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 2

EGS 76122 Revision: 11072005-1

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

PROFESSIONAL CREDITS

English Grammar Skills

Chapter 2

Publisher and Managing Editor
Ronald Johnson, Ph.D.

Production
H. Michael Young, Manager

Content Editor
Sarah Johnson

Page Composition
Randy Burch
Amy Luna
H. Michael Young

Graphic Artists

Randy Burch	Lydia Johnson	Michael Tummillo
LeAnne Butler	Amy Luna	Connie Watson
Patrick Floyd		H. Michael Young

Quality Assurance

Cheryl Carithers	Connie Schexnider	Lisa Weber
Nora Young	Nancy Johnson	

Consulting Editors
Cheryl Carithers
Freda Riley
Valerie Thedford

Writers

Cherry Bowman	Kathy Walker	Sarah Johnson
Susan Holler	Gordon Emerson	Laura Winters

Vignettes
Vignettes used by permission from Honor Books
are indicated by the initials HB.

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

CHAPTER 2
TABLE OF CONTENTS

PAGE

SECTION 1



1. ADJECTIVES 3-5
   - *Adjectives* 4-5
     - **Predicate Adjectives** 4
     - **Proper Adjectives** 5



2. ADJECTIVES 7-8
   - *Little Adjectives* 8
     - **Articles** 8



3. ADJECTIVES 9-13
   - *Comparative and Superlative Adjectives* . . 10-12
     - **Forming Comparative Adjectives** 10
     - **Forming Superlative Adjectives** 10-11
     - **Comparative and Superlative Adjectives of Two or More Syllables** 11
     - **Irregular Adjectives** 12
     - **Adjectives Which Cannot Be Compared** 13



4. ADVERBS 15-18
   - *Adverbs* 16-17
     - **Affirmative and Negative Adverbs** 17
     - **Groups of Adverbs** 17



5. ADVERBS 19-21
   - *Comparative and Superlative Adverbs* 20-21
     - **Irregular Adverbs** 21

SECTION 2



6. PREPOSITIONS 23-24
   - *Prepositions* 24



7. PREPOSITIONS 25-26
   - *Tricky Prepositions* 26
     - **Watch Out For "To"!** 26



8. PREPOSITIONS 27-29
   - *Prepositional Phrases* 28

PAGE



9. PREPOSITIONS 31-32
   - *Prepositional Phrases That Act Like Adjectives and Adverbs* 32



10. PREPOSITIONS 33-34
    - *Analyzing Sentences that have Prepositional Phrases* 34

SECTION 3



11. VERBALS 35-36
    - *Verbals: Infinitives* 36
      - **Split Infinitives** 36



12. VERBALS 37-38
    - *Infinitive Phrases* 38



13. VERBALS 39-40
    - *Verbals: Participles* 40



14. VERBALS 41-42
    - *Verbals: Gerunds* 42



15. VERBALS 43-44
    - *Gerund Phrases* 44

CONGRATULATIONS!

You have completed Chapter 1 and are about to begin Chapter 2. You are well on your way to finishing the course. Remember, read the lesson completely, then answer the activity questions as you read the lesson again, stopping at the end of each paragraph to consider whether it provides answers to any questions.

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

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

—Emile de Girardin



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



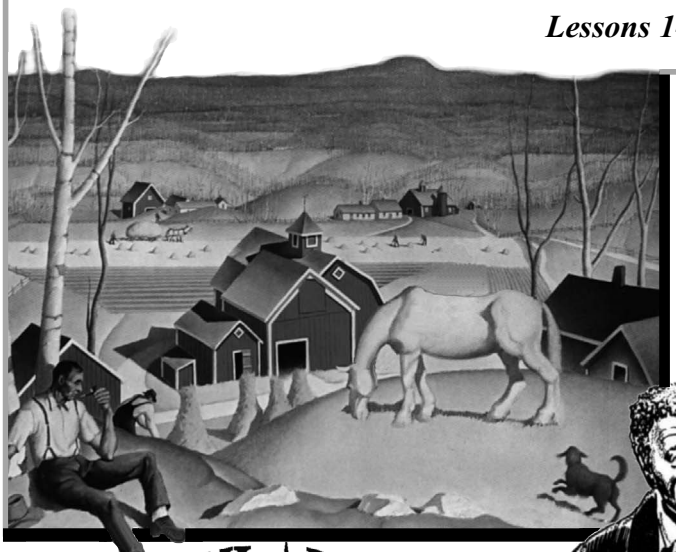
Lesson 1

Chapter 2

THE FARMER WHO WANTED WHAT HE ALREADY HAD

Section 1

Lessons 1-5



The story is told of a farmer who had lived on the same farm all his life. The farm was good with its ***fertile*** soil, but with the passing of years, the farmer began to think, *Maybe something better is out there for me*. The farmer began to look for a better ***plot*** of land to farm.

Every day he found a new reason for criticizing a ***feature*** of his old farm. Finally, he decided to sell. He listed the farm with a ***real estate agent*** who ***promptly*** prepared an advertisement ***emphasizing*** the many ***advantages*** of the ***acreage***: ideal location, modern equipment, healthy ***stock***, acres of fertile ground, ***high yields*** on ***crops***, well-kept barns and pens, nice two-story house on a hill above the ***pasture***.



When the real estate agent called to read the ad to the farmer for his approval ***prior*** to placing it in the local paper, the farmer listened. When the agent had finished, the farmer cried, "Hold everything! I've changed my mind. I'm not going to sell. Why, I've been looking for a place just like that all my life!"

When you start identifying the good ***traits*** of any person, situation or organization, you are likely to find that they far outweigh the bad. Focus on what you have. What you have *not* will likely seem ***insignificant***. ■ (HB)

VOCABULARY

Fertile: ready to produce
Plot: a piece of ground, land
Feature: aspect, part
Real estate agent: person who helps others buy and sell land
Promptly: quickly, right away
Emphasizing: making obvious
Advantage: a favorable condition
Acreage: land
Stock: animals
High yield: more than usual
Crop: vegetables, fruits, grain
Pasture: a field for animals
Prior: before
Trait: a distinguishing quality or characteristic
Insignificant: having little or no importance
Adjective: a word that describes

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



ADJECTIVES

That farmer certainly changed his mind about his farm! Perhaps you noticed that certain words caused the change. You will soon see that ***adjectives*** helped change the farmer's mind. 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. In the advertisement below, the adjectives are in italics. Notice how each one is "added to" a noun (nouns are underlined).

Advertisement: *ideal* location, *high* yields on *all* crops, *healthy* stock, *many* acres of *fertile* ground, *modern* equipment, *well-kept* barns and *sturdy* pens, *nice, two-story* house on a *scenic* hill above a *lush* pasture

The real estate agent added adjectives to the nouns which identified the main features of the farm (location, equipment, stock). Without the adjectives, the farm would have sounded quite uninteresting.

Adjectives tell *what kind*. The agent was not just writing about stock. He told what kind of stock—it was *healthy* stock. It was not just ground—it was *fertile* ground; it was not just yields—it was *high* yields.

Adjectives are interesting because they help readers gain a good understanding of what is being described. For example, adjectives make a lunch menu sound great. Adjectives add color and flavor to food items.

Examples:	*juicy* hamburgers	*thick, cold* milkshakes	*sizzling* steak
	plump, *red* tomatoes	*steaming apple* pie	*ice cold* water

Adjectives also tell *how many*. The farm had *many* advantages. Here are some numbers or amounts that a farm might have:

Examples:	*sixty-five* sheep	*sixteen* acres	*many* fields
	several barns	*more* crops	*fewer* pests

PREDICATE ADJECTIVES

A *predicate adjective* is an adjective in the predicate that modifies the simple subject. A predicate adjective always follows a linking verb.

Example #1: The farm was good.

- *Good* is the predicate adjective because it modifies the subject *farm* and follow the linking verb *was*.
- The complete subject and complete predicate are divided here:
  The farm | *was good*.

Example #2: The agent is helpful.

- *Helpful* is the predicate adjective because it modifies the subject *agent* and follows the linking verb *is.*
- The complete subject and complete predicate are divided here:
  The agent | *is helpful*.

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

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 us examine a few proper adjectives and the nouns from which the adjectives were derived.

Proper noun	Proper adjective	Ending
Scotland	Scottish	drop the (land) and add (tish)
America	American	(n)
Alaska	Alaskan	(n)
West	Western	(ern)
Canada	Canadian	(ian)
Africa	African	(n)
India	Indian	(n)
China	Chinese	drop the (a) and add (ese)

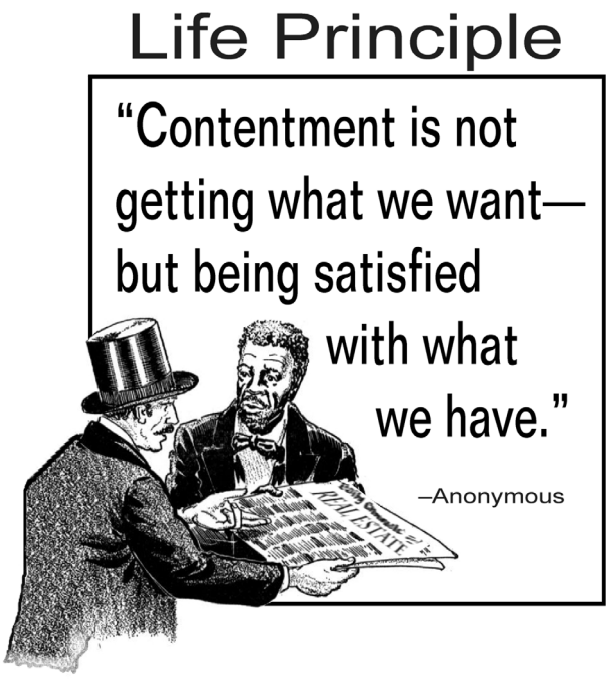
Example #1: The Canadian farmer hired an American agent.

- *Canadian* is the proper adjective that modifies the noun *farmer*; *American* is the proper adjective that modifies the noun *agent*.

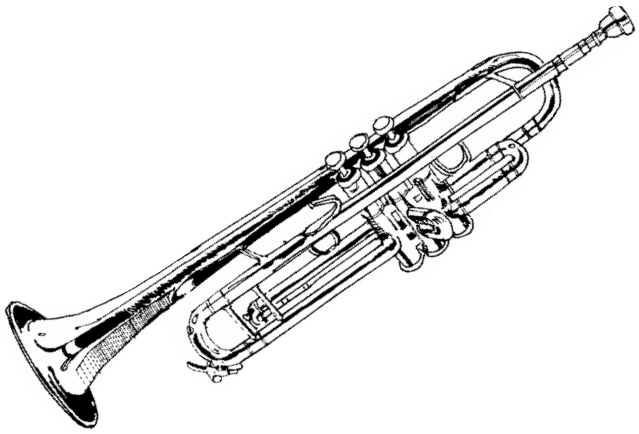
Example #2: Chinese immigrants settled on the Alaskan frontier.

- *Chinese* is the proper adjective that modifies the noun *immigrants*; *Alaskan* is the proper adjective that modifies the noun *frontier*.

Continue to the Activities.



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



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



Lesson 2

Chapter 2

Section 1

Lessons 1-5

ASK BEFORE YOU SPEAK



One of the favorite stories of Arturo Toscanini, the great ***symphony conductor***, was this:

An orchestra was playing Beethoven's *Leonore* ***Overture***, which has two great musical ***climaxes***. Each of these musical high points is followed by a trumpet passage, which the composer intended to be played offstage.

The first climax arrived, but no sound erupted from a trumpet offstage. The conductor, annoyed, continued to the second musical high point. But again—no trumpet was heard.

This time, the conductor rushed into the wings, fuming and with every intent of demanding a full explanation. There he found the trumpet player struggling with a man who was ***insisting*** as he held onto the trumpet, "I tell you, you may not play that trumpet back here! You will disturb the rehearsal!"

Until you know *why* someone is acting a certain way, you should not criticize him. Until you know who has told him to act, attempting to stop him may not be a good idea! ■

(HB)

VOCABULARY

Symphony: a large orchestra of string, wind, and percussion instruments
Conductor: the director of an orchestra or choir
Overture: the introduction of a musical composition (song)
Climax: high point in a musical work
Insist: to declare continually
Demonstrate: to show clearly; to explain

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



LITTLE ADJECTIVES

The little words *this*, *that*, *these* and *those* are pronouns called ***demonstrative*** pronouns. However, they may also be adjectives called demonstrative adjectives. 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 other adjective.

Demonstrative Adjective		**Demonstrative Pronoun**	
This overture is Beethoven's.	(tells which overture)	*This* is Beethoven's overture.	(acts as the subject)
That trumpet is new.	(tells which trumpet)	*That* is a new trumpet.	(acts as the subject)
We will listen to *these* musicians.	(tells which musicians)	*These* are my compositions.	(acts as the subject)
Those musicians are talented.	(tells which musicians)	*Those* are beautiful songs.	(acts as the subject)

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

Example #1: *This* conductor is famous.
- Notice the singular adjective *this* and the singular noun *conductor*.

Example #2: *That* symphony was large.
- Notice the singular adjective *that* and the singular noun *symphony*.

Example #3: *These* conductors are famous.
- Notice the plural adjective *these* and the plural noun *conductors*.

Example #4: *Those* symphonies were large.
- Notice the plural adjective *those* and the plural noun *symphonies*.

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.

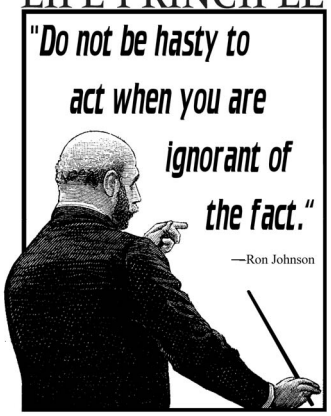
Example #1: *The* conductor rushed into the wings.
Example #2: You will disturb *the* rehearsal!

Indefinite articles refer 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 composer	*a* trumpet
	an explanation	*an* hour rehearsal
	an orchestra	*an* honest man

- The trumpet player owes *an* explanation to the conductor.
- The conductor is *an* honest man.
- Please retrieve *a* trumpet from the closet.

LIFE PRINCIPLE



You are learning so much! Do your best in the Activities.

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



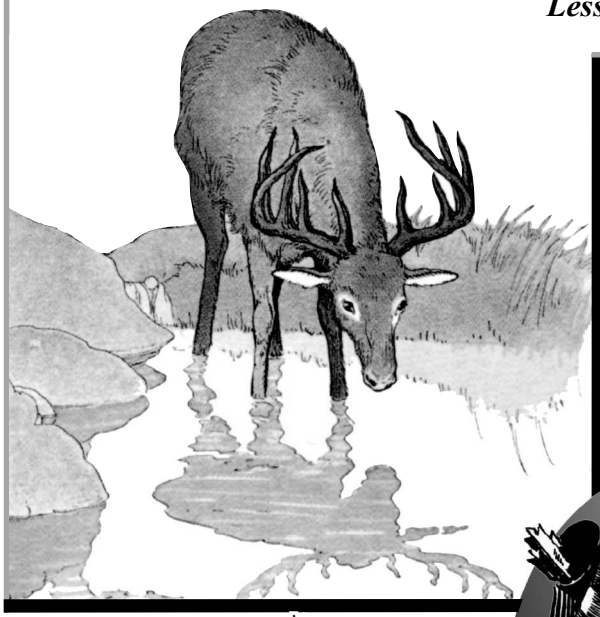
Lesson 3

Chapter 2

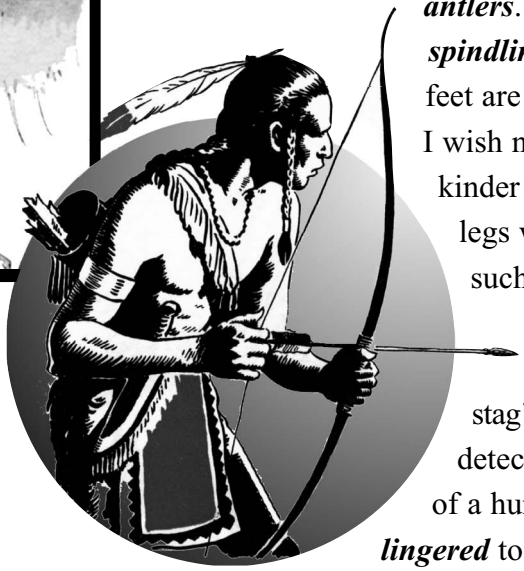
Section 1

Lessons 1-5

PRIDE PRECEDES THE FALL



One summer day, a ***stag*** came to a pool of clear, still water to ***quench*** his thirst. As he drank, he noticed his reflection. "I am really very handsome," said he to himself. "I am proud of these ***stately antlers***. But, these ***spindling*** legs and tiny feet are another matter. I wish nature had been kinder and had given me legs worthy of bearing such a ***noble*** crown."



Just at that moment, the stag's sensitive nostrils detected the approach of a hunter. But, the stag ***lingered*** to gaze a moment longer at his handsome reflection. An arrow whizzed by him. With a bound, he was away. The legs and feet he had criticized carried him ***speedily*** to safety.

Once out of harm's way, the stag again began to ***muse*** over his appearance. He wandered aimlessly into a ***thicket***. The noble antlers which were his greatest pride became tangled in trees and vines. The thicket held him ***fast***. The more he struggled, the more firmly ***entangled*** he became.

Then, the hunter appeared. As the arrow found its mark, the once stately stag gasped: "I realize now that my own ***vanity*** has led to my undoing." ■

VOCABULARY

Stag: an adult male deer
Quench: to stop, to satisfy
Stately: imposing, dignified, majestic
Antlers: the pronged horn-like structures on a male deer's head
Spindling: skinny, wobbly, weak
Noble: worthy of respect
Lingered: waited
Speedily: quickly
Muse: to think deeply
Thicket: a thick growth of shrubs, underbrush or small trees
Fast: firmly
Entangled: stuck or twisted together
Vanity: pride in one's own appearance, possessions or abilities

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

COMPARATIVE AND SUPERLATIVE ADJECTIVES

Each adjective has three degrees: *positive*, *comparative* and *superlative*.

- The positive is the word as it originally appears.
- The comparative compares only two things.
- The superlative compares two or more things.

Positive	Comparative	Superlative
kind	kinder	kindest
rich	richer	richest
nice	nicer	nicest
beautiful	more beautiful	most beautiful
noble	more noble	most noble

FORMING COMPARATIVE ADJECTIVES

The number of syllables in a word determines how you will form the comparative degree. You may discover how many syllables a word has by placing your hand under your chin. When you say a word, count how many times your chin moves downward. If your chin moves three times, the word has three syllables.

Example #1: The word *hun-ter* has two syllables.
Example #2: The word *re-flec-tion* has three syllables.

■ **Rule #1:** Add *-er* to adjectives of one syllable and to a few adjectives of two syllables.

■ **Rule #2:** For two-syllable adjectives that end in *y*, change the *y* to *i* and add *–er*.

Examples: clear—clearer kind—kinder great—greater
worthy—worthier tiny—tinier proud—prouder

- I wish nature had given me legs *worthier* of bearing such a noble crown.
- He was *prouder* than his brother.
- His brother was *kinder* than he.

■ **Rule #3:** Add *more* to most adjectives of two syllables and all adjectives of three or more syllables.

Examples: handsome—more handsome firmly—more firmly
sensitive—more sensitive admirable—more admirable

- As he struggled, he became *more firmly* entangled.
- He was *more handsome* than his brother.
- His nostrils were *more sensitive* than his father's nostrils.

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

FORMING SUPERLATIVE ADJECTIVES

■**Rule #1:** If *-er* was used to form the comparative degree, use *–est* to form the superlative degree.

Examples: clearer—clearest harder—hardest mightier—mightiest
- The pool from which he drank was the *clearest* on the mountain.
- His father was the *mightiest* deer in the forest.
- This mountain was the *hardest* mountain to climb.

■**Rule #2:** If *more* was used to form the comparative degree, use *most* to form the superlative degree.

Examples: more handsome—most handsome more beautiful—most beautiful
more admirable—most admirable more petite—most petite
- The stag was the *most handsome* deer in the forest.
- His mother was the *most beautiful* deer on the mountain.
- His father was the *most admirable* of all stags.
- His feet were the *most petite* I have ever seen.

■**Rule #3:** Some positive degrees of adjectives can form the comparative and superlative by using either *-er* or *more*; and either *-est* or *most*.

Examples: stately—statelier or more stately noble—nobler or more noble
—stateliest or most stately —noblest or most noble
- After his capture, the stag was no longer the *stateliest* deer in the forest.
- After his capture, the stag was no longer the *most stately* deer in the forest.
- His father was *nobler* than he.
- His father was *more noble* than he.

COMPARATIVE AND SUPERLATIVE ADJECTIVES OF TWO OR MORE SYLLABLES

Most adjectives of two or more syllables form their comparative forms by adding *more*, and their superlative forms by adding *most*.

■**Rule #1:** Use the word *more* to form the comparative of adjectives of two or more syllables that do not end in *y*.

Example #1: Seeing the hunter stalk the stag is *more suspenseful* than seeing a scary movie!
- Because the adjective *suspenseful* is more than one syllable, the correct comparative form is *more suspenseful*, not *suspensefuller*.

Example #2: The hunter is *more skilled* than I am.
- Because the adjective *skilled* is more than one syllable, the correct comparative form is *more famous*, not *famouser*.

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

■**Rule #2:** Use the word *most* to form the superlative of adjectives of two or more syllables that do not end in *y*.

Example #1: The painting was the *most natural* in appearance that I have ever seen.
- The superlative form of the adjective *natural* is *most natural* because *natural* has two or more syllables. *Naturalest* is incorrect.

Example #2: The stag was the *most prideful* deer of his herd.
- *Prideful* has two syllables, so the superlative form is *most prideful*, not *pridefullest*.

■**Rule #3:** Do not add *more* or *most* to an adjective ending with the suffix *-er* or *-est*.

Comparative	
Correct	**Incorrect**
greater	more greater
taller	more taller
wiser	more wiser
greener	more greener
hotter	more hotter
wetter	more wetter
funnier	more funnier
happier	more happier

Superlative	
Correct	**Incorrect**
greatest	most greatest
tallest	most tallest
wisest	most wisest
greenest	most greenest
hottest	most hottest
wettest	most wettest
funniest	most funniest
happiest	most happiest

IRREGULAR ADJECTIVES

Good, better, best! I will never rest,
until my good is better, and my better is best!

Notice that the *good, better, best* series in this little poem does not follow the general rules for forming comparatives and superlatives. *Good, gooder, goodest* would be incorrect because *good* is an irregular adjective. Below is a list of irregular adjectives.

Positive degree	Comparative degree	Superlative degree
good	better	best
well	better	best
bad	worse	worst
ill	worse	worst
little	less *or* lesser	least
much	more	most
many	more	most
far	farther *or* further	farthest *or* furthest
some	more	most

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

Adjectives Which Cannot Be Compared

Some adjectives cannot be compared because they are absolute. These adjectives include:

Adjective	Meaning
unique	one of a kind
perfect	absolutely correct
circular	round; anything more or less is a different shape
square	equal length on all four sides
triangular	the shape of a triangle
rectangular	the shape of a rectangle
empty	void; containing nothing
full	filled; no room for more
fatal	final; no more (usually referring to death)
mortal	unto death
free	without control or stipulations, liberty

Example #1: The stag's situation was more unique than mine.

- *More unique* is incorrect because *unique* cannot be compared.
- Write the sentence like this: The stag's situation was unique.
- Notice that the comparative *more* was dropped.
- Notice that the sentence had to be reworded.

Example #2: The pond was fuller (or more full) today than yesterday.

- *Fuller* or *more full* is incorrect because *full* cannot be compared.
- Write the sentence like this: The pond contained less water today than yesterday.

OR

The pond is full today. (Make no comparison to yesterday.)

- Notice that the sentence had to be reworded.

Congratulations, you are doing well! Continue to the Activities.

LIFE PRINCIPLE

"Too often we treasure
our beauty more than
the very things on
which our lives depend—
wisdom and understanding."

–Anonymous

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



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



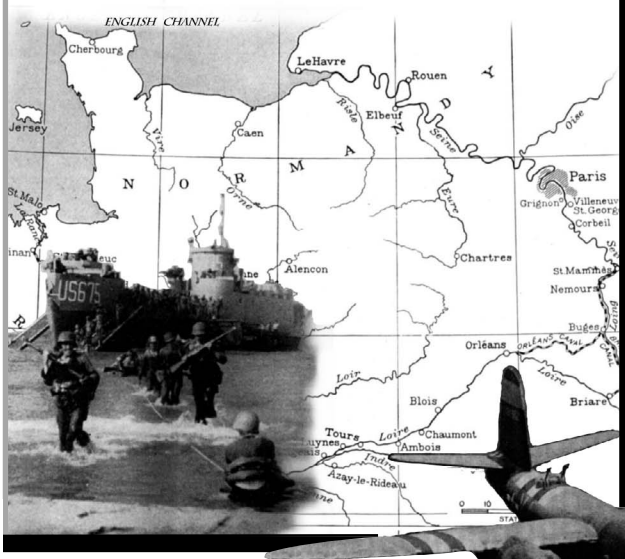
Lesson 4

Chapter 2

Section 1

Lessons 1-5

GENERAL PATTON'S PASSION FOR HISTORY



Famous World War II general, George S. Patton, Jr. was an ***avid*** reader and student of history. He wrote to his son in 1944: "To be a successful soldier, you must know history. Read it ***objectively*** . . . . In Sicily I decided as a result of my information, observations, and a ***sixth sense*** I have that the enemy did not have another ***large scale*** attack in his system. I bet my shirt on that and I was right." His sixth sense may very well have been formed by thousands of hours of reading history, ***biographies*** and ***autobiographies***.

Historical ***parallels*** were constantly on Patton's mind. When he observed the situation in Normandy on July 2, 1944, he immediately wrote Eisenhower that the German *Schlieffen Plan* of 1914 could be applied. A month later, an operation such as he had described brought about the German defeat in Normandy.

Perhaps the book that influenced Patton most was Ardant du Picque's *Battle Studies*. Patton used it to help solve the problem of motivating infantry to advance through enemy artillery fire. Patton recommended the book to Eisenhower: "First read *Battle Studies* by du Picque then put your mind to a solution." Are you interested in a particular field of study? ***Immerse*** yourself in its history! ■ (HB)

VOCABULARY

Avid: very eager in pursuit of an interest
Objectively: dealing with facts without personal feelings
Sixth sense: an "awareness" of surroundings not picked up by the five senses (sight, touch, smell, taste, sound)
Large scale: large, big, massive
Biography: a written history of a person's life written by another person
Autobiography: a written history of a person's life written by that person
Parallel: a situation that is similar to another situation
Immerse: to plunge into, to cover

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



ADVERBS

Adverbs add interesting details to our 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: Read history *objectively*.
- The adverb is *objectively*.
- It modifies the action verb *read.*
- It tells us *how* to read.

Example #2: Historical parallels were *constantly* on Patton's mind.
- The adverb is *constantly*.
- It modifies the state-of-being verb *were*.
- It tells us *when* historical parallels were on General Patton's mind.

Example #3: General Patton possessed a *vividly* imaginative mind.
- The adverb is *vividly*.
- It modifies the adjective *imaginative*.
- It tells us *to what extent* General Patton's mind was imaginative.

Example #4: Patton *very carefully* scrutinized Hitler's every move.
- The adverbs are *very* and *carefully*.
- *Carefully* modifies the verb *scrutinized*, telling us *how* Patton scrutinized Hitler's every move.
- *Very* modifies the adverb *carefully*, telling us *to what extent* Patton was careful.

Many adverbs are formed by adding *-ly* to adjectives. In the examples above, *-ly* was added to the adjectives *objective, constant, vivid* and *careful*. Adjectives in the vignette such as *famous*, *avid* and *successful* are easily changed to adverbs by adding *-ly*: *famously*, *avidly*, *successfully*. 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: Read *Battle Studies* by du Picque, *then* put your mind to a solution.
- *Then* is an adverb that modifies the verb *put.* It tells us *when* to put our mind to a solution.

Example #2: General Patton lay *down* and rested.
- *Down* is the adverb that modifies the verb *lay*. It tells *where* General Patton lay.

In sentences, adverbs are placed as near as possible to the words that are modified. Below are several examples from the vignette:

Example #1: The general *routinely* read history books.
- The adverb is *routinely*. It modifies the verb *read*, telling you *when* the general read.
- Notice that the adverb is as close as possible to the verb the adverb modifies.

Example #2: General Patton *constantly* studied great battles and great men of the past.
- *Constantly* modifies the verb *studied*. The adverb tells *to what extent* General Patton studied.
- Notice that the adverb is as close as possible to the verb the adverb modifies.

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

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

Example #1: Several years *ago* I learned about the general's passion for history.
- The adverb is *ago*. *Ago* modifies the adjective *several*, telling us *when.*

Example #2: *Often*, generals die young due to the stress of wars.
- The adverb is *often*. *Often* modifies the verb *die*, telling us *when* generals die.

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

Example #1: The war planes roared *quite loudly*.
- The main adverb is *loudly*. It tells *how* the war planes roared.
- *Quite* modifies *loudly*. It tells *how* loud the roar was.

Example #2: The general very *calmly* absorbed news of the victory.
- The main adverb is *calmly*.
- *Calmly* tells *how* the general absorbed the news.
- The adverb *very* modifies *calmly*, explaining the *extent* of the calmness.

Affirmative and Negative Adverbs

Yes, No, Not and *Never* are adverbs. *Yes* is an affirmative adverb. *No*, *not* and *never* are negative adverbs.

Example #1: *Yes*, the soldiers fought bravely.
Example #2: *No*, they did *not* all come home.
Example #3: We *never* should have allowed terrorists into our country.

Groups of Adverbs

Many adverbs are grouped according to their meanings.

Time: now, when, then
- *Now*, the terrorist is dead.

Place: where, there, here
- The troops are *here.*

Manner: well, how, otherwise
- The president had a *well* thought-out plan.

Degree: more, less, too, much
- The terrorist tried *too* late to escape justice.

Cause: because, why, therefore, wherefore
- The war was successful *because* justice was on our side.

Number: first, secondly, thirdly, etc.
- *First*, learn the lesson; *secondly*, apply the knowledge.

Keep up the good work. Little by little, you are making excellent progress.
Your efforts are rewarding you with achievement.

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

LIFE PRINCIPLE

"Knowing our history enables us to walk boldly into the future."



–Ron Johnson

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



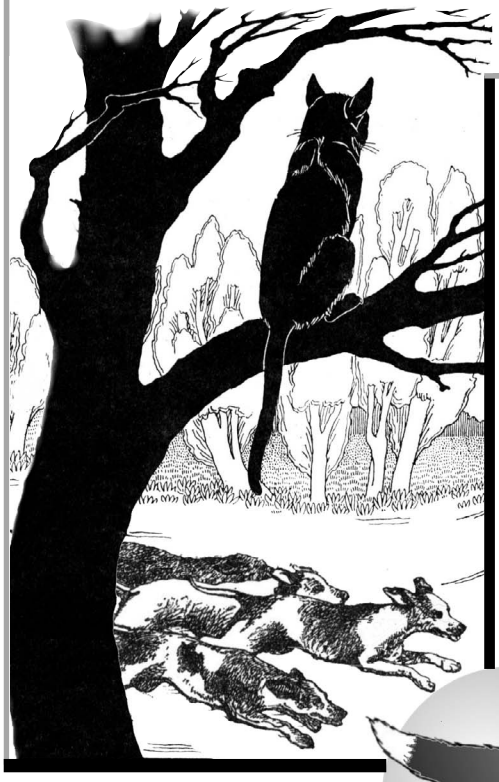
Lesson 5

Chapter 2

Section 1

Lessons 1-5

THE FOX AND THE CAT

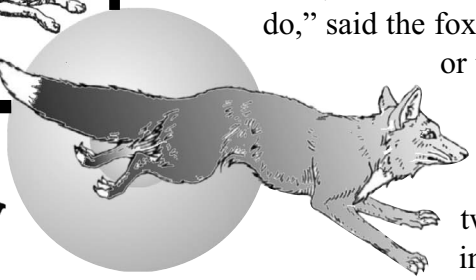


A ***brash*** young fox was ***boasting*** quite loudly to a cat one day. The fox very proudly told the cat how cleverly the fox was living.

Raising his voice, he bragged more loudly. "Why, I have a whole bag of very smart tricks. For instance, I know at least a hundred different ways of swiftly escaping my vicious enemies, the dogs."

"How very ***remarkable***," replied the cat softly. "You may boast most loudly of all your brilliant tricks, if you wish. As for me, I have only one trick. Dogs and wolves run fast, but I run fastest. Running always works, but I ***heartily*** wish you could teach me one of your tricks very soon."

"Well, sometime when I have nothing else to do," said the fox rudely, "I might teach you one or two of my easier ones."



"The sooner you tell me the better," replied the cat.

Just at that moment the two fell silent, hearing a sound in the distance. A pack of hounds was ***yelping***, and coming nearer and nearer. The dogs were coming swiftly toward the spot where the cat and the fox stood. Instantly, the cat ***scampered*** up a tree. "See how fast I ran up here?" she called down to the fox. "It is my only trick. Which of your very many tricks are you going to try first?"

The fox sat trying hard to decide which of his tricks he was going to ***employ***. Nearer and nearer came the hounds. When it was really too late, the fox decided to run. He ran fast, but he had decided too late. The dogs ran faster. There was no bragging now. That was the end of the fox, bag of tricks and all! ■ (Aesop)

VOCABULARY

Brash: rude, ill mannered, careless
Boast: to brag
Remarkable: worthy to be noticed; unusually good
Heartily: strongly, sincerely
Yelp: to utter a sharp, quick, shrill cry
Scampered: ran quickly
Employ: to make use of, to put to work

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

COMPARATIVE AND SUPERLATIVE ADVERBS



Adverbs, like adjectives, also have comparative and superlative forms. The comparative form compares two things; the superlative form compares more than two things.

- **Rule #1:** Use the suffix *-er* to form the comparative and *-est* to form the superlative of one syllable adverbs.

Positive	Comparative	Superlative
close	closer	closest
near	nearer	nearest
soon	sooner	soonest
late	later	latest

- **Rule #2:** Use *more* and *less* to form the comparative and *most* and *least* to form the superlative of two syllable adverbs.

Positive	Comparative	Superlative
often	more often	most often
	less often	least often

- **Rule #3:** Use *more* and *less* to form the comparative and *most* and *least* to form the superlative of adverbs ending in *–ly*.

Positive	Comparative	Superlative
carefully	more carefully	most carefully
	less carefully	least carefully
encouragingly	more encouragingly	most encouragingly
	less encouragingly	least encouragingly

Example #1: The cat ran *fast*. The fox ran *faster (fast + er).*

Example #2: Tell me *soon*. Tell me *sooner (soon + er)*.

Example #3: Raising his voice, he bragged *more confidently (more + confidently)*.

Example #4: Lowering his voice, he talked *less confidently (less + confidently)*.

Example #5: Dogs and foxes run fast, but I run the *fastest (fast + est).*

Example #6: The dogs and foxes were smart, but the cat was *smartest* (*smart + est*).

Example #7: You boast *most loudly* of your brilliant tricks.

Example #8: You should boast *least loudly* of your silly tricks.

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

IRREGULAR ADVERBS

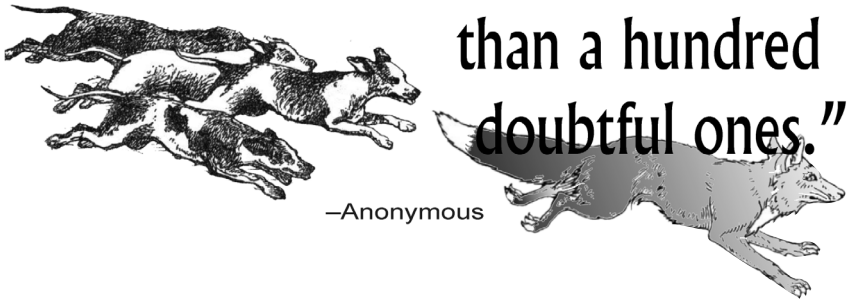
A few adverbs are irregular. The following list shows some examples. Notice how the comparative and superlative degrees are formed.

Positive	Comparative	Superlative
badly	worse	worst
far	farther (further)	farthest (furthest)
much	more	most
well	better	best

Continue to the Activities. Work more diligently today than you did yesterday!

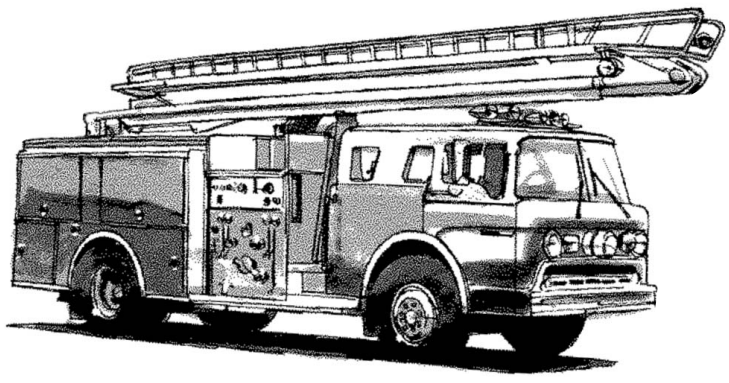
LIFE PRINCIPLE

"One good plan that works is better than a hundred doubtful ones."



–Anonymous

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



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



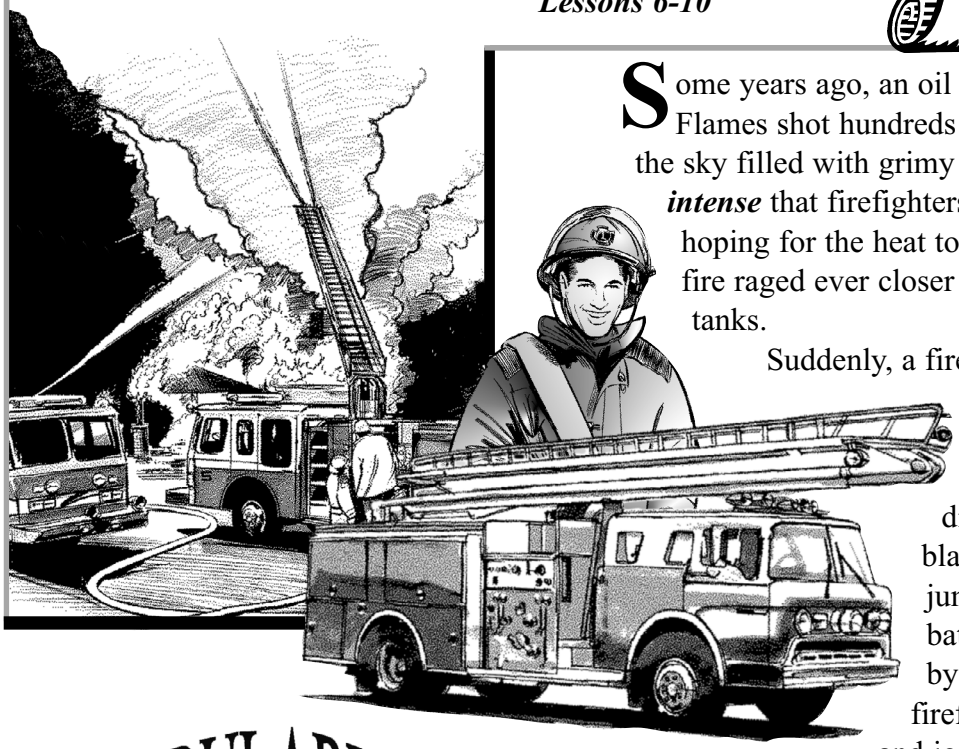
Lesson 6

Chapter 2

UNEXPECTED HERO

Section 2

Lessons 6-10



Some years ago, an oil ***refinery*** caught fire. Flames shot hundreds of feet into the air, and the sky filled with grimy smoke. The heat was so ***intense*** that firefighters parked blocks away, hoping for the heat to diminish. Instead, the fire raged ever closer to a nearby row of fuel tanks.

Suddenly, a fire truck ***careened*** down the street. With its brakes screeching, the truck hit the curb directly in front of the blaze. The firefighters jumped out and began to battle the blaze. ***Inspired*** by this act, the other firefighters drove closer and joined the fight. As a result of their ***cooperative*** effort, the fire was brought under control in the nick of time.

Witnesses decided to honor the man who had driven the lead fire truck to the brink of the blaze. In preparing for the awards ceremony, the mayor said, "Captain, we want to honor you for your fantastic act. You prevented the loss of property, perhaps even the loss of life. Is there something we can give you as a token of our appreciation?"



The captain replied without hesitation, "Your Honor, a new set of brakes would be ***dandy***!"

Acts of ***heroism*** all begin the same way—one person is willing to try when all others are not. ■ (HB)

VOCABULARY

Refinery: a place for processing materials
Intense: extreme pressure
Careen: to sway or swerve sharply from side to side
Inspire: to influence, usually referring to spiritual or mental stimulation
Cooperative: willing to work with others
Dandy: slang for "good, fine"
Heroism: courage, bravery, daring, and other qualities of a hero

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

PREPOSITIONS



At this point in your study of English Language Skills, you have seen many prepositions. You may not have recognized them, but you will soon understand, that without them, communication would be very difficult. For example, a person giving directions to a fire would need to use prepositions.

The word *preposition* breaks down into two words: *pre* meaning "before" and *position*. Prepositions are "get you there" words. Prepositions get you *in*, get you *out*, get you *through*, get you *over*, get you *under*, and many other places. Below are common prepositions of the English language. Read and study the list carefully. You never know when or where these will appear in your lesson! Be prepared!

Prepositions

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

Find the prepositions in the sentences below:

Example #1: Flames shot hundreds of feet into the air.
- You probably guessed correctly—the words *of* and *into* are the prepositions.

Example #2: The truck hit the curb directly in front of the blaze.
- You probably guessed correctly—the words *in* and *of* are the prepositions.

Example #3: You prevented the loss of property, perhaps even the loss of life.
- You probably guessed correctly—the words *of* and *of* are the prepositions.

Continue to the Activities. You are doing well.



LIFE PRINCIPLE

"THE RIGHT ANGLE TO APPROACH A DIFFICULT PROBLEM IS THE 'TRY-ANGLE.'"

–Anonymous

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



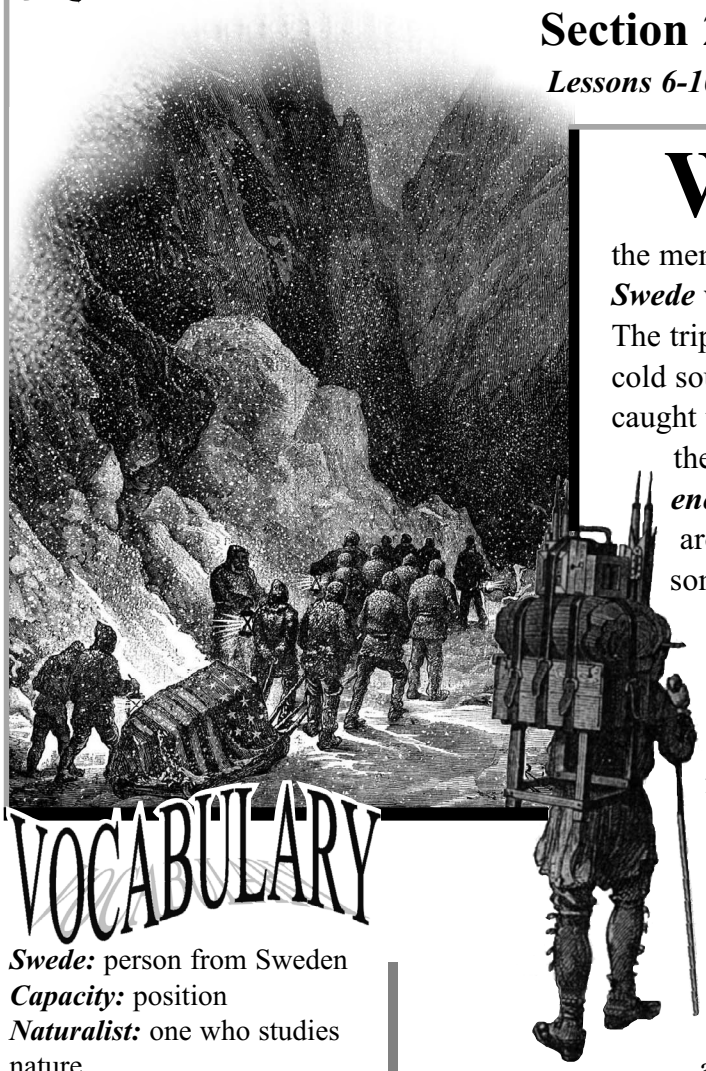
Lesson 7

Chapter 2

Section 2

Lessons 6-10

DR. SOLANDER'S ADVICE



When Captain Cook and his team set out in search of the North Pole, one of the members of the team was Dr. Solander, a ***Swede*** who served in the ***capacity*** of ***naturalist***. The trip was made in the ***depth*** of winter, and a cold south wind accompanied by driving snow caught the party of explorers by surprise while they were some distance from their ***encampment***. Dr. Solander called the men around him and ***gravely*** said, "I have had some experience of this in my own country, but you have none. Now, attend to my advice, for upon it depends your lives. We must ***resolutely*** set our faces to return to the encampment, and with never a stop, for the danger lies in falling asleep."

The party leader asked, "I suppose we shall become horribly tired?"

Dr. Solander replied, "Of course . . . but it will be a chance to see of what we are made. I warn you . . . the men, as their blood grows cold, will ask to be allowed to rest. Do not permit it for a moment—urge them—urge them with blows, with the ***bayonet***, if necessary. Remember, the wish to stop is the first symptom of the blood refusing to ***circulate***. To yield to it is death."

The party moved on, and kept moving until all arrived safely at the camp. No one expressed the wish to stop. All had heard, and heeded, Dr. Solander's warning. ■ (HB)



VOCABULARY

Swede: person from Sweden
Capacity: position
Naturalist: one who studies nature
Depth: deepest part
Encampment: a place for camp
Gravely: seriously
Resolutely: firmly, without stopping or turning back
Bayonet: a blade that attaches to the tip of a rifle (used in war)
Circulate: to move throughout the body or a wide area
Infinitive: a verb form often preceded by the word "to"
Auxiliary: helping word

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



TRICKY PREPOSITIONS

Welcome to Lesson Seven! Some prepositions are used incorrectly, and some prepositions may be mistaken for ***infinitives***. The prepositions *in*, *into* and *of* are sometimes used incorrectly. In this lesson, you will learn how to use them correctly.

■**Rule #1:** Use *in* to indicate a place where you are already positioned.

Example #1: Captain Cook's men slept *in* tents.
- When the men slept, they were already in the tents.

Example #2: The men cooked food *in* pans over the campfire.
- When the food was being cooked, it was already in the pans.

■**Rule #2:** Use *into* to indicate transfer of position.

Example #1: Dr. Solander stepped *into* his tent.
- Dr. Solander came from outside the tent to inside the tent.

Example #2: Captain Cook put his razor *into* his shaving kit.
- The razor was outside the kit and was transferred to inside the kit.

■**Rule #3:** Do **not** use *of* as an ***auxiliary***.

Example #1: Correct: Stopping just once would have meant not reaching camp.
Incorrect: Stopping just once would of meant not reaching camp.

Example #2: Correct: The extreme cold could have caused their bodies to shut down.
Incorrect: The extreme cold could of caused their bodies to shut down.

WATCH OUT FOR "TO"!

Be careful when you read the word *to*. It can be either a preposition or an infinitive, depending on the way the word is used in a sentence.

■**Rule #1:** A verb follows *to* if *to* is part of an infinitive.

■**Rule #2:** A noun follows *to* if *to* is used as a preposition.

Example #1: The doctor wanted to warn the men of the risk of stopping to rest.
- *Warn* and *rest* are verbs; therefore, *to warn* and *to rest* are infinitives.

Example #2: Captain Cook listened to the howls of the fierce wind.
- *Howls* is a noun; therefore, *to* in this sentence is a preposition.

You have done a great job! Keep up the good work.



LIFE PRINCIPLE

"A wise man will take the advice of someone wiser."

–Sarah Johnson

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



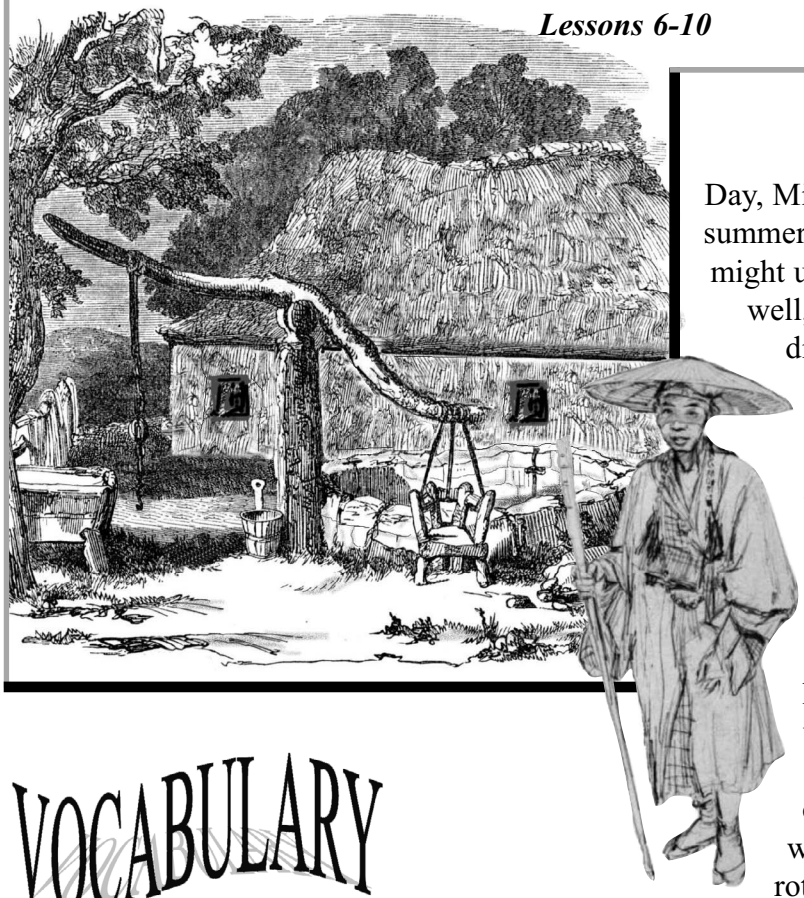
Lesson 8

Chapter 2

A MATTER OF LIFE OR DEATH

Section 2

Lessons 6-10

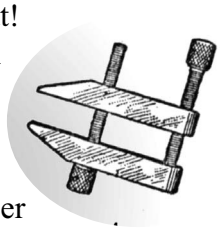


On his way home to surprise his mother for All Souls' Day, Mishi Dobos stopped by the family's summer cottage to see what repairs he might undertake. Mishi spotted the garden well, a solid brick structure four feet in diameter. As he leaned over to ***peer*** with a lantern into the 74-foot deep ***shaft***, the young man failed to notice the frosty moss on the well's rim. Within seconds, he had ***plummeted*** feet first into the shaft, landing ankle-deep in soft mud.

For three days Mishi shouted for help. Then, on the fourth day, while attempting to make a place to sit, he ripped a carpenter's clamp—a foot-long piece of metal with upturned ends—away from the rotting wood. Mishi thought, *What can I do with this?* Studying the walls, he saw a brick missing on one side. An idea dawned—use the clamp to chip out bricks in a ***staggered***, upward fashion, and climb out!

Mishi went to work. At best, he could remove three bricks an hour. But, brick by brick, and a bad fall later—in all, six days and 23 hours after plunging into the well—Mishi swung his leg over the edge of the upper rim, the rusty carpenter's clamp in his hand. ■

(HB)



VOCABULARY

Peer: to look at closely with interest
Shaft: a long, narrow passage down into the earth
Plummet: to fall or drop straight downward at a rapid pace
Plunge: to fall heavily and quickly
Staggered: arranged in a zigzagged or alternating pattern

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



PREPOSITIONAL PHRASES

A prepositional phrase is a group of words that begins with a preposition and ends with a noun or a pronoun. The noun or pronoun that ends a prepositional phrase is called the *object of the preposition*.

- **Rule #1:** A prepositional phrase begins with a preposition.
- **Rule #2:** A prepositional phrase ends with a noun or pronoun (object of the preposition).

Example #1: The well was four feet in diameter.
- To find the prepositional phrase, first find the preposition. It is the word *in*. Now, look for a noun or pronoun that follows the preposition. The word is *diameter* (a noun). So, now you know that the prepositional phrase is *in diameter*.

Example #2: Mishi called for help.
- To find the prepositional phrase, first find the preposition. It is the word *for*. Now, look for a noun or pronoun that follows the preposition. The word is *help* (a noun). So, now you know that the prepositional phrase is *for help*.

Example #3: Mishi wanted to help his parents and clean the cottage for them.
- To find the prepositional phrase, first find the preposition. It is the word *for*. Now, look for a noun or pronoun that follows the preposition. The word is *them* (a pronoun). So, now you know that the prepositional phrase is *for them*.

Prepositional phrases may contain *modifiers*—words that describe the objects of the prepositions.

Example #1: He fell into the well.
- First, find the preposition. It is the word *into*. Now, look for a noun or pronoun that follows the preposition. The word is *well* (a noun). Now, notice the word *the* between the preposition and the object of the preposition. The word *the* is the modifier. You know that the prepositional phrase is *into the well*.

Example #2: Mishi stopped by the summer cottage.
- First, find the preposition. It is the word *by*. Now, look for a noun or pronoun that follows the preposition. The word is *cottage* (a noun). Now, notice the words *the summer* between the preposition and the object of the preposition. The words *the summer* are the modifiers. You know that the prepositional phrase is *by the summer cottage*.

Example #3: He did not notice the moss on the well's slippery rim.
- First, find the preposition. It is the word *on*. Now, look for a noun or pronoun that follows the preposition. The word is *rim* (a noun). Now, notice the words *the well's slippery* between the preposition and the object of the preposition. The words *the well's slippery* are the modifiers. You know that the prepositional phrase is *on the well's slippery rim*.

Prepositional phrases may have more than one object.

Example #1: Mishi conquered his dilemma with strength and creativity.
- The prepositional phrase is *with strength and creativity*. The phrase has two objects: *strength* and *creativity*.

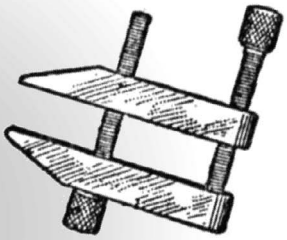
Example #2: In six days and 23 hours, Mishi escaped his prison.
- The prepositional phrase is *in six days and 23 hours*. The phrase has two objects: *days* and *hours*.

Continue to the Activities.

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

LIFE PRINCIPLE

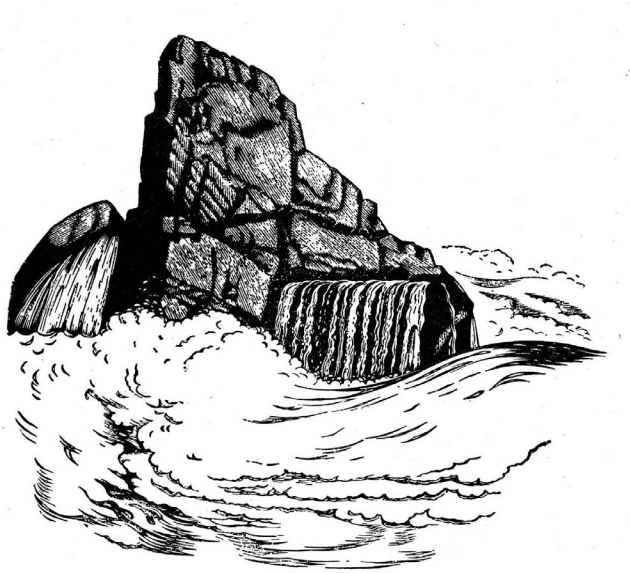




"A wise man will make tools of what comes to hand."

–Thomas Fuller

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



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



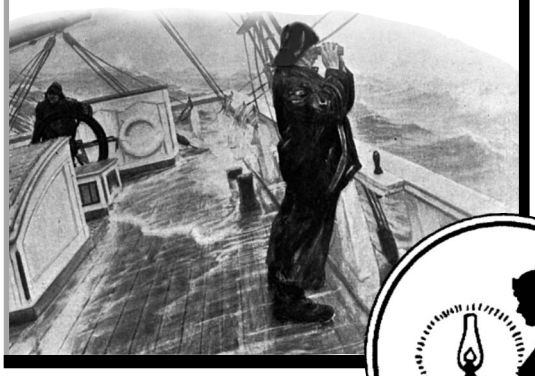
Lesson 9

Chapter 2

Section 2

Lessons 6-10

LET YOUR LIGHT SHINE





A ***missionary*** was sailing home on ***furlough*** when she heard a cry one night: "Man overboard!" The missionary arose quickly from her ***berth***, lit the lamp on the ***bracket*** in her cabin and held the lamp at the window in hopes of seeing the man in the ***murky***, dark waters below.

Seeing nothing, the missionary returned the lamp to its bracket and returned to her berth with prayers for the man lost at sea. In the morning, to her surprise, the missionary discovered that the man had been rescued. Not only that, but the woman learned that the flash of her lamp through the ***porthole*** had revealed to the sailors on deck the location of the missing man, who had been clinging desperately to a rope still attached to the deck. The man was pulled from the cold waters in the nick of time. Such a small ***deed*** as shining a lamp at the right time had saved the man's life.

The size of the deed is not what counts. Doing a deed for good and not for evil is the important thing. Trust that every good deed we perform can be used for good purposes in our lives and in the lives of others. ■

(HB)

VOCABULARY

Missionary: a person who travels to foreign lands to teach his religion
Furlough: a leave of absence, an extended break from duties (usually referring to missionaries or military personnel)
Berth: a place to sleep on a ship or train
Bracket: a wooden or metal support protruding from a wall
Murky: dark and cloudy
Porthole: an opening in the side of a ship to let in light and air
Deed: an action

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



PREPOSITIONAL PHRASES THAT ACT LIKE ADJECTIVES OR ADVERBS

Sometimes prepositional phrases modify other words in sentences. When a prepositional phrase modifies a noun or pronoun, the phrase is an **adjective phrase**. When a prepositional phrase modifies a verb, the phrase is an **adverb phrase**. Remember: Adjectives tell *which one, what kind, how many,* and *what color.* Adverbs tell *when, where, how* and *to what extent*.

Carefully read the examples that show prepositional phrases acting as adjective phrases.

Example #1: She lit the lamp on the bracket.
- The prepositional phrase *on the bracket* is an adjective phrase because it modifies the noun *lamp* and tells *which* lamp.

Example #2: She lit the lamp on the bracket in her cabin.
- The prepositional phrase *in her cabin* is an adjective phrase because it modifies the noun *bracket* and tells *which* bracket.

Example #3: The missionary hoped to see the man in the murky, dark water.
- The prepositional phrase *in the murky, dark water* is an adjective phrase because it modifies the noun *man* and tells *which* man.

Example #4: She returned to her berth with prayers for the man lost at sea.
- The prepositional phrase *for the man* is an adjective phrase because it modifies the noun *prayers* and tells *what kind* of prayers.

Carefully read the examples that show prepositional phrases acting as adverb phrases.

Example #1: She returned to her berth with prayers for the man lost at sea.
- The prepositional phrase *to her berth* is an adverb phrase because it modifies the verb *returned* and tells *where* she returned.

Example #2: She returned to her berth with prayers for the man lost at sea.
- The prepositional phrase *with prayers* is an adverb phrase because it also modifies the verb *returned* and tells *how* she returned.

Example #3: She returned to her berth with prayers for the man lost at sea.
- The prepositional phrase *at sea* is an adverb phrase because it modifies the verb *lost* and tells *where* he was lost.

Example #4: In the morning, the missionary discovered that the man had been rescued.
- The prepositional phrase *in the morning* is an adverb phrase because it modifies the verb *discovered* and tells *when* the missionary discovered.

Congratulations, you are doing well.
Continue to the Activities.



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



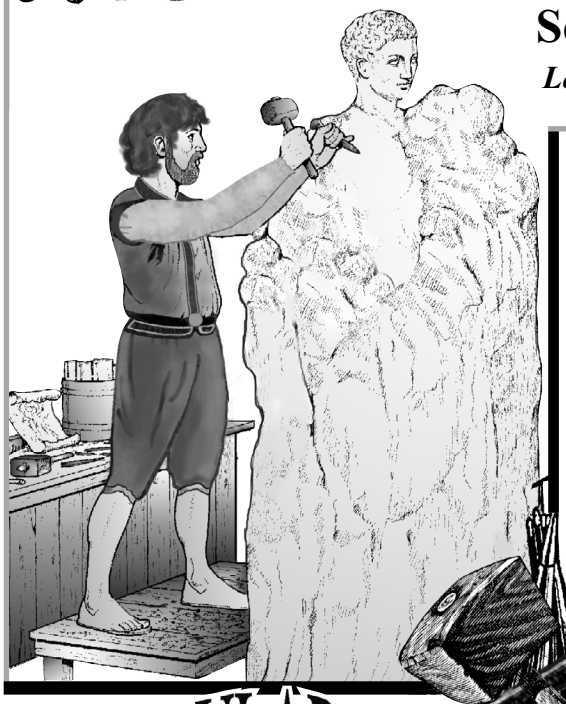
Chapter 2

Lesson 10

THE PRICE OF BEAUTY

Section 2

Lessons 6-10





After years of working in ***Rome*** on sculptures that were the "size of life," ***Michelangelo*** traveled to ***Florence*** where a large block of ***splendid*** white Carrara marble had been obtained for a ***colossal*** statue. Within weeks, Michelangelo signed an agreement to complete a ***rendition*** of ***David*** for the ***cathedral***. With a contract in hand, Michelangelo started at once, working with a furious energy so great that he often slept in his clothes, ***begrudging*** the time required to remove the clothes and put them on again. Michelangelo examined and measured the marble ***minutely*** to see what pose it would accommodate and made sketches of possible attitudes and careful, detailed drawings from models. The artist tested his ideas in wax on a small scale. Only then did he pick up a ***point*** and ***mallet***.

Michelangelo approached the ceiling of the ***Sistine Chapel*** with the same energy. He took only a month to develop the theme, then launched with a fury into the project, designing ***scaffolding*** and hiring helpers. Lying at uncomfortable angles on hard boards, breathing the suffocating air just under the ***vault***, wiping plaster dust that inflamed his eyes and irritated his skin, Michelangelo spent much of the next four years literally sweating in physical distress as he painted. He was an artist of passionate enthusiasm! ■ (HB)

VOCABULARY

Rome: the capital city of Italy
Michelangelo: a famous Italian sculptor, architect, painter and poet (1475-1564)
Florence: a city in Italy famous for its art
Splendid: great, large, dazzling
Colossal: huge, gigantic
Rendition: version, interpretation
David: an ancient warrior/king recorded in the Bible
Cathedral: an enormous, ornate church characterized by high ceilings and stained glass windows
Begrudge: to dislike, resent
Minutely: in very small detail
Point: spike used for chiseling marble

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



ANALYZING SENTENCES THAT HAVE PREPOSITIONAL PHRASES

In this lesson, you are going to learn to analyze sentences that use prepositional phrases. You will be able to identify the basic sentence without the phrases. Remember that prepositional phrases act as modifiers (***adverbial*** or ***adjectival***). Carefully read the sentences and examine each word.

Example #1: With tremendous energy, Michelangelo approached the ceiling of the Sistine Chapel.
- *With tremendous energy* = 1st prepositional phrase (adverbial, modifies *approached*)
- *Michelangelo* = subject • *approached* = action verb • *the ceiling* = direct object
- *of the Sistine Chape*l = 2nd prepositional phrase (adjectival, modifies *ceiling*)
- The basic sentence without the prepositional phrases is: *Michelangelo approached the ceiling.*

Example #2: A large block of splendid white Carrara marble had been obtained for a colossal statue.
- *of splendid white Carrara marble* = 1st prepositional phrase (adjectival, modifies *block*)
- *for a colossal statue* = 2nd prepositional phrase (adverbial, modifies *obtained*)
- The basic sentence without the prepositional phrases is: *A large block had been obtained*.

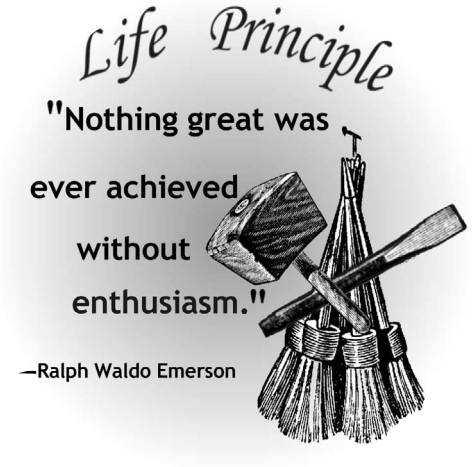
Example #3: Within weeks, he completed a rendition of David for the cathedral.
- *Within weeks* = 1st prepositional phrase (adverbial, modifies *signed*)
- *of David* = 2nd prepositional phrase (adjectival, modifies *rendition*)
- *for the cathedral* = 3rd prepositional phrase (adjectival, also modifies *rendition*)
- The basic sentence reads: *He completed a rendition*.

Example #4: The artist slept in his clothes.
- *The artist* = subject • *slept* = action verb
- *in his clothes* = prepositional phrase (adverbial, modifies *slept*)
- The basic sentence without the prepositional phrase, infinitive or participial phrase is: *The artist slept*.

You are doing very well. Continue to the Activities.

VOCABULARY

Mallet: a hammer used for pounding marble
Sistine Chapel: a cathedral in Rome made famous by Michelangelo's painting
Scaffolding: a tall structure for holding workmen and materials
Vault: a high, rounded ceiling
Adverbial: have the qualities of an adverb
Adjectival: have the qualities of an adjective



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

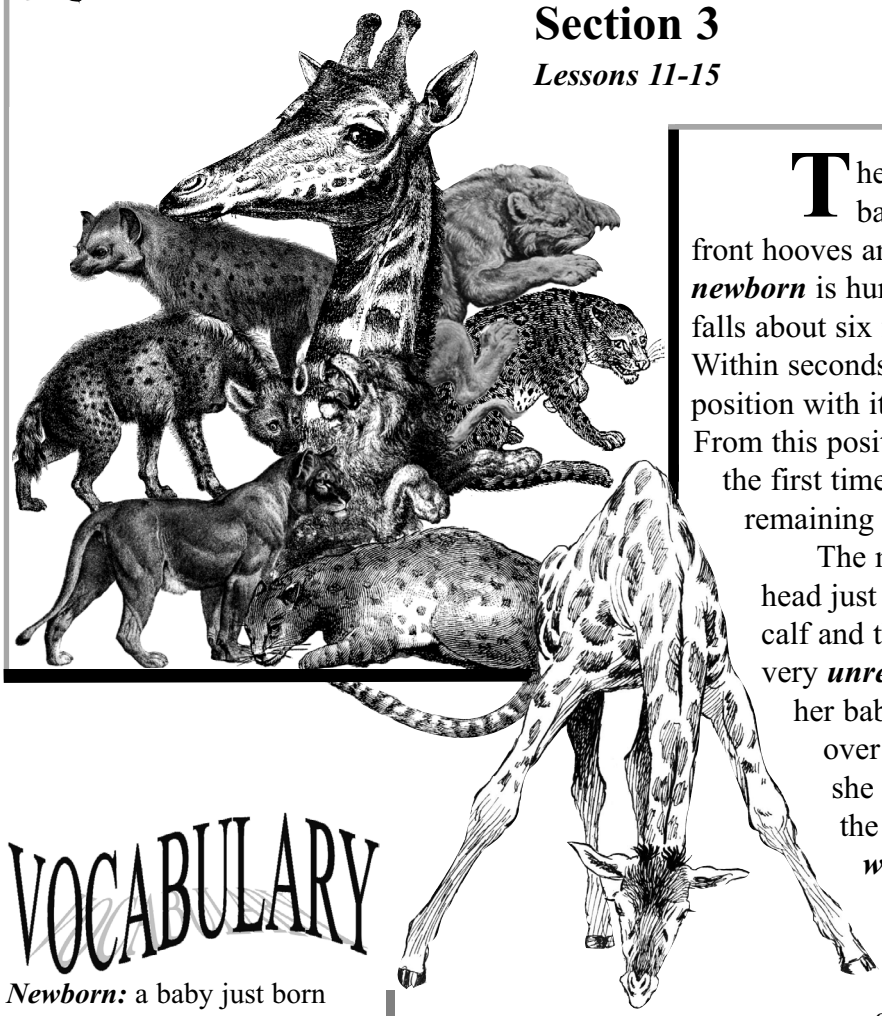


Lesson 11

Chapter 2

SHOVED TO SAFETY

Section 3
Lessons 11-15



The first things *to emerge* at a baby giraffe's birth are its front hooves and head. Minutes later, the ***newborn*** is hurled from its mother's body, falls about six feet, and lands on its back. Within seconds, it rolls to an ***upright*** position with its legs tucked under its body. From this position, it views the world for the first time and shakes away any remaining birth fluid.

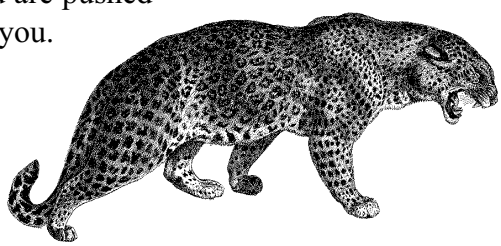
The mother giraffe lowers her head just long enough *to look* at her calf and then does what seems *to be* a very ***unreasonable*** thing: she kicks her baby, sending it ***sprawling*** head over heels. If it doesn't get up, she kicks it again and again until the calf finally stands up on its ***wobbly*** legs. And then what does the mother giraffe do? She kicks it off its feet! She wants it *to remember* how it got up.

In the wild, a baby giraffe must be able *to get up* as quickly as possible, *to stay* with the herd, and *to avoid* becoming a meal for lions, hyenas, leopards, and wild hunting dogs. The best way that a mother giraffe has of ***ensuring*** her calf lives is *to teach* it *to* "*get up* quickly and get with it."

Do not complain if you are pushed into action by those who love you. They are doing you a favor! ■

VOCABULARY

Newborn: a baby just born
Upright: standing or pointing straight up
Unreasonable: without reason, crazy
Sprawl: to spread out in an awkward and uneven way
Wobbly: shaky, uncertain
Ensure: to make certain, to guarantee
Verbals: verbs that are used as nouns or as adjectives



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

VERBALS: INFINITIVES



Verbals are divided into three categories: infinitives, participles and gerunds. These members of the English language are formed from verbs, but they act like nouns. In this lesson we will focus on infinitives. An infinitive consists of the word *to* + a verb. Notice the italicized infinitives in the vignette.

Example #1: The first thing *to emerge* are the front hooves and the head.
Example #2: The mother wants the baby *to survive*.

Infinitives act like nouns and may function as subjects or direct objects. To test whether the infinitive is acting as a noun, substitute the word "it" in the place of the infinitive.

Example #1: *To survive* is what the mother giraffe wants for her baby.
- *To survive* is the subject of the sentence.
- (test) *It* is what the mother giraffe wants for her baby.

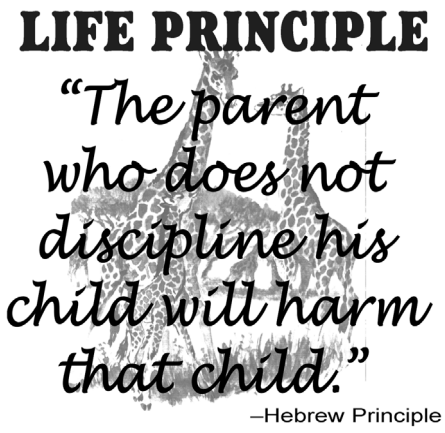
Example #2: The baby giraffe needs *to survive.*
- *To survive* is the direct object of the sentence.
- (test) The baby giraffe needs *it.*

SPLIT INFINITIVES

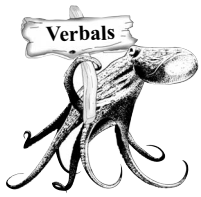
Infinitives must not be split. To separate an infinitive by an adverb is improper usage of the infinitive. To write an infinitive correctly, place the adverb either before or after the infinitive.

Correct	**Incorrect**
to go willingly	*to* willingly *go*
to make carefully	*to* carefully *make*
to eat hungrily	*to* hungrily *eat*
to live passionately	*to* passionately *live*
to stay temporarily	*to* temporarily *stay*
to love unselfishly	*to* unselfishly *love*
to care deeply	*to* deeply *care*
to hold gently	*to* gently *hold*

Proceed to the Activities!



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



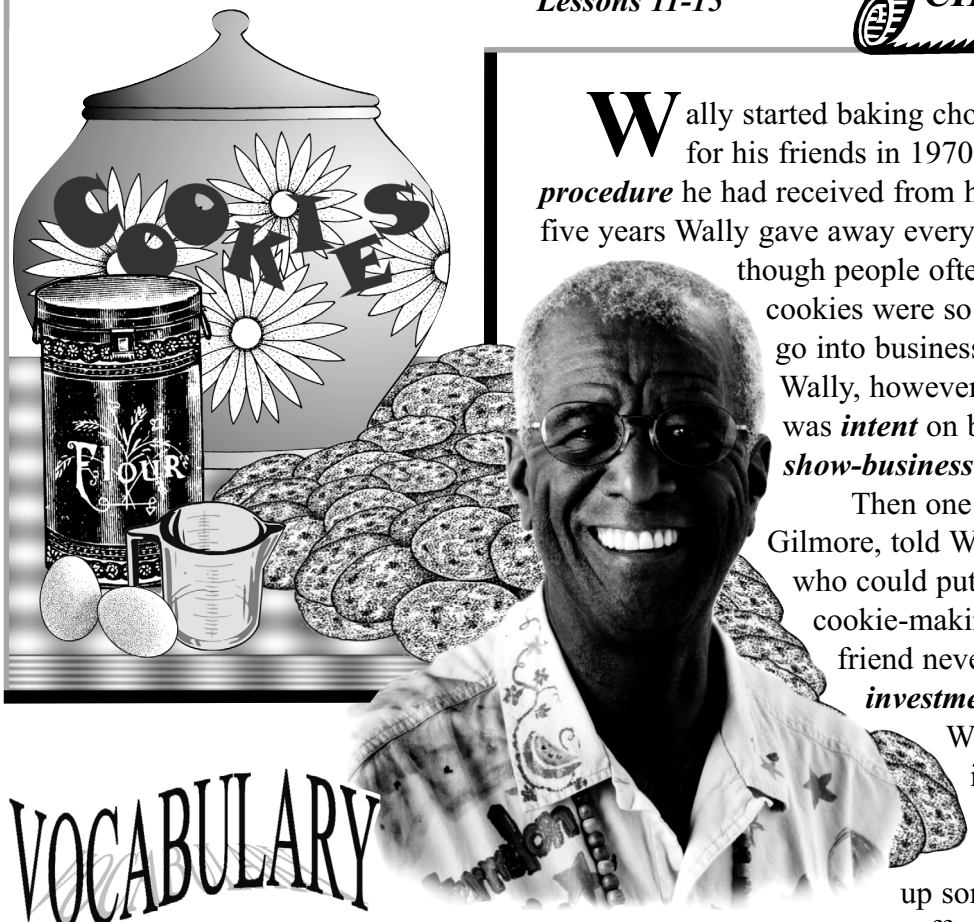
Lesson 12

Chapter 2

Section 3

Lessons 11-15

WALLY'S "FAMOUS AMOS" CHOCOLATE CHIP COOKIES



Wally started baking chocolate chip cookies for his friends in 1970, using a ***recipe*** and ***procedure*** he had received from his Aunt Della. For five years Wally gave away every batch he made, even though people often told Wally that his cookies were so good that he should go into business and sell them.

Wally, however, had other ideas. He was ***intent*** on being a ***big-time show-business*** manager.

Then one day a friend, B.J. Gilmore, told Wally about a friend who could put up the money for a cookie-making business. The friend never made the ***investment***, but some of Wally's other friends— including Jeff Wall, Helen Reddy, and Marvin Gaye— put up some money. Wally was off and running.

Originally, he intended to open up only one store on Sunset Boulevard, just enough to "make a living." After all, his was the only store in the world dedicated only to the sale of chocolate chip cookies. But, business grew virtually overnight. Wally's "Famous Amos" Chocolate Chip Cookies were soon distributed worldwide. Wally became a spokesman for other products, from eggs to airlines to a telephone company. He also devotes much of his time to promoting literacy and helping kids prepare for life. While he once dreamed of managing "stars," he became one in his own right! ■ (HB)

VOCABULARY

Recipe: instructions for cooking or baking food
Procedure: method, way of operating
Intent: eager, earnest, purposeful
Big-time: popular, famous, well-known
Show-business: referring to theater or movie productions
Investment: the use of personal money to start a business

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



INFINITIVE PHRASES

Remember that an infinitive is the word "to" + a verb (to go, to eat, to sit, to play, to bake). Also, remember that infinitives act like nouns. An infinitive phrase begins with an infinitive and includes a complement: a noun, pronoun or adverb. The phrase may also have one or more modifiers.

Example #1: To bake creatively was Wally's goal.
- The infinitive phrase begins with the infinitive *to bake* and has one complement: *creatively* (adverb).
- The infinitive phrase is the subject of the sentence.
- (test) It was Wally's goal.

Example #2: My plan is to meet him.
- The infinitive phrase begins with the infinitive *to meet* and has one complement: *him* (pronoun).
- The infinitive phrase is the predicate nominative.
- (test) My plan is it.

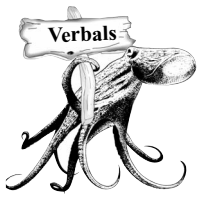
Example #3: The chef wanted to taste his new creation.
- The infinitive phrase begins with the infinitive *to taste* and has one complement *creation* (noun) and two modifiers *his* and *new*.
- The infinitive phrase is the direct object.
- (test) The chef wanted it.

Example #4: The baker's goal, to make delicious cookies, is met each day.
- The infinitive phrase begins with the infinitive *to make* and has one complement *cookies* (noun) and one modifier *delicious*.
- The infinitive phrase is the appositive.

Continue to the Activities. You are doing well!



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

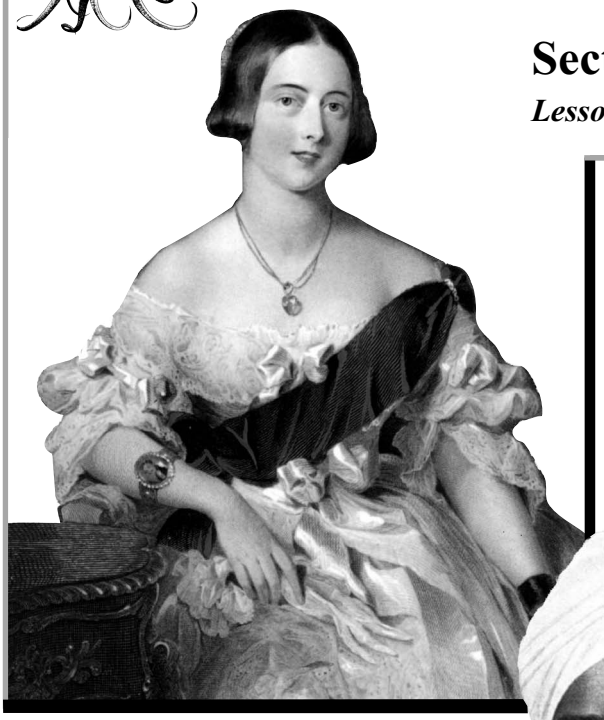


Chapter 2

Lesson 13

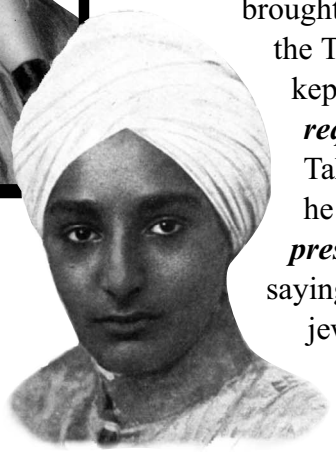
LIFE'S LESSONS MORE VALUABLE THAN DIAMONDS

Section 3
Lessons 11-15



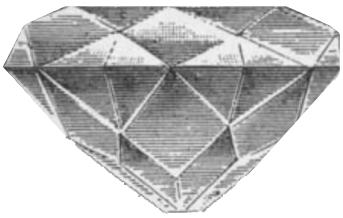
The Koh-i-noor diamond is among the world's most ***spectacular***. It is part of the British crown jewels, presented to Queen Victoria by a ***maharajah*** in India when the maharajah was only a young boy.

Years later, as a grown man, the maharajah visited Queen Victoria in England. The maharajah asked that the stone be brought to Buckingham Palace from the Tower of London, where it was kept in safety. The queen did as ***requested*** by the maharajah.



Taking the diamond in his hand, he knelt before the queen and ***presented*** the diamond back to her, saying, "Your Majesty, I gave this jewel when I was a child, too young to know what I was doing. I want to give it to you again in the fullness of my strength, with all of my heart and ***affection***, and gratitude, now and forever, fully realizing all that I do."

A day will come when you likely will look back and say, "I'm grateful for my teachers, and the lessons they taught me about ***discipline***, ***concentration***, hard work, cooperation, and the right and wrong ways to compete." Even more valuable will be the day when you look in the mirror and say, "Knowing what I now know about life, I see value in continuing to teach these lessons myself." ■ (HB)



VOCABULARY

Spectacular: beautiful, dazzling
Maharajah: a high-ranking prince in India
Request: to ask for something
Presented: gave
Affection: loving feelings for someone
Discipline: control gained by obedience or training
Concentrate: to direct one's attention without distraction

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

VERBALS: PARTICIPLES



In this lesson, you will learn about the verbal called the *participle*. Participles appear in two forms: present participle and past participle. The present participle always ends in *-ing* (running, sitting, mowing, giving). The past participle ends in *-en* or *-ed* or an irregular verb conjugation (exported, grown, kept, studied). Participles always act like adjectives and modify nouns, pronouns or other adjectives. Participles may appear before or after the word the participle modifies. If the participle appears after the word, then the participle must be set off by commas.

Example #1: The *bowing* prince addressed the queen.
- *Bowing* is a present participle that modifies the noun *prince*.

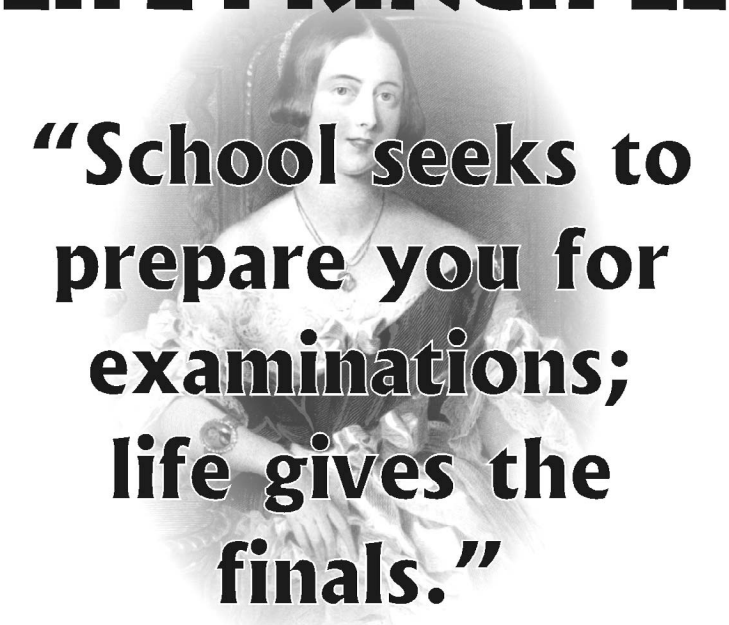
Example #2: The prince, *bowing*, addressed the queen.
- *Bowing* modifies the noun *prince* and is set off by commas because it appears after *prince*.

Example #3: The *delighted* queen graciously accepted the gift.
- *Delighted* is a past participle that modifies the queen.

Example #4: The queen, *delighted*, graciously accepted the gift.
- *Delighted* modifies the noun *queen* and is set off by commas because it appears after *queen*.

Continue to the Activities!

LIFE PRINCIPLE



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



Lesson 14

Chapter 2

Section 3

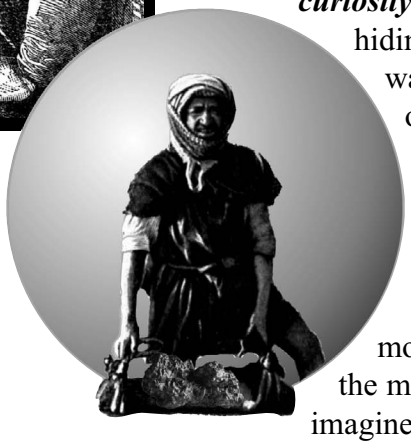
Lessons 11-15

FOOL'S GOLD



Worrying about the safety of his many possessions occupied much of the time of a rich, old ***miser***. He thought about *selling* all his property and *converting* it into a huge lump of gold. When he finally did, *burying* the gold in the ground near his garden wall seemed like a good idea. Every morning he visited the gold, dug it up, ***caressed*** it, and enjoyed ***gloating*** over it.

The miser's strange behavior aroused the ***curiosity*** of the town thief. After hiding carefully, the thief watched the miser gloating over his gold. As soon as the miser's back was turned, the thief went to the spot, dug up the gold, and took it away.



Visiting his gold in the morning was the highlight of the miser's day so you can imagine his ***distress*** when he found nothing but an empty hole. He wept and tore his clothes. His sorrowful ***lamenting*** was so loud that a neighbor came running to see what was the trouble. Learning the cause of the miser's distress offered a wonderful opportunity for the neighbor to give advice whether the miser wanted to hear it or not. So the neighbor said comfortingly, *"Distressing* yourself over something that was buried in the earth is foolish. Take a stone and put it in the hole, and think it is your lump of gold. You never meant to use it anyway. Therefore, it will do you just as much good to caress a lump of granite as a lump of gold." ■

(Aesop)

VOCABULARY

Miser: one who hoards money for its own sake, even at the expense of personal comfort
Caress: to touch or stroke lovingly and gently
Gloat: to think greedily or selfishly with great satisfaction
Curiosity: interest, wonder
Distress: sorrow or pain
Lamenting: outwardly expressing strong grief and sorrow

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



VERBALS: GERUNDS

The *gerund* is the third kind of verbal. Like present participles, gerunds end in *–ing*. A gerund is a verb that acts like a noun. You probably noticed the italicized gerunds in the vignette. To test whether the gerund is used in the correct place, substitute the word "it" for the gerund.

Example #1: His *lamenting* was loud.
- The gerund *lamenting* is the subject.
- (test) *It* was loud.

Example #2: He began *crying.*
- The gerund *crying* is the direct object.
- (test) He began *it*.

Example #3: The miser expressed his sorrow by *sobbing*.
- The gerund *sobbing* is the object of the preposition.
- (test) The miser expressed his sorrow by *it*.

Example #4: The thief's favorite pastime, *stealing*, brought sorrow to the miser.
- The gerund *stealing* is the appositive because it renames the subject (pastime).

Example #5: The thief's favorite pastime was *stealing*.
- The gerund *stealing* is the predicate nominative because it follows a linking verb and refers back to the subject (pastime).

Be sure not to confuse a gerund with part of a verb phrase or a present participle.

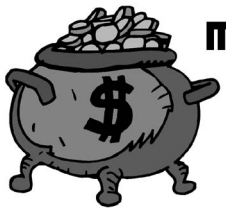
Verb phrase	**Present Participle**	**Gerund**
He is *helping.*	I will offer a *helping* hand.	*Helping* is important. (subject)
He was *listening*.	He lent a *listening* ear.	He began *listening*. (direct object)
They are *jogging.*	The *jogging* man stopped.	He stays healthy by *jogging*. (object of the preposition)

You have worked very hard. Continue to the Activities.

LIFE PRINCIPLE

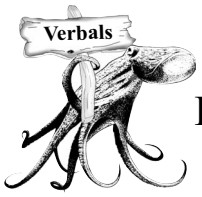
"The true value of money is not in its possession but in its use."

–Anonymous





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



Lesson 15

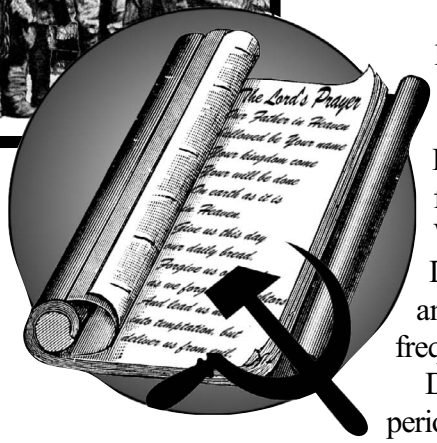
Chapter 2

Section 3

Lessons 11-15

YOU CAN MAKE A DIFFERENCE





Your life is more significant than you may realize. Throughout history, people like you, in the midst of difficult or awkward circumstances, found themselves enduring similar temptations and hardships that you face today. People with character choose to use hardships to make a difference in life.

Such is the story of Jewish physician Boris Kornfeld, who was imprisoned by communist police in Siberia, Russia. Dr. Kornfeld labored as a ***surgeon*** for prison officials and inmates. While serving in that capacity, Dr. Kornfeld was influenced by an unnamed Christian prisoner who frequently recited the Lord's Prayer. During a particularly difficult period of harsh treatment, Dr. Kornfeld was tempted to ***suture*** the cut on a prison guard's arm in such a way that the guard would slowly bleed to death. Dr. Kornfeld was ***appalled*** at his own violent thoughts as he recalled a line from the Lord's Prayer: "Forgive us our sins as we forgive those who sin against us."

Rather than becoming a violent and ***vengeful*** person, Dr. Kornfeld quietly performed his duties and helped heal the guard. The doctor also began to refuse to participate in certain immoral and inhumane activities with the guards and other prisoners. Such defiance placed Dr. Kornfeld's life in ***peril***.

One day as he tended a patient recovering from cancer, the doctor noticed that the patient's eyes reflected inner misery and hopelessness. Moved with compassion, Dr. Kornfeld revealed how he had adopted the lifestyle of a Christian and how it had changed his own life of bitterness. That night, Dr. Kornfeld was horribly murdered. His life, however, was not ***in vain***.

VOCABULARY

Surgeon: a doctor who performs surgery
Suture: to stitch up a wound
Appalled: horrified, disgusted
Vengeful: seeking revenge due to anger, bitterness and unforgiveness
Peril: danger
In vain: useless
Complement: a word that completes

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

The patient to whom the doctor confided his secret faith became a follower of Christ. He survived the long prison ordeal by thinking of life outside his cell. That cancer patient's name was Aleksandr Solzhenitsyn. He was eventually freed, and through his writing skills, helped bring an end to the horrors of atheistic communism.

Your life also has the potential to influence the world. By living honestly and purposefully, you may influence someone who will make the world a better place to live. You are significant because you are alive! ■

GERUND PHRASES



A gerund phrase begins with a gerund and ends with a ***complement***—a noun or pronoun. A gerund phrase may also include some modifiers that describe the complement.

Example #1: Examining aches and pains was Dr. Kornfeld's duty.
- The gerund phrase begins with the gerund *examining* and has two complements: *aches* and *pains*.
- The gerund phrase is the subject of the sentence.
- (test) It was Dr. Kornfeld's duty.

Example #2: One of his greatest skills was healing wounds.
- The gerund phrase begins with the gerund *healing* and has one complement: *wounds*.
- The gerund phrase is the predicate nominative.
- (test) One of his greatest skills was it.

Example #3: Dr. Kornfeld practiced forgiving his tormentors.
- The gerund phrase begins with the gerund *forgiving* and has one complement *tormentors* and one modifier *his*.
- The gerund phrase is the direct object.
- (test) Dr. Kornfeld practiced it.

Example #4: His life work, treating patients, brought joy to the doctor's heart.
- The gerund phrase begins with the gerund *treating* and has one complement: *patients*.
- The gerund phrase is the appositive, renaming the subject *work*.
- (test) His life work, it, brought joy to the doctor's heart.

Example #5: Aleksandr Solzhenitsyn had a worldwide reputation for revealing communism's horrors.
- The gerund phrase begins with the gerund *revealing* and has one complement *horrors* and one modifier *communism's*.
- The gerund phrase is the object of the preposition *for*.
- (test) Aleksandr Solzhenitsyn has a worldwide reputation for it.



You have successfully completed this lesson. Continue to the Activities.

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