

TEACHER'S MANUAL

AND KEY

LEPANTO GRAMMAR

SEVENTH YEAR

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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 seventh-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.

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 205-06, 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

PUNCTUATION MARKS INTRODUCED IN GRADE SEVEN

	COMMAS	SEMICOLONS	COLONS	DASHES
GRADE VII ¹	With nonrestrictive phrases and clauses After introductory phrases Parenthetical expressions	Before <i>as</i> and <i>namely</i>	Before long direct quotations	To indicate a sudden change of thought

¹ No new rules for capital letters, periods, quotation marks, hyphens, apostrophes, interrogation points, or exclamation points are introduced in seventh year.

PART TWO

Teachers using LEPANTO GRAMMAR, *Seventh Year* will be governed by local conditions and the needs of their own pupils in selecting the material to be emphasized, as well as the order in which it is presented. Those teaching in dioceses having set courses of study will, of course, follow diocesan regulations. On pages 196-203 there is a suggested time chart showing how much of the "voyage" is to be completed in a month's time. This chart was developed to aid those teachers who, having no set course of study to follow, would like to know how other teachers combine creative and work-type activities with grammar. The chart proposes ways and means of securing the greatest advantage from the material to be covered during any given month, and at the same time leaves the teacher free to plan her own weekly program and the routine for each day.

This section of the manual offers suggestions for the presentation of the various creative activities and for the teaching of grammar. The teacher should study the manual 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. Games are sometimes suggested as a means of drill. Games should be used with caution, however, as too frequent use of them will lessen the pupils' respect for the value of work. The composing of original sentences illustrating word study, grammar, and correct usage should be continually encouraged. The illustrations in the textbook should be used as teaching aids.

Introducing the book

OBJECTIVE: To introduce LEPANTO GRAMMAR *Seventh Year* through a discussion of the title and the organization of the book.

After having distributed the books to the class, elicit comments on

the title, the cover, the title page, the *Nihil Obstat*. *Nihil obstat* means "Nothing stands in the way." It is the report of an official examiner of books made to the bishop, who then says *Imprimatur*, "Let it be printed." The pupils are no doubt familiar with the Spirit of Adventure Series from preceding years. Point out the general organization of the book. As in the textbooks for fifth and sixth grades, creative activities are in one section, grammar and usage in a second section, and diagrams, punctuation, and capitalization in the Appendix. Each section is divided into chapters—experiments in speech, writing paragraphs, nouns, verbs, and so forth. This plan makes it easy to locate general topics. In addition, call attention to the Table of Contents and to the Index.

CHAPTER ONE · PREPARATORY EXPERIMENTS IN SPEECH

Pages 3-5 Giving directions

OBJECTIVES: 1. To stimulate interest in conversation, stressing its importance in everyday life.
2. To teach pupils to give accurate directions.

Discuss with the class the importance of learning to converse properly. Let the children read silently the introductory paragraphs and study the simple model on page 4. Call attention to the rules for giving directions in the box on page 5. Instruct the pupils to use complete sentences when giving directions. (Read the Time Chart on page 196 of this manual for a suggested distribution of the work of the chapter.)

Class Assignment, page 5. 1. Directions may be given in this fashion: (1) You may reach the nearest drugstore by turning right at the next corner and walking about two blocks. Hansen's Drugstore is near the corner on the south side of the street. (2) Good morning, Father. Father, the principal's office is the first room on the left of this corridor. Sister Anne is in the office now. (3) Uncle Stephen, the easiest way to reach the business section is to walk two blocks left on our street. There you will find the subway entrance. Take the northbound subway to Monroe Street. (4) The tall monument you see before you is the Washington Monument. 2. The following or similar sentences will make the questions clear: (1) Where will Villa Maria Academy hold its senior play? (2) Did you enjoy the program? (3) Can I reserve a seat on the main floor for the evening of March 15? (4) What time does the next train leave for Boston?

Added Practice: Review imperative sentences by calling upon children two at a time. Let the first pupil request specific directions and the second pupil answer him in one or two imperative sentences. For example:

Give some rules for behavior at Mass.

Pay attention to what is going on. Kneel when you should and stand when you should. Do not disturb others. Say your prayers with devotion. Never talk needlessly to others.

Pages 5-7 Giving definitions and explanations

OBJECTIVE: To help pupils answer questions intelligently.

This lesson provides an opportunity for correlation of English with other subjects of the curriculum. Give abundant practice in brief but clear

definitions and explanations.

Class Assignment, page 7. Suggested answers are: 1. The Declaration of Independence is the immortal document which was adopted by the American colonists when they proclaimed themselves a free and independent nation. 2. The Constitution of the United States is the written document embodying the fundamental law or principles of our government. 3. A bill may be introduced into either house by a member, who places it on the clerk's desk. The clerk gives the bill a number and sends it to be printed. The bill is then submitted to the committee in charge of the kind of legislation it concerns. Should the committee accept the bill, it is presented to the house for consideration. After debating upon it, the members cast their votes. If it passes that house by a majority of the votes, it is introduced into the other house in the same manner. When the bill has passed both houses it is submitted to the president. His signature makes the bill a law. 4. A desert is an arid region lacking moisture for vegetation. 5. The first railroad cars were pulled by horses. When the steam locomotive was substituted for power, it was referred to as the "iron horse." 6. Catholics go to confession to obtain forgiveness for sin and to gain strength to overcome their faults. 7. A vocation is a calling to some special state in life. In particular, a vocation is a call to serve God in the religious life. 8. Catholics honor our Blessed Mother because of her great dignity as the Mother of God. They also honor her because by so doing they honor her Son. 9. Most pilots receive instructions by radio from control towers which are located beside the hangars at the various

WHITE LIFE

The atmosphere
Once tinged with gray
Is suddenly
Pure white,
As snowflakes rush
And tumble from
The heavenly
Height.

ANTICIPATION

With utmost care he baits his hook,
Makes sure the sinker's on,
And then like lightning drops his line,
Before the fish are gone.
And when his pole's secure in hand,
He settles back for fun.

CITY NOISES

Insistent honks of horns,
And busy shuffling feet,
These are two familiar sounds
Of a busy city street.

OBJECTIVE: To present for choral speaking the narrative poem "Barbara Frietchie."

Pages 81-84
Choral speaking

"Barbara Frietchie," pages 82-84, is a patriotic poem and may be used as part of a holiday program. A certain Mrs. Frietchie, an outspoken defender of the Union cause, did actually live in Frederick, Maryland, but the story told in the poem is imaginary. Many patriots of both sexes have displayed similar devotion and heroism. The teacher may bring out the idea that such heroism is possible only for one who has been faithful in smaller things.

OBJECTIVE: To test for mastery of the chapter.

Pages 84-85
Chapter challenge

This test, like the others, may be taken as an oral exercise before the answers are written by the pupils. 1. subject, topic. 2. vocabulary, words.

3. outline. 4. outline, beginning, middle, ending. 5. title, advertises. 6. (1) subject; (2) subject, topic; (3) Think, topic, questions; (4) vocabulary; (5) outline; (6) beginning, attracts attention; (7) outline, middle, unity, clearness; (8) ending, end; (9) title. 7. diary. 8. verse. 9. rhyme. 10. "Barbara Frietchie." 11. Stonewall Jackson, Barbara Frietchie.

CHAPTER FOUR · POLISHING A PARAGRAPH

Pages 87-96
Polishing words

OBJECTIVES: 1. To stimulate pupils to use vivid, action-flashing words. 2. To teach pupils to enrich their vocabulary through the use of synonyms.

3. To increase skill in painting word pictures of people.

This section of the chapter is intended to enrich the child's vocabulary and his powers of observation. (Consult the Time Chart.) Exercises in selecting vivid, action-flashing words and in the use of synonyms and words that paint exact pictures are provided. Keep the children alert and the presentation vivid. Daily short periods are preferable to long-drawn-out ones for this type of work. Call attention to the illustration on page 88. The exhausted boxer can be revived; so can our lifeless compositions! Pupils should use the words on pages 94 and 95 in sentences, writing them on the blackboard or reading them to the class, so that they may be criticized and suggestions made for their improvement. Different words may be assigned to different pupils, in order that all the words may be used. After having studied the model on page 96, the pupils should be prepared to make use of the vocabulary in writing original paragraphs describing persons.

In "Where Time Stands Still" on page 89 the distinction in meaning is as follows: *Antique* applies to that which has come down from ancient times or is related to them; that which is characteristic of an earlier period. *Venerable* suggests the dignity of age. *Antiquated* refers to that which came down from long ago. *Ancient* means old or of early origin. *Obsolete* applies to that which has gone out of use.

Class Assignment, pages 89-93. 1. (1) battered, limped. (2) Rose-tinted, suffused, sunset. (3) announces, advent, blossoming. (4) roar, blasted, stillness. (5) silvery, majestically, cascaded. (6) descended, stealthily, weary, journeying, deserted. (7) doleful, hesitatingly. (8) lazy, meandered, cool, verdant. (9) quaint, boast, thrifty, hospitable. (10) Fascinated, weird, hooting, transfixed. 2. Suggested improvements are: (1) The old woman limped slowly and sadly into her home. (2) A dilapidated automobile collapsed at the foot of the hill. (3) Various methods of solving the problem were debated by the class. (4) The boy, strolling along the edge of the lake, tumbled into the clear water. (5) An earnest desire to acquire knowledge inspired him to study diligently. (6) The canyon was carved out of solid rock by a small but turbulent stream. (7) An American flag, fastened to a high