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ENGLISH COMMUNICATION

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## P R E F A C E

### The Purpose of the Course

As a college freshman your great problem is how shall I say that which I want to say? How may I write about the things I see and feel and know? How may I acquire the ability to describe my feelings and the things I experience?

It is your own speaking and writing that should interest you most in this course. To speak clearly and to write understandingly should be your aim.

It is the aim of this book to supply the student with a maximum amount of rules in the correct use of the English language and a maximum amount of practice.

To accomplish this aim the student must have the desire to speak well and write well. One reason students do not like to speak or write is that they do not have sufficient ideas, nor do they have an adequate store of words with which to express the ideas they may possess.

Believing that ideas give rise to words and thereby facilitate expression, the authors have provided exercises to increase the student's knowledge of the world in which he lives and opportunities to use, in his speaking and writing, interesting and forceful words.

It is desirable that the student concentrate upon what he is saying rather than upon the rules that govern correct expression. The authors are, therefore, giving the average student an abundance of material by means of practical exercises and illustrations that will be helpful in increasing his mastery of the English language.

It is also desirable that the student think of the subject matter of the text as a course in communication rather than a



pursual of the rules of grammatical and rhetorical principles apart from the fine art of speaking and writing with factual correctness and ease.

All too frequently students learn certain principles in the classroom but fail to utilize these principles outside of the classroom. They evince a woeful lack of culture and power of speech on the school campus, in the residence hall, in the home, on the street, or wherever they may be.

Rules are of no avail except as they are put into practice and help one form good habits. But habits, psychologists say, are formed by repetition. By doing something over and over again, one forms a habit.

#### PLAN OF THE BOOK

This book consists of various units which will help you day by day to communicate well provided you faithfully perform your tasks and consider writing and speaking well as opportunities to develop your God-given personalities. These units are aids in reading, thinking, listening, various aspects of word-study and vocabulary building, pronunciation, punctuation, spelling, paraphrasing, composition and drills. At the end of each chapter is a list of minimum essentials which it is hoped you will master before proceeding to the next chapter. The list of minimum essentials is progressive and also divided into sections. As you master each section, you will be promoted to the next section. If, however, your written and spoken language reveals no mastery of these minimum essentials, you remain in that section as far as the records are concerned until that section is mastered. A mastery



of a certain number of sections is the requirement for promotion to the next course in English.

Do not consider each of these aspects of composition, namely sentence structure, grammar, spelling, punctuation and the like as isolated parts but parts of one large whole. Just as wood, stone, marble, brick, steel, iron, glass, basement, stories, roofs, rooms, windows and doors are used by the artistbuilder in the construction of a beautiful edifice like the Lincoln Memorial in Washington or the Taj Mahal in India, so correctness and effectiveness in the use of words, sentences, paragraphs, spelling, reading, grammar, punctuation, and pronunciation combine to produce a beautiful building of words and ideas from the hand of the artist writer.

Since you are hoping to take your place in the world's rank of college graduates, we ask only that you be able to use the English language effectively, in other words that you write and speak directly, interestingly, and correctly and make none of the errors that characterize the illiterate person. We cannot, therefore, correlate what you learn in the English classroom with every situation in which you find yourself, whether it be in the classroom, on the campus, in the residence hall or in the community.



## GRAMMAR

You have studied grammar both in the grade school and for at least three years in high school. Now you must combine with your re-study of the subject of grammar the art of listening to the speech of others and correcting any errors made. By so doing you will form the habit of listening to your own speech, and you will become a careful speaker.

The large number of failures among freshmen in English is due to carelessness. Begin now to be a careful speaker and writer.

Remember that reading, spelling, history, science, and even mathematics are courses in English. Be a good listener, and understanding reader, a keen observer, and you will develop into an effective speaker and a ready writer.

Correct speech, effective speech, the ability to speak understandingly and with ease will open to you doors of social prestige and will bring to you opportunities for professional promotion.

The following precepts may help you to succeed in this matter of communication:

Always strive to do your best.  
Put into practice at once what you learn.  
Speak carefully and well every time you speak.  
Concentrate on words of power and force and beauty.  
Use these words in your speaking and writing.  
Practice the oral drills again and again until  
you say the correct form automatically.

Once you have acquired a fertile "word-hoard", you will gain confidence, and adventure gladly and successfully on the highway of self-expression, rejoicing in the thought that "true ease in writing comes from art, not chance," and that you have satisfactorily mastered the art of speaking and writing.



QUESTIONNAIRE - BACKGROUND

Name. . . . .

Birthplace City . . . . . State. . . . .

Home address . . . . .

High school attended. . . . .

Location. . . . .

Date of graduation. . . . .

Reason for attending this school. . . . .

. . . . .

Who or what influenced you to come to this school?. . . . .

. . . . .

What occupation or vocation do you intend to follow?. . . . .

. . . . .

Which school subject do you like best?. . . . . Which least?

. . . . .

Your interest. . . . .

. . . . .

Anything else of interest about you, your problems, interesting experiences, write below.



# C H A P T E R I

## BECOMING ORIENTED

At the beginning we should like to get acquainted with one another. Will you fill in the questionnaire at the end of the "Preface"? Write the name of the street, city, and month in full. Separate the name of the city from the name of the state by a comma and the name of the month from the year by a comma. Can you tell why?

Some of you may read these to your classmates today in class omitting whatever part you so desire. Use complete sentences as you give your story and talk directly and convincingly.

Audibility is one of the first requisites of oral communication.

### Assignment

Before you can communicate effectively, you must utilize your time in college in the best way. You have already heard during the opening week of school some various talks on getting the most out of college. Read the following list of pertinent subjects. Can you add to this list?

Come to class tomorrow prepared to discuss these topics:

(1) Safeguarding your health at school. (2) Working one's way through school. (3) Proper study habits. (4) Regularity of habits. (5) Reading. (6) Courtesy and thoughtfulness in the classroom, outside the calssroom, in the dormitory, at church. (7) Reasons for the study of English or the Importance of Egnlish. (8) If you have had any troubles with English in the past, you may write a paper called "My Troubles with English." Probably a mutual discussion will help you to overcome these troubles.

Look up some rules of parliamentary procedure so that when



you come to class tomorrow you may appoint a chairman whose duty it will be to guide or direct the assignment for tomorrow.

1. Adapted from Philip March, "English Composition," English Journal, Vol. 29 (December, 1940) 819-825.

### PARTS OF SPEECH

In Webster's Dictionary (Unabridged) a part of speech is defined as "one of the classes of words according to which a sentence is analyzed." (now reckoned as eight, the noun, adjective, pronoun, verb, adverb, preposition, conjunction, and interjection.) The context or use of a word in a sentence determines what part of speech it is. For example, the same word may be a noun, and adjective, or a verb according to the way in which it is used. Notice the use of the word "hand" in the following sentences.

He stretched forth his hand. (Noun)

The virgin was called a hand-maiden of God. (Adjective)

Hand me the book on the table. (Verb)

Notice the use of the word wall in the following sentences:

A wall of indifference was formed between them. (Noun)

Don't be a wall-flower. (Adjective)

Abject fear walled them in. (Verb)

Because the noun and verb are the most important parts of speech, they are treated first in this book. A proper understanding of them will facilitate an understanding of other phases of English grammar.

A college freshman should know all about nouns. The following exercises are designed to make you keenly aware of the kinds and uses of this very important name-word.



NOUNS

1. Name some inanimate objects in a kitchen.

Example: Some objects that may be found in a kitchen are cabinets, electric ice-box, stove, freezer, pans other cooking utensils, dishes, sink, etc.

2. Name the parts of a house.

Example: walls, doors, rooms, ceiling, halls, wainscot mantel, chimney, windows, stairways, vestibule, closets, pantry, cellar, kitchen, dining room, parlor, bedroom, bathroom, playroom, porches, steps, library, laundry.

EXERCISE-1

1. Name some people who are connected with the following: restaurant, railroad yard and trains, schools, farm, office, printshop or publishing house, musical world, baseball, football, croquet.
2. Name some objects in a bedroom, a parlor, a diningroom, a library, a schoolroom.
3. Name five objects in the class room.
4. Name the parts of a piano
5. Name the parts of an apple.
6. Name the parts of a book.
7. Name a list of cereals, of fruits, of vegetables, of meals.
8. Name some places. Example: city, state, etc.
9. Name some qualities of an ideal mother.

Example: Patience, love kindness, understanding, tact, sympathy, compassion, firmness, truth, sincerity, thoughtfulness.



10. Name some qualities of an ideal teacher, father, friend, soldier
11. Name some qualities that make for success in the life of a student, of a social worker, a pianist.
12. Name some traits you dislike in some one.
13. Name some conditions under which the poor live.

Example: misery, poverty, etc.

14. Name some states of being or conditions under which the happy person lives.
15. Name some ideas, or concepts. Example: attention, memory, etc.
16. Name the ages of man beginning with infancy.

In performing the preceding exercises you have been naming certain objects, persons, things, qualities, ideas, conditions, and concepts. These name words are called nouns. The word "noun" is from the Latin word "nomen" meaning name and comes into the English language through the French.

You will note that each name designates any member of a class or group, or is a name belonging to the members of a class of objects. For example, the name "stove" is common to all members of the class of stoves. The name "freezer" is common to all members of the class of freezers. The name "apple" is common to all members of the class of apples.

Hence, these nouns are called common nouns. When you named a quality of the ideal teacher such as patience, you named a quality common to all the types of patience one possesses.

A common noun may be defined, then, as a name belonging to the members of a class of objects or a name that designates any member of a class or group.



## EXERCISE - NOUNS

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

Directions: Write in the blank space the common noun that corresponds to the proper noun.

- |                     |   |
|---------------------|---|
| 1. Thomas Wolsey    | 1. _____                                      |
| 2. Voltaire         | 2. _____                                      |
| 3. Grand Canyon     | 3. ✓ _____                                    |
| 4. Hawthorne        | 4. ✓ _____                                    |
| 5. Mantua           | 5. _____                                      |
| 6. Savonarola       | 6. _____                                      |
| 7. Samarkand        | 7. _____                                      |
| 8. Rubicon          | 8. ✓ _____                                    |
| 9. Rubinstein       | 9. _____                                      |
| 10. "Lycidas"       | 10. _____                                     |
| 11. Lupericalia     | 11. _____                                     |
| 12. Goliath         | 12. ✓ <i>Giant</i>                            |
| 13. Istanbul        | 13. _____                                     |
| 14. Antioch         | 14. ✓ _____                                   |
| 15. Nicodemus       | 15. ✓ <i>walks a man who walked with god.</i> |
| 16. Jordan          | 16. ✓ _____                                   |
| 17. Gerswhin        | 17. _____                                     |
| 18. Satanism        | 18. _____                                     |
| 19. Farouk          | 19. ✓ <i>Egypt</i>                            |
| 20. Dunkirk         | 20. _____                                     |
| 21. Corregidor      | 21. _____                                     |
| 22. Corydon         | 22. _____                                     |
| 23. Chaldea         | 23. _____                                     |
| 24. Chaliapin       | 24. _____                                     |
| 25. William Hogarth | 25. _____                                     |



EXERCISE - NOUNS 4

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

Directions: Write in the blank space the common noun that corresponds to the proper noun.

Model: 1. Babylon 1. city  
 2. Boswell 2. author

- 1. Africander 1. \_\_\_\_\_
- 2. Agassiz 2. \_\_\_\_\_
- 3. Erie 3. \_\_\_\_\_
- 4. Elbe 4. \_\_\_\_\_
- 5. El Dorado 5. ✓ \_\_\_\_\_
- 6. Menelaus 6. \_\_\_\_\_
- 7. Erasmus 7. \_\_\_\_\_
- 8. Froissart 8. \_\_\_\_\_
- 9. Don Juan 9. ✓ \_\_\_\_\_
- 10. Dresden 10. \_\_\_\_\_
- 11. Juvenal 11. \_\_\_\_\_
- 12. Rasputin 12. \_\_\_\_\_
- 13. Golden Gate 13. ✓ \_\_\_\_\_
- 14. Robin Hood 14. \_\_\_\_\_
- 15. Hell Gate 15. \_\_\_\_\_
- 16. Iron Curtain 16. \_\_\_\_\_
- 17. Launcelot 17. \_\_\_\_\_
- 18. "To the West Wind" 18. \_\_\_\_\_
- 19. Plutarch 19. \_\_\_\_\_
- 20. Zangwill 20. \_\_\_\_\_



## EXERCISES - NOUNS

Directions: Complete the following sentences by placing appropriate common nouns in the blanks.

Model: Charles L. Dodgson was an author of books for children.

1. John Doe is the name of \_\_\_\_\_.
2. Ulrich Zwingli was a \_\_\_\_\_.
3. Xanthippe was proverbial as \_\_\_\_\_.
4. A Yahoo is \_\_\_\_\_.
5. Zoroaster was a famous \_\_\_\_\_.
- ✓6. The Wabash is a \_\_\_\_\_ 475 miles long.
7. Anglomania means \_\_\_\_\_.
- ✓8. Bryant was an American \_\_\_\_\_.
9. The Vatican is \_\_\_\_\_.
10. Gabriele d'Annunzio was \_\_\_\_\_.
11. George Washington Cable was \_\_\_\_\_.
12. The Round Table was \_\_\_\_\_.
13. John Cabot was an Italian \_\_\_\_\_.
14. A Cadmean victory is \_\_\_\_\_.
15. The Zambesi is a \_\_\_\_\_ in South Africa.
16. Zarathustra is another \_\_\_\_\_ for \_\_\_\_\_.
17. Zebedee (Biblical) was the \_\_\_\_\_ of James and John.
18. Sir Launfal was a \_\_\_\_\_.
19. Hades was \_\_\_\_\_.
20. "Abraham's Bosom" was \_\_\_\_\_.
21. "Beowulf" is an \_\_\_\_\_.
22. The apocrypha consist of \_\_\_\_\_.
23. ✓ The Taj Mahal is \_\_\_\_\_.
24. ✓ Charles and John Wesley were \_\_\_\_\_.



8  
VOCABULARY BUILDING

Nothing is more pleasing to an audience than to listen to a speaker who has an adequate supply of words with which to express his thoughts.

Johnson O'Connor, a former director of the Human Engineering Laboratory of Stevens Institute, states that the most successful men are those who have an extensive knowledge of the exact meanings of English words.

According to one president those freshmen who worked hard to improve their vocabulary did better work during their sophomore year than their classmates. Furthermore, those who improved the most in vocabulary building were three or four places nearer the top of the class than those who did not improve at all in vocabulary. There is, then, a close correlation between success in college and the extent of one's vocabulary.

To speak with ease and fluency is the privilege of every member of this class. Begin now to build a good vocabulary. Expose yourself to every new word you see, and master the use of it in your daily conversation. Remember, however, never to use a word until you are sure of its meaning.

Everyone has three vocabularies: first, a speaking vocabulary, Vocabulary I, which he uses every day and on formal speaking occasions; secondly, a writing vocabulary, Vocabulary II; and third, a recognition or reading vocabulary, Vocabulary III. Of these three the speaking vocabulary is the smallest, the writing vocabulary next in number of words, and the recognition vocabulary the largest.

Your problem is to transfer new words and words already in your recognition vocabulary or Vocabulary III to Vocabulary II and thence to Vocabulary I. Why? because we speak "one hundred times"



oftener than we write; and since we come in touch with more people by speech than by writing, it behooves us to strive for the best vocabulary possible.

The best way to make a word your own is to learn its meaning and then transfer it from Vocabulary III, your recognition vocabulary, to Vocabulary II, your writing vocabulary, and thence to Vocabulary I, your speaking vocabulary.

Although the study of isolated words is a fascinating and interesting performance, such a study will merely add to your recognition vocabulary and merely increase your knowledge of interesting facts about words, such as their etymology, meanings, and shifts in meaning, pronunciation, usage, and functions as parts of speech.

The mere knowledge of these facts, however thorough it is, will not increase your speaking and writing vocabulary unless you (1) feel the need of words to aid you in your own communication (2) are so impressed with the word that either consciously or unconsciously you use it in your speech as naturally as the words you now use in speaking.

#### SUGGESTIONS FOR INCREASING YOUR VOCABULARY IN THE ORDER OF INCREASING EFFECT

##### SUGGESTION I

1. Study the word you wish to make your own in its original context.
2. If you don't know the meaning, try to guess its meaning.
3. Look at it intently and try to bury it deep within the recesses of your mind.
4. Say it softly again and again.
5. Without referring to a book of synonyms or the dictionary, write the sentence in which the word occurs, underline the word, and in parentheses write as many synonyms as possible



for the word.

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6. Compare and contrast your list of synonyms with the last the dictionary or a book of synonyms provides. Insert the synonyms you omitted in performing step 5.
7. Then, after looking intently at the sentence, go back to the original sentence and read it aloud using as many synonyms for it as you can recall.
8. Then write the sentence again from memory and use as many of the added synonyms as you can.
9. Write the word in your pocket notebook. Write numerous sentences containing the word. Use it five times that very day. If situations do not arise where you can use the word naturally, try to invent them. For example: place an empty chair in front of you; imagine you are talking to someone. As Stevenson would do on his walks, carry on an imaginary dialogue (aloud, of course) taking both parts and use the word you are making your own.
10. As you do this act repeatedly and try to engrave the word upon your mind whenever you encounter it in reading or in listening, it will gradually become a part of your "word hoard" to be used at your beck and call.
11. Tell a connected story to yourself in a mirror or to a friend (real or imaginary) using these words and others you are anxious to bring from Vocabulary III to Vocabulary I. Strive for fluency whether your story is coherent or not. Use the word in any kind of sentence. But keep talking. Eventually you will be able to give on the spur of the moment a connected story. In a few weeks you will be surprised at your ease and facility in speaking.  
You must have the initiative to do this again and again for the



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rest of this year.

ILLUSTRATION

In your reading we shall imagine that you come across these words in sentences.

1. Do not be perturbed about the situation.
2. The audience was considerably impressed with the recital.
3. With a pathetic expression he watched her surmounting the side of the hill with considerable difficulty.
4. With repulsive sores all over his body the beggar was a pitiable sight.
5. The heat increases hour by hour.

You know these words as part of your recognition vocabulary, but you are anxious to transfer them to your writing vocabulary and thence to your speaking vocabulary.

We shall imagine that you have carried out Steps 1 to 7. You are ready for Step 8 and you write from memory: "Do not be per-  
turbed (disgusted, disturbed, excited, troubled, upset, agitated, dismayed?) about the situation."

After performing these steps with the other words you are now ready for Step 1, which is performed orally.

Your story may read as follows:

(1) The sadness of her tragic story perturbed me considerably. Her pathetic efforts to surmount difficulties and the repulsive acts of her husband served only to increase the sympathy that was gradually growing in my heart for her.

or as follows

(2) When I read the life of Christ, I am considerably per-  
turbed about my own spiritual condition. But soon the sadness wears away as I think of how triumphantly He surmounted every difficulty and eventually emerged Victor on the Cross. Here the



repulsive cruel taunts of His accusers increased the suffering of a heart that was broken for you and for me. How pathetic seem my feeble efforts to overcome! Eventual victory, however, is mine as it was His if I have but the faith to believe it so.

#### SUGGESTION II

Study the dictionary and utilize all the opportunities it offers for improvement.

#### SUGGESTION III

Study synonyms and antonyms.

#### SUGGESTION IV

Paraphrase.

#### SUGGESTION V

Write precis of articles

#### SUGGESTION VI

Enrich your life by increasing your knowledge of the world in which you live. Deepen your experience.

There are many of us who find ourselves "slow to speak" in a group of people, especially those with whom we are not very intimate. Sometimes our difficulty arises because we do not know what to talk about.

The following six hints if heeded will cause you to explore a variety of fields that will form a basis for all types of oral communication.

1. Read books of various kinds, magazines, newspapers, tracts, bulletins. Do not confine yourself primarily to your own field of interest.
2. Converse with people from all ranks of life. You can learn something from another no matter who he is. Ask questions.



listen sympathetically, and show an interest in others and their problems as you talk with them.

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- 3. If you do not have a hobby, find one and learn all you can about it.
- 4. Enrich your life by excursion trips to places of interest in your community. Visit public parks, public buildings of all types, historic places, shrines, etc.
- 5. Study animals and nature: birds, insects, fish, trees, flowers will reveal a store of unusual facts that will delight and intrigue you.
- 6. Keep your eyes and ears open.

THE DICTIONARY

For the development of skill in the knowledge and use of words the dictionary is a necessary tool for the college student. Own a good dictionary and consult it often for correct pronunciation, correct usage, and to learn the origin of words.

Begin the dictionary study-habit now.

Practice the art of turning quickly to the work desired. Note carefully the parts of speech and study the synonyms.

UNIT I

Make a study of the dictionary. Read the Introductory Material, Guide to Pronunciation, Explanatory Notes, Abbreviations Used in the Dictionary. What sections are in the back of the book? If you have a new edition, see whether your college is listed under "Colleges and Universities in the United States and Canada." Note the interesting "Vocabulary of Rhymes" and informative section on "Punctuation, Compounds, Capitals, etc."

Note the difference between the abridged dictionary and the



unabridged dictionary. What information about a word do we get in the abridged dictionary concerning a word? In the unabridged dictionary? Take any word and compare and contrast the information about the word in both dictionaries. Report your finding in class.

#### D I C T I O N A R Y.

The dictionary is one of the most interesting books in existence despite the fact that many people consider it as "dry-as-dust." It was written by Noah Webster who was a great rebel.

Read his life and list the things he did that show he was a rebel.

"He marched against Burgoyne and fought with Washington. He published newspapers which flayed British injustice. As a matter of fact, he wrote his dictionary because the British had ignored American idioms completely in their versions."

Many substitute the words they look up ignorantly so that ludicrous errors occur.

wild----frantic. I picked a bouquet of frantic flowers.

strong--athletic. The racer was to athletic to be used.

to water-to irrigate. The sight of lemons makes my mouth irrigate.

to intercede-to go between. In a sandwich the ham intercedes the

bread.



DICTIONARY STUDY - NUMBER

1. If you wanted to see a yokel in his habitat, where would you go?
2. What is a youngster in the British navy?
3. Where would you place rabbits in a coop, barn, or warren?
4. If you went to a store to get a whippet, what would you get?
5. If a man has a walrus mustache what kind of a mustache does he have?
6. What kind of words are weasel words?
7. Is a "white elephant" a white elephant?
8. Why is a "white feather" a symbol of cowardice?
9. If I should say to you, "you are working at "white heat", what would I mean?
10. Is a "white horse" a white horse?
11. What is a wait?
12. Explain the following expressions:
 

<u>high-water mark</u>	<u>like water</u>
<u>toilet water</u>	<u>water music</u>
<u>above water</u>	<u>watershed</u>
<u>(go) by water</u>	<u>a ship watered at Denham</u>
<u>a critic of the first water.</u>	
13. What is a "white lie"?
14. Is a "white slave" a white slave?
15. Is a "wire puller" one who literally pulls wires?
16. Have you ever seen a wrest?
17. If you carry a vade mecum around with you, what do you carry?
18. What is a vagabond?
19. Do you know what French author has been called "the beloved vagabond"?
20. What is a vanguard?



- 21. Explain the waist of the human body, a garment, child's clothing, a violin, a ship, an insect.
- 22. What is a wait? (in the theatrical world)
- 23. What are waits? (British)
- 24. Explain a wake (Irish custom); -wake (festival in England); -wake of a ship; -wake of a storm.
- 25. What is the yolk of an egg? of a sheep?
- 26. What is the vamp of a shoe?
- 27. What does vamp mean in music?

DICTIONARY STUDY

Give the Meaning and Origin of the following:

- |               |                 |
|---------------|-----------------|
| Adonis        | cereal          |
| Ananias       | Circe           |
| Atlantis      | Dahlin          |
| Atlas         | Darwinism       |
| Babel         | Dogberry        |
| Bacchic       | Don Juan        |
| Bedlam        | Galahad, Sir    |
| Bohemian      | galvanism       |
| Boycott       | Grub Street     |
| Braggadocio   | guillotine      |
| Brodingnagian | hector          |
| Buncombe      | herculean       |
|               | Inferno         |
|               | Ishmael         |
|               | Jack the Repper |

PUNCTUATION

Rule I The period is used after abbreviations.



Remember these important facts about abbreviations: 1. Do not use "etc." in your compositions. It stands for "et cetera", "and the rest."

2. Do not use any abbreviations in your composition except the following which are permitted.

- Mr. as in Mr. Jones
- Mrs. as in Mrs. Brown.
- Dr. (preceding a name) as in Dr. "ye.
- i.e. from id est, that is
- e.g. from example gratia, for example
- viz. from videlicet, that is , namely
- A. D. =in the year of our Lord
- A. M. "Master of Arts", or "before 12 noon from the Latin "ante meridian".

Although Mr., Mrs., and Dr., are permissible, Capt. and Prof. are not

3. Much of your work in college is concerned with the dictionary. To use the dictionary satisfactorily, you should know the following

- act. active
- ant. antonym
- ar. Arabic
- art. article
- As., A. S. Anglo-Saxon
- A. V. Authorized Version
- Bib. Bible
- bk. book
- bot. botany
- Br. British
- cir or c. (L. about) circa
- cap (s). capital (s)
- caus. causative
- eg. confér (L. comparc)
- ch., chap. chapter
- chem. chemistry
- class. classical
- colloq. colloquial
- d. Dutch
- dim. diminutive
- E. English, East, Eastern
- etym. ety etymology



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f. feminine  
 ff. following  
 fr. from  
 Ger. German  
 Gr. Greek  
 gram. grammar  
 Gr. Brit. Great Britian  
 Heb. Hebrew  
 i. intransitive  
ibid. ibidem (L. in the same place).  
id. idem (L. the same)  
 i. e. id est (that is)  
 incl. inclusive  
 inter. interjection  
 irreg. irregular  
 It. Italian  
 L. Lat.  
 l. c. loco citato, in the place cited  
 n. noun  
 obs. obsolete  
 p. page  
 pass. passive  
 P. M. post meridian  
 pp. pages  
 pres. present  
 sing. singular  
 t. transitive  
 tran. transitive  
 v. verb  
 v. i. verb intransitive  
 v. t. verb transitive

#### QUIZ on Abbreviations

What are the abbreviations for a man, a married woman, for doctor, Learn the abbreviations in the preceding list.

Rule II. The period should be used after letter and figures used as symbols in outlines.

I. .  
     A.  
       1.  
        a.  
 II. etc.

Rule III. The period is used after declarative and imperative sentences. One of the most serious kinds of errors is the use of the fragment punctuated as though it were a complete sentence. Many modern writers have adopted the fragmentary style for the purpose of effect as in the following selection.

"Just as all muscular aspiration flowed into his arms, so all



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the energies of his senses turned to his ears. The man had become, you might say, two arms and two ears. Can you imagine a man listening, intently, through the waking hours of nine years?

Listening to footfalls. Marking with a special emphasis of concentration the beginning, rise, full passage, falling away, and dying of all the footfalls, By day, by night, winter and summer and winter again. Unravelling the skin of footfalls passing up and down the street!" (From Wilbur Daniel Steele's "Footfalls" in Neslons's College Caravan. p. 116).

There are, however, many people who use the fragmentary sentence not because they use it intentionally but because they know no better. Many college students are guilty of this fault, and such of the fragmentary sentence brands them as "illiterate."

In the few exercises on paragraphs that you may be called upon to write this term, you are asked to use the complete sentence. If you wish to use the fragmentary sentence, place a star after it; write at the end that you have done so intentionally.

There are some exceptions to complete sentences.

1. The adverbs, "yes" and "no."
2. Interjections, Oh! Who-me! Preposterous!
3. Elliptical sentences or expressions

An elliptical sentence or expression is one with an omission; yet its meaning is clear. Examples: "Why aren't you going?" "Because I am not well."



## Drill I

## COMPLETE AND INCOMPLETE SENTENCES

DIRECTIONS: Some of the examples below are complete and others incomplete. In the spaces at the right write C if the sentence is complete and I if it is incomplete.

1. Taking off their coats because of the heat which was stifling. 1. C
2. Accompanied by his sons, he went to the farmer who he was told despaired of receiving full indemnity. 2. C
3. Rains which are beneficial to legumes and grasses. 3. I
4. As a result of the conference which seemed to be at a stalemate. 4. I
5. Looking forward with great pleasure to this moment which seems full of significance. 5.
6. We are sure these conditions will meet your approval. 6. C
7. I see that schoolmates with whom I have been associated in the past. 7. C
8. Living, as we are well aware, in times fraught with peril to the home. 8. I
9. We must lay plans for the propagation of the work. 9. C
10. Although cold is merely the absence of heat. 10. I
11. As the temperature drops quickly under certain conditions. 11. I
12. Rapid running causing profuse perspiration. 12. C
13. Until nearly the close of the fifteenth century commerce conducted chiefly by means of land transportation. 13. C
14. Huge caravans crossed the deserts in the time of the pioneers. 14. C



15. The green oasis serving as a refreshing spot for weary travelers. 15. C
16. The cities which fell into insignificance because of the invasion. 16.
17. Most countries regarded the people of that race as undesirable. 17. C
18. Exorbitant rates of interest which the loan companies charged the unsuspecting victims. 18.
19. Alcoholic drinks often make the skin red. 19. C
20. The deceptive feeling of warmth which alcoholic drinks bring. 20. I

## DRILL 2.

DIRECTIONS: (See preceding exercise.)

1. In the Middle Ages trade affected considerably the material comfort of a city. 1. I
2. Costly palaces which were furnished luxuriously with every convenience. 2. I
3. Out door plants can survive bad weather because of their tough bark, stems, and leaves. 3. C
4. Exposed to the sunlight and invigorating air which made him hearty and strong. 4. C
5. He estimated that a comparable craft would cost. 5. I
6. It is believed that atomic energy. 6. I
7. Sal del Rey lake is a greater salt. 7. I
8. From what I have already heard regarding this particular make. 8. F
9. I was unhappy because I knew what to expect. 9. C
10. If you will investigate the matter, you will find that the facts will coincide with my story. 10. C



- |  |              |
|--|--------------|
| 11. It is always encouraging when such interesting news you have just related.                                 | 11. <u>I</u> |
| 12. Many products which are advertised over the radio although they are very costly.                           | 12. <u>I</u> |
| 13. During this season of holiday festivities it would be well if all of us.                                   | 13. <u>I</u> |
| 14. And it is very necessary that we be so informed.   | 14. _____    |
| 15. The manner in which the chairman conducts himself regarding the handling of public meeting held at school. | 15. <u>I</u> |
| 16. Everyone likes to know the score.  | 16. <u>C</u> |
| 17. Good work habits or high standards do not come by chance.  | 17. <u>C</u> |
| 18. Having heard of your wonderful program last night.   | 18. <u>I</u> |
| 19. To take upon yourself too much responsibility.   | 19. <u>I</u> |
| 20. After we had seen all the excitement.  | 20. <u>C</u> |

#### FINISHING THE INCOMPLETE SENTENCE

DIRECTIONS: Make the following incomplete sentences complete by adding the necessary words.

MODEL: Leaning against the window, the man sadly gazed at the empty scene before him.

1. Looking out of the window
2. After the sailors had reached the shore
3. As soon as the bell begins tolling,
4. Because you failed to do your duty
5. If you believe you can do a thing
6. While reading yesterday's paper
7. Although the pupil studied very hard
8. Steering the ship with his left hand



9. Before many weeks passed
10. Driving across country
11. Standing by the ladder
12. Entering the room by the side door
13. Training rules, which were very rigid
14. The following items
15. When you cannot agree
16. Three of our best students
17. The following outline of facts
18. After Hitler was defeated
19. Rejecting the counsel of his parents
20. Having become a member of the club

The exclamation point is used after exclamatory sentences, interjection, and exclamations.

What a storm!

Look out ! The rock is falling!

The question mark is used after interrogative sentences.

Did you know that there are millions and millions and millions of stars in the universe?

#### FINDING THE ENDS OF SENTENCES.

In the following selection all end punctuation has been removed.\* Draw a vertical line at the end of each sentence, and in the proper blank at the right copy the first word of each sentence capitalized.

Gandhi was known as "Mahatma" literally "the great-souled one" the creed which \_\_\_\_\_ he followed was built largely on the ideals set \_\_\_\_\_ forth by Jesus in the New Testament added to this \_\_\_\_\_ was the influence of the English aesthete, Ruskin; the \_\_\_\_\_ Russian novelist, Tolstoy; an African tailor, Daniels; and \_\_\_\_\_ the American naturalist, Thoreau from these several sources \_\_\_\_\_ he fitted the form of his politics-religious creed the \_\_\_\_\_ spiritual power which this Hindu "saint" exercised over \_\_\_\_\_ the masses of the people of India was hard to define, and \_\_\_\_\_



even harder to combat against the nonviolent, passive  
resistance which he inspired the British rulers of India  
were helpless and English governor of Bombay once called  
the Gandhi movement" the most colossal experiment in world  
history," and added that it came within an inch of succeed-  
ing it did succeed finally, because its memory and omni-  
present threat were a potent factor in the British decision to  
withdraw from India how shall we measure Gandhi's power in  
India perhaps by the success of his last fast, when he refused  
to eat until decisive steps had been taken to end the communal  
warfare among the classes, races, and religions of India Gandhi  
believed that the frontier of evil must be pushed back by good  
deeds, and that it was up to him and his people to take the  
initiative his persistence in identifying religion with politics  
may have been a mistake, as some of his critics maintain, and  
may have helped to force the partition of India; but however,  
novel his ideas may have been to Moslems, it cannot be denied  
that they were strikingly similar to the principles advocated  
by Jesus Christ can the minority groups of America rise to  
such spiritual heights will the principles advocated by  
Gandhi ever succeed in a world such as we have not until  
human nature is changed, and human nature seems unable to  
change itself judging from past experience, the violence  
which caused Gandhi's death is likely to increase in  
India and elsewhere Christ said: "My kingdom is not of  
this world" he made no attempt to establish a political  
organism controlled by the spiritual principles which he  
taught instead, he established a non-political, spiritual  
empire his followers were to suffer patiently any in-



justices at the hands of worldly governments, rendering \_\_\_\_\_  
them all the obedience they consistently could render, \_\_\_\_\_  
but their primary hope was to be the reward which their \_\_\_\_\_  
Redeemer would mete out upon His triumphant return as the \_\_\_\_\_  
righteous Judge when God has purged the world of sin, then \_\_\_\_\_  
love and selfless ideals can reign successfully what can \_\_\_\_\_  
Christians do about the threat of violence which hangs so \_\_\_\_\_  
ominously over the world can they prevent World War III? \_\_\_\_\_  
maybe not, but if the Christian churches will put into \_\_\_\_\_  
practice their own professions, the kingdom of God will \_\_\_\_\_  
come at least within these churches and in all societies \_\_\_\_\_  
of Christians, and the world will know that Christians will \_\_\_\_\_  
not foster or encourage any violence or ill will Christian \_\_\_\_\_  
organizations are almost unanimous in verbally decouncing \_\_\_\_\_  
war some have declared themselves in firmer tones than others, \_\_\_\_\_  
but the sum total of the statements is to the end that the \_\_\_\_\_  
destruction of human lives does not belong to the sphere of \_\_\_\_\_  
Christian ethics a representative collection is here brought \_\_\_\_\_  
together....



## INCOMPLETE AND COMPLETE SENTENCES

NAME \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

DIRECTIONS: Put a check after each incomplete sentence and a "K" after each complete sentence.

MODEL: The Danube river being 1,750 miles long. X

For centuries the Indians possessed the land. K.

1. Macaulay uses the figures of antithesis.
2. It is a well known fact that he voted against his party.
3. To go to work when one is tired.
4. Whenever you are ready.
5. From the wooded area came the joyous man.
6. Defeated and discouraged the army gave up.
7. The preposition "to" is not an essential part nor a necessary part.
8. When the fight was all over, the victors celebrated.
9. The crowd surging through the narrow street.
10. After the Battle and with the usual passionate intensity the General arriving.
11. The first three quarters of an hour in the morning.
12. In view of the seriousness of these times.
13. As he heard the news, James cried.
14. When it was all over.
15. Coming down the street.
16. For one of our greatest manufactures and one of our most powerful corporations.
17. Unbeaten in two years of competition with such universities as University of Southern California and Michigan University.
18. One of the best informed men in the United States on Foreign Affairs.



DIRECTIONS: Place F opposite each incorrect sentence and C opposite each correct sentence. If the sentence is incomplete, write F-i. If the sentence is a comma sentence, write F-c.

MODEL: With every right and privilege there is a corresponding duty. \_\_\_\_\_

1. The boy was driving his father's car, he had been to town. FC
2. Cheerfulness like sunshine sheds its brightness on everything around. FC
3. He studied for the bar, but he has never practiced law that I know of. I
4. I met a boy who was riding a bicycle on the road which leads through the forest. FC
5. I won a shetland pony, he is very gentle. FC
6. A lively discussion about the war. F
7. "The mills of God gained slowly but they grind exceedingly small". C
8. I shall comply with your request gladly. C
9. The Speaker said that it is "the Atomic Bomb" which is the most serious problem of today. \_\_\_\_\_
10. No matter how interesting. I
11. The cause of the matter is that men fail to realize. \_\_\_\_\_
12. These are the groups. C
13. America is the world's greatest hope. C
14. I like my job, I am going to quit. F

#### EXERCISE-CLASS GAME-COMplete AND INcomplete SENTENCES

Bring in twenty-five original sentences, some complete and some incomplete. Give your papers to the teacher. At a designated time she will dictate miscellaneous papers. You may write down the sentence or not, as the teacher indicates. You are to write "complete",



if the sentence is dictated is complete, and incomplete if the sentence dictated is incomplete.

The student with the highest score wins. The class may be divided into various groups. The group having the highest average is the winning group.

### SPELLING

Recently much attention has been devoted to spelling, and after much concentrated and scientific investigation helpful suggestions have been advanced for learning to spell.

Although modern thinkers do not agree as to the best method to adopt in the teaching of spelling, they do realize the fact that spelling can be learned by the conscientious pupil who has a sense of responsibility for using at all times correctly spelled words and who is dissatisfied with careless spelling.

Since spelling words in lists are not stressed now but words in sentences as they naturally are used, your attention is focused upon the appearance of words in sentences or in paragraphs.

Here are some Suggestions for Learning to Spell.

1. Look at the word intently and long. Be sure you know its meaning and part of speech.
2. Slowly read the letters in the words noting their position.
3. Write the word into syllables (you may have to consult your dictionary at this point.)
4. Visualize the word by syllables and read again very slowly the letters in each syllable.
5. Learn to spell the word by syllables repeating the letters in each syllable until you know the syllable.

For example: let us imagine the word is separate. Say the word aloud      sep, sep, sep, sep, a, a, a, a, a, rate, rate,



rate, rate, rate.

Then put all the letters together sep a.rate.

6. Close your eyes, visualize the word and repeat Step 5. As your eyes are closed, imagine that the letters are in a row at the bottom of a side wall in the room where you happen to be.

As you say aloud each letter, imagine that it grows from the floor of the room until it reaches the ceiling of the room. Visualize each syllable in this way until the complete word appears in your mental eye with its huge letters extending from the floor to the ceiling and occupying the whole extene of the side wall. Now open your eyes and see whether your visualized word is similar to the real word. If it is not, repeat this performance until the visualized word is correct in spelling.

7. Write the word in several sentences, printing the word in large letters and spelling it aloud by syllables as you write it.
8. Repeat these steps until you have mastered the word.
9. Memorize these steps.

Spelling correctly is comparable to using good taste at the dining table. To write dinning room for dining room is as much a violation of good form in writing as to use a spoon that has been in one's mouth for dipping gravy from the general gravy bowl.

You can learn to spell if you will to learn.

#### EXERCISE - SPELLING

If you are a good speller, omit this exercise. If you are a weak speller, perform this assignment.



Exercise 1. Learn to spell the underlined words in the following sentences by going through steps 1 - 8 under Suggestions for Learning to Spell.

1. The atomic bomb caused the Japanese to surrender.
2. This job is too difficult for me.
3. The colonel was too arrogant toward the soldiers.
4. You have made too many mistakes.
5. The child went to the store.
6. I am too happy to speak.
7. The Philippines have interesting beauty spots.
8. I do not trust his judgment.
9. Who's going with me tonight?
10. Whose book do you wish?
11. We should keep the dormitory clean at all times.
12. I hope to be a candidate for the degree of A. B.
13. He is truly a great man.
14. She is the backbone of her family.

Exercise 2.

Study the words in the columns and then one by one write each word in a sentence, covering the word with a piece of paper as you write it correctly from memory in a sentence.

to	Philippines	who's	dormitory
too	judgment	whose	candidate
truly			
backbone			

Words and Expressions often Confused.

Distinguish between the following:

- |           |           |             |          |
|-----------|-----------|-------------|----------|
| 1. accept | 2. access | 3. accredit | 4. adapt |
|-----------|-----------|-------------|----------|



1. except	2. excess	3. credit	4. adopt
5. advice	6. affect	7. alibi	8. allround
advise	effect	excuse	all around

Write in original sentences in your note-book. Come to class prepared to tell the differences of meaning. (QUIZ)

#### DRILL in CAPITALIZATION.

Capitalize the following titles.

The way of life	The abundant life
Adventuring into the unknown	Champions of truth
A winter's tale	The great divide
Thirty days upon the atlantic	Great souls
The squire of low degree	The romance of radium
The state of Innocence	The adventures of an atom
The alchemist of milan	The affectionate shepherd
The angel in the house	The anatomy of the world
The anatomy of melancholy	Keepers of the flame
The ballad of good counsel	The castle of persever-
The battle of the books	ance
The romance of the middle ages	The city of light
Dialogue between father and son	Great citizens of rome
Four little important letters	The golden journey
The alchemy of life	At the end of the road
Pursuits which have fascinated me	The marvels of science
Adrift on a raft for ten days	The wonders of the heav-
The captains funeral	ens
The garland of good ladies	Heroes and hero-worship
The leaves in my basket	History of the great re-
The days of yesteryear	bellion
My moments of gold	The constitution of u-
Hiking through the woods of avon	toria
Picknicking on t he mountain top	The last rose of summer
The life and death of Jason	The memories of an old
A lament for the makers	lady
My trip to the country	Passing the last post
Things I can do without	The cataract of lodcre
Hobbies of some great men	Letter to the governor
This is the reason	H ere it is
The search for happiness	The misfortunes of susan
The road to happiness	Pleasures of country life
Here she comes	My reasons for selecting
	my vocation
	The beauty of service

5. Capitalize the first and last word in the salutation of a letter but not intervening words unless they are part of the name.



Dear Sirs:  
 Dear Sir:  
 Dear Uncle John,  
 Dear Mother;  
 Dear Father,  
 My dear Professor Stewart:  
 My dear Sir:

### Drill

Write ten salutations: five for a friendly letter and five for a business letter.

My is used in business letters or semi-formal letters. The colon is used after the salutation of a business letter.

6. Capitalize only the first word of the complimentary close.

Yours truly,  
 Yours very truly,  
 Sincerely yours,  
 Lovingly yours,

### Drill

Write ten complimentary closes: five composed of two words and five composed of three words.

7. Capitalize the first line of poetry except in free verse.  
 8. Capitalize the first word in a numeral when it is composed of two or three words as in Twenty-first Street. Sixty-second Avenue.

## Review Capitalization

### Exercise 1.

Copy the following sentences in your notebook capitalizing words that should be capitalized and correcting all other errors.

1. I am studying english, french, mathematics, and history.
2. The days of the week are monday, tuesday, wednesday, thursday, friday, and saturday.
3. The months of the year are (Finish the sentence).
4. There are many students here from all parts of the country: the north, the east, the south, and the west.
5. He lives on seventh street, and I live around the corner on Maryland avenue.
6. Every autumn and spring he comes back home.



7. When you get to the corner turn west, walk one block, and then turn south until you reach 1070 south carolina avenue, n.w. There you will find the times building.

Exercise 2.

Finish the following sentences.

1. Two legal holiday s in January are
2. Two famcus birthdays in February are
3. Many 30 in all states is
4. The fourth of July is called
5. The first Monday in September is
6. My three favorite poets are
7. We have the following clubs in our school
8. The goldenrod is the state flower of
9. The Sagnaro Cactus is the state flower of
10. The apple blossom
11. The golden poppy
12. The columbine
13. The mountain laurel
14. The peach blossom
15. The American Beauty Rose is
16. The orange blossom
17. The Cherokee Rose
18. The violet
19. The zennia
20. The sunflower
21. The goldenrod is

PROPER NOUNS

1. What is your name?
2. What is the name of the place where you were born?
3. What is the name of the place where you now live?



4. Name the street on which you live.
5. Name five of your closest friends, five of your relatives, five men who are prominent in public life, five women who are prominent in public life.
6. Name five rivers of the United States.
7. Name five cities of the United States, five of Europe, of Asia.

In performing this assignment you have a list of names similar to this:

- |                                |                                     |
|--------------------------------|-------------------------------------|
| Q. What is your name?          | A. John Saisson.                    |
| Q. Where do you live?          | A. In New York, New York.           |
| Q. Where were you born?        | A. In Boston, Massachusetts.        |
| Q. On what street do you live? | A. I live on West Palmer<br>Street. |

Here you have been giving the names of a particular person, John Saisson; a particular place, Boston, Massachusetts; a particular street, West Palmer Street.

These are the "own" names of these particular objects or persons. They belong peculiarly to these particular objects or persons. These are not the names of any ones of a class or group, but they are the names of particular persons and places. Such names are called proper nouns. The word "proper" comes from the Latin "proprius" meaning "one's own". A proper name is the own name of a person a place, or a thing; it is not the name of any one of a class.

For example: "January" is the proper or special name assigned to this particular month to distinguish it from others of the same class. "Mississippi" is the proper or special name assigned to this particular river to distinguish it from other rivers of the same class.

A proper noun may be defined, then, as the name of a particular



person, place, or thing.

Proper nouns are always capitalized.

All nouns fall into one of these two classes: common or proper.

#### CLASSES OF COMMON NOUNS

In Assignments 1, page, 4, you named objects that could be seen, felt, touched, and tasted: wall, room, stairway, bread, milk, book. These can be perceived by the senses and are hence tangible. Such nouns are classed concrete nouns.

A concrete noun names objects that can be perceived by the five senses or objects that can be seen, touched, smelled, tasted, and are therefore tangible.

On the other, hand, in Assignments 9-16 you named some qualities of an ideal mother, such as patience, love, kindness, understanding. In Assignment 17 you named such conditions as misery, unhappiness, sorrow, etc.

Here you were naming names of a quality or a state or a condition. These qualities were "Drawn from" (Latin, ab and tractus) the concrete objects. For example: from an apple I am, figuratively speaking, "abstract" such qualities as roundness, sweetness, sourness, hardness, redness, crimson. The names of these qualities are called "abstract" nouns.

An abstract noun is the name of a quality, state, condition, idea, ideal, or a concept.

We shall now discuss another class of common nouns.

1. What name do we give to this group of students seated in this room under the direction of a teacher?
2. What name do we give a group of people that sing during a church service?
3. What name do we give a group of sheep?
4. How many groups of students are in the classroom now?



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There is then ~~one~~ group of students or one class in the room, and English class. What is the number of the name of this group or "class"? Is it singular in form or plural in form?

How many students are in the class? How many people may be in a choir? How many musicians may be in a band? In a choir? In a Chorus?

You will note that although "class," "choir," "band," "chorus" are singular in form, they are plural in meaning. These words, or names, represent a group of people "collected" or "gathered" into one group.

Such names are collective nouns.

A collective noun, then may be defined as a noun that is singular in form and plural in meaning.

When we say that the choir is singing the "Messiah" this Christmas, we think of the choir as a unit, as one entity, as a whole. In this instance, the singular form of the verb is used.

When we say that the choir are going to participate in the different choir festivals of the city, we are not thinking of the choir as a group or unit but of the choir as being composed of different persons, of different individuals. Hence a plural verb is necessary.

This rule is to be followed: When a collective noun is thought of as a single unit, a singular verb is used. When a collective noun is thought of as consisting of individual members and not as a unit, the plural verb is used.



EXERCISE COMMON NOUNS

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

DIRECTIONS: Underline all common nouns in the following sentences. whether they name persons, places, things, or animals.

Model: The man wrote his book in a cold garment. Noun

man - person

book - thing

garment - place

1. Come with me and behold the beautiful trees and flowers.

1. trees (1)

flowers (2)

2. Men and women died on the roads by hundreds.

2. men (3)

women (4)

roads (4)

\_\_\_\_\_ (5)

\_\_\_\_\_ (6)

3. He was afraid of the wild animals.

3. animals (7)

4. The river was overflowing its banks.

4. river (8)

banks (8)

\_\_\_\_\_ (9)

5. The captain called the mate to the deck.

5. deck (10)

\_\_\_\_\_ (11)

\_\_\_\_\_ (12)

6. He saw a fish lying on the mud.

6. \_\_\_\_\_ (13)

7. Sticks and stones were thrown at the frightened beggar.

7. \_\_\_\_\_ (14)

\_\_\_\_\_ (15)

\_\_\_\_\_ (16)

8. On the top of the table lie a pen and pencil.

8. \_\_\_\_\_ (17)

\_\_\_\_\_ (18)

\_\_\_\_\_ (19)

\_\_\_\_\_ (20)



## PROPER NOUNS - CAPITALIZATION

Proper nouns and adjectives are capitalized. A proper adjective may be defined as a proper noun used as an adjective, Florida flowers, or an adjective derived from a proper noun, Italian poet.

Proper nouns include the following:

1. Academic degrees when abbreviated: Ph. D. and M. A., but doctor of philosophy and master of arts.
2. Names for the Bible and its divisions:  
The Holy Scriptures  
Bible, Biblical  
New Testament
3. Names of buildings:  
Administration Building  
Union Station  
Library of Congress  
The Capitol  
Mellon Art Museum  
Cairo Hotel
4. Names of Deity:  
God  
Jesus  
Jehovah  
Holy Spirit  
The Almighty
5. Documents:  
The Constitution  
Bill of Rights  
Magna Carta  
Declaration of Independence



## Articles of Confederation

## 6. Geographical Names and Places.

## a. Countries

Europe

Italy

Germany

## b. Avenues

Maryland Avenue or avenue

Pennsylvania Avenue

## c. Counties

Madison County

Howard County

## d. Lakes

Lake Superior

Lake Huron

## e. Parks

Grand Central Park

Washington Park

## f. Rivers

Hudson River

Tennessee River

## g. Streets

Fifth Street or street

Second Street

## h. Cities

Washington

Atlanta

Huntsville ✓



7. Historical Events

Seven Years' War  
Revolutionary War

8. Historical Periods

Age of Pericles  
Augustan Age  
Restoration Period  
Dark Ages

9. Holidays, Days of Week, and Months

Christmas  
Fourth of July  
Tuesday

10. Organizations

a. Churches and religious sects.

Methodists  
Baptists  
Bahaists

b. Club

The Kiwanis  
Isaac Walton Club

c. Corporation

Baltimore and Ohio Railroad  
Southern Railroad

d. Governmental Bodies and Departments

Cabinet  
Supreme Court  
Civil Aeronautics  
Congress Board  
Department of State

e. Political Parties

Republican Party  
States Right Party  
Democratic Party

f. Institutions

Home for the Aged  
Harvard College

g. Races and Nations



Jews  
German  
Negro  
Indian

h. Societies

Society for Prevention of Cruelty to Animals  
Red Cross Society  
Society of American Artists

11. Personification

O Stars  
O Sun and Moon

12. Nouns of Relationship (optional) when used as proper nouns

Mother (but my mother)  
Grandfather (but his grandfather)  
Father  
Dad

13. School Subjects that are Languages and particular subjects not languages

German 3	Spanish	Chemistry 1
English	History 2	Mathematics 4

14. Sections of the Country

North  
South  
East  
Northwest (but as directions; north, south, east, and west)

15. Titles preceding Proper Names and Titles of Officers of Government.

Professor Cooper  
Dr. Howard  
The President  
The Secretary of State

Do not capitalize north, east, west, south when they denote directions.

He turned east at the next corner.  
Birds fly north in the summer.

but

Are you from the East?  
Temperature in the North is very low.

Do not capitalize names of seasons: winter, fall, autumn, spring.



Do not capitalize names of school subjects (exception, languages) unless they refer to particular subjects.

Correct. I am taking history, chemistry, and mathematics.

Correct. I am taking History I, Chemistry I, and Mathematics II.

Do not capitalize adjectives which were formerly proper nouns but are now used in a special sense.

Example: china dishes, roman type.

EXERCISE - PROPER NOUNS

Name Anthony Lucia Date \_\_\_\_\_ Score \_\_\_\_\_

Directions - Capitalize the words that should be capitalized. Give a reason for each capital you use.

1. In 1947<sup>A</sup> american tourists to the british isles<sup>B I</sup> spent \$37,000,000.
2. Injudicious brushing of the teeth according to dr.<sup>Dr</sup> ward can damage the tooth structure.
3. Last wednesday<sup>W</sup> we decided to be in nashville<sup>N</sup> by the thirteenth of may<sup>M</sup>.
4. He received his m. a.<sup>M.A</sup> from yale university<sup>U</sup> and his ph.d.<sup>Ph.d</sup> from harvard university<sup>H U</sup>.
5. Have you made reservations for rooms in the cairo<sup>C</sup> hotel?<sup>H</sup>
6. She lives either at 1014 eastern avenue or eastern street,<sup>A P O</sup> akron, ohio.
7. The picnic will be held in johnson park which is on the banks of the sodenese river.<sup>J P</sup>
8. The poet milton<sup>P M</sup> lived during the puritan and restoration periods. He was a great english poet.<sup>E P</sup>
9. Most of them belong to the episcopalian church<sup>E</sup>, but a few belong to the catholic church.<sup>C</sup>



10. Have you ever read the constitution of the united states or the declaration of independence?
11. Many members of the cabinet, congress, and department of state will be there.
12. There were jews, germans, indians, negroes, chinese, japan-ese, and italians present.
13. The red cross has done excellent work for those in distress.
14. I am taking french, english, mathematics, history, and chemistry.
15. What mathematics, history, and chemistry are you taking?
16. I am taking mathematics 1, history 3, and chemistry 2.
17. She goes home every christmas and easter.

#### EXERCISE - PROPER NOUNS

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

Directions: Underline and capitalize the proper nouns in the following sentences.

1. The teutonic invaders were of three tribes: the jutes, the saxons, and angles.
2. The book little women was written by leusia m. alcott.
3. The poet milton wrote sublime poetry while he was blind.
4. Cambridge was the home of three famous american writers: long-fellow, lowell, holmes.
5. The silversmith was busy at his craft many centuries before the christian era.
6. Each year the class presented a "business career show."
7. The story treasure island was written by robert louis stevenson.
8. She is attending polotechnic high school in los angeles.



- 9. What was the mayflower?
- 10. The girl was told that her mother came on the mayflower from <sup>E</sup> england.
- 11. The world fair was held in <sup>N Y</sup> new york.
- 12. Last <sup>S</sup> sunday there was a great storm.
- 13. He will be here by next <sup>T</sup> thursday.
- 14. The work of the <sup>N</sup> national <sup>S</sup> safety <sup>C</sup> council is very effective.
- 15. George <sup>A</sup> ade, famous <sup>A</sup> american <sup>J</sup> journalist, was a member of the <sup>N</sup> national <sup>I</sup> institute of <sup>A</sup> arts and letters.
- 16. A two-day conference was held at the <sup>P</sup> polytechnic <sup>I</sup> institute of <sup>B</sup> brooklyn.
- 17. The <sup>A</sup> aleritian <sup>I</sup> islands are a chain of small islands belonging to <sup>A</sup> alaska.
- 18. On <sup>M</sup> may 19, 1944 tribute was paid by members of the <sup>A</sup> american <sup>A</sup> academy of arts and letters to three deceased members, charles melcan andrews, stephen vincent benet and william lyon phelps.
- 19. The aim of the american bible society is "to encourage a wider circulation of the holy scriptures without note or comment."
- 20. Sugar is the principal product of zululand, a district in south africa.

EXERCISE - PROPER AND COMMON NOUNS

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

DIRECTIONS: In the blank beside the common nouns write corresponding proper nouns.

- 1. underground tunnel 1. \_\_\_\_\_
- 2. flower 2. \_\_\_\_\_
- 3. poet 3. \_\_\_\_\_
- 4. composer of symphonics 4. \_\_\_\_\_



- 5. composer of songs 5. \_\_\_\_\_
- 6. composer of sonata 6. \_\_\_\_\_
- 7. composer of hymns 7. \_\_\_\_\_
- 8. a college 8. \_\_\_\_\_
- 9. a university 9. \_\_\_\_\_
- 10. a star 10. \_\_\_\_\_
- 11. dog 11. \_\_\_\_\_
- 12. horse 12. \_\_\_\_\_
- 13. forest 13. \_\_\_\_\_
- 14. capitol 14. \_\_\_\_\_
- 15. library 15. \_\_\_\_\_
- 16. street 16. \_\_\_\_\_
- 17. avenue 17. \_\_\_\_\_
- 18. palace 18. \_\_\_\_\_
- 19. game 19. \_\_\_\_\_
- 20. heavy-weight champion 20. \_\_\_\_\_

EXERCISE - PROPER AND COMMON NOUNS

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

Directions: In the blank beside the common nouns write corresponding proper nouns.

- 1. ocean 1. \_\_\_\_\_
- 2. isthmus 2. \_\_\_\_\_
- 3. promontory 3. \_\_\_\_\_
- 4. cape 4. \_\_\_\_\_
- 5. river 5. \_\_\_\_\_
- 6. sea 6. \_\_\_\_\_
- 7. state 7. \_\_\_\_\_
- 8. book 8. \_\_\_\_\_



- 9. short story 9. \_\_\_\_\_
- 10. a city of Russia 10. \_\_\_\_\_
- 11. a city of Germany (not Berlin) 11. \_\_\_\_\_
- 12. capital of Vermont 12. \_\_\_\_\_
- 13. capital of Maine 13. \_\_\_\_\_
- 14. capital of New York 14. \_\_\_\_\_
- 15. capital of Maryland 15. \_\_\_\_\_
- 16. capital of the United States 16. \_\_\_\_\_
- 17. automobile 17. \_\_\_\_\_
- 18. geyser 18. \_\_\_\_\_
- 19. gorge 19. \_\_\_\_\_
- 20. bridge 20. \_\_\_\_\_

PROPER NOUNS

- I. a. Write the titles of five books you own; five books you would like to own; five songs you like; five hymns.
- b. Give the names of five Biblical characters; five secular historical characters; five internationally known contemporary persons; five wars; five European countries; five rivers; five epics.
- c. Write twelve sentences, one for each month of the year.
- d. Write seven sentences, one for each day of the week.
- e. Write the names of five children you know; five men you know-one a doctor, a minister, a lawyer, a professor in a university, and a business man; five women in public life.
- II. a. Name five historians with the titles of their works.
- b. Name five Negro poets and one poem of each.
- c. Name five Negro prose works and one work of each.
- d. Name five Negro musicians.
- e. Name five German composers and in writing titles do not capitalize prepositions, conjunctions and articles.

Homonyms



I Homonyms are words similar in sound but different in meaning.

Diffirentiate between the words in each group. (QUIZ).

- |                               |                          |               |                     |
|-------------------------------|--------------------------|---------------|---------------------|
| 1. air<br>ere<br>l'er<br>heir | 2. aisle<br>islc<br>I'll | 3. all<br>awl | 4. ail<br>ale       |
| 5. aloud<br>allowed           | 6. altar<br>alter        | 7. arc<br>ark | 8. ascent<br>assent |

NAME \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

NOUNS

Directions: Place in the blanks at the left all common nouns occurring in the following selection. List them in order. If you need more space, utilize the space at the botton of the article. Numbering the nouns.

- |           |  |
|-----------|--|
| 1. _____  | 1. Africa, no less than fifty years ago a large com- |
| 2. _____  | munity of busy paths and primitive homes, is to-     |
| 3. _____  | day making its bid for recognition among contemp-    |
| 4. _____  | orary nations.                                       |
| 5. _____  | 2. No longer the "dark continent," Africa is bright  |
| 6. _____  | with the beacons of airfields, the lights of grow-   |
| 7. _____  | ing ports and cities, the furnaces of industry,      |
| 8. _____  | and with the fires of hope for a new freedom.        |
| 9. _____  | 3. Just as in the past decades China was swept into  |
| 10. _____ | the ken of the average American, so at the pres-     |
| 11. _____ | ent time Africa is becoming more and more a part     |
| 12. _____ | of our own intimate world.                           |
| 13. _____ | 4. We have sometimes glanced at Africa through the   |
| 14. _____ | eyes of the explorer, the missionary, the mer-       |
| 15. _____ | chant, or the romantic. But these have too often     |
| 16. _____ | sought out the spectacular in heathen practices,     |
| 17. _____ | and frequently they wrote of too much jungle and     |
| 18. _____ | too little genuine life.                             |



19. \_\_\_\_\_  
 20. \_\_\_\_\_  
 21. \_\_\_\_\_  
 22. \_\_\_\_\_  
 23. \_\_\_\_\_  
 24. \_\_\_\_\_

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EXERCISE - Abstract Nouns

NAME \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

DIRECTIONS: Form abstract nouns from the following words and place in the blanks beside the words.

- |                |           |                     |           |
|----------------|-----------|---------------------|-----------|
| 1. contiguous  | 1. _____  | 16. altruistic      | 16. _____ |
| 2. immediate   | 2. _____  | 17. benevolent      | 17. _____ |
| 3. near        | 3. _____  | 18. bountiful       | 18. _____ |
| 4. neighbor    | 4. _____  | 19. extravagant     | 19. _____ |
| 5. nigh        | 5. _____  | 20. lavish          | 20. _____ |
| 6. present     | 6. _____  | 21. hospitable      | 21. _____ |
| 7. convenient  | 7. _____  | 22. liberal         | 22. _____ |
| 8. middle      | 8. _____  | 23. magnanimous     | 23. _____ |
| 9. superficial | 9. _____  | 24. philanthropical | 24. _____ |
| 10. advance    | 10. _____ | 25. prodigal        | 25. _____ |
| 11. begin      | 11. _____ | 26. benign          | 26. _____ |
| 12. oppose     | 12. _____ | 27. bestow          | 27. _____ |
| 13. precede    | 13. _____ | 28. attractive      | 28. _____ |
| 14. project    | 14. _____ | 29. adore           | 29. _____ |
| 15. abound     | 15. _____ | 30. grand           | 30. _____ |



- 31. charming 31. \_\_\_\_\_
- 32. bright 32. \_\_\_\_\_
- 33. brilliant 33. \_\_\_\_\_
- 34. fascinate 34. \_\_\_\_\_
- 35. dainty 35. \_\_\_\_\_
- 36. elegant 36. \_\_\_\_\_
- 37. delicate 37. \_\_\_\_\_
- 38. delightful 38. \_\_\_\_\_
- 39. stately 39. \_\_\_\_\_
- 40. divine 40. \_\_\_\_\_
- 41. enchant 41. \_\_\_\_\_
- 42. excellent 42. \_\_\_\_\_
- 43. felicitous 43. \_\_\_\_\_
- 44. glorious 44. \_\_\_\_\_
- 45. handsome 45. \_\_\_\_\_
- 46. severe 46. \_\_\_\_\_
- 47. angry 47. \_\_\_\_\_
- 48. austere 48. \_\_\_\_\_
- 49. hateful 49. \_\_\_\_\_
- 50. lovable 50. \_\_\_\_\_

EXERCISE - ABSTRACT NOUNS

NAME \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

Directions: Form abstract nouns from the following words and place in the blanks beside the words.

Model: 1. true 1. truth  
2. silent 2. silence

- |         |          |         |          |
|---------|----------|---------|----------|
| 1. wide | 1. _____ | 4. good | 4. _____ |
| 2. apt  | 2. _____ | 5. kind | 5. _____ |
| 3. able | 3. _____ | 6. wise | 6. _____ |



- |               |           |               |           |
|---------------|-----------|---------------|-----------|
| 7. intend     | 7. _____  | 24. grieve    | 24. _____ |
| 8. ill        | 8. _____  | 25. admire    | 25. _____ |
| 9. nervous    | 9. _____  | 26. intense   | 26. _____ |
| 10. liable    | 10. _____ | 27. succeed   | 27. _____ |
| 11. happy     | 11. _____ | 28. real      | 28. _____ |
| 12. fanatic   | 12. _____ | 29. absurd    | 29. _____ |
| 13. wild      | 13. _____ | 30. pretend   | 30. _____ |
| 14. rely      | 14. _____ | 31. young     | 31. _____ |
| 15. appraise  | 15. _____ | 32. rough     | 32. _____ |
| 16. criticize | 16. _____ | 33. deformed  | 33. _____ |
| 17. lovely    | 17. _____ | 34. irregular | 34. _____ |
| 18. inquire   | 18. _____ | 35. distort   | 35. _____ |
| 19. broad     | 19. _____ | 36. uneven    | 36. _____ |
| 20. infer     | 20. _____ | 37. regular   | 37. _____ |
| 21. high      | 21. _____ | 38. rugged    | 38. _____ |
| 22. remember  | 22. _____ | 39. shapely   | 39. _____ |
| 23. betray    | 23. _____ | 40. perfect   | 40. _____ |

EXERCISE - ABSTRACT NOUNS

NAME \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

Directions: Form abstract nouns from the following words and place in the blanks beside the words.

- |              |          |                |           |
|--------------|----------|----------------|-----------|
| 1. harmonize | 1. _____ | 9. hard        | 9. _____  |
| 2. far       | 2. _____ | 10. brave      | 10. _____ |
| 3. remote    | 3. _____ | 11. courageous | 11. _____ |
| 4. attend    | 4. _____ | 12. high       | 12. _____ |
| 5. big       | 5. _____ | 13. long       | 13. _____ |
| 6. round     | 6. _____ | 14. false      | 14. _____ |
| 7. sour      | 7. _____ | 15. revere     | 15. _____ |
| 8. sweet     | 8. _____ | 16. adore      | 16. _____ |



17. sympathize	17. _____	35. deep	35. _____
18. admire	18. _____	36. grave	36. _____
19. green	19. _____	37. responsible	37. _____
20. absurd	20. _____	38. tough	38. _____
21. white	21. _____	39. fragile	39. _____
22. black	22. _____	40. soft	40. _____
23. light	23. _____	41. satisfy	41. _____
24. weigh	24. _____	42. long	42. _____
25. heavy	25. _____	43. yearn	43. _____
26. die	26. _____	44. moralize	44. _____
27. live	27. _____	45. aggrandize	45. _____
28. think	28. _____	46. chastise	46. _____
29. commend	29. _____	47. court	47. _____
30. ignore	30. _____	48. lonely	48. _____
31. coward	31. _____	49. tender	49. _____
32. magnanimous	32. _____	50. careless	50. _____
33. valiant	33. _____		
34. broad	34. _____		

### EXERCISE - CAPITALIZATION

Directions: Capitalize the proper nouns in the following sentences  
Give reason for each capitalization.

1. Recently the finance ministry of japan published a list of the 56 richest men in japan.
2. Many indians of new mexico, arizona, and southern utah are as destitute as war stricken europeans.
3. The normans in salt lake city contributed two truckloads to alleviate their suffering.

... town, south ...



4. A thirty-year old farmer in cape town, south africa, struck down a leopard with his fists.
5. All russian farmers who raised 22 pigs that year were awarded the cherished order of stalin.
6. The united states navy has perfected a new method of sending a distress signal.
7. The british scientists are very industrious.
8. He comes to us from Kalamazoo, michigan.
9. On returning from a tour of the continent, helen keller made a impassioned plea for the blind in europe.
10. Admiral richard e. byrd reported to president roosevelt that his new discoveries on the antartic coast would add about 200,000 square miles to the united states possessions.
11. The second woman ever to attain sub-cabinet rank in the united states was josphine aspinwall roche of colorado.
12. Many birds at britte, montana, built their nests in mailboxes.
13. Primitive tribes in dutch new guinea are now receiving the gospel by plane.
14. It is reported that green rain fell in dayton, Ohio.
15. I am taking clothing selection and construction, interior decorating, advanced food, methods in teaching home economics.
16. My courses are typewriting I, elementary shorthand or shorthand I, and filing.
17. Many students in this college are from the north, east and west.
18. To get to her house, go down sixth street to c, then turn west to ninth, and then turn south until you reach massachusetts avenue.
19. Many members of the faculty were there - professor elmswood, attorney houston, mrs. elmswood, and miss olendorff.



20. QUIZGeneral and specific Words

The specific word is always more interesting and forceful than the general. Use specific words for the general words or expressions in the sentences below.

Model 1. Men call some birds "rain crows" because of the noise they make.

2. Farmers call yellow-billed cuckoos "rain crows" because of the guttural cry they make.

or

1. The man has bought a bright new car.

2. The miner has bought a bright new Buick.

or

1. I was affected by his expression.

2. I was chagrined by his sardonic smile.

Exercise

1. I cut (use one of the following: "nick", "slit", "snip", "slash", "snip") my hand. 2. He lay flat on his belly. 3. He moved his feet about in the splashing water. 4. The old man went slowly down the street. 5. Are you having any trouble with your foreign language. 6. Oakwood has a campus of trees and shrubs. 7. Paintings of many schools were on exhibit. 8. I saw many interesting things on the shelf. 9. How my mouth watered when I saw the food on the table! 10. The children laughed at the movements of the animals in the cage.

Directions: Underline the common nouns in the following sentences and write them in the blanks at the side.

1. In what respect can the memory be improved? 1. \_\_\_\_\_
2. He was a student leader both in high school and college. 2. \_\_\_\_\_



- 3. Note taking and reading are essential to your success in college. 3. \_\_\_\_\_
- 4. James Smith was the youngest of four sons. 4. \_\_\_\_\_
- 5. Have you read the story of the young engineer? 5. \_\_\_\_\_
- 6. They never forgot their responsibility to their country and to their people. 6. \_\_\_\_\_
- 7. He that overcometh receiveth the crown. 7. \_\_\_\_\_
- 8. In war men get used to death. 8. \_\_\_\_\_
- 9. An immoral man despises himself. 9. \_\_\_\_\_
- 10. The chief of crime-breeders is alcohol. 10. \_\_\_\_\_
- 11. A heavy fog settled down over the valley. 11. \_\_\_\_\_
- 12. You have done very good work. 12. \_\_\_\_\_
- 13. Cheerfulness is the sunshine of the soul. 13. \_\_\_\_\_
- 14. "A bird in the hand is worth two in the bush." 14. \_\_\_\_\_
- 15. James rode to town on his bicycle this morning. 15. \_\_\_\_\_
- 16. Mr. Wright's class is in the workshop making cedar chests. 16. \_\_\_\_\_
- 17. We live in deeds, not years. 17. \_\_\_\_\_
- 18. This boy lives in the house which faces the west. 18. \_\_\_\_\_
- 19. I received a letter and a box of candy from my mother. 19. \_\_\_\_\_
- 20. The guest spent the night in the hotel on the seashore. 20. \_\_\_\_\_

NAME \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

Directions: Underline the abstract nouns in the following sentences and copy them in the blanks at the side.



Section A.

- 1. The king's anger was registered against him. 1. \_\_\_\_\_
- 2. He is a man of great virtue. 2. \_\_\_\_\_
- 3. "Goodness and mercy shall follow me all the days of my life." 3. \_\_\_\_\_
- 4. He has the patience of Job. 4. \_\_\_\_\_
- 5. With bitterness in his voice, he turned away. 5. \_\_\_\_\_
- 6. The lion's fierceness amused the tamer. 6. \_\_\_\_\_
- 7. The fury of men and the shock of weapons caused fear in the enemy's hearts. 7. \_\_\_\_\_
- 8. Hatred and sullenness spoiled his expression. 8. \_\_\_\_\_
- 9. Compassion and love draws one to their possessor. 9. \_\_\_\_\_
- 10. The steepness of the mountain made them weary. 10. \_\_\_\_\_

Section B.

Write twenty sentences each one containing an abstract noun. Underline the noun.

Section C. Read Lincoln's Gettysburg Address, and then write a list of the qualities in the dead soldiers that evoked or might have evoked this eulogy.

Section D. Many poets have written poems in praise of Night. What qualities of Night do you think appealed to the poets? Before answering this question, you may read: (1) Longfellow's "Hymn to the Night" (see an anthology or collection of his poems). (2) Robinson Jeffer's "Night" (3) "Hooded Night" (see Today's Literature, pp. 388, 389). (4) Sarah Bixby Smith "Tropic Night", p. 451. (5) Robert Herrick "The Night Piece" (Book of Literature, ed. Garnet et als XXIII: 301). (6) Blanco White "To Night" (ibid XX III: 301). 7. Shelly "To Night" (See edition of his poems



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or some anthology of English Literature).

Section E. Read about some or all of the following persons and list qualities or characteristics that made for success in their lives. These qualities will be abstract nouns.

- |                       |                          |
|-----------------------|--------------------------|
| Andrew Carnegie       | Roland Hayes             |
| Thomas Edison         | Marian Anderson          |
| Franklin D. Roosevelt | Benjamin Franklin        |
| Sojourner Truth       | Jane Addams              |
| Marshall Field        | George Washington Carver |

Section F. Write sentences containing the following abstract nouns. Associate the nouns with the words in parenthesis.

Model: blackness (night)

Sentence: The heavy blackness of the night weighed down upon me in ominous silence.

- |                                     |                              |
|-------------------------------------|------------------------------|
| 1. freshness (morning air)          | 10. strength (Samson)        |
| 2. smoothness (snake)               | 11. honesty (children)       |
| 3. weight (earth-see World Almanac) | 12. Liberty (Liberty Bell)   |
| 4. Human existence (Mars)           | 13. eternity (conception of) |
| 5. satisfaction (concert)           | 14. elegance (palace)        |
| 6. charity (Sir Launfal)            | 15. terroe (Poe)             |
| 7. height (Mr. Everett)             | 16. splendor (Taj Mahal)     |
| 8. Depth (ocean)                    | 17. Peace (U N)              |
| 9. breadth (any object)             | 18. Impatience (Moses)       |
|                                     | 19. discourtesy (filial)     |

EXERCISE - COLLECTIVE NOUNS

NAME \_\_\_\_\_ DATE \_\_\_\_\_ SCORE \_\_\_\_\_

DIRECTIONS: Read aloud the following list of collective nouns. Write what collection of persons or objects is represented by the noun.



MODEL:            NOUN

army

Object or persons represented.

soldiers

Noun

Object or person represented.

- |                            |     |
|----------------------------|-----|
| 1. armada                  | 1.  |
| 2. array                   | 2.  |
| 3. assembly                | 3.  |
| 4. band                    | 4.  |
| 5. battalion               | 5.  |
| 6. battery                 | 6.  |
| 7. bevy                    | 7.  |
| 8. body (of people)        | 8.  |
| 9. brigade                 | 9.  |
| 10. bundle                 | 10. |
| 11. cloud (See dictionary) | 11. |
| 12. cohort                 | 12. |
| 13. collection             | 13. |
| 14. committee              | 14. |
| 15. company                | 15. |
| 16. congregation           | 16. |
| 17. congress               | 17. |
| 18. convention             | 18. |
| 19. corps                  | 19. |
| 20. covey                  | 20. |
| 21. crew                   | 21. |
| 22. crowd                  | 22. |
| 23. detachment             | 23. |
| 24. division (army)        | 24. |
| 25. drove                  | 25. |
| 26. family                 | 26. |
| 27. file                   | 27. |



28.	firm	28.
29.	fleet	29.
30.	flock	30.
31.	flctilla	31.
32.	galaxy	32.
33.	gang	33.
34.	garrison	34.
35.	herd	35.
36.	herde	36.
37.	host	37.
38.	jury	38.
39.	knot	39.
40.	legion	40.
41.	mob	41.
42.	nation	42.
43.	navy	43.
44.	orchestra	44.
45.	party (political)	45.
46.	phalanx	46.
47.	platoon	47.
48.	rabble	48.
49.	race	49.
50.	regiment	50.

## EXERCISE - COLLECTIVE NOUNS

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

DIRECTIONS: (See preceding exercise)

<u>Model:</u>	<u>Noun</u>	<u>Objects or persons represented</u>
	School	fish, porpoises, whales, etc.



- |                |     |
|----------------|-----|
| 1. section     | 1.  |
| 2. school      | 2.  |
| 3. squad       | 3.  |
| 4. squadron    | 4.  |
| 5. subdivision | 5.  |
| 6. team        | 6.  |
| 7. throng      | 7.  |
| 8. tribe       | 8.  |
| 9. troop       | 9.  |
| 10. society    | 10. |

Write original sentences containing the preceding words. Use as verbs some form of be in present or past tense.

- 1. \_\_\_\_\_.
- 2. \_\_\_\_\_.
- 3. \_\_\_\_\_.
- 4. \_\_\_\_\_.
- 5. \_\_\_\_\_.
- 6. \_\_\_\_\_.
- 7. \_\_\_\_\_.
- 8. \_\_\_\_\_.
- 9. \_\_\_\_\_.
- 10. \_\_\_\_\_.

EXERCISE - COLLECTIVE NOUNS

AGREEMENT WITH VERBS.

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_

Rule: If the members of a collective noun are considered individually or separately, the noun is considered plural and requires a plural verb (or pronoun). If the members of the group are considered as a unit, the noun is considered singular and requires a singular verb (or pronoun).



DIRECTIONS: Check the form in the following sentences that you consider correct. Write this form in the spaces provided. Be able to state the reason for your selection.

MODEL:

The majority of the congregation (were, was) singing. was

1. The congregation (is, are ) asked to kneel in prayer. are
2. The community (has, have) remained the same. \_\_\_\_\_
3. There (come, comes) a host of people. \_\_\_\_\_
4. (Has, have) the committee handed in (its, their) report? \_\_\_\_\_
5. The basketball team (is, are) eating lunch at present. \_\_\_\_\_
6. The basketball team (has, have) stopped playing. \_\_\_\_\_
7. The Spanish Armada (was, were) defeated. \_\_\_\_\_
8. The battalion of men (was, were) infected by an unknown disease  
\_\_\_\_\_
9. A bevy of larks flying in the golden sunlight (is, are) an interesting sight. \_\_\_\_\_
10. The jury (was, were) disagreed as to the validity of the audience. \_\_\_\_\_
11. The mob of furious men (was, were) dispersed by the policemen.  
\_\_\_\_\_
12. The drove of swine (is, are) running quickly to the sea. \_\_\_\_\_
13. The flotilla (is, are) to be here by eight o'clock. \_\_\_\_\_
14. The legion of soldiers (was, were) defeated in a few minutes.  
\_\_\_\_\_
15. The crowd (was, were) frightened at the news. \_\_\_\_\_
16. That long file of mourners (is, are) coming our way. \_\_\_\_\_
17. That committee (is, are) divided as to the matter. \_\_\_\_\_
18. The assembly of students (is, are) now shouting furiously. \_\_\_\_\_
19. The company that (wins, win) the prize will be presented tomorrow. \_\_\_\_\_



# Agreement between Subject & Verb

20. The band of musicians (seem, seems) confused and discordant in (its, their) playing. \_\_\_\_\_

## EXERCISE - COLLECTIVE NOUNS

I. DIRECTIONS: Supply predicates for the following collective nouns used as subjects. Give the reason for your use of the singular or plural.

MODEL: The group of horses is running wild.

The jury do not agree.

NOUNS: committee, cohort, brigade, regiment, party, navy, herd, fleet, flock, detachment, congress, congregation, crowd, herde, host.

II. DIRECTIONS: Beside each collective noun write a proper noun associated with it in any way.

MODEL: 1. team (baseball)  
2. mob

1. Babe Ruth  
2. Stephen

Nouns

1. party (Democratic)  
2. galaxy (of stars)  
3. party (Republican)  
4. battalion  
5. regiment  
6. convention  
7. family  
8. navy (here)  
9. rabble  
10. race

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_  
7. \_\_\_\_\_  
8. \_\_\_\_\_  
9. \_\_\_\_\_  
10. \_\_\_\_\_

III. DIRECTIONS:

Use ten collective nouns as subjects of verbs. Use only the following forms of the verb.

1. is or are (present, 3rd, per. sing. and plur. of be)
2. has or have (present, 3rd per. sing. and plur. of have)
3. was or were (past, 3rd, per. sing. and plur. of be)
4. is or are plus - ing (present progressive of verb)
5. has or have been plus - ing (past progressive of verb)



COMPOUND NOUNS

A COMPOUND NOUN is a noun formed from two or more words.

Sometimes compound nouns are written as

1. one word
2. two words connected by a hyphen
3. two separate words

Usage varies, however, concerning these forms. There is a tendency now to use the hyphen less frequently than formerly. Whenever you are in doubt, consult the dictionary.

EXAMPLES OF COMPOUND NOUNS

Group I

washcloth  
anybody

bedclothes  
birthday  
bedspread  
bookkeeper  
cabinetmaker  
cakewalk  
dressmaker  
fireman  
flatiron  
hatband  
semicolon  
typewriter  
workshop  
goldfish  
chapbook

Group II

bachelor's - button  
cat's-paw

sister-in-law  
fresh-water  
commander-in-chief  
self-reliance  
ex-governor  
jack-in-the-pulpit  
wake-robin  
weak-kneed  
well-disposed  
well-being  
well-behaved  
well-known  
father-in-law  
daughter-in-law  
son-in-law

Group III

baby sitter  
baccalaureate sermon  
Black Boy  
Bahama Islands  
Bad Lands  
cabin boy  
cable railway  
call money  
camel's hair  
cat whisker  
charge d' affaires  
charnel house  
demolition bomb  
waffle iron  
wage earner  
wage scale  
waiting room

A diminutive noun is a noun used to denote smallness, familiarity, affection, or triviality. It is formed by adding a special ending or suffix to a noun.

CHIEF SUFFIXES

- |                  |                |
|------------------|----------------|
| - cule           | - kin; lambkin |
| - el             | - let, winglet |
| - et             | - ling         |
| - ette           | - ock          |
| - ie             | - ule, valvule |
| - illa, flotilla | - y, Billy     |
| - in             |                |

Using the preceding suffixes form diminutives from the following nouns:

- |           |        |          |        |
|-----------|--------|----------|--------|
| 1. puss   | 1..... | 4. eagle | 4..... |
| 2. prince | 2..... | 5. duck  | 5..... |



6: room  
7: steam  
8: year  
9: kitchen  
10: drop  
11: river  
12: sermon  
13: wagen  
14: zone  
15: globe

.....  
6:.....  
7:.....  
8:.....  
9:.....  
10:.....  
11:.....  
12:.....  
13:.....  
14:.....  
15:.....



PRONUNCIATION

You may know the meaning of a word; but if you do not know its pronunciation, your knowledge of it is incomplete. Your mispronunciation of a word may offend the listener or lessen any good impression you may make as a speaker.

NEVER OFFEND BY MISPRONOUNCING A WORD.

Since dictionaries are the best guides to pronunciation you should own a good college dictionary. Keep in mind, however, that even the best dictionary vary as to the pronunciation of the same word. For example, the American College Dictionary (1947, 1948) gives two pronunciations for of: (1) OV: (2) UV whereas Webster's Collegiate Dictionary (1942) gives only one, OV.

Standard dictionaries give all the accepted pronunciations of a word with the preferred one usually first.

EXERCISES - PUNCTUATION

Exercise I. Learn the diacritical marks used in your dictionary.

Exercise II. Do you know how to pronounce these words?

- genuine                      grievous
- destined                    column
- athletics                   government
- translate                   hundred
- often                        what

You are in the class of the ignorant when you say

- |              |     |            |
|--------------|-----|------------|
| genu-ine     | for | genu-in    |
| destined     | for | destined   |
| atheletics   | for | athletics  |
| trans a late | for | translate  |
| of ten       | for | often      |
| grievous     | for | grievous   |
| colyum       | for | column     |
| gover ment   | for | government |
| hundred      | for | hundred    |
| Wat          | for | what       |

Go over the preceding list until you can say these words correctly.

Exercise 3. Be able to give orally sentences using these words.



Exercise 4. Write sentences containing these words. Underline the words.

Then read these sentences again and again until your ear becomes accustomed to the correct sound.

DAILY DRILLS

You are now asked to perform daily these drills. If these drills are to be effective, you must feel the need of doing them, every day and frequently during the day.

Since the class room period is too short for effective work, you must do most of these drills outside of the class room.

Great musicians like Marian Anderson or Heifetz will study with their teacher or coach probably half an hour at specified times; but they practice for much longer periods when they are alone. They would not be successful if they thought about their work or practised their art only during the few minutes they are with their coaches.

In like manner you must do most of your English drills and assigned duties conscientiously outside of the classroom if you would use your "language with power and beauty."

DRILL

Omit the superfluous at and to after where.

N O T

Where is my pencil at?  
Where are you going to?

Where is my pencil?  
Where are you going?

(1) Repeat the following drill frequently.

- Where does he live?
- Where did you put the balls?
- Where are my shoes?
- Where did Mary go?
- Where is it?

(2) Write in your notebook original sentences similar to the preceding.

(3) Read these aloud until your ear becomes so accustomed to the sound that you never say "where at" or "where to"



PROMUNCIATION

1. Give the correct pronurciation of the following:

abrupt	interesting
adult	industry
height	elementary
alternat	mischievous
apostle	grievous
average	library
catch	February
chair	Drowned
interesting	Theater
coupon	Finance

2. Pronounce the following words

absent (a)	abstract (n)	zephyr
ab ent (v)	abstract (a)	yule
abstemious	yesterday	
yodel	abstract (v)	

3. Write sentences containing these words.

4. Read the sentences aloud several times every day until you pronounce them correctly.

5. Use them in your conversation.

VOCABULARY BUILDING  
(See Suggestion I)

1. He surpasses all his classmates when he exerts himself sufficiently.
2. His skillful fingers moved nimbly over the keys.
3. He is skillful in many ways.
4. Can you produce the conversation for us?
5. Hitler attempted to reproduce the glories of ancient Rome.
6. The painters reproduced the faces of many prominent people.
7. The jailer was compelled to shoot the escaping convict.
8. The bonds were converted into cash.
9. Please see that the page is subservient to every wish of his mistress.
10. He subordinated all of his longings and desires for happiness to the one great ambition of his life - to be a power in the movie world.
11. It was apparent that he was very sick.



(1) Master the underlined words.

1. The lieutenant encouraged his soldiers.
2. The guild will meet next Tuesday.
3. The sun gilds the sky with tints of gold.
4. Please try to get some more recruits for the army.
5. She is now a doctor to all her friends.
6. The teacher with her children goes picnicking every Tuesday afternoon.
7. My niece and nephew are in New York at the present.
8. The chorus was compelled to give up the engagement.
9. It may occur at any time.
10. James was filled with chagrin because his chum had surpassed him in the contests.
11. She acquiesced in their demands for a new party.
12. Have you lost your handkerchief?

## READING

Do you like poetry? Why, why not? In what way does some poetry differ from prose?

Snyder says in I Love Books, "Poetry is the oldest form of literature that we have. When man first spoke with cadence or color, making either musical meaning or melodic sense worth keeping or repeating, then verse was born. Its beauty is best appreciated where it is read aloud. Rhyme is a modern invention and is not essential to poetry.

"Poetry is the very soul of literature, for in it the poet embodies the ideals and the aspirations of civilized men. Of all the five arts, it is the cheapest and the most accessible. The culture that comes from architecture, music, painting, and sculpture is not within the reach of those who do not have the means of leisure and travel. On the other hand the greatest poetical literature the world has produced is the birthright and heritage of every man or woman who has taken the pains to learn to read."



Learn to enjoy this birthright and heritage during your college days  
and thus enrich your life.

## EXERCISE

Read aloud the following poem

RICHARD CORY.

Wherever Richard Cory went down  
town,  
We people on the pavement looked  
at him:  
He was a gentleman from sole to crown,  
Clean favored, and imperially slim.  
  
And he was always quietly arrayed,  
and he was always human when  
he talked;  
But still he flustered pulses where he said,  
"Good morning," and he glittered  
when he walked.  
  
And he was rich --- yes, richer than  
a king ---  
And admirably schooled in every  
grace:  
In fine, we thought that he was  
everything  
To make us wish that we were in  
his place.  
  
So on we worked, and waited for  
the light,  
And went without the meat, and  
cursed the bread;  
And Richard Cory, one calm summer night,  
Went home and put a bullet through  
his head.

What is implied?

Discuss this poem in class.

Is it true to life?



## PARAPHRASING

Paraphrasing is putting another thought into your own words. It is a full and exact reproduction of the authors thought in your own language. This is one of the best methods for increasing your power of expression.

Below are some original selections with paraphrases.

## ORIGINAL

"Knowledge cannot be stolen from you and it cannot be bought or sold. You may be poor, and the sheriff may come into your house and sell your furniture at auction, or drive away your cow, or take your lamb, and leave you homeless and penniless; but he cannot lay the law's hand upon the jewelry of your mind. This can not be taken for debt; neither can you give it away, though you give enough of it to fill a million minds."

Elihi Burritt, "The Light of Knowledge."

PARAPHRASE----- What you know can not be taken from you, nor can it be bartered. Though you are without means, and all your worldly possessions may be sold -- your household goods and your cattle -- leaving you without even a penny or a home, no one else can touch your mental treasure. It cannot be seized for obligation, nor can you get rid of it, though you scatter it with the greatest prodigality.

## Directions for Paraphrasing

1. Read the entire selection carefully and thoughtfully until you grasp the meaning of the passage. Look up the meaning of all unfamiliar words.
2. Add nothing to the original and omit no important ideas.
3. Write as many paraphrases as possible until you have exhausted your words on the selection.
4. Be careful not to make paraphrasing a mere substitution of words.



"Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly and with diligence and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in less important argument, and the meaner sort of books."

## FIRST PARAPHRASE

We should not read for the purpose of provoking controversy, nor give unlimited assent, nor to find material for conversation, but to obtain food for thought. Some books are merely to be glanced through, others to be more carefully noted, and a few are to be studied thoroughly; that is to say, some books are not to be read in their entirety; others, while they are to be read through, are not necessarily to be closely examined; while some others are to be read with great care and concentration. Books of minor importance can be absorbed through the reading of other men.

## SECOND PARAPHRASE

Read not merely to criticize, nor to accept without question, nor to use in conversation, but to ponder and meditate. Some books are merely to be touched, others to be handled, and some few to be firmly grasped and held; in other words, some are to be skimmed; others to be perused, but not too carefully; and some few are to be thoroughly assimilated. You may have some books read by a substitute, who will give you their essence, but this will so only for trivial subjects and the poorer kind of books.

## THIRD PARAPHRASE?

Read for the good it will do you. Books should be read according to the object you have in view. For the minor details of an argument you can issue yourself a great deal of trouble by having some one look them up on the different books for you.



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Is the third paraphrase satisfactory? Defend your answer.

### EXERCISE IN PARAPHRASING

Paraphrase the following sentences.

1. A little learning is a dangerous thing; Drink deep, or taste not the Pierian spring.
2. A knowledge of literature helps to make a man fit company for himself.
3. In the precious commodity of time we are all rich.
4. Mental pleasures are the best of all pleasures that this life affords.
5. Our minds are the barren fields which God has given to us.

### FIGURES of SPEECH

Figures of speech are used to enliven and emphasize what we wish to say. Find a good definition of a figure of speech.

A simile is a common figure of speech and may be defined as an expressed comparison between two unlike objects. Notice the words expressed and unlike. Some such words as "like", "as", or "similar" are used in the simile.

One of the greatest orators of the twentieth century is Winston Churchill whose speeches are full of interesting figures of speech.

For example, in his famous speech before the House of Commons, August 20, 1940, he says with reference to the defense facilities accorded by England to the United States; "Undoubtedly this process means that these two great organizations of the English speaking democracies, the British Empire and the United States, will have to be somewhat mixed up together in some of their affairs for mutual and general advantage."



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"For my own part, looking out upon the future, I do not view the process with any misgivings. No one can stop it. Like the Mississippi, it just keeps rolling along. Let it roll. Let it roll on in full flood, inexorable, irresistible, to broader lands and better days."

America, Volume XIII. p. 224

President Roosevelt in his famous "four freedoms" speech says concerning the European nations at war: "Our most useful and immediate role is to act as an arsenal for them as well as for ourselves. They do not need man power. They do need billions of dollars worth of the weapons of defense."

Discuss the appropriateness of these similes in class. After consulting some references on similes bring in two similes pertaining to some situation. Use as your models the two preceding similes.

#### SENTENCE STRUCTURE

Not only do interesting words and figures of speech enhance one's style but sentence structure as well.

There is a great difference between the skilled writer and the unskilled writer in sentence structure. The immature writer uses the "baby" or "primer" sentence and a number of and's and but's when he could subordinate minor ideas. Most of his sentences follow the "subject verb" pattern.

The exercises throughout this book in sentence structure are devised to aid you in writing and speaking better sentences.

Notice the "primer" sentences in the following selection where the combination of short sentences produces a jerk effect.

The natives have frizzled hair. It is worn in long pipe like ringlets. It is sometimes left in its natural black color. Wigs are worn frequently. The cartilage of the nose is bored and something is worn in it occasionally. The ears are generally pierced all around. The holes are small and in them pieces of grass are stuck. The lobe is torn in many instances, and it hangs down to the shoulder. The hair on the body and limbs grows in small tufts, and the skin has a slightly woolly appearance.



The frizzled hair of the natives is worn in long pipe-like ringlets, smeared sometimes with red ochre, and sometimes left in its natural black color; the use of wigs is not infrequent. The cartilage of the nose is bored, and occasionally something is worn in it. Generally the ears are pierced all round with small holes, in which pieces of grass are stuck. In many instances the lobe is torn and hangs down to the shoulder.

Note and discuss the changes that have been made.

EXERCISE IN COMBINING SENTENCES

Combine the following groups of short sentences. You need not be satisfied with one trial. The more combinations you write the more skilled you will become.

Group I The Atlantic system of mountains extends from Newfoundland to Alabama. This is a picturesque chain. Many bold summits are seen in New England. Enterprising scientists explore them. Crowds are summer tourists visit them now. They are attracted by the splended scenery and the invigorating nountain air. The White mountains form a part of this range . They are justly celebrated for their features. Their features are imposing. The views are magnificent. One can obtain a magnificent view from their elevated heights. They attract many visitors.

Group II Use one sentence .

Great caves can occur only in a lime stone region. They result from a chemical fact. This fact is that carbonates of lime are soluble in water. This water must contain carbonic acid. Magnesia also soluble.



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VARIETY IN SENTENCE STRUCTURE

Do all of your sentences begin with the subject: If so, try using a participial phrase.

1. I left the room suddenly and saw a strange sight.
2. Leaving the room suddenly, I saw a strange sight.
1. I was about to be left behind; so I ran for the train.
2. Seeing I was about to be left behind, I ran for the train.
1. I finished my work and decided to leave.
2. Having finished my work, I decided to leave.

EXERCISE

I. Change the structure of the following sentences so that they will begin with a participle. Write the original sentence also. Underline the participial phrase.

1. They elected John president, and then they decided to go home.
2. I perceived he was in difficulty and ran over to help him.
3. The Good Samaritan saw a man in need and took him to an inn that he might recover.
4. He could not see his way out of the difficulty; so he decided to remain silent.

II Write ten original sentences with present, past, and perfect participles at the beginning.



COMPOSITION I

Write a paragraph on anything connected with yourself such as an experience, your opinion about something. Combine your sentences where possible, and vary the sentence structure. Use the present participle at the beginning of some sentences.

MINIMUM ESSENTIALS-- Section I

I Proper use of capitals.

- A. First word of a sentence
- B. First word and all important words in the titles of theme.
- C. Proper names and proper adjectives when used in a special sense.

II Spelling

III Punctuation

- A. No period after title
- B. End punctuation.

IV Sentence Structure

- A. No baby sentences
- B. Variety in sentence - structure
- C. No incomplete sentences \*(If you do use incomplete sentences, use an asterisk to let the reader know you have used them intentionally).



Number is that attribute which distinguishes between one or more than one. 74

There are two numbers in the English language, the Singular and the plural.

The singular denotes one, and the plural more than one.

There are many rules governing the formation of plurals. You, however, are asked to remember only a few of them. Whenever you are in doubt consult the dictionary.

#### RULES \*\* LEARN

1. Most nouns form their plural by the addition of "S".

<u>Singular</u>	<u>Plural</u>
boy	boys
table	tables
stove	stoves
girl	girls
cat	cats
bird	birds

2. If the singular ends in what is called a "frieutive," s, x, z, ch, sh, the plural is es.

#### NOUNS ENDING IS S

SINGULAR	PLURAL
cross	cross / es - corsses
glass	glass / es - glasses
lass	lass / es - lasses
lens	lens / es - lenses

#### NOUNS ENDING IN "X"

SINGULAR	PLURAL
box	box / es - boxes
tax	tax / es - taxes

#### NOUNS ENDING IN "Z"

SINGULAR	PLURAL
topaz	topazes
buzz	buzzes



NOUNS ENDING IN "CH"

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SINGULAR	PLURAL
match	matches
arch	arches
church	churches
coach	coaches
latch	latches
watch	watches
witch	witches

NOUNS ENDING IN "SH"

SINGULAR	PLURAL
brush	brushes
dish	dishes
lash	lashes

Nouns ending in "y" preceded by a consonant change "y" to "i" and add "es".

SINGULAR	PLURAL
army	arm <del>y</del> es - armies
sky	ski <del>y</del> es - skies
fly	fli <del>y</del> es - flies
berry	berri <del>y</del> es - berries
daisy	daisi <del>y</del> es - daises
city	citi <del>y</del> es - cities
baby	babi <del>y</del> es - babies
lady	ladi <del>y</del> es - ladies
worry	worri <del>y</del> es - worries

EXERCISE

1. Write the singular and plural of the following nouns in sentences

body	party
copy	penny
country	spy
lily	sty
mystery	vanity
enemy	

2. Nouns ending in "y" preceded by a vowel form their plurals regularly by adding "s".

SINGULAR	PLURAL
boy	boy / s - boys
key	key / s - keys
joy	joy / s - joys



3. Write sentences containing the singular and plural of the following nouns.

alley  
monkey  
valley

journey  
money  
toy

turkey  
chimney

4. A few nouns ending in "f" or "fe", change the "f" to "v" and add "es" or "s".

wharf  
wife  
wolf  
chief  
leaf  
scarf  
knife  
thief

wharves  
wives  
wolves  
chieves  
leaves  
scarves  
knives  
theives

5. A few nouns containing double o Old English uncionsious change the vowel oo to form the plural.

foot  
goose  
man

feet  
geese  
men

mouse  
tooth  
woman

mice  
teeth  
women

6. A few nouns form their plural in en.

ox  
brother  
child

oxen  
brethern  
children

7. Some nouns ending in "o" and "s" "ES".

soprano  
trio  
radio  
piano  
solo  
contralto  
nero  
Negro  
tomato  
tornado  
echo

sopranos  
trios  
radios  
pianos  
solos  
contraltos  
neors  
Negors  
tomatoos  
tornadoes  
echoes

8. Some nouns endings have two plurals.

volcano  
buffalo

volcanoes  
buffaloes

volcanos  
buffalos



cargo

cargoes

cargos

9. Note the following foreign plurals

alumna (fem)  
alumnus  
datum  
curriculum

alumni  
alumni  
data  
curricula

EXERCISE

PLURAL OF NOUNS

Nouns ending in "y" preceded by a consonant.

DIRECTIONS: Form the plural of the following nouns and use them in sentences. Nouns that end in "y" preceded by a consonant change the "y" to "i" and add "es".

MODEL

fly

fly / es - flies

Flies are often a source of diseases.

1. enemy
2. beauty
3. glory
4. supply
5. spy
6. prophecy
7. country
8. company
9. trophy
10. anxiety
11. antiquity
12. prosperity
13. enmity
14. quantity
15. courtesy
16. laboratory
17. charity
18. auxiliary
19. secretary
20. asphy



EXERCISES - PLURALS OF NOUNS

Noun ending in y preceded by a vowel.

Name ..... Date ..... Score.....

DIRECTIONS: Form the plurals of the following nouns and use them in sentences in the spaces provided. Nouns ending in "y" preceded by a vowel add "s".

MODEL: day                      day/s                      days

Days according to Emerson bring us diadems and fagots.

- 1. boy
- 2. monkey
- 3. turkey
- 4. money
- 5. journey
- 6. donkey
- 7. valley
- 8. alley
- 9. bay
- 10. ray
- 11. fay
- 12. abbey
- 13. toy
- 14. key
- 15. joy
- 16. chimeny
- 17. flower
- 18. lay (song)
- 19. quay
- 20. bey



DIRECTIONS: See preceding exercise.

1. army
2. lady
3. baby
4. worry
5. sty
6. berry
7. charity
8. activity
9. instrumentality
10. inquiry
11. memory
12. similarity
13. diversity
14. adultery
15. adversity
16. actuary
17. duty
18. discourtesy
19. difficulty
20. ability



EXERCISES - PLURAL OF NOUNS

Nouns ending in f and fo.

Name..... Date..... Score.....

DIRECTIONS: Form the plurals of the following nouns and use them in sentences in the space provided. Some nouns ending in "f" and "fe" add "s" instead of changing the "f" to "v" and adding "es".

MODEL: proof proof / s = proofs

The proofs he offered were not convincing.

- 1. grief
- 2. belief
- 3. handkerchief
- 4. chief

Nouns ending in f and fo.

Name..... Date..... Score.....

DIRECTIONS: Form the plurals of the following nouns and use them in sentences in the space provided. Some nouns ending in "f" and "fe" add "s" instead of changing the "f" to "v" and adding "es".

MODEL: 7. dwarf proof proof / s = proofs

The proofs he offered were not convincing.

- 8. hoof
- 9. wharf
- 3. handkerchief
- 4. chief



10. scarf (both plurals)

EXERCISE - PLURAL OF NOUNS

Nouns ending in f or fe changing the f to v.

NAMES . . . . . Date . . . . . SCORE . . . . .

DIRECTIONS: Form the plurals of the following nouns and use them in sentences in the space provided. Some nouns ending in f or fe change the f to v and add es,

MODEL: thief thief / s = thiev / es = thieves

Thieves break in where angels fear to tread.

- 1. sheaf
- 2. half
- 3. beef
- 4. thief
- 5. loaf
- 6. sheaf
- 7. olf
- 8. shelf
- 9. wharf (both plurals)
- 10. scarf (both plurals)



EXERCISE - PLURAL NOUNS

RULE: Some compound nouns are considered as one word and form the plural regularly.

<u>Singular</u>	<u>Plural</u>
touchdown	touchdowns
spoonful	spoonfuls
mouthful	mouthfuls
handful	handfuls
cupful	cupfuls

EXERCISE 1. Write in the blanks below the plural of the nouns in parentheses.

1. The hero made six \_\_\_\_\_ (touchdown).
2. Pour two \_\_\_\_\_ (cupful) of mild into the mixture.
3. Give me five \_\_\_\_\_ (handful) of oats.
4. The boy hastily ate his \_\_\_\_\_ (mouthful) of food.

RULE: When both men and women are included together, the masculine gender of the plural is used.

1. We wish every man and woman to be active alumni this coming year.
2. The members of the cabinet and their wives were patrons of the concert.
3. Both men and women were well known prophets.



Nouns have three attributes or properties.

gender, number and case.

Gender is that property of a noun which distinguishes it according to sex.

There are four genders: Masculine, femine, neuter, and common.

The masculine gender denotes male sex: boy

The feminine gender denotes female sex: girl

Neuter gender denotes neither masculine nor femine sex: book.

Common gender denotes either masculine or femine sex: pupil, teacher, singer, parent, child.

Sometimes suffixes denote gender. For example or and or in many cases but not always denote masculine gender: emperor, master and waiter, while os denotes femine gender: actress, prophetess, waitress.

EXERCISE - Oral

What is the gender of the following words?

- |         |        |
|---------|--------|
| belle   | nun    |
| saw     | heifer |
| wizard  | boar   |
| owe     | buck   |
| doe     | hen    |
| ram     | cock   |
| wether  | friar  |
| mare    | monk   |
| steer   | goose  |
| bullock | gander |
| drake   | doe    |
| bee     | hind   |



drone  
hart  
stag  
stallion

mother  
nephew  
father  
neice

EXERCISE GENDER

NAME..... DATE..... SCORE.....

DIRECTIONS: Give the corresponding feminine or masculine form of the following nouns after you have placed them in the proper column first: cockerel, buck, hen, doe, squaw, cat, pianist, heir, heroine intruder, stallion, drone, cock, wizard, sow, belle, ewe, goose, ram, wether, monk, gander, friar, nun, monk, steer, mare, bullock, hind, drake, hart, stag, <sup>by</sup>goar, musician, vixon, author, spinster, ~~creature~~ alumna, alumnae, alumnus, alumni, abbot, abbess.

	Masculine	Feminine	Common
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____



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GENDER (CONTINUED)

12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
30.			
31.			
32.			
33.			
34.			
35.			
36.			
37.			







## VOCABULARY DRILL AND PLURALS OF NOUNS

Directions: Give the plural and the meaning on the underlined nouns in the following sentences, Use the blanks provided and write the meaning in.

1. It was interesting to watch the (embryo) \_\_\_\_\_ in the jars.
2. Did the cowboys handle their (lasso) \_\_\_\_\_ well?
3. The (libretto) \_\_\_\_\_ were preserved in the glass cases.
4. The mistress did not like the (innuendo) \_\_\_\_\_ of her maid.
5. The (burro) \_\_\_\_\_ moved slowly down the mountain side.
6. (Tyro) \_\_\_\_\_ that field have a very difficult time.
7. In the ruins were (torso) \_\_\_\_\_ dreadful to behold!
8. They were sitting by the window in the beautiful (casino) \_\_\_\_\_.
9. She asked for some (moment) \_\_\_\_\_ of the occasion.
10. (quarto) \_\_\_\_\_ are \_\_\_\_\_ and (doudecimo) \_\_\_\_\_ are \_\_\_\_\_.



DICTIONARY STUDY

Consult your dictionary for the meaning of every new word you find, and practice the fine art of spelling and using each word correctly. Pronounce, give the meaning of and spell correctly the following:

- |                |             |
|----------------|-------------|
| accidentally   | Italian     |
| accommodate    | Judgment    |
| acclimate      | laboratory  |
| agenda         | lamentable  |
| aggrandizement | lyceum      |
| amicable       | mausoleum   |
| clandestine    | mineralogy  |
| combatant      | mischievous |
| discipline     | naivete     |
| disputable     | office      |
| discern        | precedence  |
| exhort         | precedent   |
| genuine        | revocable   |
| handkerchief   | separate    |
| height         | temperament |
| interesting    | vehement    |
| industrial     | vicar       |
| interlocutory  |             |
| interrupt      |             |



invitation

innuendo

island

issue

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VOCABULARY BUILDING

1. Write a short paragraph about a person who attempted to do something worth while but failed. Use the following words: attempt, fatigued, discouraged or discouragement, over-eager impatience, abandon the project, disgust, could not foresee, enlarge his horizon, friendly criticism.

(Minimum Essentials - same as before)

2. Use the following phrases in two sentences about some phase of your first few weeks at school - You may change the form if you desire. delve, friendly criticism, advance plans, rapid and encouraging progress, entirely familiar, pessimistic, tax the faculties, problems confronting me.

3. Use the following expressions in sentences. Then rewrite the sentences using synonyms or equivalent expressions for the underlined words.

1. enlarge ones horizon
2. attitude was unjustified.
3. minimum of advertizing.
4. attempt
5. fatigued.
6. problems confronting me.
7. rapid and encouraging progress



8. aggrandize or aggrandize (means widen in scope, increase in size or intensity); aggrandizement (His main ambition was to aggrandize his family. Napoleon was intested in the aggrandizement of his authority. 9. aggression (offensive action, violating the rights of others. The stronger country has servived only by a policy of continious aggression).

10. aggressive (energetic, vigorous; characterized by aggression. 11. aggression (a person or group or nation that attacks first or begins howtilities first.) Name the aggressor in five battles , or wars. Use the word aggressor in each sentene.

12. aggrieve (opress or injure by injustice or wrong. Used now in a passive sense aggrieved). He felt himself much aggrieved at her attitude). 13. aghast (struck with amazement; filled with sudden fright or horror. The mother stood aghast at the sight of her five drowning children).



## DEFINITION

Of all the parts of speech the noun and the verb are most important, for without them we could now express ourselves satisfactorily.

If a person should say "moon" or "Ann" he would now be understood clearly. But if he should say, "The moon shines brightly, or is shinning brightly, he is understood immediately because he has asserted something of the moon.

If he should say, "Ann is patient" he has asserted something of Ann, The quality of patience has been asserted of Ann. If he should say, "The children go to town, the act of going is asserted of the children.

You can see, then, that the verb is the word in the sentence: it is the "Very soul" of the sentence. Early grammarians called the word in a sentence "verb", which is derived from the Latin "verbum" meaning "word". Incidentally the Chinese call verbs live words and nouns dead words.

A verb is a word that asserts, and thought cannot be communicated satisfactorily without assertion .

All verbs assert action, being or state of being.

Columbus discovered America (action)

Columbus was sick. (state of being)

Columbus was here. (being).

A verb may be defined as a word that denotes action, being, or state of being concerning a person, place, or thing. Sometime a group of words is used instead of one word. The group is called a verb-phrase.



Columbus did discover America.

Columbus had discovered America before 1500.

INFLECTION - CONJUNCTION

Read the following assertions in which only one verb is used, namely "love".

1. The traitor does not love his country.
2. The patriot loves his country.
3. I have loved thee with an everlasting love.
4. I will love thee until death do us part.
5. I will be loving thee until the very end.
6. Do you love me as I love You?

Note that although the same verb "love" is used in each sentence, it changes its form to indicate a change of meaning, relationship, or function.

Verb	Changes in form
"love"-----	Sentence 1 "does love"
"Love"-----	Sentence 2 "loves"
"Love"-----	Sentence 3 "have loved"
"love"-----	Sentence 4 "will love"
"love"-----	Sentence 5 "will be loving"
"love"-----	Sentence 6 "do love"and "love"

This change of form is called inflection.

Inflection of verbs is called conjugation.

Inflection of nouns is called declension.

Inflection of adjectives is called comparison.

At present we shall confine ourselves only to conjugation.

CONJUGATION

"Why, " do you ask, "should I worry with conjugation? I know how to use verb forms correctly?"



Of course, you do; but do you know there are many persons who from childhood have heard incorrect forms of expressions in their home and community life and have used these forms until they have become a part of their speaking and writing habits? They say, "you was" for you were;" "I seen" for "I saw"; "they has" for "they have"; "he don't" for "he doesn't" ;"I have love" for "I have loved" etc. Not having had the advantage of home influences where good English was used, many persons use incorrect forms and thus label themselves as "illiterates." Intelligent study and mastery of the conjugation of verbs prevents such an unfortunate situation as this.

Once an intelligent looking, neatly dressed young man answered an advertisement for instructor in an agricultural school. Although the applicant had a certificate and excellent recommendations as to efficiency in his practical experience, he made during the course of the interview many common errors in speech. The employer did not accept the applicant because of his poor English.

A knowledge of or lack of knowledge of correct English may determine the chances of one's getting a job or not.

A second reason why one should know the principles governing correct grammatical usage is that one can master a foreign language with ease and readiness of mind.

there are three things you should know in order to conjugate a verb:

- 1. First, the principal parts of the verb to be conjugated.
- 2. Second, the conjugation of have and do in the present and past tenses, active voice.
- 3. Third, the conjugation of the verb to be.

THE PRINCIPAL PARTS OF VERBS.

The principal parts of a verb

Past

Present participle