LIFEPAC®

LANGUAGE ARTS

STUDENT BOOK

8th Grade | Unit 10

Alpha Omega
PUBLICATIONS

Language Arts 810

Language Elements in Review

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Language Elements in Review

Introduction

The most important elements of language include the ability to speak, read, and write. Basic language skills and mastery of language usage make it possible for an individual to communicate effectively. Understanding each other is what allows humans to share ideas, to learn from each other, and to grow in knowledge. Communication is one of the most important parts of Christian life.

This LIFEPAC® is a review of the basic elements of the first nine LIFEPACs in the Language Arts 800 series. In this LIFEPAC you will look again at certain elements of language structure and usage. You will study language history, grammar, and writing forms. You will go over such factors of spoken and unspoken communication as gestures, listening, and speaking. You will study certain reading aids and various forms of nonfiction literature. You will also review words from the previous nine Language Arts LIFEPACs in the Spelling Word Review.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAC. When you have finished this LIFEPAC, you should be able to:

1. Trace the origin of the English language.
2. Correctly identify five parts of speech.
3. Explain some of the rules of grammar concerning correct punctuation, capitalization, and abbreviation.
4. Explain when to spell out numbers and figures.
5. Define the specific uses of the dictionary.
6. Describe the purpose of a thesaurus.
7. Explain the difference between standard and nonstandard English.
8. Identify and correct three types of sentence errors.
9. Explain the elements of a good paragraph.
10. List the two main categories of letters.
11. Explain the elements of a good theme.
12. List three unspoken factors of communication.
13. Name three basic purposes of speeches.
14. Correctly identify word parts as prefix, suffix, or root.
15. Explain ways to unlock word meanings.
16. Identify a statement as fact or opinion.
17. Explain sequence.
18. State the main purpose of a news article.
19. State the main purpose of an essay.
20. List three elements of autobiography.
21. Spell the review words correctly.

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

1. LANGUAGE

Mastery of speaking, reading, and writing skills is very important to the person who wishes to express himself well and to communicate effectively with other people. In this section you will review the tools for using the written language properly. You will look at certain aspects of the history of the English language. You will use a dictionary and a thesaurus as word-finding tools. You will review the parts of speech as well as the rules of sentence structure, paragraph and theme writing, punctuation, capitalization, and forms of letter writing.

SECTION OBJECTIVES

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

1. Trace the origin of the English language.
2. Correctly identify five parts of speech.
3. Explain some of the rules of grammar concerning correct punctuation, capitalization, and abbreviation.
4. Explain when to spell out numbers and figures.
5. Define three specific uses of the dictionary.
6. Describe the purpose of a thesaurus.
7. Explain the difference between standard and nonstandard English.
8. Identify and correct three types of sentence errors.
9. Explain the elements of a good paragraph.
10. List the two main categories of letters.
11. Explain the elements of a good theme.
21. Spell the review words correctly.

VOCABULARY

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

brainstorming (brān´ stôrm ing). Generation and collection of ideas.

coherent (kō hir´ unt). Having a logical connection or consistency.

dialects (dī´ u lekts). The local characteristics of speech that deviate from a standard language, usually developed in an isolated geographic region.

etymology (et u mol´ u jē). History of words.

homonym (hom´ u nim). A word having the same pronunciation or spelling as another word but a different meaning.

superimposed (sü pur im pozd´). One thing placed over another.

Note: *All vocabulary words in this LIFEPAC 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: h**a**t, **ā**ge, c**ã**re, f**ä**r; l**e**t, **ē**qual, t**ėr**m; **i**t, **ī**ce; h**o**t, **ō**pen, **ô**rder; **oi**l; **ou**t; c**u**p, p**u**t, r**ü**le; **ch**ild; lo**ng**; **th**in; /*ŦH*/ for **th**en; /*zh*/ for mea**s**ure; /*u*/ represents /*a*/ in **a**bout, /*e*/ in take**n**, /*i*/ in penc**i**l, /*o*/ in lem**o**n, and /*u*/ in circ**u**s.

HISTORY

Language began when God gave man the gift of speech so that he would be able to share his thoughts and knowledge. Words are merely symbols that refer to the things God created. Each item in God's world can be identified by a written and an oral symbol. Language is an important gift that separates man from the animals. The study of how that language developed into the language we use today is a fascinating one.

Origin. The roots of English language and literature are found in the period of history dating from about A.D. 449 to A.D. 1066. Old English was an inflected language. Old English did not depend on word order for meaning. Basically a Germanic language, English has a strong Latin influence. Many current usages can be traced to a Latin root word. Tracing the history of a particular word is known as **etymology**.

The English language that we speak today developed from Indo-European. Scientists who study languages have determined many distinct relationships among the European languages and have traced the original words to the parent language, Indo-European. The languages altered with geographical location as different people used the words in different ways. Several **dialects** emerged in this fashion.

Nature. The nature of current English language is a result of many influences. As a country was invaded, the conquerors brought their own languages with them. Often the language of the conquering armies was **superimposed** over the language of the invaded area. In 1066 the Norman Invasion brought French influence into England. Gradually the London dialect took precedence over other dialects because of London's vast population and influence. Our Modern English has evolved directly from this London dialect. For more information see Language Arts LIFEPACs 802, 806, and 809.

Complete these activities.

1.1 Read Genesis chapter 2, and find references to the first words spoken by man.
a. What was the reason for Adam's use of language in Genesis 2:19–20? _____

_____

b. Explain the situation in Genesis 2:23. _____

_____

1.2 Name the parent language of current English. _____

Write true or false.

1.3 _____ Modern English evolved from the London dialect.

1.4 _____ English is a Latin language.

1.5 _____ Indo-European was the parent language.

1.6 _____ Old English was inflected.

1.7 _____ The Normans introduced Germanic influence in 1066.

GRAMMAR

Grammar is the study of the specific rules of language. Anyone who is willing to exert a little honest effort and concentration can strengthen his ability to apply grammar rules to the language he uses every day.

Classifications. Eight basic classifications for English words include noun, pronoun, verb, adverb, adjective, interjection, conjunction, and preposition. Each word group serves a specific purpose in the structure of language. If you have difficulties with any parts of speech, refer to Language Arts LIFEPAC 802. Five parts of speech you have studied are included in the following review.

Nouns are words that name things. A common noun is the name of a person, place, or thing. A proper noun names a specific person, place, or thing. Proper nouns are always capitalized. Every real object in God's world can be named. Ideas can also be given names. Concrete nouns are things you can touch; abstract nouns stand for ideas or qualities you cannot touch.

- **Concrete nouns**: hamburger, chair, puppy
- **Abstract nouns**: love, holiness, happiness

Verbs show action or state of being in a sentence. Auxiliary verbs help a main verb express certain meanings, forms, or tenses.

- **Verbs**: ran, jump, pranced, had gone, have seen

Pronouns take the place of nouns. Without pronouns our language would be cluttered with the repetition of the names of things.

Examples:

- John looked for *John's* book in *John's* locker.
- John looked for *his* book in *his* locker.

Remember that pronouns may be *personal* and may be used as subjects, objects, or possessive forms. *Personal compound pronouns,* formed by adding *-self* or *-selves* to the personal pronoun forms, may be reflexive or intensive. Other types of pronouns include *interrogative* (who, what, which, whose), *demonstrative* (this, that, these), *indefinite* (anyone, each, others), and *relative* (who, which, that).

- **Reflexive pronoun**: I hurt *myself.* (refers to the subject)
- **Intensive pronoun**: She made the dress *herself.* (emphasizes the subject)
- **Interrogative pronoun**: *What* did you say?
- **Demonstrative pronoun**: *Those* are nice, but I like *these* better.
- **Indefinite pronoun**: *Anyone* in the class may borrow these books.
- **Relative pronoun**: The book *that* is open is mine.

	Subject Pronouns	Object Pronouns	Possessive Pronouns
singular	I	me	my, mine
	you	you	your, yours
	he, she, it	him, her, it	his, hers, its
plural	we	us	our, ours
	you	you	your, yours
	they	them	their, theirs

Adjectives are words that describe or modify nouns. Adjectives answer the questions *What kind*? *How many*? *Which one*? The articles *a, an,* and *the* are adjectives.

Examples:

- Alicia found the *red* book. (Which one?)
- We have *ten* dogs. (How many?)
- Throw this *filthy* thing away! (What kind?)

Adverbs modify or change verbs, adjectives, or other adverbs. Adverbs answer the questions *When? Where? How?* and *How much?* (or *How often*?)

Examples:

- The girl *gladly* read the announcement. (How?)
- John *repeatedly* missed the question. (How much?/How often?)

Complete these activities.

1.8 Circle the nouns in the following passage. (13 nouns)

Now when Jesus was born in Bethlehem of Judea in the days of Herod the king, behold, there came wise men from the east to Jerusalem. Saying, Where is he that is born King of the Jews? For we have seen his star in the east, and are come to worship him. (Matthew 2:1 and 2).

1.9 Underline the verbs and verb forms in the following passage. (11 verbs)

And the whole multitude of them arose, and led him unto Pilate. And they began to accuse him, saying, We found this fellow perverting the nation, and forbidding to give tribute to Caesar, saying that he himself is Christ, a King. (Luke 23: 1 and 2)

1.10 Write X on each repeated noun (and its article) and replace it with an appropriate pronoun.

a. The Bible tells us that the Bible is the Word of God.

b. The flower had hardly opened before the flower's petals began to drop.

c. Alice asked Mary, "Will Mary have lunch with Alice?"

d. The members of the congregation prepared the members of the congregation for silent prayer.

1.11 Underline the adjectives except *a, an,* and *the* in the following paragraph. (16 adjectives)

This story is an unusual one. It tells of a miraculous event which occurred many years ago. A little town called Bethlehem was the setting for this blessed event. A tired and weary couple found warm refuge in a stable. In the warmth of the clean straw among the friendly beasts, a child was born to the young woman. A bright, new star rose above the town and signaled to all the world that this birth was very special. Indeed, the Christ was born.

For each sentence write (a) the word modified and (b) the adverb.

1.12 In Bethlehem the angels gladly reported the birth of Jesus.

a. _____ b. _____

1.13 King Herod looked anxiously for the Christ child.

a. _____ b. _____

1.14 The wise men headed excitedly toward the new star.

a. _____ b. _____

Punctuation. Punctuation symbols are the regulatory signs of the English language. The symbols tell you certain things about what you are reading. Punctuation ends thoughts, links ideas, interrupts thoughts, indicates a question, or emphasizes a certain idea within a written text. Punctuation marks help the reader understand what the author intends.

Three common punctuation marks are the period, the question mark, and the exclamation point. These marks end a thought and indicate whether the sentence is a question, an exclamation, or a simple statement. Other useful punctuation marks are the comma, the semicolon, and the colon. Commas within a sentence are used to link a series of ideas, to show an interruption of the thought, or to aid a conjunction in linking two independent thoughts. The semicolon can link two closely related independent clauses without a conjunction or with a conjunctive adverb. The semicolon is stronger than a comma, but weaker than a period. The colon is a mark which signals that information is about to follow. The colon often follows an independent clause that ends in a noun. Colons are useful in preparing the reader for important facts. The following examples show the proper use of each of these punctuation marks.

Examples:

- I see her coming.
- Have you ever been to Kansas?
- We won!
- I ate a hot dog, potato chips, and slaw.
- He is, indeed, late for the program.
- He wanted to have a picnic, but it rained all day.
- Arizona has many natural wonders; therefore, the state is quite popular with tourists.
- When we went to Washington, D.C., we saw these places of interest: the White House, the Library of Congress, the Smithsonian Institute, and the Washington Monument.

If you have difficulty with any of the punctuation marks and the usage of punctuation, refer to Language Arts LIFEPACs 803 and 805.

Capitalization. Another important technical element of good writing is capitalization. The rules for capitalization are quite simple. If you have difficulties with capitalization, refer to Language Arts LIFEPAC 805.

The basic rules for using capital letters can be briefly summarized. A capital letter is used at the beginning of every sentence and for the first letter of all proper nouns. A capital letter is used for all important words in the titles of books. Capital letters are also used in reference to God and Christ.

1.15 Capitalize and punctuate the following letter and envelope.

a.

june 24 2014

dear jill,

i can hardly wait to see you at camp ill be at camp inspiration on the sixteenth of this month i hope you are as excited about this retreat as i am dont forget to bring your tennis racquet swim suit and a bible last year camp was a real experience for me the way we shared our love of christ was as inspiring as the beautiful surroundings of the pine forest ill bet thats why its called camp inspiration look for me on july 16

yours in christ

sally simpson

b.

sally simpson
247 norfolk way
allen town mo 63001

jill baker
426 w elm st
phoenix az 85007

Abbreviations. When a word is shortened, it becomes an abbreviation. Every abbreviation needs a period at the end of each part. Abbreviations should be avoided in formal writing. Knowing common abbreviated symbols is important in mastery of current English usage. Agencies and organizations are often referred to by the abbreviation of their titles known as *acronyms.* Acronyms are used as words; therefore, acronyms are not punctuated. The abbreviation for the names of U.S. states is two capital letters without any periods.

Examples:

- The P.T.A. will meet at 7:00 tonight. (P.T.A. is an abbreviation.)
- NASA announced the successful launch. (NASA is an acronym.)

Numbers and figures. Numbers and figures sometimes cause problems for writers. A good rule of thumb is to spell out numbers under 100 and use the numeral symbols for any number in excess of 100. Exceptions to this general rule appear in the use of dates, addresses, room numbers, hours of the day, and mathematics or science problems.

- **Example**: Three people went to 280 S. Fifth Ave. at 6:30 a.m.

Answer these questions.

1.16 What are acronyms? _____

_____

1.17 Which numbers should by spelled out in writing a paragraph? _____

_____

1.18 What form of punctuation usually ends an abbreviation? _____

_____

Complete these activities. Use a dictionary if necessary.

1.19 Correct these abbreviations and numbers.

a. The Brown Co _____

b. Box fourteen _____

c. Greenton, Il _____

1.20 Write the abbreviation for these words.

a. captain _____ b. post office _____

c. pound _____ d. et cetera _____

In Language Arts LIFEPAC 805 you studied three other types of punctuation: the apostrophe, the hyphen, quotation marks, parentheses, and italics.

The apostrophe is used to show possession or to indicate contractions. The possessive is formed by adding *'s* to a singular noun or to a plural noun not ending in *s*. Add an apostrophe to plural nouns ending in *s*. Study the following examples of forming possessives.

Examples:

- man + 's = man's
- children + 's = children's
- ladies + ' = ladies'

In contractions the apostrophe shows the omission of one or more letters. Notice the way the following contractions are formed.

Examples:

- cannot = can't
- would not = wouldn't

In some parts of the United States certain *dialectal* differences in pronunciation result in unpronounced letters. Frequently a final consonant is not pronounced, as in *saying* (sayin') and *going* (goin').

Punctuate these sentences correctly.

1.21 Wont you hurry up, or arent you comin?

1.22 Im listenin but I cant hear you.

A hyphen is used to join the parts of a compound word (mother-in-law), compound numbers from twenty-one to ninety-nine (thirty-three), and fractions (one-half). Hyphens join figures in inclusive dates (1850-1921), divide a word into syllables at the end of a line (temper-ature), and come between certain prefixes, suffixes, and roots. A hyphen is used between a prefix and a proper noun (pro-Christian), between a prefix and root beginning and ending with the same vowel (re-echo), and between the suffix—*elect* and the root word (President-elect).

Hyphenate this paragraph correctly.

1.23 My brother in law served in the army (1975 1978) as a special assistant to the commander in chief's staff advisors. His immediate superior had been in the service for twenty seven years. He had served under ex President Eisenhower during World War II. My brother in law is now a reporter and plans one day to be editor in chief of his paper. Since he is a stick to it type of person, he will probably succeed.

WORDS

The ability to choose a variety of words makes a writer better able to express himself. Learning to look for new words and using a variety of terms help to create a clear impression of what the writer is attempting to express.

Dictionary. The dictionary was first introduced in the United States by Noah Webster in 1806. A dictionary contains an alphabetical listing of words, keys to pronunciation, and definitions for these words. Some dictionaries also include the etymology, or history, of a word. A dictionary is a handy tool for the writer. A dictionary should be used to check spellings of words, to clarify meanings of words, and to make sure the written words are used properly.

Thesaurus. *Roget's International Thesaurus* is the most common book of this type used in America. A thesaurus is not a prehistoric animal; it is a book of synonyms and antonyms. A synonym is a word that has the same meaning; an antonym is a word with opposite meaning. *Small* and *little* are synonyms; *light* and *dark* are antonyms. The thesaurus is an alphabetical list of words. Each entry lists synonyms and antonyms for that word. A good writer will use a thesaurus to avoid repetition of words, to expand the vocabulary he uses, and to locate words that express his exact meaning. Not included in the thesaurus is a third category of words, **homonyms**. Homonyms are words that sound alike but are spelled differently and have different meanings—such as *rain* and *reign.*

Answer these questions.

1.24 How is the dictionary organized? _____

1.25 What are three things a dictionary tells you?

a. _____ b. _____ c. _____

1.26 Who wrote the first important United States dictionary? _____

1.27 What is the main purpose of a thesaurus? _____

_____

Write a paragraph.

1.28 Use your dictionary and thesaurus to paraphrase the Pledge of Allegiance and the Lord's Prayer (Matthew 6:9).

a. _____

_____

_____

_____

_____

b. _____

_____

_____

_____

_____

_____

_____

_____

_____

Complete this activity.

1.29 Play a game with words.

a. You will need one or more other people and a dictionary. Each side should make up a list of twenty words or facts found in a dictionary. Trade lists with the other side. See which side can find the information more quickly.

b. Again you will need to have two or more people. Using your thesaurus or dictionary, play scrabble. If you do not have a set available, cut heavy paper or cardboard into 1-inch squares. Make four cards for each consonant and eight cards for each vowel. Now see how many words you can form from these cards following these rules:

- Two to 4 players in each group.
- Each player is given 10 squares (face down).
- The first player draws a square, forms a word from the squares in his hand, and discards one square.
- The play then goes to the person on his right who does the same, only he must make his word join the first word as in a crossword puzzle.
- Every word of less than five letters is worth 25 points.
- Every word of 5 to 10 letters is worth 35 points.
- Every word after 10 letters is worth 50 points.
- Any word that is unfamiliar to the group (you have never seen or heard of it, yet it is in the thesaurus or dictionary) is worth 50 points.
- Any word used that is *not* in the thesaurus or dictionary is worth -30 (you must subtract 30 points).

TEACHER CHECK _____ initials _____ date

USAGE

English usage is usually divided into two levels, standard and nonstandard. Standard English is used by teachers, ministers, and other educated people. Standard English usage depends upon awareness of some of the common errors in language and upon avoiding such errors. If you have difficulties with errors in usage, refer to Language Arts LIFEPAC 804 and LIFEPAC 809.

Slang. The use of slang in formal situations is an intentional error made by members of a particular group who wish to exclude outsiders. Slang words are words that usually relate to something the users of slang have in common. An example of slang is the word *groovy* which was first used by people in the recording business. *Groovy* came to mean that something was good or right. The original phrase was "in the groove" and referred to the grooves of the record disc. Slang should be avoided because it is unacceptable in most situations.

Double negatives. A double negative is the incorrect use of two negatives in the same sentence.

- **Example**: I have*n't no* quarter.

The problem in using double negatives is easily solved by eliminating one of the negative modifiers. If you want to correct a double negative, just remove one of the negatives.

- **Correct**: I have no quarter.

or

- **Correct**: I haven't a quarter.

Dangling modifiers. Mistakes in usage can be embarrassing. Misplaced modifiers often create sentence confusion.

- **Example**: Hanging from the ceiling by a single thread, Jane spotted a spider.

This type of error can be avoided by placing the modifier closest to the word it modifies.

- **Correct**: Jane spotted a spider hanging from the ceiling by a single thread.

Shifts. A final area of common errors in usage include shifts in person, mood, and tense. The mood of a verb refers to the way that action or emotion is stated. A shift in tense confuses the time and makes the reader wonder what is happening when. A shift in person is a change of voice. This shift confuses the reader and makes him wonder who is speaking or writing.

- **Shift in mood**: Stop talking and can you listen more closely?

- **Right**: Stop talking and listen more closely. (Both are imperative.)

or

- Can you stop talking and listen more closely? (Both are indicative.)
- **Shift in tense**: Alice ran out the door and falls over a skate.
- **Right**: Alice ran out the door and fell over a skate.

or

- Alice runs out the door and falls over a skate.
- **Shift in person**: If you come from a good home, one should be thankful.
- **Right**: If you come from a good home, you should be thankful.

or

- If one comes from a good home, he should be thankful.

The key to avoiding any kind of shift in usage is to be consistent.

Write the following sentences correctly using Standard English.

1.30 I haven't got no quarter. _____

_____

1.31 We can't hardly see the sky. _____

_____

1.32 A natural disaster, John thought the flood would make a good news story. _____

_____

1.33 When a boy reaches high school, you must consider the future. _____

_____

1.34 John and his friend did his homework. _____

_____

SENTENCES

A sentence is a group of words that makes a meaningful statement. The two basic sentence parts are the *subject,* or the naming part, and the *predicate,* or the telling part. The key word in the subject is usually a noun or pronoun. The key word in the predicate is usually a verb. Good sentence writing is the key to effective written communication. Three types of sentence errors commonly made include the comma splice, the run on, and the fragment.

Comma splice. A common error in sentence writing is the comma-splice problem which is a result of incorrectly joining two or more sentences with a comma. Comma splices usually occur when the ideas expressed are closely related.

- **Example**: Janet went to the library, Jean stayed home.

One way to avoid the comma splice is to separate the words into two distinct sentences. Another method of correction is to use a comma and a conjunction, creating a compound sentence.

- **Correct**: Janet went to the library. Jean stayed home.
- **Correct**: Janet went to the library, and Jean stayed home.

Run-on. A run-on sentence consists of several main clauses joined together by the excessive use of such conjunctions as *and* and *so.*

- **Example**: Janet went to the library *and* she checked out several books *and* Jean stayed home *so* she could study.

To correct a run-on sentence you may divide the ideas into separate sentences, use subordination, use coordination and subordination, or use a combination of methods.

Fragments. Another common sentence error in writing is the sentence fragment. A fragment is a piece of a sentence, usually a dependent clause or a sentence part. Something missing in the sentence fragment must be added to form a complete statement. To identify sentence fragments, you should ask yourself what is named in each sentence (subject). Then you should ask what is happening (predicate). If the sentence is complete, something is named and some action is taking place. Remember that a sentence must be an independent clause. A clause may have a subject and a predicate yet be a fragment.

- **Fragment**: on the way home
- **Fragment**: while he was on the way home
- **Sentence**: His car had a blowout while he was on the way home.

Complete these activities.

1.35 List the three most common types of sentence errors.

a. _____ b. _____ c. _____

1.36 List the two basic sentence elements. a. _____

b. _____

1.37 Read the following sentences. On the line write *S* if it is a good sentence, *C-S* if it is a comma-splice sentence, *RO* if it is a run-on, and *F* if it is a sentence fragment.

a. _____ Saints, every one of them.

b. _____ You wash, I'll dry.

c. _____ We've tried several times to locate him and we called his friends and drove by his house so we could tell him you are here.

d. _____ Because she couldn't get her parents' permission.

e. _____ Not one person whom I met last night.

f. _____ Miss Smith kept both of them after school, they hadn't done their homework.

g. _____ Miss Smith kept both of them after school because they hadn't done their homework.

h. _____ It's not a cobra, it's a rattler.

i. _____ It's a cobra, not a rattler.

j. _____ Jesus wept.

k. _____ Sally ate and Lisa watched her so that Sally would clean her plate so that she could have dessert.

PARAGRAPHS

A paragraph is a group of sentences written for a basic purpose. The purpose of each paragraph is the main idea expressed in the paragraph. Usually one sentence in the paragraph states the topic or main idea. The other sentences support the topic statement and add detail to the general idea expressed.

A paragraph may contain one sentence, or it may contain ten or more. Unless the author needs to emphasize an important idea by isolating it in a one-sentence paragraph, a paragraph of one sentence is to be avoided. By definition a paragraph is a *group* of related sentences.

A well-developed paragraph usually needs about five complete sentences. This number includes one topic sentence, three or more support (or detail) sentences, and a clincher statement which concludes the paragraph or provides a transition to the next paragraph.

If you wish to write a "perfect paragraph" every time, check for the following elements in your writing:

1. Always use a topic sentence.
2. Be sure all sentences relate to the topic.
3. Be sure that each paragraph is written for a specific purpose.
4. Make sure your paragraph is **coherent**.

Coherence is also an important element of paragraph writing. A coherent paragraph is organized logically. Using logical order for putting the details into a paragraph will help the reader to follow the train of your thoughts as you write.

Most good paragraphs are written in either chronological or spatial order. Chronological order arranges the details step-by-step in time order. Spatial order describes objects by their position in relation to each other. Either method is a good means of organizing a paragraph to provide coherence.

In a good paragraph the ideas should flow easily from one sentence to the next. Certain transitional devices are used to connect the sentences within a paragraph. Such transitional devices are linking expressions and phrases which act to connect ideas and to lead the reader to the next thought. Some of the most common linking expressions are included in the following list. A careful writer does not overuse any one expression.

first	in fact	so	along the same line
next	a case in point	thus	to conclude
then	an example of	also	last
therefore	and finally	however	more important

Complete these activities.

1.38 Write a paragraph defining the word *Christian.* Check your paragraph for the elements of a perfect paragraph to see if it fulfills all four requirements.

_____

_____

_____

_____

_____

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1.39 List three elements of a good paragraph.

a. _____

b. _____

c. _____

Answer these questions.

1.40 What is coherence? _____

_____

1.41 What are two common ways of arranging information in paragraphs?

a. _____ b. _____

1.42 What purpose do linking expressions serve? _____

_____

LETTERS

Writing letters is a way people communicate with each other. Effective letter writing is a skill involving knowledge of writing techniques and knowledge of the different forms of letters. You studied these forms in Language Arts LIFEPAC 808.

Business letters. Three basic kinds of business letters are each written for a specific purpose. A letter of adjustment is usually written to a company when the customer has a problem. An order letter is written to a business requesting purchase of their product. A letter of application is a request for a job and an explanation of the writer's qualifications for that job.

The business letter form remains the same for each type of business letter. The parts of a business letter include the heading, the writer's address and the date; the inside address, the name and address of the company being written; the salutation, or greeting; the body, the message of the letter; the closing, a phrase of ending; and the signature, which is the name of the writer.

A business letter in full block form should look like this example:

192 Elm Street
Juneau, AK 99801
August 5, 2014

Brog's Record House
113 Main Street
Capitol, WA 63021

Gentlemen:

Please send me the current recording of *Gospel Singers for the Lord* by Barbara Jenkins.
I enclosed $18.95 to cover postage and handling.

Sincerely yours,

John Whitehead

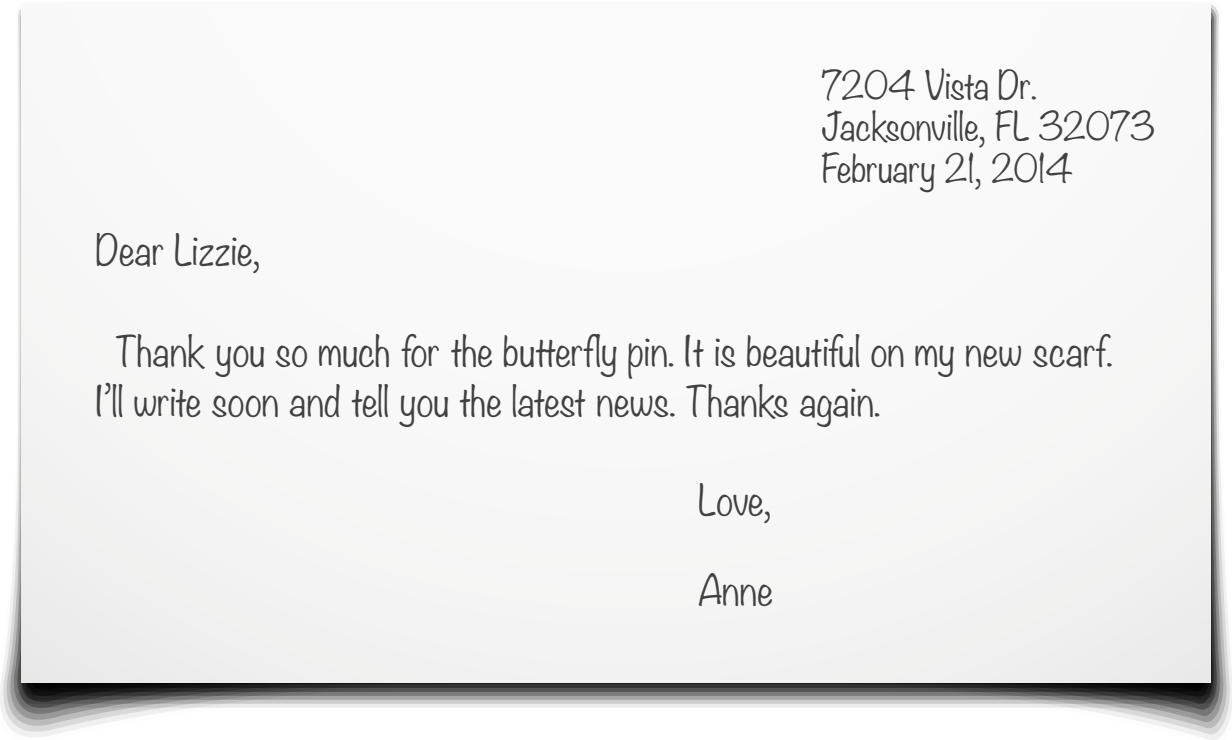
John Whitehead

| Business Letter Example

Personal letters. Three types of personal letters include the friendly, or informal letter; the invitation; and the thank-you note or letter. An informal letter is written to a friend and contains personal news and greetings. The invitation asks a person to attend a particular function or to join a group. The thank-you note is written in response to a gift or a friendly gesture.

The personal-letter form includes the heading, salutation, body, closing, and signature. The form of the personal letter remains the same for all types of informal writing. The personal letter should look like the example. The personal letter is usually written out by hand rather than typed.

Envelope. The form of an envelope remains the same for all types of letters. The address on an envelope remains the same for all types of letters. The address on an envelope should be distinctly written. A business letter envelope is usually typed. The envelope should have a return address and an address for the person who is to receive the letter. The envelope should look like the example.



| Personal Letter Example

Joshua Shaddock
613 147th Street
Overland Park, KS 66062

Mr. Phillip Roberts
Block Builders, Inc.
1111 Meadowbrook Lane
Waldorf, MD 20601

| Envelope Example

Answer these questions.

1.43 What are the three types of business letters?

a. _____ b. _____ c. _____

1.44 What are the three types of personal letters?

a. _____ b. _____ c. _____

Define or explain these terms.

1.45 greeting _____

1.46 closing _____

1.47 inside address _____

1.48 body _____

COMPOSITIONS

The composition, or theme, is an example of formal writing style. A theme is a group of related paragraphs written for a specific purpose. A theme is a written composition about one topic. Every detail in the theme should be closely related to the main topic.

The most difficult part of theme writing is merely getting started. Often, the purpose of a theme is stated for you. Perhaps the teacher assigns a certain topic. If the assignment is general, then the writer must provide a good idea for a theme. Choosing the subject is the first and most important part of theme writing. A wise student will choose a topic with which he is familiar about which he has strong feelings.

The next step in theme writing is to gather material for the theme. Two good methods for gathering material include **brainstorming** and research. Brainstorming is appropriate if the theme expresses an idea or opinion familiar to the writer. Research is necessary if the theme subject is unfamiliar and needs specific *documentation,* or proof.

Brainstorming is a technique for putting together what you know or think you know. The first step in brainstorming is to take pencil and paper and jot down all ideas that come into your head concerning a specific topic. Let's suppose that the assigned theme is titled "Why I Am a Christian." Brainstorming for that theme might look like this group of phrases or ideas.

> *believe in God / believe in Jesus as the Son of God / man should follow Bible teachings / man needs code for good / God is love / Jesus teaches man how to act for good / salvation is dependent on God's mercy and Christ's Crucifixion / parents taught me of God / belief in life after death / Christ is life's purpose / universe did not create itself...*

The thoughts do not follow any pattern other than being related to the general topic.

The next step would be to organize the thoughts in outline form, to expand the thoughts into sentence and paragraph form, and to write a rough draft for the theme. The brainstorming provides a focus for what the writer wants to write about.

Research is the second method of gathering information. Suppose the topic assigned is unfamiliar to the writer: "The Religion of the Early Arizona Settlers." The writer should write down a list of questions and should think of all possible resources for finding the answers. A library and the librarian provide good starting points. Usually the library staff are trained to help you find what is needed. You must know what you are looking for, however, before they can help you.

A good composition can be outlined.

I. Thesis (one paragraph of introduction stating purpose)

II. Body (two or more paragraphs of support and detail, depending on your theme)

III. Conclusion (one paragraph)

The following checklist is an important guide for theme writing:

Composition Writing Checklist

1. Does the theme have a central idea? Is it clearly stated in the beginning, or thesis, paragraph?
2. Does the first statement catch the attention of your reader? It might (a) surprise, (b) question, (c) tell an anecdote, or a short story, or (d) state the purpose clearly and exactly. (Never start with "This paper will...")
3. Does each paragraph smoothly lead into the next?
4. Do you develop each point with anecdotes, examples, and comparisons? Do you back up all your opinions with facts?
5. Is the conclusion strong and in support of your thesis? Does the theme have a clincher statement that ties the theme together?
6. Are the sentences complete, grammatically correct, and correctly punctuated? Did you spell everything correctly?

Remember that you show who you are by the words that you choose. Words are a source of power because they can and should have an impact on your reader. If you try to make every word count in a positive way you will be a powerful writer.

Answer these questions.

1.49 What is the most difficult part of theme writing? _____

_____

1.50 What are the five beginning steps for theme writing in order?

a. _____

b. _____

c. _____

d. _____

e. _____

1.51 What method of materials gathering should the writer use if the topic is unfamiliar?

_____

1.52 What method of materials gathering should the writer use for a topic he knows well?

_____

Complete these activities.

1.53 Follow these steps to complete a theme on the topic "What Makes a Good Christian."

a. Brainstorm: _____

_____

_____

_____

_____

_____

_____

_____

b. Outline the notes from your brainstorming: _____

_____

_____

_____

_____

_____

c. Expand the outline into sentence and paragraph form. _____

d. Write the rough draft on a separate sheet of paper.

e. Check your rough draft by the checklist for theme writing.

f. Make changes in the theme where necessary and write your final copy on a separate sheet of paper.

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SPELLING

Spelling Words-1 reviews words containing a combination of the letters *ei* or *ie*. You may remember the jingle from Language Arts LIFEPAC 801: "*i* before *e* except after *c*."

The combination *ie* usually is pronounced *ee*, but words such as *neighbor* and *weigh* are exceptions.

Spelling Words-1 (Review Words-801)

seize	height	resilient
surveillance	alien	receipt
heinous	conscience	sovereignty
medieval	convenience	siege
perceive	experience	freight
ceiling	mischievous	heirloom
believe	controversies	kaleidoscope
forfeit	subservient	lei
counterfeit		

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.)

1.54 _____ seize
1.55 _____ siege
1.56 _____ lei
1.57 _____ freight
1.58 _____ height
1.59 _____ ceiling
1.60 _____ heinous
1.61 _____ forfeit
1.62 _____ believe
1.63 _____ mischievous
1.64 _____ counterfeit

a. long *a*
b. long *e*
c. long *i*
d. short *e*
e. short *i*

Play this game with a friend or helper.

1.65 Make a card out of construction paper or other heavy paper for each spelling word. Each person playing the game should have his own set of cards. Shuffle all the sets together and then deal each player cards until all are distributed. The players turn their cards face up at the same time. As each card is turned up, the player calls the vowel sound for his card aloud. If two or more players call out the same sound, the first player to cover all cards with his hand puts the pile of turned up cards in his "pot." The game is finished when all cards have been turned up. The winner is the player with the most cards in this "pot."

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This spelling review contains words that have homonyms and words that are commonly confused with similar forms. You may remember that homonyms are words that sound alike, but have different spellings and meanings. If you have difficulties with homonyms, refer to Language Arts LIFEPAC 805.

Spelling Words-1 (Review Words-805)

colonel	sleigh	complement
aisle	holy	counsel
whether	isle	except
corps	raze	weather
chord	wholly	affect
scent	personnel	altogether
reign	principal	racquet
neigh	already	ascent
niece		

Complete these activities.

1.66 Write homonyms for these spelling words.

a. colonel _____ b. aisle _____

c. corps _____ d. chord _____

e. scent _____ f. reign _____

g. niece _____ h. sleigh _____

i. holy _____ j. isle _____

k. raze _____ l. wholly _____

m. principal _____ n. already _____

o. complement _____ p. counsel _____

q. altogether _____ r. racquet _____

s. ascent _____ t. neigh _____

1.67 Write a sentence for each similar form.

a. whether _____

b. weather _____

c. except _____

d. accept _____

e. personnel _____

f. personal _____

g. affect _____

h. effect _____

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

1.68 Review your spelling words in this section by using one or more of these devices. Ask you teacher which one(s) to complete.

a. Have a spelling bee type of competition with some of the members of your class.

b. Review with a friend.

c. Review with your parents.

d. Write each spelling word three times.

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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 true or false (each answer, 1 point).

1.01 _____ In 1066 the Normans invaded England bringing French influence into England.

1.02 _____ Scientists have traced the English language to the parent language, Indo-European.

1.03 _____ The first dictionary published was written by Daniel Webster.

1.04 _____ All dictionaries are exactly the same.

1.05 _____ A thesaurus is a book of synonyms.

1.06 _____ Etymology is the study of insects.

1.07 _____ Abstract nouns are words that express ideas or qualities.

1.08 _____ A sentence does not always need a subject.

1.09 _____ A good writer can cover more than one topic in a paragraph.

1.010 _____ The thesis statement is the same as the theme title.

Match these items (each answer, 2 points).

1.011 _____ sentence

1.012 _____ paragraph

1.013 _____ composition

1.014 _____ brainstorming

1.015 _____ research

1.016 _____ dialects

1.017 _____ anecdote

1.018 _____ fragment

1.019 _____ run-on

1.020 _____ first, next, then

a. generating ideas

b. group of words

c. gathering unfamiliar information

d. group of paragraphs

e. scientists who study language

f. story or tale

g. group of sentences

h. two or more sentences incorrectly combined by the excessive use of *and* and *so*

i. common linking expressions

j. part of a sentence

k. local characteristics of speech

Name the part of speech for the word in italics (each answer, 3 points).

1.021 _____ Theresa *walked* and *talked* like a clown.

1.022 _____ *Many* people believe in God.

1.023 _____ *Children* should be seen and not heard.

1.024 _____ *I* am the way, the truth, and the life.

1.025 _____ *Quickly,* lead the way to the attic.

1.026 _____ The children were pleased with *themselves.*

1.027 _____ *Who* is the leader of this group?

1.028 _____ Our *minister* is an excellent speaker.

Define these words (each answer, 4 points).

1.029 noun _____

1.030 verb _____

1.031 pronoun _____

1.032 adjective _____

1.033 adverb _____

Answer these questions (each answer, 5 points).

1.034 What is an acronym? _____

_____

1.035 What is etymology? _____

_____

1.036 Who introduced the first United States dictionary? _____

1.037 What are the two basic parts of a sentence? a. _____

b. _____

75/94 **SCORE** _____ **TEACHER** _____ _____
initials date

ABC **Take your spelling test of Spelling Words-1.**

LAN0810 – May '14 Printing

ISBN 978-0-86717-380-2

Alpha Omega
PUBLICATIONS

804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759

800-622-3070
www.aop.com