



LANGUAGE ARTS

STUDENT BOOK

▶ **7th Grade** | Unit 1

Language Arts 701

Word Usage

1. LABELING WITH NOUNS 5

NEED FOR LABELS |6

DUPLICATION OF LABELS |7

FUNCTIONS OF LABELS |9

SPELLING |15

SELF TEST 1 |18

2. USING PRONOUNS 21

PERSONAL PRONOUNS |22

DEMONSTRATIVE PRONOUNS |27

PRONOUN ANTECEDENTS |29

SPELLING |30

SELF TEST 2 |32

3. FORMING AND USING WORDS CORRECTLY 35

PREFIXES |36

SUFFIXES |38

HOMONYMS |39

SPELLING |43

SELF TEST 3 |47



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

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Word Usage

Introduction

Imagine going to hear an orchestra give a concert in which none of the musicians had tuned their instruments. What a horrible noise would be heard! No one would be able to hear either the melody or the harmony.

Our language is the instrument we use for daily communication. The better we understand the way our language works, the better we will be able to please our audiences and the more clearly our message will be understood.

In this LIFEPAC® you will examine the nature of written and spoken language and study some specific rules for using it. In “Labeling with Nouns,” you will learn that all language is a code and each word is a symbol or a label that represents an object or an idea. You will learn that some objects or ideas have more than one label; these duplicate labels are called *synonyms*. Dialects also account for duplication. In addition, you will learn that related objects or ideas are called *categories*. Each member in a category must relate to all other members in the same way. In addition to labels for things you can and cannot see, you will examine some specific labels called *proper nouns*, which name individual people or places. Proper nouns are also capitalized.

In Section Two, “Using Pronouns,” you will study three categories of pronouns: personal pronouns, reflexive pronouns, and demonstrative pronouns. In the first category, personal pronouns, you will look at the functions of three specific cases of pronouns: nominative, objective, and possessive. You will learn the proper uses of reflexive and demonstrative pronouns. By understanding the functions of pronouns and cases, you will improve your performance in all areas of language skills.

In the third section, you will learn to form and use words correctly. You will study rules to help you form words by adding prefixes and suffixes. Usually, the spellings of these words will remain unchanged; but several exceptions will be mentioned, such as the prefix *in-* and root words that end in *y*. You will study and learn to use twenty sets of homonyms, words that sound alike, but have different meanings and spellings.

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. Recognize different words that label the same object.
2. Substitute in writing a word that labels an object for another word that labels the same object.
3. Name individual members of a category.
4. Supply the category name for a group of related objects.
5. Identify names of persons, places, and things.
6. Identify names of specific places and people.
7. Explain ways in which some places are named.
8. Find meanings of some personal names.
9. Use the personal pronouns correctly.
10. Use the correct pronoun as a noun substitute.
11. Choose the correct pronoun case.
12. Use reflexive pronouns only when an action refers back to the subject.
13. Make a pronoun agree with its antecedent.
14. Form new words by adding prefixes to root words.
15. Form new words by adding suffixes to root words.
16. Choose between words that sound the same, using the correct word to complete a given sentence.
17. Improve your spelling skills through study and practice.

1. LABELING WITH NOUNS

Languages all over the world have this in common: they are codes. Just as Morse code or sign languages represent words and ideas with dots and dashes or hand signals, words themselves are labels or signs for objects, ideas, functions, actions, or relationships. People are able to communicate in a language because each word usually represents the same thing to everyone who speaks that language.

In this section you will study languages as a code. You will discover the *need* for labels and how the *duplication* of labels, such as synonyms and dialects, affects our understanding of word usage. You will learn how words function as categories for classifying words. The noun, a particular word category, will be used to represent names of persons, places, and things.

SECTION OBJECTIVES

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

1. Recognize different words that label the same object.
2. Substitute in writing a word that labels an object for another word that labels the same object.
3. Name individual members of a category.
4. Supply the category name for a group of related objects.
5. Identify names of persons, places, and things.
6. Identify names of specific places and people.
7. Explain ways in which some places are named.
8. Find meanings of some personal names.
17. Improve your spelling skills through study and practice:
 - 17.1 Learn and apply the *i before e* rule.

VOCABULARY

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

category (kat' u gôr ē). A group or division in a general system of classification or class.

dialect (dī' u lekt). A variation of a language spoken by a specific group of people.

noun (noun). A word which names a person, place, thing, or idea.

proper noun (prop' ur noun). A noun naming a particular person, place, or thing.

synonym (sin' u nim). A word having a meaning that is the same or nearly the same as another word.

Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, tērm; it, Īce; hot, ōpen, ōrder; 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.

NEED FOR LABELS

In the story of the Tower of Babel, God stopped work on the tower in a miraculous way by suddenly causing the workmen to speak different languages. Imagine the situation: Men were trying to decide where to lay bricks, how to arrange the bricks, how many bricks were needed—and all of them were using different words for brick! No one could understand what the others were trying to say. Clearly, nothing could be done!

In spite of all the confusion, the physical world had not changed a bit. Bricks were still rectangles of building material, whatever they were called. The tower was still a tall building, whatever name it wore. Only the labels had changed; the words which represented the objects were different. *Words are only labels.* Words are *not* the objects they represent.

To better understand what this concept means, take your pencil and write your name in this

Read Genesis 11:1–10.



space _____ . Now erase what you wrote. Is your name gone? Are you gone? Your name is a label for you, just as all words are labels for ideas and objects.

For any code to be useful, the people who use it must agree about its meaning. Sending telegrams in Morse code would be impossible if everyone using a telegraph key did not use “dot-dash” for *A*, “dash-dot-dot-dot” for *B*, and so on through the alphabet. In the same way, those of us who speak English all generally agree with the definition of the word *chair* as *a seat that has a back, sometimes has arms, and is usually used by one person* and of the word *book* as *a written or printed work of considerable length, especially on sheets of paper bound together between covers*. No one who understands English would confuse labels and expect to be understood. All speakers of a language must use the same words to label the same things if communication is to take place.



| A Communication Problem

**Complete these activities.**

- 1.1 Take everything out of your desk. Make a list of the labels (names) for all these things.

- 1.2 Draw a picture of the object each word labels.
 a. face b. book c. church d. candle

DUPLICATION OF LABELS

Although speakers of the same language use the same words to label the same things, some *duplication* of labels occurs from variations in the language. Two forms of variation presented in this section are **synonyms** and **dialects**.

Synonyms. You are familiar with words that label the same object or represent the same idea. For example, the words *book* and *volume* stand for the same thing and can be used interchangeably. Words that are labels for the same object, or that mean the same thing, are called *synonyms*. Be aware of minor differences

in meanings of synonyms, however. *Mutt* and *mongrel* both mean a dog of mixed breeds. Which word do you think sounds friendlier? Most people use *mutt* as an affectionate term.

Synonyms add variety and shades of meaning to our speech and writing. They account for some duplication of labels. By using synonyms you can avoid using the same words over and over. One good book for looking up synonyms is called *Roget's Thesaurus of Synonyms and Antonyms*. Most libraries have copies of this book.

**Complete these activities.**

- 1.3 For each of the words in this list, write a synonym.

a. boy _____	b. girl _____
c. sofa _____	d. car _____
e. ground _____	f. friend _____
g. look _____	h. baby _____
i. plank _____	j. brook _____



| Difference in Interpretation

“If you ask a British waiter for a **napkin**, he will be quite shocked. He will think you need a **baby’s diaper!** You should have asked him for a **serviette.**”

Dialects. Another thing that accounts for duplication of labels is *dialect*. Within such major languages as English, French, and Spanish are dialects that use most of the same words to mean the same things, but they may also use some different labels. For example, English as it is spoken in America is different from English as it is spoken in Great Britain. In America, one buys *gasoline* for his *truck*; in England, one must put *petrol* in his *lorry*. If you ask a British waiter

for a napkin, he will be quite shocked. He will think you need a baby’s *diaper!* You should have asked him for a *serviette*.

Our languages are basically the same; and, after a bit of practice, most Americans feel quite comfortable with English as the English speak it.

Some words can be written so that they look like the idea they represent. Some examples:



| Ball and Sticks



Complete these activities.

1.4 Try these word illustrations.

a. chair

b. tall

c. skinny

d. circle

1.5 With a friend, make up a code and exchange short jokes in it.

1.6 With your teacher's help, learn to use a *Thesaurus*.

FUNCTIONS OF LABELS

The need for labels in languages and two kinds of label *duplication* have been presented. One *function* of labels is to show relationship between two or more things—to identify **categories**. Another function of labels is to distinguish proper nouns from common nouns.

Categories. The most important thing about members of a category is that all members of a category must have something in common. They must all be related to each other. For example, apples, pears, oranges, and bananas all have something in common—they are all fruits. *Fruit* is the category label. It names the group to which apples, pears, oranges, and bananas and other similar items belong.

Notice also that all members of a category are related to each other in the same way.



| Misplaced Item

Obviously *tree* would not be a member of the fruit category, even though fruit can grow on trees. The relationship is quite different.



Complete these activities. On page 7 you labeled everything in your desk. Arrange all those same objects by category, and write down the name of each category (for example, *books*). Write down the members that are items in each category. Ask a classmate to identify each category.

1.7 Category: _____
 members: _____

1.9 Category: _____
 members: _____

1.8 Category: _____
 members: _____

1.10 Category: _____
 members: _____

Draw a line through the word that does not belong in each category, then tell what the remaining labels have in common.

1.11 Oldsmobile, Chrysler, Xerox, Ford, Chevrolet _____

1.12 trees, clouds, flowers, grass, shrubs _____

1.13 dogs, cats, horses, lions, cows _____

1.14 eggs, bacon, clams, pecans, shrimp _____

1.15 Matthew, Peter, Andrew, James, Moses _____

Common nouns. In our study of words as labels, we have been dealing with one particular class of words—**nouns**. Nouns, as you know, name people, places, things, and ideas. Most of the nouns we have already studied in this LIFE PAC belong to a smaller category—common nouns. Some common nouns include *boy, classmate, neighbor, store, town, dog, lake, love, and beauty*. Common nouns are not capitalized.

Proper nouns. Another category of nouns, **proper nouns**, names specific people, places, things, and ideas. *Girl* is a common noun, naming a person; *Mary Andrews* is a proper noun, naming a specific person. Notice that proper nouns are always written with capital letters.

Proper place names originate in many ways. Some place names are descriptions of the area. *Long Island, New York*, describes one of its geographic features with its name. Some places are named for important events that occurred there. *Battle, England*, derived its name from a very important battle that took place there in A.D. 1066. Some places are named for the person or group of people who first settled there. *Pennsylvania* is named for William Penn, who received permission from the King of England to establish a colony where Quakers could practice their religion. Some places like *Washington, D.C.*, are named for heroes.

People's names are also proper nouns, because they label specific people. Sometimes people's



| Influence of Geography on Our Language

names have special meanings, too. Frequently, a last name, or surname, will refer to the way the family once made its living. For example, *millers* ground grain into flour; *fletchers* made arrows; *smiths* made objects from metals. Some last names refer to the places where people lived. People named *Ford* are probably descendants of people who once lived near a shallow place in a river, where travelers could cross, or ford, the stream.

Most first names have meanings, also. Perhaps some of these names resulted from an ancient superstition that naming a child for a particular quality would insure that he developed it. Some examples of names with special meanings are *Earl—noble, Robert—bright in fame, Amy—beloved, and Donna—a lady*.

Most encyclopedias and many dictionaries give the origins of names. There are also special books in some public libraries which give the meanings of names.



B. SMITH



BLACK SMITH

| Origin of Names



Complete these activities.

1.16 Ten of the words in the list are proper names. Write them correctly on the lines below.

- | | | | |
|---------|---------|-----------|-------------------|
| book | arizona | football | person |
| richard | home | mary | love |
| school | bible | mountains | david |
| city | tree | france | atlantic ocean |
| cat | chicago | harvard | mississippi river |

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

1.17 For each common noun in the list below, write a proper noun which labels a specific example of the common noun.

- | | |
|---------------------|-------------------|
| a. book _____ | b. city _____ |
| c. state _____ | d. boy _____ |
| e. girl _____ | f. school _____ |
| g. church _____ | h. river _____ |
| i. country _____ | j. disciple _____ |
| k. automobile _____ | l. country _____ |
| m. president _____ | n. author _____ |
| o. actor _____ | p. minister _____ |
| q. prophet _____ | r. athlete _____ |
| s. month _____ | t. day _____ |
| u. song _____ | |

1.18 Each group of proper nouns below is related. Give the common noun name for each category.

- Chicago, San Francisco, Atlanta, New York _____
- Atlantic, Pacific, Arctic, Indian _____
- Asia, Europe, Australia, Antarctica _____
- Washington, Jefferson, Lincoln, Kennedy _____



Complete these activities.

1.19 Research your name. Find out what your first and last name mean. Write your answer here.

1.20 Research the name of your hometown, or some other place whose name interests you.

1.21 Make a list of five Biblical place names (for example, Bethel, Beersheba) and what each means.

1.22 Make a list of five names of Biblical heroes and what their names mean.

PARENT CHECK

_____ initials _____ date

1.23 Write a paper of two or three well-developed paragraphs. You may write about the origins of names, functions of nouns, or you may choose to write a paper describing your ideas of a world without noun labels.

TEACHER CHECK

_____ initials _____ date

SPELLING

To improve your spelling in all your language activities, you need to develop good study habits and to pay special attention to spelling rules. This first spelling lesson will give you some helpful hints and steps to follow. You will also learn and use the *i before e* rule.

Spelling is more easily mastered when it is studied in two or three sittings (or sessions). To read and repeat the correct spelling of words is not enough. You need to write these words and to use them. A printed word will often look different in your own handwriting! If you will follow these steps your spelling should improve.

“i before e.” Perhaps the most famous spelling rule in English is this jingle:

*i before e, except after c
or when sounded as a
as in neighbor and weigh.*

Although this rule has several exceptions, it is correct often enough to make it worth your while to commit it to memory. The digraph *ie/ ei* causes much difficulty for most spellers. (A digraph is *two letters written together which make only one sound.*) In English we usually pronounce the first of two vowels written together. For instance, *boat* is pronounced bōt; *heat* is

Spelling Steps

1. Copy each word three times, quietly saying it as you write.
2. Read over each word, then close your eyes and visualize it.
3. Write the word from memory and compare its spelling to the master list. (For any words you missed repeat steps 1, 2, and 3.)
4. Take the practice test.
5. Review any missed words (1, 2, and 3).
6. Take the Self Test.

pronounced hēt. In the case of *ie*, however, the first vowel is silent, and the second is pronounced, as in *believe* and *retrieve*.

The most consistent exceptions to the *i before e* rule are these two exceptions:

- after *c*, as in *receive*
- when *ei* is pronounced /ā/, as in *weight*. (Hint: in *leisure*, the *ei* digraph was once pronounced /ā/, though now it is pronounced /ē/.



Complete these activities.

- 1.24** Write either *ei* or *ie* in the blanks to complete the correct spellings of these words.
- | | | | |
|---------------|----------------|----------------|---------------|
| a. bel ___ ve | b. rec ___ ve | c. ach ___ ve | d. rel ___ f |
| e. c ___ ling | f. n ___ ghbor | g. conc ___ ve | h. l ___ sure |

Spelling Words-1

category	communication	homonym
dialect	leisure	receive
synonym	achieve	siege
orchestra	relief	conceive
melody	language	ceiling
harmony	duplicate	relieve
audience	individual	neighbor
encyclopedia	performance	believe
originate	antonym	weigh



Arrange the *ei/ie* words from the preceding spelling words in the proper columns.

1.25 *ie* words

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

1.26 *ei* words

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____



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

Complete the following sentences with the appropriate vocabulary words (each answer, 4 points).

- 1.01 Two different words which share the same meanings are called _____ .
- 1.02 People who speak different _____ of English may label the same object differently.
- 1.03 A word which labels (names) a person, place, thing, or idea is a _____ .
- 1.04 A group of objects which are related to each other in the same way are said to belong to the same _____ .
- 1.05 A word which labels a specific person, place, thing, or idea is a _____ .

Complete the following sentences with the appropriate words or phrases (each answer, 5 points).

- 1.06 God interrupted work on the Tower of Babel by _____
_____ .
- 1.07 People cannot communicate unless they _____
_____ .
- 1.08 Tell in your own words how language functions like a code. _____

_____ .

Draw a line through the word that does not belong in each category. Write the name of the category in the blank (each answer, 2 points).

1.09 dog, cat, cow, hamster

1.015 robin, ball, canary, eagle

1.010 Category name: _____

1.016 Category name: _____

1.011 Genesis, Matthew, Acts, Revelation

1.017 violin, piano, pillow, flute

1.012 Category name: _____

1.018 Category name: _____

1.013 car, bicycle, bus, sled

1.014 Category name: _____

Arrange the following list into three categories; give the label for each category. Each category has four members. One item on the list will not fit with any group (each answer, 2 points).

Virginia

Minneapolis

Lincoln

Kennedy

Jefferson

Florida

Mars

California

Jupiter

Earth

Wisconsin

Ford

Neptune

elizabeth

desk

1.019 Category: _____

1.029 Category: _____

1.020 _____

1.030 _____

1.021 _____

1.031 _____

1.022 _____

1.032 _____

1.023 _____

1.033 _____

1.024 Category: _____

1.025 _____

1.026 _____

1.027 _____

1.028 _____

Complete these statements (each answer, 4 points).

1.034 A proper noun names a _____ person, place, thing, or idea.

1.035 In writing, always _____ a proper noun.

Complete this list (each answer, 4 points).

1.036 List four ways in which place names originate.

a. _____ b. _____

c. _____ d. _____

Answer this question (this answer, 5 points).

1.037 How do some family names originate? _____

From the following list of nouns, select the ten proper nouns and write them in the blanks provided. Begin each one with a capital letter (each answer, 2 points).

- | | | | |
|---------|-----------|-----------|----------|
| bird | church | lake erie | paper |
| car | friend | egypt | kansas |
| man | jonathan | moses | city |
| america | continent | bible | new york |
| school | europe | elizabeth | desk |

- | | |
|--------------------|--------------------|
| 1.038 _____ | 1.043 _____ |
| 1.039 _____ | 1.044 _____ |
| 1.040 _____ | 1.045 _____ |
| 1.041 _____ | 1.046 _____ |
| 1.042 _____ | 1.047 _____ |

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> 108 <hr style="width: 50%; margin: 0;"/> 134 </div>		SCORE _____ TEACHER _____ <div style="display: flex; justify-content: space-between; font-size: small;"> initials date </div>
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ABC Take your spelling test of Spelling Words-1.



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