



# LANGUAGE ARTS

STUDENT BOOK

▶ **9th Grade | Unit 3**

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# Language Arts 903

## Practical English

### 1. PRONUNCIATION 5

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USING THE DICTIONARY | 5

USING THE WORDS | 8

SELF TEST 1 | 11

### 2. SPELLING 15

---

PRONUNCIATION TECHNIQUES | 16

MNEMONICS | 17

SELF TEST 2 | 21

### 3. WRITING 23

---

PREPARING TO WRITE | 24

WRITING THE PAPER | 26

SELF TEST 3 | 31



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

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# Practical English

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## Introduction

One's speech reveals a great deal about him. Often pronunciation provides a clue to one's origin. His word choice, or *diction*, may reveal his interests or the type of work he does. Certainly his vocabulary indicates his educational level. One is judged by others on the basis of the words he uses and the way he uses them. If he chooses words carefully and uses them correctly, he will be considered competent and well-educated. If he uses poor grammar and pronunciation, others will think that he is ignorant or careless, just as they will if he submits a letter or report that is full of misspellings. If one cares whether his ideas are accepted, his spelling and pronunciation will be correct and his diction precise.

The larger your vocabulary, the more ideas you can express and the more exact you can be in communicating your meaning. Just knowing many words is not enough, however. The benefits of a large vocabulary are lost if the words you use are mispronounced, misused, or misspelled.

In this LIFEPAAC® you will learn to use the diacritical marks in a dictionary as aids to pronouncing words correctly. You will expand your vocabulary, learning to define and correctly spell words that every student at this level should know. You will learn to use these newly acquired words in writing and speaking. By studying the technique of outlining, you will learn to organize your ideas. You will learn to expand the ideas in an outline into paragraphs and to vary sentence structure to make your writing interesting. At the end of this LIFEPAAC, you will have the opportunity to apply your knowledge by writing and delivering a speech.

## Objectives

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

1. Recognize and use diacritical marks.
2. Pronounce and define the vocabulary words given in this LIFEPAAC.
3. Recognize and spell certain difficult words.
4. Apply mnemonics as spelling aids.
5. Write a three-point outline with two subpoints per major division.
6. Develop paragraphs.
7. Use connecting words to provide transitions between paragraphs.
8. Prepare a five-minute speech.

# 1. PRONUNCIATION

Whatever you intend to do after you graduate from high school, you will find that a large vocabulary is a key to success. The ability to use words correctly in speeches and in reports is necessary for business executives, doctors, college students, and many other people. Any person, whether a minister or a housewife, needs to use words correctly in letters and in conversation. Familiarity with many words also helps one to understand ideas expressed by others in speech and writing.

Just knowing the meanings of words and how to use them in writing is not enough. If you wish to use the words in conversation or speech-making, you must know how to pronounce them. The best source to consult when learning correct pronunciation is a dictionary. In this section you will learn to use the diacritical marks from the dictionary to help you pronounce words correctly. You will also learn new words that will expand your vocabulary, improve your writing, and enrich both your reading and your listening experiences.

## SECTION OBJECTIVES

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

1. Recognize and use diacritical marks.
2. Pronounce and define the vocabulary words given in this LIFEPAAC.

## VOCABULARY

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

**diacritical mark** (dī' u krit' u kul märk). A mark placed on, over, or under a letter to indicate pronunciation, stress, and accent.

**phonetics** (fō net' iks). The system of sounds in a language.

**stress** (stres). The greater or lesser force given to certain syllables; accent.

**Note:** All vocabulary words in this LIFEPAAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

**Pronunciation Key:** hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /ʒh/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

## USING THE DICTIONARY

Because English has borrowed words from every major language and many minor ones, both its spelling and its pronunciation are often inconsistent. The **phonetics** of English are not necessarily the same as those of the language from which the word originally came. Since the original phonetics of a borrowed word are often reflected in its spelling, pronunciation is not always self-evident.

*Debris, pall-mall, ballet, ocotillo, asphyxiation, rogue, psychology, theta, pneumonia, and thesaurus* are examples of borrowed words that are not pronounced as they are spelled. *Debris*, for example, is not *deb' ris* but *du brē'*. The accent, or **stress** mark, and the bar over the *e* are **diacritical marks**, which a dictionary uses to show pronunciation. Many dictionaries use an upside-down *e* called a *schwa* to represent the

short *u* sound of an unstressed vowel such as the *e* in *debris*.

The following chart is a sample pronunciation key like the ones found in many dictionaries.

**Pronunciation Key**

hat, **ā**ge, c**ā**re, f**ā**r; let, **ē**qual, t**ē**rm; it, **ī**ce; hot, **ō**pen, **ō**der; **oil**; **out**; cup, **ū**t, r**ū**le; **child**; long; **thin**; /**ʒ**/ for **then**; /**ʒ**/ for measure; /**u**/ represents /**a**/ in **about**, /**e**/ in **taken**, /**i**/ in **pencil**, /**o**/ in **lemon**, and /**u**/ in **circus**.

The following words are spelled with diacritical marks. Read them silently, using the pronunciation key. Remember that vowels without any marks have the short vowel sound.

pān, pan, pār, pār, stāt, stār, stār, bāt, glār, glad, mīt, mit, pīl, pil, grīp, grip, fit, fit, fīl, fil. bēt, bet, lern, lēr, lēs, rēd, red, fern, mēt, met, lōp, lop, lôrd, dôlt, dot, doj, dônt, dôr, nôt, noch. fuj, fūz, fūl, tūn, mud, mūl, mūz, mus, pūl, prūn, ulārm', tō' un, per'ul, dē' mun, rā' di um.

The diacritical marks that indicate stress are as important as those for consonant and vowel sounds. If you say *re tis' unt* instead of *re' tu sent* or *ep' i tōm* instead of *i pit' u mē*, you will not make a good impression on your listeners. You should not use a new word until you have looked it up in your dictionary. If more than one pronunciation is given, you will be safe using the first one. Do not assume however, that because a certain pronunciation is given first, that the second or even the third is wrong or less desirable.



| ʒHu gèrl is in dīr per' ul.





**Complete these activities.**

Look up these words in your dictionary. In the blank, write both pronunciations given for each word, complete with diacritical marks.

- 1.1 despicable \_\_\_\_\_
- 1.2 amenity \_\_\_\_\_
- 1.3 irrefutable \_\_\_\_\_
- 1.4 exquisite \_\_\_\_\_
- 1.5 vegetable \_\_\_\_\_

**Write the correct spelling of the words in brackets.** Circle the word in each pair that could be substituted for the italicized word. Use your dictionary if you need help.

- 1.6 [pik' chur, pich' ur] My nephew is the *image* of his father. \_\_\_\_\_  
\_\_\_\_\_
- 1.7 [fèr' nish, fèr' nus] Mr. Evert will *provide* the necessary equipment. \_\_\_\_\_  
\_\_\_\_\_
- 1.8 [lò' yur, lā' ur] The *attorney* for the defense is confident of an acquittal. \_\_\_\_\_  
\_\_\_\_\_
- 1.9 [kom' u, kō' mu] Mrs. Donner lay in a *stupor* for days. \_\_\_\_\_  
\_\_\_\_\_
- 1.10 [kal' vu ri, kav' ul ri] The *troops mounted on horseback* led the charge. \_\_\_\_\_  
\_\_\_\_\_
- 1.11 [kred' u bul, krej' u lus] It hardly seems *believable* that he finished his history report so soon.  
\_\_\_\_\_
- 1.12 [wèrst, wèrs] Claire is a poor typist, but I am *less good* than she. \_\_\_\_\_  
\_\_\_\_\_
- 1.13 [prē sē d' id, pru sē d' id] Tim thought a moment and then *went on* with his story. \_\_\_\_\_  
\_\_\_\_\_
- 1.14 [fèr' long, fèr' lō] Cassidy was given a *leave of absence*. \_\_\_\_\_  
\_\_\_\_\_
- 1.15 [tu mer' u ti, tu mid' u ti] Jean's *shyness* made her seem unfriendly. \_\_\_\_\_  
\_\_\_\_\_

## USING THE WORDS

Just as good muscle tone helps you to use your body effectively, a strong vocabulary aids in using language effectively. The Vocabulary Inventory that follows lists words that should

be familiar to every student of this level. Study the list and look up any words you do not know.

### Vocabulary Inventory

absorption	domestic	pigment
acuteness	encounter	predicament
admirable	entice	preferable
advocate	exalt	pretentious
afflicted	facsimile	pugnacious
alloy	fantasy	quip
aloof	farce	quorum
amnesia	feudalism	relic
anatomy	fickle	relinquish
ban	formerly	renegade
beau	gaunt	renovate
befuddle	gratify	revert
benefactor	illusion	revise
buccaneer	inclination	scoff
canny	incriminate	segment
client	inhospitable	shortsighted
coma	insolent	stabilize
confront	irrational	strategy
conspire	jovial	subsequent
consumer	lunacy	superfluous
contemptuous	mariner	titanic
cumbersome	misadventure	tranquil
data	misinterpret	transfigure
dawdle	molten	undefined
deceit	morbid	vain
dedicated	nonchalant	vehemence
defiance	nucleus	vengeance
deficient	pacify	whim
disrupt	parable	wretched
dissociate	phase	





**Match the words with their meaning.** You may use a dictionary.

- |      |                   |                  |
|------|-------------------|------------------|
| 1.16 | _____ nonchalant  | a. to confuse    |
| 1.17 | _____ transfigure | b. to plot       |
| 1.18 | _____ feudalism   | c. boyfriend     |
| 1.19 | _____ exalt       | d. quarrelsome   |
| 1.20 | _____ befuddle    | e. to glorify    |
| 1.21 | _____ aloof       | f. indifferent   |
| 1.22 | _____ renegade    | g. sleepy        |
| 1.23 | _____ beau        | h. serfdom       |
| 1.24 | _____ pugnacious  | i. gigantic      |
| 1.25 | _____ conspire    | j. change        |
|      |                   | k. deserter      |
|      |                   | l. distant; cool |

**Choose the word that most correctly completes the sentence.**

- 1.26 Our city owes its library to the generosity of a wealthy \_\_\_\_\_ .  
 a. buccaneer      b. mariner      c. benefactor      d. consumer
- 1.27 Rather than sell his store and buy a new one, the owner planned to \_\_\_\_\_ the old building.  
 a. renovate      b. advocate      c. pacify      d. stabilize
- 1.28 After going without food for three days, the young man looked \_\_\_\_\_ and ill.  
 a. jovial      b. gaunt      c. cumbersome      d. insolent

**Look up these words in your dictionary.** Write the pronunciation, then look up the meaning and use the word in a sentence.

- 1.29 yacht  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 \_\_\_\_\_

- 1.30 crochet  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 \_\_\_\_\_

**1.31** chasm

a. \_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

**1.32** hiccough

a. \_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

**1.33** impugn

a. \_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

**1.34** blackguard

a. \_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

**1.35** victuals

a. \_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

**1.36** indict

a. \_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

**1.37** larynx

a. \_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

**1.38** valid

a. \_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_



**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

**Circle the right word from each pair** (each answer, 1 point).

- 1.01** Iran was (formerly, formally) called Persia.  
**1.02** The results he got are (admiral, admirable).  
**1.03** By using mirrors, he gave the (illusion, allusion) of spaciousness.  
**1.04** Mr. Evert will (furnish, furnace) the necessary equipment.  
**1.05** The whole play was a (force, farce).

**Complete these statements** (each answer, 3 points).

- 1.06** A vowel without a mark is \_\_\_\_\_ .  
**1.07** The hard *th* sound in *this* is shown by \_\_\_\_\_ .  
**1.08** The soft *th* sound in *thin* is shown by \_\_\_\_\_ .  
**1.09** The sound of the *s* in *measure* is represented by \_\_\_\_\_ .  
**1.010** The unstressed *a, e, i, o, u*, is shown in most dictionaries by the symbol \_\_\_\_\_ .

**Circle the letter of the choice that is closest in meaning to the italicized word** (each answer, 2 points).

- 1.011** *relic*  
 a. keepsake                      b. strategy                      c. victory                      d. destructive force
- 1.012** *fantasy*  
 a. guessing game                      b. imaginary happening  
 c. spiritual guidance                      d. historical event
- 1.013** *undefined*  
 a. unexpected                      b. not explained                      c. not qualified                      d. completely free
- 1.014** *preferable*  
 a. agreeable                      b. more honorable                      c. more desirable                      d. partly necessary
- 1.015** *inhospitable*  
 a. in surgery                      b. uncomfortable                      c. ill                      d. uninviting

- 1.016** *client*  
 a. opponent                      b. customer                      c. partner                      d. lawyer
- 1.017** *nucleus*  
 a. unknown quality      b. central part                      c. small detail                      d. fertile area
- 1.018** *amnesia*  
 a. lack of sleep                      b. insanity                      c. loss of memory                      d. blood disease
- 1.019** *dissociate*  
 a. introduce                      b. join                      c. separate                      d. establish
- 1.020** *segment*  
 a. section                      b. dessert                      c. boundary                      d. surplus
- 1.021** *dawdle*  
 a. worry                      b. waste time                      c. sketch                      d. bargain
- 1.022** *predicament*  
 a. peninsula                      b. healing lotion                      c. expected result                      d. bad situation
- 1.023** *revise*  
 a. change                      b. recollect                      c. criticize                      d. add
- 1.024** *absorption*  
 a. relaxation                      b. concentration                      c. giving off                      d. soaking up
- 1.025** *wretched*  
 a. miserable                      b. humble                      c. bent over                      d. thin

**Complete these statements** (each answer, 3 points).

- 1.026** Diacritical marks indicate a. \_\_\_\_\_, b. \_\_\_\_\_, and c. \_\_\_\_\_.
- 1.027** The spelling of a borrowed word often reflects its \_\_\_\_\_.
- 1.028** The sound of an unstressed vowel is indicated in many dictionaries by a symbol called a \_\_\_\_\_.

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

- 1.029 \_\_\_\_\_ The first pronunciation listed in a dictionary is the best or preferred one.
- 1.030 \_\_\_\_\_ Stress marks indicate accent.
- 1.031 \_\_\_\_\_ *Credible* and *credulous* are synonyms.
- 1.032 \_\_\_\_\_ The *u* in *circus* and the *i* in *pencil* have the same sound.
- 1.033 \_\_\_\_\_ *Debris* is pronounced *deb'ris*.

**Match the word with its definition** (each answer, 2 points).

- |             |            |                                 |
|-------------|------------|---------------------------------|
| 1.034 _____ | blackguard | a. food                         |
| 1.035 _____ | indict     | b. to attack or challenge       |
| 1.036 _____ | yacht      | c. to press charges             |
| 1.037 _____ | impugn     | d. contraction of the diaphragm |
| 1.038 _____ | valid      | e. to knit with a hooked needle |
| 1.039 _____ | chasm      | f. illusion                     |
| 1.040 _____ | victuals   | g. voice box                    |
| 1.041 _____ | larynx     | h. supportable by evidence      |
| 1.042 _____ | crochet    | i. gap or void; gorge           |
| 1.043 _____ | hiccough   | j. admirable                    |
|             |            | k. scoundrel                    |
|             |            | l. large sailboat               |

72

90

SCORE \_\_\_\_\_

TEACHER \_\_\_\_\_

initials

date



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