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 3

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

—Emile de Girardin



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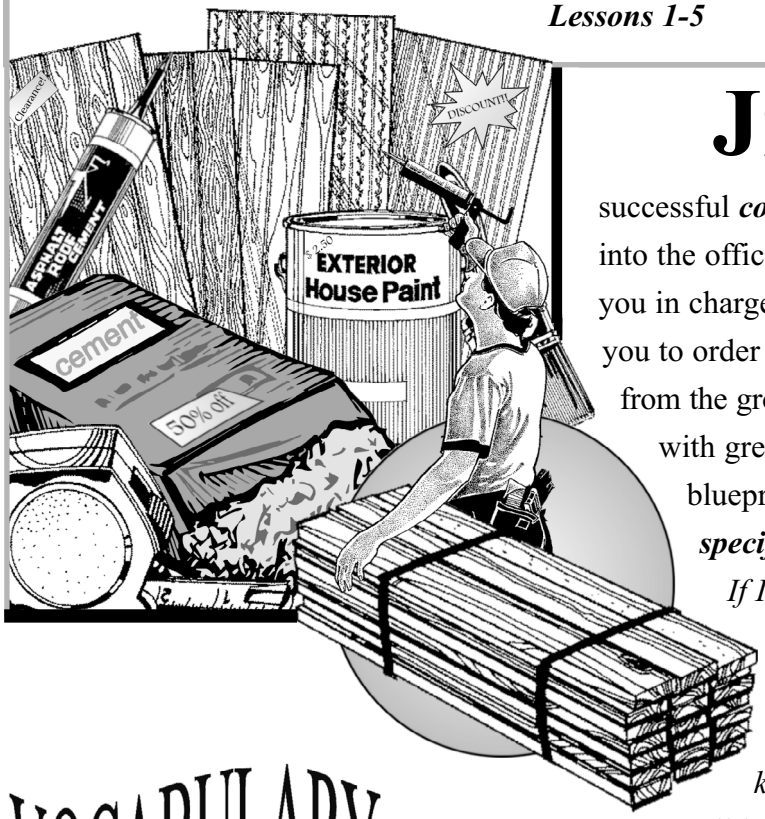
Lesson 1

Chapter 3

Section 1

Lessons 1-5

SHORT CUTS



Joe Smith was a ***loyal*** carpenter who worked nearly two ***decades*** for a very successful ***contractor***. The contractor called Joe into the office one day and said, "Joe, I am putting you in charge of the next house we build. I want you to order all the materials and oversee the job from the ground up." Joe accepted the assignment with great enthusiasm. He studied the blueprints, checked every measurement and ***specification***. Suddenly, he had a thought: *If I am really in charge, why could I not cut a few corners, use less expensive materials, and put the extra money in my pocket? Who will know? Once the house is painted, it will look great.*

So Joe set about his ***scheme***. He ordered second-grade lumber and inexpensive concrete, put in cheap wiring, and cut every corner he could. When the home was finished, the contractor came to see it.

"What a fine job you have done!" he said. "You have been such a faithful carpenter to me all these years that I have decided to show you my gratitude by giving to you as a gift this very house which you have built."

Build well today. You may have to live with the reputation you create. ■ (HB)

VOCABULARY

Loyal: faithful, to be true to
Decade: a period of ten years
Contractor: a person who supplies material or does certain work for an agreed sum of money
Specification: a statement of particular features, such as size or quality
Scheme: a secret or underhanded plan; plot

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MAIN AND SUBORDINATE CLAUSES



You have learned that a clause is a group of words that contains a subject and a verb. You have also learned that an independent clause is a clause that can stand alone as a sentence. An independent clause needs no more words to complete it. Another name for an independent clause is a *main clause*.

You know that a dependent clause cannot stand alone as a sentence but must be attached to an independent clause by a subordinating conjunction. Another name for a dependent clause is a *subordinate clause*. A subordinate clause is dependent upon other words to become complete. If a subordinate clause is left alone, it is a fragment. A subordinate clause always begins with a subordinating conjunction.

Commonly used Subordinating Conjunctions

after	in	until
although	in order that	whatever
as	once	when
as if	since	whenever
as long as	so	where
as though	so that	wherever
because	than	which
before	though	while
if	unless	who

Example #1: Once the house is painted.

- *Once the house is painted* is not a complete thought. It is a subordinate clause because it requires more information to make a complete sentence.

Example #2: If I am really in charge.

- *If I am really in charge* is not a complete thought. It is a subordinate clause because it requires more information to make a complete sentence.

Examine a few more sentences to be sure you can distinguish main clauses from subordinate clauses.

Example #1: Joe was a loyal carpenter who worked nearly twenty years for a successful contractor.

- The main clause is *Joe was a loyal carpenter.* The main clause has a subject (Joe) and a verb (was).
- The subordinate clause is *who worked nearly twenty years for a successful contractor.* The subordinate clause has a subject (who) and a verb (worked) but is not a complete thought.

Example #2: Once the house is painted, it will look great.

- The main clause is *it will look great.* The main clause has a subject (it) and a verb phrase (will look).
- The subordinate clause is *once the house is painted.* The subordinate clause has a subject (house) and a verb (is) but is not a complete thought.

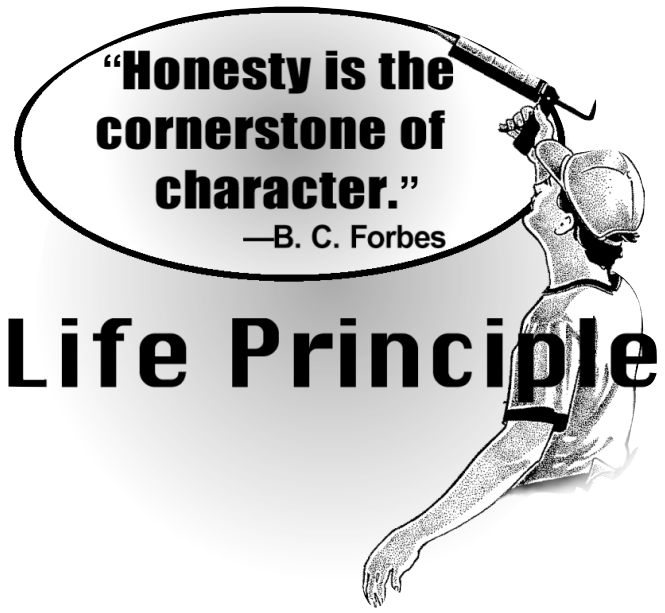
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Example #3: When Joe was trusted, he decided to be dishonest.
- main clause: *he decided to be dishonest*
- subordinate clause: *when Joe was trusted*
- subordinate conjunction: *when*

Example #4: The contractor came to see the home when it was finished,.
- main clause: *the contractor came to see the home*
- subordinate clause: *when it was finished*
- subordinate conjunction: *when*

Example #5: The contractor showed his gratitude to the builder who had cheated on the house.
- main clause: *the contractor showed his gratitude to the builder*
- subordinate clause: *who had cheated on the house*
- subordinate conjunction: *who*

Yeah! You are making academic progress! Keep working diligently.



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Sentence Building

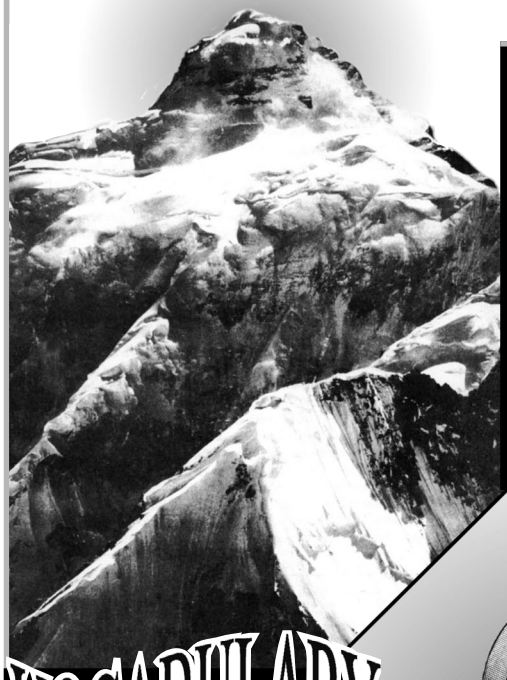
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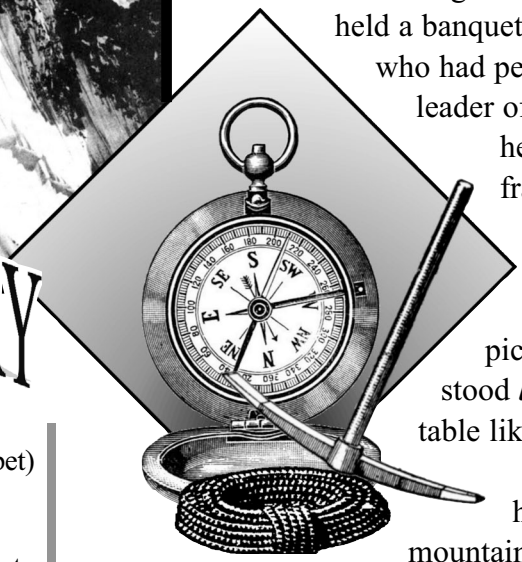
THE UNBEATABLE GIANT

Section 1

Lessons 1-5



In the 1920s, an English adventurer named Mallory led an expedition to try to conquer ***Mt. Everest***. Mallory's first expedition failed. So did the second. Mallory made a third ***assault*** with a highly skilled and experienced team, but in spite of careful planning and ***extensive*** safety measures, an ***avalanche*** wiped out Mallory and most of his party. Upon their return to England, the few who had survived held a banquet to ***salute*** Mallory and those who had perished on the mountain. As the leader of the survivors stood to speak, he looked around the hall at the framed pictures of Mallory and the others who had died. Then he turned his back to the crowd and faced a large picture of Mount Everest which stood ***looming*** behind the banquet table like a silent, unbeatable giant.



With tears streaming down his face, the leader spoke to the mountain on behalf of his dead friends: "I speak to you, Mt. Everest, in the name of all brave men living and those yet unborn. Mt. Everest, you defeated us once; you defeated us twice; you defeated us three times. But, Mt. Everest, we shall someday defeat you, because you can't get any bigger, and we can."

Keep your enthusiasm. Keep persevering. Run your race until you cross the finish line! (HB)

Mt. Everest was conquered in 1953 by Sir Edmund Hillary of New Zealand and Tenzing Norgay of the Sherpa tribe in Nepal. ■

VOCABULARY

Mt. Everest: the tallest mountain in the world (in Tibet)
Assault: to advance upon a fortified place
Extensive: having great extent; covering a large area; vast
Avalanche: a mass of loosened ice, snow, rocks or earth which suddenly slides down a mountain, growing as it descends
Salute: to acknowledge with praise; to commend
Loom: to take shape or come into sight in a large, threatening form
Detrimental: dangerous, causing harm

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ENGLISH SENTENCES

Sometimes your thoughts are simple; sometimes they are complicated. No matter how simple or complicated they are, English can handle them! Because the English language offers so much variety, you may speak and write through numerous choices of sentences. The kinds of sentences used in everyday life are simple, compound, complex and compound-complex. You have already been exposed to these to some degree; however, this chapter will stretch your knowledge and teach you new things.

Simple Sentences

A simple sentence is a group of words that contains one complete thought or idea. A simple sentence must have a subject and a verb.

Example #1: Mallory led an expedition to Mt. Everest.
- The subject is *Mallory*. The verb is *led*.
- The sentence contains one subject and one verb and expresses one complete thought.

Example #2: Mallory's first expedition failed.
- The subject is *expedition*. The verb is *failed*.

Compound Parts in Sentences

Compound means "two or more parts." Simple sentences may contain compound subjects, verbs, direct and indirect objects, predicate adjectives and nominatives, and objects of prepositions.

Example #1: Men and women have challenged the mighty mountain.
- compound subject: men, women

Example #2: They brave and endure dangers.
- compound verb: brave, endure

Example #3: The climbers cross valleys and glaciers.
- compound direct object: valleys, glaciers

Example #4: The leader tossed you and me some rope.
- compound indirect object: you, me

Example #5: The team was dedicated and optimistic.
- compound predicate adjective: dedicated, optimistic

Example #6: Two members are my dad and brother.
- compound predicate nominative: dad, brother

Example #7: I gazed at the beautiful mountains and glaciers.
- compound object of preposition: mountains, glaciers

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SENTENCE FRAGMENTS

Sentence fragments are ***detrimental*** to your writing skills. *Sentence fragments* are incomplete sentences and must be corrected. A complete sentence must contain a subject and a verb and must form a complete thought.

Example #1: Fell down the mountain and broke a rib.

- This is a fragment because the subject is missing. Who or what fell down the mountain and broke a rib? You must add a subject to complete the sentence.

Correction: I fell down the mountain and broke a rib.

- The subject *I* was added to the sentence, making it complete.

Example #2: When the leader realized what had happened.

- This is a fragment because it is a dependent clause. Dependent clauses cannot stand alone as sentences. The dependent clause must be attached to an independent clause, or it must be converted into an independent clause.

1st Correction: When the leader realized what had happened, he immediately took action.

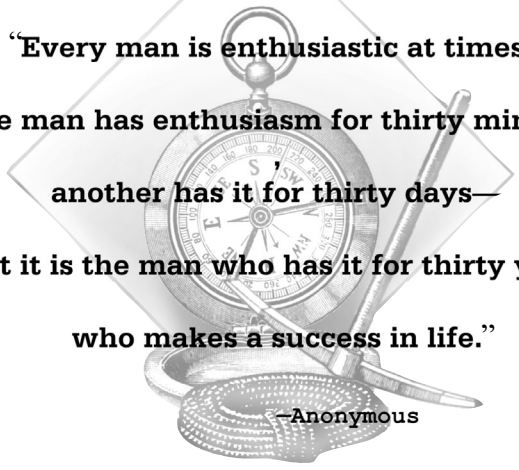
- The independent clause *he immediately took action* was attached to the dependent clause.

2nd Correction: The leader realized what had happened.

- The subordinating conjunction *when* was removed, converting the dependent clause into an independent clause.

In the next lesson, you will learn about compound sentences. Continue to the Activities. You have made a good beginning to this chapter.

Life Principle



"Every man is enthusiastic at times.

One man has enthusiasm for thirty minutes,

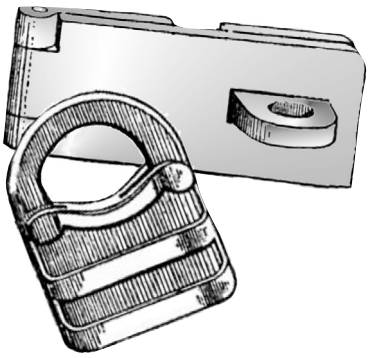
another has it for thirty days—

but it is the man who has it for thirty years

who makes a success in life."

—Anonymous

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Lesson 3

Chapter 3

THE IMAGINARY LOCK THAT KEPT HOUDINI CAGED

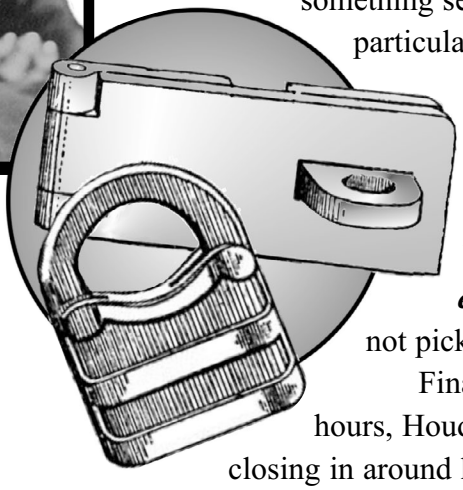
Section 1

Lessons 1-5



Harry Houdini, who won fame as an escape artist early in the twentieth century, issued a ***challenge*** wherever he went. He claimed he could be locked in any jail cell in the country and set himself free within minutes. He had a long track record of doing just that!

One time, however, something seemed to go wrong. Houdini entered a jail cell in his street clothes. The heavy metal doors clanged shut behind him, and he took from his belt a concealed piece of strong and ***flexible*** metal. He set to work on the lock to his cell, but something seemed different about this particular lock. For thirty minutes he worked without results. An hour passed. This was long after the time that Houdini normally freed himself and he began to sweat and pant in ***exasperation***. Still, he could not pick the lock.



Finally, after laboring for two hours, Houdini—feeling a sense of failure closing in around him—leaned in ***frustration*** against the door he could not unlock. To his ***amazement***, as he ***collapsed*** against the door, it swung open! It had not been locked in the first place!

How many times are challenges impossible—or doors locked—only because we think they are? When we put our minds and energy toward them, we often find the impossible tasks turned into achievements. ■ (HB)

VOCABULARY

Challenge: a dare
Flexible: able to bend without breaking
Exasperation: great irritation or annoyance
Frustration: disappointment
Amazement: great wonder, astonishment
Collapse: to lose physical strength and fall down

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COMPOUND SENTENCES

A compound sentence contains two independent clauses joined by a comma and a coordinating conjunction or by a semicolon.

Most Common Coordinating Conjunctions

and	but	or	yet	nor

Example #1: Houdini made an attempt to escape his prison, but he was unable to do so.

- Examine the two independent clauses that form the compound sentence:
  1. Houdini made an attempt to escape his prison.
  2. He was unable to do so.
- **Notice:** Each independent clause is a complete thought with one subject and one verb. The two independent clauses are joined by a comma and the coordinating conjunction *but*.

Example #2: His first attempt failed; he tried again.

- The two independent clauses that form the compound sentence are:
  1. His first attempt failed.
  2. He tried again.

FORMING COMPOUND SENTENCES

The independent clauses of a compound sentence should be related closely in thought.

■**Rule #1:** Two independent clauses should be joined when the ideas they contain are closely related.

Example #1: He worked on the lock to his cell, but something seemed different about this particular lock.

- The independent clauses are:
  1. He worked on the lock to his cell.
  2. Something seemed different about this particular lock.
- The clauses are closely related in thought—both refer to Houdini's experience with the lock.

Example #2: He collapsed against the door, and it swung open.

- The independent clauses are:
  1. He collapsed against the door.
  2. It swung open.
- The clauses are closely related in thought because they explain cause and effect.



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■**Rule #2:** If the ideas are not closely related, the sentences should be separated, or one of the clauses should be replaced.

Example #1: He set to work on the lock to his cell, but his best friend was a baseball player.

- The independent clauses are:
  1. He set to work on the lock to his cell.
  2. His best friend was a baseball player.
- The clauses do not relate to each other. One refers to the lock, and one refers to a best friend. The two independent clauses should not be combined in a compound sentence. They should be separated, or the second clause should be replaced with a clause that relates to the first.
- **Replacement:** The second clause could be replaced with *He soon realized that this lock was different*.
- The compound sentence would then read: *He set to work on the lock to his cell, but he soon realized that this lock was different.*
- Now, both independent clauses are closely related in thought—both refer to the lock.

Example #2: Houdini entered the cell, and he usually freed himself.

- The independent clauses are:
  1. Houdini entered the cell.
  2. He usually freed himself.
- The clauses relate somewhat to each other but are not sufficiently related. The second clause does not follow the thought of the first clause. The clauses should be separated, or the second clause should be replaced with a clause that follows the train of thought more closely.
- **Replacement:** The second clause could be replaced with *He pulled out his hidden piece of metal*.
- The compound sentence would then read: *Houdini entered the cell, and he pulled out his hidden piece of metal*.
- Now, both of the independent clauses are closely related—they both refer to Houdini's actions in the cell.

Using the Correct Conjunctions

Coordinating conjunctions serve important roles when forming compound sentences. As you know, *and*, *but*, *or*, *nor* and *yet* are the most common coordinating conjunctions. In this lesson, you will learn when and how to use these conjunctions.

And

And is used to join two thoughts that agree with one another or that cause a chain of events such as a cause and effect scenario.

Example #1: Houdini entered the cage and removed from his belt a piece of metal.

- The second thought follows the first thought in a chain of events. *First* he did this, *and then* he did that.

Example #2: The room was dark and hot, and the crowd waited eagerly.

- The second thought follows the first thought and agrees with it. The first thought sets the scene in the reader's mind; the second thought completes the scene.

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But

But is used when a contrast to the first thought is expressed or when a change occurs in the current flow of events.

Example #1: Houdini locked himself in the cage, but he could not escape.
- The second thought presents a contrast to the first situation. The flow of events was changed when Houdini could not escape.

Example #2: You may see him emerge from the cage, but you must be patient.
- The second thought presents a contrast to the first thought.

Or

Or is used to join two thoughts that offer alternatives or choices.

Example #1: He must unlock the latch, or he may die.
- The second thought is an alternative to the first thought.

Example #2: Take your opportunity now, or the door may close.
- The second clause is an alternative to the first clause.

Nor

Nor is the negative counterpart of *or*. *Nor* joins two negative thoughts that are related.

Example #1: He did not know that the door was unlocked, nor that it could be opened easily.
- The first clause is negative because of the word *not*. The second clause continues the thought.

Example #2: The door had not been locked, nor had it been jammed.
- The first clause presents a negative situation; the second clause continued the thought.

Yet

Yet is similar to *but* and expresses an extension to the first situation.

Example #1: The escape artist did not always escape quickly, yet he always escaped.
- The first clause presents the situation; the second clause extends and completes the thought.

Example #2: Houdini could have given up, yet he continued to try.
- The first clause presents the situation; the second clause extends and completes the thought.

Congratulations! You are nearly finished with this section. Keep working diligently and continue to the Activities.

Life Principle

Resolve must be the firmer,
"spirit the bolder,



Courage the greater,
as our strength
grows less.

Clear your mind
of can't."

—Anonymous, The Battle of Malden

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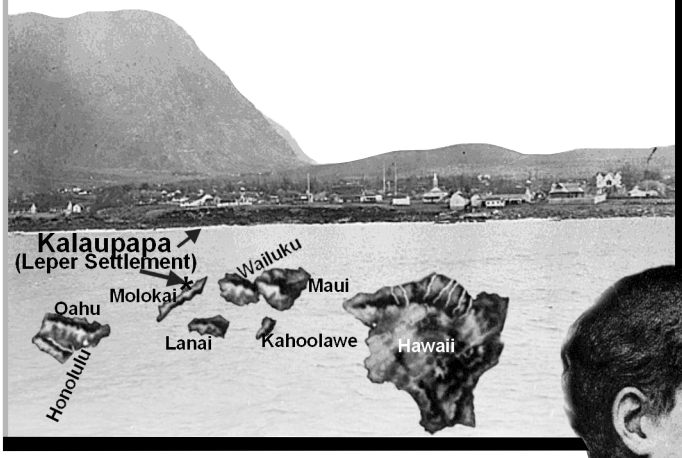
Lesson 4

Chapter 3

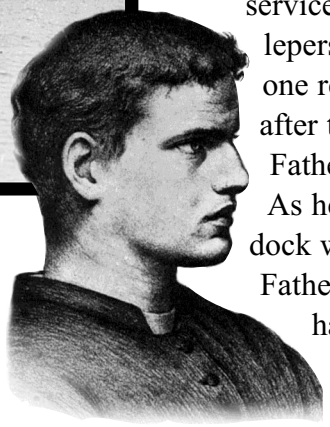
FAITH, HOPE AND LOVE—THE GREATEST OF THESE IS LOVE

Section 1

Lessons 1-5



In 1873, a Belgian Catholic priest named Joseph Damien De Veuster was sent to ***minister*** to ***lepers*** on the Hawaiian island of Molokai. He arrived in high spirits, hoping to build a friendship with each of the lepers. People ***shunned*** him, however, at every turn. He built a chapel, began worship services, poured his heart out to the lepers, but all seemed ***futile***. No one responded to his ministry, and after twelve years of struggling, Father Damien decided to leave. As he stood in dejection on the dock waiting to board the ship, Father Damien looked down at the hands he was wringing and noticed some mysterious white spots on them. Feeling some numbness, he knew immediately what was happening—he had ***contracted*** leprosy!



Father Damien returned to the leper colony and to his work. Word spread quickly, and within hours, hundreds gathered outside his hut, fully identifying with his ***plight***. A bigger surprise came the following Sunday. When Father Damien arrived at the chapel, he found it full! Father Damien began to preach from the ***empathy*** of love rather than the distance of theology and ideas, and his ministry became enormously successful.

Those who receive your love today will be much more interested in hearing about your faith tomorrow. ■ (HB)

VOCABULARY

Minister: to give help; to serve
Leper: a person who suffers from leprosy—a disease that eats the flesh
Shun: to avoid; to keep away from
Futile: applied to that which is incapable of producing any result
Contract: to acquire; to get
Plight: an awkward, sad or dangerous state of affairs
Empathy: ability to share in another's emotions, thoughts or feelings

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DISTINGUISHING BETWEEN SIMPLE AND COMPOUND SENTENCES

A simple sentence is one independent clause. Length does not determine if a sentence is simple. Simple sentences can be long or short. Sometimes simple sentences are made long because of adjectives, adverbs, verbals and phrases.

Example #1: Father Damien returned to the leper colony and to his work.

- This simple sentence has two prepositional phrases.
  - subject: *Father Damien*
  - verb: *returned*
  - 1st prepositional phrase: *to the leper colony*
  - 2nd prepositional phrase: *to his work*

Example #2: Father Damien began to preach from the empathy of love.

- This simple sentence has an infinitive and two prepositional phrases.
  - subject: *Father Damien*
  - verb: *began*
  - infinitive: *to preach*
  - 1st prepositional phrase: *from the empathy*
  - 2nd prepositional phrase: *of love*

A compound sentence is two independent clauses joined by a comma and conjunction or by a semicolon.

Example #1: No one responded to his ministry, and Father Damien decided to leave.

- The two independent clauses are:
  1. No one responded to his ministry
  2. Father Damien decided to leave.
- The two sentences are combined by the conjunction *and*.

Example #2: The priest began to preach from the empathy of love; his ministry became enormously successful.

- The two independent clauses are:
  1. The priest began to preach from the empathy of love
  2. his ministry became enormously successful.
- The two sentences are combined by a semicolon.



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Distinguishing between simple and compound sentences may seem difficult when a simple sentence contains compound parts.

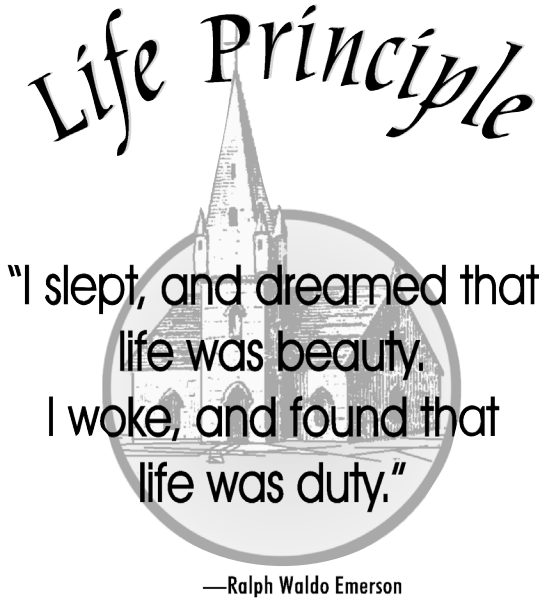
Example #1: The priest arrived in high spirits and hoped to build a friendship with each leper.

- This simple sentence has one subject (priest) and a compound verb (arrived and hoped). You can tell that this is a simple sentence because only one independent clause is present.
  - subject: *priest*
  - compound verb: *arrived, hoped*
  - 1st prepositional phrase: *in high spirits*
  - infinitive phrase: *to build a friendship*
  - 2nd prepositional phrase: *with each leper*

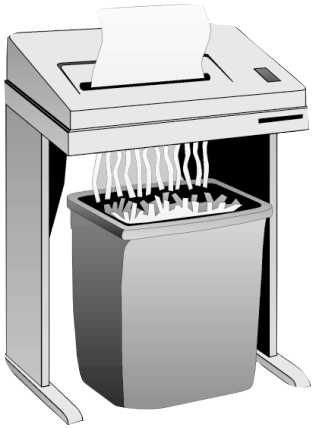
Example #2: The priest arrived in high spirits, and he hoped to build a friendship with each leper.

- This sentence contains two independent clauses.
  - 1st independent clause: *The priest arrived in high spirits*
  - 2nd independent clause: *he hoped to build a friendship with each leper*
  - In the first clause, the subject is *priest*, the verb is *arrived* and the prepositional phrase is *in high spirits*.
  - In the second clause, the subject is *he*, the verb is *hoped*, the infinitive phrase is *to build a friendship* and the prepositional phrase is *with each leper*.

Wow! You are doing well. You should be able to identify and write good simple and compound sentences now. Apply your new knowledge in the Activities.



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Sentence Building

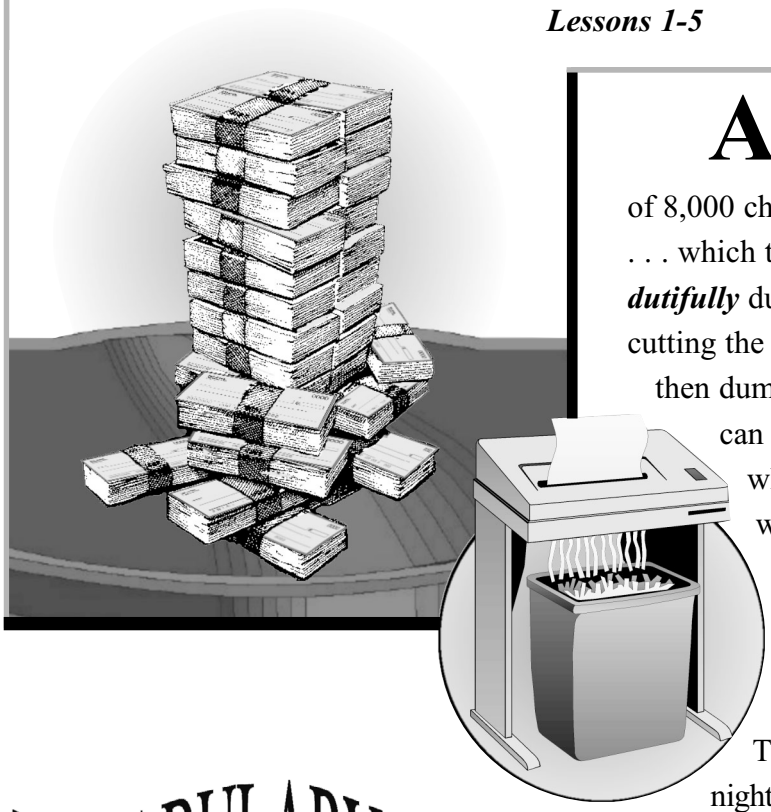
Lesson 5

Chapter 3

PIECING TOGETHER THE SOLUTION

Section 1

Lessons 1-5



A janitor at the First Security Bank in Boise, Idaho, accidentally put a box of 8,000 checks worth $840,000 on a trash table . . . which the operator of the paper shredder ***dutifully*** dumped into his machine that night, cutting the checks into quarter-inch shreds. He then dumped the paper scraps into a garbage can outside the bank. The next morning, when the bank supervisor realized what happened he moaned, "I wanted to cry."

Most of the checks had been cashed at the bank and were awaiting shipment to a clearinghouse. Their loss represented a ***bookkeeping*** nightmare since most of the checks were still unrecorded, and as a result, the bankers could not know who paid what to whom.

What did the supervisor do? He ordered that the shredded pieces be ***reconstructed***. And so, fifty ***employees*** worked in two shifts for six hours a day inside six rooms—shifting, matching, and pasting the pieces together as if they were jigsaw puzzles—until all 8,000 of the checks were "put together again."

Humpty Dumpty may have fallen from the wall. But did the king's men even TRY to put him together again? If you make a mistake, try to make a ***solution***! ■ (HB)

VOCABULARY

Dutifully: properly doing your job
Bookkeeping: records of business transactions
Reconstruct: to build again; to construct a second time
Employee: a person hired by another for wages
Solution: an answer to a problem

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RUN-ON SENTENCES

A *run-on sentence* is a sentence that does not use correct punctuation between clauses.

Example #1: *The janitor put the box of checks on the trash table and the operator of the paper shredder dumped the checks into the shredding machine.*

- The independent clauses form a run-on sentence. When correcting a run-on sentence, you may use several methods:

1. Insert a comma and conjunction:

The janitor put the box of checks on the trash table, and the operator of the paper shredder dumped the checks into the shredding machine.

- Notice the comma and coordinating conjunction.

2. Insert a semicolon:

The janitor put the box of checks on the trash table; the operator of the paper shredder dumped the checks into the shredding machine.

- Notice the semicolon.

3. Divide the sentence into two sentences:

The janitor put the box of checks on the trash table. The operator of the paper shredder dumped the checks into the shredding machine.

4. Make the sentence complex by changing one of the independent clauses into a dependent clause. (Do this by placing a subordinating conjunction at the beginning of one of the clauses and rewording the clause a little):

When the janitor placed the box of checks on the trash table, the operator of the paper shredder dumped the checks into the shredding machine.

Example #2: *Most of the checks had been cashed at the bank and were awaiting shipment to a clearinghouse, their loss represented a bookkeeping nightmare since most of the checks were still unrecorded and as a result the bankers could not know who paid what to whom.*

- This run-on sentence has several errors. First, divide it into two sentences by replacing the comma between the first two independent clauses with a period:

Most of the checks had been cashed at the bank and were awaiting shipment to a clearinghouse. Their loss represented a bookkeeping nightmare since most of the checks were still unrecorded and as a result the bankers could not know who paid what to whom.

- Correct the next error by placing a comma between the dependent clause and the last independent clause:

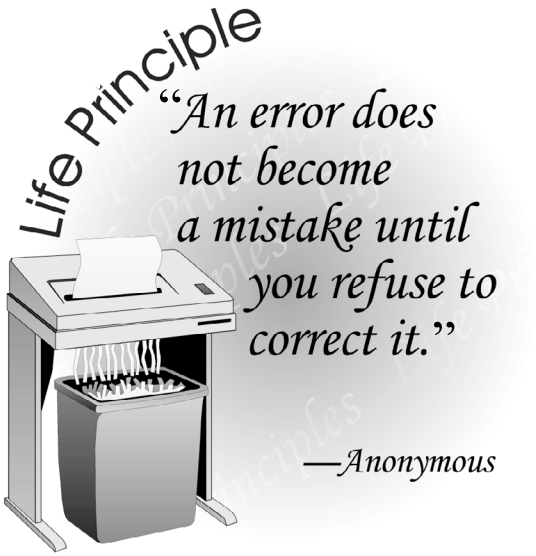
Most of the checks had been cashed at the bank and were awaiting shipment to a clearinghouse. Their loss represented a bookkeeping nightmare since most of the checks were still unrecorded, and as a result the bankers could not know who paid what to whom.

- Correct the next error by placing a comma after the phrase “as a result”:

Most of the checks had been cashed at the bank and were awaiting shipment to a clearinghouse. Their loss represented a bookkeeping nightmare since most of the checks were still unrecorded, and as a result, the bankers could not know who paid what to whom.

You have made a good end to Section One. Continue to the Activities and do your best!

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Lesson 6

Chapter 3

CHRISTMAS IN APRIL

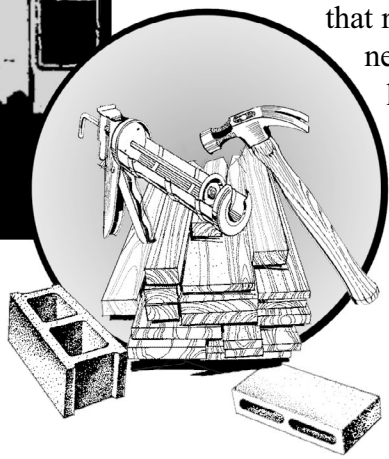
Section 2

Lessons 6-10



In April 1973, the YMCA in Midland, Texas, asked for volunteers to help repair seventeen rundown homes in the city. The effort was so successful that Midlanders made it an ***annual*** event. After volunteers had completed repairs on one home, the owner opened her front door and exclaimed, "This is just like Christmas in April." The name stuck.

It all started when Bobby Trimble was teaching his young men's Sunday School class about the Scripture that reads: "If you see your neighbor in need of food and clothing, and say to him, 'God bless you, I will pray for you' and then send him on his way, what good have you done?" Trimble told his class that being a Christian was much more than attending church. In response to the lesson, the students challenged themselves by meeting people's needs in the community.



"Christmas in April" not only made hundreds of homes more livable in the west Texas oil town of Midland, but the ***volunteer*** effort has helped bring the city together. Men and women, young and old, black, Hispanic and white volunteers build community spirit as they scrape, ***caulk***, plaster, paint, hammer and roof together. One volunteer said, "Volunteering is a blessing to us as well as to those we help. I don't know of a better way to get to know someone than to work on a roof with him all day."

VOCABULARY

Annual: yearly, occurring once a year
Volunteer: work without pay, free labor
Caulk: to seal up cracks or seams with a putty-like substance



Bobby and Shirley Trimble

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The Christmas in April (CIA) organization did not stay confined to one Sunday School class for long. In Midland County alone, 5,830 homes were repaired between the years of 1973 and 2002. Soon, hundreds of cities around Texas and the United States were participating in this springtime miracle of good will. In 1982, Bobby Trimble and his wife, Shirley, received the *Volunteer in Action Award* by President Ronald Reagan. In 2001, the CIA board in Midland voted to change the name from "Christmas in April" to "Christmas in Action." The legacy of good will and commitment to community continues. ■

COMPLEX SENTENCES



A complex sentence contains one independent clause and at least one dependent clause. A *dependent clause* is a group of words that contains a subject and a verb but does not express a complete thought. Words that introduce dependent clauses are called subordinating conjunctions.

Subordinating Conjunctions

after	in order that	whatever
although	once	when
as	since	whenever
as if	so	where
as long as	so that	wherever
as though	than	which
because	that	while
before	though	who
if	unless	with
in	until	

Example #1: After volunteers completed repairs on one home, the owner expressed her gratitude.

- Examine the two clauses:
  - **1.** (dependent clause) After volunteers completed repairs on one home
  - **2.** (independent clause) the owner expressed her gratitude
- The dependent clause has the subject *volunteers* and the verb *completed* but does not express a complete thought. The subordinating conjunction *after* begins the dependent clause. The independent clause contains a subject and verb and expresses a complete thought.

Example #2: Everyone is blessed when communities pull together to complete a task.

- Examine the two clauses:
  - **1.** (independent clause) Everyone is blessed
  - **2.** (dependent clause) when communities pull together to complete a task
- The dependent clause is not a complete thought by itself even though it contains the subject *everyone* and the verb *is*. The subordinating conjunction *when* begins the dependent clause.

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The complex sentences you have learned thus far have been fairly easy. They have consisted of one main clause and one subordinate clause. However, many complex sentences in the English language contain more than one subordinate clause. No matter how long a complex sentence is or how many clauses it contains, remember that the basic ingredients for a complex sentence are one main clause and one or more subordinate clauses.

Example #1: Communities improve when people work together and when they accomplish something good.
- This example contains three clauses: one main clause and two subordinate clauses.
- main clause: *communities improve*
- first subordinate clause: *when people work together*
- second subordinate clause: *when they accomplish something good*

Example #2: When you join the Christmas in April campaign, inform the leader that you want to paint and that you intend to bring a friend.
- This example contains four clauses: one main clause and three subordinate clauses.
- main clause: *inform the leader*
- first subordinate clause: *when you join the Christmas in April campaign*
- second subordinate clause: *that you want to paint*
- third subordinate clause: *that you intend to bring a friend*

Example #3: The house repairs are free for people who cannot afford the repairs and who cannot do the work themselves.
- This example contains three clauses: one main clause and two subordinate clauses.
- main clause: *the house repairs are free for people*
- first subordinate clause: *who cannot afford the repairs*
- second subordinate clause: *who cannot do the work themselves*

Example #4: A thoughtful friend who plans to help will purchase the supplies and confirm that he will be available on that day.
- This sentence contains three clauses: one main clause and two subordinate clauses.
- main clause: *a thoughtful friend will purchase the supplies and confirm*
- first subordinate clause in the middle of the main clause: *who plans to help*
- second subordinate clause: *that he will be available on that day*

Sometimes when sentences are long, they are difficult to divide into their individual clauses. However, you are doing the job well. Practice what you have learned in the Activities.



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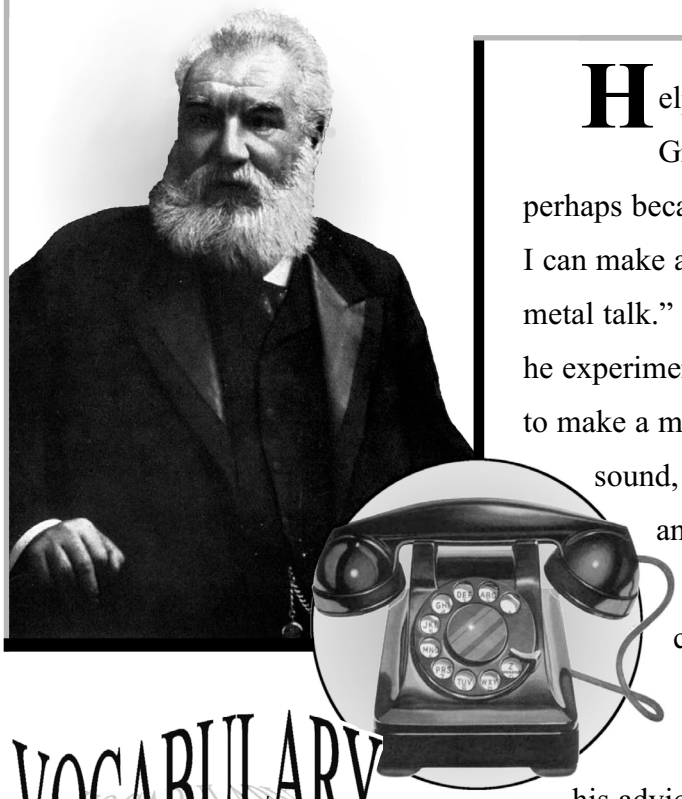
Lesson 7

Chapter 3

THE MAN WHO MADE METAL TALK

Section 2

Lessons 6-10



Helping the deaf to communicate was Alexander Graham Bell's ***motivation*** for his life work, perhaps because his mother and wife were both deaf. "If I can make a ***deaf-mute*** talk," Bell said, "I can make metal talk." For five frustrating and ***impoverished*** years, he experimented with a ***variety*** of materials in an effort to make a metal disk that, vibrating in response to sound, could reproduce sounds and send them over an electrified wire.

While visiting Washington, D.C., Bell called on Joseph Henry, a scientist who was a ***pioneer*** in research related to electricity. Bell presented his ideas to Henry and asked his advice—should someone else perfect the telephone or should he do it himself? Henry encouraged Bell to do it himself, to which Bell complained that he lacked the necessary knowledge of electricity. Henry's brief answer was, "Get it."

And so Bell studied electricity. A year later when he obtained a ***patent*** for the telephone, the Patent Office officials credited Bell with knowing more about electricity than all the other inventors combined.

Hard work. Study. Hope. Persistence. These are all "common things." They are the keys, however, to doing uncommonly well. ■ (HB)

VOCABULARY

Motivation: action based on a motive; an inner drive or impulse leading to action
Deaf-mute: a person who is deaf, usually from birth and is therefore unable to speak
Impoverished: reduced to poverty
Variety: a number of different things
Pioneer: a person who goes before, preparing the way for others
Patent: a document granting the exclusive right to an invention

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SUBORDINATE CLAUSES THAT ACT LIKE ADJECTIVES

In the coming lessons, you are going to learn about the three kinds of subordinate clauses: adjective clauses, adverb clauses and noun clauses.

An adjective modifies or describes a noun, a pronoun or another adjective. Adjectives tell *which one, what kind, how many, what color* and *whose*.

An *adjective clause* is a clause that modifies a noun, pronoun or adjective. Adjective clauses usually begin with the subordinating conjunctions *who*, *whom*, *whoever*, *whose*, *what, which* or *that*. At times, adjective clauses begin with *where* or *when*.

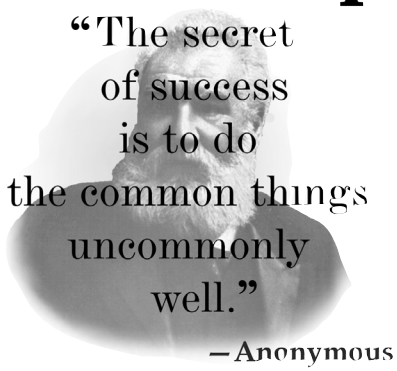
Example #1: He called upon a scientist who was a pioneer in research related to electricity.
- main clause: *he called upon a scientist*
- subordinate clause: *who was a pioneer in research related to electricity*
- subordinating conjunction: *who*
- The subordinate clause is an adjective clause because it modifies the noun *scientist* and tells *which* scientist.

Example #2: He is the one who invented the telephone.
- main clause: *He is the one*
- subordinate clause: *who invented the telephone*
- subordinating conjunction: *who*
- The subordinate clause is an adjective clause because it modifies the pronoun *one* and tells *who*.

Example #3: He was dedicated which enabled him to endure setbacks.
- main clause: *he was dedicated*
- subordinate clause: *which enabled him to endure setbacks*
- within the subordinate clause is an infinitive phrase: *to endure setbacks*
- subordinating conjunction: *which*
- The subordinate clause is an adjective clause because it modifies the adjective *dedicated* and tells *what kind* of dedication.

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

Life Principle



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Sentence Building

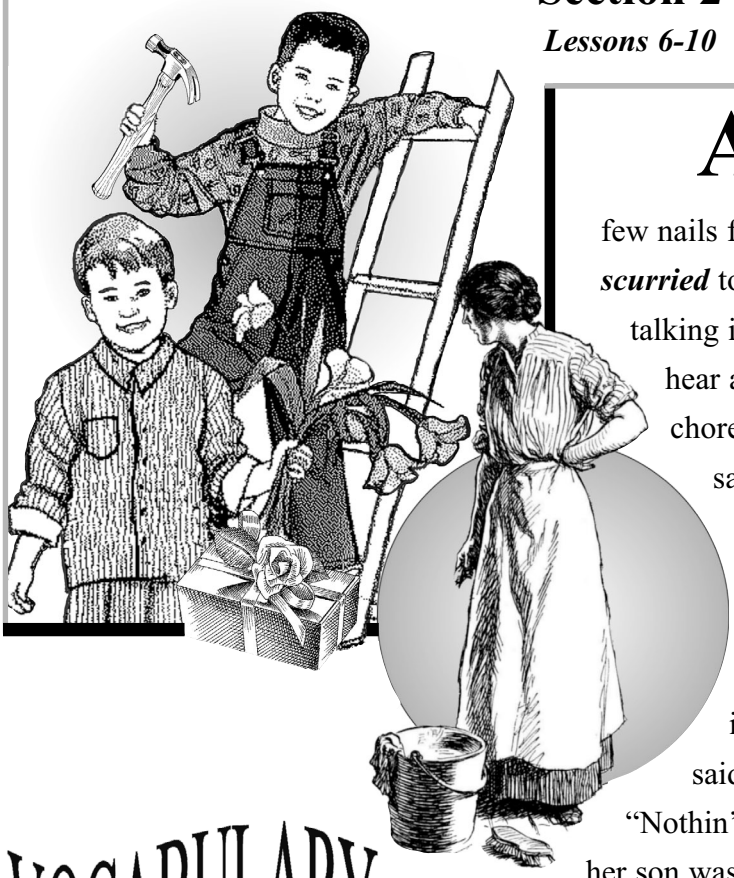
Lesson 8

Chapter 3

A SURPRISE FOR MOM

Section 2

Lessons 6-10



A mother watched with raised eyebrows as her two sons took a hammer and a few nails from the kitchen ***utility*** drawer and ***scurried*** to one of the boys' rooms, giggling and talking in low voices. When the mother did not hear any hammering, she continued with her chores. Then from the kitchen window she saw one of the boys take a step-ladder from the garage. He disappeared from sight before his mother could call her son's name. A few minutes later the other son came into the kitchen to ask if his mother had any rope. "No," Mom said, "What is going on?" Her son said, "Nothin'." Mom ***pressed***, "Are you sure?" but her son was out of sight.

Highly suspicious, Mom went to her sons' room. She found the door closed and locked. She knocked. "What are you boys doing in there?" she asked. One son replied, "Nothin'." Suspecting great mischief she demanded entrance, "I want you to open this door right now!" she said. A few seconds later the door popped open and one son shouted, "Surprise!" as he handed his mother a rather ***crudely*** wrapped present. "Happy birthday, Mom!" the other boy added. Truly surprised, the mother ***stammered***, "But what about the hammer, nails, ladder and rope?" The boys grinned, "Those were just ***decoys***, Mom." ■

(HB)

VOCABULARY

Utility: useful or used in a number of ways
Scurry: to run hastily; to scamper
Pressed: insisted
Crudely: not carefully made or done; rough
Stammer: to stumble in speech from embarrassment or excitement
Decoy: a thing or person used to distract or turn attention from

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SUBORDINATE CLAUSES THAT ACT LIKE ADVERBS

A subordinate clause that acts like an adverb is called an adverb clause. An adverb modifies a verb, an adjective or another adverb. An adverb tells *where*, *when*, *why*, *how*, *how much* or *to what extent*. An adverb clause begins with a subordinating conjunction.

Commonly Used Subordinating Conjunctions

after	as though	once	though	whenever
although	because	since	unless	where
as	before	so	until	wherever
as if	if	than	whatever	which
as long as	in order that	that	when	while

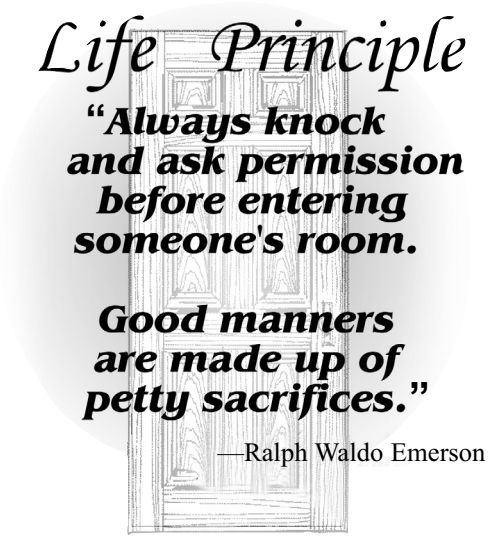
Example #1: When she did not hear any hammering, she returned to the kitchen.

- main clause: *she returned to the kitchen*
- The subject in the main clause is *she*, and the verb is *returned*.
- subordinate clause: *when she did not hear any hammering*
- The subject in the subordinate clause is *she* and the verb phrase is *did hear*.
- The subordinate clause is an adverb clause because it modifies the verb *returned*.
- The subordinating conjunction is *when*.

Example #2: Her sons shouted, "Surprise!" as they handed their mother a rather crudely wrapped present.

- main clause: *Her sons shouted, "Surprise!"*
- The subject in the main clause is *sons*, and the verb is *shouted*.
- subordinate clause: *as they handed their mother a rather crudely wrapped present*
- The subject in the subordinate clause is *they*, and the verb is *handed*.
- The subordinate clause is an adverb clause because it modifies the verb *shouted*.
- The subordinating conjunction is *as*.

Continue to the Activities.



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Sentence Building

Lesson 9

Chapter 3

THE EVIL PHYSICIAN AND THE BLIND OLD WOMAN

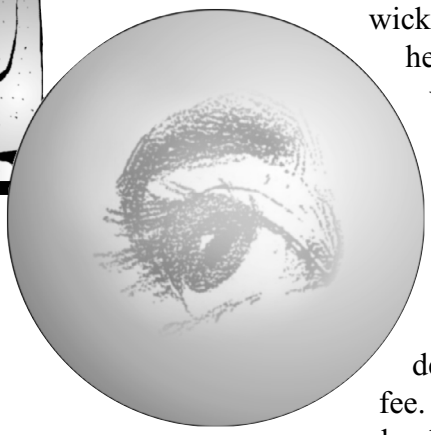
Section 2

Lessons 6-10



An old woman, who had become blind, ***summoned*** a ***physician***. "That you are a healer is well known," said she to the physician, "If you restore my eyesight, I will give you a most handsome reward. But if, within a reasonable time, you fail, and my ***malady*** remains, then you shall receive nothing."

That the old woman lived comfortably with many possessions was obvious to the physician. He welcomed the agreement and began treating her regularly. But the physician was not honest. He only pretended to treat the woman's eyes. What the wicked physician wanted was her goods. Whenever he visited, he stole her goods, item by item.



After a time, what had been causing the woman's blindness, left. Her sight was restored! Thereupon, the physician demanded the ***stipulated*** fee. But discovering that nearly all of her possessions had disappeared since the coming of the physician, the woman kept delaying the doctor with excuses. At length, the impatient physician summoned his patient before a judge.

When the judge called the woman to defend herself, her answer was not what the physician expected.

The woman said, "Your honor, what this man says is true enough. I promised to give him his fee if my sight was ***restored***, but nothing if my eyes remained blind. He says that I am cured. What he says cannot be true. He cannot be who he says that he is because my malady is what it was before he visited me."

VOCABULARY

Summoned: called
Physician: a doctor
Malady: disease, illness, sickness
Stipulated: agreed upon
Restored: renewed, healed, put back, replaced

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"How is this true?" asked the judge.

"Before he came to see me," replied the woman, "I could see furniture and goods in my house. Now I cannot see any, and he tells me that he has restored my sight!" ■

(Aesop)

SUBORDINATE CLAUSES THAT ACT LIKE NOUNS



A noun clause may be used in any capacity that a noun is used. The entire noun clause may function as a subject, predicate nominative, direct object, indirect object, object of the preposition or a complement. Noun clauses are introduced by the subordinating conjunctions: *that, what*, *who, whose, whom, whoever, whomever* and *whatever.* A noun clause may be replaced by a single noun or a pronoun.

Study the noun clauses functioning as subjects.

Example #1: That you are a healer is well known.

- The noun clause is *that you are a healer.* It is acting as the subject of the sentence.
  You can replace the entire clause with the pronoun "it": *It is well known*.
  Once you replace the noun clause with the pronoun, you can easily see that the clause is the subject of the sentence.

Example #2: What this man says is true.

- The noun clause is *what this man says.* It is acting as the subject of the sentence.
- (test) *It is true*.

Study the noun clauses functioning as predicate nominatives.

Example #1: Her answer was not what the physician expected.

- The noun clause is *what the physician expected*.
  You can replace the noun clause with the pronoun *it*: *Her answer was it.* (or *It was her answer*).
  Notice that the clause follows the being verb *was*. The noun clause is acting as a predicate nominative and refers back to the subject *answer*.

Example #2: My malady is what it was before he visited me.

- The noun clause is *what it was before he visited me*. *It* is acting as a predicate nominative and refers back to the subject *malady*.
- (test) *My malady is it* (or *It is my malady*).

Study the noun clauses functioning as direct objects.

Example #1: I remember that we had a bargain.

- The noun clause is *that we had a bargain*. It functions as the direct object.
  It answers the question, "I remember *what*?"
  You can replace the noun clause with the pronoun *it*: *I remember it*.

Example #2: I said that I would pay you.

- The noun clause is *that I would pay you*. It acts as the direct object.
  It answers the question, "I said *what*?"
  You can replace the noun clause with the pronoun *it*: *I said it*.

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Study the noun clauses functioning as indirect objects.

Example #1: The woman told whomever would listen the story of the doctor's deception.

- The noun clause is *whomever would listen*. It acts as an indirect object.
  It tells *to whom* the woman told her story.
  You can replace the clause with a single noun:
  The woman told the judge the story of the doctor's deception.

Example #2: The woman promised whomever could correct her eyes a handsome reward.

- The noun clause is for *whomever could correct her eyes*. It acts as the indirect object.
  It tells *to whom* the woman promised a reward.
  You can replace the clause with a single noun:
  The woman promised the doctor a handsome reward.

Study the noun clauses functioning as objects of prepositions.

Example #1: The doctor asked for what the woman promised.

- The noun clause is *what the woman promised*. It is the object of the preposition *for*.
  You can replace the noun clause with a single noun: *The doctor asked for the reward*.

Example #2: A reward is waiting for whomever is kind to others.

- The noun clause is *whomever is kind to others*. It is the object of the preposition *for*.
  You can replace the noun clause with a single noun: *A reward is waiting for the doctor*.

Study the noun clauses functioning as complements.

Example #1: The doctor will have to return the goods to receive what the woman promised.

- The noun clause is *what the woman promised*. It is the complement of the infinitive phrase *to receive*. You can replace the noun clause with a single noun: *The doctor will have to return the goods to receive the reward.*

Example #2: The doctor wanted a reward for healing what he said was the woman's problem.

- The noun clause is *what he said was the woman's problem*. It is the complement of the participle *healing*. You can replace the noun clause with a single noun: *The doctor wanted a reward for healing the blindness*.

Continue to the Activities and do your best.

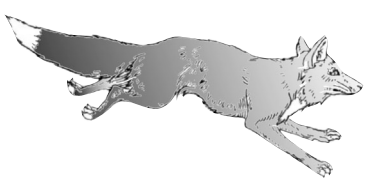
Life Principle

"Honesty is the best policy, but it should be the only policy."



—Anonymous

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Sentence Building

Lesson 10

Chapter 3

A HUMBLING EXPERIENCE

Section 2

Lessons 6-10



Long ago in a faraway land lived a knight who was brave and handsome, but he was also proud. One day, he was admiring himself in a mirror, and his ***squire*** noticed that the knight was growing bald! Yes, the knight who once had a head of full, ***luxuriant*** hair was shocked to see that he had patches on his head.

"Oh, oh!" said the knight's squire. "This will not look good at ***court***."

"I will have to do something before anyone notices," replied the knight.

The knight wanted to conceal his eye-catching imperfection, and a handsome ***periwig*** seemed a good idea. He gave an order to his squire who ran immediately to order a wig from a shop. The knight felt ashamed of his hair, and because he had no duties, his ***chamber*** was a good place to hide until the periwig arrived. The very next day, the squire appeared at the door, and in his hand was a hatbox containing a fine-looking hairpiece.

Looking into the mirror, the knight approved of the wig, and that evening, he was once again socializing among his friends. The following day, the knight was enjoying the company of friends while hunting foxes in the fields. The knight was dressed in his ***gayest*** clothing, and on his balding ***pate***, he wore his brand new wig. A sudden gust of wind snatched off the knight's ***toupee***, and his comrades were much amused when his bald ***noggin*** was revealed.

The knight, who realized his ***vanity***, laughed as loudly as anybody. "Who do I think that I am? How was it to be expected that I should keep someone else's hair on my head, when my own hair would not stay there?" ■ (Aesop)

VOCABULARY

Squire: young male servant
Luxuriant: abundant, thick
Court: among royalty, in the palace
Periwig: wig of hair
Chamber: room
Gay: bright, full of color
Pate: the top of a person's head
Toupee: a wig for a man
Noggin: top of a person's head (slang for *pate*)
Vanity: pride in one's own appearance

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COMPOUND-COMPLEX SENTENCES

Sometimes we speak and write sentences that are called compound-complex sentences. A *compound-complex sentence* is a sentence that contains two main clauses and one or more subordinate clauses.

Example #1: Long ago in a faraway land lived a knight who was brave and handsome, but he was also proud.

- 1st main clause: *long ago in a faraway land lived a knight*
- subordinate clause: *who was brave and handsome*
- 2nd main clause: *he was also proud*
- Without the subordinate clause, the sentence would just be a compound sentence:
  Long ago in a faraway land lived a knight, but he was also proud.
- Without the second main clause, the sentence would just be a complex sentence:
  Long ago in a faraway land lived a knight who was brave and handsome.

Example #2: One day he was admiring himself in a mirror, and his squire noticed that the knight was growing bald!

- 1st main clause: *one day he was admiring himself in a mirror*
- 2nd main clause: *his squire noticed*
- subordinate clause: *that the knight was growing bald*
- Without the subordinate clause, the sentence would be just a compound sentence:
  One day he was admiring himself in a mirror, and his squire noticed.
- Without the first main clause, the sentence would just be a complex sentence:
  His squire noticed that the knight was growing bald.

Continue to the Activities.

Life Principle



"When you are embarrassed, you can laugh or cry. Laughter is the better choice."

—Anonymous

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Lesson 11

Chapter 3

MOLLY PITCHER—AMERICA'S LADY WARRIOR

Section 3

Lessons 11-15



On a sultry Sunday morning, June 28, 1778, George Washington's Continental Army was engaged in the Battle of Monmouth in New Jersey. As the day progressed, American and British soldiers were suffering terribly from the fierce heat and exhausting ***humidity***. Men in the ranks were falling, but ***sunstroke***, not muskets or cannons, was doing the most damage.

In the midst of the battle was a young, red-haired, freckle-faced Irish ***lass***. She was the newly-wedded wife of John Hays, an ***artilleryman*** in Washington's army.

"Where is that man?" Mrs. Hays wondered as she walked fearlessly down the battle line. She was carrying a bucket of water from a nearby ***spring*** and wanted to find her husband to ***quench*** his thirst. The confusion of the battle made finding him difficult. Molly Hays continued to walk on and on looking for her husband, but many suffering, thirsty men called to her for water as she passed.

Molly thought to herself, "I must share this water with them, or these men will die from thirst, if not from bullets and cannonballs!" The girl, moved by ***compassion***, quickly decided to help, and many hot and dying men had their thirst quenched. The compassionate young woman gave away the water that she so wanted to give to her husband. The men were very thankful, but the gasps for water kept coming. Back and forth Molly went, providing drinks of water. The men continued to beg, and Molly refilled her bucket from the spring over and over.

VOCABULARY

Humidity: moisture in the air
Sunstroke: sickness from excessive exposure to the sun
Lass: young woman
Artilleryman: man who operates a gun of large caliber
Spring: a flow of water from the ground, often the source of a stream
Quench: to satisfy
Compassion: sorrow for the trouble of others

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She earned her nickname that day—"Molly Pitcher" because she continued to carry pitcher after pitcher of water to the soldiers.

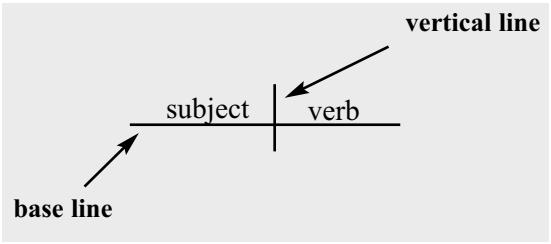
Finally, after a long time of helping the others, she spotted her tired, parched husband and urgently quickened her pace to reach his side. But suddenly, a musket ball hurtled past her; it struck her husband, killing him instantly. She dropped her bucket, and for a moment, she stood dazed, staring at him. Then, she heard the order to drag her husband's cannon from the field, and these words spurred Molly into action. She raced to the gunner's post. Molly had never fired a cannon, but she had seen her husband practice. She fired her husband's cannon until the victory was won. Sir Henry Clinton's British troops were beaten back, and the Battle of Monmouth was won by the Americans.

The following day, the brave young widow was presented to General Washington from whom she received a sergeant's commission with half-pay for life. ■

DIAGRAMMING SIMPLE SENTENCES

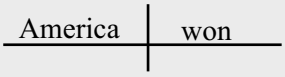


Diagramming is a method of breaking down a sentence into its individual words to show the relationships among the words. The basic formula for all diagramming is:

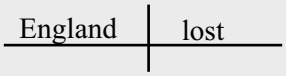


Notice on the diagram that the subject and verb are separated by a vertical line that extends past the base line. If a sentence has only a subject and a verb, then it is very easy to diagram.

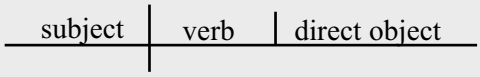
Example #1: America won.



Example #2: England lost.



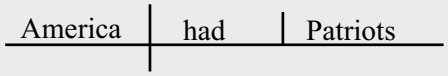
If a sentence has a direct object, then the sentence is diagrammed like this:



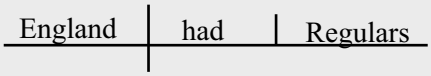
Notice on this diagram that the line separating the verb from the direct object is vertical but does not extend below the base line. Study the next couple of sentences.

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Example #1: America had Patriots.

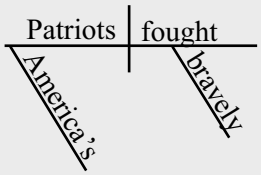


Example #2: England had Regulars.



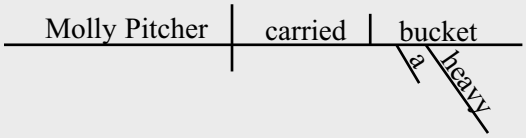
If a sentence has modifiers, then the modifiers are placed on slanted lines underneath the modified words.

Example #1: America's Patriots fought bravely.



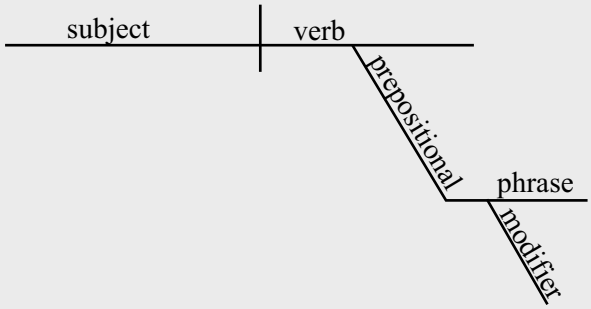
- Notice that the subject *Patriots* is modified by the proper adjective *America's*, telling *whose* Patriots. The verb *fought* is modified by the adverb *bravely*, telling *how* the Patriots fought.

Example #2: Molly Pitcher carried a heavy bucket.



- Notice that the direct object *bucket* is modified by the article *a* and the adjective *heavy,* telling *what kind* of bucket.

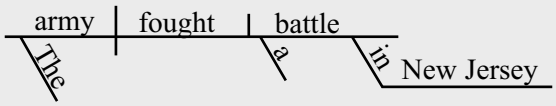
If a sentence has a prepositional phrase, then the prepositional phrase is placed on a bent line underneath the word the phrase modifies. If the object of the preposition has a modifier, then the modifier is placed on a slanted line underneath the object of the preposition in a method like this:



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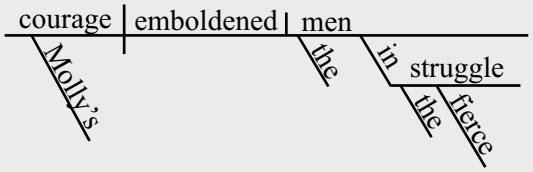
Study the next couple of examples.

Example #1: The army fought a battle in New Jersey.



- Notice that the subject *army* is modified by the article *the*, and the direct object *battle* is modified by the article *a*. The prepositional phrase *in New Jersey* modifies the direct object *battle* by telling *which* battle.

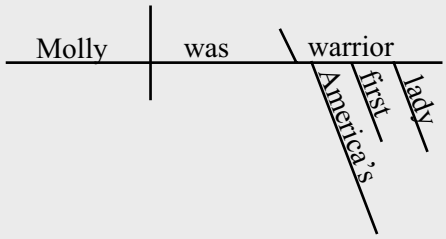
Example #2: Molly's courage emboldened the men in the fierce struggle.



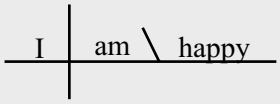
- Notice that the subject *courage* is modified by the proper adjective *Molly's*, and the direct object *men* is modified by the article *the*. The prepositional phrase *in the fierce struggle* modifies the direct object *men* by telling *which* men. The object of the preposition *struggle* is modified by the article *the* and the adjective *fierce*.

If a sentence has a predicate nominative or a predicate adjective, it is placed after the verb in the same place as the direct object.

Example #1: Molly was America's first lady warrior.



Example #2: I am happy.



- Notice that the predicate nominative *warrior* in Example #1 and the predicate adjective *happy* in Example #2 are placed in the same location as a direct object would be; however, notice that the lines that separate the verb from the predicate nominative and adjective is slanted rather than straight.



Life Principle

"The measure of a woman is not how great her faith is, but how great her love is."

—Anonymous

You are doing well. Continue to the Activities.

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Sentence Building

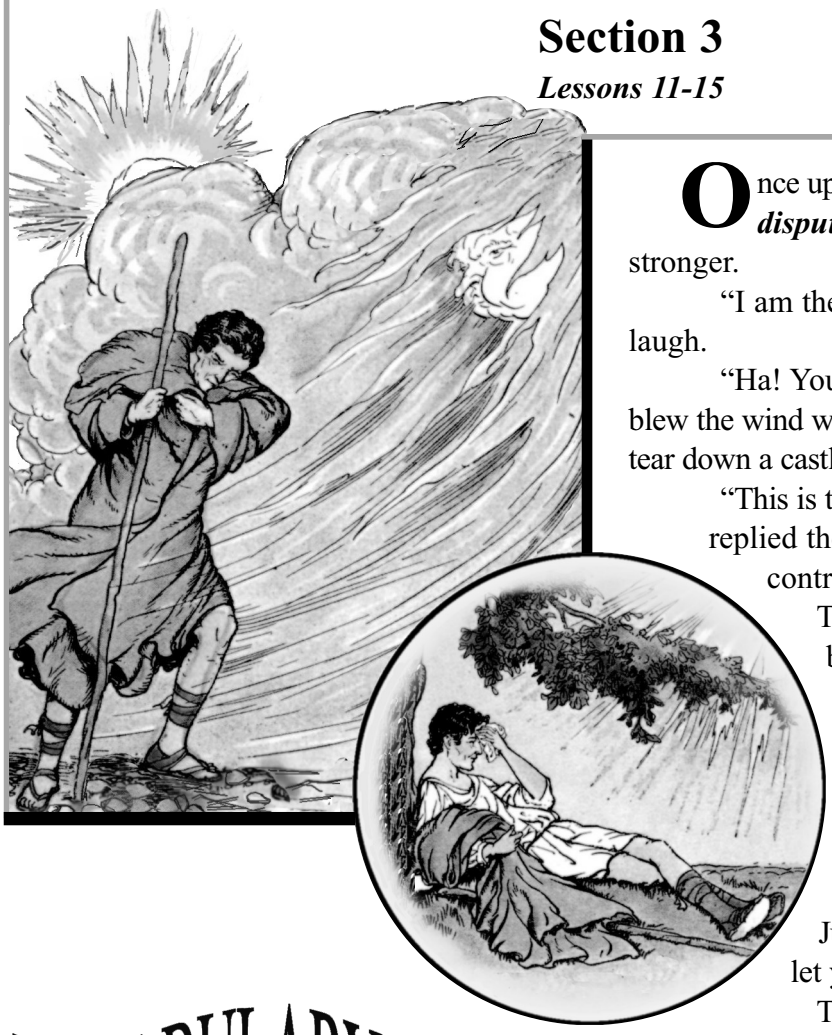
Lesson 12

Chapter 3

KINDNESS IS STRONGER THAN CRUELTY

Section 3

Lessons 11-15



Once upon a time, the sun and the wind ***disputed*** over which of the two was stronger.

"I am the stronger," ***beamed*** the sun with a laugh.

"Ha! You are arguing with the mighty wind!" blew the wind with fierce pride. "My force, which can tear down a castle, is greater."

"This is the sun with whom you are speaking," replied the sun with a wink. "My power controls the earth."

The issue could not be settled between them. Suddenly, the sun, who was shining brilliantly, saw a traveler on the road far below.

"This is our chance," said the sun, "to prove who is strongest. The one who can make that man remove his coat shall be stronger. Just to show you how sure I am, I will let you have the first chance."

The sun hid behind a cloud. The wind, who was particularly cold, drew in his breath and blustered an icy ***blast***. The traveler, who felt the freezing wind, instantly ***shuddered*** and buttoned his coat. The wind blew even harder, and the traveler wrapped his coat tightly around himself. At last the wind had to give up in disgust.

Now it was the sun's turn. He came from behind the cloud and began to shine down with all his power upon the traveler. The traveler, who felt the sun's ***genial*** warmth, grew warmer and warmer. Soon the traveler was perspiring so much, he loosened his coat. Finally, he was ***compelled*** to take off his coat and to sit down in the shade of a tree and fan himself.

The sun was strongest, after all! ■ (Aesop)

VOCABULARY

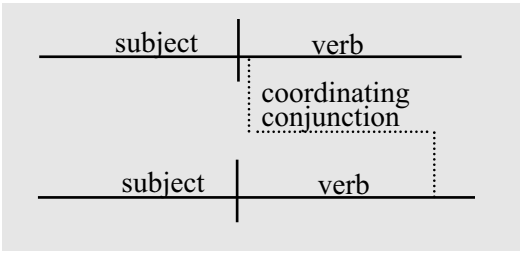
Dispute: argument, discussion, debate, quarrel
Beam: to shine brightly; to smile warmly
Blast: a gust of wind
Shudder: to shake or tremble suddenly
Genial: cheerful; friendly
Compel: to force; constrain

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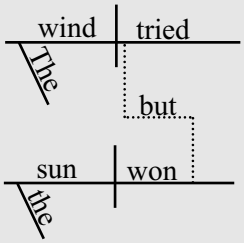
DIAGRAMMING COMPOUND SENTENCES

The compound sentence is diagrammed like a simple sentence, except that two independent clauses are diagrammed instead of just one. The formula is simple: diagram the first independent clause, then diagram the second independent clause, just below the first. Connect the two by the coordinating conjunction. Study the formula below.

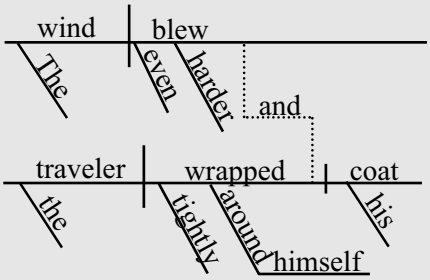


Notice that the two independent clauses are diagrammed on top of each other. They are connected by a coordinating conjunction. Also notice that when diagrammed, the coordinating conjunction joins the independent clauses at the verbs. Study the examples below.

Example #1: The wind tried, but the sun won.



Example #2: The wind blew even harder, and the traveler wrapped his coat tightly around himself.



Keep working hard. You are accomplishing much!



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Sentence Building

Lesson 13

Chapter 3

THE LION AND THE MOUSE

Section 3

Lessons 11-15



One day, a mischievous mouse crept into a cave where a lion was fast asleep. The mouse accidentally ran across the lion's ***outstretched*** paw. The King of Beasts immediately awakened from his nap and clamped his paw upon the ***petrified*** little mouse. The end was near for the poor little creature.

"Please!" squealed the little mouse, "Do not kill me, O King! Forgive me, and I shall never forget it! A day will come when I will remember that you spared my life. I will surely repay your kindness."

The lion smiled at his tiny prisoner's fright. He was amused to think that so small a creature ever could be of assistance to the King of Beasts. Nonetheless, he released the mouse.

The mouse did not have to wait long for what he had promised the lion. While ***ranging*** the forest for his ***prey***, the lion was caught in a net set by lion hunters. The lion let out a roar that echoed throughout the forest. As soon as the mouse heard the roar, he recognized the voice of his friend. He quickly ran to the place where the lion lay tangled in the net of ropes.

"Well, your Majesty!" said the mouse. "I have remembered what you did for me. You did not believe me when I told you that I would repay your kindness, but here I am to keep my promise!"

Without further ***ado***, he set to work. With his sharp teeth, he nibbled at the ropes that bound the lion. Soon, the King of Beasts was able to crawl from the hunters' ***snare*** and be free. ■ (Aesop)

VOCABULARY

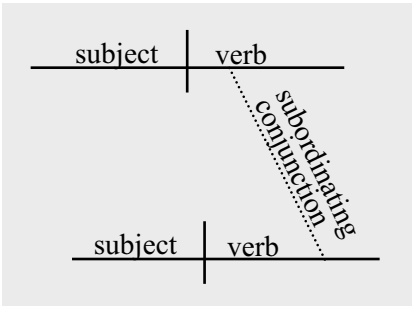
Outstretched: extended; stretched out
Petrified: paralyzed by fear
Ranging: wandering, roaming, hunting
Prey: hunted food
Ado: fuss, trouble, excitement
Snare: trap

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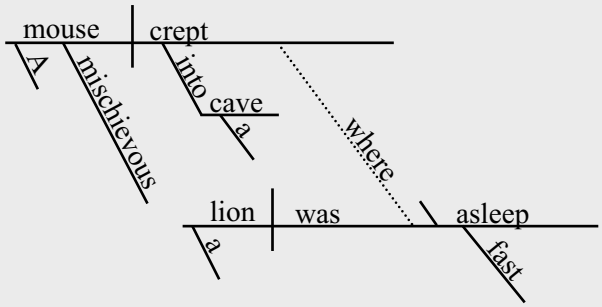
DIAGRAMMING COMPLEX SENTENCES

When diagramming complex sentences, always diagram the independent clause first, then below it diagram the dependent clause. Connect the two clauses by the subordinating conjunction on a slanted line. The basic formula for diagramming complex sentences is below.

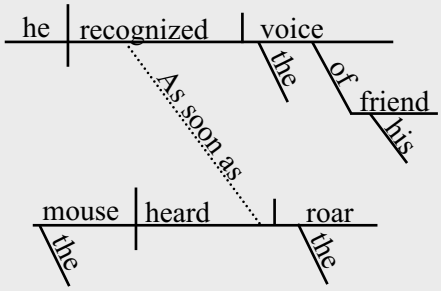


A point to notice is that both clauses have subjects and verbs—even the dependent clause. You will see how this works when you begin diagramming complex sentences. Carefully study the examples below.

Example #1: A mischievous mouse crept into a cave where a lion was fast asleep.



Example #2: As soon as the mouse heard the roar, he recognized the voice of his friend.



Notice that the subordinating conjunctions *where* and *as soon as* connect the verbs of the clauses.

You are doing well. Continue to the Activities.

LIFE PRINCIPLE

"No act of kindness, no matter how small, is ever wasted."

—Anonymous



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Lesson 14

Chapter 3

GET THE WORK DONE— DO IT YOURSELF

Section 3

Lessons 11-15



A ***lark*** lived with her young ones in a nest in a wheat field. Each day, the lark had to leave to find food for her young. The mother knew that the wheat was ***ripening***. What she did not know was when the wheat would be ***reaped***. So she told the young larks to report to her all the news that they heard.

When she was absent one day, the farmer came to view his crop. "This is the time for which we have waited." he called to his son. "Go! Tell our neighbors that our grain is ripe! Tell them to come early in the morning. Tomorrow is the time when they can help us reap the wheat."



When the mother lark returned, her frightened children told her what they had heard. They begged her to move them to a place of safety. "We have plenty of time," she said. "Whoever waits for his neighbors will not soon get his work done. I know when the harvesting will begin. It will not be tomorrow."

The next day, the owner came again to his field. The day was warmer, and the wheat was now fully ripe. "We have no time to lose, son," he said. "I cannot depend on neighbors when I need them. Go! Tell your uncles and cousins to be here tomorrow!"

The young larks grew more frightened. "Do not be afraid," their mother said. "Relatives have their own harvesting. Just keep listening carefully for news."

The next day, the farmer and his son found the wheat ready to fall to the ground. "Where our relatives are is a puzzle to me," the farmer shrugged. "We cannot wait any longer. Let us go to the barn and sharpen our ***sickles***. We begin harvesting the wheat at dawn tomorrow."

VOCABULARY

Lark: a brown bird that sings and lives in open country
Ripening: becoming eatable naturally
Reaped: harvested from a field
Sickle: a tool used to harvest wheat
Undertake: to begin a task

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The young larks told their mother what they had heard the farmer say. "That means that it is time to move," she cried. "Listen carefully whenever a man decides to do something himself. If the farmer has made up his mind to ***undertake*** the work himself, then the grain will surely be cut."

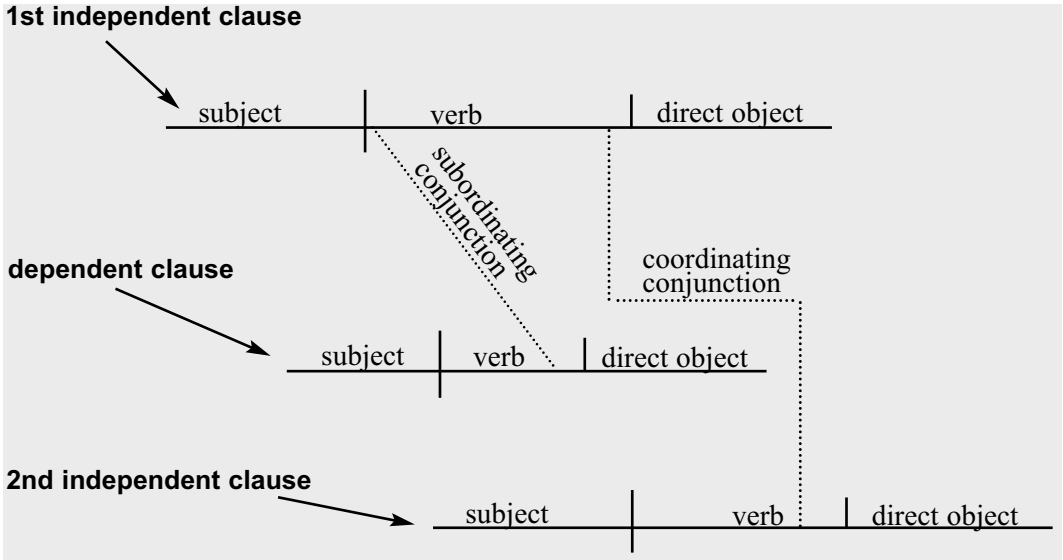
So, the mother lark moved her young ones to a place where they were out of harm's way. And sure enough, the farmer and his son came early the next morning with their sickles and harvested the wheat. ■

(Aesop)

DIAGRAMMING COMPOUND-COMPLEX SENTENCES



When diagramming compound-complex sentences, diagram the 1st independent clause first. If the dependent clause modifies or completes the 1st independent clause, then diagram the dependent clause next; however, if the dependent clause modifies or completes the 2nd independent clause, diagram the dependent clause last.



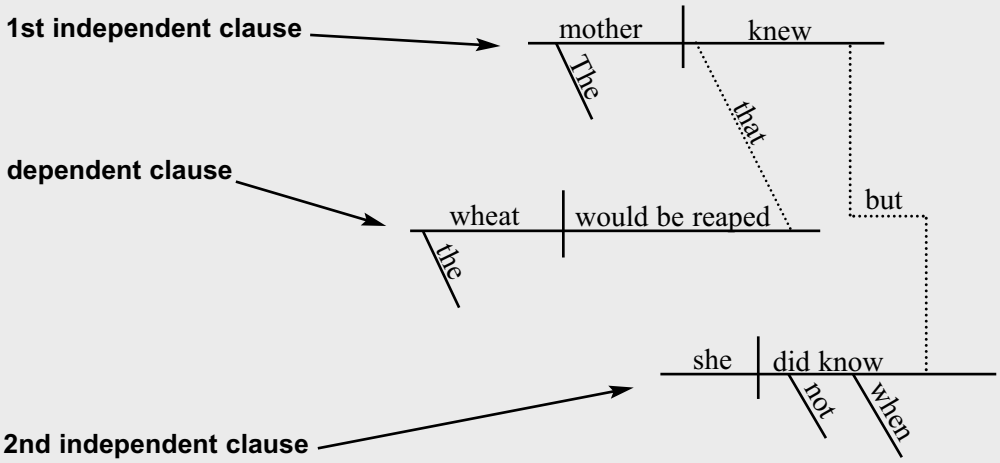
Notice that the first independent clause is diagrammed just like a simple sentence. The dependent clause is connected to the 1st independent clause by the subordinating conjunction below the verb. The second independent clause is also connected to the first independent clause by the coordinating conjunction below the verb. Notice that the last independent clause is not connected to the dependent clause.

Study the next couple of examples.



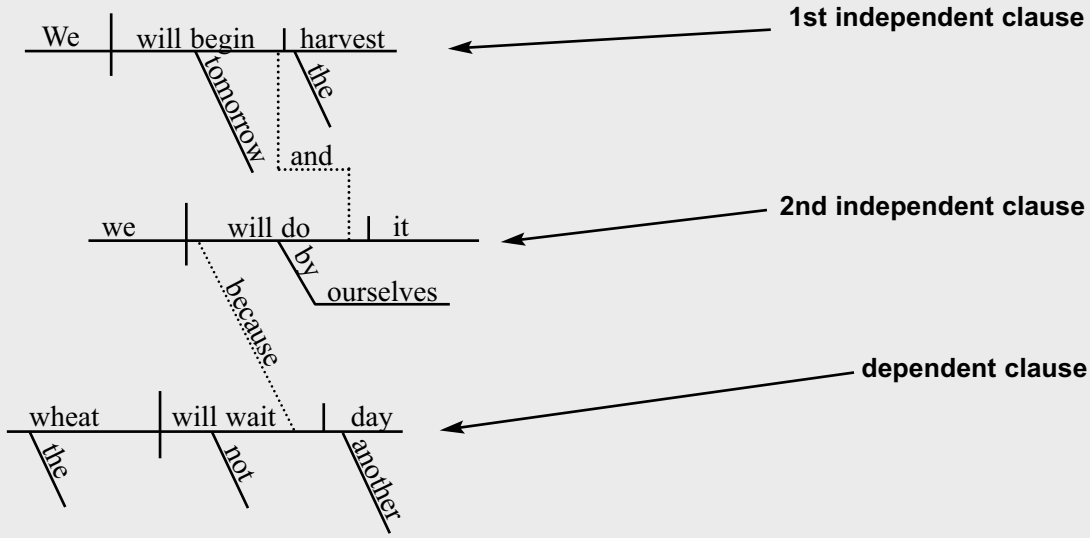
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Example #1: The mother knew that the wheat would be reaped, but she did not know when.



- The dependent clause is a noun clause and is diagrammed beneath the 1st independent clause, because the dependent clause completes the 1st independent clause.

Example #2: We will begin the harvest tomorrow, and we will do it by ourselves because the wheat will not wait another day.



- The dependent clause is an adverb clause and is diagrammed beneath the 2nd independent clause, because the dependent clause modifies the 2nd independent clause.

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

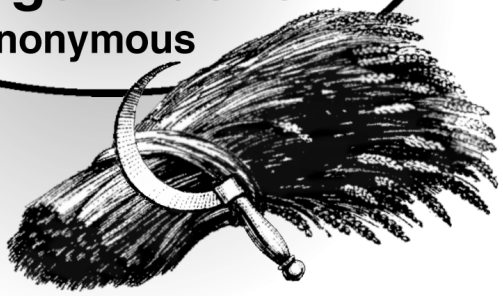


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Life Principle

"If the job is important to you, do not depend on others to get it done."

–Anonymous



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Sentence Building

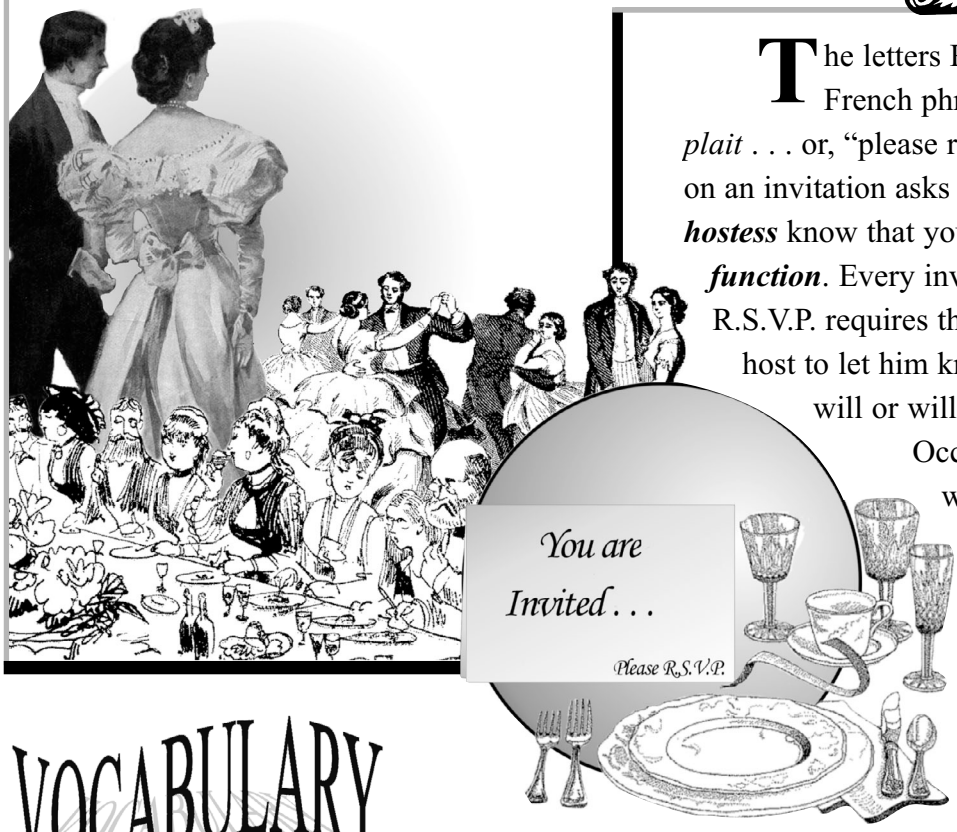
Lesson 15

Chapter 3

R.S.V.P. A PLACE IN LIFE

Section 3

Lessons 11-15



The letters R.S.V.P. stand for the French phrase *répondez s'il vous plait* . . . or, "please respond." This phrase on an invitation asks that you let the ***host*** or ***hostess*** know that you plan to attend the ***function***. Every invitation marked with R.S.V.P. requires that you call or write the host to let him know that you either will or will not attend.

Occasionally an invitation will read, "R.S.V.P. regrets only." In this case, you are required to ***notify*** the host only if you will *not* be attending. However, truly thoughtful guests who plan to attend will call or mail a note to the host to thank him for the invitation and to ***confirm*** attendance.

Imagine that you planned a catered party for fifty guests and you were paying $25 per guest. Then imagine that half of your guests failed to respond, and ten guests did not show up. You would be spending $250 for people who simply were not ***considerate*** enough to communicate that they could not be present. Would you consider those people to be thoughtful friends?

Be the kind of guest who you would like to have attend your own fanciest party. ■ (HB)

VOCABULARY

Host: a man who entertains either at home or elsewhere
Hostess: a woman who entertains at home or elsewhere; often the wife of a host
Function: a ceremony, celebration or social occasion
Notify: to give notice, to inform; to announce
Confirm: to give approval, to verify
Considerate: polite

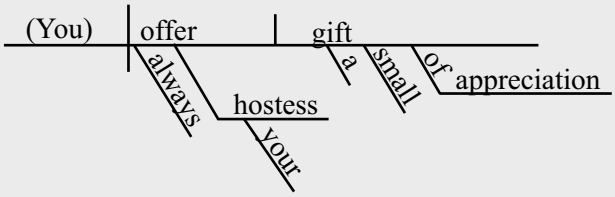
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DIAGRAMMING REVIEW AND SOMETHING NEW

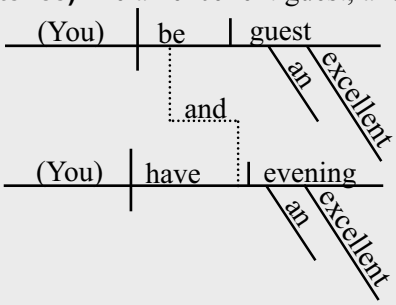
This lesson will review for you the formulas for diagramming simple, compound, complex, and compound-complex sentences. You will also learn one new point about diagramming indirect objects. Study the examples below.

Example #1 (simple sentence): Always offer your hostess a small gift of appreciation.

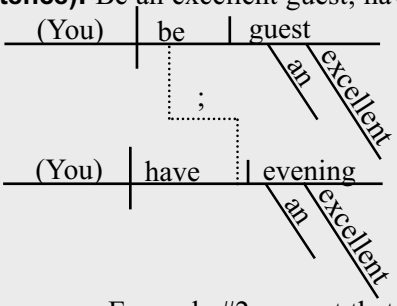


- Notice that the subject *You* is not mentioned in the original sentence but is understood.
- Notice that the indirect object *hostess* is diagrammed on a bending line under the verb. Also notice that the indirect object's modifier *your* is diagrammed on a slanted line below the indirect object.

Example #2 (compound sentence): Be an excellent guest, and have an excellent evening.

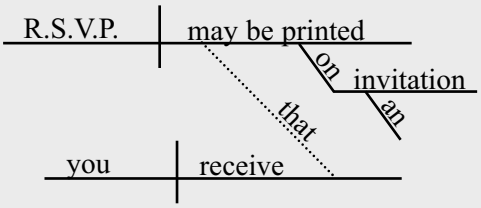


Example #3 (compound sentence): Be an excellent guest; have an excellent evening.



- Notice that the sentence is the same as Example #2, except that a semicolon has replaced the coordinating conjunction, *and*. Therefore the semicolon occupies the same spot in the diagram as the conjunction it replaced.

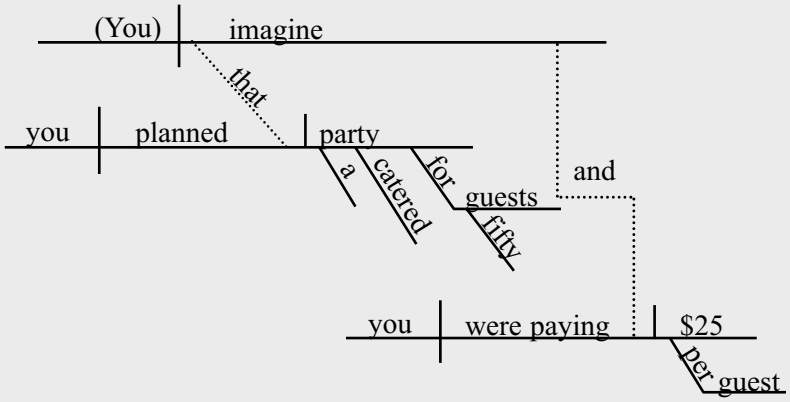
Example #4 (complex sentence): *R.S.V.P.* may be printed on an invitation that you receive.





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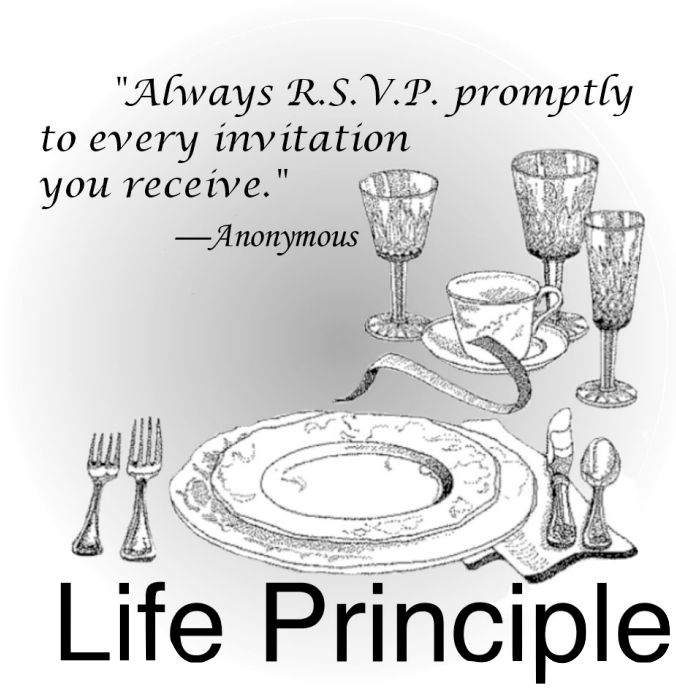
Example #5 (compound-complex sentence): Imagine that you planned a catered party for fifty guests, and you were paying $25 per guest.



Remember the new things you learned in this lesson:

- understood subject (You)
- indirect object location.

Continue to the Activities.



Life Principle

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



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