



LANGUAGE ARTS

STUDENT BOOK

▶ **8th Grade** | Unit 1

Language Arts 801

Improving Communication

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Improving Communication

Introduction

Communication, which is the first function of language, may be described as the transfer of thoughts or ideas from one person to another. A person's skill in the language arts will determine how well he communicates with other people. Communication may take place through reading, writing, listening, or speaking. Communication without words is also possible.

In this LIFE PAC® you will learn to improve your reading skills by identifying word parts and using them as clues to meaning. You will learn to follow directions by listening attentively, remembering sequence, and taking notes. You will also discover that personal appearance, facial expression, posture, and interjections are all forms of nonverbal communication. When you read about signals, you will discover that whole languages exist that have no spoken words.

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. Recognize and use roots, affixes, and inflections as keys to the meaning of new words.
2. Categorize words according to meaning and grammatical function.
3. Follow oral directions.
4. Give directions orally.
5. Follow written directions.
6. Write directions others can follow.
7. Use and interpret indirect nonverbal communication.
8. Identify direct nonverbal signals.
9. Use and interpret various interjections.
10. Recognize nonverbal signals in many forms of communication.
11. Spell correctly *ie/ei* combinations and words having prefixes and suffixes.

1. IMPROVING YOUR READING

The more words you know, the better you will read. If you do not know the meaning of a word you can miss the point of a sentence, a paragraph, or even a whole chapter. Unknown

words need not be obstacles to understanding. In this section you will learn to use word parts as clues to meaning. You will also find that categories can be used as **context clues**.

SECTION OBJECTIVES

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

1. Recognize and use roots, affixes, and inflections as keys to the meaning of new words.
2. Categorize words according to meaning and grammatical function:
 - 2.1 Form analogies based on categories as an aid to critical thinking.
 - 2.2 Use categories as context clues.
11. Spell correctly *ie/ei* combinations and words having prefixes and suffixes.

VOCABULARY

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

affix (af' iks). A syllable or syllables added to a word or the base of a word to change its meaning or use; a prefix or suffix.

analogy (u nal' u jē). A comparison between like or similar things or between dissimilar things in related categories.

base word (bās wèrd). The form of a word to which prefixes or suffixes are attached; a root or stem.

combining form (kum bī' ning fōrm). The form of a word used to combine with other words or combining forms to make new words.

comparative (kum par' u tiv). The second degree of comparison of an adjective or adverb, used when two things are being compared.

context clue (kon' tekst klü). Other parts of a sentence or paragraph that determine the meaning of an unfamiliar word.

critical thinking (krit' u kul think' ing). The testing and evaluation of possible solutions to a problem or explanation of a phenomenon.

figurative meaning (fig' yur u tiv mē' ning). Using words in a sense other than their literal meaning, as in poetry or figures of speech. *You're pulling my leg* is meant figuratively, not literally.

grammatical meaning (gru mat' u kul mē' ning). The meaning of a word or morpheme apart from its semantic meaning, indicating grammatical function, tense, etc.

inflection (in flek' shun). A word ending used to show case, number, gender, person, tense, mood, voice, or comparison.

literal meaning (lit' ur ul mē' ning). The usual meaning of a word without exaggeration or imagination.

morpheme (môr' fēm). The smallest part of a word that has meaning of its own. It may be a word, an affix, or an inflection.

native English word (na' tiv ing' glish werd). A word that originated in the English language, as opposed to a borrowed word or a word coined from borrowed elements.

root (rüt). A base, not necessarily a whole word, to which affixes are added to form new words.

semantic meaning (su man' tik mē' ning). The meaning of a word apart from inflections and affixes; lexical meaning. *Is, am, was, and were* all have the semantic meaning *be*.

superlative (su per' lu tiv). The highest degree of comparison of an adjective or adverb, used to compare more than two things.

Note: All vocabulary words in this LIFEPAAC 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, 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.

UNLOCKING MEANING THROUGH WORD PARTS

An unfamiliar word often puzzles a reader. Rather than take the time to look up a word, the reader will often skip it. Sometimes this skipping results in an incomplete or distorted understanding of the passage he has read. Many of the longer words in our language are actually made up of several smaller words or syllables. To be able to unlock word meanings, you must first recognize the structure of words. One way to unlock the meaning of a word is to try to identify parts you already know.

At first glance, you might not think you know the word *interplanetary*. Examine the word more closely. One word included in this larger word is *planet*. You should notice that *inter-* has been added to the first part of this word and *-ary* has been added to the end. *Planet* is the **root** word; *inter-* and *-ary* are **affixes** added to change the meaning of the root. Combined in this manner, these forms mean "between-the planets-pertaining to." Reworded so that it makes more sense, the phrase can be read, "a relationship between the planets."

Identifying word parts. Root words are the building blocks for the formation of many other

words. The meaning of a root word is modified, or changed, when various **inflections** (endings) and other affixes are added.

All of these word components (roots, prefixes, suffixes, and inflections) are classed as **morphemes**. A morpheme is the smallest meaningful unit in the structure of a language. A morpheme can be a word, an affix, or a combining form. Note two kinds of morphemes. A *free morpheme* can be used alone as a word and has a distinct meaning; a *bound morpheme* is an affix that modifies the meaning of the root but has no meaning of its own. *Run* is a free morpheme because it has meaning; *-ing*, a bound morpheme, has no meaning until it is combined with a free morpheme such as *run* or *cry*.

An affix is a prefix or suffix which is added to a root. A prefix, which may be a single letter or several syllables, is added at the beginning of a word. *Pre-*, *inter-*, *dis-*, *in-*, and *bi-* are examples. A suffix is one or more syllables added to the end of a root, for example *-tion* or *-ment*. An inflection is a special type of affix that changes the grammatical function of a word.



Complete these statements.

- 1.1 Understanding the structure of words will help you _____ .
- 1.2 A long word may be made from a smaller word called a _____ .
- 1.3 Two types of affixes are a. _____ and b. _____ .
- 1.4 Prefixes are found _____ .
- 1.5 Suffixes are found _____ .
- 1.6 The affix *pre-* is a _____ .

Complete this word study activity.

- 1.7 Underline the prefixes and suffixes in these words. (Use a dictionary if necessary.)
- | | | |
|------------|---------------|----------------|
| a. unusual | e. mistake | i. awkwardness |
| b. dentist | f. ticklish | j. example |
| c. synonym | g. repetition | k. ingenious |
| d. unlike | h. hopeless | l. important |

Inflections are endings added to certain classes of words in order to change the grammatical meaning. The most common inflections in English are *-d, -ed, or -t; -s, -es, or -ies; -ing, -er, or -est; and 's or s'*. A verb indicates changes in tense by the addition of *-d, -ed, -t, or -s*. Adding *-ing* to a verb changes it to a special form called

a *participle*, which can be used as a noun or an adjective. Nouns add *-s, -es, or -ies* to form the plural and *'s or s'* to show possession. The endings *-er* and *-est*, meaning *more* and *most*, are used to form the **comparative** and **superlative** degrees in adjectives.



Underline the inflections in the following words and fill in the blanks. In the first blank write the part of speech of each word. In the second blank write any additional information the inflection gives you about the word (tense, degree, number, case, etc.).

		Part of speech	Additional information
1.8	a. candles	b. _____	c. _____
1.9	a. hurried	b. _____	c. _____
1.10	a. running	b. _____	c. _____
1.11	a. earliest	b. _____	c. _____
1.12	a. marries	b. _____	c. _____
1.13	a. Mary's	b. _____	c. _____
1.14	a. slept	b. _____	c. _____
1.15	a. babies	b. _____	c. _____
1.16	a. smaller	b. _____	c. _____

A *root* is a type of **base word** on which other words are built. The *base* word supplies the *basic* meaning, which is expanded or changed by the addition of an affix. Roots can be familiar English words or they can be parts of words borrowed from another language, such as Latin or Greek. The words *dog* and *catch* are the roots of *dogcatcher*; *spect-*, meaning *see*, is the root of *spectacle* and *inspector*. Word parts from other languages are sometimes called *stems*. Two roots used together to form one word are called **combining forms**.

To unlock the meanings of new words, one must be able to recognize roots. (In this LIFE-PAC the term root will be used to mean *root*, *base*, and *stem*.) Roots are not always easy to recognize. Sometimes the addition of a prefix or suffix changes the form of the root word. Imagine how difficult the pronunciation of *horror-ible* would be if the second syllable were not dropped, or the pronunciation of *explosion* instead of *explosion* and *depth* instead of *depth*.



Cross out the prefixes, suffixes, and inflections to find the root word. Write the root word on the line. (Change *i* to *y* or add an *e* where necessary.)

1.17	a. beautiful	b. _____
1.18	a. holiness	b. _____
1.19	a. unlocked	b. _____
1.20	a. servant	b. _____
1.21	a. reaction	b. _____
1.22	a. amazingly	b. _____
1.23	a. foresight	b. _____
1.24	a. unreasonable	b. _____
1.25	a. misinformation	b. _____



Write the combining forms for each of these words.

- | | | | |
|------|------------|----------|--------------|
| 1.26 | automobile | a. _____ | and b. _____ |
| 1.27 | telephone | a. _____ | and b. _____ |
| 1.28 | overlap | a. _____ | and b. _____ |
| 1.29 | shellfish | a. _____ | and b. _____ |
| 1.30 | campfire | a. _____ | and b. _____ |
| 1.31 | sidewalk | a. _____ | and b. _____ |

Find the root or roots for each word below and write them in the blank. (You may use a dictionary if you wish.)

- 1.32 hydrophobia _____
- 1.33 speedometer _____
- 1.34 weightlessness _____
- 1.35 miraculous _____
- 1.36 destructive _____
- 1.37 indefensible _____
- 1.38 evaporate _____
- 1.39 grammatical _____
- 1.40 fabulous _____

Many roots from other languages, especially from Greek and Latin, have been adopted into English as working parts. Often these roots are combined with affixes from the same language, as in *musical* and *laborious*. Words such as *gratefully* and *movable* combine English and foreign elements. Common words such as *automobile* and *television* were coined from Greek and Latin combining forms.

The easiest roots to identify are English words which were not borrowed from another language or which were borrowed so long ago that they seem like **native English words**. Roots of this type are often used to form compound words such as *freeway* and *follow-through*. Adding affixes to established words is another way of creating new words. *State + ment* becomes *statement*; *spoon + ful* becomes *spoonful*. *Overcoat* was formed by adding the combining form *over-* to *coat*.



Write the root word (or words) in the blank.

- 1.41 lovable _____
- 1.42 almighty _____
- 1.43 peppermint _____
- 1.44 penniless _____
- 1.45 softspoken _____
- 1.46 businesslike _____

Using word parts as clues to meaning. To unlock the meanings of unfamiliar words, one must know the meanings of both their roots and the affixes. Roots provide the keys to meaning. Prefixes change word meanings by adding new thoughts. *Re-*, for example, adds the idea of doing something again, and *un-* indicates the reverse of the meaning of the root word. Suffixes are more likely to change the grammatical function of a word. For example, adding *-tion* to a verb turns it into a noun. Inflections supply additional **grammatical meaning**.

Roots and affixes supply both semantic and grammatical meanings. **Semantic meaning** refers to the concept behind the word symbol.

Prefixes, roots, and some suffixes have semantic meaning. *Careful* and *careless* have the same root; the suffix provides the difference in semantic meaning. *Interscholastic* is not the same as *intrascholastic*. To understand the words and to distinguish between them, one must know the meaning of both the root and the prefixes.

Affixes without semantic meaning have grammatical meaning. They do not refer to a specific idea, but they change the grammatical function of the word to which they are added. For example, *-ness* added to an adjective turns it into a noun; *unique* + *-ness* = *uniqueness*. Adding *-ly* to an adjective turns it into an adverb. *Pretty* + *-ly* = *prettily*.



Try to determine the meanings of the roots and affixes from the meanings of the familiar words below.

- | | | | |
|------|----------------|------------------------|-----------------|
| 1.47 | bicycle | a. <i>bi-</i> _____ | b. cycle _____ |
| 1.48 | intramural | a. <i>intra-</i> _____ | b. mural _____ |
| 1.49 | television | a. <i>tele-</i> _____ | b. vision _____ |
| 1.50 | disease | a. <i>dis-</i> _____ | b. ease _____ |
| 1.51 | transportation | a. <i>trans-</i> _____ | b. port _____ |
| | | c. <i>-ation</i> _____ | |

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

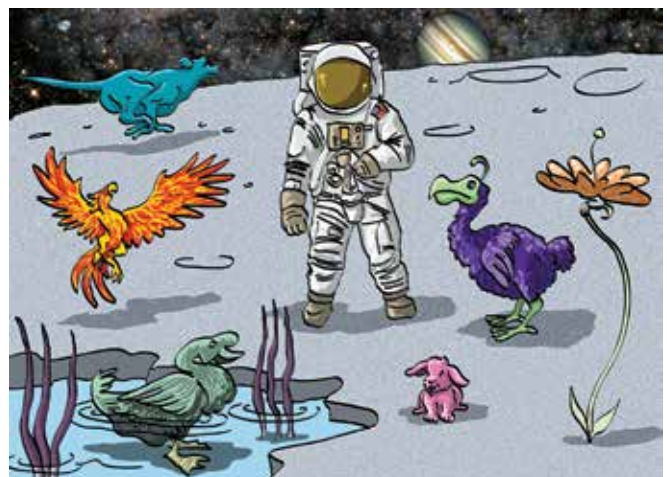
SUFFIXES		
Morpheme	Meaning	Example
-acious	having the quality of	gracious
-acy, -age	state; quality	literacy; courage
-ant	one who	participant
-cle, -cule	small	molecule
-ent	like; one who	president
-ery	state; quality	slavery
-fy	to do; to make	magnify
-hood	state; quality	brotherhood
-ish	like; related to	foolish
-ist	one who	dentist
-mas	mass (ceremony)	Christmas
-ory	having to do with	auditory
-tion	state; quality	graduation
-tude	state; quality	attitude



Determine the meanings of the following words from the meanings of the roots and affixes.

- 1.52 biweekly _____
- 1.53 interscholastic _____
- 1.54 disarm _____
- 1.55 transoceanic _____
- 1.56 telecommunication _____

Pretend you are an astronaut landing on an unexplored planet. Your job is to use Latin roots to name all the strange plants and animals you encounter.





Match the roots with the plants and animals they describe. More than one answer will be needed for each question, and answers can be used more than once.

- | | | | |
|------|--|----|---------------------------|
| 1.57 | _____ a silly bird that runs around in circles | a. | solus (alone) |
| 1.58 | _____ a flower with a single bloom on a single stalk | b. | magnus (large) |
| 1.59 | _____ a large animal that runs very fast | c. | mare (sea) |
| 1.60 | _____ a seaweed with long, thin leaves | d. | rotundus (circular) |
| 1.61 | _____ a water bird with a loud call | e. | aqua (water) |
| 1.62 | _____ a bird with feathers the color of fire | f. | curso (to run to and fro) |
| 1.63 | _____ a little animal that sings like a bird | g. | avis (bird) |
| | | h. | flos (flower) |
| | | i. | celer (swift) |
| | | j. | herba (grass) |
| | | k. | fervo (to glow or burn) |
| | | l. | clarus (loud) |
| | | m. | canto (to sing) |
| | | n. | penna (feather) |
| | | o. | brevis (small) |

CATEGORIZING WORDS

Reading requires more than an understanding of word meanings. You must also be able to understand the ideas which an author expresses through the words he uses. Placing words in categories will help you relate the ideas you read to one another so that you can apply your knowledge in other situations. Categorizing, or classifying, is one of the skills necessary to **critical thinking**.

Classification. You have probably had experience in a science class classifying objects according to shape, color, texture, and use. You may have classified animals and plants as

living things and machines as *nonliving things*, or snakes and lizards as *reptiles* and sharks as *fish*.

Words can be classified in much the same way. For example, they can be divided into categories based on *parts of speech*, or they can be classified according to semantic meaning. *Play* can be classified as a noun or a verb, or it can be categorized with words related to drama or movement.

How you categorize a word depends on your reasons for setting up categories in the first place. You might decide, for example, to divide song lyrics into *sense* and *nonsense* categories.

“Sha na na” is clearly nonsense, but “I don’t ever want to hear that song again” is immediately understandable. “Love is blue” and “Killing me softly with his song” are lyrics halfway between the two categories. Their **literal meanings** are nonsense, but their **figurative meanings** are not. Nonsense words can have grammatical meaning, and words with semantic meaning

sometimes can be nonsense. The phrase *skip to my lou* seems to fit the grammatical pattern of *skip to the music* but it actually does not. *To the music* is a prepositional phrase modifying *skip*; *to my lou* seems to be a prepositional phrase modifying *skip*, but without semantic meaning it is impossible to tell.



Using the categories grammatical, semantic, both (grammatical and semantic), and none, classify the following nonsense phrases according to the type of meaning they illustrate. This exercise is somewhat difficult since students interpret the phrases differently. Answers will vary.

- 1.64 fee fi fo fum _____
- 1.65 hey diddle diddle _____
- 1.66 lavender’s blue, dilly dilly, lavender’s green _____
- 1.67 among the leaves so green-o _____
- 1.68 supercalifragilistic _____
- 1.69 oop boop diddem daddem waddem choo _____
- 1.70 to my hey down down _____
- 1.71 knick knack paddywhack _____
- 1.72 early morning singing song _____

The game Twenty Questions uses the categories *animal*, *vegetable*, and *mineral*. A friend thinks of an object in one of these categories. You have twenty chances to ask questions as clues to what the object is. The smart way to play the game is to use the process of elimination. Base your questions on the answers to previous questions.

If you start with the question “Is it animal?” and get a *no* answer, you have a 50/50 chance of guessing correctly whether it is vegetable

or mineral. Instead of wasting two questions to get one answer, start with a more general question, “Is it organic?” If the answer is *no*, it is mineral. If *yes*, ask, “Is it animal?” A *no* will tell you that it is vegetable.

Next determine whether the animal, plant, or mineral is in its natural state. From there you can ask specific questions using other categories such as *shape*, *use*, and *material composition*. The fewer questions you can use, the better your chances of winning.



Play a category game.

1.73 Play Twenty Questions with a friend. Write your questions below.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____
- k. _____
- l. _____
- m. _____
- n. _____
- o. _____
- p. _____
- q. _____
- r. _____
- s. _____
- t. _____

Word relationships. Categorizing a word according to its function or the type of idea it expresses is relatively simple. *Bird* can be classed as a *noun*, a *thing that flies*, or an *animal*, depending on your purpose for classification. Relationships of words in the same category are usually clear: *an eagle* and a *crow* are both *birds*; *democracy* and *totalitarianism* are both *forms of government*. If you are reading about foreign foods and come across the word *mous-saka*, you know by its relationship to the words

around it that it falls into the same category as *enchilada*. You have formed an **analogy**: *Mous-saka is to foreign food as enchilada is to foreign food*.

A more complicated type of analogy involves words in different but related categories. *Mare* is to *colt* as *mother* is to *child* is an example. The type of relationship illustrated by the *mare:colt* analogy is *parent to offspring*. Other common relationships you can discover through analogy

include *part to whole* or *whole to part*, *cause to effect*, *worker to tool*, and *tool to activity*. Word relationships can involve form, function, or

meaning. Analogies can be formed using *synonyms*, *rhymed words*, or *grammatical relationships* as categories.



Use categories as context clues. Read these sentences. Write the category of the italicized word in the blank.

1.74 Along the fence near the rose bushes, he planted *heliotrope* and rosemary.

1.75 *Thyme* is better than nutmeg in a casserole. _____

1.76 Most of the dresses were made of cotton blended with *polyester*.

1.77 My brother is a football fan and my sister likes tennis, but my favorite is *jai alai*.

1.78 What shall we look at next, the monkeys, the elephants, or the *macaws*?

Underline the correct relationship.

1.79 *Train* is to *track* as *bus* is to _____.
 a. air b. road c. tire d. depot

1.80 *Window* is to *glass* as *book* is to _____.
 a. word b. ink c. paper d. letter

1.81 *Sleep* is to *hibernate* as *travel* is to _____.
 a. fly b. drive c. trip d. migrate

1.82 *Dog* is to *greyhound* as *fish* is to _____.
 a. frog b. whole c. shark d. water

Complete these activities.

1.83 The words in each group have common characteristics. In the blank write a category heading that describes the common feature. (The first question is done for you.)

_____ fish _____ halibut, flounder, tuna, trout

a. _____ chopsticks, needles, pencils, toothpicks

b. _____ dogs, cats, horses, pigs

c. _____ skillet, kettle, pot, griddle

- d. _____ dogs, books, trees, people
- e. _____ cheese, ice cream, butter, yogurt
- f. _____ pencils, knives, scissors, razors
- g. _____ women, cows, does, ewes

1.84 How many categories can you think of for the word *pencil*?

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

SPELLING

Words are not always spelled as they sound. Sometimes a sound can be spelled in several ways. At other times, one spelling can be pronounced in several ways.

You probably remember the jingle that begins, “*i* before *e* except after *c*.” The combination *ie* is usually pronounced *ee*, but *ei* can be pronounced either *ee* or *ay*. (Remember the examples *neighbor* and *weigh*.)

The rule in the jingle is helpful but it does not always apply. The word *seize*, for example, is spelled *ei* even though it has no *c* and the vowel has the *ee* sound. The word *siege*, though, is spelled *ie*. One way to keep these two spellings straight is to repeat to yourself another little jingle: “When you see something you *seize* it, but you *sigh* during a *siege*.” By doing this you associate the *e* in *see* with *seize* and the *i* in *sigh* with *siege*. It sounds silly but it works.

Spelling Steps

1. Examine each word in Spelling Words-1 to see whether it follows the “*i* before *e* rule.”
2. Make a mental note of the exceptions and memorize their spellings. (It may be helpful to make up your own rule.)
3. Complete the spelling activities.
4. Have a friend or your teacher give you a practice test. Write the words as he says them, then compare your answers with the master list.
5. Review any words you missed.
6. Take the Self Test.

Spelling Words-1

seize	efficient	lei
siege	heinous	view
brief	sieve	yield
leisure	mischievous	pierce
surveillance	grief	freight
reign	neither	height
field	kaleidoscope	priest
fiery	medieval	sleigh
fiend	neigh	heirloom
friend	niece	perceive



Alphabetize and define.

- 1.85** On a separate sheet of paper, alphabetize the words in Spelling Words-1 and define every other word.

Match the *ie/ei* words in the first column with the letter corresponding to the correct vowel sound. (Sounds may be used more than once.)

- | | | |
|-------------|--------------------|-------------------|
| 1.86 | _____ brief | a. long <i>a</i> |
| 1.87 | _____ surveillance | b. long <i>e</i> |
| 1.88 | _____ heinous | c. short <i>e</i> |
| 1.89 | _____ friend | d. long <i>i</i> |
| 1.90 | _____ neither | e. short <i>i</i> |
| 1.91 | _____ fiery | |
| 1.92 | _____ medieval | |
| 1.93 | _____ kaleidoscope | |
| 1.94 | _____ height | |



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



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

Write the correct words in the blanks (each answer, 3 points).

- 1.01** Morphemes are units of _____ .
- 1.02** Word parts include roots, affixes, and _____ .
- 1.03** The _____ degree of an adjective is formed by adding *-er*.
- 1.04** *Over-* is an example of a _____ .
- 1.05** The endings *-ing* and *-ed* have _____ meaning.

Match the root with its meaning (each answer, 2 points).

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|--------------|-------|-------------|----|----------|
| 1.06 | _____ | fract, frag | a. | sleep |
| 1.07 | _____ | nox, noc | b. | fire |
| 1.08 | _____ | amphi, ambi | c. | good |
| 1.09 | _____ | ped | d. | to break |
| 1.010 | _____ | hypn | e. | child |
| 1.011 | _____ | bene | f. | happy |
| 1.012 | _____ | frater | g. | name |
| 1.013 | _____ | ign | h. | second |
| 1.014 | _____ | deuter | i. | brother |
| 1.015 | _____ | chlor | j. | night |
| | | | k. | green |
| | | | l. | both |

In each blank write the letter of the correct answer (each answer, 2 points).

- 1.016** The game Twenty Questions is based on the categories _____ .
 a. shape, use, and composition b. animal, vegetable, and mineral
 c. reptile, fish, and mammal d. noun, verb, and adjective
- 1.017** *Cheese* is to *milk* as *salad* is to *lettuce* is _____ .
 a. a context clue b. a comparative c. an inflection d. an analogy
- 1.018** The suffix *-tion* is used to form _____ .
 a. nouns b. adjectives c. verbs d. adverbs
- 1.019** The word *information* is made up of _____ .
 a. a root and a suffix b. a root and a prefix
 c. a root, a suffix, and a prefix d. a root, a prefix, and an inflection
- 1.020** The word *run* is _____ .
 a. a bound morpheme b. an affix
 c. an inflection d. a free morpheme

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

- 1.021** _____ An affix changes the meaning of a root.
- 1.022** _____ The ending 's is an inflection.
- 1.023** _____ *Supercalifragilistic* has semantic meaning.
- 1.024** _____ A prefix can have more than one syllable.
- 1.025** _____ The word *eating* is a participle.
- 1.026** _____ Adding a prefix or suffix sometimes changes the spelling of the root.
- 1.027** _____ *Deuteronomy* means *good news*.
- 1.028** _____ *Eagle* is to *bird* as *enchilada* is to *food* is a valid (correct) analogy.

Complete the following analogies (each answer, 3 points).

- 1.029** *Dog* is to *puppy* as *cat* is to _____ .
- 1.030** *Egg* is to *omelet* as _____ is to *butter*.
- 1.031** *Needle* is to *thread* as *hammer* is to _____ .
- 1.032** *Head* is to *hat* as _____ is to *glove*.
- 1.033** *Night* is to *day* as *fast* is to _____ .

Define the following terms (each answer, 5 points).

1.034 affix _____

1.035 context clue _____

1.036 inflection _____

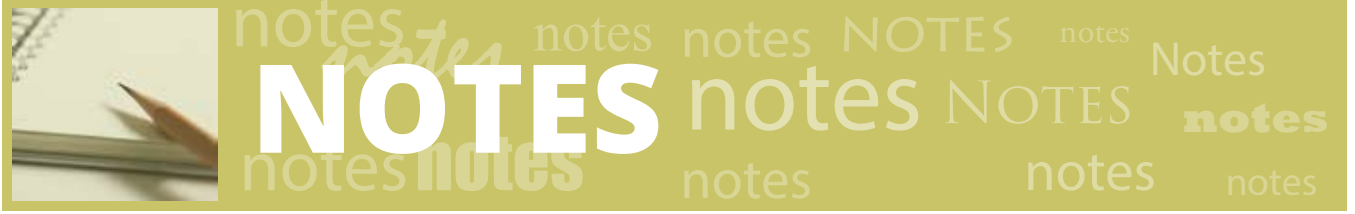
1.037 morpheme _____

1.038 superlative _____

74 93	SCORE _____	TEACHER _____	initials	date
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ABC

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