

Language Arts LIFEPAC Overview

	Grade 7	Grade 8	Grade 9
LIFEPAC 1	WORD USAGE <ul style="list-style-type: none"> • Nouns – proper, common ▪ Pronouns • Prefixes • Suffixes • Synonyms • Antonyms 	IMPROVE COMMUNICATION <ul style="list-style-type: none"> • Roots • Inflections ▪ Affixes ▪ Interjections • Directions – oral, written ▪ Non-verbal communication 	STRUCTURE OF LANGUAGE <ul style="list-style-type: none"> • Nouns • Adjectives • Verbs • Prepositions • Adverbs • Conjunctions • Sentence parts
LIFEPAC 2	MORE WORD USAGE <ul style="list-style-type: none"> • Speech – stress, pitch • Verbs – tenses • Principle parts • Story telling 	ALL ABOUT ENGLISH <ul style="list-style-type: none"> • Origin of language • Classification– nouns, pronouns, verbs, adjectives, adverbs 	NATURE OF LANGUAGE <ul style="list-style-type: none"> • Origin of language Use – oral and written • Dictionary ▪ Writing a paper
LIFEPAC	BIOGRAPHIES <ul style="list-style-type: none"> • Biography as a form • Flashback technique • Deductive reasoning • Words – base, root 	PUNCTUATION AND WRITING <ul style="list-style-type: none"> • Connecting and interrupting • The Essay • Thesis Statement 	PRACTICAL ENGLISH <ul style="list-style-type: none"> • Dictionary use • Mnemonics • Writing a paper • Five minute speech
LIFEPAC	LANGUAGE STRUCTURE <ul style="list-style-type: none"> ▪ Verbs – tenses • Principle parts • Sentence creativity • Speech – pitch, accent 	WORDS. HOW TO USE THEM <ul style="list-style-type: none"> • Dictionary • Thesaurus • Accent ▪ Diacritical mark • Standard • Nonstandard 	SHORT STORY FUNDAMENTALS <ul style="list-style-type: none"> Plot • Setting ▪ Characterization ▪ Conflict • Symbolism
LIFEPAC5	NATURE OF ENGLISH <ul style="list-style-type: none"> • Formal • Informal • Redundant expressions • Verb tenses • Subject-verb agreement 	CORRECT LANGUAGE <ul style="list-style-type: none"> • Using good form Synonyms ▪ Antonyms • Homonyms • Good speaking qualities 	LANGUAGE IN LITERATURE <ul style="list-style-type: none"> Collective Nouns • Verbs • Use of comparisons • Gerunds • Participles • Literary genres
LIFEPAC6	MECHANICS OF ENGLISH <ul style="list-style-type: none"> • Punctuation • Complements • Modifiers • Clauses – subordinate, coordinate 	LANGUAGE AND LITERATURE <ul style="list-style-type: none"> • History of English • Coordination and subordination • Autobiography 	ENHANCED READING SKILLS <ul style="list-style-type: none"> • Author's message • Using Visual Aids – charts, graphs, tables • Understanding poetry
LIFEPAC	THE NOVEL <ul style="list-style-type: none"> • The Hiding Place • Sequence of events • Author's purpose • Character sketch 	CRITICAL THINKING <ul style="list-style-type: none"> • Word evaluation The Paragraph – structure, coherence, introductory, concluding 	COMMUNICATION <ul style="list-style-type: none"> • Planning a speech • Listening comprehension • Letters – business, informal, social
LIFEPAC 8	LITERATURE <ul style="list-style-type: none"> ▪ Nonfiction • Listening skills • Commas • Semicolons • Nonverbal communications 	WRITE. LISTEN • READ <ul style="list-style-type: none"> • Business letters • Personal letters • Four steps to listen • Nonfiction 	LIBRARY AND DRAMA <ul style="list-style-type: none"> Library resources • Drama – history, elements, reading • The Miracle Worker
LIFEPAC 8	COMPOSITIONS <ul style="list-style-type: none"> • Sentence types • Quality of paragraph • Pronunciation • Nonsense literature 	SPEAK AND WRITE <ul style="list-style-type: none"> • Etymology ▪ Modifiers • Person • Number • Tense • Oral report 	STUDIES IN THE NOVEL <ul style="list-style-type: none"> • History • Define • Write ▪ Critical essay • Twenty Thousand Leagues Under the Sea
LIFEPAC 10	LOOKING BACK <ul style="list-style-type: none"> • Parts of speech • Sentence structure • Punctuation • How to communicate 	LOOKING BACK <ul style="list-style-type: none"> • Composition structure • Parts of speech • Critical thinking • Literary forms 	LOOKING BACK <ul style="list-style-type: none"> • Communication – writing speaking, listening • Using resources • Literature review

INSTRUCTIONS FOR LANGUAGE ARTS

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

Language arts includes those subjects that develop the students' communication skills. The LIFEPAC approach to combining reading, spelling, penmanship, composition, grammar, speech and literature in a single unit allows the teacher to integrate the study of these various language arts subject areas. The variety and scope of the curriculum may make it difficult for students to complete the required material within the suggested daily scheduled time of forty-five minutes. Spelling, book reports and various forms of composition may need to be completed during the afternoon enrichment period.

Cursive handwriting is introduced in the second grade LIFEPAC 208 with regular practice following in succeeding LIFEPACs. Diacritical markings are defined in the third grade LIFEPAC 304. A pronunciation key including diacritical markings is provided after the vocabulary word lists in all subjects beginning with LIFEPAC 305.

This section of the language arts Teacher's Guide includes the following teacher aids: Index of Concepts, Book Report Form, Books Read Chart, Suggested and Required Material (supplies), Additional Learning Activities, and LIFEPAC Spelling Tests.

The Book Report Form and the Books Read Chart may be duplicated for individual student use.

The Index of Concepts is a quick reference guide for the teacher who may be looking for a rule or explanation that applies to a particular concept. It does not identify each use of the concept in the various LIFEPACs. The concepts change by grade level with the emphasis on phonics and reading skills changing to spelling and grammar for the older students.

Spelling tests contained in the handbook are final spelling tests and should be administered with each Language Arts LIFEPAC test. Many words such as 'piece' and 'peace' are dependent on meaning for correct spelling. By placing the spelling words in sentences, the spelling tests simplify the teacher's work of properly presenting the correct words from the LIFEPAC spelling lists.

The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional learning activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning, and may be used as a reward for good study habits.

Materials Needed for LIFEPAAC

Required:
None

Suggested:
King James Version of the Bible
Roget's *Thesaurus of Synonyms and Antonyms*
dictionary

Additional Learning Activities

Section I Labeling with Nouns

1. Discussion Questions

- a. What do all the languages in the world have in common?
- b. Why do we need labels for food?
- c. How did God stop work on the Tower of Babel?
- d. Why couldn't they continue to work?
- e. What are synonyms?
- f. What are dialects?
- g. Where can you find many synonyms and antonyms?
- h. What is a category?
- i. What do we mean by a common noun?
- j. What do we mean by a proper noun?
- k. Where can we find the origin of names?
 1. What is a digraph?

2. To make this game, get a large piece of cardboard or poster-board, and cut a circle about two or three feet in diameter (You can also use backing cardboard from many kinds of pizzas.) Write a number of prefixes or suffixes around the edge of a circle. You can change the face of the circle by using extra overlap of paper if you want to do so. Then make a spinner. Put the spinner in the center of the circle with some kind of fastener. Make word cards for base or root words. Give an equal number of word cards to each student. Several can play the game. Each student spins the pointer. The group leader calls on each student and has him try to attach the prefix or suffix to the top card on his pile. The student should also pronounce the word he has formed by adding the prefix or suffix. The first student to get all his cards in the box wins.
3. Have a student look up information on the Morse code and make an oral or written report.

Section II Using Pronouns

1. Discussion Questions

- a. What are personal pronouns?
- b. What do first person pronouns do?
- c. When do you use a second person pronoun?
- d. When should you use a third person pronoun?
- e. What would happen if we didn't have personal pronouns?
- f. What are nominative pronouns?
- g. What does a pronoun follow when used as a predicative nominative?
- h. What are objective pronouns?

**Language Arts 704
LIFEPAC TEST**

1. k
2. h
3. f
4. d
5. a
6. g
7. i
8. c
9. b
10. j
11. a. subject
b. predicate
12. only part of a sentence, written as a whole sentence
13. to look over your work carefully, checking spelling, punctuation, and form
14. a. emphasis
b. meaning
15. inflection
16. Simpson-s; gave-v; Jim-i.o.; B-d.o.
17. He-s; is-v; teacher-p.n.
18. Grandma-s; baked-v; pie-d.o.
19. She-s; is-v; lovely-p.a.
20. Leroy -s; swims-v
- 21.-25. Examples:
 21. Dan sang. (S-V)
 22. The quotation is descriptive. (S-LV-PA)
 23. This book is a thesaurus. (S-LV-PN)
 24. Shelly introduced her friend.
(S-V-DO)
 25. Our teacher gave us a vocabulary assignment. (S-V-10-DO)
 26. Any three; any order;
 - a. to ask a question/to end a sentence
 - b. to show emotion
 - c. to show whether we are using a verb or nounor to add variety to our speaking and/or conversation
 27. Any three; any order:
 - a. colon
 - b. comma/dot
 - c. semicolon/dash
 28. They are essential in understanding what is being read or said. They signal the end of a phrase or sentence.
 29. b. adjective
 30. b. offer
 31. c. a word with a similar meaning
 32. b. ambiguity
 33. a. exclamatory
 34. c. wait