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 3

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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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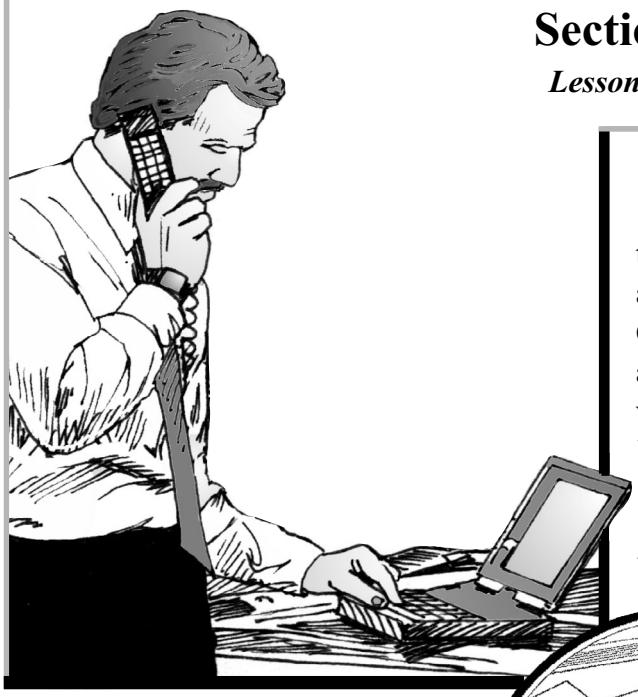
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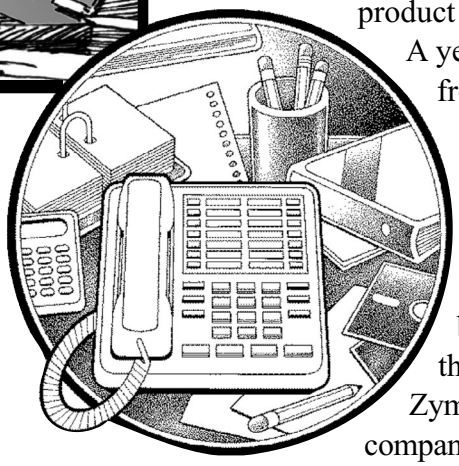
Section 1

Lessons 1-5

FAILURE: A KEY TO SUCCESS



Sergio Zyman knows about failure. In 1984, Coca-Cola assigned him the challenge of reversing Coke's ***decline*** against Pepsi. Zyman's strategy was to replace Coke's formula with a sweeter "New Coke," and broadcast the change as widely as possible with a huge advertising campaign. Zyman's biggest mistake was in not keeping classic Coke on the market. Within seventy-nine days, the original formula was back on the shelves. New Coke was called the most ***disastrous*** product launched since the Edsel. A year later, Zyman resigned from Coca-Cola.



Wounded and unwanted, Zyman did not talk to anyone from the company for fourteen months, but he did not burn any bridges. With the help of a partner, Mr. Zyman started a consulting company, Core Strategy Group. With a computer, a phone and a fax machine, he built a business advising clients as diverse as Miller Brewing and Microsoft. His message: think ***unconventionally***, take risks. Eventually, even Coca-Cola sought his advice. "In my wildest dreams, I never thought the company would ask me back," Zyman admitted. Seven years after his failure, Zyman returned to Coca-Cola, his ego ***intact*** and his job expanded.

Dolly Parton once said of her career, "I never stopped trying, and I never tried stopping." Zyman would no doubt agree. Even your worst failure can be a building block toward success. ■ (HB)

VOCABULARY

Decline: loss of advantage
Disastrous: causing much loss and damage
Unconventional: unusual, risky, different
Intact: together, unharmed

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CAPITALIZATION: PROPER NOUNS AND NEW SENTENCES



Capital letters help readers like you and me to recognize and to identify important words such as proper nouns and the beginnings of new sentences.

- **Rule #1:** Capitalize proper nouns.
- **Rule #2:** Capitalize the first word of each sentence.

Proper Nouns	**Examples**
names of people	Sergio Zyman, Dolly Parton, George Washington
names of places	Wal-Mart, Clifton University, Haywood Apartments
names of states	Florida, Oregon, Texas, North Carolina
names of regions	Southwest, North Pacific, South, East, Middle East
names of continents	North America, Asia, Europe, Africa
names of countries	United States of America, Canada, Russia, China
names of roads	Main Street, Fifth Avenue, Interstate 20
names of bodies of water	Lake Michigan, Colorado River, Pacific Ocean
names of islands and mountains	Mount Rushmore, Pelican Island, Hawaii
names of products	Coca-Cola, New Coke, Edsel, Microsoft

Example #1: The New Coke was a disaster.

- *New Coke* names a particular formula. It is a proper noun and must be capitalized.

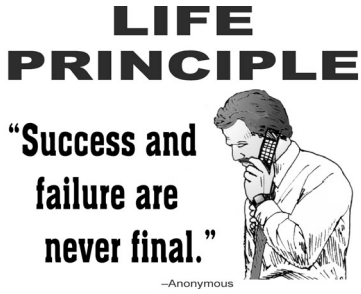
Example #2: In 1984, Coca-Cola assigned Sergio Zyman the challenge of increasing sales.

- The first word of the sentence, *in,* is capitalized.

Reading would be difficult without capital letters. Read the next paragraph without capital letters:

> sergio zyman knows about failure. in 1984, coca-cola assigned him the challenge of reversing coke's decline against pepsi. zyman's strategy was to replace coke's formula with a sweeter "new coke," and broadcast the change as widely as possible with a huge advertising campaign. his biggest mistake was in not keeping classic coke on the market. within seventy-nine days, the original formula was back on the shelves. new coke was called the most disastrous new product launched since the edsel. a year later, zyman resigned from coca-cola.

Continue to the Activities.



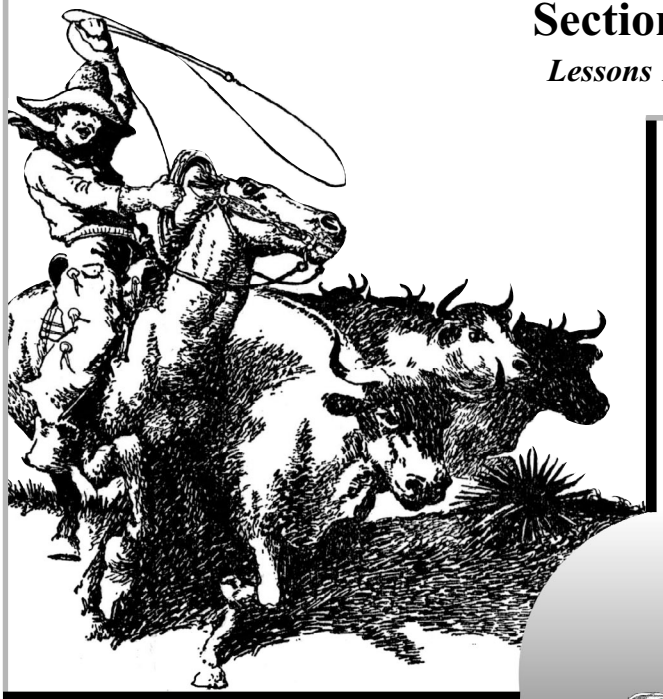
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Section 1

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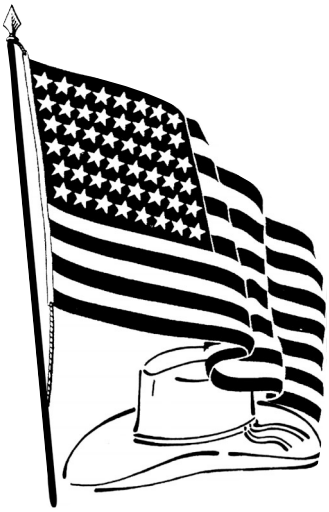
THE "COWBOY CODE"

1. The cowboy must never ***shoot first***, hit a smaller man or take ***unfair advantage***.
2. The cowboy must never go back on his word or on a trust ***confided*** in him.
3. He must always tell the truth.
4. He must be gentle with children, the elderly and animals.
5. The cowboy must not ***advocate*** or possess racially or religiously intolerant ideas.
6. He must help people in ***distress***.
7. He must be a good worker.
8. He must keep himself ***clean*** in thought, speech, action and personal habits.
9. He must respect women, parents and his nation's laws.
10. The cowboy is a ***patriot***.

(Anonymous)

VOCABULARY

Shoot first: to pick a fight, to be the first one to cause trouble
Unfair advantage: to cause discomfort, pain or harm to weaker persons
Confide: to trust with information
Advocate: to support, to agree with
Distress: in need of help
Clean: morally good
Patriot: one who loves, obeys and supports his country, its laws and causes
Creed: a set of principles or beliefs



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CAPITALIZATION: DIALOGUES AND TITLES

Dialogue is conversation between people. Dialogue is expressed in quotation marks. A *quotation* is the written form of the exact words a person speaks. A *title* is an identifying name for a person, place, thing or idea.

■ **Rule #1:** Capitalize the first word of a quotation.

Example #1: Jeremiah said, "I want to be like that cowboy."
- The first word of the quotation is capitalized.

Example #2: Monte said, "Cowboys should be respectful and courteous."
- The first word of the quotation is capitalized.

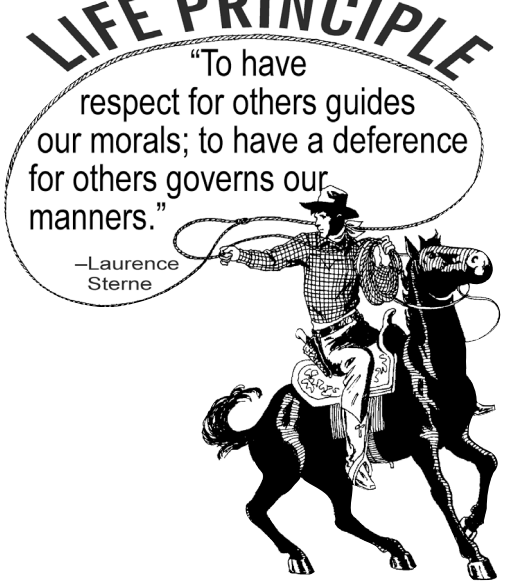
■ **Rule #2:** Capitalize the first word of the second part of a quotation only if the word begins a new sentence.

Example #1: "A true cowboy," said Philip, "must be a gentleman who possesses character."
- *Must* is not capitalized because it does not begin a new sentence.
- You know that *must* should be lower case because of the comma after *Philip*.

Example #2: "True cowboys are gentlemen," said Roman. "Gentlemen must have character."
- *Gentlemen* is capitalized because it begins a new sentence.
- You know that *Gentlemen* should be capitalized because of the period after *Roman*.

■ **Rule #3:** Capitalize the words in titles except for articles, prepositions and conjunctions unless they begin the titles.

Titles:
- **Book:** Duke: The Life and Image of John Wayne
- **Show:** Walker, Texas Ranger
- **Magazine:** U.S. News & World Report
- **Poem:** "The Midnight Ride of Paul Revere"
- **Newspaper:** The New York Times
- ***Creed*:** "The Cowboy Code"
- **Pledge:** "The Pledge of Allegiance"
- **Article:** "Charlton Heston, New Head of NRA"
- **Song:** "America, the Beautiful"
- **Movie:** The Negro Soldier



Continue to the Activities.

You are required to quote from memory to your teacher any five points of the "Cowboy Code." They will appear on your quiz and test.

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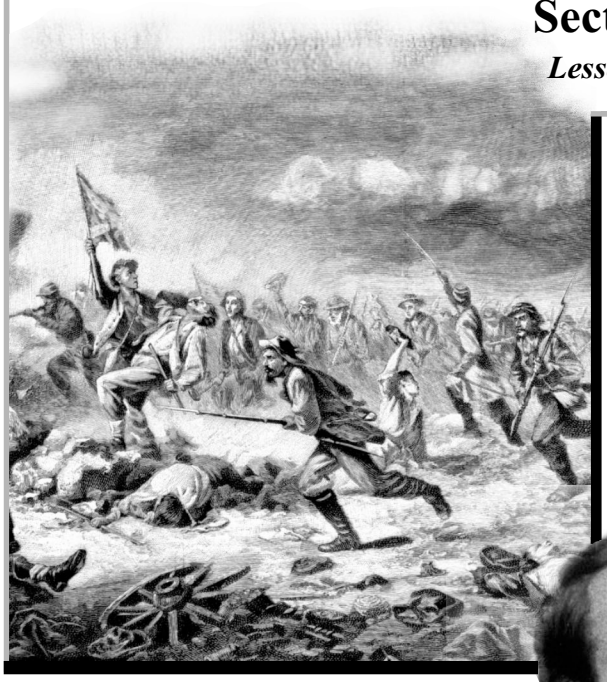
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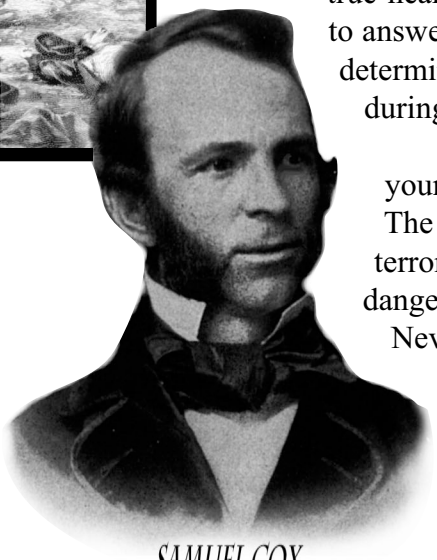
A HERO OF FISHING CREEK



Three brothers ***enlisted*** in the 19th Tennessee ***Infantry*** of the ***Confederate*** army when the ***Civil War*** broke out in 1860. The father of the three brothers was dead. The widowed mother and the two sisters remained in the old home.

John Rhea, the eldest brother, was 18 years old; the younger brothers were 15 and 13 years old. All the brothers were earnest and true-hearted. They were determined to answer the call of duty with the determination to act the parts of men during troubled times.

With the brothers went a young neighbor, Samuel Cox. The four boys did not realize the terrors of battle and the fearful dangers so soon to be encountered. Nevertheless, they promised always to watch for and assist each other, regardless of the difficulty or the cost.



SAMUEL COX

In January of 1862, the 19th Tennessee Infantry, under command of General Zollicoffer, made winter quarters on the north bank of the Cumberland River near Fishing Creek. The ***Federals***, under General Thomas, were not more than twenty miles away. One bitterly cold January night, the Confederates moved to attack General Thomas. The rain and sleet fell in a steady downpour; the wind blew and howled. With firm ***tread*** and unflinching heart the Confederates marched toward Union forces in a surprise attack.

VOCABULARY

Enlist: to enroll for military service
Infantry: soldiers who march on foot
Confederate: Southern government during Civil War
Civil War: (1860-1865) The War Between the States (North against South)
Federals: Union soldiers who fought for the North
Tread: step, stride
Rebel: Confederate soldiers who fought for the South

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Dawn broke with a wild ***Rebel*** yell as the southern soldiers rushed forward. The Federals quickly formed a line to meet the ***onslaught***. Because the attack had been so unexpected, so ***impetuous***, and so furious, Union resistance seemed useless. But soon the Federals were fully aroused and almost surrounded the Rebels who were slaughtered in fearful numbers. Two-thirds of the ***dauntless*** Rebel men who entered the fight lay dead or wounded on the field. A retreat began under heavy Union fire. The retiring army stumbled over their own dead, dying and wounded, while others of their number fell at every step. Maddening groans of agony and prayers for help were heard from fallen comrades, yet survivors were forced to rush mercilessly back to safety.

John Rhea was in retreat when suddenly—from a ***prostrate*** form—a piteous moan attracted John's attention. In all of the ***din*** and the confusion, the moan seemed to appeal especially to John. Something influenced him to pause for a closer look. Lying just beside the path was Sam Cox.

Rhea hesitated just a moment, taking in the situation fully. Soldiers rushed in retreat. The Federal army was in fierce pursuit. To stop even a second might mean death, but Rhea could not ***desert*** his friend. Falling on his knees beside the prostrate form, he cried hoarsely, "Sam! Sam! I am here. It is John! Come, I will carry you. Try to help. I will lift you to my back."

The wounded boy, only half conscious, stirred ***feebly***. He lifted an arm, but it fell back nervelessly. "Oh, Sam! Try! We have not a moment to lose. The Federals are almost upon us!"

With a strenuous effort, Rhea bent forward, lifted Sam and started across the field. The sky was black with clouds and falling rain; the burden was heavy. The shelter of the forest seemed a thousand miles away, but the young hero bore up bravely and reached a place of safety. At ***imminent*** risk of his own life, Rhea rescued his friend.

John Rhea was the great nephew of Major Matthew A. Rhea who had performed a similar heroic deed during the ***Revolutionary War*** at the Battle of Guilford Courthouse. Each carried a wounded comrade to a place of safety. ■

(Anonymous)

VOCABULARY

Onslaught: terrible attack
Impetuous: sudden, forceful
Dauntless: fearless, unstoppable
Prostrate: stretched out face down
Din: loud noise
Desert: to abandon one's duty station in time of need
Feeble: weak, without strength
Imminent: immediate, unavoidable
Revolutionary War: (1775-1783) the war for U.S. independence from England



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CAPITALIZATION: PROPER ADJECTIVES AND THE PRONOUN "I"

Remember that adjectives modify (describe) nouns, pronouns and other adjectives. Proper adjectives are formed from proper nouns and must also be capitalized.

Proper Noun	Proper Adjective	Explanation
The man born in *America*	The *American* man.	*American* describes *man*
The boy from *Tennessee*	The *Tennessee* boy.	*Tennessee* describes *boy*
The woman from *Mexico*	The *Mexican* woman.	*Mexican* describes *woman*
The general in the *Confederacy*	The *Confederate* general.	*Confederate* describes *general*
The victorious *Union*	The victorious *Union* Army. . . .	*Union* describes *Army*
The valiant *Federals*	The valiant *Federal* Army.	*Federal* describes *Army*
The defeated *Rebels*	The defeated *Rebel* Army.	*Rebel* describes *Army*
The battles in the *South*	The *Southern* battles.	*Southern* describes *battles*
The friend of *John Rhea*	*John Rhea's* friend	*John Rhea's* describes friend

■**Rule #1:** Capitalize proper adjectives.

■**Rule #2:** Capitalize the pronoun *I*.

Example #1: I read about John Rhea's bravery.
- The pronoun *I* and the proper adjective *John Rhea's* are capitalized.

Example #2: "I am here," said the Rebel soldier.
- The pronoun *I* and the proper adjective *Rebel* are capitalized.

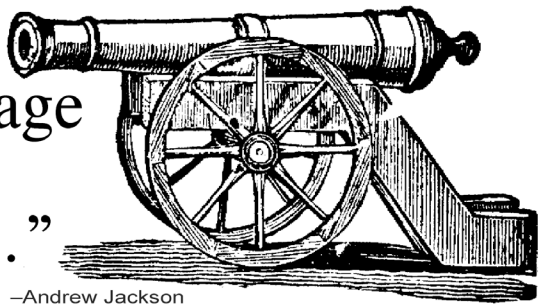
■**Rule #3:** Capitalize titles and abbreviations before names.

Examples:			
	General (Gen.) Lee	Private Cox	Misses (Mrs.) Lee
	Colonel (Col.) Zollicoffer	Uncle Sam	Grandfather Rhea
	Lieutenant (Lt.) Thomas	Aunt Sophia	Secretary (Sec.) Johnson
	President Lincoln	Mister (Mr.) Rhea	Coach Taylor
	First Lady Lincoln	Major (Maj.) Rhea	Vice President Adams

You are learning much about capitalization and acts of bravery. Keep learning! Education is a definite key to success!

LIFE PRINCIPLE

"One man with courage makes a majority."



–Andrew Jackson

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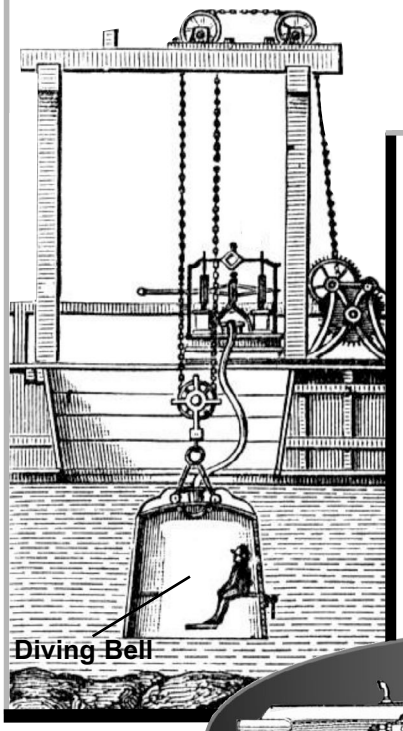
Chapter 3

Capitalization **Lesson 4**

Section 1

Lessons 1-5

THE DILIGENT MAN

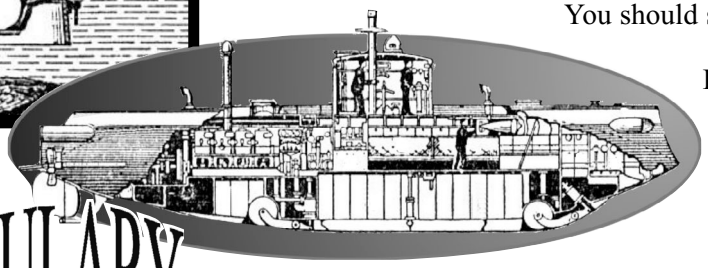


*I*ndustry links ***diligence*** to success. To be diligent is often a daily struggle—a battle against indecision, laziness and ***procrastination***. The following poem offers an ***antidote***:

We are often greatly bothered
By two fussy little men,
Who sometimes block our pathway –
Their names are *How* and *When*.

If we have a task or duty
Which we can put off a while,
And we do not go and do it –
You should see those two ***rogues*** smile!

But a way is made to beat them,
And I will tell you how:
If you have a task or duty,
Do it *well*, and do it *now*.



When the ***submarine*** *Squalas* and its crew became ***immobilized*** on the floor of the Atlantic Ocean, a ten-ton ***diving bell*** was lowered several times, bringing the thirty-three survivors to safety. An observer noted, "Not one of the men said, 'I think I will wait for another opportunity.'"

Look at every opportunity with a sense of ***urgency***. It may be the missing ingredient that will propel you forward. ■

(HB)

VOCABULARY

Diligence: steady effort and wise use of time
Procrastination: to delay
Antidote: a cure for any wrong
Rogue: one who causes trouble and failure in others
Submarine: an underwater ship
Immobilized: unable to move or operate
Diving bell: metal structure used by divers for underwater rescue
Urgent: requiring immediate attention

CAPITALIZATION: POETRY AND THE CALENDAR

In this lesson, you will learn about capitalizing poetry, holidays, celebrations, days of the week and months of the year.



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■**Rule #1:** Capitalize the first word of each line in poetry.

Example:
We are often greatly bothered
By two fussy little men,
Who sometimes block our pathway
Their names are *How* and *When*.

- The first word of each line is capitalized, even though each line does not begin a new sentence.

■**Rule #2:** Capitalize names of holidays and special celebrations.

■**Rule #3:** Capitalize months of the year and days of the week.

Holidays and Celebrations

New Year's Day	Flag Day
Martin Luther King Day	Juneteenth
President's Day	Father's Day
Valentine's Day	Independence Day
Ash Wednesday	Labor Day
Abraham Lincoln's Birthday	Rosh Hashanah
George Washington's Birthday	Yom Kippur
St. Patrick's Day	Columbus Day
Palm Sunday	Halloween
Passover	Election Day
Good Friday	Veteran's Day
Easter	Thanksgiving Day
Mother's Day	Hanukkah
Memorial Day	Christmas

Months of the Year

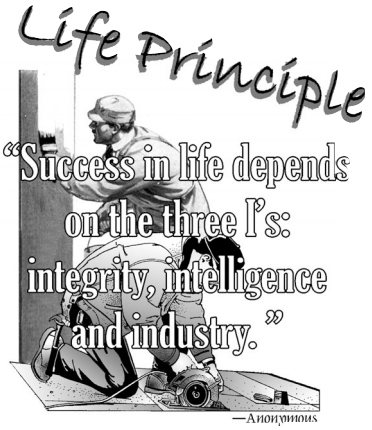
January	May	September
February	June	October
March	July	November
April	August	December

Days of the Week

Sunday	Thursday
Monday	Friday
Tuesday	Saturday
Wednesday	

Example #1: We celebrate New Year's Day with family and friends.
Example #2: I celebrate Flag Day because I am thankful for the soldiers who died for my freedom.
Example #3: America celebrates Labor Day on the first Monday of September.
Example #4: We celebrate Thanksgiving Day on Thursday in November.

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



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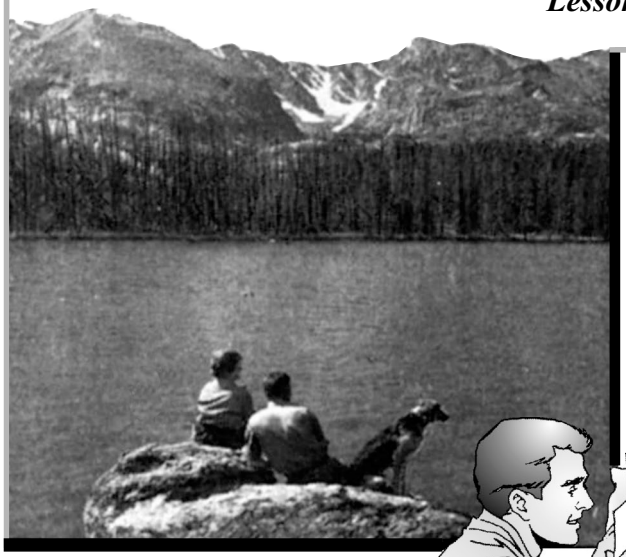
Capitalization **Lesson 5**

Chapter 3

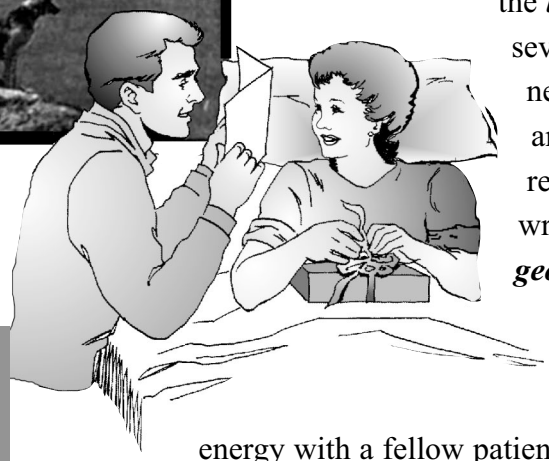
THE MIGHT TO WISH

Section 1

Lessons 1-5



In 1928, a happy, ***ambitious*** young nursing student was ***diagnosed*** with ***tuberculosis***. Her family sent her to a nursing home in Saranac Lake for several months of "curing." She was destined to remain in bed for twenty-one years! Most people might have given up, but not Isabel Smith. She approached the ***threshold*** of death on several occasions, but she never ceased to pursue the art of living. Isabel Smith read ***voraciously***, loved to write letters, studied ***geography***, and taught other patients to read and write. From her bed she studied atomic energy with a fellow patient, a young ***physicist***, and organized a ***town hall*** on the topic.



While ill, she met a kind, gentle, man, also a patient at the ***sanitarium***. She dreamed of marrying him and having a little house "under the mountains." At her lowest ***ebb***, her dream kept her going, and in 1948, Isabel Smith did marry. She then wrote a book about "all the good things life has brought me." *Wish I Might*, published in 1955, earned Isabel enough money in ***royalties*** to purchase her mountain retreat.

A tragic life? Hardly! Isabel Smith achieved everything she set out to achieve, even when the odds against her were 1,000 to 1. Even flat on her back in bed, she never quit growing, learning and giving. ■ (HB)

VOCABULARY

Ambitious: full of energy and purpose
Diagnose: a medical term for finding and defining a disorder
Tuberculosis: a lung disease
Threshold: beginning point
Voraciously: eagerly, with intense interest
Geography: the study of the Earth's features (rocks, trees, soil)
Physicist: one who studies physics
Town hall: a public meeting
Sanitarium: a health care facility for healing long-term illnesses
Ebb: low point
Royalty: money from writing and selling a book
Sentence: period of time

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CAPITALIZATION: LETTERS AND OUTLINES

In this lesson, you will learn two capitalization rules. The first applies to the greeting and closing of a letter. The second applies to the main topic and the subtopic of an outline.

■**Rule #1:** Capitalize the first word and proper nouns in the greeting, but only the first word of the closing in a letter.

greeting →

Dear Mother and Father, August 4, 1928

I give greetings to my parents whom I love dearly. Due to the tuberculosis, I must stay quiet in order to recover. The ***sentence*** to silence has offered me much time to think and to use my mind because my body lies useless. I am seeking ways to use these long hours constructively. I have asked for a geography book that I might better learn about my world.

A young lady in the bed next to mine has expressed an interest in learning to read. I will begin instructing her as soon as I receive the materials that are needed for the lessons.

I have met a charming young gentleman who studies physics and other high sciences. He has been instructing me in those fields. The new knowledge gives me hope. I can also use my mind to impart my experiences to others to give them hope. I love you both dearly. Your visits are always welcomed and anticipated.

closing →

Your loving daughter,

Isabel

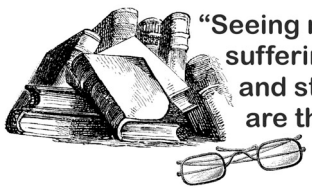
■**Rule #2:** Capitalize the first word of each main point and subpoint in an outline.

I. Greeting
II. Date
III. Personal information
  A. News about tuberculosis
  B. Interest in geography
  C. Reading lessons to girl in next bed
  D. Meeting a physicist
  E. Study of sciences
  F. Desire to give hope to others
  G. Assurances of love and future visits
IV. Closing

Complete the Activities, then request the Section Quiz from your teacher.

Remember: Making an 85% or above on the Section Quizzes may exempt you from the Chapter Test.

LIFE PRINCIPLE



"Seeing much, suffering much, and studying much are the three pillars of learning."
—Benjamin Disraeli

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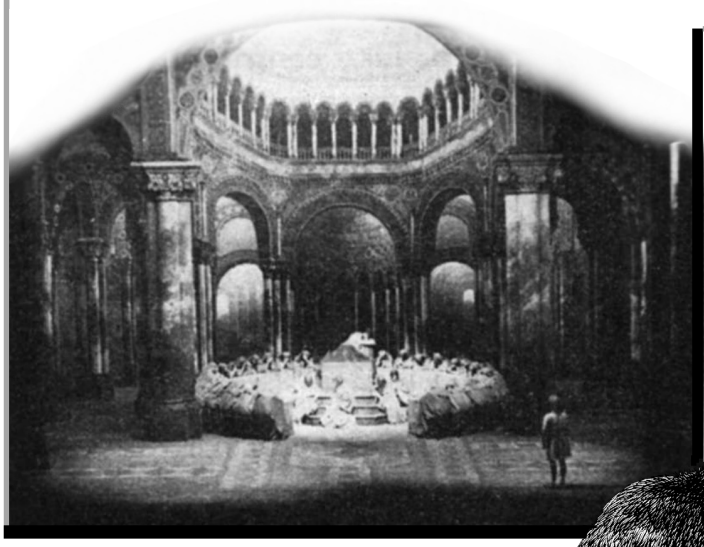
Chapter 3

Punctuation **Lesson 6**

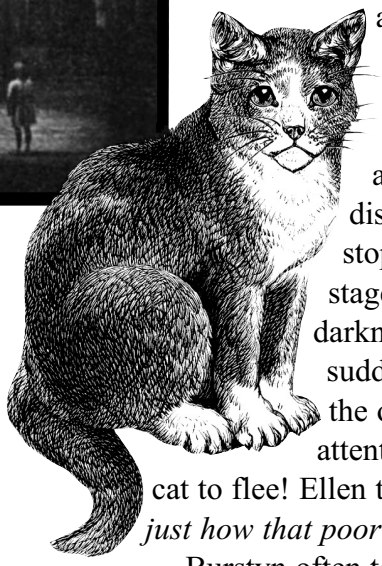
Section 2

Lessons 6-10

BROADWAY OR THE HIGHWAY



During a show on ***Broadway***, the famous actress Ellen Burstyn learned an important lesson that she never forgot. While performing a drama, Burstyn noticed that the audience began to stir and soon burst into laughter. Burstyn saw the cause of the disturbance: a stray cat was prancing across the stage. The cat was unaware of its audience nor was the cat aware that it was disturbing a show. The cat stopped in the center of the stage and peered into the darkness at the theater seats. A sudden realization that it was the object of so much attention caused the terrified cat to flee! Ellen thought to herself, "*I know just how that poor animal feels*."



Burstyn often told that story to young actors and actresses. Burstyn believed the ***incident depicted*** the job of an actor or actress—that job was to quiet the urge to flee when a thousand pairs of eyes stare at the stage.

The famous actress knew that to "make it" on Broadway, performers must have courage to face the "darkness with all those eyes." Otherwise, the ***aspiring*** actor or actress will be facing the ***highway***.

Focus on your task or goal. Look straight ahead. Focus will calm your fears and fill you with courage. ■

(Anonymous)

VOCABULARY

Broadway: the center of U.S. theater productions in New York City
Incident: an act or event
Depict: demonstrate, explain, show
Aspiring: planning to achieve
Highway: slang for "You are out of here."
Asset: benefit

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END PUNCTUATION

End punctuation is important because it can change the meaning of a statement. Knowing how and when to use end punctuation marks will be a very valuable ***asset*** to your educational career. A punctuation mark at the end of each sentence provides clear understanding of the writer's purpose. End marks indicate that a complete thought is finished.

Three end marks are used in writing: a period (**.**), a question mark (**?**) and an exclamation point (**!**). Each end mark indicates a different type of sentence. Interrogative sentences ask questions and require question marks; exclamatory sentences express strong emotion or surprise and require exclamation points; declarative sentences make statements or give facts and require periods; imperative sentences give commands or make requests and also require periods.

■**Rule #1:** Place question marks after interrogative sentences.

■**Rule #2:** Place exclamation points after exclamatory sentences.

■**Rule #3:** Place periods after declarative sentences.

■**Rule #4:** Place periods after imperative sentences.

Example #1: Had you heard of Ellen Burstyn before today?
- The interrogative sentence ends in a question mark.

Example #2: The cat was terrified!
- The exclamatory sentence ends in an exclamation point.

Example #3: Ellen Burstyn is an accomplished actress.
- The declarative sentence ends in a period.

Example #4: Focus on your goals.
- The imperative sentence ends in a period.

■**Rule #5:** Place periods after abbreviated titles or words. (Abbreviations are usually formed from the first couple of letters of a word or from the first and last letters.)

Word Abbreviations
etc.—etcetera
St.—street (or saint)
Dr.—drive
Co.—company
Inc.—incorporated
ft.—foot or feet
in.—inch(es)
hr.—hour
min.—minute

Title Abbreviations
Mrs. Lincoln—Misses (Mistress) Lincoln
Dr. Salk—Doctor Salk
Mr. Spielberg—Mister (Master) Spielberg
Gen. Grant—General Grant
Col. Thomas—Colonel Thomas
Lt. Rhea—Lieutenant Rhea

***Note:** In old English, the words *mistress* and *master* were commonly used as courtesy titles or in reference to tutors, teachers or someone educated or in authority. These words have been replaced by *misses* or *miss* and *mister*.



Continue to the Activities.

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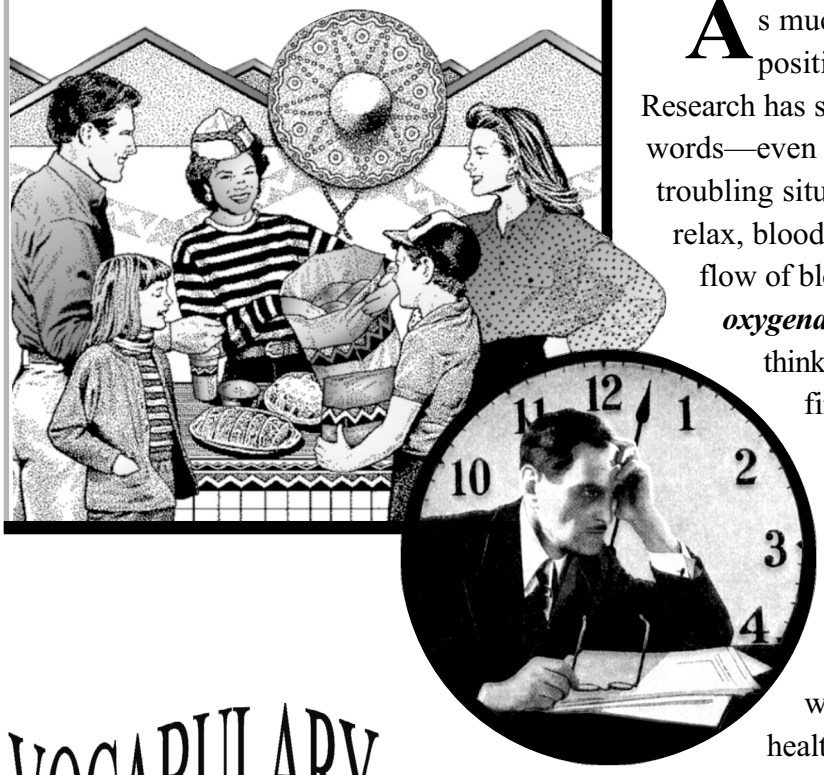
Chapter 3

Punctuation **Lesson 7**

ARE YOU ABSOLUTELY POSITIVE?

Section 2

Lessons 6-10



As much energy is required to say a positive word as a negative word. Research has shown that when we speak positive words—even in difficult circumstances or troubling situations—our bodies relax. As we relax, blood flow increases, including the flow of blood to the brain. A well-***oxygenated*** brain is much more likely to think creatively, make wise decisions, find reasonable solutions and generate answers to questions.

Positive words ease relationships and create an atmosphere of peace that is ***conducive*** to rest, relaxation, ***rejuvenation*** and sleep—all of which are necessary for good health.

On the other hand, ***contrary*** to popular thought, negative words do *not* release tension. Negative words keep the body in a state of tension, ***constricting*** muscles and blood vessels. ***Irrational***, unreasonable behavior is a secondary effect.

A continual flow of negative words causes relationships to suffer, which creates an atmosphere of ***disharmony*** and prompts ***fitful*** sleep and ***frayed*** nerves—none of which are healthy!



One of the best things we can do for our overall health is to transform our speech habits! ■ (HB)

VOCABULARY

Oxygenated: supplied with oxygen
Conducive: helpful, beneficial
Rejuvenation: rest, renewal
Contrary: to be opposite, in disagreement with
Constricting: squeezing
Irrational: unreasonable
Disharmony: discord, argument, breakdown of relationships
Fitful: irregular, not smooth
Frayed: torn, in bad condition

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COMMAS

A comma indicates a pause and has many uses in the English language. In this lesson, you learn how to use commas correctly and effectively.

■**Rule #1:** Place a comma between words or phrases in a series.

- The comma before the *and, or* or *nor* in a series is optional.

Example #1: Positive words create an atmosphere that is conducive to rest, relaxation, rejuvenation and sleep.

- The commas separate the series *rest*, *relaxation*, *rejuvenation* and *sleep*.
- Notice that no comma appears before the *and*.

Example #2: A well-oxygenated brain is much more likely to think creatively, make wise decisions, find reasonable solutions, and generate answers to questions.

- The commas separate the series *think creatively*, *make wise decisions*, *find reasonable solutions*, and *generate answers to questions*.
- Notice the comma before the *and*.

■**Rule #2:** Place a comma between the day and the year.

Examples: July 4, 1776 January 1, 1865 December 7, 1941

■**Rule #3:** Place a comma between the city and the state in an United States address and between the city and the country in a foreign address.

American addresses: Astoria, Oregon Independence, Wyoming Austin, Texas

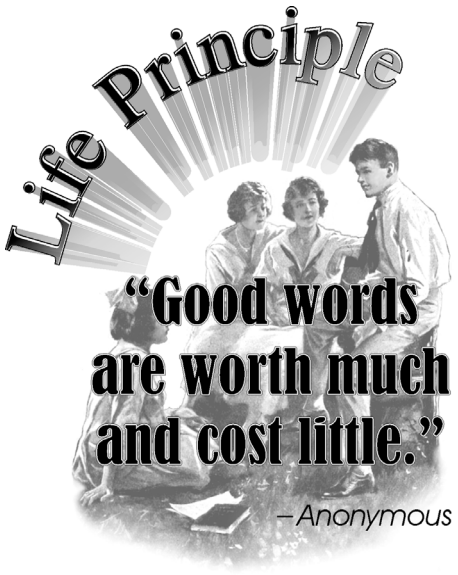
Foreign addresses: Jerusalem, ISRAEL London, ENGLAND Santiago, CHILI

■**Rule #4:** Place a comma after the greeting and closing of an informal letter.

Greetings: Dear Mother and Father, Dear Elizabeth, Dear Mr. Johnson,

Closings: Love, Isabel Sincerely, James Yours truly, Josiah

Continue to the Activities!



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Punctuation **Lesson 8**

Chapter 3

THE BAD KID WHO MADE IT

Section 2

Lessons 6-10



Nelson Diebel, a ***hyperactive*** and ***delinquent*** child, was enrolled in the Peddie School where he met swimming coach Chris Martin, who believed the more one practices, the better he performs. Within a month, he had Nelson swimming 30 to 40 hours a week, even though Nelson could not sit still in a classroom for 15 minutes. Martin saw ***potential*** in Nelson. The coach constantly put new goals in front of the student, trying to get him to focus and turn his anger into strength. Nelson eventually qualified for the Junior Nationals and the Olympic Trials.



In a diving accident, however, Nelson broke both hands and arms. The doctors warned that the teen probably would never regain his winning form. Coach Martin told Nelson, "You're coming all the way back . . . . If you're not committed to that, we're going to stop right now." Nelson agreed, and within weeks after his casts were removed, the dedicated youth was swimming again. In 1992, Nelson won Olympic gold. As Nelson accepted his medal, he ***recalls*** thinking *I planned and dreamed and worked so hard . . . and I did it!* The kid who once could not sit still and who had no ***ambition*** had learned to make a plan, pursue it and achieve it. He had become a winner in far more than swimming. ■

(HB)



VOCABULARY

Hyperactive: overactive, too energetic
Delinquent: failing to do what is required
Potential: the possibility for improvement
Recall: to remember
Ambition: a strong desire for honor and success

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COMMAS AND APPOSITIVES



An *appositive* is a noun that directly follows and renames another noun. An appositive is set off by commas. However, sometimes an appositive ends a sentence; therefore, only one comma is needed. Sometimes an appositive is not alone but includes modifiers.

Example #1: The 1992 Olympic Gold Medal Champion, Nelson Diebel, worked hard to achieve his dream.
- The appositive *Nelson Diebel* renames *The 1992 Olympic Gold Medal Champion*.

Example #2: Nelson Diebel, a youth, was enrolled in the Peddie School.
- The appositive is *youth* because it identifies and renames the noun *Nelson Diebel*. The modifier that accompanies the appositive is the article *a*.
- One comma is before the appositive, and one comma is after the appositive.

Example #3: Chris Martin, the coach, pushed Diebel to do his best.
- The appositive *coach* renames the subject *Chris Martin* and is set off by commas. The modifier that goes with the appositive is the article *the.*

Example #4: Nelson practiced hard to become the best in swimming, his favorite sport.
- The appositive *sport* identifies and renames the noun (gerund) *swimming*. The modifiers that go with the appositive are *his favorite.*
- Because the appositive ends the sentence, only one comma is necessary.

Example #5: Nelson Diebel wanted to achieve the highest prize, the Olympic gold.
- The appositive *gold* renames the noun *prize*. The modifiers that accompany the appositive are *the Olympic*.
- The appositive is set off by only one comma because the appositive ends the sentence.

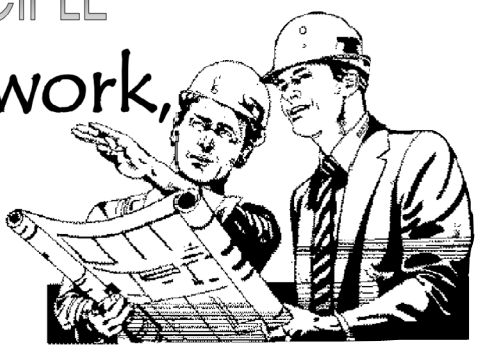
Example #6: Chris Martin, Nelson's swimming coach, believed Nelson could achieve his highest goals.
- The appositive *coach* renames *Chris Martin*. The modifiers that accompany the appositive are *Nelson's swimming*.

Example #7: Nelson Diebel, a hyperactive and delinquent child, was enrolled in the Peddie School.
- The appositive is *child* because it identifies and renames the noun *Nelson Diebel*. The modifiers that go with the appositive are *hyperactive* and *delinquent*.
- One comma is before the appositive, and one comma is after the appositive.

Now you have an opportunity to apply your knowledge. Continue to the Activities.

LIFE PRINCIPLE

"Plan the work, and work the plan."



–Anonymous

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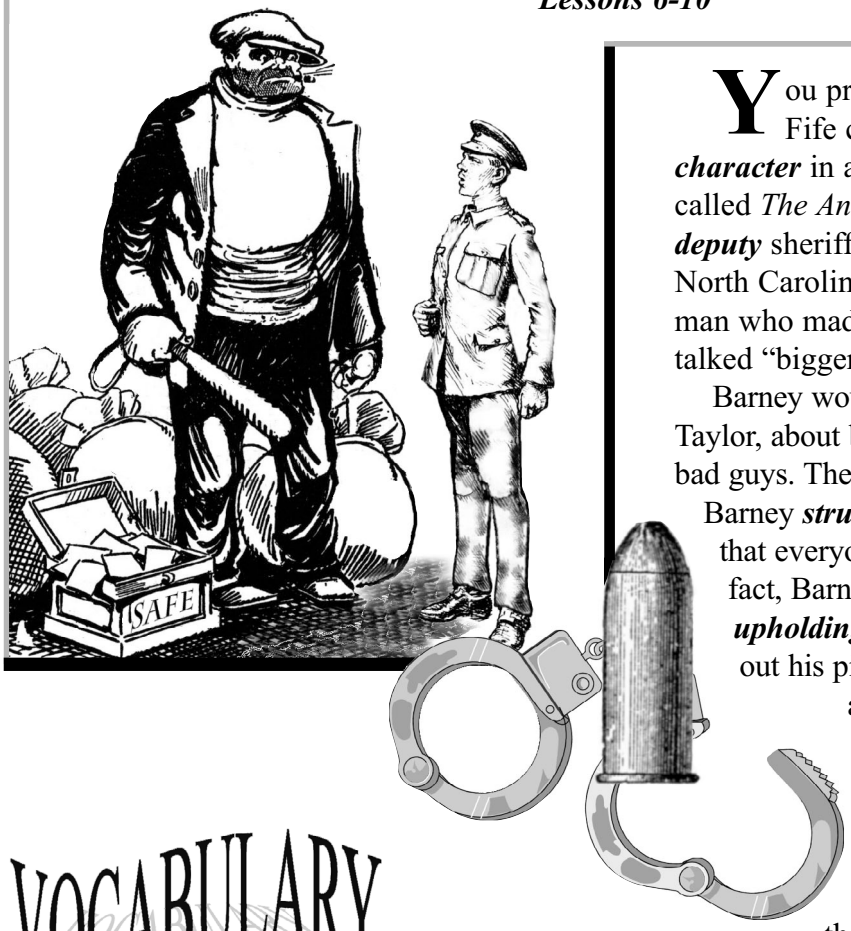
Punctuation **Lesson 9**

Chapter 3

BARNEY FIFE COURAGE

Section 2

Lessons 6-10



You probably have heard of "Barney Fife courage." Barney Fife was a ***character*** in an old television program called *The Andy Griffith Show*. Fife was the ***deputy*** sheriff in Mayberry, a small town in North Carolina. Barney was a skinny little man who made people laugh because he talked "bigger" than he was.

Barney would brag to the sheriff, Andy Taylor, about being able to ***apprehend*** the bad guys. The people of Mayberry would see Barney ***strutting*** around town making sure that everyone was obeying town rules. In fact, Barney would get so excited about ***upholding*** the law that he would ***haul*** out his pistol, wave it around, and accidentally shoot it. After a while, Sheriff Taylor told Deputy Fife, "Unload your revolver and put the bullets in your shirt pocket."

Everyone who watched the show knew the reason Barney bragged. He was just a little bit scared! So you can imagine what Barney wanted to do when he really did face a big, bad, bank robber: run like the wind! No, he did not run. Barney did his duty. His knees were ***knocking***, his hands were shaking, and his voice was trembling, but Barney did the right thing. He faced the bad guy and took him to jail. That is "Barney Fife courage"—doing what needs to be done no matter how scared you are. Deputy Fife did not let fear tell him what to do.

Have you the courage of Barney Fife? Perhaps you need courage to finish school, to do right and to do your very best. ■

VOCABULARY

Character: an actor in movies or dramas
Deputy: assistant sheriff
Apprehend: stop, arrest
Strut: to walk proudly, arrogantly
Uphold: to enforce
Haul: to take or pull in a dramatic fashion
Knock: to shake

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COMMAS THAT SET APART CERTAIN WORDS

Commas are very necessary parts of our English language. Commas set apart words such as nouns of direct address, interjections and parenthetical expressions. A *noun of direct address* is a noun that calls someone by name or refers directly to someone. An *interjection* is a small word that is placed into a sentence. A *parenthetical expression* is a phrase that is interjected into a sentence but that is not necessary to the meaning of the sentence.

■**Rule #1:** Use commas to set apart nouns of direct address.

Example #1: Bethany, did you enjoy *The Andy Griffith Show*?
- *Bethany* is the noun of direct address. It is separated by a comma.

Example #2: Students, please write your names on the tests.
- *Students* is the noun of direct address. It is separated by a comma.

Example #3: You can do what is right, young man, even when you are afraid.
- The noun of direct address *young man* is set off by commas.

Example #4: You did the right thing, Deputy.
- The noun of direct address *Deputy* is set apart by a comma.

■**Rule #2:** Use commas to set apart interjections.

Example #1: Yes, Deputy Fife did the right thing.

Example #2: No, I do not believe that.

Example #3: Well, I guess I will go with you.

Example #4: Oh, I think I would like to do that.
- The interjections *yes, no, well* and *oh* were each set apart by a comma.

■**Rule #3:** Use commas to set apart parenthetical expressions.

Examples:	of course	in other words	contrary to	for instance
	for example	by the way	fortunately	in my opinion

Example #1: Fife did not know, of course, that he would encounter a giant bank robber.

Example #2: In other words, Fife bragged about having courage when he had not demonstrated it.

Example #3: Fife was provided an opportunity to demonstrate his courage, in my opinion.

Proceed to the Activities!

LIFE PRINCIPLE

"Feel as scared as you need to, but do what is right."



–Anonymous

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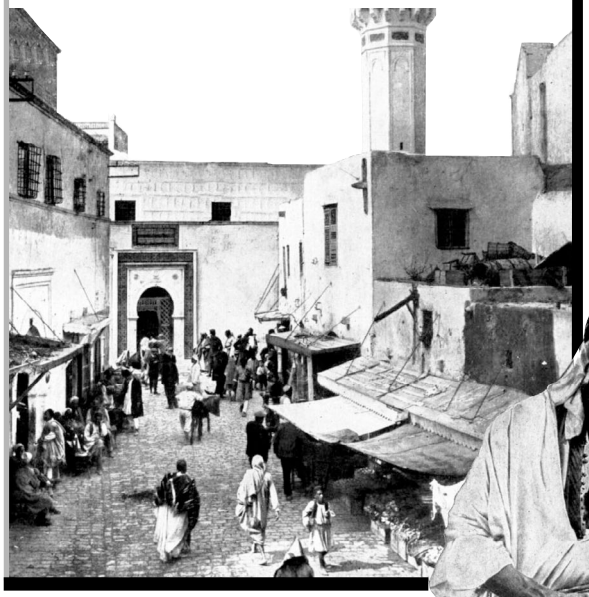
Punctuation **Lesson 10**

Chapter 3

Section 2

Lessons 6-10

THE ANONYMOUS OBSERVER



Long ago, a band of ***minstrels*** lived in a faraway land. They earned a living by traveling from town to town, singing and playing music. The minstrels had not been doing well ***financially***, however. Times were hard and the common people had little money to spend on concerts, even though the fees were small.

The group met one evening to discuss their ***plight***. "I see no reason for opening tonight," one said. "Snow is falling, and no one will come out on a night like this." Another said, "I agree. Last night we performed for just a handful. Even fewer will attend tonight."

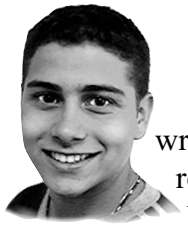
The leader of the ***troupe*** responded, "I know you are discouraged. I am, too. But we have a responsibility to those who might come. We will continue, and we will do the best job of which we are capable. We will not fault those who come for those who do not. The ones who attend should not be punished with less than our best."

Heartened by his words, the minstrels gave their best performance ever. After the show, the leader called his troupe to him again. In his hand was a note, given to him by one of the audience members, just before the doors closed. Slowly the leader read, "Thank you for a beautiful performance." The note was signed simply, "Your King." ■ (HB)

VOCABULARY

Minstrels: singers or musicians
Financially: referring to money
Plight: a bad situation
Troupe: a group of musicians
Heartened: cheered up, encouraged
Paraphrase: to say in your own words
Scribe: a person who keeps and writes important records and documents, often a servant
Detract: take from, to distract
Sire: a word meaning "father" but usually referring to a king or male ruler
Lord: referring to a male ruler

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QUOTATION MARKS

A *direct quotation* is someone's exact words, either spoken or written. A direct quotation must be surrounded by quotation marks (" ") so readers know which words are quoted directly. If a quotation is not surrounded by quotation marks, the reader will believe that the words are ***paraphrased***.

▪**Rule:** Use quotation marks before the first word and after the last word of a direct quotation. Notice that the end puncuation mark is placed inside the last quotation mark.

Correct: "I see no reason for opening tonight," one minstrel said.
Incorrect: I see no reason for opening tonight one minstrel said.
- Without the quotation marks, the sentence is incorrect.

(Also, notice that a new paragraph is begun whenever another person speaks. Read the dialogue below and notice the quotation marks around each direct quotation.

"Your Majesty," said the king's ***scribe***, "I saw an announcement nailed on a post at the market."

"What was announced?" asked the king.

"The poster announced a band of performing minstrels," replied the servant.

"Oh!" exclaimed the king. "As much as I would like to hear them play, I cannot go. My presence would ***detract*** from the performance."

"Why is that, ***Sire***?" inquired the servant.

The king answered, "Whenever I attend an event, everyone watches me and pays little attention to the performers. I have quit attending because the minstrels do not receive the attention they deserve."

The scribe smiled. "Sire," he said, "did you know that snow is falling outside?"

"Well, yes," said the king, puzzled, "but what has that to do with a band of minstrels?"

"The snow provides a way for you to hear the minstrels play, my ***lord***! Not many people will be out in this bad weather tonight."

"Perhaps you are correct, Omar," replied the king.

"Dress in bulky clothes," the scribe urged, "and leave most of the guards behind. No one will recognize you."

Continue to the Activities.

LIFE PRINCIPLE



"God is with those who patiently persevere."

–Arabian Proverb

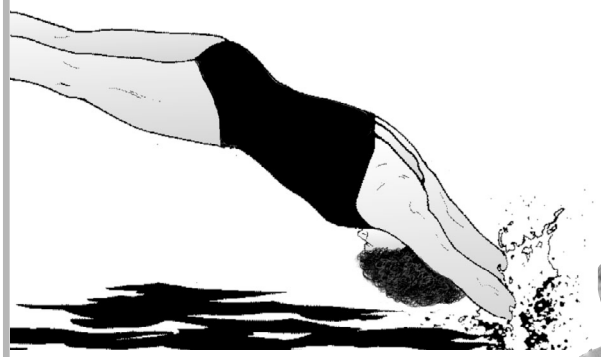
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Punctuation **Lesson 11**

Chapter 3

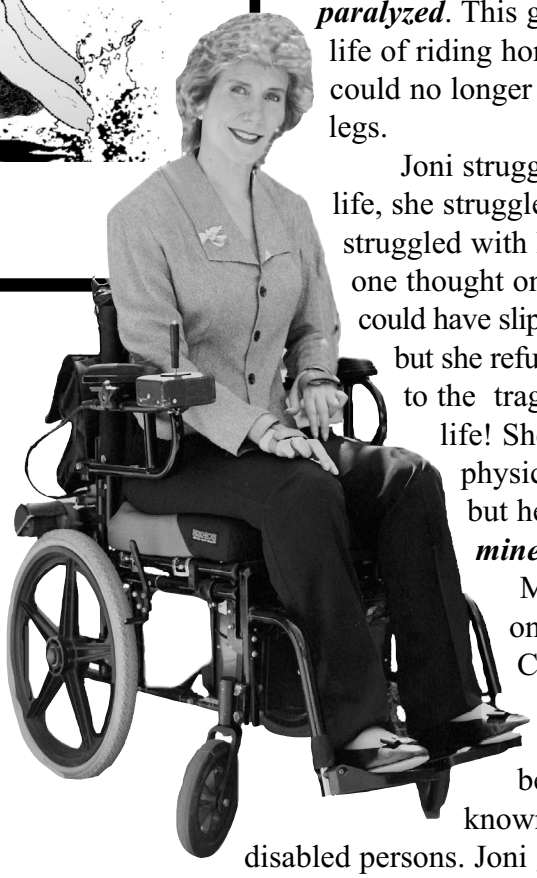
JONI EARECKSON TADA

Section 3
Lessons 11-15



In the summer of 1967, a teenage girl named Joni Eareckson was swimming with some friends. Joni dove into a lake not realizing how shallow the water was. She broke her neck and became ***paralyzed***. This girl, who had loved a life of riding horses and swimming, could no longer move her arms and legs.

Joni struggled. She struggled with life, she struggled with God, and she struggled with her ***paralysis***. She had one thought on her mind. WHY? Joni could have slipped into suicidal despair, but she refused to do so. Her answer to the tragedy was to have a full life! She could not move physically below her neck, but her mind was a ***gold mine*** of new beginnings.



Miss Eareckson lived for one thing—to ***accelerate*** Christian ministry in the disabled community. Joni, a ***quadriplegic***, became internationally known as an ***advocate*** for disabled persons. Joni gave hope to people in despair. She hosted radio shows, recorded music albums, wrote 21 books (including some children's books), traveled as a conference speaker and became a ***mouth artist***. In 1983, Joni married Ken Tada, a high school teacher. ■



Joni and Ken Tada

VOCABULARY

Paralyzed: unable to move
Paralysis: loss of muscle movement
Gold mine: rich resource, full of opportunity
Accelerate: to speed up, to improve or benefit
Quadriplegic: one who is paralyzed in both arms and both legs
Advocate: to support, endorse and help
Mouth artist: a person who paints by holding the brush with his/her mouth

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COMMAS AND QUOTATIONS

You have already learned some valuable lessons about commas. Today's lesson focuses on commas and quotations. A quotation begins with a quotation mark and ends in some kind of other punctuation mark and another quotation mark. A quotation is preceded or followed by explanatory words. *Explanatory words* explain the quotation and tell who is speaking and what the speaker did. Explanatory words may appear before, after or in the middle of a quotation.

Explanatory words:
he said she yelled they whispered I asked

■**Rule #1:** Use commas to separate a quotation from explanatory words.

Example #1: The doctor said, "You will probably never walk again."
- Notice that the explanatory words *The doctor said* are at the beginning of the sentence.
- The comma appears after the explanatory words and just before the quotation.

Example #2: "I am sorry," the doctor said, "but you will probably never walk again."
- Notice that the explanatory words *the doctor said* are in the middle of the quotation.
- Notice that the first comma appears inside the quotation marks before the explanatory words, and the second comma appears directly after the explanatory words.

Example #3: "You will probably never walk again," the doctor said.
- Notice that the quotation begins with a quotation mark and ends with a comma inside the second quotation mark before the explanatory words.

■**Rule #2:** Do not use a comma directly after another type of punctuation (question mark, exclamation point, period) in a quotation.

Correct: "How can this tragedy be turned to good?" asked Joni.
Incorrect: "How can this tragedy be turned to good?," asked Joni.
- In the correct example, no comma is needed because the question mark ends the quotation.

Congratulations! You have finished Section Two. Continue to the Activities.



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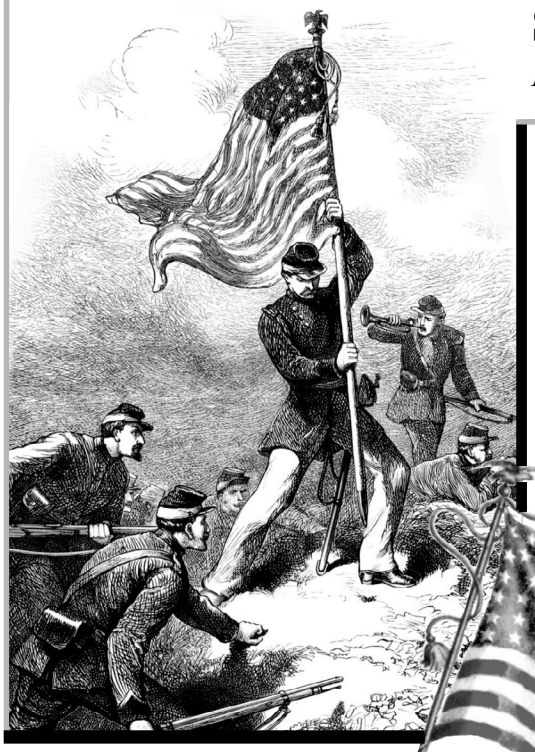
Chapter 3

Punctuation **Lesson 12**

Section 3

Lessons 11-15

FITZGIBBONS: A COLOR BEARER OF THE 10TH OHIO



In Ohio was a little home where lived a fine young fellow who was beloved by all who knew him. He was brave and true and so faithful to duty that he had won the respect and affection of both old and young.

The summer of 1861 had arrived. The Civil War had begun. Thousands of loyal citizens hastened to enlist under the "Stars and Stripes."

Day after day the number of ***gallant*** men ***rallying*** for the cause grew larger, and the 10th Ohio Regiment was almost complete. Then a boy, about nineteen years old, walked quietly into camp.

"What is your name, and what position do you want?" asked one of the officers jestingly, as he looked into the eager face of the boy.

"My name is Fitzgibbons, Sir, and I want to be the ***color bearer*** of the regiment," was the quick reply. "I want to fight, and, if need be, to die in the forefront of the battle."

"Brave words, my boy," answered the officer. "I will speak to the colonel about this."

Soon the 10th Ohio Regiment was full, and Fitzgibbons was its color bearer. Fitzgibbons became very popular with his companions of the ***color guard***, and no happier nor prouder man was in the whole command than he when the march began. He held the flagstaff to his ***bosom***. He knew that the dear old banner was fluttering over his head. "Ah, boys," he said, after the first day's march, "the color guard may have the place of danger, but it has also the place of honor. I would rather die holding the ***Star Spangled*** Banner than die resting in the finest palace in the world."

VOCABULARY

Gallant: courageous, moral, honorable
Rally: to gather for a cause
Color bearer: carrier of the flag
Color guard: group of soldiers who guard the flag
Bosom: chest
Star spangled: sprinkled with shining stars
Breastworks: man-made hills from which soldiers hide behind and fire upon the enemy
Routed: defeated, run off
Entrenched: firmly dug in, ready to defend

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When August came, the 10th Ohio was in Virginia and was approaching the southern ***breastworks*** at Carnifex Ferry. On August 20, 1861, the Confederates led by General Floyd had ***routed*** Colonel Tyler's Federal forces. Now, General Floyd and his confederate forces were ***entrenched*** behind breastworks near a rough mountain stream. The 10th Ohio was almost within range of the Confederates when ordered by Colonel Lytle to lie down and wait for ***reinforcements***.

Suddenly, Federal General Rosecrans ordered his regiment into action, saying, "We will try them, boys; we will try them, anyway!"

The soldiers sprang to their feet in response to the order. Just as they did, a roar of musketry gave them a deadly welcome. The Confederates had seen the 10th Ohio! With a yell of defiance, the Ohio troops rushed forward. In advance of his troops, was the young color bearer. Fitzgibbons was proudly holding the flag aloft.

Over his head floated the "Stars and Stripes." Though the rifle balls whistled and flew by on every side, Fitzgibbons turned neither to the right nor to the left but ***bore*** the flag onward toward the ***foe***. A fine mark he was for the sharpshooters; a hundred balls seemed aimed at him. Cheers, hoarse cries and blinding smoke surrounded Fitzgibbons. Stifled moans were heard as some poor fellows went down. Suddenly, a sickening thud sounded against the brave young color bearer's body. The right hand which clasped the flag was completely severed from the boy's arm at the wrist. The lad was almost blinded by blood.

The colors wavered and fell. In overwhelming agony, the flag's young defender trembled where he stood. For a moment he faltered; then he quickly caught the flag from the dust with his left hand and sprang forward. His left hand held the staff; the mangled right arm with the blood streaming to the ground was thrown across Fitzgibbons' chest.

Suddenly, a cannonball whizzed from the Confederate ***embankment***. The color bearer was in its path! The iron ball passed through the body of the brave young soldier. He fell with his body enveloped in the beloved flag that was now drenched in sacrificial blood. A comrade stooped over the prostrate form of the young hero and loosened the clasp of his fingers. Uplifted by other hands, the colors again led the Ohio regiment.

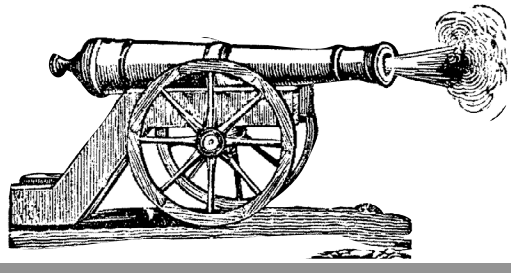
In defense of the flag, the entire 10th Ohio color guard sacrificed their lives. The last bearer, though mortally wounded and lying ***prone*** upon the field, stuck the staff into the ground to keep it aloft.

Whenever American boys see the "Stars and Stripes," well should be remembered the dear flag's cost in bloodshed. Let all Americans remember the lives sacrificed to defend America's honor. ■

(Anonymous)

VOCABULARY

Reinforcements: support soldiers (troops) who relieve those in battle
Bore: carried
Foe: enemy
Embankment: a man-made hill built onto the side of a wall
Prone: stretched out, face downward



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COMMA AND QUOTATION REVIEW

Place quotation marks around the exact words of a speaker.

Example #1: "Young man," said the officer, "what position do you want?"
- Notice that the first part of the quotation *Young man* has a set of quotation marks—one at the beginning, and one at the end.
- The second part *what position do you want* is also surrounded by quotation marks.

Example #2: "Brave words, my boy," said the officer. "I will speak to the colonel about this."
- The first part of the quotation *Brave words, my boy* is set apart by quotation marks.
- The second part of the quotation *I will speak to the colonel about this* is also set apart by quotation marks.

Use commas to separate the quotation from the explanatory words.

Example #1: "Sir, I want to be the color bearer of the regiment," replied the brave youth.
- Notice the comma after *regiment* and before the explanatory words *replied the brave youth*.
- Notice that the comma is inside the quotation marks.

Example #2: "Ah, boys," he said, "the color guard may have the place of danger, but it also has the place of honor."
- Notice the comma after *boys*. The comma is inside the quotation mark.
- Notice the comma after *he said.* The comma separates the explanatory words from the remaining portion of the quotation.

Do not use a comma before explanatory words if the quotation ends in a question mark or an exclamation point.

Correct: "We will try them, boys!" roared the general. "We will try them anyway!"
Incorrect: "May I join the color guard?," asked Fitzgibbons. "I will defend the flag no matter what the cost."

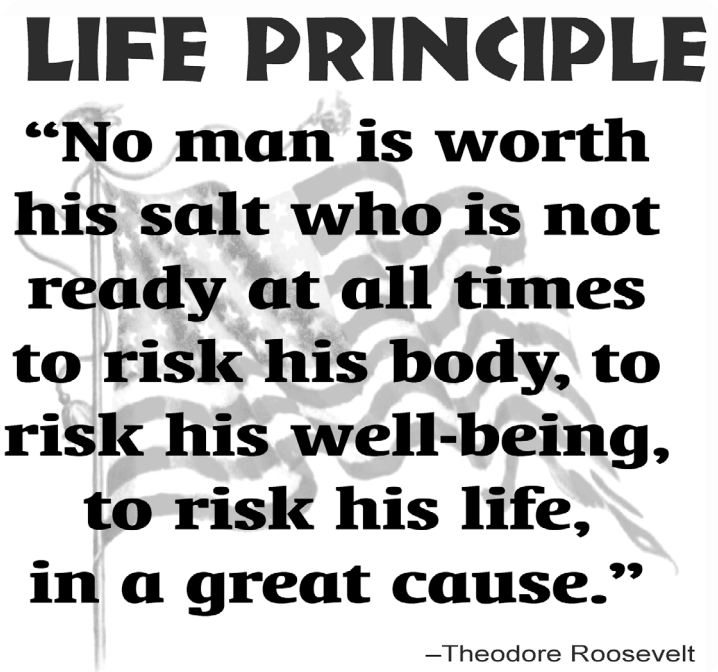
If a period follows the explanatory words, the second part of the quotation begins with a capital letter. If a comma follows the explanatory words, the second part of the quotation begins with a lower case letter.

Example #1: "I want to be the color bearer," said the boy. "If need be, I will fight and even die."
- Notice the period after the explanatory words. The second part of the quotation begins with a capital letter.

Example #2: "My name is Fitzgibbons, Sir," said the boy, "and I want to be the color bearer."
- Notice the comma after the explanatory words. The second part of the quotation begins with a lower case letter.

Read the Life Principle on the next page, then continue to the Activities.

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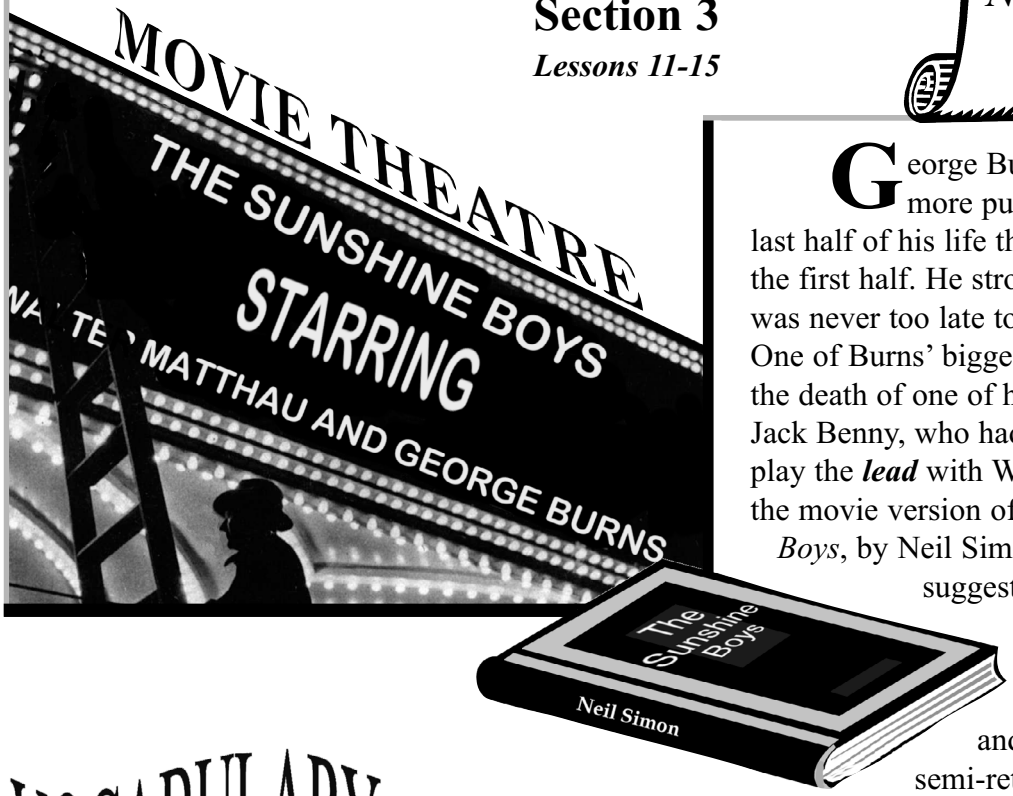
Punctuation **Lesson 13**

Chapter 3

Section 3

Lessons 11-15

THE MAN WHO WAS NEVER TOO LATE



George Burns probably knew more public ***acclaim*** in the last half of his life than he did during the first half. He strongly believed it was never too late to move ahead. One of Burns' biggest ***breaks*** came at the death of one of his best friends, Jack Benny, who had been signed to play the ***lead*** with Walter Matthau in the movie version of *The Sunshine Boys*, by Neil Simon. Burns' ***agent*** suggested Burns take the part. Says Burns, "At that time, I was in my eighties and more or less semi-retired. I had not done a movie in 35 years. The film people were afraid that because of my age I would forget my lines and it would slow down production of the film, but Irving convinced them to give me the role."

About a week before starting production, the director called for a reading of the ***screenplay*** with the members of the ***cast***. Burns showed up without his ***manuscript***. Both the director and producer were concerned that Burns' memory had failed him to the point he had forgotten his script. To everyone's surprise, Burns had already memorized all of his lines—as well as those of every other cast member! He won an Academy Award as Best Supporting Actor for his role in *The Sunshine Boys* and went on to act in more than ten movies.

(HB)

In ***commemoration*** of Mr. Burns' life, one person said, "He [George Burns] . . . had . . . a great sense of humor, and a great capacity never to give up working, never to give up loving, and never to say 'never.'" ■

VOCABULARY

Acclaim: approval, fame
Break: chance, opportunity
Lead: the main part in a movie or play
Agent: a person who represents an actor in business matters
Screenplay: the script of a television show or movie adapted from a book
Cast: the members (characters) in a movie or theater production
Manuscript: a paper on which words are written
Commemoration: a celebration in remembrance of a person or an event

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APOSTROPHES

An *apostrophe* is a single mark that looks like this ('). An apostrophe is used to show possession or omission. *Possession* usually indicates ownership. *Omission* indicates missing letters, numbers or words, such as in contractions. A *contraction* is a shortened or combined version of one or more words.

POSSESSION

The English language uses nouns and pronouns to indicate ownership of something. If a book belongs to your mother, you would write: *That book is my mother's book*. The word *mother* is a noun. If the book belongs to you, you would write: *That book is my book*. The word *my* is a pronoun. Both nouns and pronouns are used to indicate possession. However, only nouns use apostrophes when showing possession. Pronouns do not.

■ **Rule #1:** Add an apostrophe and *s* to singular and plural nouns to show possession.

Singular noun: Jack Benny's best friend was George Burns.
Plural noun: The men's surprised expressions pleased Burns.

■ **Rule #2:** Add only an apostrophe to singular and plural nouns that already end in *s*.

Example #1: Burns' best friend was Benny.
Example #2: Memorizing the members' lines was not too challenging for Burns.

OMISSION

■ **Rule:** Use an apostrophe to indicate letters that are missing.

Example #1: "I hadn't made a movie in 35 years," Mr. Burns said.
- *Hadn't* is a contraction for *had not*.
- The apostrophe indicates the omitted letter *o*.

Example #2: "The film crew was afraid that because of my age I'd forget my lines."
- *I'd* is a contraction for *I would*.
- The apostrophe shows the omission of the letters *w o u l*.

Example #3: "It's never too late, and you're never too old!"
- *It's* is a contraction for *it is*. The apostrophe omits the letter *i*.
- *You're* is a contraction for *you are*. The apostrophe omits the letter *a*.

The following is a list of common words and phrases from which contractions are formed.

Phrase or Word	Contraction	Phrase or Word	Contraction
madam	ma'am	would not	wouldn't
you are	you're	could not	couldn't
they are	they're	cannot	can't
1993	'93	of the clock	o'clock
I will	I'll	did not	didn't
I would	I'd	who is	who's
you would	you'd	it is	it's
had not	hadn't	he is	he's
should not	shouldn't	she is	she's

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"It's" and "Its"

As you have probably noticed, the contraction *it's* is very similar to the pronoun *its*. The possessive pronoun *its* does not have an apostrophe. Remember, pronouns do not use apostrophes to show possession. Only nouns do. The word *it's* is a contraction for *it is* and does require an apostrophe.

Example #1: *Its* cast is eager to begin.

- *Its* is a possessive pronoun and does not require an apostrophe. You know in context that *its* is a possessive pronoun because it shows ownership: Whose cast? *Its* cast.

Example #2: One of *its* main characters is Burns.

- *Its* is a possessive pronoun and does not require an apostrophe. You know in context that *its* is a possessive pronoun because it shows ownership: Whose characters? *Its* characters.

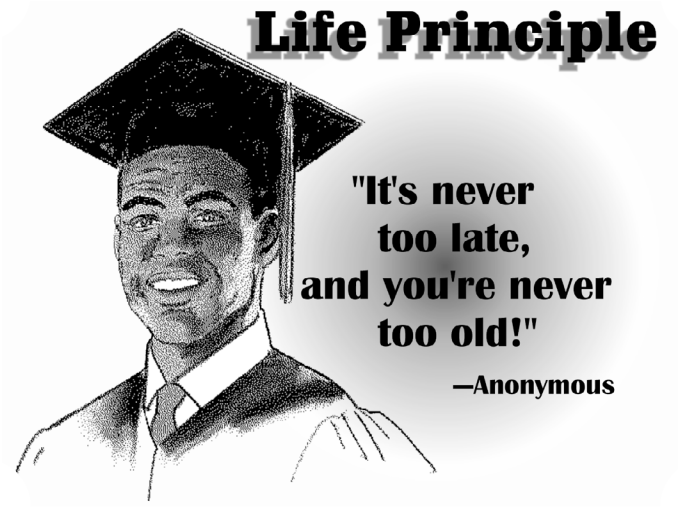
Example #3: The movie will sell because *it's* a good story.

- *It's* is a contraction and does require an apostrophe. You know in context that *it's* is a contraction because you could substitute *it is.*
- Substitution: The movie will sell because *it is* a good story.

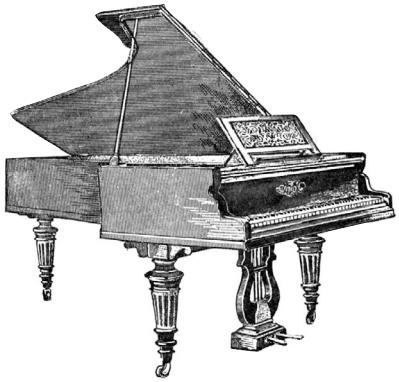
Example #4: *It's* a well-known movie.

- *It's* is a contraction and does require an apostrophe. You know in context that *it's* is a contraction because you could substitute *it is.*
- Substitution: *It is* a well-known movie.

You are learning a lot of useful material. Following these rules will ensure your success in writing, reading and speaking. Continue to the Activities.



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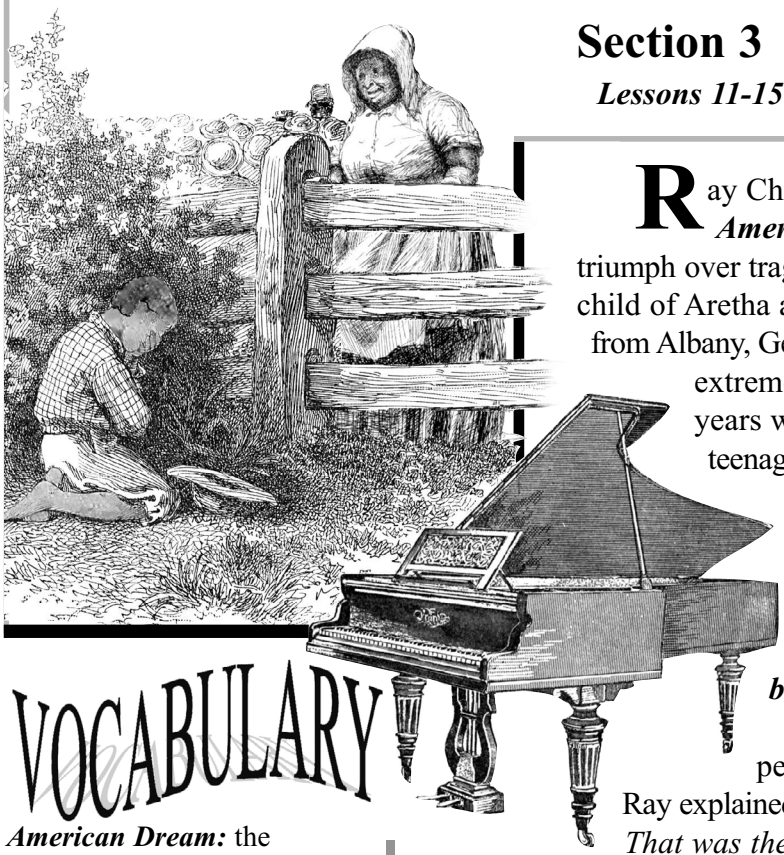
Chapter 3

Punctuation **Lesson 14**

RAY CHARLES

Section 3

Lessons 11-15



Ray Charles' story vividly portrays the ***American Dream***—rags to riches and triumph over tragedy. Born in 1930, Ray was the first child of Aretha and Baily Robinson, a black couple from Albany, Georgia. The Robinson family was extremely poor during the ***Depression*** years when Ray was born. As a child and teenager, Ray experienced one tragedy after another. When Charles was five years old, his brother, age four, drowned in a wash tub in the back yard. By age seven, Charles was completely blind and was sent to a ***boarding school*** for blind children.

At age 15, the most important person in Ray's life died—his mother. Ray explained the heartache he endured:

That was the most devastating thing in my whole experience. It happened while I was away at school, and they didn't want to tell me. They just called me into the office and said that I needed to go home right away . . . . From that moment on, I was totally out of it . . . . I was truly a lost child.

In Ray's home town lived an elderly woman who attended the Baptist church. Ma Beck had noticed the boy's suffering. She said to Ray one day, "Son, you know I knew your mama. And I know how she tried to raise you."

"Yes, ma'am," Ray said and started to cry.

"Well," said the older woman, "then you also know that your mama didn't want you going around doing nothing and feeling sorry for yourself. Isn't that right?"

Ray said, "Yes ma'am." More tears came. Ma Beck understood Ray's sorrow over the deaths of both his mother and his brother. Ma Beck made Ray understand that neither death was

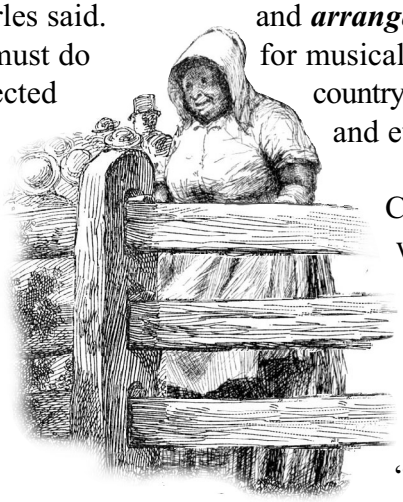
VOCABULARY

American Dream: the opportunity in the United States to become successful through the free enterprise concepts of hard work, diligence and resourcefulness
Depression: the years in America (1930-1933) when jobs, food and money were scarce
Boarding school: a school where students live
Braille: a system of reading and writing for the blind
Correlation: connection
Compose: to write music
Arrange: to put in order
Quest: diligent search

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his fault, and that he could not go through life blaming himself.

"That episode with Ma Beck shook me out of my depression," Charles said. "After that I told myself that I must do what my mom would have expected me to do. And so the two greatest tragedies in my life—losing my brother and then my mom—were extraordinarily positive for me. What I've accomplished since then really grows out of my coming to terms with those events."



Ray Charles loved music. It was as much a part of him as his blood. He decided to develop that great gift within him. The road to success was difficult. "I didn't completely starve to death," he said. "I had a lot of days when I ate sardines and dried beans and bread to survive." He learned to read ***Braille*** and to type. He discovered mathematics and its ***correlation*** to music. He learned to ***compose*** and ***arrange*** music in his head. His ***quest*** for musical ***notoriety*** took him all over the country—Florida, Washington, California and every place in between.

In concerts and clubs, Ray Charles sang and played the piano with all his might. But one day, he received a criticism that made him cry for days. In 1946, he had auditioned for a part in a band. After the leader heard Charles play, the leader said, "Ain't good enough, kid . . . . You heard me. You don't got what it takes." That critic was wrong!

By the early 1960s, Ray Charles had accomplished his dream. He had become a musical celebrity in the United States and had made his first European tour. Ray Charles became accomplished in every style of music including ***Blues***, ***Soul***, ***Gospel***, ***Jazz***, and Country and Western. He put his style to the great patriotic ***anthem*** "America, the Beautiful" and ***Rogers and Hammerstein*** classics "Some Enchanted Evening" and "Oh, What a Beautiful Morning."

Ray Charles also accomplished ***humanitarian*** efforts. He helped people and causes in which he believed. He donated to Martin Luther King and supported the State of Israel. "Even though I'm not Jewish," he explained, ". . . Israel is one of the few causes I feel good about supporting. Blacks and Jews are hooked up and bound together by a common history of persecution . . . ."

The name of Ray Charles is known to those who appreciate music. He influenced American music in a great way and gave dignity and hope to many young people who also had poor beginnings. ■

VOCABULARY

Notoriety: public attention, popularity
Blues: melancholy music of African-American origin
Soul: music of African-American origin which depicts the condition of the human soul and spirit in relation to God
Gospel: religious music
Jazz: uniquely of American origin (made popular by both blacks and whites in the 1920s), characterized by forceful rhythm, wind, percussion and stringed instruments
Anthem: a complex song with spiritual significance
Rogers and Hammerstein: famous theater and musical producers in the 1940s
Humanitarian: a person who spends his money and time benefiting other humans
Biblical: referring to the Bible
Formal Correspondence: a business letter

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COLONS

A colon (**:**) indicates that more information follows a statement.

■**Rule #1:** Use a colon to introduce an explanation.

Example #1: Ray Charles is an example of the American Dream: rags to riches and triumph over tragedy.
- The words *American Dream* may need an explanation for people who do not understand what it means. The explanation is *rags to riches and triumph over tragedy*.

Example #2: Ray suffered three tragedies: the death of his brother and mother and blindness.
- *The death of his mother and brother and blindness* explains *three tragedies.*

■**Rule #2:** Use a colon to introduce a series.

Example #1: Many difficulties were endured by Ray Charles: the death of his brother and mother, poverty, blindness and rejection.

Example #2: The American Dream provides many opportunities: success, wealth, new beginnings, fame, peace.

■**Rule #3:** Use a colon to sum up a series.

Example #1: Jazz, Soul, Gospel, Country and Western: he could play them all.
- *He could play them all* sums up the series *Jazz, Soul, Gospel, Country and Western.*

Example #2: Poverty, blindness, rejection and tragedy: he endured and overcame them all.
- *He endured and overcame them all* sums up the series *poverty, blindness, rejection* and *tragedy.*

■**Rule #4:** Use a colon to introduce lengthy quotations.

Example: Charles explained the effects of his mother's death:

That was the most devastating thing in my whole experience. It happened while I was away at school, and they didn't want to tell me. They just called me into the office and said that I needed to go home right away . . . . From that moment on, I was totally out of it . . . . I was truly a lost child.

- No quotation marks are needed when a colon introduces a long, indented, italicized quotation.

■**Rule #5:** Use a colon before a short quotation (in place of a comma).

Example #1: Ma Beck told Ray: "You know your mama wouldn't want you running around feeling sorry for yourself and getting nothing done."

Example #2: The leader said to Ray: "You ain't good enough. You don't got what it takes."

■**Rule #6:** Use a colon to separate ***biblical*** citations, ratios and time.

Example #1: (biblical) Psalm 119:105
Example #2: (ratios) The chances of Ray becoming successful were 1:25.
Example #3: (time) Often, Charles worked all night (8:00 p.m.-2:00 a.m.) to support himself.

■**Rule #7:** Use a colon to punctuate the salutation in a ***formal correspondence***.

Examples: Dear Mr. Charles: Dear Production Manager:

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SEMICOLONS

A semicolon (**;**) is a mark that may replace the coordinating conjunction *and*. However, a semicolon forces the reader to make a stronger pause than the reader would for a conjunction. More than one semicolon can be in one sentence.

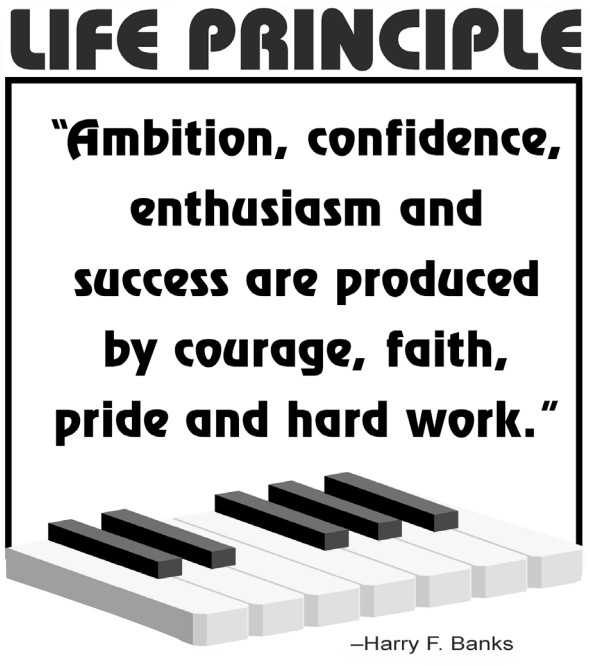
Example #1: Ray Charles was poor; he was blind.

- The semicolons replaced the coordinating conjunction *and*. Without the semicolons, the sentence would read: *Ray Charles was poor, and he was blind.*

Example #2: Ray Charles was optimistic; he worked; he became successful.

- The semicolons replaced the coordinating conjunction *and*. Without the semicolons, the sentence would read: *Ray Charles was optimistic, and he worked, and he became successful.*

As a writer, you may want to use a semicolon to emphasize a pause in a stronger way than a coordinating conjunction would. Just remember that it only replaces a coordinating conjunction and should be used in the correct ways. Continue to the Activities.



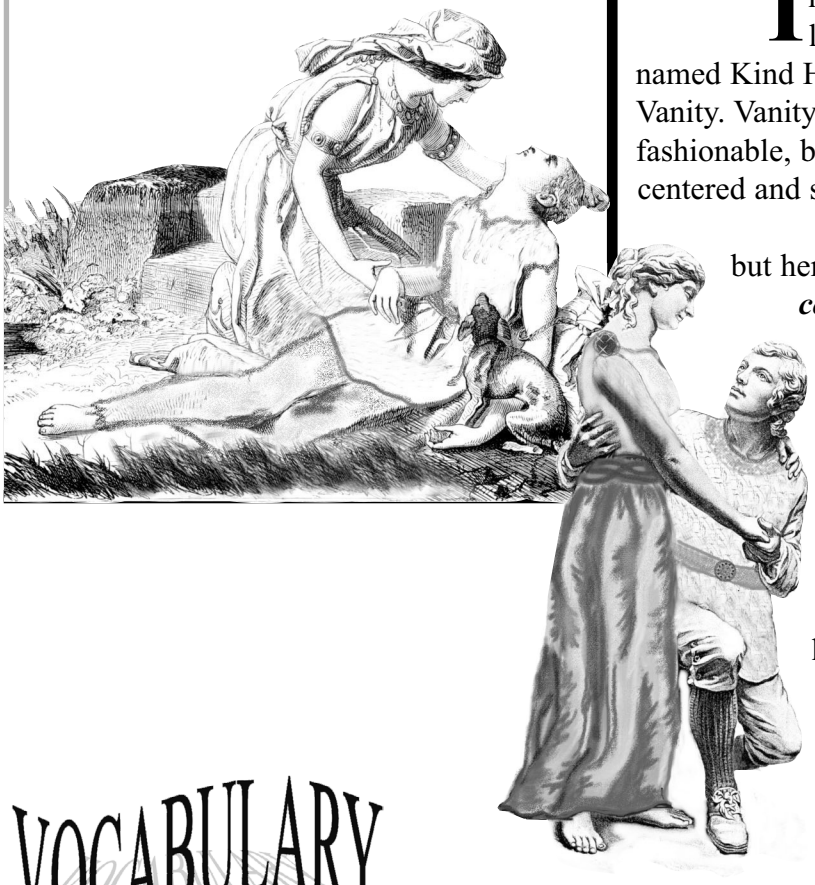
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Chapter 3

Word Emphasis **Lesson 15**

THE LAND OF OPPORTUNITY

Section 3
Lessons 11-15



In a country named Opportunity lived two young women. One was named Kind Heart and the other was named Vanity. Vanity was beautiful and very fashionable, but, unfortunately, she was self-centered and stubborn.

Kind Heart was very beautiful too, but her true beauty was in her peaceful ***countenance*** and gentle spirit. She loved to sing and to read to the children of her village. She took food to the hungry and clothing to the poor. She cheered prisoners in jail and sick people in the hospital. Her greatest desire was to fill each day by making other people happy.

In another country lived a very powerful ruler whose only son was not yet married. One evening, a messenger from the great ruler came to Opportunity and delivered a message: "*All **maidens** are invited to attend a convention at which the ruler's son will choose a bride."*

The next morning, all unmarried women hastened toward the village shops to purchase gowns for the convention. As Vanity and Kind Heart were on their way, their attention was suddenly ***arrested*** by a terrible moaning. The girls found a young beggar crumpled in a ditch. Vanity turned up her nose and hurried on her way. But, Kind Heart cried, "Oh! Let me help you. I will help you regain your strength." Kind Heart gave the young man food and water. His eyes expressed

VOCABULARY

Countenance: facial expressions
Maiden: young, unmarried woman
Arrested: stopped, caught
Refreshed: rested, strengthened, ready to continue
Sneer: to ridicule, to mock, to laugh at
Rivet: to give full attention

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appreciation. ***Refreshed***, he went his way. Kind Heart was glad that she could help him, and smiling to herself, she rushed off once again toward the shops. "Just think!" she whispered. "The ruler's son is coming!"

She scurried toward the village shops, but suddenly remembered that she had promised to visit the prison and hospital! She hesitated for only a moment, then returned to her house for a basket of cookies and books.

A new prisoner had been placed in a dirty jail cell. He grumbled and claimed his innocence. The young woman listened patiently. She quietly told the man, "Your life could improve if you had hope in your heart rather than bitterness and anger." The prisoner looked at Kind Heart in astonishment as she left the prison.

At the hospital, Kind Heart met a man who groaned in pain. The maiden patted the patient's hand and began reading poetry. Soon, the man felt better. He looked deeply into Kind Heart's eyes and she smiled down at him. The patient began to drift off to sleep as Kind Heart tiptoed from the room. Suddenly, she remembered the ruler's son! Oh, no! She had spent too much time at the hospital!

Down the road she ran. She had barely reached a shop when a trumpet blast split the air. "*The son has arrived! All attending, please gather in the public auditorium.*"

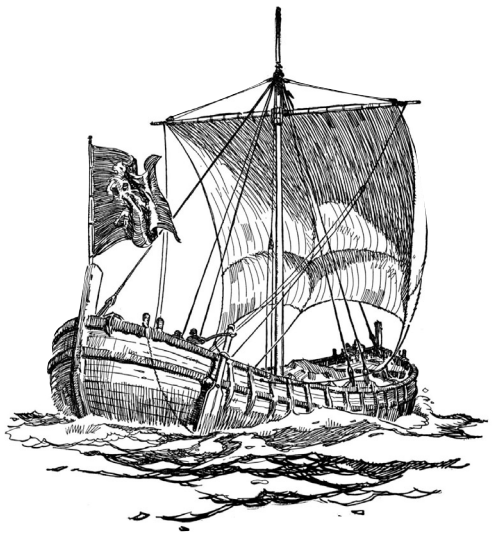
Kind Heart gasped in shock as she turned from the door. Her dreams of being selected by the young prince shattered. She sighed in disappointment. "Oh well, he would not have chosen me. But, I do wish I could see him. I will sneak in the back. No one will see me!" She ran to the auditorium. The place was filled with giggling, nervous young women dressed in beautiful gowns. Vanity stood at the front. She saw Kind Heart and ***sneered***.

Suddenly, all eyes were ***riveted*** on the entrance. A hush fell upon the room. The ruler's son began walking down the aisle which was lined with beautifully dressed women. He looked neither to the left nor to the right but focused his eyes on the back of the room. He passed Vanity without even a glance. Everyone gasped in shock when the ruler's son approached a maiden in a dirty, tattered dress.

Kind Heart was sure she was about to be punished by the prince for appearing in a plain and dirty dress, but the prince touched Kind Heart's hand very gently. The son knelt before the maiden and said, "*Kind Heart, you have won my heart. My love is great for you*."

As he spoke, understanding dawned upon Kind Heart. His eyes! They were the eyes of the beggar, the grumpy prisoner and the complaining invalid. They had each been the son in disguise! Slowly, the prince stood to his feet and faced the astonished crowd. He took Kind Heart's hand and led her down the aisle. ■

(Adapted from an ancient anonymous tale)



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ITALICS AND UNDERLINES

Some words in the English language are emphasized to show foreign origin, special meaning or difference in context. One way to emphasize words is to italicize them. *Italics* is a type of print that slants to the right. Another way to emphasize is to underline a word or group of words. When you type a sentence or paragraph on a computer or typewriter, you will italicize; when you handwrite a sentence or paragraph, you will underline.

ITALICS

■**Rule #1:** Italicize foreign words and phrases unless they are used frequently in English.

Example #1: *Viene el hijo* is Spanish for "The son is coming."
Example #2: The maiden told the beggar *Dios te vendiga.*
Example #3: The painting is a *bona fide* Van Gogh.
Example #4: Would you like to order your food *a la carte*?

■**Rule #2:** Italicize the names of ships, spacecraft and aircraft.

Example #1: The ruler sailed across the sea in the *Saint's Refuge*.
Example #2: A movie was made of the adventure aboard *Apollo 13.*
Example #3: The *A-6 Intruder* was a military plane used in the Vietnam War.

■**Rule #3:** Italicize the names of books, long poems, magazines, newspapers, plays, movies and works of art (paintings, sculptures).

Example #1: Have you read *The Scottish Chiefs*?
Example #2: The *Mona Lisa* is a famous painting.

Exception to Rule #3: Do not italicize names of the Bible or its books, parts, versions or editions, and other sacred books and scriptures.

Example #1: Kind Heart read a poem from Psalms in the Bible.
Example #2: The prisoner held a copy of the Torah.

UNDERLINES

■**Rule:** When handwriting (cursive or printing), underline what would be italicized in type.

Example #1:

(cursive) The ruler sailed across the sea in the Saint's Refuge.
(print) The ruler sailed across the sea in the Saint's Refuge.

•Because the *Saint's Refuge* is the name of a ship, it is underlined in print or handwriting.

Example #2:

(cursive) Have you read The Scottish Chiefs?
(print) Have you read The Scottish Chiefs?

•Because the name of the book is *The Scottish Chiefs*, it is underlined in print or handwriting.

Keep up the good work. Continue to the Activities.

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LIFE PRINCIPLE

"He who sows courtesy reaps friendship, and he who plants kindness gathers love."

–Richard Brooks



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