

TEACHER'S MANUAL

AND KEY

LEPANTO GRAMMAR

FOURTH YEAR

Campbell & MacNickle

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INTRODUCTION

LEPANTO GRAMMAR is a series of language books written for pupils in Catholic schools. The title suggests what is actually to be found in the books—pleasant journeys into new fields, scenes from life in its thousand interesting aspects. The series is called the Spirit of Adventure Series because every page invites the pupil to attempt something that will try his powers. There is a book for each year from the third to the eighth grade.

In this manual the authors have attempted to explain their philosophy and purpose, to offer suggestions concerning the teaching of language activities which are engaged in at fourth-grade level, and to show how much of the material is to be covered in any given lesson. The manual likewise contains a key to the class exercises.

The underlying philosophy

Certain basic assumptions which have guided the authors in the preparation of this series are:

1. The primary purpose of teaching English is to enable the child to speak and write correctly and effectively. The Catholic teacher adds to this motive the developing of Catholic-minded adults, fitted by their training to speak and write persuasively that others may be attracted by them to a Christian way of living.

2. The Catholic teacher consciously includes in the English program a thorough training in those social graces which make smoother and more pleasant the contact of his students with their fellow men. The authors agree with the Commission on American Citizenship that "the child must not only learn how to speak but when to do so; not only how to choose a topic but how to consider his listener or reader in its presentation. Through using these skills in a natural way in the many social situations of school living, the child comes to recognize the need for their use in activities of every day."¹ They believe that all expressions should be functional, in an audience situation, and in a setting as natural and lifelike as possible.

¹ Sister Mary Joan, O.P., and Sister Mary Nona, O.P. *Guiding Growth in Christian Social Living*. Washington, D. C.: The Catholic University of America Press, 1944. Vol. I, page 124.

3. Robert Maynard Hutchins and Mortimer J. Adler are correct in maintaining that a love of great books and the ability to read books intelligently is the foundation of intellectual training. This is old Catholic doctrine, the rediscovery of which has won fame for non-Catholics of our own age. *VOYAGES IN ENGLISH* does everything possible to make books lovable to children.

4. All activities demanded by a textbook should be (a) capable of producing the end sought, (b) interesting to children, (c) possible for the average teacher with average equipment and facilities, and (d) good preparations for later student and adult activities.

5. It is not enough to produce Catholic men and women who are learned but mute. We need men and women who can speak pleasingly and convincingly. Oral English is even more important than written English. Choral speaking in particular can make pupils sensitive and enthusiastic about speech; can change harsh, raucous, strident, and nasal voices into voices that are pleasing and agreeable; can restore to poetry its true rhythm.¹

6. Creative writing and oral expression are empty and therefore dangerous unless built upon a solid foundation of fundamental skills. Rules and drill, therefore, are indispensable. Rules and drill are not displeasing to children when they see a reason for them. Children enjoy meaningful repetition.

7. Formal grammar is a training in logic as well as a preparation for later work in language. Grammar should be taught functionally in the sense that rules are immediately illustrated and applied. Grammar should be presented in its completeness in the textbook, but each school will be governed by local conditions in determining the nature and the number of the topics to be taught.

8. A language series should help children appreciate the grandeur of their Catholic heritage and make them conscious of their privileges and duties as citizens.

Objectives The objectives of *LEPANTO GRAMMAR* as a series are as follows:

1. To help children express themselves easily, naturally, and effectively in both oral and written form.

¹ See Sister M. Luke, C.S.A. "Speech Development through Choral Speaking." 1948 *Convention Report*, pages 221-25. Philadelphia: Catholic Educational Association of Pennsylvania, 1948.

2. To develop skill in the following, as valuable in themselves or as a preparation for future work:

announcements	conversation	panel discussions
book reports	debates	pantomimes
broadcasts	dramatizations	playwriting
choral speaking	forums	use of the telegraph
class newspapers	introductions	use of the telephone
club meetings	letter writing	verse writing

3. To train pupils to use a certain technique in composing a paragraph or a series of paragraphs.

4. To teach pupils how to improve their composition by (a) choice of words, (b) sentence structure, (c) order, and (d) simple rhetorical devices (surprise, climax, and so forth).

5. To develop love of good books, ability to read intelligently, and knowledge of how to use a library and its facilities.

6. To correlate language with other subjects—religion, history, geography, science, civics, arithmetic—by using material from these fields.

7. To develop a deeper appreciation of the dignity of being a member of the Catholic Church.

8. To encourage good citizenship.

9. To help children become more cooperative and agreeable members of the social group—at home, at school, in the neighborhood.

Methods

Perfect methods are simple methods, and there is not much to say about a simple thing. The method of *LEPANTO GRAMMAR* can be summed up under four rules:

1. Introduce the activity pleasantly and in such a way as to furnish the necessary motivation. Provide an audience situation wherever possible, and make the setting as natural and lifelike as possible.

2. Supply a good model. *LEPANTO GRAMMAR* provides at least one good model for every activity of any kind.

3. Provide abundant suggestions for compositions and all other activities, keeping in mind the necessity of recognizing individual differences in ability, interests, and needs. *LEPANTO GRAMMAR* recognizes the *potential* as well as the *existent* interests of the child—particularly the potential interests of the Catholic child. Many assignments have to do with sacred history, the liturgy, and other cultural subjects.

4. Repeat the activity from year to year at a constantly ascending level until it has been thoroughly mastered.

Organization and style

1. LEPANTO GRAMMAR has a central theme that runs through all the books: training in language activities as a means of becoming an agreeable member of the group; confidence in one's own ability constantly to improve his powers; pride in being a Catholic and a citizen of his country; the enjoyment of the beautiful in literature, in nature, and in art.

2. The organization is *psychological* in that it recognizes how the child's mind works. Oral expression, for example, always precedes written expression, and cognizance is taken of the child's need of specific instructions. At the same time the organization is logical in so far as it should be logical; for example, in the books for Grades 5-8 everything on letter writing or on verbs will be found in one place. In the books for the lower grades, where children are less capable of sustained attention, smaller amounts of material are introduced at one time.

3. Beginning with the fifth year, the text is divided into two parts: Part One, Creative Activities, and Part Two, Grammar. The section on creative activities contains the core material out of which the child's English experiences evolve; the grammar section is a handbook of grammar and correct usage.

4. Activities are repeated from year to year at a constantly ascending level and new ones are added as the child progresses through the grades. The study of paragraphs and the writing of paragraphs, for example, are to be found in each of the books; debates and panel discussions are to be found only in eighth year.

5. The grammar section in each book is complete up to that year. There is no need to refer to earlier books for any rule of grammar. The sixth-year book, for example, contains everything presented in third, fourth, and fifth years, as well as the new material presented for the first time in sixth year.

6. The style is clear, intimate, and pleasing. The vocabulary, carefully checked, is always within the grade range.

PART ONE**THE LEPANTO GRAMMAR SERIES**

Many of the activities suggested in LEPANTO GRAMMAR appear in all the books of the series. The following suggestions will be helpful to those who are teaching the series, no matter what the grade. With each topic discussed is included a special bibliography on the subject. At the end of this manual will be found a general bibliography for teachers, pages 125-26, which contains references to works concerned with more than one phase of language teaching.

Oral English

Each book of the series begins with some simple activity involving oral English, which is designed to reach every pupil in the class. Each child should be made to feel that he is an important member of the group, that he has something to share with his classmates. In no sense should these activities take the form of formal speeches. They are on the whole representative of the experiences of pupils in other classes, at home, and on the playground. Good posture, clear enunciation, grammatical correctness, and courtesy are to be emphasized.

Courtesy is the unfailing characteristic of the saints, and the Catholic boy or girl must be trained in the standards of polite conduct which govern the behavior of the well-bred. Correct form and social graces are taught directly in introductions, conversations, the polite use of the telephone, and the efficient and correct taking of messages. Courteous manners are an essential part of such English activities as class conversations, the care and use of the book corner, and letters of thanks, acceptance, or regret. The teacher can use any cooperative work of the English class to teach gracious manners and accepted social usage.

Criticism of oral work should be constructive. The attitude of helping one another to improve the speech habits of all the pupils in the classroom should be developed. The children should be led to estimate the

Brown, Dorothy Lothrop, and Butterfield, Marguerite. *Teaching of Language in the Primary Grades*. New York: The Macmillan Company, 1941. Chapter III, "Vocabulary Enrichment," pages 58-72.

Suggests methods of enlarging vocabulary in oral and written work.

Ryan, Calvin T. "Vocabulary Enlargement in the Middle Grades." *Elementary English Review* 12:115-17, May 1935.

Suggests methods of developing vocabulary.

The mechanics of English

Mastery of the rules for capital letters, commas, hyphens, periods, and so forth, is indispensable for correct and acceptable written English. VOYAGES

IN ENGLISH attempts to teach these techniques when they are needed, as in the writing of a letter.

In the fourth year the following mechanics are taught:

CAPITAL LETTERS: First word in a sentence; heading, salutation, complimentary close, and signature of a letter; names of persons; proper nouns; abbreviations and initials; titles of books; the name of God; direct quotations; the word *I*; first word in every line of poetry.

PUNCTUATION: Period at end of telling and commanding sentences; period after abbreviations and initials; comma with words in direct address; comma after heading, salutation, and closing of a letter; comma after *yes* and *no*; comma before or after direct quotations; question mark at end of asking sentence; exclamation point at end of exclaiming sentence; quotation marks before and after direct quotations and for titles of books; apostrophe in contractions.

REFERENCES

Davis, Sheldon. *Teaching the Elementary Curriculum*. New York: The Macmillan Company, 1933. Chapter Six, "Language, Composition, and Grammar," pages 145-91.

Suggests exercises for teaching correct punctuation.

Ritter, E. L., and Shepherd, L. A. *Methods of Teaching in Town and Rural Schools*. New York: Dryden Press, 1942. Chapter Four, "Communication Skills," pages 171-74.

Discusses methods of teaching punctuation and capitalization.

PART TWO

TEACHING

The six chapters in this book are each divided into nine parts. The first part consists of activities, usually in oral English, connected with the general topic of the chapter; the second part is devoted to letters; the third part to paragraphs; the fourth part to language skills; the fifth to word study; the sixth to punctuation; the seventh to capital letters; the eighth to contractions; and the ninth to choral speaking. It is not necessary that pupils cover everything in one part before proceeding to another. It is expected that the teacher will select the activities in such order as to be of most benefit to her particular class and to provide variety in the English period. In the first chapter, for example, letters cover twelve pages. This study would grow very monotonous to pupils and cause them to lose interest in the subject if the teacher did not introduce exercises in correct usage, punctuation, or word study before taking up another topic connected with letters. A teacher may be forced to change the sequence of the textbook to conform to the diocesan course of study or to meet the needs of her class.

This division of the chapter into parts prepares the pupils to use the books in the upper grades. All the books beyond fourth year are divided into two parts, creative activities and grammar. Just as grammar concepts are to be studied in connection with the creative activities, so in fourth year the drill exercises in correct usage, punctuation, capitalization, and so forth, are to be woven in with the lessons in oral English, letters, and paragraphs. Some teachers prefer to divide each thirty- or thirty-five-minute English period into shorter periods so that they may devote five or ten minutes to word study or correct usage, another five or ten minutes to poetry or picture study, and the remaining time to a special work-type or creative activity, such as talks, letters, paragraphs, dramatizations, club meetings, or radio.

A work-type activity is one in which the pupil applies himself to comprehending, memorizing, or mastering something which he needs to know because of its functional value. The thing thus learned may be a new word, a new rule, a new technique, or anything of the kind. The teacher's share in a work-type activity consists in explaining, developing, expanding, demonstrating, or consolidating the ideas or skills to be acquired by the pupils.

The purpose of any work-type activity is to prepare for a true and worth-while form of creative activity, which should always involve a constantly growing fund of knowledge and a constantly increasing mastery of rules and principles. After the initial work-type learning has taken place, the pupil does something (creates) as a result of this experience. These creative activities may take the form of writing, reading, discussing, enjoying, talking, or dramatizing.

In the fourth grade, as in the third, the teacher acts as guide for all the activities. This section of the manual offers suggestions for the presentation of the various activities in the textbook. The teacher should study the suggestions in advance so that she will know what outcomes are to be expected. Supplementary enrichment material in the form of "Added Practice" is scattered throughout the manual. Various kinds of games are offered as means of drilling on the fundamentals. These games should be used with caution, however, as too frequent use of them will lessen the pupils' respect for material to be mastered and work to be done.

Self-expression should be encouraged provided the child has a contribution to make. Whenever word study is being undertaken or correct usage is being taught, pupils should be asked to contribute original sentences. By means of questions, hints, and suggestions the teacher should help slow and hesitant pupils, so that every member of the class may become an active member in so far as this is possible.

CHAPTER ONE · FUN WITH OUR PETS

Page 3 Introduction

OBJECTIVES: 1. To arouse interest in the new textbook through a discussion of pets and animals.
2. To acquaint the pupils with the parts of a book.

The first discussion may be introduced by means of an attractive picture of Saint Francis of Assisi surrounded by birds and animals of various kinds. An original poster of Saint Francis may be made by

pasting pictures of animals at his feet and birds resting on his shoulder. This will naturally lead to a discussion of animals and pets.

In this first discussion take time to enjoy the picture of the pet show on page 2 and to turn over the pages of the book for other pictures of animals. (If the books are new, this will give the teacher an excellent opportunity to teach children how to open a new book so that the backbone will not be broken.) Do not study any of the pictures in detail; save such study for the day when its teaching value may be utilized. Note that the book is divided into chapters. Have pupils locate the title page, the table of contents, the index. Discuss the significance of the title, *VOYAGES IN ENGLISH*.

Pages 3-5 Telling riddles

OBJECTIVES: 1. To develop ease in speaking before the class. 2. To help pupils make up riddles about their pets.

The telling of riddles not only arouses interest in pets, but also provides a simple procedure for speaking before the class. The children will enjoy answering the riddles in Exercise 1. They may refer to these riddles and to the model on page 3 before giving their own riddles in Exercise 2.

Class Exercise 1. 1. Goat. 2. Rabbit. 3. Squirrel.

Added Practice: 1. It is important that the children learn to speak and write in clear, complete sentences. Have the pupils count the sentences in each riddle and state whether each is a telling or an asking sentence. 2. These riddles contain a number of words for which the pupils may give synonyms or antonyms; for example, *silky, smooth, long, short*. 3. Let each pupil give one telling or asking sentence about the pets mentioned on page 3.

Class Exercise 2. 1. Suggested riddles are: (1) My pet's two legs are as thin as matchsticks. He has yellow feathers. His cheery song brightens our living room. Can you guess what my pet is? (*Canary*) (2) My pet has a long, silky mane. He is brown with white spots. His thick flowing tail almost touches the ground. I am proud of my pet as I ride him through the park. Do you know what kind of pet I own? (*Horse or pony; refer to picture on page 6.*) (3) My pet is a little green-and-black creature. His big eyes seem ready to pop out of his head. His short funny legs support him as he leaps about. Many people think my pet is ugly, but his familiar croak is always a welcome sound to me. Can you name this friend of mine? (*Frog*) (4) My pet has green

highest, and on earth peace among men of good will." Jesus will give us peace if we ask Him to come in as the ox and the sheep did.

After the poem is thoroughly understood, the class prepares for the choral reading of "A Christmas Folk-Song." The breathing exercise and the exercises in pronunciation, pages 116-17, are an essential part of this preparation. The teacher should attach great importance to choral speech. The principal or supervisor, on her visits to the classroom, should show at least as much appreciation of good choral speech as she does of mastery of the rules of grammar.

CHAPTER FOUR · FUN AT OUR DAILY WORK

Pages 119-24 An English club

OBJECTIVE: To develop habits of cooperation through the formation of an English club.

"An English Club" is a work-type reading lesson. Let the pupils dramatize the discussion on pages 119-20 and select a name for their own English club. "The March of Good English," pages 120-24, reviews many of the activities studied during the first semester and offers the teacher an opportunity to repeat those in which she feels that her class needs additional practice.

Club meetings may be held every month, or oftener if so desired. A president or chairman may be appointed for each meeting. If desired, the pupils may elect a president to serve a number of months. Committees should be appointed to plan club programs with the teacher. These programs may include activities studied during the semester or may consist of original plays similar to "The March of Good English."

Class Exercise 56. 1. Follow the model in the textbook. 2. An interesting club program can be built around the holidays as suggested on pages 87-91. 3. Suggested names for a mission club are Help the Heathen Club, Junior Missionaries, the Xavier Club. The following outlines may help pupils in preparing their talks:

MISSIONS IN AFRICA

- A. Need for zealous workers
 1. Large territory
 2. Few priests
- B. Some of the difficulties facing the missionary
 1. Hostility of natives
 2. Lack of money for needed supplies

- C. Work to be done
 1. Winning the friendship of the natives
 2. Preaching the word of God
 3. Building churches and schools for the converts
- D. How we can help
 1. By prayer
 2. By contributing to the Mission Fund

MISSIONS IN INDIA

This could follow somewhat the same outline as the one for Africa.

INDIAN MISSIONS IN THE UNITED STATES

- A. Where these missions are located
- B. What difficulties are met
- C. The great work being done by priests and sisters
- D. What fourth-grade boys and girls can do

The pupils might prepare a short play based on an interesting event in the life of Saint Francis Xavier. For example, in some cities Saint Francis would walk through the streets at sundown, ringing a bell. This was to remind the people to say a prayer for the souls in purgatory and for those in the state of mortal sin. This custom resulted in so much good that after the saint's departure from Malacca, a man was appointed by the city to continue ringing the bell.

This story could be dramatized in two scenes:

SCENE ONE. Francis walks through the streets ringing the bell. Children follow him. In their conversation they tell the purpose of the bell. The people who are in the street bless themselves as they hear the bell.

SCENE TWO. A city official appoints a man to continue the practice started by Saint Francis Xavier.

Summary of first semester

The lesson on clubs concludes the work assigned to the first semester of fourth year. The following summary of language habits that have been presented on pages 3-124 will probably prove helpful to teachers for purposes of review:

1. Oral English
 - Riddles—about animals, pages 3-8; about books, pages 46-47
 - Dialogues, pages 8-9
 - Book advertisements, pages 45-46
 - Class discussions, pages 87-91
 - Club meetings, pages 119-24

2. Letters
 - Parts of a letter, pages 11-16
 - Form, pages 18-20
 - Envelopes, pages 16-17
 - Special types of letters—friendly letters, pages 12, 19, 21, 55-57; Christmas letters, pages 91-92; “thank-you” letters, pages 93-95
3. Paragraphs
 - Definition, pages 23, 57
 - Parts of a paragraph, pages 25, 58-66
 - Steps in writing, pages 95-101
 - Form of paragraph, page 101
4. Sentences
 - Definition and recognition of, page 26
 - Kinds of sentences, pages 35-36
 - Beginning, middle, and ending sentences in paragraphs, pages 25, 58-66, 98-99
5. Word Study
 - Synonyms—still, quiet; fast, quick; save, rescue; almost, nearly; queer, odd; want, need, pages 31-32; kind, gentle; great, large; clever, bright; beg, implore; empty, vacant; sport, game; excuse, pardon; discover, invent; map, chart, page 72; put, place; work, toil; talk, speak; difficult, hard; show, play; call, cry, page 107
 - Antonyms—young, old; true, false; win, lose; give, take; hot, cold; long, short, page 33; poor, rich; wide, narrow; right, wrong; go, come, pages 73-74; strong, weak; healthy, sickly; first, last; always, never; careful, careless; fast, slow; quiet, noisy; high, low, page 108
 - Homonyms—beet, beat; cent, sent, scent; blew, blue; no, know; new, knew; by, buy, page 34; right, write; sail, sale; see, sea; knot, not, page 75; two, too, to, pages 109-10
 - Contractions—haven't, couldn't, wouldn't, pages 39-40; doesn't, don't, page 80; she'll, o'clock, page 115
 - Definition and pronunciation (dictionary habits), pages 52-53
 - Correct usage—give, gave, given, pages 28-29; do, did, done, page 30; teach, learn, page 70; no, any, page 71; doesn't, don't, page 80; between, among, page 104; good, well, page 106
6. Parts of Speech
 - Nouns (name words), pages 67-69
 - Verbs (action words), pages 103-04
7. Punctuation
 - Period—at end of telling and commanding sentences, pages 35-36

- Comma—in letters and addresses, pages 13-15, 17; with words in direct address, pages 76-77; in direct quotations, page 112
 - Question mark—at end of asking sentence, page 35
 - Exclamation point—at end of exclaiming sentence, page 36
 - Quotation marks—in titles of books, 51; before and after a direct quotation, page 111
8. Capital Letters
 - In letters and addresses, pages 12-17
 - At beginning of every sentence, page 38
 - In titles of books, pages 50-51
 - To begin a proper noun, page 78
 - The word *I*, page 79
 - To begin a direct quotation, pages 113-14
 9. Choral Speaking
 - “My Ship and I,” pages 41-44
 - “The Fairies,” pages 82-86
 - “A Christmas Folk-Song,” pages 116-18

Pages 125-27**Letters of invitation**

OBJECTIVE: To give pupils practice in writing letters of invitation.

There are four things which must be mentioned in every invitation: (1) the occasion, (2) the date and day, (3) the time, and (4) the place. The following rhyme may help pupils remember these requirements:

In a letter of invitation
To a party or a play
Always state the place,
Hour, date, and day.

Study the model letters on pages 125 and 127. Call upon pupils to point out the occasion, the day and date, the time, and the place.

Class Exercise 57. 1. The answers are obvious. 2. The time has been omitted in the letter. 3. The following letter is typical of what may be expected:

Saint Clare School
South Bend 13, Indiana
February 14, 19....

Dear Father Lynch,

On Friday, February eighteenth, at two o'clock, we are having a spelling bee in our classroom. We hope that you will be present as our guest.

Your loving children,
The Fourth Grade