

TEACHER'S MANUAL

AND KEY

FOR **LEPANTO GRAMMAR**

EIGHTH 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 eighth-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.

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

The underlying philosophy

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. LEPANTO GRAMMAR 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****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 235-36, 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

excellence of their talks in terms of the effect upon the audience. Emphasis should be placed upon limiting the subject, upon talking about *one thing only*.

REFERENCES

- Sister Ann Catherine. "Oral Composition in the Middle Grades." *1948 Convention Report*, pages 229-31. Philadelphia: Catholic Educational Association of Pennsylvania, 1948.
Stresses three skills in the teaching of English: clear speech, correct speech, and composition.
- Hatfield, W. Wilbur, Chairman. *Experience Curriculum in English*. English Monograph No. 4, National Council of Teachers of English. New York: D. Appleton-Century Company, 1935. Chapter XIV, "Speech Experiences, Grades 7-12," pages 159-70.
Creates numerous true-to-life situations in which pupils participate and experience the need for conversational skill.
- Miller, Sarah Lois. "Adding Interest to Review Lessons." *Social Education* 13:317-18, November 1949.
Offers interesting devices for review in English or any other subject by using panel discussions.
- National Education Association, Department of Elementary School Principals. *Role of Speech in the Elementary School*. Washington, D. C.: The Association, 1947. vi+112p.
Discusses ways of vitalizing the curriculum through speech.
- Sister Pauline Marie, O.S.F. "Debating in the Upper Grades." *1948 Convention Report*, pages 208-13. Philadelphia: Catholic Educational Association of Pennsylvania, 1948.
Discusses personal experiences in conducting classroom debates.
- 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 114-18, 121-29.
Discusses situations which require verbal forms of social courtesy.
- Strickland, Ruth. *Language Arts in the Elementary School*. Boston: D. C. Heath and Company, 1951. Chapter 7, "Spoken Language in the Intermediate School," pages 118-59.
Stresses importance of spoken language as a means of communication and discusses language values in social studies, science, and arithmetic.
- Yoakam, Gerald A., and Simpson, Robert G. *Modern Methods and Techniques of Teaching*. New York: The Macmillan Company, 1948. Chapter XX, "Conversation and Discussion," pages 377-91.
Suggests methods of preparing pupils for and initiating conversation periods; discusses means of improving conversations.

Dramatizations

Dramatizations are suggested in all the books of the series. In the lower grades they are necessarily short and simple; in the upper grades they may take the form of more lengthy presentations of a story or incident.

The teacher should at all times bear in mind the two chief purposes which dramatizations are intended to serve. The first of these purposes is to create a situation in which children express themselves orally and in which they find genuine pleasure. Such a situation presents unlimited opportunities for the development of desirable habits: the habit of distinct enunciation, the habit of courtesy, and the habit of spontaneous, unaffected, yet properly controlled expression of one's sincere feeling. The second of these purposes is training in ability to comprehend the complete thought and emotional content of a piece of literature, without which correct and effective dramatization is impossible.

The experienced teacher in the grades is aware that children as a rule are natural actors who throw themselves into dramatizations with boundless enthusiasm. If dramatizations cause children to enjoy more fully what they read, the teacher can afford to refrain from making too many suggestions concerning interpretation and from proposing too many rules. The test of a good dramatization is its sincerity, genuineness, and fidelity to life. "Is that what he would have said? Is that the way he would have looked?" are almost the only questions that need be asked in the effort to bring about improvement in original dramatizations at this level.

REFERENCES

- Burack, A. S., Editor. *One Hundred Plays for Children*. Boston: Plays, Inc., 1949. 886p.
Contains a varied collection of one-act plays for classroom and special assembly programs. The anthology includes plays for celebrating holidays and special occasions; historical plays; legends and fables.
- Sister M. Margaret, I.H.M. "Creative Dramatics in the Intermediate Grades." *1948 Convention Report*, pages 235-38. Philadelphia: Catholic Educational Association of Pennsylvania, 1948.
Sets forth the objectives and the advantages of creative dramatics.
- Trommer, Caroline J., and Regan, Teresa A. *Directing Language Power in the Elementary School Child*. New York: The Macmillan Company, 1933. Section II, "Dramatization in the Grades," pages 77-310.
Suggests methods of playmaking, presents detailed examples of classwork, and gives rules for actors and audiences.

GRADE LEVELS AT WHICH CAPITAL LETTERS

	CAPITAL LETTERS	PERIODS	COMMAS	QUOTATION MARKS	HYPHENS
GRADE III	First word in sentence Names of persons Names of holidays Names of God and words used in place of God's name First word in direct quotation Months and days of week Titles of books First word in line of poetry First word in salutation and complimentary close For certain abbreviations	At end of telling and commanding sentences After abbreviations	Before or after direct quotation After words in direct address After salutation and complimentary close Between day of month and year Between city and state	To indicate words of speaker For titles of books	To divide words
GRADE IV	For the word <i>I</i> For initials Proper nouns	After initials	After <i>yes</i> and <i>no</i>		
GRADE V	Proper adjectives To indicate sections of country For interjection <i>O</i>		Between words in series	In divided quotations	
GRADE VI	Titles of honor and respect preceding names Bible and parts of Bible		To set off appositives In compound sentences		In compound numbers and words

AND PUNCTUATION MARKS ARE INTRODUCED

APOSTROPHES	QUESTION MARKS	EXCLAMATION POINTS	SEMICOLONS	COLONS	DASHES
In contractions (short cuts)	At end of asking sentences	At end of exclaiming sentences			
To show ownership or possession					
		After exclamatory word or phrase			
To show the plural of letters, figures, signs			Between clauses of compound sentences	After salutation in business letters Before enumeration of articles	

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

TEACHING *Lepanto Grammar, Eighth Year*

Teachers using *LEPANTO GRAMMAR, EIGHTH 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 of presentation. Those teaching in dioceses having set courses of study will, of course, follow diocesan regulations. On pages 226-34 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 leaves the teacher free to plan her own weekly program and daily routine.

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 stimulate interest in *LEPANTO GRAMMAR, EIGHTH 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, sixth, and seventh grades, creative activities are in one section, grammar and usage in a second section, and diagrams, punctuation, and capitalization in the Appendix. Each section of the book 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 · THE SPEECH LABORATORY

Pages 3-5 Family conversations

OBJECTIVES: 1. To arouse interest in the chapter through a discussion of the title. 2. To show the value of participating in informal conversations. 3. To help the pupils acquire poise by emphasizing the correct manner of self-expression.

The title of the chapter, together with the motivating paragraph which introduces it, serves a twofold purpose. In the first place, it arouses the interest of eighth-grade pupils in activities in which they have already engaged. Those who have used *LEPANTO GRAMMAR* will have had much practice in informal conversation, group discussion, talking before the class, and so forth. At this level they make a more mature approach to these activities. They carry on experiments in speech in the *speech laboratory*. Secondly, the pupils are reminded of the wonderful gift God has given them in the form of a voice which they must always use for His honor and glory.

Before the first experiment discuss with the class the illustration of Christ's Sermon on the Mount. Talk about His message, His manner of expression, and His secret of holding the attention of the crowd. The model conversation on pages 3-4 stresses courtesy among the members of the family and respect of the children for their parents. Language skills are developed through correct forms offered for imitation. The suggestions for conversation shown in the box at the top of page 5 should not be overlooked.

The members of the class not participating in the actual dramatization of the class assignment may act as judges in determining whether

the participants followed the rules for courtesy, tone, and grammar listed on page 4. Comments such as the following may result: Mary observed the rule for tone; her voice was clear and low. Joan violated a grammar rule; she used a double negative.

Class Assignment, pages 4-5. 1. Follow the model in the textbook. Judges of the best performance should base their opinions on the suggestions for judging conversations on pages 4-5. 2. Phases of this subject on which pupils might comment would include: (1) the capacity crowd that attends; (2) the amazing number of sandwiches and sodas consumed; (3) the unanswerable question, "How does he guess my age and weight so accurately?" (4) the attractive prizes being offered; (5) the exciting amusements. 3. The following questions on each of the suggested topics might provoke conversation: (1) What time is it broadcast? Why is it a family "must"? What part interests you most? (Each expresses an opinion.) (2) How many will the party include? When will the trip take place? What are the general plans for entertainment? (3) Why is it important to read Catholic books? What makes this book a "best seller" to the family? What particular character appeals to each member? (4) An expression of gratitude by the children to the parents who took them to the game. What part of the game was most exciting? (Each expresses an opinion.) Were there any pregame activities that interested some members of the family? (5) When will it take place? At what time will the jubilee Mass be offered? Where will the banquet be held? What important people are expected to attend? (6) Why does this place appeal to the family? (Birthplace of parents, place previously visited by some of the members, and so forth.) What new points of interest have the children learned concerning it? (Mother or father may have pictures of the place to offer to the children for their geography scrapbook.) (7) What is the occasion of the vacation? When and where will it take place? How will each member of the family help Mother prepare for the trip? (8) How did each member of the family enjoy the initial ride? Who was (were) absent? What are the plans for its future use? (9) When and where will the party be held? How many children will be invited? How will the table be decorated? What refreshments will be served? What games will be played? (10) What can the girls do to help with the housework? How can the boys keep the grounds clean? Who will help with the shopping?