English Grammar 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

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Chapter 1

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

—Emile de Girardin



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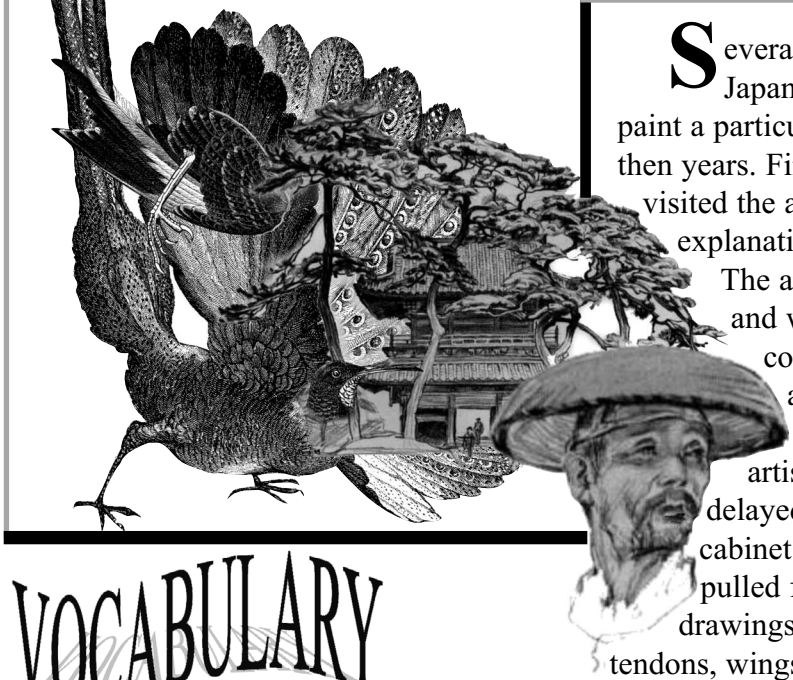
Lesson 1

Chapter 1

THE EMPEROR AND THE ARTIST

Section 1

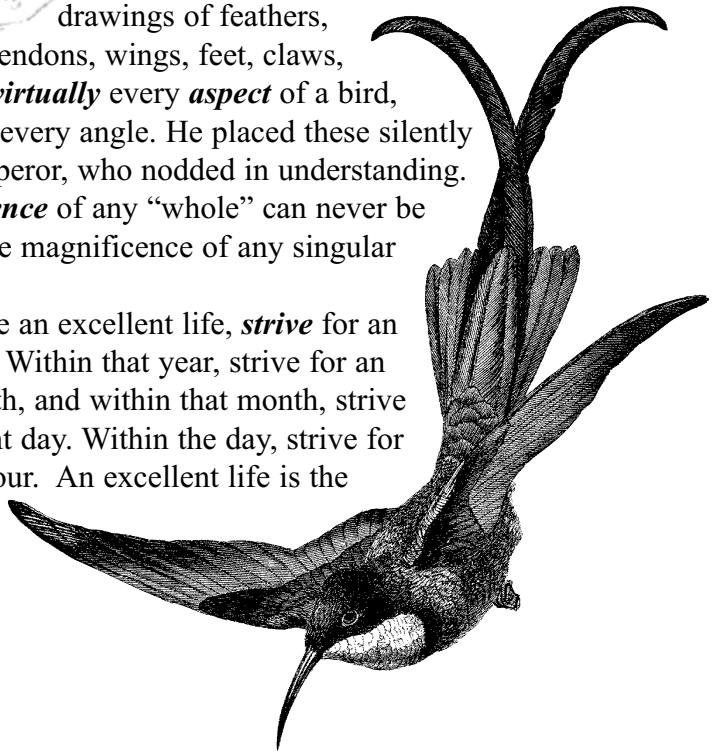
Lessons 1-5



Several ***centuries*** ago, the ***emperor*** of Japan ***commissioned*** a Japanese artist to paint a particular ***species*** of bird. Months passed, then years. Finally, the Emperor personally visited the artist's studio to ask for an explanation.

The artist set a blank canvas on the ***easel*** and within fifteen minutes had completed a painting of a bird. It was a ***masterpiece***! The Emperor, admiring both the painting and the artist's skill, asked why the artist had delayed so long. The artist then opened cabinet after cabinet in his studio. He pulled from the cabinets armloads of drawings of feathers, tendons, wings, feet, claws, eyes, beaks—***virtually*** every ***aspect*** of a bird, from virtually every angle. He placed these silently before the Emperor, who nodded in understanding. The ***magnificence*** of any "whole" can never be greater than the magnificence of any singular detail.

To have an excellent life, ***strive*** for an excellent year. Within that year, strive for an excellent month, and within that month, strive for an excellent day. Within the day, strive for an excellent hour. An excellent life is the sum of many excellent moments! ■ (HB)



VOCABULARY

Century: 100 years
Emperor: the supreme ruler of a land (country or region)
Commission: to authorize, order or hire to perform certain duties or tasks
Species: a type, kind or group
Easel: an upright frame to hold an artist's canvas
Masterpiece: a work of art that is far above others in quality
Virtually: basically; in effect, although not in fact
Aspect: any one of the possible ways in which an object, idea or problem may be regarded

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PARTS OF SPEECH



English speakers and writers, such as yourself, use the parts of speech every day. They are: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and interjections.

The parts of speech are similar to the parts of a bird. The bird is the English language, and its individual body parts are the parts of speech. Without all of the parts, the bird is not complete. The same rule is true for the parts of speech. They are the building blocks of the English language. Each has a part to play.

The parts of speech are also similar to the players in a game. English is the game and the parts of speech are the players. All players contribute, and each role is important. Some players play the whole game, while others come in only from time to time. Because nouns are the "players" that are used the most, we will start with them.

NOUNS

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

- **Persons:** This category names people and includes who they are and what they are.

Examples: artist man emperor Michael Mary

- **Places:** This category names all kinds of places—where people visit, live or work.

Examples: studio country Japan office farm palace

- **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:

easel	species
picture	war
bird	years
days	hours
reign	time
silence	World War I

- **Ideas:** This category expresses beliefs, feelings and ideas.

Examples:

philosophy	love
faith	understanding
responsibility	excellence
obedience	kindness

VOCABULARY

Magnificence: awesome beauty; richness, splendor, excellence
Strive: to make great efforts; to try very hard; to compete
Broad: wide, indefinite, not specific
Reign: the time period in which a sovereign rules a region
Philosophy: beliefs, truth and knowledge
Rembrandt: a style of art created by Rembrandt van Rijn, a Dutchman who lived during the 1600s (17th century)



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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 (large or upper case) letters.

common nouns	proper nouns
man	Emperor Hirohito
country	Japan
artist	***Rembrandt***
boy	Michael
girl	Jeanette

Singular and Plural Nouns

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

singular	plural
emperor	emperors
artist	artists
studio	studios

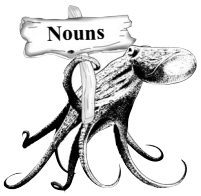
You are doing well! You have successfully completed the first half of Lesson One. In order to complete the second half, continue to the Activities.



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Lesson 2

Chapter 1

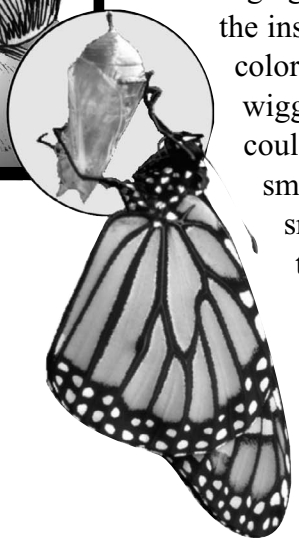
Section 1

Lessons 1-5

NO PAIN, NO GAIN



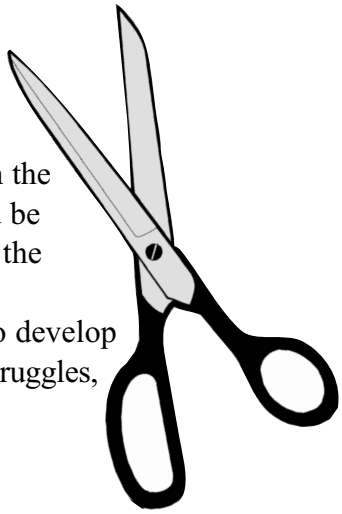
One day, a student found a ***cocoon*** and brought it to his biology teacher. She put the cocoon in a glass box with a warming lamp. About a week later, the students saw a small opening appear on the cocoon. Then, the cocoon began to shake. Suddenly, tiny ***antennae emerged***, followed by a head and tiny front feet. The students watched the progress of the emerging insect throughout the day. By noon the insect had freed its ***listless*** wings, the colors revealing a monarch butterfly. It wiggled and shook, but try as it might, it could not force its body through the small opening. One student decided to snip off the end of the cocoon to help the insect. Out it plopped. Only the top half of it looked like a butterfly; however, the bottom half was large and swollen. The insect crawled about, dragging its listless wings, and a short time later, it died.



The next day, the biology teacher explained that the butterfly's struggle to get through the tiny opening was necessary to force fluids from the swollen body into the wings so they would be strong enough to fly. Without the struggle, the wings never develop.

Struggles cause ***numerous*** things to develop in our lives. Rather than struggle against struggles, we need to struggle through struggles! ■

(HB)



VOCABULARY

Cocoon: the silky, fibrous material which surrounds the larva of certain insects
Antennae: long, slender "feelers" on insects
Emerge: to come into view; to become visible
Listless: weak, limp
Numerous: consisting of many persons or things
Waltz: a formal dance
Sheaf: stalks of grain lain sideways in a bundle

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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 persons, places, things and ideas—nouns! When you learn a new noun, you usually learn the singular form. Then you learn to change a 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: day + s = days; lamp + s = lamps; student + s = students; teacher + s = teachers

- The *students* watched the butterfly.
- The *teachers* lit the *lamps*.

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

Examples: glass + es = glasses; church + es = churches; ***waltz*** + es = waltzes; wish + es = wishes; box + es = boxes

- The students put on their safety *glasses*.
- The children placed their Christmas *wishes* inside the *boxes* at the *churches*.

FORMING THE PLURALS OF F-O-Y NOUNS

Some nouns are **F-O-Y** nouns. **"F"** nouns end in *f* or *fe*. **"O"** nouns end in *o*. **"Y"** nouns end in *y*. When forming the plurals of **"F"** nouns, two rules apply. You must learn and memorize the following nouns and how their plurals are formed.

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

calf	calf + v = calves	loaf	loaf + v = loaves
elf	elf + v = elves	***sheaf***	sheaf + v = sheaves
half	half + v = halves	shelf	shelf + v = shelves
knife	knife + v = knives	thief	thief + v = thieves
leaf	leaf + v = leaves	wolf	wolf + v = wolves
life	life + v = lives		

- The *lives* of *calves* are short if terrorized by *wolves*.
- The *thieves* did not steal the *loaves* of bread on the *shelves*.

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

belief	belief + s = beliefs	***reef***	reef + s = reefs
chief	chief + s = chiefs	roof	roof + s = roofs
cuff	cuff + s = cuffs	***safe***	safe + s = safes
giraffe	giraffe + s = giraffes	scarf	scarf + s = scarfs
hoof	hoof + s = hoofs		

- Because of the pounding of their *hoofs*, we could hear the *giraffes* running toward us.
- The *beliefs* of the *chiefs* are firmly grounded.

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Two basic rules apply to forming the plurals of **"O"** nouns.

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

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
Negro	Negro + es = Negroes		

- Because of the *tornadoes* and *volcanoes*, the *tomatoes* and *potatoes* did not grow.
- The *vetoes* of the *embargoes* made the president and vice president *heroes*.

■**Exceptions to Rule #1 for "O" nouns:** When an **"O"** noun is borrowed from another language and is not English in origin, the plural is formed by adding *s*, regardless whether a consonant or vowel is just before the *o*.

Below is a list of "borrowed" words. Notice the origin of each word.

alto	alto + s = altos } Italian	nacho	nacho + s = nachos } Spanish
armadillo	armadillo + s = armadillos } Spanish	Navajo	Navajo + s = Navajos } Navajo
banjo	banjo + s = banjos } African	piano	piano + s = pianos } Italian
burrito	burrito + s = burritos } Spanish	***salvo***	salvo + s = salvos } Latin
cello	cello + s = cellos } Italian	***silo***	silo + s = silos } Spanish
ego	ego + s = egos } Greek	solo	solo + s = solos } Italian
embryo	embryo + s = embryos } Greek	soprano	soprano + s = sopranos } Italian
Eskimo	Eskimo + s = Eskimos } Inuit	taco	taco + s = tacos } Spanish
jalapeño	jalapeño + s = jalapeños } Spanish		

- The *Eskimos* played the *banjos* and the *pianos* while eating *tacos*.
- The *sopranos* sang *solos* inside the *silos*.

VOCABULARY

Reef: a ridge of rocks near the surface of the water
Cuff: the end of a long sleeve
Safe: a strong box for valuables
Salvo: a simultaneous discharge of guns
Silo: a tall cylinder for storing silage
Cameo: a gem carved to reveal a profiled head

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

cameo	cameo + s = cameos
radio	radio + s = radios
ratio	ratio + s = ratios
rodeo	rodeo + s = rodeos
stereo	stereo + s = stereos
studio	studio + s = studios

- The *radios* and *stereos* were blaring in the *studios*.
- The women at the *rodeos* wore beautiful *cameos*.

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Two basic rules apply to forming the plurals of **"Y"** nouns.

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

army	army + i + es = armies	lady	lady + i + es = ladies
authority	authority + i + es = authorities	luxury	luxury + i + es = luxuries
body	body + i + es = bodies	military	military + i + es = militaries
bunny	bunny + i + es = bunnies	mommy	mommy + i + es = mommies
butterfly	butterfly + i + es = butterflies	monopoly	monopoly + i + es = monopolies
cemetery	cemetery + i + es = cemeteries	mummy	mummy + i + es = mummies
company	company + i + es = companies	nanny	nanny + i + es = nannies
cry	cry + i + es = cries	prophecy	prophecy + i + es = prophecies
daddy	daddy + i + es = daddies	puppy	puppy + i + es = puppies
dummy	dummy + i + es = dummies	tummy	tummy + i + es = tummies
family	family + i + es = families	variety	variety + i + es = varieties
fly	fly + i + es = flies	victory	victory + i + es = victories
French fry	French fry + i + es = French fries	worry	worry + i + es = worries
gallery	gallery + i + es = galleries		

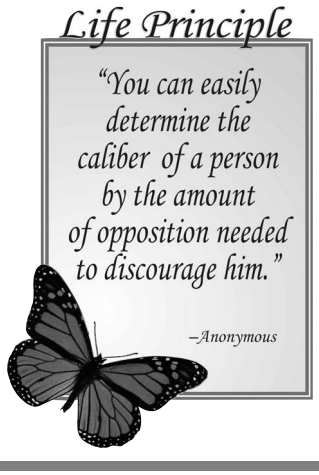
- The *cries* of the *armies* as they won many *victories* pounded in my ears.
- The *puppies* cuddled close to the *tummies* of their *mommies*.

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

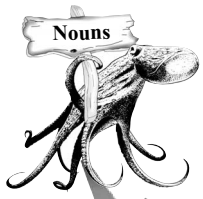
airway	airway + s = airways	key	key + s = keys
attorney	attorney + s = attorneys	monkey	monkey + s = monkeys
boy	boy + s = boys	railway	railway + s = railways
day	day + s = days	runway	runway + s = runways
essay	essay + s = essays	stairway	stairway + s = stairways
guy	guy + s = guys	survey	survey + s = surveys
holiday	holiday + s = holidays	toy	toy + s = toys
journey	journey + s = journeys	turkey	turkey + s = turkeys

- The *monkeys* chased the *turkeys* up the *stairways*.
- The *boys* read their *essays* over the *airways*.

Congratulations! You have completed a long and difficult lesson. Continue to the Activities.



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Chapter 1

Lesson 3

Section 1

Lessons 1-5

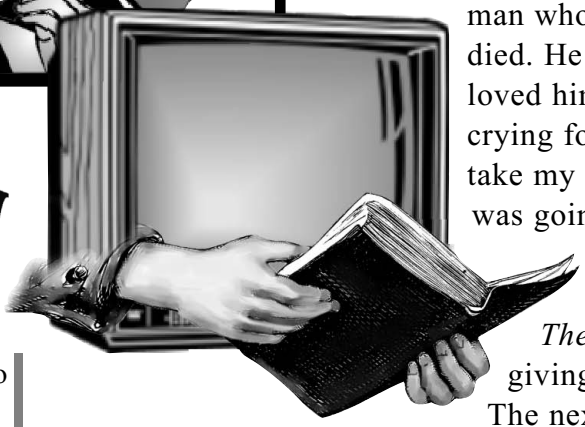
YOU MAY NEVER KNOW WHO IS WATCHING



Standup ***comedian*** David Brenner was signing books in a San Francisco bookstore when a young man handed Brenner a newly purchased copy to be signed. The young man said softly, "I want to thank you for saving my life."

Brenner replied ***flippantly***, "That's OK."

The young man stood his ground and said, "No, I really mean it." Brenner stopped signing and looked at the young man who said, "My father died. He was my best friend. I loved him and could not stop crying for weeks. I decided to take my own life. The night I was going to do it, I happened to turn on the TV. You were hosting *The Tonight Show* and giving your ***monologue***. The next thing I knew, I was watching you and laughing. Then I started laughing ***hysterically***. I realized then that if I was able to laugh, I was able to live. So I want to thank you for saving my life."



Humbled and grateful, Brenner shook the young man's hand, "No, I thank *you*."

Laughter does more than help us escape our problems. Laughter sometimes gives us the ***courage*** to face problems. As humorous author Barbara Johnson has said, "Laughter is like changing a baby's diaper. It does not permanently solve any problems, but it does make things more endurable for awhile." ■ (HB)

VOCABULARY

Comedian: an actor who plays comic parts; an entertainer who tells jokes
Flippantly: carelessly, without considerate thought
Monologue: a play, skit, speech or recitation for one actor
Hysterically: wildly, uncontrollably
Humbled: reminded of one's weaknesses or shortcomings
Courage: strength of character when facing danger or adversity
Beau: a boyfriend
Cherub: an angel

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FORMING THE PLURALS OF MORE NOUNS

Some nouns are spelled the same in both the singular and plural forms.

bass
deer
fish
pike
trout
cod
elk
moose
sheep
tuna

Below are examples of how to use these nouns in sentences:

Plural	**Singular**
The comedian hunted two *moose* and caught eight *trout* during a vacation.	The *moose* was startled when the *trout* jumped out of the river.

Correct and Incorrect Forms:

Singular	**Plural**	**Incorrect**
The comedian hunted a *moose*.	The comedian hunted two *moose*.	The comedian hunted two *mooses*.
The man told a joke about a *trout*.	The man told jokes about *trout*.	The man told jokes about *trouts*.

Some nouns form their plurals by completely changing spellings.

child = children
foot = feet
goose = geese
louse = lice
man = men
mouse = mice
ox = oxen
tooth = teeth
woman = women

Below are examples of how to use these nouns in sentences:

Plural	**Singular**
The comedian has two *children* who have two pet *geese*.	The comedian has a *child* who has a pet *goose*.

Correct and Incorrect Forms:

Singular	**Plural**	**Incorrect**
The comedian has a *child*.	The comedian has two *children*.	The comedian has two *childs*.
The child has a pet *goose*.	The children have two pet *geese*.	The children have two pet *gooses*.

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Some nouns are borrowed from other languages. Notice the singular and plural forms.

analysis = analyses
beau = beaux
oasis = oases
parenthesis = parentheses
cherub = cherubim
crisis = crises
thesis = theses
phenomenon = phenomena

Below are examples of how to use these nouns in sentences:

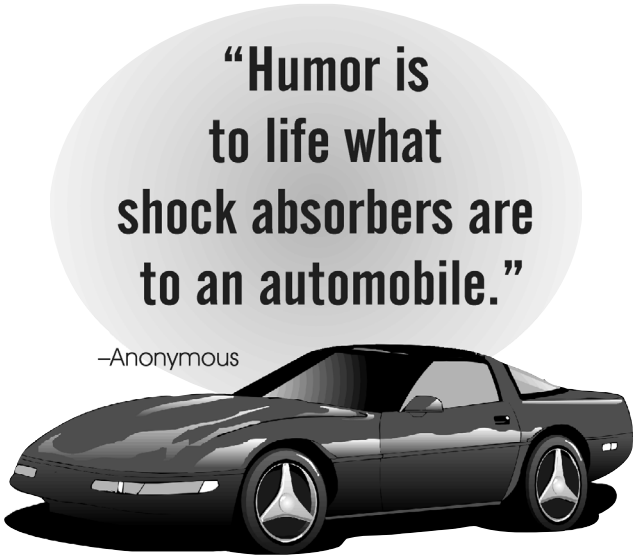
Plural	**Singular**
The comedian wrote two *theses* about *crises*.	The comedian wrote a *thesis* about *crisis*.

Correct and Incorrect Forms:

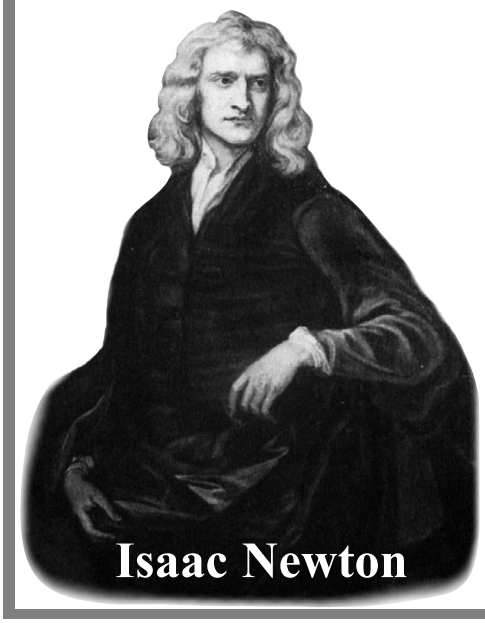
Singular Correct	**Plural Correct**	**Incorrect**
The comedian wrote a *thesis*.	The comedian wrote two *theses*.	The comedian wrote two *thesises*.
The thesis was about *crisis*.	The theses were about *crises*.	The theses were about *crisises*.

Continue to the Activities to practice plural nouns. You are doing well.
Keep working diligently.

LIFE PRINCIPLE



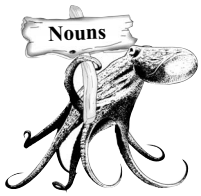
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Isaac Newton

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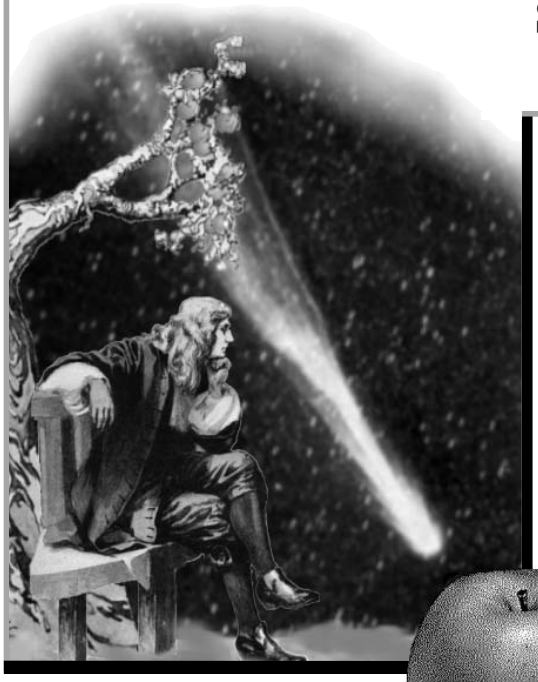
Lesson 4

Chapter 1

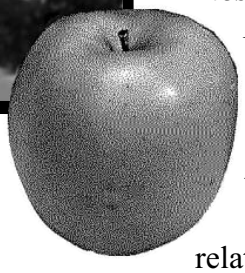
Section 1

Lessons 1-5

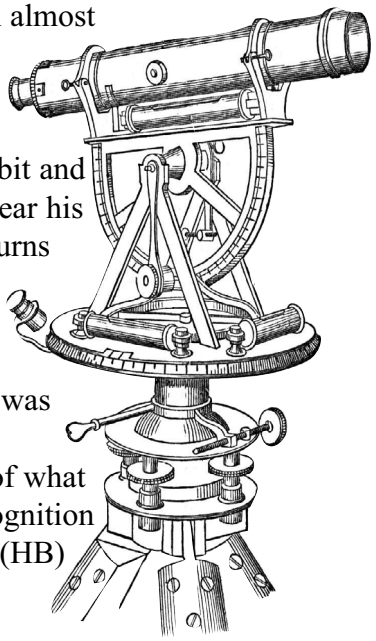
THE MAN BEHIND THE SCENES



Everybody knows of ***Isaac Newton's*** famed encounter with a falling apple and how Newton introduced the laws of gravity and ***revolutionized astronomical*** studies. But few know that if not for Edmund Halley, the world may never have heard of Isaac Newton. Halley was the one who challenged Newton to think through his original theories. Halley corrected Newton's mathematical errors and prepared ***geometrical*** figures to support his discoveries. Halley was the man who ***coaxed*** the ***hesitant*** Newton to write his great work, *Mathematical Principles of Natural Philosophy*. Halley also edited and supervised the book's publication, financing its printing even though Newton was wealthier and could better afford the cost.



Historians have called Halley's relationship with Newton one of the most ***selfless*** examples in science. Newton began almost immediately to reap the rewards of ***prominence***; Halley received little credit. He did use the ***principles*** Newton developed to predict the orbit and return of a ***comet*** that would later bear his name, but since ***Halley's Comet*** returns only every 76 years, few hear his name. Still, Halley did not care who received credit as long as the cause of science was advanced. He was ***content*** to live without fame.



Sometimes just the reward of what we are doing far outweighs the recognition we often think we need to have. ■(HB)

VOCABULARY

Isaac Newton: (1642-1727) one of the greatest scientists in history, who invented calculus and explained the laws of gravity
Revolutionize: to make complete and drastic changes
Astronomical: pertaining to the study of the earth and heavens
Geometrical: pertaining to the mathematical measurements of lines, shapes and angles
Coax: to persuade, to urge
Hesitant: indecisive, unsure, timid

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NOUNS AGAIN

From a distance, stars may seem very much the same. However, looking closely, a lot of differences can be noticed among the stars. The same is true of nouns. You have seen the difference between common and proper nouns. Both kinds of nouns can be persons, places, things and ideas. Differences can also be noticed among other groups of nouns.

Concrete Nouns

Concrete nouns are fun because nothing is quite as solid as concrete. Well, concrete nouns are not exactly made of concrete, but they are solid enough to be recognized by the five senses. Concrete nouns are persons, places and things that can be seen, tasted, smelled or touched.

Examples:	apple	historian	scientist	comet	reward
	book	material	food	odor	music
	words	money	compass	star	person

Abstract Nouns

You cannot touch, see, smell, touch or taste abstract nouns. Abstract nouns are ideas, qualities, emotions or beliefs. These nouns are things that you know and understand, but that you cannot see with your eyes or touch with your fingers.

Examples:	gravity	theories	pride	modesty
	patriotism	recognition	love	tenderness
	anger	danger	faith	religion
	gentleness	motivation	prominence	principles

VOCABULARY

Selfless: devoted to others' welfare or interests, not one's own; unselfish
Prominence: the state of being noticed or widely and favorably known
Principles: scientific laws explaining natural actions
Comet: a celestial object made of ice, dust and gas
Halley's Comet: a comet explained by Edmund Halley, the comet orbits the earth every 76 years
Content: happy enough with what one has or is
Collective: together, in a group, not to be separated



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Collective Nouns

Collective is the key word here. Think of a number of things or people *collected* together. They are considered as one thing although many members or parts make up the whole.

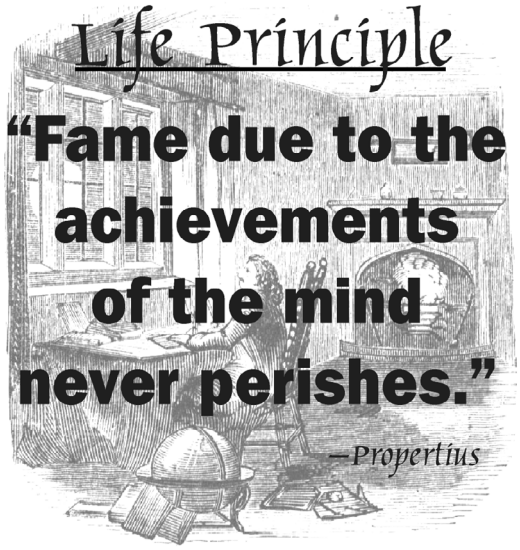
Examples:	herd (of buffalo)	pack (of wolves)
	flock (of sheep)	litter (of kittens)
	murder (of crows)	choir (of students)
	gaggle (of geese)	jury (of citizens)
	school (of fish)	family (of people)
	pod (of whales)	swarm (of bees)
	pride (of lions)	group (of people)

Compound Nouns

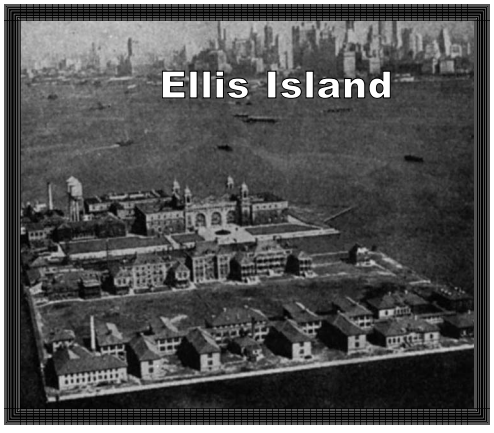
Compound nouns may be one word or more than one word; however, together they form one noun.

Examples:	Great Britain	Halley's Comet	Isaac Newton
	Niagara Falls	notebook	guest room
	mountain top	applesauce	wristwatch
	doorknob	bookcase	sunglasses
	coffeepot	fingernail	wisdom teeth

Congratulations, you should be proud of yourself! You are more than half finished with Section One. Continue to the Activities.

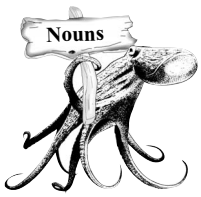


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Lesson 5

Chapter 1

A VALUABLE LESSON

Section 1

Lessons 1-5



A grandmother and a grandfather sat in the living room by a warm fire. At their feet were their three little grandchildren. "What story shall we tell our grandchildren tonight?" asked Grandfather.

"Our grandchildren might enjoy hearing about your arrival in America from Europe," suggested Grandmother. "That is a story that anyone would enjoy very much."

"Oh! Yes, Grandfather," cried the children, "Please, please, please tell us that one!"

"All right, all right," answered Grandfather, "who would you rather hear tell a story—your grandmother or your grandfather?"

"Oh, you tell yours tonight!" ***urged*** Grandmother. "This is a story that you love to tell! My arrival in America was two years later. We can tell that story another time."

"Everything in its time," nodded Grandfather. "All right, everybody, we will save Grandmother's story for tomorrow night."

Immediately, each of the children had a question.

"What did you do when you arrived in America?" asked Mary, her eyes shining.

"What was the first thing that you learned?" piped in Joey, his little face aglow.

"Wait, no more questions!" laughed Grandfather. "Let me answer these first. If you have more, they can wait until later."

Grandfather told about his ship from Europe arriving at ***Ellis Island***, New York. After being ***processed*** through ***customs***, Grandfather decided to eat his first meal in an American cafeteria. He sat at a table and waited for someone to serve him. Then he noticed that everyone was standing in a line near the food, each one helping himself.

VOCABULARY

Urge: to suggest or persuade strongly
Ellis Island: headquarters of immigration and naturalization in the United States (1892-1954)
Processed: put through a number of steps or changes to reach a goal
Customs: government office through which foreign people and goods pass before entering the United States
Earnest: serious and intense
Propertius: a Roman poet of the first century

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With an ***earnest*** look on his face, Grandfather bent toward the children, "What do you think that I learned from my experience in the cafeteria, grandchildren? I realized that in America you can have anything that you want. But to get it, you must be prepared to help yourself. That is a lesson I have never forgotten." ■



POSSESSIVE NOUNS

Possessive nouns may be singular or plural. To *possess* is to own something. If a noun is possessive, it shows ownership. In this lesson, you will learn two simple rules for making nouns possessive.

■**Rule #1:** If the singular or plural noun does not end in *s*, add an apostrophe (') and *s*.

Example #1: Grandpa's stories are very interesting.
Example #2: My mother's sister is my aunt.
Example #3: The children's grandparents are very loving.
Example #4: The men's hard work helped them succeed.

■**Rule #2:** If the singular or plural noun ends in *s* add only an apostrophe (').

Example #1: Grandparents' love is very important to children.
Example #2: The historians' research proved that immigration increased.
Example #3: The customs' restrictions are extensive.
Example #4: The stories' morals build character.

Helpful hint: If a person's name ends in *s* you may add only an apostrophe or an apostrophe and *s*.

Example #1: ***Propertius'*** quotes are inspirational to people of all ages.
Propertius's quotes are inspirational to people of all ages.
Example #2: Jesus' sermons are recorded in the New Testament.
Jesus's sermons are recorded in the New Testament.
Example #3: Mr. Harris' dog likes to visit grandmother.
Mr. Harris's dog likes to visit grandmother.

COMBINING PHRASES INTO POSSESSIVE NOUNS

In English, we often combine a possessive phrase into a possessive noun to avoid awkwardness or confusion. In the examples below, notice the phrases that were combined into possessive nouns. Notice the correct apostrophe usage.

Phrases	**Possessive Nouns**
The stories of the grandparents are very interesting.	The grandparents' stories are very interesting.
The morals of the stories build character.	The stories' morals build character.
The hard work of the men has brought success.	The men's hard work has brought success.
The love of Grandpa is special to me.	Grandpa's love is special to me.
The quotes of Propertius are inspirational.	Propertius' quotes are inspirational.

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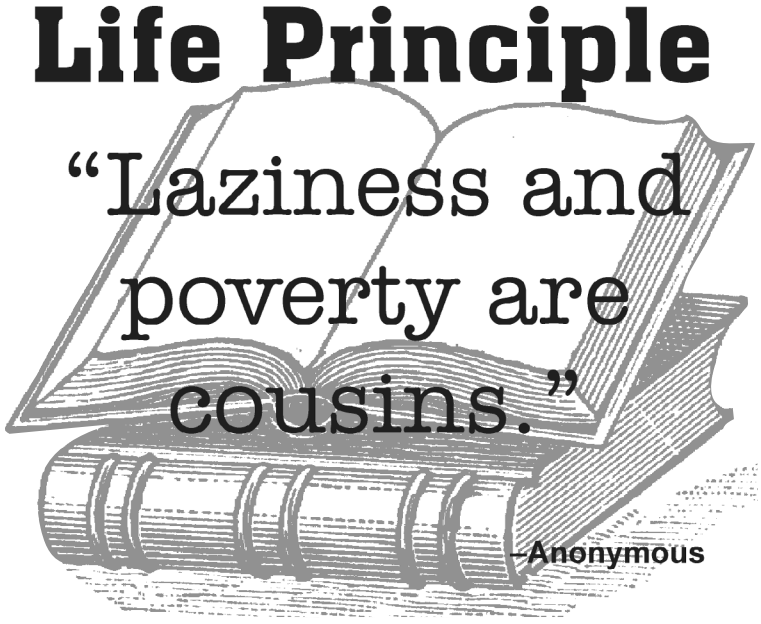
Below is a humorous poem about our language.

"Our Strange English Language"

We'll begin with box; the plural is boxes,
But the plural of ox is oxen, not oxes.
One fowl is a goose, but two are called geese,
Yet the plural of mouse is not ever meese.
You may find a lone mouse, or a whole nest of mice,
But the plural of house is still never hice.
If the plural of man is always men
Why shouldn't the plural of pan be pen?
If I speak of a foot and you show me two feet,
And I give you a boot, would a pair be called beet?
If one is a tooth, and a whole set are teeth
Why shouldn't the plural of booth be called beeth?
If a singular this is a plural these
Should the plural of kiss ever be keese?
We speak of a brother and also of brethren,
And though we say mother we never say methren.
Then the masculine pronouns are he, his and him,
But imagine the feminine she, shis and shim.

(Alice Hess Beveridge)

Congratulations! You have completed a challenging study of English nouns. Complete the Activities then prepare for the Section Quiz.



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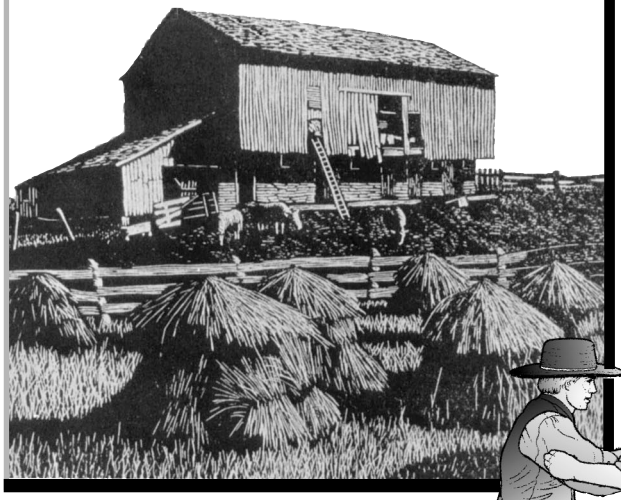
Lesson 6

Chapter 1

A BROTHER'S LOVE

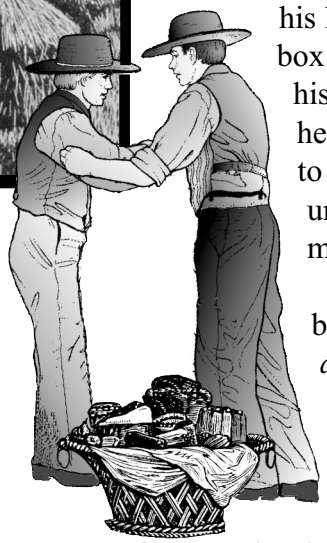
Section 2

Lessons 6-10



Two brothers farmed together. They lived in separate houses on the family farm but met each day in the fields to work together. One brother married and had a large family. The other lived alone. Still, they equally divided the ***harvest*** from the fields.

One night the single brother thought, *My brother is struggling to support a large family, but I get half of the harvest.* With love in his heart, the single brother gathered a box of things he had purchased from his earnings—items he knew would help his brother's family. He planned to slip over to his brother's shed, unload the basket there, and never mention it.



That same night, the married brother thought, *My brother is alone; he does not know the joys of a family.* Out of love, the brother decided to take a basket with a quilt and homemade bread and ***preserves*** to "warm" his brother's house. He planned to leave the items on his brother's porch and never say a word.

As the brothers ***stealthily*** made their way toward each other's home, they bumped into one another. They were forced to admit what they were doing, and there in the darkness, they embraced, each man realizing, with tears in his eyes, that his greatest wealth was a brother who respected and loved him. ■

(HB)



VOCABULARY

Harvest: fruits, vegetables, grains, cotton (produce) gathered from the fields to sell
Preserves: fruit cooked with sugar (jelly or jam) and kept in jars
Stealthily: secretly, artfully sly in action or behavior

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ACTION AND STATE-OF-BEING VERBS

In Section One of this chapter, you learned about nouns (persons, places, things and ideas). In this section, you will learn the second most important part of speech—verbs. Nouns and verbs work closely together in sentences.

Sitting and doing nothing can be very boring. The English language would be boring without verbs. Verbs bring action and life to the other parts of speech. In this lesson, you will learn two kinds of verbs: action and state-of-being.

Action Verbs

When action verbs are used, the other parts of speech cannot sit still; they go into action. For example, the words *horses in a field* provide a mental scene a person might see in a painting or in actuality. However, *horses in a field* is a fragment of a sentence; not a complete sentence because the verb is missing. You have to imagine what the horses are doing in the field. They may be eating, sleeping or playing. Rewritten with a verb, the sentence reads *Horses are playing in a field*. Now the picture has come to life. Action has been introduced. Mentally, you can visualize the horses playing—their hoofs and manes flying as they chase each other. Below are more examples of sentence fragments without verbs and the complete sentences after the verbs were added.

Example #1: Two brothers together	**Correction:** Two brothers *farmed* together.
Example #2: They in separate houses	**Correction:** They *lived* in separate houses.
Example #3: They the harvest equally	**Correction:** They *divided* the harvest equally.
Example #4: One man a box of things	**Correction:** One man *gathered* a box of things.
Example #5: The other a loaf of bread	**Correction:** The other *gave* a loaf of bread.

State-of-Being Verbs

Being verbs are quite different from action verbs. Being verbs express who a person *is* or *was* rather than what a person is *doing*. The most common state-of-being verbs are: *am, is, are, was, were, be, being,* and *been*.

Example #1: I am a farmer.

- The verb is *am*. I am not *doing* anything, but I am *being* something—a farmer!

Example #2: He is my brother.

- The verb is *is*. He is not *doing* anything, but is *being* my brother.

Keep up your good work.
Continue to the Activities.

Life Principle

"We make a living by what we get—we make a life by what we give."

—Anonymous



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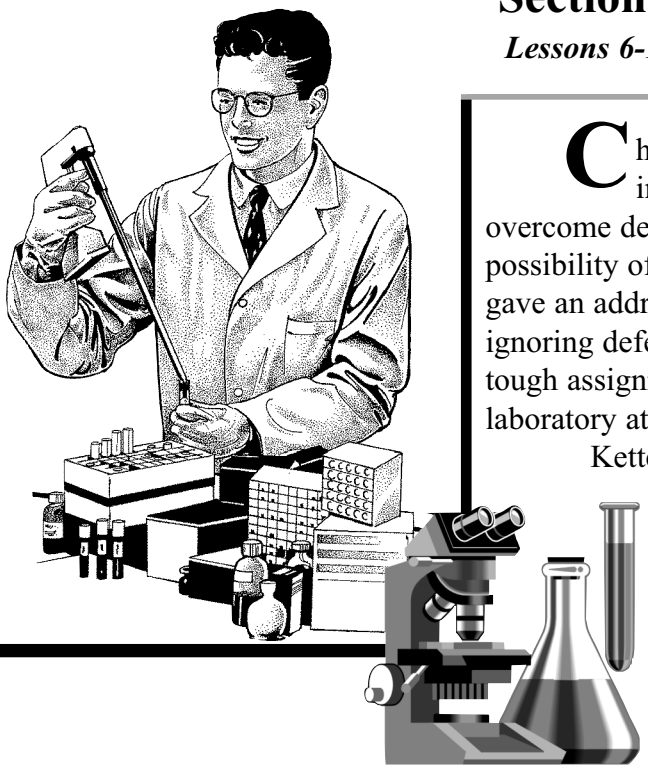
Chapter 1

Lesson 7

IMPOSSIBLE? NO WAY!

Section 2

Lessons 6-10

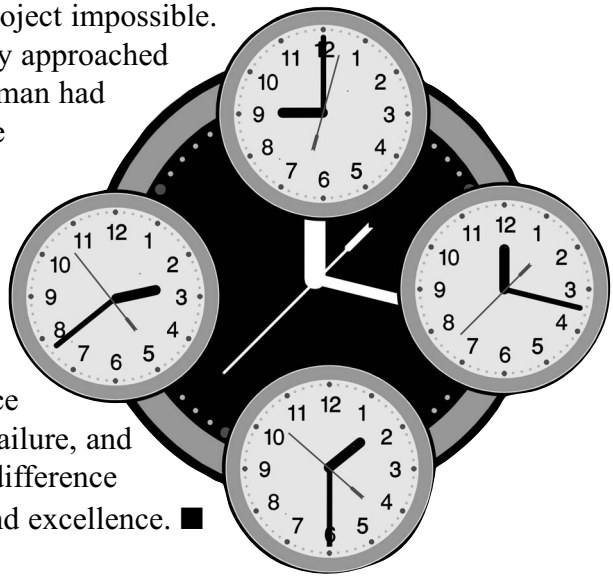


Charles F. Kettering, a ***noted*** scientist and inventor, believed that the easiest way to overcome defeat was simply to ignore completely the possibility of failure and to keep ***forging*** ahead. He once gave an address to Denison University on the theme of ignoring defeat. Kettering told how he had once given a tough assignment to a young research worker in a laboratory at General Motors.

Kettering wanted to see how the young man would react to a difficult problem, so the professor kept from the young man notes on the project that had been filed in the library. The notes, written by expert researchers, included various sets of ***statistics*** and formulas that proved the assignment which had been given to the young man was impossible to do.

The young research worker set his mind to the project and worked ***virtually*** night and day for weeks. He refused to give up or think the project impossible. One day he confidently approached Kettering. The young man had succeeded in doing the impossible!

A little extra time…a little extra effort…a little extra care…a little extra attention sometimes makes all the difference between success and failure, and not only that, but the difference between ***mediocrity*** and excellence. ■ (HB)



VOCABULARY

Noted: well known
Forging: succeeding against obstacles
Statistics: research information expressed in mathematical numbers
Virtually: almost all
Mediocrity: middle, average, nothing special

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VERB PHRASES

A verb phrase is more than one verb used together in a sentence. The first verb(s) are called helping verbs, and the last verb is the main verb. A helping verb does exactly what its name states—it helps the main verb. Main verbs can be state-of-being verbs or action verbs. Below are some of the most common helping verbs.

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

In the examples below, notice the italicized verb phrases.

Example #1: Charles *will read* the next chapter of the text book.
- The helping verb is *will*. The main verb is *read*.

Example #2: He *has been studying* for the test.
- The helping verbs are *has* and *been*. The main verb is *studying*.

Example #3: The professor *had given* a difficult assignment to the student.
- The helping verb is *had*. The main verb is *given*.

Example #4: He *is searching* for the correct answer.
- The helping verb is *is*. The main verb is *searching*.

Example #5: The student *does have* the fortitude to complete the assignment.
- The helping verb is *does*. The main verb is *have*.

Example #6: The student *will be* pleased with the results.
- The helping verb is *will*. The main verb is *be*.
- The word *pleased* is an adjective and is not part of the verb phrase.

Example #7: The answer s*hould have been* evident by now.
- The helping verbs are *should have*. The main verb is *been*.
- The word *evident* is an adjective and is not part of the verb phrase

SEPARATED VERB PHRASES

Sometimes other parts of speech can separate the helping verb and the main verb in a verb phrase. Read carefully to discover the complete verb phrase.

Example #1: The young research worker *has* diligently *searched* for the answer.
- The helping verb is *has*, and the main verb is *searched*.

Example #2: The professor *has* faithfully *been teaching* at this university for thirty years.
- The helping verbs are *has been*, and the main verb is *teaching*.

Example #3: The answer *should* surely *have been* found by now.
- The helping verbs are *should have*, and the main verb is *been*.

Example #4: *Have* you *discovered* the answer?
- The helping verb is *have*, and the main verb is *discovered*.

Example #5: *Has* he *been studying* all night?
- The helping verbs are *has, been*, and the main verb is *studying*.

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Keep striving to succeed! Read the Life Principle next, then do your best in the Activities.

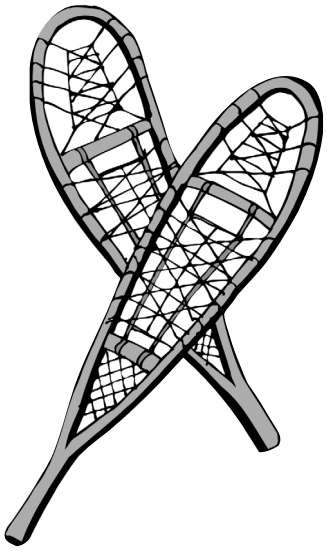
Life Principle

"The difference between ordinary and extraordinary is that little 'extra'."

–Anonymous



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Lesson 8

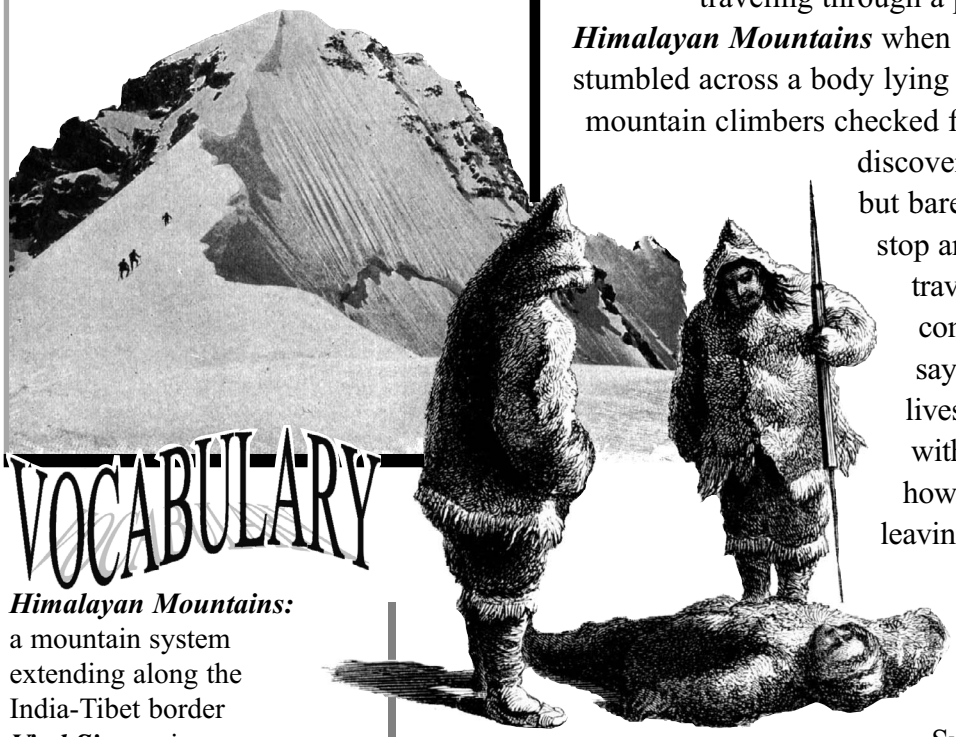
Chapter 1

Section 2

Lessons 6-10

HE WHO FORSAKES OTHERS DIES ALONE

Sadhu Sundar Singh and a companion were traveling through a pass high in the ***Himalayan Mountains*** when the young men stumbled across a body lying in the snow. The mountain climbers checked for ***vital signs*** and discovered the man still alive, but barely. Sundar prepared to stop and help the unfortunate traveler, but Sundar's companion objected, saying, "We shall lose our lives if we ***burden*** ourselves with him." Sundar, however, could not think of leaving the man to die in the snow. Sundar's companion quickly ***bade*** Sundar ***farewell*** and walked on.



Sundar Singh lifted onto his back the poor traveler. With great ***exertion***—made even greater by the high ***altitude*** and snowy conditions—Sundar carried the fallen man. As Sundar walked, the heat cast off by his body began to warm the frozen man. He ***revived***, and soon, both were walking together side by side, each holding up the other. Before long, they came upon yet another traveler's body lying in the snow. Upon closer ***inspection***, they discovered him to be dead, frozen by the cold. He was Sundar Singh's original traveling companion. ■ (HB)



VOCABULARY

Himalayan Mountains: a mountain system extending along the India-Tibet border
Vital Signs: signs necessary for life (heart beat, breath, consciousness)
Burden: to become responsible for another person
Bade: to tell
Farewell: good-bye
Exertion: active use of strength or power; effort
Altitude: level of height from the sea, how high one is in the atmosphere
Revive: to bring back to life or consciousness
Inspection: careful examination

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VERB CONJUGATIONS

When a verb is *conjugated*, it is used in different ways. *Verb conjugations* refer to all the different ways verbs are used in sentences. Verbs change to allow them to be used to fit every purpose.

SIMPLE TENSES

The conjugations you will study in this lesson are the simple tenses. Tense has to do with time zones: present, past and future.

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

Example #1: I *walk* through the snow.

Example #2: Sundar *walks* through the snow.

Example #3: Sundar and his companion *walk* through the snow.

Example #4: I *am* on the mountain.

Example #5: You *are* on the mountain.

Example #6: He *is* on the mountain.

Past tense expresses completed action or being—what occurred or was yesterday (in the past).

Example #1: They *walked* through the snow.

Example #2: Sundar *walked* through the snow.

Example #3: Sundar's companion *walked* through the snow.

Example #4: I *was* on the mountain.

Example #5: They *were* on the mountain.

Example #6: He *was* on the mountain.

Future tense expresses action or being that will occur tomorrow (in the future). The future tense requires the helping verbs *shall* and *will*. *Shall* is used in reference to self. *Will* is used in reference to all others.

Example #1: I *shall walk* through the snow.

Example #2: You *will walk* through the snow.

Example #3: Sundar *will walk* through the snow.

Example #4: Sundar and his companion *will walk* through the snow.

Example #5: I *shall be* on the mountain.

Example #6: They *will be* on the mountain.

Example #7: He *will be* on the mountain.

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Examine the conjugations of some of the verbs in the vignette.

Verb	**Present Tense** Today,	**Past Tense** Yesterday,	**Future Tense** Tomorrow,
be	I *am* you (they) *are* he (she) *is*	I *was* you (they) *were* he (she) *was*	I *shall be* you (they) *will be* he (she) *will be*
carry	I (you, they) *carry* he (she) *carries*	I (you, they) *carried* he (she) *carried*	I *shall carry* you (he, she, they) *will carry*
check	I (you, they) *check* he (she) *checks*	I (you, they) *checked* he (she) *checked*	I *shall check* you (he, she, they) *will check*
come	I (you, they) *come* he (she) *comes*	I (you, they) *came* he (she) *came*	I *shall come* you (he, she, they) *will come*
help	I (you, they) *help* he (she) *helps*	I (you, they) *helped* he (she) *helped*	I *shall help* you (he, she, they) *will help*
hold	I (you, they) *hold* he (she) *holds*	I (you, they) *held* he (she) *held*	I *shall hold* you (he, she, they) *will hold*
leave	I (you, they) *leave* he (she) *leaves*	I (you, they) *left* he (she) *left*	I *shall leave* you (he, she, they) *will leave*
lift	I (you, they) *lift* he (she) *lifts*	I (you, they) *lifted* he (she) *lifted*	I *shall lift* you (he, she, they) *will lift*
lose	I (you, they) *lose* he (she) *loses*	I (you, they) *lost* he (she) *lost*	I *shall lose* you (he, she, they) *will lose*
object	I (you, they) *object* he (she) *objects*	I (you, they) *objected* he (she) *objected*	I *shall object* you (he, she, they) *will object*
revive	I (you, they) *revive* he (she) *revives*	I (you, they) *revived* he (she) *revived*	I *shall revive* you (he, she, they) *will revive*
say	I (you, they) *say* he (she) *says*	I (you, they) *said* he (she) *said*	I *shall say* you (he, she, they) *will say*
stop	I (you, they) *stop* he (she) *stops*	I (you, they) *stopped* he (she) *stopped*	I *shall stop* you (he, she, they) *will stop*
think	I (you, they) *think* he (she) *thinks*	I (you, they) *thought* he (she) *thought*	I *shall think* you (he, she, they) *will think*
travel	I (you, they) *travel* he (she) *travels*	I (you, they) *traveled* he (she) *traveled*	I *shall travel* you (he, she, they) *will travel*
walk	I (you, they) *walk* he (she) *walks*	I (you, they) *walked* he (she) *walked*	I *shall walk* you (he, she, they) *will walk*
warm	I (you, they) *warm* he (she) *warms*	I (you, they) *warmed* he (she) *warmed*	I *shall warm* you (he, she, they) *will warm*

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Notice how verbs are conjugated to fit sentences.

Example #1: Sundar helps the injured hiker.
- The verb *helps* is conjugated in the present tense.

Example #2: He is a compassionate individual.
- The verb *is* is conjugated in the present tense.

Example #3: Sundar helped the injured hiker.
- The verb *helped* is conjugated in the past tense.

Example #4: He was a compassionate individual.
- The verb *was* is conjugated in the past tense.

Example #5: He will help the injured hiker.
- The verb *will help* is conjugated in the future tense.

Example #6: He will be a compassionate individual.
- The verb *will be* is conjugated in the future tense.

Keep at it! Complete the Activities and prepare for your next lesson!

LIFE PRINCIPLE

"The best way to forget your own problems is to help someone else solve his."

–Anonymous



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English Grammar Skills



Lesson 9

Chapter 1

Section 2

Lessons 6-10

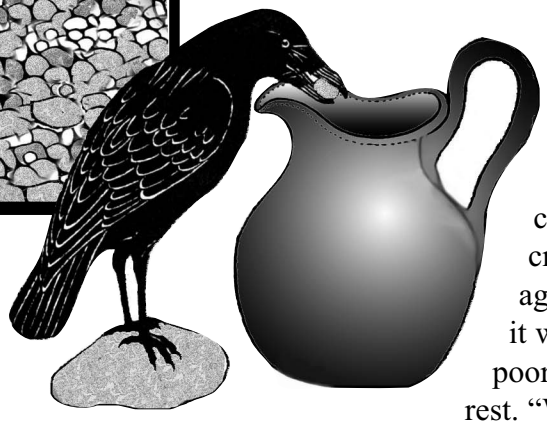
THE CROW AND THE PITCHER



Once, a thirsty crow who had flown a long way was looking for water to drink. Suddenly the crow saw a pitcher. The crow flew down and saw that the pitcher held a little water, but it was so low in the pitcher that the crow could not drink the water.

"But I must have that water," she cried. "I am too ***weary*** to fly farther. What shall I do? I know! I will tip over the pitcher."

With her wings, the crow beat the pitcher but it was too heavy. It would not move. Then the crow thought awhile. "I know, now! I will break it! Then I will drink the water as it pours out. How good it will taste!"



With beak and claws and wings, the crow threw herself against the pitcher. But it was too strong. The poor crow stopped to rest. "What shall I do now? I cannot die of thirst with water this close. There must be a way, if I only had ***wit*** enough to find the way."

After a while the crow had a bright idea. Nearby, some small stones were lying on the ground. The crow picked up the stones one by one and dropped them into the pitcher. Slowly, the water rose until at last the crow could drink. How good the water tasted!

"A way out of hard places is always available," said the crow, "if only you have the wit to find it." ■ (Aesop)

VOCABULARY

Weary: tired, worn out
Wit: alert, practical intelligence; good sense; genius

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VERB CONJUGATIONS: PRINCIPAL PARTS



You have learned that verbs may be conjugated in simple tenses to fit a sentence.

Examples: She *drinks* the water.
She *drank* the water.
She *will drink* the water.

Now you will learn how to conjugate the principal parts of verbs. The principal parts of verbs are the present tense, the present participle, the past tense and the past participle.

The **present participle** describes an action that is taking place but is not yet completed. The present participle is a combination of a state-of-being verb and a verb that ends in *–ing*.

Example #1: She *is drinking* water.
- Notice the state-of-being verb *is* and the verb that ends in *–ing*.
- Notice that the present participle denotes that the action is not yet completed.
- She has not yet finished drinking but is right now in the process of drinking.

Example #2: I *am reading* about the wise bird.
- Notice the state-of-being verb *am* and the verb that ends in *–ing*.
- Notice that the present participle denotes that the action is not yet completed.
- I have not yet finished reading but am right now in the process of reading.

The **past participle** describes an action that is past or completed. Many past participles end in *–d* or *–ed*. If a verb is irregular, the past participle will end in *–n* or *–en* or the spelling of the verb will change. The past participle is preceded by *have* or *has*.

Example #1: The crow *has dropped* the stones into the pitcher.
Example #2: The stones *have raised* the water level.

Examine the four principal parts of some verbs in the vignette. Note the underlined irregular verbs:

Present	**Present Participle**	**Past**	**Past Participle**
Today I,	Right now I am,	Yesterday I,	In the past I have (he has),
am	being	was	been
beat	beating	beat	beaten
break	breaking	broke	broken
cry	crying	cried	cried
die	dying	died	died
do	doing	did	done
drink	drinking	drank	drunk
drop	dropping	dropped	dropped
find	finding	found	found
fly	flying	flew	flown
give	giving	gave	given
go	going	went	gone
have	having	had	had
hold	holding	held	held

Read more verbs conjugated in their principal parts on the next page.

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Present	Present Participle	Past	Past Participle
know	knowing	knew	known
look	looking	looked	looked
pick	picking	picked	picked
pour	pouring	poured	poured
rest	resting	rested	rested
stop	stopping	stopped	stopped
taste	tasting	tasted	tasted
think	thinking	thought	thought
throw	throwing	threw	thrown
tip	tipping	tipped	tipped

In the next examples, notice how the principal parts of verbs are used in sentences.

Example #1 (present): Today I think.

Example #2 (present participle): Today I am thinking.

Example #3 (past): Yesterday I thought.

Example #4 (past participle): In the past I have thought.

Irregular Verbs and Past Participles

Irregular verbs are easy to find because they change spellings when conjugated. Notice the underlined irregular verbs from the list of conjugated verbs and their principal parts. Often, the past and past participle are used incorrectly with irregular verbs. When misused, *have* or *has* is combined with the past tense instead of the past participle.

Correct Use:	Common Misuse:	Error:
I have gone to the store.	I have went to the store.	past participle *gone* should be used instead of past tense *went*
She has given me a book.	She has gave me a book.	past participle *given* should be used instead of past tense *gave*
He has thrown the ball.	He has threw the ball.	past participle *thrown* should be used instead of past tense *threw*
I have broken the pitcher.	I have broke the pitcher.	past participle *broken* should be used instead of past tense *broke*

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

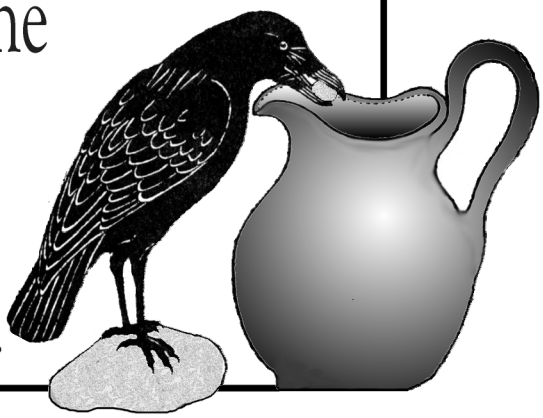


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LIFE PRINCIPLE

"The creative mind finds the solution, and the persevering heart makes the solution work."

–Anonymous



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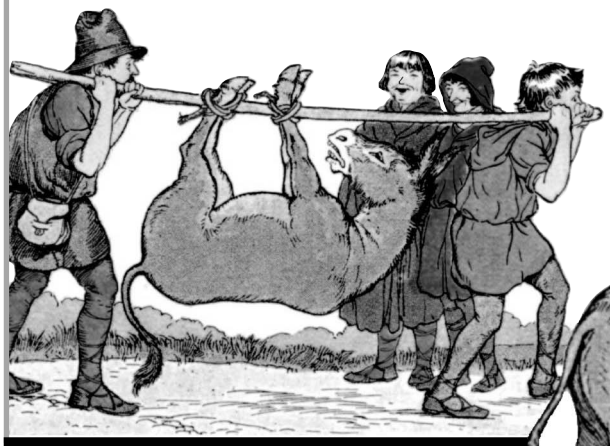
Lesson 10

Chapter 1

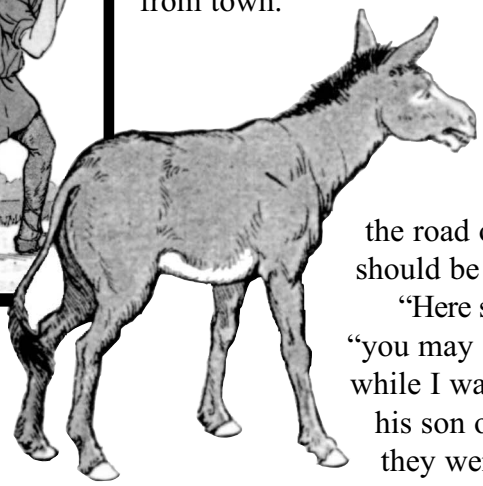
AN ANALOGY OF PEER PRESSURE

Section 2

Lessons 6-10



A donkey had lain in a field all morning. At noon, a ***miller*** and his son began to lead the donkey to town to sell him. Soon the men met two girls returning from town.



"Look there," cried one of the girls. "Did you ever see such fools? They are ***trudging*** along the road on foot when they should be riding!"

"Here son," said the father, "you may sit on the donkey while I walk." So the man set his son on the donkey, and they went their way.

Presently they came to a group of old men. "There!" said one. "That proves exactly what I was saying. Schools do not teach respect for old age these days. Look at that ***idle*** young ***rogue***! He sits while his poor old father has to walk. You should learn some respect, you lazy fellow! Let the old man lie on the donkey's back."

The miller made his son ***dismount*** and sat on the donkey's back in the son's place. ***Proceeding*** along the way, they soon met a ***company*** of women and children. "You old lazybones!" they cried, pointing at the father. "How can you ride? That poor little ***lad*** can hardly keep up with you!" The good miller, wishing to please, lifted his son and set him on the donkey.

Near town they met a man. He was sitting by the bridge that crossed over to the town. "You leave that beast alone! I have a good mind to rise and report you. You may be fined for overloading that poor beast. You big fellows should carry the donkey instead."

VOCABULARY

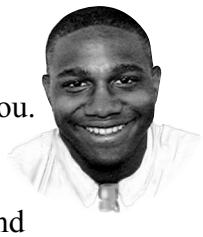
Miller: a person who owns or operates a mill for grinding grain
Trudging: walking slowly, heavily, wearily
Presently: soon
Idle: lazy
Rogue: a tramp; a rascal; a mischievous person
Dismount: get down from a horse
Proceeding: continuing, going on
Company: group
Lad: boy, male youth
Midst: middle, center
Turmoil: uproar, confusion, commotion

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So the miller and his son tied the beast's legs together and placed a pole under the ropes. Then they raised the donkey by placing the pole across their shoulders. Crossing the bridge, crowds of townspeople began to gather and laugh at the sight. This frightened the poor animal. It struggled to free itself. In the ***midst*** of the ***turmoil***, the donkey slipped off the pole, fell off the bridge into the water, and was drowned. The father and son left town a little poorer but a little wiser. ■

(Aesop)

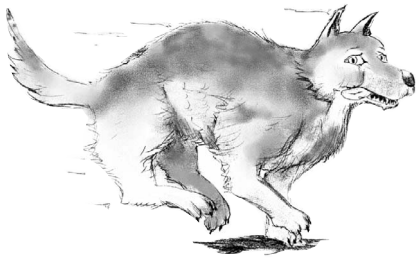
IRREGULAR VERBS: THEIR MEANINGS, PRINCIPAL PARTS AND CONJUGATIONS



Tricky . . . confusing . . . weird! That is how irregular verbs may seem to you. The purpose of this lesson is to increase your understanding of certain irregular verbs so you will be able to communicate effectively and correctly in your speaking and writing. The irregular verbs you will study are *let* and *leave*, *learn* and *teach*, *lie* and *lay*, *rise* and *raise*, *sit* and *set*. Notice the following table of the conjugated irregular verbs.

	Present Today I,	**Present Participle** Right now I am,	**Past** Yesterday I,	**Past Participle** In the past I have,
Lie means to be flat on a surface.	lie	lying	lay	lain
Lay means to set an item on a surface.	lay	laying	laid	laid
Sit means to occupy a seat, to move into a sitting position by one's own strength.	sit	sitting	sat	sat
Set means to place an item on a surface.	set	setting	set	set
Rise means to move oneself upward by personal strength.	rise	rising	rose	risen
***Raise* means to lift an item upward.**	raise	raising	raised	raised

***Note:** *Raise* is a regular verb but was used to demonstrate the difference between *rise* and *raise*.



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"Lie" and "Lay"

Read how *lie* and *lay* are used in sentences.

Example #1 **(present):** The donkey *lies* in the field.
(present participle): The donkey *is lying* in the field.
(past): The donkey *lay* in the field until noon.
(past participle): The donkey *has lain* in the field all day.

Example #2 **(present):** He *lays* the blanket upon the donkey's back.
(present participle): He *is laying* the blanket upon the donkey's back.
(past): He *laid* the blanket upon the donkey's back.
(past participle): He *has laid* the blanket upon the donkey's back.

"Rise" and "Raise"

Read how *rise* and *raise* are used in sentences.

Example #1 **(present):** The miller *rises* in the morning.
(present participle): The miller *is rising* from his bed.
(past): The miller *rose* this morning at 5 a.m.
(past participle): The miller *has risen* and is working in the field.

Example #2 **(present):** The miller *raises* his bedroom windows.
(present participle): The miller *is raising* his bedroom windows.
(past): The miller *raised* the windows.
(past participle): The miller *has raised* the windows.

"Sit" and "Set"

Read how *sit* and *set* are used in sentences.

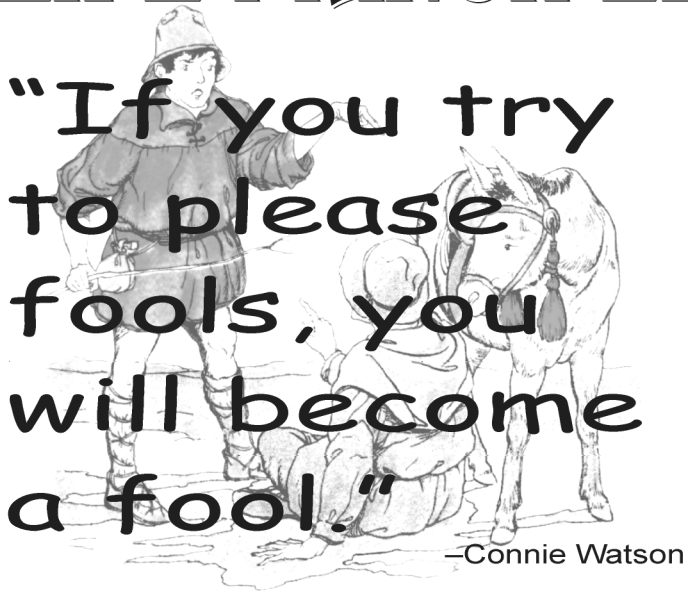
Example #1 **(present):** The miller *sits* upon the donkey.
(present participle): The miller *is sitting* upon the donkey's back.
(past): The miller *sat* upon the donkey's back.
(past participle): The miller *has sat* upon the donkey's back.

Example #2 **(present):** The miller *sets* his son upon the donkey.
(present participle): The miller *is setting* his son upon the donkey.
(past): The miller *set* his son upon the donkey.
(past participle): The miller *has set* his son upon the donkey.

Read the Life Principle on the next page, then complete the Activities. You are performing well. You should be proud of your achievements.

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LIFE PRINCIPLE



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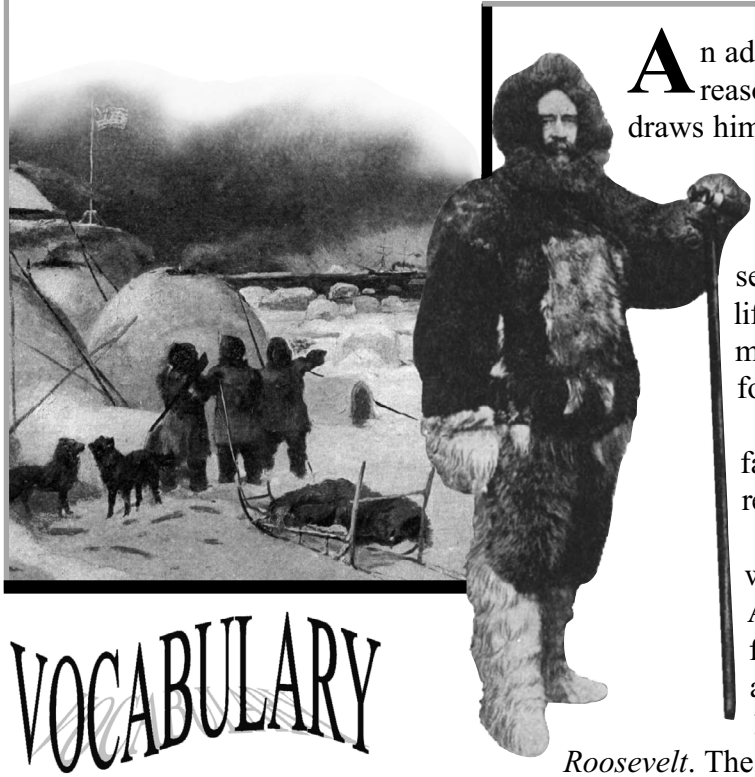
Lesson 11

Chapter 1

ADMIRAL PEARY AND HIS HEROIC ADVENTURE

Section 3

Lessons 11-15



An adventurer sets out on a ***quest*** for many reasons. Sometimes, the desire for fame draws him into great danger. Sometimes, an adventurer goes on a quest in search of knowledge—to see places about which he has heard. He may be seeking riches, willing to risk his very life for them. Throughout the ***centuries*** men have set out to find the North Pole for these very reasons.

History records tales of men who faced starvation, disease and death to reach their ***destinations***.

One man who reached his goal was a ***resolute*** Arctic adventurer named Admiral Robert E. Peary. His quest to find the North Pole took him 18 years and several expeditions. In July of 1908, he set sail in a ship called the *Roosevelt*. The ship was captained by Canadian Robert Bartlett, who was also an Arctic explorer. The *Roosevelt* docked near the Arctic, and the ***trek*** on land began in the middle of February with 25 men, 19 sleds and 133 dogs. The group pushed on ***relentlessly*** through five stretches of twenty-five miles each. Finally, on April 6, 1909, two Americans stood at the North Pole. One was Admiral Peary; the other was Matthew Henson, Peary's partner in the adventure.

Admiral Peary led his expedition out of the Arctic by a series of rapid marches to Indian Harbour, Labrador. There, he sent the news of his victory by wireless radio. In September, all the world knew. Peary had reached the North Pole! ■



Peary and Henson

VOCABULARY

Quest: a journey in search of adventure
Century: one hundred years
Destination: the place toward which something or someone is going or sent
Resolute: having or showing a fixed, firm purpose; determined; unwavering
Trek: any journey or part of a journey
Relentlessly: harsh; pitiless; unremitting
Inferred: understood without being stated; implied

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SUBJECTS AND PREDICATES



Every sentence has two basic parts—the complete subject and the complete predicate. The *complete subject* is all of the information in the sentence before the verb. The word *predicate* may have caused you to stop and wonder. The *complete predicate* is all of the information in the sentence beginning with the verb. When you find the verb, you know where the predicate begins. Both subjects and predicates are necessary to form sentences. By learning where to divide a sentence between the subject and predicate, you will be able to identify and use the parts of speech effectively. The division between the complete subject and predicate is *just before the verb*.

Example #1: The explorer experienced unrelenting cold.

- The division occurs just before the verb.
  The divided sentence is: *The explorer* | *experienced unrelenting cold.*

Example #2: The bold adventurer was on a quest.

- The division occurs just before the verb.
  The divided sentence is: *The bold adventurer* | *was on a quest.*

NOUNS IN THE COMPLETE SUBJECT

Two nouns that appear in the complete subject are the simple subject and the appositive. The simple subject is the main person, place, thing or idea of the sentence. Sometimes the simple subject is ***inferred***, rather than directly stated.

Example #1: Admiral Robert Peary conquered the North Pole.

- The simple subject is *Admiral Robert Peary* because the sentence is about him.

Example #2: The bold adventurer was on a quest.

- The simple subject is *adventurer* because the sentence is about him.

Example #3: Bravely conquer your dreams and goals.

- The simple subject is *You*; however, it is inferred rather than stated. The reader knows that the writer is making the statement to the reader, without having to actually write the word *you.*

Example #4: Tell this story to your friends.

- The simple subject is *You*; however, it is inferred rather than stated. The reader knows that the writer is making the statement to the reader, without having to actually write the word *you.*



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An *appositive* is a noun that renames or refers to the simple subject. An appositive is set off by commas and immediately follows the simple subject. Sometimes an appositive will be accompanied by words that describe it; however, only the single noun, not the extra words, is the appositive.

Example #1: The dedicated explorer, Admiral Peary, worked hard.

- The simple subject is *explorer*.
- The appositive is *Admiral Peary*. Notice that the appositive is set off by commas and immediately follows the simple subject *explorer*.
- The complete subject and complete predicate are divided here:
  The dedicated explorer, Admiral Peary, | worked hard.

Example #2: Admiral Peary, the brave adventurer, kept a journal.

- The simple subject is *Admiral Peary*.
- The appositive is *adventurer*. Notice that the appositive is set off by commas and immediately follows the simple subject *Admiral Peary*.
- The complete subject and complete predicate are divided here:
  Admiral Peary, the brave adventurer, | kept a journal.

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

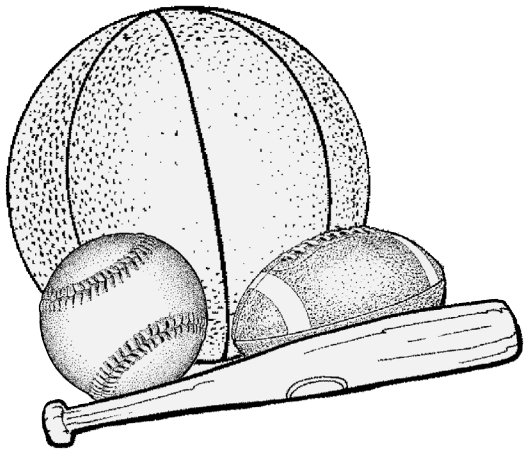
Life Principle

"Let us, then,
be up and doing,
With a heart
for any fate;
Still achieving,
still pursuing,
Learn to labor
and to wait."

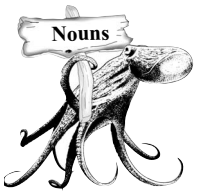
–from "A Psalm of Life"
by Henry W. Longfellow



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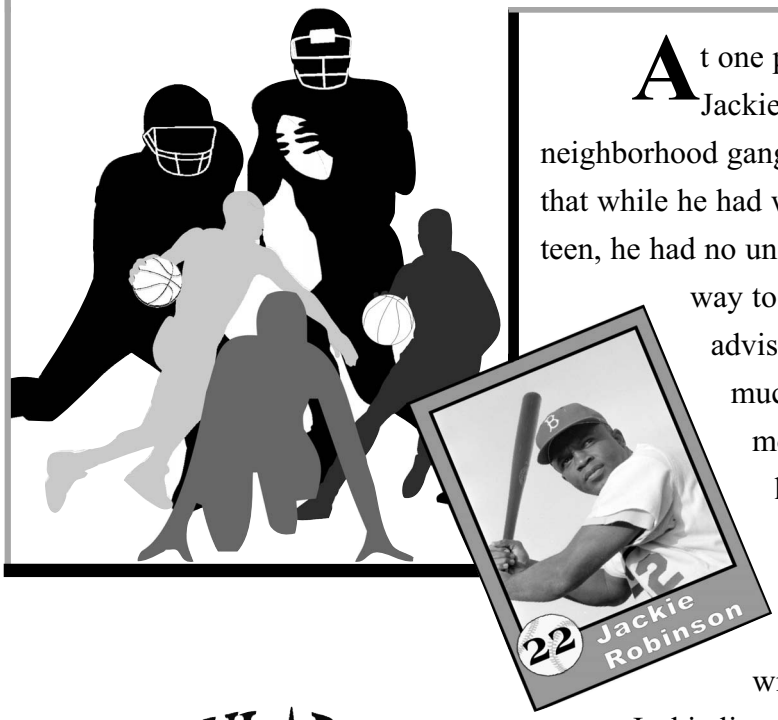
Chapter 1

Lesson 12

Section 3

Lessons 11-15

JACKIE ROBINSON'S TURNING POINT



At one point during his youth, baseball great Jackie Robinson began to associate with a neighborhood gang. In later years, Robinson recalled that while he had wished for a better life as a boy and teen, he had no understanding that a gang was not the way to achieve it. An older friend finally advised Jackie and made him realize how much he was hurting his hardworking mother, as well as how much he was limiting himself. Robinson said, "He told me that it did not take guts to follow the crowd, that courage and intelligence lay in being willing to be different."

Jackie listened, left the gang, and traded his ***wishbone*** for a ***backbone***. He began to work on developing his own physical ***potential***, and within a few short years, became a ***sensational*** athlete. Starring in football, basketball, baseball and track at UCLA, Robinson was the first person to win athletic awards in all four sports at the university. He went on to play professional football with the Los Angeles Bulldogs before being drafted for World War II duty. After the war, the athlete signed with the Brooklyn Dodgers baseball team.

Not only did Jackie Robinson become the first black baseball player in the major leagues, but he was voted rookie of the year. Backbone accomplishes more than wishbone! ■

(HB)

VOCABULARY

Wishbone: wishful thinking of a lazy person who puts forth little effort
Backbone: courage and determination to do right in the face of difficult circumstances
Potential: something that can, but has not yet, come into being; unrealized power or capability
Sensational: very exciting to the public, popular

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NOUNS IN THE COMPLETE PREDICATE

You have already learned that simple subjects and appositives are nouns that appear in the complete subject. In this lesson, you will learn about nouns that appear in the complete predicate: direct objects and predicate nominatives. Remember: The complete predicate is all of the information in a sentence beginning with the verb.

DIRECT OBJECTS

A direct object appears after an action verb and receives the action of the subject. The direct object answers the questions *Who?* or *What?*

Example #1: The batter hit the ball.

- The batter hit something. What was it? It was a ball.
- *Ball* is the direct object.
- Notice the action verb *hit*.
- Notice where the sentence is split: *The batter* | *hit the ball.*
- Notice that the noun in the predicate is *ball*.

Example #2: The coach called Jackie.

- The coach called someone. Who was it? It was Jackie.
- *Jackie* is the direct object.
- Notice the action verb *called*.
- Notice where the sentence is split: *The coach* | *called Jackie.*
- Notice that the noun in the predicate is *Jackie*.

PREDICATE NOMINATIVES

A predicate nominative follows a linking verb and refers back to the simple subject. The most common linking verbs are: *am, is are, was, were, be, being, been, feel, become, appear, seem, look.*

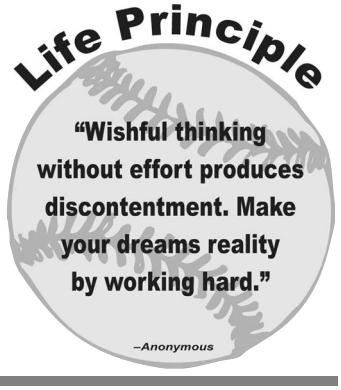
Example #1: Jackie is the captain.

- The simple subject is *Jackie*.
- Notice the linking verb *is*.
- Notice that the noun in the predicate is *captain*.
- Notice that the noun *captain* refers back to the simple subject.
- Notice where the sentence is split: *Jackie* | *is the captain.*

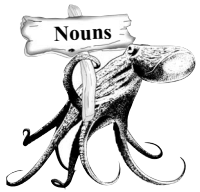
Example #2: Baseball was Jackie's love.

- The simple subject is *baseball*.
- Notice the linking verb *was*.
- Notice that the noun in the predicate is *love*.
- Notice that the noun *love* refers back to the simple subject.
- Notice where the sentence is split: *Baseball* | *was Jackie's love.*

Congratulations! You are learning quickly!



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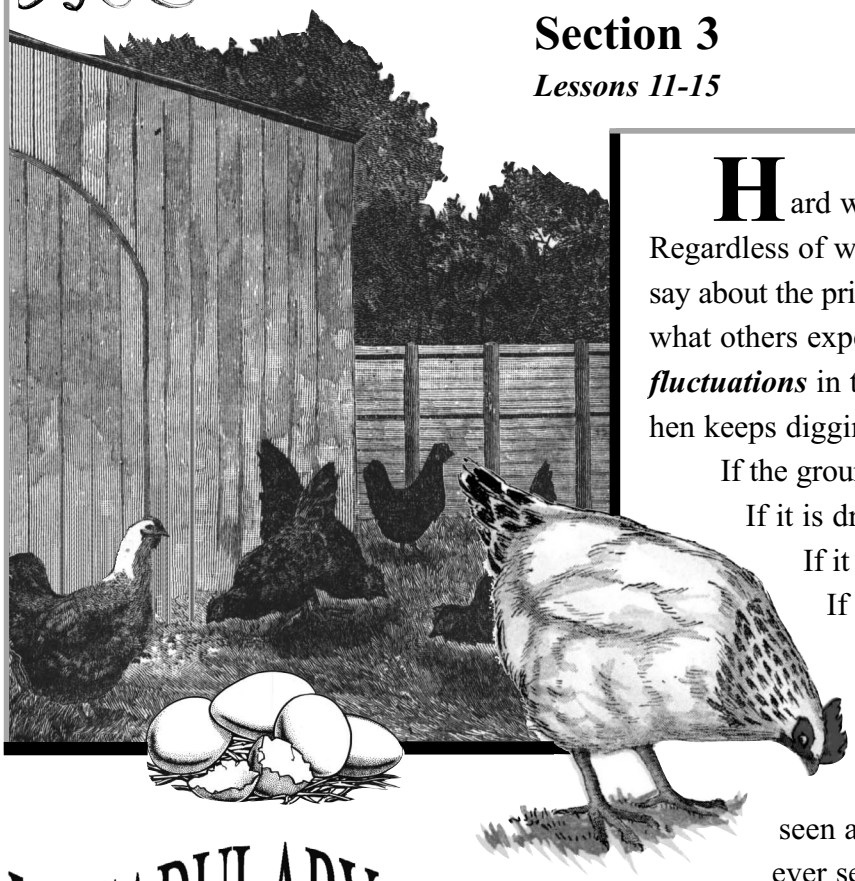
Chapter 1

Lesson 13

ARE YOU A CHICKEN?

Section 3

Lessons 11-15



Hard work is no challenge to a ***hen***. Regardless of what business ***prognosticators*** say about the price of eggs . . . regardless of what others expect of her . . . regardless of ***fluctuations*** in the ***commodities*** market . . . a hen keeps digging worms and laying eggs.

If the ground is hard, she scratches harder. If it is dry, she digs deeper. If it is wet, she digs where it is dry. If she strikes a rock, she digs around it. If she gets a few more hours of daylight in the barnyard, she digs a few more hours. Have you ever seen a ***pessimistic*** hen? Have you ever seen a hen cackle in disgust at the ***prospect*** of her job? Did you ever hear one cluck because the work was hard, the conditions were poor, and some of her eggs were taken from her before they hatched? No. Hens save their breath for digging. They save their cackles for the eggs that are laid. ■ (HB)



VOCABULARY

Hen: an adult female chicken
Prognosticator: one who predicts from signs or indications
Fluctuation: irregular changes
Commodity: basic items or products, as of agriculture; anything bought or sold
Pessimistic: expecting the worst
Prospect: a looking forward to something; anticipation

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MORE NOUNS IN THE COMPLETE PREDICATE

You remember that a simple subject and sometimes an appositive are in the complete subject, and a direct object or predicate nominative may be in the complete predicate. Remember: the complete predicate is all of the information beginning with the verb in a sentence. In this lesson, you will learn about two other nouns that you may find in the complete predicate: indirect objects and objects of prepositions.

INDIRECT OBJECTS

An *indirect object* is a noun or pronoun that appears between the action verb and the direct object. The indirect object answers the questions *For Whom? To Whom? For What?* or *To What?*

Example #1: The hen feeds her chicks worms.

- The hen feeds worms to whom? The chicks.
- *Chicks* is the indirect object.
- Notice the action verb *feeds*.
- Notice the direct object *worms*.
- Notice where the sentence is split: *The hen | feeds her chicks worms.*
- The nouns in the predicate are the indirect object *chicks* and the direct object *worms*.

Example #2: The mother provides her chicks shelter.

- The mother provides shelter for whom? The chicks.
- *Chicks* is the indirect object.
- Notice the action verb *provides*.
- Notice the direct object *shelter*.
- Notice where the sentence is split: *The mother | provides her chicks shelter.*
- The nouns in the predicate are the indirect object *chicks* and the direct object *shelter*.

OBJECTS OF PREPOSITIONS

An *object of a preposition* is a noun that appears after a preposition. Prepositions are words such as *in, of, from, under, after, on, over, up, down, around* and other words that provide direction. An object of a preposition is a noun that follows the preposition.

Example #1: The hen protects her chicks from storms.

- The preposition *from* is followed by the noun *storms*.
- *Storms* is the object of the preposition.

Example #2: The chicks scurried under the shelter.

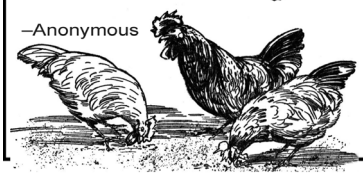
- The preposition *under* is followed by the noun *shelter*.
- *Shelter* is the object of the preposition.

Continue to the Activities.

LIFE PRINCIPLE

"The secret to success is to start from scratch and keep on scratching."

—Anonymous



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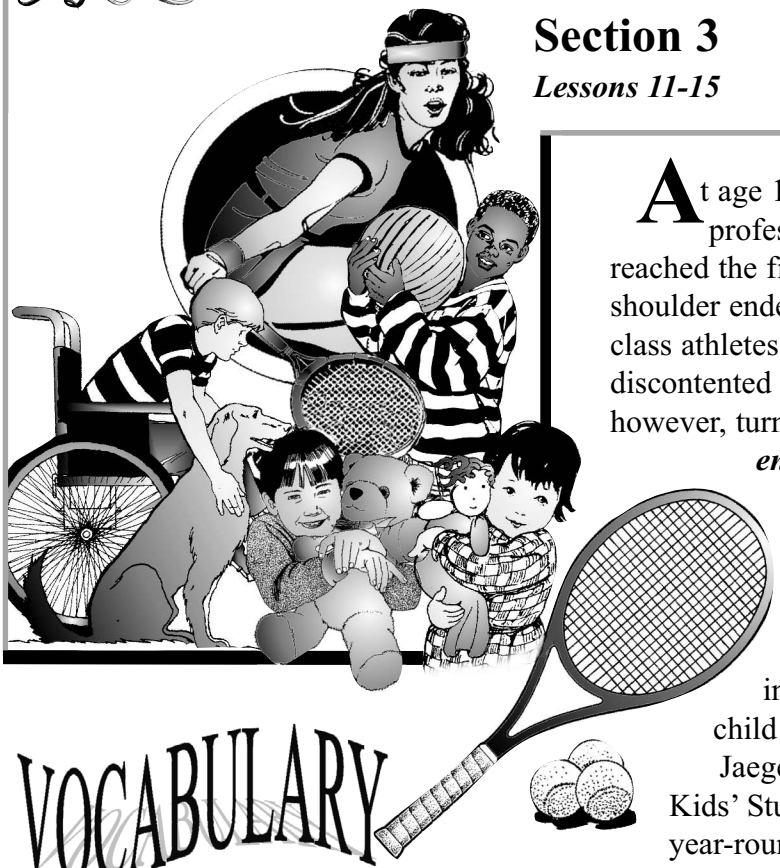
Lesson 14

Chapter 1

THE COURAGE OF ANDREA JAEGER

Section 3

Lessons 11-15



At age 14, Andrea Jaeger won her first professional tennis tournament. At 18, she reached the finals of ***Wimbledon***. At 19, a bad shoulder ended her athletic career. Many world-class athletes could have become bitter or discontented with life at that point. Jaeger, however, turned her ***competitive*** spirit to a new ***endeavor***—a nonprofit organization called Kids' Stuff Foundation—an organization that attempts to bring joy to children suffering from cancer and other life-threatening illnesses. Andrea's work has also inspired her to study nursing and child psychology.

Jaeger not only created the program, Kids' Stuff, but also operates it full-time, year-round, unpaid. "I'm inspired by these brave kids, and humbled," she said. "They lose their health, their friends, and sometimes their lives. And yet their spirit never ***wavers***. They look at life as a gift. The rest of us sometimes look at ourselves as a gift to life."

"You get very spoiled on the ***tour***," she adds with a twinkle in her eye. "The ***courtesy cars***, the ***five-star hotels***, the thousands of people clapping for you when you hit a good shot. It's easy to forget what's important in life . . . I forget it a lot less lately." ■

(HB)

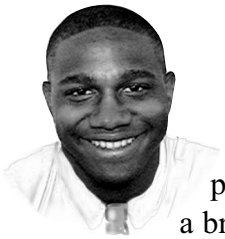


***photograph courtesy of Andrea Jaeger**

VOCABULARY

Wimbledon: international tennis match in England
Competitive: enjoying opposition in a contest or match
Endeavor: an earnest attempt or effort
Waver: to become unsteady, to falter
Tour: circuit of game locations for professional athletes
Courtesy car: expensive vehicle used to transport an important person
Five-star hotel: a hotel of the most expensive style; a plush, extravagant hotel

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NOUNS AND PRONOUNS

You know how to identify nouns and verbs and have learned how these two parts of speech work together in simple sentences. A quick review of nouns and a brief introduction to pronouns will help you become focused on this lesson. Remember that nouns name persons, places, things and ideas. The jobs that nouns perform in sentences are: simple subjects, appositives, direct objects, indirect objects, predicate nominatives and objects of prepositions. Pronouns are little words that take the places of nouns. Study the pronoun chart below.

Pronouns that replace Subjects and Predicate Nominatives

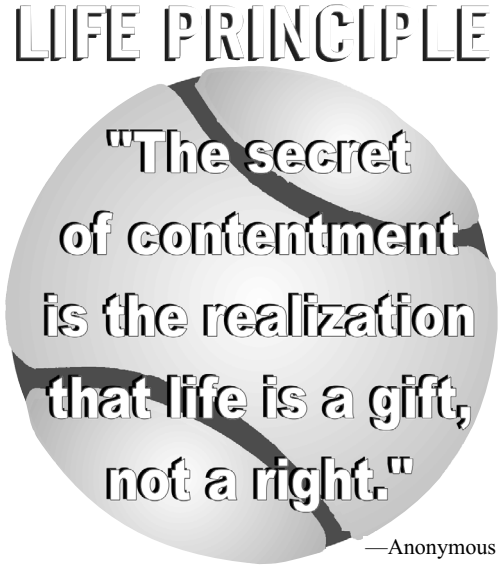
	Singular	Plural
1st person	I	we
2nd person	you	you
3rd person	he, she, it	they

Pronouns that replace Direct Objects, Indirect Objects, and Objects of Prepositions

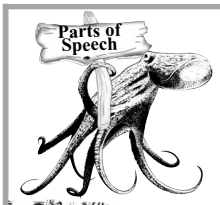
	Singular	Plural
1st person	me	us
2nd person	you	you
3rd person	him, her, it	them

Example #1:	**(subject)**	*Andrea* loves children.
	(pronoun replacement)	*She* loves children.
Example #2:	**(direct object)**	Andrea helped the *girl*.
	(pronoun replacement)	Andrea helped *her*.
Example #3:	**(indirect object)**	Andrea gives the *children* her love.
	(pronoun replacement)	Andrea gives *them* her love.
Example #4:	**(predicate nominative)**	The outstanding player was *Andrea*.
	(pronoun replacement)	The outstanding player was *she*.
Example #5:	**(object of preposition)**	Andrea gives help to the *children*.
	(pronoun replacement)	Andrea gives help to *them*.

Good! You are now ready for the Activities.



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Lesson 15

Chapter 1

THE PRICE OF FREEDOM

Section 3

Lessons 11-15



One night, the bright rays of the moon shone on a lean, half-starved wolf. His ribs were visible through his skin, and he leaned against a tree for support. Just then, he chanced to meet a ***plump***, well-fed guard dog. "You appear sleek and contented," ***complimented*** the wolf. "Why do you look so well? Try as I may, I can barely find enough food to keep me from starvation."

The dog said to the wolf, "Alas, cousin wolf, you lead a hard life. Come with me to the house of my master. We can eat, and after the meal, you can help me keep away the thieves at night."

"Gladly," said the wolf, "for these are hard times. I am living in these woods but am having a very sorry time of it. There is nothing like having a roof over one's head and a cupboard full of ***victuals*** within one's reach."

While they were trotting along together, the wolf spied a mark on the dog's neck. Overcome with curiosity, the wolf could not ***forebear*** asking, "What caused that mark?"

"Oh," replied the dog. "Perhaps my collar was tight—the collar to which my chain is fastened—"

"Chain!" cried the wolf. "You mean that you are not free to ***rove*** where you please?"

"Why, not exactly," said the dog, somewhat ***shamefacedly***. "You see, my master thinks I am a bit fierce and ties me in the daytime. But he lets me run free at night. It really is very ***convenient*** for everybody. I get plenty of sleep during the day so that I can overcome enemies that come in the night. I really am a great favorite of my master. He opens the door to the house occasionally and allows me to enter. I eat from his plate, and the servants always offer me ***handouts*** from the kitchen. Wait, where are you going?"

As the wolf walked toward the forest, he said: "Good night, my poor friend. The ***dainties*** are yours, but so are your chains. As for me, I prefer my freedom to your fat." ■ (Aesop)

VOCABULARY

Plump: full, round in form
Compliment: to express approval
Victuals: food supplies
Forebear: keep from, stop
Rove: run about freely
Shamefaced: embarrassed; guilty
Convenient: easily available
Handouts: food or money given to people who do not work
Dainties: snacks, desserts
Versatile: able to be changed for different purposes

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VERSATILE PARTS OF SPEECH



Many words in our language are ***versatile***. They can perform more than one function. A word that may be one part of speech in one sentence may be a different part of speech in another sentence.

Some Words Serve as Nouns, Verbs and Adjectives

Words that name persons, places, things and ideas are nouns. Some nouns change their roles and become adjectives. *Adjectives* are words that describe nouns. Adjectives tell *what kind, which one, how many* and *what color.* Nouns become adjectives when the nouns modify other nouns. A word that acts as a noun or an adjective in one sentence can be a verb in yet another sentence. In the examples below, notice how the words *living* and *guard* are versatile.

Example #1: "I am *living* just on the food I can catch," moaned the wolf.
- *Living* is a verb because the subject *I* is doing something—*living*.

Example #2: *Living* is difficult for wild animals.
- *Living* is a noun because it is a thing (the subject of the sentence).

Example #3: I *guard* the house at night.
- *Guard* is a verb because the subject *I* is doing something—*guarding*.

Example #4: I am the *guard* for the house.
- *Guard* is a noun because it is a thing (the guard).

Example #5: I am the *guard* dog.
- *Guard* is an adjective because it describes *which* dog.

Some Words Serve as Both Adjectives and Pronouns

The little words *this*, *that*, *these* and *those* can be adjectives or pronouns. As adjectives, they modify nouns. When these same words are used as pronouns, they replace nouns.

Example #1: *These* are hard times.
- *These* is a pronoun used as the subject of the sentence.

Example #2: I am living in *these* woods.
- *These* is an adjective modifying the noun *woods*, telling *which* woods.

Proceed to the Activities!

LIFE PRINCIPLE

"Lean freedom is better than fat slavery."



–Anonymous

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