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 1

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English Composition Skills

Chapter 1

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

—Emile de Girardin



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English: Composition Skills



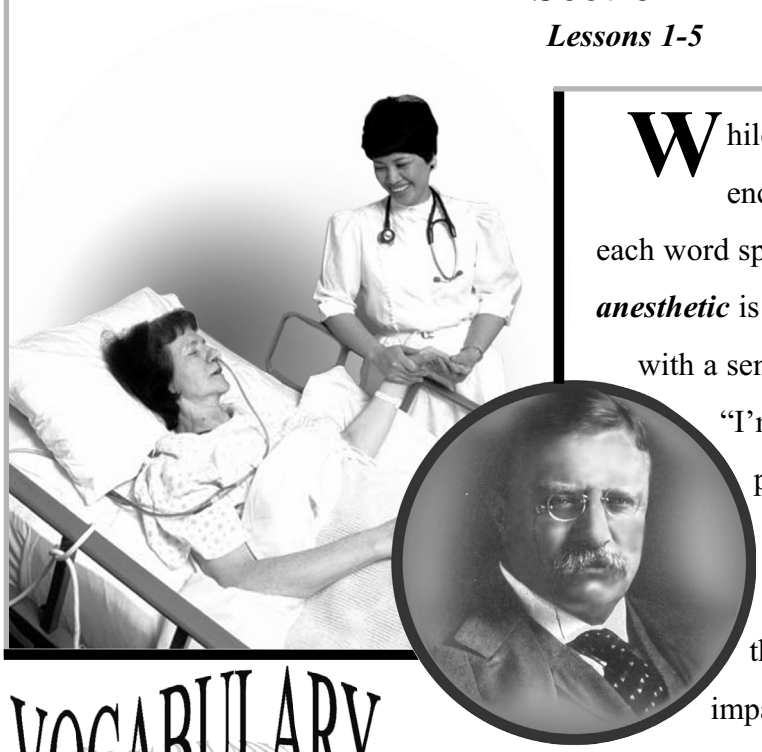
Lesson 1

Chapter 1

THE POWER OF WORDS

Section 1

Lessons 1-5



While in medical training, surgeons are encouraged to weigh the importance of each word spoken during an operation. As the ***anesthetic*** is given, a patient may be overcome with a sense of fear if she hears a nurse say, "I'm going to shoot her now." Even a phrase such as "hook up the monitor" may be interpreted by a drugged patient as sounding like "shake up the monster." Can you imagine the impact on a half-dazed patient if she hears a doctor say, "This is not my day!"

The same directions given by two different physicians could encourage or discourage a patient, simply by the physician's ***tone*** of voice. One doctor's voice might suggest a prescription will work, while another's voice might convey ***reservations***. Either would drastically affect the ***morale*** of a patient.

Theodore Roosevelt popularized an expression about the need for clear, ***precise*** communication. He called words with several possible meanings '***weasel words***'—by using them, a speaker might '***weasel***' out of any commitment, claiming a different interpretation of the word. ■ (HB)

VOCABULARY

Anesthetic: a drug that numbs patients before surgery
Tone: manner and emphasis of expression
Reservations: doubts, cautious thoughts
Morale: moral and mental courage to endure hardship
Precise: exact, clearly expressed
Weasel words: words used by an uncharactered person to back out of duty, responsibility or commitment
Weasel: a rodent often referred to when describing sly, sneaky behavior

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WORDS

Words are important and powerful! What a person says has impact and influence. On an average, men speak 12,000 words a day, and women speak 24,000 words a day. Many of those words are spoken without careful consideration of their impact. You may encounter harsh words throughout the day. Words that are careless and cruel hurt. However, tender words of love, concern and affection give hope, joy and a desire to succeed.

Some words may change a person's life destiny. Words such as "I do" spoken during a wedding will commit a person to another in a lifetime of marriage. "You are hired" or "You are fired" can direct a person's career. "Run, fire!" or "Help me!" can save someone's life. "I'm sorry, please forgive me" can repair a broken relationship.

Words have changed the course of the world and America. "The Preamble" to the United States Constitution set the course for the United States to become the most powerful nation in the modern world; "No King but King Jesus!" was the battle cry of the American colonists that spurred them on to freedom from British tyranny during the Revolution; "The Gettysburg Address" helped repair the Union; the Presidential Oath of Office directs the United States' most powerful officer; "The Ten Commandments" has been the foundation for law all over the world, from Asia to America, and influenced the men who designed the United States Constitution; the United States' national motto, "In God We Trust," tells the world on whom Americans depend; "Remember the Alamo!" motivated Texans to gain independence; "The Pledge of Allegiance" commits Americans to uphold justice and liberty for all; "I Have a Dream" revolutionized the purpose and lifestyle for many Americans of African descent; "If I perish, I perish" were the brave words spoken by Queen Esther of Persia who saved her people from destruction.

Using the right words when communicating with others is ***vitally*** important. Through listening to older people, children learn right and wrong words. By the age of two, an average ***toddler's*** vocabulary includes hundreds of words and may even include sentences. Children entering kindergarten know thousands of words. As you grow, you continually hear new words and learn to use them. Words form in your mind, come out of your mouth in ***syllables*** and create sentences. Knowledge enters your mind by way of words, either spoken or written. Learning the correct words and rejecting the wrong words is important to communicating properly with others and becoming a master of your language.

VOCABULARY

Vitally: very necessary
Toddler: a young child just learning to walk
Syllables: individual sounds of words
Inflect: to cause the voice to rise and fall when emphasizing certain words
Inquisitive: questioning, uncertain, wondering
Exclamatory: forcefully, with energy or strength

TONE

Tone of voice is the manner, pitch and quality of how a person says something. The same words or phrases may have several tones, conveying different meanings. By listening to *how* the speaker ***inflects*** his voice, a listener may detect different attitudes. The tone of voice may reflect that a person is content, kind, relaxed, gentle, ***inquisitive***, factual, commanding, ***exclamatory***, puzzled, sarcastic, teasing, bored, excited, angry, loving, sad, frightened, longing, caring, happy, hurt; embarrassed, confident; rude, kind; humble, prideful; defensive, helpful; honest, deceitful; envious, complimentary; sinister, compassionate; pouting, accepting; mysterious,

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bragging; polite or sincere.
In the following examples, the parts of speech that should be inflected are bolded.

Inquisitive	Dad asked Mom, "Do you **think** I should go to the **doctor**, Honey?"
Commanding	"Go to the doctor **today**," she said.
Factual	Dad told us at breakfast, "Today I will go to the doctor." **(no inflection)**
Exclamatory	"**Go** to the **doctor**!" we said, surprised and shocked.
Puzzling	"Go to the doctor. . . Hmm. . . I **wonder** if I should."
Sarcastic/Teasing	With a wink, Mom said, "**Go to the doctor**, Honey; he **might** be able to find out what is **wrong** with you."
Boring	Dad told Uncle Thomas, "Oh, brother, today I have to **go to the doctor**."
Exciting	My little brother yelled, "**Yea**! I **like** to go to the **doctor**!"
Angry	Later, I heard Dad say, "I **do not want** to go to the **doctor**!"
Loving	Mom reassured Dad, "**I'll** go to the doctor **with you**, Honey."
Sad	At lunch I told my friends, "My **Dad** has to go to the **doctor**."
Frightened	"When we go to the **doctor**, **what if** we discover that Dad is really **ill**?"
Longing	I thought to myself, "I **wish** Dad did not have to go to the **doctor**."
Caring	Mom told Dad, "When you **go** to the doctor, I'll be **right** by your side."
Happy	"**He** believes I can become a **doctor** someday."
Hurt	"**He** said I would **never** be smart enough to become a **doctor**."
Embarrassed	"I could **never** become a doctor; I am not smart enough."
Confident	"**I** will **do** my **best** to be a **good student** and become a **doctor**—**that** is one of my **goals** in life."
Rude	"**Don't even think** you can become a doctor; **you are not smart enough**."
Kind	"**I** believe you can become a **doctor**; you are **very** intelligent."
Prideful	"**Of course I** could become a **doctor**; **I** am an **honor student**."
Humble	"With **your** help and **encouragement**, I **know** becoming a doctor is **possible** for me."
Defensive	"**What do you mean** I am **not able** to become a **doctor**?"
Helpful	"I will **tutor you** to bring up your grades. Then, someday, you may become a **good** doctor."

Continue to the next page to read more inflections and tones of voice.



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Deceitful	"To become a **doctor**, you **might** have to **cheat** on your exams."
Honest	"**I** will **not** cheat. I will become a doctor by **honest**, **hard work**."
Envious	"**He** thinks **he** is **smart** enough to become a **doctor** and to get **rich**."
Complimentary	"He is **intelligent** enough to become a **successful** doctor."
Sinister	"**I** will make life **so hard** on him, he will not be **able** to become a doctor."
Compassionate	"His **life** has not been **easy**; **I will help** him become a **good doctor**."
Pouting	"**Life** is **hard** and I am **poor**; I **cannot** become a doctor."
Accepting	"**Although** my life is **difficult** and I am **poor**, **I** will study **hard** to become a **good doctor**."
Mysterious	"An **unknown person** donated **$1,000** toward my medical school scholarship."
Bragging	"Someone gave **me** $1,000 because **they** knew I was **smart** enough to become a **doctor**."
Encouraging	"Although you are **struggling** with your grades **now**, **you** will do **better**."
Sincere	"**I believe** that if you **really try**, you will become a **very good doctor**."

As you have just learned, the attitude of the speaker comes through in his tone of voice. Your father or grandmother may have said to you, "Do not use that tone of voice with me!" He or she may have detected a negative tone in your voice. Remember, your choice of words and tone of voice can affect how your meaning is conveyed to your listeners. Be careful! Your words and tone have impact!

Congratulations! Now that you know about the power of words, practice your knowledge in the Activities.

LIFE PRINCIPLE

"Ninety percent of the friction of daily life is caused by the wrong tone of voice."



—HB

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Chapter 1

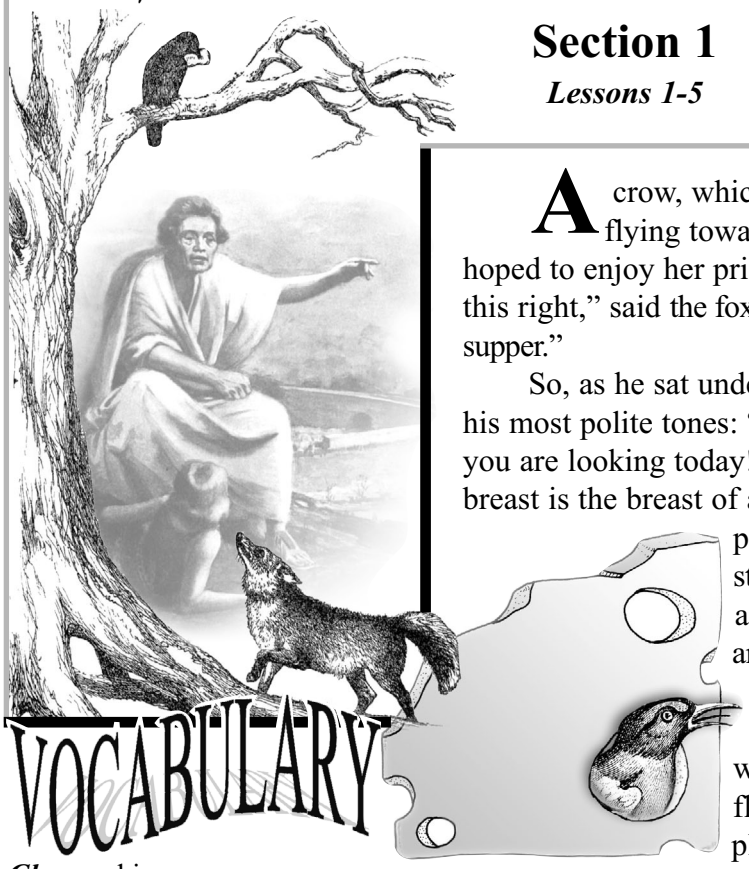
Lesson 2

Word Emphasis

Section 1

Lessons 1-5

THE FOX AND THE CROW



A crow, which had stolen a piece of cheese, was flying toward the top of a tall tree where she hoped to enjoy her prize, when a fox spied her. "If I plan this right," said the fox to himself, "I shall have cheese for supper."

So, as he sat under the tree, the fox began to speak in his most polite tones: "Good day, mistress crow, how well you are looking today! How ***glossy*** your wings, and your breast is the breast of an eagle. And your claws—I beg pardon—your ***talons*** are as strong as steel. I have not heard your voice, but I am certain that it must ***surpass*** that of any other bird, just as your beauty does."

The ***vain*** crow was pleased by all this ***flattery***. She believed every word of it and waggled her tail and flapped her wings to show her pleasure. She liked especially what friend fox said about her voice, for she had sometimes been told that her ***caw*** was a bit rusty. So, chuckling to think how she was going to surprise the fox with her most beautiful caw, she opened wide her mouth.

Down dropped the piece of cheese! The ***wily*** fox snatched it before it touched the ground, and as he walked away, licking his chops, he offered these words of advice to the silly crow: "The next time someone praises your beauty, be sure to ***hold your tongue***." (Aesop)

Aesop, the author of the above fable, was a freed slave who lived ***circa*** 600 B.C. in Greece. Aesop was one of the most famous writers of ***fables***. Young people all over the world read and study *Aesop's Fables* and learn the morals Aesop taught. ■

VOCABULARY

Glossy: shiny
Talons: bird claws
Surpass: to go above and beyond
Vain: proud, arrogant, empty of substance
Flattery: insincere compliments in order to gain favors
Caw: rough, harsh, grating sound of a crow or similar bird
Wily: sly, cunning, deceitful, sneaky
Hold your tongue: an idiom (folk saying) that means to close one's mouth or to quit talking
Circa: a word referring to time periods that means "about" or "in the time frame of"

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DENOTATION AND CONNOTATION

Not only does your tone of voice have impact on your listeners, but your choice of words also affects your meaning. Your choice of words can make your writing and speaking either boring or very interesting. When you speak or write, your listeners and readers interpret your meaning and develop mental pictures by your use of denotations and connotations.

Denotation is a ***factual*** word or statement and does not ***evoke*** negative or positive feelings. For example, the fox told the crow that she had strong talons. *Talons* is a denotation because no feelings are associated with the word.

Connotation is a word that evokes negative or positive feelings. When the fox used the word *claws*, he was using connotation because a negative picture came to mind. *Claws* are fierce, sharp, curved nails extending from the toes of birds and many other creatures. Although *talons* and *claws* both are the sharp, curved nails of bird feet, *talons* is the denotation that evokes the image of simple bird feet; *claws* is the connotation that evokes a negative image of something ugly or fierce.

Examine the words *speak* and *flatter*. *Speak* evokes no negative or positive feelings; therefore, is a denotation. *Flatter* evokes negative associations such as deceit and slyness; so, *flatter* is a connotation.

In the sentence, "The fox talked to the crow," *talked* is a denotation because it does not have a positive or negative association. However, when we substitute *praised*, we get a positive connotation: "The fox praised the crow." When you substitute *lied*, a negative connotation is created: "The fox *lied* to the crow."

"The fox talked to the crow."	**[denotation—neither negative nor positive]**
"The fox lied to the crow."	**[negative connotation]**
"The fox praised the crow."	**[positive connotation]**

You can now recognize how using the connotations *lied* and *praised* bring much more interest to the sentence than the uninteresting denotation *talked*. The function of connotation is to bring interest to plain or even boring pieces of literature that use mainly denotation.

Congratulations! Now, continue to the Activities. Practice your understanding of denotation and connotation.

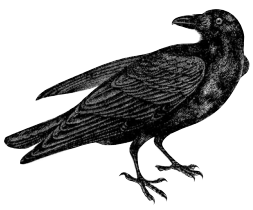
VOCABULARY

Fable: a fictional story which teaches a moral principle
Factual: based on or containing facts
Evoke: to produce, to bring forth

LIFE PRINCIPLE

"Pride precedes destruction; a haughty spirit comes before a fall."

—King Solomon



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English: Composition Skills



Lesson 3

Word Emphasis

Chapter 1

Section 1

Lessons 1-5

THE MOST POPULAR BOOK IN THE UNITED STATES



In 1758, a child was born who would become famous for gathering and defining words for America's first ***dictionary***. This child, Noah Webster, was studying at Yale College in Connecticut during the years George Washington, Benjamin Franklin and Thomas Jefferson were working on the Declaration of Independence and the Constitution of the United States. In the year 1800, Webster began to sort through words and their meanings and thus began the first step in the process of writing his famous dictionary.

Noah Webster worked on his first dictionary for 28 years before it was published. A second edition was printed in 1841. Noah's work did not end when he died in 1843. Many editions of *Webster's Dictionary* have been and are still being sold. *Webster's Dictionary* is the dictionary of choice in most schools in the United States. Noah Webster did not know of the tremendous impact he would make on the country he loved. He simply desired to help his countrymen learn to communicate more effectively.

Webster's dictionary also assists ***foreigners*** in learning American English. Noah Webster's standard for the spellings and meanings of thousands of words was and is important to America with its diverse people groups. Some of the people groups in America are: African, Arabic, Asian, British, Canadian, Central American, French, German, Mexican, Indian, Irish, Italian, South American, Russian and Spanish. Imagine each group trying to communicate with the others, each group using its own version of English. Because of Webster's ***exhaustive*** work, we can communicate with people from various cultures and languages by using *Webster's Dictionary* as our standard. You will learn to use the dictionary effectively on your way to becoming a master of the English language. ■

VOCABULARY

Dictionary: a reference book containing words and information about words
Foreigner: an individual not native to a country
Exhaustive: thorough, complete
Pronounce: to say with correct inflection
Origin: the place of beginning
Subsequent: following in time or order

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HOW TO ALPHABETIZE WORDS

Alphabetizing words is an important skill when researching material and writing essays. The English alphabet consists of 26 letters (A B C D E F G H I J K L M N O P Q R S T U V W X Y Z). When you want to put a list of words in alphabetical order, simply put them in the order the first letter of each word appears in the alphabet.

For example, the words *dictionary*, *foreigners*, *process*, *Constitution*, *standard*, *edition*, *diverse* and *communication* in alphabetical order read: *communication*, *Constitution*, *dictionary*, *diverse*, *edition*, *foreigners*, *process* and *standard*.

Notice that *communication* and *Constitution* both begin with *C*. If both words start with the same first letter, look at the second letter. Place the words in order according to the second letter. If the first and second letters are the same, look at the third letter, and so on. Place the words in alphabetical order based on the letters that are NOT the same.

With *communication* and *Constitution*, the first and second letters are the same, but the third letters are different. Because *m* in *communication* is alphabetically before *n* in *Constitution*, *communication* should appear before *Constitution*.

Notice that in the words *dictionary* and *diverse*, the first and second letters are the same. To list them alphabetically, look at the third letter of each word; you will notice that they differ. The *c* in *dictionary* is alphabetically before *v* in *diverse*. Therefore, *dictionary* is listed before *diverse*. Examine the chart below to visualize how to alphabetize the above list of words.

A—	I—	S—standard
B—	J—	T—
C—communication,	K—	U—
Constitution	L—	V—
D—dictionary,	M—	W—
diverse	N—	X—
E—edition	O—	Y—
F—foreigners	P—process	Z—
G—	Q—	
H—	R—	

USING A DICTIONARY

Words in dictionaries are listed alphabetically. If you do not know a word's meaning or correct spelling, a dictionary is waiting nearby to assist you. Dictionaries provide important information such as:

(1) the correct spelling of a word
(2) the different ways to spell a word
(3) how to ***pronounce*** a word
(4) the syllables of a word
(5) the ***origin*** of a word
(6) the main meaning of a word
(7) the secondary and ***subsequent*** meanings of a word
(8) the part of speech of a word
(9) the different uses of a word
(10) an example of a word used in a sentence

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moral (mór el), *adj.* (Lat. *moralis*) conduct or character from the point of right and wrong; right behavior. *n*. the lesson to be learned from a story, event or teaching. **morals**, *pl. n.* standards of right and wrong. **morally**, *adv.*

George Washington was an example of a moral man. (adj.)
The moral of the story is to obey your parents. (n.)
Our country needs an infusion of morals. (pl. n.)
Many of America's youth are learning to respond morally to life choices. (adv.)

Refer to the previous list (1-10) of information given in a dictionary; examine the word *moral*.

(1) The correct spelling is m-o-r-a-l.
(2) Only one spelling for *moral* is used in the English language.
(3) The pronunciation is *mór el*.
(4) *Moral* has only two syllables (*mor* and *el*); the number of syllables is detected by how many times your chin moves downward or by how many times your mouth changes shape when you say a word very slowly.
(5) The origin of *moral* is the Latin word *moralis*.
(6) The main meaning of the word is referring to righteous behavior (doing that which is right and good).
(7) Another meaning of the word is a character lesson or principle learned from a story, event or teaching.
(8) The first use of the word *moral* is an adjective (*adj*). The second use is a noun (*n*).
(9) The word *moral* can be changed into different forms including *morals* and *morally*. The correct parts of speech are shown: *morals* is a noun (*n.*) and *morally* is an adverb (*adv.*). The *pl.* means *plural*.
(10) Four examples are given of how to use the word *moral* in its various forms: *moral* (as an adjective), *moral* (as a noun), *morals* and *morally*.

Practice finding a word as it might appear in a dictionary. Pretend you are writing a letter to your grandmother, and you want to tell her that your family is doing well. However, you forgot how to spell *family*, so you find your dad's dictionary and try to look up *family*. You wonder where to begin. You already know that words in dictionaries are listed alphabetically; so, you turn to the "F" section. The first page in the "F" section has *F, f* at the top left and *fade* (or another word beginning with "F") at the top right. These are called *head words*. They provide very important information for dictionary users. Head words tell you that all words on that page alphabetically fall between *F, f* and *fade*. *F, f* is the first definition on that page; *fade* is the last definition on that page. *Family* does not alphabetically fit between *F, f* and *fade*, so *family* is not on that page, so you turn the page. A few pages over you find *familiarize* on the top left and *fawn* on the top right. You know that alphabetically, *family* is after *familiarize* and before *fawn*, so you know that *family* is on that page. You start at the left and move your eyes and finger down the page until you find the word *family*.



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familiarize **fawn**

family (fám i lee), *n. pl.* **families** (Latin, *familia*) Husband and wife with biological children, *n*. parents and their children; a group of people connected by blood or marriage and sharing common ancestry.

My family and I will visit the Lincoln Memorial.
Our families are friends.

(1) The correct spelling of the word is f-a-m-i-l-y.
(2) Only one spelling for *family* is provided in the English language.
(3) The pronunciation is *fám i lee*.
(4) *Family* has three syllables *(fám i lee)*. The chin moves downward or the mouth changes shape three times when you say *family* very slowly.
(5) The origin of the word *family* is the Latin word *familia*.
(6) The main meaning of *family* is the first definition: *a husband and wife with biological children*.
(7) Other meanings include: *parents and their children; a group of people connected by blood, marriage or common ancestry*.
(8) The part of speech is the noun.
(9) *Family* can be used in the single form or the plural form, *families* (the *pl.* stands for *plural*).
(10) Two examples are given of how to use *family* in its various forms.

LOCATION OF WORDS

Words in a dictionary are found either in the front, middle or back of the book. Words beginning with *A* through *I* are in the front; words beginning with *J* through *Q* are in the middle; words beginning with *R* through *Z* are in the back.

If you wanted to look up *truth*, you would not turn to the front or middle of the dictionary. You would begin toward the back in the *T* section. If you wanted to look up *heroes*, you would begin in the front section of the dictionary. If you wanted to look up *patriotism*, you would begin in the middle section of the dictionary.

Congratulations! You have completed another important lesson. Continue to the Activities.



LIFE PRINCIPLE

"Plan your every deed with the thought of giving joy to others."

—Anonymous

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English: Composition Skills



Lesson 4

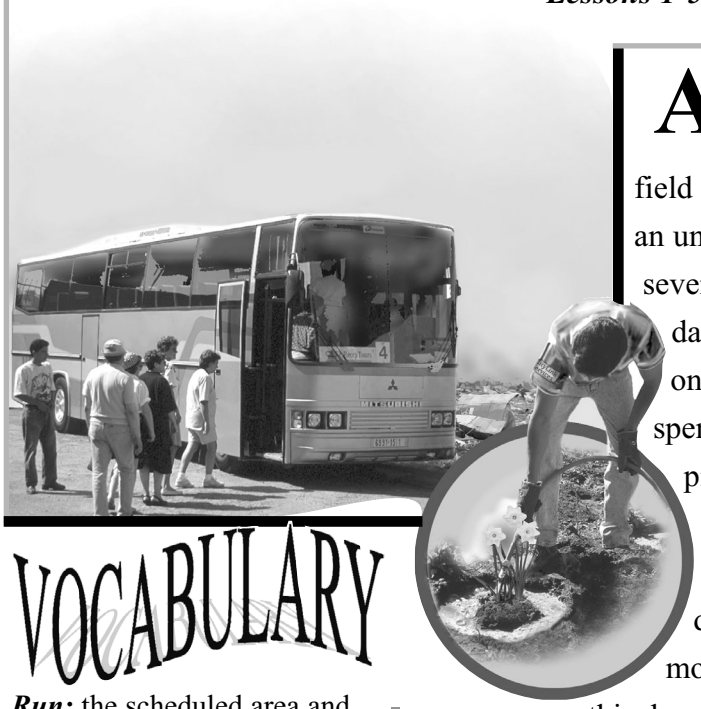
Word Emphasis

Chapter 1

Section 1

Lessons 1-5

A MAN WHO SOLVED A PROBLEM



A bus driver became annoyed by what he saw. At the end of his ***run*** lay an open field which local "litterbugs" had turned into an unofficial dump. The driver had at least a seven-minute ***layover*** there several times a day. He grew tired of seeing the mess, and one day he decided to get out of his bus and spend his few minutes of waiting time picking up a few of the bottles and cans.

The next day he took along a little bigger sack and some gloves, and during each layover he gathered up a little more of the trash. After a week of doing this, he was so encouraged by the change he had made in the field that he decided to spend all his free moments cleaning up the ***site***. He worked all through the winter months, and when spring came he decided to ***sow*** some flower seeds on the land.

By the end of the summer, some of his regular riders actually began riding with him to the end of the ***line*** just to see what the driver had accomplished. He had turned a dump into a ***meadow*** . . . a few minutes at a time . . . and the entire community benefited.

Our neighborhoods are only as good as those who live within them. Make yours an even better place for you and your neighbors to call home! ■ (HB)

VOCABULARY

Run: the scheduled area and time a bus or other public method of transportation travels each day
Layover: extra time between runs of buses, trains and airplanes
Site: an area, place or plot of ground
Sow: to plant seeds
Line: the specific area traveled by a mode of transportation, usually a bus, train or taxi
Meadow: an open field, usually surrounded by trees or houses
Dimension: level of space or knowledge

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SYNONYMS AND ANTONYMS

You are about to learn another important ***dimension*** of your language. Everyday you use synonyms and antonyms; however, you may not know what they are.

Synonyms are words that have similar meanings. When you write a sentence, paragraph or essay, use synonyms to avoid ***repetition*** of the same words but to ***retain*** the same meaning.

The first sentence of the vignette reads, "A bus driver became annoyed by what he saw." The word *annoyed* could be replaced with a synonym that has the same meaning, such as *bothered, irked, troubled, vexed, disturbed* or *irritated*. Now, substitute the synonym *bothered* for *annoyed*, and the sentence reads, "A bus driver became *bothered* by what he saw." Congratulations, you just used a synonym! Below is a list of words from the vignette, across from those words are synonyms.

Words	**Synonyms**
dump	junk pile
encouraged	cheered
gathered	collected
sack	bag
trash	rubbish

Antonyms are words that have opposite meanings. The first sentence of the vignette reads: *A bus driver became annoyed by what he saw.* Now, replace the word *annoyed* with an antonym such as *pleased, happy* or *joyous*. Using the word *pleased*, the sentence reads: *A bus driver became pleased by what he saw.* Notice how the meaning of the sentence was reversed. Below is a list of common antonyms.

Word	**Antonym**	**Word**	**Antonym**
better	worse	innocent	guilty
black	white	kind, nice	rude, mean
clean	dirty	light	dark
day	night	lose	find
Fall	Spring	love	hate
fast	slow	many	few
foolish	wise	much	some
friend	enemy	right	wrong
good	bad	stop	go
hairy	smooth	Summer	Winter
heavy	light	tall	short
help	***hinder***	wet	dry
hot	cold	wide	narrow

Remember the differences between synonyms and antonyms. Perhaps you will remember them by learning the ***acronym*** "ASH":

A—Antonym*, Anti* means against or opposite

S—Synonym*, Similar* in meaning

H—Homonym*, Harmony* of sound (You will learn these in the next lesson.)

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ANALOGIES WITH SYNONYMS AND ANTONYMS

An *analogy* is a comparison or contrast of two or more things. An analogy may be written in a phrase such as (*wet* is to *dry* as *hard* is to *soft*). An analogy may be expressed in parentheses separated by double colons, such as (wet : dry) :: (hard : soft). When you read an analogy using synonyms and antonyms, study the similarities or differences between a synonym and an antonym or between two synonyms. Always read the first comparison or contrast first. Then, read the second comparison or contrast. The second analogy always depends upon the first analogy.

Example #1: *Day* is to *night* as *light* is to *dark*. (day : night) :: (light : dark)
- *Day* and *night* are antonyms; so are *light* and *dark*.

Example #2: *Stop* is to *go* as *dry* is to *wet*. (stop : go) :: (dry : wet)
- *Stop* and *go* are antonyms just as *dry* and *wet* are antonyms.

Example #3: *Right* is to *correct* as *go* is to *start*. (right : correct) :: (go : start)
- *Right* and *correct* are synonyms; so are *go* and *start*.

Example #4: *Many* is to *much* as *few* is to *little*. (many : much) :: (few : little)
- *Many* and *much* are synonyms; so are *few* and *little*.

In the Activities, you might have a question like the following:

Day is to *night* what: _____.
(a) *light* is to *dark* (b) *grey* is to *black* (c) *tall* is to *thin*

To answer the question correctly, read the first analogy (*day* is to *night*) and decide what the relationship is between the two items. *Day* and *night* are antonyms; so, the second analogy must also be antonyms. *Light* and *dark* are more opposite than *grey* and *black* or *tall* and *thin*. The correct answer would be (a) *light* is to *dark*.

VOCABULARY

Repetition: the saying of a word or phrase again and again
Retain: to maintain or keep possession of
Hinder: to delay, to slow progress
Acronym: a word formed from the first letters of other words
Discriminate: to make a clear distinction
Predatory: inclined to hunt others for personal gain, usually referring to animals that hunt other animals for food
Prey: an animal hunted by a predator for food



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Analogies may be a little tricky and force you to ***discriminate*** between animals, objects or occupations. Carefully analyze the analogies below. Study them so you understand the comparisons.

Example #1: A *cougar* is to a *lamb* what a *bear* is to a *goat*. (cougar : lamb) :: (bear : goat)

- A cougar is a ***predatory*** animal which may prey upon lambs.
- A bear is also predatory and may prey upon goats.
- Because the first analogy (cougar : lamb) compared a predator to its ***prey***, the second analogy (bear : goat) must also compare a predator to its prey. However, if the second analogy were (horse : pig) rather than (bear : goat), the second analogy would be incorrect because a horse does not prey upon a pig.

Example #2: *Elephant* is to *jungle* as *cow* is to *pasture*. (elephant : jungle) :: (cow : pasture)

- An elephant belongs in a jungle; a cow belongs in a pasture.
- The analogies are correct. If the second analogy were (cow : ocean), the analogy would be incorrect. The first analogy (elephant : jungle) places the elephant where it belongs; therefore, the second analogy must place the cow where it belongs.

Example #3: An *eagle* is to a *barnyard* what a *whale* is to an *aquarium*.
(eagle : barnyard) :: (whale : aquarium)

- The first analogy (eagle : barnyard) places an eagle in a small area of captivity where the eagle does not belong.
- The second analogy (whale : aquarium) places a whale in a small area of captivity where the whale does not belong.
- The second analogy is correct. If the second analogy were (whale : ocean), it would be incorrect because a whale's natural and "wild" habitat is the ocean and does not reflect captivity like the first analogy.

Example #4: *Coffee* is to *coffee pot* what *milk* is to *milk jug*. (coffee : coffee pot) :: (milk : milk jug)

- Coffee belongs in a coffee pot, and milk belongs in a milk jug.
- If the second analogy were (peaches : peach tree), the second analogy would be incorrect because the first analogy is a liquid that belongs in a certain container.
- Therefore, the second analogy would need to be a liquid that belonged in something.
- Peaches are fruit that belong on trees and would be an incorrect analogy.

Example #5: *Battleship* is to *sea* what *automobile* is to *highway*.
(battleship : sea) :: (automobile : highway)

- Each analogy is of an object that belongs in its rightful place. The second analogy is correct.

Example #6: *Nurse* is to *patient* what *teacher* is to *student*. (nurse : patient) :: (teacher : student)

- A nurse helps his or her patient; a teacher helps his or her student.
- The second analogy would be incorrect if it were (journalist : customers).
- The relationship between a journalist and his or her customers is not one of help, but one of sales and information.

Example #7: *Sailor* is to *ranch* what *doctor* is to *mechanic shop*.
(sailor : ranch) :: (doctor : mechanic shop)

- A sailor does not belong on a ranch; a doctor does not belong in a mechanic shop.
- The second analogy is correct because it matches the first analogy.

Next, you will have an opportunity to practice what you have learned in this lesson.
Expect success in the Activities!

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LIFE PRINCIPLE

"Laws control the lesser man . . . right conduct controls the greater one."

—Anonymous



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English: Composition Skills



Lesson 5

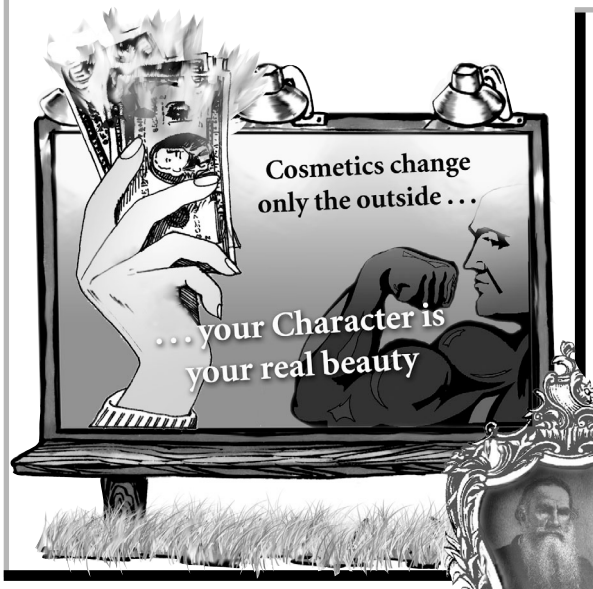
Word Emphasis

Chapter 1

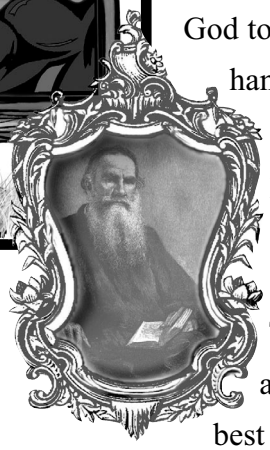
Section 1

Lessons 1-5

LEO TOLSTOY—FAMOUS AUTHOR



Many years ago, a boy born in Russia thought himself to be so ugly, he was certain happiness would ***evade*** him for life. He ***bemoaned*** the fact that he had a wide nose, thick lips, small gray eyes and big hands and feet. He was so ***distraught*** about his ugliness, he asked God to work a miracle and turn him into a handsome man. He vowed that if God would do this, Leo would give God all Leo possessed as well as all he might possess in the future.



That Russian boy was Count Leo Tolstoy, one of the world's ***foremost*** authors of the nineteenth century, perhaps best known for his epic novel *War and Peace*. In one of his books, Tolstoy admits that through the years, he discovered that the beauty of physical appearance he had once sought was not the only beauty in life. Indeed, it was not the best beauty. Although he had trouble living up to his ideals, Tolstoy came to regard the beauty of a strong character as having the greatest good in God's sight.

Many people spend ***enormous*** sums of money on physical appearance. Character, in contrast, is not a matter of money or looks. It is a matter of doing what is right apart from money and of standing up for what is right apart from appearances. ■ (HB)

VOCABULARY

Evade: to keep away, to avoid
Bemoan: to express grief or deep, negative emotion
Distraught: to be in great distress or grief
Foremost: most important, first
Enormous: very large, beyond comprehension
Bi-cameral: composed of two parts, usually referring to houses of government
Moscow: the capital city of Russia
Midst: in the middle of
Denoting: giving meaning

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HOMONYMS



Homonyms are words that sound the same when you speak them but spelled differently in writing. When you speak, distinguishing the difference between homonyms is not important; however, when you write, distinguishing homonyms is extremely important! Many words in the English language sound exactly the same but are spelled differently and have very different meanings. Be careful to mean what you write, and write what you mean! On the next page is a list of common homonyms—notice the different definitions!

Homonym	Definition	Example
bare	uncovered	He covered his bare arms.
bear	1. a large, furry, fierce animal	I saw a large Russian bear!
	2. to carry	Citizens may bear arms for safety.
beat	to strike or hit	He beat the drum with a stick.
beet	a red, hard, round root vegetable	Russians eat beet soup.
brake	to come to a stop	He braked to avoid the children.
break	to separate into pieces by force;	He did not break the bowl.
	to violate or disregard	He never breaks his promises.
bi	more than one	The ***bi-cameral*** council voted.
buy	to purchase	I will buy the book *War and Peace*.
by	next to, through	I pass by the bookstore every day.
bye	a farewell expression	He waved and said, "Bye!"
dear	an expression of affection	He calls his wife, "Dear."
deer	an animal	Deer found in Russia are large.
fair	just, equitable	He was fair with his children.
fare	to survive, succeed	He fared well in many situations.
	a fee or payment	He paid a fare to ride the bus.
flour	finely ground wheat or other grains	Flour is used in baked goods.
flower	a small, colorful plant that blooms	He planted flowers in his yard.

VOCABULARY

Artifacts: abandoned man-made objects found after a period of time
Beret: a flat, round, cloth hat with a tight band
Heed: to pay attention, to follow

Continue to the next page to read more homonyms.



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Homonym	Definition	Example
for	used to indicate purpose	Tolstoy was awarded for his book.
fore	(usually a prefix) at, in, near or toward the front	A wrinkle appeared on Tolstoy's forehead.
four	the number after three and before five	Four of his friends lived in ***Moscow***.
foul	bad, offensive, repulsive	The foul deed was punished.
fowl	a bird	Many fowl live in Russia.
hole	an empty space, a hollow opening	The hole in the ice was small.
whole	complete, all inclusive	The whole cake was still there.
knew	the past tense of *know*	He knew the path well.
new	the opposite of *old*	The book is new.
gnu	an ox-like African antelope	The gnu joined the herd.
know	to be certain, to have knowledge	I know he was a good man.
no	a negative answer, the opposite of *yes*	No book is its equal.
liar	a person who does not tell the truth	No one would ever call him a liar.
lyre	a musical instrument	Do you play the lyre?
mail	letters, correspondence	He received mail.
male	the gender opposite of female	Two of his children are male.
meat	food source from animals	He eats meat and potatoes.
meet	to become acquainted with someone	To meet him was an honor.
mete	to distribute or measure out proportions	He will mete out rewards as he sees fit.
morning	the first hours of the day	Leo arose early each morning.
mourning	sadness, grief	He is mourning the death of his wife.
oar	an instrument used to row a boat	Grab the oar, and row!
or	a preposition denoting choice	Read the book or watch the movie.
ore	rock containing metal (such as iron)	They mined iron ore.
o'er	the contraction of *over*	"O'er the ramparts we watched."
one	the number after zero and before two	The students will write one essay each.
won	the past tense of *win*	You won the essay contest!
pail	a bucket	The girl carried a pail of water.
pale	whitish complexion, light skinned	The pale girl appeared ill.
peace	calmness, without war or disturbance	Leo Tolstoy wrote *War and Peace*.
piece	a section, a small part	Please cut me a piece of cake.

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Homonym	Definition	Example
principal	the most important, the main one	The principal author is Tolstoy.
principle	a basic truth, law, rule or standard	He understood main life principles.
pair	a set of two	The author wore a pair of gloves.
pear	a fruit	He enjoyed eating a pear.
pare	to peel or cut off an outer coating	She pared the orange.
right	1. correct	The right answer is *Leo Tolstoy*.
	2. a direction or side, opposite of *left*	Was he on the right side of the road?
write	to form letters, words or symbols with an instrument such as a pen or pencil	I will write an essay about *War and Peace.*
road	street, highway	That road is smooth and pleasant.
rode	the past tense of *ride*	I once rode a bus in Russia.
sea	large body of water; ocean	The soldiers crossed the sea.
see	to have use of the eyes	"I see you!" squealed the child.
seam	the place where two pieces of material are joined	She sewed a straight seam.
seem	to appear to be a certain way	She seemed to be interested.
sight	the use of the eyes	What a beautiful sight!
site	a place	The building site is over there.
son	a male child	The author had a young son.
sun	natural light	The sun shone warmly upon us.
steal	1. to take what does not belong to you	He is honest and does not steal.
	2. to leave quietly; to move stealthily	He planned to steal away before light.
steel	a hard metal made from iron	His car was made of steel.
threw	the past tense of *throw*	He threw away his first manuscript.
through	to pass in the ***midst*** of	He walked through the tunnel.
their	the possessive pronoun	Their father was the army general.
there	***denoting*** place	Leo Tolstoy lives there.
they're	the contraction of *they are*	They're not going to enter Russia.
thyme	an herb	Mother cooks with thyme.
time	the measurable period of an event	At the time I arrived, he was here.
war	a long battle, a large-scale fight	Our soldiers won the war.
wore	the past tense of *wear*	The soldiers wore helmets.
way	passage from one place to another	This is the way to the park.
weigh	to measure in ounces, pounds, etc.	She will weigh her sack of grain.
ware	articles of the same general kind	Silverware and stoneware were among the broken ***artifacts***.
wear	to put on	Sometimes soldiers wear ***berets***.
wood	material from a tree	He gathered wood for his fire.
would	a word suggesting possibility	He would like to speak with us.

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The homonym lists in this lesson do not contain all of the homonyms in the English language, but from these lists, you can see why using correct spelling when writing is very important. Remember the acronym:

A—Antonym*, Anti* means opposite (words that have opposite meanings)
S—Synonym*, Similar* in meaning (words that have similar or same meanings)
H—Homonym*, Harmony* of sound (words that sound alike but are spelled differently)

ANALOGIES WITH HOMONYMS

Just as synonyms and antonyms have analogies, homonyms also have analogies. When distinguishing between homonym analogies, remember always to read the first analogy. From it, you will be able to decide which homonym analogy should be the second choice.

Example #1: *Way* is to *weigh* as *sea* is to *see*. (way : weigh), (sea : see)
- Both *way* and *weigh* are homonyms, as are *sea* and *see*.
- If the second analogy were (dog : cat), the second analogy would be incorrect.

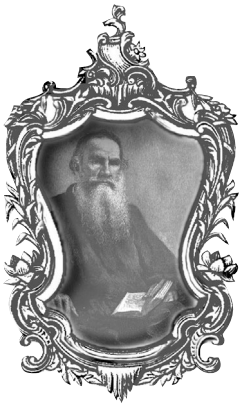
Example #2: *Four* is to *fore* as *buy* is to *by*. (four : fore), (buy : by)
- Both *four* and *fore* are homonyms, as are *buy* and *by*.
- If the second analogy had been (road : steel), the second analogy would be incorrect.

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

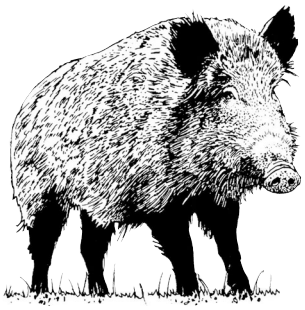
Life Principle

"Faith is the strength of life."

—Leo Tolstoy



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Chapter 1

Lesson 6

Word Emphasis

THE PRODIGAL SON

Section 2

Lessons 6-10



Long ago, in a land of the ***East***, a man had two sons. The ***elder*** was good and loyal to his father. The younger was rebellious. One day the youngest told his father, "I want my ***inheritance*** now, instead of waiting until you die!" The father was very sad and knew his son would waste his inheritance, but the father gave to the son what he asked.

A few days later, the son packed his belongings and left the farm. He traveled to a place far from his home. He was proud of his money and flashed it around. Soon he had many "friends." His new "friends" helped the young man waste his money on parties and prostitutes.

When his money was gone, his "friends" found someone more interesting. His girlfriends found new partners, and the young man was left alone. He had no money for ***lodging***. He began to starve. His clothes became ***tattered*** and dirty; he stank and appeared ***haggard***. No one gave him anything. He thought about stealing, but knew he would probably get caught. He did not want a ***record*** or to spend time in jail; so, he ***acquired*** a job from a local farmer feeding pigs. The job was dirty with poor pay. The young man became so hungry that even the ***pods*** the swine ate looked good.

He worked at the farm for a month while trying to decide how to improve his conditions. Finally, he came to his senses and said to himself, "At home even the servants have food enough and to spare, and here I am dying of hunger! I will go home to my father and plead, *'Father, I have **sinned** against both heaven and you, and I am no longer worthy of being called your son. Please at least take me as a slave.'*"

VOCABULARY

East: countries in east Africa and Asia, including islands
Elder: old English word for "older"
Inheritance: money or property set aside for children after parents or guardians die
Lodging: a place to stay overnight
Tattered: worn, torn and raggedy
Haggard: thin, unhealthy, exhausted
Record: a criminal history
Acquire: to obtain, to get

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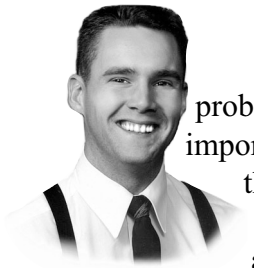
The young man gathered courage to return home. He walked and hitchhiked. While still a long distance away, the father saw the son approaching and was filled with loving pity. The father ran and ***embraced*** his son and kissed him.

The son said to the older man, "Father, I have sinned against heaven and you, and I am not worthy of being called your son! Please, at. . ." But here the father interrupted by shouting to his servants, "Quick! Bring the finest clothes and shoes in the house and put them on him and bring a jeweled ring for his finger! Butcher the calf we have in the fattening pen. We must celebrate with a ***feast***; for this son of mine was dead and has returned to life. He was lost and is found." So the party began.

The older brother was angry and would not join the celebration. His father begged the older son who sulkingly replied, "All these years I have worked hard for you and never once refused to do what you told me; in all that time you never gave me even one young goat for a feast with my friends. Yet, when this son of yours comes back after spending your money on prostitutes, you celebrate by killing the finest calf we have on the place."

"Dear son," said the father, "You and I are very close, and everything I have is yours. But, celebrating is right. For he is your brother; and he was dead and has come back to life! He was lost and is found." ■

(Paraphrase of a parable by Jesus of Nazareth)



HOW TO USE A THESAURUS

Welcome to Lesson Six! This lesson is about the ***thesaurus***. You probably know more about the thesaurus than you realize. A thesaurus is a very important ***asset*** to help you be creative in your writing. All great writers use thesauruses (thesauri). A thesaurus supplies synonyms for words. Some thesauri also provide antonyms. A thesaurus is arranged alphabetically like a dictionary. To look up a word in a thesaurus, you turn to either the front section (letters A—I), the middle section (letters J—Q) or the back section (letters R—Z).

When you open to the section you need, read the head words of that page to locate the word you need. Once you determine that the word you want is on a page, scan down the list of words to find the correct word. For example, if you wanted to locate "loyal" in a thesaurus, turn to the middle of the thesaurus. Find the "L" section. Find the head word that begins with "Lo." Scan down the list until you find "loyal."

BE SELECTIVE

Not all the synonyms in the thesaurus are appropriate for the meaning you may want to convey. Select carefully the word(s) that convey exactly what you want. For example, to replace the word *loyal* in the sentence, "The older brother was very loyal to the father," the appropriate synonym must be chosen.

In *Webster's Thesaurus*, synonyms for *loyal* include *earnest, ardent, addicted, inclined, faithful, devoted, affectionate, prone, fond, patriotic, dependable* and *true*. One of these is appropriate to retain the meaning of the sentence. *Earnest, ardent, addicted* and *inclined* do not fit the sentence, so those are ***discarded***. *Faithful, devoted* and *affectionate* would probably work. *Prone, fond* and *patriotic* are not appropriate, so they too are discarded. *Dependable* and *true* may be appropriate words for the sentence.

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Now the choices are narrowed to *faithful, devoted, affectionate, dependable* and *true*. To narrow the selections even further, discard all but *true, faithful* and *devoted*. Either one of these would fit the meaning of the sentence. When *devoted* is substituted for *loyal*, the sentence reads, "The older brother was very devoted to the father." This sentence has the same meaning as, "The older brother was very loyal to the father." Study the sample page of a thesaurus:

correspond

correspond (SYN.) compare, coincide, match, agree, suit, fit, write. (ANT.) *differ, diverge, vary*

corrupt (SYN.) crooked, evil, untrustworthy, debased, low, contaminated, perverted, degrade, dishonest, tainted, putrid, impure. (ANT.) *upright, honest, pure, sanctify, edify, purify.*

counsel (SYN.) guidance, attorney, lawyer, counselor, hint, imply, opinion, advice, offer, advise. (ANT.) *declare, dictate, insist*.

countenance (SYN.) visage, face, aspect, support, appearance, approval, encouragement, favor. (ANT.) *forbid, prohibit.*

course

country (SYN.) state, nation, forest, farmland. (ANT.) *city.*

couple (SYN.) team, pair, unite, company, associate, attach, combine, connect, brace, join, link. (ANT.) *detach, separate, disjoin, disconnect.*

courage (SYN.) fearlessness, spirit, boldness, chivalry, fortitude, mettle, daring, bravery, prowess, valor, intrepidity, resolution. (ANT.) *fear, timidity, cowardice.*

course (SYN.) passage, advance, path, road, progress, way, direction, bearing, route, street, track, trail.

In the sentence, "The young man gathered courage to return home to his father," the word *courage* could be replaced with a synonym from the sample thesaurus page. The choices are: *fearlessness, spirit, boldness, chivalry, fortitude, mettle, daring, bravery, prowess, valor, intrepidity* and *resolution*. Choose words which are appropriate synonyms for the sentence. *Fearlessness, chivalry, fortitude, mettle, daring, bravery, prowess, valor* and *intrepidity* do not fit the meaning of the sentence. *Spirit, boldness* and *resolution* remain. The most appropriate synonym for this sentence is *resolution*: "The young man gathered the resolution to return home to his father."

Knowing how to use a thesaurus is fun! Thesauri provide opportunities for variety! Never again do you have to be stuck with the same old words over and over!

Read the Life Principle on the next page, then continue to the Activities to finish this lesson.

VOCABULARY

Pods: shells of peas and beans used as pig food
Sin: to violate a religious or moral law, to commit a wrong or shameful act
Embrace: to hug tightly
Feast: a large, elaborate dinner to celebrate an important event
Thesaurus: a book that supplies synonyms and antonyms
Asset: a useful or valuable quality, a benefit
Discard: to throw out, to reject

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LIFE PRINCIPLE

"Character is what you are in the dark."



—HB

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English: Composition Skills

Chapter 1

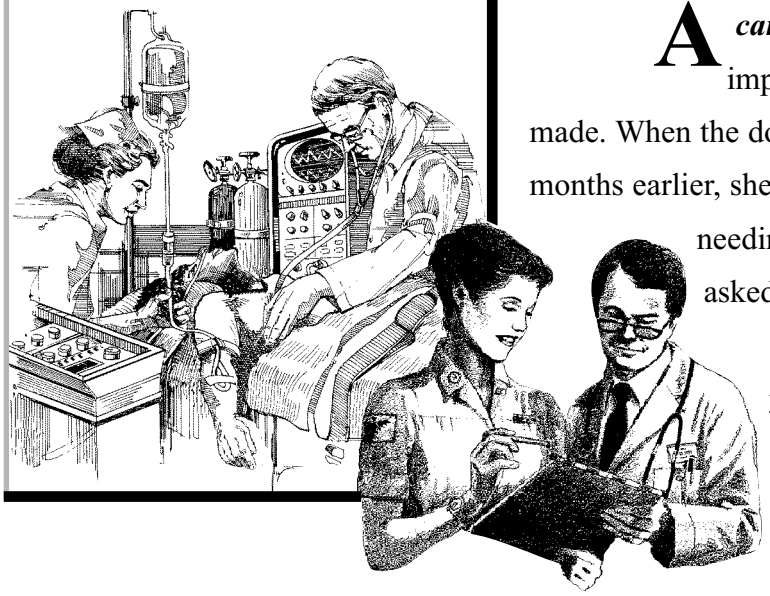
Lesson 7

Word Emphasis

WORDS MAY SAVE A LIFE

Section 2

Lessons 6-10



A ***cardiologist*** was amazed at the ***vast*** improvement one of his patients had made. When the doctor had seen the woman a few months earlier, she was seriously ***ailing*** in the hospital, needing an oxygen mask. The doctor asked the woman what had happened.

The woman said, "I was sure the end was near and that you and your staff had given up hope. However, Thursday morning when you entered with your troops, something happened that changed everything. You listened to my heart; you seemed pleased by the findings, and you announced to all those standing around my bed that my heart had a "wholesome gallop." I knew that the doctors, when talking to me, might try to soften things. But I knew they would not kid each other. So, when I overheard you tell your colleagues my heart had a wholesome gallop, I figured I still had a lot of kick to my heart and could not be dying. My spirits were for the first time lifted, and I knew I would recover and live."

Just a few words can be enough to make a difference in a person's life. How important is choosing our words carefully! ■ (HB)

VOCABULARY

Cardiologist: heart doctor
Vast: very great in degree or extent
Ailing: ill, diseased, sick
Native: a person born in a certain country
Grammatical: following the rules of proper speech

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IDIOMS

Welcome to Lesson Seven! Today's lesson about idioms will be very interesting and fun. *Idioms* are phrases that cannot be understood by the exact words spoken. Idioms are interpreted to mean something other than the literal words. Idioms sound like nonsense to foreigners but are understood by ***native*** speakers. Because idioms are not ***grammatical***, they are learned only by experience, not by rule.

You may have made some of the following statements: "That guy is asking for trouble," "The answer is as plain as day," or "If you play with fire, you may get burned." These statements are idioms. Americans use thousands of idioms everyday. Often our use of idioms causes difficulty. Idioms are so common in our language that distinguishing between them and correct grammar is often tricky. This lesson will help you identify idioms in the literature you read. You will also know when and how to use idioms appropriately in your own writing.

In the vignette, the idioms were underlined. When the woman said, "I was sure *the end was near*," she was referring to death. If we interpreted literally the idiom *the end was near*, we would have to ask, "The end of what?" But when used as an idiom, *the end was near* means she was about to die.

When the woman said, "Thursday morning when you *entered with your troops*, something happened," the woman was referring to the doctor, his assistants and nurses. However, a foreigner might think that soldiers had entered the room.

After checking the woman's heart, the doctor said it had a "wholesome gallop." Was the woman literally galloping around the room? No. *Wholesome gallop* is an idiom referring to a healthy horse that gallops around a field. When a person's heart has a *wholesome gallop*, the person is healthy.

Other idioms the woman used were *kid* and *figured*. "I know they would not *kid* each other." When used as an idiom, *kid* means to joke or tease. Literally, however, a *kid* is a baby goat and sometimes is used in referring to a human child or teenager. "I *figured* I still had *a lot of kick to my heart*." *Figured* is an idiom that means "thought." A foreigner might misunderstand the idiom *a lot of kick to my heart* and think that someone had kicked the patient in the heart. However, the idiom means that the patient's heart was working very well.

The woman said, "My *spirits were for the first time lifted*." A person's spirit cannot be physically lifted. So, when she said, "My *spirits were . . . lifted*," she meant that she was encouraged and happy.

All languages use idioms. A large part of the English language consists of idioms. Knowing how to use idioms correctly will make you an excellent writer. Study some idioms, their meanings, and some examples on the next page.



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Idiom	Meaning	Example
actions speak louder than words	how one acts has more impact than what one says	He says he respects me, but actions speak louder than words.
an ounce of prevention is worth a pound of cure	preventing a bad occurrence is better than trying to correct the problem later	Dating the wrong person will cause problems, so I will remember that an ounce of prevention is worth a pound of cure.
backbone/guts/nerve	to be brave, daring	That took backbone (nerve, guts).
beat around the bush	to avoid the issue	Please tell me what happened; do not beat around the bush.
beauty is only skin deep	just because a person is pretty or handsome, does not mean he or she is a good person	Her beauty is only skin deep—you would be better off not going out with her.
bottle up	to keep inside	Do not bottle up your anger.
happy camper	to be satisfied, content	She is a happy camper.
put on a pedestal	to think more of someone than is healthy	If you put him on a pedestal, he may disappoint you.
rub the wrong way	to bother, to irritate	This schedule rubs me the wrong way.
see red	to be angry	I see red when someone hurts a child.
shady	suspicious	That project looks shady.
talk out of both sides of the mouth	gossip, tell half truths, to be one way with one person and another way with a different person	He cannot be trusted; he talks out of both sides of his mouth.
yellow	cowardly	He is yellow—he is more concerned with peer pressure than with what is right.

In the Activities, you will be able to apply your new skills. Read the Life Principle on the next page before continuing.

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LIFE PRINCIPLE

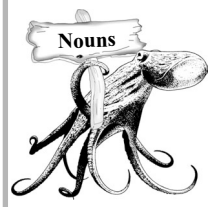


"Love good speech as much as you hate cheap talk."

—Anonymous

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English: Composition Skills



Lesson 8

Chapter 1

THE EAGLET

Section 2

Lessons 6-10







The story is told of a farmer who found an eagle's egg and put it into the nest of a barnyard chicken. The ***eaglet*** hatched with the ***brood*** of ***chicks*** and grew up with them. All his life, the eagle did what the chickens did. He scratched the dirt for seeds and insects to eat. He clucked and cackled. He flew no more than a few feet off the ground, in a chicken-like thrashing of wings and flurry of feathers.

One day the eagle saw a ***magnificent*** bird high in the cloudless sky. The eagle watched as the bird soared gracefully on the powerful wind currents, gliding through the air with scarcely a beat of its powerful wings.

"What a beautiful bird," the young eagle said. "What is it called?"

The chicken next to him said, "Why, that's an eagle—the king of all birds. But don't give him any mind. You could never be like him."

The young eagle returned to pecking the dirt for seeds, and he died thinking he was a barnyard chicken.

What do you think of your own potential? It not only defines who you are today, but what you will be tomorrow. ■

(HB)

VOCABULARY

Eaglet: a baby eagle
Brood: a group of baby birds
Chicks: baby chickens
Magnificent: wonderful, beautiful
Hen: a female, mother chicken
Callused: roughened, hardened by work
Ponder: to think deeply
Tenacious: determined, stubborn
Set: to sit on in order to hatch
Yearn: to desire, to want
Versatile: able to be used in more than one way

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NOUNS



Nouns are the names of persons, places, things, actions, feelings and ideas. In your writing and speaking, you use common and proper nouns. Most often you use common nouns. They are not capitalized unless they begin a sentence. Common nouns name *any* person, place, thing, action, feeling or idea. All of the underlined nouns in the vignette are common nouns.

Proper nouns name *specific* persons, places, things, actions, feelings or ideas. In the sentence, "Farmer Brown found an eagle egg and placed it in the nest of Miss Bantam," the proper nouns are *Farmer Brown* (a specific man) and *Miss Bantam* (a specific ***hen***). In the paragraph below, notice the underlined proper nouns.

One day as Farmer Brown was walking through the forest on his ranch in Oregon, the kind man happened upon an eagle egg that had fallen from a nest high upon the cliff. The farmer marveled that the egg had not broken and tenderly picked it up. He cradled it carefully in his ***callused*** hands and ***pondered*** what to do. He knew the mother eagle would not claim the egg. Farmer Brown wondered if the mother eagle was Menace, the name the area farmers had given to one particularly ***tenacious*** eagle who often made off with baby lambs, goats and puppies. Farmer Brown wondered if Miss Bantam would ***set*** on the egg. Sure enough, the small hen adopted the eagle egg as her own and did her best to raise it to be a good chicken. When the eaglet hatched, Farmer Brown named it Oscar. Poor Oscar, though, never learned to live beyond the barnyard. He never reached his potential or ***yearned*** for a greater life.

VERSATILE WORDS

Some words are ***versatile*** and can be used as nouns or verbs. In the sentence, "The eaglet's walk was awkward and clumsy," the word *walk* is a noun because it is the name of an action. The word *walk* is also a verb, but not in this sentence. If the sentence read, "The eaglet and his chicken friends walk clumsily," *walk* would be a verb because it is an action. Notice more examples below:

Nouns	**Verbs**
The farmer's call beckoned the cows.	The farmers call the cows at feeding time.
The eagle's hunt was successful.	Eagles hunt for small creatures such as puppies, cats and calves.

You are now ready for the Activities. Proceed with expectations of success!

LIFE PRINCIPLE

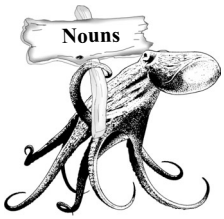
"All our dreams can come true—if we have the courage to pursue them."

—HB



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English: Composition Skills



Lesson 9

Chapter 1

Section 2

Lessons 6-10

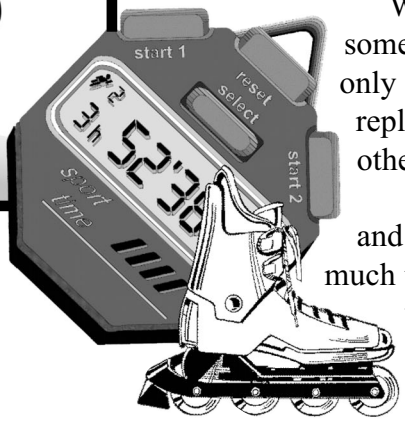
HOW TO WIN



Ready, Set, Go!" shouted Ryan's sister as she adjusted her eyeglasses and glanced at her stopwatch. The boys scooted on rollerblades down the street. Grayson was soon several feet ahead of the rest of the group. He was gliding along on one skate and yelling, "Come on!" to the others. They each had two skates but were not able to keep up with Grayson.

When the boys were through skating, someone asked the winner why he used only one skate. "That is all I have," he replied. "I work it so I can beat all the others."

That is the spirit of champions and winners. If you do not have as much talent or possessions as others, use what you have in such a way that you will be successful. That is the way to win in life. ■ (HB)



VOCABULARY

Vessel: a container used to hold or transport things, often referring to a ship
Offspring: young, product, children, descendants
Trout: a fresh water fish related to the salmon
Minister: a preacher or priest
Rapt: unwavering, focused
Moderate: a middle amount; not too much or too little

COMPOUND NOUNS

Compound nouns are two nouns combined to form one word. You use compound nouns many times a day. Notice in the vignette the underlined compound nouns *eyeglasses*, *stopwatch* and *rollerblades*. The separate nouns *eye* and *glasses* combine to form the compound noun *eyeglasses*; the separate nouns *stop* and *watch* combine to form the compound noun *stopwatch*; the separate nouns *roller* and *blade* combine to form the compound noun *rollerblade*.

Other compound nouns include *football*, *baseball*, *pancake*, *lighthouse*, *barnyard*, *salesclerk*, *tablecloth*, *paperweight*, *notebook*, *footstool*, *suitcase*, *handbag*, *airplane*, *hairbrush*, *toothbrush, bathroom, bedroom* and *bookstore*. Each of these words is two nouns put together to form one compound noun.

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COLLECTIVE NOUNS

Collective nouns name groups or collections of persons, places or things. For example, "A group of boys was skating on the street." *Group* is the single collective noun that refers to more than one boy. In the sentence, "Ryan's family lives in Manhattan," *family* is the collective noun. *Family* is a single noun that refers to more than one person; therefore, *family* is a collective noun. Some commonly used collective nouns are below:

Collective Noun	**Meaning**
assembly	a gathering of people for a specific purpose
band	a group of people who play instruments
bunch	a collection of things
cargo/freight	goods carried by a ***vessel*** or train
cattle	a herd of bulls and cows
choir	a group of singers
church	a group of people gathered to worship God
collection	a gathering of materials
committee	a group of people formed to make decisions
congregation	a group of people (usually referring to church gatherings)
crowd	a group of people gathered for a specific reason
equipment	a collection of tools to complete tasks
family	a group of people with common heritage
flock	a group of birds or sheep and goats
gaggle	a flock of geese
group	a gathering or collection
herd	a group of hoofed mammals such as horses, cows, pigs, deer, and moose
jury	a group of people gathered to hear arguments and pass judgement
litter	the ***offspring*** from one birthing episode of a mammal such as pigs, cats or dogs
livestock	a collection of ranch animals
lot	a group of things
pack	a group of dogs, such as wolves, coyotes, wild dogs, hyenas
pod	a group of whales
pride	a family of lions
remuda	a group of horses
school	a group of students; a group of fish
swarm	a group of flying insects
troop	a group of soldiers

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Most collective nouns are preceded by one of the articles, *a, an* or *the*. However, certain collective nouns such as *cattle, cargo, freight, livestock* and *equipment* stand alone. You can read in the examples below that some collective nouns are not preceded by articles.

Up in the hills, near Grayson's home, lives a *herd* of wild cattle.
Dangerous *packs* of dogs often frighten the neighborhood children.
Every spring, a *flock* of wild ducks visits the city park.
In the lake lives a *school* of ***trout***.
Ryan's German Shepherd, Nelly, birthed a *litter* of pups.
A *crowd* of citizens gathers at the church every Sunday morning.
The *congregation* listens to the ***minister*** with ***rapt*** attention.
Grayson's father was chosen to be on a *jury*.
Ryan's *family* consists of himself, his sister, his brother and his parents.
One day, a *swarm* of angry bees chased Ryan's brother into the lake.
Grayson's family attends the *church* on St. Nelson Street.
Ryan and Grayson sing in the youth *choir*.
All the 9th grade boys on Manhattan Street play in the school *band*.
Grayson's father, Mr. Winters, is on the city improvement *committee*.
A *group* of teachers, businessmen, preachers and farmers were chosen for the committee.
Grayson's favorite teacher is Mr. Brown who has a large herd of *cattle*.
Grayson discovered a *pride* of lions.
Sometimes when the wild ducks visit the park, a *gaggle* of geese arrive also.
When necessary, the committee calls an *assembly* of county leaders to discuss problems.
For a vacation, Mr. Winters took his family to the coast where they saw a *pod* of whales.
Grayson and his sister started a seashell *collection*.
When the school needs light bulbs, the janitor orders a *lot* of them.
Each month, Ryan and his friends go to the seaport to watch sailors unload *cargo*.
Farmer Brown has a ***moderate*** size *remuda* of horses.
Mrs. Brown and Meagan picked a *bunch* of wildflowers.
The farmer needs *equipment* to operate his farm efficiently.
When Grayson and Ryan graduate from high school, they will join a *troop* in the military.

You have done well! Proceed to the Activities.



LIFE PRINCIPLE

"Dignity does not consist in possessing honors . . . but in deserving them."

—Anonymous



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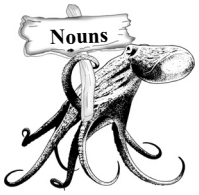




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English Composition Skills



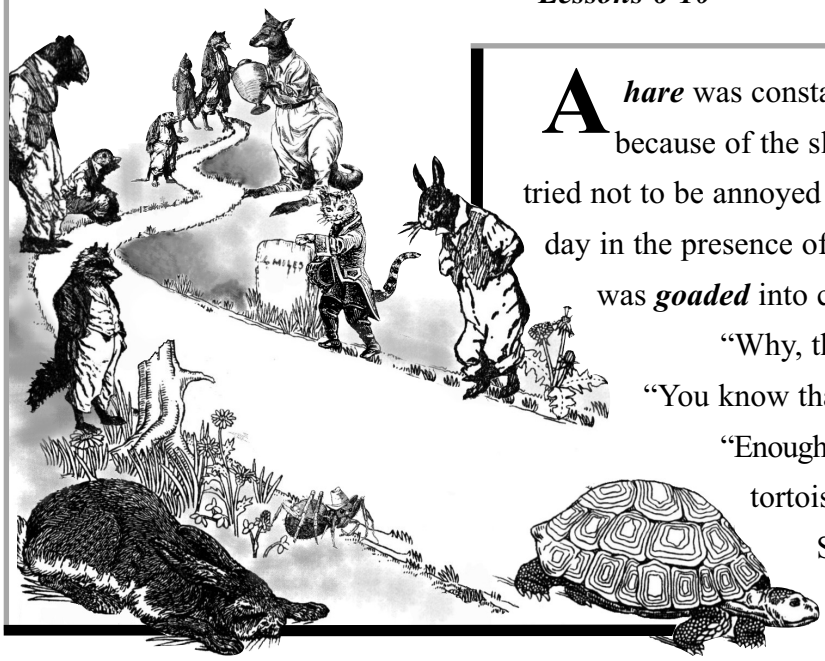
Lesson 10

Chapter 1

THE TORTOISE AND THE HARE

Section 2

Lessons 6-10



A ***hare*** was constantly making fun of a ***tortoise*** because of the slowness of his ***pace***. The tortoise tried not to be annoyed by the ***jeers*** of the hare, but one day in the presence of the other animals, the tortoise was ***goaded*** into challenging the hare to a race.

"Why, this is a joke," said the hare, "You know that I can run circles around you."

"Enough of your boasting," said the tortoise. "Let's get on with the race."

So the course was set by the animals, and the fox was chosen as judge. He gave a sharp bark, and the race was on. Almost before you could say "scat," the hare was out of sight. The tortoise plodded along at his usual, unhurried pace.

After a time, the hare stopped to wait for the tortoise to come along. The hare waited for a long, long time until he began to get sleepy. "I'll just take a quick nap here in this soft grass, and then in the cool of the day I'll finish the race." He lay down and closed his eyes.

Meanwhile, the tortoise plodded on. He passed the sleeping hare and was approaching the finish line when the hare awoke with a start. The race was lost! Much ashamed, the hare crept away while all the animals at the finish line ***acclaimed*** the winner. ■ (Aesop)

VOCABULARY

Hare: a rabbit
Tortoise: a kind of turtle
Pace: rate of speed
Jeers: unkind mockery
Goad: to manipulate, push, bully or force unkindly
Acclaimed: recognized, celebrated
Consonant: any letter in the alphabet that is not a vowel
Vowel: the alphabetical letters *a, e, i, o, u* and sometimes *y*

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SINGULAR AND PLURAL NOUNS

A singular noun is ONE person, place, thing, idea, action or feeling. A plural noun is MORE THAN ONE person, place, thing, idea, action or feeling. In the vignette, the plural nouns are underlined. Nouns are made plural using a number of rules which you will learn. However, some rules and exceptions to those rules exist when making singular nouns plural.

Rule #1: Most nouns are made plural by adding *-s*.

Examples: hare<u>s</u> rabbit<u>s</u> tortoise<u>s</u> turtle<u>s</u>

Rule #2: Nouns ending in *-s, -x, -sh* or *-ch* are made plural by adding *-es*.

singular noun	**plural noun**
bush	bush<u>es</u>
couch	couch<u>es</u>
fox	fox<u>es</u>
glass	glass<u>es</u>

Rule #3: A noun ending in a ***consonant*** and *-y* is made plural by changing the *-y* to *-i* and adding *-es*.

singular noun	**plural noun**
baby	bab<u>ies</u>
city	cit<u>ies</u>
family	famil<u>ies</u>
fly	fl<u>ies</u>
lady	lad<u>ies</u>

Rule #4: A noun ending in a ***vowel*** and *-y* is made plural by adding only *-s*.

singular noun	**plural noun**
boy	boys
day	days
key	keys
monkey	monkeys
tray	trays

Rule #5: A noun ending in a consonant and *-o* is usually made plural by adding *-es*.

singular noun	**plural noun**
cargo	cargo<u>es</u>
echo	echo<u>es</u>
potato	potato<u>es</u>

Exceptions to Rule #5 include:

Examples: photo photo<u>s</u>
two two<u>s</u>

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Rule #6: A noun ending in a vowel and *-o* is made plural by adding *-s*.

singular noun	plural noun
igloo	igloos
rodeo	rodeos
studio	studios
toe	toes

Rule #7: A noun ending in *-f* or *-fe* is usually made plural by changing the *-f* or *-fe* to *-v* and adding *-es*.

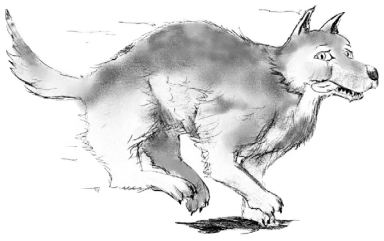
singular noun	plural noun
half	halves
knife	knives
leaf	leaves
loaf	loaves

Exceptions to Rule #7 include:

Examples:	belief	beliefs
	chief	chiefs
	dwarf	dwarfs
	roof	roofs
	safe	safes

Rule #8: Some nouns change spellings when changed from the singular form to the plural form.

singular noun	plural noun
child	children
foot	feet
goose	geese
louse	lice
man	men
mouse	mice
ox	oxen
tooth	teeth
woman	women



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Rule #9: Some nouns are the same in both the singular and plural forms.

Names of some fish:	**singular noun**	**plural noun**
	bass	bass
	bluegill	bluegill
	catfish	catfish
	fish	fish
	goldfish	goldfish
	mackerel	mackerel
	salmon	salmon
	trout	trout
	tuna	tuna
Names of some mammals:	**singular noun**	**plural noun**
	deer	deer
	moose	moose
	sheep	sheep
Names of some nationalities:	**singular noun**	**plural noun**
	Chinese	Chinese
	Danish	Danish
	Dutch	Dutch
	English	English
	Finnish	Finnish
	French	French
	Irish	Irish
	Japanese	Japanese
	Portuguese	Portuguese
	Scottish	Scottish
	Swiss	Swiss
	Taiwanese	Taiwanese
	Vietnamese	Vietnamese
	Welsh	Welsh

You may continue to the Activities!

LIFE PRINCIPLE

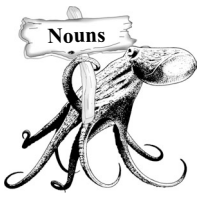
"Failure in people is caused more by lack of determination than lack in talent."



—HB

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English: Composition Skills



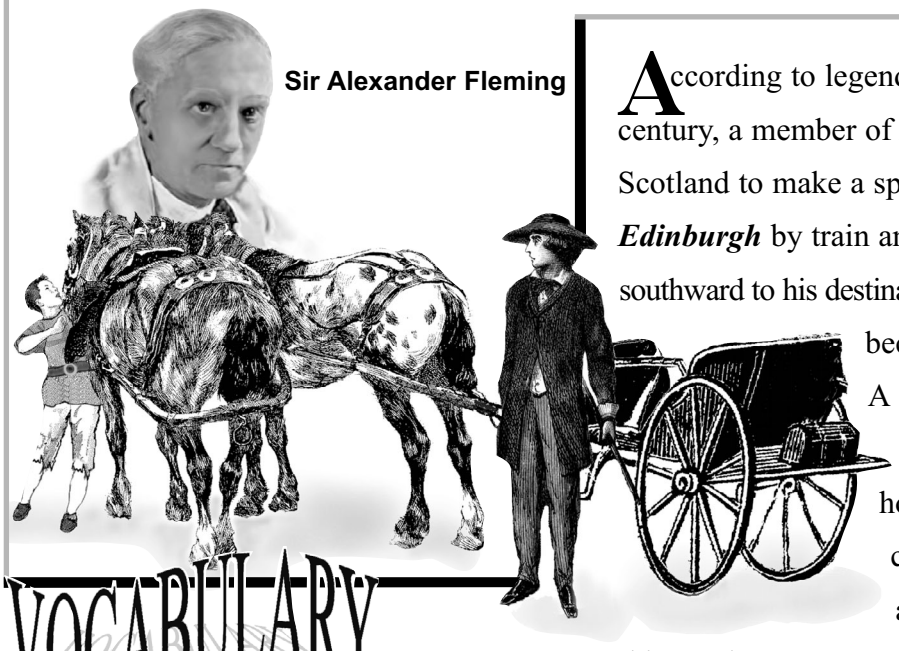
Lesson 11

Chapter 1

WE REAP WHAT WE SOW

Section 3

Lessons 11-15



Sir Alexander Fleming

According to legend, in the late nineteenth century, a member of ***Parliament*** traveled to Scotland to make a speech. He traveled to ***Edinburgh*** by train and then took a carriage southward to his destination. The carriage, however, became ***mired*** along the way. A Scottish farm boy came to the rescue with a team of horses and pulled out the carriage. The politician asked the boy how much his services cost. "Nothing," the lad replied.

"Are you sure?" the politician ***pressed***, but the boy ***declined*** payment. "Well, is there anything I can do for you? What do you want to be when you grow up?"

The boy responded, "A doctor." The ***aristocratic*** Englishman offered to help the young Scot go to the university and followed through on the offer.

More than half a century later, ***Winston Churchill*** lay dangerously ill with ***pneumonia—stricken*** while attending a wartime conference in ***Morocco***. A new "wonder drug" called ***penicillin*** was administered to him. Penicillin had been discovered by Sir Alexander Fleming who was the young Scottish lad once ***befriended***. His ***benefactor*** was Randolph Churchill, Winston's father. ■ (HB)

VOCABULARY

Parliament: the legislative body of the British government
Edinburgh: the capital of Scotland
Mired: stuck in clay or mud
Press: to attempt to influence, to argue
Decline: to refuse politely
Aristocrat: a person of royalty or of the wealthy class
Winston Churchill: England's prime minister who was instrumental in defeating Hitler during World War II
Pneumonia: a disease in which the lungs fill with liquid, drowning the victim
Stricken: to become ill suddenly

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POSSESSIVE NOUNS

Possessive nouns show ownership. When you want to show whose something is, you may write it two ways. The first way is as a phrase, such as: *the father of Winston*. The second way is as a possessive noun, such as: *Winston's father*. Either way, you have shown *whose* father. Writers usually choose to show possession by using a possessive noun rather than the long phrase because the possessive noun is shorter.

long phrase	shortened phrase	explanation
the offer of the politician	the politician's offer	(whose offer? the politician's)
the plans of the boy	the boy's plans	(whose plans? the boy's)
the medicine of the doctor	the doctor's medicine	(whose medicine? the doctor's)

FORMING POSSESSIVE NOUNS

Rule #1: Singular nouns are made possessive by adding an apostrophe (') and *-s*.

singular noun	singular possessive noun
Winston	Winston's
politician	politician's

Study the examples below.

Example #1: The benefactor was Winston's father.

Example #2: The politician's question was, "What do I owe you?"

The apostrophe is very important. Without it, singular possessive nouns may be mistaken for plural nouns. The apostrophe is needed to show possession and to avoid confusion.

Incorrect: The doctors penicillin acted against the leaders pneumonia.
Correct: The doctor's penicillin acted against the leader's pneumonia.

Incorrect: The politicians kindness benefited his son years later.
Correct: The politician's kindness benefited his son years later.

VOCABULARY

Morocco: a country in northwest Africa that was instrumental in World War II
Penicillin: an antibiotic from bread mold
Befriend: to become a friend of
Benefactor: a person who gives aid in time of need
Lass: old English word for a young woman or girl, often used to indicate a young man's sweetheart
Carcass: a dead body, especially of an animal

Rule #2: Plural nouns that end in *s* are made possessive by placing the apostrophe at the end of the word.

plural noun	plural possessive noun
horses	horses'
illnesses	illnesses'

Study the examples below.

Example #1: The horses' combined strength freed the carriage.

Example #2: The illnesses' effects were painful.

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Examine the singular, singular possessive, plural and plural possessive nouns together in the following chart:

singular	singular possessive	plural	plural possessive
team	team's	teams	teams'
boy	boy's	boys	boys'

Study the examples below.

Example #1: "The team pulled the carriage out of the mud."
- One team pulled the carriage.

Example #2: "The team's strength pulled the carriage out of the mud."
- The *strength* of one team pulled the carriage.

Example #3: "The teams pulled the carriage out of the mud."
- More than one team pulled the carriage.

Example #4: "The teams' strength pulled the carriage out of the mud."
- The *strength* of more than one team pulled the carriage.

Rule #3: Plural nouns that do not end in *-s* are made possessive by adding an apostrophe and *-s*.

plural noun	plural possessive noun
oxen	oxen's
men	men's
geese	geese's

Examine the following singular and plural nouns together:

singular	singular possessive	plural	plural possessive
ox	ox's	oxen	oxen's
man	man's	men	men's
goose	goose's	geese	geese's

Rule #4: Nouns that are the same in the singular and plural forms are made possessive by adding an apostrophe and *-s*.

singular	singular possessive	plural	plural possessive
sheep	sheep's	sheep	sheep's
deer	deer's	deer	deer's
fish	fish's	fish	fish's

Study the examples below.

Example #1: The sheep's wool will be harvested.

Example #2: The deer's antlers will grow back.

Example #3: The fish's travelling patterns were interrupted by the fishermen.

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Rule #5: Singular and plural nouns that end in *-s* are made possessive by adding only an apostrophe.

singular	singular possessive	plural	plural possessive
bass	bass'	bass	bass'
lass	lass'	lasses	lasses'
carcass	carcass'	carcasses	carcasses'
mass	mass'	masses	masses'

Congratulations! You have almost completed your lesson. Continue to the Activities.

LIFE PRINCIPLE

"Sometimes the good that you do may very well come back to you in the form of the miracle you need."



—HB

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Lesson 12

Chapter 1

WORMS FOR SALE

Section 3

Lessons 11-15



Some time ago, a ***lark***, singing in the high branches of a tree, ***beheld*** a traveler walking through the forest carrying a mysterious black box. The lark flew down and ***perched*** on the traveler's shoulder.

"What do you have in the little black box?" asked the bird.

"Worms," replied the traveler.

"Are they for sale?"

"Yes, and very cheap, too. The price is only one feather."

The lark thought for a moment. "I must have a million feathers, most of which are small. Surely, I will not miss one. Here is an opportunity to get dinner for no work." So, the lark decided to trade one feather for a worm and searched carefully under his wing for a tiny feather. The lark ***winced*** as he pulled out the feather, but the juicy worm made the lark quickly forget the pain. High up in the tree he began to sing as ***euphoniously*** as before. The next day he saw the same traveler and again exchanged a feather for a worm. What a wonderful way to get dinner—and no effort at all!

Day after day, the lark traded a feather for a worm. Each feather seemed to hurt less and less. He started out with many feathers, but as the days passed, he found flying more and more difficult. Finally, after the loss of one of his primary feathers, he could no longer reach the top of the tree or fly into the sky.

Indeed, he could no more than flutter a few feet into the air and was forced to seek his food with the quarrelsome, bickering sparrows. The man with the worms came no more, for no feathers remained with which to trade for worms. The lark no longer sang because he was so ashamed of his fallen state.

This is how unworthy habits possess us. First, painfully, then more easily, until at last we find ourselves stripped of all that lets us soar and sing. ■ (Anonymous)

VOCABULARY

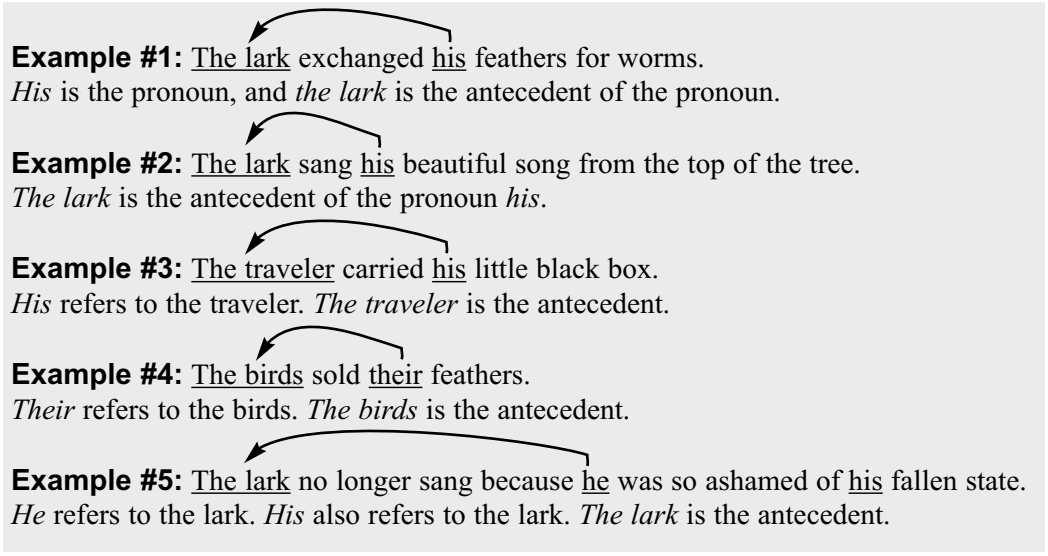
Lark: a bird whose songs are long and melodious
Beheld: saw, observed
Perch: to rest or sit on
Wince: to utter a small sound of pain
Euphoniously: in a pleasing manner, beautifully

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PRONOUNS AND ANTECEDENTS

A *pronoun* replaces a noun. Some common pronouns are: he, his, him, she, her, it, its, their. In the sentence, "The lark exchanged his feathers for worms," *his* is the pronoun. Without pronouns, sentences would be long and complicated, such as, "The lark exchanged the lark's feathers for worms." Notice that without the pronoun (his), *the lark* had to be repeated.

An *antecedent* is the word replaced by the pronoun. The antecedent is the word to which the pronoun refers.



Example #1: The lark exchanged his feathers for worms.
His is the pronoun, and *the lark* is the antecedent of the pronoun.

Example #2: The lark sang his beautiful song from the top of the tree.
The lark is the antecedent of the pronoun *his*.

Example #3: The traveler carried his little black box.
His refers to the traveler. *The traveler* is the antecedent.

Example #4: The birds sold their feathers.
Their refers to the birds. *The birds* is the antecedent.

Example #5: The lark no longer sang because he was so ashamed of his fallen state.
He refers to the lark. *His* also refers to the lark. *The lark* is the antecedent.

When writing a sentence, a paragraph, an essay or a story, use pronouns correctly. When used wrongly, pronouns confuse readers. The reason pronouns become confusing is because they refer to the wrong antecedents. Below are examples of pronoun/antecedent errors.

Example #1: The lark told the man that he would buy a worm.

- To whom does *he* refer? Is it referring to the man or the bird?
- If *he* refers to the lark, then the sentence indicates that the lark would purchase a worm.
- However, if *he* refers to the man, then the sentence indicates that the lark commanded the man to purchase a worm.
- The second indication does not make sense. So, as the reader, you may safely presume that *he* refers to the lark, but how would you know for certain? How confusing!

- The writer should find a different way to word the sentence, yet retain the meaning.

Corrections: "The lark told the man that the lark would buy a worm."

OR

"The lark decided to trade a feather for a worm."

OR

"The lark told the man to sell a worm for a feather."

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Example #2: The lark's brother warned him against forming bad habits.

- The pronoun *him* appears after brother; however, the reader may be confused as to whom the pronoun *him* refers.
- Does it refer to the lark or to the brother?

- The writer should express his words correctly, instead of confusing his readers.

Corrections: "The lark's brother warned the lark against forming bad habits."

OR

"The lark was warned by his brother against forming bad habits."

Example #3: Because the lark sold his feathers for worms, they could not help him soar and sing.

- The pronoun *they* may confuse the reader. To what does *they* refer? The worms or the feathers?

- A better way to write the sentence so the readers are not confused is to write it like the following.

Corrections: "Because the lark sold his feathers for worms, the feathers could not help the lark soar and sing."

OR

"Because the lark sold his feathers, the lark could no longer soar and sing."

Next, use your knowledge of pronouns and antecedents to complete the Activities.

LIFE PRINCIPLE



"If you wish to travel far and fast, travel lightly. Unpack all your fears, jealousies, unforgiveness, selfishness and evil habits."

—Anonymous

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English: Composition Skills

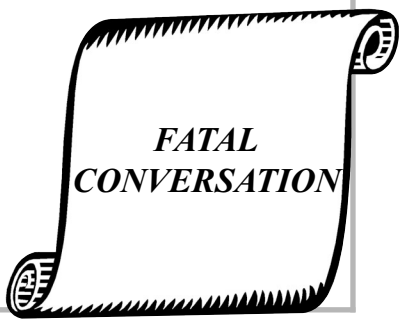


Lesson 13

Chapter 1

Section 3

Lessons 11-15







"What's the use?" and "Why should I?" are perhaps the two most ***fatal*** phrases in the English language. They mark the dividing line between success and failure for millions of human beings.

"What's the use?" is the philosophy of the ***chap*** who gives up in the middle of the journey. Instead of lengthening his stride, he sits beside the road when he finds that the ***signpost*** has deceived him about distance. He is satisfied with mediocrity. He has no effective short-term goals, no long-range goals and no visions. He accepts no challenges. He quits.

"Why should I?" is the cry of the work dodger. His aim is to do just enough to "get by." He is a clock watcher who is afraid he will render more service than he is paid to perform. He is too lazy to think and too selfish to put his shoulder to the wheel in a common cause.

How much more ***vibrant*** and ***dynamic*** are the phrases, "This can be done!" and "You can count on me!" These phrases sparkle with the spirit of success and never fail of sufficient reward. ■ (Anonymous)

VOCABULARY

Fatal: self defeating, ending in death
Chap: a British word meaning "fellow" or "man"
Signpost: road sign giving direction
Vibrant: full of life and energy
Dynamic: energetic, forceful, intense

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PRONOUN CLASSIFICATIONS



Pronouns change form depending upon the meaning and usage of the pronoun in the sentence. In order to understand form changes, the following properties of pronouns should be considered: gender, person, number and case.

GENDER

Gender pronouns distinguish male and female antecedents. Two genders exist in pronoun usage: masculine and feminine, and two non-genders exist in pronoun usage: neuter and common.

Masculine Gender denotes the male sex (he, him, his).

Example #1: *He* does not sit down beside the road.

Example #2: I admire *him*.

Feminine Gender denotes female sex (she, her, hers).

Example #1: *She* is not lazy, neither does *she* shirk *her* responsibilities.

Example #2: That study book is *hers*.

Neuter refers to objects without sex (it, its).

Example #1: Many give up on life when *it* gets difficult.

Example #2: That lesson is good. *Its* moral is courage and hard work.

Common denotes either male or female sex (they, their, them).

Example #1: They who say, "This can be done!" are successful.

Example #2: Their ideas are worthy of following.

Example #3: I will sit with them.

PERSON

The person of a pronoun reveals who is speaking, being spoken to, or being spoken about. Pronouns have three persons: first person, second person and third person.

First Person denotes the person speaking. First Person pronouns are expressed in different forms such as *I, we, my, mine, our, ours, me* and *us*.

Example #1: *I* am not going to be lazy.

Example #2: Mrs. Ward told *me* to hurry.

Second Person denotes the person spoken to. Second Person pronouns are expressed as *you, your* or *yours*.

Example #1: *You* are responsible for *your* actions.

Example #2: That is *yours*.

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Third Person denotes the person or thing spoken about. Third Person pronouns are expressed as *he, she, it, they, his, him, her, hers, its, their, theirs* and *them*.

Example #1: You can count on *him* to do the job quickly and correctly.

Example #2: *She* and *her* family are enjoyable company.

NUMBER

The number of a pronoun shows whether one or more than one person or thing is indicated in the sentence. The singular number denotes one. The plural number denotes more than one. Note: The second person pronoun *you* can be either singular or plural.

Singular Person denotes one antecedent. Singular person can be *he, she, it, you, your, me* and *I*.

Example #1: *She* is a hard worker.

Example #2: *I* have known *him* for a while.

Plural Person denotes more than one antecedent. Plural person can be *we, us, our, ours, you, your, yours, their, theirs* and *them*.

Example #1: *They* are diligent and dependable teenagers.

Example #2: *We* will visit *our* family this weekend.

CASE

The case of a pronoun is determined by its use in the sentence. Three cases exist: the nominative case, the possessive case and the objective case.

Pronouns in the *Nominative Case* are used as subjects or predicate nominatives in sentences. Nominative Case pronouns are: *I, we, you, he, she, it* and *they*.

Example #1: *I* am going to learn from this story. [subject]

Example #2: The student is *you*. [predicate nominative]

Pronouns in the *Possessive Case* show ownership. Possessive Case pronouns are: *my, mine, our, ours, your, yours, his, her, hers, its, their* and *theirs*.

Example #1: My parents taught me never to say, "What's the use?"

Example #2: Those two people are your parents.

Example #3: The speech book is his.



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Possessive Case Rule: Possessive pronouns should never have apostrophes.

Correct: The duty was hers.
Incorrect: The duty was her's.

Correct: Its effects were profound.
Incorrect: It's effects were profound.

Correct: The victory was theirs.
Incorrect: The victory was their's.

Pronouns in the *Objective Case* are used as direct or indirect objects of sentences and as objects of prepositions. Objective Case pronouns are: *me, us, you, him, her, it* and *them*.

Example #1: You will encourage *me*. (direct object)

Example #2: We will give *him* encouragement. (indirect object)

Example #3: We will give the book to *her*. (object of preposition)

Exceptions to the Cases

The pronouns *you* and *it* are both nominative and objective. They are distinguished by the way they are used in sentences.

Nominative Case		**Objective Case**	
You have potential.	(subject)	He gave *you* good advice.	(indirect object)
It is right here!	(subject)	You may have *it*.	(direct object)
The winner is *you*.	(predicate nominative)	She gave the assignment to *you*.	(object of preposition)
You are *it*!	(predicate nominative)		

The pronoun *her* is both possessive and objective. You can distinguish between the two cases by noticing how *her* is used in sentences.

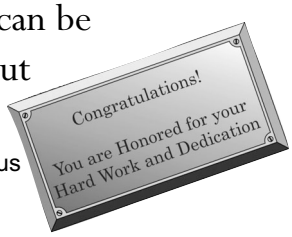
Possessive Case	**Objective Case**
Her father is a good man.	He is a good father to *her*.

Way to go! You have completed another lesson!
Continue to the Activities.

Life Principle

"The only thing that can be accomplished without effort is failure."

—Anonymous



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English: Composition Skills



Lesson 14

Chapter 1

Section 3

Lessons 11-15

SEIZE YOUR OPPORTUNITIES



The story is told of some Brazilian ***shepherds*** who organized a ***party*** to go to California to dig for gold. The shepherds took along a handful of ***translucent pebbles*** with which to play checkers on the ***voyage***. After arriving in San Francisco, and after having thrown most of those pebbles away, the men discovered that the pebbles were diamonds. The shepherds hastened back to Brazil, only to find that the fields from which the pebbles had been gathered had been sold to the government.

The majority of us have yet to learn that "Our grand business is not to see what lies dimly at a distance, but to do what lies clearly at hand." Many men and women have sold farms or estates and given up good positions and homes to go "somewhere else." These types of people are sure that if they can change their present conditions, they will succeed.

Power and fortune are lying ***latent*** everywhere about us, waiting for the eye that can see and for the mind that can ***utilize***. We ***tread heedlessly*** upon the lids of great secrets of nature, easily discoverable to the observant eye and which would help all mankind along in the upward path of civilization. ■ (HB)

VOCABULARY

Shepherds: watchers and keepers of sheep
Party: a group
Translucent: clear enough for light to shine through, but not clear enough to see through
Pebble: a small stone or rock
Voyage: a journey
Latent: somewhat hidden
Utilize: to use wisely
Tread: to stomp or walk heavily
Headless: foolish, careless, disregard for consequences

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PRONOUN CATEGORIES

Welcome back to another study of pronouns. Pronouns are extremely important to communication skills. By learning to use pronouns correctly, you will communicate effectively. Knowing how to speak and write properly is a tool that guarantees success! In this lesson, you will learn more about personal, indefinite and demonstrative pronouns.

PERSONAL PRONOUNS

The **Person** of a pronoun indicates whether the person is speaking, is being spoken to, or is being spoken about. Personal pronouns are either nominative, possessive or objective.

First Person Pronouns (the person speaking):

	Singular	Plural
Nominative	I	we
Possessive	my, mine	our, ours
Objective	me	us

Second Person Pronouns (the person being spoken to):

	Singular	Plural
Nominative	you	you
Possessive	your, yours	your, yours
Objective	you	you

Third Person Pronouns (the person being spoken about):

	Singular			Plural
	Masculine	Feminine	Neuter	Common
Nominative	he	she	it	they
Possessive	his	her, hers	its	their, theirs
Objective	him	her	it	them

AREAS TO WATCH!

Personal pronouns in the Nominative Case cannot be used as Objective Case pronouns.

Example #1: The journey was difficult for them and I.

- *I* is a Nominative Case pronoun; however, the sentence incorrectly tried to force the pronoun into an Objective Case position as the object of a preposition.

Correction: The journey was difficult for them and *me*.

Example #2: The other two shepherds will wait for they.

- *They* is a Nominative Case pronoun and should not be used as an object of a preposition.

Correction: The other two shepherds will wait for *them*.

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Personal pronouns in the Objective Case cannot be used as Possessive Case or the Nominative Case pronouns.

Example #1: They took them diamonds on the boat.
- *Them* is an Objective Case pronoun and is not used correctly as a possessive pronoun.

Correction: They took *their* diamonds on the boat.

Example #2: Him and me went to Brazil.
- The above example is incorrect because *him* and *me* are used as the subjects but are Objective Case pronouns.

Correction: *He* and *I* went to Brazil.

Example #3: Them shepherds were not too bright!
- The above example is incorrect because *them* is used as the subject but is actually an Objective Case pronoun.

Correction: *Those* shepherds were not too bright!

When two personal pronouns are used together, the first person pronoun always follows the second or third person pronoun.

Correct: You and I will go to the field today.
Incorrect: I and you will go to the field today.

Correct: He will share with you and me later.
Incorrect: He will share with me and you later.

Indefinite Pronouns

An indefinite pronoun has no antecedent. *Indefinite* means unclear, vague, without limits. Indefinite pronouns do not refer to any particular persons or things. Indefinite pronouns include: *all, another, any, anyone (anybody), both, each, either, everyone (everybody), everywhere, few, many, most, neither, none, one, other, some, someone (somebody), somewhere, whatever* and *whoever.*

Example #1: Some shepherds left Brazil and went to California.
- The indefinite pronoun is *some* because no definite, particular number of shepherds was given.

Example #2: Many youths trade good positions to go elsewhere.
- *Many* and *elsewhere* are indefinite because no particular number or destination was given.

Indefinite pronouns can be singular or plural. The singular ones are: *another, anyone (anybody), each, either, everyone (everybody), neither, one, other, someone (somebody), somewhere, whatever* and *whoever*. The plural ones are: *all, any, both, everywhere, few, many, most, none, some*. Some of the indefinite pronouns can be either singular or plural, depending on the use in the sentence.

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Some indefinite pronouns are possessive: *one's, someone's (somebody's), everyone's (everybody's), anyone's (anybody's)* and *another's*. Each possessive indefinite pronoun must have an apostrophe and an *-s*.

Example #1: *Anyone's* circumstances can be improved by applying moral principles.

Example #2: *Someone's* sheep are loose on the roadway.

Demonstrative Pronouns

A demonstrative pronoun points to a particular person or thing. The most common demonstrative pronouns are *this* and *that* and their plural forms, *these* and *those*. Demonstrative pronouns have antecedents.

Example #1: This story has a good moral.

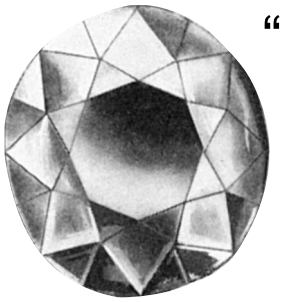
- *This* is a demonstrative pronoun because it takes the place of the name of the story. *Story* is the antecedent. Without the demonstrative pronoun, the name of the story would have to be mentioned. The sentence would read, "The story, 'Seize Your Opportunities!' has a good moral."

Example #2: Those shepherds did not know how blessed they were in Brazil.

- *Those* is the demonstrative pronoun. *Shepherds* is the antecedent. Without the demonstrative pronoun, the sentence would read, "The Brazilian shepherds did not know how blessed they were in Brazil."

Continue to the Activities and do your best!

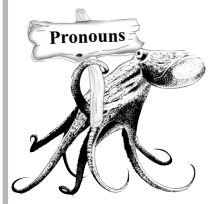
Life Principle



"The trouble with opportunity is that it always comes disguised as hard work."

—Anonymous

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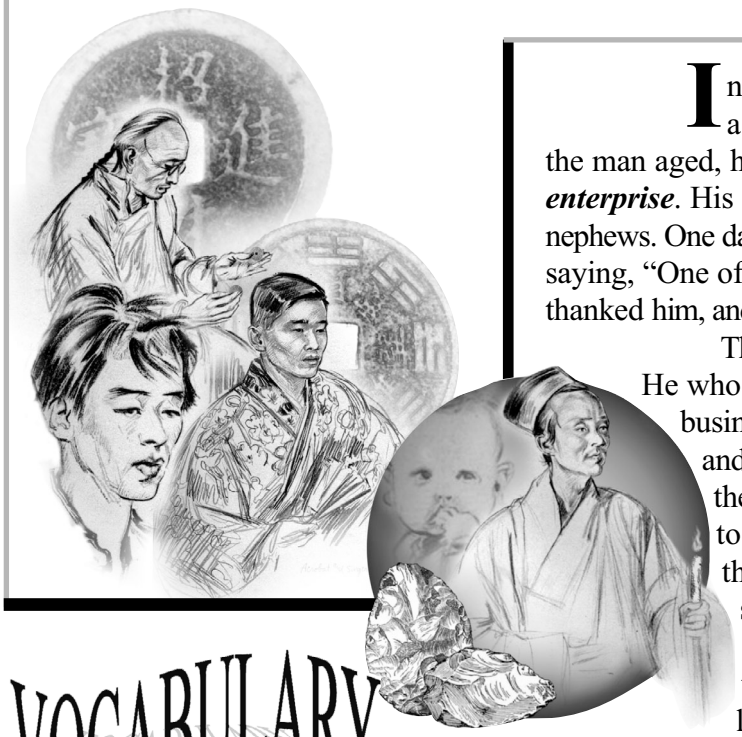
Lesson 15

Chapter 1

TALENTS

Section 3

Lessons 11-15



In the ***lore*** of the Orient, a good man built a large business through honest ***toil***. As the man aged, he thought deeply about the future of his ***enterprise***. His only living relatives were three ***stalwart*** nephews. One day the old man called the young men, saying, "One of you shall be my ***successor***." They thanked him, and each promised to do his best if chosen.

The old man continued, "I have a problem. He who solves it best shall inherit my business." He handed each youth some coins and pointed to the large room in which they stood. "Go and purchase something to fill this room, but spend no more than the coins I have given you. Return at sunset."

All day the young men roamed the market places; as the shadows lengthened, the youths returned to their uncle's home. He greeted them kindly and asked to see each purchase.

The first youth dragged into the room a huge bale of straw. Untied, it made a pile so great that it hid two walls of the room. The nephew was complimented by the others.

The second youth brought in two bags of thistledown, filling half the room. The other two cheered him.

The third youth stood silent and carried no package. "What have you?" asked the uncle.

"I gave half my coins to a hungry child," answered the youth ***meekly***. "With the farthing that remained, I purchased this ***flint*** and this small candle." He struck the flint and lit the candle. Light filled every nook and corner of the room.

"'Well done, good and faithful' boy," quoted the old man. "You have been faithful over a few things; I will make you ruler over many things.'" And while the young man fell to his knees, the old man blessed his nephew and gave to him the business. ■

(Anonymous)

VOCABULARY

Lore: stories based on ancient history, tradition and beliefs
Toil: hard work
Enterprise: business
Stalwart: morally and physically strong, sturdy, courageous, honest
Successor: a person who inherits a leadership position after the leader dies
Meekly: humbly, patiently
Flint: a very hard stone that sparks when struck with steel
Declined: changed to fit the purpose of the sentence

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PRONOUN CATEGORIES (CONTINUED)

In this lesson you will learn about the last three categories of pronouns: relative pronouns, interrogative pronouns and reflexive pronouns.

RELATIVE PRONOUNS

The Relative Pronoun introduces a dependent clause. Relative Pronouns include: *who, which, that* and *what*.

Who refers to persons.

Example #1: The man who is the heir is the youngest nephew.
- *Who is the heir* is the dependent clause. The antecedent is *man*.

Example #2: The youth who won the contest was the youngest.
- *Who won the contest* is the dependent clause. The antecedent is *youth*.

Which and *that* refer to animals and things.

Example #1: The light which lit up the room gained the favor of the uncle.
- *Which lit up the room* is the dependent clause. The antecedent is *light*.

Example #2: The horse that the youngest nephew rode was a stalwart stallion.
- *That the youngest nephew rode* is the dependent clause. The antecedent is *horse.*

What has no antecedent and refers to things.

Example #1: The youngest nephew bought what he needed to inherit the business.
- *What he needed* is the dependent clause.

Example #2: He invested in what the others did not.
- *What the others did not* is the dependent clause.

DECLINATION OF THE PRONOUN "WHO"

Most relative pronouns do not change form except for *who*. *Who* is ***declined*** as follows:

	Singular	**Plural**	
Nominative	who	who	(subject, predicate nominative)
Possessive	whose	whose	(act as adjectives)
Objective	whom	whom	(direct/indirect object, object of preposition)

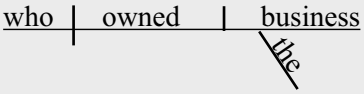
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People often become confused about when to use *who*, *whose* and *whom*. Remember that Nominative Case pronouns act as subjects and predicate nominatives; Objective Case pronouns act as objects (direct/indirect objects, objects of prepositions); Possessive Case pronouns act as adjectives.

To find the correct words to use in a sentence, diagram it to be sure all the parts fit. To *diagram* a sentence is to break it down into its individual words, phrases and clauses. In diagrams, the subjects, verbs and direct and indirect objects belong on the flat line. The adjectives, adverbs and objects of prepositions belong on slanted lines under the words that are modified. The subject is always the first word on the line. The verb always follows the subject, divided by a line that goes slightly below the flat line. The direct object always follows the verb, divided by a line that does not go below the flat line.

Example #1: The man who owned the business was the boys' uncle.

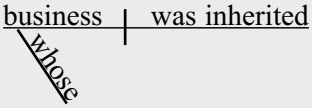
- Remove the dependent clause from the sentence: *who owned the business*.
- The pronoun *who* acts as the subject of the dependent clause.
- Diagrammed, the dependent clause looks like this:



- *Who* is the correct declination because it is the subject of the dependent clause.
- *The* is an adjective that modifies *business*; so *the* must go on a slanted line underneath *business*.

Example #2: The man whose business was inherited was from the Orient.

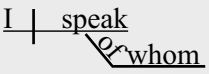
- Remove the dependent clause from the sentence: *whose business was inherited*.
- The pronoun *whose* acts as an adjective for the word *business*.
- Diagrammed, the dependent clause looks like this:



- *Whose* is the correct declination because it shows possession (ownership).

Example #3: The man of whom I speak is deceased.

- Remove the dependent clause from the sentence: *of whom I speak*.
- The pronoun *whom* is the object of the preposition *of*; together, they form the prepositional phrase *of whom*. The prepositional phrase modifies the verb *speak*.
- Diagrammed, the dependent clause looks like this:



- *Whom* is the correct declination because it is the object of the preposition.

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Interrogative Pronouns

Interrogative pronouns ask questions. Interrogative pronouns are *who, which* and *what*. The interrogative pronoun *who* is declined just like the relative pronoun *who*.

Example #1: *Who* is the wise young man?

Example #2: *Which* object filled the room?

Example #3: *What* did the youth do with his money?

To distinguish between the relative pronouns *who, which* and *what* and the interrogative pronouns *who, which* and *what*, remember that the interrogative pronouns ask questions, and the relative pronouns introduce dependent clauses.

Interrogative	**Relative**
Who is the man in the coat?	The man who is in the coat is the uncle.
Which enterprise was successful?	The masonry factory was the enterprise which was successful.
What was the reward?	You remember what the reward was.

Reflexive Pronouns

Reflexive pronouns *reflect* back upon the subject. Reflexive pronouns are *myself, yourself, yourselves, ourselves, himself, herself, itself* and *themselves*.

Example #1: By helping the hungry child, the youth helped himself.
- The reflexive pronoun *himself* reflects back upon the subject *youth*.

Example #2: I myself will meet the nephews.
- The reflexive pronoun *myself* reflects back upon the subject *I*.

You are now ready for Lesson 15 Activities. Continue with success!

Life Principle

"Those who give are more blessed than those who expect to receive."

—Paul of Tarsus



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