



LIFE·PAC®

Language Arts

Mark Twain

Ernest Hemingway



Robert Frost



Alpha Omega Publications®

LANGUAGE ARTS 505

CONTENTS

I. SECTION ONE	4
Reading a Story	5
Judging the Value of a Story	16
Improving Spelling and Handwriting	19
II. SECTION TWO	25
Mastering Dialogue	25
Writing Better Sentences	32
Improving Spelling and Handwriting	36
III. SECTION THREE	42
Preparing to Write a Story	42
Making the Story Grow	46
Improving Spelling and Handwriting	50

Author:

Editor-in-Chief:

Editor:

Consulting Editor:

Revision Editor:

Elizabeth Loeks Bouman

Richard W. Wheeler, M.A.Ed.

Mary Ellen Quint, M.A.

Rudolph Moore, Ph.D.

Alan Christopherson, M.S.



Alpha Omega Publications®

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

© MCMXCVI by Alpha Omega Publications, Inc. All rights reserved.

LIFEPAC is a registered trademark of Alpha Omega Publications, Inc.

All trademarks and/or service marks referenced in this material are the property of their respective owners. Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates', and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.

LANGUAGE ARTS 505



Storytelling has been around a long time. Parents have always enjoyed telling stories to their children. They have told stories about places they have traveled to, about hunting, and brave deeds done by fathers, mothers, grandfathers, grandmothers, and even great grandparents! These stories told family history, or the history of a tribe or country, and the history of the world.

The Bible tells the history of God's love and care for His people. Most of these stories were told to the children by the people who lived the stories. They did this to preserve the stories and to teach about God's goodness and provision for His children. The art of storytelling developed before reading and writing so that the people would remember their past. The stories not only entertained, but they provided guidance and teaching about what to do in different circumstances, such as when you are in danger. Storytelling was the first form of education. And a fun one too, don't you think?

In this LIFEPAK®, you will read two stories and write one of your own. You will study what makes a good story. You will learn how to write dialogue so that your stories will be more interesting.

OBJECTIVES

Read these objectives. The objectives tell you what you should be able to do when you have successfully completed this LIFEPAK.

When you have finished this LIFEPAK, you should be able to:

1. Tell what a legend is.
2. Tell the story of "Arthur and the Sword in the Stone."
3. Name three elements of a story that make the story a pleasure to read.
4. Name and define words and phrases that gave the sense of long ago to the story about Arthur.
5. Explain the way suspense is built in the story about Arthur.
6. Define implied meaning.
7. Summarize any story.

8. Recite six questions you should ask about a story to judge its literary value.
9. Cite examples of good qualities shown by the characters in "Arthur and the Sword in the Stone."
10. Write different types of dialogue.
11. Put events in time sequence.
12. Use word order to construct good sentences.
13. Correct some examples of poor writing.
14. Write an original short story.
15. Spell and create new words with prefixes and suffixes.

VOCABULARY

Study these new words. Learning the meanings of these words is a good study habit and will improve your understanding of this LIFE PAC.

accord (u kôrd'). In Old English, it meant "to give in return". It now means "to agree; to be in harmony".

alight (u lit'). To get off or down from.

allegiance (u lē' juns). Loyalty or devotion to someone or something.

anvil (an' vul). An iron or steel block on which metals are hammered.

arms (ärmz). Weapons; the use of arms; fighting; war.

aspire (u spīr'). To have an ambition for something; desire earnestly; seek.

astonished (u ston' ishd). Greatly surprised; amazed.

blurt (blért). To say something suddenly or thoughtlessly.

budge (buj). Cause to move; move from one's place.

cardinal (kär' du nul). Of first importance; chief; principal. Cardinal numbers are *one, two, three,* and so on.

conclude (kun klüd'). To bring to an end; to finish.

counsel (koun' sul). To give advice.

custodian (kus tō' de un). Caretaker.

derision (di rizh' un). Scornful laughter; ridicule.

distract (dis trakt'). To turn aside or draw away the mind or attention.

element (el' u munt). A basic part of something.

exclude (ek sklüd'). To shut out; to keep out; to leave out.

generation (jen' u rā' shun). All the people born about the same period of time.

handicap (han' dē kap). Something that puts a person at a disadvantage.

hastily (hā' sti lē). Quickly; in a hurry.

hilt (hilt). The handle of a sword, dagger, or tool.

homage (hom´ ij). Dutiful respect; reverence.

interact (in´ tur akt´). To act on each other.

jousting (joust´ ing). Combat between two knights on horseback.

joyously (joi´ us le). With great joy; gladly.

liege (lēj). The king or lord who has the right to the homage and loyal service of his vassals (people).

lineage (lin´ ē ij). Family or race; descent in a direct line from an ancestor.

literary (lit´ u rer´ ē). Having to do with literature.

lodging (loj´ ing). A place to live in.

midst (midst). The middle; center; among.

miraculous (mu rak´ yu lus). Having the nature of a miracle; wondrous; marvelous.

multitude (mul´ tu tūd). A great many; a crowd.

mutter (mut´ ur). To speak low and indistinctly with the lips partly closed.

nourish (nèr´ ish). Make grow, or keep alive and well, with food.

ordain (ôr dān´). To establish as a law; to fix; to decide; to appoint.

ordinal (ôr´ du nul). Showing order or position in a series. Ordinal numbers are *first, second, third*, and so forth.

precisely (pri sīs´ lē). In a very definitely correct or accurate way.

realism (rē u liz´ um). Thought and action based on realities; picturing of life as it actually is.

reluctant (ri luk´ tunt). Unwilling; slow to act because unwilling.

retinue (ret´ u nü). A group of attendants.

seneschal (sen´ u shul). The steward in charge of a royal palace.

sidle (sī´ dul). To move sideways slowly so as not to attract attention.

successor (suk ses´ ur). A person who follows or succeeds another in office.

supernatural (sü´ pur nach´ ur ul). Above or beyond what is natural.

thrust (thrust). To push with force.

tournament (tèr´ nu munt). A contest in any game or skill; long ago it meant a contest between knights.

wondrously (wun´ drus lē). Wonderfully; extraordinarily.

wrangling (rang´ gling). A noisy dispute or quarrel.

yield (yēld). To give up; to surrender.

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, tèrm; 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.

I. SECTION ONE

Stories are written for you to enjoy! You knew that, didn't you? Do you know, however, that you can get more enjoyment from a story if you are looking for the ways in which the writer is making the story real? Just as you enjoy watching a sport more when you understand it, so you will enjoy a story more when you understand it better.

In the first section of this LIFE PAC, you will read a story. First, you will read for pleasure. Then you will read for meaning. You will learn how to judge a story for its **literary** quality and for its helpfulness.

You will also learn some spelling words that are made by adding prefixes and suffixes. You will review the writing of capital and small letters from A through G.

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

1. Tell what a legend is.
2. Tell the story of "Arthur and the Sword in the Stone."
3. Name three elements of a story that make the story a pleasure to read.
4. Name and define some words and phrases that gave the sense of long ago to the story about Arthur.
5. Explain the way suspense is built in the story about Arthur.
6. Define "implied meaning".
7. Summarize any story.
8. Recite six questions you should ask about a story to judge its literary value.
9. Cite examples of good qualities shown by the characters "Arthur and the Sword in the Stone."
15. Spell and create new words with prefixes and suffixes.

Restudy these words.

accord	element	literary	successor
alight	exclude	lodging	supernatural
allegiance	generation	midst	thrust
anvil	hastily	miraculous	tournament
arms	hilt	multitude	wondrously
aspire	homage	mutter	wrangling
astonished	jousting	nourish	yield
budge	joyously	ordain	
counsel	liege	retinue	
derision	lineage	seneschal	