English Composition 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 3

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Chapter 3

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CHAPTER 3
TABLE OF CONTENTS

PAGE

SECTION 1



1. SPELLING 3-6
   Spelling and Pronunciation:
   Short and Long Vowels *4-5*
   Words of One Syllable 4-5
   Words of More Than One Syllable 5



2. SPELLING 7-9
   Spelling and Pronunciation:
   Vowel Sounds and Combinations *9*



3. SPELLING 11-14
   Spelling and Pronunciation:
   Vowel and Consonant Combinations *12-13*
   "Er" Sounds 12
   "Ite" Sounds 12
   "Ow" Sounds 13
   "A-I-R" Sounds 13
   Words Spelled with "O-W" and "A-W" 13



4. SPELLING 15-17
   Spelling and Pronunciation:
   Long Vowel Sounds *16-17*
   Long "A" Sounds 16
   Long "E" Sounds 16
   Long "O" Sounds 17



5. SPELLING 19-21
   Spelling and Pronunciation:
   Consonant Sounds and Blends *20-21*
   Words with the "V" Sound 20
   Double Consonant Sounds 20
   Words with the "K" Sound 20-21
   Words with the "J" Sound 21

SECTION 2



6. WORD BUILDING 23-26
   Suffixes *25-26*
   Suffixes -s, -ed, -ing, -er 25-26



7. WORD BUILDING 27-30
   Suffixes Continued *29-30*
   Suffixes -er, -est, -ly, -ful 29-30

PAGE



8. WORD BUILDING 31-33
   More Suffixes *32-33*
   Suffixes -less, -tion, -sion, -ness, -ment, -ance, -ence, -able, -ize 32-33



9. WORD BUILDING 35-36
   Prefixes *36*
   Prefixes Pre-, Post-, Re-, Mis- 36



10. WORD BUILDING 37-38
    More Prefixes *38*
    Prefixes In-, Un-, Dis-, Non-, Over-, Under- 38

SECTION 3



11. WORD BUILDING 39-42
    Latin Roots *41*



12. WORD BUILDING 43-45
    More Latin Roots! *45*



13. WORD BUILDING 47-49
    Contractions *48-49*



14. WORD BUILDING 51-52
    Borrowed Words *52*



15. WORD BUILDING 53-56
    More Borrowed Words *55*

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"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



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Spelling

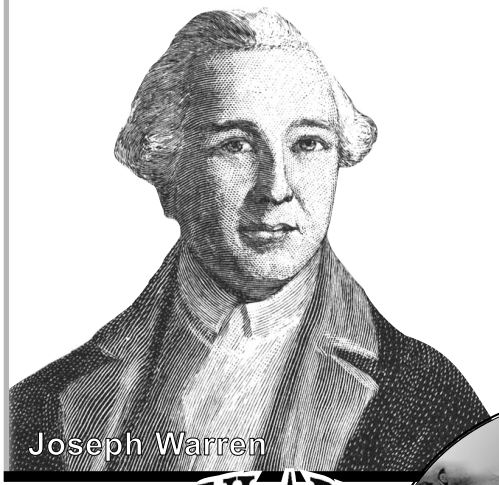
Lesson 1

Chapter 3

Section 1

Lessons 1-5

WARREN'S ADDRESS AT BUNKER HILL



Stand! the ground's your own, my ***braves***!
Will ye give it up to ***slaves***?
Will ye look for greener graves?
Hope ye mercy still?
What's the mercy ***despots*** feel?
Hear it in that battle-***peal***!
Read it on yon bristling steel!
Ask it,—ye who will.



Fear ye foes who kill for hire?
Will ye to your *homes* retire?
Look behind you!—they're afire!
And, before you, see
Who have done it! From the ***vale***
On they come!—and will ye ***quail***?
Leaden rain and iron hail
Let their welcome be!

In the God of battles trust!
Die we may,—and die we must:
But, O, where can dust to dust
Be consigned so well,
As where heaven its dews shall shed
On the ***martyred*** patriot's bed,
And the rocks shall raise their head,
Of his deeds to tell?

(John Pierpont)

* Note: Joseph Warren was a medical doctor and leader in the American Revolution. He gave an *address* (a speech), at the Battle of Bunker Hill, in which he was killed. John Pierpont wrote a poem about Warren's challenge to the soldiers defending the hill. ■

VOCABULARY

Braves: warriors who bravely endure battle
Slaves: referring to the British soldiers who were mercenaries (solders who killed for money) or who were subjects of the King of England
Despot: a ruler who has absolute authority over his subjects
Peal: the sound of bells ringing
Vale: another word for valley
Quail: to cower or shrink in fear
Leaden rain and iron hail: a metaphor referring to bullets
Martyred: killed for a cause (usually religious or political)
Phonics: a method of teaching reading and spelling based on phonetics
Phonetics: a study of sounds of speech

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SPELLING AND PRONUNCIATION: SHORT AND LONG VOWELS



In this chapter, you will be exposed to the study of ***phonics***. Through phonics, you will learn to spell based upon the principles of ***phonetics***. Most English words are spelled closely to how they are pronounced. However, not all words are spelled phonetically. Some words have hidden and secret letters that cause pronunciation challenges. This chapter will help you to decipher phonetic words from non-phonetic words. Carefully learn the rules of phonics. You will need them throughout this chapter and the rest of your life!

You will begin the study of phonetics with short and long vowel sounds and with syllables. Only vowels (letters *a-e-i-o-u* and sometimes *y*) have short or long sounds. (The letter *y* at the beginning of a word is not considered a vowel.) The short vowel sounds will be marked (˘), (˙) or (ˆ), and the long vowel sounds will be marked (¯). The vowel "A" is pronounced (ā) as in *gate*, (ă) as in *cat*, (ȧ) as in *watch* or (â) as in *war*. The vowel "E" is pronounced (ē) as in *green* or (ĕ) as in *pet*. The vowel "I" is pronounced (ī) as in *mile* or (ĭ) as in *inch*. The vowel "O" is pronounced (ō) as in *boat*, (ȯ) as in *cot,* (o͞o) as in *move* or (ô) as in *for*. The vowel "U" is pronounced (ū) as in *union* or (ŭ) as in *under*. The letter "Y" (at the end of a word) is pronounced (ī) as in *my* or is silent.

WORDS OF ONE SYLLABLE

The number of syllables in a word sometimes determines which vowels will have long sounds and which vowels will have short sounds. You may determine the number of syllables in a word by placing your hand under your chin as you slowly pronounce the word. Count how many times your chin moves downward. This will help you to determine how many syllables are in that word. For example, the word *bunker* has two syllables (bun'ker), but the word *hill* has only one syllable.

Rule #1: When a word has one syllable and only one vowel <u>at the beginning</u> or <u>in the middle</u> of the word, the vowel will make a short sound (˘), (ˆ) or (˙).

Examples of short vowel sounds at the beginning: ăt, ĕnd, ŏn, ĭt, ĭf, ĭs, ŭs
Examples of short vowel sounds in the middle: măt, wâr, dĕn, fĭt, nȯd, cŭp

Rule #2: When a word has one syllable and two vowels, the first vowel is long (¯), and the second vowel is silent.

Hint: The vowels may appear together as in *c<u>oa</u>t*, or separate as in *r<u>o</u>p<u>e</u>*. In this chapter, when you see a faded letter, you will know that the letter is silent.

Examples: float, soap, late, bean, coat, rope, pail

Exceptions: In the word *have*, the *a* sound is the short (ă) sound. In the word *said*, the *a-i* together has the (ĕ) sound.

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Extension to Rule 2: When a word has one syllable and the vowels *a-y* together at the end of the word, the *a* has a long sound, and the *y* is silent.

Examples: quāy, swāy, frāy, brāy, māy

Another Extension to Rule 2: When a word has one syllable and the vowels *e-y* together at the end of the word, the *e* has a long (ā) sound, and the *y* is silent.

Examples: they, hey, grey
Exception: The word *key* is pronounced (kēē).
•The *e-y* combination at the end of the word has a long (ē) sound.

Rule #3: When a word has one syllable and the vowel *e, o* or *y* at the end of the word, the vowel sound is usually long.

Examples: shē, bē, sō, nō, frȳ, mȳ

Rule #4: If *w-h* is followed by *o,* usually the *w* is silent.

Examples: whole, whose, whom, who

Rule #5: If an *a* follows a *w* in a word of one syllable and one vowel, the *a* has the (ȧ) sound.

Examples: swamp, watch, walk, wand, wad, want, wash, wasp, wander

Exceptions: wăg, wăx, swăg, wâr, wârn, wârm, wârd

Words of More Than One Syllable

When you read words of more than one syllable, separate the word into the syllables to determine what sound each syllable should have. Once you determine the sound of each syllable, you may then determine the sound of the whole word. For example, the word *advocate* has three syllables: ad-vo-cate. Once you determine the sounds of *ad*, *vo* and *cate*, you may determine how the word *ad-vo-cate* is supposed to sound all together.

Rule #1: If a syllable ends in *a, e, o* or *u,* the syllable has a long sound (¯).

Examples: fā-vor, frēē-dom, ad-vō-cate, lō-cal, pī-ō-neer, in-flū-ence

Exception to Rule #1: The last syllable may use *e* to make another vowel within that syllable long. In such a case, the last *e* is silent.

Examples: mi-grāte, ad-vo-cāte

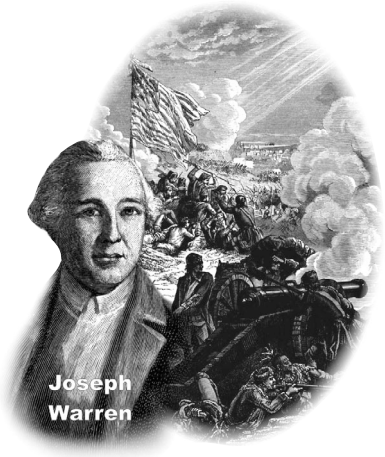
Rule #2: If a syllable ends in *i,* the sound may be short or long.

Examples: ded-ĭ-cate, mī-grate, pa-trĭ-ot

You are doing well. Read the Life Principle on the next page then continue to the Activities.

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Life Principle



"You may not realize just how close victory is while circumstances seem foreboding for your cause. HOLD ON!"

—Anonymous

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Lesson 2

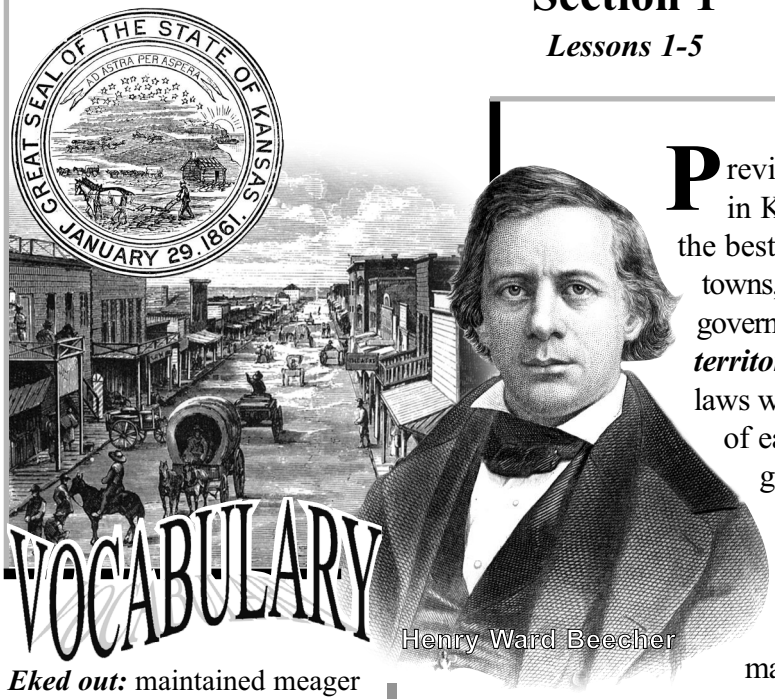
Spelling

Chapter 3

KANSAS' FIGHT FOR FREEDOM

Section 1

Lessons 1-5



VOCABULARY

Eked out: maintained meager existence with great effort
Territory: land under the protection of the United States but not yet organized as a state
Free-state advocates: people in favor of making slavery illegal within a state (anti-slavery)
Sentiment: public attitude or opinion
Inimical: hostile, unfriendly
Rifles: long guns used for hunting, war or self defense
Overland: route on land
Company: group of people
Carbines: short, light rifles
Molest: to harm
Henry Ward Beecher: a preacher who advocated banning slavery
Enthroned: placed in a position of power or great respect
Advent: coming into being

Previous to and during the 1850 and '60s in Kansas, pioneers ***eked out*** a living the best way they could. They established towns, villages, schools and local governments. At that time, Kansas was a ***territory*** rather than a state, and many of its laws were determined by the local residents of each town, rather than by the federal government. Many of the immigrants moving to Kansas were from the North and were ***free-state advocates***, meaning that they were in favor of banning slavery in Kansas. However, many of the residents already in Kansas were advocates of slavery. The opposing sides often clashed. The pro-slavery advocates caused difficulties for the anti-slavery advocates, hoping to drive them out of Kansas; however, hardships endured by free-state advocates profoundly evoked Northern ***sentiment***. People in the north spoke in public meetings, supporting the anti-slavery movement in Kansas. Pamphlets and articles appeared in magazines and newspapers, denouncing slavery. Preachers, newsmen and legislators spoke boldly in support of the people in Kansas willing to stand up for freedom. Many northerners sent money, letters, goods, weapons and people to Kansas to assist in the anti-slavery movement.

Anti-slavery immigrants poured into the Kansas territory, and push came to shove. The pro-slavery advocates became desperate to keep the free-state advocates out of the territory. Pro-slavery forces had one great advantage: they were in control of the communication and traffic routes. They resolved to set up blockades and patrol the Missouri River to keep out all traffic ***inimical*** to the interests of slavery. Steamers were boarded, merchandise was seized; travelers were arrested and sent down the river.

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One group of Chicago immigrants who traveled by boat were interrogated, and their ***rifles*** were seized. The immigrants were then allowed to continue traveling toward Leavenworth where they were again interrogated. All of their remaining weapons were seized, and they were sent back down the river, put ashore in Illinois, in a drenching rainstorm, and left to shift for themselves. ***Overland*** immigrants were treated in the same manner.



Riot in Kansas

Another group that arrived during that period was the well-known ***company*** of "rifle Christians" from Connecticut. The company existed of seventy-nine men under the leadership of C. B. Lines. This company carried Bibles and Sharps ***carbines***. When questioned about the combination of the Bible and rifle, the leader stated that the Bible was the only sure foundation upon which to erect free institutions. He stated that he and his men carried the Bibles to indicate the peaceful nature of their mission and the harmless character of the company. The weapons were carried to teach men who tried to ***molest*** them, that while they were determined to do that which was right, they would not submit tamely to that which was wrong. Important to history was the fact that ***Henry Ward Beecher*** had been prominent in securing for the colony an assortment of guns. Upon the company's departure from Connecticut, Beecher had blessed them and prayed for their safe journey.

When pro-slavery forces began to understand the intensity and determination of the anti-slavery movement; when they saw that their blockades were ineffective in keeping out anti-slavery immigrants, they revised their tactics and attempted to justify their positions with illogical arguments, evidenced in articles and other writings in the press in an attempt to persuade the public of the "rightness" of their cause.

When their arguments failed to persuade the public that slavery should be tolerated in Kansas, the pro-slavery forces resorted to stricter means. Illegal elections were held, and through false ballots, pro-slavery advocates were elected to the legislature. These new legislators passed unreasonable laws, not allowing anyone with anti-slavery sympathies to vote; and making punishable by death anyone who spoke in public against slavery or distributed literature that opposed slavery. Punishable by death was also anyone who assisted in freeing any slaves.

However, that regime was broken. Loyalty and patriotism, moral sense and justice, demanded that slavery be destroyed and liberty ***enthroned***. The overthrow of the false government and the actions of the citizens of Kansas would determine the course of the Union and bring about the ***advent*** of the Civil War. Finally, in Kansas, a free state was founded through the tribulation, death and bloodshed or moral, responsible citizens, and "rightness" was restored. ■



Senator James Henry Lane and his wife, 1862; instrumental in abolishing slavery in Kansas

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SPELLING AND PRONUNCIATION: VOWEL SOUNDS AND COMBINATIONS

Vowels in the English language are very versatile. Some vowels take on the sounds of other vowels, such as the letter *y*; some vowels are used together to form one sound, such as the combination *o-u*; some vowels only follow others in certain order, such as the vowel combination *e-i* and *i-e*.

Rule #1: If a word ends in *y*, pronounce the *y* with a long (ī) sound or with a long (ē) sound.

Examples: my, try, baby, ability
- Notice that the *y* in *my* and *try* has a long (ī) sound; the *y* in *baby* and *ability* has a lone (ē) sound.

Rule #2: If a word has an *o-u* together, pronounce the *o-u* with an (o͞o), an (o͡u) or an (ô) sound.

Examples: you, house, four
- Notice that the *o-u* in *you* is pronounced (o͞o); the *o-u* in *house* is pronounced (o͡u); the *o-u* in *four* is pronounced (ô).

Rule #3: The letter *i* usually appears before *e* except after *c* or in words where the *e-i* is pronounced (ā).
Here is a good rhyme to remember: *"I" before "E," except after "C," or when sounded like "A" as in "neighbor" or "weigh."*

Examples of words with (i-e): achieve, believe, belief, relieve, relief, retrieve, piece

Examples of words with (e-i): perceive, receive, receipt, conceive, conceit, deceive, deceit
- Notice the *c* in each word. When *c* appears, the *e* goes before the *i*.

Examples of words with (e-i) and the (ā) sound: neighbor, weigh, weight, eight, freight

Congratulations! Continue to the Activities.

LIFE PRINCIPLE



"Outlast the enemy. Endure through adversity. Be persistent. Stay true to your dream. Do right when things go wrong."

—Joel Osteen

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Lesson 3

Spelling

Chapter 3

Section 1

Lessons 1-5

A WOMAN'S QUESTION



Elizabeth Barrett Browning

Do you know you have asked for the
costliest thing
Ever made by the hand above—
A woman's heart and a woman's life,
And a woman's wonderful love?

Do you know you have asked
for this priceless thing
As a child might ask for a toy?
Demanding what others have died to win
With the reckless ***dash*** of a boy.

You have written my lesson of duty out,
Man-like you have questioned me—
Now stand at the ***bar*** of my woman's soul,
Until I shall question thee.

You require your ***mutton*** shall always be hot,
Your socks and your shirts shall be whole;
I require your heart to be true as God's stars,
And pure as heaven your soul.

You require a cook for your mutton and beef;
I require a far better thing;
A ***seamstress*** you're wanting for stockings and shirts—
I look for a man and a king.

A king for a beautiful ***realm*** called home,
And a man that the Maker, God,
Shall look upon as he did the first,
And say, "It is very good."

I am ***fair*** and young, but the rose will fade
From my soft young cheek one day—
Will you love me then, 'mid the falling leaves,
As you did 'mid the bloom of May?

VOCABULARY

Costliest: the most expensive
Dash: to move with haste
Bar: a place of testing
Mutton: meat from a sheep
Seamstress: a woman who makes or mends clothing
Realm: kingdom or domain
Fair: pleasing to the sight
Launch: to throw, set sail or send off
Grand: great in size or importance
Laundress: a woman who earns her income by washing clothing

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Is your heart an ocean so strong and deep
I may ***launch*** my all on its tide?
A loving woman finds heaven or hell
On the day she is made a bride.

I require all things that are ***grand*** and true,
All things that a man shall be;
If you give this all, I would stake my life
To be all you demand of me.

If you cannot do this—a ***laundress*** and cook
You can hire, with little to pay;
But a woman's heart and a woman's life
Are not to be won that way. ■
(Elizabeth Barrett Browning)

SPELLING AND PRONUNCIATION: VOWEL AND CONSONANT COMBINATIONS



Sometimes the same sounds in the English language are spelled different ways. Learning the spelling rules takes dedication and determination; however, the effort is rewarding because you will become an excellent writer, speaker and speller.

"ER" SOUNDS

The sound *er* is spelled five different ways: *(e-r), (o-r), (e-a-r), (i-r)* and *(u-r)*.

Examples of (e-r) spellings: talker, runner, daughter, mister, provider, were, wonder, her, fern

Exceptions: Sometimes the *e-r* spelling is pronounced (ēēr) as in *here* or (ĕr) as in *there*.

Examples of (o-r) spellings: worry, protector, dictator, comfort, terror

Exceptions: Sometimes the *o-r* spelling is pronounced (ôr) as in or, for, forced, forever, forgive, gorgeous, boredom, decoration, worship, fort, mortuary, port, sort, tort, order.

Examples of (e-a-r) spellings: search, heard, learn, earn, yearn

Examples of (i-r) spellings: birth, third, sir, fir, stir, irk

Examples of (u-r) spellings: Thursday, surprise, churn, urn, burn

"ITE" SOUNDS

Many words pronounced (īte) are spelled *i-g-h-t*.

Examples: delight, slight, fright, might, blight, night, flight, plight, bright, sight

Exceptions: bite, kite, white, quite, write, invite, polite

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"OW" Sounds

The (o͝w) sound is often spelled just as it sounds with *o-w*; however, it is also often spelled with *o-u*. Read the rules below to know when to spell the (o͝w) sound the correct way.

Rule #1: If a word is pronounced (o͝w) and ends in *-nd*, the word is spelled with *o-u*.

Examples: bound, mound, found, hound, pound, round, sound

Rule #2: If a word is pronounced (o͝w) and ends in *-n*, the word is spelled with *o-w*.

Examples: drown, brown, frown, crown, gown

"A-I-R" Sounds

Some words have an *air* sound. Some of these words are actually spelled *a-i-r*; but some are spelled *e-a-r* and *a-r-e*.

Examples of (a-i-r): air, chair, fair, hair, pair, stair

Examples of (e-a-r): bear, tear, pear, wear

Exceptions: Some *e-a-r* words such as *fear, near, lear, ear, year* and *smear* are pronounced with a long (ē).

Examples of (a-r-e): square, declare, snare, blare, flare, care, dare, mare, stare, pare, hare

Exception to the (a-r-e) rule: The word *are* is pronounced with a short (ȧ).

Words Spelled with "O-W" and "A-W"

Some words spelled with the letters *o-w* or *a-w*, produce a single vowel sound, while some produce a blend of sounds.

Rule #1: If a word has the letters *o-w* together, pronounce the *o-w* with a long (ō) sound or an (o͞u) sound.

Examples of long (ō) sound: blow, know, sow, row, tow, snow, grow, flow, mow

Examples of (o͞u) sound: now, bow, cow, how, wow, sow, plow, growl, owl

Rule #2: If a word has the letters *a-w* together, pronounce the *a-w* with an (ȧ) sound.

Examples: straw, flaw, crawl, brawl

Congratulations! You are doing well. Read the Life Principle on the next page, then continue to the Activities.

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Life Principle



"The ideal family consists of a man and a woman united to satisfy the deepest longings of the human heart: fellowship, love and preparation for the future."

—Adrian Rogers

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Lesson 4

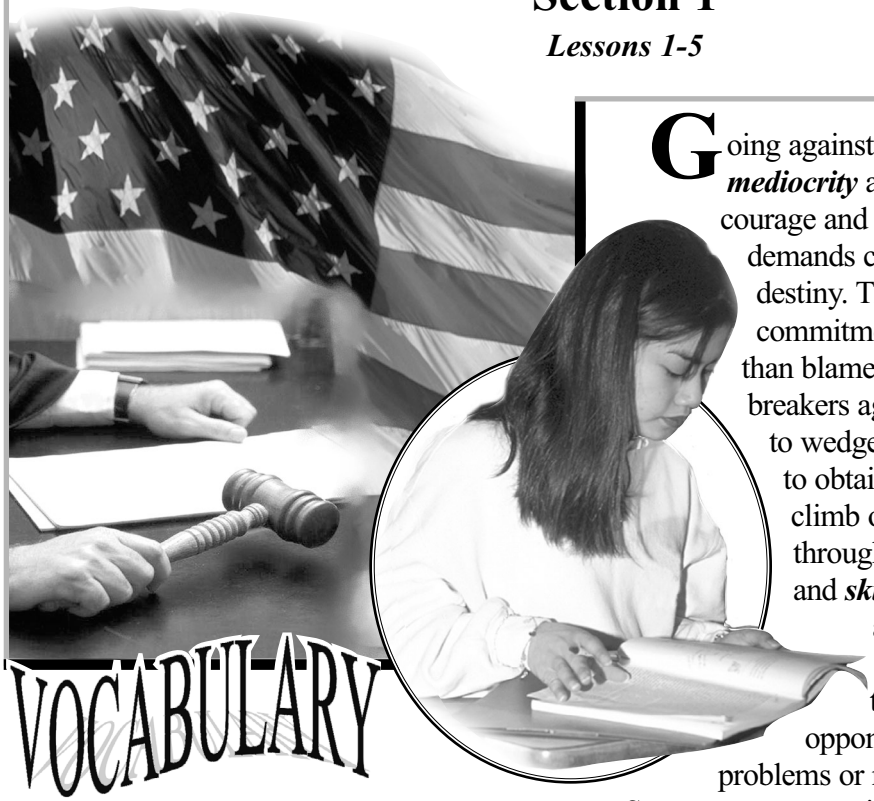
Spelling

Chapter 3

Section 1

Lessons 1-5

THE BATTLE FOR REFORM



Going against the tide is not easy. Resisting ***mediocrity*** and ***status quo*** always requires courage and vision. But, most of all, it demands character and a sense of destiny. The heart of ***reform*** is commitment to look for solutions rather than blame. Great leaders and barrier breakers aggressively seek opportunities to wedge between cracks of resistance, to obtain finger grips and toe holds to climb over obstacles and squeeze through ***crevices***. Leaders scale walls and ***skirt*** opposition by focusing on areas where change is most needed. Reformers position themselves to be needed by opponents unable to resolve problems or meet demands.

Status quo protects itself by means applied in stages. The first line is to accuse the reformer of an ***unethical*** or selfish motive: "He is in it for the money." The second line of opposition is to ridicule or verbally attack the reformer: "He is greedy, power hungry, racist." The third line of opposition is to intimidate: "If you mention God, you will be sued." Intimidation techniques often escalate into threats or ***sabotage***: such as watching or stalking the person, disgracing a person's reputation, stealing documents or items, harassment and law suits. If these don't discourage a movement, opposers may resort to sabotaging property or threatening loss of life, such as cross or church burnings, broken windows, damaged property.

But, when reformers stand firmly, and results become obvious, opposition takes on a different theme: prior opponents may become "friends" so they can do damage from within, rumors may be spread, secrets may be shared with competitors.

Next, prior opponents attempt to be "identified" with the reformers to capture part of the glory earned by the reformers: name dropping, ***photo ops*** and ***endorsements***. The

VOCABULARY

Mediocrity: being neither good nor bad; middle, average
Status quo: the way things are done on a regular basis
Reform: improve; change
Crevice: a narrow crack or split
Skirt: to go around a thing
Unethical: not following the accepted moral rules of behavior
Sabotage: to damage deliberately
Photo ops: opportunities to take pictures
Endorsement: public, open support of someone
Dilute: to lessen; to make less potent
Vigilance: watchfulness, alertness

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next stage is to take credit for the work of the reformers in an effort to ***dilute*** the movement and to attempt to control the reform through legislation or other means, so it can be turned full circle back to the beginning.

Eternal ***vigilance*** is the price of freedom. Hard work, diligence, commitment and a tough conscience are hall marks of reformers. Rowing against the tide and the turbulent rapids demands almost, if not actually, a sense of Divine appointment. Effective reformers have a distant gaze in their eyes. They see beyond present bulwarks and bunkers to a future flag of victory.

Great achievers pay little attention to peers, acquaintances and enemies. They look at a distant goal and do whatever is necessary to gain the victory. They fight a good fight even when battles are lost. They keep going because they know that status quo is often hurtful to people and must be replaced! ■

SPELLING AND PRONUNCIATION: LONG VOWEL SOUNDS



Remember the rule that states: "When a word has one syllable and two vowels, the first vowel is long (¯), and the second vowel is silent." This rule applies to many words. In this lesson, you will review this rule, and you will learn exceptions to this rule.

LONG "A" SOUNDS

The above rule applies to the (ā) sound when the *a* is used with an *i* as in *pail*. The rule also applies when the *a* is separated from another vowel by a consonant, as in *bla<u>m</u>e* or *ga<u>m</u>e*, where the *a* and the *e* are separated by the *m*.

Rule #1: In a word of one syllable that has an *a-i*, the *a* is pronounced (ā), and the *i* is silent.

Examples: frail, rail, pail, mail, tail

Rule #2: In a word of one syllable that has an *a* and another vowel separated by a consonant, the *a* is pronounced (ā), and the other vowel is silent.

Examples: blame, sane, dare, cape, date, brave

Extensions to Rule #2: The words *braille*, *raise* and *praise* have *a-i* <u>plus</u> an *e* at the end. In these words, the *a* is long, and the *i* and *e* are both silent.

LONG "E" SOUNDS

Sometimes the (ē) sound is spelled *e-a*, and sometimes it is spelled *e-e*.

Rule #1: If a word has an (ē) sound and ends in *n* or *m*, spell the word with an *e-a.*

Examples: gleam, jeans, beam, means, bean, glean

Exceptions: seem, green, queen, seen, been, keen, teen
- Notice that the exceptions to Rule #1 are spelled with *e-e.*

Rule #2: If a word has an (ē) sound and ends in *p*, spell the word with *e-e.*

Examples: sheep, seep, peep, creep, beep

Exceptions: heap, leap, cheap, reap
- Notice that the exceptions to Rule #2 are spelled with *e-a.*

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LONG "O" SOUNDS

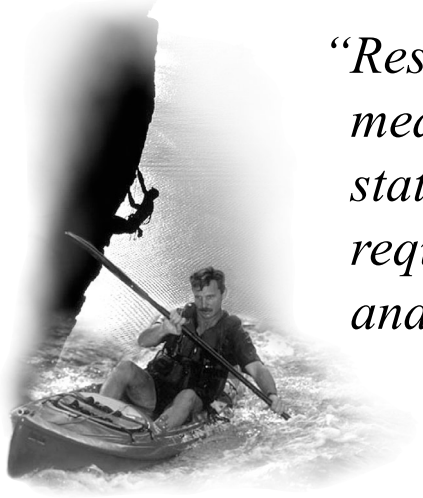
The long (ō) sound is the simplest of the vowel sounds. It is usually spelled only two ways.

Rule: If a word has one syllable and an (ō) sound, spell the word with *o-a* or with an *o* and *e* separated by the last consonant sound.

Examples of (o-a): toad, load, road, goad
Examples of "o" and "e" separated by a consonant: mode, robe, vote, rose, yoke, tone

Congratulations! Continue with determination.

Life Principle



"Resisting mediocrity and status quo always requires courage and vision."

—Ron Johnson

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Chapter 3

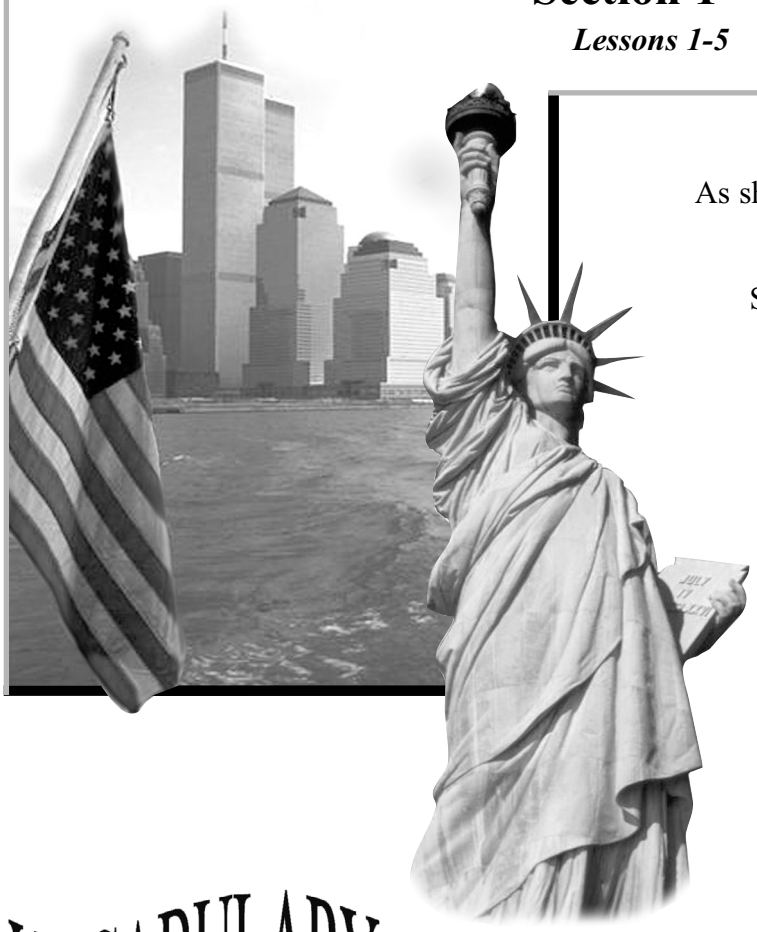
Lesson 5

Spelling

Section 1

Lessons 1-5

THE LADY ON 9/11



I wonder what she thought
As she stood there, strong and tall.
She could not turn away,
She was forced to watch it all.
Did she long to offer comfort
As her country bled?
With her arm forever ***frozen***
High above her head.
She could not ***shield*** her eyes;
She could not hide her face;
She just stared across the water
Keeping Freedom's place.
The smell of smoke and terror
Seemed to reduce her size—
So small within the ***harbor***
But still we recognized . . .

How ***dignified*** and beautiful
On a day so many died . . .
I wonder what she thought,
And I know she must have cried. ■

(***Anonymous***)

VOCABULARY

Frozen: motionless and stiff
Shield: to cover or screen
Harbor: protected body of water where ships dock
Dignified: worthy of respect
Anonymous: refers to an unknown author

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SPELLING AND PRONUNCIATION: CONSONANT SOUNDS AND BLENDS



Sounds are sometimes tricky in the English language. Letters and words are not always spelled the way they sound. Some letters hardly ever end words, like the letter *v*. Some letters blend together to form one sound, like *ll* or *lk*. Some letters can have the same sounds as other letters. For example, *c* often has the *k* sound, and *g* often has the *j* sound. The following rules will help you spell words with these letters.

WORDS WITH THE "V" SOUND

In the English language, few words end in *v*; the word usually has a silent *e* on the end.
Rule: Most words that end in the *v* sound are spelled with a silent *e* on the end.

Examples: sleeve, leave, believe, receive, retrieve

DOUBLE CONSONANT SOUNDS

Some consonant blends, such as *l-l, l-k, l-t, s-t* and *s-h*, affect the way a vowel is pronounced.
Rule #1: If an *a* precedes *l-l, l-t* or *l-k*, pronounce the *a* with an (ȧ) sound.

Examples: small, fall, chalk, balk, talk, malt

Rule #2: If the vowel *o* or *i* in a one-syllable word is followed by two consonants, the vowel may be pronounced as a long vowel.

Examples: old, child, blind, most

Exceptions: lost, mill, fish, list

Rule #3: If the vowel *a*, *e* or *u* in a one-syllable word is followed by two consonants, the vowel may be pronounced as a short vowel.

Examples: band, lash, blend, felt, must, lush, crush, lash, mash

WORDS WITH THE "K" SOUND

Rule #1: If a word has the sound of *k* and has a <u>short</u> vowel just before the *k* sound, the word is spelled with *c-k*.

Examples: snack, back, block, wreck, check, sock, stick, lick, stuck

Exceptions: Some words with short vowel sounds just before the *k* sound end in only *c* such as: *music, comic, phonic, tragic, magic, picnic, electric, arithmetic.*

•Notice that each word has an *i* just before the *c*.

Rule #2: If a word has the sound of *k* and has a <u>long</u> vowel just before the *k* sound, the word is spelled with *k-e*.

Examples: quake, bake, spoke, joke, like, bike

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Rule #3: If a consonant is between the vowel and the *k* sound, the word is spelled with *k*. This applies whether the word has a long or short vowel sound.

Examples: trunk, folk, bunk, bank

Rule #4: If two vowels are before the *k* sound, the word is spelled with *k*.

Examples: speak, croak, meek

Rule #5: In a word of several syllables, the *k* sound is usually spelled with *c*.

Examples: per fec tion ex ec u tive di rec tion

Rule #6: If a word with two syllables has the *k* sound, and the word ends in *-et* or *-kle*, spell the word with *k* or *ck*.

Examples: twinkle, jacket, racket, wrinkle, sprinkle, tinkle

WORDS WITH THE "J" SOUND

Rule #1: If the vowel just before the *j* sound is short, the word is spelled with *-dge*.

Examples: dredge, pledge, judge, dodge

Rule #2: If the vowel just before the *j* sound is long, the word is spelled with *-ge*.

Examples: garbage, village

Hint: The words with the short spelling (**GE**) have the long vowel sound, and the words with the long spelling (**DGE**) have the short vowel sound.

Rule #3: If a consonant is between the *j* sound and the vowel, the word is spelled with *g-e* (whether the vowel is long or short).

Examples: strange, barge, change, large

You are learning so many helpful hints to improve your skills. Continue to the Activities.

LIFE PRINCIPLE



"As nations become corrupt and vicious, they have more need of masters."

—Eric Buehrer

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English: Composition Skills



Lesson 6

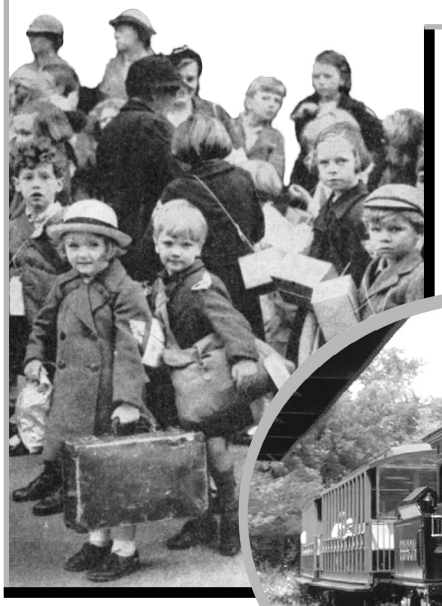
Word Building

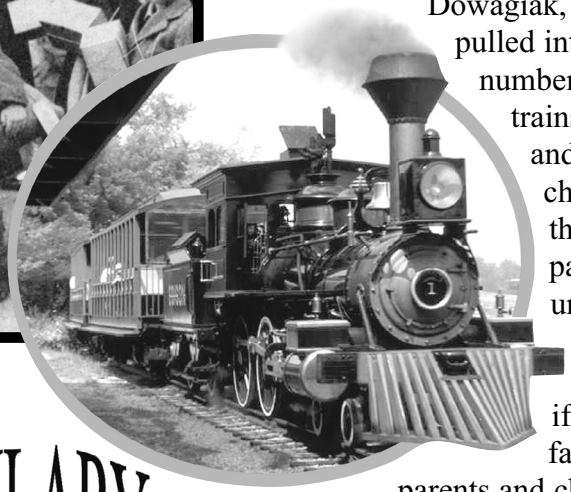
Chapter 3

Section 2

Lessons 6-10

THE ORPHAN TRAINS OF THE MIDDLE WEST





The orphan trains represented one of the most tragic and at the same time heartwarming eras in America's history. Children from New York's orphanages came to the Midwest by the trainload in a huge migration that lasted 75 years. The first such "orphan train" went to Dowagiak, Michigan, in 1854. The last one pulled into Trenton, Missouri in 1929. The number of children ***relocated*** by the trains is ***estimated*** between 200,000 and 400,000. While some of the children were orphans, many of them had one or even two living parents who were unable or unwilling to care for the children. Other parents believed their children would have a better life if sent to a caring family in the farmlands of the west. Many of the parents and children were immigrants relocating in the United States. In most cases, the immigrants thought they had left poverty and oppression in their old countries; unfortunately, however, these families often discovered that life in the "New World" was more difficult than ***anticipated***. The immigrants found few jobs. Those were the days in America when sick leave and health insurance were not offered by employers. Wages were extremely low, while work and living conditions were often appalling. The children of these families suffered. Many parents were unable to care for their children, and in desperation, abandoned them.

A young Methodist minister named Charles Loring Brace was studying at a seminary in New York and was horrified by the conditions he saw on the streets. He was persuaded that these "children of unhappy fortune" must be helped. Brace decided at age 26 that he would rather give his life to helping these orphans, than preach. No amount of orphanages could hold all the homeless children. But, Brace

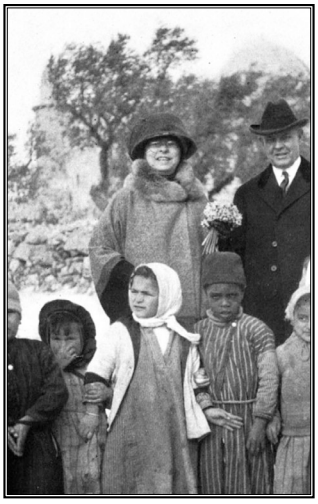
VOCABULARY

Relocated: moved from one place to another
Estimate: to guess at the amount of something
Anticipated: expected
Rural: non urban; country or farming areas
Parish: a local church community
Czech: a language spoken by the natives of the Czech Republic (a small country in central Europe)
Dilemma: a choice between two unsatisfactory situations

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had an idea. He wanted to send as many children as possible west to find homes with farm families. Brace believed that the only permanent way to help the children was to remove them completely from their surroundings and to send them away to kind Christian homes in the country. Based upon this concept, Brace founded the Children's Aid Society of New York. Brace believed that in American communities in the west, many spare places could be found at the table, relieving the "harassing struggle for existence" that had cast the orphans onto the streets in New York. Brace believed that mid-west families had enough for themselves and enough for others.

Brace's plan was simple. He would collect orphans from orphanages, asylums and shelters, as well as the streets. He would then send advertisements stating that cargoes of needy children would be arriving at certain times and on certain dates. Mr. Brace and his aid workers had no difficulty finding children. One young girl, Hannah, and her twin sister, Hazel, were being raised by their widowed father. He was a traveling salesman and sometimes took his young children with him; however, most of the time, they were left alone at home and roamed the streets, unsupervised. One day, a knock sounded on the door. There stood Mr. Brace, who explained to the father that the children would have to go if he could not care for them. The father gave up his children in hopes that they would find a better life than what he could give them.



Brace's aid society was not the only one sending orphans to the ***rural*** Midwest. Catholic Charities of New York also began sending children, and Sisters of Mercy started the New York Foundling Hospital. The Catholic aid societies found homes for the children before they left New York. ***Parish*** priests announced train schedules, and couples who wanted a child signed up for either a boy or a girl.

One of the orphans from the New York Foundling Hospital arrived in Missouri in 1901, when she was two years old. She had a number pinned to her dress. A family from a nearby county had a matching number, and they stepped up to claim their new daughter. Years later, after this same girl had married, she told her children that she had been pampered by her new family. In the home, ***Czech*** was spoken, and the young child had to learn the new language. She attended school, and later college. She then became a nurse, married and raised seven children.

Other orphans were less fortunate. One girl from Kansas was taunted at school and told by other children that orphans were a disgrace to the town. This same girl had been 9 days old when her mother took her to the New York Foundling Hospital. When the girl was four, she had ridden an orphan train to Kansas and found a new home. She said that she never really felt loved, but she had not been abused.

One eight-year-old boy who had been put on a train told his story: His mother had died when the boy was two. His father became an alcoholic. Mr. Brace was instrumental in removing the boy from the neglectful and abusive home. While standing on a platform, waiting to be chosen by an adoptive parent, the boy was approached by a farmer who felt the boy's muscles and stated that the boy would be a good worker on the farm. The boy told the farmer that he smelled badly and probably had not bathed in a year. The farmer grabbed the boy and tried to drag him off the stage. The boy kicked, yelled, scratched and bit. The farmer let go! However, because of the boy's ill behavior, not even good families would adopt him.

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The Children's Aid Society produced a mixture of stories. Some told of successful adoptions where the youngsters found loving, secure homes; some stories told of sad endings where children and teens were not adopted by good families. Two boys from the society found nurturing and supporting homes and subsequently became governors of North Dakota and Alaska; however, some adoptive parents saw the children as nothing more than cheap labor and did not inspire the children toward greatness. Some foster parents abused the young people. Many of the older boys simply ran away; other children were rejected by their new parents and returned to the respective aid society.

Brace knew that his solution was not perfect. He often grieved over the ***dilemma***: "When a child of the streets stands before you in rags, with a tear-stained face, you cannot easily forget him. And yet, you are perplexed what to do. The human soul is difficult to interfere with. You hesitate how far you should go."

The son of a man who had ridden the orphan train stated that the orphan train solution could be harsh in some respects . . . but, in other respects, it was kind. Many people took the orphans and loved and raised them. Most of the orphans had been found on the streets of New York—sure to fall prey to violence, disease and early death if not removed from that environment and cared for, even if that care was not always perfect or comfortable. ■

SUFFIXES



Suffixes are endings added to root words. Suffixes change the root words to fit the context of sentences. A root word is the basic or main part of the word.

SUFFIXES -S, -ED, -ING, -ER

The suffixes *-s, -ed* and *-ing* all change the tense of a verb. Adding *-s* makes a verb present tense; *-ing* makes a verb a present participle; *-ed* makes a regular verb past tense. The suffix *-er* changes a word to a noun.

Root Word	Present tense	Present participle	Past tense	Noun
work	works	working	worked	worker
help	helps	helping	helped	helper

Rule #1: If a word ends in a silent *e*, drop the *e* before adding a suffix that begins with a vowel.

Root Word	Suffixes that start with vowels
time	timing; timed; timer
case	casing; cased
relocate	relocating; relocated
wage	waging; waged
give	giving; giver

•Notice that each suffix that began with a vowel (-ed, -ing, -er) was added after the last *e* of the root word was dropped. If the last *e* were not dropped, the words would be misspelled.

Root Word	Incorrect Spellings (with extra "e")	Correct Spellings
time	timeing, timeed, timeer	timing; timed; timer
case	caseing, caseed	casing; cased
relocate	relocateing, relocateed	relocating; relocated
wage	wageing, wageed	waging; waged
give	giveing, giveer	giving; giver

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Rule #2: If a word ends in one consonant and has just one vowel before the consonant, double the consonant before adding a suffix that begins with a vowel.

Root Word	Suffixes that start with vowels
trip	tripping; tripped
tip	tipping; tipped
map	mapping; mapped
flap	flapping; flapped
pet	petting; petted
get	getting
big	bigger; biggest
dig	digging; digger

•Notice that before the suffix *-ing* or *-ed* was added, the last consonant was doubled.

Root Word	Suffixes that start with vowels
trip	tripping; tripped
tip	tipping; tipped
map	mapping; mapped
flap	flapping; flapped
pet	petting; petted
get	getting
big	bigger; biggest
dig	digging; digger

Rule #3: If a verb ends in *y*, change the *y* to *i* and add *e* before adding the suffix *-s* or *-ed*.

Root Word	Adding -s	Adding -ed
try	tries	tried
cry	cries	cried
fry	fries	fried

You are doing well. Continue to the Activities.

Life Principle



"Kids with a loving mom and dad has always been a good idea."

—Frank Peretti

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English: Composition Skills



Lesson 7

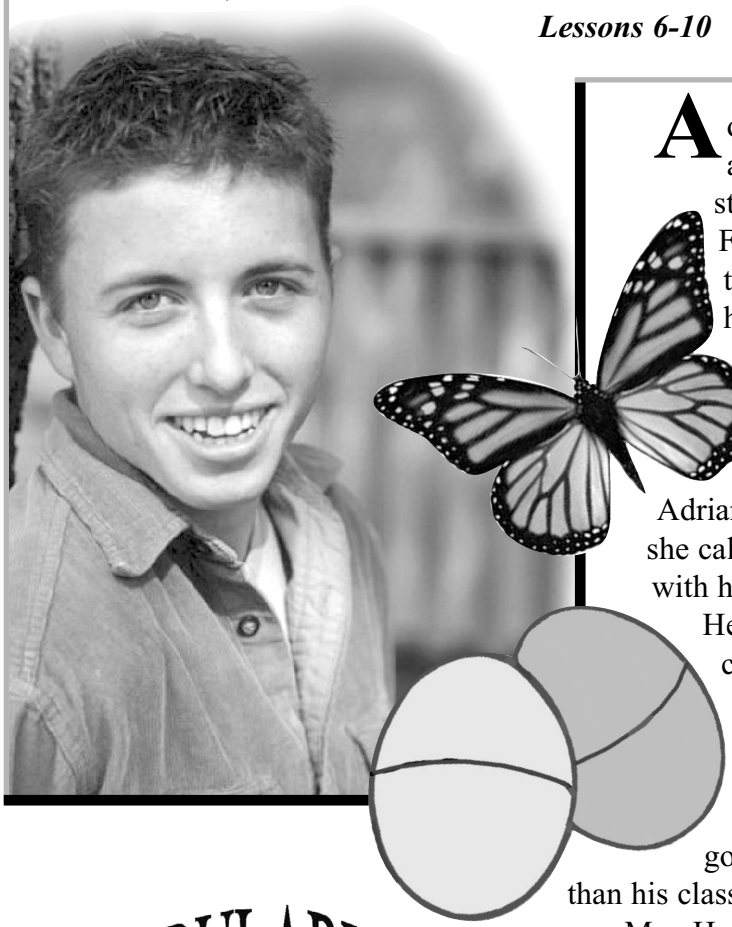
Word Building

Chapter 3

Section 2

Lessons 6-10

A DYING BOY'S EASTER GIFT OF LOVE



Adrian was born with a twisted body and a slow mind. At the age of 12, he was still in second grade. His teacher, Tia Filemon, often became impatient with the slow learner. He would squirm in his seat, drool and make grunting noises. At other times, he spoke ***distinctly***, as if reason and logic had ***penetrated*** his ***isolated*** world of darkness. Most of the time, however, Adrian simply irritated his teacher. One day she called his parents and asked them to meet with her for a ***consultation***. As the Hernandezes seated themselves in the classroom, Miss Filemon said, "Adrian really belongs in a special school. Being with younger children who do not have learning problems is not really fair to him or them. For goodness' sake, he is five years older than his classmates!"

Mrs. Hernandez stifled a sob and cried softly into her tissue. Mr. Hernandez put his arm around his wife and addressed the teacher, "Miss Filemon, no school of that kind is nearby. The doctor says Adrian will not live much longer. Is there any way he can stay with you? This is the only school he has ever known. We know he really likes this school, and you," he smiled kindly at the ***exasperated*** teacher.

Tia Filemon sat for a long while after the couple left. She stared out the window at the snow-covered playground. The cold wind seemed to seep into her soul. She wanted to sympathize with the Hernandezes. After all, their only child had a ***terminal illness***. But, keeping the child in her class was not fair. She had nineteen other children to teach, and Adrian was such a distraction. Furthermore, he would never learn to

VOCABULARY

Distinctly: clearly or definitely
Penetrated: entered through a barrier
Isolated: set apart; alone
Consultation: a meeting to receive or give information
Exasperated: annoyed or frustrated
Terminal illness: a sickness from which a person will die

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read and write. Why waste any more time trying? As she pondered the situation, guilt washed over her. *Here I am complaining, when my problems are nothing compared to that family*, she thought. From that day on, she tried hard to ignore Adrian's noises and blank stares. Then one day, he limped to her desk. "I love you, Miss Filemon," he exclaimed, loud enough for the whole class to hear. Tia became embarrassed. She stammered, "Wh-why thank you, Adrian. Now, please take your seat."

Winter ended, and the children talked excitedly about the coming of spring. Miss Filemon told the class the historical Easter story of Christ and told them that spring was a time to celebrate new life springing forth. She gave each child a large, plastic egg. "Now," she explained, "take this home and bring it back tomorrow with something inside that shows new life. Do you understand?"

"Yes, Miss Filemon," the students enthusiastically replied in unison, all except Adrian. He listened intently; his eyes never left his teacher's face. The child did not even make his usual noises. *Does he understand?* she wondered. Perhaps she should call his parents and explain the project to them so they could help him. That evening, however, Miss Filemon became so busy, she forgot to phone the Hernandez's home and explain the project.

The next morning, the children arrived and proudly placed their eggs on Miss Filemon's desk. The time arrived for show and tell. The first student opened her egg containing a flower. She told how a flower represents new life. "Oh, yes!" approved Miss Filemon. "A flower certainly is a sign of new life. When plants peek through the ground, we know that spring is here."

The next egg contained a plastic butterfly. Samantha, the owner of the egg explained, "A caterpillar changes and grows into a butterfly—that's new life!"

David showed his egg next. It contained a rock with moss. He explained how moss, too, expresses new life. "You have all done so well!" beamed Miss Filemon. "Who is next?"

"Here is my egg," exclaimed Adrian. He limped to the front of the room and pried open his egg. It was empty!

Oh, dear! thought Miss Filemon. *He misunderstood the instructions, and I forgot to call his parents!* "Adrian, why is your egg empty?" she asked.

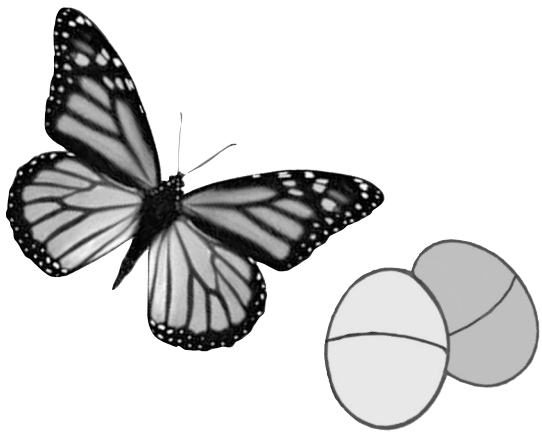
Adrian looked directly at his teacher and said, "But, in the Easter story, you said that Jesus' tomb was empty, too."

Miss Filemon swallowed hard as she looked in amazement at Adrian. Adrian exclaimed confidently, "The empty eggshell shows that a new life has left."

The recess bell rang. The children hurried outside to play. Left alone in the classroom, Miss Filemon cried. The coldness in her heart melted completely. Adrian had understood everything!

Three months later, Adrian died. Those who paid their respects were somewhat confused and surprised to see twenty plastic eggs on top of Adrian's casket. All of the eggs were empty. ■

(Anonymous)



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SUFFIXES CONTINUED

In the previous lesson, you learned that some suffixes change the tense of a verb. In this lesson, you will learn that some suffixes completely change the part of speech of a word! By adding certain suffixes, you may change a word from a verb to a noun or an adjective, or from an adjective to an adverb. When you learn the correct ways to use suffixes, your writing will be accurate and interesting. Being accurate in your writing is extremely important. Here are some examples that show that if 99.9% done correctly is good enough, then. . . .

- 22,000 checks will be deducted from the wrong bank accounts in the next 60 minutes.
- 12 babies will be given to the wrong parents each day.
- 20,000 incorrect medicine prescriptions will be written in the next 12 months.
- 114,500 mismatched pairs of shoes will be shipped this year.
- 107 incorrect medical procedures will be performed by the end of the day today.
- 315 entries in Webster's Dictionary of the English Language will be misspelled.

Misspellings, wrong words and other mistakes cause tremendous miscommunication. You may lose credibility if mistakes are prevalent in your writing. Below is a humorous example that illustrates the importance of carefully checking your work for context and accuracy.

When Coca Cola first entered the Chinese market, the bottles were embossed with Chinese characters which represented the sounds of "Coca-Cola," but which in fact meant "Bite the wax tadpole." —Japan Air Lines, New York, NY

(Anonymous)

SUFFIXES -ER, -EST, -LY, -FUL

The suffixes *-er* and *-est* change the degree of an adjective. The degrees of an adjective are *positive, comparative* and *superlative*. The positive degree is the word in its regular form. The comparative degree compares the word to one more thing. The superlative degree compares the word to more than two things. The comparative degree is formed by adding the suffix *-er* to the end of the word. The superlative degree is formed by adding the suffix *-est* to the end of the word. For example: big, bigger, biggest. The positive degree is *big*. The comparative degree is *bigger*. The superlative degree is *biggest*. The suffix *-er* can also change a verb into a noun.

Root Word	**Suffixes that change parts of speech or degrees**
big	bigger (positive degree becomes comparative)
big	biggest (positive degree becomes superlative)
kind	kinder (positive degree becomes comparative)
kind	kindest (positive degree becomes superlative)
bake	baker (verb becomes noun)
teach	teacher (verb becomes noun)

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The suffixes-*ly* and *-ful* change the part of speech of a word. These suffixes can change a verb into a noun, adverb or adjective.

Rule: When a word ends in *y*, change the *y* to *i* before adding *-ful*.

Root Word	**Suffixes that change parts of speech**
beauty	beauti<u>i</u>ful (noun becomes adjective)
duty	duti<u>i</u>ful (noun becomes adjective)
plenty	plenti<u>i</u>ful (noun becomes adjective)
clever	clever<u>ly</u> (adjective becomes adverb)
thank	thank<u>ful</u> (verb becomes adjective)
care	care<u>ful</u> (verb becomes adjective)
desperate	desperately (adjective becomes adverb)

Congratulations! You are learning so much! Continue to the Activities and finish this lesson!



Life Principle

"To ignore exercise of your gift is to deprive the world of something special."

—Robert Schuller

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English: Composition Skills



Word Building

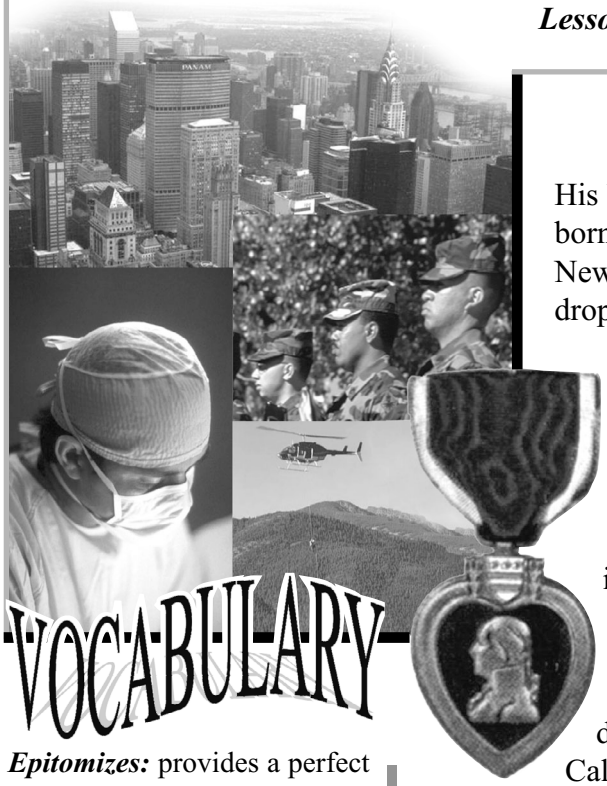
Lesson 8

Chapter 3

Section 2

Lessons 6-10

SLUM URCHIN TO SURGEON GENERAL



VOCABULARY

Epitomizes: provides a perfect example
Glamorous: appealing or attractive
Purple Heart: an United States military award given to soldiers who exhibit exceptional courage or cunning
Bachelor's degree: a title given by a college when particular studies are completed
Trauma: a serious wound or event above the usual level of injury
Found: to start or begin an organization, company or business
Foundation: an organization, company or business

Richard Carmona's story ***epitomizes*** the American Dream: from rags to riches. His beginning in life was not too ***glamorous***. He was born to poor Puerto Rican parents in 1949 in Harlem, New York, U.S.A. Richard was a street kid and dropped out of high school. At age 17, he enlisted in the U.S. Army. He later earned his G.E.D. and began a successful career in the Army Special Forces. He was decorated as a hero in the Vietnam War and was awarded two ***Purple Hearts***.

In 1976, Carmona earned a ***bachelor's degree*** in biology and chemistry. He was the first member of his American family to graduate from college. In 1979, he earned his doctorate in medicine. Both his bachelor and doctorate degrees were earned from the University of California at San Francisco.

In 1985, Dr. Carmona moved to Arizona. There, he started the region's first ***trauma*** care program and was director of trauma services at Tucson Medical Center. Dr. Carmona also became a deputy sheriff for the Pima County Sheriff's Office and was leader of the county's SWAT team.

Dr. Carmona experienced many exciting and dangerous episodes in his duel profession of doctor-cop. In 1992, Dr. Carmona lowered himself from a helicopter to rescue a person stranded on a cliff. In 1999, he drove by an accident scene and saw an angry driver attacking a woman. The doctor stopped to help, and the enraged driver shot at the doctor, grazing his scalp with a bullet. The doctor returned fire and killed the driver, saving the woman's life and his own. Carmona's gentle spirit and desire to help people, along with his quick decision-making skills and ability to act in emergencies has made him a favorite in Pima County and the United States. In 2000, Carmona was nominated as one of America's "Top Cops."

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Dr. Carmona's heroism came to the attention of President George W. Bush. In 2002, Dr. Carmona was nominated by the president as U.S. Surgeon General. The senate approved the nomination, and in August, 2002, Carmona was sworn in as the nation's most powerful and prominent surgeon. ■



MORE SUFFIXES

In the last lesson, you learned about adding suffixes to either change the degree of an adjective or to change the part of speech of a word. In this lesson, you will work more with suffixes that change parts of speech.

SUFFIXES -LESS, -TION, -SION, -NESS, -MENT, -ANCE, -ENCE, -ABLE, -IZE

The suffix *-less* changes a word from a noun to an adjective. *-Less* is a negative connotation and means "without."

Root Words (Nouns)	Root Words With Suffixes (Adjectives)
hope	hopeless
care	careless
mind	mindless
faith	faithless
love	loveless
blame	blameless

The suffixes *-tion* and *-sion* change verbs into nouns. These suffixes are pronounced (shŭn).

Root Words (Verbs)	Root Words With Suffixes (Nouns)
explain	explanation
donate	donation
found	***foundation***
separate	separation
classify	classification
express	expression
profess	profession
divide	division

•Notice that the spellings alter slightly when the suffixes are added.

The suffix *-ness* changes adjectives into nouns.

Root Words (Adjectives)	Root Words With Suffixes (Nouns)
filthy	filthiness
busy	business
careless	carelessness
faithful	faithfulness

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The suffix *-ment* changes verbs to nouns.

Root Words (Verbs)	Root Words With Suffixes (Nouns)
require	requirement
fulfill	fulfillment
advertise	advertisement

The suffixes *-ance* and *-ence* change verbs or adjectives into nouns.

Root Words (Verbs and Adjectives)	Root Words With Suffixes (Nouns)
violent (adjective)	violence
acquaint (verb)	acquaintance

The suffix *-able* changes verbs or nouns into adjectives.

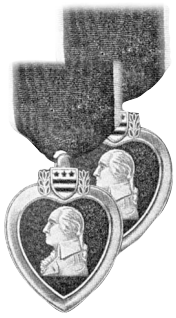
Root Words (Verbs and Nouns)	Root Words With Suffixes (Adjectives)
employ (verb)	employable
comfort (noun or verb)	comfortable
attain (verb)	attainable
afford (verb)	affordable

The suffix *-ize* changes nouns or adjectives into verbs.

Root Words (Nouns and Adjectives)	Root Words With Suffixes (Verbs)
character (noun)	characterize
social (adjective)	socialize
verbal (adjective)	verbalize
priority (noun)	prioritize

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

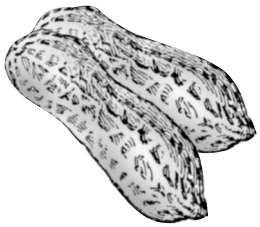
LIFE PRINCIPLE



"Trials and difficulties test your motives and character to cause you to become a better person."

—Anonymous

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Lesson 9

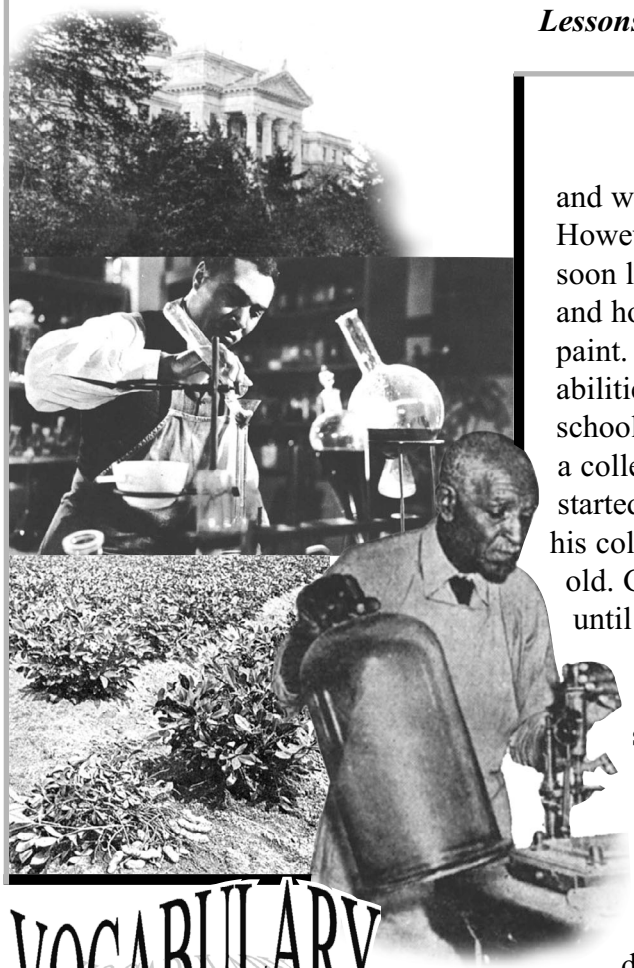
Word Building

Chapter 3

Section 2

Lessons 6-10

EVERYONE AND EVERYTHING IS USEFUL



George Washington Carver was a sickly baby. As he grew, he remained small and was not expected to do anything useful in life. However, George watched those around him, and he soon learned things such as how to cook and clean and how to care for plants. He could also sing and paint. He worked his way through school, using his abilities to help pay his way. George moved from school to school to obtain more knowledge. Finally, a college in the state of Iowa accepted him. He started a ***laundry*** to ***fund*** his education. He received his college degree when he was more than 30 years old. George stayed at the Iowa college as a teacher until he was asked to teach scientific farming at another school in the state of Alabama.

When George arrived at the Alabama school, his ***laboratory*** was completely empty, as no money was provided to purchase supplies. A few days later, when his ***pupils*** arrived, Mr. Carver led them on a "treasure hunt for junk." They were able to make a stove from an old lamp, test tubes from discarded jars and bottles, a strainer by poking holes in a worn pan, and other things. Carver and his students now had a laboratory.

Carver taught the farmers who lived near the school what plants to raise to ***enrich*** the soil. He showed his students how to cook various meals from the crops they grew. The people became healthier because they were eating better. Their homes changed, too. Carver had discovered how to make curtains from empty flour sacks, rugs out of grass, and paint from clay in the soil to decorate houses.

The farmers took Carver's advice and planted peanuts to enrich worn out soil. Giving the cotton a "rest" also meant having fewer problem with ***boll weevils***. However, when

VOCABULARY

Laundry: an establishment for washing clothing
Fund: to provide money
Laboratory: a room containing equipment for studying science
Pupils: students
Enrich: to make soil more fertile; to increase the value
Boll weevils: insects that damage cotton crops by feeding on cotton seed pods

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peanuts piled up in their barns, the farmers became angry because they could not sell the peanuts and thought they had wasted their money. They faulted Mr. Carver: "Nobody wants tons of peanuts. We are ruined, Carver. You are to blame!" Carver took several bags of peanuts and locked himself in his lab. "I was a tiny, sickly baby once. But God found a use for me. Surely tons of peanuts must be useful, too." He stayed in the lab for two days and two nights.

When Carver opened the door and invited in friends and students, they saw rows and rows of jars and test tubes, all kinds of things made of peanuts. Later, George Washington Carver made even more products from peanuts—altogether, over three hundred peanut products. Among them were paper, cardboard, face cream, sauces, peanut milk and peanut butter.

Eventually, factories were built to make those new things, providing jobs for many people and using all the peanuts Southern farmers could grow! ■

(Anonymous)



PREFIXES

Prefixes are syllables added to the beginnings of words. Prefixes have different meanings. When added to root words, the prefixes change the meanings of the words.

PREFIXES PRE-, POST-, RE-, MIS-

In some cases, a prefix explains the time of an event or era, as with *pre-* (which means *before*) and *post-* (which means *after*). The prefix *re-* means *again*; the prefix *mis-* means *wrong* or *incorrect*.

Examples
(pre-) and (post-): prewar, preexisting, postelection, postscript
(re-): redo, recall, rerun, return, review, reestablish
(mis-): misnumber, misinstruct, miscalculate, misinterpret

Study the examples below of words using these prefixes in sentences.

Example #1: Some preexisting elements of this case were discovered.
Example #2: During the postwar years, many of the immigration laws were tightened.
Example #3: He returned to help the lady.
Example #4: The criminal miscalculated his chances to escape the police officer.

You are learning so much. Continue diligently. Complete the Activities.

Life Principle



"People who look past their inabilities can look forward to great exploits."

—Anonymous

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Word Building

Lesson 10

Chapter 3

Section 2

Lessons 6-10

THINKING THE RIGHT WAY



If you think you're ***beaten***; you are.
If you think you dare not; you don't.
If you'd like to win, but think you can't;
It's almost a ***cinch*** you won't.
If you think you'll lose; you're lost.
For out in the world you find
Success begins with a fellow's ***will***—
It's all in the state of mind.
Many a race is lost
Before ever a step is run.
And many a ***coward*** fails
Before his work has begun.
Think big, and your deeds will grow;
Think small, and you'll fall behind;
Think that you can, and you will;
It's all in the state of mind.
If you think ***outclassed***; you are,
You've got to think high to rise;
You've got to be sure of yourself before
You can ever win a prize.
Life's battles don't always go
To the stronger or faster man;
But, sooner or later the man who wins
Is the fellow who thinks he can. ■

(Anonymous)

VOCABULARY

Beaten: defeated
Cinch: a sure or easy thing
Will: a firm wish or desire
Coward: a person who yields to fear
Outclassed: of lesser status or importance than others

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MORE PREFIXES

Welcome to another lesson on prefixes! Remember that prefixes are syllables added to the beginnings of words. Prefixes often change the meanings of words.

PREFIXES IN-, UN-, DIS-, NON-, OVER-, UNDER-

The prefix *un-*, *in-*, *non-* or *dis-* is added to a root word to make the meaning opposite of the original word. These prefixes mean "not."

Examples: unable, ineffective, nonsense, discontinue, incompetent
- *unable* (this is an adjective that means *not able*).
- *ineffective* (this is an adjective that means *not effective*).
- *nonsense* (this is a noun that indicates that something does *not make sense*).
- *discontinue* (this is a verb that means *do not continue*).
- *incompetent* (this is an adjective that means *not competent*).

The prefix *in-* also means "in, toward, or within."

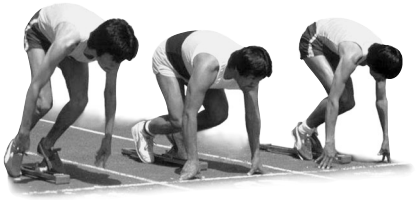
Examples: inward, indent, inside

The prefixes *over-* and *under-* usually indicate more than or less than a required amount or degree, rather than direction. These prefixes generally mean "too much" or "not enough."

Examples: overeat, overcompensate, overreact, underage, underdeveloped, underachievement
- *overeat* (this is a verb that means that someone *eats too much*).
- *overcompensate* (this is a verb that means that someone *compensates too much*).
- *overreact* (this is a verb that means that someone *reacts too much*).
- *underage* (this is an adjective that means that someone *is under the required age* or *is not old enough*).
- *underdeveloped* (this is an adjective that means that someone *is not developed enough*).
- *underachievement* (this is a noun that means that something *is not achieved enough*).

Congratulations! You have finished another important lesson. Keep working hard.

LIFE PRINCIPLE



**"Success begins with a fellow's will—
it's all in the state of mind."**

—Anonymous

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Lesson 11

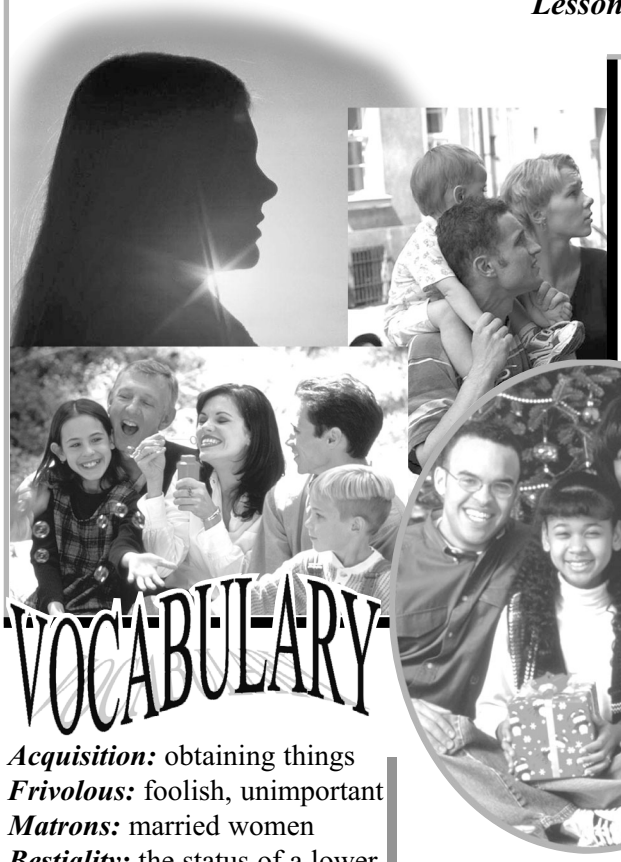
Word Building

Chapter 3

Section 3

Lessons 11-15

THE INFLUENCE OF YOUNG WOMEN



The present province of mankind is to develop nature, but not to improve on it. All the present deliciousness of fruits or flowers was contained in the original seeds out of which they were developed. Men have added nothing to nature. Now the normal condition of men and women is that of the family. Without one's family, what were all else of life? Without them would life be worth the living? How could there be love, and hope, and ambition, without the family? There might be lust of appetite, of ***acquisition***, of conquest, for mere existence, but how could holy love exist without the family relation? . . . .

Now men are ruled by their appetites, and women by their affections, until education has taught them the proper uses of both. As the highest relation is the family, the highest position in that highest relation is given by nature to women, to wit, the care and culture of home and children. She holds in her keeping the happiness and the welfare of the world.

As a rule, the first seven years of life determine the future of the child and so of the man. If the home life is cheap, ***frivolous***, impure, unintelligent, its product will be such. Not only a man, but a man's children are what his wife will let them, and him, be. If she is socially, naturally, his superior, she can elevate him. But, if she is socially inferior to him, her condition fixes his status: for, however good or great a man may be, he is always degraded and humbled in his own sight and in that of the world, when he has to blush on account of or make apologies for his wife.

VOCABULARY

Acquisition: obtaining things
Frivolous: foolish, unimportant
Matrons: married women
Bestiality: the status of a lower animal
Diabolism: evil character or behavior
Preternatural: existing outside of nature
Perpetuated: continued
Assuage: lessen the intensity; relieve
Inexorably: relentlessly; inflexibility
Consort: to associate
Quid: chewing tobacco
Forfeit: to lose a right or privilege due to an error or wrong deeds

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The young women of today will be the ***matrons*** of tomorrow, and while they never can make over the young men whom their mothers have made years ago, they can almost wholly determine the character of the next generation, by wisely using their influence with the present one. What kind of associates, what kind of companions, will you choose among men? Fate will not fix it for you, but you must determine it. There are serious vices among men, foul blots on humanity that impair its energies, that bar all upward progress of the race, that are steadily dragging it downward to ***bestiality*** and ***diabolism***—vices that breed crimes, natural, unnatural, and ***preternatural***, by which and from which woman has been and is the silent, greatest sufferer—shall they be ***perpetuated***? On its answer hangs the destiny of the ages. Shall the vice of the father be fastened on your innocent child through you? That is the problem you are to solve. Over against the world's misery stand the young women of the day with power not merely to ***assuage*** it, but to blot it out. Will they do it? Do you ask how? By resolutely refusing to be the medium for its perpetuation. Demand purity of thought, purity of purpose, purity of deed ***inexorably*** of the young men with whom you ***consort***. How long would the vice of drink, the filth of tobacco, the delirium of gambling, the leper-seeking of lust, dwell in this world, if the young women in it were to refuse fellowship with any young man tainted by them? Not a generation.

How often one may see . . . intelligent, refined, virtuous young women in company with gentlemen acquaintances who . . . forget the honor of the lady's company . . . belch forth the smoke and stench of the cigarette and cigar, or the lesser filth of the ***quid***? Would they do it if they knew they should ***forfeit*** the lady's favor? No young lady wishes to go through the . . . suffering of the drunkard's wife—yet how few have courage to refuse association with a young man who takes his wine, if he be a man of wealth, or position? No young man of sense would take for a consort one whose impure life would ***entail*** nameless sufferings on himself and offspring. Why should not a young lady be equally prudent and ***exacting***? Demand of your gentleman friends both the purity of life and of speech they require of you. Believe me, there is no young man whose acquaintance is worth the having who will not respect and admire you more for refusing to fellowship with what he may call his petty weaknesses, than he will do if, for the sake of his company, you quietly ignore vices you would not think of cherishing in yourself. You know and he knows that a woman's social condition, aye, her eternal condition, is determined, not by her wealth, not by her beauty, but by her moral and mental qualities. Will the eternal balance be less exacting in his case? If not, why do you seek to make it so in this life by smiling on his vices?

The young women of the world must redeem it of its vices, or doom it. Nature—no, He who created nature—has given them an influence that would ***regenerate*** the race if they would but use it aright. Nature's great

VOCABULARY

Entail: impose upon or involve
Exacting: requiring, demanding
Regenerate: become formed again or restore to strength
Intemperance: excessive drinking
Dudishness: the act of showing off, being "flashy"
Genteelness: the act of being polite; well-mannered

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decree is that man shall seek his mate, not the mate the man. If he comes unclean of body or of soul shall he find the pure equally as ready as the unclean to welcome him? Shall there be no distinction? Is it not time that the pure young women of the land face toward the future, and demand a noble, virtuous companionship? It will come, but only at their bidding. To have it come, frown down ***intemperance***, the tobacco evil, profanity, impurity of deed and speech, idleness, and ***dudishness***. Insist on the cultivation of mind as well as brawn, of godliness rather than covetousness, of gentleness as well as ***genteelness***, of truth rather than tricks in trade. Have it understood that respect, courtliness, and kindness toward one's own mother and sisters is as great virtue in a young man as vows of love to his sweetheart. Make it known that honor is greater than gold, and that the heart outweighs and outranks the brain. ■

(excerpts from an essay by Lady Somerset of London and Miss Willard)

LATIN ROOTS



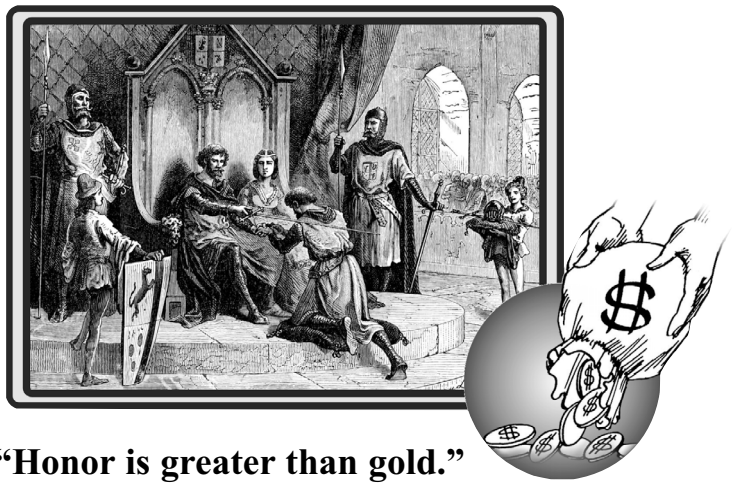
Many of the root words used in English are derived from Latin. When a word originates from another language, the meaning may change slightly. When you recognize root words (roots), you will be able to understand the meanings of many words. Below, study some of the Latin roots that are used in English words.

Root Word	English Word	Meaning of Word
junct: to join	junction	a place where parts are joined
spec: to see, to look	spectator	a person who sees, watches or looks
vert: to turn	invert	to turn upside down or inside out
cedo: to move	access	to move toward; to approach
aud(io): to hear	auditory, audible	relating to hearing; able to be heard
dicto: to say	dictate	to speak; to give an order
auto: self	autocracy, automobile	self rule; self operated
anti: against	antipathy	feelings of opposition
venio: to come	convention	a coming together; a meeting
scribo: to write	manuscript	written by hand
geo: earth	geology	the study of the earth
grapho: to draw or write	graphology	the study of writing
hydro: water	hydrophobia	fear of water
therm: heat	thermostat	a heat regulator
vis: to see	visible	able to be seen
bi: two	bicycle	two wheels that turn
tri: three	triad, trinity	a union or group of three

Wow! You are learning so much! Keep working hard! Read the Life Principle on the next page then proceed to the Activities.

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LIFE PRINCIPLE

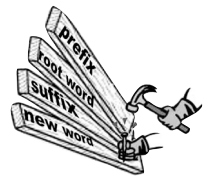


"Honor is greater than gold."

—Lady Somerset

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Word Building

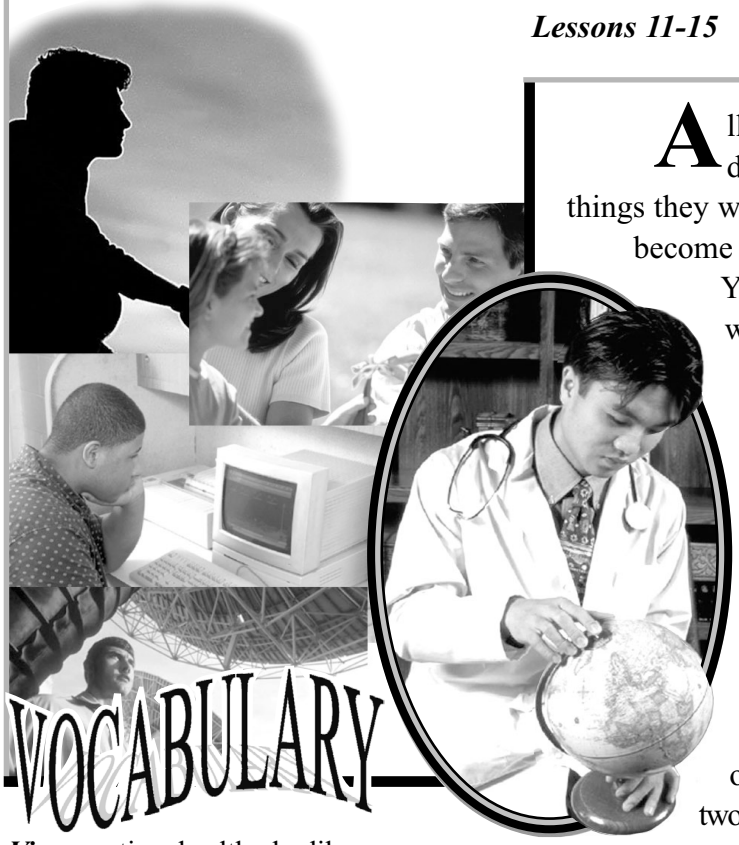
Lesson 12

Chapter 3

THE POWER AND POSSIBILITIES OF YOUNG MEN

Section 3

Lessons 11-15



VOCABULARY

Vigor: active, healthy bodily strength
Aright: rightly, correctly
Proficient: having knowledge and skill
Irksomeness: an act of being annoying
Endowments: natural capacity and ability
Garner: to acquire by effort
Bounty: abundance
Assimilated: taken in, absorbed, understood
Prodigy: a person who has unusual or extraordinary ability and accomplishments
Hallowed: holy, revered

All thoughtful young men have many day dreams of the important and noble things they will do, and the men of power they will become in after years . . . .

You mean to make a success of life—what is needful to attain it? . . . Five things, at least, are necessarily included in all true success.

(1) Self support; to obtain which a good degree of health of mind, certainly, and also more or less of bodily ***vigor*** and industry are required.

(2) A good education, that is, a wise training of head, hand, and heart; all of them, and not, as is so often attempted, the culture of but one or two. All are necessary to make the perfect man, and all should be educated ***aright***.

(3) A good occupation, whether mechanical, agricultural, or professional, and one in which you should be ***proficient*** to a degree that removes from it all of ***irksomeness***. So far as possible the occupation should be one suited to your individual ***endowments***, and to your home and school training. It should be one in which you can do good and get good.

(4) A home in which to anchor the heart and ***garner*** the fruits of toil. It may include simply a wise, cheerful, single life, or the wife and children given you by Heaven.

(5) And chief, a saved soul and a pure body. This means certainly as much as a deliverance from the love of sin, the guilt of sin, and the filth of sin. Having these things, life may be said to be successful. Lacking any of them, it is to a greater or less degree a failure.

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These United States are pre-eminently the land of young men, and for young men. They conduct the business, and control the affairs of this country, as do the young men of no other nation on the globe. Our institutions develop the youth of our country very quickly, and bring them to the front early, and your opportunities must soon be met. The hour to secure the very best success of which you are capable will shortly arrive. Shall your powers be developed to meet it? Will you make the best possible use of them? This is for you to determine. Shall yours be among the noblest and best of lives? You can make it so. Do you inquire how? By developing aright the mind as well as the body.

There is a best way to live, and it is certainly wise to live that best way. How can it be done? In order to live the bodily life well, one must have needful food, and use it properly. One may starve his body in the midst of plenty if he does not take and eat of Heaven's ***bounty***. The mind, the heart, or affectional nature can no more grow without appropriate food than the body can. One of the chief uses of food for the body is to promote the growth of bone, nerve, and muscle for work; food is not to be taken solely for the amusement of the appetite. Food when not followed by work or exercise, will in time impair the body it was meant to nourish and develop.

. . . . The mind needs mental food; but it must be digested and ***assimilated*** by work, and, when so used, what ***prodigies*** men may become! Look out over the ages and see the long line of heroes, grown, all of them, from small beginnings. Are your powers feeble? so were theirs, but, they developed them. Are your possibilities unknown? So were theirs, but, they grew and expanded them. And you may. As one should get the best and most nourishing food for the body, so of the mind.



Avoid cheap things. Shun slops. Poverty may compel one to live on cheap bodily food, albeit it hinders growth and impairs strength, but surely in this country, and in these days, one need not starve the mind. But, get the best. Then use it, work by it, live by it. An ounce of solid truth, well used, is of more worth to you than would be a planet's weight of any knowledge which you do not put into deed, or incorporate into mental fiber . . . the mind, the soul, the self-hood lives forever. Therefore, put mainly the best and choicest into it. Do you ask which is best? The world has very many good, but there is only one *best*. Do you inquire which it is? Ask the . . . Puritans, Pilgrims, . . . what gave them strength for such heroic deeds and ***hallowed*** deaths, and there will be but one answer.

Do you know a book in all the world that you shall wish to pillow your soul on when the body is dying? Very well; that is the one for you to cultivate and feed your mind on now. There is but one . . . book that has made, and yet makes, more noble men and women than any or all other books or things combined, the book from whence comes all other excellence. It is the book that can alone make your life and mine a complete success. That book is the Bible. While not neglecting the many other good and valuable books of the world, ... It gives and develops power as no other does, and it alone prepares man for the tremendous possibilities of this life, and those of the life to come. ■

(excerpts from an essay by Joseph Cook, LL. D. of Boston)

***Note:** *LL.D* means (Doctor of Laws); Dr. Cook was a lawyer.

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MORE LATIN ROOTS!

Remember that Latin root words (roots) have heavily influenced the English language. Many words that we use daily originated from Latin. In the last lesson, you became familiar with some Latin roots. In this lesson, we will learn more. Several of these will already be familiar to you from your work with prefixes.

Root Word	English Word	Meaning of Word
circum: around	circumvent	to go around
contra: against; opposite	contradict	to say the opposite of; to disagree
de: from, down, away	detour	to go away from or around
ex: out of	excavate	to take out of
inter: between	interstate	between states
intra: within	intramural, intrastate	within a certain area, within a state
non: not	nontoxic	not poisonous
post: after, following	posthumous	after death
pre: before	preeminent	before others in importance
re: again	revoke	to call back
retro: back, backward	retroactive	taken back to a certain time
semi: half or partly	semiannual	occurring every half a year
sub: under, beneath	subjugate	to place under control
trans: across, through	translucent	allowing in light, almost see-through
super: above, over	supernatural	above nature's ability
port: to carry	porter, transport	a person who carries; to carry to another place
multi: many	multipurpose, multicultural	having many purposes; many cultures

You are learning so much valuable information! Continue to the Activities.

LIFE PRINCIPLE

"AVOID CHEAP THINGS."



—Joseph Cook

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Word Building

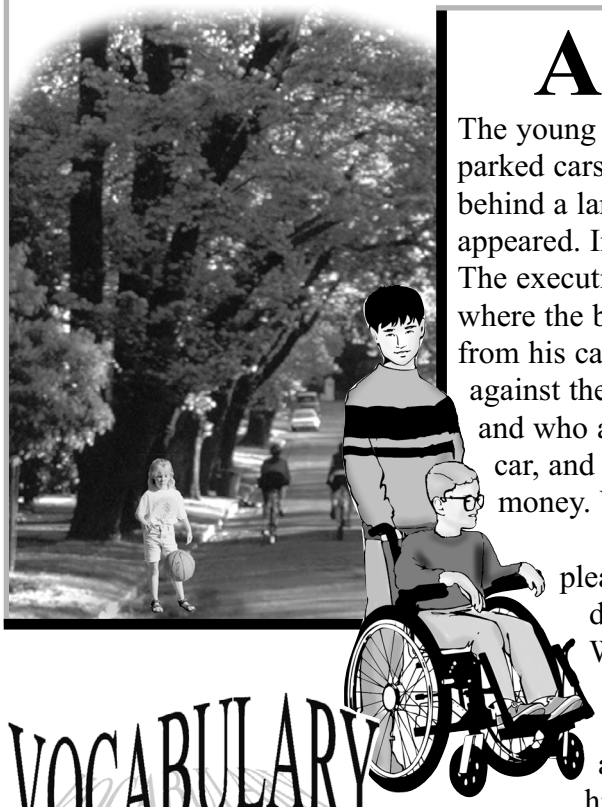
Lesson 13

Chapter 3

Section 3

Lessons 11-15

LISTEN TO THE WHISPER



A young and successful ***executive*** was traveling too fast in his new ***Jaguar*** through a neighborhood. The young man was watching for children darting between parked cars and slowed when he thought he saw something behind a large trash barrel. As his car passed, no children appeared. Instead a brick smashed into the Jag's side door! The executive screeched to a halt and backed up to the spot where the brick had been thrown. The angry driver jumped from his car, grabbed the nearest kid and slammed him up against the trash barrel shouting, "What was that all about and who are you? Just what are you doing? That is a new car, and that brick you threw is going to cost me a lot of money. Why did you do it?"

The young boy was apologetic. "Please, mister, please, I'm s,s,sorry . . . I did not know what else to do. I threw the brick because no one would stop!" With tears dripping down his face and off his chin, the youth pointed to a spot just around a parked car. "That is my brother. He rolled off the curb and fell out of his wheelchair, and I cannot lift him." Sobbing, the boy asked the ***stunned*** executive, "Would you please help me get my brother into his wheelchair? He is hurt, and he is too heavy for me."

Moved beyond words, the driver tried to swallow the lump in his throat. He lifted the ***disabled*** boy into the wheelchair then wiped with a ***handkerchief*** the boy's scrapes and cuts. The young man's anger dissolved, and he watched the boy push his wheelchair-bound brother along the sidewalk toward home. The walk back to the Jaguar seemed slow and long. The damage was very noticeable, but the driver never repaired the dented passenger door. He kept the dent to remind him of this message: Do not go through life so fast that someone has to throw a brick at you to get your attention. God whispers to our souls and speaks to our hearts. Sometimes when we do not have time to listen, He has to throw a brick at us. Listen to the whisper . . . or wait for the brick. ■ (Anonymous)

VOCABULARY

Executive: a person who is in charge of managing a part of a company's business
Jaguar: a wildcat; also the name of a sports car
Stunned: dazed, shocked
Moved beyond words: unable to speak because of strong emotion
Disabled: unable to function normally; usually physical
Handkerchief: square piece of cloth for wiping face, nose or eyes

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CONTRACTIONS



A *contraction* is a shortened version of one or more words. An apostrophe is always used in a contraction to signify missing letters. Below is a list of some contractions you may see in your lessons or other books.

Long Version	Contraction	Long Version	Contraction
is not	isn't	are not	aren't
should not	shouldn't	could not	couldn't
would not	wouldn't	will not	won't
does not	doesn't	cannot	can't
has not	hasn't	have not	haven't
she is	she's	she has	she's
she would	she'd	she had	she'd
she will	she'll		
he is	he's	he has	he's
he would	he'd	he had	he'd
he will	he'll		
they are	they're	they have	they've
they would	they'd	they had	they'd
they will	they'll		
I am	I'm	I have	I've
I would	I'd	I had	I'd
I will	I'll		
we are	we're	we have	we've
we would	we'd	we had	we'd
we will	we'll		
you are	you're	you have	you've
you would	you'd	you had	you'd
you will	you'll		
it is	it's	it had	it'd
it would	it'd		
it will	it'll		
let us	let's		

Study the contractions used in sentences.

Let's go to the circus.
They'll be home soon.
Won't you clean your room first?
He *hasn't* eaten breakfast yet.

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Note: The contraction "it's" and the possessive pronoun "its" may try to trick you! Remember that "it's" with an apostrophe is short for "it is"; the possessive pronoun "its" without an apostrophe shows ownership.

Examples: *It's* over there. (It is over there.)
It's my book. (It is my book.)
The cat licked *its* fur. (The cat licked his own fur.)
The stone had lost *its* shine. (The stone lost the shine that belonged to the stone.)

When determining whether to use *its* or *it's*, ask yourself if "it is" is appropriate in the sentence.

Example#1: "It's my book" may also be written or said: "It is my book."
- Contextually, "it is" is correct.

Example #2: "The cat licked it's fur" does not make sense because the word "it's" with the apostrophe means "it is." *The cat licked it is fur* is not correct. The correct way to write the sentence is: *The cat licked its fur*. Notice that the apostrophe was removed.

You are doing well. Continue to the Activities.

LIFE PRINCIPLE



"Be quick to listen and slow to speak."

—Hebrew Proverb

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English: Composition Skills



Word Building

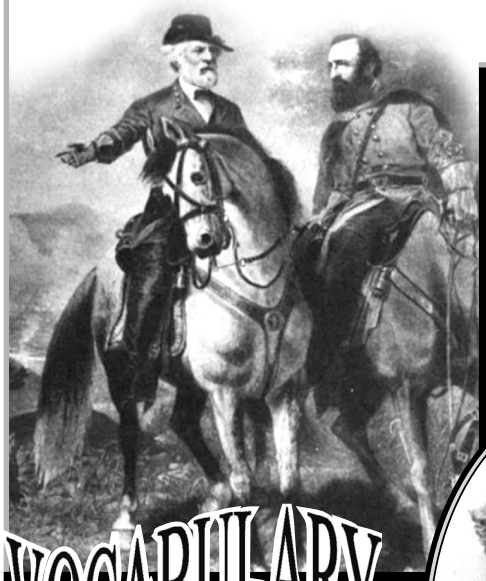
Lesson 14

Chapter 3

Section 3

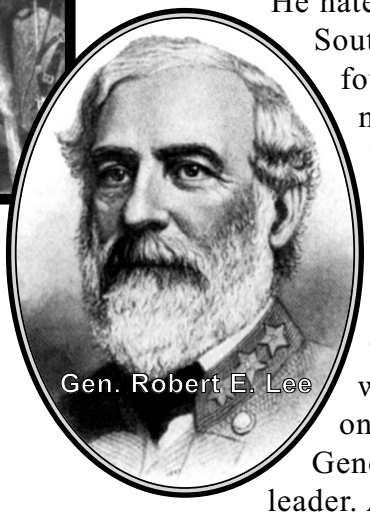
Lessons 11-15

ROBERT E. LEE AND THE WOUNDED SOLDIER



A fierce battle had just ended at ***Gettysburg, Pennsylvania***, the fiercest battle of the ***Civil War***. The ***Union*** Army had won a great victory, and the defeated ***Confederate*** forces were now retreating from the field.

A Union soldier lay on the ground not far from ***Cemetery Ridge***, his leg shattered by a bullet. He hated slavery and had grown to hate Southerners during the war. He had fought them bitterly and could see nothing good in any of them. Now his pain made him hate them even more.


Gen. Robert E. Lee

The stricken man saw a group of Confederate officers riding along. At their front rode a man with a straight back and snow-white beard. The soldier knew at once the stately gentleman was General ***Robert E. Lee***, the enemy's leader. Anger swelled in the fallen soldier's breast.

Though faint from fever and loss of blood, he raised his hands, looked Lee in the eyes, and shouted as loud as he could: "Hurrah for the Union!"

General Lee heard the mocking cry. He looked, stopped his horse and dismounted. Slowly he walked toward the wounded man. The Union soldier shrank back, certain the ***Rebel*** general intended to kill him.

But, Lee looked down with such a sad expression that at once all fear left the wounded man. He wondered what the Confederate general meant to do.

General Lee reached out and grasped the soldier's hand firmly. Looking into his eyes, he said softly, "My son, I hope you will soon be well."

VOCABULARY

Gettysburg, Pennsylvania: the town where a deciding battle of the Civil War took place
Civil War: war fought between the Northern and Southern United States, 1861 to 1865
Union: another name for the United States' government; especially for the Northern side in the Civil War
Confederate: the name for the government of the Southern states in the Civil War
Cemetery Ridge: a site from which Northern forces fought in the Battle of Gettysburg
Robert E. Lee: the commander of the Southern forces
Rebel: a name for a Southern soldier, or a person with Southern sympathies

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The Union soldier stared back. The expression on General Lee's face was so weary and kind that he knew he would never forget it if he lived a thousand years. There stood the General, beaten, retiring from a field that had cost him and his army their last hope, and yet he stopped to comfort a wounded foe who had taunted him as he passed by!

General Lee rode slowly away. His words, however, lodged in the soldier's heart and stayed there long after the war ended. ■

(Anonymous)

BORROWED WORDS



Some words in their entirety, not just their roots, are borrowed from Latin or other languages and incorporated into the English language. Because the people of the United States originate from all over the world, the language spoken by Americans reflects its many cultural origins. The following definitions explain how some words arrived at the meanings they hold today.

- addict: Slaves given to Roman soldiers as rewards were known as addicts. Eventually, anyone who was a slave to anything became known as an "addict."

- appendix: a word derived from Latin meaning "part that hangs;" in humans, it is at the end of the large intestine; appendix is also the name for additional information at the end of a book

- ballot: an Italian term meaning a small ball or pebble; Italians once voted by casting a small pebble or ball into one of several boxes

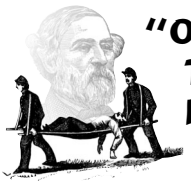
- coward: a French term meaning "tail between the legs"; originally to describe an animal that turned and ran with its tail between its legs; later to mean soldiers in an army that stayed in the back to avoid conflict; and still later, the term meant a person who avoids responsibility

- escape: a Latin term meaning "out of cape;" Ancient Romans would avoid capture by throwing off their capes when fleeing

- jeans: a word from the city of Genoa where 16th century Europeans were the first to make denim cloth. Pants made of this cloth were named after the city and originally called "genes."

Continue to the Activities.

LIFE PRINCIPLE



"ONE OF THE MOST IMPORTANT STEPS TOWARD HEALING A WOUNDED SPIRIT IS TO FORGIVE."

—Frank Peretti

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Chapter 3



Lesson 15

Word Building

Section 3

Lessons 11-15

AN ALLEGORY OF AN EAGLE



One day an adult eagle flew over a farm. On the ground was a flock of chickens pecking at corn scattered by the farmer. Among the chickens was a strange looking bird that pecked at the corn like the chickens, but the strange fowl obviously was not a chicken. The eagle circled lower for a better perspective. "What!" he exclaimed as he did a ***double take*** of the big bird among the chickens. "That is an eaglet! What is he doing with those chickens?" The grand eagle glided down to the farmyard and landed gracefully next to the eaglet who looked startled and started to run away with the frightened chickens. "Wait!" shouted the eagle. "Why are you eating corn with these chickens?"

The eaglet stopped to stare at the majestic eagle. Something about him sparked a feeling of dignity and pride in the eaglet. The older eagle asked again, "Why are you eating with chickens?"

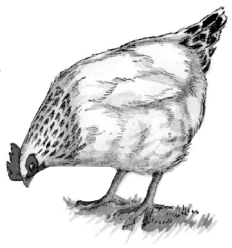
The eaglet said in a matter-of-fact tone, "I'm a chicken. Chickens eat corn."

"Who said you are a chicken?" asked the eagle.

"They did," ***gestured*** the eaglet toward the chickens huddled near the hen house.

"Look at me!" commanded the ***regal*** eagle. "Do I look like a chicken?"

The eaglet gawked at the eagle and said, timidly, "No."



VOCABULARY

Double take: an idiom that means a second look taken at something unusual
Gestured: motioned with the body to indicate something
Regal: of notable excellence
Lamented: strongly expressed sorrow or regret
Forlornly: done with sadness
Admonitions: warnings or scoldings
Clamor: noisy shouting
Fondly: affectionately

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The big eagle stretched his great wings and said, "Stretch your wings like mine."

The eaglet responded by unfolding his beautiful wings. "Now look at our wings. Do they look like chicken wings?" asked the eagle.

The eaglet's eyes enlarged as he looked first at his own wings then at those of the grand eagle. Again, he answered timidly, "No."

"Now look at my feet and your feet. Do they look like chicken feet?"

"No," came the quiet reply.

"Look at my head. Do I look like a chicken?"

"No," responded the eaglet.

"Look at yourself in that water pan," commanded the eagle, "Does that beak look like it belongs on a chicken?"

"No, but they say I am a chicken," said the eaglet with a bewildered squawk.

"You are no chicken, boy! You are an eagle just like me. Now, when I spread my wings and fly toward the sky, you follow me. You belong up there in the clouds where eagles fly."

"Oh, but they said I could not fly," ***lamented*** the eaglet.

"Yes, you can!" snapped the eagle. "All eagles fly! Now, follow me!" he commanded as he lifted off the ground and soared to the top of the barn.

Just then the chickens erupted in a loud hysterical cry, "Leave him alone, he is a chicken! You have no right to tell him he can fly. He belongs here with us. You are just trying to embarrass us chickens. You will hurt his self-esteem if you tell him he can fly. He thinks he is like us! Let him alone!"

So, the eaglet plopped back down and stared ***forlornly*** at the great eagle as he glided back to the ground to stand beside the eaglet. The hysterical hens scattered back to the shadow of the hen house and continued to scold the eaglet for listening to the ***admonitions*** of the great eagle.

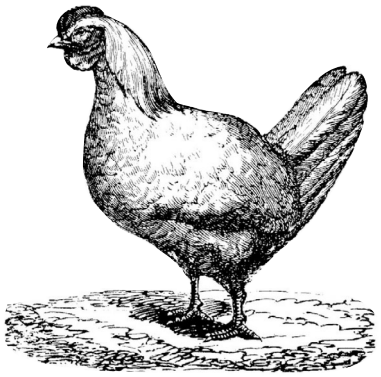
The eagle turned his back to the hens and stared at the eaglet like a grand military commander. In a firm voice he said, "Son, you were created to soar, to fly among the mountain tops, to glide with the drifts, to build your nest on top of the world. You are an eagle. Can you not see what those hens have done to you? They have tried to make you into a lowly ground waddling, corn eating, barnyard chicken. They have lied to you, son! Can you not see that?"

The eaglet suddenly stood tall, stretched his wings, looked at the sky and said, "I always knew I was born to be more than they told me I could be."

Then, the chickens renewed their ***clamor***, "No! No! Do not deceive yourself! You are a chicken! You cannot fly! You belong down here with us!"

The great eagle looked ***fondly*** at the eaglet and said quietly, "Follow me to the mountain top, son. That is where you belong." He spread his great wings and soared. In the shadow of the great bird the eaglet flew up, up, up among the mountain tops where eagles were created to soar! ■

(Anonymous)



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MORE BORROWED WORDS



Many, many words which we speak are reflective of our many cultures as American English speakers. You may not even realize how often you use words from other origins. Below are some adopted words from other languages.

Salsa	Spanish
Gorilla	African
Opera	Italian
Courage	French
Karaoke	Japanese
Kangaroo	Australian
Agile	Latin
Yogurt	Turkish

Study the examples below of these words used in sentences.

The *gorilla* and the *kangaroo* seemed to enjoy visitors at the zoo.
Opera and *karaoke* are quite different forms of entertainment.
Most likely you will not eat *salsa* on your *yogurt*!

Below is a list of more adopted words and their origins.

Origin	**Words**				
African	banana	banjo	jazz	zebra	
American Indian	canoe	chipmunk	moccasin	skunk	
Arabic	caravan				
Chinese	chop suey	dim sum	ketchup	kow tow	tea
Dutch	cookie	coleslaw	cruise	landscape	reef
	yacht				
French	attorney	battle	boil	change	clergy
	faux pas	fry	enemy	literature	RSVP
	soldier				
German	hamburger	poodle	pretzel	U-boat	
Greek	history	skeleton	comedy		
Hindi	pajama	shampoo			
Italian	broccoli	macaroni	piano	pizza	
Japanese	judo	sushi			
Latin	anatomy	physician	prayer	umbrella	
Pacific Islands	boondocks	ukulele			
Scandinavian	smorgasbord				
Spanish	burrito	mosquito	nacho	patio	taco
	sombrero	vanilla			
Yiddish	bagel				

Read the Life Principle on the next page, then continue on to the Activities and finish this lesson!

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LIFE PRINCIPLE



"Some decisions form your destiny: Who you select as friends, things that occupy your mind, who you marry and the god you worship."

—Anonymous

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