

J2.40:1

1 of 3

ADULT ADVANCED ENGLISH CLASS

6/14
C

INTERPRETATION OF A SUBJECT MATTER UNIT

3/4/43

Dr. W. Melvin Strong

STEPS	WHAT TO DO	HOW TO DO IT
1. ORIENTATION	Apperception, motivation, get a bird's eye view of the new unit, try to see some of the high lights along the way, follow the idea of a road map, set some problems to do, get the students ready for, and interested in, the new unit, determine goals and objectives.	Teacher lecture, class discussion student reports, movies, slides, pictures, exhibits, dramatizations, skits pretests, posters, maps, etc.

This step may take one or two full periods or it may be distributed all through the unit. Care should be taken to keep the ground clear ahead, and to avoid getting lost in a mass of detail, or becoming side-tracked.

2. ASSIMILATION	This is the work period of the unit; the teacher becomes progressively unnecessary during this period except as a guide, supervisor, and motivator; this is the period of "learning by doing," of experience getting, of studying, and learning how to study.	Problems, maps, charts, graphs, time-lines, cartoons, projects, games, field trips, tables, visiting speakers, debates, panels, reports, movies, booklets, constructing of things, creative activities which clinch important ideas of the unit.
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Most of us learn in and through activities in which we engage alone or in cooperation with others; under this plan the educative process becomes "active" rather than "passive"; the students, rather than the teacher, are becoming educated. Work should be geared to pupil's interests, needs, and maturation level. Each pupil should be able to identify himself with the end product of his activity.

3. CHECKING ON ACHIEVEMENTS	Determine how well we understand the unit; provide opportunity for display and application; discover what skills, appreciations, understandings have been developed; what new habits or interests have resulted, etc.	Floor talks, panels, debates, open forums, symposiums, assemblies, bulletin boards, plays, skits, dramatizations, summaries, outlines, tests, games, field trips, etc.
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Each student should be working up to his capacity all through the unit. Emphasize the "each" in "teach" by individualizing mass education.

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KEY TO PRONOUNCIATION

ā as in āle	ȳ as in pity
ǣ as in senāte	ȳ as in fly
â as in âir	ōō as in fōōd
ǣ as in ǣm	ōō as in fōōt
ǣ as in ǣrm	ŋ as in bank
a as in final	s as in so
ā as in all	ʒ as in has
à as in ask	ç as in çell
ē as in ēve	c as in cat
ē as in ēvent	ou as in out
ě as in ǣnd	oi as in oil
ẽ as in hẽr	z as in zone
e as in novel	ə (= ǝ) as in what
ī as in īce	e (= ā) as in obey
ī as in īdea	ĩ (= ẽ) as in bĩrd
ĩ as in ỹll	o (= ōō) as in dō
ō as in ōld	ğ (= j) as in ğem
ō as in ōbey	th as in thin
ô as in ôrb	th as in that
ǝ as in ǝdd	o (= ōō or u) as in wōlf
ū as in ūse	ò (= ǔ) as in sòn
ū as in ūnite	ȳ (= ẽ) as in mȳrtle
ʌ as in rʌde	
ʌ as in fʌll	
ũ as in ũp	
û as in ûrn	

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ADVANCED II CLASS

LESSON 1

I. GRAMMAR:

Learn to distinguish readily between sentence and phrase, sentence and clause, and between an independent and a dependent clause.

1. Sentence is a group of words containing a complete and independent predication. A combination of a word or group of words that names something (a subject) and a word or group of words asserting something about the thing named (a predicate) is called a predication.

a. Every sentence must express a predication, must name something and assert something about the thing named.

b. This predication must be self-contained--- it must not depend on any words outside of itself.

c. The predicate must include a verb capable of making a complete and independent assertion; that is, a finite verb.

(1) A finite verb form must be carefully distinguished from a verbal, a non-finite verb form which cannot predicate independently or completely.

LESSON 1 (cont'd)

(2) Verbals are of several kinds.

(a) A verbal noun (gerund or infinitive) is a word derived from a verb but used as a noun.

(b) A verbal adjective (participle) is a word derived from a verb but used as an adjective.

EXERCISE A. Copy each of the following sentences, underscoring the simple subject once, the simple predicate twice.

We have fresh eggs and fresh fruits.

1. The royal throne was placed opposite the door leading into the courtyard.
2. Have you seen him today?
3. To run without stopping requires good lungs.
4. Running water is purer than stagnant water.
5. While watching a large lamp swinging in the dome of the cathedral at Pisa, Galileo observed that, regardless of the length of the oscillation, the time did not vary.

EXERCISE B. Copy the sentences in Exercise A and underscore the complete subject once and the complete predicate twice.

We have fresh eggs and fresh fruits.

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ADVANCED II CLASS

LESSON 2

I. GRAMMAR:

1. A phrase, as distinguished from a sentence, is a group of related words not containing both a subject and a predicate. Phrases may be used as the equivalent of nouns, verbs, adjectives, or adverbs. For example:

The rim of the sun was visible. (Noun phrase.)

The rim of the sun was rising. (Verb phrase,
auxiliary plus predicate participle.)

A reef of jagged granite lay beyond us.
(Adjective phrase.)

The sun rose over the horizon. (Adverbial phrase.†)

2. A clause is a group of words containing both subject and predicate but used as only part of a sentence. A clause may be dependent or independent.
 - a. A dependent clause expresses a predication, but the predication is dependent upon other words; it cannot stand alone as an independent assertion. The underlined clauses are dependent in the following sentences:

He did not hear what I said.

He waited patiently until the road was cleared.

That he has made a mistake is obvious.

The man who owns the farm lives in town.

LESSON 2 (cont'd)

- b. An independent clause, on the other hand, is a group of words containing both subject and predicate and capable of standing alone as a sentence though actually used as part of a sentence. For example:

The heavens declare the glory of God,
and the firmament showeth his handiwork.

Each of these clauses is independent, and each could stand alone as a simple sentence:

The heavens declare the glory of God.
The firmament showeth his handiwork.

- c. An independent clause can readily be distinguished from a dependent clause if one remembers that it is potentially a sentence ---that it could be a sentence.

EXERCISE A. Point out the phrases, the dependent clauses, and the independent clauses in the sentences below:

1. If I stay much longer in Edinburgh, I shall be changed into a downright Caledonian.
2. A woman in rags, with one child in her arms and another on her back, was attempting to sing ballads, but with such a mournful voice that it was difficult to determine whether she was singing or crying.
3. Men fear death as children fear to go in the dark.

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ADVANCED II CLASS

LESSON 3

I. GRAMMAR: PERIOD FAULT

1. Do not write part of a sentence as if it were a sentence. A period should be used at the end of a complete sentence, never at the end of a mere phrase or dependent clause. Phrases and dependent clauses must be included in the same sentence with the main clause.

Wrong: An easy writer may be compared to a fountain pen.
Flowing most readily when nearly empty.

Right: An easy writer may be compared to a fountain pen,
flowing most readily when nearly empty.

Also right: An easy writer may be compared to a fountain pen. He flows most readily when nearly empty.

2. Do not write a noun or pronoun + a verbal in ing as a complete sentence.

Wrong: Society meant little to Harriet. Her chief interest being the care of her home.

Right: Society meant little to Harriet, her chief interest being the care of her home.

3. Do not write a participial phrase as a complete sentence.

Wrong: I worked every day and part of every night.
Finally becoming disgusted with my position.

Right: I worked every day and part of every night,
finally becoming disgusted with my position.

LESSON 3 (Cont'd)

4. Do not write an appositive phrase as a complete sentence, even when the phrase is introduced by namely, that is, for example, such as, etc.

Wrong: He hated the town very much. As a place of residence especially.

Right: He hated the town very much, especially as a place of residence.

5. Do not write a dependent clause as a complete sentence.

EXERCISE A. Attach the sentence-fragment to the sentence to which it belongs (or expand the sentence-fragment into a complete sentence).

1. He proceeded in the best possible way to make society better. Namely, by satirizing it.
2. I felt that every step I took might be my last. As I was greatly frightened by the noises.
3. We have few apples this year. The early frost having killed most of them. Although it did not damage the peaches or the pears.
4. In the center of the machine is a large fly-wheel. A contrivance which secures a uniform rate of speed.
5. If you have a true friend, you have gained a prize indeed. The best thing that life has to offer.

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EXAMINATION ONE

I. In each sentence find the simple predicate, the simple subject, the complete subject, and the complete predicate:

1. At Manzanar diphtheria antitoxin was dropped from an airplane into a dustbank.
2. The first big football game of the season will take place this week.
3. Sound the trumpet!
4. For what is Ralph Henry Barbour famed?
5. The minutemen were too quick for the British.

II. In each sentence find the independent and dependent clauses:

1. Today many diseases are traced to the teeth, and it is realized that general health is often dependent upon their proper care.
2. Mother picked up her knitting from where it had dropped on the earthen floor, and soon the needles were clicking rapidly.

III. Point out the phrases in the sentences below:

1. The brilliancy of the moon arises from the light of the sun.
2. During April and May we were in Manzanar.
3. He has been building a house of redwood in Arizona.
4. From Tokio there landed at San Francisco the new French ambassador to the United States.

EXAMINATION ONE (cont'd)

IV. Write the plural of each of the following words:

- | | |
|-------------|-----------|
| 1. appendix | 6. mouse |
| 2. banjo | 7. trout |
| 3. crisis | 8. glass |
| 4. fish | 9. radius |
| 5. joy | 10. tree |

V. Write the singular of each of these words:

- | | |
|-------------|------------|
| 1. alumnae | 5. radii |
| 2. bases | 6. theses |
| 3. cherubim | 7. measles |
| 4. crises | 8. sheep |

VI. Answer the following questions in correct English:

1. What was the title of the lesson we read about early American history?
2. What nationality was Christopher Columbus?
3. Who furnished the money for his voyage?
4. In the name of what country did Columbus take possession of the island?
5. Name at least three countries that planted colonies in America.
6. How did the beliefs of Columbus and the people of his time differ as to the shape of the world?
7. Who was Amerigo Vespucci?
8. Who discovered America? In what year?

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Advanced Class

Lesson 4

I. READING. "The European Beginnings of Our History

The United States is one of the youngest nations of the earth. China was thousands of years old when the first settlers landed at Jameston. England won her great charter of liberty from King John in 1215, more than five hundred years before the American Declaration of Independence was signed.

Though the United States has a short national history, it has a long cultural history; that is to say, the American people are mainly descendants of Europeans whose religion, science, art, industry, and learning began long, long ago. The nations that led in the exploration and colonization of the New World---Portugal, Spain, France, and England---grew up within the borders of the old Roman Empire and inherited much from that civilization. The Romans before them had borrowed from the Greeks, the Egyptians, the Hebrews, and other nations of the East. It was the people of Europe, who, with their industry and commerce, their religious faith, their notions of government, and their habits of life already established, founded the United States. It is to Europe of the Seventeenth Century, therefore, that we must turn for the beginnings of American civilization.

Just at the time that America was being opened for settlement, important changes were taking place in the lot of tillers of the soil in the Old World. The gold and silver coin in circulation had been increased by the treasure brought in by the

Lesson 4 (cont'd)

Spanish conquerors. Serfs began to sell part of their produce for cash. With money they could pay rent to their landlords instead of paying them in produce and labor. In this way they became renters instead of bondmen. The cash renter was free to come and go. A very large proportion of the French serfs, however, were still bound to the soil when Canada was opened for settlement. Hence the migration of French peasants to colonies was small as compared with that of the English. In the Rhine Valley also, from which many Germans went out to Colonial America, the mass of the peasants were serfs; but terrible wars fought in that region broke up settled life and let many of the serfs escape.

It was in England that the greatest changes were taking place in the peasants' condition at the opening of the seventeenth century. English landlords had found that wool-growing was more profitable than raising grain; so they turned thousands of acres into sheep farms and drove away the renters and laborers who had formerly cultivated their lands. At the same time cruel laws were enacted against persons caught wandering without occupation. A peasant driven from his home and ordered to the whipping post for wandering without employment was usually ready to accept any chance that was offered to escape to the colonies.

In the Middle Ages all western Europe was united in one Christian faith under the Pope at Rome. Every person from the kings to the peasants belonged to the Catholic Church, for no other beliefs were tolerated. By reason of their wealth and their authority as religious leaders, the Catholic clergy had great influence over the life of the people. All learning, as

Lesson 4 (cont'd)

well as religion, was in their hands.

Catholics early played an important role in the discovery and settlement of the New World. It was under the auspices of Catholic sovereigns, Ferdinand and Isabella of Spain, that Columbus made his memorable voyages. Catholic missionaries from France went with the French soldiers and settlers who founded Canada.

At the very time that Catholic Spain was conquering and converting the natives of Mexico and South America, great changes were taking place in the religious life of the Old World. In northern Europe there was a widespread revolt against the Catholic Church---that was the beginning of the Protestant Reformation. As new religious sects sprang up, the older churches looked upon them with disfavor. Religious persecution led many to chose the rigors of the New World in preference to the cruelties of the Old.

At the opening of the seventeenth century the government in England, France, Spain, and Portugal was mainly in the hands of kings. Just as the French king was becoming absolute in his realm, the king of England was compelled to face an uprising on the part of his subjects. It was during this century of turmoil in England that all the English colonies in America, except Georgia, were founded. The contests awakened a new spirit among the people and gave a peculiar course to the English colonies in America. As a result America was destined not only to offer a haven for oppressed peoples of every faith but also to spread the principles of religious and political freedom broadcast through the world.

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ADVANCED CLASS

LESSON 5

I. GRAMMAR: MAKE THE VERB AGREE WITH ITS SUBJECT IN PERSON AND NUMBER.

1. Use a singular verb to follow a singular subject plus plural modifier.

Wrong: A list of many things have been drawn up.

Right: A list of many things has been drawn up.

2. Use singular verbs with singular pronouns, including each, every, either, neither, any one, some one, anybody, everybody, nobody, one, no one.

Wrong: Each of the men were eager for the fight.

Right: Each of the men was eager for the fight.

3. Do not change the number of the subject when adding such words as including, with, together with, in addition to, as well as, no less than. That is, the verb agrees with the first subject. This rule applies even if the added words are not set off parenthetically.

Right: I, as well as my brothers, am coming.

Right: He, and not his partners, was arrested.

4. Do not use a plural verb when two or more singular subjects are joined by or, nor, or but. If the subjects differ in number or person, the verb agrees with the nearer.

Right: Neither the man nor his wife is at home.
Neither he nor his brothers are working.
Neither the girls nor I am to blame.

LESSON 5 (cont'd)

5. Use a plural verb with two or more subjects joined by and.

Right: The flower and the shrub were withered.

But when the compound subject consists of two words of closely related meaning or of two nouns naming the same person or thing, the two subjects form a single thought and require a singular verb.

Right: The tumult and the shouting dies.
His mercy and tenderness is his chief
characteristic.
His son and heir is dead.

6. Nouns plural in form but singular in meaning usually govern a singular verb. Mathematics, athletics, politics, news, physics, ethics are construed as singular; riches, eaves, tactics, gymnastics usually as plural; and pains and means as singular and plural. When in doubt use a singular verb.

EXERCISE. Correct the following sentences.

1. The power of the two engines are different.
2. Every one of them are invited to go.
3. Each of the teams were determined to win.
4. William, as well as his two brothers, were going.
5. Ten years are a long time to wait.
6. All the plays, including Julius Caesar, was read by the class.
7. The count of the three tellers were now completed.

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Advanced Class

Lesson 6

I. READING. "Founding the English Colonies in America"

It was an easy matter to enroll a band of soldiers and sailors for an expedition to the New World, which promised booty in gold and silver for all who took part. But permanent colonies, self-supporting and a source of income to the mother country, could not be built up by soldiers of fortune. It was an altogether different matter to find people willing to go out and make their homes in the wilderness of North America.

The settlement of America called for courage as well as industry. The perils of sea and land were so great that the first attempts at settlement were failures. The trials of the failures showed what difficulties had to be overcome before a permanent colony could be built up.

The first permanent English settlement was made at Jamestown in 1607. The settlement was the beginning of the colony of Virginia which was destined in the coming years to furnish so many well-known American leaders, such as Washington, Jefferson, Madison, and Monroe.

Having been forced to worship God according to the Church of England, the Pilgrims fled to Holland. Although they were treated kindly by the Dutch, they were English in spirit, and they longed for a land of their own. After much praying and searching of hearts many of them decided to go to America. So the Pilgrims came to America on the Mayflower, landing at Plymouth Rock in 1620. Many other English settlers followed the Pilgrims. They came here seeking religious freedom.

Lesson 6 (cont'd)

In 1632 Charles I, who was kindly disposed toward the Catholics, granted a charter for a large block of land north of the Potomac to Lord Baltimore, who founded the colony of Maryland. It will be remembered that the Catholics as well as the Puritans had suffered persecution in England. Many of them too were ready to settle in a new country where they could worship God in accord with the faith of their fathers. They did not long enjoy their new freedom undisturbed. Protestants from New England and from Virginia, fearing a Catholic colony so near at hand, poured into Maryland in such force that they soon outnumbered the original settlers. In 1649 all who declared their faith in Jesus Christ were permitted to worship in whatever manner they chose, that is, they were assured religious toleration. The colony of Maryland remained under the rule of the descendants of Lord Baltimore until the eve of the American Revolution.

One of the most important colonies in America was founded not by Englishmen but by the Dutch. In 1609 the Dutch settled at New Amsterdam. This was the beginning of the prosperous colony of New Netherlands. The Dutch were able to hold their colony for a little more than forty years. In 1664, during a war between England and Holland, the English got possession of the Dutch colony and changed the name to New York.

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Advanced Class

Lesson 7

I. GRAMMAR: AGREEMENT OF PRONOUN AND ANTECEDENT

MAKE A PRONOUN AGREE WITH ITS ANTECEDENT IN GENDER, NUMBER, AND PERSON.

1. Use singular pronouns to refer only to singular antecedents. Pay special attention to such antecedents as man, person, each, every, any, either, anybody, kind, sort, and everybody. These words always require singular pronouns.

Right: Every man should be neat in his suit (not their).

Every person raised his head.

2. With collective nouns use either a singular or a plural pronoun, according to the meaning of sentence.

Right: The jury rendered its decision at noon. (The group acted as a unit).

The jury took their seats promptly. (The jurors acted individually.)

3. When a pronoun refers to both a singular and a plural antecedent, make it agree with the nearer antecedent.

Right: Either John or his brothers will miss their train.

EXERCISE. Correct and state rule for lack of agreement.

1. Each of us has their duty to do.
2. The committee handled their report carefully.
3. Each of the librarians in our schools ~~has~~ received their copy.
4. Everybody should take notes on what they read.
5. Either his brothers or Tom will miss their train.

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Lesson 7 Supplement

I. GRAMMAR: PRONOUNS

A pronoun is a word used in place of a noun. Without pronouns our sentences would be clumsy and disagreeable to the ear.

Without pronouns

1. Ralph and George said to Ralph and George's father, "Would father like to have Ralph and George wait for father?"

With pronouns

2. Ralph and George said to their father, "Would you like to have us wait for you?"

The italicized pronouns in sentence 2 are used in place of the italicized nouns in sentence 1.

Personal Pronouns

Personal pronouns show by their form, whether the speaker, the person spoken to, or the person or thing spoken of is referred to:

"I saw you and him."

The first person I refers to the speaker; the second person you, the person spoken to; and the third person him, the person spoken of.

Pronouns of the First Person

	Singular	Plural
<u>Nominative</u>	I	we
<u>Possessive</u>	my, mine	our, ours
<u>Objective</u>	me	us

Lesson 7 Supplement (cont'd)

Pronouns of the Second Person

	Singular	Plural
<u>Nominative</u>	you	you
<u>Possessive</u>	your, yours	your, yours
<u>Objective</u>	you	you

Pronouns of the Third Person

	Singular			Plural
	Masculine	Feminine	Neuter	
<u>Nominative</u>	he	she	it	they
<u>Possessive</u>	his	her, hers	its	their, theirs
<u>Objective</u>	him	her	it	them

CASE is the form or use of a noun or pronoun that shows its relation to other words in the sentence. Subjects, predicate nominatives, and words in direct address are in the nominative case. Objects and indirect objects are in the objective case. The possessive case denotes ownership, possession, or connection.

Interrogative Pronouns

The interrogative pronouns, who, which, and what, are used in asking questions.

	Singular and Plural
<u>Nominative</u>	who
<u>Possessive</u>	whose
<u>Objective</u>	whom

Which and what have the same form in the nominative and objective and are not used in the possessive.

Demonstrative Pronouns

This and that are demonstrative pronouns; they point out. Their plurals are these and those.

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Lesson 7 -- Review

Practice 1. Choose the correct word or expression. What is the antecedent of each pronoun used?

1. Every one of us should prepare _____ lessons. (his, their, our).
2. A little spurt by any one would quickly raise _____ position in the contest. (his, their)
3. Nobody put _____ up. (his hand, their hands)
4. It is wise for every one to interest _____ in athletics. (himself, themselves)
5. Most of us boys have had the feeling of closing _____ eyes for just a second. (our, their)

Practice 2. Point out and correct the lack of agreement between subject and verb or pronoun and antecedent:

1. Here comes John and his brother.
2. Six miles are too long a walk.
3. Neither Tom nor his brother are invited.
4. A bibliography of all these old books have been published.
5. Neither pains nor expense have been spared to make this a very useful book.
6. The doctor with his six assistants see many patients.
7. A singing bird can make a person forget, for the time being, their sorrows.
8. One forgets their cares and troubles in listening to a comedy.
9. The stars was our only guide.

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Advanced Class

Lesson 8

I. READING: "Peopling the American Colonies"

The history of the English colonies from the founding of Jamestown in 1607 to the eve of the American Revolution is in the main a story of the migration of thousands of settlers across the ocean and of the westward movement of the people as they pressed inland, clearing the forests, laying out farms, and building homes, villages, and towns.

It would have been far harder for the companies and proprietors to secure settlers for the colonies if it had not been for the many and bitter religious quarrels raging in the Old World. Religious persecution sent Puritans and Separatists to New England, Catholics to Maryland, Quakers to Pennsylvania, Presbyterians to the middle colonies and the South, German Protestants to the same regions, and French Huguenots to many sections. For conscience' sake thousands came to America who would otherwise have never braved the perils of the wilderness.

Peasants, agricultural laborers, yeomen, and their families made the bulk of the people who came to America. The fertile land of the new country drew them as a magnet draws iron fillings. Until the last acre was taken up, the lure of the soil brought immigrants from Europe.

In order to induce workers to go to the New World, gorgeous pictures of easy life and riches in America were drawn by land agents. Tracts, poems, booklets, and handbills were printed and widely circulated, setting forth the wonderful opportunities in

Lesson 8 (cont'd)

the colonies for those who wished to escape from the serfdom and poverty of the Old World.

Thousands of poor men and women wanted to come to America, but they did not have the money to pay their way. To enable them to make the voyage, a special plan was devised. They were "bound out" as servants to labor for a master for a term of years to pay for their passage.

A great many immigrants did not want to come here at all. Besides the slaves who were carried by force from Africa, there were brought large numbers of men and women, boys and girls, who had been kidnapped in the streets of English cities or sold by merciless relatives. Thousands of men and women charged with various crimes were sent to America in order that the people of England might be rid of them.

In origin all the thirteen colonies except New York and Delaware were English. English law, language, literature, and ideas of government were everywhere introduced. The English settlers came from every walk of life.

Next in number to the English, but far less numerous, were the Scotch Irish, who were Presbyterian in religion and English in tongue.

Third in numerical importance were the Germans. In New York there were the descendants of the original Dutch; in Delaware, a few Swedes. To all these nationalities were added French Huguenots fleeing from religious persecution.

The "melting pot" of America had begun to work. Slowly the various groups were welded into colonial Americans. They developed a love of America and an American patriotism.

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Lesson 9

I. GRAMMAR.

RULES FOR SPELLING

1. Words ending in c have a k inserted when adding a termination beginning with e, i, y, to prevent the c from being pronounced like s:

picnic
picnicked
picnicker

traffic
trafficked
trafficking

2. Double consonant retained. Words ending in a double consonant commonly retain both consonants when adding terminations:

odd----oddly
stiff--stiffness
skill--skillful

dull---dullness
full---fullness
will---willful

3. Silent e retained. Words ending in silent e, generally retain this e when the termination begins with a consonant:

pale---paleness
hate---hateful

EXCEPTION: Many words ending in silent e immediately preceded by another vowel (except e) drop the e in forming derivatives:

due-----duly
argue---argument
awe-----awful

4. Silent e omitted. Words ending with silent e generally drop the e before terminations beginning with a vowel:

bride---bridal; guide---guidance; move--movable

EXCEPTION: Words ending in ce or ge retain the e before terminations beginning with a or o, to prevent the c or g from being pronounced with the harsh sound:

notice---noticeable; manage---manageable

Lesson 9 (cont'd)

5. Ending -ing added to ie. Words ending in ie generally drop the e and change the i to y when adding -ing, so as to prevent two i's from coming together:

die---dying
tie---tying
lie---lying

6. Y preceded by a consonant. Words ending in y preceded by a consonant usually change the y to i before any termination except one beginning with i:

icy----iciest, icily
mercy--merciless
pity---pitiable, pitiful

EXCEPTIONS: (1) Adjectives of one syllable usually retain the y before -ly and -ness:

shy---shyness; dry---dryly

(2) Before -ship and -like, the Y is retained: secretaryship; citylike

7. Y preceded by a vowel. Words ending in y preceded by a vowel generally retain the y unchanged before all

terminations: obey---obeying
joy----joyful

EXCEPTIONS: daily, laid, said, slain.
(day) (lay) (say) (slay)

8. Adding a vowel to a vowel ending. Words ending with a vowel sound generally retain the letter or letters representing such sound before a syllable beginning

with a vowel: agree---agreeable echo---echoed
weigh---weighing bow---bowed

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ADVANCED CLASS

EXAMINATION TWO

1. Correct the following sentences. State the reason.

1. The thought of the two poems in these volumes are different.
2. There stands in the middle of the room a table and two chairs.
3. The brother as well as the sisters were invited.
4. Neither the girls nor I are to blame.
5. Three hundred dollars were donated by Mr. Zero.

11. Correct the following sentences. State the reason.

1. Everybody in the room raised their head and looked at me in surprise.
2. The baseball team chose their captain yesterday.
3. Every one had started for their tents.
4. Either John or his brothers will miss his train.
5. Every person raised their heads.

111. Correct the following words.

- | | |
|---------------|------------------|
| 1. arrangeing | 9. diing |
| 2. arriveal | 10. icyly |
| 3. guideance | 11. citilike |
| 4. managable | 12. hoeed |
| 5. writeing | 13. teaspoonfull |
| 6. picnicer | 14. withall |
| 7. ebing | 15. mercyless |
| 8. incitement | |

EXAMINATION TWO (cont'd)

IV. Answer the following questions in correct English:

1. Name the Catholic sovereigns who financed Columbus on his memorable voyages.
2. Why do we turn to Europe of the Seventeenth Century for the beginning of American civilization?
3. Why did German peasants come to Colonial America?
4. In what year was the first permanent English settlement made at Jamestown?
5. Who were the Pilgrims?

V. Answer true or false.

1. The migration of French peasants to colonies was as large as that of the English.
2. English landlords had found that wool-growing was more profitable than raising grain.
3. The government in England, France, Spain, and Portugal was mainly in the hands of kings.
4. Lord Baltimore founded the colony of New Amsterdam.
5. The English were the original founders of New York.
6. In origin all the thirteen colonies were English.
7. All the immigrants that came to America wanted to come here on their own free will.
8. The search for religious liberty led many to come to America who would otherwise have never braved the perils of the wilderness.

Name:

Date:

Advanced Class

Lesson 10

I. GRAMMAR: CAPITALIZATION OF PROPER NOUNS

"Mary Seaton of Aylesbury, England, is a queen of whip and spur." Mary Seaton, Aylesbury, and England are proper nouns, because they are proper or particular names of an individual person, place, and country. Queen, whip, and spur are common nouns, because they are common names of all persons or objects of these classes.

Man is the name of millions of human beings, but William Shakespeare is the name of one man.

Proper nouns and adjectives derived from them are capitalized: Theodore Roosevelt, French, Alexander the Great, English. (History, physics, biology, and mathematics are common nouns.)

Adjectives that have developed a specialized meaning are not capitalized:

biblical, china eggs, morocco leather, macadam,
india rubber, puritanical, manila paper

PROPER NAMES INCLUDE:

1. Names of political parties, religious sects, nations, and races:

Democrats, Republicans, Methodist, Catholic, Jew,
Indian, German

2. Historical events, periods, and documents:

World War, Battle of Gettysburg, Middle Ages,
Peace of Verdun, Declaration of Independence

Lesson 10 (cont'd)

8. Titles used with proper names and titles of the highest governmental officials used without the proper names:

the President, the Secretary of the Navy, the King,
Colonel Jackson, Major General Wilson, Judge Gray,
James Tuscan, A.M., Litt.D., Former President Taft

Notice the use of titles without capitals:

A judge, a general, and a senator attended the meetings.

9. Titles of books, articles, and compositions:

Far Away and Long Ago, Boy's Life of Abraham Lincoln,
The Adventures of Captain Horn

Articles, short prepositions, and short conjunctions
are capitalized only when they begin titles.

10. Names of the Deity and names of or for the Bible and divisions of the Bible:

Old Testament, Psalms, the Scriptures, the Almighty

Practise One

Capitalize the following for use within sentences. Give
a reason for each capital inserted.

- | | |
|---|-----------------------------------|
| 1. helen keller's <u>the story of my life</u> | 10. winter |
| 2. lexington hotel | 11. second ward |
| 3. the vallev of the mississippi | 12. missouri river |
| 4. vice president adams | 13. island of cuba |
| 5. decoration day | 14. the club |
| 6. forty-second street | 15. india rubber |
| 7. high-school course | 16. saturday |
| 8. a high school in denver | 17. woolworth building |
| 9. james taxon, a.m., ph.d. | 18. university of calif-
ornia |

Name:

Date:

Advanced Class

Lesson 11

I. GRAMMAR: TRANSITIVE and INTRANSITIVE VERBS

A verb is transitive if it has an object or if the subject is acted upon. The other verbs are intransitive.

Which of these verbs have objects? In which sentences is the subject acted upon?

1. A wise man built a house.
2. He built on a rock.
3. The hunter shot a bear.
4. The hunter shot at the bear.
5. I was elected president of the club.
6. I am president of the club.

Built in 1 and shot in 3 are transitive because they have objects. Was elected in 5 is transitive because the subject is acted upon. Built in 2, shot in 4, and am in 6 do not have objects, and their subjects are not acted upon. Hence these three verbs are intransitive.

Sentences 1, 2, 3, and 4 show that a verb may be transitive in one sentence and intransitive in another. A few verbs like be, seem, and appear are always intransitive.

Transitive means "going over." If the action "goes over" from one person, animal, or thing to another, the verb is transitive; if the action doesn't "go over," the verb is intransitive.

Lesson 11 (cont'd)

Practice One

Classify the verbs as transitive and intransitive. Which of the transitive verbs have objects? Which have subjects that are acted upon?

1. Last week I read Boy's Life of Edison.
2. Have you read about the championship baseball game?
3. Fred spoke clearly and entertainingly about scouting.
4. Fred speaks French fluently.
5. The bloom of the Hood River apples was very light this year.
6. He could stew and fry food.
7. At once I organized a search party.
8. The wolf was shot near Lake Placid.
9. The village is called Marcellus.
10. At all times we were conscious of a vast animal life about us.
11. The tugs swing breezily from the river to the dock.
12. For fifteen cents an hour in American money one can go all over Manila in a native carriage.
13. From a rock elevation I searched the plain with my glasses.
14. Twenty-six Boy Scouts recently arrived in New York City from the Panama Canal Zone.
15. This small park is now surrounded by skyscrapers.

Name:

Date:

Advanced Class

Lesson 12

I. READING.

"SPEED WHILE YOU READ"

Reading today is the most cruelly neglected of all the arts. We must digest a large quantity of printed meals if we are to keep informed. The pressure of jobs and household duties never seems to allow us enough time for reading. The obvious solution is to save the time. Most of us waste from one third to one half the time we spend reading.

The fundamental rule for increasing speed is this: For five minutes every day for a month, force yourself to read a little faster than is comfortable. Don't worry if you miss the exact meaning of a phrase, sentence, or even a paragraph. Plow ahead, grasp the main theme, and let the niceties of expression go hang.

Keep a record of how many words you cover in each five-minute session. On the first day your impression of what you read will be hazy. After five or ten days you will digest more of the meaning, and by the end of the month you will be comprehending more than when you started---even though reading at about twice your previous clip.

Faster-than-comfortable reading should be just part of the exercises. Most common of the mechanical flaws that slow down our reading is word-for-word technique. As children we were taught to recognize and pronounce one word at a time. Many of us have never advanced beyond that stage. There are several tests for word-for-word readers:

1. Read silently for five minutes. Count the words and

Lesson 12 (cont'd)

divide by five. Unless the result is at least 175 you are almost certainly a word-for-word reader.

2. Ask a friend to watch your lips while you read to yourself. The word-for-worder often keeps his lips in motion.

3. Read silently with your finger tips on your vocal cords. If you feel them trembling you are vocalizing---pronouncing the words in your throat.

To correct this habit, make an effort to keep your lips tight and your vocal cords relaxed. Also the practice of reading faster than is comfortable tends to cut down vocalizing.

Here's a test paragraph that will give you a good idea of whether you are paying too close attention to words. Read it rapidly:

"When Henry stepped into that row of sweet peas, he found himself in a row with his friend, Charles. After a minute but rapid scrutiny of each other, the two boys started to speak at the same time. Charles shouted that every time he began to sow his garden, the sow that belonged to Henry would dig up the seeds. Henry replied that he would refuse to tie up the animal until Charles cleared up the refuse in his yard. Then they both lost their tempers. "I'll take a punch at you," Charles cried. There were tears in Henry's eyes, but he sailed into the fight, and pretty soon there were tears in his clothes."

Were you momentarily confused when you encountered the words that have two different meanings and pronunciations? If so, you were concentrating on words. But if you were concentrating on phrases and ideas, you sailed smoothly ahead.

Name:

Date:

Advanced Class

Lesson 13 Part I

I. READING. "The Struggle Among the Powers for North America"

We have been dealing principally with the English colonies in America, but it must not be thought that other European countries were all this time unmindful of the advantages which the New World offered. In enterprise for exploration, the French were not far behind the English; only the lack of settlers prevented them from making New France as strong as New England. The Spanish were all the while busy in the Southwest converting the Indians and making settlements, and in the Far Northwest the Russians secured a foothold.

I. French Explorations and Settlement

Long before the foundation of the first English colony, there were hundreds of French fishing vessels off the coast of Newfoundland every year. However, the French were too busy with wars on the Continent and religious disputes at home to bother much with America. It was not until 1604 that they planted their first permanent colony in America, at Port Royal in Acadia. Four years later the great explorer Champlain established the post of Quebec.

Although the French by their voyages of discovery really opened the way for founding a New France in America, that was far from their intention at first. They sought a route to India or another Peru to conquer. They were not looking for a fertile land for French peasants to till.

Lesson 13 Part I (cont'd)

II. Differences between English and French
Methods of Colonization

Policies of the French. In the management of its American colonies the French government did several things that hindered their growth:

1. The French king, who was a Catholic, would not tolerate any Protestants in France after 1685. Yet he would not let them cross the Atlantic to build up his colonies in America. Consequently they had to suffer persecution at home, become Catholics, or flee to England, Prussia, or the English settlement in America.

2. The colonization of New France was carried out under the strict control of the government.

3. The Frenchmen who did emigrate to the New World were not allowed to manage their own affairs. They were compelled in all things to obey the officers sent out by the king.

4. From about 1660 until his death in 1715, Louis XIV was engaged in costly and bloody wars in Europe, trying to gain more lands. Many thousands of hardy French peasants who might have built a Greater France beyond the seas were killed in battle in Spain, Germany, Holland, and France.

Policies of the English. Each English king, though by no means tolerant in religious matters, let Puritans, Dissenters, and Catholics go out and people his colonies. Since he was not so rich as the king of France, he allowed English merchants to supply most of the money for colonial enterprises. Finally, each king of England had trouble with his Parliament during the seventeenth century. With so many cares at home, he had little time to look abroad for more. Accordingly the English colonies across the ocean were not interfered with constantly by the home government.

Name:

Date:

Advanced Class

Lesson 13 Part II

I. READING. "The Struggle between the French and the English"

It was apparent for a long time that a contest between England and France in North America was bound to come. The traders and pioneers of both countries were constantly advancing on each other as they spread their forts and settlements in the interior. Three times in the course of half a century, they came to blows: in King William's War (1689-1697), Queen Anne's War (1701-1713), and King George's War (1744-1748). Each time they failed to make the great decision. An important result of these early wars was to impress the English colonists with the need of united action and with the importance of self-reliance in time of trouble.

In 1756 the Seven Years' War broke out in Europe and soon encircled the globe. England and Prussia struggled for supremacy against France, Austria, and Spain. Far in the East the English and the French waged war for the possession of India; in North America the two rival powers began the final struggle for Canada and the Mississippi Valley---known in America as the French and Indian War.

Happily for England, the king's chief minister, William Pitt, was a farseeing statesman. He had visions of a world-wide British Empire and knew that it could be won only with men, money, and ships. Instead of relying mainly upon the English colonists in America to beat their French neighbors in battle, he sent from England a large army of regular soldiers with orders to

Lesson 13 Part II (cont'd)

capture all the French strongholds. Aided by the Americans, Pitt was able to carry out his plans.

By the terms of the Treaty of Paris (1763), momentous changes were made in the map of North America. Briefly the terms were:

1. England wrested from France all Canada and the territory east of the Mississippi except a small region around New Orleans and two small islands off the coast of Newfoundland.
2. England took from Spain the province of Florida.
3. For the loss of this territory, Spain received some consolation, because France granted her all that was left of the vast Louisiana territory.

For the English colonies in America the Treaty of Paris was very important. The control of the French king being broken in Canada, the country could be opened up to Protestant settlers and explorers. The alliances between the French and the Indians were at an end. It became safer for the English pioneers from the seaboard to push over into the fertile regions of the Ohio. Thus the Treaty of Paris opened the way for the rapid growth of the English-speaking population on the continent of North America.

One of the most important results of the French and Indian War was to bring the people of the different colonies into closer touch with one another---they came to know the value of working and thinking together. The way was being prepared for the rise of a new nation.

Name:

Date:

Advanced Class

Lesson 14

I. DICTION. GLOSSARY OF FAULTY EXPRESSIONS

The following glossary contains words and expressions frequently misused. The list is intended to be a practical, workable list---illustrative rather than comprehensive.

ACCEPT, EXCEPT. Do not confuse accept, "to receive," and except, "to exclude."

AFFECT, EFFECT. Often confused in meaning. Affect means "to influence," effect "to cause." As a noun effect means "result."

AGREE TO, AGREE WITH. Two different idioms. Agree to means "to give assent to": "He agreed to my proposal." Agree with means "to be in accord with" (a person): "He agreed with me on this point."

ALLUSION, ILLUSION. Often confused. Allusion means "an indirect reference," "a hint"; illusion means "a misleading image or vision."

ALONE, ONLY. Alone means "unaccompanied." Only means "excluding all others," "sole," "no other." Do not confuse these two.

ALREADY, ALL READY. Already, an adverb, means "previously"; all ready are separate words used to form an adjective phrase meaning "all (completely) prepared, ready." Distinguish between these words in both spelling and meaning.

BESIDES, BESIDE. Beside is often improperly substituted for besides. Beside, a preposition, means "by the side of," "aside from"; besides, a preposition or an adverb, means "in addition to," "moreover," "except."

Lesson 14 (cont'd)

BETWEEN, AMONG. Between, connected in meaning with twain, usually refers to only two; among refers to more than two: "This plan implies a choice between two or among more than two methods of election."

CAN, MAY. Can implies ability, may permission. "Can I go now?" is colloquial. "You can if you are able; you may if you can."

EITHER, BOTH, EACH. Either means "one of two," "the one or the other," "each of two." It is always a singular and should never refer to more than two. Use any, any one, or each to refer to one of more than two. The same principle applies to neither. Both refers to two considered together. It means "the one and the other." Both is thus redundant in the expression: "They are both alike."

IN, INTO. Most verbs of motion to a place should be followed by into. In implies motion within narrow limits. "He walked into (not in) the room twenty minutes too late." "He walked up and down in his study for an hour." But "He came in just as I left." "The train came in."

LIE, LAY. Lie means "to recline." Lay means "to put down," "to make something lie." Lay is thus the causative of lie.

LOSE, LOOSE. Often confused in meaning and spelling. Lose means "to fail to keep"; loose means "to release," "to set free."

MOST, ALMOST. Two different words. Do not use the adjective most, which is the superlative of many or much, for the adverb almost. "The bell rings almost (not most) every hour."

NEITHER. Use neither to refer to one of two. In reference to one of more than two use none, no one, or not a one.

Name:

Date:

Advanced Class
Lesson 15

I. GRAMMAR.

PREPOSITION

WHICH ARE CORRECT?

1. John fell from the porch _____ the water and then went _____ the house. (in, into)

Into is used for motion from one place to another--- porch to water, outside the house to inside, for example. If John had been wading in deep water, he might have fallen in it.

2. I was not _____ home yesterday. (at, to)

Notice the difference between at and to: "I went to school on Friday but was at home on Saturday."

3. Then John suggested that we divide the money _____ the five members of the club. (among, between)

Between commonly applies to only two objects.

4. Keep _____ the ice wagon. (off, off of)

Off is correct.

5. I got the knife _____ Jack. (off of, off, from)

From is correct.

6. _____ the locomotive were ten cars. (behind, in back of, back of)

Behind is literary English; back of, colloquial; in back of, childish.

7. _____ financial reverses I have been forced to leave school. (due to, because of)

The two words because of are used as a preposition. Due is an adjective and is correctly used in the sentence: "The accident was due to carelessness." In this sentence due is the predicate adjective after the verb was.

Lesson 15 (cont'd)

Practice 1 ----- In each sentence select the correct preposition.

1. The Jew was to cut off a pound of Antonio's flesh as payment for a sum of money Antonio had borrowed _____ Shylock.
(off, from)

2. The teacher divided his time _____ the three sections as he thought best. (among, between)

3. Last Friday I was over _____ your house but didn't find you at home. (at, to)

4. Suddenly Jim heard a noise and hid _____ a tree.
(behind, back of, in back of)

5. Many men, women, and children are killed or crippled every day _____ the carelessness of automobile drivers.
(because of, due to)

6. Mother said she would make jam and jelly _____ the berries. (of, with)

7. During July and August we were _____ Paris. (at, in)

8. If Harvard had won, there would have been a tripple tie _____ the colleges in the Big Three. (among, between)

9. He jumped _____ the water to rescue his sister.
(in, into)

10. While my mother was _____ the store, I climbed upon the kitchen table. (at, to)

11. She appeared to be rather heartless _____ the fact that she spurned the love that was so often offered her. (because of, due to)

12. One day we decided to go out _____ the woods for a rest.
(in, into)

13. He slipped on the raft but luckily did not fall _____ the water. (in, into)

NAME:

DATE:

Advanced Class

Lesson 16

I. DICTION. "GLOSSARY OF FAULTY EXPRESSION"

PARTY, PERSON, INDIVIDUAL. Party implies a group and, except in legal contexts, should never be used to refer to one person. Individual refers to a single or a particular being. In all other cases use person, man, woman.

PRINCIPAL, PRINCIPLE. Principal is an adjective except in the sense "head teacher" or sum of money." Principle is always a noun meaning "a governing rule or truth."

PROPOSE, PURPOSE. Do not confuse propose, which means "to offer for consideration" and purpose, which means "to make up one's mind," "to plan," "to resolve."

STATUE, STATURE, STATUTE. Distinguish among these words in pronunciation, spelling, and meaning. Statue means "a sculptured figure"; stature means "height"; and statute means "law."

VERY, TOO, MUCH. Much, well, or some other adverb must follow very or too when they modify participles: "He was very much surprised at my plan." "He was very painfully wounded." "He was too well prepared to miss any of the questions." Very and too can be used alone only before participles that have become pure adjectives. "I am very tired." "He was too excited to move."

WHICH. Use who or that, not which or what, to refer to persons.

YOU WAS. Vulgar for you were.

Verbs

1. Jim commanded the dog to (lie, lay) down.
2. Either Jack or Bob (has finished, have finished, has finish) his work.
3. Neither Mr. Smith nor his friends (has swam, have swam, has swum, have swum) across the river.
4. There (weren't, wasn't) many people at the party.
5. Both Mr. White and his wife (have passed, has passed) our house this morning.

Tell what are the underlined words.

1. His work was repairing automobile.
2. He tried to treat everybody fairly.
3. The girl wearing a blue hat is Helen.

Lesson 2

ADVANCED CLASS

January, 1943

Agreement of Pronouns

1. Each of the boys is asked to bring (his, their) friends.
2. The Department of Education is adding more courses to (its, it's, their) program.
3. Neither of the boys could find (his, their) coat.
4. Either John, Bill, or Tom must have left (his, their) seat.
5. One should never go in swimming immediately after (they have, he has) finished eating.
6. One of the women (wants, want) to join our club.

Lesson 3

ADVANCED CLASS

February, 1943

difference between Phrase and Clause

Phrase

A group of closely related words that has no subject or predicate is called a phrase.

Clause

A group of related words that contains a subject and a predicate and is a part of a longer sentence is called a clause.

Sentence

A group of related words that contains a subject and a predicate and expresses a complete thought is a sentence.

1. When the sun sets we will go home.
2. We are tired at the end of the day.
3. The night was dark.

ADVANCED CLASS

1. The lady _____ you want to see is at school.
2. They met the retailer to _____ they sold their vegetables.
3. Mr. Black is the fellow _____ you defeated in a checker game.
4. The man _____ father hired did not come to work today.
5. The pedestrian _____ obeys the stop lights is safe.
6. Everyone likes person _____ has good manners.
7. This is the sailor _____ saved my life.

Relative Pronouns

Relative Pronoun is a connecting word, and it refers to and stands for its antecedent.

1. John found the book which was lost.

Which connects the clause with the antecedent book, and is used instead of book as the subject of lost.

Nominative case	Possessive case	Objective case
who	whose	whom
which	whose (or which)	which
that		that
what		what

Usage of different relative pronoun.

Who

Who is used only for person

1. There was one man who would not obey this order.

Divided into simple sentences

There was one man.

He would not obey this order.

2. The boy who is careless generally becomes a careless man.
3. The boy who took my pencil has returned it.
4. Mary Jones who is in our class won the prize.
5. He is the man who was there.

Cont'd Lesson 4

Whose

1. This is the man whose daughter was valedictorian.
2. The beaver whose dam blocks the stream has a house nearby.
3. Islands are the tops of mountains whose base is in the bed of the ocean.
4. He is a poor boy whose mother died recently.
5. A boy whose shirt was muddy was crying out in the middle of the street.

Whom

1. The lady whom you want to see is at school.
2. They met the retailer to whom they sold their vegetables.
3. Mr. Black is the fellow whom you defeated in a chess game.
4. The man whom father hired did not come to work today.
5. He is man whom I admire.

Lesson 5

ADVANCED CLASS

Feb., Mar., 1943

Relative Pronouns

which

Which is used for anything except person.

1. He laid aside the pen with which he was writing.
2. He lost the watch which you gave him.
3. They did not know which they should select.
4. The lion which escaped has been captured.
5. He mailed the letter which she had written.

That

That is used for persons or things.

1. I know a girl that you will like.
2. This is the cat that killed the rat that ate the malt that lay in the house that Jack built.
3. The tree that fell last night was an oak tree.
4. Take any book that you like.
5. This is the best book that I have.

What

What is used in a sentence when there is no antecedent expressed in the sentence. It is equivalent to "That which."

1. Tell me what you want.
2. He saves what he earns.
3. I know what you are doing.
4. You cannot rely on what he says
5. Be content with what you have.

Exercise

Fill in the blanks with relative pronouns.

CONT'D LESSON 5

1. I was unable to remember the name of the engineer
_____ had been employed by the company.
2. The man _____ you want to see is out.
3. The members of the glee club have gone on a concert
tour _____ will last two weeks.
4. The man in the dark glasses is the very person
for _____ the police are looking.
5. This is the man _____ playing we admired.

Lesson 6

ADVANCED CLASS

Feb., Mar., 1943

Conjunctions

The following conjunctions show changes of time, place, cause, purpose, result, condition, concession, manner, comparison, and degree.

ChangesConjunctions

Manner:

as, so, as though, as if

Time:

when, while, before, after, since,
as

Place:

where

Cause:

because, since, as

Purpose:

that, so that, in order that

Result:

that, so that

Condition:

if, unless

Concession:

though, although, even if, even
though

Comparison:

as, than

Degree:

than, as---as

ADVANCED CLASS

Exercise on Relative Pronouns

1. The farmer hired a man _____ he can depend on.
2. The man _____ you want to see is out.
3. There was the man _____ they said was guilty.
4. Mr. Hardy is the man _____ directs the athletic program.
5. This is the student _____ won the prize.
6. They recovered the purse _____ was lost.
7. He is the fellow _____ you defeated.
8. They met the person from _____ they bought the house.
9. Everyone likes boys _____ are polite.
10. Sally is the girl in _____ I have confidence.
11. Girls admire men _____ smoke pipes.
12. Explorers _____ spend all their lives away from home do not make good husbands

ADVANCED CLASS

Exercises: Fill in the blanks with the proper relative pronouns.

1. I was unable to remember the name of the engineer _____ had been employed by the firm. (who, which, whom)
2. The man walking across the street was he _____ we thought would come next (who, which, whom)
3. The man _____ you want to see is out. (whom, who, which)
4. The members of the glee club have gone on a concert tour _____ will last two weeks. (who, which)
5. The man in the dark glasses is the very person for _____ the police are looking. (who, whom)
6. Tom and Bill were two of the men _____ were chosen. (who, which, whom)
7. Here is a good example of the new paintings _____ will be shown at the museum next week. (which, who, whom)
8. This is the man _____ playing we admired. (who, whom, which, whose)

J.Y.

Lesson 7

ADVANCED CLASS

April, 1943

The Milford School

Milford, Conn.

Oct. 24, 1935

Dear Dad,

We won our first football game this afternoon, playing against the local high school team, by a score of 15-6. Our new cheers and songs went very well.

Last week our instructor in the gym introduced a new system of fining us for bad posture. The penalty for folding our arms is five cents; standing on one foot costs us two cents; hanging the head brings a fine of one cent. We never realized how many things we did wrong until we began to pay for them. It's like a game, and everybody is trying not to get caught. The proceeds are to be used for a theater party at the end of the term.

Mother's letter came last night. Please tell sister that my chum and ⁺~~I~~ think we "could" eat another box of fudge "if" somebody made some for us.

With love,

Alex

Conjunctions**Manner:**

1. Students study as they have been taught.

Time:

1. Students study before they take examination.

Place:

1. Students study where they have books.

Cause:

1. Students study because they do not want to fail.

Purpose:

1. Students study that they may pass.

Condition:

1. Students study if they are encouraged enough.

Concession:

1. Students study even though some of them fail.

Comparison:

1. Students study as actors study.

Degree:

1. Students study as hard as they can.

Result:

1. She is so weak that she cannot stand alone.

Others:

1. The house where he lived was not far from school.
2. He lives in the house where his father lived before him.
3. He said that he did not know.
4. I hoped that it would rain.

Spelling

(& the usage of these in sentences)

- | | | | |
|---------------|--------------|--------------|---------------|
| 1. always | 26. dear | 51. many | 76. two |
| 2. among | 27. doctor | 52. meant | 77. too |
| 3. again | 28. every | 53. making | 78. trouble |
| 4. any | 29. easy | 54. minute | 79. tear |
| 5. ache | 30. early | 55. much | 80. tired |
| 6. answer | 31. enough | 56. none | 81. through |
| 7. been | 32. friend | 57. often | 82. though |
| 8. business | 33. February | 58. once | 83. they |
| 9. built | 34. forty | 59. piece | 84. tonight |
| 10. believe | 35. grammar | 60. ready | 85. truly |
| 11. busy | 36. guess | 61. raise | 86. used |
| 12. beginning | 37. hoarse | 62. read | 87. very |
| 13. blue | 38. half | 63. straight | 88. which |
| 14. buy | 39. having | 64. sugar | 89. where |
| 15. break | 40. hour | 65. shoes | 90. women |
| 16. can't | 41. heard | 66. said | 91. write |
| 17. country | 42. hear | 67. says | 92. writing |
| 18. could | 43. instead | 68. sure | 93. would |
| 19. color | 44. just | 69. since | 94. Wednesday |
| 20. choose | 45. knew | 70. some | 95. wear |
| 21. coming | 46. know | 71. seems | 96. whether |
| 22. cough | 47. laid | 72. separate | 97. whole |
| 23. don't | 48. lose | 73. their | 98. wrote |
| 24. does | 49. loose | 74. there | 99. won't |
| 25. done | 50. here | 75. Tuesday | 100. week |

Lesson 10

ADVANCED CLASS

April, 1943

Exercises on Conjunctions

1. They drove to a place _____ they could
(where, when, that)
ski.
2. Our Boy Scout meetings begin _____ the
(than, so that, when)
clock strikes eight.
3. _____ ants are tiny insects, they
(before, although, than)
live in well organized communities.
4. _____ the queen ant has dug a nest,
(before, so that, in order that, after)
she lays some eggs.
5. Many colonies of ants keep herds of aphids _____
(like, as, because, unless)
farmers keep cows.
6. I will come _____ you ask me.
(since, although, so that)
7. Marie is braver _____ her brother.
(because, than, before)
8. I can't go with you _____ father
(when, unless, because)
gives me permission.

A CONCLUSION TO A SURVEY OF EUROPEAN CIVILIZATION

Taken from the "European Civilization" by Bergumson, Bruun and Becker.

"Even in relatively tranquil years the tension and the inconsistencies latent in western civilization can hardly fail to provoke grave misgivings in the thoughtful mind. The material achievements of the modern age surpass those of any preceding epoch, and it is perhaps no more than just to pay tribute to these achievements before attention is called to the darker side of the picture. Each year advances the war against disease, introduces new labor-saving devices, marks the attainment of higher speeds, the construction of longer bridges, the erection of taller towers, and the measurement of more distant nebulae. These marvels of science are the chief glory of the contemporary era and it is impossible to overpraise the labor, the devotion, and the inspiration which have made them possible. Nor is there much reason to doubt that the immediate future will prove to be an age of technological development so outstanding that the present will be reduced in comparison to a period of apprenticeship. Machines are destined to become immeasurably more intricate and more powerful, and the marvels and complexities of this machine-dominated civilization cannot fail to increase yearly.

Yet this development imposes a vast responsibility upon the masters of the machines, a responsibility which, it may well prove, they are not prepared for and are not competent to accept. There is a mounting disparity observable between the limitless capacity of the engines and the limited faculties of their human managers. It is easy, for example, to treble the speed of a motor vehicle, but the deliberations and reactions of the driver are limited by his mental and muscular inheritance and cannot be greatly accelerated. This failure of the human machine largely explains why there have been one hundred thousand automobile fatalities in the United States within three years. Similarly, the rotary press and the radio have recently combined to bring the news of the world to the attention of every interested citizen, but the capacity of the average man to select, analyze, and pass judgment upon that news has not expanded in proportion as the information multiplied, and he has found that knowledge spells bewilderment. A third example, perhaps the most ominous, of this growing disparity between the acceleration of mechanized process and the lag of human adaptation involves the menace of warfare. Few modern diplomats can aspire to reach a decision as quickly as Napoleon was in the habit of doing more than a century ago, yet Napoleon in his swiftest campaign required six weeks to seize the enemy's capital, whereas today any capital in Europe

might be bombed from the air two hours after the declaration of war. With the danger of war and destruction thus reduced to a matter of hours, deliberation becomes impossible, the human machine breaks down and abandons its role of arbiter. The diplomats, as custodians of peace, cannot hope to evolve solutions in such emergencies, and it becomes a matter of the utmost importance to anticipate crises and prepare a channel for the arbitration of international disputes in advance.

War and poverty remain the most desperate enigmas confronting western civilization, and in democratic countries the solution to them lies in the creation of a more enlightened and more humane citizenry."

PREPOSITION TO

Unless you pay attention to details of facts, you can never expect to be a good scientist. When a baby is born, an addition is made to the family. You must give an answer to all questions. You have a right to property. A line is parallel to the other if it does not meet it at a point. You must pay the amount equal to the amount of value a commodity has when you buy an article. She is married to that man. She is leaving the camp for M....., and she is going to be joined to her husband. If you are in debt to your friend, you had better pay it soon. The behavior of a girl to her lover may be a blow to his self-respect, and if she was kind to him at the start, a wound to his feelings will be very much harder for him to put up with. Is Japanese music to your taste? They are dancing to a bad phonograph. The question is not open to argument. I stood in front of him face to face. Your answer is not to the point. To my surprise and regret, it is still going on. Bad music is dear to the public. The chances are ten to one that it will be better in the future. I will report to you all the details by letter. The building was reduced to ashes by the fire. Five persons were burned to death by the fire. In learning he is superior to me, but he is far inferior to me in experience. A scholar devotes himself to study. A sly man is compared to a fox. He is engaged to her. The subject matter of the talk is familiar to everybody. You cannot be good to everybody. Get to the place before they reach there. Let us listen to him. I prefer tea to coffee. He does not talk to her because he is angry with her. A new king succeeded to the throne. My friend used to indulge in drinking, but now he takes to gambling. I will write to you again. This is the work congenial to my taste. The book is adapted to the need of the student. Your view is not in accord with mine.

(Reading Material)

WHAT IS SOCIAL PROBLEM? (Taken from Rosenquist's "Social Problems

"The term 'social problem' has been used to describe situations and activities ranging from the operation of the international economic system to the behavior of a truant schoolboy. The choice of such a term requires, therefore, some explanation; first, in order to discover what the word means in common usage and, second, to limit that meaning to practical dimensions.

"Obviously a social problem refers to a condition or process of society which is, from some point of view, undesirable. Such a condition or process may, then, be judged wrong or abnormal. It means that society in some respect is failing to perform the functions or to achieve the end expected of it. Corollary is the idea that society can function properly or, at least, can be so to function--that there is or can be a satisfactory society. Contemplation of a social problem, therefore, carries with it the notion that a solution may be found.

"Implicit also is the idea of social change. Indeed, the idea of social change may quite properly be assumed to have preceded the idea of social problems. If society were static, unchanging and unchangeable, there would be no use in talking of its problems or defects. We should then be concerned only with the business of adapting ourselves as well as possible to the inevitable, as we do to climate and altitude. At the same time that we accept the idea of change, however, we must also assume the continuance of some stability, otherwise we could never hope to bring about permanent improvements in our social life.

"Those who speak of social problems believe not only in social change, but also in the possibility of directing such change toward desired ends. They believe in progress."

Gerunds (Grammar)

A gerund is a verb form that ends in ing. It is always used like a noun. It names the action but does not assert it. "Shooting, falling, playing, trying, sewing, thinking" are names of actions.

1. Running is good exercise.
2. Studying is hard work.

The words underlines are gerunds, because they are verb forms that name actions and do the work of nouns.

A gerund may be used as the subject or the object of a verb, as the object of a preposition, or in any other way that a noun may be used.

1. Skating is not easy. (subject of verb)
2. Tom likes swimming. (object of verb)
3. My uncle spent hours in repairing his car. (object of a preposition)
4. His hobby is collecting stamps. (predicate Nominative)

Do not confuse gerunds and participles. Both end in ing, but a participle is used as an adjective, while a gerund is used as a noun.

1. Walking is good exercise. (gerund)
2. The girl walking ahead is Helen. (participle)

A pronoun or noun that modifies a gerund is in the possessive case.

1. I had not heard of Jack's going.
2. I had not heard of his going.

What gerunds are used in the following:

1. Understanding infinitives was not an easy work.
2. My father likes fishing.
3. You should make a habit of brushing your teeth every morning.

Lesson 5

ADVANCED CLASS

Reading Material

HOW GUN-SHY DOGS MAY SOLVE THE RIDDLE OF SHELL SHOCK

In an effort to help soldiers who are suffering from shell shock and other war neuroses, the scientists at Cornell University, Ithaca, New York, are experimenting with gun-shy dogs.

It is the theory of two of these researchers, Dr. O. D. Anderson and Dr. Arthur V. Jenen, that war neuroses in humans and gun-shyness in dogs are caused by one and the same thing--lost emotional and nervous control.

The dogs, contributed by sympathetic sportsmen, are being observed in private rooms on the Cornell "Behavior Farm." Each animal is being treated as though it were human, and observations are being made on the nervous movement of the dogs, their changing pulse, respiration and blood pressure.

Although hunters regard gun-shy dogs as worthless, the initial Cornell experiment indicates that these shortcomings can be overcome by careful training and handling. Two weeks to several months are needed for the treatment.

Gun-Shyness means intense nervousness and fear--not only of the sound of guns, but of other loud or sudden noises, such as the slamming of a door or the backfire of an automobile.

It is the hope of the researchers that their experiments will point the way to a treatment that will help to quickly rehabilitate men suffering from shell shock and similar disorders.

Much of the research is centering around a study of the endocrine glands which, the scientists suspect, play an important role in the nervous and emotional life of an individual.

Air raid victims in Great Britain who, like the gun-shy dogs, have been driven partially insane by the bedlam of bombing, are being treated in a new way.

Engineers of the British Broadcasting Corporation make actual phonograph records of an air raid which are played again and again through loudspeakers.

In about two weeks' time the victims begin to take these dreadful sounds without reaction and soon go through a real raid calmly.

Grammar

I. Correct these errors:

1. This book is different to that. 2. He stays to home. 3. They two quarreled among each other. 4. He is in want for money. 5. I was followed with a crowd. 6. He fell from the bridge in the water. 7. He fought into the Revolution. 8. He bears a close resemblance of his father. 9. He entered in the plot. 10. He lives at London. 11. He lives in the turn of the road. 12. I have need for a vacation. 13. The child died with the croup. 14. He took a walk, but was disappointed of it. 15. He did not take a walk; he was disappointed in it. 16. He was accused with felony. 17. School keeps upon Monday. 18. Place a mark between each leaf. 19. He is angry with your conduct. 22. What is the matter of him? 23. I saw him over to the house. 24. These plants differ with each other. 25. He boards to the hotel. 26. I board in the hotel. 27. She stays at the North. 28. I have other reasons beside these. 29. You make no use with your talents. 30. He threw himself onto the bed. 31. The boys are hard to work. 32. He distributed the apples between his four brothers. 33. He went in in the park. 34. You can confidd on him. 35. He arrived to Toronto. 36. I agree with that plan. 37. The evening was spent by reading. 38. Can you accomodate me in one of those? 39. What a change a century has produced upon our country. 40. He stays to school late. 41. The year of the Restoration plunged Milton in bitter poverty. 42. The Colonies declared themselves independent from England. 43. I spent my Saturdays by going in the country, and enjoying myself by fishing.

II. Correct these errors:

1. I went there at about noon. 2. In what latitude is Boston in? 3. He came in for to have a talk. 4. I started a week ago from last Saturday. 5. He was born August 14, in 1834. 6. A good place to see a play is at Wallack's. 7. He went to home. 8. I was leading of a horse about. 9. By what states is Kentucky bounded by? 10. His servants ye are to whom ye obey. 11. Where are you going to? 12. They admitted of the fact. 13. Raise your book off of the table. 14. He took the poker from out of the fire. 15. Of what is the air composed of? 16. You can tell by trying of it. 17. Where have you been to? 18. The boy is like to his father. 19. They offered to him a chair. 20. This is the subject of which I intend to write about. 21. Butter brings twenty cents for a pound. 22. Give to me a knife. 23. I have a brother of five years old. 24. To what may

Italy be likened to? 25. In about April the farmer puts in his seed. 26. Jack's favorite sport was in robbing orchards. 27. Before answering of you, I must think. 28. He lives near to the river. 29. Keep off of the grass.

III. Correct these errors:

1. There is no use going there. 2. He is worthy our help. 3. I was prevented going. 4. He was banished the country. 5. He is unworthy of our charity. 6. What use is this to him? 7. He was born on the 15th August, 1834. 8. Adam and Eve were expelled the garden. 9. It was the size of a pea. 10. Egypt is the west side of the Red Sea.

ADULT ENGLISH

Reading and Grammar

NOISES FOR NOISE'S SAKE

Sometimes we talk simply for the sake of hearing ourselves talk; that is, for the same reason that we play golf or dance. The activity gives us a pleasant sense of being alive. Children prattling, adults singing in the bathtub, are alike enjoying the sound of their voices. Sometimes large groups make noises together, as in group singing, group recitation, or group chanting, for similar presymbolic reasons. In all this, the significance of the words used is almost completely irrelevant. We often, for example, may talk about a desire to be carried back to a childhood home in old Virginia, when in actuality we have never been there and haven't the slightest intention of going.

What we call "social conversation" is again presymbolic in character. When we are at a tea or dinner party, for example, we all have to talk--about anything: the weather, the performance of the Chicago White Sox, Thomas Mann's latest book, or Myrna Loy's last picture. It is typical of these conversations that, except among very good friends, few of the remarks made on these subjects are ever important enough to be worth making for their informative value. Nevertheless, it is regarded as "rude" to remain silent. Indeed, in such matters as greetings and farewells; "Good morning"--"lovely day"--"And how's your family these days?"--"It was a pleasure meeting you"--"Do look us up the next time you're in town"--it is regarded as a social error not to say these things even if we do not mean them. There are numberless daily situations in which we talk simply because it would be impolite not to. Every social group has its own form of this kind of talking--"the art of conversation," "small talk," or the mutual "kidding" that Americans love so much. From these social practices it is possible to infer, as a general principle, that the prevention of silence is itself an important function of speech, and that it is completely impossible for us in society to talk only when we "have something to say."

This presymbolic talk for talk's sake is, like the cries of animals, a form of activity. We talk together about nothing at all and thereby establish friendships. The purpose of the talk is not the communication of information, as the symbols used would seem to imply ("I see the Dodgers are out in the lead again"), but the establishment of communion. Human beings have many ways of establishing communion among themselves; breaking bread together, playing games together,

working together. But talking together is the most easily arranged of all these forms of collective activity. The togetherness of the talking, then, is the most important element in social conversation; the subject matter is only secondary.

ADULT ENGLISH

Reading and Grammar
(Reading Material)

Grace for This Day

By Margaret Lee Runbeck

Condensed from Good Housekeeping

I don't quite know how it started. Maybe because we listen to the news broadcasts just before dinner. But anyway, about a month ago something began to happen in our house. Some unseen presence tip-toed in, and after we had listened to the tragedy that is upon the world, it took us each by the hand and led us more quietly into our dining room.

The first times we felt it we had no words. Then one night one of us said with embarrassment: "Funny thing, but just now I felt we were all going to bow our heads and say grace."

Then someone else made a brave admission. "I have been giving thanks. Every time I see our table and us around it, and food upon it. Not out loud. Just to myself. Let's do it together."

So that night we did; we said grace in silence. Later we learned words to say aloud; but when guests were at our table, we forgot it entirely. It seemed such an old-fashioned thing to do in this modern world. Anyway it was really our own business. But somehow it made the nights when we were alone for dinner more warm and close and precious.

A few nights ago a neighbor invited us to dinner. It was quite different from the dinners we used to have there. For one thing, we all brought our children, for there's no one to leave them with now that the factories have called our maids. And there are gaps in almost every family; we carried letters from far away places to read to one another.

When we sat down at the table, there was a moment's pause. I thought guiltily that it must be my family's fault. But nobody alone was responsible; there was a still expectancy in each of us. It was awkward, for we are not used to such awareness. We have not found words.

"Guess we might as well say grace," one of the men muttered. "Seems appropriate these days."

We bowed our heads, and all of us prayed in our own way, childish and wise, grown-up and simple. Probably the littlest said: "I smell duck and sweet potatoes. Dear God, I wish I could send my share to the children in Europe. Please take care of them. Amen." Another might have said: "Thank you, God, for this family and this town. Please take seeds from this happiness of ours and scatter them across the world.".....

Taken from the Reader's Digest, Jan., 1943

ADULT ENGLISH

Reading and Grammar
(Reading Material)

Give a child a toy or a doll, and in not time he is picking it to pieces to see what is inside it, and how it works. Let a strange family move into a neighborhood, and, even before the furniture vans are unloaded, the whole street is speculating about the newcomers and buzzing with gossip about their home life and private affairs. For man has his full share of the curiosity of his monkey cousins and is instinctively perhaps the most inquisitive of all animals. Very early in his development, too, this love of peering and prying is extended to the larger aspects of his physical environment, and anthropology is in good part an anthology of his excited character about what the insides of natural phenomena really look like and why and how they run.

There was reason enough for all this excitement. Little experience was needed to make man suspect that the world about him had insides, and that its heart was not quite the same as its face. In other words, there was a difference between the appearance of things and their reality that called for investigation. But naturally most of this gossip was wild, vague, and highly colored. Evidence figured hardly at all in the picture. Man jumped to conclusions, without ever looking before he leapt, and where he landed was a matter of imagination and inclination, rather than of thought. All sorts of strange rumors began to circulate about the ancestry and the private life of natural phenomena. Then, too, man began to wonder a little about himself, and to ask how he originated and where he fitted into the scheme. The answers he gave to these first questionings have been preserved for us in folklore and mythology, in primitive tales of the creation of the world, and in the persons of the early gods of the race.

Now, if we watch for a while, the child with his toy, we may presently notice a change in his way of examining it. Instead of pulling it to pieces at random, he may suddenly stop for a moment and cock his eye and wrinkle his nose at it, as if he were reflecting. And then he will get to work again, but with a difference. It seems to have occurred to him that the insides somehow hang together and form a sort of whole, and that it is easier to get them apart and see how they fit into one another, if he goes about it in one way rather than another, and we might say, with a certain method.

Again, take the new family in the neighborhood. If it is sufficiently mysterious and baffling in its behavior, gossip,

to be sure, will be only the wilder and the more rampant, but the police are also pretty sure to be called in. With their appearance upon the scene, however, there comes a change. In the first place, they cannot enter without a warrant issued on probable cause; that is, on real evidence of some sort. They begin going about their search methodically: they treat the case as a whole, approach it from all sides, and work out their view of its true inwardness, not by jumping to conclusions, but by sifting the evidence and reasoning from it to what seems the most plausible explanation. But in so doing, they by no means ignore the gossip of the neighbors. Frequently they find in it valuable hints for the pursuit of their investigation, and frequently their results show that some of it, however hasty and unreflective it may be, happens to be true.

Taken from the History of Philosophy
By Fuller