



# LANGUAGE ARTS

STUDENT BOOK

▶ **8th Grade** | Unit 10

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# Language Arts 810

## Language Elements in Review

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# Language Elements in Review

## Introduction

The most important elements of language include the ability to speak, read, and write. Basic language skills and mastery of language usage make it possible for an individual to communicate effectively. Understanding each other is what allows humans to share ideas, to learn from each other, and to grow in knowledge. Communication is one of the most important parts of Christian life.

This LIFEPAAC® is a review of the basic elements of the first nine LIFEPAACs in the Language Arts 800 series. In this LIFEPAAC you will look again at certain elements of language structure and usage. You will study language history, grammar, and writing forms. You will go over such factors of spoken and unspoken communication as gestures, listening, and speaking. You will study certain reading aids and various forms of non-fiction literature. You will also review words from the previous nine Language Arts LIFEPAACs in the Spelling Word Review.

## 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 should be able to:

1. Trace the origin of the English language.
2. Correctly identify five parts of speech.
3. Explain some of the rules of grammar concerning correct punctuation, capitalization, and abbreviation.
4. Explain when to spell out numbers and figures.
5. Define the specific uses of the dictionary.
6. Describe the purpose of a thesaurus.
7. Explain the difference between standard and nonstandard English.
8. Identify and correct three types of sentence errors.
9. Explain the elements of a good paragraph.
10. List the two main categories of letters.
11. Explain the elements of a good theme.
12. List three unspoken factors of communication.
13. Name three basic purposes of speeches.
14. Correctly identify word parts as prefix, suffix, or root.
15. Explain ways to unlock word meanings.
16. Identify a statement as fact or opinion.
17. Explain sequence.
18. State the main purpose of a news article.
19. State the main purpose of an essay.
20. List three elements of autobiography.
21. Spell the review words correctly.

# 1. LANGUAGE

Mastery of speaking, reading, and writing skills is very important to the person who wishes to express himself well and to communicate effectively with other people. In this section you will review the tools for using the written language properly. You will look at certain aspects

of the history of the English language. You will use a dictionary and a thesaurus as word-finding tools. You will review the parts of speech as well as the rules of sentence structure, paragraph and theme writing, punctuation, capitalization, and forms of letter writing.

## SECTION OBJECTIVES

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

1. Trace the origin of the English language.
2. Correctly identify five parts of speech.
3. Explain some of the rules of grammar concerning correct punctuation, capitalization, and abbreviation.
4. Explain when to spell out numbers and figures.
5. Define three specific uses of the dictionary.
6. Describe the purpose of a thesaurus.
7. Explain the difference between standard and nonstandard English.
8. Identify and correct three types of sentence errors.
9. Explain the elements of a good paragraph.
10. List the two main categories of letters.
11. Explain the elements of a good theme.
21. Spell the review words correctly.

## VOCABULARY

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

**brainstorming** (brān´ stōrm ing). Generation and collection of ideas.

**coherent** (kō hir´ unt). Having a logical connection or consistency.

**dialects** (dī´ u lekts). The local characteristics of speech that deviate from a standard language, usually developed in an isolated geographic region.

**etymology** (et u mol´ u jē). History of words.

**homonym** (hom´ u nim). A word having the same pronunciation or spelling as another word but a different meaning.

**superimposed** (sü pur im pozd´ ). One thing placed over another.

**Note:** All vocabulary words in this LIFEPAC 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.

**Pronunciation Key:** hat, āge, cāre, fār; let, ēqual, tērm; it, Īce; hot, ōpen, ôrder; oil; out; cup, pūt, rüle; child; long; thin; /ʒh/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

## HISTORY

Language began when God gave man the gift of speech so that he would be able to share his thoughts and knowledge. Words are merely symbols that refer to the things God created. Each item in God's world can be identified by a written and an oral symbol. Language is an important gift that separates man from the animals. The study of how that language developed into the language we use today is a fascinating one.

**Origin.** The roots of English language and literature are found in the period of history dating from about A.D. 449 to A.D. 1066. Old English was an inflected language. Old English did not depend on word order for meaning. Basically a Germanic language, English has a strong Latin influence. Many current usages can be traced to a Latin root word. Tracing the history of a particular word is known as **etymology**.

The English language that we speak today developed from Indo-European. Scientists who

study languages have determined many distinct relationships among the European languages and have traced the original words to the parent language, Indo-European. The languages altered with geographical location as different people used the words in different ways. Several **dialects** emerged in this fashion.

**Nature.** The nature of current English language is a result of many influences. As a country was invaded, the conquerors brought their own languages with them. Often the language of the conquering armies was **superimposed** over the language of the invaded area. In 1066 the Norman Invasion brought French influence into England. Gradually the London dialect took precedence over other dialects because of London's vast population and influence. Our Modern English has evolved directly from this London dialect. For more information see Language Arts LIFEPAcs 802, 806, and 809.



### Complete these activities.

- 1.1** Read Genesis chapter 2, and find references to the first words spoken by man.
- a. What was the reason for Adam's use of language in Genesis 2:19–20? \_\_\_\_\_
- \_\_\_\_\_
- b. Explain the situation in Genesis 2:23. \_\_\_\_\_
- \_\_\_\_\_
- 1.2** Name the parent language of current English. \_\_\_\_\_

### Write true or false.

- 1.3** \_\_\_\_\_ Modern English evolved from the London dialect.
- 1.4** \_\_\_\_\_ English is a Latin language.
- 1.5** \_\_\_\_\_ Indo-European was the parent language.
- 1.6** \_\_\_\_\_ Old English was inflected.
- 1.7** \_\_\_\_\_ The Normans introduced Germanic influence in 1066.

## GRAMMAR

Grammar is the study of the specific rules of language. Anyone who is willing to exert a little honest effort and concentration can strengthen his ability to apply grammar rules to the language he uses every day.

**Classifications.** Eight basic classifications for English words include noun, pronoun, verb, adverb, adjective, interjection, conjunction, and preposition. Each word group serves a specific purpose in the structure of language. If you have difficulties with any parts of speech, refer to Language Arts LIFEPAK 802. Five parts of speech you have studied are included in the following review.

*Nouns* are words that name things. A common noun is the name of a person, place, or thing. A proper noun names a specific person, place, or thing. Proper nouns are always capitalized. Every real object in God's world can be named. Ideas can also be given names. Concrete nouns are things you can touch; abstract nouns stand for ideas or qualities you cannot touch.

- **Concrete nouns:** hamburger, chair, puppy
- **Abstract nouns:** love, holiness, happiness

*Verbs* show action or state of being in a sentence. Auxiliary verbs help a main verb express certain meanings, forms, or tenses.

- **Verbs:** ran, jump, pranced, had gone, have seen

*Pronouns* take the place of nouns. Without pronouns our language would be cluttered with the repetition of the names of things.

### Examples:

- John looked for *John's* book in *John's* locker.
- John looked for *his* book in *his* locker.

Remember that pronouns may be *personal* and may be used as subjects, objects, or possessive forms. *Personal compound pronouns*, formed by adding *-self* or *-selves* to the personal pronoun forms, may be reflexive or intensive. Other types of pronouns include *interrogative* (who, what, which, whose), *demonstrative* (this, that, these), *indefinite* (anyone, each, others), and *relative* (who, which, that).

- **Reflexive pronoun:** I hurt *myself*. (refers to the subject)
- **Intensive pronoun:** She made the dress *herself*. (emphasizes the subject)
- **Interrogative pronoun:** *What* did you say?
- **Demonstrative pronoun:** *Those* are nice, but I like *these* better.
- **Indefinite pronoun:** *Anyone* in the class may borrow these books.
- **Relative pronoun:** The book *that* is open is mine.

	Subject Pronouns	Object Pronouns	Possessive Pronouns
singular	I	me	my, mine
	you	you	your, yours
	he, she, it	him, her, it	his, hers, its
plural	we	us	our, ours
	you	you	your, yours
	they	them	their, theirs

*Adjectives* are words that describe or modify nouns. Adjectives answer the questions *What kind? How many? Which one?* The articles *a, an,* and *the* are adjectives.

**Examples:**

- Alicia found the *red* book. (Which one?)
- We have *ten* dogs. (How many?)
- Throw this *filthy* thing away! (What kind?)

*Adverbs* modify or change verbs, adjectives, or other adverbs. Adverbs answer the questions *When? Where? How? and How much? (or How often?)*

**Examples:**

- The girl *gladly* read the announcement. (How?)
- John *repeatedly* missed the question. (How much?/How often?)



**Complete these activities.**

- 1.8** Circle the nouns in the following passage. (13 nouns)

*Now when Jesus was born in Bethlehem of Judea in the days of Herod the king, behold, there came wise men from the east to Jerusalem. Saying, Where is he that is born King of the Jews? For we have seen his star in the east, and are come to worship him.* (Matthew 2:1 and 2).

- 1.9** Underline the verbs and verb forms in the following passage. (11 verbs)

*And the whole multitude of them arose, and led him unto Pilate. And they began to accuse him, saying, We found this fellow perverting the nation, and forbidding to give tribute to Caesar, saying that he himself is Christ, a King.* (Luke 23: 1 and 2)

- 1.10** Write X on each repeated noun (and its article) and replace it with an appropriate pronoun.

- a. The Bible tells us that the Bible is the Word of God.
- b. The flower had hardly opened before the flower's petals began to drop.
- c. Alice asked Mary, "Will Mary have lunch with Alice?"
- d. The members of the congregation prepared the members of the congregation for silent prayer.

- 1.11** Underline the adjectives except *a, an,* and *the* in the following paragraph. (16 adjectives)

This story is an unusual one. It tells of a miraculous event which occurred many years ago. A little town called Bethlehem was the setting for this blessed event. A tired and weary couple found warm refuge in a stable. In the warmth of the clean straw among the friendly beasts, a child was born to the young woman. A bright, new star rose above the town and signaled to all the world that this birth was very special. Indeed, the Christ was born.





For each sentence write (a) the word modified and (b) the adverb.

1.12 In Bethlehem the angels gladly reported the birth of Jesus.

a. \_\_\_\_\_ b. \_\_\_\_\_

1.13 King Herod looked anxiously for the Christ child.

a. \_\_\_\_\_ b. \_\_\_\_\_

1.14 The wise men headed excitedly toward the new star.

a. \_\_\_\_\_ b. \_\_\_\_\_

**Punctuation.** Punctuation symbols are the regulatory signs of the English language. The symbols tell you certain things about what you are reading. Punctuation ends thoughts, links ideas, interrupts thoughts, indicates a question, or emphasizes a certain idea within a written text. Punctuation marks help the reader understand what the author intends.

Three common punctuation marks are the period, the question mark, and the exclamation point. These marks end a thought and indicate whether the sentence is a question, an exclamation, or a simple statement. Other useful punctuation marks are the comma, the semicolon, and the colon. Commas within a sentence are used to link a series of ideas, to show an interruption of the thought, or to aid a conjunction in linking two independent thoughts. The semicolon can link two closely related independent clauses without a conjunction or with a conjunctive adverb. The semicolon is stronger than a comma, but weaker than a period. The colon is a mark which signals that information is about to follow. The colon often follows an independent clause that ends in a noun. Colons are useful in preparing the reader for important facts. The following examples show the proper use of each of these punctuation marks.

**Examples:**

- I see her coming.

- Have you ever been to Kansas?
- We won!
- I ate a hot dog, potato chips, and slaw.
- He is, indeed, late for the program.
- He wanted to have a picnic, but it rained all day.
- Arizona has many natural wonders; therefore, the state is quite popular with tourists.
- When we went to Washington, D.C., we saw these places of interest: the White House, the Library of Congress, the Smithsonian Institute, and the Washington Monument.

If you have difficulty with any of the punctuation marks and the usage of punctuation, refer to Language Arts LIFEPACs 803 and 805.

**Capitalization.** Another important technical element of good writing is capitalization. The rules for capitalization are quite simple. If you have difficulties with capitalization, refer to Language Arts LIFEPAC 805.

The basic rules for using capital letters can be briefly summarized. A capital letter is used at the beginning of every sentence and for the first letter of all proper nouns. A capital letter is used for all important words in the titles of books. Capital letters are also used in reference to God and Christ.

1.15 Capitalize and punctuate the following letter and envelope.

june 24 2014

a. dear jill,

i can hardly wait to see you at camp ill be at camp inspiration on the sixteenth of this month i hope you are as excited about this retreat as i am dont forget to bring your tennis racquet swim suit and a bible last year camp was a real experience for me the way we shared our love of christ was as inspiring as the beautiful surroundings of the pine forest ill bet thats why its called camp inspiration look for me on july 16

yours in christ

sally simpson

b.

sally simpson  
247 norfolk way  
allen town mo 63001



jill baker  
426 w elm st  
phoenix az 85007

**Abbreviations.** When a word is shortened, it becomes an abbreviation. Every abbreviation needs a period at the end of each part. Abbreviations should be avoided in formal writing. Knowing common abbreviated symbols is important in mastery of current English usage. Agencies and organizations are often referred to by the abbreviation of their titles known as *acronyms*. Acronyms are used as words; therefore, acronyms are not punctuated. The abbreviation for the names of U.S. states is two capital letters without any periods.

**Examples:**

- The P.T.A. will meet at 7:00 tonight. (P.T.A. is an abbreviation.)
- NASA announced the successful launch. (NASA is an acronym.)

**Numbers and figures.** Numbers and figures sometimes cause problems for writers. A good rule of thumb is to spell out numbers under 100 and use the numeral symbols for any number in excess of 100. Exceptions to this general rule appear in the use of dates, addresses, room numbers, hours of the day, and mathematics or science problems.

- **Example:** Three people went to 280 S. Fifth Ave. at 6:30 a.m.



**Answer these questions.**

- 1.16 What are acronyms? \_\_\_\_\_  
\_\_\_\_\_
- 1.17 Which numbers should be spelled out in writing a paragraph? \_\_\_\_\_  
\_\_\_\_\_
- 1.18 What form of punctuation usually ends an abbreviation? \_\_\_\_\_  
\_\_\_\_\_

**Complete these activities.** Use a dictionary if necessary.

- 1.19 Correct these abbreviations and numbers.
- a. The Brown Co \_\_\_\_\_
  - b. Box fourteen \_\_\_\_\_
  - c. Greenton, Il \_\_\_\_\_
- 1.20 Write the abbreviation for these words.
- a. captain \_\_\_\_\_
  - b. post office \_\_\_\_\_
  - c. pound \_\_\_\_\_
  - d. et cetera \_\_\_\_\_



**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

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

- 1.01 \_\_\_\_\_ In 1066 the Normans invaded England bringing French influence into England.
- 1.02 \_\_\_\_\_ Scientists have traced the English language to the parent language, Indo-European.
- 1.03 \_\_\_\_\_ The first dictionary published was written by Daniel Webster.
- 1.04 \_\_\_\_\_ All dictionaries are exactly the same.
- 1.05 \_\_\_\_\_ A thesaurus is a book of synonyms.
- 1.06 \_\_\_\_\_ Etymology is the study of insects.
- 1.07 \_\_\_\_\_ Abstract nouns are words that express ideas or qualities.
- 1.08 \_\_\_\_\_ A sentence does not always need a subject.
- 1.09 \_\_\_\_\_ A good writer can cover more than one topic in a paragraph.
- 1.010 \_\_\_\_\_ The thesis statement is the same as the theme title.

**Match these items** (each answer, 2 points).

- |                               |  |
|-------------------------------|--|
| 1.011 _____ sentence          | a. generating ideas  |
| 1.012 _____ paragraph         | b. group of words  |
| 1.013 _____ composition       | c. gathering unfamiliar information  |
| 1.014 _____ brainstorming     | d. group of paragraphs   |
| 1.015 _____ research          | e. scientists who study language   |
| 1.016 _____ dialects          | f. story or tale   |
| 1.017 _____ anecdote          | g. group of sentences  |
| 1.018 _____ fragment          | h. two or more sentences incorrectly combined by the excessive use of <i>and</i> and <i>so</i> |
| 1.019 _____ run-on            | i. common linking expressions  |
| 1.020 _____ first, next, then | j. part of a sentence  |
|                               | k. local characteristics of speech   |

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.



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