



LIFE·PAC®

Language Arts

Mark Twain

Ernest Hemingway

James Joyce



Alpha Omega Publications®

LANGUAGE ARTS 903

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Author:	Margaret Goding, M.A.Ed.
Editor-In-Chief:	Richard W. Wheeler, M.A.Ed.
Editor:	Carol L. Thoma
Consulting Editor:	Larry Howard, Ed.D.
Revision Editor:	Alan Christopherson, M.S.



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LANGUAGE ARTS 903

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 LIFE PAC® 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 LIFE PAC, 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 LIFE PAC.

When you have finished this LIFE PAC, you should be able to:

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

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

I. 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 LIFE PAC.

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 LIFE PAC appear in **boldface** print the first time they are used. If you are unsure 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; /TH/ 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.

hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; TH for then; zh 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, fīt, fit, fīl, fil. bēt, bet, lern, lēr, lēs, rēd, red, fern, mēt, met. lōp, lop, lōrd, dōlt, dot, doj, dōnt, dōr, nōt, noch. fuj, fūz, fūl, tūn, mud, mūl, mūz, mus, pūl, prūn, u lārm', tō' kun, 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.



THu gērl 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 [lô' yur lâ' ur] The *attorney* for the defense is confident of an acquittal.

- 1.9 [kom' u kô' 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 [prè sèd' id pru sèd' id] Tim thought a moment and then *went on* with his story. _____
- 1.14 [fèr' long fèr' lô] 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.