

THE WORTH OF WORDS

Samuel T. Coleridge once said, "Language is the armory of the human mind, and at once contains the trophies of its past, and the weapons of its future conquest."

Every time we speak or write, two pieces of information are communicated: the message we intended and our level of education. All of us want to be respected and admired. A certain portion of this respect is accomplished through our ability to express ourselves accurately. Such a goal requires an extensive vocabulary.

We think with words. Therefore if our word banks are limited, our thought processes are inhibited. The word-power extension that this LIFEPAC® provides will improve individual communication and make possible greater spiritual comprehension.

In the study of this LIFEPAC, you will find the opportunity to increase your word power; to expand it, not arithmetically ($4 + 4 = 8$), but exponentially ($4^2 = 16$). You will learn Latin and Greek roots, prefixes and suffixes, and their meanings. Since half of the words in the English language come from Latin and Greek, the application of this learning will improve your comprehension of approximately one hundred thousand words; thus it will upgrade your ability to express yourself clearly.

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 completed this LIFEPAC you should be able to:

1. Recognize word roots, prefixes and suffixes, and their meanings.
2. Translate into meaning, words you have not seen before.
3. Spell certain words more easily because you know their roots.
4. Count many new words in your vocabulary as a result of learning and applying your knowledge of roots and affixes.
5. Evaluate your own writing in relation to its unity and coherence.
6. Develop paragraphs through the proper use of topic sentences and controlling ideas.
7. Write unified coherent paragraphs.
8. Find and correct mechanical errors.
9. Find and correct errors in manuscript form.
10. Recognize and use proper sentence structure.
11. Identify and correct common grammatical errors in your own writing.
12. Use proper diction and correct improper usage.

Survey the LIFEPAC. Ask yourself some questions about this study. Write your questions here.

(Just as details — stories, quotations, names, dates, incidents — make reading more interesting, so the use of details in your writing will make your writing better.

 **Write a paragraph.** Use one of the following topic sentences to write a well-developed paragraph of approximately 150 words. Supply the specific details or examples that support the topic sentence you choose.

- a. Our dog is a nuisance to the neighbors.
- b. Baby-sitting is an easy way to earn money.
- c. My younger sister or brother has an easier life than I did.
- d. Taxation in America today is confiscatory.
- e. The Christian does or does not have the right to strike.
- f. A guaranteed annual wage would destroy this country.
- g. Many wild plants are edible.
- h. The metric system should, or should not, be imposed on Americans.
- i. The Millennium will provide perfect environment on this earth.
- j. A private school is preferable to a public school.
- k. Inflation steals from older people who have saved money all their lives.



Adult Check

_____ Initial _____ Date

DRAWING CONCLUSIONS FROM IMPLIED MEANINGS

Imply differs from *infer*. Imply means to involve or suggest by logical necessity; to say or express indirectly; to hint or suggest. A speaker or writer implies something. *Infer* means to conclude from evidence presented; to arrive at a logical consequence; to deduce or reach a conclusion by reasoning. The listener or reader infers or makes inferences; sometimes this process is called "drawing conclusions."

**Have you read Genesis 1:28 recently?
Are you obeying it?**

 Yes **Be fruitful and multiply**

 Yes **Replenish the earth**

 No **Subdue it**

 ? **Wave dominion over the fish of the sea**

 Yes **Have dominion over the fowl of the air**

 ? **Have dominion over every living thing
that moveth upon the earth.**



Figure 1



Before you take this last Self Test, you may want to do one or more of these self checks.

1. _____ Read the objectives. Determine if you can do them.
2. _____ Restudy the material related to any objectives that you cannot do.
3. _____ Use the SQ3R study procedure to review the material:
 - a. Scan the sections.
 - b. Question yourself again (review the questions you wrote initially).
 - c. Read to answer your questions.
 - d. Recite the answers to yourself.
 - e. Review areas you didn't understand.
4. _____ Review all vocabulary, activities, and Self Tests, writing a correct answer for each wrong answer.

SELF TEST 4

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

- 4.01 _____ Charles II was restored to the throne in 1660.
- 4.02 _____ The Puritans believed that the Anglican Church was corrupted by unnecessary ritual and by an organization that was no longer able to reach each member, and that it was controlled by a corrupt government and monarchy.
- 4.03 _____ Periodicals and the novel became less popular as the more powerful middle class began to read.
- 4.04 _____ When public land was enclosed for private estates, the rural poor were forced to go either to recently industrialized areas or to America.
- 4.05 _____ Milton was imprisoned because he owed money.
- 4.06 _____ John Bunyan studied the Bible carefully after the civil war in England.
- 4.07 _____ James Boswell wrote a biography of Oliver Goldsmith.
- 4.08 _____ Samuel Johnson thought that literature should appeal to the common reader and should teach as well as please.
- 4.09 _____ Samuel Johnson wrote periodical essays in several newspapers.
- 4.010 _____ Oliver Goldsmith believed that one can never be too rich.
- 4.011 _____ In *The Deserted Village*, Goldsmith has little respect for the sentimental village preacher.

Write the letter of the correct answer (each answer, 2 points).

- 4.012 What was not happening in the second half of the eighteenth century? _____
- a. the "agricultural revolution"
 - b. the Industrial Revolution
 - c. a growing British Empire
 - d. decreased trade with other countries
- 4.013 In "On the Morning of Christ's Nativity," what did Christ forsake and what did He choose? _____
- a. He left God's side to be alone in the wilderness.
 - b. He left Mary's side to turn water into wine.
 - c. He left heaven to live in darkness as a mortal.
 - d. He left the "darksome earth" to join His Father.

Language Arts 1210: LIFE PAC TEST

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

1. _____ The rhythm of all sonnets is an unaccented syllable followed by an accented syllable.
2. _____ The purpose of a tragedy is to relieve or cleanse emotions.
3. _____ In addition to being a poet, Coleridge was also a critic, an essayist, and a playwright.
4. _____ Tragedy is intended to be depressing.
5. _____ The topic sentence of a paragraph is a general statement that summarizes the contents of the paragraph.
6. _____ All poetry is rhyming verse.
7. _____ The setting of a short story includes time, place, cultural aspects, and characterization.
8. _____ Church plays were the first step in the development of English drama.
9. _____ Semantics considers both the connotation and the denotation of words.
10. _____ The Victorian era was considered the age of the novel.

Match these Items (each answer, 2 points).

- | | | |
|-----------|---------------------------|---------------------------------------|
| 11. _____ | Geoffrey Chaucer | a. <i>Gulliver's Travels</i> |
| 12. _____ | William Shakespeare | b. <i>Hamlet</i> |
| 13. _____ | John Milton | c. <i>Canterbury Tales</i> |
| 14. _____ | Jonathan Swift | d. <i>Paradise Lost</i> |
| 15. _____ | Samuel Johnson | e. <i>Rasselas</i> |
| 16. _____ | Elizabeth Barrett | f. <i>Pilgrim's Progress</i> |
| 17. _____ | John Keats | g. "God's Grandeur" |
| 18. _____ | Gerard Manley Hopkins | h. "Ode to the West Wind" |
| 19. _____ | Percy Bysshe Shelley | i. "When I Have Fears" |
| 20. _____ | George Gordon, Lord Byron | j. <i>Sonnets from the Portuguese</i> |
| | | k. <i>Don Juan</i> |

Arrange the parts of the plot of a tragedy in chronological order (each answer, 2 points).

21. _____ exposition
22. _____ tragic force
23. _____ exciting force
24. _____ climax
25. _____ catastrophe
26. _____ rising action
27. _____ falling action