English Language Skills

This chapter requires a companion activity book in which students respond to questions on text content. Answers are found in the *Teacher's Resource Kit*.



Chapter 2

LS: 76133 Revision: 021408

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

PROFESSIONAL CREDITS

English Language Skills

Chapter 2

Publisher and Managing Editor
Ronald Johnson, Ph.D.

Lead Writer and Content Editor
Sarah D. Johnson

Production Manager
H. Michael Young

Consulting Editors
Cheryl Carithers
Elizabeth L. Gibson
Valerie Thedford

Supporting Writers

Gordon Emerson	Sarah D. Johnson	Jackie Robinett
Elizabeth L. Gibson	Jeanette Machoian	Nina Saint

Page Composition
Kathy L. Dial
Sarah Johnson
H. Michael Young

Graphic Artists
Pam Hurst
Lydia R. Seals
Don Ward
H. Michael Young

Quality Assurance
Elizabeth L. Gibson Nancy S. Johnson Nina Saint

Vignettes
Vignettes used by permission from Honor Books are indicated by the initials *HB*.
All others are public domain, used by permission, or are the creation of PAC personnel.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

CHAPTER 2
TABLE OF CONTENTS

PAGE



SECTION 1

1. VERBS 3-5
   - ***Verb Tense Consistency*** *4-5*
     - **Present Tense** 4
     - **Past Tense** 4
     - **Future Tense** 5



2. VERBS 7-8
   - ***The Voices of Verbs*** *8*
   - **Active Voice** 8
     - **Passive Voice** 8



3. VERBS 9-10
   - ***Transitive and Intransitive Verbs*** *10*



4. VERBS 11-13
   - ***Confusing Twins*** *12-13*
   - **"Shall" and "Will"** 12
     - *Expressing the Future* *12*
     - *Expressing Emphasis* *12*
   - **"May" and "Can"** 13



5. VERBS 15-17
   - ***More Confusing Twins*** *16-17*
     - **"Assume" and "Presume"** 16
     - **"Emigrate" and "Immigrate"** 16
     - **"Hanged" and "Hung"** 17



SECTION 2

6. PARTS OF SPEECH 19-21
   - ***Contractions*** *20-21*



7. PARTS OF SPEECH 23-25
   - ***Adverbs and Tricky "2s"*** *24-25*
     - **To — Two — Too** 24-25
     - *To* *24*
     - *Two* *24*
     - *Too* *25*



8. PARTS OF SPEECH 27-29
   - ***Adverbs and Prepositions*** *28-29*

PAGE



9. PARTS OF SPEECH 31-33
   - ***Negatives*** *32-33*
     - **Double Negatives** 33



10. PARTS OF SPEECH 35-37
    - ***The Difference Between Adjectives and Adverbs*** *36-37*
      - **"Good" and "Well"** 36
      - *Pitfalls to Avoid* *37*

SECTION 3



11. ANTONYMS 39-40
    - ***Antonyms*** *40*



12. SYNONYMS 41-42
    - ***Synonyms*** *42*



13. SENTENCE BUILDING 43-44
    - ***Simple and Compound Sentences*** *44*
      - **Simple Sentences** 44
      - **Compound Sentences** 44



14. SENTENCE BUILDING 45-47
    - ***Complex Sentences*** *46*
      - **Correcting Incomplete Sentences** *46*



15. SENTENCE BUILDING 49-51
    - ***Writing Better Sentences*** *51*



©Copyright 2005, Paradigm Accelerated Curriculum

DUPLICATION BY WRITTEN PERMISSION ONLY.

"The power of words is immense. A well-chosen word has often sufficed to stop a flying army, to change defeat into victory, and to save an empire."

—Emile de Girardin



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



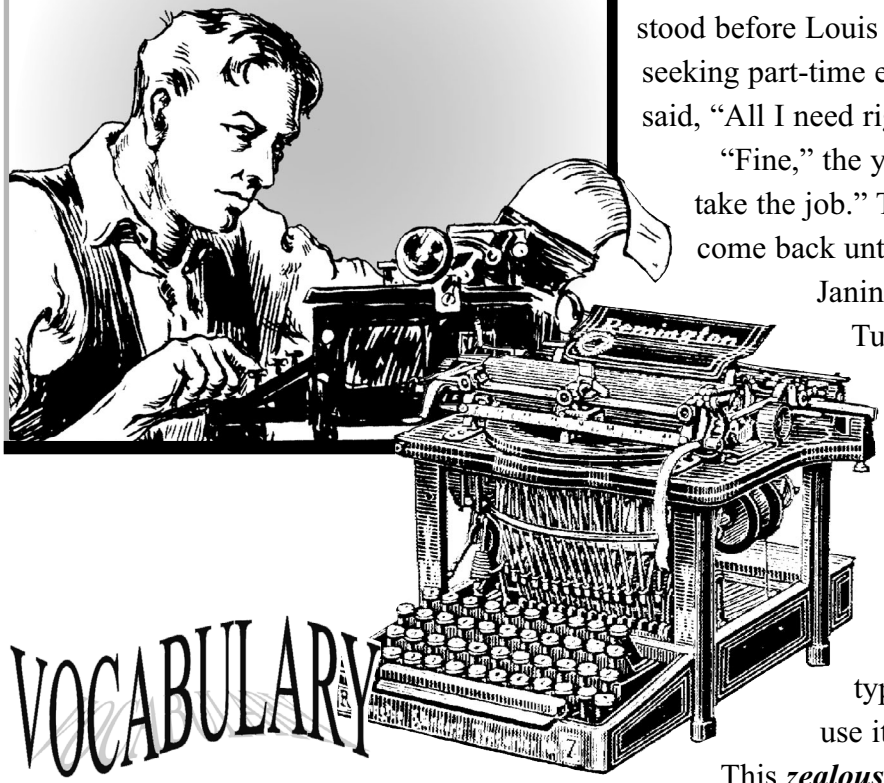
Lesson 1

Chapter 2

Section 1

Lessons 1-5

THE GET-IT-DONE ATTITUDE



One Friday morning, an ***eager*** young student at Stanford University stood before Louis Janin. The student was seeking part-time employment from Janin, who said, "All I need right now is a ***stenographer***."

"Fine," the young man said eagerly, "I'll take the job." Then he added, "But I can't come back until Tuesday."

Janin agreed and the next Tuesday, the young man reported for work as scheduled. Janin asked his new employee, "Why could you not come back before Tuesday?"

The young man replied, "Because I had to rent a typewriter and learn how to use it."

This ***zealous*** new ***typist*** was ***Herbert Hoover***, whose get-it-done attitude eventually led him through the doors of the White House.

No skill you learn will ever be lost to you, or prove to be of little use. If nothing more, the learning of new information and new skills builds ***confidence*** and exercises the mind. One of the secrets of great leaders is continuing education. Never quit learning! That is what gives you an edge over the competition. ■

(HB)

VOCABULARY

Eager: enthusiastic, energetic, optimistic
Stenographer: secretary, typist
Zealous: filled with eagerness, energy and purpose
Typist: a person who operates a typewriter
Herbert Hoover: the 31st United States President (1929-1933)
Confidence: trust in abilities

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



VERB TENSE CONSISTENCY

Consistency means doing things the same way. Consistency is important when using verb tenses. Stay in the same tense. If you are writing in the present tense, stay in the present tense. Do not shift to the past tense or to the future tense unless necessary for clarity. If you are writing in the past tense, stay in the past tense. Do not shift to the present tense or to the future tense. Read the examples below.

Present Tense

Example #1:

CORRECT: Learning new information builds confidence and exercises the mind.

- Both of the verbs *builds* and *exercises* are present tense.

INCORRECT: Learning new information builds confidence and will exercise the mind.

- The verbs are not consistent. *Builds* is present tense, and *will exercise* is future tense.

Example #2:

CORRECT: You can learn from Mr. Hoover's example and can emulate his eager attitude.

- Both of the verbs *can learn* and *can emulate* are present tense.

INCORRECT: You can learn from Mr. Hoover's example and could emulate his eager attitude.

- The auxiliary verbs are inconsistent. *Can* is present tense, and *could* is past tense.

Past Tense

Example #1:

CORRECT: Janin agreed, and the next Tuesday, the young man reported for work as scheduled.

- Both of the verbs *agreed* and *reported* are past tense.

INCORRECT: Janin agreed, and the next Tuesday, the young man reports for work as scheduled.

- The verbs *agreed* and *reports* are not consistent. *Agreed* is past tense, and *reports* is present tense.

Example #2:

CORRECT: His name was Mr. Hoover, and he was an example of diligence.

- The verbs *was* is used consistently throughout the sentence.

INCORRECT: His name was Mr. Hoover, and he is an example of diligence.

- The verbs are inconsistent. *Was* is past tense and *is* is present tense.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

FUTURE TENSE

Example #1:

CORRECT: A great leader will continue his education and will never quit learning.

- The verbs *will continue* and *will quit* are both future tense.

INCORRECT: A great leader will continue his education and never quits learning.

- The verbs *will continue* and *quits* are not consistent. *Will continue* is future tense, and *quits* is present tense.

Example #2:

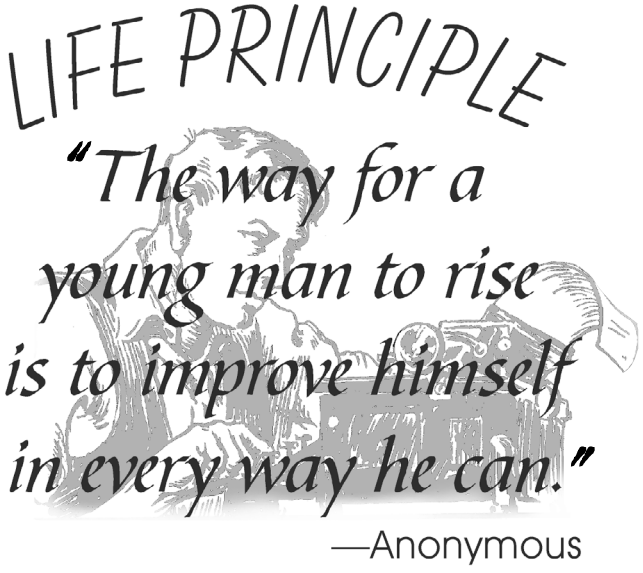
CORRECT: No skill you learn will be lost to you or will become useless.

- The verbs *will be* and *will become* are both future tense.

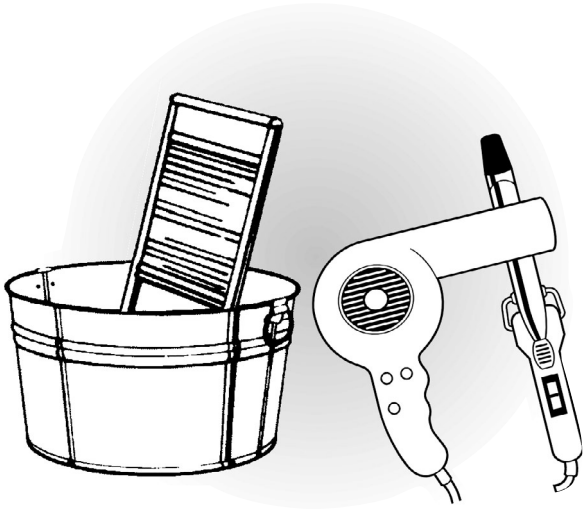
INCORRECT: No skill you learn will be lost to you or becomes useless.

- The verbs are inconsistent. *Will be* is future tense, and *becomes* is present tense.

You are learning to use verbs consistently. Practice your new knowledge in the Activities!



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



Lesson 2

Chapter 2

Section 1

Lessons 1-5

THE INDOMITABLE MADAME WALKER



In 1867, Sarah Breedlove was born to ***sharecroppers*** in Delta, Louisiana. Sarah was orphaned at the age of seven and was married at the age of fourteen. She and her husband moved to the city of St. Louis where Sarah's husband hoped to make a better life for his wife and their new daughter, A'Lelia. Six years after A'Lelia's birth, Sarah's husband died. The only ***income*** Sarah had was her job as a ***washerwoman***, and most of that income was used to send A'Lelia through school. Sarah and A'Lelia later moved to Denver, Colorado where Sarah began making and selling hair care products door to door.



During the time in Denver, Sarah met and married C. J. Walker. Sarah changed her name to ***Madame*** C. J. Walker and opened a beauty school, which still operates today. Sarah is credited with the development of the modern hot comb. She revolutionized hair care for black women and was the first self-made woman millionaire in the United States. Often, Madame Walker helped poor black families build homes and become financially responsible.

Sarah Walker died in 1919 as a very wealthy and well-known person. Her mansion in Denver, Colorado was turned into a museum, and her daughter, A'Lelia, became an ***executive*** in Madame C. J.'s business. ■

VOCABULARY

Sharecropper: a person who shares the responsibilities and rewards of a farm
Income: money earned from working
Washerwoman: a woman who washes clothes for income
Madame: a distinguished married woman
Executive: a person with administrative responsibilities in a business

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



THE VOICES OF VERBS

Not only do verbs have tense, but verbs also have voice. The two voices of verbs are active and passive.

ACTIVE VOICE

If the subject is performing the action, the verb is in the active voice.

Example #1: Sarah Breedlove moved to St. Louis.
- The subject is *Sarah Breedlove.*
- The verb is *moved*.
- The subject *Sarah Breedlove* moved herself. This kind of verb is active voice.

Example #2: Sarah worked diligently.
- The subject is *Sarah.*
- The verb is *worked*.
- The subject *Sarah* did the work herself. This kind of verb is active voice.

PASSIVE VOICE

In passive voice, the subject does not act, but is acted upon. The passive voice is expressed in a verb phrase that has a state-of-being verb and an action verb such as *was told, is being, were voted, am supervised*.

Example #1: Sarah was told that she could not succeed.
- The subject is *Sarah.*
- The verb phrases is *was told*.
- The subject *Sarah* performed no action. Sarah received the action from someone else. Someone else told Sarah she could not succeed. She did not tell herself that.

Example #2: Her beauty school is operated by A'Lelia.
- The subject is *school.*
- The verb phrases is *was operated*.
- The subject *school* performed no action. The school received the action from someone else. Someone operated the school. The school did not operate itself.

Good writing tips: The active voice creates a lively sentence that the reader enjoys. Passive voice should be used sparingly because it is not as interesting.

Continue to the Activities.

Life Principle

"The woman is the fiber of the nation . . . . A nation is only as good as its women."



—Muhammad Ali

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



Lesson 3

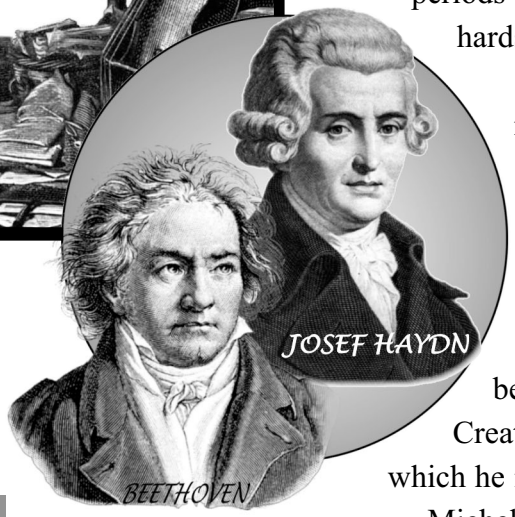
Chapter 2

Section 1

Lessons 1-5

THE PATIENCE OF A GENIUS





We often think of great artists and musicians as having "bursts" of genius. More often, artists and musicians are models of ***painstaking*** patience. Great works of art and music tend to have been accomplished over long periods and often through extreme hardships.

Beethoven is said to have rewritten each bar of his music at least a dozen times.

Josef Haydn produced more than 800 musical ***compositions*** before writing "The Creation," the ***oratorio*** for which he is most famous.

Michelangelo's *Last Judgment* is considered one of the twelve master paintings of the ages. He worked on it eight years. He produced more than 2,000 sketches and ***renderings*** in the process.

Leonardo da Vinci painted on *The Last Supper* for ten years, often working so diligently that he forgot to eat.

When he was quite elderly, the pianist Ignace Padrewski was asked by an admirer, "Is the rumor true that you still practice every day?" He replied, "Yes, at least six hours a day." The admirer said in awe, "You must have a world of patience." Padrewski said, "I have no more patience than the next fellow. I just use mine." ■ (HB)

VOCABULARY

Painstaking: carefully, with much detail
Beethoven: a famous German composer who lived from 1770-1827
Composition: a work of music, literature or art
Oratorio: a musical composition that combines drama and instruments
Renderings: reproductions, versions
Leonardo da Vinci: a famous Italian artist who lived from 1452-1519

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



TRANSITIVE AND INTRANSITIVE VERBS

In this lesson, you will review transitive and intransitive verbs. *Transitive* means to transfer. Transitive verbs transfer action from the subjects to the direct objects. Transitive verbs require direct objects to complete the meaning of the sentences. Intransitive verbs do not transfer action from the subjects to direct objects.

Example #1: Beethoven rewrote each bar of his music.

- *Rewrote* is the verb. The action was transferred from the subject *Beethoven* to the direct object *bar*.
- The verb is transitive because a direct object received the action.

Example #2: Josef Haydn gave the audience a fine performance.

- *Gave* is the verb.
- *Performance* is the direct object.
- The action was transferred from the subject *Josef Haydn* to the direct object *performance*.

Example #3: Leonardo da Vinci painted diligently on *The Last Supper*.

- The verb is *painted*.
- No direct object is in the sentence.
- The verb is intransitive because no direct object received the action from the subject.
- *Diligently* is an adverb and *on The Last Supper* is a prepositional phrase.

Example #4: We often think of great artists as geniuses.

- The verb is *think*.
- No direct object is in the sentence.
- The verb is intransitive because no direct object received the action from the subject.
- *Of great artists* and *as geniuses* are prepositional phrases.

Wow! You are learning so much! Keep working diligently!



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



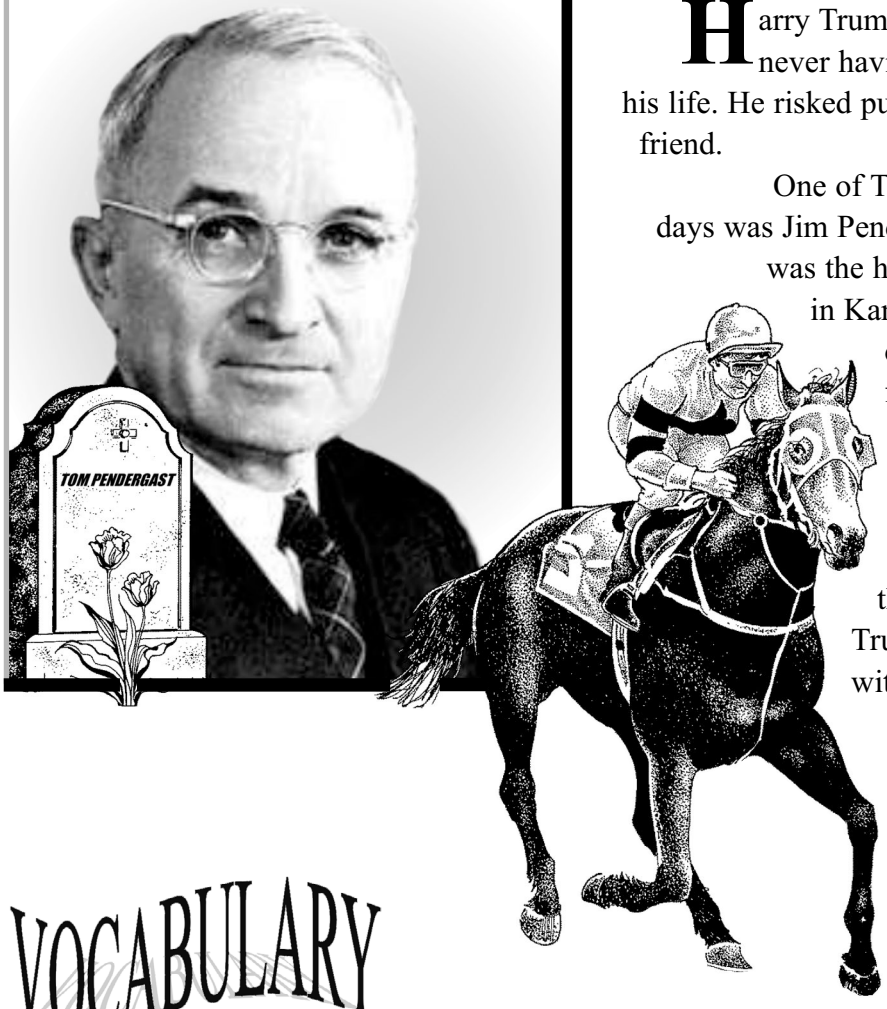
Lesson 4

Chapter 2

Section 1

Lessons 1-5

HARRY TRUMAN'S INTEGRITY



Harry Truman had a reputation for never having been ***sly*** or disloyal in his life. He risked public ***ridicule*** to stand by a friend.

One of Truman's friends from army days was Jim Pendergast, whose Uncle Tom was the head of the Democratic Party in Kansas City. Pendergast and his dad urged Truman to "run for office"—being elected as a judge in rural Jackson county. A year later, Truman did so, and with Pendergast's support, won the election. As judge, Truman did not always agree with Pendergast's practices.

Unfortunately, Pendergast's ***penchant*** for horse racing caused him to be investigated for income tax ***evasion***. He confessed, was fined, and was sentenced to serve fifteen months in a federal penitentiary. When Pendergast died during Truman's vice-presidency, Truman did not hesitate "for even five seconds" to fly to Kansas City for the funeral. "He was always my friend," Truman said of Pendergast, "and I have always been his."

True friendship is not based on what a friend does for you, but what he means to you. ■ (HB)

VOCABULARY

Sly: crafty, sneaky, deceptive
Ridicule: to mock, to make fun
Penchant: a strong inclination, a slight addiction
Evasion: ignoring or cheating
Decipher: decode, distinguish

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



CONFUSING TWINS

Often in the English language, words are mistaken to mean something they do not mean. In this lesson, you will learn how to ***decipher*** between confusing words.

"SHALL" AND "WILL"

Shall and *will* are used to express the future and to express emphasis. When expressing the future, *shall* and *will* are used one way. When expressing emphasis, the uses of *shall* and *will* are reversed.

Expressing the Future

■**Rule #1:** 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*.

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

Example #1: I shall travel to Kansas tomorrow.

- The first person pronoun *I* is used with *shall*. The speaker is expressing an action to occur in the future.

Example #2: He will travel to Kansas tomorrow.

- The third person pronoun *he* is used with *will*. The speaker is expressing an action to occur in the future.

Expressing Emphasis

■**Rule #2:** 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*.

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

Example #1: I will finish this task no matter how difficult it is.

- This sentence expresses determination. The first person pronoun *I* is used with *will*.

Example #2: You shall tell the truth.

- This sentence expresses a command. The second person pronoun *you* is used with *shall*.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

"MAY" AND "CAN"

May expresses permission or possibility. *Can* expresses ability.

Example #1: You may vote when you are eighteen.
- *May* expresses the possibility or permission to vote at the age of eighteen.

Example #2: You can read that newspaper.
- *Can* expresses the ability to read a newspaper.

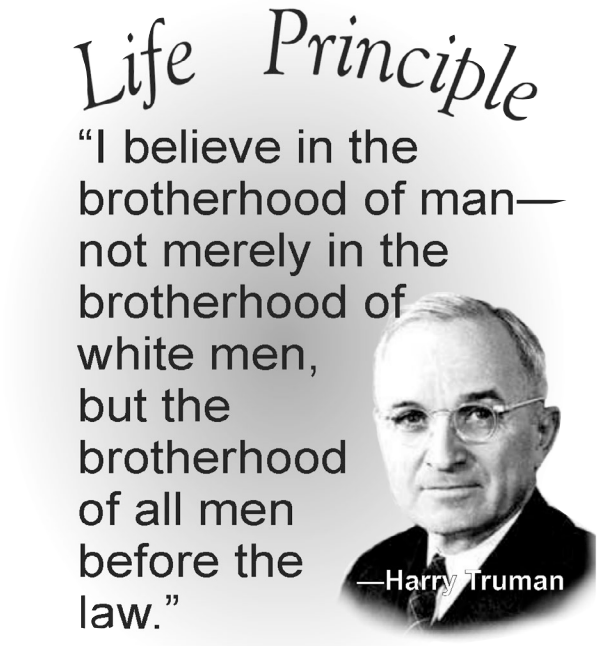
May and *can* are often misused when asking questions.

Example:

CORRECT: May Milcah walk with me to the voting booth?
- Permission is being asked for Milcah to accompany you to the voting booth.

INCORRECT: Can Milcah walk with me to the voting booth?
- Milcah can walk. She has that physical ability. Therefore, you should not ask if she is able to walk, but rather if she has permission to accompany you to the booth. You should use *may* rather than *can*.

You have studied a lot of material in this lesson. Continue to the Activities.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



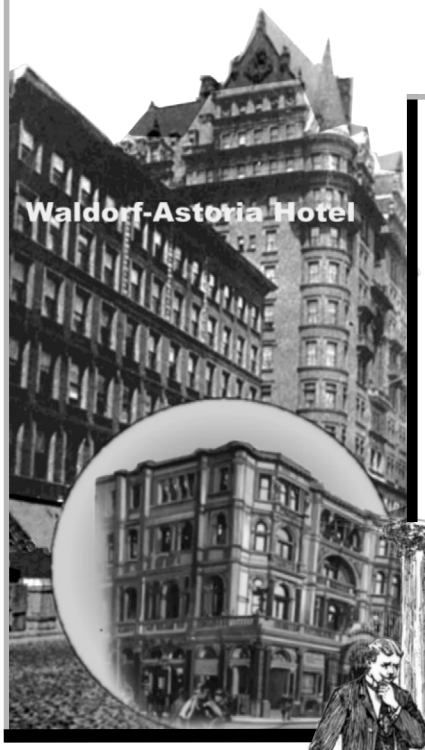
Lesson 5

Chapter 2

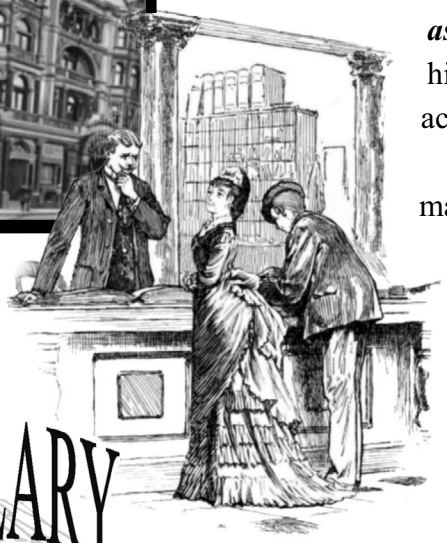
THE FINEST HOTEL IN THE WORLD

Section 1

Lessons 1-5



In 1891, a middle-aged man and his wife entered the ***lobby*** of a Philadelphia hotel. "Can you give us a room here?" the husband asked. The clerk replied that with three conventions in town, no ***accommodations*** were available. "All of our rooms are taken," said the manager who was standing next to the clerk. "But," the manager said, "I cannot send a nice couple like you out into the rain at one o'clock in the morning. Would you be willing to sleep in my room?" After a moment of hesitation, the couple ***assented*** graciously. The manager moved his family out of its personal suites to accommodate the guests.



The next morning as he paid his bill, the man said to the manager, "You are the kind of manager who should operate the best hotel in the United States. Maybe someday I'll build one for you." The manager laughed and nearly forgot the ***incident***. However, about two years later, in 1893, the manager received a letter containing a round-trip ticket to New York and a request that he be the guest of the couple he had ***befriended***.

Once in New York, the man led the manager to the corner of Fifth Avenue and Thirty-fourth Street, where the gentleman pointed to an incredible new building and declared, "That is the hotel I have just built for you to manage." The manager, George C. Boldt, accepted the offer of William Waldorf Astor to become the manager of the original Waldorf-Astoria, considered the finest hotel in the world in its time. ■

VOCABULARY

Lobby: an entrance hall, a waiting room
Accommodations: a room, a place to stay
Assent: to agree, to accept, to approve
Incident: an event, an occurrence
Befriend: to make a friend

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



MORE CONFUSING TWINS

In this lesson you will continue studying words that look and sound alike. Soon your confidence will soar as you are able to use these words correctly.

"ASSUME" AND "PRESUME"

Assume means to take responsibility. *Presume* means to think or believe that something is true.

Example #1: The clerk assumed the manager's position.
- The clerk took the responsibility of being the manager.

Example #2: Our president has assumed the leadership of our nation.
- Our president took the responsibility for the leadership of our nation.

Example #3: He presumed that the couple needed a room.
- He thought that the couple needed a room.

Example #4: The gentleman presumed that the young man would be a good manager.
- The gentleman believed that the young man would be a good manager.

"EMIGRATE" AND "IMMIGRATE"

To *emigrate* means to leave your country or region to settle in another place. To *immigrate* means to enter and settle in a foreign country or region.

Example #1: The couple may emigrate from the United States.
- The couple may leave the United States and move to another country.

Example #2: The emigrants from France fled persecution and poverty.
- The people left France because of persecution and poverty.

Example #3: Many families who immigrate to the United States settle in New York City.
- Many foreign families who enter the United States settle in New York City.

Example #4: Some immigrants stayed at the Waldorf-Astoria Hotel.
- Some foreign people who moved to the United States stayed at the Waldorf-Astoria Hotel.

Remember: *Emigrate* means to exit a country; *immigrate* means to enter a country.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

"HANGED" AND "HUNG"

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.

Example #1: The murderer was hanged for his crime.
- *Hanged* is used because a human died by hanging.

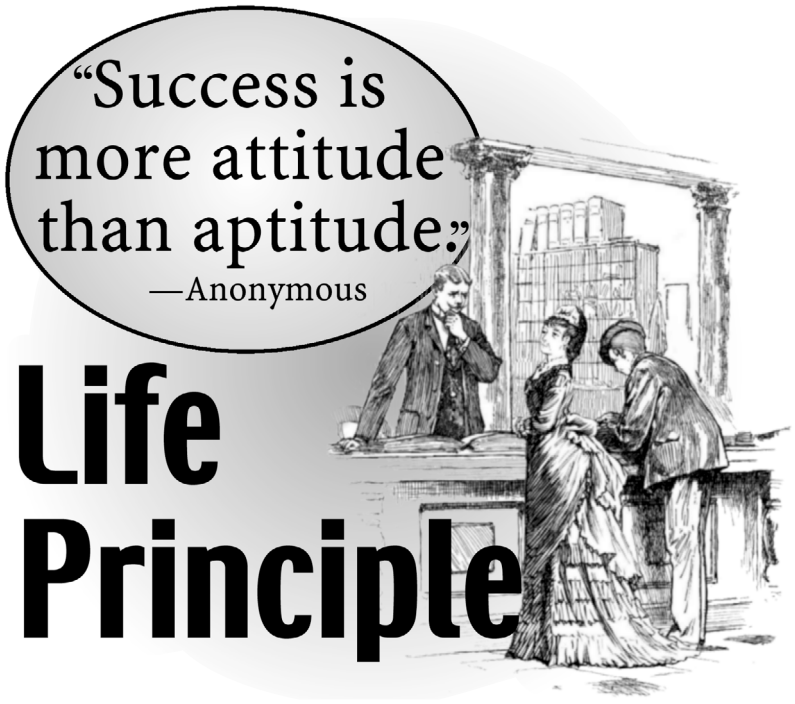
Example #2: The horse hanged himself with his lead rope when he fell over the cliff.
- *Hanged* is used because the animal died by hanging.

Example #3: The teen hung by the rope as it swung over the roaring river.
- *Hung* is used because the teen was suspended in air while clutching an object.

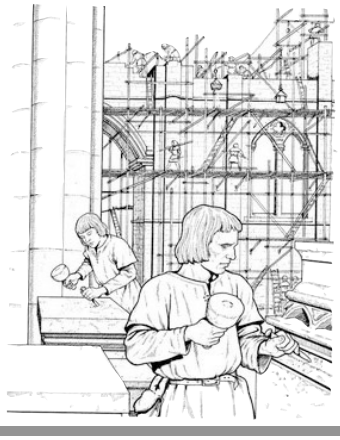
Example #4: The cat hung on tightly to the branch waving wildly in the wind.
- *Hung* is used because the cat was clutching an object.

Example #5: The lamp hung from the ceiling and lit the dining room.
- *Hung* is used because the lamp was suspended in space.

Congratulations! You have completed another difficult lesson of deciphering tricky twin words. Do your best on the Activities.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



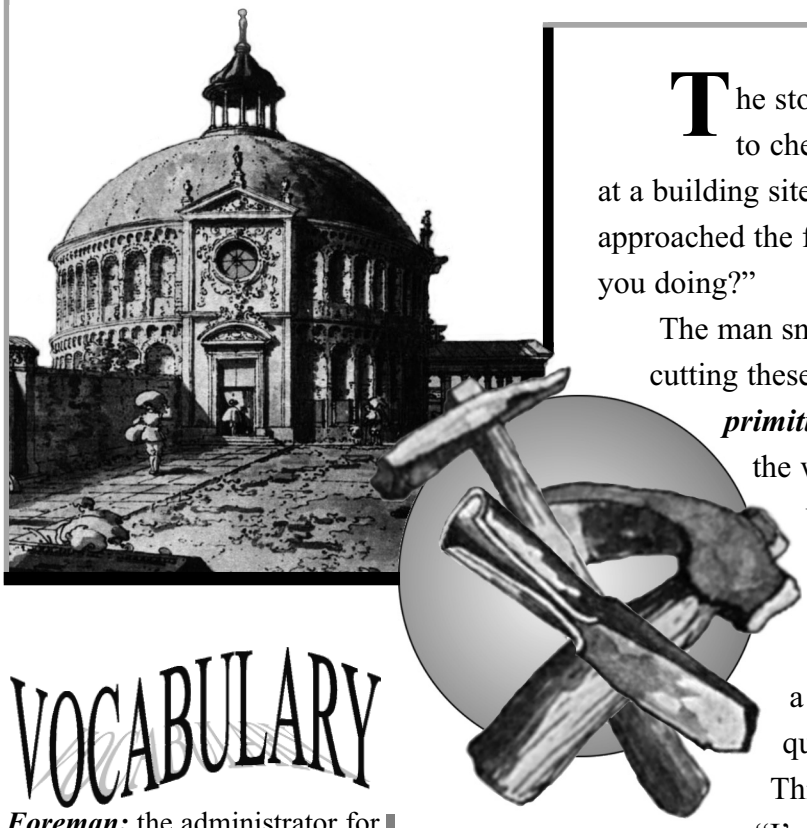
Lesson 6

Chapter 2

Section 2

Lessons 6-10

WHAT IS THE MEANING OF THIS?



The story is told of a ***foreman*** who went to check on the labor of several workers at a building site in ***medieval*** France. The foreman approached the first worker and asked, "What are you doing?"

The man snapped back, "Are you blind? I'm cutting these impossible boulders with ***primitive*** tools and putting them together the way I've been told. I'm sweating under this blazing sun doing this back-breaking work and it's boring me to death."

The foreman quickly retreated to a second worker, asking the same question, "What are you doing?" This worker replied matter-of-factly, "I'm shaping these boulders into usable forms, which are then assembled according to the ***architect's*** plans. The work is hard and sometimes becomes ***repetitive***, but I earn five ***francs*** a week and that supports my wife and children. I have a job—could be worse, could be better."

Feeling somewhat encouraged, the foreman approached a third worker, asking, "What are you doing?" The worker lifted his eyes to the sky and said, "Why, can't you see? I'm building a cathedral for God!"

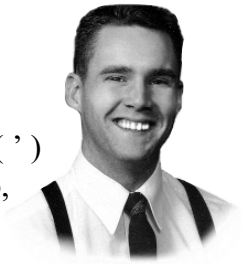
The meaning you give to your work or study today will directly impact the satisfaction you feel at the day's end! ■

(HB)

VOCABULARY

Foreman: the administrator for an area of work
Medieval: the middle ages (referring to the time period between 500 A.D. to 1500 A.D.)
Primitive: simple, basic, belonging to an earlier stage of development
Architect: a person who designs and builds structures mathematically
Repetitive: the same over and over
Franc: the name of money in France

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



CONTRACTIONS

A *contraction* is the shortened version of one or more words. An apostrophe (’) replaces the missing letter(s). Remember that the word *not* is a negative adverb. So, the contraction *n’t*, which is short for *not,* is also an adverb. When a contraction is formed with a verb and *n’t*, only the verb is part of the verb phrase.

Contractions formed with *not*

aren’t (are not)	haven’t (have not)
can’t (cannot)	isn’t (is not)
couldn’t (could not)	shouldn’t (should not)
didn’t (did not)	wasn’t (was not)
doesn’t (does not)	weren’t (were not)
hasn’t (has not)	wouldn’t (would not)

Example #1: Why, *can’t* you see?
- The contraction *can’t* is formed from the two words *can* and *not*. The apostrophe replaces the missing letters *n* and *o* in the word *not*.

Example #2: The foreman *couldn’t* find many contented workers.
- The contraction *couldn’t* is formed from the two words *could* and *not*. The apostrophe in *couldn’t* replaces the *o* in the word *not*.

Example #3: Most of the laborers *weren’t* working willingly.
- The verb phrase is *were working*. The *n’t* is not part of the verb phrase.

Example #4: Those tools *aren’t* sharpened.
- The verb phrase is *are sharpened*. The *n’t* is not part of the verb phrase.

Other contractions are formed by shortening some helping and linking verbs, such as *am, is, are, would, had* and *have.*

Contractions formed by shortening verbs

he’d (he had/would)	she’s (she is)
he’s (he is)	they’d (they had/would)
I’d (I had/would)	they’re (they are)
I’m (I am)	they’ve (they have)
it’s (it is)	you’d (you had/would)
I’ve (I have)	you’re (you are)
she’d (she had/would)	you’ve (you have)

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Example #1: *I'm* cutting these boulders and putting them together the way *I've* been told.

- The first contraction is *I'm*. It is formed from the two words *I* and *am*. The apostrophe replaces the *a* in the verb *am*.
- The verb phrase is *am cutting.*
- The second contraction is *I've*. It is formed from the two words *I* and *have*. The apostrophe replaces the letters *h-a* in the verb *have*.
- The verb phrase is *have been told*.

Example #2: *It's* boring me to death.

- The contraction *it's* is formed from the two words *it* and *is*. The apostrophe replaces the letter *i* in the verb *is*.
- The verb phrase is *is boring*.

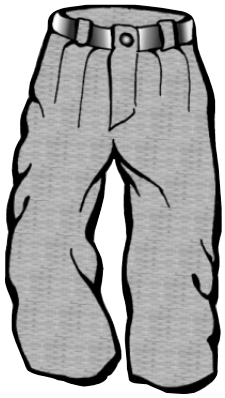
Keep studying diligently. Turn to the Activities and complete the exercises.

Life Principle

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



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



Lesson 7

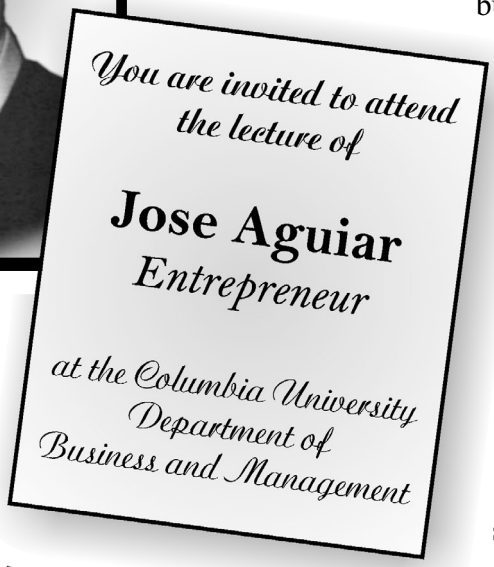
Chapter 2

JOSE'S SUCCESS STORY

Section 2

Lessons 6-10





Jose's father died suddenly while Jose was a student on ***scholarship*** at Columbia University. In order to help the family business, Jose took a leave of absence from Columbia. Through long hours of work, Jose Aguiar, Jr. saved his father's dry cleaning business, but before Jose knew it, three years had slipped by. He had lost his college scholarship. When his former classmates invited Jose to their graduation parties, the young man was too depressed to attend.

Like other dry cleaners, Aguiar faced increasing ***environmental*** regulations and competition from "drop-store" chains served by central cleaning plants. When Jose approached ***franchise*** promoters, he was ***rebuffed***. They were not interested in inner cities. Aguiar thought, "Thousands of people in the Bronx carry their cleaning into Manhattan on their way to work. An enormous opportunity is being overlooked." He became excited about starting his own franchise. In 1992, he ***launched*** Kleener King, a chain that had 22 stores by 1996, all managed by residents of inner-city neighborhoods.

Later, Aguiar contacted Columbia University about going back part-time to earn a degree. Instead, he was asked to teach university business students! ■ (HB)

VOCABULARY

Scholarship: money given to help college students
Environmental: protection of natural surroundings from destruction or pollution
Franchise: a private business allowed to use a manufacturer's name to sell products or services
Rebuffed: ignored, rejected
Launched: began, started

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



ADVERBS AND TRICKY "2s"

To understand the definition and the function of an adverb, you will need to remember the meaning of the word "modify." *Modify* means to describe or clarify. Adverbs modify verbs, adjectives and other adverbs and make sentences easier to understand. Adverbs tell *why, how, when, where* and *to what extent*.

Example #1: Jose's father died suddenly.
- The word *suddenly* is an adverb modifying the verb *died*.
- The adverb *suddenly* tells *how* the father died.

Example #2: He was too depressed to attend the party.
- The word *too* describes the verb *depressed*.
- The adverb *too* tells *to what extent* Jose was depressed.

Example #3: He is a very good and courageous man.
- The word *very* describes the adjective *good*.
- The adverb *very* tells *how* good.

To – Two – Too

These three little words sound the same, but their meanings are quite different. Look at each of these words and how they are used. Once you have uncovered their disguises, they will never confuse you again!

To

■**Rule #1:** *To* is used as a preposition introducing a prepositional phrase.

Example #1: Mom drove to the dry cleaners.
- The word *to* is a preposition that introduces the prepositional phrase *to the dry cleaners.*

Example #2: Jose walked to the university.
- The word *to* is a preposition that introduces the prepositional phrase *to the university*.

■**Rule #2:** *To* introduces an infinitive (*to* + verb).

Example #1: Jose left school to help his family.
- *To help* is the infinitive (*to* + help).

Example #2: He was invited to teach the business class.
- *To teach* is the infinitive (*to* + teach).

Two

■**Rule:** *Two* is a number and may be an adjective.

Remember: An adjective tells *what kind, which one, what color* and *how many*.

Example #1: He sold me two suits for the price of one.
- *Two* is an adjective because it tells *how many* suits.

Example #2: That suit cost two hundred dollars.
- *Two* is an adjective because it tells *how many* hundred dollars.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Too

■**Rule #1:** *Too* is an adverb meaning *very* or *in excess*.

Example #1: He was too depressed to attend.
- The word *too* modifies the adjective *depressed*.
- The adverb tells *to what extent* he was depressed.

Example #2: Too many people were in the dry cleaning store.
- The word *too* modifies the adjective *many*.
- The adverb tells *to what extent* the people were in the store.

■**Rule #2:** *Too* may mean *also*.

Example #1: Jose wanted to attend college, too.

Example #2: She too wanted to attend that class.

Hooray! You have learned some valuable information about adverbs. You can never learn *too* much! Next, complete the Activities.

Life Principle

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

–Vince Lombardi

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



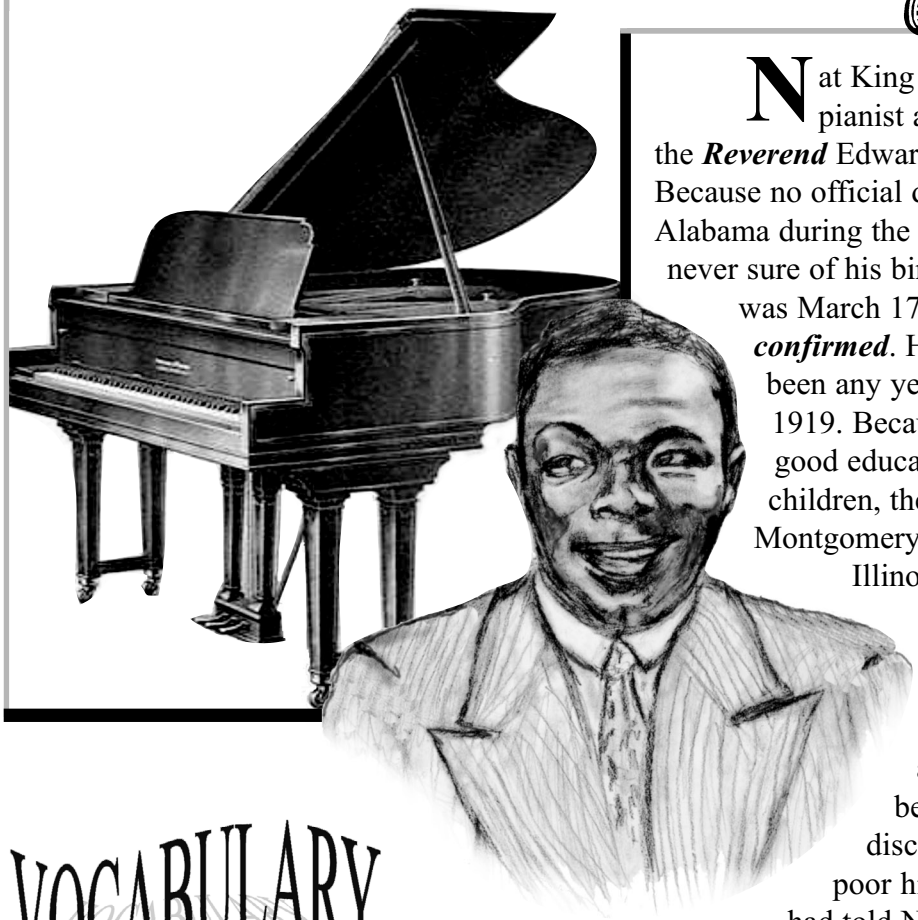
Lesson 8

Chapter 2

THE STORY OF NAT KING COLE

Section 2

Lessons 6-10



Nat King Cole, the famous jazz pianist and singer, was the son of the ***Reverend*** Edward J. and Perlina Cole. Because no official documents were kept in Alabama during the early 1900s, Nat was never sure of his birth year. He knew the date was March 17, but the year was never ***confirmed***. His birth year could have been any year between 1912 and 1919. Because his mother desired a good education for her thirteen children, the family moved from Montgomery, Alabama to Chicago, Illinois.

Nat learned to play the piano at a very early age and gave his first public performance before the age of five. His music became a business when he discovered how desperately poor his family was. His mother had told Nat of the family's financial ***plight***. He responded, "One day my name will be up in lights, and we won't be poor any more."

His early career began as a piano player, but he soon began singing and sold over 50 million records! In 1946, Nat became the first black American to own a radio program. In 1956, Nat started his own television show. Mr. Cole was also an accomplished actor and starred in "St. Louis Blues" and in "The Nat King Cole Story."

Nat married Maria Ellington in 1948. They had three children: Natalie and twins, Timolin and Casey. The Coles also adopted two children: Carol and Nat Kelly.

VOCABULARY

Reverend: preacher, pastor
Confirmed: made sure of, ensured
Plight: difficulty, trouble, helplessness
Segregationist: a person who believes that black and white people should not be friends
Prominent: well known, influential

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Nat King Cole is known for more than his musical talents. He is also known for the work he did to make life better for other black people. Cole refused to perform at places where black people were denied entrance. At times, he himself suffered the effects of discrimination. Often he could not stay in the same places where he and his band performed. Once, ***segregationists*** tried to kidnap Cole. Some occupants of an all-white neighborhood became offensive when Mr. Cole purchased a home. Nevertheless, Cole rose to stardom and fulfilled his dream, building good relations with both white and black people. Because of his courage to build bridges and pursue his goals, Mr. Cole often had opportunities to befriend and influence ***prominent*** people such as President John F. Kennedy.

Unfortunately, in 1965, Nat King Cole died of lung cancer between the ages of 46 and 53. His early death was caused by his habit of smoking three packs of cigarettes a day. His music ushered into America a new era of entertainment and has remained popular. His song *Unforgettable* was one of his most famous. Mr. Cole truly is unforgettable in the minds of many people who were challenged by his example to pursue dreams and to push beyond insurmountable obstacles. ■

ADVERBS AND PREPOSITIONS



In this lesson, you will learn that often the same words are used as adverbs and as prepositions. Distinguishing between the two is simple. Adverbs tell *how, why, when, where* and *to what extent*. Prepositions begin prepositional phrases.

Common Prepositions

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

■**Rule #1:** If the word begins a prepositional phrase, the word is a preposition.

■**Rule #2:** If the word stands alone, it is an adverb.

Prepositions That May Also Be Adverbs

around	down	up	out	over

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Below are some comparisons of the same words used as prepositions and as adverbs.

Preposition	**Adverb**
He sold *over* 50 million records.	He died before his career was *over*.
He walked *down* the sidewalk.	He laid *down*.

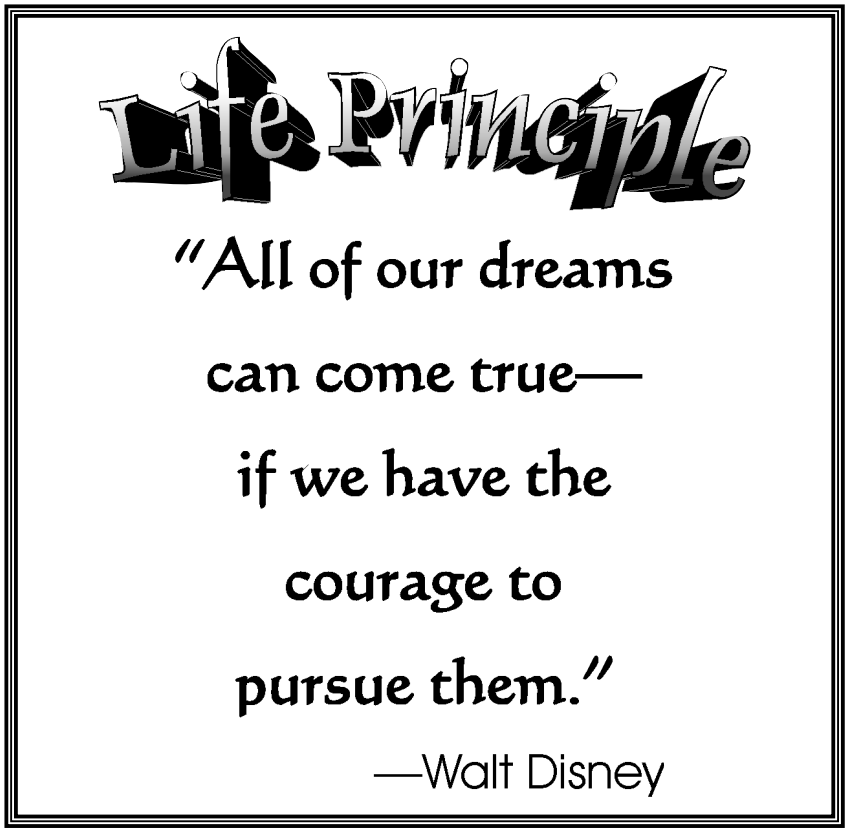
Example #1: Nat King Cole pushed beyond his obstacles.
- The word *beyond* introduces the prepositional phrase *beyond his obstacles*.

Example #2: Nat walked up the steps.
- The word *up* begins the prepositional phrase *up the steps*.

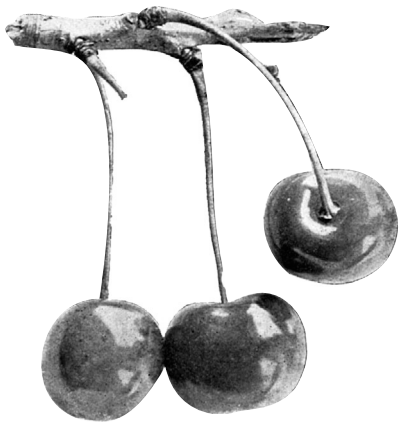
Example #3: The vine on the side of the house grew up and out.
- *Up* and *out* are used as adverbs because they stand alone and tell *where* the vine grew. *Up* and *out* are not prepositions in this sentence because they do not introduce prepositional phrases.

Example #4: Nat glanced down.
- *Down* is an adverb that tells *where* Nat glanced. *Down* is not a preposition in this sentence because it does not introduce a prepositional phrase.

Put your new knowledge to work now. Continue to the Activities.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



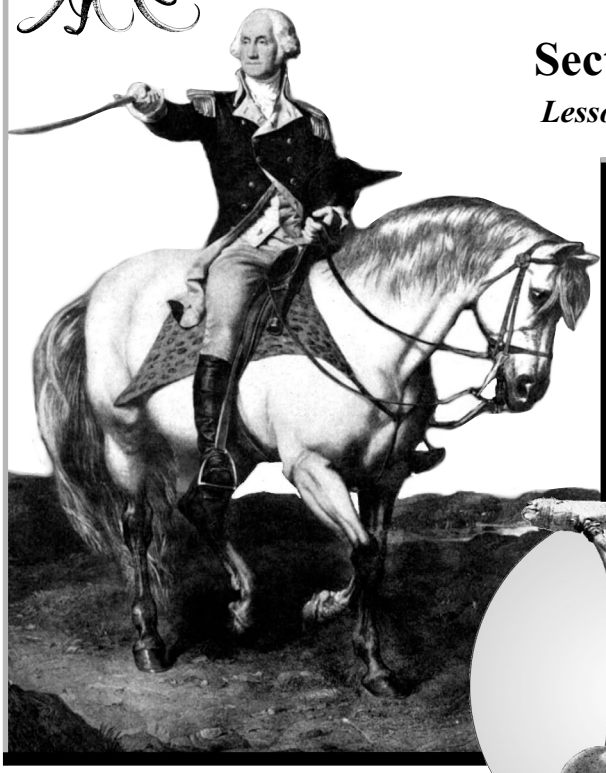
Lesson 9

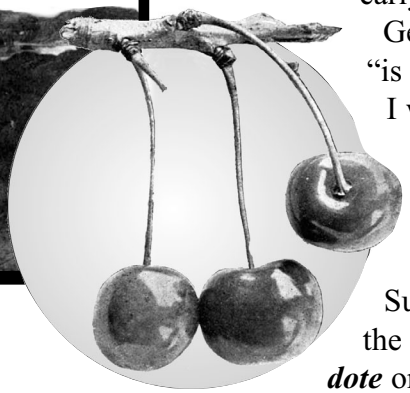
Chapter 2

THE BOY WHO BECAME PRESIDENT

Section 2

Lessons 6-10





George Washington's outstanding characteristic was his ***integrity***. This quality ***endeared*** him to his countrymen. Integrity was instilled in George Washington at an early age. A story has been told that George Washington's father was very proud of his son and took great ***pains*** to inspire him with an early love of truth. "Truth, George," said Mr. Washington, "is the loveliest quality of youth. I would ride fifty miles, my son, to see the little boy whose heart is so honest and lips so pure that we can depend on his every word. Such a child appears lovely in the eyes of everyone. His parents ***dote*** on him, and his ***relations*** brag about him. They constantly praise him and desire that their children imitate him. They often send for him to visit and receive him with the same joy as they would an angel. They know that he will set good examples for their children.

But, oh! How different, George, is the case of the boy who is given to lying so that no one can believe a word he says! He is looked at with ***aversion*** wherever he goes. Parents dread to see him among their children. Oh, George! My son! Rather than see you come to this pass, gladly would I assist you to the grave. Hard, indeed, would it be for me to give up my son. But still, I would give him up rather than see him a common liar."

"Pa," said George, very seriously, "do I tell lies?"

"No, George, I thank God that you do not. I rejoice in the hope that you never will. But, George, whenever you do something wrong, do not tell a falsehood or conceal your error.

VOCABULARY

Integrity: moral goodness, honesty, wholesomeness, decency
Endear: to make clear to, to make pleasing and likeable
Pains: time, energy, effort
Dote: love, adore, pamper
Relations: relatives outside the immediate family
Aversion: strong dislike, disgust
Unwittingly: without intent to do harm, without thought of consequences
Guinea: British coin used by American colonists
Hamper: harm, hinder

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Bravely come to me and tell me, and instead of spanking you, George, I will but honor and love you for it!"

When George was about six years old, he was given a hatchet. Like any boy, he perhaps was too fond of chopping everything that he saw. One day, while in the garden, he ***unwittingly*** tried his hatchet on a beautiful, young English cherry tree. So terribly did George scar the tree that it was doomed to die.

The tree was a great favorite of Mr. Washington's, and he was quite upset when he discovered its condition the next morning. He declared that he would not have taken five ***guineas*** for it.

Presently, George, with hatchet in hand, appeared. His father asked the boy if he knew what had happened to the tree. Little George wavered for a moment and cried out, "I cannot tell a lie, Pa; you know I cannot. I did it with my hatchet."

"Run to my arms, you dearest boy," cried the father. "Though you killed the tree, you have paid me a thousand fold by your honest words. I forgive you, my boy. Such an act of heroism in my son is worth more than a thousand trees, though blossomed with silver and their fruits of purest gold." ■

(American folk tale)

NEGATIVES



When writers and speakers insert negatives into sentences, the meanings of the sentences are reversed. To create a negative, use words such as the following, or use a contraction containing the word *not* such as *didn't* or *wasn't*.

Common Negatives

barely	no	not
hardly	nobody	nothing
neither	none	nowhere
never	no one	scarcely

Notice how the meanings of the sentences changed after the writer inserted negatives.

Example #1:
(Positive Sentence): His relatives considered him to be an honest boy.
(Negative Sentence): His relatives *never* considered him to be an honest boy.

Example #2:
(Positive Sentence): He was lazy.
(Negative Sentence): He was *not* lazy.

Example #3:
(Positive Sentence): His father was angry.
(Negative Sentence): His father wasn't angry.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Double Negatives

Double negatives occur when two negatives are used in the same sentence. If your native language is Spanish, then you may accidentally use double negatives when you speak English. In Spanish, double negatives are correct; however, in English, double negatives are incorrect.

Detecting and avoiding double negatives is easy if you know what double negatives are. Have you ever heard someone say, "I ain't got no money?" That person was using a double negative! Using double negatives will ***hamper*** your career and employability. Avoid double negatives!

■**Rule:** More than one negative should not be used in the same sentence.

Example #1:
Double Negative: I didn't tell no lie.

- The word *didn't* is negative because of the contraction *n't*. The word *no* is also negative.
- Correct the sentence by removing one of the negatives: *I did not tell a lie* or *I told no lie.*

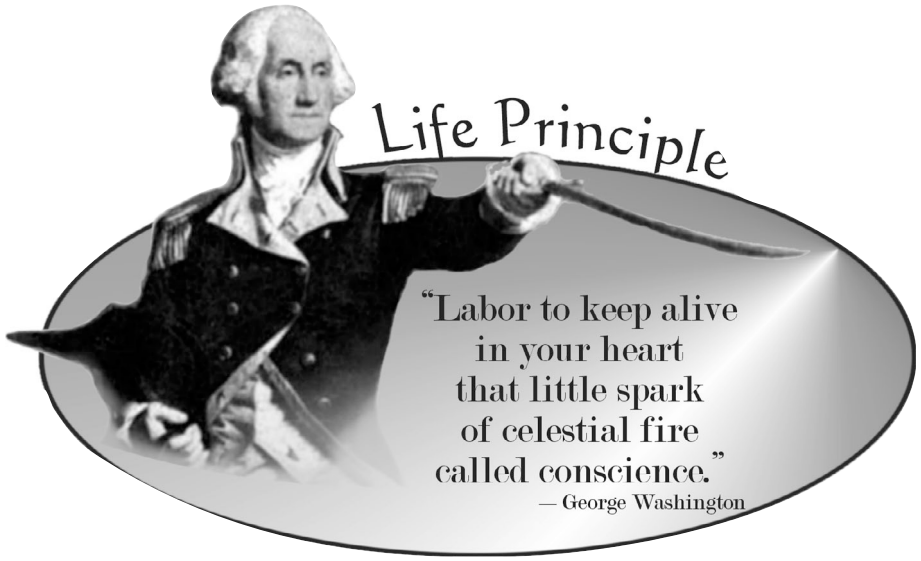
Example #2:
Double Negative: He told the boy not never to lie.

- The words *not* and *never* are both negative.
- Correct the sentence by removing one of the negatives: *He told the boy never to lie* or *He told the boy not to lie.*

Example #3:
Double Negative: I couldn't hardly hear him.

- The word *couldn't* is negative because of the contraction *n't*. The word *hardly* is also negative.
- Correct the sentence by removing one of the negatives: *I could hardly hear him* or *I could not hear him.*

Turn to the Activities and complete the exercises on the correct uses of negatives.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



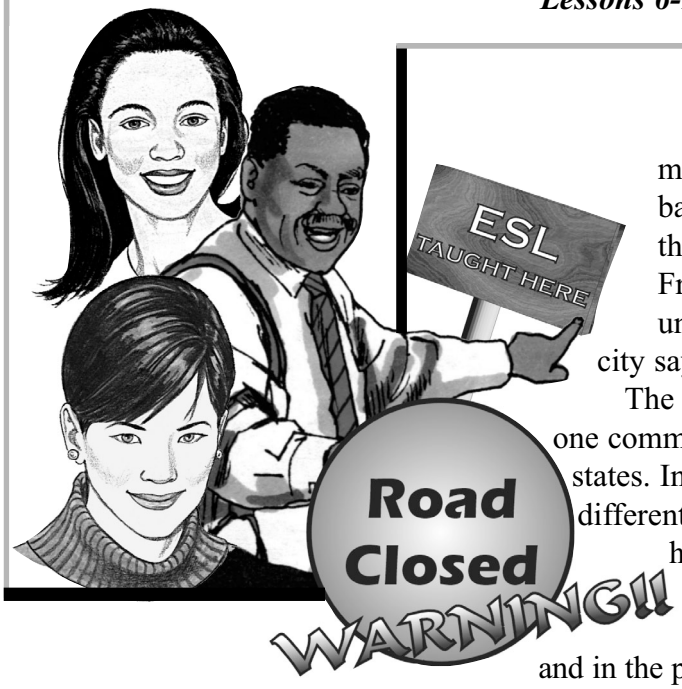
Lesson 10

Chapter 2

THE STRENGTH OF ONE LANGUAGE

Section 2

Lessons 6-10



National strength includes a common language. Potential conflict ***lurks*** in miscommunications. Language can be a great barrier between people. For example, if one-third of a city speaks and understands only French, that one-third will never fully understand what the other two-thirds of the city say and do.

The United State Congress realized the value of one common language for U.S. ***protectorates*** and states. In the Philippine Islands where over forty different languages are spoken, every Filipino child has been taught English. The same policy has been ***implemented*** in Puerto Rico, Alaska and Hawaii. In the ***mainland*** United States and in the protectorates, residents who cannot speak English are at a disadvantage or perhaps even in danger. Danger may occur when individuals are unable to distinguish whether another person is being truthful or means to do harm. Possible danger also exists when individuals cannot read road signs or labels on containers or communicate properly with authorities. Inability to speak and read English in the United States is a major hindrance to employment as well.

People from numerous nationalities have immigrated to the United States. People of Greek, ***Slavic***, Jewish, Asian, Latino, African and European ***origins*** have become Americans. One of the first things most immigrants learn is the English language. Every person who has been fortunate enough to learn English for his second language holds an advantage over immigrants who do not speak, write or read English.

Learning the English language does not mean that Italians, Mexicans, Indians, Koreans or any other foreigners should forget their ***native*** languages. On the contrary, the ability

VOCABULARY

Lurk: hide, sneak, ready to harm
Protectorate: a nation protected by the United States
Implement: to put into action
Mainland: the states of America on the main continent; not including Hawaii, Alaska or the protectorates
Slavic: the central and eastern regions in Europe
Origin: beginning, place of birth
Native: first, original

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

to speak, read and write in more than one language is an advantage. Ideally, young people who speak English as a first language should master at least one language in addition to English. High schools and colleges provide foreign language courses for students eager to expand their language skills.

The wonderful natural resources of the United States alone cannot make a strong nation. A nation's identity is found in a common language, strong families and moral principles. The United States is strengthened by residents who read, speak and understand English. ■ (Anonymous)

THE DIFFERENCE BETWEEN ADJECTIVES AND ADVERBS



Welcome to Lesson Ten. Today you will learn how to distinguish between some common adjectives and adverbs. Quite often, adjectives and adverbs are similar. By now, you well know that adjectives modify nouns, pronouns and other adjectives and tell *what kind, how many, which one* and *what color*. Adverbs modify verbs, adjectives and other adverbs and tell *why, how, when, where* and *to what extent*. Adverbs often end in the suffix *–ly*. Sometimes by simply adding a suffix, you may change an adjective into an adverb.

Adjectives	**Adverbs**
simple	simply
common	commonly
strong	strongly
weak	weakly
dangerous	dangerously
helpful	helpfully

"GOOD" AND "WELL"

The word *good* is always an adjective. The word *well* is usually an adverb.

Example #1: A *good* citizen will strive to learn the language of his country.
- *Good* modifies the noun *citizen*. It tells *what kind* of citizen.

Example #2: Speaking more than one language is a *good* advantage.
- *Good* modifies the noun *advantage.* It tells *what kind* of advantage.

Example #3: The girl speaks English *well*.
- *Well* modifies the verb *speaks* and tells *how* the girl speaks English.

Example #4: I understand *well* that a strong nation must be united in speech.
- *Well* modifies the verb *understand* and tells *how* I understand.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Pitfalls to Avoid

Many people confuse *good* and *well* when writing and speaking. Because *good* is an adjective, it should not be used as an adverb.

Example #1:
CORRECT: He speaks Russian well.
INCORRECT: He speaks Russian good.

- Because *well* modifies the verb *speaks* and tells *how* he speaks, it is an adverb. It must not be substituted with the adjective *good*. Adjectives never modify verbs.

Example #2:
CORRECT: She sang that song very well.
INCORRECT: She sang that song really good.

- Because *well* modifies the verb *sang* and tells *how* she sang, it is an adverb. It must not be substituted with the adjective *good*. Adjectives never modify verbs.

Example #3:
CORRECT: That hat fits you well. OR You wear that hat well.
INCORRECT: That hat looks good on you. OR You look good in that Scottish hat.

- The incorrect sentences use *good* as adverbs and are trying to answer the question: *how* does the hat look? Because *good* is an adjective, it cannot answer *how*—only adverbs can answer *how*; therefore, *good* is the wrong word to use.

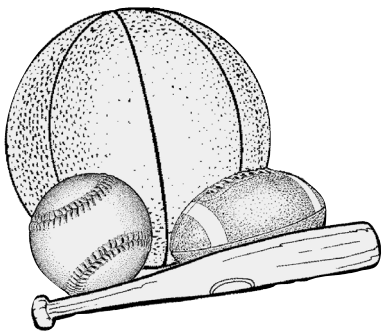
Example #4:
CORRECT: You speak English well.
INCORRECT: You are good at English. OR You speak English good.

- The incorrect sentences use *good* as adverbs and are trying to answer the questions: You are *how*? and You speak *how*? Because *good* is an adjective, it cannot answer the question *how*—only adverbs can answer *how*; therefore, *good* is the wrong word to use.



Wow! You are doing well.
Continue to the Activities.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

ntonyms

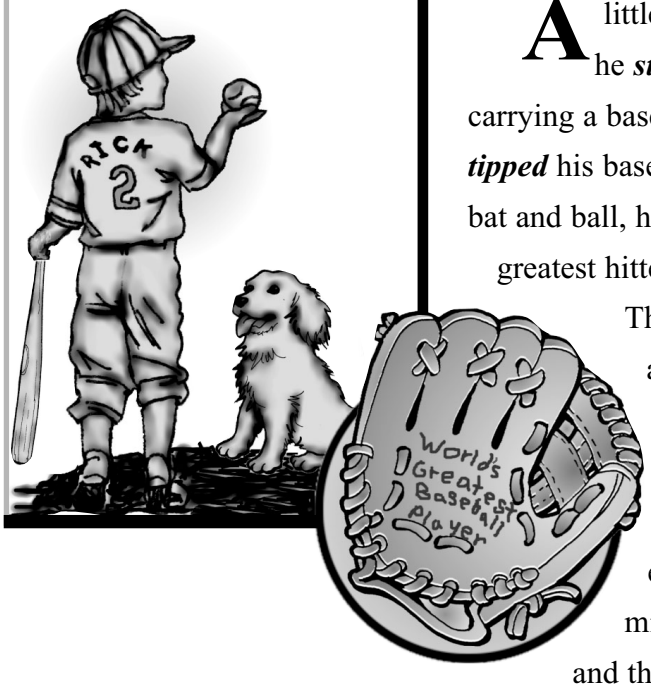
Lesson 11

Chapter 2

THE GREATEST PITCHER IN THE WORLD

Section 3

Lessons 11-15



A little boy was once overheard talking to himself as he ***strutted*** out of his house into the backyard, carrying a baseball bat and ball. Once in the yard, the boy ***tipped*** his baseball cap to his eager puppy, and lifting up the bat and ball, he announced with a loud voice, "I'm the greatest hitter in the world."

The boy then ***proceeded*** to toss the ball into the air, swing at it, and miss. "Strike one!" he cried, as if playing the role of ***umpire***.

The child picked up the ball, threw it into the air and said again, "I'm the greatest hitter ever!" And again, he swung at the ball and missed. "Strike two!" he announced to his dog and the yard.

Undaunted, the youngster picked up the ball, examined his bat, and then just before tossing the ball into the air, announced once again, "I'm the greatest hitter who ever lived." He swung the bat hard . . . but missed for the third time. "Strike three!" he cried. And then, he added, "Wow! What a pitcher! I'm the greatest pitcher in all the world!"

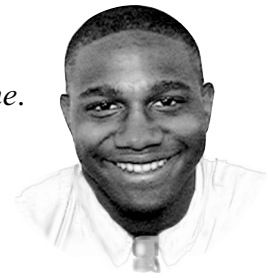
A positive mental attitude goes a long way toward making a day short. A positive attitude is a big part of making a difficult job seem small. ■ (HB)

VOCABULARY

Strut: to walk very confidently
Tip: to tilt or pull down gently
Proceed: to continue
Umpire: the person who enforces the rules in baseball
Undaunted: not discouraged, not upset or set back emotionally

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

ANTONYMS



The word *antonym* comes from a Greek root word meaning *opposite name*. Antonyms are words with opposite meanings.

Words Used in the Vignette and Their Antonyms

little	big
boy	girl
strutted	tiptoed
out	in
carry	drag
eager	reluctant
picking up	putting down
loud	quiet (soft)
greatest	worst (poorest)
shout	whisper
positive	negative
long	short
difficult	easy
small	large

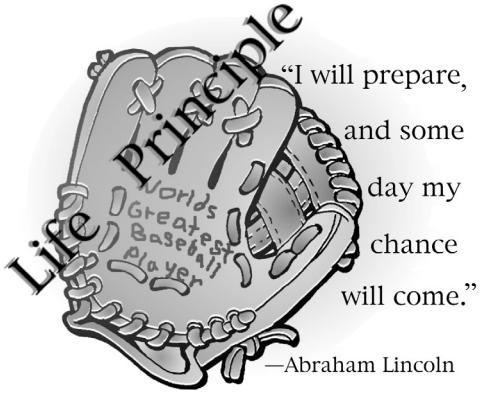
Example #1: A little boy *strutted* from his house.
- The same sentence is below except that an antonym is substituted for the italicized word:
  A little boy *tiptoed* from his house.
- When you read the second sentence, an entirely different picture forms in your mind.

Example #2: He tipped his baseball cap to an *eager* puppy.
- The same sentence is below but an antonym is substituted for the italicized word:
  He tipped his baseball cap to a *reluctant* puppy.
- Using an antonym makes the sentence the opposite of its original meaning.

Example #3: He *announced* in a *loud* voice, "I'm the greatest hitter in the world."
- Now read the sentence using antonyms in place of the italicized words:
  He *whispered* in a *soft* voice, "I'm the greatest hitter in the world."

Example #4: "Strike one!" he *cried*, as if playing the role of the umpire.
- Notice how the antonym changes the meaning of the next sentence:
  "Strike one!" he *said softly,* as if playing the role of the umpire.

Continue to the Activities.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Synonyms

Lesson 12

Chapter 2

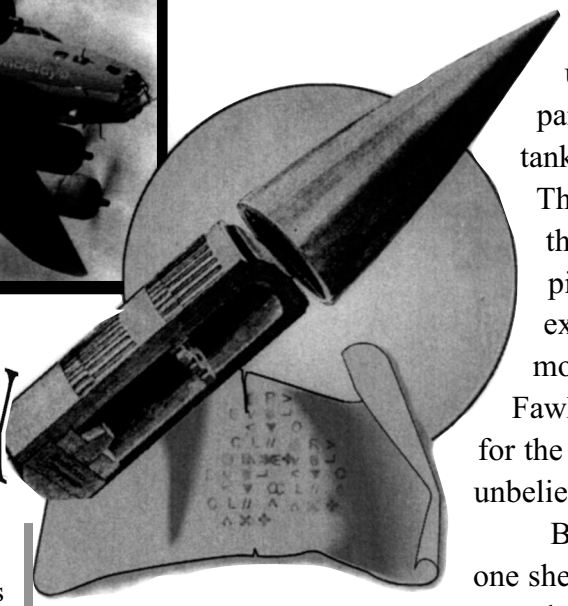
THE TONDELAYO

Section 3

Lessons 11-15



In *The Fall of Fortresses*, Elmer Bendiner wrote of a miracle that happened to him and others aboard the B-17 bomber, the *Tondelayo*. During a bombing mission over Kassel, Germany, the plane was ***barraged*** by ***flack*** from Nazi ***antiaircraft guns***. That was not particularly unusual, but on this particular flight the fuel tanks of the plane were hit. The crew was amazed that the 20-millimeter shell piercing the tank did not explode. The following morning, the pilot, Bohn Fawkes, asked the crew chief for the shell as a ***souvenir*** of unbelievable luck.



Bohn was told that not just one shell had been found in the gas tanks, but eleven! Eleven unexploded shells? A miracle truly seemed to have occurred.

The shells were sent to the ***armorers*** to be defused, and there, ***Intelligence*** picked up the shells. Later, Intelligence informed the *Tondelayo* crew that when the shells were opened, no explosive charges were found. The shells were clean and harmless. One of the shells, however, was not completely empty. It contained a carefully rolled piece of paper. On it was scrawled in the Czech language: "This is all we can do for you now." The miracle had not been one of misfired shells, but of freedom-loving hearts. ■ (HB)

VOCABULARY

Barraged: fired upon constantly without let up
Flack: bullets, exploding shells
Antiaircraft gun: a large gun mounted on the ground or on the deck of a ship used to shoot enemy war planes out of the sky
Souvenir: an object kept in remembrance of a special occasion
Armorer: a soldier who arms (prepares for battle) weapons and ammunition
Intelligence: military and political spy network

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



SYNONYMS

The word *synonym* comes from the Greek root word meaning *same name*. Synonyms are words that have similar meanings. An easy way to remember the meaning of synonyms is to remember that *synonym* and *same* start with the letter -*s*.

Synonyms are tools used to prevent overuse of words. When you are writing for a class assignment or for a business or community project, you will want to remember to use a variety of words to convey what you desire your readers to know.

Words Used in the Vignette and Their Synonyms

happened. . . . . .occurred
flack. . . . . bullets (shells)
unusual . . . . . .strange (unique)
amazed. . . . . .surprised (astounded)
inform. . . . . .tell
empty. . . . . void (vain)
contained. . . . . .held
scrawl. . . . . .write

Example #1: Elmer Bendiner told of a miracle that *happened*.
Elmer Bendiner told of a miracle that *occurred*.
- *Happened* and *occurred* are synonyms because they have the same meanings.

Example #2: The plane was barraged by *flack* from Nazi antiaircraft guns.
The plane was barraged by *bullets* from Nazi antiaircraft guns.
- *Flack* and *shells* are synonyms because they have the same meanings.

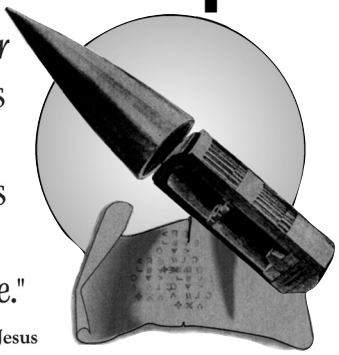
Example #3: That was not particularly *unusual*, but on this flight the fuel tanks of the plane were hit.
That was not particularly *strange*, but on this flight the fuel tanks of the plane were hit.
- *Unusual* and *strange* are synonyms because they have the same meanings.

Example #4: The crew was *amazed* that the shell did not cause an explosion.
The crew was *astounded* that the shell did not cause an explosion.
- *Amazed* and *astounded* are synonyms because they have the same meanings.

Continue to the Activities.

Life Principle

"No greater love exists than that which risks its life for someone else."
—Jesus



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Sentence Building

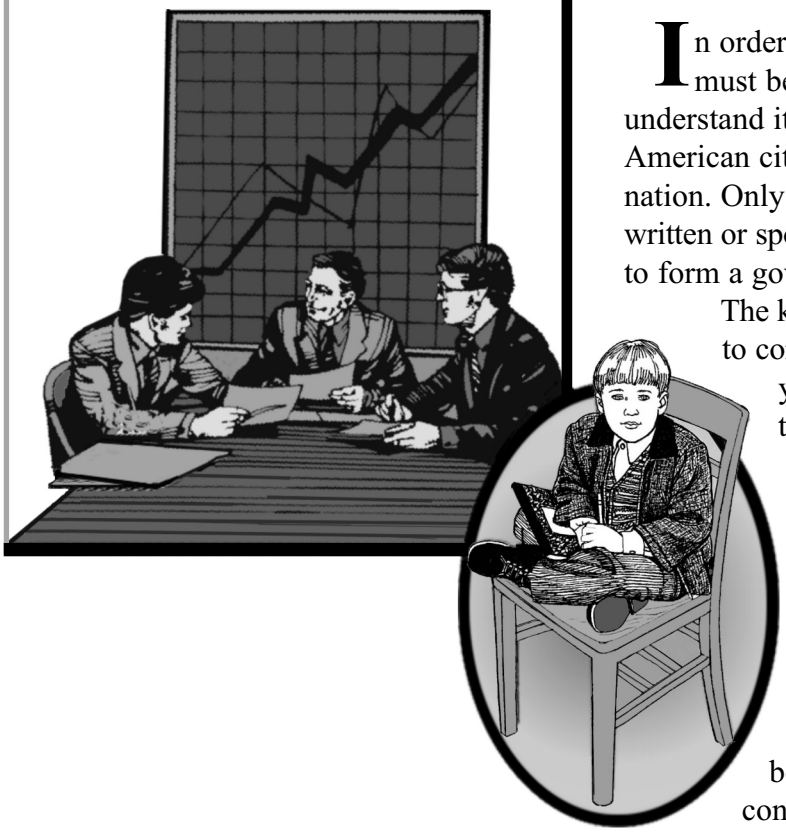
Lesson 13

Chapter 2

YOUR KEY TO SUCCESS IN AMERICA

Section 3

Lessons 11-15



In order to master the English language, you must be able to speak it, to write it and to understand it. Mastery of the English language by American citizens helps ensure the liberty of the nation. Only through clear communication—written or spoken—can the citizens work together to form a government that is strong and stable.

The key to your success lies in your ability to communicate. Whether you are to serve your country as a doctor, a farmer, a teacher or a store clerk, communication is the key to your success.

One day the young son of a banker was sent to deliver a message to his father. When the boy arrived at the bank, he was informed that his father was attending a meeting. The secretary seated the youngster in a small room next to the ***conference*** room. The boy could hear the voices from the conference room clearly. However, he was astonished that he could not understand the words that the directors and his father were saying. He did know some of the words, but others seemed to be foreign—words such as: ***collateral***, ***mercantilism***, ***coercive*** manipulation and lagging growth. He could not understand a single sentence!

Later that evening, the boy asked why the people in the meeting talked so strangely. The boy ***related*** that he had been unable to understand the conversation. His father's reply puzzled the boy. "You will have to grow up to that kind of conversation, son. If we talked like boys your age, we would not have accomplished much business today."

As you mature, you will learn words that may seem foreign to you now. Your success in the work you choose may be determined by your usage of the English language. ■

VOCABULARY

Conference: meeting
Collateral: security for the repayment of a loan
Mercantilism: bargaining or trading
Coercive: persuasive, forceful
Related: told, explained

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

SIMPLE AND COMPOUND SENTENCES



Four kinds of sentences are used in the English language: simple, compound, complex and compound-complex. All sentences contain subjects and predicates. In this lesson, you will learn about simple and compound sentences.

SIMPLE SENTENCES

The simple sentence is the most basic sentence. It contains only one independent clause. When you were a child, this is the kind of sentence that you spoke, and it was also the kind of sentence that people spoke to you.

Examples: "I see you!" "I love you." "Daddy is home!"

Not all simple sentences are as simple as the examples above. A simple sentence may be long or short. Length is not what makes a sentence simple. What makes a sentence simple is that it contains only one independent clause. An independent clause contains only one subject and one predicate. The *complete subject* is all of the information in a sentence before the verb. The *simple subject* is the actual noun doing the action in the sentence. The *complete predicate* is all of the information in the sentence starting with the verb.

Example #1: The young son of a banker delivered a message to his father.
- complete subject: *The young son of a banker*
- complete predicate: *delivered a message to his father*
- The simple subject is *son*, and the verb is *delivered*.

Example #2: Mastery of the English language ensures the liberty of our nation.
- complete subject: *Mastery of the English language*
- complete predicate: *ensures the liberty of our nation*
- The simple subject is *mastery*, and the verb is *ensures*.

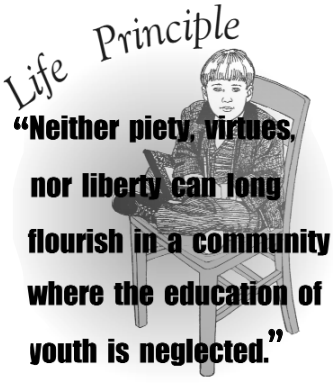
COMPOUND SENTENCES

As you grew, your sentences also grew and contained more information. You learned to put together compound sentences. Compound sentences are two independent clauses joined by a comma and coordinating conjunction (*and*, *or*, *but*) or by a semicolon (;).

Example #1: The boy heard every word, but he could not understand.
- The two independent clauses were joined by a comma and the coordinating conjunction *but*.
- 1st independent clause: *the boy heard every word*
- 2nd independent clause: *he could not understand*

Example #2: You must be able to speak it; you must be able to write it.
- The two independent clauses were joined by a semicolon (;).
- 1st independent clause: *you must be able to speak it*
- 2nd independent clause: *you must be able to write it*

Continue to the Activities.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Sentence Building

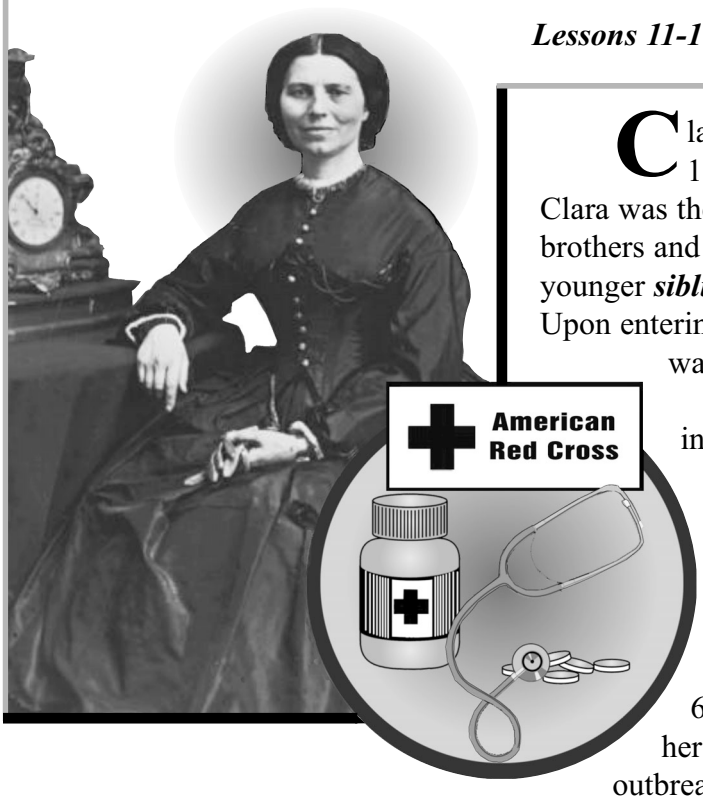
Lesson 14

Chapter 2

CLARA BARTON: "ANGEL OF THE BATTLEFIELD"

Section 3

Lessons 11-15



Clara Barton was born on Christmas Day, 1821, to Captain Stephen and Sarah Barton. Clara was the youngest of five children. Her two older brothers and two older sisters took charge of their younger ***sibling*** and managed to educate her very well. Upon entering public school, Clara's only difficulty was extreme shyness.

Early in life, Clara developed her lifelong interest of helping the injured or sick. She cared for pets and people as well as a seriously injured brother who required medical attention for two years.

Clara was a teacher by age 17. At the age of 30, She had opened a free school. Although the school had grown to 600 students, Clara's ***gender*** did not permit her to hold the headmaster position. Until the outbreak of the Civil War, Clara worked as a clerk in the ***U.S. Patent Office***. During the war, Miss Barton delivered medical supplies and food to Union soldiers and stayed with the wounded until help arrived. Clara soon earned the nickname "Angel of the Battlefield." In 1864, Miss Barton assumed the position of Superintendent of Union Nurses.

After the Civil War, Miss Barton traveled to Europe to ***recuperate***. While there, she learned of the international Red Cross. Returning home, she founded the American Red Cross in 1881. She remained with the American Red Cross until 1904. During her ***tenure***, she organized relief work for disasters such as famines, floods, ***pestilences*** and earthquakes in the United States and throughout the world.

Clara Barton died on April 12, 1912. The mission of her life can be stated best by using her own words: "You must never so much as think whether you like it or not, whether it is bearable or not; you must never think of anything except the need, and how to meet it." ■

VOCABULARY

Sibling: brother or sister
Gender: male or female
U.S. Patent Office: the government office that registers inventions
Patent: an official document that confirms the right or title to an invention
Recuperate: to recover from loss, damage or illness
Tenure: time in office or administration
Pestilence: disease, plague

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



COMPLEX SENTENCES

A complex sentence contains <u>one</u> independent clause and <u>one or more</u> dependent clauses. Remember that an *independent clause* contains one subject and one verb and forms one complete thought. A *dependent clause* contains one subject and one verb but does not form a complete thought. Dependent clauses must be attached to independent clauses to form complete sentences. Dependent clauses are attached to independent clauses by subordinating conjunctions.

Common Subordinating Conjunctions

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

Read each complex sentence below. Notice the independent and dependent clauses.

Example #1: Clara Barton cared for her brother when he was ill.

- The independent clause is: *Clara Barton cared for her brother*.
- The dependent clause is: *when he was ill*.
- The dependent clause is attached to the independent clause by the subordinating conjunction *when*.

Example #2: Miss Barton administered medicine where it was needed.

- The independent clause is: *Miss Barton administered medicine*.
- The dependent clause is: *where it was needed*.
- The dependent clause is attached to the independent clause by the subordinating conjunction *where*.

CORRECTING INCOMPLETE SENTENCES

In your own writing, or in someone else's writing, you may encounter incomplete sentences. Remember, a dependent clause that is not attached to an independent clause is an incomplete sentence. Notice how you can correct incomplete sentences:

1. remove the subordinating conjunction OR
2. add an independent clause (you may need to change a few words for context).

Example #1: As the nurse comforted the soldier.

- This is an incomplete sentence that must be corrected.
  1. Remove the subordinating conjunction *as*:
     The nurse comforted the soldier. OR
  2. Add an independent clause:
     As the nurse comforted the soldier, <u>he talked about his battles</u>.

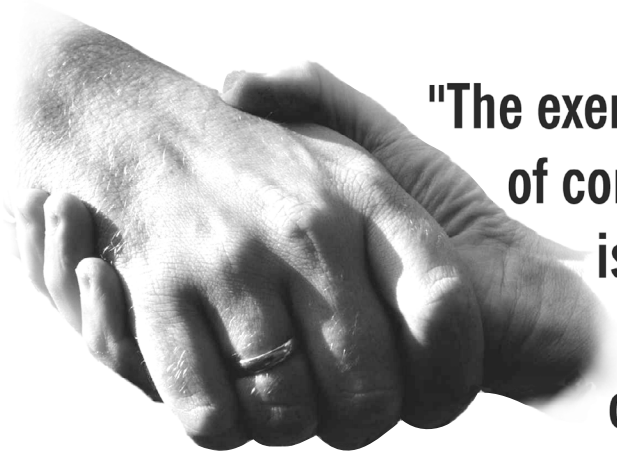
Example #2: Where she placed a bag on the table.

- This is an incomplete sentence that must be corrected.
  1. Remove the subordinating conjunction *where*:
     She placed a bag on the table. OR
  2. Add an independent clause:
     <u>She entered the room</u> where she placed a bag on the table.

Continue to the Activities.

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Life Principle



"The exercise of compassion is the defining act of civilization."

—the American Red Cross

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Sentence Building

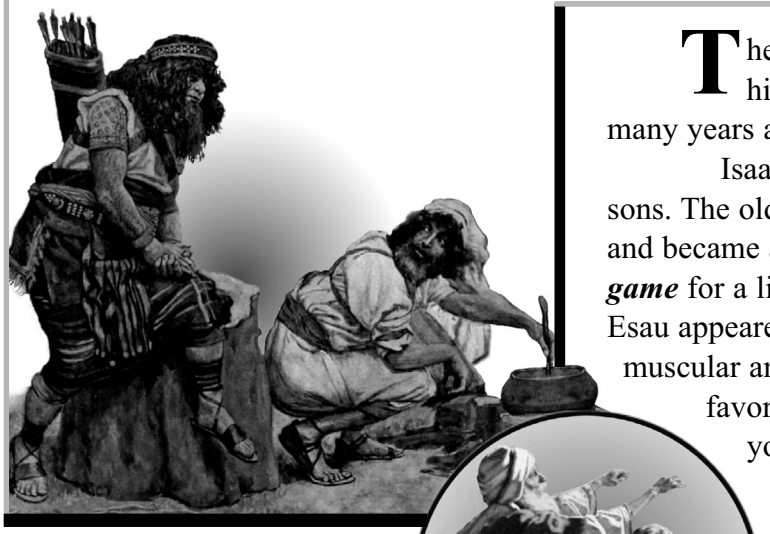
Lesson 15

Chapter 2

JACOB BUYS A BIRTHRIGHT

Section 3

Lessons 11-15





VOCABULARY

Game: wild animals hunted for food, skins or fur
Wilderness: a wild area uninhabited by humans
Porridge: a thick stew of grains and/or vegetables
Feeble: weak, unstable, shaky
Venison: deer meat
Devise: plan, create, scheme
Kid: baby goat
Prosper: to succeed financially
Appease: to please, satisfy, soothe or calm
Embrace: hug
Reconcile: to correct any wrongs, to re-establish a relationship

The following story is of a farmer and his family who lived in the Middle East many years ago:

Isaac and his wife, Rebekah, had twin sons. The oldest son's name was Esau. Esau grew and became a skilled woodsman who hunted ***game*** for a living and who lived in the ***wilderness***. Esau appeared very rough because he was muscular and covered with hair. Esau was the favorite son of his father, Isaac. The younger son, Jacob, was the favorite of his mother, Rebekah. Jacob was quiet and thoughtful. He stayed near home and cared for the family's flocks of sheep.

In the ancient Middle East, a custom was to give a blessing and the inheritance of the family's possessions to the eldest son when the father died. This blessing and inheritance were called the *birthright*. As a young man, Esau did not care about his birthright and thought that it was not important. However, Jacob desired to have the birthright.

One day Esau came home from hunting in the woods. He was extremely hungry and exhausted from his work. He saw Jacob cooking a pot of ***porridge***, and Esau desired to eat it. He demanded, "Give me some of that food; I am about to die of hunger."

Jacob looked up at his older brother and said, "I will give you all of this in exchange for your birthright."

Esau thought, *What is the use of my birthright? I am about to die of hunger! This porridge is more important to me right now.* "You can have my birthright," he said. "Now, give me that food."

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Many years passed. Isaac, the father of the boys, grew very old, ***feeble*** and blind. Isaac knew that he would soon die, so he called his favorite son, Esau, and asked him to go hunting one more time for Isaac's favorite meal—***venison***. "When you return, I will give you the birthright."

Isaac did not know that Esau had sold his birthright to his brother, Jacob. Esau did not tell Isaac. Esau wanted to forget that he had been so foolish. Now Esau realized how important the birthright was and decided that he would get it anyway.

Rebekah overheard Isaac telling Esau to go hunting. Because Rebekah favored Jacob, Rebekah ***devised*** a plan to help Jacob receive the birthright. Rebekah hurried to Jacob. "My son," she said, "do as I tell you. Go choose two ***kids*** from the flock. Prepare them for your father to eat, and bring the skins to me. I will put them on you so that you will feel hairy just as Esau does. Your father is blind and will not know the difference. Then you, my son, will receive the birthright."

Jacob went along with the plan to deceive his father. Rebekah dressed Jacob and cooked the meat. Jacob took the meal to his father and pretended to be Esau. "Are you really my son, Esau?" asked Isaac when he heard Jacob speak. "Come closer." Jacob moved closer to his father who felt of the hair on Jacob's arms.

"I am your son, Esau," Jacob lied.

Isaac kissed Jacob, blessed him and gave him the birthright.

As soon as Jacob left his father's tent, Esau returned with his wild game. He cooked it and took it to his father. "Here I am, father," said Esau, "now you can bless me."

Isaac was horrified when he realized what he had done and that he had been deceived by Jacob. "I have already blessed your brother, Jacob."

"Can you not bless me as well?" cried Esau.

"No, my son, I cannot. Only one birthright can be given."

Anger and bitterness burned in Esau's heart. He plotted to kill Jacob as soon as Isaac died. Rebekah learned of Esau's evil plan and warned Jacob.

"You must flee to my brother, Laban. You can work for him and you will be safe there." Jacob took his mother's advice and fled.

Jacob was gone for twenty years. He married, had children and became very wealthy. Esau took possession of the birthright and also ***prospered***. One day, Esau sent a message to Jacob. Esau wanted to meet Jacob in the desert. Jacob's heart filled with fear. He sent his family away because he was afraid that Esau would kill Jacob's family. Jacob tried to ***appease*** Esau by sending Esau thousands of dollars worth of gifts. Still, Esau did not turn back. The next morning, the two brothers came face to face. Jacob bowed himself to the ground before Esau. Esau ***embraced*** his brother and the two wept together. Some wonderful changes had occurred in Esau. He was forgiving and kind toward Jacob. Each brother apologized for the years of pain they had caused each other. Jacob's humility, love and forgiveness appeased Esau. The brothers were ***reconciled***, and the family was once again united. ■



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.



WRITING BETTER SENTENCES

As you mature and become more educated, you will learn the value of communicating in a professional manner. By doing this, you will become more employable. In this lesson, you will learn several helpful hints to help you write better sentences, and therefore communicate in a more educated and professional manner.

Everyone enjoys reading interesting sentences that keep the reader alert and eager to continue. To keep sentences alive, words and ideas must be chosen and placed with care. One way to make sentences more interesting is to change nouns ending in *-tion* or *-sion* to verbs. Using too many nouns that end in the suffix *-tion* or *-sion* can create dull and difficult sentences.

Example #1: Rebekah's conviction was that her son should participate in a deception of his father.

- The nouns *conviction* and *deception* end in the suffix *–tion*. To bring more action to the sentence, change *conviction* to *convinced* and *deception* to *deceive* and reword the sentence.

Better: Rebekah was convinced that her son should deceive his father.

Example #2: Esau received information that Jacob was in possession of the birthright.

- The nouns *information* and *possession* end in *–tion* and *-sion*. To bring more action and life to the sentence, change *information* to *informed* and *possession* to *possessed.*

Better: Esau was informed that Jacob possessed the birthright.

Another way to write more professionally is to get to the point quickly. Avoid excess words.

Example #1: "Dear Jacob, I am writing to tell you that Esau is on his way to visit you."

- The words *I am writing to tell you that* are unnecessary. To become a good communicator, omit unnecessary words.

Better: "Dear Jacob, Esau is on his way to visit you."

Example #2: "You should probably know that Esau has forgiven you."

- The words *you should probably know that* are unnecessary. Omit them.

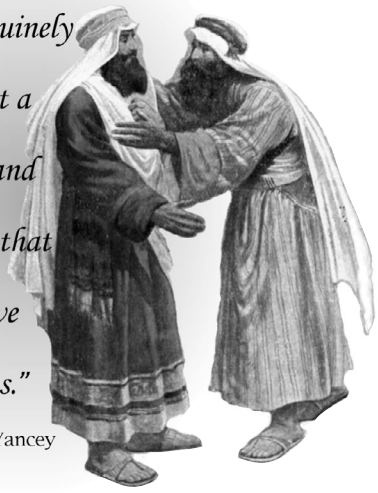
Better: "Esau has forgiven you."

Continue to the Activities.

Life Principle

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

—Philip Yancey



©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.

Complete the Activities; then, ask your teacher for the quiz over Lessons 11-15. If you score 85% or higher on the three section quizzes, you may be exempt from the chapter test!



TM

©Copyright 2005, Paradigm Accelerated Curriculum DUPLICATION BY WRITTEN PERMISSION ONLY.