

# COMMUNICATION

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 LIFEPAC® 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 LIFEPAC.

When you have finished this LIFEPAC, 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.

## I. 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.



## 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 \_\_\_\_\_.

## SPELLING



Throughout this LIFEPAK you will encounter several lists of spelling words. These words are chosen to increase your skill in spelling and dictionary work. Each list will emphasize a certain aspect of spelling skills. This first list focuses on words ending in *-ent* and *-ant*. Since there is very little difference in their pronunciation, *-ent* and *-ant* endings pose quite a problem for the English speller. Be able to spell and correctly pronounce each word in the following list.

### Spelling Words -1

covenant	significant	supplement
confident	transplant	resilient
elegant	pertinent	variant
petulant	intolerant	complement
hesitant	subservient	entanglement
recalcitrant	vigilant	impudent
somnolent	indifferent	eminent
recreant	chastisement	imminent
reliant		



### Complete these spelling activities.

1.56

Arrange these spelling words in alphabetical order.

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

1.57

Put the part(s) of speech beside each spelling word in the preceding activity.

1.58 Now use each word in a sentence demonstrating that you know its meaning.

- |          |
|----------|
| a. _____ |
| b. _____ |
| c. _____ |
| d. _____ |
| e. _____ |
| f. _____ |

1.109  
1.110  
1.111



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



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

Answer true or false (each answer, 2 points).

- 1.01 \_\_\_\_\_ A word that stands for something beyond itself is promotional.
- 1.02 \_\_\_\_\_ A reader needs to critically evaluate words in reading.
- 1.03 \_\_\_\_\_ The material definition of a word or that which one could actually point to is its connotation.
- 1.04 \_\_\_\_\_ The category of a word and the response it arouses is called its motivation.
- 1.05 \_\_\_\_\_ People are often motivated by words to irrational responses.

Answer these questions (each question, 4 points).

- 1.06 Why must a reader be aware of the implications of certain words as he is reading? \_\_\_\_\_
- 1.07 When a word is defined by its use in a sentence, what is it called? \_\_\_\_\_
- 1.08 How could this statement be misleading? What does the statement probably mean with other information given? "I really enjoy drinking."  
\_\_\_\_\_  
\_\_\_\_\_
- 1.09 What is directive language? \_\_\_\_\_
- 1.010 How can directive language be used for good purposes? For bad purposes?  
\_\_\_\_\_  
\_\_\_\_\_

# LANGUAGE ARTS 810: LIFE PAC TEST

**Match these items** (each answer, 2 points).

- |           |               |   |
|-----------|---------------|---|
| 1. _____  | morpheme      | a. beginning sentence of a news article                 |
| 2. _____  | brainstorming | b. can be proved  |
| 3. _____  | coherence     | c. the smallest meaningful unit of the English language |
| 4. _____  | sequence      | d. generating ideas                                     |
| 5. _____  | theme         | e. order of occurrence                                  |
| 6. _____  | formal essay  | f. should be capitalized                                |
| 7. _____  | fact          | g. logic, clarity                                       |
| 8. _____  | lead          | h. serious writing                                      |
| 9. _____  | thesaurus     | i. provides synonyms                                    |
| 10. _____ | proper nouns  | j. group of paragraphs                                  |
|           |               | k. convey   |

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

11. \_\_\_\_\_ The parent language of English is Indo-European.
12. \_\_\_\_\_ Abstract nouns should always be capitalized.
13. \_\_\_\_\_ Always spell out numbers when you use them in sentences.
14. \_\_\_\_\_ Acronyms are not punctuated in the way abbreviations are.
15. \_\_\_\_\_ A comma splice is an incomplete sentence.
16. \_\_\_\_\_ A letter of adjustment usually concerns a problem with a skill or a product.
17. \_\_\_\_\_ *Ex* is a prefix.
18. \_\_\_\_\_ Context clues are helpful in unlocking word meanings.
19. \_\_\_\_\_ A news article should always be based on opinion.
20. \_\_\_\_\_ An essay usually should inform or entertain.

**Answer these questions** (each answer, 5 points).

21. What is the difference between fact and opinion? \_\_\_\_\_  
\_\_\_\_\_
22. What valuable information can be found in a dictionary? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_