English Communication 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 1
Text

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English Communication Skills: An Introduction to the Course

This course, *English Communication Skills*, consists of five chapters, and is designed for grades seven through twelve. Students learn how to read various venues for content, understanding, and wisdom. Companion activity books "walk" students chronologically through lessons, helping readers gain a comprehensive perspective of *Communication Skills*.



A Teachers' Resource Kit (TRK) contains answers to activity questions, section quizzes, and chapter tests. The TRK contains section quizzes following every fifth lesson, and chapter tests at the end of each chapter. Students who complete at least one lesson per day (including activities) should be able to complete the course in less than nine months.

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English Communication Skills

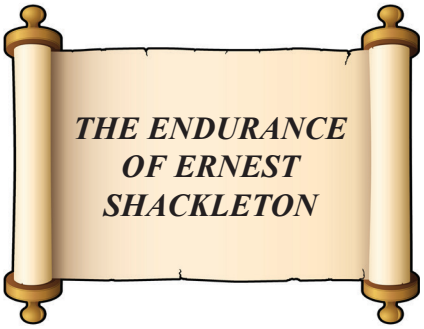


Topic 1

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Ernest Shackleton



The South Pole

Ernest Shackleton was ***impetuous*** and restless, but also a man of ***endurance***. In fact, that was the name of the ship on which Shackleton, with 28 crewmen, left England and set out to map the vast South Pole ice cap in 1914. While they were mapping the polar region, the *Endurance* became frozen in an ice pack and crushed. Shackleton and his 28 men escaped with most of their supplies. They salvaged timbers and other materials from the wreckage of their ship and made ***sledges***. The men loaded the sledges with supplies and set out across the ice to find help. Shackleton's courageous band of men walked 180 miles to Elephant Island.

For more than 18 months, the ***haggard*** men lived on fish and seals, and endured sub-zero temperatures, snowstorms, and freezing rain. When supplies became low and rescue seemed hopeless, Shackleton selected five men to build and sail a boat 800 miles across the bone-chilling South Pole waters to get help. Shackleton and the five men used their math skills to navigate by the stars and sun, and eventually land on South Georgia Island. The weary band hiked across snow-covered mountains for several days to reach a whaling village. There, Shackleton requested a ship to return to Elephant Island to rescue his stranded men.

The villagers pressured Shackleton to abandon his plans to rescue his men, assuming that they were probably frozen to death. However, Shackleton had vowed to rescue his men. Immeasurable endurance, sense of duty, and moral courage drove Shackleton to fulfill his promise to return to his men. The villagers were finally persuaded to assist in the rescue; miraculously, all the stranded men were rescued. That demonstration of endurance set Shackleton apart as a hero.

People who achieve goals usually demonstrate endurance to withstand pressure and opposition. Such people possess emotional, moral, and physical strength to endure discouragement, fear, hardship, ridicule, or pain, in order to complete a task or noble goal.

VOCABULARY

Impetuous: impulsive.
Endurance: strength of will to keep going.
Sledges: heavy sleds.
Haggard: exhausted after prolonged suffering.

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PARTS OF SPEECH

Words are the building blocks of language, just as bricks may be the building blocks of a house. In order for the building to stand firm and look right, it must rest on a firm foundation and include all necessary parts. All builders must follow specific codes and laws in order to achieve success. One well-built building after another soon turns into a neighborhood. Neighborhoods combine to become towns.

The same construction principles apply to building sentences. Words properly combined become sentences. Sentences combine to become paragraphs. Paragraphs make up stories, letters, or other documents. Grammar is a set of rules designed to help you know how to put words together and to communicate ideas clearly.

Words are divided into groups based upon their ***functions***. Functional groups are called the Parts of Speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. You use Parts of Speech every time you talk and write.

Some words can belong to more than one group and have different functions, depending on how and where they are used in a sentence. Words can also change groups by adding different endings. This may sound a bit ***daunting*** at first, but an intelligent person, such as yourself, can learn and apply grammar rules with careful attention and ***perseverance***.

Nouns are usually the first words we speak when learning to talk or learning a new language. They are also the types of words used most frequently. Let's look at nouns.

NOUNS

The word "noun" comes from the Latin word *nomen*, which means name. Nouns are "naming words" that identify **persons**, **places**, **things**, and **ideas**.

•Persons: This category names people and includes who they are and what they are.
Examples: Shackleton, crewmen, villagers

•Places: This category names all kinds of places—where people live, visit, and work.
Examples: England, South Pole, Elephant Island, South Georgia Island

•Things: This category is very ***broad***. Things are items you can see and items you cannot see. In this category are objects, animals, times, and events.
Examples: supplies, timbers, fish, yesterday, Christmas

•Ideas: This category expresses beliefs, feelings, and ***concepts***.
Examples: endurance, duty, courage, discouragement, fear

VOCABULARY

Functions: purposes
Daunting: overwhelming.
Perseverance: determination to finish.
Broad: wide-ranging.
Concepts: thoughts; theories.



Shackleton's men on Elephant Island being rescued.

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Common and Proper Nouns

Common nouns give the general names of persons, places, things, or ideas. Common nouns begin with small letters (lower case). *Proper nouns* name specific persons, places, and things. Proper nouns begin with capital letters.

Common Nouns	Proper Nouns
crewmen	Ernest Shackleton
supplies	England
sledge	Elephant Island
fish	South Georgia Island

Singular and Plural Nouns

Nouns are either singular or plural. If a noun names only one person, place, thing, or idea, the noun is *singular*. If a noun names more than one person, place, thing, or idea, the noun is *plural*.

Singular Nouns	Plural Nouns
ship	timbers
region	materials
sun	crewmen
boat	mountains

Noun Genders

In the English language, nouns have a gender. *Gender* is a word that refers to whether a noun is male (*masculine*) or female (*feminine*). Most nouns are either masculine or feminine. Some nouns can be either male or female (*common*) and other nouns are neither male nor female (*neutral*). Let us look at some examples of each *gender*.

Masculine Gender Nouns	Feminine Gender Nouns	Common Gender Nouns	Neutral Gender Nouns
man	woman	child	glass
groom	bride	witness	rock
husband	wife	spouse	sunset
father	mother	parent	rain
brother	sister	sibling	tree
boy	girl	kid	mirror
host	hostess	guest	book
rooster	hen	chick	egg
stallion	mare	foal	saddle

In review, you learned that nouns name persons, places, things, and ideas. You learned that nouns can be either common or proper and that they can be either singular or plural. You also learned that nouns have a gender.

You are doing great! You have successfully completed the first half of Topic One. In order to complete the second half, read the life principle and continue to your activity book.



LIFE PRINCIPLE:

"Successful people persevere beyond what they thought they could endure."
-Carmen Trimm, author

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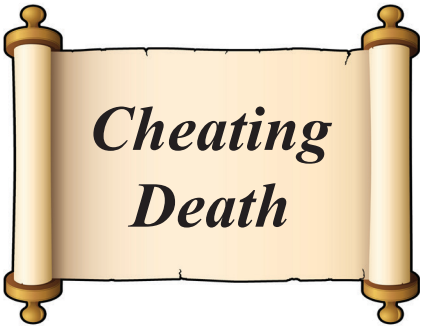


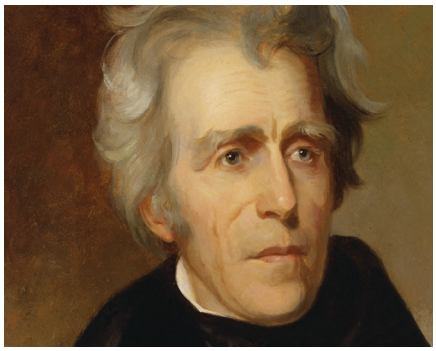
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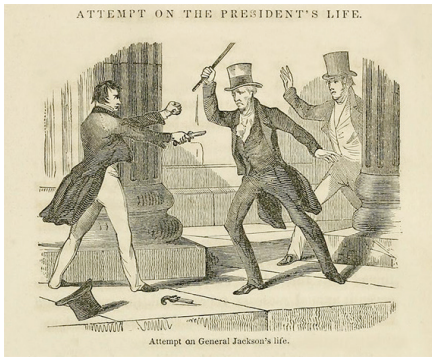
Section 1

Topics 1-5





President Andrew Jackson



Lawrence's Failed Assassination Attempt

On January 30, 1835, President Andrew Jackson left the chambers of the Unites States House of Representatives where he had attended a funeral. Waiting behind a column on the eastern side of the building was a young man named Richard Lawrence. Lawrence carried a loaded pistol in each hand and ***harbored*** evil intent in his heart. When the President was just eight feet away, Lawrence jumped out and fired the pistol in his right hand. The percussion cap exploded, but the gun misfired. President Jackson raised his cane and attacked his assailant. Lawrence fired the second pistol and it misfired as well. Lawrence was quickly caught and taken to jail. The chances of two shots with two misfires has been calculated at 125,000 to 1. When tested later, both pistols fired flawlessly.

Most of us would consider ourselves extremely fortunate to have survived one misfire, but twice is totally cheating death. Jackson had confronted the possibility of death many times as a soldier, while avoiding wolves and knife attacks in the forest. When he was upon his deathbed, Jackson was asked what he thought his prospects for the future might be. Jackson replied, "Sir, I am in the hands of a merciful God. I have full confidence in His goodness and mercy…the Bible is true. I have to ***conform*** to its spirit as near as possible. Upon that sacred volume, I rest my hope for eternal salvation."

When we investigate the lives of the greatest of our national leaders, we discover an ***encompassing*** chord of faith, which ***sustained*** them. Jackson had an immense sense of the hand of God upon his life, which influenced not only his administration, but also succeeding presidencies. Certain people ***cast a shadow*** long after their days on this earth are done, and this was the case with Andrew Jackson. (Used by permission. *On this Day* — Barkey)

VOCABULARY

Harbored: hidden.
Conform: adapt, comply with.
Encompassing: surrounding.
Sustained: supported.
Cast a shadow: influence future generations.

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SINGULAR AND PLURAL NOUNS

The English language consists of more than 600,000 words. More than half of those words are nouns: persons, places, things, and ideas! When learning a new noun, you usually learn the singular form. Then, you learn to change that singular noun to a plural noun. In this lesson, you will learn two basic rules, with a few exceptions, for changing singular nouns to plural nouns.

Two Basic Rules To Form Plural Nouns

- **Rule #1:** Form the plural of most nouns by adding *s*.

Examples: chamber + s = chambers shot + s = shots
prospect + s = prospects representative + s = representatives

•*Shots* rang out just outside the *chambers* of the House of *Representatives*.
•Jackson was asked about his *prospects* for the future.

- **Rule #2:** Form the plural of nouns ending in *s*, *sh*, *ch*, *x*, or *z* by adding *es*.

Examples: glass + es = glasses bush + es = bushes
bunch + es = bunches box + es = boxes
buzz + es = buzzes

•Put on your *glasses* so you can see *bunches* of grapes in the *boxes*!
•The bee *buzzes* around the flowering *bushes*.

Forming the Plurals of F-O-Y Nouns

A few exceptions apply to the rules mentioned above. These exceptions are words that end in *f, fe*, *o*, or *y*. We call these nouns **F-O-Y** nouns. You must make slight changes to the ends of F-O-Y nouns before you can form their plurals. Memorize each of these rules.

"F" nouns end in *f* or *fe*.

- **Rule #1:** Form the plural of an **"F"** noun by changing the *f* or *fe* to *v* and adding *es*.

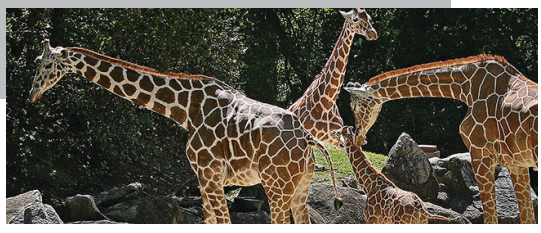
Examples:				
	our self	oursel+ v + es = selves	life	li + v + es = lives
	shelf	shel + v + es = shelves	knife	kni + v + es = knives
	wolf	wol + v + es = wolves	leaf	lea + v + es = leaves

•The grey *wolves* crept through the dry *leaves*.
•The shopkeeper arranged the *knives* on the display *shelves*.

- **Rule #2:** Form the plural of an **"F"** noun by keeping the *f* or *fe* and adding *s*.

Examples:				
	giraffe	giraffe + s = giraffes	roof	roof + s = roofs
	cuff	cuff + s = cuffs	safe	safe + s = safes

•The *giraffes* tower over the *roofs*.
•Roll up your *cuffs* and open these *safes*.



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"O" nouns end in *o*.

• **Rule #1:** Form the plural of an **"O"** noun with a consonant just before the *o*, by adding *es*. Remember, a consonant is any alphabetical letter other than vowels.

Examples:

cargo	cargo + es = cargoes	potato	potato + es = potatoes
domino	domino + es = dominoes	tomato	tomato + es = tomatoes
echo	echo + es =echoes	tornado	tornado + es = tornadoes
embargo	embargo + es = embargoes	torpedo	torpedo + es = torpedoes
hero	hero + es = heroes	veto	veto + es = vetoes
motto	motto + es = mottoes	volcano	volcano + es = volcanoes

•*Tomatoes* and *potatoes* do not grow well on the sides of *volcanoes*.
•Political *embargoes* prevent the shipment of foreign *cargoes*.

• **Exceptions to Rule #1 for "O" nouns**: Many words we use in English are borrowed from other languages. You form the plurals of these borrowed words by adding *s*, regardless of whether a consonant or vowel comes before the *o*. Below is a list of "borrowed" words and the languages from which they were borrowed.

Examples:

armadillo	armadillo + s = armadillos (Spanish)	jalapeño	jalapeño + s = jalapeños (Spanish)
banjo	banjo + s = banjos (African)	nacho	nacho + s = nachos (Spanish)
burrito	burrito + s = burritos (Spanish)	Navajo	Navajo + s = Navajos (Navajo)
ego	ego + s = egos (Greek)	piano	piano + s = pianos (Italian)
embryo	embryo + s = embryos (Greek)	solo	solo + s = solos (Italian)
Eskimo	Eskimo + s = Eskimos (Inuit)	taco	taco + s = tacos (Spanish)

•The *Eskimos* played new *pianos* and ate spicy *tacos*.
•*Navajos* sing *solos* and play with *armadillos*.

• **Rule #2:** Form the plural of an **"O"** sound with a vowel (*a, e, i, o,* or *u*) just before the *o* by adding *s*.

Examples:

radio	radio + s = radios	studio	studio + s = studios
cameo	cameo + s = cameos	stereo	stereo + s = stereos

•*Radios* and *stereos* are at the front of the store.
•The ladies wore beautiful *cameos*.

VOCABULARY

Embargo: trade ban on a country.
Embryo: an unborn human. baby, during the first 8 weeks of development.
Cameo: small carved image.



A Cameo

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"Y" nouns end in *y*.

- **Rule #1:** Form the plural of a **"Y"** noun with a consonant just before the *y* by changing the *y* to an *i* and adding *es*.

Examples:

presidency	presidency + i + es = presidencies	authority	authorit + i + es = authorities
company	company + i + es = companies	family	famil + i + es = families
daddy	dadd + i + es = daddies		

- The *authorities* in our *families* were designed to be the *daddies*.
- Jackson's vision cast a long shadow on succeeding *presidencies*.

- **Rule #2:** Form the plural of a **"Y"** noun with a vowel (*a, e, i, o,* or *u*) just before the *y*, by keeping the *y* and adding *s*.

Examples:				
	boy	boy + s = boys	key	key + s = keys
	day	day + s = days	guy	guy + s = guys
	essay	essay + s = essays	toy	toy + s = toys

- The *boys* filled their *days* with writing *essays*.
- The *guys* at the door were holding *keys*.

Keep up the hard work! Read the life principle and complete the second half of this lesson in your activity book.



LIFE PRINCIPLE:

"One man with courage makes a majority."
-Andrew Jackson, 7th US President

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Topic 3

Chapter 1

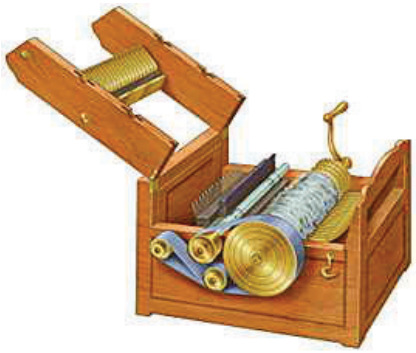
Eli and his Inventions

Section 1

Topics 1-5



Eli Whitney



Cotton Gin

At age 18, Eli Whitney put aside pleasure to obtain a college education. He studied diligently for eleven years, and graduated from Yale University in 1792. Eli Whitney is best known for inventing the Cotton Gin in 1794. Prior to the invention of this marvelous machine, all cotton had to be separated by hand. The work was slow and costly. For ten days, Whitney diligently focused on designing and building the first, hand-cranked Cotton Gin that mechanically separated cottonseeds from the cotton bowl. That exercise in ***diligence***, by one man, ***propelled*** America into the world's greatest cotton producing and manufacturing nation.

During the War of 1812 (USA vs. England), Whitney again demonstrated diligence by applying his mathematical skills to manufacturing weapons with standardized parts (hammers, triggers, stocks, etc.) that were interchangeable with other rifles. Whitney's factories produced rifles and pistols efficiently and rapidly, and enabled American military troops to repair weapons more easily on the battlefield. Whitney's ideas and diligence stimulated other inventors to produce such famous weapons as the Colt Revolver and the Spencer Repeating Rifle. Frontiersmen, settlers, and explorers carried these guns, as they pushed west and expanded the borders of the United States of America.

Someone once stated, "Well begun is half done." Just getting started on a project is half the mental battle to complete a job or assignment. Working from the start to the finish of a project requires diligence…staying focused, in spite of distractions or discomfort. Some people get discouraged and quit a task or run from a problem as soon as distractions show up, or when life becomes difficult or uncomfortable. Sadly, such people often give up just as they were about to experience success. Diligent people remain focused on their goals, even under pressure from distractions. Eli Whitney demonstrated diligence with the invention of the Cotton Gin and assembly line production of weapons. Both of these achievements helped shape America. You, too, are at a

VOCABULARY

Diligence: hard-working, persistent.
Propelled: pushed.

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point in life where you can tackle assignments diligently, just as Whitney did at age 18 when he decided to reach higher than his friends reached. He made the right choices and became an important person in history.

COMMON NOUNS

In Topic 1, we studied proper nouns and common nouns. You remember that proper nouns are the proper names of persons, places, and things, and start with a capital letter. Common nouns are the names of general things, and do not start with a capital letter, unless they are at the very beginning of a sentence. Common nouns can be divided into several categories. These categories are **concrete nouns**, **abstract nouns**, **collective nouns**, and **compound nouns**. Let us examine each category.

Concrete Nouns

Concrete nouns name persons, places, and things that can be seen or touched. Look around you. Many things can be seen or touched. Concrete nouns can be singular or plural.

Example #1: Eli Whitney developed a *machine* to separate *cottonseed* from *cotton*.
•In this sentence, the concrete nouns are *machine*, *cottonseed*, and *cotton*. The concrete nouns are all singular.

Example #2: *Settlers* took *weapons* with them as they travelled.
•In this sentence, the concrete nouns are *settlers* and *weapons*. The concrete nouns are all plural.

Example #3: Whitney invented a *rifle* with interchangeable *hammers*, *triggers*, and *stocks*.
•In this sentence, the concrete nouns are *rifle, hammers, triggers,* and *stocks.* The concrete nouns are a mix of singular and plural nouns.

Abstract Nouns

Common nouns that you cannot see or touch are called abstract nouns. Abstract nouns name feelings, ideas, occasions, character qualities, or time.

Example #1: Whitney showed *diligence* when he spent 10 *days* inventing the Cotton Gin.
•The abstract nouns in this sentence are *diligence* (character quality) and *days* (time).

Example #2: Diligent people remain focused on their *goals*, even under *pressure* from *distractions*.
•The abstract nouns in this sentence are *goals* (idea), *pressure* (feeling), and *distractions* (idea).

Example #3: *Creativity* is often at its peak during the *morning* and early *afternoon*.
•The abstract nouns in this sentence are *creativity* (idea), *morning* (time), and *afternoon* (time).



Artistic depiction of creativity, an abstract concept.

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Collective Nouns

Common nouns that name groups of people or things are called collective nouns. Collective nouns can be singular or plural words that refer to a group or collection of things or people.

Example #1: *Frontiersmen*, *settlers*, and *explorers* carried these guns.

•The collective nouns in this sentence are *frontiersmen*, *settlers*, and *explorers*.

Example #2: The *crowd* of people waited anxiously to hear news of the new invention.

•The collective noun in this sentence is *crowd*.

When naming groups of animals, the collective nouns are quite ***diverse***. You may have heard of some of these collective nouns. Others may be quite new to you.

-a *flock* of chickens	-a *gaggle* of geese	-a *company* of parrots
-a *school* of fish	-a *bevy* of quail	-an *army* of ants
-a *herd* of buffalo	-a *pack* of dogs	-a *pride* of lions
-a *swarm* of bees	-a *flight* of swallows	-a *colony* of seals
-a *troop* of monkeys	-a *litter* of kittens	-a *pod* of whales
-a *den* of snakes	-a *congregation* of alligators	-a *band* of horses

Compound Nouns

Compound nouns are a combination of two or more distinct words that have a more specific meaning than the original two words. Compound nouns can be the result of putting two nouns together or they can be a combination of a noun and another part of speech. New compound words are being made up almost daily.

battle	+	field	=	battlefield	(noun + noun)
some	+	one	=	someone	(noun + noun)
hair	+	cut	=	haircut	(noun + verb)
rain	+	fall	=	rainfall	(noun + verb)
in	+	put	=	input	(adverb + verb)
green	+	house	=	greenhouse	(adjective + noun)

Wow! Look how much you have learned! Remember, apply yourself and demonstrate diligence and you will go far in life.

Read the life principle and move on to the activity book to complete part two of this Topic.



VOCABULARY

Diverse: consisting of many different elements; various.

LIFE PRINCIPLE:

"People who demonstrate diligence will go far in life."
-Ronald E. Johnson, educator

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Topic 4

Chapter 1

Section 1

Topics 1-5





Susan LaFlesche



Illustration of
Woman's Medical College

On June 17, 1865, a few months after the close of the American Civil War, a baby girl was born on the Omaha Indian reservation in northeastern Nebraska. The baby girl's name was Susan; she was the daughter of Chief Joseph LaFlesche. He believed that education would help his people achieve success in a rapidly changing world. Susan attended both government and mission schools on the reservation. She was then homeschooled for a number of years, before being sent to study at Elizabeth Institute for Young Ladies in New Jersey. Upon her return, at age 17, Susan began teaching at the Quaker Mission School on the reservation, where she taught for 2 years.

While she was teaching at the school, Susan became interested in caring for the health of others and was encouraged to go back to school to study medicine. Susan remembered seeing the suffering of her people when the local white doctor would not show ***compassion*** by caring for people on the reservation. She determined to right that wrong by becoming the doctor her people needed. Leaving her beloved home once again, Susan headed east and studied for a time at the Hampton Institute. The resident physician was a woman named Martha Waldron, who had graduated from the Woman's Medical College of Pennsylvania. Martha encouraged Susan to apply to Woman's Medical College. Susan did apply, was accepted, and even received scholarships to attend the college. The medical program was designed as a three-year program, but Susan finished in two years. Graduating at the top of her class, Susan became the first American Indian woman to graduate with a degree in medicine. Following graduation, Susan completed a year residency program, where she put into practice all she had learned in medical school.

Hurrying back to her people, Susan set up a practice in the government boarding school where she cared for twelve hundred people. Later, Susan married a man named Henry Picotte and moved to Bancroft, Nebraska. In Bancroft, Susan set up a private

VOCABULARY

Compassion: concern for others.

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practice, which served people of every color, and raised a family. Her lifelong dream of establishing a hospital to serve her people came to ***fruition*** just two years before Susan's death. Susan died at the age of 50.

Chief Joseph was right about education. Education was key to Susan's success, but compassion was the driving force behind all that Susan accomplished. Today and every day, look for ways to show compassion to others. Sometimes, the smallest acts of compassion—a smile, an encouraging word, or a listening ear—can give someone the courage to keep going.

PERSONAL PRONOUNS

The word "pronoun" comes from the Latin word "*pronomen*". *Pro* means "for" and *Nomen* means "name". Therefore, *pronomen* means "for a name". Pronouns are words that are used in the place of nouns. Different pronouns are used, depending on who is talking (first person), who is listening (second person), and who is being talked about (third person) in a conversation. Nouns and pronouns can be singular and plural. The pronoun you use to replace a noun must match both the person (first, second or third) and the number (singular or plural) of the noun it is replacing. Personal pronouns take the places of names of people and things. Let's look at some personal pronouns in the table below.

	Person	**Singular**	**Plural**
(Who is talking)	First Person	I, me, myself	We, us, ourselves
(Who is listening)	Second Person	You, yourself	You, yourselves
(Who is being talked about)	Third Person	he, him, himself, she, her, herself, it, itself	They, them, themselves

Very simple sentences can illustrate person and number.

Example #1: *I* am listening.
•The pronoun "I" is a first person singular pronoun because I am talking about myself, while listening to a lesson.

Example #2: *We* are listening to Susan.
•The pronoun "we" is a first person plural pronoun, because we are talking about more than one of us listening.

Example #3: *You* are listening.
•The pronoun "you" is a second person singular pronoun if it is just you and me talking together.

VOCABULARY

Fruition: end result.



Photo of Native Americans on the Omaha Indian Reservation, where Susan was born.

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Example #4: *You* are listening.
•The pronoun "you" is a second person plural pronoun if I am talking with you and one or more other person.

Example #5: *He* is listening to a lesson about doctors.
•The pronoun "he" is a third person singular pronoun. In this sentence, you and I are talking about a person other than ourselves.

Example #6: *They* are listening.
•The pronoun "they" is a third person plural pronoun. In this sentence, you and I are talking about two or more people other than ourselves.

Antecedents

Pronouns can become very confusing if you do not know which nouns the pronouns are replacing or to which nouns the pronouns refer. An *antecedent* is the word that the pronoun replaces or to which it refers. Let's look at some examples of antecedents.

Example #1: *I* grew up on the farm and learned the value of hard work.
•This sentence uses the first person singular pronoun "I", which refers to the speaker or author. The speaker is talking about him or herself. The antecedent in this sentence is *implied*- that means you understand who "I" is, without me directly saying my name.

Example #2: *We* always enjoy watching birds build nests.
•This sentence uses the first person plural pronoun "we" because you and I are talking together, and "we" refers to both of us. Again, the antecedent is implied, and you know that "we" replaces you and me.

Example #3: Becky, why do *you* write with a pencil?
•In this question, Becky is the antecedent of the second person singular pronoun "you". Becky knows who she is, so her name does not have to be stated.

Example #4: Kids, you have to clean up before going out to play.
•In this sentence, the antecedent of the second person plural pronoun "you" refers to you and the other kid who have to clean up. Since you are both listening to the order, you know who you are, and your names do not need to be listed separately.



Susan LaFlesche as a Doctor

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Example #5: The baby girl's name was *Susan*; she was the daughter of Chief Joseph LaFlesche.
•This sentence uses the third person singular pronoun "she" to refer to Susan. Susan is the antecedent of "she". If this sentence contained no pronouns, it would look like this: *The baby girl's name was Susan; Susan was the daughter of Chief Joseph LaFlesche.*

Example #6: Upon *her* return, Susan began teaching at the Quaker Mission School.
•This sentence uses the third person singular pronoun "her" to refer to Susan. Susan is the antecedent of "her". If this sentence contained no pronouns, it would look like this: *Upon Susan's return, Susan began teaching at the Quaker Mission School.*

Autobiographies are written in the first person and use first person pronouns. Some types of speeches are delivered in second person, especially speeches in which the speaker is challenging the audience to do something. The story about Susan LaFlesche Picotte is written in the third person, therefore, most of the pronouns are written in the third person. As you saw in the examples, pronouns must match the person and number of the replaced antecedents.

Gender of Pronouns

You learned in Topic 1 that nouns have genders. Since pronouns take the place of nouns, pronouns also have genders. The gender of the pronoun must match the gender of the noun it replaces. The following table lists some of the more commonly used pronouns.

Masculine Gender Pronouns	Feminine Gender Pronouns	Common Gender Pronouns	Neutral Gender Pronouns
he, him, his	she, her, hers	us, we, you, yours, they, them	it, its

Whew! That's a lot to remember, but it gets easier when you put it into practice.

Read the life principle and then turn to Topic 4 in your activity book to finish this lesson.



LIFE PRINCIPLE:

"Compassion toward other people builds life-long friendships."
-R.E. Cass, author

VOCABULARY

Autobiography: stories of a person's life written by that person.

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Topic 5

Chapter 1

Section 1

Topics 1-5





Earn Your Desk

In September 2005, Martha Cothran, who taught military history at Robinson High School in Little Rock, Arkansas, turned from her desk and surveyed her classroom. Everything was ready for the first day of school. She moved to the door to greet whoever came into the classroom. The first period bell rang and students began flooding into the room. Their talking was replaced by whispers. The room looked strange. The students were busy asking themselves what this could mean. One boy, who looked more worried than the others did, blurted out, "Who took all the desks? What are we supposed to do?"

Answering calmly, Ms. Cothran said, "You can have your desks when you can tell me how you earn them." The students looked from one to another, wondering which of them would speak first. Finally, a brown haired girl raised her hand. "Do we have to have good grades before we get our desks?" "No," replied the teacher. A tall boy, whom nobody knew, spoke up next. "Do we have to have good behavior?" Ms. Cothran smiled. "That is a good question. Good behavior is always in order, but it will not earn you a desk." All of the students sat down on the floor where they had been standing.

First period came and went with no desks. Second period and third period were just the same. After lunch, television crews started to show up to see the crazy teacher with no desks in her classroom. By the final period of the day, everyone in the school and in the surrounding area knew that something unusual was going on. Cothran called her last class to attention. The students were sitting on the floor along the walls. "Class," she said, "All day long, many of you have made guesses. No one has been able to tell me how you earn your desks. That has been the question of the day." Going to the door, she opened it and stepped aside.

One by one, U.S. Veterans filed through the door, each carrying a desk. Silently, the students watched as desks, and

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then chairs, were lined up neatly in rows. Slowly, the expressions on their faces changed. The students realized, probably for the first time, that there was no way they could earn their desks. The desks had been bought and paid for by the sacrifices of others. "Students," Ms. Cothran said, "The question you really should be asking yourselves is, to whom do you owe a debt of gratitude? These brave men have earned your desks for you. It is now your responsibility to use them well, study hard, and never forget what has been done for you. "

Serving in our nation's military has never been an easy job. Our soldiers are not the only ones who make great sacrifices. Their families make sacrifices as well. It is critical that, as a nation, we ***foster*** an attitude of gratitude for all those who serve and have served.

OTHER TYPES OF PRONOUNS

In the previous lesson, you learned about personal pronouns. In this lesson, you will learn about other ways pronouns can be used. Pronouns are very ***versatile*** words. Pronouns can be used to demonstrate possession, to show how parts of the sentence are related, to refer back to something mentioned earlier, to replace the subject of the sentence, and to ask questions. Some pronouns are specific and some are not specific. Let's look at the many ways pronouns function.

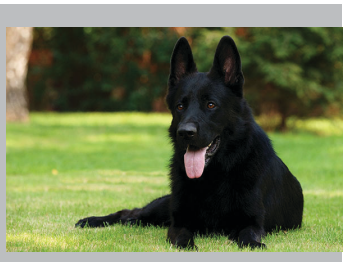
Possessive Pronouns

Possessive pronouns show ownership and take the place of possessive nouns or noun phrases. For instance, if you had a book, you would want peers to know to whom that book belongs. It belongs to you. If you saw someone take it, you might say, "That book is David's book." That would get repetitive after a while. Instead, you could use a possessive pronoun and say, "That book is mine." Remember that possessive pronouns replace nouns. Common possessive pronouns are:

mine ours his hers yours theirs its

Example #1: The big black dog is *mine*.
•In this sentence, the possessive pronoun is *mine* and shows that the dog belongs to me.

Example #2: I believe this package is *yours*.
•In this sentence, the possessive pronoun is *yours* and shows that the package belongs to you.



Relative Pronouns

Relative pronouns show how one part of the sentence relates to another. They add more information. Common relative pronouns are:

who whom whose which that

Example #1: One boy, *who* looked more worried than the other students, spoke first.
•In this sentence, the relative pronoun *who* provides more information about the one boy. The one boy was specifically the one who was more worried than the other students. He spoke up first, rather than wait for some other boy.

VOCABULARY

Foster: encourage.
Versatile: function in many ways.

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Example #2: A tall boy, *whom* nobody knew, spoke up next.
•In this sentence, the pronoun *whom* provides more information about the tall boy. The tall boy was specifically the one whom nobody knew and not some other tall boy.

Reflexive Pronouns

Reflexive pronouns are pronouns that refer back (or reflect) to a specific noun or pronoun that was mentioned earlier in the sentence. Notice how the reflexive pronouns listed below end with "self" or "selves." Common reflexive pronouns are:

myself yourself himself herself ourselves yourselves themselves

Example #1: The students were busy asking *themselves* what this could mean.
•In this sentence, *themselves* refers back to the noun, *students*. *Students* and *themselves* are both written in the third person and are plural. The person of the reflexive pronoun must match the person of the noun or pronoun to which it refers.

Example #2: The question you really should be asking *yourselves*, is to whom do you owe a debt of gratitude?
•In this sentence, *yourselves* refers back to the pronoun *you*. *You* and *yourselves* are both second person pronouns and are plural. The person of the reflexive pronoun must match the person of the noun or pronoun to which it refers.

Demonstrative Pronouns

Demonstrative pronouns replace nouns that function as subjects or objects of the sentence. The pronouns *this*, *that*, *these*, and *those* can function as adjectives under different circumstances, and are added to nouns to provide more information. To be demonstrative, the pronouns this, that, these, and those must REPLACE rather than be added to nouns. Common demonstrative pronouns are:

this that these those

Example #1: *That* is a good question.
•In this sentence, *that* is a demonstrative pronoun. It is the subject of the sentence and informs you the speaker is speaking about a specific question that has been mentioned just prior to the teacher's comment. *That* replaces a noun.

Example #2: *These* are the desks that were missing.
•In this sentence, *these* is a demonstrative pronoun. It is the subject of the sentence and informs you that the speaker is speaking about specific desks. *These* replaces a noun.



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Interrogative Pronouns

To interrogate someone means to ask questions. Interrogative pronouns are pronouns used when asking questions. Interrogative pronouns represent something unknown. Some interrogative pronouns are the same words as relative pronouns. Study the examples carefully so you can spot the differences between interrogative pronouns and relative pronouns.

who	whom	whose	which	what

Example #1: *Who* took all the desks?
•In this sentence *who* is the interrogative pronoun.
Example #2 *What* are we supposed to do?
•In this sentence *what* is the interrogative pronoun.

Indefinite Pronouns

Indefinite pronouns replace nouns in the sentence, but do not refer to someone or something specific.

somebody	someone	something	all	another
anybody	anyone	anything	both	each
nobody	no one	nothing	many	most
other	some	few	none	such

Example #1: *Somebody* paid the price for your freedom.
•*Somebody* is the indefinite pronoun in this sentence. It replaces a noun, but does not indicate a specific person.
Example #2: *Everybody* should be grateful for the service of our military personnel.
•*Everybody* is the indefinite pronoun in this sentence. It replaces a noun, but does not indicate a specific person.
Example #3: These soldiers earned *all* of your desks for you.
•*All* in the indefinite pronoun in this sentence. It replaces a noun, but does not indicate a specific desk.

You have been working so hard! You are well on your way to reaching your goals!

Read the life principle and then proceed to the activity book to finish Topic 5.



LIFE PRINCIPLE:

"The obstacles that lie between you and your goals are not there to stop you from reaching your goals. They are there to stop the people who don't want them enough."
-Randy Pausch, university professor

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Topic 6

Chapter 1

Section 2

Topics 6-10



No Match for Sam

I declared war on the enemy, the invader of our ranch. The only problem was that I had never seen him. All I knew was that treacherous activity had been going on among my chickens. Every night for more than a week, some sniper had gotten past Sam's guard post. The result was several missing chickens! More than half a dozen had disappeared without a trace of evidence. Things were so suspicious that I had begun to think Sam, the guard of the chicken yard, had turned chicken-thief. However, Sam would have scattered feathers everywhere as evidence of his foul play. Neither a beak nor a toenail was left to fingerprint or test for DNA. Whoever had gotten past our canine security system was either very clever or had completely terrorized Sam into cowardliness.



Sam is somewhat simpleminded, so I had a serious strategy talk with Sam, and told him at least to have the courage to bark in terror the next time the enemy slipped into the perimeter of the yard.

On the next full-moon night, I decided to be back-up security to protect the last remaining chickens in the pen. I stood in the shadow of the big oak tree in the yard and waited with my shotgun and flashlight. I was determined to catch the mysterious thief. Sam, the brave guard, sprawled across my feet, pretending to be relaxed. Suddenly, his ears picked up and he looked toward the chicken pen. About that time a chicken, the latest victim, squawked a horrible death cry! I ran toward the pen just as a huge, silent shadow spread its wings and disappeared into the night with the chicken. That thief, my silent enemy, was gone as quickly as he had arrived. Sam cocked his head to the side and looked at me as if to say, "I tried to tell you I needed artillery support; my four paws and one-mouth ammunition system is no match against dive-bombing, huge-winged hoot owls." (*Literature for Kuntry Kids)*

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APPOSITIVES

An *appositive* is a noun or noun phrase that directly follows and renames another noun. An appositive can be a short or a long combination of words. Sometimes an appositive will be accompanied by words that modify (describe) it; however, only the single noun, not the extra words, is the appositive. An appositive is set off from the rest of the sentence by commas. Sometimes an appositive ends a sentence; therefore, only one comma is needed. Study the examples below to identify the appositives.

Example #1: I declared war on the enemy, *the invader of our ranch*.
- •The appositive is *invader* and renames the enemy.
- •The appositive is set apart from the rest of the sentence by a comma. Because the appositive comes at the end of the sentence, it is set apart by only one comma.

Example #2: I had begun to think Sam, *the guard of the chicken yard*, had turned chicken-thief.
- •The appositive is *guard* and renames Sam. Guard is accompanied by modifiers that further explain what kind of guard.
- •The appositive is set apart from the rest of the sentence by two commas—one at the beginning and one at the end of the appositive.

Example #3: Sam, *the brave guard*, sprawled across my feet, pretending to be relaxed.
- •The appositive is *guard* and renames Sam. Guard is accompanied by modifiers that further explain what kind of guard.
- •The appositive is set apart from the rest of the sentence by two commas—one at the beginning and one at the end of the appositive.

Example #4: A chicken, *the latest victim*, squawked a horrible death cry!
- •The appositive is *victim* and renames the chicken. Victim is accompanied by modifiers that further explain what kind of victim.
- •The appositive is set apart from the rest of the sentence by two commas—one at the beginning and one at the end of the appositive.

Example #5: That thief, *my silent enemy*, was gone as quickly as he had arrived.
- •The appositive is *enemy* and renames the thief. Enemy is accompanied by modifiers that further explain what kind of enemy.
- •The appositive is set apart from the rest of the sentence by two commas—one at the beginning and one at the end of the appositive.

Keep up the hard work! Read the life principle and then show how well you can identify appositives by moving on to the activity book.



VOCABULARY

Supposition: what one thinks to be true.

LIFE PRINCIPLE:

"Wise people search beyond ***supposition*** *to identify truth."*
-Carmen Trimm, author

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Topic 7

Chapter 1

To Blaze a Trail

Section 2
Topics 6-10





Derek Parra

Long before the American West was settled, adventurers, traders, and trappers cut their way through the eastern wilderness, crossed over the Appalachian Mountains, and traveled into regions on the other side. They worked hard and were rewarded with a first glimpse of what lay beyond the mountains and dense vegetation. Imagine what they must have felt when they saw the ***vast expanse*** before them. Perhaps they felt joy at finally getting over what others thought was an ***insurmountable*** obstacle. Perhaps they were tired and simply glad to get through. Or, perhaps they felt a combination of ***exhilaration*** over their success and an urgency about what lay ahead. Whatever they felt, it was a sense of purpose and resolve that ***propelled*** them forward. Those focused and determined men left behind trails and maps, which others followed. They blazed a trail and showed others that it was indeed possible to accomplish what previously had not been done.

Derek Parra is a modern day trailblazer. Born in 1970, Derek grew up in San Bernardino, California, in a single parent home, in a predominantly Hispanic neighborhood. At the age of 14, he and his brother, Gilbert, began spending time at the roller skating rink. Their Dad gave the boys enough money for admission to the rink and 25 cents change for an evening of skating. At the end of the evening, the rink held 2-lap races. The winner received a prize. Derek was determined to win, and win he did—again and again! His winning streak caught the attention of the rink owners, who encouraged Derek to pursue the sport of speed skating. On some nights, he would skate 6 miles home because he had no other way to get there, and was unwilling that anything should keep him from pursuing his new sport. One summer, he traveled to the US Olympic Training Center in Colorado Springs, where he attended a training camp. There, he met a trainer who saw great potential in Derek. The trainer encouraged Derek to go home, finish school, and then return for more training. Derek was thrilled. He returned home and ***accelerated*** his high school career, finishing early. He was on his way to an exciting future.

VOCABULARY

Vast expanse: wide open space.
Insurmountable: impossible.
Exhilaration: energized happiness.
Propelled: pushed.
Accelerated: speed up.

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As time passed, Derek worked diligently both on and off the rink. He made enough money to keep himself fed, housed, and skating. He began to win competitions. With each win, he brought home a new medal. Medals decorated his walls. However, he had not yet competed for an Olympic medal. He decided to switch to ice-skating to pursue his new goal. Two years later, in 1998, Derek earned a spot on the US Olympic Skating Team. He spent the next four years in training. Finally, the 2002 Winter Olympics arrived. Derek was ready. His determination and hard work were rewarded. Against stiff competition, Derek won the Olympic Silver Medal in the 5000-meter race and the gold medal in the 1500-meter race! Derek Para is the first American of Mexican decent to compete in and win a medal in the Olympic Winter Games.

INFINITIVES

Verbs are the most important words in a sentence. Verbs bring action and life to the other words in the sentence. Without verbs, nothing happens. If you look up a verb in the dictionary, you will find the verb defined in its simplest form. Some verbs are called *infinitives*. Infinitives tell only what the action is; they do not tell when something happened or if more than one person was doing the action. Infinitives can be used alone (as in the command "Go!" or the sentence "I eat."), but are preceded by the word *to*. Other words should not come between *to* and the verb. Other words inserted between *to* and the verb create a *split infinitive*. Generally, a split infinitive is considered poor writing, but is used occasionally for emphasis. The table below includes infinitives used in the article about Derek Parra.

Infinitive	To + Infinitive	To + Infinitive used in a sentence
get	to get	Perhaps they were simply glad *to get* through.
accomplish	to accomplish	It is possible *to accomplish* what has not previously been done.
win	to win	Derek was determined *to win*.
return	to return	Derek was encouraged *to return* home and finish school.
keep	to keep	He made enough money *to keep* himself fed, housed, and skating.



Derek Parra Skating

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ACTION VERBS AND SIMPLE TENSES

A complete sentence must have both a noun (subject) and a verb (predicate). Verbs provide information about what the noun is doing in the sentence. When action verbs are used, other parts of speech cannot be still; they go into action. Action verbs are the most common verbs we use in the English language, and are used to show what the subject (noun) did in the past (past tense), is doing (present tense), or will do in the future (future tense). The word *tense* comes from the Latin word *tempus*, meaning time. We use tenses to indicate when action occurs. The past, present, and future tenses are called *simple tenses*. Using very short sentences, let us examine how we change action verbs to indicate time.

Present tense indicates that the action occurs on a regular basis or is ongoing.

Example #1: I *work* hard at skating.
Example #2: Derek *pursues* his dream.
Example #3: Derek and Gilbert *skate* until closing time.
Example #4: The trainer *encourages* Derek to finish school.

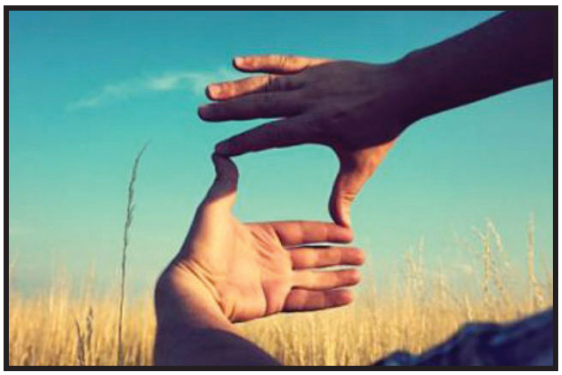
Past tense indicates that the action occurred at some point in the past.

Example #1: I *worked* hard at skating.
Example #2: Derek *pursued* his dream.
Example #3: Derek and Gilbert *skated* until closing time.
Example #4: The trainer *encouraged* Derek to finish school.

Future tense indicates that the action will occur at some point in the future. Future tense requires the helping verbs *shall* and *will*. *Shall* is used when we refer to ourselves or is used to indicate a mandate or command. *Will* is used in reference to everybody else.

Example #1: I *shall work* hard at skating.
Example #2: Derek *will pursue* his dream.
Example #3: Derek and Gilbert *will skate* until closing time.
Example #4: The trainer *will encourage* Derek to finish school.

You are doing great! Read the life principle and then move on to the activities to practice what you have learned today.



LIFE PRINCIPLE:

"A person in pursuit of a noble goal is more likely to succeed than is a person without a goal."
-R.E. Cass, author

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Topic 8

Chapter 1

Section 2

Topics 6-10

Dreams and Nightmares (Part 1)





Depiction of the protagonist of *Pilgrim's Progress*

You awakened suddenly with hands shaking and sweat on your brow! Your eyes flashed with fear as they searched your bedroom for that thing that had been chasing you. Its hideous face had clawed, grasped, and growled to devour you! Your own scream awakened you just as the monster grabbed your ankle while you tried desperately to scramble up a cliff to safety. You breathed with relief that it had been only a dreadful nightmare; nevertheless, it was so real at the time! You took a deep breath of relief, but your eyes continued to roam the room to make sure the experience was just a dream.

On other nights, you woke with a sense of disappointment that a beautiful dream had ended. You had been in a mountain meadow sprinkled with flowers visited by colorful butterflies and fluttering humming birds. It was peaceful, restful, and safe. A kind face smiled at you and comforted your troubled heart. You had felt so secure and protected.

We all have dreams. Scientists are not exactly sure why or how our brains create ***nocturnal*** experiences of horror, joy, suspense, adventure, or creative concepts. Some sleep experts argue that we dream after eating a heavy evening meal that irritates our digestive system, causing us to be restless. Other social scientists say that we experience horrific nightmares as our subconscious minds struggle to cope with real-life events, such as assault, accidents, abuses, tragedies, relationships, or abandonment. People involved with illegal drugs, prescription medications, or occult practices often have horrifying dreams of being chased by demons. Pleasant dreams may be connected with people who have been, or presently are, a source of love, joy, and happiness.

People have dreamed since mankind began to record history. An ancient Middle East text states that old men will dream dreams, and young men will have visions. Periodically, people have awakened from slumber with detailed ideas about

VOCABULARY

Nocturnal: nighttime.

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new inventions, books, or concepts. Four thousand years ago a man named Jacob dreamed of a ladder extending to heaven, where angels ascended to and descended from God. That dream was an inspiration for the man to become the leader of a great nation that built its laws on concepts of God. America's Founding Fathers adopted many of those ancient concepts as they composed the United States Declaration of Independence and Constitution.

During the 1600s, a Christian prisoner in England dreamed of his journey toward a ***celestial*** city where people lived intimately with God. In the dream-journey, John Bunyan received angelic assistance to resist temptations to do ***immoral*** acts. At other times, he fought evil demons that blocked the passage across a stone bridge. So vivid was his dream that Mr. Bunyan wrote about it in a book called, *Pilgrim's Progress*. It was the most popular book in the English language for more than four ***centuries***, exceeded in popularity only by the Bible. Interestingly, men who claimed experiences and correspondence with angelic beings during dreams, meditations, or visions, penned significant portions of the Bible.

STATE-OF-BEING VERBS

In the previous lesson, we discussed action verbs. The subjects of each sentence were doing something. Action was taking place. *State-of-being* verbs are different from action verbs because they do not show action. Instead, state-of-being verbs tell *who a person is* (present tense), *was* (past tense), or *will be* (future tense).

The most common state-of-being verbs are:

am is are was were be being been

Example #1: Sometimes, dreams *are* hard to understand.
•The state-of-being verb in this example is *are*.

Example #2: You *were* awake before your realized you *were* still safe.
•The state-of-being verb in this example is *were* and is used twice.

Example #3: That dream *was* an inspiration for the man.
•The state-of-being verb in this example is *was*.

Example #4: Pilgrim's Progress *was* the most popular book in the English language for more than four centuries.
•The state-of-being verb in this example is *was*.

VERB PHRASES

Some verbs stand alone and need no help to communicate an action or state-of-being. Other verbs need help. Verbs that need help are paired with *auxiliary* verbs, or helping verbs. Auxiliary verbs help the author communicate when an event took place (tense). If more than one verb is used, the whole verb is called a *verb phrase*.

VOCABULARY

Celestial: heavenly.
Immoral: wicked.
Centuries: 100 year time periods.

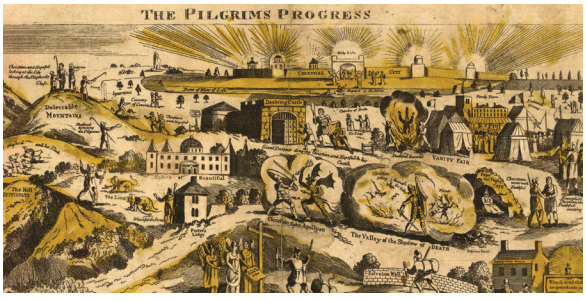


Illustration Depicting the Events of *Pilgrim's Progress*

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Common Auxiliary Verbs

am	be	can	do	have	may	shall
is	being	could	does	has	might	will
are	been	should	did	had	must	
was		would				
were						

Notice the main and auxiliary verbs in the sentences below. Some sentences have more than one helping verb. State-of-being verbs can also be auxiliary verbs in verb phrases.

Example #1: You *had felt* so secure and protected.
- The main verb is *felt*.
- The auxiliary verb is *had*.

Example #2: People *have dreamed* since mankind recorded history.
- The main verb is *dreamed*.
- The auxiliary verb is *have*.

Example #3: An ancient Middle East text states that old men *will dream* dreams, and young men *will have* visions.
- This sentence has two verb phrases: *will dream* and *will have*.
- In the first verb phrase, the main verb is *dream* and the auxiliary verb is *will*.
- In the second verb phrase, the main verb is *have* and the auxiliary verb is *will*.

Example #4: Pleasant dreams *may be connected* with people who have been a source of love, joy, and happiness.
- The main verb is *connected*.
- The auxiliary verbs are *may* and *be*.

Example #5: *Did* you *dream* that you *had done* a noble thing?
- The sentence has two verb phrases: *did dream* and *had done*.
- In the first verb phrase, the main verb is *dream* and the auxiliary verb is *did*.
- In the second verb phrase, the main verb is *done* and the auxiliary verb is *had*.

Example #6: In my dream, I *had become* a noble lady, whose inner beauty was radiant.
- The main verb is *become*.
- The auxiliary verb is *had*.

You are making good progress! Read the life principle and complete Topic 8 in your activity book.



LIFE PRINCIPLE:

"Great achievements are often the fulfillment of dreams."
-R.E. Cass, author

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Topic 9

Chapter 1

Section 2

Topics 6-10

Dreams and Nightmares (Part 2)





Martin Luther (top)
and
Martin Luther King Jr. (bottom)

One thing we know for sure about dreams is that some are seated in intense emotional feelings that stir people to dare to accomplish great things. One such man was Martin Luther, a German clergyman who was a major force that initiated the period of history called the Reformation. He had dreamed of cities whose residents were committed to moral living based on the character of God. In recent times, an African-American preacher named Martin Luther King Jr. addressed a crowd of multiple thousands when he spoke of a dream when people of all colors and ethnicities would ***dwell*** together in harmony, free of hatred and prejudice. His passionately-expressed dream initiated a national movement to abolish racial strife and ***bigotry***. Actually, everyone should have a life-dream, a ***lofty*** goal, or objective that ***compels*** sacrifice, effort, and self-discipline in order to be accomplished.

As a grey-headed gentleman paid for his purchases at a store, he startled the young clerk by asking, "What is your big dream?" The youth stared at the gentleman with open mouth and blank expression. Then, she said, "I guess I don't have a big dream. In the past, I made some bad choices that killed my dream." The kind man smiled and asked, "If you knew that you could not fail, what would you try?" With sparkling eyes, the clerk said, "I would become a nurse so I could help people."

The man said, "That is a very noble dream. Why don't you become a nurse?" The youth hung her head as she whispered, "I have a baby; I must work to take care of her." The kind gentleman replied, "We all have made poor decisions. Most of my pencils have nubs for erasers because I am constantly making mistakes. I learn from them and take another step toward fulfilling my dream. Why don't you enroll in just one course and get started? Beginning is half the journey. Perhaps your mother or a friend can help take care of the child. In fact, I will pay for your first course if you will get started now." Great tears spilled from the girl's eyes as she said, "God bless you, sir. I have been thinking about starting

VOCABULARY

Dwell: live.
Bigotry: narrow-mindedness.
Lofty: high.
Compels: requires or demands.

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college classes online. Maybe God sent you to urge me to dare to dream again." She reached over the counter to hug the man. He handed her a business card and said, "Send your invoice for the class; I will pay the fees."

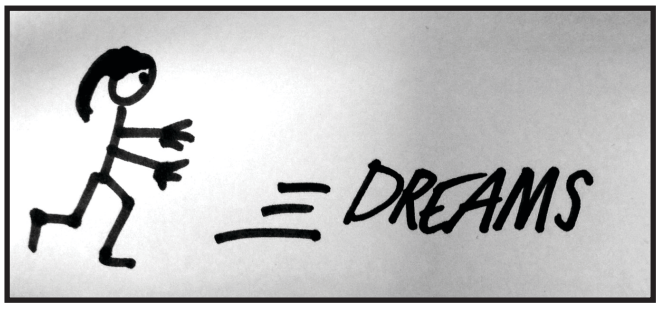
He started to walk away, then paused to speak softly, "I made some tragic decisions in my youth, too. Fortunately, a man advised me to evaluate my relationships, habits, and activities to determine whether they were helping or hindering fulfillment of my dream. I decided to drop most of my companions, discard some habits, and begin renewing my mind by reading Psalms and Proverbs. My dream rekindled. So can your dream to become a nurse. Don't give up! Write to me and keep me up to date on your journey." The girl stood straight, smiled at the next customer, and asked, "What is your big dream in life?"

PARTICIPLES

Verbs in the English language have many different tenses. You have already studied the simple tenses and know that they are *past*, *present*, and *future*. Participles are not verb tenses, but help form verb tenses. Participles can be either *present* or *past*. Present participles are formed by adding an *–ing* to the verb. Past participles are verbs that usually end with *–ed*. Some verbs are irregular and change their spelling when they move from the present to the past. These irregular verbs may have a different spelling and end with *-d*, *-t*, *-en*, or *–n*. Examine the verb tenses and formation of verbs in the table below. You will be able to spot irregular verbs because they change spellings.

Present	Present Participle	Past	Past Participle
express	expressing	expressed	expressed
hug	hugging	hugged	hugged
decide	deciding	decided	decided
advise	advising	advised	advised
work	working	worked	worked
speak (irregular)	speaking	spoke	spoken
say (irregular)	saying	said	said
pay (irregular)	paying	paid	paid
dwell (irregular)	dwelling	dwelt	dwelt
dream (irregular)	dreaming	dreamed	dreamt

Good Work! Read the life principle and complete the activities.



LIFE PRINCIPLE:

"Everyone has a dream; in fact, you were created with a destiny. Chase it down!."
-R.E. Cass, author

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Topic 10

Chapter 1

Section 2

Topics 6-10







A loft bed is an awfully nice place to sleep. It's high up off the ground and gives a grand view of the hills. The mornings are sort of special to me. On clear days, the sun gently nudges me awake with sparkling rays that slowly inch their way through the mesquite branches in front of my window. But, this morning the sky was dark. The sun must have been too scared even to peek around the black clouds that stretched clear over to the edge of Brown County. They were ferocious looking.

The deep rumble of thunder had awakened me. I lay very still listening to the storm growling off in the distance. At first, I didn't pay attention to the sound. I was still sleepy; besides, storms are not strangers in the Texas hill country. They come and go every spring. When they do, I like to stay in bed listening to the soft splatter of gentle drops hitting my loft roof. This storm was anything but gentle. Everything about it seemed to be upset at something. In fact, it was acting just plain angry. It wasn't even pretending to sneak over the hills. Great ***billowing*** thunderheads arched over the treetops and up to heaven. Somewhere from deep inside its belly ***hideous*** yellow streaks of lightening rushed out to spear the ground. Terrible gusts of wind started to blow across the pasture. All of a sudden, a crash of thunder jarred me half out of bed. I knew it was time to go find Dad.

Before I could yank on my boots, Dad was hollering for everybody to head for the cellar. I felt his big fist grab my collar and shove me out the door! Rain drops the size of half dollars plopped all around us as we dashed across the back yard. We were all soaked to the bone before we crowded down the cellar steps. I counted heads. Everyone was present except Dad. Soon he came in with a torrent of rain chasing him half way into the little underground room.

We huddled down there for what seemed like hours. Mom lit a ***kerosene*** lantern so Dad could read the Bible. Dad always said

VOCABULARY

Billowing: swelling.
Hideous: shocking or ugly.
Kerosene: lamp fuel.

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God's Word was a comfort in times of trouble. It must be true, because before long we were all breathing normally. After a while, Dad looked up at the ceiling as if to see if the storm was still raging. He closed the Book and walked over to open the door. Of course, all of us watched as he eased outside. The driving rain had died way down to a sprinkle. Dad turned around with a big grin and said, "Come on out" the weather's fine."

We spread out to make a quick check around the place. The only damage was the half-finished shed we had been building. The tin roof was missing. We found it dumped upside down against an outdoor toilet in the back yard. Dad did what he always does after praying for God's protection: he bowed his head right there in the yard and thanked the Lord for taking care of us again.

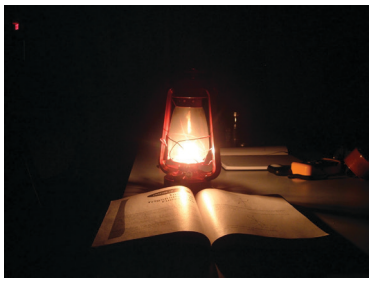
About that time, the sun splashed across the yard and a covey of quail winged into the oak trees down by the stock tank. Mom headed for the back door, but turned and said, "Better wash up; breakfast will be ready in a few minutes." Thunder rumbled off toward Goldthwaite. I looked up to see the back end of the storm shaking and wagging like a saucy lady. I knew our neighboring town was about to get a real ***gully washer***. (*Literature for Kuntry Kids)*

PERFECT TENSES

In Topic 7, we discussed the simple tenses of past, present, and future. Now, let's learn about perfect tenses. Perfect tenses refer to action that has been completed or perfected, and can take place in any time period (past, present, or future). The perfect tenses are *past perfect tense*, *present perfect tense*, and *future perfect tense*. Perfect tenses are formed by adding the words *had*, *have*, or *has*, and shall or will to the past participle. Remember to use *shall* when you are referring to yourself, and *will* if you are referring to other people. Let's examine each tense and notice how each sentence changes.

Past Perfect Tense indicates action that took place before another past action occurred. This tense is formed by adding *had* to the past participle.

Example #1: Mom *had lit* a kerosene lantern.
Example #2: Dad *had read* the Bible.
Example #3: Dad *had prayed* for God's protection.
Example #4: The storm *had passed* without much damage.
Example #5: Dad *had thanked* God for His protection.
Example #6: I *had watched* the storm move on.



Present Perfect Tense indicates action that began and ended at some indefinite point in the past or that started in the past and is still ongoing. This tense is formed by adding *has* or *have* to the past participle.

Example #1: Mom has lit a kerosene lantern.
Example #2: Dad has read the Bible.
Example #3: Dad has prayed for God's protection.
Example #4: The storm has passed without much damage.
Example #5: Dad has thanked God for His protection.
Example #6: I have watched the storm move on.

VOCABULARY

Gully washer: very heavy rain storm.

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Future Perfect Tense indicates action that has already begun, but will be completed at a defined time in the future. This tense is formed by adding *shall have* or *will have* to the past participle.

Example #1: Mom *will have lit* a kerosene lantern.
Example #2: Dad *will have read* the Bible.
Example #3: Dad *will have prayed* for God's protection.
Example #4: The storm *will have passed* without much damage.
Example #5: Dad *will have thanked* God for His protection.
Example #6: I *shall have watched* the storm move on.

PROGRESSIVE TENSES

Progressive tenses indicate continuing action and are formed using a state-of-being verb and a present participle. The progressive tenses are *past progressive, present progressive,* and *future progressive.*

Past Progressive Tense uses the past tense state-of-being verbs *was* or *were*, added to a present participle.

Example #1: I *was listening* to thunder.
Example #2: Dad *was hollering* for everybody to head for the cellar.
Example #3: Raindrops *were falling* all around us.
Example #4: The tin roof *was missing*.

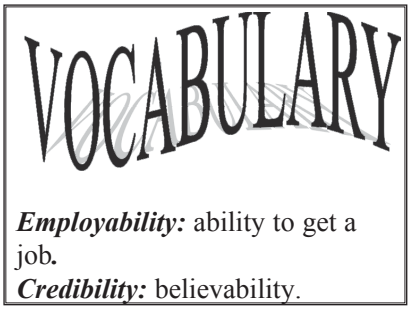
Present Progressive Tense uses present tense state-of-being verbs such as *am*, *is*, or *are*, added to a present participle.

Example #1: I *am listening* to thunder.
Example #2: Dad *is hollering* for everybody to head for the cellar.
Example #3: Raindrops *are falling* all around us.
Example #4: The tin roof *is missing*.

Future Progressive Tense uses future tense state-of-being verbs *shall be* or *will be*, added to a present participle.

Example #1: I *shall be listening* to thunder.
Example #2: Dad *will be hollering* for everybody to head for the cellar.
Example #3: Raindrops *will be falling* all around us.
Example #4: The tin roof *will be missing*.

In your speaking and writing, remember to use the proper verb tenses and forms to express exactly what your mean. Study these and learn them. Using them correctly will greatly enhance your ***employability*** and ***credibility***. Read the life principle and continue to the Activities.



Employability: ability to get a job.
Credibility: believability.



LIFE PRINCIPLE:

"Do right and life won't go wrong."
-Bob Jones, university counselor

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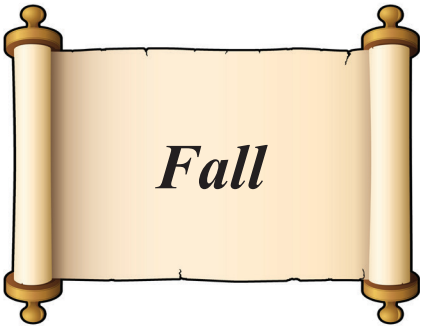


Topic 11

Chapter 1

Section 3

Topics 11-15





VOCABULARY

Extroverted: bold, unashamed.
Irresistible: can't refuse.
Twixt: between.
Equinox: time when day and night are equal lengths.
Solstice: shortest day of the year (winter) or longest day of the year (summer).
Intoxicating: overwhelming.
Idiosyncrasies: odd habits.
Contoured: shaped, designed.
Elaborate: grand, expressive.
Tantalizing: teasing, provoking.
Caressed: touched softly.
Boisterous: loud, noisy.
Deciduous: fallen, dry.
Nimbly: lightly.
Turbulence: turmoil, commotion.
Incredible: great, grand.
Ritualistic: habit with worship.
Immediacy: now, no delay.

Fall , the most ***extroverted*** season of the year, unfolded with ***irresistible*** charm.

This patch of time, called fall, is reckoned, astronomically, as that space sandwiched ***twixt*** the September ***equinox*** and the December ***solstice***. Tremendous transformations in creation's style and look take place during that twixt.

Fall's personality extended a cordial invitation to come outside and play. You could slip effortlessly into its rhythms and dance to its beat. Fall's ***intoxicating*** mood summoned you to be merged with its ***idiosyncrasies*** and full-bodied beauty. The classic autumn landscape was ***contoured*** by a riot of ***elaborate*** colors, hand washed in brilliant sunlight and ***tantalizing*** scents, and ***caressed*** by clean cut breezes. The ***boisterous*** woods were carpeted with a throw rug of crackling ***deciduous*** leaves. Squirrels chattered and ran ***nimbly*** here and there, with a measured "hurry-up-ness." Birds uttered a succession of lively musical tunes.

Fall is a generous season. Sensational sunrises and stunning sunsets are regularly scheduled for the viewer's entertainment. On a night with little ***turbulence***, it seems you could actually smell the moonlight. Fall was a time when beauty was everywhere and everywhere was beautiful.

You could feast on fall's scenic bounty and become swept up in its ***incredible*** splendor. You could swim in the depths of fall's soothing pleasures and revel in its abundant goodness. Fall was an inducement to make a ***ritualistic*** return to the woods and streams, and to marvel at the glorious creation all around you. It was here that unforgettable memories, brought on by the ***immediacy*** of experiences, could be gathered. (*Should Have Been a Cowboy*)

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ADJECTIVES

The writer is reliving a day of vivid imagination. He uses very descriptive words to help the reader understand what was experienced. Those descriptive words are adjectives. Adjectives help readers gain a good understanding of what is communicated. The word *adjective* comes from two ancient Latin words meaning *add to*. Most of the time adjectives are added to nouns, but adjectives can also be added to pronouns or other adjectives. Adjectives modify nouns, pronouns, or other adjectives. *To modify* means to describe. Adjectives tell *which one*, *what kind*, and *how many*.

Read the following example sentences from the story about fall. Notice how adjectives add to the underlined nouns, providing a more descriptive image. Also, notice that more than one adjective modifies some nouns, creating an *adjectival phrase*.

Example #1: Fall, the *most extroverted* season of the year, unfolded with *irresistible* charm.
•In this example, *most extroverted* is an adjectival phrase, modifying season and *irresistible* modifies charm.

Example #2: The *classic autumn* landscape was contoured by a riot of *elaborate* colors, hand washed in *brilliant* sunlight and *tantalizing* scents, and caressed by *clean cut* breezes.
•This example includes two adjectival phrases: *classic autumn*, which modifies landscape, and *clean cut*, which modifies breezes.
•This example also includes three other adjectives that modify three nouns: *elaborate* modifies colors, *brilliant* modifies sunlight, and *tantalizing* modifies scents.

Example #3: Fall is a *generous* season. *Sensational* sunrises and *stunning* sunsets are regularly scheduled.
•This example includes three adjectives: *generous* modifies season, *sensational* modifies sunrises, and *stunning* modifies sunsets.

Example #4: You could feast on *fall's scenic* bounty and become swept up in *its incredible* splendor.
•This example includes two adjectival phrases: *fall's scenic* modifies bounty and *its incredible* modifies splendor.

Example #5: You could swim in the depths of *fall's soothing* pleasures and revel in *its abundant* goodness.
•This example contains two adjectival phrases: *fall's soothing* modifies pleasures and *its abundant* modifies goodness.



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The following examples show how the sentences from the previous page would look without the adjectives. Notice how all the basic facts are present, but these sentences lack the colors, sights, smells, and sounds that communicate the message clearly.

Example #1: Fall, the season of the year, unfolded with charm.
Example #2: The landscape was contoured by a riot of colors, hand washed in sunlight and scents, and caressed by breezes.
Example #3: Fall is a season. Sunrises and sunsets are regularly scheduled.
Example #4: You could feast on bounty and become swept up in splendor.
Example #5: You could swim in the depths of pleasures and revel in goodness.

Proper Adjectives

Proper adjectives are formed from proper nouns. A proper adjective begins with a capital letter and describes a particular person, place, thing, or idea. Let's examine a couple of proper adjectives and the nouns they modify.

September equinox: September is the proper name of a month. Two equinoxes take place each year. The particular equinox referenced here is the one that takes place in September.

December solstice: December is the proper name of a month. Two solstices take place each year. The particular solstice referenced here is the one that takes place in December. The other occurs in June.

You are really doing well. Read the life principle, and move on to the activity book to complete Topic 11.



LIFE PRINCIPLE:

"Each new day marks the passage of time. Learn to look for beauty around you while it lasts."
-Carmen Trimm, author

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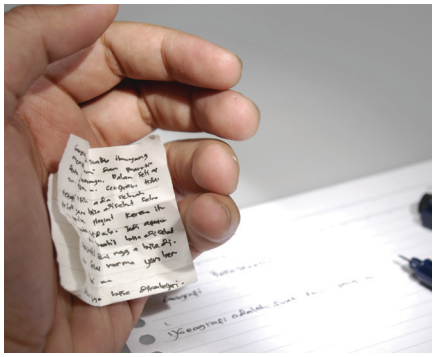


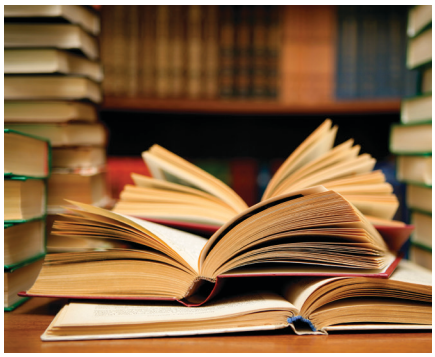
Topic 12

Chapter 1

Section 3

Topics 11-15





He Inspired Me!

Mr. Jackson taught my high school American History class. He stuttered, was bald headed, short, and ***eccentric***. However, his knowledge of America's heritage fascinated me. He always dictated from memory while checking his pocket watch every five minutes. Mr. Jackson's Friday tests included exactly 33 questions based on lectures during the week. Students knew what to expect on the tests. That awareness and the desire to play Friday night football, prompted me to cheat on Mr. Jackson's history test. With cunning that bordered on stupidity, I prepared a small cheat sheet of names, dates, and events, which I placed on the seat between my legs.

After zipping through half of the questions, I glanced up at Mr. Jackson. He was looking straight at me. I knew I had been caught. I flushed, wadded up the cheat sheet, and dropped it in the trashcan. I folded my test and placed it on the teacher's desk. He walked quietly over to his desk and looked at my answers. Mr. Jackson frowned and walked slowly back to my desk, placed the test in my hand, and whispered, "Ronnie, finish your test and see me after class is dismissed." I broke out in a cold sweat as I scribbled my answers.

After all of the other students filed into the hall, Mr. Jackson closed the door and cast his piercing blue eyes on me. In a stern voice he stated, "You are aware that you can be ***suspended*** for cheating?" I nodded. He continued, "And that you will not suit up with the team tonight?" I nodded again. After an agonizing period of silence, he spoke deliberately and firmly: "You have two choices. You can be suspended and answer to the coach and the team, or you can give up study hall and be my librarian's assistant…and read a book each week for the remainder of the school year." I gulped in horror! I had not read an entire book since third grade when my Sunday school teacher gave me a collection of Bible stories.

VOCABULARY

Eccentric: odd, unusual.
Suspended: temporarily not permitted to participate.

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Mr. Jackson waited for my answer as I tried to imagine the challenge of reading a book every week. I blinked as a wave of ***anguish*** flooded over me. I looked at him with a ***countenance*** of deep despair and slowly forced my voice to utter one word: "Library." His curled index finger ***beckoned*** me to follow him as he led the way to the library, which was also the study hall. He walked directly over to a tall bookshelf crammed with books from floor to ceiling. He plucked down a stack that included *White Fang*, *Treasure Island*, *Irish Red*, *Little Britches*, *Pot Licker*, *Touchdown*, and *Riders of the Purple Sage*. As he held the stack toward me, he commanded, "Pick one and start reading." I nodded and selected *Little Britches*.

My real education began that day. Those books transported me to places that captured my imagination; they cultivated a desired for learning beyond what I was taught in the classroom. As an adult, I remember very little knowledge to which I was exposed at Barbers Hill High School. However, my mind still swims in wonder and joy as I recall the fascinating books Mr. Jackson placed in my hands that week. *Little Britches* captivated me and I became a reader of books. Mr. Jackson was a wise man. He looked beyond my ***falsehood*** in class, and pointed me to a better way…a love of books. (*Can I Call You Dad?* — Ronald E. Johnson)

LITTLE ADJECTIVES

The little words *this*, *that*, *these*, and *those* are pronouns called <u>demonstrative pronouns</u>. However, they may also be used as adjectives called <u>demonstrative adjectives</u>. Adjectives tell which one, what kind, and how many. A demonstrative pronoun takes the place of a noun; a demonstrative adjective modifies a noun, pronoun, or another adjective.

Demonstrative Adjectives	
This class is Mr. Jackson's.	(tells which class)
My education began *that* day.	(tells which day)
These memories inspire me.	(tells which class)
Those books transported me.	(tells which class)
Demonstrative Pronouns	
This is Mr. Jackson's class.	(acts as the subject)
That is the day my education began.	(acts as the subject)
These are my memories.	(acts as the subject)
Those are the books I read.	(acts as the subject)



VOCABULARY

Anguish: emotional pain.
Countenance: facial expression.
Beckoned: signaled, motioned.
Falsehood: lying, cheating.

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The adjectives, *this* and *that*, modify singular nouns; *these* and *those* modify plural nouns.

Example #1: *This* book is my favorite
•Notice the singular adjective *this* and the singular noun *book*.
Example #2: *That* awareness prompted me to cheat on Mr. Jackson's history test.
•Notice the singular adjective *that* and the singular noun *awareness*.
Example #3: I carry *these* memories with me.
•Notice the plural adjective *these* and the plural noun *memories*.
Example #4: *Those* books have been an inspiration to me all my life.
•Notice the plural adjective *those* and the plural noun *memories*.

ARTICLES

Three tiny words called articles are also adjectives. Articles are either definite or indefinite. The article *the* is definite; the articles *a* and *an* are indefinite.

A definite article refers to a specific person, place, thing, or idea. Look for *the* in the following examples.

Example #1: After all of *the* other students filed into *the* hall, Mr. Jackson closed *the* door.
Example #2: My mind still swims in wonder and joy as I recall *the* fascinating book, *Little Britches*.

An indefinite article refers to no particular person, place, thing, or idea. The article *a precedes* a word that begins with a consonant. The article *an* precedes a word that begins with a vowel and before some words that begin with an *h* + a vowel.

Examples:

a book	an adult
a collection	an inspiration
an honest man	an hour

•I had not read *an* entire book since third grade.
•He pointed me to *a* better way…*a* love of books.
•I decided to become *an* honest man that day.

You are learning so much! Read the life principle and do your best in the Activities.



LIFE PRINCIPLE:

"Honesty is the first chapter in the book of wisdom."
-Thomas Jefferson, 3rd US President

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Topic 13

Chapter 1

Section 3

Topics 11-15







They dived like Japanese suicide pilots, with no concern for their personal safety. They carelessly threw all caution to the wind and focused on destroying their enemy—me!

My intentions had been nonaggressive; I was innocently mowing high weeds near the corral, minding my own ranch business. Unbeknownst to me, some strangers had taken up lodging in one of the big oak trees. The place was our property—paid for by hard work, but thieves and vagrants have no respect for boundaries or fences built by humans. To the invaders, I had intruded upon their illegal claim on the oak tree and all the nearby territory—including the patch of weeds and wild flowers growing by the corral gate.

Had the attackers been so kind as to sound a warning, I would have respected their alarm and beat a trail out of the area. However, they were a disrespectful bunch of hotheads, without courtesy or politeness. They had no manners or social skills; they were impatient, violent, and rude nectar suckers—the first cousins to pirates, cutthroats, and alley gangs!

The roar of the tractor motor and the thrashing of the mower blades greatly irritated the insolent invaders who had been lazily sniffing flowers and slowly sipping nectar as if they were at a lawn party. My sudden presence was an unforgivable intrusion. Their response was an organized dive-bomber attack on me! They repetitively dived at me like mad men, hitting anywhere they could find open flesh! I put the tractor in road gear, disengaged the mower, and ***high-tailed*** out of the area.

Creatures, like bees, do not know about, and are not respectful of, ***boundaries***. They simply have no concept of ownership or property lines. However, human beings *do* know and are taught that boundaries are a part of life. Boundaries include fences, walls, doors, and windows that separate one space from

VOCABULARY

High-tailed: hurried away.
Boundaries: margins or limits.

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another. For instance, outside and inside are separated by walls, doors, and windows. People who own the house can determine who is allowed in and who must stay out. Boundaries define certain personal and public spaces. In a similar manner, the fence between your property and mine defines who owns what, and who can be on which side.

Each person has personal space, into which other people can be invited or forbidden. If strangers approach you, you want them to remain farther away from you than your best friend. Your personal space is forbidden to someone you don't know, and is a boundary that must not be crossed.

We can set boundaries on things other than space. We can set boundaries on what we will say, what we will do, and what we will eat or drink. For instance, we can decide that we will use good language at all times, treat others with respect, not eat junk food, and stay away from negative people, drugs, and alcoholic beverages. We can also set boundaries on what we allow others to do with us, or what we will allow ourselves to do with others. Our parents, or other authority figures, sometimes set these boundaries for us. Setting appropriate boundaries, and staying on the correct side of these boundaries, is a mark of maturity, self-control, and wisdom. (*Literature for Kuntry Kids*)

ADVERBS

Adverbs add interesting details to everyday language. Like adjectives, adverbs modify certain words. Adverbs modify verbs, adjectives, and other adverbs. Adverbs tell *how*, *when*, *where*, and *to what extent* an action happens.

Example #1: They *carelessly* threw all caution to the wind and focused on destroying me!
- The adverb is *carelessly*.
- *Carelessly* modifies the action verb *threw*.
- *Carelessly* tells *how* they threw caution to the wind.

Example #2: They were *repetitively* diving and attacking me like mad men.
- The adverb is *repetitively*.
- *Repetitively* modifies the state-of-being verb *were*.
- *Repetitively* tells *when* the bees were diving and attacking.

Example #3: They attacked me like mad men, hitting *anywhere* they could find open flesh!
- The word *anywhere* is the adverb.
- *Anywhere* modifies the action verb *hitting*.
- *Anywhere* tells *where* the bees were hitting

Example #4: The invaders had been *very slowly* sipping nectar.
- The adverbs are *very* and *slowly*.
- *Slowly* modifies the verb *sipping*, telling you *how* the invaders sipped nectar.
- *Very* modifies the adverb *slowly*, telling you to *what extent* they were slow.



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Many adverbs are formed by adding *–ly* to adjectives. In examples 1, 2 and 4 on the previous page, *-ly* was added to the adjectives *careless*, *repetitive*, and *slow*. Adjectives in the vignette such as wild, personal, and respectful, are easily changed to adverbs by adding *–ly*: wildly, personally, and respectfully.

Did you notice the adverb in example 3 does not end in *–ly*? Several adverbs do not end in *–ly*. Below is a list of some adverbs that do not end in *–ly*.

then	now	later	soon	up	down	first
next	after	below	above	outside	inside	here

Example #1: Some strangers had taken *up* lodging in one of the big Oak trees.
•*Up* is an adverb that modifies *taken*. *Up* tells you where the strangers had taken lodging.

Example #2: I put the tractor in road gear, disengaged the mower, and high-tailed *out* of the area.
•*Out* is an adverb that modifies *high-tailed*. *Out* tells where he high-tailed.

Example #3: Those angry bees buzzed *inside* and *outside* of the old oak.
•*Inside* and *outside* are adverbs that modify the verb *buzzed* and provide more information about where the bees buzzed.

The Law of the –ly's

Dream Daringly!
Think Nobly!
Live Virtuously!
Help Generously!
Plan Carefully!
Fail Optimistically!
Work Diligently!
Fellowship Discreetly!
Worship Reverently!
Speak Kindly!
Listen Attentively!
Read Selectively!
Pray Humbly!
Sleep Peacefully!
Eat Nutritiously!
Exercise Regularly!
Invest Proportionally!
Defend Courageously!
Meditate Quietly!
Obey Graciously!
Volunteer Unselfishly!

Keep up the hard work! You are so close to finishing chapter 1. Read the life principle. Before you move on to the activities, read the verb and adverb pairs to the left and consider how you might apply them in your life today.



LIFE PRINCIPLE:

"If you want to initiate positive change, be an example."
-R.E. Cass, author

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Topic 14

Chapter 1

Tyrone and the Chickens

Section 3
Topics 11-15





Tyrone sat dejectedly on the porch steps in front of the house he and his mom shared with his grandfather. Today had been another horrible day. He did not want to face questions from his mother. The school principal had already called home to report trouble—again. Tyrone seemed to get in trouble without even trying. His so-called friends thought up all kinds of pranks for which he was usually blamed. A movement at the window told him instantly, that he had been spotted by his grandfather.

Grandpa said, "Son, you look like you could use a cold lemonade!" He pulled up a rocker and listened as Tyrone unloaded the cares of the day. "Tyrone, those boys aren't your friends!" Grandpa stated emphatically. "You are an eagle and they are just a bunch of chickens! Let me tell you a story." Taking a deep breath, Grandpa began to speak:

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*** *was obviously 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 quickly down to the farmyard and landed very 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 old eagle asked again, "Why are you eating with chickens?"

The eaglet said in a matter-of-fact tone, "I am a chicken. Chickens eat corn." "Who told you that you are a chicken?" asked

VOCABULARY

Fowl: bird.
Double take: a surprised, delayed reaction.

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the eagle. "They did," gestured the eaglet, pointing 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." 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 and 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," 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! 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, mournfully. "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 and you have no right to tell him he can fly. He belongs here with us. You are just trying to embarrass him. What if he can't do it? Let him alone!"

The eaglet plopped back down and stared quite forlornly at the great eagle as he glided gracefully back to the ground to stand beside the eaglet. The ***hysterical*** *hens scattered back to the shadow of the barn 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?"

Suddenly, the eaglet 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."

VOCABULARY

Gawked: stared with mouth open.
Bewildered: confused.
Lamented: moaned.
Hysterical: overexcited.
Admonitions: counsel, advice.

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 gently 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 mountaintops where eagles were created to soar!

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As grandpa finished the story, he stood up and turned to go in. "Tyrone, you can't keep listening to those boys at school. You will never be like them. You are an eagle and you are meant to soar!" (*Teaching Eagles to Soar*)

MORE ADVERBS

In sentences, adverbs are placed as near as possible to the words they modify. Below are some examples from the vignette.

Example #1: The great eagle looked *gently* at the eaglet.
•The adverb *gently* modifies the verb *looked* and indicates *how* the eagle looked.

Example #2: A movement at the window told him *instantly*, that Grandpa had spotted him.
•The adverb *instantly* modifies the verb *told*, and indicates *when* Tyrone was told that his Grandfather had seen him.

Example #3: "Oh, but they said I could not fly," lamented the eaglet, *mournfully*.
•The adverb *mournfully* modifies the verb *lamented*, and indicates *how* the eaglet lamented his situation.

Example #4: *Suddenly*, the eaglet stood tall, stretched his wings, and looked at the sky.
•The adverb *suddenly* modifies the verb *stood*, and indicates *when* the eaglet stood.

Some adverbs are not close to the verbs that are modified.

Example #1: *Now*, when I spread my wings and fly toward the sky, you follow me.
•The adverb *now* modifies the verb *follow* and indicates *when* the eaglet is to follow.

When adverbs modify other adverbs, they usually appear *immediately before* the modified adverbs.

Example #1: The grand eagle *landed very gracefully* next to the eaglet, who looked startled.
•The main adverb is *gracefully,* and indicates how the eagle landed.
•*Very* modifies *gracefully,* and indicates *how* gracefully the eagle landed.

Example #2: The eaglet plopped back down, and *stared quite forlornly* at the great eagle.
•The main adverb is *forlornly,* and indicates *how* the eaglet stared.
•*Quite* modifies *forlornly,* and indicates *to what extent* the eaglet was forlorn.

Affirmative and Negative Adverbs

Yes, *no*, *not*, and *never* are adverbs. *Yes* is an affirmative adverb. *No*, *not*, and *never* are negative adverbs. Notice how affirmative and negative adverbs are used in the following examples.

Example #1: "Oh, but they said I could *not* fly," lamented the eaglet, mournfully.

Example #2: "*Yes*, you can!" snapped the eagle.

Example #3: *No*! Do *not* deceive yourself!

Example #4: You will *never* be like them.



LIFE PRINCIPLE:

"You can't soar with eagles when you surround yourself with a bunch of chickens. Choose to soar."
-R.E. Cass, author

You are almost finished with chapter one! Getting to this point is proof that you are soaring! Read the life principle and complete the activities for this Topic.

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Topic 15

Chapter 1

Section 3

Topics 11-15

The Great Seal of the United States of America



Front of the US Seal



Reverse of the US Seal

On July 4, 1776, when the United States of America declared its independence from Great Briton, the Continental Congress formed a committee to design a great seal for the new country. The seal would be used to ***authenticate*** certain documents issued by the United States Government. After six years had passed and three different committees had failed to produce an acceptable seal, Charles Thomson, the secretary of the Congress, took the matter in hand. He used elements from the three previous designs and merged them into a new design. The new design has remained unchanged since Congress approved it on June 20, 1782.

The main figure on the front side of the seal is the Bald Eagle with its wings outstretched. The Eagle holds a bundle of thirteen arrows in its left ***talon*** and an olive branch with thirteen leaves and thirteen olives in its right talon. Thirteen represents the thirteen original colonies. The talons speak of preparation for war. A preference for peace is designated by the head of the eagle turned toward the olive branch—a symbol of peace. In the eagle's beak is a banner with the motto, *E Pluribus Unum*—a Latin phrase meaning "out of many, one." Over the eagle's head is a glory cloud with thirteen stars on a blue field. The shield on the eagle's breast is a blazon with thirteen alternating white and red stripes under a field of blue. On the reverse side (designed by William Barton) is an unfinished pyramid with thirteen layers of bricks, which has at the base, in Roman Numerals, 1776. An eye is at the top of the pyramid, which represents God's watchfulness and protection. The shadow of the pyramid is from the rising of the sun, which represents the birth of a new nation. The Latin phrase *Annuit Coeptis* refers to giving approval for the ***commencement*** of a new nation. Underneath is a quotation from the ancient Roman poet, Virgil, *Novus Ordo Seclorum*, which means "a new order of the ages."

The seal was first used by General George Washington to negotiate a prisoner exchange. The seal was replaced in 1841,

VOCABULARY

Authenticate: prove something is true.
Talon: claw.
Commencement: beginning.

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when it became too worn to be useable. Seven re-engravings have been produced since that first seal, which is now on display at the Smithsonian Museum in Washington, D.C.

In times past, kings sealed documents with wax and pressed their signet rings into the wax, leaving the impression of their one-of-a-kind seal. All people knew that the document was true and that it came from the king. It was a simple way for the king to sign and seal his letters. Not only are seals used to verify the authenticity of documents, but they are also used to confirm a ***covenant*** agreement. Today, we do not practice sealing letters with wax or using signet rings, but husbands and wives practice giving and receiving rings as a sign and seal of the covenant promise and agreement called marriage. They wear the rings as a sign to others and a reminder to themselves, to be true to the covenant they have made. (*On This Day* — Barkey)

ORIGINS OF COMMON ENGLISH WORDS

The United States has been called a melting pot. A melting pot is a large pot used for the purpose of recycling metals. Various metals are melted together to become a new metal, the characteristics of which are a combination of the original metals. The United States is very much like that melting pot. For centuries, people from around the world have arrived on the shores of this great nation looking for hope, safety, and opportunity. Immigrants come to America seeking freedom of religion, assembly, speech, economic freedom, plus freedom from ***tyranny***, and many other freedoms enjoyed in this nation. Others have come to America to get away from certain situations, such as poverty, debtor's prison, or oppression.

The original pilgrims came seeking freedom of religion, while fleeing from religious persecution in England. Other early settlers came seeking economic opportunities, bringing with them indentured servants who had the desire to immigrate, but lacked the finances. Some settlers, such as prisoners and slaves, did not came willingly. Still others came to escape economic calamity. Together with native populations, immigrants have helped shape this great country into what it is today.

America is still a country of immigrants who have brought unique languages, foods, customs, and clothing styles that reflect their countries of origin. Sadly, many freedoms are taken for granted by citizens who do not know any other way of life. Instead of blending in a homogenous society, some immigrants seek to divide our nation into sub-groups, pitting one against the other. Diversity is not the secret of America's success. People have been able to prosper, pursue happiness, and live in peace because the Founding Fathers had foresight to design a constitution that encourages free enterprise, rule by law, personal responsibility for choices, and acknowledgement of the Creator as the source of all rights.

VOCABULARY

Covenant: solemn promise.
Tyranny: oppression.

America's Founding Fathers



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Phrases that reflect the influence of foreign nations on American culture:

Ad Hoc – For this purpose.
Ano Domini — Year of our Lord (designated following the birth of Jesus Christ).
Bona Fide – In good faith or sincerely.
Carpe Diem – Latin phrase that means "seize the day," (do not waste the time).
Corpus Christi – Latin meaning Body of Christ (Name of a city in Texas).
Et Cetera – and the rest (abbreviated etc.).
Ex Libris – From the library (sometimes found in the front page of a book).
Gloria In Excelsis Deo – Glory to God in the Highest (words of a popular Christmas hymn).
Per Annum – By the year (used to designate a span of time).
Per Diem – By the day (used to show payment for a day's work).
Santa Fe – Holy Faith (Name of a city in New Mexico).
Semper Fidelis – Always faithful (Motto of the United States Marine Corps).
Semper Vigilans – Always vigilant (Motto of the Civil Air Patrol).
Via Dolorosa – The way of sorrow (the route Jesus walked through Jerusalem to Calvary).

Look how much progress you have already made!! Good Job. Finish up this lesson by completing the activities.

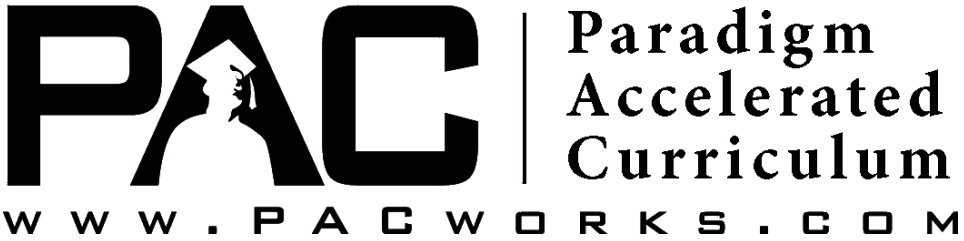


LIFE PRINCIPLE:

"What you say and do documents your character, and defines who you are."
-R.E. Cass, author

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