



# LANGUAGE ARTS

STUDENT BOOK

▶ **7th Grade** | Unit 5

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# Language Arts 705

## The Nature of English

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# The Nature of English

## Introduction

The Bible teaches you that God gave Adam and Eve a wonderful gift. They lived in a paradise called the Garden of Eden. God gave Adam and Eve an important rule to live by in the Garden of Eden. Unfortunately, they chose to ignore that rule, and man fell into sin. Because they did not use God's gift wisely, Adam and Eve were banished from the Garden of Eden.

You are blessed with many gifts, some from God and some from your parents. You must make an important choice. You can either use these gifts wisely and correctly and enjoy the benefits they bring you, or you can misuse these gifts and they will do you little good. Actually, they might even hurt you or make you very unhappy.

God gave you the gift of language and the ability to learn and to use it correctly. You are a young person who has already learned a great deal about English.

You are now ready to learn how an educated person uses the gift of English.

In this LIFE PAC® you will learn about two interesting categories of words. One category contains words for signals, and the other includes words for feelings. You will learn the differences among formal English, informal English, and nonstandard English. Formal English, used by educated people when they write and speak, uses clear and smooth expression and avoids improper and redundant usage. This LIFE PAC will show you how to use formal English.

Correct English usage is very important if you are to use English wisely. Correct English usage is an established procedure for using words and phrases without mistakes. Mastering the rules and usage in this LIFE PAC will help you to use English in a mature way. Now that you are maturing, this ability is very important.

## 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. List and use words for signals.
2. List and use words for feelings.
3. Identify differences among formal English, informal English, and nonstandard English.
4. Identify clichés, colloquial expressions, slang, idioms, and other informal usages.
5. Use formal English correctly.
6. Identify redundant expressions.
7. Use smooth and clear expression.
8. Use the verb endings *-s* and *-es* for correct subject-verb agreement.
9. Correctly use the verb endings *-d* and *-ed* to indicate past tense.
10. Correctly use the past tense of irregular verbs.
11. Use often confused verbs correctly.
12. Use often confused pronouns correctly.
13. Spell new words.
14. Write clear sentences.



# 1. THE NATURE OF ENGLISH

In this section you will learn about two interesting **categories** of words. The first category is words for **signals**, and the second is words for **feelings**.

## SECTION OBJECTIVES

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

1. List and use words for signals.
2. List and use words for feelings.
13. Spell new words.

## VOCABULARY

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

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

**communicate** (ku myü' nu kāt). Give information by talking and writing; receive information by listening and reading.

**express** (ek spres'). Put your thoughts into words.

**feeling** (fē' ling). An emotion such as love, sympathy, pain, and happiness.

**language** (lang' gwij). Human speech, spoken or written.

**signal** (sig' nul). A command or direction.

**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; /ʃh/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

## WORDS FOR SIGNALS

Imagine what it would be like if you had never learned how to use English or any other **language**! You would have a great deal of difficulty **communicating** with other people. If you were hungry, for example, you might point to your mouth, but you would not be able to tell your mother what kind of food you would like to eat. You would not know what other people were saying. Life would be very boring and difficult if you could not use a language such as English. You are fortunate to have the ability to use

language. This ability is one of the many gifts God has given you.

When you use language, you communicate ideas. Communication involves understanding what others say and being able to **express** your ideas to other people. When people communicate, they use words. Sometimes a single word will express an idea very clearly. At other times words must be combined into sentences to express ideas. In most sentences certain words are more important than others.



**Example:**

- Dick: What *time* is it?
- Wendell: It is *three o'* clock.

The word that is italicized in each sentence is the most important word.

Just think how many times you say important words such as “yes” and “no” in response to other people’s questions. You frequently use salutations such as, “hello,” “good-bye,” “good morning,” and “good night”. You have been taught to politely say, “please,” “thank you,” and “you’re welcome.”

Many of the words in your vocabulary are arranged in **categories** and stored in your mind for future use. You are familiar with the words, *red, green, blue, orange*, and the like. You think of these words when you think of colors. Other categories that are commonly associated with specific words are these:

- Animals: dogs, cats, horses, cows, goats
- Furniture: chair, table, desk, bed, sofa

- Musical instruments: clarinet, trumpet, piano, guitar
- Religion: God, Jesus, Holy Spirit, Bible, church
- Sports: football, baseball, soccer, tennis, swimming

Do you know what the words, *balalaika* and *lacrosse* mean? A *balalaika* is a musical instrument similar to a mandolin or banjo. If you are learning this word for the first time, you most likely will associate it with the category of musical instruments. *Lacrosse* can also be placed in one of the categories. Check your dictionary if you don’t know its meaning.

You are now going to study an especially interesting category of words, words for **signals**. Words for signals are very important when you follow or give directions. Analyze this sentence: Stop what you are doing and come over here. What are the two most important words in this sentence? The answer is *stop* and *come*. These words tell a person what to do.

**Complete this exercise.**

Read each sentence and underline the word or words that act as signals or commands.

- 1.1 Wait in this line.
- 1.2 Go to the auditorium.
- 1.3 Danger: Thin Ice!
- 1.4 Turn left at the next corner.
- 1.5 Throw the ball to me.
- 1.6 Please lend me your pencil.
- 1.7 John, put this one in the trash and get a new one.
- 1.8 It is time for you to begin your homework.
- 1.9 The students are to exit through the rear doors.
- 1.10 The entrance is over there.

Words for signals are quite important when you follow or give directions. Would you like to learn an interesting trick that uses numbers?

When you read how to perform this trick, certain words will give you specific directions.

**Complete these activities.**

- 1.11 Check the box in the following check list as you complete each step in this activity.
  - On a piece of paper, write the number 1089.
  - Fold the piece of paper, and give it to a member of your audience.
  - Ask someone to write a three-digit number on a piece of paper — the first digit larger than the third digit.
  - Below this number, write the number backward.
  - Subtract the smaller number from the larger number (keep three digits).
  - Below the answer, write this number backward.
  - Add the two numbers together. (The answer will always be 1,089).
  - After the person adds the numbers, ask the person who is holding the folded paper to read what is on it.
- 1.12 Go back over the list of directions and underline each signal word.





**Do this assignment.**

- 1.13** Choose a number trick, a recipe, a project that requires special folding of paper, or a clever craft idea. Write directions for someone to follow so that he might learn how to do your trick or to make what you have written about. Use correct English. Be sure to number the steps in your directions. Underline all important words that act as signals. Trade your directions with a friend. See if he or she can follow your directions successfully.

**TEACHER CHECK**



\_\_\_\_\_ initials

\_\_\_\_\_ date

**WORDS FOR FEELINGS**

Another interesting category of words are words for **feelings**. A feeling is an emotion such as love, pain, happiness, or sadness. Although emotions can be felt, they cannot be touched or seen. Without words for feelings, communicating how someone feels would be very difficult. For this reason, a number of words that express somewhat the same feeling should be known.

Look at these words: hurt, injured, wounded, and sick. These words mean almost the same thing and yet are not identical in meaning. Someone would feel hurt if he were injured or wounded. He might be injured if he fell off a bicycle, but he would not be wounded unless something like a sharp object penetrated his body.



**Complete this exercise.** Each of the following sentences expresses a feeling such as love, pain, happiness, fear, or anger. In the blank space after each sentence, write the word for feeling expressed.

- 1.14** My father gave me a ten-dollar bonus because I brought home a good report card.  
\_\_\_\_\_
- 1.15** The big, bad wolf might eat me up! \_\_\_\_\_
- 1.16** I hit my thumb with a hammer. \_\_\_\_\_
- 1.17** Who ripped my shirt? \_\_\_\_\_
- 1.18** My mother is a wonderful person. \_\_\_\_\_
- 1.19** I broke one of the rules at school, and I think the principal knows about it.  
\_\_\_\_\_
- 1.20** Jesus is my Savior. \_\_\_\_\_
- 1.21** School is out today! \_\_\_\_\_
- 1.22** "Jack fell down and broke his crown, and Jill came tumbling after." \_\_\_\_\_
- 1.23** Some people in the world today are denied religious freedom! \_\_\_\_\_



**Do this exercise.** From the lists of words find three synonyms for each numbered word. Write the synonyms on the lines.

joy	guilt	exhausted	fright
misery	resentment	rage	self-conscious
romance	affection	fatigued	horror
tranquility	scared	harmony	courage
displeasure	agony	remorse	devotion
shame	uncomfortable	valor	contentment
ache	calm	heroism	weary
delight	embarrassed		

- |             |           |          |          |          |
|-------------|-----------|----------|----------|----------|
| <b>1.24</b> | love      | a. _____ | b. _____ | c. _____ |
| <b>1.25</b> | pain      | a. _____ | b. _____ | c. _____ |
| <b>1.26</b> | happiness | a. _____ | b. _____ | c. _____ |
| <b>1.27</b> | fear      | a. _____ | b. _____ | c. _____ |
| <b>1.28</b> | regret    | a. _____ | b. _____ | c. _____ |
| <b>1.29</b> | tired     | a. _____ | b. _____ | c. _____ |
| <b>1.30</b> | peace     | a. _____ | b. _____ | c. _____ |
| <b>1.31</b> | uneasy    | a. _____ | b. _____ | c. _____ |
| <b>1.32</b> | bravery   | a. _____ | b. _____ | c. _____ |
| <b>1.33</b> | anger     | a. _____ | b. _____ | c. _____ |

**Complete this assignment.** Choose *one* of these topics:

a person you like  
a person you dislike

a pleasurable experience  
a painful experience

**1.34** Check each box in the following check list as you complete each step in this activity.

- After you have chosen your topic, make a list of three feelings or emotions that express how you feel.

**Caution:** Do not confuse feelings with opinions. If you dislike a person because he makes you angry, you are expressing a feeling. If you dislike a person because you think he is rowdy, you are expressing an opinion. To say a person's rowdiness makes you angry is acceptable.

- Write a one-paragraph introduction. Name the person or experience you are writing about and state your topic. Do not give other information.

- Write one paragraph for the first feeling or emotion on your list. Then write another paragraph for the second feeling and a paragraph for the third feeling. Use a variety of words to express the feeling you are discussing in each paragraph.
- Write a one-paragraph summary. In this summary tell the most important ideas you have mentioned. Do not give new information.
- Use ink, use correct grammar and spelling. Write on only one side of your paper. Write a good paper. Show your work to your teacher when you are finished.

## TEACHER CHECK

\_\_\_\_\_ initials

\_\_\_\_\_ date

### SPELLING

Spelling Words-1 contain some of the words that are easy to spell incorrectly. Some of them have different pronunciations for the same letters.

#### Spelling Words-1

yet	very	soul
yell	many	poultry
yarn	mystery	shoulder
yesterday	symbol	rough
my	cylinder	tough
type	gypsy	cloud
try	youth	pound
spry	through	foul
badly		



**Complete this exercise.** Use each of the following words in a sentence.

**1.35** yet \_\_\_\_\_

**1.36** yell \_\_\_\_\_

**1.37** yarn \_\_\_\_\_

**1.38** yesterday \_\_\_\_\_

**1.39** my \_\_\_\_\_

- 1.40 type \_\_\_\_\_
- 1.41 try \_\_\_\_\_
- 1.42 s pry \_\_\_\_\_
- 1.43 badly \_\_\_\_\_
- 1.44 very \_\_\_\_\_
- 1.45 many \_\_\_\_\_
- 1.46 mystery \_\_\_\_\_
- 1.47 symbol \_\_\_\_\_
- 1.48 cylinder \_\_\_\_\_
- 1.49 gypsy \_\_\_\_\_
- 1.50 youth \_\_\_\_\_
- 1.51 through \_\_\_\_\_
- 1.52 soul \_\_\_\_\_
- 1.53 poultry \_\_\_\_\_
- 1.54 shoulder \_\_\_\_\_
- 1.55 rough \_\_\_\_\_
- 1.56 tough \_\_\_\_\_
- 1.57 cloud \_\_\_\_\_
- 1.58 pound \_\_\_\_\_
- 1.59 foul \_\_\_\_\_

## HELPER CHECK

\_\_\_\_\_

initials

\_\_\_\_\_

date

### ABC

**Ask a helper or your teacher to give you a practice spelling test of Spelling Words-1.** Restudy the words you missed.



**Review the material in this section to prepare for the Self Test.** This Self Test will check your mastery of this particular section as well as your knowledge of the previous 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 \_\_\_\_\_ Communicating with other people is easier without language.
- 1.02 \_\_\_\_\_ In most sentences, certain words are more important than others.
- 1.03 \_\_\_\_\_ Words for signals would not be thought of as a *category* of words.
- 1.04 \_\_\_\_\_ Sometimes a single word will express an idea very clearly.
- 1.05 \_\_\_\_\_ Signals are words that express emotions.
- 1.06 \_\_\_\_\_ Words for signals are frequently found in commands and directions.
- 1.07 \_\_\_\_\_ The words *wait*, *go*, and *entrance* are signals.
- 1.08 \_\_\_\_\_ If you didn't have words for feelings, communicating how you feel would be difficult.
- 1.09 \_\_\_\_\_ The words *pain*, *anger*, *stop*, and *come* are all words for feelings.
- 1.010 \_\_\_\_\_ You can express yourself more effectively if you know several words to express the same feeling.

**In the space provided, write the word that is a signal** (each answer, 2 points).

- 1.011 \_\_\_\_\_ happiness    day    danger    cute
- 1.012 \_\_\_\_\_ turn    string    quickly    club
- 1.013 \_\_\_\_\_ life    book    window    exit
- 1.014 \_\_\_\_\_ silly    come    rug    music
- 1.015 \_\_\_\_\_ pencil    pain    do    lamp

**In the space provided, write the word that describes a feeling.**

- 1.016 \_\_\_\_\_ fly    run    entrance    tired
- 1.017 \_\_\_\_\_ anger    table    slowly    jump
- 1.018 \_\_\_\_\_ laugh    rope    turn    fear
- 1.019 \_\_\_\_\_ bottom    agony    this    me
- 1.020 \_\_\_\_\_ house    fold    play    uncomfortable

**Complete these items by writing the correct answer in the space provided** (each answer, 3 points).

- 1.021** A group or class of words is called a \_\_\_\_\_ .
- 1.022** Human speech, spoken or written, is called \_\_\_\_\_ .
- 1.023** Words that express emotions are words for \_\_\_\_\_ .
- 1.024** Signals are words that give \_\_\_\_\_ .
- 1.025** Signals are words that also give \_\_\_\_\_ .
- 1.026** Giving information by talking and writing, and receiving information by listening and reading, is called \_\_\_\_\_ .

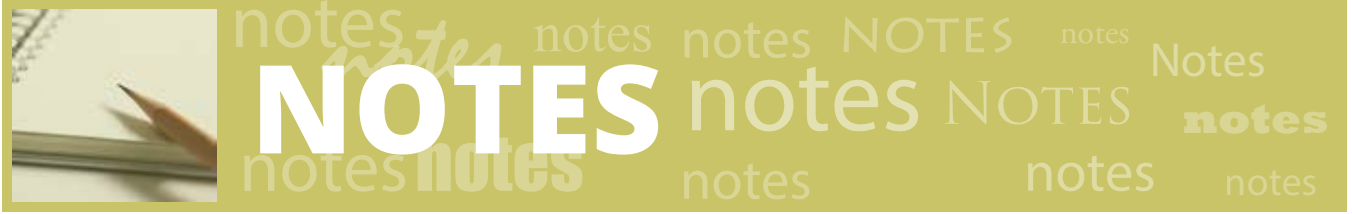
**Write three words for each category listed** (each answer, 3 points).

- 1.027** Vegetables that can be eaten raw.  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
- 1.028** Words used as signals.  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_
- 1.029** God's gifts to mankind.  
a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">60</td> <td style="width: 50%; text-align: center;">75</td> </tr> </table>	60	75	<b>SCORE</b> _____	<b>TEACHER</b> _____ <div style="display: flex; justify-content: space-around; font-size: small;"> <span>initials</span> <span>date</span> </div>
60	75			

**ABC**

Take your spelling test of Spelling Words-1.





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