



LANGUAGE ARTS

STUDENT BOOK

▶ **6th Grade** | Unit 2

LANGUAGE ARTS 602

Forming New Words

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Author:

William M. Stone, M.A.

Editor:

Richard W. Wheeler, M.A.Ed.

Consulting Editor:

Rudolph Moore, Ph.D.

Revision Editor:

Alan Christopherson, M.S.

MEDIA CREDITS:

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Rock Rapids, IA 51246-1759**

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Forming New Words

Introduction

Communication is a strange word. A dictionary might define *communication* as *the passing of information from one to another*. Some animals can communicate by making certain noises. Others can find meaning from some type of action. A deer, for example, can pass information by moving its ear or tail. Human beings have many ways of communicating. A simple smile can sometimes get a message across as easily as a sentence. People can also communicate through actions or emotions, or through music or art. People, like the animals, can understand simple forms of communication. You might be able to understand the meaning of a simple smile or frown, but it would become very frustrating if we had to depend completely on these kinds of communication. However, human beings have the best means of communication available to them. That is, of course, the spoken language.

The Bible says that God created man in His own image. That creation included the ability to speak and to understand what is spoken. The more skills we have to express ourselves, the more we can make ourselves understood, and the more we can understand as others express their ideas to us.

*What would it be like if we couldn't talk, And we couldn't visit with friends or chat?
We couldn't ask for the things we need. Now, what do you think of that?*

*What would it be like if we couldn't talk, And we couldn't get our ideas across?
Would we nod or tap or wiggle or knock Or squirm or turn and toss?*

*Would a nod mean to go left or right? I fear I've forgotten which way!
Would a wiggle mean that you're happy or sad, 'Cause you failed your math today?*

- *We'd be in a terrible fix if we couldn't talk, Or if language wasn't real!
But I'm glad I know what it's like to talk, So I can say what I really feel!*

Objectives

Read the following objectives. The objectives tell you what you should be able to do when you have completed this LIFEPAAC®. When you have finished this LIFEPAAC®, you should be able to:

1. Define two kinds of root words.
2. Tell whether or not a root word can be used as a word by itself.
3. Identify and define prefixes and suffixes.
4. Form new words by combining prefixes and/or suffixes with root words.
5. Define vocabulary words by the way they are used in sentences.
6. Identify and define synonyms and antonyms.
7. Supply synonyms and antonyms for words in a sentence.
8. Tell the main idea of a story.
9. Give details of a story.
10. Put the events of a story in their proper order.
11. Speculate what may have happened between events in a story.
12. Give the true meanings of idiomatic expressions.

- 13. Tell the difference between facts and opinions.
- 14. Tell whether or not a sentence is valid (supported by facts).
- 15. Tell implied meanings.
- 16. Tell whether an event is right or wrong.
- 17. Define adjectives and adverbs.
- 18. Expand sentences by adding adjectives and adverbs.
- 19. Spell words correctly.
- 20. Use the first nineteen objectives in story writing.

Survey the LIFEPAK. Ask yourself some questions about this study and write your questions here.



A large rectangular area with horizontal lines for writing questions. The lines are evenly spaced and cover the entire width of the box, providing a space for students to write their survey questions.

1. SECTION ONE

In this section, you will learn to spell some two-syllable words. You will also learn some helpful handwriting hints. Pay special attention to the importance of root words and how their meanings can be changed. The lessons presented in this section should be very valuable in helping you improve your vocabulary.

Section Objectives

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

1. Define two kinds of root words.
2. Tell whether or not a root word can be used as a word by itself.
3. Identify and define prefixes and suffixes.
4. Form new words by combining prefixes and/or suffixes with root words.
5. Define vocabulary words by the way they are used in sentences.
6. Identify and define synonyms and antonyms.
7. Supply synonyms and antonyms for words in a sentence.
19. Spell words correctly.

Vocabulary

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

antique (an tēk'). Something made long ago.

antonym (an' tu nim). A word that means the opposite of another word.

obsolete (ob' su lēt). No longer in use; out-of-date.

padlock (pad' lok'). A lock that hangs by a curved bar and can be put on and removed.

Note: All vocabulary words in this LIFEPAC 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, term; 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.

Spelling and Handwriting

Helpful spelling hints are given at the beginning of this section, but they are meant to be used for all spelling lists. Spacing of letters is practiced in the handwriting section.

Spelling. Each spelling list in this LIFEPAAC will be given at the beginning of each section. Studying each unit will be up to you. A helper or teacher will give you a practice spelling test. At the end of each section, you will take the spelling test on a separate piece of paper.

Some helpful hints for studying your words follow.

1. Look at the word.
2. Check in your dictionary if you are not sure of its meaning, or how to pronounce it.
3. Say the word.
4. Listen for sounds that have unusual spellings.
5. Think of how the word is made. For example, how many syllables does the word have? Does the word have any prefixes or suffixes? Does the word have any silent letters?
6. Write the word. Say the word as you write it so you can associate the sound of the word with the correct spelling. When you have written the word once, check to see that you have spelled it correctly. Then practice writing the word several times.

Learn to spell the words from Spelling Words-1.

SPELLING WORDS-1

absent

conduct

mercy

achieve

conscience

presence

ascend

create

progress

billion

forgive

reserve

chapter

gracious

sacred

college

humble

version

commit

joyful



Copy the spelling words in your best handwriting. Have your teacher check your handwriting.

1.1 Spelling Words-1

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |
| g. _____ | h. _____ |
| i. _____ | j. _____ |
| k. _____ | l. _____ |
| m. _____ | n. _____ |
| o. _____ | p. _____ |
| q. _____ | r. _____ |
| s. _____ | t. _____ |

TEACHER CHECK

_____ initials

_____ date

Complete the following activities.

1.2 In your best handwriting write the words that end with silent *e*.

_____	_____
_____	_____
_____	_____
_____	_____

1.3 Write the words that have double consonants.

_____	_____
_____	_____

1.4 Which word follows the rule, "*i before e except after c*"? _____

1.5 Which word in the spelling list is an exception to the rule, "*i before e except after c*"?

ABC

Ask your teacher to give you a practice spelling test of Spelling Words-1. Restudy the words you missed.

Handwriting. Notice the spacing in the sentence below.

Spacing is an important skill.

Look at the example and copy it on the following lines.

1.6

Roots

There are many combinations of words or parts of words in the English language. You must understand these combinations to express yourself clearly.

For example, you can change the meaning of a word by combining one or more letters or

syllables with the word. Thousands of new words are made by adding letters or syllables to the beginning or to the end of words. A word whose meaning can be changed by adding one or more syllables to either the beginning or to the end is called a *root word*.

Look at the following chart.

BEGINNING SYLLABLE	ROOT WORD	ENDING SYLLABLE	MEANING
	use	+ ful	= helpful
	use	+ less	= of no use
re	+ use		= to use over again
mis	+ use		= to use something incorrectly

In the English language are two kinds of root words. A *free root* is a word that can be used as a word by itself. Most free roots are English words that can be used without adding syllables to them.

The second kind of root word usually comes from Latin and cannot be used as a word by

itself. Since it is not free to be used alone, and must have one or more syllables added to it, we will call it a *locked root*.

The following illustration contains a list of locked roots. In order to free the locked roots, or to make them usable, you must add a syllable either to the beginning or to the end.



Complete this activity.

1.7 Which syllable *key* would you use to *unlock* each root? Draw a line from each key on the left to show which syllable you would add to each locked root on the right to make the new word match the meaning in parentheses. Check your work by a dictionary. Write each word on the blanks below.

Keys

← ence

(An assembly of listeners)

← ion

(to change from one position to another)

← acle

(eyeglasses or something displayed)

e →

(to throw out)

Pre →

(to tell beforehand)

← ure

(broken)



Roots

spect –

“to see”

audi –

“to hear”

fract –

“to break”

mot –

“to move”

– dict

“to speak”

– ject

“to throw”

Prefixes and Suffixes

Prefixes and suffixes are word parts that attach to whole words. A prefix is one or more letters or syllables added to the beginning of a word to change its meaning. A letter or group of letters added to the end of a word is called a *suffix*.

The English language contains many prefixes and suffixes. If you are not sure about the meaning of a prefix or a suffix, or how it changes the meaning of a word, look in your dictionary.



Prefixes. Study the chart below for several commonly used prefixes with their meanings.

PREFIX	MEANING	EXAMPLE
dis-	1. to separate from; away	dismiss
	2. not	disobey; disable
	3. opposite; absense of	dishonest
re-	1. back	retrace
	2. again	recount
un-	1. not	unable; unlucky
mis-	1. wrong; wrongly used	misspelled; misbehave
	2. opposite of	misfortune
pre-	1. before	preview
con-	1. with; together	confirm
	2. to make	condense
de-	1. reverse; undo	deform; deface
in-	1. not; opposite	incapable



Answer the following questions.

1.8 What is a free root? _____

1.9 What is a locked root? _____

Write the prefix, the root word, and tell whether the root word is a free or locked root.

		PREFIX	ROOT WORD	FREE OR LOCKED?
1.10	disagree	_____	_____	_____
1.11	re-enter	_____	_____	_____
1.12	predict	_____	_____	_____
1.13	inspect	_____	_____	_____
1.14	unwise	_____	_____	_____
1.15	respect	_____	_____	_____
1.16	misprint	_____	_____	_____
1.17	disappear	_____	_____	_____
1.18	deject	_____	_____	_____
1.19	contract	_____	_____	_____

Suffixes. Look at the following chart that lists several commonly used suffixes and their meanings. Keep in mind that sometimes the

spelling of a word may have to be changed slightly before adding certain suffixes.

SUFFIX	MEANING	EXAMPLE
-ful	1. full of; having	joyful; graceful
-ment	1. result of; act of 2. state or condition	entertainment development
-able	1. able to 2. can be	movable likable
-less	1. without	colorless
-en	1. made of 2. to make	wooden; golden harden; quicken
-ion	1. act of; process, or its results 2. state of; condition	correction elevation

Write the prefix, the root word, and tell whether the root word is a free or locked root.

	ROOT WORD	SUFFIX	FREE OR LOCKED?
1.20	peaceful	_____	_____
1.21	strengthen	_____	_____
1.22	harmless	_____	_____
1.23	bearable	_____	_____
1.24	action	_____	_____
1.25	amazement	_____	_____
1.26	fraction	_____	_____
1.27	plentiful	_____	_____
1.28	basement	_____	_____

Add a prefix to each root word in parentheses to make a word that will complete the sentence.

- 1.29 (code) The army tried to _____ the enemy's message.
- 1.30 (correct) Roger's math problem was marked _____ because his answer was wrong.
- 1.31 (duct - a locked root meaning to lead) I will _____ your tour through the building.
- 1.32 (caution) We should take every _____ against colds during the winter.
- 1.33 (appoint) "Don't _____ me, Jimmy," said Mother, as she sent him on an errand.
- 1.34 (fund) That store will _____ your money if you are not satisfied.
- 1.35 (tie) "Doug, will you help me _____ this knot?" asked Paul.
- 1.36 (handle) "This package is fragile," Dave told the postmaster. "Please do not _____ it."
- 1.37 (happy) The boy was _____ because he lost his watch.
- 1.38 (trial) The angry lawyer quickly asked the judge for a _____ .

SELF TEST 1

Match these items. Put the letter of the definition on the line beside each question (each answer, 3 points).

- | | |
|---|---|
| <p>1.01 _____ What is a root word?</p> <p>1.02 _____ What is a free root?</p> <p>1.03 _____ What is a locked root?</p> <p>1.04 _____ What is a prefix?</p> <p>1.05 _____ What is a suffix?</p> | <p>a. A word (usually Latin) that cannot be used by itself.</p> <p>b. A letter or group of letters added to the beginning of a word to change its meaning.</p> <p>c. A word to which letters or syllables are added to form new words.</p> <p>d. A root word that can be used by itself.</p> <p>e. A letter or group of letters added to the end of a word to change its meaning.</p> |
|---|---|

Fill in the blanks. Each of these words may have a prefix, a suffix, or both. Write the prefix or suffix in the blank space beside each word. If the word does not have either a prefix or a suffix, leave that space blank (each answer, 4 points).

	prefix	suffix
1.06 repay	_____	_____
1.07 movement	_____	_____
1.08 harmful	_____	_____
1.09 incorrect	_____	_____
1.010 dispose	_____	_____

Add a prefix to each of these words to make it match the meaning in parentheses (each answer, 3 points).

1.011 real	_____	(not real)
1.012 approve	_____	(to turn down; to vote against; to oppose)
1.013 apply	_____	(to apply wrongly)
1.014 caution	_____	(to warn ahead of time; to ensure safety ahead of time)
1.015 turn	_____	(to turn back; go back; give back)

Add a suffix to each of these words to make it match the meaning in parentheses (each answer, 3 points).

- | | | | |
|-------|---------|-------|--|
| 1.016 | hope | _____ | (without hope) |
| 1.017 | pass | _____ | (capable of being passed; able to pass) |
| 1.018 | involve | _____ | (act of being involved; or result of being involved) |
| 1.019 | joy | _____ | (filled with joy) |
| 1.020 | bright | _____ | (to make bright) |

Read the sentences. On the line under each sentence, tell what the word in boldface means by using information given in the sentence (each answer, 3 points).

- 1.021 The rock wall (that makes up the **breakwater**) kept the huge waves from destroying the dock.

- 1.022 The giant statues of Apollo in Europe and the Statue of Liberty in New York Harbor are both good examples of a **colossus**.

- 1.023 The doctor gave me **penicillin**, a medicine made from mold, for my tonsillitis.

- 1.024 God's **supernatural** powers are certainly beyond our natural understanding.

- 1.025 A story about a desert **odyssey** would be about a series of travels through the desert.

Circle the word that has the same meaning as the word in boldface (each answer, 2 points).

- 1.026 Too much rain will **destroy** a cotton crop.
 a. delay b. decline c. ruin
- 1.027 A farmer should **labor** to produce a good crop.
 a. grow b. work c. cover
- 1.028 Not many plants will grow in the dry **desert**.
 a. arid region b. sleepy c. huge
- 1.029 The boy ran at an even **pace**.
 a. bridge b. flood c. speed
- 1.030 The singer finally **emerged** from behind the curtain.
 a. came out b. escaped c. removed

Circle the word that has the meaning opposite to the word in boldface (each answer, 2 points).

- 1.031 The television network will **ban** the program from being shown.
 a. cancel the program b. allow it to be shown c. have a contest
- 1.032 A **conflict** has arisen between the two ideas.
 a. agreement b. conference c. guarantee
- 1.033 The players were **dejected** when they lost the game.
 a. smart b. shy c. cheerful
- 1.034 This math problem is extremely **difficult**.
 a. easy b. long c. hard
- 1.035 The skies this morning were **overcast**.
 a. warm b. clear c. cool

	SCORE _____	TEACHER _____ <div style="display: flex; justify-content: space-around; font-size: small;"> initials date </div>
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Take your spelling test of Spelling Words-1.



Alpha Omega
PUBLICATIONS

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

800-622-3070
www.aop.com

LAN0602 – Apr '15 Printing

ISBN 978-0-86717-352-9



9 780867 173529