English:

Composition 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 2

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Chapter 2

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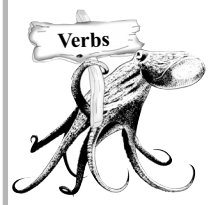
"The power of words is immense. A well-chosen word has often sufficed to stop a flying army, to change defeat into victory, and to save an empire."

—Emile de Girardin



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English: Composition Skills



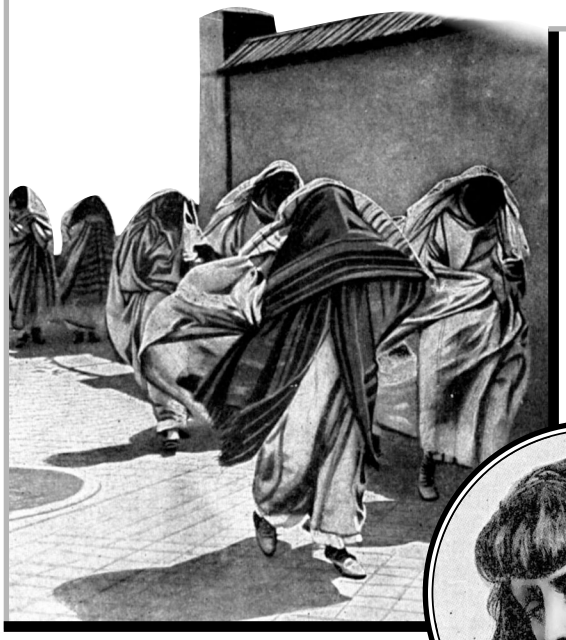
Lesson 1

Chapter 2

Section 1

Lessons 1-5

WHEN TRUTH IS STRANGER THAN FICTION



When the old and new cities of ***Jerusalem*** were reunited in 1967, a recently widowed ***Arab*** woman, who had been living in Old Jerusalem since 1948, wanted to see once more the house in which she had formerly lived. Now that the city was united, she searched for and found her old home.

She knocked on the door, and a ***Jewish*** widow greeted the Arab woman. She explained that she had lived there until 1948 and wanted to visit her former home. She was invited in and offered coffee.



The Arab woman said, "When I lived here, I hid some valuables. If they are still here, I will share them with you."

The Jewish woman refused. "If they belonged to you and are here, they are yours."

After much discussion back and forth, they entered the bathroom, loosened the floor planks and found a ***hoard*** of gold coins. The Jewish woman said, "I shall ask the governor to let you keep them." She did, and permission was granted.

The two widows became friends and visited each other again and again. One day the Arab woman said, "In the 1948 fighting here, my husband and I were so frightened that we ran away to escape the warfare. We grabbed our belongings and children, and each fled separately. We had a three-month-old son. I thought my husband had taken him, and he thought I had. Imagine our anguish when we were reunited in Old Jerusalem to find that neither of us had taken the child."

The Jewish woman turned ***ashen*** and asked the exact date. The Arab woman named the date and the hour, and the Jewish widow told her: "My husband was one of the Israeli troops that entered Jerusalem. He came into this house and found a baby on the floor. He asked if we could keep the house and the baby, too. The authorities granted us permission."

VOCABULARY

Jerusalem: an ancient holy city located between Israel and Jordan
Arab: a person born in (Saudi) Arabia or of Arabic ancestors
Jewish: a people group that traces their ancestry to the Hebrews of the Bible; the inhabitants of Israel; people who follow Judaism—a faith in the God of the Bible
Hoard: a lot, a large accumulation of something
Ashen: pale, greyish in color
Predicate: all of the words after the verb in a sentence

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At that moment, a 20-year-old Israeli soldier in uniform walked into the room, and the Jewish woman broke into tears. "This is your son," she cried out to her Arab friend.

The two women had formed such a friendship that the Jewish woman said to the Arab woman: "We are both widows. Our children are grown. This house has brought you blessings. You have found your son, who is also my son. Please, if you find us acceptable, will you not move in with us?" And she did. ■ (Rabbi Hillel E. Silverman)

***Note:** For thousands of years, Arabic nations and Israel have been hostile toward each other. The hostilities grew when Islam was introduced to the Arabic speaking world circa 600 A.D., and Muslim extremists began persecuting Jews *en masse* (in large groups). The significance of the story is that two women of opposite world views and backgrounds learned to love each other and forgive wrongs committed by either side.

ACTION VERBS



In Chapter 1, you were reminded of nouns: people, places, things or ideas. You learned about pronouns and how they take the places of nouns. Nouns and pronouns are important parts of speech that help form sentences. Another part of speech needed to write a sentence is the verb. A verb is an action word or a word that expresses state of being. An action verb is a word that expresses the action of the subject. To identify the action, ask, "What is being done?"

Example #1: She knocked on the door.
- What action is taking place? The action verb is *knocked*.

Example #2: The troops stormed Jerusalem.
- The action verb is *stormed*.

Example #3: The family fled.
- The action verb is *fled*.

LINKING VERBS

A linking verb connects or links the subject with a word or phrase in the ***predicate***. If the subject is linked to an adjective in the predicate, the adjective is called a *predicate adjective*. If the subject is linked to a noun in the predicate, the noun is called a *predicate noun* or *predicate nominative*.

Linking verbs express "being." Some linking verbs are the following or combination of the following: *am*, *is*, *are*, *was*, *were*, *has*, *have*, *had*, *could*, *would*, *should*, *be, being* and *been*. One way to determine the "being" of a subject is to replace the verb with an equal sign (=).

Example #1: The man and woman were frightened when troops invaded the city.
- The linking verb is *were*. The linking verb expresses the "being" of the man and woman. They were frightened. (Man and woman = frightened.) *Were* links *frightened* to *man* and *woman*. *Frightened* is the predicate adjective.

Example #2: The soldier was the lost son.
- The linking verb is *was*. The linking verb expresses the "being" of the soldier. He was the lost son. (soldier = son.) *Was* links *son* to *soldier*. *Son* is the predicate nominative.

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Additional linking verbs are: *look*, *grow*, *appear*, *seem*, *become*, *remain*, *stay*, *turn*, *taste*, *smell* and *sound*.

Example #1: The evening grew late.
- The linking verb is *grew*. It expresses the "being" of the evening. (evening = late.)
- *Late* is the predicate adjective.

Example #2: The son remained calm.
- The linking verb is *remained*. It expresses the "being" of the son. (son = calm.)
- *Calm* is the predicate adjective.

These same words act as linking verbs and as action verbs. To discern whether these words are action or linking verbs, look at the way they are used in the sentence. If the verb is used as an action (doing something), then it is an action verb. If the verb expresses "being," the verb is a linking verb.

Example #1: The son appeared suddenly.
- The son did something. He appeared (action); therefore, *appeared* is an action verb.
- An equal sign (=) could not replace the verb and retain the meaning of the sentence: son ≠ suddenly.
- The word *suddenly* does not describe the son, but rather describes what the son did.

Example #2: The woman appeared happy.
- The woman did not do anything, so *appeared* cannot be an action verb. *Appeared* is a linking verb.
- An equal sign (=) could replace the verb and retain the meaning of the sentence: woman = happy.
- The word *happy* describes the woman, not what the woman did.

HELPING VERBS

A helping verb helps the main verb. Helping verbs are: *am*, *is*, *are*, *was*, *were*, *has*, *have*, *had*, *do*, *did*, *does*, *may*, *might*, *must*, *can*, *could*, *shall*, *should*, *would* and *will*.

Example #1: The two women are looking for the valuables.
- *Are* helps the action verb *looking*. *Are* is the helping verb.

Example #2: The Arab woman is living with the Jewish woman now.
- *Is* helps the action verb *living*. *Is* is the helping verb.

Example #3: They have been friends for years.
- *Have* helps the linking verb *been*. *Have* is the helping verb.

Example #4: He could be her son.
- *Could* helps the linking verb *be*. *Could* is the helping verb.

Example #5: He might wish to accept them both.
- *Might* helps the action verb *wish*. *Might* is the helping verb.

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Notice that helping verbs and linking verbs can be the same words, but they act differently in sentences. To differentiate between a helping verb and a linking verb, find whether the verb is helping another verb or is the main verb.

Example #1: The coins are valuable.

- The verb *are* is a linking verb because it is the main verb of the sentence and links *coins* to *valuable*.

Example #2: The coins are hidden.

- The verb *are* is a helping verb. The main verb is *hidden*. The verb phrase is *are hidden*. The verb *are* helps the main verb.

Great start! Keep up the good work as you continue.

Life Principle



"When we do what we can, we never know what miracles await."

—Helen Keller

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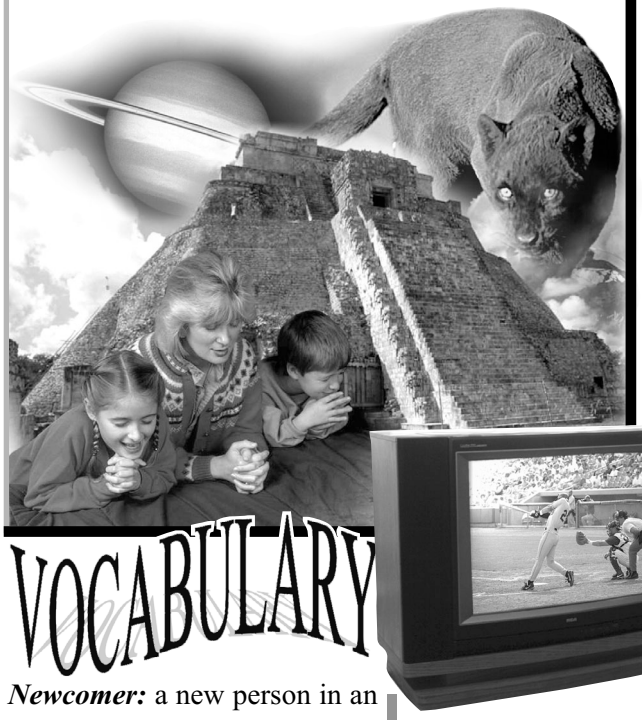
Lesson 2

Chapter 2

A STRANGER IN THE HOUSE

Section 1

Lessons 1-5



A few months before I was born, my dad met a stranger who was new in our small Tennessee town. From the beginning, Dad was fascinated with this enchanting ***newcomer*** and soon invited him to live with our family. The stranger was quickly accepted. As I grew, I never questioned the visitor's place in our family. In my young mind, each member had a special ***niche***. My brother, Bill, five years my senior, was my example. Francis, my younger sister, gave me an opportunity to play "big brother" and to develop the art of teasing. Mom taught me to love God and goodness, and Dad taught me to obey. But, the stranger was our storyteller. He could weave the most fascinating tales.

Adventures, mysteries and comedies were daily conversations. He could hold our whole family ***spellbound*** for hours each evening. If I wanted to know about politics, history or science, he knew it all. He knew about the past, understood the present, and seemingly could predict the future. The pictures he drew were so life-like that I would often laugh or cry as I watched each scene develop.

He was like a friend to the whole family. He took Dad, Bill and me to our first major league baseball game. He was always encouraging us to see the movies, and he even made arrangements to introduce us to several movie stars.

The stranger was an ***incessant*** talker. Dad seemed not to mind, but sometimes Mom would quietly get up—while the rest of us were ***enthralled*** with a story of a faraway place—go to her room, read her Bible and pray. I wonder now if she ever prayed that the stranger would leave. You see, my dad ruled our household with certain moral convictions. But this

VOCABULARY

Newcomer: a new person in an area
Niche: a place or position
Spellbound: completely focusing attention on one thing, not focusing on anything else
Incessant: continuing without stopping
Enthralled: enthusiastically interested
Profanity: obscene language, curse words
Teetotaler: a person who does not drink alcoholic beverages
Pre-marital: before marriage
Blatant: obvious, without pretense
Rebuked: reprimanded, corrected
Den: family sitting room

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stranger never felt obligated to honor them. ***Profanity***, for example, was not allowed in our house—not from us, from our friends or adults. Our longtime visitor, however, used occasional four letter words that burned our ears and made Dad squirm. To my knowledge the stranger was never confronted.

My dad was a ***teetotaler*** who did not permit alcohol in his home. But, the stranger offered us beer and other alcoholic beverages often. He made cigarettes look tasty, cigars manly and pipes distinguished. He talked freely about ***pre-marital*** sex. His comments were sometimes ***blatant***, sometimes suggestive and generally embarrassing. I know now that my early concepts of the man-woman relationship were influenced by the stranger. Time after time, he opposed the values of my parents. Yet, the stranger was seldom ***rebuked*** and never asked to leave. More than thirty years have passed since the stranger moved in with my family. The stranger is not nearly so intriguing as he was in those early years. But, if you were to walk into my parents' ***den*** today, you would still see the stranger sitting in the corner, waiting for someone to listen to him talk and watch him draw his pictures.

His name? We just called him . . . "TV." ■ (Anonymous)



SIMPLE VERB TENSES

A verb expresses time (past, present, future) by changing tense. The English language uses three simple tenses: present, past and future.

PRESENT TENSE

Present tense shows action that occurs on a regular, habitual basis.

Example #1: Television influences many people.

- The verb in the above sentence is *influences*. It is a present tense verb because it shows action that takes place on a regular basis.

Example #2: Unfortunately, many children watch 30 hours of television weekly.

- The verb in the above sentence is *watch*. It is a present tense verb because it shows action that is currently taking place.

PAST TENSE

Past tense shows an action that occurred sometime in the past and may or may not be likely to occur again. Regular past tense verbs end in *-ed* or *-d*. Irregular past tense verbs have various endings.

Example #1: In 1927, AT&T transmitted the first long distance television broadcast.

- The verb in the above sentence is *transmitted*. It is a past tense verb because it shows action that occurred sometime in the past.

Example #2: The broadcast featured a speech by Herbert Hoover.

- The verb in the above sentence is *featured*. It is a past tense verb because it shows action that occurred sometime in the past.



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Future Tense

Future tense describes an event that will happen. Future tense is formed by using the helping verb *will* or *shall* and a present tense verb. Usually, *shall* is used with the first person, and *will* is used with the second and third persons.

Helping Verb		Present Tense Verb		Future Tense Verb
shall	+	watch	=	shall watch
will	+	sit	=	will sit

Example #1: I shall watch less television and read more books.

- The verb phrase is *shall watch*. It is future tense because it shows action that will occur sometime in the future. Notice the helping verb *shall* and the present tense verb *watch*.

Example #2: They will move the television downstairs.

- The verb phrase is *will move*. It is future tense because it shows action that will occur sometime in the future. Notice the helping verb *will* and the present tense verb *move*.

All Three Tenses

The chart below shows all three verb tenses of some verbs in the vignette.

Present Tense	Past Tense	Future Tense	Example Sentence
fascinate(s)	fascinated	(will, shall) fascinate	You fascinate me! (present tense)
impress(es)	impressed	(will, shall) impress	He impressed me. (past tense)
invite(s)	invited	(will, shall) invite	I shall invite you. (future tense)
like(s)	liked	(will, shall) like	She likes this school. (present tense)
live(s)	lived	(will, shall) live	You lived here? (past tense)
love(s)	loved	(will, shall) love	He will love it! (future tense)
play(s)	played	(will, shall) play	He plays there. (present tense)
question(s)	questioned	(will, shall) question	I questioned him. (past tense)
seem(s)	seemed	(will, shall) seem	He seems eager. (present tense)

Way to go! Continue to the Activities.

Life Principle



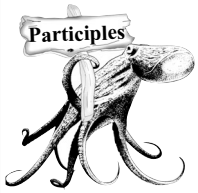
"The world might be improved with more vision and less television."

—Anonymous

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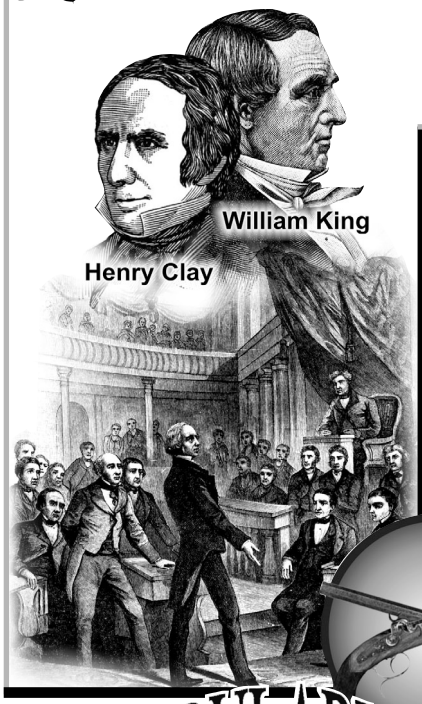
Lesson 3

Chapter 2

Section 1

Lessons 1-5

DUELING SENATORS



In the 1800s, a brief, but bitter ***feud*** between Senate Whig Majority Leader Henry Clay and Alabama Senator William King ended peacefully. The feud started when Clay characterized a speech by King as "a ***slanderous***, ***base*** and cowardly ***declaration***."

At this, the Southern senator challenged the Whig to a ***duel***, which led to their arrest by the Senate sergeant at arms. The senators were turned over to a ***civil authority***. But, tempers cooled, and to make ***amends***, Clay posted a $5,000 bond as assurance that he would keep the peace "and particularly toward William R. King."

Clay acknowledged that he would have been wiser to have kept his comments to himself, and both men shook hands. This resulted in a round of ***applause*** throughout the Senate chamber. ■ (HB)

VOCABULARY

Feud: a bitter argument or disagreement
Slanderous: falsely accusing, meant to injure one's reputation
Base: low, vulgar, unkind
Declaration: statement, words spoken or written
Duel: a planned combat, usually to redeem honor, between two people with weapons, usually swords or pistols
Civil authority: the courts (judge, lawyers and jury)
Amends: compensation (verbal or material) for insult or injury
Applause: the clapping of hands to show approval

PARTICIPLES



Participles are verb forms that act as adjectives. Adjectives modify nouns and pronouns.

Example #1: The senators, shouting, feuded angrily.
- *Shouting* sounds like a verb; however, in this sentence, it is a participle that modifies the noun *senators*.

Example #2: Shouted, the angry words hung in the air.
- *Shouted* sounds like a verb; however, in this sentence, it is a participle that modifies the noun *words*.

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Present and Past Participles

Participles that form part of the English language are *present participles* and *past participles*. The present participle ends in *-ing*. The present participle denotes an action that is taking place at the same time as the main verb of the sentence.

Example #1: The senators, shouting, feuded angrily.

- The present participle is *shouting.* The main verb is *feuded*. The shouting occurred at the same time as the feud.

Example #2: Apologizing, the senators shook hands.

- The present participle is *apologizing*. The main verb is *shook*. The apologizing occurred at the same time as the shaking of hands.

The past participle denotes an action that was completed before the time expressed by the main verb of the sentence. Many past participles end in *-d* or *-ed*; however, if the verb is irregular, the endings may vary. In Examples 1 and 2 below, notice the words *shouted* and *ashamed* both end in *-ed*. In Examples 3 and 4, notice the different endings of the past participles.

Example #1: Shouted, the angry words hung in the air.

- The past participle *shouted* denotes an act completed before the time expressed by the main action verb *hung*. The words were shouted before they hung in the air.

Example #2: The senators, ashamed, shook hands and returned to their seats.

- The past participle *ashamed* denotes an act completed before the time expressed by the main action verbs *shook* and *returned*. The senators were ashamed before they shook hands and returned to their seats.

Example #3: Forgiven, the feud ceased to exist.

- The past participle *forgiven* denotes an act completed before the time expressed by the main action verb *ceased*. The feud was forgiven before it ceased to exist.

Example #4: Caught, the senators realized the trap of anger they had laid for themselves.

- The past participle *caught* denotes an act completed before the time expressed by the main action verb *realized*. The senators were caught before they realized.

Participial Phrases

A participle and the word or words that modify it or that depend upon it are called a participial phrase. A participial phrase is always set off by a comma or commas. A participial phrase includes the participle, its object and any modifiers or prepositional phrases.

Example #1: Shaking hands, the senators apologized.

- The participial phrase *shaking hands* modifies the noun *senators* and is made up of the present participle *shaking* and its object *hands*.

Example #2: The sergeant at arms, arresting the senators, helped the men reconcile.

- The participial phrase *arresting the senators* modifies the noun *sergeant at arms* and is made up of the present participle *arresting*, its object *senators*, and the modifier *the*.

Example #3: Caught in a trap of pride and anger, the senators realized their foolish behavior.

- The participial phrase *caught in a trap of pride and anger* modifies the noun *senators* and includes the past participle *caught* and two prepositional phrases *in a trap* and *of pride and anger*.

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Dangling Participles and Phrases

Participles are very useful and convenient, but they are subject to some dangers. Because a participle acts as an adjective to modify a noun or pronoun, we must be sure that a noun or pronoun is actually in the sentence for the participle to modify! Otherwise, we leave the participle unattached, with no word to which the participle belongs; or, we leave the participle dangling, modifying a word it should not modify. The participle or participial phrase should be placed as closely as possible to the word it modifies.

Example #1:

Incorrect: Walking through the building, a commotion was heard from the Senate chambers.

- No noun is provided for the reader to know who was walking through the building; and therefore, the participial phrase is unattached. A noun or pronoun should be expressed for the participial phrase *walking through the building* to modify.

Correct: Walking through the building, we heard a commotion from the Senate chambers.

- *Walking through the building* is no longer left unattached; it modifies the pronoun *we*.

Example #2:

Incorrect: The senators crashed through the doors tumbling and falling to the ground.

- The dangling participial phrase makes the meaning unclear—were the senators tumbling and falling to the ground or were the doors? The participial phrase *tumbling and falling to the ground* should clearly indicate the word the phrase modifies.

Correct: Tumbling and falling to the ground, the senators crashed through the doors.
Tumbling and falling to the ground now clearly modifies *senators*.

Sentence Fragments

Another common, incorrect usage of participles is to write them as separate sentences. A participle or participial phrase should be written as part of the sentence to which the participle or phrase belongs, otherwise, the result is a sentence fragment.

Example #1:

Incorrect: He has learned to speak very well. Serving in the Senate for many years. (sentence fragment)
Correct: Serving in the Senate for many years, he has learned to speak very well.

Example #2:

Incorrect: The senators ended the commotion. Apologizing for their actions. (sentence fragment)
Incorrect: The senators ended the commotion, apologizing for their actions. (dangling participle)
Correct: The senators, apologizing for their actions, ended the commotion.
Correct: Apologizing for their actions, the senators ended the commotion.

Example #3:

Incorrect: The senators stopped feuding. Arrested by the Senate sergeant at arms. (sentence fragment)
Correct: Arrested by the Senate sergeant at arms, the senators stopped feuding.
Correct: The senators, arrested by the Senate sergeant at arms, stopped feuding.

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Using Participles to Improve Sentences

To avoid short, choppy sentences, combine them with the skillful use of participles.

Example #1:
Choppy sentences: We heard the commotion. We peeked in the door.
Good use of participle: Hearing the commotion, we peeked in the door.

Example #2:
Choppy sentences: Clay ridiculed a speech by King. Clay disagreed with King's point of view.
Good use of participle: Disagreeing with King's point of view, Clay ridiculed King's speech.

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

Life Principle



"Gentlemen, try not to become men of success. Rather, become men of virtue."

—HB

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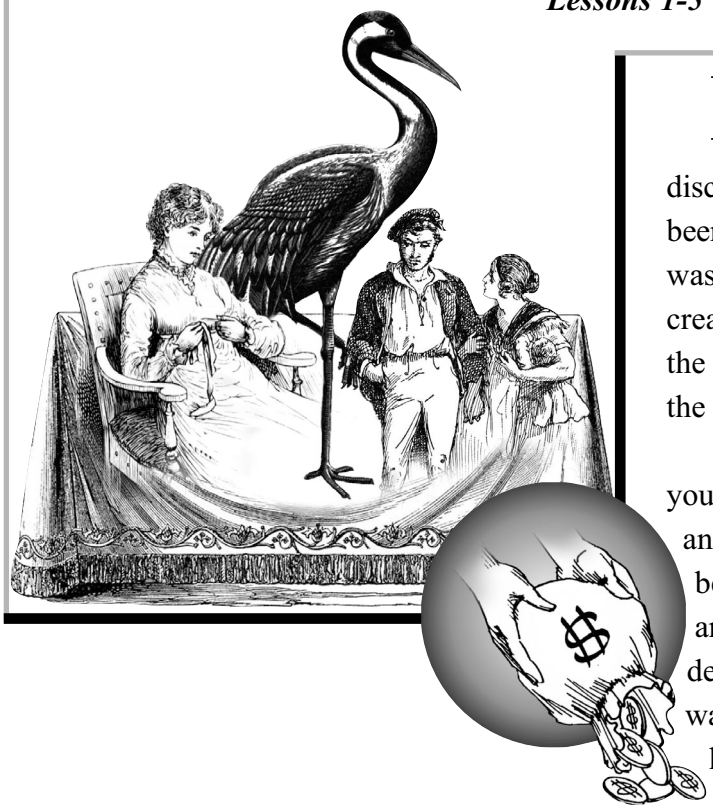
Lesson 4

Chapter 2

Section 1

Lessons 1-5

THE ALLEGORY OF THE CRANE



Long ago, a poor and lonely young man, walking through the forest, discovered a wounded ***crane***. Its wing had been pierced by an arrow. The young man was saddened to see such a beautiful creature in pain. Taking pity on the crane, the young man pulled out the arrow. Freed, the crane flew away.

That evening, a knock sounded on the young man's door; a young woman was lost and pleaded for shelter. The young man became ***enamored*** of the young woman, and they married. The two were happy, despite being very poor. But that winter was especially long and difficult, and the happy young couple did not have enough food or money to survive. One day, the young woman told her husband that she would weave a cloth for her husband to sell at the market. The wife asked her husband not to enter the room while she was weaving. The young man promised that he would not.

For three days, the young woman was locked inside her room. When she emerged, she held a beautiful cloth in her hands, and because it was so ***exquisite*** and so lovely, the young man was able to sell the cloth for a great amount of money. The couple was able to live in comfort for a while, but the woman feared that their supplies would soon ***diminish***. So, once again, she shut herself in her room for three days to create another beautiful piece of cloth. When her husband sold this piece at the market, he received a sum of money larger than what he had ever imagined.

VOCABULARY

Allegory: a story or tale that is not literally true but that teaches a life principle
Crane: a large bird with a long neck and long legs, usually seen near water
Enamored: to be charmed by, to have a fascination for
Exquisite: beautifully made, delicate
Diminish: to go away slowly

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Days passed, and although his wife made him very happy, the young man began to desire more and more money. Becoming impatient, the man asked his wife to weave another cloth. The bride did not see the point of having so much money, but she agreed to weave the cloth. She reminded her husband not to enter the room while she was working. The young man ignored her request; however, and before the second day was complete, he entered the room. Instead of finding his wife, a crane stood in the room's center, plucking out one feather after another and weaving each into the cloth.

The next day, the young woman emerged with the fabric. She said, "You have seen my true form, so I cannot stay with you any longer." The young man then realized that his wife had bruised her own body to weave the cloths, and that his selfish desire for money had caused him to break his promise to her. The young woman became a crane once again and flew away, leaving the young man crying and lonely, with the realization that money cannot buy true happiness. ■

(Japanese allegory)

PERFECT VERB TENSES



The English language uses three perfect tenses: present perfect, past perfect and future perfect. The perfect tenses are formed using past participles and helping verbs.

Present Perfect Tense

The present perfect tense shows an action that began in the past and continues into the present or that occurred in the recent past. To form the present perfect tense, combine the helping verb *have* or *has* and a past participle. First and second person pronouns use *have*. Third person pronouns and nouns use *has*.

Present Perfect Tense	**Example Sentence**	
(has, have) been	He <u>has been</u> her husband for two years.	(continued into the present)
(has, have) broken	He <u>has broken</u> his promise.	(recent past)
(has, have) bought	I <u>have bought</u> food for us.	(recent past)
(has, have) entered	You <u>have entered</u> the room.	(recent past)
(has, have) ignored	He <u>has ignored</u> her request.	(recent past)
(has, have) taken	I <u>have taken</u> the cloth to market.	(recent past)
(has, have) walked	I <u>have walked</u> ten miles.	(continued into the present)
(has, have) worked	She <u>has worked</u> on the cloth all day.	(continued into the present)



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Past Perfect Tense

The past perfect tense shows an action that began and ended in the distant past before another past event took place. The past perfect tense is formed by using the helping verb *had* and a past participle.

Past Perfect Tense	Example Sentence
had woven	I had woven that cloth before I ate supper.
had commemorated	He had commemorated our wedding anniversary before he left.
had journeyed	He had journeyed to many markets before he found the right market.
had sold	You had sold the cloth for money before returning home.
had proven	The journey had proven successful, and you returned joyfully.
had made	Sitting in her room for three days, she had made the special cloth.
had read	I had read that story before today.
had lit	You had lit your candle before walking through the garden.
had discovered	While searching for you, he had discovered the pond.

Future Perfect Tense

The future perfect tense describes an action that will be completed by or before a specified time in the future. This tense is formed using the past participle and the helping verbs *will have* or *shall have*.

Future Perfect Tense	Example Sentence
(shall, will) have spun	She will have spun two cloths by evening.
(shall, will) have traded	He will have traded the cloth by noon.
(shall, will) have walked	I shall have walked ten miles by nightfall.
(shall, will) have taken	By morning, he will have taken the north trail.
(shall, will) have left	She will have left the market at two o'clock.

Congratulations! You are performing well. Practice your skills in the Activities.

Life Principle



"Money is not required to buy one necessity of the soul."

—Henry David Thoreau

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English: Composition Skills



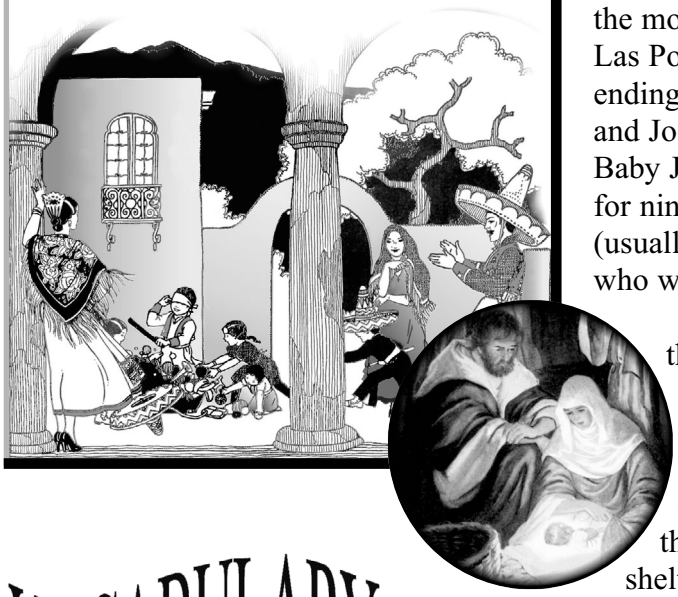
Lesson 5

Chapter 2

LAS POSADAS

Section 1

Lessons 1-5



In Mexico, just before Christmas, many families celebrate *Las Posadas*—one of the most honored traditions of the winter holiday. Las Posadas, beginning on December 16 and ending on December 24, ***commemorates*** Mary and Joseph's search for shelter before the birth of Baby Jesus. During this celebration, every evening for nine days, children journey to different homes (usually within the city) in search of someone who will allow the children to enter for shelter.

A small child, dressed as an angel, leads the ***procession***, followed by children who carry figurines of Mary, Joseph and the Baby Jesus. The group walks by candlelight, singing songs to reflect the occasion, until a friendly home is reached. Upon arrival, the leader knocks on the door and requests shelter. The ***pilgrims*** must prove their need for shelter, and then they are given entry into the home.

The journey for Las Posadas is a very ***solemn*** occasion; however, a time is reserved for fun as well. As Las Posadas ends every evening, much celebration takes place. Each child is given an *aguinaldo*, a small bag filled with candy and toys, and pilgrims and host enjoy eating, dancing, and the breaking of the piñata. The breaking of the piñata is a very symbolic part of Las Posadas. The *piñata*, an ***earthen*** jar covered with colored paper, is traditionally made in the shape of a star to represent the one that lead the Three Wise Men to Baby Jesus.

On *La Noche Buena*, the last evening of Las Posadas, the newborn Jesus is put into the manger, a very solemn act. Then, more celebration continues with a festive dinner and, later, fireworks. After nine days of the celebration of Las Posadas, Christmas Day is a quiet time, designed for spiritual reflection and rest. ■

VOCABULARY

Commemorate: to honor the memory of someone
Procession: a group of people who walk, ride or drive together in an orderly, long line
Pilgrims: people who travel (usually for religious purposes) seeking specific places of worship
Solemn: serious, earnest, somber
Earthen: made of earth (clay or mud)

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PROGRESSIVE VERB TENSES

The word *progressive* refers to events in action. The progressive tenses show a state of being or an action that is continuing or in progress. Progressive forms include a form of "to be"—*am, is, are, was, were, be, being* or *been*, plus a present participle. The three progressive tenses are: present progressive, past progressive and future progressive.

Present Progressive Tense

The present progressive tense is formed with *am*, *is* or *are* and a present participle. The present progressive shows the on-going nature of an act at the time a person is speaking. Most of the time when you tell someone what you are doing, you use the present progressive tense: *I am walking*, *I am cleaning, I am studying, I am working, I am singing*, etc.

Present Progressive Verb	**Example Sentence**
arriving	We are arriving on time.
breaking	They are breaking the piñata.
celebrating	We are celebrating Christmas.
dancing	She is dancing to a holiday tune.
dressing	I am dressing the children in angel costumes.
eating	I am eating breakfast.
entering	He is entering his home.
honoring	I am honoring this holiday.
knocking	You are knocking loudly!
reflecting	We are reflecting upon spiritual matters.
resting	We are resting for the journey tomorrow.
walking	We are walking to the next town.

Past Progressive Tense

The past progressive tense shows an action that was ongoing in the past, before another action occurred. The past progressive tense requires *was* or *were* and a present participle.

Past Progressive Verb	**Example Sentence**
arriving	We were arriving at the home of a friend when she called.
breaking	They were breaking the piñata when I entered the room.
celebrating	We were celebrating Christmas when Grandma told us the news.
dancing	She was dancing when she twisted an ankle.
dressing	I was dressing the children in costumes when she arrived.
eating	I was eating a delicious chicken roast when I broke a tooth!
entering	He was entering his home when the telephone rang.
walking	We were walking to the next town when we saw the small child.

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Future Progressive Tense

The future progressive tense describes an action that continues into the future, after the time indicated by the speaker. Another way of expressing the meaning communicated by the future progressive verb tense is: an event that will be going on when something else happens. The future progressive tense uses *will be* or *shall be* and a present participle: *will be running, shall be presenting,* etc.

Future Progressive Verb	Example Sentence
arriving	We shall be arriving on time.
breaking	They will be breaking the piñata after dinner.
celebrating	We shall be celebrating Christmas this year with Grandma.
dancing	She will be dancing with her children.
dressing	I shall be dressing the children in angel costumes.
eating	I shall be eating with Martha and her cousin, Andre.
entering	He will be entering his home around three o'clock.
honoring	I shall be honoring the holiday, as I always do.
knocking	You will be knocking on her door.
reflecting	We shall be reflecting upon spiritual matters.
resting	We shall be resting for the journey the next day.
walking	We shall be walking to the next town after we rest.

PERFECT PROGRESSIVE VERB TENSES

The progressive and perfect progressive verb tenses can be combined to show action in the past that is ongoing and may continue to the point of reference. Three perfect progressive tenses are: present perfect progressive, past perfect progressive and future perfect progressive.

Present Perfect Progressive Tense

The present perfect progressive tense expresses duration of an action that began in the past, has continued into the present, and may continue into the future as another action begins. To form the present perfect progressive tense, use the auxiliary verb *have* or *has*, the past participle *been* and a present participle. The formula is: *have* or *has* + *been* + present participle.

Present Perfect Progressive Verb	Example Sentence
(have, has) been celebrating	We have been celebrating Christmas for years.
(have, has) been dancing	She has been dancing with her children for ten years.
(have, has) been dressing	I have been dressing the children in costumes every year.
(have, has) been walking	We have been walking together on this pilgrimage for as long as I can remember!

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Past Perfect Progressive Tense

The past perfect progressive tense shows a continuing action in the past that began before another past action began or interrupted the first action. The past perfect progressive tense is formed by using the auxiliary *had*, the past participle *been* and a present participle. The formula looks like this: *had* + *been* + present participle.

Example #1: The pilgrims had been journeying for two days when they finally found a place to rest.

- The pilgrims journeyed and THEN they found a place to rest. Finding a place to rest interrupted the journey.

Example #2: Before moving to Mexico, we had been living in Tennessee, USA.

- The people lived in Tennessee, USA and THEN moved to Mexico. Moving to Mexico interrupted the life in Tennessee.

Future Perfect Progressive Tense

The future perfect progressive tense describes a continuing action that will be completed at some specified time in the future. To form the future present progressive tense, use the auxiliary *will* (or *shall*), the auxiliary *have,* the past participle *been* and a present participle. The formula looks like this: *will* or *shall* + *have* + *been* + present participle.

Example #1: The pilgrims will have been journeying for two days when they reach their destination.

- The journeying is not yet completed, but will be completed when the destination is reached.

Example #2: In June, we will have been living in Mexico for ten years.

- The amount of time (ten years) is not yet completed, but will be completed in June.

Congratulations. You have just finished studying one of the most difficult concepts of the English language. Continue now to the Activities.

Life Principle



"Christmas is more than a time of music, merriment and mirth; it is a season of meditation . . . and miracles."

—William Arthur Ward

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English: Composition Skills



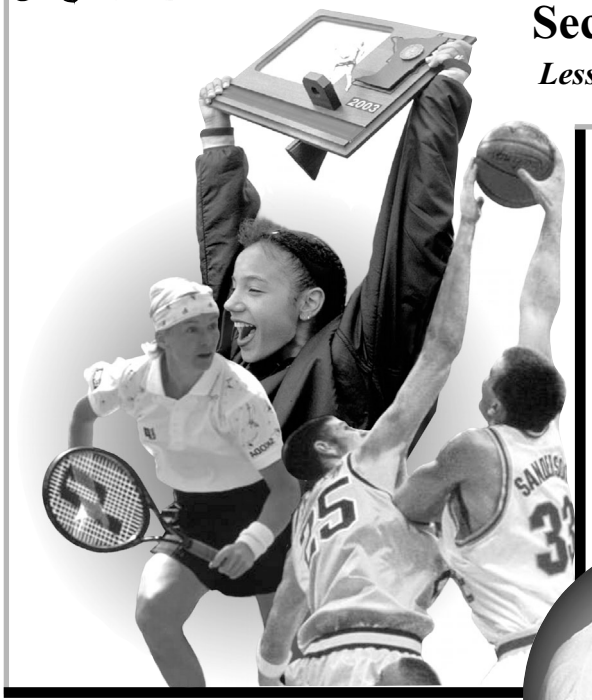
Lesson 6

Chapter 2

Section 2

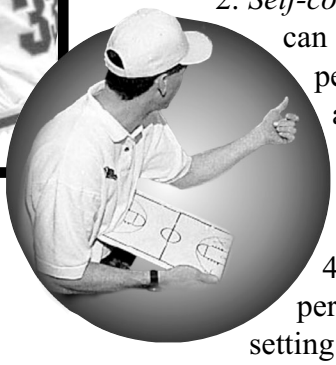
Lessons 6-10

TRAITS OF A CHAMPION



Sports psychologists have identified six ***traits*** common among gold-medallist athletes. These "traits of a champion" apply to both men and women and are ***dominant*** factors in the lives of successful people in non-athletic ***vocations***, as well.

1. *Self-analysis*: A successful person knows her strengths and weaknesses and engages in critical ***appraisal*** that is honest.



2. *Self-competition*: A winner knows he can control only his own performance, so he competes against his own best effort.

3. *Focus*: A champion works "in the present," concentrating on the task at hand.

4. *Confidence*: A successful person controls anxiety by setting tough but reasonable goals. As goals are reached, confidence increases.

5. *Toughness*: A winner mentally accepts risk and tries to win, rather than simply trying not to lose. A winner sees change as opportunity and accepts responsibility for his own destiny.

6. *Game plan*: ***Elite*** athletes know talent is not enough. Winners have game plans. ■ (HB)

VOCABULARY

Traits: characteristics, qualities
Dominant: higher or stronger than others
Vocations: jobs, professions
Appraisal: a measurement of value or worth
Elite: superior, specialized

NOUN/VERB AGREEMENT



In today's lesson you will learn several rules that explain the relationship between nouns and verbs and how that relationship works to form sentences.

Rule #1: Singular nouns or pronouns require singular verbs.

Example #1: An athlete knows his own strengths and weaknesses.
Example #2: A winner controls her performance.
Example #3: She competes against her own best effort.

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Rule #2: Plural nouns or pronouns require plural verbs.

Example #1: Champions are always "in the present."
Example #2: Successful athletes control anxiety by setting tough, but reasonable, goals.
Example #3: Winners accept responsibility.

Rule #3: Helping verbs must agree in number (singular or plural) with the nouns or pronouns.

Example #1: The athlete was walking along the track.
Example #2: The Olympics are hosted in different countries.
Example #3: She was born in Sydney, Australia.

Rule #4: The number (singular or plural form) of the noun or pronoun is not affected by a phrase following the noun or pronoun.

Example #1: One (of the most popular Olympic athletes) is Dan Jansen.
Example #2: The sport (in which Jansen competed) was speed skating.
Example #3: Training (with determination and focus) is the secret to victory.

Rule #5: Nouns ending in *–ics* may be singular or plural depending on their meaning. If the noun ending in *–ics* refers to a course of study or a science, it is singular. If the noun does not refer to a course of study or a science, it is plural.

Example #1 (singular): Kinetics is the study of movement and motion.
Example #2 (plural): Sports fanatics enjoy watching the Olympic games.
Example #3 (plural): Coaching tactics help athletes prepare for competition.

Rule #6: Titles of organizations, cities, countries, literary works and works of art are usually singular even if their forms are plural.

Example #1: The Netherlands was the site of the 1994 Olympics.
Example #2: The Olympics is where the best athletes compete for world recognition.

Rule #7: Some nouns are singular although plural in form.

Example #1: The news of sports victories makes headlines.
Example #2: Stamina helps athletes endure tough competition.

Life Principle

You are performing at an excellent level!
Now you may complete the Activities.



"Success is the combination of passion, preparation and purpose."

—Nathan T. Johnson

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English: Composition Skills



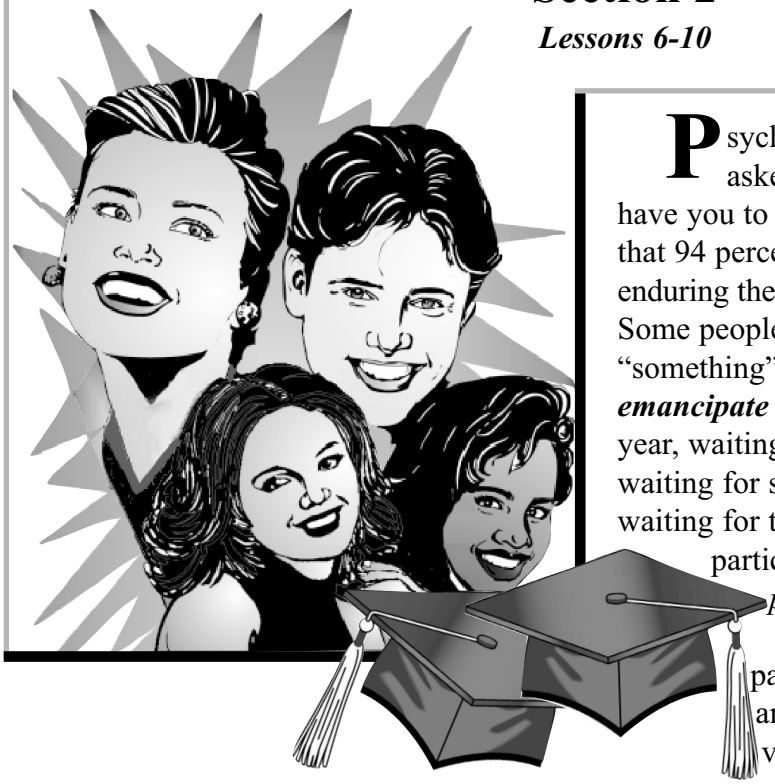
Lesson 7

Chapter 2

Section 2

Lessons 6-10

SEIZE THE DAY!



Psychologist William Marston once asked three thousand people, "For what have you to live?" He was shocked to discover that 94 percent of the people ***polled*** were simply enduring the present while waiting for the future. Some people ***indicated*** they were waiting for "something" to happen—waiting for children to ***emancipate*** and leave home, waiting for next year, waiting to take a long-awaited ***jaunt***, waiting for someone's will to be enacted, or waiting for tomorrow. Most of the poll participants had hope but no ongoing *purpose* for their lives!

Only six percent of the poll participants identified <u>relationships</u> and <u>activities</u> in the present as valuable reasons for living! The 94 percent would be wise to recall the words of this poem by an unknown author:

VOCABULARY

Poll: a survey of the public that acquires opinions on a certain topic
Indicate: to refer to without blatantly saying so
Emancipate: to become independent, free
Jaunt: a short vacation, journey or excursion
Trials: trouble, hard times, difficult circumstances

"Since Time Began"

During all the years since time began,
Today has been the friend of man;
But in his blindness and his sorrow,
He looks to yesterday and tomorrow,
Forget these past ***trials*** and your sorrow,
There was, but is, no yesterday,
And there may be no tomorrow. ■

(HB)

***(The poem "Since Time Began" should be memorized for the activities, quiz and test.)**

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NOUN/VERB AGREEMENT WITH COMPOUND SUBJECTS

Compound means *more than one*. A compound subject is formed when two or more subjects are joined by a conjunction. When the conjunction *either-or*, *neither-nor* or *or* joins a compound subject, the verb may be singular or plural, depending upon whether the compound subject is singular or plural. **Hint:** A singular verb ends in *-s* or *-es*.

Rule #1: A compound subject joined by the conjunction *and* requires a plural verb.

Example #1: Hope and purpose are necessary for success in life.
- The nouns *hope* and *purpose* are joined by the conjunction *and*, forming the compound subject noun. The compound subject needs the plural verb *are*.

Example #2: Relationships and activities give people reasons for living.
- The nouns *relationships* and *activities* are joined by the conjunction *and*, forming the compound subject noun. The plural verb *give* is required by the compound subject.

Rule #2: A compound subject joined by the conjunction *either-or*, *neither-nor* or *or* requires a singular verb if both subjects are singular.

Example #1: Neither happiness nor contentment is achieved without purpose.
- The singular nouns *happiness* and *contentment* are joined by *neither-nor*. Because both nouns are singular, the singular verb *is* is needed.

Example #2: Either hope or purpose gives people the ability to be successful.
- The singular nouns *hope* and *purpose* are joined by *either-or*. Because both nouns are singular, the singular verb *gives* is needed.

Rule #3: A compound subject joined by the conjunction *either-or*, *neither-nor* or *or* requires a plural verb if both subjects are plural.

Example #1: Neither trials nor tribulations should discourage you from finding purpose.
- The plural nouns *trials* and *tribulations* are joined by *neither-nor*. Because both nouns are plural, the plural verb *discourage* is needed.

Example #2: Yesterdays or tomorrows may prevent focus on today.
- The plural nouns *yesterdays* and *tomorrows* are joined by *or*. Because both nouns are plural, the plural verb *were* is needed.

Rule #4: A compound subject containing one plural and one singular noun joined by *either-or*, *neither-nor* or *or*, requires a verb that agrees with the subject nearest to the verb.

Example #1: Neither the psychologist nor the participants expect those results.
- The plural verb *expect* is used because it is closer to the plural noun *participants*.

Example #2: Trials or sorrow is not a reason to avoid the joy in your life today.
- The singular verb *is* is used because it is closer to the singular noun *sorrow*.

Continue to the Activities.



Life Principle

"Guilt is concerned with the past.
Worry is concerned with the future.
Contentment enjoys the present."
—Anonymous

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English: Composition Skills

Chapter 2

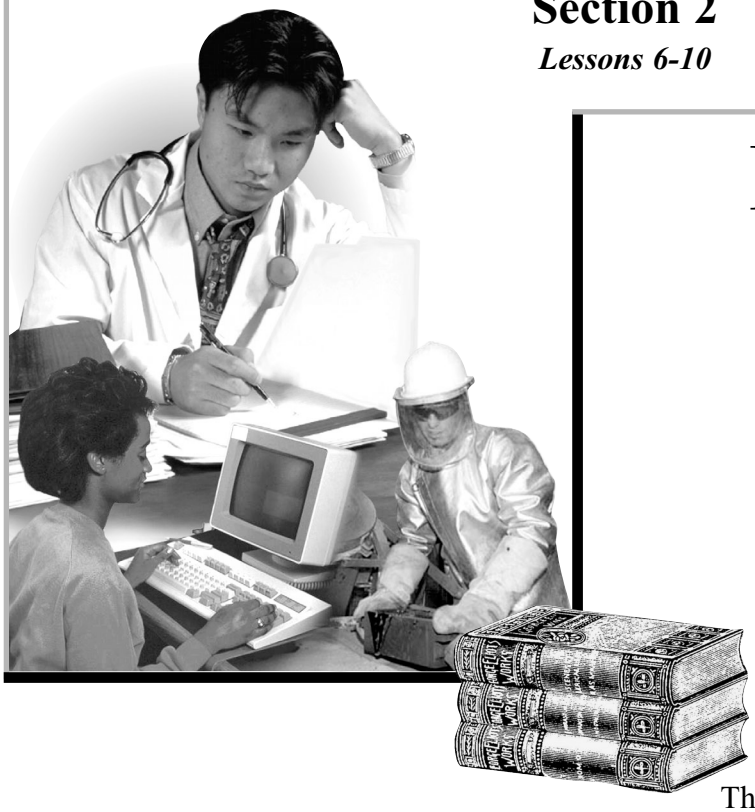
Sentence Building

Lesson 8

Section 2

Lessons 6-10

THE LAGGARD'S EXCUSE



He worked by day
And ***toiled*** by night;
He gave up play
And some delight;
Dry books he read,
New things to learn,
And ***forged*** ahead,
Success to earn.
He ***plodded*** on
With faith and ***pluck***;
And when he won,
Men called it luck.

This poem by an unknown author confirms the principle that the man who is born the "luckiest" is the man who does not believe in luck . . . but in work!

Luck is always waiting for something to turn up. Labor, on the other hand, with keen eyes and strong will, turns up something! Luck lies in bed and wishes the postman would bring news of an unexpected inheritance. Labor springs out of bed early in the morning and lays the foundation for success with competence. Luck whines. Labor whistles. ■

(HB)

***(The poem should be memorized for the activities, quiz and test.)**

VOCABULARY

Laggard: a person who lags behind; a lazy person
Toiled: worked long and hard
Forged: worked consistently, enduring obstacles
Plodded: worked slowly at a steady rate
Pluck: courage, bravery, determination

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SIMPLE SENTENCE STRUCTURE

The four sentence structures are simple, compound, complex, and compound-complex. The first and most basic sentence structure is the simple sentence. The simple sentence must contain a subject and a verb (or verb phrase) and must form one independent clause. A simple sentence may have a compound subject or compound verb.

Example #1: Luck is always waiting for something to turn up.
- subject: Luck verb phrase: is waiting
- The sentence contains one independent clause (Luck is waiting). The other words are modifiers or phrases.

Example #2: Luck whines.
- subject: Luck verb: whines
- The sentence contains one independent clause (Luck whines).

Example #3: He worked by day and gave up play.
- subject: He compound verb: worked, gave up
- The sentence contains one independent clause (He worked and gave up).

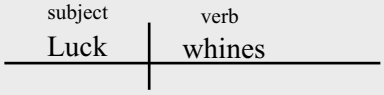
Example #4: Determination and hard work get their reward.
- compound subject: determination, hard work verb: get
- The sentence contains one independent clause (Determination and work get reward).

DIAGRAMMING SIMPLE SENTENCES

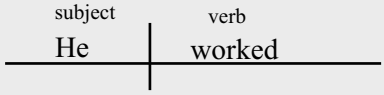
Diagramming is a method of breaking down a sentence to show the relationship between individual words and the sentence as a whole. In this lesson, you will learn to diagram simple sentences that contain subjects and verbs, plus adjectives, adverbs, prepositional phrases, direct objects, indirect objects and subject complements.

Rule #1: To diagram a simple sentence that contains only a subject and a verb, write the subject and the verb on the horizontal line then draw a vertical line between them. The vertical line should extend below the horizontal line.

Example #1: Luck whines.

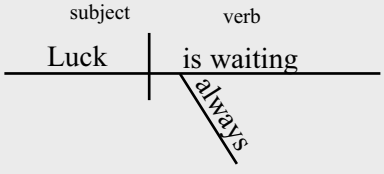


Example #2: He worked.



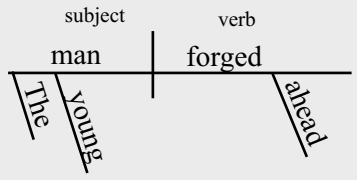
Rule #2: To diagram a simple sentence that contains an adjective or adverb, place the adjective or adverb on a slanted line under the modified word.

Example #1: Luck is always waiting.



- *Always* modifies *waiting*.

Example #2: The young man forged ahead.

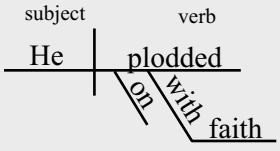


- *The* and *young* modify *man*; *ahead* modifies *forged*.

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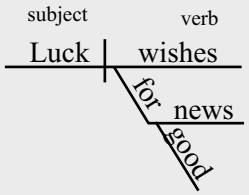
Rule #3: To diagram a simple sentence that contains a prepositional phrase, place the phrase underneath the word the phrase modifies. A prepositional phrase is diagrammed on a slanted line that bends. If the prepositional phrase has a modifier between the preposition and the object, the modifier is placed on a straight, diagonal line underneath the object.

Example #1: He plodded on with faith.



- *On* modifies *plodded,* and the prepositional phrase *with faith* also modifies *plodded*.

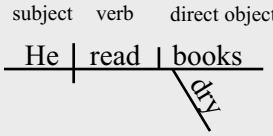
Example #2: Luck wishes for good news.



- The prepositional phrase *for good news* modifies *wishes*; the adjective *good* modifies *news*.

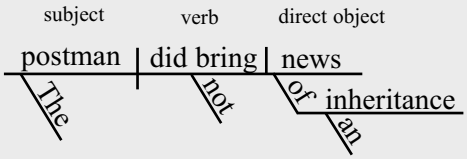
Rule #4: To diagram a sentence that contains a subject, verb and direct object, place the direct object after the verb, with a vertical line separating them. The vertical line should not extend below the horizontal line.

Example #1: He read dry books.



- *Dry* modifies *books*.

Example #2: The postman did not bring news of an inheritance.



- *The* modifies *postman*. *Not* modifies *bring*.
  The prepositional phrase *of an inheritance* modifies *news*.
  An modifies *inheritance*.



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Rule #5: To diagram a sentence that contains a subject, verb and predicate adjective or predicate nominative, place the predicate adjective or nominative after the verb, with a slanted line separating them. The slanted line should not extend below the horizontal line.

Example #1: He was happy.

subject verb predicate adjective

He | was \ happy

Example #2: They were diligent laborers.

subject verb predicate nominative

They | were \ laborers

diligent

•*Diligent* modifies *laborers*.

You may now complete Lesson 8 Activities. Work hard!

Life Principle



"Everything comes to him who hustles while he waits."

—Thomas Edison

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English: Composition Skills



Lesson 9

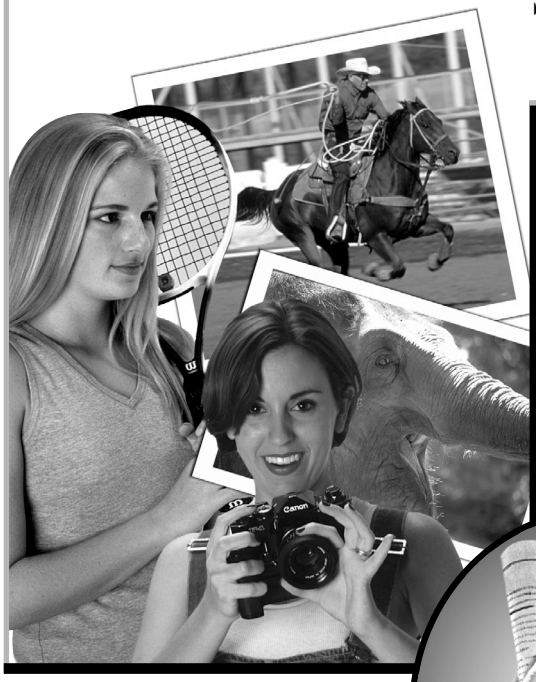
Sentence Building

Chapter 2

NEVER FAIL TO TRY

Section 2

Lessons 6-10





Franklin Roosevelt said, "Common sense is to take a method and try it. If it fails, admit it ***frankly***. But above all, *try something.*"

In *The Pursuit of Excellence,* Ted W. Engstrom advised us of the importance of trying:

"Starting today, you can begin to enjoy using and developing your gifts. For a start, you may want to ***risk*** *something small—like a toe rather than a neck. For example, if you have always wanted to write, then write something, a short article, a poem, an account of your vacation. Write it as if it were going to be published; then submit it somewhere. If you are a photographer, gather your best pictures and submit them as* ***entries*** *in a contest. If you think you are a fair tennis player or golfer, enter some tournaments and see how you do. You may not win the top prize, but think how much you will learn from the experience just by trying."*

The first ***gradation*** in trying may be a course you take at a college . . . private lessons . . . or ***conducting*** your own simple experiments. Trying is perfected by practice. Keep at what you want to do. The worst failure is . . . *the failure to try!* ■

(HB)

***(The underlined quotation by President Roosevelt should be memorized for the activities, quiz and test.)**

VOCABULARY

Frankly: honestly, openly, without pretense
Risk: to expose to the possibility of failure or loss
Entries: projects admitted in a competition or event
Gradation: gradual, successive degree or stage
Conducting: managing a particular procedure, operating a project or piece of equipment

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COORDINATING CONJUNCTIONS



Conjunctions are important parts of sentences. Conjunctions connect words, phrases, clauses and sentences. The three types of conjunctions are coordinating, correlating and subordinating. Today, you will study coordinating conjunctions. The most common coordinating conjunctions are *and*, *but* and *or*.

COMPOUND SENTENCE STRUCTURE

The compound sentence contains at least two independent clauses joined by a coordinating conjunction. A comma always precedes a coordinating conjunction when it joins independent clauses.

Example #1: You may not win top prize, but you will learn something about trying.
1st independent clause: You may not win top prize.
2nd independent clause: You will learn something about trying.

- The two independent clauses are joined by a comma and the coordinating conjunction *but*.

Example #2: Franklin Roosevelt knew about failure, and he also knew about success.
1st independent clause: Franklin Roosevelt knew about failure.
2nd independent clause: He also knew about success.

- The two independent clauses are joined by a comma and the coordinating conjunction *and*.

Example #3: Write a story, or enter a tournament.
1st independent clause: (You) write a story.

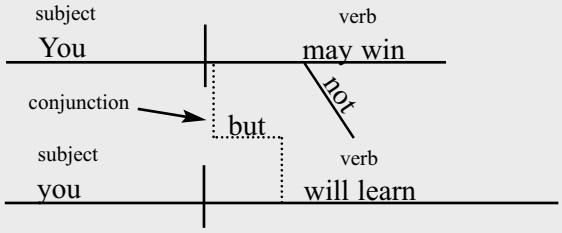
- The subject *you* is not in the original sentence, but is inferred—meaning that it should be added mentally to the sentence, but does not have to be written.

2nd independent clause: (You) enter a tournament.

DIAGRAMMING COMPOUND SENTENCES

When diagramming a compound sentence, diagram the first clause just like a simple sentence. Place the coordinating conjunction on a dotted, stair-step line extending from the verb. Then, diagram the second clause, and connect the dotted line to the second verb.
Rule #1: Divide the compound sentence into its independent clauses.
Rule #2: Diagram each clause separately; then join them by the conjunction on a dotted, stair-stepped line extending from verb to verb.

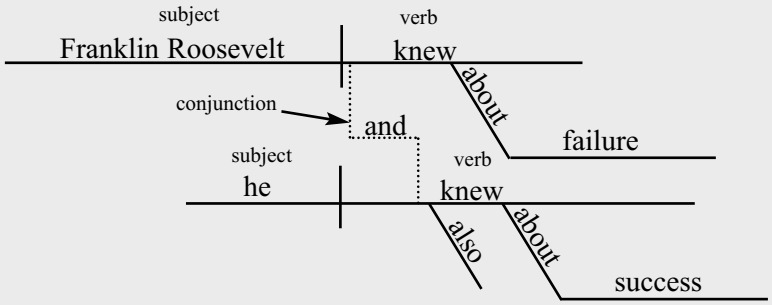
Example #1: You may not win, but you will learn.



- The first clause *You may not win* was diagrammed; then, the coordinating conjunction *but* was placed on a stair-stepped, dotted line extending from the verb phrase *may win*. Then, the second clause *you will learn* was diagrammed so that the coordinating conjunction connected to the verb phrase *will learn*.

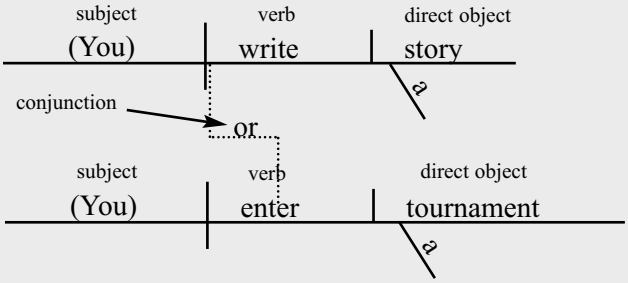
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Example #2: Franklin Roosevelt knew about failure, and he also knew about success.

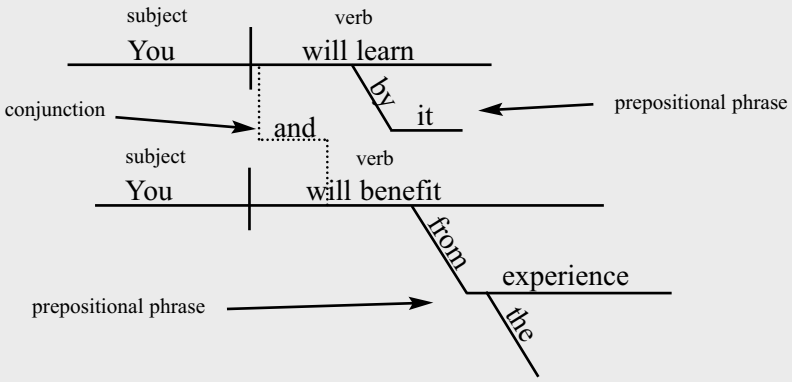


- The first clause *Franklin Roosevelt knew about failure* was diagrammed; then, the coordinating conjunction *and* was placed on a stair-stepped, dotted line extending from the verb *knew*. Then, the second clause *he also knew about success* was diagrammed so that the coordinating conjunction *and* connected to the second verb *knew*.

Example #3: Write a story, or enter a tournament.



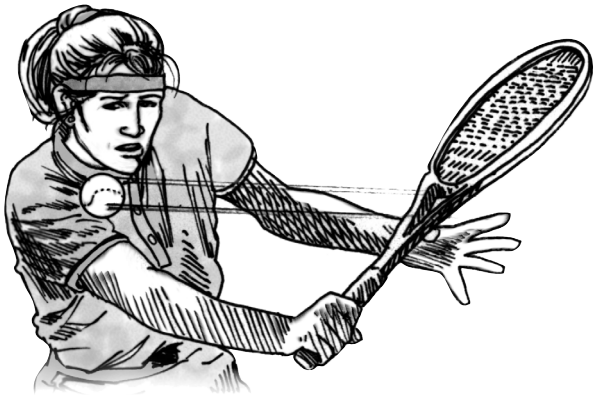
Example #4: You will learn by it, and you will benefit from the experience.



After reading the Life Principle on the next page, try your knowledge in the Activities.

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Life Principle



"Defeat is not the worst of failures.
Not to have tried is the true failure."

—HB

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English: Composition Skills



Lesson 10

Chapter 2

Section 2

Lessons 6-10

PATIENCE BRINGS REWARDS



Charlie Lewis moved to Michigan after losing by just one vote in the 1993 mayoral election in Hickory, Mississippi. Lewis decided to enjoy the quiet life of a ***retiree***, believing the ***election challenge*** he had requested from the courts was unlikely to succeed. Then came an unexpected phone call for Lewis to return to Mississippi. The state's Supreme Court had thrown out three ***absentee*** ballots cast for Wayne Griffith, the ***residing*** mayor, dissolving his one-vote victory and making Lewis the winner by a two vote margin—115 to 113.

"More than two years have passed," the 72-year-old Lewis said in response to the news, "I guess I had forgotten about it . . . I think that when you get to be 72 years old you learn how to ***digest*** things." Still, he was excited about the court's decision and the opportunities that awaited him.

Lewis became the first mayor of African descent in the tiny town of 500 residents nestled in the red clay hills of east Mississippi. "I waited for awhile, but the law takes a long time," Lewis was quoted as saying.

Waiting may ***leech*** some of the enthusiasm from a victory, but if the cause is good, waiting never destroys the joy of an eventual triumph. ■ (HB)

VOCABULARY

Retiree: a person who no longer works in his profession due to age or years of service
Election challenge: a request by the loser of an election for a recount of the votes
Absentee: a person who is out of the state or country at the time of an election
Residing: living in a certain place or holding a certain political office
Digest: to accept, deal with
Leech: drain, withdraw

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SUBORDINATING CONJUNCTIONS

In this lesson, you will learn about the complex sentence structure. First, you must become reacquainted with subordinating conjunctions. Just as *coordinating* conjunctions help form compound sentences, so *subordinating* conjunctions help form complex sentences. Some common subordinating conjunctions are listed below.

Subordinating Conjunctions

after	even though	though	whenever
although	if	unless	where
as	since	until	wherever
because	than	when	while
before	that		

SUBORDINATE CLAUSES

Subordinate means *dependent upon a higher authority or structure*. A subordinate person must obey a higher authority and is dependent upon that higher authority to function successfully in a given situation. For example, as a student and teenager, you are subordinate to your parents and teachers. As a citizen, you are subordinate to the law and government. As an employee, you are subordinate to your employer.

In the same way, a subordinate clause (sometimes called a dependent clause) is dependent upon a main clause for structure and cannot stand alone. You may easily find a subordinate clause by the subordinating conjunction that begins the clause.

Example #1: After he moved to Michigan, Lewis received a call from Mississippi officials.

- Notice the dependent clause *after he moved to Michigan*. The subordinate conjunction is *after*.

Example #2: While Lewis waited for the recount, he went on with his life.

- Notice the dependent clause *while Lewis waited for the recount*. The subordinate conjunction is *while*.

Example #3: In the remote possibility that he won the election, Lewis was prepared to be mayor.

- Notice the dependent clause *in the remote possibility that he won the election*. The subordinate conjunction is *that*. The prepositional phrase *in the remote possibility* is part of the subordinate clause.



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COMPLEX SENTENCE STRUCTURE

A complex sentence contains one independent (main) clause and one or more dependent (subordinate) clauses. Remember that a dependent (or subordinate) clause is a group of words with a subject and verb that does not express a complete thought—it is dependent upon the main clause to function successfully in the sentence.

Example #1: After he moved to Michigan, Lewis received a call from Mississippi officials.
Main clause: Lewis received a call from Mississippi officials
Subordinate clause: After he moved to Michigan

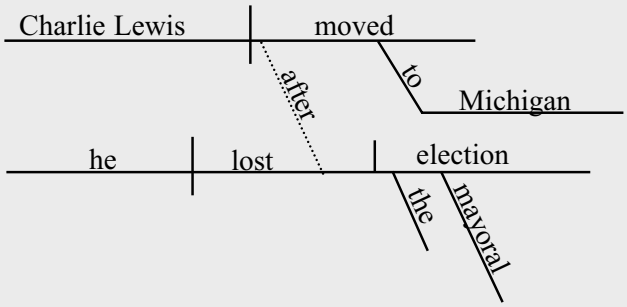
Example #2: While Lewis waited for the recount, he went on with his life.
Main clause: He went on with his life
Subordinate clause: While Lewis waited for the recount

Example #3: In the remote possibility that he won the election, Lewis was prepared to be mayor.
Main clause: Lewis was prepared to be mayor
Subordinate clause: In the remote possibility that he won the election

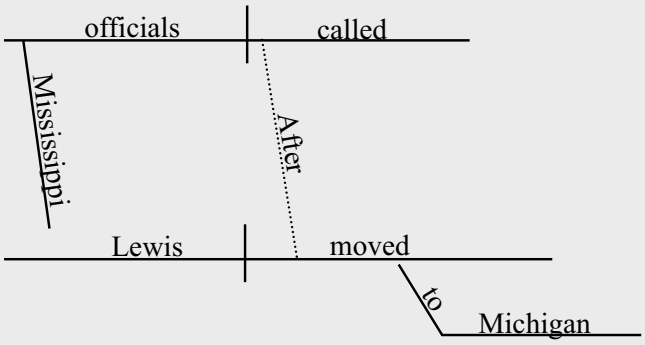
DIAGRAMMING COMPLEX SENTENCES

Complex sentences are independent and dependent clauses joined by subordinating conjunctions. When diagrammed, the two clauses are joined by the subordinating conjunction extended on a diagonal, dotted line, reaching from verb to verb.
Rule #1: Diagram the independent clause first, even if it does not appear first in the sentence.
Rule #2: Diagram the dependent clause and join the two clauses with the subordinating conjunction on a diagonal, dotted line, extending from verb to verb.

Example #1: Charlie Lewis moved to Michigan after he lost the mayoral election.

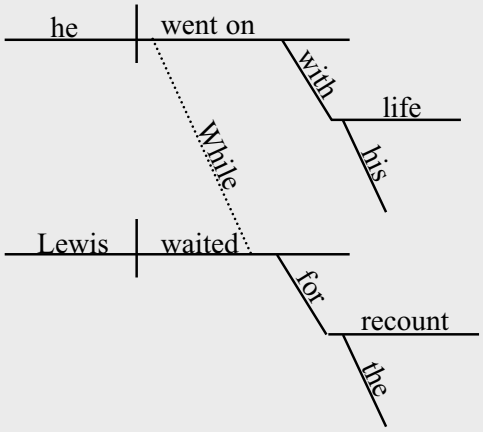


Example #2: After Lewis moved to Michigan, Mississippi officials called.

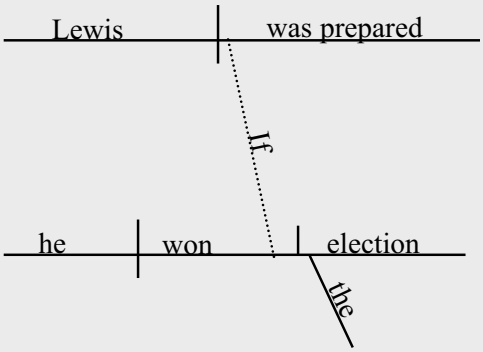


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Example #3: While Lewis waited for the recount, he went on with his life.



Example #4: If he won the election, Lewis was prepared.



Now, you may complete Lesson 10 Activities.

LIFE PRINCIPLE



"He that can have patience, can have what he will."

—Benjamin Franklin

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English: Composition Skills



Sentence Building

Lesson 11

Chapter 2

THE VIETNAM WAR VETERANS' MEMORIAL

Section 3

Lessons 11-15



The Vietnam Memorial

In May 1969, Jan Scruggs' infantry unit was attacked by the ***Viet Cong***. Scruggs received serious ***shrapnel*** wounds and was sent home to ***recuperate***. He felt blessed to be alive.

After his Army service, Scruggs earned a degree in counseling. He began to have a dream of building a ***memorial*** to his fellow soldiers but let the idea drop. He revived the dream again in 1979 after watching *The Deer Hunter,* a powerful movie about the impact of the Vietnam War on a group of small-town friends. This time Scruggs was determined to see his dream come true!



Although Scruggs had no organization and very little money, he used his own funds to set up the Vietnam Veterans Memorial fund as a nonprofit organization. He held a press conference to announce his plans. He assembled a tremendous volunteer team of fundraisers, and in July 1980, Scruggs and his volunteers were awarded a site next to the ***Lincoln Memorial*** in Washington, D.C. They were given five years to raise the money for construction of a memorial wall. In a fundraising ***blitz***, Scruggs and his volunteers raised the money needed for the Vietnam Veterans Memorial . . . three years ahead of schedule.

The key to success is not how big your goal . . . but the drive you have for reaching the goal! ■ (HB)

VOCABULARY

Viet Cong: a communist force in South Vietnam during the Vietnamese War; the communist opposition to the United States' attempt at freeing South Vietnam

Shrapnel: pieces of metal from exploding artillery shells, mines, grenades or bombs

Recuperate: to recover, to regain strength and health

Memorial: an object (usually a building or statue) that serves as a reminder of an event or person

Lincoln Memorial: a memorial that commemorates the life of Abraham Lincoln

Blitz: a sudden, quick event

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COMPOUND-COMPLEX SENTENCE STRUCTURE



A compound-complex sentence combines the compound and the complex sentence structures. A compound-complex sentence contains at least two main clauses and at least one subordinate (dependent) clause.

Example #1: After he held a press conference, Scruggs assembled volunteers, and they began raising the money.

Breakdown:	After he held a press conference	**subordinate clause**
	Scruggs assembled volunteers	**main clause**
	they began raising the money	**main clause**

Example #2: When Scruggs captured a vision, his commitment drove him, and now, millions of people visit the memorial wall.

Breakdown:	When Scruggs captured a vision	**subordinate clause**
	his commitment drove him	**main clause**
	now, millions of people visit the memorial wall	**main clause**

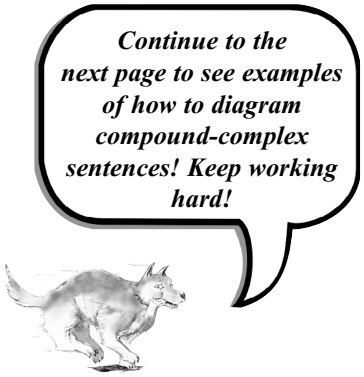
Example #3: Scruggs' volunteers raised the money for the wall, and they began the construction although they were three years ahead of schedule.

Breakdown:	Scruggs' volunteers raised the money for the wall	**main clause**
	they began the construction	**main clause**
	although they were three years ahead of schedule	**subordinate clause**

DIAGRAMMING COMPOUND-COMPLEX SENTENCES

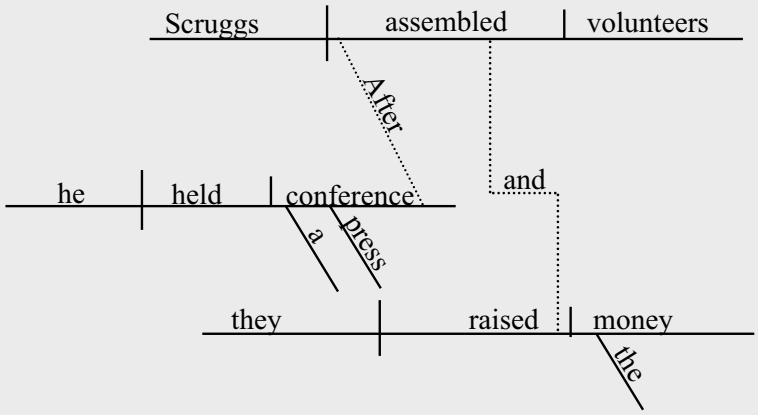
Compound-complex sentences contain both coordinating conjunctions and subordinating conjunctions. When diagramming compound-complex sentences, diagram each clause as you have learned, then connect the clauses with the appropriate conjunctions. Regardless which clause begins the sentence, always choose the first main clause and diagram it first; secondly, diagram the subordinate clause; thirdly, diagram the last main clause. The subordinate clause should be sandwiched between the two main clauses. The subordinating conjunction should extend from the first main clause to the subordinate clause. The coordinating conjunction should extend from the verb of the first main clause to the verb of the second main clause.

Rule #1: Diagram the first main clause, then the subordinate clause, then the last main clause.
Rule #2: Connect the clauses with the appropriate conjunctions from verb to verb.

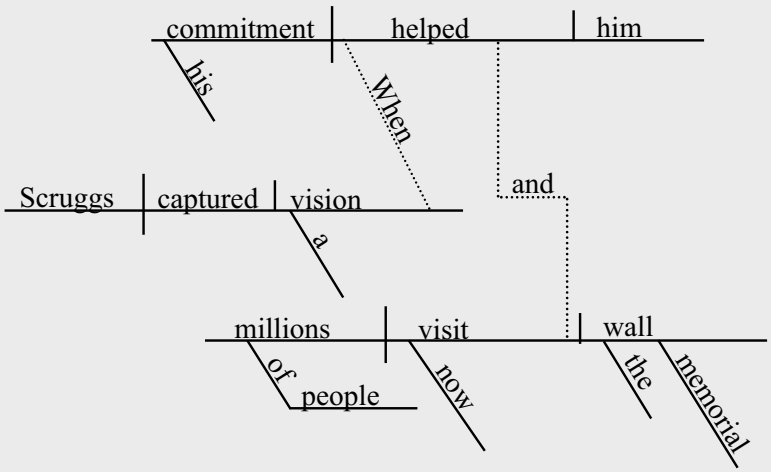


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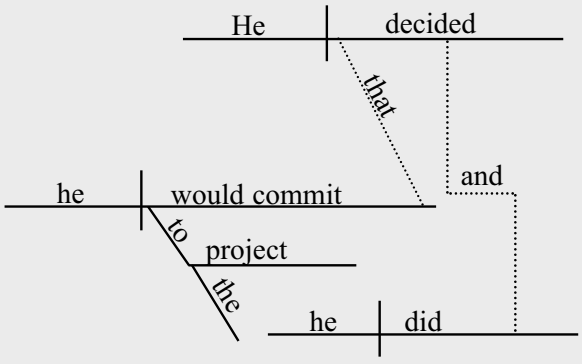
Example #1: After he held a press conference, Scruggs assembled volunteers, and they raised the money.



Example #2: When Scruggs captured a vision, his commitment helped him, and now, millions of people visit the memorial wall.



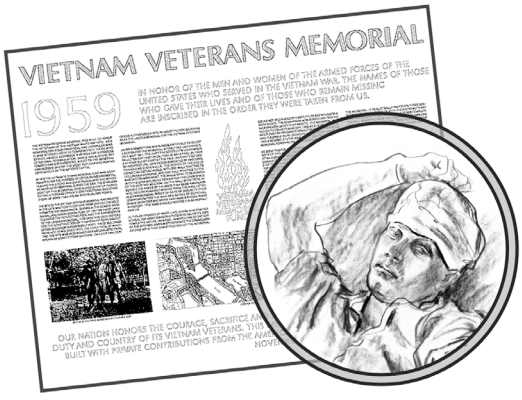
Example #3: He decided that he would commit to the project, and he did!



Good work! Practice your knowledge of sentence structures and diagramming in the Activities after you read the Life Principle on the next page.

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Life Principle



"No plan is worth the paper on which the plan is printed unless it starts you doing something."

–HB

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English: Composition Skills



Lesson 12

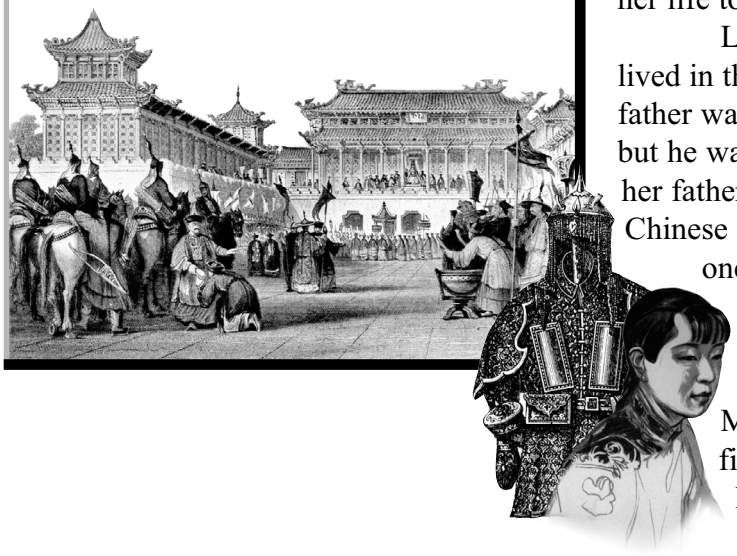
Sentence Building

Chapter 2

THE LEGEND OF HUA MULAN

Section 3

Lessons 11-15



Throughout history, the relationship between a daughter and her father is held dearly. The legend of Hua Mulan clearly reflects such a relationship: a young girl risked her life to protect her father's life.

Long ago a young girl named Mulan lived in the Central Plains of China. Mulan's father was ordered to serve in the Chinese army, but he was very old, ill and weak. Mulan knew her father would not survive the army, but Chinese law demanded that each family send one male member to fight. Mulan had only one younger brother who was much too small to go to war.

A plan began to shape in Mulan's mind. Girls were not allowed to fight in wars, but she could disguise herself as a young man. If she went, her father would not have to fight! One morning at ***daybreak***, Mulan pushed aside her fears, ***stole*** away from home, secured a horse, and was accepted into the army as the man ordered to represent her family. For ten long years and throughout 100 ***arduous*** battles, Mulan fought. When the ***warring*** was over, she had fought so heroically that she was rewarded with a high position in the government. But, Mulan, weary from years of battle, only desired a good horse that might carry her home to her family.

Once reunited with her father, mother, younger brother and sisters, Mulan shed her ***mannish*** attire and resumed her life as a young woman. Some time later, comrades with whom Mulan had fought came to visit. Imagine their surprise when a beautiful, young woman greeted them at the door! For over ten years, these men never knew that the fiercest and most skilled warrior in the army was a woman! ■

VOCABULARY

Daybreak: when the sky first begins to lighten in the morning
Stole: left secretly
Arduous: difficult and tiring
Warring: fighting during war
Mannish: manly, having the appearance of being masculine

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VERBALS: GERUNDS



Verbals are forms of verbs that do not function as verbs. Three types of verbals exist: the gerund, the infinitive and the participle. In this lesson, you will learn about the gerund.

A *gerund* ends in *-ing*. The gerund is used like a noun. A gerund is the name of an action (for example, *serving, fighting, washing, inspiring, protecting*). As you have probably noticed, these words are also action verbs. To discern the difference, ask yourself if the subject is doing one of these (action verb) or if one of these is the name of an action (gerund).

Example #1: The warring began.
- The gerund *warring* is the subject of the sentence.

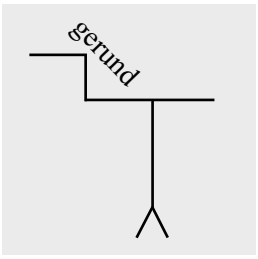
Example #2: The previous general gave up fighting.
- The gerund *fighting* is the direct object.

Example #3: Mulan succeeded in warring.
- The gerund *warring* is the object of the preposition.

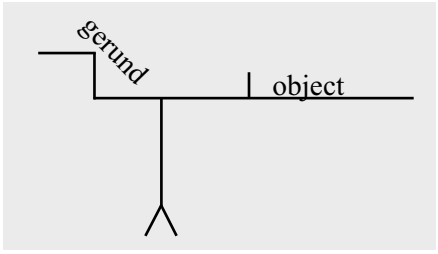
Example #4: A soldier's responsibility is protecting.
- The gerund *protecting* is the predicate nominative.

DIAGRAMMING GERUNDS

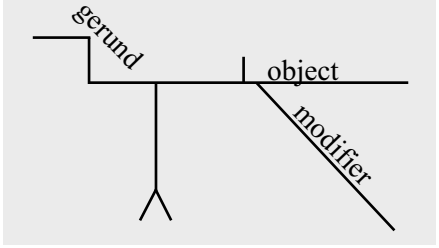
A gerund is diagrammed like the following:



If a gerund has an object, the diagram looks like the following:



If a gerund has a modifier, the diagram looks like the following:

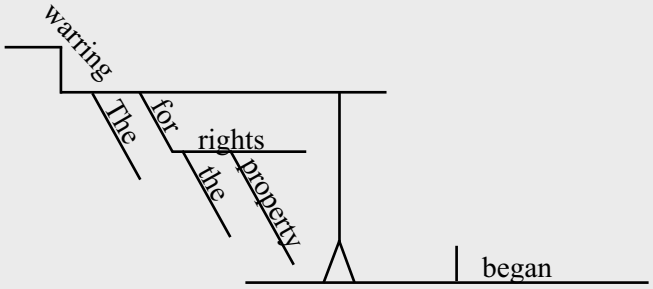


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When diagramming a sentence that contains a gerund or gerund phrase, place the stair-step diagram wherever the gerund appears in the sentence. For example, if the gerund is the subject, then the stair-step diagram belongs in the subject's place. The same applies if the gerund is the direct object, predicate nominative or object of a preposition. If a prepositional phrase is part of the gerund phrase, place the prepositional phrase under the word it modifies.

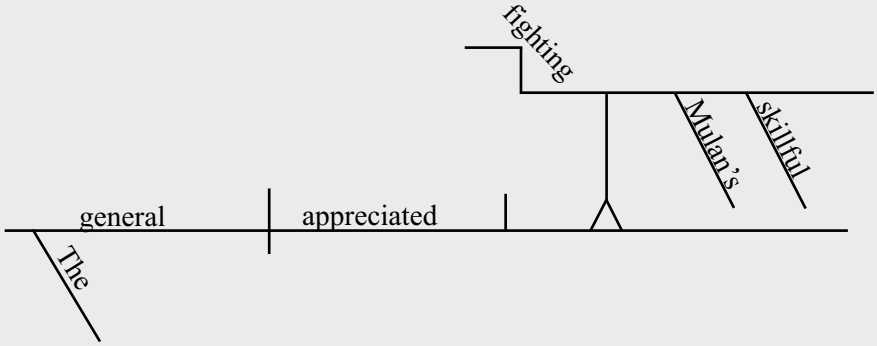
Example #1: The warring for the property rights began.

- Because the gerund is the subject, the gerund diagram belongs in the subject's place.
- Because the prepositional phrase modifies the gerund *warring*, the phrase is placed underneath the gerund.



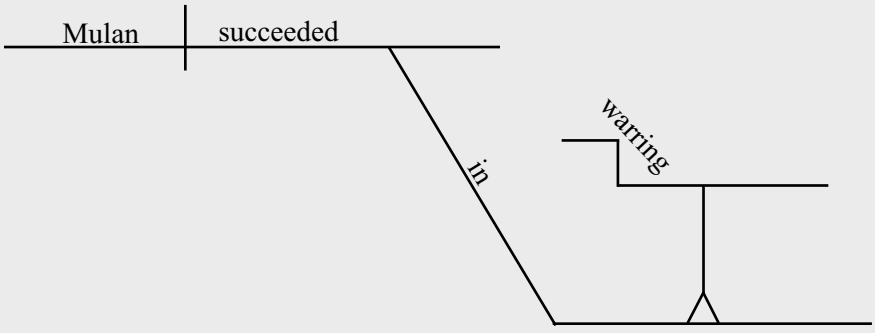
Example #2: The general appreciated Mulan's skillful fighting.

- Because the gerund is the direct object, the gerund diagram belongs in the direct object's place.



Example #3: Mulan succeeded in warring.

- Because the gerund is the object of the preposition, the gerund diagram belongs in the object's place.



Congratulations! Go to the Activities after you read the Life Principle.

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Life Principle



"If you fear failure you will never be able to make a difficult decision that may require a calculated risk."

—General George S. Patton

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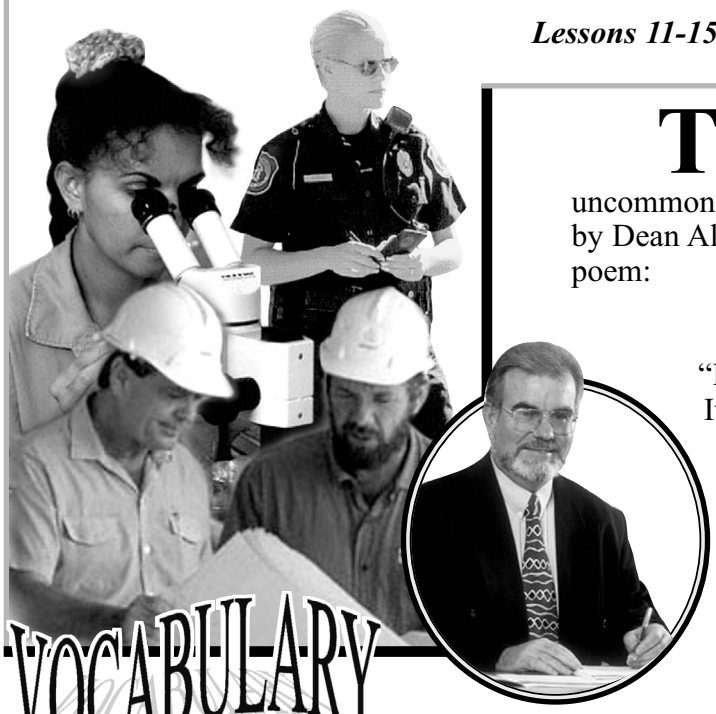
Lesson 13

Chapter 2

THE UNCOMMON MAN'S SUCCESS

Section 3

Lessons 11-15



The human race everywhere would improve if more individuals decided to become uncommon. Just what we mean was put into words by Dean Alfange when he wrote the following poem:

"The Uncommon Man"

"I do not choose to be a common man.
It is my right to be uncommon—if I can.
I seek opportunity—not security.
I do not wish to be humbled and dulled
by having the ***state*** look after me.
I want to take the ***calculated risk***;
to dream and to build;
to fail and to succeed.
I refuse to ***barter incentive*** for ***dole***.
I prefer the challenges of life to the
guaranteed existence;
the thrill of fulfillment to the stale calm of ***utopia***.
I will not trade freedom for ***beneficence***
nor my dignity for a handout.
I will never ***cower*** before any master nor bend to any threat.
My heritage is to stand ***erect***, proud, and unafraid,
to think for myself, and
to enjoy the benefit of my creation;
to face the world boldly and say,
'This I have done, this I have earned.'"

A man is successful when he refuses to slander even his enemies; when he does not expect to get paid for everything he does; when he does not wait until tomorrow to do the things he might do today; when he is loyal to his employer and to his associates; when he intelligently cooperates with others; is tolerant in thought and deed; when he studies constantly to prepare himself for a higher position financially and in the estimation of his fellows, and when he refuses to do wrong or ***condone*** wrong doing even in the ***slightest measure***. ■ (HB)

***(The poem "The Uncommon Man" should be memorized for the activities, quiz and test.)**

VOCABULARY

State: the government or a subdivision of
Calculated risk: a planned action knowing the possibility of failure
Barter: to trade, to bargain
Incentive: something that causes a person to move into action or effort
Dole: government assistance; welfare
Utopia: a perfect society
Beneficence: the quality of being charitable or kind
Cower: to be intimidated, to be made fearful
Erect: upright; to stand straight
Condone: to allow or approve
Slightest measure: the smallest amount

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VERBALS: INFINITIVES

In this lesson, you will study infinitives. An *infinitive* is the simple form of a verb preceded by the word *to*. An infinitive may be used as a noun (subject, direct object or predicate nominative), an adjective or as an adverb.

Example #1: To work hard is the destiny of mankind.

- *To work* is the infinitive that is also the subject of the sentence.
- Replace the infinitive phrase *to work hard* with the pronoun *it*: <u>It is the destiny of mankind</u>. If the infinitive or phrase can be replaced with the pronoun, you know that the infinitive is a noun.

Example #2: I want to go.

- *To go* is the infinitive that is also the direct object of the sentence.
- Replace the infinitive *to go* with the pronoun *it*: <u>I want it</u>.

Example #3: His desire was to help others.

- *To help* is the infinitive that is also the predicate nominative of the sentence.
- Replace the infinitive phrase *to help others* with the pronoun *it*: <u>His desire was it</u>. OR <u>It was his desire</u>.

Example #4: You have skills to develop.

- *To develop* is the infinitive that is also an adjective that modifies the noun *skills*.
- Ask yourself, "What kind of skills?" The answer proves that the infinitive *to develop* is adjectival—the kind of skills to develop.

Example #5: We went to hear the seminar.

- *To hear* is the infinitive that is also an adverb that modifies the verb *went*.
- Ask yourself, "Where did we go?" The answer proves that the infinitive phrase *to hear the seminar* is adverbial because it explains *where*.

SPLIT INFINITIVES

You must remember not to split infinitives when writing or speaking. A split infinitive occurs when a word comes between the *to* and the verb.

Example #1:

Incorrect split infinitive: I want to always seek opportunity.

- The infinitive to seek was split by always, producing an incorrect sentence structure.

Correct: I want to seek opportunity always.

OR

I always want to seek opportunity.

Example #2:

Incorrect split infinitive: I do not choose to commonly live.

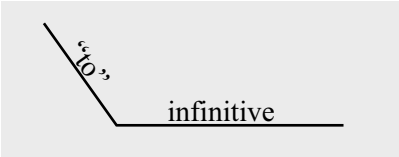
- The infinitive to live was split by commonly, producing an incorrect sentence structure.

Correct: I do not choose to live commonly.

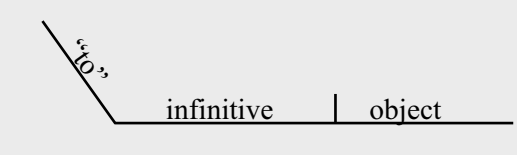
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DIAGRAMMING INFINITIVES

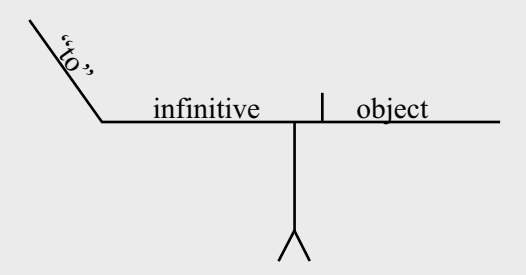
An infinitive is diagrammed on a bent line like a prepositional phrase:



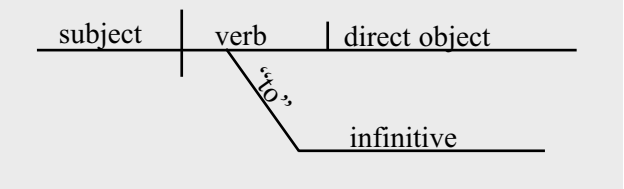
If an infinitive has an object or modifier, the diagram looks like the following:



If the infinitive is a noun, it is diagrammed on stilts much like a gerund, and is placed wherever it belongs in the sentence:



If the infinitive is an adjective or adverb, the diagram is placed underneath the word the infinitive modifies:

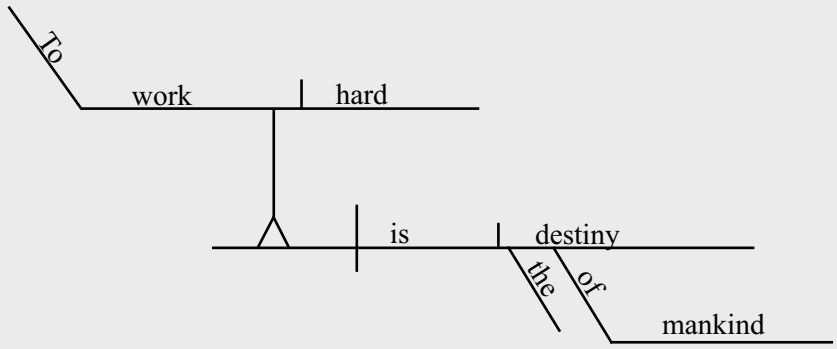




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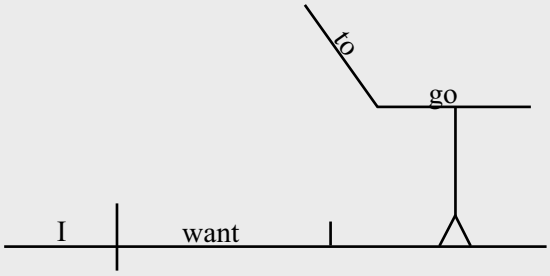
Example #1: To work hard is the destiny of mankind.

- The infinitive phrase *To work hard* is the subject of the sentence and belongs in the subject's place.



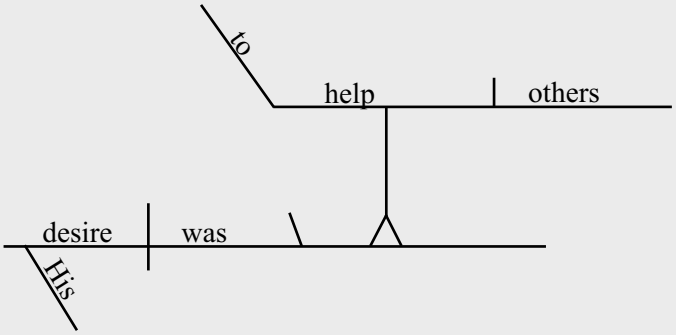
Example #2: I want to go.

- The infinitive *to go* is the direct object and belongs in the direct object's place.



Example #3: His desire was to help others.

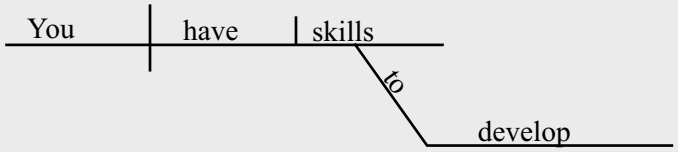
- The infinitive phrase *to help others* is the predicate nominative and belongs in the predicate nominative's place.



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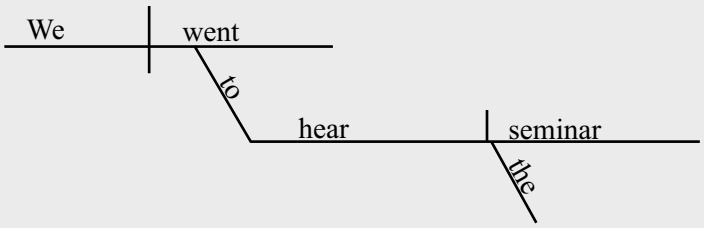
Example #4: You have skills to develop.

- The infinitive *to develop* modifies the noun skills and should be placed in an adjective's place.



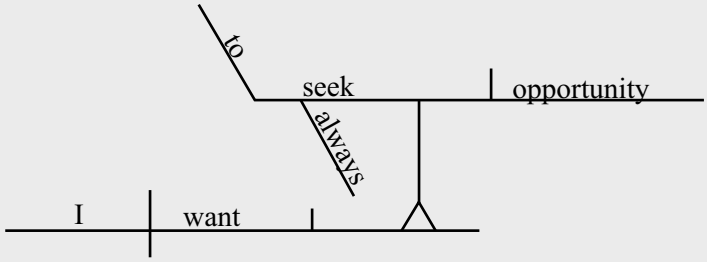
Example #5: We went to hear the seminar.

- The infinitive phrase *to hear the seminar* modifies the verb went and should be placed in an adverb's place.



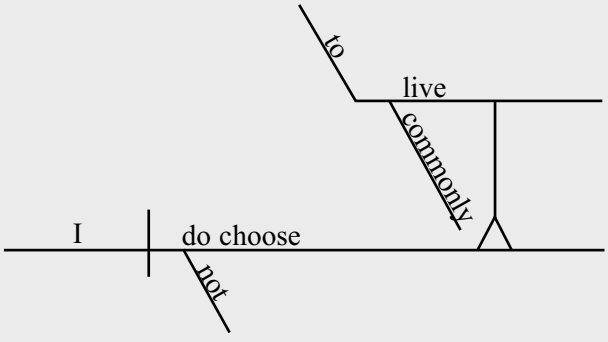
Example #6: I want to seek opportunity always.

- The infinitive phrase *to seek opportunity always* is the direct object and belongs in the direct object's place.



Example #7: I do not choose to live commonly.

- The infinitive phrase *to live commonly* is the direct object and belongs in the direct object's place.



Way to Go! Read the Life Principle on the next page, then continue to the Activities to complete the lesson.

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Life Principle



"Dare to be brave, dare to be true; strive for what's right in all that you do."

—Anonymous

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English: Composition Skills



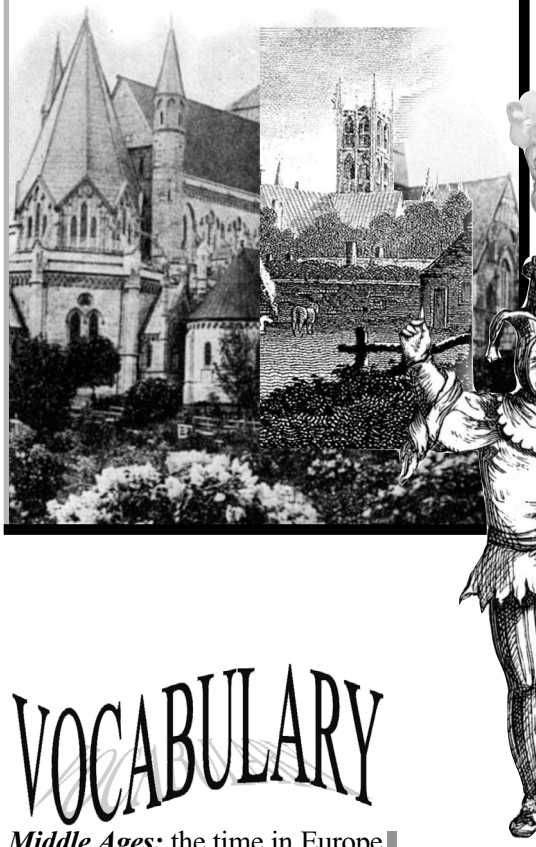
Lesson 14

Chapter 2

A CLOWNISH SACRAMENT

Section 3

Lessons 11-15



A lovely story from the ***Middle Ages*** describes the ***reverent*** actions of a clown who entered a temple and found it empty. Moved by ***impulse***, he wanted to make an offering to God. The clown had no gold to give; no ***gems***—only the ***trick of his trade***. So, approaching the altar, he began to do his tricks in praise of his Maker. He did them reverently, using his finest art.

Priests entering the temple witnessed the performance and were horrified to find the clown doing his tricks before the altar. The priests were about to throw out the clown, when suddenly the chief priest raised his hand and ***rebuked*** the others, but blessed the clown—for the clown was praising God with all the talents he possessed.

What makes an act reverent? An act, except that which is evil, if done with the right motives and in the right spirit, may be a sacrament. George Herbert said, "Who sweeps a room as for Thy will, makes that and the action fine." ■ (HB)

VOCABULARY

Middle Ages: the time in Europe that dates from approximately 600 A.D. to 1500 A.D.
Reverent: respectfully acknowledging the importance of something or someone
Impulse: a sudden urge
Gems: valuable stones, rubies, emeralds, etc.
Trick of the trade: the job or performance learned in a profession
Rebuke: to express disapproval

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VERBALS: PARTICIPLES



The remaining verbal is the participle. You have already studied participles in this chapter. Some of this lesson will be a review. A *participle* often functions as an adjective. The English language includes two forms of participles: the present participle and the past participle.

The present participle indicates action taking place at the same time as another action. You can easily find a present participle because it ends in *-ing*. **Note:** Both gerunds *and* present participles end in *-ing*. However, the difference can be distinguished by remembering that gerunds act as nouns, and participles act as adjectives.

Example #1: Worshipping, the clown expressed his reverence.
- *Worshipping* is the present participle that describes the clown.
  Notice that two actions occurred at the same time—worshipping and expressing.

Example #2: The worshipping clown was interrupted.
- Again, *worshipping* is the present participle that describes the clown.
  Notice again the two actions occurring at once—worshipping and interrupting.

Past participles (except for irregular verbs) end in *-d* or *–ed*. The past participle explains an action that happened before another action took place.

Example #1: Interrupted, the clown stopped.
- *Interrupted* is the past participle.
  Notice that the clown was interrupted before he stopped.

Example #2: The interrupted clown stopped.
- Again, *interrupted* is the past participle that describes the clown prior to stopping.

The participial phrase is a participle with one or more complements. A *complement* can be a noun or adverb at the end of a phrase.

Example #1: Entering the empty temple, the clown worshipped.
- *Entering the empty temple* is the participial phrase.
- *Entering* is a present participle.
- *Temple* is the noun that completes the phrase.
- *The* and *empty* are adjectives that describe *temple*.

Example #2: Worshipping gleefully, the clown spun and twirled.
- *Worshipping gleefully* is the participial phrase.
- *Worshipping* is the present participle.
- *Gleefully* is the adverb that completes the phrase.

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Diagramming Participles

A participle is diagrammed on a slanted line:



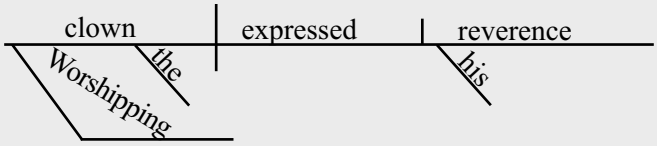
If the participle has an object (participial phrase), it is diagrammed like the following:



Because participles are adjectival modifiers, they are diagrammed underneath the words the participles modify.

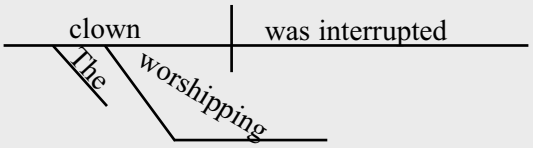
Example #1: Worshipping, the clown expressed his reverence.

- The present participle *worshipping* modifies the subject *clown* and belongs underneath *clown*.



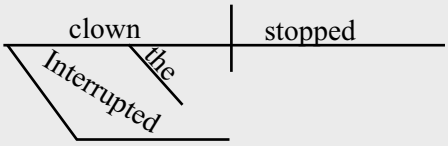
Example #2: The worshipping clown was interrupted.

- The present participle *worshipping* modifies the subject *clown* and belongs underneath *clown*.



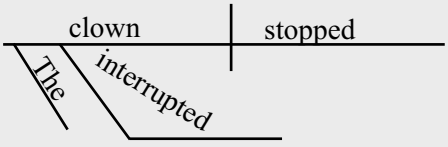
Example #3: Interrupted, the clown stopped.

- The past participle *interrupted* modifies the subject *clown* and belongs underneath *clown*.



Example #4: The interrupted clown stopped.

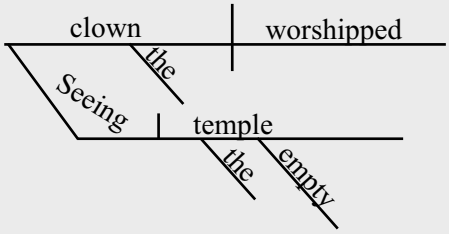
- The past participle *interrupted* modifies the subject *clown* and belongs underneath *clown*.



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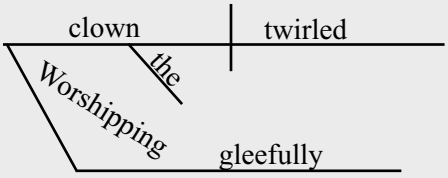
Example #5: Seeing the empty temple, the clown worshipped.

- The participial phrase *seeing the empty temple* modifies the subject *clown* and belongs underneath *clown*.

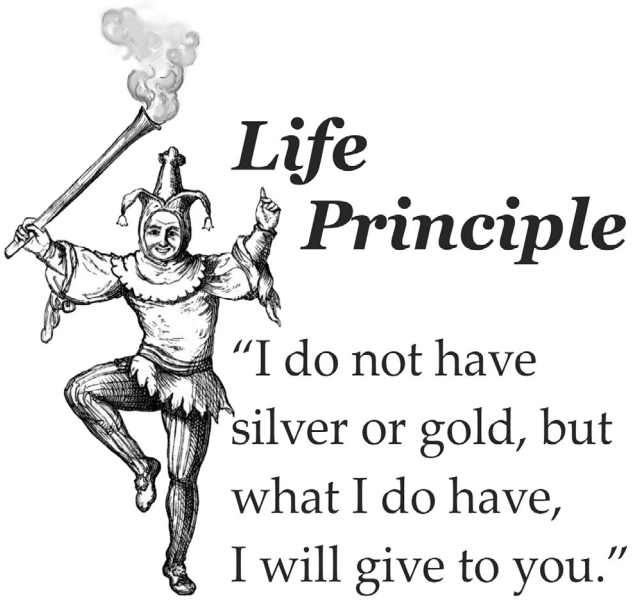


Example #6: Worshipping gleefully, the clown twirled.

- The participial phrase *worshipping gleefully* modifies the subject *clown* and belongs underneath *clown*.



Continue to the Activities and finish this lesson with success!



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Chapter 2

Lesson 15

Sentence Building

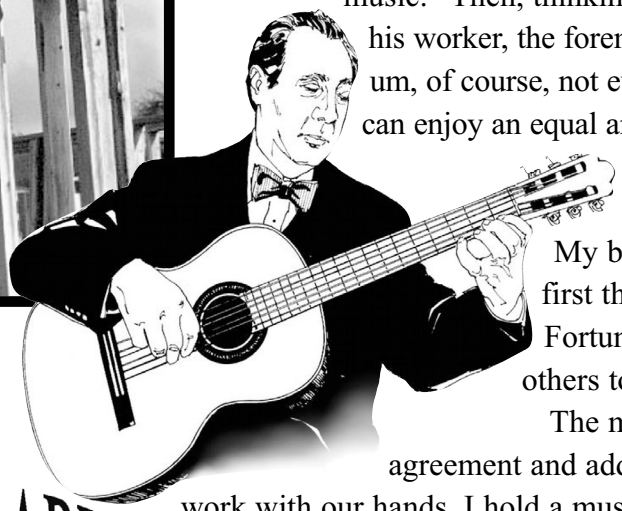
Section 3

Lessons 11-15

USE THE TOOLS GIVEN YOU



A carpenter had a brother who was a famous musician. The two brothers visited the construction company where the carpenter worked. The foreman of the company said to the carpenter, "You must be very proud to have a brother who is known around the world for his music." Then, thinking that he may have ***slighted*** his worker, the foreman clumsily added, "Uh, um, of course, not everyone in the same family can enjoy an equal amount of talent."



The carpenter responded, "You are right. My brother does not know the first thing about building a home. Fortunately, he can afford to hire others to build a house for him."

The musician nodded in agreement and added, "My brother and I both work with our hands. I hold a musical instrument in mine, and he holds a hammer in his."

Not everyone walks the same path in life. Would not the world be strange if everyone possessed equal talent in the same ***occupation***? One occupation is not "better" than another. Character is what matters—not the paycheck or social status.

During ***Booker T. Washington's*** era (late 1800s and early 1900s), people often placed too much importance on social status. Washington addressed the issue when he wrote in his book *Up From Slavery*: "As much ***dignity*** can be found in ***tilling*** a field as in writing a poem." In other words, whether you are a physical laborer or a businessman, character—not approval by society—generates dignity. ■ (HB)

VOCABULARY

Slight: to make another feel unimportant
Occupation: employment training, job
Booker T. Washington: an educational and social reformer in the United States
Dignity: noble characteristics worthy of honor and respect
Tilling: plowing up ground

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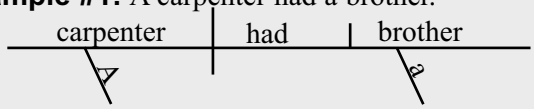
DIAGRAM REVIEW



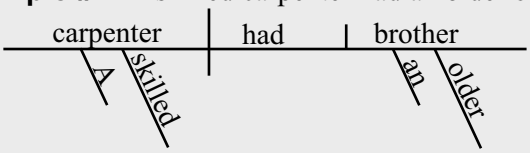
Every sentence has the basic components of a subject and a verb. Some sentences have direct objects, adverbs, adjectives, phrases and clauses. When diagramming, always place the subject and verb on the line first, then diagram the extras (direct objects, adverbs, adjectives, phrases, conjunctions, clauses, etc.).

A **Simple Sentence** contains only one independent clause but may contain several phrases, adverbs or adjectives.

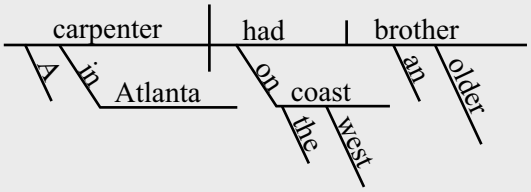
Example #1: A carpenter had a brother.



Example #2: A skilled carpenter had an older brother.

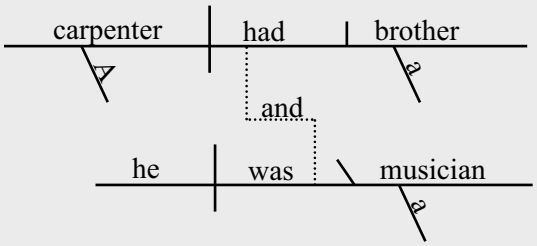


Example #3: A carpenter in Atlanta had an older brother on the west coast.

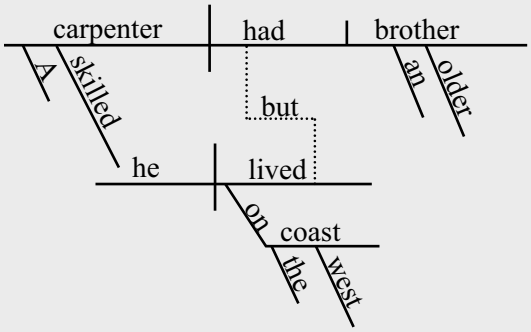


A **Compound Sentence** contains two independent clauses joined by a coordinating conjunction.

Example #1: A carpenter had a brother, and he was a musician.



Example #2: A skilled carpenter had an older brother, but he lived on the west coast.

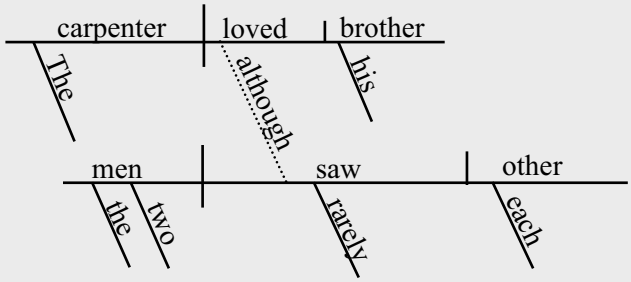


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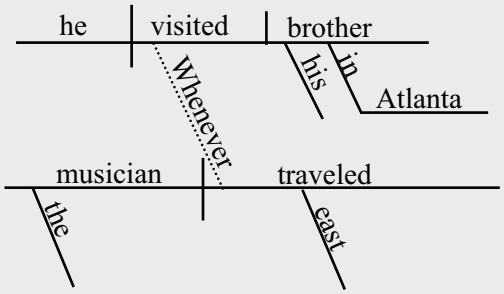
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A **Complex Sentence** contains an independent clause and a dependent clause joined by a subordinating conjunction.

Example #1: The carpenter loved his brother although the two men rarely saw each other.

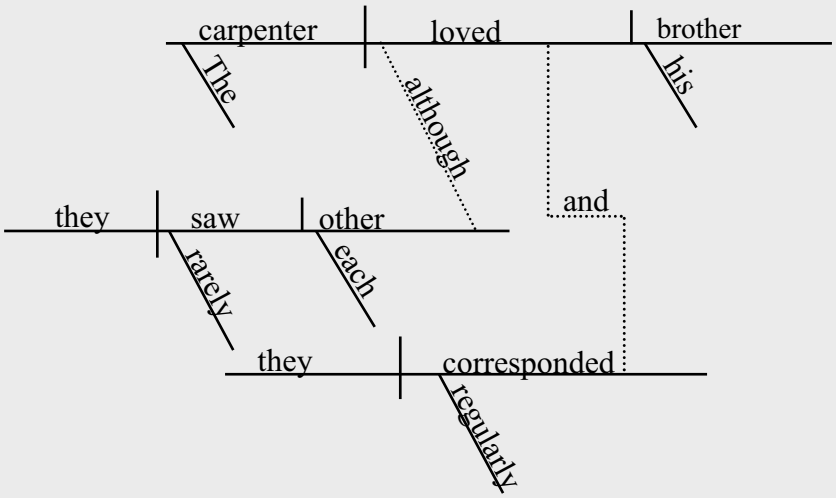


Example #2: Whenever the musician traveled east, he visited his brother in Atlanta.



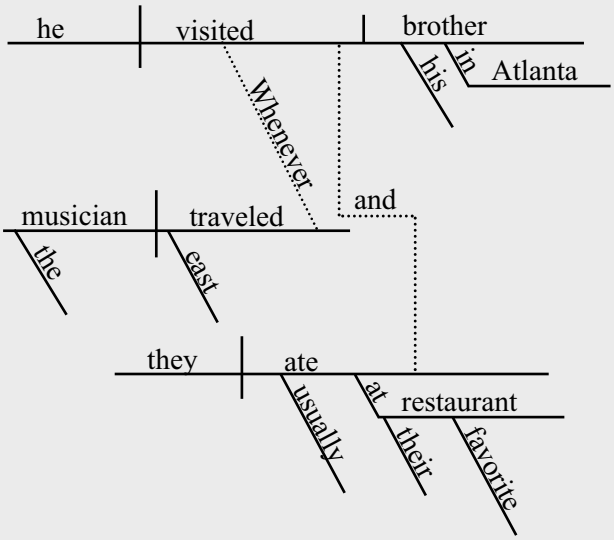
A **Compound-Complex Sentence** contains two or more independent clauses and at least one dependent clause.

Example #1: The carpenter loved his brother, and they corresponded regularly although they rarely saw each other.



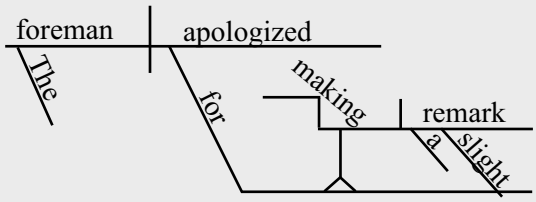
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Example #2: Whenever the musician traveled east, he visited his brother in Atlanta, and they usually ate at their favorite restaurant.

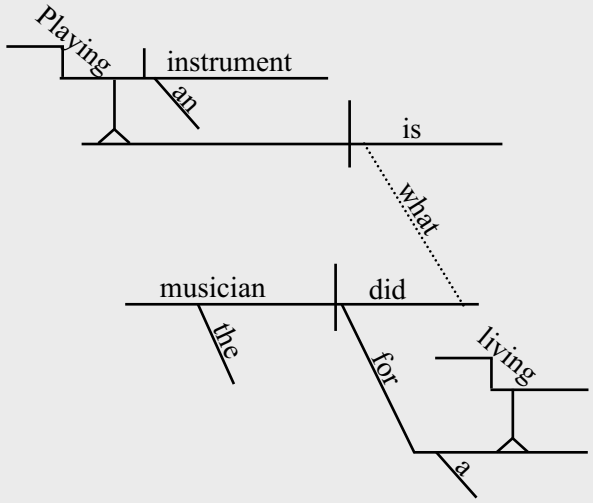


A **Gerund** is diagrammed wherever it appears in the sentence.

Example #1: The foreman apologized for making a slight remark.



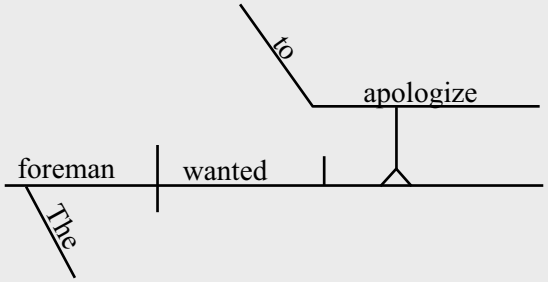
Example #2: Playing an instrument is what the musician did for a living.



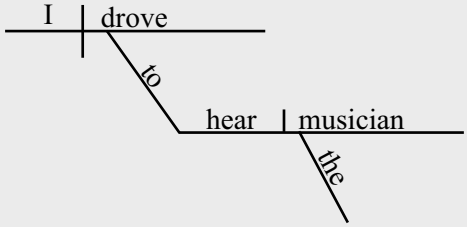
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An **Infinitive** is also diagrammed wherever it occurs in a sentence. If the infinitive is a noun, it is diagrammed on stilts; if the infinitive is an adjective or adverb, the infinitive is placed under the word the infinitive modifies.

Example #1: The foreman wanted to apologize.

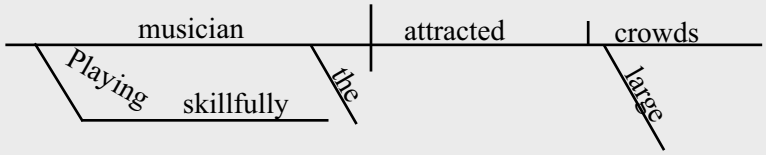


Example #2: I drove to hear the musician.

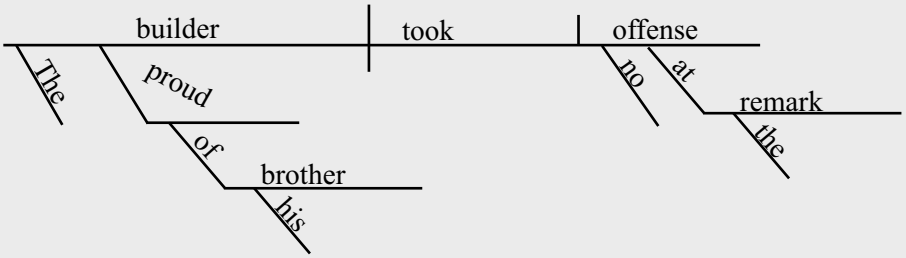


A **Participle** is diagrammed underneath the word the participle modifies.

Example #1: Playing skillfully, the musician attracted large crowds.



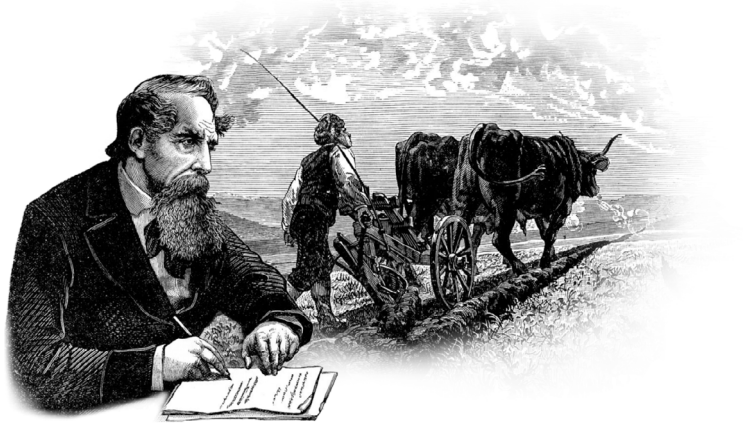
Example #2: The builder, proud of his brother, took no offense at the remark.



Congratulations! You are well on your way to becoming a master of the English language. Continue to the Activities after you read the Life Principle on the next page.

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Life Principle



"As much dignity can be found in tilling a field as in writing a poem."

-Booker T. Washington

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