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# LEPANTO GRAMMAR



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## Preface

IT IS no doubt true that the child grows toward maturity and independence of thought as he progresses through the grades; but this growth is not as a rule a sharp and sudden one, nor does the psychology of the child undergo any great change during his years in the elementary school. Methods, general objectives, and certainly, the fundamental principles that underlie the work of the school remain the same from year to year. The need in every grade is to bring about pupil growth by making good use of the experiences of the child and by providing new and broader experiences.

A child can grow in school only if he is active. He must therefore do something with or about his experiences. The first and most obvious thing that he can do is to tell others of them. We encourage his desire to tell about his experiences. We wish him to express himself naturally and joyfully. If we make him feel that we and all the group discover a value in what he has to say, he will wish more and more to express himself well and successfully. We give him models of written expression that will make him sensitive to the beauty of word and phrase. We teach him to use certain methods and to observe certain rules; and these he accepts because he

IMPRIMI POTEST: Mother Maria Pacis, I.H.M., *Mother General*, January 25, 1962.

NIHLI OBSTAT: John B. Amberg, S.J., *Censor deputatus*, January 29, 1962.

IMPRIMATUR: ✠ Albert Cardinal Meyer, *Archbishop of Chicago*, January 30, 1962

finds that our methods and our rules are things that he can easily use or understand, and that they help him.

LEPANTO GRAMMAR endeavors, insofar as a textbook can accomplish such a purpose, to create a classroom atmosphere conducive to a group spirit rather than to a selfish and individualistic spirit. Every child is made to feel that the entire group is interested in what others have to say. He is taught to listen courteously and to criticize in a kindly and constructive manner.

It is also necessary to supply the child with new experiences. Schools can do this by means of motion pictures, excursions, and other similar activities. A textbook can do so only by encouraging the reading of books and by the models and exercises it contains. LEPANTO GRAMMAR studiously excludes from its model paragraphs and from the sentences in its exercises whatever is misanthropic, or destructive, or psychologically harmful. The world that it seeks to create for the child is a bright world, a happy world, a hopeful world, and a usefully busy world.

A child can tell of his experiences either orally or in written form. The authors accept it as a fundamental principle that oral expression should precede written expression. Expression, whether oral or written, should provide variety, stimulate the imagination, and inspire creative effort by taking different forms. Children can express themselves by telling the class of something they

have read, by taking part in discussions, by class dramatizations of things read in books, by imaginary broadcasts, telecasts, and telephone calls, by writing a paragraph or by writing a letter. It has been the aim of the authors to make use of every form of expression that has been found to be practical and appealing.

The authors believe very wholeheartedly in the child-centered school, but only if that term is properly understood. The child is necessarily the center of the school's activity, for everything that the school undertakes, every activity in which it engages, has for its immediate object the doing of something to or for the child; nor can the school afford to forget, in any of its planning, what the child needs to achieve and what the child is capable of achieving. The school should be child-centered in the sense that it accepts child growth as something to be sought in everything it does. But this growth need not be undirected; rather it should be planned by those whose broad experience has given them a vision of the heights to which children can rise when guided wisely and lovingly. This direction is something that children need, something that they desire, and something that they willingly accept if nothing has ever occurred to destroy their confidence.

Child growth has not only volume or quantity; it has what we may call direction. The child growth that is sought in LEPANTO GRAMMAR is growth toward a Christian adulthood that is truly cultured, that accepts social service

as a sacred duty, and that can render social service the better because it has been taught to think clearly and to express itself effectively.

Ahead of the child in the elementary school who is to arrive at this destination there does indeed lie a long, a very long, voyage. The authors cannot hope to have taken him many miles on his journey. It will be enough for them if they can feel that they have given him a seaworthy ship and started him on his way. To have done this much — even to have made a sincere attempt at doing it — is not a small thing in a day when for many children there is no sound vessel in which to sail, no known port of call, no provision for the journey, no compass, nor any stars visible through the ragged clouds by which to chart a course.

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To Mrs. George Sargent Burgess for permission to use "America the Beautiful," by Katharine Lee Bates; to Doubleday, Doran and Company for permission to use "Roofs," by Joyce Kilmer; to Houghton Mifflin Company for permission to use "Barbara Frietchie," by John Greenleaf Whittier, "Daybreak," by Henry Wadsworth Longfellow, and selections from "The Courtship of Miles Standish," by Henry Wadsworth Longfellow; to H. L. Kilner and Company for permission to use "The Legend of the Robes," by Eleanore C. Donnelly; to David McKay Company for permission to use "O Captain! My Captain!" by Walt Whitman; and to The Macmillan Company for permission to use "The West Wind," by John Masefield.

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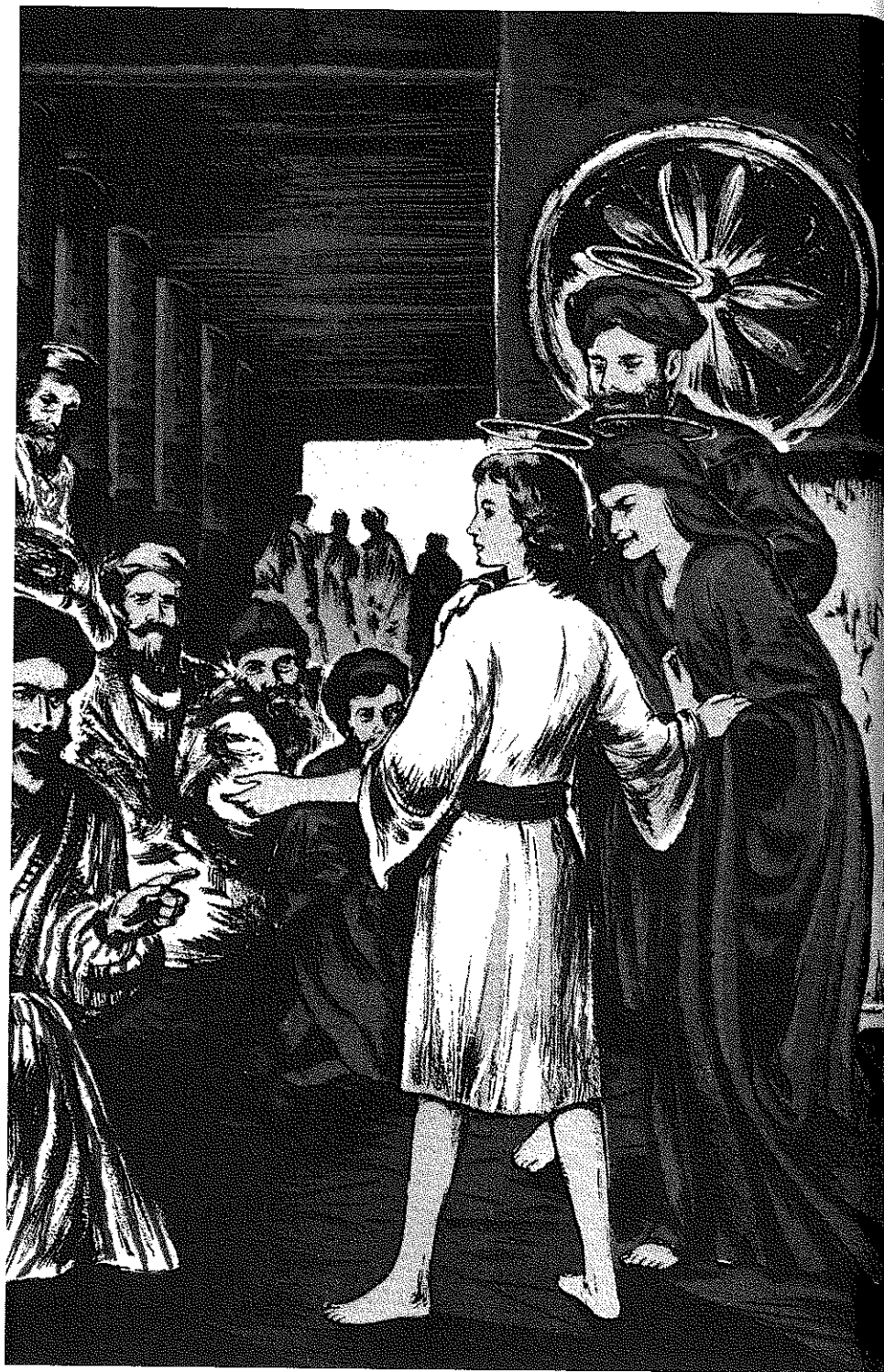
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TO  
CHRIST THE KING  
THROUGH  
THE IMMACULATE HEART  
OF MARY

PART ONE

**CREATIVE ACTIVITIES**



## CHAPTER ONE Preparatory Experiments in Speech

*In which we take part in life situations  
through speech*

School days are part of our lifework. The morning and the afternoon sessions are the business hours; the time after school is for recreation and play. Businessmen never let anything interfere with business. Neither should we. During his leisure hours the businessman shares his pleasures with others in the give-and-take of everyday living. We do the same. If we look upon our experiences in and out of the classroom as a preparation for future participation in the business world, we shall be able to meet our own problems with Christian fortitude and courtesy.

### **The Importance of Conversation**

Now and later we shall come in contact with people, converse with them, give them information, share their experiences, and be called upon to express an opinion. Conversation, therefore, is the basis of all communication.

### **1. Giving Directions**

Perhaps the briefest and simplest kind of conversation is that used in giving directions by question and answer. Examine the model conversation on page 4. Is it marked by a spirit of respect and courtesy on the part of the person asking for directions and the boy?

MODEL: GIVING STREET DIRECTIONS

*As Arthur is walking home from school, a lady driving an automobile addresses him as follows:*

LADY. Can you tell me the way to Saint Mark Church?

ARTHUR (*raising his hat and pausing a moment*). Yes, madam. Drive straight ahead on Main Street for three blocks. Turn left on Madison Street and continue until you reach Broadway. Saint Mark's is on the corner of Madison and Broadway.

LADY. Thank you very much.

ARTHUR. You are welcome. I am glad that I could assist you.

Are the directions given by Arthur clear? Could they be followed readily? Note that Arthur paused a little before he gave the directions. He did this in order to be sure that he himself knew the way and to think how he should word the directions so that the lady would be able to follow them easily.



**DIRECTIONS SHOULD BE:** 1. *Accurate*  
2. *Clear*  
3. *Brief*

Unless you really *know*, don't risk giving directions at all. Direct the person making the inquiry to some place where you know he can obtain the correct information.

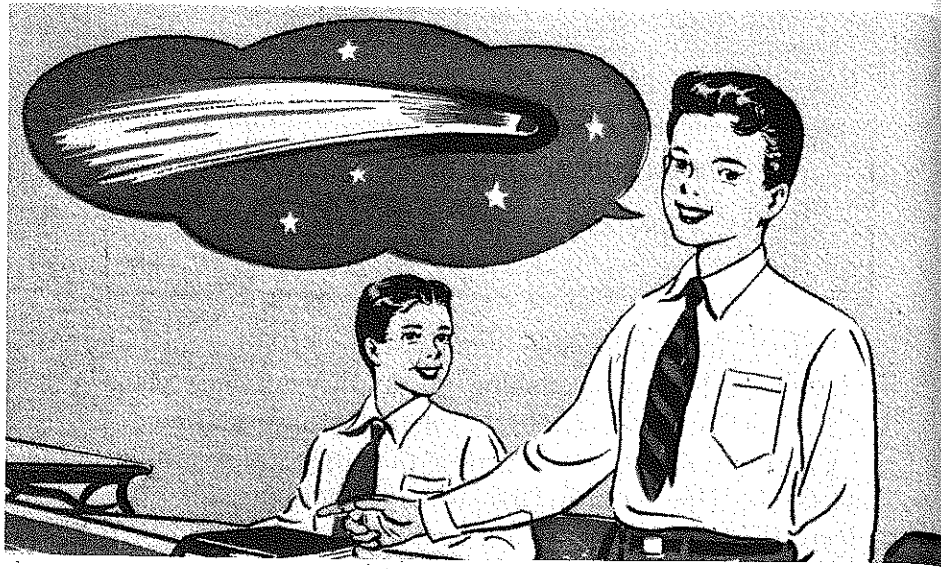
Questions should be so worded that they are easily understood. "Did Central High win the football game?" is clear. "Did they win?" would be difficult to answer.

CLASS ASSIGNMENT

1. Dramatize the following conversations in your classroom:
  1. A gentleman whom you meet outside your school asks, "Where is the nearest drugstore?" Direct him properly.
  2. A priest whom you meet at the entrance to the school says, "Please direct me to the principal's office." Answer him courteously.
  3. Your uncle, who is visiting your family, wants to know how to reach the business section of the city. Direct him.
  4. A girl asks, "What is that tall monument?" Answer her.
2. Reword these questions so that they are clear:
  1. Where is the play?
  2. Did you like it?
  3. Can I reserve a seat?
  4. What time does the train leave?

2. Giving Definitions and Explanations

Time and again in school we are called upon to give definitions, longer directions, or explanations. In answering such questions we must be sure that we: (1) *understand the question*, (2) *know the answer*, (3) *word the answer clearly*.



#### MODEL: GIVING A DEFINITION

TEACHER. What is a comet, Neil?

NEIL. A comet is a heavenly body that passes through the solar system at regular periods. It is known by its long, bright tail.

Neil had studied his lesson and knew what the textbook had said about comets. He tried, however, to answer in his own words. This habit of trying to put into our own words the long explanations given in the textbook will help us answer questions intelligently and correctly.

Our geography, history, English, and other textbooks contain many paragraphs which explain or contain information. If we learn to give definitions in our own words, we shall have no difficulty in selecting important facts from paragraphs and restating them in our own words. What is explained in the following paragraph?

#### MODEL: AN EXPLANATION

The Assembly was made up of all citizens of Athenian birth. In it every member had a voice in making the laws which governed his state. The Athenians thus had more personal liberty than any

other people ever enjoyed. From them we get our idea of a democracy and an assembly. *Demos* is a Greek word meaning "the people." A democracy is therefore a country governed by the people and in which all the people are equal before the law.

#### CLASS ASSIGNMENT

From the following questions select two or three to be answered in class. Try to make your definitions and explanations clear, accurate, and brief:

1. What is the Declaration of Independence?
2. What is the Constitution of the United States?
3. How does a bill become a law?
4. What is a desert?
5. How did the "iron horse" originate?
6. Why do Catholics go to confession?
7. What is a vocation?
8. Why do Catholics honor our Blessed Mother?
9. How does a pilot know when and where to land?
10. What is vaccination?

#### 3. Class Conversations

Let us now turn our attention from directions, definitions, and explanations to conversation which gives pleasure as well as information. This is the daily exchange of ideas, viewpoints, and courtesies which makes for gracious living. Do we always contribute our share to the conversation at home and in school?

A *class conversation* is one in which we talk as a group upon some selected topic. The pupils, for example, may have felt that they would like to go to the country to see the trees and the wild flowers which they have been studying in science. With the consent of their teacher, they decide to make plans for the excursion. The teacher ap-

points Frederick to act as leader when they discuss these plans. The whole class enters into the conversation, but it is Frederick's duty to see that all the important matters are covered. He has the following questions in mind before the conversation begins: Where shall we go? When? Where shall we meet? Shall we take our lunch? He then starts the class conversation in the following manner:

MODEL: A GROUP CONVERSATION

FREDERICK. John, have you any suggestions about our trip?

JOHN. The first thing I think we ought to decide, Frederick, is where we should go.

FREDERICK. Does anyone know a good place to go?

DANIEL. Let's hike along Wissahickon Drive in Fairmount Park. It's not far and the scenery is beautiful.

FREDERICK. That's a good suggestion, Daniel, but are we sure of finding wild flowers there?

BLANCHE. Oh, yes, my uncle drove us out there last Sunday and the wild flowers were just beginning to bloom.

FREDERICK. Has anybody any other suggestions? If not, let's decide to hike along the Wissahickon. What do you think is our next question, Beatrice?

BEATRICE. When shall we go?

FREDERICK. What about Saturday morning? John and I have to serve Mass at eight o'clock, but we could be ready to go at nine.

BEATRICE. That will be early enough. I hope it's a pleasant day.

FREDERICK. Of course. Now, where shall we meet?

- COURTESY FORBIDS:**
1. *Introducing unpleasant topics*
  2. *Interrupting a speaker*
  3. *Monopolizing a conversation*
  4. *Speaking in a loud voice*

HELEN. Would you like to meet at our house? It's nearest for everybody, I think.

FREDERICK. Thank you, Helen. We shall be happy to meet at your house.

HENRY. Who will go on the trip? Shall we ask the other sections of the seventh grade?

MARY. I think it will be better to organize the hike for just this group.

FREDERICK. Does everybody agree? (*Nods of agreement*) Then that's settled. Is there anything else?

PETER. Frederick, shall we take lunch with us?

FREDERICK. That's always part of every hike, Peter. Yes, I think we'll carry our own lunch.

Thus the group continues to converse, arranging details carefully with the leader, until the whole plan is complete. The conversation might end with an expression of pleasure at the thought of the hike or with a simple promise, such as "See you on Saturday, Helen."

Discussions of how to organize something make good topics for group conversations. The class may be divided into groups of from five to ten members each. The teacher may appoint a leader for each group. The leader must study the topic carefully so that he will be able to guide the conversation of his group. In a group conversation there must be both good talkers and good listeners.

CLASS ASSIGNMENT

1. Answer the following questions about the model conversation:
  1. Did Frederick introduce the topic immediately?
  2. Did he keep to the point?
  3. Were the questions which the leader had outlined before the conversation began discussed and settled by the group?
  4. Was the leader courteous? Did he listen to suggestions?

- GOOD TALKERS:**
1. *Contribute their share*
  2. *Help to advance the topic*
  3. *Answer difficulties*

- GOOD LISTENERS:**
1. *Are attentive*
  2. *Show their interest*
  3. *Ask questions*

2. Hold a group conversation in your own classroom in which you make plans for an outing of some type.

3. Divide the class into groups of from eight to ten members. Let each group choose a leader and prepare a conversation to be given before the class on one of the following topics:

1. Organizing a baseball team
2. Starting a mission fund
3. Holding a hobby show
4. The value of manners
5. How students should treat school property

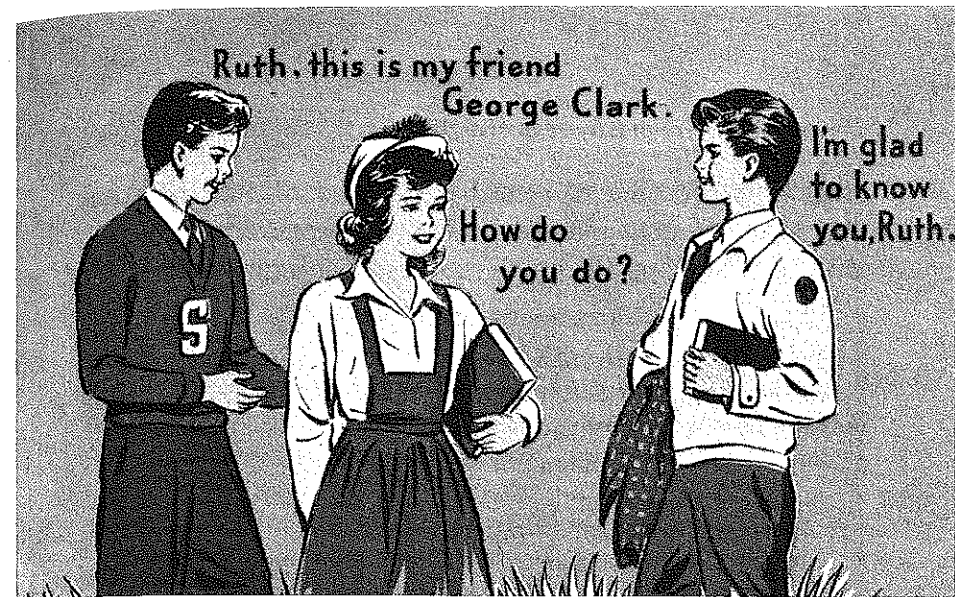
#### 4. Introductions

We have many opportunities for practicing the art of conversation in various situations and with different persons. The way we converse with others very often reveals traits of character. Even the way in which we introduce one person to another may be an index of our refinement, training, and consideration for others.

In making introductions we should be gracious and not act in a stilted and self-conscious manner. This end will be accomplished if we are familiar with the following customs observed by people of refinement:

1. A man is introduced to a woman or a boy to a girl. We address the woman first and then introduce the man.

"Mrs. Grandi, may I introduce Mr. John Chapman, our football coach?"



2. A younger person is introduced to an older or more distinguished person. That is, we say the name of the older person first.

"Mother, this is my classmate Jeremiah Carney."

3. A lay person is introduced to a priest or a member of a religious order. The name of the priest or the religious is mentioned first.

"Father Conway, may I present my sister Rose?"

4. When two people of the same sex and about the same age are introduced, the name of either person may be mentioned first.

"Mary Carroll, this is Elizabeth Campbell."

"Elizabeth Campbell, I want you to meet my cousin, Mary Carroll."

In acknowledging an introduction we simply say, "How do you do." We may add the person's name if we wish, as "How do you do, Mr. Graham." When boys and men are introduced to one another they usually shake hands. Girls

and women do not. When a gentleman is introduced to a lady she usually smiles and bows. An expression of pleasure, as "I'm happy to know you," is always appropriate.

MODEL: AN INTRODUCTION

*When John's mother came to school to see the exhibition of posters for Catholic Book Week, he introduced her to his teacher in the following manner:*

JOHN. Sister Peter, may I present my mother?

SISTER. How do you do, Mrs. Conley. I am very glad to meet you. I hope you like John's poster.

MOTHER. John has spoken very often about you, Sister. I am so happy to know you.

CLASS ASSIGNMENT

Practice the following introductions:

1. A classmate visits you. Introduce him to your mother.
2. You take your friend Mary Enley to the school picnic. Introduce Mary to your pastor, whom you meet at the park.
3. Introduce your cousin, Mary Cray, to Rita Owens.
4. Maurice Wilhere, a friend of yours, passes your home while you are sitting on the porch with your twin sister. Introduce Maurice to her.
5. Introduce your father to your principal, Sister David.
6. You have just joined the Boy Scouts. Introduce yourself to another Scout who is sitting next to you at a meeting.

**Introducing a Speaker to a Class**

Introducing a speaker to a class requires more formal courtesy. The new president of the Good Citizenship Club of our class may want to introduce a missionary priest who is to give an address at one of our club meetings. The president should accompany the guest speaker to the place of honor in the classroom or the auditorium. After the

speaker has been seated the president should bow to him and then proceed, facing the class:

MODEL: INTRODUCING A SPEAKER

Members of the Good Citizenship Club, we are certainly fortunate to have with us this morning Father Hubbard, the Glacier Priest. Father is not a stranger to the boys and girls of this class, because we have followed him in imagination on many of his thrilling adventures. Father Hubbard himself will tell us many more stories, I know. Father Hubbard.

*The speaker then bows to Father Hubbard.*

CLASS ASSIGNMENT

How would you introduce the following persons to your class?

1. A city official who is to talk on safety rules
2. A visiting nurse who is to discuss first aid
3. Dr. Ryan, a dentist, who is to talk on dental hygiene
4. Miss McCall, a librarian, who has been asked to explain the use of the card catalogue
5. A noted author who is to discuss the Catholic press

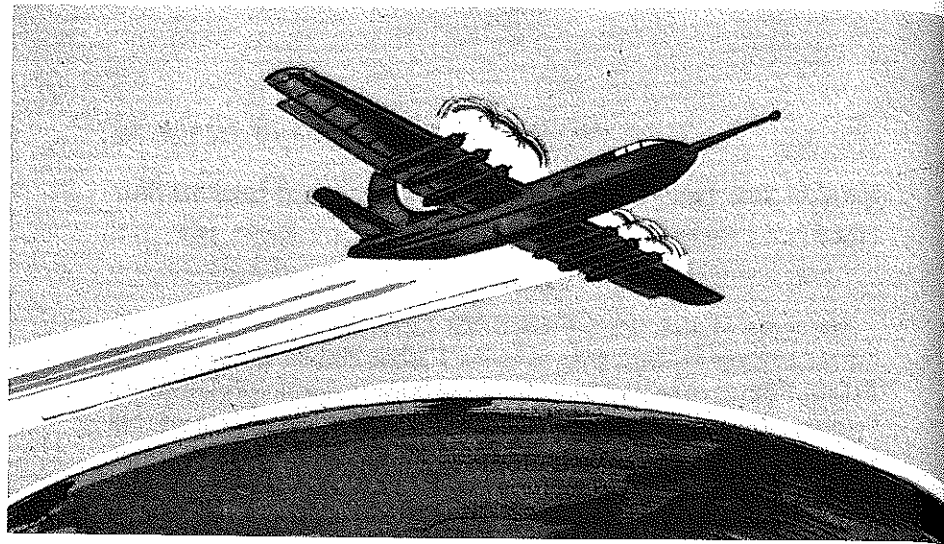
**5. Formal Talks**

There are many occasions on which we may be called upon to give a formal talk in our classroom. In such a talk we take our place at the front of the classroom and speak in a formal manner. We must always prepare for a formal talk and know exactly what we wish to say.

MODEL: BRIDGING TIME AND SPACE

The airplane is daily changing our ideas of time and space. This modern means of transportation surpasses all others in its ability to follow the shortest possible route between two places. Ships at sea must often circle large masses of land, and this may necessitate a detour of hundreds of miles. Icebergs, shallows, and dangerous





reefs also constitute possible hazards. Ships of the air encounter no such difficulties. On land, the automobile and the train must follow twisting, turning routes through mountainous country because they lack the ability to ascend steep slopes. On level surfaces they must go around swamps and lakes. These problems do not present themselves in travel by air. Given the proper weather conditions for flying, a twentieth-century air liner can go anywhere by the shortest possible route.

There are many things connected with air travel which might have been used as the topic for a formal talk. Note that this talk told only how the airplane surpasses other means of transportation in shortening the distance between two points. The topic of this talk, therefore, is *shortening distances by airplane*.

#### What to Talk About

We all enjoy sharing experiences with others. We may share our joys, our hopes, our ambitions, even our sorrows. Personal experiences or ambitions make good subjects for talks to our classmates. Imaginary experiences also provide good material for class talks and tax our imaginations

as well. On the other hand, we may prefer to tell someone how to do something or how to make something.

#### Planning the Talk

After we have selected the subject we must always limit it to a particular topic that can be covered in a short talk. Here is a list of subjects and topics that might be used for formal talks:

SUBJECT	TOPIC
My favorite saint	An incident in the life of my favorite saint
Penicillin	The discovery of penicillin
A flood	The damage caused by a flood
Tin	The importance of tin
A day in the park	An amusing experience

Having limited the subject to an interesting topic, we make the following plan for the talk:

1. We think of a good beginning sentence that will attract the listener's attention and indicate what we are going to talk about.
2. We organize the middle sentences so that we do not wander from the topic, but keep our thoughts traveling from one action to another.
3. We plan a good and effective ending sentence.

#### CLASS ASSIGNMENT

1. Limit the following subjects to topics that might be used for formal class talks:

My dog	Competition	Ways of earning money
Indoor amusements	Sports	New inventions
Communication	Corn	A well-known American
Visiting in the country	Aviation	Church windows
Travel experiences	Wild flowers	Advertisements



2. What is the topic of this talk which Regina Haller gave before her class?

#### SECRETS TO SHARE

This great earth has secrets to share with all who are curious and eager to learn. Marvelous are those already revealed! The stately spruce tree can disclose the origin of the plastic steering wheel on your new car or the rayon bedspread that adorns your bed. Coal tar offers itself as the basis of many exotic perfumes. Insignificant soybeans, too, have many astounding uses to divulge. Be alert and read widely if you wish to share Nature's secrets.

3. Study this talk and answer the questions that follow:

#### HOW TO PREPARE FOR CONFESSION

A person who wishes to make a good confession must remember certain things. In the first place, he should pray to the Holy Spirit for grace to know and detest his sins. Then he should examine his conscience carefully, recalling how he has offended God in thought, word, deed, or omission since his last confession. After this he should try to make an act of perfect contrition by thinking of God's goodness and of how shamefully he has acted toward his heavenly Father. If he cannot make an act of perfect contrition, he should at least make an act of imperfect contrition by thinking of the punishment of unforgiven sin. Before he enters the confessional he should know what he is going to say and should be prepared to tell the priest exactly what he did and how often he committed each sin. One who prepares in this way will make his confession properly by accusing himself of all his transgressions and by having true contrition for them.

1. Does this talk tell the audience about a personal experience or does it explain how to do something?
2. Does the first sentence introduce the topic of the talk?
3. Do the middle sentences explain the process step by step?
4. Are any important details omitted?
5. Does the ending sentence explain the last step or does it summarize the explanation?
6. What are the requisites of a good confession?

#### Vocabulary Hints

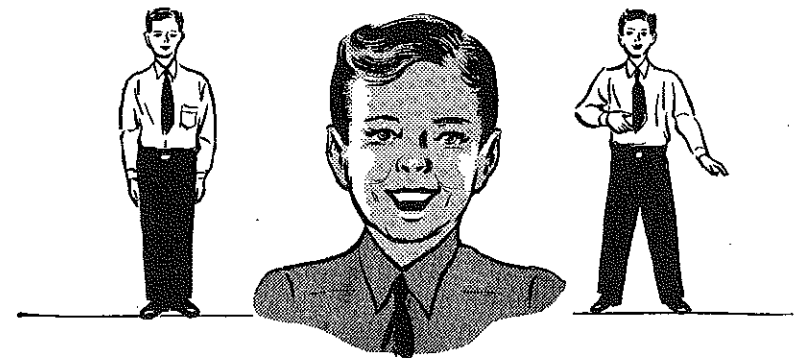
If we wish one sentence to follow another smoothly, we must pay attention to our *transitional expressions*. Here are some transitional words, phrases, and clauses. Write in your notebook a sentence containing each one. See if you can add others to those given.

WORDS	PHRASES	CLAUSES
finally	despite this	when this has been done
nevertheless	as a result	after this has been finished
thereupon	for this purpose	when the work was completed
furthermore	in the first place	while we were speaking
meanwhile	on the other hand	if you observe these rules
consequently	on the contrary	since delay was dangerous

#### How to Talk Well

Not only should a speaker have something really worth while to say, but he should say it in the very best possible way. His posture (how he stands when he is talking), his easy, pleasant manner, his friendly tone—all these go to make up his good points as a speaker. Try to improve in these points every time you are called on to speak.

#### Good posture      Friendly tone      Pleasant manner



## CLASS ASSIGNMENT

1. Select one of the three talks outlined here and develop it for presentation in your class. You will find a suggested beginning sentence and an ending sentence for each topic and ideas that might be developed in the middle sentences:

## 1. A LEADER OF HIS PEOPLE

**Beginning sentence** Out of the chaos into which his newly found freedom had plunged the Negro, there emerged that great leader, Booker T. Washington.

**Middle sentences** Washington favored industrial education.  
He opened Tuskegee Institute.  
He lectured to break down racial prejudice.

**Ending sentence** The glory of liberating the slaves belongs to Abraham Lincoln; to Booker T. Washington belongs the honor of elevating them to social and economic freedom.

## 2. GOD'S WAY

**Beginning sentence** Strange and devious ways are used by God to attract souls.

**Middle sentences** Ignatius, the soldier, is wounded in battle.  
He reads a book for diversion.  
He decides to dedicate his life to God.

**Ending sentence** Hence we see that even among the trivial things of everyday life God finds means of drawing souls to His service.

## 3. ANTARCTIC INVASION

**Beginning sentence** Perhaps the most thrilling conquest made by the airplane is its penetration of the mysterious white silence of the Antarctic.

**Middle sentences** Early flights  
Continuance of explorations despite loss of life  
Discoveries

**Ending sentence** Watch for new scientific wonders which the airplane will help to uncover in this strange world.

## TESTS OF A PLEASANT SPEAKER:

1. *Do I stand well, head erect, looking at the class?*
2. *Is my voice friendly and my articulation clear?*
3. *Is my manner pleasant and courteous?*
4. *Is my choice of words good?*

2. Prepare a talk describing an experience. Select some event in your own life or use any of the following:

TITLES	TOPIC SENTENCES
My Turn as Cook	I always look forward to my turn as cook at our house.
An Exciting Fifteen Minutes	There were just fifteen minutes of the game to go.
Lost!	Were you ever lost?
Next!	Everybody knows that awful feeling when the dentist says, "Will you come in?"
An Apt Pupil	Last summer I became a swimming instructor for my little brother Donald.
Dazed by the Foot-lights	Our Christmas play had reached its climax when I walked onto the stage.

3. Prepare a talk explaining how to do something. Select a topic of your own or use any of the following:

TOPICS AT HOME	TOPICS AT SCHOOL AND CHURCH
How to make fudge	How to introduce a new pupil
How to wash an automobile	How to write a book report
How to plan a party	How to display the flag
How to care for a sprained ankle	How to assist at Mass
How to operate a dial telephone	How to genuflect

## Relating Anecdotes

Are you able to tell a good story? Can you make your hearers live the incidents that you relate? Public speakers often make use of anecdotes to illustrate a point. An anecdote is an interesting incident, sometimes amusing, con-

nected with the life of some person. The story should be easily understood. We should never have to point out a moral or a lesson to be learned.

Here is an anecdote related by a boy who had been chosen to address the pupils of the seventh and the eighth grades. The pastor of his church was conducting a membership drive for the Junior Holy Name Society. Do you think this anecdote would encourage the boys to love the sacred name of Jesus?

MODEL: AN ANECDOTE

A venerable old man had the custom all through his life of saying "Praised be Jesus Christ" in moments of great sorrow or joy and whenever he met old friends.

When he lay dying a strange worry came into his mind. "There is only one thing that troubles me," he told the priest who was visiting him, "and that is what I will find to say when I stand before the throne of God."

"There is only one thing you need to remember to say," replied the priest. "Just repeat your familiar greeting, 'Praised be Jesus Christ,' and the whole court of heaven will answer you, 'Forever and ever, Amen!'"

CLASS ASSIGNMENT

1. Your class is organizing a history club. Let each member relate an anecdote to illustrate patriotism.

2. Look up an interesting anecdote concerning the life of some famous person and be prepared to tell it to the class. Anecdotes concerning any of the following characters are interesting:

- |                     |                    |
|---------------------|--------------------|
| 1. Abraham Lincoln  | 6. Nathan Hale     |
| 2. Knute Rockne     | 7. Saint Nicholas  |
| 3. Saint John Bosco | 8. Mark Twain      |
| 4. Saint Patrick    | 9. Patrick Henry   |
| 5. Saint Augustine  | 10. Father De Smet |

3. Relate an amusing anecdote you have read in a favorite magazine. Tell why you selected this particular story.

4. Bring to class an anecdote that will inspire your classmates to be generous in the collection for the missions.

6. Choral Speaking

Choral speaking gives us an opportunity of enjoying great poetry by reading it together. We learn to feel the swing of the rhythm, the variations of time and pitch, and the beauty and the music of the words.

Two simple rules apply to all choral speaking:

1. The emotion or feeling must fit the thought and must never be exaggerated.
2. The thought of the poem must become *your own*.

Markings Used in Choral Speaking

In this book we will use certain markings that will help us to phrase the poems we recite together in chorus. These markings are \ for a falling inflection, / for a rising inflection, and // for a pause.

Use a falling inflection (\) of the voice for important or emphatic words:

We be the King's \ men.

Use a rising inflection (/) of the voice when a question is asked:

Are you ill? /

Use a rising (/) and a falling (\) inflection of the voice for words used in pairs and for stressed words used in succession:

We be the King's \ men hale / and hearty. \

We want men, \ women, / and children. \



TUNING-UP EXERCISES

*Breathing:*

Breathe deeply. Inhale through the nose, inflating the diaphragm, chest wall, and ribs. Then exhale slowly with the sound of *ah*.

*Enunciation:*

Learn to enunciate—or “speak out”—both vowels and consonants. Vowels should be said with the mouth round. Consonants should be enunciated crisply and accurately.

*Exercise for the vowels:*

Say the vowels, first in a low pitch, then in a high pitch. Use the piano where possible to establish the high and low pitch.

Say these short sounds with relaxed tongue:

ă as in *hat*. Repeat several times: *patch, lad, stamp*.

Catch the lad that stamps pads in the pantry.

ě as in *pet*. Repeat several times: *red, wet, tell*.

A wet red thread went through the hedge.

**Nonsense Jingles**

Nonsense jingles tickle our sense of humor by the ridiculous sayings and actions of absurd people, or amuse us by their coined words or strange dialect.

WE BE THE KING'S MEN  
(An Old Nonsense Jingle)

Heartily, as if  
marching nearer  
and nearer

We be the King's \ men hale / and hearty, \  
Marching to meet one Buono-party; //  
If he won't come lest the wind should blow, //  
We shall have marched for nothing, O! //

Explosively

Right fol lol!

More heartily  
Nearer still

We be the King's \ men hale / and hearty, \  
Marching to meet one Buono-party; //  
If he be sea-sick say “No, No!” //  
We shall have marched for nothing, O! //

Explosively

Right fol lol!

Most heartily  
and nearest

We be the King's \ men hale / and hearty, \  
Marching to meet one Buono-party; //  
Never mind, mates, // we'll be merry though //  
We shall have marched for nothing, O! //

Explosively

Right fol lol!

STUDY OF THE POEM

Let us establish the rhythm—that is, count out the beats in the line. Take the first line:

We' be the King's' men hale' and hear' ty

There are four beats in the line. This rhythm is repeated in every line except the last one, which has three beats and is said with full voice and breath, like the military command of Right!' For'ward! March!' Keep the rhythm steady and even. Try to imitate the sound of marching feet.

**A Verse-Speaking Choir**

A verse-speaking choir is a group trained to recite poetry in chorus. When the choir recites a poem in unison each

word is pronounced as clearly and distinctly as though it were spoken by a single voice. The members must first be sure that they understand the poem and then decide how they wish to interpret it. Then they must practice just as an orchestra or choir does, so that all the voices are blended together harmoniously. Some of the parts of the poem may be assigned to one individual as a solo, or to a group such as the soprano voices or the alto voices.

Just as an orchestra tunes up before beginning to play, so the verse-speaking choir should take some preparatory exercises before reciting.

#### Lyrics or Singing Poems

Poems that sing, or lyrics, make the best poems for choral speaking, for their rhythm (the beat of the lines) is like the rhythm of music. These poems do not tell a story; they express the author's emotion.

#### DAYBREAK

By Henry Wadsworth Longfellow

- Medium Voices** A wind \ came up out of the sea, /  
And said, / "O mists, make room for me!" /
- Light Voices** It hailed the ships \ and cried, / "Sail on, //  
Ye mariners, / the night is gone!" //
- Heavy Voices** And hurried landward \ far away,  
Crying, / "Awake! it is the day!" //
- Medium Voices** It said unto the forest, / "Shout! //  
Hang all your leafy banners out!" //
- Light Voices** It touched the wood-bird's folded wing, \  
And said, / "O bird, awake and sing!" //



- Heavy Voices** And o'er the farms, \ "O chanticleer, /  
Your clarion blow; / the day is near!" //
- Medium Voices** It whispered to the fields of corn, /  
"Bow down, / and hail the coming morn!" //
- Light Voices** It shouted through the belfry-tower, /  
"Awake, O bell! \ proclaim the hour." //
- All** It crossed the churchyard \ with a sigh, /  
And said, / "Not yet! in quiet lie." //

#### STUDY OF THE POEM

This is a lyric poem; that is, a song sung from the heart of the poet to the hearts of his listeners. The lines are filled with pictures of early morning.

All the earth and all the people awake at daybreak, all except the dead lying in the churchyard. They will not arise until the trumpet of the angel Gabriel calls them on that last daybreak to judgment.

In reading the poem for choral speaking, be careful to mark the time well. Use slow time for things sad, or tend-

ing to be sad, like the last stanza, and quick time for things that are glad, or tending to be glad, like the second stanza. As the time changes with gladness or sadness, so does the pitch of the voice—higher pitch for gladness, lower pitch for sadness.

### 7. Chapter Challenge

Show that you understand the contents of this chapter by filling in the blanks in the following statements:

1. Directions should be (1) \_\_\_\_\_, (2) \_\_\_\_\_, (3) \_\_\_\_\_.
2. In answering questions in school we should be sure that: (1) we \_\_\_\_\_ the question; (2) we \_\_\_\_\_ the answer; (3) we \_\_\_\_\_ the answer clearly.
3. A class conversation is one in which we talk as a group upon \_\_\_\_\_.
4. The guide in a group conversation is called a \_\_\_\_\_.
5. In group conversations there must be both good \_\_\_\_\_ and good \_\_\_\_\_.
6. Courtesy forbids (1) introducing \_\_\_\_\_ topics; (2) \_\_\_\_\_ the speaker; (3) \_\_\_\_\_ a conversation; (4) speaking in a \_\_\_\_\_ voice.
7. In introducing a man to a woman we \_\_\_\_\_.
8. A lay person is introduced to a \_\_\_\_\_ by mentioning the name of the \_\_\_\_\_ first.
9. An introduction is acknowledged by saying, \_\_\_\_\_.

10. We must always \_\_\_\_\_ a formal talk.
11. The general thing that we decide to talk about is called the \_\_\_\_\_. The particular aspect of the talk is called the \_\_\_\_\_.
12. The tests of a pleasant speaker are: (1) Do I \_\_\_\_\_ well, head erect, looking at the class? (2) Is my \_\_\_\_\_ friendly and my articulation \_\_\_\_\_? (3) Is my manner \_\_\_\_\_ and \_\_\_\_\_? (4) Is my choice of \_\_\_\_\_ good?
13. An \_\_\_\_\_ is an interesting incident connected with the life of some person.
14. Poems that sing are known as \_\_\_\_\_.
15. The lines of the poem \_\_\_\_\_ are filled with pictures of early morning.

4. In compound nouns the 's is added to the end of the word.

NOUN	SINGULAR POSSESSIVE	PLURAL POSSESSIVE
commander in chief	commander in chief's	commanders in chief's
sister-in-law	sister-in-law's	sisters-in-law's

## EXERCISE 13

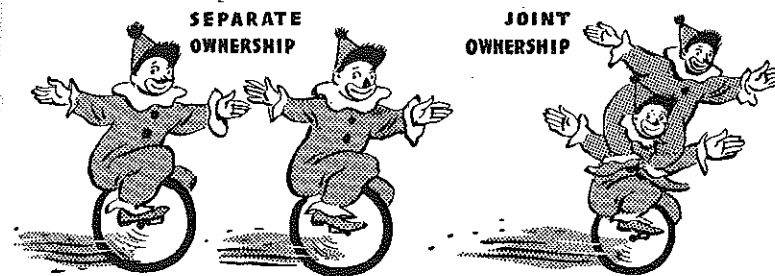
Write the possessive singular and the possessive plural forms of the following nouns:

child	pony	lady	mother
playmate	lad	Anthony	queen
Patricia	fox	pupil	uncle
sparrow	doctor	wolf	grandfather
shepherd	fairly	wife	editor in chief
father	passer-by	brother	farmer

## EXERCISE 14

Select each noun which is in the possessive case and tell whether it is singular or plural in number:

- The bird's nest was built in an old oak tree.
- Leo's dog is a terrier.
- John's father gave him lessons in woodcraft.
- Have you read Shakespeare's *As You Like It*?
- The boys' kites are flying high.
- The children's drawings are attractive.
- Saint Paul's letters encouraged the early Christians.
- Girls' dresses are on sale today.
- The grocer's truck is painted red.
- Did Rita's brother give you that picture?
- I like our baby's new shoes.
- Is that pen your mother's or your sister's?
- The teacher praised the students' work.
- The doctor's report was given yesterday.
- My sister-in-law's home is surrounded by many beautiful trees.
- Saint Brendan's boat was built of hides.



- Smith and Company's store will be closed for the holiday.
- The Misses Tighe's apartment is on the second floor.
- We often visit my grandparents' farm.
- Barbara's hair is the prettiest in the room.

## SEPARATE POSSESSION OR OWNERSHIP

If two or more nouns are used together to indicate separate ownership—that is, to show that each person possesses something independently of the other—the 's is used after each noun.

Longfellow's and Tennyson's poems were read.

## JOINT POSSESSION OR OWNERSHIP

If two or more nouns are used together to indicate joint ownership—that is, to show that one thing is possessed by the group jointly—the 's is used after the last noun only.

That is John and Peter's boat.

## EXERCISE 15

Indicate possession in the following sentences:

- Black and Bower store is very large.
- Helen and Maureen book reports are well written.
- Mr. Martin and Mr. Faber daughters graduated last week.
- Women and children shoes are sold here.
- Edward and William parents are friends.
- The secretary and treasurer report was read at the meeting.
- We celebrated Mother and Father wedding anniversary last Thursday.

8. Raphael and Titian paintings are prominent in the world of art.
9. Take Margaret and Joan coats to them.
10. David and Philip room was redecored.
11. Webster and Thorndike dictionaries are in our library.
12. Montcalm and Wolfe armies met on the Plains of Abraham.
13. Lucy and Irene teacher is from the South.
14. Saint Peter and Saint Paul feasts are celebrated on the same day.
15. Roger and Andrew salaries have been increased.
16. Ferdinand and Isabella reign was one of the most glorious in Spanish history.

## OBJECTIVE CASE

You have studied in former years the following uses of the objective case:

**Direct Object.** A noun used as the direct object of a verb is in the objective case.

Mary and Joseph took the *Child* into Egypt.  
 Our Savior carried His *cross* to Calvary.  
 Mary Magdalene anointed the *feet* of Jesus.

**Object of a Preposition.** A noun used as the object of a preposition is in the objective case.

Jesus was found in the *Temple*.  
 The little children gathered around *Christ*.  
 Many pilgrims travel to *Lourdes*.

## EXERCISE 16

Give the syntax of each italicized word in the following sentences:

1. She pledged her *loyalty* to the *club*.
2. Snow covered the *mountains*.
3. Mary stood beneath the *cross*.
4. The little girl gathered the *apples*.
5. The aviator sought his *safety* in *flight*.

6. Aunt Catherine made some *cookies* for us.
7. The regiment marched to the *front*.
8. Have you read the *story*?
9. Lent is a time of spiritual *growth*.
10. The Territory of Louisiana was purchased during Jefferson's *administration*.
11. Mary visited her *cousin* in *Boston*.
12. Saint Thomas Aquinas wrote beautiful hymns in *praise* of the *Holy Eucharist*.
13. The legislative department of our *government* makes the *laws*.
14. A small quantity of *salt* is placed in the *mouth* of the *person* at *baptism*.

## OBJECTIVE IN APPPOSITION

A noun in apposition is in the same case as the noun it explains.

The children knelt before the Infant, the *Babe* in the manger.

When the noun which an appositive explains is in the objective case, the appositive is also in the objective case. In this sentence *Babe* explains *Infant*. Since *Infant* is the object of the preposition *before*, both *Infant* and *Babe* are in the objective case.

## EXERCISE 17

Select the appositives in each of the following sentences and name the noun which each explains:

1. The Roman Missal is written in Latin, the official language of the Church.
2. Father called Dr. Smith, our family physician.
3. Rosemary visited New York, the Empire State.
4. Father met Dorothy, my friend, at the station.
5. The Blessed Virgin was visited by Gabriel, an archangel.
6. In the Revolutionary War the Americans were assisted by the Polish patriot, Count Pulaski.
7. We read about Father Flanagan, the founder of Boys Town.
8. My father has just returned from Rome, the Eternal City.



6. William answered The driver shouted Watch the signal before you turn
7. Not wishing to be delayed I asked When do we leave
8. Remember the motto All that glitters is not gold reminded Mother
9. It is now no longer I that live but Christ lives in me says Saint Paul
10. When I told him the boy replied I am pleased
11. All that I am and all that I hope to be I owe to my angel mother was said by Abraham Lincoln
12. The teacher said Explain the proverb Honesty is the best policy
13. May I see your new book asked the girl
14. Our class dramatized The Legend of the Robes said Alice
15. There are many dangerous curves in this road warned the policeman

### THE APOSTROPHE

Use an apostrophe :

1. To show possession.  
The children's library is open today.
2. With *s* to show the plural of letters, figures, and signs.  
a's      8's      ?'s
3. To show the omission of a letter, letters, or figures.  
wouldn't      we'll      spirit of '76

### THE HYPHEN

Use a hyphen :

1. To divide a word at the end of a line whenever one or more syllables are carried to the next line.
2. In compound numbers from twenty-one to ninety-nine.  
He is thirty-two years old.
3. To separate the parts of some compound words.  
self-made      cross-examination      mother-in-law

### THE DASH

Use a dash :

1. To indicate a sudden change of thought.  
John came early—an unusual thing for him.

#### EXERCISE 8

Copy the following sentences and insert the proper punctuation :

1. The Lord is my shepherd I shall not want
2. He recognized every tree bush and hedge and hailed them as he would old friends
3. Were you present yesterday
4. What a happy little girl you'll be
5. The car was old moreover it was defective
6. Who won the race he asked
7. Three cheers for our team
8. Pope Leo XIII died in the twenty fifth year of his reign
9. The following accessories are needed typewriter filing cabinet mimeograph machine adding machine
10. I have just finished reading Uncle Toms Cabin
11. Sister said Our school motto Enter to Learn should be put into practice
12. Look There goes the ball said Thomas
13. There are many old fashioned buildings on this street
14. The teacher it seems was very busy
15. Did you go with him Joan
16. She is a member of the class of 50
17. Alaska the largest state in the Union lies northwest of Canada
18. The valley was green but the mountains were covered with snow
19. Ill teach you said Peter
20. If you will do your best I am sure you will succeed
21. My parents have lived twenty four years in this parish
22. The moss covered stone hid the violets
23. How is your sister in law

24. The estate consists of forty one acres
25. He was young too young to enjoy the beauty of the trip
26. He is very careless about crossing his *ts*
27. Chicago had a light snowfall on June 15 a very unusual occurrence for that city
28. The three members of our baseball team who are failing in their studies will I think be asked to turn in their uniforms
29. Cotton which is one of the principal products of the South is used for many different purposes
30. The recipe calls for three fourths cup of flour
31. We have been unable replied Mother to finish the work
32. Hurrah for our team shouted the happy children

### CAPITAL LETTERS

Use a capital letter for :

1. The first word in a sentence.  
The trees cast inky pools on the silvery lawn.
2. The first word of every line of poetry.  
Ring out the old, ring in the new,  
Ring, happy bells, across the snow!
3. The first word of a direct quotation.  
Rosemary answered, "My new afghan is made of many colors."
4. Proper nouns and proper adjectives. These include particular persons or groups of persons, religious denominations, political parties, institutions, buildings, cities, states, streets, months of the year, days of the week, holydays, and holidays.  
Michael, June, Valentine Day, Republican party, Catholic, American colleges
5. Titles of honor and respect when preceding the name.  
Queen Victoria      Cardinal Newman

**NOTE.** Do not capitalize any title not followed by a proper noun unless it is used in direct address as a substitute for the name.

The cardinal gave his blessing.  
Please give us your blessing, Your Eminence.

6. *North, south, east, and west* when they refer to sections of a country.  
She lived in the South.
7. All names referring to God, the Bible, or parts of the Bible.  
For God so loved the world as to give His only-begotten Son.
8. The principal words in the titles of books, plays, poems, and pictures.  
Tennyson wrote "The Charge of the Light Brigade."
9. The pronoun *I* and the interjection *O*.  
O Lord, I am not worthy.
10. Abbreviations when capitals would be used if the words were written in full.

U.S.A.      Dr.      Ave.      Jan.

Do not capitalize :

1. The seasons of the year.  
winter      spring      summer      fall
2. The articles *a, an, the*, conjunctions, or prepositions in titles, unless one of these is the first word.  
We dramatized "The Man without a Country."
3. The names of studies, unless they are derived from proper nouns.  
history      arithmetic      Spanish
4. The words *high school, college, and university*, unless they are parts of the names of particular institutions.  
My brother goes to college in Boston.  
My brother goes to Boston College.
5. Abbreviations for the time of day.  
a.m.      p.m.

### EXERCISE 9

Explain the uses of the capital letters in the following sentences :

1. Thomas did not go to Texas.
2. He speaks English, French, and Italian.