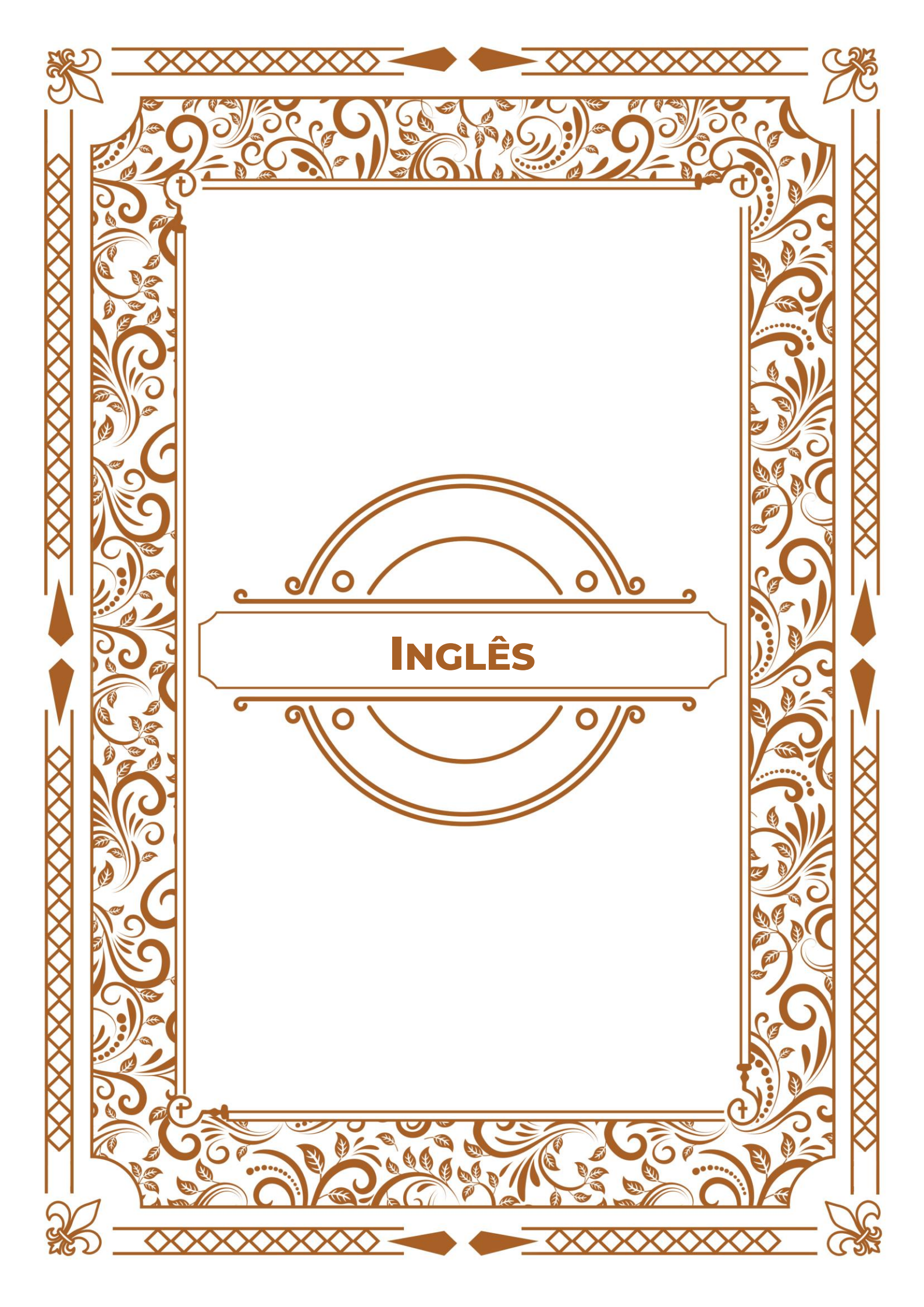


INSTITUTO SÃO CARLOS BORROMEU

ENSINO MÉDIO – 1º ANO – INGLÊS VOLUME ÚNICO

Apostila do 1º ano do Ensino Médio, escrita pelo Instituto São Carlos Borromeu. O conteúdo é indicado para estudo individual domiciliar, apoio escolar ou como material didático escolar.





INGLÊS



LESSON 02

PRESENT SIMPLE I

Nesta unidade é proposto o estudo do **Present Simple tense (affirmative form)**.

LISTENING AND READING

a. **Read** the text below while you **listen** to the audio.

ENGLISH: WHY AND WHERE?

English is currently one of the most studied languages and is sometimes recognized as a global language as it is used by international organizations. For example, pilots are required to communicate in English on international flights, and organizations such as the United Nations and the European Union have English as their official working language. This is partly because many countries speak English or recognize it as an official language.

According to the University of Sheffield, there are 18 countries where the majority of the population are native English speakers. These include countries all over the world, from Canada to the Bahamas to Australia.

This number is far from the total because it does not include countries where English is an official language but not the main spoken language. More than 50 countries have English formally listed as their official language, but in many of them – like Cameroon, for example – not everyone speaks the language on a daily basis.

In some countries, English is the de facto official language. This means that it is the main language of everyday life and work, although it is not formally listed as an official language. For example, the USA does not have an official language, but English is the de facto language used.

Finally, there are many other countries where English is spoken as a minor language. In other words, only a part of the population speaks it or it is only used in certain contexts, such as in schools or tourism.

b. **Listen** to the audios, **repeat** and **transcribe** them.

STRUCTURE

Neste bloco de atividades é proposta a compreensão das estruturas da língua inglesa por meio de explicações e exemplos.

SIMPLE PRESENT – AFFIRMATIVE AND NEGATIVE FORMS

The **Simple Present tense**, also called the **Simple Present**, is a verb tense in the English language used to indicate **habitual actions** that occur in the **present**. Furthermore, it is used to express **universal truths, feelings, desires, opinions** and **preferences**.

Observe the sentences below taken from the text:

I. United Nations and the European Union **have** English as their official working language.

II. Many countries **speak** English or **recognize** it as an official language.

III. Only a part of the population **speaks** it.

The conjugation of the **Simple Present** varies according to the verbal person, the ending of the verb and the type of sentence (affirmative, negative and interrogative).

In the **affirmative form**, as a general rule, it can be said that to conjugate a verb in the **Simple Present**, simply use it in the infinitive without the **to** in the case of the pronouns **I, you, we** and **they**, and add the sound /s/, in the case of the pronouns **he, she** and **it**.

For example: to work

I work	He works	We work
You work	She works	You work
	It works	They work

However, there are some specific rules for inflecting the third person singular (**he, she** and **it**) that are related to the ending of verbs.

I. Verbs ending in -o, -z, -ss, -ch, -sh, -x: it is necessary to add -es at the end of the verb:

to teach – teaches

to watch – watches

to push – pushes

to go – goes

to fix – fixes

II. Verbs ending in -y preceded by consonant: remove -y and add -ies.

to fry – fries

to fly – flies

to study – studies

to worry – worries

III. Verbs ending in -y preceded by a vowel: only the -s is added.

to say – says

to play – plays

pray – prays

In affirmative sentences, the verb is between the subject and the complement:

Subject + verb + complement

For example:

I. I live in Brazil.

I – subject

Live – verb to live.

Brazil – complement.

II. He teaches Spanish at the university.

He – subject.

Teaches – verb to teach.

University – complemente.

PRACTICING

Neste bloco de atividades é proposta a prática dos conteúdos apresentados por meio de atividades de leitura, escrita, escuta e fala.

1. Complete the sentences below with the correct conjugation of the verb in parentheses.

a. Canada _____ English as its official language. (to have)

b. Countries such as Bahamas, Jamaica and Puerto Rico _____ English as their official language, but the population _____ in Spanish or French. (to have/ to communicate)

c. Most European children _____ English. (to study)

d. In Namibia, for example, only 7% of the population _____ English, despite it being the only official language. (to speak)

e. India, Pakistan and the Philippines _____ English mainly in government and education. (to use)

2. According to the formation of sentences in Simple Present, the sentence in which the words appear in the correct order is:

- a. My friend visits her parents on Sundays.
- b. On Sundays my friend her parents visits.
- c. Visits her parents on Sundays my friend.
- d. My friend parents her visits on Sundays.
- e. Her parents my friend visits on Sundays.

3. Read the sentences below regarding grammar rules about using the Simple Present.

I. When conjugating a verb ending in –y preceded by a consonant in the Simple Present, simply add –s in the inflections of the grammatical persons he, she and it.

II. The Simple Present is used to talk about habits and routines, and universal truths.

III. In affirmative sentences, the verb is between the subject and the complement

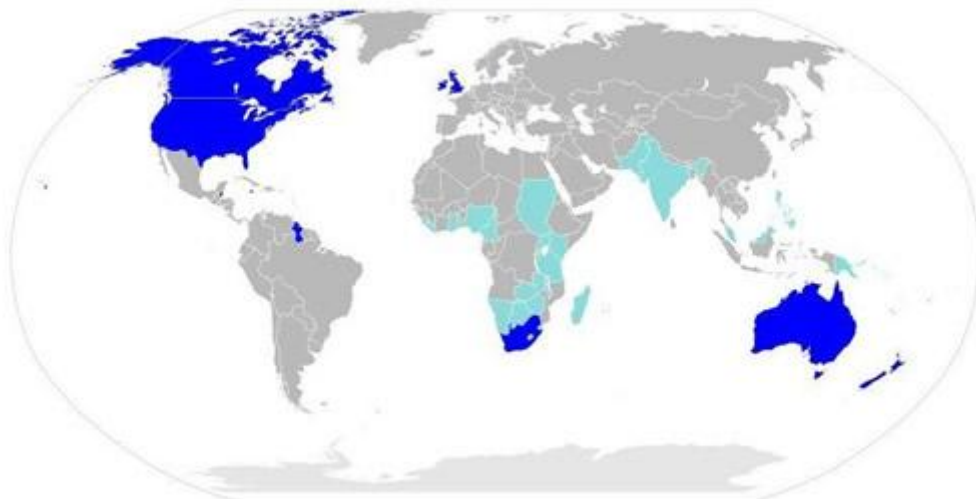
The correct statements are:

- a. I and III
- b. I and II
- c. II and III
- d. I, II and III
- e. n.d.a.

4. **Listen** to the audio on the website (www.institutosaocarlos.com.br/moodle) and complete the blank spaces with the appropriate verb conjugation.

More than 370 million people around the world _____ (to speak) English as their first language; and as many people _____ (to use) it as a second language as those who use it as a first language, if not more. One in every 5 world populations _____ (to speak) English with some degree of competence. It is an official or quasi–official language in more than 70 countries, playing a significant role in many others.

English is not just a standard language, as it _____ (to include) many distinct varieties. The map below _____ (to show) where English and its varieties are spoken today:



■ Países onde o inglês é a língua de fato.

■ Países onde o inglês é a língua oficial, mas não é a língua de fato.

David Crystal, a language expert, _____ (to recognize) that never in history _____ (to have) there been a language that is spoken by more people as a second language than as a first. In Asia alone, the number of English users _____ (to have) reached 350 million – almost equivalent to the populations of the United States, Great Britain and Canada combined. There are currently more Chinese children studying English – around 100 million – than British ones.



LESSON 09

SHE IS STUDYING NOW

Nesta unidade, estudaremos um diálogo em inglês e faremos atividades de compreensão e interpretação de texto.

READING

Linda is Betsy's friend. She goes to Betsy's house to invite her to go to the park. Listen and read her conversation with Betsy's Mom.

Mrs. Johnson: Oh, good morning, Linda.

Linda: Good morning, Mrs. Johnson. How are you doing?

Mrs. Johnson: Pretty good, dear. Thanks for asking. How about you?

Linda: Just fine, Mrs. Johnson. Thank you! Is Betsy home? I'm going to the park for some exercise and I'd like to invite her to join me.

Mrs. Johnson: Yes, Betsy's home. She's studying in her room. She is taking a test tomorrow, and she says the subject is really difficult.

Linda: A test? Tomorrow? Oh, no! I remember now... We are doing a Chemistry test tomorrow!... Thank you, Mrs. Johnson! I'm not exercising in the park anymore. I'm going back home. And I'm studying, too!!

UNDERSTAND THE READING

1. Answer the questions according to the dialogue.

a. Where is Linda?

b. Who is Linda talking to?

c. Where is Linda going?

d. What is Betsy doing?

e. Why is she doing that?

f. Why is Linda going back home?

2. Look at the sentences below. Do they refer to the present or the future? Write P or F.

a. She's studying in her room. _____

b. We are doing a Chemistry test tomorrow. _____

c. I'm going to the park [...]. _____

d. I'm not exercising anymore. _____

3. Practice saying the dialogue.



LESSON 13

ART AND FEELINGS

WARM-UP!



1. Do you know the name of these paintings? If so, which (ones)?
2. Look at the paintings. Then, match each artists listed below to a masterpiece.
 - a. Edvard Munch
 - b. Leonardo da Vinci (2x)
 - c. Rafael
 - I. Mona Lisa (1503-1519)
 - II. The Scream (1893)
 - III. The last supper (1495-1498)

d. Diego Velázquez

IV. Saint Peter in tears (1587-1596)

e. El Greco

V. Christ Crucified (1632)

VI. The School of Athens (1509-1511)

3. What are the figures in the paintings doing? How do you feel when you look at them? The words in the following box can help you.

Impressed – happy – peaceful – sad – scared – shocked –
speechless – uneasy

Ex: The person in The Scream is scared. It makes me feel uneasy.

4. What other famous painters do you know? What are their most important pieces of art?

5. How often do you go to art galleries or art museums?

LISTENING AND READING

c) **Read** the text below while you **listen** to the audio in the website.

IS CRYING GOOD FOR YOU?

According to Leo Newhouse, a licensed clinical social worker, shedding tears can be helpful. He says that crying isn't something to be ashamed of, even though some people think it shows weakness. Newhouse explains that crying can actually make you feel better by letting out emotions and reducing stress.

Crying can bring people closer together because it shows others how you're feeling without needing words. While crying too much might mean you need extra support, shedding tears sometimes is a normal and healthy way to cope with feelings.

Overall, crying is okay and can even be good for us. It's a natural way for our bodies to deal with emotions and can help us feel better in the long run.

d) **Listen** to the audios in the website, **repeat** and **transcribe** them.

TO UNDERSTAND THE TEXT

1. What is the main topic of the article?

2. Who is the author mentioned of the article, and what is his profession?

3. What is the author's perspective on crying?
4. How does the author describe the benefits of shedding tears?
5. What does Newhouse suggest about the relationship between crying and interpersonal connection?
6. Do you agree with the author's assertion that crying is beneficial? Why or why not?



LESSON 14

VOCABULARY – DISCOURSE MARKERS

VOCABULARY

Listen to the audios from the examples in the website and **repeat** them.

DISCOURSE MARKERS

a) **And:** used to join two words, phrases, parts of sentences:

- I. Annie and Jim.
- II. Boys and girls.
- III. We were wet and tired.

b) **Such as:** for example:

- I. That money is to cover costs such as travel and accommodations.
- II. The country is divided on issues such as taxation.
- III. You will need to bring things such as sleeping bags and walking boots.

c) **However:** despite whatever amount or degree.

- I. However hungry I am, I never eat a whole pizza.
- II. If Emma likes something, she will buy it however it costs.
- III. However much I respect him, I can't agree with him.

d) **But:** introduce a statement different from what you said before.

- I. She is very hard-working, but not very imaginative.
- II. The play is good, but not that good.
- III. I'm sorry, but I think you're wrong.

e) **While:** during the time, at the same time.

I. I read it while you were drying your hair.

II. While I was in Italy I went to see Alessandro.

III. I gained a lot of weight while I was on holiday.

f) **Plus:** added to

I. What is six plus four?

II. There will be two adults plus three children.

III. The wedding is likely to cost \$15,000 plus.

g) **Finally:** after a long time or some difficulty

I. We finally got home at midnight.

II. After months of looking he finally found a job.

III. Finally, I'd like to thank everyone for coming.

h) **For example:** as an example.

I. Some European countries have no seacoast, for example Switzerland and Austria.

PRACTICING

1. Create more 3 examples for each new vocabulary.

2. Which idea does each discourse marker express? Use words from the box to answer this question.

Addition – conclusion – contrast – exemplification
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LESSON 19

(STRUCTURE)

UNDERSTANDING ENGLISH STRUCTURE, GRAMMAR, AND COMPOSITION

Começamos com a seguinte pergunta:

O que é *Sentença*?

Conforme J. C. Nesfield, “Manual of English Grammar and Composition”, a sentença, seja falada, seja escrita, é uma combinação de palavras.

Com base nessa definição, podemos formular algumas questões para *homework*.

Pesquise se:

1. Existem princípios que regem a combinação das palavras?
2. Existe uma ciência, ou mais, que explica esses princípios?

Voltando ao senhor Nesfield, vejamos o seguinte exemplo:

“Fire burns.”

O que é “fire” nesta sentença? Vejamos a explicação de Nesfield, “Here ‘fire’ is the thing talked about. The word ‘fire,’ though it names the thing, does not make a sentence. It is a *name*, and nothing more. It is only by adding such a word as ‘burns’ to the word ‘fire,’ that is, by saying what the thing (fire) does, that we can make a sentence.”

O que isso quer dizer?

Precisamos levar em consideração alguns elementos necessários, imprescindíveis, para a composição de sentenças.

Vimos acima que foi necessário transformar aquelas duas palavras em sujeito e predicado. Ou seja, “A sentence is a combination of words, in which something is *said* about something else.”

Nota. Entretanto, imaginemos uma situação em que alguém quer anunciar um incêndio de forma que comunique a ideia de emergência, de cuidado, de necessidade de evacuar a área, a pessoa ao gritar: “Fogo!”, estará cumprindo uma função comunicativa com uma sentença de uma palavra apenas.

Voltemos,

Aquilo que é dito, sobre alguma outra coisa, pode ser:

1. An Assertion;
2. A Command;
3. A Question;
4. A Wish;
5. An Exclamation.

Assim, nós temos cinco tipos diferentes de sentenças, cada uma com suas funções específicas de propósito de comunicação e forma e natureza própria de se estruturar.

GLOSSARY

Assertive, is a sentence that states a fact. Simple statements. They state, assert, or declare something and they are called declarative.

Chiefly, principalmente.

Rely on, depender.

Efforts, esforços.

Task, tarefa.

Thy, é o mesmo que **your**. Este termo caiu em desuso na fala e é usado raramente na escrita.

Foolish, tolo, estúpido.

Exemplos:

Segundo Nesfield, “(a) **Assertive**, affirming or denying. (*Indicative Mood*.)

‘A man’s success *depends* chiefly on himself.’ (*Affirmative*.)

‘He *did* not *get* much help from others.’ (*Negative*.)”

O que é Modo Indicativo? É um modo verbal que expressa a ideia de certeza, de verdade, de algo certo que acontecerá porque sempre acontece (a não ser que ocorra alguma mudança), ou seja, expressa fatos verossímeis.

“(b) **Imperative**, commanding or prohibiting. (*Imperative Mood*.) ‘*Rely* chiefly on your on efforts.’ (*Command, Advice*.) ‘*Do* not *rely* much on the help of others.’ (*Prohibition*.)

O que é Modo Imperativo?

É um modo verbal que expressa a ideia de comando, sugestão, conselho, proibição, desejo, ordem, pedido. Ou seja, apesar do conceito ser nomeado “Imperativo”, que vem de “império”, e império expressa a ideia de “dominação”, “controle”, “poder” etc., o modo imperativo não representa um ideal de autoritarismo, despotismo, controle psicológico através da linguagem.

“(c) **Interrogative**, asking a question. (*Indicative Mood*.)

‘Have you *finished* that task?’

“(d) **Optative**, expressing a wish. (*Subjunctive Mood*.)

‘Thy kingdom *come*, thy will *be done*.’

O que é Modo Subjuntivo?

É um modo verbal que expressa a ideia de incerteza, de desejo, de imprecisão, de expectativa, de hipótese, de suposição, de fatos inverossímeis, de objetos da imaginação.

“(e) **Exclamatory**, expressing some emotion. (*Subjunctive Mood*.)

‘What a foolish fellow you have been!’

Lembra dos dois elementos fundamentais da sentença? Sujeito e Predicado. E, em que eles consistem? Eles são a expressão daquilo que é dito sobre algo mais.

SUJEITO E PREDICADO

Voltemos nossa atenção para o senhor Nesfield, “Every sentence, when it is expressed in full, consists of two parts, a Subject and a Predicate.

“In a very short sentence like ‘fire burns’, the word ‘fire’ (which is called a Noun) expresses the whole of the Subject, and the word ‘burns’ (which is called a Finite Verb) expresses the whole of the Predicate.

“However long a sentence may be, it can always be divided into the same two parts as the shortest sentence.”

Exemplos:

1. “Fire burns”

Fire, é o sujeito; burns, é o predicado.

2. “A fierce fire burnt down my house.”

A fierce fire, é o sujeito; burnt down my house, é o predicado.

3. “A fierce fire, breaking out yesterday, completely burnt down my house.”

A fierce fire, breaking out yesterday, é o sujeito; completely burnt down my house, é o predicado.

4. “A fierce fire, suddenly breaking out yesterday afternoon, completely burnt down my house and many others in the same street.”

A fierce fire, suddenly breaking out yesterday afternoon, é o sujeito; completely burnt down my house and many others in the same street, é o predicado.

5. “A fierce fire, suddenly breaking out yesterday afternoon at four o’clock, completely burnt down my house and all the other houses in the same street except five.”

A fierce fire, suddenly breaking out yesterday afternoon at four o’clock, é o sujeito; completely burnt down my house and all the other houses in the same street except five, é o predicado.

Assim sendo, o Sujeito de uma sentença, como explica J. C. Nesfield, é uma ou mais palavras que denotam sobre o que estamos a expressar.

E o Predicado, é uma ou mais palavras pelas quais expressamos alguma coisa sobre a coisa denotada pelo Sujeito.

Note. “In grammar the Subject is not ‘what we speak about,’ but ‘the word or words denoting what we speak about.’ Grammar deals exclusively with words, and this fact has to be recognised in all the definitions”, says Nesfield.

EXERCISES

Analise as sentenças abaixo separando o sujeito do predicado reescrevendo-os como nos cinco exemplos anteriores:

- 1) Small things become strong by being united among themselves.
- 2) The king directed them to a certain place.
- 3) A chariot will not go on a single wheel.
- 4) Why are rice-grains lying here in this lonely place?
- 5) We must be cautious in our movements.
- 6) Flying along as fast as they could, the pigeons passed out of sight with the net about them.
- 7) Even mad elephants can be held fast by a rope made of thin blades of grass.

CONCLUSÃO

Subject: the word or words denoting what we speak about.

Predicate: the word or words by which we say something about the thing denoted by the subject.

Clause: a sentence that is part of a larger sentence.

Finite Verb: any part of a verb that is limited to number and person.

Non-finite parts of a verb: those parts of a verb that are not limited to number or person, viz. The Infinitive, the Participle, and the Gerund.

Extension of Finite Verb: an adverb or adverb-equivalent that extends the meaning of a Finite verb.



LESSON 23

UNDERSTANDING ENGLISH STRUCTURE, GRAMMAR, AND COMPOSITION

“Manual of English Grammar and Composition”, by J. C. Nesfield, 1908, London.

Analysis in Detail.

SECTION I – SENTENCES: SIMPLE, COMPOUND, AND COMPLEX

Simple Sentence. – “A simple sentence (Latin – *simplex*, single fold) is one that has Only one finite verb expressed or understood.

Example:

Subject: “The merchant, having much property to sell,

Predicate: caused all his goods to be conveyed on camels, there being no railway in that country.”

In this sentence there are five different verbs, “having,” “to sell,” “caused,” “to be conveyed,” and “being.” Of these verbs only one is finite, “caused”. The sentence is therefore Simple.

What is a finite verb?

A finite verb is essential for forming complete sentences that express clear meaning. A finite verb has a subject and shows tense. Example: “Carmencita visited Spain last year.”

What is tense?

In grammar, tense is a category that expresses time reference. It is a form of the verb that allows you to express time.

Compound Sentence. – A compound sentence is one made up of two or more Co-ordinate clauses.

What is a clause?

A clause is a group of words that contains both a subject and a predicate. Example: “Dante speaks Italian.”

Co-ordinate clauses are joined together by the Co-ordinative conjunctions.

Examples:

“The sun rose with power, **and** the fog dispersed.”

“And” is a Cumulative Co-ordinator. Ele recebe este nome porque ele “acumula” informação, adiciona informação.

“He called at my house, **but** I was not at home.”

“But” is a Adversative Co-ordinator. Ele recebe este nome porque ele expressa “adversidade”, ou seja, alguma informação de oposição, contrariedade.

“**Either** I must go **or** I (must go).” A informação entre parênteses é opcional.

“Either/or are Alternative Co-ordinators. Eles recebem este nome por apresentarem uma outra alternativa em relação ao expressado anteriormente.

“He came back tired; **for** he had been out all day.”

“For” is an Illative Co-ordinator. Ele recebe este nome por expressar uma inferência, por levar à alguma conclusão, por explicar a razão de algo. Illative vem Illation; é uma palavra arcaica e significa inferência, conclusão.

Review:

In the first example one clause is simply **added** to another. In the second one clause is **contrasted** with another. In the third one clause is offered as an alternative to another. In the last example one clause is inferred from another.

Note. – When sentences are connected, not by any Co-ordinative conjunction, but merely by co-ordination of sense and by unit of construction, they are said to be **collateral**: -

“The way was long; the wind was cold,

The minstrel was infirm and old.

The harp, his sole remaining joy,

Was carried by an orphan boy.”

Scott.

The Conjunctive pronoun *Who* or *Which*, or a Conjunctive adverb., such as *Where*, *When*, etc., provided its sense is continuative, and not restrictive, may be used to connect Co-ordinate clauses:

“He went to London, *where* he stayed ten days.”

Complex Sentence. – A Complex sentence consists of a Principal clause (*id est*. the clause containing the main Finite verb of the sentence) with one or more Subordinate clauses. “Mas o que é ‘id est’, você pode ter pensado ao ver esta expressão em latim citada acima?”

“Id est” (forma abreviada é “i. e.”) é uma expressão que vem do latim e simplesmente significa “isto é.”

Outros exemplos:

“E. g.”, são as iniciais de uma outra expressão latina que significa “por exemplo.” As iniciais são a abreviação de Exempli Gratia.

Continuando,

Complex sentences...

Complex: “A merchant, *who* **had** much property to sell, **caused** all his goods to be conveyed on camels, *as there* **was** no railway in that country.”

Simple: “A merchant, *having* much property to sell, **caused** all his goods to be conveyed on camels, *there being* no railways in that country.”

“The latter (posterior) sentence is evidently Simple, since there is only one finite verb, *caused*. The former (anterior) cannot be Simple, since it has three finite verbs, *have, caused, was*. It cannot be Compound, because the clauses are not co-ordinate. It is therefore Complex, consisting of one Principal clause and two Subordinate ones.”

QUESTIONS TO EXERCISE THE MIND

Noun – What kind? Proper, Common, Collective, Material or, Abstract? What gender? Masculine, Feminine or Neuter? What number? Singular or Plural? What case? Nominative, Possessive, or Objective?

Pronoun – What kind? Personal, Demonstrative, Conjunctive, or Interrogative? What gender? Depends on antecedent. What person? Depends on antecedent. What case? Depends on its own clause.

Adjective – What kind? Proper, Descriptive, Quantitative, Interrogative, Distributive, Numeral, or Demonstrative? What degree of Comparison? Possessive, Comparative, or Superlative? Which use? Attributive or Predicative? What noun or pronoun does it qualify?

Adverb – What kind? Simple, Conjunctive, or Interrogative? What degree? Possessive, Comparative, or Superlative? Which use? Attributive or Predicative? If Attributive, to qualify what word or words? Verb, Adjective, Adverb, Preposition, Conjunction, or Sentence? If Predicative, complemente to what verb?

Finite Verb – What kind? Transitive or Intransitive? What Conjugation? Strong, Weak, or Mixed? What tense? Agreeing with what subject? And therefore in what number? Singular or Plural? And in what person, first, second, or third?

Infinitive Verb – What form? Indefinite, Continuous, Perfect, or Perfect Continuous? Which Infinitive? Noun-Infinitive or Qualifier-Infinitive? If Noun-Infinitive, in what connection? If Qualifier-Infinitive, in what connection?

Gerund – What form? Present, Past, or Perfect? What Voice? What kind of verb? If Transitive, governing what object? What use? Attributive, Predicative, Absolute, or Gerundive?

Conjunction – What kind? Co-ordinative or Subordinative? Joining what words or phrases, or what sentences?

SECTION II – DIRECT AND INDIRECT NARRATION

“A speech is said to be in Direct Narration, when the very words used by the speaker are repeated without any change; in Indirect Narration, when the words are given with some change of construction”.

“When the reporting or principal verb is in the Past tense, the Present tense in the reported speech must be changed into its corresponding Past form”.

Example:

Thus we change,
Shall into Should;
Will into Would;
May into Might;
Can into Could;
See into Saw;
Is seeing into Was seeing;
Has seen into Had seen;
Has being seeing into had being seeing.

Observe also that When the Present tense is changed into the Past, and adjective or adverb expressing *nearness* (Proximidade) is similarly changed into one expressing *distance*.

Thus we change,
Now into then;
This or These into That or Those;
Hither into Thither;
Here into There;
Hence into Thence;
Thus into So;
Today into That day;
Tomorrow into Next day;
Yesterday into The previous day;
Last night into The previous night;
Ago into Before.

Examples:

Direct Narration:

“What **is this** strange outcry?” said Socrates.

Indirect Narration:

Socrates inquired of them what **that** strange outcry **was**.

Direct Narration:

“I **sent** the women away mainly in order that they might not offend in **this** way; for I **have heard** that a man should die in peace. **Be** quiet then and **have** patience.”

Indirect Narration:

He **reminded** them that he **had sent** the women away mainly in order that they might not offend in **that** way; for he **had heard** that a man should die in peace. He **begged** them therefore **to be** quiet and **have** patience.

EXERCISES

1. Convert the following sentences from Direct to Indirect:

- a) We said to him, “The weather is stormy, and the way is long.”
- b) He said to us, “The carriage has come, and we shall start soon.”
- c) The teacher told us, “The prize will be presented tomorrow.”
- d) He said to me, “The rain has been falling since daybreak, and you cannot go.”
- e) We said to him, “Your fault will be pardoned, if you confess it.”
- f) He said to me, “I am glad to tell you that you are pardoned.”
- g) He said, “The man has started, but he has not yet come.”

2. Convert the following sentences from Indirect to Direct:

- a) He made them understand that he would soon return.
- b) He told them that he had been robbed of the book which he had bought.
- c) He said that he was very sorry for the fault he had committed.
- d) They all said to him that he deserved to be pardoned.
- e) They affirmed that he was the best worker they had seen.
- f) He admitted that he had worked so hard as we had done.
- g) He heard them say that he did not deserve the prize.



LESSON 26

VOCABULARY – ENLARGEMENT AND COMPREHENSION OF VOCABULARY



propósito da aquisição de vocabulário através da leitura, pesquisa e reflexão, continuaremos com nossos estudos de excertos extraídos da magnífica obra “The Glories of the Catholic Church”, volume II, do Ver. Henry A. Brann, chapter V, sobre o sacramento da Santíssima Eucaristia.

OF THE SACRAMENT OF THE EUCHARIST

Question: What do you mean by the sacrament of the Eucharist?

Answer: The sacrament which our Lord Jesus Christ instituted at His last supper, in which He gives us His body and blood under the forms or appearances of bread and wine.

GLOSSARY

“What do you mean by...” – “o que você quer dizer por...”;

Last Supper – Última Ceia.

Continuando,

Question: Why do you call this sacrament the Eucharist?

Answer: Because the primitive Church and the holy Fathers have usually called it so; for the word “Eucharist” in the Greek language signifies “thanksgiving,” and is applied to this sacrament because of the thanksgiving which our Lord offered in the first institution of it, Saint Matthew xxvi. 27; Saint Mark xiv. 23; Saint Luke xxii. 19; I Corinthians xi. 24. And because of the thanksgiving with which we are obliged to offer and receive this great sacrament and sacrifice, which contains the abridgment of all God’s wonders, the fountain of all grace, the standing memorial of our redemption, and the pledge of a happy eternity. This blessed sacrament is also called the holy Communion, because it unites the faithful with one another, and with their Head, Jesus Christ. (I Cor. X. 16,17) And it is called the Supper of our Lord, because it was first instituted by Christ at His last supper.”

GLOSSARY

Church – Igreja;

Thanksgiving – Ação de graças;

Applied – aplicado;

Which – que;

Obliged – obrigado;

To offer and receive – oferecer e receber;

Abridgment – síntese;

Wonders – maravilhas;

Fountain – fonte;

Standing memorial – memorial permanente, firme memorial;

Pledge – penhor, garantia;

Blessed – abençoado;

Faithful – fiel;

Continuando,

Question: What is the faith of the Catholic Church concerning this sacrament?

GLOSSARY

Concerning – que diz respeito;

Answer: That the bread and wine are changed by the words of consecration into the real body and blood of Christ.

Question: Is it, then, the belief of the Church, that Jesus Christ Himself, true God and man, is truly, really, and substantially present in the blessed sacrament?

GLOSSARY

Then – então;

Truly – verdadeiramente;

Answer: It is; for where the body and blood of Christ are, there His soul also and His divinity must needs be; and consequently there must be whole Christ, God, and Man: there is no taking Him in pieces.

Question: Is that which we receive in this sacrament the same body as that which was born of the blessed Virgin, and which suffered for us upon the cross?

GLOSSARY

Same – mesmo;

“Which was born...” – que nasceu;

“Which suffered for us...” – que sofreu por nós;

Upon the cross – na cruz.

Answer: It is the same body; for Christ never had another body; the only difference is that then His body was mortal and passible, but now immortal and impassible.

GLOSSARY

Then – antes;

Now – agora;

Passible – passível;

Impassible – impassível.

Continuando,

Question: Then the body of Christ in the sacrament cannot be hurt or divided, neither is it capable of being digested or corrupted?

GLOSSARY

Then – então;

“Cannot be hurt...” – não pode ser machucado;

Neither – nem;

Digested – digerido.

Answer: No, certainly: for though the sacramental species, or the outward forms of bread and wine, are liable to these changes, the body of Christ is not.

GLOSSARY

For though – pois embora;

The sacramental species – as espécies sacramentais;

Outward forms – formas exteriores, aparências externas;

Liable – suscetível.

Continuando,

Question: Is it, then, a spiritual body?

Answer: It may be called a spiritual body, in the same sense as Saint Paul (I Cor. Xv. 44), speaking of the resurrection of the body, says: “It is sown a natural body, it is raised a spiritual body;” it still remains a true body, as to all that is essential to a body, but that it partakes in some measure of the qualities and properties of a spirit.

GLOSSARY

Sown – semeado;

Raised – erguido, levantado, ressuscitado;

Remains – permanece, continua;

Partakes – participa;

Measure – medida.

Continuando,

Question: How do you prove the real presence of the body and blood of Christ in this sacrament?

Answer: I prove it, first, from the express and plain words of Christ Himself, the Eternal Truth, delivered at the time of the first institution of this blessed sacrament, and recorded in no less than four different places in the New Testament. In all these places Christ assures that what He gives us in the blessed sacrament is His own body and blood. St. Matthew xxvi. “Take ye and eat; this is my body... This is my blood of the new testament, which shall be shed for many unto the remission of sins.” St. Mark xiv. “Take ye and eat; this is my body... This is my blood of the new testament, which shall be shed for many.” St. Luke xxii. : “This is my body which is broken (in the Greek, *klomenon*, “sacrificed”) for you... This chalice is the new testament in my blood.” Now the body which was given and sacrificed for us, the blood of the new testament which was shed for us, is without any doubt the real body and blood of Christ; therefore what Christ gives us in this blessed sacrament is His real body and blood: nothing can be more plain.

GLOSSARY

Plain words – simples palavras, puras palavras, claras palavras;

Truth – verdade;

Delivered – entregue;

Recorded – registrado;

In no less than – em não menos que;

Assures – assegura, garante;

Own body and blood – próprio corpo e sangue;

Chalice – cálice;

Shed – derramado, vertido;

Therefore – portanto, consequentemente.

Continuando,

Question: Why do you take these words of Christ at His last supper, according to the literal, rather than in the figurative sense?

GLOSSARY

According to the literal – de acordo com o sentido literal;

Rather than – ao invés de.

Answer: You might as well ask a traveler why he chooses to go high road, rather than by the by-paths with evident danger of losing his way. We take the words of Christ according to their plain, obvious, and natural meaning, agreeably to that general rule acknowledged by our adversaries, that in interpreting Scripture the literal sense of the words is not to be forsaken and a figurative one followed without necessity; and that the natural and proper sense is always to be preferred, where the case will admit it. It is not therefore incumbent upon us to give a reason why we take these words of Christ according to their natural and proper sense; but it is our adversaries' business to show a necessity of taking them figuratively. The words themselves plainly speak for us; for Christ did not say, "This is a figure of my body," and "This is a figure of my blood;" but He said, "This is my body," and "This is my blood." It is their duty, as they value the salvation of their souls, to beware of offering violence to texts so plain, and of wresting them from their evident meaning.

GLOSSARY

You might – você deve, você tem que;

As well – também;

Chooses – escolhe;

By-paths – contornos, desvios;

Agreeably to – de acordo com;

Acknowledged – reconhecido;

Forsaken – deixado;

Incumbent – incumbente, imposto, estabelecido;

Upon us – sobre nós;

Beware – tomarem cuidado;

Wresting – arrancar.

Continuando,

Answer: “However, we have many reasons to offer why we take the words of Christ (which He spoke at His last supper in the institution of the blessed sacrament) in their most plain, natural, and obvious meaning.

“First, because He was then alone with the twelve Apostles, His bosom friends and confidants, to whom he was always accustomed to explain in clear terms whatever was obscure in His parables or other discourses to the people. St. Mark iv. 11: “To you,” says He to His disciples, “it is given to know the mysteries (the secrets) of the kingdom of god, but unto them that are without, all things are done in parables.” And verse 34: “Without a parable spoke he not unto them (the people): but when they were alone he expounded all things to his disciples.”

GLOSSARY

Bosom friends – amigos íntimos, amigos do peito;

Confidants – confidentes;

Whatever – qualquer que seja (ou fosse), quaisquer que...;

“Second, He was at that time making a covenant, which was to last as long as time itself should last: He was enacting a law which was to be frequented by all the faithful until He should come again: He was, in fine, making His last will and testament, and therein bequeathing to His disciples, and to us all, an admirable legacy and pledge of His love.

GLOSSARY

Covenant – aliança, pacto;

To last – durar, continuar;

Enact – promulgar, decretar;

Will – testamento, vontade, desejo;

Testament – testamento;

Therein – nisso, assim, portanto;

Bequeathing – legando, deixando;

Legacy – legado, herança, patrimônio;

Pledge – garantia, penhor.

Question: “What do you understand by transubstantiation?”

GLOSSARY

Transubstantiation – transubstanciação.

Answer: “That the bread and wine in the blessed sacrament are truly, really, and substantially changed by consecration into the body and blood of Christ.”

Question: “But if the bread and wine do not remain after consecration, what then becomes of them?”

Answer: “They are changed by the consecration into the body and blood of Christ.”

Question: “How can bread and wine be changed into the body and blood of Christ?”

Answer: “By the almighty power of God (to whom nothing is hard or impossible), who formerly changed water into blood, and a rod into a serpent (Exodus vii.), and water into wine (Saint John ii), and who daily changes bread and wine by digestion into our body and blood.”

GLOSSARY

By the almighty power – pelo todo onipotente poder;

Whom – é o mesmo que “who”, quem;

Formerly – anteriormente;

Rod – vara;

Who – que.

Question: “What kind of honor is due to this blessed sacrament?”

Glossary:

Due – devido.

Answer: “Divine honor and adoration, inasmuch as it contains truly and really the divine person of Jesus Christ, the Son of God; who, as He is truly God, ought most certainly to be adored wheresoever He is.”

GLOSSARY

Inasmuch – na medida em que;

Ought to – ou Ought ... to, deve;

Wheresoever – onde quer que.

Question: “Is there no danger of idolatry in this practice?”

Answer: “No, certainly: because this honor is not paid to the outward veil, or the sacramental signs, but to Jesus Christ who lies behind there: now, Jesus Christ is no idol, but the true and living God.”

GLOSSARY

Outward – exterior;

Veil – véu;

Sacramental signs – sinais sacramentais;

Lie behind – está por trás. Não confundir com o verbo “lie”, mentir.



LESSON 30

ENLARGEMENT AND COMPREHENSION OF VOCABULARY

THE MOST HOLY VIRGIN MARY, MOTHER OF THE ALMIGHTY GOD

“The Imitation of the Blessed Virgin, 1816, London, composed on the plan of “The Imitation of Christ.”

Chapter xi.

Of True Grandeur.

“There is a wide difference between the distinctions of the world and those of which grace is the principle.

“Immense riches, superb palaces, a numerous retinue, proclaim the grandeur of kings. – The contempt of the world, horror of sin, the love of God, such are the appendages which announce the grandeur of the just.”



GLOSSARY

Retinue – comitiva, séquito, cortejo;

Contempt – desprezo;

Appendage – apêndice, complemento, atributo.

Continuando,

“The true glory and merit of man consist in *fearing God and keeping his commandments*. Eccl. Xii. 13.

“The angel whom the Lord sent to Mary, said to her; *Hail Mary, full of grace, the Lord is with thee*. Could he make a greater encomium of her?

“The man to whom it could be said, *thou hast found grace with God*, thou art acceptable before God; would undoubtedly deserve all the praises of angels and men.

“At the time when the angel was sent to Mary, Augustus and Herod were on the throne. They were addressed with the high-sounding titles of great, powerful, magnanimous. But what were they in the sight of God, the only equitable judge of true grandeur?”

GLOSSARY

Encomium – elogio;

Praises – elogios, louvores;

Sight – vista, visão, olhar;

Equitable – equitativo, justo.

Continuando,

“A young virgin, hidden in the solitude of Nazareth, was more worthy of the greatest honours and praise than they.

“Solid grandeur is not to be esteemed, according to the vain ideas of man; but according to the ideas of God, who alone is great, and before whom nothing is great, if compared with Him.

“What are all those renowned heroes of antiquity, when compared with the great man whom religion forms by the practice of virtue?

“He that ruleth his spirit, is better than he that taketh cities. Prov. Xvi. 32.

“It is less hard to conquer others, than to conquer oneself. A true Christian is not to be considered as one of those heroes of a day, who owe all their heroism and glory to some particular circumstances. He is a hero in all occurrences.

“His glory is to overcome all the obstacles which oppose him, as his end is to possess God and rest in Him.

“Moreover, can there be a greater honour than to serve God and belong to Him? ***To serve Him is to reign.***”

“O immortal King, and sovereign Lord of the universe, I am made for thee and thee alone! Is it possible to know thee, and offer a tender of our homage to any other being? Is it possible to know thee, and not esteem above all the distinctions of the world, the honour of being thy servant?

“What a glory for man, a creature so miserable and wretched in himself, to be allowed the honour of loving and serving thee!

“O Lord, through thy grace make me well comprehend that he, who in the obscurity of a private life, similar to that of Mary, is attentive to accomplish thy will, and serves thee with fidelity, does something greater and more glorious, than all that is looked upon as great and glorious by a blind and infatuated world.”

GLOSSARY

Hidden – escondido (a);

Worthy – digno (a);
Renowed – renomado, famoso, reconhecido;
Ruleth – forma arcaica de “rules”;
Takest – forma arcaica de “takes”;
Less – menos;
Owe – deve;
Overcome – superar, ultrapassar, transpor, dominar;
Moreover – e mais, além disso;
Belong – pertencer;
Reign – reinar;
Sovereign – soberano;
Thee – forma arcaica de “you”;
Tender – oferta;
Homage – homenagem, culto;
Thy – forma arcaica de “your”;
Wretched – desgraçado, desventurado, infeliz, miserável;
Allowed – permitido;
Attentive – atento, cuidadoso, diligente;
To accomplish – cumprir, realizar;
Blind – cego;
Infatuated – apaixonado.
Continuando,

THAT GOD GIVETH HIS GRACE TO THE HUMBLE

Voice of Mary:

“My son, I will teach you a secret to enable you to obtain of God the greatest graces. It is to esteem yourself always unworthy of them.

“***God giveth His grace to the humble.*** In a heart full of itself, God finds no room for His favours.”

Voice of the disciple:

“Queen of Saints, thou hast given us on this subject an example, which is an inexhaustible source of instruction.

“We have only to consider thy behaviour during the visit of the angel whom the Lord had sent to thee, to know the humble sentiments thou didst entertain of thyself.”

GLOSSARY

Hast – forma arcaica de “has”;

Inexhaustible – incansável, inesgotável, inexaurível;

Source – fonte, princípio;

Thee – equivalente ao nosso “-te” como em “Amar-te” ou equivalente a “you”;

Didst – forma arcaica de “did”;

Thyself – forma arcaica de “yourself”.

Nota:

Não confundir o significado do verbo “to entertain” neste texto, com seu significado mais conhecido e comum. Em geral usam-se “to entertain” significando *entreter, animar, divertir* etc., e, nestes casos, não se aplicam ao contexto da reação de Nossa Senhora diante do anúncio de São Gabriel. No contexto da frase “to know the humble sentiments thou didst entertain of thyself” aplica-se o significado menos conhecido e menos usado de “to entertain” que é *pensar, levar em consideração* etc.

Continuando,

“The angel announced to thee that thou wast on the point of becoming the Mother of God; and thou couldst not conceive how he could have thee to be raised to such an eminent dignity.

“The idea of an elevation so much above nature, made thee, in some degree, suspect the visit of the angel.

“Nay, at the very moment the Supreme Being came to incarnate himself in thy womb, thy didst only annihilate thyself in the abyss of thy nothingness.”

GLOSSARY

Wast – forma arcaica de “was”;

Couldst – forma arcaica de “could”;

Conceive – conceber, imaginar;

Nay – e mais, mais que isso, de fato, até mesmo etc.; forma arcaica de “não.”;

Womb – ventre;

Annihilate – aniquilar;

Abyss – abismo;

Nothingness – nada (= insignificância, indignidade, desvalor).

Continuando,

“Of all the titles attached to the high dignity with which thou wast honoured, thou didst retain only the quality of servant of the Lord.

“A second Eve, how widely different wast thou from the first. Her pride made her lose all her privileges; and thy humility was the principle of all thy honours and prerogatives.

“The Almighty, *to do great things to thee*, did not consider personal accomplishments, nor the splendour of a high birth; he regarded only the sentiments of thy humility.

“A God willing to debase Himself so low as to become man, must have had an infinite regard and love for humility.

“It behoved Him to choose for His Mother, a woman, who by her profound humility, deserved more than any other, the most exalted of all dignities.

“Thou didst please God by thy virginity, and conceived Him by thy humility.”

GLOSSARY

Attached – anexado, ligado;

Retain – reter, conservar, manter;

Widely – amplamente, consideravelmente, extremamente;

Pride – orgulho, soberba, vaidade;

Lose – perder;

Prerogatives – privilégios, prerrogativas;

Accomplishments – realizações, conquistas, façanhas;

Willing – disposto;

Debase – rebaixar-se;

Low – baixo, reduzido;

Regard – respeito, consideração;

Behoved – passado de “behoove” (Behoove = convir); conveio;

Choose – escolher.

Continuando,

Voice of Mary:

“My son, in the sight of men, and much more in the sight of God, the most deserving is he who thinks himself the less so, at the same time that he is adorned with the greatest merit.

“O what does the Lord look down, with complacency in heaven, and on earth? But on low things; that is to say, on humble souls.

“To whom shall I have respect, saith the Lord, but to him that is poor and little, and of a contrite spirit. Is. Lxvi. 8.

“Pride is the cause of the poverty of many Christians, who are so greatly destitute of the riches of grace.

“If they studied to know themselves, this knowledge would produce humility; and humility, by drawing down upon them abundant graces, would deliver them from their indigence.

“O! my son, get rid of *self*, or in other words, of complacency in your pretended accomplishments; and Almighty God will bestow upon you His choicest gifts. Make yourself rich, by confessing that, of yourself, you are nothing but misery and wretchedness.

“If you be humble, God will employ you for the advancement of His glory. For it is only to those who wish neither to usurp, nor to share it with Him, that He commits the interest of His kingdom.

“When you receive some favour from God, reflect with humility and gratitude, how good and indulgent a Master He must be, to treat with so much kindness, the least of His servants.

“Attribute nothing to yourself, either of the good you possess, or of the good you do.

“Nay, when you correspond faithfully with grace, always remember, that is through grace that you are faithful, and that God crowns His own gifts when He rewards your merits.

“Be penetrated with these sentiments. God possesses all; I have nothing: God is omnipotent; I can do nothing without His assistance.

“Then, though you are nothing of yourself, though from yourself you possess nothing, and can do nothing, nevertheless you will be something in the eyes of God; He will be pleased to bestow His favours upon you, and render you victorious over all your enemies.”

THAT SOLID GLORY IS PARTICULARLY TO BE FOUND IN HUMILITY

“The words which an angel addressed to Mary, could not be reconciled in the mind of this humble Virgin, with the opinion which she entertained of herself.

“The angel announced to her, that she was *blessed among all women*. Believing herself the least of all, Mary did not conceive how such praise could be bestowed upon her.

“The angel also assured her, that she had found grace with God, and that, if she would give her consent, she should become a mother.

“Yet, at the sight of the exalted dignity destined for her, Mary humbled herself, thinking it too great a happiness to bear the name of his handmaid.

“O! you who are longing after glory, Mary teaches you where you will find it.



“True and solid glory consists in becoming little. It is the judgment of God himself. ***He that is the least among you all, is the greatest.*** Luke ix. 28.

“This greatness is not only solid but secure. No one will dispute it to you, nor try to rob you of its possession.

“By becoming the least, you will become the greatest; because being convinced that of yourself **you are nothing and can do nothing**, this conviction by annihilating yourself in your own eyes, will exalt you before God, whom you will acknowledge as the supreme author and bountiful giver of all good gifts.

“Then you can rely upon the power of God, with so much the more confidence, that He is always delighted to support and strengthen the weak.

“Moreover, humility will deliver you from all those base and vile condescensions to which a proud and ambitious man is obliged to submit. For, is there a more degraded and abject being, than he who is continually hankering after applause, and eagerly seeking to aggrandize himself?

“Humility will teach you to look with indifference on all the honours of this world, because through their glaring splendour, you will easily discover their illusion and vanity.”

GLOSSARY

Reconcile – conciliar, harmonizar;

Bestowed – concedido;

Assure – assegurar, garantir;

Handmaid – serva, criada;

Longing – desejando, ansiando, querendo;

Acknowledge – reconhecer;

Bountiful – generoso, abundante, pródigo, magnânimo;

Rely upon – apoiar-se;

Delighted – feliz, satisfeito, deleitado;

Strengthen – fortalecer;

Hankering – aspirando, desejando;

Eagerly – ansiosamente, ardentemente, avidamente;

Aggrandize – engrandecer;

Glaring – ofuscante, brilhante.



LESSON 35

UNDERSTANDING ENGLISH STRUCTURE, GRAMMAR AND COMPOSITION.

“A Practical Introduction to English Rhetoric: Precepts and Exercises”, by Reverend Charles Coppins, S. J., New York, 1886.

LANGUAGE

“*Language* is articulate sound expressive of thought. Children learn it from their parents and from other persons with whom they associate. But it is evidente that the first man, Adam, did not learn it in this manner. *How did he acquire language?* He was not created a child, but a man with all his faculties fully developed; far from being a savage, he was possessed of a much higher intellect before his fall than any man has possessed since. We are not left to conjecture how he formed a language, since the Holy Scripture explains what happened:

“The Lord having formed out of the ground all the beasts of the earth, and all the fowls of the air, brought them to Adam to see what he would call them; for whatsoever Adam called any living creature, the same is its name. And Adam called all the beasts by their names, and all the fowls of the air, and all the cattle of the field” (Genesis ii. 19,20).

“A Christian acts very absurdly if he sets aside this teaching for idle theories, such as Dr. Blair explains in his *Thetoric* (Lecture vi.)”

SENTENCE

“A *sentence* is a collection of words making **complete sense**; as,

‘In all climes spring is beautiful.’

‘Wisely improve the presente hour.’

‘Where are the great conquerors now?’

‘Hurrah for the Red, White, and Blue!’

“The first example contains **an assertion**; the second, **a command**; the third is **a question**; the fourth, **an exclamation**: each makes **complete sense**, and is therefore a

sentence. But the following words, ‘As if the death angel is passing had touched them and made them holy,’ do not make complete sense, and therefore they do not form a sentence.”

ACTIVITIES

Exercise 1—Write a short sentence about every article in the living room;

Exercise 2—Write a sentence of more than twenty words about each of the four seasons;

Exercise 3—Write a sentence of more than twenty words about flowers, birds, fishes, a river, a mountain, the ocean, the clouds;

Exercise 4—Write a sentence of more than twenty words about time, eternity, the soul, the angels.

“Both **Grammar** and **Rhetoric** lay down laws for sentences:

“**Grammar** considers the form and the position of the words with a view to *the correct expression of the thought*,

“**Rhetoric**, the choice and the position of the words with *a view to clearness, beauty, and power of expression*. The rhetorical arrangement may be quite different from the grammatical. ‘The order of the world around us is indeed glorious,’ is a sentence grammatically arranged. Irving puts it thus, rhetorically: ‘Glorious indeed is the order of the world around us.’

“The rhetoric arrangement of a sentence requires attention to five points: **Clearness**, **Precision**, **Unity**, **Strength**, and **Harmony**.

“**Clearness** in a sentence enables the reader to seize at once, without effort or hesitation, the meaning intended to be conveyed. It excludes two faults: **Ambiguity**, which leaves a doubt between two possible meanings; and **Obscurity**, which fails to exhibit the true meaning at the first glance.

“Both faults are exemplified in the following sentence of J. R. Lowell: ‘The relation of Dante to literature is monumental [what does this mean?—Obscure], and marks the era at which the modern begins.’ [The modern what? relation? literature? era? Dante ?—Ambiguous.]

GENERAL RULES TO SECURE CLEARNESS

Rule I. *As a man cannot express clearly what he does not clearly understand*, let every writer begin by *studying his subject thoroughly*, and let him not attempt to write till he knows well what he wishes to say. This is the most important rule of all.

Rule II. Let him express his thoughts with care, striving to make everything he says so clear to his readers that *they cannot help understanding him*. In particular, let the words and phrases related in sense be so disposed that this relation may at once appear.”

“**Precision** in sentences requires that we strike out all words and phrases which do not contribute to the clearness, the strength, or the beauty of the sentence. It is, as Blair remarks,

the proper opposite to a loose style, which, he says, generally arises from using a superfluity of words.

“Avoid in particular:

Useless relative pronouns: ‘The queen, who by this time had entered the hall, proceeded to seat herself upon a throne, which had been prepared for the occasion,’ may be shortened to ‘The queen now entered the hall, and seated herself on a throne prepared for the occasion.’

Lengthy verbal forms: ‘The soldiers of Hannibal, having been enervated by their luxurious winter-quarters in Capua, were no longer able to cope with the Romans.’ ‘Having been’ is superfluous.

Tautology, or the useless repetition of an idea in different terms. A common form of this fault is the coupling of synonyms; as, ‘They mutually disliked one another.’ ‘The Romans sustained a terrible and fearful defeat at Cannae.’ ‘The consul Paulus AEmilius had fought bravely and corageously.’ ‘Plain and evident’, ‘clear and obvious,’ ‘joy and satisfaction,’ etc.

“Another form of tautology consists in repeating a thought in different words for the mere sake of sound; as, ‘It is impossible for us to behold the divine works with coldness or indifference, or to survey so many beauties without a secret satisfaction and complacency.’ Addison.

“Precision is necessary in all kinds of composition; the opposite quality of style, *prolixity*, is always a fault, whether it results from the use of superfluous words or the statement of superfluous details. But precision should not be confounded with *conciseness*, or great brevity of detail and expression. Conciseness is appropriate in certain species of writing, but not in others; its opposite is *diffuseness* or *copiousness* of style, which is often a source of great beauty.

“Concise:

‘Great actions and striking occurrences, having excited a temporary admiration, often pass away and are forgotten, because they leave no lasting results affecting the prosperity of communities.’ Webster.

“Copious:

‘Of the ten thousand battles which have been fought; of all the fields fertilized with carnage; of the banners which have been bathed in blood; of the warriors who had hoped that they had risen from the field of conquest to a glory as bright and as durable as the stars, how few that continue long to interest mankind! The victory of yesterday is reversed by the defeat of to-day; the star of military glory, rising like a meteor, like a meteor has fallen; disgrace and disaster hang on the heels of conquest and renown; victor and vanquished presently pass away to oblivion, and the world holds on its course with the loss only of so many lives and so much treasure. Idem.

“A sentence has **unity** if it presents to the mind a single thought with or without attendant circumstances; as, ‘God alone is great.’ ‘Why do little children remind us of angels but on account of their innocent?’

Hail, mildly pleasing solitude,
Companion of the wise and good,
But from whose holy, piercing eye
The herd of fools and villains fly.—Thomson.

“In the verses above mentioned the main thought expressed is a greeting to solitude; and the reason of this greeting is added—namely, the fact that solitude is the companion of the wise and good on the one hand, and the dread of fools and villains on the other. A sentence may thus run through many lines and be clearly the development of a single thought. And, on the other hand, even a short sentence may be wanting in unity by containing two or more thoughts not properly united: as ‘Washington is the father of his country, and the story of the hatchet is a mere invention.’ ”

“**Rule I.** Do not unite in one sentence things which do not combine to present *one main thought*;

“**Rule II.** Avoid parentheses, unless they be short and have evidently a happy effect;

“**Rule III.** When the sentence is complete and the ear expects a full stop, do not append a remark by way of *a tail to the sentence*. Do not write: ‘May is the month in which nature appears most enjoyable, on a fine day at least.’

“**Rule IV.** *As the subject is the ruling word in a sentence*, it should be changed as little as possible. Do not write: ‘After *we* came to anchor, *they* put me on shore, where *I* was welcomed by all my friends, *who* received me with the greatest kindness.’ But rather write: ‘Having come to anchor, I was put on shore, where I was welcomed by all my friends and received with the greatest kindness.’

“**Strength** is that quality which gives to a sentence its due weight and force. When the rules regarding clearness, precision, and unity are well observed, a certain strength of expression will result. How this strength may be further promoted is the question to be now considered.

“**Rule I.** Conceive a **strong conviction** of the truth and the real importance of all you write. For as water cannot flow higher than its source, so the expression of thought will not be either clearer or stronger than is the conception of it in the mind. To attain to the firm conviction here spoken of, be ever thoroughly honest with yourself and with your readers; do not advocate what you do not sincerely believe; do not pretend to understand fully what you see only in part; do not urge as necessary what is only advisable; put forth your firm convictions with becoming firmness, and your probable speculations with modest reserve. This earnestness of mind is the fundamental rule for strength of style; without it no other rules will be of great utility.

“Rule II. Keep ever before your mind the **purpose** for which you write, and direct all your efforts to its attainment. If your object is to instruct your readers on any point, stick to that point, and study how you can make it clear to them; choose your words, your arrangement, your figures, with a view to promote this instruction. If your object is to move your hearers, aim in everything at the exciting of the proper passions. If your object is to please, use freely all the ornaments of style which the subject admits; but remember that good sense is indispensable. Language, no matter how musical, is worthless if sound sense does not pervade it.

“Rule III. Place **the important words** where they will make the most marked impression. The beginning and the end of a sentence, and of any considerable portion of it, are places favorable to emphasis; unusualness of position makes a word most emphatic. Edward Everett tastefully writes:

‘On this frozen soil—driven from the ivy-clad churches of their motherland, escaped at last from loathsome prisons—the meek fathers ... will lay the spiritual basement of their temple.’

“The natural order would be:

‘The meek fathers,... driven from the ivy-clad churches of their motherland, escaped at last from loathsome prisons, will lay the spiritual basement of their temple on this frozen soil.’

“The Latin and Greek writers were enabled by the genius of their languages to make extensive use of such **inversions**, and thus to write with uncommon beauty and power. Many earlier English writers imitated their constructions, but gradually this practice has been abandoned as not suited to our idiom and to our turn of thought. Still, within certain limits, inversions may be used to great advantage. Even so easy a writer as Longfellow has frequently recourse to them with very pleasing effect. He says:

‘Throughout this beautiful and wonderful creation there is never-ceasing motion, without rest by night or day, ever waving to and fro. Swifter than a weaver’s shuttle it flies from birth to death, from death to birth. ... Of all these forms the highest and most perfect in its God-likeness is the human soul. ... Into this vast cathedral comes the human soul seeking its Creator. ...But in the soul of man alone is this longing changed to certainty and fulfilled. ... Thus is the glory of God made visible. ...Thus then stands man—a mountain on the boundary between two worlds—its foot in one, its summit far-rising into the other,’ etc.

“Rule IV. More necessary still than the preceding rule is that which directs us to **simplify our thoughts**, to rid them of all useless details, and then propose them one by one without intricacy or confusion.

“Rule V. Let there be **no falling off** in sense or sound towards the end of the sentence. For this reason—a **stronger assertion** or a **nobler thought** should never be followed by a weaker member of the sentence; and of two members the longer should come last. Longfellow writes: ‘It has become a common saying that men of genius are always in advance of their age; which is true.’ Speaking generally, the following construction will be better: ‘It has become a common saying, and it is true, that men of genius are always in advance of their age.’

“Get rid of *less important details* and circumstances in a sentence as soon as possible.

“Avoid **concluding** it with an insignificant word. Do not say, ‘It is a mystery which we firmly believe the truth of and humbly adore the depth of’; but rather, ‘It is a mystery the truth of which we firmly believe, and the depth of which we humbly adore.’

“**Rule VI.** When there is *a correspondence or an opposition* in meaning between two sentences or two members, this fact will be brought out more strikingly by a similarity in the construction. Thus Giles, in his ‘Essay on True Manhood,’ contrasts the characters of Lord Bacon and of More [Saint Thomas More], the martyr-chancellor of Henry VIII.:

‘More was incorruptible; Bacon was venal. Both More and Bacon served each a great purpose for the world. More illustrated the beauty of holiness; Bacon expounded the infinitude of science. Bacon became the prophet of intellect: More the martyr of conscience. The one pours over our understanding *the light of knowledge*; but the other inflames our hearts with *the love of virtue*.’ ”

“By **harmony** in a sentence we mean *agreeableness of sound*. We are now to treat of this agreeableness as produced by well-constructed sentences in prose.

SOURCES OF HARMONY IN A SENTENCE

“We shall begin by carefully considering *a harmonious sentence*, examining what elements combine to make it harmonious. Milton writes in his “Treatise on Education”:

‘We shall conduct you to a hillside, laborious indeed at the first ascent, but else so smooth, so green, so full of goodly prospects and melodious sounds on every side, that the harp of Orpheus was not more charming.’

Notice:

“First, the *liquid* and soft *sounds* in the words *laborious, smooth, green, goodly, melodious, harp, Orpheus, charming*.

“Second, the division of the sentence into *clauses* of moderate length.

“Third, the *climax*, or *gradation*, by which each member rises in harmony above the preceding member: ‘*We shall conduct you to a hillside*’—‘*laborious indeed at the first ascent*’—‘*but else so smooth, so green*’—‘*so full of goodly prospects and melodious sounds on every side*.’

“Fourth, the *most harmonious member* preserved for the close: ‘that the harp of Orpheus was not more charming.’

“Fifth, the *last word*, whose sound, of course, remains longest on the ear. Blair remarks that a musical close in our language requires either the last syllable or the last but one to be a long syllable (“but one” = except one). But it will be found that even two very short syllables may follow such a sound without impairing the harmony, as in the words *agreeable, period, harmonious, victorious*, etc.

“Sixth, the binding together of the sentence by the *periodic construction*. The word ‘indeed’ suggests that we may soon expect an opposite reflection, which is next introduced by ‘but’;

at once the word ‘so’ prepares our ear for the ‘that’ which opens the concluding member; and the sense is not full till we reach the last word of the sentence.

“The periodic construction contributes so much to harmony, and even to power of expression, that it requires a fuller explanation.

THE PERIODIC CONSTRUCTION

“The word **period** is often used as synonymous with *sentence*; at other times it means the *punctuation mark*, called the *full-stop*, at the end of a sentence. But its radical meaning is different, and this is the meaning we are now to consider. And it will be found that, as the practice of dancing, that of gymnastic exercises and military drill, impart grace to a person’s ordinary motions, so practice in periodic composition improves the whole tone of a student literary style. On the other hand, it has been remarked by attentive observers that the only reason why some public speakers failed to gain that applause which the beauty of their thoughts and their elocution deserved, was the evident absence of the periodic construction from their sentences.

“What, then, is **the periodic construction**? It is that peculiar turn given to a sentence which closely binds together all its members by suspending the sense for a while, in order to bring it afterwards to a satisfactory close. The following sentence has the *ordinary* or *loose* construction:

‘Woman performs her part towards the preservation of a free government by the promulgation of sound morals in the community, and more especially by the training and instruction of the young.’

“Notice the increased harmony when Webster combines these words into a *period*:

‘It is by the promulgation of sound morals in the community, and more especially by the training and instruction of the young, that woman performs her part towards the preservation of a free government.’

“To form a period the sense may be suspended in various ways:

“By **an inversion**, as in the period just quoted.

“By **a prepositional phrase**:

‘In the highly rarefied atmosphere of these upper regions, [even remote objects have a brilliancy of coloring and a distinctness of outline which seem to annihilate distance].’ *Prescott*.

“By **a dependent clause**:

‘When my eyes shall be turned to behold, for the last time, the sun in heaven, [may I not see him shining on the broken and dishonored fragments of a once glorious Union].’ *Webster*.

“By **a participial clause**:

‘We wish that this column, rising towards heaven among the pointed spires of so many temples dedicated to God, [may contribute also to produce in all minds a pious feeling of dependence and gratitude.’ *Webster*.

“By *an accumulation* of subjects or predicates:

‘A bright, cheerful, happy soul; a sensitive heart, a temperamento open to emotion and impulse; and all this elevated, refined by the touch of heaven [such was St. John Chrysostom, winning followers, riveting affections, by his sweetness, and neglect of self.’ *Cardinal Newman*.

“In every period there are necessarily two parts: The former (anterior), called the *protasis*, keeps the meaning in suspense; the latter (posterior), the *apodosis*, brings the sentence to a harmonious close.

“These two parts are naturally separated by the fullest pause which occurs in the course of the sentence; in the examples quoted we have marked the separation.

“When the protasis or the apodosis admits of one or more considerable stops, these stops divide it into **members**, which are themselves often subdivided into clauses. When no such stops occur the protasis is one member and the apodosis another.

“A **well-balanced period** supposes that the protasis and apodosis are of nearly the same length. When the apodosis is the shorter of the two, it should be richer in thought or in sound than any single preceding member.

“The following period, taken from Irving’s reflections on Christmas in his *Sketch-Book*, will illustrate these details (the semi-colon marks the members, and the colon the protasis and apodosis):

‘The preparations making on every side for the social board that is again to unite friends and kindred; the presents of good cheer passing and repassing, those tokens of regard and quickeners of kind feelings; the evergreens distributed about houses and churches, emblems of peace and gladness: all these have the most pleasing effects in producing fond associations, kindling benevolent sympathies.’

“As periods are sentences of peculiar splendor, they are not *appropriate* on all occasions. They are suited to *subjects of dignity*, and to the region of the *gentler emotions* and the *moderate passions*. When used they must be mingled with loose sentences—that is, with such as do not suspend the sense—and with partial periods, which are now to be explained.

“Between the regular period and the loose sentence there is a third species, which embraces perhaps the largest number of sentences in the works of elegant English writers. Some rhetoricians have called such sentences periods in a wider sense of the word. They may well be called **partial periods**; for they partake of the nature of a period inasmuch as they contain some suspension of the sense and some rounding of the expression, without, however, suspending the sense from the beginning to the end. They differ very much among themselves. These are the **most common varieties**:

“Some of them contain *a part* which, if separated from the rest, would make a period; e.g.:

‘Yet even in the sixteenth century a considerable number of those who quitted the old religion followed the first confident and plausible guide who offered himself, and were soon led into errors far more serious than they had renounced.’ *Macaulay*.

“Some comprise *two parts* independent of each other, but analogous in construction and of parallel or antithetical meaning; as the second of the following sentences:

‘The Christian faith is a grand cathedral, with divinely-pictured windows. Standing without, you see no glory, nor can possibly imagine any; standing within, every ray of light reveals a harmony of unspeakable splendor.’ *Hawthorne*.

“Other partial periods contain **several independent rounded clauses** strung together to develop one central thought; e.g.:

‘Whatever I have tried to do in life I have tried with all my heart to do well; whatever I have devoted myself to I have devoted myself to completely; in great aims and in small I have always been thoroughly in earnest.’ *Scott*.

“Others, again, unite various **parts of clauses with one part common to them all**, as:

‘The greatest man is he who chooses the right with invincible resolution; who resists the sorest temptations from within and from without; who bears the heaviest burdens cheerfully; who is calmest and most cheerful under menaces and frowns; whose reliance on truth, on virtue, on God is most unfaltering.’ *Channing*.

“Facility in writing partial periods is acquired by practice in the use of the perfect period. To the latter (perfect period) we should mainly devote our attention.

PERIOD-BUILDING

“We have stated that the **unity** required in a **sentence** consists in its presenting to the mind a **single thought**, with or without attending circumstances. We shall now explain how such thought may be developed into a period, *without loss of unity* and with *increase of harmony*. Besides the ways of suspending the sense which were explained in the preceding paragraph, the following **modes of development** are of frequent use.

“By **paraphrase**—that is, by explaining more fully the different parts of the given sentence. The simple sentence, ‘Man has no better friend than his Creator,’ may be thus paraphrased:

‘Every member of the human family, no matter how dear he may be to parents or relatives, or to his own children, has no one who is so earnestly concerned about his real and lasting happiness as the infinitely good God who has given him existence.’

“By **enumeration**—the thought, ‘We were once what the Africans are now,’ is thus developed by William Pitt:

‘We were once as obscure among the nations of the earth, as savage in our manners, as debased in our morals, as degraded in our understandings, as these unhappy Africans are at present.’

“By adducing ***proof of reason*** of our assertion. Pitt thus develops the thought, ‘We should not keep the Africans in bondage’:

‘If, then, we feel that this perpetual confinement in the fetters of brutal ignorance would have been the greatest calamity which could have befallen us; if we view with gratitude and exultation the contrast between the peculiar blessings we enjoy and the wretchedness of the ancient inhabitants of Britain; if we shudder to think of the misery which would still have overwhelmed us had Great Britain continued to the present time to be a mart of slaves to the most civilized nations of the world, through some cruel policy of theirs: God forbid that we should any longer subject Africa to the same dreadful scourge, and preclude the light of knowledge, which has reached every other quarter of the globe, from having access to her coasts.’

“By ***circumstances*** of time, place, persons, etc. Curran, evidently imitating Cicero’s oration for Milo, begins his plea in behalf of Rowan as follows:

‘When I consider the period at which this prosecution is brought forward; when I behold the extraordinary safeguard of armed soldiers, resorted to, no doubt, for the preservation of peace and order; when I catch, as I cannot but do, the throb of public anxiety which beats from one end to the other of this hall; when I reflect on what may be the fate of a man of the most beloved personal character, of one of the most respected families in our country, himself the only individual of that Family—I may almost say of that country—who can look on that possible fate without concern’; etc.

“By ***comparison*** or ***contrast***. The thought, ‘Every form of life bears an impress of God’s love,’ is thus developed by Longfellow:

‘As the ice upon the mountain, when the warm breath of the summer’s sun breathes upon it, melts and divides into drops, each of which reflects an image of the sun; so life in the smile of God’s love divides itself into separate forms, each bearing in it and reflecting an image of God’s love.’

Caution.—Great care, of course, should be taken that every phrase introduced for the sake of development be really significant and appropriate, that the words be noble and well chosen, without redundancy; else an exercise, in itself most beneficial, might become by abuse a source of empty declamation.

Exercise.—Develop the following simple thoughts into elegant periods of at least three members each: There is no peace for the wicked. Every season has its blessings. Life passes away. God is love. Evil associations corrupt good manners. Youth is like spring. Manhood is like summer. Autumn is like old age. Winter is like the grave.