



LANGUAGE ARTS

STUDENT BOOK

▶ **7th Grade** | Unit 2

Language Arts 702

More Word Usage

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More Word Usage

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

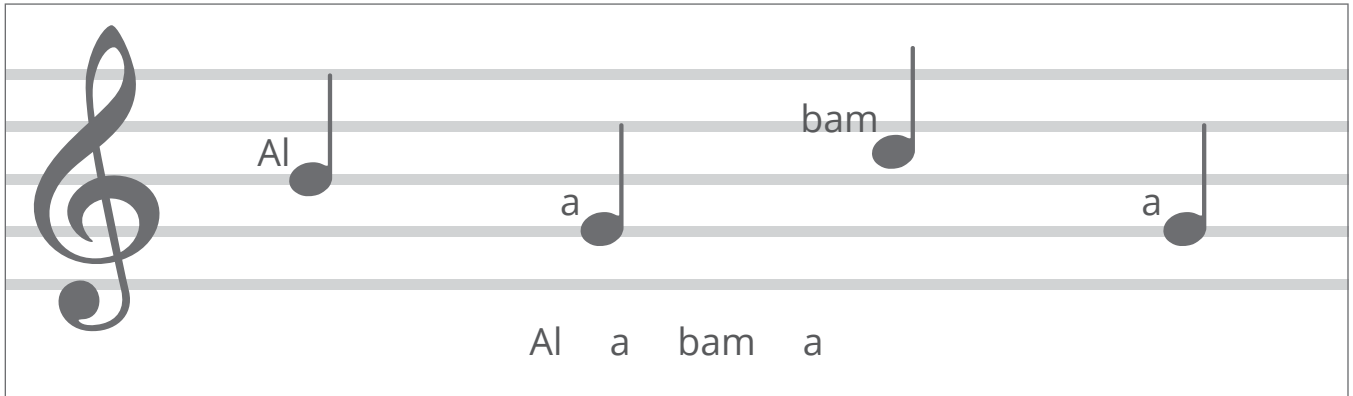
When we speak, we use intonations to clarify the meanings of our words. These intonations we use are called *stress*, *pitch*, and *juncture*.

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.

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



Write the correct answers in the blanks.

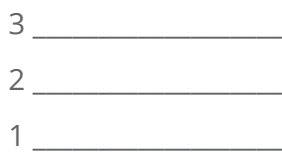
- 1.6 Different voices have different natural _____ .
- 1.7 Pitch is controlled by the a. _____ and b. _____ of the vocal cords.
- 1.8 The vocal folds are located in the _____ .
- 1.9 Natural pitch can be _____ when we sing.
- 1.10 We should try to develop _____ tones.
- 1.11 Pauses between sounds or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



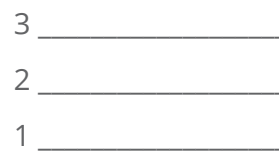
1.12 **embargo**



1.13 **October**



1.14 **Missouri**



1.15 **potato**

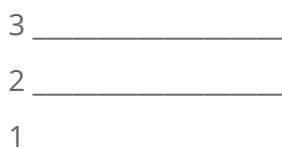


Notice that level number 3 was the accented syllable in the preceding words. Now you are ready to try some words that have the accent

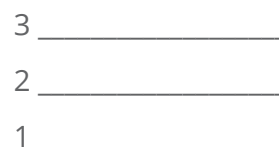
on a different syllable. If you are unsure about the accented syllable of a word, use your dictionary for help.

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

1.16 **gratify**



1.17 **disregard**



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 _____

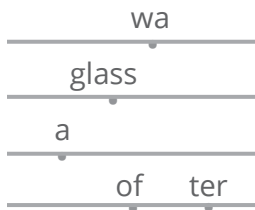
Phrases and sentences also have stress, pitch, and juncture. Listen to anyone speak and you will notice this use of inflection. You will find yourself **enunciating** more clearly as you

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

1.26 a good, wholesome food

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

You _____
 are _____
 go _____
 ing. _____
 (You, not somebody else)

_____ are _____
 You _____
 go _____
 ing. _____
 (a command)

_____ ing.
 go _____
 are _____
 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.



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

1.019 controlling

1.018 propaganda

1.020 eliminate

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

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

71 89	SCORE _____	TEACHER _____	initials	date
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ABC

Take your spelling test of Spelling Words-1.



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