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 5

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Chapter 5

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

—Emile de Girardin



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Lesson 1

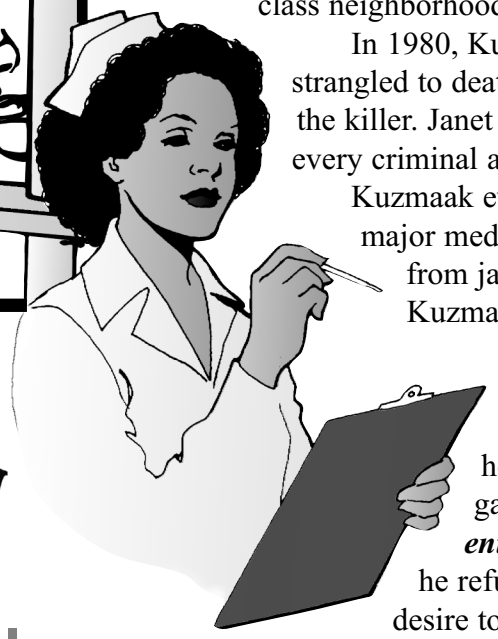
Chapter 5

Section 1

Lessons 1-5

A CRIMINAL'S CARESS





Velazquez Polk and Janet Kuzmaak both grew up in Portland, Oregon, but the two could not have been more different. Polk was a tough street kid who joined a gang at age ten and was eventually arrested for selling drugs. Kuzmaak was an honor roll student from an upper-class neighborhood.

In 1980, Kuzmaak's sister was raped and strangled to death. Authorities never found the killer. Janet became bitter and ***regarded*** every criminal as her sister's murderer.

Kuzmaak eventually became a nurse at a major medical center. Polk, released from jail in 1990, was given a job as Kuzmaak's surgical aide. Janet was furious. She did not believe in ***rehabilitation*** for criminals. She did notice however, that when Polk's gang-member friends tried to ***entice*** him to rejoin their ***ranks***, he refused. Polk told Kuzmaak of a desire to flee the drug scene and join a program to become a nurses' aide. Nurse Kuzmaak remembered that her sister had once ***befriended*** a man on parole, so Kuzmaak continued to monitor Polk and ***lobbied*** the hospital to pay Polk's tuition.

Today, Kuzmaak and Polk are great friends. The nurse helped the ex-criminal to gain entrance into a world that he once did not know existed. In turn, he helped sweep away the bitterness that had once poisoned Janet's heart.

Change and growth are always possible if you first turn away from evil and determine not to return. ■ (HB)

VOCABULARY

Regard: to think of with a particular feeling
Rehabilitate: to turn a person into a productive member of society
Entice: tempt
Rank: membership of a group in society
Befriend: to make a friend of
Lobby: to use position to influence or persuade

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VERBS: ACTION AND BEING



Over the course of this chapter, you will be learning more about verbs. In previous chapters, you learned that a verb may be action or state-of-being. Quickly review these two types of verbs.

■Action verbs tell what the subjects do.

Example #1: Polk and Kuzmaak *grew* to maturity in Portland, Oregon.
- *Grew* is the action verb. What did Polk and Kuzmaak do? They *grew*.

Example #2: Kuzmaak *regarded* every criminal as her sister's murderer.
- *Regarded* is the action verb. What did Kuzmaak do? She *regarded*.

■State-of-being verbs show what the subjects are, are being, were, were being or will be. State-of-being verbs include: am, is, are, was, were, be, being, been.

Example #1: Polk *was* a tough street kid.
- *Was* is the state-of-being verb. No action is shown, only a statement of what Polk *was*.

Example #2: Today, Kuzmaak and Polk *are* great friends.
- *Are* is the state-of-being verb. No action is shown, only a statement of what Kuzmaak and Polk *are*.

Continue now to the Activities. Do your best!



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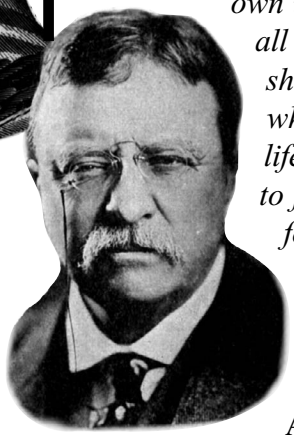
Chapter 5

THE MAKING OF AN AMERICAN

Section 1

Lessons 1-5





President Theodore Roosevelt once explained what he thought was the right kind of American boy: *We have a right to expect from the American boy that he shall become a good American man. Now, the chances are strong that he won't be much of a man unless he is a good deal of a boy. He must not be a coward or a weakling, a bully, a* ***shirk*** *or a* ***prig****. He must work hard and play hard. He must be clean-minded, clean-lived and able to hold his own under all circumstances and against all* ***comers****. Only on these conditions shall he grow to be the kind of man of whom America can really be proud. In life, as in a football game, the principle to follow is: Hit the line hard; don't foul and don't shirk, but hit the line hard.*

President Roosevelt knew that merely living in America did not make a person the "right kind of American." A boy and his parents and grandparents may always have lived in America, but residence alone does not make a true American. An American has to be *made*. This is a long, expensive task. Each year millions of children are born in the United States. Some children will become genuine Americans by the time they graduate from high school—perhaps earlier. Others will progress more slowly. Some will grow old and gray before they become Americans. Some may never become true Americans.

That may be discouraging. The truth is, some people living in the United States of America have no idea how to be real Americans. Just as a boy cannot learn to be a carpenter until he knows fully what a carpenter is, and a high-school

VOCABULARY

Shirk: a person who tries to avoid work
Prig: a person who is arrogant, self-righteous
Comers: a new person who may challenge or threaten
Liberty: the freedom to be responsible and to do what you should
Master: to become excellent, the best
Honor: to revere, to respect
Serve: to care for, provide for

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pupil cannot prepare for college until he knows what is expected of him in college, so a person must be taught what is a true American. Here is President Roosevelt's description of an American:

I. An American must love ***liberty***.
II. He must know how to use his hands and his brain.
III. He must ***master*** the English language.
IV. He must ***honor*** the United States above all countries.
V. He must ***serve*** his country's best interests every day.
VI. He must live by moral principles.

Whether you were born in America or in another country—if these six sentences describe you—you are truly an American. ■

(Anonymous)

LINKING VERBS



To understand what linking verbs do, think of a chain. A chain is a row of links joined together. To *link* means to *join*. A linking verb is a verb which joins other words. A linking verb joins the subject of a sentence to a word or phrase in the predicate. The predicate is all of the information in a sentence beginning with the verb. A linking verb often joins the subject to a predicate noun or a predicate adjective. A predicate noun is a noun in the predicate that renames the subject. A predicate adjective is an adjective in the predicate that describes the subject.

Common Linking Verbs

am	was	being	become	look	seem
is	were	been	feel	taste	smell
are	be	appear	grow	remain	sound

Example #1: I am an American.
- subject: *I* • linking verb: *am* • predicate noun: *American*
- The linking verb *am* joins the subject *I* to the predicate noun *American*.

Example #2: Theodore Roosevelt was a great president.
- subject: *Theodore Roosevelt* • linking verb: *was* • predicate noun: *president*
- The linking verb *was* joins the subject *Theodore Roosevelt* to the predicate noun *president*.

Example #3: Good American boys become strong American men.
- subject: *boys* • linking verb: *become* • predicate noun: *men*
- The linking verb *becomes* joins the subject *boys* to the predicate noun *men*.

Example #4: A true American is strong and good.
- subject: *American* • linking verb: *is* • predicate adjectives: *strong*, *good*
- The linking verb *is* joins the subject *American* to the predicate adjectives *strong* and *good*.

Example #5: An American boy will be honest and valiant.
- subject: *boy* • linking verb: *be* • predicate adjectives: *honest*, *valiant*
- The linking verb *be* joins the subject *boy* to the predicate adjectives *honest* and *valiant*.

Example #6: He seemed honorable.
- subject: *He* • linking verb: *seemed* • predicate adjective: *honorable*
- The linking verb *seemed* joins the subject *He* to the predicate adjective *honorable*.

You are doing well. Continue to the Activities.

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Life Principle

"Abandon your animosities and make your sons Americans!"

—Robert E. Lee



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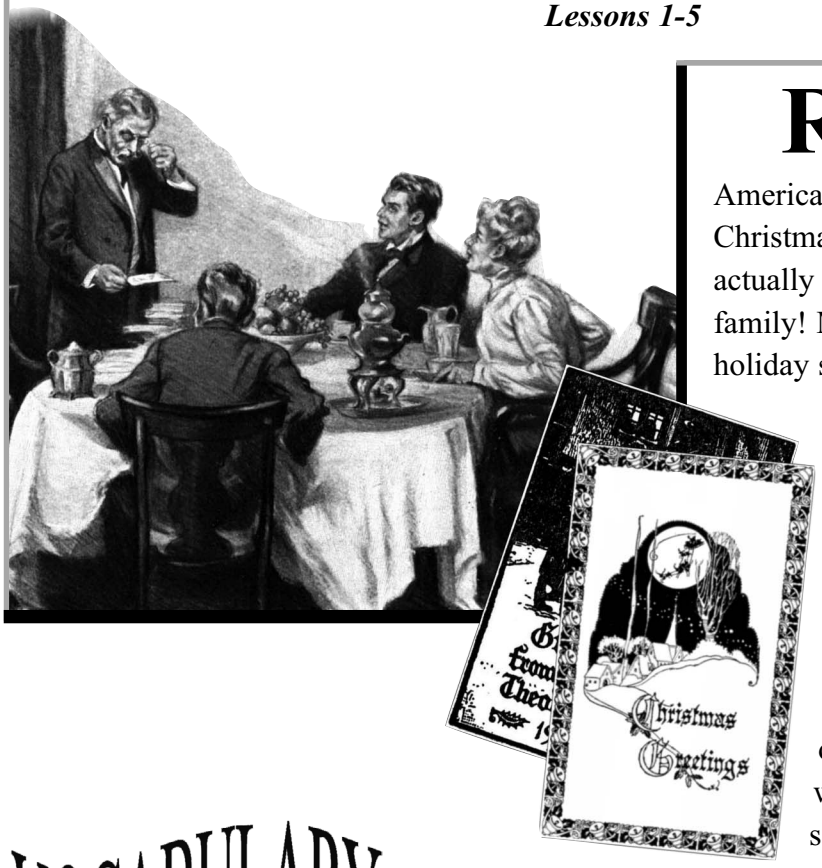
Lesson 3

Chapter 5

Section 1

Lessons 1-5

HAPPY NEW YEAR, AND BE OF GOOD CHEER!



Researchers have ***estimated*** that more than 95 percent of all Americans receive at least one or more Christmas cards each year. The average is actually more than seventy cards per family! Millions of cards are mailed each holiday season, worldwide. You may have wondered where this ***custom*** began.

A museum director in the mid-19th century had a personal habit of sending notes to his friends at Christmas each year, just to wish them a joyful holiday season. One year, the museum director found he had little time to write, and yet he still wanted to send a message of good cheer. He asked his friend, John Horsely, to ***design*** a card that might be signed and sent. Friends who received the cards loved them and created cards of their own. Thus, the Christmas card was invented!

Often, the simple ***heartfelt gestures*** in life speak most loudly of friendship. Ask yourself today, *What can I do to bring a smile to the face of a friend? What can I do to bring good cheer into the life of someone who is in need, trouble, sickness or sorrow?* Follow through on your answer. You will be doing more than just giving a gift; you will be building a friendship. ■

(HB)

VOCABULARY

Estimate: to calculate unprecisely, to make an educated guess
Custom: tradition
Design: create
Heartfelt: very deeply felt; sincere; genuine
Gesture: an action that expresses sentiment or courtesy

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AUXILIARY VERBS AND MAIN VERBS

A sentence may contain a single verb rather than a verb phrase. In that case, the single verb is the main verb. However, if a sentence contains a verb phrase, the main verb will be preceded by one or more auxiliary verbs. The word *auxiliary* means *giving help or support*. An auxiliary verb is simply another name for a *helping verb*. You will learn how the auxiliary verb helps the main verb.

Common Auxiliary Verbs

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

Notice the main and auxiliary verbs in the sentences below.

Example #1: Most Americans *receive* one or more Christmas cards each year.
- The main verb in the above example is just one word—*receive.*

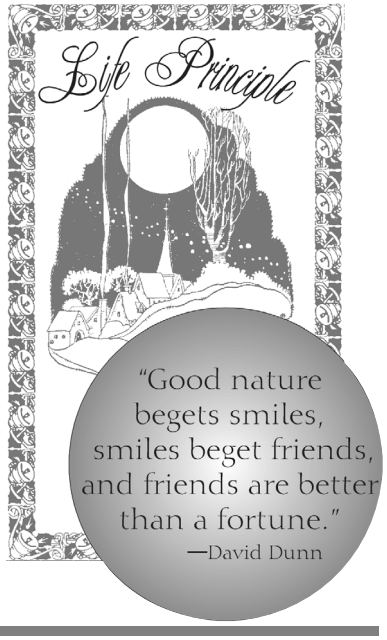
Example #2: Millions of cards *are mailed* each holiday season.
- The above example contains a verb phrase—*are mailed*.
- The main verb is *mailed*.
- The auxiliary verb is *are*.

Example #3: Christmas cards *have been sent* to ninety-five percent of all Americans.
- The verb phrase is *have been sent*.
- The main verb is *sent*.
- *Have* and *been* are auxiliary verbs.

In a question, the subject of the sentence usually separates the main verb from the auxiliary verb(s).

Example #1: *Have* you *wondered* where this custom began?
- verb phrase: *have wondered*
- auxiliary verb: *have*
- main verb: *wondered*
- The auxiliary *have* is separated from the main verb *wondered* by the subject *you*.

Example #2: *Did* he *find* time to send a message of good cheer?
- verb phrase: *did find*
- auxiliary verb: *did*
- main verb: *find*
- The auxiliary *did* is separated from the main verb *find* by the subject *he*.



Keep working hard. Continue to the Activities.

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Lesson 4

Chapter 5

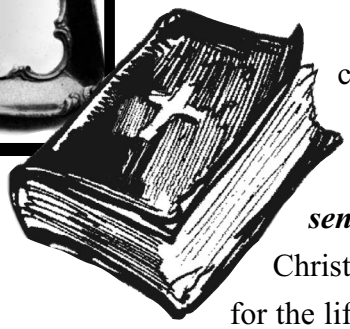
LOVE YOUR ENEMIES

Section 1

Lessons 1-5



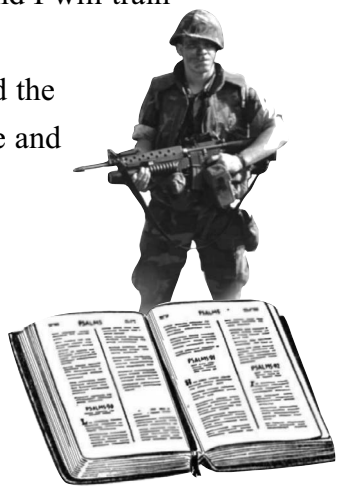
During the ***Korean War***, a South Korean ***civilian*** was arrested by the ***communists*** and ordered to be shot. The young communist leader learned that the prisoner in his ***charge*** was a ***Christian*** director of an orphanage. The communist decided to spare the prisoner but ordered instead the ***execution*** of the prisoner's son. The 19-year-old son was shot in the presence of his father.



After the war, the young communist leader was captured by the ***United Nations*** forces, ***tried*** and ***condemned*** to death. Before the ***sentence*** could be carried out, the Christian whose son had been killed pleaded for the life of the killer. The Christian argued that the communist had been young when he ordered the execution and that he really did not know what he was doing. "Give him to me," the man requested, "and I will train him."

The United Nations forces granted the unusual request, and the father took home and cared for the murderer of his son. That young communist became a Christian pastor.

For good or for bad, what we do, speaks! How ***vital*** is what we say and what we do! ■ (HB)



VOCABULARY

Korean War: (1950-1953) a war between North Koreans supported by communists and South Koreans supported by the United States
Civilian: a citizen not in the military
Communist: a person who believes that all property belongs to the national government which citizens serve and obey
Charge: responsibility
Christian: a person who lives according to the teachings of Jesus Christ

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TRANSITIVE VERBS

A transitive verb is an action verb or verb phrase that requires a direct object to complete the meaning. The direct object receives the action of the verb; therefore, the verb *transfers* action from the subject to the direct object.

Example #1: The communist ordered the execution of the son.

- subject: *communist*
- action verb: *ordered*
- direct object: *execution*
- The action verb *ordered* is a transitive verb because it must have a direct object to complete the meaning. If the sentence just read *The communist ordered*, then the readers would not have a complete understanding of the meaning of the sentence. The direct object *execution* is necessary to complete the meaning of the sentence.

Example #2: The communist arrested a civilian.

- subject: *communist*
- action verb: *arrested*
- direct object: *civilian*
- The action verb *arrested* is a transitive verb because it must have a direct object to complete the meaning. If the sentence just read *The communist arrested*, then the sentence would not be complete in its meaning. The direct object *civilian* is necessary to complete the meaning.

Example #3: The Christian will train the murderer.

- subject: *Christian*
- action verb (phrase): *will train*
- direct object: *murderer*
- The verb phrase *will train* is transitive because it must have a direct object to complete the meaning. If the sentence just read *The Christian will train*, then the reader would be left wondering what or who the Christian will train. The meaning would not be clear without the direct object *murderer*.

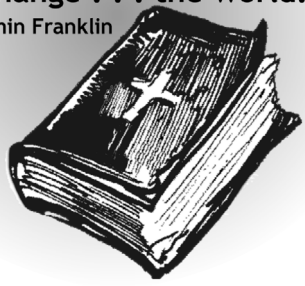
You are doing so well! Keep learning.

VOCABULARY

Execution: the putting to death of a person for disobeying the law
United Nations: the international organization that attempts to restrain aggression by policing military action among nations
Tried: brought to trial
Condemned: convicted, found guilty
Sentence: legal punishment for a crime
Vital: very important, very necessary; basic

Life Principle

"He who shall introduce into public affairs the principles of . . . Christianity will change . . . the world."
—Benjamin Franklin



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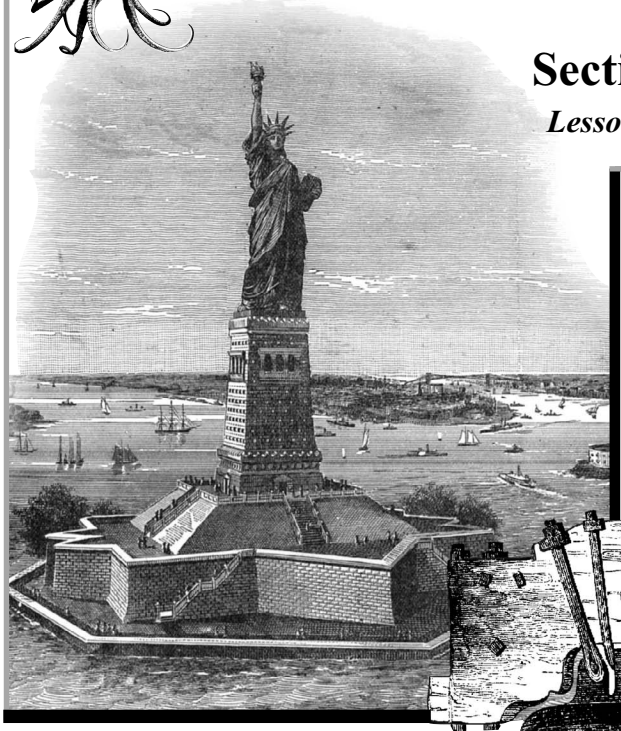
Chapter 5

Lesson 5

Section 1

Lessons 1-5

LIBERTY: A WORD WORTHY OF SACRIFICE



One word could be used to describe America. That word appears on coins and is repeated again and again in history lessons. It is a word that many brave men have had on their lips at the moment of death. It is a word that every true American soldier and sailor sees in his imagination when he looks up at the "Stars and Stripes" floating in the breeze. It is a word that to many people in other lands always suggests America. That word is *Liberty*.

The most famous statue in the world represents the word *liberty*. The statue is a figure of a woman, nicknamed "Lady Liberty," which is located in New York Harbor. "Lady Liberty" is so huge that 40 persons can stand within her head, and a narrow staircase extends into her outstretched arm. The length from the base of the statue to its highest point is one hundred and fifty-one feet. Men, women, and children who live thousands of miles away have heard of "Lady Liberty." Many speak her name almost with ***reverence***.

The *Statue of Liberty* stands on Bedloe's Island in New York Harbor and at night throws its light many miles over the waters. Each year thousands of immigrants from distant countries pass the *Statue of Liberty*.

One day, a steamer that had been nearly three weeks in making the journey from ***Riga*** to New York entered the harbor. On the steamer were a Russian peasant, his wife, mother and five children. They had no ***trunks***, only big bundles which

VOCABULARY

Reverence: an attitude of awe and deep respect toward holy persons, places, things or ideas
Riga: the capital city of the Baltic country of Latvia
Trunks: traveling boxes
Seasick: nausea from traveling by ship
Husky: low and full of emotion

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contained all that the immigrants could bring to America. The children had been ***seasick*** and were cold, tired and hungry. Suddenly one of the boat's crew announced entrance to New York Bay. Although the sun was not yet up, the Russian family crowded to the rail straining to see through the dim light. The ten-year-old boy suddenly cried out, "See there!" And the father said in a ***husky*** voice to his old mother, whose eyes were too old to see, "Yes, it is Leebertee!" The aged grandmother, as well as the youngest child, felt a thrill. At last they had reached the *Statue of Liberty* and the great land of opportunity—America! ■

(Anonymous)



INTRANSITIVE VERBS

An intransitive verb is also an action verb or verb phrase. However, an intransitive verb has no direct object to receive the action from the subject. Other words or phrases other than a direct object may follow an intransitive verb. Sometimes nothing follows the intransitive verb.

Example #1: The torch flames.
- subject: *torch*
- action verb: *flames*
- The intransitive verb *flames* has no direct object.

Example #2: The *Statue of Liberty* is standing tall.
- subject: *Statue of Liberty*
- verb phrase: *is standing*
- adjective: *tall*
- The intransitive verb phrase *is standing* has no direct object.

Example #3: Each year, people come seeking freedom.
- subject: *people*
- action verb: *come*
- participial phrase: *seeking freedom*
- The intransitive verb *come* has no direct object.

Example #4: The ship sailed slowly.
- subject: *ship*
- action verb: *sailed*
- adverb: *slowly*
- The intransitive verb *sailed* has no direct object.

Continue to the Activities.

LIFE PRINCIPLE

"Liberty means responsibility."

–George Bernard Shaw



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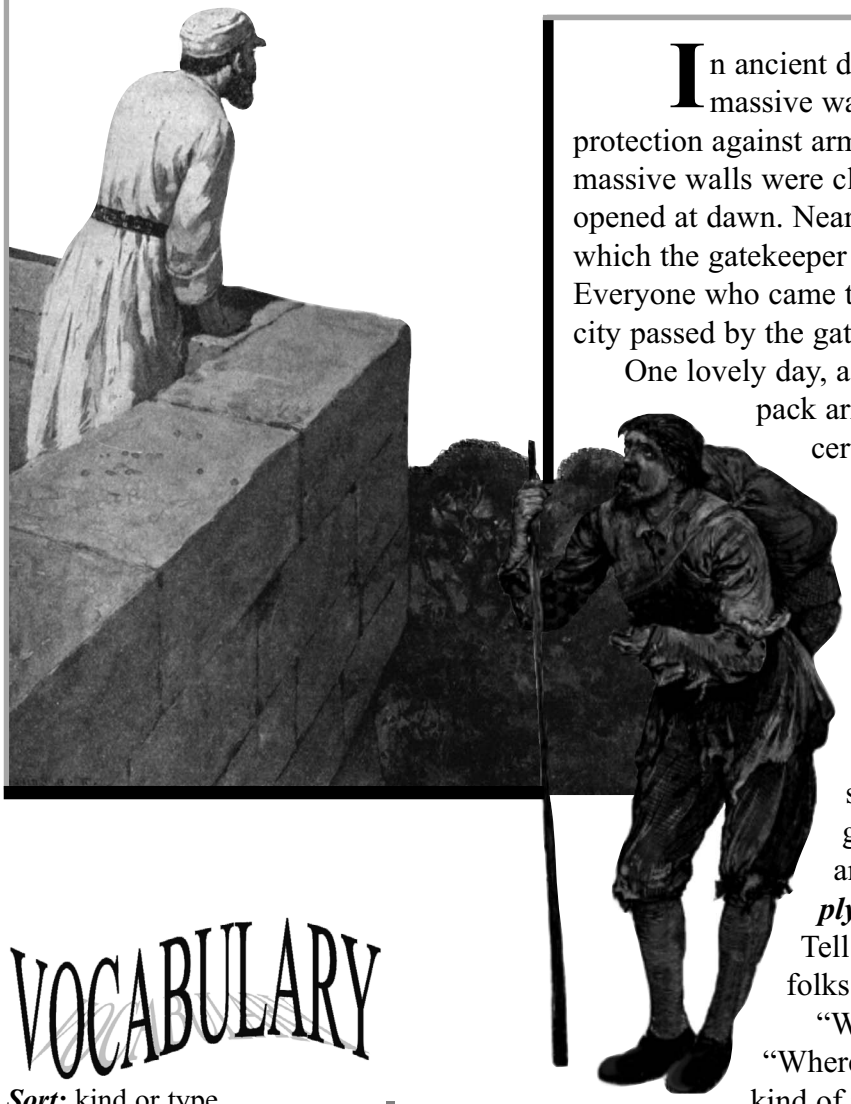
Lesson 6

Chapter 5

Section 2

Lessons 6-10

HAPPINESS FROM WITHIN OR WITHOUT



In ancient days, cities were built inside massive walls. Walls surrounded cities for protection against armed invaders. Great gates to the massive walls were closed each evening and were opened at dawn. Nearby was a gatehouse from which the gatekeeper watched for strangers. Everyone who came to visit or to do business in the city passed by the gatekeeper.

One lovely day, a traveler shouldering his heavy pack arrived at the west gate of a certain city. Slinging off his pack, he sat down to rest before continuing his journey into the city. The gatekeeper, being a friendly ***sort***, spoke to the traveler.

"Greetings, Sir! Have you business in the city?"

Looking up, the traveler saw the ***beaming*** face of the gatekeeper. The traveler answered, "Why, yes. I hope to ***ply*** my ***trade*** as a weaver here. Tell me, if you would, what kind of folks live here?"

"Well," ***drawled*** the gatekeeper, "Where did you come from, and what kind of people lived there?"

The traveler smiled. "I came from Great Town. The people there were wonderful! My neighbors were friendly and always ready to lend a helping hand when needed. And my customers! Such a pleasure to my business! I hated to leave, but crop failures hurt everyone so I was unable to find enough business to earn a living."

VOCABULARY

Sort: kind or type
Beaming: bright, shining
Ply: to work, to apply skill
Trade: a skill or job
Drawl: to say slowly with an accent
Wretched: miserable, mean

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"Young man," the gatekeeper responded, "you will find that the people here are also friendly, helpful and pleasing to your business."

Rested, the traveler picked up his pack and proceeded into the city.

Later that day, another stranger walked up to the gate with a traveler's pack riding his shoulders. With a weary sigh, he dropped his burden and leaned upon the wall, resting.

"Good evening! Have you business in the city?" The gatekeeper's voice was warm and welcoming. The traveler looked up, answering, "Yes sir, I do. I hope to find a market to sell my herbs and spices. What kind of people live here?"

"Where are you from, and what kind of people lived there?" asked the gatekeeper.

The stranger shook his head as he said, "I am from Great Town, and the people there were ***wretched***! My neighbors were rude, cold and difficult."

"Sir," the gatekeeper responded, "so will you find the people in this city: rude, cold and difficult."

Both men were from the same town, but each man described the town as if it were a different place. The difference rested with the attitude each man brought into the town. ■

VERB TENSES



The word *tense* is derived from a Latin word meaning "time." Verb tense indicates when action takes place. In today's lesson you will review the simple tenses: present, past and future.

PRESENT TENSE

The present tense of a verb indicates an event that occurs on a regular basis, such as "I walk to school every day" or "I eat lunch at noon." These types of habits and events that occur on a regular basis are expressed with the present tense verb.

Example #1: The gatekeeper *smiles* at travelers.
- The verb *smiles* indicates that the gatekeeper regularly smiles at travelers.

Example #2: He *closes* the great gates to the city.
- The verb *closes* indicates that he closes the gates on a regular basis.

PAST TENSE

The past tense of a verb indicates a single event that *already occurred*. Remember, the past tense of a regular verb is formed by adding *-d* or-*ed*. The past tense of an irregular verb is formed by changing the spelling.

Example #1: The gatekeeper *greeted* the first traveler.
- The past tense verb *greeted* indicates that yesterday or at some time in the past, the gatekeeper greeted the first traveler.
- *Greeted* is formed by adding *-ed* to the verb *greet*.

Example #2: The traveler *slung* his pack to the ground.
- The past tense verb *slung* indicates that yesterday or at some time in the past, the traveler slung his pack to the ground.
- *Slung* is formed by changing the spelling of the irregular verb *sling*.

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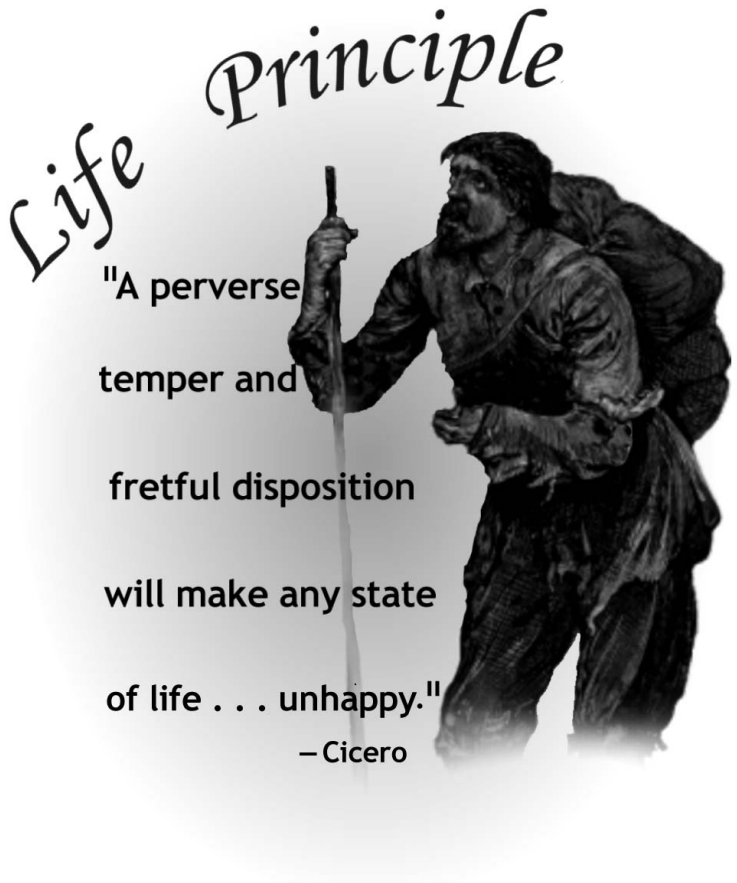
Future Tense

The future tense indicates what is *going to happen*. *Shall* and *will* are the auxiliary verbs that accompany the future tense. Anytime you see either *shall* or *will*, you know that the sentence is future tense. *Shall* is used in the first person (I, me, we). *Will* is used in the second and third persons (you, he, she, it, they).

Example #1: We *shall travel* to the next town.
- *Shall travel* indicates an event that is going to occur.
- *Shall* is used because the subject *we* is a first person pronoun.

Example #2: The gatekeeper *will close* the gates tonight.
- *Will close* indicates what is going to occur.
- *Will* is used because the subject *gatekeeper* is third person. You know *gatekeeper* is third person because you may substitute the third person pronoun *he*: *He will close the gates tonight*.

Congratulations! Your knowledge of English grammar is growing tremendously!
Continue to the Activities.



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Lesson 7

Chapter 5

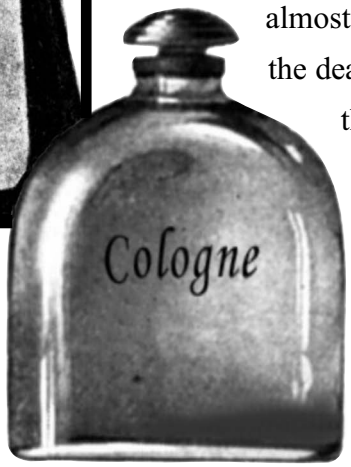
Section 2

Lessons 6-10

ONE MILLION DOLLARS TOO MUCH



During the early days of World War II, an ***impeccably*** uniformed U.S. war ***correspondent***, ***sporting*** an overdose of Aqua Velva cologne to ***ward off*** what he feared would be nauseating ***aromas***, stepped ***warily*** into a ***primitive*** Chinese field hospital. Sickened almost immediately by the smell of the dead and dying, and shocked at the ***incoherent*** cries of the wounded, the correspondent hastily retreated in search of fresh air. As he retreated, the correspondent walked right into one of the most stunning sights he had ever seen. A beautiful young nun, of the American-based Maryknoll ***order***, was on her knees before a filthy Chinese soldier. The nun was patiently ***swabbing*** the soldier's ***gangrenous*** leg as he lay on a reeking mat. The correspondent turned his gaze away, ***repulsed***.



"Sister," he said, "I would not do that for a million dollars."

The nun paused only ***momentarily*** in her ***ministrations*** and said, "Neither would I."

Some jobs are far more valuable than the pay associated with them. They give opportunity for nobility of character and majesty of purpose to be exercised. ■

(HB)

VOCABULARY

Impeccable: perfect, without blemish, stain or wrinkle
Correspondent: a person who reports news from a foreign country
Sporting: wearing or using in an obvious manner
Ward off: keep away
Aroma: strong smell
Warily: cautiously, carefully
Primitive: very simple, old timey, lacking modern amenities
Incoherent: not understandable, illogical, unreasonable
Order: small society of religious persons who live by common rules
Swabbing: cleaning with gauze

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STATE-OF-BEING VERBS AND VERB TENSE



State-of-being verbs are irregular. Correctly using these verbs will serve you well as a leading citizen in your community. You will want to communicate at a professional level with your colleagues, superiors and subordinates. State-of-being verbs are conjugated in the following ways:

Present Tense	Past Tense	Future Tense
am	was	shall be
is	were	will be
are		

Notice how these verbs are used in sentences.

Present Tense

Example #1: I *am* a nurse.
Example #2: He *is* a correspondent.
Example #3: She *is* a nun.
Example #4: It *is* a difficult task.
Example #5: You *are* a giving person.
Example #6: They *are* arriving at the hospital.

Past Tense

Example #7: I *was* the nurse in the story.
Example #8: He *was* quite surprised!
Example #9: She *was* by my side.
Example #10: It *was* a happy time in my life.
Example #11: You *were* happy also.
Example #12: They *were* good to us.

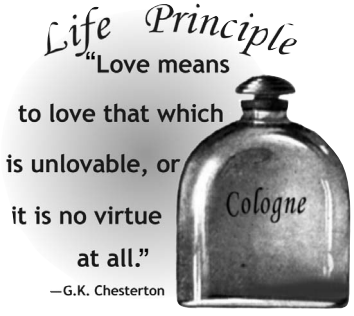
Future Tense

Example #13: I *shall be* on the battle front.
Example #14: We *shall be* with the soldiers.
Example #15: You *will be* also.
Example #16: He *will be* brave.
Example #17: She *will be* kind.
Example #18: They *will be* on the other side
Example #19: It *will be* soon.

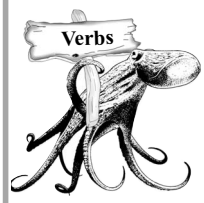
Continue to the Activities. You will do well.

VOCABULARY

Gangrenous: flesh that is decaying due to injury or disease
Repulsed: disgusted, driven back
Momentarily: lasting only a moment, briefly
Ministrations: service, help, aid



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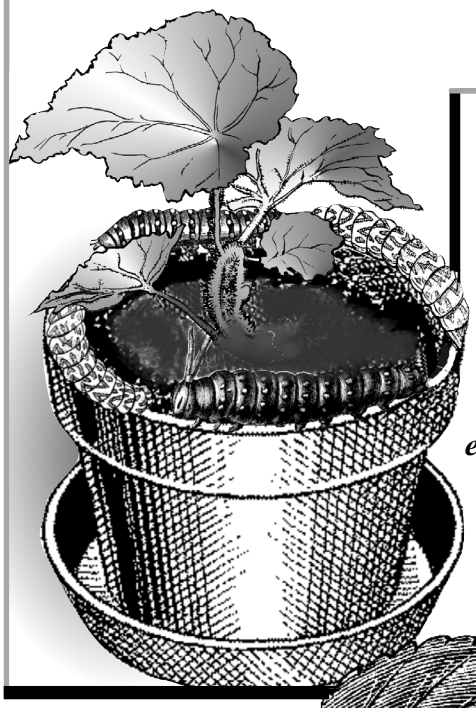
Lesson 8

Chapter 5

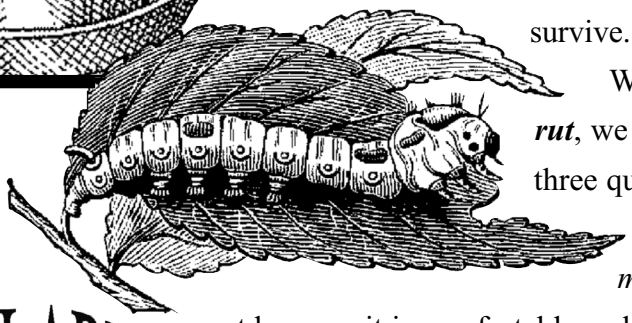
Section 2

Lessons 6-10

FOLLOW THE LEADER?



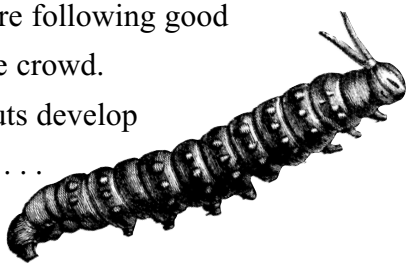
A biologist once experimented with what he called "***processional*** caterpillars." The biologist lined up caterpillars on the rim of a pot that contained a plant. The lead caterpillar was placed head-to-tail with the last caterpillar, with no break in the parade. The tiny creatures paraded around the rim of the pot for an entire week before dying of ***exhaustion*** and starvation. Not once did any of the caterpillars break out of line and ***venture*** into the pot to eat the plant. Food was only inches away, but the follow-the-leader instinct was stronger than the drive to eat and survive.



When we find ourselves in a ***rut***, we do well to ask ourselves these three questions:

1) *Is this rut of my own making?* We tend to choose a rut because it is comfortable and requires no risk. To get out of a rut, make new choices!

2) *Who am I following?* We ***adopt*** certain patterns in our lives because someone has taught those patterns to us directly or by example. Make sure you are following good leaders; do not simply follow the crowd.



3) *Where am I going?* Ruts develop when we lose ***vision*** for our lives . . . when we are "just traveling" through life and not attempting to arrive at a destination. Goals take you places! ■ (HB)

VOCABULARY

Processional: referring to that which moves forward in an orderly manner; marching
Exhaustion: extreme tiredness
Venture: to dare, to risk
Rut: a fixed way of acting that produces mediocrity
Adopt: to accept as your own
Vision: thoughts and plans for the future

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USING "HAVE" AND "HAS"

You may wonder when to use *have* or *has* as an auxiliary verb. Follow the simple steps below to ensure that you use these two little words correctly.

Use *have* with:

1. first and second person pronouns (I, you, we)

Example #1: I *have* learned to follow the truth.

Example #2: We *have* learned to follow the truth.

Example #3: You *have* learned to follow the truth.

Example #4: You and I *have* learned to follow the truth.

2. third person plural pronouns (they)

Example: They *have* learned to follow the truth.

3. plural nouns.

Example #1: Some adults *have* learned to follow the truth.

Example #2: Boys and girls *have* learned to follow the truth.

Example #3: Abel and Uriah *have* learned to follow the truth.

Use *has* with:

1. third person singular pronouns (she, he, it)

Example #1: She *has* learned to be responsible.

Example #2: He *has* learned to be responsible.

Example #3: It *has* been a good lesson to learn.

2. singular nouns

Example #1: The girl *has* learned to be responsible.

Example #2: Samuel *has* learned to be responsible.

Example #3: The dog *has* learned to be responsible.

Continue to the Activities.

LIFE PRINCIPLE



"A man who wants to lead the orchestra must turn his back on the crowd."

–James Crook

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Lesson 9

Chapter 5

Section 2

Lessons 6-10

THE VALUE OF LIBERTY



To love liberty is to value liberty. You have learned that the whole foundation of the United States is liberty. Therefore, if a ***citizen*** is able to learn only one lesson well, it should be how to use liberty for the pursuit of responsibility.

Liberty is a precious ***heirloom***, more ***priceless*** than gold. Liberty, or "freedom," as it is commonly called, is inherited from adults but must be maintained by the next generation of youth. A parent or other adult will tend to grant liberty to teenagers who prove they are ready to assume responsibility for personal actions.

In everyday life, youth are often tested to see whether they can be trusted with liberty and responsibility. Unfortunately, some youth choose to take advantage of their liberty to hurt others or abuse freedoms. A ***sluggard*** boy who must be watched to see that he studies; a girl who cheats unless the teacher's eye is upon her; or a boy who ***snatches*** an elderly lady's purse, have not yet learned to use liberty properly. You can test yourself to find out whether or not you can be trusted with liberty: notice how you act *when no one is watching!* ■

(Anonymous)

VOCABULARY

Citizen: a member of a city, state or country
Heirloom: an inherited item passed from generation to generation
Priceless: more valuable than money can buy
Sluggard: lazy, irresponsible
Snatch: to take quickly

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PRINCIPAL PARTS OF VERBS

Verbs in the English language have many different forms. These forms are called the principal parts of the verbs. The word *principal* means *important*. When you focus on the *principal parts* of a verb, you focus on the important parts of the verb. The principal parts of verbs include the simple tenses: present tense, past tense and future tense; the participles: present participle and past participle; the perfect tenses: present perfect, past perfect and future perfect; the progressive tenses: present progressive, past progressive and future progressive.

SIMPLE TENSES

The simple tenses are the *present*, *past* and *future*. You have already learned these a little, but this will be a short review for you. The present tense indicates action that occurs on a regular basis. The past tense indicates action that occurred in the past. The future tense indicates action that will occur at some point.

Present Tense
Example #1: I love liberty.
Example #2: My mother grants me liberty when I am responsible.

Past Tense
Example #1: I loved liberty.
Example #2: My mother granted me liberty when I was responsible.

Future Tense
Example #1: I shall love liberty.
Example #2: My mother will grant me liberty when I am responsible.

PARTICIPLES

Participles are not verb tenses, but help form verb tenses. Participles are *present* or *past*. The present participle is formed with an *-ing* attached to the verb. The past participle is sometimes formed like the past tense, and other times with a slightly different spelling, depending whether the verb is regular or irregular. You will study irregular verbs later. Regular verbs are verbs that form the past tense by simply adding *-ed*. You will be able to spot irregular verbs because they change spellings. Notice the verb tenses and forms listed below.

Present	Present Participle	Past	Past Participle
love	loving	loved	loved
learn	learning	learned	learned
call	calling	called	called
test	testing	tested	tested
see (irregular)	seeing	saw	seen
sit (irregular)	sitting	sat	sat
find (irregular)	finding	found	found
talk	talking	talked	talked
speak (irregular)	speaking	spoke	spoken

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Perfect Tenses

The perfect tenses are *present perfect*, *past perfect* and *future perfect*. The present perfect tense indicates action that began and ended at some indefinite point in the past or that started in the past and is still ongoing. This tense is formed with *has* or *have* and the past participle. For example, if you and your family were at a July 4th celebration all day, and your father asked if you had seen your brother, you might respond by saying, "Yes, I *have seen* him today." Your response means that at the present time, you do not see him, but that at some point in the past you had seen him, and you may see him again. If your friend asked what you planned to do for July 4th, you might say, "I *have gone* with my family to the Freedom Fest for the past eight years." Your response indicates that in the past you have attended the celebration, and you may continue to do so in the future.

The past perfect tense indicates action that took place before another past action occurred. This tense is formed with *had* and the past participle. For example, if you were describing your day to your friends, and you told them about the time your father asked if you had seen your brother, you might say, "My dad asked if I *had seen* Philip." Your response indicates that in the past, you had a conversation with your father about a time even further in the past—when you had seen Philip.

The future perfect tense indicates action that already began but will be completed at a decided time in the future. This tense is formed with *shall have* or *will have* and the past participle. For example, if you worked hard and saved money for the Freedom Fest and planned to spend only a certain amount of money, you might say, "By 8:00 tonight, I shall have spent $50." By using the future perfect tense, you mean to say that you have already begun spending your $50 and will complete spending it by 8:00.

Present Perfect	**Past Perfect**	**Future Perfect**
I *have seen* Philip.	I *had seen* Philip.	I *shall have seen* Philip.
We *have seen* Philip.	We *had seen* Philip.	We *shall have seen* Philip.
You *have seen* Philip.	You *had seen* Philip.	You *will have seen* Philip.
He *has seen* Philip.	He *had seen* Philip.	He *will have seen* Philip.
She *has seen* Philip.	She *had seen* Philip.	She *will have seen* Philip.
It *has seen* Philip.	It *had seen* Philip.	It *will have seen* Philip.
They *have seen* Philip.	They *had seen* Philip.	They *will have seen* Philip.

- Notice that *have* and *has* were used interchangeably depending on which pronoun was used. Refer to Lesson 8 for a refresher on *have* and *has*.

Progressive Tenses

The progressive tenses indicate continuing action and are formed using a state-of-being verb and a present participle. The progressive tenses are present progressive, past progressive and future progressive. The present progressive uses a present tense state-of-being verb (am, is, are); the past progressive uses a past tense state-of-being verb (was, were); the future progressive uses a future tense state-of-being verb (shall be, will be).

Present Progressive	**Past Progressive**	**Future Progressive**
I am seeing.	I was seeing.	I shall be seeing.
You are seeing.	You were seeing.	You will be seeing.
He is seeing.	He was seeing.	He will be seeing.

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Perfect Progressive Tenses

Sometimes tenses are combined, such as the perfect tenses and the progressive tenses. This results in the present perfect progressive, the past perfect progressive and the future perfect progressive. Remember that the perfect tenses use *have* or *had* and a past participle, such as *I have lived, you have lived, she has lived*. The progressive tenses use a state-of-being verb and a present participle, such as *I am living, you are living, she was living*. When the two tenses are combined into a perfect progressive tense, *have*, *has* or *had* is used with the past participle *been* and a present participle.

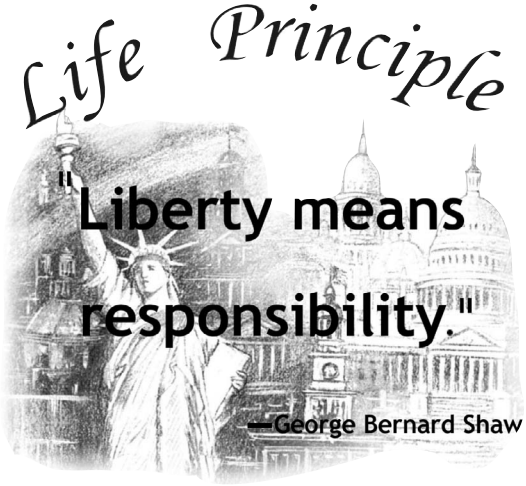
Present Perfect Progressive	Past Perfect Progressive	Future Perfect Progressive
I have been celebrating.	I had been celebrating.	I shall have been celebrating.
You have been honoring.	You had been honoring.	You will have been honoring.
He has been loving.	He had been loving.	He will have been loving.
She has been choosing.	She had been choosing.	She will have been choosing.
It has been sitting.	It had been sitting.	It will have been sitting.
They have been sailing.	They had been sailing.	They will have been sailing.

Emphatic Forms

Often you use conjugations of the word *do* to emphasize a point. You may say, "I *did* put the fireworks in the right storage container, Mom!" Instead of simply saying, "I put the fireworks in the right storage container, Mom," you felt compelled to be *emphatic* which means to *emphasize*, to *enhance* or to say with more force. The way English speakers often emphasize a point is to use the emphatic form. This is done by using the *do, does* or *did*.

Present Emphatic	Past Emphatic
I *do* love my country.	I *did* love my country.
She *does* honor her country.	She *did* honor her country.
They *do* not respect America.	They *did* not respect her.

In your writing and speaking, remember to use the correct verb tenses and forms to express exactly what you mean. Study these and learn them. Using them correctly will greatly enhance your employability and credibility. Continue to the Activities.



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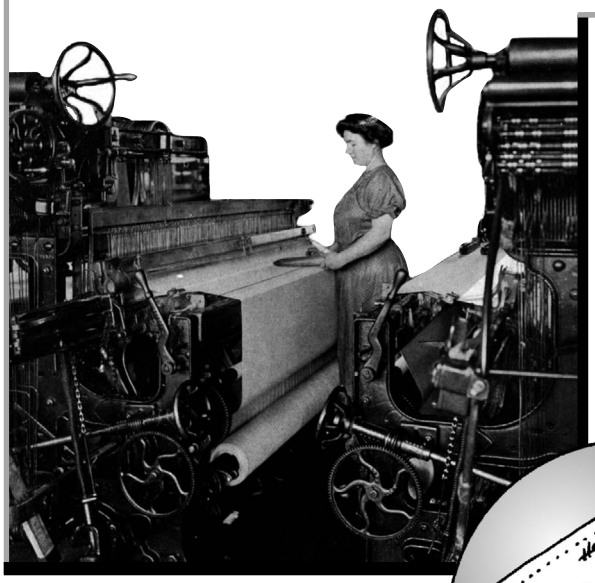
Lesson 10

Chapter 5

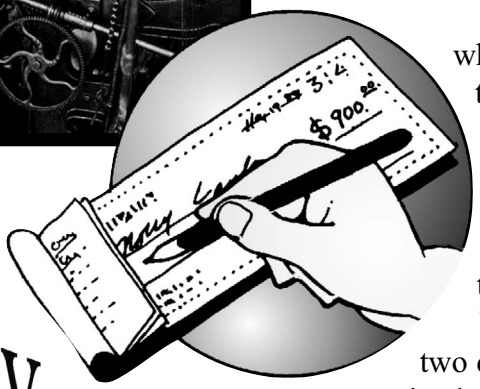
Section 2

Lessons 6-10

WE REAP WHAT WE SOW



On a December evening in 1995, the employees of Malden Mills in Lawrence, Massachusetts, thought their jobs had gone up in smoke. The mill had been destroyed by fire. When morning dawned, the company owner, Aaron Feuerstein, told his 3,000 plus employees that the mill would be rebuilt immediately. Not only that, Feuerstein intended to keep everyone on the payroll for thirty days. That decision alone cost him millions of dollars a week.



This situation was not the first in which Feuerstein had ***disregarded*** the ***trends***. When other ***textile mills*** had moved south to take advantage of lower taxes and cheaper labor, Feuerstein stayed because he had a responsibility to the people he employed.

When paychecks were handed out two days after the fire, each employee received a Christmas bonus and a note from the boss that read, "Do not ***despair***. God bless each of you."

By January 2, the mill had reopened, and within ninety days, 75 percent of the workers were back on the job. Experts had said it could never be done. The mill was able to fill 80 percent of its orders in spite of the fire. Feuerstein's ***investment*** in his employees had been returned to him in miracle-working effort and loyalty.

When we give our best to others, we nearly always find that they give their best in return. ■ (HB)

VOCABULARY

Disregard: to ignore
Trend: popular style or opinion
Textile mill: a factory for weaving cloth
Despair: to give up hope
Investment: time or money spent wisely

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IRREGULAR VERBS

The English language is filled with tricks, twists and turns. Probably the best way to learn English verbs is to practice them over and over. In this lesson, you will learn some principal parts of irregular verbs. Notice how they change spellings when forming tenses.

Irregular Verbs

Present	Present Participle	Past	Past Participle
arise	arising	arose	arisen
awake	awaking	awoke	awoken
be	being	was	been
beat	beating	beat	beaten
become	becoming	became	become
begin	beginning	began	begun
bite	biting	bit	bitten
blow	blowing	blew	blown
break	breaking	broke	broken
bring	bringing	brought	brought
burst	bursting	burst	burst
buy	buying	bought	bought
choose	choosing	chose	chosen
cling	clinging	clung	clung
come	coming	came	come
creep	creeping	crept	crept
deal	dealing	dealt	dealt
do	doing	did	done
draw	drawing	drew	drawn
drink	drinking	drank	drunk
drive	driving	drove	driven
eat	eating	ate	eaten
fall	falling	fell	fallen
flee	fleeing	fled	fled
fly	flying	flew	flown
forbid	forbidding	forbade	forbidden
forget	forgetting	forgot	forgotten
forgive	forgiving	forgave	forgiven
freeze	freezing	froze	frozen
get	getting	got	gotten
give	giving	gave	given
go	going	went	gone
grow	growing	grew	grown
hide	hiding	hid	hidden
keep	keeping	kept	kept
know	knowing	knew	known
ride	riding	rode	ridden
ring	ringing	rang	rung
run	running	ran	run
see	seeing	saw	seen

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Irregular Verbs Continued

Present	Present Participle	Past	Past Participle
send	sending	sent	sent
shake	shaking	shook	shaken
shine (to give light)	shining	shone	shone
show	showing	showed	shown
shrink	shrinking	shrank	shrunk
sing	singing	sang	sung
sink	sinking	sank	sunk
slide	sliding	slid	slid
sling	slinging	slung	slung
speak	speaking	spoke	spoken
spin	spinning	spun	spun
spread	spreading	spread	spread
stand	standing	stood	stood
steal	stealing	stole	stolen
sting	stinging	stung	stung
stride	striding	strode	stridden
strive	striving	strove	striven
swear	swearing	swore	sworn
swim	swimming	swam	swum
swing	swinging	swung	swung
take	taking	took	taken
tear	tearing	tore	torn
think	thinking	thought	thought
wake	waking	woke, waked	waked
wear	wearing	wore	worn
weave	weaving	wove	woven
wring	wringing	wrung	wrung
write	writing	wrote	written

Below are examples of some irregular verbs used in sentences.

Example #1: The employees of Malden Mills *thought* their jobs had gone up in smoke.
- *Thought* is the past tense of the irregular verb *think*.
- You cannot add *-d* or *-ed* to *think* to make it past tense because *thinked* is not a word.

Example #2: Other textile mill owners *have taken* their businesses south.
- *Have taken* is the past participle of the irregular verb *take*.
- The suffix *-d* or *-ed* cannot be added to *take* because *taked* is not a word.

Example #3: He *has kept* everyone on the payroll.
- *Has kept* is the past participle of the irregular verb *keep*.
- The suffix *-d* or *-ed* cannot be added to *keep* because *keeped* is not a word.

Congratulations! You are learning so much. Read the Life Principle on the next page then continue to the Activities.

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Life Principle

"It is the character of a brave and resolute man not to be ruffled by adversity and not to desert his post." – Cicero



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Lesson 11

Chapter 5

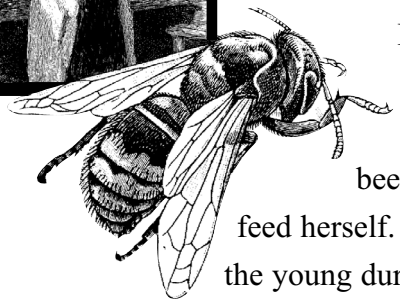
Section 3

Lessons 11-15

ARE YOU "BEEING" HELPFUL?



Many people seem to go through their days with their "stingers" out, ready to attack others or to defend their positions at the slightest ***provocation***. We would all do well, however, to consider the full nature of the "bees" we sometimes seem to ***emulate***.



Bees ***readily*** feed each other, sometimes even a bee of a different ***colony***. The worker bees feed the queen bee, who cannot feed herself. The workers feed the ***drones*** and the young during their period of usefulness in the hive. The bees seem to enjoy this social act of ***mutual*** feeding.

Bees cluster together for warmth in cold weather and fan their wings to cool the hive in hot weather, thus working for one another's comfort.

When the time comes for bees to move to new quarters, scouts report to the group, doing a dance very similar to the one used to report a find of honey. When enough scouts have ***confirmed*** the ***suitability*** of the new location, the bees appear to make a common decision, take wing and migrate together—all at the same time—in what is called a *swarm*.

Only as a last resort of self-defense do bees ***engage*** their stingers and then, never against their fellow bees. We do well to learn from bees. ■ (HB)

VOCABULARY

Provocation: annoyance, irritation
Emulate: imitate, copy, act like
Readily: willingly, without hesitation
Colony: group of one kind
Drone: non-working male bee
Mutual: common, agreed upon
Confirm: to settle the truth or correctness of a situation
Suitability: practicality, usefulness, measure of comfort
Engage: to use

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NOUN/VERB AGREEMENT

Just as your vignette is about people getting along and agreeing, this lesson is about verbs and nouns (and pronouns) that agree. A noun or pronoun and its verb must agree in number. *Number* refers to singular and plural forms. A singular noun is *one* person, *one* place, *one* thing or *one* idea. A plural noun is *more than one* person, place or thing. The plural of nouns and verbs are reversed. Most nouns are made plural by adding *-s*. However, if a verb ends in *-s*, the verb is singular.

■**Rule #1:** With a singular noun, use a verb that ends in *-s* or *-es*.

Example #1: The worker bee *feeds* the queen bee.
- The noun *worker bee* is singular.
- The verb *feeds* is singular and agrees with the singular noun.

Example #2: The scout *finds* the honey.
- The noun *scout* is singular.
- The verb *finds* is singular and agrees with the singular noun.

Example #3: The drone *dances*.
- The noun *drone* is singular.
- The verb *dances* is singular and agrees with the singular noun.

■**Rule #2:** With a plural noun, use a verb that does not end in *-s* or *-es*.

Example #1: Bees *feed* each other.
- *Bees* is a plural noun. *Feed* is a plural verb.
- The plural verb agrees with the plural noun.

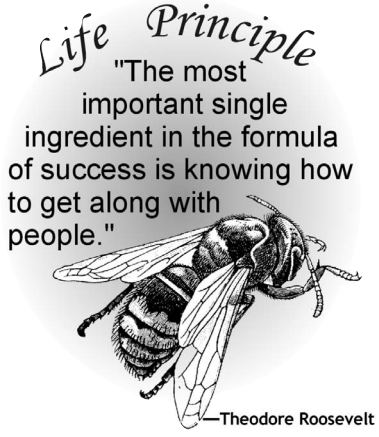
Example #2: Workers *fan* their wings to cool the hive.
- *Workers* is a plural noun. *Fan* is a plural verb.
- The plural verb agrees with the plural noun.

Example #3: They *report* to the queen.
- *Scouts* is a plural pronoun. *Report* is a plural verb.
- The plural verb agrees with the plural pronoun.

■**Rule #3:** A phrase between the noun or pronoun and the verb does not affect the agreement.

Example #1: The bees in my yard scare us.
- *Bees* is a plural noun. *Scare* is a plural verb.
- The plural verb agrees with the plural noun, regardless of the prepositional phrase.

Example #2: He, in the funny suit, is the beekeeper.
- *He* is a singular noun. *Is* is a singular verb.
- The singular verb agrees with the singular noun, regardless of the prepositional phrase.



Continue to the Activities.

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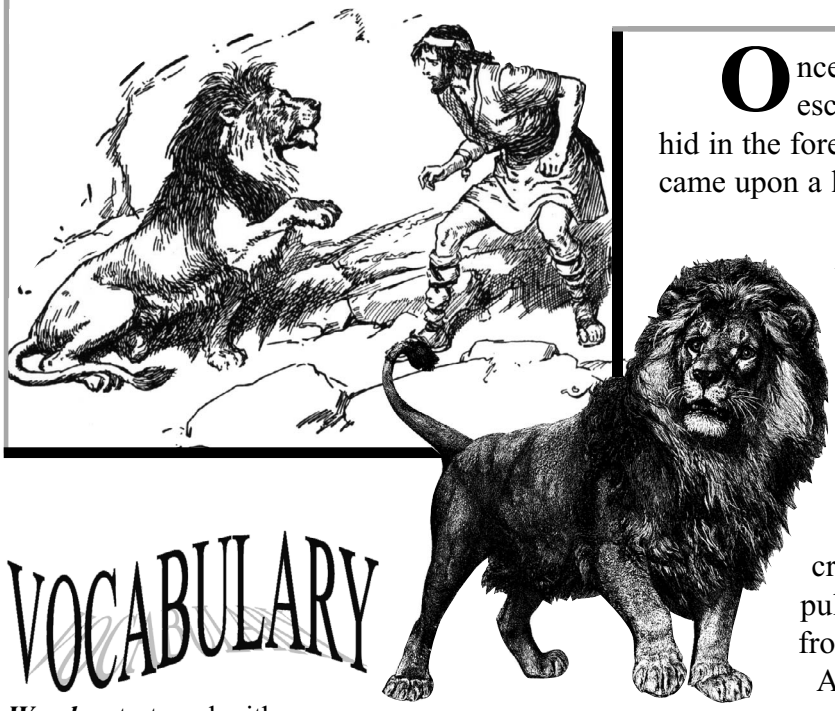
Lesson 12

Chapter 5

FREEDOM COMES BY LOVING YOUR ENEMIES

Section 3

Lessons 11-15



Once a Greek slave named Androcles escaped from his cruel master and hid in the forest. In the slave's ***wanderings***, he came upon a lion.

"Oh no! A lion!" cried Androcles. "Not only have I been mistreated by my master, but now I shall be ***devoured*** by a lion."

Then, Androcles noticed that the lion seemed to be in great distress and pain. He was moaning and whimpering ***piteously***.

"Ahhh! It hurts so much," cried the lion. "Someone must pull out this thorn or I shall ***expire*** from the pain."

As Androcles drew near, the lion extended his paw which was swollen and bleeding. A large thorn had ***penetrated*** a toe, causing the animal great discomfort. Quickly, Androcles pulled out the thorn and bound the wounded paw.

"Mmmmm!" purred the lion as he licked Androcles' hands and feet in ***gratitude***. "You have saved my life. Come with me to my cave."

As Androcles followed the lion, he thought to himself, "This lion will eat me or take care of me. I wonder which it will be."

Soon the lion's wound healed, and every day the lion hunted in the forest and meadows. At night, he returned with fresh meat.

Soon, both Androcles and the lion were hunting together. One day, they were recaptured by Roman hunters and taken to the city. Androcles and his friend were separated for many days.

The Romans had huge coliseums that had been built by slaves. Whenever slaves attempted to escape, or were recaptured, they were placed in the arena, and lions, which had not been fed for many days, were released. The slaves fought until they

VOCABULARY

Wander: to travel with no destination, goal or purpose
Devour: to eat hungrily, to gulp down
Piteous: sad, worthy of pity
Expire: die, quit, cease to exist
Penetrate: to pierce, to go into
Gratitude: thankfulness
Court: advisors, servants
Spectacle: a public showing
Despairing: having no hope
Amphitheater: a round, roofless building with arena and seats for spectators
Fawn: to show affection
Summoned: called, commanded to come
Pardoned: to be forgiven, given a second chance

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were killed by the lions. This was to be Androcles' fate.

The Emperor and all his ***court*** came to the arena to view the ***spectacle***. The ***despairing*** slave was unchained and led into the ***amphitheater***. Then the lion was turned loose. Everyone wondered how long the slave would survive. The lion rushed, bounding and roaring, toward his victim. Suddenly, he recognized his friend! To the surprise of the audience, the lion began to ***fawn*** upon the slave. The lion did not hurt the slave. Pleased by this unusual spectacle, the Emperor ***summoned*** Androcles to him. After the slave told the whole story, he was ***pardoned*** and freed.

"Joy!" shouted Androcles, "I am free."

"Arrgghh!" growled the lion. ■

(Anonymous)

MORE NOUN/VERB AGREEMENT



In this lesson you will learn what kinds of verbs compound subjects and collective nouns require. A *compound subject* is two or more simple subjects joined by a conjunction. The word *compound* means *more than one*. In the sentence *Mary and Paul went to the store*, the compound subject was two simple subjects (Mary, Paul) joined by the conjunction *and*. Conjunctions are small but powerful. They tie together all of the parts of speech. Conjunctions connect words, phrases, clauses and sentences.

COORDINATING CONJUNCTIONS

The most common coordinating conjunctions are *and*, *or* and *but*. A coordinating conjunction joins words, phrases and clauses that are of equal value and are used in the same way. For example, a conjunction will join a noun to a noun, a verb to a verb, and so on.

Example #1: He noticed that the lion was in great distress *and* pain.
- The conjunction *and* joins two nouns—*distress* and *pain*.

Example #2: The lion ran down the road *and* into the forest.
- The conjunction *and* joins two prepositional phrases—*down the road* and *into the forest.*

CORRELATING CONJUNCTIONS

Correlating conjunctions are in pairs. The most common ones are *either or, neither nor, both and, not only, but also, whether or (not), so as.* Sometimes the pairs are separated by other words.

Example #1: *Not only* have I been mistreated by my master *but* I *also* will be devoured by this lion.
- *Not only . . . but also* are the correlative conjunctions used to connect the independent clauses.
- The first independent clause is *I have been mistreated by my master.*
- The second independent clause is *I will be devoured by this lion.*
- Notice that the correlating conjunction *but . . . also* was separated by the pronoun *I* in the second clause. The ellipses (...) shows that other words are between the words in the pair.

Example #2: One day, *both* Androcles *and* the lion went hunting together.
- *Both . . . and* is the correlative conjunction used to join the two nouns *Androcles* and *lion*.

Example #3: Everyone wondered *whether* the slave would survive *or* die.
- *Whether . . . or* is the correlative conjunction used to join the two verbs *survive* and *die.*

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Compound Subjects and Verb Agreement

■**Rule #1:** Singular and plural subjects joined by *and* need plural verbs.

Hint: To help you find the correct verb, replace the subjects with the word *they*. You can do this mentally to make sure your sentence is correct.

Example #1 (singular compound subjects): The lion and Androcles hunt for food every day.
- (test) *They* hunt for food every day.

Example #2 (plural compound subjects): The Romans and the slave traders hunt for escapees.
- (test) *They* hunt for escapees.

■**Rule #2:** Singular subjects joined by *or* or *nor* need singular verbs.

■**Rule #3:** Plural subjects joined by *or* or *nor* need plural verbs.

Hint: To help you find the correct verb, mentally leave out one of the nouns.

Example #1 (singular compound subjects): The lion or the slave survives the combat.
- (test) The lion survives the combat in the arena. (leave out *or the slave*)

Example #2 (plural compound subjects): The thorns or the barbs cause infection.
- (test) The thorns cause infection (leave out *or the barbs*)

■**Rule #4:** When a compound subject is part singular and part plural joined by *or*, the verb must agree with the part that is closer to the verb.

Example #1: Myself or the Smiths rent the books on Greek society for the school students.
- The plural noun *Smiths* is closer to the verb *rent*; therefore, the verb must be plural.

Example #2: The Smiths or myself rents the books on Greek society for the students.
- The singular pronoun *myself* is closer to the verb *rents*; therefore, the verb must be singular.

Collective Nouns

Collective nouns name groups. Below are some common collective nouns:

swarm	troop	family	army	team	herd
jury	group	audience	Congress	squad	media

■**Rule:** Pair collective nouns with singular verbs.

Example #1: The troop of soldiers is getting close to Androcles' hiding place.
- The collective noun *troop* is paired with the singular verb *is*.

Example #2: The swarm of bees warns the lion of the troop.
- The collective noun *swarm* is paired with the singular verb *warns*.

You are doing well and learning a lot. Read the Life Principle on the next page, then continue to the Activities.

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LIFE PRINCIPLE



"Kindness has the power to turn bitter enemies into faithful friends."

–Anonymous

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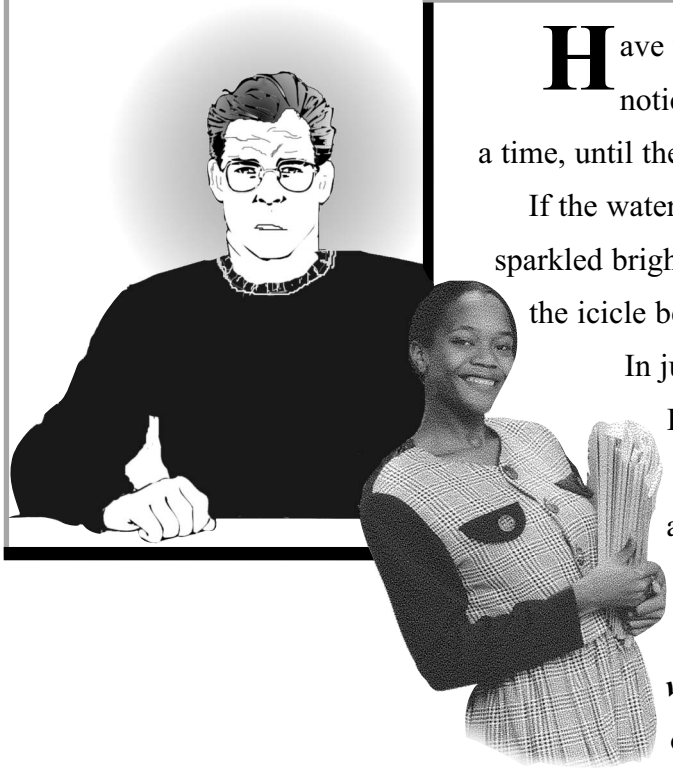
Lesson 13

Chapter 5

Section 3

Lessons 11-15

FORMING YOUR CHARACTER: DO YOU HAVE A CLEAN ICICLE?



Have you ever watched an icicle form? Did you notice how the dripping water froze, one drop at a time, until the icicle was a foot long, or more?

If the water was clean, the icicle remained clear and sparkled brightly in the sun; but if the water was muddy, the icicle became cloudy, its beauty ***soiled***.

In just this manner, our character is formed. Each thought or feeling adds influence. Each decision we make—about matters both great and small—***contributes*** to our character. Every bit that we take into our minds and souls—be they ***impressions***, experiences, ***visual*** images, or the words of others—help create our character.



We must remain concerned at all times about the "droplets" that we allow to drip through our lives. Acts that develop habits of love, truth and goodness mold and fashion us—just as habits born of hate, ***falsehood*** and evil intent ***mar*** and eventually destroy us. ■

(HB)

VOCABULARY

Soiled: ruined, dirty, unclean
Contributes: adds to
Impressions: influences that leave marks in our lives
Visual: received through the eyes
Falsehood: lying
Mar: damage, scar, make ugly

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NOUN/VERB AGREEMENT: WORDS THAT COME BETWEEN

When the word order in a sentence is inverted, you will need to know which kind of verb is needed. The word *inverted* means "reversed in order." Inverted noun/verb order often occurs in questions.

■**Rule:** The verb agrees with the subject even in inverted word order.

Remember: If the subject is singular, the verb is singular. If the subject is plural, the verb is plural.

Example #1: *Have* you ever *watched* an icicle form?

- Part of the verb appears before the subject, and part of the verb appears after the subject. The subject is *you*. The verb phrase is *have watched*. The singular subject *you* agrees with the singular auxiliary verb *have* and the main verb *watched*.

Example #2: *Has* the dripping water *frozen* yet?

- The subject *water* appears between the auxiliary verb *has* and the main verb *frozen*. The singular subject *water* requires the singular auxiliary *has* and the main verb *frozen*.

INTERJECTIONS

An interjection is used to express surprise or strong emotion. Interjections usually end in exclamation points (!). *Interjection* means *something thrown in or between*. Interjections usually appear at the beginning of sentences, but they are also "thrown into" the middle of sentences.

Wow!	Man!	Huh?	Oh!	Ahhh!	Ok!	What?

The above list is not all of the interjections in the English language. Sometimes words that are not usually interjections may be used as such. For example, you may shout, "Hurrah! I am nearly finished with this chapter!" The word *Hurrah!* was used as an interjection in that sentence. Interjections do not affect noun/verb agreement.

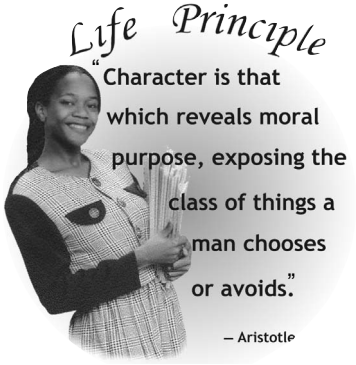
Example #1: "Oh! She was grumpy!" said the little girl.

- Here the interjection *Oh!* is at the beginning of the sentence.
- Notice that the agreement of the subject and the verb was not disturbed by the interjection.

Example #2: "I talked with him today, and Wow! was he in need of an attitude change!"

- Here the interjection *Wow!* is in the middle of the sentence.
- Notice that the agreement of the subject and the verb was not disturbed by the interjection.

Congratulations, you are nearly finished with Chapter Five. Continue to the Activities.



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Lesson 14

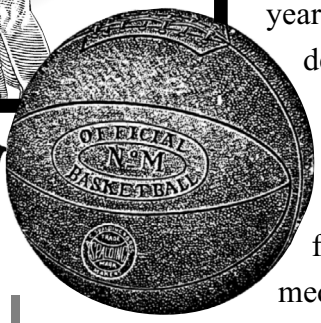
Chapter 5

THE VALUE OF EARNING YOUR WAY

Section 3

Lessons 11-15





Charles Oakley, ***forward*** for the New York Knicks and an NBA All-Star, had a reputation for being one of basketball's best ***rebounders***. His toughness, however, probably contributed the most to his ***outstanding*** sports career.

While other professional players had frequent injuries or were ***sidelined*** for other reasons, Oakley did not miss a game in three years, even though he had ***absorbed*** a great deal of physical punishment. He was often pushed or fouled. Charles Oakley put in miles each game running up and down the court. He frequently dove into the stands for loose balls, to the extent the courtside media teased Oakley about being a real working hazard. According to Oakley, his ***tenacity*** and energy had a source: his grandfather Julius Moss.

Moss was a farmer in Alabama who did most of his ***fieldwork*** by hand. "Other people had more equipment than he did," Oakley said. "He did not have a tractor, but he got the work done. No excuses." Moss, who died several years ago, developed many aches and pains in his life, but he laughed at them and went about his business. Oakley saw a lesson in that—nothing should prevent him from earning a day's pay.

Being focused, dedicated and disciplined will make the difference between a ***mediocre*** life and a *great* life. ■

(HB)

VOCABULARY

Forward: an offensive basketball player
Rebounder: a basketball player who catches the ball when it does not go in the basket
Outstanding: excellent, above the performance of others
Sidelined: taken out of the game
Absorbed: taken in, endured
Tenacity: persistence, determination
Fieldwork: plowing, planting, harvesting
Mediocre: regular, medium, nothing special

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NOUN/VERB AGREEMENT: SPECIAL WORDS

In this lesson, you will learn more rules about noun and verb agreement. Remember, your writing and speaking will improve as you master nouns and verbs. The more educated you become, the more employable you will be.

"HERE" AND "THERE"

Here and *there* are never the subjects of sentences. *Here* and *there* are directional terms that relate to specific nouns. The way to find the subject of the sentence is to ask yourself "*Who* or *what* is here or there?"

■**Rule:** In a sentence that begins with "here" or "there," the verb must agree with the subject.

Example #1: There are the basketball players.
- Ask yourself *who* or *what* is "there"? The answer is the subject of the sentence.
- *Basketball players* is the subject of the sentence.
- Because *basketball players* is plural, then the plural verb *are* is the correct verb to use.

Example #2: Here is Mr. Oakley.
- Ask yourself *who* or *what* is "here"? The answer is the subject of the sentence.
- *Mr. Oakley* is the subject of the sentence.
- Because *Mr. Oakley* is singular, then the singular verb *is* is the correct verb to use.

"EVERY" AND "MANY"

Every and *many* signify to a reader whether a singular or plural noun will follow. Knowing the number of the noun will help you choose the correct verb.

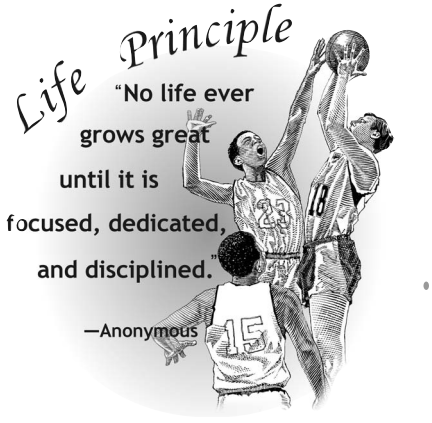
■**Rule #1:** When the word *every* occurs before a noun, a singular verb is required.

Example #1: Every NBA player has the ability to make a difference on the court.
Example #2: Every English course is not the same.

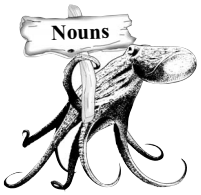
■**Rule #2:** When the word *many* occurs before a noun, a plural verb is required.

Example #1: Many professional athletes make contributions to charity.
Example #2: Many graduates reach greatness.

Now continue to the Activities to practice your knowledge of these rules.



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Lesson 15

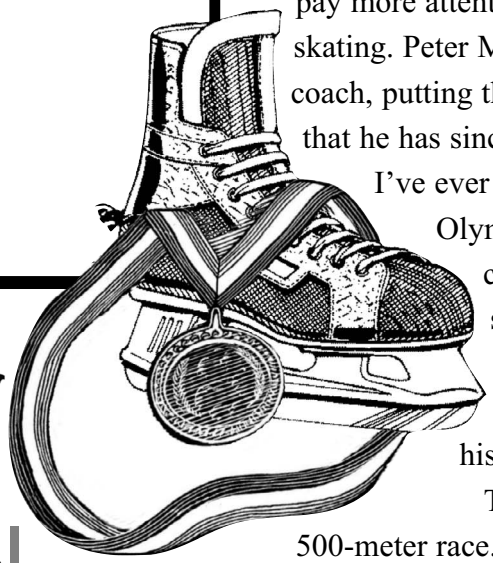
Chapter 5

DAN JANSEN'S TRIUMPH

Section 3

Lessons 11-15





After falling twice in the 1988 Olympic speed skating races, Dan Jansen sought sports ***psychologist*** Dr. Jim Loehr, who helped Jansen find a new balance between sports and the rest of his life. Loehr also helped Jansen pay more attention to the mental ***aspects*** of skating. Peter Mueller became Jansen's coach, putting the skater through ***workouts*** that he has since described as "the toughest I've ever known." When the 1994 Olympics began, Jansen had more confidence than ever. He had set a 500-meter world record just two months ***previously***. That race seemed to be all his!

Then, Jansen fell during the 500-meter race. Dr. Loehr immediately advised, "Start preparing for the 1000. Put the 500 behind you immediately. Stop ***reliving*** it." The 1000! For years Jansen had not believed he could win that distance. He had always considered the 1000 his weaker event. Now it was his last chance for an Olympic medal. As the race began, Jansen said, "I just seemed to be sailing along," and then he slipped and came within an inch of stepping on a lane marker. Still, Jansen did not panic. He raced on and recorded a world record time that won the gold medal!

Do not be ***intimidated*** by your own goals. Your toughest goal may be linked to your greatest triumph. ■ (HB)

VOCABULARY

Psychologist: a doctor who scientifically studies the human mind
Aspects: areas, parts, sides
Workout: physical exercises that improve endurance, speed and flexibility
Previously: before, earlier
Reliving: experiencing something again in the imagination
Intimidated: made afraid, cowed
Counterpart: part that matches, completes

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REVIEW OF NOUN/VERB AGREEMENT



You have learned much about nouns. You know how to make them agree with their verb ***counterparts*** in sentences. Before proceeding to a new chapter, refresh your memory on nouns and verbs in sentences.

■Singular nouns require singular verbs.

Example #1: That race was all his!

Example #2: A psychologist is often hired for sports therapy.

■Plural nouns require plural verbs.

Example #1: Goals are important.

Example #2: Athletes endure rigorous training.

■Agreement is not affected by a word or phrase between the noun or pronoun and the verb; neither is agreement affected by an interjection.

Example #1: The doctor immediately advises Jansen to prepare for the 1000 meter race.

Example #2: A psychologist just for athletes is not unusual.

Example #3: Oh yes! Skaters who compete in the Olympics are very dedicated athletes.

■If the noun ending in *–ics* refers to a course of study or a science, it is singular and requires a singular verb. If the noun does not refer to a course of study or a science, it is plural and requires a plural verb.

Singular

Example #1: Tactics is an interesting course at the military academy.

Example #2: Physics was Juan's favorite class this semester.

Plural

Example #1: The acoustics in this auditorium are remarkable.

Example #2: The psychologist's tactics were to help Jansen focus on the next race.

■Titles of organizations, cities, countries, literary works and works of art usually require singular verbs even if the titles are plural.

Example #1: The Olympics is where the best athletes compete for world recognition.

Example #2: Colorado Springs is a long way from New York City.

■Collective nouns name groups of persons, places, things and ideas and require singular verbs.

Example#1: The team is winning!

Example #2: The crew was victorious.

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■Compound subjects require singular or plural verbs depending on whether the subjects are singular, plural or mixed and depending on which conjunction joins the subjects.

- ■Compound subjects joined by *and* require plural verbs, regardless if the subjects are plural, singular or mixed.

Example #1 (singular): The coach and psychologist prepare the athletes for the season.

Example #2 (plural): The players and the coaches prepare for strong competition.

Example #3 (mixed): The players and the coach prepare for strong competition.

- ■Plural compound subjects joined by *or* or *nor* require plural verbs.
- ■Singular compound subjects joined by *or* or *nor* require singular verbs.
- ■Mixed compound subjects require a verb that agrees with the subject closer to the verb.

Example #1 (singular): The 500-meter race or the 1000-meter race is next on the schedule.

Example #2 (plural): His strengths or his weaknesses are the determining factors.

Example #3 (mixed): Mom or my brothers are planning to attend the event.

- The plural subject *brothers* is closer to the verb than the singular subject *mom*; therefore, the plural verb *are* is used.

Example #4 (mixed): My brothers or dad is planning to attend the event.

- The singular subject *dad* is closer to the verb than the plural subject *brothers*; therefore, the singular verb *is* is used.

Congratulations, you have completed Chapter Five. Continue to the Activities.



LIFE PRINCIPLE

"Unless you try to do something beyond what you have already mastered, you will never grow."

—Anonymous

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Continue to the Activities, then ask your teacher for the quiz over Lessons 11-15. Reminder: If you score 85% or higher on the three section quizzes, you may be exempt from the chapter test!



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