HERE IS YOUR TEACHER'S RESOURCE KIT FOR ENGLISH I: LANGUAGE SKILLS

This kit includes the *Black Line Masters* for:

1. Tables of Contents for Textbooks
2. Activity Answer Keys
3. Section Quizzes (15)
4. Chapter Tests (5)
5. Quiz Answer Keys
6. Chapter Test Answer Keys

You may reproduce the *Black Line Masters* as needed for your school.

Place the *Black Line Masters* in a three ring notebook for safekeeping.

Make a print copy of the *Activity Answer Keys* and place the copy in a three ring notebook for student access (if you allow students to score/grade daily activities).
Note: Be sure **to exclude** the Quizzes, Tests, and Keys from the three ring notebook which is accessed by **students**; students **should not** have access to Quizzes and Tests, or associated keys, except as assigned under supervision of a teacher for the purposes of measuring achievement.

Make a print copy of the ***INTRODUCTION*** and the ***WHAT AND HOW STUDENTS WILL LEARN FROM THIS COURSE*** and give a copy to each student enrolled in the course.

PAC recommends that you use a 1½" three-ring binder with a clear plastic outer sleeve. Place the full color cover sheet inside the front slip pocket of the three ring notebook.

Cut out the spine label from the back sheet and place the spine label in the three ring notebook spine pocket.

Additional teacher guidelines and classroom forms are available in the Paradigm Training Modules described online at www.pacworks.com and in the Paradigm catalog.

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English Language Skills

TEACHER'S RESOURCE KIT



Black Line Masters

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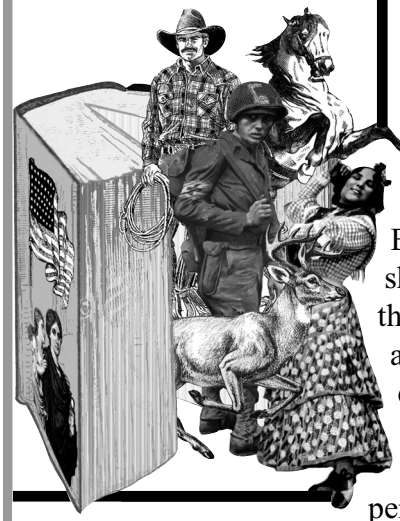


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English Language Skills

INTRODUCTION



You are just entering the door to an exciting course in English. You should know that this course will be a "*growth spurt*" experience—a time of rapid growth. A person may live for a long time at a certain height and weight. Then, maybe over a period of just a few months, the person spurts up a couple of inches, puts on some pounds, and increases in strength. Growth spurts are part of maturing.

Growth spurts are more than physical. A young man who is learning to play the guitar practices for a period of time without experiencing any improvements. Suddenly, his hard work pays off, and he is accurately and skillfully playing a favorite song. A young lady new to the game of volleyball may start the season on the bench. For the first half of the season, she practices hard and learns from watching her teammates. By the second half of the season, she is a starter or a primary substitute.

You may have already experienced a mental and a physical growth spurt. Adolescence is the biggest growth stage in life. Adolescence is a time when the body grows, the mind develops, and new feelings arise within you.

The maturing process can be exciting and frustrating. For example, Jacob, who is 15 years old, grew three and one-half inches in six months and felt quite awkward and clumsy. He no longer possessed his quickness on the basketball court. But, he continued to practice and soon adjusted to his new size.

Mental and emotional growth can be frustrating and confusing. Have you ever become upset because you had something to say but could not find the words to say it? Have you ever felt that your thoughts and feelings were bottled up inside like soda in a bottle on a hot day? Your thoughts and feelings are expressions of who you are as well as your bright new ideas, high hopes, and confident dreams.

Learning to communicate correctly in English is a very valuable way for you to express yourself to others—so they can appreciate who you are. You are eager to read and to learn more about the world around you. You may need to share strong feelings for a new friend or to discuss a personal problem with a parent. You may want to tell a funny story at a party or to write words for a new song. You may be a shy person who does not like to talk much. You may be the type of person who just cannot keep quiet. Whatever the case may be, English is for you—the real, growing you. This English course covers a lot of material. Some of it reviews things that you have already learned, and some material will be new.

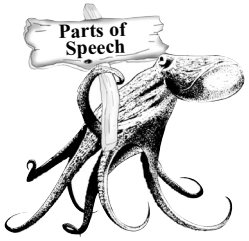
Expanding your vocabulary is important to mental growth. Throughout this course, you should learn the vocabulary words by studying the definitions and by learning how to use the words in sentences.

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WHAT AND *HOW* YOU WILL LEARN FROM THIS COURSE

This course consists of 75 lessons in 5 chapters. The format is designed for classroom or self-study. You will be able to progress through the five chapters individually or in class groups. The secret to doing well is to read the entire lesson first, then complete the activity questions as you read through the text again. Each lesson is labeled with an icon that represents the general emphasis. Three primary icons are used:

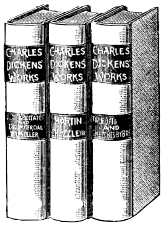


The octopus is used to identify lessons that pertain to the eight parts of speech (and verbals). In a sense, English stands on *eight* legs. The label on the sign will identify the particular emphasis of the lesson.



Writing Skills

The image of a hand writing is the icon used for lessons that address writing skills. For example, if the lesson is on punctuation, then this icon would be labeled "Punctuation."



Literature

The stack of books is the icon used for literature. You will learn about stories, essays, poetry, and other forms of literature.

Each chapter is divided into three sections of five lessons each: (Chapter 1; Section 1; Lessons 1-5). The course is designed so you will enjoy learning important English language skills. Each lesson begins with a vignette (short story) or poem that can usually be read in a few minutes. You are encouraged to read each lesson completely, then respond to the activity questions which are in a separate booklet. Answers to activities, quizzes and tests are found in the *Answer Keys*. The keys are divided by chapter and section number.

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A section quiz is provided for you to complete at the end of every 5th lesson. Your teacher will issue a chapter test after you complete all 15 lessons (after the third quiz). The chapter test is compiled from the three quizzes. Students who score 85% or higher on the three section quizzes may not be required to take the chapter test.

Activity questions identified with an underline will appear on quizzes and tests.

Questions on the Life Principles and selections from the vignettes will be included in quizzes and tests. When you turn in your daily activities, you may be required to quote the Life Principles to your teacher.

Vocabulary words are identified at the beginning of each lesson and are noted in bold, italics type within the text. You will be required to know vocabulary words.



Meet ***Max Potential***, PAC curriculum's mascot. Max is an adolescent wolf who will be hanging around to encourage you to reach your maximum potential as you read and work through these pages.

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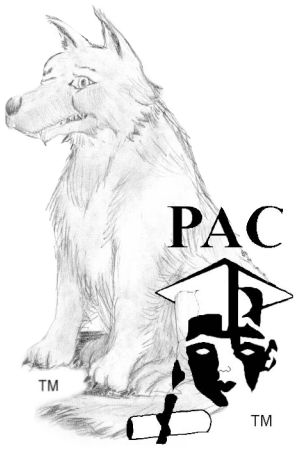
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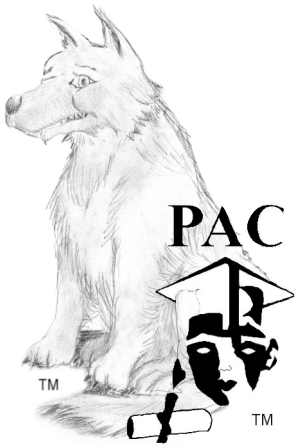
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English Language Skills

ACTIVITY ANSWER KEYS



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ACTIVITY ANSWER KEY

Chapter 1, Section 1

Check your answers with this Answer Key. Answers separated by commas may be in any order. Answers separated by semicolons must be in stated order. Correct all errors, then complete your next goal.



Lesson 1: *Pronouns*
A Valuable Lesson in Manners

1. ____ William McKinley served in . . . .
2. _X_ On his way to his . . . .
3. _X_ A woman, who appeared to . . . .
4. ____ McKinley asked one of his . . . .
5. _X_ The colleague hid behind a . . . .
6. _X_ Mr. McKinley later walked . . . .
7. ____ The congressman who had . . . .
8. _X_ Mr. McKinley became . . . .
9. _X_ Mr. McKinley refused to . . . .
10. _X_ Acts of kindness may lead . . . .
11. colleagues
12. prominence
13. Congress
14. streetcar
15. nouns
16. pronouns
17-26. William McKinley served in Congress before he was elected the 25th President of the United States. On his way to his congressional office one morning, he boarded a streetcar and took the only remaining seat. Minutes later, a woman who appeared to be ill boarded the car. Unable to find a seat, she clutched an overhead strap next to one of McKinley's colleagues. The colleague hid behind his newspaper and did not offer his seat to the woman. McKinley walked up the aisle, tapped the ill woman on the shoulder, offered his seat, and took her place in the aisle.
27. antecedent
28. previous
29. colleague
30. woman
31. mother
32. Mr. McKinley
33. congressman
34. Mr. McKinley
35. woman
36. man
37. colleague
38. congressman
39. woman
40. "*You cannot do a kindness too soon, because you never know when it will be too late!*"



Lesson 2: *Pronouns*
The Value of Useful Citizens

1. _X_ Useful citizens are more . . . .
2. ____ All that our nation asks of . . . .
3. _X_ All that our nation asks of . . . .
4. ____ Only wealthy children with . . . .
5. _X_ As a student, you should . . . .
6. _X_ (a) Mom does not waste . . . .
   ____ (b) Keturah is lazy because . . . .
7. ____ (a) The businessman donated . . . .
   _X_ (b) Because of our own . . . .
8. _X_ (a) The tough oak board . . . .
   ____ (b) He ***yielded*** into the . . . .
9. _X_ (a) People who gain ***profit*** . . . .
   ____ (b) The ***profit*** began to . . . .
10. ____ (a) The ***staunch*** house . . . .
    _X_ (b) The ***staunch*** house stood . . . .
11. personal, compound, indefinite, interrogative, relative, demonstrative
12. location, use
13. names

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14. 1st person; 2nd person; 3rd person
15. I, me, we, us, my, mine, our, ours
16. you, your yours
17. he, him, his, she, her, hers, they, them, their, theirs, it, its
18. Our, first person
    her, third person
    his, third person
19. your, second person
20. I, first person
21. -self, -selves
22. myself, ourselves
23. yourself, yourselves
24. himself, herself, itself, themselves
25. herself, third person
26. yourself, second person
27. myself, first person
28. True
29. True
30. another
    anybody
    anyone
    anything
    each
    either
    everybody
    everyone
    everything
    neither
    nobody
    no one
    nothing
    one
    somebody
    someone
    something
31. both
    few
    many
    most
    several
32. all
    some
    any
    none
33. everyone
34. No one
35. Anyone
36. False
37. True
38. True
39. True
40. True
41. D
42. I
43. R
44. I
45. D
46. "*The secret of success is to do the common things uncommonly well.*"



Lesson 3: *Pronouns*
The Happiest People on Earth

1. ____ An Australian newspaper . . . .
2. ____ The newspaper selected . . . .
3. _X_ Two answers were a little . . . .
4. ____ Another answer was a busy . . . .
5. _X_ None of the top four responses . . . .
6. _X_ True happiness in life is found . . . .
7. ____ W. Beran Wolfe stated that a . . . .
8. Gobi desert
9. craftsman
10. dahlias
11. gender
12. Antecedents of masculine gender are *he*, *him* and *his;* antecedents of feminine gender are *she*, *her* and *hers*
13. Nebulous antecedents are referred to in the masculine form
14. Antecedents with no gender are referred to as *it* and *its*
15. Countries and ships may be referred to in the feminine form
16. Plural antecedents, regardless of gender, are referred to as *they*, *them*, *their* and *theirs*
17. her
18. their

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19. its
20. they
21. An English newspaper once posed a question to **its** readers.
22. Margaret praised the young child for **his** creative sandcastle.
23. Mongolia is famous for **her** Gobi Desert.
24. A student who desires to pass English class must study **his** homework diligently.
25. I am studying the construction of the *Monitor* and how **her** design forever changed naval warfare.
26. "*Whatever your task is, perform it to the best of your ability*."



Lesson 4: *Pronouns*
Determination

1. _X_ A father observed his 16- . . . .
2. _X_ The father encouraged his . . . .
3. ____ In her autobiography, Dolly . . . .
4. _X_ The graduates explained what . . . .
5. _X_ When Dolly's turn came, she . . . .
6. ____ Everyone encouraged Dolly . . . .
7. _X_ The audience's reaction that . . . .
8. formula
9. inspiration
10. scrawled
11. Determination
12. instilled
13. gender, number
14. Use singular pronouns to refer to singular indefinite pronouns
15. Use plural pronouns to refer to plural indefinite pronouns
16. Singular antecedents joined by *either/or* or *neither/nor* should be referred to by singular pronouns
17. Antecedents joined by *and* should be referred to by plural pronouns
18. The indefinite pronouns *some*, *any*, *none*, *all* and *most* may be referred to by either singular or plural pronouns, depending on the context
19. their
20. their
21. his
22. its
23. they
24. its
25. his
26. himself
27. their
28. *"'I cannot do it' never accomplished anything; 'I will try' has performed wonders*."



Lesson 5: *Pronouns*
Triumph Over Troubles

1. _X_ Marguerite Piazza was an . . . .
2. ____ The day that Mrs. Piazza . . . .
3. _X_ Mrs. Piazza "hung her . . . .
4. ____After the surgery, Mrs. . . . .
5. _X_ A man who used to worry a . . . .
6. _X_ On Worry Wednesday, the . . . .
7. discarded
8. devoted
9. disfiguring
10. opera
11. Deposit
12. False
13. True
14. True
15. True
16. False
17. False
18. True
19. False
20. True

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21. Antecedents of masculine gender are referred to as *he, him, his* antecedents of feminine gender are referred to as *she, her, hers*
22. Nebulous antecedents are referred to in the masculine gender
23. Antecedents with no gender are referred to by *it* and *its*
24. Countries and ships may be referred to in the feminine gender
25. Plural antecedents, regardless of gender, are referred to as *their/theirs* or *they/them*
26. Use singular pronouns to refer to singular indefinite pronouns
27. Use plural pronouns to refer to plural indefinite pronouns
28. Singular antecedents joined by *either/or* or *neither/nor* should be referred to by singular pronouns
29. Antecedents joined by *and* should be referred to by plural pronouns
30. Some indefinite pronouns may be referred to by either singular or plural pronouns, depending on the context

31-39. Rather than hang <u>his</u> worries in a closet, a man put <u>them</u> in a box. <u>Each</u> time <u>he</u> had a worry, <u>he</u> would write <u>it</u> down and deposit <u>it</u>. Then, on Worry Wednesday, <u>he</u> read the contents of <u>his</u> box.

40. P
41. ID
42. C
43. R
44. D
45. IT
46. <u>her</u>
47. <u>their</u>
48. <u>their</u>
49. <u>her</u>
50. "*Sing away sorrows; cast away care."*

Ask for your QUIZ over Section 1.
Reminder: Students who score 85% or higher on the three section quizzes may be exempt from the chapter test!

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ACTIVITY ANSWER KEY

Chapter 1, Section 2

Check your answers with this Answer Key. Answers separated by commas may be in any order. Answers separated by semicolons must be in stated order. Correct all errors, then complete your next goal.



Lesson 6: *Pronouns*
The Tragedy of War

1. An American visited a little school for orphan children in a Belgian town.
2. The children in the Belgian school sang "America."
3. (correct as is)
4. (correct as is)
5. A German airship bombed a town in England, destroying the homes of fifteen students.
6. In Belgium, victims of war often wrote their names on a wooden shack hoping that a passing family member would read it and find them.
7. By liberty, we mean an equal chance for each person to worship, work, vote, and protect private property as he pleases.
8. (correct as is)
9. _c_ Fifteen students' homes were . . . .
10. _b_ German warplanes gassed a village.
11. _a_ Soldiers found "lost" children . . . .
12. _a_ ***Sisters*** operated an orphanage.
13. _a_ Family members wrote . . . .
14. _d_ We have liberty to worship, ...
15. _c_ Students evacuated their . . . .
16. (g) only a and f
17. (c) Belgium
18. (d) a Catholic nun
19. (a) rejected, ruined, secluded
20. (a) agrees with, supports and advocates liberty
21. (b) usable for more than one thing
22. False
23. True
24. True
25. True
26.

Singular	Plural
I	we
you	you
he, she, it	they

27. positions; pronouns; subject; predicate nominative; nominative
28. They, S
29. he, S
30. he, PN
31. It, S
32. He, S
33. he and I, PN
34. I, S
35. I, S
36. He and she, S
37. she and I, PN
38. She and the other nuns operated an orphanage in Belgium.
39. He and his business financially supported the orphanage.
40. They were "lost" children.
41. We were studying World War I in history class this week.
42. She and we are interested in helping children without good homes.
43. The communications officers were she and I.
44. It was they who became orphans because of the war.
45. When Brother Andrew asked for Sister Tabitha on the telephone, she answered, "This is she."
46. The winners are he and I.
47. "*God Bless America.*"

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Lesson 7: *Pronouns*
Joni's Hero

1. ____ As an adult, Joni Eareckson . . . .
2. _X_ Joni's father was an artist . . . .
3. ____ Joni's father never allowed . . . .
4. _X_ Joni's father helped prepare . . . .
5. _X_ Joni Eareckson Tada is able . . . .
6. ____ Joni became bitter and . . . .
7. _c_ ***easel***
8. _f_ ***enfolding***
9. _a_ ***palette***
10. _d_ ***umber***
11. _e_ ***sienna***
12. _b_ ***quadriplegic***
13. ownership, possession
14.

Singular	**Plural**
my, mine	our, ours
your, yours	your, yours
his, her, hers, its	their, theirs

15. her
16. his, her
17. her
18. her
19. Her
20. our
21. your
22. predicate adjectives
23. mine, yours, hers, his, its, ours, theirs
24. his
25. mine
26. hers
27. yours, theirs
28. ours
29. "*The best inheritance a father can leave his children is a good example.*"



Lesson 8: *Pronouns*
Kate Makes it in College

1. _X_ In high school, Kate earned . . . .
2. _X_ Kate's hometown expected . . . .
3. ____ Her first year at college . . . .
4. _X_ Kate considered dropping out . . . .
5. ____ She revealed her grades to . . . .
6. _X_ Her family convinced her to . . . .
7. _X_ Kate improved her study skills . . . .
8. valedictorian
9. Scholarships
10. summa cum laude
11. objects
12.

Singular	**Plural**
me	us
you	you
him, her, it	them

13. _X_ The whole town expected . . . .
14. _X_ Everyone in town knew that . . . .
15. ____ She finally worked up . . . .
16. ____ Did you inform him of your . . . .
17. _X_ You should join them and us . . . .
18. them
19. (Those) scholarships are helpful to students.
20. How did you receive (those) scholarships?
21. (Those) A's are good grades!
22. ____ Congratulations were expressed . . . .
23. _X_ Please welcome him, our . . . .
24. _X_ The principal told us the . . . .
25. ____ I promised she a chance to be . . . .
26. him, me
27. her, him
28. them, us
29. her, me
30. She and I graduated this year and are on our way to college!
31. Her mother gave her and me graduation gifts.
32. Our principal was like a father to me. My friends and I will miss him.
33. "*Without the spur of competition, we would loaf out our lives.*"

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Lesson 9: *Pronouns*
Victor Found a Reason to Live

1. _X_ Nazis in World War II . . . .
2. _X_ He arrived at Auschwitz with . . . .
3. _X_ He began to wonder if he . . . .
4. ____ After taking his clothes, the . . . .
5. _X_ In a pocket of the garment, ...
6. _X_ The words on the paper . . . .
7. (c) Victor lost all possessions and property
8. (c) manuscript
9. Auschwitz
10. undergo
11. overcome
12. void
13. foremost
14. Do not place a personal pronoun directly after the noun
15. Never use *hisself* or *theirselves*
16. Never use *them* as a subject or an adjective
17. ____ Victor Frankl, he arrived at . . . .
18. ____ Them Hebrew prayers offer . . . .
19. _X_ "He who has a *why* to live . . . .
20. ____ Victor hisself survived the . . . .
21. himself
22. Nazis
23. Those
24. coincidence
25. themselves
26. those
27. The prisoners (~~they~~) almost all died in Auschwitz.
28. Victor himself nearly died as well.
29. (The) Nazis were terrible people.
30. My brothers plan to read the (or those) books.
31. "*The art of living rightly is like all arts; it must be learned and practiced with incessant care.*"



Lesson 10: *Pronouns*
Champions Take No Shortcuts

1. _X_ Erin Sutton and Brian . . . .
2. _X_ Both athletes practiced . . . .
3. _X_ Erin had been skating since . . . .
4. _X_ In 1988, Boitano won . . . .
5. ____ After becoming a champion, ...
6. ____ A champion can take shortcuts . . . .
7. veteran
8. intricate
9. novice
10. nouns, subjects, predicate nominatives
11.

Singular	**Plural**
I	we
you	you
he, she, it	they

12. They
13. He, she
14. he
15. she
16. they
17. he
18. Possessive
19. predicate adjectives and modifiers
20.

Singular	**Plural**
my, mine	our, ours
your, yours	your, yours
his, her, hers, its	their, theirs

21. mine
22. Her
23. his
24. My, my
25. direct, indirect, prepositions
26.

Singular	**Plural**
me	us
you	you
him, her, it	them

27. us
28. them, us
29. them
30. Do not place a personal pronoun directly after the subject.

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31. Never use *hisself* or *theirselves*.
32. Never use *them* as a subject or an adjective.
33. _____ The Olympic skater he . . . .
34. _____ The coach hisself visited . . . .
35. _____ Them were grand competitions!
36. __X__ Erin was encouraged by . . . .
37. N
38. O
39. P
40. O
41. N
42. P
43. O
44. O
45. N, P
46. "*A close correlation exists between getting up in the morning and getting up in the world*."



Ask for your QUIZ over Section 2.
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ACTIVITY ANSWER KEY

Chapter 1, Section 3

Check your answers with this Answer Key. Answers separated by commas may be in any order. Answers separated by semicolons must be in stated order. Correct all errors, then complete your next goal.



Lesson 11: *Adjectives*
Todd's Winning Combination

1. ____ As a high school student, ...
2. _X_ In the accident, both of his . . . .
3. _X_ Todd's right foot had to be . . . .
4. ____ Todd dropped out of college.
5. _X_ Todd received a new . . . .
6. _X_ He worked hard and . . . .
7. _X_ Todd climbed the highest . . . .
8. ____ Although what Todd did was . . . .
9. amputee
10. righteousness
11. perseverance
12. prosthesis
13. True
14. True
15. Bone disease infected his right foot.
16. Mountain climbing is dangerous, but he climbed fifty high points and set a world record.
17. False
18. True
19. True
20. The doctors little chance
21. four years
22. the highest mountains
23. Mountain climbing dangerous, two good legs
24. great achievement, a world record
25. a winning mix
26. the awards ceremony
27. "*If you wish success in life, make perseverance your bosom friend, experience your wise counselor, caution your elder brother, and hope your guardian genius*."



Lesson 12: *Adjectives*
The Army That Fights Without Guns

1. _b_ the American Red Cross
2. _e_ 1881
3. _a_ Clara Barton
4. _d_ "Angel of the Battlefield"
5. _c_ the badge of Red Cross volunteers

(6-10 wording may vary)

6. In 1999, Red Cross volunteers assisted the victims of the Turkey earthquake which killed over 18,000 people.
7. Red Cross volunteers assisted the orphans and other victims of Hurricane Mitch in Honduras.
8. Red Cross volunteers assisted the victims of the tornado that devastated Salt Lake City, Utah.
9. Red Cross volunteers assisted the victims of the flooded Guadalupe River in south Texas.
10. Red Cross volunteers assisted the victims of a train crash in India.
11. (e) children's doctor
12. (c) affects non-military citizens (cities, towns, homes)
13. (c) medium sized
14. (b) benefits others
15. adjectives

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16. capital
17. Navajo
18. American
19. Belgian
20. Bosnian, American
21. April
22. French
23. December
24. American
25. Mexican
26. Canadian
27. Texas
28. predicate
29. subjects
30. concerned
31. devastated
32. valiant, heroic
33. horrible
34. needed, important
35. brave, kind
36. alarming
37. hungry, miserable, tired
38. homeless
39. instrumental
40. "*When we comfort and care for those in need, we do far more than provide temporary relief for pain and suffering: we ennoble the soul*."

Lesson 13: *Adjectives*



The Flag Represents Honor and Liberty

1. (a) the American flag
2. (d) a, b and c
3. (b) want to come to America
4. (a) gives hope to the Jewish people
5. (a) honor
6. (b) did not allow the flag to be dishonored
7. (b) Germans torpedoed it
8. _c_ ***flock***
9. _a_ ***torpedo***
10. _b_ ***masthead***
11. False
12. False
13. True
14. prepositional, participial, infinitive
15. prepositions; nouns, pronouns
16. participle; complement
17. infinitive; complement, modifier
18. representing freedom, participial
19. on the mast, prepositional
20. to disgrace our colors, infinitive
21. from many countries, prepositional
22. of people, prepositional
23. raising the flag, participial
24. to honor the flag, infinitive
25. torpedoing the American ship, participial
26. to dishonor his flag, infinitive
27. commanding that his flag stay, participial
28. obeying their leader, participial
29. To be a good soldier, infinitive
30. "*You can be deprived of your money, your job and your home . . . but remember that no one can ever take away your honor*."

Lesson 14: *Adjectives*



President Roosevelt's Inspiring Example

1. _X_ Teddy Roosevelt gave a . . . .
2. ____ The theme of President . . . .
3. ____ He insisted that peace was . . . .
4. _X_ In February of 1898, the . . . .
5. _X_ Americans across the country . . . .
6. _X_ Roosevelt resigned from his . . . .
7. _X_ Roosevelt believed that a . . . .
8. readiness
9. rousing
10. Naval War College

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11. False
12. True
13. True
14. True
15. False
16. that stirred men's souls
17. which hampered his activities
18. who could teach us love of country
19. that Mr. Roosevelt organized
20. that Theodore Roosevelt immensely enjoyed
21. whose life exemplified readiness
22. Assistant Secretary was the position which Roosevelt resigned so that he would be ready to fight.
23. His example of enthusiastic and patriotic living is the one that (or which) I want to emulate.
24. The resistance that (or which) Mr. Roosevelt experienced did not deter him from joining the war.
25. The man who I am studying was one of America's finest men.
26. "*The only way to keep peace in a nation is to be ready for war*."

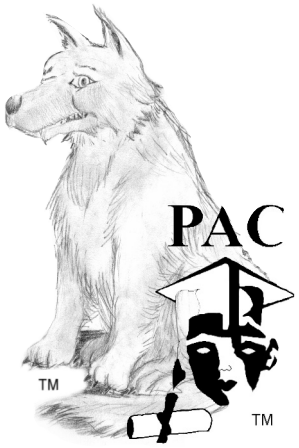


Lesson 15: *Adjectives*
Valuable Lessons Learned from Defeat

1. _X_ Rumeal Robinson missed a . . . .
2. ____ Robinson was so embarrassed . . . .
3. _X_ Robinson determined to . . . .
4. ____ In a later game against . . . .
5. _X_ Because of his determination . . . .
6. _X_ Robinson learned a valuable . . . .
7. extreme discouragement
8. time beyond the regularly allotted time period
9. National Collegiate Athletic Association
10. college
11. True
12. True
13. False
14. True
15. False
16. True
17. proper
18. predicate
19. proper
20. predicate
21. prepositional, participial, infinitive
22. PP
23. PR
24. IP, IP
25. IP
26. PP
27. PR
28. PP
29. relative pronouns
30. who watched Rumeal play ball
31. that Rumeal used, who received it after the game
32. Robinson provides to young people
33. who assisted Robinson
34. "*Our greatest glory is not in never falling, but in rising every time we fall*."

Ask for your QUIZ over Section 3.
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ACTIVITY ANSWER KEY

Chapter 2, Section 1

Check your answers with this Answer Key. Answers separated by commas may be in any order. Answers separated by semicolons must be in stated order. Correct all errors, then complete your next goal.



Lesson 1: *Verbs*
The Get-it-Done Attitude

1. _4_ Herbert Hoover taught himself to type.
2. _3_ Herbert Hoover accepted the job, but . . .
3. _1_ A young university student was seeking . . .
4. _2_ Mr. Janin informed Herbert Hoover that . . .
5. _5_ Herbert Hoover began his new job.
6. eager
7. zealous
8. confidence
9. stenographer
10. Consistency
11. tense
12. _X_ Mr. Hoover typed all day . . .
13. _X_ Learn each day to succeed . . .
14. _X_ He was seeking employment . . .
15. _X_ I rented a typewriter . . .
16. ____ Herbert Hoover became president
17. began
18. graduated
19. had met
20. exercised
21. prove
22. The new typist is Herbert Hoover who eagerly learns to type.
23. He said he could not return until Tuesday, and then he showed up early.
24. Learning new information will build new skills and will exercise the mind.
25. Mr. Janin agreed to hire the young student who returned Tuesday.
26. *"The way for a young man to rise is to improve himself in every way he can."*



Lesson 2: *Verbs*
Madame C. J. Walker

1. ____ Sarah Breedlove was the . . .
2. ____ C. J. Walker and Sarah . . .
3. ____ Sarah and C. J. had one . . .
4. ____ For many years, Sarah . . .
5. _X_ After moving to Denver, . . .
6. _X_ Sarah changed her name . . .
7. _X_ The modern hot comb . . .
8. _X_ Sarah Breedlove was the . . .
9. _X_ Sarah often helped poor . . .
10. ____ A'Lelia wanted nothing . . .
11. sharecroppers
12. income
13. washerwoman
14. Madame
15. executive
16. active, passive
17. active
18. passive
19. verb phrase
20. active; passive
21. P
22. P
23. A
24. A
25. A
26. A
27. P

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28. A
29. A
30. P
31. Madame C. J. Walker developed hair care products for black women.
32. Sarah Breedlove Walker gave financial help to poor black families.
33. A'Lelia assumed the executive position in the company.
34. Madame Walker suffered many difficulties and hardships.
35. *"The woman is the fiber of the nation . . . A nation is only as good as its women."*



Lesson 3: *Verbs*
The Patience of a Genius

1. _X_ The greatest works of artists . . .
2. ____ ***Beethoven*** wrote his music . . .
3. _X_ "The Creation" was Josef . . .
4. _X_ Michelangelo's *Last Judgement* . . .
5. _X_ ***Leonardo da Vinci*** devoted . . .
6. _X_ Padrewski commonly practiced . . .
7. ____ Padrewski was an impatient . . .
8. _X_ Great accomplishments require . . .
9. painstaking
10. composition
11. oratorio
12. renderings
13. Leonardo da Vinci
14. Transitive
15. transfer action from the subjects to the direct objects
16. direct object
17. do not transfer action from the subjects to direct objects
18. I, are accomplished
19. I, wrote
20. T, wrote
21. I, played
22. T, plays
23. T, analyzed
24. T, hurried
25. T, forgot
26. I, forgot
27. I, approached
28. T, approached
29. T, seized
30. I, played
31. I, awakened
32. T, held
33. T, require
34. I, drew
35. *"Patience is bitter, but its fruit is sweet."*



Lesson 4: *Verbs*
Harry Truman's Integrity

1. (b) loyal
2. (a) ridicule
3. (c) army
4. (c) judge
5. (a) income tax
6. (b) vice-president
7. (c) means
8. Mr. Pendergast had a **penchant** strong inclination and slight addiction for betting on horses.
9. Harry Truman was never **sly** deceptive or disloyal.
10. Mr. Truman was never known to mock and embarrass **ridicule** anyone.
11. future, emphasis
12. When expressing the future, *shall* is used with the first person pronouns *I* and *we*. *Will* is used with the second person pronoun *you* and the third person pronouns *he, she, it* and *they.*

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13.

	Singular	**Plural**
First Person	I shall	We shall
Second Person	You will	You will
Third Person	He will	They will
	She will	
	It will	

14. shall
15. will
16. will
17. will
18. When expressing emphasis, *shall* is used with the second and third person pronouns *you, he, she, it* and *they*. *Will* is used with the first person pronouns *I* and *we.*

19.

	Singular	**Plural**
First Person	I will	We will
Second Person	You shall	You shall
Third Person	He shall	They shall
	She shall	
	It shall	

20. will
21. shall
22. shall
23. future
24. emphasis
25. future
26. future
27. permission or possibility
28. ability
29. may
30. can
31. may
32. can
33. May
34. may
35. May
36. *"I believe in the brotherhood of man—not merely in the brotherhood of white men, but the brotherhood of all men before the law."*



Lesson 5: *Verbs*
The Finest Hotel in the World

1. one o'clock
2. room
3. New York
4. Waldorf-Astoria
5. _c_ ***accommodations***
6. _a_ ***incident***
7. _b_ ***befriend***
8. responsibility
9. true
10. (wording may vary) The clerk took the responsibility of being the manager.
11. (wording may vary) The gentleman believed that the young man would be a good manager.
12. presumed
13. presumed
14. assumed
15. presume
16. assume
17. emigrate
18. immigrate
19. E
20. I
21. I
22. E
23. emigrated
24. emigrants
25. emigrate
26. immigrants
27. immigrants
28. *Hanged* is used only when referring to a human or to an animal that dies by hanging. *Hung* is used when referring to living people or animals that are clutching to an object or when referring to objects that are suspended in space.
29. The cat hung onto the tree.
30. The sheriff hanged the robber.
31. Mom hung the lamp over the dining table.

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32. The manager <u>hung</u> his hat on the rack.
33. We read the article about the murderer who was <u>hanged</u>.
34. *"Success is more attitude than aptitude."*



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ACTIVITY ANSWER KEY

Chapter 2, Section 2

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Lesson 6: *Verbs*

What is the Meaning of This?

1. _X_ A ***foreman*** in Italy inspected . . .
2. ____ The story took place in ***medieval*** . . .
3. ____ The first worker was optimistic . . .
4. ____ The second worker was . . .
5. ____ The second worker was . . .
6. _X_ In his mind, the third worker . . .
7. (b) during the Middle Ages
8. (b) simple
9. (a) structures
10. contraction
11. apostrophe
12. n't
13. verb
14. (any order) am, is, are, would, had, have
15. couldn't, could not
16. Can't, cannot
17. weren't, were not
18. aren't, are not
19. haven't, have not
20. shouldn't, should not
21. hadn't, had not
22. I'm, I am
23. I've, I have
24. It's, It is
25. You're, you are
26. she's, she is
27. He's, He is
28. They're, They are
29. They'd, They would
30. He'd, He had
31. You'd, you had
32. were followed
33. did care
34. has worked
35. am cutting
36. is putting
37. is boring
38. are working
39. have been told
40. *"The best prize that life offers is the chance to work hard at work worth doing."*



Lesson 7: *Parts of Speech*

Jose's Success Story

1. True
2. True
3. False
4. True
5. True
6. (a) money to help a college student continue his studies
7. (b) the natural surroundings
8. (a) the privilege of selling the products of a certain manufacturer
9. (c) ignored or rejected
10. (b) started
11. describe, clarify (or make simpler)
12. verbs, adjectives, other adverbs
13. why, how, when, where, to what extent
14. suddenly
15. too
16. very
17. *To* is used as a preposition introducing a prepositional phrase.
18. *To* introduces an infinitive (*to* + verb).
19. P

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20. P
21. I
22. I
23. P
24. *Two* is a number and may be an adjective.
25. *Too* is an adverb meaning *very* or *more than enough.*
26. *Too* may mean *also.*
27. to
28. to
29. to
30. two
31. Two
32. too
33. to
34. too
35. *"The quality of a person's life is in direct proportion to his commitment to excellence."*



Lesson 8: *Parts of Speech*
The Story of Nat King Cole

1. _i_ Nat King Cole
2. _g_ Perlina Cole
3. _d_ Nat's promise to his mother
4. _e_ Nat's accomplishments
5. _b_ Maria Ellington Cole
6. _a_ Nat's biological children
7. _f_ Nat's adopted children
8. _c_ cigarettes
9. _h_ *Unforgettable*
10. confirm
11. plight
12. Segregationists
13. prominent
14. adverbs
15. (any order) how, why, when, where, to what extent
16. prepositional phrases
17. (any twenty)

about	by	since
above	down	through
across	during	throughout
after	except	to
against	for	toward
along	from	under
among	in	underneath
around	inside	until
at	into	up
before	like	upon
behind	near	with
below	of	within
beneath	off	without
beside	on	
between	over	
beyond	past	

18. If the word begins a prepositional phrase, the word is a preposition
19. If the word stands alone, it is an adverb
20. around, down, up, out, over
21. preposition
22. preposition
23. preposition
24. adverb
25. adverb
26. adverb
27. preposition
28. preposition
29. adverb
30. *"All of our dreams can come true—if we have the courage to pursue them."*



Lesson 9: *Verbs*
The Boy Who Became President

1. (c) integrity
2. (a) honesty
3. _X_ (a) His parents ***dote*** and his . . .
   ____ (b) They constantly have to . . .
   ____ (c) They want their children . . .
   _X_ (d) They want their children . . .

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4. ___ (a) Friends and relatives . . .
   _X_ (b) Parents dread to see . . . .
   _X_ (c) He is regarded with . . . .
   ___ (d) He is welcomed as if . . .
5. (a) True
6. (a) He would honor and love George for confessing the truth.
7. (c) He ruined his father's cherry tree.
8. (a) a thousand trees with fruit of pure gold
9. integrity
10. endeared
11. pains
12. dote
13. relations
14. aversion
15. guinea
16. reversed
17. (any order) never, no, not, none, no one, nobody, nothing, nowhere, neither, hardly, scarcely, barely
18. His relatives considered George to be an honest boy.
19. Honest boys could be found.
20. Mr. Washington was a kind father.
21. negatives; sentence
22. More than one negative should not be used in the same sentence.
23. ain't, no
24. didn't, never
25. couldn't, nobody
26. wouldn't, never
27. ain't, never
28. won't, never
29. My teacher didn't give me any homework today. OR My teacher gave me no homework today.
30. I have no job. OR I do not have a job.
31. His father never got angry. OR His father did not ever get angry.
32. My mother could say a mean word to nobody. OR My mother could not say a mean word to anybody.
33. My father would never beat me. OR My father wouldn't beat me.
34. I can hardly see around the tree. OR I can't see around the tree.
35. ____ I can't never tell a lie, Pa.
36. ____ None of them never went to . . .
37. _X_ Nothing was ever said . . .
38. _X_ No one in the group was . . .
39. _X_ He bravely cried out, "I never . . ."
40. *"Labor to keep alive in your heart that little spark of celestial fire called conscience."*



Lesson 10: *Parts of Speech*
The Strength of One Language

1. True
2. True
3. False
4. True
5. True
6. False
7. True
8. False
9. True
10. _d_ ***lurks***
11. _a_ ***protectorate***
12. _e_ ***implement***
13. _f_ ***mainland***
14. _g_ ***Slavic***
15. _c_ ***origin***
16. _b_ ***native***
17. (any order) nouns, pronouns, other adjectives, (any order) *what kind, how many, which one and what color*
18. (any order) verbs, adjectives, other adverbs, (any order) *why, how, when, where, to what extent*
19. -ly
20. simply, weakly, commonly, dangerously, strongly, helpfully
21. adjective

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22. adverb
23. adverb
24. adjective
25. adjective
26. confidently
27. dangerous
28. correctly
29. quietly
30. adjective
31. adverb
32. well
33. well
34. good
35. well
36. good
37. (a) True
38. He speaks Arabic <u>well</u>.
39. She sang that song in Italian really <u>well</u>.
40. That Chinese dress fits you <u>well</u>. OR
    You wear that Chinese dress <u>well</u>.
41. You speak Aramaic <u>well</u>.
42. He danced the Latino Salsa very <u>well</u>.
43. The Russian immigrant studies his English <u>well</u>.
44. The English teacher helps us study <u>well</u>.
45. *"A nation's identity is found in a common language, strong families and moral religious practices."*

Ask for your QUIZ over Section 2.
Reminder: Students who score 85% or higher on the three section quizzes may be exempt from the chapter test!

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ACTIVITY ANSWER KEY

Chapter 2, Section 3

Check your answers with this Answer Key. Answers separated by commas may be in any order. Answers separated by semicolons must be in stated order. Correct all errors, then complete your next goal.



Lesson 11: *Antonyms*

The Greatest Pitcher in the World

1. (c) hitter
2. (c) three times
3. (b) a day short
4. (a) small
5. strutted
6. tipped
7. proceeded
8. umpire
9. undaunted
10. opposite name
11. Antonyms

(Answers 12-23, underlined words reflect correct responses)

12. A little boy tiptoed out of his house.
13. He tipped his baseball cap to a reluctant puppy.
14. He whispered quietly, "I'm the greatest hitter in the world."
15. "Strike one!" he whispered, as if playing the role of the umpire.
16. He dropped the ball and bat.
17. He then proceeded to catch the ball.
18. He swung at it and hit it.
19. "Strike two!" he muttered to his dog and the yard.
20. Discouraged, he picked up the ball.
21. He ignored his bat.
22. He swung the bat weakly.
23. A negative mental attitude makes a day long.
24. *"I will prepare, and some day my chance will come."*



Lesson 12: *Synonyms*

The Tondelayo

1. _X_ Elmer Bendiner is the author . . .
2. ____ The *Tondelayo* was a B-3 bomber.
3. _X_ ***Flack*** from Nazi ***antiaircraft*** . . .
4. _X_ Although the fuel tanks were . . .
5. ____ Bohn Fawkes gave the shell . . .
6. _X_ Eleven unexploded shells . . .
7. _X_ The shells were defused by . . .
8. _X_ None of the eleven shells . . .
9. ____ A message in the German . . .
10. _X_ The message stated: "This is . . ."
11. _d_ ***barraged***
12. _c_ ***flack***
13. _b_ ***antiaircraft guns***
14. _e_ ***souvenir***
15. _a_ ***armorers***
16. same name
17. similar
18. In *The Fall of the Fortresses*, Elmer Bendiner told of a miracle that occurred.
19. The plane was barraged by shells (and/or bullets) from Nazi antiaircraft guns.
20. Being attacked by Nazis was not particularly strange, but on this flight, the fuel tanks of the plane were hit.
21. The crew was astounded (or surprised) that the 20-millimeter shell piercing the tank did not cause an explosion.
22. Later they told the *Tondelayo* crew that when the shells were opened, no explosive charges were in them.

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23. One shell held a carefully rolled piece of paper.
24. discovered
25. sheer
26. overcome
27. laboring
28. endangered
29. foremen
30. enemies
31. assisted
32. *"No greater love exists than that which risks its life for someone else."*



Lesson 13: *Sentence Building*
Your Key to Success in America

1. Mastery
2. communication
3. key
4. banker
5. meeting
6. voices
7. conversation
8. understand
9. _d_ ***conference***
10. _b_ ***collateral***
11. _a_ ***mercantilism***
12. _c_ ***coercive***
13. (any order) simple, compound, complex, compound-complex
14. subjects, predicates (or verbs)
15. one
16. one
17. all the information in the sentence before the verb
18. the actual noun doing the action in the sentence
19. all the information in the sentence starting with the verb
20. The American government | is strong and stable.
21. The key to success | lies in communication.
22. The young boy | arrived at the bank.
23. Everyone in business | must communicate.
24. The boy | learned a valuable lesson about communication.
25. compound sentence
26. (any order) and, or, but
27. comma, *and*
    first clause: The young boy met his father
    second clause: They went home
28. comma, *but*
    first clause: The father worked diligently
    second clause: he made time for his son
29. semicolon
    first clause: The boy felt confused
    second clause: he could not understand the words
30. *"Neither piety, virtues, nor liberty can long flourish in a community where the education of youth is neglected."*



Lesson 14: *Sentence Building*
Clara Barton: "Angel of the Battlefield"

1. True
2. False
3. True
4. True
5. True
6. True
7. True
8. (b) four brothers and sisters
9. (a) she was a woman
10. (c) registers inventions
11. (a) inventor
12. (a) recover from loss, damage or illness
13. (c) provides help during times of disease or plague

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14. _d_ complex sentence
15. _b_ independent clause
16. _a_ dependent clause
17. _c_ subordinating conjunction
18. (any order)

after	in order that	when
although	since	where
as	so	which
as soon as	so that	whether
because	though	while
before	unless	
if	until	

19. _D_ As she traveled throughout . . .
20. _I_ She traveled throughout . . .
21. _I_ She learned about the . . .
22. _D_ While she learned about . . .
23. independent clause: The woman can help
    dependent clause: if she wants to help
    subordinating conjunction: if

24. independent clause: You must apply yourself to lessons
    dependent clause: before you can learn
    subordinating conjunction: before

25. independent clause: she was a teacher
    dependent clause: When Clara was 17 years old
    subordinating conjunction: When

26. independent clause: she began the American Red Cross
    dependent clause: After she returned home
    subordinating conjunction: After

27. independent clause: She stayed with the wounded soldiers
    dependent clause: until help arrived
    subordinating conjunction: until

28. independent clause: Miss Barton cared for her brother
    dependent clause: when he was ill
    subordinating conjunction: when

29. independent clause: Clara administered medicine
    dependent clause: where it was needed
    subordinating conjunction: where

30. independent clause: Clara was a well educated young woman
    dependent clause: whose brothers and sisters taught her to read
    subordinating conjunction: whose

31. independent clause: Clara worked at the U.S. Patent Office
    subject of dependent clause: where inventors brought their equipment
    subordinating conjunction: where

32. incomplete sentence
33. 1. remove the subordinating conjunction
    2. add an independent clause
34. 1. The nurse comforted the soldier.
    2. As the nurse comforted the soldier, he began to speak of the battle.
35. 1. She placed the bag on the table
    2. She brought the bag into the room where she placed the bag on the table.
36. 1. She heard the doctor announce.
    2. The news was encouraging which she heard the doctor announce.
37. 1. He could listen to his friend.
    2. He requested a room transfer so he could listen to his friend.
38. 1. She organized the Red Cross.
    2. She returned to the United States where she organized the Red Cross.
39. *"The exercise of compassion is the defining act of civilization."*

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Lesson 15: *Sentence Building*
Jacob Buys a Birthright

1. True
2. False
3. True
4. False
5. True
6. True
7. False
8. True
9. False
10. False
11. True
12. False
13. True
14. True
15. _f_ ***game***
16. _h_ ***wilderness***
17. _i_ ***porridge***
18. _g_ ***feeble***
19. _e_ ***venison***
20. _k_ ***devise***
21. _b_ ***kid***
22. _d_ ***prosper***
23. _a_ ***appease***
24. _j_ ***embraced***
25. _c_ ***reconcile***
26. (any order) *–tion, –sion*
27. convinced
28. (any order) informed, possessed
29. extra

(#30-41, wording may vary)

30. As Jacob prepared the porridge, he pondered on how to possess the birthright.
31. She was convinced that Jacob should possess the blessing.
32. Esau was informed that Isaac was deceived.
33. Please inform me of your decision.
34. Your message was delivered by Dan.
35. Esau was Jacob's older brother.
36. You should reconcile with anyone you have offended.
37. Apologetic words and kind actions heal wounds.
38. You should know one thing.
39. To ask your brother to forgive you is important.
40. Opportunities arise (exist) every day to correct mistakes.
41. The story of Jacob and Esau provides some valuable lessons.
42. *"When we genuinely forgive, we set a prisoner free and then discover that the prisoner we set free was us."*

Ask for your QUIZ over Section 3.
Reminder: Students who score 85% or higher on the three section quizzes may be exempt from the chapter test!

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ACTIVITY ANSWER KEY

Chapter 3, Section 1

Check your answers with this Answer Key. Answers separated by commas may be in any order. Answers separated by semicolons must be in stated order. Correct all errors, then complete your next goal.



Lesson 1: *Sentence Building*

Short Cuts

1. carpenter
2. no
3. the house Joe built
4. (a) you refuse to gossip about a friend
5. (b) you are at least 10 years old
6. (a) supplies materials for building houses
7. (b) I will find out how big the house will be
8. (a) I should warn him he may get into trouble
9. (b) a group of words that contains a subject and a verb
10. (b) a group of words that can stand alone as a sentence
11. (c) independent
12. (a) dependent
13. (c) dependent on other words to make it complete
14. subordinating
15. (any order) after, although, as, as if, as long as, as though, because, before, if, in, in order that, once, since, so, so that, than, though, unless, until, whatever, when, whenever, where, wherever, which, while, who
16. Joe Smith was a loyal carpenter who worked two decades for a successful contractor.
17. If I am really in charge, why can I not cut a few corners?
18. Once the house is painted, it will look great.
19. When the home was finished, the contractor came to see it.
20. I am going to give you this house which you have built.
21. Joe went to the contractor's office because the contractor had a job for Joe.
22. He was planning to work until the entire job was completed.
23. As long as he was willing to work, he would have a good job.
24. Before Joe schemed to be dishonest, he was a loyal employee.
25. When the job was finished, the contractor came to see it.
26. *"Honesty is the cornerstone of character."*



Lesson 2: *Sentence Building*

The Unbeatable Giant

1. (b) Mallory
2. (a) highly skilled and experienced
3. (c) avalanche
4. (a) enthusiasm and perseverance
5. _X_ (a) The adventurer planned . . . .
   ____ (b) The survivors attended . . . .
6. ____ (a) Mother plugged in the . . . .
   _X_ (b) ***Extensive*** knowledge of . . . .

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7. _X_ (a) The entire audience stood . . . .
   ____ (b) Because the fort was . . . .
8. ____ (a) As they rounded the bend, ...
   _X_ (b) The ***looming*** pigeon flew . . . .
9. (any order) simple, compound, complex, compound-complex
10. complete
11. subject, verb
12. subject: adventurer, verb: led
13. subject: measures, verb: were taken
14. subject: avalanche, verb: ruined
15. subject: few, verb: survived
16. subject: survivors, verb: were determined
17. subject: Mt. Everest, verb: was
18. subject: leader, verb: found
19. two or more parts
20. compound
21. verb
22. subject
23. object of preposition
24. indirect object
25. subject; predicate adjective
26. predicate nominative
27. detrimental
28. incomplete sentences
29. subject, verb, complete thought
30. ____ Accidentally slipped when I . . . .
31. ____ In the shadow of the cliff.
32. _X_ The basket was on the cave floor.
33. ____ So the climbers had to try again!
34. ____ My job, which is to lead this . . . .
35. _X_ I saw a paw print in the snow.
36. *"Every man is enthusiastic at times. One man has enthusiasm for thirty minutes, another has it for thirty days—but it is the man who has it for thirty years who makes a success in life."*



Lesson 3: *Sentence Building*
The Imaginary Lock That Kept Houdini Caged

1. Harry Houdini
2. He claimed he could free himself within minutes.
3. two hours
4. It was not locked.
5. achievements
6. _d_ a dare
7. _b_ able to bend without breaking
8. _c_ great irritation or annoyance
9. _f_ disappointment
10. _a_ great wonder, astonishment
11. _e_ to lose physical strength and . . .
12. independent clauses; comma; coordinating conjunction; semicolon
13. and, or, nor, yet, but
14. The escape artist struggled with the lock, but it would not budge.
15. His helpers began to sweat, and they wondered if he would come out alive.
16. The unlocked lock nearly defeated Houdini, but he overcame it at just the last moment.
17. Always keep your enthusiasm, and never give up.
18. 1. Houdini won fame as an escape artist.
    2. He issued a challenge wherever he went.
19. 1. Houdini felt a sense of failure.
    2. He leaned against the door in frustration.
20. Two independent clauses should be joined when the ideas they contain are closely related.
21. If the ideas are not closely related, the sentences should be separated, or one of the clauses should be replaced.

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22. ____ Houdini won fame as an escape . . .
23. _X_ His belt concealed a piece of . . .
24. ____ For thirty minutes he worked to . . .
25. _X_ An hour passed, and he began . . .
26. ____ Houdini labored for two hours . . .
27. _X_ To Houdini's amazement, the . . .
28. _X_ Our resolve must be firm, and . . .
29. (a) he soon realized that this lock was different
30. (b) he pulled out his hidden piece of metal
31. (c) he could free himself in minutes
32. (c) he could not pick the lock
33. (any order) and, but, or, nor, yet
34. agree with one another or that cause a chain of events such as a cause and effect scenario
35. a contrast to the first thought is expressed or when a change occurs in the current flow of events
36. offer alternatives or choices
37. are related
38. an extension to the first situation
39. , and
40. , but
41. , yet (or but)
42. , or
43. , nor
44. , but (or yet)
45. , and
46. *"Resolve must be the firmer, spirit the bolder, courage the greater, as our strength grows less. Clear your mind of can't."*



Lesson 4: *Sentence Building*
Faith, Hope and Love—The Greatest of These is Love

1. (a) people dying of a skin eating disease
2. (c) his efforts seemed to have no effects
3. (a) contracted leprosy
4. (a) could share the lepers' pain and feelings
5. leper
6. shun; contract
7. plight
8. futile
9. independent clause
10. (a) True
11. Adjectives, adverbs, verbals, phrases
12. subject: Father Damien
    verb: returned
    prepositional phrases: to the leper colony, to his work
13. subject: Father Damien
    verb: began
    infinitive: to preach
    prepositional phrases: from the empathy, of love
14. subject: Father Damien
    verb: contracted
    direct object: leprosy,
    prepositional phrase: in Hawaii
15. subject: He,
    verb: hoped,
    infinitive phrase: to build friendships,
    prepositional phrase: with the lepers
16. two independent clauses; comma; conjunction; semicolon
17. 1. No one responded to his ministry.
    2. Father Damien decided to leave.
18. 1. The priest began to preach from the empathy of love.
    2. His ministry became enormously successful.
19. 1. He poured out his heart to the lepers.
    2. All seemed futile.
20. 1. No one responded.
    2. He decided to leave.
21. 1. He stood in dejection on the dock.
    2. He waited for the ship to arrive.
22. 1. He felt numbness in his hands.
    2. He had contracted leprosy.
23. S
24. C
25. C
26. C

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27. C
28. C
29. C
30. C
31. S
32. S
33. *"I slept, and dreamed that life was beauty. I woke, and found that life was duty."*



Lesson 5: *Sentence Building*
Piecing Together the Solution

1. First Security Bank; Boise, Idaho
2. shredded
3. reconstructed
4. put together again
5. ____ (a) She laughed ***dutifully*** . . . .
   _X_ (b) He ***dutifully*** washed the . . . .
6. _X_ (a) The business manager . . . .
   ____ (b) You may be charged with . . . .
7. _X_ (a) Much patience was . . . .
   ____ (b) The officials decided to . . . .
8. _X_ (a) The new ***employee*** will . . . .
   ____ (b) The supervisor was . . . .
9. _X_ (a) If you make a mistake, ...
   ____ (b) The janitor shredded . . . .
10. (c) both a and b
11. 1. Insert a commas and conjunction.
    2. Insert a semicolon.
    3. Divide the sentence into two sentences.
    4. Make the sentence complex by changing one of the independent clauses into a dependent clause.
12. Place a subordinating conjunction at the beginning of one of the clauses and reword the clause a little.
13. The janitor put the box of checks on the trash table, and the operator of the paper shredder dumped the checks into his machine.
14. Fifty employees had to spend days reconstructing the checks; the bank employees were able to solve their problem.
15. Most of the checks had been cashed and were awaiting shipment. Their loss represented a bookkeeping nightmare.
16. When my brother graduated from high school, he could not decide which college to attend.
17. *"An error does not become a mistake until you refuse to correct it."*

Ask for your QUIZ over Section 1.
Reminder: Students who score 85% or higher on the three section quizzes may be exempt from the chapter test!

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ACTIVITY ANSWER KEY

Chapter 3, Section 2

Check your answers with this Answer Key. Answers separated by commas may be in any order. Answers separated by semicolons must be in stated order. Correct all errors, then complete your next goal.



Lesson 6: *Sentence Building*

Christmas in April

1. volunteers
2. successful
3. Christmas in April
4. Bobby Trimble
5. _a_ The ***annual*** fund-raising event
6. _b_ Helping the flood victims rebuild
7. _c_ Dad will ***caulk*** around the bathtub
8. independent, dependent
9. a complete thought
10. Subordinating conjunctions
11. (any 15, any order) after, although, as, as if, as long as, as though, because, before, if, in, in order that, once, since, so, so that, than, that, though, unless, until, whatever, when, whenever, where, wherever, which, while, who, with

*12. D
As the leader stood to speak,
I
he looked around the banquet hall.

13. D
With a smile tugging at his lips,
I
he thanked the volunteers.

14. I
Run your race
D
until you cross the finish line.

15. D
We will repair your house
I
because you cannot do it yourself.

16. (a) three
    (b) communities improve
    (c) when people work together, when they accomplish something good
17. (a) three
    (b) inform the leader of your expertise
    (c) when you join a volunteer campaign, if you intend to bring a friend
18. (a) three
    (b) the house repairs are free for people
    (c) who cannot afford the repairs, who cannot do the work themselves
19. (a) three
    (b) a thoughtful friend will purchase the supplies and confirm
    (c) who plans to help, that he will be available on that day
20. (a) three
    (b) act without delay, you will be blessed
    (c) when you have an opportunity to help someone in need
21. *"Whatever you do, do with all your might."*



Lesson 7: *Sentence Building*

The Man Who Made Metal Talk

1. (c) helping the deaf to communicate
2. (a) five
3. (b) electricity
4. (b) "Get it!"
5. (c) the telephone

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6. _X_ (a) study
   ____ (b) play
   _X_ (c) hope
   ____ (d) partying
   _X_ (e) persistence
   _X_ (f) hard work
   ____ (g) driving
   ____ (h) laziness
7. _d_ a number of different things
8. _a_ an inner drive leading to action
9. _e_ a person who prepares the way for others
10. _c_ reduced to poverty
11. _f_ document granting exclusive rights to an invention
12. _b_ a person who cannot hear or speak
13. (any order) adjective, adverb, noun
14. adjective
15. (any order) which one, what kind, how many, what color, whose
16. (any order) noun, pronoun, or adjective
17. (any order) who, whom, whoever, whose, what, which, that
    (any order) where, when
18. who invented the telephone, man
19. where his parents lived, town
20. which was necessary, electricity
21. who pioneered in research, scientist
22. that he needs, information
23. main clause: he called upon a scientist
    subordinate clause: who was a pioneer in research related to electricity
    subordinating conjunction: who; noun
24. main clause: Canada is the place
    subordinate clause: where the telephone was invented
    subordinating conjunction: where; noun
25. main clause: He labored to create a metal disk
    subordinate clause: that could reproduce sounds
    subordinating conjunction: that; noun
26. main clause: He is the one
    subordinate clause: who thought that great idea
    subordinating conjunction: who; pronoun
27. main clause: She is someone
    subordinate clause: who might inspire great inventions
    subordinating conjunction: who; pronoun
28. main clause: He was brilliant
    subordinate clause: which contributed to his creativity
    subordinating conjunction: which; adjective
29. main clause: Blue is his favorite color
    subordinate clause: which is the color of the sky
    subordinating conjunction: which; adjective
30. *"The secret of success is to do the common things uncommonly well."*



Lesson 8: *Sentence Building*
A Surprise for Mom

1. _3_ The mother knocked on her . . . .
2. _1_ Two boys took a hammer and . . .
3. _4_ Suspecting great mischief, ...
4. _2_ Mother saw her son take a . . . .
5. _5_ When the boys opened the . . . .
6. _e_ to stumble in speech from embarrassment
7. _a_ useful or used in a number of ways
8. _d_ not carefully made or done; rough
9. _f_ a thing or person used to distract

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10. _c_ insisted
11. _b_ to run hastily; scamper
12. adverb clause
13. adverb
14. _X_ (a) where
    ____ (b) what color
    _X_ (c) how and how much
    _X_ (d) to what extent
    ____ (e) which one
    _X_ (f) when
15. subordinating conjunction
16. as Mom watched him from the kitchen window, took
17. as her two sons took a hammer and a few nails from the kitchen utility drawer, watched
18. before she could call to him, disappeared
19. After she became suspicious, went
20. when she suspected mischief, demanded
21. because she was truly surprised, stammered
22. when mom asked him a question, shrugged
23. Although her son was out of sight, pressed
24. Because the door was closed and locked, knocked
25. after she knocked, opened
26. *"Always knock and ask permission before entering someone's room. Good manners are made up of petty sacrifices."*



Lesson 9: *Sentence Building*
The Evil Physician and the Blind Old Woman

1. blind
2. pretended
3. stole
4. disappeared
5. judge
6. (wording may vary) Before he came to her she could see furniture and goods in her house, but now she could not see any of these things.
7. came
8. heal patients
9. sickness
10. agreed upon
11. (any order) predicate noun (or nominative), direct object, indirect object, object of the preposition, complement
12. (any order) what, who, whose, whom, whoever, whatever, whomever, that
13. That the old woman had many possessions was obvious to the physician.
14. What the physician wanted was her goods.
15. Whatever had been causing the old lady's blindness disappeared.
16. What he says cannot be true.
17. That you are a healer is well known.
18. Whoever tells a lie will be caught sooner or later.
19. Her answer was not what the physician expected.
20. My malady is what it was before.
21. The reward is whatever I choose.
22. I have remembered what you did for me.
23. I said that I would heal your blindness.
24. I hoped that you would correct my sight.
25. The woman heard what seemed like someone moving furniture.
26. I will not pay what you demand.
27. The doctor did not always give whoever came to him a correct diagnosis.
28. The woman told whomever would listen the story of her encounter with the physician.
29. Honest actions earn whomever is the doer a reward.

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30. The judge taught whoever would listen the lesson of truthfulness.
31. The doctor walked across what seemed to be the largest lawn in the world.
32. The man was dreaming about what he could swindle from the woman.
33. The bold little woman was not frightened by what the doctor threatened.
34. The doctor would not have to wait long for what justice was due him.
35. The doctor will have to return the good to receive what he demands.
36. For not healing what he said was the woman's problem, the doctor will receive nothing.
37. To be what you should be in this life, be honest in all your actions and words.
38. what I will give you, predicate nominative
39. Whatever the physician did, subject
40. What the physician was doing in secret, subject
41. That he was a doctor, subject
42. to where an old woman resided, direct object
43. whomever he could, direct object
44. whomever would learn, indirect object
45. *"Honesty is the best policy, but it should be the only policy."*

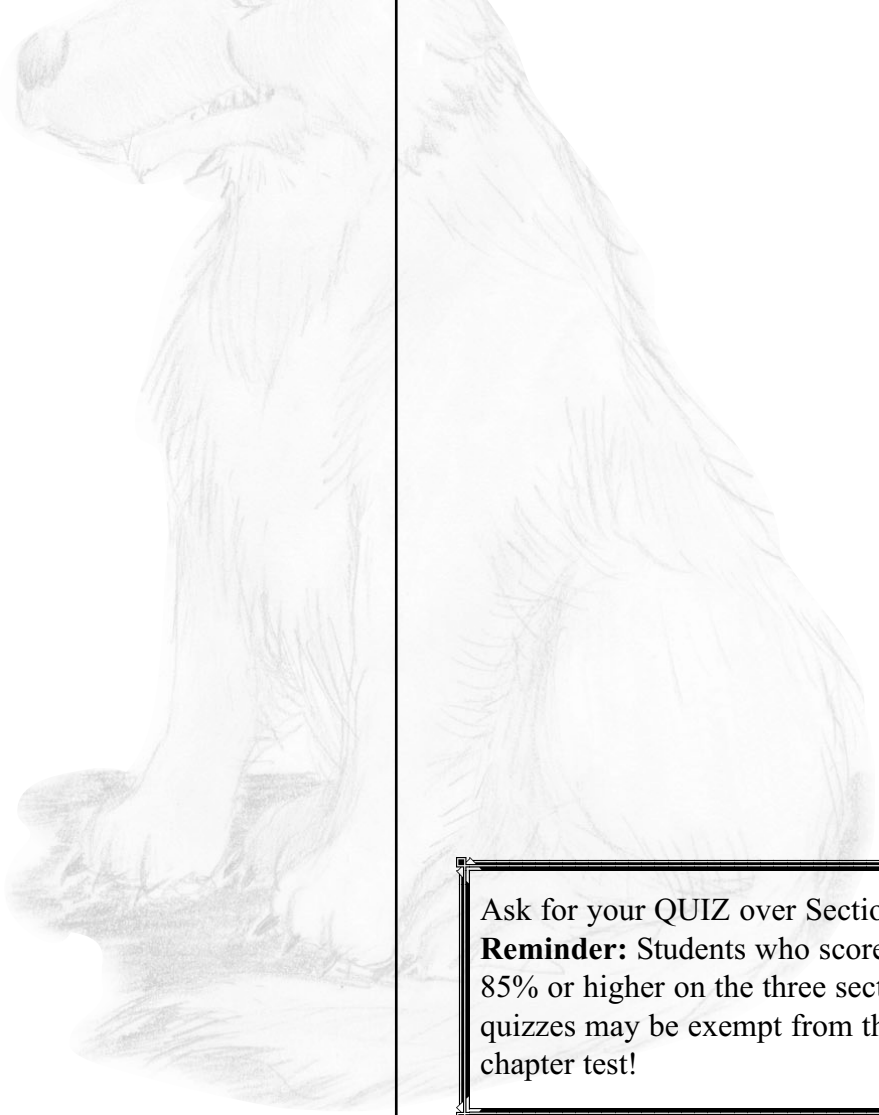


Lesson 10: *Sentence Building*
A Humbling Experience

1. (wording may vary) He noticed that the knight was growing bald.
2. squire
3. wig
4. (wording may vary) His comrades saw his bald head when the wind blew off his toupee.
5. (wording may vary) He realized his vanity and laughed at himself.
6. _X_ (a) The ***squire*** obeyed his master.
   ____ (b) The ***squire*** commanded . . . .
7. ____ (a) The ***luxuriant*** cornfields . . . .
   _X_ (b) The ***luxuriant*** green plants . . . .
8. _X_ (a) The knight's presence was . . . .
   ____ (b) The ***court*** ruled in favor . . . .
9. ____ (a) A little boy came home . . . .
   _X_ (b) A carefully crafted ***periwig*** . . . .
10. ____ (a) The clothing worn by the . . . .
    _X_ (b) The hillsides in spring are . . . .
11. _X_ (a) The student scratched his . . . .
    ____ (b) One of the best snacks . . . .
12. _X_ (a) ***Vanity*** kept the knight . . . .
    ____ (b) The wife was thankful for . . . .
13. two main clauses, subordinate clauses
14. first main clause: *Long ago in a faraway land lived a knight*
    second main clause: *he was also proud*
    subordinate clause: *who was brave and handsome*
15. first main clause: *One day he was admiring himself in a mirror*
    second main clause: *his squire noticed*
    subordinate clause: *that something was wrong*
16. first main clause: *The knight felt ashamed of his hair*
    second main clause: *his chamber was a good place to hide*
    first subordinate clause: *because he had no duties*
    second subordinate clause: *until his periwig arrived*
17. first main clause: *the knight approved of the wig*
    second main clause: *that evening, he was mixing with his friends again*
    subordinate clause: *After he looked in the mirror*

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18. first main clause: *The following day the knight rode his horse*
    second main clause: *he and his friends enjoyed the afternoon*
    subordinate clause: *who rode with him*
19. first main clause: *A sudden gust of wind snatched off the knight's toupee*
    second main clause: *his companions were much amused*
    subordinate clause: *when his bald noggin was exposed*
20. *"When you are embarrassed, you can laugh or cry. Laughter is the better choice."*



Ask for your QUIZ over Section 2.
Reminder: Students who score 85% or higher on the three section quizzes may be exempt from the chapter test!

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ACTIVITY ANSWER KEY

Chapter 3, Section 3

Check your answers with this Answer Key. Answers separated by commas may be in any order. Answers separated by semicolons must be in stated order. Correct all errors, then complete your next goal.



Lesson 11: *Sentence Building*
Molly Pitcher—America's Lady Warrior

1. New Jersey
2. fierce heat, exhausting humidity
3. John Hays
4. Molly (Pitcher) Hays
5. She fired her husband's cannon until the victory was won.
6. the Americans
7. She received a sergeant's commission with half-pay for life.
8. _b_ sickness from excessive . . .
9. _a_ moisture in the air
10. _f_ to satisfy
11. _g_ sorrow for the troubles of others
12. _e_ flow of water from the ground
13. _c_ a young woman
14. _d_ man who operates a gun of . . .
15. Diagramming, sentence, relationships
16.

subject	verb

17. vertical line
18.

America	won

19.

England	lost

20.

I	live

21.

He	lied

22.

They	fought

23. after
24. does not extend
25.

subject	verb	direct object

26.

She	brought	water

27.

They	ate	dinner

28.

They	fired	muskets

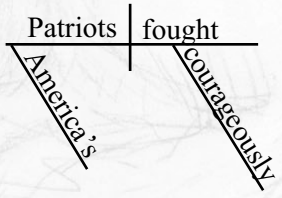
29.

America	had	Patriots

30.

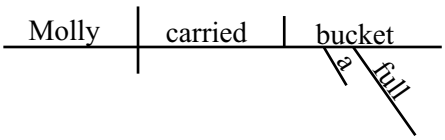
England	had	Regulars

31. slanted lines
32.

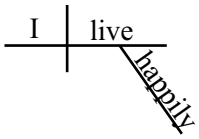


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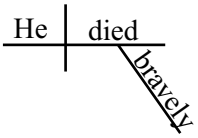
33.



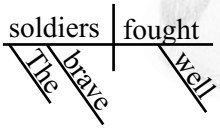
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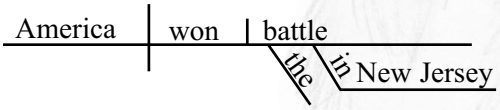
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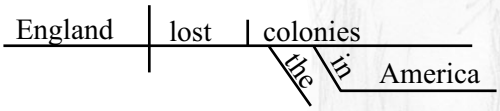
36.



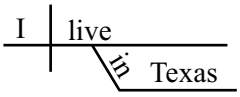
37. bent line
38. object of the preposition
39.



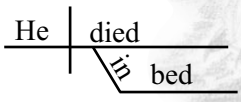
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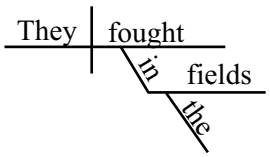
41.



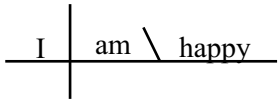
42.



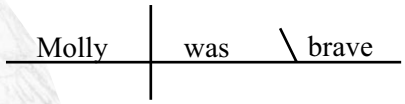
43.



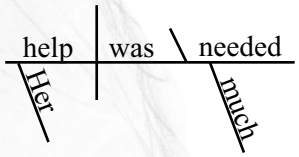
44. predicate nominative, predicate adjective
45.



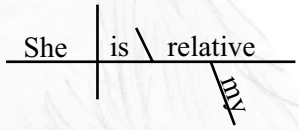
46.



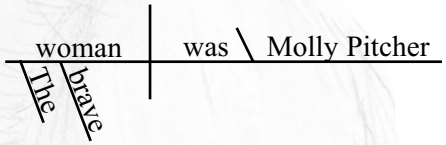
47.



48.



49.



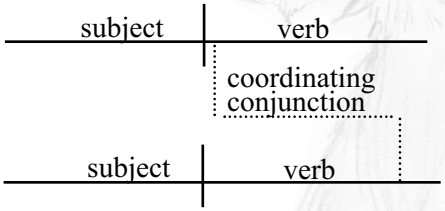
50. *"The measure of a woman is not how great her faith is, but how great her love is."*

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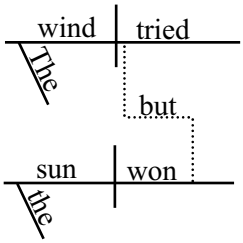


Lesson 12: *Sentence Building*
Kindness is Stronger Than Cruelty

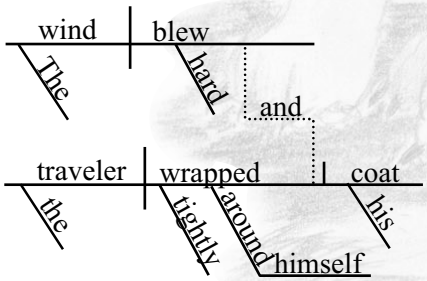
1. stronger
2. castle
3. power
4. remove his coat
5. blast
6. warmth
7. sun
8. argued
9. smiled warmly
10. gust of wind
11. shake and tremble
12. cheerful and friendly
13. forced
14. coordinating conjunction
15.



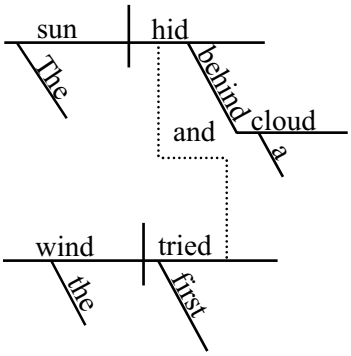
16. verbs
17.



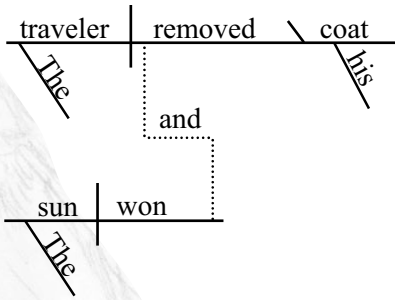
18.



19.



20.



21. *"Persuasion is better than force."*



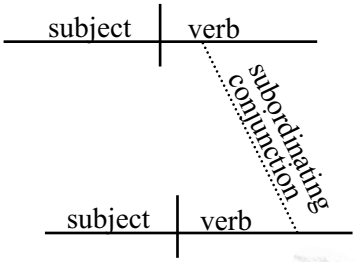
Lesson 13: *Sentence Building*
The Lion and the Mouse

1. mouse
2. lion
3. mouse
4. lion
5. lion
6. mouse
7. mouse
8. mouse
9. mouse
10. lion
11. (c) both a and b
12. fully extended
13. paralyzed by fear
14. roaming
15. trap
16. independent

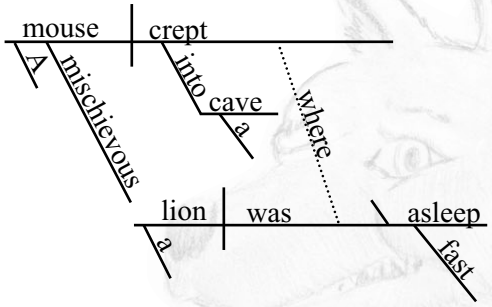
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17. subordinating conjunction

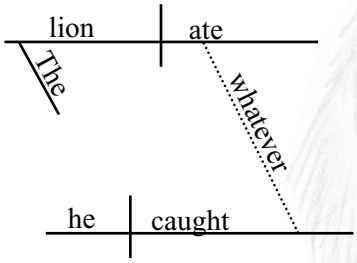
18.



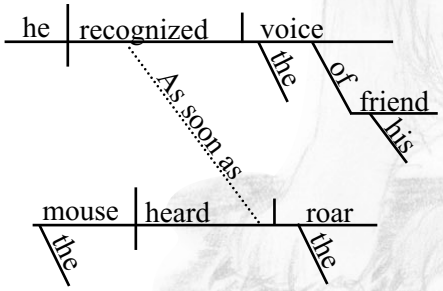
19.



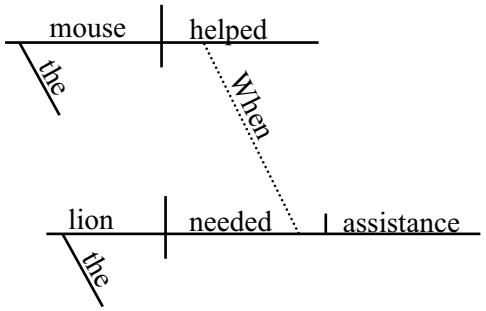
20.



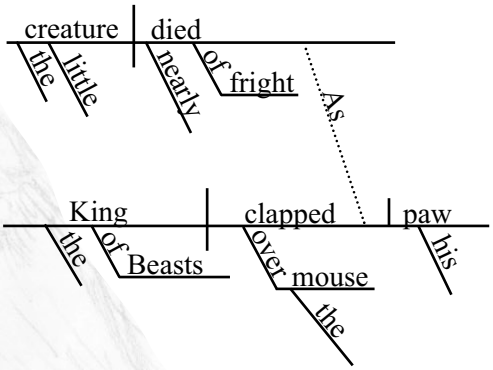
21.



22.



23.



24. *"No act of kindness, no matter how small, is ever wasted."*



Lesson 14: *Sentence Building*

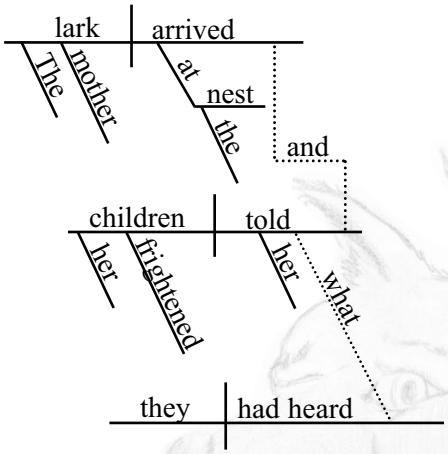
Get the Work Done—Do it Yourself

1. (c) larks
2. (b) wheat
3. (a) neighbors
4. (a) relatives
5. (b) cut the grain themselves
6. (a) the work will be done
7. ripe
8. undertake
9. sickle
10. reap
11. the 1st independent clause
12. the dependent clause modifies or completes the 1st independent clause

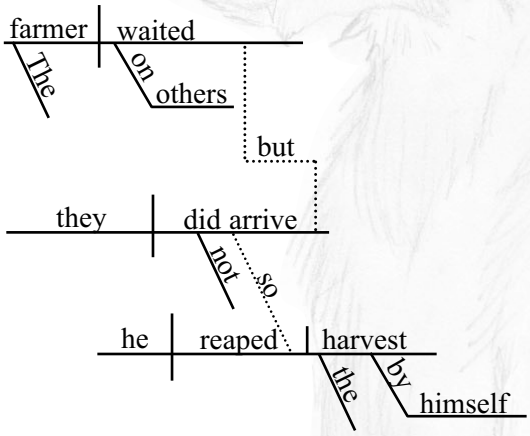
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13. the dependent clause modifies or completes the 1st independent clause

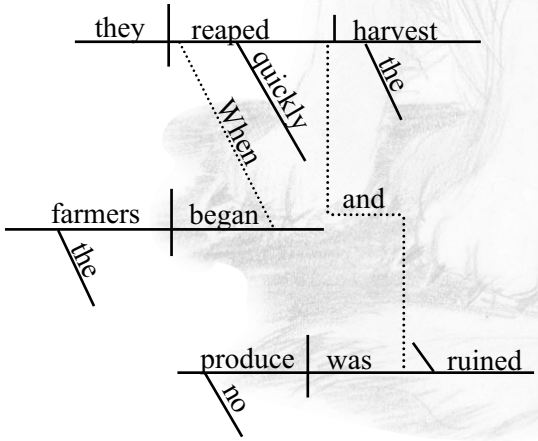
14.



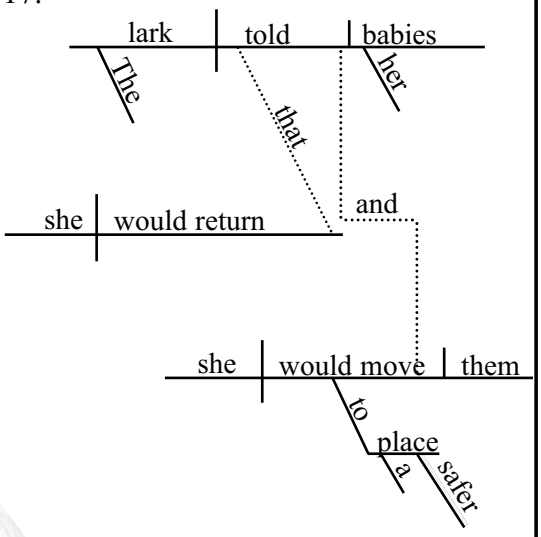
15.



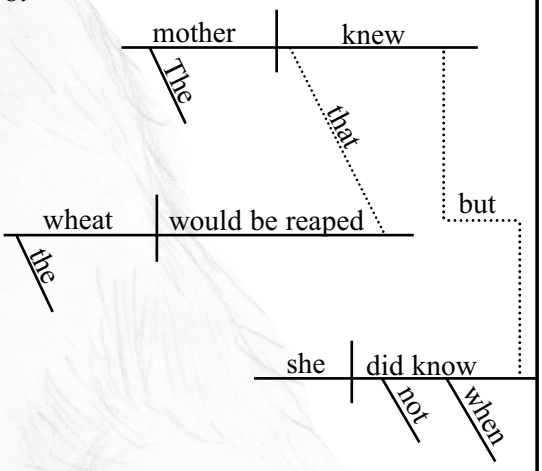
16.



17.



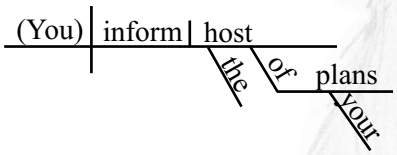
18.

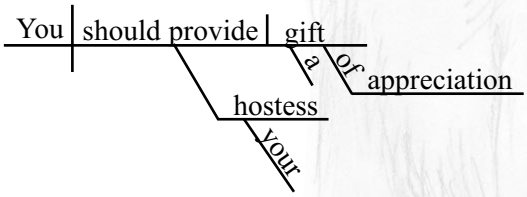


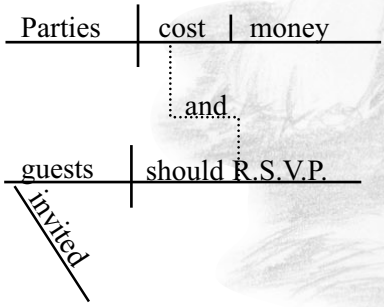
19. *"If the job is important to you, do not depend on others to get it done."*

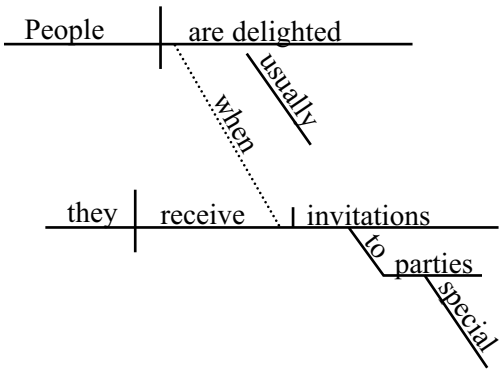
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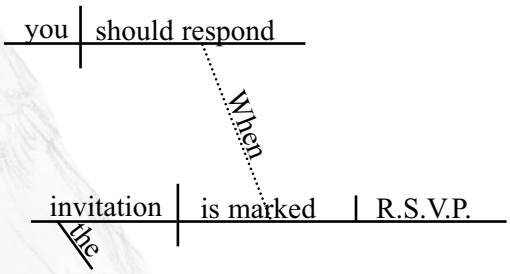
Lesson 15: *Sentence Building*
R.S.V.P. *A Place in Life*

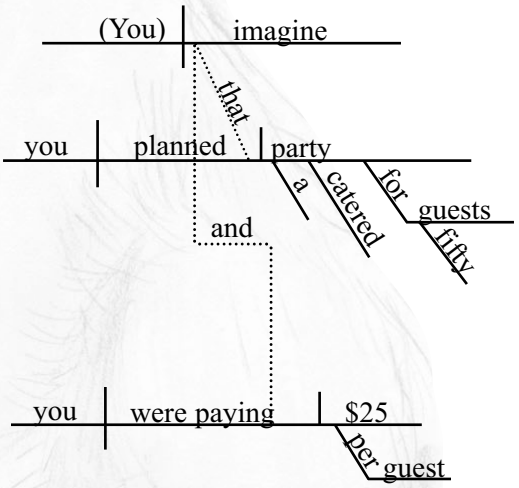
1. _a_ "please respond"
2. _c_ R.S.V.P., regrets only
3. _b_ Thoughtful guests who plan to attend
4. _d_ inconsiderate
5. _e_ ***host***
6. _f_ ***hostess***
7. _d_ ***function***
8. _a_ ***notify***
9. _c_ ***confirm***
10. _b_ ***considerate***
11. You
12. hostess; your
13. bending line
14. indirect object
15. 

16. 

17. 

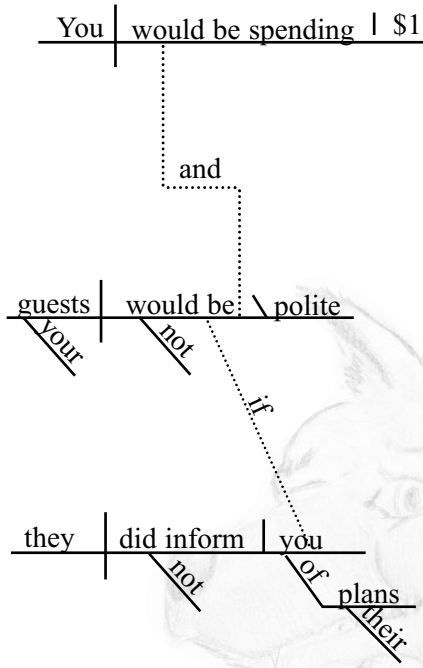
18. 

19. 

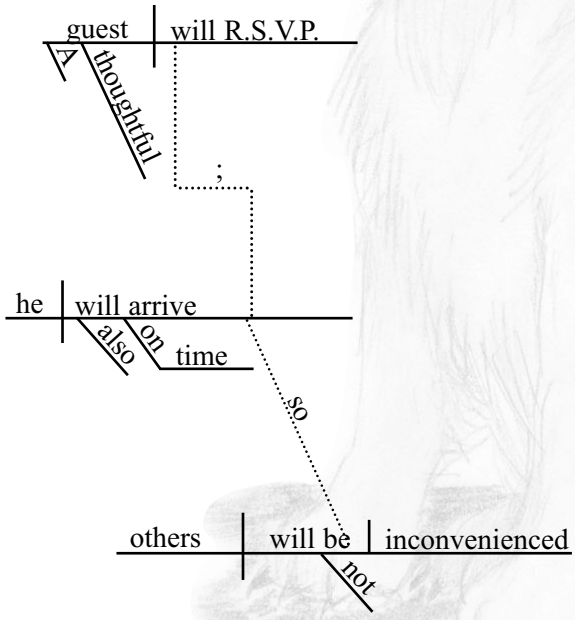
20. 

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21.



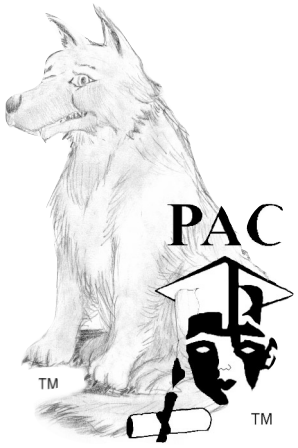
22.



23. *"Always R.S.V.P. promptly to every invitation you receive."*

Ask for your QUIZ over Section 3.
Reminder: Students who score 85% or higher on the three section quizzes may be exempt from the chapter test!

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ACTIVITY ANSWER KEY

Chapter 4, Section 1

Check your answers with this Answer Key. Answers separated by commas may be in any order. Answers separated by semicolons must be in stated order. Correct all errors, then complete your next goal.



Lesson 1: ***Active Reading***
Honor Above Honors

1. Rosalie Elliott
2. spelling
3. avowal
4. applauded
5. parents
6. truth; honor
7. _e_ ***tense***
8. _a_ ***avowal***
9. _d_ ***crucial***
10. _b_ ***applaud***
11. _f_ ***honor***
12. _c_ ***hone***
13. Cause and effect; reason
14. more than one
15. Cause: Rosalie's accent was too heavy to understand.
    Effect: The judges asked the girl to repeat the letter.
16. Cause: Rosalie told the truth to the judges.
    Effect: She did not win the spelling contest.
    Effect: The entire audience stood and applauded.
17. Cause: Rosalie spoke in a soft Southern accent.
    Effect: Her words were difficult to understand.
18. Cause: The judges could not understand the girl.
    Effect: They had to ask Rosalie to repeat her answer.
19. Cause: Rosalie was truthful.
    Effect: She received honor.
20. Cause: Rosalie spoke the truth.
    Effect: She set a good example.

E

21. A young person may become a role

C

model when he lives with integrity.

C

22. By choosing to live with integrity,

E

a young person will build good character.

E

23. You will learn many valuable lessons

C

if you read positive literature.

C

24. Learning to spell correctly

E

will increase your vocabulary.

E

25. You will be more employable

C

if you have strong character and communication skills.

26. identify; correct
27. subject, verb; complete thought
28. incomplete sentence
29. (b) As they listened to the tape recording, the correct spelling of the word was not clear.

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30. (a) The young speller had an opportunity to lie, but she did not even consider telling a falsehood.
31. (c) The crowd stood and applauded in approval.
32. (d) correct as is
33. *"Honor is better than honors."*



Lesson 2: *Active Reading*
Advice from a Friend

1. (a) speeding
2. (c) church
3. (b) lying about his speed
4. (b) note
5. (a) the death of Officer Fran's daughter
6. (c) drive safely and carefully

7-11. ***speedometer***; ***reputation***; ***perception***; ***proof of insurance***; ***manslaughter***

12. document; reference; witness, sight, smell, touch, sound, taste
13. evidence
14. (c) the officer could prove that Everett was speeding
15. (b) documents and witnesses can prove that Officer Fran stopped Everett for speeding
16. (c) documents and witnesses can prove the girl was killed by the speeding driver
17. (a) Everett saw (witnessed) that the clothing was a police uniform
18. perception of what occurred
19. opinion
20. (any order)

appears	probably
believe	seems
best	should have
in my opinion	think
most likely	understand
possibly	worst

21. (a) anger is an emotion and thought process, not an action that can be proven
22. (b) express a thought or feeling
23. (c) the words are what Everett might have thought
24. F
25. O
26. F
27. O
28. O
29. F
30. O
31. O
32. F
33. O
34. F
35. O
36. singular
37. plural
38. plural
39. a verb that agrees with the nearer noun or pronoun

(40-44, underlined words indicate corrected response)

40. You <u>have</u> a reputation for careless driving.
41. Traffic violations <u>are</u> not good to have on your driving record.
42. Everett Matthews and Jason Fran <u>attend</u> the same church.
43. My mom or sister <u>cooks</u> dinner each evening for my family.
44. Alcohol and drugs <u>damage</u> the lives of many young people and <u>contribute</u> to reckless driving.
45. tense; present, past, future

(46-47, underlined words in in italics indicate corrected response)

46. present; past; *The young man <u>slammed</u> on the brake and screeched to a halt.*
47. future; past; *The officer <u>stopped</u> the young man and told him to slow down.*
48. (d) was
49. (c) invited
50. (b) was anticipating

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51. (b) glanced
52. *"We are what we repeatedly do. Excellence, then, is not an act, but a habit."*



Lesson 3: *Composition*
Mrs. Wakefield's Toll House Cookies

1. (c) Ruth Wakefield
2. (b) accidentally
3. (c) chocolate pieces
4. (b) the chocolate pieces kept their shapes
5. (c) after her inn
6. (a) seven billion

7-12. ***baker's chocolate; cookie sheet; salvage; features; inn; toll road***

13. arrange
14. topic
15. idea, concept
16. support
17. refer
18. The topic sentence states the main idea of the paragraph.
19. Middle sentences provide supporting details.
20. The last sentence states a transition or conclusion.
21. accidentally
22. explains
23. transition
24. explain; bake chocolate cookies
25. The body explains the accidental invention of chocolate chip cookies.
26. topic
27. (a) Mother enjoys experimenting with many cookie recipes.
28. (c) I am thankful that Mother discovered Toll House Cookies and the many other varieties of cookies that she bakes for our family.
29. ___ From start to finish, most . . . .
    _X_ Chocolate chip cookies appeal . . .
    _X_ North, South, East and West . . . .
    ___ Some people like nuts in their . . .
    ___ I like cookies with frosting on top.
    _X_ Foreigners and citizens alike . . .
30. (b) Chocolate chip cookies appeal to taste buds of all ages and from all parts of America
31. Americans of all backgrounds enjoy Toll House chocolate chip cookies. Chocolate chip cookies appeal to children, teens and adults. North, South, East and West—people in each region enjoy chocolate chip cookies! Foreigners and citizens alike smile at the prospect of biting into rich, chocolate chip cookies. Chocolate chip cookies appeal to taste buds of all ages from all parts of America.
32. suffix; spelling
33. -er, -or
34. -tion, -ment, -y, -age
35. -ing, -en, -ed
36. -ful, -able
37. -ly
38. advertisement
39. baker
40. creates, creating or created
41. discovers, discovering or discovered
42. inventor
43. quickly
44. times, timing, timed
45. useful or usable
46. (a) baker
47. (d) round
48. (c) carefully
49. (c) baking
50. (c) time
51. (d) decoratively
52. (b) bakery
53. (b) hypnotizing
54. *"What happens <u>to</u> you is not what matters. What happens <u>in</u> you makes all the difference in your life."*

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Lesson 4: *Active Reading*
Random Acts of Kindness

1. (b) an older woman stranded on the side of the road
2. (e) only a and c
3. (c) helped a poor waitress
4. (b) Laurence's wife

5-9. ***stranded***; ***dingy***; ***foreign***; ***discriminate***; ***china***

10. Compare and contrast
11. Laurence and the waitress were both kind to a stranger; both expected nothing in return. Laurence and the waitress were both poor. The waitress and the wealthy woman were both in need.
12. Laurence was poor; the stranded woman was wealthy. Laurence lived in a small town; the wealthy woman lived in a large city (Atlanta, Georgia). Laurence helped by changing a tire; the older woman helped by giving money.
13. topic sentence, supporting sentences, conclusion
14. 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.
15. The woman from Atlanta and the waitress were similar in some aspects, yet vastly different in many areas.
16. The wealthy woman exceeded the waitress economically, but the poor waitress was far ahead of the wealthy woman in character and spirit.
17. (a) Laurence began the "chain of love" when he helped the stranger. (h) Laurence was young, poor, and from a small town; the woman he helped was older, wealthy, and from the large city of Atlanta. (c) Like Laurence, the older woman desired to keep the "chain of love" alive. (f) She passed it along, just as Laurence had, to someone else in need. (e) Although she was from an entirely different culture, she and Laurence both had something in common—they recognized the "chain of love."
18. period, question mark, exclamation mark
19. comma, colon, semicolon
20. correctly
21. the first words of sentences; nouns, adjectives; titles; I; a direct quotation
22. (c) punctuation error
23. (a) spelling error
24. (b) capitalization error
25. (c) punctuation error
26. (a) spelling error
27. *"Be guided by a clear conscience and moral principles regarding relationships, career, finances and community involvement."*



Lesson 5: *Composition*
The Boy Who Stole the Cookies

1. (a) summer camp
2. (c) box of cookies
3. (c) Another boy stole them.
4. (b) The thief and the victim became friends.
5. _d_ ***parcel***
6. _a_ ***earnestly***

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7. _c_ ***compass***
8. _b_ ***adamantly***
9. _e_ ***strategy***
10. Sequence
11. (any ten, any order)

after	just then
at the same time	last
before	later
by the time	next
during	now
earlier	once
eventually	one day
finally	second
first	then
following	when
immediately	while
in the mean time	yesterday

12. One day
13. then
14. next
15. Later
16. When
17. Earlier
18. By the time
19. First, one boy stole another boy's cookies. Following the incident, the counselor talked with the victim. During the conversation, the counselor persuaded the victim to participate in an effort to resolve the conflict. While the boys were at the lake, they reconciled.
20. (d) their
21. (c) they
22. (b) her
23. (a) his
24. *"The best way to rid yourself of an enemy is to make him your friend."*

Ask for your QUIZ over Section 1.
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ACTIVITY ANSWER KEY

Chapter 4, Section 2

Check your answers with this Answer Key. Answers separated by commas may be in any order. Answers separated by semicolons must be in stated order. Correct all errors, then complete your next goal.



Lesson 6: *Composition*

My Home

1. (a) Texas
2. _X_ (a) the smell of fresh baked bread
   _X_ (b) the squawk of a parrot
   _X_ (c) the whine of a dog
   _X_ (d) mom and dad
   _X_ (e) enjoyable family time
   _X_ (f) soft, classical music
3. (c) Spanish Mediterranean
4. _X_ (a) paintings
   _X_ (b) poetry
   _X_ (c) Bible
   _X_ (d) stereo
   _X_ (e) pictures
   ___ (f) clowns
   _X_ (g) water fountain
   _X_ (h) wagon wheel
   ___ (i) pictures of cattle
   ___ (j) cowboy hats
5. (c) both a and b

6-13. ***print, monk, galleon, Mediterranean, hues, transcribe, scriptures, Psalms***

14. descriptive, narrative, informative, persuasive, inspirational
15. describes
16. picture
17. colors, shapes, sounds, smells, tastes, textures, emotions
18. of freshly baked bread
19. soft, tan
20. red, square
21. Soft, classical
22. secure, comfortable and inviting
23. colorful, vociferous
24. western wagon, flowered, green, tan and rust
25. of a Spanish monk
26. mountain
27. favorite
28. Western
29. comfortable, pleasant
30. topic sentence
31. descriptive detail
32. topic sentence, lead to the next paragraph
33. My home is one of the best homes in Texas.
34. 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 my family. My family members enjoy each other's company. We often discuss important events at the table during dinner.
35. Good communication and comfortable surroundings make my home a desirable place to be.

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36. (topic sentence) Crowds of people rushed to the streets to watch the parade. (conclusion) The entire city seemed to celebrate and to rejoice at the return of the brave soldiers.
37. Carlyle and the soldiers prepared for an attack. Slight movements caught the soldiers' eyes. Dark shadows inched forward on their bellies. Like ghosts, the attackers struck hard, then melted into the night. The attacks often came without warning and always with casualties. Carlyle looked at the watchman sprawled on the sand, his life's blood forming a scarlet pool beneath him. Four attackers in black robes and headdresses lay dead, too.
38. incomplete, run-on
39. short, choppy
40. correct the errors
41. top quality
42. (c) My home is one of the best homes in Texas. My home is secure, comfortable and inviting.
43. (b) When I get home from school, my pets are eager to greet me.
44. (d) correct as is
45. (c) My mom is not only a good cook, but she is also a good teacher.
46. (a) Someday when I grow up, I hope to have a peaceful and inviting home like my parents.
47. *"The starting points of character and destiny in the young begin with home environment and outside associations."*



Lesson 7: *Composition*
They Signed For Us: July 4, 1776

1. (c) Patrick Henry
2. (c) strong if they made proper use of the means God placed in the power of the patriots
3. (a) strong, vigilant, active and brave
4. (b) False
5. Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!
6. Declaration of Independence
7. July 4, 1776
8. (b) False
9. _X_ (a) lawyers
   _X_ (b) judges
   _X_ (c) preachers
   _X_ (d) professors
   _X_ (e) merchants
   _X_ (f) farmers
   _X_ (g) doctors
   _X_ (h) soldiers
   ____ (i) unemployed
10. (a) death
11. (c) Fifty-six
12. (b) False
13. _X_ (a) John Hart
    ____ (b) Vandal Smith
    ____ (c) Frank Virginia
    _X_ (d) Philip Livingston
    _X_ (e) Carter Braxton
    ____ (f) Warton Navy
    _X_ (g) William Ellery
    _X_ (h) George Clymer
    _X_ (i) Lyman Hall
    _X_ (j) George Walton
    _X_ (k) Button Gwinnet
    _X_ (l) Thomas Heyward
    _X_ (m) Edward Rutledge
    _X_ (n) Arthur Middleton
    _X_ (o) Francis Lewis
14. (c) freedom
15. (a) gave freedom to us today
16. _c_ ***adversary***
    _g_ ***disarmed***
    _e_ ***supinely***
    _a_ ***vigilant***
    _b_ ***extenuate***
    _f_ ***repulse***
    _d_ ***destitute***

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17. _d_ ***modesty***
    _f_ ***jest***
    _a_ ***reprove***
    _c_ ***precept***
    _b_ ***revilings***
    _i_ ***disparagement***
    _g_ ***sublime***
    _e_ ***indiscretions***
    _h_ ***recreations***
18. Informative
19. report, article
20. how-to
21. Recipes, manuals
22. integrity; 14
23. **1.** In the presence of others, sing not to yourself with a humming voice, nor drum with your fingers or feet.
    5. Strive not with your superiors in argument, but always submit your judgement to others with modesty.
    8. Use no reproachful language against anyone, neither curses nor revilings.
    10. Associate yourself with men of good quality if you esteem your own reputation, for it is better to be alone than in bad company.
    15. Think before you speak; pronounce not imperfectly, nor bring out your words too hastily, but orderly and distinctly.
    17. Whisper not in the company of others.
    20. Speak no evil of the absent, for it is unjust.
    22. When you speak of God or his attributes let it be seriously, in reverence and honor, and obey your parents.
    23. Let your recreations be manful, not sinful.
24. John Hancock was the first founding father to sign the Declaration of Independence.
25. **1.** Bear up under loss.
    2. Fight the bitterness of defeat and the weakness of grief.
    3. Be victorious over anger.
    4. Smile when tears are close.
    5. Resist evil men.
    6. Hate evil and love good.
    7. Go on when you cannot.
    8. Look up with unquenchable faith.
26. double negatives
27. negatives; sentence
28. (b) would not
29. (b) could not
30. (a) could hardly
31. *"Let our object be our country, our whole country, and nothing but our country. And, by the blessing of God, may that country itself become a vast and splendid monument . . . of wisdom, of peace and liberty . . . ."*



Lesson 8: *Composition*
The City at Midnight

1. _d_ setting of story (place)
2. _g_ characters in the story
3. _c_ Canaan's desire
4. _b_ Gerard's desire
5. _e_ Bethuel's desire
6. _f_ Ephrons' desire
7. _j_ winner of the argument
8. _a_ problem with the car
9. _h_ actions of the teens
10. _i_ Ephron learned in Sunday school
11. ___ (a) Young children often act . . . .
    _X_ (b) The boys in their ***late*** . . . .
12. _X_ (a) The ***devious glint*** in his . . . .
    ___ (b) The ***devious glint*** in his . . . .
13. _X_ (a) The terrorist began to . . . .
    ___ (b) The peacefully sleeping . . . .
14. _X_ (a) On the first day of the . . . .
    ___ (b) Every Wednesday, the . . . .

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15. tell a story
16. narrative
17. biographies, autobiographies, fiction, historical fiction
18. (a) a biography
19. (b) an autobiography
20. (c) fictional
21. (d) historical fiction

22-24. Not until he was seated did he realize the driver had returned too much change. His conscience signaled a strong conviction within him. You see, I was in your congregation yesterday and heard your sermon about honesty.

25. (a) was
26. (b) suffered
27. (d) her father's
28. (c) responsible
29. (d) regardless
30. (c) daily
31. (b) drunken
32. (b) the sheep
33. (d) kept
34. (b) were
35. *"Whoever in trouble and sorrow needs your help, give it to him."*



Lesson 9: *Composition*
Duty, Honor, Country: Three Hallowed Words

1. General Douglas MacArthur
2. duty, honor, country
3. courage, faith, hope
4. character
5. mold; strong; brave

6-26. proud; humble, gentle; substitute, path of comfort; face; difficulty, challenge; stand; compassion; master, heart; goal; laugh; weep; future; serious; modest, greatness; wisdom; strength

27. will; imagination; emotions
28. courage; adventure
29. wonder; hope; joy, inspiration
30. gentleman
31. _d_ ***cadet***
32. _b_ ***West Point***
33. _a_ ***hallowed***
34. _e_ ***forlorn***
35. _f_ ***vigor***
36. _c_ ***predominance***
37. (d) seeks to influence actions or thoughts
38. (d) Persuasive
39. (c) facts, personal experiences and principles
40. (d) all of these
41. (b) what you ought to be, what you can be, what you will be (the cadets)
42. (b) restating that the cadets are taught to be officers and gentlemen
43. (b) youth of today are the parents and leaders of the future
44. (a) how the habits of youth will form character as adults
45. (a) that they are the examples for the future generations
46. (b) capitalization error
47. (b) capitalization error
48. (a) spelling error
49. (c) no error
50. (a) spelling error
51. *"Duty, honor and country are three hallowed words that build courage, regain faith and create hope."*



Lesson 10: *Composition*
True Love for Self and Others

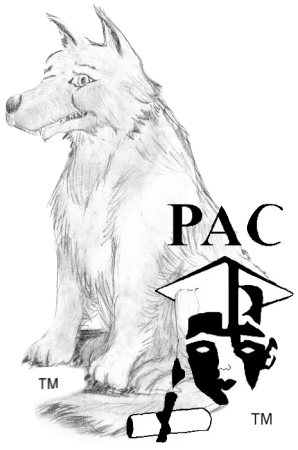
1. _X_ Love is patient.
2. _X_ Love is kind.
3. ____ Love is jealous.
4. ____ Love is proud.
5. _X_ Love is not rude.
6. ____ Love is selfish.

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7. _X_ Love is not easily angered.
8. _X_ Love keeps no record of wrongs.
9. _X_ Love does not delight in evil.
10. _X_ Love rejoices in the truth.
11. _X_ Love trusts.
12. ___ Love is hopeless.
13. ___ Love does not ***persevere***.
14. _X_ Love never fails.
15. (b) Learning to love themselves for all that they are and are not
16. (a) love others as much as we love ourselves
17. _c_ If we are patient with ourselves,
18. _a_ If we are kind to ourselves,
19. _b_ If we envy others,
20. False
21. True
22. ___ (a) People who ***delight*** in . . . .
    _X_ (b) No one should ***delight*** in . . . .
23. _X_ (a) Because she ***persevered***, ...
    ___ (b) Because she disobeyed . . . .
24. _X_ (a) Because she loved and . . . .
    ___ (b) Because she was . . . .
25. _X_ (a) His ***commentary*** made . . . .
    ___ (b) He held up his hand in . . . .
26. ___ (a) She began to ***reiterate*** her . . . .
    _X_ (b) At the close of the press . . . .
27. persuasive
28. soul, spirit; spiritual
29. attributes, vices
30. love
31. (c) forgiveness
32. (a) true forgiveness
33. (b) the importance of forgiveness
34. (b) period
35. (a) comma
36. (e) correct as is
37. (c) semicolon
38. (b) period
39. *"Love is patient, love is kind . . . . It is not rude. It is not selfish . . . . Love never fails."*

Ask for your QUIZ over Section 2.
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ACTIVITY ANSWER KEY

Chapter 4, Section 3

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Lesson 11: *Composition*
"The Father of the American Revolution"

1. "The Father of the American Revolution"
2. liberty
3. Committee of Correspondence
4. printed, delivered
5. pony express news delivery
6. Paul Revere
7. (1) to delineate the rights of Colonists
   (2) to detail how colonial rights had been violated
   (3) to publicize those rights and the violations thereof throughout the Colonies
8. (a) Freedom is a gift from God, understood by reading the New Testament.
9. (c) group of men who advised and drafted resolutions for the colonial legislatures
10. (a) True
11. (a) True
12. _b_ ***correspondence***
    _d_ ***delineate***
    _a_ ***publicize***
    _e_ ***promulgate***
    _c_ ***Continental Congress***
13. _5_ outline the main ideas and supporting ideas
    _4_ record the support material carefully
    _1_ choose a specific topic
    _3_ gather material to support the topic
    _2_ brainstorm for ideas
14. composition; speech
15. independence for the American colonies
16. (any three) the number of colonists on the continent, the condition of the colonial armies, unexplained military successes, the wicked actions of the adversary, the preparation of the constitution, the readiness of the soldiers
17. personal beliefs
18. situation
19. choices and reasons
20. actions
21-40. **I.** The situation
    A. Three million souls united in one cause on the continent
    B. Armies ready to fight
    1. Disciplined soldiers
    2. Superior commanders
    C. Providence
    1. Unexplained success
    2. Guidance
    3. Liberty and independence
    II. The choices
    A. Independence from England
    B. Servitude to England
    C. Reasons independence was possible
    1. Union complete
    2. Constitution composed, established, approved
    3. Soldiers ready to fight for the cause
    III. The action
    A. Press on with gratitude to Heaven
    B. Be guardians of freedom
    C. Be willing to sacrifice life for freedom

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41. Honesty
42. **1.** Honesty is demonstrated by two methods—words and actions.
    2. Honesty is the opposite of deceit, dishonesty, lies, tricks, cheating.
    3. People are dishonest because of fear—fear of embarrassment, punishment, negative consequences.
    4. Youth should always be honest: in school, home, church, social situations, legal situations, employment and entertainment.
43. dictionary, moral principles, quotes
44. truthfulness, justice, equity, genuineness, reality, sincerity, morality
45. **1.** Be honest in your words.
    2. Be honest in your actions.
    3. Honesty enables people to trust you.
    4. Honesty enables you to make good decisions about your future.
    5. Honesty provides opportunities for you.
    6. Honesty will enable you to be a good student, adult, parent, citizen, employee and employer.
    7. Honesty is right and just in all situations.
46. **1.** "Justice is inseparable from truth."
    2. "Basic honesty allows a man not ever to be ashamed."; Branch Rickey
    3. "No legacy is as rich as honesty."; William Shakespeare, British poet and writer
    4. "What we have in us of the image of God is the love of truth and justice."; Demosthenes, Ancient Greek Orator
47. **I.** Honesty demonstrated by our words and actions
    A. Dictionary definition of honesty
    B. Opposite of honesty
    II. Reasons for dishonesty
    A. Fear
    B. Quote by Branch Rickey
    III. Advantages of honesty
    A. Trust, opportunities
    B. Enables youth
    1. To make good decisions
    2. To become good adults, parents, citizens, employees, employers
    3. Quote by William Shakespeare
    4. Quote by Lise Meitner
    IV. When to be honest
    A. Honesty right and just in all situations
    B. Quote by Demosthenes
    C. Involvement in school, home, church, social situations, legal situations, employment and entertainment
48. *"The right to freedom is a gift from the Almighty."*



Lesson 12: *Composition*
Independence Impossible Without Him

1. heroes
2. patriotic
3. freedom; united; purpose
4. honorable, upright, honest, integrity
5. (e) only a and b
6. _c_ ***outspoken***
   _b_ ***upright***
   _d_ ***animated***
   _a_ ***procure***
7. complete thoughts
8. subject, verb
9. noun/verb agreement
10. We have large armies, disciplined and appointed, with commanders inferior to none in military skill.
11. The hand of Heaven has led us on.

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12. (any one of the three)
The hearts of the soldiers beat high with the spirit of freedom; they are animated with the justice of their cause.
The hearts of the soldiers beat high with the spirit of freedom, and they are animated with the justice of their cause.
The hearts of the soldiers beat high with the spirit of freedom. They are animated with the justice of their cause.

13. (wording may vary—sentence must have a subject and a verb)
He was famous for his patriotic views.

14. They grasp their swords and reach toward Heaven.

15. (any one of the three)
•George Washington led the army forward; the British gave way under the determined march of the patriots.
•George Washington led the army forward, and the British gave way under the determined march of the patriots.
•George Washington led the army forward. The British gave way under the determined march of the patriots.

16-24. **I (A).** We have three million souls united in one cause on the continent.
I (B) (1), (2). We have disciplined armies and superior commanders.
I (C) (1), (2). Providence has guided us and given us success.
I (C) (3). Providence will help us to ***procure*** liberty and secure independence.
II (A), (B). Our choices are independence or servitude.
II (C) (1), (2), (3). The reasons our independence is possible are because our union is complete, our constitution is composed, established and approved, and our soldiers are ready to fight for the cause of freedom.
III (A). We must press on with gratitude to Heaven.
III (B). We are the guardians of our own freedom.
III (C). I am willing to sacrifice my life for the freedom of these colonies.

25-36. **I.** Honesty is demonstrated by our 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 (A). Youth should be honest in all situations because honesty is right and just.
IV (B). Demosthenes, an ancient Greek orator once declared, "What we have in us of the image of God, is the love of truth and justice."
IV (C). Youth should be careful to speak and act the truth in school, at home and church, in social situations

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(such as purchasing supplies at a grocery 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.

37. *"He is the truest friend to the liberty of his country who tries to promote its virtue."*



Lesson 13: *Composition*
The Integrity of a Patriot

1. (a) politics
2. (f) only b and c
3. (a) inspired his countrymen
4. (b) False
5. (c) refused to accept the bribe and would not abandon the cause nor ***hazard*** his countrymen
6. (a) moral courage
7. _c_ ***extensive***
8. _b_ ***denounce***
9. _a_ ***ministry***
10. _d_ ***allurement***
11. _f_ ***hazard***
12. _e_ ***zeal***
13. _e_ ***infidel***
14. _d_ ***arm***
15. _a_ ***Sodom***
16. _g_ ***ignominious***
17. _c_ ***galling***
18. _b_ ***derision***
19. _f_ ***Warren, Montgomery***
20. We have three million souls united in one cause on the continent. We have disciplined armies and superior commanders. Providence has guided us and given us success. Providence will help us to procure liberty and secure independence. Our choices are independence or servitude. The reasons that our independence is possible are because our union is complete, our constitution is composed, established and approved, and our soldiers are ready to fight for the cause of freedom. We must press on with gratitude to Heaven. We are the guardians of our own freedom. I am willing to sacrifice my life for the freedom of these colonies.
21. cause
22. choice
23. action to be taken
24. _1_ souls united in one cause
    _2_ legions of enemies
    _2_ wretches who laugh at the rights of humanity
    _3_ guardians of our liberties
    _1_ fled from political Sodom
    _3_ desire to share danger and glory
    _2_ complete union, composed rights of constitution
    _2_ wretches who laugh at religion
25. **graded by teacher** ***Criteria: the student must use all of the sentences in the outline to create three paragraphs. The student also should change and add sentences.**
26. *"Successful people make things happen in the midst of difficulty, but lazy people look at the difficulty and make excuses."*



Lesson 14: *Composition*
Samuel Adams: An American Hero

1. (a) Boston Massacre
2. (c) remove the troops
3. (b) being arrested by the British
4. (b) stood his ground
5. (a) supported
6. _c_ ***heinous***
7. _b_ ***incur***

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8. _f_ ***advocate***
9. _d_ ***render***
10. **1.** repeating a dominant word which serves as a link between paragraphs
    2. constructing the first sentence of each paragraph so that it will clearly indicate the relation to the preceding paragraph
11. independence, Heaven
12. cause; choice; action
13. **graded by teacher** ***Criteria: the student must demonstrate effective transition sentences by using the dominant words "honesty" and "youth" to flow smoothly from one paragraph to the next.**
14. *"Religion in a family is its brightest ornament and its best security."*



Lesson 15: *Composition*
The Legacy of Samuel Adams

1. (b) medium
2. (b) sincerity
3. (c) superior
4. (b) Christian
5. (a) sacrificed his life
6. (a) virtues, patriotism, zeal and usefulness
7. _b_ ***deportment***
8. _e_ ***constancy***
9. _l_ ***piety***
10. _h_ ***imbued***
11. _a_ ***profession***
12. _g_ ***Sabbath***
13. _k_ ***temple***
14. _i_ ***prudent***
15. _d_ ***remonstrate***
16. _c_ ***eradicate***
17. _j_ ***demeanor***
18. _f_ ***condescension***
19. rough draft
20. correcting
21. proof, edit
22. correct sentence structure, correct spelling, punctuation and capitalization, correct paragraph structure, clarity of thought and logical order
23. remove; out of order; support the topic
24. _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.
    _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. ____ spelling: _____
    ____ punctuation: _____
    ____ capitalization: _____
    _X_ complete sentences: We have no other alternative than independence or the most ignominious and galling servitude.
    ____ subject/verb agreement: _____
    _X_ unnecessary words: The legions of our enemies thicken on our plains; desolation and death mark their bloody career while the mangled corpses of our countrymen seem to cry out to us as a voice from Heaven.
    _X_ unnecessary sentences: I never did like the way the British fight. Americans would never stoop to such wickedness.

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26. _X_ spelling: Let us press on, then, in our generous enterprise, with gratitude to Heaven for past success.
____ punctuation: _____
____ capitalization: _____
____ complete sentences: _____
____ subject/verb agreement: _____
____ unnecessary words: _____
_X_ unnecessary sentences: Causes for liberty never fail.

27. _X_ spelling: We are now on this continent, to the 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 . . . Our success has staggered our enemies and almost given faith to infidels; so we may truly say it is not our own arm which has saved us. . . 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_ punctuation: We have large armies disciplined and appointed, with commanders inferior to none in military skill, and superior in activity and zeal. . . . 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.
____ capitalization: _____
_X_ complete sentences: We are now on this continent, to the the astonishment of the world, three million souls united in one cause. . . . We have fled from the political Sodom; let us not look back, lest we perish.
____ subject/verb agreement: _____
_X_ unnecessary words: _____
____ unnecessary sentences: _____

28. _X_ spelling: Our adversaries are composed of wretches who laugh at the rights of humanity, who turn religion into derision, and would, for higher wages, direct their swords against their own leaders or country.
____ punctuation: _____
____ capitalization: _____
_X_ complete sentences: The legions of our enemies thicken on our plains; desolation and death mark their bloody career while the mangled corpses of our countrymen seem to cry out to us as a voice from Heaven.
_X_ subject/verb agreement: The hearts of our soldiers beat high with the spirit of freedom; they are animated with the justice of their cause, and while they grasp their swords can look to Heaven for assistance.
____ unnecessary words: _____
____ unnecessary sentences: _____

29. _X_ spelling: If I have a wish dearer to my soul than that my my ashes may be mingled with those of a Warren or a Montgomery, it is that these american States may never cease to be free and independent.
_X_ punctuation: For my own part, I ask not greater blessing than to share with you the common danger and common glory.
_X_ capitalization: If I have a wish dearer to my soul than that my my ashes may be mingled with those of a Warren or a Montgomery, it is that these American States may never cease to be free and independent.
____ complete sentences: _____
____ subject/verb agreement: _____

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_X_ unnecessary words: <u>If I have a wish dearer to my soul than that my ashes may be mingled with those of a Warren or a Montgomery, it is that these American States may never cease to be free and independent.</u>

____ unnecessary sentences: _____

30. final draft
31. independence from the British Empire
32. country, state, city; writing, speaking; motivate, persuade; good, true, right
33. **<u>graded by teacher</u> *Criteria: the student must demonstrate effective proofing skills by correcting spelling, punctuation, capitalization, grammar, sentence order and paragraph structure.**
34. **<u>graded by teacher</u> *Criteria: the student must demonstrate effective writing skills by creating a composition consisting of three paragraphs. The composition should flow smoothly with use of effective topic sentence, supporting sentences, transition sentences and conclusion. Spelling, punctuation, capitalization and grammar should be correct. Sentences should be in logical order. Refer to the text for the checklist of proofing criteria.**
35. *"'Thou shalt do no injury to thy neighbor,' is the voice of reason and nature."*

Ask for your QUIZ over Section 3.
Reminder: Students who score 85% or higher on the section quizzes may be exempt from the chapter test!

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ACTIVITY ANSWER KEY

Chapter 5, Section 1

Check your answers with this Answer Key. Answers separated by commas may be in any order. Answers separated by semicolons must be in stated order. Correct all errors, then complete your next goal.



Lesson 1: ***Active Reading***
New York City's "Little Flower"

1. (c) Fiorello LaGuardia
2. (b) "The Little Flower"
3. _X_ (a) taking orphans to baseball . . .
   _X_ (b) reading Sunday funnies . . .
   ___ (c) preaching to criminals in . . .
   _X_ (d) riding fire trucks
   _X_ (e) raiding ***speakeasies***
   ____ (f) stealing bread
4. (f) only a and e
5. (b) a grandmother caught stealing
6. (c) fined the defendant ten dollars
7. (f) only b and c
8. (b) approved the judge's decision
9. _c_ ***lapel***
10. _d_ ***colorful character***
11. _e_ ***speakeasies***
12. _g_ ***ovation***
13. _n_ ***vivid***
14. _j_ ***slums***
15. _k_ ***promiscuity***
16. _h_ ***sexually transmitted disease (STD)***
17. _m_ ***illegitimate***
18. _a_ ***abstinence***
19. _f_ ***cohabit***
20. _i_ ***Herpes***
21. _b_ ***Human Papilloma Virus (HPV)***
22. _l_ ***Syphilis***
23. statement; support
24. active, vivid
25. punctuation; sentence structures
26. speeches
27. (any eight) transportation, low income, unemployment, low performing schools, hospitals, slums, prostitution, crime, labor unions, political corruption and health and sanitation
28. composition
29. topic
30. brainstorm
31. write down the ideas
32. Sexual promiscuity may result from factors such as: peer pressure, lack of training to resist temptation, lack of moral values, undisciplined behavior, lack of parental supervision, immodest clothing and behavior, media (pornography, movies, literature), subconscious need for love and acceptance, sexual abuse and subsequent sense of helplessness.
33. Some consequences of promiscuity are sexually transmitted diseases (STDs), illegitimate pregnancies, loss of innocence, moral decline, prostitution, emotional turmoil and damaged futures
34. Prevention of consequences includes proactive measures such as abstinence, so-called "safe-sex" devices and antibiotics for STDs.
35. research
36. the topic or main idea of the composition
37. three
38. (any three) diseases, illegitimate pregnancies, divorce, guilt or emotional trauma

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39. promiscuity; abstinence

40-42. (any three, any order of the numbered items 1 - 6)

(1) dictionary definitions: abstinence—saving sex until marriage; sexually transmitted disease (STD)—a disease that is transmitted by any variety of sex; sexual intercourse—direct internal contact with the sexual organs of another person; promiscuity—participating in sexual intercourse with any person who is not your husband or wife; pre-marital sex—sex before marriage

(2) Dr. David Larson, researcher at the National Institutes for Health—a link has been found between premarital abstinence and sexual satisfaction in marriage. "Couples not involved before marriage and faithful during marriage are more satisfied with their sex life than those who were involved sexually before marriage."

(3) Universities of Chicago and Michigan Sociologists—"Those who cohabit before marriage have substantially higher divorce rates than those who do not; the recorded differentials range from 50 to 100 percent."

(4) University of California, Los Angeles published in The Journal of Personality Assessment—The top three problems that distinguished pre-marital cohabitants were drunkenness, adultery and drug-abuse.

(5) Brown University and the University of Michigan—20% of teens or college students who leave their parents' homes to "move in with" someone end up coming back to the parents' homes because the promiscuous relationships do not result in happiness.

(6) UCLA Psychologists Stuart Perlman and Paul Abramson—married couples are more satisfied with their sex lives than sexually active singles, partly because sexual satisfaction is enhanced by the "absence of sexual anxiety." Married couples who abstain before marriage are free from the sexual fears of disease, pregnancy before marriage, being "used," failure and rejection. Teens who remain abstinent are also free from the guilt of violating moral sexual standards which causes hindered sexual satisfaction before marriage.

(7) Care Net—Abstinent teens live longer, are healthier (physically, mentally and emotionally), happier, more successful and make better life decisions.

(8) Abstinence: Safer than Sex—STD's result in ruined bodies, broken hearts, deformed babies, broken lives, shattered dreams and premature deaths.

(9) Friends First—Condoms do not provide protection from STDs such as Herpes, HPV or Syphilis because those diseases are transmitted by skin-to-skin contact.

(10) Friends First—Abstinence education focuses on helping teens to make the safest and best choices by saving sex until marriage. Teens should learn: respect for self and others, the difference between love and lust, emotional consequences of pre-marital sexual involvement, freedoms enjoyed through abstinence, skills to make abstinent choices, boundary setting for physical contact, the differences between needs and desires, consequences of actions, self-control and goal setting.

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43. topic sentence
44. a sentence that states your main idea
45. opinionated statement
46. prove your point
47. Abstinence is the best way to approach pre-marital, dating relationships.
48. *"An ounce of prevention is worth a pound of cure."*



Lesson 2: ***Active Reading***
America's Great Evangelist

1. (b) Billy Graham
2. (d) all of these
3. (c) both a and b
4. (c) Albert Einstein and a railroad ticket
5. _c_ ***renown***
6. _a_ ***statesman***
7. _b_ ***eloquent***
8. _d_ ***consecrated***
9. _g_ ***Parkinson's Disease***
10. _h_ ***podium***
11. _f_ ***related***
12. _e_ ***Albert Einstein***
13. outline
14. 3
15. 4, 5, 9
16. source #1
17. source #1
18. brainstorm #1
19. brainstorm #2
20. source #8
21. source #2
22. source #6
23. source #10
24. *"We should be headed in the direction of goodness and righteousness, away from crime and immorality, and toward helping neighbors who are in need."*



Lesson 3: ***Active Reading***
"Never Give Up"

1. (c) Winston Churchill
2. (a) head of the elected government
3. (b) lose hope
4. (b) speaking over the airwaves
5. (a) "Never give up!"
6. (c) shouted, "NEVER GIVE UP!"
7. _c_ ***prime minister***
8. _i_ ***demoralize***
9. _a_ ***mobilize***
10. _e_ ***fortitude***
11. _b_ ***commencement***
12. _f_ ***lectern***
13. _g_ ***brevity***
14. _d_ ***tumultuous***
15. _h_ ***unwed***
16. inspired; courage
17. (any three) terrorism, diseases, divorce, emotional trauma, crime
18. save; positive
19. **Topic sentence:** "Abstinence is the best way to approach pre-marital, dating relationships."

I. Definition of abstinence
II. Promiscuity as alternative to abstinence
III. Factors that may result in promiscuity
- **A.** Peer pressure
- **B.** Lack of training to resist temptation
- **C.** Lack of moral values
- **D.** Undisciplined behavior
- **E.** Lack of parental supervision
- **F.** Immodest clothing and behavior
- **G.** Media (pornography, movies, literature)
- **H.** Subconscious need for love and acceptance
- **I.** Sexual abuse, sense of helplessness

IV. Consequences of promiscuity
- **A.** Results of STDs
  - **1.** Ruined bodies
  - **2.** Broken hearts
  - **3.** Deformed babies
  - **4.** Broken lives
  - **5.** Shattered dreams

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6. Premature deaths
B. Illegitimate pregnancy
C. Loss of innocence
D. Moral decline
E. Prostitution
F. Emotional turmoil
G. Damaged futures
H. Unsatisfied marriages
I. Sexual anxiety
J. Feelings of being "used," failure and rejection

V. Reasons to be abstinent
A. No STDs
B. No illegitimate pregnancies
C. Better marriages
D. Longer, healthier lives and marriages
E. No sexual anxiety or fears
F. No guilt from violating self or someone else
G. Healthy children
H. Stable emotions
I. Able to make good life decisions
J. Hopeful future (better goal setting)
K. Understanding of real love—not lust
L. True acceptance

20. I, II, III
21. IV
22. V
23. **Topic sentence:** Abstinence is the best way to approach pre-marital, dating relationships.
I. The definition of *abstinence* is "saving sex until marriage."
II. The alternative to abstinence is promiscuity.
III (A)–(I). People often become promiscuous because of peer pressure, lack of training to resist temptation, lack of moral values, undisciplined behavior, lack of parental supervision, immodest clothing and behavior, exposure to pornography or sexually explicit literature, a subconscious need for love and acceptance or sexual abuse that results in a sense of helplessness.
24. Abstinence is the best way to approach pre-marital, dating relationships. The definition of abstinence is "saving sex until marriage." The alternative to abstinence is promiscuity. People often become promiscuous because of peer pressure, lack of training to resist temptation, lack of moral values, undisciplined behavior, lack of parental supervision, immodest clothing and behavior, exposure to pornography or sexually explicit literature, a subconscious need for love and acceptance, or sexual abuse that results in a sense of helplessness.
(wording may vary, 25-28)
25. **IV**. Promiscuity has several consequences.
A, (1-6). Some results of STDs include ruined bodies, broken hearts, deformed babies, broken lives, shattered dreams, premature deaths.
B - F. Some consequences of promiscuity include illegitimate pregnancies of unwed mothers, loss of innocence, moral decline, prostitution and emotional turmoil.
G - J. Other consequences of promiscuity include damaged futures, unsatisfied marriages, sexual anxiety and feelings of being "used," failure and rejection.
26. Promiscuity has several consequences, including sexually transmitted diseases. Some results of STDs include ruined bodies, broken hearts, deformed babies, broken lives, shattered dreams, premature deaths. Other consequences of promiscuity include illegitimate pregnancies of unwed mothers, loss of innocence, moral decline, prostitution, emotional turmoil, damaged futures, unsatisfied marriages, sexual anxiety and feelings of being "used," failure and rejection.

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27. **V.** Wise youth have many reasons to be abstinent.
    A - C, 1 - 2. Some of those reasons include no STDs, no pregnancies before marriage and better marriages in which couples are happier and who stay together.
    D - H. Other reasons to stay abstinent before marriage include longer, healthier lives and marriages, no sexual anxiety or fears, no guilt from violating one's self sexually, healthy children and stable emotions.
    I - L. More reasons to stay abstinent before marriage include the ability to make good life decisions, the ability to set goals for a hopeful future, an understanding of real love (not lust), and true acceptance by members of the opposite gender.
28. Wise youth have many reasons to be abstinent including no STDs, no pregnancies before marriage and better marriages in which couples are happier and stay together. Other reasons to stay abstinent before marriage include longer, healthier lives and marriages, no sexual anxiety or fears, no guilt from violating one's self sexually, healthy children and stable emotions. More reasons include the ability to make good life decisions, the ability to set goals for a hopeful future, an understanding of real love (not lust), and true acceptance by members of the opposite gender.
29. *"The price of greatness is responsibility."*



Lesson 4: ***Active Reading***
A Light in Her City

1. (c) Janet Parshall
2. (a) education and skills
3. (b) radio broadcast
4. _X_ (a) politics
   ____ (b) race cars
   _X_ (c) parenting
   _X_ (d) abstinence
   _X_ (e) prayer
   ____ (f) terrorism
   _X_ (g) neglect of children
   _X_ (h) drugs
   _X_ (i) immigration
   _X_ (j) education
   _X_ (k) race relations
   _X_ (l) divorce
5. (c) communication
6. (b) strengthen families
7. _a_ ***elite***
8. _c_ ***conservative***
9. _b_ ***profound***
10. simple, compound, complex, compound-complex
11. interrogative, exclamatory, imperative, declarative
12. question; exclamation; colons, semicolons, parenthesis, quotation marks, apostrophes, commas, periods
13. (any one of the following 7 sentences)
    (1) Abstinence is the best way to approach pre-marital, dating relationships.
    (2) Abstinence means "saving sex until marriage."
    (3) The alternative to abstinence is promiscuity.
    (4) Why is promiscuity often the choice of young people?
    (5) People may become promiscuous due to a variety of reasons: peer pressure, lack of training to resist temptation, and lack of moral values.
    (6) Perhaps the most prevalent cause of promiscuity in youth is a sense of loss or a sense of not belonging to anyone.
    (7) This feeling is a subconscious need for love and acceptance.

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14. (either one of the following 2 sentences)
(1) Exposure to pornography or sexually explicit literature leads youth to entertain immoral thoughts, which leads to immoral acts.
(2) Another factor that may result in promiscuity is the sense of helplessness from sexual abuse.
15. Many youth choose promiscuity because they are not educated about abstinence; neither are youth aware of the reasons that they participate in such behavior.
16. Why is promiscuity often the choice of young people?
17. (any one of the following 10 sentences)
(1) Abstinence is the best way to approach pre-marital, dating relationships.
(2) Abstinence means "saving sex until marriage."
(3) The alternative to abstinence is promiscuity.
(4) Many youth choose promiscuity because they are not educated about abstinence; neither are youth aware of the reasons that they participate in such behavior.
(5) People may become promiscuous due to a variety of reasons: peer pressure, lack of training to resist temptation, and lack of moral values.
(6) Undisciplined behavior results as a lack of parental supervision of immodest clothing and behavior (often contributing to promiscuity in youth).
(7) Exposure to pornography or sexually explicit literature leads youth to entertain immoral thoughts, which leads to immoral acts.
(8) Perhaps the most prevalent cause of promiscuity in youth is a sense of loss or a sense of not belonging to anyone.
(9) This feeling is a subconscious need for love and acceptance.
(10) Another factor that may result in promiscuity is the sense of helplessness from sexual abuse.
18. People may become promiscuous due to a variety of reasons: peer pressure, lack of training to resist temptation, and lack of moral values.
19. Many youth choose promiscuity because they are not educated about abstinence; neither are youth aware of the reasons that they participate in such behavior.
20. Undisciplined behavior results as a lack of parental supervision of immodest clothing and behavior (often contributing to promiscuity in youth).
21. Abstinence means "saving sex until marriage."
22. **Graded by teacher** ***Criteria: the student must include in his paragraph one or more of each item: simple sentence, compound sentence, complex sentence, exclamatory sentence, declarative sentence, parentheses, apostrophe.**
23. *"A family built upon . . . moral principles is a family that is strong and will stand the test of time."*



Lesson 5: *Active Reading*
America's Advocate of Dignity

1. (b) Phyllis Schlafly
2. _X_ (a) lawyer
_X_ (b) homemaker
_X_ (c) mother of six children
____ (d) eagle trainer
____ (e) police officer
_X_ (f) pro-family
_X_ (g) supporter of moral values
_X_ (h) founder of Eagle Forum
_X_ (i) speaker and writer

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3. _X_ (a) positive attitudes
   ___ (b) nursing homes
   ___ (c) chemical warfare
   _X_ (d) politics
   _X_ (e) marriage
   _X_ (f) family
   _X_ (g) crime
   _X_ (h) religion
   _X_ (i) economics
   ___ (j) plumbing
   _X_ (k) justice
   _X_ (l) patriotism
4. (c) families
5. (a) premature deaths, hopeless futures, immorality, diseases, emotional trauma
6. _a_ ***hailed***
7. _b_ ***articulate***
8. _f_ ***rampant***
9. _d_ ***venereal***
10. _e_ ***infertility***
11. _c_ ***acclaimed***
12. describes a noun, a pronoun or another adjective
13. creates a picture; makes a connection
14. alive, interesting
15. The traumatized youth suffered from a crippling, venereal disease.
16. Careless, undisciplined behavior may result from a gross lack of parental supervision of provocative, immodest clothing and indecent behavior.
17. Phyllis Schlafly has been a spirited, patriotic and highly acclaimed national leader since 1964.
18. Many dedicated, wise youth choose to live morally.
19. Phyllis Schlafly is an articulate and talented speaker.
20. action, state-of-being, linking
21. action; state-of-being, linking
22. (wording may vary) An active verb helps the reader visualize the action. An active verb requires more action and energy than regular action verbs.
23. The youth burst out laughing and jumped up and down when he heard the good news.
24. Many youth cling to moral living.
25. The youth dodged the temptation and escaped the scene when his friends demanded that he indulge in the immoral activity.
26. The student hurled the music CD and refused to listen to it.
27. The students devised and mobilized a project that benefited the neighborhood.
28. Abstinence is the best way to approach pre-marital, dating relationships. *Abstinence* means "saving sex until marriage." The destructive alternative to abstinence is promiscuity. Why is promiscuity often the unwise choice of young people? Many unsuspecting youth select promiscuity because they are not trained about abstinence; neither are youth apprised of the subconscious reasons that they participate in such detrimental behavior. People may become promiscuous due to a variety of reasons: overwhelming peer pressure, lack of training to resist enticing temptation, and lack of moral values. Careless and undisciplined behavior often results from a gross lack of parental supervision of provocative, immodest clothing and indecent behavior (often contributing to promiscuity in youth). Exposure to vile pornography or sexually explicit literature tempts youth entertain immoral, dishonorable thoughts, which lead to base, defiling acts. Perhaps the most prevalent and pervasive cause of promiscuity in youth is a sense of agonizing loss or a sense of not

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belonging to anyone. This abysmal feeling is a subconscious need for unconditional love and complete acceptance. A more sinister factor that may result in promiscuity is the sense of crushing helplessness from abominable sexual abuse.

29. **Graded by teacher *Criteria: the student must improve his paragraph by including five vivid adjectives and five active verbs. The student must highlight with a marker the vivid adjectives and active verbs.**
30. *"No high civility can exist without a deep morality."*

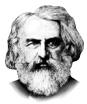
Ask for your QUIZ over Section 1.
Reminder: Students who score 85% or higher on the section quizzes may be exempt from the chapter test!

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ACTIVITY ANSWER KEY

Chapter 5, Section 2

Check your answers with this Answer Key. Answers separated by commas may be in any order. Answers separated by semicolons must be in stated order. Correct all errors, then complete your next goal.



Lesson 6: ***Active Reading***
America's Beloved Poet

1. February 27, 1807; Portland, Maine
2. poetry
3. newspaper
4. college; professor
5. hard work, faith, courage, patriotism
6. ____ (a) short, blond hair
   ____ (b) tall and thin
   _X_ (c) crisp, black, long hair
   _X_ (d) large and powerful
   _X_ (e) strong and tanned
   _X_ (f) hardworking
   ____ (g) shy and lazy
   _X_ (h) honest
   ____ (i) deceitful
7. (d) formed metal
8. (b) enjoyed being around
9. (a) attended church
10. (b) blacksmith's daughter
11. (d) was deceased
12. (a) cry
13. (b) started and finished a project
14. (b) life is shaped (forged) by each deed and thought
15. Under the spreading chestnut tree
    The village smithy stands;
    The smith, a mighty man is he,
    With large and sinewy hands;
    And the muscles of his brawny arms
    Are strong as iron bands.
16. Thanks, thanks to thee, my worthy friend,
    For the lesson thou has taught!
    Thus at the flaming forge of life
    Our fortunes must be wrought;
    Thus on its sounding anvil shaped
    Each burning deed and thought!
17. _b_ ***smithy***
18. _e_ ***bellows***
19. _c_ ***forge***
20. _a_ ***parson***
21. _d_ ***anvil***
22. ____ (a) The colonial woman was . . . .
    _X_ (b) Paul Revere was signaled . . . .
23. _X_ (a) The patriots ***armed*** and . . . .
    ____ (b) The wrestlers ***armed*** their . . . .
24. ____ (a) The ***man-of-war*** was a . . . .
    _X_ (b) The ***man-of-war*** was . . . .
25. ____ (a) The ***steed*** gave birth to a . . . .
    _X_ (b) The ***steed*** ran like the . . . .
26. ____ (a) The ***Regulars*** celebrated . . . .
    _X_ (b) The ***Regulars*** were . . . .
27. informative, descriptive, narrative, persuasive, inspirational
28. narrative
29. line, stanza, rhyme, meter, rhythm
30. stanza
31. verse
32. capital letter
33. complete sentence
34. six
35. six
36. eight; forty-eight
37. Henry Wadsworth Longfellow
38. narrative
39. (b) children
40. (a) April 18, 1775

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41. (c) the ***belfry*** of a church
42. (a) one lantern if the British were coming by land; two lanterns if the British were coming by sea
43. (c) marching down to the shore
44. (c) pigeons
45. (b) graveyard
46. (b) a bridge of boats
47. (c) Paul Revere
48. (b) two lamps
49. (a) if Paul Revere had not warned the Americans, they would have been defeated
50. (b) river
51. _b_ Medford
    _a_ Lexington
    _c_ Concord
52. (b) the American colonists met the British soldiers, overcame them and chased them away
53. (c) continued riding through the night issuing a cry of alarm until he alerted every village
54. Listen, my children, and you shall hear
    Of the midnight ride of Paul Revere,
    On the eighteenth of April,
    in Seventy-five;
    Hardly a man is now alive
    Who remembers that famous
    day and year.
55. A hurry of hoofs in a village street,
    A shape in the moonlight,
    a bulk in the dark,
    And beneath, from the pebbles,
    in passing, a spark
    Struck out by a ***steed***
    flying fearless and fleet;
    That was all! And yet,
    through the gloom and the light
    The fate of a nation was riding that night;
    And the spark struck out
    by that steed in his flight,
    Kindled the land into flame with its heat.
56. For, borne on the night wind of the Past,
    Through all our history, to the last,
    In the hour of darkness and peril and need,
    The people will waken and listen to hear
    The hurrying hoofbeats of that steed,
    And the midnight message of Paul Revere.
57. 129, 13
58. 15, 20
59. *"Look not sorrowfully into the past; it comes not back again. Wisely improve the present; it is thine. Go forth to meet the shadowy future without fear, and with a manly heart."*

***You may not continue to the next lesson until you have quoted from memory to your teacher (or designated peers) the required portions from "The Village Blacksmith" and "Paul Revere's Ride."**



Lesson 7: *Active Reading*
Patriotic Words

1. (a) All You Can, Army
   (b) Few, Proud, Marines
   (c) America's Air Force
2. patriotism; defend
3. Mexican War
4. (b) False
5. (a) True
6. _d_ 1492
7. _h_ 1607
8. _e_ 1609
9. _a_ 1620
10. _j_ 1683
11. _b_ 1775
12. _c_ 1776
13. _i_ 1706
14. _f_ 1732
15. _g_ 1779
16. _c_ 1804
17. _e_ 1813
18. _i_ 1861
19. _h_ 1863

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20. _b_ 1881
21. _a_ 1898
22. _d_ 1915
23. _g_ 1917
24. _f_ 1918
25. In fourteen hundred ninety-two,
Columbus sailed the ocean blue
And found this land, land of the Free,
Beloved by you, beloved by me.
26. In sixteen twenty, pilgrims saw
Our land that had no unjust law.
Their children here in this day,
Proud citizens of U.S.A.
27. In seventeen hundred seventy-five,
Good Paul Revere was then alive;
He rode like wild throughout the night,
And called the Minute Men to fight.
28. Year seventeen hundred seventy-six,
July the fourth, this date please fix
Within your minds, my children dear,
For that was Independence Year.
29. In eighteen hundred and sixty-one,
An awful war when then begun
Between the brothers of our land,
Who now together firmly stand.
30. In eighteen hundred sixty-three,
Each slave was told that he was free
By Lincoln with whom few compare
In being kind and just and fair.
31. _f_ ***Minute Men***
32. _a_ ***Perry***
33. _d_ ***Rough Riders***
34. _b_ ***Dewey***
35. _c_ ***Halls of Montezuma***
36. _e_ ***shores of Tripoli***
37. informative
38. Rhyme scheme; alphabetical letters
39. *a*, *a*, *b*
40. In fourteen hundred ninety-two, _a_
Columbus sailed the ocean blue _a_
And found this land, land. . . _b_
Beloved by you, beloved by me. _b_
And in the year sixteen and. . . _a_
Good Captain Smith thought. . . _a_
And then he founded. . . _b_
Alas, 'tis gone, oh, what a pity. _b_
41. six, 24
42. ____ (a) only in America
_X_ (b) in various countries
____ (c) only on the ocean
____ (d) only on land
_X_ (e) on land, sea, and air
____ (f) none of these
43. (f) only a and c
44. From the Halls of Montezuma
To the shores of Tripoli,
We fight our country's battles
In the air, on land, and sea.
45. First to fight for right and freedom,
And to keep our honor clean,
We are proud to claim the title
Of United States Marine.
46. (any one of the following stanzas)
(1) Our flag's unfurl'd to every breeze
From dawn to setting sun;
We have fought in every clime and place
Where we could take a gun.
(2) In the snow of far-off northern lands
And in sunny tropic scenes,
You will find us always on the job
The United States Marines.
(3) Here's health to you and to our Corps
Which we are proud to serve;
In many a strife we've fought for life
And never lost our nerve.
(4) If the Army and the Navy
Ever look on Heaven's scenes,
They will find the streets are guarded
By United States Marines.

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47. Stanza 1

From the Halls of Montezuma	a
To the shores of Tripoli	b
We fight our country's battles	c
In the air, on land and sea.	b

Stanza 2

First to fight for right and. . .	a
And to keep our honor clean	b
We are proud to claim the title	c
Of United States Marine.	b

48.

Not gold, but only man can make	a
A people great and strong;	b
Men who, for truth and. . .	a
Stand fast and suffer long.	b
Brave men who work. . .	c
Who dare while others fly	d
They build a nation's pillars deep	c
And lift them to the sky.	d

49. *"Nothing solidifies and strengthens a nation like reading of the nation's history, whether that history is recorded in books or embodied in customs, institutions and monuments."*

***You may not continue to the next lesson until you have quoted from memory to your teacher (or peers) the required portions from "The Marine's Hymn" and "A Nation's Strength."**



Lesson 8: *Active Reading*
The Land of Liberty

1. "the land of the free"
2. prosperity, opportunity, freedom; persecution
3. The *Statue of Liberty*
4. France
5. 151; 1886; October 28, 1886; Grover Cleveland
6. (a) Not like the brazen giant of Greek fame;
   (b) A mighty woman with a torch, whose flame
   (c) Is the imprisoned lightning, and her name
   (d) The air-bridged harbor that twin cities frame
7. "Give me your tired, your poor,
   Your huddled masses yearning to breathe free,
   The wretched refuse of your teeming shore.
   Send those, the homeless, tempest-tossed to me.
   I lift my lamp beside the golden door!"
8. Emma Lazarus
9. ___ (a) The ***brazen*** doorknob . . . .
   _X_ (b) The ***brazen*** doorknob . . . .
10. ___ (a) The ***exiles*** celebrated . . . .
    _X_ (b) The ***exiles*** fled the . . . .
11. _X_ (a) The ***beacon*** beckoned the . . . .
    ___ (b) The ***beacon*** provided a . . . .
12. _X_ (a) Many nations were proud . . . .
    ___ (b) The ***storied pomp*** was 14 . . . .
13. ___ (a) Many sight seekers . . . .
    _X_ (b) Many exiles can pass . . . .
14. rhythm
15. feet, beats
16. rhythmic unit
17. diagonal slash (/)
18. half circle (⏑)
19. (a) foot (/)
20. (b) False
21. iambic: ⏑ /
    trochaic: / ⏑
    anapestic: ⏑ ⏑ /
    dactylic: / ⏑ ⏑
22. monometer: 1
    dimeter: 2
    trimeter: 3
    tetrameter: 4
    pentameter: 5
    hexameter: 6

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23. feet; rhythm
24. five
25. iambic pentameter
26. / ⏑ ⏑ / ⏑ ⏑
My country, 'tis of thee
/ ⏑ ⏑ / ⏑ ⏑
Sweet land of liberty:
/ ⏑ ⏑ /
Of thee I sing.
/ ⏑ ⏑ / ⏑ ⏑
Land where my fathers died
/ ⏑ ⏑ / ⏑ ⏑
Land of the Pilgrims' pride
/ ⏑ ⏑ / ⏑ ⏑
From every mountainside
/ ⏑ ⏑ /
Let freedom ring.
27. / ⏑ ⏑ / ⏑ ⏑
My native country—thee
/ ⏑ ⏑ / ⏑ ⏑
Land of the noble free
/ ⏑ ⏑ /
Thy name I love:
/ ⏑ ⏑ / ⏑ ⏑
I love thy rocks and rills
/ ⏑ ⏑ / ⏑ ⏑
Thy woods and templed hills
/ ⏑ ⏑ / ⏑ ⏑
My heart with rapture thrills
/ ⏑ ⏑ /
Like that above.
28. / ⏑ ⏑ / ⏑ ⏑
Let music swell the breeze
/ ⏑ ⏑ / ⏑ ⏑
And ring from all the trees
/ ⏑ ⏑ /
Sweet freedom's song.
/ ⏑ ⏑ / ⏑ ⏑
Let all that breathe partake
/ ⏑ ⏑ / ⏑ ⏑
Let mortal tongues awake
/ ⏑ ⏑ / ⏑ ⏑
Let rocks their silence break
/ ⏑ ⏑ /
The sound prolong.

29. / ⏑ ⏑ / ⏑ ⏑
Our fathers' God, to Thee,
/ ⏑ ⏑ / ⏑ ⏑
Author of liberty,
/ ⏑ ⏑ /
To Thee we sing.
/ ⏑ ⏑ / ⏑ ⏑
Long may our land be bright
/ ⏑ ⏑ / ⏑ ⏑
With freedom's holy light
/ ⏑ ⏑ / ⏑ ⏑
Protect us by Thy might
/ ⏑ ⏑ /
Great God, our King.
30. Samuel Smith
31. 2; dactylic
32. dactylic dimeter
33. <u>Stanza 2</u>
⏑ / ⏑ / ⏑ / ⏑ /
It happened that a Marble Bust
⏑ / ⏑ / ⏑ / ⏑ /
of Abraham was standing just
⏑ / ⏑ / ⏑ / ⏑ /
Above the door this little lamb
⏑ / ⏑ / ⏑ / ⏑ /
Had carefully prepared to slam,
⏑ / ⏑ / ⏑ / ⏑ /
And down it came! It knocked her flat!
⏑ / ⏑ / ⏑ / ⏑ /
It laid her out! She looked like that.
⏑ / ⏑ / ⏑ / ⏑ /
Her funeral sermon (which was long
⏑ / ⏑ / ⏑ / ⏑ /
And followed by a sacred song)
⏑ / ⏑ / ⏑ / ⏑ /
Mentioned her virtues, it is true,
⏑ / ⏑ / ⏑ / ⏑ /
But dwelt upon her vices too,
⏑ / ⏑ / ⏑ / ⏑ /
And showed the dreadful end of one
⏑ / ⏑ / ⏑ / ⏑ /
Who goes and slams the door for fun.

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⌣ / ⌣ / ⌣ / ⌣ /
The children who were brought to hear
⌣ / ⌣ / ⌣ / ⌣ /
The awful tale from far and near
⌣ / ⌣ / ⌣ / ⌣ /
Were much impressed, and inly swore
⌣ / ⌣ / ⌣ / ⌣ /
They never more would slam the door.

34. four
35. iambic tetrameter
36. Stanza 2
/ ⌣ / ⌣ / ⌣
Little deeds of kindness,
/ ⌣ / ⌣ /
Little words of love,
/ ⌣ / ⌣ / ⌣
Make our world an Eden
/ ⌣ / ⌣ /
Like the Heaven above.
37. three
38. trochaic trimeter
39. *"The real democratic American idea is not that every man shall be on a level with every other, but that everyone shall have liberty, without hindrance, to be what God made him."*

***You may not continue to the next lesson until you have quoted from memory to your teacher (or designated peers) the required portions from "The New Colossus" and "America."**



Lesson 9: *Active Reading*
Women of the Civil War

1. (any three—answers may vary)
men in blue and gray uniforms
fighting bravely on smoke-covered
battlefields; charging soldiers;
booming cannons; poised bayonets
2. (any three) cooks, laundresses, nurses,
spies, writers, warriors
3. Sally Tompkins; Mary Walker
4. food, medical supplies, Bibles; food,
medical relief; battlefields
5. (a) True
6. Mine eyes have seen the glory of the
coming of the Lord;
He is trampling out the vintage where
the grapes of wrath are stored;
He hath loosed the fateful lightning of
His terrible swift sword;
His truth is marching on.
7. I have seen Him in the watch-fires of a
hundred circling camps;
They have builded Him an altar in the
evening dews and damps;
I can read His righteous sentence by
the dim and flaring lamps:
His day is marching on.
8. I have read a fiery gospel ***writ*** in
burnished rows of steel:
"As ye deal with my ***contemners***, so
with you my grace shall deal;
Let the Hero, born of woman, crush the
serpent with his heel,
Since God is marching on.
9. He has sounded forth the trumpet that
shall never call retreat;
He is sifting out the hearts of men
before His judgement seat;
Oh, be swift, my soul, to answer Him
be jubilant, my feet!
Our God is marching on.
10. In the beauty of the lilies Christ was
born across the sea
With a glory in His bosom that
transfigures you and me:
As He died to make men holy, let us
die to make men free,
While God is marching on.
11. Julia Ward Howe
12. _d_ ***vintage***
13. _g_ ***wrath***
14. _a_ ***fateful***

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15. _e_ ***writ***
16. _f_ ***contemners***
17. _h_ ***jubilant***
18. _b_ ***transfigure***
19. _c_ ***heed***
20. subject, idea
21. patriotic, spiritual, historical, educational, character building, romantic
22. spiritual, patriotic; patriotic, romantic; character building, historical
23. patriotic, spiritual
24. "The Battle Hymn of the Republic," "The Village Blacksmith," "Paul Revere's Ride," "The History of the United States," "The New Colossus," "America"
25. (b) character building
26. (a) keep trying after failure
27. (c) try again
28. (c) patience
29. repeated phrase or line throughout a poem
30. His truth is marching on.
    His day is marching on.
    Since God is marching on.
    Our God is marching on.
    While God is marching on.
31. Try, try again
32. *"We each have a share in eradicating social evils and in refusing to perpetuate practices odious to freedom."*
33. (b) a time is designated for everything
34. (b) compassion adds meaning to our lives
35. "I shall not live in vain."

***You may not continue to the next lesson until you have quoted from memory to your teacher (or designated peers) the required portions from "The Battle Hymn of the Republic."**



Lesson 10: *Active Reading*
The Power of the Negro Spiritual

1. Negro spiritual
2. songs; African music, Biblical themes
3. motivate, cheer
4. Underground Railroad
5. "Swing Low, Sweet Chariot"

6-9. (any four stanzas)

(1) When Israel was in Egypt's land:
Let My people go;
Oppress'd so hard they could not stand,
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.
Thus saith the Lord, bold Moses said,
Let my people go;
If not I'll smite your firstborn dead,
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.

(2) The Lord told Moses what to do,
Let my people go;
To lead the children of Israel through,
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.

(3) O come along, Moses, you'll not get lost,
Let my people go;
Stretch out your rod and come across,
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.
As Israel stood by the waterside,

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Let my people go;
At the command of God it did divide,
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.

(4) When they had reached the other shore,
Let my people go;
They sang a song of triumph o'er.
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.

(5) We need not always weep and moan,
Let my people go;
And wear these slavery chains forlorn,
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.

(6) This world's a wilderness of woe,
Let my people go;
O, let us on to ***Canaan*** go,
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.

(7) What a beautiful morning that will be,
Let my people go;
When time breaks up in eternity,
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.

10. (c) deliverance from slavery
11. _X_ (a) Israel and Egypt
    _X_ (b) slaves weeping and moaning
    _X_ (c) Moses and Pharaoh
    ____ (d) American businesses
    ____ (e) fish and corn bread
    ____ (f) President Lincoln
    _X_ (g) dead ***firstborn***
    _X_ (h) dividing the water
    _X_ (i) wilderness and ***Canaan***
12. _d_ ***Israel***
13. _g_ ***Egypt***
14. _b_ ***Moses***
15. _e_ ***Pharaoh***
16. _c_ ***Lord***
17. _f_ ***Canaan***
18. _a_ ***Jordan***
19. motivated, inspired
20. songs
21. "The Battle Hymn of the Republic,"
    "America"
22. sermons, music
23. Swing low, sweet chariot
    Coming for to carry me home
    I looked over ***Jordan*** and what did I see
    Coming for to carry me home
    A band of angels coming after me
    Coming for to carry me home
    If you get there before I do
    Coming for to carry me home
    Tell all my friends I'm coming too
    Coming for to carry me home
24. Steal away, steal away, steal away to Jesus
    Steal away, steal away home
    I ain't got long to stay here
    My Lord, He calls me
    He calls me by the thunder
    The trumpet sounds within-a my soul
    I ain't got long to stay here
    Green trees are bending
    Po' sinner stand a-trembling
    The trumpet sounds within-a my soul
    I ain't got long to stay here

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25. repeated phrase or line throughout a poem
26. _c_ go down, Moses
    _c_ let my people go
    _a_ coming for to carry me home
    _b_ I ain't got long to stay here
27. *"You cannot build character and courage by taking away man's initiative and independence."*

***You may not continue to the next lesson until you have quoted from memory to your teacher (or designated peers) the required portions from "Swing Low, Sweet Chariot," "Steal Away to Jesus" or "Go Down, Moses."**

Ask for your QUIZ over Section 2.
Reminder: Students who score 85% or higher on the section quizzes may be exempt from the chapter test!

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ACTIVITY ANSWER KEY

Chapter 5, Section 3

Check your answers with this Answer Key. Answers separated by commas may be in any order. Answers separated by semicolons must be in stated order. Correct all errors, then complete your next goal.



Lesson 11: *Active Reading*

Harriet Tubman and the Underground Railroad

1. Harriet Tubman; peninsula
2. Africans; Muslim
3. Ashanti
4. seven
5. North, Underground Railroad
6. abolitionists, Quakers, free blacks; shelter, food, protection
7. 300
8. (a) South Carolina
9. (b) spy
10. (c) Frederick Douglass

11-24. bounty hunter; keenly; penetrating; indomitable; feats; peril; regiment; initiative; sanctuary; biography; morals; orator; fiction; autobiography

25. _a_ vignette
26. _c_ short story
27. _b_ long short story
28. biographies, autobiographies, fiction
29. biography
30. characters, setting, plot, moral
31. people; place; time; events
32. climax; resolution
33. main point of conflict; the conflict is resolved
34. Harriet Tubman
35. Civil War
36. (b) the employee
37. (c) Laban Hosea
38. (b) took initiative to improve working conditions
39. (a) an advancement
40. (a) the manager
41. (c) a booth in a dry goods store
42. (b) Laban becomes employed, improves his efficiency and is rewarded
43. (c) when the manager questions Laban
44. (b) when the manager rewards Laban
45. (a) initiative
46. *"The three great essentials to achieve anything worthwhile are, first, hard work; second, stick-to-itiveness; third, common sense."*



Lesson 12: *Active Reading*

A Mysterious Woman and a Christmas Miracle

1. (c) a village nestled in the mountains of Europe
2. (a) ***diphtheria***
3. (a) marked a black "X" upon each house that was quarantined
4. (b) the people were diseased
5. (c) three
6. (c) no one greeted or came near the Suld family
7. (a) he had no cure
8. (b) Meelis was still alive
9. (a) stared hopelessly and tried to remember a Psalm
10. (c) an elderly woman came to the house
11. (b) warned the visitor about the plague
12. (c) jar
13. (c) retch up the deadly ***phlegm***
14. (a) had more children and immigrated to the United States

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15. _f_ ***diphtheria***
16. _d_ ***quarantined***
17. _g_ ***Lord's Prayer***
18. _a_ ***kindling***
19. _e_ ***contemplate***
20. _h_ ***babushka***
21. _c_ ***adapted***
22. _b_ ***dismal***
23. (c) Meelis and Hilda Suld
24. (a) the man who marked the houses; the old woman
25. (c) when Meelis nearly died, and the strange woman appeared at the door
26. (c) Meelis coughed up the phlegm and lived
27. ____ (a) Plagues can be terrible . . . .
    ____ (b) Folk remedies usually work.
    _X_ (c) Do not give up hope in . . . .
    ____ (d) Believe that your help . . . .
    _X_ (e) Sometimes big problems . . . .
28. (a) a character in the story is telling the story and is part of the story
29. (a) first person
30. (c) third person
31. (c) third person
32. (a) first person
33. (c) third person
34. *"Kindness is a language the dumb can speak and the deaf can hear and understand."*



Lesson 13: ***Active Reading***
Andrew MacPhail: Scottish-American Patriot (Part I)

1. (a) a boy bound by his wrists
2. (b) Andrew MacPhail
3. (c) Silent Scot
4. (c) tried to find George Washington
5. (a) Ferguson
6. (c) Rebel spy
7. (a) Scottish Highlander
8. (b) Highland Scot
9. (a) Andy's purpose for traveling to Carolina
10. (b) Andy had been indentured to pay off his father's debt and was on his way home
11. (c) fighting would begin between the British and the Rebels
12. (b) were from the same area in Scotland
13. (b) shoot a gun
14. (c) rifle
15. (a) shooting match
16. _X_ (a) wide, green meadow
    ____ (b) parched, brown field
    ____ (c) thick, gray clouds
    _X_ (d) river
    ____ (e) pond
    _X_ (f) rabbit
    _X_ (g) bluebirds
    _X_ (h) meadowlark
    ____ (i) crow
    _X_ (j) blue sky
17. (a) natural growth and underbrush to the enemy soldiers
18. (a) tied up Andy
19. (c) warn the Colonists
20. (a) General Washington
21. _d_ ***ford***
22. _i_ ***Brandywine***
23. _h_ ***outpost***
24. _e_ ***Highland tartan***
25. _a_ ***Highland Scot***
26. _c_ ***flock***
27. _b_ ***ballad***
28. _g_ ***jerkin***
29. _f_ ***reconnoiter***
30. *"[A patriot puts] the safety, honor and welfare of [his] country first and [his] own ease, comfort and safety last."*

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Lesson 14: ***Active Reading***
Andrew MacPhail: Scottish-American Patriot (Part II)

1. (c) lowered his rifle without shooting
2. (a) turned his back and trotted away
3. (d) a, b and c
4. (a) British troops marching to battle
5. (a) the British
6. (b) False
7. (b) False
8. (f) only a and b
9. (c) pretending to sleep, snorting and rolling toward it a little at a time
10. (b) Andy's scheme to retrieve his knife seemed to be working
11. _e_ ***occupant***
12. _b_ ***leafage***
13. _a_ ***skirling***
14. _f_ ***knoll***
15. _d_ ***sapling***
16. _c_ ***whittle***
17. *"To persevere in one's duty to country in difficult circumstances is the best answer to sneers from the enemy."*



Lesson 15: ***Active Reading***
Andrew MacPhail: Scottish-American Patriot (Part III)

1. (c) A messenger arrived and distracted the guards.
2. (a) hid it inside his pant leg
3. (b) join the American army
4. (a) scout
5. (a) Ferguson
6. (b) right arm
7. (b) shoot
8. (c) Silent Scot also loved his rifle
9. (a) Andy did not wish to insult Ferguson
10. (c) "Did you know who the officer was who rode toward us this morning?"
11. (a) scout for the Rebel army
12. (c) somewhat changing the subject
13. (a) the general had turned his back to Ferguson
14. (b) an honorable man
15. (b) an honorable man would never disgrace himself by taking unfair advantage of his enemy
16. (a) patriotism (loyalty to country)
17. (c) noticed the men and objects in the yard and walked toward his building
18. _3_ hid under wagons, behind tents and in deep ruts in the field
    _2_ left the outhouse and hid behind a bush
    _4_ used the river to cover his trail
    _1_ hid in the outhouse, waiting for sundown
19. (c) two and one half hours
20. (c) Constance Lindsay Skinner
21. _b_ ***beckoned***
22. _f_ ***aghast***
23. _h_ ***comrade***
24. _g_ ***marksman***
25. _d_ ***evasive***
26. _a_ ***simulated***
27. _c_ ***noncommittally***
28. _i_ ***prospect***
29. _e_ ***impeccable***
30. The story is a long short story.
31. The setting is in Colonial America during the Revolutionary War.
32. Andrew MacPhail (or Silent Scot) is the major character.
33. The minor characters are Ferguson and the other British guards, Andy's father (or Duncan MacPhail), the Quaker to whom Andy was indentured, George Washington and the other Colonial soldiers.
34. The first climax is when Ferguson was about to shoot George Washington. The resolution is when Ferguson lowered his rifle without shooting.

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35. The second climax is when Andy attempted to escape the British military compound. The resolution is when Andy reached safety and disappeared into the woods.
36. The story was written from the third person point of view.
37. The moral of the story could be that being true to one's country and honor makes a person worthy of being a hero.
38. *"Show yourself not glad at the misfortune of another, though he were your enemy."*



Ask for your QUIZ over Section 3.
Reminder: Students who score 85% or higher on the section quizzes may be exempt from the chapter test!

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English Language Skills

QUIZZES



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Name: _____

Date: _____ Grade: _____

SECTION QUIZ 1-1



Remember:
Score an 85% or higher on the quizzes, and you may be exempt from the chapter test!



Congratulations! You have completed this section!
Answer the following questions to test your understanding of the material. When you are finished, hand in your quiz to your teacher. Each answer is worth 1.25 points.

FROM THE VIGNETTES

Multiple Choice: Choose the correct answers.

1. President William McKinley refused to appoint a certain congressman as an ambassador because Mr. McKinley remembered what incident? _____
   _____
   (a) The congressman participated in deviant behavior.
   (b) The congressman was not courteous to a woman.
   (c) The congressman was unkind to the president's family member.

2. America seeks to prepare her students to be: _____.
   (a) useful and valuable (b) famous and wealthy (c) mediocre and non-effective

3. Marguerite Piazza was a(n): _____.
   (a) actress and country-western singer
   (b) woman who deposited her worries in a box
   (c) ambassador and congresswoman
   (d) opera singer who overcame cancer

WORD POWER!

Matching: Choose the definitions for the vocabulary words.

4. _____ ***colleague***
5. _____ ***Congress***
6. _____ ***efficient***
7. _____ ***determination***

(a) firm resolve to complete purposes and goals
(b) wise use of time
(c) the lawmaking body of the United States government
(d) fellow worker

ENGLISH LANGUAGE SKILLS

Fill in the blank: Write the correct answers for pronouns.

8. Pronouns are words used in place of _____.
9. An _____ is a word referred to by a pronoun.
10. Pronouns must agree with their antecedents in _____ and _____.
11. If the word is a pronoun category, write "yes" on the blank. If the word is not a pronoun category, write "no" on the blank.

_____ personal
_____ useful
_____ prosperity
_____ compound
_____ indefinite
_____ definite
_____ demonstrative
_____ relative
_____ interrogative
_____ exclamatory

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SECTION QUIZ 1-1

Fill in the blank: Choose the correct words from the Word Bank.

WORD BANK

Interrogative Demonstrative Compound Indefinite Personal Relative

12. _____ pronouns are used in place of people's names.
13. _____ pronouns are formed by adding *–self* or *–selves* to some personal pronouns.
14. _____ pronouns do not refer to specific nouns.
15. _____ pronouns are used to ask questions.
16. _____ pronouns introduce dependent clauses.
17. _____ pronouns point to specific nouns.

Matching: Choose the correct answers for pronouns. Some choices will be used more than once.

18. _____ Masculine antecedents require these pronouns.
19. _____ Feminine antecedents require these pronouns.
20. _____ Nebulous antecedents require these pronouns.
21. _____ Countries and ships may be referred to by these pronouns.
22. _____ Plural antecedents require these pronouns.
23. _____ Antecedents of no gender require these pronouns.

(a) their, theirs, they, them
(b) she, her, hers
(c) he, him, his
(d) it, it's

<u>Underline each personal pronoun</u> and draw an arrow to the pronoun's antecedent.

24. William McKinley served in Congress before he became the president.
25. The students studied hard as they prepared for the exam.
26. A newspaper posed its question.

Fill in the blank: Write the correct answers for pronouns.

27. List five personal pronouns.

_____ _____ _____ _____ _____

28. List three compound pronouns. _____ _____ _____

29. List eight indefinite pronouns.

_____ _____ _____ _____

_____ _____ _____ _____

30. List three interrogative pronouns.

_____ _____ _____

31. List three relative pronouns.

_____ _____ _____

32. List three demonstrative pronouns.

_____ _____ _____

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SECTION QUIZ 1-1

Matching: Choose the correct answers for personal pronouns.

33. _____ First person (a) you, your, yours
34. _____ Second person (b) he, him, his, she, her, hers, they, them,their, theirs, it, its
35. _____ Third person (c) I, me, we, us, my, mine, our, ours

On the blank indicate if the underlined pronoun is personal (P), compound (C), indefinite (ID), interrogative (IN), relative (R) or demonstrative (D).

36. Any gentleman would have provided the ill woman a seat. _____
37. The goal of every classroom should be to help students prepare for success. _____
38. Who are the happiest people on earth? _____
39. People who look for happiness rarely find it. _____
40. A father encouraged his son. _____
41. That woman had confidence to overcome her worries. _____
42. Mr. McKinley himself offered the woman a seat. _____

Underline the pronoun that agrees with the antecedent.

43. Mr. McKinley and the congressman differed in (his, it, its, their) behavior.
44. A student who becomes a soldier is serving (his, her, its, their) country.
45. Algebra and (his, her, its, their) formulas are complicated.
46 Mr. McKinley was president when the *Maine* blew up, and (his, her, its, their) occupants were killed.
47. No one who is rude to an ill woman could perform (his, her, its, their) duties as an ambassador.
48. The soldiers (herself, himself, yourselves, themselves) were surprised.
49. Most of the patients are recovering from (his, her, its, their) diseases.

LIFE PRINCIPLES

Fill in the blank: From the Word Bank, choose the correct answers.

WORD BANK

well "I cannot do it" kindness fast "I will try" best

50. *"You cannot do a _____ too soon, because you never know when it will be too late!"*
51. *"The secret of success is to do the common things uncommonly _____."*
52. "*Whatever your task is, perform it to the _____ of your ability."*
53. *"_____ never accomplished anything; _____ has performed wonders."*

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SECTION QUIZ 1-2



Remember:
Score an 85% or higher on the quizzes, and you may be exempt from the chapter test!



Congratulations! You have completed this section!
Answer the following questions to test your understanding of the material. When you are finished, hand in your quiz to your teacher. Each answer is worth 1.38 points.

FROM THE VIGNETTES
Multiple Choice: Choose the correct answers.

1. _____ champions liberty and helps other countries stay or become free.
   (a) Belgium
   (b) France
   (c) England
   (d) the United States

2. Liberty means: _____.
   (a) an equal opportunity to live in and give allegiance to more than one country
   (b) to be free from another country's control
   (c) an equal chance for each person to worship, work, vote, and own property as he pleases

3. Although a quadriplegic, _____ learned to paint by holding a paintbrush in her mouth.
   (a) Joni Eareckson Tada
   (b) Kate
   (c) Victor Frankl
   (d) Erin Sutton

4. Victor Frankl received inspiration to live even in a horrible prison camp because he: _____.
   (a) found a page from a Hebrew prayer book on which was written inspiring words
   (b) sneaked food from the kitchen and bribed the guards
   (c) had escape plans
   (d) received a letter from his wife

5. Brian Boitano and Erin Sutton became champions because they: _____.
   (a) took short cuts
   (b) were lazy
   (c) were the judges' favorites
   (d) were dedicated and worked hard

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WORD POWER!

Matching: Choose the definitions for the vocabulary words.

6. _____ ***desolate***
7. _____ ***Great War***
8. _____ ***champion***
9. _____ ***quadriplegic***
10. _____ ***overcome***

(a) to support, to advocate
(b) a person who is paralyzed in both arms and legs
(c) rejected, ruined, secluded
(d) to conquer, to defeat, to become victorious
(e) World War I (1914-1918)

ENGLISH LANGUAGE SKILLS

Fill in the blank: Choose from the Word Bank for 11-15.

WORD BANK

nominative	subjects	ownership	possessive	objects
predicate adjectives	objective	possession	predicate nominatives	

11. The three cases of pronouns are _____, _____ and _____.
12. Nominative case pronouns function as _____ of sentences and as _____.
13. Possessive case pronouns show _____ and _____.
14. Objective case pronouns function as the _____ of sentences.
15. Adjectives that appear after linking verbs and that describe the subjects are called _____.
16. Complete the nominative case pronoun chart:

	Singular	**Plural**
1st person	_____	_____
2nd person	_____	_____
3rd person	_____	_____

17. Complete the possessive case pronoun chart:

	Singular	**Plural**
1st person	_____	_____
2nd person	_____	_____
3rd person	_____	_____

18. Complete the objective case pronoun chart:

	Singular	**Plural**
1st person	_____	_____
2nd person	_____	_____
3rd person	_____	_____

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Place an "X" on the line if the statement is accurate.

19. When more than one pronoun is used, a way to check the accuracy of the pronoun case is to:
    _____ check the position of the pronoun in the sentence.
    _____ ask yourself if the pronoun is the subject, predicate nominative or an object (direct object, indirect object, object of the preposition).
    _____ read the sentence using only one pronoun at a time.

Underline the nominative case pronouns.

20. He visited the orphanage when he traveled to Belgium.
21. The quadriplegic who paints with her mouth is she.
22. Her best friend is you.
23. It is an awful prison camp.

Underline the objective case pronouns.

24. He visited them at the orphanage.
25. She painted it with her mouth.
26. She told us her grades.
27. They told me about their prison experiences.

Underline the possessive case pronouns.

28. The children receive their food from us.
29. My heroine is Joni Eareckson Tada.
30. Our class earned mostly A's and B's.
31. The prisoner returned to his cell.

Cross out the incorrect pronouns and above them write the correct pronouns.

32. Her and him operated a school in England.
33. Them are the children who hid in the basement.
34. The students who made A's are them and me.
35. The champions are him and you.
36. Her parents told he and I about the Nazi prison camps.
37. My friends and me love America.
38. By disobeying, he created problems for hisself.
39. To become champions theirselves, Erin and Brian practiced diligently.

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Underline the correct pronouns.

40. (Her, She) visited Belgium with (him, he) and (I, me).

41. Joni told (we, us) about her struggle with paralysis.

42. Kate is (her, she) who improved her grades.

43. (They, Them) are Kate's friends who encouraged (her, she) to finish college.

LIFE PRINCIPLES

Matching: Choose the correct endings to the Life Principles.

44. _____ *"God bless . . .*

45. _____ *"The best inheritance a father can leave his children . . .*

46. _____ *"Without the spur of competition . . .*

47. _____ *"The art of living rightly is like all arts;*

48. _____ *"A close correlation exists between getting up in the morning . . .*

(a) *it must be learned and practiced with incessant care."*
(b) *we would loaf out our lives."*
(c) *America."*
(d) *and getting up in the world."*
(e) *is a good example."*

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Name: _____

Date: _____ Grade: _____

SECTION QUIZ 1-3



Remember:
Score an 85% or higher on the quizzes, and you may be exempt from the chapter test!



Congratulations! You have completed this section!
Answer the following questions to test your understanding of the material. When you are finished, hand in your quiz to your teacher. Each answer is worth 1.56 points.

FROM THE VIGNETTES

Matching: Choose the correct answers.

1. _____ Red Cross
2. _____ Clara Barton
3. _____ "Stars and Stripes"
4. _____ John L. Duffey
5. _____ Teddy Roosevelt
6. _____ Rumeal Robinson

(a) "Angel of the Battlefield;" founder of the American Red Cross
(b) brings emergency medical relief in crises
(c) kept America prepared for war and believed that a person should practice what he preaches
(d) refers to the U.S. flag
(e) basketball player in the NCAA who learned from his defeat and became victorious
(f) commander of the *Chemung* sunk by Germans

WORD POWER!

Matching: Choose the definitions for the vocabulary words.

7. _____ ***perseverance***
8. _____ ***humanitarian***
9. _____ ***readiness***
10. _____ ***collegiate***

(a) constant preparation in case action is needed
(b) a person who benefits others
(c) the ability to overcome obstacles and to achieve a goal
(d) pertaining to college

ENGLISH LANGUAGE SKILLS

Multiple Choice: Choose the correct answers.

11. Adjectives modify: _____.
    (a) nouns and pronouns
    (b) questions
    (c) linking verbs
    (d) adverbs

12. Adjectives answer the question(s): _____.
    (a) who is speaking, spoken to, or spoken about
    (b) what kind, how many, which one
    (c) how, when, where, why
    (d) where do the pronouns belong

13. The most frequently used adjectives are: _____.
    (a) articles
    (b) more than one adjective
    (c) common
    (d) proper

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Multiple Choice *continued*

14. Proper adjectives are: _____.
    (a) the same as predicate adjectives
    (b) the same as articles
    (c) formed from proper nouns

15. Predicate adjectives: _____.
    (a) are the same as proper adjectives
    (b) follow linking verbs and describe subjects
    (c) are also articles
    (d) show possession and ownership

16. An adjective phrase: _____.
    (a) modifies verbs and articles
    (b) contains a subject and a verb
    (c) modifies nouns and pronouns
    (d) is a complete thought

17. Adjective phrases are: _____.
    (a) predicate and proper
    (b) dependent and independent
    (c) verbs and adverbs
    (d) prepositional, participial and infinitive

18. The two types of verbal phrases that function as adjective phrases are: _____.
    (a) gerund and participial
    (b) gerund and infinitive
    (c) infinitive and participial

19. A clause is: _____.
    (a) a group of words that contains a subject and a verb
    (b) several phrases joined by a conjunction
    (c) a long phrase
    (d) a, b and c

20. An adjective clause is a(n) _____ clause.
    (a) participial
    (b) infinitive
    (c) independent
    (d) dependent

21. Adjective clauses are often introduced by: _____.
    (a) articles
    (b) relative pronouns
    (c) interrogative pronouns
    (d) infinitives

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SECTION QUIZ 1-3

Underline each adjective (do not include articles). On the blank write the word the adjective modifies. More than one adjective may modify the same word.

22. Red Cross volunteers are well trained. _____
23. John Duffey was honorable. _____
24. American president, Teddy Roosevelt, gave a speech. _____
25. Teddy Roosevelt gave a rousing and patriotic speech. _____

Underline the adjective phrase in each sentence. One the blank indicate the kind of phrase (participial or infinitive).

26. The German, torpedoing the U.S. vessel, gained control. _____
27. Duffey's determination to honor the flag won respect. _____
28. The commander, being a patriot, refused to disgrace the flag. _____
29. His determination to be loyal helped make his decision. _____
30. The U.S. officer, commanding his soldiers, stood firmly. _____
31. Teddy Roosevelt's effort to back the war effort surprised many people. _____
32. Todd's desire to be a mountain climber required much perseverance. _____
33. Red Cross volunteers, being constantly ready, can administer aid in any crisis. _____

Underline the prepositional phrases that function as adjective phrases. Draw an arrow from the phrase to the word the phrase modifies.

34. The gears of the boat spun unexpectedly and injured Todd's legs.
35. Clara Barton was nicknamed the "Angel of the Battlefield."
36. People from many countries desire to enter America.

Underline the adjective clauses. Draw an arrow from the clause to the word it modifies.

37. A Bible verse that Todd remembered calmed him before his surgery.
38. Clara Barton was the brave woman who organized the American Red Cross.
39. People come to America because of the liberty which she offers.

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LIFE PRINCIPLES
Fill in the blank: Choose from the Word Bank.

WORD BANK			
perseverance	home	caution	care
comfort	honor	rising	soul

40. *"If you wish success in life, make _____ your bosom friend, experience your wise counselor, _____ your elder brother, and hope your guardian genius."*

41. *"You can be deprived of your money, your job, and your _____ . . . but remember that no one can ever take away your _____."*

42. *"Our greatest glory is not in never falling, but in _____ every time we fall."*

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SECTION QUIZ 2-1



Remember:
Score an 85% or higher on the quizzes, and you may be exempt from the chapter test!



Congratulations! You have completed this section!
Answer the following questions to test your understanding of the material. When you are finished, hand in your quiz to your teacher. Each answer is worth 1.85 points.

FROM THE VIGNETTES
Matching: Choose the correct answers.

1. _____ Herbert Hoover
2. _____ Madame C. J. Walker
3. _____ great works of art and musical compositions
4. _____ Harry Truman
5. _____ the manager at the hotel who offered Mr. and Mrs. Astor his personal suite

(a) known for his loyalty
(b) first woman self-employed millionaire who developed hair care products for black women
(c) was rewarded by being offered the managerial position at the Waldorf-Astoria
(d) young university student who taught himself to type
(e) require great amounts of time and often great amounts of hardship

WORD POWER!
From the Word Bank, choose the correct answers for the vocabulary words.

WORD BANK

Madame	***penchant***	***oratorio***
zealous	***executive***	***composition***

6. _____: filled with eagerness, energy and purpose
7. _____: a distinguished married woman
8. _____: a person with administrative responsibilities in a business
9. _____: a work of music, literature or art
10. _____: a musical composition that combines drama and instruments
11. _____: a strong inclination, a slight addiction

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SECTION QUIZ 2-1

ENGLISH LANGUAGE SKILLS

Fill in the blank: Using the Word Bank write the correct answers for #12-24.

WORD BANK

hung	passive	transitive	first	emigrate
intransitive	third	assume	active	ability
possibility (permission)	second	presume	immigrate	hanged

12. The two voices of verbs are _____ and _____.
13. _____ verbs transfer action from the subjects to the direct objects.
14. _____ verbs do not transfer action from the subjects to the direct objects.
15. When expressing the future, *shall* is used with the _____ person, and *will* is used with the _____ and _____ persons.
16. When expressing emphasis, *shall* is used with the _____ and _____ persons, and *will* is used with the _____ person.
17. *May* expresses _____.
18. *Can* expresses _____.
19. To _____ is to take responsibility.
20. To _____ is to believe or think that something is true.
21. To _____ is to leave your country.
22. To _____ is to enter and settle in another country.
23. _____ is used when a person or animal died by hanging.
24. _____ is used when a person or animal clutched to an object or when an object was suspended in space.

Correct the tense consistency of the following sentences. Write the correct sentences on the blanks.

25. Mr. Janin agreed, and Herbert Hoover will report for work as scheduled.

    _____

    _____

26. Madame Walker's courage is still remembered and was a good example for young people.

    _____

    _____

27. You will succeed if you practiced patience.

    _____

Convert the passive voice to active voice. Write the new sentences on the blanks.

28. Harry Truman was urged by his father to "run" for office.

    _____

    _____

29. The couple was befriended by the considerate manager.

    _____

    _____

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SECTION QUIZ 2-1

Underline the verbs. On the blanks, identify the verbs as transitive or intransitive.

30. Madame C. J. Walker moved to Denver. _____

31. Leonardo da Vinci spent ten years completing *The Last Judgement*. _____

Underline the correct answers.

32. The clerk (shall, will) fly to New York tomorrow at ten o'clock.

33. I (shall, will) be an eager learner!

34. You (shall, will) not lie to me.

35. Mr. Pendergast (may, can) testify at his trial.

36. (May, Can) the child lift that heavy package?

37. Mr. Astor (assumed, presumed) the role of benefactor.

38. Herbert Hoover (assumed, presumed) that Mr. Janin needed a stenographer.

39. Beethoven (emigrated, immigrated) to Germany.

40. The (emigrants, immigrants) left France.

41. Many people (emigrate, immigrate) to the United States.

42. Herbert Hoover (hanged, hung) his jacket on the rack.

43. In Madame C. J. Walker's lifetime, murderers were (hanged, hung) for their crimes.

44. Padrewski (hanged, hung) his music sheet from a nail on the wall so he could read the music while he practiced.

LIFE PRINCIPLES

Fill in the blank: From the Word Bank, choose the correct answers.

WORD BANK

hard work	intelligent	attitude	patience	good	improve

45. *"The way for a young man to rise is to _____ himself every way he can."*

46. *"The woman is the fiber of the nation . . . . A nation is only as _____ as its women."*

47. *"_____ is bitter, but its fruit is sweet."*

48. *"Success is more _____ than aptitude."*

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Date: _____ Grade: _____

SECTION QUIZ 2-2

Remember:
Score an 85% or higher on the quizzes, and you may be exempt from the chapter test!



Congratulations! You have completed this section!
Answer the following questions to test your understanding of the material. When you are finished, hand in your quiz to your teacher. Each answer is worth 1.6 points.

FROM THE VIGNETTES

Multiple Choice: Place an "X" next to the correct answers.

1. Which of the following is (are) true of the workers at the building site in France?
   _____ (a) The second worker was very optimistic.
   _____ (b) The third worker was angry at the foreman.
   _____ (c) The first worker was disgruntled.
   _____ (d) The third worker was optimistic.

2. Which of the following is (are) true of Jose Aguiar?
   _____ (a) He was forced to quit work and attend school.
   _____ (b) He was forced to quit school and go to work.
   _____ (c) He began his own franchise.

3. Which of the following is (are) true of Nat King Cole?
   _____ (a) He was an actor, singer and businessman.
   _____ (b) He did not believe that education was important.
   _____ (c) He adopted two children.
   _____ (d) He did not appreciate music.

4. Which of the following is (are) true of George Washington?
   _____ (a) He was a dishonest and lazy boy.
   _____ (b) He was a man of integrity.
   _____ (c) His father taught him the value of truth.
   _____ (d) He destroyed his father's apple tree.

5. Which of the following is (are) true of national strength?
   _____ (a) National strength is found in unity.
   _____ (b) Unity of language is important.
   _____ (c) Immigrants do not need to learn English.
   _____ (d) All U.S. citizens should speak English.



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WORD POWER!

Matching: Choose the definitions for the vocabulary words.

6. _____ ***medieval***
7. _____ ***confirm***
8. _____ ***scholarship***
9. _____ ***integrity***
10. _____ ***aversion***
11. _____ ***protectorate***
12. _____ ***mainland***

(a) to make sure
(b) moral goodness, honesty and decency
(c) the states of America on the main continent (not including Hawaii, Alaska or the protectorates)
(d) the middle ages (500 A.D.—1500 A.D.)
(e) a nation protected by the United States
(f) money given to help college students
(g) strong dislike, disgust

ENGLISH LANGUAGE SKILLS

Multiple Choice: Choose the correct answers.

13. A(n) _____ is one word formed from two words.
    (a) verb phrase
    (b) apostrophe
    (c) contraction

14. In a contraction, a(n) _____ replaces missing letters.
    (a) verb phrase
    (b) apostrophe
    (c) double negative

15. Adverbs modify: _____.
    (a) nouns and pronouns
    (b) verbs, adjectives and other adverbs
    (c) contractions

16. Adverbs tell: _____.
    (a) *how, why, when, where* and *to what extent*
    (b) *which one, what kind* and *how many*
    (c) both a and b
    (d) neither a nor b

17. The word *to* is used as a(n) _____ when it introduces a prepositional phrase.
    (a) infinitive
    (b) preposition
    (c) adverb

18. The word *to* is used as a(n) _____ when it is added to a verb.
    (a) infinitive
    (b) preposition
    (c) adverb

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SECTION QUIZ 2-2

Multiple Choice, *continued*

19. The word *two* is a(n) _____ and may function as an adjective.
    (a) number
    (b) adverb
    (c) infinitive

20. The word *too* is a(n) _____ and may mean *also*.
    (a) number
    (b) adverb
    (c) infinitive

21. Some adverbs can also function as: _____.
    (a) prepositions
    (b) adjectives
    (c) verb phrases

22. Which of the following are prepositions? _____
    _____
    (a) commonly, slowly, quickly, usually, strongly, faithfully
    (b) no, not, never, neither, none, nobody, hardly, scarcely
    (c) about, above, before, below, by, down, from, in, of, through, upon, without

23. _____ begin with prepositions and end in nouns or pronouns.
    (a) Noun phrases
    (b) Verb phrases
    (c) Prepositional phrases

24. Which of the following are negatives? _____
    _____
    (a) commonly, slowly, quickly, usually, strongly, faithfully
    (b) no, not, never, neither, none, nobody, hardly, scarcely
    (c) about, above, before, below, by, down, from, in, of, through, upon, without

25. A _____ is when two negatives are used in the same sentence.
    (a) double negative (b) double sentence (c) layered preposition

26. Adjectives modify: _____.
    (a) nouns and pronouns (b) verbs, adjectives and adverbs (c) contractions

27. Adjectives tell: _____.
    (a) *how, why, when, where* and *to what extent* (c) both a and b
    (b) *which one, what kind* and *how many* (d) neither a nor b

28. The word *good* is a(n): _____.
    (a) adverb (c) verb
    (b) adjective (d) preposition

29. The word *well* is a(n): _____.
    (a) adverb (b) adjective (c) verb (d) preposition

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SECTION QUIZ 2-2

Underline the contractions. Write the words that form the contractions.

30. The first worker couldn't see the cathedral in his mind. _____

31. Jose hadn't wanted to lose his scholarship. _____

32. Nat King Cole didn't want to leave his mother in need. _____

Underline the adverbs.

33. George bravely told his father of the misdeed.

34. Immigrants usually try to learn English when they enter the United States.

35. The worker optimistically chiseled at the stone.

Write the correct form of "to," "two" or "too."

36. Jose wanted _____ start a franchise in the Bronx.

37. Nat King Cole smoked _____ many cigarettes.

38. George Washington was president for _____ terms.

Underline the word that can be a preposition or an adverb. Indicate the function of the word.

39. Nat King Cole sold over 50 million records. _____

40. At a young age, his career was over. _____

Correct each double negative or incorrect adjective. Rewrite each sentence.

41. The third worker didn't mind no hot sun blazing down upon his back.

_____

42. Jose's circumstances didn't hardly seem fair, but he made the best of them.

_____

43. Nat King Cole sang really good.

_____

44. Those scars didn't look good on that cherry tree.

_____

45. You are good at making immigrants feel welcome.

_____

LIFE PRINCIPLES

From the Word Bank, choose the correct words.

WORD BANK

language moral conscience excellence work quality courage

46. *"The best prize that life offers is the chance to _____ hard at work worth doing."*

47. *"The quality of a person's life is in direct proportion to his commitment to _____."*

48. *"All of our dreams can come true—if we have the _____ to pursue them."*

49. *"Labor to keep alive in your heart that little spark of celestial fire called _____."*

50. *"A nation's identity is found in a common _____, strong families and _____ religious practices."*

Name: _____

Date: _____ Grade: _____

SECTION QUIZ 2-3



Remember:
Score an 85% or higher on the quizzes, and you may be exempt from the chapter test!



Congratulations! You have completed this section!
Answer the following questions to test your understanding of the material. When you are finished, hand in your quiz to your teacher. Each answer is worth 1.85 points.

FROM THE VIGNETTES

Matching: Choose the correct answers.

1. _____ the boy with the baseball bat
2. _____ the crew aboard the *Tondelayo*
3. _____ communication
4. _____ Clara Barton
5. _____ Jacob
6. _____ Esau
7. _____ birthright

(a) the blessing and inheritance of the father
(b) was barraged by flack, but survived because the explosives in the shells had been removed
(c) deceived his father and received the birthright
(d) missed the ball three times, but remained optimistic
(e) youngest of 5 children, whose life goal was to help people in need
(f) forgave his brother
(g) allows citizens to work together to form a strong government

WORD POWER!

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

8. _____ (a) ***Undaunted*** by failure, the boy continued to pitch the ball.
   _____ (b) ***Undaunted***, the crew stared in wonder at the empty shells.
9. _____ (a) The children played make-believe war with ***antiaircraft guns***.
   _____ (b) The ***antiaircraft guns*** roared as shells spewed from the muzzles.
10. _____ (a) By lying and deceiving, the young man hardened his ***conference*** against the truth.
    _____ (b) After the ***conference***, the staff made the necessary changes required by the manager.
11. _____ (a) Jacob was Esau's ***sibling***.
    _____ (b) Jacob exchanged the porridge for the ***sibling*** that belonged to Esau.
12. _____ (a) The inventor received a ***patent*** for his invention.
    _____ (b) Rebekah was not always ***patent*** with her children.
13. _____ (a) The ***pestilence*** cost Esau his birthright.
    _____ (b) The Red Cross helps people who are victims of various ***pestilences***.
14. _____ (a) The general tried to ***devise*** a plan to outwit the enemy.
    _____ (b) The boy used a plumbing ***devise*** to remove the obstruction from the water line.
15. _____ (a) The farmer showed his son the half formed ***embrace*** of the chicken egg.
    _____ (b) The father ***embraced*** his son and said, "I love you."
16. _____ (a) The brothers ***reconciled*** and angrily refused to speak with one another.
    _____ (b) The brothers ***reconciled*** and forgave one another.

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ENGLISH LANGUAGE SKILLS

Fill in the blank: Choose the answers from the Word Bank.

WORD BANK

complex	synonyms	subject	independent clause
predicate	antonyms	comma	coordinating conjunction
simple	compound	semicolon	dependent clause
	complete thought		subordinating conjunction

17. _____ are words that have opposite meanings.

18. _____ are words that have the same or similar meanings.

19. In order for a group of words to be a sentence, it must contain a(n) _____ and a(n) _____ and form a _____.

20. A(n) _____ sentence contains one complete thought.

21. A(n) _____ sentence contains two independent clauses.

22. A compound sentence may be formed by joining two independent clauses using a(n) _____ and _____ or a(n) _____.

23. A(n) _____ sentence contains one independent clause and one or more dependent clauses.

24. A(n) _____ is a group of words that contains a subject and a verb but does not form a complete thought.

25. A(n) _____ is a group of words that contains a subject and a verb and forms a complete thought.

26. A(n) _____ joins a dependent clause to an independent clause.

Rewrite the sentences below, substituting an antonym or a synonym for the underlined word. You may need to add or remove some words.

27. The boy <u>tiptoed</u> out of his house. (antonym)

_____

28. The crew was <u>unhappy</u> that the shells contained no explosives. (antonym)

_____

29. The boy <u>told</u> his father about the confusing words. (synonym)

_____

30. Clara Barton <u>started</u> the American Red Cross. (synonym)

_____

Draw a line between the complete subject and the complete predicate of each sentence.

31. Isaac and Rebekah were the parents of twin sons.

32. With Rebekah's help, Jacob devised his evil plan.

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SECTION QUIZ 2-3

Write the correct information on the lines.

33. The father worked diligently, but he made time for his son.
    first independent clause: _____
    second independent clause: _____
    coordinating conjunction: _____

34. After she returned home she began the American Red Cross.
    independent clause: _____
    dependent clause: _____
    subordinating conjunction: _____

Multiple Choice: Place an "X" next to each correct answer.

35. Which of the following are ways to communicate professionally?
    _____ (a) Change *–tion* or *–sion* nouns to verbs.
    _____ (b) Use excess words.
    _____ (c) Get to the point quickly.

Correctly rewrite the sentences. The underlined words or groups of words indicate what should be corrected. You may need to reword the sentence completely or simply remove some words.

36. It was her conviction that Jacob should be in possession of the blessing.
    _____
    _____

37. I am telling you that the little boy of whom you read became a successful businessman.
    _____
    _____

38. It is incredible that none of the shells blew up the bomber.
    _____
    _____

LIFE PRINCIPLES

Fill in the blank: From the Word Bank, choose the answers. (Each blank is worth 1.6 points.)

WORD BANK

risks prepare education forgive compassion

39. *"I will _____, and some day my chance will come."*

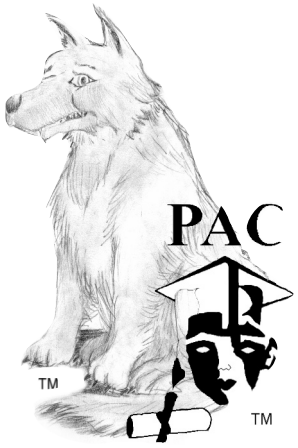
40. *"No greater love exists than that which _____ its life for someone else."*

41. *"Neither piety, virtues, nor liberty can long flourish in a community where the _____ of youth is neglected."*

42. *"The exercise of _____ is the defining act of civilization."*

43. *"When we genuinely _____, we set a prisoner free and then discover that the prisoner we set free was us."*

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Date: _____ Grade: _____

SECTION QUIZ 3-1



Remember:
Score an 85% or higher on the quizzes, and you may be exempt from the chapter test!



Congratulations! You have completed this section!
Answer the following questions to test your understanding of the material. When you are finished, hand in your quiz to your teacher. Each answer is worth 1.8 points.

FROM THE VIGNETTES

Matching: Choose the correct answers.

1. _____ the contractor who hired Joe
2. _____ Mallory
3. _____ Harry Houdini
4. _____ Father Damien
5. _____ shredded checks

(a) escape artist who was fooled by a lock
(b) led an expedition to climb Mt. Everest
(c) a priest who ministered to lepers on an island and who contracted leprosy
(d) were put back together as ordered by the bank supervisor
(e) gave Joe the house he built

WORD POWER!

Fill in the blank: Choose the correct vocabulary words from the Word Bank.

WORD BANK

shun flexible extensive futile reconstruct salute specifications

6. The professor had acquired _____ knowledge of the Soviet Union.
7. The crowd cheered in victory and stood to _____ the honored officers.
8. Each member has learned to be _____ and adjust to the new rules.
9. The builders attempted to _____ the model.
10. Often, people will _____ a leper for fear of contracting the disease.
11. Houdini's efforts to free himself from the locked jail cell seemed _____.
12. The _____ of the contract were on the second page.

ENGLISH LANGUAGE SKILLS

Multiple Choice: Choose the correct answers.

13. A clause is: _____.
    (a) a simple sentence
    (b) a group of words that contains a subject and a verb
    (c) an incomplete sentence

14. An independent clause is: _____
    _____.
    (a) a complex sentence
    (b) a group of words that can stand alone as a sentence
    (c) missing important information and cannot stand alone as a sentence

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SECTION QUIZ 3-1

***Multiple Choice** continued*

15. Another name for a main clause is a(n) _____ clause.
    (a) subordinate (b) noun (c) independent

16. A subordinate clause is also called a(n) _____ clause.
    (a) dependent (b) independent (c) main

17. A subordinate clause is: _____
    _____.
    (a) a complex sentence
    (b) able to stand alone as a sentence
    (c) dependent on other words to make it complete
    (d) none of these

18. A compound sentence contains: _____
    _____.
    (a) two independent clauses
    (b) one independent clause and one dependent clause
    (c) one dependent clause
    (d) one independent clause

Fill in the blank: Write the correct answers.

19. The four kinds of sentences are _____, _____,
    _____, _____.

20. A _____ sentence contains one complete thought or idea.

21. A simple sentence must have a _____ and a _____.

22. A subordinate clause begins with a _____ conjunction.

23. List the five coordinating conjunctions: _____, _____, _____, _____, _____

24. A _____ sentence does not use correct punctuation between clauses.

Matching: Choose the correct answers.

25. _____ Two independent clauses should be joined . . .
26. _____ To join two thoughts that agree, use the coordinating conjunction . . .
27. _____ To join thoughts that are negative in nature, use the coordinating conjunction . . .
28. _____ If the ideas are not closely related . . .
29. _____ To join thoughts that contrast, use the coordinating conjunction.

(a) the clauses should be separated or one of the clauses should be replaced.
(b) when the ideas they contain are closely related.
(c) nor
(d) but
(e) and

Write the main and subordinate clauses on the lines.

30. The rescuers found George Mallory's body which was buried in snow.
    main clause: _____
    subordinate clause: _____

31. Mountain climbers must be in excellent physical condition before they attempt such a climb.
    main clause: _____
    subordinate clause: _____

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SECTION QUIZ 3-1

Write the subject and the verb.

32. Houdini was a famous escape artist.
    subject: _____ verb: _____

33. Father Damien ministered to lepers.
    subject: _____ verb: _____

Fill in the blank: Write the correct answers.

34. Joe and the contractor worked hard.
    This sentence has a compound _____.

35. Joe cheated and lied about the quality of the house.
    This sentence has a compound _____.

Place an "X" on the line if the group of words is a complete sentence.

36. _____ Houdini was an escape artist.

37. _____ Working on the lock with sweat pouring down his face.

Write "S" for simple sentence or "C" for compound sentence.

38. He arrived in high spirits and hoped to make many friends. _____

39. He poured out his heart to the lepers, but all seemed futile. _____

40. People shunned him, and he became discouraged. _____

41. No one responded to Father Damien's efforts; he decided to leave. _____

Correct the run-on sentences.

42. The janitor put the box of checks on the trash table and the operator of the paper shredder dumped the checks into his machine.

    _____
    _____
    _____

43. Fifty employees had to spend days reconstructing the checks and the employees were able to solve the problem.

    _____
    _____
    _____

LIFE PRINCIPLES

Fill in the blank: Choose from the Word Bank.

WORD BANK

beauty *bolder* *correct* *duty* *courage* *honesty*

44. *"_____ is the cornerstone of character."*

45. *"I slept and dreamed that life was _____. I woke, and found that life was _____."*

46. "*An error does not become a mistake until you refuse to _____ it."*

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Date: _____ Grade: _____

SECTION QUIZ 3-2



Remember:
Score an 85% or higher on the quizzes, and you may be exempt from the chapter test!



Congratulations! You have completed this section!
Answer the following questions to test your understanding of the material. When you are finished, hand in your quiz to your teacher. Each answer is worth 2.7 points.

FROM THE VIGNETTES

Multiple Choice: Choose the correct answers.

1. "Christmas in April" was: _____
_____.
   (a) a time when the community gave gifts to children
   (b) a time when the community got together and sang carols
   (c) a time when the community helped repair each other's homes

2. Alexander Bell's motivation for inventing the telephone was: _____
_____.
   (a) to become wealthy
   (b) to help the deaf to communicate
   (c) to become famous

3. The boys were successful in surprising their mother with a: _____.
   (a) clean room
   (b) birthday present
   (c) new puppy

4. What did the physician do when summoned by the blind elderly woman? _____
_____
   (a) The physician stole from the woman.
   (b) The physician healed the woman.
   (c) The physician refused to go to the woman's home.

5. The bald knight learned to _____ at embarrassment.
   (a) laugh (b) cry (c) blush or flush

WORD POWER!

Matching: Choose the definitions for the vocabulary words.

6. _____ ***annual***
7. _____ ***stammer***
8. _____ ***malady***
9. _____ ***squire***
10. _____ ***impoverished***
11. _____ ***patent***

(a) young male servant
(b) reduced to poverty
(c) a document granting exclusive rights to an invention
(d) to stumble in speech from embarrassment or excitement
(e) occurring every year, once a year
(f) an illness, sickness or disease

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ENGLISH LANGUAGE SKILLS

Multiple Choice: Choose the correct answers.

12. A complex sentence: _____
_____.
(a) is a sentence that has one independent and one dependent clause
(b) is several clauses strung together without correct punctuation
(c) is a sentence that has two independent clauses

13. Adjective, adverb and noun clauses are _____ clauses.
(a) subordinate (b) main (c) independent (d) complex

14. A compound-complex sentence: _____.
(a) has one independent and one or more dependent clauses
(b) has three independent clauses
(c) has two independent clauses and one or more dependent clauses

Write the correct information on the lines.

15. He worked until the entire project was completed.
main clause: _____
subordinate clause: _____
subordinating conjunction: _____

16. Before I volunteer for the job, I would like to meet the director.
main clause: _____
subordinate clause: _____
subordinating conjunction: _____

17. After he looked into the mirror, the knight approved of the wig, and that evening, he was mixing with his friends again.
first main clause: _____
second main clause: _____
_____
subordinate clause: _____

18. The boys made another gift, and they gave it to their father who seemed very pleased.
first main clause: _____
second main clause: _____
subordinate clause: _____

<u>Underline each subordinate clause</u>.

On the line, write the word the clause modifies.

19. The boys tiptoed to their room where they carefully wrapped the present. _____

20. Joe was a carpenter who had gained the recognition of his employer. _____

21. After she became suspicious, Mom decided to enter the bedroom. _____

22. Alexander Bell studied electricity before he invented the telephone. _____

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SECTION QUIZ 3-2

LIFE PRINCIPLES

Fill in the blank: Choose from the Word Bank.

WORD BANK

correct *uncommonly* *success* *honesty* *might* *manners*

23. *"Whatever you do, do with all your _____."*

24. *"_____ is the best policy, but it should be the only policy."*

25. *"The secret of _____ is to do the common things uncommonly well."*

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Name: _____

Date: _____ Grade: _____

SECTION QUIZ 3-3



Remember:
Score an 85% or higher on the quizzes, and you may be exempt from the chapter test!



Congratulations! You have completed this section!

Answer the following questions to test your understanding of the material. When you are finished, hand in your quiz to your teacher. Each answer, label, blank or underline is worth 1.37 points.

FROM THE VIGNETTES

True or False: Write the correct answers.

1. _____ Molly Pitcher was the young wife of a Revolutionary soldier who died and whose place Molly took on the battlefield.
2. _____ The lion spared the mouse's life, and the mouse in turn saved the lion's life.
3. _____ The farmer and his sons could not depend on their neighbors or relatives to help harvest the grain, so the farmer and his sons hired larks to harvest the grain.
4. _____ If a guest sends an *R.S.V.P.* to the host or hostess, the guest is very inconsiderate.
5. _____ When the Wind and the Sun disputed over who was stronger, the Sun won by persuading the man to give up his coat.

WORD POWER!

Multiple Choice: Choose the correct answers for the vocabulary words.

6. In this section, a ***spring***: _____.
   (a) is water that flows from the ground
   (b) is a twisted piece of metal that bounces
   (c) is a season of the year
7. To ***compel*** is to: _____.
   (a) persuade
   (b) force
   (c) command
8. To ***reap*** is to: _____.
   (a) build a nest in a barley field
   (b) gather what you planted
   (c) call neighbors
9. A ***host*** or ***hostess*** should: _____.
   (a) notify the guests of the location of the function
   (b) present themselves at court
   (c) cure maladies
   (d) snare squires
10. A ***snare*** is: _____.
    (a) an animal (b) a contest (c) a trap

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ENGLISH LANGUAGE SKILLS

Diagram each sentence.

11. Molly gave the soldiers water from the spring.

12. The wind blew fiercely on the man.

13. The sun was stronger.

14. The lion roared, and the mouse nearly died of fright.

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15. The lark returned to her children when she heard their cries.

16. When you are invited to a party, send word to the host; and inform him of your intentions.

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SECTION QUIZ 3-3

LIFE PRINCIPLES

Fill in the blank: Choose the correct answers from the Word Bank.

WORD BANK

invitation *only* *important* *kindness* *persuasion*

17. *"_____ is better than force."*
18. *"No act of _____, no matter how small, is ever wasted."*
19. *"If the job is _____ to you, do not depend on others to get it done."*
20. *"Always R.S.V.P. promptly to every _____ you receive."*

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Name: _____

Date: _____ Grade: _____

SECTION QUIZ 4-1



Remember:
Score an 85% or higher on the quizzes, and you may be exempt from the chapter test!



Congratulations! You have completed this section!
Answer the following questions to test your understanding of the material. When you are finished, hand in your quiz to your teacher. Each answer is worth 2.04 points.

FROM THE VIGNETTES

Matching: Choose the correct answers.

1. _____ Rosalie Elliott
2. _____ being a person of truth
3. _____ Everett
4. _____ Ruth Wakefield
5. _____ Laurence
6. _____ older woman
7. _____ the waitress
8. _____ boys at camp

(a) was stopped for speeding
(b) learned to be friends instead of enemies
(c) helped a stranded woman
(d) Laurence's wife
(e) brings honor
(f) told the truth during a spelling contest
(g) invented chocolate chip cookies
(h) helped the waitress

WORD POWER!

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

9. _____ (a) His ***avowal*** shocked the jury.
   _____ (b) She placed ***avowal*** at the end of the word.
10. _____ (a) She hung the ***honor*** on the wall.
    _____ (b) She received ***honor*** because she was honest.
11. _____ (a) Her ***perception*** of the situation was accurate.
    _____ (b) She received ***perception*** to file the report.
12. _____ (a) The ***stranded*** couple on the side of the road needed assistance.
    _____ (b) The ***stranded*** beads made a lovely necklace.
13. _____ (a) The ***foreign*** environment was comfortable.
    _____ (b) The ***foreign*** environment was strange and different.
14. _____ (a) The ***Salvage*** Army helps families in need.
    _____ (b) The waitress was able to ***salvage*** several packages of butter.
15. _____ (a) The room at the ***inn*** was fairly inexpensive.
    _____ (b) She found a room ***inn*** the motel.
16. _____ (a) The fee on the ***toll road*** was one dollar.
    _____ (b) The ***toll road*** is where cars are towed away.

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Word Power! Multiple Choice *continued*

17. _____ (a) Teachers should be careful not to be ***parcel*** toward one student.
    _____ (b) The ***parcel*** arrived by Federal Express.

18. _____ (a) His ***earnestly*** income is $21,000 annually.
    _____ (b) He works ***earnestly***.

ENGLISH LANGUAGE SKILLS

Fill in the blank: Choose the correct answers from the Word Bank.

WORD BANK

opinion	compare and contrast	sequence	fact	effect
topic sentence	cause and effect	conclusion	cause	body

19. _____ is the relationship between two events in which one event causes another event to occur.

20. A _____ must be supported by evidence such as witnesses, references or documents.

21. An _____ is an individual's perception of what occurred.

22. _____ explains the similarities and the differences between people, places and situations.

23. In a composition, the _____ states the main idea; the _____ provides the supporting sentences; the _____ refers to the topic sentence and ends the paragraph.

24. The order in which events occur is called _____.

Write "C" for cause or "E" for effect.

25. _____ Rosalie received honor.
    _____ Rosalie told the truth to the judges.

26. _____ Everett sped.
    _____ Everett was stopped by a police officer.

Write "F" for fact or "O" for opinion.

27. _____ Laurence felt compassion for the stranded woman.

28. _____ Ruth Wakefield invented chocolate chip cookies.

29. _____ The thief was sorry for stealing the cookies.

30. _____ Rosalie told the judges she misspelled the word.

Multiple Choice: Choose the correct answers.

31. *Everett was stopped before he hurt anyone, but the other driver stopped too late—he had already killed a little girl.* The sentence shows: _____.
    (a) comparison (b) contrast

32. *Laurence and the older woman both recognized and passed along the "chain of love."*
    The sentence shows: _____.
    (a) comparison (b) contrast

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SECTION QUIZ 4-1

Read the sentences. In questions 33 & 34, choose a topic sentence and a conclusion.

When she ran out of baker's chocolate, Mrs. Wakefield thought to substitute chocolate pieces. Unlike the baker's chocolate that melted and created dark chocolate cookies, the chocolate pieces retained their shapes.

33. The best topic sentence is: _____

_____

_____

(a) The result of the new discovery was chocolate chip cookies.
(b) Mrs. Wakefield discovered that baker's chocolate and chocolate pieces do not function the same way in cookie batter.
(c) Most cookie recipes are discovered accidentally.

34. The best concluding sentence is: _____

_____

(a) The result of the new discovery was chocolate chip cookies.
(b) Mrs. Wakefield discovered that baker's chocolate and chocolate pieces do not function the same way in cookie batter.
(c) Most cookie recipes are discovered accidentally.

Read the topic sentence, then complete questions 35, 36 & 37.

Making a friend of your enemy is a good way to rid yourself of your enemy.

35. Place an "X" next to the three best supporting sentences.

_____ The two boys at camp provide a good example of this principle.
_____ The counselor was wise.
_____ The boy's mother sent another box of cookies.
_____ They began as enemies due to theft and hurt feelings.
_____ They learned to reconcile, forgive, and become friends.

36. The best concluding sentence is: _____

_____

_____

(a) Because the boy who was wronged chose to reconcile with the thief, rather than to fight, he accomplished the goal of eliminating his enemy.
(b) The counselor knew that if the two boys spent some time together, they would discover that they had a lot in common and would become friends.
(c) Eating cookies at camp is one of the best ways to make life long friends.

37. Write a paragraph using the italicized topic sentence and the supporting and concluding sentences that you chose from questions 35 and 36.

_____

_____

_____

_____

_____

_____

_____

_____

_____

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SECTION QUIZ 4-1

LIFE PRINCIPLES

Fill in the blank: From the Word Bank, choose the correct answers.

WORD BANK		
excellence	clear conscience	friend
difference	moral principles	honor

38. *"_____ is better than honors."*

39. *"We are what we repeatedly do. _____, then, is not an act, but a habit."*

40. *"Be guided by a _____ and _____ _____ regarding relationships, career, finances and community involvement."*

41. *"What happens to you is not what matters. What happens in you makes all the _____ in your life."*

42. *"The best way to rid yourself of an enemy is to make him your _____."*

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SECTION QUIZ 4-2



Remember:
Score an 85% or higher on the quizzes, and you may be exempt from the chapter test!



Congratulations! You have completed this section!
Answer the following questions to test your understanding of the material. When you are finished, hand in your quiz to your teacher. Each blank, correction or answer is worth 1.35 points.

FROM THE VIGNETTES
Multiple Choice: Choose the correct answers.

1. Patrick Henry's involvement in the fight for freedom included: _____ _____.
   (a) standing up and giving a passionate speech against sacrificing freedom for peace
   (b) insisting that Americans were strong enough to resist the British if the Americans made proper use of their resources
   (c) both a and b

2. The Declaration of Independence was signed on: _____.
   (a) April 6, 1860 (b) July 4, 1776 (c) December 7, 1941

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

4. Instead of robbing or killing the woman, the youths chose to _____ the woman.
   (a) ignore (b) rob and kill (c) help

5. _____ gave a speech to the cadets at West Point.
   (a) Patrick Henry
   (b) James Cole
   (c) Douglas MacArthur

   Duty. Honor. Country. Those three hallowed words reverently dictate what you ought to be, what you can be, what you will be. They are your rallying points, to build courage when courage seems to fail, to regain faith when there seems to be little cause for faith, to create hope when hope becomes forlorn.

6. The above paragraph is from a speech by: _____.
   (a) Patrick Henry
   (b) George Washington
   (c) Douglas MacArthur

7. What is love? Place an "X" next to each correct answer (4 points at .25 points each answer).

_____ (a) patient	_____ (e) proud	_____ (i) not easily angered
_____ (b) kind	_____ (f) rude	_____ (j) does not keep record of wrongs
_____ (c) trusts	_____ (g) hopes	_____ (k) jealous
_____ (d) selfish	_____ (h) perseveres	_____ (l) does not delight in evil

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SECTION QUIZ 4-2

Write the following assignments.

8. Write the last three lines of Patrick Henry's speech (10 points at .25 each correct word).
   (1) _____
   _____
   (2) _____
   (3) _____
   _____
   _____

9. Write any three points from *George Washington's Rules of Civility* (9 points at 3 points each answer).
   1. _____
   _____
   2. _____
   _____
   3. _____
   _____

WORD POWER!

Matching: Choose the definitions for the vocabulary words.

10. _____ ***transcribe***
11. _____ ***adversary***
12. _____ ***disarmed***
13. _____ ***vigilant***
14. _____ ***modesty***
15. _____ ***vociferate***
16. _____ ***vigor***
17. _____ ***reiterate***

(a) aware, alert against evil or danger
(b) to state again; to restate
(c) not allowed to own guns, unable to fight or defend home and family
(d) to write; to copy from one paper to another
(e) an enemy
(f) to say forcefully
(g) energy, passion
(h) humility

ENGLISH LANGUAGE SKILLS

Fill in the blank: From the Word Bank, choose the correct answers.

WORD BANK

biography	fiction	autobiography	historical fiction	
informative	inspirational	persuasive	narrative	descriptive

18. _____ writing describes a situation, person, place or thing.
19. _____ writing informs the reader and provides knowledge.
20. _____ writing tells a story.
21. _____ writing seeks to influence the thoughts and actions of the reader.

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22. _____ writing seeks to influence the soul and spirit of the reader and addresses character attributes and vices.

23. _____ a book written by the author about his life.

24. _____ a book written about another person.

25. _____ an imaginative story with no basis in fact.

26. _____ an imaginative story based on real people and events.

Multiple Choice: Read the paragraphs then answer the questions.

The picture was soul stirring. Bright colors and deep shadows of the sea contrasted in the background. A small fishing boat seemed to bob on the waters, and a sea gull spanned his wings over the sail. The forefront of the painting featured a kindly grandfather sitting on a rock. On his lap sat a young girl about three years of age. Standing at the grandfather's side were two young boys about ages seven and five. In the gentleman's hands he held a book titled Great Adventures of the Sea. The expressions on the faces of the children were of wonder and excitement. As I gazed at the picture, childhood memories of my grandfather washed over me. In my soul, gratitude sprang to life as I remembered the rich and sweet times when Grandpa found time to read to me.

27. The above paragraph is: _____.
(a) descriptive (b) persuasive (c) informative (d) narrative (e) inspirational

28. The paragraph is about: _____
_____.
(a) a painting of a man and children sitting next to the sea
(b) an illustrated article of how to catch sea gulls while on the ocean
(c) how to paint hues of green and blue

* * *

George Washington was born in Virginia in the year 1732. He was a soldier and surveyor under the English flag in the French and Indian War. He became commander-in-chief of the American forces during the Revolutionary War. In 1789, he became the first president of the United States. In 1799, President Washington died. His birthday is celebrated every year, because he was one of the best-loved presidents America has ever had. At Washington's funeral, the following oration was given in his honor:

First in war, first in peace, and first in the hearts of his countrymen, he was second to none in the humble and endearing scenes of private life; pious, just, humane, temperate and sincere; uniform, dignified and commanding, his example was as edifying to all around him, as were the effects of that example lasting. The purity of his character gave effulgence to his public virtues.

29. The above paragraphs are: _____.
(a) descriptive (b) persuasive (c) informative (d) narrative (e) inspirational

30. The preceeding paragraphs are about: _____.
(a) George Washington's conflict with the Indians
(b) George Washington's conflict with the British and the French
(c) George Washington's life and character

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* * *

On a large ranch lived a hunting dog named Sheeba. Her master valued her very highly. Sheeba's kennel was a log cabin with a fireplace. Sheeba's master always ordered a fire to be built an hour before the return from the hunt. Sheeba raised her puppies in the cabin, and out in the fields she trained them to hunt birds and rabbits.

One wet, cold night, the pack returned from a long day at the chase. The young dogs gobbled their food with no manners and no consideration for others. Then, they hurried to the blazing fire and stretched their wet bodies on the warm stones of the hearth. Being very big and selfish, they left no room for their mother.

Sheeba stood at the edge of the firelight and eyed her pups thoughtfully. Suddenly, she threw up her head and her ears shot forward. She turned toward the door and gave a big "Woof!" Every dog sprang up and dashed out the door. Then, Sheeba walked to the fireplace and stretched herself at full length on the warm stones. (Anonymous)

31. The above paragraphs are: _____.
(a) descriptive (b) persuasive (c) informative (d) narrative (e) inspirational

32. The paragraphs are about: _____.
(a) a rancher's cabin (b) a hunting dog and her puppies (c) ungrateful children

* * *

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.

And so, my fellow Americans: Ask not what your country can do for you—ask what you can do for your country. My fellow citizens of the world: Ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on Earth God's work must truly be our own.

(from a speech by President John F. Kennedy)

33. The above paragraphs are: _____.
(a) descriptive (b) persuasive (c) informative (d) narrative (e) inspirational

34. The preceeding paragraphs are about: _____
_____.
(a) what citizens can do for their countries and for freedom world wide
(b) God's blessing on people who live in free countries
(c) judgement on America for ignoring the plight of people around the world

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Correct the errors (15 in all). In the first paragraph, correct 1capital, 1 period, 1 verb tense and 2 commas*. In the second paragraph, correct 2 misspellings and 1 period. In the third paragraph, correct 2 commas*, 2 capitalization errors, 1 verb tense and 2 punctuation errors. (* does not include optional commas)

35-49. Character is measured, By honor, integrity, and devotion to duty Character was personal identity: who we are as well as what we are, and our moral status. Character is of much greater importance than the social status, a talented mind or a gifted person.

Character is accepted in all countrys. Its value is universally recognized. Posterity (the younger generation) honors and reveres (respects, admires) men who, under severe strain, have maintained their integrity, whose devotion to principle is their legacy and highest claim to fame. Posterity holds in lasting contempt those who have betraied their country, have taken the bribe, or have resorted to unscrupulous (immoral) methods of party or personal advantage; in a word, men devoid of principle

Wealth talent and popularity are desirable, but they are of secondary importance—character is the most important goal of every man. Elements of character are justice, temperance courage and prudence, whose union in the same person develops perfect character. wealth and power, beauty and health, popularity and fame. Can neither added to manhood nor detract from it. They are separate of character. Character cannot be measured by physical, financial or material gain?

50. The above paragraphs are: _____.
(a) descriptive (b) persuasive (c) informative (d) narrative (e) inspirational

51. The preceeding paragraphs are about: _____.
(a) freedom
(b) character
(c) ranches
(d) paintings

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LIFE PRINCIPLES

Fill in the blank: From the Word Bank, choose the correct answers.

WORD BANK		
character	liberty	help
wisdom	duty	honor

52. *"The starting points of _____ and destiny in the young begin with home environment and outside associations."*

53. *"Let our object be our country, our whole country, and nothing but our country. And, by the blessing of God, may that country itself become a vast and splendid monument . . . of _____, of peace and _____ . . . ."*

54. *"_____, _____ and country are three hallowed words that build courage, regain faith and create hope."*

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Name: _____

Date: _____ Grade: _____

SECTION QUIZ 4-3



Remember:
Score an 85% or higher on the quizzes, and you may be exempt from the chapter test!



Congratulations! You have completed this section!
Answer the following questions to test your understanding of the material. When you are finished, hand in your quiz to your teacher. Each answer, blank or proofing correction is worth 1.66 points.

FROM THE VIGNETTES

Multiple Choice: Choose the correct answers.

1. Samuel Adams was know as the: _____.
   (a) "Father of the Continental Congress"
   (b) "Founder of the Committee of Correspondence"
   (c) "Father of the American Revolution"

2. Samuel Adams formed the _____, which was a postal print and delivery service for the colonies.
   (a) Continental Congress (b) Committee of Correspondence (c) Revere Relay

Matching: Choose the correct answers.

3. _____ to secure and maintain freedom
4. _____ a virtuous man who is a friend to his country
5. _____ the moral courage of her statesmen
6. _____ virtue, patriotism, zeal, usefulness

(a) will not elect or appoint a person who is not wise and virtuous
(b) for what Samuel Adams was known
(c) why America could successfully contend with Great Britain
(d) the people had to be honorable, upright, honest, and possess integrity

WORD POWER!

Fill in the blank: From the Word Bank, choose the vocabulary words.

WORD BANK

delineate ***promulgate*** ***infidel*** ***deportment*** ***ignominious*** ***Continental Congress***

7. _____: to explain; to draw with words
8. _____: the group of men who advised and drafted resolutions for the colonial legislatures
9. _____: shameful or disgraceful
10. _____: behavior, conduct
11. _____: to teach officially, to decree, to put into operation
12. _____: a person who believes in no religion

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Sequencing: Number in order (1-7) the steps for preparing a composition.

13. _____ outline the ideas
14. _____ choose a topic
15. _____ gather and record support material
16. _____ brainstorm
17. _____ prepare and correct the rough draft
18. _____ prepare the final draft
19. _____ proof and edit

Proof and edit the rough draft. In the first paragraph, correct 4 periods, 1 incomplete sentence with 1 capitalization error and 9 or 10 commas. In the second paragraph, correct 1 comma, 1 period, 2 incomplete sentences and 4 capitalization errors. In the third paragraph, correct 2 incomplete sentences, 2 periods, 3 capitalization errors, 3 misspellings, 1 subject/verb error, 1 switch around, 1 word added and 1 comma.

20-57. Youth can demonstrate love for their country in a variety of ways Love of country may be expressed both privately and publicly. In order to demonstrate love of country. Youth should first be educated about their country. Noah Webster, "The Schoolmaster of the Nation," once stated that youth ought to be disciplined in moral, political and religious duties. John Adams the 2nd president of the United States once said, "Let them [youth] revere nothing but religion, morality and liberty" To cultivate a love for his country, a youth can read and learn the history of his country. He can learn about the important people places times events and ideas. He can learn to love the values and beliefs upon which the Founding Fathers established this great nation. He can plan to become useful. "It is my duty to be useful to my country," Nathan Hale told a friend. Ways to become useful may include becoming an educator, police officer, postal worker, farmer, preacher caretaker, fireman, paramedic, doctor, nurse, writer, veterinarian technician carpenter, contractor, chiropractor, dentist, business owner, soldier, speaker, politician, lawyer, ambassador, financial consultant, or translator

No one is too young to contribute to his country. Youth can become public in their declarations of love for their country. Young people can speak to friends, to family, to school staff, and to Sunday school teachers. Can demonstrate his love of country by becoming a productive citizen, obeying the laws, helping the community, pledging allegiance to the flag,

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voting (when he is old enough), singing patriotic songs, celebrating holidays, opposing things that destroy morals and values, and defending moral truth and values. John F. Kennedy, the 35th president of the United States, told America, "Ask not what your country can do for you, but what you can do for your country." History provides many examples of heroic young people who found ways to help their country. At age 19, Nathan Hale joined the military under George Washington. At age 21, Nathan Hale was hanged as a spy by the British. While dying, Hale said, "I only regret that I have but one life to lose for my country." marquis de Lafayette, At age 19, sailed to America from France to help George Washington fight the British. Because of Lafayette's valiant efforts and heroic courage. He became an American hero. Many other unnamed young people served their country in tremendous ways as well. One French officer who helped in the American War for Independence said, "It is incredible that soldiers composed of men of every age, even age 15, of whites and blacks, almost naked, unpaid, and rather poorly fed, can march so well and withstand fire so steadfastly."

Joining the military and becoming a soldier. Not the only way to demonstrate love of country. Abigail Adams, the wife of John Adams, wrote, "Justice, humanity, and benevolence are the duties owe you to society in general. To your country the same dutys are upon you with the additional obligation of sacrificing ease, pleasure, welth and life itself for its defense and security." Mrs. Adams' statement reveals that every youth should do his duty to demonstrate love of country. As a child, Phyllis Wheatley was sold as a slave from Africa. By age 13, Miss Wheatley had learned Latin and Greek in america and began to compose patriotic poetry. Later, Miss Wheatley was freeed, married, and became the mother of three children. She also became an ardernt supporter of George Washington and the other soldiers. And encouraged them in poems and letters to persevere in their pursuit of independence from Britain. In the examples of Nathan Hale, the Marquis de Lafayette, and Phyllis Wheatley, young people can see that love of country supercedes circumstance, race, gender or age. All youth have the duty to devote their talents, minds, and bodies to the support of their country and to the preservation of its values.

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SECTION QUIZ 4-3

LIFE PRINCIPLES

Fill in the blank: From the Word Bank, choose the correct answers.

WORD BANK		
security	*virtue*	*freedom*

58. *"The right to _____ is a gift from the Almighty."*

59. *"He is the truest friend to the liberty of his country who tries to promote its _____."*

60. *"Religion in a family is its brightest ornament and its best _____."*

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Name: _____

Date: _____ Grade: _____

SECTION QUIZ 5-1



Remember:
Score an 85% or higher on the quizzes, and you may be exempt from the chapter test!



Congratulations! You have completed this section!

Answer the following questions to test your understanding of the material. When you are finished, hand in your quiz to your teacher. Each answer is worth .85 points.

FROM THE VIGNETTES

Matching: Choose the correct answers.

1. _____ Fiorello LaGuardia
2. _____ Billy Graham
3. _____ Winston Churchill
4. _____ Janet Parshall
5. _____ Phyllis Schlafly

(a) prime minister of England during World War II
(b) talk show hostess
(c) New York City mayor nicknamed "The Little Flower"
(d) lawyer, mother, founder of Eagle Forum
(e) one of America's greatest evangelists

WORD POWER!

Multiple Choice: Place an "X" next to the sentence that correctly uses the vocabulary word.

6. _____ (a) Because she chose ***abstinence***, she became pregnant.
   _____ (b) Because she chose ***abstinence***, she did not suffer the consequences of promiscuity.
7. _____ (a) The troops had ***fortitude*** and endured extreme hardships.
   _____ (b) The troops had ***fortitude*** and were dishonorably discharged from the service.
8. _____ (a) The ***conservative*** president did not support the values of the Founding Fathers.
   _____ (b) The ***conservative*** president supported the values of the Founding Fathers.
9. _____ (a) The abstinent youth suffered from a ***venereal*** disease.
   _____ (b) The promiscuous youth suffered from a ***venereal*** disease.

ENGLISH LANGUAGE SKILLS

True or False: Write the correct answers for writing a composition.

10. _____ Choose a topic and state your thesis.
11. _____ Use vivid adjectives and active verbs.
12. _____ Use bland, uninteresting adjectives and many state-of-being verbs.
13. _____ Use varying sentence structures and types.
14. _____ Use varying punctuation marks.
15. _____ Use only simple and declarative sentences.
16. _____ Use only periods, commas and question marks.

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

17. _____ brainstorm
18. _____ research and gather material
19. _____ choose a topic
20. _____ form an outline
21. _____ form paragraphs from the sentences in the outline
22. _____ form sentences from the outline

Use the following outline to complete questions 23-29.

Topic sentence: "Every youth can enjoy a date in which sexual abstinence is maintained."

I. The purpose of a date
- **A.** To go somewhere fun or interesting
- **B.** To spend time with someone special

II. Things to avoid on a date
- **A.** Being alone with someone who does not respect your moral standards
- **B.** Participating in behavior that leads to negative consequences

III. Ways to avoid situations that lead to negative consequences
- **A.** Have an early curfew
- **B.** Double date or in groups
- **C.** Do not use alcohol or drugs
- **D.** Dress modestly
- **E.** Refuse sexual advances
- **F.** Pressure yourself and friends to do the right things

IV. Good ideas for dates
- **A.** Wash the dog
- **B.** Grocery shop for mom and dad
- **C.** Help a neighbor paint his house
- **D.** Attend youth activities that are fun and good
- **E.** Play sports
- **F.** Include parents, siblings and friends
- **G.** Put together a puzzle or play a board game
- **H.** Go to the zoo
- **I.** Go to a fair or carnival
- **J.** Horse-back ride
- **K.** Pick berries for breakfast cereal
- **L.** Study together for tests
- **M.** Sing or do a skit for elderly people at a nursing home
- **N.** Organize a fund-raiser and take the money to a victim of an accident, illness or natural disaster

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SECTION QUIZ 5-1

Write the following points from the outline in complete sentences. (Each outline point is worth .85 points.) The quiz points per sentence will vary depending on the number of outline points contained in each sentence.

23. Write the topic sentence. _____

24. Write points **I (A)–(B)** in one sentence. _____

25. Write points **II (A)–(B)** in one sentence. _____

26. Write points **III (A)–(C)** in one sentence. _____

27. Write points **III (D)–(F)** in one sentence. _____

28. Write points **IV (A)–(G)** in one sentence. _____

29. Write points **IV (H)–(N)** in one sentence. _____

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SECTION QUIZ 5-1

30. Write a composition using the sentences from the outline. Be sure that your composition has various sentence structures and types. Include various punctuation marks, active verbs and vivid adjectives. (This composition is worth 50% of the quiz grade.) Proof your composition before handing it in.

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SECTION QUIZ 5-1

LIFE PRINCIPLES

Fill in the blank: From the Word Bank, write the correct answers.

WORD BANK

goodness civility moral principles righteousness prevention responsibility

31. *"An ounce of _____ is worth a pound of cure."*
32. *"We should be headed in the direction of _____ and _____, away from crime and immorality, and toward helping neighbors who are in need."*
33. *"The price of greatness is _____."*
34. *"A family built upon . . . _____ is a family that is strong and will stand the test of time."*
35. *"No high _____ can exist without a deep morality."*

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Name: _____

Date: _____ Grade: _____

SECTION QUIZ 5-2



Remember:
Score an 85% or higher on the quizzes, and you may be exempt from the chapter test!



Congratulations! You have completed this section!
Answer the following questions to test your understanding of the material. When you are finished, hand in your quiz to your teacher. Each answer is worth .29 points.

FROM THE POEMS AND SONGS
Multiple Choice: Choose the correct answers.

1. One of America's most beloved poets is: _____.
   (a) Fiorella LaGuardia (b) Henry Wadsworth Longfellow (c) Abraham Lincoln

2. Henry Wadsworth Longfellow wrote which two poems? _____
   _____
   (a) "The Village Blacksmith" and "Paul Revere's Ride"
   (b) "The Battle Hymn of the Republic" and "The History of the United States"
   (c) "The New Colossus" and "The Marine's Hymn"

3. _____ originated from slaves in the Old South in the 1700s.
   (a) "A Nation's Strength" (b) Negro spirituals (c) Poetic rhythm and meter

4. "The Village Blacksmith" is a(n) _____ poem.
   (a) informative (b) narrative (c) persuasive

5. "Paul Revere's Ride" is a(n) _____ poem.
   (a) informative (b) narrative (c) persuasive

6. The theme of "Paul Revere's Ride" is: _____.
   (a) romantic (b) patriotic (c) spiritual

7. "The History of the United States" is a(n) _____ poem.
   (a) informative (b) narrative (c) persuasive

8. The author of "The New Colossus" is: _____.
   (a) Samuel Smith (b) Emma Lazarus (c) Julia Ward Howe

9. The theme of "America" is a combination of: _____.
   (a) romantic and patriotic (b) spiritual and historical (c) patriotic and spiritual

10. The author of "America" is: _____.
    (a) Henry Wadsworth Longfellow
    (b) Samuel Smith
    (c) Julia Ward Howe

11. The author of "The Battle Hymn of the Republic" is: _____.
    (a) Henry Wadsworth Longfellow
    (b) Samuel Smith
    (c) Julia Ward Howe

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SECTION QUIZ 5-2

Write the correct answers. (Each word is worth .29 points for 12-22.)

12. Complete stanza one of "The Village Blacksmith." (17 words)

Under the spreading _____
The village _____ stands;
The smith, a _____,
With _____;
And the muscles _____
Are strong as _____.

13. Complete stanza eight of "The Village Blacksmith." (18 words)

Thanks, thanks to thee, my _____,
For the _____ thou has taught!
Thus at the _____
Our _____;
Thus on the _____ shaped
_____!

14. Write stanza one of "Paul Revere's Ride." (34 words)

_____
_____
_____
_____
_____

15. Complete lines 124-129 of "Paul Revere's Ride." (30 words)

For, borne on the _____
_____ to the last,
_____
The people will _____
The hurrying _____
And the midnight message of _____.

16. Write either "Swing Low, Sweet Chariot," "Steal Away to Jesus" or one stanza of "Go Down, Moses." (37 words, average)

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

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Write the correct answers, *continued*

17. Write any one stanza of "America." (30 words, average)

_____
_____
_____
_____
_____
_____
_____

18. Complete stanza one of "The Battle Hymn of the Republic." (28 words)

Mine eyes have seen the _____
He is _____
Where the _____
He hath _____
Of His _____
_____

19. Complete "A Nation's Strength." (9 words)

Not gold, but only man can make
A people great and strong;
Men who, for _____ and honor's sake,
_____.
Brave men who _____ while others _____,
Who dare while others fly—
They build a nation's pillars _____
And lift them to the sky.

20. Complete the first and second stanzas of "The Marine Hymn." (24 words)

From the _____
To the _____,
We _____
In the air, on _____, and _____.
First to fight for _____ and _____,
And to keep our _____,
We are _____
Of _____.

21. Complete the last stanza of "The New Colossus." (36 words)

"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "_____
_____
_____
_____
_____."

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22. Mark the rhythm of each line. (38 marks)

Our fathers' God, to Thee,

Author of liberty,

To Thee we sing.

Long may our land be bright

With freedom's holy light

Protect us by Thy might

Great God, our King.

WORD POWER!

Multiple Choice: Place an "X" next to the sentence which correctly uses the vocabulary word.

23. _____ (a) The smith ***forged*** the metals into usable pieces.
_____ (b) The boy ***forged*** the river and crossed to the other side.

24. _____ (a) The smith pounded the metal on the ***anvil***.
_____ (b) Because the ***anvil*** broke, the four-wheel-drive truck could not be used.

25. _____ (a) The ***golden door*** was a mysterious item from the ancient far east.
_____ (b) The exiles sought opportunity in America past the ***golden door***.

ENGLISH LANGUAGE SKILLS

Fill in the Blank: Using the Word Bank, write the correct answers.

WORD BANK

spirituals	refrain	rhyme scheme	meter	capital	diagonal slash
stanza	theme	sermons	songs	poetry	half circle

26. _____ is characterized by stanza, rhyme, rhythm and meter.

27. A _____ (or verse) in a poem is a grouping of lines.

28. _____ is the pattern of rhyming words and is counted with alphabetical letters.

29. _____ is the number of feet in a line of poetry.

30. In a poem, a foot appears as a _____, and the beat between each foot appears as a _____.

31. _____ is the main subject or idea of a piece of literature.

32. A _____ is a repeated line or phrase in a poem.

33. Many poems are recited as _____.

34. Negro _____ are songs composed by American slaves in the 1700s.

35. Spirituals were often _____ put to music.

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Matching: Choose the correct answers.

36. Matching: Choose the correct name of each rhythm.

_____ ⏑ /	(a) anapestic
_____ / ⏑	(b) iambic
_____ ⏑ ⏑ /	(c) dactylic
_____ / ⏑ ⏑	(d) trochaic

37. Matching: Choose the correct name for each measure of feet.

_____ monometer	(a) five feet
_____ dimeter	(b) three feet
_____ trimeter	(c) two feet
_____ tetrameter	(d) four feet
_____ pentameter	(e) one foot

LIFE PRINCIPLES

Fill in the blank: From the Word Bank, write the correct answers.

WORD BANK

freedom	social evils	hindrance	character
nation	initiative	history	liberty

38. *"Nothing solidifies and strengthens a _____ like reading of the nation's _____, whether that history is recorded in books or embodied in customs, institutions and monuments."*

39. *"The real democratic American idea is not that every man shall be on a level with every other, but that everyone shall have _____, without _____, to be what God made him."*

40. *"We each have a share in eradicating _____ and in refusing to perpetuate practices odious to _____."*

41. *"You cannot build _____ and courage by taking away man's _____ and independence."*

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Name: _____

Date: _____ Grade: _____

SECTION QUIZ 5-3



Remember:
Score an 85% or higher on the quizzes, and you may be exempt from the chapter test!



Congratulations! You have completed this section!
Answer the following questions to test your understanding of the material. When you are finished, hand in your quiz to your teacher. Each answer is worth 2.63 points.

FROM THE SHORT STORIES

Fill in the blank: Write the correct answers.

1. _____ was one of the most effective "conductors" of the Underground Railroad.
2. The _____ was a network of escape routes for fugitive slaves.
3. In the Tatra region of Europe, diphtheria ravaged and killed many citizens. Hilda and Meelis Suld were visited by _____ who gave Hilda some oil that cured Meelis.
4. _____ was a Scottish-American lad who was captured by British soldiers on his way to see George Washington and who formed a friendship with a British soldier named Ferguson.

Multiple Choice: Choose the correct answers.

5. "Harriet Tubman and the Underground Railroad" is a: _____.
   (a) biography (b) long short story (c) novel
6. The setting of "Harriet Tubman and the Underground Railroad" is: _____ _____.
   (a) the Revolutionary War
   (b) the Civil War era
   (c) the mountainous Tatra region of Europe
7. The main character(s) in "Harriet Tubman and the Underground Railroad" is (are): _____.
   (a) Harriet Tubman
   (b) Andrew MacPhail
   (c) Meelis and Hilda Suld
   (d) only a and b
   (e) only b and c
8. The setting of "A Mysterious Woman and a Christmas Miracle" is: _____ _____.
   (a) the Revolutionary War
   (b) the Civil War era
   (c) the mountainous Tatra region of Europe

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Multiple Choice, *continued*

9. The climax and resolution of "A Mysterious Woman and a Christmas Miracle" are when: _____ _____.
   (a) Meelis nearly died, and the woman appeared; when Meelis was cured
   (b) the children died; when the man marked the houses
   (c) Hilda lost hope, and the visitor appeared with the folk remedy

10. "Andrew MacPhail: Scottish-American Patriot" is a: _____.
    (a) vignette (b) short story (c) long short story

11. Place an "X" next to each correct answer. Which of the following are resolutions in "Andrew MacPhail: Scottish-American Patriot"?
    _____ (a) Andy's letter reveals his purpose for traveling.
    _____ (b) Ferguson is shot in the right arm.
    _____ (c) Ferguson lowers his rifle and refuses to shoot George Washington in the back.
    _____ (d) Andy reaches his knife and hides it in his pants.
    _____ (e) Andy reaches the river safely.

12. "Andrew MacPhail: Scottish-American Patriot" is told in _____ person.
    (a) first
    (b) second
    (c) third

13. The moral of "Andrew MacPhail: Scottish-American Patriot" could be: _____ _____.
    (a) take a compass while traveling in the woods so you will not become lost
    (b) being true to one's country and honor makes a person worthy of being a hero
    (c) cooperate with your enemies and they will reward you by setting you free

Read the story then answer questions 14-18.

I ran toward the tree and climbed it swiftly. While my legs were dangling about eight feet from the ground, the bear reared and struck with her forepaw. I felt a sharp pain, and out flew a piece of bloody cloth from my socks. I climbed and climbed; presently, I heard a strained voice say, "Go out on the bough!" I looked and spotted a long, massive branch shooting upward at a slight angle. I threw my body across it, and by a series of convulsive efforts, worked toward the end. Then, I looked around, panting.

The bear was mounting the tree on the other side. I heard her claws scrape and saw her bulge on both sides of the massive tree. Her eyesight not being very sharp, she reached the fork in the branch that lead to me, and she passed it, continuing up the trunk of the tree. I held my breath and gave an uncontrollable squeak of fear. The bear either heard me or caught my scent; she paused, looked around and leveled her eyes at me. She eyed me steadily, then quietly descended the trunk until she reached my branch. Slowly and cautiously, she stretched out a paw and tried her bulk upon the bough. It was a stiff oak branch, sound as iron. Instinct taught the creature this, and she crawled carefully out on the bough, growling menacingly as she advanced.

I looked wildly down. I was forty feet above ground. Death was moving slowly, but surely, upon me in a more horrible form. My hair bristled. Sweat poured from my body. I sat helpless, terrified, frozen.

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As the horrible monster crawled toward me, incongruous thoughts tumbled through my mind. The bear was crawling closer and closer. She opened her jaws, rancid breath spewing forth, and bloodshot eyes descending upon me.

As in a trance, I heard a *twang*. I glanced down. Ingrid, white and silent as death, was shooting up at the bear. The bear snarled at the *twang* and viciously swiped at me. Again, the crossbow *twanged*, and the bear snarled again as it reached back to remove the arrow from her hindquarters. I, hair standing on end, eyes bulging from their sockets shook uncontrollably. I could barely hold onto the branch. The bear opened her jaws like a grave. The bough rocked. The wounded monster was reeling; she clung; she stuck her claws deeply into the wood; she toppled; her claws held firmly, but her body rolled off, and the violent shock to the branch heaved me forward onto my stomach with my face upon one of the bear's straining paws. At this, by a convulsive effort, she raised her head up, up, up, until I felt her hot, fetid breath. Then huge teeth snapped together loudly, with a last effort of baffled hate. The ponderous carcass rent the claws from the bough, then pounded the earth with a tremendous crash. A shout of triumph sounded from the ground, as Ingrid gloried in her heroic salvation, and the very next instant a cry of dismay, for I had swooned, and, without an attempt to save myself, rolled headlong from the perilous height and fell straight toward the bear.

(Anonymous)

14. The setting of the story is: _____.
    (a) a river in the jungle
    (b) a tree in a forest
    (c) an oasis in the desert

15. The major character is: _____.
    (a) the person telling the story
    (b) the bear
    (c) Ingrid
    (d) the crossbow and arrow

16. The climax of the story is when: _____
    _____.
    (a) the person telling the story runs up the tree
    (b) the bear passes Christopher and continues to climb the tree
    (c) the bear realizes her mistake and climbs back down
    (d) Ingrid shoots the bear
    (e) the bear nearly kills the person telling the story
    (f) the bear falls from the tree and appears to be dead
    (g) the person telling the story falls out of the tree

17. The resolution of the story is when: _____
    _____.
    (a) Ingrid shoots the bear
    (b) the person telling the story falls from the tree
    (c) the bear falls from the tree and appears to be dead
    (d) Ingrid has no more arrows to shoot

18. The story is told from the _____ person point of view.
    (a) first (b) second (c) third

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SECTION QUIZ 5-3

WORD POWER!

Fill in the blank: Complete the paragraph using vocabulary words from the Word Bank.

WORD BANK

sanctuary	***keen***	***indomitable***	***quarantined***	***ford***
outpost	***knoll***	***occupant***	***marksman***	***aghast***
comrade	***dismal***	***prospect***		

19-31. The young man was _____ that the _____ beast had broken loose from its solitary confinement and was galloping madly toward its helpless victim. The _____ beast kept coming and coming. Nothing would deter the bear from the _____ of catching its prey. The young man attempted to use a tree as _____ from the bear, but its _____ sense of smell had made that effort a _____ failure. Now the young man hoped to _____ the river and reach the army _____ on the other side of the small _____. The young man hoped that his _____, who was a fine _____, was an _____ of the outpost.

LIFE PRINCIPLES

Fill in the blank: Write the correct answers.

WORD BANK

country	*persevere*	*enemy*	*kindness*	*hard work*	*patriot*

32. *"The three great essentials to achieve anything worthwhile are, first, _____; second, stick-to-itiveness; third, common sense."*

33. *"_____ is a language the dumb can speak and the deaf can hear and understand."*

34. *"[A _____ puts] the safety, honor and welfare of [his] _____ first and [his] own ease, comfort and safety last."*

35. *"To _____ in one's duty to country in difficult circumstances is the best answer to sneers from the enemy."*

36. *"Show yourself not glad at the misfortune of another, though he were your _____."*

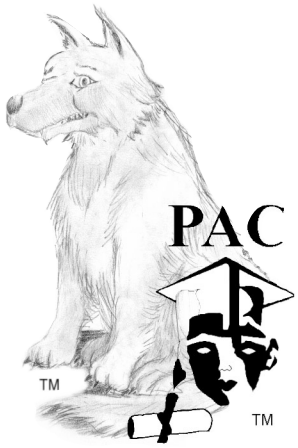
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English Language Skills

TESTS



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Name: _____

Date: _____ Grade: _____

English Language Skills

CHAPTER 1 TEST

Congratulations on completing this chapter! ***Answer the following questions to test your understanding of the material. When you finish, hand in your test to your teacher for a final grade. Each answer is worth 1.26 points.***

FROM THE VIGNETTES

Matching: Choose the correct answers.

1. _____ What America prepares her students to be.
2. _____ The girl who became a quadriplegic and learned to paint by holding a brush in her mouth.
3. _____ The man who found inspiration to live in a Nazi prison camp because of some words from a Hebrew prayer book.
4. _____ The "Angel of the Battlefield" who organized the American Red Cross.

(a) Clara Barton
(b) valuable and useful
(c) Victor Frankl
(d) Joni Eareckson Tada

WORD POWER!

Matching: Choose the definitions for the vocabulary words.

5. _____ ***efficient***
6. _____ ***determination***
7. _____ ***overcome***
8. _____ ***perseverance***

(a) to conquer, to defeat, to become victorious
(b) wise use of time
(c) the ability to overcome obstacles and to achieve a goal
(d) firm resolve to complete purposes and goals

ENGLISH LANGUAGE SKILLS

Matching: Choose the answers for pronouns.

9. _____ pronouns
10. _____ antecedent
11. _____ gender and number
12. _____ first person
13. _____ second person
14. _____ third person

(a) areas in which pronouns and antecedents must agree
(b) indicates to whom something is spoken
(c) indicates who is speaking
(d) the word to which a pronoun refers
(e) indicates about whom something is spoken
(f) used in the place of nouns

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Fill in the blank: From the Word Bank choose the correct answers for #15-23.

WORD BANK

interrogative	nominative	objective	personal	possessive
indefinite	demonstrative	relative	compound	

15. _____ pronouns are used to ask questions.
16. _____ pronouns are formed by adding *–self* and *–selves* to some personal pronouns.
17. _____ pronouns take the place of people's names.
18. _____ pronouns point out specific nouns.
19. _____ pronouns do not refer to specific nouns.
20. _____ pronouns begin adjective clauses.
21. _____ case pronouns function as subjects and as predicate nominatives.
22. _____ case pronouns show ownership and possession.
23. _____ case pronouns function as direct and indirect objects and as objects of the prepositions.

24. Matching: Choose the correct answers.

_____ he, him and his	(a) refer to antecedents of no gender
_____ she, her and hers	(b) refers to antecedents of nebulous gender
_____ their, theirs	(c) may be used to refer to a country or a ship
_____ it, its	(d) refer to plural antecedents

Fill in the blank: Identify the pronoun charts as "nominative," "possessive" or "objective."

25. _____

	Singular	Plural
1st person	I	we
2nd person	you	you
3rd person	he, she, it	they

26. _____

	Singular	Plural
1st person	me	us
2nd person	you	you
3rd person	him, her, it	them

27. _____

	Singular	Plural
1st person	my, mine	our, ours
2nd person	your, yours	your, yours
3rd person	his, her, hers, its	their, theirs

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Identify the pronouns as "personal," "compound," "indefinite," "interrogative," "relative" or "demonstrative."

28. _____: this, that, these, those

29. _____: another, anyone, anything, each, everybody, everyone, everything, neither, nobody, no one, nothing, one, some, someone, something, all, both, few, many, most, several

30. _____: I, me, we, us, my, mine, our, ours, you, your, yours, he, she, it, they, him, her, them, his, hers, its, their, theirs

31. _____: who, whose, whom, which, what

32. _____: myself, ourselves, yourself, himself, herself, itself, themselves

33. _____: who, whose, whom, which, that

<u>Underline the personal pronouns</u> and label them "N" for nominative, "O" for objective or "P" for possessive.

34. She gave her first aid kit to him.

35. They dove to the floor as the building shook around them.

<u>Underline each pronoun</u>. Write the antecedent on the blank.

36. The congressman refused to give up his seat. _____

37. Marguerite Piazza gave her audience an excellent performance. _____

38. The father encouraged his son to conquer the tough algebra lesson. _____

Underline the correct pronouns.

39. The planes dropped (its, their, his) bombs over the city.

40. The doctor announced (his, her, its) diagnosis.

41. America and (his, her, their) citizens value liberty.

42. (Her, She) visited Belgium with (him, he) and (I, me).

43. (They, Them) are Kate's friends who encouraged (her, she) to finish college.

Rewrite the sentences correctly.

44. Victor Frankl, he received inspiration from them words in the Hebrew prayer book. (2)

_____

_____

45. Sutton and Boitano practiced, and her and him won many championships for theirselves. (3)

_____

_____

46. Her and me are going to visit him in the hospital. (2) _____

_____

47. He gave a "get well" card to she and I. (2) _____

_____

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Underline the phrases that function as adjective phrases.

48. The U.S. officer, commanding his soldiers, ordered that the flag be left alone.

49. Teddy Roosevelt's decision to back the war effort surprised many people.

50. Todd's desire to be a mountain climber required much perseverance.

51. Red Cross volunteers, being constantly ready, can administer aid in any crisis.

Underline the adjective clauses. On the blank write the word the clause modifies.

52. He wrote the formula that solved the problem. _____

53. The man who inspired Joni was her father. _____

LIFE PRINCIPLES

Multiple Choice: Choose the best meanings.

54. *"You cannot do a kindness too soon because you never know when it will be too late!"* _____
    (a) Helping people now and then is good because they might give you a reward.
    (b) Helping people at every opportunity is important because if you wait, you may miss an opportunity.
    (c) Helping other people is not important, because you are the only person who matters.

55. *"Whatever your task is, perform it to the best of your ability."* _____
    (a) Working hard and doing your best is what you should always expect of yourself.
    (b) Working hard sometimes and being lazy at other times is acceptable.
    (c) Nobody really expects you to do very well, so you probably do not need to try.

56. *"A close correlation exists between getting up in the morning and getting up in the world."* _____
    (a) If you desire to become successful, you must discipline yourself to get up and work.
    (b) Successful people work the early morning hours.
    (c) Afternoon and evening jobs will not lead to success.

57. *"If you wish success in life, make perseverance your bosom friend, experience your wise counselor, caution your elder brother, and hope your guardian genius."* _____
    (a) Success in life is accidental, it depends on your parentage, your race and your wealth.
    (b) You can wish for success in life, but it will probably never come true for you.
    (c) You can be successful if you make perseverance, experience, caution and hope part of your daily life.

58. *"You can be deprived of your money, your job, and your home . . . but remember that no one can ever take away your honor."* _____
    (a) The most important elements in life are money, a job, and a place to live.
    (b) Nothing is as important as keeping your honor—not even money, a job or a home.
    (c) You should trade your honor for money, a job, or a home if you are desperate enough.

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Name: _____

Date: _____ Grade: _____

English Language Skills

CHAPTER 2 TEST

Congratulations on completing this chapter! ***Answer the following questions to test your understanding of the material. When you finish, hand in your test to your teacher for a final grade. Each answer is worth 1.26 points.***

FROM THE VIGNETTES

Multiple Choice: Place an "X" next to each correct answer.

1. Which of the following apply to Madame C. J. Walker?
   _____ (a) She was the first self-employed woman millionaire in the United States.
   _____ (b) She developed hair care products for black women.
   _____ (c) She began the American Red Cross.

2. Which of the following apply to Jose Aguiar?
   _____ (a) He began his own franchise after being rebuffed by many businesses.
   _____ (b) He died and his son had to take over the business.
   _____ (c) He deceived his father and received the birthright.

3. Which of the following apply to the story of George Washington?
   _____ (a) He was the father of Esau.
   _____ (b) He chopped his father's cherry tree.
   _____ (c) He was a man of integrity.
   _____ (d) He started his own franchise.

4. Which of the following apply to national strength?
   _____ (a) unity of language
   _____ (b) application of medical techniques
   _____ (c) women who are millionaires
   _____ (d) twins who eat porridge

5. Which of the following apply to communication?
   _____ (a) keeps people from understanding each other
   _____ (b) helps people build stone walls and language barriers
   _____ (c) allows citizens to work together to form a strong nation

6. Which of the following apply to Clara Barton?
   _____ (a) She developed hair care products for black women.
   _____ (b) She began the American Red Cross.
   _____ (c) She was the mother of twin boys.

7. Which of the following apply to Jacob and Esau?
   _____ (a) They were loved equally by their parents.
   _____ (b) Jacob deceived Isaac and stole Esau's birthright.
   _____ (c) Esau forgave his brother.

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

WORD BANK				
pestilence	***reconcile***	***protectorate***	***integrity***	***embrace***
executive	***sibling***	***mainland***	***aversion***	***confirm***

8. _____: a person with administrative responsibilities in a business
9. _____: to make sure
10. _____: moral goodness, honesty, decency
11. _____: strong dislike, disgust
12. _____: a nation protected by the United States
13. _____: the states of America on the main continent
14. _____: brother or sister
15. _____: disease or plague
16. _____: hug
17. _____: to correct any wrongs

ENGLISH LANGUAGE SKILLS
Matching: Choose the correct answers.

18. _____ verb tense
19. _____ voices of verbs
20. _____ transitive verb
21. _____ intransitive verb
22. _____ contraction
23. _____ adverb
24. _____ adjective
25. _____ preposition
26. _____ double negative
27. _____ antonyms
28. _____ synonyms
29. _____ simple sentence
30. _____ compound sentence
31. _____ complex sentence
32. _____ dependent clause
33. _____ independent clause
34. _____ ways to communicate professionally

(a) modifies verbs, adjectives and other adverbs and tells *how, why, when, where* and *to what extent*
(b) transfers action from subject to direct object
(c) avoid excess words and get to the point quickly
(d) words that have opposite meanings
(e) a group of words that contains one subject and one verb but does not form a complete thought
(f) a group of words that contains one subject and one verb and forms a complete thought
(g) present, past and future and should remain the same throughout a composition
(h) modifies nouns and pronouns and tells *which one, what kind* and *how many*
(i) active and passive
(j) words that have similar meanings
(k) does not transfer action from the subject to a direct object
(l) a sentence that contains only one independent clause
(m) begins a prepositional phrase, expresses direction
(n) a sentence that contains one dependent clause and one independent clause
(o) one word formed from two words; an apostrophe replaces the missing letters
(p) a sentence that contains two independent clauses
(q) two negatives in one sentence

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Underline the correct answers.

35. Herbert Hoover (shall, will) begin his new job Tuesday.
36. The teacher told the student "You (shall, will) sit here and finish your lesson."
37. The teacher said, "You (may, can) open your books and read about Madame Walker."
38. He (may, can) sculpt nearly as well as Michelangelo.
39. The foreman (assumed, presumed) that the third worker liked his job.
40. Jose (assumed, presumed) the executive position in his business.
41. Nat King Cole did not desire to (immigrate, emigrate) from the United States.
42. George Washington's ancestors (immigrated, emigrated) to America.
43. The teacher (hanged, hung) the picture on the wall.
44. The murderer of the child was (hanged, hung) for his evil crime.
45. The captain told of the miracle that happened (to, two, too) him and the crew.
46. (To, two, too) master English, you must be able to speak, write and understand it.
47. Clara not only helped animals, but she nursed her brother back to health (to, two, too).
48. Jacob was (to, two, too) eager to receive the birthright.
49. Isaac and Rebekah had (to, two, too) sons.
50. Herbert Hoover typed quite (good, well).
51. Madame C. J. Walker is a (good, well) example of courage.

Write the words from which the contractions are formed.

52. couldn't: _____ he's: _____
    hadn't: _____ they're: _____
    didn't: _____ I'm: _____

Correctly rewrite the sentences.

53. He couldn't think of no one who was a better artist than Michelangelo.

    _____
    _____

54. Harry Truman hardly never disappointed his friends.

    _____

Rewrite each sentence by replacing the underline words with what is indicated in parentheses.

55. "All the <u>big</u> rooms are filled," the manager told the couple. (synonym)

    _____
    _____

56. The foreman felt <u>discouraged</u> as he talked to the third worker. (antonym)

    _____
    _____

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Write the correct information on the lines.

57. Nat King Cole's early career began as a piano player, but he soon began a singing career.

first independent clause: _____
second independent clause: _____
coordinating conjunction: _____

58. Jose's father died suddenly while Jose was a student at Columbia University.

independent clause: _____
dependent clause: _____
subordinating conjunction: _____

Write "S" for simple sentence, "CM" for compound sentence and "CP" for complex sentence.

59. George Washington's outstanding characteristic was his integrity. _____

60. We cannot be a strong, united nation if we cannot speak the same language. _____

61. The boy tossed the ball in the air, and then he swung at it and missed it. _____

Correctly rewrite the sentences by removing excess words.

62. I want to tell you that the crew aboard the *Tondelayo* narrowly escaped death.

_____

63. It is important to master the English language.

_____

LIFE PRINCIPLES

Multiple Choice: Choose the best meanings for each statement.

64. *"The way for a young man to rise is to improve himself every way he can."* _____
    (a) In order to succeed, young people must seek opportunities to improve themselves.
    (b) In order to get taller, young people must drink lots of milk every time they can.
    (c) In order to improve, young people must rise and walk around often.

65. *"The quality of a person's life is in direct proportion to his commitment to excellence."* _____
    (a) An excellent person must be equally proportioned.
    (b) A committed life has proportionate excellence.
    (c) A person gets out of life what he puts into life—if a person wants a quality life, he must be committed to excellence in all he does, otherwise his life will be mediocre.

66. *"I will prepare, and someday, my chance will come."* _____
    (a) If a person does not prepare, he will miss his chance when it comes, but if he is prepared, he will not miss his chance.
    (b) Preparation has nothing to do with chances. Everything depends on luck.
    (c) If I have a chance to prepare, then I will take that chance.

67. *"When we genuinely forgive, we set a prisoner free and then discover that the prisoner we set free was us."* _____
    (a) Forgiveness is only for genuine people and for prisoners.
    (b) Forgiveness sets our hearts free from the prison of hatred.
    (c) By forgiving a prisoner, we set him free.

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Name: _____

Date: _____ Grade: _____

English Language Skills

CHAPTER 3 TEST

Congratulations on completing this chapter! ***Answer the following questions to test your understanding of the material. When you finish, hand in your test to your teacher for a final grade. Each answer, blank, underline or label is worth 1.3 points.***

FROM THE VIGNETTES

Fill in the blank: Choose from the Word Bank.

WORD BANK

George Mallory	the mouse	Molly (Pitcher) Hayes
the lion	"Christmas in April"	Alexander Graham Bell

1. _____ is an annual event at which volunteers repair homes.
2. _____ invented the telephone.
3. _____ spared the mouse, and _____ saved the lion.
4. _____ organized an attempt to climb Mt. Everest.
5. _____ was an American heroine during the Revolutionary War.

WORD POWER!

Fill in the blank: From the Word Bank, choose the correct vocabulary words.

WORD BANK

compel	***malady***	***salute***	***reconstruct***

6. _____: to build again
7. _____: to force
8. _____: a disease, illness or sickness
9. _____: to acknowledge with praise; to commend

ENGLISH LANGUAGE SKILLS

Fill in the blank: Write the correct answers.

10. A _____ sentence contains one complete thought.
11. A _____ sentence contains two independent clauses.
12. A _____ sentence contains one independent and one dependent clause.
13. A _____ sentence contains two independent clauses and one or more dependent clauses.
14. The most common coordinating conjunctions are _____, _____, _____, _____ and _____.

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Underline the subjects once and the verbs twice.

15. An English adventurer led an expedition to Mt. Everest.

16. Volunteers painted and cleaned houses.

Underline the independent and dependent clauses. Write "I" or "D" above each clause.

17. The doors closed behind Houdini, and he removed from his belt a hidden piece of metal.

18. She ran from soldier to soldier, but she could not find her husband.

19. As he stood in dejection on the dock, he looked at his hands.

20. The loss was a bookkeeping nightmare because most of the checks had been unrecorded.

21. The entire audience saluted the brave men who had died in the attempt.

Correct the run-on sentence.

22. *Mom walked to the room and she found the door closed and locked.*

_____

_____

Read the sentence then write the correct information on the lines.

23. *A mischievous mouse crept into a cave where a lion was fast asleep.*

main clause: _____

subordinate clause: _____

subordinating conjunction: _____

Identify each sentence as "S" for simple, "CD" for compound, "CX" for complex or "CC" for compound-complex.

24. Houdini was an escape artist, and he issued a challenge wherever he went. _____

25. Molly wondered where her husband was. _____

26. Joseph Damien and other priests ministered to lepers. _____

27. The loss was a bookkeeping nightmare because most of the checks had been unrecorded, and the bankers did not know who owed what to whom. _____

Diagram the sentences.

28. The contractor hired Joe.

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29. Mallory led an expedition to Mt. Everest, where the adventurer met his death.

30. Harry Houdini was incredible, and he could escape from any lock.

31. Father Damien met with the lepers, but they were not interested in him until he also became a leper.

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LIFE PRINCIPLES

Multiple Choice: Choose the best meanings.

32. *"Honesty is the cornerstone of character."* _____
    (a) Stones can teach us about honesty.
    (b) To have character, a person must be honest.
    (c) *Honesty* is a cartoon character.
    (d) Corners of stones are called *honesty*.

33. *"Honesty is the best policy, but it should be the only policy."* _____
    (a) Being honest is the best way to live.
    (b) Being honest is the only way to live.
    (c) both a and b
    (d) neither a nor b



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Name: _____

Date: _____ Grade: _____

English Language Skills

CHAPTER 4 TEST

Congratulations on completing this chapter! ***Answer the following questions to test your understanding of the material. When you finish, hand in your test to your teacher for a final grade. Each answer, blank or correction is worth 1.85 points.***

FROM THE VIGNETTES

Multiple Choice: Choose the correct answers.

1. Patrick Henry said: _____
   (a) "Give me liberty or give me death!"
   (b) "Duty, honor, and country are three hallowed words."
   (c) "Freedom is a gift of the Almighty."

2. The Declaration of Independence was signed on: _____.
   (a) July 4, 1776
   (b) January 1, 1863
   (c) December 7, 1941

3. _____ men signed the Declaration of Independence.
   (a) Five
   (b) Thirty-seven
   (c) Fifty-six

4. Samuel Adams was known as the: _____.
   (a) "Father of the American Revolution"
   (b) "Father of the Committee of Correspondence"
   (c) "Schoolmaster of the Nation"

WORD POWER!

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

5. _____ (a) He received ***honor*** for assaulting his sister.
   _____ (b) She received ***honor*** for telling the truth.

6. _____ (a) The guards were ***vigilant*** while on duty.
   _____ (b) The ***vigilant*** guard fell asleep while on duty.

7. _____ (a) The ***Continental Congress*** advised and drafted resolutions for the legislatures.
   _____ (b) The ***Continental Congress*** printed and delivered mail.

8. _____ (a) The ***infidel*** demonstrated piety.
   _____ (b) The ***infidel*** was far from being able to demonstrate piety.

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ENGLISH LANGUAGE SKILLS

Matching: Choose the correct answers.

9. _____ cause and effect
10. _____ compare and contrast
11. _____ fact
12. _____ opinion
13. _____ paragraph
14. _____ topic sentence
15. _____ conclusion
16. _____ narrative writing
17. _____ informative writing
18. _____ descriptive writing
19. _____ inspirational writing
20. _____ persuasive writing

(a) describes a person, place, thing, event
(b) refers to the topic and ends the paragraph
(c) contains a topic sentence, support sentences, and conclusion or transition
(d) the relationship between two events in which one event causes another event to occur
(e) an event that can be proven by witnesses, references or documents
(f) tells a story
(g) states the main idea of the paragraph
(h) an individual's perception of what occurred
(i) explains the similarities and differences between people, places and situations
(j) informs the reader and provides knowledge
(k) seeks to influence the reader's thoughts and actions
(l) seeks to influence the reader's soul and spirit; addresses character attributes and vices

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

21. _____ proof and edit
22. _____ prepare final draft
23. _____ gather and record material
24. _____ choose topic
25. _____ outline
26. _____ brainstorm
27. _____ prepare rough draft

Fill in the blank: Write the correct answers.

28. Samuel Adams clearly communicated his ideas and inspired many colonists.
    Cause: _____
    Effect: _____

29. The stranger helped the waitress because the stranger remembered Laurence.
    Cause: _____
    Effect: _____

30. Write "F" for fact or "O" for opinion.
    _____ The woman was thankful for the youths' assistance.
    _____ Rosalie told the truth to the judges.

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Multiple Choice: Read the italicized portions and choose the best answers.

31. *Officer Jason Fran stopped Everett Michels for speeding on Highway 67. The officer was concerned for the safety of the public and for the safety of Everett. Everett thought that because he knew Officer Fran, the officer should not write Everett a ticket. The officer wrote Everett a note that explained the officer's concern about speeding drivers. When Everett read the note, he realized that a tragic accident in the officer's family caused him to be especially sensitive to speeders.*

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

    (a) Speeding in a vehicle can be very dangerous and can gain a person a traffic ticket.
    (b) Many children are hit by speeding drivers.
    (c) County jails are full of speeders.

32. *At camp one summer, two boys learned a valuable lesson about honesty and friendship.*

    Place an "X" next to the three best supporting sentences.
    _____ (a) One of the boy's mothers sent her son a parcel of cookies.
    _____ (b) Another boy stole the parcel of cookies.
    _____ (c) I have fond memories of summer camp.
    _____ (d) The victim made friends with the thief who apologized for his misdeed.
    _____ (e) Campers should always pack mosquito repellent.

33. *Our Founding Fathers sacrificed much to give us freedom today. Many of the Founding Fathers lost their social status and positions of influence. Others lost their employment and money. Still others lost their homes, loved ones and their very lives.*

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

    (a) Colonial men and women seemed to have more perseverance than many people today.
    (b) The price of freedom was not cheap, and we should guard our freedoms carefully in gratitude for what they cost.
    (c) The Founding Fathers were mostly from England, Germany and France.

34. *The city was shrouded in a cloak of fog. The dark gray streets of downtown were still wet from the mist. The traffic lights splashed red, green and yellow shades onto the pavement. A few cars drove carefully along. Most of the citizens were inside their warm homes, enjoying moments of laughter and camaraderie with family and friends.*

    The paragraph is: _____.
    (a) descriptive
    (b) informative
    (c) persuasive
    (d) inspirational
    (e) narrative

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Multiple Choice *continued*

35. *In a small bowl, measure and combine:*
2 ¼ cups unsifted flour
1 teaspoon baking soda
1 teaspoon salt
In large bowl, measure and combine:
1 cup butter, softened
¾ cup white sugar
¾ cup brown sugar
Whip until creamy. Then add:
1 teaspoon vanilla extract
2 eggs
Combine the flour mixture and the butter mixture.
Add:
2 cups chocolate chips
1 cup chopped pecans or walnuts
Drop by rounded teaspoonsful onto ungreased cookie sheet.
Bake at 375° for 8 – 10 minutes.

The recipe is an example of _____ writing.
(a) descriptive
(b) informative
(c) persuasive
(d) inspirational
(e) narrative

36. *My fellow Americans, ask not what your country can do for you—ask what you can do for your country. My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man. Whether you are citizens of America or citizens of the world, ask of us the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.*

The paragraph is: _____.
(a) descriptive
(b) informative
(c) persuasive
(d) inspirational
(e) narrative



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Use editors proof marks to proof and edit the rough draft. In the first paragraph, supply 1 extra word, correct 2 commas, 1 colon, 1 captilization and 2 periods. In the second paragraph, correct 1 misspelling, 1 comma, 1 period and 1 switch around. In the third paragraph, correct 2 commas, 2 capitalization errors, 2 misspellings, 1 verb tense, and 1 punctuation error.

37-55. Character is measured. By honor, integrity, and devotion to duty Character is personal identity who we are as well as what we are and our moral status. Character of much greater importance than the social status, a talented mind, or a gifted person.

Character is accepted in all countrys. The value of character is universally recognized. Posterity (the younger generation) honors and reveres (respects, admires) men who, under severe strain, have maintained their integrity, devotion whose to principle is their legacy and highest claim to fame. Posterity holds in lasting contempt, those who have betrayed their country, have taken the bribe, or have resorted to unscrupulous (immoral) methods of party or personal advantage; in a word, men devoid of principal

Wealth; talent, and popularity are desirable, but they are of secondary importance—Character is the most important goal of every man. Elements of character are justice, temperence courage, and prudence, whose union in the same person develops perfect character. wealth and power, beauty and health, popularity and fame can neither ad to manhood nor detracted from it. They are separate of character. Character cannot be measured by physical, financial or material gain?

LIFE PRINCIPLES

Multiple Choice: Choose the best meaning for each Life Principle.

56. "He is the truest friend to the liberty of his country who tries to promote its virtue." _____
    (a) A person who cares about his country will do his part to preserve the morals and get rid of the immorality.
    (b) A person who cares about his country will let immoral things happen.
    (c) A person who cares about his country will tell his friends about liberty.

57. "Religion in a family is its brightest ornament and its best security." _____
    (a) Religion can give beauty of character and security to a family.
    (b) Religious families wear bright ornaments and decorate their homes.
    (c) Religion forces families to lock their doors for security.

58. "Duty, honor and country are the three hallowed words that build character, regain faith and create hope." _____
    (a) Character, faith and hope are hallowed synonyms for duty, honor and country.
    (b) If a person focuses on his duties, on being honorable, and supporting his country, he will form strong character and will be full of faith and hope.
    (c) A country will not be honorable without duty, character, faith and hope.

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Name: _____

Date: _____ Grade: _____

English Language Skills

CHAPTER 5 TEST

Congratulations on completing this chapter! ***Answer the following questions to test your understanding of the material. When you finish, hand in your test to your teacher for a final grade. Each answer is worth .90 points.***

FROM THE VIGNETTES

Multiple Choice: Choose the correct answers.

1. Billy Graham was: _____.
   (a) the New York mayor nicknamed "The Little Flower"
   (b) one of America's greatest evangelists
   (c) the prime minister of England during World War II

2. Winston Churchill was: _____.
   (a) the New York mayor nicknamed "The Little Flower"
   (b) one of America's greatest evangelists
   (c) the prime minister of England during World War II

3. Henry Wadsworth Longfellow was: _____.
   (a) one of America's most beloved poets
   (b) a "conductor" of the Underground Railroad
   (c) one of America's greatest evangelists

4. Harriet Tubman was: _____.
   (a) one of America's most beloved poets
   (b) a "conductor" of the Underground Railroad
   (c) one of America's greatest evangelists

FROM THE POEMS AND SONGS

Read each poem excerpt. On the blank, write the correct answers.

Under the spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

Thanks, thanks to thee, my worthy friend,
For the lesson thou has taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding ***anvil*** shaped
Each burning deed and thought!

5. The excerpt is from the poem _____;
   the author is _____;
   the rhyme scheme of the first stanza is _____;
   the rhyme scheme of the last stanza is _____.

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***Read each poem and write the correct answers,** continued*

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.
For, borne on the night wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof beats of that steed,
And the midnight message of Paul Revere.

6. The excerpt is from the song _____;
the author is _____;
the rhyme scheme of the first stanza is _____;
the rhyme scheme of the last stanza is _____.

From the Halls of Montezuma,
To the shores of Tripoli,
We fight our country's battles,
In the air, on land, and sea.
First to fight for right and freedom
And to keep our honor clean,
We are proud to claim the title,
Of United States Marine.

7. The excerpt is from the poem _____;
the rhyme scheme is _____.

"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send those, the homeless, tempest-tossed to me.
I lift my lamp beside the golden door!"

8. The excerpt is from the poem _____;
the author is _____;
the rhyme scheme is _____;
the meter is _____.

My country, 'tis of thee
Sweet land of liberty:
Of thee I sing.
Land where my fathers died
Land of the Pilgrims' pride
From every mountainside
Let freedom ring.
Our fathers' God, to Thee,
Author of liberty,
To Thee we sing.
Long may our land be bright
With freedom's holy light
Protect us by Thy might
Great God, our King.

9. The excerpt is from the song _____;
the author is _____;
the rhyme scheme is _____;
the meter is _____.

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***Read each poem and write the correct answers,** continued*

Mine eyes have seen the glory of the coming of the Lord;
He is trampling out the vintage where the grapes of wrath are stored;
He hath loosed the fateful lightning of His terrible swift sword:
His truth is marching on.

10. The excerpt is from the song _____;
the author is _____.

Swing low, sweet chariot
Coming for to carry me home
I looked over Jordan and what did I see
Coming for to carry me home
A band of angels coming after me
Coming for to carry me home
If you get there before I do
Coming for to carry me home
Tell all my friends I'm coming too
Coming for to carry me home.

11. The title of the spiritual is _____;
the refrain is _____.

Matching: Choose the theme(s) for each poem.

12. _____, _____ "Paul Revere's Ride"
13. _____ "The Marine Hymn"
14. _____, _____ "America"
15. _____, _____ "The Battle Hymn of the Republic"

(a) patriotic
(b) spiritual
(c) romantic
(d) historical
(e) character building

Matching: Choose the descriptions for the poetic terms.

16. _____ refrain
17. _____ meter
18. _____ rhyme scheme
19. _____ stanza
20. _____ feet

(a) the stressed syllables
(b) the number of feet and the rhythm
(c) a grouping of lines
(d) the alphabetical lettering of each line
(e) a repeated line or phrase

Matching: Choose the name of the rhythm.

21. _____ ⏑ /
22. _____ / ⏑
23. _____ ⏑ ⏑ /
24. _____ / ⏑ ⏑

(a) anapestic
(b) iambic
(c) dactylic
(d) trochaic

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Matching: Choose the name for each measure of feet.

25. _____ monometer
26. _____ dimeter
27. _____ trimeter
28. _____ tetrameter
29. _____ pentameter

(a) five feet
(b) three feet
(c) two feet
(d) four feet
(e) one foot

Read the excerpt from the poem. Above each line mark the rhythm. (Each mark is worth .90 points.)

30. **"Little Things"**

Little deeds of kindness,

Little words of love,

Make our world an Eden

Like the Heaven above.

FROM THE SHORT STORIES
Read each summary. On the blank, write the correct answers.

A slave woman escaped and helped other slaves to reach freedom. The slave woman helped the Union military during the Civil War and became a national heroine.

31. The name of this story is _____;
the setting is _____;
the main character is _____.

A couple lost their children to diphtheria. The husband also became ill and nearly died. A strange woman appeared at the door and gave the wife a jar of oil. The visitor instructed the wife how to use the liquid. When the wife administered the oil to her husband, the man was cured. The couple had more children and immigrated to the United States.

32. The name of this story is _____;
the setting is _____;
the main characters are _____.

A teenage boy was on his way to deliver a letter to his father in Carolina. The boy desired to sneak a peek at General George Washington but was instead captured by British soldiers. The boy witnessed the near-assassination of George Washington and a battle between the Colonial and British armies. The boy befriended the British military leader who was from the same area in Scotland as the boy. The boy escaped the British army camp while the leader was recovering from a gunshot wound.

33. The name of this story is _____;
the setting is _____;
the main character is _____.

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Place an "X" on the line if the item is an element of a short story. Give a brief explanation of each item that you check.

34. _____ setting: _____
_____
_____ characters: _____
_____
_____ stanza: _____
_____ plot: _____
_____ climax: _____
_____ meter: _____
_____ feet: _____
_____ rhyme scheme: _____
_____ resolution: _____
_____ point of view: _____
_____
_____

WORD POWER!

Matching: Choose the definition for each vocabulary word.

35. _____ ***abstinence***
36. _____ ***conservative***
37. _____ ***sanctuary***
38. _____ ***indomitable***

(a) supporting the morals and values of our Founding Fathers
(b) a place of safety
(c) saving sex until marriage
(d) unable to be defeated

LIFE PRINCIPLES

Multiple Choice: Choose the best meanings.

39. *"An ounce of prevention is worth a pound of cure."* _____
(a) Correcting problems after they have occurred is the best way to operate.
(b) Preventing problems is more effective than having to cure problems.
(c) An ounce is less than a pound and is used when measuring medicine.

40. *"A family built upon . . . moral principles is a family that is strong and will stand the test of time."* _____
(a) Moral principles help a family to be strong in the midst of difficulty and to stay together rather than fall apart.
(b) A family that takes timed tests about moral principles will be strong.
(c) A strong, tall building for a family will be moral.

41. *"We each have a share in eradicating social evils and in refusing to perpetuate practices odious to freedom."* _____
(a) Social evils refuse to allow us to practice freedom.
(b) If we share social evils, we will be odious.
(c) We are responsible for two things: getting rid of evil in our society and refusing to participate in evil practices.

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English Language Skills

QUIZ ANSWER KEYS



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Quiz 1-1 Answer Key



FROM THE VIGNETTES

1. (b) The congressman was not courteous to a woman.
2. (a) useful and valuable
3. (d) opera singer who overcame cancer

WORD POWER!

4. (d)
5. (c)
6. (b)
7. (a)

ENGLISH LANGUAGE SKILLS

8. nouns
9. antecedent
10. gender, number
11.

Yes	personal	No	definite
No	useful	Yes	demonstrative
No	prosperity	Yes	relative
Yes	compound	Yes	interrogative
Yes	indefinite	No	exclamatory

12. Personal
13. Compound
14. Indefinite
15. Interrogative
16. Relative
17. Demonstrative
18. (c)
19. (b)
20. (c)
21. (b)
22. (a)
23. (d)
24. William McKinley, he
25. students, they
26. newspaper, its
27. (any five) I, me, we, us, my, mine, our, ours, you, your, yours, he, she, it, they, him, her, them, his, hers, its, their, theirs
28. (any three) myself, ourselves, yourself, yourselves, himself, herself, itself, themselves
29. (any eight) another, any, anybody, anyone, anything, each, either, everybody, everyone, everything, neither, none, nobody, no one, nothing, one, some, somebody, someone, something, all, both, few, many, most, several
30. (any three) who, whose, whom, which, what
31. (any three) who, whose, whom, which, that
32. (any three) this, that, these, those
33. (c)
34. (a)
35. (b)
36. ID
37. ID
38. IN
39. R
40. P
41. D
42. C
43. their
44. his
45. its
46. her
47. his
48. themselves
49. their

LIFE PRINCIPLES

50. *kindness*
51. *well*
52. *best*
53. *"I cannot do it," "I will try"*

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Quiz 1-2 Answer Key



FROM THE VIGNETTES

1. (d) the United States
2. (c) an equal chance for each person to worship, work, vote, and own property as he pleases
3. (a) Joni Eareckson Tada
4. (a) found a page from a Hebrew prayer book on which was written inspiring words
5. (d) were dedicated and worked hard

WORD POWER!

6. (c)
7. (e)
8. (a)
9. (b)
10. (d)

ENGLISH LANGUAGE SKILLS

11. nominative, possessive, objective
12. subjects, predicate nominatives
13. (any order) ownership, possession
14. objects
15. predicate adjectives
16.

Singular	**Plural**
I	we
you	you
he, she, it	they

17.

Singular	**Plural**
my, mine	our, ours
your, yours	your, yours
his, her, hers, its	their, theirs

18.

Singular	**Plural**
me	us
you	you
him, her, it	them

19. (all three lines should be checked)
20. He, he
21. she
22. you
23. It
24. them
25. it
26. us
27. me
28. their
29. My
30. Our
31. his

She he (or They)

32. ~~Her~~ and ~~him~~ operated a school in . . .

They (or Those, or These)

33. ~~Them~~ are the children who hid . . .

they I (or we)

34. The . . .A's are ~~them~~ and ~~me~~.

he (or they)

35. The champions are ~~him~~ and you.

him me (or us)

36. Her parents told ~~he~~ and ~~I~~ about

I

37. My friends and ~~me~~ love America.

himself

38. By disobeying, . . . for ~~hisself~~.

themselves

39. To become champions ~~theirselves~~, . . .
40. She, him, me
41. us
42. she
43. They, her

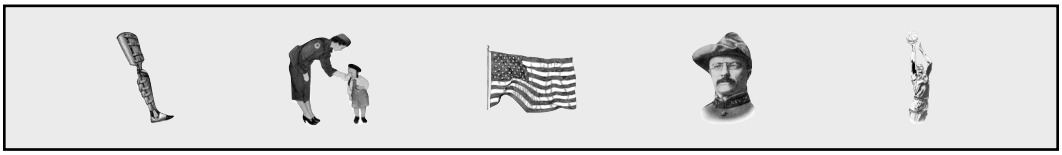
LIFE PRINCIPLES

44. c
45. e
46. b
47. a
48. d

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Quiz 1-3 Answer Key



FROM THE VIGNETTES

1. (b)
2. (a)
3. (d)
4. (f)
5. (c)
6. (e)

WORD POWER!

7. (c)
8. (b)
9. (a)
10. (d)

ENGLISH LANGUAGE SKILLS

11. (a) nouns and pronouns
12. (b) what kind, how many, which one
13. (a) articles
14. (c) formed from proper nouns
15. (b) follow linking verbs and describe subjects
16. (c) modifies nouns and pronouns
17. (d) prepositional, participial and infinitive
18. (c) infinitive and participial
19. (a) a group of words that contains a subject and a verb
20. (d) dependent
21. (b) relative pronouns
22. Red Cross, trained, volunteers
23. honorable, John Duffey
24. American, president
25. rousing, patriotic, speech
26. torpedoing the U.S. vessel, participial
27. to honor the flag, infinitive
28. being a patriot, participial
29. to be loyal, infinitive
30. commanding his soldiers, participial
31. to back the war effort, infinitive
32. to be a mountain climber, infinitive
33. being constantly ready, participial
34. gears of the boat
35. Angel of the Battlefield
36. People from many countries
37. verse that Todd remembered
38. woman who organized the American Red Cross
39. liberty which she offers

LIFE PRINCIPLES

40. *perseverance; caution*
41. *home, honor*
42. *rising*

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Quiz 2-1 Answer Key



FROM THE VIGNETTES

1. (d)
2. (b)
3. (e)
4. (a)
5. (c)

WORD POWER!

6. zealous
7. Madame
8. executive
9. composition
10. oratorio
11. penchant

ENGLISH LANGUAGE SKILLS

12. active, passive
13. Transitive
14. Intransitive
15. first; second, third
16. second; third, first
17. permission (or possibility)
18. ability
19. assume
20. presume
21. emigrate
22. immigrate
23. Hanged
24. Hung
25. Mr. Janin agreed, and Herbert Hoover reported for work as scheduled.
26. Madame Walker's courage is still remembered and is a good example for young people.
27. You will succeed if you will practice patience.
28. Harry Truman's father urged Harry to "run" for office.
29. The considerate clerk befriended the elderly couple.
30. moved; intransitive
31. spent; transitive
32. will
33. will
34. shall
35. may
36. Can
37. assumed
38. presumed
39. immigrated
40. emigrants
41. immigrate
42. hung
43. hanged
44. hung

LIFE PRINCIPLES

45. *improve*
46. *good*
47. *Patience*
48. *attitude*

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Quiz 2-2 Answer Key



FROM THE VIGNETTES

1. (c) The first worker was disgruntled.
   (d) The third worker was optimistic.
2. (b) He was forced to quit school and go to work.
   (c) He began his own franchise.
3. (a) He was an actor, singer and businessman.
   (c) He adopted two children.
4. (b) He was a man of integrity.
   (c) His father taught him the value of truth.
5. (a) National strength is found in unity.
   (b) Unity of language is important.
   (d) All U.S. citizens should speak English.

WORD POWER!

6. (d)
7. (a)
8. (f)
9. (b)
10. (g)
11. (e)
12. (c)

ENGLISH LANGUAGE SKILLS

13. (c) contraction
14. (b) apostrophe
15. (b) verbs, adjectives and other adverbs
16. (a) *how*, *why*, *when*, *where* and *to what extent*
17. (b) preposition
18. (a) infinitive
19. (a) number
20. (b) adverb
21. (a) prepositions
22. (c) about, above, before, below, by, down, from, in, of, through, upon, without
23. (c) Prepositional phrases
24. (b) no, not, never, neither, none, nobody, hardly, scarcely
25. (a) double negative
26. (a) nouns and pronouns
27. (b) *which one, what kind* and *how many*
28. (b) adjective
29. (a) adverb
30. couldn't, could not
31. hadn't, had not
32. didn't, did not
33. bravely
34. usually
35. optimistically
36. to
37. too
38. two
39. over, preposition
40. over, adverb
41. The third worker didn't mind a (the) hot sun blazing down upon his back.
    OR
    The third worker minded no hot sun blazing down upon his back.
42. Jose's circumstances didn't seem fair, but he made the best of them.
    OR
    Jose's circumstances hardly seemed fair, but he made the best of them.
43. Nat King Cole sang really well.
44. Those scars didn't look well on that cherry tree.
45. You do well at making immigrants feel welcome.

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LIFE PRINCIPLES

46. *work*
47. *excellence*
48. *courage*
49. *conscience*
50. *language, moral*

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Quiz 2-3 Answer Key



FROM THE VIGNETTES

1. (d)
2. (b)
3. (g)
4. (e)
5. (c)
6. (f)
7. (a)

WORD POWER!

8. (a) ***Undaunted*** by failure, the boy continued to pitch the ball.
9. (b) The ***antiaircraft guns*** roared as shells spewed from the muzzles.
10. (b) After the ***conference***, the staff made the necessary changes required by the manager.
11. (a) Jacob was Esau's ***sibling***.
12. (a) The inventor received a ***patent*** for his invention.
13. (b) The Red Cross helps people who are victims of various ***pestilences***.
14. (a) The general tried to ***devise*** a plan to outwit the enemy.
15. (b) The father ***embraced*** his son and said, "I love you."
16. (b) The brothers ***reconciled*** and forgave one another.

ENGLISH LANGUAGE SKILLS

17. Antonyms
18. Synonyms
19. subject, predicate (or verb); complete thought
20. simple
21. compound
22. comma, coordinating conjunction, semicolon
23. complex
24. dependent clause
25. independent clause
26. subordinating conjunction
27. The boy strutted (strolled, stomped) out of his house.
28. The crew was happy (thrilled, overjoyed, relieved) that the shells contained no explosives.
29. The boy informed his father about the confusing words.
30. Clara Barton began (implemented) the American Red Cross.
31. Isaac and Rebekah | were the parents of twin sons.
32. With Rebekah's help, Jacob | devised his evil plan.
33. 1st independent clause:
    <u>The father worked diligently</u>
    2nd independent clause:
    <u>he made time for his son</u>
    coordinating conjunction:
    <u>but</u>
34. independent clause:
    <u>she began the American Red Cross</u>
    dependent clause:
    <u>After she returned home</u>
    subordinating conjunction: <u>After</u>
35. (a) Change *–tion* or *–sion* nouns to verbs.
    (c) Get to the point quickly.
36. She was convinced that Jacob should possess the blessing.
37. The little boy became a successful businessman.
38. That none of the shells blew up the bomber is incredible.
    OR
    Incredibly, none of the shells blew up the bomber.

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LIFE PRINCIPLES

39. *prepare*
40. *risks*
41. *education*
42. *compassion*
43. *forgive*



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Quiz 3-1 Answer Key



FROM THE VIGNETTES

1. (e)
2. (b)
3. (a)
4. (c)
5. (d)

WORD POWER!

6. extensive
7. salute
8. flexible
9. reconstruct
10. shun
11. futile
12. specifications

ENGLISH LANGUAGE SKILLS

13. (b) a group of words that contains a subject and a verb
14. (b) a group of words that can stand alone as a sentence
15. (c) independent
16. (a) dependent
17. (c) dependent on other words to make it complete
18. (a) two independent clauses
19. simple, compound, complex, compound-complex
20. simple
21. subject, verb
22. subordinating
23. (any order) and, but, or, yet, nor
24. run-on
25. (b)
26. (e)
27. (c)
28. (a)
29. (d)
30. main clause: the rescuers found George Mallory's body
    subordinate clause: which was buried in snow
31. main clause: mountain climbers must be in excellent physical condition
    subordinate clause: before they attempt such a climb
32. subject: Houdini
    verb: was
33. subject: Father Damien
    verb: ministered
34. subject
35. verb
36. _X_ Houdini was an escape artist.
37. ___ Working on the lock with sweat . . .
38. S
39. C
40. C
41. C
42. (Student may correct the sentence in any one of the following ways:)
    1. (insert comma between clauses)
    The janitor put the box of checks on the trash table, and the operator of the paper shredder dumped the checks into his machine.
    2. (insert semicolon between clauses)
    The janitor put the box of checks on the trash table; the operator of the paper shredder dumped the checks into his machine.
    3. (divide into two sentences)
    The janitor put the box of checks on the trash table. The operator of the paper shredder dumped the checks into his machine.

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4. (make the sentence complex)
When the janitor put the box of checks on the trash table, the operator of the paper shredder dumped the checks into his machine.

43. (Student may correct the sentence in any one of the following ways:)
1. (insert comma between clauses)
Fifty employees had to spend days reconstructing the checks, and the employees were able to solve the problem.
2. (insert semicolon between clauses)
Fifty employees had to spend days reconstructing the checks; the employees were able to solve the problem.
3. (divide into two sentences)
Fifty employees had to spend days reconstructing the checks. The employees were able to solve the problem.
4. (make the sentence complex)
Fifty employees were able to solve the problem when they spent days reconstructing the checks.

LIFE PRINCIPLES

44. *Honesty*
45. *beauty; duty*
46. *correct*

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Quiz 3-2 Answer Key



FROM THE VIGNETTES

1. (c) a time when the community helped repair each other's homes
2. (b) to help the deaf to communicate
3. (b) birthday present
4. (a) The physician stole from the woman.
5. (a) laugh

WORD POWER!

6. (e)
7. (d)
8. (f)
9. (a)
10. (b)
11. (c)

ENGLISH LANGUAGE SKILLS

12. (a) is a sentence that has one independent and one dependent clause
13. (a) subordinate
14. (c) has two independent clauses and one or more dependent clauses
15. main clause: He worked.
    subordinate clause: until the entire project was completed
    subordinating conjunction: until
16. main clause: I would like to meet the director
    subordinate clause: before I volunteer for the job
    subordinating conjunction: before
17. first main clause: the knight approved of the wig
    second main clause: that evening, he was mixing with his friends again
    subordinate clause: after he looked into the mirror
18. first main clause: the boys made another gift
    second main clause: they gave it to their father
    subordinate clause: who seemed very pleased
19. where they carefully wrapped the present, room
20. who gained the recognition of his employer, carpenter
21. After she became suspicious, Mom
22. before he invented the telephone, studied

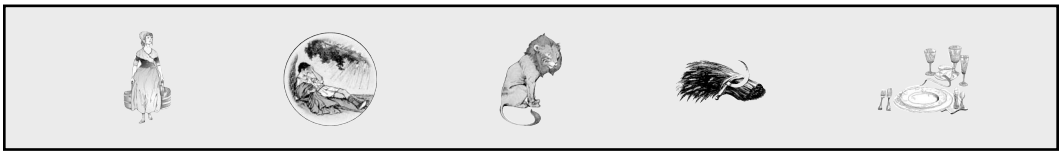
LIFE PRINCIPLES

23. *might*
24. *Honesty*
25. *success*

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Quiz 3-3 Answer Key



FROM THE VIGNETTES

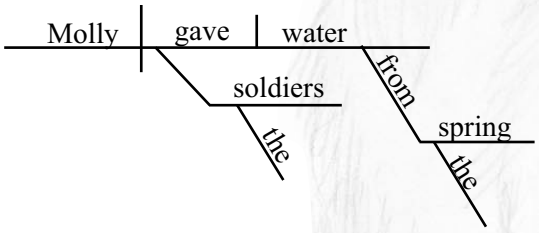
1. True
2. True
3. False
4. False
5. True

WORD POWER!

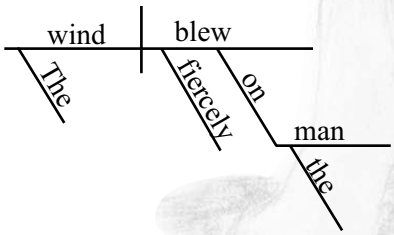
6. (a) is water flowing from the ground
7. (b) force
8. (b) gather what you planted
9. (a) notify the guests of the location of the function
10. (c) a trap

ENGLISH LANGUAGE SKILLS

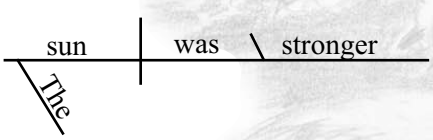
11.



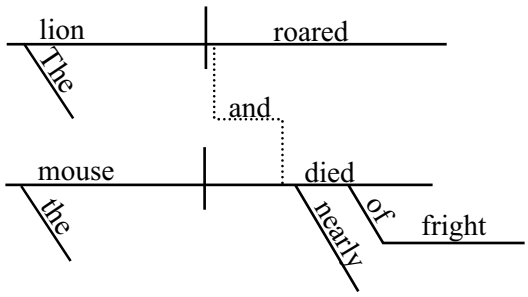
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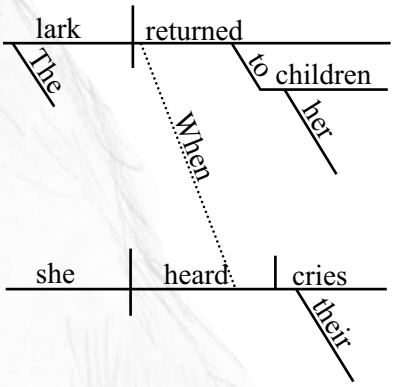
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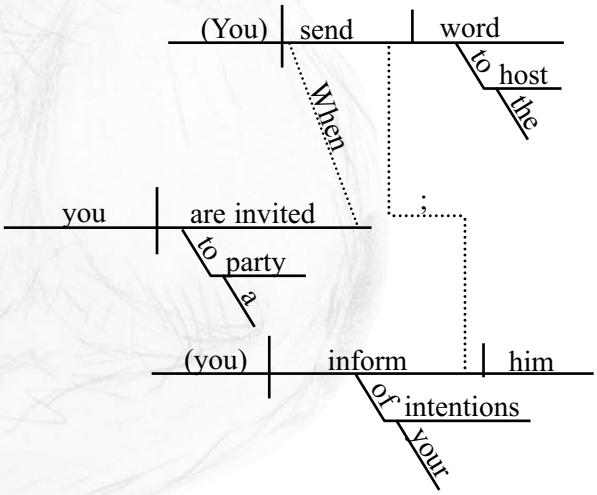
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15.



16.



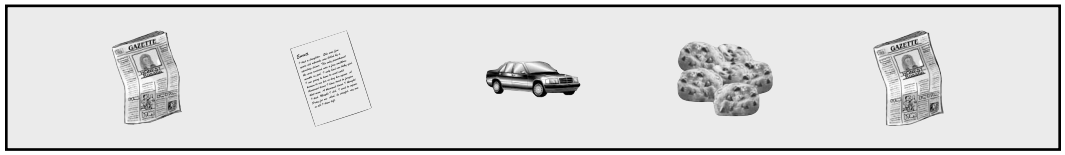
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LIFE PRINCIPLES

17. *Persuasion*
18. *kindness*
19. *important*
20. *invitation*

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Quiz 4-1 Answer Key



FROM THE VIGNETTES

1. (f)
2. (e)
3. (a)
4. (g)
5. (c)
6. (h)
7. (d)
8. (b)

WORD POWER!

9. _X_ (a) His ***avowal*** shocked the jury.
   ____ (b) She placed ***avowal*** at the . . . .
10. ____ (a) She hung the ***honor*** on the wall.
    _X_ (b) She received ***honor*** because . . . .
11. _X_ (a) Her ***perception*** of the . . . .
    ____ (b) She received ***perception*** to . . . .
12. _X_ (a) The ***stranded*** couple on the . . . .
    ____ (b) The ***stranded*** beads made a . . . .
13. ____ (a) The ***foreign*** environment . . . .
    _X_ (b) The ***foreign*** environment . . . .
14. ____ (a) The ***Salvage*** Army helps . . . .
    _X_ (b) The waitress was able to . . . .
15. _X_ (a) The room at the ***inn*** was . . . .
    ____ (b) She found a room ***inn*** the motel.
16. _X_ (a) The fee on the ***toll road*** was . . . .
    ____ (b) The toll road is where cars . . . .
17. ____ (a) Teachers should be careful . . . .
    _X_ (b) The ***parcel*** arrived by . . . .
18. ____ (a) His ***earnestly*** income is . . . .
    _X_ (b) He works ***earnestly***.

ENGLISH LANGUAGE SKILLS

19. Cause and effect
20. fact
21. opinion
22. Compare and contrast
23. topic sentence; body; conclusion
24. sequence
25. _E_ Rosalie received honor.
    _C_ Rosalie told the truth to the judges.
26. _C_ Everett sped.
    _E_ Everett was stopped by a police . . . .
27. O
28. F
29. O
30. F
31. (b) contrast
32. (a) comparison
33. (b) Mrs. Wakefield discovered that baker's chocolate and chocolate pieces do not function the same way in cookie batter.
34. (a) The result of the new discovery was chocolate chip cookies
35. _X_ The two boys at camp provide . . . .
    ____ The counselor was wise.
    ____ The boy's mother send another . . . .
    _X_ They began as enemies due to . . . .
    _X_ They learned to reconcile, ...
36. (a) Because the boy who was wronged chose to reconcile with the thief, rather than to fight, he accomplished the goal of eliminating his enemy
37. Making a friend of your enemy is a good way to rid yourself of your enemy. The two boys at camp provide a good example of this principle. They began as enemies due to theft and hurt feelings. They learned to reconcile, forgive and become friends. Because the boy who was wronged chose to reconcile with the thief, rather than to fight, he accomplished the goal of eliminating his enemy.

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LIFE PRINCIPLES

38. *Honor*
39. *Excellence*
40. *clear conscience; moral principles*
41. *difference*
42. *friend*

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Quiz 4-2 Answer Key



FROM THE VIGNETTES

1. (b) both a and b
2. (b) July 4, 1776
3. (c) Fifty-six
4. (c) help
5. (c) Douglas MacArthur
6. (c) Douglas MacArthur
7. _X_ (a) patient
   _X_ (b) kind
   _X_ (c) trusts
   ____ (d) selfish
   ____ (e) proud
   ____ (f) rude
   _X_ (g) hopes
   _X_ (h) perseveres
   _X_ (i) not easily angered
   _X_ (j) does not keep record of wrongs
   ____ (k) jealous
   _X_ (l) does not delight in evil
8. Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!"
9. (any three)

   In the presence of others, sing not to yourself with a humming voice, nor drum with your fingers or feet.

   Strive not with your superiors in argument, but always submit your judgement to others with modesty.

   Use no reproachful language against anyone, neither curses nor revilings.

   Associate yourself with men of good quality if you esteem your own reputation, for it is better to be alone than in bad company.

   Think before you speak; pronounce not imperfectly, nor bring out your words too hastily, but orderly and distinctly.

   Whisper not in the company of others.

   Speak no evil of the absent, for it is unjust.

   When you speak of God or his attributes let it be seriously, in reverence and honor, and obey your parents.

   Let your recreations be manful, not sinful.

WORD POWER!

10. (d)
11. (e)
12. (c)
13. (a)
14. (h)
15. (f)
16. (g)
17. (b)

ENGLISH LANGUAGE SKILLS

18. Descriptive
19. Informative
20. Narrative
21. Persuasive
22. Inspirational
23. autobiograpgy
24. biography
25. fiction
26. historical fiction
27. (a) descriptive
28. (a) a painting of a man and children sitting next to the sea
29. (c) informative

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30. (c) George Washington's life and character
31. (d) narrative
32. (b) a hunting dog and her puppies
33. (b) persuasive
34. (a) what citizens can do for their countries and for freedom world wide

35-49.

→ **(4)** Character is measured By honor, integrity, and devotion to duty. Character ~~was~~ is

→ **(1)** personal identity: who we are, as well as what we are, and our moral status. Character is of much greater importance than the social status, a talented mind or a gifted person.

→ **(1)** Character is accepted in all ~~coustrys~~ countries. The value of character is universally recognized. Posterity (the younger generation) honors and reveres (respects, admires) men who, under severe strain, have maintained their integrity, whose devotion to principle is their legacy and highest claim to fame. Posterity holds in lasting contempt

→ **(1)** those who have ~~betraied~~ betrayed their country, have taken the bribe, or have resorted to unscrupulous (immoral) methods of party or personal advantage; in a word, men devoid

→ **(1)** of principle.

optional comma

→ **(1)** Wealth, talent, and popularity are desirable, but they are of secondary importance—character is the most important goal of every man. Elements of character

→ **(1)** are justice, temperance, courage, and prudence, whose union in the same person

→ **(3)** develops perfect character. ~~w~~ Wealth and power, beauty and health, popularity and fame, ~~C~~ c an

→ **(1)** neither ~~added~~ to manhood nor detract from it. They are separate of character. Character

→ **(1)** cannot be measured by physical, financial, or material gain~~.~~ .

optional comma

50. (e) inspirational
51. (b) character

LIFE PRINCIPLES

52. *character*
53. *wisdom, liberty*
54. *Duty, honor*

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Quiz 4-3 Answer Key



FROM THE VIGNETTES

1. (c) "Father of the American Revolution"
2. (b) Committee of Correspondence
3. (d)
4. (a)
5. (c)
6. (b)

WORD POWER!

7. Delineate
8. Continental Congress
9. Ignominious
10. Deportment
11. Promulgate
12. Infidel

ENGLISH LANGUAGE SKILLS

13. 4
14. 1
15. 3
16. 2
17. 5
18. 6
19. 7

20-57. **(see next pages)**

LIFE PRINCIPLES

58. *freedom*
59. *virtue*
60. *security*

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20-57.

The arrows indicate which lines contain corrections; the parentheses indicate how many corrections or proof marks are needed in the line. Correcting one sentence fragment may require several marks. The student should use the editorial marks.

Editorial Marks	Examples
= means to capitalize	underline the nouns.
∧ means to insert	Underline the nouns.
∨ means to insert	Underline nouns.
/ means to make lower case letter	Underline the Nouns.
∼ means to switch around	Underline nouns the
⌀ means to delete	Underline all the nouns.
× means to delete punctuation	Underline the nouns.

→ **(1)** Youth can demonstrate love for their country in a variety of ways. Love of country may

→ **(4)** be expressed both privately and publicly. In order to demonstrate love of country, Youth should first be educated about their country. Noah Webster, "The Schoolmaster of the Nation," once stated that youth ought to be disciplined in moral, political and religious duties. John

→ **(2)** Adams, the 2nd president of the United States, once said, "Let them [youth] revere nothing

→ **(1)** but religion, morality and liberty." To cultivate a love for his country, a youth can read and

→ **(3)** learn the history of his country. He can learn about the important people, places, times,

→ **(1)** events, and ideas. He can learn to love the values and beliefs upon which the Founding

optional Fathers established this great nation. He can plan to become useful. "It is my duty to be useful to my country," Nathan Hale told a friend. Ways to become useful may include becoming an

→ **(1)** educator, police officer, postal worker, farmer, preacher, care taker, fireman, paramedic,

→ **(2)** doctor, nurse, writer, veterinarian, technician, carpenter, contractor, chiropractor, dentist, business owner, soldier, speaker, politician, lawyer, ambassador, financial consultant, or

→ **(1)** translator.

No one is too young to contribute to his country. Youth can become public in their declarations of love for their country. Youth can speak to friends, to family, to school staff, and

→ **(3)** to Sunday school teachers. A youth (or person) can demonstrate his love of country by becoming a productive citizen, obeying the laws, helping the community, pledging allegiance to the flag, voting (when

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he is old enough), singing patriotic songs, celebrating holidays, opposing things that destroy morals and values, and defending moral truth and values. John F. Kennedy, the 35th president of the United States, told America, "Ask not what your country can do for you, but what you can do for your country." History provides many examples of heroic young people who found ways to help their country. At age 19, Nathan Hale joined the military under George Washington. At age 21, Nathan Hale was hanged as a spy by the British. While dying, Hale

→ **(2)** said, "I only regret that I have but one life to lose for my country." marquis de Lafayette, At age 19, sailed to America from France to help George Washington fight the British. Because of

→ **(3)** Lafayette's valiant efforts and heroic courage, He became an American hero. Many other unnamed young people served their country in tremendous ways as well. One French officer who helped in the American War for Independence said, "It is incredible that soldiers composed of men of every age, even age 15, of whites and blacks, almost naked, unpaid, and rather poorly fed, can march so well and withstand fire so steadfastly."

→ **(4)** Joining the military and becoming a soldier is Not the only way to demonstrate love of country. Abigail Adams, the wife of John Adams, wrote, "Justice, humanity, and benevolence

→ **(3)** are the duties owe you to society in general. To your country, the same duties are upon you

→ **(1)** with the additional obligation of sacrificing ease, pleasure, wealth and life itself for its defense and security." Mrs. Adams' statement reveals that every youth should do his duty to demonstrate love of country. As a child, Phyllis Wheatley was sold as a slave from Africa. By

→ **(1)** age 13, Miss Wheatley had learned Latin and Greek in america and began to compose patriotic

→ **(1)** poetry. Later, Miss Wheatley was freed, married, and became the mother of three children.

→ **(3)** She also became an ardent supporter of George Washington and the other soldiers And encouraged them in poems and letters to persevere in their pursuit of independence from Britain. In the examples of Nathan Hale, the Marquis de Lafayette, and Phyllis Wheatley, young people can see that love of country supercedes circumstance, race, gender or age. All

→ **(1)** youth have the duty to devote their talents, minds, and bodies to the support of their country and to the preservation of its values.

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Quiz 5-1 Answer Key



FROM THE VIGNETTES

1. (c)
2. (e)
3. (a)
4. (b)
5. (d)

WORD POWER!

6. ____ (a) Because she chose ***abstinence*** . . . .
   _X_ (b) Because she chose ***abstinence*** . . . .
7. _X_ (a) The troops had ***fortitude*** . . . .
   ____ (c) The troops had ***fortitude*** . . . .
8. ____ (a) The ***conservative*** president . . . .
   _X_ (b) The ***conservative*** president . . . .
9. ____ (a) The abstinent youth . . . .
   _X_ (b) The promiscuous youth . . . .

ENGLISH LANGUAGE SKILLS

10. True
11. True
12. False
13. True
14. True
15. False
16. False
17. 2
18. 3
19. 1
20. 4
21. 6
22. 5
23. Every youth can enjoy a date in which sexual abstinence is maintained.
24. The purpose of a date is to go somewhere fun or interesting and to spend time with someone special.
25. Things to avoid on a date are being alone with someone who does not respect your moral standards and participating in behavior that leads to negative consequences.
26. Ways to avoid situations that lead to negative consequences are to have an early curfew, to double date or in groups, and not to use alcohol or drugs.
27. Other ways to avoid situations that lead to negative consequences are to dress modestly, refuse sexual advances and pressure yourself and your friends to do the right things.
28. Good ideas for dates include washing the dog, grocery shopping for mom and dad, helping a neighbor paint his house, attending youth activities that are fun and good, playing sports, including parents, siblings and friends, putting together puzzles and playing board games.
29. Other good ideas for dates include going to the zoo, going to fairs and carnivals, horse-back riding, picking berries for breakfast cereal, studying together for tests, singing or performing skits for elderly people in nursing homes, organizing fund raisers and taking the money to victims of accidents, illnesses or natural disasters.
30. ***See Grading Rubric at end of this Quiz Key.**

LIFE PRINCIPLES

31. *prevention*
32. *goodness, righteousness*
33. *responsibility*
34. *moral principles*
35. *civility*

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Rubric for Student's Composition

CONTENT = 15 points

1. Each point from the outline was included.
   Worth 15 points, ____ points earned

MECHANICS = 25 points

1. Vivid and active words and phrases were used to hold the reader's attention.
   Worth 5 points, ___ points earned
2. The student used a variety of sentence structures and lengths (simple, compound, complex, compound-complex).
   Worth 5 points, ___ points earned
3. The student used a variety of punctuation marks (question marks, exclamation points, periods, commas, colons, semicolons, apostrophes, parentheses).
   Worth 5 points, ___ points earned
4. The student used correct grammar, avoiding slang.
   Worth 3 points, ___ points earned
5. The sentence structures are correct. The student avoided sentence fragments, run-on sentences and rambling sentences.
   Worth 3 points, ___ points earned
6. Punctuation is correct.
   Worth 2 points, ___ points earned
7. Spelling is correct.
   Worth 2 points, ___ points earned

OVERALL = 10 points

1. The student proofed his composition to the best of his ability.
   Worth 7 points, ___ points earned
2. The composition could be published in a newspaper with little or no additional editing.
   Worth 3 points, ___ points earned

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Quiz 5-2 Answer Key



FROM THE POEMS AND SONGS

1. (b) Henry Wadsworth Longfellow
2. (a) "The Village Blacksmith" and "Paul Revere's Ride"
3. (b) Negro Spirituals
4. (b) narrative
5. (b) narrative
6. (b) patriotic
7. (a) informative
8. (b) Emma Lazarus
9. (c) patriotic and spiritual
10. (b) Samuel Smith
11. (c) Julia Ward Howe
12. chestnut tree
    smithy
    mighty man is he
    large and sinewy hands
    of his brawny arms
    iron bands
13. worthy friend
    lesson
    flaming forge of life
    fortunes must be wrought
    sounding anvil
    Each burning deed and thought
14. Listen, my children, and you shall hear
    Of the midnight ride of Paul Revere,
    On the eighteenth of April, in Seventy-five;
    Hardly a man is now alive
    Who remembers that famous day and year.
15. night wind of the Past
    Through all our history
    In the hour of darkness and peril and need
    waken and listen to hear
    hoof beats of that steed
    Paul Revere
16. ***See the end of this Key for the Spirituals.**
17. ***See the end of this Key for the song.**
18. glory of the coming of the Lord
    trampling out the vintage
    grapes of wrath are stored
    loosed the fateful lightning
    terrible swift sword
    His truth is marching on
19. truth
    Stand fast and suffer long
    work, sleep
    deep
20. Halls of Montezuma
    shores of Tripoli
    fight our country's battles
    land, sea
    right, freedom
    honor clean
    proud to claim the title
    United States Marine
21. "Give me your tired, your poor,
    Your huddled masses yearning to breathe free,
    The wretched refuse of your teeming shore.
    Send those, the homeless, tempest-tossed to me.
    I lift my lamp beside the golden door!"

22. / ⏑ ⏑ / ⏑ ⏑
    Our fathers' God, to Thee,
    / ⏑ ⏑ / ⏑ ⏑
    Author of liberty,
    / ⏑ ⏑ /
    To Thee we sing.
    / ⏑ ⏑ / ⏑ ⏑
    Long may our land be bright
    / ⏑ ⏑ / ⏑ ⏑
    With freedom's holy light
    / ⏑ ⏑ / ⏑ ⏑
    Protect us by Thy might
    / ⏑ ⏑ /
    Great God, our King.

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WORD POWER!

23. _X_ (a) The smith ***forged*** the . . . .
    ____ (b) The boy ***forged*** the river . . . .
24. _X_ (a) The smith pounded the . . . .
    ____ (b) Because the ***anvil*** broke, ...
25. ____ (a) The ***golden door*** was a . . . .
    _X_ (b) The exiles sought . . . .

ENGLISH LANGUAGE SKILLS

26. Poetry
27. stanza
28. Rhyme scheme
29. Meter
30. diagonal slash, half circle
31. Theme
32. refrain
33. songs
34. spirituals
35. sermons
36. (b)
    (d)
    (a)
    (c)
37. (e)
    (c)
    (b)
    (d)
    (a)

LIFE PRINCIPLES

38. *nation, history*
39. *American, liberty*
40. *social evils, freedom*
41. *character, initiative*

"Swing Low, Sweet Chariot"
Swing low, sweet chariot
Coming for to carry me home
I looked over Jordan and what did I see
Coming for to carry me home
A band of angels coming after me
Coming for to carry me home
If you get there before I do
Coming for to carry me home
Tell all my friends I'm coming too
Coming for to carry me home

"Steal Away To Jesus"
Steal away, steal away, steal away to Jesus
Steal away, steal away home
I ain't got long to stay here
My Lord, He calls me
He calls me by the thunder
The trumpet sounds within-a my soul
I ain't got long to stay here
Green trees are bending
Po' sinner stand a-trembling
The trumpet sounds within-a my soul
I ain't got long to stay here

"Go Down, Moses"
When Israel was in Egypt's land:
Let my people go;
Oppress'd so hard they could not stand,
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.
Thus saith the Lord, bold Moses said,
Let my people go;
If not I'll smite your firstborn dead,
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.
The Lord told Moses what to do,
Let my people go;
To lead the children of Israel through,
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.

O come along, Moses, you'll not get lost,
Let my people go;
Stretch out your rod and come across,
Let my people go.
Go down, Moses,

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Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.
As Israel stood by the waterside,
Let my people go;
At the command of God it did divide,
Let my people go. Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.

When they had reached the other shore,
Let my people go;
They sang a song of triumph o'er.
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.

We need not always weep and moan,
Let my people go;
And wear these slavery chains forlorn,
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.

This world's a wilderness of woe,
Let my people go;
O, let us on to Canaan go,
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.

What a beautiful morning that will be,
Let my people go;
When time breaks up in eternity,
Let my people go.
Go down, Moses,
Way down in Egypt land,
Tell ole Pharaoh,
Let my people go.

"America"
My country, 'tis of thee
Sweet land of liberty:
Of thee I sing.
Land where my fathers died
Land of the Pilgrims' pride
From every mountainside
Let freedom ring.

My native country—thee
Land of the noble free
Thy name I love:
I love thy rocks and rills
Thy woods and templed hills
My heart with rapture thrills
Like that above.

Let music swell the breeze
And ring from all the trees
Sweet freedom's song
Let all that breathe partake
Let mortal tongues awake
Let rocks their silence break
The sound prolong.

Our fathers' God, to Thee,
Author of liberty,
To Thee we sing.
Long may our land be bright
With freedom's holy light
Protect us by Thy might
Great God, our King.

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Quiz 5-3 Answer Key



FROM THE SHORT STORIES

1. Harriet Tubman
2. Underground Railroad
3. (wording may vary) a strange, old woman
4. Andrew MacPhail
5. (a) biography
6. (b) the Civil War era
7. (a) Harriet Tubman
8. (c) the mountainous Tatra region of Europe
9. (a) Meelis nearly died, and the woman appeared; when Meelis was cured
10. (c) long short story
11. ____ (a) Andy's letter reveals his . . . .
    ____ (b) Ferguson is shot in the . . . .
    _X_ (c) Ferguson lowers his rifle . . . .
    ____ (d) Andy reaches his knife and . . . .
    _X_ (e) Andy reaches the river safely.
12. (c) third
13. (b) being true to one's country and honor makes a person worthy of being a hero
14. (b) a tree in a forest
15. (a) the person telling the story
16. (e) the bear nearly kills the person telling the story
17. (c) the bear falls from the tree and appears to be dead
18. (c) first

WORD POWER!

19-31. aghast, quarantined, indomitable, prospect, sanctuary, keen, dismal, ford, outpost, knoll, comrade, marksman, occupant

LIFE PRINCIPLES

32. *hard work*
33. *Kindness*
34. *patriot; country*
35. *persevere*
36. *enemy*

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English Language Skills

TEST KEYS



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Chapter 1 Test Key

FROM THE VIGNETTES

1. (b)
2. (d)
3. (c)
4. (a)

WORD POWER!

5. (b)
6. (d)
7. (a)
8. (c)

ENGLISH LANGUAGE SKILLS

9. (f)
10. (d)
11. (a)
12. (c)
13. (b)
14. (e)
15. Interrogative
16. Compound
17. Personal
18. Demonstrative
19. Indefinite
20. Relative
21. Nominative
22. Possessive
23. Objective
24. (b)
    (c)
    (d)
    (a)
25. nominative
26. objective
27. possessive
28. Demonstrative
29. Indefinite
30. Personal
31. Interrogative
32. Compound
33. Relative

N P O

34. She, her, him

N O

35. They, them
36. his, congressman
37. her, Marguerite Piazza
38. his, father
39. their
40. his (or her)
41. her
42. She, him, me
43. They, her
44. Victor Frankl (or He) received inspiration from the (or those) words in the Hebrew prayer book. (2 corrected words)
45. Sutton and Boitano practiced, and she and he (or they) won many championships for themselves. (3 corrected words)
46. She and I are going to visit him in the hospital. (2 corrected words)
47. He gave a "get well" card to her and me. (2 corrected words)
48. commanding his soldiers
49. to back the war effort
50. to be a mountain climber
51. being constantly ready
52. that solved the problem, formula
53. who inspired Joni, man

LIFE PRINCIPLES

54. (b) Helping people at every opportunity is important because if you wait, you may miss an opportunity.
55. (a) Working hard and doing your best is what you should always expect of yourself.
56. (a) If you desire to become successful, you must discipline yourself to get up and work.
57. (c) You can be successful if you make perseverance, experience, caution and hope part of your daily life.
58. (b) Nothing is as important as keeping your honor—not even money, a job or a home.

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Chapter 2 Test Key

FROM THE VIGNETTES

1. (a) She was the first self-employed woman millionaire in the United States.
   (b) She developed hair care products for black women.
2. (a) He began his own franchise after being rebuffed by many businesses.
3. (b) He chopped his father's cherry tree.
   (c) He was a man of integrity.
4. (a) unity of language
5. (c) allows citizens to work together to form a strong nation
6. (b) She began the American Red Cross.
7. (b) Jacob deceived Isaac and stole Esau's birthright.
   (c) Esau forgave his brother.

WORD POWER!

8. executive
9. confirm
10. integrity
11. aversion
12. protectorate
13. mainland
14. sibling
15. pestilence
16. embrace
17. reconcile

ENGLISH LANGUAGE SKILLS

18. (g)
19. (i)
20. (b)
21. (k)
22. (o)
23. (a)
24. (h)
25. (m)
26. (q)
27. (d)
28. (j)
29. (l)
30. (p)
31. (n)
32. (e)
33. (f)
34. (c)
35. will
36. shall
37. may
38. can
39. presumed
40. assumed
41. emigrate
42. immigrated
43. hung
44. hanged
45. to
46. To
47. too
48. too
49. two
50. well
51. good
52. couldn't: could not
    hadn't: had not
    didn't: did not
    he's: he is
    They're: they are
    I'm: I am
53. He could think of no one who was a better artist than Michelangelo.
    OR
    He couldn't think of anyone who was a better artist than Michelangelo.
54. Harry Truman hardly ever disappointed his friends.
    OR
    Harry Truman never disappointed his friends.
55. "All the large rooms are filled," the manager told the couple.
56. The foreman felt encouraged as he talked to the third worker.

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57. 1st independent clause:
Nat King Cole's early career began as a piano player
2nd independent clause:
he soon began a singing career
coordinating conjunction: but
58. independent clause: Jose's father died suddenly
dependent clause: while Jose was a student at Columbia University.
subordinating conjunction: while
59. S
60. CP
61. CM
62. The crew aboard the *Tondelayo* narrowly escaped death.
63. To master the English language is important.
OR
Mastery of the English language is important.
OR
Mastering the English language is important.

LIFE PRINCIPLES

64. (a) In order to succeed, young people must seek opportunities to improve themselves.
65. (c) A person gets out of life what he puts into life—if a person wants a quality life, he must be committed to excellence in all he does, otherwise his life will be mediocre.
66. (a) If a person does not prepare, he will miss his chance when it comes, but if he is prepared, he will not miss his chance.
67. (b) Forgiveness sets our hearts free from the prison of hatred.

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Chapter 3 Test Key

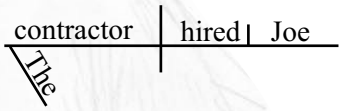
FROM THE VIGNETTES

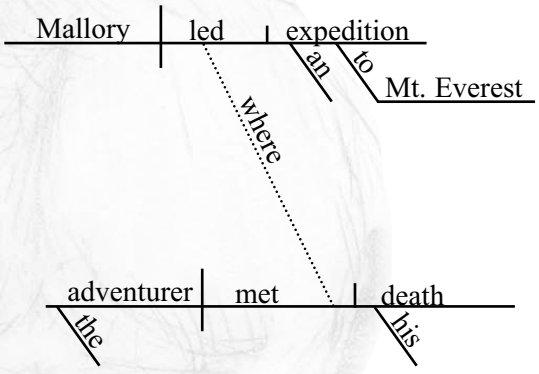
1. "Christmas in April"
2. Alexander Graham Bell
3. The lion, the mouse
4. George Mallory
5. Molly (Pitcher) Hayes

WORD POWER!

6. reconstruct
7. compel
8. malady
9. salute

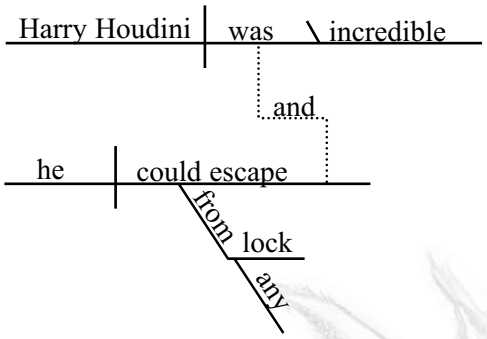
ENGLISH LANGUAGE SKILLS

10. simple
11. compound
12. complex
13. compound-complex
14. (any order) and, or, nor, but, yet
15. adventurer, led
16. Volunteers, painted, cleaned
    I
17. The doors closed behind Houdini,
    I
    he removed from his belt a hidden piece of metal
    I
18. She ran from soldier to soldier,
    I
    she could not find her husband
    D
19. As he stood in dejection on the dock,
    I
    he looked at his hands
    I
20. The loss was a bookkeeping nightmare,
    D
    because most of the checks had been unrecorded
    I
21. The entire audience saluted the brave men,
    D
    who died in the attempt
22. (any one)
    1. (insert comma) *Mom walked to the room, and she found the door closed and locked.*
    2. (insert semicolon) *Mom walked to the room; she found the door closed and locked.*
    3. (separate clauses into sentences) *Mom walked to the room. She found the door closed and locked.*
    4. (make into complex sentence) *When Mom walked to the room, she found the door closed and locked.*
23. main clause: *A mischievous mouse crept into a cave*
    subordinate clause: *where a lion was fast asleep*
    subordinating conjunction: *where*
24. CD
25. CX
26. S
27. CC
28. 

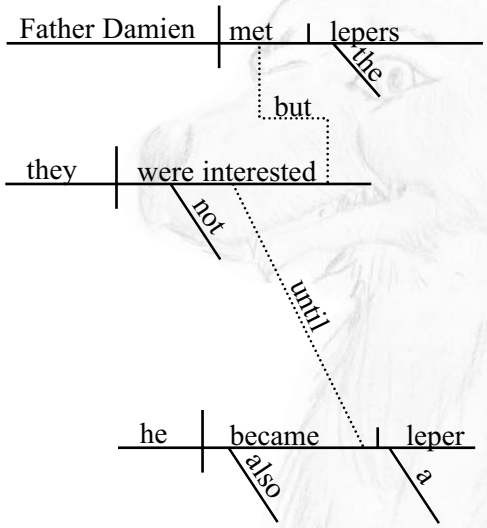
29. 

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30.



31.



LIFE PRINCIPLES

32. (b) To have character, a person must be honest.
33. (c) both a and b

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Chapter 4 Test Key

FROM THE VIGNETTES

1. (a) "Give me liberty or give me death!"
2. (a) July 4, 1776
3. (c) Fifty-six
4. (a) "Father of the American Revolution"

WORD POWER!

5. ___ (a) He received ***honor*** for . . . .
   _X_ (b) She received ***honor*** for . . . .
6. _X_ (a) The guards were ***vigilant*** . . . .
   ___ (b) The ***vigilant*** guards fell . . . .
7. _X_ (a) The ***Continental Congress*** . . . .
   ___ (b) The ***Continental Congress*** . . . .
8. ___ (a) The ***infidel*** demonstrated . . . .
   _X_ (b) The ***infidel*** was far from . . . .

ENGLISH LANGUAGE SKILLS

9. (d)
10. (i)
11. (e)
12. (h)
13. (c)
14. (g)
15. (b)
16. (f)
17. (j)
18. (a)
19. (l)
20. (k)
21. _6_ proof and edit
22. _7_ final draft
23. _3_ gather material
24. _1_ choose topic
25. _4_ outline
26. _2_ brainstorm
27. _5_ rough draft
28. Cause: Samuel Adams clearly communicated his ideas.
    Effect: He inspired many colonists.
29. Cause: The stranger remembered Laurence.
    Effect: The stranger helped the waitress.
30. _O_ The woman was thankful for the . . . .
    _F_ Rosalie told the truth to the judges.
31. (a) Speeding in a vehicle can be very dangerous and can gain a person a traffic ticket.
32. _X_ (a) One of the boy's mothers . . . .
    _X_ (b) Another boy stole the parcel . . . .
    ___ (c) I have fond memories of . . . .
    _X_ (d) The victim made friends . . . .
    ___ (e) Campers should always . . . .
33. (b) The price of freedom was not cheap, and we should guard our freedoms carefully in gratitude for what they cost.
34. (a) descriptive
35. (b) informative
36. (c) persuasive

37-55. **(See next page)**

LIFE PRINCIPLES

56. (a) A person who cares about his country will do his part to preserve the morals and get rid of immorality.
57. (a) Religion can give beauty of character and security to a family.
58. (b) If a person focuses on his duties, on being honorable, and supporting his country, he will form strong character and will be full of faith and hope.

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37-55.

→ **(3)** Character is measured. By honor, integrity, and devotion to duty. Character is

→ **(4)** personal identity: who we are, as well as what we are, and our moral status. Character is of much greater importance than the social status, a talented mind, or a gifted person.

→ **(1)** Character is accepted in all countries. The value of character is universally recognized. Posterity (the younger generation) honors and reveres (respects, admires)

→ **(1)** men who, under severe strain, have maintained their integrity, devotion whose to

→ **(1)** principle is their legacy and highest claim to fame. Posterity holds in lasting contempt those who have betrayed their country, have taken the bribe, or have resorted to unscrupulous (immoral) methods of party or personal advantage; in a word, men devoid

→ **(1)** of principle.

→ **(1)** Wealth, talent, and popularity are desirable, but they are of secondary

→ **(1)** importance—Character is the most important goal of every man. Elements of character

→ **(2)** are justice, temperance, courage, and prudence, whose union in the same person

→ **(1)** develops perfect character. wealth and power, beauty and health, popularity and fame can

→ **(2)** neither add to manhood nor detracted from it. They are separate of character. Character

→ **(1)** cannot be measured by physical, financial, or material gain.

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Chapter 5 Test Key

FROM THE VIGNETTES

1. (b) one of America's greatest evangelists
2. (c) the prime minister of England during World War II
3. (a) one of America's most beloved poets
4. (b) a "conductor" of the Underground Railroad

FROM THE POEMS AND SONGS

5. "The Village Blacksmith"; Henry Wadsworth Longfellow; (first stanza) *a,b,a,b,c,b*; (last stanza) *a,b,c,b,d,b*
6. "Paul Revere's Ride"; Henry Wadsworth Longfellow; (first stanza) *a,a,b,b,a*; (last stanza) *a,a,b,c,b,c*
7. "The Marine Hymn"; *a,b,c,b*
8. "The New Colossus"; Emma Lazarus; *a,b,a,b,a,b*; iambic pentameter
9. "America"; Samuel Smith; *a,a,b,c,c,c,b*; dactylic dimeter
10. "The Battle Hymn of the Republic"; Julia Ward Howe
11. "Swing Low, Sweet Chariot"; coming for to carry me home
12. a, d
13. a
14. a, b
15. a, b
16. e
17. b
18. d
19. c
20. a
21. b
22. d
23. a
24. c
25. e
26. c
27. b
28. d
29. a
30. / ⌣ / ⌣ / ⌣
    Little deeds of kindness,
    / ⌣ / ⌣ /
    Little words of love,
    / ⌣ / ⌣ / ⌣
    Make our world an Eden
    / ⌣ / ⌣ /
    Like the Heaven above.

FROM THE SHORT STORIES

31. "Harriet Tubman and the Underground Railroad"; the Civil War era; Harriet Tubman
32. "A Mysterious Woman and a Christmas Miracle"; the mountainous Tatra region of Europe; Meelis and Hilda Suld
33. "Andrew MacPhail: Scottish-American Patriot"; the Revolutionary War; Andrew MacPhail
34. _X_ setting: where and when the story takes place
    _X_ characters: the main person in the story
    ___ stanza: _____
    _X_ plot: the sequence of events
    _X_ climax: the point of highest interest
    ___ meter: _____
    ___ feet: _____
    ___ rhyme scheme: _____
    _X_ resolution: the point at which the conflict is resolved
    _X_ point of view: the position of the person telling the story (whether he is part of the story or telling story only as an observer)

WORD POWER!

35. c
36. a
37. b
38. d

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LIFE PRINCIPLES

39. (b) Preventing problems is more effective than having to cure problems.
40. (a) Moral principles help a family to be strong in the midst of difficulty and to stay together rather than fall apart.
41. (c) We are responsible for two things: getting rid of evil in our society and refusing to participate in evil practices.

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English Language Skills

FORMS



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ACADEMIC CONTRACT

Date:_________

This is an academic contract for the 20___-- 20___ school year for _____ who has enrolled in the Paradigm Alternative Center with the full understanding that academic progress is determined by the personal initiative and effort of the student, and that promotion to the next grade level will be determined by progress in the individual learning program. The following minimum academic objectives are established as noted:

SUBJECT	TEXT	PAGES /SECTIONS TO BE COMPLETED BY THE END OF THE YEAR	QUANTITY OF PAGES/SECTIONS TO BE COMPLETED DAILY
_____	_____	_____through_____=_____	_____
_____	_____	_____through_____=_____	_____
_____	_____	_____through_____=_____	_____
_____	_____	_____through_____=_____	_____
_____	_____	_____through_____–_____	_____
_____	_____	_____through_____=_____	_____

Signature of Student:_____

Signature of Staff:_____

Review progress each grading period and adjust daily pages (objectives) in pencil as necessary to earn credit.

1. Date_________ Staff Initial:_____
2. Date_________ Staff Initial:_____
3. Date_________ Staff Initial:_____
4. Date_________ Staff Initial:_____
5. Date_________ Staff Initial:_____
6. Date_________ Staff Initial:_____

NOTE: This form is filled out at the induction orientation involving the student and school counselor or administrator

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ACADEMIC CONTRACT

WHO? Supervisor

WHAT? An Academic Contract between staff and student establishes an agreement that the student will accomplish the daily pages set forth and that the staff will do everything necessary to assure the student is able to fulfill daily contracted pages.

WHERE? The blank Academic Contract is retained in the Staff Work Area where it is filed with Learning Center forms. A current original of the contract is retained in the student's permanent file and a copy is given to the student to display at his/her success station.

WHEN? The supervisor and student discuss the contract during registration and fill it out after academic prescriptions are made. At the end of each six weeks grading period, the student and staff re-evaluate the contract and adjust the minimum pages to accommodate the student's progress (or lack thereof).

WHY? The Academic Contract is one of the most important devices used to calculate the student's daily minimum pages of work necessary to complete prescribed courses for credit toward graduation. The total textbook pages needed to complete each course are divided by the number of days remaining in the year at time of student enrollment. This number (usually rounded up) will identify the student's daily number of target pages to finish the course by the end of the year (or target date).

HOW? Contract pages are determined by referring to the student transcript grades and a diagnostic procedure (as available) to assess realistic academic goals in the specific courses and textbooks which the student is "targeted" to complete during the current school year. Use a calculator and calendar to determine daily page quotes: divide the number of school days remaining into the number of prescribed pages in the textbook.

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HIGH SCHOOL TRANSCRIPT PLANNER
200__ -- 200__

Name:_____

Date:___/___/___

(24 Credits Required for Diploma)

(4 Credits of English) Credits	Date	School	Subject _____	Textbook and #
1. English 1 _____	_____	_____	PEIMS # _____	_____
2. English 2 _____	_____	_____	Credit to be earned _____	Publisher
3. English 3 _____	_____	_____	Prescription _____	_____
4. English 4 _____	_____	_____	_____	
(3 Credits of Math) Write Subject Name			Subject _____	Textbook and #
1. _____ _____	_____	_____	PEIMS # _____	_____
2. _____ _____	_____	_____	Credit to be earned _____	Publisher
3. _____ _____	_____	_____	Prescription _____	_____
			_____	
(3 Credits of Soc. Studies) Write the Subject			Subject _____	Textbook and #
1. _____ _____	_____	_____	PEIMS # _____	_____
2. _____ _____	_____	_____	Credit to be earned _____	Publisher
3. _____ _____	_____	_____	Prescription _____	_____
			_____	
(3 Credits of Science) Write the Subject			Subject _____	Textbook and #
1. _____ _____	_____	_____	PEIMS # _____	_____
2. _____ _____	_____	_____	Credit to be earned _____	Publisher
3. _____ _____	_____	_____	Prescription _____	_____
			_____	
(Required Subjects)			Subject _____	Textbook and #
1. Speech (.5 Credit) _____	_____	_____	PEIMS # _____	_____
2. Computer (1 Credit) _____	_____	_____	Credit to be earned _____	Publisher
3. Health (.5 Credit) _____	_____	_____	Prescription _____	_____
4. P.E. (1.5 Credits) _____	_____	_____	_____	

Elective Credit Earned

Subject	Date	School
1. _____	____	_____
2. _____	____	_____
3. _____	____	_____
4. _____	____	_____
5. _____	____	_____
6. _____	____	_____
7. _____	____	_____
8. _____	____	_____
9. _____	____	_____
10. _____	____	_____
11. _____	____	_____
12. _____	____	_____
13. _____	____	_____
14. _____	____	_____
15. _____	____	_____
16. _____	____	_____
17. _____	____	_____

(Elective Courses to be completed)

Subject	PEIMS #	Credit to be earned	Prescription
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____

Student's Signature _____ Administrator's Signature_____

[The school counselor, parent, and student use this form to plan the student's high school path leading toward a diploma.
Make current entries in pencil. The form is updated whenever courses are completed.]
PEIMS= Public Education Information Management System

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TRANSCRIPT PLANNER (HIGH SCHOOL)

WHO? Administrator

WHAT? The Transcript Planner is used to plan courses which are to be completed during current school term. Credits previously earned by the student are entered on this form.

WHERE? The Transcript Planner for high school is stored in the administrator's files with students forms. The completed form is filed in the student's permanent file.

WHEN? The Transcript Planner is filled out by the administrator after the student is enrolled. The Academic Contract is based on the Transcript Planner prescription. Anytime the academic prescription for a student changes, the Transcript Planner should be updated.

WHY? The Transcript Planner outlines the required credits for a diploma. Starting with the left column, required courses and credits earned should be entered from previous transcripts. The next column should list the school where previous credit was given. The Textbook column should list which textbook(s) the student will complete to earn credit. The final column should begin with the subject name, PEIMS number, and credit to be earned. The Prescription then lists the chapters, units, papers, etc. that are required to fulfill credit in the given subject. The Elective Credits Earned section should list any elective credits previously earned. Total credits earned to date are calculated by adding all credits earned in the student's high school studies. Add total credits earned, then project credits to be earned during the current year to plan total credits to be earned this year. When the prescription is complete, the student and administrator should review, understand, and sign, the form. A copy should be mailed to the parent and/or discussed at the first staff-parent home visit.

RESOURCES NEEDED: Academic Contract, Transcript, Report Card, List of electives and required courses for high school diploma, school textbooks, calendar, calculator, notepad.

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ACADEMIC OBJECTIVES CHART
WEEK _____

STUDENT NAME_____ DATE:______ to ______

	MATH	ENGLISH	SOC. STU.	SCIENCE			Total
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							

WEEKLY WISDOM QUOTES
for week _____

		Supervisor's signature	
		Written	Recited
Monday	"If it's to be, it's up to **me**." — M. Crowley		
Tuesday	"What we become in life is a matter of **choice**."		
Wednesday	"The rotten apple spoils his companion **Choose your friends carefully**."		
Thursday	"The price of greatness is **responsibility**."		
Friday	"If **better is possible**, good is not enough."		

[NOTE: This form is issued each Friday before dismissal. Students fill in actual page numbers to be completed on Monday (based on the *Academic Contract*). Academic goals (objectives) for Tuesday are entered as soon as goals for Monday are completed. This process is followed throughout the week.]

New wisdom quotes should be assigned weekly. Quotes are available in the Teacher's Resource Kit (Administrative Forms section).
Students say wisdom quote to teachers daily before dismissal.

DAILY ACADEMIC OBJECTIVE CHART

WHO? Supervisor

WHAT? The Daily Academic Objective Chart is a student's daily planner for a week of course work. The Weekly Wisdom Quotes are part of the school's Positive Lifestyle Management training program, and meets some memorization, punctuation, and sentence structure requirements for English.

WHERE? The Academic Objective Charts are prepared at the beginning of the year, then filed with Learning Center forms in the Staff Work Area. Each student keeps the Daily Academic Objective Chart in his/her success station. Once completed and turned in, the Daily Academic Objectives Chart is filed in the student's "Test Taken" file.

WHEN? The Daily Academic Objectives Chart is issued at the beginning of each week. The completed chart is turned in and placed in the student's "Test Taken" file. A chart is considered completed when all objectives, including corrections and Weekly Wisdom Quotes, have been signed-off by staff.

WHY? Daily minimum pages for each prescribed course are entered on the chart under each day and subject title according to the Academic Contract. Upon completion of each particular subject objective (specified pages), the student marks one diagonal line through the completed text page numbers and enters the next day's page numbers before proceeding to the next academic subject. By the end of each day, all academic objectives should be completed. Staff daily inspect the Objective Chart to monitor student progress. Do not take the student's word for completion of pages. Check the student's work. Ask to see Academic work; compare it with corresponding textbook pages.

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DAILY/WEEKLY WISDOM QUOTES

"**Excuses** are monuments to nothing. They build bridges to nowhere; those who use these tools are not wise." —TX Boot Camp	"Reflect upon your present **blessings**, of which every man has many; not upon your past **misfortunes**, of which all men have some."
"That which we **love**, we come to **resemble**."	"You can't get much done by starting **tomorrow**."
"**Excuses** are nails which build houses of **failure**."—TX Boot Camp	"Doing what is **right** is never wrong."
"Be a problem **solver**, not a problem maker."	"What you do not want done to **yourself**, do not do to **others**."
"The most important thing you can give someone is a **chance**."	Attitude + Ambition = **Achievement**
"Don't just do it. **Do it right**!"	"To **know** the road ahead, **ask** those coming back."—Chinese proverb
"It takes no more time to see the **good side of life** than it takes to see the bad."	"Be served by others as little as possible, and **serve others** as much as possible."
"Giving up always leads to failure. Success comes from persistence."	"If it's to be, it's up to **me**."
"What we become in life is a matter of **choice**."	"The price of greatness is **responsibility**."
"The rotten apple spoils his companion. **Choose your friends carefully**."	"Wasting **time** is the most extravagant and costly of all expenses."
"If better is possible, good is not enough."	"**Rise** every time you fall."
"Learn from defeat, and you haven't really lost."	"A poor man is not that one without a cent. A poor man is that one without a **dream**."
"Failure is an **opportunity** to begin again more **intelligently**."	"Of all human resources, the most **precious** is the desire to **improve**."
"It's what's **inside** you that will make you succeed."	"Man was **born to win**, but conditioned to lose."
"No one can make you feel inferior without your **consent**."	"The **company you keep** will determine the trouble you meet."
"Be quick to **listen**, slow to **speak**, and slow to get **angry**."	"If there is no **light** at the end of the tunnel, **change** the light bulb."
"We are what we repeatedly **do**."	"Take each day and work to make it **good**."
"The person who **controls his mouth** keeps himself from many problems."	"**Blame** is a waste of time. It does not solve the problem."
"Choice, not chance, determines **destiny**."	"It is better to be alone than in bad company."
"We make a **living** by what we get. We make a life by what we **give**."	"Don't worry about **tomorrow** because **tomorrow** has enough of its own problems."
"Don't put off 'til **tomorrow** what you can do **today**."	"I complained that I had no shoes until I met a man who had no feet."
"A clear conscience gives **peace** of mind and **strength**."	"When you pursue **goodness**, you find **life, prosperity** and **honor**."
"Real leaders are **ordinary** people with **extraordinary** determination."	"Learning to **obey now**, means you can **command** later on."
"To **have** a friend, you must **be** a friend." —R.W. Emerson	"Real love is not selfish or easily provoked."

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"You cannot **win** if you do not **begin**."	"**Think consequentially**."
"It's the **little things** in life that determine the big things."	"**Small opportunities** are often the beginnings of great enterprises."
"T.A.L.K—Try a Little **Kindness** with each person you know."	"A **positive attitude** overcomes the tallest obstacle."
"Your rewards in life are due more to your **behavior** than your birth."	"A minute of **anger** robs you of 60 seconds of happiness."
"**Encouragement** is oxygen to the soul."	"The hardest **victory** is victory over **self**."
"Earn your successes based on **service to others**, not at the expense of others."	"Society is like a **body**—some of us are hands, some of us are feet. We all **count**, and we all fit in somewhere."
"I can learn the hard way by experience or the easy way by **taking good advice**."	"The surest way to go **broke** is to sit around waiting for a break."
"An attitude of **gratitude** brings more blessings your way."	"Life is like an **echo**, what you send out comes back."
"**Act like where you are going** in life, not where you came from."	"People don't usually plan to **fail**, they just fail to **plan**."
"If criticism is necessary, **criticize the performance –not the performer**."	"To change a man's **mind** is better than rearranging his face."
"To realize **you don't have all the answers** is the first step toward becoming wise."	"Hold fast to your **dreams**. Remove only the barriers to those dreams."
"There is not substitute for **paying attention**."	"**Laziness** and **poverty** are cousins."
"When things go wrong, **don't go wrong** with them."	"Every job is a **self-portrait** of the person who did it."
"**A good reputation** is more valuable than money."	"The best way to break a **bad habit** is to drop it."
"The simplest way to demonstrate love is to **be kind**."	"The best way to get the **last word** is to say, 'You're right.'"
"Every person is the architect of his own **character**."	"**Our deeds determine us** as much as we determine our deeds."
"The **way of escape** is only effective when we are willing to take it."	"Being sincere isn't enough–**you can be sincerely wrong**!"
"A sincere act of **kindness or acceptance** can be a turning point in a person's life."	"If at first you don't succeed, **try following the instructions**!"
"I think I can. (Repeat 5 times) I thought I could! (Repeat 5 times)"	"**Life without limits** presently seems like fun, but later results in **grief** and **misery**."
"**Temper** gets us into trouble. **Pride** is what keeps us there."	"**Reputation** takes a long time to build, but only an unguarded moment to destroy."
"**Hating a person** is like letting that person live rent free in your head."	"It is better to **avoid the bait** than to struggle on the hook."
"As iron sharpens iron, so one person helps develop the **knowledge and skills** of another."	"Most people succeed because they are **determined**."
"People can alter their lives by **altering their attitudes**."	"It is wise to **direct your anger toward the problems**–not people."
"Don't make excuses. **Make improvements**."	"You don't know what you can do until you **try**."
"Focus your energies on **answers** not problems."	"If you expect **respect**, be the first to show it."

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"Would you live with **ease**? Do what you **ought**, and not what you please."—Benjamin Franklin	"Those who want to **get to the top** must first get off their bottoms!"
"One person with **courage** makes a majority."	"Before **honor** there is **humility**."
"Take what you have and use it, and your **talent** will be increased."	"Everything in life has its **advantages** and **disadvantages**."
"**Optimism** sees every hurdle as a challenge."	"Where there is a **will** there is **a way**."
"He who chooses the **beginning of a road**, also chooses its outcome."	"Instead of pointing an accusing finger, why not hold out a **helping hand**?"
"To avoid being **accused** of doing wrong, stop the **appearance** of wrong doing."	"People with **goals** succeed because they know where they're going."
"God gives all birds their **food**, but does not drop it into their **nests**."—Danish proverb	"No matter what your **past** has been, your **future** is spotless."
"You can't always **judge** a book by its cover."	"**Failure** is not the worst thing in the world. Not trying is worse."
"**Never**, never, never, never quit! —Winston Churchill	"Every time you speak, your **mind** is on parade."
"Things turn out best for people who **make the best** out of the way things turn out."	"A **wise person** foresees problems and steers clear of them."
"**My attitude** toward myself will determine my attitude toward others and life."	"Anything I have learned, practiced, or become I can change!"
"**Forgiveness** is a funny thing. It warms the heart and **cools the sting**."	"**You do affect others**—either for the good or for the bad—positively or negatively."
"The best bridge between hope and despair is often **a good night's sleep**."	"Keep your conscience uncluttered, for it is your **internal compass**."
"The most valuable gift you can give another is a **good example**."	"You already have every characteristic necessary for **success**."
"**Truth** does not cease to exist because we ignore it."	"If you roll up your sleeves and **work**, you won't lose your shirt."
"Early to bed, early to rise, makes a man **healthy**, **wealthy**, and **wise**."—Benjamin Franklin	"The more you **give of yourself**, the more you receive from others."
"**Success** doesn't come to you . . . You go get it."	"'Luck' is when **preparation** meets opportunity."
"The most important thing about **goals** is to have them."	"As a dog returns to its vomit, so a **fool** returns to his folly."
"There is power in **words**. What you say is what you get."	"Who is strong? Those who can **conquer their habits**."
"Give the world the **best** you have, and the best will come back to you."	"**Maturity** does not come with age–it comes with acceptance of **responsibility**."
"**Do what you can** where you are with what you have. You have a lot!"	"A **wise person** does not team up with companions intent on wrong doing."
"The thing to try when all else fails is to **try again**."	"We cannot direct the wind . . . but we can **adjust the sails**."
"Today's **preparation** determines tomorrow's **achievements**."	"An old broom knows the dirty corners best." —Irish proverb
"What counts is not the number of hours you put in, but **how much you put in the hours**."	"**Work hard** and become a **leader**, be lazy and never succeed."

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"Success is a **commitment**, not a wish."	"**Education is fuel** for your future."
"You are **valuable**. Don't let anyone make you believe differently."	"Life is more than winning or losing; it's **choosing to do what's right**."
"You **earn respect** by how you live, not by what you demand."	"**Learn** from the past, **live** in the present, and **plan** for the future."
"Life is more than winning or losing; it's **choosing to do what's right**."	"You may not have chosen your **circumstances**, but you can **choose to overcome** them."
"**Doing what is right** isn't always easy, but it's always right."	"Of all the things you wear, your **expression** is the most important."
"You are who you **choose** to be."	"All things are **difficult** before they are easy."
"**Become** the kind of person you want to live with the rest of your life."	"What is **popular** is not always **right**; what is right is not always popular."
"**Winners** make the grade. **Whiners** make excuses."	"**Never settle for less** than your best!"
"The choices we make **today** determine the life we'll lead **tomorrow**. **Every move counts**."	"**Respect** is contagious. Give it. Got it."
"Never let yesterday's **disappointments** overshadow today's **goals** and tomorrow's **dreams**."	"A good **attitude**, strong **motivation** and firm **discipline** are the keys to graduation."
"We can choose to **throw** stones, to **stumble** on them, to **climb** over them, or to **build** with them."—W.A. Ward	"People may doubt what you **say**, but they will always believe what you **do**."
"I must **walk straight** and **stay focused** in order to be a defender of my generation."	"It is better to **look ahead and prepare**, than to look back and regret."
"**Practice makes perfect**, so be careful what you practice."	"**Kindness** is the ability to love people more than they deserve."
"**Stand up for what is right**, even if you're standing alone."	"The three D's to succeed: **Desire, Discipline, Dedication**."
"**Be responsible**. Actions have consequences."	"Conquer conflict with **cooperation**."
"To change your world, you must first **change yourself**."	"Success takes **purpose**, **planning**, **practice** and **patience**."
"Think **big**. Think **positive**. Think **originally**."	"For success, **attitude** is as important as ability."
"Real love seeks one thing only: the **good** of the one loved."	**"Hope** is not the belief that something good **might** happen–it is the belief that it **will** happen."
"**Live with care**; life has no spare."	A sour attitude = a weak character.
"**Character** is who you are in the dark or when no one is watching."	"It is wise to put your **brain** in gear before opening your **mouth**."
"There are dreamers; there are planners. **Planners** make their dreams come true."	"**Prayer should be the key** of the morning and the lock of the night."
"Forget what is behind; push **toward the goal** ahead."	"The secret to **happiness** is not so much in doing what one likes, but in **liking** what one does."

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STUDENT SUCCESS CHART

Name _____ YEAR _____

Place a ☆ in the block in which the worktext or computer test is passed.

1st SEMESTER	1st REPORT PERIOD						2ND REPORT PERIOD						3RD REPORT PERIOD					
SCHOOL WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MATH																		
ENGLISH																		
LITERATURE																		
SOCIAL STUDIES																		
SCIENCE																		
PE																		

2ND SEMESTER	4TH REPORT PERIOD						5TH REPORT PERIOD						6TH REPORT PERIOD					
SCHOOL WEEK	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
MATH																		
ENGLISH																		
LITERATURE																		
SOCIAL STUDIES																		
SCIENCE																		
PE																		

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STUDENT SUCCESS CHART

WHO? Supervisor

WHAT? The Student Success Chart is a visual display of academic achievement.

WHERE? The Student Success Chart is stored in the staff work area with the Learning Center forms. The student's name should be written on the chart, then the chart is displayed in the student's Success Station.

WHEN? The Student Success Chart is issued to each student at enrollment. The student may take the chart home when he/she withdraws or at the end of the school year.

WHY? The Student Success Chart is a visual reminder to the student and staff of the student's academic progress. Each time a student earns a chapter or unit grade a star is issued to the student along with a Praise Slip. The star is posted on the Success Chart in the subject area and the week in which it was earned.

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PRAISE SLIP

_____ has completed the following tests and has earned praise from the staff and parents/guardians.

SUBJECT	CHAPTER	SCORE	COMMENTS
MATH	_____	_____	_____
ENGLISH	_____	_____	_____
SOC. STUDIES	_____	_____	_____
SCIENCE	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Date ___/___/___ Week ____ Signature _____

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PRAISE SLIP

_____ has completed the following tests and has earned praise from the staff and parents/guardians.

SUBJECT	CHAPTER	SCORE	COMMENTS
MATH	_____	_____	_____
ENGLISH	_____	_____	_____
SOC. STUDIES	_____	_____	_____
SCIENCE	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Date ___/___/___ Week ____ Signature _____

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PRAISE SLIP

WHO? The staff issues the Praise Slip to students who successfully complete section quizzes and chapter tests.

HOW? The teacher announces the student's name and subject, but avoids calling out grades or quiz/chapter identifications.

WHERE? Blank Praise Slips are retained in a file at the teacher's desk. Praise Slips are issued to students during morning announcements. Students take slips to their parents.

WHEN? Praise Slips are issued the next day after quizzes/tests are completed and graded.

WHY? Praise Slips are public praise for responsible action. Students need quick public acknowledgment of academic achievement, and parents want and deserve frequent positive communication from school staff.

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