

**REORGANIZATION OF 9A GRAMMAR
BASED ON THE MORRISON THEORY
OF UNIT LEARNINGS**

NELLIE EMMA WESTACOTT

THE UNIVERSITY OF WICHITA

REORGANIZATION OF 9A GRAMMAR
BASED ON THE MORRISON THEORY
OF UNIT LEARNINGS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

IN CANDIDACY FOR THE DEGREE OF

MASTER OF ARTS

DEPARTMENT OF EDUCATION

MORRISON LIBRARY
UNIV. OF WICHITA

BY

NELLIE EMMA WESTACOTT

WICHITA, KANSAS

AUGUST, 1931

ACKNOWLEDGMENT

I wish to express my grateful appreciation of the willing assistance of Dr. Earl K. Hillbrand, whose courses were both helpful and inspirational. Thanks are due the teachers in the Wichita Schools who gave valuable suggestions and to those teachers in Roosevelt Intermediate School who heartily cooperated in plans for the correlation of English with other subjects.

Nellie E. Westacott

TABLE OF CONTENTS

Chapter	page
I. INTRODUCTION	1
Reason for the Study	
Aim of the Thesis	
II. INVESTIGATION OF PLANS IN USE	3
National Survey of Secondary Education	
Brief description of Five General Methods	
Basis of Reorganization	
III. EXPLANATION OF THE PLAN FOR REORGANIZATION	14
Tests for the Value of the Units	
Instruction Sheets and Self-Directed Study	
Directions for Procedure	
IV. UNIT I - THE SENTENCE	19
Assimilative Material	
Helps for the Teacher	
V. UNIT II - THE PARTS OF SPEECH	98
Assimilative Material	
Helps for the Teacher	
VI. UNIT III - HOW TO USE THE DICTIONARY	214
Assimilative Material	
Helps for the Teacher	
VII. CONCLUSION	264
BIBLIOGRAPHY	266

CHAPTER I

INTRODUCTION

Reason for the Problem

"It isn't fair. We're taking history in this room, not English."

Such was the burden of student complaint against a plan of correlation of history and English. After the compositions presented in history were criticized for content, the teacher of English read them to discover to what extent the principles of grammar and composition which had been studied were practiced.

The fact that pupils described the jurisdiction of each subject was not new, but the discovery that the boundary lines were so definite and that the general attitude was merely performing tasks for credit was astonishing. This knowledge coupled with the oft repeated student inquiry, "What do my grades average now?" indicated that some revision in the present methods of teaching should be made so that pupils will comprehend the real aim of education.

Some of the defects of the present organization are:

- (1) that information gained in the classroom functions little if at all outside the classroom,
- (2) that the pupils assume a "get by" attitude and consider the performance the goal,
- (3) that the honor roll and honor systems place premiums on mere grades and not real learning,
- (4) that with the present plan of so many semester hours spent on a subject before promotion, the superior pupils waste hours marking time while

the slower reach the mark, (5) the crowded courses of study make mastery of material almost an impossibility, and (6) that pupils in the secondary school do not know how to do self-directed study.

Aim of the Thesis

Wrong attitudes cannot be supplanted suddenly, nor can a school successfully change its entire organization quickly, but classroom teachers can do much toward paving the way to a systematic school reorganization with the ideal that the school exists "for the stimulation and guidance of the individual pupil into a state of adjustment to the physical and social and spiritual world in which he must live".¹ The work in the classroom may be so organized that mere lesson performance is discredited. It is with this aim that the material in grammar of the ninth grade of the Wichita Course of Study is reorganized to emphasize individual progress, mastery of material, and self-directed study.

¹Henry C. Morrison, The Practice of Teaching in the Secondary School, p. 667. Chicago: The University of Chicago Press, 1931.

CHAPTER II

INVESTIGATION OF PLANS IN USE

National Survey of Secondary Education

The purpose of one section of the national survey of secondary education was to discover, interpret and evaluate the new and unusually successful provisions which secondary schools (private schools not included) had made for individual differences. Dr. Roy O. Billet, school administration specialist of the survey, found 28 different methods by which the schools of the United States adapt their programs to meet the needs of individual students.² The movement to revise programs to benefit the individual student is comparatively new in the United States.

The twenty-eight methods disclosed by the questionnaires are:³

1. Problem method
2. Project curriculum
3. Credit for projects or studies carried outside of school hours
4. Variation in number of subjects a pupil may carry
5. Promotions more frequently than each semester
6. Advisory program for pupil guidance
7. Educational guidance through exploratory courses
8. Vocational guidance through exploratory courses
9. Special coaching of slow pupils
10. Special coaching to enable capable pupils to "skip" a grade or half grade
11. Special classes for students who have failed
12. Opportunity rooms for slow pupils
13. Opportunity rooms for gifted pupils
14. Adjustment classes or rooms
15. Remedial classes or rooms

²Roy O. Billett, "What the High Schools Are Doing for the Individual", School Life, 16 (January, 1931), 85-7.

³Ibid., p. 87.

16. Restoration classes
17. Scientific study of problem cases
18. Psychological studies
19. Differentiated assignments to pupils in same class section
20. Long-unit assignments
21. Homogeneous or ability grouping
22. Winnetka technique
23. Individualized instruction
24. Contract plan
25. Laboratory plan of instruction
26. Dalton plan
27. Modified Dalton plan
28. Morrison plan

Of this list there are five general plans whose theories of practice embrace the majority of the other methods listed: the project curriculum, the contract plan, the Dalton laboratory plan, the Winnetka technique, and the Morrison plan.

Description of Five General Methods

The project curriculum.--The aim of the schools using a project curriculum is not to prepare the pupils for future living but to assist them in making the necessary adjustments which life itself requires. Each school is a small social community whose members are ready to receive knowledge because there is a present need for it. "As the purposeful act is thus the typical unit of the worthy life in a democratic society, so also should it be made the typical unit of school procedure",⁴ states William Heard Kilpatrick in his explanation of the project method. The curriculum consists of units

⁴William Heard Kilpatrick, The Project Method, Teachers College Bulletin (July, 1920), p. 6. New York: Teachers College, Columbia University.

of work. A unit of work is "the various experiences and activities of a grade which center around some one interest."⁵ The skills are taught as the project demands their use, but should a particular project not require them, they are taught formally.

The contract plan.--According to this plan the material of a course is arranged so that each pupil may progress at a rate suited to his capacity and interest. Usually the main divisions of a course are called jobs. For each job there are contracts: a contract with the credit of "D" requires only the minimum essentials, a C-contract lists the average amount of work, a B-contract calls for the maximum amount of work, and an A-contract adds volunteer or original contributions. Each pupil receives a guide sheet for the work of the contract which he selects.

The Dalton laboratory plan.--Elements of the two plans just described appear in combination in the laboratory plan, originated by Helen Parkhurst who conceived a school to be a sociological laboratory in which community situations prevail. The year's work is the pupils' job. The assignments in each subject are given once a month in the form of contracts. There are no credit marks attached, but each pupil must finish all the contracts for the month before he may begin any new one. A new element in this plan is that the

⁵Tompie Baxter, "Some Techniques and Principles used in Selecting and Teaching a Unit of Work", Teachers College Record (November, 1929), p. 148. New York: Bureau of Publications, Teachers College, Columbia University.

school has no definite time schedule. If a pupil needs a longer time in one laboratory than another, is free to plan his time. The contract is self-directive; the teacher merely observes and guides. Recitations are held once a week at which time the teacher presents those things that are impossible for the pupil to discover with his limited time and equipment.

The advantages of this method are that the pupil is trained to be self-directed and self-disciplined as a citizen in a normal community, the "lock step" rule is abolished, the assignments show close correlation of subjects, and the relation of the pupil and teacher is transformed. The teacher is not a taskmaster, but a friend and a guide.

The Winnetka technique.--The authorities of the schools in Winnetka, Illinois, stress four principles: (1) schools should be happy attractive places for children, (2) creative work provides opportunity for individual variation and development, (3) the welfare of the group requires a strong social consciousness in each individual, and (4) every child should master those skills which he will probably use in life.

The curriculum has two distinct parts: "One consists of those knowledges and skills in which we are trying to make children like minded; the other consists of stimuli and opportunities for creative work under social conditions".⁶

⁶Carleton Washburne, "Winnetka", School and Society, (Jan. 12, 1929), 48.

"No individual can develop fully except as the society of which he is a part develops. Each individual must, for his own ultimate welfare, contribute to the welfare of the group."⁷

There are four outstanding differences from the laboratory plan: (1) there are no group assignments for all assignments are individual, (2) an unfinished assignment in one subject does not hinder progress in the others, (3) mastery of the material of the units is expected, and (4) pupils are not allowed freedom from the time schedule unless they have shown themselves to be self-reliant.

The Winnetka technique eliminates several factors objectionable in general practice today. There are no failures, for no time limit for mastery is set; no rigid division as to grade, for pupils are placed in groups in which they can work best; no recitations to show what one knows, for self-teaching and self-corrective material is used; no competitive marks to chasten and disturb, for each child competes with his own record; and no "get-by" attitude necessary for pupil responsibility for education is encouraged. This plan which encourages reasoned freedom and initiative, stresses happy working conditions, teaches self-government, includes adequate sex instruction, provides for remedial case work, and adds the assistance of a research department seems ideal.

⁷Carleton Washburne, "The Philosophy of the Winnetka Curriculum", 26th Yearbook of the National Society for the Study of Education, 1926, p. 224.

The Morrison plan.--Henry C. Morrison states in the preface of his book "The Practice of Teaching in the Secondary School" that "genuinely effective education whether it be for the service of the individual or the service of society, must be founded upon a coherent theory of the whole field of teaching, capable of being organized into a practicable system". Thorough genuine learning is the keynote of his analysis of teaching procedure.

The material to be taught is first criticized as to its real value; then it is divided into units of learning. A unit of learning is defined as "a comprehensive and significant aspect of the environment of an organized science, of an art, or of conduct, which being learned, results in an adaptation in personality".⁸ To each unit is applied the mastery formula: "pretest, teach, test the result, adapt procedure, teach and test again to the point of actual learning".⁹ Mere performance is not learning; actual learning results in a "change in the attitude of the individual, the acquisition of a special ability, or the attainment of some form of skill".¹⁰

Morrison deplures the general attitude of students to accept mere performance as an objective. The grading systems

⁸ Henry C. Morrison, The Practice of Teaching in the Secondary School, p. 24. Chicago: University of Chicago Press, 1931.

⁹ Ibid., p. 81.

¹⁰ Ibid., p. 17.

now in use encourage this perverted attitude and he would abolish them. Many educators of today concur in this opinion. Homer P. Rainey labels the giving of marks as "the great educational crime". "The most fundamental and serious cause of a lack of intellectual interest on the part of pupils is an attitude which consists in thinking their education wholly in terms of the machinery of education rather than in terms of mastery of fields of knowledge. For the vast majority of students the major objective of their educational career is to get through the system and this implies with as little effort as possible.Most students substitute a time concept for the mastery concept, and their educational process is robbed of all intellectual motives. Education under this system becomes a process of intellectual hurdling, and carries with it little or no residuum of intellectual values. The remedy lies in changing the system."¹¹

Another present day practice which is conducive to this perverted educational attitude is the administrative policy of requiring each pupil to spend a definite length of time on each subject. The Morrison plan suggests a flexible arrangement of courses which would permit advancement when the pupil is prepared for it. When the time-to-be-spent stereotype is abolished, there will be no failures. Each pupil progresses when he has learned, regardless of the time required. If he progresses slowly because of maladjustment, corrective and remedial teaching is done. "Diligent and consistent individual study of all pupils is the only secure foundation for effective teaching."¹² Continuous advancement and an enriched curriculum are the opportunities for the superior pupils.

¹¹ Homer P. Rainey, "The Great Educational Crime", School and Society, 33 (Mar. 28, 1931), 435.

¹² Henry C. Morrison, op. cit., p. 636.

After a learning situation has been established by motivation and attention, the teaching procedure of a unit proceeds along five steps: exploration, presentation, assimilation, organization, and recitation.

Exploration has three principal purposes: "economy, the establishment of apperceptive sequence, and orientation."¹³

If the pretest gives conclusive evidence that a pupil already understands the material, he may be excused for the whole unit and allowed free time if he is self-reliant. The pretest acquaints the teacher with the needs of the class and guides her attack upon the work of the unit. The discussion during the exploration prepares the minds of the pupils for the reception of the new unit and connects it to information which they already possess.

During the second step the teacher presents the major essentials and "sells" the unit to the class. If a short presentation test shows that the aim has not been accomplished, reteaching is done until understanding results.

At the end of the presentation the classroom becomes a study room and the assimilation stage begins. The teacher assembles the materials of study, places the pupil in effective contact with this material, observes, so that she may give help over difficulties, suggests improved methods of study, and maintains a study atmosphere so that those who wish to study may do so. With a guide sheet in hand, the pupil

¹³ Ibid., p. 256.

attacks his problems with a desire to understand and accomplish. Since no credit marks are given, real learning is the objective and not rank in class, honor roll mention, or grade as evidence of performance. He moves about the room using materials as he needs them, but he asks questions only when he cannot discover the solution for himself.

When the teacher is convinced that the majority of the class has assimilated the material, organization takes place. A logical arrangement of the ideas gained in the assimilation stage banishes haziness about some points.

Recitation is the reverse of presentation. At the end of the organization a few pupils in well organized floor talks present their understanding of the unit to the class and teacher as an audience. No interruption is allowed unless the pupil permits questions to be asked during his explanation. Besides helping pupils to clarify the learning achieved, this period is an opportunity for excellent practice in speaking and thinking before an audience. This opportunity is passed to different pupils on the next unit. Those who do not speak may present written summaries if the teacher wishes to use this occasion for instruction in composition.

A test for mastery is given on a day following the recitation. If this test discloses that a pupil has not learned, he directs his energies toward that part of the unit which he did not understand and takes another test for mastery; but if the first test shows evidence of real learning,

the pupil has free time or volunteer projects until the next unit is presented.

Although the different subjects may differ in the nature of their objectives and in the nature of the learning process, this theory of procedure in general applies to all. All subjects, according to Morrison, may be classified under five types of teaching: the science type which aims for understanding, the appreciation type in which adjustment results in value attitudes, the language arts type with its new adaptation, the pure-practice type in which the objective is automatic facility, and the practical arts type that leads to intelligent manipulation of tools.

Basis of Reorganization

The progressive educators back of these five plans have in general sought the same objectives: pupil's responsibility for education, real learning products, mastery of the necessary skills, right attitudes toward learning and conduct, self-direction in study and conduct, and sufficient provision for individual development and progress. Since the Morrison theory of unit learnings presents a logical detailed plan of procedure to accomplish these objectives, it has been chosen as the basis of the reorganization of the 9A course which follows. "The Practice of Teaching in the Secondary School" is the product of a study of teaching extending over a period of about twenty-five years. The theory has been submitted to specific experimental verification in the labora-

tory schools of the University of Chicago and has proved to be practicable in many schools of the nation.¹⁴ "Unit Studies in Grammar", a helpful text in English, by Edith E. Shepherd, has resulted from the experimentation in the laboratory schools of the University of Chicago.

¹⁴ Roy O. Billett, Op. cit., p. 87.

CHAPTER III

EXPLANATION OF THE PLAN FOR REORGANIZATION

Tests for the Value of the Units

The teaching procedure of the science type has been followed since grammar is included in that classification. The objective is a new understanding of principles of good English.

The material of the 9A course has been divided into units of learning, and each lesson as well as each unit has been submitted to the test of value, "Will it help the pupil to understand the structure of his discourse?"¹⁵ Emphasis has been placed on the correction of those errors which the composite of thirty-three investigations¹⁶ shows is the most common grammatical errors made by pupils.

Each unit has been so organized that the pupils and the teacher may proceed along the five steps: exploration (pre-test and its discussion), presentation, assimilation, organization, and recitation, followed by tests for mastery.

Instruction Sheets and Self Directed Study

One variation has been made in the third stage. Instruction sheets, adapted from the forms suggested by R. W. Selvidge,¹⁷ take the place of the guide sheet. This was done

¹⁵ Henry C. Morrison, Op. cit., p. 252

¹⁶ Henry Harap, "The Most Common Grammatical Errors", The English Journal (June, 1930), pp. 440-444.

¹⁷ R. W. Selvidge, Individual Instruction Sheets, pp. 8-15. Peoria, Illinois: The Manual Arts Press, 1926.

for three reasons: (1) to assist junior high school pupils in the development of ability to do self-directed study, (2) to facilitate the adaptation of the material to the needs of a class, (3) to relieve the teacher of much mechanical checking.

The importance of training pupils to do self-directed study may be judged by the following quotations:

"We have stated and often reiterated the principle that in so far as the secondary school fails to train pupils how to study, develops in them the inclination to attack their world through study, and finally makes them capable of formulating their own problems and studying at the level of self-dependence, it fails altogether."¹⁸

"We cannot teach anybody anything; the best we can do is to help pupils to learn for themselves."¹⁹

The instruction sheets "changes the situation from one where the student is passive, or receptive, and takes what is given to him, to one where the necessary instructions are placed before him and it is his responsibility to master them. Such a situation represents a great improvement from the standpoint of developing a feeling of responsibility and self-reliance".²⁰

"When the parent or teacher has provided the conditions which stimulate thinking and has taken sympathetic attitude toward the activities of the learner by entering into a common or conjoint experience, all has been done which a second party can do to instigate learning. The rest lies with the one directly concerned. If, he cannot devise his own solution...and find his own way out, he will not learn, not even if he can recite some correct answer with one hundred per cent accuracy."²¹

¹⁸ Henry C. Morrison, Op. cit., p. 171.

¹⁹ Glenn Frank, as quoted in E. Clark Fontaine, Teaching High School Pupils", The Journal of the National Education Association, 19 (February, 1930), 44.

²⁰ R. W. Selvidge, op. cit., p. 7.

²¹ John Dewey, Democracy and Education, p. 188. New York: The Macmillan Company, 1916.

No course should be stable. If practice proves that material should be omitted or added, the change can easily be made with the instruction sheets so that the entire unit need not be reprinted.

The teacher is spared the laborious task of checking daily papers, for the lessons are planned so that each pupil may find his own difficulties.

Directions for Procedure

As a pupil completes an assignment, he secures the answers from the teacher and checks his own paper. If he has made mistakes, he takes an additional assignment on his special difficulty until he understands. The lessons marked A give additional practice exercises.

Since understanding is the aim and none of the exercises are graded, there is no reason for cheating or "getting-by". Unless he understands, he cannot pass the test for mastery. Since he cannot go to the second unit until he has mastered the first, it behooves him to work for understanding.

Each finished assignment is handed to the teacher, not that she grades the work or sees that it has been done, but that she may keep in touch with each pupil's progress, sense difficulties, encourage and help, or direct improvement of study habits. During the assimilation period the teacher answers only those questions which have not been answered on the lesson sheets. For those students who finish rapidly, she suggests volunteer projects, assists in the revision of

compositions for other courses, and guides the free reading. The pupil-teacher relationship is a friendly one, for the teacher is no longer considered a task-master.

The instruction sheets for each unit are arranged in two sections: the first includes the information and the assignment sheets for the students who are ready for the assimilative material; the second consists of pretests, answers to the assignments, tests for mastery, and suggestions for the teacher's use. It is best for the pupil that the instruction sheets be bound or placed in looseleaf notebook covers.

A second or third test for mastery should not be given immediately following the preceding one. Additional study on difficulties must intervene. If more practice exercises are needed, new assignment sheets may be made or references in good texts may be given. One advantage of the latter is that pupils learn how to use reference texts.

The reorganization does not provide for the required number of oral and written compositions, but if the correlation of English and other subjects is very close, helpful criticism of the compositions prepared for other classes does more practical good than any assigned topic in the English classroom.

Since this reorganization must be adapted to a system not using the flexible arrangement of courses, a time limit is fixed by semester requirements. The average class will complete the three units. Unit III is long, but the material

is not entirely new since the seventh and eighth grade courses provide for recognition of the parts of speech. If grades are compulsory by the system, the grades should be based only on the number of tests necessary for mastery, the number of units covered, and the attitude which the pupil shows toward learning.

CHAPTER IV

THE 2--3--4--5--6--7--8--9--10--11--12--13--14--15--16--17--18--19--20--21--22--23--24--25--26--27--28--29--30--31--32--33--34--35--36--37--38--39--40--41--42--43--44--45--46--47--48--49--50--51--52--53--54--55--56--57--58--59--60--61--62--63--64--65--66--67--68--69--70--71--72--73--74--75--76--77--78--79--80--81--82--83--84--85--86--87--88--89--90--91--92--93--94--95--96--97--98--99--100--101--102--103--104--105--106--107--108--109--110--111--112--113--114--115--116--117--118--119--120--121--122--123--124--125--126--127--128--129--130--131--132--133--134--135--136--137--138--139--140--141--142--143--144--145--146--147--148--149--150--151--152--153--154--155--156--157--158--159--160--161--162--163--164--165--166--167--168--169--170--171--172--173--174--175--176--177--178--179--180--181--182--183--184--185--186--187--188--189--190--191--192--193--194--195--196--197--198--199--200--201--202--203--204--205--206--207--208--209--210--211--212--213--214--215--216--217--218--219--220--221--222--223--224--225--226--227--228--229--230--231--232--233--234--235--236--237--238--239--240--241--242--243--244--245--246--247--248--249--250--251--252--253--254--255--256--257--258--259--260--261--262--263--264--265--266--267--268--269--270--271--272--273--274--275--276--277--278--279--280--281--282--283--284--285--286--287--288--289--290--291--292--293--294--295--296--297--298--299--300--301--302--303--304--305--306--307--308--309--310--311--312--313--314--315--316--317--318--319--320--321--322--323--324--325--326--327--328--329--330--331--332--333--334--335--336--337--338--339--340--341--342--343--344--345--346--347--348--349--350--351--352--353--354--355--356--357--358--359--360--361--362--363--364--365--366--367--368--369--370--371--372--373--374--375--376--377--378--379--380--381--382--383--384--385--386--387--388--389--390--391--392--393--394--395--396--397--398--399--400--401--402--403--404--405--406--407--408--409--410--411--412--413--414--415--416--417--418--419--420--421--422--423--424--425--426--427--428--429--430--431--432--433--434--435--436--437--438--439--440--441--442--443--444--445--446--447--448--449--450--451--452--453--454--455--456--457--458--459--460--461--462--463--464--465--466--467--468--469--470--471--472--473--474--475--476--477--478--479--480--481--482--483--484--485--486--487--488--489--490--491--492--493--494--495--496--497--498--499--500--501--502--503--504--505--506--507--508--509--510--511--512--513--514--515--516--517--518--519--520--521--522--523--524--525--526--527--528--529--530--531--532--533--534--535--536--537--538--539--540--541--542--543--544--545--546--547--548--549--550--551--552--553--554--555--556--557--558--559--560--561--562--563--564--565--566--567--568--569--570--571--572--573--574--575--576--577--578--579--580--581--582--583--584--585--586--587--588--589--590--591--592--593--594--595--596--597--598--599--600--601--602--603--604--605--606--607--608--609--610--611--612--613--614--615--616--617--618--619--620--621--622--623--624--625--626--627--628--629--630--631--632--633--634--635--636--637--638--639--640--641--642--643--644--645--646--647--648--649--650--651--652--653--654--655--656--657--658--659--660--661--662--663--664--665--666--667--668--669--670--671--672--673--674--675--676--677--678--679--680--681--682--683--684--685--686--687--688--689--690--691--692--693--694--695--696--697--698--699--700--701--702--703--704--705--706--707--708--709--710--711--712--713--714--715--716--717--718--719--720--721--722--723--724--725--726--727--728--729--730--731--732--733--734--735--736--737--738--739--740--741--742--743--744--745--746--747--748--749--750--751--752--753--754--755--756--757--758--759--760--761--762--763--764--765--766--767--768--769--770--771--772--773--774--775--776--777--778--779--780--781--782--783--784--785--786--787--788--789--790--791--792--793--794--795--796--797--798--799--800--801--802--803--804--805--806--807--808--809--810--811--812--813--814--815--816--817--818--819--820--821--822--823--824--825--826--827--828--829--830--831--832--833--834--835--836--837--838--839--840--841--842--843--844--845--846--847--848--849--850--851--852--853--854--855--856--857--858--859--860--861--862--863--864--865--866--867--868--869--870--871--872--873--874--875--876--877--878--879--880--881--882--883--884--885--886--887--888--889--890--891--892--893--894--895--896--897--898--899--900--901--902--903--904--905--906--907--908--909--910--911--912--913--914--915--916--917--918--919--920--921--922--923--924--925--926--927--928--929--930--931--932--933--934--935--936--937--938--939--940--941--942--943--944--945--946--947--948--949--950--951--952--953--954--955--956--957--958--959--960--961--962--963--964--965--966--967--968--969--970--971--972--973--974--975--976--977--978--979--980--981--982--983--984--985--986--987--988--989--990--991--992--993--994--995--996--997--998--999--1000

Appendix Material

CHAPTER IV

Unit I--THE SENTENCE

Assimilative Material

ENGLISH

UNIT I

THE SENTENCE

LESSON I

PURPOSE: To know when a sentence is complete

INFORMATION

1. A sentence is a group of words that expresses a complete thought.

2. There are two essentials to every sentence: a subject and a predicate.

3. The subject tells what the sentence is about.

Example: Dogs bark.

4. The predicate tells what the subject does or it says something about the subject.

Example: Dogs bark.

YOUR WORK

A. What two parts must every sentence have?

B. Copy the following sentences and draw a vertical line between the complete subject and the complete predicate; as,

The four men | walked rapidly.

1. St. Paul, Minnesota is called the Gateway to the Northwest.
2. Three steel bridges span the Mississippi River.
3. The city's most charming residence street is Summit Avenue.
4. Fort Snelling stands at the Junction of the Minnesota and the Mississippi Rivers.
5. It was established in 1819.
6. White Bear and Bald Eagle are two lakes near the city.
7. Some people have summer homes along these lakes.
8. Nine railroads serve St. Paul.
9. It is a large manufacturing city.
10. St. Paul and Minneapolis are called twin cities.
11. Lake Minnetonka is located near Minneapolis.
12. Minnetonka means Big Water.
13. It is an Indian name.
14. This lake has achieved a national reputation for its beauty.
15. Indian mounds were found near the city.
16. Many mounds were destroyed by scientists.
17. The government prohibited them from destroying all.
18. Minneapolis has twenty-two flour mills.

19. The combined output of the mills in 1927 was 97,000 barrels.
20. The state of Minnesota has ten thousand lakes by actual count.

C. Which of the following groups of words are not sentences? Copy the numbers and after each write the reason as,
predicate omitted
incomplete predicate
subject omitted
incomplete subject

1. The Columbia River flowing from the far off headwaters in Canada to the Pacific Ocean.
2. The river teems with history and adventure.
3. Since May 11, 1792.
4. When Captain Gray in his ship the "Columbia".
5. Lewis and Clark in 1805 explored it to the mouth.
6. Ending at the trail's end, Seaside.
7. Later John Jacob Astor's trading party in 1811.
8. Established a base at the site of the present City of Astoria.
9. A great salmon industry flourishes there.
10. Logging is still in its prime.
11. Majestic cliffs and wonderful scenery.
12. A world of fishing villages and lumber mills.
13. Astoria was the first American settlement on the Pacific Coast.
14. An imposing monument commemorates the establishment of the city.
15. It is over one hundred feet high.
16. Shipping a big factor in its growth.
17. Seaside is a summer resort.
18. A perfect vacation spot.
19. You may see the location of the Lewis and Clark salt cairn at Seaside.
20. The Lewis and Clark expedition.
21. From St. Louis.
22. The party was composed of thirty-four men.
23. Sacajawea, a Snake River Indian, guided Lewis and Clark through the mountains.
24. She captured and sold into slavery.
25. A monument to her at Seaside.

ENGLISH

UNIT I

THE SENTENCE

LESSON I A

PURPOSE: To know when a sentence is complete

INFORMATION

(See lesson I)

YOUR WORK

A. What are the two essentials of every sentence?

B. Copy the following sentences and draw a vertical line between the complete subject and the complete predicate.

1. The frigate Old Ironsides made history more than a century ago.
2. It has been made seaworthy again.
3. The real name of the ship is the Constitution.
4. Paul Revere furnished the ship with its original sheathing.
5. Paul Revere was accomplished in several trades.
6. Many famous men trod the deck in the days of the ship's glory.
7. Her last commission ended in 1881.
8. School children and tourists have helped to rebuild the vessel.
9. The ship took part in forty-two battles.
10. The Hall of Fame for great Americans is at University Heights.
11. The hall is one of the buildings of the New York University.
12. It is a granite colonnade built about the library.
13. One hundred fifty panels provide room for bronze tablets.
14. The selection is entrusted to a committee.
15. Elections began in 1900.
16. The Americans honored have been dead ten years or more.
17. The committee has one hundred members.
18. Elections are held every fifth year.
19. A Hall of Fame for women was added in 1905.
20. Alice Freeman Palmer is one woman honored.

C. Which of the following groups of words are not sentences? Write your reason.

1. Under the big elm tree.
2. We started at five o'clock.
3. March on.
4. Lindbergh, the famous aviator.
5. The summer days are long.

ENGLISH

UNIT I

THE SENTENCE

LESSON I A

6. When Christmas comes.
7. Boys and girls in holiday costume.
8. Whenever we were tired.
9. Beautiful lilies grew in the pond.
10. The men walking down the road.
11. The sun rises.
12. There was a mirage on the pavement ahead.
13. The stream was out of its banks.
14. Please help me.
15. The store on the corner.
16. Our new house.
17. Mary is very thrifty.
18. Thrift is a virtue.
19. Sometime this morning.
20. The bridge was half mile long.
21. A good game of tennis.
22. President Hoover.
23. Seated around the hearth.
24. They watched the tide come in.
25. There were many bathers on the beach.

ENGLISH

UNIT I

THE SENTENCE

LESSON II

PURPOSE: To learn to recognize the simple subject and the simple predicate

INFORMATION

1. The principal word in the complete subject is the simple subject.

Example: An immense steel bridge crosses the Hudson River.

2. The principal part of the complete predicate is the simple predicate. It often tells the action of the subject.

Example: A big turkey strutted past the door.

3. The words that do not show action and yet belong to the simple predicate are called helping verbs or auxiliary verbs. These words are: be, being, been, am, is, are, was, were, may, can, must, might, could, would, should, shall, will, do, did, does, have, having, has, had.

Example: The man is writing a letter to his son.

YOUR WORK

A. Memorize the list of auxiliary verbs.

B. Copy the following sentences. Draw a vertical line between the complete subject and the complete predicate as in lesson I. Then underscore the simple subject once and the simple predicate twice.

Model: The two willing boys | have washed all the windows.

1. The new bridge over the Hudson River will be finished in 1932.
2. It is the largest bridge of its kind.
3. The main span will be longer than the Brooklyn bridge.
4. Four electric railways cross it.
5. Its total cost will reach sixty million dollars.
6. The magnificent structure was made possible by wonderful engineering.
7. Five years were needed to finish it.
8. The Palisades rise on the Jersey side near it.
9. The bridge is anchored in these solid rocks.
10. The workers must balance themselves on narrow steel girders.

ENGLISH

UNIT I

THE SENTENCE

LESSON II

11. They crawl perilously along thin ledges hundreds of feet above the water.
12. The workers are like jugglers.
13. They toss red hot rivets to each other.
14. A mammoth steam shovel works on the New York side.
15. An enormous crane hoists masses of material.
16. An endless conveyor belt carries sacks of cement and gravel.
17. Immense cables are needed.
18. Each cable has been tested.
19. These cables are thirty-six inches in diameter.
20. The engineers do know the effect of the wind and weather on it.
21. Large boats pass under this bridge.
22. The cable towers are higher than the Washington monument.

ENGLISH

UNIT I

THE SENTENCE

LESSON II A

PURPOSE: To learn to recognize the simple subject and the simple predicate

INFORMATION

(See lesson II)

YOUR WORK

A. Review the list of auxiliary verbs.

B. Copy the following sentences. Draw a vertical line between the complete subject and the complete predicate as in lesson I. Then underscore the simple subject once and the simple predicate twice.

Model: The two willing boys | have washed all the windows.

1. Excellent students learn hard lessons.
2. A slight breeze swayed the trees.
3. Extravagant people buy many unnecessary articles.
4. Deep pools shelter the gray trout.
5. I have written my composition.
6. He was a sturdy old fellow.
7. A healthy body is better than wealth.
8. Rip Van Winkle journeyed into the Katskill Mountains.
9. The sun rises later now.
10. The committee should have come earlier.
11. That boy always keeps his promise.
12. Every person needs some exercise.
13. The two girls play the piano well.
14. The boys were planning a trip into the wood.
15. Ellen knows many kinds of birds.
16. She studies about them.
17. You may go now.
18. The letter might have been delayed.
19. France approved the treaty.
20. Mount Vernon has been reproduced in Europe.
21. Every sentence begins with a capital letter.
22. The little children were laughing.
23. An older girl had told them a story.
24. The men ran from the huge fire cracker.

ENGLISH

UNIT I

THE SENTENCE

LESSON III

PURPOSE: To write without using incomplete sentences

INFORMATION

(See lesson I and II)

YOUR WORK

A. Copy from the following paragraph the sentences that are complete.

Over a century ago, in Scotland the land where "every field has its battle and every rivulet its song". There lived a boy who loved nothing so much as to listen to tales of olden times. Especially he loved those told him in verse. What he heard he remembered. Retold to his playmates when they would listen. Or, lacking that audience, would shout out to the empty air for the sheer joy of their sound. His enthusiasm was no respecter of persons. Bursting into his mother's parlor one day, roaring forth the lines of the ballad "Hardyknute". He put to rout the parish clergyman who ended his call abruptly, exclaiming, "One may as well speak in the mouth of a cannon as where that child is!"

B. Prepare a written composition to be read to the class; keep these two aims in mind:

1. To entertain the class with new and interesting material.
2. To make every sentence complete in thought. You may write a personal experience, an incident or a description from a trip (do not try to tell about the whole trip), or information you have gained from reading.

If you have a written composition to prepare for another class, you may substitute it for the practice in writing.

Before you read your composition, secure your teacher's helpful criticism and her approval.

ENGLISH

UNIT I

THE SENTENCE

LESSON III A

PURPOSE: To write without using incomplete sentences

INFORMATION

(Reread the information in lesson I and II)

YOUR WORK

A. From the following paragraph, copy the sentences that are not complete. Under each, show how the sentence might be made complete.

The National Statuary Hall, semi-circular in shape and designed by Latrobe, after a Greek theater. It is one of the most beautiful rooms at the Capitol. On the north side it has a colonnade of Potomac marble with white capitals. A screen of similar columns on the south side supports a noble arch. The domed ceiling, decorated after that of the Roman Pantheon. Above the door leading from the rotunda is Franzoni's historical clock.

B. Write a short account of an interesting part of a book you have read.

Assist your reader by writing complete sentences.

ENGLISH

UNIT I

THE SENTENCE

LESSON IV

PURPOSE: To learn the kinds of sentences classed according to use

INFORMATION

1. There are three kinds of sentences classed according to use or meaning:

declarative
interrogative
imperative

2. A sentence used to make a statement is a declarative sentence.

He is courteous.

3. A sentence used to ask a question is an interrogative sentence.

Did you find your book?

4. A sentence used to express a command or a request is an imperative sentence.

Keep off the grass.

The subject of an imperative sentence is always the word you which usually is not expressed.

(You) keep off the grass.

5. Any sentence spoken with strong feeling may be classed as exclamatory. If the imperative sentence above were said by an angry owner of a lawn, it would be written as an exclamatory sentence.

Keep off the grass!

6. An imperative sentence and a declarative sentence close with a period, the interrogative sentence closes with a question mark, and the exclamatory with an exclamation point.

YOUR WORK

A. Learn to spell the names of the kinds of sentences.

B. Classify the following sentences. Copy the number of each sentence and state the kind of sentence after it.

ENGLISH

UNIT I

THE SENTENCE

LESSON IV

1. Please tell us a story, Jane.
2. By studying grammar, we learn to correct our mistakes.
3. A question mark is placed at the end of a question.
4. At what time this afternoon does the train leave?
5. We should try to speak correctly all the time.
6. Robert helped his mother plant some flowers.
7. Who invented the steamboat?
8. Courtesy is just the act of being kind.
9. Work steadily while you work.
10. Write a letter subscribing for this good magazine.
11. Who is to blame for the accident?
12. A thrifty person saves time, money, and materials.
13. Who is Lloyd George?
14. Many wild animals live along the banks of the Amazon river.
15. Swim the length of the pool and back.
16. Who wrote the poem, "The Birches"?
17. Be neat in your work.
18. Leave a margin one inch wide at the left of the page.
19. Hamlin Garland has written many interesting stories about the Middle West.
20. Do you know the name of the present poet laureate of England?
21. Report to room 103 for the meeting of the student council.
22. The number of deaths after the storm was seven.
23. Take care of the pennies and the dollars will take care of themselves.
24. Rapid walking is good exercise.
25. He was a good sport and a good loser.

C. Name the subject of each sentence that follows.

1. Ask only necessary questions.
2. The weary traveler looked for shelter.
3. Can Elizabeth speak French?
4. The population of Wichita is 111,110.
5. Wichita is the fourth largest milling center in the United States.
6. Please lend the book to me.
7. Write the sentences correctly from dictation.
8. Did you give the stranger definite directions?
9. Throw the ball to first.
10. Stop, look, and listen.

D. Write five original sentences to illustrate each kind of sentence.

WICHITA STATE U. LIBRARY

ENGLISH

UNIT I

THE SENTENCE

LESSON IV

E. Copy the following sentences and place the correct punctuation after each.

1. Wichita produced four hundred airplanes in 1930
2. Was the discovery of the south pole attended with greater dangers than the north pole
3. You have read "The Man Without a Country"
4. Was Polan's punishment too severe
5. Telephone for a doctor
6. Do not drink the water from this spring unless it is boiled
7. Don't shoot
8. How the lightning flashes
9. What part of speech is it
10. The boat floated rapidly down the stream

WICHITA STATE U. LIBRARY

ENGLISH

UNIT I

THE SENTENCE

LESSON IV A

PURPOSE: To learn the kinds of sentences classed according to use

INFORMATION

(See lesson IV)

YOUR WORK

A. Write from memory the names of the kinds of sentences.

B. Classify the following sentences. Copy the number of each sentence and state the kind of sentence after it.

1. Fifteen million cubic feet of water passes over Niagara Falls per minute.
2. The green color of the Horseshoe Fall is due to its depth.
3. Have you read about the police dog that went over the fall?
4. Take a trip to Niagara sometime.
5. Tour the world's greatest inland seas, the Great Lakes.
6. Niagara Falls are between Lake Erie and Lake Ontario.
7. The glee club sang two songs in assembly.
8. Is Lois a member of the glee club?
9. Sing sweeter.
10. Send this telegram at once.
11. You may see my collection of stamps if you wish.
12. Don't spill the ink.
13. Between the church and the grocery store grew a large rubber tree.
14. Take this medicine whenever the attacks come on.
15. This is a game that requires steady nerves.
16. Give the paper to me when you are through.
17. Stay as long as you like.
18. How long does your vacation last?
19. Please do not interrupt me.
20. We should be thankful for good health.
21. Who said that?
22. Go at once to room 204.
23. A thoughtless person talks during an assembly number.
24. Stand here by me.
25. Have you read John's story about an imaginary search for the mysterious cavern?

C. Name the subject of each sentence that follows.

1. The three young men were good sons to their old father.
2. Interview a schoolmate on the subject of his favorite pastime.

WICHITA STATE U. LIBRARY

ENGLISH

UNIT I

THE SENTENCE

LESSON IV A

3. Then write a brief summary.
4. The class had a picnic by the river.
5. Were all members present?
6. Watch that large airplane.
7. Legends of the Northwest are interesting.
8. Be of good cheer.
9. May Jack take the car?
10. Write to me soon.

D. Write five original sentences to illustrate each kind of sentence.

E. Copy the following sentences and place the correct punctuation after each.

1. Chicago is the packing center of the world
2. Its stockyards cover five hundred acres
3. Are you interested in zoological exhibits
4. Where is Chicago located
5. Explain why it is a large city
6. Run for your lives
7. The storm began at six o'clock
8. Read the account in the paper
9. What a strong wind there was
10. It blew seventy miles an hour

ENGLISH

UNIT I

THE SENTENCE

LESSON V

PURPOSE: To avoid monotony in sentence order

INFORMATION

1. A sentence is in direct order if the complete subject begins the sentence.

The baby lay there safe and sound.

2. Inverted order places some part of the complete predicate first.

There lay the baby safe and sound.

3. Questions are usually in inverted order.

4. In some statements inverted order may express the thought better than the direct order. If any part of a sentence should receive emphasis, it is usually placed at the beginning. Notice that the first sentence below gives a better picture than the second sentence.

1. Away went the horse. (Inverted order)

2. The horse went away. (Direct order)

YOUR WORK

A. Copy the number of each sentence that follows and after each write inverted or direct to explain the order of each sentence.

1. A good sportsman wins fairly.
2. Down sank the sun in the west.
3. Always find time for kindness.
4. Were the men here in time?
5. Lightly over the waves rode our canoe.
6. Who paddled the canoe?
7. Gone are the days of the ox trains.
8. Round and round whirl the waters in the pool.
9. An honest old fellow was he.
10. There goes our street car.
11. There was a circus in town last week.
12. Many good magazines lay on the table.
13. The old house was dismal and dark.
14. The snow turned the yard into fairy land.
15. From the banquet room came song and laughter.

ENGLISH

UNIT I

THE SENTENCE

LESSON V

B. Rewrite the following sentences in direct order.

1. There are beautiful roses in the garden.
2. About her neck hung a rope of pearls.
3. There was not a ray of sunlight in the wood.
4. Were there distinguished people in the audience?
5. Did the fire alarm ring last night?
6. On the beach was a deserted hut.
7. Black were her eyes as the berries that grow by the way-side.
8. Undisturbed were the fish in the pool.
9. Exhausted is our supply.
10. Here comes a squadron of police ahead of the parade.

C. Write a short paragraph describing action you have observed; as, a race, firemen at work, or a car accident.

Vary the order of your sentences to give life to your paragraph.

ENGLISH

UNIT I

THE SENTENCE

LESSON V A

PURPOSE: To avoid monotony in sentence order

INFORMATION

(See lesson V)

YOUR WORK

A. Write the numbers of the following sentences and after each the term inverted or direct.

1. The flower of the pitcher plant is a trap for catching insects.
2. On the Sahara desert the stately date palm grows.
3. In the park stood a log cabin with interesting history.
4. The fire left them homeless.
5. We saw the eclipse yesterday.
6. Is this the outline of the story?
7. Boys and girls are the hope of the world.
8. For three minutes every whistle in town blew.
9. Mother made muffins for lunch.
10. Across the desert moved a long caravan.
11. The party visited London, Paris, and Vienna.
12. Above the roofs on the sleeping city gleamed the stars.
13. Crowds of skaters hastened to the river.
14. Will you help me a minute?
15. It was a frosty day in late October.

B. Rewrite the following sentences in direct order.

1. Very quickly gathered the crowd.
2. In a lofty, antique hall I found myself.
3. Around the hall and in a small gallery were the books.
4. In the center of the library was a solitary table.
5. Many questions the officer asked.
6. Will the winning team be given a banquet?
7. How merrily the bells ring!
8. With a thin coating of ice the pavements were covered.
9. Down upon the village swept the cyclone in all its fury.
10. High above them floated the balloon.

C. Write a humorous bit of experience. Vary the sentence order to add interest.

ENGLISH

UNIT I

THE SENTENCE

LESSON VI

PURPOSE: To learn the kinds of sentences classed according to form

INFORMATION

1. There are three kinds of sentences classed according to form or structure: simple
compound
complex

2. A simple sentence expresses one complete thought and has one subject and one predicate.

Mr. Smith engaged four carpenters.

3. The compound and complex sentences have more than one thought. Each thought or part is called a clause. Each clause has a subject and predicate.

4. If a clause expresses a complete thought, it is called an independent clause, but if a clause does not express a complete thought, it is called a dependent clause.

Mr. Smith engaged four carpenters when he built his house.

Mr. Smith engaged four carpenters. (Complete thought or independent clause)

When he built his house (Incomplete thought or dependent clause)

5. A compound sentence has two or more independent clauses connected with a joining word.

Mr. Smith engaged four carpenters, but they failed to come.

Mr. Smith engaged four carpenters. (Independent clause)

They failed to come. (Independent clause)

but (Joining word)

ENGLISH

UNIT I

THE SENTENCE

LESSON VI

6. A complex sentence has only one independent clause and has one or more dependent clauses.

When Mr. Smith built his house, he engaged four carpenters who were skilled workmen.

When Mr. Smith built his house (Dependent clause)
Who were skilled workmen (Dependent clause)
He engaged four carpenters (Independent clause)

7. Some of the joining words for compound sentences are: and, but, or, nor, so, still, yet, therefore, then, consequently, hence, nevertheless, for.

8. Some of the joining words for complex sentences are: as, if, unless, until, why, lest, since, whenever, wherever, than, that, after, when, who, which, before, where, although, because, till, while.

A joining word for a complex sentence is a part of the dependent clause.

YOUR WORK

A. Classify the following sentences as to form. Copy the number of each sentence and write after it the classification.

1. When we approach New York from the bay, we see the high buildings of Manhattan Island.
2. It is a picture which has no parallel in the cities of the world.
3. The skyscrapers of New York are an impressive feature of the city.
4. We marvel at the height as we wander down the streets.
5. The high buildings are a modern creation.
6. One reason for them is a lack of room, and another is the concentration of business.
7. Two factors made it possible.
8. The elevator gives access to the upper stories, and the steel cage system of construction was invented.
9. The steel cage is a framework of steel beams bolted together with hot rivets.
10. It is like a bridge set on end.
11. Under the old system the walls supported the floors, but steel girders supported the walls.
12. Under the old system buildings were limited to ten stories, but under the new system a building may be one hundred stories.

ENGLISH

UNIT I

THE SENTENCE

LESSON VI

13. These steel skyscrapers are considered fireproof.
14. We cannot picture the height until we see them.
15. The foundations are a great engineering feat.
16. The foundations go down to bedrock, and in some instances a hundred feet below the surface.
17. All skyscrapers are braced to withstand wind pressures.
18. The buildings vibrate, but this is not a symbol of weakness.
19. When a storm approaches, this vibration is evident.
20. A clock on the top floor of the American Surety Building has been stopped by vibration in a storm.

B. Copy the following sentences and draw a straight line under all independent clauses and a wavy line under all dependent clauses. Read sections 3, 4, 7, 8 of the information again before you start.

1. After the rain is over, we shall go for a walk.
2. The children played until they were tired.
3. I wrote the telegram and Tom sent it.
4. Stars were shining, but the moon was hidden behind a cloud.
5. When vacation begins, we shall go to the seashore.
6. Every state has a Weather Bureau which receives reports from its own territory.
7. As we passed down the shady lane, we heard a hermit thrush sing.
8. You must make a decision, or I will leave without you.
9. When the Indian guide spoke in excellent English, Marie was astonished.
10. You have found your receipt, and now you have proof for the payment.
11. We shall drive wherever you want to go.
12. Since the picnic has been postponed, we must make other plans.
13. Now fades the glimmering landscape from sight, and all the air a solemn stillness holds.
14. While you work, work steadily.

ENGLISH

UNIT I

THE SENTENCE

LESSON VIA

PURPOSE: To learn the kinds of sentences classed according to form

INFORMATION

(See lesson VI)

YOUR WORK

A. Classify the following sentences as to form:

1. The Washington National Monument is an imposing shaft of white marble.
2. It is seen towering against the sky before one reaches Washington.
3. The Monument is an obelisk.
4. The walls are fifteen feet in thickness, and taper to eighteen inches at the top.
5. The facing is of pure white marble from Maryland, and the back is of New England granite.
6. The interior is lighted by electricity which shows the memorial stones within.
7. Glimpses of these may be had from the elevator, but the inscriptions may be read only from the platforms.
8. When one reaches 504 feet, the walls are pierced with eight windows.
9. On the north the White House may be seen, and on the east looms the Capitol.
10. The Potomac's winding course may be followed for miles, and on a clear day the mountains in Virginia may be seen.
11. The monument was suggested before Washington died.
12. The project was revived upon Washington's death.
13. The cornerstone was laid in 1848.
14. At one time funds were exhausted, and it was not finished till 1885.
15. The orator at the dedication services was the one who delivered the oration at the laying of the cornerstone.
16. The total cost of the monument has been one million three hundred thousand dollars.
17. The monument is a little over 555 feet high.
18. There is a stairway which has nine hundred steps.
19. There is no charge for visitors who wish to ascend on the elevator.
20. If you see the monument, you will be pleased.

B. Copy the following sentences and draw a straight line under all independent clauses and a wavy line under all dependent clauses.

1. The band played as the team entered the field.

ENGLISH

UNIT I

THE SENTENCE

LESSON VIA

2. If you will come with me, I will give you a seat.
3. When the telephone rang, I answered the call.
4. Father returns in June, but the rest of the family remains another month.
5. Fire engines came promptly, but the hydrants were frozen.
6. They had with them a forlorn-looking dog which followed them everywhere.
7. I was on the way home when a messenger overtook me.
8. A lie is contemptible, and it is cowardly.
9. Come to see us whenever you can.
10. The candles shone at every window, and they made a pretty sight.
11. While you went to the grocery store, I drank at the fountain.
12. I moved toward a window, but my captor was there before me.
13. I will ask him now, or you may speak to him tomorrow.
14. A thousand bright stars are visible while countless others are unseen.
15. The boat labored heavily and spray burst continually over it.

As the sky drew to an end, a monoplane appeared in the western sky.

YOUR HOME

1. Copy the dependent clauses from the following complex sentences. Record item 3 in the information for lesson VI.

1. The boys who are sitting in the front seats are unhappy.
2. The watch that you lost has been found.
3. One winter night when the snow lay three feet deep on the ground, the baby became ill.
4. The only sound which Joe could hear was the dripping of the water on the rocks.
5. The auditorium which will be built on the east side of the building.
6. The boy who is president of the class is worthy of your support.
7. The wooden bridge that was destroyed has been replaced by one of concrete.
8. A girl who can translate will be needed.
9. The things that you want are the things to buy.
10. The reason that she is late is the one I meant.
11. A man who continually makes promises without living up to them is contemptible.
12. Power which is often desired brings with it responsibility.

ENGLISH

UNIT I

THE SENTENCE

LESSON VII

PURPOSE: To learn how to punctuate dependent clauses

INFORMATION

1. A dependent clause sometimes occurs in the middle of the independent clause.

He who never exercises remains weak.

2. If a dependent clause can be omitted without destroying the main meaning of the sentence, it is set off by commas.

Correct: Water which is impure should not be drunk.

Correct: Water, which is composed of hydrogen and oxygen, is a necessity of life.

3. A comma is placed after a dependent clause that precedes the independent clause. It is sometimes called an introductory clause.

As the day drew to an end, a monoplane appeared in the western sky.

YOUR WORK

A. Copy the dependent clauses from the following complex sentences. Reread item 8 in the information for lesson VI.

1. The boys who are sitting in the front seats are ushers.
2. The watch that you lost has been found.
3. One winter night when the snow lay three feet deep on the ground, the baby became ill.
4. The only sound which Joe could hear was the dashing of the waves on the rocks.
5. The auditorium which will be used is on the east side of the building.
6. The boy who is president of the class is worthy of your support.
7. The wooden bridge that was condemned has been replaced by one of concrete.
8. A girl who can typewrite will be needed.
9. The things that wear well are the things to buy.
10. The cousin that sings is the one I meant.
11. A man who continually makes promises without living up to them is contemptible.
12. Power which is often desired brings with it responsibility.

ENGLISH

UNIT I

THE SENTENCE

LESSON VII

B. Why should a comma be placed after an introductory dependent clause?

C. Copy and punctuate the following sentences:

1. As I have already told you the president has refused to call a meeting.
2. While they were eating the door bell rang.
3. Before he could cross the street became a scene of confusion.
4. While I stood there cooking a stranger on a horse stopped by the camp stove.
5. If you call the dogs will think it is time to eat.
6. If you like Louise will play for you.
7. When Roosevelt was a boy he suffered much from asthma and other bodily ailments.
8. While he was very young he learned to read and write.
9. Wherever you go stand by those principles.
10. Since he had that accident he has been a very careful driver.

ENGLISH

UNIT I

THE SENTENCE

LESSON VII A

PURPOSE: To learn how to punctuate dependent clauses

INFORMATION

(See lesson VII)

YOUR WORK

A. Copy the dependent clauses from the following complex sentences. Be sure you understand items 6 and 8 in the information for lesson VI.

1. The children who had wandered into the field discovered a rabbit's nest.
2. Ichabod who was frightened at the apparition quickened his speed.
3. The rocks which were lying in our path were like granite.
4. The ring that had seven diamonds was very costly.
5. One who has set himself to the task must not turn back.
6. The pattern which you chose is very pretty in blue and white.
7. Bits of advice which I thought of I jotted down on paper.
8. Some of the problems which you have are too difficult for you.
9. The method that saves time is often the best.
10. One day when I went on a picnic, I found a dollar.

B. Punctuate the following sentences:

1. As it was he could not be home early.
2. Since we cannot help to worry would do no good.
3. As they drew near a rattlesnake crawled away.
4. While they were mowing Jack tossed the stones from the lawn.
5. When the fat woman stepped in the boat capsized.
6. As she was passing by a door creaked and opened quietly.
7. When she had finished explaining the lesson seemed easy.
8. If you wish tennis shall be the next game.
9. While I was answering Carl interrupted with an explanation.
10. Before you can sing the song must be selected.

ENGLISH

UNIT I

THE SENTENCE

LESSON VIII

PURPOSE: To learn how to punctuate compound sentences

INFORMATION

1. Usually a comma should be placed between the clauses in a compound sentence before the joining words and, or, but, and for. A comma is not needed if the clauses are short.

Lois played and Jack sang. (Correct)

It may be true, but I doubt it. (Correct)

2. A semicolon is used between the clauses of a compound sentence before the joining words therefore, consequently, then, still, hence, otherwise, nevertheless, accordingly, and however.

Apples were plentiful; therefore they were cheap.

3. The joining word of a compound sentence may be omitted if a semicolon is used in its place.

It doesn't bother me; I am accustomed to noise.

YOUR WORK

1. Punctuate the following compound sentences:

1. James has learned to swim but his sister is afraid of the water.
2. We may go to the city today or we may stay at home.
3. The English were beaten still they would not surrender.
4. You wish to make a good impression therefore you should study to improve your English.
5. The heavens declare the glory of God the firmament showeth his handiwork.
6. Some are born great some achieve greatness and some have greatness thrust upon them.
7. You bought it then it is yours.
8. We must take the children some candy otherwise they will be disappointed.
9. You may lead a horse to water but you cannot make him drink.
10. Though a man is wealthy yet he is not always happy.
11. It was pleasant on the beach however we heard our friends warning us of the tide.
12. Analyze the sentence then correct it.
13. It was too far to walk consequently we hired a car.
14. The whistle blew and the race began.

ENGLISH

UNIT I

THE SENTENCE

LESSON VIII

15. The contestant did not win the prize nevertheless he plans to try again.
16. Tom played a joke on me once now I suspect men often.
17. Helen Keller is blind yet she is happy.
18. It is not work to that boy for making airplanes is his hobby.
19. He may be educated however he does not show good judgment.
20. I am better but I shall not join the party.

ENGLISH

UNIT I

THE SENTENCE

LESSON VIIIA

PURPOSE: To learn how to punctuate compound sentences

INFORMATION

(See lesson VIII)

YOUR WORK

1. Punctuate the following compound sentences:
1. The apples were green nevertheless the children ate them.
2. The rain poured down all day consequently we had to eat our picnic lunch at home.
3. Lightning flashed and thunder roared.
4. The suit fits me but the material is not what I want.
5. We cried but father laughed.
6. At first he hesitated then he ran forward.
7. The wind is in the north therefore it will be colder.
8. The farm is pleasant but I want to leave.
9. I have an engagement I must decline this one.
10. The man is seventy-five years old but he still does work on the farm.
11. He does not know and probably no one knows.
12. I do not care at all I have never cared.
13. I am perfectly willing but I do not know about my sister.
14. We were unable to hear the speech some one behind us insisted on talking.
15. The morning is clear and a slight breeze is blowing from the south.
16. Wheat grows in cool countries but olives thrive in warm ones.
17. Airplanes are a novelty now but some day people will take them as a matter of course.
18. Bob likes to skate but Jane prefers to coast.
19. We read the play and Lucy assigned the parts.
20. Jane Adams helped people to live good lives consequently they loved her.

ENGLISH

UNIT I

THE SENTENCE

LESSON IX

PURPOSE: To understand why different kinds of sentences as to form are needed.

INFORMATION

1. A paragraph composed of all simple sentences grows monotonous.

Example--

It was one evening in summer several years ago. I was on my way to look at a trawling-line. I had set it for white fish in the North Platte River. I observed a commotion among my sheep. I knew the sound. A rattlesnake was among them. I could hear the rattles. I went to the bank of the river. A moment or two later I heard a noise of a different kind. I hurried toward it. I found a huge bull snake. It was lashing its head hither and thither. It was making a frenzied attempt to disgorge an overgrown toad.

2. Notice how pleasing the same paragraph is when it is written with a variety of sentences as to form.

One evening in summer several years ago, while I was on my way to look at a trawling-line that I had set for white fish in the North Platte River, I observed a commotion among my sheep; but a moment or two later near the bank of the river I heard a noise of a different kind. On hurrying toward it I found a huge bull snake that was lashing its head hither and thither in a frenzied attempt to disgorge an overgrown toad. (Composition and Rhetoric--Tanner)

3. Less important thoughts are placed in dependent clauses.

Wrong: I was walking to school and I saw an accident.
(These thoughts are not equally important)

Better: As I was walking to school, I saw an accident.
(The first thought is the less important and is placed in a dependent clause.)

YOUR WORK

A. Reconstruct each of the following groups of short monotonous simple sentences into one well organized sentence. Use dependent clauses for less important ideas.

1. The principal entrance almost had the breadth of a church door. It was in the angle between the two front

ENGLISH

UNIT I

THE SENTENCE

LESSON IX

gables. It was covered by an open porch. There were benches beneath its shelter.

2. The story is about a rusty wooden house. It had seven acutely peaked gables. It stood half way down a by-street. It is a New England town.

3. The street was Pyncheon Street. The house was the old Pyncheon house. An elm tree before the door was familiar to every child by the name of Pyncheon elm. The elm was very large.

4. A natural spring of soft pleasant water had early induced Matthew Maule to build a hut. A spring is a rare treasure on the sea-girt peninsula. On this peninsula the Puritan settlement was made.

5. He advanced to the door. He knocked at the door. No one came.

B. Reconstruct the following sentences into a paragraph. Wherever you can make a more pleasing arrangement by combining thoughts into compound or complex sentences, do so.

Several cathedrals were built.

They were very large.

They were in Germany.

That was many years ago.

They cost a great deal of money.

The German people were happy.

They believed death was coming in the year 1000.

It didn't come.

They were thankful.

They wanted to show gratitude.

They built cathedrals.

They thought these would show thanks.

The people were very poor.

They had little money for cathedrals.

How could they build a great church?

Churches cost a great deal of money.

The monks knew a way out of the difficulty.

They asked everyone to bring old clothes and furniture to the church.

The monks sold the second hand articles in a neighboring city.

This is the way they got money for their cathedrals.

ENGLISH

UNIT I

THE SENTENCE.

LESSON IX A

PURPOSE: To understand why different kinds of sentences as to form are needed

INFORMATION

(See lesson IX)

YOUR WORK

A. Reconstruct each of the following groups of simple sentences in one well-organized sentence.

1. Bruno is our police dog. He has perfect manners. The cat eats her supper. He never interferes.
2. The dog was a shepherd. He was big and brown. He was handsome. He was brave enough to fight any man.
3. One day the family was spending the summer in a New Hampshire village. My two brothers and I set out for a wood. It was on top of a hill not far away.
4. I stepped out of a thicket onto the bank of a river. A spotted sandpiper teetered along before me. It was followed by three young ones.
5. The mother was frightened. She flew out over the water. The young birds could not fly.

B. Reconstruct the following sentences into a paragraph. Use a variety of sentences as to form.

The rain was still falling.
It swept down from the half-seen hills.
It filled the valley with a whitish cloud.
It fell around the house drearily.
It ran down into the tubs.
They were placed there to catch it.
It dripped from the mossy pump.
It drummed on the upturned milk pails.
It drummed upon the brown and yellow beehives.
The beehives were under the maple trees.
The chickens seemed depressed.
The irrepressible blue jay screamed amid it all.

ENGLISH

UNIT I

THE SENTENCE

LESSON X

PURPOSE: To learn to avoid a monotonous use of compound sentences

INFORMATION

1. An overuse of compound sentences becomes as monotonous as an overuse of simple sentences. A fault which some speakers and writers have is the and-habit. Too many thoughts are joined by and.

The keepers of Sherwood Forest saw a handsome young hunter coming toward them and he was tall and slender and his jerkin and hose were green and on his head was a loose cap and he pulled this down like a hood and to this costume were added weapons of the chase and in his right hand he carried a long bow and a leathern sheath hung at his side and this was filled with feathered arrows and a short knife with a horn handle was stuck in his girdle and his face was eager and bright.

2. To avoid this monotony, use a variety of sentence structure, remember that less important thoughts are expressed in dependent clauses, and have definite beginnings for sentences.

The keepers of Sherwood Forest saw a handsome young hunter, tall and slender coming toward them. His jerkin and hose were green, and on his head was a loose cap which could be pulled down like a hood. To this costume were added weapons of the chase. A leathern sheath which was filled with feathered arrows hung at his side and a short knife with a horn handle was stuck in his girdle. His face was eager and bright.

YOUR WORK

A. Rewrite the following paragraph omitting some of the unnecessary and's.

Indians sometimes used two burnt sticks near their camp fires for signals and these sticks would tell in which direction the Indians went after leaving the camp fire and two sticks were placed in the shape of a V and if the campers traveled north, a third stick was laid horizontally at the point of the V and if the stick was placed at the open end, it meant that the Indians had gone south and when standing at the point of the V, if the observer saw a stick placed at left of the V, it meant that the Indians had gone east and a stick placed at the right meant that they had traveled west.

ENGLISH

UNIT I

THE SENTENCE

LESSON X

B. Select a magazine article which you think would interest the class. Prepare to present the best parts of it. Make a short outline for guidance, but do not memorize your speech. Besides entertainment, the aim is to practice talking without connecting thoughts with "and-a".

YOUR TASK

A. Rewrite the following paragraph omitting some of the unnecessary and's.

The blue room of the White House is the President's reception room. It is oval in shape and the walls are covered with rich blue corded silk and the window hangings are blue with golden stars in the upper folds and on the central is the clock of gold presented by Napoleon I. to Lafayette and by him to Washington and on either side stand the bronze vases presented to Washington at the same time and there are here, also, the two brilliant gold plates received by General Washington from President Jackson by General Patterson of Philadelphia.

B. Find an interesting Greek myth to tell to the class. Avoid all unnecessary and's.

ENGLISH

UNIT I

THE SENTENCE

LESSON XA

PURPOSE: To learn to avoid a monotonous use of compound sentences

INFORMATION

(See lesson X)

YOUR WORK

A. Rewrite the following paragraph omitting some of the unnecessary and's.

The blue room of the White House is the President's reception room. It is oval in shape and the walls are covered with rich blue corded silk and the window hangings are blue with golden stars in the upper folds and on the mantel is the clock of gold presented by Napoleon I. to Lafayette and by him to Washington and on either side stand the bronze vases presented to Washington at the same time and there are here, also, the two triple gold plates candelabra which were given to President Jackson by General Patterson of Philadelphia.

B. Find an interesting Greek myth to tell to the class. Avoid all unnecessary and's.

YOUR WORK

A. Study the following sentences to discover whether they are compound sentences or simple sentences with compound parts. Copy each sentence and write after it one of the following terms:

- 1. Compound sentence
- 2. Simple sentence with a compound subject
- 3. Simple sentence with a compound predicate
- 4. Compound subject
- 5. Compound predicate

1. The guests were talking and laughing.
2. Oscar made laws and enforced them.
3. Janet and I went up before breakfast.
4. He usually reads on weekdays.
5. The bell rang, and school was dismissed.
6. When did Napoleon and his army cross the Alps?
7. Peter Pan and Wendy played the hardest.

ENGLISH

UNIT I

THE SENTENCE

LESSON XI

PURPOSE: To be able to recognize a compound subject and a compound predicate

INFORMATION

1. Not every sentence that uses or, and, or but is a compound sentence. A simple sentence may have a compound subject or a compound predicate.

Compound subject: Oranges and lemons grow in Florida.

Compound predicate: The boys shouted and ran.

2. In a compound sentence a complete thought precedes and follows the words and, or, and but.

Alice wanted a picnic in the park, but Jane decided on a trip to the museum.

Alice wanted a picnic in the park. (Complete thought)
Jane decided on a trip to the museum. (Complete thought)

3. The words helping the simple subject or simple predicate may be compound.

A blue and white flag fluttered from the spire.

The tennis contestants played rapidly and well.

YOUR WORK

A. Study the following sentences to discover whether they are compound sentences, or just simple sentences with compound parts. Copy each number and write after it one of the following terms:

compound sentence
simple sentence with a compound subject
simple sentence with a compound predicate
compound subject helper
compound predicate helper

1. The guests were talking and laughing.
2. Caesar made laws and enforced them.
3. Janice and I were up before breakfast.
4. He cannot read or write English.
5. The bell rang, and school was dismissed.
6. When did Napoleon and his army cross the Alps?
7. Peter Pan and Wendy played the hardest.

ENGLISH

UNIT I

THE SENTENCE

LESSON XI

8. Sunshine and rain make the flowers grow.
9. My sister and I have a copy of the book.
10. Lewis and Clark explored the West.
11. Flies and mosquitoes spread disease.
12. Business letters and friendly letters are not written in the same style.
13. In school we often read and act plays.
14. Stevenson traveled much and wrote stories of adventure.
15. Birds and bees interested John Burroughs.

Copy each number and write after it one of the following terms: (Copy terms from Lesson XI.)

1. John was very excited and opened the letter at once.
2. She came rushing out and almost ran into a visitor.
3. It may be true, but I doubt it.
4. Vines grow on the left and right of the porch.
5. We went down stairs and were introduced by the distinguished guests.
6. The Washington Monument and the Lincoln Memorial are in Washington, D. C.
7. When are you going, and how long are you staying?
8. The rainbow came and went.
9. A healthy person should be happy and contented.
10. Find a good example and write it in your notebook.
11. You should write neatly and legibly.
12. Both Mary and her brother were present.
13. He, you, and I must help.
14. She noble and field invite us forth.
15. Either he must work or starve.
16. The president's wife was thoughtful and kind.
17. They lived happily together and well.
18. Not only was the war long, but it was also costly.
19. The man was running over the street, and we wondered why his behavior was like that.
20. This man is both a gentleman and a scholar.
21. The sparrow's nests are hard to find, but those of the sparrow are easy.
22. The orator spoke long and earnestly.
23. The messenger galloped through the wood and into the town.
24. Alice and Frank were followed by the hunters.
25. She opened the door softly and slipped across the room.

ENGLISH

UNIT I

THE SENTENCE

LESSON XI A

PURPOSE: To be able to recognize a compound subject and a compound predicate

INFORMATION

(See lesson XI)

YOUR WORK

A. Study the following sentences to discover whether they are compound sentences, or just simple sentences with compound parts. Copy each number and write after it one of the following terms: (Copy terms from Lesson XI.)

1. John was very excited and opened the letter at once.
2. She came rushing out and almost ran into a visitor.
3. It may be true, but I doubt it.
4. Vines grow on the left and right of the porch.
5. We went down stairs and were introduced to the distinguished guests.
6. The Washington Monument and the Lincoln Memorial are in Washington, D. C.
7. When are you going, and how long are you staying?
8. The rainbow comes and goes.
9. A healthy person should be happy and contented.
10. Find a good example and write it in your notebook.
11. You should write neatly and legibly.
12. Both Bess and her brother were present.
13. He, you, and I must help.
14. The woods and field invite us forth.
15. Either he must work or starve.
16. The president's wife was thoughtful and kind.
17. They lived happily forever and ever.
18. Not only was the war long, but it was also costly.
19. The man was running down the street, and we wondered why.
20. This man is both a gentleman and a scholar.
21. The canaries' nests are hard to find, but those of the sparrow are easy.
22. The orator spoke long and earnestly.
23. The horseman galloped through the wood and into the town.
24. Black and brown dogs followed the hunters.
25. She opened the door softly and tiptoed across the room.

ENGLISH

UNIT I

THE SENTENCE

EXERCISES

2. (a) The two essentials of every sentence are _____ and _____.
- (b) Of the following groups of words check the ones that are complete sentences.
1. As soon as Jim got down.
 2. All around in the soft soil were the footprints of the bear.
 3. When the fire burned low.
 4. By and by the song came to an end.
 5. Send the letter at once.
 6. The boys and girls playing in the park.
 7. Eleven passengers, six Americans and five Italians.
 8. The day.

CHAPTER IV (CONTINUED)

UNIT I--THE SENTENCE

Helps for the Teacher

- II. Specify the _____ to form and use:
1. Give an example of a sentence that has a subject and a predicate.
 2. Do you think _____?
 3. The students were dismissed when _____ their work.
 4. _____ and _____ were Filipinos.
 5. The _____ is the sweet glow.
 6. _____ Napoleon and his large army cross the Alps.
 7. Who is that _____ that goes to school with me?
 8. _____

- III. (a) Underline the correct clause:
- An independent clause contains a complete thought.
 An independent clause contains an independent thought.
- (b) In the following sentences draw a straight line under all independent clauses and a wavy line under all dependent clauses:
1. Where is that _____ when you were young?
 2. A sentence that _____ a question ends with a question mark.
 3. Always _____ when you leave.

ENGLISH

UNIT I

THE SENTENCE

PRETEST

- I. (a) The two essentials of every sentence are _____
and _____
- (b) Of the following groups of words check the ones that are complete sentences.
1. As soon as Jim sat down.
 2. All around in the soft soil were the footprints of the deer.
 3. When the fire burned low.
 4. By and by the song came to an end.
 5. Send the letter at once.
 6. The boys and girls playing in the park.
 7. Eleven passengers, six Americans and five Italians.
 8. The flood waters rose rapidly.

- II. Classify the following sentences as to form and use:
1. Owls do not like the daylight, for they see better in the dusk.
 2. Do you like "Treasure Island"?
 3. The students were dismissed when they had finished their work.
 4. Priscilla and John Alden were Pilgrims.
 5. The lake reddens in the sunset glow.
 6. When did Napoleon and his large army cross the Alps?
 7. Who is that man, and what does he want with me?
 8. Please sharpen my pencil.

- III. (a) Underscore the correct answer:

An independent clause contains a complete thought.
An independent clause contains an incomplete thought.

- (b) In the following sentences draw a straight line under all independent clauses and a wavy line under all dependent clauses.
1. Where is that sharp knife which you were using?
 2. A sentence that asks a question ends with a question mark.
 3. Always put out a campfire when you leave.

ENGLISH

UNIT I

THE SENTENCE

PRETEST

4. Lincoln was a poor man, but Washington was rich.
5. You must return library books promptly, or you will be fined.

IV. (a) Write five joining words for compound sentences.

(b) Write five joining words for complex sentences.

(c) Punctuate the following sentences:

1. Rip Van Winkle was his name but he has been gone for twenty years.
2. When the child saw Rip it began to cry.
3. Hush, Rip, hush, you little fool the old man won't hurt you.
4. When he left his friends never saw him again.
5. Indians might have carried him away however nobody can tell.

V. (a) Underline the simple subject once and the simple predicate twice.

1. Trees check the quick rush of flood waters.
2. A flood will carry as much soil as water.
3. This loss of earth is a great waste.
4. A forest acts like a big sponge.
5. Beneath the heavy shade of trees snow melts slowly.
6. Each year tons of fertile soil are washed away.

(b) Tell whether the following sentences are written in direct or inverted order.

- _____ 1. In Nature a constant battle goes on for existence.
- _____ 2. There are 200,000 known kinds of tree-attacking insects.
- _____ 3. Birds protect the trees.
- _____ 4. The average child is interested in trees.
- _____ 5. About two billion feet of wood a year is destroyed by forests fires and insects.

ENGLISH

UNIT I

THE SENTENCE

PRETEST

VI. Write in one sentence the following:

A fire swept through the business district.
 It was in Trenton.
 It destroyed many large buildings.
 The loss was one million dollars.

1. compound declarative
2. simple interrogative
3. complex declarative
4. simple declarative
5. simple declarative
6. simple interrogative
7. compound interrogative
8. simple imperative

III. (a) An independent clause contains a complete thought.
 (b) Where is that sharp knife which you were using?

1. A sentence that asks a question ends with a question mark.
2. Always use one a comma when you leave.
3. Although it rained, but Washington was rich.
4. You must return library books promptly, or you will be fined.

- IV. (a) Use five joining words from this list: and, but, or, so, for, yet, therefore, then, however, when, while, because, unless, since, as, although, even though, even, though, who, which, before, where, although, because, till, while.
1. Big Ben didn't stop ringing, but he was very good for twenty years.
 2. When the child was five, it began to cry.
 3. When the child was five, the old man didn't hurt him.
 4. When he left, his friends never saw him again.
 5. Indian girls married him very; however, nobody can tell.

ENGLISH

UNIT I

THE SENTENCE

PRETEST

ANSWERS

- I. (a) The two essentials of every sentence are subject and predicate.
(b) 2,4,5, and 8.
- II. 1. compound declarative
2. simple interrogative
3. complex declarative
4. simple declarative
5. simple declarative
6. simple interrogative
7. compound interrogative
8. simple imperative
- III. (a) An independent clause contains a complete thought.
(b) 1. Where is that sharp knife which you were using?
2. A sentence that asks a question ends with a question mark.
3. Always put out a campfire when you leave.
4. Lincoln was a poor man, but Washington was rich.
5. You must return library books promptly, or you will be fined.
- IV. (a) Any five joining words from this list: and, but, or, nor, so, still, yet, therefore, then, consequently, hence, nevertheless, for.
(b) Any five joining words from this list: as, if unless, until, why, lest, since, whenever, wherever, than, that, after, when, who, which, before, where, although, because, till, while.
(c) 1. Rip Van Winkle was his name, but he has been gone for twenty years.
2. When the child saw Rip, it began to cry.
3. Hush, Rip, hush, you little fool; the old man won't hurt you.
4. When he left, his friends never saw him again.
5. Indians might have carried him away; however, nobody can tell.

ENGLISH

UNIT I

THE SENTENCE

PRETEST

- V. (a) 1. Trees check the quick rush of flood waters.
2. A flood will carry as much soil as water.
3. This loss of earth is a great waste.
4. A forest acts like a big sponge.
5. Beneath the heavy shade of trees snow melts slowly.
6. Each year tons of fertile soil are washed away.

- (b) 1. inverted
2. inverted
3. direct
4. direct
5. direct

VI. The loss from the fire which swept through the business district of Trenton destroying many large buildings was one million dollars.

ENGLISH

UNIT I

THE SENTENCE

PRESENTATION
LESSON

INTRODUCTION

During enrollment time you discovered that some courses were elective and others were required. This course in grammar was required. The school authorities surely thought it important to place it on the required list of subjects. Why should you study grammar? What good will it do you anyway? Let us think about this.

PRESENTATION

Suppose you enter a class in a strange city and know no one. Your first impression is favorable as you glance around. The students near you are neatly dressed and attractive looking. What would you think if the classmate to your right should say, "I ain't got a pencil. Let me borrow yours a minute"? Would you not be inclined to judge that person either very careless or not well-trained? We are judged by the language we use. To be able to speak and write English correctly is one sign of education. Cultured people use good English.

The boys in this class and some of the girls will enter the business world upon leaving school. Which stenographer would probably be more successful, one who after taking dictation could translate her shorthand symbols into correct sentences with no errors in grammar, or one that frequently misspelled words and was constantly puzzled as to the correctness of expressions as, "The letter came", or "The letter come"; "There is no articles", or "There are no articles"? Neither employer nor employee wants to appear ignorant. A president of a company, or a manager who speaks good English has a better chance for success.

When you study grammar you learn how to speak and write correctly. Your parents and teachers are glad to help you, but there are times, when there is no one near to ask which expression is right. If you know grammar well, you can decide for yourself.

Even though a person knows grammar well, he will not speak correct English unless he uses what he knows. Grammar will do you no good unless you really want to speak correct English. I am sure you do not want to be careless in speech any more than in dress, for neither makes a good appearance.

Every American should know his native language well and so grammar is required. A French boy or girl is required to

ENGLISH

UNIT I

THE SENTENCE

PRESENTATION
LESSON

take French grammar and a Spanish boy or girl Spanish grammar for the same reason.

The first unit in grammar we study is "The Sentence". We speak and write our thoughts in sentences, but we are often misunderstood because mistakes have kept our meaning from being clear. To know whether or not a sentence is well constructed, you must know the parts of it, just as a good mechanic knows the name and use of every piece of a car engine. He knows it so well that in taking it apart, he can discover why a piece is not working rightly. Sometimes only a glance is needed. Just so we should know our sentences. If we cannot find the error at once, we should be able to take the sentence apart (analyze it) and put it back together (reconstruct it) as it should be.

SUMMARY

- I. Briefly what are the reasons for studying grammar?
 - (a) Good English is a mark of education. One must know the principles of grammar to speak and write good English.
 - (b) The ability to speak and write English correctly, adds to business success.
 - (c) A person who knows grammar can correct his own speech and writing without asking help.
 - (d) Every American should speak and write English well.
- II. Why should we study the sentence?

If we know how a sentence is constructed, we can find errors quickly.
- III. Notice carefully how the word grammar is spelled.

ASSIGNMENT

At the close of this presentation ask the pupils to tell what they have learned in carefully written paragraphs.

Represent the material to those in the class who show by their written summaries that they have not comprehended.

ENGLISH

UNIT I

THE SENTENCE

LESSON I

PURPOSE: To know when a sentence is complete

ANSWERS

A. Subject and predicate

B.

1. St. Paul, Minnesota, | is called the gateway to the North-west.
2. Three steel bridges | span the Mississippi River.
3. The city's most charming residence street | is Summit Avenue.
4. Fort Snelling | stands at the junction of the Minnesota and the Mississippi Rivers.
5. It | was established in 1819.
6. White Bear and Bald Eagle | are two lakes near the city.
7. Some people | have summer homes along these lakes.
8. Nine railroads | serve St. Paul.
9. It | is a large manufacturing city.
10. St. Paul and Minneapolis | are called twin cities.
11. Lake Minnetonka | is located near Minneapolis.
12. Minnetonka | means Big Water.
13. It | is an Indian name.
14. This lake | has achieved a national reputation for its beauty.
15. Indian mounds | were found near the city.
16. Many mounds | were destroyed by scientists.
17. The government | prohibited them from destroying all.
18. Minneapolis | has twenty-two flour mills.
19. The combined output of the mills in 1927 | was 97,000 barrels.
20. The state of Minnesota | has ten thousand lakes by actual count.

- C.
1. predicate omitted
 3. subject and predicate omitted
 4. subject and predicate omitted
 6. subject omitted and incomplete predicate
 7. predicate omitted
 8. subject omitted
 11. predicate omitted
 12. predicate omitted
 16. predicate omitted
 17. subject and predicate omitted
 20. predicate omitted
 21. subject and predicate omitted
 24. incomplete predicate
 25. incomplete predicate

ENGLISH

UNIT I

THE SENTENCE

LESSON I A

PURPOSE: To know when a sentence is complete

ANSWERS

A. Subject and predicate

B.

1. The frigate Old Ironsides | made history more than a century ago.
2. It | has been made seaworthy again.
3. The real name of the ship | is the Constitution.
4. Paul Revere | furnished the ship with its original sheathing.
5. Paul Revere | was accomplished in several trades.
6. Many famous men | trod the deck in the days of the ship's glory.
7. Her last commission | ended in 1881.
8. School children and tourists | have helped to rebuild the vessel.
9. The ship | took part in forty-two battles.
10. The Hall of Fame for great Americans | is at University Heights.
11. The hall | is one of the buildings of the New York University.
12. It | is a granite colonnade built about the library.
13. One hundred fifty panels | provide room for bronze tablets.
14. The selection | is entrusted to a committee.
15. Elections | began in 1900.
16. The Americans honored | have been dead ten years or more.
17. The committee | has one hundred members.
18. Elections | are held every fifth year.
19. A Hall of Fame for women | was added in 1905.
20. Alice Freeman Palmer | is one woman honored.

C. 1. No subject or predicate

4. No predicate

6. No subject or predicate

7. No predicate

8. No subject or predicate

10. Incomplete predicate

15. No predicate

16. No predicate

19. No subject or predicate

21. No predicate

22. No predicate

23. No subject

ENGLISH

UNIT I

THE SENTENCE

LESSON II

PURPOSE: To learn to recognize the simple subject and the simple predicate

ANSWERS

A. (The auxiliary verbs memorized)

B.

1. The new bridge over the Hudson River | will be finished in 1932.
2. It | is the largest bridge of its kind.
3. The main span | will be longer than the Brooklyn bridge.
4. Four electric railways | cross it.
5. Its total cost | will reach sixty million dollars.
6. The magnificent structure | was made possible by wonderful engineering.
7. Five years | were needed to finish it.
8. The Palisades | rise on the Jersey side near it.
9. The bridge | is anchored in these solid rocks.
10. The workers | must balance themselves on narrow steel girders.
11. They | crawl perilously along thin ledges hundreds of feet above ~~the~~ water.
12. The workers | are like jugglers.
13. They | toss red hot rivets to each other.
14. A mammoth steam shovel | works on the New York side.
15. An enormous crane | hoists masses of material.
16. An endless conveyer belt | carries sacks of cement and gravel.
17. Immense cables | are needed.

ENGLISH

UNIT I

THE SENTENCE

LESSON II

18. Each cable | has been tested.
19. These cables | are thirty six inches in diameter.
20. The engineers | do know the effect of the wind and weather on it.
21. Large boats | pass under this bridge.
22. The cable towers | are higher than the Washington monument.

ENGLISH

UNIT I

THE SENTENCE

LESSON II A

PURPOSE: To learn to recognize the simple subject and the simple predicate

ANSWERS

A. (The auxiliary verbs reviewed)

B.

1. Excellent students | learn hard lessons.
2. A slight breeze | swayed the trees.
3. Extravagant people | buy many unnecessary articles.
4. Deep pools | shelter the gray trout.
5. I | have written my composition.
6. He | was a sturdy old fellow.
7. A healthy body | is better than wealth.
8. Rip Van Winkle | journeyed into the Katskill Mountains.
9. The sun | rises later now.
10. The committee | should have come earlier.
11. That boy | always keeps his promise.
12. Every person | needs some exercise.
13. The two girls | play the piano well.
14. The boys | were planning a trip into the wood.
15. Ellen | knows many kinds of birds.
16. She | studies about them.
17. You | may go now.
18. The letter | might have been delayed.
19. France | approved the treaty.
20. Mount Vernon | has been reproduced in Europe.

ENGLISH

UNIT I

THE SENTENCE

LESSON II A

21. Every sentence | begins with a capital letter.

22. The little children | were laughing.

23. An older girl | had told them a story.

24. The men | ran from the huge fire cracker.

ENGLISH

UNIT I

THE SENTENCE

LESSON III

PURPOSE: To write without using incomplete sentences

ANSWERS

- A. There lived a boy who loved nothing so much as to listen to tales of olden times.

Especially he loved those told him in verse.

What he heard he remembered.

His enthusiasm was no respecter of persons.

He put to rout the parish clergyman who ended his call abruptly, exclaiming, "One may as well speak in the mouth of a cannon as where that child is!"

- B. (A written composition checked by the teacher.)

UNIT I

THE SENTENCE

LESSON III A

PURPOSE: To write without using incomplete sentences

ANSWERS

- A. The National Statuary Hall semi-circular in shape and designed by Latrobe after a Greek theater.

The National Statuary Hall is semi-circular in shape and was designed by Latrobe after a Greek theater.

The domed ceiling, decorated after that of the Roman Pantheon.

The domed ceiling was decorated after that of the Roman Pantheon.

- B. (A written composition without incomplete sentences to be checked by the teacher)

ENGLISH

UNIT I

THE SENTENCE

LESSON IV

PURPOSE: To learn the kinds of sentences classed according to use

ANSWERS

A. Declarative Interrogative Imperative

- | | |
|-------------------|-------------------|
| B. 1. imperative | 16. interrogative |
| 2. declarative | 17. imperative |
| 3. declarative | 18. imperative |
| 4. interrogative | 19. declarative |
| 5. declarative | 20. interrogative |
| 6. declarative | 21. imperative |
| 7. interrogative | 22. declarative |
| 8. declarative | 23. imperative |
| 9. imperative | 24. declarative |
| 10. imperative | 25. declarative |
| 11. interrogative | |
| 12. declarative | |
| 13. interrogative | |
| 14. declarative | |
| 15. imperative | |

- | | |
|---------------|---------|
| C. 1. you | 6. you |
| 2. traveler | 7. you |
| 3. Elizabeth | 8. you |
| 4. population | 9. you |
| 5. Wichita | 10. you |

D. (Five original sentences of each kind) Ask your teacher to check this for you.

- E. 1. Wichita produced four hundred airplanes in 1930.
2. Was the discovery of the south pole attended with greater dangers than the north pole?
3. You have read "The Man Without a Country"?
4. Was Nolan's punishment too severe?
5. Telephone for a doctor. Telephone for a doctor!
6. Do not drink the water from this spring unless it is boiled.
7. Don't shoot!
8. How the lightning flashes!
9. What part of speech is it?
10. The boat floated rapidly down the stream.

ENGLISH

UNIT I

THE SENTENCE

LESSON IV A

PURPOSE: To learn the kinds of sentences classed according to use

ANSWERS

A. Declarative Interrogative Imperative

- | | |
|-------------------|-------------------|
| B. 1. declarative | 15. declarative |
| 2. declarative | 16. imperative |
| 3. interrogative | 17. imperative |
| 4. imperative | 18. interrogative |
| 5. imperative | 19. imperative |
| 6. declarative | 20. declarative |
| 7. declarative | 21. interrogative |
| 8. interrogative | 22. imperative |
| 9. imperative | 23. declarative |
| 10. imperative | 24. imperative |
| 11. declarative | 25. interrogative |
| 12. imperative | |
| 13. declarative | |
| 14. imperative | |

- | | |
|-----------|------------|
| C. 1. men | 6. you |
| 2. you | 7. legends |
| 3. you | 8. you |
| 4. class | 9. Jack |
| 5. you | 10. you |

D. (Five original sentences of each kind) Ask your teacher to check this exercise for you.

- E. 1. Chicago is the packing center of the world.
2. Its stockyards cover five hundred acres.
3. Are you interested in zoological exhibits?
4. Where is Chicago located?
5. Explain why it is a large city.
6. Run for your lives!
7. The storm began at six o'clock.
8. Read the account in the paper.
9. What a strong wind there was!
10. It blew seventy miles an hour.

ENGLISH

UNIT I

THE SENTENCE

LESSON V

PURPOSE: To avoid monotony in sentence order

ANSWERS

- A.
- | | |
|-------------|--------------|
| 1. direct | 9. inverted |
| 2. inverted | 10. inverted |
| 3. inverted | 11. inverted |
| 4. inverted | 12. direct |
| 5. inverted | 13. direct |
| 6. inverted | 14. direct |
| 7. inverted | 15. inverted |
| 8. inverted | |

- B.
1. Beautiful roses are there in the garden.
 2. A rope of pearls hang about her neck.
 3. A ray of sunlight was not there in the wood.
 4. Distinguished people were there in the audience.
 5. The fire alarm did ring last night.
 6. A deserted hut was on the beach.
 7. Her eyes were as black as the berries that grow by the wayside.
 8. The fish were undisturbed in the pool.
 9. Our supply is exhausted.
 10. A squadron of police comes here ahead of the parade.

C. (Your teacher will check your paragraph.)

ENGLISH

UNIT I

THE SENTENCE

LESSON V A

PURPOSE: To avoid monotony in sentence order

ANSWERS

- | | | |
|----|-------------|--------------|
| A. | 1. direct | 9. direct |
| | 2. inverted | 10. inverted |
| | 3. inverted | 11. direct |
| | 4. direct | 12. inverted |
| | 5. direct | 13. direct |
| | 6. inverted | 14. inverted |
| | 7. direct | 15. direct |
| | 8. inverted | |

- B.
1. The crowd gathered very quickly.
 2. I found myself in a lofty antique hall.
 3. The books were around the hall and in a small gallery.
 4. A solitary table was in the center of the library.
 5. The officer asked many questions.
 6. The winning team will be given a banquet.
 7. The bells ring how merrily.
 8. The pavements were covered with a thin coating of ice.
 9. The cyclone in all its fury swept down upon the village.
 10. The balloon floated high above them.

C. (Ask your teacher for her criticism for your paragraph.)

ENGLISH

UNIT I

THE SENTENCE

LESSON VI

PURPOSE: To learn the kinds of sentences classed according to form

ANSWERS

- | | | |
|----|-------------|--------------|
| A. | 1. complex | 11. compound |
| | 2. complex | 12. compound |
| | 3. simple | 13. simple |
| | 4. simple | 14. complex |
| | 5. simple | 15. simple |
| | 6. compound | 16. compound |
| | 7. simple | 17. simple |
| | 8. compound | 18. compound |
| | 9. simple | 19. complex |
| | 10. simple | 20. simple |

B.

1. After the rain is over, we shall go for a walk.
2. The children played until they were tired.
3. I wrote the telegram and Tom sent it.
4. Stars were shining, but the moon was hidden behind a cloud.
5. When vacation begins, we shall go to the seashore.
6. Every state has a Weather Bureau which receives reports from its own territory.
7. As we passed down the shady lane, we heard a hermit thrush sing.
8. You must make a decision, or I will leave without you.
9. When the Indian guide spoke in excellent English, Marie was astonished.
10. You have found your receipt, and now you have proof for the payment.
11. We shall drive wherever you want to go.
12. Since the picnic has been postponed, we must make other plans.

ENGLISH

UNIT I

THE SENTENCE

LESSON VI

13. Now fades the glimmering from sight, and all the air a solemn stillness holds.

14. While you work, work steadily.

- 2. complex
- 3. simple
- 4. compound
- 5. complex
- 6. simple
- 7. compound
- 8. complex
- 9. compound
- 10. compound

- 11. complex
- 12. simple
- 13. simple
- 14. compound
- 15. complex
- 16. simple
- 17. simple
- 18. complex
- 19. complex
- 20. complex

- 1. When I entered the room, the door was closed.
- 2. If you will give up, I will give you a seat.
- 3. When the telephone rang, I answered the call.
- 4. John returned in time, but the rest of the family was in the garden.
- 5. His engine was broken, but the machine was fixed.
- 6. They had planned a picnic, but the weather was too bad.
- 7. I met her on the way back when she returned yesterday.
- 8. The car is wonderful, and it is very fast.
- 9. She is so kind, and she is very smart.
- 10. The teacher asked us every day, and we were very happy.
- 11. While you work in the garden, you will find it very interesting.
- 12. I would love to see you, but I cannot go there before.
- 13. I will see you soon, on the way back to the garden.

ENGLISH

UNIT I

THE SENTENCE

LESSON VI A

PURPOSE: To learn the kinds of sentences classed according to form

ANSWERS

- | | |
|--------------|--------------|
| A. 1. simple | 11. complex |
| 2. complex | 12. simple |
| 3. simple | 13. simple |
| 4. compound | 14. compound |
| 5. compound | 15. complex |
| 6. complex | 16. simple |
| 7. compound | 17. simple |
| 8. complex | 18. complex |
| 9. compound | 19. complex |
| 10. compound | 20. complex |

B.

1. The band played as the team entered the field.
2. If you will come with me, I will give you a seat.
3. When the telephone rang, I answered the call.
4. Father returns in June, but the rest of the family remains another month.
5. Fire engines came promptly, but the hydrants were frozen.
6. They had with them a forlorn-looking dog which followed them everywhere.
7. I was on the way home when a messenger overtook me.
8. A lie is contemptible, and it is cowardly.
9. Come to see us whenever you can.
10. The candles shone at every window, and they made a pretty sight.
11. While you went to the grocery store, I drank at the fountain.
12. I moved toward a window, but my captor was there before me.
13. I will ask him now, or you may speak to him tomorrow.

ENGLISH

UNIT I

THE SENTENCE

LESSON VI A

14. A thousand bright stars are visible while countless others are unseen.

15. The boat labored heavily, and spray burst continually over it.

- 1. ... in the front seats
- 2. ...
- 3. ... lay three feet deep on the ground
- 4. ...
- 5. ... will be used
- 6. ... is president of the class
- 7. ... was condemned
- 8. ... was typewriter
- 9. ... that year well
- 10. ... things
- 11. ... continuously makes promises without living up to them
- 12. ... which is often desired
- 13. ...
- 14. ... as I have already told you, the president had refused to call a meeting.
- 15. ... While they were sitting, the door bell rang.
- 16. ... Before he could reply, the student became a scene of confusion.
- 17. ... While I stood there looking, a stranger on a horse stopped by the army store.
- 18. ... If you call, the dog will think it is time to eat.
- 19. ... If you like, Louisa will take care for you.
- 20. ... When Roosevelt was a boy, he suffered much from asthma and other bodily ailments.
- 21. ... While he was very young, he learned to read and write.
- 22. ... Whenever you go, stand by your principles.
- 23. ... since I had that accident, he has been a very careful driver.

ENGLISH

UNIT I

THE SENTENCE

LESSON VII

PURPOSE: To learn how to punctuate dependent clauses

ANSWERS

A.

1. who are sitting in the front seats
2. that you lost
3. when the snow lay three feet deep on the ground
4. which Joe could hear
5. which will be used
6. who is president of the class
7. that was condemned
8. who can typewrite
9. that wear well
10. that sings
11. who continually makes promises without living up to them
12. which is often desired

B.

1. As I have already told you, the president has refused to call a meeting.
2. While they were eating, the door bell rang.
3. Before he could cross, the street became a scene of confusion.
4. While I stood there cooking, a stranger on a horse stopped by the camp stove.
5. If you call, the dogs will think it is time to eat.
6. If you like, Louise will play for you.
7. When Roosevelt was a boy, he suffered much from asthma and other bodily ailments.
8. While he was very young, he learned to read and write.
9. Wherever you go, stand by those principles.
10. Since he had that accident, he has been a very careful driver.

ENGLISH

UNIT I

THE SENTENCE

LESSON VII A

PURPOSE: To learn how to punctuate dependent clauses

ANSWERS

A.

1. who had wandered into the field
2. who was frightened at the apparition
3. which were lying in our path
4. that had seven diamonds
5. who has set himself to the task
6. which you chose
7. which I thought of
8. which you have
9. that saves time
10. when I went on a picnic

B.

1. As it was, he could not be home early.
2. Since we cannot help, to worry would do no good.
3. As they drew near, a rattlesnake crawled away.
4. While they were mowing, Jack tossed the stones from the lawn.
5. When the fat woman stepped in, the boat capsized.
6. As she was passing by, a door creaked and opened quietly.
7. When she had finished explaining, the lesson seemed easy.
8. If you wish, tennis shall be the next game.
9. While I was answering, Carl interrupted with an exclamation.
10. Before you can sing, the song must be selected.

ENGLISH

UNIT I

THE SENTENCE

LESSON VIII

PURPOSE: To learn how to punctuate compound sentences

ANSWERS

I.

1. James has learned to swim, but his sister is afraid of the water.
2. We may go to the city today, or we may stay at home.
3. The English were beaten; still they would not surrender.
4. You wish to make a good impression; therefore you should study to improve your English.
5. The heavens declare the glory of God; the firmament showeth his handiwork.
6. Some are born great, some achieve greatness, and some have greatness thrust upon them.
7. You bought it; then it is yours.
8. We must take the children some candy; otherwise they will be disappointed.
9. You may lead a horse to water, but you cannot make him drink.
10. Though a man is wealthy; yet he is not always happy.
11. It was pleasant on the beach; however we heard our friends warning us of the tide.
12. Analyze the sentence; then correct it.
13. It was too far to walk; consequently we hired a car.
14. The whistle blew and the race began.
15. The contestant did not win the prize; nevertheless he plans to try again.
16. Tom played a joke on me once; now I suspect him often.
17. Helen Keller is blind; yet she is happy.
18. It is not work to that boy, for making airplanes is his hobby.
19. He may be educated; however he does not show good judgment.
20. I am better, but I shall not join the party.

ENGLISH

UNIT I

THE SENTENCE

LESSON VIIIA

PURPOSE: To learn how to punctuate compound sentences

ANSWERS

I.

1. The apples were green; nevertheless the children ate them.
2. The rain poured down all day; consequently we had to eat our picnic lunch at home.
3. Lightning flashed and thunder roared.
4. The suit fits me but the material is not what I want.
5. We cried, but father laughed.
6. At first he hesitated; then he ran forward.
7. The wind is in the north; therefore it will be colder.
8. The farm is pleasant, but I want to leave.
9. I have an engagement; I must decline this one.
10. The man is seventy-five years old, but he still does work on the farm.
11. He does not know, and probably no one knows.
12. I do not care at all; I have never cared.
13. I am perfectly willing, but I do not know about my sister.
14. We were unable to hear the speech; someone behind us insisted on talking.
15. The morning is clear, and a slight breeze is blowing from the south.
16. Wheat grows in cool countries, but olives thrive in warm ones.
17. Airplanes are a novelty now, but some day people will take them as a matter of course.
18. Bob likes to skate, but Jane prefers to coast.
19. We read the play, and Lucy assigned the parts.
20. Jane Addams helped people to give good lives; consequently they loved her.

ENGLISH

UNIT I

THE SENTENCE

LESSON IX

PURPOSE: To understand why different kinds of sentences as to form are needed

ANSWERS

A. One possible construction follows. If yours is not the same, ask your teacher to assist you.

Some of these constructions are found in "The House of Seven Gables" by Hawthorne.

1. The principal entrance, which had almost the breadth of a church door, was in the angle between the two front gables, and was covered by an open porch with benches beneath it shelter.

2. Halfway down a bystreet of one of our New England towns, stands a rusty wooden house with seven acutely-peaked gables.

3. The street is Pyncheon Street, the house was the old Pyncheon house, and a very large elm tree before the door was familiar to every child by the name of Pyncheon elm.

4. A natural spring of soft, pleasant water, which is a rare treasure on the sea-girt peninsula where the Puritan settlement was made, had early induced Matthew Maule to build a hut.

5. Advancing to the door, he knocked, but no one came.

B. Ask your teacher to read your paragraph.

ENGLISH

UNIT I

THE SENTENCE

LESSON IX A

PURPOSE: To understand why different kinds of sentences as to form are needed

ANSWERS

A. Here is one reconstruction for each exercise. If yours differs, ask your teacher if it is correct.

1. Our police dog, Bruno, who has perfect manners, never interferes when the cat is eating her supper.

2. The dog was a big brown handsome shepherd brave enough to fight any man.

3. One day when the family was spending the summer in a New Hampshire village, my two brothers and I set out for a wood on top of a hill not far away.

4. As I stepped out of a thicket onto the bank of the river, a spotted sandpiper with three young ones teetered along before me.

5. The frightened mother flew out over the water, but the young birds could not fly.

B.

The rain was still falling, sweeping down from the half-seen hills and filling the valley with a whitish cloud. It fell around the house drearily. It ran down into the tubs placed to catch it, dripped from the mossy pump, and drummed on the upturned milk pails, and upon the brown and yellow beehives under the maple trees. The chickens seemed depressed but the irrepressible blue jay screamed amid it all.

(Composition and Rhetoric--Tanner)

ENGLISH

UNIT I

THE SENTENCE

LESSON X

PURPOSE: To learn to avoid a monotonous use of compound sentences

ANSWERS

A.

Indians sometimes used two burnt sticks near their camp fires for signals and these sticks would tell in which direction the Indians went after leaving the camp fire. Two sticks were placed in the shape of a V. If the campers traveled north, a third stick was laid horizontally at the point of the V. If the stick was placed at the open end, it meant that the Indians had gone south. When standing at the point of the V, if the observer saw a stick placed at the left of the V, it meant that the Indians had gone east, and a stick placed at the right meant that they had traveled west.

B (An oral composition)

UNIT I

THE SENTENCE

LESSON X A

PURPOSE: To learn to avoid a monotonous use of compound sentences.

ANSWERS

A.

The blue room of the White House is the President's reception room. It is oval in shape. The walls are covered with rich blue corded silk and the window hangings are blue with golden stars in the upper folds. On the mantel is the clock of gold presented by Napoleon I to Lafayette and by him to Washington. On either side stand the bronze vases presented to Washington at the same time. There are here, also, the two triple gold plate candelabra which were given to President Jackson by General Patterson of Philadelphia.

B. (An oral composition)

ENGLISH

UNIT I

THE SENTENCE

LESSON XI

PURPOSE: To be able to recognize a compound subject and a compound predicate

ANSWERS

- A. 1. compound predicate
2. compound predicate
3. compound subject
4. compound predicate
5. compound sentence
6. compound subject
7. compound subject
8. compound subject
9. compound subject
10. compound subject
11. compound subject
12. compound subject
13. compound predicate
14. compound predicate
15. compound subject

ENGLISH

UNIT I

THE SENTENCE

LESSON XI A

PURPOSE: To be able to recognize a compound subject and a compound predicate

ANSWERS

- A. 1. compound predicate
2. compound predicate
3. compound sentence
4. compound predicate helper
5. compound predicate
6. compound subject
7. compound subject
8. compound predicate
9. compound predicate helper
10. compound predicate
11. compound predicate helper
12. compound subject
13. compound subject
14. compound subject
15. compound predicate
16. compound predicate helper
17. compound predicate helper
18. compound sentence
19. compound sentence
20. compound predicate helper
21. compound sentence
22. compound predicate helper
23. compound predicate helper
24. compound subject helper
25. compound predicate

ENGLISH

UNIT I

THE SENTENCE

ORGANIZATION
AND
RECITATION

ORGANIZATION

(A suggested outline for summarizing the assimilative material in Unit I)

The Sentence

- I. Reasons for studying
 - A. The sentence
 - B. Grammar in general
- II. The two essentials of every sentence
 - A. Subject
 - B. Predicate
- III. Classification of sentences
 - A. Use
 - B. Form
- IV. Improving sentences
 - A. The order
 - B. The kinds
- V. Punctuation
 - A. Complex sentence
 - B. Compound sentence

RECITATION

(See Chapter III)

ENGLISH

UNIT I

THE SENTENCE

TEST I

I. (a) What are the two essentials of a sentence?

(b) Check the groups of words that are complete sentences.

1. Columbus the discoverer of America.
2. Met an old man, a hermit.
3. Everett was a great orator.
4. The father being extremely annoyed.
5. The Indians making smoke signals.
6. As soon as the grain was harvested.
7. The settlers built a log cabin against the side of a hill.
8. The water tasted bad because it contained iron.

II. Classify the following sentences as to form and use.

1. The train was late, but the weary traveler waited patiently.
2. As I rose from my desk, he entered the room.
3. What part of speech is the word, and what does it modify?
4. He realized the truth very soon.
5. Come here.
6. What is the climate of that region?

III. (a) Complete: An independent clause is one that contains _____ thought.

(b) Draw a circle around the dependent clauses in the following sentences.

1. I have the letter which you wrote.
2. After he came into the house, he rushed to the telephone.
3. When a servant opened the door, the stranger entered.
4. Iron that has been used once can be sold as scrap iron.
5. Lightning flashed, thunder rolled, and the rain fell in torrents.

ENGLISH

UNIT I

THE SENTENCE

TEST I

IV. (a) Underscore the joining words for complete sentences:

than and after until who or which but

(b) Punctuate:

1. As he rode his restless eyes roved over the plains.
2. The boat which was called Lockwood was large and strong.
3. While the weather was warm the covered wagons gave the pioneers shelter.
4. John went to the library but his brother played tennis.
5. Sam was elected president therefore he took charge of the meeting.

V. (a) Tell whether the following sentences are written in direct or inverted order.

_____ 1. Back to camp they went with the seal.

_____ 2. The river is bluer than the sky.

_____ 3. Why is the water so blue?

_____ 4. Here they pitch their tents.

_____ 5. Carelessness causes many fires.

(b) Pick out the simple subject and the simple predicate of the five sentences in V (a).

1. _____

2. _____

3. _____

4. _____

5. _____

VI. Write each group of short sentences in one sentence.

1. Jack played first base in the last game. The game was on Saturday. Our team did not win.

2. The boy was in a hurry. He fell sprawling. He did not see the wire.

ENGLISH

UNIT I

THE SENTENCE

TEST I

VI. (One arrangement)

Jack played first base in the last game which we played on Saturday, but our team did not win.

The boy who was in a hurry did not see the wire and fell sprawling.

ENGLISH

UNIT I

THE SENTENCE

TEST II

- I. (a) Underscore the words which name the essentials of every sentence.

object subject modifiers noun predicate

- (b) Which of the following groups of words are not sentences? Check your answer.
1. A diamond will cut glass.
 2. The sun's rays vertical at noon.
 3. Flax may be raised in our own country.
 4. Flax raised in Russia.
 5. Divide the money among the three children.
 6. The people lived an unhappy life far away from each other.
 7. The best thing I like to do.
 8. The bank cashier is courteous to all customers.

- II. Classify the following sentences as to form.

1. The Statue of Liberty is on Liberty Island. _____
2. To the right of it on Ellis Island are the large buildings of the Immigration Depot. _____
3. Whenever we stand, we see a scene of interest on the harbor. _____
4. Noisy tugs and graceful yachts pass by. _____
5. On the right is Governor's Island, and on the left is Brooklyn with its warehouses and church steeples. _____
6. Watch the European steamships as they move majestically to their piers. _____

- III. (a) Underscore the correct answer.

Less important thoughts are expressed in

dependent clauses independent clauses

- (b) Underscore the independent clauses:

1. Roosevelt House, which is the birthplace of Theodore Roosevelt, is at 28 East 20th Street, New York City.
2. The adjoining house which was the home of an uncle is included in the memorial.
3. The furnishings that were originally there have been replaced.
4. When you enter the parlor, you see a marble-topped table.
5. This table belonged first to Cornelius Roosevelt who was Roosevelt's grandfather.

ENGLISH

UNIT I

THE SENTENCE

TEST II

6. In the front bed room, where Colonel Roosevelt was born, is the original set of furniture presented by Mrs. Douglas Robinson.
7. On the mantel is a little ornament of Moujik drawing a sled, and on each side are two engravings given by Mrs. Roosevelt.

IV. (a) Underscore the joining words used with dependent clauses.

while and after or but who when which

(b) Punctuate:

1. San Antonio which is situated on a river of the same name is the oldest and largest city of Texas.
2. It is noted for its delightful climate and it is a pleasure resort for thousands of visitors.
3. When the first railway reached the city in 1878 the growth of the city was rapid.
4. San Pedro Park is the original site of the Indian settlement of San Antonio it has picturesque live oaks and famous springs.
5. If you read history you will find that San Antonio was the scene of stirring events.

V. (a) In inverted order some part of the complete _____ comes first.

(b) Underscore the reason or reasons for using inverted order.

to relieve monotony to shorten sentences
for emphasis to avoid proper names

(c) Underscore the simple predicates in the following:

1. The Eskimo children have strange races.
2. The ants were journeying across the road.
3. The huge rocks had been tumbling down the slopes.
4. You should capitalize a proper noun.
5. The breathless messenger waited at the door.

VI. Reconstruct and improve the following:

Alice Cary is an American poet and she was born near Cincinnati, Ohio, and she began writing at the age of eighteen. She is a prose writer and she published her first volume with her sister Phoebe and it was published in 1850.

ENGLISH

UNIT I

THE SENTENCE

TEST II

VI. Alice Cary, an American poet and prose writer, was born near Cincinnati, Ohio. She began writing at the age of eighteen. With her sister Phoebe she published her first volume in 1850. (One arrangement)

UNIT II

THE PARTS OF SPEECH

PURPOSE: To distinguish a phrase from a clause

INFORMATION

A clause must contain a subject and a predicate, but a phrase is a group of words belonging together without a subject and predicate. A phrase may be a part of a clause.

When the children heard the story of the giants, they laughed.

Clause - When the children heard the story of the giants

Phrase - of the giants

A prepositional phrase begins with a preposition.

Prepositions are words which connect one word to another. Think of the object being connected and the word which connects it to it.

CHAPTER V

UNIT II--THE PARTS OF SPEECH

Assimilative Material

Prepositions are words which connect one word to another. Other prepositions are:

above	among	below	except
after	at	between	from
against	before	by	in
along	behind	in	into
and	beside	in	of
at	by	in	off
before	by	in	on
below	by	in	out
beside	by	in	over
between	by	in	through
by	by	in	under
by	by	in	with
by	by	in	without

The most common prepositional phrases are those which begin with the words above, after, against, along, and at.

Example: The child was sitting on the floor.

EXERCISES

1. Copy the prepositional phrases from the following sentences.

2. Write a sentence for each of the prepositions given in the list.

ENGLISH

UNIT II

THE SENTENCE

LESSON I

2. This festival is a survival of an ancient custom of the Romans.
3. The Romans did honor to Flora who was the goddess of flowers.
4. On May day morning the lads and lassies gathered the hawthorn blossoms along the country lanes.
5. With them they crowned the fairest maiden of them all and proclaimed her queen of May.
6. Then they danced around the Maypole.
7. Gayety reigned during the day.
8. Old rustic bridges could be seen beyond the green.

B. List the prepositions found in the following sentences

1. On Friday afternoon Edwin set three traps for muskrats.
2. He set them along the creek that emptied into the river.
3. The river was a mile below the farmhouse.
4. On Saturday morning he returned to the traps.
5. The first trap was under the shallow water near the edge of the bank.
6. Nothing was in it.
7. He tiptoed to the second trap among the reeds.
8. There was a muskrat, perfectly dead.
9. It seemed to be standing on its head.
10. It was a big brown muskrat.

C. Rewrite the following placing the phrases in the right position in the sentence.

1. The dog belongs to Charles with white fur.
2. A man gave me the book on crutches.
3. There is a girl in the room with red hair.
4. Lost--A dog belonging to an old woman with a silver plated collar.
5. Lincoln wrote his speech while riding to Gettysburg on a scrap of paper.
6. Fred Barnard strained his back by lifting the fore part of last week.
7. The boy walked onto the playground on stilts.
8. He is speaking about the landing of Columbus at the Forum tonight.
9. Wanted--A man to care for horses that can speak Spanish.
10. The small boy was born in a little village that was destined to be president.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON I A

PURPOSE: To distinguish a phrase from a clause

INFORMATION

(See lesson I)

YOUR WORK

A. Copy the prepositional phrases from the following sentences:

1. Papyrus is a stout, reedlike sedge of the Nile valley.
2. It grows from three feet to ten feet high.
3. It bears a large umbel of drooping flower clusters at the summit of the stem.
4. From the pith of this plant, the ancient Egyptians prepared a kind of paper.
5. Some of these manuscripts are now existing.
6. They are about five thousand years old.
7. After the time of Alexander the Great, papyrus paper became the writing material of the Greeks.
8. Later it was used by the Romans.

B. List the prepositions found in the following sentences.

1. What poems about birds do you know?
2. The third on this shady street is my home.
3. I bought two apples with my money.
4. Have you any paper for the composition?
5. The boat floated down the stream toward Gerth.
6. The dog snapped at the man.
7. The river was one hundred feet below the bridge.
8. A basket of grapes was left at each door.
9. We will not start without you.
10. Before one o'clock he was seen standing against the bank building.

C. Rewrite the following sentences with each phrase in its proper place.

1. A tall man was arrested with black hair.
2. In the long hall hangs a picture beautifully painted behind the door.
3. The soldier received a wound in the arm of little importance.
4. The two children climbed into the caves with an adventurous spirit.
5. Ellen started to get the groceries with an umbrella.
6. She walked out of the room with a smile.
7. Lost--A small gold wrist watch belonging to a little girl with a gold face

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON II

PURPOSE; To avoid common errors made with prepositions

INFORMATION

1. Sometimes a preposition is used when it is not needed.

Wrong: Where is the newspaper at?

Correct: Where is the newspaper?

2. A word is not a preposition unless it begins a phrase. The last word of the phrase is the object of the preposition.

Phrase - on the floor

Preposition - on

Object - floor

3. The meaning of certain prepositions is confusing.

into - means from without to inside

in - means within

between - refers to two

among - refers to more than two

to - used with motion

at - used without motion

YOUR WORK

- A. Write the following sentences correctly.

1. Keep off of the grass.
2. Where is my book at?
3. Where are you going to?
4. He left at about one o'clock.
5. This ticket will admit you in.
6. Continue reading on to the next page.
7. They followed after the boys.
8. She sat near to me.

- B. Choose the correct preposition.

1. Put some sugar (in, into) the coffee.
2. The teacher walked (in, into) the room.
3. Were you (to, at) a show yesterday?
4. We were (to, at) a party last night.
5. She walked from desk to desk (in, into) the room.
6. Divide the candy (between, among) the four boys.
7. He wasn't (to, at) school yesterday.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON II

8. The man lives (in, into) Chicago.
9. The boy dived (in, into) the water.
10. There is no secret (between, among) you and me.
11. The children played (in, into) the street.
12. There is a feeling of friendship (between, among) the two nations.
13. I went (in, into) the house.
14. There (in, into) the box lay a tiny kitten.
15. The work was divided (between, among) the three boys.
16. I sent my book (to, at) the library.
17. They put their books (in, into) their lockers.
18. There is no choice (between, among) these two roads.
19. Distribute the tickets (between, among) the members of the class.
20. He stayed (to, at) my house for supper.

2. Choose the correct prepositions.

1. Charles was not (in, at) school today.
2. Please drop this letter (in, into) the mailbox on the corner.
3. We decided (between, among) the two.
4. A gun slipped (between, among) the two fighters.
5. There was an agreement (between, among) the four firms.
6. Mother is (in, into) the next room.
7. Father is (to, at) church.
8. Please come (to, at) our house.
9. Put the coin (in, into) the box.
10. He put his hand (in, into) his pocket.
11. The stranger walked (in, into) three other rooms.
12. Our neighbors are going (to, at) camp three miles from here.
13. Divide the pie (between, among) the two boys.
14. The child is standing (in, into) the pool.
15. The work was divided (between, among) the workers.
16. Did you leave your book (to, at) home?
17. Jump from the roof (in, into) the net.
18. Sit up straight (to, at) the table.
19. He stayed (to, at) school on Friday morning.
20. The queen was sitting (between, among) the members of the court.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON II A

PURPOSE: To avoid common errors made with prepositions

INFORMATION

(See lesson II)

YOUR WORK

A. Correct the following sentences.

1. Where are you staying at?
2. I should of gone.
3. Look out of the window.
4. Take this pile of books off of my desk.
5. He imitates after his father.
6. He was born the sixth of August.
7. She sits in back of me.
8. He may have to work harder than he thinks for.

B. Choose the correct prepositions.

1. Charles was not (to, at) school today.
2. Please drop this letter (in, into) the mailbox on the corner.
3. We decided (between, among) the two.
4. A man stepped (between, among) the two fighters.
5. There was an agreement (between, among) the four firms.
6. Mother is (in, into) the next room.
7. Father is (to, at) church.
8. Please come (to, at) our house.
9. Put the cake (in, into) the oven.
10. He put his hand (in, into) his pocket.
11. The stranger walked (in, into) three other rooms.
12. Our neighbors are going (to, at) camp three miles from here.
13. Divide the pie (between, among) the two boys.
14. The child is standing (in, into) the pool.
15. The work was divided (between, among) the campers.
16. Did you leave your book (to, at) home?
17. Jump from the roof (in, into) the net.
18. Sit up straight (to, at) the table.
19. We stayed (to, at) school an extra hour.
20. The coach was sitting (between, among) the members of the team.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON III

PURPOSE: To be able to recognize a verb

INFORMATION

1. There are two kinds of verbs:
 - (a) action verbs; as, running
 - (b) asserting verbs or helping verbs; as, is or are (See UNIT I, lesson 2)

2. Every verb has three principal parts:
 - (a) present (meaning present time) Ex.--I go today.
 - (b) past (meaning past time) Ex.--I went yesterday.
 - (c) past participle (the form always used with an auxiliary verb or verbs) Ex.--I have gone many times.

3. It is easier to use the verb correctly if you know its principal parts.

4. Regular verbs add ed to the present to form the past and past participle. Example: walk (present)
walked (past)
walked (past participle)

5. Irregular verbs have different forms for the past and past participle. Example: go (present)
went (past)
gone (past participle)

YOUR WORK

A. Learn the principal parts of the following commonly used verbs.

ask	asked	asked
awake	awoke	awaked
beat	beat	beaten
burst	burst	burst
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
choose	chose	chosen
come	came	come
climb	climbed	climbed

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON III

dive	dived	dived
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
drown	drowned	drowned
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
flow	flowed	flowed
fly	flew	flown
freeze	froze	frozen
drag	dragged	dragged
hang	hung	hung
hang (to execute)	hanged	hanged
lie	lay	lain
lay	laid	laid
sit	sat	sat
set	set	set
lose	lost	lost
prove	proved	proved
lead	led	led
raise	raised	raised
rise	rose	risen
ride	rode	ridden
ring	rang	rung
run	ran	run
see	saw	seen
sew	sewed	sewed
shake	shook	shaken
sing	sang	sung
sink	sank	sunk
show	showed	shown
speak	spoke	spoken
spring	sprang	sprung
steal	stole	stolen
swim	swam	swum
swing	swung	swung
take	took	taken
throw	threw	thrown
write	wrote	written

B. Which verbs in (A) are regular verbs?

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON III A

PURPOSE: To be able to recognize a verb

INFORMATION

(See lesson III)

YOUR WORK

A. Study those verbs which you missed in the short test. Notice particularly the following:

awake	burst	bring	climb	come	dive	drag
lie	lay	sit	set	prove	sew	rise
swing	write					

B. Name five regular verbs not in the list in lesson III.

1. I (sang, sung) the exercise.
2. Alice (sang, sung) that song very well.
3. The little girl has (broken, broken) her doll.
4. She has (brought, brought) all the milk.
5. You should have (set, set) right.
6. He (ran, ran) down the street and picked up the ball.
7. I (brought, brought) my umbrella with me today.
8. The children have (swung, swung, swung).
9. The cat (climbed, climbed) the tree easily.
10. He (dived, dived) into the water.
11. Have you (sworn, sworn) your duty?
12. He (saw, saw) a hundred yards.
13. The teacher has (shown, shown) us how to work the machine.
14. The worker has been (drawn, drawn).
15. You (saw, saw) the train.

- B. Supply the correct form.
1. Ruth has _____ the same questions.
 2. The boy _____ the pencil stick.
 3. She _____ at her work.
 4. Terry _____ a very old newspaper to school.
 5. The girl was _____ a vicious dog.
 6. I _____ it with my hand.
 7. Harry has been _____ you went on.
 8. Have you _____ the letter?
 9. Our visitor _____ as he talked.
 10. Father has _____ the way.
 11. The ball was _____ to the base by mistake.
 12. I _____ you when he gave it to you.
 13. My baby children were _____

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON IV

PURPOSE: To learn to use the past and past participle of a verb correctly

INFORMATION

1. Never use the past with an auxiliary verb.
2. Always use the past participle with an auxiliary verb.

YOUR WORK

A. Choose the correct form.

1. I (come, came) late to school this morning.
2. She has (did, done) the baking in that old stove.
3. Jim (saw, seen) him when he did it.
4. They must have (went, gone) an hour ago.
5. His mother has (wrote, written) an excuse for him.
6. I (took, taken) the examination.
7. Alice (sang, sung) that song very well.
8. The little girl has (broke, broken) her doll.
9. Has he (drank, drunk) all the milk yet?
10. You should have (went, gone) right home.
11. Grave (ran, run) down the street and picked up the ball.
12. I (brung, brought) my lunch to school today.
13. The balloon has (busted, burst, bursted).
14. The cub (climbed, clumb) the tree rapidly.
15. He (dived, dove) into the water.
16. Have you (ate, eaten) your dinner?
17. He (swam, swum) a hundred yards.
18. The teacher has (showed, shown) us how to work the problem.
19. The answer has been (proved, proven).
20. You (saw, seen) him Thursday.

B. Supply the correct form.

- | | |
|----------|--|
| (ask) | 1. Ruth has _____ too many questions. |
| (burst) | 2. The boy _____ the paper sack. |
| (begin) | 3. She _____ an hour ago. |
| (bring) | 4. Mary _____ a very old newspaper to school. |
| (bite) | 5. The girl was _____ by a vicious dog. |
| (do) | 6. I _____ it all myself. |
| (choose) | 7. Harry has been _____ to represent us. |
| (see) | 8. Have you _____ him today? |
| (draw) | 9. Our visitor _____ sketches as he talked. |
| (drive) | 10. Father has _____ all the way. |
| (throw) | 11. The ball was _____ to first base by mistake. |
| (take) | 12. I _____ the watch to have it cleaned. |
| (steal) | 13. How many chickens were _____ ? |

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON IV

- (shake) 14. The president has _____ hands with every one.
- (sink) 15. The boy called for help and _____.
- (speak) 16. He was scared when he _____ before the assembly.
- (freeze) 17. Has the water _____ in the bucket?
- (drag) 18. They _____ the roads soon after the rain.
- (lead) 19. The Buick _____ the way.
- (hang) 20. The criminal was _____.

1. The water _____ (boil, boiled) this morning.
2. The lion (catch, caught) an old victim.
3. The horse has been (draw, drawn) too hard.
4. How (speak, spoke) Bob this morning?
5. Why has he (speak, spoken) so slowly?
6. Have you ever (lead, led) on a train when?
7. He has (come, came) to see for the money.
8. What is the (shake, shaken) you have ever (bring, brought)?
9. He (drown, drowned) before anyone could reach him.
10. The boy has (draw, drawn) a beautiful picture of the _____.
11. I (sink, sank) a good sleep yesterday.
12. The wind (blow, blew) the roof off the house.
13. I have already (speak, spoken) my driver.
14. He (lead, led) the best he could.
15. The lake has (freeze, frozen) over.
16. Who (throw, threw) the ball?
17. I have (speak, spoken) before to speak - my class.
18. She fell (hang, hung) five minutes ago.
19. Please (draw, draw) all the way to school.
20. I (draw, drew) you some flowers.

3. Supply the correct form.

- (write) 1. The letter has been _____.
- (saw) 2. I _____ a specimen of the victim yesterday.
- (write) 3. He has _____ the speech several times.
- (speak) 4. She has _____ to about the matter.
- (show) 5. How many _____ do you have?
- (sink) 6. He _____ three times.
- (see) 7. Have you _____ the beautiful picture?
- (see) 8. She _____ next week.
- (speak) 9. The girl _____ at church.
- (saw) 10. He _____ the _____.
- (draw) 11. It will be _____ to see _____.
- (lead) 12. Have you _____ the _____?
- (hang) 13. They _____ their _____ in the hall.
- (draw) 14. The Ford has been _____.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON IV A

PURPOSE: To learn to use the past and past participle of a verb correctly

INFORMATION

(See lesson IV)

YOUR WORK

A. Choose the correct form.

1. The water pipe (burst, busted) this morning.
2. The lion (sprang, sprung) on its victim.
3. The horse has been (drove, driven) too hard.
4. Have you (saw, seen) Bob this morning?
5. Why has he (stole, stolen) the money?
6. Have you ever (rode, ridden) on a Ferris wheel?
7. He has (come, came) to ask for the money.
8. What is the farthest you have ever (swam, swum)?
9. He (drowned, drownded) before anyone could reach him.
10. The boy has (drawn, drew) a beautiful picture of the board.
11. I (saw, seen) a good show yesterday.
12. The wind (blew, blown) the roof off the house.
13. I have already (ate, eaten) my dinner.
14. He (did, done) the best he could.
15. The lake has (froze, frozen) over.
16. Who (threw, throwed) the ball?
17. I have (began, begun) to read a new book.
18. The bell (rang, rung) five minutes ago.
19. Louise (ran, run) all the way to school.
20. I (brung, brought) you some flowers.

B. Supply the correct form.

- | | |
|---------|---|
| (write) | 1. The letter has been _____. |
| (take) | 2. I _____ a lesson on the violin yesterday. |
| (swing) | 3. He has _____ over the creek several times. |
| (speak) | 4. She has been _____ to about the matter. |
| (show) | 5. How were you _____ to do it? |
| (sink) | 6. He _____ three times. |
| (see) | 7. Have you _____ the beautiful sunset? |
| (do) | 8. She _____ neat work. |
| (raise) | 9. The flag was _____ at sunrise. |
| (rise) | 10. He _____ to speak. |
| (prove) | 11. It must be _____ to me. |
| (lose) | 12. Have you _____ something? |
| (hang) | 13. They _____ their wraps in the hall. |
| (drag) | 14. The road has been _____. |

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON IV A

- (fly) 15. The airplane has _____ south.
- (fall) 16. That boy learning to skate has _____.
- (fight) 17. The two boys became angry and _____.
- (eat) 18. We _____ our lunch in the shady grove.
- (choose) 19. All have _____ but you.
- (drink) 20. I have _____ three glasses of lemonade.
- (come) 21. We _____ home at once.

1. Write the correct form of the verb in brackets.

2. Write the correct form of the verb in brackets.

3. Write the correct form of the verb in brackets.

Present Past Past Participle

fly (to fly) flew (flew) flown (flown)

fall (to fall) fell (fell) fallen (fallen)

fight (to fight) fought (fought) fought (fought)

eat (to eat) ate (ate) eaten (eaten)

choose (to choose) chose (chose) chosen (chosen)

drink (to drink) drank (drank) drunk (drunk)

come (to come) came (came) come (come)

4. The first form of fly is -flying
The first form of lay is -laying

- EXERCISES
- A. Select the correct form.
- The plane (fly, flew) south and there it (lie, lay).
 - That boy (learn, learned) to skate and he (fall, fell).
 - The two boys (become, became) angry and (fight, fought).
 - We (eat, ate) our lunch in the shady grove.
 - All (choose, chose) but you.
 - I (drink, drank) three glasses of lemonade.
 - We (come, came) home at once.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON V

PURPOSE: To learn to use the verbs lie and lay correctly

INFORMATION

1. The principal parts of the verb lie are:

lie lay lain

2. The principal parts of the verb lay are:

lay laid laid

3. Lie means to recline or rest.

Lay means to place or put.

4. Study the meanings of the different forms.

Present	Past	Past Participle
lie (to rest)	lay (rested)	lain (have rested)
lay (to place)	laid (placed)	laid (have placed)

5. The ing-form of lie is -lying
The ing-form of lay is -laying

YOUR WORK

- A. Select the correct form.

1. He (lay, laid) the book on the floor and there it (lies, lays).
2. She is tired of (lying, laying) in bed.
3. We have (lain, laid) down to rest.
4. Mary (lay, laid) the newspaper on the table.
5. The baby is (lying, laying) on the bed.
6. She found a note (lying, laying) on the table.
7. The carpenter will (lie, lay) the floor today.
8. Mother (lies, lays) down every afternoon.
9. Where does your difficulty (lie, lay)?
10. He (lay, laid) down without a word.
11. The letter had (lain, laid) on the desk for days.
12. The messenger (laid, lay) the telegram on the desk.
13. Just as the tree falls so shall it (lie, lay).
14. He (lay, laid) the blame on me.
15. We have (lain, laid) in the supplies.
16. The large vessel was (lying, laying) on her beam ends.
17. You should not leave things (lying, laying) about your room.
18. Where did you (lie, lay) my coat?

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON V

19. The lake (lay, laid) high in the mountains.
20. (Lie, Lay) the baby on the bed and (lie, lay) beside her.

B.

- (lie) 1. May I _____ here?
(lie) 2. She was _____ here where I found the watch.
(lay) 3. _____ the cloth of the table.
(lay) 4. The old man has been _____ the boards away.
(lay) 5. The soldiers _____ down their rifles.
(lay) 6. _____ the rose on her desk.
(lie) 7. The tree has _____ across the path for weeks.
(lie) 8. Many a day I _____ under the old tree.
(lie) 9. He _____ on the floor an hour.
(lie) 10. The shell was _____ on the beach.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON V A

PURPOSE: To learn to use the verbs lie and lay correctly

INFORMATION

(See lesson V)

YOUR WORK

A. Choose the correct form.

1. Was the book (lying, laying) there yesterday?
2. The injured passengers (lay, laid) under the wreckage.
3. There in plain sight (lay, laid) the pocket book.
4. Is he (lying, laying) down now?
5. The patient (lies, lays) down one hour each day.
6. It certainly is not (lying, laying) straight.
7. Snow has (lain, laid) on the grass since November.
8. Who (lay, laid) that money there?
9. The hen (lay, laid) the egg in the nest.
10. I couldn't have (lain, laid) there so long.
11. They have (lain, laid) the potatoes in rows for the race.
12. The dog is (lying, laying) in the sun.
13. The boys (lay, laid) their fishing poles on the bank.
14. The cat (lies, lays) before the fireplace.
15. The fur coat was (lain, laid) away for the summer.
16. Tom had (lain, laid) a long time on the grass.
17. They found several eggs which were (lying, laying) in the field.
18. The little town (lay, laid) among the mountains.
19. You can see it (lying, laying) there.
20. He (lay, laid) his hat on the chair.

B. Supply the correct word.

1. _____ the packages on the table.
2. Let the rocks _____ where they are now _____.
3. You will find your gloves _____ on the bed.
4. He _____ the bundle down.
5. While he was _____ by the window, he watched the sunset.
6. She ought not to be _____ there.
7. They are _____ the foundation now.
8. If it _____ there much longer, it will melt.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON VI

PURPOSE: To learn to use the verbs sit and set correctly

INFORMATION

1. The principal parts of the verb sit are:

sit sat sat

2. The principal parts of the verb set are:

set set set

3. Sit means to take a seat or rest.
Set means to place or arrange.

4. Study the meanings of the different forms.

Present	Past	Past Participle
sit (to take a seat)	sat (took a seat)	sat (has taken a seat)
set (to place)	set (placed)	set (has placed)

5. The ing-form of the verb sit is sitting
The ing-form of the verb set is setting

YOUR WORK

A. Choose the correct form.

1. The class officers will (sit, set) on the platform.
2. The hen (sat, set) on the eggs.
3. She (sat, set) the bucket on the porch.
4. He will (sit, set) for his photograph.
5. Do (sit, set) still.
6. We had been (sitting, setting) there an hour.
7. (Sit, set) down and rest.
8. They all (sat, set) there laughing.
9. We (sat, set) the ice too near the stove.
10. They (sat, set) at the table.
11. Don't (sit, set) on the ground.
12. I have often (sat, set) there.
13. (Sitting, setting) is easier than standing.
14. She (sat, set) down to rest.
15. I have often (sat, set) there.
16. Do you enjoy (sitting, setting) there?
17. She might have (sat, set) in the car.
18. She has (sat, set) there waiting two hours.
19. We were (sitting, setting) in the shade.
20. Please (sit, set) the table.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON VI

B. Supply the correct form.

1. I have _____ the box where she can find it.
2. We _____ the chairs on the lawn.
3. Silas Warner would _____ at his loom for hours.
4. I _____ in the boat while Jack _____ the sail.
5. The child _____ the car in motion.
6. Won't you _____ down?
7. The mother bird _____ on her eggs.
8. We did not know how long we had _____ there.
9. The basket was _____ on the doorstep.
10. I shall _____ here as long as I wish.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON VI A

PURPOSE: To learn to use the verbs sit and set correctly

INFORMATION

(See lesson VI)

YOUR WORK

A. Choose the correct form.

1. Eloise (sat, set) and watched the wrens.
2. She (sat, set) the vase of flowers on the table.
3. (Sit, set) down on this chair.
4. Have you learned how to (sit, set) a table correctly?
5. (Sit, set) and have a cup of tea.
6. I have (sit, set) the teapot on the table.
7. They advised us to (sit, set) down and wait.
8. We were (sitting, setting) there when they returned.
9. May I (sit, set) in the front seat?
10. I have never (sat, set) in a front seat.
11. He has (sat, set) and studied for hours.
12. I gathered some ferns and (sit, set) them out.
13. Do you want to (sit, set) some out, too?
14. No, I have already (sat, set) out many plants.
15. (Sit, set) here beside me.

B. Write ten original sentences using the forms of sit and set.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON VII

PURPOSE: To understand the meaning of verb tense

INFORMATION

1. Tense means time. Present tense, then, would mean present time; past tense, past time.

2. There are six different tenses: present, past, present perfect, past perfect, future, and future perfect. Notice the different time expressed by the different tenses.

Present	- I <u>do</u> my work now.
Past	- I <u>did</u> my work yesterday.
Present perfect	- I <u>have done</u> my work. (Action completed now)
Past perfect	- I <u>had done</u> my work. (Action completed in the past)
Future	- I <u>shall do</u> my work next week.
Future perfect	- I <u>shall have done</u> my work by next month. (Action completed in the future)

3. When you are writing a composition, take care that the time expressed by your verbs is correct.

Wrong: I found him almost recovered though he was quite ill.
Correct: I found him almost recovered though he had been quite ill.

4. In the present tense the singular verb ends in s except when it is used with the subjects I or you.

I <u>see</u> the picture.	George <u>sees</u> the picture.
You <u>see</u> the picture.	The girl <u>sees</u> the picture.
He <u>sees</u> the picture.	

5. In the present tense the verb used with plural subjects does not end in s.

We see the picture.
The boys see the picture.

YOUR WORK

A. Which of the following present tense forms are used with plural subjects?

swims	run	sees	climbs	is	does	seem
rise	come	goes	sell	eat	falls	speak

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON VII

B. Write the names of the six tenses. After each write an original sentence that expresses the time indicated by the tense.

C. Correct the following sentences.

1. As I walk along the street, I saw many of my friends.
2. The story tells of primitive man who went into the forest to live and how he suffers from cold.
3. Lois was very unpopular when she first starts to school.
4. If I get another book before I finished this one, I would read the new book first.
5. He has moved to Chicago, but he was living in Cincinnati three years.
6. He had talk thirty minutes when I arrived.
7. When he returns, he found he had been robbed.
8. When they reached the bridge, they have a fight.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON VII A

PURPOSE: To understand the meaning of verb tense

INFORMATION

(See lesson VII)

YOUR WORK

A. Which of the following present tense forms are used with singular subjects?

writes	throw	swings	loses	forget	are	do
see	eats	draw	begins	go	take	sits

B. What tense are the verbs in the following sentences?

1. Ella has gone to the store.
2. The train was late.
3. She had broken many dishes.
4. I shall not be at school tomorrow.
5. The class chooses you.
6. We shall have concluded our journey by August sixth.
7. We have left the car in the next block.
8. She will sing for you.
9. They picked the apples last week.
10. Where will they go?

C. Correct these sentences.

1. Robin Hood met Little John, and they have a fight.
2. When the weather man reported the weather in the morning, he must know the direction of the wind.
3. They stay at home last week because they were ill.
4. This is a story of a boy who went to Texas and is kidnapped.
5. While David was on board the ship, he meets a man dressed in a French costume.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON VIII

PURPOSE: To understand verb agreement

INFORMATION

1. A verb (predicate) must agree with its subject in number. A singular subject requires a singular verb; a plural subject requires a plural verb.

One boy is at school.
Two boys are at school.

2. Compound subjects require plural verbs unless the compound subject means one combination.

Bread and butter is what she wants. (The butter is
spread on the
bread.)

Bread and butter are sold in the store. (Two articles)

3. The word there is never the subject of a sentence. When a sentence begins with the word there, the subject is usually near the end of the sentence.

There are two pupils absent. (Pupils = subject)

4. The subject of a sentence is never found in a prepositional phrase. When a phrase comes between the subject and the predicate, the predicate verb must still agree with the subject.

Wrong: A flock of ducks are flying south.

Right: A flock of ducks is flying south.

YOUR WORK

A. Choose the correct form.

1. Many barrels of sugar (was, were) on the wharf.
2. One of the players (is, are) sick.
3. There (has, have) been many people to visit us.
4. There (is, are) some fine trees in your yard.
5. The men (seem, seems) troubled over the matter.
6. This kind of orange (grow, grows) in Florida.
7. The girls (do, does) all the sewing.
8. The odor of fresh bread (come, comes) from the door.
9. There (is, are) one thousand bales of cotton to be shipped.
10. Our team (practice, practices) every day.
11. The farmers and their wives (need, needs) help.
12. If the quality and the price (is, are) right, you may buy.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON VIII

13. Texas and Mississippi (produce, produces) cotton.
14. The secretary and the treasurer (was, were) elected.
15. The secretary and treasurer (was, were) elected.
16. The committee (was, were) divided on that question.
17. Each of the girls (is, are) invited.
18. The causes of the accident (is, are) unknown.
19. Every one of the students (was, were) present.
20. The coach and his players (has, have) practiced hard.

B. Find the sentences that have errors in verb agreement. Correct each one.

1. The sound of many voices was soon heard.
2. A swarm of bees were settling on the tree.
3. The pupils of the class is working quietly.
4. There is four styles from which to choose.
5. Each of the contestants was prepared well.
6. Dogs know their master.
7. The police forces are well organized.
8. Does your dress need mending?
9. There has been a fire in the town.
10. The men, women, and children are excited.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON VIII A

PURPOSE: To understand verb agreement

INFORMATION

(See lesson VIII)

YOUR WORK

A. Choose the correct form.

1. Our team (was, were) beaten.
2. Neither of the applicants (was, were) hired.
3. Every one (is, are) surprised.
4. One of us (is, are) expected to come.
5. Tom and his brother (has, have) made an invention.
6. Both the father and the son (has, have) the same trade.
7. My pen and my pencil (is, are) missing.
8. The boys (intend, intends) to enter the contest.
9. Alice and Margaret (work, works) well together.
10. A few pages of this book (is, are) torn.
11. The customs of the country (seem, seems) strange.
12. There (was, were) many squirrels in the park.
13. The number of immigrants (has, have) increased.
14. The kinds of trees in the park (was, were) studied.
15. The great leader and statesman (is, are) present.
16. The rest of the pencils (has, have) been sharpened.
17. The United States (is, are) represented by a consul in foreign countries.
18. Every one of the members (has, have) contributed his share.
19. The mass of books and pamphlets (was, were) worthless.
20. One handful of raisins (was, were) needed for the cake.

B. Find the sentences that have errors in verb agreement. Correct each one.

1. There is something in my pocket for you.
2. In front of the building were a row of iron posts.
3. Of all these flavors orange is the best.
4. There is many mistakes in this composition.
5. The captain and star player of the team was hurt.
6. The problems in this book is easy.
7. Those are difficult.
8. It seems to be very poorly done.
9. A collection of stamps were sold for a good price.
10. The older boys in the pool swims gracefully.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON IX

PURPOSE: To learn to use don't and doesn't correctly

INFORMATION

1. Don't is used with all plural subjects and the singular subjects I and you.

2. Doesn't is used with all singular subjects except the subjects I and you.

YOUR WORK

A. Supply the correct form don't or doesn't.

1. _____ the water look blue?
2. It _____ rain much in Kansas.
3. My dog _____ like to be shut up in his house.
4. _____ the decorations look beautiful?
5. He _____ know me.
6. They _____ realize how much it costs.
7. It _____ pay to be careless.
8. _____ you want this book to read?
9. She _____ care to swim.
10. We _____ have to study next Thursday.
11. _____ school close at noon today?
12. We _____ live to eat; we eat to live.
13. Why _____ Sarah come?
14. _____ I have the dishes to wash before I go?
15. He _____ answer me.
16. That _____ surprise her any.
17. They _____ speak Spanish.
18. A stream _____ flow up hill.
19. That story _____ seem true.
20. She _____ care to tell.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON IX A

PURPOSE: To learn to use don't and doesn't correctly

INFORMATION

(See lesson IX)

YOUR WORK

A. Supply the correct form.

1. _____ you believe me?
2. _____ those shoes fit?
3. My feet _____ feel cold.
4. These branches _____ burn well.
5. Why _____ she stop screaming?
6. This dog _____ bite.
7. _____ he know who to solve the problem?
8. He says he _____.
9. School _____ begin till the second week in September.
10. _____ the cars stop here?
11. We _____ eat our lunch here.
12. She _____ want to go.
13. It _____ seem possible.
14. Your excuses _____ sound good.
15. Why _____ you study more?
16. _____ the program please you?
17. No, it _____.
18. Why _____ you tell the manager?
19. He _____ care to listen.
20. _____ she want to get the flowers?

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON X

PURPOSE: To understand the object of a verb

INFORMATION

1. An object of a verb is a word that receives the action of the verb.

The dog chased the cat.

2. The object of a verb must

{ follow the verb
never mean the same as
the subject
be a noun or pronoun (a
name or substitute for a
name)

3. A quick way, but not always a sure way, to find the object of a verb is to ask the question "What?" after the predicate.

The man wrote a letter.

The man wrote what? Letter.

YOUR WORK

A. Find the objects of the verb in the following sentences.

1. They wore tall silk hats.
2. The Pilgrims defended the settlement.
3. The old robins are hunting worms for the young birds.
4. A business man likes promptness.
5. She engaged an excellent chauffeur.
6. The woods echoed the shout.
7. The travelers feared the coming storm.
8. The engine was pulling a long train.
9. The artist gave a beautiful painting to the library.
10. The Pilgrim band braved the terrible winter.
11. Each child had his lessons.
12. Four boys bought the boat together.
13. We heard the skylark's song.
14. Please place the box on the dresser.
15. We have guests this evening.

B. Which of the following sentences contain objects of the verb?

1. He did the work without any help.
2. The clerks rushed to the elevator.
3. They will not arrive until tomorrow.
4. The man is a carpenter.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON X

5. The winters are very long and cold.
6. He has been sending his wages home every week.
7. I saw your aunt today.
8. She did not see me.
9. Did the magician lay the coins on the book?
10. You should check your trunk early.

Find the objects of the verb in the following sentences. Some of the sentences may not contain objects.

1. The Woolworth Building has fifty-five stories.
2. Annapolis preserves two ancient landmarks with sacred air.
3. Annapolis is the oldest chartered city in America.
4. The people of the United States inherited a wealth of natural resources from Nature.
5. We have not protected our forests.
6. Some of the forests have been exhausted.
7. We will follow the possible source of a tree.
8. It is felled for lumber.
9. Workers saw the branches off.
10. Some people use this material for firewood.
11. They cut the remaining part into logs.
12. The logs float down the stream.
13. They slice some logs on flat saws.
14. The logs are sawed at the mill.
15. The lumber is shipped to the buyers.
16. It goes into furniture.
17. We buy the furniture.
18. Sawdust cleans the wood and other wastes.
19. The sawdust goes into the bog.
20. Waste is costly.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON X A

PURPOSE: To understand the object of a verb

INFORMATION

(See lesson X)

YOUR WORK

1. Find the objects of the verb in the following sentences. Some of the sentences may not contain objects.

1. The Woolworth Building has fifty-five stories.
2. Annapolis preserves the ancient landmarks with sacred care.
3. Annapolis is the oldest chartered city in America.
4. The people of the United States inherited a wealth of natural resources from Nature.
5. We have not protected our forests.
6. Some of the forests have been exhausted.
7. We will follow the possible course of a tree.
8. It is felled for lumber.
9. Woodmen saw the branches off.
10. Some people use this material for firewood.
11. They cut the remaining part into logs.
12. The logs float down the stream.
13. They place some logs on flat cars.
14. The logs are sawed at the mill.
15. The lumber is shipped to the buying.
16. It goes into furniture.
17. We buy the furniture.
18. Small pieces of wood are often wasted.
19. The manufacturers burn them.
20. Waste is costly.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XI

PURPOSE: To understand what is meant by active and passive voice

INFORMATION

1. Active voice is that form of the verb that shows that the subject is acting.

Mr. Mackland painted the house.

2. Passive voice is that form of the verb that shows that the subject is acted upon.

The house was painted by Mr. Mackland.

3. The understanding of voice will help you in your composition work. A paragraph in which the verbs are active has action and life while a paragraph with verbs in the passive voice is slower and quieter.

Example--Active voice

A little before sailing time, a wealthy manufacturer decided to buy new shoes and a straw hat. He hurried to the first store and made his purchases. He hailed a taxicab and bade the driver to take the shortest route to the steamship pier. The cab had gone only a short way when the engine stalled. The manufacturer jumped into a delivery wagon which took him to the pier just in time. When he had time to rest, he discovered he had left his purchases in the cab.

Passive voice

A little before sailing time, new shoes and a straw hat were bought by a wealthy manufacturer. The first store was hurried to and his purchases were made. A taxicab was hailed and the driver was bidden to take the shortest route to the pier. Only a short way was traveled by the cab when the engine stalled. A delivery wagon was secured by the manufacturer and he was taken to the pier just in time. When time had been taken to rest, the discovery was made that the purchases had been left in the cab.

YOUR WORK

A. Change the verbs in these sentences to passive voice.

1. You have carelessly torn this paper.
2. She carried a pretty blue parasol.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XI

3. This school has broken two records.
4. Three lovely Indian maidens left their father's wigwam.
5. Mr. Browne examined the diamond very carefully.
6. They have built a small cottage.
7. Mary told us a mystery story.
8. Captain Wells did not trust the Indian.
9. Nathaniel Hawthorne wrote "The Great Stone Face".
10. The Eskimos use sealskins for rugs.

B. Rewrite this paragraph; change the verbs to the active voice.

One way of reaching conclusions is illustrated by this old Eastern tale. Evidence was secured by the dervish by close observation. If observation as good could be made by us, fewer mistakes would be made.

- A. Rewrite the following sentences; change the verbs to active voice.
1. The answer was given by Mary.
 2. A dangerous discovery was made by him.
 3. The car was locked in Clark's garage.
 4. The flower garden had been well kept by the gardener.
 5. The birds were attracted by the red berries.
 6. A ride on the lake will be enjoyed by the tourists.
 7. Many fish have been caught in the lake by tourists.
 8. Two illustrations should have been given by the pupil.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XI A

PURPOSE: To understand what is meant by active and passive voice

INFORMATION

(See lesson XI)

YOUR WORK

A. Rewrite the following sentences; change the verbs to passive voice.

1. The architect spent Tuesday in Portland.
2. He mailed a letter without a stamp.
3. She describes the scene very well.
4. We shall study the prominent New England poets.
5. We rented a cabin on Wolcott Mountain.
6. They will play the last game of football tomorrow.
7. The man admitted the theft.
8. We have kind neighbors.

B. Rewrite the following sentences; change the verbs to active voice.

1. The answer has been written by Mary.
2. A dangerous adventure was had by all.
3. The car is kept in Clarke's garage.
4. The flower garden has been well kept by the gardener.
5. The birds are attracted by the red berries.
6. A ride on the lake will be enjoyed by the tourists.
7. Many fish have been caught in the lake by tourists.
8. Two illustrations should have been given by the pupil.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XII

PURPOSE: To recognize a noun

INFORMATION

1. A noun is a name of a place, person, or thing.

city man state

2. Words representing ideas as truth and beauty are nouns also.

3. A proper noun is a name of a particular place, person, or thing.

Wichita George Kansas

4. A proper noun should be capitalized.

YOUR WORK

A. List the nouns from the following sentences.

1. This story tells of a boy who is exploring a cave on a lonely island.
2. The rotation of the earth on its axis causes day and night.
3. The vessel is bound for Iceland.
4. Iris joined the swimming class.
5. Everywhere men and women pressed forward to see the famous man.
6. Food was very scarce.
7. The Irish people are very skillful in weaving linen.
8. The birds have strong lungs.
9. Next summer we shall take a trip to Canada.
10. The following paragraphs are from the papers of pupils in class.

B. Place capitals in the following sentences where they are necessary.

1. New york gave wiley post and harold gatty a tumultuous welcome.
2. They were driven up broadway amid a shower of ticker tape.
3. Post and gatty flew around the world in eight days, fifteen hours and fifty-one minutes.
4. President hoover sent his congratulations.
5. They landed at roosevelt field, long island.
6. Their airplane was called the winnie mae.
7. They beat magellan's record by 1074 days.
8. Post spent part of his childhood in oklahoma.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XIIA

PURPOSE: To recognize a noun

INFORMATION

(See lesson XII)

YOUR WORK

A. List the nouns from the following sentences.

1. The daily cost of fires in the United States amounts to a million dollars.
2. In every park there are several policemen.
3. Can you find the subjects of the sentences?
4. When I heard the crash, I hurried to the window.
5. Do you have a map of Africa?
6. People go to the parks for rest and recreation.
7. Hamlin Garland's father was a typical pioneer.
8. The rain fell in torrents.
9. When you are in Chicago, visit the museum.
10. In colonial times the blacksmith made nails by hand.

B. Place capitals in the following sentences where they are necessary.

1. Congress voted for Washington unanimously.
2. Diamonds are found in Africa.
3. Buffalo, Cleveland, and Chicago are lake ports.
4. In the poem, "Evangeline", the Mississippi is spoken of as the "father of waters".
5. My aunt Louise went to Europe in June.
6. Helen Hunt Jackson wrote about the Indians.
7. The people of Japan are very polite.
8. Miss Adams or Mr. Brown will coach the team.
9. Come with John and me.
10. She moved from Grove Street to Vassar Avenue.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XIII

PURPOSE: To recognize a pronoun and learn its use

INFORMATION

1. A pronoun takes the place of a noun.

George (noun) - he (pronoun)
book (noun) - it (pronoun)
girls (noun) - they (pronoun)

2. Pronouns prevent monotonous repetition of nouns. Notice the two paragraphs below. The first uses no pronouns at all; the second is the same paragraph rewritten with pronouns substituted for some of the nouns.

In childhood Ernest Thompson Seton lived in the forests of Canada. Ernest Thompson Seton studied the animals and drew pictures of the animals. Now Ernest Thompson Seton is widely known as a writer and illustrator of animal stories. Ernest Thompson Seton was an originator of the Boy Scout movement in America, and has greatly helped the boy scouts in the boy scout's work.

In childhood Ernest Thompson Seton lived in the forests of Canada. He studied the animals and drew pictures of them. Now he is widely known as a writer and illustrator of animal stories. He was one of the originators of the Boy Scout movement in America, and has greatly helped the boy scouts in their work.

3. The noun for which the pronoun substitutes is called the antecedent of the pronoun.

The man sold his farm.
his - pronoun
man - antecedent

4. A pronoun must agree with its antecedent in number.

Wrong: Each pupil must hand in their paper.
Correct: Each pupil must hand in his paper.

5. A list of commonly used pronouns follows:

I, my, mine, me, we, our, ours, us, you, your, yours,
he, his, him, she, her, hers, it, its, they, their, theirs,
them, who, whom

YOUR WORK

A. Rewrite the following sentences using pronouns.

1. Allen and Jack ran to a cave where Allen and Jack had hidden some money.
2. The roses in Mrs. Gordon's garden are in full bloom. Perhaps Mrs. Gordon will invite the girls to see the roses.
3. John lost a good marble in the mud, and John cannot find the marble.
4. The boy picked up a firecracker and set the firecracker off.
5. Mr. Jameson gave Mr. Jameson's son a bicycle.
6. The girl took the girl's violin with the girl.

B. In the following sentences find the pronouns and their antecedents.

1. Carl promised that he would go on the errand.
2. The old pilot told us many stories of the sea.
3. The president consulted his cabinet.
4. The mountain climbers employed a guide and he led them over the dangerous places.
5. Melba wore her prettiest dress.
6. Americans want liberty and will vote for it.
7. The boy ran as fast as he could.
8. My courage weakens.
9. The children received their presents.
10. The meadow is large and a little stream flows through it.

C. Choose the correct pronoun.

1. Each man gave what (he, they) could.
2. Everybody must speak for (himself, themselves).
3. Every person should control (his, their) temper.
4. Let each of the girls take (her, their) seat.
5. Which of the boys finished (his, their) work first?
6. The class saw (its, their) mistake.
7. The committee is ready to make (its, their) report.
8. Our club has (its, their) meeting this afternoon.
9. If anybody knows the answer, (he, they) must not reveal it.
10. The jury brought in (its, their) verdict.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XIII A

PURPOSE: To recognize a pronoun and learn its use

INFORMATION

(See lesson XIII)

YOUR WORK

A. Rewrite the following sentences using pronouns.

1. Miss Harris and Miss Harris' pupils went on a picnic.
2. Lawrence sat there with a bored look on Lawrence's face.
3. Harold's mother sent Harold with a message for Harold's grandmother.
4. Amy Lowell wrote a biography of Keats. This biography gave Amy Lowell's views on the nature of poetry.
5. At the age of nineteen months, Helen Keller was deprived of both sight and hearing. Until Helen Keller was seven, no serious attempt was made toward Helen Keller's education.
6. Porcelain is a highly valued type of fine pottery. Porcelain is usually very hard and white.

B. Find the pronouns and their antecedents in the following sentences.

1. Joseph Haydn was an Austrian composer. He was the son of a poor wheelwright.
2. In 1853, Nathaniel Hawthorne was appointed consul at Liverpool by his friend, President Pierce, whose life he had written.
3. William James Mayo and his brother are famous surgeons.
4. Have you read the story, "The Jumping Frog"? It was written by Samuel Clemens whose pen name is Mark Twain.
5. Yes, I have read that story.
6. Marguerite gave me her book of short stories.

C. Supply a pronoun that is correct.

1. Has anyone forgotten _____ book?
2. The school planned _____ program for Tuesday.
3. Every member must pay _____ dues.
4. Each girl takes _____ turn in the line.
5. Neither of the girls saves _____ money.
6. Each club elects _____ representative to the council.
7. Every one may tell one of _____ experiences.
8. Each of the boys paid _____ share of the fine.
9. Each pupil should care for public property as if it were _____ own.
10. Each article was returned to _____ place.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XIV

5. It is (I, me).
6. This is (she, her).
7. It must have been (he, him).
8. You and (I, me) will sit together.
9. May Mary and (I, me) come, too?
10. You and (she, her) were to blame.
11. Without John and (I, me) to help, the work would not have been finished.
12. He received two letters from Betsy and (she, her).
13. Could it have been (they, them) that we saw?
14. She gave the flowers to (they, them).
15. He taught (we boys, us boys) to swim.
16. They wouldn't tell (we girls, us girls).
17. They referred the matter to (he, him).
18. It is (they, them) that deserve the credit.
19. They asked (we girls, us girls) to dance with them.
20. The question was left for Edith and (we, us) to decide.
21. (Who, whom) shall we ask?
22. Mother called you and (he, him).
23. Do you want Mabel or (I, me)?
24. (He, him) and Henry were there.
25. Paul and (she, her) came together to the program.
26. You are taller than (she, her).
27. Was it (they, them)?
28. Neither (she, her) nor Lillian went.
29. (Who, whom) do you see coming?
30. (Who, whom) were you calling?
31. Mrs. Anderson invited Ruth and (I, me).
32. (Who, whom) is that?
33. (Who, whom) shall we visit next?
34. Look at Beth and (she, her).
35. It was (she, her) that read the story.

B. You should watch your daily speech to see that you are using these subject and object forms correctly.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XIV A

PURPOSE: To learn the use of subject and object forms of a pronoun

INFORMATION

(See lesson XIV)

YOUR WORK

A. Select the correct form and give your reason as in lesson XIV.

1. Wait for Helen and (I, me).
2. The shrubbery was taller than (I, me).
3. The children and (I, me) spent the day at home.
4. He knew it was (I, me).
5. The prizes were awarded to Frank and (I, me).
6. It was not (we, us) that they feared.
7. They thought that the strangers were (we, us).
8. (We boys, us boys) are going fishing.
9. Will you go with Ben and (we, us)?
10. He told (we girls, us girls) to be quiet.
11. Jane and (she, her) will go on the errand for you.
12. There is only one to help except (she, her).
13. I am sure it was (she, her).
14. I like Emma and (she, her).
15. They followed (she, her) to town.
16. I have an invitation for (he, him).
17. It is (he, him) who should go.
18. Who is that man? Is it (he, him) that you spoke to yesterday?
19. Father and (she, her) sat in the front seat.
20. (She, her) and I missed the train.
21. Neither (he, him) nor Elizabeth guessed the answer.
22. These presents are for the boys and (he, him).
23. Have you ever seen Clarice and (they, them) together.
24. It was (they, them) who gave the money.
25. (They, them) are the ones that I wanted.
26. It was (they, them) that brought the news.
27. To (who, whom) were you talking?
28. (Who, whom) wants to know?
29. (Who, whom) do you suppose it was?
30. Send for Lucy and (they, them).

B. Have you heard any mistakes recently in the use of pronouns?

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XV A

PURPOSE: To recognize and know the use of a compound pronoun

INFORMATION

(See lesson XV)

YOUR WORK

A. What two words should not be used as compound personal pronouns?

B. Rewrite the following sentences with necessary corrections.

1. Himself and I cannot be bothered with so much luggage.
2. The boys had disguised themselves as sailors.
3. Henry and myself think the price is too high.
4. How shall Mary and myself find the direction?
5. He thought it all out by hisself.
6. The old people were waiting by theirselves.
7. He praised the contractor and the building itself.
8. Will you travel by yourself?

The possessive pronouns are:

my	mine	your	yours	his	hers
its	his	her	hers	its	theirs
theirs	whose	its			

Write your paper into four columns. Under the columns write the list of words and write the different parts.

Number	Singular	Plural	Plural
	Possessive		Possessive

1. my
2. mine
3. your
4. yours
5. his
6. hers
7. its
8. his
9. her
10. hers
11. its
12. theirs

Copy the following sentences and show possessive form where they are needed.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XVI

PURPOSE: To understand the possessive forms of nouns and pronouns

INFORMATION

1. A possessive noun or pronoun is one that shows ownership.

his car

the girl's book

2. Singular nouns show possession by adding 's.

one boy's hat

one girl's pencil

3. Plural nouns ending in s show possession by adding just an apostrophe, but plural nouns not ending in s show possession by adding 's.

ladies' club

men's coats

4. Pronouns never use an apostrophe to show possession.

5. The possessive pronouns are:

my	mine	your	yours	our
ours	his	her	hers	their
theirs	whose	its		

YOUR WORK

A. Rule your paper into four columns. Head the columns as indicated below. Copy the list of words and write the different forms.

Singular	Singular Possessive	Plural	Plural Possessive
1. man			
2. boy			
3. lady			
4. girl			
5. woman			
6. gentleman			
7. John			
8. teacher			
9. child			
10. wife			

B. Copy the following sentences and place possessive signs where they are needed.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XVI

1. Both boys coats are gone.
2. The childrens toys were inexpensive.
3. Mabels report was interesting.
4. This car is theirs.
5. That basket ball is not hers; it is our.
6. We must obey the citys laws.
7. Where are ladies dresses sold?
8. Carl book is lost.
9. The mans motion was not heard in the back of the room.
10. Have you read mother letter?

C. Find the errors in the following sentences

1. Who's going to play with you?
2. Your taking the two o'clock train, aren't you?
3. Is this house her's or their's?
4. The men's club was large.
5. Girls' and womens clothes are sold here.
6. Whose little girl is with you?
7. Betty talk was very interesting.
8. His friend address was lost.

D. Choose the correct form

1. The bird seems to love (its, it's)young.
2. (Its, it's) a very exciting game.
3. The elm tree spread (its, it's) branches over the road.
4. I believe (its, it's) going to rain.
5. (Its, it's) fun to see the small kitten chase (its, it's) tail.
6. (Its, it's) a shame that you had to be absent.
7. (Its, it's) about time for school to close.
8. The tiger sprang from (its, it's) cage.
9. (Its, it's) too late to see (its, it's) nest now.
10. (Its, it's) cargo has been unloaded quickly.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XVI A

PURPOSE: To understand the possessive forms of nouns and pronouns

INFORMATION

(See lesson XVI)

YOUR WORK

A. Rule your paper into four columns and write the information as indicated.

Singular	Singular Possessive	Plural	Plural Possessive
1. uncle			
2. baby			
3. bird			
4. clerk			
5. Ruth			
6. mouse			
7. maid			
8. agent			
9. workman			
10. principal			

B. Place possessive signs where there are needed.

1. She thought it was hers.
2. This is my golf club; where is yours?
3. Margaret dress is torn.
4. Mr. Brown office is open.
5. The ponies saddles were decorated.
6. Have you seen Lincoln monument?
7. The sailors memorial is finished.
8. This month work is easy.
9. You have done three days work rapidly.
10. These stories are theirs.

C. Use the following correctly in sentences.

hers its Ralph's girls' girls girl's

D. Choose the correct form.

1. The bear cannot find (its, it's) way out of the house.
2. The hen has caught (its, it's) leg in the wire.
3. (Its, it's) probable that no one knows.
4. (Its, it's) time to go to school.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XVI A

5. His father says that (its, it's) not possible for him to go.
6. You will find that (its, it's) worth while to study.
7. (Its, it's) difficult to see (its, it's) home in the tree.
8. I know that (its, it's) he.
9. (Its, it's) a pity that (its, it's) not known.
10. (Its, it's) song is beautiful.

conscious man gold watch beautiful sunset

3. Limiting adjectives generally tell which one, how many, or how much.

nine books this paper some cake

YOUR WORK

1. Mark the adjectives in the following sentences.
 - A. He lifted the heavy weight with his strong broad arms.
 - B. Lily-scented waters, open fields, and shady trees portray the varying moods of nature in this picture.
 - C. Vienna is the fourth largest city in the United States.
 - D. Only a few generations ago our Indians roamed their lofty roofs above the Kansas plains.
 - E. The waterfall in Oak Park ripples over mossy stones.
 - F. Dorothy looked angry.
 - G. He walked slowly down the white dusty road.
 - H. How do you like my new composition?
 - I. The living house on this shady street is Alice's home.
 - J. Some people do not like the country; other people prefer it.

2. Find the adjectives in the following stanza:

With fingers very red,
 With eyes like saffron red,
 A voice like a melody rare,
 Flying her wings and tread-
 Light, quick, and swift,
 In poverty, wealth, and dirt,
 And with a voice of melodious pitch,
 She sang the "Song of the Saint".

3. Write a short paragraph describing a beautiful scene you remember. Choose your adjectives carefully.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XVII

PURPOSE: To understand the use of an adjective

INFORMATION

1. There are two uses of an adjective
 - (a) to describe a noun or pronoun
 - (b) to limit a noun or pronoun
2. Descriptive adjectives add beauty and make the meaning of the noun clear.

courageous man cold weather beautiful sunset

3. Limiting adjectives generally tell which one, how many, or how much.

eight books this paper some cake

YOUR WORK

- A. Name the adjectives in the following sentences.
 1. He lifted the heavy weight with his strong brown arms.
 2. Lily-covered waters, open fields, and shady trees portray the varying moods of nature in this picture.
 3. Wichita is the fourth largest milling center in the United States.
 4. Only a few generations ago sod houses reared their lowly roofs above the Kansas plains.
 5. The waterfall in Oak Park ripples over mossy stones.
 6. Dorothy looked angry.
 7. He walked slowly down the white dusty road.
 8. Have you any paper for the composition?
 9. The third house on this shady street is Alice's home.
 10. Some people do not like the country; other people prefer it.

- B. Find the adjectives in the following stanza:

With fingers weary and worn,
With eyelids heavy and red,
A woman sat, in unwomanly rags,
Plying her needle and thread--
Stitch! stitch! stitch!
In poverty, hunger, and dirt,
And still with a voice of dolorous pitch
She sang the "Song of the Shirt".

- C. Write a short paragraph describing a beautiful scene you remember. Choose your adjectives carefully.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XVII A

PURPOSE: To understand the use of an adjective

INFORMATION

(See lesson XVII)

YOUR WORK

A. Name the adjectives in the following sentences. Tell what each adjective modifies.

Model:

The happy boy whistled a merry tune.

Adjective

What it modifies

The

noun boy

happy

noun boy

a

noun tune

merry

noun tune

1. A sentinel with a long white beard stood at the entrance to the stone bridge.
2. This dreary mansion has had no occupants for many years.
3. Deep, golden sunshine lay in the valley between the rocky mountains.
4. The thrifty farmers raised excellent crops of yellow corn.
5. The busy little wren has finished its tiny nest.

B. Find the adjectives in the following paragraph.

"Chinese rugs are readily distinguished by their looser texture and beautiful background of blue, gold, red, or tan. The designs are usually detached figures of dragons, lion-dogs, or the animal signs of the zodiac wrought in gray, yellow, blue and cream shades. Cotton warp is used."

C. Describe very carefully some article which you have lost.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XVIII

PURPOSE: To avoid some common errors made with adjectives

INFORMATION

1. Some adjectives have number, that is, singular and plural forms.

Singular	Plural
this	these
that	those

2. An adjective must agree with its noun in number.

this kind	these kinds
that girl	those girls

3. The words here and there are not adjectives.

Wrong: This here paper is torn.

Correct: This paper is torn.

YOUR WORK

A. Select the correct form.

1. (This, these) kinds of peaches are delicious.
2. (That, those) sort of book is useless.
3. (Them, that) kind of apple tastes good.
4. (These, this) kinds of trees live long.
5. (That, those) sort of plum makes good jelly.
6. (That, those) kinds of songs are very popular.
7. (This, these) kind of material is not heavy enough.
8. Have you chosen (that, those) sort of stationery?

B. Write the following sentences in correct form.

1. Them flowers grow well in this country.
2. I saw those there six airplanes flying over at noon.
3. This here magnifying glass is broken.
4. Do you like those kind?
5. Them girls are not studying.
6. What are you going to do with this here package?
7. I do not care for them kind.
8. That there sort of boy is trustworthy.

ENGLISH

UNIT II THE PARTS OF SPEECH LESSON XVIII A

PURPOSE: To avoid some common errors made with adjectives

INFORMATION

(See lesson XVIII)

YOUR WORK

A. Select the correct form.

1. (Them, these) shoes are hers.
2. I do not like (this, these) kind of biscuits.
3. I like (that, those) kind however.
4. (This, these) kinds of cake are not what I ordered.
5. (Them, those) trees are very rare.
6. (That, those) kinds of candy are the best.
7. Do you like (them, those) kinds?
8. (Them, those) days were the happiest.

B. Correct the following sentences.

1. These here problems are mine.
2. What is the name of that there book?
3. I like those kind better.
4. That kinds of weed are common.
5. Don't you think that there last assignment is hard?
6. Do you like those sort?
7. No, I would rather have these kind.
8. Them men are Arctic explorers.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XIX

PURPOSE: To understand comparison of adjectives.

INFORMATION

1. Almost all adjectives change their form when a comparison is made.

2. If two things are compared, the adjective changes its form in one of three ways:

- (a) er is added; as, smaller, taller
- (b) more precedes; as, more wonderful
- (c) a different word is used; as, (bad), worse

Two of these forms are not used at the same time.

Wrong: Come more nearer to the desk.

Correct: Come nearer to the desk.

3. If three or more things are compared, the adjective changes its form in one of three ways:

- (a) est is added; as, smallest
- (b) most precedes; as, most wonderful
- (c) a different word is used; as, (bad) worst

YOUR WORK

A. Write the forms of comparison for the following adjectives.

quick	small	tall	happy	pretty
beautiful	wonderful	bad	good	much
old	sweet	perfect	many	attractive

B. Select the correct form.

1. I have two brothers. Frank is the (taller, tallest).
2. Which of you two boys can run the (faster, fastest)?
3. Of the three books, which do you like the (better, best)?
4. He is the (younger, youngest) of the six children.
5. Which of your eyes has the (better, best) vision?
6. This road is the (more dangerous, most dangerous) of the two.
7. I want a book and a new dress, but I think I want the new dress (more, most).
8. Which is (better, best), health or wealth?
9. There are two churches in the town, but the (older, oldest) will soon be torn down, and the (larger, largest) is several blocks away.
10. Of all the seasons, I like fall the (better, best).

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XIX

C. Correct these sentences.

1. This is the beautifulest building I ever saw.
2. The word has two pronunciations, but the first is the best.
3. Jack is the better wrestler of the five brothers.
4. I can see the picture more plainer from here.
5. The pilot was the most bravest man of all.
6. It is more cheaper to travel by airplane than by rail.
7. This pen is bad, but that is worsser.
8. Henry is more quicker than you are.
9. I will probably travel by auto the most. (Two ways considered)
10. That story is the most wonderfulest I ever heard.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XIX A

PURPOSE: To understand comparison of adjectives

INFORMATION

(See lesson XIX)

YOUR WORK

A. Write the forms of comparison for the following adjectives.

mischievous	troublesome	kind	soft
thin	round	high	courageous
dusty	funny		

B. Use in sentences:

better	best	worse	worst	prettier	smaller
tallest	most beautiful		more expensive		

C. Correct:

1. Eunice sings more sweeter than Elsie.
2. Run the most quickest that you can.
3. You play the second piece worser than the first.
4. Step more nearer to the blackboard.
5. No one can climb a more steeper mountain than this one.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XX

PURPOSE: To recognize an adverb and know its use

INFORMATION

1. An adverb helps a verb, an adjective, or another adverb by telling:

time; as, The bell is ringing now.

place; as, Your pen is lying there.

manner; as, The car travels slowly.

2. An adverb should be near the word it helps.

Wrong: I have only been absent one day.

Correct: I have been absent only one day.

3. Avoid unnecessary adverbs.

Wrong: We hadn't (had not) nothing to say.

Correct: We had nothing to say.

YOUR WORK

A. In the following sentences find the adverbs telling time.

1. The guests came early.
2. Their team played next.
3. The pupil arrived late.
4. I shall leave today.
5. She has always lived in Topeka.

B. Find the adverbs telling place.

1. Look there.
2. The policeman made the cars move on.
3. Do you live here?
4. They are going away.
5. If this road is not the right one, we must turn backward.

C. Find the adverbs telling manner.

1. We walked rapidly for exercise.
2. The breeze blow gently.
3. The young people sang gayly.
4. The horse ran swiftly down the lane.
5. The man spent his money foolishly.

D. Tell what the adverbs in the following sentences modify.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XX A

1. The picture was exceedingly beautiful.
2. The snow fell noiselessly.
3. The clerk works quickly and well.
4. We often visit the airport.
5. The program was truly wonderful.

E. Correct the following:

1. Helen hasn't none of the paper for the exercises.
2. We haven't seen nobody.
3. I don't want to go nowhere.
4. Don't you know nothing?
5. She couldn't scarcely talk.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XX A

PURPOSE: To recognize an adverb and know its use

INFORMATION

(See lesson XX)

YOUR WORK

A. Find the adverbs in the following sentences and tell what they modify.

1. I came in very quickly.
2. Our sister plays the violin well.
3. That is certainly true.
4. Then he began to speak.
5. The sun is always shining somewhere.
6. The vase is very pretty.

B. Use in sentences:

1. Two adverbs of time
2. Two adverbs of place
3. Two adverbs of manner

C. Correct:

1. There isn't nobody at home.
2. Nothing never matters anyway.
3. These nails aren't no good.
4. Isn't nobody invited?
5. I couldn't go nowhere in these clothes.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XXI

PURPOSE: To distinguish between adjective and adverb forms

INFORMATION

1. Adjectives and adverbs are both helpers, but adjectives help only nouns and pronouns while adverbs help other parts of speech.

2. Some adjectives have a corresponding adverb form made by adding ly to the adjective.

quick - adjective
quickly - adverb

3. It is often difficult to know whether to use an adjective or an adverb after the predicate. The meaning determines the part of speech to use. In general, the adjective describes and the adverb tells manner.

I found the problem easy. (The adjective easy describes the noun problem.)

I found the problem easily. (The adverb easily helps the verb found to tell the manner of finding.)

4. The adjective usually follows the verbs feel, taste, seem, look, smell, and sound.

Correct: The milk smells sour. (The adjective sour describes the noun milk.)

Wrong: The milk smells sourly. (The adverb sourly would help the verb smells and tell the manner in which the milk smelled.)

YOUR WORK

A. Which is correct, the adjective or the adverb?
Choose the correct form.

1. I arrived (safe, safely) at my home.
2. The beautiful flowers smelled (sweet, sweetly).
3. I did (good, well) in my studies last month.
4. He doesn't feel (good, well).
5. I will (sure, surely) do it tomorrow.
6. Grace (sure, surely) laid the book on the table.
7. Are you (sure, surely) of that?
8. I feel (bad, badly).

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XXI

9. The mother looked (sad, sadly).
10. She looked (beautiful, beautifully).
11. The cat acted (strange, strangely).
12. This material looks (good, well).
13. The woman turned (cold, coldly).
14. This is a (real, really) diamond.
15. That is (real, very) interesting.

1. The boy used the bow and arrow (good, well).
2. The (real, really) successful person tried hard.
3. This work is (good, well).
4. The doctors chose a place (wise, wisely).
5. She read the poem (good, well).
6. The hunters went to the cave (quiet, quietly).
7. The captain arrived (unexpected, unexpectedly).
8. That is (real, very) hard work.
9. I can do this (easy, easily).
10. She looks (attractive, attractively) in a blue dress.
11. The pudding tastes (delicious, deliciously).
12. He is (sure, surely) not mistaken.
13. Write the letter (plain, plainly).
14. She is (tired, somewhat) tired.
15. The child behaves (good, well).
16. The girl fell (lone, lonesomely).
17. The patient is (some, somewhat) better today.
18. John acts (different, differently) from his brother.
19. He looks (different, differently) from his brother.
20. She (nearly, almost) forgot to go.
21. Nancy Carroll is a (real, very) good actor.
22. The woman spoke (kind, kindly) to me.
23. They feel (good, happy).
24. The child was (real, really) swollen.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XXI A

PURPOSE: To distinguish between adjective and adverb forms

INFORMATION

(See lesson XXI)

YOUR WORK

A. Choose the correct form.

1. The boy used the bow and arrow (good, well).
2. The (real, really) successful person tries hard.
3. This work is (good, well).
4. The campers chose a place (wise, wisely).
5. Ella read the poem (good, well).
6. The hunters crept to the pond (quiet, quietly).
7. The cousin arrived (unexpected, unexpectedly).
8. That is (real, very) hard work.
9. I can do that (easy, easily).
10. She looks (attractive, attractively) in a blue dress.
11. The pudding tastes (delicious, deliciously).
12. He is (most, almost) discouraged.
13. (Sure, surely) he is mistaken.
14. Write the letter (plain, plainly).
15. She is (some, somewhat) tired.
16. The child behaves (good, well).
17. The girl felt (lonesome, lonesomely).
18. The patient is (some, somewhat) better today.
19. John acts (different, differently) from his brother.
20. He seems (different, differently) from his brother.
21. She (most, almost) forgot to go.
22. Nancy Carroll is a (real, very) good actor.
23. The woman spoke (kind, kindly) to me.
24. They feel (bad, badly).
25. The wrist was (bad, badly) swollen.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XXII

PURPOSE: To recognize a conjunction and an interjection

INFORMATION

1. A conjunction is a joining word. (See lessons VI and XI in Unit I)

2. An interjection is a word said with strong feeling.

Example: Alas! What have I done?

YOUR WORK

A. Name the conjunctions in the following sentences.

1. Industry, honesty, and temperance are necessary for happiness.
2. It was a summer day, yet we welcomed a fire.
3. Either you or I must leave at once.
4. The captain of the team stepped upon the platform, and the school cheered.
5. The children swept and dusted the four rooms.

B. Find the interjections in the following sentences.

1. My! What a hot day.
2. Oh, will it never stop raining!
3. Pshaw! There is no sense to that.
4. Ouch! I cut my finger.
5. Look! There comes the fire department.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XXII A

PURPOSE: To recognize a conjunction and an interjection

INFORMATION

(See lesson XXII)

YOUR WORK

A. Name the conjunctions in the following sentences.

1. Shall I take the road to the right or the left?
2. The class was not only orderly but industrious.
3. French nor Spanish was spoken.
4. Apples are wholesome; therefore you should eat them.
5. I must stay, for my time is not up.

B. Name the interjections in the following sentences.

1. Oh, see the double rainbow!
2. Mercy! What have you done?
3. Hurrah! Our team won.
4. Bah! I don't believe it.
5. Whew! This room is cold.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XXIII

PURPOSE: To review the eight parts of speech

YOUR WORK

A. Name the eight parts of speech.

B. What part of speech is each of the underscored words?

1. You study too hard.
2. Study does me no harm.
3. This fine lace is imported. I will use it for a lace collar.
4. What paper have you chosen for the dining room wall?
5. The man will paper tomorrow.
6. The child is playing with a paper hat.
7. The early bird catches the worm.
8. Please come early.
9. Oh! the thunder frightens me.
10. Each city makes its own laws.
11. Come on.
12. You will find the money on the stand.

C. Tell the part of speech of each word in these sentences.

1. In the garden are four large apple trees.
2. Then the light faded slowly.
3. Rachel and Lois played a duet.
4. The glare of the sun blinded us.
5. Ouch! I hit my finger.

D. Choose the correct word.

1. He gave (to, too, two) dollars (to, too, two) him.
2. I shall go (to, too, two) sleep (to, too, two).
3. I am (to, too, two) busy (to, too, two) now.
4. These shoes are (to, too, two) sizes (to, too, two) large.
5. At (to, too, two) o'clock I want (to, too, two) go to town.
6. You ask (to, too, two) many questions.
7. This is (to, too, two) short a time in which (to, too, two) make a decision.
8. (To, too, two) dollars is (to, too, two) high a price.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XXIII

PURPOSE: To review the eight parts of speech

YOUR WORK

A. Tell in a word or two what each part of speech does.

B. Use in sentences:

1. light as a noun
2. light as a verb
3. light as an adjective
4. fast as an adjective
5. fast as an adverb
6. fire as an interjection
7. and as a conjunction
8. its as a pronoun
9. in as an adverb
10. in as a preposition

C. Tell the part of speech of each word in the following sentences.

1. Look! There is a fire.
2. He crossed the room and looked out the window at the lake.
3. The silver moonlight shone through the narrow windows of the old castle.
4. Who gave you that?
5. He drove slowly on.

D. Choose the correct word.

1. (To, too, two) glasses of lemonade are (to, too, two) much (to, too, two) give him.
2. (To, too, two) is an adjective.
3. (To, too, two) is an adverb.
4. (To, too, two) is a preposition.
5. She thought (to, too, two) miles was (to, too, two) far (to, too, two) walk.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XXIV

PURPOSE: To avoid some common barbarisms

INFORMATION

1. Barbarisms are word and phrases that are not good English and are shunned by cultured people.

2. If you have been using the following barbarisms, try to omit them from your speech hereafter.

1. Awful--Means inspiring with awe. 'Tis wrong to say "an awful mistake" or "awful weather".
2. Get--Means to secure. Wrong: I didn't get to go.
Right: Did you get a ticket?
3. Mad--Means insane; it should not be used for angry.
4. Like--Is not a conjunction. Wrong: Do like I do.
Right: Do as I do.
5. Leave--Means to depart. Wrong: Leave me do it.
Right: Let me do it.
6. Guess--Means to form an opinion at random; it should not be used for think.
Wrong: I guess we will go to Colorado.
Right: I think we will go to Colorado.
7. Stop--Means to halt. Wrong: We stopped in Topeka four days.
Right: We stayed in Topeka four days.
8. Alright--Incorrect spelling; it should be two words--all right.
9. Anywheres--Not a word; it should be anywhere.
10. Keen--Means having a sharp edge.
Wrong: I had a keen time at the party.
Right: I had a pleasant time at the party.
11. Appreciate--Means to esteem highly; it should not be modified by "very much".
12. Anxious--Expresses anxiety or thought of trouble.
Wrong: I was anxious to see the game.
Right: I was eager to see the game.
13. Gentleman and Lady--Terms to designate refinement; they should not be used habitually for man and woman.
14. Funny--Means laughable; it should not be used for odd.
15. Falls, woods--Plural nouns. Right: We had a picnic in the wood. We saw a water-fall.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XXIV

16. Take in--Should not be used for attend.
17. Boughten--Obsolete; use ready made.
18. Date--Slang for appointment or engagement.
19. Eats--Slang for food or refreshments.
20. Through--Should not be used for finished.

YOUR WORK

Notice these expressions very carefully so that you will not be guilty of using them.

1. I was very busy yesterday.
 2. I bought a new hat for my mother.
 3. I bought a new hat for my mother.
 4. I bought a new hat for my mother.
 5. I bought a new hat for my mother.
 6. I bought a new hat for my mother.
 7. I bought a new hat for my mother.
 8. I bought a new hat for my mother.
 9. I bought a new hat for my mother.
 10. I bought a new hat for my mother.
 11. I bought a new hat for my mother.
 12. I bought a new hat for my mother.
 13. I bought a new hat for my mother.
 14. I bought a new hat for my mother.
 15. I bought a new hat for my mother.
 16. I bought a new hat for my mother.
 17. I bought a new hat for my mother.
 18. I bought a new hat for my mother.
 19. I bought a new hat for my mother.
 20. I bought a new hat for my mother.
2. Are you trying to avoid the words and phrases that you have just learned?

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XXIV A

PURPOSE: To avoid some common barbarisms

INFORMATION

(See lesson XXIV)

YOUR WORK

A. Correct the following sentences.

1. We walked along the stream and saw a pretty little falls.
2. Amy is mad at me.
3. Leave me sharpen your pencil for you.
4. I guess this book is yours.
5. How long did you stop at the camp?
6. Are you going anywheres?
7. There were four gentlemen and four ladies working in the office.
8. What eats shall we have for the picnic?
9. I tried to act just like the old woman did in the story.
10. That new fashion of dress looks funny.
11. I appreciate the gift very much.
12. Are you anxious for Christmas to come?
13. Let's take in a show.
14. Is that a boughten dress?
15. I have a date with the dentist at one o'clock.
16. He got on the horse.
17. That was a keen story.
18. I am through with these problems.
19. That was awful funny.
20. Alright, I shall tell the class about it.

B. Are you trying to avoid the words and phrases that you know are barbarisms?

UNIT II THE PARTS OF SPEECH

I. Each of the following sentences contains a correctly used word. Correct as many as you can find. Under each correction, briefly state your reason for it.

1. There is my pencil is?
2. When it rains, the rain will blow again.
3. I divided the money between the three boys.
4. She took your mistake at work.
5. The key was lying on the chair when she laid it.
6. She had not down to read while I sat the table.
7. The opinion of...

CHAPTER V (CONTINUED)

UNIT II--THE PARTS OF SPEECH

Helps for the Teacher

8. It's been a...
9. The children...
10. They traveled by themselves.
11. She lives early usually.
12. No teacher had no room except to look all day.
13. A crowd of people were drinking-quietly.
14. She is the sister of my uncle's sister.
15. There kind of apples is the best.
16. This new notebook is mine.
17. Each man took a few small part of coffee.
18. If is that...
19. Who do you want?
20. Each girl finished her part of the work.

II. Here are some sentences which contain errors in the following sentences.

ENGLISH

UNIT II

THE PARTS OF SPEECH

PRETEST

I. Each of the following sentences contains a commonly made error. Correct as many as you can find. Under each correction, briefly state your reason for it.

1. Where is my pencil at?
2. When spring came, the roses will bloom again.
3. I divided the money between the three boys.
4. She seen your mistake at once.
5. The key was laying on the chair where you laid it.
6. She had set down to rest while I set the table.
7. The spanish government is now a republic.
8. Its been a long time since its leg was hurt.
9. The childrens party was a success.
10. They traveled by theirselves.
11. The roses smell sweetly.
12. The teacher had no rest except at noon all day.
13. A crowd of people were gathering quickly.
14. She is the older of the three sisters.
15. These kind of apples is the best.
16. This here notebook is mine.
17. Each man drank three strong cups of coffee.
18. If it don't rain, the corn will be burned.
19. Who do you want?
20. Each girl finished their work in one hour.

II. Name the part of speech of each word in the following sentences.

ENGLISH

UNIT II

THE PARTS OF SPEECH

PRETEST

1. Colonies of ants often consist of many thousand individuals.
2. Oh, here are some wild grapes!
3. Will you write to him and her, or will Mary telephone to them?

III. Underscore the correct form.

1. I had (saw, seen) him do that stunt many times.
2. He has already (ate, eaten) his dinner.
3. She (did, done) her best.
4. The hamlet (lay, laid) not very far distant.
5. She has (lain, laid) down to rest.
6. I am tired of (lying, laying) in bed.
7. The table is (sitting, setting) under a tree.
8. Who (sit, set) it there?
9. (Sit, set) here beside me.
10. Could it have been (she, her)?
11. I called Mary and (they, them).
12. (We girls, us girls) are planning a picnic.
13. This special delivery letter is for Lois and (he, him).
14. I (sure, surely) like that.
15. He feels (bad, badly) today.
16. They carried (very, awfully) pretty flowers.
17. The cake tastes (delicious, deliciously).
18. Alice stayed (to, at) home today.
19. They rushed around the house and (in, into) the room.
20. There (come, comes) a band playing lively music.
21. (Was, were) you frightened?
22. His decision and mine (is, are) the same.
23. Every one of us is interested in (his, their) welfare.
24. These (kind, kinds) of pencils sell well.
25. (It's, its) color is blue.

ENGLISH

UNIT II

THE PARTS OF SPEECH

PRETEST

ANSWERS

I.

1. Where is my pencil.
Unnecessary preposition
2. When spring comes, the roses will bloom again.
- verb tense wrong
3. I divided the money among the three boys.
Between is used with two.
4. She saw your mistake at once.
The past is used alone.
5. The key was lying on the chair where you laid it.
Lying means resting.
6. She had sat down to rest while I set the table.
Sat means to take a seat.
7. The spanish government is now a republic.
Proper nouns are capitalized.
8. It's been a long time since its leg was hurt.
It's--it is
9. The children's party was a success.
children's--possessive
10. They traveled by themselves.
theirselves--not a word
11. The roses smell sweet.
The adjective sweet describes the roses.
12. The teacher had no rest all day except at noon.
Phrase out of place
13. A crowd of people was gathering quickly.
The verb must agree with the subject in number.
14. She is the oldest of the three sisters.
Older--used with two.
15. This kind of apples is the best.
The adjective must agree with its noun in number.
16. This notebook is mine.
here--not needed
17. Each man drank three cups of strong coffee.
stron--modified the wrong word
18. If it doesn't rain, the corn will be burned.
Doesn't--singular to agree with it
19. Whom do you want?
whom--object pronoun
20. Each girl finished her work in one hour.
The pronoun must agree with its antecedent in number.

II.

- | | | | |
|-------------|---------------|--------------|---------------|
| 1. Colonies | - noun | of | - preposition |
| of | - preposition | many | - adjective |
| ants | - noun | thousand | - adjective |
| often | - adverb | individuals- | noun |
| consist | - verb | | |

ENGLISH

UNIT II

THE PARTS OF SPEECH

PRETEST

- | | | | |
|---------|----------------|-----------|---------------|
| 2. Oh | - interjection | wild | - adjective |
| here | - adverb | grapes | - noun |
| are | - verb | | |
| some | - adjective | | |
| 3. Will | - verb | or | - conjunction |
| you | - pronoun | will | - verb |
| write | - verb | Mary | - noun |
| to | - preposition | telephone | - verb |
| him | - pronoun | to | - preposition |
| and | - conjunction | them | - pronoun |
| her | - pronoun | | |

III.

- | | |
|--------------|---------------|
| 1. seen | 14. surely |
| 2. eaten | 15. bad |
| 3. did | 16. very |
| 4. lay | 17. delicious |
| 5. lain | 18. at |
| 6. lying | 19. into |
| 7. sitting | 20. comes |
| 8. set | 21. were |
| 9. sit | 22. are |
| 10. she | 23. his |
| 11. them | 24. kinds |
| 12. we girls | 25. its |
| 13. him | |

DISCUSSION PART
(See Unit I)

ENGLISH

UNIT II
PRESENTATION

THE PARTS OF SPEECH

PRESENTATION
LESSON

During a class recitation which I visited one day, the pupils were correcting sentences from their compositions that contained errors. When the teacher asked why the sentence, "I sure am glad", should read "I surely am glad", one pupil answered, "It sounds better". This answer from a fourth grade pupil might be accepted, but a junior high school pupil should know the real reason. Each word in a sentence has a definite part to play. If one member of a volley ball team or a football squad does not play his part well, the whole team is weakened. Just so may a sentence give a wrong meaning if one word is misused.

Almost every driver of an automobile knows when the running engine sounds as if it is working all right, but how many drivers would know the use of each part well enough to find the trouble if the engine stalls? Those who do not know must be dependent upon someone who does, no matter how simple the trouble may be.

If a person wants to speak and write well, he should know the eight parts of speech which tell the uses of the words in a sentence.

There are eight parts of speech:

noun
pronoun
verb
adjective
adverb
preposition
conjunction
interjection

The next unit direct you in learning the use of each part of speech and tells how to avoid commonly made errors.

SUMMARY

1. Why should a person who speaks English know the parts of speech?
2. How many parts of speech are there?
3. Name them.

PRESENTATION TEST
(See Unit I)

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON I

PURPOSE: To distinguish a phrase from a clause

ANSWERS

- A. 1. In olden times of May with much rejoicing
in England, France, and Germany
2. of an ancient custom of the Romans
3. to Flora of flowers
4. On May day morning along the country lanes
5. With them of them all of May
6. around the Maypole
7. during the day
8. beyond the green

- B. 1. on for
2. along into
3. below
4. on to
5. under near of
6. in
7. to among
8.
9. on
10.

- C. 1. The dog with white fur belongs to Charles.
2. A man on crutches gave me the book.
3. There is a girl with red hair in the room.
4. Lost--A dog with a silver plated collar belonging to an old woman
5. Lincoln wrote his speech on a scrap of paper while riding to Gettysburg.
6. The fore part of last week Fred Barnard strained his back by lifting.
7. The boy on stilts walked onto the playground.
8. He is speaking at the Forum tonight about the landing of Columbus.
9. Wanted--A man that can speak Spanish to care for horses.
10. The small boy that was destined to be president was born in a little village.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON I A

PURPOSE: To distinguish a phrase from a clause

ANSWERS

- A. 1. of the Nile valley
2. from three feet to ten feet
3. of drooping flower clusters at the summit
of the stem
4. From the pith of this plant of paper
5. of these manuscripts
6. about five thousand years
7. After the time of Alexander the Great
of the Greeks
8. by the Romans

- B. 1. about
2. on
3. with
4. for
5. down toward
6. at
7. below
8. of at
9. without
10. before against

- C. 1. A tall man with black hair was arrested.
2. In the long hall behind the door hangs a picture
beautifully painted.
3. The soldier received a wound of little importance
in the arm.
4. The two children with an adventurous spirit
climbed into the caves.
5. Ellen started with an umbrella to get the groceries.
6. With a smile she walked out of the room.
7. Lost--A small gold wrist watch with a gold face
belonging to a little girl

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON II

PURPOSE: To avoid common errors made with prepositions

ANSWERS

- A. 1. Keep off the grass.
2. Where is my book?
3. Where are you going?
4. He left about one o'clock.
5. This ticket will admit you.
6. Continue reading to the next page.
7. They followed the boys.
8. She sat near me.

- | | | |
|------------|-------------|-------------|
| B. 1. into | 8. in | 15. among |
| 2. into | 9. into | 16. to |
| 3. at | 10. between | 17. into |
| 4. at | 11. in | 18. between |
| 5. in | 12. between | 19. among |
| 6. among | 13. into | 20. at |
| 7. at | 14. in | |

UNIT II

THE PARTS OF SPEECH

LESSON II A

PURPOSE: To avoid common errors with prepositions

ANSWERS

- A. 1. Where are you staying?
2. I should have gone.
3. Look out the window.
4. Take this pile of books off my desk.
5. He imitates his father.
6. He was born on the sixth of August.
7. She sits back of me.
8. He may have to work harder than he thinks.

- | | | |
|------------|-------------|-----------|
| B. 1. at | 8. to | 15. among |
| 2. into | 9. into | 16. at |
| 3. between | 10. into | 17. into |
| 4. between | 11. into | 18. at |
| 5. among | 12. to | 19. at |
| 6. in | 13. between | 20. among |
| 7. at | 14. in | |

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON III

PURPOSE: To be able to recognize a verb

ANSWERS

A. Ask your teacher or a classmate to pick out a few verbs for a brief oral test.

- B. ask
- climb
- dive
- drown
- flow
- drag
- hang
- prove
- raise
- sew

UNIT II

THE PARTS OF SPEECH

LESSON III A

PURPOSE: To be able to recognize a verb

ANSWERS

A. Ask a classmate to test you on the verbs mentioned in A of lesson III A, and the ones you missed in lesson III.

B. Ask your teacher to help you.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON IV

PURPOSE: To learn to use the past and past participle of a verb correctly

ANSWERS

- | | | | |
|----|-------------|----|-------------|
| A. | 1. came | B. | 1. asked |
| | 2. done | | 2. burst |
| | 3. saw | | 3. began |
| | 4. gone | | 4. brought |
| | 5. written | | 5. bitten |
| | 6. took | | 6. did |
| | 7. sang | | 7. chosen |
| | 8. broken | | 8. seen |
| | 9. drunk | | 9. drew |
| | 10. gone | | 10. driven |
| | 11. ran | | 11. thrown |
| | 12. brought | | 12. took |
| | 13. burst | | 13. stolen |
| | 14. climbed | | 14. shaken |
| | 15. dived | | 15. sank |
| | 16. eaten | | 16. spoke |
| | 17. swam | | 17. frozen |
| | 18. shown | | 18. dragged |
| | 19. proved | | 19. led |
| | 20. saw | | 20. hanged |

UNIT II

THE PARTS OF SPEECH

LESSON IVA

PURPOSE: To learn to use the past and past participle of a verb correctly

ANSWERS

- | | | | |
|----|------------|-------------|-------------|
| A. | 1. burst | B. | 1. written |
| | 2. sprang | | 2. took |
| | 3. driven | | 3. swung |
| | 4. seen | | 4. spoken |
| | 5. stolen | | 5. shown |
| | 6. ridden | | 6. sank |
| | 7. come | | 7. seen |
| | 8. swum | | 8. did |
| | 9. drowned | | 9. raised |
| | 10. drawn | | 10. rose |
| | 11. saw | | 11. proved |
| | 12. blew | | 12. lost |
| | 13. eaten | 17. begun | 13. hung |
| | 14. did | 18. rang | 14. dragged |
| | 15. frozen | 19. ran | 15. flown |
| | 16. threw | 20. brought | 16. fallen |
| | | | 17. fought |
| | | | 18. ate |
| | | | 19. chosen |
| | | | 20. drunk |
| | | | 21. came |

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON V

PURPOSE: To learn to use the verbs lie and lay correctly

ANSWERS

- | | | | | |
|----|-----------|------|----|-----------|
| A. | 1. laid | lies | B. | 1. lie |
| | 2. lying | | | 2. lying |
| | 3. lain | | | 3. lay |
| | 4. laid | | | 4. laying |
| | 5. lying | | | 5. laid |
| | 6. lying | | | 6. lay |
| | 7. lay | | | 7. lain |
| | 8. lies | | | 8. lay |
| | 9. lie | | | 9. lay |
| | 10. lay | | | 10. lying |
| | 11. lain | | | |
| | 12. laid | | | |
| | 13. lie | | | |
| | 14. laid | | | |
| | 15. laid | | | |
| | 16. lying | | | |
| | 17. lying | | | |
| | 18. lay | | | |
| | 19. lay | | | |
| | 20. lay | | | |

UNIT II

THE PARTS OF SPEECH

LESSON V A

PURPOSE: To learn to use the verbs lie and lay correctly

ANSWERS

- | | | | |
|----|-----------|----|---------------|
| A. | 1. lying | B. | 1. lay |
| | 2. lay | | 2. lie, lying |
| | 3. lay | | 3. lying |
| | 4. lying | | 4. laid |
| | 5. lies | | 5. lying |
| | 6. lying | | 6. lying |
| | 7. lain | | 7. laying |
| | 8. laid | | 8. lies |
| | 9. laid | | |
| | 10. lain | | |
| | 11. laid | | |
| | 12. lying | | |
| | 13. laid | | |
| | 14. lies | | |
| | 15. laid | | |
| | 16. lain | | |
| | 17. lying | | |
| | 18. lay | | |
| | 19. lying | | |
| | 20. laid | | |

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON VI

PURPOSE: To learn to use the verbs sit and set correctly

ANSWERS

- | | | | |
|----|-------------|----|----------------|
| A. | 1. sit | B. | 1. set |
| | 2. sat | | 2. set |
| | 3. set | | 3. sit |
| | 4. sit | | 4. sat, set |
| | 5. sit | | 5. set |
| | 6. sitting | | 6. sit |
| | 7. sit | | 7. sits or sat |
| | 8. sat | | 8. sat |
| | 9. set | | 9. sitting |
| | 10. sat | | 10. sit |
| | 11. sit | | 11. |
| | 12. sat | | |
| | 13. sitting | | |
| | 14. sat | | |
| | 15. sat | | |
| | 16. sitting | | |
| | 17. sat | | |
| | 18. sat | | |
| | 19. sitting | | |
| | 20. set | | |

UNIT II

THE PARTS OF SPEECH

LESSON VI A

PURPOSE: To learn to use the verbs sit and set correctly

ANSWERS

- A.
1. sat
 2. set
 3. sit
 4. set
 5. sit
 6. set
 7. sit
 8. sitting
 9. sit
 10. sat
 11. sat
 12. set
 13. set
 14. set
 15. sit

B. Ask your teacher to read your sentences.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON VII

PURPOSE: To understand the meaning of verb tense

ANSWERS

A. run seem rise come sell eat speak

B. present
past
present perfect
past perfect
future
future perfect

(Ask your teacher to check
your sentences.)

C.

1. As I walked along the street, I saw many of my friends.
2. The story tells of primitive man who went into the forest to live and how he suffered from cold.
3. Lois was very unpopular when she first started to school.
4. If I get another book before I finish this one, I would read the new book first.
5. He has moved to Chicago, but he had lived in Cincinnati three years.
6. He had talked thirty minutes when I arrived.
7. When he returned, he found he had been robbed.
8. When they reached the bridge, they had a fight.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON VIIA

PURPOSE: To understand the meaning of verb tense

ANSWERS

A. writes swings loses eats begins sits

- B. 1. present perfect
2. past
3. past perfect
4. future
5. present
6. future perfect
7. present perfect
8. future
9. past
10. future

- C. 1. Robin Hood met Little John, and they had a fight.
2. When the weather man reports the weather in the morning, he must know the direction of the wind.
3. They stayed at home last week because they were ill.
4. This is a story of a boy who went to Texas and was kidnapped.
5. While David was on board the ship, he met a man dressed in a French costume.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON VIII

PURPOSE: To understand verb agreement

ANSWERS

- | | |
|---------------|-------------|
| A. 1. were | 11. need |
| 2. is | 12. are |
| 3. have | 13. produce |
| 4. are | 14. were |
| 5. seem | 15. was |
| 6. grows | 16. was |
| 7. do | 17. is |
| 8. comes | 18. are |
| 9. are | 19. was |
| 10. practices | 20. have |

- B. 1. Correct
2. A swarm of bees was settling on the tree.
3. The pupils of the class are working quietly.
4. There are four styles from which to choose.
5-6-7-8-9 and 10 are correct

UNIT II

THE PARTS OF SPEECH

LESSON VIII A

PURPOSE: To understand verb agreement

- | | |
|-----------|----------|
| A. 1. was | 11. seem |
| 2. was | 12. were |
| 3. is | 13. has |
| 4. is | 14. were |
| 5. have | 15. is |
| 6. have | 16. has |
| 7. are | 17. is |
| 8. intend | 18. has |
| 9. work | 19. was |
| 10. are | 20. was |

- B. 1. Correct
2. In front of the building was a row of iron posts.
3. Correct
4. Correct
5. Correct
6. The problems in this book are easy.
7. Correct
8. Correct
9. A collection of stamps was sold for a good price.
10. The older boys in the pool swim gracefully.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON IX

PURPOSE: To learn to use don't and doesn't correctly

ANSWERS

- | | | | |
|------|---------|-----|---------|
| A. 1 | doesn't | 11. | doesn't |
| 2 | doesn't | 12. | don't |
| 3. | doesn't | 13. | doesn't |
| 4 | don't | 14. | don't |
| 5 | doesn't | 15. | doesn't |
| 6 | don't | 16. | doesn't |
| 7 | doesn't | 17. | don't |
| 8 | don't | 18. | doesn't |
| 9 | doesn't | 19. | doesn't |
| 10 | don't | 20. | doesn't |

UNIT II

THE PARTS OF SPEECH

LESSON IX A

PURPOSE: To learn to use don't and doesn't correctly

ANSWERS

- | | | | |
|-------|---------|-----|---------|
| A. 1. | don't | 11. | don't |
| 2. | don't | 12. | doesn't |
| 3. | don't | 13. | doesn't |
| 4. | don't | 14. | don't |
| 5. | doesn't | 15. | don't |
| 6. | doesn't | 16. | doesn't |
| 7. | doesn't | 17. | doesn't |
| 8. | doesn't | 18. | don't |
| 9. | doesn't | 19. | doesn't |
| 10. | don't | 20. | doesn't |

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON X

PURPOSE: To understand the object of a verb

ANSWERS

- A. 1. hats
- 2. settlement
- 3. worms
- 4. promptness
- 5. chauffeur
- 6. shout
- 7. storm
- 8. train
- 9. painting
- 10. winter
- 11. lessons
- 12. boat
- 13. song
- 14. box
- 15. guests

B. 1, 6, 7, 8, 9, and 10.

UNIT II

THE PARTS OF SPEECH

LESSON X A

PURPOSE: To understand the object of a verb

ANSWERS

- A. 1. stories
- 2. landmarks
- 3. no object
- 4. wealth
- 5. forests
- 6. no object
- 7. course
- 8. no object
- 9. branches
- 10. material
- 11. part
- 12. no object
- 13. logs
- 14. no object
- 15. no object
- 16. no object
- 17. furniture
- 18. no object
- 19. them
- 20. no object

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XI

PURPOSE: To understand what is meant by active and passive voice

ANSWERS

- A.
1. This paper has been carelessly torn by you.
 2. A pretty blue parasol was carried by her.
 3. Two records have been broken by this school.
 4. Their father's wigwam was left by three lovely maidens.
 5. The diamond was examined very carefully by Mr. Browne.
 6. A small cottage has been built by them.
 7. A mystery story was told to us by Mary.
 8. The Indian was not trusted by Captain Wells.
 9. "The Great Stone Face" was written by Nathaniel Hawthorne.
 10. Sealskins for rugs are used by the Eskimos.

B. This old Eastern tale illustrates one way of reaching conclusions. The dervish secured evidence by close observation. If we could make observations as good, we would make fewer mistakes.

UNIT II

THE PARTS OF SPEECH

LESSON XI A

PURPOSE: To understand what is meant by active and passive voice

ANSWERS

- A.
1. Tuesday was spent by the architect in Portland.
 2. A letter without a stamp was mailed by him.
 3. The scene is described very well by her.
 4. The prominent New England poets shall be studied by us.
 5. A cabin on Wolcott Mountain was rented by us.
 6. The last game of football will be played by them tomorrow.
 7. The theft was admitted by the man.
 8. Kind neighbors are had by us.
- B.
1. Mary wrote the answer.
 2. All had a dangerous adventure.
 3. They keep the car in Clark's garage.
 4. The gardener has kept the flower garden well.
 5. Red berries attract the birds.
 6. The tourists will enjoy a ride on the lake.
 7. The tourists have caught many fish in the lake.
 8. The pupil should have given two illustrations.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XII

PURPOSE: To recognize a noun

ANSWERS

- A.
1. story, boy, cave, island
 2. rotation, earth, axis, day, night
 3. vessel, Iceland
 4. Iris, class
 5. men, women, man
 6. food
 7. people, linen
 8. birds, lungs
 9. summer, trip, Canada
 10. paragraphs, papers, pupils, class
- B.
1. New York gave Wiley Post and Harold Gatty a tumultuous welcome.
 2. They were driven up Broadway amid a shower of ticker tape.
 3. Post and Gatty flew around the world in eight days, fifteen hours and fifty-one minutes.
 4. President Hoover sent his congratulations.
 5. They landed at Roosevelt Field, Long Island.
 6. Their airplane was called the Winnie Mae.
 7. They beat Magellan's record by 1074 days.
 8. Post spent part of his childhood in Oklahoma.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XII A

PURPOSE: To recognize a noun

ANSWERS

- A.
1. cost, fires, United States, dollars
 2. park, policemen
 3. subjects, sentences
 4. crash, window
 5. map, Africa
 6. people, parks, rest, recreation
 7. Hamlin Garland, father, pioneer
 8. rain, torrents
 9. Chicago, museum
 10. times, blacksmith, nails, hand
- B.
1. Congress voted for Washington unanimously.
 2. Diamonds are found in Africa.
 3. Buffalo, Cleveland, and Chicago are lake ports.
 4. In the poem, "Evangeline", the Mississippi is spoken as the "Father of Waters".
 5. My Aunt Louise went to Europe in June.
 6. Helen Hunt Jackson wrote about the Indians.
 7. The people of Japan are very polite.
 8. Miss Adams or Mr. Brown will coach the team.
 9. Come with John and me.
 10. She moved from Grove Street to Vassar Avenue.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XIII

PURPOSE: To recognize a pronoun and learn its use

ANSWERS

- A. 1. Allen and Jack ran to a cave where they had hidden some money.
2. The roses in Mrs. Gordon's garden are in full bloom. Perhaps she will invite the girls to see them.
3. John lost a good marble in the mud, and he cannot find it.
4. The boy picked up a firecracker and set it off.
5. Mr. Jameson gave his son a bicycle.
6. The girl took her violin with her.

B. Pronouns Antecedents

- | | |
|----------|-------------------|
| 1. he | Carl |
| 2. us | (listeners) |
| 3. his | president |
| 4. he | guide |
| them | mountain climbers |
| 5. her | Melba |
| 6. it | liberty |
| 7. he | boy |
| 8. my | (speaker) |
| 9. their | children |
| 10. it | meadow |

- C. 1. he
2. himself
3. his
4. her
5. his
6. its
7. its
8. its
9. he
10. its

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XIII A

PURPOSE: To recognize a pronoun and learn its use

ANSWERS

- A. 1. Miss Harris and her pupils went on a picnic.
2. Lawrence sat there with a bored look on his face.
3. Harold's mother sent him with a message for his grandmother.
4. Amy Lowell wrote a biography of Keats. It gave her views on the nature of poetry.
5. At the age of nineteen months, Helen Keller was deprived of both sight and hearing. Until she was seven, no serious attempt was made toward her education.
6. Porcelain is a highly valued type of fine pottery. It is usually very hard and white.

- B. 1. he - Joseph Haydn
2. his - Nathaniel Hawthorne
whose - President Pierce
he - Nathaniel Hawthorne
3. his - William James Mayo
4. you - (person spoken to)
it - "The Jumping Frog"
whose - Samuel Clemens
5. I - (speaker)
6. me - (speaker)
her - Marguerite

- C. 1. his (or her)
2. its
3. his
4. her
5. her
6. its
7. his (or her)
8. his
9. his
10. its

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XIV

PURPOSE: To learn the use of subject and object forms of a pronoun

ANSWERS

- | | | |
|----|--------------|-------------------------------------|
| A. | 1. me | - object of the preposition between |
| | 2. whom | - object of the preposition to |
| | 3. he | - predicate pronoun |
| | 4. I | - subject |
| | 5. I | - predicate pronoun |
| | 6. she | - predicate pronoun |
| | 7. he | - predicate pronoun |
| | 8. I | - subject |
| | 9. I | - subject |
| | 10. she | - subject |
| | 11. me | - object of the preposition without |
| | 12. her | - object of the preposition from |
| | 13. they | - predicate pronoun |
| | 14. them | - object of the preposition to |
| | 15. us boys | - object of the verb |
| | 16. us girls | - object of the verb |
| | 17. him | - object of the preposition to |
| | 18. they | - predicate pronoun |
| | 19. us girls | - object of the verb |
| | 20. us | - object of the preposition for |
| | 21. whom | - object of the verb |
| | 22. him | - object of the verb |
| | 23. me | - object of the verb |
| | 24. he | - subject |
| | 25. she | - subject |
| | 26. she | - subject |
| | 27. they | - predicate pronoun |
| | 28. she | - subject |
| | 29. whom | - object of the verb |
| | 30. whom | - object of the verb |
| | 31. me | - object of the verb |
| | 32. who | - predicate pronoun |
| | 33. whom | - object of the verb |
| | 34. her | - object of the preposition at |
| | 35. she | - predicate |

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XIV A

PURPOSE: To learn the use of subject and object forms of a pronoun

ANSWERS

- A.
1. me - object of the preposition for
 2. I - subject
 3. I - subject
 4. I - predicate pronoun
 5. me - object of the preposition to
 6. we - predicate pronoun
 7. we - predicate pronoun
 8. we - subject
 9. us - object of the preposition with
 10. us - object of the verb
 11. she - subject
 12. her - object of the preposition except
 13. she - predicate pronoun
 14. her - object of the verb
 15. her - object of the verb
 16. him - object of the preposition for
 17. he - predicate pronoun
 18. he - predicate pronoun
 19. she - subject
 20. she - subject
 21. he - subject
 22. him - object of the preposition for
 23. them - object of the verb
 24. they - predicate pronoun
 25. they - subject
 26. they - subject
 27. whom - object of the preposition to
 28. who - subject
 29. who - predicate pronoun
 30. them - object of the preposition for

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XV

PURPOSE: To recognize and know the use of a compound pronoun

ANSWERS

A. myself, yourself, himself, herself, ourselves

B. 1. Only Donald and I were there.

2. Correct

3. Correct

4. Correct

5. He did the work by himself.

6. Correct

7. You and I are invited.

8. The girls prefer to skate by themselves.

UNIT II

THE PARTS OF SPEECH

LESSON XV A

PURPOSE: To recognize and know the use of a compound pronoun

ANSWERS

A. hisself theirselves

B. 1. He and I cannot be bothered with so much luggage.

2. The boys had disguised themselves as sailors.

3. Henry and I think the price is too high.

4. How shall Mary and I find the direction?

5. He thought it all out by himself.

6. The old people were waiting by themselves.

7. He praised the contractor and the building itself.

8. Will you travel by yourself?

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XVI

PURPOSE: To understand the possessive forms of nouns and pronouns

ANSWERS

A.

Singular	Singular Possessive	Plural	Plural Possessive
1. man	man's	men	men's
2. boy	boy's	boys	boys'
3. lady	lady's	ladies	ladies'
4. girl	girl's	girls	girls'
5. woman	woman's	women	women's
6. gentleman	gentleman's	gentlemen	gentlemen's
7. John	John's	Johns	Johns'
8. teacher	teacher's	teachers	teachers'
9. child	child's	children	children's
10. wife	wife's	wives	wives'

- B.
1. Both boys' coats are gone.
 2. The children's toys were inexpensive.
 3. Mabel's report was interesting.
 - 4.
 - 5.
 6. We must obey the city's laws.
 7. Where are ladies' dresses sold?
 8. Carl's book is lost.
 9. The man's motion was not heard in the back of the room.
 10. Have you read mother's letter?

- C.
- 1.
 2. you're
 3. hers theirs
 - 4.
 5. women's
 - 6.
 7. Betty's
 8. friend's

- D.
1. its
 2. It's
 3. its
 4. it's
 5. It's its
 6. It's
 7. It's
 8. its
 9. It's its
 10. It's

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XVI A

PURPOSE: To understand the possessive forms of nouns and pronouns

ANSWERS

A.

Singular	Singular Possessive	Plural	Plural Possessive
1. uncle	uncle's	uncles	uncles'
2. baby	baby's	babies	babies'
3. bird	bird's	birds	birds'
4. clerk	clerk's	clerks	clerks'
5. Ruth	Ruth's	Ruths	Ruths'
6. mouse	mouse's	mice	mice's
7. maid	maid's	maids	maids'
8. agent	agent's	agents	agents'
9. workman	workman's	workmen	workmen's
10. principal	principal's	principals	principals'

B.

- 1.
- 2.
3. Margaret's
4. Mr. Brown's
5. ponies'
6. Lincoln's
7. sailors'
8. month's
9. days'
- 10.

C. (Original sentences with the following)

hers its Ralph's girls' girls girl's

D.

1. its
2. its
3. It's
4. It's
5. it's
6. it's
7. It's its
8. it's
9. It's it's
10. Its

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XVII

PURPOSE: To understand the use of an adjective

ANSWERS

- A. 1. the, heavy, strong, brown
2. Lily-covered, open, shady, the, varying, this
3. the, fourth, largest, milling, the
4. a, few, sod, lowly, the, Kansas
5. The, mossy
6. angry
7. the, white, dusty
8. any, the
9. The, third, this, shady
10. Some, the, other
- B. weary, worn, heavy, red, a, unwomanly, a, dolorous,
the
- C. (An original paragraph) Allow your teacher to read
it.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XVII A

PURPOSE: To understand the use of an adjective

ANSWERS

A.	Adjective	What it modifies
1.	A	noun sentinel
	a	noun beard
	long	noun beard
	white	noun beard
	the	noun entrance
	the	noun bridge
	stone	noun bridge
2.	This	noun mansion
	dreary	noun mansion
	no	noun occupants
	many	noun years
3.	Deep	noun sunshine
	golden	noun sunshine
	the	noun valley
	the	noun mountains
	rocky	noun mountains
4.	The	noun farmers
	thrifty	noun farmers
	excellent	noun crops
	yellow	noun corn
5.	The	noun wren
	busy	noun wren
	little	noun wren
	tiny	noun nest

B. Chinese, loose, beautiful, blue, gold, red, tan, the, detached, the, animal, the, gray, yellow, blue, cream, cotton

C. (A description of an article that has been lost.)

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XVIII

PURPOSE: To avoid some common errors made with adjectives

ANSWERS

- A. 1. These
2. That
3. That
4. These
5. That
6. Those
7. This
8. that
- B. 1. Those flowers grow well in this country.
2. I saw those six airplanes flying over at noon.
3. This magnifying glass is broken.
4. Do you like that kind?
5. Those girls are not studying.
6. What are you going to do with this package?
7. I do not care for that kind.
8. That sort of boy is trustworthy.

UNIT II

THE PARTS OF SPEECH

LESSON XVIII A

PURPOSE: To avoid some common errors made with adjectives

ANSWERS

- A. 1. These
2. this
3. that
4. These
5. Those
6. Those
7. those
8. Those
- B. 1. These problems are mine.
2. What is the name of that book?
3. I like that kind better.
4. Those kinds of weed are common.
5. Don't you think that last assignment is hard?
6. Do you like that sort?
7. No, I would rather have this kind.
8. Those men are Arctic explorers.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XIX

PURPOSE: To understand comparison of adjectives

ANSWERS

A.	quick	quicker	quickest
	small	smaller	smallest
	tall	taller	tallest
	happy	happier	happiest
	pretty	prettier	prettiest
	beautiful	more beautiful	most beautiful
	wonderful	more wonderful	more wonderful
	bad	worse	worst
	good	better	best
	much	more	most
	old	older	oldest
	sweet	sweeter	sweetest
	perfect	(none)	
	many	more	most
	attractive	more attrac- tive	most attractive

- B.
1. taller
 2. faster
 3. best
 4. youngest
 5. better
 6. more dangerous
 7. more
 8. better
 9. older larger
 10. better

- C.
1. This is the most beautiful building I ever saw.
 2. The word has two pronunciations, but the first is the better.
 3. Jack is the best wrestler of the five brothers.
 4. I can see the picture plainer from here.
 5. The pilot was the bravest man of all.
 6. It is cheaper to travel by airplane than by mail.
 7. This pen is bad, but that is worse.
 8. Henry is quicker than you are.
 9. I will probably travel by auto the more.
 10. That story is the most wonderful I ever heard.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XIX A

PURPOSE: To understand comparison of adjectives

ANSWERS

A.	mischievous	more mischievous	most mischievous
	troublesome	more troublesome	most troublesome
	kind	kinder	kindest
	soft	softer	softest
	thin	thinner	thinnest
	round	(none)	
	high	higher	highest
	courageous	more courageous	most courageous
	dusty	dustier	dustiest
	funny	funnier	funniest

B. (Original sentences using: better, best, worse, worst, prettier, smaller, tallest, most beautiful, more expensive)

- C. 1. Eunice sings sweeter than Elsie.
2. Run the quickest that you can.
3. You play the second piece worse than the first.
4. Step nearer to the blackboard.
5. No one can climb a steeper mountain than this one.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XX A

PURPOSE: To recognize an adverb and know its use

ANSWERS

A.	Adverb	What it modifies
1.	in	verb came
	very	adverb quickly
	quickly	verb came
2.	well	verb plays
3.	certainly	adjective true
4.	then	verb began
5.	always	verb is shining
	somewhere	verb is shining
6.	very	adjective pretty

B. Original sentences with the following:

Two adverbs of time

Two adverbs of place

Two adverbs of manner

- C. 1. There is nobody at home.
There isn't anybody at home.
2. Nothing ever matters anyway.
3. These nails are no good.
These nails aren't any good.
4. Is nobody invited?
Isn't anybody invited?
5. I couldn't go anywhere in these clothes.
I could go nowhere in these clothes.

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XXI

PURPOSE: To distinguish between adjective and adverb forms

ANSWERS

- A. 1. safely
2. sweet
3. well
4. well
5. surely
6. surely
7. sure
8. bad
9. sad
10. beautiful
11. strangely
12. good
13. cold
14. real
15. very

UNIT II

THE PARTS OF SPEECH

LESSON XXI A

PURPOSE: To distinguish between adjective and adverb forms

ANSWERS

- | | |
|-----------------|-----------------|
| A. 1. well | 14. plainly |
| 2. really | 15. somewhat |
| 3. good | 16. well |
| 4. wisely | 17. lonesome |
| 5. well | 18. somewhat |
| 6. quietly | 19. differently |
| 7. unexpectedly | 20. different |
| 8. very | 21. almost |
| 9. easily | 22. very |
| 10. attractive | 23. kindly |
| 11. delicious | 24. bad |
| 12. almost | 25. badly |
| 13. surely | |

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XXII

PURPOSE: To recognize a conjunction and an interjection

ANSWERS

- A. 1. and
2. yet
3. or
4. and
5. and

- B. 1. My
2. Oh
3. Pshaw
4. Ouch
5. Look

UNIT II

THE PARTS OF SPEECH

LESSON XXII A

PURPOSE: To recognize a conjunction and an interjection

ANSWERS

- A. 1. or
2. but
3. nor
4. therefore
5. for

- B. 1. Oh
2. Mercy
3. Hurrah
4. Bah
5. Whew

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XXIII

PURPOSE: To review the eight parts of speech

ANSWERS

A. Noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection

- B. 1. verb
2. noun
3. adjective, adjective
4. noun
5. verb
6. adjective
7. adjective
8. adverb
9. interjection
10. pronoun
11. adverb
12. preposition

- C. 1. In - preposition four - adjective
the adjective large a adjective
garden noun apple adjective
are verb trees noun
2. Then - adverb faded - verb
the adjective slowly adverb
light noun
3. Rachel - noun played - verb
and conjunction a adjective
Lois noun duet noun
4. The - adjective sun - noun
glare noun blinded verb
of preposition us pronoun
the adjective
5. Ouch - interjection my - pronoun
I pronoun finger noun
hit verb

- D. 1. two to
2. to too
3. too to
4. two too
5. two to
6. too
7. too to
8. two too

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XXIII

PURPOSE: To review the eight parts of speech

ANSWERS

- A. noun - name
pronoun - substitute for a name
verb - shows action helping verb
adjective - describes or limits
adverb - tells time, place, manner
preposition - begins a phrase
interjection - shows strong feeling
conjunction - joins

B. Original sentences

1. light as a noun
2. light as a verb
3. light as an adjective
4. fast as an adjective
5. fast as an adverb
6. fire as an interjection
7. and as a conjunction
8. its as a pronoun
9. in as an adverb
10. in as a preposition

- C. 1. Look - interjection a - adjective
 There adverb fire noun
 is verb
2. He - pronoun out - preposition
 crossed verb the adjective
 the adjective window noun
 room noun at preposition
 and conjunction the adjective
 looked verb lake noun
3. The - adjective narrow - adjective
 silver adjective windows noun
 moonlight noun of preposition
 shone verb the adjective
 through preposition old adjective
 the adjective castle noun
4. Who - pronoun you - pronoun
 gave verb that pronoun
5. He - pronoun slowly - adverb
 drove verb on a adverb

- D. 1. Two too to
 2. Two
 3. Too
 4. To
 5. two too to

ENGLISH

UNIT II

THE PARTS OF SPEECH

LESSON XXIV

PURPOSE: To avoid some common barbarisms

ANSWERS

A careful study of barbarisms

UNIT II

THE PARTS OF SPEECH

LESSON XXIV A

PURPOSE: To avoid some common barbarisms

ANSWERS

A.

1. We walked along the stream and saw a pretty little fall.
2. Amy is angry with me.
3. Let me sharpen your pencil for you.
4. I think this book is yours.
5. How long did you stay at the camp?
6. Are you going anywhere?
7. There were four men and four women working in the office.
8. What food shall we take to the picnic?
9. I tried to act just as the old woman did in the story.
10. That new fashion of dress looks odd.
11. I appreciate the gift.
12. Are you eager for Christmas to come?
13. Let's attend a show.
14. Is that a ready made dress?
15. I have an appointment with the dentist at one o'clock.
16. He mounted the horse.
17. That was an enjoyable story.
18. I have finished these problems.
19. That was very funny.
20. All right, I shall tell the class about it.

B. Try to avoid barbarisms.

ENGLISH

UNIT II

THE PARTS OF SPEECH

ORGANIZATION
AND
RECITATION

ORGANIZATION

(A suggested outline)

- I. The parts of speech
- II. The use of each part of speech
- III. Agreement
 - A. Pronoun and antecedent
 - B. Adjective and noun
 - C. Verb and subject
- IV. Correct usage
 - A. Position of preposition phrases
 - B. Object and subject pronouns
 - C. Possessive nouns and pronouns
 - D. Past and past participle
 - E. Troublesome verbs
 - 1. sit, set
 - 2. lie, lay
 - 3. don't, doesn't
 - F. Distinguishing adjectives and adverbs

RECITATION

(See chapter III)

ENGLISH

UNIT II

THE PARTS OF SPEECH

TEST I

I. Place a number before each reason in the right hand column to indicate the sentence in which that particular error is found.

- | | |
|---|--|
| 1. Each of the boys has finished their air-planes | Wrong preposition used
<u>Sit</u> and <u>set</u> confused |
| 2. Who do you choose? | Unnecessary preposition |
| 3. It don't matter. | Agreement of pronoun and antecedent |
| 4. The coffee is to hot. | Past and past participle not understood |
| 5. The blue parasol belongs to Elaine with black stripes. | <u>To</u> , <u>too</u> , and <u>two</u> not understood |
| 6. Please hand me that there knife. | <u>Lie</u> and <u>lay</u> confused |
| 7. This hat is more prettier than that. | Adverb modifying a noun |
| 8. Do you want these kind? | Object and subject pronouns not understood |
| 9. A man and his son works together each day. | Wrong verb tense used |
| 10. The berries taste bitterly. | Misplaced phrase |
| 11. He made it all by himself. | Verb agreement not understood |
| 12. The mens' wives were present. | <u>Don't</u> and <u>doesn't</u> not understood |
| 13. Its a pity that its cover is torn. | Adverb used for adjective |
| 14. They moved to nebraska. | Double comparison |
| 15. She had set down to rest. | Wrong compound pronoun |
| 16. The cloud has laid around the mountain top. | Agreement of adjective and noun |
| | Proper noun not recognized |
| | Possessive sign wrong |
| | Contraction misspelled |

ENGLISH

UNIT II

THE PARTS OF SPEECH

TEST I

17. They done their best.

18. "Walk in my parlor,"
said the spider to
the fly.

19. We walk two miles
yesterday.

20. Where are you going to?

II. Name the part of speech of each word in the following sentences.

1. He swam slowly toward the raft.
2. Alas! What will they do?
3. Aleck told his story, but the curious strangers would not believe him.

III. Underscore the correct word.

1. I have (took, taken) my test.
2. Beth has (went, gone) home.
3. You (saw, seen) that show yesterday.
4. She has (laid, lain) down to rest.
5. He is (laying, lying) on the floor where he always (lies, lays).
6. The hen (sits, sets) on her nest.
7. The hat (set, sat) low on her head.
8. The post was (set, sat) firmly.
9. (To, too, two) miles is (to, too, two) far (to, too, two) walk.
10. It was (he, him).
11. The invitations were sent to James and (she, her).
12. (We boys, us boys) have a cave in the wood.
13. Mother wants you and (I, me).
14. That (sure, surely) was thoughtful.
15. I feel (bad, badly).
16. I am (awfully, very) tired.
17. That dress looks (pretty, prettily) with her dark hair.
18. How many were (to, at) school today?
19. Which of your tonsils is the (sorer, sorest)?
20. The girl and her sister (seem, seems) to enjoy your friendship.
21. You (was, were) not accused.
22. Your opinion and mine (is, are) different.

ENGLISH

UNIT II

THE PARTS OF SPEECH

TEST I

- 23. Each boy must carry (his, their) own knapsack.
- 24. (Those, that) kind of pencils is my choice.
- 25. (It's, its) too bad that you cannot go.

11.	1.	his	pronoun	very	adverb
		own	pronoun	his	adjective
		slowly	adverb	very	adverb
	2.	that	pronoun	that	pronoun
		such	pronoun	is	verb
		will	verb		
	3.	their	pronoun	his	adjective
		loud	verb	curious	adjective
		why	pronoun	strangers	noun
		story	noun	could	verb
		but	conjunction	not	adverb
				believe	verb
				his	pronoun

- | | | | | | | |
|-----|-----|--------|-----------|-----|--------|-------------|
| 11. | 4. | those | pronoun | 16. | surely | adverb |
| | 2. | kind | noun | 17. | bad | adjective |
| | 3. | is | verb | 18. | very | adverb |
| | 4. | my | pronoun | 19. | pretty | adjective |
| | 5. | choice | noun | 20. | at | preposition |
| | 6. | too | adverb | 21. | can | verb |
| | 7. | bad | adjective | 22. | you | pronoun |
| | 8. | that | pronoun | 23. | is | verb |
| | 9. | you | pronoun | 24. | is | verb |
| | 10. | cannot | verb | 25. | is | verb |
| | 11. | go | verb | | | |
| | 12. | is | verb | | | |

ENGLISH

UNIT II

THE PARTS OF SPEECH

TEST I

ANSWERS

I. 18, 15, 20, 1, 17, 4, 16, 6, 2, 19, 5, 9, 3, 10,
7, 11, 8, 14, 12, 13.

II. 1.	he	- pronoun	toward	- preposition
	swam	verb	the	adjective
	slowly	adverb	raft	noun
2.	Alas	- interjection	they	- pronoun
	what	pronoun	do	verb
	will	verb		
3.	Aleck	- noun	the	- adjective
	told	verb	curious	adjective
	his	pronoun	strangers	noun
	story	noun	would	verb
	but	conjunction	not	adverb
			believe	verb
			him	pronoun

III. 1.	taken	14.	surely
2.	gone	15.	bad
3.	saw	16.	very
4.	lain	17.	pretty
5.	lying	18.	at
6.	sits	19.	scorer
7.	sat	20.	seem
8.	set	21.	were
9.	two too to	22.	are
10.	he	23.	his
11.	her	24.	that
12.	We boys	25.	It's
13.	me		

ENGLISH

UNIT II

THE PARTS OF SPEECH

TEST II

I. Place a number before each reason in the right hand column to indicate the sentence in which that particular error is found.

- | | |
|--|--|
| 1. He come to school yesterday late. | Wrong preposition used |
| 2. Sit the plants out in rows. | <u>Sit</u> and <u>set</u> confused |
| 3. Mary and me can do it for you. | Unnecessary preposition |
| 4. I am going, to. | Agreement of pronoun and antecedent |
| 5. I think its time to go to the train. | Past and past participle not understood |
| 6. Divide the melon between the three. | <u>To</u> , <u>too</u> , and <u>two</u> not understood |
| 7. They are traveling by their-selves. | <u>Lie</u> and <u>lay</u> confused |
| 8. Quite a crowd seen the acci-dent. | Adverb modifying a noun |
| 9. Is this notebook hers'? | Object and subject pro-nouns not understood |
| 10. He laid down all day yester-day. | Wrong verb tense used |
| 11. Where's my cap at? | Misplaced phrase |
| 12. I feel badly. | Verb agreement not under-
stood |
| 13. They live on main street. | <u>Don't</u> and <u>doesn't</u> not
understood |
| 14. That is the most beautiful-
fest piece of handwork I
ever saw. | Adverb used for adjective
Double comparison |
| 15. He don't know me. | Wrong compound pronoun |
| 16. Every one brought their lunch. | Agreement of adjective
and noun |
| 17. Take this here fan with you. | |
| 18. The party and the picnic comes
on the same date. | Proper noun not recog-
nized |

ENGLISH

UNIT II

THE PARTS OF SPEECH

TEST II

19. Do you like these sort of pencils? Possessive sign wrong
Contraction misspelled
20. The old man saw the circus with a white beard.

II. Name the part of speech of each word in the following sentences.

1. The water splashed merrily over the rocks and finally reached the brook.
2. Good cooks bake delicious cakes.
3. Stand near and watch the skaters.

III. Underscore the correct word.

1. The letter was (wrote, written) plainly.
2. She (gave, given) each a present.
3. Have you (did, done) your work?
4. She (lies, lays) down to rest every afternoon.
5. The note was (lying, laying) where you (set, sat) by the window.
6. He was (to, too, two) angry to speak.
7. It must have been (she, her).
8. They want (we girls, us girls) to dance.
9. The flowers smell (sweet, sweetly).
10. These are (real, really) pearls.
11. Which of the two boys can swim the (better, best)?
12. Where (was, were) you?
13. Each pupil must do (his, their) own work.
14. A flock of birds (was, were) flying over.
15. (It's, its) leg is broken.

ENGLISH

UNIT II

THE PARTS OF SPEECH

TEST II

ANSWERS

I. 6, 2, 11, 16, 8, 4, 10, 17, 3, 1, 20, 18,
15, 12, 14, 7, 19, 13, 9, 5, 10

II. 1.	The	- adjective	and	- conjunction
	water	noun	finally	adverb
	splashed	verb	reached	verb
	merrily	adverb	the	adjective
	over	preposition	brook	noun
	the	adjective		
	rocks	noun		
2.	Good	- adjective	delicious	- adjective
	cooks	noun	cakes	noun
	bake	verb		
3.	Stand	- verb	watch	- verb
	near	adverb	the	adjective
	and	conjunction	skaters	noun

- III. 1. written
2. gave
3. done
4. lies
5. lying, sat
6. too
7. she
8. us girls
9. sweet
10. real
11. better
12. were
13. his
14. was
15. Its

UNIT III

UNIT III

HOW TO USE THE DICTIONARY

LESSON 1

PURPOSE: To learn how to find words in the dictionary quickly.

INFORMATION

1. Words are placed in the dictionary in alphabetical order.
2. The alphabetical order may be determined by a letter or the middle letter if two or more words have the same beginning.

For example, the word conscience precedes the word conscious because conscience begins with sc.

3. At the top of each page in the dictionary are the page numbers. The heading on page 100 in Webster's New International Dictionary is:

CONSCIENCE

CHAPTER VI

CURRICULUM

UNIT III--HOW TO USE THE DICTIONARY

Assimilative Material

YOUR WORK

- A. Write the letters of the alphabet from 1 to 1.
- B. Arrange the following groups of words in alphabetical order.

truth	anger	conscience
dislike	kind	conscience
signed	hard	conscience
exercise	best	conscience
style	harder	conscience

C. Copy the words in the column on the right on lines in your notebook. Write the words in the column on the left on lines in your notebook.

CONSCIENCE	CONSCIENCE	CONSCIENCE	CONSCIENCE
CONSCIENCE	CONSCIENCE	CONSCIENCE	CONSCIENCE
CONSCIENCE	CONSCIENCE	CONSCIENCE	CONSCIENCE
CONSCIENCE	CONSCIENCE	CONSCIENCE	CONSCIENCE

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON I

PURPOSE: To learn how to find words in the dictionary quickly

INFORMATION

1. Words are placed in the dictionary in alphabetical order.

2. The alphabetical order may be determined by a letter in the middle of a word if two or more words have the same beginning.

For example, the word congratulate precedes the word congress because a comes before e.

3. At the top of each page in the dictionary are two guide words. The heading on page 502 in Webster's New International Dictionary is:

CORN

502

CORNISH

The first guide word is the first word in the first column; the second guide word is the last word in the third column or the last word on the page. If you were looking for the word crescent, one glance at the page should show you that only words beginning with co are found on that page. Words beginning with or would be found on pages that follow.

YOUR WORK

A. Write the letters of the alphabet from l to t.

B. Arrange the following groups of words in alphabetical order:

1	2	3
truth	hedge	monologue
digest	head	monograph
signal	herd	monopolize
narcissus	heed	monosyllable
mystic	hexagon	monoply

C. Copy the heading which would show the page on which the word corps could be found.

CORN

502

CORNISH

CORNISH

503

CORONA

CORONACH

504

CORPORATION

CORPORATION

505

CORREA

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON I

CORREAL

506

CORRESPONDER

D. A secretary of a club writes the roll of the members in alphabetical order. Write the names of your classmates in alphabetical order (last names first). Your teacher will provide you with a list of the names correctly spelled.

Remember that when a name is reversed, a comma is placed between the last and the first name.

uniform	conduct	paper
excursion	condemn	paper
excuse	conductor	pass
relate	condemnation	pass
lamp	conduct	book

Q. Which pair of guide words would check the page on which the word glacier would be found? Write the number of the page.

GLACIER	914	GLIVE
GLIVE	916	GLIBING
GLIBING	918	GLASS
GLASS	917	GLARY
GLARY	919	GLORIA

Q. Write the names of ten of your friends in alphabetical order, last name first.

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON I A

PURPOSE: To learn how to find words in the dictionary quickly

INFORMATION

(See lesson 1)

YOUR WORK

A. Write the letters of the alphabet from c to k.

B. Arrange the following groups of words in alphabetical order:

1	2	3
uniform	conduct	pagan
examine	condole	paper
accept	conductor	pad
relate	condition	palm
hemp	conduit	pack

C. Which pair of guide words would show the page on which the word glacier could be found? Write the number of the page.

GIRT	914	GIVE
GIVE	915	GLADIUS
GLADLESS	916	GLASS
GLASS	917	GLEAN
GLEAN	918	GLIOMA

D. Write the names of ten of your friends in alphabetical order, last name first.

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON II

PURPOSE: To know correct pronunciations

INFORMATION

1. When a word first appears in the dictionary, it is printed in very black type and is correctly spelled in syllables.

De part ment

2. Each syllable usually contains a vowel sound. The letters a, e, i, o, u, and sometimes w and y are vowels.

3. These letters have more than one vowel sound. Small symbols indicate the different sounds of a letter.

ā ū â ä ä ä ä

4. A page in the dictionary (usually in the front) explains these symbols. This page has a title; as,

Key To Pronunciation
Guide To Pronunciation

5. In parenthesis immediately following the correct spelling, the correct pronunciation of the word is shown. The word is respelled according to sound, silent letters are omitted, and the symbols for the letters are added.

Cy press (sī prēs)

6. When the first part of several words is similar, the explanation of the pronunciation of that part is given for the first word only.

Ar bi trate (är bī trät)
Ar bi tra tion (trä shün)
Ar bi tra tor (tēr)

7. The syllable receiving the most emphasis is marked with a heavy accent mark.

Ad dress'

This word is pronounced a dress' and not ad' dress.

8. Some words have more than one correct pronunciation. The first one is the preferred pronunciation.

To ma' to (tō mā' tō or tō mā' tō)

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON II

YOUR WORK

A. Find the guide or key to pronunciation in your dictionary. Copy the number of the page on which you find it in Webster's New International Dictionary.

B. Copy from a dictionary the correct spelling (in syllables) and pronunciation for the following words:

- | | |
|----------------|-----------------|
| 1. bouquet | 7. illustrate |
| 2. dictionary | 8. illustration |
| 3. mischief | 9. recess |
| 4. mischievous | 10. calf |
| 5. admire | 11. aviator |
| 6. admirable | 12. aviation |

C. Do you speak these words correctly? Study the symbols and practice pronouncing each word.

When you feel sure that you can pronounce them correctly, ask your teacher to listen.

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON II A

PURPOSE: To know correct pronunciations

INFORMATION

(See lesson II)

YOUR WORK

A. The following words are often mispronounced. Copy from a dictionary the correct spelling and pronunciation of each word.

1. often
2. athlete
3. alternately
4. secretary
5. employ
6. address
7. handkerchief
8. library
9. divide
10. preface

B. Practice the pronunciation of each word. When you feel sure you can pronounce them correctly, ask your teacher to hear you pronounce them.

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON III

PURPOSE: To understand the meaning of abbreviations commonly used in the dictionary.

INFORMATION

1. Abbreviations are used in the dictionary to save space.
2. Some of the abbreviations are alike in all dictionaries.
3. On a page in the front or the back of each dictionary is a list of all the abbreviations used in that volume.

YOUR WORK

A. Find the page that explains the abbreviations used in your dictionary.

On what page in Webster's New International Dictionary are the abbreviations explained?

B. You should know the meaning of commonly used abbreviations so that you need not turn to the list each time you use the dictionary.

Find the meaning of these abbreviations:

syn.	obs.
colloq.	F.
p.p.	L.
pl.	AS.
n.	cf.
a.	fr.
v.	adv.

C. When you have checked your list for accuracy, learn the fourteen abbreviations and their meanings. You will save time later by doing so. Remember to place a period after each abbreviation you write.

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON IV

PURPOSE: To learn how to find information about a noun
INFORMATION

1. When you learn how to use the dictionary, it will be very helpful to you when you study. A paragraph in history or civics may not be clear because you do not understand the meaning of an important word.

2. Notice the way in which an unabridged dictionary gives the information for this noun that you know well.

Pro tec tion (pró ték' shun), — { spelling
pronunciation
part of speech
derivation

n. [L. protectio; cf. F. protection]

1. The act of protecting, or the state of being protected; preservation from loss, injury, or annoyance; defense; shelter; as the weak need protection.

2. That which protects or preserves from injury; a defense; a shield; a refuge.

Let them rise up and be your protection. Deut. XXXII. 38

3. A writing that protects or secures from molestation or arrest; a pass; a safe conduct; a passport.

4. (Econ.) A theory, or policy, of protecting the producers in a country from foreign competition in the home market by the imposition of such discriminating duties on goods of foreign production as will restrict or prevent their importation; -opposed to free trade.

Syn. preservation; defense; guard; shelter; refuge; security; — synonyms
safety.

meaning (and examples)

3. If the plural of the noun does not end in s, the plural is shown as

brib'er y (brīb'ēr' y), n. pl. briberies (iz).

4. "L. protectio; cf F. protection" means that the word may have entered our language from the Latin or the

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON IV

French language, and if you are interested, you are to compare (cf.) those two sources.

5. A word may have more than one meaning. If it has, the dictionary will list the meanings and often give examples. If a meaning is no longer used, the abbreviation obs. follows.

6. Synonyms are words very nearly alike in meaning. Sometimes the list of synonyms is followed by a paragraph stating just how the words differ. For example, the synonyms listed for the word adversary are: enemy, opponent, antagonist. The paragraph follows:

Enemy is the only one of the words which necessarily implies a state of personal hostility. Men may be adversaries, antagonists, or opponents to each other in certain respects, and yet have no feelings of personal animosity. An adversary may be simply one who is placed for a time in a hostile position as in a lawsuit, or an argument. An opponent is one who is ranged against another (perhaps passively) on the opposing side: as a political opponent, an opponent in debate. An antagonist is one who struggles against another with active effort, either in a literal fight or in verbal debate.

YOUR WORK

A. Find the word protection in an unabridged dictionary. Notice the arrangement. Now look for the same word in an abridged dictionary. How does the explanation differ?

B. 1. What is the meaning of the abbreviation Econ. at the beginning of the fourth meaning of protection?

2. Which meaning of protection is used in this sentence?

Piles of snowballs lay behind the protection which the boys built.

C. What derivation do these words have?

chauffeur shepherd chronicle gull paternal

D. Explain the derivation of the word two:

two [A.S. twa akin to G. zwei, Ir. & Gael da, L. duo, Gr. δύο.]

E. What is the plural of the following nouns?

whEEP caput hostility memento session

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON IV

F. Explain the meaning of the words and abbreviations in the brackets after the following:

1. Shingle, n., sign for an office or shop.
[Jocose, U. S.]
2. Burthen, burden [Archaic]
3. Grub, victuals; food [slang]
4. Facility, flexibility [R.]
5. Facetious, elegant [Obs.]

G. Read the discussion of the synonyms for the word difficulty. Jot down the difference in the meaning.

H. In Webster's New International Dictionary the following underscored words have several meanings. Copy for each word the number of the meaning used in the following sentences.

1. Mr. Braman has resigned his position as teller of the bank.
2. A small packet was seen nearing the shore.
3. The class is making splendid preparation for the program.

I. What is the difference in the meaning of these two nouns pronounced alike?

calendar

calender

J. How many correct ways of pronouncing the word advertisement are there?

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON IV A

PURPOSE: To learn how to find information about a noun

INFORMATION

(See lesson IV)

YOUR WORK

- A. (1) From what languages were these words derived?
rag boudoir pygmy ship octopus
(2) Explain the following: Me [AS; akin to G. mich
L. me, Gr $\mu\epsilon'$]
- B. Find the plural of the following nouns:
legume facility elf chief radio
- C. What help do the words and abbreviations in the brackets give you?
(1) Deliverance, n. An utterance [Archaic]
(2) Rout, N. A troop [Obs.]
(3) Steerage. The stern [R.]
(4) Folks. The persons in one's own family [Colloq.
New Eng.]
- D. Write the meaning of each synonym for the word list.
- E. Which meaning in the dictionary corresponds to the meaning of each underscored word? (Webster's New International)
- (1) The book was printed in the type called pearl.
(2) How many cases of diphtheria are there in the town?
(3) Write me a line soon.
- F. What is the difference in the meaning of these two nouns that are pronounced alike?

current

currant

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON V

PURPOSE: To understand how to find information about a verb

INFORMATION

1. To use a verb correctly, you must know its principal parts. When you are in doubt about the principal parts of a verb, consult the dictionary.

2. Study this illustration from Webster's Collegiate Dictionary (an abridged dictionary).

For give (^vgĭv'), v. t. [^{pret} gave (^{gā}v); p.p. given (^{gĭv}'n); p.pr. & vb. n. giving. [AS. forġiefan; pref. for ġiefan, ġifan, to ġive.]

1. To give up resentment or claim to requital for an offense or wrong; to pardon.

2. To cease to feel resentment against (a person) for wrong committed; absolve; pardon. v.i. To grant forgiveness

{ spelling
 { pronunciation
 — part of speech
 — principal parts

— derivation

} — meanings

— synonyms

Syn. See excuse

- 3. v.t. transitive verb, a verb that is followed by an object
- v.i. intransitive verb, a verb that is not followed by an object

- 4. pret. preterit which is a Latin term for past tense or past time (same as imperfect)
- p.p. past participle
- p.pr. & vb. n. present participle and verbal noun or the ing- form of the verb

The principal parts of the verb forgive then are:
forgive forgave forgiven

5. The word forgive was derived from an Anglo-Saxon word meaning give (ġiefan). The prefix for was added.

6. The unabridged dictionary saves space by asking you to turn to the word excuse for the synonyms. There you will find the list of synonyms and a discussion of their meaning.

7. If the forms for the past and past participle are not given, you are to take it for granted that the verb is regular, that is, the past and past participle end in ed.

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON V

Example: Walk (wak); v.i. [AS. wealcan to roam]
I. To move along on foot.

Since the principal parts are not given before the derivation, the verb is regular. Therefore, the principal parts are:

walk walked walked

YOUR WORK

A. Why is the pronunciation of only one syllable given for the word forgive?

B. Copy from the following the verbs which can be both transitive and intransitive:

arise deposit endure bite depend

C. Write the principal parts of the following verbs commonly misused. Consult the dictionary for proof.

climb burst hang (to execute) lie (to recline)
bring

D. (1) Why is the following sentence incorrect?

The policeman suspicioned him.

(2) Write the sentence correctly.

E. (1) What is the ninth meaning for the word regard in Webster's New International Dictionary?

(2) Write one synonym for the word entreat.

(3) Is the word freeze used as a transitive or an intransitive verb in the following sentence?

An early frost will freeze the fruit.

F. Explain the following:

(1) Get [imp. Got (gŏt) (Obs. Gat (găt); p.p. Got (obsolescent Gotten (got t'n).]

(2) Fix. To repair. [Colloq. U.S.]

(3) Bull'doze (dōz), v.t. To coerce by violence
[Slang, U.S.]

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON V A

PURPOSE: To understand how to find information about a verb

INFORMATION

(See lesson V)

YOUR WORK

A. Which of the following verbs are intransitive verbs only:

perforate annihilate sit petition be

B. Are you sure of the principal parts of the following verbs? Find them in the dictionary.

drag set prove sow beat

C. (1) Why is the word enthuse wrong in this sentence?

The game did not enthuse me.

(2) Correct the sentence.

D. (1) Is swing transitive or intransitive in the following sentence?

The child can swing high.

(2) Write one synonym of the verb extol.

(3) Copy the first meaning of the verb demand from Webster's New International Dictionary.

E. Explain the underscored words in the following:

(1) Calculate. To think. [Local U. S.]

(2) Ain't. A colloquial contraction for are not.

(3) Shake [imp. Shook (shook)]; p.p. Shaken (shak'n) (Shook, obs.); p.pr. & vb.n. Shaking]

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON VI

PURPOSE: To understand how to find information about adjectives and adverbs

INFORMATION

1. If you are confused as to whether a word is an adjective or adverb, consult your dictionary.

2. Since an adjective and an adverb are so often alike, they are placed in the same paragraph in the dictionary. Study this example from Webster's Collegiate Dictionary:

Lu'cid (lū'sid), a. [L. lucidus, fr. lux, lucis, light.]
1. Shining; bright; 2. Clear; transparent. 3. Designating or characterized by, a sane or normal state of the faculties. 4. Easily understood; clear.

Syn. Luminous, same. See transparent, Clear. **Lucidly**, adv.

{ spelling
pronunciation
— part of speech
— derivation

— meanings

— synonyms
— adverb

3. The pronunciation of the adverb is similar to the adjective. The meaning is practically the same, but the use is different.

Example:

YOUR WORK

A. What would be the synonyms for lucidly?

B. Find three synonyms for each of the following adjectives:

ignorant adjacent enormous languid dilatory

C. (1) Why are the following underscored adjectives incorrect?

- (a) That was an awful mistake.
- (b) I had a keen time.

(2) Substitute an adjective that is correct.

D. (1) Are the following underscored adjectives used correctly?

- (a) I am real tired.
- (b) Sure I'll go.
- (c) I feel some better now.

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON VI

(2) Correct each sentence if it is necessary.

E. Are there adverbs that are similar in spelling to the following adjectives? If so, what are they?

inactive
good
bad
old
pretty
first
brutal

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON VI A

PURPOSE: To understand how to find information about adjectives and adverbs

INFORMATION

(See lesson VI)

YOUR WORK

A. Write after each word the part of speech and three synonyms.

- (a) impious
- (2) garrulous
- (3) explicitly
- (4) hostile
- (5) heartily
- (6) listlessly
- (7) jolly

B. (1) Why are the following underscored adjectives incorrect?

- (a) We had a swell time at the party.
- (b) She is light complected.
- (c) You did fine.
- (d) That old man is grouchy.

(2) Suggest an adjective for each that would be correct.

C. Write the pronunciation of the following adverbs.

- sincerely
- athletically
- ludicrously
- prettily
- gayly

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON VII

PURPOSE: To use the dictionary as a helpful reference

INFORMATION

1. An unabridged dictionary contains much valuable information besides explanation of words. For example, in Webster's New International Dictionary, several pages are devoted to the history of the English language.

This additional material is usually placed in the front and the back of the dictionary.

2. Dictionaries by different authors vary a little in the method of word explanation. For example, Funk and Wagnall's Dictionary places the guide words in the corner of the page, instead of at the top of the page as in Webster's Dictionary.

3. As a person grows older, his vocabulary should grow so that he can express his thought in a clear pleasing manner and can understand the written and spoken language of others. New words should be learned frequently.

4. To make a new word your own, you must know its spelling, pronunciation, meaning, and use. Then if you purposely use it several times in talking or writing, its newness disappears.

YOUR WORK

A. List the subjects of the articles of information found in the front and the back of Webster's new International Dictionary.

B. Funk and Wagnalls New Standard Dictionary has two systems of giving pronunciations. Which is the same as the one used in Webster's Dictionaries?

C. Suppose the following sentence occurred in your history. Unless you knew the meaning of the underscored word, you would not know the complete meaning of the sentence. Find its meaning.

"This agrarian law, though well intentioned, did not go to the root of the real difficulty."

D. In the story, "The Sire de Maletroit's Door", the description of Sire de Maletroit begins,

"On a high chair beside the chimney, and directly

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON VII

facing Denis as he entered, sat a little old gentleman in a fur tippet."

You can not picture him as you should unless you know the meaning of the word tippet. Find its meaning.

E. What different parts of speech may the following words be:

less

left

F. (1) What must you know about a word before it is really your own?

(2) If you have added a word to your vocabulary recently, name it.

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON VII A

PURPOSE: To use the dictionary as a helpful reference

INFORMATION

(See lesson VII)

YOUR WORK

A. List the subjects of the articles of information found in the front and the back of Funk and Wagnalls New Standard Dictionary.

B. How does the top of the page in Funk and Wagnall's Dictionaries differ from that in Webster's Dictionaries?

C. Find the meaning of the underscored word in this sentence from a history text.

"The wealth of Carthage enabled her to raise huge armies of mercenary soldiers and to build warships which in size, number, and equipment surpassed those of any other Mediterranean state."

D. In the story "The Gold Bug" is this sentence:

"In these excursions he was usually accompanied by an old negro, called Jupiter, who had been manumitted before the reverses of the family."

Copy and supply a synonym for the underscored word.

E. What different parts of speech may the following words be?

more

fly

F. If you wish to add a new word to your vocabulary, what must you know about that word?

I. Why should a person refer to the dictionary intelligently?

II. Arrange the following words in alphabetical order:

- | | |
|--------------|----------------|
| 1. ask | 11. Indian |
| 2. available | 12. remain |
| 3. down | 13. advice |
| 4. ellipse | 14. work |
| 5. viewed | 15. advise |
| 6. furnish | 16. thin |
| 7. active | 17. ellipsoid |
| 8. all | 18. elliptical |
| 9. navy | 19. beamy |
| 10. scout | 20. continue |

III. Copy the preferred pronunciation for the word spirit.

IV. (a) What do the following lines mean?

CHAPTER VI (CONTINUED)

UNIT III--HOW TO USE THE DICTIONARY

Helps for the Teacher

(b) For each of these words, give the correct pronunciation.

V. In what way do the following words differ in meaning? Give the dictionary page number for each word.

VI. (a) Are the following words of the following words correct? If wrong, show the error, write the correct form.

- | | | |
|----------|----------|----------|
| 1. down | 2. down | 3. down |
| 4. down | 5. down | 6. down |
| 7. down | 8. down | 9. down |
| 10. down | 11. down | 12. down |

(b) Copy the following words as they are written.

VII. (a) Find the synonyms for each of these adverbs.
(b) Give the pronunciation of the same adverbs.
(c) Write the antonyms for each of these adverbs.

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

PRETEST

I. Why should a person know how to use the dictionary intelligently?

II. Arrange the following words in alphabetical order:

- | | |
|--------------|----------------|
| 1. hawk | 11. Indian |
| 2. prostrate | 12. harness |
| 3. scowl | 13. ellipse |
| 4. ellipsis | 14. work |
| 5. violent | 15. device |
| 6. furnish | 16. chin |
| 7. motive | 17. ellipsoid |
| 8. ell | 18. elliptical |
| 9. hasty | 19. balmy |
| 10. scout | 20. acclimate |

III. Copy the preferred pronunciation for the word neither.

IV. (a) What do the following lines mean?

1. Freeze, n. [A congealing (Colloq.)]
2. Hide, v. t. [Imp. Hid; p.p. Hidden, Hid; p.pr. & vb. n. Hiding.]
3. Night [A.S. neaht; skin to D. & G. nacht, L. nox, GR. νύξ]
4. Nocturn [F. nocturne fr. L nocturnus]

(b) For what do these abbreviations stand?

cf. obs. syn. a.

V. In what six divisions does an unabridged dictionary give the information about a word? Explain for the noun poison.

VI. (a) Are the principal parts of the following verbs correct? If there is any error, write the correct forms.

leave	leaved	leaved
drown	drowned	drowned
kidnap	kidnapped	kidnaping
paw	pawed	pawed
rumbled	rumbled	rumbled

(b) May the following two words be verbs?

egg suicide

VII. (a) Find two synonyms for each of these adverbs:

suavely ludicrously passively

(b) Write the pronunciation of the three adverbs in (a).

(c) Which of the following words are adverbs?

almost lovely well some beastly

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

PRETEST

VIII. (a) Which word in the parenthesis gives the exact meaning?

1. (A rejoinder
An answer
A reply)
formal invitation was received.

2. Mr. Ranson is very (prosperous
fortunate
successful)
for oil was discovered on his farm.

3. The work was pleasant and easy, but so many hours were required that it became (tedious
wearisome
irksome)

(b) How many parts of speech may these words be?
like space except

(c) What is the plural of the following nouns?
spadix souvenir

(d) What four things must you know about a word before you can add it to your vocabulary?

(e) Rewrite the meaning of the following paragraph in your own words:

"Circumstances, and a certain bias of mind, have led me to take interest in such riddles, and it may be doubted whether human ingenuity can construct an enigma of the kind which human ingenuity may not, by proper application, resolve."

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

PRETEST

ANSWERS

I. A person should know how to use the dictionary intelligently so that he may be independent in finding information about words.

II. acclimate	harness
balmy	hasty
chin	hawk
device	Indian
ell	motive
furnish	prostrate
ellipse	scout
ellipsis	scowl
ellipsoid	violent
elliptical	work

III. (nē' thēr)

- IV. (a) 1. Freeze, noun. The meaning "A congealing" is used in informal discourse only
2. Hide, verb transitive (takes an object). The principal parts are: hide (present)
hid (past)
hidden or hid (past participle). The ing-form is hiding.
3. The word night was derived from the Anglo-Saxon word neah which is similar to the Dutch and German word nacht, the Latin word nox, and the Greek word νύξ.
4. The word nocturn was derived from the French word nocturne which came from the Latin word nocturnus.
- (b) cf. - compare syn. - synonym
obs. - obsolete a. - adjective

V. spelling	poi'son
pronunciation	(poi'z'n)
part of speech	noun
derivation	French
meaning	1. A potion; esp., a potion containing a noxious or deadly ingredient; also such an ingredient. (out of use.) 2. Any agent which introduced into the animal organism may produce a morbid, noxious or deadly effect.

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

PRETEST

3. That which taints or destroys moral purity, character, or the public welfare, as, the poison of evil example.

4. The poison bush. (used informally in Australia) Syn.-Venom, bane, pest, virus, malignity.

synonyms -

VI. (a)	leaved	leaved	leaved
	drown	<u>drowned</u>	drowned
	kidnap	<u>kidnapped</u>	<u>kidnapped</u>
		or kidnaped	or kidnaped
	paw	pawed	pawed
	rumbled	rumbled	rumbled

(b) egg - a verb
suicide - a noun

VII. (a) suāvely - sweetly, pleasantly, or graciously, blandly
ludicrously - ridiculously, comically or sportively
passively - inactively, inertly, or submissively, patiently

(b) (swāv'li or swāv'li)
(lū'di krūs li)
(pās'siv li)

(c) almost well

VIII. (a) 1. reply
2. fortunate
3. tedious

(b) like - a., n., adv., v., prep.
space - n., v.
except - c., prep., conj.

(c) spadices or spadixes
souvenirs

(d) spelling
pronunciation
meaning
use

(e) (paragraph rewritten)

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY PRESENTATION
LESSON

INTRODUCTORY DISCUSSION

In writing a letter or composition, have you ever had the experience of writing a word that looked strange and wondering whether or not it was spelled correctly? How did you find out?

Asked some one }
Used the dictionary } — Probable answers

If there had been no one near to ask, you would have been helpless unless you had known how to use the dictionary. If you know how to use the dictionary, you need not bother nor depend on father, mother, or the nearest person to learn the spelling or meaning of a word. You can be independent in finding the information for yourself.

PRESENTATION

The dictionary gives six divisions of information about a word:

1. Correct spelling
2. Pronunciation
3. Part of speech
4. Derivation
5. Meaning
6. Synonyms (if any)

The derivation of a word tells the name of the language from which we received it. The derivation of most of our words is Anglo-Saxon or early English, but many words are from the Latin language and some from the French.

Not all of the six divisions of information will be found in every dictionary, since all dictionaries are not the same size. A large dictionary which gives all the information possible about each word is called an unabridged dictionary. The prefix un means not and abridged means shortened; unabridged then means not shortened. This is an unabridged dictionary. (Show an unabridged dictionary)

All smaller dictionaries which do not give all the information possible about each word are called abridged dictionaries. Abridged means shortened. Abridged dictionaries have fewer words, express the meaning in fewer words, and often omit the derivation and synonyms entirely.

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY PRESENTATION
LESSON

This is the largest abridged dictionary (exhibit), and this pocket dictionary (exhibit) one of the smallest abridged dictionaries. A dictionary that is too small is not helpful for too much is omitted.

SUMMARY

1. Why should every person know how to use a dictionary?
2. What six divisions of information may be found about each word in an unabridged dictionary?
3. What two kinds of dictionaries are there?
4. Which kind contains the largest number of words and gives all the information possible about each word?
5. Why is it best not to buy a very small dictionary?

ASSIGNMENT

At the close of this presentation ask the pupils to tell what they have learned in carefully written paragraphs.

Re-present the material to those in the class who show by their written summaries that they have not comprehended.

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON I

PURPOSE: To learn how to find words in the dictionary quickly

ANSWERS

A. l m n o p q r s t

B. 1	2	3
digest	head	monograph
mystic	hedge	monologue
narcissus	heed	monoply
signal	herd	monopolize
truth	hexagon	monosyllable

C. CORPORATION 505 CORREA

D. (Ask permission of your teacher to see the class roll.)

UNIT III

HOW TO USE THE DICTIONARY

LESSON I A

PURPOSE: To learn how to find words in the dictionary quickly

ANSWERS

A. c d e f g h i j k

B. accept	condole	pack
examine	condition	pad
hemp	conduct	pagan
relate	conductor	palm
uniform	conduit	paper

C. 915

D. (Ask your teacher to check this exercise for you.)

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON II

PURPOSE: To know correct pronunciations

ANSWERS

A. xxxvii

- B. 1. bouquet (bōō kâ')
2. dictionary (dīk' shūn ā rī)
3. mischievous (mīs' chī vūs)
4. mischievous (mīs' chī vūs)
5. admire (ād mīr')
6. admirable (ād' mī rā b'l)
7. illustrate (ī lūs' trāt or īl' ūs trāt)
8. illustration (īl ūs trā' shūn)
9. recess (rē sēs')
10. calf (kāf)
11. aviator (ā' vī ā tēr)
12. aviation (ā' vī ā' shūn)

C. (Oral pronunciation)

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON II A

PURPOSE: To know correct pronunciations

ANSWERS

- A. 1. of ten (ɔf 'tɛn)
2. athlete (ə'th'li:t)
3. alternately (əl'tɜ:nə'ti:lɪ)
4. secretary (sek'retəri)
5. employ (əm'plɔɪ)
6. address (ə'dres)
7. handkerchief (hæ'nkətʃɪf)
8. library (lɪ'brəri)
9. divide (dɪ'vaɪd)
10. preface (prɛ'fæs)

B. (Oral pronunciation)

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON III

PURPOSE: To understand the meaning of abbreviations commonly used in the dictionary

ANSWERS

A. lxxx

B. colloq.- colloquial (used in informal discourse as conversation)

syn. - synonym (a word nearly alike in meaning)

p.p. - past participle (of a verb)

pl. - plural

n. - noun

a. - adjective

v. - verb

obs. - obsolete (out of use)

F. - French

L. - Latin

AS. - Anglo Saxon

cf. - compare

fr. - from

adv. - adverb

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON IV

PURPOSE: To learn how to find information about a noun

ANSWERS

A. The explanation is shorter. The derivation and synonyms may be omitted.

B. (1) Meaning 4 applies to the study of political economy.
(2) 2

C. chauffeur - French
shepherd - Anglo-Saxon Middle English
chronicle - Middle English, Old French, French,
Latin from the Greek
gull - Celtic
paternal - Latin

D. The word two was derived from the Anglo-Saxon word two which is like the German word zwei, the Irish and Gaelic word da, the Latin word duo and the Greek word δύο

E. (1) sheep, capita, hostilities, mementos, sessions
(2) acts of warfare

F. Jocose, U.S. - used in jesting in the United States
Archaic - an old fashioned word no longer used
Slang - not used by cultured people
R. - not used very often, or rare
Obsolete - out of use

G. difficulty - requires skill to overcome
hindrance - that which checks progress or movement
obstacle }
obstruction } - that which retards action

H. (1) - 2f
(2) - 3
(3) - 1

I. calendar - an orderly arrangement of divisions of time
calender - a machine for smoothing paper

J. 2

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON IV A

PURPOSE: To learn how to find information about a noun

ANSWERS

- A. (1) rage - Old English
boudoir - French
pygmy - Greek or Latin
ship - Anglo-Saxon
octopus - Latin
(2) Me was derived from an Anglo-Saxon word which is like the German word mich, Latin word me and the Greek word με
- B. legumes facilities elves chiefs radios
- C. (1) The meaning "an utterance" is no longer used.
(2) The meaning "a troop" is out of use.
(3) The meaning "the stern" is rare or seldom used.
(4) The meaning "the persons in one's own family" is used in conversation in New England.
- E. list - series of names
roll - names of members
catalogue - names of articles in order
register - that in which records are kept
inventory - names of articles in a store
schedule - formal list for business purposes
- F. (1) 6
(2) 4 (first n.)
(3) 15b
- G. current - a stream
currant - a fruit

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON V

PURPOSE: To understand how to find information about a verb

ANSWERS

A. The pronunciation of the prefix for had been given in preceding words.

B. deposit endure bite depend

C. climb climbed climbed
burst burst burst
hang hanged hanged
lie lay lain
bring brought brought

D. (1) Suspicion cannot be used as a verb.
(2) The policeman suspected him.

E. (1) To look upon, as in a certain relation; to regard one as a friend.

(2) beg or beseech, solicit, implore, supplicate
(3) transitive

F. (1) The past of the verb get is got, pronounced gŏt. The form gat is no longer used. The past participle is got. The form gotten is obsolescent or going out of use.

(2) The meaning "to repair" of the verb fix is used in the United States informally only.

(3) Bulldoze is a transitive verb, meaning to coerce by violence. This meaning is slang; that is, it is not used by cultured people. It is used mostly in the United States.

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON V A

PURPOSE: To understand how to find information about a verb

ANSWERS

A. Be

B. drag	dragged	dragged
set	set	set
prove	proved	proved
sow	sowed	sown
beat	beat	beat

C. (1) Enthuse cannot be used as a verb.

(2) I was not enthusiastic about the game.

D. (1) intransitive

(2) praise or applaud, commend, celebrate, glorify

(3) To ask or call for authority; to claim as due; as, to demand payment for debt.

E. (1) The meaning is used in certain sections of the United States only.

(2) Colloquial means that the word is used informally.

(3) The past participle shook is obsolete or out of use.

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON VI

PURPOSE: To understand how to find information about adjectives and adverbs

ANSWERS

- A. brightly, clearly, sanely
- B. ignorant, unlearned, untaught, unenlightened, or illiterate, unlettered, uninformed
- adjacent- immense, excessive, huge, or vast, immoderate, prodigious, monstrous
- languid- feeble, weak, heavy, or dull, heartless
- dilatory- slow, delaying, sluggish, or inactive, loitering, behindhand, backward, procrastinating
- C. (1) (a) The meaning of awful in (a) is slang. Use serious, or disastrous.
(b) Keen means sharp and cannot describe time.
- (2) Use gay, lively, merry, pleasant or exciting.
- D. (1) An adjective cannot modify an adjective.
I am very tired. Very is an adverb.
- (2) An adjective cannot modify an adverb.
Surely I'll go.
- (3) An adjective cannot modify an adjective.
I feel somewhat better now.
- E. inactive - inactively
good
bad - badly
old
pretty - prettily
first - firstly
brutal - brutally

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON VI A

PURPOSE: To understand how to find information about adjectives and adverbs

ANSWERS

- A. (1) adj. - irreligious, profane, ungodly
(2) adj. - talkative, loquacious, noisy
(3) adv. - clearly, plainly, openly, or unreservedly
(4) adj. - antagonistic, opposed, adverse, or opposite, contrary, repugnant
(5) adv. - cordially, sincerely, earnestly, or warmly, zealously, ardently, eagerly, actively, vigorously
(6) adv. - heedlessly, carelessly, languidly, or indolently
(7) adj. - merry, jovial, lively, or pleasant

- B. (1)
(a) Swell is slang.
(b) Complexed means interwoven.
(c) Fine is not an adverb.
(d) Grouchy is slang.
- (2)
(a) merry, pleasant, happy
(b) complexioned
(c) well
(d) cross, ill-tempered

- C. (sĭn sĕr lĭ)
(ăth lĕt' i kăl lĭ)
(lū' dĭ krūs lĭ)
(prĭt' tĭ lĭ)
(gā' lĭ)

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON VII

PURPOSE: To use the dictionary as a helpful reference

ANSWERS

- A. Authors and Works Quoted
A Brief History of the English Language
New Words
Orthography
Pronunciation of Foreign Names
Population of places in the United States having
more than 5000 inhabitants
Geographical Dictionary
A Pronouncing Biographical Dictionary
Arbitrary Signs used in Writing and Printing
Pictorial Illustrations

- B. Second

- C. Pertaining to land

- D. Cape covering the neck and shoulders

- E. less - adv. n., v.
left - adj., v. n.

- F. (1) spelling
pronunciation
part of speech
meaning
use

(2) A newly acquired word

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

LESSON VII A

PURPOSE: To use the dictionary as a helpful reference

ANSWERS

- A. Spelling and Pronunciation
Method of Compounding Words
Foreign Language Chart
Key to Abbreviations
- Disputed Pronunciations
Glossary of Foreign Words, Phrases, etc.
Statistics of Population of the World
- B. A part of the key to pronunciation is printed at the top of the page and the guide words appear in the corner.
- C. Hired soldiers
- D. "In these excursions he was usually accompanied by an old negro, called Jupiter, who had been freed before the reverses of the family."
- E. more - adv., n., adj.
fly - adj., v., n.
- F. spelling
pronunciation
part of speech
meaning
use

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

ORGANIZATION
and
RECITATION

ORGANIZATION

An outline similar to the following should result from the discussion and summary of the assimilative material.

How to Use the Dictionary

- I. Reasons for studying the dictionary.
 - A. To secure reliable information
 - B. To increase one's vocabulary
 - C. To gain independence

- II. Kinds of dictionary
 - A. Unabridged
 - B. Abridged

- III. Contents of the dictionary
 - A. Information about words
 - 1. Spelling
 - 2. Pronunciation
 - 3. Part of speech
 - 4. Derivation
 - 5. Meaning
 - 6. Synonyms
 - B. Reference material

- IV. Use of the dictionary
 - A. In composition work
 - B. In reading
 - C. In correcting speech

RECITATION

(See chapter III)

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

TEST I

I. Why should a person know how to use the dictionary intelligently? Answer in a complete sentence.

II. Place these words in alphabetical order;

- | | |
|----------------|---------------|
| 1. treat | 11. cavity |
| 2. possible | 12. stipulate |
| 3. regent | 13. balm |
| 4. nutrient | 14. reformer |
| 5. stipulation | 15. anecdote |
| 6. poor | 16. rear |
| 7. stipulator | 17. amuse |
| 8. refusal | 18. stipule |
| 9. interview | 19. unhappy |
| 10. dock | 20. yellow |

III. (a) Copy carefully the full pronunciation for the word stenographical.

(b) Write the word notary in syllables and mark the accent.

(c) How many correct pronunciations are there for the noun envelope?

(d) What is the plural of zero?

(e) What difference does a change of accent make in the word convert?

(f) What is the preferred pronunciation of the word apricot?

IV. (a) What information do these lines from the dictionary contain?

(1) Queer. a. 2. Mysterious; questionable [Colloq.]

(2) Love. N. [AS. lufe; akin to L. Lubet]

(3) Drink v. i. t. [Imp. Drank; p.p. Drunk, Drunken; p. pr. & vb. n. Drinking.]

(b) What do these abbreviations stand for?

obs. pl. fr.

V. (a) The information which an unabridged dictionary gives about each word usually contains six divisions. What are they?

Use Webster's New International Dictionary and copy the information after each division for the word slipper. (Copy only one meaning, the one most frequently used.)

(b) Explain "cf. 1st pump" after the second meaning.

(c) On what page was the word slipper found?

(d) How many meanings are given?

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

TEST I

ANSWERS

I. A person should know to use the dictionary intelligently so that he may be independent in finding information about words.

- | | | |
|-----|--------------|-----------------|
| II. | 1. amuse | 11. reformer |
| | 2. anecdote | 12. refusal |
| | 3. balm | 13. regent |
| | 4. cavity | 14. stipulate |
| | 5. dock | 15. stipulation |
| | 6. interview | 16. stipulator |
| | 7. nutrient | 17. stipule |
| | 8. poor | 18. treat |
| | 9. possible | 19. unhappy |
| | 10. rear | 20. yellow |

- III. (a) stěn ō grăf' i kal
 (b) nŏ'ta ry
 (c) 3
 (d) zeros or zeroes
 (e) con'vert - noun
 (f) con'vert' - verb
 (g) a'pri kot

IV. (a) The word queer is an adjective. The second meaning is used only in informal conversation.

(b) The word love is a noun. It was derived from the Anglo-Saxon word lufe which is like the Latin word lubet.

(c) The word drink is a verb intransitive or transitive, (may be used with or without an object). The principal parts are:

present	past	past participle
drink	drank	drunk or drunken

The ing-form of the word is: drinking.

- (d) obs. - obsolete (out of use)
 pl. - plural
 fr. - from

- | | | |
|-----------------|---|--|
| V. (a) spelling | - | slip'per |
| pronunciation | - | slip'ēr |
| part of speech | - | noun |
| derivation | - | [As. slipur] |
| meaning | - | A kind of light shoe, often and typically one which may be slipped on with ease and worn in undress, but often an elaborate one worn |

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

TEST I

synonym	with evening dress.
-	None given

(b) Compare the second meaning of slipper with the first meaning of the word pump.

(c) 1975

(d) 6

(e) The last meaning applies to a piece of machinery.

VI.

(a) tread	trod	trodden or trod
recognize	recognized	recognized

(b) treading
recognizing
keeping

(c) all three

(d) acknowledge, allow, or own, concede

(e) manner or style of stepping

VII. (a) mār'vēl ūs lī
kōn'stānt lī
stūrn lī

(b) marvelously - wonderfully, surprisingly, or
strangely, improbably, incredibly
constantly - steadily, continually, or uniformly
sternly - cruelly, strictly, or pitilessly

(c) supple
miserly
stingy

VIII. (a) still - adj., adv., v., n.
fool - v., n.
so - adv., conj., interj.
that - adj. pro., conj., adv.
export - n., v.

(b) focuses

(c) spelling
pronunciation
meaning
part of speech

(d) evident, plain, clear -obvious
asset - help, assistance

(e) expect - implies some ground or reason in the
mind for considering a future event as
likely to happen; as, when we throw a
stone, we expect it to fall.

anticipate - to look forward to; as, he anticipates
the pleasure of coming

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

TEST I

hope - adds to expectation the implication of desire, as, the accused hopes for an acquittal.

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...
- 6. ...
- 7. ...
- 8. ...
- 9. ...
- 10. ...
- 11. ...
- 12. ...
- 13. ...
- 14. ...
- 15. ...
- 16. ...
- 17. ...
- 18. ...
- 19. ...
- 20. ...

- 21. ...
- 22. ...
- 23. ...
- 24. ...
- 25. ...
- 26. ...
- 27. ...
- 28. ...
- 29. ...
- 30. ...

- 31. ...
- 32. ...
- 33. ...
- 34. ...
- 35. ...
- 36. ...
- 37. ...
- 38. ...
- 39. ...
- 40. ...

- 41. ...
- 42. ...
- 43. ...
- 44. ...
- 45. ...
- 46. ...
- 47. ...
- 48. ...
- 49. ...
- 50. ...

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

TEST II

I. Why is the dictionary a helpful reference? Answer in a brief paragraph.

II. Arrange the following words in alphabetical order;

- | | |
|--------------|----------------|
| 1. cautious | 11. marvel |
| 2. article | 12. university |
| 3. zone | 13. fleet |
| 4. high | 14. trumpeter |
| 5. spruce | 15. do |
| 6. convert | 16. fleeting |
| 7. yield | 17. trumpet |
| 8. trump | 18. shape |
| 9. time | 19. procure |
| 10. trumpery | 20. oyster |

- III. (a) Copy carefully the full pronunciation for the word promiscuously.
(b) Write the word separate in syllables and mark.
(c) May the word theater be spelled in two ways or does it have two pronunciations?
(d) Does the word truth have a plural? If so, what is it?
(e) When contest is accented on the first syllable, what part of speech is it?
(f) The word either has two pronunciations. Which one is preferred?

- IV. (a) Can you read the information in the following lines?
1. Ride v. i. [imp. Rode (Rid, archaic); p.p. Ridden (Rid, archaic; p.pr. & vb. n. Riding)]
2. Science, n. [F. fr. L. scire to know]
3. House, n. pl. Houses. [AS. Hus; akin to G. haus]
(b) For what do these abbreviations stand?
colloq. syn. a.

- V. (a) Name the six divisions of information that an unabridged dictionary gives about a word. Use Webster's New International Dictionary and write the information for the word pelt after each division. Copy only one meaning, the one most frequently used.
(b) Explain "cf. Pelisse" in the derivation.
(c) On what page was the word pelt found?
(d) How many meanings were given?
(e) Copy the illustration for the first meaning.

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

TEST II

ANSWERS

I. When a person knows how to use the dictionary well, he can find information about words without asking any one. If a lesson in science or history contains a few new words, their meanings can be found in the dictionary. A good composition does not have misspelled words. If a person is judged by his English, he should have a large vocabulary and should pronounce words correctly. The dictionary is a helpful reference.

- | | |
|---------------|----------------|
| II. 1 article | 11. shape |
| 2 cautious | 12. spruce |
| 3 convert | 13. time |
| 4 do | 14. trump |
| 5 fleet | 15. trumpery |
| 6 fleeting | 16. trumpet |
| 7 high | 17. trumpeter |
| 8 marvel | 18. university |
| 9 oyster | 19. yield |
| 10 procure | 20. zone |

- III. (a) prō, mĭs' kŭ ūs lĭ
(b) sep' a rate
(c) 2 ways of spelling
(d) yes, truths
(e) noun
(f) ē thēr

IV. 1. The word ride is an intransitive verb, a verb that does not take an object. The principal parts are:

present	past	past participle
ride	rode	ridden

The past and the past participle rid are no longer used. The ing-form of ride is riding.

2. The word science is a noun. It is derived from the French language which received it from the Latin word scire meaning to know.

3. The word house is a noun. Its plural is houses. It was derived from the Anglo-Saxon word hus which is like the German word haus.

- (b) colloq.--colloquial (used in informal discourse)
syn.--synonym
a.--adjective

- V. (a) spelling--pelt
pronunciation--pĕlt

ENGLISH

UNIT III

HOW TO USE THE DICTIONARY

TEST II

part of speech--noun
derivation--French or Latin
meaning--A skin of a beast
synonyms--hide, fell, rind, bark, peel

- (b) The derivation is similar to that of pelisse. Compare.
- (c) 1593
- (d) 4
- (e) Raw pelts clapped about them for clothes.

- VI. (a) tramp tramped tramped
speed sped or speeded sped or speeded
forget forgot forgotten or for-
got
(b) tramping speeding forgetting
(c) all
(d) Anglo-Saxon
(e) to cause to make haste

- VII. (a) (fār) (ěk sēs 'iv lī) (fār' lī)
- (b) far--widely--remotely--excessively
exorbitantly, extremely or extravagantly--fairly
plainly--immoderately--favorably--honestly
 - (c) spelling
pronunciation
part of speech
meaning
use
 - (d) difference from usual practice
 - (e) fragrant--means emitting an agreeable odor, a
fragrant rose.
odorous--may suggest either a pleasant smell or
(sometimes) an unpleasant one, odorous
perfumes.
aromatic--adds to fragrant the suggestion of
spiciness; as, aromatic vinegar.

CHAPTER VIII

CONCLUSION

A summary.--With a desire to profit by progressive ideas of prominent educators and to improve class room technique to meet the needs of individual pupils, the writer has arranged this reorganization of the material of 9A grammar. The objectives constantly kept in mind have been mastery of essential material, individual progress, improved study habits, and right pupil attitudes toward learning. The basis of the reorganization, the Morrison theory of unit learnings, seemed the best logical plan to accomplish these objectives.

The reorganization plans definitely for each of the objectives. In the study of each unit, mastery of material is insisted upon so that a real learning product will result. Each pupil advances at his own rate of speed placing emphasis on his special needs. The aim of the instruction sheets is the third objective, improving study habits. The self-explanatory instruction sheets permit self-directed study. Independence is encouraged, for only that information which a pupil cannot discover for himself is supplied by the teacher. To discredit the value of mere performance of exercises, each instruction sheet states the real purpose for study. The need for knowing how to speak and write correct English is stressed frequently, and in this way pupil responsibility for education is stimulated.

No progressive course should be stable. The use of the instruction sheets makes revision easy since substitutions may be made without reprinting the entire course.

Suggestions for further study.--Whenever it is possible for a school system to use a flexible course arrangement, a study should be made to discover the units of English a pupil needs to master. An investigation of the errors made by the pupils in written and oral compositions would be helpful in establishing the units. Very close correlation with other subjects is needed if the pupils really make English a tool subject. A plan of correlation which would stress the use of good English in every subject classroom would be decidedly superior to direct teaching of principles.

BIBLIOGRAPHY

- Baxter, Tomsie, "Some Techniques and Principles used in Selecting and Teaching a Unit of Work", Teachers College Record (November, 1929), pp. 148-160. New York: Bureau of Publications, Teachers College, Columbia University.
- Billett, Roy O., "What the High Schools Are Doing for the Individual", School Life, 16 (January, 1931), 85-7.
- Dewey, Evelyn, "The Dalton Laboratory Plan", pp. vx63. New York: E. P. Dutton and Company, 1922.
- Esson, Victor E. and Cole, Robert D., "The Effectiveness of the Contract Method as Compared with the Ordinary Method of Teaching", The School Review, 37 (April, 1929), 272-81.
- Fontaine, E. Clarke, "Teaching High School Pupils", The Journal of the National Education Association, 19 (February, 1930), 44-6.
- Gray, William S., "Reading Deficiencies in Secondary Schools", The Journal of the National Education Association, 20 (June, 1931), 197-98.
- Harap, Henry, "The Most Common Grammatical Errors", The English Journal, 19 (June, 1930), 440-46.
- Hillbrand, Earl K. "College Marks and Remarks", School and Society, 33 (May 30, 1931), 725-29.
- Kilpatrick, William Heard, The Project Method. Teachers College Bulletin (July, 1920). New York: Bureau of Publications, Teachers College, Columbia University.
- Logan, S. R., "The Winnetka Schools", The Journal of the National Education Association, 18 (June, 1929), 173-77.
- Morrison, Henry C., The Practice of Teaching in the Secondary School, pp. vx680. Chicago: The University of Chicago Press, 1931.
- Rainey, Homer P., "The Great Educational Crime", School and Society, 33 (March 28, 1931), 434-37.
- Selvidge, R. W., Individual Instruction Sheets, pp. 1-112. Peoria, Illinois: The Manual Arts Press, 1926.
- Shepherd, Edith E., Unit Studies in Grammar, pp. iii x 260. New York: The Bobbs-Merrill Company, 1928.

- Stormzand, Martin J. and O'Shea, M. V., How Much English Grammar? pp. 9-213. Baltimore: Warick and York, Inc., 1924.
- Thayer, V. T., The Passing of the Recitation, pp. 181-247. Chicago: D. C. Heath and Company, 1928.
- Underhill, Ralph, "The Scarsdale Plan", The Journal of the National Education Association, 18 (March 1929), 77-8.
- Vreeland, Wendall, "Detroit's Experiment on Individualization" School and Society, 32 (September, 20, 1930), 398-402.
- Washburne, Carleton, "Winnetka", School and Society, 29 (January 12, 1929), 37-50.
- Washburne, Carleton, "The Philosophy of the Winnetka Curriculum", Twenty-sixth Yearbook of the National Society for the Study of Education, chapter XI. Bloomington, Illinois: Public School Publishing Company, 1926.
- Wynn, Willard K., "English Grammar and Life", The English Journal, 19 (October, 1930), 620-28.