

J2.40:2

2 of 3

ADULT INTERMEDIATE ENGLISH CLASS



NAME:

DATE:

## ADVANCED CLASS

## LESSON 1

## I. READING:

Many of you have heard the old saying that "There is no place like <sup>home</sup>." A house is a home because the family lives in the house. Our family is happy in our home. A clean home helps make a safe home. To have a clean home the family must help to make it clean. We wash our clothes everyday to keep them clean. Good, fresh, clean food helps keep our family in good health. We eat fresh eggs and fresh fruits. We drink good milk. We have fresh vegetables with our meat. Good sleep helps keep our family in good health.

## II. SPELLING:

- |                      |                        |
|----------------------|------------------------|
| 1. apartment _____   | 11. canteen _____      |
| 2. block _____       | 12. clinic _____       |
| 3. building _____    | 13. bulletin _____     |
| 4. heater _____      | 14. hospital _____     |
| 5. electricity _____ | 15. information _____  |
| 6. kitchen _____     | 16. post office _____  |
| 7. newspaper _____   | 17. personnel _____    |
| 8. radio _____       | 18. registration _____ |
| 9. watch _____       | 19. library _____      |
| 10. window _____     | 20. warehouse _____    |

## III. QUESTIONS:

1. What is the old saying about home?
2. What helps make a safe home?
3. What kind of foods keep our family in good health?
4. What do we have with our meat?
5. What does good sleep do?



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## ADVANCED CLASS

## LESSON 3

## I. SPELLING:

- |                    |                        |
|--------------------|------------------------|
| 1. bulletin _____  | 9. magazine _____      |
| 2. kitchen _____   | 10. extension _____    |
| 3. library _____   | 11. neighbor _____     |
| 4. telephone _____ | 12. building _____     |
| 5. hospital _____  | 13. registration _____ |
| 6. warehouse _____ | 14. canteen _____      |
| 7. sentry _____    | 15. personnel _____    |
| 8. nursery _____   |                        |

## II. READING:

All of our family works everyday. We trade at the canteen for things which are needed in the home. In the use of the stove, we are very careful. By being careful, we help to prevent fire. We do not use cheap extension cords for ironing. Also we do not hang wet clothes on extension cords. My family is careful at home. Some of our neighbors are not careful. Because they are not careful, bad things happen. We want our home to be safe. We obey rules of safety. Our home motto is:

"BE SAFE AND BE HAPPY."



INTERMEDIATE &  
ADVANCED CLASS

LESSON 4

I. GRAMMAR---Rules for the formation of plurals.

1. PLURALS in -s or -es.

- a. Most nouns form the plural by adding s to the singular: boys, trees, seas, bells, cups.
- b. But nouns ending in a sibilant sound: (s, sh, x, z) add es to form the plural: kisses, horses, fences, axes, quizzes.

2. PLURAL of words in -y.

- a. Nouns ending in -y preceded by a consonant change the y to i and add es to form the plural: flies, cries, skies, studies, ladies, mercies, armies, pities.
- b. Nouns ending in -y preceded by a vowel, usually retain the y and add s for the plural: days, keys, plays, joys, quays, monkeys.

3. PLURAL of words in -o.

- a. Nouns ending in o preceded by a vowel add s to form the plural: cameos, folios.
- b. Nouns ending in o preceded by a consonant add s or es.
  - (1) The following form the plural by adding es: echo, hero, no, potato, tomato, cargo, mosquito, negro.
  - (2) Most other words of this class add s: canto, dynamo, halo, memento, quarto, piano, solo.

4. IRREGULAR PLURALS.

- a. Traces of the Old English irregular declensions survive in the irregular plurals oxen, children, brethren, geese, feet, mice, men, women, sheep, deer, swine, trout.



#### LESSON 4 (cont'd)

5. PLURALS OF FOREIGN WORDS. Many words derived from foreign languages retain the plural of the language from which they were borrowed. many words of this class have been partly naturalized and have a second (anglicized) plural. The present tendency is to anglicize the plural of foreign nouns.

alumna: alumnae (feminine)  
alumnus: alumni (masculine)  
radius: radii or radiuses  
focus: foci or focuses  
cherub: cherubin or cherubs  
seraph: seraphim or seraphs  
basis: bases  
gladiolus: gladioli or gladioluses  
hypothesis: hypotheses  
crisis: crises  
beau: beaux or beaus  
tableau: tableaux or tableaus  
formula: formulae or formulas  
datum: data

6. PLURAL OF COMPOUNDS. A compound noun form the plural by adding s or es to the important word in the compound: sons-in-law, courts-martial, bystanders, passers-by.
- a. But if the component elements are so closely joined as to be felt a simple word, the suffix is added to the end of the word: cupfuls, handfuls.
- b. In a few words both elements are pluralized: men-servants, women-servants.



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May 27<sup>th</sup> + 29<sup>th</sup>

Intermediate Class

Lesson 5

I. READING.

"The Coming of the White Man"

There are one hundred and thirty million people in the United States. Most of these people are of the white race. The first inhabitants were Indians. The Indians were gathered in small bands. They wandered from place to place. They lived mostly by hunting and fishing. These bands united and formed tribes. Each tribe had one ruler. This ruler was called a Chief. Certain tribes had settled homes. This was the beginning of Indian civilization.

It is not known when the first white people came to America. It is thought that white men from Northern Europe visited America as early as the year 1000. No permanent settlements were made then.

America was discovered by Christopher Columbus in 1492. Columbus was an Italian. At that time people thought the world was flat. Columbus believed the world was round. Little was known of the size of the world at this time. Columbus had no money. Queen Isabella of Spain gave him money for the voyage. He and his crew sailed west in three ships. He landed on an island. This island was later named San Salvadore. Columbus took possession of the island in the name of Spain. He made three voyages to America.



Lesson 5 (cont'd)

Other men followed Columbus. One man, Amerigo Vespucci, made several voyages to America. Once he landed on what is now North America. He made maps of the country and wrote accounts of the New World. The Country was named America in honor of Amerigo Vespucci.

Spain, France, England, Holland and Sweden planted colonies in America.

II. SPELLING and PRONUNCIATION.

- |               |                 |
|---------------|-----------------|
| 1. extension  | (ěks tẽn shũn)  |
| 2. telephone  | (těl ě fōn)     |
| 3. relocation | (rē lō kā shũn) |
| 4. baseball   | (bās bôl)       |
| 5. ironing    | (ī rỗ nĩng)     |
| 6. cynic      | (sĩn ỹk)        |
| 7. bucket     | (bũk ết)        |
| 8. fire-break | (fĩr-brāk)      |
| 9. scorpion   | (skôr pĩ ũn)    |
| 10. freight   | (frāt)          |



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## INTERMEDIATE CLASS

### LESSON 6

#### EARLY HARDSHIPS

It was not easy to make homes in the New World. Many hardships were endured. Forests had to be cut down. Land had to be tilled for crops. Supplies were hard to get. Everything had to be brought from Europe. The Indians resented the coming of the white men. This was natural. Fights between the natives and the colonists were frequent.

#### EARLY LEADERS

The colonists had many brave and capable leaders. Some of these leaders were:

Miles Standish of Plymouth  
John Smith of Virginia  
Roger Williams of Rhode Island  
William Penn of Pennsylvania  
Lord Baltimore of Maryland.

England and France were constantly at war in Europe. It was but natural that these wars should spread to the New World. The English colonies and the French colonies engaged in four separate wars. These wars were:

King Williams War, 1689-1697  
Queen Anne's War, 1702-1713  
King George's War, 1743-1748  
French and Indian Wars, 1754-1763

Some of the Indian tribes helped the French and some helped the English. The last of these wars ended in 1763. England won a complete victory. The English now controlled most of the country east of the Mississippi, including the colonies on the Atlantic Coast. England also acquired Canada which is still part of the British Empire.



Intermediate Class  
Lesson 6 (Cont'd)

The year before the war closed France ceded her territory west of the Mississippi to Spain but in 1800 it was returned to France. The United States bought this territory from France in 1803. Florida remained a Spanish possession until 1819.

II. Spelling and Pronunciation:

- |                    |                 |
|--------------------|-----------------|
| 1. vegetable       | 16. writing     |
| 2. English         | 17. Monday      |
| 3. dictionary      | 18. Tuesday     |
| 4. mountain        | 19. Wednesday   |
| 5. dust-storm      | 20. Thursday    |
| 6. latrine         | 21. Friday      |
| 7. lavatory        | 22. Saturday    |
| 8. laundry         | 23. Sunday      |
| 9. breakfast       | 24. fire-engine |
| 10. lunch          | 25. program     |
| 11. supper         | 26. regulation  |
| 12. recreation     | 27. flowers     |
| 13. evacuate       | 28. garden      |
| 14. telegram       | 29. family      |
| 15. administration | 30. baggage     |



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Lesson 6      Review

1. What is the old saying about home?
2. What does good sleep do?
3. Our home motto is: "\_\_\_\_\_."
4. Where do we trade for the things which are needed at home?
5. Who were the first inhabitants of America?
6. How many people are there in the United States?
7. When did the first white people come to America from Northern Europe?
8. What did the Indians do to make their living?
9. Christopher Columbus discovered America in the year \_\_\_\_\_.
10. The ruler of a tribe was called a \_\_\_\_\_.
11. Columbus landed on an island named San \_\_\_\_\_.
12. Columbus was an \_\_\_\_\_.
13. Queen Isabella of \_\_\_\_\_ gave money to Columbus for the voyage.
14. America was named in honor of \_\_\_\_\_.
15. Five countries that planted colonies in America were (1)\_\_\_\_\_, (2)\_\_\_\_\_, (3)\_\_\_\_\_, (4)\_\_\_\_\_ and (5)\_\_\_\_\_.
16. Columbus thought the world was \_\_\_\_\_.
17. We do not hang wet clothes on \_\_\_\_\_.
18. We obey \_\_\_\_\_ of safety.
19. We have fresh \_\_\_\_\_ with our meat.



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## INTERMEDIATE CLASS

### Lesson Vlll

#### Parts of Speech

1. NOUN. A noun is a name of something. The something which a noun names may be person, place or thing.

1. A living or an inanimate thing having physical existence: as man, horse, tree, rock, victor, city.

2. A mental or spiritual concept: as mercy, patriatism, love, error, truth.

3. Some quality, property, or condition belonging to an object: as whiteness, weakness, strength, depth.

4. An action: as running, swimming, reading.

a. Running is a good exercise.

"Running" is a noun because it is an act and subject of the verb "is" or "to be."

b. He is running a race.

"Running" is not a noun; it is a part of the verb "is running" which tells what he is doing.

11. CLASSIFICATION OF NOUNS. Nouns are divided into two classes; common nouns and proper nouns.

1. A common noun is the name belonging to all the members of a class of objects -- that is, the name is common to all members of that class: as city, ship, woman, religion, river.

2. A proper noun is the distinctive name of an individual member of a class: as Chicago (a member of a class of cities), Haruna (ship), Mary (woman).



## Lesson 8 (Cont'd)

The word "proper" is derived from the same root as "property" and conveys the idea of "one's own." In writing a proper noun, it is distinguished by beginning the word with a capital letter.

111. SPECIAL CLASSES WITHIN THE TWO CLASSES

1. An abstract noun is one that names a mental or spiritual concept or some quality or condition of an object: as hatred, truth, strength, depth.
2. A collective noun is a name of a collection or group of similar objects: as army, flock, committee, nation.
3. A compound noun is made up of two or more nouns or a noun and some other word or words which form a unit idea: as grandfather, stairway, washer woman, commander-in-chief, sister-in-law, ticket office.

IV. PROPERTIES OF NOUNS. Nouns have number, gender and case.

1. Number: Nouns have two numbers, the singular and the plural.
  - a. A singular noun indicates one object only: as boy, house, man.
  - b. A plural noun indicates two or more objects: as boys, houses, men.
2. Gender: It is the property of a noun or a pronoun by which the sex of an object is distinguished.
  - a. A masculine gender indicates a being of the male sex: as man, boy, father.
  - b. A feminine gender indicates a being of the female sex: as lady, niece, sister, hen, Alice.



## Lesson 8 (Cont'd)

- c. A neuter gender indicates an object without sex:  
as flower, stone, water, city.

EXCEPTIONS: A common gender refers to nouns which may be either masculine or feminine, but which do not designate the "gender": as child, parent, animal, bird, cousin.

Colloquial and poetical words: ship is always referred to as she.

## 3. Case

- a. A nominative case is a case used primarily in the subject of a verb or in the predicate noun.

The man spoke earnestly.

John is a broker.

- b. An objective case is a case used primarily in the object of a verb or of a preposition.

The boy broke the window.

They came from the city.

- c. A possessive case is a case which normally denotes possession.

This is the girl's hat.

<u>FORMS</u>	<u>Singular</u>	<u>Plural</u>	<u>Singular</u>	<u>Plural</u>
Nominative	boy	boys	man	men
Possessive	boy's	boys'	man's	men's
Objective	boy	boys	man	men



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INTERMEDIATE CLASS

Lesson 9

Parts of Speech

1. NOUNS

Persons -- John, Washington, child, boy

Animals -- horse, elephant, sheep

~~Places~~ -- Baltimore, Venice

Things -- pencil, snow, iron

Collections or groups of persons or things -- committee,  
class, set, fleet, army, flock, school

Qualities, conditions, actions and ideas -- kindness,  
wisdom, justice, depth, laughter, sickness, hap-  
piness, doubt

Exercise: In each sentence make a list of the nouns.

1. Henry Ford, American manufacturer, was born on a farm near Dearborn, Michigan, nine miles west of Detroit.
2. Last March little Sarah was the bright and shining star of the National Indoor Tennis Tournament for women and girls, held on the covered courts of the Longwood Club.

11. PRONOUNS. A pronoun is a word used in place of a noun.

Without pronouns our sentences would be clumsy and disagreeable to the ear.

1. Without pronouns:

Ralph and George said to Ralph and George's father, "Would father like to have Ralph and



## Lesson 9 (Cont'd)

George wait for father?"

2. With pronouns:

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

EXERCISE:

1. I would have gone home with him if he had asked me.
2. Many of us wish you would explain what this means.

111. Verbs. A verb is a word that can make a statement. "Can" is an important word in the definition, because in questions and commands verbs do not make statements. The three forms of the verbs are the infinitive, the participle and the gerund.

1. If his friends had worked harder for him, he would have been elected.

The helping verbs "had" and "would have been" are the auxiliary verbs.

The main verb with its helper or helpers is a verb phrase.

IV. ADJECTIVES AND ADVERBS

Adjectives

The  
Six  
Many  
Slim  
Athletic  
Tiny  
Some  
Those

boys played

Adverbs

brilliantly.  
joyously.  
lazily.  
there.  
yesterday.  
seldom.  
occasionally.  
little.

An adjective is a word that modifies a noun or a pronoun.



## Lesson 9 (Cont'd)

(As in the examples, the adjectives tell which boys.)

Ex. Brave little girl

"Girl" refers to girls of any kind or size, but the words "brave little" lessens the group.

"Brave" and "little" are adjectives because they modify the noun "girl" and tells which girl.

### PRONOUNS AND ADJECTIVES

1. Either answer is correct. (Adjective)
2. Either is correct. (Pronoun)

### Exercise:

1. Many were invited.
2. Many girls were invited.
3. Each boy did his share of the work.
4. Each did his share of the work.
5. I prefer this one.
6. I prefer this.
7. Our team scored one run.

ADVERBS. An adverb is a word that modifies a verb, adjective, or another adverb. Occasionally an adverb modifies a preposition or conjunction. Adverbs not only answer the question, "when?", "where?", "How?", or "How much?", but also help to ask questions:

Where are you going?

- V. PREPOSITIONS. A preposition is a word that shows the relation of the noun or pronoun following it to some other word. The noun or pronoun following a preposition is its object.



## Lesson 9 (Cont'd)

1. The rabbit ran up the hill.
2. The rabbit ran down the hill.
3. The rabbit ran across the hill.
4. The rabbit ran along the hill.

The words, "The rabbit ran the hill," do not make sense, because no relation is shown between the noun "hill" and the verb "ran." The joining word "up" shows the relation of "hill" to "ran."

Ex. Action by the Senate is expected in a few days.

<u>Prep. Phrase</u>	<u>Modifies</u>	<u>Prep.</u>	<u>Obj. of Prep.</u>
by the Senate	action	by	Senate

PREPOSITIONS AND ADVERBS

1. The boy fell down.
2. The boy fell down the stairs.

Exercise:

1. Keep off.
2. Keep off the grass.
3. He was in the house.
4. Walk right in.

VI. CONJUNCTION. Conjunctions in common use are and, but, or, nor, for, where, when, while, until, till, that, whether, as, if, as if, because, since, although, though, as though, lest, unless, and than.

Conjunctions used in pairs are called correlative: both -- and -----, either ----- or -----, neither ----- nor -----, not only --- but also ---.

Conjunction connects word or group of words.



Lesson 9 (Cont'd)

Conjunctions unlike preposition do not have objects.

VII. INTERJECTIONS. Interjections are words "thrown in" to express strong or sudden feeling.

1. Oh, how sorry I am!
2. Hurrah! We have a holiday.

To find the parts of speech of a word always ask yourself the question, "What does this word do in the sentence?"

A modifier changes the meaning of the word modified.

N.- Noun

V.- Verb

Pro.- Pronoun

Prep.- Preposition

Adj.- Adjective

Conj.- Conjunction

Adv. -Adverb

Int.- Interjection



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INTERMEDIATE CLASS

Lesson 10

1. Reading: "Founding of the Thirteen Colonies"

The original thirteen colonies were: Virginia, Massachusetts, New York, Connecticut, Rhode Island, New Hampshire, New Jersey, Pennsylvania, Maryland, North Carolina, South Carolina, Delaware, and Georgia. It was these thirteen colonies that, in 1789, became the United States of America.

These colonies were formed in two ways: (1) by the people from the older settlements, (2) by newcomers from Europe. Connecticut, Rhode Island, and New Hampshire were formed mostly by people who left Massachusetts. North and South Carolina were formed largely by people from Virginia.

One hundred and fifty years were required for the thirteen colonies to be settled on the Atlantic Coast. By 1750 the English people had settled the thirteen colonies. There were farms, villages, and towns along the entire coast. In 1775 there were 3,000,000 people in these colonies.

Slowly, year by year, the people moved inland toward the mountains. They were always seeking better and larger farm lands. Many times the Indians gave them much trouble.

11. Spelling:

- |               |              |
|---------------|--------------|
| 1. utensils   | 6. knitting  |
| 2. mess hall  | 7. community |
| 3. sports     | 8. music     |
| 4. Manzanar   | 9. tutor     |
| 5. camouflage | 10. editor   |



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## INTERMEDIATE CLASS

### Lesson 11

#### "HOW THE COLONISTS LIVED"

When the colonists first arrived at the Northern colonies, they found barren coasts and dense forests. They had to live in caves and in tents before the log cabins were built. Timber was plentiful. Soon tiny villages were formed by these log cabins. Around the village, they built a tall fence of pointed logs to protect themselves from the Indians and wild animals.

The early colonists made their living mostly by farming on small farms. They planted corn, grain, and other vegetables. The women made all the clothes at home. Everyone in the family worked, children as well as grown ups.

More and more people came to the New World. Among them were shoemakers, wheelwrights, carpenters, and shipbuilders. By 1700 every colony had its little iron industry. A great fishing industry was started in the Northern colonies. A prosperous shipbuilding and lumbering industry grew up with the fishing industry.

The weather was warmer in the Southern colonies. The summers were longer so the crops were easy to raise. The people in these colonies planted tobacco, rice, cotton, and sugar cane. Virginia produced a large amount of tobacco. Some people became very rich growing tobacco. Large rice fields were planted in the Carolinas.

The farms of the Northern colonies varied in size from 15 to 70 acres. In the Southern colonies they were much larger. The average size was about 500 acres. These large farms were called plantations. Many negro slaves were used on these plantations. In 1712 a healthy male slave was worth about \$225, but the price increased after 1800.



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## INTERMEDIATE CLASS --- REVIEW 11

1. The letter "d" is pronounced like "t" when it comes after the sounds of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.
2. The letter "c" is pronounced like "s" when it comes before \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.
3. When is "b" silent?
4. Fill in the plurals: fight, \_\_\_\_\_; bush, \_\_\_\_\_;  
box, \_\_\_\_\_; potato, \_\_\_\_\_; negro, \_\_\_\_\_;  
foot, \_\_\_\_\_; sheep, \_\_\_\_\_; mouse, \_\_\_\_\_;  
child, \_\_\_\_\_; piano, \_\_\_\_\_.
5. A noun is a \_\_\_\_\_.
6. Underline all proper nouns twice and all common nouns once in the following sentence.  
  
John and Mary boarded the train at Los Angeles for San Francisco to visit their aunt during the summer vacation.
7. Who made the first permanent settlement in America?
8. The first English settlement was made at \_\_\_\_\_.
9. Who brought the first slaves to America?
10. What people landed at Plymouth Rock in 1620?
11. Who settled first in New Amsterdam?
12. The Indians \_\_\_\_\_ the coming of the white men.
13. Canada is still part of the \_\_\_\_\_.
14. The two classifications of nouns are \_\_\_\_\_ nouns and \_\_\_\_\_ nouns.
15. The five vowels are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
16. Florida remained a \_\_\_\_\_ possession until 1819.
17. How long did slavery exist in this country?
18. Name the ship on which the Pilgrims came to America.
19. What country did Champlain, Marquette, Joliet, and La Salle come from?
20. The English and French colonies engaged in how many separate wars?



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Lesson 12

THE SENTENCE

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

1. Father sat under the apple tree.
2. I saw red apples growing on trees.
1. Sitting under the apple tree.
2. Red apples growing on trees.

There are four kinds of sentences:

1. A declarative sentence tells about something.

I go to school everyday.

This book is very good.

2. An interrogative sentence asks a question.

How is your family?

Are you going to the picnic?

3. An imperative sentence requests or commands.

Please close the door.

Give me that pencil.

4. An exclamatory sentence expresses strong feeling.

Look at the fire!

Hurrah, we won!

The simple subject is the noun which the sentence talks about.

The simple predicate is the verb which tells what the subject does.

The little girl sang a very beautiful song.

That tall apple tree is very old.

The complete subject is the simple subject together with all the words that tell about the simple subject.

The complete predicate is the simple predicate together with all the words that tell about the simple predicate.



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INTERMEDIATE CLASS

Lesson 13

1. Reading: THE RIGHT TO GOVERN

Most of the early settlers in America came from England.

The first English settlers started the Virginia Colony. Jamestown was the first settlement. Soon the colony had other little settlements. The people of each settlement sent two men to Jamestown to meet with the governor. There they helped to make laws for the colony. The people had a part in their government, for they were helping to govern themselves.

The English settlers also started Plymouth Colony. The Plymouth settlers came to America in the Mayflower. Before they landed they held a meeting to decide how they would be governed. They wrote a plan of government that we call the Mayflower Compact. It was the first written plan of government in America.

More Englishmen and many people from other countries came to live in America. The Dutch came and made a colony. The Swedes, too, had a colony. But after many years all thirteen colonies were under English rule. In all the colonies the people had a part in the government. The colonists believed that people had the right to govern themselves.

In England the people had a part in the government. They elected representatives who helped make the English laws. The right to help make their own laws was one of the rights of Englishmen.



Lesson 13 - (cont'd)

As time went on, more and more laws for the colonies were made in England. Under these laws the colonists had to pay more and more taxes. But the colonists had no part in making these laws. The colonists asked for the right of Englishmen to help make their own laws. When the king did not stop taxing the colonies, the colonists started to fight for their rights.

In 1776 they declared their independence and began a new nation, the United States of America. They began a nation where the people have the right to govern themselves.

11. Spelling:

- |               |                  |
|---------------|------------------|
| 1. right      | 11. declare      |
| 2. govern     | 12. independence |
| 3. governor   | 13. nation       |
| 4. government | 14. free press   |
| 5. themselves | 15. health       |
| 6. elect      | 16. healthy      |
| 7. laws       | 17. healthful    |
| 8. tax        | 18. bust         |
| 9. free       | 19. burst        |
| 10. fight     | 20. lie          |



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## INTERMEDIATE CLASS

## Lesson 14

## PRONOUNS

Pronouns are words used in place of a noun.

I saw him at the store.

Jane said that she will sing a song.

She is a pronoun used in place of Jane.

The noun Jane is called the antecedent.

1. Personal pronouns:

	<u>First Person</u>		<u>Second Person</u>	
	<u>Singular</u>	<u>Plural</u>	<u>Singular</u>	<u>Plural</u>
Nominative	I	we	you	you
Possessive	my, mine	our, ours	your, yours	your, yours
Objective	me	us	you	you

Third Person

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

- I work with my friend.
- The dog chased me.
- He cut his finger with a knife.
- The ball hit him.
- This paper is mine.



Lesson 14 - (cont'd)

11. Interrogative pronouns are used to ask question.

Singular and Plural

Nominative	who
Possessive	whose
Objective	whom

Which and what are the same in both the nominative and objective, and are not used in the possessive case.

1. Who is going to the picnic?
2. Whose book is this?
3. Whom are you calling?

111. Relative pronouns: (who, which, what, that)

	<u>Sing. and Plural</u>	<u>Sing. and Plural</u>
Nominative	who	which
Possessive	whose	whose
Objective	whom	which

What and that are always the same in both cases.

1. The boy who won the race is my brother.
2. The man whom I spoke to is my uncle.

1V. Demonstrative pronouns point out. (this, that, these, those)

1. This is my pencil.
2. These are my books.

V. Indefinite pronouns are general in its meaning.

all	each	many	one
another	either	neither	other
any	everybody	nobody	several
anybody	everyone	no one	some
anyone	few	none	somebody
both	little	nothing	someone

1. Several missed the same word.
2. Some came to class late.



Name:

Date

## INTERMEDIATE CLASS

## Lesson 15

## ADJECTIVES AND ADVERBS

I. An adjective is a word that modifies a noun or a pronoun.

1. A large red apple is on the table.
2. There are many small insects in Manzanar.

The adjectives a, an, and the are called articles.

A and an are the indefinite articles and the is the definite article.

1. A dog is a man's friend.
2. The dog follows his master.

Proper adjectives are adjectives taken from proper nouns.

1. I am studying the English language.
2. I like to read Shakespearean plays.

The participle is a verb-adjective.

1. The running water is cold.
2. A growing child should have ten hours of sleep every night.

The predicate adjective is a part of the complete predicate and modifies the subject.

1. I feel tired.
2. The flowers smell good.
3. John is very tall.

II. An adverb is a word that modifies a verb, an adjective, or another adverb.

1. She sings beautifully.
2. She sings very beautifully.
3. I drove the dark green car.
4. I went home early.



Name:

Date:

## INTERMEDIATE CLASS

### Lesson 16

#### Prepositions

I. Preposition is a word that comes before the noun or pronoun and shows the relation of the noun or pronoun to other word or words.

1. The man ran after the rabbit.

2. The rabbit ran up the hill.

"After the rabbit" and "up the hill" tell where the man and rabbit ran, therefore they are called adverb modifiers or prepositional phrases. "After" and "up" are prepositions. "Rabbit" and "hill" are called the objects of the prepositions.

#### II. Importance of Prepositions

1. The man ran the rabbit.

2. The rabbit ran the hill.

Without help of prepositions these sentences do not make sense, because no relation is shown between the nouns "hill" and "rabbit" and the verb "ran."

The joining words "after" and "up" show the relation of "rabbit" and "hill" to "ran."

#### III. Prepositions and Adverbs

Prepositions can be also used as adverbs.

##### Adverbs

1. Keep off.

2. Come right in.

3. Wake up.

4. He is looking around.

##### Prepositions

Keep off the grass.

He is in the canteen.

Climb up the tree.

He is walking around  
the house.



## Lesson 16 - (cont'd)

## IV. Example practice on preposition.

1. On the top of the hill has set an old house for the last twenty years.
2. The Ambassador of the U.S.A. to Japan has arrived at Spain on 23rd of July.

Prepositional Phrase	Modifies (shows relationship) of	Prep.	Obj. of Prep.
on the top	has set	on	top
of the hill	top	of	hill
for the last twenty years	has set	for	years
of the U.S.A.	Ambassador	of	U.S.A.
to Japan	Ambassador	to	Japan
at Spain	has arrived	at	Spain
on 23rd	has arrived	on	23rd
of July	23rd	of	July

## V. Practice:

1. They had a picnic ground in the garden near the creek.
2. From the baby in the cradle to the man in the office, every Manzanar resident is complaining about the terrible weather in Manzanar.
3. No one in camp is allowed to leave beyond the line of sentry.
4. By and by we shall get our things ready for the winter to come and get ourselves in shape to meet the cold weather.



Name:

Date:

INTERMEDIATE CLASS - REVIEW III

1. Name any seven of the thirteen original colonies.
2. The large Southern farms were called \_\_\_\_\_.
3. The first written plan of government in America is called the \_\_\_\_\_.
4. In 1776, the thirteen colonies declared their \_\_\_\_\_.
5. What kind of sentences are the following?
  - (a) Come here.
  - (b) What is your address?
  - (c) We saw the fire.
  - (d) Please write your name clearly.
  - (e) Look out!
6. Underline the complete subject once and the complete predicate twice.
  - (a) George Washington, the first president of the United States, was a very brave man.
  - (b) Two months ago, the English classes were started.
7. What are the simple subjects and simple predicates?
  - (a) The silver airplane flew very swiftly.
  - (b) A crowd of five hundred people saw the show.
  - (c) When was America discovered?
8. (a) A boy \_\_\_\_\_ I know is very tall. (who, whom)  
(b) I have an uncle \_\_\_\_\_ is a foreman.  
(c) The girl \_\_\_\_\_ is the fastest will finish first.
9. (a) Both of them \_\_\_\_\_ tall. (is, are)  
(b) One of the boys lost \_\_\_\_\_ knife. (his, their)
10. Which had larger farms, the Northern or Southern colonies?



Name:

Date:

INTERMEDIATE CLASS

Lesson 17

I. READING. "Causes of the American Revolution"

In 1760 a new king, George III, came to the throne of England. Three years later, in 1763, the Seven Years' War in Europe came to an end. This gave the English government more time to deal with the colonies. King George III was the type of a man who wanted his own way about everything. He forced the Parliament to make strict laws for the colonies. He also made the colonists pay heavy taxes. Taxes were laid on sugar, tea, printed matter, etc.

The colonists were not in favor of these laws because they were not allowed to take part in making them. They strongly disapproved this "taxation without representation." The whole thirteen colonies were so angered by it that many protests and even riots took place. To add to the difficulties British troops were sent to America. The colonists were ordered to quarter the soldiers in their homes. This made the colonists even more angry.

In Boston on the night of March 5, 1770, took place a tragedy that almost started an open rebellion. The people made fun of the British soldiers out in the streets. The boys called them names and even threw snowballs and stones at them. The soldiers were angered and fired into the crowd killing five people and wounding several more. The colonists became very furious over this "Boston Massacre."

The Stamp Act of 1765 and the Townshend Acts of 1767 were two of the laws the colonists protested against. The protests were so violent that both were repealed. The Stamp Act was repealed in 1767, and the Townshend Acts in 1770.



## Lesson 17 - (cont'd)

However the tax on tea was not repealed. This permitted the British companies to sell tea to the colonies without paying the taxes. protests were made by the colonial merchants to no avail. Finally one night in December, 1773, a crowd of Bostonians dressed as Indians destroyed a whole cargo of British tea. They broke open the boxes and emptied \$90,000 worth of tea into the Boston harbor.

The colonies were punished for their resistance. The Boston Port was closed to merchant ships, and the people of Massachusetts were forbidden to hold town meetings. Legislature of several colonies were forced to disband.

The colonists answered by forming a general Congress, in 1774, called the First Continental Congress. They announced that the colonies will tax themselves in the future and will boycott all English goods. Neither side would yield so they resorted to arms.

## II. SPELLING.

- |                   |                  |
|-------------------|------------------|
| 1. Congress       | 9. petition      |
| 2. legislature    | 10. co-operative |
| 3. Parliament     | 11. tariff       |
| 4. emergency      | 12. education    |
| 5. liberty        | 13. enterprise   |
| 6. transportation | 14. federation   |
| 7. commerce       | 15. theatre      |
| 8. navigation     |                  |



NAME:

DATE:

Advanced Class

Lesson 17

I. READING. "CAUSES OF THE AMERICAN REVOLUTION"

The close of the French and Indian War marked a new epoch in America. Until that day the English colonists had enjoyed a wide liberty in the management of their affairs. It is true that many laws regulating their trade had been passed by Parliament, but they were not strictly enforced. During much of the seventeenth century, when the foundations of all the colonies except Georgia were being laid, the English at home were in the throes of revolution. At the opening of the eighteenth century and for a long time afterward, Great Britain was involved in European wars which taxed the energies and absorbed the interests of her statesmen.

I. England Begins a Strict Control Over Colonial Trade

England was ready to put strictly into effect what is known as an imperial policy. This meant keeping English trade in English hands. The colonies were to furnish raw materials and farm produce and buy their manufactures in England. All foreigners were to be excluded as far as possible from profitable business throughout the British Empire. Moreover it meant building up the English merchant marine to furnish sailors for the navy that "ruled the waves."

It so happened that a new king, George III. came to the throne in 1760, just as France was being conquered and England was preparing to manage the colonies in a new way. He wanted to have his way, and he had it.

The English government was ready to adopt a new course in the



Lesson 17 (cont'd)

colonies. British territory in North America had been greatly increased, and more soldiers were needed to defend it. A huge debt had been incurred in the recent war, and money was needed for the treasury. The king and the ministers therefore decided to secure a firmer grip on the American colonies and to make them pay a part of the cost of defense.

The Trade and Navigation Laws which provided that all produce grown or manufactured in Asia, Africa, or America could be imported into England or the colonies in English or colonial ships only were to be strictly enforced.

In 1765 a stamp tax was laid on a large number of articles, papers, and documents used in the colonies. This was the first time the British government had imposed an internal tax on the Americans directly; it was resented, as all new taxes are usually resented by those who have to pay them.

II. The Protests of the Colonies Against  
Taxation without Representation

Although the money raised from the stamp duty was to be spent in the colonies for their defense, the Americans objected to the tax. Especially did they protest because it was imposed upon them without their consent by a Parliament three thousand miles away in London, where they had no representatives.

The Stamp Act Congress passed a set of resolutions condemning the Stamp Act and other laws interfering with colonial trade; it declared that the colonists could be lawfully taxed only by their representatives in their own legislatures. It added also that the colonists could not, in the nature of things, be presented in the distant British Parliament. These resolutions, therefore, were a protest against the British laws and a declaration that



Lesson 17 (cont'd)

the colonists would not endure taxation by Parliament.

As a result of all this disturbance Parliament decided to abandon its plan; in 1766 it repealed the obnoxious law. The repeal did not mean that the British government intended to give up its policy of controlling colonial trade and manufactures. The very next year, 1767, the British Parliament passed three important laws, known as the Townshend Acts, all of which angered the colonists. At the same time a Declaratory Act was passed asserting the right of Parliament to control the colonies "in all matters."

The enactment of the Townshend Laws brought on riots in the colonies such as had followed the Stamp Act. On the night of March 5, 1770, a crowd, collected in the streets of Boston, began to jostle some soldiers on duty and to call them names. Things went from bad to worse until "some boys and young fellows" began to throw snowballs and stones; thereupon the soldiers fired on the crowd, killing five and wounding half a dozen more. This "Boston Massacre" stirred the whole country.

In 1770 Parliament repealed all the taxes laid by the Townshend Acts except the duty of three pence a pound on tea. This slight tax was kept mainly to show the colonists that Parliament still claimed the right to tax them without their consent. The merchants were enraged not so much at the three-pence tax on the tea as at the favor shown by the British government to the East India Company which was allowed to sell tea in America at an especially low rate. Stirred by this danger, a band of men dressed as Indians boarded, in December, 1773, the vessels which brought the hated cargoes and dumped the tea into the Boston harbor.



Lesson 17 (cont'd)

Instead of yielding to this show of force on the part of the colonists, the British government resorted to measures which proved that it was in earnest. The answer of the Americans to the strong measures of the British government was a general Congress which met in Philadelphia on September 5, 1774. The Congress did two important things: it issued a declaration setting forth the grievances and rights of the colonists, and it formed a general boycott association against British goods.

It was clear by 1774 that the more determined Americans were resolved to push the conflict to a finish if the British government did not give up its position. And it could not do so without abandoning a policy which promised to bring great profits to the English merchants and manufacturers and to strengthen the British Empire. Americans could build ships as big and fast as any that sailed the seas; their merchants had pushed out in every direction into Europe and Asia in search of trade; they had immense natural resources. Therefore they were in no mood to have their enterprise checked by laws made by a distant Parliament for the benefit of Great Britain.

A people like the American colonists, with courage, industry, and enterprise, with a vast country at their disposal, could not long endure such laws as those by which the British Parliament sought to bind them. They proposed to reap the reward of their own labors. Somebody had to give way, either the earnest colonists or the British government representing the British manufacturers, merchants, and traders. As there was a deadlock and neither side would yield to petitions or arguments, resort to arms was tried.



Name:

Date:

Advanced Class

Lesson 18

1. READING. "The War for American Independence"

In April, 1775, the British soldiers were sent from Boston to Concord to seize some powder which the colonists were collecting. When the British soldiers reached Lexington on their way to Concord, they found and were met by a band of the American militia ---known as minutemen, because they were prepared to go out at a minute's notice to defend their homes. They could not stop the British from marching on, but by the time they arrived at Concord the men and boys from the country all around had gathered and the British were driven back. The news of this battle spread through all the colonies.

George Washington, because of his fine character and ability as a soldier, was made Commander in Chief of the American Army. Although it was difficult to get supplies, he trained the colonists to fight and succeeded in driving the British out of Boston. Up to this time the colonists were fighting for their rights as Englishmen. They had no thought of separating from their mother country, for they loved England. They wanted only to establish their just rights and bring back harmony between England and the colonies.

When the King of England refused to give the colonies what they wanted and only sent more soldiers to America, the colonists saw that it would be necessary to unite in their efforts. Benjamin Franklin had often tried to form a union of the colonies, but they were so jealous of one another regarding boundaries and matters of trade that they preferred to be entirely independent.



Lesson 18 (cont'd)

In May, 1776, representatives from the thirteen colonies met in Philadelphia to decide what action was to be taken. Men like Patrick Henry, Samuel Adams, and John Adams wanted the colonies to break away from England set up a government of their own.

Finally a committee was appointed to draw up a declaration of independence. Thomas Jefferson, John Adams, and Benjamin Franklin were three of the men chosen. In the language of the people, Jefferson wrote into the Declaration of Independence not only his own reasons for separation but also the ideas and beliefs of the American people. Jefferson said that "all men are created equal" and have certain rights which should not be taken away from them. Governments are formed by the people so that they can enjoy these rights. Jefferson thought that when the government destroyed these rights the people had a right to change the government. He wrote out very carefully all the things which the King had done to take away these rights. After three days of debate the representatives of 12 States accepted this truly immortal document on July 4, 1776. A few days later New York State signed it and thus was born a new nation--- The United States of America.

By no means did the King of England accept this declaration of the colonies. More than ever was he determined to force the colonists into obedience. He counted upon the aid of English troops and Germans whom he had hired, and some loyal Englishmen scattered through the colonies, to fight the Americans.

Through the aid of Benjamin Franklin money, supplies, and ships were secured from France. Brave soldiers like Rochambeau, Lafayette, Baron von Steuben, and Kosciusko came to America and joined the American Army. Fighting went on in all the colonies



Lesson 18 (cont'd)

not only between the English and American soldiers but also between the Americans and Loyalists. Because the union of the colonies was weak, it was hard to get enough money to carry on the war. The soldiers suffered for lack of food and clothing. Under the fine leadership of Washington, together with the help of the French, the English were finally defeated at Yorktown in 1781 and the War for Independence was ended.

It took nearly two years after the victory at Yorktown to complete the peace negotiations. Benjamin Franklin, John Adams, and John Jay were instructed in 1781 to discuss the terms of settlement with the agents of Great Britain at Paris; but it was not until September, 1783, that an agreement was finally reached. In this treaty the independence of the thirteen United States was acknowledged by Great Britain, and the boundaries of the new country were laid out. It was agreed that the United States should extend from the Atlantic to the Mississippi River and from the Great Lakes to the thirty-first parallel of latitude. Canada was retained by the British, and Florida was given to the Spaniards, who had joined the French in the war on Great Britain. The United States was thus admitted to a place among the independent nations of the earth.

When at length the war was over, America was free from British rule; but it was a divided, weakened, and impoverished country. A great work lay before the American people when in 1783 the news of final peace spread from hamlet to hamlet. Cheered by the success of the Revolution and inspired by a faith in the future, the country took up its new responsibilities.



Name:

Date:

## INTERMEDIATE CLASS

## Lesson 18

## VERBS

Verb is a word that shows action or condition.

1. The boys play baseball.  
We went to the canteen.

Play and went are verbs that show action.

2. I feel sick.  
This book belongs to him.

Feel and belongs are verbs that show condition.

Some sentences have more than one word for the verb.

1. I am writing a letter.

Writing is the main verb, and am is the helping verb.

2. I can see the highest mountain from here.

See is the main verb, and can is the helping verb.

The verb phrase contains the main verb and the helping verb.  
The most common helping verbs are: have, had, has, shall, will, can, may, might, do, does, did, must, am, is, was, were, and been.  
The verb phrase is the simple predicate of the sentence.

The tense of a verb shows time. There are six tenses, three simple tenses and three perfect tenses. Three common words may be used to show the time.

- |                             |                                    |
|-----------------------------|------------------------------------|
| Present tense--today or now | 1. It <u>is</u> cold today.        |
| Past tense --yesterday      | 2. Yesterday <u>was</u> colder.    |
| Future tense --tomorrow     | 3. Tomorrow <u>will be</u> warmer. |

The conjugation of a verb is the orderly statement of all its persons, number, and tenses in all moods.

Conjugation of the verb to play

<u>Present tense</u>		<u>Past tense</u>	
Singular	Plural	Singular	Plural
1st per. I play	we play	I played	we played
2nd per. you play	you play	you played	you played
3rd per. he plays (she, it)	they play	he played (she, it)	they played



## Lesson 18 (cont')

Future tense

	<u>Singular</u>	<u>Plural</u>
1st.	I shall play	we shall play
2nd.	you will play	you will play
3rd.	he will play (she, it)	they will play

Present perfect tense

	<u>Singular</u>	<u>Plural</u>
I have played		we have played
you have played		you have played
he has played (she, it)		they have played

Past perfect tense

	<u>Singular</u>	<u>Plural</u>
1st.	I had played	we had played
2nd.	you had played	you had played
3rd.	he had played (she, it)	they had played

Future perfect tense

1st.	I shall have played	we shall have played
2nd.	you will have played	you will have played
3rd.	he will have played (she, it)	they will have played

The perfect tenses:

The present perfect tense shows that an action has been completed before the present. It never shows exact time in the past.

Right: Joe has gone home.

Wrong: Joe has gone home an hour ago.

Right: He has finished the work.

Wrong: He has finished the work yesterday.

The past perfect tense shows that an action was completed before a certain time in the past.

I had finished the work by nine o'clock yesterday morning.

The future perfect tense shows that an action will be finished before a certain time in the future.

He will have finished the work by next Saturday.

The principle parts of the verb are important. The whole conjugation is formed from these three forms.

<u>Present</u>		<u>Past</u>		<u>Past participle</u>	
work	run	worked	ran	worked	run
jump	steal	jumped	stole	jumped	stolen
write	go	wrote	went	written	gone
see	lie	saw	lay	seen	lain
come	lay	came	laid	come	laid



Adult English  
Class

INTERMEDIATE



Name:

Date:

INTERMEDIATE CLASS

LESSON 1

Reading

brothers	could write	just	soon	habit
very	draw	cousins	together	furniture
active	curious	others	most	
skillful	across the way	anything	formed	

There were five brothers in one family. They were very active and skillful. They could write, draw, and do many things.

Another family of five brothers lived just across the way. They were cousins to the first five brothers. They were not as active and skillful as the others. (brothers)

They could not write, draw, or make things well. So, when they wanted to make anything, they went to their cousins across the way.

Soon the two families started to do many things together. The brothers who were not so skillful helped, while the others did most of the work.

In this way they formed the habit of working together. They made most of the furniture in their houses.

(Selected from Character Building Readers)

(Pages 10 and 11)



Name:

Date:

INTERMEDIATE CLASS

Lesson 2

- I. 1. another family of five brothers lived in manzanar  
2. my brother and i went to our cousin's home across the way  
3. their cousins came to see us last christmas  
4. the students come to this English class every monday,  
wednesday, and Friday  
5. mr and mrs s p white started their work here in september  
6. did his brother and sister go to sacramento, california  
7. study this lesson for tomorrow

Rules for Capital Letters:

1. The first word of a sentence
2. The pronoun I
3. The names of places
4. The names of days and months
5. The names of holidays
6. Abbreviations of proper nouns and titles.

Rules for Punctuation:

1. Periods after declarative and imperative sentences
2. Periods after initials
3. Periods after abbreviations
4. Question marks after interrogative sentences



Name:

Date:

## INTERMEDIATE CLASS

## Lesson 3

## Reading

love	parents	to us	life	visit
songs	grandparents	young	about	Negro
learned	sang	growing	early	camp
children	over and over again	yet	was born	small
	listened	colored	understood	

All of us know and love songs. We learned them when we were children. Our parents and our grandparents sang them to us, over and over again. They sang songs of love and of home to us.

The United States is a young and growing country. We do not have many old songs. And yet, one man gave his life to write songs about early America. That man was Stephen Foster.

Stephen Foster was born on July 4, 1826, in Lawrenceburg, Pennsylvania. He liked to visit the Negro camp meetings when he was a small boy. At these camp meetings he listened to the colored people sing. He understood and loved them.



Name:

Date:

Form 469

INTERMEDIATE CLASS

Lesson 4

Reading (continued)

later	tenderness	gone	fields	land
died	simplicity	heart	away	gentle
poor	lasting	gay	earth	voices
alone	fame	cotton	better	bending
every			low	

His later life was very unhappy. He died, poor and alone, in New York City, in 1864.

But the tenderness and simplicity of his songs gave him lasting fame. Today, every American knows and loves his songs.

\* \* \* \* \*

Old Black Joe

Gone are the days when my heart was young and gay,

Gone are my friends from the cotton fields away,

Gone from the earth to a better land I know,

I hear their gentle voices calling, "Old Black Joe!"

Chorus:

I'm coming, I'm coming,

For my head is bending low;

I hear those gentle voices calling, "Old Black Joe!"

(Selected from: Stephen Foster Songs)

(Published by: Works Progress Administration)



Name:

Date:

Form 496

INTERMEDIATE CLASS

Lesson 5

I. The present and past tenses of the verb to be:

am - was, is - was, are - were

1. They were very active and skillful. \_\_\_\_\_
2. One brother is young. \_\_\_\_\_
3. The five brothers are not poor. \_\_\_\_\_
4. He was a small boy. \_\_\_\_\_
5. The gentle girl is my cousin. \_\_\_\_\_
6. Their voices are low. \_\_\_\_\_
7. I was alone in the house. \_\_\_\_\_
8. The cotton fields were white. \_\_\_\_\_
9. You are unhappy. \_\_\_\_\_
10. His habit is good. \_\_\_\_\_

II. love - understand - - formed  
- knew - learned live -  
- sang listen - - gave  
- visited

1. He loves old songs about early America. \_\_\_\_\_
2. Her grandparents knew Stephen Foster. \_\_\_\_\_
3. The children sang at the meeting. \_\_\_\_\_
4. Our teacher understands her students. \_\_\_\_\_
5. The student learned a new lesson. \_\_\_\_\_
6. I listen to your reading. \_\_\_\_\_
7. They formed the habit of working together. \_\_\_\_\_
8. The people live in Manzanar. \_\_\_\_\_
9. A child gave a book to his mother. \_\_\_\_\_
10. He visited our class. \_\_\_\_\_



Name;

Date:

## INTERMEDIATE CLASS

## Lesson 6

## History

## Founding of the Thirteen Colonies

The thirteen original states were: Virginia, Massachusetts, New York, Connecticut, Rhode Island, New Hampshire, New Jersey, Pennsylvania, Maryland, North Carolina, South Carolina, Delaware, and Georgia. These thirteen colonies became the United States of America, in 1789.

The people from the older settlements formed these colonies. The newcomers from Europe, also, formed the thirteen colonies. Most of the people who settled Connecticut, Rhode Island, and New Hampshire came from Massachusetts. The people from Virginia settled North and South Carolina.

It took the people one hundred and fifty years to settle the thirteen colonies. The English people settled the thirteen colonies on the Atlantic coast by 1750. There were farms, villages, and towns along the entire coast. In 1775 there were 3,000,000 people in these colonies.

Slowly, year by year, the people moved inland toward the mountains. They were always seeking better and larger farm lands. Many times the Indians gave them much trouble.



NAME:

DATE:

## INTERMEDIATE CLASS

## Lesson 7

## I. Sentences in the future tense;

1. His teacher \_\_\_\_\_ come to school soon.
2. My friend and I \_\_\_\_\_ buy cookies. (cookky)
3. They \_\_\_\_\_ study English tomorrow.
4. Our principal \_\_\_\_\_ visit this class.
5. The students \_\_\_\_\_ sing an old song.
6. Mary and her sister \_\_\_\_\_ be here next week.
7. He \_\_\_\_\_ live in New York.
8. You \_\_\_\_\_ understand this lesson.
9. The five brothers \_\_\_\_\_ make a chair.
10. Manzanar \_\_\_\_\_ be a very cold place in the winter.

## II. Making original sentences:

1. (to run)      The children
2. (to eat)      Many people
3. (to read)     He and she
4. (to have)     Tom
5. (to go)       Her brother
6. (to listen)   The students
7. (to be)       We
8. (to settle)   Many Europeans
9. (to move)     Our friends
10. (to wash)    Mother



Name:

Date:

INTERMEDIATE CLASS  
Lesson 8

Cotton

A girl has a big plant. It is a cotton plant. It grows in the South.

Will cotton grow in the North? No, it will not grow in a cold place. The days are warm in the South.

What is the white ball on the stem of a cotton plant? It is the cotton boll.

Cotton plants do not grow very tall. The flower of the cotton plant is very pretty.

Fish

Who can tell what live in the water? I can tell. Fishes live in the water.

Can a boy live in the water? No, he can not live in the water. A boy lives on the land. Dogs and cows live on the land, too.

Can fishes live on the land? No, fishes can not live out of the water.

What do fishes do in the water? They swim in the water.

What do fishes have on their bodies? They have scales of different colors.

What do people do with fishes? They use them for food.

Selected from: "New Education Readers"

by A. J. Demarest  
W. M. Van Sickle



NAME:

DATE:

Form 539

INTERMEDIATE CLASS

Lesson 8 9

Grammar Exercise

I. Using Common and Proper Nouns

You know that nouns are names of persons, places, or things.

Persons: student, John, cook, Mr. Smith

Places: street, New York City, city, Yosemite National Park, Inyo County

Things: shoes, hair, freedom, cloth

1. Which words in the lists above are used together as names?
2. Certain nouns should begin with capital letters. A noun that names a particular person, place or thing is called a proper noun and should begin with a capital letter.

<sup>five</sup>  
Find ~~four~~ proper nouns in the lists above.

3. A noun that may be used to name one or more of a class of persons, places, or things is a common noun and should begin with a capital letter.

<sup>small</sup>  
Name the common nouns in the lists above.

II. Copy the following sentences and capitalize the proper nouns.

1. On saturday mary and alice visited at brown's farm.
2. The browns invited the girls to come again on thanksgiving day.
3. The English people settled along the atlantic coast.
4. In 1492 christopher columbus discovered america.
5. John went to a store on main street.
6. The college is in the east.
7. Christmas comes in december.
8. The smallest state in the united states is rhode island.
9. The cook in our kitchen is mr. john doe.
10. Her shoes were made in los angeles.



Name:

Date:

Form 666

INTERMEDIATE CLASS  
Lesson 10 (Nouns continued)

I. Supplying Common and Proper nouns:

<u>Proper N.</u>	<u>Common N.</u>	<u>Common N.</u>	<u>Proper N.</u>
1. Nancy		1. city	
2. George		2. day	
3. Chicago		3. continent	
4. Rocky Mts.		4. river	
5. Europe		5. month	
6. California		6. girl	
7. Gila River		7. country	
8. The Times		8. mountains	
9. Owens Valley		9. president	
10. Sears, Roebuck & Co.		10. boy	
11. Friday		11. state	
12. February		12. store	
13. Abraham Lincoln		13. holiday	
14. New Year's Day		14. volley	
15. Spain		15. newspaper	

II. Answering questions: (Use proper nouns in your answers.)

1. Where is New York City?
2. What is the name of the Manzanar newspaper?
3. Where did you live before?
4. Where do you live now?
5. What is your teacher's name?
6. Where were you born?
7. What is the title of your reader?
8. Who was the first president of the United States?
9. What song did Stephen Foster write?
10. On what date did you come to Manzanar?



Name:

Date:

Form 681

INTERMEDIATE CLASS  
Lesson 11-a

Using the Possessives of Nouns

- I. Each noun with an apostrophe shows ownership or possession and is in the possessive case. To form the possessive singular of a noun, add 's.

Examples:	year + 's	year's
	child + 's	child's
	Stephen Foster - 's	Stephen Foster's
	woman + 's	woman's
	boy + 's	boy's

- II. Write the possessive singular of each of the following words. First copy the word just as it is, then quickly add 's at the end of it.

1. man	6. sister	11. mother	16. wife
2. day	7. pilgrim	12. Mary	17. cook
3. student	8. settler	13. dog	18. week
4. brother	9. hour	14. child	19. teacher
5. month	10. cat	15. girl	20. father

- III. Write the possessive of each word in parenthesis.

1. (Jim) book is on the table.
2. I went to my (sister) house yesterday to see her baby.
3. After an (hour) ride we arrived at (Mr. Brown) farm.
4. After a (day) rest we started school again.
5. I sewed (mother) dress yesterday.
6. We went on a (month) vacation during the summer.
7. This is the (teacher) desk.
8. John loved (Stephen Foster) songs.
9. I used (Father) pen today.
10. In our history book we read about the (Pilgrim) long voyage to America.



Name:

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Form 717

INTERMEDIATE CLASS  
Lesson 11 - B (continued)

Note: Even if a noun ends in s, add 's if the noun has one syllable and is singular.

Ex. James's coat; Burns's poetry

If a noun has more than one syllable and ends in an s or z sound; or if it has more than one syllable, ends in es and has the accent on the next to the last syllable, add the apostrophe only.

Ex. Moses'; Jesus'; goodness'

IV. a. Form the possessive of any plural noun that does not end in s, by adding 's.

Ex. men - men's house  
children - children's toys  
women - women's gloves

b. If a plural noun ends in s add the apostrophe only.

Ex. girls - girls' coats  
ladies - ladies' hats  
students - students' book

Note: Joint ownership or possession is shown by adding the 's to the last name.

Jane and George's mother  
Separate ownership is shown the usual way.  
The dog's and the cat's house..

V. Prepare to write from dictation the following sentences:

1. James's book is on the teacher's desk.
2. After an hour's search I found my books.
3. Is that a boy's or a man's coat?
4. Is this red umbrella yours?
5. They will give me a month's vacation after three years' of hard work.



NAME :

DATE:

Form 742

## Personal Pronouns

[illegible]