



# LANGUAGE ARTS

STUDENT BOOK

▶ **6th Grade**

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# LANGUAGE ARTS 601

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**LIFEPAC Test is located in the center of the booklet.** Please remove before starting the unit.

# Forming New Words

## Introduction

Communication is a strange word. A dictionary might define *communication* as *the passing of information from one to another*. Some animals can communicate by making certain noises. Others can find meaning from some type of action. A deer, for example, can pass information by moving its ear or tail. Human beings have many ways of communicating. A simple smile can sometimes get a message across as easily as a sentence. People can also communicate through actions or emotions, or through music or art. People, like the animals, can understand simple forms of communication. You might be able to understand the meaning of a simple smile or frown, but it would become very frustrating if we had to depend completely on these kinds of communication. However, human beings have the best means of communication available to them. That is, of course, the spoken language.

The Bible says that God created man in His own image. That creation included the ability to speak and to understand what is spoken. The more skills we have to express ourselves, the more we can make ourselves understood, and the more we can understand as others express their ideas to us.

*What would it be like if we couldn't talk, And we couldn't visit with friends or chat?  
We couldn't ask for the things we need. Now, what do you think of that?*

*What would it be like if we couldn't talk, And we couldn't get our ideas across?  
Would we nod or tap or wiggle or knock Or squirm or turn and toss?*

*Would a nod mean to go left or right? I fear I've forgotten which way!  
Would a wiggle mean that you're happy or sad, 'Cause you failed your math today?*

- *We'd be in a terrible fix if we couldn't talk, Or if language wasn't real!  
But I'm glad I know what it's like to talk, So I can say what I really feel!*

## Objectives

**Read the following objectives.** The objectives tell you what you should be able to do when you have completed this LIFE PAC®. When you have finished this LIFE PAC®, you should be able to:

1. Define two kinds of root words.
2. Tell whether or not a root word can be used as a word by itself.
3. Identify and define prefixes and suffixes.
4. Form new words by combining prefixes and/or suffixes with root words.
5. Define vocabulary words by the way they are used in sentences.
6. Identify and define synonyms and antonyms.
7. Supply synonyms and antonyms for words in a sentence.
8. Tell the main idea of a story.
9. Give details of a story.
10. Put the events of a story in their proper order.
11. Speculate what may have happened between events in a story.
12. Give the true meanings of idiomatic expressions.

# 1. SECTION ONE

Reading an article about handwriting will help you to realize that **legible** penmanship is important now and for the rest of your life. You will increase your vocabulary and thereby become a more interested reader.

This section will guide you in finding main ideas, in forming an outline, and in **internalizing**. You will learn to spell some new words with **vowel digraphs**, and apply the definitions of some new vocabulary words.

## Section Objectives

**Review these objectives.** When you have completed this section, you should be able to:

1. Select the main idea of a story, article, or report.
2. Identify supporting details.
3. Complete an outline.
4. Internalize what has been read.
12. Apply skills for the improvement of handwriting.
13. Review vowel digraphs.
14. Define and use new words.
15. Spell new words.

## Vocabulary

**Study these words to enhance your learning experience in this section.**

**considerate** (kun sid' ur it). Thoughtful of others and their feelings.

**curlicue** (kér' lē kyü). A fancy twist, curl, or flourish.

**cylinder** (sil' un dur). Any long, round object with flat ends.

**graphologist** (gra fol' u jist). An expert who studies handwriting.

**illegible** (i lej' u bul). Very hard or impossible to read; not plain enough to read.

**internalize** (in tēr' nu līz). To make something apply to oneself.

**legible** (lej' u bul). Easy to read; plain and clear.

**penmanship** (pen' mun ship). The art or skill of handwriting.

**responsiveness** (ri spon' siv nis). The characteristic of being easily moved or of answering quickly.

**seal** (sēl). Design stamped on a piece of wax or other soft material to show ownership.

**symbol** (sim' bul). Letter, figure, or sign that stands for some object or process.

**vowel digraph** (vou' ul dī' graf). Two vowels used together to make a single (one) sound.

**Note:** All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

**Pronunciation Key:** hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /ʒh/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

**Handwriting.** Notice the spacing in the sentence below.

*Spacing is an important skill.*

Look at the example and copy it on the following lines.

1.6

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## Roots

There are many combinations of words or parts of words in the English language. You must understand these combinations to express yourself clearly.

For example, you can change the meaning of a word by combining one or more letters or

syllables with the word. Thousands of new words are made by adding letters or syllables to the beginning or to the end of words. A word whose meaning can be changed by adding one or more syllables to either the beginning or to the end is called a *root word*.

Look at the following chart.

BEGINNING SYLLABLE	ROOT WORD	ENDING SYLLABLE	MEANING
	use	+ ful	= helpful
	use	+ less	= of no use
re	+ use		= to use over again
mis	+ use		= to use something incorrectly

In the English language are two kinds of root words. A *free root* is a word that can be used as a word by itself. Most free roots are English words that can be used without adding syllables to them.

The second kind of root word usually comes from Latin and cannot be used as a word by

itself. Since it is not free to be used alone, and must have one or more syllables added to it, we will call it a *locked root*.

The following illustration contains a list of locked roots. In order to free the locked roots, or to make them usable, you must add a syllable either to the beginning or to the end.

5. Think of how the word is made. For example, how many syllables does the word have? Look for prefixes and suffixes. Listen for silent letters as you pronounce the word.
6. Write the word (in cursive handwriting). Say the word as you write it so you can associate the sound of the word with the correct spelling. When you have

written the word once, check to see that you have spelled it correctly. Then practice writing the word several times.

Learn to spell the words from Spelling Words-1. The word list contains pairs of synonyms, but the words are not written in pairs.

## SPELLING WORDS-1

advancement  
attractive  
beautiful  
companion  
comprehend

considerate  
dependable  
gratitude  
immediately  
impractical

incomplete  
instantly  
partner  
promotion  
responsible

thankfulness  
thoughtful  
understand  
unfinished  
unreasonable



**Match the spelling words with their meanings.**

- |            |             |                 |
|------------|-------------|-----------------|
| 1.13 _____ | advancement | a. beautiful    |
| 1.14 _____ | attractive  | b. instantly    |
| 1.15 _____ | companion   | c. partner      |
| 1.16 _____ | comprehend  | d. promotion    |
| 1.17 _____ | considerate | e. responsible  |
| 1.18 _____ | dependable  | f. thankfulness |
| 1.19 _____ | gratitude   | g. thoughtful   |
| 1.20 _____ | immediately | h. understand   |
| 1.21 _____ | impractical | i. unfinished   |
| 1.22 _____ | incomplete  | j. unreasonable |

## READING COMPREHENSION

Reading **comprehension** simply means that you understand what you read. Without comprehension of what you read, you would be reading meaningless sounds.

In this section you will be learning how to follow directions, how to **interpret** graphs, how to **distinguish** fact from opinion, and how to check **reliability**. These skills will increase your comprehension.

**Following directions.** Following directions is a large part of life. You read directions on a pattern to make a dress; you read directions in a manual to repair a car; and you read recipe directions to bake a cake.

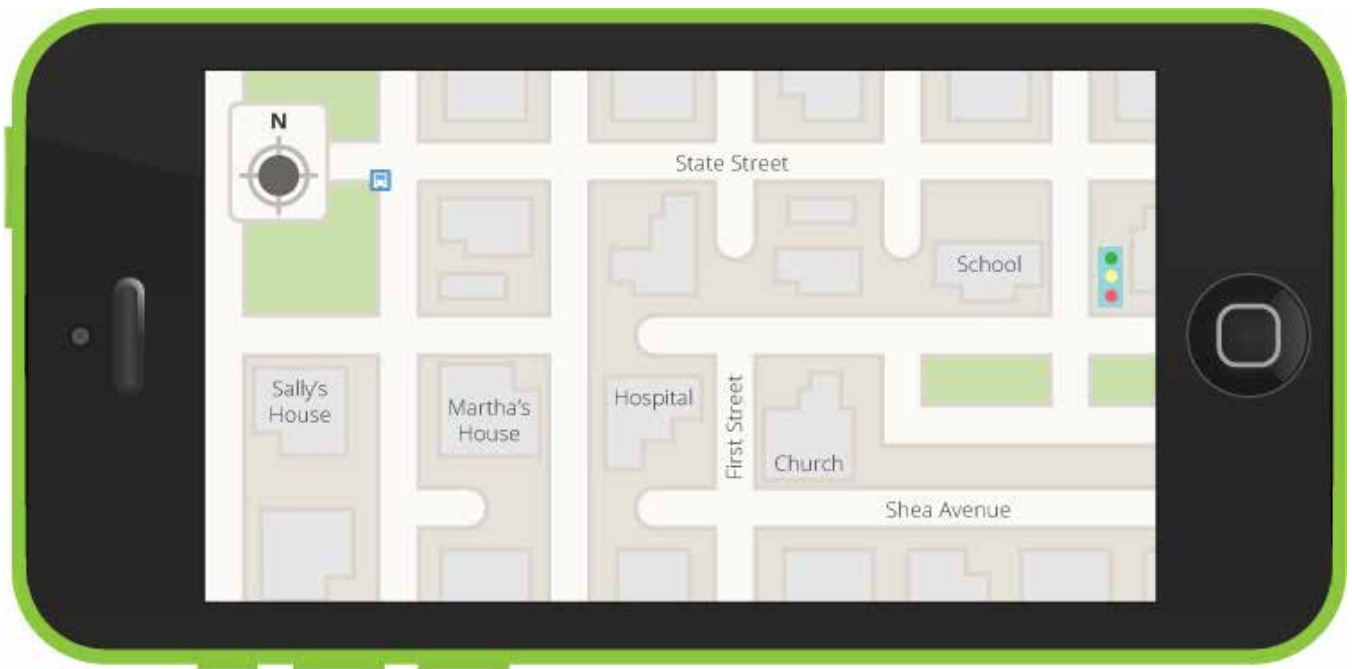
You need to follow directions carefully, doing each step correctly and in the right order. If you are not careful, you could end up with a disaster for a dress, lights that turn on when you honk the horn, or a cake that looks like a giant cookie!



**Follow the written directions in Jan's note to Sally.** Find out where Sally should meet Jan. Use the map.

Sally,

When you leave home, go east two blocks. Turn left at Martha's house and go north to State Street. Turn right, go three blocks, and then turn right again. Go until you see a stoplight, then turn right. Proceed for two blocks and then turn south and go one block. You should find yourself on the corner of Shea Avenue and First Street. I'll meet you there at 8:00 P.M.



1.1 Where does Jan want Sally to meet her? \_\_\_\_\_





## The Call of Gideon

Gideon drew himself up to the edge of the wine press pit and looked cautiously around. Not seeing any of the **raiding** Midianites, he climbed out of the pit and stretched. Gideon was a strong young man, but threshing the wheat was back-breaking work, and hot. Gideon threshed the

wheat down in the wine-press pit so that the Midianites would not see it.

As Gideon wiped the sweat and threshing dust from his face and neck, he wondered how much longer his father would stay in Ophrah in the land of Manasseh. Many of their neighbors had gone to live in dens and caves in the mountains. Some had found places in the mountains that were naturally walled-in by rocks and were easy to guard.

“Seven years!” Gideon thought, sighing. For seven years the Midianites had swarmed over the land, crossing from the east side of the Jordan River. They arrived suddenly, every harvest, thundering in on hundreds of camels. Those huge, ill-tempered beasts alone were enough to scare the Israelite farmers into helplessness. Each harvest time the Midianites pitched their tents on the farms. Each time they rounded up all of the sheep, oxen, and asses. Each time they packed up all the grain and fruit, and off they went. Neither the prayers to Jehovah nor the sacrifices to Baal, which some of the Israelites were making along with their Baal-worshipping neighbors, seemed to make any difference.

Suddenly Gideon was aware of someone sitting beneath the big oak tree near the wine press.

“The Lord is with you, you mighty man of **valour**,” said the stranger.

Gideon’s heart began to pound. Something was different about the man and about the greeting. Could the stranger be a prophet?



No prophet had been preaching in Israel that Gideon had heard of. Nevertheless, Gideon decided, the stranger must be a prophet, so he said, “Excuse me, but if the Lord is with us, why has all this happened to us? Why do we not see miracles like the wonderful deeds the Lord did for our fathers when He brought them from Egypt? Now the Lord has thrown us aside and let the Midianites ruin us.”

The stranger looked straight at Gideon and said, “Go in the strength I give you! Go and save Israel from the Midianites! Go, for I am sending you!”

Gideon was astonished at the face of the stranger—a face of holiness and power and love. Gideon was astonished at what the stranger said. Could it mean what it seemed to mean?

Scarcely able to reply, Gideon stammered, “Oh sir, how can I save Israel? My family is the poorest in the whole tribe of Manasseh, and no one thinks much of me.”

“But I will be with you! And you shall destroy the Midianites as quickly as if they were one man!” was the man’s reply. Now Gideon was really stunned.

Too humble to believe at once that he would really be called to save Israel, too shy to ask more questions but needing to be sure, Gideon asked the stranger to show him a sign.





# LANGUAGE ARTS

TEACHER'S GUIDE

▶ **6th Grade**

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# LANGUAGE ARTS 600

## Teacher's Guide

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**BOOK REPORT FORM**

Title _____	Your Name _____
Author _____	Date _____
Illustrator _____	Principal Characters _____
Number of Pages _____	_____
Copyright Date _____	_____
Fiction or Nonfiction _____	Setting _____

**Summary:** A summary gives the important events of a story or book. It skips most of the details but a few make the report more interesting. The summary should be written in complete sentences.

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**Tell why you did or did not like the book.**

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Name: \_\_\_\_\_

**Books Read**

Title: Author: Date:	Title: Author: Date:	Title: Author: Date:	Title: Author: Date:
Title: Author: Date:	Title: Author: Date:	Title: Author: Date:	Title: Author: Date:
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## LANGUAGE ARTS 600 TEACHER NOTES

CONCEPT	LIFEPAC	SECTION	CONCEPT	LIFEPAC	SECTION
Abbreviations	605	1	Parts of Speech		
Antonyms	602	1	nouns	607	2
Capitalization	604	1	plural	605	2
Communication			proper, common	607	2
advertisements	604	3	prepositions	608	3
news stories	608	1,3	pronouns	607	2,3
propaganda	608	2	verbs		
Composition			action, being, linking	608	1
advertisement	610	1	auxiliary (helping)	608	2
autobiography	605	3	contractions	605	1
business letter	607	3	tense	608	1
create a newspaper	610	1	Prefixes	602	1
improve your writing	605	2	Punctuation	604	1
paragraph development	605	3		610	3
report			Reading Skills		
bibliography	603	4	author's purpose	603	2
note-taking	603	4		604	4
	609	2	cause/effect	607	1
outlining	603	1	comparison/contrast	601	2
writing of	610	4	context clues	602	1
story	610	4	details	601	2
summarizing	605	3	fact/opinion	605	1
Handwriting			graphic aids	605	1
development of	603	1	inference/implied		
helps	604	2	meaning	602	3
Homonyms	604	3	judging literature	601	1,3
Literary Forms			main idea	603	1
drama	605	1	predicting outcome	604	4
fiction/nonfiction/prose	605	1	reliability/validity	605	1
(adventure,autobiography, animal stories,biography, fable, fairy tale, historical fiction, legend, mysteries, myth, novel)				607	1
poetry	606	1,2,3,4	sequence of events	607	1
(ballad, cinquain Dylan Thomas couplet epic, Ezra Pound couplet, free verse lullaby, limerick, pen pictures, shaped poem)			skimming	603	1
Literary/Poetic Devices			Root Words	602	1
acronym	606	3	Sentence Structure		
alliteration	606	2	compound sentences	604	3
conundrum	606	4	correct word order	604	2
figurative language	606	2	phrases/ complete sentences	604	2
(cliche, simile, metaphor)				605	2
idiomatic expressions	602	2		610	3
palindrome	606	4	sentence patterns	610	3
riddle	606	4	subject/predicate	604	2
Parts of Speech				608	1
adjectives	605	2		610	3
	607	2	types of sentences	604	2
adjectives of comparison	608	1	Spelling/Phonics Rules		
adverbs	604	3	(See spelling pages in LIFEPAC)		
articles	607	3	Suffixes	602	1
conjunctions	604	3	Syllable Rules	609	1,2
			Synonyms	602	1

## INSTRUCTIONS FOR LANGUAGE ARTS

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

Language arts includes those subjects that develop students' communication skills. The LIFEPAC approach to combining reading, spelling, penmanship, composition, grammar, speech and literature in a single unit allows the teacher to integrate the study of these various language arts subject areas. The variety and scope of the curriculum may make it difficult for students to complete the required material within the suggested daily scheduled time of fortyfive minutes. Spelling, book reports and various forms of composition may need to be completed during the afternoon enrichment period.

Cursive handwriting is introduced in the second grade LIFEPAC 208, with regular practice

following in subsequent LIFEPACs. Diacritical markings are defined in the third grade LIFEPAC 304. A pronunciation key including diacritical markings is provided after the vocabulary word lists in all subjects beginning with LIFEPAC 305.

This section of the language arts Teacher's Guide includes the following teacher aids for each unit: Suggested and Required Material (supplies), Additional Learning Activities, Answer Keys, Alternate LIFEPAC Tests, and LIFEPAC Spelling Tests.

Spelling tests contained in the Teacher's Guide are final spelling tests and should be administered with each Language Arts LIFEPAC test. Many words such as `piece' and `peace' are dependent on meaning for correct spelling. By placing the spelling words in sentences, the spelling tests simplify the teacher's work of properly presenting the correct words from the LIFEPAC spelling lists. The practice spelling tests in each section of each LIFEPAC should be designed by the teacher and are not included in this Guide.

The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional learning activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning and may be used as a reward for good study habits.



# TEACHING NOTES

## MATERIALS NEEDED FOR LIFE PAC

### Required

(None)

### Suggested

- Bible concordance
- (the reference materials can be in either book or online formats)

## ADDITIONAL LEARNING ACTIVITIES

### Section 1:

1. Discuss these questions.
  - a. How is a good book like a good friend?
  - b. How can reading books help you enter other worlds?
  - c. Why is it important to read good literature?
  - d. Why are some books read over and over and enjoyed from one generation to the next?
  - e. What kind of a boy was David in the Bible?
  - f. Why wouldn't the loner know his name?
  - g. What may have happened to the loner's mother and father?
  - h. What things would the loner need to learn to get along with other people?
2. Start a list of expressive words on the whiteboard. Write a word and a synonym for it. Encourage students to add to the list to see how long it can become.
3. Make a classroom chart with three headings: David in the Bible, the Loner, Boss. Add under each name expressive, descriptive words describing what these people may have been like.
4. In several different class sessions, let the class act out the two excerpts from *The Loner* found in Section 1: . Do this several times so that students can, through acting, feel as the loner felt.
5. Read the Bible, 1 Samuel chapter 16. Describe on paper the Biblical David when he was visited by Samuel in the first part of the chapter. Describe on paper the circumstances which led Saul to send for David.
6. Start a notebook of Bible verses showing beauty of expression. Choose and copy three Bible verses in your notebook.

# ANSWER KEYS

## SECTION 1

- 1.1 Inspires you to new heights  
 1.2 Thoughts to ponder  
 1.3 Reluctantly closed its cover  
 1.4 Of noble dreams unfolded  
 1.5 To state lofty ideas and ideals  
 1.6 Fills you with wonder and joy  
 1.7 Gives your mind pictures to see  
 1.8 f  
 1.9 e  
 1.10 c  
 1.11 a  
 1.12 h  
 1.13 d  
 1.14 j  
 1.15 g  
 1.16 k  
 1.17 i  
 1.18 false  
 1.19 true  
 1.20 true  
 1.21 true  
 1.22 false  
 1.23 false  
 1.24 true  
 1.25-1.30 Examples:  
 1.25 the highest part of a hill; a ridge  
 1.26 unrestrained movement  
 1.27 little hills  
 1.28 teetering or wavering, balancing, suspended in mid air  
 1.29 saved for a future need or special purpose  
 1.30 the striking of one thing against another  
 1.31 Example:  
 The boy was so tired that he was not thinking clearly. It was foolish to shout at deer as though they were people who would respond to him.  
 1.32 Examples: Any order:  
 a. shadows spread like dark water  
 b. whole world had become golden or reflecting the coming sunset, ruffled edges of the clouds had turned gold, sky turned from gold to dark blue, clouds drifted to the south  
 1.33 the splendor of the sunset  
 1.34 Examples: either order:  
 a. gold  
 b. golden or bronze, pale-gold, gold to dark blue  
 1.35 Example:  
 fall-dried slopes, first signs of winter, sun-scored pastureland, rough, dry grass, warmth of the earth  
 1.36 b. struggling through this country  
 1.37 a. long shaking sobs  
 1.38 b. more than he could stand  
 1.39 a. loneliness of its silence  
 1.40 c  
 1.41 d  
 1.42 e  
 1.43 f  
 1.44 b  
 1.45 a  
 1.46 swaying wearily  
 1.47 he needed to be near something living  
 1.48 lay without moving, tear-streaked face through, finished, beaten  
 1.49 weariness spreading through him like a soothing syrup  
 1.50 Answers will vary.  
 1.51 Example:  
 He would wonder if he could measure up to the name. He would think about pleasing Boss and about what she hoped he would be like when he had a new name.  
 1.52 Example:  
 He would behave courageously. He should love to follow the Lord. He should be responsible on his job. He should be loyal.

## ALTERNATE LIFEPAC TEST KEY

1. synonym
2. Jesus
3. migrant
4. sin
5. mutton
6. bum
7. Jesus
8. Bible
9. vowel digraph
10. details
11. true
12. true
13. false
14. true
15. false
16. false
17. true
18. true
19. true
20. true
21. false
22. Road climbed another hill
23. He leadeth me beside still waters
24. Voice carrying through the thin air
25. White billowy cloud touching earth
26. h
27. b
28. a
29. c
30. g
31. f
32. e
33. d
34. "Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things." Philippians 4:8
35. Examples; any order:
  - a. People are lost without the Shepherd.
  - b. People are helpless without the Shepherd.
  - c. People have enemies (Satan, the world).
 or People need the Shepherd to guide and care for them.  
 or People endanger themselves by straying from the safety of the flock and the Shepherd.

## SPELLING TEST

1	pursuit	Saul and his men followed in <b>pursuit</b> of David.	pursuit
2	suitable	Lightweight clothing is not <b>suitable</b> for wearing in colder temperatures.	suitable
3	disease	Polio was once a common <b>disease</b> .	disease
4	really	He <b>really</b> must work harder in school.	really
5	weakness	His illness left him with a permanent <b>weakness</b> in his leg.	weakness
6	treaty	At the close of the war, the two countries signed a peace <b>treaty</b> .	treaty
7	jealous	He seemed <b>jealous</b> of his schoolmate's success.	jealous
8	zealous	The student was <b>zealous</b> in his desire to learn Spanish.	zealous
9	treacherous	Judas' betrayal of Jesus was a <b>treacherous</b> act.	treacherous
10	disguise	Jacob wore a <b>disguise</b> to fool his father.	disguise
11	guidance	The seeing eye dog provided <b>guidance</b> for the blind person.	guidance
12	guidebook	The Bible is the best <b>guidebook</b> for people to read.	guidebook
13	thievery	<b>Thievery</b> is the practice of stealing.	thievery
14	featherweight	He was so little we called him a <b>featherweight</b> .	featherweight
15	briefly	The speaker spoke <b>briefly</b> on the subject of missionary work in Africa.	briefly
16	relieve	Your teacher will <b>relieve</b> my teacher of recess duty.	relieve
17	relief	She felt a great sense of <b>relief</b> when her guests had arrived safely.	relief
18	receipt	Please write a <b>receipt</b> to each person who pays his club dues.	receipt
19	yielded	One whose life is <b>yielded</b> to the Lord will be obedient to God.	yielded
20	leisure	During my <b>leisure</b> time I read a good book.	leisure
21	ailment	His particular <b>ailment</b> required no medication.	ailment
22	acquaint	Your teacher will help <b>acquaint</b> you with the characteristics of good literature.	acquaint
23	obtain	Jacob wanted to <b>obtain</b> Esau's birthright.	obtain
24	haiku	<b>Haiku</b> is a form of Japanese verse.	haiku
25	Wednesday	<b>Wednesday</b> is the day of our school field trip.	Wednesday
26	chalkboard	Clean the <b>chalkboard</b> so that the teacher's writing may be read.	chalkboard
27	yacht	Our <b>yacht</b> is used for family cruising trips.	yacht

# LANGUAGE ARTS 601

## ALTERNATE LIFEPAC TEST

**NAME** \_\_\_\_\_

**DATE** \_\_\_\_\_

**SCORE** \_\_\_\_\_



**Correctly complete the following sentences** (each answer, 3 points).

1. A word with nearly the same meaning as another word is called a \_\_\_\_\_.
2. Parables in the Bible were often told by \_\_\_\_\_.
3. A worker who moves from place to place is a \_\_\_\_\_.
4. When you repent, you turn from \_\_\_\_\_.
5. The meat of older sheep is called \_\_\_\_\_.
6. An orphaned lamb is called a lamb \_\_\_\_\_.
7. The Good Shepherd in the Bible is \_\_\_\_\_.
8. The most important Book ever written is the \_\_\_\_\_.
9. A vowel sound spelled with two vowels is a \_\_\_\_\_.
10. In a report, sentences which support main ideas are called \_\_\_\_\_.

**Write true or false** (each answer, 2 points).

11. \_\_\_\_\_ The Lamb of God is Jesus.
12. \_\_\_\_\_ Sheep are domesticated animals.
13. \_\_\_\_\_ In the Bible people are often thought of as lions.
14. \_\_\_\_\_ Jesus gave His life for the sheep.
15. \_\_\_\_\_ A digraph is a synonym.
16. \_\_\_\_\_ The loner was a boy in the Bible.
17. \_\_\_\_\_ The Bible contains the correct criteria to help people judge literature.
18. \_\_\_\_\_ Some books are not suitable for reading.
19. \_\_\_\_\_ In the Bible, sheep are compared to people.

20. \_\_\_\_\_ Psalm 23 names blessings available for God’s people.

21. \_\_\_\_\_ If language is expressive, it cannot be accurate.

**Choose the phrase which more clearly shows beauty of expression** (each answer, 2 points).

22. Land got hilly

Road climbed another hill

23. He leadeth me beside the still waters

He leads me by rivers

24. Voice carrying through the thin air

His voice was heard a long way

25. Low white cloud

White billowy cloud touching earth

**Match the synonyms** (each answer, 3 points).

26. \_\_\_\_\_ criteria

a. shepherd

27. \_\_\_\_\_ eternal

b. forever

28. \_\_\_\_\_ shepherd

c. wool

29. \_\_\_\_\_ fleece

d. occupation

30. \_\_\_\_\_ ponder

e. meat

31. \_\_\_\_\_ gully

f. valley

32. \_\_\_\_\_ mutton

g. think

33. \_\_\_\_\_ livelihood

h. guidelines

**Complete these activities** (each answer, 4 points).

34. Write the Bible verse found in Philippians 4:8.

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35. According to the Bible, what are three ways people are like sheep?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_