English Language Skills

This chapter requires a companion activity book in which students respond to questions on text content. Answers are found in the *Teacher's Resource Kit*.



Chapter 1

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Chapter 1

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

—Emile de Girardin



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Lesson 1

Chapter 1

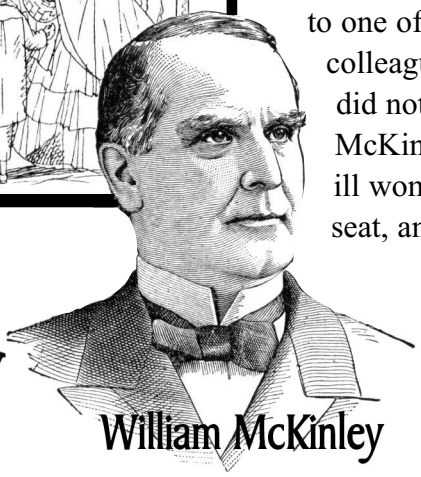
A VALUABLE LESSON IN MANNERS

Section 1

Lessons 1-5



William McKinley served in ***Congress*** before he was elected the 25th President of the United States. On his way to his congressional office one morning, he boarded a ***streetcar*** and took the only remaining seat. Minutes later, a woman, who appeared to be ill, boarded the car. Unable to find a seat, she clutched an overhead strap next to one of McKinley's ***colleagues***. The colleague hid behind his newspaper and did not offer his seat to the woman. McKinley walked up the aisle, tapped the ill woman on the shoulder, offered his seat, and took her place in the aisle.



William McKinley

Years later, when McKinley became president of the United States, the same congressman was recommended for a post as ***ambassador*** to a foreign nation. McKinley refused to appoint the Congressman. The president feared that a man who did not have the courtesy to offer his seat to a sick woman in a crowded streetcar would lack the courtesy and sensitivity necessary to be an ambassador in a troubled nation. The disappointed congressman bemoaned his fate to many in Washington, but never did learn why McKinley chose someone else for the position.

Acts of kindness may lead you to ***prominence***. Then, from that position of prominence, you can be kind to even more people! ■ (HB)

VOCABULARY

Congress: the lawmaking body of the United States government
Streetcar: a vehicle that runs by rails on city streets
Colleague: fellow worker
Ambassador: a representative of one country sent to another country for political relations
Prominence: important or influential position in a country or community

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PRONOUNS

Pronouns are words used in place of nouns. Without pronouns, our language would be cumbersome. Read the following paragraph. Pronouns were eliminated in order to show how the repetition of the same nouns makes reading difficult.

> William McKinley served in Congress before **McKinley** was elected the 25th President of the United States. On **McKinley's** way to **McKinley's** congressional office one morning, **McKinley** boarded a streetcar and took the only remaining seat. Minutes later, a woman who appeared to be ill boarded the car. Unable to find a seat, **the woman** clutched an overhead strap next to one of McKinley's colleagues. The other colleague hid behind **the colleague's** newspaper and did not offer **the colleague's** seat to the woman. McKinley walked up the aisle, tapped the ill woman on the shoulder, offered **McKinley's** seat to the woman and took **the woman's** place in the aisle.

Below is the same paragraph with pronouns:

> William McKinley served in Congress before **he** was elected the 25th President of the United States. On **his** way to **his** congressional office one morning, **he** boarded a streetcar and took the only remaining seat. Minutes later, a woman who appeared to be ill boarded the car. Unable to find a seat, **she** clutched an overhead strap next to one of McKinley's colleagues. The colleague hid behind **his** newspaper and did not offer **his** seat to the woman. McKinley walked up the aisle, tapped the ill woman on the shoulder, offered **his** seat to the woman and took **her** place in the aisle.

The second paragraph reads more smoothly. Pronouns are wonderful writing tools! They help avoid cumbersome overuse of nouns.

ANTECEDENTS

An *antecedent* is the word or group of words to which a pronoun refers. A pronoun usually refers to a previous noun. Not all antecedents appear in the same sentence as the pronoun. A pronoun may refer to an antecedent mentioned in a previous sentence.

Example #1: *William McKinley* served in Congress before *he* was elected the 25th President of the United States.

- The pronoun *he* refers to the antecedent *William McKinley*.

Example #2: The *woman* was unable to find a seat, so *she* clutched an overhead strap.

- The pronoun *she* refers to the antecedent *woman*.

Example #3: *William McKinley* served in Congress before being elected the 25th President of the United States. On *his* way to *his* congressional office one morning, *he* boarded a streetcar and took the only remaining seat.

- The pronouns *his* and *he* in the second sentence refer to the antecedent *William McKinley* in the first sentence.

Example #4: A *woman* who appeared to be ill boarded the car. Unable to find a seat, *she* clutched an overhead strap.

- The pronoun *she* in the second sentence refers to the antecedent *woman* in the first sentence.

Continue to the Activities and practice your knowledge of pronouns and their antecedents.

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Life Principle

"You cannot do a kindness too soon, because you never know when it will be too late!"

—Anonymous



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Lesson 2

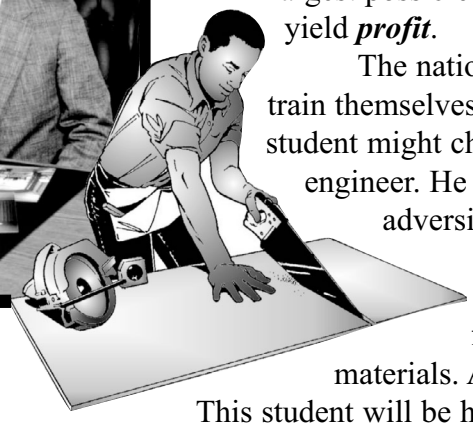
Chapter 1

THE VALUE OF USEFUL CITIZENS

Section 1

Lessons 1-5





The world needs a few famous men and women, but the world must have millions of useful citizens. The homes of this nation depend upon the women who keep ***efficient*** houses without wastefulness and who establish happiness within their doors. The ***prosperity*** of the nation depends upon men who can make soil ***yield*** the largest possible crops or men who can make businesses yield ***profit***.

The nation asks of its ***pupils*** in classrooms to train themselves to be the best that they can be. One student might choose to become a skilled locomotive engineer. He will be able to guide his train through adversities. Another student may learn the carpenter's trade. He will use tools to build houses that are as ***staunch*** as the faithful workers who assemble the materials. A third student might become a soldier. This student will be highly trained and ready to defend his country courageously. Each student should give his best effort in the work that he has chosen.

The motto of every American classroom should be: "Prepare here to do your best to become useful citizens—wherever you may go." Even the smallest town in Arizona boasts, "We will give to all of our children teachers, books and the same chance." The great city of New York says, "We will give to our thousands of children—no matter in which part of the city youth live, no matter how rich or how poor they are, no matter who their fathers and mothers are—the same opportunity to become useful citizens."

Are you taking advantage of your wonderful opportunities today? Education is necessary for people who want to be useful citizens. Prepare in your classrooms to become America's most useful and valuable citizens! ■

(Anonymous)

VOCABULARY

Efficient: wise use of time and resources
Prosperity: well being (usually economically)
Yield: give
Profit: financial gain or benefits
Pupils: students
Staunch: firm, solid, unmoving

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TYPES OF PRONOUNS

The categories of pronouns include *personal, compound, indefinite, interrogative, relative* and *demonstrative.* You may notice that some pronouns appear in more than one category. When this occurs, remember that the pronoun may be the same, but the location and use of the pronoun is different.

PERSONAL PRONOUNS

Personal pronouns take the place of names. Personal pronouns allow you to identify the person speaking (first person), the person to whom something is spoken (second person) or the person about whom another person speaks (third person).

First person: *I, me, we, us, my, mine, our, ours*

Example #1: *I* will become a valuable citizen.
Example #2: *My* goal is to be the best clerk in town.
Example #3: That algebra book is *mine*.

Second person: *you, your, yours*

Example #1: *Your* opportunity to perform *your* best begins right now in school.
Example #2: *You* should strive to become a useful and valuable citizen.
Example #3: The opportunity for success is all *yours*.

Third person: *he, him, his, she, her, hers, they, them, their, theirs, it, its*

Example #1: America depends upon *him*.
Example #2: *She* is a useful citizen.
Example #3: *Their* usefulness depends upon *their* willingness.
Example #4: The military performs *its* duty of usefulness.

COMPOUND PRONOUNS

Compound pronouns are formed by adding *–self* or *–selves* to certain personal pronouns. Compound pronouns are listed below.

First person: *myself, ourselves*

Example #1: I *myself* am going to study to become useful.
Example #2: We *ourselves* will discover it.

Second person: *yourself, yourselves*

Example #1: You *yourself* must do the work.
Example #2: You *yourselves* will find the answers.

Third person: *himself, herself, itself, themselves*

Example #1: A young woman should challenge *herself* to be a valuable person.
Example #2: A young man should challenge *himself* to a high goal.

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INDEFINITE PRONOUNS

Indefinite pronouns do not refer to specific persons or things and usually do not have antecedents. Below are some indefinite pronouns.

Singular:	**Plural:**	**Singular or Plural (depending upon context):**
another	both	all
anybody	few	some
anyone	many	any
anything	most	none
each	several	
either		
everybody		
everyone		
everything		
neither		
nobody		
no one		
nothing		
one		
somebody		
someone		
something		

Example #1: *Everyone* in this room desires to be valuable and useful.
- The pronoun *everyone* is singular and requires the singular verb *desires*.

Example #2: *Both* intend to become engineers.
- The pronoun *both* is plural and requires the plural verb *intend*.

Example #3: *Some* of the opportunity has already passed.
- The pronoun *some* is singular in context because it refers to the singular noun *opportunity*. The singular auxiliary *has* is required.

Example #4: *None* of the students are studying to be chemists.
- The pronoun *none* is plural in context because it refers to the plural noun *students*. The plural verb *are* is required.

INTERROGATIVE PRONOUNS

Interrogative pronouns are used to ask questions. Examine the list of interrogative pronouns.

Interrogative pronouns: who whose whom which what

Example #1: To *whom* are you referring?
Example #2: *Which* of the tasks will you complete today?

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Relative Pronouns

Relative pronouns introduce dependent clauses.

Relative pronouns:	who	whose	whom	which	that

Example #1: A boy *whose* goal is to be the best at his job is valuable and useful.

Example #2: Are you one *who* sees and grasps opportunities for self-improvement?

Example #3: She is the one of *whom* I speak.

Example #4: This is the book *that* the student is reading.

Notice: Some of the same pronouns are interrogative and relative. How the pronoun is used in context determines to which category the pronoun belongs. A pronoun which begins a question is an interrogative pronoun. A pronoun which introduces a dependent clause is a relative pronoun.

Demonstrative Pronouns

Demonstrative pronouns point out specific persons, places, things or ideas.

Demonstrative pronouns:	this	that	these	those

Helpful Hint: *This* and *that* are singular pronouns which require singular verbs.

Example #1: *This* is the boy who tackles each task with enthusiasm.
- The pronoun *this* refers to *boy*. *This* points out a specific boy.

Example #2: *That* is the kind of student upon which America depends.
- The pronoun *that* refers to *kind*. *That* points out a specific kind of student.

Helpful Hint: *These* and *those* are plural pronouns which require plural verbs.

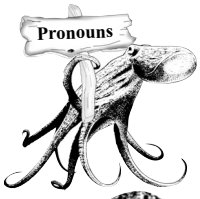
Example #1: *These* are the teens who helped you.
- The pronoun *these* refers to *teens*. *These* points out specific teens.

Example #2: *Those* are the best student workers in America.
- The pronoun *those* refers to *student workers*. *Those* points out specific student workers.

Congratulations, you are performing well. Remember to be valuable and useful in all you do!



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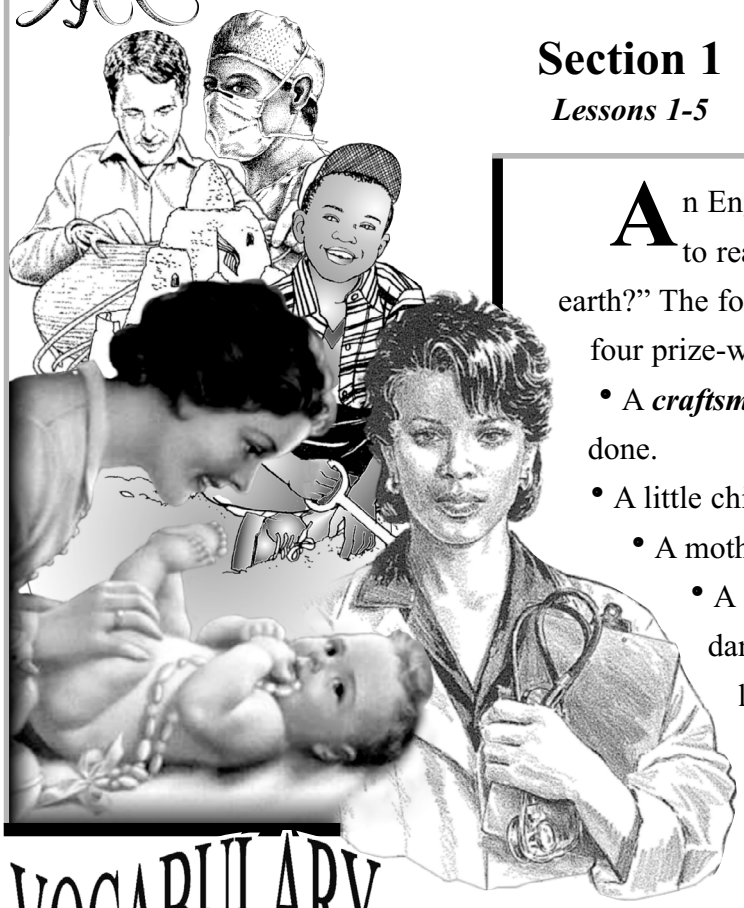
Lesson 3

Chapter 1

Section 1

Lessons 1-5

THE HAPPIEST PEOPLE ON EARTH



An English newspaper once ***posed*** a question to readers: "Who are the happiest people on earth?" The following answers were selected as the four prize-winning answers:

- A ***craftsman*** or artist whistling over a job well done.
- A little child building sandcastles.
- A mother, after a busy day, bathing her baby.
- A doctor who has finished a difficult and dangerous operation, and saved a human life.

Notice that none of the four were millionaires, leaders of nations or achievers of high ***rank***. True happiness in life is found in the course of normal, daily events that give a sense of accomplishment and meaning. As W. Beran Wolfe once said, "If you observe a really happy man you will find him building a boat, writing a ***symphony***, educating his son, growing double ***dahlias*** in his garden, or looking for dinosaur eggs in the ***Gobi Desert***. He will not be searching for happiness as if it were a collar button that has rolled under the radiator. He will not be striving for happiness as a goal in itself. He will have become aware that he is happy in the course of living life twenty-four crowded hours of the day." ■ (HB)

VOCABULARY

Posed: asked
Craftsman: a person skilled in carpentry or pottery
Rank: status
Symphony: musical composition played by instruments
Dahlia: a decorative flower with large, feather-like leaves
Gobi Desert: a large desert in Mongolia and China
Nebulous: unclear; not specific

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PRONOUN/ANTECEDENT AGREEMENT IN GENDER

A pronoun and its antecedent must agree in *gender* (male or female).

■**Rule #1:** Antecedents of masculine gender are *he, him* and *his*; antecedents of feminine gender are *she, her* and *hers.*

Example #1: The young man learned that *his* happiness existed in the course of a normal day.
- The antecedent *man* is masculine and requires the masculine pronoun *his*.

Example #2: The mother was giving *her* baby son a warm bath.
- The antecedent *mother* is feminine and requires the feminine pronoun *her*.

■**Rule #2:** ***Nebulous*** antecedents are referred to in the masculine gender.

Example #1: The *parent* who teaches *his* son right from wrong is a good parent.
- The parent is nebulous in gender; therefore, the parent is referred to in the masculine form.

Example #2: An *employee* who performs well for *his* employer will be happy.
- The employee is nebulous in gender; therefore, the employee is referred to in the masculine form.

■**Rule #3:** Antecedents with no gender are referred to as *it* and *its*.

Example #1: Last month, the charter school received *its* certificate of merit.
- The pronoun *its* is used in this sentence because the antecedent *school* has no gender.

Example #2: He sat on the stool, and *it* collapsed.
- The pronoun *it* is used because the antecedent *stool* has no gender.

■**Exception to Rule #3:** Countries and ships may be referred to in the feminine gender.

Example #1: America supports *her* soldiers in the war on terrorism.
- *America* is a country; therefore, the feminine pronoun *her* is used.

Example #2: The Mayflower delivered *her* passengers after many months of trials.
- The *Mayflower* was a ship; therefore, the feminine pronoun *her* is used.

■**Rule #4:** Plural antecedents, regardless of gender, are referred to as *they, them, their* and *theirs*.

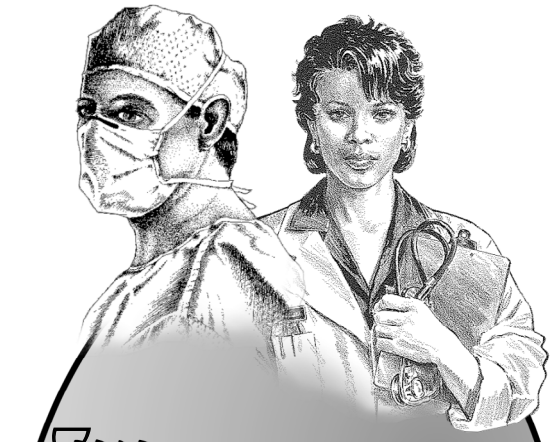
Example #1: The readers chose *their* favorite newspaper articles.
- The plural antecedent *readers* needs the plural pronoun *their*.

Example #2: The boys realized that the responsibility was *theirs*.
- The plural antecedent *boys* needs the plural pronoun *theirs*.

Example #3: The planes made *their* landings in unison.
- The plural antecedent *planes* requires the plural pronoun *their*.

You are learning so much! Continue to the Activities.

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"Whatever your task is, perform it to the best of your ability."

— King Solomon

LIFE PRINCIPLE

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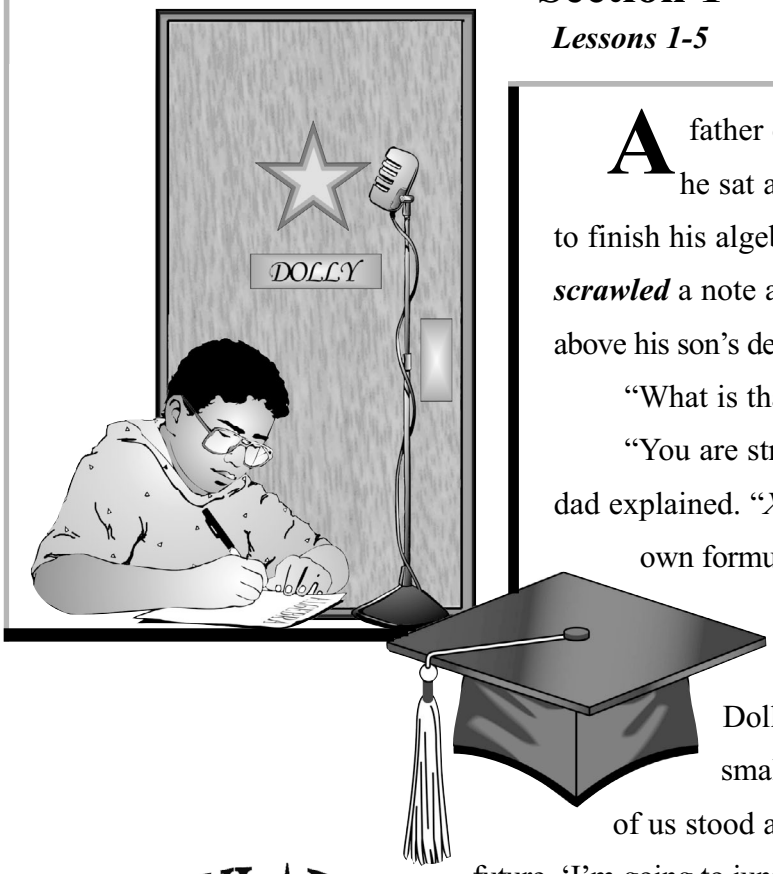
Lesson 4

Chapter 1

DETERMINATION

Section 1

Lessons 1-5



A father once observed his 16-year-old son as he sat at the desk in his bedroom, struggling to finish his algebra homework. The father quickly ***scrawled*** a note and tacked it on the bulletin board above his son's desk. The note read ***DETERMINATION.***

"What is that?" his son asked.

"You are struggling with all these ***formulas***," the dad explained. "*X* plus *Y* and all that. So, I made my own formula to encourage you:

Try + Determination."

In her autobiography titled *Dolly*, Dolly Parton stated, "My high school was small. So, during a graduation event, each of us stood and announced our plans for the future. 'I'm going to junior college,' one boy said. 'I'm getting married and moving to Maryville,' a girl announced. When my turn came, I said, 'I'm going to Nashville to become a star.' The entire place erupted with laughter. I was stunned. Somehow, though, that laughter ***instilled*** in me an even greater determination to realize my dream. I might have crumbled under the weight of the hardships that were to come later if the response of the crowd had been different that day. Sometimes we find ***inspiration*** in funny ways."

Give your dream a try today, no matter what others say. ■

(HB)

VOCABULARY

Scrawled: written, usually in a hurried manner
Determination: firm resolve to complete purposes and goals
Formula: codes and numbers used for solving problems
Instill: to place deeply into the soul
Inspiration: strong influence, stimulating thoughts and emotions that lead to action

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PRONOUN/ANTECEDENT AGREEMENT IN NUMBER

In the previous lesson, you learned that pronouns must agree in gender with their antecedents. Pronouns must also agree with the antecedent in *number* (singular and plural). Some antecedents are indefinite pronouns. Here is a list of indefinite pronouns: *another, any, anybody, anyone, anything, each, either, everybody, everyone, everything, neither, none, no one, nobody, nothing, one, same, somebody, someone* or *something, all, both, few, many, most, several*, *some.*

■**Rule #1:** Use singular pronouns to refer to singular indefinite pronoun antecedents.

Correct Example: No one in the high school raised all of the money *himself*.
- The singular antecedent *no one* is paired with the singular pronoun *himself*.

Incorrect Example: No one in the high school raised all of the money *themself*.
- The singular antecedent *no one* is paired with the incorrect plural pronoun *themself*.

■**Rule #2:** Use plural pronouns to refer to plural indefinite pronoun antecedents.

Correct Example: Few in the band could play the drums *themselves*.
- The plural antecedent *few* is paired with the plural pronoun *themselves*.

Incorrect Example: Few in the band could play the drums *himself*.
- The plural antecedent *few* is paired with the singular pronoun *himself*, which is incorrect.

■**Rule #3:** Singular antecedents joined by *either/or* or *neither/nor* should be referred to by singular pronouns.

Correct Example: Neither the dad nor his son finished *his* dinner.
- The singular antecedents *dad* and *son* are joined by the conjunction *neither/nor*, and are referred to by the singular pronoun *his*.

Incorrect Example: Neither the dad nor his son finished *their* dinner.
- The singular antecedents *dad* and *son* are referred to by the plural pronoun *their*, which is incorrect.

■**Rule #4:** Antecedents joined by *and* should be referred to by plural pronouns.

Correct Example: The father and his son discussed *their* goals.
- The antecedents *father* and *son* are joined by the conjunction *and*; therefore, they are referred to by the plural pronoun *their*.

Incorrect Example: The father and his son discussed *his* goals.
- The antecedents *father* and *son* are referred to by the singular pronoun *his,* which is incorrect.

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■**Rule #5:** The indefinite pronouns *some, any, none, all* and *most* may be referred to by either singular or plural pronouns, depending upon the context.

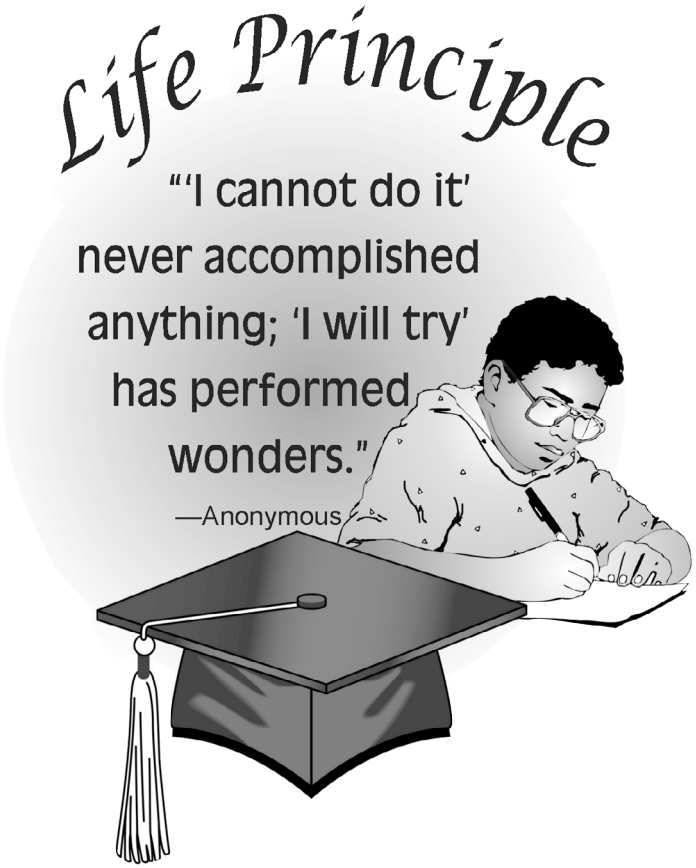
Singular Example: Most of the fruit has lost *its* flavor.

- In context, *most* is singular because it refers to *fruit*. Because *fruit* is singular, *its* is the correct pronoun to use.

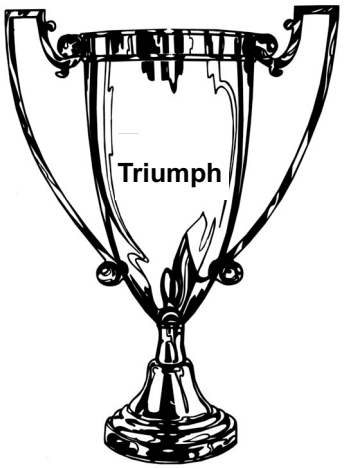
Plural Example: All of the apples have lost *their* flavor.

- In context, *all* is plural because it refers to *apples*. Because *apples* is plural, *their* is the correct pronoun to use.

Congratulations! You are nearly finished with Section One!



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Lesson 5

Chapter 1

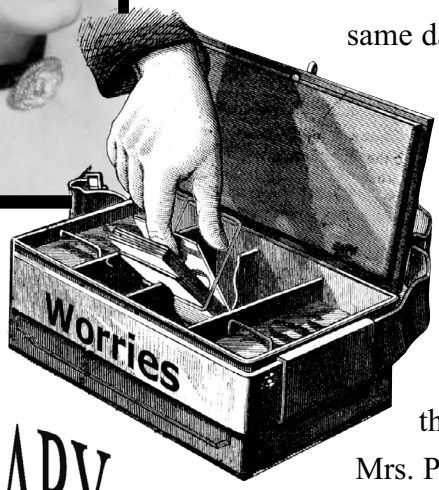
Section 1

Lessons 1-5

TRIUMPH OVER TROUBLES



O**pera* star Marguerite Piazza was at the height of her career, married to a ***devoted husband and mother of six healthy children. Then her world seemed to turn upside down. Her husband died suddenly, and soon after, a spot on Marguerite's cheek was diagnosed as *melanoma*, a type of skin cancer. The opera star was told that a ***disfiguring*** surgery to remove her cheek was her only hope for survival. The same day Mrs. Piazza received that news, she was scheduled to sing to a sell-out audience. She said, "What do you do at a time like that? You do what you are paid to do, and I was paid to lift people with my talent. So, as I stood in the wings of the opera house, I prayed. Then I hung my troubles on a hanger and left them in the closet." Even after her surgery, Mrs. Piazza remained beautiful, raised her family and continued to sing!



Rather than hang his worries in a closet, a man took another approach. He put his worries in a box. Each time the man had a worry, he would write it down and ***deposit*** it. Then, on Worry Wednesday, he read the contents of his box. To his amazement, most of the things he had worried about had already been ***resolved***. He soon ***discarded*** the box!

Worry does not pay. It only bogs you down. ■

(HB)

VOCABULARY

Opera: a musical drama
Devoted: passionately loyal and faithful
Disfigure: to scar, to ruin the appearance
Deposit: to put in a safe place for later use
Resolved: solved, taken care of
Discard: to throw out, to remove

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PRONOUN/ANTECEDENT REVIEW



In the past four lessons, you have learned what pronouns are and how to identify them. You remember the importance of pronoun/antecedent agreement in number and gender. In Lesson Five, you will review the rules and gain further practice in applying the rules.

PRONOUNS

Pronouns are words used in place of nouns.

Example #1: *She* was told that a disfiguring surgery to remove *her* cheek was *her* only hope for survival.

- The pronouns *she* and *her* replace the noun *Marguerite Piazza.*

Example #2: "*You* do what *you* are paid to do, and *I* was paid to lift people with *my* talent."

- The pronoun *you* replaces your name; the pronouns *I* and *my* replace Marguerite Piazza's name because it is she who is speaking.

ANTECEDENTS

Antecedents are the words to which pronouns refer.

Example #1: Opera star *Marguerite Piazza* was at the height of *her* career.

- *Marguerite Piazza* is the antecedent. *Her* is the pronoun that refers to Marguerite Piazza.

Example #2: Rather than hang *his* worries in a closet, a *man* took another approach. *He* put *his* worries in a box.

- *Man* is the antecedent. *He* and *his* are the pronouns that refer to the noun.

TYPES OF PRONOUNS

Personal pronouns are used in places of names. Personal pronouns identify the persons speaking (first person), the persons being addressed (second person) or the persons about which something is spoken (third person).

Example #1: *I* will do what *I* am supposed to do.

- The first person pronoun *I* replaces my name, because I am speaking.

Example #2: What would *you* do in such a situation?

- The second person pronoun replaces your name, because you are being addressed (spoken to) by the speaker.

Example #3: *He* discarded the worry box!

- The third person pronoun replaces the man's name, because he is the person about which the sentence is spoken.

Compound pronouns are formed by adding *–self* or *–selves* to certain personal pronouns.

Example #1: I hope that I must never endure that *myself*! (first person)

Example #2: You *yourself* could begin an exciting career in opera. (second person)

Example #3: She made *herself* perform to the best of her ability. (third person)

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Indefinite pronouns do not refer to specific (definite) persons or things and usually do not have antecedents.

Example #1: *Everyone* can learn from the examples of the people in the vignette.
Example #2: *Many* of the students enjoy singing.

Interrogative pronouns ask questions.

Example #1: *What* do you do at a time like that?
Example #2: *Which* worries did you forget?

Relative pronouns introduce dependent clauses.

Example #1: Piazza is the one *who* faced cancer and overcame it.
Example #2: I know *whose* voice I am hearing.

Demonstrative pronouns point out specific persons or things.

Example #1: *That* is a worry which I do not have.
Example #2: *Those* are the samples to which I am referring.

Pronoun/Antecedent Agreement in Gender

- **Rule #1:** Antecedents of masculine gender are referred to as *he, him, his*; antecedents of feminine gender are referred to as *she, her, hers*.

Example #1: Mr. Harper put *his* worries in a box.
Example #2: Marguerite Piazza was at the height of *her* career.

- **Rule #2:** Nebulous antecedents are referred to in the masculine gender.

Example #1: A singer who wants to be successful must perform to *his* best ability.
Example #2: A person who worries will shorten *his* life.

- **Rule #3:** Antecedents with no gender are referred to by *it* and *its*.

Example #1: The hat and *its* matching gloves are on the table.
Example #2: The songbook has lost *its* binding.

- **Exception to Rule #3:** Countries and ships may be referred to in the feminine gender.

Example #1: America is a blessed nation, and *her* honor is defended by loyal citizens.
Example #2: The *Monitor* delivered a powerful blow to *her* opponents.

- **Rule #4:** Plural antecedents, regardless of gender, are referred to as *their/theirs* or *they/them.*

Example #1: The ladies were encouraged to take *their* seats as the stage lights dimmed.
Example #2: Cancer patients must realize that hope for healing is *theirs*.

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Pronoun/Antecedent Agreement in Number

- **Rule #1:** Use singular pronouns to refer to singular indefinite pronouns.

  Example #1: Somebody in this family is taking *his* career to a new level.

  Example #2: Anyone can overcome *his* tendency to worry.

- **Rule #2:** Use a plural pronoun to refer to plural indefinite pronouns.

  Example #1: Most of the spectators had taken *their* seats.

  Example #2: Few in the class were unable to read for *themselves*.

- **Rule #3:** Singular antecedents joined by *either/or* or *neither/nor* should be referred to by singular pronouns.

  Example #1: Either Janice or Alice has *her* recital this evening.

  Example #2: Neither Logan nor Jonathan brought *his* trumpet.

- **Rule #4:** Antecedents joined by *and* should be referred to by plural pronouns.

  Example #1: The opera singer and the man overcame *their* anxieties.
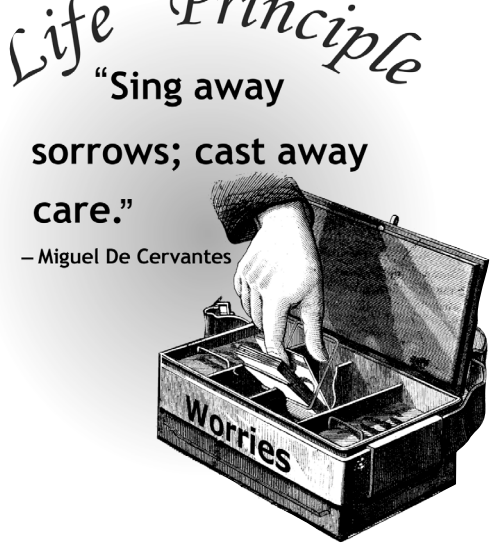
  Example #2: The men and women in the audience gave *their* applause.

- **Rule #5:** Some indefinite pronouns may be referred to by either singular or plural pronouns, depending upon the context.

  Example #1: *Most* of the media left with *their* questions answered.

  Example #2: *None* of the molasses lost *its* flavor.

Hurrah! You have completed Section One!
Continue to the Activities, and do your best!



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Lesson 6

Chapter 1

THE TRAGEDY OF WAR

Section 2

Lessons 6-10



Germany started the ***Great War*** in the summer of 1914. Thousands of mothers lost their children, thousands of husbands lost their wives. Families were torn apart never again to be united.

By 1918, over 13 million people in Europe had died from German war crimes since the beginning of the Great War.

In 1916, an American visited a little school for orphan children in a ***Belgian*** town. The one hundred twenty pupils were sitting in the dining room. As the ***Sister*** guided the American through the open door, the children began to sing "America." When they came to "Let freedom ring," each voice was a little stronger, each eye a little brighter. The visitor thought perhaps the children had sung the anthem in honor of his visit, but the Sister explained that the children's breakfast was always finished with the American Anthem. "It is their 'thank you' for the meal," the Sister said, "because all the food we provide to the children comes from America."



The pupils of this school were "lost" children. Perhaps they had fathers, mothers and homes somewhere, but no one knew where. Many of the children had even lost their names. American soldiers had come to the door of the orphanage saying, "We found these children in a ruined house." The Sisters had cared for the orphans. Many European children were so badly lost that no one knew who they were or where they had lived.

VOCABULARY

Great War: (1914-1918) World War I, primarily begun by Germany and won by the United States and other Allies
Belgian: of Belgium
Sister: a Catholic nun
Desolate: rejected, ruined, secluded
Champion: to support, to advocate
Versatile: able to be used for more than one thing

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In France:

One day in 1916, the roar of airplanes was heard over a village in France. Adults and children rushed to streets and doorways to gaze into the sky. After a few hours, the children suddenly became ill; then many of the men and women were seized with intense pain. Children struggled for breath as if some monster held each child by the throat. For a week people of the village kept dying, until four thousand had died. The German airplanes which had passed swiftly over the French homes had dropped bombs filled with deadly colorless and odorless gas. No person who breathed this poison escaped a terrible death.

In England:

On the same day in an English village while the children were at their lessons, a shrill whistle sounded. Instantly, as if for a fire drill, books were dropped, pupils stood, and in single file marched to the basement. The teacher gave a signal, and every boy and girl dove to the floor. For fifteen minutes they lay there waiting. A loud crash like thunder made the floor shake as if in the grip of an earthquake. The sound of fire gongs added to the confusion, but no one stirred. When finally the signal was given to return to their desks, the children marched past the hall windows. The children could see flames and smoke leaping to the sky. A German airplane had flown over the town releasing deadly bombs. That night fifteen pupils found only ashes where their homes had been.

In Belgium:

In a ***desolate*** spot near a highway in Belgium stood a curious wooden shack covered in writing. In pencil, chalk, mud and even blood, pathetic little messages had been written. Men and women who passed along this highway were searching for their spouses. The exiles had stopped to write messages of hope that relatives would be found. Day after day, men, women, teenagers and children toiled wearily over that road. Filled with heartache, each refugee paused, desperately seeking a familiar name on the old shack.

You have learned that America ***champions*** liberty. By liberty, we mean an equal chance for each person to worship, work, vote and protect private property as he pleases. When Germany started to "take over" Belgium and other countries, America chose to intervene and stop Germany's aggression. The United States stands ready to protect itself and weaker nations against the threat of injustice and war. ■

(Anonymous)

NOMINATIVE CASE PRONOUNS



Personal pronouns are extremely ***versatile***. Personal pronouns can be subjects, direct and indirect objects, predicate nominatives, objects of prepositions or modifiers. The various forms of personal pronouns are divided into three cases: *nominative, possessive* and *objective*. In this lesson, you will learn about the **nominative case**. Below is a list of singular and plural nominative case pronouns. Nominative case pronouns can have only two positions in sentences: the subject or the predicate nominative.

Nominative Case Pronoun Chart

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

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Nominative Case Pronouns as Subjects

Example #1: In 1916, *he* visited an orphanage in Belgium.

Example #2: *They* were gassed in their village in France.

Example #3: *She* gave the signal, and the children dove to the floor.

Example #4: *We* students are thankful to live in a safe place.

Often, in sentences, people use incorrect personal pronouns as predicate nominatives. To check the accuracy of a personal pronoun, place it into the subject's place to see if it fits.

Nominative Case Pronouns as Predicate Nominatives

Example #1:

Correct: That person is *I*.
Incorrect: That person is *me*.

- (test) *I* am that person. (correct)
- (test) *Me* is that person. (incorrect)

Example #2:

Correct: The most skilled fighter pilot was *he*.
Incorrect: The most skilled fighter pilot was *him*.

- (test) *He* was the most skilled fighter pilot. (correct)
- (test) *Him* was the most skilled fighter pilot. (incorrect)

Nominative Case Pronouns as Compound Subjects or Compound Predicate Nominatives

Example #1: *He* and *she* worked to provide homes for the children.

Example #2: The nuns who operate the orphanage are *she* and *I.*

A simple way to check your accuracy is to question the positions of the pronouns in the sentences. Ask, "Are these pronouns the subjects or the predicate nominatives? Are they from the nominative case?" If they are not from the nominative case, then they cannot be the subject or the predicate nominative in the sentence. Test each pronoun in the sentence by itself without the other pronoun.

Example #1: *He* and *she* worked to provide homes for the children. (compound subject)

Correct: *He* worked to provide homes for the children. (nominative case pronoun)
Incorrect: *Him* worked to provide homes for the children. (not a nominative case pronoun)

Correct: *She* worked to provide homes for the children. (nominative case pronoun)
Incorrect: *Her* worked to provide homes for the children. (not a nominative case pronoun)

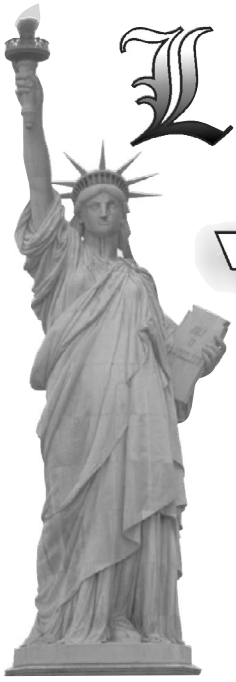
Example #2: The nuns who operate the orphanage are *she* and *I.*

Correct: The nun is *she.* (nominative case pronoun)
Incorrect: The nun is *her.* (not a nominative case pronoun)

Correct: The nun is *I.* (nominative case pronoun)
Incorrect: The nun is *me.* (not a nominative case pronoun)

Congratulations, you are learning so much! Continue learning with enthusiasm!

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Life Principle

"God Bless America."

—Irving Berlin

[Displayed in every U.S. Post Office by order of President Bush, 2002]

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Lesson 7

Chapter 1

JONI'S HERO

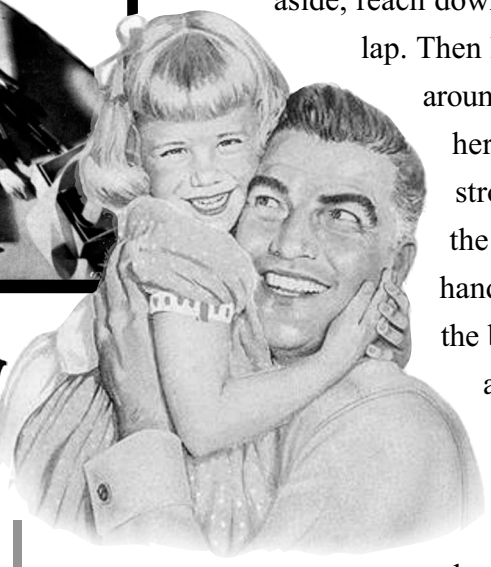
Section 2

Lessons 6-10



A young woman related that when she was a little girl, her father, an artist, would often be busy at his ***easel***, mixing oils and painting on his big canvases, while the little girl sat nearby on the floor, working just as hard with her own set of crayons and a coloring book.

Many a time, the father would set his brushes aside, reach down and lift his daughter onto his lap. Then he would curl her little hand around one of his brushes, ***enfolding*** her hand with his own larger and stronger hand. Ever so gently, the father would guide the girl's hand and brush to the ***palette***, mix the burnt ***umbers*** and raw ***siennas***, and then stroke the wet, shiny paint onto the canvas.



The little girl watched in amazement as, together, they made something beautiful. Little did this father know that he was giving his daughter skills that would bring great fulfillment to her life. Today, Joni Eareckson Tada, a ***quadriplegic*** since a diving accident during her teen years, is still painting, but this time with a paintbrush in her mouth. Much of her earnings are channeled into ministry to help others. Her compassion, too, is a reflection of that shown her by a loving, tender father. ■

(HB)

VOCABULARY

Easel: a stand that holds an artist's artwork and tools
Enfolding: surrounding, covering
Palette: a thin, oval board for holding and mixing an artist's paints
Umber: a dark yellowish brown color
Sienna: a dark orange-red or reddish brown
Quadriplegic: a person with paralyzed arms and legs

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POSSESSIVE CASE PRONOUNS

The second case of pronouns you will learn is the possessive case. Use possessive case pronouns to indicate ownership and possession. Possessive case pronouns function as modifiers or as predicate adjectives. Remember that modifiers are words that describe or explain a noun, pronoun or another adjective. Predicate adjectives are adjectives that follow linking verbs and refer to the subjects.

Possessive Case Pronoun Chart

	Singular	**Plural**
1st Person	my, mine	our, ours
2nd Person	your, yours	your, yours
3rd Person	his, her, hers, its	their, theirs

Possessive case pronouns that function as modifiers are *my, your, his, her, its, our* and *their*.

Example #1: Joni's father often sat at *his* easel.
- The possessive case pronoun *his* modifies *easel*.

Example #2: Joni suffered an accident, and *its* crippling effects were tragic.
- The possessive case pronoun *its* modifies *accident*.

Possessive case pronouns that function as predicate adjectives are *mine, yours, hers, his, its, ours* and *theirs*.

Example #1: The art supplies were *his*.
- *His* is the predicate adjective that refers to *art supplies*.

Example #2: This art book is *yours*.
- *Yours* is the predicate adjective that refers to *art book*.

Wow, you are doing well! Complete the Activities then continue to Lesson Eight.



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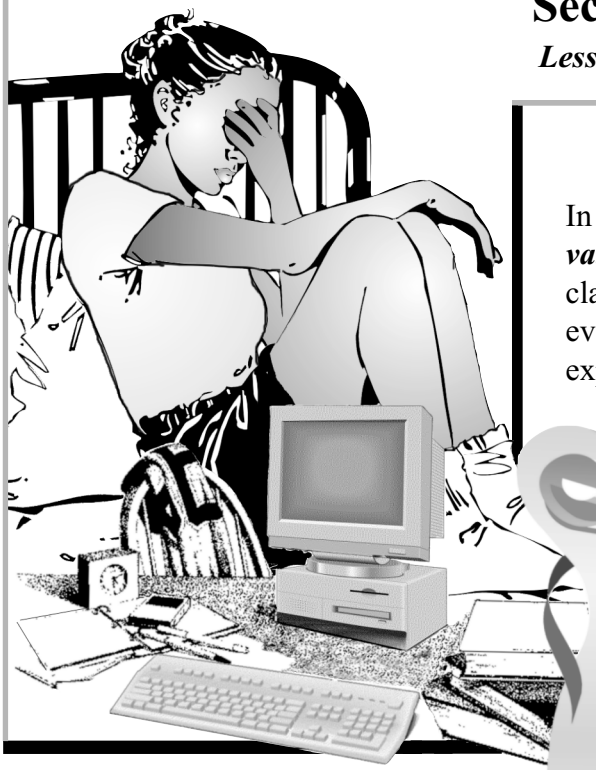
Lesson 8

Chapter 1

KATE SUCCEEDS IN COLLEGE

Section 2

Lessons 6-10



When Kate was in elementary school, she was always at the top of her class. In high school, she earned straight *A*'s and was ***valedictorian*** of her class. If anyone had asked her classmates, "Who is the smartest girl in your class?" everyone would have said, "Kate." The entire town expected Kate to earn ***scholarships*** and go to college. The town talked of Kate joining ***Phi Beta Kappa*** and graduating ***summa cum laude*** some day.



At the end of the first semester in college, however, Kate's grades were one *A*, two *B*'s, and two *C*'s. She had never received a *B* or *C* before, and she was so embarrassed she even considered dropping out of school. Kate waited three days to gather the courage to call her parents to tell them her grades.

After the ***initial*** shock wore off and her family convinced her to press on, Kate visited a school counselor. Kate admitted that the competition was more difficult at college than in her high school. She also admitted that her study habits were not the best. Kate worked hard, and by the end of her junior year, received all *A*'s in her classes. She said of her accomplishment, "Because I did not have to study much in high school I proudly assumed I would never have to study much. I know better now and am glad for the lesson."

As you pursue success, do not let pride trip you up. ■

(HB)

VOCABULARY

Valedictorian: the high school student with the highest academics in a graduating class
Scholarship: money given to a student to assist with his or her education
Phi Beta Kappa: an honor organization at college for academic achievement
Summa cum laude: the highest academic honors in college
Initial: first part

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OBJECTIVE CASE PRONOUNS

In addition to nominative case and possessive case pronouns, you will learn to recognize objective case pronouns. Objective case pronouns function as objects in sentences (direct objects, indirect objects and objects of prepositions).

Objective Case Pronoun Chart

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

Example #1: The town respected *her*.
- *Her* is the direct object.

Example #2: Dad gave *her* the letter from Harvard.
- The objective case pronoun *her* is the indirect object.

Example #3: Kate asked the teacher for *it*.
- The pronoun *it* is the object of the preposition.

PRONOUN TRAP, WATCH OUT!

The objective case pronoun *them* should never be used as an adjective.

Example #1: *Them* colleges are expensive! (INCORRECT)
- You can correct the sentence by:
  - 1. removing the word *them*: Colleges are expensive!

OR

  - 2. replacing the word *them* with the demonstrative pronoun *those*: Those colleges are expensive!

Example #2: I think *them* people are very intelligent (INCORRECT).
- You can correct the above sentence by:
  - 1. removing the word *them*: People are very intelligent.

OR

  - 2. replacing the word *them* with the demonstrative pronoun *those*: I think *those* people are very intelligent.

Some of the same pronouns are in the possessive and objective cases. Context reveals to which case the pronoun belongs. If the pronoun functions as a modifier, the pronoun belongs to the possessive case. If the pronoun functions as an object, the pronoun belongs to the objective case.

Example #1: The teacher chose *her* for the assignment.
- The pronoun *her* in this sentence is the direct object (objective case).

Example #2: The teacher gave *her* the assignment.
- The pronoun *her* in this sentence is the indirect object (objective case).

Example #3: The teacher gave *her* assignment to another student.
- The pronoun *her* in this sentence modifies the noun *assignment* (possessive case).

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More than one pronoun may be used as the object in a sentence. Correct usage of more than one objective case pronoun is easily determined if you follow the steps below:

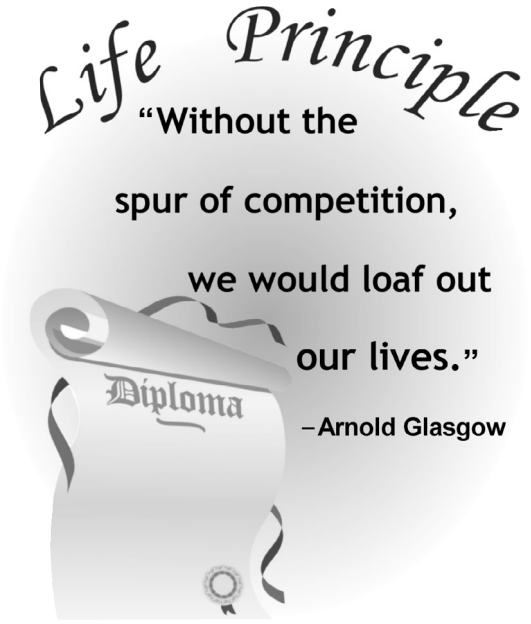
1. Check the position of the pronoun to determine if it is the direct object, indirect object or object of the preposition. If so, then the pronoun must come from the objective case.

2. Read the sentence with only one or the other pronoun, but not both.

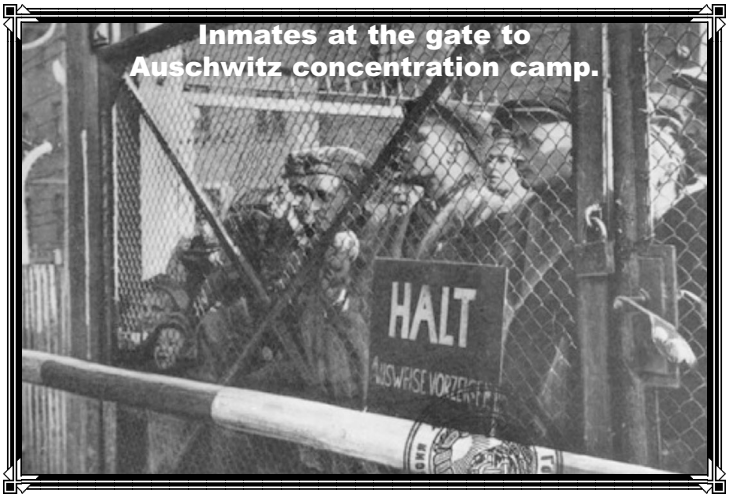
Example #1: The teacher chose *him* and *her* for the program. (direct objects)
- (test) The teacher chose *him* for the program.
- (test) The teacher chose *her* for the program.
- *Him* and *her* both come from the objective case, so they are used correctly.

Example #2: Kate sent letters to *you* and *me* (objects of the preposition).
- (test) Kate sent a letter to *you*.
- (test) Kate sent a letter to *me*.
- *You* and *me* both come from the objective case, so they are used correctly.

You are learning quickly. Keep up your hard work.



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Inmates at the gate to Auschwitz concentration camp.

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Lesson 9

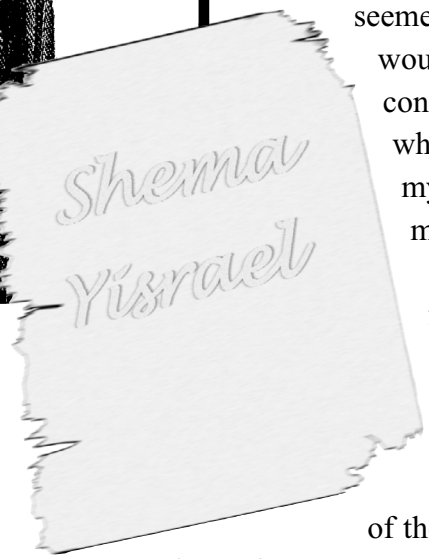
Chapter 1

VICTOR FOUND A REASON TO LIVE

Section 2

Lessons 6-10





Victor Frankl was stripped of everything he owned when he was arrested by the Nazis in World War II. Victor arrived at ***Auschwitz*** with only his manuscript—a book he had been researching and writing for years—sewn into the lining of his coat. Upon arrival, even the manuscript was taken from Victor. He later wrote, "I had to ***undergo*** and ***overcome*** the loss of my spiritual child . . . . It seemed as if nothing and no one would survive me. I found myself confronted with the question of whether under such circumstances my life was ultimately ***void*** of any meaning."

Days later, the Nazis forced the prisoners to give up their clothes. In return, Frankl was given the rags of an inmate who had been sent to the gas chamber. In the pocket of the garment, Victor found a torn piece of paper—a page from a Hebrew prayer book. On it was written the ***foremost*** Jewish prayer, "Shema Yisrael" which begins, "Hear, O Israel! The Lord our God is one God."

Frankl said, "How should I have interpreted such a 'coincidence' other than as a challenge to live my thoughts instead of merely putting them on paper?" He later wrote in his classic masterpiece, *Man's Search for Meaning*, "He who has a *why* to live for can bear almost any *how*." ■

(HB)

VOCABULARY

Auschwitz: one of the worst German concentration camps in World War II
Undergo: endure, experience
Overcome: to conquer, to defeat, to become victorious
Void: empty
Foremost: first, most important
Enhance: benefit, make better

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PRONOUN TRAPS TO AVOID

Knowing how and when to use pronouns correctly will greatly ***enhance*** your education and employability. Now that you understand correct usage of pronouns, prepare to avoid a few common traps.

■**Rule #1:** Do not place a personal pronoun directly after a noun.

Example #1:

Incorrect: Victor Frankl, he was arrested by Nazis in World War II.

- Notice that the subject *Victor Frankl* is immediately followed by the pronoun *he*.

Correct: Victor Frankl was arrested by Nazis in World War II.

- Notice that the pronoun *he* was removed.

OR

He was arrested by Nazis in World War II.

- Notice that the noun *Victor Frankl* was removed.

Example #2:

Incorrect: The Nazis, they forced the prisoners to strip.

- Notice that the subject *Nazis* is immediately followed by the pronoun *they*.

Correct: The Nazis forced the prisoners to strip.

- Notice that the pronoun *they* was removed.

OR

They forced the prisoners to strip.

- Notice that the noun *Nazis* was removed.

■**Rule #2:** Never use *hisself* or *theirselves*.

Hisself and *theirselves* are not words. They should never appear in your sentences. If they appear, replace them with the correct pronouns *himself* or *themselves*.

Example #1:

Incorrect: Victor Frankl found meaning for *hisself* in a concentration camp.

Correct: Victor Frankl found meaning for *himself* in a concentration camp.

Example #2:

Incorrect: The Nazis *theirselves* controlled the camps.

Correct: The Nazis *themselves* controlled the camps.

■**Rule #3:** Never use *them* as a subject or an adjective.

Example #1:

Incorrect: *Them* were difficult circumstances at best.

Correct: *They* were difficult circumstances at best.

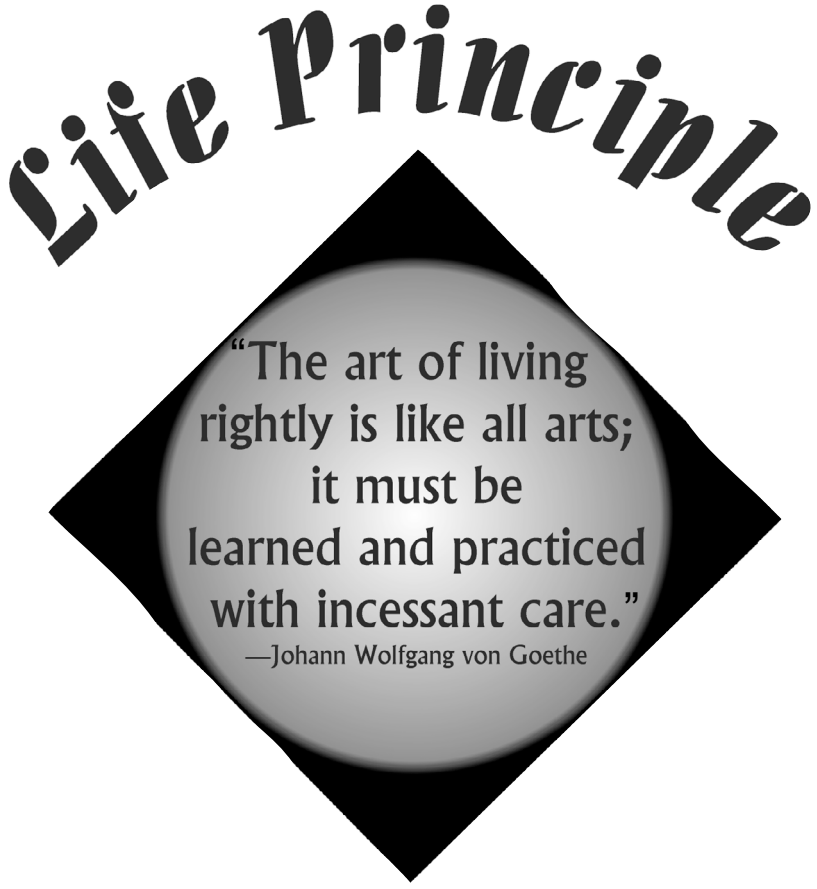
Example #2:

Incorrect: Frankl was thankful for *them* encouraging words.

Correct: Frankl was thankful for *those* encouraging words.

Congratulations, you are learning so much!

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Lesson 10

Chapter 1

CHAMPIONS TAKE NO SHORTCUTS

Section 2

Lessons 6-10



Award-winning ***figure skater*** Erin Sutton, 13, and world-class figure skater Brian Boitano have something in common: a love for ice skating and an intense dedication to their sport. Both also know a great deal about rising before dawn to put in hours of practice on the ice.

Erin has been skating since she was four years old. As an eighth-grader, her "workday" on the ice began at 5:30 a.m. Even on Saturday mornings, Erin was usually at the rink by 6:30. Boitano also knew that schedule as a young skater. For years, he skated from 5 to 10 a.m. before going to school. His dedication paid off. In 1988, Brian Boitano won Olympic gold, and in 1995 he became the professional world champion.

Being a champion has not changed Boitano's schedule a great deal. He still practices at the ice rink before sunrise each day to prepare for the competitive figure-skating season. Whether a skater is a ***veteran*** or a ***novice***, months of work are required to produce the three-to-five-minute routines of leaps, spins, and ***intricate*** footwork that keep fans on the edges of their seats and judges awarding high scores.

If you want to be a champion, take no shortcuts. ■

(HB)

VOCABULARY

Figure skater: a person who ice skates in competitions
Veteran: a person with much experience
Novice: a person with little or no experience
Intricate: detailed, complex, requiring skill
Acquired: received

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PRONOUN CASE REVIEW



Your study of pronouns has led you to an understanding of the various pronouns used in the English language. You have ***acquired*** valuable skills. Your new knowledge will be reviewed in this lesson in preparation for the section quiz.

Nominative Case Pronouns

Nominative case pronouns take the places of nouns that are used as the subjects of sentences and as predicate nominatives. Below is a chart of nominative case pronouns.

Nominative Case Pronoun Chart

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

Example #1: *I* have taken skating lessons for eight years.

Example #2: *You* performed well in a difficult competition.

Example #3: *He* practiced each day beginning at 5 a.m.

Example #4: One of America's most famous skaters is *she*.

Example #5: Great competitors are *they*.

Example #6: The champion is *he*.

Possessive Case Pronouns

Possessive case pronouns indicate ownership and possession. Possessive case pronouns function as predicate adjectives and modifiers. Below is a chart of possessive case pronouns.

Possessive Case Pronoun Chart

	Singular	Plural
1st Person	my, mine	our, ours
2nd Person	your, yours	your, yours
3rd Person	his, her, hers, its	their, theirs

Example #1: Erin Sutton dedicated *her* life to ice skating.

Example #2: *My* goals in life include ice skating lessons.

Example #3: The skates by the door are *hers*.

Example #4: Those performance costumes are *his*.

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Objective Case Pronouns

Objective case pronouns function as direct or indirect objects or objects of prepositions. Below is a chart of objective case pronouns.

Objective Case Pronoun Chart

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

Example #1: The judge awarded *her*. (direct object)

Example #2: Erin Sutton gives *us* an example of determination. (indirect object)

Example #3: Brian Boitano is a good example for *them.* (object of the preposition)

Avoiding Pronoun Traps

■**Rule #1:** Do not place a personal pronoun directly after the subject.

Incorrect: Erin Sutton, she started skating at the age of four.

Correct: Erin Sutton started skating at the age of four.
OR
She started skating at the age four.

■**Rule #2:** Never use *hisself* or *theirselves*.

Incorrect: Most skaters force theirselves to practice daily.

Correct: Most skaters force themselves to practice daily.

■**Rule #3:** Never use *them* as a subject or an adjective.

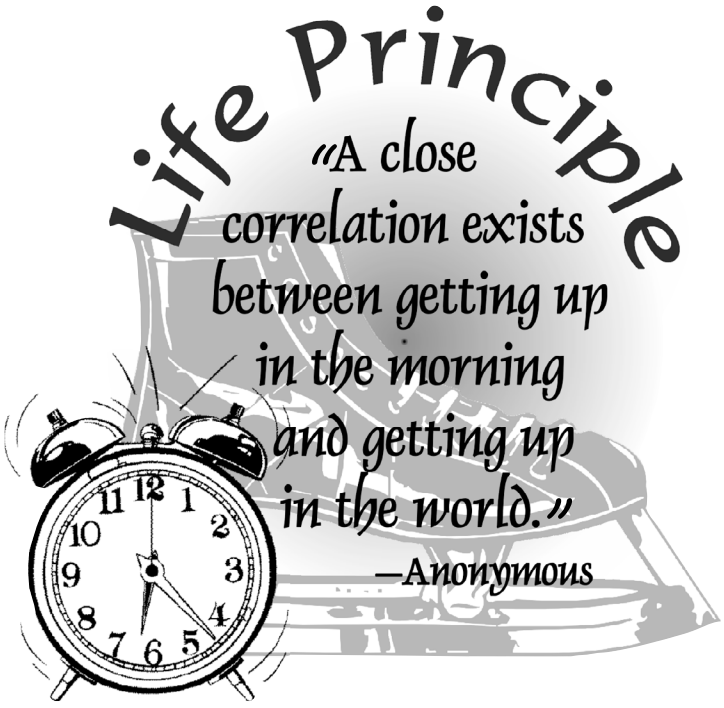
Incorrect: Them are necessary to win.
Correct (subject): They are necessary to win.

Incorrect: I am thankful for them skates.
Correct (adjective): I am thankful for those skates.

Continue to the next page to read the Life Principle, then complete the Activities.



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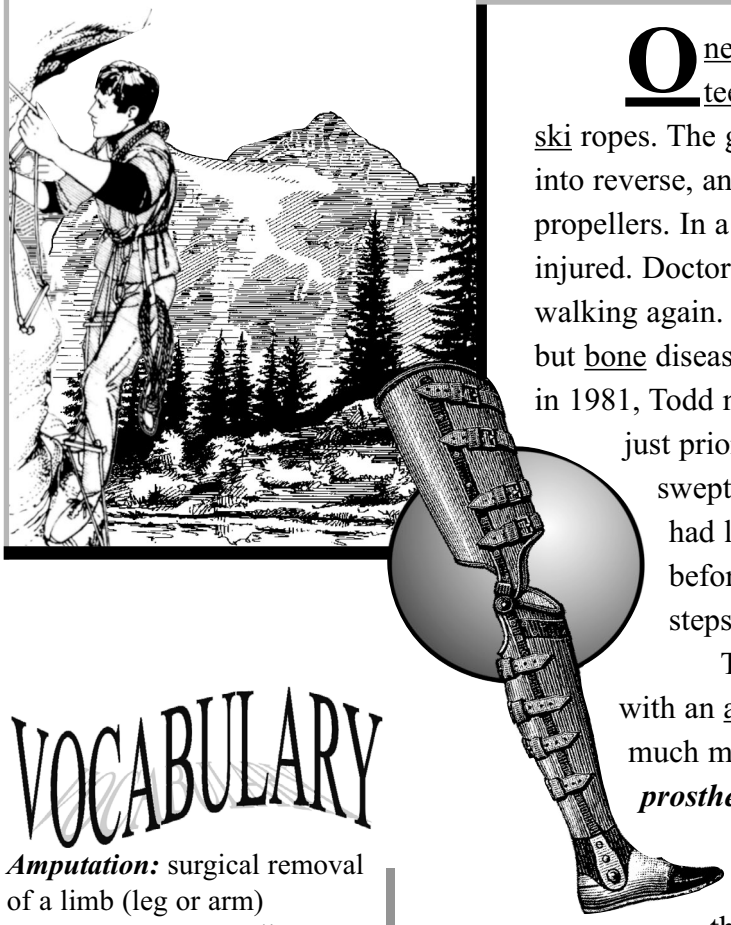
Lesson 11

Chapter 1

TODD'S WINNING COMBINATION

Section 3

Lessons 11-15



One day, after long hours of water skiing, teenage Todd Houston was untangling the ski ropes. The gears of the ski boat kicked unexpectedly into reverse, and Todd's legs were sucked into the propellers. In a moment's time, both legs were severely injured. Doctors said Todd had little chance of ever walking again. Todd slowly recovered from his wounds, but bone disease eventually set into his right foot, and in 1981, Todd needed an ***amputation***. He recalled that just prior to the surgery, a wave of calmness swept over him. He recalled a Bible verse he had learned as a child, "***Righteousness*** goes before him and prepares the way for his steps."

Todd finished college with honors. Fitted with an artificial leg, he could walk, but not much more. In 1993, Todd acquired a new ***prosthesis*** called Flex-Foot. With hard work, he was soon able to run twelve miles a day! Then he heard of an organization that was looking for an ***amputee*** to climb the highest mountain in each of the fifty states. Mountain climbing is dangerous, even with two good legs, but Todd was cautious and persistent, and on August 7, 1994, he had climbed all fifty high points and had set a world record in the process.

In all his experiences, Todd Houston used a winning mix of ***perseverance***, experience, caution and hope. You can too! ■ (HB)

VOCABULARY

Amputation: surgical removal of a limb (leg or arm)
Righteousness: morality, goodness, wholesomeness
Prosthesis: an artificial limb (arm or leg)
Amputee: a person who has had an arm or leg removed
Perseverance: the ability to overcome obstacles and to achieve a goal

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ADDING ADJECTIVES FOR INTEREST

Notice the underlined adjectives in the vignette. Adjectives are words that modify nouns and pronouns. Adjectives add interesting details to sentences. Adjectives answer the questions *what kind, what color, how many* and *which one*. Read and compare the sentence below. Notice how the adjectives help create images in your mind as you read.

Sentence without adjectives:
One day, after hours of skiing, Todd Houston was untangling the ropes.

Sentence with adjectives:
One day, after long hours of water skiing, teenage Todd Houston was untangling the ski ropes.

WHERE TO USE ADJECTIVES

Most adjectives appear directly in front of the words which are modified.

Example #1: After *long* hours of *water* skiing, Todd was tired.
- *Long* modifies *hours*; *water* modifies *skiing*.

Example #2: The *ski* ropes were in *massive* knots.
- *Ski* modifies *ropes*; *massive* modifies *knots*.

Some adjectives appear after the words which are modified. Adjectives that appear after the words which are modified will be set off by commas.

Example #1: Todd, *cautious* and *persistent*, climbed all fifty high points.
- *Cautious* and *persistent* modify the noun *Todd*.

Example #2: His mother, *loving* and *kind*, nursed Todd back to health.
- *Loving* and *kind* modify the noun *mother*.

A word can be modified by more than one adjective.

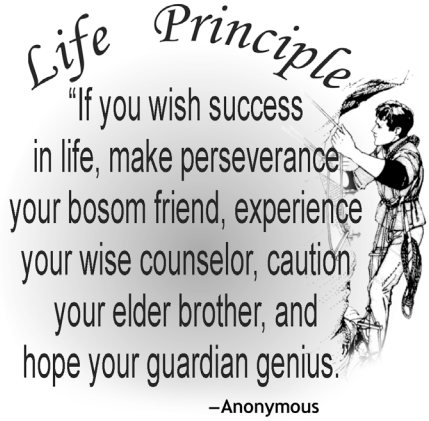
Example #1: Mountain climbing is dangerous, even with *two good* legs.
- The two adjectives that modify the noun *legs* are *two* and *good*.

Example #2: On August 7, 1994, he had climbed *all fifty high* points and had set a world record in the process.
- The three adjectives that modify *points* are *all*, *fifty* and *high*.

Articles and are the most frequently used adjectives.

Examples: *a* mountain
an organization
the young man

Continue to the Activities.



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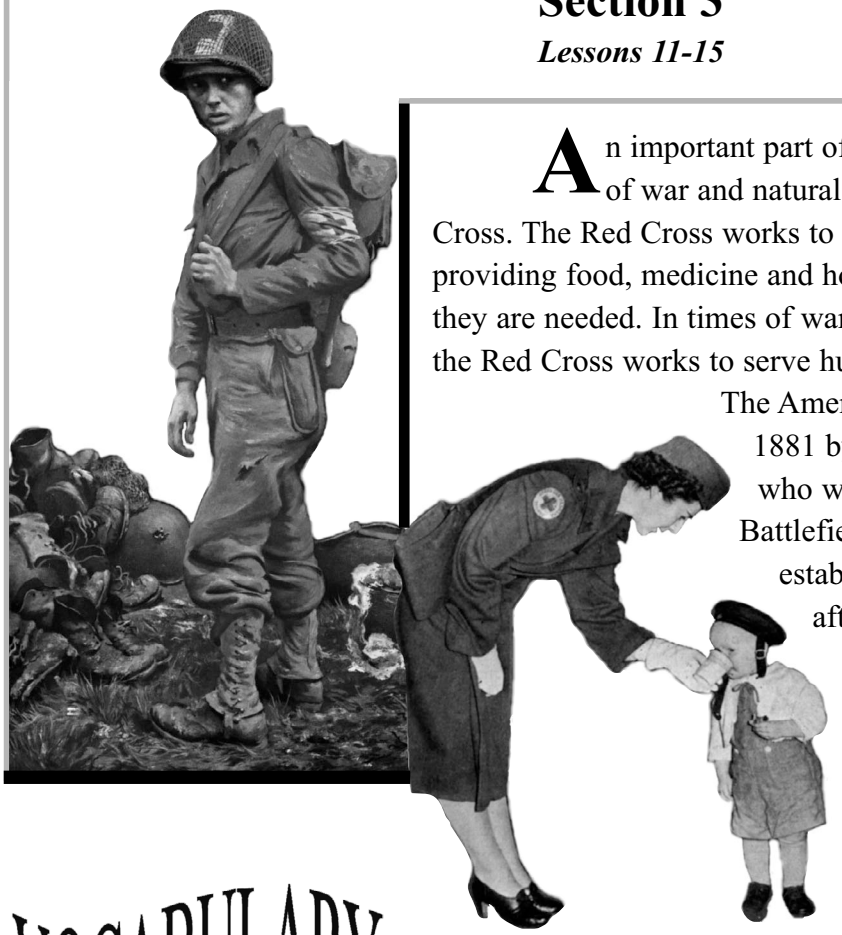
Lesson 12

Chapter 1

THE ARMY THAT FIGHTS WITHOUT GUNS

Section 3

Lessons 11-15



An important part of America's well being in times of war and natural disasters is the American Red Cross. The Red Cross works to relieve human suffering by providing food, medicine and hospitals wherever and whenever they are needed. In times of war as well as in times of peace, the Red Cross works to serve humanity and to ***alleviate*** misery.

The American Red Cross was formed in 1881 by Clara Barton. Miss Barton, who was known as the "Angel of the Battlefield" during the Civil War, established the American Red Cross after studying its benefits in Switzerland. Today, members of the Red Cross wear badges of distinction—red crosses. The flag symbolizing the Red Cross is a large red cross on a white background.

Because the American Red Cross was founded soon after the Civil War, the first services were designated for times of war. The most important work of the Red Cross is that of preserving soldiers' lives. Until the 1950s, the Red Cross supplied stretchers, bandages and first-aid remedies for battlefields. When night came or a ***lull*** developed in the fighting, Red Cross volunteers would rush onto the battlefield to gather up the poor tortured bodies that still had life in them. Quickness, skill and bravery were the requirements for the Red Cross men who faced danger to help wounded soldiers. Farther back from the battlefields were big hospitals with white beds and white-capped nurses whose badges were also labeled with red crosses.

VOCABULARY

Alleviate: to relieve, to make easier
Lull: to temporarily calm
Pediatrician: a children's doctor
Civilian: non-military
F-2 tornado: a medium sized tornado (on the scale of F-1—F-5)
Humanitarian: a person who helps and benefits others

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During and after the Great War, (WWI 1916-1919) members of the Red Cross went into Belgium and France to rebuild ruined homes. The death rate of young children in France was alarming, and in one town of fifty thousand people only one doctor was available. The Red Cross recruited hundreds of doctors, ***pediatricians***, nurses and other workers in the United States and sent them to France with milk, juice, food and clothing. So well done was the work of the Americans that the great French commander General Petain said, "Your American Red Cross has done more for France than a million soldiers could have done." The Red Cross fought disease, hunger and misery of every kind with medicine, food, cheer and comfort.

The modern day Red Cross focuses mainly on ***civilian*** disasters because military forces employ their own doctors and medical personnel.

In 1999, the American Red Cross assisted victims of tragedies worldwide: Red Cross volunteers helped victims of the massive earthquake in Turkey, which killed over 18,000 people. Red Cross workers rushed to assist homeless orphans and other victims of Hurricane Mitch which destroyed the capital of Honduras. In Salt Lake City, Utah, an ***F-2 tornado*** devastated the city, and, once again, Red Cross volunteers rushed to the city's aid. In south Texas, the Guadalupe River flooded, destroying many homes and killing 22 people. In response, the American Red Cross united with many churches and other ***humanitarians*** to bring relief to flood victims. In India, a train crash killed 285 people and injured 312 people. This was another opportunity for Red Cross volunteers to assist people in need. In South Dakota, the Red Cross helped Sioux Indians rebuild their homes after a terrifying tornado damaged houses. After another deadly twister in Oklahoma killed 41 people, the Red Cross sent workers and provisions. An earthquake in Mexico caused grief for 18 families and destroyed 350 homes. Again, the American Red Cross assisted in the rescue efforts.

The American Red Cross has sent volunteers around the world to far away locations such as Nicaragua, Honduras, the Dominican Republic, North Korea, Serbia, New Guinea, Armenia, Bosnia, Bulgaria, Yugoslavia, Cambodia, Liberia, Kenya, India and Russia.

The American Red Cross has proven beneficial to America and the world in times of disaster and war. People from many countries have expressed gratitude for valiant and heroic efforts by Red Cross volunteers who provide aid wherever misery and suffering occur. ■ (Anonymous)



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THE TWO "Ps" OF ADJECTIVES

Proper adjectives are formed from proper nouns, and just like proper nouns, proper adjectives begin with capital letters.

Examples: *Saturday* morning *American* Red Cross *Christmas* holiday

Predicate adjectives are in the predicate and follow linking verbs. Predicate adjectives refer to the subjects.

Example #1: Many men and women became heroic.
- Subject: men and women
- Linking verb: became
- Predicate adjective: heroic

Example #2: War torn France appeared devastated.
- Subject: France
- Linking verb: appeared
- Predicate adjective: devastated

Two predicate adjectives can be in one sentence.

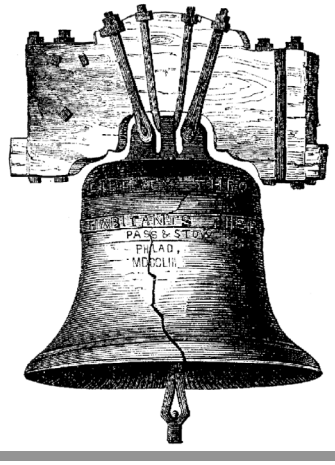
Example #1: Red Cross volunteers are skilled and brave.
- Subject: volunteers
- Linking verb: are
- Predicate adjectives: skilled, brave

Example #2: Their efforts were valiant and heroic.
- Subject: efforts
- Linking verb: were
- Predicate adjectives: valiant, heroic

Continue to the Activities!



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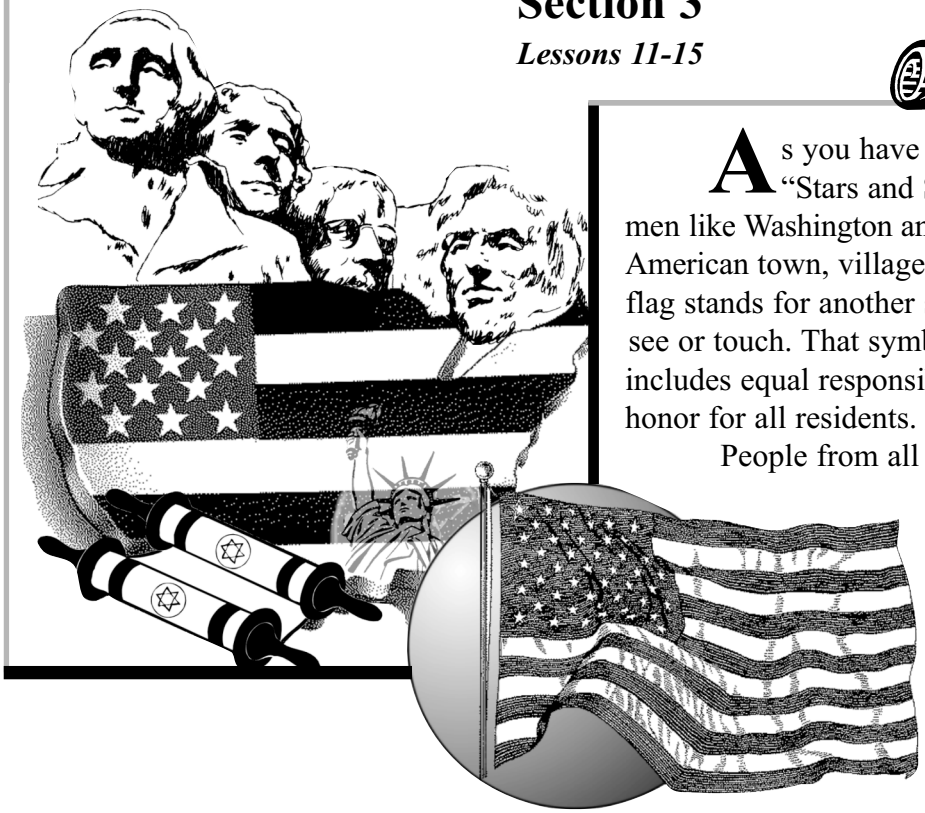
Lesson 13

Chapter 1

Section 3

Lessons 11-15

THE FLAG REPRESENTS HONOR AND LIBERTY



As you have already learned, the "Stars and Stripes" ***symbolizes*** great men like Washington and Lincoln, and every American town, village, city and state. But the flag stands for another symbol that we cannot see or touch. That symbol is *liberty*. Liberty includes equal responsibility, opportunity and honor for all residents.

People from all over the world ***flock*** to America because of the liberty which she offers. Jewish Americans have pointed to the American flag and said: "There is the hope of the Jews. The 'Stars and Stripes' give us greater liberty, and opportunity than any other nation on earth!" Not only has America given liberty and hope to Middle Eastern people, but also to Asians, Lithuanians, Armenians and other people groups.

The American flag that represents freedom for foreigners also represents honor for Americans. During World War I, German submarines sank American vessels by the use of deadly ***torpedoes***. One ship attacked was the *Chemung*, commanded by John L. Duffey. As the vessel began to sink, the German captain ordered Duffey to haul down his ***colors***, but Duffey's command to his men was, "Our colors go down with the ship, not before." The flag remained on the ***masthead***. When finally the waves buried the *Chemung*, the "Stars and Stripes" was the last object to disappear. It was a simple message to German sailors that although the American flag went down, it did not do so in dishonor. That is why we pledge allegiance to the flag. ■ (Anonymous)

VOCABULARY

Symbolizes: represents
Flock: to gather in masses with great excitement and interest
Torpedo: underwater missile
Colors: flag
Masthead: the highest part of a ship's mast

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PHRASES THAT ACT LIKE ADJECTIVES

A *phrase* is a group of words that does not express a complete thought. An adjective phrase is a phrase that acts like an adjective. You remember that an adjective modifies or describes a noun, pronoun or another adjective. Three types of phrases act as adjective phrases: prepositional, infinitive and participial.

A prepositional phrase begins with a preposition and ends in a noun or pronoun.

Example #1: One speaker said, "There is the hope *of the Jewish people*."
- The prepositional phrase *of the Jewish people* is an adjective phrase because it modifies (describes) the noun *hope*. It answers the question, *which* hope?

Example #2: Duffey's command *to his soldiers* was, "Our colors go down with the ship, not before."
- The prepositional phrase *to his soldiers* is an adjective phrase because it modifies the noun *command*. It answers the question, *which* command?

A participial phrase begins with a participle and ends with a complement. The phrase may contain a modifier.

Example #1: The U.S. officer, *commanding his soldiers*, ordered that the flag remain high.
- The participial phrase *commanding his soldiers* is an adjective phrase because it modifies the noun *officer*.
- The participle is *commanding.*
- The modifier is *his.*
- The complement is *soldiers.*

Example #2: The German, *standing arrogantly*, ordered the American to take down the flag.
- The participial phrase *standing arrogantly* is an adjective phrase because it modifies the noun *German*.
- The participle is *standing.*
- The complement is *arrogantly.*

An infinitive phrase consists of the infinitive and a complement. An infinitive phrase may also have a modifier.

Example #1: Their vow *to honor the flag* prohibited removal of the flag.
- The infinitive phrase *to honor the flag* is an adjective phrase because it modifies the noun *vow*.
- The infinitive is *to honor.*
- The modifier is *the.*
- The complement is *flag.*

Example #2: His determination *to be loyal* won him admiration from the other soldiers.
- The infinitive phrase *to be loyal* is an adjective phrase because it modifies the noun *determination*.
- The infinitive is *to be.*
- The complement is *loyal.*

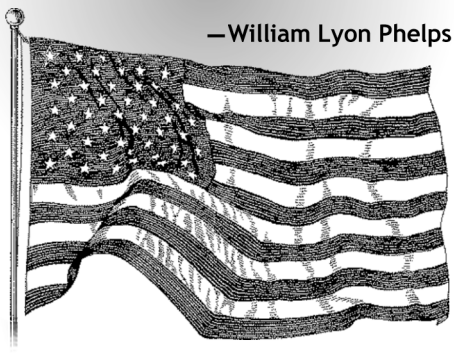
Read the Life Principle on the next page then continue to the Activities and practice what you have learned about adjective phrases!

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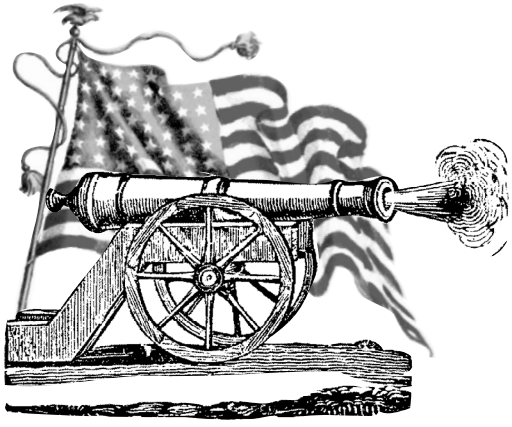
Life Principle

"You can be deprived of your money, your job and your home . . . but remember that no one can ever take away your honor."

—William Lyon Phelps



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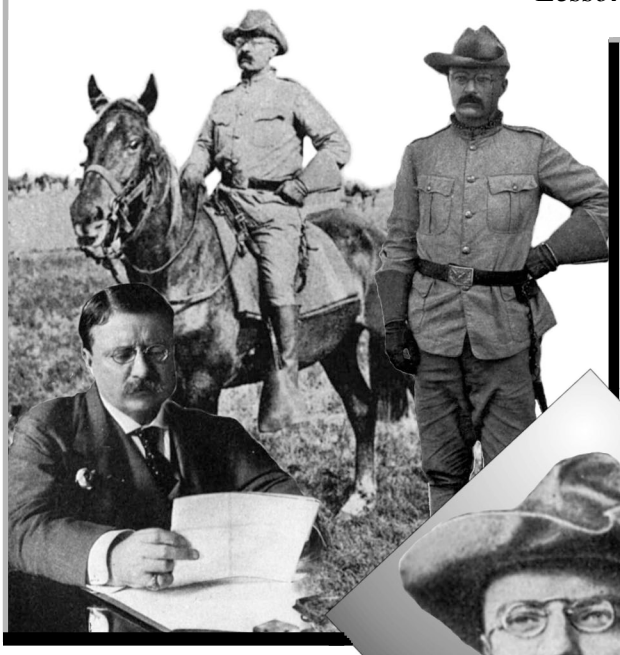
Lesson 14

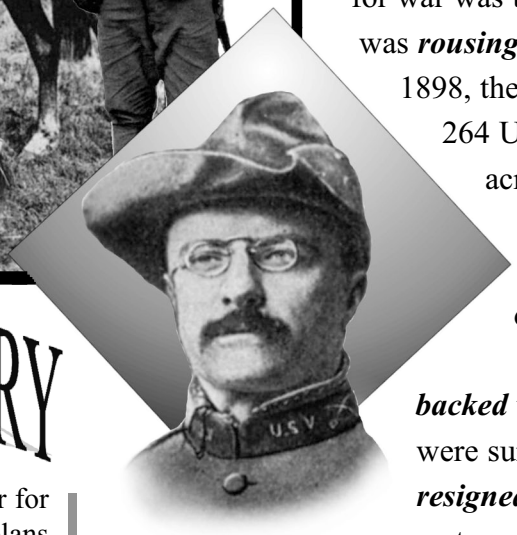
Chapter 1

PRESIDENT ROOSEVELT'S INSPIRING EXAMPLE

Section 3

Lessons 11-15





When Teddy Roosevelt was asked to give a speech to the ***Naval War College*** in Newport, Rhode Island, on June 2, 1897, ***readiness*** was his theme. He insisted the only way to keep peace was to be ready for war, and the only way to be ready for war was to enlarge the Navy. The speech was ***rousing*** and patriotic. In February of 1898, the ***Maine*** was blown up, killing 264 U.S. soldiers; and Americans across the land cried, "Remember the *Maine*!" In April, President McKinley asked Congress to declare war on Spain.

Not surprised that he ***backed*** the war effort, most Americans were surprised when Teddy Roosevelt ***resigned*** from his position as assistant secretary of the Navy three weeks after the war declaration . . . so that he would be ready to fight. Roosevelt's friends told him that he was crazy for throwing away his political future. His wife was against Roosevelt's decision. Yet all who knew Roosevelt well, knew that the protests were in vain. Roosevelt had to join the war effort. He later wrote that he wanted to be able to tell his children why he *had* fought in the war, not why he *had not* fought in it. As far as Roosevelt was concerned, a person simply could not preach one thing and then do another. ■ (HB)

VOCABULARY

Naval War College: center for making strategic combat plans
Readiness: constant preparation in case action is needed
Rousing: causing excitement and enthusiasm
Maine: U.S. Battleship that exploded in Havanna, Cuba Harbor
Backed: supported
Resigned: removed oneself from employment at a certain agency

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ADJECTIVE CLAUSES

A *clause* is a group of words containing both a subject and a verb. An independent clause is a complete thought and is able to stand alone as a sentence. A dependent clause does not express a complete thought and cannot stand alone as a sentence. Adjective clauses are dependent clauses that modify nouns or pronouns. Adjective clauses are frequently introduced by relative pronouns. Relative pronouns include *who, whom, whose, which* and *that*.

Example #1: Teddy Roosevelt, *who was our twenty-sixth president*, was a very interesting individual.

- The dependent clause is *who was our twenty-sixth president*. The clause is dependent because it cannot stand alone as a sentence. The clause is an adjective clause because it modifies the subject *Teddy Roosevelt*.

Example #2: He gave a speech *that was rousing and patriotic*.

- The dependent clause is *that was rousing and patriotic*. The clause is dependent because it cannot stand alone as a sentence. The dependent clause is an adjective clause because it modifies the direct object *speech*.

Sometimes the relative pronoun is omitted because it is understood.

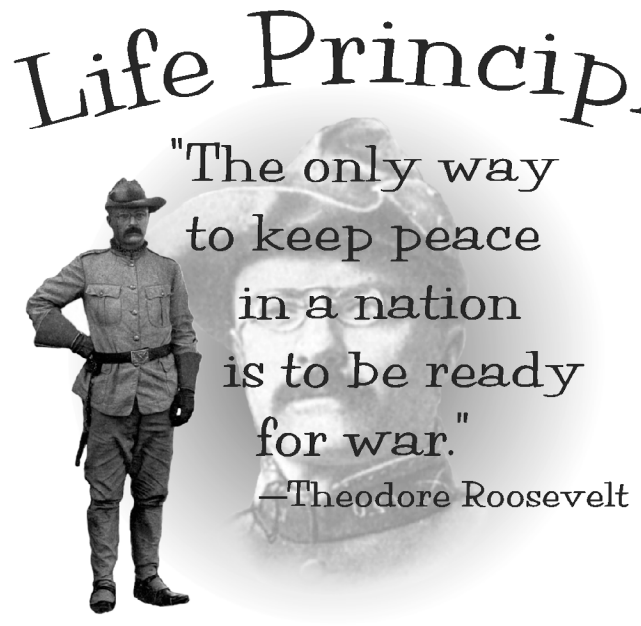
Example #1: He is the president I want to study.

- The relative pronoun *who* is understood but not mentioned.
- The sentence could read: He is the president *who* I want to study.

Example #2: The resistance Mr. Roosevelt experienced did not deter him.

- The relative pronoun *that* is understood but not mentioned.
- The sentence could read: The resistance *that* Mr. Roosevelt experienced did not deter him.

You are performing well and learning quickly. Congratulations!



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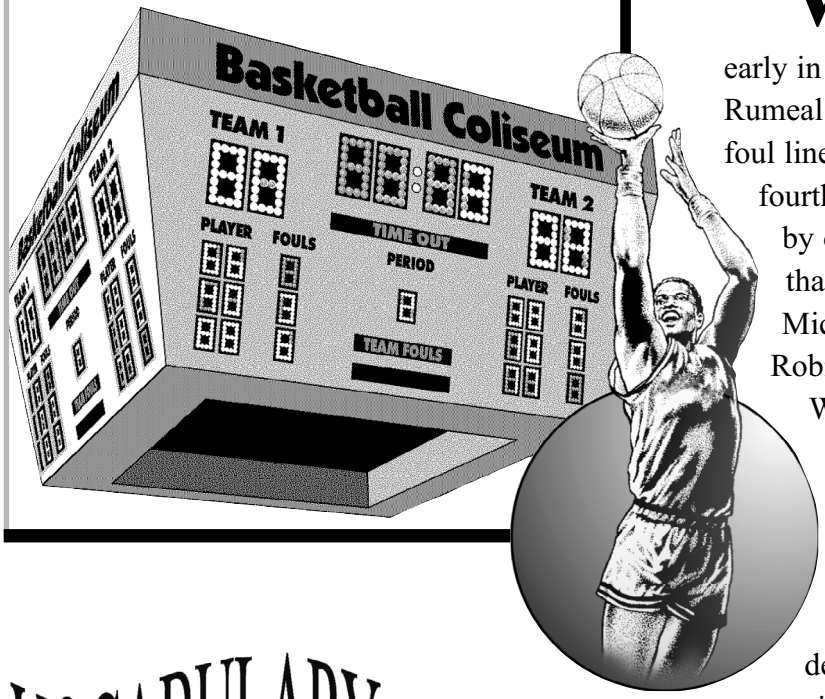
Lesson 15

Chapter 1

VALUABLE LESSONS LEARNED FROM DEFEAT

Section 3

Lessons 11-15



When Michigan played Wisconsin in basketball early in the 1989 ***season***, Michigan's Rumeal Robinson found himself at the foul line with just seconds left in the fourth quarter. His team was trailing by one point, and Robinson knew that if he could sink both shots, Michigan would win. Sadly, Robinson missed both shots.

Wisconsin upset the favored Michigan, and Robinson went to the locker room feeling devastated and embarrassed.

His ***dejection***, however, led to a positive move. Robinson determined that at the end of each practice session for the rest of the season, he would shoot 100 extra foul shots. And shoot them he did!

The moment finally came when Robinson stepped to the foul line in yet another game, again with the opportunity to make two shots. This time only three seconds remained in ***overtime***, and the game was the ***NCAA*** finals! Swish went the first shot . . . and swish went the second. Those two points gave Michigan the victory and the ***collegiate*** national championship for the season.

Have you just failed at something? Do not give up. Instead, work harder. Success is possible! ■ (HB)

VOCABULARY

Season: a period of time for designated sporting events
Dejection: extreme discouragement
Overtime: time beyond the regularly allotted time period
NCAA: National Collegiate Athletic Association
Collegiate: pertaining to college

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LAST CALL FOR ADJECTIVES!

You have learned about adjectives, adjective phrases and adjective clauses. Now you will review what you have learned before taking the section quiz. Adjectives modify nouns, pronouns or other adjectives. They answer the questions *what color, what kind, how many* and *which one*.

Example #1: When Michigan played Wisconsin in basketball early in the 1989 season, Rumeal Robinson found himself at the foul line with just seconds left in the fourth quarter.
- The adjective *1989* modifies *season*; *foul* modifies *line*; *fourth* modifies *quarter*.

Example #2: His dejection led to a positive move on his part.
- The adjective *positive* modifies *move*.

Some adjectives appear after the words that are modified, and some adjectives appear in the predicate.

Example #1: Robinson, *dejected* and *devastated*, worked hard toward future triumph.
- The adjectives *dejected* and *devastated* describe *Robinson*.

Example #2: His shots were *clean* and *straight*.
- The predicate adjectives *clean* and *straight* describe *shots*.

Articles (*a, an* and *the*) are adjectives.

Example #1: *The* moment arrived when Rumeal could redeem his reputation.
Example #2: He felt like *a* failure.
Example #3: *An* opportunity arose, and he proved himself.

Proper adjectives are formed from proper nouns and begin with capital letters.

Examples: *Michigan's* Rumeal Robinson *NCAA* finals *Friday* games

Adjective phrases are prepositional, participial or infinitive phrases that modify nouns and pronouns.

Example #1: The wrong mind set, *a failing attitude*, must be overcome in order to succeed in life.
- *A failing attitude* is the participial phrase that modifies the noun *mind set*.

Example #2: Robinson's goal *to shoot 100 extra foul shots* demonstrated wisdom.
- The infinitive phrase *to shoot 100 extra foul shots* modifies the noun *goal*.

Example #3: Robinson left the bench *on the sidelines*.
- The phrase *on the sidelines* is a prepositional phrase that modifies the noun *bench*.

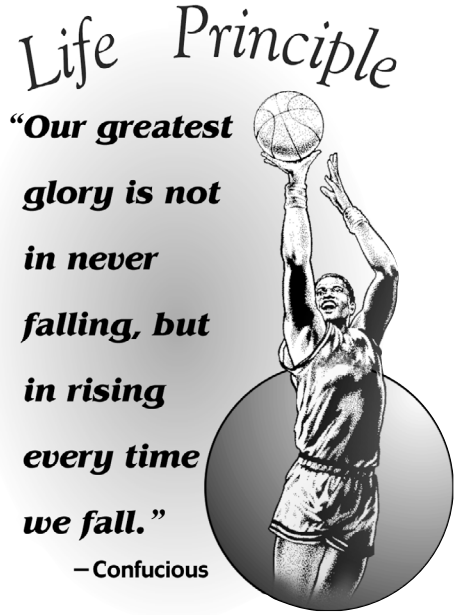
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Adjective clauses modify nouns and pronouns and are frequently introduced by relative pronouns, such as *who, whom, whose, which* and *that*.

Example #1: Rumeal entered the second game with the belief *that his long hours of practice would pay off*.
- The clause *that his long hours of practice would pay off* modifies the noun *belief*.

Example #2: The moment *when Rumeal made the shot* was thrilling.
- The clause w*hen Rumeal made the shot* modifies the noun *moment*.

Complete the Activities for Lesson 15 then prepare for the Section Quiz.



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