English Language Skills

ACTIVITIES



Chapter 4

LS: 76140 Revision: 020608

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English Language Skills

Chapter 4

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Active Reading

Honor Above Honors

ACTIVITIES
Lesson 1:
Active Reading

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***

FROM THE VIGNETTE
Fill in the blank: Write the correct answers.



1. The main character in the vignette was _____.
2. Rosalie Elliott was in a _____ contest.
3. Rosalie misspelled the word _____.
4. When Rosalie told the truth, the crowd stood and _____.
5. The moment was heartwarming and proud for Rosalie's _____.
6. Being a person of _____, even when it works against us, will bring great _____.

WORD POWER!
Matching: Choose the definitions for the VOCABULARY words.

7. _____ ***tense***
8. _____ ***avowal***
9. _____ ***crucial***
10. _____ ***applaud***
11. _____ ***honor***
12. _____ ***hone***

(a) an open statement, confession, admission
(b) clap, express approval
(c) polish, improve, perfect
(d) extremely important
(e) intense, stressful, nerve-racking
(f) public respect, esteem and recognition



READING AND WRITING SKILLS
Fill in the blank: Write the correct answers.

13. _____ is the relationship between two events in which one event—the cause—is the _____ why another event—the effect—takes place.
14. A cause may have _____ effect.

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Write the correct information on the lines.

15. Rosalie's accent was too heavy to understand, so the judges asked the girl to repeat the letter.
    Cause: _____
    Effect: _____

16. Rosalie told the truth to the judges. She did not win the spelling contest, but the entire audience stood and applauded.
    Cause: _____
    Effect: _____
    Effect: _____

17. Rosalie spoke in a soft Southern accent that made her words difficult to understand.
    Cause: _____
    Effect: _____

18. The judges could not understand the girl; they had to ask Rosalie to repeat her answer.
    Cause: _____
    Effect: _____

19. Because Rosalie was truthful, she received honor.
    Cause: _____
    Effect: _____

20. Rosalie set a good example when she spoke the truth.
    Cause: _____
    Effect: _____

Underline the Cause and label it "C"; underline the Effect and label it "E."
One is completed for you.

E **C**

21. A young person may become a role model when he lives with integrity.

22. By choosing to live with integrity, a young person will build good character.

23. You will learn many valuable lessons if you read positive literature.

24. Learning to spell correctly will increase your vocabulary.

25. You will be more employable if you have strong character and communication skills.

Fill in the blank: Write the correct answers.

26. To improve your reading and writing skills, you must be able to _____ an incorrect sentence and know how to _____ it.

27. A complete sentence must contain a _____ and a _____ and must form a _____.

28. An _____ may lack a subject or a verb, or it may not form a complete thought.

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Read the passage and choose which type of error, if any, appears in each underlined section. Choose the best way to correct each underlined section.

Rosalie spelled the list of words to the judges. **(29)**As they listened to the tape recording. The correct spelling of the word. Was not clear. The judges debated among themselves and decided to ask Rosalie for an answer. **(30)**The young speller had an opportunity to lie but she did not even consider telling a falsehood. Rosalie knew she was disqualified, and she walked from the stage. **(31)**The crowd stood. It applauded in approval. Rosalie made her parents proud when she chose integrity over an award. **(32)**By choosing what was right, Rosalie set an excellent example for other young people to follow. You also may be an example to other young people.

Place an "X" next to each correct answer.

29. _____ (a) As they listened to the tape recording. The correct spelling of the word was not clear.
_____ (b) As they listened to the tape recording, the correct spelling of the word was not clear.
_____ (c) As they listened. To the tape recording, the correct spelling of the word was not clear.
_____ (d) correct as is

30. _____ (a) The young speller had an opportunity to lie, but she did not even consider telling a falsehood.
_____ (b) The young speller had an opportunity to lie. She did not even consider telling a falsehood.
_____ (c) The young speller had an opportunity. To lie, she did not even consider telling a falsehood.
_____ (d) correct as is

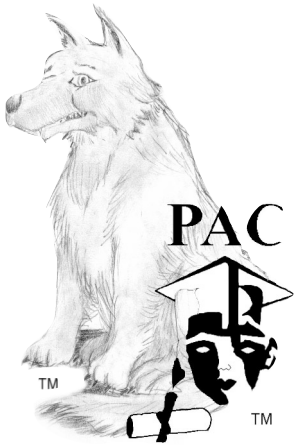
31. _____ (a) The crowd stood it applauded in approval.
_____ (b) The crowd stood it. Applauded in approval.
_____ (c) The crowd stood and applauded in approval.
_____ (d) correct as is

32. _____ (a) By choosing what was right Rosalie set an excellent example for other young people to follow.
_____ (b) By choosing what was right. Rosalie set an excellent example for other young people to follow.
_____ (c) By choosing what was right Rosalie set an excellent example. For other young people to follow.
_____ (d) correct as is

33. Write the **Life Principle:** *"*_____
_____*."*



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Active Reading

Advice from a Friend

ACTIVITIES
Lesson 2:
Active Reading

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Multiple Choice: Choose the correct answers.

1. Everett was stopped by the police officer for: _____.
   (a) speeding
   (b) hitting a pedestrian
   (c) careless driving

2. Everett recognized the police officer from: _____.
   (a) school (b) work (c) church

3. Everett tried to avoid the ticket by: _____.
   (a) reminding the officer about the church both men attended
   (b) lying about his speed
   (c) sympathizing with the officer about his daughter

4. The officer gave Everett a: _____.
   (a) ticket (b) note (c) warning

5. The note explained: _____.
   (a) the death of Officer Fran's daughter
   (b) bad habits of speeding drivers
   (c) why Everett got a ticket
   (d) what Everett should eat

6. One way to handle life with care is to: _____.
   (a) speed when police officers are not looking
   (b) lie to get out of tickets
   (c) drive safely and carefully
   (d) rush home to dinner

WORD POWER!
Fill in the blank: Choose the VOCABULARY word from the Word Bank.

WORD BANK

speedometer	***perception***	***reputation***	***proof of insurance***	***manslaughter***

7-11. The _____ indicated that the vehicle was moving too quickly. The officer knew that the driver had a _____ for careless driving. The officer's _____ of the situation caused him to stop the car and request _____. The officer reminded the driver that if he were to hit and kill someone while speeding, he could be charged with _____.

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READING AND WRITING SKILLS CONTINUED

Fill in the blank: Write the correct answers.

12. A fact may be proven by a _____ or _____ such as a dictionary or encyclopedia or a _____ that uses one or more of the five senses (_____, _____, _____, _____, _____).

13. A fact must be supported by _____.

Multiple Choice: Choose the correct answers.

14. *Everett was speeding* is a fact because: _____ _____.

(a) Everett was in a hurry to get home
(b) the officer wanted to write a ticket
(c) the officer could prove that Everett was speeding

15. *Officer Fran stopped Everett for speeding* is a fact because: _____ _____.

(a) Officer Fran thought Everett was speeding
(b) documents and witnesses can prove that Officer Fran stopped Everett for speeding
(c) Officer Fran should not have stopped Everett for speeding

16. *Officer Fran's daughter was killed by a speeding driver* is a fact because: _____ _____ _____.

(a) someone was speeding
(b) witnesses thought the driver was speeding
(c) documents and witnesses can prove the girl was killed by the speeding driver

17. *Officer Fran was wearing a police uniform* is a fact because: _____ _____.

(a) Everett saw (witnessed) that the clothing was a police uniform
(b) Everett thought the clothing looked like a police uniform
(c) police officers are supposed to wear uniforms when they are on patrol

Fill in the blank: Write the correct answers.

18. An opinion is a statement that expresses an individual's _____ _____.

19. An _____ may not be proven by a document, reference or witness.

20. Some words that introduce opinions are _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____ and _____.

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Multiple Choice: Choose the correct answers.

21. *Everett appeared to be angry* is an opinion because: _____ _____.
    (a) anger is an emotion and thought process, not an action that can be proven
    (b) Everett said angry words to the officer
    (c) Everett said he was angry

22. *The speeding driver should have been charged with manslaughter* is an opinion because the words: _____.
    (a) can be proven by documents
    (b) express a thought or feeling
    (c) express what someone saw and heard

23. *Everett understood Fran's heartache* is an opinion because: _____ _____.
    (a) documents can prove that Everett understood Fran
    (b) anybody could see that Fran was sad
    (c) the words are what Everett might have thought

Label the statements Fact (F) or Opinion (O).

24. _____ Everett was stopped for speeding.

25. _____ Everett wanted to be careful.

26. _____ The officer talked with Everett.

27. _____ Everett wanted to get home quickly.

28. _____ Everett understood the officer's pain.

29. _____ The officer did not ticket Everett.

30. _____ Everett was ashamed of his lie.

31. _____ Everett learned his lesson.

32. _____ The officer said he tried to forgive the man.

33. _____ The man should have been punished more.

34. _____ In his note, Officer Fran explained his daughter's death.

35. _____ After the incident with Jason Fran, Everett decided to drive carefully.

Fill in the blank: Write the correct information.

36. A singular noun or pronoun requires what kind of verb? _____

37. A plural noun or pronoun requires what kind of verb? _____

38. A compound noun or pronoun joined by *and* requires what kind of verb? _____

39. A compound noun or pronoun joined by *or* requires what kind of verb? _____ _____

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Correctly rewrite each sentence.

40. You has a reputation for careless driving.

_____

41. Traffic violations is not good to have on your driving record.

_____

_____

42. Everett Matthews and Jason Fran attends the same church.

_____

_____

43. My mom or sister cook dinner each evening for my family.

_____

_____

44. Alcohol and drugs damages the lives of many young people and contributes to reckless driving.

_____

_____

45. Fill in the blank: When writing, be sure to stay in the same _____ instead of switching back and forth between _____, _____ and _____.

Read each sentence then answer the question.

46. *The young man slams on the brake and screeched to a halt!*
The first verb is the (present, past, future) tense;
the second verb is the (present, past, future) tense.
The correct way to write the sentence is: _____
_____.

47. *The officer will stop the young man and told him to slow down.*
The first verb is the (present, past, future) tense;
the second verb is the (present, past, future) tense.
The correct way to write the sentence is: _____
_____.

Read the passage and choose the verb or verb phrase that belongs in each space.

Everett (48) _____ a young man in a hurry to arrive home. His mother had prepared steaks and potatoes and (49) _____ her son to dinner. The young college student (50) _____ the delicious meal. Near his home, he (51) _____ in the rearview mirror and saw flashing red and blue lights.

48. (a) am (b) is (c) are (d) was (e) were

49. (a) invites (b) inviting (c) invited (d) has invited

50. (a) anticipates (b) was anticipating (c) will be anticipating (d) had anticipated

51. (a) glances (b) glanced (c) had glanced (d) had been glancing

52. Write the **Life Principle:** *"*_____
_____*."*



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ACTIVITIES
Lesson 3:
Composition

Mrs. Wakefield's Toll House Cookies

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE

Multiple Choice: Choose the correct answers.

1. _____ invented chocolate chip cookies.
   (a) Ruth Toll House
   (b) Toll Wakefield
   (c) Ruth Wakefield

2. Mrs. Wakefield invented the famous cookies: _____.
   (a) so she could win a baking contest
   (b) accidentally
   (c) to support her business

3. Instead of ***baker's chocolate***, Mrs. Wakefield substituted: _____.
   (a) chocolate syrup
   (b) melted dough
   (c) chocolate pieces

4. When she used the chocolate pieces, Mrs. Wakefield discovered: _____
   _____.
   (a) her cookies were ruined
   (b) the chocolate pieces kept their shapes
   (c) the chocolate pieces melted

5. Mrs. Wakefield named the cookies: _____.
   (a) after herself
   (b) America's best cookies
   (c) after her inn

6. Approximately _____ chocolate chip cookies are eaten every year.
   (a) seven billion
   (b) 1,930
   (c) $2\frac{1}{4}$ million

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WORD POWER!

Fill in the blank: From the Word Bank, choose VOCABULARY words to complete the paragraph.

WORD BANK

features ***baker's chocolate*** ***inn*** ***salvage*** ***cookie sheet*** ***toll road***

7-12. The baker mixed the _____ into the ***batter***. The baker then dropped the cookies onto the _____ and placed the cookies into the oven. The baker forgot to set the timer, and before he knew it, the cookies nearly burned. However, the baker was able to _____ most of the cookies. The baker wanted to make sure that the cookies were baked correctly because they were one of the best _____ of the _____ on the _____.

WRITING SKILLS

Fill in the blank: Write the correct answers for creating paragraphs.

13. An author must _____ his sentences in appropriate order.

14. The paragraph must begin with a _____ sentence.

15. The topic sentence is the one _____ or _____ that the author wishes to convey to the reader.

16. The body of the paragraph is composed of sentences that _____ the topic sentence.

17. The concluding sentence should _____ to the topic sentence.

18. Write **Rule #1:** _____

_____

19. Write **Rule #2:** _____

_____

20. Write **Rule #3:** _____

_____

Read the paragraph and complete questions 21-23.

Some discoveries and inventions throughout history have been the results of mistakes from which some good things were salvaged. In 1930, chocolate chip cookies were accidentally invented by Ruth Wakefield. Mrs. Wakefield was not intentionally trying to create America's most famous cookie. She was occupied with her business—the Toll House Inn. The inn was located on the toll road between New Bedford and Boston, Massachusetts—hence the name Toll House Inn.

21. The topic sentence indicates to the reader that the remainder of the paragraph will be about an invention that was discovered _____.

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22. The body _____ the events leading to the invention of the cookies.

23. The last sentence is a _____ that leads the reader to the next paragraph.

Read the paragraph and complete questions 24-26.

One day, Mrs. Wakefield attempted to bake a batch of chocolate cookies, but she discovered that she had no baker's chocolate. Mrs. Wakefield decided she would substitute some Nestle™ semi-sweet chocolate broken into small pieces. She assumed that the pieces of chocolate could be stirred into the batter and would melt into the dough to produce chocolate cookies. A surprise awaited Mrs. Wakefield when she pulled the cookie sheet from the oven. The chocolate pieces had kept their shapes! Ruth Wakefield had accidentally invented the chocolate chip cookie.

24. The topic sentence indicates to the reader that the remainder of the paragraph will _____ the process of Mrs. Wakefield attempting to _____ _____.

25. What does the body explain? _____ _____

26. The last sentence concludes the paragraph and refers to the _____ sentence.

Read the body of the paragraph and complete questions 27-28.

My mother makes oatmeal-raisin or persimmon cookies for my sisters and me to munch at school, but my mother most enjoys baking Toll House Cookies. Sometimes Mother will surprise us with chocolate chip cookies or the results of her newest baking experiment when we return from school. I often share my cookies with friends. They wish their mothers baked cookies as well as my mother does! Dad also likes whatever cookies my mother makes. My father brags at work about Mom's baking skills and the endless varieties of cookies she makes.

27. The best topic sentence for the paragraph is: _____ _____

(a) Mother enjoys experimenting with many cookie recipes.
(b) Toll House Cookies are the only ones for me!
(c) My mother is the best baker in town.

28. The best concluding sentence for the paragraph is: _____ _____ _____

(a) Dad takes his cookies to work and shares them with co-workers.
(b) Mom shares her recipes with neighbors.
(c) I am thankful that Mother discovered Toll House Cookies and the many other varieties of cookies that she bakes for our family.

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Read the topic sentence then complete questions 29-31.

Americans of all backgrounds enjoy Toll House chocolate chip cookies.

29. Place an "X" next to three sentences that best support the topic sentence.

_____ From start to finish, most chocolate chip cookies can be prepared in 35 minutes.
_____ Chocolate chip cookies appeal to children, teens and adults.
_____ North, South, East and West—people in each region enjoy chocolate chip cookies!
_____ Some people like nuts in their cookies, but some people do not.
_____ I like cookies with frosting on top.
_____ Foreigners and citizens alike smile at the prospect of biting into rich, chocolate chip cookies.

30. The best concluding sentence for the topic sentence and supporting sentences is: _____

_____
_____

(a) Chocolate chip cookies can be made quicker if the nuts are omitted
(b) Chocolate chip cookies appeal to taste buds of all ages and from all parts of America
(c) Easterners enjoy chocolate chip cookies the most, but other people may also enjoy the cookies

31. Using the topic sentence, supporting sentences and concluding sentence from Questions 29 and 30, write a complete paragraph.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Fill in the blank: Write the correct answers.

32. A word may be changed from one part of speech to another, such as from an adjective to an adverb or from a noun to a verb by adding or taking away a _____ or by changing the _____.

33. The suffixes _____ and _____ convert words to nouns and refer to persons.

34. The suffixes _____, _____, _____ and _____ convert words to nouns and refer to things.

35. The suffixes _____, _____ and _____ convert words to verbs.

36. The suffixes _____ and _____ convert words to adjectives.

37. The suffix _____ converts words to adverbs.

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Convert the words to the correct part of speech.

38. advertise noun referring to a thing: _____
39. bake noun referring to a person: _____
40. create verb: _____
41. discover verb: _____
42. invent noun referring to a person: _____
43. quick adverb: _____
44. time verb: _____
45. use adjective: _____

Multiple Choice: Read the passage and choose the letters of the words to complete the sequence of questions 46-53.

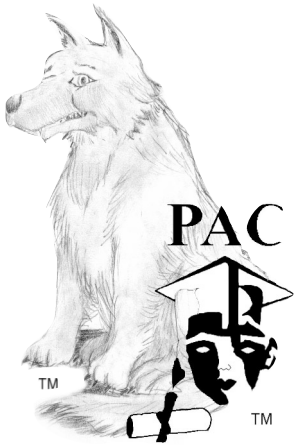
The **(46)** _____ plopped the cookie dough by **(47)** _____ teaspoons onto the greased cookie sheet. Next, the baker **(48)** _____ placed a pecan in the middle of each cookie. After **(49)** _____ the cookies for the correct amount of **(50)** _____, the baker pulled the cookies from the oven. The baker then **(51)** _____ sprinkled pieces of grated chocolate over each cookie. The combined smells of the hot dough and the melted chocolate filled the **(52)** _____ with **(53)** _____ aromas.

46. (a) baker	(b) bakery	(c) baking	(d) baked
47. (a) rounder	(b) rounding	(c) roundedly	(d) round
48. (a) careful	(b) caring	(c) carefully	(d) caringfully
49. (a) baker	(b) bakery	(c) baking	(d) baked
50. (a) timer	(b) timing	(c) time	(d) timed
51. (a) decorator	(b) decorate	(c) decorative	(d) decoratively
52. (a) baker	(b) bakery	(c) baking	(d) baked
53. (a) hypnotize	(b) hypnotizing	(c) hypnosis	(d) hypnotized

54. Write the **Life Principle:** *"*_____
_____
_____*."*



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Active Reading

Random Acts of Kindness

ACTIVITIES
Lesson 4:
Active Reading

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Multiple Choice: Choose the correct answers.

1. Laurence was driving home one night when he saw: _____
_____.
   (a) an old Pontiac on the side of the road
   (b) an older woman stranded on the side of the road
   (c) a waitress cleaning tables
   (d) both a and c

2. After helping the woman, Laurence: _____.
   (a) refused money
   (b) accepted money
   (c) asked the lady to help someone else
   (d) asked the lady for her Mercedes
   (e) only a and c
   (f) only b and d

3. Later that night, the woman: _____.
   (a) mailed some money to Laurence
   (b) told the newspaper about Laurence's kindness
   (c) helped a poor waitress
   (d) helped a stranded couple

4. The waitress was: _____.
   (a) the lady's daughter-in-law
   (b) Laurence's wife
   (c) unkind to the lady
   (d) expecting a large tip



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WORD POWER!
Fill in the blank: Choose the VOCABULARY words from the Word Bank.

WORD BANK

foreign ***dingy*** ***discriminate*** ***stranded*** ***china***

5-9. The _____ woman on the side of the road was worried. The _____ cafe surroundings were _____ to her. Car trouble does not _____, and she found herself far from her usual surroundings of _____, fine linens and other upper-class amenities.



READING AND WRITING SKILLS CONTINUED
Fill in the blank: Write the correct answers.

10. _____ indicates the similarities and the differences between or among people, places, things and situations.

11. List some comparisons among the characters in the story.
    - _____
      _____
    - _____
    - _____
      _____

12. List some contrasts among the characters in the story.
    - _____
    - _____
      _____
    - _____
      _____

13. When writing a composition that compares or contrasts, follow the form you learned: _____, _____ and _____.

Read the paragraph. Underline the sentences that support the topic sentence.

14. The woman from Atlanta and the waitress were similar in some aspects, yet vastly different in many areas. Both women understood poverty and need. The waitress was still in poverty and need, but the Georgian woman had transcended any financial plight. The wealthy woman could not understand why someone would be kind to a stranger for no reason. The waitress had just the opposite mindset: she had a free and open spirit of love toward others. The waitress did not discriminate because the woman was a stranger. The waitress was not timid and fearful as the wealthy woman appeared to be toward Laurence. The wealthy woman exceeded the waitress economically, but the poor waitress was far ahead of the wealthy woman in character and spirit.

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15. Write the topic sentence of the paragraph. _____

_____

_____

16. Write the concluding sentence of the paragraph. _____

_____

_____

_____

Complete the compare/contrast paragraph below (#17): Choose from the Sentence Bank five supporting sentences. Write the sentences in the best order on the lines, including the letter designation. Some sentences will not be used.

SENTENCE BANK

(a) Laurence began the "chain of love" when he helped the stranger.

(b) Young people are usually able to help other people with physical needs more often than older people can help because young people are in better physical condition.

(c)Like Laurence, the older woman desired to keep the "chain of love" alive.

(d)You too can keep alive the "chain of love."

(e)Although she was from an entirely different culture, she and Laurence both had something in common—they recognized the "chain of love."

(f)She passed it along, just as Laurence had, to someone else in need.

(g)The "chain of love" is a subject that ought to be taught in school.

(h)Laurence was young, poor, and from a small town; the woman he helped was older, wealthy, and from the large city of Atlanta.

17. Although Laurence and the woman from Georgia were from completely different backgrounds, they demonstrated that both old and young, men and women, rich and poor can keep alive the "chain of love." _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

The actions of Laurence and the woman prove that love can bridge gaps between cultures in our society.

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Fill in the blank: Write the correct answers.

18. The three end punctuation marks are the _____, the _____ and the _____.

19. The three internal punctuation marks are the _____, the _____ and the _____.

20. Many words are spelled phonetically, but some are not; learn to spell each word _____.

21. Capitalize _____, proper _____ and _____, _____ the pronoun _____ and the first word of _____.

Read the passage and choose which type of error (if any) appears in each underlined section.

(**22)**The young waitress cleared the sugar ketchup and coffee creamer from the table. She heard the door open and glanced up to observe an older woman stepping into the cafe. (**23)**From her apperence, the older woman appeared to be wealthy. (**24)**The waitress thought, "how can I help this woman feel comfortable in here?" The waitress sought conversation with her customer and realized that the woman was from another state. (**25)**The older woman appreciated the efforts of the expectant tired waitress and slipped out the door before appropriate change could be made for her $100 bill. (**26)**The waitress was thankful for the older woman's thoughtfullness.

22. _____
(a) spelling error (b) capitalization error (c) punctuation error (d) no error

23. _____
(a) spelling error (b) capitalization error (c) punctuation error (d) no error

24. _____
(a) spelling error (b) capitalization error (c) punctuation error (d) no error

25. _____
(a) spelling error (b) capitalization error (c) punctuation error (d) no error

26. _____
(a) spelling error (b) capitalization error (c) punctuation error (d) no error

27. Write the **Life Principle:** *"*_____
_____
_____*."*



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ACTIVITIES
Lesson 5:
Composition

The Boy Who Stole the Cookies

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Multiple Choice: Choose the correct answers.

1. The story took place at: _____.
   (a) summer camp
   (b) school
   (c) home

2. The boy received a _____ from his mother.
   (a) package of socks
   (b) compass and hiking gear
   (c) box of cookies

3. What happened to the contents of the boy's package? _____
   (a) They were ruined when they fell into the lake.
   (b) The counselor took them.
   (c) Another boy stole them.

4. Which of the following occurred? _____
   (a) The thief was punished.
   (b) The thief and the victim became friends.
   (c) Both boys were sent home for fighting.

WORD POWER!
Matching: Choose the definitions for the VOCABULARY words.

5. _____ ***parcel***	(a) with great energy
6. _____ ***earnestly***	(b) firmly
7. _____ ***compass***	(c) an instrument that shows direction
8. _____ ***adamantly***	(d) package
9. _____ ***strategy***	(e) plan for success



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WRITING SKILLS CONTINUED

Fill in the blank: Write the correct answers.

10. _____ is the order in which events occur.

11. List ten words used to sequence events.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Underline the words that indicate sequence.

12. One day, a boy at summer camp received a box of cookies from his mother.

13. He ate a few, then placed the box under his bed.

14. The next day he discovered the cookies were gone.

15. Later, a counselor saw a boy sitting behind a tree eating the stolen cookies.

16. When the counselor saw the boys talking, the counselor realized the conflict had been resolved.

17. Earlier, the boys had disliked each other.

18. By the time the boys returned from the lake, they were friends.

Choose sentences from the Sentence Bank to complete the paragraph in sequence.

SENTENCE BANK

- Following the incident, the counselor talked with the victim.
- While the boys were at the lake, they reconciled.
- First, one boy stole another boy's cookies.
- During the conversation, the counselor persuaded the victim to participate in an effort to resolve the conflict.

19. The boys at camp did not begin as friends. _____

_____

_____

_____

_____

_____

Later, the two boys were inseparable.

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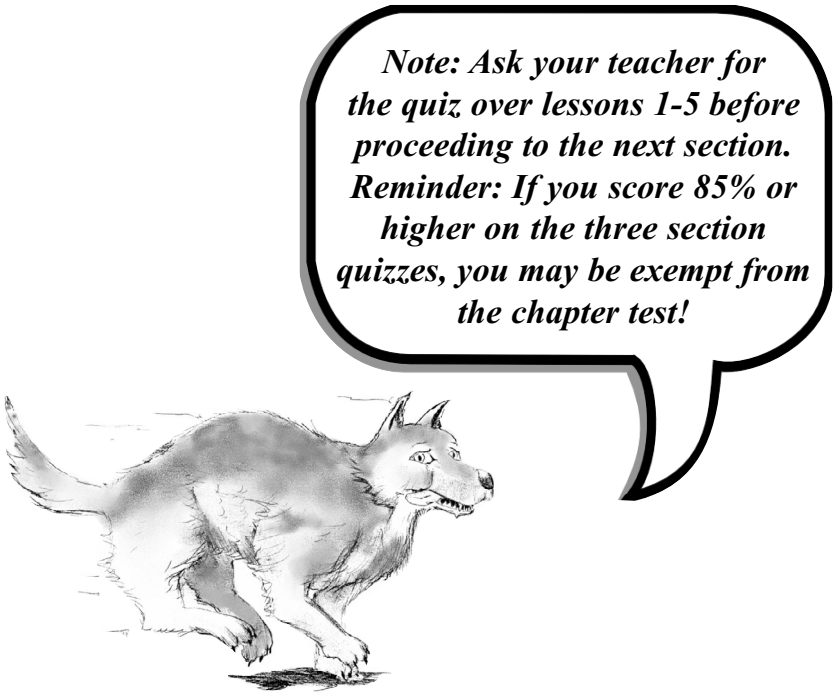
Read the passage and choose the pronouns that belong in each sentence for Questions 20-23.

The boys enjoyed **(20)** _____ summer vacation at camp. The grounds were large, and **(21)** _____ allowed plenty of room for youngsters to roam. One boy's mother sent **(22)** _____ son a package of cookies. Before the boy could enjoy the cookies, they were stolen! The camp counselor helped the boy resolve **(23)** _____ problem by making friends with the thief. The thief was sorry and asked the victim to forgive the evil deed.

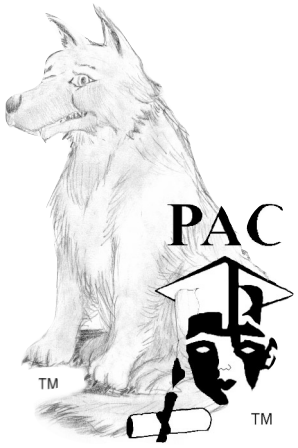
20. (a) him	(b) her	(c) they	(d) their	(e) it
21. (a) his	(b) her	(c) they	(d) their	(e) it
22. (a) him	(b) her	(c) they	(d) their	(e) it
23. (a) his	(b) her	(c) they	(d) their	(e) it

24. Write the **Life Principle:** *"*_____ _____*."*





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My Home

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Multiple Choice: Choose the correct answers.

1. The home mentioned in the vignette is located in: _____.
   (a) Texas
   (b) the Mediterranean
   (c) Spain

2. Place an "X" next to each correct answer. What are some noticeable elements of the home?
   _____ (a) the smell of fresh baked bread
   _____ (b) the squawk of a parrot
   _____ (c) the whine of a dog
   _____ (d) mom and dad
   _____ (e) enjoyable family time
   _____ (f) soft, classical music

3. The house is decorated in a _____ style.
   (a) Texan
   (b) Catholic
   (c) Spanish Mediterranean

4. Place an "X" next to each correct answer. What are some of the items in the house?
   _____ (a) paintings
   _____ (b) poetry
   _____ (c) Bible
   _____ (d) stereo
   _____ (e) pictures
   _____ (f) clowns
   _____ (g) water fountain
   _____ (h) wagon wheel
   _____ (i) pictures of cattle
   _____ (j) cowboy hats

5. You may infer that the home is: _____.
   (a) pleasant
   (b) peaceful
   (c) both a and b



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WORD POWER!

Fill in the blank: From the Word Bank, choose the best VOCABULARY word for each blank.

WORD BANK

Mediterranean monk transcribe scriptures galleon print hues Psalms

6-13. As I stared at the _____ of a _____ aboard a Spanish _____ on the _____ Sea, I could imagine the _____ of the blue and green ocean water. The man must have been at peace as he began to _____ holy _____ and poetry from the _____.



WRITING STYLES: DESCRIPTIVE WRITING

Fill in the blank: Write the correct answers.

14. The five styles in which most authors write are _____, _____, _____, _____ and _____.

15. Descriptive writing _____ a situation, person, place or thing.

16. Description creates a _____ in the reader's mind.

17. Good descriptive writing uses details—_____, _____, _____, _____, _____, _____ and _____.

Underline the descriptive words.

18. When I walk into my house, the smell of freshly baked bread often greets me.
19. The couches are covered in soft, tan fabric.
20. The floor is covered in red, square tiles.
21. Soft, classical music plays from a stereo in the corner.
22. My home is secure, comfortable and inviting.
23. My colorful and vociferous parrot struts in her cage.
24. A western wagon wheel sits on a flowered rug of green, tan and rust hues.
25. On the wall hangs a painting of a Spanish monk, transcribing Scriptures.

Fill in the blank: From the Word Bank, choose the best descriptive words for each sentence.

WORD BANK

comfortable pleasant favorite mountain western

26. The clear, cold _____ lake is filled with fish.
27. My _____ hobby is painting.
28. _____ decor is popular in New Mexico.
29. My home is _____ and _____.

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Fill in the blank: Write the correct answers for writing descriptive paragraphs.

30. When writing a descriptive paragraph, you should begin with a _____.

31. The supporting sentences should provide _____.

32. The concluding or transition sentence should refer to the _____ or should _____.

Read the paragraph and complete questions 33-35.

My home is one of the best homes in Texas. My home is secure, comfortable and inviting. Often, my friends from school will visit my home. They wish their homes were like mine. I feel welcome in my home. When I open the door, my parrot, Candace, squawks a welcome, and my dog, Patriot, whines to be petted. Dad, who, after work, sits on the couch next to the radio, reading his favorite book, smiles and asks me how my day was. After work, Mom usually occupies the kitchen because cooking and baking are some of her favorite pastimes. Mom always prepares delicious meals for our family. My family members enjoy each other's company. We often discuss important events at the table during dinner. Good communication and comfortable surroundings make my home a desirable place to be.

33. Write the topic sentence. _____
_____

34. Write the supporting sentences.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

35. Write the transition sentence. _____
_____
_____

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Choose a topic and concluding sentence from the Sentence Bank that best completes the paragraph.

SENTENCE BANK

- Crowds of people rushed to the streets to watch the parade.
- Parades always attract much attention.
- Parades should follow a specific route and should proceed at no more than 5 m.p.h.
- The entire city seemed to celebrate and to rejoice at the return of the brave soldiers.
- Most parades are patriotic in nature.
- The added spectators made the parade absolutely huge.

36. (topic sentence) _____

_____

_____

Loud patriotic music blared from speakers on colorfully decorated floats that passed by slowly. Horses ridden by costumed women pranced behind the floats. Lines of people marched behind the horses. The marchers held signs, banners and flags. The parade was in honor of the returning soldiers who served our country faithfully in the war. The floats featured replicas of Lady Liberty, Uncle Sam and the Flag Raising at Iwo Jima. The lead float proudly displayed an 80 foot U.S. flag and a huge, mounted, bald eagle. Spectators cheered and joined the march.

(conclusion) _____

_____

Read the topic and concluding sentences below in the Sentence Bank. Then, choose seven supporting sentences from the Sentence Bank to complete the paragraph for question number 37.

SENTENCE BANK

- Music from the radio encouraged the soldiers to dance and sing.
- Carlyle and the soldiers prepared for an attack.
- Slight movements caught the soldiers' eyes.
- The president would be at the embassy next week to cheer the soldiers.
- Dark shadows inched forward on their bellies.
- The dog under the tree wagged his tail at the neighbor.
- Like ghosts, the attackers struck hard, then melted into the night.
- The attacks often came without warning and always with casualties.
- Carlyle began to tell his friend stories of this place.
- Carlyle looked at the watchman sprawled on the sand, his life's blood forming a scarlet pool beneath him.
- Four attackers in robes and turbans lay dead, too.

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37. Thomas Carlyle and his comrades ducked as the *pop, pop, pop* of the machine guns shattered the night air, and bullets sprayed overhead. _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
Carlyle was reminded again of how brief life could be in the desert.

Fill in the blank: Write the correct answers for sentence structures.

38. Avoid _____ and _____ sentences in your writing.

39. You also want to avoid _____, _____ sentences that should be combined.

40. If you find errors in your writing, be sure to _____ immediately.

41. Make your writing _____!

Read the passage and then complete questions 42-46.

(42) My home is one of the best. Homes in Texas, my home is secure, comfortable and inviting. **(43)**When I get home from school. My pets are eager to greet me. My parents are also glad to see me. They often ask about my day and allow me to relate the day's events—good and bad. **(44)**After school, I look forward to Mom's good cooking. Sometimes my sister and I will assist in the meal preparation. **(45)**My mom is not only a good cook. She is also a good teacher. My sister and I are learning to prepare good meals like Mom does. **(46)**Someday. When I grow up, I hope to have a peaceful and inviting home like my parents.

42. This sentence is best rewritten as: _____
_____.

(a) My home is one of the best homes in Texas it is secure, comfortable and inviting.
(b) My home is one of the best homes in Texas my home is secure. Comfortable and inviting.
(c) My home is one of the best homes in Texas. My home is secure, comfortable and inviting.
(d) correct as is

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Read the passage and complete the questions, *continued*

43. This sentence is best rewritten as: _____
_____.

(a) When I get home from school; my pets are eager to greet me.
(b) When I get home from school, my pets are eager to greet me.
(c) When I get home from school my. Pets are eager to greet me.
(d) correct as is

44. This sentence is best rewritten as: _____
_____.

(a) After school. I look forward to Mom's good cooking.
(b) After school I look forward. To Mom's good cooking.
(c) After school; I look forward to Mom's good cooking.
(d) correct as is

45. This sentence is best rewritten as: _____
_____

(a) My mom is not only a good cook but she is also a good teacher.
(b) My mom is not only a good cook she is also a good teacher.
(c) My mom is not only a good cook, but she is also a good teacher.
(d) correct as is

46. This sentence is best rewritten as: _____
_____

(a) Someday when I grow up, I hope to have a peaceful and inviting home like my parents.
(b) Someday, When I grow up, I hope to have a peaceful and inviting home like my parents.
(c) Someday when I grow up. I hope to have a peaceful and inviting home like my parents.
(d) correct as is

47. Write the **Life Principle:** *"*_____
_____,"
_____.



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Composition

ACTIVITIES
Lesson 7:
Composition

They Signed For Us: July 4, 1776

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE

Multiple Choice: Choose the correct answers.

1. When some Americans were willing to sacrifice freedom for peace, _____ stood up and delivered an impassioned speech.
   (a) two hundred and twenty Americans
   (b) British guards
   (c) Patrick Henry
   (d) George Washington

2. Mr. Henry argued that Americans were: _____
   _____.
   (a) too weak to fight the British
   (b) too patriotic and too willing to fight
   (c) strong if they made proper use of the means God placed in the power of the patriots
   (d) war mongers, using any excuse to go to war and to take over the colonies for evil reasons

3. Mr. Henry said that the battle was for the: _____.
   (a) strong, vigilant, active and brave
   (b) submissive and enslaved
   (c) weak and lazy
   (d) only b and c

4. Mr. Henry wanted to avoid war at any cost. _____
   (a) True or (b) False

Fill in the blank: Write the correct answers.

5. Write the last three sentences of Patrick Henry's speech. _____
   _____
   _____
   _____
   _____
   _____
   _____

6. The men who wrote the _____ assembled in Philadelphia.

7. The Declaration of Independence was signed on what date? _____

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Multiple Choice: Choose the correct answers.

8. Little risk was involved in signing the Declaration of Independence. _____
   (a) True or (b) False

9. Place an "X" next to each correct answer. What were some of the occupations of the signers of the Declaration of Independence?

_____ (a) lawyers	_____ (d) professors	_____ (g) doctors
_____ (b) judges	_____ (e) merchants	_____ (h) soldiers
_____ (c) preachers	_____ (f) farmers	_____ (i) unemployed

10. If they signed the Declaration of Independence and were caught by the British, colonists would suffer what penalty? _____
    (a) death
    (b) imprisonment
    (c) fines

11. _____ men signed the Declaration of Independence.
    (a) Eleven
    (b) Twenty-four
    (c) Fifty-six

12. None of the signers suffered misfortune. _____
    (a) True or (b) False

13. Place an "X" next to each correct answer. Which of the following were signers of the Declaration of Independence?

_____ (a) John Hart	_____ (f) Warton Navy	_____ (k) Button Gwinnet
_____ (b) Vandal Smith	_____ (g) William Ellery	_____ (l) Thomas Heyward
_____ (c) Frank Virginia	_____ (h) George Clymer	_____ (m) Edward Rutledge
_____ (d) Philip Livingston	_____ (i) Lyman Hall	_____ (n) Arthur Middleton
_____ (e) Carter Braxton	_____ (j) George Walton	_____ (o) Francis Lewis

14. For the sacred cause of _____, the signers of the Declaration of Independence gave all.
    (a) money
    (b) fame
    (c) freedom
    (d) peace

15. By signing the Declaration of Independence, those men: _____.
    (a) gave freedom to us today
    (b) became wealthy
    (c) were honored by the British
    (d) bound the United States to Britain

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WORD POWER!

Matching: Choose the definitions for the VOCABULARY words.

16. _____ ***adversary*** (a) aware, alert against evil or danger
_____ ***disarmed*** (b) make less of, make to seem less important
_____ ***supinely*** (c) enemy
_____ ***vigilant*** (d) poor, not able to obtain the necessities of life
_____ ***extenuate*** (e) unconcerned, lazy, apathetic
_____ ***repulse*** (f) push back, defeat
_____ ***destitute*** (g) not allowed to own weapons, therefore unable to defend home and country

17. _____ ***modesty*** (a) to correct, to discipline
_____ ***jest*** (b) negative words that disgrace or embarrass
_____ ***reprove*** (c) principle, idea, moral
_____ ***precept*** (d) humility
_____ ***revilings*** (e) rudeness, lack of manners
_____ ***disparagement*** (f) joke, make fun of, be sarcastic about
_____ ***sublime*** (g) most exalted, of utmost importance
_____ ***indiscretions*** (h) sports, leisure activities
_____ ***recreations*** (i) dishonor, insult, disgrace

WRITING STYLES: INFORMATIVE WRITING

Fill in the blank: Write the correct answers.



18. _____ writing informs the reader and provides knowledge.

19. One form of informative writing is a _____ or _____.

20. Another type of informative writing is a "_____" list.

21. _____ and _____ are "how-to" types of informative writing.

22. The *Rules of Civility,* a list of how a youth of _____ should act, was written by George Washington at only _____ years of age.

23. Write the following points of George Washington's *Rules of Civility*.

1. _____
_____
_____

5. _____
_____

8. _____
_____

10. _____
_____
_____

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George Washington's "Rules of Civility", *continued*

15. _____

_____

_____

17. _____

_____

20. _____

_____

22. _____

_____

_____

23. _____

_____

From the Sentence Bank, choose the best topic sentence for the informative article below.

SENTENCE BANK

- John Hancock was George Washington's advisor.
- Although orphaned at a young age, John Hancock used his brains and faith to "make it."
- John Hancock was the first founding father to sign the Declaration of Independence.
- Although extremely wealthy, John Hancock was a humble man.

24. _____

_____

A man of extreme wealth, Mr. Hancock had humble beginnings but became a great man known for his virtue and integrity. John Hancock's father was a clergyman who died when John was a young boy. Thomas Hancock, the boy's uncle, adopted the young orphan. When John was 27, his uncle died, leaving John a fortune. Mr. Hancock was a dedicated patriot. Due to the purity of his principles and the excellence of his abilities, he was able to use his wealth effectively to assist the cause of liberty. He was willing to sacrifice all to win freedom from England. In promoting the liberty of his country, no one expended more wealth or was willing to make greater sacrifices than John Hancock. This American hero and patriot laid his entire fortune on the line when he signed the Declaration of Independence.

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Create a "how-to" list by changing the recipe into a list.

"The Recipe for Greatness"

25. Bear up under loss. Fight the bitterness of defeat and the weakness of grief. Be victorious over anger. Smile when tears are close. Resist evil men. Hate evil and love good. Go on when you cannot. Look up with unquenchable faith.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Fill in the blank: Write the correct answers for improving your writing skills.

26. When writing, be sure to avoid incorrect grammar usage such as _____ _____.

27. A double negative is two or more _____ in one _____.

Read the passage and choose the correct verb or verb phrase that belongs in each space for questions 28-30.

Americans **(28)** _____ stand for oppression by the English monarch. While some Americans were too timid to fight for freedom, many other brave patriots **(29)** _____ allow themselves and their descendants to be enslaved just to keep the peace. Our American forefathers knew that their sacrifice for freedom was necessary in order for this nation to blossom into the most powerful nation on earth. We **(30)** _____ be of aid to the rest of the world if we were oppressed by another nation.

28. (a) would (b) would not (c) wouldn't never

29. (a) could (b) could not (c) couldn't never

30. (a) could hardly (b) could (c) couldn't hardly

31. Write the **Life Principle:** *"*_____ _____ _____ _____ _____ _____ _____.*"*



Continue to the next page to read your memory assignment.

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Quote from memory to your teacher or designated peer the <u>underlined</u> portions from Patrick Henry's speech and George Washington's "Rules of Civility." You may not continue to Lesson 8 until the memory assignment is completed.

Teacher's Signature: _____

You are doing so well! You must be very proud of yourself. You are working diligently and progressing toward the completion of your daily work.



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ACTIVITIES
Lesson 8:
Composition

The City at Midnight

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Matching: Choose the correct answers.

1. _____ setting of story (place)
2. _____ characters in the story
3. _____ Canaan's desire
4. _____ Gerard's desire
5. _____ Bethuel's desire
6. _____ Ephron's desire
7. _____ winner of the argument
8. _____ problem with the car
9. _____ actions of the teens
10. _____ what Ephron learned in Sunday school

(a) out of gasoline
(b) kill
(c) rob
(d) dark city
(e) rob and kill
(f) help
(g) four male youths and one woman
(h) helped the woman
(i) love is better than hate; help is better than harm
(j) Ephron

WORD POWER!
Multiple Choice: Place an "X" next to the sentence that best uses the VOCABULARY word.

11. _____ (a) Young children often act rashly in their ***late teens***.
    _____ (b) The boys in their ***late teens*** were preparing for college.
12. _____ (a) The ***devious glint*** in his eyes foretold of mischief.
    _____ (b) The ***devious glint*** in his eyes comforted the children.
13. _____ (a) The terrorist began to ***vociferate*** threats.
    _____ (b) The peacefully sleeping child ***vociferated*** wails.
14. _____ (a) On the first day of the week, the teens gather for ***Sunday school***.
    _____ (b) Every Wednesday, the students gather for ***Sunday school***.

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WRITING STYLES: NARRATIVE WRITING

Fill in the blank: Write the correct answers.

15. To *narrate* is to _____.

16. A _____ is a story.

17. Four types of narrative writing are _____, _____, _____ and _____.

Multiple Choice: Choose the correct answers.

18. The book, *Isaac Watson's Life,* would be _____ if it were written by Isaac Watson's employee.
    (a) a biography
    (b) an autobiography
    (c) fictional
    (d) historical fiction

19. The book, *Isaac Watson's Life,* would be _____ if it were written by Isaac Watson.
    (a) a biography
    (b) an autobiography
    (c) fictional
    (d) historical fiction

20. The book, *Isaac Watson's Life,* would be _____ if Isaac Watson were not a real person, and the book were written by an author who made up Isaac Watson from the imagination.
    (a) a biography
    (b) an autobiography
    (c) fictional
    (d) historical fiction

21. The book, *Isaac Watson's Life,* would be _____ if Isaac Watson had been a real person, and the book was written by an author who used some real events in Watson's life and also made up some events to create a story.
    (a) a biography
    (b) an autobiography
    (c) fictional
    (d) historical fiction

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From the Sentence Bank, choose three sentences that would best complete the story in logical order.

SENTENCE BANK

- The preacher thought this was a chance to get rich.
- Not until he was seated did he realize the driver had returned too much change.
- The driver obviously could not count accurately.
- His conscience signaled a strong conviction within him.
- This had happened to the preacher before.
- You see, I was in your congregation yesterday and heard your sermon about honesty.

22-24. Many years ago, a well-respected British pastor took the trolley early Monday morning from his home in the suburbs to his church in the downtown section of London. As he boarded the trolley, the minister paid the driver. The minister accepted the change and sat down, preoccupied with his busy schedule and the needs of his large congregation. _____

_____

Fingering the coins, his first thought was, "My, how wonderfully God provides!" But, the longer he sat there, the less comfortable he became. _____

_____

As he walked to the door to disembark near the parish, he looked at the driver and quietly said, "When I got on, you accidentally gave me too much change." The driver, with a wry smile, replied, "It was not an accident. _____

_____

I just thought I'd put you to the test, Reverend." (Anonymous)

Continue to the next page!



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Multiple Choice: Read the passage and choose the correct words for questions 25-34.

Ida Lewis **(25)** _____ the eldest of four children of Captain Lewis, the first keeper of the light in Narragansett Bay. In 1853, when Ida was 15, her father **(26)** _____ a stroke. Ida took over **(27)** _____ job. The girl's main duty was to maintain the lighthouse's beacon, which guided the yachts. Ida was also **(28)** _____ for rowing her three younger siblings to and from school each day, **(29)** _____ of weather. The distance to school was about three hundred yards.

The **(30)** _____ rowing proved to be good practice for the many rescues Ida made. Her first rescue was four boys, sons of wealthy families, who capsized their small sailboat. In 1866, Ida fished out a **(31)** _____ soldier whose skiff had overturned. The next year, Ida saved three Irish sheepherders who capsized while trying to rescue sheep that had escaped from the herd along the shore. Ida also rescued **(32)** _____!

Miss Lewis **(33)** _____ the lighthouse for 54 years and made eighteen rescues in all. The last rescue was in 1906, when Ida was age 64. When asked why she risked her life so often, she said, "If some people **(34)** _____ out there who needed my help, I would go to them even if I knew I couldn't get back. Wouldn't you?" (HB)

25. (a) was	(b) was being	(c) had been	(d) were
26. (a) suffers	(b) suffered	(c) was suffering	(d) will suffer
27. (a) his	(b) her	(c) their	(d) her father's
28. (a) response	(b) responsibility	(c) responsible	(d) responsive
29. (a) regard	(b) regarding	(c) regardful	(d) regardless
30. (a) day	(b) days	(c) daily	(d) daylight
31. (a) drunk	(b) drunken	(c) drunked	(d) drunkened
32. (a) them	(b) the sheep	(c) it	(d) their sheep
33. (a) keep	(b) keeps	(c) keeped	(d) kept
34. (a) was	(b) were	(c) weren't never	(d) was ever

35. Write the **Life Principle:** *"*_____
_____*."*



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Duty, Honor, Country: Three Hallowed Words



You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Fill in the blank: Write the correct answers.

1. The author of the speech was _____.

2. The three ***hallowed*** words that dictate what you ought to be, can be and will be are: _____, _____ and _____.

3. They are your rallying points to build _____, regain _____ and create _____.

4. They build your basic _____.

5. They _____ you for your future roles, they make you _____ enough to know when you are weak, and _____ enough to face yourself when you are afraid.

6-26. They teach you to be _____ and unbending in honest failure, but _____ and _____ in success; not to _____ words for actions, not to seek the _____, but to _____ the stress and spur of _____ and _____; to learn to _____ up in the storm, but to have _____ on those who fail; to _____ yourself before you seek to master others; to have a _____ that is clean, a _____ that is high; to learn to _____ yet never forget how to _____; to reach into the _____, yet never to neglect the past; to be _____, yet never to take yourself too seriously; to be _____ so that you will remember the simplicity of true _____, the open mind of true _____, the meekness of true _____.

27. They give you a temper of the _____, a quality of the _____, and a ***vigor*** of the _____.

28. They give you a temperamental ***predominance*** of _____ over timidity; an appetite for _____ over love of ease.

29. They create in your heart the sense of _____, the unfailing _____ of what next, and the _____ and _____ of life.

30. They teach you to be an officer and a _____.

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WORD POWER!

Matching: Choose the definitions for the VOCABULARY words.

31. _____ ***cadet***
32. _____ ***West Point***
33. _____ ***hallowed***
34. _____ ***forlorn***
35. _____ ***vigor***
36. _____ ***predominance***

(a) holy, sacred, worthy of honor
(b) a military training academy
(c) control, strength, main element
(d) a trainee in the military or police academy
(e) sad, abandoned, lonely
(f) energy, passion



WRITING STYLES: PERSUASIVE WRITING

Multiple Choice: Choose the correct answers.

37. Persuasive writing: _____.
    (a) describes a person, place, thing or situation
    (b) provides the reader with a "how-to" list
    (c) tells a story
    (d) seeks to influence actions or thoughts

38. _____ writing is based upon the opinion of the author.
    (a) Descriptive (c) Narrative
    (b) Informative (d) Persuasive

39. Persuasive writing is often supported by: _____.
    (a) detailed descriptions of color, texture, size and shape
    (b) the actions of the main character
    (c) facts, personal experiences and principles
    (d) taste, sight, sound, smell

40. The topic (main idea) of MacArthur's speech is: _____.
    (a) duty (b) honor (c) country (d) all of these

41. The second, third and fourth paragraphs explain: _____
    _____.
    (a) the main idea (duty, honor, country)
    (b) what you ought to be, what you can be, what you will be (the cadets)
    (c) why the general felt the way he did about his country
    (d) when the general attended military academy and how he accomplished great deeds for his country

42. The conclusion refers to the topic by: _____
    _____.
    (a) giving the soldiers their marching orders
    (b) restating that the cadets are taught to be officers and gentlemen
    (c) repeating the words "duty, honor, country"

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Read the essay then complete questions 43-45.

The future is in your keeping. Youth of today are to be the parents of tomorrow. By a law of nature, the faults indulged in childhood become the vices of mature years. The little thefts and sins of the lad become the embezzlements and misconduct of the man. The carelessness, vanity, and pertness of the maid develop into the careless spending, shallow, cheap behavior, and shrewishness of the woman. All the men of violence and bloody crimes were once innocent children, and their deeds of atrocity that shock the world are the natural growth of evils nourished in childhood and youth. If those childish evils had been repressed, what a foul blot on civilized humanity would have been prevented.

You are to be the future men and women of honor, or of shame. You are to be distinguished for noble deeds, perhaps for heroic daring, or you are to be the slaves of sensuality, and the participants, if not the creators, of vice. And which of these you become will be almost wholly determined before you are twenty years old. If, in those forming years, you are vain, inconstant, untruthful, and vicious, you will likely continue so until an early death. On the other hand, should you have formed correct habits of life during youth, success is sure to come to you in adulthood. Whatever faults you allow or plant, whatever wrong ideas, will inevitably bear fruit after its kind to trample you later in your efforts for success in life, and it may be to work your ruin. The seeds of evil, like the seeds of plants, always produce after their kind. Plant faults, and you will reap vices. Plant evils, and you will reap crimes. You, then, must remember that you set the precedent for the next generation of health and morals for the American people.

[modified from the writings of James W. Cole, B.D.]

43. The main idea of the essay is: _____
_____.

(a) most youth have bad habits
(b) youth of today are the parents and leaders of the future
(c) youth of today set a precedent for others to follow

44. The supporting sentences explain: _____
_____.

(a) how the habits of youth will form character as adults
(b) the bad behaviors of American youth
(c) how much the rest of the world watches Americans

45. The conclusion reminds youth: _____
_____.

(a) that they are the examples for the future generations
(b) to be obedient
(c) seeds grow into fruit

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Multiple Choice: Read the passage and decide which type of error, if any, appears in each underlined section.

(46) One of America's most honored heroes was General Douglas Macarthur, the supreme commander of Allied Forces in the Pacific Ocean during World War II. Douglas MacArthur was celebrated for having liberated the Philippine Islands from the Japanese. MacArthur was adored and revered by the men under his Command. **(47)**When ordered to abandon his soldiers and flee to Australia, MacArthur said, "i shall return!" He did return to once again lead his troops and deliver the oppressed Filipinos from their abusive neighbors. **(48)**Not only was the genrel instrumental in conquering the Japanese in World War II, but MacArthur, a five-star general and decorated war hero, was also the commander of the United Nations during the Korean War. **(49)**A highly moral and charactered man, MacArthur guided his life by absolutes and Biblical principles. The general was wise in the rise and fall of nations and once stated: "History fails to record a single precedent in which nations subject to moral decay have not passed into political and economic decline. **(50)**There has been either a spiritual awakening to overcome the moral lapse, or a progressive deterioration leading to ultimate national dizaster."

46. (a) spelling error (b) capitalization error (c) no error

47. (a) spelling error (b) capitalization error (c) no error

48. (a) spelling error (b) capitalization error (c) no error

49. (a) spelling error (b) capitalization error (c) no error

50. (a) spelling error (b) capitalization error (c) no error

51. Write the **Life Principle:** *"*_____
_____
_____*."*



Quote from memory to your teacher or designated peer the underlined portion of General Douglas MacArthur's speech. You may not continue to Lesson 10 until the memory assignment has been completed.

Teacher's Signature: _____

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ACTIVITIES
Lesson 10:
Composition

True Love for Self and Others

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Place an "X" next to the statements that are correct.

1. _____ Love is patient.
2. _____ Love is kind.
3. _____ Love is jealous.
4. _____ Love is proud.
5. _____ Love is not rude.
6. _____ Love is selfish.
7. _____ Love is not easily angered.
8. _____ Love keeps no record of wrongs.
*9. _____ Love does not ***delight*** in evil.
10. _____ Love rejoices in the truth.
*11. _____ Love trusts.
12. _____ Love is hopeless.
*13. _____ Love does not ***persevere***.
*14. _____ Love never fails.

Multiple Choice: Choose the correct answers.

15. _____
_____
is something with which most people should not struggle throughout life.
(a) Loving others regardless of their behavior
(b) Learning to love themselves for all that they are and are not
(c) Being perfect ourselves and demanding perfection from others

16. We should: _____.
(a) love others as much as we love ourselves
(b) love ourselves more than we love others
(c) struggle with love throughout life

Matching: Choose the correct answers.

17. _____ If we are patient with ourselves,
18. _____ If we are kind to ourselves,
19. _____ If we envy others,

(a) we will do what is best for our futures.
(b) we will not accept ourselves and wish we were other persons.
(c) we will allow for mistakes without feeling worthless.

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True or False: Write the correct answers.

20. _____ When you boast, are prideful or rude, you are demonstrating love for yourself and others.

21. _____ Learning to love yourself and others will begin to change your self-esteem and also your relationships with everybody around you.

WORD POWER!

Multiple Choice: Place an "X" next to the sentence that best uses the VOCABULARY word.

22. _____ (a) People who ***delight*** in evil hate evil.
_____ (b) No one should ***delight*** in embarrassing or disgracing other people.

23. _____ (a) Because she ***persevered***, she won the contest.
_____ (b) Because she disobeyed the law, she was ***persevered***.

24. _____ (a) Because she loved and accepted herself, she was ***enabled*** to help others.
_____ (b) Because she was handicapped, she was ***enabled*** to walk without assistance.

25. _____ (a) His ***commentary*** made me want to act better.
_____ (b) He held up his hand in front of the newsman and shouted, "No ***commentary***!"

26. _____ (a) She began to ***reiterate*** her speech for the first time.
_____ (b) At the close of the press conference, he ***reiterated*** his opening statements.

WRITING STYLES: INSPIRATIONAL WRITING

Fill in the blank: Write the correct answers.



27. Inspirational writing is sometimes classified as _____.

28. Inspirational writing seeks to influence the _____ and _____ of the reader and is often _____ in content.

29. Inspirational writing often addresses character _____ or _____.

30. The vignette addresses the character attribute of _____.

Read the selection then answer questions 31-33.

Forgiveness is not an elective . . . it is a required course. Whether a personal or a public matter, we reveal quickly whether we possess humble hearts in how we respond to those who have offended us. It is not enough to say, "Well, OK—you are forgiven, but do not expect me to forget it." That means we have built a monument of spite in our minds, and that is not really forgiveness. Humble people must be big people—big enough to go on, remembering the right and forgetting the wrong. The age-old saying, "Write injuries in the dust, benefits in marble" reiterates the point. Forgiving also includes other things in addition to forgetting offenses and doing helpful things for others without expecting something in return. To be successful, forgiveness is not optional—it is a *must*. [modified from a commentary by Charles Swindoll]

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31. The topic of the inspirational writing is: _____.
    (a) love
    (b) forgetfulness
    (c) forgiveness

32. The supporting sentences explain: _____.
    (a) true forgiveness
    (b) true love
    (c) how to forget

33. The conclusion restates: _____.
    (a) the importance of love
    (b) the importance of forgiveness
    (c) the importance of forgetfulness

Read the passage for questions 34-38. Decide which type of punctuation mark(s) should be added to each underlined sentence.

(34) Attitude is more important than facts Attitude is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. **(35)**Attitude is more important than appearance giftedness or skill. Attitude will make or break a company, a church, a home. **(36)**The remarkable thing is that we have a choice every day regarding the attitude we will embrace for that day. **(37)**We cannot change our past we cannot change the fact that people will act in a certain way we cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude . . . . **(38)**We are in charge of our attitudes

[modified from a commentary by Charles Swindoll]

34. (a) comma	(b) period	(c) semicolon	(d) colon	(e) correct as is
35. (a) comma	(b) period	(c) semicolon	(d) colon	(e) correct as is
36. (a) comma	(b) period	(c) semicolon	(d) colon	(e) correct as is
37. (a) comma	(b) period	(c) semicolon	(d) colon	(e) correct as is
38. (a) comma	(b) period	(c) semicolon	(d) colon	(e) correct as is

39. Write the **Life Principle:** *"*_____
_____
_____.*"*

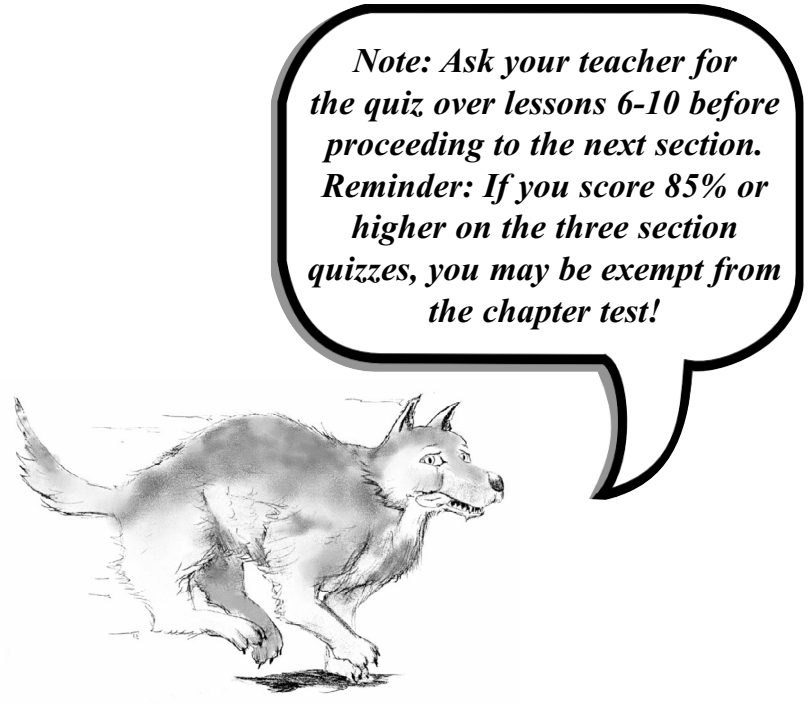


Continue to the next page for your memory assignment.

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Quote from memory to your teacher or designated peer the <u>underlined</u> portion of Charles Swindoll's writing about love. You may not continue to Lesson 11 until the memory assignment is completed.

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"The Father of the American Revolution"



You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Fill in the blank: Write the correct answers.

1. Samuel Adams was known as "_____ _____."
2. Mr. Adams worked in the cause of _____ for the colonists.
3. In 1772, Mr. Adams formed the _____ _____.
4. The Committee of Correspondence _____ and _____ accurate news.
5. The Committee of Correspondence was the first "_____" _____ in America.
6. The famous _____ delivered news for the Committee of Correspondence.
7. The goals of the Committee of Correspondence were:
   (1) _____
   (2) _____
   (3) _____
   _____

Multiple Choice: Choose the correct answers.

8. Which statement summarizes Mr. Adams' words in *The Rights of the Colonists*?
   _____
   _____
   (a) Freedom is a gift from God, understood by reading the New Testament.
   (b) Only Christian colonists had the rights to freedom if they read the New Testament.
   (c) The men who promulgated the New Testament understood the rights of the colonists.
9. Mr. Adams used the Committee of Correspondence to call together the first: _____ _____.
   (a) communication system by letters
   (b) signers of the Declaration of Independence
   (c) group of men who advised and drafted resolutions for the colonial legislatures
10. Mr. Adams was a Congressman in the Continental Congress. _____
    (a) True or (b) False
11. Mr. Adams served as a governor of Massachusetts. _____ (a) True or (b) False

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WORD POWER!

Matching: Choose the definitions for the VOCABULARY words.

12. _____ ***correspondence***
_____ ***delineate***
_____ ***publicize***
_____ ***promulgate***
_____ ***Continental Congress***

(a) to make known to the public in a written form
(b) communication by letters
(c) the group of men who advised and drafted resolutions for the colonial legislatures
(d) to explain; to draw with words
(e) to teach officially, to decree, to put into operation

DEVELOPING A COMPOSITION

Sequencing: Place in order the steps for preparing a composition.



13. _____ outline the main ideas and supporting ideas
_____ record the support material carefully
_____ choose a specific topic
_____ gather material to support the topic
_____ brainstorm for ideas

Fill in the blank: Write the correct answers.

14. Mr. Adams prepared a _____ and presented it in a _____ to Congress.

15. For his topic, Mr. Adams chose "_____ _____."

16. List three facts Mr. Adams used for support material: _____, _____, _____.

17. Added to his facts were Mr. Adams' _____ that Providence and Heaven aided the colonial soldiers.

18. The first point of Mr. Adams' outline was to present the overall _____ of the colonists.

19. His second main point was to present the _____ the colonists had.

20. His last main point was to present what _____ the colonists should take.

21-40. Complete the outline for Mr. Adams' composition.

I. The _____
A. _____
B. _____
1. _____
2. _____
C. _____
1. _____
2. _____
3. _____

II. The _____
A. _____
B. _____
C. _____

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Complete the Outline, *continued*

1. _____
2. _____
3. _____

III. The _____

A. _____
B. _____
C. _____

Fill in the blank: Write the correct answers for writing your own composition.

41. _____ is the topic for your composition.

42. Write the brainstorming ideas for your topic:

1. _____
_____
2. _____
_____
3. _____
_____
4. _____
_____
_____

43. The support material for your topic is from the _____, _____ and _____ from various people.

44. The dictionary definition for honesty is: _____, _____, _____, _____, _____, _____, _____ and _____.

45. Write the moral principles that you will use for your topic:

1. _____
2. _____
3. _____
4. _____
_____
5. _____
6. _____
_____
7. _____



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Fill in the blank, *continued*

46. Write the quotes and the sources of the quotes that you will use for your topic:

1. _____

source: Lise Meitner, a pioneer in atomic research

2. _____

source: _____, the first baseball manager to break the color barrier in the major leagues by signing up Jackie Robinson

3. _____

source: _____

4. _____

_____

source: _____

47. In the spaces below, develop an outline for the points on brainstorming, moral principles and quotes (from your answers in questions 41-46). Follow the outline (for honesty) in the text.

48. Write the **Life Principle:** *"*_____

_____*."*



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Composition

ACTIVITIES
Lesson 12:
Composition

Independence Impossible Without Him

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Complete the questions.

1. Samuel Adams was one of America's most valuable _____.
2. He was famous for his ***outspoken*** and _____ views.
3. He encouraged Americans not to give up in their fight for _____, but to press on, _____ in strength and in _____.
4. Mr. Adams emphasized that to secure and maintain freedom, the people had to be _____, _____, _____ and possess _____.
5. You may conclude from Mr. Adams' writing that a virtuous man: _____ _____.
   (a) is a friend to his country
   (b) will not elect or appoint someone to office who is not wise and virtuous
   (c) is an enemy to his country
   (d) will elect or appoint to office whomever has money and popularity
   (e) only a and b
   (f) only c and d
   (g) only a and d

WORD POWER!
Matching: Choose the definitions for the VOCABULARY words.

6. _____ ***outspoken*** (a) to obtain, achieve, accomplish
   _____ ***upright*** (b) honest, just, morally good
   _____ ***animated*** (c) brave, bold, courageous
   _____ ***procure*** (d) active, energetic, lively



DEVELOPING A COMPOSITION CONTINUED
Fill in the blank: Write the correct answers.

7. Sentences must form _____.
8. A complete sentence must contain a _____ and a _____.
9. A sentence must have correct _____.

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Correctly rewrite the sentences.

10. Large armies, disciplined and appointed, with commanders inferior to none in military skill.
correction: _____
_____
_____

11. The hand of Heaven have led us on.
correction: _____

12. The hearts of the soldiers beat high with the spirit of freedom they are animated with the justice of their cause.
correction: _____
_____
_____

13. Famous for his patriotic views.
correction: _____

14. They grasps their swords and reach toward Heaven.
correction: _____
_____

15. George Washington led the army forward the British gave way under the determined march of the patriots.
correction: _____
_____
_____

16-24. Write the sentences from the outline of Samuel Adams' composition.

I (A). _____
_____

I (B) (1), (2). _____
_____

I (C) (1), (2). _____
_____

I (C) (3). _____
_____

II (A), (B). _____
II (C) (1), (2), (3). _____
_____
_____
_____
_____

III (A). _____
III (B). _____
III (C). _____
_____

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25-36. Write the sentences from your outline for your composition about honesty.

I. _____

I (A). _____

_____

_____

I (B). _____

II (A). _____

_____

II (B). _____

_____

III (A). _____

_____

III (B) (1), (2). _____

_____

_____

III (B) (3). _____

_____

III (B) (4). _____

_____

IV. _____

IV (A). _____

_____

IV (B). _____

_____

_____

_____

_____

_____

IV (C). _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

37. Write the **Life Principle:** *"*_____

_____

_____.*"*

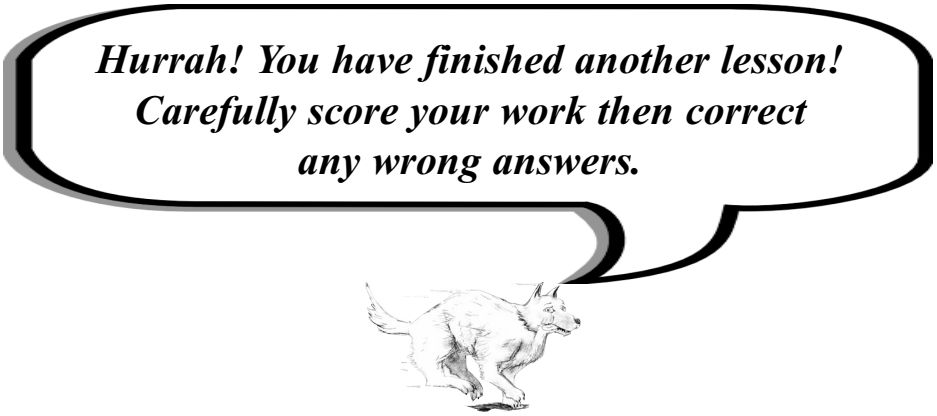


Continue to the next page for your memory assignment.

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Quote from memory to your teacher or designated peer the <u>underlined</u> portion of Samuel Adam's speech. You may not continue to Lesson 13 until you have completed the memory assignment.

Teacher's Signature: _____



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ACTIVITIES
Lesson 13:
Composition

The Integrity of a Patriot

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Multiple Choice: Choose the correct answers.

1. After quitting law school and failing in a business attempt, Samuel Adams became involved in: _____.
   (a) politics (b) ministry (c) treason

2. Mr. Adams became known for: _____.
   (a) spying for the British
   (b) maintaining perseverance in supporting the rights of his country
   (c) his courage and calm reliance on heaven's aid and protection
   (d) a, b and c
   (e) only a and b
   (f) only b and c

3. Because of his courage and perseverance, Samuel Adams: _____.
   (a) inspired his countrymen (b) discouraged his countrymen (c) shirked responsibility

4. Samuel Adams used his money to help the cause of liberty. _____
   (a) True or (b) False

5. In response to the offer of gold by the British governor, Samuel Adams: _____
   _____.
   (a) was tempted to accept the gold in spite of endangering the cause of freedom
   (b) accepted the money but hid it from his countrymen
   (c) refused to accept the bribe and would not abandon the cause nor hazard his countrymen

6. America contended successfully with Great Britain because America's statesmen possessed: _____.
   (a) moral courage (b) physical strength (c) wealth

WORD POWER!
Matching: Choose the definitions for the VOCABULARY words.

7. _____ ***extensive***
8. _____ ***denounce***
9. _____ ***ministry***
10. _____ ***allurement***
11. _____ ***hazard***
12. _____ ***zeal***

(a) government
(b) to accuse publicly; to inform against
(c) comprehensive, complete
(d) temptation
(e) enthusiasm, fervor
(f) to place in danger

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Word Power! Matching, *continued*

13. _____ ***infidel***
14. _____ ***arm***
15. _____ ***Sodom***
16. _____ ***ignominious***
17. _____ ***galling***
18. _____ ***derision***
19. _____ ***Warren, Montgomery***

(a) a Biblical city famous for wickedness
(b) mockery, ridicule
(c) bitter, distasteful
(d) strength
(e) a person who believes in no religion
(f) patriots of the Revolutionary War
(g) shameful, disgraceful



DEVELOPING A COMPOSITION CONTINUED

Fill in the blank: Write the correct answers.

20. In paragraph form, write the sentences from Mr. Adams' outline.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

21. In Mr. Adams' composition, the first paragraph addresses the _____ which is freedom.

22. The second paragraph addresses the _____ which is independence or servitude.

23. The third paragraph addresses the _____ which is to press on in such a way that the American States will always be free.

24. Write **1**, **2** or **3** to indicate to which paragraph the support materials belong.

_____ souls united in one cause
_____ legions of enemies
_____ wretches who laugh at the rights of humanity
_____ guardians of our liberties
_____ fled from political Sodom
_____ desire to share danger and glory
_____ complete union, composed rights of constitution
_____ wretches who laugh at religion

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Use the sentences from the outline below to complete question 25.

I. Honesty is established by words and actions.

I (A). The dictionary definition of honesty is: truthfulness, justice, equity, genuineness, reality, sincerity and morality.

I (B). The opposite meaning of honesty is: deceit, dishonesty, lies, tricks and cheating.

II (A). The reasons most people are dishonest are fear of embarrassment, punishment or negative consequences.

II (B). Branch Rickey once stated, "Basic honesty allows a man not ever to be ashamed."

III (A). The advantages of honesty are trust from others and opportunities for the future.

III (B) (1), (2). Honesty enables youth to make good decisions and to become good students, adults, citizens, employees and employers.

III (B) (3). William Shakespeare once wrote, "No legacy is as rich as honesty."

III (B) (4). Lise Meitner once stated, "Justice is inseparable from truth."

IV. Youth should be honest in all situations.

IV (A). Demosthenes, an ancient Greek orator was declared, "What we have in us of the image of God, is the love of truth and justice."

IV (B). Youth should be careful to speak and act the truth always: in school, at home and church, in social situations (such as purchasing supplies at a store or attending parties and sporting events), in legal situations (such as probation hearings or being stopped by a peace officer), in employment and in entertainment.

25. Write three paragraphs on the subject of honesty. Use the outline to form your sentences.

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(Question 25 graded by teacher)

26. Write the **Life Principle:** *"*_____

_____
_____
_____*."*



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Samuel Adams: An American Hero

You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Multiple Choice: Choose the correct answers.

1. Following the _____,
   Samuel Adams spoke to the citizens and offered ideas of what action should be taken.
   (a) Boston Massacre
   (b) British bribes
   (c) Revolutionary War

2. The citizens requested that the governor: _____.
   (a) resign
   (b) be re-elected
   (c) remove the troops

3. Mr. Adams' patriotic words and actions placed him in danger of: _____
   _____.
   (a) losing the respect of the colonists
   (b) being arrested by the British
   (c) not being re-elected as governor

4. When the governor's messengers arrived at Mr. Adams' home, Mr. Adams: _____
   _____.
   (a) cowed before the soldiers (b) stood his ground (c) fled into the night

5. Samuel Adams _____ a declaration of independence.
   (a) supported (b) opposed (c) did not care about

WORD POWER!
Matching: Choose the definitions for the VOCABULARY words.

6. _____ ***heinous***
7. _____ ***incur***
8. _____ ***advocate***
9. _____ ***render***

(a) to spread throughout
(b) to acquire, to bring upon oneself
(c) outrageously evil, wicked
(d) to cause, to make
(e) righteous anger
(f) supporter

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DEVELOPING A COMPOSITION CONTINUED

Fill in the blank: Write the correct answers.

10. Transition sentences may be rendered by what two ***means***?

1. _____

_____

2. _____

_____

11. The dominant words used as transition tools in Mr. Adams' composition were _____ and _____.

12. Mr. Adams closely related his paragraphs in thought by presenting first the _____, then the _____, then the _____ to be taken.

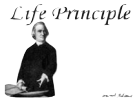
Write your composition about honesty. Apply the transition technique of repeating the words "honesty" and "youth."

13. _____

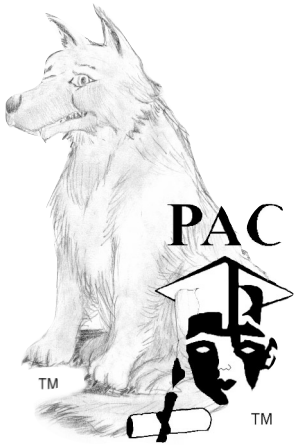
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(Question 13 graded by teacher)

14. Write the **Life Principle:** *"*_____ _____*."*



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The Legacy of Samuel Adams



You are making progress! ***Answer the following questions. Fill in the blanks with words, letters or numbers as each question indicates. Check your answers from the Answer Key. Correct all errors, then complete your next goal.***



FROM THE VIGNETTE
Multiple Choice: Choose the correct answers.

1. In physical appearance, Mr. Adams was of _____ stature.
   (a) small
   (b) medium
   (c) large

2. His manners reflected: _____.
   (a) rudeness
   (b) sincerity
   (c) ignorance

3. He was a _____ writer.
   (a) poor
   (b) average
   (c) superior

4. A biographer of Mr. Adams wrote that Mr. Adams was a(n): _____.
   (a) infidel
   (b) Christian
   (c) Muslim

5. Mr. Adams would have rather have _____ than have yielded with dishonor to tyranny.
   (a) sacrificed his life
   (b) eradicated tyranny
   (c) attended the temple

6. Mr. Adams was known for his: _____.
   (a) virtues, patriotism, zeal and usefulness
   (b) impatience, arrogance, stubbornness and insincerity
   (c) gossip and laziness

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WORD POWER!

Matching: Choose the definitions for the VOCABULARY words.

7. _____ ***deportment***
8. _____ ***constancy***
9. _____ ***piety***
10. _____ ***imbued***
11. _____ ***profession***
12. _____ ***Sabbath***
13. _____ ***temple***
14. _____ ***prudent***
15. _____ ***remonstrate***
16. _____ ***eradicate***
17. _____ ***demeanor***
18. _____ ***condescension***

(a) verbal statement of beliefs
(b) behavior, conduct
(c) to destroy, get rid of
(d) to protest, to object
(e) faithfulness, persistence
(f) gracious behavior
(g) a holy day of rest and worship
(h) permeated, pervaded
(i) cautious and careful in judgements and actions
(j) behavior, conduct, deportment
(k) church, place of worship
(l) devotion to religious duties and family



PROOFING AND EDITING

Fill in the blank: Write the correct answers.

19. The first version of the essay is called a _____.

20. The ***rough draft*** is the version that needs _____.

21. When a writer finishes his essay, he must _____ and _____ his work.

22. Write seven elements for which a writer must look in his rough draft.

_____, _____,
_____, _____,
_____, _____,
_____

23. During the proofing and editing process, the writer should _____ any words and sentences that are _____ or that do not _____.

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Place an "X" next to each area that Mr. Adams corrected in his composition. Write the sentence that Mr. Adams corrected. One has been completed for you.

24. Which of the following did Mr. Adams correct in the first paragraph of his rough draft?

__X__ spelling: We have fled from the political sodom; let us not look back, lest we perish. _____

_____ punctuation: _____

_____

__X__ capitalization: We have fled from the political Sodom; let us not look back lest we perish. The same force and resistance, which are sufficient to procure us our liberties, will secure us a glorious independence and support us in the dignity of free, imperial states.

__X__ complete sentences: We are now on this continent, to the astonishment of the world, three million souls united in one cause. We have large armies, disciplined and appointed, with commanders inferior to none in military skill, and superior in activity and zeal.

_____ subject/verb agreement: _____

_____

_____ unnecessary words: _____

_____

_____ unnecessary sentences: _____

_____

25. Which of the following did Mr. Adams correct in the second paragraph of his rough draft?

_____ spelling: _____

_____

_____ punctuation: _____

_____

_____ capitalization: _____

_____

_____ complete sentences: _____

_____

_____

_____

_____

_____ subject/verb agreement: _____

_____ unnecessary words: _____

_____

_____

_____

_____ unnecessary sentences: _____

_____

_____

_____

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26. Which of the following did Mr. Adams correct in the third paragraph of his rough draft?

_____ spelling: _____

_____

_____

_____

_____ punctuation: _____

_____

_____ capitalization: _____

_____

_____ complete sentences: _____

_____

_____ subject/verb agreement: _____

_____

_____ unnecessary words: _____

_____

_____ unnecessary sentences: _____

_____

27. Which of the following did Mr. Adams correct in the first paragraph of his second draft?

_____ spelling: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ punctuation: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ capitalization: _____

_____

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_____ complete sentences: _____
_____
_____
_____
_____
_____ subject/verb agreement: _____
_____
_____ unnecessary words: _____
_____
_____ unnecessary sentences: _____
_____

28. Which of the following did Mr. Adams correct in the second paragraph of his second draft?

_____ spelling: _____
_____
_____
_____
_____
_____ punctuation: _____
_____
_____ capitalization: _____
_____
_____ complete sentences: _____
_____
_____
_____
_____
_____ subject/verb agreement: _____
_____
_____
_____
_____
_____ unnecessary words: _____
_____
_____ unnecessary sentences: _____
_____

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29. Which of the following did Mr. Adams correct in the third paragraph of his second draft?

_____ spelling: _____

_____

_____

_____

_____

_____

_____ punctuation: _____

_____

_____

_____

_____ capitalization: _____

_____

_____

_____

_____

_____ complete sentences: _____

_____

_____ subject/verb agreement: _____

_____

_____ unnecessary words: _____

_____

_____

_____

_____

_____ unnecessary sentences: _____

_____

Fill in the blank: Write the correct answers for the final draft.

30. The _____ is free of errors.

31. Mr. Adams' speech persuaded members in the Continental Congress to support the cause of _____.

32. You, too, may become an important figure in the history of your _____, _____, _____ or neighborhood. Utilize your _____ and _____ skills to _____, _____ and inspire your fellow citizens to stand and fight for what is _____, _____ and _____.

33. **On separate paper, write your rough draft about honesty. Use the checklist in your text to proof and edit.**

34. **On separate paper, write your final draft. Attach it to your rough draft and turn it in to your teacher.**

Teacher signature for questions 33 & 34: _____

35. Write the **Life Principle:** *"*_____ _____*."*



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Congratulations! You are doing exceptionally well! Ask your teacher for the quiz over Lessons 11-15. Reminder: If you score 85% or higher on the three section quizzes, you may be exempt from the chapter test!



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