

# Elementary English in Action

GRADE VIII



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By Millais

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English

# Elementary English in Action

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GRADE VIII

BY

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## PREFACE

The purpose of *Elementary English in Action* is to help boys and girls to find in play, in work, at home, and at school things they want to say, and to enable them to express their ideas easily, naturally, correctly, effectively. Not by accident is *In Action* a part of the title. We have tried to make English an active, dynamic subject and to stimulate, entice, and help young people to live on paper and in speech.

This book, which is a course for the eighth year, provides abundant material for the normal pupils of the grade. Slow pupils in a class may omit exercises or the more difficult sentences at the end of exercises; slow classes may omit one or more units — may, for example, postpone the unit on the complex sentence until the ninth year.

True to its name, *Elementary English in Action* has a maximum of examples and practice and a minimum of theory and rules. Moreover, the explanations are simple and informal and are commonly based on the illustrations. In the presentation of a topic in composition there are regularly three steps: (1) a brief explanation; (2) the discussion of an example, preferably from a pupil's theme; (3) practice based on such a large number and wide variety of suggestions that every pupil will find at least one topic of interest to him. A usual procedure in explaining a grammatical point is to ask a question about three or four sentences; to help the pupil to answer the question; to derive a simple rule, definition, or generalization; to add a model to show the pupil just how to go to work; and then to give him an abundance of practice.

Twelve planks in the platform on which *Elementary English in Action* is built are:

1. Explanation without illustration and practice is valueless. Paragraphs of abstractions terrify but do not enlighten pupils.

2. Good speech and writing habits are more to be desired — and harder to secure — than a knowledge of correct forms.

3. Practice is of little value unless or until a person sees a need for it. Because arousing pupils to undertake enthusiastically, energetically, and systematically the job of breaking their bad speech and writing habits and forming good ones is in many schools half the English problem, a textbook should show the practical value of the work to be done; touch a variety of boys' and girls' interests as a basis for oral and written language; provide for study picturesque, lively, informing sentences, paragraphs, and stories; and prepare for projects which motivate drill and give practice in applying in normal communication what is learned during the drill period.

4. Because the average person talks approximately one hundred times as much as he writes, a high percentage of the composition work in school should be oral. Major emphasis should be placed on the types of speech and writing most frequently used — conversation, story-telling, and explaining, for example.

5. As a model, a good piece of pupil writing is ordinarily more stimulating than a literary masterpiece. A teacher should not "hold up a picture of the Colosseum and say, 'Go make a woodshed like it.'"

6. The aims in grammar teaching are to help pupils (1) to write and speak correct sentences, (2) to construct varied, effective sentences, (3) to punctuate correctly, and (4) to extract thought from the printed page. Grammar should therefore be reduced to the lowest terms compatible with learning to speak, write, and read.

7. The best way to study grammar is by applying it. Pupils learn grammar rapidly when they use it in building varied sentences.

8. The criteria for the selection of drill material and the determination of how much emphasis should be placed on each point selected are the frequency of use and the frequency, persistency, and social seriousness of error.

9. Training in written composition has as its primary purpose preparing and helping pupils to write effectively when in school or at home they express their ideas on paper.

10. Creative expression — that is, translating experience into words to share what is too good to keep to oneself — is a vital and valuable part of an English program.

11. A maintenance program is essential in effective English instruction. Not only do pupils need review to prevent forgetting and to relearn what has been forgotten, but also with maturation they are ready for the application of a principle — for example, the agreement of a pronoun with its antecedent — to more difficult examples.

12. The best way to help pupils to learn what they need to know about grammar, spelling, punctuation, capitalization, and the effective sentence is to “test, teach, test, teach, test, teach to the point of mastery.” Half-knowledge is of little value.

Because testing is an essential part of teaching, the text contains many varied mastery tests so constructed that either the teacher or the pupils can score them quickly and accurately. To provide an opportunity for retesting after reteaching we have included two equally difficult forms of every mastery test. Teachers who like to begin with a diagnostic test may give one mastery test when pupils start the unit and the other when they complete it, and thus measure achievement and progress.

Inside the back cover is a model for a progress graph. The teacher may have every pupil, using this as a guide, draw a progress graph and enter on it his per cent in each mastery test. Pupils enjoy worth-while work when they know that they are mastering their problems. The progress chart should be both a record and a stimulus.



Believing that no two teachers will wish to present the work in exactly the same order, we have divided the book into two sections, "Exercises in Speaking and Writing" and "The Sentence and the Word." This arrangement and a full index and table of contents make it easy for the teacher to find the drill exercise which the class most needs at the hour and to use it as a preparation for the speaking and writing and for a pupil at work on a project to find help in building correct, clear, forceful sentences.

To Miss Maude E. Mitchell, teacher of English in Jefferson Junior High School, Rochester, New York, sincere appreciation is expressed for constant assistance and helpful suggestions and for careful testing of exercises in the classroom. Miss Kathryn Tressler, a teacher of English in the New Providence (New Jersey) Junior High School, made valuable contributions. Grateful acknowledgment is made to the English teachers of Jefferson Junior High School for their coöperation, especially to Miss Ethel Dunn, Miss Dorothy Mount, and Mrs. Pauline B. Seibold.

J. C. TRESSLER

MARGUERITE B. SHELMADINE

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ELEMENTARY  
ENGLISH IN ACTION  
*SECTION I*  
*SPEAKING AND WRITING*



## UNIT 1

# SPEAKING

### Why Learn to Speak?

If you only half-heartedly want to go to camp, you will not work hard to get there. But if you plan for it and earn or save money to go, you are very apt to get your wish. Many people have no real desire to talk well. They say, "Why should I bother? I'll not have to make public speeches."

Consider any business or profession which you would like to enter. An architect must show that his plan is most suitable; a salesman must persuade customers that his goods are worth buying; an insurance agent must prove that his insurance is the most desirable; an actor must be able to speak as well as act; a doctor needs to explain symptoms and treatments to nurses and patients; a secretary must speak correct English. In every line of business which requires leadership, speaking is extremely important. There has never been a time in the world's history when the ability to speak well has meant so much as it does today.

In school and out of school good speech is valuable every day. Your ability to speak well will make possible better work in your classes, better chances for leadership in school, greater popularity among your friends, and, later, better opportunities for earning your living. Who are the leaders in your class? Who are the officers of your student associations? Who

took the leading parts in the school play last year? Aren't they boys and girls who speak well?

### *Practice 1*

Show in what way ability to speak well is valuable to the following:

1. A dentist.
2. A musician.
3. A druggist.
4. A politician.
5. A farmer.
6. A carpenter.
7. A radio announcer.
8. A banker.
9. A minister, a priest, a rabbi.
10. A teacher.
11. A hostess.
12. A telephone operator.
13. A lawyer.
14. An engineer.

### **Posture**

Correct posture gives you ease and poise so that you can give your attention to what you are saying. Do you know the proper way to stand? Try these suggestions:

1. Stand easily, not stiffly, but don't slouch.
2. Keep your chin up, not too high but just enough to enable you to look a person squarely in the face. This will give you a feeling of confidence. It also frees the passage in your throat and improves your voice.
3. Let your arms and hands hang easily and loosely from your shoulders, except when you use your hands for gestures.
4. Don't wriggle; don't get the habit of playing with your rings or putting your hands in your pockets; and don't lean on a desk.

### **Voice**

No one can suddenly transform his voice. There is no excuse, however, for one to have a nasal, muffled, rough, or weak voice. The ideal speaking voice is clear, pleasant, and animated, and is pitched rather



low. Listen to your own voice and to the voices of others, imitate the good, and practice regularly to develop a pleasing voice.

When speaking, breathe during pauses, keep the muscles of the jaw relaxed, open your mouth enough to let the tones out, speak clearly so that you may be heard by anyone in the farthest corner of the room. When you practice, think how your voice sounds; when you speak, think what you are saying.

### *Practice 2*

1. Read in a full round voice such passages as the following:

Ring out, wild bells, to the wild sky,  
The flying cloud, the frosty light;  
The year is dying in the night;  
Ring out, wild bells, and let him die.

Ring out false pride in place and blood,  
The civic slander and the spite;  
Ring in the love of truth and right,  
Ring in the common love of good.

— TENNYSON

2. Read the words below, making your voice carry. Prepare a list of at least ten other words having a similar sound.

Go, oh, float, no, hello, whoa, yoho

### **Enunciation and Pronunciation**

Good enunciation means speaking clearly and distinctly. That requires opening your mouth, using the tongue, lower jaw, and lips actively, and finishing each word.

*Practice 3*

Read the following, enunciating every sound correctly:

|              |            |           |            |
|--------------|------------|-----------|------------|
| would you    | all right  | have to   | kept       |
| couldn't you | didn't you | can't you | would have |
| must have    | give me    | running   | cunning    |
| length       | asked      | had to    | strength   |

*Practice 4*

Read these words clearly and distinctly until you are sure you know the correct pronunciation:

*ng and nk*

|       |       |        |           |
|-------|-------|--------|-----------|
| thing | think | finger | flinging  |
| bring | brink | linger | singing   |
| king  | kink  | longer | winging   |
| ring  | rink  | anger  | ringing   |
| sing  | sink  | hunger | stringing |

*th*

|         |       |          |         |
|---------|-------|----------|---------|
| depth   | that  | throat   | forth   |
| eighth  | then  | thirst   | thought |
| twelfth | this  | thousand | heather |
| with    | there | throw    | thanks  |

*wh*

|       |         |         |         |
|-------|---------|---------|---------|
| why   | whether | while   | whisper |
| white | when    | whistle | wheel   |
| whine | where   | what    | which   |

*ow and ou*

|     |      |       |       |
|-----|------|-------|-------|
| how | down | found | house |
| now | town | out   | douse |

*ū as in unite*

|         |         |        |           |
|---------|---------|--------|-----------|
| avenue  | duty    | tune   | Tuesday   |
| student | educate | stupid | institute |

## Using the Dictionary

How much do you use the dictionary? How accurately can you interpret the diacritical marks? As dictionaries differ somewhat in their diacritical marks for the same sounds and have different keys, a study of the particular key in the dictionary you use is necessary.

In Webster's *New International Dictionary* the following key is found at the bottom of the page:

āle, senāte, cāre, ām, āccount, ārm, āsk, sofā; ēve, ēvent, ěnd, recěnt, makěr; ĩce, ĩll; ōld, ōbey, ôrb, ôdd, sŏft, cŏnnect; ūse, ūnite, ūrn, ūp, circŭs, menŭ; fŏod, fŏot; out, oil; chair; go; sing, iŋk; ~~then~~, thin; nature, verdure.

Likewise, in the *Standard Dictionary* and in the *Winston Simplified Dictionary, Advanced Edition*, keys for pronunciation are found at the bottom of each page.

If two pronunciations are given in the dictionary, the first is preferred.

### Practice 5

Using your dictionary, divide the following words into syllables and copy the diacritical marks and the accent. Study each word until you can pronounce it correctly.

#### MODEL

yolk (yŏk)

behavior (bĕ-hāv'yĕr)

- |              |             |                |                 |
|--------------|-------------|----------------|-----------------|
| 1. memory    | 6. familiar | 11. bouquet    | 16. lightning   |
| 2. regular   | 7. creek    | 12. Niagara    | 17. arctic      |
| 3. athletics | 8. because  | 13. probably   | 18. admirable   |
| 4. asked     | 9. salve    | 14. positively | 19. conspicuous |
| 5. history   | 10. corps   | 15. stupid     | 20. picturesque |

*Accent*

If a word has more than one syllable, an accent mark shows where the greatest stress falls. Some words require two accent marks. In Webster's *New International Dictionary*, the principal accent is shown by a heavy mark (´), and the secondary by a light mark (˘), as:

com'pe-ti'tion  
 in'com-plete'  
 per-son'i-fi-ca'tion

In the *Standard Dictionary* and in the *Winston Simplified Dictionary* the principal accent is shown by the single mark (´), and the secondary by two marks (˘).

*Practice 6*

Copy the words in the following list. Divide them into syllables and mark the accent. Study the pronunciation of each word. As the teacher calls the number, be ready to pronounce the word correctly.

- |               |                |                 |
|---------------|----------------|-----------------|
| 1. geography  | 7. piano       | 13. mischievous |
| 2. genuine    | 8. champion    | 14. exquisite   |
| 3. forehead   | 9. comfortable | 15. theater     |
| 4. evidently  | 10. hospitable | 16. romance     |
| 5. antique    | 11. attacked   | 17. advertise   |
| 6. laboratory | 12. government | 18. tragedy     |

*Practice 7*

Study the pronunciation of each of the following words. Have two captains divide the class into sides as for a spelling contest. The teacher will call the words by number. If your pronunciation is not cor-

rect, you will sit down. The side wins which has the larger number standing at the end of the contest.

- |                 |                |                 |
|-----------------|----------------|-----------------|
| 1. often        | 15. Italian    | 29. February    |
| 2. route        | 16. bicycle    | 30. aviator     |
| 3. leisure      | 17. strength   | 31. drowned     |
| 4. address      | 18. athletics  | 32. grievous    |
| 5. English      | 19. stomach    | 33. Tuesday     |
| 6. handkerchief | 20. partner    | 34. architect   |
| 7. favorite     | 21. tremendous | 35. chauffeur   |
| 8. picture      | 22. pianist    | 36. inquiry     |
| 9. hundred      | 23. jewelry    | 37. superfluous |
| 10. whether     | 24. chimney    | 38. pageant     |
| 11. recognize   | 25. adult      | 39. finance     |
| 12. column      | 26. apparatus  | 40. municipal   |
| 13. defect      | 27. horizon    | 41. bode        |
| 14. deaf        | 28. toward     | 42. statistics  |

### What to Say

Do you wonder what you are going to talk about in English class tomorrow? Perhaps you can solve your problem as this boy did.

"I wonder what I can talk about in class Monday," Jack remarked, as he and David were on their way home from school. "I don't know of anything interesting."

"Why don't you tell about the muskrat's house we found that Saturday we were getting cat-tails? Do you remember what it was like?" David asked.

"Sure I do," replied Jack. "I'd never seen one before. Wasn't it the queerest dome-shaped thing? You'd never guess from looking at it that it was made from reeds and cat-tails. Did you hear what that boy told us?"

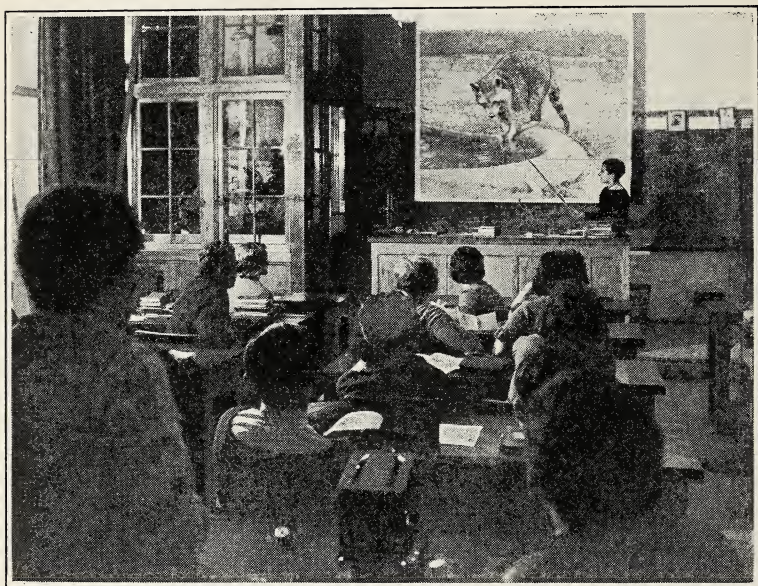
"Didn't he say that from four to six muskrats live in one house?"

"Yes, and I was interested when he told us that people can predict what kind of winter they're going to have by the height of the muskrat's house. If it's tall, they say the winter will be long and cold."



"That will be a good thing to tell about in class, Jack," remarked David. "Everybody will be interested in that story."

One of the best ways to make a talk interesting is to give facts which are new to the other members of the



AN ENGLISH CLASS

*Ewing Galloway*

A pupil uses the stereopticon to illustrate his talk on "The Queer Habits of Animals."

class. Keep your eyes open. Get additional information from conversation, the radio, and books. Don't be satisfied with telling what everyone already knows.

### *Practice 8*

Prepare a two-minute talk on one of the topics on the next page. Get all the interesting facts you can about the one you choose.

1. A whippoorwill (or bank swallow, Baltimore oriole, scarlet tanager, bobolink, wood thrush, catbird, English pheasant, humming bird, bobwhite, owl, blue jay, pewee, meadow lark, cardinal, mocking bird, peacock, ostrich, penguin). 2. The grizzly bear (or any wild animal native to North America, as the black bear, mountain lion, wild cat, deer, elk, fox, buffalo, coyote, jack rabbit, weasel, beaver, mink, otter, lynx). 3. Butterflies. 4. Moths. 5. Spiders. 6. Silkworms.

### **Purpose or Plan**

The four common purposes of a speech are to inform, to entertain, to persuade, and to convince. If you are speaking at a scout banquet, you will plan to entertain your audience; if you are telling how to make a kite, you will try to give directions others can follow; if you are proposing the name of a candidate for president of your student organization, convince the pupils that he is the best candidate and persuade them to vote for him. In planning your speech, study "Outlining" on pages 80-84.

### ***Practice 9***

In connection with your work in guidance or social studies, select a vocation in which you are interested. Decide what the purpose of your speech is to be, whether you will entertain, inform, convince, or persuade. Then make the outline and prepare a speech you would give in class. Select one of the following vocations or another in which you are interested:

1. Agriculture. 2. Civil engineering. 3. Nursing. 4. Aviation. 5. Pharmacy. 6. Mechanical engineering. 7. Banking. 8. Army. 9. Law. 10. Radio announcing. 11. Photography. 12. Church. 13. Music. 14. Medicine. 15. For-

istry. 16. Teaching. 17. Advertising. 18. Journalism. 19. Hotel management. 20. Wireless operating. 21. Hair-dressing. 22. Art. 23. Writing. 24. Dentistry. 25. Secretarial work. 26. Salesmanship. 27. Accountancy.

Books in which you can find helpful information are:

Filene: *Careers for Women*

Hatcher: *Careers*

Lenck: *Fields of Work for Women*

McKinney and Simons: *Success through Vocational Guidance*

Lyon: *Making a Living*

Gallagher: *Courses and Careers*

Lane: *Vocations in Industry*

### Class Criticism

The purpose of each pupil's criticism of a speech should be (1) to help the speaker to improve and (2) to better his own speech. Criticism which is not helpful and constructive merely wastes time. Some suggestions for helpful criticism are:

1. Try to find the good points of the speech first.
2. Emphasize only one type of error each day. For example, on one day watch for grammatical errors; on another, for pronunciation.
3. Elect four or more class critics, each to give a one-minute report at the end of the class period.
4. Have a judge select the three outstanding speeches during the class period, and give a one-minute report telling the reason for the selection.
5. Appoint several critics, one for content of the speech, one for posture and voice, one for enunciation and pronunciation.
6. Appoint one critic to report on the interest and attention shown by the audience.

7. One day let each pupil choose his own critic.
8. Let each criticize himself by naming one good and one poor feature of his speech.
9. Let the class select by vote the three speeches they liked best.

### *Notebook Work*

One method of improving your speech is to have a page in your notebook upon which the teacher's comments may be kept. Copy the table on page 14 in a loose-leaf notebook and hand the page to the teacher when you are about to give a report or make a speech. By watching the comments and mistakes you can judge your own progress.

### **Demonstration Talk**

What can you do exceptionally well? What is your hobby? Perhaps you can take good pictures, do some tricks of magic, or make a delicious cake. Can you tell about it so that others will know exactly how you do it and can follow your directions? Demonstrating while you talk will make the explanation clearer to others. For example, a boy who plays golf well explained in a class various positions, different clubs, how to drive, and how to putt. Another who makes clever figures and heads from papier-mâché showed the material he uses and explained how to design and make the figures.

The following demonstration was given by an eighth-grade girl:

#### **CHOCOLATE FUDGE**

Do you like fudge? I hope so. I made some from the recipe that I am going to give you, and Miss Kingsley has given me permission to pass it. After you have had a



*Individual Criticism Card*

Name \_\_\_\_\_

Grade \_\_\_\_\_

|                                    |  |  |  |  |  |  |
|------------------------------------|--|--|--|--|--|--|
| Date                               |  |  |  |  |  |  |
| Posture                            |  |  |  |  |  |  |
| Voice                              |  |  |  |  |  |  |
| Enunciation<br>(Mistakes listed)   |  |  |  |  |  |  |
| Pronunciation<br>(Mistakes listed) |  |  |  |  |  |  |
| Material                           |  |  |  |  |  |  |
| Other Comments                     |  |  |  |  |  |  |

sample, you will know whether you will care to use my recipe.

Since Miss McCarty has said that I may make the fudge during cooking class today, I have brought the materials and have here, as you see, the saucepan, spoons, measuring cup, and all the ingredients. On the blackboard is the recipe:



|                         |                                |
|-------------------------|--------------------------------|
| 2 cups granulated sugar | 1 tablespoon butter            |
| $\frac{3}{4}$ cup milk  | $\frac{1}{2}$ cup chopped nuts |
| 2 squares chocolate     | 1 teaspoon vanilla             |

First measure the sugar and put it into the pan. Then add the milk and the chocolate. Do not put in the butter until the fudge is almost done. Cook the mixture over a slow fire, stirring only occasionally, until a little dropped into cold water will form a soft ball. Then remove the pan from the fire and let it stand until the fudge is cool. Put in the vanilla and beat the candy with a wooden spoon. Just before it is ready to be poured out, stir in the chopped nuts. If you would like to sample this fudge, wait in the home room at the close of school. — PUPIL

### *Practice 10*

Choose for demonstration one of the following topics or any other you prefer. Make your plans and bring to class all the articles you will need. Each speaker will be limited to three minutes.

1. Fencing. 2. Taking pictures. 3. Developing and printing pictures. 4. Painting a picture. 5. Making a poster. 6. Setting a table. 7. Caring for goldfish. 8. Ironing a shirt or dress. 9. Cutting out a dress from a pattern. 10. Making a dress. 11. Making crocheted, knitted, or hooked rugs. 12. Setting water or finger waves. 13. Making a tool. 14. Demonstrating life saving. 15. Giving first aid for cuts, sprains, burns. 16. Showing pictures of a trip — with or without a projectoscope. 17. Performing magic tricks, card tricks. 18. Making salads, mayonnaise. 19. Framing a picture. 20. Making root beer. 21. Making taffy or any candy. 22. Playing ping-pong or any simple game. 23. Making a model airplane. 24. Making a bow and arrow. 25. Covering paper boxes. 26. Wrapping Christmas gifts. 27. Making paper flowers. 28. Arranging a scrapbook. 29. Making a relief map from putty or papier-mâché. 30. Making chocolate cake.

### Preparation

Some boys and girls think their speeches are prepared when they have looked up the material. Others write out their speeches and memorize them. The best way to prepare a speech is as follows: collect



*Furlong*

#### EXPLAINING HOW TO MAKE A HOOKED RUG

your material, make a plan, memorize the main points, and practice the speech aloud at home alone or to some member of your family. If you prepare in this way, you will not stumble or hunt for words when you are speaking. Consulting notes or looking out of the window or at the ceiling takes the attention of your classmates from what you are saying.

#### *Practice 11*

Plan a two-minute speech on a topic of interest in your town or city. Have your speech so well prepared

that you will not hesitate or run your sentences together with *and, but, so*.

1. Our town or city water supply. 2. Health protection in our community. 3. Fire protection in our community. 4. Our parks. 5. Public playgrounds. 6. Musical organizations which benefit our town or city. 7. How our town is kept clean. 8. An industry which has helped our town or city. 9. Why this is a good community in which to live. 10. Our Community Chest and what it does. 11. The value of our libraries. 12. How our town or city is being made more attractive. 13. Improvement in our roads. 14. The advantages our schools offer. 15. Public picnic grounds. 16. Welfare work done in our community.

### Pet Words

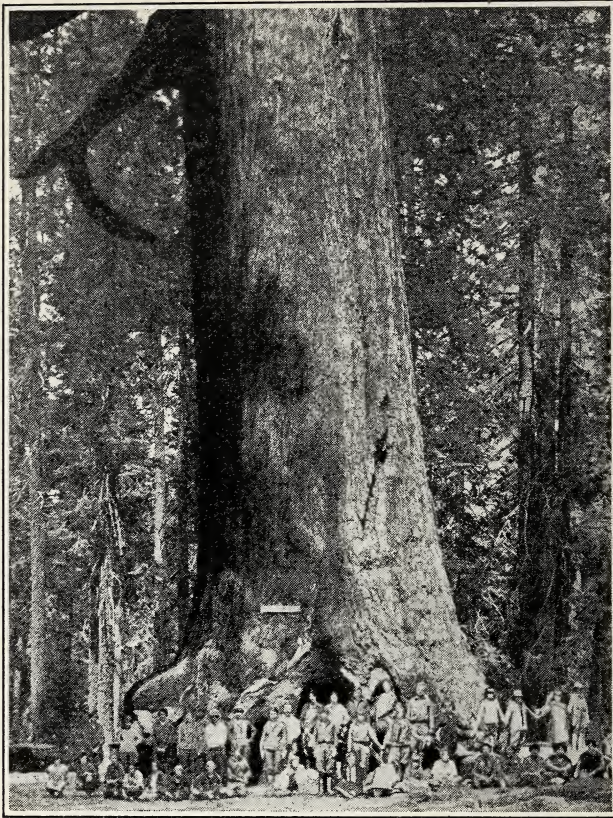
What are your pet words? Do you overwork *see, you know, well, why, and, but*? Don't tie your sentences together with *and . . . and so . . . then*. End one sentence and begin a new one. Don't fill time while you are thinking with *and-ur, but-ur*. When you stop to think, turn your voice off.

### Practice 12

Tell of an interesting place you have visited or read about. Illustrate with photographs or slides if possible. Avoid pet words.

1. The Redwood Highway. 2. Glacier National Park. 3. Miami. 4. Longfellow's home. 5. Concord and Lexington. 6. Historic Boston. 7. Quebec. 8. The Grand Canyon of Arizona. 9. Taos. 10. The Blarney Stone. 11. The dikes of Holland. 12. Mammoth Cave. 13. Bermuda. 14. Lake Louise. 15. Washington. 16. The Panama Canal. 17. The Maine coast. 18. Delaware Water Gap. 19. The Nile. 20. Venice. 21. Niagara Falls. 22. The Thousand Islands. 23. Plymouth Rock. 24. The Chicago World





*Courtesy Southern Pacific*

#### GRIZZLY GIANT

The crowd of young people at the foot of the huge redwood gives an idea of its diameter.

Exposition. 25. The West Indies. 26. Lake Placid in the winter time. 27. A ranch in Texas. 28. An automobile assembling plant. 29. Sugar plantations in Cuba. 30. A movie studio in Hollywood or in the East. 31. Any other interesting place.

#### Grammatical Errors

Boys and girls make grammatical mistakes in speech of which they would not be guilty in written work.

### *Practice 13*

Correct the mistakes in the following expressions:

He don't; you was; him and I went; I ain't going; they was hurt; we was happy; he don't know nothing; it's him; these kind; this here dog; that there dog; I seen; he done it; he has went; beautifulest; more sweeter; she never did nothing; would of; could of; hisself; them things.

### **Beginning and Ending**

If you have two minutes for a speech, start at once. Don't waste time. Attract the attention of your classmates in the beginning, and they will listen; make the ending pointed and they will remember what you have said.

### *Practice 14*

Prepare a two-minute talk. Guard against grammatical errors. Be particular to have a good beginning and a good ending. Be entertaining.

1. A book worth reading. 2. My favorite movie star. 3. Movies in school. 4. Movies of books I've read. 5. A movie that I would recommend. 6. A game that is good for a small group, for a large group. 7. A play I would like to see again.

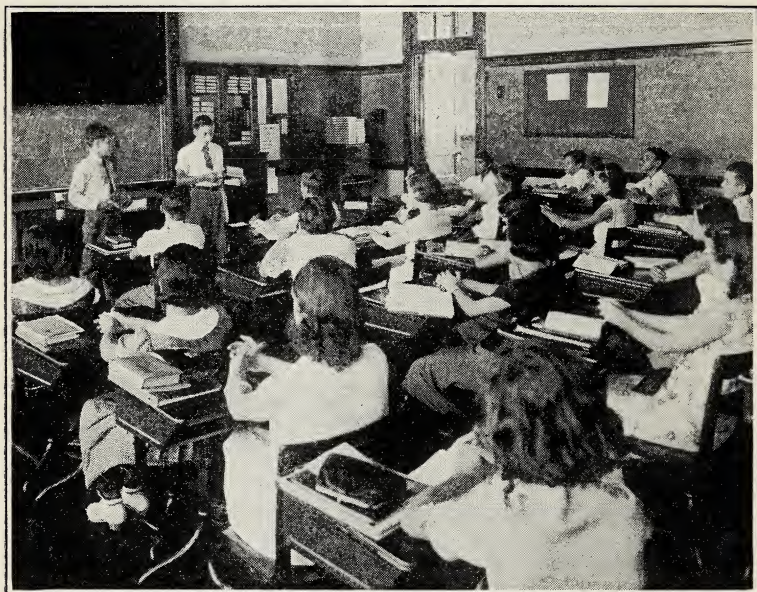
### **Salesmanship**

To sell anything you must know what you are selling and study the wishes and tastes of your customer.

There are three things to consider when you are trying to make a sale. First, talk *with* your customer, not *at* him. Next, try to prove the real value of what you are selling. Know what you want to say without having to memorize your speech. Then, tell the price and the date of delivery.

**Practice 15**

Dramatize the selling of an article which you have and enjoy or of one you would like to have. If possi-



*Furlong*

**EXPLAINING THE MERITS OF A HAMMERED BRASS BOX**

ble, have the article or a picture of it in class with you. Put life into your tones. Make the object you are selling attractive.

1. A new mystery story. 2. A travel book by your favorite author. 3. A jig-saw puzzle. 4. A magazine you enjoy. 5. A mechanical toy. 6. A special make of tennis racket, tennis balls, golf balls, baseball, football. 7. A fountain pen. 8. Field glasses. 9. A camera. 10. A camping set. 11. An air rifle. 12. A flash light. 13. A scout hike bag. 14. An article you have made, as a silver bracelet or pin, a leather



pocketbook or key case, a hammered brass tray. 15. An automobile. 16. An airplane. 17. A dog house. 18. Goldfish.

### *A Sales Talk*

Did it ever occur to you that you are constantly trying to sell ideas to your friends and associates? Perhaps you are eager to have your class give a play, but not all the members are interested. You then try to win them to your point of view. To do this you should have three things in mind. First, your idea must be worth while; second, you must honestly be interested in it; third, you must be convinced that it is the right thing to do at this time.

### *Practice 16*

Prepare a speech which you could give in your class meeting or at a meeting of the student organization. Choose one of the following topics or one of your own. Remember that good posture, a pleasing voice, clear enunciation, and correct pronunciation will make your speech more effective. Attract attention by a good beginning; have your material well planned; be convincing.

1. Selling the school magazine or paper which will be out the following week.
2. Selling tickets for a basketball game, baseball game, soccer game, tennis meet, skating meet, girls' athletic meet.
3. Selling tickets for the Dramatic Club play.
4. Selling Booster Tags for the athletic fund, scholarship fund.
5. Urging contributions for Thanksgiving or Christmas baskets.
6. Urging more pupils to work for the citizenship or scholarship honor roll.

7. Asking better coöperation with the student officers in corridor passing, in the lunch room, in the lockers, in the library, on the school grounds.

8. Starting a Better Speech Campaign, a Courtesy Campaign.

9. Urging attendance at a meeting after school to organize a scout troupe, a girl reserves club.

10. Proving why school banking is valuable.

11. Urging the care of all school property.

12. Showing advantages of punctuality and perfect attendance.

### Argument

An argument includes convincing and persuading. When you convince, you succeed in getting people to believe as you do. When you persuade, you try to get people to do as you wish. For example, you might convince your father that a scout camp gives excellent training, but you would have to persuade him to let you go to the camp. Whenever it is possible, use in your arguments facts rather than personal opinions. Convincing requires proving a point. This means using sound arguments.

### Practice 17

Choose one of the following statements which you believe and prove it:

1. Many poor boys have become famous.
2. Honesty is the best policy.
3. Dogs are intelligent.
4. One should not go swimming immediately after eating.
5. Mocking birds have been known to attack cats.
6. Some plants grow without water.
7. Playing in the streets is dangerous.
8. Flickers are helpful to farmers.

## Debating

Debating is discussion made into a game with a few simple rules. Usually there are two or three players or debaters on a team. The side defending the stated proposition is called the affirmative team; the side opposing it is called the negative team. If there is a pupil chairman, begin your speech by addressing the chairman, your teacher, and your classmates.

Be courteous. Sarcasm and smart remarks count against the speaker's team. Don't memorize your speech; plan it and practice what you are going to say.

### *Practice 18*

Choose one of the following statements which you believe and prepare a talk that will convince the members of your class:

1. All passing to and from classes should be in military order.
2. Every pupil in the eighth grade should take music and drawing each term.
3. Every boy should take at least two hours a week of shop work each term.
4. Every girl should know how to cook and sew when she graduates from elementary school.
5. Every eighth-grade pupil should know how to conduct a business meeting.
6. Every pupil should read at least one library book a month.
7. Pupils should receive school credit for music taken outside of school.
8. Every eighth-grade pupil should study some foreign language.
9. Boys should be trained to do housework.
10. Special credit should be given toward graduation for work in the band, orchestra, or glee club.

11. Special credit should be given pupils who take part in assembly programs.
12. Every elementary school should have a student government organization.
13. Camping is the best way to spend a summer vacation.

### Announcements and Notices

A good announcement is clear and complete and arouses the interest of the audience. It answers the questions "What?" "When?" "Where?" "Who?" "Why?" "How?" — that is, it tells what the event is, when and where it is to take place, who will take part, for what purpose it is given, and what the price of admission is.

*Example:*

#### ANNOUNCEMENT OF A SENIOR PLAY

The senior class will present the play *Tons of Money* on Friday evening, May 17, at 8 o'clock, in the auditorium. The leading parts will be taken by Marie Milne as Mrs. Astorbilt and George Van Horne as Mr. Astorbilt. They will keep the audience in gales of laughter with the mishaps which occur on their trip to Florida. If you want an evening of solid fun, bring all your friends, for you will be treated to a dollar play for only thirty-five cents.

### Practice 19

Prepare to announce to your class or in the assembly one of the following:

1. A concert.
2. An essay contest.
3. A field day.
4. A play.
5. A debate.
6. A movie.
7. A skating meet.
8. An exhibit.
9. A club meeting.
10. A poetry contest.
11. A short story contest.
12. An interclass game.
13. A lecture by a famous traveler, author, explorer.
14. A special as-

sembly (Washington's Birthday, Thanksgiving, Christmas). 15. New books in the library (college, mystery, travel, scientific). 16. Sale of plants in the science laboratory. 17. Christmas sale in the art craft shop, sewing room, and cooking room. 18. Special rehearsals for orchestra or glee club. 19. Cancellation of a game. 20. Results of a drive for a scholarship fund. 21. The sale of the school magazine, the year book. 22. An inter-school game.

### Introducing, Welcoming, Presenting

In school it is often necessary for someone to make a speech in a home-room period, in a club meeting, or in the assembly. The chairman of the Entertainment Committee may have to explain and announce the program, or the president of a club or of the student organization may have to introduce a visitor. Such speeches should be short but give the necessary information.

#### *Example:*

This morning we are to have the pleasure of hearing the Madison Glee Club sing for our assembly. The club is conducted by Mr. Biddle, and the soloists are Margaret Meyer, soprano, and Anthony Turiano, baritone. I am glad to introduce Jerome Smith, president of the club, who will be in charge of the program. — PUPIL

### *Practice 20*

Choose one of the following and prepare the speech which would be suitable:

1. As president of your student organization introduce to the assembly an explorer, such as Martin Johnson, or any distinguished visitor.

2. As president of the Junior Corps, welcome to the assembly a group of visitors from another school, the mayor



of your town or city, the superintendent of schools, or a former principal.

3. As president of the Glee Club, introduce to the assembly a glee club from another school which will sing several selections.

4. As president of your class, present a gift to your principal, to your class sponsor, to a teacher who is leaving, or to the school.

5. As a representative of your class, present flowers to the music director or dramatic coach.

6. As president of the Athletic Association, present a gift to the athletic coach, a prize to a student for the best athletic record.

### Programs

In a program featuring animal stories, each member of the committee in charge of that meeting will tell an incident in which an animal is the hero. These may be taken from life or from such books as: *Wolf* and *Further Adventures of Lad* by Albert Payson Terhune; *Call of the Wild* by Jack London; *Smoky* by Will James; *The Jungle Book* and *The Second Jungle Book* by Rudyard Kipling; *Wolf, the Storm Leader* by Frank Caldwell; *Bring 'Em Back Alive* by Frank Buck; *Congorilla* by Martin Johnson.

In a Mark Twain program there might be a dramatization of one of the incidents in *Adventures of Tom Sawyer* or *Huckleberry Finn*, stories taken from *Life on the Mississippi*, anecdotes of Mark Twain's life, and a brief statement about his life.

### Practice 21

Divide the class into six committees. Each will choose one of the following topics and plan a program to be given in the home room or in the assembly.

It may include poems, songs, dramatizations, and anecdotes.

1. A Mark Twain program. 2. A program based on books of Kate Douglas Wiggin, Louisa M. Alcott, or any other well-known writer. 3. Washington's Birthday. 4. Lincoln's Birthday. 5. Favorite American poets. 6. The spirit of Christmas. 7. Why some flyers are famous. 8. The meaning of Armistice Day. 9. The story of St. Patrick. 10. The story of Halloween. 11. Why we celebrate Arbor Day. 12. The story of the first Thanksgiving. 13. Stories of birds. 14. Fire Prevention Week. 15. Making "Safety First" stylish.

### *Other School Speeches*

#### ***Practice 22***

Choose one of the following topics and prepare a two-minute speech which might be given in your home room or in a class meeting:

1. Need for punctuality in school and elsewhere.
2. Why perfect attendance is a worth-while goal.
3. The meaning of the citizenship honor roll.
4. The value of being on the scholarship honor roll.
5. The part the audience plays at a game.
6. Why pupils should support the Athletic Association.
7. Why we should have a school paper in our elementary school.
8. Why our school is called the Theodore Roosevelt School.
9. What characteristics a student forum officer should have.
10. The value of a courtesy campaign, a better speech campaign, a thrift campaign.

### **Business Meetings**

Business meetings are conducted in a formal way and follow rules which are known as *Parliamentary*



*Procedure.* The following books may be helpful to you in learning how to conduct a meeting:

- Marsh, A. L.: *Parliamentary Law for Young People*  
 Robert, H. M.: *Parliamentary Procedure and Rules of Order*  
 Wines, E. M., and Card, M. W.: "Come to Order"  
 Robert, J. T.: *Primer of Parliamentary Law*

A few general rules which refer to class or club meetings as well as to the most formal business gatherings may be copied in your notebook for reference:

- I. Business meetings are presided over by a president or a chairman.
- II. Anyone who makes a report or has anything to say, should first address the chairman by saying, "Mr. Chairman," "Madam Chairman," "Mr. President," or "Madam President."
- III. A motion is a formal statement which is to be voted on by those present. The correct form is "I move that the report be accepted."
- IV. Before a motion may be voted on, it must be seconded. The form is "I second the motion."
- V. Voting may be done in one of three ways:
  - A. By ballot
  - B. By a show of hands
  - C. By acclamation — that is, by saying "Aye" or "No"
- VI. Election of officers may be done in two ways:
  - A. A nominating committee may draw up a

list of candidates and bring it to the meeting to be voted on.

- B.* If there is no nominating committee, all nominations are made in the meeting. Names may be suggested until a motion is made and carried that the nominations be closed.

VII. The duties of officers are:

*A.* President —

1. Calls the meeting to order.
2. Conducts the business of the meeting.
3. Votes in case of a tie.
4. Preserves order.
5. Is courteous and dignified.

- B.* Vice president presides in the absence of the president.

*C.* Secretary —

1. Keeps the minutes of the meetings.
2. Sends out notices of meetings.

*D.* Treasurer —

1. Is responsible for any money belonging to the group.
2. Makes a report of the financial standing of the group whenever it may be called for.

*Order of Business at a Meeting*

1. Call to order
2. Reading and adoption of minutes
3. Reports of committees

4. Unfinished business
5. New business
6. Program
7. Adjournment

### *Practice 23*

Read the following account of a club meeting:

1. How was the meeting opened?
2. Who presided?
3. What was included in the minutes of the previous meeting?
4. How was the motion made and seconded?
5. How did each speaker address the presiding officer?

#### MEETING OF THE LIBRARY HELPERS' CLUB

*President.* The meeting of the Library Helpers' Club will please come to order. The secretary, Margaret Phillips, will read the minutes of the last meeting.

*Secretary.* The Library Helpers' Club held its regular meeting on Thursday afternoon, November 19, at three o'clock. The president, Edward Deiter, presided. Minutes of the previous meeting were read and approved. The chairman of the Fiction Committee reported that ten books had been repaired so that they could be added to the Thanksgiving baskets. A committee was appointed to arrange with Miss Hutchinson, who is in charge of the Thanksgiving baskets, to see that the books are sent where they will be most enjoyed.

The Hospital Committee reported that the General Hospital would be glad to have more scrapbooks for the children's department.

It was moved and seconded that the club spend all its time for the next few weeks on scrapbooks, so they would be completed by Christmas.

The meeting then adjourned to the workroom for a half hour of regular library work.

Margaret Phillips  
Secretary

*President.* Are there any corrections or additions to the minutes? If not, they stand approved as read. Is there a report from the committee that is arranging books for Thanksgiving?

*Mary Corwin.* Mr. President.

*President.* Mary Corwin.

*Mary.* The committee met with Miss Hutchinson and arranged to give five of the books to families in which some boy or girl is ill. The committee recommends that the other seven books be given to the Hospital Committee.

*President.* You have heard the recommendations of the committee. What do you wish to do about them?

*William Durley.* Mr. President.

*President.* William Durley.

*William.* I move that the recommendations be accepted, and that the Hospital Committee add these books to its Christmas box.

*Jean White.* I second the motion.

*President.* It has been moved and seconded that seven books be given to the Hospital Committee for the Christmas box. All in favor signify by saying "Aye."

*Members.* Aye.

*President.* All opposed say "No." The motion is carried. Is there other business?

*Grace Coe.* Mr. President.

*President.* Grace Coe.

*Grace.* A new shipment of books has just come, and Miss Dickinson would like volunteers to help in the library tomorrow from 3 to 4 o'clock.

*President.* Who can arrange to assist Miss Dickinson tomorrow afternoon? Grace, please take the names of those who have raised their hands. All who have volunteered should see Miss Dickinson at the close of this meeting.

*Lillian Stewart.* Mr. President.

*President.* Lillian Stewart.

*Lillian.* There is a Glee Club rehearsal tomorrow at 3.

*President.* Grace, will you please tell Miss Dickinson about the rehearsal? Is there any other business? If not, the meeting will adjourn to the workroom.

**Practice 24**

Organize your English class into a club and conduct business meetings at intervals. In one meeting you might draw up a constitution. Other business which might be taken up would be plans for a picnic, a party, or a speech campaign. Committees might be appointed to improve conditions in the locker room or lunch room, to send notes of sympathy or flowers to any members of the class who are ill. Be careful to use the correct parliamentary forms throughout the meetings. Refer to books on parliamentary procedure mentioned on page 28 or to a civics book, such as:

Finch, C. E.: *Everyday Civics*

Hughes, R. O.: *Community Civics*

Dunn, A. W.: *Community Civics and Rural Life*

**Remember**

In making a speech —

1. Have something to say.
2. Plan your speech.
3. Attract the attention of your audience in the first sentence.
4. Stand erect and at ease.
5. Guard against grammatical errors.
6. Speak in clear, pleasant, audible tones.
7. Enunciate each syllable clearly.
8. Pronounce every word correctly.
9. Close with a brief, pointed ending.

UNIT 2

THE BUSINESS LETTER

FORM 1 — SLANT STYLE

*1260 Emory Street  
San Jose, California  
November 23, 1934*

*The Boys' Magazine  
Frick Building  
Pittsburgh, Pennsylvania*

*Gentlemen:*

*I am enclosing a money order for \$2.50  
in payment of one year's subscription to  
the Boys' Magazine.*

*Yours truly,  
Thomas McAvoy*

Study the forms of the letters on this page and page 34. The first, known as the slant style, is commonly used when one writes with pen and ink. In a type-written letter either the slant or the block style may be used. Never combine the two styles in the same letter.

The parts of a business letter are the heading, the inside address, the salutation, the body, the complimentary close, and the signature.



## FORM 2 — BLOCK STYLE

1260 Emory Street  
San Jose, California  
November 23, 1934

The Boys' Magazine  
Frick Building  
Pittsburgh, Pennsylvania

Gentlemen:

I am enclosing a money order for  
\$2.50 in payment of one year's sub-  
scription to the Boys' Magazine.

Yours truly,  
Thomas McNary

### Heading

The heading of a letter should begin a little to the right of the middle of the page, and from one and one-half to two inches from the top of the page.

When the paper used has a printed letterhead, only the date need be written. This should be placed below the letterhead either at the right or in the center.

The only punctuation needed is two commas — one after the city or town, and one after the day of the month. It is better not to use abbreviations in the heading. Whether two or three lines are used, the

date stands alone on the last line. Study the following headings:

## SLANT STYLE

STREET NUMBER NOT NEEDED

Pleasantville, Pennsylvania  
February 3, 1934

STREET NUMBER NEEDED

1518 Palmetto Street  
New Orleans, Louisiana  
February 3, 1934

## BLOCK STYLE

Robinson, Illinois  
August 27, 1934

759 Michigan Avenue  
Jackson, Michigan  
December 12, 1934

E. SHANNON ROBERTS

GENERAL AGENT  
AMERICAN LIFE INSURANCE COMPANY

OLD COLONY BANK BUILDING  
ROCHESTER

April 6, 1934

*H. H. Macy*

4th STREET & BROADWAY, NEW YORK

September 12, 1934

## Letterheads

Business firms and many individuals have their own letterheads. When these are used, the date may be written at the right or in the center.

### Address

The inside address, which consists of the name and address of the person or firm to whom the letter is written, begins at the left margin. A study of Form 1 on page 33 shows that in a pen-written letter the inside address has the same slant as the heading.

When a letter is to an individual, the proper title should always precede the name — for example:

SLANT STYLE

Miss Dorothy Trent  
542 Abbott Avenue  
Boise, Idaho

Dr. L. J. Walker  
1700 Harvard Avenue  
Seattle, Washington

BLOCK STYLE

Mr. F. B. Jackson  
1405 Cross Road  
Louisville, Kentucky

Reverend James Scott  
138 West Seneca Street  
Syracuse, New York

Only necessary marks of punctuation are used. Always place a comma between the name of the city and of the state. The following are examples of correct addresses of letters to firms:

SLANT STYLE

Brown and Kerr Company  
228 Main Street East  
Rochester, New York

Miami Stamp Company  
Fostoria, Ohio

BLOCK STYLE

The Star-News  
Colorado Street  
Pasadena, California

Anchor Fence Company  
Eastern Avenue  
Baltimore, Maryland

### *Practice 1*

Using your home address, write the heading and inside address of a letter to each of the following. Use the slant style.

1. R. H. Stark Company at 462 Stuart Street, Boston, Massachusetts.
2. Fielding School for Girls at 2500 Jefferson Avenue, Indianapolis, Indiana.
3. Lake Camp for Boys at Deland, Minnesota.
4. The Bar-O Dude Ranch at Sheridan, Wyoming.
5. Wilson Brothers Nursery at 10 North Maple Street, Uniontown, Pennsylvania.
6. The National Sporting Goods Company at 609 Placer Street, Milwaukee, Wisconsin.
7. Dr. J. W. Milliken, who lives at 100 Pocono Street in Hamilton, Ohio.
8. Miss Margaret Forester, Principal of Laurel Mountain School, at Manchester, Kentucky.

### Salutation

The salutation should begin at the margin below the address and be followed by a colon. Capitalize the first word and all nouns. Correct salutations for a business letter are:

#### TO AN INDIVIDUAL

*Dear Madam:*

*Dear Sir:*

*My dear Mrs. Chamberlin:*

*Dear Mr. French:*

*My dear Sir:*

*My dear Madam:*

#### TO A COMPANY OR GROUP

*Gentlemen:*

*Ladies:*

*Examples of correct address and salutation:*

#### SLANT STYLE

Major Edward M. Iland  
1213 State Street  
Coraopolis, Pennsylvania

My dear Major Iland:

You will \_\_\_\_\_

## BLOCK STYLE

The Canadian Forestry Association  
 51 Sparks Street  
 Ottawa, Ontario

Gentlemen:

Will you please \_\_\_\_\_

## Body of the Letter

The first word in the body of a letter should be indented about one inch from the margin. The first word in each successive paragraph should be indented the same distance.

The body of the letter should state the purpose of writing. It should be courteous, clear, and to the point. Omit unnecessary information. If you are sending in your subscription for the *American Boy*, do not tell the company you enjoy the magazine. Your subscription proves that.

A good business letter is written in good English. Neither omit words nor use unnecessary ones. Do not, as a rule, begin the last sentence with a word ending in *ing*.

(Right) We have received your letter of June 5, and shall take care of your request immediately.

(Bad) Yours of the fifth received and contents noted.

(Right) I am enclosing a check for \$5.00.

(Bad) Enclosed please find check for \$5.00. [Meaningless *please*.]

(Right) I thank you for your attention to my order.

Yours truly,

(Bad) Thanking you for your kindness, I am

Yours truly,

### Complimentary Close

Begin the complimentary close a little to the right of the middle of the page. Capitalize the first word only, and place a comma after the last word.

Correct forms of the complimentary close are:

|                          |                          |
|--------------------------|--------------------------|
| <i>Yours truly,</i>      | <i>Truly yours,</i>      |
| <i>Yours very truly,</i> | <i>Very truly yours,</i> |

### Signature

The signature of the writer should be placed below the complimentary close and a little to the right in the slant style, and directly underneath the first letter of the complimentary close in the block style. No mark of punctuation follows the signature.

An unmarried woman writing to a stranger should place *Miss* in parenthesis before her signature. This gives the title to be used in reply.

|         |                            |
|---------|----------------------------|
| (Right) | <i>(Miss) Mary Newkirk</i> |
| (Bad)   | <i>Mary Newkirk</i>        |

*Examples of correct placing of the signature:*

| SLANT STYLE                                      | BLOCK STYLE                                      |
|--|--|
| Yours truly,<br><i>Preston Cooley</i>            | Yours truly,<br><i>Preston Cooley</i>            |
| Very truly yours,<br><i>(Miss) Barbara Lytle</i> | Very truly yours,<br><i>(Miss) Barbara Lytle</i> |

### Practice 2

Answer the questions on the next page concerning the form of business letters.



1. When writing with pen and ink, which style of letter is used — the slant or the block?
2. What does the heading of a business letter include? How is it punctuated?
3. Where is the inside address placed? What does it include? How is it punctuated?
4. Where is the salutation placed? How is it punctuated and capitalized?
5. Where does the first word of the body of the letter begin?
6. How is the complimentary close capitalized? What punctuation is used?
7. Where is the signature placed? How is it punctuated?
8. How does the block style differ from the slant style?

### *Practice 3*

Using your home address, write the heading, address, complimentary close, and signature of a letter to each of the following:

1. Procter and Gamble, Cincinnati, Ohio.
2. The Saturday Evening Post, 785 Independence Square, Philadelphia, Pennsylvania.
3. Corona Typewriters Inc., 51 Madison Avenue, New York City.
4. The Elgin Watch Company, Elgin, Illinois.
5. Baltimore and Ohio Railroad, 640 East Fifth Street, Philadelphia, Pennsylvania.
6. Mid-Week Pictorial, New York Times Company, Times Square, New York City.
7. The Registrar, Blair Academy, Blairstown, New Jersey.
8. D. C. Heath and Company, 1815 Prairie Avenue, Chicago, Illinois.
9. Beldts' Aquarium, 2141 Crescent Avenue, St. Louis, Missouri.
10. Joseph H. Dodson Company, 55 Harrison Street, Kaukahu, Illinois.

### Envelope Address

Millions of letters each year are sent to the Dead Letter Office because they are misdirected or have no return address. Always write legibly the name and complete address of the person to whom you are sending the letter. Place your own address in the upper left-hand corner of the envelope.

#### SLANT STYLE

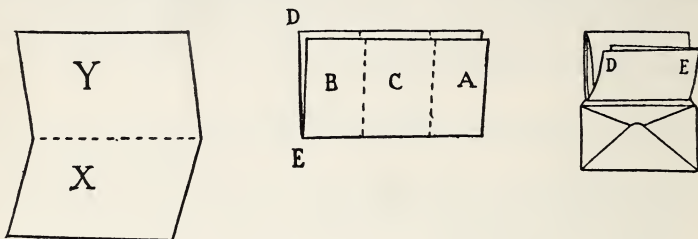
|   |              |
|---|--------------|
| <p><i>M. D. Wilson</i><br/> <i>1157 North Lewis Avenue</i><br/> <i>Tulsa, Oklahoma</i></p> <p><i>Miss Harriet Lowen</i><br/> <i>120 West Spruce Street</i><br/> <i>Fort Wayne</i><br/> <i>Indiana</i></p> | <p>STAMP</p> |
|---|--------------|

#### BLOCK STYLE

|   |              |
|---|--------------|
| <p>After 5 days return to<br/>         E. C. Palmer<br/>         2902 Jackson Street<br/>         Sioux City, Iowa</p> <p>Mr. John H. MacMillan<br/>         1500 Queen Anne Heights<br/>         Seattle<br/>         Washington</p> | <p>STAMP</p> |
|---|--------------|

### Paper and Folding

White unruled paper of good quality is preferred for all letters. The full-size sheet which is commonly used for business letters is  $8\frac{1}{2}$  inches by 11 inches. The letter should be written on one side of the page only.



Fold the lower half of the sheet *X* over the top half *Y* to within a quarter of an inch of the top. Then fold *A* over *C* from the right and *B* over *C* from the left, each fold being less than one-third the width of the paper. Place the letter in the envelope with the open edges *DE* up.

#### Practice 4

Copy and punctuate the following letter:

Garfield Junior High School  
Berkeley California  
November 24 1934

The Western Publishing Company  
354 South Whitney Street  
Salt Lake City Utah

Gentlemen

On September 29 I ordered from your company a *New Atlas of the World* and enclosed a money order for \$3.50. On October 8 I received notice that the book had been mailed. It has not yet arrived. Kindly check this order.

Yours truly

Preston Durley

*100 Per Cent Test — Letter Form*

The punctuation, capitalization, and arrangement of ten of the following headings, inside addresses, salutations, complimentary closes, and envelope addresses are correct for pen-and-ink letters. Write the numbers of the correct ones on a sheet of paper.

*Headings:*

1. July 1, 1934  
23 Stevens Street  
Claremont, N. H.
2. 414 Wazee Street  
Denver, Colorado  
July 10, 1934
3. 118 Elm Street  
Portland, Maine, May 18, 1934
4. 1450 Clay Avenue,  
San Francisco, California  
August 15, 1934
5. 875 State Street  
September 4, 1934  
Madison, Wisconsin

*Addresses:*

6. Miss Evelyn Jones  
400 South Lang Avenue  
Pittsburgh, Pennsylvania
7. Dr. F. S. Magill, Headmaster  
Penn Hall  
Chambersburg, Pennsylvania
8. Albuquerque Civic Council  
1345 Sunshine Building  
Albuquerque, New Mexico

9. Dr. T. W. Thoburn  
3020 Corydon Avenue, Cleveland, Ohio

*Salutations:*

10. My dear Dr. Brown:  
11. Dear Sir:  
12. Dear gentlemen:  
13. My Dear Miss Weston:  
14. Dear Madam:

*Complimentary Closes:*

15. Yours Very Truly,  
16. Very truly yours,  
17. Yours Truly,

*Envelope Addresses:*

18. Howard Boat Company  
440 Harrison Street  
Kalamazoo  
Michigan
19. Mr. Frederick J. Tanner, Agent  
80 West Broad Street  
Richmond  
Virginia
20. Burlingame Travel Bureau  
547 W. Jackson Blvd.  
Chicago.  
Ill.

## KINDS OF BUSINESS LETTERS

### Change of Address

You will doubtless need at some time to have your mail sent to a different address. When, for example, you move to another town or city or have a long vacation, you will wish to notify the postmaster or the publisher of some magazine of the change of address.



545 Second Street  
Oil City, Pennsylvania  
March 20, 1934

Popular Mechanics Magazine  
200 East Ontario Street  
Chicago, Illinois

Gentlemen:

In the future please mail copies of *Popular Mechanics* to me at the above address. My former address was 175 Hone Avenue.

Yours truly,  
David Haskell

### *Practice 5*

1. You have moved to another street in the same city. Write to *Radio News*, 222 West 39th Street, New York City, to notify the company of your change of address.

2. Your family is spending the summer at the lake or the shore or in the mountains. Ask your postmaster to forward your mail.

3. You are planning to spend the summer vacation with an uncle in the country. Write to the *Girls' World*, American Building, Detroit, Michigan, asking them to send the magazine to your uncle's address until further notice.

4. You and your sister are spending the Christmas vacation at your grandmother's. Ask the postmaster to forward mail for both of you.

5. Your family has moved to another street in the same

city. Write to the postmaster and notify him of your change of address.

6. Write to the La Pasada Hotel, Winslow, Arizona, and ask that your mail be forwarded to 4761 West 12th Street, Los Angeles, California.

### Request for Catalog

Almost everyone enjoys looking through catalogs and wishes that he or she had the camping outfit, the lovely garden, the aquarium, or the good-looking clothes shown in the pictures.

305 Fifth Street  
Warren, Pennsylvania  
April 15, 1934

Girl Scouts, Incorporated  
570 Lexington Avenue  
New York City

Ladies :

Please send me the 1934 catalog which gives the prices of blankets, camping utensils, and other scout equipment. I should also like to have the latest bulletins giving the location of camps in western Pennsylvania.

Yours truly,  
(Miss) Ruth Dravo

### Practice 6

1. Write to Scrantoms, Incorporated, Main Street East, Rochester, New York, or to any sporting goods store, and ask for their most recent catalog of athletic goods.

2. Write to Smith and Frank Company, Fifth Avenue and 34th Street, New York City, or to any other dealer in wearing apparel, asking for their spring catalog.

3. Write to the Chase Brothers Seed Company, Dayton, Ohio, asking for a seed catalog.

4. Write the Scott Stamp Company, 33 West 44th Street, New York City, for their recent stamp catalog.

### Order

In ordering articles, explain what you want so clearly, accurately, and completely that the company cannot possibly make a mistake in filling your order. Because your address is in the heading, it is not necessary to tell in the body of the letter where the goods are to be sent.

Explain how payment is being made — that is, whether you are sending stamps, a money order, or a check. If you are ordering more than one article, use at least one line for each.

If you are ordering from a catalog, give the number of each article.

Do not begin the last sentence with an *ing* word, like *hoping*, *thanking*.

### Practice 7

1. Write to Harper and Brothers, 49 East 33d Street, New York City, ordering a copy of *Adventures of Sherlock Holmes* by Conan Doyle to be sent to your cousin.

2. Order a copy of *Little Women* by Louisa M. Alcott from Little, Brown, and Company, 34 Beacon Street, Boston.

3. Order a copy of *Modern Pioneers* by Cohen and Scarlet

3710 Washington Boulevard

Indianapolis, Indiana

June 15, 1934

Sellers, Reed and Company

45 Wabash Avenue

Chicago, Illinois

Gentlemen :

Please send me by parcel post the following articles which are listed in your catalog of April, 1934 :

|  |               |
|--|---------------|
| $\frac{1}{2}$ doz. Wright and Ditson tennis balls, |               |
| No. 21, @ \$.45                                    | \$2.70        |
| 1 tennis net, No. 3                                | 4.50          |
| 1 pair of white tennis shoes, size 9,              |               |
| No. 5  | 2.00          |
|  | <u>\$9.20</u> |

I am enclosing a money order for \$9.20.

Yours truly,

Fred Allison

from Allyn and Bacon, 11 East 36th Street, New York City.

4. Write to a department store in a neighboring city, enclosing a sample, and asking for two spools of silk thread, at 10 cents a spool, which would match the sample.

5. Write to the Curtis Publishing Company, Independence Square, Philadelphia, Pennsylvania, subscribing for the *Saturday Evening Post*, at \$2.00 a year.

6. Write to A. G. Spalding, 105 Nassau Street, New York City, ordering a catcher's mitt, No. 31, at \$1.75, and a baseball, No. 6, at \$1.25.

7. Write to J. Fischer and Brothers, 119 West 40th Street, New York City, ordering 24 copies of the song *Maria-Mari* by DiCapua, No. 5666, at \$.12 a copy.

8. Write to Beckley-Cardy Company, 17 East 23d Street, Chicago, ordering a Chicago pencil sharpener, No. 20B, at \$.77; a Peerless card and paper cutter, No. 3B, at \$2.70; and 2 dozen Velvet pencils, No. 2, at \$.35 a dozen.

9. Write to Stranway and Rouss, 417 Wabash Avenue, Chicago, Illinois, ordering a dark red bathing suit, size 6, No. 15C, at \$3.50; a pair of bathing shoes, size 7, No. 31B, at \$.60; and a surf ball, green, No. 106B, at \$.75.

10. You want to give your mother some special bulbs for her birthday. Write to Henry A. Dreer, 1306 Spring Garden Street, Philadelphia, Pennsylvania, ordering 6 black Darwin tulip bulbs, No. 14, at \$1.50 a dozen; 3 white hyacinths, No. 8, at \$.10 apiece; and 6 Royal lilies at \$2.00 a dozen.

11. Write to Bullock's, 810 Wilshire Boulevard, Los Angeles, California, ordering the following articles which were advertised in yesterday's *Daily News*: 3 green bath towels, No. 6, at \$.35 apiece; a camp stove, No. 2A, at \$13.75; and a one-gallon thermos jug, No. 12, at \$1.98.

12. Write to Mally and Company, Broadway and 37th Street, New York City, and order from a special sale catalog 3 pounds of Princess coffee at \$.31 a pound; 6 cans of Gold Seal salmon at \$.19 a can; 2 jars of peanut butter, No. 4, at \$.28 a jar; and 4 cans of Orton's cocoa at \$.29 a can.

### *Practice 8*

Answer these questions concerning the faulty order letter on page 50:

1. Why is *please* in the first sentence unnecessary?
2. Why couldn't Wells and Hunt fill this order?
3. What more should Mary Ellis have told about the stockings? About the gloves? About the necktie? About the blanket?
4. Why are the last two sentences useless?
5. Rewrite the letter.



*Faulty Order Letter*

121 East Fourth Street  
Cincinnati, Ohio  
April 27, 1934

Wells and Hunt  
333 North Michigan Avenue  
Chicago, Illinois

Gentlemen:

Enclosed please find a check for \$9.25 for the following articles:

|                                 |               |
|---------------------------------|---------------|
| 3 pairs of brown silk stockings |               |
| @ \$1.25                        | \$3.75        |
| 1 pair of gloves                | 1.75          |
| 1 necktie                       | 1.00          |
| 1 blanket                       | 2.75          |
|                                 | <u>\$9.25</u> |

Send the articles as quickly as possible. Send them to 121 East Fourth Street, Cincinnati, Ohio.

Yours truly,  
Mary Ellis

### Correction of an Error

When you are writing a letter asking that an error be corrected, you should be courteous and tactful. Don't growl and grumble. Merely state the mistake and ask that it be corrected.

1488 South Second Street  
Evansville, Indiana  
June 15, 1934

Charles Wilson's Sons  
147 Fifth Avenue  
New York City

Gentlemen:

On June 1, 1934, I ordered from you an illustrated copy of *Smoky, the Cow Horse* by Will James.

The book arrived this morning, but when I examined it, I found that pages 77 to 85 were missing. I am returning the book to you and ask that you mail me a perfect copy in its place.

Yours truly,

(Miss) Margaret Chapin

### *Practice 9*

1. Write to the Winchester Sporting Goods Company, 1172 President Street, Cleveland, Ohio, informing them that the tennis racket which you received is heavier than the one you ordered and asking them to change it for one weighing thirteen ounces.

2. You ordered a No. 3 Howard fountain pen in green from a department store in a neighboring city. A black pen was sent to you. Write to the store asking that the error be corrected.

3. Write to the Crowell Publishing Company, Springfield, Ohio, telling them that your father has not received the *American Magazine*, which you ordered for him a month ago.

4. A fishing rod ordered from the Rochester Sporting Goods Company, 428 State Street, Rochester, New York, was broken when it arrived. Write to the company telling them that you are returning the rod and asking that another be sent in its place.

5. Write to the Sutcliffe Company, Louisville, Kentucky, telling them that a basketball, No. X12, was ripped when you received it. Ask that they exchange it as soon as possible.

### *Notebook Work*

Make a collection of various kinds of letterheads and different types of signatures and paste them in your notebook.

### *Practice 10*

1. You have moved to another street, city, or town. Ask that a magazine which you are taking be sent to the new address.

2. Your class has decided to study the *Literary Digest*. The subscription rate for fifteen weeks is ninety cents per pupil. For the class, order the papers from Funk and Wagnalls, 354 Fourth Avenue, New York City. Have all the papers sent to your English teacher.

3. Order for your class copies of the *Scholastic*, from the Scholastic Publishing Company, Wabash Building, Pittsburgh, Pennsylvania. The subscription price is seventy-five cents for six months.

4. Subscribe for a magazine as a gift to your mother, an aunt, or an uncle.

5. Write for a catalog of prints of famous pictures from F. A. Cobb, 205 Delaware Avenue, Buffalo, New York.

6. Write to your newspaper asking that your address be changed for the summer vacation. Give definite information.

7. Write to Joseph Horne and Company, Pittsburgh, Pennsylvania, ordering a sweater, a pair of pigskin gloves, and a scarf. Be accurate, give catalog numbers, tell how you are paying for the articles.

*Review*

1. Rewrite the following forms correctly. Be prepared to explain any changes you suggest.

|  |  |
|--|--|
|  | Nov. 10, 1935<br>1404 West Second St.<br>Des Moines, Ia. |
| National Safety Council<br>20. Wacker Dr.<br>Chicago, Ill. |  |
| Sirs:  |  |
| _____  |  |
| _____  |  |
|  | Very Truly Yours   |

|  |  |
|--|--|
|  | 41 Lincoln Ave<br>Newark, N.J.<br>Sept. 14, 1935 |
| American Bulb Co.<br>31 W 37th St.<br>N.Y. City. |  |
| Dear Gentlemen;—                                 |  |
| _____  |  |
| _____  |  |
|  | Yours Sincerely,                                 |

2. What should be included in a letter which is written concerning a change in address?

3. If you are ordering several articles, how should the items be arranged?

4. When you are writing to have an error corrected, what should be the tone of your letter?

### Writing Advertisements

Imagine that you have lost your pocketbook, your watch, or your dog, or that you have an article which you wish to sell. Inserting a notice in a daily newspaper is one way of advertising. The newspaper prints want-ads at rates varying from a cent a word to eighty cents a line per day. Even though it is brief, an advertisement should contain the necessary facts and be perfectly clear.

### *Practice 11*

Read and discuss the following advertisements which appeared in a school weekly:

|   |
|---|
| <p>LOST — On the athletic field, November 14, a green sleeveless sweater, ink spot under left arm. Finder please return to James Field, Room 304.</p> |
|---|

|  |
|--|
| <p>FOR SALE — In art craft shop, purses, key cases, door stops, paper knives — a wide variety of Christmas presents at bargain prices.</p> |
|--|

Write an advertisement for the school paper for:

1. A lost pocketbook, fountain pen, string of beads, or cap.

2. Sale of plants in the science greenhouse, candy made by the cooking club, aprons made in the sewing class, or bookcases made in the cabinet shop.



### Practice 12

Write an advertisement for the local paper and send it to the advertising manager asking him to run it for a week and send you the bill. Say what is necessary. Don't waste words.

1. You have lost your overcoat, dog, cat, watch, or ring.
2. You want to sell a bicycle, pair of skates, a pony.

### Answering Advertisements

1. In answering an advertisement give the name and date of the paper or magazine in which it appeared.
2. Tell what was advertised.
3. Give your reason for answering it.

478 East Boulevard  
Elyria, Ohio  
March 7, 1934

McDonald and Company  
228 Main Street  
Cleveland, Ohio

Gentlemen:

In the *Plain Dealer* for March 6 you advertised a special silk sale. Please send me samples of blue printed chiffon at the sale price of seventy-nine cents a yard.

Yours truly,  
(Miss) Helen Allen

**Practice 13**

1. Write to the Keystone Art Company, Harrisburg, Pennsylvania, asking for rates on pins for your glee club or your dramatic club. You read their advertisement in the June number of *Boys' Life*.

2. Write to a confectioner in your town or city, whose advertisement you read in a daily paper, asking prices on ice cream for a party your class is giving.

3. Write to the New York Sporting Goods Company, 56 East 43rd Street, New York City, whose advertisement appeared in the *Saturday Evening Post* of May 16, asking for prices on jerseys for your basketball team.

4. Write for further information regarding Boston terrier puppies which were advertised for sale in a recent number of your daily paper.

5. Write to a music store in your town or city which advertised three-quarter size violins at a reduction. Ask for a price list.

6. You have read an advertisement of the Health Camps in a magazine. Write to Dr. Arthur W. Williams, 227 Boylston Street, Boston, Massachusetts, for a booklet of information about them.

7. In your local paper a boy or girl has advertised a bicycle for sale. In a letter ask some pointed questions about it.

8. Your father has partially promised to buy a rowboat. Write for more information regarding any one of the following which were advertised in the *New York Times* on July 2:

## Boats, Motors, Supplies

**22**

**MAHOGANY ROWBOATS**, copper fastened white oak support, including hardware; rigid specifications; our plant, \$29.75. Burton Lumber, FLushing-9-2705.

**ROWBOATS**, reasonable; boat builder, Fredericks, 179-42 144th Av., Springfield, L. I. LAurelton-8-1778.

**VARNISHED ROWBOATS**, tenders (cedar), coppered; reduced prices. 22 Astor Pl. SPring-7-8898.

*Answering an Inquiry*

| Dog — Lost, black cocker spaniel; license |  
| 199644, A. J. Bellen, 174 Monroe Ave. |

Panama, New York  
July 24, 1934

Mr. A. J. Bellen  
174 Monroe Avenue  
Jamestown, New York

Dear Sir:

In the *Morning Post* of July 23, I read your advertisement for a cocker spaniel which was lost. This morning a dirty, mud-covered dog answering this description and wearing the license number 199644 appeared in our yard. We shall keep him until we hear from you.

Yours truly,  
Michael Jones

*Practice 14*

Imagine that you have lost or found one of the following and answer the advertisement.

**Lost and Found** 1

**B**ICYCLE — Found. Apply L. E. Allen,  
583 Scio St.

**C**LARINET — Lost, Moening Bros.,  
vicinity Mt. Morris, July 29, reward.  
J. Paul Allen, Dalton, N. Y.

**B**ILLFOLD — Lost, well worn, gentleman's, containing about \$50, at Durand-Eastman Park. E. Hoffman, 30 Langslow St. Reward.

**G**LASSES — Lost. Reward. Stone 104. J. E. Bauer, 191 East Ave.

**D**OG — Lost, Irish setter, brown with white on throat, answers to name "Rex." Reward. M. M. Howard, 576 Plymouth St.

**W**IRE-HAIRED fox terrier lost; black and white; wore harness; no tag. Monroe 4384-J or 550 Winton Road South. Reward.

**T**RAVELING bag, black leather, initials, M.W., Aug. 1, between 114th St., Rockaway Beach Blvd., Rockaway Ferry Av., W. Ocean Av., East 17th St., Brooklyn; reward. BB 47 N. Y. Times Brooklyn Branch.

### Application for a Position

A letter of application gives an employer a clear picture of you. If the letter and envelope are blotted, if the writing is careless and hard to read, the employer sees a careless, indifferent person who would be of little value in his office.

When you are writing an application, follow these suggestions:

1. Write legibly on clean stationery.
2. Make the letter fit the advertisement by giving the qualifications mentioned, and whenever it is possible paste the advertisement at the top of the application.
3. Usually include these items: source of information about the vacancy, exact position applied for, age, height, education, experience, references, and request for interview.

*Application*

**T**RUMPET PLAYER — A-1, steady  
work, park plan job, give particulars.  
C-14, this office. 37

961 Colfax Avenue  
Denver, Colorado  
June 30, 1934

C-14, Rocky Mountain News Office  
Denver, Colorado

Dear Sir:

I am interested in the position advertised by you in today's *Rocky Mountain News* for a trumpet player and I submit my qualifications.

Age: Sixteen.

Birth: American.

Education: Graduate of the Linden Avenue School, Denver, Colorado. I took extra work in music and was the trumpet soloist for two years in the school band.

Experience: I played in a band which broadcast twice a week over KOA last summer and again for the last six months.

References:

Mr. William Pepper  
Director of the Inter-School Band  
827 Logan Street  
Denver, Colorado

*Application (Continued)*

Mr. W. R. Holmes  
Principal of Linden Avenue School  
Denver, Colorado

Mr. Edmund Brown  
Boys' Adviser  
Linden Avenue School  
Denver, Colorado

I shall be pleased to call at your office for an interview at your convenience.

Very truly yours,  
Russell Whiting

4. Don't tell the firm that you are intelligent; prove that you are by writing a careful, neat, correct letter.

5. Give the complete names and addresses of references.

(Right) Reference:

Mr. William Armstrong  
Public School 16  
Elizabeth, New Jersey

(Wrong) For further information you may address my principal, Mr. Rouse.



*Application*

428 Norfolk Street  
San Antonio, Texas  
March 14, 1936

Miss Mary R. Merrick  
Memorial Library  
29 Main Avenue  
San Antonio, Texas

Dear Madam:

Through one of my teachers, Miss Ethel Conroy, I heard that you would like to secure a girl to work in the library after school, and I wish to apply for the position.

I am fourteen years of age and am in the eighth grade at Mark Twain School. I have been a member of the school library club for two terms and have been one of the two student helpers in the library for the past term.

For further information concerning my character and ability you may apply to —

Miss Edna N. Bayer  
Librarian, Mark Twain School  
San Antonio, Texas

Reverend Victor Bucher  
475 St. Mary's Street  
San Antonio, Texas

I shall be pleased to call at any time for a personal interview.

Yours truly,  
Martha Couchman

*Faulty Application*

428 State Street  
Albany, N. Y.  
Oct. 18, 1933

F. H. Wilson Co.  
Albany, N. Y.

Dear Sirs:

I read your ad. in the paper and thought I would answer it. I can type as I have had it for one year in school.

I am 14 years old and am in elementary school. I want to leave school as I want to earn money to go places.

I was on the school soccer team last year but I am not on it this year. The thing that keeps me off the team is my English mark. My English teacher doesn't like me and won't give me a passing mark. I know I ought to have a better mark.

I worked at three places last summer but I didn't like any of them. I like office work where a fellow can keep dressed up all day. I hope I can have this job. I'd be willing to start at \$18 a week. My address is 428 State St. Albany, N. Y.

Yours truly  
James Carew

*Practice 15*

Read the three applications.

1. What does each tell you about the person who wrote it?
2. In what ways is the faulty application wrong?

*Practice 16*

Write an application answering one of the following advertisements or another clipped from the Help Wanted column of a newspaper. Give your own qualifications truthfully.

|  |
|--|
| <b>G</b> IRL—Office—Full or part time; typing necessary; references. F478 Times.   |
| <b>F</b> OUNTAIN CLERK—Full or part time; no experience necessary; references. Box 424, 15 East 40th Street.                                     |
| <b>B</b> OYS, ages 14 to 18, temporary position. Apply Postal Telegraph. 28 South Ave.   |
| <b>B</b> OYS with exceptional voices, ages 10–13 years; written applications only. Blessed Sacrament Choir, 152 West 71st St.                    |
| <b>B</b> OYS—14 to 21, travel, advertising campaign, high school work required, good income if qualified. Apply Mr. Struever, Cadillac Hotel. 27 |
| <b>G</b> IRL to operate Multigraph, 1 to 5, afternoons, typist preferred. State age, salary desired. NN-59, this office.                         |
| <b>C</b> ASHIER—Experienced. Good reference. GG-1, this office.  |
| <b>Y</b> OUNG WOMAN, inexperienced, for dentist's office; state age, education, other qualifications, salary expected. S 541 Times.              |

**Letters About School Business**

At times pupils have to write business letters about school affairs. The manager of the soccer or the swimming team, for example, needs to write to other managers about dates of games or meets. Such letters should be definite and courteous and make accurate arrangements about time and place.

29 Water Street  
Wichita, Kansas  
September 24, 1936

Mr. Raymond Brice  
Wellington, Kansas

Dear Mr. Brice:

The basketball team of the Hamilton School of Wichita, Kansas, would like to have you referee a game on November 12. It will be played in the school gymnasium at 4 o'clock. Will you please let us know whether you have that date open? The usual fee is five dollars, which is the amount agreed upon by the elementary school league.

Yours truly,  
William McCune

### *Practice 17*

Write one of the following letters:

1. As secretary of your class ask the principal if your class may use a certain room for a special entertainment on February 12 (or another date).
2. As manager of your basketball team write to another team to arrange a game. Be definite about the place, date, expenses, and referee.
3. As secretary of the student organization invite the superintendent of schools, the mayor, the city manager, the chief of police, or the fire chief to speak at your school assembly.
4. Write to a college asking for information about courses, expenses, and entrance requirements.

UNIT 3  
DESCRIBING

**Pictures**

Do you like to take pictures? It is fun not only to take them but to have them afterwards. When you look through your book of snapshots, you may find pictures of a dog you once had, the house in which you lived when you were little, or a group of friends whom you haven't seen since you were at camp. Each picture recalls a good story. You say, "Do you remember the night our faithful dog, Laddie, frightened away a burglar?" or "Isn't the view across Lake Placid from Whiteface Inn glorious?"

Describing is making pictures with words instead of with a camera. Often one sentence in a letter or a story gives a clear and vivid impression. If you wish to make someone see the cabin in which you camped or the fire that you saw, choose words which exactly describe it.

If a snapshot is blurred and indistinct, you throw it away. If a description is wordy and vague, it is just as worthless. The best description is short and picture-making.

*Practice 1*

Select the picture-making words in each of the following sentences:

## MODEL

In an open sunny meadow stood a beautiful brown doe with her two spotted fawns.

The picture words are: *open sunny meadow, beautiful brown doe, and spotted fawns.*

1. The schoolroom was the most forlorn, desolate place I had ever seen.

2. The chain had been knotted, kinked, and twisted until it was absolutely useless.

3. She dreamed of beautiful rooms hung with Oriental draperies and lighted by tall bronze candles.

4. The dog rose, his hair bristling, and stood perfectly rigid.

5. The blue sky dotted with fleecy white clouds gave no hint of rain.

6. A large black cat rose, and with a dignified, graceful air sauntered to the saucer of milk.

7. The car drew up to a neat little red-brick inn with overhanging eaves.

8. The lion — a long, slender, yellowish cat — braced himself against the rock and then leaped fifty feet to the slope below.

9. I recall again the little room with its open corner cupboard, its square-backed chairs, and its angular, little staircase leading to the room above. — DICKENS

10. Two gentlemen met them at the station — one a tall, fair man with lion-like hair and beard and penetrating light-blue eyes; the other, a small person, very neat, with trim side whiskers and an eyeglass. — CONAN DOYLE

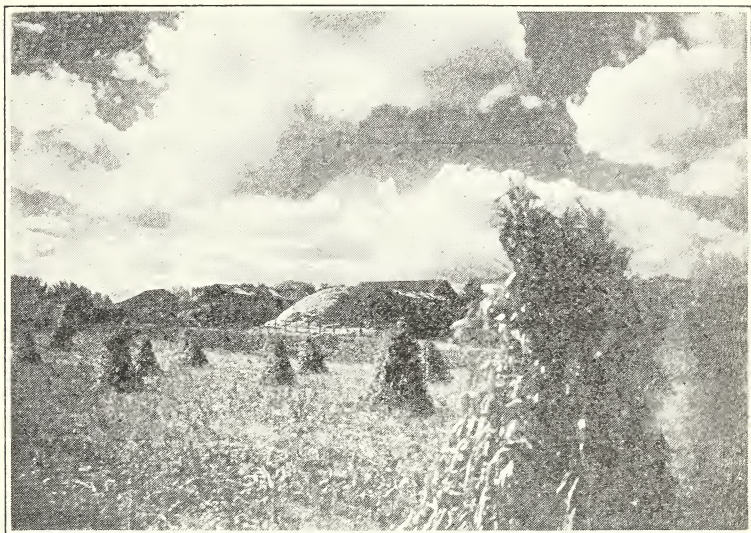
*Practice 2*

Choose ten of the following, and write a good sentence describing each:

1. A cellar. 2. My room. 3. A news stand. 4. An old road. 5. A canoe. 6. A motor boat. 7. A sailboat. 8. A snowstorm. 9. A barn. 10. A fireplace. 11. A mountain



cabin. 12. Whitecaps. 13. A new house. 14. An old house. 15. An oil well. 16. A street. 17. A river. 18. A picnic ground. 19. A rug. 20. A desk. 21. A chair. 22. A tramp. 23. A gypsy. 24. Grandfather. 25. Grandmother. 26. My sister or brother. 27. A movie star. 28. A busy corner. 29. A homemade automobile. 30. A secondhand store.



AN AUTUMN SCENE

*James W. Barker*

### Descriptive Words

Some single words are so vivid that they make one hear the sound or see the object described. Such words give life and action to speech and writing.

### *Practice 3*

Fill each blank with as many descriptive predicates as you can.

## MODEL

An airplane *glides, circles, soars, darts, swoops, spins.*

- |                 |                   |
|-----------------|-------------------|
| 1. Rivers _____ | 5. Horses _____   |
| 2. Fire _____   | 6. Trees _____    |
| 3. Trains _____ | 7. Children _____ |
| 4. Dogs _____   | 8. Wind _____     |

**Practice 4**

Words such as *hiss* and *hoot* describe or imitate a sound. Notice the different sounds the following words describe. Use each word in a good sentence.

|      |         |        |         |
|------|---------|--------|---------|
| bang | clang   | mew    | tinkle  |
| buzz | click   | swish  | twitter |
| boom | clatter | splash | whizz   |

**Practice 5**

Choose the more descriptive word from the parenthesis in each of the following sentences:

- It was the — ride I had ever taken. (worst, wildest)
- She gave me a piece of — cake. (good, delicious)
- We saw the road only now and then when it was lighted by — flashes of lightning. (bright, dazzling)
- The — of thunder made speech difficult. (noise, crashing)
- We followed a trail which — through the hills. (went, wound)
- We — on for at least an hour. (went, plodded)
- The waves — the spray over the boat. (threw, dashed)
- The wind was ripping the sails into —. (pieces, shreds)
- We were — in spite of the rude shelter. (wet, drenched)
- The car — over the bank. (ran, plunged)

11. We could hear the —— of the waves on the shore.  
(noise, swish)

12. Two runaway horses dashed —— over the rough road.  
(madly, quickly)

### *Practice 6*

Choose from each parenthesis the word or expression which makes the more vivid picture:

The Christmas tree was (brightly, brilliantly) lighted by (many, a multitude of) little tapers; and everywhere (sparkled, shone) and glittered with (nice, bright) objects. There were (rosy-cheeked, pretty) dolls and real watches (dangling, hanging) from (many, innumerable) twigs. There were (jolly, broad-faced, funny) little men (placed, perched) among the boughs; there were baskets and pincushions, games, swords, and banners; real fruit made (bright, dazzling) with gold leaf — in short, as a pretty child whispered, "There was everything and more." — DICKENS

### **Identifying**

Vivid, accurate description is valuable as well as entertaining. If you are trying to describe a dress or coat you saw in the store window, or if you are identifying an article you have lost, you need picture-making words.

### *Practice 7*

Read the two descriptions which were given of lost fountain pens. Which would be of value in identifying the pen in question? What details are mentioned in each?

#### **1**

My fountain pen is black and white and has a cap with a band on it. It is a good pen. — PUPIL

## 2

I lost my fountain pen Thursday afternoon between one and three o'clock, on either the first or second floor of the school building. It is a Lincoln pen in a light green color streaked with white and has a gold band on the cap and a black tip at each end. The point is quite blunt. It can be identified by a small *M* which is scratched on top of the cap. — PUPIL

*Practice 8*

To one who has charge of the Lost and Found Department, describe an article you have lost. Give some way of identifying it if other similar articles have been found.

1. A pocketbook.
2. A hat or cap.
3. A coat.
4. A sweater.
5. A bicycle.
6. A knife.
7. An umbrella.
8. A brief case.
9. A notebook.
10. A book.
11. A package.
12. A cooking apron.
13. A padlock.
14. A pencil.
15. Gymnasium shoes.
16. A scarf.

*Practice 9*

We all own some articles which we prize, not so much because they are unusually beautiful but because we made them. Describe such an article which you have made at home or at school. Be sure that you use words which accurately picture your article.

1. A bookcase.
2. A table.
3. A pair of book ends.
4. A doorstep.
5. A hammered brass tray.
6. A desk set.
7. A leather book cover.
8. A key case.
9. A pocketbook.
10. A wastebasket.
11. A dress.
12. A sled.
13. A boudoir pillow.
14. A handy tool.
15. A model airplane.
16. A lamp.
17. A hooked rug.
18. A filing cabinet.
19. A ring or bracelet.
20. A magazine rack.

### Choosing Details

When you are describing a person, give details which show how he or she differs from another. Use words which will make others see the person clearly. Avoid such overworked words as *nice*, *pretty*, and *great*.

#### *Practice 10*

Read the description of Jo March. How could you recognize her if she came into your classroom?

Fifteen-year-old Jo was very tall, thin, and brown, and reminded one of a colt. She had a decided mouth, a comical nose, and sharp gray eyes which appeared to see everything, and were by turns fierce, funny, or thoughtful.

— LOUISA M. ALCOTT, *Little Women*

#### *Practice 11*

In the description of the conductor, what details are mentioned? What descriptive words are used? How could he be identified in a group of conductors?

### THE CONDUCTOR

As I got on the train at the Junction, I looked for the conductor who had helped me when I went to Grandmother's at Christmas time. I had just given up hope of seeing him, when I recognized his voice saying, "Tickets, please."

You would never know to look at him that he could be so nice. He was short and thin and looked cross. His uniform with its rows of brass buttons gave him a severe dignity. His small dark eyes peered over the rims of his glasses, which were usually perched halfway down his long nose. His voice differed from what you would expect in such a small man. It was deep and friendly, and made you feel that he would see that everything on his train would be all right.

— PUPIL



***Practice 12***

Without giving the name, write and read to the class a description of one of your classmates. Make it so accurate that the others can guess whom you mean. This is interesting, as the audience can look about and see any distinguishing mark, such as a plaid dress, a green tie, a tan sweater.

***Practice 13***

Describe to a policeman a little brother or sister who is lost in a crowd or has wandered away from home. Give details by which the child may be identified.

***Practice 14***

Imagine that you are to go to camp with a group whom you will meet in the South Station in Boston, June 30, at 10 o'clock in the morning. Write to the camp director, describing your appearance so that he or she will recognize you.

***Practice 15***

Describe one of the following. Use picture-making words. Substitute other verbs for *was* and *were*. Give details by which the person could be recognized.

1. A clown at a circus. 2. An old man. 3. A Dutch boy or girl. 4. A gypsy. 5. The queerest-looking person I ever saw. 6. The best-dressed person I know. 7. An artist. 8. A baseball hero. 9. A movie actor or actress. 10. An Indian. 11. A tramp. 12. A cocksure person. 13. A bashful person. 14. A good neighbor. 15. The postman. 16. A jockey. 17. A policeman. 18. A doctor. 19. A well-known person, such as Will Rogers, Admiral Byrd, Colonel



Lindbergh, Helen Keller, Amelia Earhart Putnam. 20. My favorite character in fiction.

### Picturing Vividly

A description need not be long to be good. A few sentences in which descriptive words are used will make a picture full of life and color. As you point out



NEW TRAILS

*Courtesy Canadian Pacific*

details, avoid too frequent use of *and* and *but*. Use such connecting words as *below us*, *at the right*, *far in the distance*.

### Practice 16

Read and discuss the following short descriptions. Which is the clearest? What details are given in each? What are some of the best descriptive words?

## THE VIEW

The rugged mountains loomed high above us. Below I could see a long stretch of prairie. The sky was blue with fluffy snow-white clouds floating through it, like whipped cream in a blueberry pudding. The hot dusty road was cooled by a sudden short shower, followed by a vivid rainbow. How wonderful it is to live in such a beautiful state as Colorado! — PUPIL

## THE DARK PASSAGE

As we walked down the dark passage, the moss-covered floor seemed to skid before us. Into the unknown we glided, and as we splashed in the puddles we felt shreds of spider webs bathe our faces. We could hear the sound of rushing water between cold stone walls. Suddenly the passageway turned. Before us swirled a black, oily torrent that came out of the darkness and went into the darkness in a noisy turbulent stream. — PUPIL

## SNOW

A gray cold mist settles on the world like a thin veil. The tall trees, stripped of their leaves, stretch their branches appealingly toward the sky. Far in the distance the snow-capped peaks rise dimly, while a few stray flakes of snow drift slowly down.

The wind blows a sudden chilling blast. As if it were a signal, the snow begins to fall more swiftly, spreading a soft mantle over the earth, wrapping it in white fleecy robes. The air is now thick with tiny, dancing, whirling crystals, playing at tag on their gay journey to earth. — PUPIL

*Practice 17*

Write a short paragraph describing the scene suggested by one of the groups of words on page 75. Choose details carefully. Use descriptive words. Avoid running the sentences together with *and*.

*Example:*

Rain — muddy street — a dog.

## A WET COMPOSITION

It was a wet, soggy day. The rain was pouring down in torrents when a little, lost, forlorn pup came down the muddy street, whining, as if it would like to add a few tears to the splashing rain drops. — PUPIL

1. Noon — a busy corner — street cars — automobiles — hurrying crowds.
2. Night — a house — wind — rain.
3. A dusty road — heat — thirst — a distant mountain.
4. A stream — moonlight — a canoe — music.
5. A green lawn — sunshine — tennis — golf.
6. A lonely road — wind — sleet.
7. A road — shady — cool — a stream.
8. A mountain trail — bushes — rocks — deep ravines.
9. A rainy night — excitement — crowded city street.
10. A hot night — crowds — noise — laughter.
11. A picnic — friends — fun — food.
12. The day before Christmas — snow — crowds — laughter — bundles.
13. A beach — umbrellas — crowd — life guards.

*Practice 18*

Paint a word picture of "A Street Car in Albania" shown on page 208, and of "New Trails" on page 73. Make the descriptions so clear that one who doesn't see the pictures can imagine them.

**Observation**

Good description depends to a large degree on one's power of observation. Do you really see objects or do you just look at them? You may be surprised to find how many interesting things you have looked at but not seen.





*Courtesy Memorial Art Gallery*

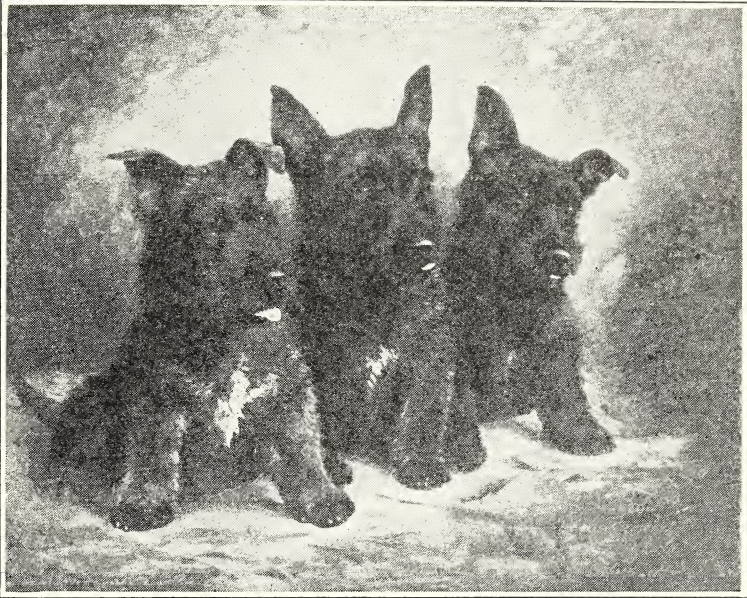
### MODELING REQUIRES KEEN OBSERVATION

#### *Practice 19*

Read the following description. What details has the writer observed?

#### A CORNER OF THE PARK

I'm fortunate, as I come through the park every morning on my way to school. When it's cold and snowy, I hurry, but in the springtime I walk just as slowly as possible. Every day it looks different. The tulips and jonquils seem to grow inches over night, and almost every morning I see a new bird. I've been watching a magnolia tree especially for the last week. The buds were tight, then a little bit looser, and this morning the flowers were out, white and waxy.



GAY YOUNG DOGS

I wish that some day I could have my house in a park so that I could keep track of the birds and flowers all day.

— PUPIL

### *Practice 20*

Describe accurately something that attracts your attention on the way to or from school. Give details which will make your description interesting. Avoid overworked words. Use other connectives besides *and* and *but*.

1. An attractive house. 2. A factory. 3. An old warehouse. 4. A park. 5. A railroad station. 6. An office building. 7. A greenhouse. 8. A school building. 9. A bank. 10. A store. 11. A fire house. 12. A church. 13. A dilapidated house. 14. A window display. 15. A parade. 16. A fire. 17. An accident. 18. An amusing happening.

19. A new building. 20. Fixing the water main. 21. Tearing up a pavement. 22. A lost dog. 23. Cutting down a tree. 24. Excavating for a building. 25. A child in the street.

### *Class Word Picture Book*

Would you like to write a book of word pictures and present it to your teacher or to the school library? This is worth while and can be done if all members of the class work together.

Appoint an editor who will choose committees whenever they are necessary. Each pupil will hand to the editor the best word picture he or she has written during the term. This should be copied carefully.

The committee will arrange these into chapters. For example, one chapter may be descriptive of weather, another of people, another of animals, another of places.

A committee in charge of the binding will arrange for a suitable cover. Perhaps this may be designed in art class. Another committee may take care of collecting and arranging illustrations. The completed book should be one of which you will be proud.

### **Remember**

In describing —

1. Use picture-making words.
2. Be accurate.
3. Observe details.
4. Avoid such overworked words as *nice*, *pretty*, *great*, and too frequent use of *and* and *but*.



## UNIT 4

### REPORTS

#### Why Plan?

Nothing worth while is made without thought. Every house has its plan; every tool, its design; and every dress, its pattern. Before ground was broken for the Empire State Building in New York City, every detail had been planned down to the last pane of glass.

If the construction is very simple, the builder can carry the ideas in his head. In like manner, if one is writing or giving orally a simple report, it may not be necessary to have a written plan. But generally a pen or pencil and a piece of paper aid in making ideas accurate and putting them in order.

#### Purpose

When you are preparing a report, the first thing to consider is the purpose. If you are telling the class about the postal system, your purpose is to give information. If you are reporting conditions in the school lunch room, your purpose is either to compliment the pupils on their excellent attitude or to urge their better coöperation.

Whether you are giving a report of a meeting, of events of your summer vacation, of how a bird builds its nest, or of the latest movie, you should tell *who*,

*when, where, what, and why.* News reporters are instructed to give these facts in the first paragraph of a news story.

### Outlining

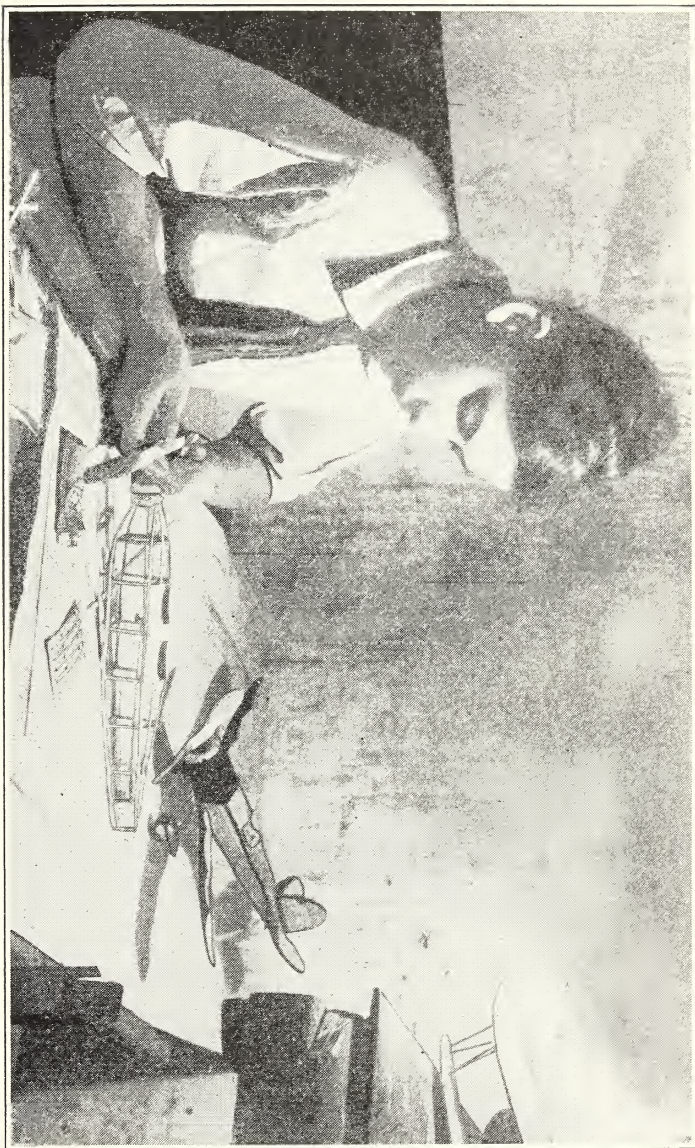
The success of your report depends largely on your ability to pick out the most important facts and explain them briefly. The following shows how a boy who was preparing a report on "Practicing Thrift in School" first made a rough plan and then developed his outline from it.

#### PRACTICING THRIFT IN SCHOOL

1. Value of banking
2. Practice in making out deposit slips
3. Pride in owning a bank book
4. You can draw out the money
5. Use of school materials
6. Careful use of textbooks
7. Economy in the use of paper and pencils
8. Using both sides of the paper
9. Care of school property
10. Care of desks
11. Care of shop equipment
12. Economy of time
13. Working on a schedule
14. Not wasting the time of others

Looking at the rough outline, the pupil asked himself: Do all the topics refer to the practice of thrift? Are all the topics equally important? What are the main topics? He then chose the following main topics:

1. Value of banking
2. Use of school materials
3. Care of school property
4. Economy of time



MAKING A MODEL AIRPLANE FROM A PLAN

*Ewing Galloway*

The other points which are important because they explain the main topics he added as subtopics. Some did not refer to the topic, so he omitted them. The completed outline from which he gave his report was:

### PRACTICING THRIFT IN SCHOOL

- I. Value of banking
  - A. Practice in making out deposit slips
  - B. Pride in owning a bank book
- II. Use of school materials
  - A. Textbooks
  - B. Paper and pencils
- III. Care of school property
  - A. Desks
  - B. Shop equipment
- IV. Economy of time
  - A. Planning one's own time
  - B. Not wasting the time of another

### How to Outline

An outline may be either in sentences or in topics. The form of either is the same.

1. The main topics are numbered I, II, III, and the subtopics under each main topic are lettered *A*, *B*, *C*. Subtopics under capital letters are numbered 1, 2, 3.

2. Subtopics are begun farther to the right than the main topics. The second line of a topic is indented farther than the first line.

3. The numbers for the main topics must be kept directly under each other, and the letters for the subtopics must be kept in a vertical line.

4. Capitalize the first word of each topic and other words that would be capitalized in a sentence.



5. Place a period after each number and letter.

6. Never write a single subtopic. Instead, include the idea in the main topic. If this is not practical, divide the subtopic into two.

7. Express all topics of the same rank in similar form. In a sentence outline all topics are sentences. In a topical outline, if I is a noun, then II and III must be nouns. If *A* is a phrase, *B* and *C* must be phrases.

*Example of topical outline:*

### BATHING THE DOG

#### I. Materials used

- A. Tub
- B. Warm water
- C. Dog soap
- D. Sponge
- E. Towel

#### II. Procedure

- A. Hunting for the dog
- B. Placing him in the tub
- C. Lathering him well
- D. Keeping soap from his eyes
- E. Rinsing him with warm water
- F. Lifting him from the tub
- G. Rubbing him vigorously with the towel
- H. Playing with him until his hair seems dry

### *Practice 1*

Write all the ideas that occur to you on one of the following subjects. Then decide what the main topics are and complete the outline.

1. Dish washing.
2. Studying.
3. Books I like.
4. Getting a summer job.
5. Our policeman.
6. The spider.
7. Our dog or cat.
8. Traffic problems.
9. Playgrounds.



10. Our parks. 11. Good citizenship. 12. Why I like school. 13. Earning money while in school. 14. Courtesy. 15. The public library.

*Example of sentence outline:*

STUDENT TRAFFIC OFFICERS

- I. The traffic near the school at noon and afternoon dismissal had developed into a serious problem.
- A. Pupils poured out of the building and scattered in all directions.
  - B. Parents coming in cars to get children at lunch time increased the traffic.
- II. The organization of a student patrol was suggested by a member of the Automobile Club.
- A. He persuaded the city council to back his proposal.
  - B. His original plan was to have patrols in the grade schools only.
  - C. He later encouraged the organization of elementary and high school patrols.
- III. The plan of the patrol is simple.
- A. It operates four times each day.
  - B. A boy is on duty only once each day.
  - C. Two boys are on duty at a time.
  - D. The boys wear a small metal badge bearing the words: "A.A.A. Student Patrol."
  - E. The boys have cards on which they make out reports of violations.
    - 1. The cards are turned in to the patrol captain.
    - 2. The cards are taken to the principal for his signature.
    - 3. The cards showing violations by students are kept by the principal.
    - 4. Violations by motorists are reported to the chief of police.

### *Practice 2*

Write an outline of each of the two explanations that follow. Use either topical or sentence form. Do not combine the two forms in one outline.

#### HOW TO MAKE A HECTOGRAPH

A hectograph, a device for making copies of handwriting, is useful and easy to construct.

Find a biscuit tin which is water-tight. Buy one pound of ordinary gelatine, which costs about thirty-five cents. Put the gelatine in a saucepan, cover it with water, and boil until the gelatine is melted. Then add two teaspoonfuls of glycerin and stir the mixture well.

Place the biscuit tin on a flat table and pour the mixture into it. Write on paper with a gilt pen and aniline ink what you want to copy. Wipe the gelatine composition with a damp flannel. Lay your paper face downward on the gelatine and press it firmly and smoothly. Then allow a few minutes for the writing to be transferred. Lay one sheet of paper at a time on the composition and press it down firmly. Use care each time you remove a paper.

To remove the writing from the gelatine composition, wipe it with a damp flannel, rubbing one way only; then leave it for a few hours, after which it may be used again.

— *Boys' Life*

#### MAY DAY CUSTOMS IN DIFFERENT LANDS

Every country has had its own particular method of celebrating May Day, and so we go borrowing for ideas for our own celebration.

First let us away to Ancient Rome, where from the twenty-eighth of April to the third of May they celebrated the feast of Flora, the goddess of flowers. The children, garlanded in flowers, danced along the street to meet at a huge white pillared building called the Temple of Flora. At the altar the priest received the gift. Afterward the children twined

their wreaths around the ancient marble columns of the temple.

On May Day in Greece the people offered thanks to their gods for the return of spring. They celebrated with games, dancing, and plays. One of the games which was used was Blind Man's Buff.

The French are great observers of May Day. They have an impressive church celebration, for which money is given throughout the year. One of the most popular customs is the planting of the May. This was started in 1380 when Charles VI ordered a hawthorn tree to be planted at the palace gates. Now in many places are to be found hawthorn hedges which in spring are beautiful with their pink and white blossoms.

England seems to be the home of most of the May Day customs. Long ago the druids celebrated by lighting high bonfires, a custom which still lives in Ireland and Scotland. The most delightful English customs, however, are the giving of May baskets and the winding of Maypoles which have been used for years by many nations. — *The American Girl*

### ***Practice 3***

Bring to class a short outline which you have made in social studies or science class. Be prepared to place it on the blackboard and to give a report on the topic from the outline.

### ***Practice 4***

Make an outline of a short article which you have read in a book or a magazine telling how to make something or how to do something. Your outline may be in topical form as illustrated on page 83, or it may be in sentence form as illustrated on page 84. Bring the article and the outline to class. The best outline may be posted on the class bulletin board so that it may be examined by other members of the class.

### Book Reports

The boys had been quiet for several minutes as they sat around the fire.

"Oh, look!" exclaimed Bob. "See the Indian in the fire. I'll bet it's Hiawatha."

"Where do you see him?" asked Don.

"Over at the right. He's standing holding a bow and arrow in his hand."

"I can't see an Indian," said Arthur, looking hard at the fire, "but I see a collie's face at the left. See that long nose? It must be Lad."

"Who's Lad?" asked Don.

"Haven't you ever read any of Terhune's stories? One tells of Lad, a collie that sometimes acted almost human. *Bruce* and *Wolf* are other good dog stories by the same author."

"The dog stories I read over and over," remarked Eric, who had been quietly watching the fire, "are Jack London's. Have you read *White Fang* and *Brown Wolf*?"

"Those are good stories," answered Ben, who was standing at the other side, "but I like stories about horses best. The story of *Coaly Bay, the Outlaw Horse* is good, and I've read *Smoky* by Will James so much that the book is almost worn out."

"Isn't it queer how real those animals seem? It is as though we had really known them instead of just reading about them."

"Come on, boys," called Uncle Will; "it's time to turn in."

— PUPIL

Do you have any books which you like to read over and over? You feel that they are old friends which you are proud to introduce to other people. There are always so many new books being added to the libraries. How are you to know which ones to choose? Perhaps you ask a friend to recommend a good story. He suggests one and at the same time tells you what

it is about and why he likes it — that is, he gives you a short report about the book.

Good reviews of books may be found in newspapers and magazines. We read these to find out which books to read and to find out something about the books we haven't time to read.

A book report may include (1) the title, (2) the author's name, (3) the setting or scene and time in which the story takes place, (4) the theme or general idea of the story, (5) the main characters, (6) an outstanding incident, and (7) your reasons for enjoying the book.

### *Practice 5*

Read the following book reports:

1. What is the setting of each book?
2. In what way does the report interest you in the book?
3. What is one incident mentioned in each report?

### ADRIFT ON AN ICE PAN

Dr. Wilfred Grenfell's *Adrift on an Ice Pan* is an account of one of his own many perilous adventures in Newfoundland.

With his dog team he set out to see a young man who was in a serious condition following an operation. The first day of the journey was uneventful. On the second day he reached the Basin, a lake of ice which was already beginning to show signs of softening. He was compelled, however, to risk crossing it.

When he was part way over, the ice broke, and he and his team were plunged into the icy water. He managed to cut the sled loose and with the team climbed upon a small ice pan. To reach a larger pan was the only hope of safety. He made a leash of the traces, fastened it to his lead dog, and threw him into the water, at the same time pointing to a larger pan. The dog, not comprehending, climbed back.



One by one he threw the other dogs off, only to get the same results.

Finally, in desperation he threw off his mascot, Jack, without a leash, again pointed to the pan, and hopefully awaited the outcome. Jack swam to the pan and climbed aboard. When thrown off again, the other dogs followed Jack. Holding to the leash of the lead dog, the doctor himself managed to reach the pan.

The night on the ice pan, during which he was forced to kill some of his dogs for food and shelter, is another incident in this thrilling adventure of the courageous doctor.

The next day he was rescued by fishermen, who reached him just in time to save his life. — PUPIL

### DEBBY BARNES, TRADER

*Debby Barnes, Trader* by Constance Lindsay Skinner is more than just entertaining. It holds the interest every minute. Debby and her sister Rose are living with their stepfather in the Pennsylvania mountains at the time that George Washington is growing up on his mother's estate in Virginia. Debby is a regular tomboy, who prefers dressing like an Indian to wearing the numerous petticoats which were stylish for colonial maidens.

One day when Debby is away, the Indians raid the farm and carry away Rose and the rest of the family. Debby is frantic and wanders about wildly until she is befriended by a Quaker family named Boone. The son, young Daniel Boone, teaches Debby Indian customs and assists her in her search for her sister.

Through a silver spoon which Rose has carried with her as a prized possession, Debby discovers her sister. To avoid arousing the suspicions of the Indians, careful plans had to be made. Finally the escape is made and Rose reaches safety in Maryland.

It is a story which one likes to read and reread and is made more entertaining by the glimpses now and then of Benjamin Franklin, Daniel Boone, and George Washington.

## BOOKS FOR LEISURE READING

## Eighth Grade B

*Novels and Long Stories*

- Adams, Katharine: *Red Caps and Lilies*  
 Alcott, Louisa M.: *Old-Fashioned Girl*  
 Amicis, Edmondo de: *Cuore*  
 Atkinson, Eleanor: *Greyfriars Bobby*  
 Baker, Olaf: *Dusty Star*  
 Bennett, John: *Master Skylark*  
 Burnett, Frances Hodgson: *Secret Garden*  
 Darling, Esther B.: *Baldy of Nome*  
 Fisher, Dorothy Canfield: *Understood Betsy*  
 James, Will: *Smoky, the Cowhorse*  
 Lustig, Sonia: *Roses of the Wind*  
 Meader, Stephen Warren: *Down the Big River; Red Horse Hill*  
 Montgomery, Lucy M.: *Anne of Green Gables*  
 Mukerji, Dhan Gopal: *Gay-Neck, the Story of a Pigeon*  
 Pollock, Frank Lillie: *Wilderness Honey*  
 Pyle, Howard: *Men of Iron; Otto of the Silver Hand*  
 Seton, Ernest Thompson: *Biography of a Grizzly*  
 Singmaster, Elsie: *John Baring's House; When Sarah Saved the Day*  
 Terhune, Albert Payson: *Lad, a Dog*  
 Wiggin, Kate Douglas: *Birds' Christmas Carol*  
 Zollinger, Gulielma: *Widow O'Callaghan's Boys*  
 Zwilgmeyer, Dikken: *Four Cousins; What Happened to Inger Johanne*

*Biography*

- Cather, Katherine Dunlap: *Girlhood Stories of Famous Women*  
 Hamilton, Joseph G. and Mary T.: *Life of Robert E. Lee for Boys and Girls*  
 Keller, Helen: *Story of My Life*  
 Looker, Earle: *White House Gang*  
 Moses, Belle: *Paul Revere, the Torch Bearer of the Revolution*

- Richards, Laura E.: *Joan of Arc*  
 Tarbell, Ida: *Boy Scouts' Life of Lincoln*  
 Wade, Mary Hazelton: *Boy Who Dared, the Life Story of William Penn; Boy Who Loved Freedom*  
 White, Stewart Edward: *Daniel Boone, Wilderness Scout*

### Eighth Grade A

#### *Novels and Long Stories*

- Adams, Katharine: *Mehitable*  
 Alcott, Louisa M.: *Little Women; Little Men; Jo's Boys*  
 Allee, Marjorie Hill: *Judith Lankester*  
 Armer, Laura Adams: *Waterless Mountain*  
 Best, Herbert: *Garram the Chief*  
 Brown, Edna: *Four Gordons*  
 Dix, Beulah Marie: *Merrylips*  
 Field, Rachel Lyman: *Calico Bush; The Bird Began to Sing*  
 Haskell, Helen Eggleston: *Katrinka; Katrinka Grows Up*  
 Hawes, Charles Boardman: *Dark Frigate*  
 Heyliger, William: *High Benton*  
 Masefield, John: *Jim Davis*  
 McNeely, Marian Hurd: *Jumping-off Place*  
 Meader, Stephen Warren: *Away to Sea; Black Buccaneer*  
 Meigs, Cornelia L.: *Master Simon's Garden; Pool of Stars; Swift Rivers*  
 Skinner, Constance Lindsay: *Andy Breaks Trail; White Leader*  
 Snedeker, Caroline Dale: *Downright Dency; Black Arrow-head*  
 Terhune, Albert Payson: *Gray Dawn*  
 Verne, Jules: *Twenty Thousand Leagues Under the Sea*  
 Webster, Jean: *When Patty Went to College*  
 White, Stewart Edward: *The Blazed Trail*

#### *Biography*

- Antin, Mary: *Promised Land*  
 Green, Fitzhugh: *Dick Byrd, Air Explorer*  
 Lindbergh, Charles A.: "We"

- Meadowcroft, William Henry: *Boys' Life of Edison*  
 Moses, Belle: *Louisa May Alcott, Dreamer and Worker*  
 Paine, Albert Bigelow: *Boys' Life of Mark Twain; Girl in White Armor*  
 Root, Harvey W.: *Boys' Life of Barnum*  
 Scudder, Horace E.: *George Washington*  
 Seymour, Flora Warren: *Boys' Life of Kit Carson; Boys' Life of Frémont*  
 Thomas, Lowell Jackson: *Hero of Vincennes, the Story of George Rogers Clark*

### **Practice 6**

Imagine that you have been asked to recommend a book. Make your report interesting. Give the necessary details. Limit your talk to two minutes.

1. A mystery story.
2. An Indian story.
3. A scout story.
4. A pioneer tale.
5. An animal story.
6. A sea story.
7. A story about aviators.
8. Mythology.
9. Adventure.
10. Travel.
11. Everyday girls and boys.

### **Practice 7**

Write a review of one of the books on the home-reading list or of a new book which is approved by your teacher. The school or city librarian can give you a list of the best new books. Make your report so descriptive that anyone reading it will know whether he would like the book. Mention at least one incident and tell why you think the story is interesting.

### **Practice 8**

Appoint a book committee who will draw up a schedule for each member of the class to give at least one book review during the term. After each report has been given, a typed copy may be posted on the

bulletin board. The best report each month may be submitted to the school magazine.

### Current Events

Current event reports are news reels of the most interesting happenings in your school, your community, or the world in general. They should be up to the minute and should fit together into a program that will be as entertaining as a Pathé or other movie news reel.

In preparing a report on current events, remember:

1. To select a topic which is interesting.
2. To give the subject of your report and the source of your information.
3. To emphasize the important points.

### *Practice 9*

Give in class a report on a current event which you think is worth while and interesting. Limit your talk to one minute. Get your information from such magazines as the *Literary Digest*, the *Scholastic*, *World News*, *Time*, and the *Pathfinder*.

### *Practice 10*

As a preliminary to a radio broadcasting program of current events, the class should have definite information on how broadcasting is done. Some members of the class may have been called upon to broadcast at some time. Others may have visited a studio while broadcasting was being done. Still others may have learned something about the subject from the movies or from reading. Various pupils may volunteer to give short reports on the following topics.



1. How a broadcasting studio looks.
2. Qualifications of an announcer.
3. Duties of an announcer.
4. How to prepare a talk.
5. Importance of oral rehearsals.
6. Necessity of a time limit.
7. Good radio voice.
8. Importance of clearness of speech.
9. Importance of correct pronunciation.

### *Practice 11*

Imagine that your classroom is a broadcasting studio and that your class is to give two or three fifteen-minute news programs. Create the atmosphere of the studio by using a dummy microphone. Have a clock in evidence. Secure material for all except school news from newspapers and magazines.

The effectiveness of the program will depend upon the choice of news and the manner in which it is given. In order to give different types of news divide the class into six groups. The members of each group will prepare to give news items on the subject assigned to their group. Suggested topics are:

1. School news.
2. Local or national athletics.
3. This week in Washington.
4. Recent discoveries and inventions.
5. Other news of the United States.
6. Foreign news.

### **Interviews**

We usually think of interviews as the special privilege of newspaper reporters. We read how they stand around stage entrances, railroad stations, and hotels

for hours, hoping to be rewarded by a few minutes' talk with the famous lecturer, singer, actor, or political candidate. Whether or not you are a newspaper reporter, you may have opportunities of interviewing noted people. In giving a written or an oral report of such an interview, tell (1) the person's name, (2) his appearance, (3) the difficulty in reaching him, (4) what he said, and (5) why you interviewed him.

In the interview ask your questions politely and stick to your point. Don't waste a busy person's time. Prepare ahead of time the questions you intend to ask.

### *Practice 12*

Read the report of an interview which a school boy had with Dr. Stefansson, the arctic explorer. Answer the following questions:

1. What does the reporter say of Dr. Stefansson's appearance and manner?
2. What questions did he ask?
3. How were they answered?

### INTERVIEWING DR. STEFANSSON <sup>1</sup>

It was my good fortune to interview Dr. Vilhjalmur Stefansson when he came to our school to speak about his experiences in the arctic. He is a typical Scandinavian, with fair complexion, light wavy hair, and blue eyes. Although he is one of the best authorities on the subject of arctic explorations, he is quiet, modest, and unassuming.

"Dr. Stefansson," I asked as he smilingly greeted me, "what are the most important qualities for an explorer?"

"He should have a good disposition and enjoy working,"

<sup>1</sup> *Pathfinder*, Washington Junior High School, Rochester, New York.

Dr. Stefansson answered. "He must also be educated and understand his work."

"What are some of the things that help to make an exploring expedition successful?" I inquired.

"The members must know their job and have a good leader. Then they must be willing to forget themselves and work together," was his answer.

"What was the greatest thrill you had on any of your trips?" was my next question.

"Well," he replied, "that would be hard to say, but I think there is no greater thrill than to see appear on the horizon a land which no man has ever seen before."

Just at that moment our principal came into the room. I thanked Dr. Stefansson and left, honored at having had the chance to talk with such a famous man.

### *Practice 13*

Write the story of an interview with any one of the following:

1. An outstanding citizen of your town or city.
2. A teacher of English, mathematics, general science, history, physical education, or guidance, on the value of his subject to pupils.
3. The conductor of an orchestra, as to the type of audience which is most helpful to him and the members of the orchestra.
4. A visitor to the school, or a visitor in your town or community.
5. A former citizen of your community who is now famous.

### **Minutes of Meetings**

One kind of report which is used in business, in club meetings, and in school is the minutes of a meeting. This is a brief, accurate account of what took place. The minutes should include (1) the name of the organization, (2) the time and place of the meeting,

(3) the name of the presiding officer, (4) the business of the meeting including motions in the order in which they were made, (5) the manner of adjournment, and (6) the signature of the secretary. Each motion, with the name of the maker, should be recorded in a separate paragraph. The discussion of motions is not usually included in the minutes.

### *Practice 14*

Read the minutes of a school student association meeting and answer the following questions:

1. Do the minutes include all the necessary points? Prove.
2. What business was discussed at the meeting?

The regular monthly meeting of the Student Forum of Jefferson School was held in the assembly hall on Friday, December 13, 1935. The meeting was called to order by the president, Kenneth Hammond, at 10 o'clock. The minutes of the previous meeting were read and approved. The treasurer, Joseph Blake, gave the banking report for the month. The secretary read the quarterly record of the number on the honor rolls for citizenship, scholarship, attendance, and punctuality.

The chairman of the Park Committee asked the coöperation of the pupils in the care of the park and especially in regard to snowballing. The chairman of the Welfare Committee asked whether the Forum wished to give Christmas baskets as was done last year.

The motion was made by Raymond Baker and seconded by Betty Reid that the Forum give Christmas baskets this year. The motion was carried.

The president appointed the following committee to make arrangements for the baskets: John Nichols, chairman; Roy Miller; Mary Clarke; Anne Martin; Miss Harris, faculty member.

A playlet concerning Christmas giving was presented by four 8A pupils.

The meeting was adjourned by the president at 10:45.

Elizabeth Wellman,  
Secretary

### *Practice 15*

Write the minutes of your last home-room meeting, a scout meeting, a socialized recitation in English or social studies, or of any club meeting you may have had.

### **Other Reports**

Reports to which we are most accustomed are those which tell of visits to various places, such as factories and newspaper offices; of trips by auto, train, or airplane; of interesting industries of the world, such as cotton, oil, or rubber; and of famous people. Whatever the subject may be, all reports should answer the questions "Who?" "When?" "Where?" "What?" "Why?" Necessary information for answering these questions is secured in two ways:

1. From personal observation and investigation and from conversation with others, as in the report of a trip.

2. From an encyclopedia, dictionary, history, or other reference book, as in a report on the boyhood of Theodore Roosevelt. Information may be collected from such books as:

*The World Book Encyclopedia*

*The New International Encyclopedia*

*Compton's Pictured Encyclopedia*

*Who's Who in America*

*The World Almanac*

*New Champlin Cyclopedia for Young Folks: Persons*



*Practice 16*

Read the report of a short radio program and of a trip from Los Angeles to San Diego and answer the following questions:

1. Does each answer the questions "Who?" "When?" "Where?" "What?" "Why?"
2. What are two items of interest in each?

## THE FIRST SUMMER RADIO SCHOOL

One of the radio programs which I especially liked during the summer was the final session of the Rochester Summer Radio School. Teachers and pupils took part, prizes were awarded, and pupils' letters were read.

The announcer was Mrs. Seibold, whose voice was so pleasing and full of enthusiasm that I enjoyed listening. She introduced Miss Foley, who gave the names of those whose letters had won prizes. I was very much interested when I heard the names of two of my friends read among the prize-winners. One of them read her letter, and I was impressed with her lovely tones and clear enunciation.

The boy who was chairman of the radio group at Jefferson School was introduced. He reported that all the pupils who "listened in" at the school were surprised that it was possible to learn so much from radio lessons, and were thrilled to have been pioneer members of the radio summer school.

As a fitting close to the program, Mrs. Seibold read "Broadcast," a beautiful poem by Edmund Vance Cooke.

— PUPIL

A BUS TRIP FROM LOS ANGELES  
TO SAN DIEGO

At seven o'clock in the morning the bus arrived, and our party of twenty girl scouts with Miss Miller in charge left the terminal in Los Angeles. For weeks we had been looking forward to this trip to San Diego to attend the Scout Rally.

The route is beautiful, especially the part which follows

the ocean. It goes through orange and walnut groves and attractive towns, one of which interested me particularly. I have never seen anything like San Clemente. We were told that in a few years it has grown from a sandy strip along the ocean to a beautiful town, in which all the buildings, even the shops and garages, are of Spanish type. The sight of the white stucco buildings, the red tile roofs, and the blue ocean just beyond is one which I shall not forget soon.

The high point of the trip, however, was our visit to the Mission of San Juan Capistrano. There we were shown through the old buildings by one of the Franciscan Fathers, dressed in a long black robe. He told us about the hardships which the Fathers had in early times, when they were trying to teach and civilize the Indians. We walked through the lovely garden and took pictures of the giant pepper tree and of the old bells brought over from Spain so many centuries ago. How different all this was from San Clemente — the one so old, the other so new, yet both very interesting!

By noon we reached the scout headquarters in San Diego. There we had lunch and then started for Balboa Park, where the first events of the rally were to take place. — PUPIL

### *Practice 17*

Prepare to give in class a report on one of the following topics or another which you may select. Do not waste words. Give worth-while information. Make your report entertaining.

1. A visit to a newspaper office.
2. A trip to Washington.
3. A trip to your state capital.
4. A visit to a mine.
5. A trip through a factory (furniture, shoe, automobile, or any other).
6. A visit to a zoo.
7. An interesting radio program, concert, or lecture.
8. A visit to any historical place (Quebec, Boston, Lexington, Concord, Philadelphia, or any of local interest).
9. An account of an airplane ride.
10. Interesting facts about famous people (George Washington, Robert E. Lee, Theodore Roosevelt, Abraham Lincoln, Charles Lindbergh, Admiral Byrd, Daniel Boone, Clara Barton, Susan B.

Anthony, or any other person). 11. An automobile trip to Florida, the Black Hills, Niagara Falls, Denver, San Francisco, New England, the Adirondacks, the Finger Lakes, the Maine Coast, the Columbia Highway, the Ozarks, the Santa Fe Trail, or any other interesting place. 12. A visit to any of the national parks (Yellowstone, Glacier, Yosemite, Zion, Bryce Canyon, the Grand Canyon, or another park).

### *Practice 18*

Prepare a two-minute report on good manners which should be practiced in one of the following situations. Get information from your family and friends and from such books as:

Craig, Alice E.: *The Speech Arts*

Hall, Florence: *Good Forms for All Occasions*

Post, Emily: *Etiquette*

Faculty of the South Philadelphia High School for Girls:  
*Everyday Manners for American Boys and Girls*

1. At a concert. 2. In the library or art gallery. 3. In a hotel dining room. 4. In a street car or bus. 5. In keeping appointments. 6. Using the telephone. 7. In an elevator. 8. Toward the flag. 9. When older people enter the room. 10. At parties or dances. 11. Meeting acquaintances on the street. 12. In the classroom. 13. In the halls at school. 14. Toward your teachers. 15. Toward new pupils. 16. At the movies. 17. In the assembly. 18. At a party. 19. In the lunch room.

### *Practice 19*

Make an outline on any one of the following subjects and prepare either a written or an oral report from your outline.

1. What I saw on the way to school. 2. An assembly program. 3. Raising chickens. 4. Planting a garden.

5. Making a dress. 6. My hobby. 7. A science experiment. 8. A picnic or party I enjoyed. 9. Games for a small party, for a large group. 10. At the circus. 11. A swimming lesson. 12. How the fire started. 13. An ant hill. 14. How a flicker builds its nest (robin, oriole, cowbird). 15. When bees swarm. 16. Moving a house. 17. A magazine article I enjoyed. 18. A comedy on a street car. 19. Crossing the



*Publishers' Photo Service*

#### LIFE SAVING

ocean. 20. Passing through the customs. 21. Work done in other departments of the school, such as mathematics, science, art, music, health education, domestic science, art craft shop, electrical shop, manual training shop, auto mechanic shop, drafting shop. 22. Packing to move. 23. Putting on a play. 24. Caring for the refrigerator. 25. Preparing breakfast, dinner, a picnic lunch. 26. A rock garden. 27. Interesting observations of birds, insects, animals. 28. Peculiar trees. 29. How to resuscitate a drowning person.



### *Practice 20*

The following reports will require preparation in the library. Make an outline and follow it closely in preparing an oral or a written report. Use one of these topics or one of your own choice. Get your ideas from a book or magazine, but express them in your own words.

1. Making the weather report.
2. Our postal system.
3. Shipping food in refrigerator cars.
4. Road building.
5. A recent discovery in science.
6. What causes the change of seasons, day and night, winds, hail, lightning, frost?
7. Uses of a barometer.
8. How drinking water is purified.
9. Helpful birds.
10. Rotation of crops.
11. Making sugar from beets.
12. What a star is, the Milky Way, the solar system.
13. Using a compass.
14. Biographical sketches of interesting people (aviators, scientists, athletes, writers, artists, musicians, engineers, teachers).
15. Different types of schools, such as night schools, continuation schools, shop schools, moonlight schools of Kentucky, consolidated schools, one-room schools.
16. Alaska, the land of surprises.
17. Thrills in Africa.
18. The Basque country in Spain.
19. Scenes in India, China, Japan, Australia, New Zealand, South America.
20. The land of the midnight sun.
21. The Sargasso Sea.
22. Salmon fishing on the Columbia River.
23. Results of irrigation.
24. Uses of electricity on the farm.
25. Spanish moss and its uses.
26. Getting rubber for our use.
27. Death Valley.
28. The Florida everglades.
29. An oil refinery.
30. Drilling for oil.
31. Cost of running the schools in your city or town.

### *Keeping a Diary*

A diary is a daily record of events written either as notes or as a story. If you have ever kept one, you know the pleasure of reading your accounts of such



happenings, as a terrible storm, your dog's disappearance, or your first airplane ride.

### *Practice 21*

Read the account from a diary written by a girl who was on an automobile trip through the West.

July 15 — Beautiful day, not hot. We left Canyon Camp in Yellowstone Park at 7 A.M. The drive to Cody was beautiful, especially past Shoshone Dam. Tonight we are at a camp at Ten Sleep. The town got its name from the Indians, who said it was ten sleeps' distance between two villages.

July 16 — After a wonderful breakfast at 6:30, we started to cross the Big Horn Mountains. The highest point is 9666 feet above sea level. These mountains are not bare but have ranches almost to the top. Tonight we are at Spearfish, South Dakota.

July 17 — It rained in the night, but today is lovely. We had breakfast at Lead, a mining town, noted as the home of the biggest gold mine in the world. We had lunch at the lodge which was the summer White House in 1927, when President Coolidge spent his vacation in the Black Hills. Tonight we are at Kodoka, South Dakota. — PUPIL

### *Practice 22*

Write an actual or an imaginary diary covering at least three days. The following is a list of topics included in diaries that were written by pupils in one school:

1. Camping.
2. When our cousins visited us.
3. Fair Week.
4. The first week of school.
5. Thanksgiving vacation.
6. Know Your School Week.
7. Christmas vacation.
8. Rehearsing for a play.
9. Troubles of a news-boy.
10. When Mother was away.
11. My first ride on a train.

## UNIT 5

# READING AND SUMMARIZING

### Why Learn to Read?

In school probably half the failures are due to inability to understand the printed page. How can a boy or girl solve a problem in arithmetic or science which he can't read? How can a pupil learn the history or geography of his country if he can't read and understand his textbook? A good reader is usually a good student, for he understands his textbooks and knows what facts are important enough to be worth learning. No one can possibly remember everything he reads, but everyone can remember the important points.

A lawyer reads difficult law books; a business man reads company reports and trade journals; a banker reads legal papers and books and magazines about business and finance; a doctor reads about new medicines and treatments; a teacher reads about his subject and other subjects; a stenographer studies English and business; a golf player reads books on golf; a traveler studies his guide book; in fact, most intelligent people read and study as long as they live and in this way continue their education. And the higher a person goes in his profession the harder the reading he has to do.

About nine-tenths of what intelligent people know, they get from the printed page.

### Summarizing

Writing summaries is a good way to learn to read and to write. A summary is a brief statement of the main ideas of a selection.

*Example:*

#### ORIGINAL (229 words)

But the Indian boy paddled on, only turning his face to flash a smile at me. It was stupendous, and if I live a thousand years, I'll never forget the picture of that horrible vortex, joining clouds and sea together, the little brown dot of the cayuca (canoe) swimming bravely toward it.

It may have been five hundred yards or a thousand from the *Hyacinth* at this time — its size made distances deceptive — and sweeping slowly on, bending, bobbing, twisting, seeking to crush us. The black boys groveled on the deck, moaning the loss of the small boat; but I had forgotten all sense of fear in my admiration for the Indian.

Now his frail cayuca reached the outer fringe of the waterspout's commotion, and it was a sight to see him handle it in that wrack of tossing waves. This side and that his paddle dipped, while, with erect back and tense muscles, he headed for the spout. Water splashed over him, thrust his bow here and there, hid him from my sight in intervening waves, and my heart seemed to stop beating.

Finally, as the spout swept toward us, he reached his goal. Half hidden by spray, he swung the canoe broadside on and waved his arms. There was a lump in my throat as I waved him good-by. And his own father had branded him a coward!

— ALFRED F. LOOMIS, "A Plain Tale of the Sea"<sup>1</sup>

#### SUMMARY (79 words)

The Indian boy paddled on toward the waterspout. It was a picture I shall never forget — that horrible waterspout joining clouds and sea together and the little canoe sailing

<sup>1</sup> Reprinted by permission of *St. Nicholas*.

toward it. When the boy reached the outer edge of the spout, he was tossed about and hidden from sight by the waves. In an instant he crashed the canoe into the spout, broadside on, and waved his arms. He was gone — and his father had called him a coward. — PUPIL

### How to Summarize

1. Read the selection thoroughly. Know what the author means.
2. Select the main points.
3. Write the main points in your own words. Don't copy from the selection sentences or parts of sentences.
4. Use about one-third or one-fourth as many words as there are in the original.

### *Practice 1*

Summarize each of the following selections:

#### 1

Every day when the afternoon crowds were gone, when the sun began to travel down and quiet settled over the lot, half a dozen men and an elephant or two came to put the backdoor wagons into place for the night loading. To move a wagon only so little a distance, an elephant was a quicker and easier means than horses. Babe and Albert were the elephants who worked at the back door. We were forever having to get out of their way with afternoon cakes and tea.

Step-and-a-half would bring them around from the menagerie and show Albert a wagon to push. Albert would fit his head neatly against it and go to sleep. Step-and-a-half would shout and shove and prod with no results — and then somebody would call out: "Albert's no good! Albert can't push! Get Babe! Babe could move that wagon all over the lot!"

Albert's eyes would slide open; the wagon would begin

going, and it would fairly *be* all over the lot before they could stop him! Elephants don't forget injuries but they evidently forget "gags" because it always worked.

— DIXIE WILLSON, *Where the World Folds Up at Night*<sup>1</sup>

## 2

Courage is admirable, but courage tempered with discretion is far more desirable. Josh Billings says that courage without discretion is like a ram with horns on both ends. He will have more fights on hand than he can do justice to. A story I once heard illustrates the idea very well. Two boys were in a pasture where there was an unbroken colt. One dared the other to mount the colt and the other refused. The first called him a coward and said, "Watch me." He made a jump for the colt without taking any precautions and the colt wheeled and kicked him, badly injuring him and rendering him unconscious. Now the boy whom he had called a coward, tactfully approached the colt, who allowed him to mount and ride for assistance for the injured comrade. Those who have the reckless, dare-devil kind of courage often mistake discretion for cowardice. Courage and discretion work best as complements of each other. "An Indiscreet Man is more hurtful than an Ill-Natured one; for as the latter will only attack his enemies, and those he wishes ill to; the other injures indifferently both Friend and Foes." — CHARLES R. GOW, *Human Engineering*<sup>1</sup>

## 3

Whoever has made a voyage up the Hudson must remember the Kaatskill Mountains. They are a dismembered branch of the great Appalachian family, and are seen away to the west of the river, swelling up to a noble height, and lording it over the surrounding country. Every change of season, every change of weather, indeed, every hour of the day, produces some change in the magical hues and shapes of these mountains, and they are regarded by all the good wives, far and near, as perfect barometers. When the

<sup>1</sup> Reprinted by permission of The Macmillan Company:



weather is fair and settled, they are clothed in blue and purple, and print their bold outlines on the clear evening sky; but sometimes, when the rest of the landscape is cloudless, they will gather a hood of gray vapors about their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory.

— WASHINGTON IRVING, "Rip Van Winkle"

## 4

Shut in from all the world without,  
We sat the clean-winged hearth about,  
Content to let the north-wind roar  
In baffled rage at pane and door,  
While the red logs before us beat  
The frost-line back with tropic heat;  
And ever, when a louder blast  
Shook beam and rafter as it passed,  
The merrier up its roaring draught  
The great throat of the chimney laughed,  
The house-dog on his paws outspread  
Laid to the fire his drowsy head,  
The cat's dark silhouette on the wall  
A couchant tiger's seemed to fall;  
And, for the winter fireside meet,  
Between the andirons' straddling feet,  
The mug of cider simmered slow,  
The apples sputtered in a row,  
And, close at hand, the basket stood  
With nuts from brown October's wood.

— JOHN GREENLEAF WHITTIER, "Snow-Bound"

## 5

Do you fear the force of the wind,  
The slash of the rain?  
Go face them and fight them,  
Be savage again.  
Go hungry and cold like the wolf,  
Go wade like the crane:

The palms of your hands will thicken,  
 The skin of your cheek will tan,  
 You'll grow rugged and weary and swarthy,  
 But you'll walk like a man!  
 — HAMLIN GARLAND, "Do You Fear the Wind?"<sup>1</sup>

## 6

By the rude bridge that arched the flood,  
 Their flag to April's breeze unfurled,  
 Here once the embattled farmers stood,  
 And fired the shot heard round the world.

The foe long since in silence slept;  
 Alike the conqueror silent sleeps;  
 And Time the ruined bridge has swept  
 Down the dark stream which seaward creeps.

On this green bank, by this soft stream,  
 We set today a votive stone;  
 That memory may their deed redeem,  
 When, like our sires, our sons are gone.

Spirit, that made these spirits dare  
 To die, and leave their children free,  
 Bid Time and Nature gently spare  
 The shaft we raise to them and thee.

— RALPH WALDO EMERSON, "Concord Hymn"

*Practice 2*

Write a summary of the article about May Day on page 85 and of the interview on page 95.

*Practice 3*

In a book you are studying in English summarize the paragraphs or stanzas your teacher assigns.

<sup>1</sup> Reprinted by permission of Hamlin Garland.

### Answering Questions

Often we go to a book — a dictionary, an encyclopedia, a history, a geography, a science book, or a grammar, for example — to find the answer to a question.

#### Practice 4

In a good dictionary find answers to these questions. In most dictionaries proper names are in a separate list near the end of the book.

1. What is the meaning of *perforate*?
2. How is *inquiry* pronounced?
3. Is this spelling of *committee* right?
4. What is the plural of *banjo*?
5. Is a hyphen needed in *good-bye*?
6. Divide *education* into syllables.
7. Should *summer* be capitalized?
8. What part of speech is *invite*?
9. Is *rise* a transitive or an intransitive verb?
10. What are synonyms of *gentle*?
11. Is *affect* correctly used in this sentence: "What will be the affect of the new requirements for graduation?"
12. For what words is *A. B.* an abbreviation?
13. What is the abbreviation of *Oklahoma*?
14. What is the population of Richmond, Virginia?
15. How long is the Nile River?
16. What is the area of North Carolina?
17. When was Shakespeare born?
18. What is the capital of Texas?
19. What is the Matterhorn?
20. What did John Singer Sargent do?

#### Practice 5

Find in this book answers to the questions on page 112. The index on pages 283–288 and the table of

contents on pages vii–xi will help you to find what you are looking for.

1. What are four coördinate conjunctions?
2. What are eight subordinate conjunctions?
3. What are four relative pronouns?
4. What is the difference between a participle and a gerund?
5. What are five forms of the verb *be*?
6. What is the difference between a predicate nominative and the object of a verb?
7. What is the past participle of *become*?
8. Is the verb in this sentence correct: "Neither of them is playing in the game today"?
9. In the title of a book what words are not capitalized?
10. When is a semicolon used between the clauses of a compound sentence?
11. What is a complex sentence?
12. How are participial phrases punctuated?
13. How is the comparative of *thin* spelled?
14. Name five words that are used as adjectives and as adverbs.
15. How is a quotation punctuated?

When a person goes to the encyclopedia or another reference book to find the answer to a question, he does not read the entire big volume. Often he doesn't read a whole article; he looks at the headings and skims the article until he finds what he wants.

Asking yourself questions — such, for example, as your teacher might ask — and answering them is a good way to study.

### *Practice 6*

What part of the following article do you have to read to answer each of these questions?

1. What did Indian boys learn about birds and animals?
2. What kind of stories were Indian children told?
3. What did the busy Indian mother do with her baby?
4. What did Indian girls learn to do?
5. Did Indian boys and girls go to school?

**Indian Children Learn Forest Ways.** — While the mother was busy with her many duties, her baby, snugly bundled up, was left hanging from the branches of a tree, or it was carried on a small cradle board strapped to the mother's back.

Grown children, instead of going to school, obtained their education by watching their fathers and mothers at their tasks and by listening to the stories which older folk told. They heard stories of the spirits which were in the winds, in the thunder and lightning, in the sun and the moon and the stars. They heard of the spirit of the dew and the spirit of the rain. In some of the tribes the children heard of Manitou, the Great Spirit, who is above all spirits.

But children had more to do than to watch and to listen to stories. They had to learn the ways of the forest.

The girls learned to farm and to prepare food; to dress animal skins and to make them into articles of clothing; to gather the wild herbs and fruits and prepare the family meals. They were also taught how to behave themselves when in the presence of older people, how to care for the younger children, and in all ways prepare themselves to take up their duties as good members of the tribe.

The boys were taught to observe the ways of the birds and beasts, and to imitate their calls. They learned to shoot birds on the wing, to trap the otter, the mink, and the beaver, to stalk and capture deer or other large game.

Along the shaded forest trails the sharp-eyed Indian lad could soon read as well as his father the many signs which, although they were hardly noticeable, were filled with meaning. Here a deer had passed, there a bear. At this point some Indian had camped. Not far away the carcass of a deer had been dragged. — CHADSEY, WEINBERG, AND MILLER, *America in the Making*<sup>1</sup>

<sup>1</sup> Reprinted by permission of the publisher, D. C. Heath and Company.



### *Practice 7*

Ask three questions which are answered in the following paragraph. Answer your own questions.

**The Voice.** — The healthful and proper use of the voice is closely related to the manner of breathing. Tones are produced by the vocal cords, which are stretched across the voice box much like the lips of a cornet player across the mouth-piece of the cornet. When air passes through the voice box, the vocal cords vibrate, and the tone which is produced depends upon the position or condition of the cords. If these cords are stretched tightly, the tone is high. If they are held more loosely, the tone is lower. The passages of the mouth and nose form the resonating, or resounding, chamber of the voice in much the same way as the tubes of the cornet form the resounding chamber for that instrument. The way in which this resounding chamber is used, together with the position of the tongue and teeth, determines the sounds we make in speaking and singing.

— C. E. TURNER, *Physiology and Health* <sup>1</sup>

<sup>1</sup> Reprinted by permission of the publisher, D. C. Heath and Company.

ELEMENTARY  
ENGLISH IN ACTION

*SECTION II*

*THE SENTENCE AND THE WORD*



## UNIT 6

### VERBS

#### Transitive and Intransitive

A verb is transitive if it has an object or if the subject is acted upon.

(Object underscored; transitive verb in italics.)

- Object*
1. Sharks *have* big appetites.
  2. Which book *do* you *mean*?
  3. We *were* playing baseball.

- Subject acted upon*
1. The first ships *were used* for fishing.
  2. The Cubs *were defeated* yesterday.
  3. The wolf *was shot* near Loon Lake.

Other verbs are intransitive.

1. The school this morning *is humming* with plans.
2. Tomorrow our great sale *begins*.
3. Then the old man *turned* and *walked* slowly away.

#### *Practice 1*

Which verbs are transitive because they answer "Yes" to the question "Have you an object?" Which verbs are transitive because they answer "Yes" to the question "Is your subject acted upon?" Which verbs answer "No" to both questions and are therefore intransitive?

1. Will you dine with us tomorrow?
2. Will you have dinner with us tomorrow?

3. The human body is made up of cells.
4. The cold winds of winter blew through the chinks of their cabins.
5. Great herds of buffalo grazed upon the treeless plains.
6. The skins of the deer were made into clothes.
7. The first American railroad was a road of wooden rails.
8. Horses drew wagons along these wooden rails.
9. Faneuil Hall in Boston is called the "Cradle of Liberty."
10. Visitors to the market place are impressed by the crowds, the noise, and the confusion.
11. A tree is known by its fruit.
12. What adventures did you have?
13. Bobby stepped from the car and slowly crossed the road.
14. A knife lay on the table.
15. Bobby lifted the knife and slit open the letter.
16. I was surprised at the size of the pup.
17. Tommy Dane paused, closed his eyes, and rested for a moment.
18. Has Rio de Janeiro the most beautiful harbor in the world?
19. Always hand your axe to another person, handle first.
20. Up and up we climbed to the top of the cliff.

### Active and Passive Voice

Is there any difference in meaning between sentences 1 and 2? Between sentences 3 and 4?

*Actor* →  
1. Jerry built the table.

← *Actor*  
2. The table was built by Jerry.

*Actor* →  
3. My brother hoed the garden.

← *Actor*  
4. The garden was hoed by my brother.



A transitive verb can say the same thing in two ways. It has really two voices.

In sentences 1 and 3 the subjects, *Jerry* and *brother*, act; the verbs are in the active voice. In sentences 2 and 4 the subjects, *table* and *garden*, are acted upon; the verbs are in the passive voice.

A transitive verb is active if the subject acts, and passive if the subject is acted upon. Passive means "not acting but acted upon." Intransitive verbs have no voice.

### A verb that has an object is transitive active.

1. Father *shot* the bear.
2. The pitcher *won* the game.

If the subject is acted upon, the verb is transitive passive.

The transitive passive is made up of the past participle of the verb and one or more helpers. (For an explanation of *past participle* turn to page 126.) Some form of the verb *be* is always one helper.

(Past participle in italics; form of the verb *be* under-scored.)

will be *elected*  
was defeated

was *built*  
has been *sung*

was *hurt*  
will be *sent*

1. The bear *was shot* by father.
2. The game *was won* by the pitcher.

### Other verbs are intransitive.

What time *did* you go to bed last night?

For the second six weeks' report one hundred fifty pupils *are* on the Honor Roll.

*Practice 2*

Which of these transitive verbs are active? Which are passive? Give reasons.

## MODEL

Was the invitation written on green paper?

*Was written* is transitive passive, because the subject, *invitation*, is acted upon.

1. They are dressed in picturesque costumes.
2. She plays golf too.
3. They carried huge Chinese lanterns.
4. In a second Dan's decision was made.
5. The explorer was showered with honors.
6. They led me up to the outer gate.
7. The spirit of a nation is shown in its proverbs.
8. Like most other people, I read stories for entertainment.
9. In *Poor Richard's Almanac* Benjamin Franklin wrote many maxims.
10. Oil is found under the ground in many places.
11. Agriculture is taught in many schools.
12. How did you get the car out of the mud?
13. How are habits formed?
14. The finest parts of the Black Hills are now included in the Custer State Park.
15. In Asia we find conditions quite different from those in Europe.
16. Mark Twain pictured America with a rough-and-ready humor.
17. About one-fourth of the children of the United States are inadequately nourished.
18. James Fenimore Cooper won fame with his novels about Indians and pioneer settlers.
19. Why should a stenographer be thoroughly trained in English?
20. It had been snowing hard for two days.

### Changing from Passive to Active

The active voice is usually clearer, briefer, and more forceful than the passive.

(Active) Yesterday I received your letter.

(Passive) Yesterday your letter was received by me.

(Active) Harold and I erected the tent.

(Passive) The tent was erected by Harold and me.

(Active) Ernest Chapman won the first prize of five dollars in the essay contest.

(Passive) The first prize of five dollars in the essay contest was won by Ernest Chapman.

The object of the verb in the active voice becomes the subject in the passive voice.

### *Practice 3*

Improve the following sentences by changing the passive verbs to active verbs:

1. I was taken to the doctor by my uncle.
2. Your kindness is greatly appreciated by me.
3. The cooking class is taught by Miss Simmons.
4. The airplane was made by Jack and me.
5. The largest trout was caught by Father.
6. The wood was chopped by Donald.
7. The art classes were visited by the mothers of the pupils.
8. Audubon School was defeated by John Marshall School by a score of 5 to 3.
9. Tea was served at five on the terrace by Marion and Helen.
10. No sleep was had by any of us that night.

### Tense

**Tense means time.** All time is divided into the past, the present, and the future. **The present tense**

is used for present time; the past tense, for past time; and the future tense, for future time.

|                |   |
|----------------|---|
| <i>Present</i> | Now I <i>see</i> a squirrel.            |
| <i>Past</i>    | Yesterday I <i>saw</i> a squirrel.      |
| <i>Future</i>  | Tomorrow I <i>shall see</i> a squirrel. |

The perfect tenses are used to express action completed or perfected at some time.

The present perfect tense is used if the action is completed in the present time or extends, at least in its consequences, to the present.

I *have made* eight speeches in class.

The past perfect tense is used if the action was completed before some past time.

I *had made* six speeches in class before the beginning of this term.

The future perfect tense is used if the action will be completed before some point in future time.

I *shall have made* ten speeches in class before the end of this term.

#### *Past, Present Perfect, Past Perfect*

(Past) Booth *played* baseball for fifteen years.

Booth no longer plays baseball. His playing took place entirely in the past.

(Present perfect) Booth *has played* baseball for fifteen years.

Booth still plays baseball. The playing extends to the present.

(Past perfect) After Booth *had played* baseball for fifteen years, he retired from the game.

The retirement from the game took place in past time, and the playing was completed prior to the retirement.

### Practice 4

Explain the difference in meaning between —

1. We lived in Cleveland for twenty years, *and* We have lived in Cleveland for twenty years.
2. I watched for the airplanes for an hour, *and* I have watched for the airplanes for an hour.
3. The apple tree stood in our garden for fifteen years, *and* The apple tree has stood in our garden for fifteen years.
4. I lost my knife, *and* I have lost my knife.
5. Joe went to the circus, *and* Joe has gone to the circus.

### Practice 5

Read these sentences aloud three times. Why are the italicized verbs correct?

1. I *came* to America five years ago.
2. I *entered* Madison School seven years ago.
3. *Has* the bell rung yet?
4. I *have* already *done* my homework.
5. I *haven't heard* from him yet.
6. Mr. and Mrs. Elson *sailed* for Europe on September 29.

### Mood

**Mood is the way in which a verb makes a statement.**

In sentences 1, 2, 3, 4, and 5 the speaker uses the verb *be*. How does his state of mind (or mood) change?

1. I *shall be* ready at eight o'clock.

The speaker is making a statement.





*Ewing Galloway*

BOY SCOUTS SCALING A WALL

2. *Will you be ready at eight o'clock?*

The speaker is asking a question.

**The indicative mood is used in making a statement or asking a question.**

3. *Be ready at eight o'clock.*

The speaker is commanding.

**The imperative mood is used in commanding or requesting.**

4. I wish I *were* in California.

The speaker is wishing. He is not in California.

5. If I *were* in California, I should visit an orange grove.

The speaker is not in California. He is just supposing. When one supposes what is not true, he uses a condition contrary to fact.

**The subjunctive mood is often used to express a wish and a condition contrary to fact.**

### Conjugation

Conjugating a verb is giving all its forms in order. A good way to become acquainted with the terms used in talking about verbs is by conjugating a verb. A conjugation is convenient also for reference.

On pages 278–281 study the conjugation of *to be* and *to see* in the indicative mood.

The only troublesome subjunctive is *were* in a wish or a condition contrary to fact.

### Practice 6

Read these sentences aloud three times. Why is the italicized word correct?

1. If I *were* you, I should learn to play basketball.
2. If I *were* an artist, I should like to paint a number of wild animals.
3. The cakes would look very much better if the window *were* clean.
4. If billboard advertising *were prohibited*, fewer accidents would occur.
5. I wish I *were going* to the game.
6. If I *were* in New York, I should not fail to visit Niagara Falls.

### Practice 7

1. Conjugate in the indicative mood *be* and *see*. Include the active and the passive.
2. Conjugate in the indicative mood *choose* and *find*.
3. Give the third person singular of *teach* in all the tenses of the indicative mood. Include the active and the passive.

### Principal Parts

Three forms of the verb are so important that they are called the principal parts. They are: (1) the present tense, (2) the past tense, and (3) the past participle.

Most verbs form the past tense and past participle by adding *ed* (or *d*) to the present tense.

| PRESENT TENSE   | PAST TENSE        | PAST PARTICIPLE        |
|-----------------|-------------------|------------------------|
| I <i>paint</i>  | I <i>ainted</i>   | I have <i>ainted</i>   |
| I <i>attack</i> | I <i>attacked</i> | I have <i>attacked</i> |
| I <i>climb</i>  | I <i>climbed</i>  | I have <i>climbed</i>  |
| I <i>drag</i>   | I <i>dragged</i>  | I have <i>dragged</i>  |

Irregular verbs form their past tense and past participle in a variety of ways. About one-third of the verbs which cause trouble are easy to learn in the following four groups.

The present perfect tense is made up of *have* or *has* and the past participle.

| PRESENT TENSE  | PAST TENSE     | PAST PARTICIPLE     |
|----------------|----------------|---------------------|
|                | 1              | (In Italics)        |
| I <i>begin</i> | I <i>began</i> | I have <i>begun</i> |
| I <i>drink</i> | I <i>drank</i> | I have <i>drunk</i> |
| I <i>ring</i>  | I <i>rang</i>  | I have <i>rung</i>  |
| I <i>run</i>   | I <i>ran</i>   | I have <i>run</i>   |

| PRESENT TENSE   | PAST TENSE      | PAST PARTICIPLE      |
|-----------------|-----------------|----------------------|
| I <i>sing</i>   | I <i>sang</i>   | I have <i>sung</i>   |
| I <i>sink</i>   | I <i>sank</i>   | I have <i>sunk</i>   |
| I <i>shrink</i> | I <i>shrank</i> | I have <i>shrunk</i> |
| I <i>spring</i> | I <i>sprang</i> | I have <i>sprung</i> |
| I <i>swim</i>   | I <i>swam</i>   | I have <i>swum</i>   |

## 2

|                 |                |                      |
|-----------------|----------------|----------------------|
| I <i>break</i>  | I <i>broke</i> | I have <i>broken</i> |
| I <i>choose</i> | I <i>chose</i> | I have <i>chosen</i> |
| I <i>freeze</i> | I <i>froze</i> | I have <i>frozen</i> |
| I <i>speak</i>  | I <i>spoke</i> | I have <i>spoken</i> |
| I <i>steal</i>  | I <i>stole</i> | I have <i>stolen</i> |
| I <i>swear</i>  | I <i>swore</i> | I have <i>sworn</i>  |
| I <i>tear</i>   | I <i>tore</i>  | I have <i>torn</i>   |
| I <i>wear</i>   | I <i>wore</i>  | I have <i>worn</i>   |

## 3

|                |                |                      |
|----------------|----------------|----------------------|
| I <i>blow</i>  | I <i>blew</i>  | I have <i>blown</i>  |
| I <i>fly</i>   | I <i>flew</i>  | I have <i>flown</i>  |
| I <i>grow</i>  | I <i>grew</i>  | I have <i>grown</i>  |
| I <i>know</i>  | I <i>knew</i>  | I have <i>known</i>  |
| I <i>throw</i> | I <i>threw</i> | I have <i>thrown</i> |

## 4

|                 |                 |                       |
|-----------------|-----------------|-----------------------|
| I <i>drive</i>  | I <i>drove</i>  | I have <i>driven</i>  |
| I <i>ride</i>   | I <i>rode</i>   | I have <i>ridden</i>  |
| I <i>rise</i>   | I <i>rose</i>   | I have <i>risen</i>   |
| I <i>strive</i> | I <i>strove</i> | I have <i>striven</i> |
| I <i>write</i>  | I <i>wrote</i>  | I have <i>written</i> |

*Principal Parts of Other Verbs*

| PRESENT TENSE | PAST TENSE | PAST PARTICIPLE |
|---------------|------------|-----------------|
| be            | was        | been            |
| beat          | beat       | beaten          |
| become        | became     | become          |
| bring         | brought    | brought         |
| burst         | burst      | burst           |

| PRESENT TENSE | PAST TENSE | PAST PARTICIPLE |
|---------------|------------|-----------------|
| buy           | bought     | bought          |
| come          | came       | come            |
| do            | did        | done            |
| draw          | drew       | drawn           |
| drown         | drowned    | drowned         |
| eat           | ate        | eaten           |
| fall          | fell       | fallen          |
| get           | got        | got, gotten     |
| go            | went       | gone            |
| give          | gave       | given           |
| say           | said       | said            |
| see           | saw        | seen            |
| show          | showed     | shown           |
| take          | took       | taken           |
| teach         | taught     | taught          |

### *Practice 8*

Give the present tense, the past tense, and the present perfect tense of all the verbs in the preceding table in this way:

| PRESENT TENSE | PAST TENSE       | PRESENT PERFECT TENSE |
|---------------|------------------|-----------------------|
| Now I am      | Yesterday I was  | I have been           |
| Now I beat    | Yesterday I beat | I have beaten         |

### *Practice 9*

Complete each sentence with the correct form of the verb:

1. Last evening Father — home about six o'clock. (come)
2. Adele — home early last night. (come)
3. Just as I was finishing my homework, Jack — in. (come)
4. The child was — away from its parents. (take)
5. The foolish boy had — away from his home. (run)



6. I — Ralph yesterday. (see)
7. I — only the last two innings of the game. (see)
8. When they — the red flag, they attacked the castle.  
(see)
9. On last Friday night we — Stromboli volcano in eruption. (see)
10. All we — of him was a shadow. (see)
11. We — that work yesterday. (do)
12. Last evening towards dusk a slight breeze — up.  
(spring)
13. Yesterday that urchin — a watermelon from my field. (steal)
14. If I hadn't known how to ride, the horse would have — away with me. (run)
15. We were — everything in the palace. (show)
16. Our team was — on Saturday by a score of 6 to 4.  
(beat)
17. I have — you how a camera takes a picture.  
(show)
18. Then the school song was —. (sing)
19. I had never before — a horse. (ride)
20. The watch was — when I first got it. (break)
21. I think my pen is —. (break)
22. I should have — to Brooklyn yesterday afternoon.  
(go)
23. Last Saturday I — the new school building. (see)
24. Last evening my kitten — up a tree. (run)
25. I have — three letters to Doris. (write)
26. Has the bell —? (ring)
27. That page is — out of my book. (tear)
28. Is your knife —? (break)
29. Have you ever — down the stairs? (fall)
30. The explorer had — two of his toes. (freeze)
31. When Mr. Foster — back to Washington, he bought a large house on Broad Street. (come)
32. The first thing I — was to gather some dry leaves.  
(do)
33. Yesterday I — all my homework before dinner.  
(do)

34. My sister has — to Delaware Water Gap for the holiday. (go)

35. We had — almost everything on the table for breakfast. (eat)

36. While swimming yesterday, I — very tired. (become)

37. I have almost — up hope of winning the prize. (give)

38. Chester has — twice on the subject of airplanes. (speak)

39. Yesterday Louis and I — work on our model airplane. (begin)

40. Last evening Harold's toy balloon — as he brushed by his father's cigar. (burst)

41. My hat has — down again. (fall)

42. I — the salesman three dollars and took the shoes. (give)

43. I looked up and — nine airplanes flying in formation. (see)

### *Practice 10*

Read aloud three times the sentences in Practice 9. Supply the correct verb quickly; don't pause before it. Read distinctly. We form good speech habits by practicing thoughtfully and enthusiastically.

### *Practice 11*

Make up sentences in which you use correctly the following verb forms. You may use two or three of them in one sentence.

|          |         |        |         |
|----------|---------|--------|---------|
| ate      | became  | fallen | saw     |
| attacked | broken  | gone   | seen    |
| bought   | came    | knew   | shown   |
| climbed  | did     | ran    | taken   |
| eaten    | dragged | run    | threw   |
| beaten   | drew    | sang   | written |

*Sit, Set, Lie, Lay*

The principal parts of four trouble-makers are —

| PRESENT<br>TENSE | PRESENT<br>PARTICIPLE | PAST<br>TENSE | PAST<br>PARTICIPLE |
|------------------|-----------------------|---------------|--------------------|
| lie              | lying                 | lay           | lain               |
| lay              | laying                | laid          | laid               |
| sit              | sitting               | sat           | sat                |
| set              | setting               | set           | set                |

*Lie* means *recline* or *rest*.

Mother *is lying* down.

*Lay* means *put down*.

*Lay* my books on my desk.

*Sit* means *have a seat*.

Agnes *sits* in front of me.

*Set* means *place*.

*Have* you ever *set* a hen on thirteen eggs?

***Set* and *lay* are, as a rule, transitive verbs; in the active voice they require objects.**

***Sit* and *lie* are intransitive; they never take objects. Which are correct?**

1. I had just — down to rest. (laid, lain)

There is no object; hence *lain*, the past participle of the intransitive verb, is correct.

2. That book has been — there for a week. (laying, lying)

There is no object; hence *lying*, the present participle of the intransitive verb, is correct.

3. Where would you like to ——? (set, sit)

There is no object; hence *sit*, the intransitive verb, is correct.

### Practice 12

Fill the blank with the correct form of *lay* or *lie*:

1. My coat was —— on the floor.
2. There the key was —— before my very eyes.
3. We saw the injured man —— there on a cot.
4. —— down even if you can't sleep.
5. I'm not going to —— down this afternoon.
6. Jim found two mutineers —— on the deck.
7. After the accident my father —— in bed for a week.
8. The doctor told Mr. Henning to —— quietly in bed for a day or two.
9. Has the book —— there long?
10. There are some gloves —— on that counter.
11. This paper was —— on your desk.
12. After —— down on the couch and reading for a while, I fell asleep.
13. At night David Crockett would —— down and *think* of home with tears in his eyes.
14. Men were —— here and there on the grass.
15. I just —— there and moaned.
16. Fred and Bill saw me —— on the sand.
17. Towser was —— on the floor.
18. When we had finished our lunch, we —— down to rest and then played games.
19. Will you please —— this paper on the teacher's desk.
20. There was a dagger —— on the ground.

### Practice 13

Fill each blank with the correct form of *sit* or *set*:

1. Where did you —— last year?
2. Last year I —— in the first seat in the third row.
3. Did you —— a trap for the mice?

4. How long has he been —— on that barrel?
5. He has —— there for two hours.
6. After you answer a question correctly, you may ——  
down.
7. Have you ever —— still for an hour?
8. Grandfather has —— under the apple tree all morning.
9. Last summer Mother —— a hen on duck eggs.
10. We were all —— around the camp fire.

### *Practice 14*

Read aloud the sentences in Practices 12 and 13. Supply the correct verb quickly; don't pause before it. Read distinctly. This practice will help you to get the habit of using *lie*, *lay*, *sit*, and *set* correctly.

### *Practice 15*

In sentences of your own use correctly the four forms of *lie* (*lie*, *lying*, *lay*, *lain*) and the three forms of *sit* (*sit*, *sitting*, *sat*).

### *Shall, Will*

If you form the habit of saying *I shall*, *we shall*, you will be right nine times out of ten.

What is the difference in meaning between 1 and 2?

1. I *shall* go to the game.

The speaker means that he expects or intends to go to the game. This use of *shall* is called "simple future."

2. I *will* go to the game.

The speaker means, "I am determined to go to the game, and nothing is going to stop me."



*Simple Future*

## SINGULAR

1. I shall go
2. you will go
3. he will go

## PLURAL

- we shall go  
 you will go  
 they will go

To express simple future, use *shall* in the first person and *will* in the second and third.

1. I *shall* probably go to the meeting.
2. I *shall* be glad to meet your cousin.
3. Father *will* be pleased to hear of Dick's winning the blue ribbon.

*Command, Promise, Determination*

## SINGULAR

1. I will go
2. you shall go
3. he shall go

## PLURAL

- we will go  
 you shall go  
 they shall go

For command, promise, and determination use *will* in the first person and *shall* in the second and third.

*Questions*

In first person questions use *shall*.

When *shall* I begin work?

When *shall* we three meet again?

In second and third person questions *will* is ordinarily used.

*Will* you be ready at eight o'clock?

When *will* Joseph be ready?

*Practice 16*

How do 1 and 2 differ in meaning? 3 and 4? 5 and 6?

1. I shall help you.
2. I will help you.

3. Fred will not play football.
4. Fred shall not play football.
5. He will regret his disobedience.
6. He shall regret his disobedience.

### *Practice 17*

Fill each blank with the preferred form, *shall* or *will*. Give a reason for each choice.

1. Clara Barton's kind deeds — be remembered for many years.

2. I — be glad to see you.

3. I — probably buy my ticket on the train.

4. When — we receive our corrected test papers?

5. I — perhaps have to wear these gloves tonight.

6. — you have time to look at my poem this afternoon, Miss Jennings?

7. Shakespeare — always be considered our greatest poet.

8. I — be glad to get the book for you.

9. — I send the message?

10. — you be glad to get back to school?

11. Where — we meet?

12. — I write my answer on the blackboard?

13. — we have a final examination?

14. We — probably reach Newport by four o'clock.

15. We — perhaps play basketball after school.

### Progressive Form

The progressive form of a verb expresses action going on at the time referred to.

*Present*    Jean *is writing* a letter.

*Past*        Jean *was writing* a letter.

*Future*     Jean *will be writing* a letter.

Notice that each progressive form is made up of a part of the verb *to be* and *writing*.

*May, Can*

Use *can* for ability and *may* for permission, probability, or possibility. Although "Can I go with you?" is permissible in conversation, most careful speakers use *may*.

1. *May* I go with you, Mother?
2. Otis *can* lift a hundred-pound weight.

*Practice 18*

Fill each blank with the correct or preferred word, *can* or *may*. Give a reason for each choice.

1. — I see the red dress?
2. — I borrow your pencil?
3. — I have a ride on your bicycle?
4. — I illustrate my explanation on the blackboard?
5. — Irving run a mile in six minutes?
6. — I go home now?
7. — I sit in a front seat?
8. — I go to the game today?
9. — I be excused two minutes early for traffic duty?
10. — I ask Paul a question?

*Practice 19*

Read aloud three times the sentences in Practice 18. Supply the correct word quickly; don't pause before it.

*Mastery Test 1A — Verbs*

Select the correct word to complete each sentence. On your paper number your answers 1, 2, 3, etc. (Right - Wrong = Score)

1. Jim — the pirates' flag. (saw, seen)
2. After walking for about an hour through the woods Fred — to a house. (come, came)

3. I — my work quickly. (did, done)
4. I have — how a fountain pen does its work. (showed, shown)
5. She — several words together. (ran, run)
6. Helen Fuller Orton has — some entertaining stories for children. (written, wrote)
7. I had — one of Mother's best plates. (broke, broken)
8. Have you ever — your ears? (froze, frozen)
9. Edna has been — there for an hour. (laying, lying)
10. The dolls were — on the floor. (laying, lying)
11. That tree has — there for a long time. (laid, lain)
12. Towards morning David — down to rest. (laid, lay)
13. The buffalo was — on the ground not more than a dozen yards away. (laying, lying)
14. Who — that large package on my desk this morning? (laid, lay)
15. We were all — around the camp fire. (setting, sitting)
16. I — a trap for the mice. (set, sat)
17. — I have another sheet of paper? (can, may)
18. I — be glad to see you on Thursday evening. (shall, will)
19. When — we start? (shall, will)
20. When — you be able to return to school? (shall, will)

On your paper place the number of the sentence. Then place after it *t.a.* (transitive active), *t.p.* (transitive passive), or *int.* (intransitive) to tell the kind of verb in the sentence. (Right = Score)

21. Have you read Kipling's *Just So Stories*?
22. *Rebecca of Sunnybrook Farm* is a good story.
23. Voices were heard in the distance.
24. Columbus landed on San Salvador, one of the Bahama Islands.
25. Supper was prepared in short order that night.

*Mastery Test 1B — Verbs*

Select the correct word to complete each sentence.  
On your paper number your answers 1, 2, 3, etc.  
(Right - Wrong = Score)

1. I — him yesterday in the park. (saw, seen)
2. Robert had already — to the game. (gone, went)
3. Joan had — away from the harmless cow. (ran, run)
4. Ned — the snowball. (threw, thrown)
5. I — the wrong example. (did, done)
6. I have — twice on that same ice. (fallen, fell)
7. Soon a policeman — along. (came, come)
8. I have — a hole in my new suit. (tore, torn)
9. We saw a motor boat — on a sand bar. (laying, lying)
10. After eating his lunch Billy — down on the grass. (laid, lay)
11. He has — there long enough. (laid, lain)
12. The sprinkler has — the dust. (laid, lain)
13. After dinner Mother sometimes — down for a half hour. (lays, lies)
14. The boys are — on the sand. (laying, lying)
15. Will you please — down. (set, sit)
16. How long have you — in that seat? (sat, set)
17. — I have a library book? (can, may)
18. We — probably stay for a week in Atlantic City. (shall, will)
19. Where — I meet you? (shall, will)
20. When — the next train arrive? (shall, will)

On your paper place the number of the sentence.  
Then place after it *t.a.* (transitive active), *t.p.* (transitive passive), or *int.* (intransitive) to tell the kind of verb in the sentence. (Right = Score)

21. We stayed for a week in Glacier National Park.
22. In Holland many people wear wooden shoes.



23. The heat wave has been broken.
24. In the background stood silent red men.
25. The sun was hidden in a dull gray sky.

### Agreement of Verb and Subject

How do the verbs in 1 and 2 differ? In 3 and 4? In 5 and 6?

1. Tony *is* ready for the race.
2. Six pupils *are* ready for the race.

The verb *is* is singular to agree with its subject, *Tony*. The verb *are* is plural to agree with its subject, *pupils*.

3. We *see* a squirrel in the maple tree.
4. The squirrel *sees* us.

*See* is plural to agree with its subject, *we*. *Sees* is singular to agree with its subject, *squirrel*.

5. My brother *works* for the Pennsylvania Railroad.
6. Two of my cousins *work* for the Pennsylvania Railroad also.

*Works* is singular to agree with its subject, *brother*. *Work* is plural to agree with its subject, *two*.

Most plural nouns, as you know, end in *s*. Most verbs ending in *s*, however, are singular: *is*, *was*, *does*, *tries*, *holds*, *jumps*, *runs*, *dances*. In other words, adding *s* to a noun makes it plural, but adding *s* to a verb makes it singular.

**A verb agrees with its subject in number and person.** To make a verb agree with its subject we need (1) to find the subject and (2) to discover whether the subject is singular or plural. We may ask the verb these two

questions: "What is your subject?" and "Is your subject singular or plural?"

### Subject before Verb

Which are the correct verb forms?

1. Their *names* — Mary Hall and Helen Mason. (are, is)

The subject *names* is plural; hence the plural verb *are* is correct.

2. His *language* — easy to understand. (are, is)

The subject *language* is singular; hence the singular verb *is* is correct.

3. This *suit* — fit me. (doesn't, don't)

The subject *suit* is singular; hence the singular verb *doesn't* (*does* + *not*) is correct.

### Practice 20

Choose the correct word and defend your choice.  
What is the simple subject?

1. The *stories* — published in the school paper.  
(was, were)

2. The *leaves* — a valuable part of celery. (are, is)

3. *Skippy* — like his new master. (doesn't, don't)

4. *Marion* — like to darn. (doesn't, don't)

5. *Rip's dog* — know him. (doesn't, don't)

6. *A thousand* — killed in the battle. (was, were)

7. *All the stories* — handed in on time. (was, were)

8. *That letter* — sound like Mae. (doesn't, don't)

9. *Harold* — like to play football. (doesn't, don't)

10. — *Harold* like to play football? (doesn't, don't)

11. *The boys* — in the library. (are, is)

12. — *the train* run on Sunday? (doesn't, don't)

### Subject after Verb

Which are the correct verb forms?

1. There — enough *papers*. (aren't, isn't)

The subject *papers* is plural; hence *aren't* is correct. (*There* is an introductory adverb. *There* is never the subject.)

2. There — twenty *scouts* in our party. (was, were)

*Were* agrees with the subject *scouts* in the plural number.

### Practice 21

Choose the correct word or words. Then draw an arrow from the verb to the simple subject.

#### MODEL

Along the wall there — two doors. (was, were)

Along the wall there  $\xrightarrow{\hspace{2cm}}$  were two doors.

1. In this town — many interesting people. (live, lives)
2. There — five pencils on the desk. (are, is)
3. There — five men seated around the table. (are, is)
4. There — no steamers in 1807. (was, were)
5. — four more in the box. (there's, there are)
6. There — two letters on Father's desk. (was, were)
7. — five on each side. (there's, there are)
8. There — many stories in Kipling's *Jungle Book*. (are, is)
9. There — some people in line ahead of me. (was, were)
10. There — only a few books left. (are, is)
11. There — six characters in the play. (are, is)
12. — your knickers? (where's, where are)

13. There — seven lean cows in the water. (was, were)  
 14. — two subjects in that sentence. (there's, there are)  
 15. There — only eight chapters in the book. (are, is)

### Modifiers

Don't be fooled by a prepositional phrase between the subject and the verb. Find the subject and make the verb agree with it.

1. This year every large city in the United States — entered the essay contest. (has, have)

*Has* agrees with the subject *city* in the singular number.

2. One of the boys — gone home. (has, have)

*Has* agrees with the subject *one*.

3. My uncle with his two sons — working in the garden. (was, were)

*Was* agrees with the subject *uncle*.

### Practice 22

Choose the correct word or words. Then draw an arrow from the verb to the simple subject.

#### MODEL

One of my answers — wrong. (was, were)

←  
 One of my answers was wrong.

1. One of the pictures — worth a hundred dollars. (are, is)  
 2. The dishes of food — placed on the table. (was, were)  
 3. The three of them — going. (are, is)

4. Every one of the houses — painted. (are, is)
5. This page of questions — followed by a chapter of explanation. (are, is)
6. Some of the crew — to go ashore the next day. (was, were)
7. One of the girls — sitting on the porch. (are, is)
8. Many poems of Wordsworth — lessons. (teach, teaches)
9. The price of the tickets — fifty cents. (are, is)
10. One of the boys — about two hundred pounds. (weigh, weighs)
11. The main cargo of these vessels — machinery. (was, were)
12. Mary with her two friends — planning to come home on September 4. (are, is)
13. The other attractions of the sea — described to us. (was, were)
14. The President with his advisers — sitting in secret session. (are, is)
15. Wayne Gordon with the help of Paddy Green and Dave Morton — raising a flagstaff. (are, is)

### Personal Pronoun as Subject

When the subject is a personal pronoun, we have to think about both its number and its person. Notice the italicized trouble-makers:

| SINGULAR                              | PLURAL                              |
|---------------------------------------|-------------------------------------|
| 1. I do (don't)                       | we do (don't)                       |
| 2. you do (don't)                     | you do (don't)                      |
| 3. he <i>does</i> ( <i>doesn't</i> )  | they do (don't)                     |
| she <i>does</i> ( <i>doesn't</i> )    |                                     |
| it <i>does</i> ( <i>doesn't</i> )     |                                     |
| 1. I was (wasn't)                     | we <i>were</i> ( <i>weren't</i> )   |
| 2. you <i>were</i> ( <i>weren't</i> ) | you <i>were</i> ( <i>weren't</i> )  |
| 3. he was (wasn't)                    | they <i>were</i> ( <i>weren't</i> ) |



**Practice 23**

Read these sentences aloud three times:

1. *It doesn't matter.*
2. *He doesn't sing in the choir.*
3. *Weren't you at the game?*
4. *We weren't in time for the kick-off.*
5. *We were going to the movies.*
6. *She doesn't know anything about an automobile.*
7. *Where were you last evening?*
8. *Were you at last Saturday's game?*
9. *Why doesn't he go to high school?*
10. *They were ready to start.*

**Practice 24**

Choose the correct word:

1. He — mean that. (doesn't, don't)
2. We — going out. (was, were)
3. — she want to go with us? (doesn't, don't)
4. They — playing marbles in the street. (was, were)
5. We started about ten o'clock and — at Steeplechase about twelve o'clock. (was, were)
6. She — pay attention in class. (doesn't, don't)
7. We scored three runs in the eighth inning but — still four runs behind the Tigers. (was, were)
8. We — supposed to get up at five-thirty the next morning. (was, were)
9. He — know the answer. (doesn't, don't)
10. After that we — permitted to go to the camp again. (wasn't, weren't)

**Practice 25**

Read aloud three times the sentences in Practices 20, 21, 22, and 24. Supply the correct verb quickly; don't pause before it. Wide-awake practice helps you to form good language habits.

*And*

Which is correct?

1. George and Harry — sitting on the porch. (was, were)

*George and Harry* are two people; therefore the plural verb *were* is correct.

2. The sugar, butter, and milk — mixed together. (was, were)

*Sugar, butter, and milk* are three things; hence the plural verb *were mixed* is correct.

**A compound subject connected by *and* takes regularly a plural verb.**

*Or, Nor*

Which is correct?

1. Either Father or Harry — going to meet Aunt Helen. (are, is)

Because the subject *Father or Harry* means one, not both, the singular verb *is going* is correct.

2. Neither Mary nor Laura — the answer. (has, have)

The sentence means that neither one has the answer; therefore the singular verb *has* is correct.

**Two singular subjects connected by *or* or *nor* take a singular verb.**

*Each, Every, and Similar Words*

*Each* = *each one*; *either* = *either one*; *neither* = *neither one*; *anybody* = *anyone*; *everybody* = *everyone*; *somebody* = *someone*; *nobody* = *no one*. These words are singular.

*Each, every, either, neither, anyone, anybody, everyone, everybody, someone, somebody, no one, nobody, one, many a, and a person* are singular.

Which is correct?

1. Neither of them — playing in the game today.  
(are, is)

Because *neither*, the subject, is singular, the singular verb *is playing* is correct.

2. One of the boys — building a dog kennel. (are, is)

Because *one*, the subject, is singular, the singular verb *is building* is correct.

### Practice 26

Choose the correct verb. Show that the subject is singular or plural.

1. Both Ethel and her sister — going. (are, is)
2. John and I — walking around. (was, were)
3. A wheel and some glass — broken. (was, were)
4. He and I — going to see *Huckleberry Finn*. (was, were)
5. Frank and Bill — in swimming. (was, were)
6. Neither his conduct nor his work — satisfactory. (was, were)
7. Both his conduct and his work — satisfactory. (are, is)
8. Neither of them — right. (are, is)
9. Everybody on the yacht — able to reach the desert island. (was, were)
10. Each of us — asked to pay thirty cents. (was, were)
11. Neither — of any value. (are, is)
12. His seven fish — all bass. (was, were)
13. Neither Ralph nor George — come home. (has, have)

14. In his diet there — no milk or cheese. (are, is)
15. Each of these men — a sign. (carries, carry)
16. Ray Lind and his Casino Orchestra — been secured to supply the music. (has, have)
17. Next the lights and the tinsel — put on the Christmas tree. (was, were)
18. Neither he nor his sister — going to the party. (are, is)
19. Gertrude and Ruth — to Madison School. (go, goes)
20. Neither of us — much about a motor boat. (know, knows)

### Habits

When you are forming good habits, each lapse is like unwinding a ball of cord. You lose quickly what you have accomplished slowly. To make progress you must use correct English all the time — in the halls, at home, and on the baseball field, as well as in your English class. If you hear the mistakes of others, you will be likely to hear your own mistakes and correct them.

### *Practice 27*

Write down errors you hear or see in the use of verbs, and bring them to class. Be ready to correct each sentence and to give a reason.

### *Mastery Test 2A — Agreement of Verb and Subject*

Select the correct word, and on your answer paper write it after the number of the sentence: (Right — Wrong = Score)

1. All Blondy's sheep — killed one night. (was, were)
2. Two questions — asked about the addition of fractions. (was, were)

3. The boys — going to practice football. (are, is)
4. My father — wear bright ties. (doesn't, don't)
5. The children — coming into the classroom. (was, were)
6. Behind the barn there — three horses. (was, were)
7. In his left hand — two large packages. (was, were)
8. Why — you in school yesterday, Joan? (wasn't, weren't)
9. She — know how to solve the problem. (doesn't, don't)
10. We — extremely tired that night. (was, were)
11. They — ready. (wasn't, weren't)
12. — only two of us left. (there are, there's)
13. The pictures in that theater — not very good. (are, is)
14. The price of the set of dishes — fifty dollars. (are, is)
15. Each of the boys — to have charge of one meeting. (are, is)
16. Neither of the rugs — satisfactory. (was, were)
17. Neither Mary nor Margaret — the right answer. (has, have)
18. Harold and Fred — with us. (was, were)
19. We — looking for grammatical errors. (was, were)
20. In *Treasure Island* there — many strange words. (are, is)

### ***Mastery Test 2B — Agreement of Verb and Subject***

Select the correct word, and on your answer paper write it after the number of the sentence: (Right - Wrong = Score)

1. The family — very happy together until the death of Mrs. Garland. (was, were)
2. Attractive advertisements — the eye. (catch, catches)
3. Kate Douglas Wiggin's books — worth reading. (are, is)



4. My mother — like mushrooms. (doesn't, don't)
5. The flames — going higher and higher. (was, were)
6. There — only ten apples on that tree. (are, is)
7. In his pockets — found pictures of the fort. (was, were)
8. We — gone for just a short time. (was, were)
9. He — care. (doesn't, don't)
10. They — going to the store. (was, were)
11. Where — you yesterday afternoon? (was, were)
12. There — two sides to that question. (are, is)
13. His choice of words — very good. (are, is)
14. Ahead of us — the green trees of the forest. (are, is)
15. Each of them — one vote. (has, have)
16. Neither of the sentences — correct. (are, is)
17. Mercury or alcohol — used in a thermometer. (are, is)
18. Mr. and Mrs. Gray — visiting their daughter in Columbus. (are, is)
19. There — twenty-five girls at the meeting. (was, were)
20. The demand for these books — been great. (has, have)

### *Ain't* and Other Errors

|                  |   |                |                   |   |                |
|------------------|---|----------------|-------------------|---|----------------|
| <i>I am not</i>  | = | <i>I'm not</i> | <i>has + not</i>  | = | <i>hasn't</i>  |
| <i>is + not</i>  | = | <i>isn't</i>   | <i>have + not</i> | = | <i>haven't</i> |
| <i>are + not</i> | = | <i>aren't</i>  |                   |   |                |

Get into the habit of saying *I'm not, he isn't, it isn't, they aren't, I haven't, he hasn't*. *Ain't* is always incorrect.

*May have seen, might have seen, must have seen, could have seen, would have seen, and should have seen* are correct verbs. The preposition *of* is never part of a verb.

**The past participle is used after *have*.**

I could have *driven* to Williamstown that day.

I might have *gone* with Harold to Plattsburgh.

***Practice 28***

Complete each sentence with the correct word or words:

1. I would — gone, but no one would go with me. (have, of)
2. I should — got up a half hour earlier. (have, of)
3. — going to worry about that. (I ain't, I'm not)
4. I should — let you know sooner. (have, of)
5. There — any seats in this car, Bill. (ain't, aren't)
6. That's wrong, — it? (ain't, isn't)
7. Frank could — been here by this time. (have, of)
8. I should — phoned her sooner. (have, of)
9. I should have — more surprise in the second scene. (past participle of *show*)
10. We should have — by way of Ticonderoga. (past participle of *go*)
11. I would like to have — Oliver Twist. (past participle of *know*)
12. I — seen him for a long time. (ain't, haven't)
13. I should have — when I was told. (past participle of *go*)
14. — you going to the game? (ain't, aren't)
15. — sure of the answer. (I ain't, I'm not)
16. Your coat — here. (ain't, isn't)
17. The answer — on this page. (ain't, isn't)
18. She might — asked some questions in our social science class. (have, of)
19. Marvin — going on the hike tomorrow. (ain't, isn't)
20. I could — had a ride to school if I had wanted it. (have, of)
21. — going to wait any longer. (I ain't, I'm not)
22. There — any game today. (ain't, isn't)

## UNIT 7

# PARTICIPLES, INFINITIVES, AND GERUNDS

Participles, infinitives, and gerunds are forms of the verb that do not make statements, ask questions, or give commands.

Turn to pages 279–281 for the participles, infinitives, and gerunds of *to be* and *to see*.

### Participle

A participle is a form of the verb that is used as an adjective. It is *part* adjective and *part* verb, and is sometimes called a “verbal adjective.”

As a verb, a participle may have an object.

1. *Lifting* his face to the bitter wind, he started on again.

*Face* is the object of the participle *lifting*.

2. *Having heard* the thunder, I hurried home.

*Thunder* is the object of the participle *having heard*.

As a verb, a participle may be modified by adverbs.

3. Once *beaten*, a dog never forgets.

The adverb *once* modifies the participle *beaten*.

4. A door properly *latched* will not swing open.

The adverb *properly* modifies the participle *latched*.

As an adjective, a participle modifies a noun or a pronoun.

In sentence 1 *lifting* modifies *he*.

In 2 *having heard* modifies *I*.

In 3 *beaten* modifies *dog*.

In 4 *latched* modifies *door*.

5. The *chirping* crickets lulled me to sleep.

The participle *chirping* modifies the noun *crickets*.

6. I sneaked away *feeling* very queer.

The participle *feeling* modifies the pronoun *I*.

In numbers 1 and 2 the participle comes at the beginning of the sentence. In sentences 4 and 6 the participle comes after the noun or pronoun it modifies.

To find what word a participle modifies, ask the question "Who or what?" about it.

Well *armed*, Gray stole out of the stockade.

Who or what *armed*? The answer is "Gray." Therefore the participle *armed* modifies the noun *Gray*.

### *Practice 1*

In each sentence there is just one participle. Find the participle and show how it is used.

#### MODEL

1. We cruised along, enjoying every minute.

*Enjoying* is a participle from the verb *enjoy* and as an adjective modifies the pronoun *we*.

2. Having decided on the location of the garden, Father started to work.

*Having decided* is a participle from the verb *decide* and as an adjective modifies the noun *Father*.

1. We followed a winding path up the mountain.
2. I was walking along Main Street, looking at the store windows.
3. Pupils going to East Technical High School should take shopwork or sewing.
4. Helen, having made her request, was waiting for my answer.
5. Children accompanied by adults were admitted.
6. During the morning we saw two rushing rivers.
7. Fowler broke into the scoring column in the second quarter.
8. In the program given by the Camp Fire girls, Julia played two Hungarian waltzes.
9. After a short business meeting with Mrs. White presiding, the mothers visited the art classes.
10. Nibbling his pencil thoughtfully, Jerome answered the question.
11. I drew a picture of Columbus pleading before the Spanish Court.
12. The principal feature of the meeting was a talk on Nova Scotia, given by Louise Burleigh.
13. Fighting hard to win the final game of the season, the Blue and White quintet were beaten by the Orange and Black on Friday.
14. Funk, scoring the first point of the game, acted as a spur to his team.
15. Alfred Reuss has just completed a model of a schooner equipped with eight sails.
16. Our boys are already practicing for the coming marble tournament.
17. Each member of the class is watching for the different kinds of birds seen in early spring.
18. On the blackboard in Room 306 we have a chart showing the attendance for each week of the term.
19. Emanuel was born in Russia but has received all his education in America, having come here with his parents six years ago.
20. The Seekers of Healthy Living, a health club composed of girls in our room, will soon frame its charter.



### *Practice 2*

Making use of a participle in each sentence, write five good sentences about your school, its classes, clubs, teams, rules, pupils, fun, and work.

### Using Participles

Participles help us to vary our sentences, save words, and make our speech and writing more pleasing. An ordinary man or woman uses twice as many participles as an average junior high school pupil.

- (Good) Having previously carried off honors in the captain ball tournament, the 8B1 girls yesterday won the bat ball tournament.
- (Poor) The 8B1 girls had previously carried off honors in the captain ball tournament, and yesterday they won the bat ball tournament.
- (Good) Elizabeth Lynch won first prize in the Christmas story contest conducted by the English teachers.
- (Poor) Elizabeth Lynch won first prize in the Christmas story contest. The contest was conducted by the English teachers.

### *Practice 3*

After each number there are two statements. Improve each by changing one of the predicate verbs to a participle. The preceding sentences show you what to do.

1. A play was recently presented in our social studies class. It was called *A Colonial Rebel*.
2. It is a luxurious vessel. It is owned by Uncle Sam.
3. I heard a noisy conversation. It was going on in the next room.

4. I was coming to school this morning and I saw a gray squirrel in a big elm tree.

5. Jimmie looked up. Then he saw a gray squirrel in the elm tree.

6. The hotel is a three-story structure. It fronts on the square.

7. The dogs crowded around me. They poked their cold noses in my face.

8. All of Christmas Day they went from village to village. They gave out boxes to the poor.

9. She thrust the large, flat package into Cynthia's hand. The package was untidily wrapped.

10. She rode down the edge of the wood. She was looking for a place to push through.

### Gerund

A gerund is an *ing* form of the verb that is used as a noun. A gerund is sometimes called a "verbal noun."

Notice on pages 279 and 281 that the gerunds have the same form as the *ing* participles.

1. Wash your hands thoroughly before *eating*.

*Eating* is a gerund, because it is an *ing* form of the verb *eat* and, as a noun, is used as the object of the preposition *before*.

2. A number of parents assisted by *bringing* dogs, cats, turtles, and parrots to school.

*Bringing* is a gerund, because it is an *ing* form of the verb *bring* and, as a noun, is used as object of the preposition *by*. (As a verb, *bringing* has four objects — *dogs, cats, turtles, and parrots* — and is modified by the adverb phrase *to school*.)

3. *Traveling* by airplane over Germany and Russia last summer was the novel experience of D. D. Kimmel.

*Traveling* is a gerund, because it is an *ing* form of the verb *travel* and, as a noun, is subject of the verb *was*.

### Practice 4

In each sentence there is one gerund. Find the gerund and show that it is a gerund. Use the above examples as models.

1. He thought of buying a paper route.
2. Everybody will know of our coming.
3. Much ingenuity is being used by some pupils in collecting material for their notebooks.
4. Amelia Jenkins Bloomer conceived the idea of reforming women's dress.
5. Last week the boys won from the girls by having eight one-hundreds.
6. The roll call is answered by giving the French names of birds, animals, or trees.
7. We regret losing Paul Jones and Clark Johnson from our class.
8. By climbing a ladder he could get on the roof.
9. Then came the fun of meeting at the various homes.
10. Landing a seaplane requires skill.
11. Do you favor using Niagara Falls for water power?
12. Begin the day by saying, "Good morning."
13. How can the airplane aid in promoting peace?
14. Riding a bucking broncho is an exciting sport.
15. You can get a good education by going to a trade school.

### Infinitive

An infinitive is a verb form with *to* used as a noun, an adjective, or an adverb.

#### *Infinitive Used as Noun*

1. Finally it was time *to go* home. [In apposition with *it*.]
2. My ambition is *to be* a railroad engineer. [Predicate nominative of *is*.]

3. *To run* a train is good fun. [Subject of *is*.]
4. Marie has decided *to be* a nurse. [Object of *has decided*.]

### *Infinitive Used as Adjective*

1. Have you time *to listen* to my story? [Modifier of the noun *time*.]
2. The numbers *to be fed* grew steadily. [Modifier of the noun *numbers*.]

### *Infinitive Used as Adverb*

1. We are very glad *to have* Marjorie as a classmate. [Modifier of the adjective *glad*.]
2. *To awaken* a love of outdoor life our home room will begin a bird chart. [Modifier of the verb *will begin*.]

*To* is commonly omitted after *bid*, *dare*, *need*, *see*, *make*, *let*, *hear*, *please*, *feel*, *help*, and a few other verbs.

You need not *stay*.

I saw him *fall*.

Please *come* early.

Let me *see* your book.

## **Practice 5**

In each sentence there is one infinitive. Find it. What word does the infinitive modify; or of what verb is it the subject, predicate nominative, or object; or with what word is it in apposition?

### MODEL FOR WRITTEN WORK

1. Dr. Livesey went into the parlor *to smoke* his pipe.
2. By this time we had all ceased *to pay* any particular notice to the captain's song.

#### INFINITIVE

1. *to smoke*
2. *to pay*

#### USE

- modifier of the verb *went*  
object of the verb *had ceased*

1. I meant to write him a letter last month.
2. I should have liked to go to Florida.
3. We are glad to welcome Annette Shore and Sara White back to our class.
4. To be a nurse is the height of my ambition.
5. I wasn't able to help them.
6. Learn to write simple, grammatical English.
7. Watch for new spring styles to be introduced by the 8B3 sewing class.
8. Roosevelt School has a team to be feared.
9. Each girl wishes to make her own hat.
10. My ambition is to be a doctor.
11. Did you have a chance to play basketball?
12. It was good to see her.
13. I borrowed the money to buy the book.
14. It is wise to rest after vigorous exercise.
15. He threw himself forward and tried to swim.
16. There was no time to lose.
17. He began to pull open the drawers below the bookshelves.
18. The children sat down to rest near the edge of a steep cliff.
19. Then she leaned back to admire her handiwork.
20. It is my custom to keep appointments to the second.

### *Practice 6*

Using an infinitive in each sentence, write five good sentences about your hobby or interests or things you can do.

#### EXAMPLE

Tom, my dog, is always ready *to play* ball with me.

Using a gerund in each, write three more sentences.

#### EXAMPLE

*Reading* stories about games and sports is one of my hobbies.



*Practice 7*

Find the participles, infinitives, and gerunds in these sentences, and explain the use of each in the sentence. The figure in parenthesis tells how many participles, gerunds, and infinitives there are in the sentence.

## MODEL FOR WRITTEN WORK

1. To do two things at once is to do neither.
2. Virginia enjoys the distinction of being the first permanent colony founded in America.

| ELEMENT         | NAME       | USE  |
|-----------------|------------|--|
| 1. <i>to do</i> | infinitive | subject of the verb <i>is</i>              |
| <i>to do</i>    | infinitive | predicate nominative of the verb <i>is</i> |
| 2. <i>being</i> | gerund     | object of the preposition <i>of</i>        |
| <i>founded</i>  | participle | modifier of the noun <i>colony</i>         |

1. Tilden School opened with a brilliant passing attack, ending in a basket. (2)

2. It was Peter's task to guard the geese. (1)

3. After mowing the lawn I began to weed the vegetable garden. (2)

4. The English department is planning to publish a small booklet containing the best stories and poems written by English students. (3)

5. Preparing, serving, and enjoying a buffet luncheon was the privilege of the 8B2 girls on January 12. (3)

6. Learn to do something well with your hands. (1)

7. The road was filled with peasants walking, riding, or jogging on donkeys toward the bridge. (3)

8. After dinner the campers began to play games and soon formed a double circle on the lawn for a rousing game of three deep. (2)

9. With my homework finished, I settled down to read a library book. (2)

10. By standing on a large box I was able to see the circus parade. (2)

## Punctuation

A participle with its modifiers is called a participial phrase.

**If a participial phrase is at the beginning of a sentence, it is followed by a comma.**

1. Having completed my homework, I listened to the radio.

2. Holding my breath, I pulled the trigger.

If a participial phrase does not begin the sentence, it may need two commas, one comma, or none.

1. George and Billy, tramping through the woods, killed a black snake.

Two commas are needed. The participial phrase does not answer the question "*Which George and Billy?*"

2. We waited on the slimy rocks, shivering in the icy wind.

Because the participial phrase ends the sentence, only one comma is needed. The participial phrase does not answer the question "*Which we?*"

3. George Washington, having completed his second term, retired to Mount Vernon.

Two commas are needed. The participial phrase does not answer the question "*Which George Washington?*"

4. That little girl running across the street is likely to fall.

No comma is needed. *Running across the street* answers the question "*Which girl?*"

5. Toledo is another city set upon a hill.

No comma is used. *Set upon a hill* answers the question "Which *city*?"

6. The boy leaning against the fence is the captain of the team.

No comma is needed. *Leaning against the fence* answers the question "Which *boy*?"

If a participial phrase follows the word modified, it is set off by commas unless it answers the question "Which one?" or the question "Which ones?"

### Practice 8

Punctuate the following sentences. Give a reason for each comma you use.

1. Having just finished *The Comedy of Errors* our class is ready for another book.

2. Mary Harley spent the summer at home acting as secretary to her father.

3. Fighting evenly the teams were tied at the end of the first half.

4. All the bat ball teams are working hard for the banner offered by Mr. Kennedy.

5. All pupils belonging to the Student Council will meet in Room 206 at the close of school today.

6. Led by Miss Clark we started on a tour of the grounds.

7. Spencer Walker having built a huge fire began to broil the steak.

8. Annie McCord is the proud possessor of four medals won in athletic contests.

9. He certainly looked queer standing there in the snow.

10. Wasting no time in questions Dick ran to the fire.

11. Donning bathing suits Daddy and I set out.

12. Denmark known as a land of gardens has also a desert.

## UNIT 8

### CORRECT SIMPLE SENTENCES

#### Useless Words

“It’s smart to be thrifty” is the slogan of one of the largest stores in the world. And it is a good slogan for a writer or speaker.

One way to improve a sentence or paragraph is by crossing out every unnecessary word — every word that has no useful work to do.

#### *Double Subject*

A pronoun and its antecedent should not be used as subject of the same verb.

(Right) My sister went to New Mexico for her vacation.

(Wrong) My sister she went to New Mexico for her vacation.

(Right) The owner of the house was struck by a falling beam.

(Wrong) The owner of the house he was struck by a falling beam.

*She* and *he* should be omitted, because these words have no work to do in the sentences. *Sister* is the subject of *went*; *owner*, of *was struck*.

#### *Useless Preposition*

Occasionally a preposition is carelessly repeated, has no object, has no work to do in the sentence.

(Right) Kenneth is a boy about nine years old.

(Wrong) Kenneth is a boy of about nine years old.

*Years* is the object of *about*; *of* is not needed.

(Right) At the assembly yesterday eighty-seven pupils were awarded scholarship pins.

(Wrong) At the assembly yesterday eighty-seven pupils were awarded with scholarship pins.

*Pins* tells what they were *awarded*. *With* is a useless preposition.

(Right) To whom are you going to give the knife?

(Wrong) To whom are you going to give the knife to?

Have you ever seen an eel or a snake with two heads — an extra one at the end of its tail? Isn't this wrong sentence a freak? In it *to* has been carelessly repeated.

### *Other Useless Words*

Some people in conversation join their sentences with *and*, *so*, and *then*; begin sentences with *well*, *why*, *now*, *say*, and *listen*; or ask frequently, "Do you see?" "See?" or "Do you understand?" The repetition soon becomes boresome.

We all now and then say in ten words what we could express better in eight. An airplane will not rise if it is overloaded. Likewise our English will not carry us very far towards success if we overload our speech and writing with useless words. Let us practice throwing overboard every word that is not needed.

(Right) Harvey seems to lack will power.

(Wordy) Harvey seems to lack will power of the mind.

(Right) These abuses no longer exist.

(Wordy) These abuses no longer exist today.



- (Right) I shall try to interest you in my experiments.  
(Wordy) I shall try to attempt to interest you in my experiments.

### *Practice 1*

Correct the following sentences:

#### *Double Subject*

1. One girl she stood with her back to us.
2. The policeman he walked around the house.
3. The pirates they wasted the food on the ship.
4. This morning's paper it has a picture of Will Rogers.
5. This Captain Blood he and a few others escaped from the island.
6. King Spruce he is one of the leading lumbermen.
7. Jack he was forced to go alone.
8. The opera singer she is feeding some geese in the pond.
9. This story it was about four big police dogs.
10. Adele she sent the picture to her mother.

#### *Useless Preposition*

11. The poems were written by a boy of sixteen years of age.
12. To what club do you belong to?
13. To whom did you speak to?
14. She is a girl of about five feet tall.
15. Where did he go to?
16. Before a large group of people the nephew breaks down and confesses of his crime.
17. Near the camp there was a cliff of about twenty feet high.
18. Bob's father was a tall, well-built man of about fifty years of age.
19. Her main pastime is in collecting European and South American stamps.
20. In front of an old house stands a tall boy of about twelve years of age.

*Other Useless Words*

21. Lafayette at the age of sixty-seven years of age returned to the United States.
22. Another sense appealed to is that of hearing.
23. I have not got any money left.
24. The article was written by a man by the name of Lieutenant Doyle.
25. Every article has attractive illustrated pictures.
26. Our classes in English are large in size.
27. Both the boys were friends.
28. Please send these articles to the above address and send them C. O. D.
29. The water supply is not adequate enough for a city of fifty thousand.
30. I have had my watch three years now.

**Practice 2**

Read aloud three times the correct forms of the first twenty sentences in Practice 1.

**Omission**

**Necessary words are sometimes omitted.**

(Right) Only two of the carpenters had graduated from elementary school.

(Wrong) Only two of the carpenters had graduated elementary school.

*School* is object of the preposition *from*, not of the verb *graduate*. One does not "graduate a school."

(Right) Dan Beard is the best known outdoor man in the United States.

(Wrong) Dan Beard is the best known outdoor man in United States.

Our country is always called "the United States."

(Right) I hope to see you on Thursday afternoon.

(Wrong) Hoping to see you on Thursday afternoon.

A declarative sentence has a subject and a verb that makes a statement. A participle does not make a complete statement.

### *Practice 3*

In each sentence supply the needed word or words:

1. United States won the war with Spain.
2. I like elementary school very much and expect to graduate high school also.
3. I want off the car.
4. You ought to come down my home for Christmas.
5. When will your brother graduate elementary school?
6. Received your letter of March 14.
7. Hoping to hear from you soon.
8. My sister graduated high school last June.
9. Intending to finish it later.
10. Expecting to see you at the basketball game on Friday evening.

## UNIT 9

### COMPOUND SENTENCES

#### What a Compound Sentence Is

*6 ft. 8 in.* is a compound number. Two numbers (*6 ft.* and *8 in.*) are joined or united.

“The sun rose and the dew vanished” is a compound sentence. Two simple sentences (“The sun rose” and “The dew vanished”) are joined by *and*.

A compound sentence is made up of two or more simple sentences.

The simple sentences joined to form a compound sentence are called principal clauses.

A clause is a part of a sentence that has a subject and a predicate.

Coördinate conjunctions connect words, phrases, and clauses of equal rank. The coördinate conjunctions commonly used to connect the clauses of a compound sentence are *and*, *but*, *or*, and *nor*.

What are the two principal clauses in each sentence? What is the subject of each clause? The verb?

1. It snowed the next day, and the weather grew colder and colder.

It snowed the next day  
and  
the weather grew colder and colder

The first principal clause is *It snowed the next day*. The subject is *it*; the verb, *snowed*. The second prin-

cial clause is *the weather grew colder and colder*. The subject is *weather*; the verb, *grew*.

2. The doorbell rang and I answered it.

The doorbell rang

and

I answered it

3. The house is far from any neighbors, but a wonderful view can be seen at sundown.

The house is far from any neighbors

but

a wonderful view can be seen at sundown

### *Practice 1*

What are the two principal clauses in each of the following compound sentences? What is the subject of each clause? The verb?

#### MODEL FOR WRITTEN WORK

1. The camera was placed about three feet from the nest, and the picture was afterwards enlarged.

The camera was placed about three feet from the nest

and

the picture was afterwards enlarged

1. The door of Henry's lunch room opened and two men came in.

2. The work is not hard, and the salary is attractive.

3. Edison made many inventions, but the electric light was the most important.

4. I will get ready and maybe my chance will come.

5. He broke off abruptly, and the receiver slammed on the hook.

6. He tried one thing after another, but every plan failed.

7. Everyone in the schoolroom was kind, and soon my timidity wore off.

8. He threw a forward pass, but it was caught by a Washington School player.

9. Drop a nickel in the slot, and the machine will wash your golf balls.

10. The afternoon came to an end, and the mountain-visitors started down the stony path.

11. Nothing eatable had been in Norman's desk, and so the mouse's presence there remains a mystery.

12. Kind hands rubbed him dry, and a dozen voices hurried him to the kitchen for some hot coffee.

### How to Recognize a Compound Sentence

Sentences which have compound subjects, compound verbs, or compound objects look enough like compound sentences to fool some boys and girls. Here is a test. You can always divide a compound sentence into two or more good sentences.

#### EXAMPLES

1. Colors fade, buildings tumble down, kings die, but words endure.

It is easy to divide this sentence into four good sentences:

1. Colors fade.
2. Buildings tumble down.
3. Kings die.
4. Words endure.

Hence the sentence is compound.

2. Mother and I were ready at the same time and went out on deck together.

If we divide this sentence at the second *and*, "went out on deck together" is not a complete sentence. Hence the sentence is not compound.



The sentence is simple but has a compound subject, *Mother and I*, and also a compound predicate, *were ready at the same time and went out on deck together*.

Which of these sentences is compound?

1. Jack plays football. [Simple sentence.]
2. Jack and Harry play football. [Simple sentence with compound subject.]
3. Jack plays football and tennis. [Simple sentence with compound object.]
4. Jack and Harry play football and tennis. [Simple sentence with compound subject and compound object.]
5. Jack and Harry play football and also sing in the chorus. [Simple sentence with compound subject and compound predicate.]
6. Jack plays football, but Harry sings in the chorus. [Compound sentence.]

### *Mastery Test 3A — Compound Subjects, Predicates, Objects, and Sentences*

Which two sentences below are compound? Which two are simple sentences with compound subjects? Which two simple sentences have compound predicates? Which two simple sentences have compound objects? Which two have compound subjects and compound predicates?

1. The big man turned and shouted.
2. Have you read *Treasure Island* and *Kidnapped*?
3. History and general science are my favorite subjects.
4. The trolley stopped and a man with a long beard got off.
5. Without another word Martha and Helen got into their new Buick and drove away.
6. In that room posters and booklets are printed.
7. He had long arms and powerful hands.

8. Clyde tossed his blanket into the pile and walked down to the brook.

9. He was crossing the thirty-yard line now, but the Jackson end was close on his heels.

10. Bill and Tom jumped into their saddles and galloped off upstream.

### *Mastery Test 3B — Compound Subjects, Predicates, Objects, and Sentences*

Which two sentences below are compound? Which two are simple sentences with compound subjects? Which two simple sentences have compound predicates? Which two have compound objects? Which two have compound subjects and compound predicates?

1. Crows and weasels like young chickens.

2. The dogs wagged their heads and whined.

3. My mother will bake a mince pie and a plum pudding for Christmas.

4. I looked out of the window, and there was a squirrel in the elm tree.

5. Eldon and Virginia were born in England and lived there till 1930.

6. Where were you and Louise last evening?

7. Northwest School has 419 eighth graders and 527 seventh graders.

8. The hall was crowded, and everybody enjoyed the play.

9. Ralph stopped and looked at the mountains.

10. Mrs. David Curtis and her son George arrived in New York on Thursday and sailed for England on Friday.

### Punctuation

As a rule, a comma is used between the principal clauses of a compound sentence if they are joined by a conjunction. Conjunctions used to connect the

clauses of a compound sentence are *and*, *but*, *or*, *nor*, *so*, *yet*, and *while* (meaning *but*). In a very short sentence the comma may be omitted.

|                    |       |                    |
|--------------------|-------|--------------------|
| (Principal clause) | ,     | (Principal clause) |
|                    | and   |                    |
|                    | but   |                    |
|                    | or    |                    |
|                    | nor   |                    |
|                    | so    |                    |
|                    | yet   |                    |
|                    | while |                    |

1. At the age of fourteen George Washington planned to become a sailor, and his uncle secured him a job on one of the tobacco boats sailing to England.

2. In the woods near Duquesne Washington's men surprised a scouting party, shots were fired, and the war was on. [Two commas are used to separate the three principal clauses.]

3. School is out today, and we have two months' vacation.

4. The wind was cold and we all shivered. [No comma is needed in this sentence of eight words.]

**If there is no conjunction between the principal clauses, place a semicolon between them.** First, make sure that the sentence is compound. Then if the principal clauses are not connected by *and*, *but*, *or*, *nor*, *so*, *yet*, or *while* (meaning *but*), use a semicolon between them.

|                    |   |                    |
|--------------------|---|--------------------|
| (Principal clause) | ; | (Principal clause) |
|--------------------|---|--------------------|

1. Noon came and went; soon evening and darkness were upon us.

2. We were tired; therefore we went to bed early.

3. Live in the sunshine and air; eat plain food.

4. The same comb serves the purposes of the bees year after year; it has been known to be good at the end of twenty years.

*Practice 2*

Punctuate the following sentences and give a rule for each mark inserted:

1. His face was tanned almost black and a young yellow beard adorned his cheeks.

2. Wheeled chairs cost twenty-five cents an hour with an attendant the rate is fifty cents.

3. During the downpour the river rose above its banks and the farmers in the valley had to run for their lives.

4. The show was dull enough but the songs saved it.

5. A long hike is good exercise canoeing is better fun.

6. In some ways the Indians in the Ohio Valley rather favored the British and a victory by Braddock might have brought them to the British side.

7. Instantly the uproar started the boys yelled and blew their horns.

8. It happened to be raining but the early morning walkers started out for their usual hour's hike.

9. Some of the crew plotted mutiny but Columbus fearlessly commanded them to sail on.

10. The fire bell rang at two o'clock yesterday the building was cleared in two and a half minutes.

11. In a recent election in 8B5 Flora Montali was made president and Fred Zwiener was chosen vice president.

12. In history the girls excel in general science the boys rank highest.

13. Lindbergh's airplane is in the Smithsonian Institution and I certainly enjoyed examining it.

14. We saw New York from a bus and our necks were stiff from looking through its glass top.

15. The bell had rung and every pupil was in his seat.

16. Prosperity is a great teacher adversity is a greater.

17. The Jesters sang a few songs and cracked jokes then Zeke and Deke were introduced to the radio audience.

18. *Heidi* opens with a sunrise on the mountains while *Jan and Betje* starts with a sunrise on the canal.

19. The graduates with highest marks are selected first therefore it is important to earn high marks.

## UNIT 10

# COMPLEX SENTENCES

## ADJECTIVE CLAUSES

### What an Adjective Clause Is

How are the italicized clauses in sentences 2, 4, 6, 8, and 10 used?

1. A *brave* boy does not run from danger. [The adjective *brave* modifies the noun *boy*.]

2. A boy *who is brave* does not run from danger. [The italicized clause modifies the noun *boy*.]

3. We live in an *old* house. [The adjective *old* modifies the noun *house*.]

4. We live in a house *which was built in 1890*. [The italicized clause modifies the noun *house*.]

5. *Penrod* is a *humorous* book. [The adjective *humorous* modifies the noun *book*.]

6. *Penrod* is a book *that made me laugh*. [The italicized clause modifies the noun *book*.]

7. In the spelling match Miss Sallee gave us *new* words. [The adjective *new* modifies the noun *words*.]

8. In the spelling match Miss Sallee gave us words *that we hadn't had in class*. [The italicized clause modifies the noun *words*.]

9. Barbara Griffith *of Room 207* tied for first place as the healthiest Girl Scout in the Lincoln School of this city. [The adjective phrase *of Room 207* modifies the noun *Barbara Griffith*.]

10. Barbara Griffith, *who is in Room 207*, tied for first place as the healthiest Girl Scout in the Lincoln School of this city. [The italicized clause modifies the noun *Barbara Griffith*.]



Because the italicized clauses in sentences 2, 4, 6, 8, and 10 do the work of adjectives, they are called adjective clauses.

**An adjective clause modifies a noun or a pronoun.**

### Relative Pronoun

What does each underscored word do in the sentence?

1. Harry Gains read a letter which he had received from a schoolboy in India.

The relative pronoun *which* connects the adjective clause *which he had received from a schoolboy in India* with the noun *letter*. *Which* is used instead of *letter*. In other words, *letter* is the antecedent of *which*.

2. Columbus offered a prize to the sailor who should first sight land.

The relative pronoun *who* connects the adjective clause *who should first sight land* with the noun *sailor*. *Sailor* is the antecedent of *who*.

3. I saw sights that I cannot describe.

The relative pronoun *that* connects the adjective clause *that I cannot describe* with the noun *sights*. *Sights* is the antecedent of *that*.

**The relative pronouns *who*, *which*, and *that* attach adjective clauses to their antecedents.**

### Practice 1

1. In number 2 on page 174 what does *who* do in the sentence?

2. In sentence 4 what does *which* do?



3. In sentence 6 how is *that* used?
4. In sentence 8 what is the use of *that*?
5. In number 10 what does *who* do in the sentence?

### How to Find an Adjective Clause in a Sentence

What is the adjective clause in each sentence?

1. Sousa, who was the conductor of a military band, wrote stirring marches.

Sousa wrote stirring marches

↑  
who was the conductor of a military band

The adjective clause is in smaller type. The arrow shows what noun the adjective clause modifies. The simple subjects are underscored. There are two lines under a simple predicate.

2. Victor Herbert, who had a gift for melody, wrote light operas.

Victor Herbert wrote light operas

↑  
who had a gift for melody

3. This was a chance I had waited for.

This was a chance

↑  
I had waited for

The relative pronoun *which* is omitted.

### Practice 2

In each sentence find (1) the principal clause, (2) the adjective clause, (3) the noun or pronoun the adjective clause modifies, (4) the simple subject and the verb of the principal clause, and (5) the simple subject and the verb of the adjective clause:

## MODEL FOR WRITTEN WORK

A dress that is becoming to one girl may look queer on another.

A dress may look queer on another

↑  
that is becoming to one girl

1. I was the only boy that could answer the question.
2. Have you a book that is "worth its weight in gold"?
3. Longfellow's father, who was a lawyer, had a well-chosen library.
4. I know two boys who eat too much.
5. There isn't much we can do. [The relative pronoun *that* is omitted.]
6. New Orleans is very proud of the flowers which it grows in great numbers.
7. Room 306 has six girls who made 100 per cent in every spelling test.
8. The Seven Years' War, which began in America, extended to Europe.
9. Friends like David bring out the best that is in one.
10. The chief purpose of the Dramatic Club, which meets every Thursday afternoon, is to produce plays.
11. One of the boys had a guitar, which he strummed softly.
12. There are always a few who make discourteous remarks about opposing players.
13. People who hunt without guns carry instead cameras, field glasses, and notebooks.
14. Black stem rust is a disease that causes each year a loss of many millions to wheat farmers.
15. He and his wife were passengers in a plane I was piloting between Paris and Berlin.

### Expanding Words or Phrases into Clauses

A sentence with an adjective clause is one kind of **complex sentence**.

Sentences of the same kind, whether long, short, simple, compound, or complex, are tiresome. Because everybody likes variety, one should learn how to build sentences of different kinds.

Occasionally one can express his ideas more clearly and accurately by expanding a word or a phrase into a clause.

What is the italicized part in each of the following sentences?

1. They lived in a gray village *on the mountain side*. [Phrase.]
2. They lived in a gray village *that stood on the side of the mountain*. [Adjective clause.]
3. He told us a *humorous* story. [Adjective.]
4. He told us a story *that made us all laugh*. [Adjective clause.]

### *Practice 3*

In each sentence below expand the italicized word or phrase into a clause:

1. We saw the *golden-domed* Capitol.
2. Everybody admires a *trustworthy* boy.
3. Who admires a *lazy* boy?
4. Father raises vegetables *for New York City*.
5. I saw in the car two *red-faced* men.
6. Marion is a *cheerful* girl.
7. The colonel wore a *close-clipped* mustache.
8. The walls had oak panels *from floor to ceiling*.
9. There is a path *from the gate to the front door*.

### **Reducing a Clause to a Word or a Phrase**

“Cross out every unnecessary word” is one of the most important rules of composition. One way to save words is by reducing clauses to words or phrases.

**Practice 4**

Save words by reducing each italicized adjective clause below to a word or a phrase:

## MODEL

In the park is a statue *that is made of bronze*.

In the park is a *bronze* statue.

1. A son *who acts foolishly* worries his mother.
2. They used axes *which were made of stone*.
3. In Syria an industry *which is important* is silkworm culture.
4. "*We*" is a book *that is very entertaining*.
5. Please send me the following articles *which were selected from your latest catalog*.
6. I went home and put on the clothes *that I wear to play football*.
7. She is a girl *who enjoys great popularity*.
8. Always have around a book *that is worth reading*.
9. No fault could be found with his English, *which was clear and lively*.
10. Two friends *who were with me* came loyally to my support.
11. The emerald is a stone *that is very valuable*.
12. Have you returned the book *which you borrowed?*

**Changing Short Sentences to Adjective Clauses**

Often a complex sentence with an adjective clause is better than two short sentences.

(Complex) This picture, which shows a boy and his dog, appeared in the *Saturday Evening Post*.

(Poor) This picture appeared in the *Saturday Evening Post*. The picture shows a boy and his dog.

(Complex) The *American Boy*, which is only thirty years old, has a circulation of over three hundred thousand copies monthly.



(Poor) The *American Boy* is only thirty years old. The magazine has a circulation of over three hundred thousand copies monthly.



A STREET SCENE IN CAIRO, EGYPT

### *Practice 5*

Using the ideas and most of the words in the two sentences after each number, write one good sentence with an adjective clause. One of the short sentences will become an adjective clause modifying a noun in the other sentence.

1. My brother was working in the garage. He was the only one at home.
2. At the age of four I had a party. This party I shall never forget.
3. Columbus in his youth helped his father. Columbus' father was a wool-comber.

4. Be sure to inquire about the health of Mr. Norton. He has recently been sick.

5. One of our early writers was Benjamin Franklin. Franklin for years published *Poor Richard's Almanac*.

6. Then we came to Granite Hill. It rises out of green meadows.

7. Lemons, oranges, and grapefruit are raised in the South. These fruits need long, hot summers.

8. George Merry suddenly became silent. George is usually the most happy-go-lucky of the party.

9. The hunter lived in a cabin in the woods. This cabin had only a table, two chairs, and a bed in it.

10. Soon the horses met us. We had telephoned ahead for them.

11. The next morning we went to the Toronto exhibition. The grounds of this exhibition cover three hundred acres.

12. Soon Marjorie Dawes came running in. We had waited a half hour for her.

## Correct Relative Pronouns

### *Who, Which, That*

***Who*** refers chiefly to persons.

Happy is *he who* can leave winter behind for colorful Bermuda.

***Which*** refers to animals or things.

1. That big brown *bear which* is taking a bath is very playful.

2. Have you seen the *camera* on a pole *which* can be snapped from the ground?

***That*** refers to persons, animals, or things.

1. The *boy that* took my cap by mistake returned it.

2. The *horse that* you are riding doesn't like engines.

3. Where is the *machine that* is made entirely of steel?



*What*

**What is a relative pronoun which never has an antecedent.**

- (Right) *The Covered Wagon* is a tale of pioneers *who* made their way to Oregon.  
 (Wrong) *The Covered Wagon* is a tale of pioneers *what* made their way to Oregon.

*Who, Whom*

*Who*, the nominative form, may be the subject of an adjective clause.

No man is worthy to rule who doesn't know how to obey.  
 [*Who* is subject of the verb *does know*.]

*Whom*, the objective form, may be the object of a verb or a preposition in the adjective clause.

1. The new captain is Harry Roversi, *whom* you don't know. [*Whom* is object of the verb *do know*.]
2. Gerald is the boy with *whom* I played tennis yesterday. [*Whom* is object of the preposition *with*.]

*Practice 6*

Fill each blank with the correct or preferred pronoun. Give a reason for your choice.

1. *Little Women* is a book — I shall not forget. (what, which)
2. Marie has a ring — her mother bought for her in Naples. (what, which)
3. It was the music — made the horse run away. (that, what)
4. Mark Twain tells about a man — he calls the Connecticut Yankee. (which, whom)
5. Alleyne marries Lady Maude, — he loves greatly. (which, whom)

6. That is the boy — won the medal. (what, who)
7. That is a movie — I should like to see. (what, which)
8. Do you like the voices of the children — are singing outside? (which, who)
9. Trader Horn and his hunters, — numbered about ten, set out together. (which, who)
10. I have two friends — everybody likes. (which, whom)
11. Mr. Cassin married a girl — owned an apple orchard. (which, who)
12. Ali Baba was in love with a girl — was very poor. (which, who)
13. I went to the office of the manager, — told me to see his secretary. (which, who)
14. It was my uncle — I had not recognized in the dark. (who, whom)
15. They are the boys — I saw at the game. (who, whom)
16. Our only guest was Joe Hanna, — I met at camp last summer. (who, whom)
17. The boy — defeated me is Fred Jarvis. (who, whom)
18. The boy — I defeated is Harvey Wagner. (who, whom)

### ADVERB CLAUSES

#### What an Adverb Clause Is

How are the italicized clauses in sentences 2, 4, 6, and 8 used?

1. We started *early*. [The adverb *early* modifies the verb *started*.]

2. We started *before the sun rose*. [The italicized clause modifies the verb *started*.]

3. We came home *late*. [The adverb *late* modifies the verb *came*.]

4. We came home *after the sun had set*. [The italicized clause modifies the verb *came*.]

5. Herbert talks *rapidly*. [The adverb *rapidly* modifies the verb *talks*.]

6. Herbert talks *as if he were in a hurry*. [The italicized clause modifies the verb *talks*.]

7. We took our seats *promptly*. [The adverb *promptly* modifies the verb *took*.]

8. We took our seats *when the bell rang*. [The italicized clause modifies the verb *took*.]

Because the italicized clauses in sentences 2, 4, 6, and 8 do the work of adverbs, they are called adverb clauses.

**Most adverb clauses modify verbs; some modify adjectives and adverbs.**

### Subordinate Clause and Complex Sentence

*Subordinate* means *of lower rank*. **A subordinate clause is used like a noun, an adjective, or an adverb.** It is lower in rank than a principal clause. As a rule, a subordinate clause does not make complete sense when removed from its sentence.

The Girls' and Boys' Glee Clubs, *which consist of sixty girls and twenty-seven boys*, are preparing to present the operetta *Miss Cherry Blossom*.

The school cadet parade, *which is composed of all the high school boys in the city*, will pass before the reviewing stand at City Hall.

The italicized subordinate clauses are used like adjectives and do not make complete sense when removed from the sentences.

**A complex sentence has one principal clause and one or more subordinate clauses.** In other words, a sentence with an adjective clause, an adverb clause, or a noun clause is complex.

## How to Recognize an Adverb Clause

On pages 183 and 184, *before*, *after*, *as if*, and *when* connect the subordinate clauses with the principal clauses.

**A subordinate conjunction connects a subordinate clause with a principal clause.**

Commonly used subordinate conjunctions are —

|          |        |          |        |          |
|----------|--------|----------|--------|----------|
| after    | before | provided | though | whenever |
| although | for    | since    | till   | where    |
| as       | how    | so that  | unless | whether  |
| as if    | if     | than     | until  | while    |
| because  | lest   | that     | when   | why      |

An adverb clause —

- (1) has a subject and a predicate;
- (2) modifies a verb, an adjective, or an adverb;
- (3) commonly begins with a subordinate conjunction.

Find the adverb clause in each sentence:

1. Because the game was played on the home court, Roosevelt School had a large and enthusiastic crowd.

Roosevelt School had a large and enthusiastic crowd

Because the game was played on the home court

The adverb clause is in smaller type. The arrow shows what word the adverb clause modifies. The simple subjects are underscored. There are two lines under each predicate verb.

2. When Virginia appeared with a mysterious box tucked under her arm, there was much speculation as to the contents.

there was much speculation as to the contents

When Virginia appeared with a mysterious box tucked under her arm





9. The telephone passed through many changes before it became a success.

10. If you have poor eyes, what occupation should you avoid?

11. Should the neighborhood be made ugly because you want some "fun"?

12. No one can be an aviator unless he can look down from great heights without getting dizzy.

13. If you are not absolutely sure of your English, you probably make mistakes.

14. We are never so unhappy as we suppose.

15. Tall structures like the Empire State Building are planned so that they can bend without breaking.

### Punctuation

**If the adverb clause is at the beginning of the sentence, put a comma after it.** If the clause is very short, the comma may be omitted.

As I rode into the city, the air was fragrant with the delicate perfume of roses and narcissi.

Before an hour had gone by, I had seen nearly all my old friends.

No comma, however, is placed after a prepositional phrase at the beginning of a sentence.

Before dinner I played baseball or football.

For five years we lived in Santa Barbara.

### *Practice 8*

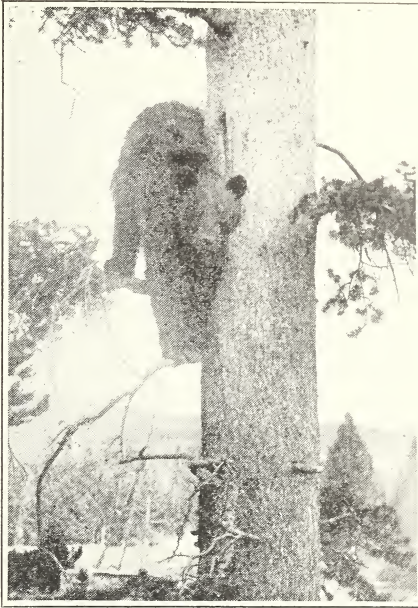
Six of the following sentences begin with adverb clauses. Place a comma at the end of each clause. Four begin with prepositional phrases. Do not place any mark after the phrase. Remember that a clause has a subject and a verb and that a preposition has an object.

1. After supper I would sprawl out on the sleeping bag a while.
2. After the thunder shower passed over the mountain the air was clear and cool.
3. When you begin to play golf learn the etiquette of the game.
4. When you water your garden or lawn soak it thoroughly.
5. With a very small army and a few ships the United States entered the greatest war in history.
6. Though his father was prosperous James was taught to work.
7. Before nine o'clock I was in dreamland.
8. Before we reached the top of Mount Washington it began to rain.
9. Since the first of October I have seen two football games.
10. Since that is the case I shall go.

### Changing Principal Clauses to Adverb Clauses

One way to improve a letter or composition is by changing compound sentences with *so* to complex sentences.

- (Complex sentence) When day after day passed with nothing to be seen but water, Columbus's sailors became restless.
- (*So* sentence) Day after day passed with nothing to be seen but water, so Columbus's sailors became restless.
- (Complex sentence) As the final score was 12 to 12, the game was neither a victory nor a defeat for us.
- (*So* sentence) The final score was 12 to 12, so the game was neither a victory nor a defeat for us.



ON GUARD

*J. E. Haynes*

### *Practice 9*

Make each sentence complex by changing a principal clause to an adverb clause:

1. I was tired, so I went to bed early.
2. Fishing in the bay was not good, so we decided to go over to Oak Island.
3. Mother didn't want me to stay in the big house alone, so I went with her to the lecture.
4. The score was 9 to 2 in our favor, so we thought the game practically won.
5. In 1933 the company transferred my father to Boston, so we moved to that city.
6. Mother is not well, so I must hurry home from school.
7. I was fond of reading, so most of my weekly allowance was spent on books.

8. My parents don't want me to play football, so I shall not go out for the football team.

9. Elizabeth kept us waiting fifteen minutes on Thursday, so we did not invite her to ride today.

10. The cottage seemed cold, so I started a fire in the kitchen stove.

### Practice 10

What have you learned in school within a week? What have you done, seen, heard, or read outside of school within a week? What do you see in the pictures on pages 180 and 189? Give ten items in ten complex sentences each of which contains an adjective or an adverb clause. Draw a solid line under an adjective clause and a dotted line under an adverb clause.

### MODELS

1. When I started to school this morning, the tide was coming in.

2. In colonial days the boy or girl who did not pay tuition was regarded as a charity student.

### NOUN CLAUSE

#### What a Noun Clause Is

See how noun clauses are used:

1. I don't know the *answer*. [The noun *answer* is the object of the verb *do know*.]

2. I don't know *what the answer is*. [The italicized noun clause is the object of the verb *do know*.]

3. His *speech* was entertaining. [The noun *speech* is the subject of the verb *was*.]

4. *What he said* was entertaining. [The italicized noun clause is the subject of the verb *was*.]

5. The chief cause of Harold's failure in history is *laziness*. [The noun *laziness* is the predicate nominative of the verb *is*.]

6. The chief cause of Harold's failure in history is *that he hates to study*. [The italicized noun clause is the predicate nominative of the verb *is*.]

**A clause used like a noun is called a noun clause.**

### Four Uses of Noun Clauses

- (Subject) *What can't be cured* must be endured.  
 (Object of verb) He wondered *how long he could bear the  
 cramp in his legs*.  
 (Predicate nominative) My belief is *that he will succeed*.  
 (Appositive) It is my belief *that he will succeed*. [The  
 noun clause is in apposition with *it*.]

### Practice 11

Find the noun clause in each sentence and tell how it is used:

#### MODEL FOR WRITTEN WORK

1. Do you think that the radio will displace the telephone?  
*that the radio will displace the telephone* — noun clause  
 used as the object of the verb *do think*
2. That the earth is round has been proved.  
*that the earth is round* — noun clause used as the subject  
 of the verb *has been proved*
1. I know what you mean.
2. I wonder whether that bridge is safe.
3. I wish we could go to a camp like that.
4. What Mr. Young said was worth remembering.
5. He didn't say what he was afraid of.
6. I do wish you were coming.
7. I knew where Father kept the key.
8. In the blinding snowstorm I couldn't see where I was  
 going.
9. Do you know where Cyprus is?
10. It is important that every player in an orchestra  
 should always be able to see the conductor.



11. My reason for not joining the Dramatic Club is that I belong to two clubs.
12. My belief is that Carl will win the story prize.
13. One of the boys told us that he had seen the tracks of the bear.
14. We waited to see what the Indian would do.
15. "Did you study your lesson?" asked the teacher.

### Punctuation of Quotations

Many quotations are noun clauses.

Study the punctuation of these sentences:

1. "Why don't you take your gloves off?" said the manager.
2. "Fine!" exclaimed Kate.
3. "Next Saturday we'll go over to the cave and hunt for treasure," said Everett.

**Quotation marks enclose a direct quotation.** In sentence 1 a question mark follows the quoted question; in sentence 2 an exclamation point is placed after the quoted exclamation; in sentence 3 a comma is placed after the quoted statement.

4. I said quietly to Dan, "That was fine!"

Here the quotation follows the introducing words. Notice the comma after *Dan* and the capital letter in *that*.

5. "I had two pet coons once," said Mr. Jarvis, "and I liked them."
6. "Come on, boys," called the leader, "around the fire."

When a quoted sentence is broken by an expression like *said Mr. Jarvis*, two pairs of quotation marks are needed. Notice that *and* in sentence 5 and *around* in

sentence 6 begin with small letters. Note also that the quotation marks follow the commas and the periods.

**Use a comma to set off a short direct quotation.**

7. "Scotty, those kittens are just too darling for anything," Grace cried. "Did they scratch you?"

What Grace said was two sentences:

Scotty, those kittens are just too darling for anything.  
Did they scratch you?

When you enclose the two sentences in quotation marks, you have still two sentences.

**Put a period after introducing words placed between two sentences.**

### *Practice 12*

Punctuate and capitalize these direct quotations. Give a reason for each punctuation mark or capital inserted.

1. What are you doing asked the old lady
2. Come on boys cried the leader again
3. And what came of it said Harry
4. What makes that girl look so queer asked Jeanette
5. What did Donald say about it Clyde asked
6. I think I understand said Marvin
7. There he is exclaimed one of the boys
8. Show me your driver's license said the policeman sternly
9. The coach came up to me and said why don't you hold the ball this way
10. Another day of rest won't hurt him said Captain Owen
11. Scotty is the best punter on the team said Coach Wilson
12. I have to go home Francis said but I'll see you tomorrow
13. Evelyn replied it's your own fault

14. Not another man said Hannibal shall cross that river until those elephants are all safely over

15. You're talking too much whispered Dad for one of your years

16. I suppose so answered Mildred your guess is as good as mine

17. I haven't found my history yet said Ethel but I'm still hunting for it

18. Let's look for it now said Jane

19. Funny you don't like that name said Harvey it just suits you

20. I wish to go to bed now said the traveler where is my room

## WRITING FROM DICTATION

### How to Prepare a Dictation

1. Notice the division into paragraphs. Each speech in a conversation is in a separate paragraph.

2. Note the division of each paragraph into sentences.

3. Study the punctuation, especially the marks before and after the speeches.

4. Look at the spelling of new and hard words.

5. Have someone dictate the anecdotes to you. Correct your work with the book. When you make a change, think what your error was and how you will avoid making it again.

### Rules of the Game

In class write the passage dictated, then exchange papers, and with your book open place a number over every error:

Word omitted

Word added

Wrong word

Misspelling

Punctuation or capitalization error

Mistake in paragraphing

Mistake in the division of a word at the end of a line

No margin or a narrow margin

1. Count a misspelling two, and each other error one.
2. Omission of a pair of quotation marks is one error.
3. If a comma ends a sentence, omitting the period is one error, and beginning the next sentence with a small letter is another.
4. Each word omitted or added is one error; three words are three errors.
5. Failure to indent a paragraph or indenting in the middle of a paragraph is an error.

MODEL FOR SCORING

<sup>1</sup> Secretary of War Stanton was very angry, because an officer <sup>2</sup> had failed to carry out an order. <sup>4</sup> "I believe I'll sit down," <sup>5</sup> <sup>7</sup> said Stanton <sup>8</sup> <sup>9</sup> "And give that man a piece of my mind. <sup>11</sup> <sup>12</sup> <sup>13</sup> Do so, said Lincoln. "Write him now while you have it <sup>14</sup> <sup>15</sup> in mind. <sup>16</sup> <sup>17</sup> Make it sharp, cut him all up."

*Practice 13*

Prepare to write from dictation the following stories:

1. WHEN STANTON WAS ANGRY

Secretary of War Stanton was very angry because an officer had failed to carry out an order.

"I believe I'll sit down," said Stanton, "and give that man a piece of my mind."

"Do so," said Lincoln. "Write him now while you have it on your mind. Make it sharp. Cut him all up."

Stanton followed Lincoln's advice. He wrote an exceedingly severe rebuke.

"That's right; that's a good one."

"Whom can I send it by?" the Secretary wondered aloud.

"Send it!" said Lincoln. "Send it! Why, don't send it at all. Tear it up. You have freed your mind on the subject, and that is all that is necessary. Tear it up. You never want to send such letters. I never do."

## 2. JACK LONDON AS A MUSICIAN

Jack London on his last visit to New York was introduced to a talented musician.

"I, too, am a musician in a small way," London said. "My musical talent was once the means of saving my life."

"How was that?" the musician asked.

"There was a great flood in our town in my boyhood," replied London. "When the water struck our house, my father got on a bed and floated with the stream till he was rescued."

"And you?" asked the musician.

"Well," answered London, "I accompanied him on the piano."

## 3. THE COWCATCHER

Years ago Artemus Ward was riding on a slow train on a branch railroad.

While the conductor was punching his ticket, Artemus asked, "Does this railroad allow passengers to give it advice if they do so in a respectful manner?"

"I guess so," growled the conductor.

"Well," Artemus went on, "it occurred to me that it would be well to detach the cowcatcher from in front of the engine and hitch it to the rear of the train, for we are not likely to overtake a cow, but what's to prevent a cow's strolling into this car and biting a passenger?"



## UNIT 11

### SENTENCE SENSE

#### **A phrase has neither subject nor predicate.**

It would be fine (1) to have a clam broth (2) for supper (3) with some (4) of the potatoes (5) brought in that day (6) from the patch (7) on the hillside. [2, 3, 4, 6, and 7 are prepositional phrases; 1 is an infinitive phrase; 5 is a participial phrase.]

#### **A clause has a subject and a predicate.**

(1) Two thousand miles is about as long a flight (2) as a bird can make. [1 is the principal clause; 2 is an adverb clause. The simple subjects are underscored; there are two lines under the predicate verbs.]

#### **A sentence or a principal clause contains a subject and a predicate and needs no introductory word.**

(1) We were late in arriving; (2) the class had already begun work. [1 and 2 are the principal clauses of the compound sentence.]

#### **A subordinate clause, except a direct quotation, has an introductory word either expressed or understood.**

Relative pronouns and subordinate conjunctions introduce subordinate clauses. The commonly used relative pronouns are *who*, *which*, *what*, and *that*. On page 185 is a list of subordinate conjunctions.

1. *When we started to school in the morning*, the larks were rising from the meadows. [The subordinate clause is italicized. The subordinate conjunction *when* is the introductory word.]

2. It was hard to have to throw back into the sea the fine fish *that we had taken hours to catch*. [The relative pronoun *that* is the introductory word.]

**A sentence makes complete sense — really says or asks something — when standing alone; a subordinate clause, as a rule, does not.**

(Sentence) Samoset showed the Pilgrims how to plant corn.

(Subordinate clause) that they have the sole right to the fur trade with the Indians

(Subordinate clause) when there were some other towns near Plymouth

(Subordinate clause) which in his opinion belonged to the Indians

### *Practice 1*

Which of the following are phrases? Subordinate clauses? Sentences?

1. Because our baseball team won the city championship.
2. After winning the championship of the city by defeating Lee School by a score of 3 to 2.
3. Last year our baseball team won the city championship.
4. Dressed in the colorful clothing of the colonial period.
5. In colonial days men wore silks, satins, laces, ruffles, and embroidery.
6. When men rivaled women in the splendor of their costumes.
7. On Friday evening the students of Shallow School presented *Pinafore*.
8. Presented by students of Shallow School of Brooklyn, New York.
9. Although all the actors and singers were elementary school pupils.
10. Seen from an airplane flying at an altitude of 14,000 feet.

11. Just as the great volcano began to belch forth smoke and flames.

12. We saw Stromboli hurling firebrands into the black sky.

13. Which he hopes to excel next summer by reaching a depth of half a mile.

14. Dr. Beebe has just returned from an exploring trip to the bottom of the sea.

15. Exploring the bottom of the sea a quarter of a mile below the surface.

### Half-Sentence

When a period is used after a group of words that do not make complete sense, the sentence fragment is called a half-sentence.

After reading a half-sentence, one just naturally says, "Well, why doesn't he say something?"

#### *No Verb*

(Right) Some friends of ours live on Main Street, two blocks north of the Wellington Hotel.

(Wrong) Some friends of ours live on Main Street. Two blocks north of the Wellington Hotel.

There is no verb in *two blocks north of the Wellington Hotel*. Hence this half-sentence should be added to the preceding sentence.

(Right) One hot day about the middle of July my brother and I went to Long Beach for a swim.

(Wrong) One hot day about the middle of July. My brother and I went to Long Beach for a swim.

There is no verb in *one hot day about the middle of July*. Hence this half-sentence should be added to the following sentence.

*Practice 2*

What is the half-sentence in each of these? Correct.

1. In an hour in the blackberry patch we had filled the four containers. Namely, two pails and two stomachs.

2. Wheat, oats, and corn are raised on the farm. Also potatoes.

3. I enjoy studying the parts of the motor. And also the construction of the body.

4. One early spring day I saw a bud on one of the rose-bushes. A small pink, sweet thing.

5. First I went to my aunt's house and sold four. Then to the mothers of my friends.

6. In the distance was the church. In the foreground the bay.

7. *Log of a Cowboy* tells about cowboy life on a ranch. Also about a great cattle-drive from Texas to the North.

8. In general science we learned about the radio. Not thoroughly of course.

*Participle and Infinitive*

Participles and infinitives do not make statements or ask questions and therefore never take the place of the verb of the sentence.

(Sentence) The trees were swaying in the breeze.

(Half-sentence) The trees swaying in the breeze.

The second is a half-sentence; the participle *swaying* does not make a sentence. The first is a sentence; the verb *were swaying* makes a statement.

(Right) Many high schools specialize in certain subjects and thus give a boy a chance to learn a trade.

(Wrong) Many high schools specialize in certain subjects. Thus giving a boy a chance to learn a trade.

The second part of the wrong example is a half-sentence, because the participle *giving* and the infinitive *to learn* do not make statements. In the right sentence the verbs *specialize* and *give* do make statements.

### *Practice 3*

Correct the following. In each of your sentences underscore a verb that makes a statement.

1. Hoping to hear from you soon.
2. When I had answered the telephone, I went out to play. Forgetting to take the key with me.
3. Thanking you for taking an interest in me.
4. We landed at Curtiss Field. Having made the trip from Leeds, New York, in an hour and a half.
5. Many people standing on the dock cheering.
6. Having overheard a conversation between a salesgirl and a young woman.
7. Having told me not to let the boat drift into the marsh. Father began fishing.
8. She did many things for the wounded. Such as getting medicine and bandages.
9. Seeing the fire engines dashing down the street. I thought I'd find out where the fire was.

### *Subordinate Clause*

Most half-sentences have verbs that make statements. These verbs, however, are in subordinate clauses, and the half-sentences do not make sense when standing alone.

(Right) You can help by becoming a member of the General Organization, which supports all the teams of the school.

(Wrong) You can help by becoming a member of the General Organization. An organization that supports all the school teams and clubs.



Although *an organization that supports all the school teams and clubs* has in it the verb *supports*, the expression does not make complete sense when standing alone. The verb is in the adjective clause introduced by the relative pronoun *that*. There is no principal clause.

(Right) I hope that it will not be too much bother to mail my sweater to me.

(Wrong) Hoping that it will not be too much bother to mail my sweater to me.

The wrong example does not make complete sense. *Hoping* is a participle; *to mail* is an infinitive. The verb *will be* is in the noun clause introduced by the conjunction *that*. There is no principal clause.

(Right) I always enjoy skating even if I fall now and then.

(Wrong) I always enjoy skating. Even if I fall now and then.

Although the expression *even if I fall now and then* has in it the verb *fall*, it does not make sense when standing alone. It is an adverb clause introduced by the subordinate conjunction *even if*.

#### Practice 4

What is the half-sentence in each of the following? How do you know? Correct. If necessary, supply a subject and a predicate to make a principal clause.

1. One day while Ali Baba was in the forest cutting wood. He saw in the distance a cloud of dust rising.

2. Men standing around as I walked down the hall.

3. I hope that you will have a happy Christmas. And that Santa Claus will be good to you.

4. Byrd thinking that they had reached Paris and were at the end of the flight.

5. One of the life guards saw me and pulled me out of the water. Just as I was going down for the third time.

6. Jim Hawkins was a good friend. One whom I shall never forget.

7. Into the office of the newspaper he strode. The father of the girl who had been injured in the automobile accident on Roosevelt Parkway.

8. Our teacher said that our books cost money. And that other boys and girls are going to use them when our class has finished with them.

9. Wordsworth uses simple words. Words people of ordinary intelligence can understand.

10. The supper was neither good nor plentiful. A glass of water, a bowl of porridge, and a piece of dry, hard bread.

### Comma Blunder

If the clauses of a compound sentence are joined by a conjunction (*and, but, or, nor, so, yet, while* meaning *but*), a comma is, as a rule, placed before the conjunction.

The majority of the colonists were English, and their common language was English.

If a conjunction is not used between principal statements, either a semicolon separates them or a period and a capital are needed.

One can never tell; strange things do happen.

The old sailor looked like a crazy man. He had a long gray beard and gray hair.

If a comma or no punctuation mark is used between principal statements, the error is called the comma blunder. This error, like the half-sentence, is a black

blot on writing, because it shows inability to recognize a sentence.

(Right) I am learning to swim. By next summer I expect to be able to swim the length of the pool.

(Comma blunder) I am learning to swim, by next summer I expect to be able to swim the length of the pool.

A period is needed at the end of the first sentence. The subjects are underscored; there are two lines under the predicate verbs.

(Right) When you get off at Brooklyn Manor, walk east about a half block. When you come to the first street, turn left and go up this street till you come to a brown house.

(Comma blunder) When you get off at Brooklyn Manor, walk east about a half block when you come to the first street turn left and go up this street till you come to a brown house.

A period should be placed after *block*, because that is the end of the first sentence. The principal clause of the first sentence is *walk east about a half block*. *You* understood is the subject; *walk*, the verb.

### *Practice 5*

Place a period at the end of the first sentence, and capitalize the first word of the second sentence. Draw one line under the subject word and two lines under the verb of each simple sentence or principal clause.

1. My brother and I started to run, we did not stop until we were far away from the hornets' nest.

2. I decided to stay at home and wait for my brother, it was getting quite dark.

3. That day we lost our thermos bottle, someone carelessly left it on the running board of the car.

4. I think John Muir would make a good companion, his talk about birds and flowers would interest me very much.

5. Do not bother about bringing any food, because we are well supplied, bring a blanket and a knapsack.

6. Helen went into the house and saw William Wilkins, as soon as she saw him she felt very much upset.

7. When the signal was given, each of us struck the match and lit his shavings, my shavings seemed to catch fire very easily.

8. It is no fun to be poor it just will not seem like Christmas with Daddy away from home and without Christmas gifts.

9. An elderly man looked out of the window and asked David what he wanted, David hardly knew what to say.

10. Very seldom was Nolan permitted to converse with the officers, when he talked with them, he was always watched.

11. Then Mrs. Adams handed me a pan, as she gave it to me, she said, "Do as I do."

12. Tom made his way back to Becky and they started to run, just then Tom spied a speck of light and they hurried towards it.

13. The aviator taxied down the field, slowly at first but faster and faster finally the plane left the ground and we were off on our first airplane flight.

14. A wicked-looking man tried to put a rope around Buck's neck, but Buck bit his hand, after quite a struggle he finally tied Buck and put the big dog into a cage.

15. Here they keep alligators of all sizes, the oldest is between seven and eight hundred years of age and weighs 1025 pounds.

16. On August 2 we started home as the trip was too long for one day, we spent the night in Hudson.

17. The club is composed of twenty-five girls, four of them, Betty, Irene, Julia, and Gerry, you already know.

18. George asked whether the thief was young or old, Harvey replied that the burglar wore a mask.

19. John and I visited Uncle Herbert during the Thanksgiving vacation, Marion is growing like a weed and is able to walk now.

20. We tried to open a window, but neither could budge it, by this time we were both drenched to the skin.

21. After inspection we got ready for the trip we put on our camp uniforms, which consisted of white ducks, blue sweater, orange tie, white waist, and shoes.

22. Down I came full weight on both arms breaking the left at the wrist and dislocating the other at the elbow after that I took no more short cuts.

23. General Braddock was one of the first to fall and was mortally wounded after this Washington took command and with the aid of the backwoodsmen saved the British.

24. One day Edison had a large bottle of phosphorus on the table the train came to a sudden stop, and the bottle of phosphorus fell to the floor and set the car on fire.

25. As I am a little girl everything seems to fascinate me, by this I mean, if I were to tell you about my future, I could fill a book with the things I should like to be and do.

### *Practice 6*

Punctuate and capitalize this story. Be sure to place a period at the end of a declarative or an imperative sentence and to begin a sentence with a capital.

#### 1. MY MOST EXCITING RIDE

When I was at camp a couple of years ago I took my first horseback ride the horse I rode was named Violet but she didn't appear to resemble one either in size or in disposition there was an awfully funny thing about that horse she looked like an ordinary horse at a distance but when the instructor had helped me to my seat in the saddle the ground was too far away for my peace of mind the horse turned her head and stared at me and then as if dissatisfied with what she saw kicked up her heels I almost went over her head but hastily regained my seat



Then the thought came into my head that I had to ride this animal for one whole half hour I almost collapsed the instructor took hold of the reins and walked the horse around the ring a few times then he said keep on going and went to help someone else the horse stood still I gave her a slap with the reins and she started to trot I bounced all over yelling whoa and tugging at the reins the horse stopped so suddenly I almost fell off I decided I'd had just about enough and slid off the ground never felt so good to me as at that moment

— PUPIL

### *Practice 7*

Indicate as follows the beginning and the ending of each sentence in the following story:

On . . . Field.

When . . . us.

We . . . in.

## 2. MY MOST EXCITING RIDE

On a windy day in November, Father, Wesley, and I drove out to Roosevelt Field when we arrived a large plane was waiting for us

We climbed in Wesley and I sat directly behind the pilot and Father in the rear a man now closed and locked the door the pilot sped up the motor the blocks were pulled away from the wheels and he taxied down the field he turned the plane around and opening the throttle sped over the field against the wind he then pulled the stick back and we rose into the air we went up to an altitude of about fifteen hundred feet and then leveled off the air was quite bumpy as the seats were low it was necessary to put my chin on the window sill suddenly the plane dropped a few feet and then rose again giving me a smart rap on the chin

Far below us we could see roads with tiny automobiles moving along them we had no idea where we were going but could see the skyline of New York in the distance directly over the city was what looked like a huge cloud split in two

with the sun shining through the split we now passed over a golf course the familiar sand traps looked like the footsteps of a giant we turned a little to the left and by chance flew directly over my house I was positive that I could have hit it with a rock from a third of a mile in the air it looked like a doll house

We followed the railroad back towards the flying field below we saw a locomotive speeding along but to us it ap-



A STREET CAR IN ALBANIA

This gray horse furnishes all the power for the street-car company of Valona in Albania.

parently crawled soon we were at Roosevelt Field again the pilot dove toward the ground then banked until the wing almost touched the ground and then leveled out and made a perfect three-point landing we taxied up to our starting point a man unlocked the door and our twenty-minute flight was over

I have taken several airplane rides since then with Father and Wesley in the regular planes that fly between New York and Boston and hope to take a great many more but none will ever give that thrill which can be had only from one's first flight — PUPIL

*Practice 8*

Write a true story on the topic "My Most Exciting Ride." If you have never had a thrilling ride on a horse, a donkey, a camel, a pony, a scenic railroad, a



A RIDING LESSON

*Courtesy Burlington Route*

bicycle, a sled, a toboggan, or a train, or in an automobile, a motor boat, a wagon, or an airplane, make up a story about a ride the start of which is shown in one of the pictures.

After writing the story, look through it carefully for comma blunders and half-sentences. Have you

begun every sentence with a capital letter and ended it with a period, a question mark, or an exclamation point?

### *Semicolon and Small Letter*

A semicolon is often used between short principal clauses which are closely connected in thought but are not joined by a conjunction. When in doubt, use the period and capital.

1. Behind one door was a tiger; behind the other was a lady.
2. I can still hear that roar; it haunts me day and night.

### ***Practice 9***

Punctuate correctly the following sentences:

1. It isn't courage it is fear
2. The lima bean contains starch an apple doesn't have any
3. Some men like to play tennis others prefer golf
4. Of course you're lucky we all are
5. Many students dislike to use their minds therefore they prefer a novel to a history
6. My dog's name is Punch he is a bull terrier
7. Mildred's school closes on Friday she will have two months of vacation
8. It is hard to fail it is worse never to have tried to succeed
9. First we did our setting-up drill in the gymnasium and ran around the mile track then we all went in for our morning dip
10. Books and writing material should be near at hand in fact everything needed should be ready before you start to study
11. Dare to be true nothing can need a lie
12. We tried many times to find our way back finally we met some sailors and asked them



*Mastery Test 4A — Sentence Sense*

## EXAMPLES

1. A cold wind from the lake made it hard for Pritchard to control his curves the players of both teams did well to hold the ball at all
2. The business section of a large city

## ANSWERS

- 1 — 2  
2 — 0

The 1 — 2 shows that number 1 is two sentences. The 0 indicates that number 2 is not a sentence.

## THE TEST

Indicate by 0, 1, 2, or 3 the number of complete sentences in each of the following. On your paper place a dash between the number of the example and the answer.

1. When we arrived at the home of my uncle in Mobile
2. Work carefully
3. Be ready to leave in fifteen minutes without the rest knowing do you hear
4. Watson having dropped in to see his friend Sherlock Holmes
5. Jordan enjoyed cutting wheat and making maple sugar but did not enjoy hoeing potatoes or picking stones
6. The trees swaying in the breeze crickets chirping frogs croaking and other insects making queer noises
7. A man with a rifle in the hollow of his arm ready for instant action
8. The meat was done where was the plate
9. Thanking you again for the good times I enjoyed
10. Even when Nolan ate he was watched very carefully
11. Neither side scored in the fourth quarter the game ended with the ball in Hamilton's possession on their twenty-yard line



12. One day last summer we boys decided to go camping each fellow was to bring a can of beans and as many potatoes as he could eat we planned to leave at seven o'clock Saturday morning and come home about six-thirty that night

13. Have you seen *Get-Rich-Quick Wallingford* I almost died laughing at it

14. At last back to the dear old house where it is very warm and dry

15. A week before the party we had planned everything I was to bring the ice cream and cake Marjorie the candy and lemonade and Doris the sandwiches

16. A city archery contest will be held on the high school campus on November 19 anyone in any of the five elementary schools may enter

17. Harry Gains included in his talk the reading of a letter which he had received from a schoolboy in India

18. I to take a nap and my mother to read the paper or a book

19. The counselor said that's a rattlesnake boys

20. Last Friday and Saturday the Choral Society at school gave the *Mikado* a Gilbert and Sullivan opera Father Mother and I went and thoroughly enjoyed it

### *Mastery Test 4B — Sentence Sense*

Indicate by 0, 1, 2, or 3 the number of complete sentences in each of the following. On your paper place a dash between the number of the example and the answer.

1. As the sun went down behind the hills
2. I am planning to spend two weeks of my vacation in camp
3. The flag floating over our school
4. Would you like me to let you in on a surprise well here it is
5. Do you like to skate I think skating is good exercise and real fun
6. Under the oak tree along the creek

7. Philip Nolan was a lieutenant in the United States army in fact a very good one for years

8. Why didn't you come over to Aunt Lily's house didn't you read my note

9. Come here

10. A man wearing velvet knickers a maroon coat and patent leather slippers with silver buckles

11. The Student Council has decided to use a new plan in handling lost and found articles

12. One of the boys yelled come here and see the snake

13. The ship plowing its way among the icebergs

14. We had a good time at the meeting where were you

15. One morning when Pinocchio woke up he lifted his hands to his ears as you know puppets have very small ears he was surprised to feel long donkey ears

16. Although the rain had drenched us to the skin

17. A boy or girl should sleep in a well-ventilated room eight or nine hours a night and be outdoors at least two hours a day

18. Both teams played excellent football in the evenly matched first quarter Weldon's plunges and several completed forward passes brought cheers from the crowded grandstands

19. Helen Keller a blind girl who at the age of five years was taken with an illness which darkened her world for the rest of her life

20. The car skidded and there was a deafening crash my brother who was not injured lifted me out of the wrecked car

## UNIT 12

### BETTER SENTENCES

Just as some automobiles are speedier, more powerful, and more beautiful than others, so some correct sentences are livelier, more forceful, and more picturesque than others. In other words, some correct sentences are better than others.

#### Variety

If every car on the road were a Ford, a Studebaker, or a Cadillac sedan of the same model, a person would soon get tired looking at automobiles. We enjoy seeing and examining different kinds of cars. Likewise, varied sentences are pleasing; sentences of the same kind are tiresome.

(Varied sentences) Since learning to swim last summer I have enjoyed this sport. In the summer I swim at Broad Channel Baths; in the winter, at the Y.M.C.A. Last week in the movies I saw some good pictures of swimming stars. [The ideas are expressed in three sentences no one of which begins with *I*. The sentences vary in length and kind.]

(Tiresome sentences) I like to swim. I learned to swim last summer. I like to go to Broad Channel Baths. I go there all summer. I go to the Y.M.C.A. in the winter. I saw last week some good pictures of swimming stars in the movies. [Six short simple sentences beginning with *I*.]

*Practice 1*

Make each of the following more entertaining by varying the sentences:

## 1

On the way I got a blister on my heel. I walked for about twelve more blocks. I then sat down to rest. In about five minutes I began to walk again. At last we arrived at the woods.

## 2

I went to New York to see a play. It was called *Everybody's Welcome*. The play was about a wife who went to work. The husband stayed at home and did the housework. The play was very interesting.

## 3

I started off gaily, trotting down a little lane. I reached the lake in a short time. I walked slowly around the lake. I saw a squirrel in a tree on the other side of the lake. I quickly and quietly crossed a bridge. But the squirrel heard me coming. He scampered away. I then continued down the path, picking flowers. I had forgotten what my mother had said and was soon lost.

## 4

Chet and I started out at nine-thirty on a nature hike. We soon came to a swampy region. We turned off the path into the woods. We suddenly found ourselves in a snake den. We could not retreat or go forward. We were surrounded. We both climbed into a tree. We then swung ape fashion from this tree to another. We finally came down and ran as fast as we could run.

**Something Other than Adjectives before the Subject**

Most pupils begin nearly all their sentences with the subject. For that reason you should learn some other ways to start a sentence.

What is placed before the subject in each of these sentences?

1. *Up* the fireman went. [Adverb.]
2. *Down the avenue* the horses galloped. [Prepositional phrase.]
3. *When they returned at evening*, it was with ruffled hair. [Adverb clause.]
4. *Running true to form*, our annual spring operetta was a huge success. [Participle with its modifiers.]
5. *To win the game* every boy will have to play hard. [Infinitive phrase.]
6. *A lucky boy is* Harold. [Predicate nominative and verb.]

A good way to improve your English is by getting into the habit of beginning some sentences with adverbs, prepositional phrases, adverb clauses, participles, infinitives, or predicate nominatives. Don't always begin with the subject.

### *Practice 2*

Revise each of these sentences by placing something other than adjectives before the subject:

1. A wire-haired terrier ran down the street.
2. The cat went up the tree.
3. Audubon was born in Mandeville, Louisiana, on May 4, 1780.
4. Hamilton's orchestra will compete with Patrick Henry's on May 4.
5. The fish-hawk suddenly closed his wings.
6. Some old watermills are doing business today in parts of the Adirondacks and of Pennsylvania.
7. I listened-in recently to a talk by Will Irwin on Manhattan.
8. Women at present serve as jurors in England and in many states in this country.



9. My father went up to the top of the Chrysler Building when he was in New York.

10. We caught fourteen weakfish last Saturday near the Black Buoy.

11. I had to run up the stairs to the platform to catch the train.

12. He spied a fountain up a little dark alley and paused to drink.

13. Look out hereafter for yourselves.

14. Henry Hartwell, having won every hundred-yard dash this year, has earned the title of city champion.

15. Father, having scraped the snow away, discovered three or four pale green shoots.

16. A smart-looking, gray-haired man sat behind a huge mahogany desk.

17. The woman still walked on.

18. Mother and I went for our daily walk just after the sun had set.

19. The art of the armorer was important in the days of knights and squires.

20. We poled our little boat along the edge of the lake just as dawn was breaking.

21. Jerry was a frightened pup.

22. We began to cross the ice with the blizzard almost blinding us.

23. Dense fog and heavy rainfall came with the setting of the sun.

24. We saw a rugged shore when finally the mists lifted.

25. The rustle of Sadie's print skirt sounded on the stairs.

### *Practice 3*

With what does each starred sentence in the following pupil story begin?

#### THE HORNET'S NEST

\* During our stay at my uncle's farm we had been having an exceptionally good time. Hiking, swimming, eating, and

sleeping composed our day's work. \* And now, after such a fine vacation, we had to go home and resume our studies. \* After helping Dad pack the trunks, I wandered out into the pasture to wait until train time. \* Walking casually toward the lake, I glimpsed a brown oval object, strangely like a football. I drew back my foot and gave it a kick. My foot penetrated this supposed football, and the next moment a swarm of hornets rushed at me. Wow! I had kicked a hornet's nest. I lit out full speed for the lake. \* Pausing at the edge of the pier to see if they were still following, I was stung by about a half-dozen hornets. \* With no hesitation I dove head first into the lake. \* At last they went away and I crawled out, wet to the skin. \* Into the house I trudged, hoping I would not be seen; but just as I opened the door, I bumped into my mother.

She let out a shriek and said, "What in the world has happened to you?"

\* Then I told her of my adventure and my dive into the lake. \* From that day to this I have never kicked anything until I was sure it was not a hornet's nest. — PUPIL

#### *Practice 4*

Have you ever had to run for your life? If not, you have at least been scared or been in real danger at some time. Write for the class about your experience. In five or more sentences put something besides adjectives before the subject. Place a star (\*) at the beginning of each of these sentences.

#### **Complex Sentence**

(Grown-up) One day while Lindbergh was on a barnstorming trip in the South, he landed in a meadow beside an old farmhouse.

(Childish) One day Lindbergh was on a barnstorming trip in the South, and he landed in a meadow beside an old farmhouse.

- (Grown-up) Because Harry Britton had not been training and was soon tired out, the coach took him out of the game at the end of the first quarter.
- (Childish) Harry Britton had not been training and was soon tired out, so the coach took him out of the game at the end of the first quarter.
- (Grown-up) Many summer visitors spend their vacation in the free camps which are located in various parks in Michigan.
- (Childish) Free camps are located in various parks of Michigan, and many summer visitors spend their vacation in these camps.

*And* and *so* are useful words, but they are sadly overworked. Boys and girls improve their English when they get rid of *and* and *so* joining clauses by substituting adverb, noun, or adjective clauses for some of the principal clauses.

### *Practice 5*

Change a compound sentence or two sentences into a complex sentence by putting one of the ideas into an adjective, an adverb, or a noun clause:

1. Next Saturday we are going on a hike to Alley Pond. If the day is clear, we will go.
2. I took a bite of my cake and it tasted like lard.
3. Our music teacher offered to give me lessons free, so Mother bought me a secondhand cornet for fifteen dollars.
4. Our councilor told us it was a rattlesnake, so we didn't waste any time in getting away from it.
5. The minister took off his wig, and Harvey Birch, the peddler, was standing before them.
6. Deliveries are slow just before Christmas, so you had better order early.

7. One day I was cleaning Pete's cage; suddenly he flew out at me.

8. One day Marco was walking down a very old street, and he heard someone talking of Samavia.

9. In Granada, Spain, lived an old mason. He had a wife and children to support but no work or money.

10. I was really afraid to stay alone in our big house, but I didn't want to appear a coward. [Begin with *although*.]

11. New York City offers many opportunities to a musician, so my father decided to move there.

12. Carl works very hard on his farm, but the weeds seem to grow faster than the potatoes and corn. [Begin with *although*.]

13. Marjorie's father and mother were dead, so she was living with her aunt.

14. Another interesting trip was to Valley Forge. There Washington spent a hard winter.

15. I finished all my homework before dinner, so my father let me go with him to see *Tom Sawyer*.

16. The snow was already three inches deep, so I went down to the cellar and dusted off my sled.

### Reducing a Clause to a Phrase or a Word

One way to get rid of useless words is by substituting a word or a phrase for a sentence or a principal clause.

(Grown-up) Last summer my family and I took an interesting automobile trip to Canada. [Simple sentence — 13 words.]

(Childish) Last summer I took an interesting trip. My family and I went on an automobile trip to Canada. [Two sentences — 18 words.]

(Grown-up) Hearing a shot, we all ran out behind the barn. [Simple sentence — 10 words.]

(Childish) We heard a shot and then we all ran out behind the barn. [Compound sentence — 13 words.]

*Practice 6*

By substituting a word or a phrase for a clause reduce each of the following to a simple sentence:

1. The book contains ten pages of poetry. The poetry was written by the pupils of Palmer Township School.

2. It was about one o'clock and we ate dinner.

3. I would draw a large field of yellow daffodils. They would be beside a small lake.

4. I am a pupil in Public School 22, and the pupils in my class are writing a book on their favorite magazines. [Begin with *my class*.]

5. One morning in camp we were getting ready for a hike. The hike was to be a three-day one.

6. Last night my mother came home and she had a big package.

7. At two o'clock today there will be a baseball game at Farmers' Oval. The Farmers are to play the Philadelphia Giants.

8. It was about half-past seven on a summer evening, and my friend and I were sitting on the railing of our porch. [Begin with *about*.]

9. *Open Road for Boys* has stories for boys interested in flying. It has also stories for boys interested in outdoor life.

10. *The Book of Golden Deeds* was written by Charlotte M. Yonge. It contains true stories of heroic deeds.

**Compound Predicate**

By building sentences with compound predicates, avoid the overuse of *and I*, *and we*, *and he*, *and she*, and *and they* compound sentences.

(Compound predicate) That night Pinocchio went to the field, dug a little hole in the ground, and put the money in it.

(*And he* compound sentence) That night Pinocchio went to the field, and he dug a little hole in the ground, and then he put the money in it.



(Compound predicate) Last week I visited the News Building and enjoyed the exhibits there.

(*And I* compound sentence) Last week I visited the News Building and I enjoyed the exhibits there.

### *Practice 7*

Change each compound sentence into a simple sentence with a compound predicate:

1. Colonel Lawrence lived with his men and he shared their hardships.

2. We soon finished the game and then we went back to our sewing.

3. He picked up his money and he walked out.

4. We started at seven o'clock and we arrived at West Point at one o'clock.

5. His boots are of leather and they reach very high on his legs.

6. Garland's father was angry but he couldn't do anything about the burned haystack.

7. I like English but I am not very good in mathematics.

8. Little John is dressed in a green suit, and he has on a green hat, and he has a quarterstaff at his side.

9. Marceline ran away from the tailor, and he crawled under a circus tent, and soon he fell asleep.

10. During the voyage Wolf Larson was attacked by a severe headache, and he was confined to his cabin for two days.

11. On Saturday I generally play baseball, or I go fishing, or I go up to the golf course and caddy.

12. Count von Luckner went under an assumed name, and by the help of an old man he became a cabin boy on a ship.

### **Appositive**

In each group which sentence is better?

1. Dr. M. B. De Sauzé, head of the foreign language department of the Cleveland high schools, visited our school last Thursday.

2. Dr. M. B. De Sauzé visited our school last Thursday. He is head of the foreign language department of the Cleveland high schools.

1. Colonel Starling, my father's companion, shot five ducks.

2. Colonel Starling shot five ducks. He was my father's companion.

1. Our home field, Dexter Park, is very easy to reach.

2. Our home field is Dexter Park, and it is very easy to reach.

In each group number 1 is briefer and more forceful than number 2. Often an appositive saves words and improves the sentence structure. Appositives help one to write better sentences. Do you use them? Unless you write better than the average pupil in grades seven to twelve, you should use about twice as many appositives as you are in the habit of using.

### *Practice 8*

In each of the following, combine the sentences by substituting an appositive for one of the sentences:

1. Edgar Wallace was a jolly, red-cheeked, well-fed Englishman. He was the author of 160 detective novels.

• 2. I am memorizing "Sea Fever." This is one of Masefield's best poems.

3. Susie and her six cubs helped to entertain at a White House garden fête. Susie is a four-year-old raccoon.

4. John was bitten in the hand by the new horse. He is the stable man.

5. In New York City there are three free colleges. They are Hunter College, College of the City of New York, and Brooklyn College.

6. We were divided into three classes. There were non-swimmers, fifty-yarders, and one-hundred yarders.

7. The scene of the adventure story is Siang Fu. This is a large province in Central China.

8. While in Norway, we stopped for two days at Hammerfest. It is the northernmost town in the world.

9. Then we traveled south towards Christiania. It is the capital of Norway.

10. John Soldan was sent into the game. He was our first substitute.

11. Last Friday Dr. Alfred Merton visited our class. He is supervisor of English in all the high schools of the city.

12. Mr. Sutphen is teaching me to play the French horn. He is the new leader of our school orchestra.

13. A pathetic part of the story was the death of Beth. She was the youngest of the five children.

14. One day Bean learned that his aunt had to sell Blue Water. This was a priceless jewel.

15. Mr. Blanchard will coach the basketball team. He is our new gymnasium and hygiene teacher.

### Direct Quotation

Do you like number 1 or number 2 better? Why?

#### 1

"Pinocchio," said the fox, "do you want to triple the amount of gold you have?"

"Surely," replied Pinocchio.

"Then," whispered the fox, "I'll show you a place where if you plant your money at night and put some water on it, it will grow into a money tree."

#### 2

The fox asked Pinocchio whether he wanted to triple the amount of gold he had. Pinocchio replied that he did. The fox whispered that he would show Pinocchio a place where if a person planted his money at night and watered it, it would grow into a money tree.

Of course you like 1 better than 2. Everybody prefers a direct quotation or conversation to an in-

direct quotation or a report of what was said. The conversation is easier to read than the indirect quotations and helps us to get acquainted with the characters. For these reasons most story books have a great deal of conversation.

If you have forgotten how to punctuate and capitalize a direct quotation, review pages 192 and 193.

### *Practice 9*

Change the following indirect quotations to direct quotations. Punctuate and capitalize correctly.

#### MODEL

Dave asked whether he could help me.

"May I help you?" said Dave.

1. Brown said that I had swum like a champion.
2. Mr. Low said that he didn't blame me.
3. Dodd replied that he meant young Jimmy.
4. Agnes replied that I was in luck, all right, and she was not.
5. Lester said that he was sorry he hadn't entered the tournament.
6. Bob asked whether I was going out for a walk.
7. The umpire shouted that it was strike one.
8. Frank said that he didn't believe I had ever seen a ranch.
9. Otis asked whether I was going to ride the broncho.
10. Fred asked whether I was going to play second base.
11. The referee shouted that it was fourth down and four yards to go.
12. Captain Foster yelled at us to block the kick.
13. The salesman said that his name was Parker and that he represented the Writewell Pen Company.
14. Tom begged us not to soil his new suit.
15. The coach said that I was built just right for a cinder-path star.

## UNIT 13

# ADJECTIVES AND ADVERBS

### Comparison of Adjectives

Most adjectives have three forms:

1. Elmer is *happy*.
2. George is *happier* than Elmer.
3. Henry is the *happiest* of the three.

*Happy*, the positive degree, names the quality of happiness.

*Happier*, the comparative degree, shows that one boy has a greater degree of the quality than the other. It is used in comparing two.

*Happiest*, the superlative degree, shows that one boy has the greatest degree of the quality. It is used in comparing three or more.

The positive degree names a quality.

The comparative degree shows that one object has a greater degree of the quality than another object.

The superlative degree shows that one object has the greatest degree of the quality.

### *How to Form the Comparative and the Superlative*

1. Adjectives of one syllable form the comparative by adding *er* to the positive and the superlative by adding *est* to the positive.

| POSITIVE | COMPARATIVE | SUPERLATIVE |
|----------|-------------|-------------|
| short    | shorter     | shortest    |
| slow     | slower      | slowest     |



2. Adjectives of three or more syllables are compared by using *more* and *most* with the positive.

| POSITIVE    | COMPARATIVE      | SUPERLATIVE      |
|-------------|------------------|------------------|
| beautiful   | more beautiful   | most beautiful   |
| mischievous | more mischievous | most mischievous |

3. Some adjectives of two syllables are compared by adding *er* and *est*; others, by using *more* and *most*; and a few, in both ways. Think which sounds better.

|         |                           |                            |
|---------|---------------------------|----------------------------|
| healthy | healthier                 | healthiest                 |
| feeble  | feebler                   | feeblest                   |
| useful  | more useful               | most useful                |
| famous  | more famous               | most famous                |
| lively  | { livelier<br>more lively | { liveliest<br>most lively |
| tired   | { tireder<br>more tired   | { tiredest<br>most tired   |

4. Some adjectives form the comparative and the superlative by using different words.

|                |              |       |
|----------------|--------------|-------|
| bad, evil, ill | worse        | worst |
| good           | better       | best  |
| little         | less, lesser | least |
| much, many     | more         | most  |

5. Because of their meaning, adjectives like *double*, *single*, *equal*, *daily*, *monthly*, *any*, *round*, *circular*, *perfect*, *endless*, and *vertical* are not compared.

### *Two Spelling Rules*

1. Most adjectives ending in *y* change the *y* to *i* before adding *er* or *est*.

|       |         |          |
|-------|---------|----------|
| lazy  | lazier  | laziest  |
| sorry | sorrier | sorriest |
| happy | happier | happiest |

2. Adjectives of one syllable that end in one consonant preceded by one vowel double the final consonant before adding *er* or *est*.

| POSITIVE | COMPARATIVE | SUPERLATIVE |
|----------|-------------|-------------|
| sad      | sadder      | saddest     |
| thin     | thinner     | thinnest    |
| red      | redder      | reddest     |

### *Practice 1*

Compare the following adjectives:

|             |           |          |          |           |
|-------------|-----------|----------|----------|-----------|
| angry       | courteous | fat      | little   | pretty    |
| bad         | cruel     | gentle   | lucky    | sorry     |
| big         | dangerous | good     | manly    | tired     |
| boastful    | dim       | handsome | many     | wet       |
| careless    | dull      | hot      | noble    | witty     |
| comfortable | famous    | juicy    | pleasant | wonderful |

### Comparison of Adverbs

1. Most adverbs end in *ly* and form their comparative and superlative by adding *more* and *most* to the positive.

| POSITIVE  | COMPARATIVE    | SUPERLATIVE    |
|-----------|----------------|----------------|
| hurriedly | more hurriedly | most hurriedly |
| gladly    | more gladly    | most gladly    |

2. Some adverbs which do not end in *ly* add *er* and *est* for the comparative and the superlative.

|       |         |          |
|-------|---------|----------|
| often | oftener | oftenest |
| fast  | faster  | fastest  |

3. Some adverbs are compared irregularly.

|            |         |          |
|------------|---------|----------|
| far        | farther | farthest |
| well       | better  | best     |
| ill, badly | worse   | worst    |
| little     | less    | least    |
| much       | more    | most     |

| POSITIVE | COMPARATIVE | SUPERLATIVE   |
|----------|-------------|---------------|
| late     | later       | latest, last  |
| near     | nearer      | nearest, next |

### Practice 2

Fill each blank with the correct form of the adverb in parenthesis:

1. Harold did his work — than Donald. (carefully)
2. The lark sings — than the robin. (sweetly)
3. Agnes studies — than Helen. (hard)
4. I can walk — than you. (fast)
5. Detroit is — from New York than Buffalo is. (far)
6. Which of your subjects do you like —? (well)
7. Joseph speaks — than Edward. (clearly)

### Use of Comparative and Superlative

In each sentence which is correct?

1. The — of the two boys secured the job. (brighter, brightest)

The comparative is usually used in comparing two. Hence *brighter* is correct.

2. Archie is taller than — boy in his class. (any, any other)

“Archie is taller than any boy in his class” says that Archie is taller than any boy including himself. Of course Archie isn’t taller than Archie. *Any other* says what is meant.

3. Alice is — than Helen. (friendlier, more friendlier)

For forming the comparative we use either *er* or *more*, never both. *Friendlier* is right. *More friendlier* is an example of double comparison.

The comparative is usually used in comparing two.

When the comparative is used for more than two, exclude from the group the object compared. Don't say that a boy is taller than himself.

Avoid double comparison (*more better, most richest, most happiest*).

### Practice 3

Pick out the correct or preferred word or expression in each sentence, and give a reason for your choice:

1. The cook promised to keep the kitchen —. (cleaner, more cleaner)

2. I like swimming better than — sport. (any, any other)

3. Are country boys — than city boys? (healthier, more healthier)

4. At the age of six I had the — adventure. (most strange, strangest)

5. The trip was — than I thought it would be. (easier, more easier)

6. Is San Francisco more beautifully situated than — city in the United States? (any, any other)

7. Washington is one of the — known cities in the world. (best, most well)

8. That was the — picture I ever saw. (most silliest, silliest)

9. Mr. Driscoll was the — man in the town. (most richest, richest)

10. Some teachers are — than others. (more stricter, stricter)

11. Bob can kick a football farther than — boy in his class. (any, any other)

12. Which is the —, Pennsylvania or Oklahoma? (larger, largest)

13. Which is —, Claire or Gertrude? (older, oldest)

14. In baseball the team that scores the — runs wins the game. (more, most)

15. Some of these sentences are — than others. (harder, more harder)

16. I feel — today than I did yesterday. (better, more better)

17. Chicago is larger than — city in Illinois. (any, any other)

18. Which is the — of these two books for me to read? (better, best)

19. Of the two, Marie is the — ambitious. (more, most)

20. Jack London's — known story is *The Call of the Wild*. (best, most well)

#### Practice 4

Read aloud three times the sentences in Practice 3. Choose the correct word or expression quickly; don't pause before it. By enthusiastic practice you get the habit of speaking good English.

#### Double Negative

**Avoid the double negative.** Commonly used negatives are *not*, *no*, *never*, *nothing*, *none*.

(Right) I haven't a book.

(Wrong) I ain't got no book. [The two negatives are *n't* (*not*) and *no*.]

(Right) Don't ever let me see your face around here again.

(Wrong) Don't never let me see your face around here again. [The two negatives are *n't* and *never*.]

A negative is not used with *hardly*, *scarcely*, and *only*, or with *but* when it means *only*.

(Right) Speak more clearly. I can hardly understand you.

(Wrong) Speak more clearly. I can't hardly understand you.



*Practice 5*

Pick out the correct word or expression in each sentence, and give a reason for the choice:

1. Rebecca couldn't do — about it. (anything, nothing)
2. I don't know — of those boys. (any, none)
3. I don't want — of the candy. (any, none)
4. I — hardly understand the speaker. (could, couldn't)
5. I haven't received — answer to my letter. (an, no)
6. I haven't — for five dollars. (change, no change)
7. I — found but three of my books. (have, haven't)
8. The car didn't stop for —. (anything, nothing)
9. I won't pay — than fifty cents for a baseball. (more, no more)
10. The salesman didn't have — samples with him. (any, no)
11. Jim didn't know — about the boat. (anything, nothing)
12. There — but one school in the town. (is, isn't)
13. The usher didn't have — more programs for the afternoon performance. (any, no)
14. I — hardly wait to see my mother. (can, can't)
15. I didn't make — mistakes on the social science test. (any, no)
16. There isn't — ink in my desk. (any, no)
17. I —. (ain't got none, haven't any)
18. Jerry — pencil with which to do his history lesson. (ain't got no, hasn't a)
19. I couldn't do —. (anything, nothing)
20. Ralph didn't leave — margin. (a, no)
21. I didn't do —. (anything, nothing)
22. I didn't promise — such thing. (any, no)
23. She doesn't know — better. (any, no)
24. I haven't — book yet. (a, no)
25. If you don't work, you — hardly hope to succeed. (can, can't)

*Practice 6*

Read aloud three times the sentences in Practice 5. Supply the correct word or expression quickly; do not pause before it. Practice makes perfect.

*Error Box*

For a week jot down and place in the Error Box every double negative you hear a member of your class speak anywhere. Write his name in parenthesis after the error and your name at the top of the paper.

*This, That, These, Those*

*This* and *that* are singular and modify singular nouns; *these* and *those* are plural.

(Right) This kind is the best, madam.

(Wrong) These kind are the best, madam.

(Right) Do you like that kind of people?

(Wrong) Do you like those kind of people?

Say *this book*, not *this here book*; *that book*, not *that there book*. The adverbs *here* and *there* cannot modify a noun.

(Right) This paper is torn.

(Wrong) This here paper is torn.

*Practice 7*

Select the correct word or expression in each sentence, and give a reason for each choice:

1. Don't buy — kind of shoes. (these, this)
2. — watch won't go. (this, this here)
3. I don't like — kind of nuts. (these, this)
4. — apples are delicious. (these, these here)

5. Does — train stop at Millerstown? (this, this here)
6. — book is the one I mean. (that, that there)
7. How do you like — kind of apples? (these, this)
8. Are — papers the ones you want? (these, these here)
9. I always pass tests of — sort with high marks. (these, this)
10. — books were sent down from the library. (these, these here)
11. — kind of person ought not to be allowed to enter the United States. (that, those)
12. Put your name in — corner. (this, this here)
13. The pirates handed Silver — paper. (this, this here)
14. I don't read — sort of books. (that, those)
15. — part of the woods is beautiful. (that, that there)

### A, An, The

1. Use *a* before a consonant sound and *an* before a vowel sound.

|         |             |           |           |
|---------|-------------|-----------|-----------|
| a horse | a president | an animal | an apple  |
| a dog   | a teacher   | an orator | an insect |

Think of sounds, not of letters. *An hour, an heir, an herb, and an honest man* are correct, because the *h* is silent.

2. When two or more adjectives modify a noun, repeat the article only if different objects are meant.

Jean has a red and white dress. [One dress.]  
 Jean has a red and a white dress. [Two dresses.]

3. Say *a half hour* or *half an hour*, not *a half an hour*.

4. Say "I live in *the* United States," not "I live in United States."

*Practice 8*

Pick out the correct word or expression in each sentence, and give a reason for each choice:

1. Buy — apple, please. (a, an)
2. About — later I caught another fish. (a half an hour, a half hour)
3. — old man with a long beard met me at the door. (a, an)
4. We met — officer on the parade ground. (a, an)
5. We saw — object moving in the trees. (a, an)
6. We waited at least —. (a half an hour, a half hour)
7. — does not belong to the League of Nations. (the United States, United States)
8. Yesterday in our history class we had — interesting lesson. (a, an)
9. On one side there is — old-fashioned fireplace. (a, an)
10. We were all to meet at the church in —. (a half an hour, a half hour)
11. According to the time table there will be another train in — hour. (a, an)

**Adjective and Pronoun**

In each sentence which word is right?

1. Where did you get all — baseballs? (them, those)
2. Bring me — nails. (them, those)

You know that *those* is correct. *Them*, a pronoun in the objective case, cannot modify the noun *baseballs* or the noun *nails*. Have you formed the habit of saying *those* books, *those* people, *those* boys, *those* girls, *those* days, *that* kind, *those* papers, *those* things?

***Them* never modifies a noun.**

**Practice 9**

Fill each blank with the correct word:

1. Where did you put all — books? (them, those)
2. I wouldn't wear — stockings. (them, those)
3. Don't you know that — flowers are artificial?  
(them, those)
4. — girls talk too much. (them, those)
5. Throw — papers into the wastebasket. (them  
there, those)
6. One of — boys has my cap. (them, those)
7. Where did you get — apples? (them, those)
8. Who took — pictures? (them, those)
9. Which of — pens do you want? (them, those)
10. Will you please mail — letters for me. (them,  
those)

**Confusion of Adjective and Adverb**

In each sentence which word is right?

1. Vincent spoke —. (good, well)

*Good* is an adjective; *well*, an adjective or an adverb.  
The adverb *well*, the right word, modifies the verb  
*spoke*.

2. We all slept —. (sound, soundly)

The adverb *soundly* modifies the verb *slept*.

3. Ben Gunn was — extravagant. (real, very)

The adverb *very* modifies the adjective *extravagant*.

4. I — was glad to see Mother. (sure, surely)

The adverb *surely* modifies the verb *was*.

5. Write clearly and —. (forceful, forcefully)

The adverb *forcefully* modifies the verb *write*.



**Use an adverb to modify a verb, an adjective, or an adverb.**

Which word is correct?

This rose smells ——. (sweet, sweetly)

*Sweet* is a predicate adjective after the verb *smells*.

**After *be, become, grow, seem, appear, taste, smell, sound, look, and feel*, use a predicate adjective to describe the subject.**

(Right) The apple tastes *sour*. Your voice sounds *queer*.  
She looks *beautiful* in a blue dress.

*Slow, loud, quick, cheap, right, wrong, clear, ill, well, hard, high, long, deep, and fast* are used as adjectives or as adverbs.

(Right) Drive *slow*. Come *quick*. Speak *louder*. Is your mother *well*? [Adjective] Our team played *well*. [Adverb]

### *Practice 10*

Select the correct word to complete each sentence.  
Give the reason.

1. It —— was a wonderful sight. (sure, surely)
2. We entered the room ——. (quiet, quietly)
3. Miss Lawrence speaks ——. (soft, softly)
4. Our Thanksgiving turkey was —— good. (sure, certainly)
5. Tom hoed the garden very ——. (good, well)
6. I am getting along —— in junior high school. (good, well)
7. We —— had a wonderful vacation at Lake George last summer. (sure, surely)
8. Stella works —— from me. (different, differently)
9. A man in the train acted ——. (queer, queerly)
10. Our Studebaker runs ——. (good, well)

11. We started — early for Ausable Chasm. (real, very)
12. Our basketball team defeated Columbus —. (easily, easy)
13. I can wash the car as — as my father can. (good, well)
14. Saxony celebrates Christmas — from other parts of Germany. (different, differently)
15. Clarice dressed —. (funny, queerly)
16. Our basketball team has not done very — this year. (good, well)
17. We got along — together. (good, well)
18. Honestly, Margaret, I have been — busy. (terrible, terribly)
19. My grammar is pretty —. (good, well)
20. Both teams passed the ball —. (clever, cleverly)
21. My father was not hurt —. (serious, seriously)
22. Wordsworth paints the picture of the daffodils very —. (clear, clearly)
23. The music was —. (excellent, real good)
24. I had to pay — for my carelessness. (good, well)
25. His answer was fairly —. (good, well)

### *Practice 11*

Read aloud three times the sentences in Practices 7, 8, 9, and 10. Supply the correct word quickly; do not pause before it.

### *Mastery Test 5A — Adjective and Adverb*

Select the correct or preferred word or expression, and on your answer paper write it after the number of the sentence: (Right - Wrong = Score)

1. *Beau Geste* is much — reading than *A Tale of Two Cities*. (easier, more easier)
2. "The Daffodils" is one of the — known poems in the English language. (best, most well)

3. Texas is larger than — state in the United States. (any, any other)
4. Topsy is the — intelligent of our two dogs. (more, most)
5. I — hardly hear you. (can, can't)
6. I didn't see — I knew. (anybody, nobody)
7. I don't make — in grammar. (mistakes, no mistakes)
8. I didn't have — to do with it. (anything, nothing)
9. — book is the one I mean. (that, that there)
10. Everybody likes to play — kind of games. (this, these)
11. The author of — story has a large vocabulary. (this, this here)
12. Kenneth read his report very —. (good, well)
13. In — we were at the beach. (a half an hour, a half hour)
14. Is that — old table? (a, an)
15. I haven't read any of — books. (them, those)
16. I — am glad to see you. (sure, surely)
17. I won the tennis match —. (easily, easy)
18. Ned's English is very —. (good, well)
19. Peter Ronco played the violin very —. (good, well)
20. John walked out of the room —. (quiet, quietly)

### *Mastery Test 5B — Adjective and Adverb*

Select the correct or preferred word or expression, and on your answer paper write it after the number of the sentence: (Right - Wrong = Score)

1. Detroit has a larger population than — city in Michigan. (any, any other)
2. Which is the — of your dogs, Tim or Jerry? (older, oldest)
3. It was the — sight I ever saw. (most saddest, saddest)
4. Billy reads more than — boy in his class. (any, any other)

5. We couldn't see — way out of our difficulty. (any, no)
6. Buck did not spring at the man —. (again, no more)
7. I — hardly wait for Christmas. (can, can't)
8. I don't want — milk for lunch today. (any, no)
9. Have you ever tasted — kind of apples? (these, this)
10. The pirates wanted — treasure too. (this, this here)
11. I won't buy — kind of shoes again. (these, this)
12. Marie was — late. (a half an hour, a half hour)
13. The substance of the speech was very —. (good, well)
14. Yesterday I received — order for a bow and six arrows. (a, an)
15. — shoes are too small for me. (them, those)
16. *Robinson Crusoe* is — book. (an excellent, a real good)
17. Helen didn't answer the question very —. (good, well)
18. Do you always speak —? (clear, clearly)
19. Our plans worked out —. (perfect, perfectly)
20. Two people often do the same job —. (different, differently)

## UNIT 14

### PREPOSITIONS AND CONJUNCTIONS

In each sentence which preposition is correct?

1. Choose — us three. (among, between)

*Among* is correct. *Between* commonly applies to only two persons or objects. For three or more use *among*.

2. John stood — me. (back of, behind, in back of)

*Behind* is good English; *back of* is correct in conversation.

3. I bought that baseball — Arthur. (from, off)

*Buy from* and *take from* are correct expressions.

4. I fell — the chair. (off, off of)

*Off* is correct. *Of* is not needed.

5. When the big rowboat struck our canoe, I fell — the water. (in, into)

*Into* is usually used for motion from one place to another — canoe to water, springboard to water, outside of house to inside, for example. One wading in deep water may fall *in* it.

(Right) I dived *into* the water.

(Right) My uncle walked right *into* the house without ringing the bell.

6. I got my skates while Mother and Jane were — the store. (at, to)



*At* is correct. One goes *to* a place and then is *at* it.  
 (Right) Last Saturday we motored *to* Long Beach; today  
 we are going to stay *at* home.

7. When you decide, will you please write to me —  
 the above address. (at, by)

*At* is correct.

8. We enjoyed ourselves — California. (at, in)

*In* is correct.

### *Practice 1*

In each sentence select the correct preposition:

1. Then he went thumping from the living room — the  
 dining room. (in, into)

2. I heard a horn close — me. (behind, in back of)

3. That afternoon while out in the boat, I fell — the  
 water. (in, into)

4. The driver — us didn't see my father's signal.  
 (behind, in back of)

5. I got — the car at Continental Avenue. (off, off of)

6. I hope you and Dick will enjoy your summer —  
 Maine. (at, in)

7. John crept quietly — us. (behind, in back of)

8. I left the house by the back door and went out —  
 the cold air. (in, into)

9. We climbed the stairs and walked — the cabin.  
 (in, into)

10. Jimmie sits — me. (behind, in back of)

11. Somebody took my book — me. (from, off)

12. Mr. Gordon led the horses from the field — the  
 barn. (in, into)

13. A horn honked — me. (behind, in back of)

14. We bought some bloodworms — an old lock keeper.  
 (from, off)

15. Stop — my house on your way home. (at, by)

16. Milly fell — the lake but was rescued by our gallant  
 young hero. (in, into)

17. Seton saw a beaver knock a small squirrel — the water. (in, into)
18. Divide the cookies — the five boys. (among, between)
19. Were you and Andy — the basketball game yesterday? (at, to)
20. I got the basketball — Mr. Corwin. (from, off)

### *Practice 2*

Write sentences in which you use correctly *between*, *among*, *behind*, *from*, *off*, *in*, *into*, *at*, *to*, and *by*.

### *Practice 3*

Read aloud three times the sentences in Practice 1. Supply the correct preposition quickly; do not pause before it.

### **Overuse of *And* and *So***

Do you prefer number 1 or number 2? Why?

#### **1**

After we had seated ourselves comfortably in the buggy and driven for a short distance, the horse suddenly went wild. When the buggy turned upside down, I fell out and my mother fell on top of me. Her pocketbook opened, and everything, including her money, was scattered about. When we crawled up and looked down the road, we saw our horse calmly eating grass.

#### **2**

We seated ourselves comfortably in the buggy and drove for a short distance and suddenly the horse went wild and the buggy turned upside down and I fell out and my mother fell on top of me and her pocketbook opened and everything fell out including her money and when we crawled up and looked down the road we saw our horse calmly eating grass.

Anyone would rather read a letter or a story made up of sentences separated by periods than one consisting of a string of statements with *and* and *so*. Notice also that in number 1 three of the sentences are complex.

By using periods and building some complex sentences one can avoid overworking *and* and *so*.

#### *Practice 4*

Improve each of the following by getting rid of *ands*, using periods, and building some complex sentences:

##### 1

Tom Sawyer lived with his Aunt Polly and Tom was always getting into mischief and one day his Aunt Polly told Tom to whitewash the fence, so Tom began to whitewash the fence and then Huckleberry Finn came along and Huck wanted to whitewash the fence, but Tom said, "No, because my Aunt Polly wants it done right."

##### 2

The Principal called me to his office one day and asked me whether I played any musical instrument and I said I didn't, and then he tried me out on the cornet and he told me to ask my mother to buy a cornet for me to practice on.

##### 3

It was a bright day in spring and I had been playing with two friends and all went well until my friends left me two blocks from my home and I started across the street and walked right in front of an automobile and of course it was my fault but the driver stopped and picked me up and rushed me to the hospital and there I lay for three days.

## UNIT 15

# THE RIGHT WORD

### Choice of Words

"Oh, Tom! You ought to see my birthday present," called Ted. "A dog!"

"What kind of dog — setter, police dog, or Scottie?"

Tom's question was a perfectly natural one. He could not get a mental picture of the dog until he knew what kind Ted was talking about.

Words make the picture, and unless they are specific the picture is blurred. By increasing your vocabulary you can make your word pictures clearer and more distinct.

### *Vocabulary Test A*

In each of the sentences below look at the italicized word and then find in the next line a word or expression that means the same or almost the same as the italicized word. Write the word on your answer paper after the corresponding number, 1, 2, 3, 4, 5, etc.

1. The lightning flashed *occasionally*.  
brightly, quickly, at intervals, at night, continuously
2. He *descended* the stairs hurriedly.  
scrubbed, pounded, climbed, examined, went down
3. Would you like to have your brother *accompany* you to the party?  
chase, drive, assist, go with, invite

4. He treated his *opponent* fairly.  
partner, rival, companion, friend, Airedale
5. It is easy to *recognize* those who are good citizens.  
know, find, praise, assemble, reward
6. An *ignorant* person cannot be admired.  
intellectual, angry, ugly, absent-minded, uneducated
7. The *situation* was serious.  
crime, accident, subject, problem, condition
8. Dorothy entered the room with a *mysterious* air.  
haughty, intelligent, smiling, secret, cheerful
9. The junior high school teachers in the city held a *conference*.  
meeting, concert, accordion, game, tournament
10. The jeweler told him that the diamond was not *genuine*.  
expensive, polished, stolen, real, unusual
11. Her mother *appreciated* the gift.  
scorned, disliked, valued, refused, hid
12. He is a very *amiable* person.  
disagreeable, selfish, forceful, wise, likable
13. *Cautiously* the Indian crept toward them.  
noisily, watchfully, skillfully, hastily, hurriedly
14. The lawyer said that he had *sufficient* evidence.  
surprising, enough, peculiar, powerful, dangerous
15. The visitor's manner was *fascinating*.  
unpleasant, charming, cool, unattractive, decisive
16. How dare you *intrude* upon us?  
look down, walk, spy, bring trouble, thrust yourself
17. Her arguments were *irresistible*.  
weak, new, overpowering, pleasing, clear



18. The meeting ended in a *controversy*.  
hurry, dispute, dinner, theater, agreement
19. Food is *indispensable* to man.  
helpful, harmful, necessary, poisonous, indigestible
20. William proved to them that he was *competent*.  
capable, unfit, lazy, congenial, confused

### Vocabulary Test B

In each of the following sentences look at the italicized word and then find in the next line a word or expression that means the same or almost the same as the italicized word. Write the word on your answer paper after the corresponding number, 1, 2, 3, 4, etc.

1. The farmer worked *industriously* all day.  
slowly, carelessly, peacefully, busily, noisily
2. The Pilgrims *established* a colony along the Atlantic coast.  
burned, lost, received, invaded, founded
3. His father *denied* his request.  
granted, refused, answered, heard, presented
4. He accepted the *opportunity* gladly.  
prize, money, position, chance, statement
5. *Rage* makes people look unattractive.  
rags, anger, pride, quarreling, meanness
6. She assured them that she had correct *information*.  
ability, knowledge, influence, materials, change
7. The early settlers used crude *implements*.  
weapons, utensils, forts, food, houses
8. Admiral Byrd *acknowledged* that his trip had been full of hardships.  
meant, deplored, boasted, denied, admitted

9. It was *apparent* that Jerry had not paid attention.  
known, told, concealed, clear, doubtful
10. The natives had peculiar *superstitions*.  
food, beliefs, homes, dances, habits
11. A neighbor tried to *soothe* the frightened child.  
entertain, encourage, quiet, find, feed
12. Our dog is *hostile* to newcomers.  
agreeable, unfriendly, indifferent, attractive, enter-  
taining
13. Don't *interfere* with his business.  
advertise, associate, argue, assist, meddle
14. He received the maximum *penalty* for his act.  
reward, punishment, praise, honor, salary
15. The walk was long and *tedious*.  
tiresome, attractive, unusual, interesting, beneficial
16. The boys were *unanimous* in their approval.  
noisy, agreed, happy, divided, silent
17. He felt that this work was an *achievement*.  
mistake, privilege, accomplishment, surprise, bless-  
ing
18. Everyone should be *humane*.  
happy, healthy, wealthy, merciful, cautious
19. His friends *predict* his success.  
bewail, applaud, demand, desire, prophesy
20. The orator *terminated* his speech with lantern slides.  
began, illustrated, advertised, ended, interrupted

### Interpreting Abbreviations

Getting the exact meaning of a word requires the correct interpretation of the definitions in the dictionary. Various abbreviations are used to explain the

parts of speech and the meanings of words. A list of these may be found in the front of the dictionary. Study the definition of *captain* as it is given in Webster's *Secondary School Dictionary*.

|   |
|---|
| <p><b>cap'tain</b> (-tĭn), <i>n.</i> [fr. OF., fr. LL., fr. L. <i>caput</i> head]. 1. A chief or headman; a leader. 2. <i>Mil.</i> An officer of the army or marine corps. See ARMY. 3. <i>Nav.</i> A naval officer entitled to command a man-of-war. See NAVY. 4. <i>Naut.</i> The commanding officer, or master, of a vessel. A person having authority over others acting in concert; as, in sports, the leader of a side or team. — <i>v. t.</i> To act as captain of; to lead.</p> |
|---|

In this definition, *n.* means *noun*; *OF.* means *Old French*; *LL.* means *late Latin*; *L.* means *Latin*. *Mil.* is the abbreviation of *military*; *Nav.*, of *naval*; *Naut.*, of *nautical*; *v. t.*, of *transitive verb*.

### Practice 1

Referring to a dictionary, make a list in your notebook for:

1. Abbreviations of the parts of speech; as, *n.* for noun and *pro.* for pronoun.
2. Abbreviations for the following terms: singular, plural, present tense, preterite or past tense, participle, past participle, antonym, synonym.
3. Abbreviations of derivations or origin of words: Anglo-Saxon, American, English, Greek, Latin, Old French, Scotch, Arabic, Italian.

### Practice 2

Find the meaning of the following abbreviations:

|       |         |       |      |      |
|-------|---------|-------|------|------|
| lb.   | pro tem | A.M.  | U.S. | obs. |
| bbls. | mt.     | esp.  | Dr.  | Hon. |
| cf.   | anon.   | myth. | Rev. | p.   |

### Word Building

Knowing the story of a word will help you to remember its meaning. Words come into use in interesting ways. Some were made, as *kodak*; some were taken from the name of the inventor, as *mackintosh*; others are based on stories and legends from other languages, as *rival*.

*Rival* is derived from the Latin *rivus*, meaning *brook*. Rivals, therefore, meant originally men who lived along the banks of the same brook. If the brook were used for irrigation purposes, time would have to be arranged when each could turn the water into his own fields. Any man who did not play fair would cause trouble. Consequently men living on the banks of the same stream were certain to be in competition with each other, and so the term rivals came to mean competitors.

### Practice 3

Find the original meaning or story of five of the words listed below. Show how the present definition of each word is linked with its original meaning. In addition to a dictionary you will find help in such books as:

Greenough and Kittredge: *Words and Their Ways in English Speech*

Richard C. Trench: *The Study of Words*

Richard Grant White: *The Uses of Words, Past and Present*

|         |          |           |            |
|---------|----------|-----------|------------|
| August  | boycott  | atlas     | jovial     |
| salary  | macadam  | candidate | curfew     |
| circus  | sandwich | cereal    | hyacinth   |
| gospel  | squirrel | volcano   | panic      |
| rostrum | trivial  | villain   | camouflage |
| lunatic | zeppelin | canary    | money      |

## Derivatives

Over half the words in the English dictionary are based on Latin. Words which have come from another language are called derivatives. *Avalanche*, for example, comes from the Latin words *ad* meaning *to*, and *vallem* meaning *valley*. An avalanche of snow was so called because it fell from a mountain to a valley.

By learning the meanings of commonly used stems, prefixes, and suffixes, you may easily build up a large, workable vocabulary. A stem is the root or main part of a word. A prefix consists of one or more syllables attached to the beginning of the stem to change its meaning. A suffix consists of one or more syllables placed at the end of the stem to change its meaning. For example, *incurable* is made up of the prefix *in*, meaning *not*; the stem *cur*, meaning *to heal*; and the suffix *able*, meaning *able to be*. Therefore *incurable* means *not able to be healed*.

## Prefixes

If you know the meanings of prefixes, you will be better able not only to work out the meanings of new words but also to understand thoroughly old words. For example, *transatlantic* is formed by adding the Latin prefix *trans*, meaning *across*, to the stem *Atlantic*. Therefore *transatlantic* means *across the Atlantic*.

The following is a list of the more common Latin prefixes and their meanings:

### *Prefixes*

| PREFIX       | MEANING    | EXAMPLE | DEFINITION    |
|--------------|------------|---------|---------------|
| <i>a, ab</i> | from       | absolve | set free from |
| <i>ad</i>    | to, toward | adhere  | stick to      |



| PREFIX          | MEANING           | EXAMPLE      | DEFINITION              |
|-----------------|-------------------|--------------|-------------------------|
| <i>ante</i>     | before            | antedate     | before the date         |
| <i>bi</i>       | two               | bisect       | cut in two              |
| <i>circum</i>   | around            | circumscribe | to draw lines<br>around |
| <i>con, com</i> | together, with    | combine      | join together           |
| <i>di, dis</i>  | apart, from, not  | dislike      | not like                |
| <i>e, ex</i>    | out, out of, from | extract      | draw out                |
| <i>in, im</i>   | in, into, not     | inactive     | not active              |
| <i>inter</i>    | between           | interurban   | between cities          |
| <i>non</i>      | not               | nonsense     | not sense               |
| <i>ob</i>       | against           | obstruct     | build against           |
| <i>pro</i>      | for, forward      | promote      | move forward            |
| <i>re</i>       | back, again       | recall       | call back               |
| <i>semi</i>     | half              | semiannual   | half year               |
| <i>sub</i>      | under             | submarine    | under the sea           |
| <i>super</i>    | above             | supervise    | look over               |
| <i>trans</i>    | across            | transport    | carry across            |

### Practice 4

Explain the meaning of the following words, being careful to bring out the force of the prefix:

#### MODEL

anteroom = *ante*, meaning *before* + room = a room that is before or in front of another room.

|             |            |               |              |
|-------------|------------|---------------|--------------|
| exclude     | obstacle   | biped         | supernatural |
| biennial    | interstate | circumference | expel        |
| semimonthly | immortal   | separate      | infirm       |
| recognize   | non-skid   | proceed       | submerge     |
| promote     | report     | disagree      | excavate     |

#### Stems

The stem is the most important part of the word. Upon a single stem countless words may be built.

For example, upon the Latin stem *voc-(k)* have been formed such words as:

|            |          |           |          |
|------------|----------|-----------|----------|
| revoke     | invoke   | avocation | provoke  |
| invocation | vocative | advocate  | vocation |

### *Common Latin Verb Stems*

| VERB STEM              | MEANING     | EXAMPLE    | DEFINITION         |
|------------------------|-------------|------------|--------------------|
| <i>aud-</i>            | hear        | audience   | those who hear     |
| <i>cap-, capt-</i>     | take        | capture    | take by force      |
| <i>dic-, dict-</i>     | say         | contradict | say against        |
| <i>duc-, duct-,</i>    | lead, draw  | conduct    | lead together      |
| <i>mit-, miss-</i>     | send        | dismiss    | send away          |
| <i>mov-, mot-</i>      | move        | demote     | move down          |
| <i>pel-, pell-</i>     | drive, send | propel     | drive forward      |
| <i>pon-, pos-</i>      | place, put  | depose     | put down           |
| <i>port-</i>           | carry, bear | portable   | able to be carried |
| <i>scrib-, script-</i> | write       | scribble   | write carelessly   |
| <i>ven-, vent-</i>     | come        | event      | outcome            |
| <i>vert-, vers-</i>    | turn        | revert     | turn back          |

### *Practice 5*

Using the following as a model, work out the meanings of the words listed:

| ENGLISH WORD | LATIN PREFIX | LATIN STEM | MEANING OF ENGLISH WORD |
|--------------|--------------|------------|-------------------------|
| avert        | a            | vert       | turn away               |

|         |           |          |           |
|---------|-----------|----------|-----------|
| remit   | divert    | inscribe | subscribe |
| convene | expel     | event    | transmit  |
| return  | impose    | reduce   | produce   |
| export  | submit    | advent   | recapture |
| dispel  | intervene | promote  | edict     |

## Suffixes

As you know, a suffix consists of one or more syllables added to the end of a stem. In addition to changing the meaning, a suffix aids in determining the part of speech to which the word belongs. For example, the suffix *ish* means *like* or *belonging to*. Hence *childish* means *like a child*. *Ish* is an adjective ending.

### Common Suffixes

#### ADJECTIVE

| SUFFIX                                 | MEANING                    | EXAMPLE    | DEFINITION                         |
|--|----------------------------|------------|------------------------------------|
| <i>al, eal, ial,</i><br><i>il, ile</i> | pertaining to              | medical    | pertaining to<br>medicine          |
| <i>able, ible,</i><br><i>ble</i>       | able to be                 | audible    | able to be heard                   |
| <i>ate</i>                             | having the qual-<br>ity of | desperate  | having the qual-<br>ity of despair |
| <i>ish</i>                             | belonging to, like         | girlish    | like a girl                        |
| <i>less</i>                            | without                    | friendless | without friends                    |
| <i>ous</i>                             | full of                    | vigorous   | full of vigor                      |

#### NOUN

|                   |                             |           |                            |
|-------------------|-----------------------------|-----------|----------------------------|
| <i>ness</i>       | condition of,<br>quality of | kindness  | quality of being<br>kind   |
| <i>or, tor</i>    | that which, one<br>who      | spectator | one who looks on           |
| <i>tion, sion</i> | act of, result of<br>act of | education | act of educating           |
| <i>let</i>        | small                       | booklet   | a small book               |
| <i>ty, ity</i>    | quality of                  | honesty   | quality of being<br>honest |
| <i>tude</i>       | quality of                  | multitude | quality of being<br>many   |

## VERB

| SUFFIX          | MEANING      | EXAMPLE  | DEFINITION     |
|-----------------|--------------|----------|----------------|
| <i>fy, ify</i>  | to make      | simplify | to make simple |
| <i>ise, ize</i> | to make like | equalize | to make equal  |

## ADVERB

|           |                                 |        |                  |
|-----------|---------------------------------|--------|------------------|
| <i>ly</i> | like in manner<br>or appearance | softly | in a soft manner |
|-----------|---------------------------------|--------|------------------|

*Practice 6*

Make as many words as you can from each of the following by adding suffixes:

## MODEL

|   |           |         |        |
|---|-----------|---------|--------|
| faith — faithful, faithless, faithfulness, faithfully |           |         |        |
| care  | boy       | value   | pity   |
| use   | desire    | courage | price  |
| awkward   | grace     | slow    | joy    |
| work  | regular   | excel   | depend |
| quiet   | different | move    | ease   |

*Practice 7*

Copy the following words. Underscore each prefix and place dots under each suffix. After each word write the meaning.

## MODEL

invaluable = in valu able = not able to be valued

|            |            |               |              |
|------------|------------|---------------|--------------|
| changeless | benefactor | uncleanliness | prevent      |
| notable    | magnify    | progressive   | pacify       |
| capital    | invisible  | superhuman    | transferable |
| inaudible  | altitude   | international | innumerable  |

**Synonyms**

You would feel sorry for yourself if you could find only two or three books to read instead of the hundreds

which are available in both the school and public libraries. There are thousands of words from which to choose. Why then are you satisfied to use the same ones over and over?

Synonyms are words similar in meaning; as, *pleasant* and *enjoyable*; *quiet* and *still*. There is no better means of increasing your vocabulary than by learning and using various synonyms instead of overworking the few words you know already. As no two words mean exactly the same thing, you need to know different synonyms of the same word to express your thoughts accurately.

### Practice 8

Write and use in a sentence a synonym of each of the following words:

#### MODEL

dark — dismal. The day was rainy and *dismal*.

|        |        |           |         |
|--------|--------|-----------|---------|
| wide   | error  | calm      | small   |
| prompt | fierce | difficult | happy   |
| tired  | gloomy | heavy     | wealthy |
| large  | slow   | smooth    | fun     |
| road   | old    | wicked    | shelter |

### Practice 9

The words in each of the following groups are synonyms yet do not mean exactly the same thing. Write a sentence using each word correctly, bringing out the accurate meaning.

1. Large, broad, huge
2. Say, state, maintain
3. House, home, residence
4. Leave, abandon, depart
5. Rich, valuable, abundant



### Practice 10

Read the following paragraph. How often is some form of the word *get* used? Rewrite the paragraph using a synonym for *get*.

I've got a cat that is intelligent. One day he got tired looking for a mouse and thought he would get some fun watching the birds. So he got under a tree and watched the little birds getting their dinner. Soon he got tired waiting for the mother to get away and was just getting ready to spring at a bird when he heard a squeal. To his great joy he saw a mouse trying to get under the house. He turned, jumped, and got the mouse just as it was halfway in the hole. The birds certainly were thankful that the cat didn't get them.

### Practice 11

Make a list of the words in italics and find an appropriate synonym for each. Be ready to read in class the paragraphs using your synonyms.

The *little* figure in the doorway stirred and *moved* into the room, fumbling his *cap* nervously. He *wanted* to tell Mrs. Ames about the *affair* but *thought* that he should wait for a better day. Finally he turned and *went* out of the house *feeling* that he had lost a friend.

The next morning he *walked* past her house with *dragging* feet, his *brow* contracted into a frown.

"Good morning, Fred," *called* Mrs. Ames. "Would you *like* these?" She was holding two *nice* yellow peaches *temptingly* before his eyes.

He *hesitated*. His eyes were *fixed* longingly on the peaches, yet he felt that he should speak to her before he could *take* her *gift*. "It was my baseball, Mrs. Ames," he *began* slowly, "that knocked the pie off the window sill, but it was an *accident*."

"I *understand*, Fred," *answered* Mrs. Ames, as she handed him the peaches, "and I am glad you told me."

**Practice 12**

Rewrite the following paragraph, substituting a suitable word from the list of synonyms for each italicized word:

Tom *ran* into the house, *took* his fishing pole, and raced down the street before his mother could *hinder* him. His Saturday *tasks* were waiting for him, but so were his *friends* and those *lively*, shiny trout swimming about so *peacefully* in the *stream*. It was *almost dark* when he *walked* slowly home. I wonder if you can *think* what *occurred* when he saw his father.

## SYNONYMS

|        |        |          |
|--------|--------|----------|
| dashed | chums  | quietly  |
| creek  | brook  | trudged  |
| stop   | dusk   | happened |
| seized | duties | prevent  |
| guess  | nimble | chores   |

**Antonyms**

Antonyms are words of opposite meaning; as, *hard*, *soft*; *good*, *bad*; *regular*, *irregular*.

**Practice 13**

Give the antonym of each of the following words:

|        |        |           |           |
|--------|--------|-----------|-----------|
| rich   | fear   | careful   | peace     |
| high   | happy  | healthy   | sunny     |
| sell   | young  | success   | sorrow    |
| true   | tender | difficult | bravery   |
| strong | tidy   | idle      | poverty   |
| sweet  | narrow | strength  | excitable |

**Practice 14**

Rewrite the paragraph on page 259, substituting an antonym in place of each italicized word:

Mary came into the room, turned *off* the light, and *slowly* walked to the window. She was so *sad* that she wanted to be alone for just a few minutes. The *long* letter which had arrived at noon was filled with a *gloomy* account of an *unsuccessful* business project of her father's. This would mean that her *old* school life would *end* soon. Just then the doorbell rang and the maid handed her a telegram. She opened it *fearfully*, *smiled*, and sank into the nearest chair.

### Homonyms

Homonyms are words that have the same sound but differ in spelling and in meaning; as, *air*, *heir*; *deer*, *dear*; *their*, *there*.

#### Practice 15

Give a homonym for each of the following words:

|       |      |       |        |
|-------|------|-------|--------|
| great | ate  | tale  | sale   |
| to    | hair | pale  | knight |
| in    | wait | aloud | piece  |
| so    | rap  | break | groan  |

#### Practice 16

Use each of the following in a sentence:

- |                  |                         |
|------------------|-------------------------|
| 1. dear — deer   | 6. beech — beach        |
| 2. alter — altar | 7. days — daze          |
| 3. bare — bear   | 8. reel — real          |
| 4. weigh — way   | 9. might — mite         |
| 5. led — lead    | 10. rain — reign — rein |

#### Practice 17

In the following story which of the two words in each parenthesis is right? Rewrite the story, spelling every word correctly.

The (too, two) boys were walking slowly past the deserted house. They were (too, to) tired even to talk. Just then they (heard, herd) a moan which (seamed, seemed) to come from (rite, right) beside them.

"Did you (here, hear) it that (time, thyme)?" whispered Tom.

"(Know, no), of (course, coarse) (knot, not)," bravely declared Sam.

Just then the call was repeated, and both boys quickly left the (seen, scene), forgetting about (their, there) (great, grate) weariness.

The next day the (principle, principal) announced the loss of a pet owl from the science department. After the day's (lessens, lessons) were over, Sam (lead, led) his chums back to the old house to recapture the bird.

### Overworked Words

Words which have been worked almost to the bone are: *good, big, fine, beautiful, nice, awful, great, wonderful, crazy, awfully good, perfectly lovely, absolutely fierce, simply awful, and terribly good.* What words are you wearing out by overuse?

### Practice 18

Give synonyms of *good, nice, and funny* in the following:

#### MODEL

a *great* man — a *famous* man  
 a *great* storm — a *destructive* storm  
 a *great* tree — a *towering* tree

|                 |                 |                    |
|-----------------|-----------------|--------------------|
| a good movie    | a nice time     | a funny story      |
| a good day      | a nice dress    | a funny girl       |
| a good lunch    | a nice picnic   | a funny hat        |
| a good neighbor | a nice garden   | a funny game       |
| a good mark     | a nice old lady | a funny automobile |
| a good speech   | a nice view     | a funny party      |

### Practice 19

Substitute an accurate word for each italicized word:

1. We had a *great* day at camp.
2. Jack had a *big* time at the circus.
3. It was a *horrid* night.
4. Mary said it was one of the *loveliest* dinners she had ever eaten.
5. The doctor was *grand* to the little girl.
6. The clouds which reflected the sunset were very *pretty*.
7. She was *terribly* sorry that she had run away.
8. This is one of the *finest* horse stories I've read.
9. Dr. Elliot drove up in an *elegant* car.
10. Mary said she was *crazy* about chocolates.
11. It was an *awful* day.
12. Jean said she'd be *terribly* good if she could go.
13. You get an *awfully* good view from this window.
14. The family thought the bride was *very nice*.
15. It was an *elegant* moonlight night.
16. The tennis court was *simply great* that morning.
17. Isn't that a *cute* lion?
18. The day we started was *gorgeous*.
19. We had a *terrible* time getting off.
20. The boys had a *grand* time at the game.

### Practice 20

Do you realize how weary those little words *up* and *out* must be? They are used morning, noon, and night. You hurry *up*, clean *up*, make *up* your mind, and tear *up* a paper. You are tired *out*, run *out* of bread, and pour *out* the milk.

Read the following paragraph, omitting unnecessary words:

Jean wanted to make up the beds, sweep up the living room, and scrub up the bathroom before her mother arrived.



While she was busy cleaning up, her sister Mary was working out in the kitchen. She washed up the dishes which were piled up in the sink. Tired out and warm, the girls went out to the porch, hoping to have a minute to rest up. Just at that moment their father telephoned that Mother had arrived and they would hurry up to get out home.

### Specific Words

Many words give a general idea but do not bring to mind a definite picture. The word *building* gives a general idea which includes the Chrysler Building and your father's garage. *School building* is more specific, as it does not include theaters or hotels. A *small brick school building at the corner of Highland and Eastland avenues* limits the word to one specific building.

*Say* is a general word; *call* is more definite; *mumble*, *stutter*, *whine*, *cry*, *shout*, *roar*, *moan*, *whimper*, *whisper*, and *murmur* are still more specific.

Specific words make a clearer, more accurate picture than do general ones.

### Practice 21

When someone says to you, "Through the trees we saw a house," do you know the kind of house? Is it a cottage, lodge, cabin, manse, palace, or mansion? Is it white, gray, green, yellow, or red? Is it brick, stucco, shingle, log, or frame? Is it colonial, large, small, dilapidated, old-fashioned, deserted, brightly lighted? Picture in words five kinds of houses.

### Practice 22

Make a list of as many words as you can which are more specific than those on the top of page 263:

## MODEL

speak — call, shout, yell, scream, mumble, grumble, whisper, whine, beg

1. Go. 2. Say. 3. A man. 4. A room. 5. A boy.  
6. Fruit. 7. A story. 8. A child. 9. A school. 10. An animal.

**Variety in the Use of Adjectives**

Some boys and girls have a few adjectives which they use to describe everything they see, hear, or eat. Increase your vocabulary by using fresh, descriptive adjectives in your conversation and writing.

**Practice 23**

Make a list of at least five adjectives which will describe each of the following nouns:

## MODEL

day — eventful, beautiful, long, sad, pleasant, Christmas, rainy, cold, snowy, windy, dark

|      |           |            |
|------|-----------|------------|
| home | apple     | lake       |
| sky  | policeman | dress      |
| snow | weather   | automobile |

**Practice 24**

Select an appropriate adjective from List II and use it with a noun in List I:

## LIST I

|           |           |         |
|-----------|-----------|---------|
| headlight | storm     | flowers |
| temple    | furniture | fog     |
| owl       | jewels    | river   |
| manner    | fruit     | music   |

## LIST II

|           |            |           |
|-----------|------------|-----------|
| dense     | artificial | antique   |
| glaring   | wise       | blinding  |
| ancient   | precious   | enjoyable |
| fragrant  | ripe       | turbulent |
| courteous | cheerful   | tropical  |

## Words Often Misused or Confused

**Bring, take.** *To bring means to convey toward the speaker; to take, to convey away from the speaker.*

*Bring your paper to my desk, John.*

*Take your violin to the music room.*

**Capitol, capital.** *The Capitol is an edifice in Washington, D. C. The word may refer to any statehouse. Capital means prominent or leading; as, the capital city.*

*The Capitol in Boise is situated in a lovely park.*

*Boise is the capital of Idaho.*

**Desert, dessert.** *A desert is a solitary place; dessert is a serving of fruits or sweets at the close of a dinner.*

*Death Valley is a part of the North American desert.*

*The boys had cake and watermelon for dessert.*

**Discover, invent.** *To invent means to make something new; to discover is to find something already existing.*

*Thomas A. Edison invented the electric light bulb.*

*Admiral Byrd discovered a mountain range in Antarctica.*

**Grand.** *Means on a large scale; as, "a grand mountain range." Do not say "a grand day," but "a beautiful day."*

**Healthful, healthy.** *Healthy means having health; healthful means promoting health.*

Jean looked like a *healthy* child.

North Carolina is noted for its *healthful* climate.

**Lead, led.** *Lead* as a noun means a metal. *Lead* is a verb of which *led* is the past tense.

Colorado *leads* the other states in the production of *lead*.

The class guide *led* the pupils to safety.

**Like, love.** *Like* means *to be pleased with* or *to enjoy*; *love* means *to have an affection for*.

I *like* chocolates.

Her actions proved how much she *loved* her sister.

**Loose, lose.** *Loose* as an adjective means *not fastened*; as a verb it means *to unfasten*. *Lose* is a verb meaning *to fail to win* or *to be deprived of*.

I was sorry to *lose* that pin.

A string in my tennis racket is *loose*.

**Stationery, stationary.** *Stationery* means *articles sold by a bookseller*; *stationary* means *not moving*.

The seats in our room are *stationary*.

Books and *stationery* are sold at Brentano's.

**Stop, stay.** *To stop* means *to halt*; *to stay* means *to remain*.

He *stopped* at the desk for a moment.

He liked the hotel so well that he *stayed* overnight.

### Practice 25

Select the correct word to fill each blank. Give a reason for each choice.

1. Will you please — this book to Mr. Furlong?  
(bring, take)

2. How many days did you — in Detroit? (stay, stop)

3. Harrisburg is the — of Pennsylvania. (capital, Capitol)
4. Captain White — the team to victory. (lead, led)
5. I am afraid that I shall — my fountain pen if I carry it to school. (lose, loose)
6. The girls — to play ball on the beach. (liked, loved)
7. Who — the cotton gin? (discovered, invented)
8. The speaker said that his city had the — climate in the United States. (healthiest, most healthful)
9. Tom — candy too well for his own good. (liked, loved)
10. Janet's mother warned her not to — the key, as it was the only one to the door. (lose, loose)

### *Mastery Test 6A — Correct Words*

Select the correct or preferred word to fill each blank:  
(Right - Wrong = Score)

1. I like ice cream for —. (desert, dessert)
2. May I — these flowers to the assembly this period? (bring, take)
3. One of my birthday presents was a box of white —. (stationary, stationery)
4. The boat was — when we found it. (loose, lose)
5. The children were — safely out of the building by one of the older boys. (led, lead)
6. The hikers — canned food in the cabin. (invented, discovered)
7. The — at Salt Lake City is unusually beautiful. (Capitol, capital)
8. I — ripe olives and celery. (like, love)
9. The driver — the frightened horses past the steam shovel. (led, lead)
10. Do you know the — of each state? (Capitol, capital)
11. Tom looked —. (healthful, healthy)
12. Please — this package to Mrs. Chase. (bring, take)



13. The boys — at the cabin all night. (stopped, stayed)
14. Will you please — these flowers to Aunt Margaret? (bring, take)
15. Jean — the new neighbors immediately. (loved, liked)
16. The desks in our study hall are —. (stationary, stationery)
17. I hope my father will — me to the circus. (take, bring)
18. One of our neighbors — a knife sharpener. (invented, discovered)
19. — is a very important metal. (lead, led)
20. When did you — your umbrella? (loose, lose)
21. How long did you — in Washington? (stop, stay)
22. Have you ever crossed the Mojave —? (desert, dessert)
23. The boys did not expect to — the game. (loose, lose)
24. The doctors say that our town is a very — place. (healthful, healthy)
25. We — for a week at Indian Lodge when we were at Rousseau Lake. (stopped, stayed)

### *Mastery Test 6B — Correct Words*

Select the correct or preferred word or expression to fill each blank: (Right - Wrong = Score)

1. What is the — of Arizona? (Capitol, capital)
2. The hinges on the screen door are —. (lose, loose)
3. The Wright brothers — the first successful motor-driven airplane. (discovered, invented)
4. Mary received some monogrammed — for her birthday. (stationary, stationery)
5. The high altitude makes Cochran a — city. (healthy, healthful)
6. Please — my book to the library with you. (take, bring)

7. I like — better than salads. (deserts, desserts)
8. I hope you are planning to — at camp for a few days. (stop, stay)
9. I'll — these books to Peter on my way home. (take, bring)
10. Mr. Redding picked up the boy and — him to his home. (brought, took)
11. The drummer — the procession. (led, lead)
12. They — overnight at Weymouth Inn. (stopped, stayed)
13. Scientists — valuable jewelry when they were exploring in Mexico. (discovered, invented)
14. You can see the dome on the — for a long distance. (Capitol, capital)
15. The baby eats spinach as though she — it. (likes, loves)
16. John — the class in mathematics. (led, lead)
17. Ben was the — one in his family. (healthiest, most healthful)
18. May I — this money to the office now? (bring, take)
19. When did you — your fountain pen? (loose, lose)
20. Did you ever visit a — mine? (lead, led)
21. Did you — your notebook? (loose, lose)
22. The beds in the cabin were —. (stationery, stationary)
23. At which hotel are you — tonight? (stopping, staying)
24. The lock was — when I noticed it. (lose, loose)
25. Part of the figure of the Sphinx has been buried for centuries by — sand. (desert, dessert)

## UNIT 16

### THE USE OF THE LIBRARY

"I'm glad you waited, Mary. It's so late I was afraid you'd be gone," exclaimed Eleanor as she came into the school library after orchestra practice.

Mary looked up from her book. "What time is it? I didn't know it was late. I looked up a report for history and then I found this book."



AN HOUR IN THE LIBRARY

Rowe

"What are you reading?" inquired Eleanor.

"*The White House Gang*, a story of the Roosevelt boys when they lived in the White House."

"I thought that was a boys' book."

"Maybe it is, but I like it because it's about real people."

"It is four-thirty and we'll have to close the library," announced Miss Ludwig.

"I wish we could stay longer."

"So do I. I like this room the best of any in school."

Do you agree with this conversation, which took place between two eighth-grade girls?

The more you know the library, the better you will like it. You will enjoy finding for yourself books of fiction, travel, biography, or material for reports. Whether you look up material in a school library or in a public library, you will find the same system. If you know how the books are arranged on the shelves, what reference books to consult, how to make use of the dictionary and encyclopedia, and how to use the card catalog, you will feel at home in any library.

### The Parts of a Book

You can find information quickly if you know how to use the various parts of a book. The following parts are to be found in most books:

1. On the *title page* is the title of the book, the name of the author, and the name and address of the publisher.
2. The *copyright* notice gives the date of publication.
3. The *preface* is the author's explanation of his purpose in writing the book.
4. The *table of contents* gives the titles of the chapters and the page on which each begins.
5. The *list of illustrations* gives the page on which each illustration may be found.
6. The *book* itself is usually arranged by chapters or sections. Footnotes are sometimes used to give added explanations or references.

7. The *appendix* contains additional material which refers to the text but is not especially important.

8. The *index* is an alphabetical list of the topics and the names of persons and places referred to, with the pages on which they may be found.

### *Practice 1*

1. What is the copyright date of your history book?
2. Who is the author of your general science book?
3. How many chapters are there in your history book?  
Your mathematics?
4. What is given in the appendix of this book?
5. Why are some words in the index in italics?
6. Show that an index is valuable to a student.

### **How Books are Classified**

The books in a library are classified in two groups, fiction and nonfiction.

Books of fiction are arranged alphabetically according to the author's name. Books by the same author are arranged alphabetically by title.

*For example:*

Kipling — *Jungle Book*  
 Masfield — *Jim Davis*  
                   and  
 Kipling — *Jungle Book*  
 Kipling — *Kim*

### *Dewey Decimal System*

Nonfiction books are divided into ten main divisions by a classification known as the "Dewey Decimal System":

- |         |                                     |
|---------|-------------------------------------|
| 000- 99 | General works such as encyclopedias |
| 100-199 | Philosophy and books on guidance    |
| 200-299 | Religion and mythology              |



|          |                       |
|----------|-----------------------|
| 300-399  | Sociology             |
| 394      | Holidays              |
| 398      | Folklore, fairy tales |
| 400-499  | Language              |
| 500-599  | Science               |
| 510      | Mathematics           |
| 520      | Astronomy             |
| 580      | Nature Study          |
| 591      | Animals               |
| 598      | Birds                 |
| 600-699  | Useful arts           |
| 614      | Safety education      |
| 621      | Wireless, inventions  |
| 640      | Home economics        |
| 680      | Handicraft            |
| 700-799  | Fine arts             |
| 740      | Drawing               |
| 780      | Music                 |
| 790      | Sports                |
| 800-899  | Literature            |
| 900-1000 | History               |
| 910      | Travel                |
| 920      | Biography             |

### *Practice 2*

In what class will each of these books be found?

#### MODEL

Bulfinch's *Age of Fable* in Division 200

Webster's *Ancient History* in Division 900

1. Bible
2. Longfellow's *Evangeline*
3. Paine's *Boys' Life of Mark Twain*
4. Olcott's *Story-Telling Poems*
5. Collins's *Radio Amateur's Hand Book*
6. Hunt's *25 Kites that Fly*
7. Epler's *Life of Clara Barton*

8. Andersen's *Fairy Tales*
9. Van Loon's *Story of Mankind*

### Card Catalog

Every book in the library is listed on a card. Books are usually classified in the card catalog in three ways: (1) by the author, (2) by the title, and (3) by the subject.

*For example:*

*Daniel Boone, Wilderness Scout* by Stewart Edward White would be found in the catalog —

1. Under the author: *White, Stewart Edward*
2. Under the title: *Daniel Boone, Wilderness Scout*
3. Under the subject: *Boone, Daniel*

|     |         |   |
|-----|---------|---|
| 910 | Putnam, | David Binney, 1913-                     |
|     | Putnam, | David goes voyaging. New York.<br>1925. |

### Practice 3

Study the typed card from a card catalog:

1. What does the number 910 mean?
2. Why is the date 1913 given?
3. Give the reason for the dash after 1913.
4. What is the title of the book?
5. Who is the publisher?
6. When was the book published?

### Practice 4

Either in a class period in the library or as an individual assignment answer the following questions from the information in the card catalog:

1. What books are there in the library on butterflies?
2. What books written by Mark Twain are in the library?
3. What is the title of one book by Jean Henri Fabre?
4. Give three books which give information about carpentry.
5. What books by Lewis Carroll are in the library?
6. What books about Thomas A. Edison are in the library?
7. Who wrote *Don Quixote*?
8. What is one book which Booth Tarkington wrote?
9. Who wrote the *Peterkin Papers*?
10. What are three books by Charles Dickens?
11. How many stories about Robin Hood are in the library?
12. What are the names of three books of mythology?
13. What books can you find in the library about Robert E. Lee?
14. What books can you find about expeditions to the North Pole?

### Reference Books

A reference book is one that may be consulted for information on a definite point. This information is written by a specialist or a group of specialists and should be accurate and up-to-date. Books of this kind are dictionaries, encyclopedias, atlases, and periodical indexes.

### Unabridged Dictionaries

Webster's *New International Dictionary of the English Language*

*New Standard Dictionary of the English Language*

### Abridged Dictionaries

Webster's *Secondary School Dictionary*

Various abridgments of the *New Standard Dictionary of the English Language*, such as: *The High School Standard Dictionary*, *College Standard Dictionary*, *Desk Dictionary*, and *Comprehensive Dictionary*

*The Winston Simplified Dictionary, Advanced Edition*

### Encyclopedias

*The New International Encyclopedia*

Compton's *Pictured Encyclopedia*

Weedon's *Modern Encyclopedia*

*The World Book*

### World Almanac

The *World Almanac* is published annually and gives brief information on a great variety of subjects. The index is in the front, following the advertisements.

### Who's Who in America

*Who's Who in America* is an annual biographical dictionary of distinguished living Americans.

*Who's Who* is a similar annual publication mostly about people in England.

### Literary Reference Books

*Familiar Quotations* by John Bartlett is a chronological arrangement of quotations from authors of all times. In front is an index of authors; at the end, an index of important works. To find a quotation look in the index under the first important word.

*New Cyclopedia of Practical Quotations* by J. K. Hoyt contains quotations arranged by subjects. In this way you can find suitable quotations on any subject.

*Index to Poetry and Recitations* by Edith Granger contains references to over 450 books of poetry. It is useful in finding

the authors of poems and in finding poems for certain days, as Columbus Day or Arbor Day. The index is in three parts: (1) titles, (2) authors, (3) first lines.

### Practice 5

From any of the reference books mentioned, find answers to the following questions. After each answer tell where you found it.

#### MODEL

Who is the chief justice of the Supreme Court?

Charles Evans Hughes — *World Almanac*

1. What is the total number of Boy Scouts in the United States?
2. When was the United States Weather Bureau organized?
3. Where is the Painted Desert?
4. What is a parody?
5. When was the first regular postal service in the world established?
6. What is Monaco?
7. Give the names of two books written by Howard Pyle.
8. What are the seven wonders of the world?
9. What are the Gatun Locks?
10. Who is William Beebe?
11. Who wrote *A Message to Garcia*?
12. What are two books which were written by Albert Payson Terhune?
13. How much does it cost to send a letter to Paris?
14. Who said, "Breathes there a man with soul so dead,  
Who never to himself hath said,  
This is my own, my native land"?
15. Who said, "A good name is rather to be chosen than great riches"?
16. Who said, "Cleanliness is next to godliness"?
17. Who said, "A thing of beauty is a joy forever"?



18. Who said, "Life is not so short but that there is always time for courtesy"?
19. Who was the champion batter in the American League last year?
20. What is the population of Fond du Lac, Wisconsin?
21. What are three uses of diamonds?

### *Readers' Guide*

The *Readers' Guide* helps one to get information on various subjects from current magazines and to become acquainted with a variety of good magazines. In it are indexed by subject and by author the articles of 110 of the leading magazines. This guide is issued once a month. Four times a year cumulative numbers appear, and at the end of the year is published a volume which contains all the material published in the other numbers.

### *Practice 6*

If a *Readers' Guide* is in your school library, find the following:

1. An article about the newest member of the President's Cabinet.
2. A recent article about the Vice President of the United States.
3. An article on world peace.
4. An article on disarmament.
5. A recent article about the latest feats in aviation.

# APPENDIX

## CONJUGATION OF *TO BE*

### PRINCIPAL PARTS

*Present:* am

*Past:* was

*Past Participle:* been

### INDICATIVE MOOD

#### *Present Tense*

#### SINGULAR

1. I am
2. you are
3. he is

#### PLURAL

- we are  
you are  
they are

#### *Past Tense*

1. I was
2. you were
3. he was

- we were  
you were  
they were

#### *Future Tense*

1. I shall be
2. you will be
3. he will be

- we shall be  
you will be  
they will be

#### *Present Perfect Tense*

1. I have been
2. you have been
3. he has been

- we have been  
you have been  
they have been

#### *Past Perfect Tense*

1. I had been
2. you had been
3. he had been

- we had been  
you had been  
they had been

#### *Future Perfect Tense*

1. I shall have been
2. you will have been
3. he will have been

- we shall have been  
you will have been  
they will have been

## SUBJUNCTIVE MOOD

(Notice that throughout each tense of the subjunctive the verb form is the same.)

*Present Tense*

| SINGULAR     | PLURAL     |
|--------------|------------|
| 1. if I be   | if we be   |
| 2. if you be | if you be  |
| 3. if he be  | if they be |

*Past Tense*

|                |              |
|----------------|--------------|
| 1. if I were   | if we were   |
| 2. if you were | if you were  |
| 3. if he were  | if they were |

*Present Perfect Tense*

|                     |                   |
|---------------------|-------------------|
| 1. if I have been   | if we have been   |
| 2. if you have been | if you have been  |
| 3. if he have been  | if they have been |

*Past Perfect Tense*

|                    |                  |
|--------------------|------------------|
| 1. if I had been   | if we had been   |
| 2. if you had been | if you had been  |
| 3. if he had been  | if they had been |

## IMPERATIVE MOOD

*Present Tense*

| SINGULAR | PLURAL |
|----------|--------|
| be       | be     |

## INFINITIVES

|                |              |
|----------------|--------------|
| <i>Present</i> | to be        |
| <i>Past</i>    | to have been |

## PARTICIPLES AND GERUNDS

|                |             |
|----------------|-------------|
| <i>Present</i> | being       |
| <i>Past</i>    | having been |

CONJUGATION OF *TO SEE*

## PRINCIPAL PARTS

*Present:* see      *Past:* saw      *Past Participle:* seen

## INDICATIVE MOOD

*Active Voice**Passive Voice**Present Tense*

| SINGULAR   | PLURAL   | SINGULAR     | PLURAL        |
|------------|----------|--------------|---------------|
| 1. I see   | we see   | I am seen    | we are seen   |
| 2. you see | you see  | you are seen | you are seen  |
| 3. he sees | they see | he is seen   | they are seen |

*Past Tense*

|            |          |               |                |
|------------|----------|---------------|----------------|
| 1. I saw   | we saw   | I was seen    | we were seen   |
| 2. you saw | you saw  | you were seen | you were seen  |
| 3. he saw  | they saw | he was seen   | they were seen |

*Future Tense*

|                 |               |                     |                      |
|-----------------|---------------|---------------------|----------------------|
| 1. I shall see  | we shall see  | I shall be seen     | we shall be<br>seen  |
| 2. you will see | you will see  | you will be<br>seen | you will be<br>seen  |
| 3. he will see  | they will see | he will be seen     | they will be<br>seen |

*Present Perfect Tense*

|                  |                |                       |                        |
|------------------|----------------|-----------------------|------------------------|
| 1. I have seen   | we have seen   | I have been<br>seen   | we have been<br>seen   |
| 2. you have seen | you have seen  | you have been<br>seen | you have been<br>seen  |
| 3. he has seen   | they have seen | he has been<br>seen   | they have been<br>seen |

*Past Perfect Tense*

|                 |               |                      |                       |
|-----------------|---------------|----------------------|-----------------------|
| 1. I had seen   | we had seen   | I had been<br>seen   | we had been<br>seen   |
| 2. you had seen | you had seen  | you had been<br>seen | you had been<br>seen  |
| 3. he had seen  | they had seen | he had been<br>seen  | they had been<br>seen |

*Future Perfect Tense*

|    | SINGULAR              | PLURAL                 | SINGULAR                   | PLURAL                      |
|----|-----------------------|------------------------|----------------------------|-----------------------------|
| 1. | I shall have<br>seen  | we shall have<br>seen  | I shall have<br>been seen  | we shall have<br>been seen  |
| 2. | you will have<br>seen | you will have<br>seen  | you will have<br>been seen | you will have<br>been seen  |
| 3. | he will have<br>seen  | they will have<br>seen | he will have<br>been seen  | they will have<br>been seen |

## SUBJUNCTIVE MOOD

*Present Tense*

|                      |                          |
|----------------------|--------------------------|
| if I, you, he see    | if I, you, he be seen    |
| if we, you, they see | if we, you, they be seen |

*Past Tense*

|                      |                            |
|----------------------|----------------------------|
| if I, you, he saw    | if I, you, he were seen    |
| if we, you, they saw | if we, you, they were seen |

*Present Perfect Tense*

|                            |                                 |
|----------------------------|---------------------------------|
| if I, you, he have seen    | if I, you, he have been seen    |
| if we, you, they have seen | if we, you, they have been seen |

*Past Perfect Tense*

|                           |                                |
|---------------------------|--------------------------------|
| if I, you, he had seen    | if I, you, he had been seen    |
| if we, you, they had seen | if we, you, they had been seen |

## IMPERATIVE MOOD

*Present Tense*

|        |         |
|--------|---------|
| 2. see | be seen |
|--------|---------|

## INFINITIVES

|                | ACTIVE       | PASSIVE           |
|----------------|--------------|-------------------|
| <i>Present</i> | to see       | to be seen        |
| <i>Past</i>    | to have seen | to have been seen |

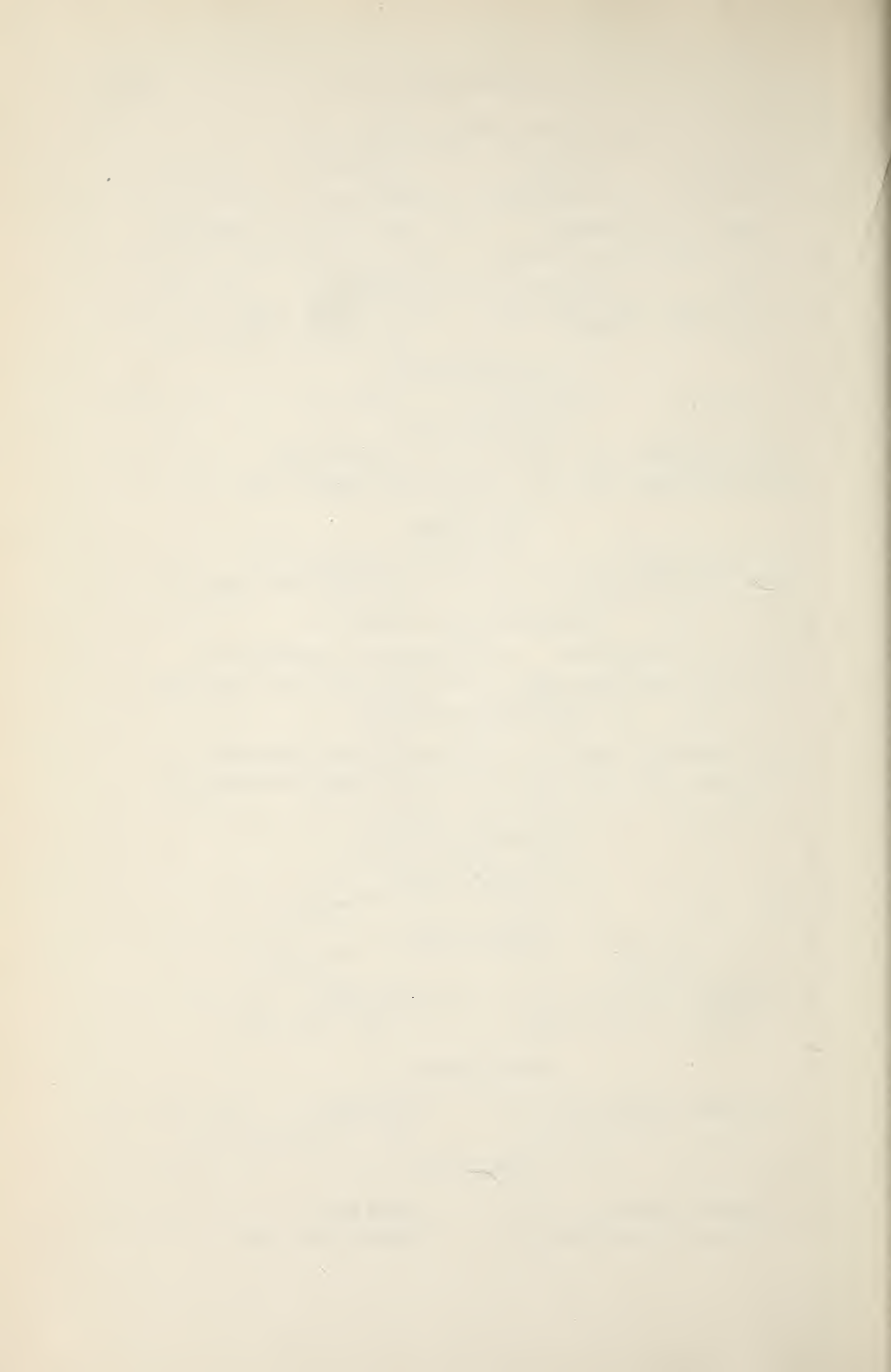
## PARTICIPLES

|                |             |                        |
|----------------|-------------|------------------------|
| <i>Present</i> | seeing      | being seen             |
| <i>Past</i>    | having seen | seen, having been seen |

## GERUNDS

|                |             |                  |
|----------------|-------------|------------------|
| <i>Present</i> | seeing      | being seen       |
| <i>Past</i>    | having seen | having been seen |





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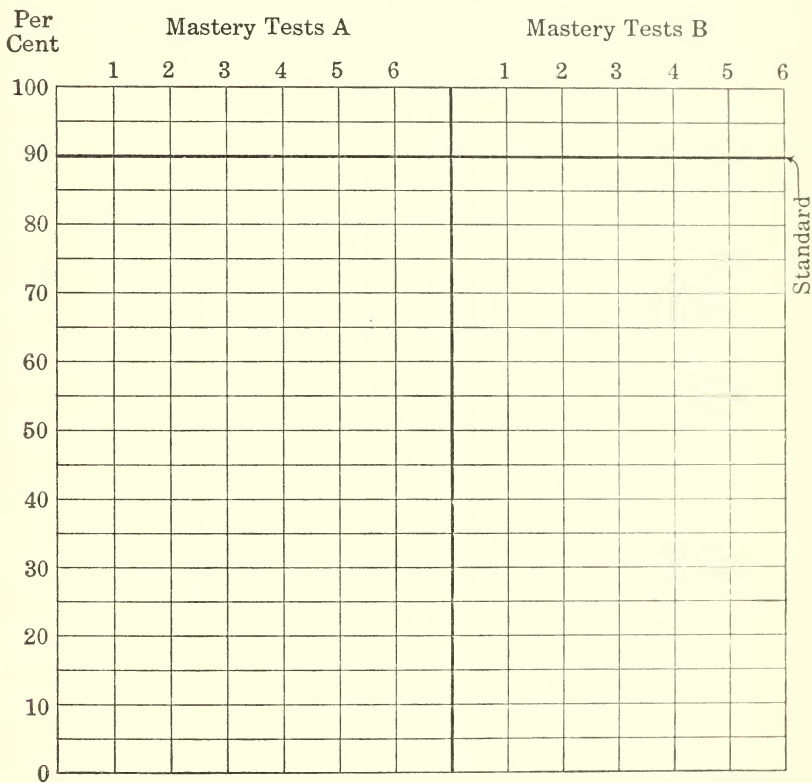
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## MODEL FOR PROGRESS GRAPH



After each mastery test place a dot where the per cent line and the line of the test number meet. Draw a line connecting these dots.

