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 4

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English Grammar Skills

Chapter 4

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

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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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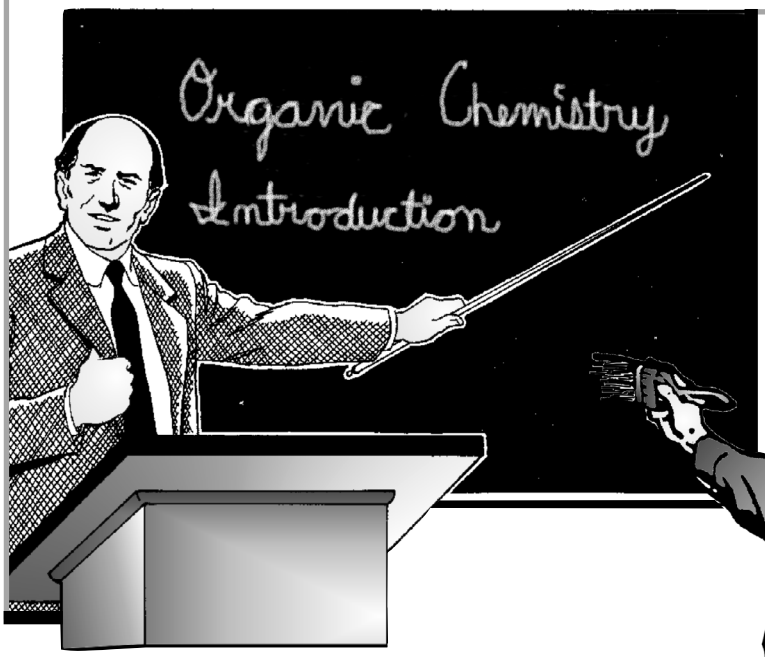
Chapter 4

Word Building **Lesson 1**

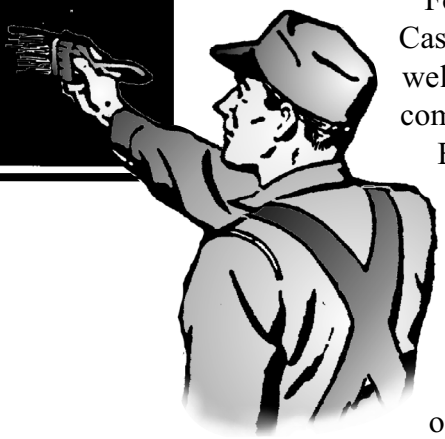
Section 1

Lessons 1-5

A PAINT LESSON



With a ***Ph.D.*** in ***organic*** chemistry and a good teaching job at an ***Ivy League*** medical school, John Castelli felt like a winner. Mr. Castelli had a dependable income, ***prestige*** in his neighborhood, and his father's undying admiration.



For ten years, Castelli did his job well and enjoyed a comfortable routine. But then, the man at the university who ***sponsored*** Castelli's research left the university. Castelli was out of a position when his next annual grant proposal was turned down.

He became ***excruciatingly*** familiar with the unemployment office and job application forms. Then one day, a neighbor asked Castelli if he knew someone who could paint the ***exterior*** of her house. As a carpenter's son, Castelli had firsthand experience with home-improvement projects. He also was deeply in debt, so Castelli swallowed his pride and offered to do the job himself.

Other neighbors quickly learned of Castelli's talents, and, before long, he had as many jobs as he could handle. Being a handyman did not have the same "prestige" as being a university professor, but it was ***honorable*** work, and Castelli was soon earning as much as he had as a teacher.

What at first appeared to be a "poor hand"—a step backward—became a chance for a different kind of life. ■

(HB)

VOCABULARY

Ph.D.: a doctorate degree in philosophy
Organic: referring to living organisms
Ivy League: the best, most expensive, most prestigious colleges
Prestige: public status, admiration, respect
Sponsor: to financially support
Excruciating: very painful
Exterior: the outside
Honorable: good, honest

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ROOTS, PREFIXES AND SUFFIXES

Many words have more than one part. The main part of a word is called the *root word*. Most root words have attachments called *affixes*. An affix means *something added*. An affix can be either a prefix or a suffix. A *prefix* attaches to the front of a root word; a *suffix* attaches to the end of a root word. A root word may have only a prefix, only a suffix, or both a prefix and a suffix.

Each prefix and suffix has its own meaning, and each root has its own meaning. New words are formed by combining root words, prefixes and suffixes. Many English words derive from Latin and Greek words. The list below includes some Latin and Greek roots used in the English language.

Root Word	Meaning	Examples of Words
astro-, aster-	star	astronomy, asteroid
audi-	to hear	audience, audible
bene-	good, well	benefit, benefactor
bio-	life	biology, biography
-dict-	to speak	dictate, verdict
equ-	even	equal, equity
fix-	to fasten	fixture, fixation
geo-	Earth	geography, geology
graph-	to write	autograph, telegraph
-log-	word, speech	dialogue, monologue
manu-	hand	manual, manuscript
-script-, -scrib-	to write	scripture, transcript, transcribe, scribble
-struct-	to build	construct, structure
tele-	far off	telegraph, television
terr-	Earth	territory, terrapin
-tract-	to pull	distract, tractor
-vac-	empty	vacuum, evacuate
-verb-	word	verbal, adverb
vis-, vid-	to see	vision, video

Notice how some of the root words are used in sentences.

Example #1: As a teacher, he had to speak in an *audible* voice.
- -*audi*- is the root that means "to hear"
- *Audible* means "able to be heard."

Example #2: Having a dependable income was *beneficial* to his family.
- -*bene*- is the root that means "good, well"
- *Beneficial* means "causing good."

Example #3: Dr. Castelli would *dictate* lecture notes into a tape recorder for his secretary.
- -*dict*- is the root that means "to speak"
- *Dictate* means to say aloud for another person to write.

You have made a good start to Chapter 4! Continue to the Activities.

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LIFE PRINCIPLE

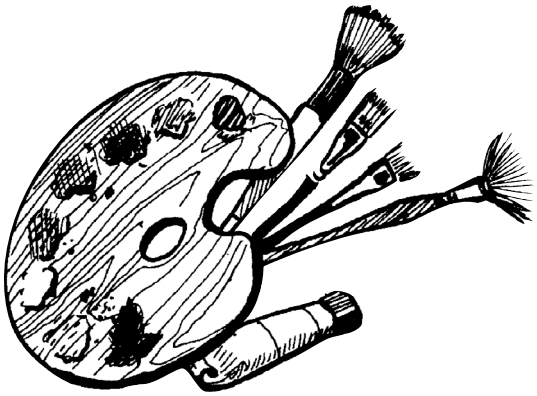
"The place should not honor the man, but the man the place."

–Agesilaus



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Word Building **Lesson 2**

Chapter 4

Section 1

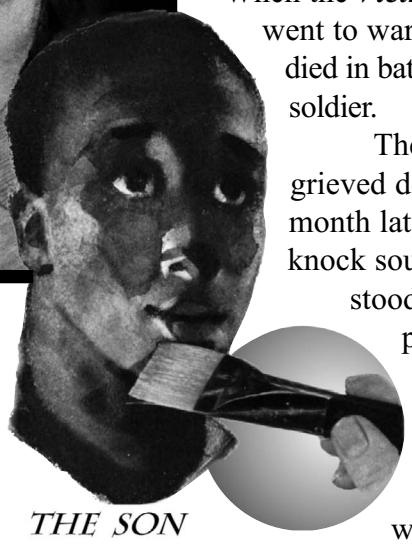
Lessons 1-5

THE SON'S LEGACY



A wealthy man and his son loved to collect rare works of art. The collection of art included works from numerous artists including ***Picasso*** and ***Raphael***. The collectors would often sit together and admire the great works of art. When the ***Vietnam conflict*** began, the son went to war. He was very courageous and died in battle while rescuing another soldier.

The father was notified and grieved deeply for his only son. About a month later, just before Christmas, a knock sounded at the door. A young man stood at the door with a large package in his hands. He said, "Sir, you don't know me, but I am the soldier for whom your son gave his life. He saved many lives that day, and he was carrying me to safety when a bullet struck him in the heart. He died instantly. He often talked about you and your love of art." The young man held out his package. "I know this isn't much. I'm not really a great artist, but I think your son would have wanted you to have this."



THE SON

The father opened the package. It was a ***portrait*** of his son painted by the young soldier. The father stared in awe at the way the soldier had captured the personality of the son in the painting. The father was so drawn to the eyes that his own eyes ***welled*** with tears. He thanked the young man and offered to pay him for the picture. "Oh, no, sir, I could never repay what your son did for me. The portrait is a gift."

The father hung the portrait over his ***mantle***. Every visitor to the home was shown the portrait before being allowed

VOCABULARY

Picasso: Spanish artist (1881-1973)
Raphael: Italian artist (1483-1520)
Vietnam conflict: a war between communist North Vietnam (supported by China and Russia) and free South Vietnam (supported by the United States)
Portrait: a painting of a person's face and upper body
Welled: filled
Mantle: wood, clay, brick or stone structure built over a fireplace

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to see any of the other great works of art.

The father died, and a few months later, a great ***auction*** was called to sell the valuable art collection. Many influential people gathered, excited about seeing the great paintings and having an opportunity to make purchases from the collection. On the platform sat the painting of the son. The ***auctioneer*** pounded his ***gavel***. "We will start the bidding with this picture of the son. Who will bid for this picture?"

Silence. A voice in the back of the room shouted, "We want to see the famous paintings. Skip this one."

The auctioneer persisted. "Will someone bid for this painting? Who will start the bidding? $100, $200?"

Another voice shouted angrily, "We did not come to see this painting. We came to see the ***Van Goghs***, the ***Rembrandts***. Get on with the real bids!"

Still the auctioneer continued. "The son! The son! Who'll take the son?"

Finally, someone spoke from the back of the room. The voice belonged to the long time gardener of the man and his son. "I'll give $10 for the picture." Being a poor man, $10 was all he could afford.

"We have $10," said the auctioneer, "who'll bid $20?"

"Give it to him for $10. Let's see the masters," someone grumbled.

"Ten dollars is the bid; will someone not bid twenty?" The auctioneer tried once more.

The crowd was becoming angry. They did not want the portrait of the son. They wanted the more worthy investments for their collections. The auctioneer pounded the gavel. "Going once, twice, SOLD for $10!"

A man sitting on the second row shouted, "Now, let's get on with the collection!"

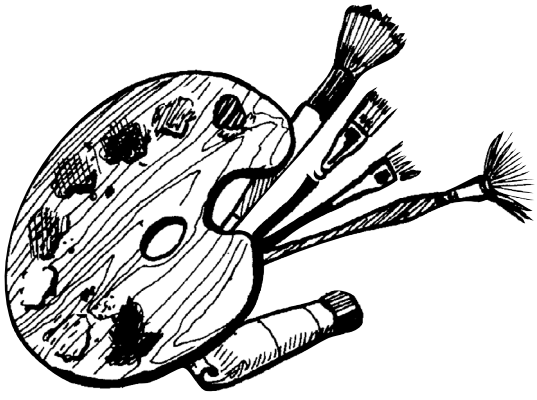
The auctioneer laid down his gavel. "Gentlemen, this auction is concluded."

"What about the paintings?" gasped the crowd.

"I am sorry. When I was called upon to conduct this auction, I was informed of a secret ***stipulation***. Only the painting of the son would be auctioned. Whoever bought that painting would inherit the entire ***estate***, including the art collection. The man who bought the son's portrait gets everything!" ■ (Anonymous)

VOCABULARY

Auction: a sale in which articles are sold to bidders
Auctioneer: the person who conducts the auction
Gavel: a small wooden hammer
Van Gogh: Dutch artist (1853-1890)
Rembrandt: Dutch artist (1606-1669)
Stipulation: a specific demand or condition
Estate: property
Syllable: a single sound



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PREFIXES THAT SHOW NEGATION

This lesson will continue your study of prefixes. A *prefix* is a ***syllable*** added to the beginning of a root word to change the root word's meaning. Today you will begin with prefixes that show *negation*. Negation means *the opposite of* or *the absence of*.

Below is a list of some prefixes, their meanings and some words formed by the prefixes.

Prefix	**Meaning**	**Words using the prefix**
il-, im-, in-, un-, ir-	without, no, not	*il*legal, *im*possible, *in*tolerant, *un*skilled, *ir*responsible
non-, ant-, anti-	not, absence of, against	*non*smoking, *ant*acid, *anti*aircraft, *anti*abortion
counter-	opposite to	*counter*clockwise, *counter*productive, *counter*intelligence
de-	remove, do opposite of, reduce	*de*value, *de*code
dis-	do opposite of, deprive of	*dis*regard, *dis*avow
mis-	wrong, erroneous	*mis*calculate, *mis*lead, *mis*inform, *mis*use

Below are examples of some of the words used in sentences.

Example #1: The soldier completed the task that many people thought was *impossible*.

Example #2: The *antiaircraft* guns sounded loudly in the midnight air.

Example #3: The soldier was involved in *counterintelligence* missions.

Example #4: He attempted to *decode* secret messages of the enemy.

Example #5: He never *disregarded* orders.

Example #6: He was careful not to *misinform* his superiors.

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

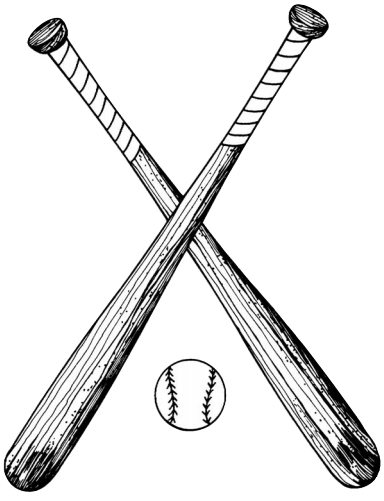
LIFE PRINCIPLE



"He who is virtuous is wise;
and he who is wise is good;
and he who is good is happy."

–Boethius

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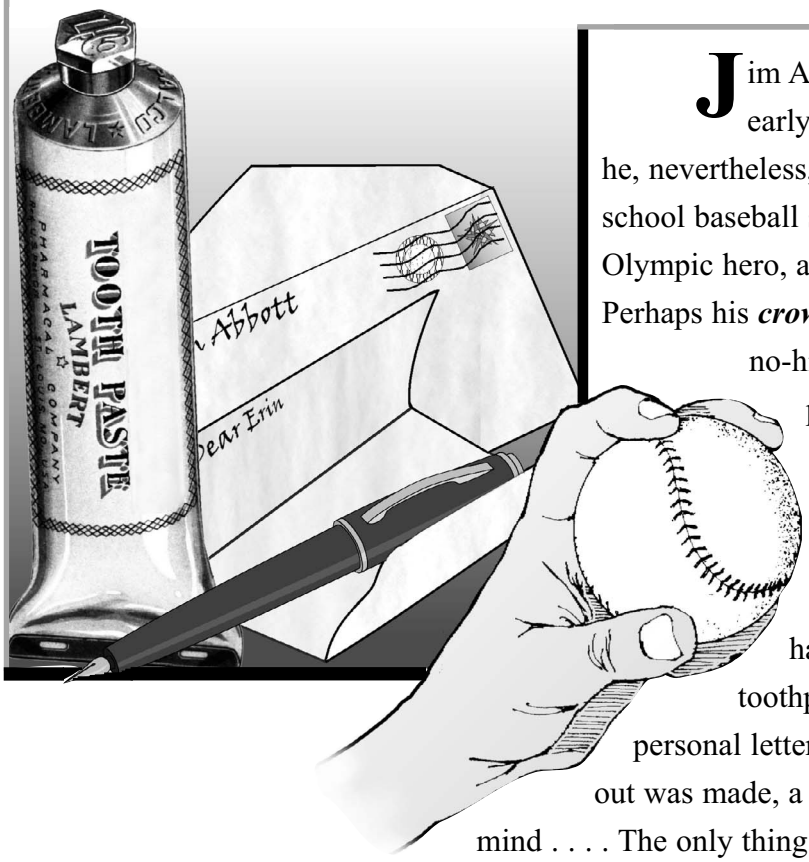
Word Building **Lesson 3**

Chapter 4

HANDLESS HEROISM

Section 1

Lessons 1-5



Jim Abbott conquered his disability early in life. Born without a right hand, he, nevertheless, became a Little League and high school baseball star, a college All-American, an Olympic hero, and a major-league standout. Perhaps his ***crowning*** moment was pitching a no-hit, no-run game in the 1993 pennant race.

His real fans saw him as far more than a pitcher. He was their hero. Abbott heard about Erin Power, who at age five, lost a hand when a rigged tube of toothpaste exploded. Abbott wrote a personal letter to Erin stating, "When the final out was made, a lot of things went through my mind . . . . The only thing, Erin, that I didn't pay attention to was my handicap. You see, it had nothing to do with anything."

Disabled kids ***flocked*** to the park when they knew Abbott was scheduled to pitch, whether at home or on the road. He made an effort to be with them and talk personally with as many as possible who sought him out. He spent much of his out-of-uniform time answering the 300 or more letters a week he received from kids during the baseball season.

Abbott gave more than a fine performance with his pitching arm. He gave from his heart. In the long run, that was his main claim to fame. ■ (HB)

VOCABULARY

Crowning: most majestic, best
Flock: gather in large quantities
Quantity: amount or measurement
Anteroom: a small room leading into a large room

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PREFIXES THAT SHOW TIME OR QUANTITY

In this lesson, you will continue to learn about prefixes. Remember that a prefix is one or more syllables added to the beginning of a root word that changes the meaning of the root word. Below is a list of prefixes that show time or ***quantity***.

Prefix	Meanings	Words using the prefix
ante-, fore-, pre-	before	***anteroom***, *fore*father, *pre*mature
post-	after	*post*script, *post*date
re-	again	*re*organize, *re*fund, *re*do
semi-, hemi-	half	*semi*sweet, *hemi*sphere
uni-, mono-	one	*uni*cycle, *mono*logue
bi-, di-	two	*bi*cycle, *di*vide
tri-	three	*tri*cycle, *tri*angle
qua-, quad-	four	*qua*rtet, *quad*ruplets
quin-, penta-	five	*quin*tet, *penta*meter
sex-, hexa-	six	*sex*tet, *hexa*gon
sep-	seven	*sep*tet
oct-	eight	*oct*ave, *oct*et
dec-, deca-	ten	*dec*ade, *deca*thlon
cent-, centi-	one hundred	*cent*ury, *centi*meter

Below are examples of the words used in sentences.

Example #1: They met in the *anteroom* to discuss game strategy.

Example #2: The check was *postdated* for next week.

Example #3: The fans were *refunded* for their lost tickets.

Example #4: Americans live in the western *hemisphere* of the world.

Example #5: Jim Abbott presented a *monologue* to his team members.

Example #6: Jim probably rode a *tricycle* before he rode a bicycle.

Example #7: A set of *quadruplet* boys admired Mr. Abbott's courage.

Example #8: Iambic *pentameter* may be Mr. Abbott's favorite form of poetry.

Example #9: Mr. Abbott has played ball for more than a *decade*.

Example #10: He is a valuable hero in this *century*.

Wow! You are learning so much! Continue to the Activities.



LIFE PRINCIPLE

"If there be any truer measure of a man than by what he does, it must be by what he gives."

–Robert South

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Word Building **Lesson 4**

Chapter 4

Section 1

Lessons 1-5

A FRIEND IN NEED IS A FRIEND INDEED



A woman named Linda once was traveling from ***Alberta*** to the ***Yukon***. The highway was rutted and rugged, but Linda ***naively*** began her trip in a small, rundown car. The first night on the road, she found a room at a motel near a ***summit***. When Linda responded to her 5 a.m. wake-up call, she saw the mountaintops were ***shrouded*** in fog. At breakfast, two truck drivers invited Linda to join them, and since the breakfast room was very small, she did.

One of the truckers asked, "Where are you headed?" When she said, "***Whitehorse***," the other driver said, "In that little car? In this fog? No way!"

"I am going to try," Linda said bravely.

"Then we will have to hug you," one trucker said.

Linda drew back, "I am not going to let you touch me!"

The truckers chuckled. "Not like that," one of them said. "We will put one truck in front of you and the other behind you. We will hug you through the mountains."

All morning, Linda followed the two red dots which were the taillights of the truck in front of her, with the reassurance of a big escort behind her. She made the ***trek*** through the ***treacherous*** passage safely.

Friends are those who are there to "hug" and help others as they go through tough times. ■ (HB)

VOCABULARY

Alberta: Canadian province above Montana
Yukon: northwest territory of Canada
Naive: innocent, inexperienced
Summit: high point in the mountains
Shrouded: covered, clothed
Whitehorse: capital of the Yukon territory
Trek: journey, trip
Treacherous: dangerous

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PREFIXES THAT SHOW DIRECTION OR POSITION

Welcome back! Today you will learn prefixes that show direction or position.

Prefix	Meanings	Words using the prefix
super-	above, over	*super*vise, *super*intendent, *super*market
trans-	across, over	*trans*fer, *trans*port
sub-, hypo-	below, under	*sub*marine, *hypo*thermia
pro-, pre-	in front of	*pro*pel, *pre*fix
re-	go back	*re*treat, *re*cede
in-, im-, en-, em-	put into	*in*fect, *im*merse, *en*courage, *em*bolden
circum-	around	*circum*ference, *circum*vent
co-, com-, con-, syn-	with	*co*habit, *com*pany, *con*ference, *syn*chronize

Below are examples of the words used in sentences.

Example #1: One of the truck drivers was a *supervisor* at his company.

Example #2: Semi-trucks often *transport* groceries.

Example #3: A person could easily get *hypothermia* in Canada in the winter.

Example #4: We are learning about *prefixes*.

Example #5: The tide began to *recede*.

Example #6: Linda wore a warm coat so she would not receive a lung *infection*.

Example #7: The truck drivers *encouraged* Linda to join them.

Example #8: They *circumvented* the most dangerous mountain roads.

Example #9: Linda was thankful for the *company*.

Example #10: She did not want to be late for the *conference*.

Continue to the Activities.
You are doing well.

LIFE PRINCIPLE

"A true friend never gets in your way unless you happen to be going down."



—Arnold H. Glasgow

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Chapter 4

Word Building **Lesson 5**

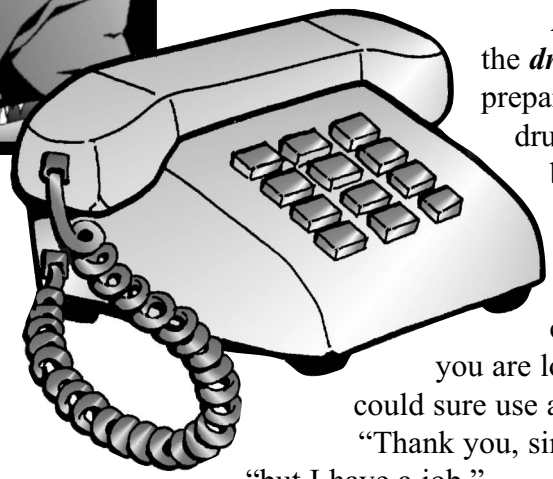
SELF TEST

Section 1

Lessons 1-5



A young boy walked into a drugstore one day and asked to use the telephone. He dialed the operator and asked her for a certain number. When the ***party*** came on the line, the boy said, "Hello, Dr. Anderson . . . would you like to hire a boy to cut your grass and run errands for you?" After a pause, the boy said, "Oh, you already have a boy? Are you completely satisfied with the job he is doing?" Another pause. "Ok, then, good-bye, Doctor."



As the boy thanked the ***druggist*** and prepared to leave, the druggist called to the boy. "Just a minute, son . . . I could not help but overhear your conversation. If you are looking for work, I could sure use a boy like you."

"Thank you, sir," the boy replied, "but I have a job."

"You do?" the druggist responded. "But did not I just hear you trying to get a job from Dr. Anderson?"

"No, sir," the boy said. "I am the boy who is working for Dr. Anderson. I was just checking up on myself."

One of the best ways to improve performance, avoid mistakes, and ***squelch*** pride—all at the same time—is to ask those with whom and for whom you work to give you suggestions on how you might do better, achieve more, and grow to the next level. When you check up on yourself, others do not feel ***obligated*** to do it for you! ■ (HB)

VOCABULARY

Party: person
Druggist: a person who sells prescription drugs (medicine)
Squelch: stop, cause to cease
Obligated: responsible
Dispense: to give out, to distribute

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SUFFIXES

A *suffix* is added to the end of a root word to change the root word's meaning. Some common suffixes are: -or, -er, -tion, -ness, -ify, -ist, -ed, -ful and -ly. You will study some of them in this lesson. Look carefully at the following examples.

Example #1: He dialed the *operator* and asked for a certain number.
- In the example, the suffix *-or* is added to the root word *operate*. The word *operator* means "one who operates" [a telephone, in this case].

Example #2: The boy thanked the *druggist* and prepared to leave.
- The suffix *-ist* is added to the root word *drug.* The word *druggist* means "one who ***dispenses*** prescription drugs."

Example #3: The boy *thanked* the druggist and prepared to leave.
- The suffix *-ed* is added to the verb *thank* which makes the verb past tense.

Example #4: The boy was *thankful* for his employment.
- The suffix *–ful* was added to the verb *thank.* The word *thankful* means "full of thanks."

Example #5: The boy *thankfully* told the druggist, "I have a job."
- The suffix *–ly* was added to the adjective *thankful.* The word *thankfully* means "in a manner full of thanks."

Suffixes can change words into nouns, verbs, adjectives and adverbs.

Example #1: The root word *thank* is a present tense verb.
By adding a different suffix, the present tense verb can be changed into a different verb tense or another part of speech.
- past tense: thanked
- adjective: thankful
- adverb: thankfully
- noun: thankfulness

Example #2: The root word *simple* is an adverb.
By adding a different suffix, the adverb can be changed into another adverb or another part of speech.
- adverb: simply
- verb: simplify
- nouns: simplifier, simplicity, simplification
- adjective: simpler

You are doing well.
Continue to the Activities.

LIFE PRINCIPLE



"Every man should test his own work."

–Paul of Tarsus



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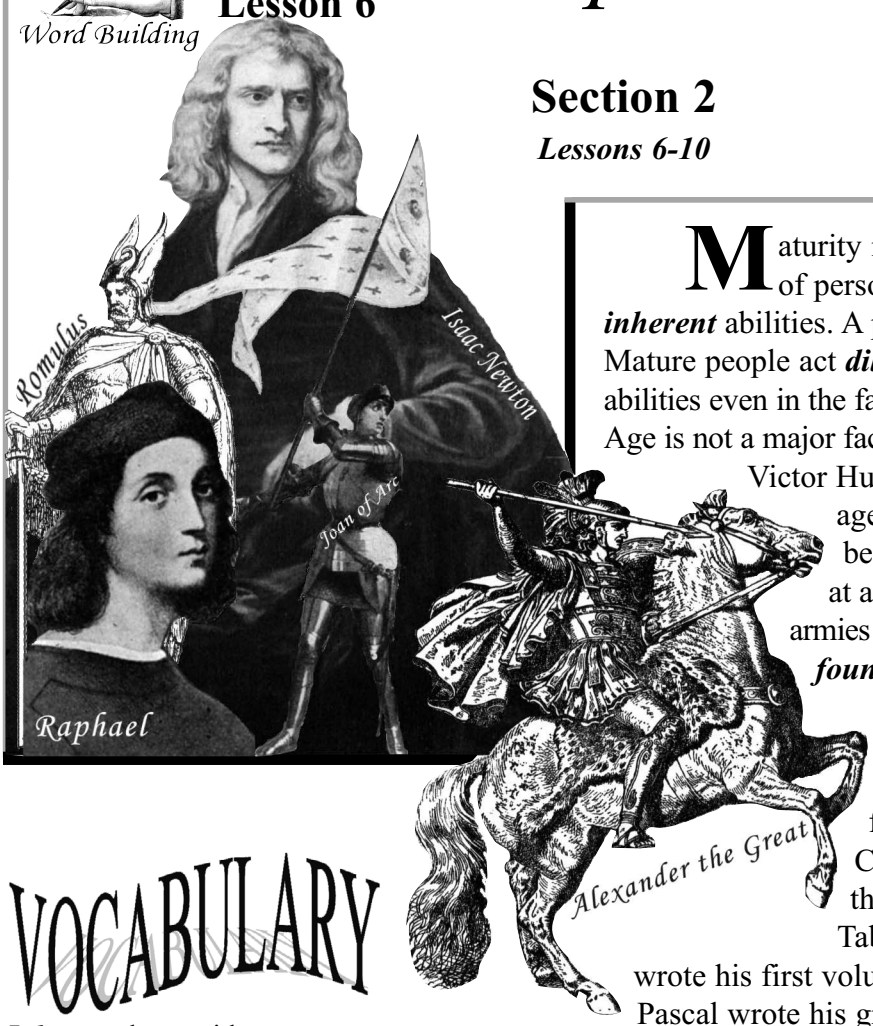
Chapter 4

Word Building **Lesson 6**

Section 2

Lessons 6-10

TRIUMPHS OF YOUNG PEOPLE



Maturity is demonstrated in acceptance of personal responsibility to apply ***inherent*** abilities. A person is born with talent. Mature people act ***diligently*** to develop natural abilities even in the face of difficulties and hardship. Age is not a major factor. Maturity is ***vital***!

Victor Hugo wrote his first ***tragedy*** at age 15. John de Medecci became a ***cardinal*** in his church at age 15. Joan of Arc led the armies of France at age 19. Romulus ***founded*** Rome at age 20. John Calvin dramatically influenced the ***Reformation*** at age 21 and wrote his famous ***Institutes*** at age 27. Charles H. Spurgeon pastored the huge, London Metropolitan Tabernacle at age 21. Tennyson wrote his first volume of poetry at age 18. Pascal wrote his great works on physics between the ages of 16 and 38. By the time Alexander the Great was 23, he had conquered the world. Isaac Newton was 24 when he introduced the Law of Gravity. Cyrus McCormick was 23 when he invented the mechanical grain reaper. Charles Dickens was 25 when he wrote *Oliver Twist*. Raphael began painting his masterpieces of art at about age 17.

These people were successful because they applied their God-given talents and abilities to whatever challenge faced them. They took opportunity as it emerged and maximized their talents to fullest potential. They changed the world rather than allowing the world to change them. ■



Cyrus McCormick

VOCABULARY

Inherent: born with
Diligently: carefully and steadily
Vital: important for life
Tragedy: drama in which the characters' lives are sad and hopeless
Cardinal: high official of the Roman Catholic Church
Founded: began
Reformation: a major religious protest against the Catholic Church in the 1500s
Institutes: series of essays on Christianity

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SUFFIXES THAT FORM NOUNS

In this lesson, you will learn some of the suffixes that create nouns. Henceforth, when you see a word with one of these suffixes, you will know immediately that the word is a noun.

Suffix	Meaning	Example
-ity	the state of	matur*ity*, secur*ity*, responsibil*ity*
-or, -er	person who is or does something	conquer*or*, preach*er*, lead*er*
-ism	quality or condition of	hero*ism*, optim*ism*, commun*ism*
-tion	act or state of	introduc*tion*, reforma*tion*, comple*tion*
-dom	rank or realm of	king*dom*, free*dom*, Christen*dom*
-ance, -ence	act of	accept*ance*, perform*ance,* permane*nce*
-ness	state or quality of	great*ness*, good*ness*, kind*ness*
-ist	one who is expert in or partaker of	art*ist*, social*ist*, capital*ist*

Below are examples of the words used in sentences.

Example #1: S*ecurity* is often found in *maturity* and acceptance of *responsibility*.

Example #2: Many a *leader* is under the age of twenty.

Example #3: *Communism* is a failed form of government.

Example #4: *Completion* of tasks is important.

Example #5: The *Reformation* began a new era in *Christendom*.

Example #6: *Acceptance* of responsibility enables a person to improve his *performance* in life.

Example #7: Alexander was known for his *greatness* as a military leader.

Example #8: Joan of Arc was acquainted with *goodness*.

Example #9: Raphael was a renowned *artist*.

Example #10: A *socialist* and a *capitalist* would disagree on the best form of government.

Continue to the Activities. Keep working diligently.

LIFE PRINCIPLE

"Maturity doesn't come with age; it comes with acceptance of responsibility."

–Ed Cole



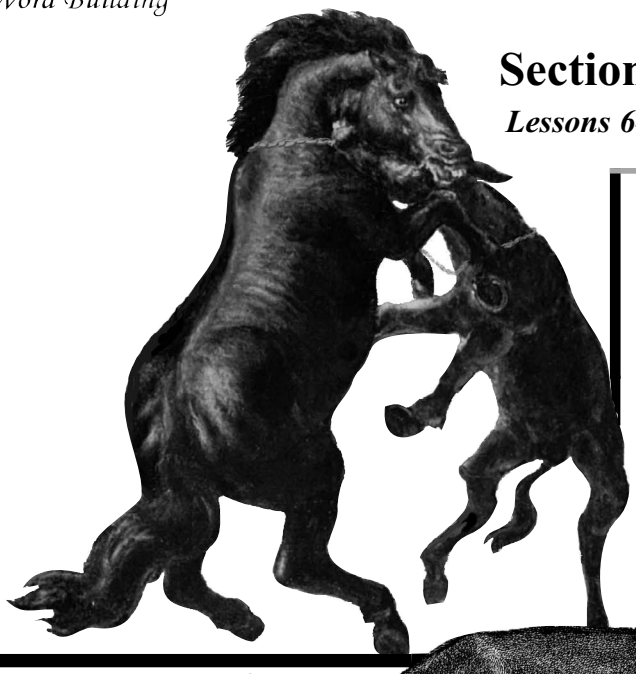
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Chapter 4

Word Building **Lesson 7**

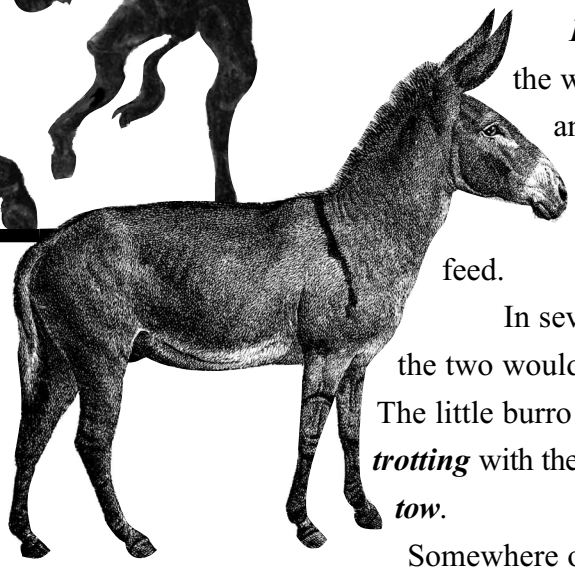
THE BURRO AND THE STEED

Section 2
Lessons 6-10



In the days of the great western cattle ranches, a little ***burro*** would sometimes be ***harnessed*** to a wild horse. The two would be turned loose onto the desert range.

Bucking and ***raging***, the wild horse would drag and pull the little burro, throwing him about like a bag of feed.



In several days, however, the two would return to the ranch. The little burro would be first, ***trotting*** with the ***submissive steed*** in ***tow***.

Somewhere out on the range, the wild horse had become exhausted trying to free itself of the burro. In that moment, the burro became the master of the two. The slow, patient, unimportant animal became the leader over the faster, more ***volatile***, and more prized animal.

Patient, committed, ***methodical***, and hardworking people may find themselves the ***brunt*** of abuse from those who are more ***rambunctious*** in the workplace. But in the end, hard workers tend to accomplish more, rise higher and win greater respect from their ***colleagues*** and subordinates.

Choose to be patient and quietly determined today, and tomorrow will reward you. ■ (HB)

VOCABULARY

Burro: donkey
Harnessed: connected by ropes
Bucking: rearing the head and kicking with hoofs
Raging: expressing extreme anger and fury
Trotting: running at a slow pace
Submissive: yielding to the control of another
Steed: a male horse
Tow: following, coming behind
Volatile: changing rapidly from one mood to another
Methodical: orderly
Brunt: target, receiver of abuse
Rambunctious: rowdy, difficult to manage or control
Colleagues: people with whom you work

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SUFFIXES THAT FORM VERBS AND ADJECTIVES

Some suffixes are added to words to form verbs. You remember that a suffix is added to the end of a root word to change the root word's meaning.

Suffix	Meaning	Example
-ate	to make or cause to be; to produce; to show	illustr*ate*, demonstr*ate*
-en	cause to become	stiff*en*, lik*en*
-ify	make	ident*ify*, terr*ify*
-ize	become	verbal*ize*, critic*ize*

Example #1: The burro *illustrates* the principle of steadiness.
Example #2: The donkey tried to *stiffen* his legs.
Example #3: Can you *identify* with either animal?
Example #4: Be careful not to *criticize* people who try to do right.

Some suffixes change words into adjectives. When you see a word that ends in any of the following suffixes, you will know immediately that the word is an adjective.

Suffix	Meaning	Example
-able	worthy of, able to	comfort*able*, afford*able*
-ful	full of, having the qualities of	faith*ful*, care*ful*
-ive	having to do with	mass*ive*, cooperat*ive*
-less	without, cannot be	count*less*, help*less*
-ous	full of	ruin*ous*, courage*ous*
-ish	like	child*ish*, fool*ish*
And sometimes:		
-ing	in the process of being or doing	lov*ing*, giv*ing*, car*ing*

Example #1: Cotton is an *affordable* commodity.
Example #2: The farmers were *careful* with their crops.
Example #3: The boll weevil causes *massive* crop failure.
Example #4: The farmers felt *helpless*.
Example #5: However, they were *courageous* and kept trying to rebuild.
Example #6: They would have been *foolish* to abandon the peanuts.
Example #7: The farmer had a *loving* and *caring* attitude.

You are doing a good job.
Continue to the Activities.



LIFE PRINCIPLE

"Patience is the companion of wisdom."

–St. Augustine

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Word Building **Lesson 8**

Chapter 4

Section 2

Lessons 6-10

THE SECOND MILE



The boss of an insurance company in ***Nova Scotia*** told a salesman that he and other ***agents*** were not ***assertive*** enough in order to ***score*** sales. Moments after he returned to his office after this ***pep*** talk, the insurance salesman glanced out his window and formed an idea.

Outside the 17th floor were some window washers on a ***scaffold***. The salesman quickly wrote a note and held it up to the window for the washers to read. The note asked the workers if they would be interested in life, accident, or disability insurance.



The men responded jokingly that they could not stop what they were doing to talk, but they would be willing to listen if the salesman would get on the scaffold with the window washers. The insurance salesman accepted the offer! Attaching an extra ***cable*** on the roof, the salesman lowered himself onto the scaffold. During the course of the conversation, the salesman sold fifty thousand dollars worth of life insurance to one of the men!

Sometimes you have to go to tough places and into tough situations—the "***second mile***"—to succeed. ■ (HB)

VOCABULARY

Nova Scotia: a Canadian province on the U.S. border above Maine
Agent: a person who acts for another
Assertive: confident and certain, aggressive in sales
Score: to make points, to get results
Pep: energetic encouragement
Scaffold: a structure for holding workmen while cleaning the outside of a building
Cable: a strong thick rope made of wires twisted together
Second mile: a saying referring to extra effort, doing more than expected

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SUFFIXES THAT FORM ADVERBS



In this lesson, you will learn the suffix which forms most adverbs. The suffix *-ly* is added to adjectives to form adverbs. The suffix *-ly*, means *in a manner like*. Below is a list of common adjectives that are converted to adverbs using the suffix *-ly*.

Adjective	Adverb	Adjective	Adverb
assertive	assertively	faithful	faithfully
brave	bravely	hopeful	hopefully
brief	briefly	immediate	immediately
calm	calmly	joking	jokingly
careful	carefully	kind	kindly
complete	completely	loving	lovingly
confident	confidently	loyal	loyally
courageous	courageously	nice	nicely
cruel	cruelly	optimistic	optimistically
daring	daringly	pessimistic	pessimistically
despairing	despairingly	quick	quickly
different	differently	successful	successfully
effective	effectively	willing	willingly

Below are examples of adverbs and the suffix *-ly* used in sentences.

Example #1: The insurance salesman glanced *briefly* out his window.

- The adjective *brief*, with the suffix *-ly* added, forms the adverb *briefly* which means *in a brief manner.*

Example #2: He *immediately* formed a bright idea.

- The adjective *immediate*, with the suffix *-ly* added, forms the adverb *immediately* which means *in an immediate manner.*

Example #3: He *quickly* wrote a note and held it to the window.

- The adjective *quick*, with the suffix *-ly* added, forms the adverb *quickly* which means *in a quick manner.*

Example #4: The men responded *jokingly*.

- The adjective *joking*, with the suffix *-ly* added, forms the adverb *jokingly* which means *in a joking manner*.

Congratulations, you are doing well! Do your best in the Activities.



LIFE PRINCIPLE

"To succeed, one must possess an effective combination of ability, ambition, courage, drive, hard work, integrity and loyalty."

–Harry F. Banks

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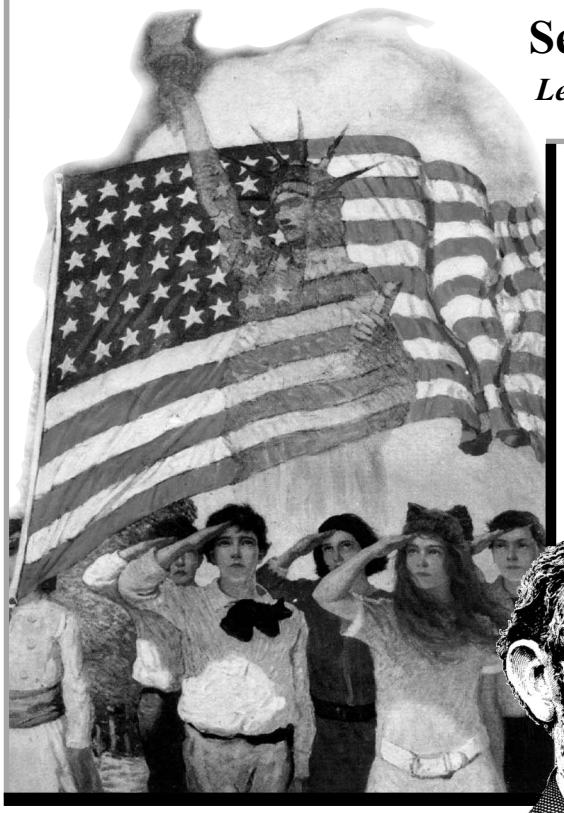
Word Building **Lesson 9**

Chapter 4

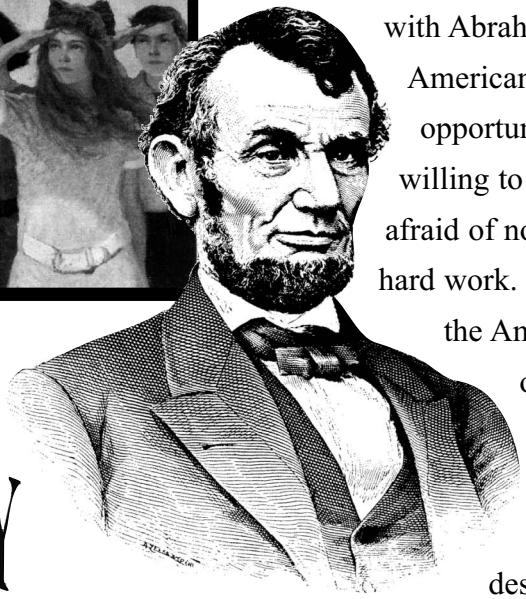
THE PEOPLE OF AMERICA

Section 2

Lessons 6-10



Americans are different from the people of any other country. Because of his ***heritage***, the American stands straight with his head up and his shoulders back. His ***stride*** is long, and his ***gait*** is quick. He is ***confident***. He looks the whole world in the face and says, "I am free. I have opportunity. I can reach my dreams." As with Abraham Lincoln and each true American, even if he is penniless, opportunity lies before anyone willing to work. The American is afraid of nothing—not even poverty or hard work. Regardless of his birthplace, the American has the ever present opportunity for success. Successfulness and happiness depend on individual willingness and desire to work bravely and patiently. The United States of America is the one country in the world where each person has equal opportunity to improve. Just as Abraham Lincoln grew from a poor, country boy to a great man, so may every American. Today, the same opportunity exists for a poor boy to climb the ladder of success and to help the nation. ■ (Anonymous)



VOCABULARY

Heritage: a legacy
Stride: the space between footsteps
Gait: the pace of one's stride
Confident: to be certain, positive, self-assured
Superlative: the highest quality or degree of comparison

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COMPARATIVE AND SUPERLATIVE SUFFIXES

Two suffixes *–er* and *–est* are used to form adjectives that compare. To *compare* means to show the degrees of similarity between or among people, places or things. Two forms of comparison are used: the comparative and the superlative. The *comparative* compares two things; the *superlative* compares three or more things.

■**Rule #1:** Use the suffix *–er* to form the comparative.

Example #1: Americans are tall*er*, broad*er* shouldered, have long*er* strides, and quick*er* steps than most eastern Europeans.
- The suffix *–er* compares Americans and eastern Europeans.

Example #2: Americans often speak loud*er* than Europeans.
- The suffix *–er* compares Americans and Europeans.

■**Rule #2:** Use the suffix *–est* to form the ***superlative***.

Example #1: Americans have the broad*est* shoulders of all the people in the Western Hemisphere.
- The suffix *–est* compares Americans to *more than one* group of people—all of the people in the Western Hemisphere.

Example #2: Some of the poor*est* people in the world have come to America to start life anew.
- The suffix *–est* compares the poor people who have come to America to the many other poor people in the world.

Examine the following list.

Root word	Comparative	Superlative
broad	broader	broadest
cool	cooler	coolest
dark	darker	darkest
dull	duller	dullest
full	fuller	fullest
great	greater	greatest
green	greener	greenest
kind	kinder	kindest
light	lighter	lightest
long	longer	longest
loud	louder	loudest
poor	poorer	poorest
quick	quicker	quickest
quiet	quieter	quietest
rich	richer	richest
sharp	sharper	sharpest
short	shorter	shortest
tall	taller	tallest
warm	warmer	warmest
wide	wider	widest

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Rule #3: To form the comparative and superlative of words ending in *e*, drop the *e* before adding *–er* or *–est*.

Root word		Comparative		Superlative
blue	blu + er	bluer	blu + est	bluest
cute	cut + er	cuter	cut + est	cutest
fine	fin + er	finer	fin + est	finest
nice	nic + er	nicer	nic + est	nicest
white	whit + er	whiter	whit + est	whitest
wise	wis + er	wiser	wis + est	wisest

Rule #4: To form the comparative and superlative of words ending in consonants preceded by vowels, double the final consonant before adding *–er* or *–est*.

Root word		Comparative		Superlative
fat	fat + ter	fatter	fat + test	fattest
hot	hot + ter	hotter	hot + test	hottest
mad	mad + der	madder	mad + dest	maddest
sad	sad + der	sadder	sad + dest	saddest
thin	thin + ner	thinner	thin + nest	thinnest
wet	wet + ter	wetter	wet + test	wettest

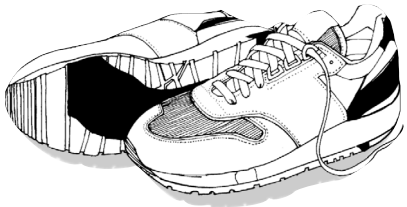
Rule #5: To form the comparative and superlative of words ending in *y,* change the *y* to *i* before adding *–er* or *–est*.

Root word		Comparative		Superlative
easy	easy + i + er	easier	easy + i + est	easiest
dry	dry + i + er	drier	dry + i + est	driest
funny	funny + i + er	funnier	funny + i + est	funniest
hairy	hairy + i + er	hairier	hairy + i + est	hairiest
happy	happy + i + er	happier	happy + i + est	happiest
merry	merry + i + er	merrier	merry + i + est	merriest
messy	messy + i + er	messier	messy + i + est	messiest
sappy	sappy + i + er	sappier	sappy + i + est	sappiest
sloppy	sloppy + i + er	sloppier	sloppy + i + est	sloppiest

Congratulations, you are doing well.
Keep up the good work.



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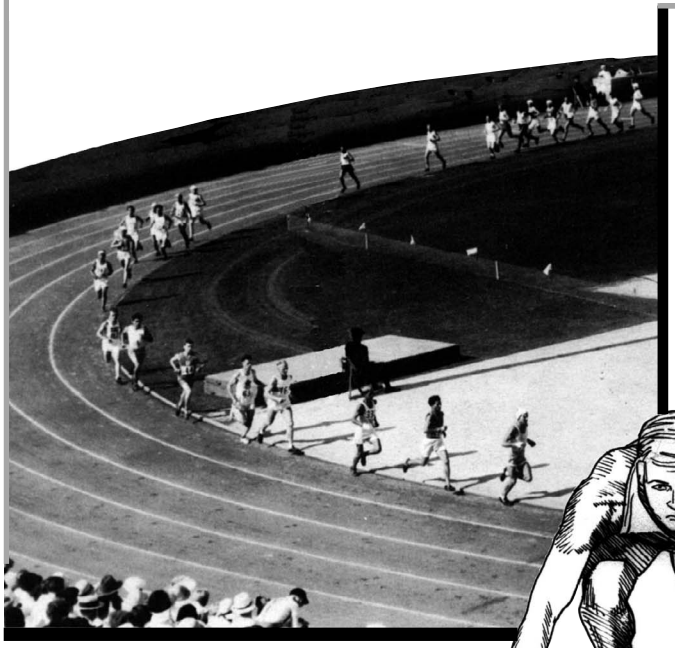
Word Building **Lesson 10**

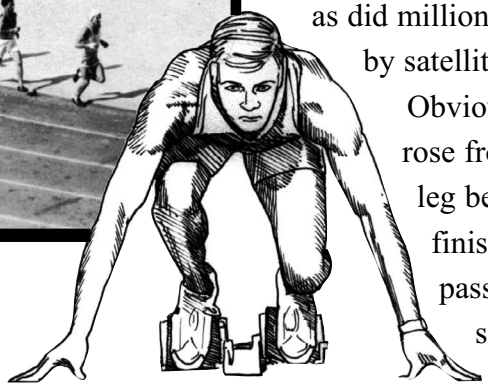
Chapter 4

Section 2

Lessons 6-10

A BROKEN HAMSTRING: A WHOLE HEART





During the 1984 Summer Olympics, a young American distance runner, Derrick Redmond, was running in front of the pack, well on his way to winning his race. Suddenly, with only a lap to go, Derrick's ***hamstring*** snapped. He fell to the ground in ***agony***, and fellow runners ***dodged*** past him. Derrick's parents and friends let out a groan, as did millions of Americans watching by satellite.

Obviously in great pain, Derrick rose from the track and on one leg began hopping toward the finish line. Late stragglers passed him. People on the sidelines who feared for his health yelled for him to lie down. Yet Derrick hopped on. Long after the race was over, Derrick Redmond kept hopping.

Derrick had 100 yards to go when a figure in the stands began jumping over people, chairs, and then the ***retaining*** wall. The figure was Derrick's father, Jim. Rushing to his son's side, Jim placed his arm around Derrick's waist. Derrick slung his arm over his dad's shoulder and together they half-bounced, half-ran the rest of the way. Derrick did not wear a gold medal that day, but all who saw him and his father knew . . . Derrick and Jim Redmond had hearts of gold.

Honor awaits those who finish the race. ■

(HB)

VOCABULARY

Hamstring: a tendon at the rear hollow of the human knee
Agony: extreme suffering
Dodged: moved quickly to one side
Retaining: holding back

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PREFIXES AND SUFFIXES: PUTTING THEM TOGETHER

You have learned that a new word can be made by adding a prefix or a suffix to a root word. In this lesson, you will learn that both a suffix and a prefix may be added to the same root word to form a new word. You will also learn that adding a suffix to another suffix (adding two suffixes) creates a new word.

■ Both a prefix and a suffix can be added to the same root word.

Example #1: In the fans' opinions, Derrick *unwisely* began hopping toward the finish line.
- The root word *wise* has the prefix *un-* and the suffix *-ly*.

Example #2: Everyone watching felt *uncomfortable* when they saw Derrick's pain.
- The root word *comfort* has the prefix *un-* and the suffix *-able*.

Example #3: Many thought Derrick would be *unsuccessful* in his struggle to reach the finish line.
- The root word *success* has the prefix *un-* and the suffix *-ful.*

■ A suffix can be added to another suffix.

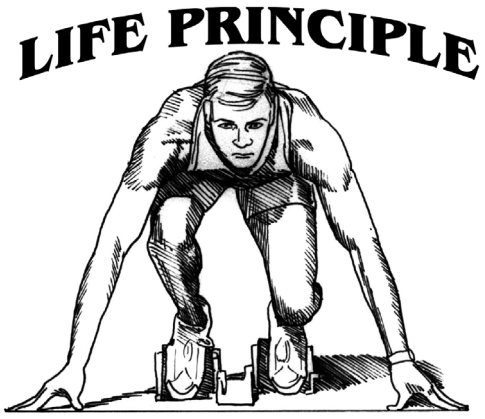
Example #1: Jim *breathlessly* leaped over people, chairs and the retaining wall.
- The root word *breath* has two suffixes: *-less* and *-ly*.

Example #2: Jim saw his son *courageously* struggle to finish the race.
- The root word *courage* has two suffixes: *-ous* and *-ly*.

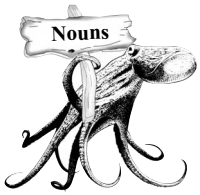
Example #3: Derrick's injured leg dangled *uselessly*.
- The root word *use* has two suffixes: *-less* and *-ly*.

Example #4: Derrick appreciated his father's *helpfulness*.
- The root word *help* has two suffixes: *-ful* and *-ness*.

Wow, you are learning a lot of useful information! Continue to the Activities.



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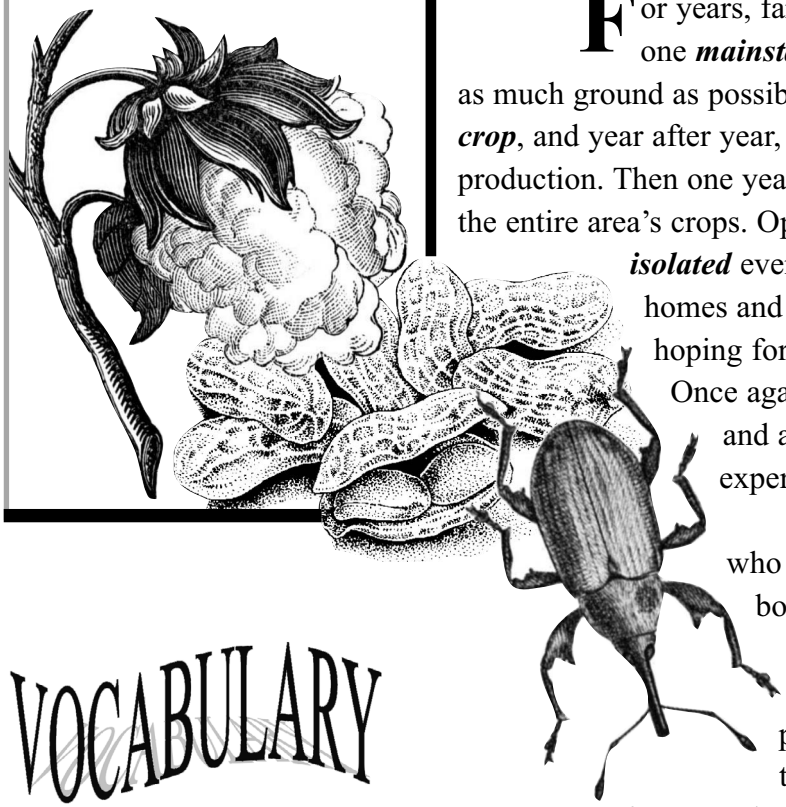
Lesson 11

Chapter 4

Section 3

Lessons 11-15

DETOUR: BOLL WEEVIL AHEAD



For years, farmers in southern Alabama raised one ***mainstay*** crop: cotton. The farmers plowed as much ground as possible each year to plant their big ***cash crop***, and year after year, the farmers lived by their cotton production. Then one year, the dreaded ***boll weevil*** devastated the entire area's crops. Optimistic that the tragedy was an ***isolated*** event, the farmers ***mortgaged*** their homes and planted cotton again the next year, hoping for a big harvest to help ***recoup*** losses. Once again, the insect destroyed the crop, and as a result, most of the farmers experienced financial ruin.

In the third year, the few farmers who were able to survive two years of boll weevil infestation decided to do something they had never done before—plant peanuts. The peanuts proved to be resistant to insects, and the market was strong. Most of the farmers who planted peanuts were able to reap enough profit that third year to pay their debts. The farmers chose to plant peanuts from that point on, and the farms greatly ***prospered***.

In the following years, the farmers erected a monument to their old enemy, the boll weevil. They concluded that if not for the boll weevil, farmers never would have discovered the benefit of raising peanuts.

If a problem forces you to take a detour, do not be discouraged. You may find a better road! ■ (HB)

VOCABULARY

Mainstay: main support
Cash crop: the crop that sells to supply money
Boll weevil: a small beetle that infests cotton plants
Isolated: separate, by itself
Mortgage: to exchange the value of property for money
Recoup: to make up
Prosper: to be financially successful

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NOUNS (SPECIAL CASES)

Nouns are persons, places, things and ideas. Throughout the rest of your life, you will use nouns to communicate with parents, teachers, friends, employers, clients and many others. Knowing which nouns to use and not to use may be the difference in whether you are hired or not. Nouns are either singular or plural. The context will determine whether the plural form or the singular form should be used. *Context* means *the way a word is used in a sentence*.

SOLVING THE MYSTERY OF "–ICS"

Words that end in *–ics* may be singular or plural depending on context. Some words that end in *-ics* are *physics, mathematics, acoustics, ethics, athletics, tactics, gymnastics, dynamics, hydraulics*. Even though these words end in *s*, they may be singular.

■**Rule #1:** When an "-ics" word refers to a course of study or a science, the word is singular.
■**Rule #2:** When an "-ics" word does not refer to a course of study or a science, the word is plural.

Singular uses

Example #1: *Physics* is offered at the college.
Example #2: *Mathematics* is my favorite subject.
Example #3: *Acoustics* is offered at the university.
Example #4: *Ethics* is my favorite course.
Example #5: *Athletics* begins in ten minutes.
Example #6: *Tactics* is part of military training.

Plural uses

Example #1: *Physics* are his speciality.
Example #2: *Mathematics* were used in the calculations for this farming project.
Example #3: The *acoustics* of this warehouse produce echoes.
Example #4: Most farmers' *ethics* are very high.
Example #5: *Athletics* are not a high priority during planting season.
Example #6: The farmers' *tactics* were quite interesting!

TITLES

Titles are also nouns. Titles of organizations, cities, countries, literary works and works of art are usually singular.

Example #1: The United States has many farmers.
- *United States* refers to one country; therefore, it is considered a single noun.

Example #2: The poem *Vegetables* reminds me of farmers.
- *Vegetables* refers to one poem; therefore, it is considered a single noun.

You are performing well!
Continue to the Activities.

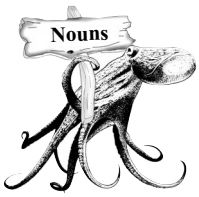


LIFE PRINCIPLE

"Failure is success if we learn from it."
—Malcolm Forbes

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English Grammar Skills



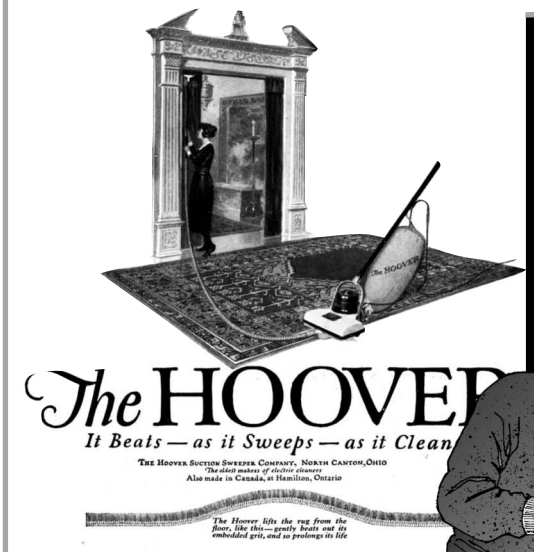
Lesson 12

Chapter 4

SPANGLER AND THE HOOVER MANEUVER

Section 3

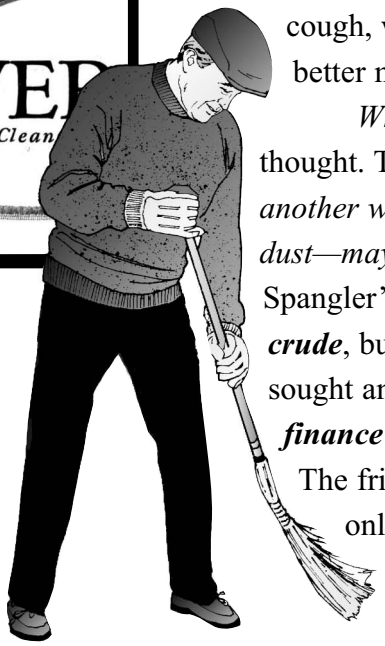
Lessons 11-15



Murray Spangler, a department store janitor in Canton, Ohio, decided the only way to overcome the boredom of his job—which basically consisted of sweeping the floors—was to find a more ***innovative*** way to do it!

Spangler's job also made him ***wheeze*** and cough, which was added ***incentive*** to seek a better method.

Why not ***eliminate*** *the broom?* he thought. Then, a second thought came, *Maybe another way could be invented to remove the dust—maybe even suck up the dust.*



Spangler's questions led him to invent a ***crude***, but workable vacuum cleaner. He then sought an old friend in the leather business to ***finance*** the manufacturing of the invention. The friend's name was H. W. Hoover. Not only did Hoover Vacuum Cleaners become very popular, but "hoovering" became, for at least one generation, ***synonymous*** with sweeping floors!

You may be working with the latest technology today, but even so, a better way may be available to perform the basic tasks of your job. Think creatively about your work. Question the methods and equipment you are using. The next great invention might just be one idea away! ■

(HB)

VOCABULARY

Innovative: new and different; cutting-edge
Wheeze: difficult breathing accompanied by a slight whistling sound
Incentive: a reason to improve
Eliminate: get rid of, remove
Crude: rough; not refined
Finance: to pay for, to support with money
Synonymous: known to be the same as something else

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NOUNS OF DIRECT ADDRESS

A *noun of direct address* names a person to whom a statement or question is directed or addressed. A noun of direct address is set apart by one or more commas, depending on where the noun of direct address is placed in the sentence.

Example #1: Murray, you had a great idea!

- The noun of direct address is *Murray* because the sentence is addressed directly to him.
- Because the noun of direct address begins the sentence, only one comma is needed to set the noun of direct address apart from the rest of the sentence.

Example #2: Please carry this, Janet.

- In this example *Janet* is the noun of direct address because the sentence is addressed directly to her.
- Because the noun of direct address ends the sentence, only one comma is needed to set the noun of direct address apart from the rest of the sentence.

Example #3: Come here, Matthew, and I will show you the new invention.

- In this example *Matthew* is the noun of direct address because the sentence is addressed directly to him.
- Because the noun of direct address is in the middle of the sentence, two commas are needed to set the noun of direct address apart from the rest of the sentence.

A noun of direct address can be compound (more than one).

Example #1: Mr. Hoover and Mr. Spangler, you have improved household cleaning forever!

- The compound noun of direct address is *Mr. Hoover and Mr. Spangler*.

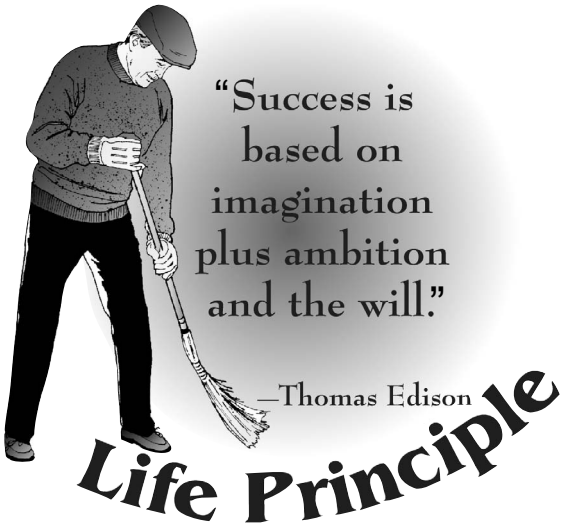
Example #2: Thank you, Mom and Dad, for your belief in my new ideas.

- In this sentence, the compound noun of direct address is *Mom and Dad*.

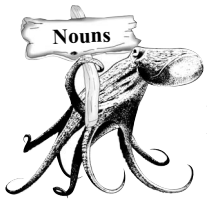
Example #3: Thank you for your help, Marti and James.

- In this sentence, the compound noun of direct address is *Marti and James*.

Yeah! You are learning so much!
Continue to the Activities!



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Lesson 13

Chapter 4

WAG YOUR TAIL AND LISTEN UP!

Section 3
Lessons 11-15



Dale Carnegie, author of *How To Win Friends and Influence People*, is considered one of the greatest "friend winners" of the ***century***. He taught, "You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you."

To ***illustrate*** this point, Carnegie would tell how dogs have learned the fine art of making friends better than most people. When you get within ten feet of a friendly dog, he will begin to wag his tail, a ***visible*** sign that he welcomes and enjoys your presence. If you take time to pet the dog, he will become excited, lick you, and jump all over you to show how much he appreciates you. The dog became man's best friend by being ***genuinely*** interested in people!



One of the ***foremost*** ways, of course, in which we show our interest in others is to listen to them—to ask questions, ***intently*** listen to their answers, and to ask further questions based upon what they say. The person who feels "heard" is likely to seek out his friendly listener again, and to count that person as a great friend.

Need a friend? Start listening with your heart. ■

(HB)

VOCABULARY

Century: 100 years
Illustrate: to explain or describe by using examples, pictures or stories
Visible: obvious, able to be seen
Genuinely: truly, sincerely, without pretense
Foremost: leading; first in his/her field
Intently: purposely, eagerly

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A REVIEW OF NOUNS

■A **predicate nominative** is a noun in the predicate that follows a linking verb and refers to the subject. The linking verb can act as an equal sign.

Example #1: Dale Carnegie is an author.
- Dale Carnegie (subject) = author (predicate nominative)

Example #2: My friends are Rachael and Nathaniel.
- friends (subject) = Rachael and Nathaniel (compound predicate nominative)

■A **direct object** is a noun that follows an action verb and receives the action of the subject. The direct object answers *what* or *who*.

Example #1: Carnegie taught his children.
- Question: Carnegie taught *who?* • Answer: *children* (direct object)

Example #2: My dog licks people and other dogs.
- Question: My dog licks *who?* • Answer: *people* and *other dogs* (compound direct object)

■An **indirect object** is a noun that comes between the action verb and the direct object and tells *to whom, for whom*, *to what* or *for what*.

Example #1: Dale Carnegie offers seminar participants life-changing tips.
- Question: Dale Carnegie offers tips *to whom?* • Answer: *participants* (indirect object)

Example #2: You should offer Mark and Israel a ride to the seminar.
- Question: You should offer a ride *to whom?* • Answer: *Mark and Israel* (compound indirect object)

■An **appositive** is a noun set off by commas and renames the noun just before it.

Example #1: This dog, a friendly beast, is quite a tail-wagger!
- The appositive is *beast*. It renames the subject *dog* and is set off by commas.

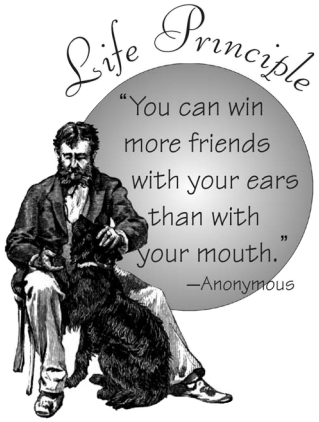
Example #2: Three dogs, Lassie, Lad and Benji, rose to stardom on the big screen.
- The compound appositive is *Lassie, Lad and Benji*. They rename the subject *dogs* and are set off by commas.

■A **noun of direct address** names the person(s) to whom a sentence is directed.

Example #1: David, thank you for being a friend who listens.
- The noun of direct address is *David*.

Example #2: I love you, Mom and Dad!
- The compound noun of direct address is *Mom* and *Dad*.

Example #3: Read that book, Samantha, and you will never be the same!
- The noun of direct address is *Samantha*.



You are doing well. Keep going! Enjoy the Activities!

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Lesson 14

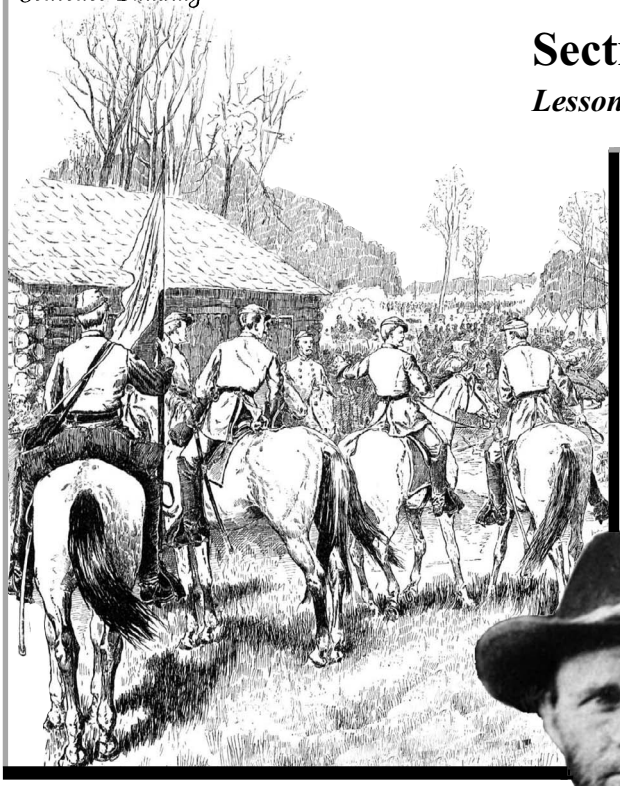
Sentence Building

Chapter 4

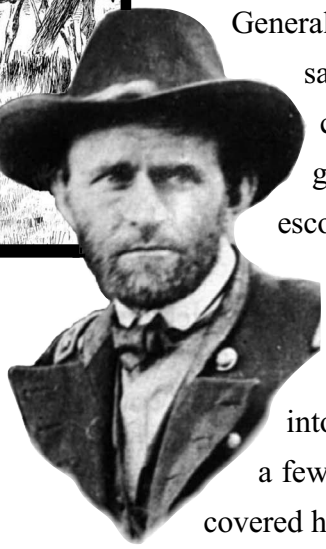
Section 3

Lessons 11-15

MANNERS GO A LONG WAY



In 1865, after ***General Ulysses Grant*** moved his ***occupying*** Union army into Shiloh, the general ordered a seven o'clock curfew for the city. One distinguished Southern lady, a Mrs. Johnson, was seen walking near the army's downtown headquarters near the curfew time.



General Grant approached the lady and said, "Mrs. Johnson, some danger could threaten you out here. I am going to ask two of my officers to escort you home."

The Southern lady replied determinedly, "I will not go."

Grant smiled, went back into his headquarters, and returned in a few minutes wearing an overcoat that covered his ***insignia*** and ***rank***.

"May I walk with you, Mrs. Johnson?" he asked.

"Why, yes," Mrs. Johnson replied, nearly blushing. "I'm always glad to have a gentleman as an ***escort***."

Mrs. Johnson would walk with a man she saw as a gentleman, even though she would not walk with a Union soldier. Good manners and genuine politeness go a long way toward "covering" many of our faults and mistakes. ■

(HB)

VOCABULARY

General Ulysses Grant: the foremost Union General in the Civil War
Occupy: to send soldiers to patrol and use the land for military purposes
Insignia: badge, name plate
Rank: level of advancement in the military
Escort: a companion for safety

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DEPENDENT AND INDEPENDENT CLAUSES

A *clause* is a group of words containing a subject and a verb. Two types of clauses are used in English: dependent clauses and independent clauses. An *independent clause* is a group of words expressing a complete thought that could stand alone as a sentence.

Example #1: Mrs. Johnson would walk with a gentleman, but she would not walk with a Union general.

- Each of the independent clauses could stand alone as a complete sentence:
  - *Mrs. Johnson would walk with a gentleman.*
  - *She would not walk with a Union general.*

Example #2: General Ulysses Grant moved his army into Shiloh, and then he ordered a seven o'clock curfew.

- These clauses are independent because they could each stand alone as a sentence:
  - *General Ulysses Grant moved his army into Shiloh.*
  - *He ordered a seven o'clock curfew.*

A *dependent clause* is a group of words that does not express a complete thought and cannot stand alone as a sentence. Even though a dependent clause has a subject and a verb, a dependent clause must be attached to an independent clause to form a sentence.

Example #1: General Grant returned wearing an overcoat that covered his insignia and rank.

- Notice how *that covered his insignia and rank* sounds incomplete by itself. The subject of the clause is *that*. The verb of the clause is *covered*; however, just because the clause has a subject and a verb does not mean it can stand alone as a sentence. It must be attached to an independent clause. The first clause of the sentence *General Grant returned wearing an overcoat* is independent. Notice how it could stand alone as a sentence. To make sense, the dependent clause had to be attached to the independent clause. Together they form a good sentence.

Example #2: In 1865, after General Ulysses Grant moved his army into Shiloh, he ordered a seven o'clock curfew for the city.

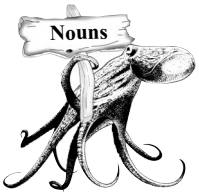
- Notice how *after General Ulysses Grant moved his army into Shiloh* sounds incomplete by itself. The subject of the clause is *General Ulysses Grant*. The verb of the clause is *moved*; however, just because the clause has a subject and a verb does not mean it can stand alone as a sentence. It must be attached to an independent clause.
- The dependent clause divides the independent clause: *In 1865, he ordered a seven o'clock curfew for the city*. Notice how the independent clause could stand alone as a sentence. To make sense, the dependent clause had to be attached to the independent clause. Together they form a good sentence.

Wow, you are learning so much!
Continue to the Activities.



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English Grammar Skills



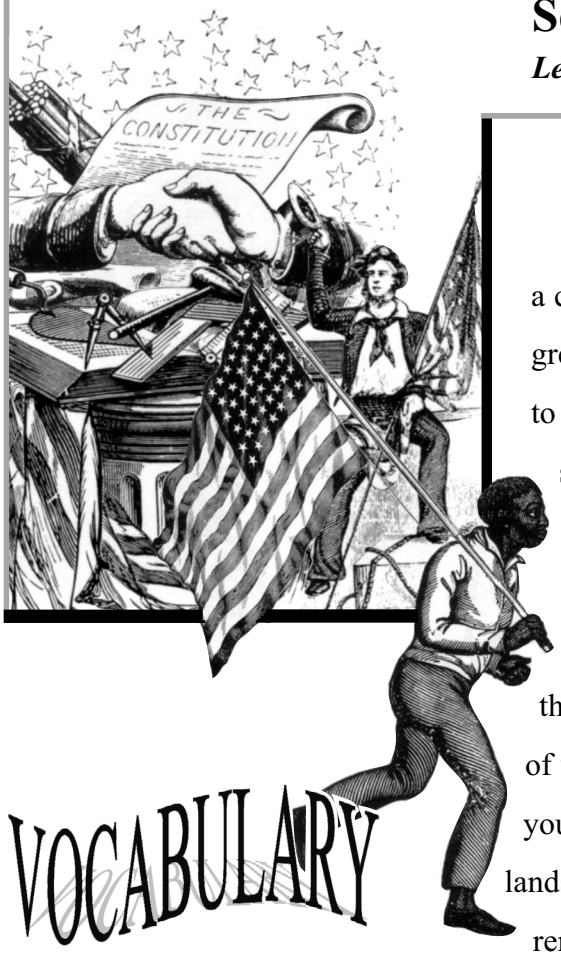
Lesson 15

Chapter 4

Section 3

Lessons 11-15

AN AMERICAN HONORS HIS COUNTRY



To honor a person is to show him great respect and courtesy. The same is true for a country. To honor a country is to show that country great respect and courtesy. One way to show respect is to study the history of a country. In American history, students learn of the brave and wise men and women who served their country and helped to make it great.

As you have already learned, some ***incidents*** in American history are shameful, but, by far, most of the pages of history tell of men and women and deeds of which Americans can be very proud. Learn all that you can of the early ***colonists*** who braved unknown lands, ***ravenous*** wolves and deadly hunger. Read and reread the stories of men and women who ***endured*** and faced dangers; built towns; started schools, churches and colleges; established hospitals. Find out who helped to carry American ***ideals*** to Hawaii, Puerto Rico, the Philippines and other ***protectorates***.

If you diligently seek to know what made your country great, you should never be in danger of not being a part of America's honorable heritage. Americans have inherited a ***legacy*** of courage and honor. May you ***valiantly*** honor your country in return! ■

(Anonymous)

VOCABULARY

Incidents: events, occurrences
Colonists: the earliest Americans who formed the United States
Ravenous: dangerously hungry, willing to kill for food
Endured: survived, persisted against hardships
Ideals: highest goals for a standard of living
Protectorates: small countries that the United States protects from aggressors
Legacy: heritage passed down from generation to generation
Valiant: brave, courageous, noble

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CLAUSES THAT ACT LIKE NOUNS

Independent clauses can stand alone as sentences; dependent clauses cannot stand alone as sentences. Dependent clauses that act like nouns are called *noun clauses*. Noun clauses act like subjects, predicate nominatives, direct objects, objects of prepositions, appositives and complements. Noun clauses often begin with words like: *whoever, that, what* and *who.* The best way to find a noun clause in a sentence is to divide the complete subject from the complete predicate. Then, analyze each part of the sentence. Hint: noun clauses can be replaced by pronouns.

Example #1: Whoever honors and serves America is a true American.
- The sentence splits just before the verb: *Whoever honors and serves America* | *is a true American*.
- The noun clause *whoever honors and serves America* acts as the subject of the sentence.
- (pronoun test) He is a true American.

Example #2: A respectful attitude is what America requires.
- The sentence splits just before the verb: *A respectful attitude* | *is what America requires*.
- The noun clause *what America requires* acts as the predicate nominative.
- (pronoun test) A respectful attitude is it.

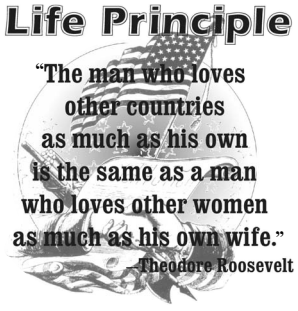
Example #3: I know that the United States is the greatest country on Earth.
- The sentence splits just before the verb: *I* | *know that the United States is the greatest country on Earth*.
- The noun clause *that the United States is the greatest country on Earth* acts as the direct object.
- (pronoun test) I know it.

Example #4: George Bush, who is our current president, has sworn to protect us.
- The sentence splits just before the verb: *George Bush, who is our current president,* | *has sworn to protect us*.
- The noun clause *who is our current president* acts as the appositive.
- (pronoun test) He has sworn to protect us.

Example #5: Honor your country by showing that you love her.
- The sentence splits just before the verb: *(You)* | *honor your country by showing that you love her*.
- The noun clause *that you love her* acts as the object of the preposition.
- (pronoun test) Honor your country by showing it.

Example #6: Diligently seek to know what made your country great.
- The sentence splits just before the verb: *(You)* | *diligently seek to know what made your country great*.
- The noun clause *what made your country great* acts as the complement of the infinitive *to know*.
- (pronoun test) Diligently seek to know it.

Congratulations. You are learning so much! Continue to the Activities.



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