



# LANGUAGE ARTS

STUDENT BOOK

▶ **8th Grade | Unit 1**

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# Language Arts 801

## Improving Communication

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# Improving Communication

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## Introduction

Communication, which is the first function of language, may be described as the transfer of thoughts or ideas from one person to another. A person's skill in the language arts will determine how well he communicates with other people. Communication may take place through reading, writing, listening, or speaking. Communication without words is also possible.

In this LIFE PAC® you will learn to improve your reading skills by identifying word parts and using them as clues to meaning. You will learn to follow directions by listening attentively, remembering sequence, and taking notes. You will also discover that personal appearance, facial expression, posture, and interjections are all forms of nonverbal communication. When you read about signals, you will discover that whole languages exist that have no spoken words.

## 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 roots, affixes, and inflections as keys to the meaning of new words.
2. Categorize words according to meaning and grammatical function.
3. Follow oral directions.
4. Give directions orally.
5. Follow written directions.
6. Write directions others can follow.
7. Use and interpret indirect nonverbal communication.
8. Identify direct nonverbal signals.
9. Use and interpret various interjections.
10. Recognize nonverbal signals in many forms of communication.
11. Spell correctly *ie/ei* combinations and words having prefixes and suffixes.

# 1. IMPROVING YOUR READING

The more words you know, the better you will read. If you do not know the meaning of a word you can miss the point of a sentence, a paragraph, or even a whole chapter. Unknown

words need not be obstacles to understanding. In this section you will learn to use word parts as clues to meaning. You will also find that categories can be used as **context clues**.

## SECTION OBJECTIVES

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

1. Recognize and use roots, affixes, and inflections as keys to the meaning of new words.
2. Categorize words according to meaning and grammatical function:
  - 2.1 Form analogies based on categories as an aid to critical thinking.
  - 2.2 Use categories as context clues.
11. Spell correctly *ie/ei* combinations and words having prefixes and suffixes.

## VOCABULARY

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

**affix** (af' iks). A syllable or syllables added to a word or the base of a word to change its meaning or use; a prefix or suffix.

**analogy** (u nal' u jē). A comparison between like or similar things or between dissimilar things in related categories.

**base word** (bās wèrd). The form of a word to which prefixes or suffixes are attached; a root or stem.

**combining form** (kum bī' ning fōrm). The form of a word used to combine with other words or combining forms to make new words.

**comparative** (kum par' u tiv). The second degree of comparison of an adjective or adverb, used when two things are being compared.

**context clue** (kon' tekst klü). Other parts of a sentence or paragraph that determine the meaning of an unfamiliar word.

**critical thinking** (krit' u kul think' ing). The testing and evaluation of possible solutions to a problem or explanation of a phenomenon.

**figurative meaning** (fig' yur u tiv mē' ning). Using words in a sense other than their literal meaning, as in poetry or figures of speech. *You're pulling my leg* is meant figuratively, not literally.

**grammatical meaning** (gru mat' u kul mē' ning). The meaning of a word or morpheme apart from its semantic meaning, indicating grammatical function, tense, etc.

**inflection** (in flek' shun). A word ending used to show case, number, gender, person, tense, mood, voice, or comparison.

**literal meaning** (lit' ur ul mē' ning). The usual meaning of a word without exaggeration or imagination.

**morpheme** (mô' r fēm). The smallest part of a word that has meaning of its own. It may be a word, an affix, or an inflection.

**native English word** (na' tiv ing' glish werd). A word that originated in the English language, as opposed to a borrowed word or a word coined from borrowed elements.

**root** (rüt). A base, not necessarily a whole word, to which affixes are added to form new words.

**semantic meaning** (su man' tik mē' ning). The meaning of a word apart from inflections and affixes; lexical meaning. *Is, am, was, and were* all have the semantic meaning *be*.

**superlative** (su per' lu tiv). The highest degree of comparison of an adjective or adverb, used to compare more than two things.

**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.

## UNLOCKING MEANING THROUGH WORD PARTS

An unfamiliar word often puzzles a reader. Rather than take the time to look up a word, the reader will often skip it. Sometimes this skipping results in an incomplete or distorted understanding of the passage he has read. Many of the longer words in our language are actually made up of several smaller words or syllables. To be able to unlock word meanings, you must first recognize the structure of words. One way to unlock the meaning of a word is to try to identify parts you already know.

At first glance, you might not think you know the word *interplanetary*. Examine the word more closely. One word included in this larger word is *planet*. You should notice that *inter-* has been added to the first part of this word and *-ary* has been added to the end. *Planet* is the **root** word; *inter-* and *-ary* are **affixes** added to change the meaning of the root. Combined in this manner, these forms mean "between-the planets-pertaining to." Reworded so that it makes more sense, the phrase can be read, "a relationship between the planets."

**Identifying word parts.** Root words are the building blocks for the formation of many other

words. The meaning of a root word is modified, or changed, when various **inflections** (endings) and other affixes are added.

All of these word components (roots, prefixes, suffixes, and inflections) are classed as **morphemes**. A morpheme is the smallest meaningful unit in the structure of a language. A morpheme can be a word, an affix, or a combining form. Note two kinds of morphemes. A *free morpheme* can be used alone as a word and has a distinct meaning; a *bound morpheme* is an affix that modifies the meaning of the root but has no meaning of its own. *Run* is a free morpheme because it has meaning; *-ing*, a bound morpheme, has no meaning until it is combined with a free morpheme such as *run* or *cry*.

An affix is a prefix or suffix which is added to a root. A prefix, which may be a single letter or several syllables, is added at the beginning of a word. *Pre-*, *inter-*, *dis-*, *in-*, and *bi-* are examples. A suffix is one or more syllables added to the end of a root, for example *-tion* or *-ment*. An inflection is a special type of affix that changes the grammatical function of a word.



### Complete these statements.

- 1.1 Understanding the structure of words will help you \_\_\_\_\_ .
- 1.2 A long word may be made from a smaller word called a \_\_\_\_\_ .
- 1.3 Two types of affixes are a. \_\_\_\_\_ and b. \_\_\_\_\_ .
- 1.4 Prefixes are found \_\_\_\_\_ .
- 1.5 Suffixes are found \_\_\_\_\_ .
- 1.6 The affix *pre-* is a \_\_\_\_\_ .

### Complete this word study activity.

- 1.7 Underline the prefixes and suffixes in these words. (Use a dictionary if necessary.)
- |            |               |                |
|------------|---------------|----------------|
| a. unusual | e. mistake    | i. awkwardness |
| b. dentist | f. ticklish   | j. example     |
| c. synonym | g. repetition | k. ingenious   |
| d. unlike  | h. hopeless   | l. important   |

Inflections are endings added to certain classes of words in order to change the grammatical meaning. The most common inflections in English are *-d, -ed, or -t; -s, -es, or -ies; -ing, -er, or -est; and 's or s'*. A verb indicates changes in tense by the addition of *-d, -ed, -t, or -s*. Adding *-ing* to a verb changes it to a special form called

a *participle*, which can be used as a noun or an adjective. Nouns add *-s, -es, or -ies* to form the plural and *'s or s'* to show possession. The endings *-er* and *-est*, meaning *more* and *most*, are used to form the **comparative** and **superlative** degrees in adjectives.



**Underline the inflections in the following words and fill in the blanks.** In the first blank write the part of speech of each word. In the second blank write any additional information the inflection gives you about the word (tense, degree, number, case, etc.).

		<b>Part of speech</b>	<b>Additional information</b>
<b>1.8</b>	a. candles	b. _____	c. _____
<b>1.9</b>	a. hurried	b. _____	c. _____
<b>1.10</b>	a. running	b. _____	c. _____
<b>1.11</b>	a. earliest	b. _____	c. _____
<b>1.12</b>	a. marries	b. _____	c. _____
<b>1.13</b>	a. Mary's	b. _____	c. _____
<b>1.14</b>	a. slept	b. _____	c. _____
<b>1.15</b>	a. babies	b. _____	c. _____
<b>1.16</b>	a. smaller	b. _____	c. _____

A *root* is a type of **base word** on which other words are built. The *base* word supplies the *basic* meaning, which is expanded or changed by the addition of an affix. Roots can be familiar English words or they can be parts of words borrowed from another language, such as Latin or Greek. The words *dog* and *catch* are the roots of *dogcatcher*; *spect-*, meaning *see*, is the root of *spectacle* and *inspector*. Word parts from other languages are sometimes called *stems*. Two roots used together to form one word are called **combining forms**.

To unlock the meanings of new words, one must be able to recognize roots. (In this LIFE-PAC the term root will be used to mean *root*, *base*, and *stem*.) Roots are not always easy to recognize. Sometimes the addition of a prefix or suffix changes the form of the root word. Imagine how difficult the pronunciation of *horror-ible* would be if the second syllable were not dropped, or the pronunciation of *explo-dion* instead of *explosion* and *deepth* instead of *depth*.



**Cross out the prefixes, suffixes, and inflections to find the root word.** Write the root word on the line. (Change *i* to *y* or add an *e* where necessary.)

<b>1.17</b>	a. beautiful	b. _____
<b>1.18</b>	a. holiness	b. _____
<b>1.19</b>	a. unlocked	b. _____
<b>1.20</b>	a. servant	b. _____
<b>1.21</b>	a. reaction	b. _____
<b>1.22</b>	a. amazingly	b. _____
<b>1.23</b>	a. foresight	b. _____
<b>1.24</b>	a. unreasonable	b. _____
<b>1.25</b>	a. misinformation	b. _____





Write the combining forms for each of these words.

- |      |            |          |              |
|------|------------|----------|--------------|
| 1.26 | automobile | a. _____ | and b. _____ |
| 1.27 | telephone  | a. _____ | and b. _____ |
| 1.28 | overlap    | a. _____ | and b. _____ |
| 1.29 | shellfish  | a. _____ | and b. _____ |
| 1.30 | campfire   | a. _____ | and b. _____ |
| 1.31 | sidewalk   | a. _____ | and b. _____ |

Find the root or roots for each word below and write them in the blank. (You may use a dictionary if you wish.)

- 1.32 hydrophobia \_\_\_\_\_
- 1.33 speedometer \_\_\_\_\_
- 1.34 weightlessness \_\_\_\_\_
- 1.35 miraculous \_\_\_\_\_
- 1.36 destructive \_\_\_\_\_
- 1.37 indefensible \_\_\_\_\_
- 1.38 evaporate \_\_\_\_\_
- 1.39 grammatical \_\_\_\_\_
- 1.40 fabulous \_\_\_\_\_

Many roots from other languages, especially from Greek and Latin, have been adopted into English as working parts. Often these roots are combined with affixes from the same language, as in *musical* and *laborious*. Words such as *gratefully* and *movable* combine English and foreign elements. Common words such as *automobile* and *television* were coined from Greek and Latin combining forms.

The easiest roots to identify are English words which were not borrowed from another language or which were borrowed so long ago that they seem like **native English words**. Roots of this type are often used to form compound words such as *freeway* and *follow-through*. Adding affixes to established words is another way of creating new words. *State + ment* becomes *statement*; *spoon + ful* becomes *spoonful*. *Overcoat* was formed by adding the combining form *over-* to *coat*.



Write the root word (or words) in the blank.

- 1.41 lovable \_\_\_\_\_
- 1.42 almighty \_\_\_\_\_
- 1.43 peppermint \_\_\_\_\_
- 1.44 penniless \_\_\_\_\_
- 1.45 softspoken \_\_\_\_\_
- 1.46 businesslike \_\_\_\_\_

**Using word parts as clues to meaning.** To unlock the meanings of unfamiliar words, one must know the meanings of both their roots and the affixes. Roots provide the keys to meaning. Prefixes change word meanings by adding new thoughts. *Re-*, for example, adds the idea of doing something again, and *un-* indicates the reverse of the meaning of the root word. Suffixes are more likely to change the grammatical function of a word. For example, adding *-tion* to a verb turns it into a noun. Inflections supply additional **grammatical meaning**.

Roots and affixes supply both semantic and grammatical meanings. **Semantic meaning** refers to the concept behind the word symbol.

Prefixes, roots, and some suffixes have semantic meaning. *Careful* and *careless* have the same root; the suffix provides the difference in semantic meaning. *Interscholastic* is not the same as *intrascholastic*. To understand the words and to distinguish between them, one must know the meaning of both the root and the prefixes.

Affixes without semantic meaning have grammatical meaning. They do not refer to a specific idea, but they change the grammatical function of the word to which they are added. For example, *-ness* added to an adjective turns it into a noun; *unique* + *-ness* = *uniqueness*. Adding *-ly* to an adjective turns it into an adverb. *Pretty* + *-ly* = *prettily*.



Try to determine the meanings of the roots and affixes from the meanings of the familiar words below.

- |      |                |                        |                 |
|------|----------------|------------------------|-----------------|
| 1.47 | bicycle        | a. <i>bi-</i> _____    | b. cycle _____  |
| 1.48 | intramural     | a. <i>intra-</i> _____ | b. mural _____  |
| 1.49 | television     | a. <i>tele-</i> _____  | b. vision _____ |
| 1.50 | disease        | a. <i>dis-</i> _____   | b. ease _____   |
| 1.51 | transportation | a. <i>trans-</i> _____ | b. port _____   |
|      |                | c. <i>-ation</i> _____ |                 |

<b>ROOTS</b>		
<b>Morpheme</b>	<b>Meaning</b>	<b>Example</b>
<b>ambi, amphi</b>	both	ambidextrous
<b>anima</b>	spirit; animal	inanimate
<b>bene</b>	good	benediction
<b>chlor</b>	green	chlorine
<b>corn</b>	horn	unicorn
<b>crat</b>	to rule	aristocrat
<b>deuter</b>	second	Deuteronomy
<b>felic</b>	happy	felicity
<b>frag, fract</b>	to break	fragment; fracture
<b>frater</b>	brother	fraternity
<b>hypn</b>	sleep	hypnotize
<b>ign</b>	fire	ignition
<b>noc, nox</b>	night	nocturnal
<b>onym, onoma</b>	name	synonym
<b>ped</b>	child; foot	pediatrician; pedal
<b>scend</b>	to climb	ascension
<b>vest</b>	to dress	vestment
<b>PREFIXES</b>		
<b>a-</b>	without	atheist
<b>ad-</b>	to; toward; against	adversary
<b>ante-</b>	before	antecedent
<b>anti-</b>	against	antisocial
<b>co-, com-</b>	with	contemporary
<b>contra-, counter-</b>	against; opposite	contradict
<b>eu-</b>	good	Eucharist
<b>fore-</b>	before	forecast
<b>mega-</b>	great; large	megaphone
<b>mis-</b>	bad; wrong	miscalculate
<b>trans-</b>	across	translate

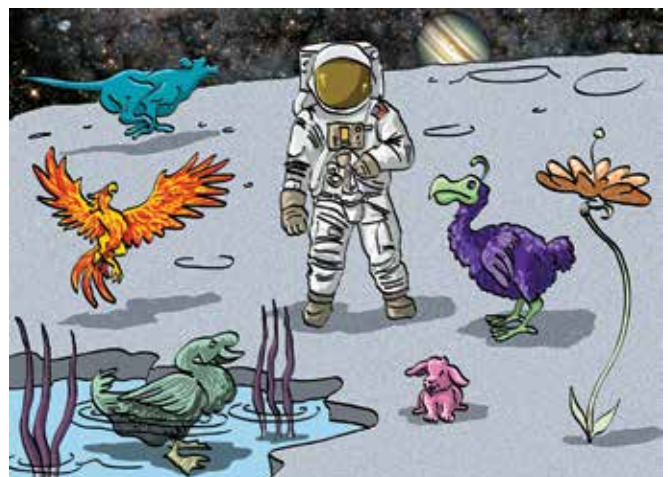
SUFFIXES		
Morpheme	Meaning	Example
-acious	having the quality of	gracious
-acy, -age	state; quality	literacy; courage
-ant	one who	participant
-cle, -cule	small	molecule
-ent	like; one who	president
-ery	state; quality	slavery
-fy	to do; to make	magnify
-hood	state; quality	brotherhood
-ish	like; related to	foolish
-ist	one who	dentist
-mas	mass (ceremony)	Christmas
-ory	having to do with	auditory
-tion	state; quality	graduation
-tude	state; quality	attitude



Determine the meanings of the following words from the meanings of the roots and affixes.

- 1.52 biweekly \_\_\_\_\_
- 1.53 interscholastic \_\_\_\_\_
- 1.54 disarm \_\_\_\_\_
- 1.55 transoceanic \_\_\_\_\_
- 1.56 telecommunication \_\_\_\_\_

Pretend you are an astronaut landing on an unexplored planet. Your job is to use Latin roots to name all the strange plants and animals you encounter.





**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

**Write the correct words in the blanks** (each answer, 3 points).

- 1.01** Morphemes are units of \_\_\_\_\_ .
- 1.02** Word parts include roots, affixes, and \_\_\_\_\_ .
- 1.03** The \_\_\_\_\_ degree of an adjective is formed by adding *-er*.
- 1.04** *Over-* is an example of a \_\_\_\_\_ .
- 1.05** The endings *-ing* and *-ed* have \_\_\_\_\_ meaning.

**Match the root with its meaning** (each answer, 2 points).

- |              |       |             |    |          |
|--------------|-------|-------------|----|----------|
| <b>1.06</b>  | _____ | fract, frag | a. | sleep    |
| <b>1.07</b>  | _____ | nox, noc    | b. | fire     |
| <b>1.08</b>  | _____ | amphi, ambi | c. | good     |
| <b>1.09</b>  | _____ | ped         | d. | to break |
| <b>1.010</b> | _____ | hypn        | e. | child    |
| <b>1.011</b> | _____ | bene        | f. | happy    |
| <b>1.012</b> | _____ | frater      | g. | name     |
| <b>1.013</b> | _____ | ign         | h. | second   |
| <b>1.014</b> | _____ | deuter      | i. | brother  |
| <b>1.015</b> | _____ | chlor       | j. | night    |
|              |       |             | k. | green    |
|              |       |             | l. | both     |

**In each blank write the letter of the correct answer** (each answer, 2 points).

- 1.016** The game Twenty Questions is based on the categories \_\_\_\_\_ .  
 a. shape, use, and composition                      b. animal, vegetable, and mineral  
 c. reptile, fish, and mammal                        d. noun, verb, and adjective
- 1.017** *Cheese* is to *milk* as *salad* is to *lettuce* is \_\_\_\_\_ .  
 a. a context clue      b. a comparative      c. an inflection      d. an analogy
- 1.018** The suffix *-tion* is used to form \_\_\_\_\_ .  
 a. nouns                      b. adjectives                      c. verbs                      d. adverbs
- 1.019** The word *information* is made up of \_\_\_\_\_ .  
 a. a root and a suffix                                      b. a root and a prefix  
 c. a root, a suffix, and a prefix                      d. a root, a prefix, and an inflection
- 1.020** The word *run* is \_\_\_\_\_ .  
 a. a bound morpheme                                      b. an affix  
 c. an inflection    d. a free morpheme

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

- 1.021** \_\_\_\_\_ An affix changes the meaning of a root.
- 1.022** \_\_\_\_\_ The ending 's is an inflection.
- 1.023** \_\_\_\_\_ *Supercalifragilistic* has semantic meaning.
- 1.024** \_\_\_\_\_ A prefix can have more than one syllable.
- 1.025** \_\_\_\_\_ The word *eating* is a participle.
- 1.026** \_\_\_\_\_ Adding a prefix or suffix sometimes changes the spelling of the root.
- 1.027** \_\_\_\_\_ *Deuteronomy* means *good news*.
- 1.028** \_\_\_\_\_ *Eagle* is to *bird* as *enchilada* is to *food* is a valid (correct) analogy.

**Complete the following analogies** (each answer, 3 points).

- 1.029** *Dog* is to *puppy* as *cat* is to \_\_\_\_\_ .
- 1.030** *Egg* is to *omelet* as \_\_\_\_\_ is to *butter*.
- 1.031** *Needle* is to *thread* as *hammer* is to \_\_\_\_\_ .
- 1.032** *Head* is to *hat* as \_\_\_\_\_ is to *glove*.
- 1.033** *Night* is to *day* as *fast* is to \_\_\_\_\_ .

Define the following terms (each answer, 5 points).

1.034 affix \_\_\_\_\_  
\_\_\_\_\_

1.035 context clue \_\_\_\_\_  
\_\_\_\_\_

1.036 inflection \_\_\_\_\_  
\_\_\_\_\_

1.037 morpheme \_\_\_\_\_  
\_\_\_\_\_

1.038 superlative \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

74 93		SCORE _____	TEACHER _____	initials	date
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**ABC**

Take your spelling test of Spelling Words-1.



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