

Teacher's Manual  
and Key

LEPANTO GRAMMAR

5



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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 fifth-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."<sup>1</sup> They believe that all expressions should be functional, in an audience situation, and in a setting as natural and lifelike as possible.

<sup>1</sup> 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.

**Organization and style**

1. VOYAGES IN ENGLISH 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 VOYAGES IN ENGLISH 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 171-72, 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

	THIRD GRADE	FOURTH GRADE	FIFTH GRADE
<b>Quotation Marks</b>	To indicate words of speaker For titles of books		In divided quotations
<b>Hyphens</b>	To divide words		
<b>Apostrophes</b>	In contractions	To show ownership or possession	
<b>Question Marks</b>	At end of asking sentences		
<b>Exclamation Points</b>	At end of exclaiming sentences		After exclamatory words or phrases

## 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 LEPANTO GRAMMAR

This book is divided into two parts, Creative Activities (pages 3-148) and Grammar (pages 151-334). The section on creative activities contains the core material out of which the child's English experiences evolve. The theme is patriotism, loyalty to Church and to country. Each of the five chapters is introduced by referring to some figure famous in American history. The grammar section is divided into nine chapters. These refer to the parts of speech, with additional chapters on phrases, sentences, and punctuation. Since the sentence is the unit of mastery, every part of speech should be taught in its relation to the sentence.

VOYAGES IN ENGLISH, FIFTH YEAR is not to be followed page by page. This series was organized in such a manner that the books could be used in any diocese in the country. For example, everything on letters, on books and libraries, on nouns, or on sentences will be found on succeeding pages, not because the authors expect that everything should be taught at one time, but to enable teachers and pupils to locate rules and instructions easily. The teacher must adapt the materials in the textbook to fit the course of study in her own diocese and to meet the needs of her own pupils. The suggested Time Chart on pages 161-69 indicates the order in which topics in creative activities and grammar may be presented to the pupils. During each month pupils should study some topic in the field of oral English, paragraph writing, grammar, and correct usage. It may be necessary to make minor alterations in the Time Chart to conform to diocesan courses of study.

In offering suggestions for the presentation of the various activities in the textbook, this manual follows the order of the book. This was considered the most advantageous method, since the Time Chart includes page references for each entry. The teacher should study these

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.

## CHAPTER ONE · THE FLAG

### Pages 3-4 Reading a poem

**OBJECTIVE:** To introduce the first chapter through the reading of "Flag of the Free."

This poem forms an excellent introduction to the chapter and provides motivation for the work which follows. Read the poem to the class. Discuss with the pupils such words and phrases as *aloft, rippling, tugging, throbbing with life, bare our heads, a nation's might, pledge of a safeguard, strong defense, brotherhood, righting all wrongs, dispelling all fear, abiding with thee*. A picture of the flag floating in the breeze will stimulate interest in the poem.

### Pages 4-6 Talking about the flag

**OBJECTIVES:** 1. To encourage pupils to speak before the class. 2. To furnish rules for speakers.

Question the children about their experiences with the flag. Encourage them to relate these experiences. Call attention to the rules for speakers on page 5 and have a child read them aloud, if desired. Emphasize the fact that there are rules for listeners as well as for speakers. Then let the pupils read silently the model talk "Why We Salute the Flag." They are now ready for the first activity in the class assignment on page 5. Help the pupils prepare their own talks by writing leading questions on the blackboard. Stress the idea of interesting the listeners by means of an attractive beginning sentence.

**Class Assignment, page 5.** 1. Referring to the rules on page 5, let the class judge those who are called upon to read. 2. Suggested beginnings and questions for development of short talks are offered here: (1) Every loyal citizen should know what the various symbols of his flag signify. (Development will differ for American and Canadian children.) For Americans: What is the meaning of the stars? (They represent the states of the United States.) Why are there thirteen red and white stripes? (They signify the thirteen original states.) For Canadians: Why does our flag carry the Union Jack? (Canada is

a member of the British Commonwealth of Nations.) What does the Canadian shield represent? (Shield typifies development of Canada by her pioneers. England, Scotland, Ireland, and France are represented.) (2) There is a message for you and for me in the red, the white, and the blue of our beloved flag. What does the red represent? (Valor) The white? (Purity) The blue? (Loyalty) (3) (Especially for American children:) Let us make an imaginary visit to the home of Betsy Ross in Philadelphia in the year 1776. Whom would we see there? Why had they come? What suggestion did Mrs. Ross make concerning the number of points in the stars? How did Mrs. Ross feel about the honor conferred on her? (Refer to the dramatization on pages 128-30.) (4) When we salute the flag we are showing our respect for our great country. Of what does our flag remind us? (Of our duty to be good citizens, that we should be proud of our country, and so forth. Refer to the talk on page 4.) (5) Here are a few rules we will want to remember regarding the proper way to carry the flag in a parade: If the flag is on a float in a parade, how must it be displayed? (From a staff; not draped over the float) May the flag ever be draped over any vehicle in a parade? (No. When it is displayed in a motor car the staff must be attached.) (6) A boy or girl who loves his country's flag will want to display it in the proper manner. What are some of the rules governing the proper display of the flag? (In a short talk only a few can be mentioned. The following rules are suggested: (a) Display on all days when the weather permits. (b) Display only from sunrise to sunset. (c) Raise briskly and lower slowly. (7) Did you ever notice the flag flying at half-mast? On what days or for what occasions is the flag flown at half-mast? (Memorial Day, the death of a president, and so forth.) Why is it at half-mast on these days? (The flag at half-mast indicates mourning.) (8) A real love of our country demands that we respect its symbol, the flag. What are some of the ways in which we can show respect for the flag? What do we do when it is passing in a parade? What position should it be in when we carry it? What should we avoid when raising or lowering it? What should we do with it when it is worn and soiled?

### Pages 5-7 Subject and topic

**OBJECTIVE:** To help pupils limit a subject to a particular topic.

Limiting the subject to a definite topic lays the foundation for unity in oral and written composition. It is usually

familiar, it is not true of Catholic theologians, and the stanza was omitted to avoid all risk of engendering false ideas in the minds of the pupils.

*Added Practice:* 1. Let the pupils write a paragraph or a poem inspired by the picture on page 73. 2. Ask for original sentences using the words the author of "The Blind Men and the Elephant" used for *speak*.

**Pages 74-75**  
**Chapter**  
**challenge**

OBJECTIVE: To test for mastery of the chapter.

The words or phrases to be inserted in the blank spaces are as follows: 1. subject; topic. 2. words; vocabulary. 3. outline. 4. title. 5. attract attention; give an idea of what is to follow. 6. develop the thought of the beginning sentence. 7. sum up what has been said, tell what we think or feel, give a last detail. 8. poetry; prose. 9. guide words. 10. syllables; hyphen. 11. accent mark. 12. it has only one syllable. 13. tuning-up exercises. 14. "The Best Time of All."

CHAPTER FOUR · CHARLES CARROLL,  
FEARLESS CATHOLIC

**Pages 77-81**  
**Polishing words**

OBJECTIVE: To enrich the pupils' vocabulary through a study of picture words.

The work of this chapter should likewise be spread over many lessons at different times of the year as suggested by the Time Chart on pages 161-69. Call the attention of the class to what is said about John Ruskin on page 77 of the text. The children will enjoy reading or having read to them Ruskin's "The King of the Golden River." In this beautiful fairy tale they will see the result of patient and persevering work on the part of the author. Let the class adopt a slogan for the work of this chapter: "If at first you don't succeed, try, try, again."

Have the pupils read silently the explanation of picture words given on pages 78-79. They should then read carefully the sentences containing plain words and contrast them with those containing picture words. Call upon volunteers to point out the improvement in the sentences containing picture words as the textbook does in connection with the sentence, "The dog devoured the meat." Encourage each pupil to make use of picture words in his writing and speaking.

**Class Assignment, pages 79-81.** 1. The following words, although

the most obvious picture words, are not necessarily the only ones: (1) trotted, winding; (2) curled; (3) plunged; (4) nibbled; (5) rumbled; (6) snatched; (7) hobbled; (8) leaped, excitedly; (9) crept, noiselessly; (10) Towering, lined; (11) foliage, swayed, soft; (12) erected, massive; (13) shrill, call; (14) roar, announced; (15) Softly, silently, crystal. 2. A pupil's list of picture words might include the following: fairy wand, gurgling, stilled, croaking, hushed, Chattering, silent, hustle, shelter, Colorful, rustling, whirl, whistling, dying, chirping, fascinating. 3. (1) sparkled; (2) float; (3) crashed upon; (4) scampered; (5) lashed; (6) sauntered; (7) hastened; (8) relishes; (9) chimed; (10) soared.

*Added Practice:* 1. Have pupils identify the part of speech of the various picture words. These will usually be found to be verbs, adjectives, or adverbs. 2. Many of the model paragraphs in the textbook contain picture words which the class may be called upon to find and possibly use in original sentences.

**Pages 81-87**  
**Synonyms and**  
**antonyms**

OBJECTIVE: To emphasize the value of synonyms and antonyms in vocabulary building.

Children should be made familiar with the terms synonyms (words of the same general meaning) and antonyms (words of opposite meaning). By means of a simple story the Nym family may be introduced: Near a beautiful lake in Word Land there lives a family by the name of Nym. In this family there are two children. The first child, Anto, is very disagreeable. When someone says something he always likes to say the opposite. Syno, the second child, is easygoing and gets along with everybody. When anybody says something he says something that means the same.

It is not necessary at first to teach the difference in meaning that makes one synonym more suitable than another. The purpose of these first exercises is to train the children to avoid using overworked words and repeating words when other words convey the same general idea. The habit of consulting the dictionary for synonyms and antonyms should be encouraged.

When pupils have had sufficient practice in recognizing synonyms as words with the same general meaning, teach them to become sensitive to the varying shades of meaning that make one word more suitable than another. Only through a systematic study of new words