



LANGUAGE ARTS

STUDENT BOOK

▶ **7th Grade** | Unit 8

Language Arts 708

Literature

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Literature

Introduction

Reading nonfiction can be pleasurable and informative. Nonfiction takes you into a world of truth and reality, whereas fiction can carry you into a world of fantasy and imagination.

In this LIFE PAC® you will read two stories: a chapter from *The Story of My Life* by Helen Keller and “The Apple Tree Switch” by Harold Dye. The first story describes what happened on the day the author calls the most important day of her life. The second story tells of an unforgettable incident in the life of Harold Dye.

In this LIFE PAC you will also review the use of commas and semicolons as “linking” punctuation. Listening will be another valuable tool that will help you all of your life. You will learn to listen attentively and to use the information you hear.

Another communications skill you will study is speaking. You will learn the importance of gestures as a means of communicating feelings and ideas. You will enjoy the feeling and excitement of using nonverbal communication. You will also learn to spell words correctly and to use them in your writing.

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. Define nonfiction.
2. List character traits of the characters and tell how they were involved in the story.
3. Identify the key events in the stories.
4. State some problems in listening.
5. Explain the skill of good listening.
6. Describe how to write a summary clearly and concisely.
7. Explain how to check a summary.
8. List appropriate gestures used in public speaking and in everyday communication.
9. Explain the two functions of gestures as communication and entertainment.
10. Define and explain pantomime.
11. Name two classes of people who have found gestures essential to communication.
12. Spell words correctly.

Survey the LIFE PAC. Ask yourself some questions about this study and write your questions here.

A large rectangular area with horizontal ruling lines for writing questions. The lines are evenly spaced and extend across the width of the box. The background of the box is a light gray color, contrasting with the dark gray background of the page.

1. LEARNING ABOUT NONFICTION LITERATURE

Nonfiction refers to literature written about real people, places, things, adventures, travels, and hobbies. In this section of your LIFE PAC, you will read two nonfiction selections. *The Story of My Life* describes the way a woman overcame a severe handicap and became a successful person. “The Apple Tree Switch” tells

about a switch from an apple tree that became an excellent “teacher.”

You will learn to identify the people involved in the two stories and you will study the character traits of these people. You will also observe the key events in each story.

SECTION OBJECTIVES

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

1. Define *nonfiction*.
2. List character traits of the characters and tell how they were involved in the story.
3. Identify the key events in the stories.
12. Spell words correctly.

VOCABULARY

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

confounding (kon found' ing). Confusing.

consciousness (kon' shus nis). State of being conscious; awareness.

excruciating (ek' skrü' shē ā ting). Very painful.

factual (fak' chu' ul). Concerned with facts; consisting with facts.

finesse (fu nes'). The skillful handling of a delicate situation.

forthrightly (fôrth' rīt' lē). Frankly and outspoken.

incorrigible (in kôr' u ju bul). So firmly fixed (in bad habits) that nothing else can be expected.

languor (lang' gur). Lack of energy; weakness.

moral law (môr' ul lô). That which is right and good as stated in God's laws.

ominous (om' u nus). Unfavorable, threatening.

plummet (plum' it). Weight fastened to a plumb line (a weight fastened to a line to find the depth of water).

reluctantly (ri luk' tunt lē). Unwilling to do something because it is disagreeable.

repentance (ri pen' tuns). Being sorry for doing wrong.

retrospective (ret' ru spek' tiv). Looking back on things past.

sounding line (soun' ding līne). A line marked at intervals of fathoms and weighted at one end, used to determine the depth of water.

suffice (su fis'). To meet present needs or requirements, be sufficient or adequate.

tangible (tan' ju bul). Capable of being touched or felt.

uncomprehending (un kom' pri hen' ding). Not understanding the meaning of something.

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, īce; hot, ōpen, ôrder; oil; out; cup, pūt, rüle; child; long; thin; /ʒh/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

DEFINING NONFICTION

Nonfiction literature is **factual**, in contrast to fiction, which is the product of the imagination. Fiction would include such forms as novels, short stories, and drama. Nonfiction deals with truth and reality. The nonfiction writer must ever be in search for truth. He must not invent stories. The fascinating facts of history or the wonders of science are nonfiction.

Nonfiction may be in the form of an essay. An essay is a composition that expresses the

author's opinion. The essay may be on almost any subject.

Other forms of nonfiction may include textbooks, magazines, and newspapers. Most of the informative material used in school is nonfiction.

Nonfiction literature about people may be in the form of biography or autobiography. Autobiography is the author's own life story about himself. Biography is a story written about someone other than the author.



Write F or N. If the form named is fiction, write *F*; if it is nonfiction, write *N*.

1.1 _____ novel

1.2 _____ science

1.3 _____ biography

1.4 _____ fable

1.5 _____ autobiography

1.6 _____ essay

1.7 _____ drama

1.8 _____ history

Define these terms.

1.9 nonfiction _____

1.10 fiction _____

READING NONFICTION

Reading nonfiction is like visiting other countries, meeting new friends, and enjoying exciting experiences. A reader may satisfy his curiosity by reading scientific facts. He may appreciate the lives of people who lived long ago before he was born. Some authors write about their problems and how they solved them, their trials and how they overcame them. Some of these stories may be about people whose lives have been changed by the power of God by receiving Jesus Christ as their Saviour and Lord.

Nonfiction stories involving people usually answer these questions: when, where, who, and what. When and where did the story take place? Who was involved? What happened? What were the results?

The story of Helen Keller. Helen Keller's life is a remarkable example of courage and determination overcoming severe handicaps. When Helen Keller was about nineteen months old, she was stricken with a serious illness that left her in a silent world of darkness; she was left blind and deaf.

Since she could not hear words, she did not learn to speak. In spite of these difficulties, Miss Keller learned to communicate and rose to international fame.

When Helen was nearly seven years of age, Anne Sullivan became her teacher and remained with her for nearly fifty years. Miss Sullivan worked out some kind of alphabet and spelled words, writing the letters in the palm

of Helen's hand. Later, Helen Keller learned to read and write in Braille. She used a typewriter made especially for her. She learned to sense sound by feeling vibrations in her throat as she attempted to speak. Her strong desire to speak prompted her to take lessons; she learned to control the sound of her voice even though she could not hear it. Miss Keller graduated from college at the age of twenty-four.

Miss Keller wrote many books that have been translated into more than fifty languages. She appeared before legislatures, giving lectures, and raised large sums of money to help educate the blind. Some people believe that she did more to help others than any other human being that ever lived. She brought new hope and courage to millions of blind people. She died in 1968.

The following chapter is from the book *The Story of My Life* by Helen Keller. It tells about the day that Helen Keller called the most important day of her whole life.

As you read the story of Helen Keller try to imagine how you would feel if you could not see, hear, or speak. Close your eyes and think how you might feel to live in a world of darkness. Do you take gifts of sight, hearing, and speech for granted? Are you grateful to the Creator for these gifts? As you read about Helen Keller's accomplishments, ask yourself the question, "Am I doing the best I can to prepare myself for a life of service for God and for others?"

A MYSTERY REVEALED

The most important day I remember in all my life is the one which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.

On the afternoon of that eventful day, I stood on the porch, dumb, expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps. The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet southern spring. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks and a deep **languor** has succeeded this passionate struggle.

Have you ever been at sea in a dense fog, when it seemed as if a **tangible** white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with **plummet** and **sounding-line**,

and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbour was. "Light! give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.

I felt approaching footsteps. I stretched out my hand as I supposed to my mother. Some one took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.

The morning after my teacher came she led me into her room and gave me a doll.

The little blind children at the Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly I was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making

my fingers go in monkey-like imitation. In the days that followed I learned to spell in this **uncomprehending** way a great many words, among them *pin*, *hat*, *cup* and a few verbs like *sit*, *stand* and *walk*. But my teacher had been with me several weeks before I understood that everything has a name.

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried to impress it upon me that "m-u-g" is mug and that "w-a-t-e-r" is *water*, but I persisted in **confounding** the two. In despair she had



| A Mystery Revealed

dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet.

Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

We walked down the path to the well-house, attracted by the fragrance of the

honeysuckle with which it was covered. Some one was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word *water*, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty **consciousness** as of something forgotten—a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that “w-a-t-e-r” meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.

I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object

which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt **repentance** and sorrow.

I learned a great many new words that day. I do not remember what they all were; but I do know that *mother*, *father*, *sister*, *teacher* were among them—words that were to make the world blossom for me, “like Aaron’s rod, with flowers.” It would have been difficult to find a happier child than I was as I lay in my crib at the close of that eventful day and lived over the joys it had brought me, and for the first time longed for a new day to come.¹



Answer true or false.

- 1.11 _____ Helen Keller had no idea that something unusual was about to happen.
- 1.12 _____ Helen Keller understood the word *doll* when Miss Sullivan spelled it in Helen’s hand.
- 1.13 _____ Helen Keller confused the meanings of *mug* and *water*.
- 1.14 _____ Helen Keller was sorry immediately that she had broken the doll.
- 1.15 _____ Helen was able to feel repentance only after she realized that everything had a name.

¹From *The Story of My Life* by Helen Keller. Reprinted by permission of the publisher, Doubleday and Company, Inc. New York, New York.



Complete this activity.

1.16 Examine Helen Keller’s story to answer the questions *when, where, who, and what*.

a. When did it happen? _____

b. Where did it take place? _____

c. Who was involved in the story? _____

d. What happened in the story? _____

e. What was the result? _____

Helen Keller’s experience resembles another kind of blindness: the spiritual blindness that envelopes every soul until that one comes to Jesus and drinks (believes in and receives) the Living Water. Jesus is that Living Water. New life and spiritual sight is the result. Jesus gives

(Isaiah 61:3) “...beauty for ashes, the oil of joy for mourning, the garment of praise for the spirit of heaviness...”

Three people were involved in this story: Helen Keller; her mother; and her teacher, Miss Sullivan. The word *involve* means *to have an*

effect on, or *to affect* others (effect is a noun, and affect is a verb). Perhaps you can think of people who have had an effect upon you. The effect can be for good or for evil. In Proverbs 13:20 we read, “He that walketh with wise men shall be wise; but a companion of fools shall be destroyed.” In what ways have you affected the lives of others?

Mentally review the story of Helen Keller thinking about the characters involved. How did Helen’s mother have an effect on Helen? Mrs. Keller revealed her love and concern for her daughter by getting an outstanding teacher and preparing a room for her so that Helen could be taught at home.

Miss Sullivan conveyed her love to Helen Keller the moment she met her. She proved her faithfulness by continuing to be her teacher and companion for nearly fifty years. She showed much patience and wisdom in dealing with her new student.

Helen Keller was filled with anger and bitterness that resulted in a grieved or wounded

spirit. The experience that she had at the pump house transformed her into a happy, joyful individual filled with eager anticipation for more knowledge.

Key events are the important happenings that unlock the meaning of the story. These key events are the backbone of the story. They are those happenings that would make a story incomplete if they were omitted.

The key events in this story about Helen Keller are the coming of Miss Sullivan to be Helen’s teacher and Helen Keller’s discovering the mystery of language. On this day of discovery, Helen Keller realized that everything had a name and discovered that each name gave birth to a new thought.

The results of these events transformed the inner life of this student. She had a whole new outlook on life and was filled with joy and hope. The other events are subordinate events that add more details to the story.



Complete these sentences.

- 1.17** Usually nonfiction stories about people answer five questions:
 a. _____, b. _____, c. _____ was involved,
 d. _____ happened, and what were the e. _____.
- 1.18** Nonfiction is _____ literature rather than fiction, which is the product of imagination.
- 1.19** *To have an effect on* or *to affect* means _____.
- 1.20** Key events of a story are _____

- 1.21** Helen Keller’s teacher’s name was _____.
- 1.22** Miss Sullivan remained a faithful teacher and companion for nearly _____ years.

1.23 Helen Keller learned to sense sound by feeling the _____

1.24 How was Helen Keller able to overcome her handicaps and lead a productive life? _____

1.25 In what ways can a person be blind? _____

TEACHER CHECK

_____ initials

_____ date

The Story of "The Apple Tree Switch."

Another characteristic of nonfiction is that the incidents that are described are not always in sequence on the time line. They are **retrospective** (looking back to the past). Only the time of the thought falls into the pattern of sequence. For example, you may be telling a friend about an exciting ball game that you saw last week; then you suddenly remember an incident that happened to a friend of yours at a ball game two years ago. You proceed to tell that experience. The event being described is not in the order of sequence, but the thought you have

at the time of relating the story is in sequence. In the last part of the story, "The Apple Tree Switch," the author is being retrospective. Keep in mind that the last part of the story is a recall of an incident that occurred in the time line of his life long before the first part of the story began. The thoughts he had and when he had them are in sequence. These thoughts are sometimes called "flashbacks."

Read this story for enjoyment then reread the story to distinguish between key events and subordinate events, noticing the characters involved.

THE APPLE TREE SWITCH

It was a few weeks after my mother's funeral. The ache in my heart was still **excruciating**. I could hardly think of her without tears. I went about my work as a grocery boy in a mechanical sort of way. The owner of the store was away at lunch when the woman and her ill-mannered son arrived.

She flounced in through the front door with her **incorrigible** offspring at her heels. He made straight for the peanut barrel. In those days, long before lettuce was sold by the pound or steaks were wrapped in cellophane, the grocery store was a homey sort of place that you could enter without an engraved calling card, and where you could stop without having to observe traffic signals as you pushed a chrome-trimmed baby carriage around. I went on about my work of sacking potatoes and left the woman and her son to their own devices.

Suddenly, during a lull in my own operations, I heard a crunching sound. I looked over toward the peanut barrel. That eight-year-old Public Enemy was gobbling up peanuts like a turkey eating grasshoppers. He was throwing the shells all over the floor. I spoke to the mother.

"Hey! Your kid's in the peanut barrel," I called **forthrightly**

with none of the **finesse** which a modern grocery clerk would use in addressing a customer.

The woman put her groceries down on the counter and turned toward her son. Very gently she said, "Junior, you shouldn't eat those peanuts; they'll make you sick."

I opened my mouth to say, "You are missing the point. Those do not happen to be Junior's peanuts. They belong to the store. What's more, they are worth ten cents a pound!" (Now you know how long ago this was.)

At that moment the owner of the store, a fat, jolly sort of fellow, breezed in. Figuring it was his problem, I ducked down and started to fill the potato sacks. Suddenly there flashed across my mind's eye the picture of my own mother in contrast to the empty-headed specimen with the peanut-stuffed kid. I remembered the most painful experience of my childhood for the first time with thankfulness and understanding.

I had become a thief.

What I had stolen was of little monetary value. In fact, it was worth then about two cents. It was just a red brick. I had taken it from a neighbor's yard where he was building a fireplace. The trouble was that Mother had seen the whole

thing from where she stood washing dishes at her kitchen sink.

Mother came through the kitchen door wiping her hands on her apron. I had the brick under my coat and was transporting it out behind the chicken house where I intended to use it in some of my business with some toy cars. I was arrested in my quick walk around the fence by an **ominous** call from Mother.

"Young man, come here this very instant!"

I threw the brick down and obeyed **reluctantly**. I knew before she verified it that I had



been seen taking the brick. To my horror, I saw also that she had broken a small limb off the apple tree which stood near the kitchen door and was calmly stripping it of leaves.

“You took something which did not belong to you,” said my mother. “That is stealing. I am going to punish you for it.”

What happened then for a few dancing moments is too painful to relate. Suffice it to say that Mother gave me an application of child psychology punctuated at the close of

each paragraph by the apple tree switch.

“Now,” she said, while I gouged my dirty fists into my tearful eyes, “you are going to take that brick back to Mrs. Jones. You are not going to put it back on the pile, but you are going to knock on her door, hand the brick to her, and tell her that you took it from her back yard, that you are sorry, and that you will never do anything like that again.”

That was the bitterest gall I had ever tasted.

And now, as I weighed up a quarter’s worth of potatoes, my eyes were filled with tears again. This time they were tears of happiness, as I thanked God for a mother who built her house upon Him and the precepts of **moral law**. She had cared more about my soul than she had about my stomach.

²Harold Dye, *A Story to Remember* (Nashville: Broadman Press) p. 37-40. Used by permission.



Complete these exercises. Decide which event occurred *first* in the sequence of the story. Circle the event that happened first.

- 1.26** a. The author became a grocery boy a few weeks after his mother’s death.
b. The owner of the store was away at lunch.
- 1.27** a. The author said, “Hey, your kid’s in the peanut barrel.”
b. The author went about his work sacking potatoes.
- 1.28** a. The author thought about his mother when she saw him steal a brick.
b. The owner of the store came back from lunch.
- 1.29** a. The mother told her son that he should not eat the peanuts.
b. Junior rushed to the barrel and started to gobble peanuts.
- 1.30** a. The author thought, “You are missing the point.”
b. The woman put her groceries on the counter and spoke to her son.



Decide which of the following sentences are key events. Circle the letter of the sentence that tells a key event.

- 1.31** a. The author got a job as a grocery boy.
b. The owner of the store was out to lunch.
- 1.32** a. Lettuce was not sold by the pound.
b. Junior went straight to the peanut barrel.
- 1.33** a. The author remembered when he had been a thief.
b. What he had stolen was of little monetary value.
- 1.34** a. The author had to take the brick back to his neighbor.
b. He gouged his dirty fists in his tearful eyes.
- 1.35** a. The author threw the brick down.
b. The author's mother had an apple tree switch in her hand.
- 1.36** a. "What happened then for a few dancing moments is too painful to relate."
b. He had to tell the neighbor that he was sorry and that he would never do anything like that again.
- 1.37** a. Junior stole some peanuts.
b. Peanuts were worth only ten cents a pound.

Answer these questions referring to the story of "The Apple Tree Switch."

- 1.38** When did the story take place? _____

- 1.39** Where did the story take place? _____

- 1.40** Who are the characters mentioned in the story? List them.
- a. _____ b. _____
- c. _____ d. _____
- e. _____

1.41 Which character did you find the most interesting? Why? _____

Complete these activities.

1.42 List six sins besides stealing.

Read Exodus 20:1 through 17.



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

USING COMMAS AND SEMICOLONS

In a previous LIFEPAK you have studied the comma and semicolon. In this section you will review the use of the comma and the semicolon as “linking” punctuation.

Comma. Recall that a comma is used with three or more items (words, phrases, or clauses) in a series. Caution: Do not use a comma before the conjunction when a series contains only two items.

Correct:

- For lunch Jane had a sandwich, an apple, and a glass of milk.

Incorrect:

- For lunch Jane had a sandwich, and a glass of milk.

You should also recall that a comma is used before a conjunction that joins two main clauses in a sentence. A compound sentence may contain two or more main clauses. In this case you should notice that the comma is used before the conjunction even though the sentence contains only two main clauses.

Correct:

- The day has ended, dinner has been served, and the children have gone to bed.

Also correct:

- The day has ended, and the children have gone to bed.



Complete these activities. Insert any missing commas. If no comma is needed, write *C* on the line preceding the sentence. If an unnecessary comma is used, circle the comma and write *IC* on the line preceding the sentence.

1.43 _____ I felt approaching footsteps and I held out my hand.

1.44 _____ She brought me my hat, and I knew that I was going out into the warm sunshine.

1.45 _____ I went to the door, and waited on the steps.

Semicolon. You have learned that main clauses in a compound sentence may be joined by a coordinating conjunction preceded by a comma.

Two clauses:

- The summer is ended; the harvest is completed.

Three clauses:

- The summer has ended; the harvest has been completed; the grain has been stored.

Main clauses may also be joined by a semicolon *without* a coordinating conjunction. This construction is used in the place of two simple

sentences when the ideas are so closely related that the writer wants to include them in a compound sentence. The writer does not want so distinct a break as separate sentences would give.

Two clauses:

- The summer has ended; the harvest has been completed.

Three clauses:

- The summer has ended; the harvest has been completed; the grain has been stored.

You have learned that main clauses in a compound sentence may also be joined by a

conjunction adverb (for example, furthermore, moreover, however, therefore, etc.) preceded by a semicolon and followed by a comma.

Example:

- The summer has ended; however, the harvest has not been completed.

When a main clause in a compound sentence contains a comma within the clause, a semicolon is used before the coordinating conjunction.

Example:

- When the rains came, the harvest was interrupted; and the grain could not be stored.

When three or more items in a series contain at least one internal comma—a comma within one of the items—semicolons are used to separate the items.

Example:

- The company has stores in Seattle, Washington; Portland, Oregon; and San Francisco, California.



Complete these activities by placing semicolons correctly.

- 1.46 I did not know that I was spelling a word I was simply making my fingers go in a monkeylike imitation.
- 1.47 I learned a great many new words that day however, I do not remember what they all were.
- 1.48 I do not remember what they all were but I do remember that *mother, father, sister, and teacher* were among them.
- 1.49 Their homes were in Great Falls, Montana Cedar Falls, Iowa and Falls Church, Virginia.

SPELLING

Some of these words in Spelling Words-1 have been taken from this section of your LIFE PAC. You will be responsible for their pronunciation, meaning, and spelling. If you are not certain of

the pronunciation or the meaning of a word, use a dictionary. Practice these words before you take your test.

Spelling Words-1

demonstrate
appropriate
repentance
organization
logical
penetrated
emphasis
mourning
legislative

gestures
communication
involved
appearance
appreciate
monetary
entertainment
sequence

effectively
factual
spiritual
experience
impatience
persisted
opportunity
urgent



Complete these spelling activities.

1.50 Arrange the spelling words in alphabetical order.

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |
| g. _____ | h. _____ |
| i. _____ | j. _____ |
| k. _____ | l. _____ |
| m. _____ | n. _____ |
| o. _____ | p. _____ |
| q. _____ | r. _____ |
| s. _____ | t. _____ |
| u. _____ | v. _____ |
| w. _____ | x. _____ |
| y. _____ | |

1.51 Use each word in a sentence demonstrating that you know its meaning.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____
- k. _____
- l. _____
- m. _____
- n. _____

- o. _____
- p. _____
- q. _____
- r. _____
- s. _____
- t. _____
- u. _____
- v. _____
- w. _____
- x. _____
- y. _____



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

TEACHER CHECK

_____ initials

_____ date



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

Match these items (each answer, 2 points).

- | | | | |
|------|-----------------------|----|-----------------------------------|
| 1.01 | _____ Junior | a. | wrote <i>The Story of My Life</i> |
| 1.02 | _____ novel | b. | important happenings |
| 1.03 | _____ Anne Sullivan | c. | nonfiction |
| 1.04 | _____ a grocery store | d. | gobbling peanuts |
| 1.05 | _____ Helen Keller | e. | wrote "The Apple Tree Switch" |
| 1.06 | _____ a pump house | f. | salty |
| 1.07 | _____ biography | g. | God's commandments |
| 1.08 | _____ Harold Dye | h. | fiction |
| | | i. | loving teacher and companion |
| | | j. | used once as a "school house" |
| | | k. | where Harold met Junior |

Complete these sentences (each answer, 3 points).

- 1.09 Nonfiction is a _____ in content in contrast to fiction which is
b. _____ .
- 1.010 Helen Keller's mother showed her love for Helen by _____
_____ .
- 1.011 Key events in a story are the _____ of the story.
- 1.012 Helen Keller was nearly a _____ years of age when
b. _____ came to teach her.
- 1.013 In nonfiction, events that are not in sequence because the person's thoughts are retrospec-
tive are called _____ .
- 1.014 Usually nonfiction stories about people answer the questions a. _____ ,
b. _____ , c. _____ , and
d. _____ .
- 1.015 To have an effect or to affect someone means to become _____ in their lives.

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

- 1.016 _____ Nonfiction and fiction are practically the same.
- 1.017 _____ One purpose for reading nonfiction is to learn about people and how their lives have been changed by God’s power.
- 1.018 _____ The story of Helen Keller is a good example of how no one has to accept defeat.
- 1.019 _____ In “The Apple Tree Switch” one of the key events was that lettuce was not sold by the pound.
- 1.020 _____ Junior stole some peanuts.
- 1.021 _____ The author of “The Apple Tree Switch” did not have to return the brick because it was broken.
- 1.022 _____ Harold Dye worked in a hardware store.
- 1.023 _____ Junior’s mother missed the point when the clerk told her that her son was eating peanuts.

Answer these questions (each answer, 5 points).

1.024 Why was the arrival of Anne Sullivan a key point? _____

1.025 Why was the recognition of water as a word a key event? _____

1.026 Why was the author of “The Apple Tree Switch” so grateful to his mother? _____

60 75	SCORE _____	TEACHER _____	initials	date
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ABC Take your spelling test of Spelling Words-1.



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