Preheat the oven.
  - Grease and flour the pan.
  - Sift the dry ingredients, set aside.
  - Combine egg, milk, and sugar.
  - Add dry ingredients to egg mixture.
  - Bake.

2.14 Example: Directions for “Hangman” game. — Draw a figure seven. Make a set of steps coming down from the seven. Think of a word. Below the figure put as many blanks as the are letters in the word. Have me guess the letters in your word. For each letter I miss draw a body part (head, eye, arm, etc.). For each letter I guess correctly, fill in the blank in your word. Keep track of the letters I guess incorrectly. If I guess the word before I run out of letters or before you “hang” me, I’m the winner.

2.15 defamation

2.16 indelibly

2.17 babyish

2.18 tartness

2.19 picnicker

2.20 courageous

2.21 funniest

2.22 duly

2.23 ripping

2.24 bigger

1. false
2. false
3. false
4. true
5. false
6. a
7. c
8. b
9. c
10. g
11. a
12. e
13. f
14. d
15. c
16. c
17. b
18. d
19. c
20. a
21. c
22. Examples: Referees and umpires signal decisions. Players signal time-outs. Pitchers and catchers signal each other.
23. Examples: codes and signals- Morse Code, flag signals, lights, flares
24. You will be able to determine a person's meaning or message by his appearance, his posture, gestures, and facial expression as well as his words.
25. Examples; any order:
  - a. through smiling and facial expressions
  - b. by interjection (yeh!), a whistle or laugh
  - c. by posture - jumping up and down, clapping hands
26. Examples; any order:
  - a. raise your hand, wave arms
  - b. stand up - tap someone on shoulders
  - c. whistle, scream, shout
27. critical
28. an analogy
29. inflection
30. participle
31. context clue

## Language Arts 801 Alternate Test Key

1. true
2. false
3. true
4. true
5. true
6. b. milk
7. c. hand
8. c. winter
9. d. knife
10. d
11. g
12. a
13. b
14. f
15. c
16. d. morpheme
17. c. prefix or suffix
18. c. analogies
19. b. attentiveness
20. a. order
21. d. necessary

22. Example:  
A system of hand signals was devised. It is made up of special positions of hands and fingers that stand for concepts, words, or letters of the alphabet.
23. Example:  
Interjections are sounds which are exclaimed. They are frequently accompanied by words (wow, boo, ha).
24. Example:  
Root words are the building blocks for the formation of other words.
25. Examples; any order:
  - a. happiness
  - b. sadness
  - c. fear
26. Examples; any order
  - a. referees and umpires
  - b. military
  - c. policemen
27. Example:  
Be sure the listener is attentive. Give the directions clearly in proper order of sequence. Answer any questions the listener asks.