



# LANGUAGE ARTS

STUDENT BOOK

▶ **7th Grade** | Unit 2

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# Language Arts 702

## More Word Usage

### 1. **SPEAKING EXPRESSIVELY** **5**

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MEANING | **6**

INTONATION | **7**

APPLICATION | **12**

SPELLING | **16**

SELF TEST 1 | **18**

### 2. **LISTENING ATTENTIVELY** **21**

---

REASONS FOR LISTENING | **21**

TYPES OF LISTENING | **22**

SPELLING | **27**

SELF TEST 2 | **29**

### 3. **USING VERBS CORRECTLY** **31**

---

NATURE OF VERBS | **31**

TENSES OF VERBS | **32**

SPELLING | **45**

SELF TEST 3 | **47**



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

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# More Word Usage

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## Introduction

In this LIFE PAC® you will study about the importance of speaking and listening. You may be surprised to learn that listening can be as active a skill as speaking. You will also learn about using verbs correctly.

You will learn more about speaking. Speech is more easily understood than the written word, because our voices reflect more than just the words we are speaking. Voices are flexible and can be used to express emotions. You will learn the names of some of the various qualities your voice has. You will also learn to develop these voice or speech qualities so that you may become a more effective speaker in your daily activities.

An equally important skill to develop is listening. Through several listening activities you will learn how to listen more effectively and tell or write what you hear in your own words.

In the third section you will be studying the present, past, and perfect tenses of verbs. Verbs are a very important part of language structure, since there could be no sentences without verbs. Learning the proper tenses and when to use each will improve your language skills.

## 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. Describe the function of stress.
2. Describe the function of pitch.
3. Describe the function of juncture.
4. Use the intonations of stress, pitch, and juncture effectively.
5. Choose and use colorful words.
6. Demonstrate more expressive speech in telling stories or giving oral reports.
7. Listen in order to recall facts.
8. Listen in order to interpret meanings.
9. Listen in order to evaluate and judge information.
10. Listen for appreciation.
11. Recognize and use the principal parts of some regular and irregular verbs.
12. Form and use the six verb tenses correctly.
13. Demonstrate improved spelling skills.



# 1. SPEAKING EXPRESSIVELY

In John 1:1 and John 1:14 the Bible says, “In the beginning was the Word, and the Word was with God, and the Word was God.” “And the Word was made flesh, and dwelt among us....” That Word is Jesus. When God spoke, the worlds were framed. Power was manifest in the spoken Word. God gave man a unique gift, when He gave man the gift of speech.

Speech is a very important tool of communication. The spoken word can bring great comfort and love to the listener; it can also hurt someone deeply. Each person is responsible for the words he chooses to use and for the meaning

or intent of these words. Word choice and tone of voice or method of expression determine the message other people receive from us.

In this section you will learn more about speech. You will discover that **pitch**, **stress**, and **juncture** are all intonations. You will learn more about using these intonations in order to speak with more expression. Intonations will help you express feelings and attitudes more clearly. You will also be able to interpret the feelings of other people more accurately by becoming aware of the speaker’s use of intonation, facial expression, and gestures.

## SECTION OBJECTIVES

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

1. Describe the function of stress.
2. Describe the function of pitch.
3. Describe the function of juncture.
4. Use the intonations of stress, pitch, and juncture effectively.
5. Choose and use colorful words.
6. Demonstrate more expressive speech in telling stories or giving oral reports.
13. Demonstrate improved spelling skills.

## VOCABULARY

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

**antagonism** (an tag’ u niz’ um). Active opposition, conflict, hostility.

**convey** (kun vā’). To express, make known, communicate.

**enunciate** (i nun’ sē āt). To speak or pronounce words.

**immersed** (i merst’). Deeply involved, absorbed.

**impatience** (im pā’ shuns). Lack of patience, uneasiness.

**interpret** (in tēr’ prit). Explain the meaning of.

**juncture** (jungk’ chur). A pause between sounds or words.

**larynx** (lar’ ingks). The upper end of the human windpipe containing the vocal cords and acting as an organ of voice.

**oblivious** (u bliv’ ē us). Forgetful, not mindful.

**pitch** (pich). A stress produced by the rise and fall of the voice.

**stress** (stres). Vocal force or emphasis on a spoken word or a part of a word.

**Note:** All vocabulary words in this LIFEPAK 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, ĩce; hot, ōpen, ōrder; oil; out; cup, pūt, rŭle; 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.

## MEANING

A person's thoughts and feelings are often reflected by his tone of voice as the Bible (Matthew 12:34) explains, "...for out of the abundance of the heart the mouth speaketh." If anger is in our heart, our words are going to come out of our mouths with angry tones. By striving to keep our thoughts pure and kind, we will speak with tones of Christian love. In drama and dramatic readings it is necessary to imitate some of the words and voice qualities of the character in order to reveal anger, fear, **impatience**, gloom, pride, defeat, or **antagonism**. We may also **convey**, by words and voice control, the character traits of a person who is

honest, humble, loving, gentle, forgiving, cheerful, pleasant, courageous, and thankful.

The following sentences may be expressed using various tones of voice. Notice how the meaning of each is affected by the tone of voice used.

- (a natural kind tone) Please close the door.
- (angry tone) Please close *that* door.
- (impatient tone, slowly drawn out with force on each word) Please c l o s e that door!
- (frightened tone, rapid, excited, and high-pitched) **Close the door!**

## ABC

**Ask for permission to read the preceding sentences to another person.**

**1.1** Use a different tone each time you repeat the sentence. Let him tell you which tones you are imitating. Place an X in the box if he has recognized your **interpretation**.

- a. kind tone
- b. angry tone
- c. impatient tone
- d. frightened tone

**Try again if you missed any and put a check in the box when you succeed.**



| Voices blend together as beautifully as a bouquet of mixed flowers.

Since different voices have different natural pitches, a conversation between several people will have a variety of sounds. Our voices can blend together as beautifully as a bouquet of mixed flowers.

A person may have a high-pitched voice or a low-pitched voice. Pitch is controlled by the

length and thickness of the fibers, or vocal folds, in the **larynx** and how tightly they are stretched. All of us, regardless of natural pitch, can develop a pleasant, cheerful tone in our voices. We also can change our natural pitch when we sing or pronounce words.

### Write the correct answer in each blank.

- 1.2 In the beginning was the \_\_\_\_\_ .
- 1.3 The Word was \_\_\_\_\_ .
- 1.4 Pitch, stress, and juncture are all called \_\_\_\_\_ .
- 1.5 A person's thoughts are often reflected by his \_\_\_\_\_ .

### INTONATION

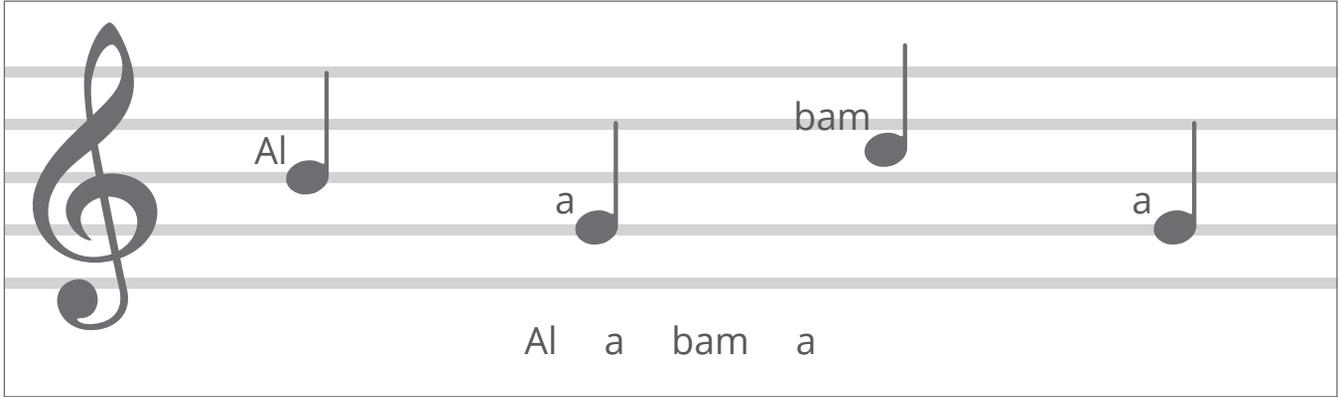
When we speak, we use intonations to clarify the meanings of our words. These intonations we use are called *stress*, *pitch*, and *juncture*.

Stress is the vocal force or emphasis placed on a spoken word or a part of a word. Stressing a

spoken word is similar to underlining a written word to call attention to it.

Pitch is the rise and fall of voice tone.

Stress and pitch are closely related; when we put stress on a word or part of a word, we put



more verbal force on it. When we put force on a word or syllable, we automatically raise the pitch.

Use your ear as a guide to note the stress in the word Alabama.

Let your voice rise and fall slightly.

- Line 1 is low stress. It is expressed by your low tone.
- Line 2 is your natural tone.
- Line 3 is high stress. Your voice has more force. Your tone is higher.

Pronounce the words below quietly. Let your voice rise and fall slightly with the dots as you pronounce the words.

Intonation gives a voice color and tone. Try to say *characteristics* on one low level:

char ac ter is tics.

How much more interesting and delightful a voice sounds when stress and juncture are used. The slight pauses in the words are called *junctures*. Junctures refers to the spacing of words. The pauses between sounds or words cause words to have different meanings. When you read *ice cream*, you should pause slightly between words. If you do not pause, you are saying *I scream*. Repeat these words until you hear the difference.

<b>Oklahoma</b>	3 — O ————— hom ————— a
	2 — ● ————— kla ————— ●
	1 — ————— ● —————
<b>Mississippi</b>	3 — Mis ————— sip ————— pi
	2 — ● ————— sis ————— ●
	1 — ————— ● —————
<b>Characteristics</b>	3 — Char — ac ————— is ————— tics
	2 — ● — ● ————— ter ————— ●
	1 — ————— ● —————



Write the correct answers in the blanks.

- 1.6 Different voices have different natural \_\_\_\_\_ .
- 1.7 Pitch is controlled by the a. \_\_\_\_\_ and b. \_\_\_\_\_ of the vocal cords.
- 1.8 The vocal folds are located in the \_\_\_\_\_ .
- 1.9 Natural pitch can be \_\_\_\_\_ when we sing.
- 1.10 We should try to develop \_\_\_\_\_ tones.
- 1.11 Pauses between sounds or words are called \_\_\_\_\_ .

Place the following words on the correct lines showing the level of stress your voice should use. Quietly pronounce these words and listen to the rise and fall of your voice.

**Example: Elmira**

3 \_\_\_\_\_ mi \_\_\_\_\_

2 \_\_\_\_\_ El \_\_\_\_\_

1 \_\_\_\_\_ ra \_\_\_\_\_

1.12 **embargo**

3 \_\_\_\_\_

2 \_\_\_\_\_

1 \_\_\_\_\_

1.13 **October**

3 \_\_\_\_\_

2 \_\_\_\_\_

1 \_\_\_\_\_

1.14 **Missouri**

3 \_\_\_\_\_

2 \_\_\_\_\_

1 \_\_\_\_\_

1.15 **potato**

3 \_\_\_\_\_

2 \_\_\_\_\_

1 \_\_\_\_\_

Notice that level number 3 was the accented syllable in the preceding words. Now you are ready to try some words that have the accent

on a different syllable. If you are unsure about the accented syllable of a word, use your dictionary for help.

Write the words on the correct lines, showing the stress level.

1.16 **gratify**

3 \_\_\_\_\_

2 \_\_\_\_\_

1 \_\_\_\_\_

1.17 **disregard**

3 \_\_\_\_\_

2 \_\_\_\_\_

1 \_\_\_\_\_

Read the two preceding words quietly, letting your voice rise and fall slightly. Remember number 1 is low stress, 2 is secondary stress, and 3 is high stress. Read the following words

in the same manner. Remember to use the dictionary if you are uncertain where the accented syllable occurs.

**Write the following words on the correct lines to show stress.**

**1.18 disrespect**

3 \_\_\_\_\_  
 2 \_\_\_\_\_  
 1 \_\_\_\_\_

**1.19 clarify**

3 \_\_\_\_\_  
 2 \_\_\_\_\_  
 1 \_\_\_\_\_

**1.20 creation**

3 \_\_\_\_\_  
 2 \_\_\_\_\_  
 1 \_\_\_\_\_

**1.21 apricot**

3 \_\_\_\_\_  
 2 \_\_\_\_\_  
 1 \_\_\_\_\_

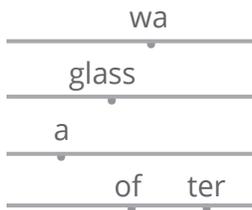
Phrases and sentences also have stress, pitch, and juncture. Listen to anyone speak and you will notice this use of inflection. You will find yourself **enunciating** more clearly as you

practice the following phrases aloud. Using your ear as a guide, read these phrases quietly. Let your voice rise and fall slightly as you read.



**Write the following phrases on the lines to show stress.**

Example: **a glass of water**



**1.22 a diamond wrist watch**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**1.23 a birthday party**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**1.24 a bright sunny day**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 1.25 the last of December

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## 1.26 a good, wholesome food

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Look at this simple sentence: *You are going*. It may have different meanings depending where the stress is placed.

You are going.  
 (You, not somebody else)

are You going.  
 (a command)

are going You.  
 (a question)

Changing the stress on a word changes the meaning. Several well-known jokes depend on the wrong stress.

Examples:

- What are we having for dinner, Mother?
- What are we having for dinner? Mother?

The first example is a simple question. The second sentence with *Mother* stressed changes the meaning entirely.

Another joke stress example:

- Fix the faucet drip.
- Fix the faucet, *Drip*.

The first example refers to the problem. The second sentence is a personal put-down.



**Read this poem to a friend.**

- 1.27** Read the poem, paying special attention to intonation. See if you can make your voice reflect the feelings the poet must have had.

**DAYBREAK**

*A wind came up out of the sea,  
 And said "O mists, make room for me!  
 It hailed the ships and cried, "Sail on  
 Ye mariners, the night is gone!"  
 And hurried landward far away  
 Crying, "Awake! It is the day!"  
 It said unto the forest, "Shout!  
 Hang all your leafy banners out!"  
 It touched the wood-bird's folded wings  
 And said "O bird, awake and sing!"*

*By Henry Wadsworth Longfellow*

**TEACHER CHECK**

\_\_\_\_\_ initials

\_\_\_\_\_ date

**Practice reading the Bible with expression.**

- 1.28** Read Psalm 23 or another Psalm aloud to a friend or parent. Try to make your voice express the meaning of the selection.

**APPLICATION**

Now you are ready to start applying the information you have learned about speaking. You will begin your preparation for storytelling. Here is a legend about King Alfred. This story

has several variations, but basically the message is the same. Notice some of the colorful or descriptive words used in this story.

# ALFRED, THE GREAT



Many, many, many hundreds of years ago there lived in England a very much loved king. He was kind and honest in all his dealings with his people. His name was Alfred. He was brave and courageous when his country was under attack.

One day King Alfred's army was taken by surprise by the Vikings, a fierce and warlike people. Alfred had to flee for his life. Disguising himself as a poor, ragged shepherd, he trudged through dense forests and crossed many a stream. He was getting very tired and hungry and was wondering where he could get some food, when he suddenly came into a clearing in the woods. There, before his eyes was an old hut with smoke pouring out of the chimney. This gave him hope. The cabin had not been abandoned. His knock brought the woodcutter's wife to the door.

"Could you please give me a little food and a place to sleep tonight?" he asked in a polite manner. "I have lost my way."

"Come in," said the woodcutter's wife. "We don't have much, but what we have we will share with you. You may earn your supper. I have to milk the cows. You watch these cakes," she said, pointing to the cakes on the hearth. "Don't let them burn. Watch them carefully! When they are done take them away from the fire."

Alfred agreed and found a comfortable place to sit near the big stone fireplace. He was soon **immersed** in his thoughts. "I can't accept defeat. What action must I take? Where is the best place to lead a counterattack?"

Perhaps in the quietness of the little hut he sought God for wisdom and strength. At any rate he was **oblivious** to the rising smoke that came from the burning cakes.

He had a rude awakening from his thought world when the door suddenly flew open! The woodcutter's wife went into a rage when she saw the smoke and smelled the burning cakes.

"You lazy, good-for-nothing, low-down daydreamer!" she yelled. "Look what you have done! Now, none of us will have any supper." Alfred bowed his head in shame as she continued to berate him.

The woodcutter, coming home after a hard day of work, stalked into the room, spotted the stranger and at once recognized

who he was. "Quiet, woman," he shouted. "Don't you know to whom you are speaking? We are honored to have our kind and noble king in our little hut."

Fear gripped the heart of the woman and she fell at the feet of the king and begged him to save her life.

King Alfred smiled and said, "Arise, good woman. I deserved that tongue-lashing. I agreed to watch the cakes. Whoever accepts a task, whether king or peasant, is responsible to do it and do it well. I failed; I am sorry. Forgive me."

The woman was truly grateful for the king's honesty and forgiveness. Happiness seemed to pour over her like a warm summer rain. Her temporary anger had subsided. She smiled and said, "Everything is all right. I'll just make some more cakes."



| Alfred the Great is scolded by the woodcutter's wife.

To tell a story well, you must remember details and events, understand the reasons for the actions of the characters, and understand

something about the character's personality. The following activities will help you remember and organize this information in your mind.



**Complete this activity.**

**1.29** Underline the words that describe King Alfred's character.

- |           |             |           |
|-----------|-------------|-----------|
| rude      | unforgiving | dishonest |
| courteous | proud       | angry     |
| unfair    | fearful     | kind      |
| just      | courageous  | humble    |
| forgiving | honest      |           |

**Answer these questions.**

**1.30** How did King Alfred show his honesty? \_\_\_\_\_  
\_\_\_\_\_

**1.31** What character traits did the woodcutter's wife reveal? \_\_\_\_\_  
\_\_\_\_\_

**1.32** What mental picture do you have of the woodcutter? \_\_\_\_\_  
\_\_\_\_\_

**1.33** How did King Alfred feel when he was scolded? \_\_\_\_\_  
\_\_\_\_\_

**1.34** How did King Alfred react to the scolding? \_\_\_\_\_  
\_\_\_\_\_

**1.35** If you could have been King Alfred, how would you have felt during the scolding? \_\_\_\_\_  
\_\_\_\_\_

**1.36** How must the woodcutter's wife have felt about her tongue-lashing when she found out that her guest was the king? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**1.37** What acts brought peace into the hut? \_\_\_\_\_  
\_\_\_\_\_

**1.38** What were the feelings of the woodcutter's wife after she forgave and was forgiven? \_\_\_\_\_

\_\_\_\_\_

**1.39** What King listens to us when we manifest our anger? \_\_\_\_\_

\_\_\_\_\_

**1.40** Does anger really help a situation? \_\_\_\_\_

**1.41** In what other way could the woodcutter's wife have reacted? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**1.42** What are at least three colorful phrases used in the story of King Alfred. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now that you understand the characters and their actions and feelings a little better, you are almost ready to tell the story in your own words. Read over the following storytelling hints.

1. Choose a story you enjoy,
2. Know the story well (know the order of events),
3. Be sure you understand the character traits of the people involved,
4. Use colorful words and expressions to reveal feelings and attitudes,
5. Pause slightly whenever necessary to emphasize a word or phrase or for a special effect (suspense, etc.), and
6. Use pitch and stress to lend variety and meaning to your voice.

**Tell a story.** Ask a friend or parent to listen to you tell the story of King Alfred. Ask this helper to tell you if you seemed to use all the points above in telling your story.

**1.43** Comment: \_\_\_\_\_

\_\_\_\_\_

**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 spelling hints and steps to follow. You will also learn and use the “i-before-e” rule.

Here are some hints to help you set up a regular study program.

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.

### 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.

### Spelling Words-1

precise	appropriate	structure
convey	appreciate	propaganda
interpret	imitate	erroneous
temporary	impatience	persuaded
fortunate	evaluate	persuasion
designate	relationship	logical
previous	premise	resurrection
inattention	antagonism	embarrassed
juncture	enunciate	oblivious



**Complete this word activity.**

- 1.44** Alphabetize and write the definition of each of the words from Spelling Words-1 in a complete sentence.

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**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 these questions** (each answer, 5 points).

- 1.01 What is our responsibility to other people in speaking? \_\_\_\_\_  
\_\_\_\_\_
- 1.02 What is meant by *stress*? \_\_\_\_\_  
\_\_\_\_\_
- 1.03 What is *pitch*? \_\_\_\_\_  
\_\_\_\_\_
- 1.04 What is *juncture*? \_\_\_\_\_  
\_\_\_\_\_

**Complete the statements** (each numbered item, 3 points).

- 1.05 In the beginning was \_\_\_\_\_ .
- 1.06 The thoughts and feelings of a person are often shown by his \_\_\_\_\_ .
- 1.07 Honesty, gentleness, and courage are all \_\_\_\_\_ .
- 1.08 Three types of emotion your voice can show are a. \_\_\_\_\_ ,  
b. \_\_\_\_\_ , and c. \_\_\_\_\_ .
- 1.09 The fibers or folds controlling the voice pitch are located in the \_\_\_\_\_ .

**Write T (True) or F (False)** (each answer, 2 points).

- 1.010 \_\_\_\_\_ Different voices have different natural pitches.
- 1.011 \_\_\_\_\_ Juncture is controlled by the length and thickness of the vocal folds.
- 1.012 \_\_\_\_\_ Natural pitch can never be changed.
- 1.013 \_\_\_\_\_ The vocal folds are located in the larynx.
- 1.014 \_\_\_\_\_ Pitch and stress are two kinds of inflections.
- 1.015 \_\_\_\_\_ Each person can develop a pleasant, cheerful tone of voice.
- 1.016 \_\_\_\_\_ Our voices reflect our feelings and emotions.

Write the following words on the lines to show proper stress (each syllable, 2 points).

1.017 alphabet

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1.019 controlling

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1.018 propaganda

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1.020 eliminate

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List the six points to remember when telling a story (each answer, 2 points).

- 1.021 a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_  
 d. \_\_\_\_\_  
 e. \_\_\_\_\_  
 f. \_\_\_\_\_

71 89	<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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