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BETTER
ENGLISH
GRADE
FIVE

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1929

Grade 5



Aims

1. Stand straight.
2. Look at the class.
3. Speak loud enough.
4. Speak distinctly.
5. Avoid too many and's.

6
7
8



BETTER ENGLISH

GRADE FIVE

BY

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PREFACE

What shall we do to interest pupils in the quality of their English? How shall we help them to speak more correctly, more effectively, more agreeably, and to write with due regard for the essentials of good form? These are the difficult questions of motivation and procedure which this new book for the fifth grade aims to answer.

The answer here given is apparently the usual program of lessons, exercises, drills, games, and projects in oral and written English. To be sure, a number of innovations quickly catch the reader's attention. (1) It is noticed that the year is made responsible for certain definite steps of measurable progress in each separate phase of language study. (2) Tests and reviews abound. (3) Provision is made for individual differences in pupil ability and achievement. (4) The results of every research in the subject, even to the choice of the poems, are incorporated in the text. (5) The letters required of pupils are, by a novel device, the outgrowth of genuine situations; and (6) without departure from the reality or sincerity of those school-room situations, the speech needs of the world beyond the school are met by training in courtesy, in telephoning, in giving directions, and other practical speech activities. It is evident also that (7) the

pronunciation of words often mispronounced, (8) the spelling of homonyms, and (9) the grammar of the sentence are taught with a new and distinctive presentation. Moreover, while (10) the extensive employment of factual material for pupil compositions is noticeable, it is equally clear that the young speaker and writer is by no means held to this. The book recognizes that the pupil's personal experience consists not merely of actual events in his life but also of his mental adventures. Let him go to both for his subject matter. Let him make report of the events, but (11) let him give expression also to his most fanciful imaginings, his dreams, wonders, and fears — anything and everything that will make him talk. This and much more of novelty the reader soon discovers, but if he discovers no more he misses the large differentiating characteristics of the present book.

Learning to speak and write acceptable English is like learning to play the violin. It is a learning *to do* as contrasted with a learning *about*. It depends therefore almost wholly on one thing — practice. Now practice means more, much more, than doing the same thing over and over; with each repetition there must be an effort to do the thing better in one or another particular way. This is the first principle of learning any art, but it has hardly been utilized in the teaching of English, the art of communication. As a consequence, the average language lesson in our schools comes very near to being a total failure.

A feeling of profound melancholy, as Thackeray said in another connection, takes possession of the

reflective visitor to the schools who listens to the language lesson. As he observes the slovenly utterance of one youthful speaker after another, the inaccuracies of pronunciation, the meager and threadbare vocabulary, the faulty sentence structure, and the bad grammar, and on the other hand the teacher's relative helplessness in coping with the situation, he gains the impression that the task of improving the pupils' English is little short of herculean. So it is — when pursued by the usual and traditional methods. So it proves — when measured by the usual accomplishment. And yet the undertaking is a perfectly practicable one.

What, then, must be done?

First of all, a true conception of the peculiar province of the language lesson must be gained. The language lesson must not be permitted to be simply another period of talking. There is already talking enough, such as it is, in the other lessons, on the street and playground, and at home. A mere added quantum does not constitute a language lesson. This should differ from lessons in other subjects in its almost exclusive concern with the quality of the English used. It is a withdrawal from those other lessons for the purpose of considering the excellences and the shortcomings of the language employed. It is concerned not so much with the content conveyed, — the chief interest in, say, the history or geography recitation, — as with the correctness and the skill of the conveying. In other words, not the particular tune played but the acceptability of the playing receives our attention.

Until the language lesson is thus understood to be distinctively a lesson in craftsmanship, it will contribute little or nothing to the improvement of the pupil's speaking or writing. It is this fresh and fruitful understanding of the problem that the present textbook stresses in every lesson.

Then, a new procedure must be set in motion. This follows inevitably from the fresh point of view which realizes that to teach language is to teach a craft or an art. In fact it is that point of view flowering into action. Its key word is practice — practice applied, on the one hand, to helping the pupil overcome undesirable speech habits, the corrective aspect, and, on the other hand, to helping him build a speech technique, the constructive aspect. An illustration of each will serve both to define the new procedure more clearly and to accentuate the flavor of the present book. The first explains the correct-usage drill here presented; the second describes the retelling of stories as here utilized for practice in speaking.

1. Speech improvement, so far as the elimination of errors is concerned, depends on the formation of correct speech habits. The practical problem is how to bring about such habit formation. Drills miss their aim if they consist only of the repetition of correct words or word forms. Presenting no challenge, they fail to hold the pupil's attention and lose themselves in monotony. Equally unsatisfactory are the exercises that consist only of the choice of correct forms. One or two correct choices do not create a habit, particularly if a wrong habit already occupies the field. Neither kind of

exercise — the mere choosing of the correct form or the mere repeating of it — has proved efficacious. In spite of both, the deplorable fact remains that school children continue to use incorrect English. In this situation the present book offers a new drill in correct usage, which combines choice and repetition in one exercise. By this device, repetition is made alert because it constantly needs to choose, and choice becomes habit-forming because it constantly needs to be made again. Besides, a speed test has been built into the twofold exercise, as an added guarantee of vitality.

2. But language teaching is more than a corrective undertaking, important as that is. In addition to the elimination of faults it is concerned with the upbuilding of positive excellences. In the retelling of stories for practice in speaking we have an illustration of a constructive method of speech improvement devised for this book. Again the point of departure is the fact that mere continued talking does not of itself lead to improved talking. The continuance of the activity serves only to deepen the ruts. If there is to be progress, each performance must consciously aim at a definite improvement. Precisely as the violinist in his practice endeavors with each playing of the identical melody to achieve a more nearly adequate rendition, so in the retelling of stories for practice in speaking, the same pupil is asked to tell the same story again and again, aiming now at this improvement, now at that — in one retelling, to avoid unnecessary *and's*, as an example; in another, to use clear-cut sentences; in still another, to vary the expression of the thought; and so on. That

is, the retelling is done not for its own sake but for the sake of specific improvements, each the object of definite endeavor. Slowly but surely, by this practice, the pupil builds his speech technique. This, as presented here, includes the technique of preparation, which is acquired in learn-to-study exercises that combine directed study and silent reading.

So throughout the book the effort has been to realize the new point of view which alone can make language teaching effectual and to give that point of view adequate expression in a new procedure.

The generous Appendix following the lessons supplies additional optional material of great variety in order that the book may not fail to do complete justice to pupil differences. The Teachers' Manual is designed to play the part of unofficial adviser to busy teachers, offering suggestions for the conduct of each lesson.

THE AUTHORS

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BETTER ENGLISH
GRADE FIVE

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1. *Test*: How Well Can You Speak?

The boy whom you see before the class in the picture at the front of the book is telling a story. It is the story that is printed below. Notice how attentively his classmates are listening. Read what the girl has written on the board.

Those children are having a test. Each pupil tells the story in his turn, to show how well he can do it. The class points out where each story-teller is strong and where he is weak. In this way he learns what he needs to study and practice during the year.

THESEUS LEARNS OF THE GREAT FLAT STONE

Once upon a time there lived in a distant country a boy named Theseus, the bravest lad in all the land. When he was fifteen years old his mother took him to the top of a grassy hill behind the little fishing village that was their home. On that hilltop stood an ancient building from the steps of which one could see across the blue bay to the purple mountains on the opposite shore. She led him to a tall tree which grew beside the building and was

surrounded by a dense thicket, and she said: "Theseus, my son, go into that thicket. At the foot of the tall tree you will find a great flat stone. Lift it, and tell me what you see underneath."

CHARLES KINGSLEY, "The Heroes" (*Adapted*)

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† Do you know how to study? Have you learned to work alone? Prepare yourself for the test by silently reading and answering the questions below:

1. When you tell the story above, what will you tell first? What next? What after that?
2. Without looking at the story again, can you tell what kind of hill is spoken of, what kind of village, what kind of bay, what kind of mountains, what kind of thicket, and whether the tree was high or low?
3. How ought you to stand when you tell the story?
4. Can you make yourself remember to speak loud and distinctly?
5. Do you know that *Theseus* is pronounced *thē'sūs*?

Speaking. Tell the story. When you have finished speaking, your classmates will kindly say how well you have stood the test.

2. Test: Can You Think of Interesting Things to Say?

When you speak, two things count: (1) what you say, and (2) how well you say it. In the last exercise you were tested to show how well you could speak. Now let us see whether you have original ideas.

† Each STUDY may be used as a class exercise until pupils have learned to study alone. See explanation in Teachers' Manual.

The story of Theseus that you have been telling is an unfinished story. It does not tell what Theseus saw after he had rolled the great flat stone away. What was that? Perhaps you know the rest of the story. If you do, remember that now, as you make up the next part, you are asked to tell not what really happened but something altogether new. This will show whether you can think of interesting things to say.

In a certain school a boy named John told the following story of what happened when Theseus rolled the stone away :

Theseus saw a grating of heavy iron bars beneath which there was a framework with glass, like a window. It was a window! When he kneeled on the grating and rubbed the dust off the glass, he could see through it. What he saw astonished him.

He seemed to be looking down into a strange country with strange people in it. Far below him they went about their work and business without knowing that he was looking down at them through a hole in the sky. "I must visit that strange country," he cried, as he ran eagerly to tell his mother.

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As you work on *your* ending for the story of Theseus, silently read and answer the following questions :

1. What are some of the things that Theseus might have seen underneath that stone?

2. Do you think that John gave an interesting answer to the question? Can you make up a better one?

3. Have you thought of anything like these:

(1) a bag of gold;

(2) a magic lamp such as Aladdin had (if you know that story);

(3) a stairway leading to no one knows where;

(4) a stairway up which a giant was coming to see who had dared to roll the stone away;

(5) a steel box containing — what?

4. What does Theseus do when he sees what is beneath the stone?

Speaking. Tell your classmates what interesting thing Theseus saw and what he did then. Do not tell more than that. Four or five sentences will do, for this is a test not of how long you can talk but of how novel a story you can invent.

Class Conversation. The class will talk about the different stories told. At the end they will decide which pupils had the most original ideas.

° If you wish to tell a second story about what Theseus saw and did, you may do so, but be sure that it is an interesting story to which you ask the class to listen.

3. Improving Your Speaking

The two tests that you have just taken show that you need to improve your speaking in a number of ways.

° The sign ° means optional. See explanation in Teachers' Manual.



Silently read and answer the following questions :

1. Are you good at thinking of interesting things to say? Did the test show that?
2. Who do you think is the best speaker in the class? In what ways is he a better speaker than you are?
3. Is it true that you do not speak loud enough and distinctly? Why do you not?
4. Do you sometimes use incorrect English when you speak to the class?
5. What do you think your worst faults are as a speaker?
6. If you should make a list of things to which to give special attention as you strive to improve your speaking, what would you include in that list?

Of the things to be studied and practiced during the year, in order that you may become a better speaker, which one ought we to take up first? Perhaps the first practice ought to be in standing straight and speaking in a loud, clear, and pleasant tone of voice.

Speaking. As you follow the directions in paragraph 1 below, try to follow also those in paragraphs 2, 3, and 4 :

1. Tell your name, where you live, and the name of the school to which you go. Do it in short sentences, as Thomas did :

My name is Thomas Ebery.
I live at 346 Faraday Street.
I go to the Wilson School.

2. Stand straight, squarely on both feet, with hands at sides.

3. Look at your classmates, and look at them in a friendly way.

4. Speak loud enough for everyone in the room to hear you, speak distinctly enough for everyone to understand you easily, and make your tone of voice as pleasant as you can.

The question is whether you can do those four things at one and the same time.

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In a friendly way your classmates will tell you in what respects you have succeeded and in what you have failed. Be glad to learn these things, for now you can speak again, giving the same information as before, but doing it better. You may have to try more than once before you succeed. Instead of telling your name, address, and school each time, you may give short sentences about the following matters or about something else that would be interesting:

1. Where your father and mother were born and where they have lived.

2. Whether you go to Sunday school and who teaches you at that school.

3. What your favorite game is and who taught you to play it.

4. Who your favorite moving-picture player is and when you last saw him in a play.

4. Test and Review: Do You Use Correct English?

A number of words that are often used incorrectly are contained in the sentences below.

Test. Write the numbers 1 to 31 on a sheet of paper. Opposite these numbers write the correct words from the parentheses in the following sentences. That is, opposite your number 1 write the correct word from parenthesis 1; and so on.

1. Who has (saw¹ seen) my book? Where has it (gone² went)?
2. It was (lying³ laying) here when I (seen⁴ saw) it last.
3. What have you (done⁵ did) with it? Where has it (went⁶ gone)?
4. (Were⁷ Was) you in the room, or where (was⁸ were) you?
5. The wild geese have (come⁹ came) back from the North.
6. They have (went¹⁰ gone) South. Where (were¹¹ was) they last summer?
7. (Them¹² Those) are the birds that I (saw¹³ seen) last spring.
8. I (haven't¹⁴ have) (never¹⁵ ever) (saw¹⁶ seen) (those¹⁷ them) birds before.
9. (May¹⁸ Can) I go with you to the woods?

10. Then you can (learn ¹⁹ teach) me about birds.
11. The cat (lies ²⁰ lays) on the bed. She just (come ²¹ came) in.
12. I'll (teach ²² learn) her a lesson. She will never (lay ²³ lie) there again. I never (seen ²⁴ saw) her (lie ²⁵ lay) there before.
13. What have they (did ²⁶ done) to (those ²⁷ them) pumpkins?
14. Who has (done ²⁸ did) this? Who has (came ²⁹ come) in here?
15. (Can ³⁰ May) I go and see where they have (went ³¹ gone)?

When the teacher reads the correct words, mark your paper. How well did you pass the test? Which words, if any, do you need to study more?

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In preparation for the drill below, learn to use correctly the words you missed in the test. The Index will tell you the pages on which those words are explained. Turn to the Index. Notice that it is somewhat like a little dictionary. Study it and try to find out how to make it help you.

Drill in Correct Usage. As you read the test sentences above, choose the correct word or words for each. Increase your speed with each reading. Perhaps the teacher will time you. Every mistake adds to your time, as does indistinct reading.

5. Choosing a Subject for a Talk

The teacher had asked each pupil to tell about something that had happened to him in the last day or two. Jane chose for her subject, "Going to School in the Morning." This is the talk she gave :

I kissed Mother good-by and started for school. At the corner I met Mary. We walked together and talked. After a while Lucy joined us. She wore a pretty new dress. A little dog ran out of a yard and barked at us. We were afraid he might bite us. We were careful at the crossing. A boy was hurt there last year. Mary said good morning to the policeman. The school bell began to ring. We walked faster. Soon we were in our seats and beginning our lessons.

Jane's subject is so large that it is really half a dozen subjects in one. It would have been better if she had taken one of these and talked about that.

We wish she had said something more about the little dog that dashed out of a yard, barking and showing its teeth, and frightened those girls. Then there is the story about the boy who was hurt at the crossing last year. We wish Jane had told more about that, as well as about Lucy's new dress. Jane does not tell us what kind of dress it was, what its color was, how Lucy looked in it, or what the girls said about it. That is a

story in itself. Still another story could be told about the policeman. We wonder whether the policeman is a friend of Mary's. Is he a jolly policeman who likes children? Perhaps he has a boy or a girl of his own.

It is easy to see that Jane talked about half a dozen subjects at one time. That is why she could tell so little about each one. "Going to School in the Morning" is too big a subject for a short talk.

Notice George's subject, "A Dog that Likes a Joke." George has picked out just one little thing that he saw on his way to school. Therefore, his talk will be not a list of things but a story about one thing. Here it is:

Every morning at schooltime a sly little terrier sits on his front porch and waits for three girls to come along. I think he laughs to himself as he waits, for he knows he is going to have some fun. When the girls reach the sidewalk by his yard, the fun begins. Barking furiously, he jumps up and dashes across the lawn as fast as his short legs can carry him. You would think he was chasing a burglar, or a bad boy who had smashed a window. It is only three girls going quietly to school. Still barking and showing his teeth, he follows them a short distance. The frightened girls look at him timidly, as they hurry away. He thinks it is a good joke that three big girls in the fifth grade are afraid of one little dog. Proudly he goes back to his porch and laughs again.

George has taken for his subject one of the many things about which Jane talked. George talked about that one thing and nothing else. Notice how much more interesting his talk is than Jane's.

Remember to choose a little subject rather than a big one. Choose a narrow subject, not a wide one. Choose some one little thing that you have seen or heard or that has happened to you, and tell about that when you speak.

Exercise. For practice in choosing subjects for talks, study the following numbered pairs. Each contains a subject that is too large for a talk and another that is narrow and more suitable. Tell in each case which is the better subject.

1. The Zoo
The Animals I Like Best to Watch at the Zoo
2. The Monkey Cage
Do Monkeys Like Candy?
3. Does Jocko Remember Me?
Watching the Monkeys
4. Feeding the Elephant
Can an Elephant Chew Gum?
5. What I Liked Best at the Circus
Going to the Circus
6. How I Lost My Pocketbook at the Circus
Going to the Circus
7. Going to the Circus
The Elephant that Could Stand on His Head

8. On the Way to School
How Fred Smith Was Run Over
9. Trying to Mail a Letter in a Fire-Alarm Box
On the Way to School
10. Studying the Spelling Lesson on the Way to School
On the Way to School
11. Helping Mother
How I Happened to Spill the Milk on the Carpet
12. How I Lost My Rabbits
My Rabbits
13. After-School Fun
I Win a Race on Roller Skates
14. Things to Do Saturdays
I Make the Highest Pair of Stilts

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As you study to prepare for the exercise below, silently read and answer these questions:

1. Have you heard or seen anything today about which you would like to tell the class?
2. Did you dream last night? Would the dream be an interesting thing to tell the class?
3. Who gets up first in the morning at your house? Who gets up last? Is it easy for you to jump out of bed? Does your mother have to call more than once? Would this make an interesting story to tell?
4. Did you ever tear a shoe lace as you were hurrying to get ready for school? Why not tell about that?
5. Can you sew? Perhaps you have made dolls' dresses. The class would enjoy hearing what trouble you had when you made your first doll's dress.

Speaking. Many little things are happening to everyone every day. Choose one of these. You are not to talk about it now but only to tell what it is. When you are called upon, rise in your place and give your subject. Give it in a few words, but be sure that it is not too large a subject for a short talk.

Class Conversation. The class will talk each subject over and decide whether it is too large. The class will try to help speakers narrow their subjects.

6. Starting Your Story Well

A boy began his story with this sentence :

One morning when Mother called me I did not jump out of my warm bed right away.

When you read that interesting sentence you wonder what happened next. Did the boy fall asleep again? Did his mother let him sleep right on until he was so late that he had to run to school without his breakfast? Or did his father come into the bedroom to wake him up? That beginning sentence makes us wish to hear the rest of the story. It is a good beginning sentence.

Read the beginning sentence of another story :

I did not hear the policeman calling to me as I was hurrying to school yesterday morning.

Are you not interested at once? Why did the policeman call? What did he do when he saw that the boy paid no attention to him? You want to know these things. A beginning sentence that wakes you up in this way is a good beginning sentence.

Look now at this sentence :

I am in the fifth grade in school.

You do not expect anything exciting to happen after such a beginning. You do not care to hear the rest of that story. This is not the best way to begin a story.

Exercise. Tell which of the following sentences would make interesting beginnings for stories, and explain why you think so :

1. I go to school every day.
2. I like to go to school every day except Friday.
3. One time I went to school on Saturday morning.
4. It was not easy for me to learn to ride a bicycle.
5. I have a bicycle.
6. I know how any boy can get a silver watch in less than one month.
7. My father has a gold watch.
8. I am afraid that I shall never see my cousin Lucy's pony again.
9. We have a radio set at our house.
10. Yesterday was my birthday.
11. I heard strange noises in our garage last night.
12. If I only had another chance, I should not spend all my pocket money for candy.

13. I dreamed last night that I was flying to school in an airplane.

14. My big brother has a new pocketknife.

15. When I lost my brother's new pocketknife, I did not know what to do.

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Prepare to make an interesting beginning sentence for a talk by silently reading and answering the following questions :

1. If the beginning sentence does not make the hearer wish to know what happened next, is it a good beginning sentence?

2. What is the subject you chose several days ago?

3. What interesting beginning sentence can you make for your talk about that subject?

Speaking. Rise and tell the class again what the subject is that you chose several days ago. Then give the beginning sentence of your talk. Give it in a clear voice in order that everyone in the room may understand it.

Class Conversation. Your classmates will talk about each beginning sentence and will try to make each poor one better.

7. Telling the Story of Some One Thing that Has Happened to You

You already know what you are going to talk about. You decided that several days ago. You have already made your beginning sentence. Now you need only to

tell your story, but that will not be easy if you wish to tell it so well that the class will really enjoy it.

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Study this question of how to tell your story well. Have you learned to study things out for yourself? The following questions will help you do this. Read and answer them silently.

1. Do you usually speak loud enough for everyone in the room to hear you?

2. Do you sometimes mumble, or swallow your words?

3. How can you make yourself remember to stand straight and to speak in a loud, distinct, and pleasant voice when you tell your story? How will this help your story?

4. In the test more than a week ago what faults in your speaking were pointed out by the class? How can you keep those out of your story?

5. What happens first in your story? What next? How does it end?

Speaking. Tell the class the story of some one thing that has happened to you.

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The class will tell you two things: (1) in what way your story was enjoyable, and (2) how it might be improved. The first pupil in the first row may begin. Let us suppose that you are George and have just told the story "A Dog that Likes a Joke." Perhaps the first pupil says, "I like that

part of the story best, George, in which the little dog laughs to himself."

George nods pleasantly to this speaker. The nod means, "Thank you for that kind remark, Tom."

Now the second pupil in the first row, Fanny, rises to speak. Perhaps she will say: "You had an interesting story, George, but it was hard to hear you. It sounded as if you were talking through your nose."

Again George nods pleasantly, because he knows that everything said about his story is said to help him to do better next time.

Now the third pupil is asked to say what he thinks. Perhaps he says, "I think it was all very interesting, George."

But here the teacher interrupts. "That will not do, Fred. You must say in what special way you found the story interesting. Point out exactly what you liked and tell why you liked it."

Fred rises in his place again and now he says: "I liked your story, George, because it was funny. The little dog was playing a joke on the three timid girls. I agree with Fanny that it was a little hard to understand you."

So one pupil after another will tell what he thinks of your story. Listen and learn. Then try once more. Tell your story again, but this time avoid the mistakes you made before.

8. Correct Usage: *doesn't, don't*

It is incorrect to say: He *don't*. That means He *do not*, which you know is wrong. Say instead: He *doesn't* or He *does not*.

It is incorrect to say: John *don't* or Mary *don't* or The man *don't*. The right thing to say is: John *doesn't*, Mary *doesn't*, and The man *doesn't*.

Speaking. In preparation for the following game say several times rapidly but distinctly: *He doesn't, he doesn't, he doesn't, he doesn't, he doesn't*. In the same way repeat each of the following several times: *She doesn't sew well; The boy doesn't sing well; The horse doesn't trot well; The car doesn't run well*.

Game. A boy named Tom is sent from the room. The class selects one of its number, say Julia, to play that she lives in a distant city of the United States. Let us say the city chosen is Montgomery, Alabama. Now Tom returns to the room, and this conversation follows:

TEACHER. One of our number doesn't live in this city any more, Tom. She lives in another city. Can you guess which?

TOM [*asking a classmate*]. Does she live in the East, Fred?

FRED. No, she doesn't live in the East, Tom.

TOM. Does she live in the West, Helen?

HELEN. No, she doesn't live in the West, Tom.

TOM. Does she live in the South, Ralph?

RALPH. Yes, she lives in the South, Tom.

TOM. Does she live in Florida, Margaret?

MARGARET. No, she doesn't live in Florida, Tom.

TOM. Does she live in Alabama, Joe?

JOE. Yes, she lives in Alabama, Tom.

TOM. Does she live in Birmingham, Ray?

RAY. No, she doesn't live in Birmingham, Tom.

TOM. Does she live in Montgomery, Frank?

FRANK. Yes, she lives in Montgomery, Tom.

Every question must begin with the words *Does he* (or *she*) *live in* and every answer with either *Yes, she lives in* or *No, she doesn't live in*. Besides, every question and answer politely includes — whose name?

9. Pronouncing Correctly

Can you pronounce correctly the words you have been studying during the last year or two? These are given in the Appendix, pages 168–171.

Test. With the class listening attentively, to catch you in a mistake if you make one, read the words in the word columns on pages 168–171. Speak each word distinctly, in order that everybody may be sure how you pronounce it. Can you do this without a mistake?

Review. Make a list of the words you mispronounced, and study them until you can pass the test above with a perfect record.

The following words are sometimes pronounced incorrectly :

1. arithmetic

3. history

5. quiet

2. machinery

4. stomach

6. apron

Notice how these words are printed below. Each is divided into parts called **syllables**, and a mark (') called an **accent** is placed after the syllable that is accented or spoken more strongly than the other syllables of the word.

1. a-rith'me-tic

3. his'to-ry

5. qui'et

2. ma-chin'er-y

4. stom'ach

6. a'pron

Listening. The important things to notice as the teacher pronounces these words for you are :

1. That the third syllable in *arithmetic* is not *ma*.
2. That *machinery* is pronounced like *machine* with the two syllables *ery* added.
3. That *history* has three syllables, not two.
4. That *stomach* is pronounced as if it ended in *uk*, like *hammock*.
5. That *quiet* has two syllables.
6. That in *apron* the first letter after the *p* is *r*. Say *run*, then say *prun*, then say *apron*.

Speaking. 1. Pronounce each word after the teacher. Then try to pronounce the six words without help.

2. Make sentences containing those six words. Try to use as many of them as you can in one sentence. Notice the following two sentences :

In all *history* there had never been such *quiet machinery*.

In that *quiet* spot, far from the noise of *machinery*, the boy lay on his *stomach*, read his *history*, and worked his *arithmetic*.

As you speak your sentences do not forget to pronounce correctly the troublesome words you have been studying.

10. Breaking Yourself of the "and" Habit

Do you remember the great flat stone which the mother of Theseus asked him to lift away? Under it he found his father's sword. Seeing that sword made him wish to do famous deeds.

The story of what Theseus did first is told below as many pupils would tell it, with too many *and's*. Notice, as you read, how the *and's* that are not needed spoil the story.

THESEUS CLIMBS THE SPIDER MOUNTAINS

1 Theseus stood there and his mind was full of
2 many hopes and he said: "I will win honor and
3 fame and I will do deeds that shall make my father
4 proud of me. Where can I go to find strange ad-
5 ventures? I will go into the mountains and per-
6 haps there I shall find great deeds to do."

7 So he started away and his father's sword hung
8 at his side and he came to the Spider Mountains.
9 Here the valleys and gullies run from the peak
10 downwards and they spread like a spider's web and
11 he went up into those gloomy gullies and at last
12 the green fields and cities of men were far below
13 him and about his head the damp clouds sailed by
14 and he went up and up, through the spider's web
15 of gullies and glens and in time he came to a great



"DO YOU NOT KNOW THAT I AM THE SPIDER OF
THESE MOUNTAINS?"

16 heap of stones and he must go over these in order
17 to cross the mountains.

18 On the stones a man was sitting and he was
19 wrapped in a bearskin cloak and the head of the
20 bear he used for a cap and the animal's teeth
21 gleamed white around his brows and the animal's
22 feet were tied around his throat and its claws
23 gleamed white on his broad chest. He saw
24 Theseus and he arose and laughed till the echoes
25 rang in the glen and "Who are you?" he shouted
26 to Theseus. "Who are you that you walk like a
27 foolish fly into the Spider's Web? And do you not
28 know that I am the Spider of these mountains?"

CHARLES KINGSLEY, "The Heroes" (*Adapted*)

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To prepare for reading the story above without the *and's* that are not needed, silently study it with the help of the following questions:

1. Can you find in the story any *and's* that are needed? Is there one in line 15? Are there others?
2. Would line 1 be improved if you said *with* instead of *and*, dropped the *was*, and ended the sentence with the word *hopes*? Then that line would read:

Theseus stood there with his mind full of many hopes.

3. Would line 7 be improved if you said *with* instead of *and* and dropped the word *hung*?
4. If you dropped the first *and* in line 10, said *spreading* instead of *they spread*, and ended the sentence with *web*, would the sentence be improved?

5. Would line 18 be bettered if you dropped the *and* as well as the words *he was*? Then that sentence would read:

On the stones a man was sitting, wrapped in a bearskin cloak.

6. Would the sentence beginning in line 23 be improved if you began it with *When* and dropped at least one *and*?

7. As you read the story to yourself, dropping every *and* that is not needed, can you see that the story has been improved?

Reading. Read the story to the class, improving it by omitting unnecessary *and*'s, as well as making other changes called for by the dropping of *and*'s. Remember to make a short, clear-cut pause between sentences. You may have to read the story more than once before you can read it smoothly.

Speaking. Now try to tell the story without using unnecessary *and*'s.

11. Reading a Poem Aloud

Casabianca (pronounced *ka'za-byan'ka*) is the name of a boy who stuck to his post on the deck of a burning ship. The vessel caught fire during a sea fight. Before the battle began, his father, the captain of the ship, had given him his position on the deck. "Stay here," the father had said earnestly, "stay here until I send word that you may leave. It is a dangerous post, but

I expect you to stick to it until the battle is over. Remember, you are the captain's son." He was only ten years old, but he understood.

Listen to the true story of a brave boy, as the teacher reads this poem to you :

CASABIANCA

The boy stood on the burning deck,
Whence all but him had fled ;
The flame that lit the battle's wreck
Shone round him o'er the dead.

Yet beautiful and bright he stood,
As born to rule the storm ;
A creature of heroic blood,
A proud, though child-like form.

The flames rolled on ; he would not go
Without his father's word ;
That father, faint in death below,
His voice no longer heard.

He called aloud, "Say, father, say,
If yet my task is done!"
He knew not that the chieftain lay
Unconscious of his son.

"Speak, father!" once again he cried,
"If I may yet be gone!"
And but the booming shots replied,
And fast the flames rolled on.

Upon his brow he felt their breath,
And in his waving hair,
And looked from that lone post of death
In still, yet brave despair.

And shouted but once more aloud,
"My father! must I stay?"
While o'er him, fast, through sail and shroud,
The wreathing fires made way.

They wrapt the ship in splendor wild,
They caught the flag on high,
And streamed above the gallant child,
Like banners in the sky.

There came a burst of thunder sound ;
The boy, — oh! where was he?
Ask of the winds, that far around
With fragments strewed the sea, —

With mast, and helm, and pennon fair,
That well had borne their part, —
But the noblest thing that perished there,
Was that young, faithful heart.

FELICIA DOROTHEA HEMANS

Speaking. 1. Before you read the poem aloud, make sure that you understand it. Give the meaning of the first stanza in two or three short sentences. Thus, you might say :

A battleship was on fire. Everyone had left it.
Only a boy remained on the deck among the dead.

2. In the same way give the meaning of each of the other stanzas. The class will decide whether the meaning of each has been expressed exactly.

Reading. 1. Read the first stanza aloud. In order to read it well, you must see the picture which the stanza gives. Then your hearers will see it too.

2. Read the second stanza. Perhaps it would be a good plan for each pupil to read only one stanza. If he does this well, another pupil may read the next one. If, however, he has not read so well as he should, he must try again until the class is satisfied.

Contest. Teams of three pupils each may practice reading the poem, in preparation for a contest. The first pupil on each team may practice the first three stanzas, the second pupil the next four stanzas, and the third pupil the rest of the poem. Why do we divide the poem into these parts? After there has been enough practice, with each team working by itself, the teams may read before the class. The class will select the winning team.

Perhaps you will ask visitors in to hear the contest. How will you invite them? Do you know how to invite them by letter?

12. Writing a Letter

You would enjoy writing letters of invitation to your parents and friends, asking them to come to the poem-reading contest. Such letters would have to be written

very carefully. It would not do to have mistakes in them. Therefore, before you begin your letter writing, you had better take the following test.

Test. Rewrite the paragraph given below, arranging it in correct letter form and inserting punctuation marks where they belong :

77 Lindbergh Street Little Falls Minnesota
October 1 1929 Dear Mother We have been studying a poem about a brave boy who stuck to his post on a burning battleship Next Friday afternoon at two o'clock teams of pupils will read the poem aloud to see which team can read it best I am on one of the teams We are practicing every day and hope to win I do wish you would come to hear the contest Your loving daughter Annabel

Correction. With the help of a classmate compare your letter and his with the letters on pages 56 and 72. Have you written the heading of your letter correctly? Have you the right mark after the greeting? Is the first line of the body of your letter indented? Is the ending written correctly?

Abbreviations

In writing the heading of a letter, as well as the address on the envelope, it is sometimes convenient to use certain short forms, called abbreviations. So *St.* is written instead of *Street*, *Ave.* instead of *Avenue*, *R.F.D.* instead of *Rural Free Delivery*, *Minn.* instead of *Minnesota*, *N.J.* instead of *New Jersey*, *Jan.* instead of

January. There are many others. A long list is given in the Appendix, pages 171-172.

It will be better for you not to use the short forms very much, if at all. As a rule, write each word in full. When you must use a short form, look it up in the Appendix, note how it is written, and note the period after it, in order that you may write it correctly.

Writing. Write your letter of invitation, correct it with the help of a classmate, if you cannot trust yourself to do this alone, copy it if necessary, and send it off in an envelope addressed like the following:

Mrs. Henry Johnson
77 Lindbergh Street
Little Falls
Minnesota

° Perhaps you are a good letter writer. When your letter is finished and corrected, perhaps you would like to write a second one, to a friend. You may do this, if you will write it as carefully as the first.

13. Retelling a Story for Practice

You have been reading the poem about Casabianca over and over. You know the story of that brave boy

so well that you could tell it at a minute's notice. But could you tell it well? Anybody can tell a story poorly. You do not need to go to school to learn that.

What Is Good Speaking?

Class Conversation. 1. What are some of the things you must think about if you would tell the story well? The teacher will write them on the board as you give them. After this list has been made as complete as you can make it, refer to the Summary, pages 148-150, to see whether you have forgotten anything.

A Promising Beginning Sentence

2. One of the hardest things to do in telling the story of Casabianca is to make an interesting beginning sentence. Let good beginning sentences be suggested, which the class may talk over. The best ones may be written on the board. To begin with, some of the following may be discussed by the class:

1. Once upon a time there was a brave boy.
2. There was once a sea fight in which one of the battleships caught fire.
3. A ten-year-old boy stood alone on the burning deck of a battleship, waiting for the captain to give him permission to leave his post of duty.
4. This is the story of a brave boy who died on a burning battleship.
5. On the burning deck of a battleship stood a boy, all alone and unwilling to leave.

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As you study alone and prepare to tell the story well, let the following questions guide you :

1. What are the important happenings in the story that you must not forget?
2. The shorter you make the story, the better, if you leave out nothing important. What are some of the things you might leave out? In the poem the boy calls to his father — how many times? Need you give all these calls?
3. What interesting beginning sentence can you make?
4. What suitable closing sentence can you make?

Speaking. Remember that you are telling the story for practice in speaking. What are some of the things you need specially to practice? The class will watch for these. Perhaps you ought to name them. You might begin by saying :

“As I tell the story, I mean to do it without unnecessary *and's*, without mistakes in English, and without mumbling my words. Please tell me whether I succeed.”

P
R
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If at first you don't succeed, try, try again. Listen to your classmates' friendly suggestions. Then tell the story, or a part of it, again — perhaps several times — until your speaking shows the improvements you wish.

14. Correct Usage: *Test and Review*

Test. Write rapidly on a sheet of paper the correct word from each parenthesis below, together with its number. Check what you have written when the teacher or a pupil reads the correct list.

1. She (**doesn't**¹ **don't**) live in the East, and she (**don't**² **doesn't**) live in the West.
2. (**Doesn't**³ **Don't**) he know that I (**seen**⁴ **saw**) him when he (**went**⁵ **gone**) to our school?
3. I have often (**saw**⁶ **seen**) him since.
4. I have sometimes (**gone**⁷ **went**) to his school.
5. He has never (**come**⁸ **came**) to visit our school.
6. He never (**come**⁹ **came**) to my house.
7. Where (**were**¹⁰ **was**) he last summer? Where (**were**¹¹ **was**) you?
8. Will you (**teach**¹² **learn**) me how to fish with a reel?
9. Then I can (**learn**¹³ **teach**) the other boys.
10. (**Can**¹⁴ **May**) I use your knife a minute, Tom?
11. (**May**¹⁵ **Can**) I go with you to the museum?
12. (**Don't**¹⁶ **Doesn't**) she remember what (**those**¹⁷ **them**) things are used for?
13. Isn't that a cat (**laying**¹⁸ **lying**) among (**them**¹⁹ **those**) pillows? I have never (**seen**²⁰ **saw**) her there before.

14. That child (don't²¹ doesn't) know (anything²² nothing).
15. He never (went²³ gone) to (no²⁴ any) school.
16. (Ain't²⁵ Isn't) that strange?

Drill in Correct Usage. If your score in the test shows that you need further drill, read the sentences aloud until your time record shows that the correct words come to you quickly when you need them.

15. Writing a Letter

Imagine Fred Brown's surprise and pleasure when he received this letter yesterday:

Steamer *President Garfield*
Near Honolulu, Hawaii
October 10, 1929

Dear Fred:

I am wondering what kind of present you would like me to bring to you when I return next summer from my trip around the world. Write to me in care of Shepherd's Hotel, Cairo, Egypt, and tell me what would please you most. I shall visit many strange lands.

Your Uncle

Before you begin to write the letter called for below, read and answer these questions:

1. Would it please you to have your uncle bring you a boomerang from Australia, the curved club that returns to the thrower?

2. Do you wish a string of pretty beads from Egypt or Italy?

3. Would a tamed monkey from Africa please you?

4. Do you wish to own a real Scotch collie or Swiss Saint Bernard dog?

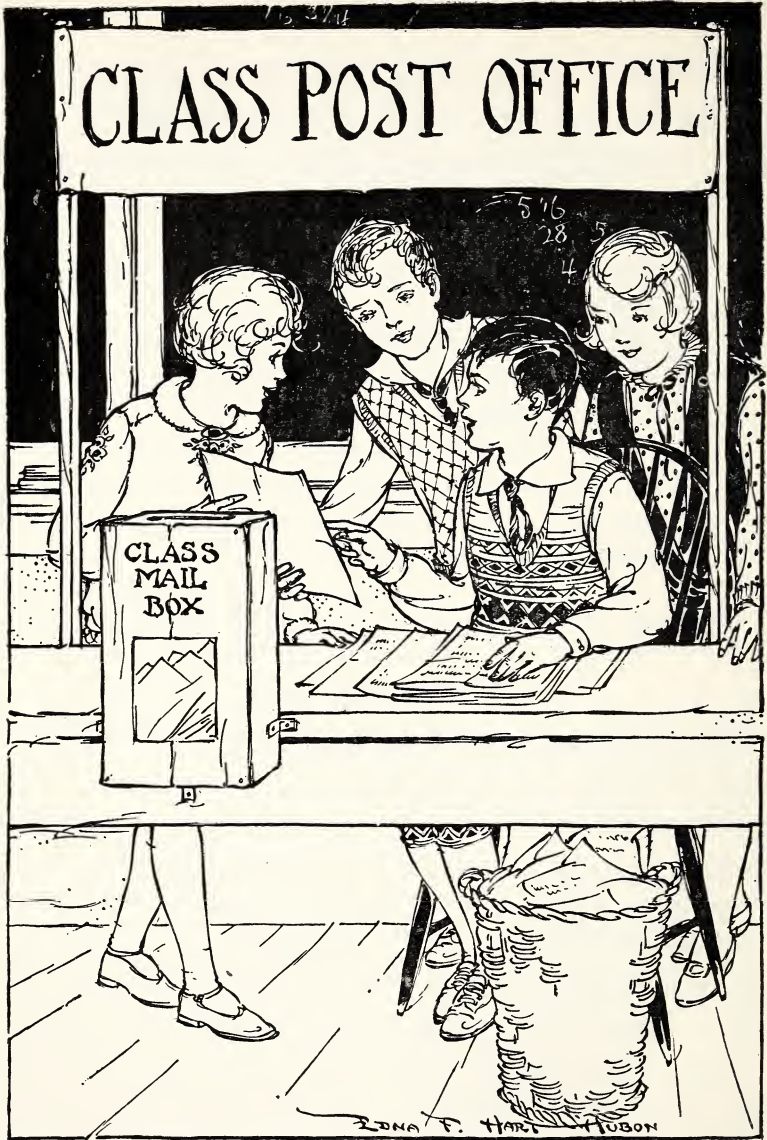
5. Would it be fun to pretend that one of your classmates is the uncle (or aunt) who wrote you the letter on page 34? What would you reply to him (or her) through the class post office?

Writing. Write the letter to your classmate uncle.

The Class Post Office

The pupil who wrote the best letter of invitation a week or so ago may now be the class postmaster. Other excellent letter writers may be his helpers. These will look over every letter that is dropped into the class letter box. Only letters that are correctly and neatly written will be delivered. Others must be corrected and perhaps copied. The postmaster and his assistants will point out mistakes and help the writers in other ways.

Class Conversation. Now each pupil will read aloud the letter he has received. Some of them will express very unusual wishes. The class will decide who had the most sensible, and who the most comical, wish.



THE CLASS POSTMASTER POINTS OUT A MISTAKE

16. Improving Your Speaking

Improvement in speaking comes exactly like improvement in playing marbles, catching ball, sewing, playing the piano, or driving a car — by doing the thing over and over and trying each time to do it better.

The pupils had been asked to make safety rules for persons crossing crowded streets and to give reasons for these rules. Two of their talks are given below :

1

An old man crossed a street in the middle of the block. A car came along very rapidly. The driver could not stop, for the street was wet and slippery. He could not help running over the old man.

Cross the street at the crosswalk and nowhere else.

2

I once crossed the street without watching the signal. When I got to the middle, I could go no farther. Cars were flying past me in both directions. The traffic policeman came and took me firmly by the arm. In a loud, distinct, but not very pleasant tone of voice he said, "Cross the street when the signal says cross, but at no other time."



CI
says CROSS!!

STREET SAFETY
Cross the Street
ONLY
when the signal says CROSS.

Y

STREET SAFETY
Cross the street ONLY
when the signal says Cross

STREET
Cross the
wh

EDNA E. HART HUBON.

As you study those two talks and prepare to give one yourself, let the following questions guide you :

1. Have you ever seen a walker hit by an automobile? What had he done that he ought not to have done?

2. Have you ever heard about an accident which showed that the walker had been careless?

3. On which side of a country road should one always walk? Why?

4. Do you see that in both talks on page 37 the speakers begin by telling about an accident and end with the rule? The story of the accident shows why there should be such a rule. Could the rule be given first? Which way will you follow?

5. Can you give your rule in a very short sentence?

Speaking. When you have your talk well in mind, give it to the class.

First of all, praise will be given you for whatever is particularly good in your talk. Then will follow suggestions for improvements. The class may turn to the list in the Summary, pages 148-150, and decide which of those points you should specially have in mind as you try to become a better speaker. As you give your talk a second or even a third time try to make those special improvements.

Some pupils will need to practice longer than others. These others may begin work on the following project.

°Project

Where can you obtain a large sheet of cardboard — even two feet long — on which to write or print a rule for street safety? Each pupil will decide for himself

- (1) how wide a margin to leave ;
- (2) how to word his rule, in order that it may be both clear and short ;
- (3) how large to make his letters. Some will print a heading like the one in the sign on page 38.

Signs that are perfect may be hung on the walls of the halls and stairways, where everybody passing may read and take warning.

17. Pronouncing Correctly

1. I wish (ends NOT in *t* but in *sh*)
2. once (ends NOT in *t* but with the sound *s*)
3. twice (ends NOT in *t* but with the sound *s*)
4. such (*u* as in *much*, *crutch*)
5. touch (to rime with *much*, *Dutch*)
6. today (begins with *to* ; *to-day*')
7. tomorrow (begins with *to*, ends NOT with the sound *r* but like *oh*)
8. address (accent on *dress* — *ad-dress*')
9. recess (accent on *cess* — *re-cess*')
10. perhaps (has two syllables, accent on *haps* — *per-haps*')

Listening. As the teacher pronounces the words above, each one several times, notice what is said in the

parentheses. Perhaps this will tell you how you have mispronounced some of the words.

Pronouncing. Pronounce the entire list of words as the teacher pronounces them to you again. Then try to pronounce them without help. Pronounce slowly at first, then more rapidly, while the class watches for mistakes.

18. Correct Usage: *It Is I, It Is He, etc.*

Do you understand what the following jingle means?

I, HE, SHE, WE, ALSO THEY

Learn about five words today.

I, he, she, we, also they,

After *is* or *was* you say.

Say this: "It is *I* or *he*,

It was *they* or *she* or *we*."

The following sentences show certain correct uses. Notice the incorrect uses in the parentheses.

1. It is *I*. (NOT It is *me*)
2. It was *he*. (NOT It was *him*)
3. It was not *she*. (NOT It was not *her*)
4. It wasn't *we*. (NOT It wasn't *us*)
5. It's not *they*. (NOT It's not *them*)

Speaking. Say rapidly several times *It is I, it is I, it is I, it is I, it is I, it is I*, etc. See how many times you can say *It is I* distinctly with one deep breath. In the same way practice saying each of these sentences :

- | | |
|--------------------|------------------|
| 1. It is they. | 6. It was she. |
| 2. It wasn't they. | 7. It isn't she. |
| 3. It isn't he. | 8. It is he. |
| 4. It's we. | 9. It's not we. |
| 5. It's not he. | 10. It's not I. |

Game. A pupil — let us call him Dick — leaves the room for a moment and returns to find that someone has placed a piece of chalk on his desk.

DICK. Who laid that chalk on my desk? Was it you, Mary? Was it John? Was it he? Was it Margaret? Was it she?

MARY. No, Dick, it wasn't I. It wasn't John or Margaret. It wasn't he and it was not she.

Then Dick asks another pupil the very same questions and receives the same three answers, until at last Dick comes to the pupil who did it or who must tell who did it. This one answers :

Yes, Dick, it was I.

Or

Yes, Dick, it was she.

Review

Test. On a sheet of paper write the correct words from the following parentheses, together with their numbers, and check your work in the usual manner.

1. The lost dog never (came ¹ come) back (no ² any) more.
2. We never (seen ³ saw) (nothing ⁴ anything) of him again.
3. We don't know (anything ⁵ nothing) about him.
4. We don't know where he has (gone ⁶ went).
5. Have you (saw ⁷ seen) any of my things (lying ⁸ laying) in this room?
6. They (was ⁹ were) (laying ¹⁰ lying) on the chair.
7. Haven't you (seen ¹¹ saw) (nothing ¹² anything) of them?
8. I (don't ¹³ doesn't) know (anything ¹⁴ nothing) about (them ¹⁵ those) things.
9. (Doesn't ¹⁶ Don't) (nobody ¹⁷ anybody) know where my things have (went ¹⁸ gone)? Has nobody (saw ¹⁹ seen) them?
10. What is that (lying ²⁰ laying) under (those ²¹ them) blankets?
11. That isn't (nothing ²² anything) that I ever (seen ²³ saw) before.
12. We (were ²⁴ was) studying hard when the visitor (come ²⁵ came).
13. What have you (did ²⁶ done)? Was it (he ²⁷ him) or was it (me ²⁸ I) who bothered you?
14. Can you (learn ²⁹ teach) me that song?
15. (May ³⁰ Can) I try to (teach ³¹ learn) it to you?

Drill in Correct Usage. Unless you made a perfect score in the test, you will need to read the sentences on page 43 for the usual drill. What is the best time you can make?

19. Studying Sentences

Let us begin this study of sentences by looking at some groups of words that are not sentences :

1. The boy.
2. Stood on the deck.

When you read the first group of words above, you know that it is not a sentence. "It does not tell anything," you say. "It is unfinished." The same is true of the second group. That does not make sense either. It is unfinished, like the first group. These unfinished groups are only parts of sentences. Something must be added to each before it makes sense. So, instead of saying only *the boy*, we can say :

- The boy *called to his father.*
- Or The boy *climbed over the fence.*
- Or The boy *shouted with all his might.*

Instead of saying only *stood on the deck*, we can add something and say :

- The captain* stood on the deck.
- Or *The sailors* stood on the deck.
- Or *Several cannon* stood on the deck.
- Or *The pirate* stood on the deck.

Exercise. 1. Can you tell quickly and easily which of these groups of words are sentences and which are not sentences?

1. The ship was burning.
2. Everybody had left it.
3. Only a boy.
4. The captain of the ship.
5. The captain of the ship was dead.
6. A great flat stone.
7. Lay on the ground before him.
8. Theseus could not lift it.
9. At last he lifted it with a shout.
10. Lay underneath.
11. A long sword.
12. He climbed the Spider Mountains.
13. The little lady with the pretty curls.
14. Was making a dress for her doll.
15. Sat in the armchair and studied his lesson.
16. A boy on Livingstone Street.
17. These fine birds.
18. Took first prize at the poultry show.
19. A picture book.
20. Two giggling girls.

2. Change into sentences those groups above that are not sentences.

3. Write some of your sentences on the board. When you do so, remember that a sentence must begin with a capital letter. Besides, it must end with a period (.) if it tells something. If it is a question, it must end with a question mark (?).

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

A sentence should begin with a capital letter.

A sentence that asks a question should end with a question mark.

A sentence that tells something should end with a period.

20. Learning More about the Dictionary

The words in the dictionary are not thrown together like pieces of paper in a waste basket. They are arranged in good order, so that each word can be found quickly when it is wanted. Those that begin with the letter *A* are placed at the beginning of the book, because the letter *A* is the first letter of the alphabet. Those that begin with *B* come next, because *B* follows *A* in the alphabet. Then, in order, come the words that begin with *C*, with *D*, with *E*, and so on to *Z*, the last letter of the alphabet. Therefore, you look for the word *address* near the beginning of the dictionary, under *A*, and for the word *zero* near the end of the book, under *Z*.

I

Let us begin our study of the dictionary with a drill in telling quickly where each letter is to be found in the alphabet. For this we shall divide the alphabet into three parts as shown at the top of the next page.

<i>The First Third</i>	<i>The Middle Third</i>	<i>The Last Third</i>
ABCDEFGH	IJKLMNOPQ	RSTUVWXYZ

Drill. 1. Pair off with a classmate. Ask him and let him ask you in which third of the dictionary various letters are. Continue the drill until both of you can answer instantly for any letter.

2. Ask again for various letters. This time the answer should include telling exactly where in its third of the book each letter is to be found. For instance, the letter *N* is in the middle third. It follows *M* and comes before *O*.

II

All words that begin with *a* are grouped under that letter in the dictionary. But how are they grouped? Why does *add* come before *aim*, *aim* before *amount*, *amount* before *apple*, and *apple* before *away*?

Look at the second letter in *add* and in *aim*. Which comes first in the alphabet, *d* or *i*? That is why *add* comes before *aim*. The second letter in *apple* is *p*. The second letter in *away* is *w*. Which comes first in the alphabet, *p* or *w*? That is why *apple* comes before *away*.

When both the first and second letters of two words are the same, as in *flag* and *fleet*, these words are arranged according to their third letter. When the third letter is the same, as in *flag* and *flat*, the words are arranged according to their fourth, and so on.

Exercise. Tell which word in each of these columns comes first in the dictionary, and why :

go	rat	flag	white	happening
get	roof	flat	while	happy
golf	rest	fast	wild	happiness
give	rope	fleet	well	happen
grit	room	fun	wool	happily

III

Notice that the three words below are divided into parts just as they are printed in the dictionary :

a-rith'me-tic
 ge-og'ra-phy
 dif'fer-ent-ly

You see that *arithmetic* is divided into these four parts : *a*, *rith*, *me*, and *tic*. Each of these parts is called, as you know, a **syllable**. The word *arithmetic* has four syllables. Each of the other two words above has four syllables.

Look again at the word *arithmetic* as it is printed above. The syllables are separated by a little mark (-) called a **hyphen** or by a little mark (') called the **accent**. Do you remember these two marks? The accent is used instead of the hyphen to show which syllable in the word is to be emphasized when you speak the word. Thus, when you say *arithmetic*, you emphasize the second syllable. Notice that the accent follows the second syllable of this word.

Game. Have your dictionary ready. When the teacher gives the word that is to be looked up, find it as quickly as you can. Raise your hand when you have it. If you are the first to find it, you may name the syllables into which it is divided. Do this by spelling the word as *arithmetic* is spelled here:

a, hyphen, *r i t h*, accent, *m e*, hyphen, *t i c*

Then pronounce the word to show which syllable is accented.

Some of the words that the teacher will probably use for the game are the following:

dictionary	electricity	yesterday
elephant	chameleon	almanac
hippopotamus	superintendent	everything
gymnasium	sarsaparilla	vegetable
newspaper	immediately	dangerous
attention	advertisement	commandment
regiment	everywhere	comfortable
lieutenant	handkerchief	independence
automobile	education	Thanksgiving
restaurant	photographer	celebration

Pronouncing Correctly

Exercise. Look up each of the following words in your dictionary. Try to pronounce it according to the directions given there. Probably you will need the teacher's help at first and until you understand better what the little marks in the dictionary mean.

- | | |
|------------|-----------------|
| 1. theater | 6. interesting |
| 2. coupon | 7. average |
| 3. pianist | 8. genuine |
| 4. piano | 9. handkerchief |
| 5. inquiry | 10. automobile |

21. Studying Sentences

When you listen to someone speaking or reading, can you tell easily where one sentence ends and the next begins?

Exercise. As the teacher or a pupil reads the first paragraph below, listen, with your book closed, and count the sentences. Then open your book and see whether your count was correct. In the same way count the sentences as you listen while the other paragraphs are read aloud.

USEFUL FACTS ABOUT SNAKES

1. There are four kinds of poisonous snakes in the United States. These are the rattlesnake, the copperhead, the water moccasin, and the coral snake. All four kinds are thick-bodied. All have blunt, club-shaped tails. All have broad, triangular-shaped heads. While the eyes of other snakes are round, the eyes of these snakes are vertical slits.

2. The coral snake is found only in the Southern States. Even there it is seldom seen. Its name suggests its brilliant markings. The water moccasin is found only in the Southern and Middle States. The rattlesnake is scattered all

over the United States. It is slowly being exterminated. There are few copperheads left. In fact, there are now scarcely any poisonous snakes in the settled parts of our country.

3. All other snakes in the United States are harmless. They are not only harmless but useful. They eat insects, field mice, and other pests. It is not likely that one person out of thousands has ever so much as seen a poisonous snake except in a museum or zoo.

4. If, however, you have been bitten by a poisonous snake, something should be done about it at once. What ought you to do? The giving of whisky is no longer advised. There is nothing better to do than to suck the poison out of the wound. The fangs of the snake make a very small opening. Therefore it is well to cut into the wounded place. Then squeeze the flesh and suck the blood. Do all you can to get all of the poison out. Lose no time. Every moment is precious.

5. Of every ten persons bitten by a poisonous snake, about one dies. A strong, healthy person is not likely to die from a snake bite. Perhaps the person bitten will become frightened or discouraged. Then a cup of strong coffee will do him good. It is best for him to move about, too. Why is this? It keeps the nerve centers active. This is good for the patient. Another important thing is to keep the wound clean. In this respect a snake bite is exactly like any other wound.

C. V. GULICK, "Emergencies" (*Adapted*)

22. Spelling Troublesome Words

The ten words below are easy to spell. They are troublesome only because they are sometimes confused with certain other words that sound like them but have a different meaning and a different spelling. After each word there are given certain other words in parenthesis. These will help you to remember better how the troublesome words are spelled or what they mean.

- | | |
|-----------|--------------------------------|
| 1. by | (by the road ; fly, my, why) |
| 2. nun | (in the convent ; sun, run) |
| 3. no | (yes, no ; go, so) |
| 4. new | (old, new ; few, mew, pew) |
| 5. great | (a great man ; greatness) |
| 6. hair | (curly hair ; fair, pair) |
| 7. stair | (on the stair ; chair, air) |
| 8. sail | (on a ship ; mail, nail, jail) |
| 9. flower | (daisy ; shower, tower) |
| 10. waist | (a belt around his waist) |

S
T
U
D
Y

Do you know how to study a list of words in order to learn their meaning and spelling? Let the following questions and directions guide you, as you silently read them and either answer them or do what they direct :

1. Look at the first of the ten words above. Notice its meaning as shown in the group *by the road*. Notice its spelling and that of the similar words in the parenthesis — *fly, my, why*.

2. Now close your eyes and try to see the word. Can you see every letter of it?

3. With your eyes still closed, whisper the spelling of the word to yourself. Then open them and look to see whether you were right.

4. In the same way study each of the other words in the list.

Writing. 1. Write a sentence containing one of the ten troublesome words, together with one or two of the similar words in the parenthesis following it. Read your sentence to the class. Spell the troublesome word aloud.

2. In the same way write a sentence for each of the other words in the list. How many of the words can you use in one sensible sentence?

23. Correct Usage: *ate, eaten; wrote, written*

In the following sentences the words in italics are used correctly. Certain incorrect uses are shown in the parentheses.

- | | |
|---------------------------------------|--|
| 1. I <i>have eaten</i> my toast. | (NOT I <i>have ate</i>) |
| 2. I <i>ate</i> an apple after lunch. | (NOT I <i>et</i> . Notice the spelling of <i>ate</i> . Pronounce it to rime with <i>late, mate, gate</i>) |
| 3. I <i>have written</i> my letter. | (NOT I <i>have wrote</i>) |
| 4. I <i>wrote</i> it yesterday. | (NOT I <i>writ</i> it. Pronounce <i>wrote</i> to rime with <i>note, boat, goat</i>) |

The words *eaten* and *written* need helping words, such as *have*, *has*, *had*, *is*, *are*, and *were*. It is wrong to use these helpers with *ate* or *wrote*.

Test. Write the numbers 1 to 31 on a sheet of paper and after them the correct words from the thirty-one parentheses below. Thus, after your number 1 write the correct word from parenthesis number 1, and so on to number 31.

1. Who has (ate¹ eaten) my candy? You (eaten² ate) it yourself.
2. When he had (eaten³ ate) his lunch, he (wrote⁴ written) a letter.
3. When he had (written⁵ wrote) the letter, he (ate⁶ eaten) an apple.
4. Have you ever (eaten⁷ ate) blueberry pie? I (ate⁸ eaten) some yesterday.
5. Have you (written⁹ wrote) your sentences? I have (wrote¹⁰ written) mine.
6. When he had (wrote¹¹ written) his name, he (wrote¹² written) his address.
7. I have (written¹³ wrote) to him, but he has not (wrote¹⁴ written) to me.
8. Have they (wrote¹⁵ written) to you? Have you (written¹⁶ wrote) to them?

9. I (**written** ¹⁷ **wrote**) my aunt that I have not (**ate** ¹⁸ **eaten**) any candy lately.
10. I never (**eaten** ¹⁹ **ate**) too much candy.
11. Who has (**saw** ²⁰ **seen**) the letter I (**written** ²¹ **wrote**) this morning?
12. (**Don't** ²² **Doesn't**) the man know what he (**eaten** ²³ **ate**) for lunch?
13. (**May** ²⁴ **Can**) I ask you to whom you (**wrote** ²⁵ **written**) yesterday?
14. (**Haven't** ²⁶ **Have**) you (**ever** ²⁷ **never**) (**wrote** ²⁸ **written**) to her?
15. (**Have** ²⁹ **Haven't**) you (**ever** ³⁰ **never**) (**eaten** ³¹ **ate**) turtle soup?

As the teacher or a pupil reads aloud the thirty-one correct words from the parentheses, mark your paper. Does it show that you need the following drill in correct usage?

Drill in Correct Usage. Read the sentences in the usual way as long as it is clear that you need this drill. What does your best time record say about that?

24. Writing Letters about Christmas Presents

Do you expect any presents when Christmas comes this year? Perhaps you think that you have not been good enough. That may be true, but let us suppose

that a kind Santa Claus will give you whatever you want. Sometimes Santa Claus gives much more than one deserves.

In another school the pupils wrote each other letters about impossible presents. No one expected to receive any of them. Just for the fun of it each pupil imagined the most wonderful Christmas surprise for himself that he could and told about it in a letter. One of the letters follows:

671 Calhoun Street
Richmond, Virginia
December 14, 1929

Dear Alice:

On Christmas morning I can imagine being wakened by a strange noise just outside my window. I look out and see a beautiful airplane on the lawn. A large card on it says that it is for me. In two and a half minutes I am dressed and outdoors. There, waiting to give me my first lesson, is Colonel Lindbergh. "Oh! Is this really true?" I call out. "Yes," is his answer, "you have been such a good girl that we have planned this present for you."

Your astonished classmate,
Peggy

Before you begin your letter, silently read and answer the following questions:

1. Can you imagine a more surprising present than Peggy's? Can you think of one that will astonish the class?
2. Does the beginning sentence in Peggy's letter make you wonder what happened next?
3. What promising beginning sentence can you make for your letter?
4. Do you like the ending of Peggy's letter, "Your astonished classmate"?
5. What suitable ending can you give to your letter?

Writing. In the spirit of fun write to a classmate and tell about some astonishing present, something that you could not receive and might not know what to do with if you did receive it. You are only imagining it as a surprise for your classmates, who will hear about it when the letters are read aloud.

The Points of a Good Letter

Class Conversation. Before you drop your letter in the class mail box, you ought of course to look it over for mistakes. What kinds of mistakes do learners make? Pupils may name the different kinds and, as they do so, the teacher or a pupil will write them on the board. Compare the finished list with the one in the Summary, pages 148-150. Have it before you as you read your letter over.

Correction. Read your letter over several times. Look for one kind of mistake after another, using the list on the board. After you have corrected those you found, perhaps your letter needs to be copied. As you know, the class postmaster is rather strict about having letters not only correct but also neat.

°Writing. If you are a skillful letter writer and have finished your letter before most of your classmates, you may if you wish write a second one. This letter would be written to someone else in the class (perhaps to the teacher). Perhaps a new idea came to you while you were writing your first letter. Perhaps it is a better idea than the one you have already used.

25. Writing What Someone Has Said

The following sentences show how you should write what someone has said when you give the speaker's own words:

1. The stranger said, "Can you tell me the way to the post office?"
2. "Turn to the right at the next corner, sir," answered the boy.
3. "Thank you," replied the stranger.

Certain little marks (" "), called **quotation marks**, are placed before and after each speaker's own words. Besides, these words are separated from the rest of the sentence, usually by a comma. The first word begins with a capital letter.

By silently answering these questions, as well as by following the directions, get ready to copy the sentences given below :

1. What are the words of the stranger in the first of the three numbered sentences on page 58?
2. What is the meaning of the comma after *said* in that sentence?
3. Copy that sentence, placing comma and quotation marks where they belong, as well as beginning the first of the speaker's words with a capital letter.
4. What are the exact words spoken by the boy in the second sentence?
5. How are the words of the boy separated from the rest of the sentence?
6. Why are there quotation marks before and after *Thank you* in the third sentence?
7. Copy the third sentence with all the marks in it as it stands on page 58.

Copying. Copy the following sentences :

1. Frank asked me, "Lucile, how old are you?"
2. I answered, "I am ten years old, Frank. How old are you?"
3. "Oh, the same," he replied.
4. "Who is the oldest pupil in the class?" someone called.
5. Mary said, "Not I. I'm only nine."

Correction. Pupils may now form small groups and correct each other's copies.

26. Telling Christmas-Time Experiences

This is the happy time of the year when everybody is getting ready for Christmas. Children are planning what they will give their fathers and mothers. They go to stores and look at things and find out what these cost. When the presents have been bought comes the question of where to hide them until Christmas. This is the exciting time of secrets.

S
T
U
D
Y

Before you speak, think over what it is you wish to tell the class. The following questions will help you think. Silently read and answer them.

1. Do you think that your father or your mother knows what you are planning to give for Christmas?

2. Have you enough money to buy these presents? How did you get it?

3. Where are you planning to hide the things you buy?

4. Have you a little brother or sister who believes in Santa Claus?

5. Did you yourself ever see Santa Claus? Did he come to your house?

6. Do these questions make you think of something to tell the class?

7. Can you make an interesting beginning sentence?

Speaking. Tell the class about some one interesting thing that has happened to you or in your house in connection with getting ready for Christmas. Do not tell about many things. Tell about one thing only.

When you have finished your story, listen particularly to what your classmates say you might have done better. Perhaps you did not tell about one thing only. Perhaps your beginning sentence was dull. Notice how clever the beginning sentences are in Elsie's and Arthur's stories, given below. Perhaps your closing sentence did not give a pleasant finishing touch to your story. Look at the closing sentences in the stories below.

Whatever it is that you did not do well, think how you can do it better. Then try to do it better. Try until you succeed, several times if necessary.

In a certain school Elsie told this experience :

One day at breakfast Mother guessed correctly what I had bought her for Christmas. I did not know what to say, because I did not want to say Yes and I did not want to say No. I looked at Father. He said: "I call that a silly guess, Mother. You know that Elsie has not money enough to buy anything like that." "That's so," said Mother. "I shall have to guess something else." But Mother looked queer, and afterwards I heard her and Father laughing together. I think there ought to be no more guessing until Christmas is over.

In the same class Arthur told the following experience :

Now I am sure that Father thinks I smoke cigarettes. I went to a tobacco store last week to buy him a clay pipe for a Christmas joke. Just as the man was asking me what I wanted, who should come in but Father? Without answering the man I ran out by the side door, but I am sure Father saw me. Oh, what shall I say when he speaks to me about it?

27. Pronouncing Correctly

Which, if any, of the ten numbered words below do you mispronounce? You can check your way of saying them by reading what is said in each parenthesis.

1. room (NOT *rum*. Say it with the deep *oo* sound in *moon, food, boom*)
2. broom (with the deep *oo* sound, to rime with *boom, whom, loom*)
3. roof (with the deep *oo* sound)
4. root (with the deep *oo* sound of *boot, loot, shoot*)
5. route (exactly like *root*, NOT to rime with *out*)
6. ate (NOT *ett*, but to rime with *late, gate, wait*)
7. drawing (NOT *drawr-ing*)
8. partner (the first syllable ending in *t* — *part* — NOT in *d*)
9. father (NOT *fayther*, NOT *fawther*, but *fah-ther*),
10. chimney (without any *l*)

Using the Dictionary

Let the dictionary help you with the pronunciation of the words on page 62.

Class Conversation. Look up *room* in the dictionary. Notice that it is printed twice, the second time with a mark over the *oo*. What does that line over the *oo* mean? It is explained either at the bottom of the page in your dictionary or in the front of the book. If you cannot find the "Key" that explains it, ask your teacher to point it out to you. Now look up each of the other words in the list above, and see how your dictionary tells you the correct way to pronounce them. Study the Key and talk it over with your classmates.

Pronouncing. Pronounce each word in the list on page 62 as the teacher pronounces it to you again. Then try to read the entire list without help and without a mistake.

Speaking. Make sentences containing the words in the list. How many of the words can you use in one interesting sentence for the entertainment of the class? Remember the pronunciation of each word as you give your sentences.

28. Correct Usage: *ran, run; rang, rung; sang, sung; drank, drunk*

The eight words in the heading of this section are shown correctly used in the sentences on page 64. Notice certain incorrect uses of the same words, shown in the parentheses.

1. The girl *ran* to the door and *rang* the bell. (NOT The girl *run* to the door and *rung* the bell.)

2. She *sang* a song, and she *drank* a glass of water. (NOT She *sung* a song, and she *drunk* a glass of water.)

3. The girl *has run* to the door and *has rung* the bell before. (NOT The girl *has ran* to the door and *has rang* the bell before.)

4. She *has sung* songs before; she *has drunk* water often. (NOT She *has sang* songs before; she *has drank* water often.)

The words *ran*, *rang*, *sang*, and *drank* are correctly used without such helping words as *have*, *has*, *had*, *is*, and *are*; but *run*, *rung*, *sung*, and *drunk* are correctly used with these helpers.

Test. Opposite the numbers 1 to 29, placed by you in one or more columns on a sheet of paper, write the correct words from the numbered parentheses below. Place a cross before each incorrect word on your list as the teacher or a pupil reads the correct list aloud.

1. Have you ever (**run**¹ **ran**) to catch a street car?
2. I (**ran**² **run**) to meet him, and he (**run**³ **ran**) to meet me.
3. She has (**sang**⁴ **sung**) that song often.
4. Have you ever (**drunk**⁵ **drank**) buttermilk?
5. The boy (**rung**⁶ **rang**) the bell he has often (**rang**⁷ **rung**).

6. They (**sang**⁸ **sung**) old songs they had often (**sang**⁹ **sung**).
7. When he had (**drank**¹⁰ **drunk**) water, he (**sung**¹¹ **sang**) a song.
8. When he had (**sung**¹² **sang**) his song, he (**rang**¹³ **rung**) a bell.
9. When he had (**rang**¹⁴ **rung**) the bell, he (**sang**¹⁵ **sung**) another song.
10. They (**drunk**¹⁶ **drank**) the spring water they had often (**drunk**¹⁷ **drank**).
11. We (**run**¹⁸ **ran**) when the bell (**rung**¹⁹ **rang**).
12. When the bell no longer (**rang**²⁰ **rung**), we (**sung**²¹ **sang**) a song.
13. I (**drunk**²² **drank**) some milk and (**ran**²³ **run**) to school.
14. When I had (**ran**²⁴ **run**) a little way, the bell (**rang**²⁵ **rung**).
15. When the bell had (**rung**²⁶ **rang**) several minutes, the pupils (**sung**²⁷ **sang**) their morning song.
16. You should not have (**drank**²⁸ **drunk**) cold water after you had (**run**²⁹ **ran**) so fast.

Drill in Correct Usage. Does your score in the test show that you need to have further drill in correct usage? If so, read the sentences aloud, choosing the correct words as you read. After several readings, how fast a time record can you make?

29. Omitting Unnecessary Words When You Speak

As you read the following conversation, notice two things: (1) this is the kind of talking that you have often heard before, and (2) every word printed in italics could be omitted without changing the meaning of a single sentence. Indeed, the conversation would be improved if those words were omitted. They are unnecessary. They are in the way. Therefore, they should not be there.

"*Say, listen*, John, will you pay for me tonight?"

"*Why*, I don't know."

"*Well — now* — if you pay tonight, I'll pay some other night, *see how I mean?*"

"*Well, say, listen*, Fred, I haven't got enough money. *See?*"

"*Why*, there's Jim. Jim *he* always has money. *Say*, Jim, are you going to the movies tonight?"

"*Why*, yes. *Say*, are you fellows going?"

"I am, but, *say*, Fred *he* hasn't got any money, *see?* Fred *he* can't go, *see?* *See how I mean?* *Now*, if — *you know* — if he had some money — *you know what I mean* — *why*, he could go."

"*Say, listen*, Jim, you pay tonight and — *you know* — *why*, I'll pay some other night, *see how I mean?*"

"*Well, listen*, if I take you tonight — *why* — *you know* — when will you take me?"

"I'll take you next time, *see?* *You know.*"

Reading. Read the conversation on page 66, but omit all unnecessary words. These are printed in italics. Do you see how much it improves the conversation to omit those words?

Project. Go hunting for unnecessary words in the talk that you hear on the playground, in the street, and at the stores. Keep your ears open for *say, why, listen, now, well, got, John he, Mary she, you know, see? see how I mean?* as these words are used in the conversation you have just read. Write your find on a slip of paper, if you cannot remember it, and copy it on the board when you reach school. If you are a skillful hunter, you will proudly bring to school with you several sentences containing unnecessary words.

30. Telling the Story of a Picture

When you look at the picture on page 69, you see several things to make you wonder. Who is the owner of the purse that the lucky girl has found? If he cannot be traced, will the purse belong to her? What is in it? What will the girl do?

S
T
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Y

Have you learned how to study a picture and to make up a story for it? The following questions and directions will help you to do this, as you work alone at it and prepare yourself to tell the story:

1. Does the girl in your story ever find the owner of the purse? If so, what kind of person is the owner, and what happens?

2. If the girl, whom we may call Ann, never discovers who the owner is, what does she do?

3. What are some things that you can imagine as being in the purse, besides the usual money, keys, pencil, and shopping list?

4. Perhaps there is a name in the purse, as well as an address, but is the name that of the owner?

5. Which of the following two stories do you like better? Which has the better beginning sentence? Which has the better closing sentence?

I

Ann opened the purse, looked eagerly to see what was in it, and found it — entirely empty! It was a beautiful purse of lizard skin, with many little sections and divisions, and as new as if it had just left the store. This was surprising. Oh! She caught sight of a pocket that she had not noticed before, with a slip of white paper in it. On the paper were written these astonishing words: "For Ann, from her Uncle." Very much puzzled, she looked up, just in time to see him coming toward her, laughing heartily.

II

Much excited, Ann stooped to pick up the purse, but — as if it were alive — it jumped away from her outstretched hand. Then she saw something. The purse was tied to a thin black thread. Was that a giggle coming from behind the fence? She did not look to see. She knew without looking that it was her brother and that Jones boy. With flushed face she walked rapidly on, holding her head very high indeed.



Speaking. Tell the class *your* story of the picture. Perhaps it will be even more interesting than the two on page 68.

Class Conversation. After each story the class will say how enjoyable it was. Some of the stories will tell of the most unexpected happenings. At the end your classmates will decide which stories they liked best.

P
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E

It is not enough, however, to have an interesting story to tell. What good will that do, if you speak so low or indistinctly that no one can understand you? What good will your interesting story do, if you spoil it by wiggling about as you tell it, by screwing up your face, by pronouncing incorrectly, by using poor English, or by some other fault or faults of speaking? Your classmates will kindly tell you if you have any of these story-spoiling faults. Then tell your story again. Now everyone will listen to see whether you can tell it without those faults. Perhaps you will have to try several times more before much improvement can be seen.

Inventing Titles for Stories

Class Conversation. 1. What would make a telling title for the first story above? Can you invent a better one than the following?

A Pleasant Joke on Ann

Ann Finds a Present

A Joking Uncle

As you and your classmates give titles, the best ones may be written on the board. As you know, the first word and every important word in a title should begin with a capital letter. The class will decide which is the best title of all.

2. In the same way make and write titles for the second story above. Titles should be short. They should give an idea of what the story is about. Like a good beginning sentence, they should make one wish to hear the story. Can you invent better ones than these?

The Jumping Purse
Ann Changes Her Mind
The Purse and the Giggle

3. Now make up a suitable title for your own story of the picture. Write it on the board. Is it also a suitable title or name for the picture itself?

31. Writing a Joking Letter

The pupils in a certain school wrote each other joking letters. The letters were about things lost and found. That is, each writer pretended he had found some laughable thing that he made believe his friend had lost. Among these laughable things were a butter knife, a baby's milk bottle, an old Derby hat, a rocking horse, a wig, a circus tent, a kangaroo, a stick of candy, a pair of ear muffs, a small drum, a doll, a nightcap, and a safety razor.

There is room here for only one of those joking letters:

175 Lake Avenue
Rochester, N.Y.
January 16, 1930

Dear Alice:

Imagine my surprise when I opened our front door this morning and found a little goat waiting on the porch. Of course I recognized her at once as yours, but the astonishing thing is that she seemed to know me, too. She came to me and seemed to want to say: "You are Alice's friend. Please take me to her, for I have lost my way." When shall I bring her to you and — what will the reward be?

Your true friend,
Marjorie

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Read the following questions to yourself. Silently answer them as you study the matter of writing a joking letter.

1. To whom do you wish to write a joking letter?
2. What could you pretend to have found that you think must belong to your friend?
3. Do you think the beginning sentence of Marjorie's letter is a promising one?

4. What do you think of the closing sentence of that letter?

5. Should the margin around the letter be wide or narrow? How wide will you make yours?

6. What is the name given to the little mark (:) after the greeting in the letter above?

7. What capital letters and punctuation marks do you find in the ending of the letter to Alice?

Writing. Write your joking, friendly letter. Perhaps a good plan would be to write it rather rapidly so as to get your ideas on paper while they are fresh in your mind and then, after you have made changes and corrections, to copy the letter neatly. Have you ever tried that? It is a plan many writers follow.

Class Conversation. Now the joking letters will be read aloud. Some of them will be comical indeed. The class will praise things in them that are specially well done.

°Writing. Perhaps you are quick at letter writing. Perhaps it does not take you so long as others to write a correct, neat, and interesting letter. If this is true, you may write another letter to another classmate.

32. Spelling Troublesome Words

- | | |
|-----------------------------------|-----------------------------|
| 1. buy (opposite of <i>sell</i>) | 6. hare (an animal) |
| 2. none (not one, done) | 7. stare (care, share) |
| 3. know (knowledge, knee) | 8. sale (bale, gale, whale) |
| 4. knew (knock, knot) | 9. waste (paste, taste) |
| 5. grate (gate, plate) | 10. flour (for bread, our) |

There will be a game to play when you have learned to spell those ten words correctly. Prepare yourself for it by following the directions below, as you study, and by silently answering the questions:

1. Look at the fifth word in the list — *grate* — and notice the spelling. Perhaps the words in parenthesis will help you remember the spelling. Close your eyes and try to see the three words.

2. Now find your word — *grate* — among the sentences below. Do you understand what it means? Close your eyes once more and try to see it as it is spelled.

3. In much the same way study each of the other words in the list on page 73.

- a. Will you buy a bag of *our* flour or a *bale* of cotton at the sale?
- b. I know that he knew none of the things that were done.
- c. You waste your time when you stare at the fire in the grate.
- d. Do you *dare* to pick up that hare?
- e. Don't you know that a hare is not so tame as a rabbit?
- f. He knew it was a waste of money to buy the cheap *paste* at the sale. It was made of flour and water.

Game. Writing. It is easy to make sentences containing one or two of the ten words listed at the be-

ginning of this lesson, but to use four or more in one sensible sentence is a different matter. Perhaps to use all ten in one sentence is more than you can do. Try yourself on a sentence containing five of the words. You may write this one on the board, where the class can see it and correct it, if it needs correction. Now try again. Try for a larger number of words. The pupil writing the sentence that contains the largest number of the ten words wins the game.

33. Correct Usage: *throw, threw, thrown*

Can you say *throw* correctly? It begins with the sound *th*, like *think, thought, three*. *Threw* and *thrown* begin with the same *th* sound. Do not say *trow, trew*, and *trown*. Pronounce the words as the teacher pronounces them to you.

The following sentences show the correct use of *throw, threw, and thrown*; certain incorrect uses are shown in the parentheses:

1. *Throw* the ball to me. (NOT *Thrown* the ball)
2. He *threw* the ball. (NOT He *thrown* the ball)
3. *Have* you ever *thrown* stones at a post? (NOT *Have* you ever *threw* stones at a post?)

Do not use *throw* or *threw* with the helping words *have, has, or had*; use *thrown* with these helpers.

Exercise. As you read the sentences below, fill each blank with *throw*, *threw*, or *thrown*, whichever word is correct:

1. O John, ---- it to me. Don't ---- it to him.
2. I have not ---- the ball to him once, and he has not ---- it to me. He has ---- every ball to Fred.
3. Don't ---- it to Fred or Jim. They never ---- it to us. They have never ---- it to either of us.
4. We ---- it to you yesterday. We have often ---- it to you.
5. ---- it to us today. ---- it to us now. We ---- it to you yesterday.
6. The crowd ---- an admiring glance at the boy who had ---- the stone so accurately.
7. Have you ever ---- at that target before? I have often ---- at it. I ---- at it nearly every day. I ---- at it yesterday.
8. ---- at it again. ---- at it several times. You have ---- once and hit once. ---- twice and hit twice. ---- three times and hit three times, if you can.
9. Has anyone ---- more than once? Who ---- twice? Who has ---- three times?
10. John has ---- at the target three times. He ---- three times yesterday.

Drill in Correct Usage. If you sometimes make mistakes in the use of *throw*, *threw*, and *thrown*, read the sentences aloud a number of times, filling the blanks as rapidly as you can. When the right words come quickly to your lips, you may be sure that you know them well. That is the meaning of a good time record in the reading.

34. Reading a Poem Aloud

PAUL REVERE'S RIDE

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town tonight,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled
oar
Silently rowed to the Charlestown shore.

Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed the tower of the Old North
Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle-girth;
But mostly he watched with eager search
The belfry-tower of the Old North Church.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark

Struck out by a steed flying fearless and fleet :
That was all! And yet, through the gloom and
the light,
The fate of a nation was riding that night ;
And the spark struck out by that steed, in his
flight,
Kindled the land into flame with its heat.

It was twelve by the village clock,
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
How the British Regulars fired and fled, —
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,

Chasing the Redcoats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn in the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm, —
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!

HENRY WADSWORTH LONGFELLOW

Class Conversation. Tell briefly what is said in the first stanza of the poem. You might say:

This is the story of the midnight ride of Paul Revere.

Or

There was once a man named Paul Revere, whose midnight ride made him famous. It is the story of that ride that I shall tell you now.

Different pupils will tell the meaning of the stanza, each in his own way. The class will say which ones tell it specially well. In the same way the meaning of each of the other stanzas will be told.

If there are any words in a stanza that you do not quite understand, ask about their meaning while the story of the stanza is being told. Some if not all of the following words should be looked up in the dictionary:

- | | | |
|---------------|--------------|-----------------|
| 1. belfry | 7. stride | 13. fog |
| 2. muffled | 8. impetuous | 14. bleating |
| 3. muster | 9. glimmer | 15. musket-ball |
| 4. tread | 10. gleam | 16. Regulars |
| 5. grenadiers | 11. bulk | 17. Redcoats |
| 6. stealthy | 12. steed | 18. emerge |

Reading. 1. Read the first stanza aloud. Bring out the meaning of it. Read so that everyone can understand you. Make your voice sound as pleasant as you can. Can you do all this at one and the same time?

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If necessary, read the first stanza aloud several times, until at last your classmates tell you that you are doing it well. They will try to help you improve your reading by pointing out the things you should do better.

2. Now read the second stanza, and practice reading it. Then, one after another, read each of the remaining stanzas.

Team Reading. The class may be divided into several teams for reading the poem aloud. The pupils of each team will stand in a row in the front of the room, and each pupil, when his turn comes, will read his part of the poem. Perhaps the team that reads best may read the poem to the pupils of another room.

Team Reciting. In the same way the poem may be recited by groups of pupils, each pupil memorizing and reciting only one or two stanzas.

35. Learning How to Telephone Better

Sometimes invitations are telephoned instead of sent by mail. This needs to be done politely and clearly. The following telephone conversation shows how one boy did it.

CHARLES [*lifts receiver and waits*].

OPERATOR. Number, please.

CHARLES. Lake 2391, please.

OPERATOR. Lake 2391?

CHARLES. Yes, please.

OPERATOR. Thank you.

MRS. JEWETT [*she is CHARLES'S mother. She hears the bell ring as she sits in her home, and lifts the receiver to answer the call*]. Lake 2391.

CHARLES. Good morning, Mrs. Jewett. This is your son Charles talking.

MRS. JEWETT. Good morning, Charles. I am so glad you called. I know from your way of speaking that you have something interesting to tell.

CHARLES. Yes, very interesting. Our room is preparing to give a program soon, and as part of it there will be a contest. The best readers in the class will be in that.

MRS. JEWETT. Yes.

CHARLES. The best of all is that each pupil is allowed to invite visitors. I am inviting you. Since you are my only mother, I do hope you can come. It is to be next Friday afternoon at two o'clock.

MRS. JEWETT. Thank you. I am very much pleased to be invited. I will let you know this afternoon when you come home whether I can go.

CHARLES. I almost forgot to tell you that Charles Jewett, the famous reader, will be in the contest and hopes to be the winner.

MRS. JEWETT. Oh! Charles Jewett, did you say? I know about him. In that case I will accept your very kind invitation at once. I should be sorry to miss a chance to hear him. Thank you again for asking me.

CHARLES. Thank you for accepting, Mrs. Jewett. Good-by, Mother.

MRS. JEWETT. Good-by, Charles.

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In preparation for the telephone project below, study the conversation between Charles and his mother with the help of the following questions:

1. What does Charles say when he calls the number he wants?
2. What does the operator reply?
3. How does Mrs. Jewett answer the telephone when it rings in her home?
4. How many polite words or remarks can you point out in the entire telephone conversation?
5. Are there any joking remarks in the talk? What are they?

°Project. It may be that the teacher will let you use the school telephone to ask your parents or a friend to visit your schoolroom on the day you have a contest reading Longfellow's poem aloud. The class may go

quietly to the principal's office with you to hear you telephone. In this way, if there is no objection, several pupils may telephone each day until everyone in the class has had a chance to give his invitation.

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--- You can see how important it is that you practice over a make-believe telephone before giving your invitation over the real telephone. With a classmate, who will take the part of your parent or friend, hold a telephone conversation while the class listens with these questions in mind:

1. Are you speaking loud enough, distinctly, and pleasantly?
2. Are you polite in everything you say and in the way you say it?
3. Are you speaking in clear-cut sentences?
4. Are you calling for the number in the right way?
5. Are you pronouncing correctly?
6. Are you using correct English?

36. Spelling Troublesome Words

A misspelled word in a letter is like a fly in the honey. Both word and fly are out of place. Only careless writers permit misspelled words to slip into their neatly written letters. "But how can I keep them out?" you may ask. The answer is, "By becoming a good speller." The following exercise will help you master a number of troublesome words. The words

are given below, together with other useful words and information in the parentheses :

1. right (the *right* thing to do ; bright, light)
2. root (the *root* of the tree ; boot)
3. father (*father* and son)
4. son (his father's *son* ; ton, won)
5. weigh (*weigh* the horse ; neigh)
6. weight (a heavy *weight* ; freight, eight)
7. sow (*sow* seed ; row, low)
8. cent (he lent me one *cent* ; tent, indent)
9. wood (oak is good *wood* ; hood)
10. horse (horseshoe, *horse* power)

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In your study of the ten words above, let the following questions and directions guide you :

1. How does the matter in the parenthesis following the first word help you to learn the meaning and spelling of that word ?

2. Can you give a sentence containing the first word together with one or more of the words in the parenthesis that follows that first word ?

3. In the same way study each of the remaining words in the list.

4. Write a sentence containing as many of the ten words as you can use in it.

5. Can you use all the remaining words in one other sentence ? Try it.

Game. As many pupils as can find room to write sentences on the board may do so. Each sentence must contain at least one of the words from the list

and, from the parenthesis belonging to that word, at least one word more. Pupils who are not writing look for mistakes in the sentences on the board. When a pupil discovers such a mistake, he may point it out. If he is right, he takes the place of the pupil at the board and begins writing sentences of his own. A pupil who loses his place may win another place at the board by finding a mistake in some classmate's sentences. So the writing goes on. Those pupils in whose sentences no one has found a mistake win the game.

37. Learning More about Sentences

I

It is interesting to see how many sentences one can make about the same thing. In another school the teacher asked the pupils to make sentences about

the little bird in the apple tree.

Each sentence was to begin with those words. Some of the sentences given are these:

1. *The little bird in the apple tree* sang a song for me.
2. *The little bird in the apple tree* is building a nest.
3. *The little bird in the apple tree* was looking for bugs.

Exercise. Make three sentences about each of the following and begin each of your sentences with the words in the list. The best sentences may be written on the board. With what kind of letter should each begin?

1. the farmer's horses
2. my lost rubbers
3. bread and butter
4. signs of spring
5. the apple tree in our yard
6. several children on roller skates
7. the girl's father
8. my old friend John
9. the best book of stories
10. George Washington

II

On another day the teacher asked for sentences each ending with the words

climbed up the telegraph pole.

The following are some of those given :

1. The frightened cat *climbed up the telegraph pole.*
2. Several boys *climbed up the telegraph pole.*
3. A gray squirrel *climbed up the telegraph pole.*

Exercise. Make three sentences with each of the groups below, ending each of your sentences with the group. The best sentences may be written on the board. What punctuation mark should follow each?

1. jumped into the water
2. lay on the bench in the shop
3. talked with the Indians
4. floated slowly past
5. hurried down to breakfast
6. were finishing their school work

7. rose and answered the telephone
8. was reading a book after dinner
9. was always polite
10. wrote a comical letter to a classmate

III

Exercise. 1. Some of the numbered groups of words below are sentences; some are not. Tell which is which.

1. Fred is here.
2. I am with him.
3. Those three boys in the orchard.
4. Donkeys are comical.
5. A pleasant day.
6. The day was pleasant.
7. The boy is tall.
8. The tall boy.
9. The faithful worker.
10. She was a faithful worker.
11. Sat in the airplane and looked down on the city.
12. Crossed the ocean in an airship.
13. Tried to fly over the South Pole.
14. A number of prettily dressed women.
15. A great crowd of men, women, and children.
16. The runaway cow.
17. Were shouting and whistling.
18. His younger brother with the brown eyes.
19. His brother has brown eyes.
20. The boy ate the cracker.

2. Go through the list above once more. When you find a group of words that is not a sentence, change it to a sentence and write this on paper or on the board.

Correction. If you can find no mistakes in your sentences, ask one or more of your classmates to look them over, to make sure that you have begun each sentence with a capital letter and ended it with a period. Do some sentences end with another kind of mark — not a period? Have you written any such sentences?

38. Telling the Story of a Picture

In the picture on page 91 something has happened. The boy at the back is calling loudly, and his friend is running to him. For the moment the girls have forgotten their cooking. What is the matter? The boy who is calling seems to be standing in front of a cave. Is this what he has found, or is it something within the cave that excites him? What can it be?

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Before one speaks, one must study; that is, one must decide what to say. As you study the picture, let the following questions guide you. Silently read and answer them. In this way you will learn to study.

1. Could there be an old sea chest in the cave, left by pirates many years ago? Why is it that no one has seen it before? What could be in it? Did you ever read about the old sea chest in "Treasure Island"?

2. Perhaps the cave itself is new, having been made by a mild earthquake a short time before?

3. Could it be that the boy has discovered a stone staircase leading from the cave into the earth, like the staircase down which Aladdin made his way long ago?

4. If you begin your story with the four children standing before the cave, looking in, will you tell in your first sentence what they see or will you keep your hearers waiting a while before you tell what that is?

5. What happens in your story? What do the children say? What do they do?

6. What names will you give these four children? Are you one of them?

7. What beginning sentence can you give that will make your audience wish to hear the rest of your story?

Speaking. Tell the class your story of the boy's discovery. You probably have thought out a different story from anyone else's. The class will wonder what it is and how everything ends.

Class Conversation. After each story the class will talk over its good points, as well as those that call for improvement. Particular attention will be given to these questions:

1. Was the story original; that is, was it different from what you expected to hear as a story of the picture?

2. Did the beginning sentence make you wish to hear the rest of the story?

3. Was the story too long? How could it be made shorter so as to be better?



4. Was there conversation in it, and if so did you like that?

5. Was the surprise kept for the end in such a clever way that you could hardly wait for the end to come?

Making a Book of Stories

Project. It would be interesting to make a book of these stories. Each pupil may write his own story and correct it carefully either alone (if he needs no help) or with a classmate. If there is conversation in the story, turn to page 58 to refresh your mind as to how conversation is written. A committee may decide on the cover for the book. The committee will be glad to hear from pupils who have original ideas.

What title will you give this book? That title will probably fit most of the stories, as well as the picture itself. Perhaps you will decide to give the book two titles, the second explaining the first. Notice these two titles:

PHILIP'S AMAZING DISCOVERY

THE STORY OF A CAVE

A STORY BOOK MADE BY THE PUPILS
IN MISS BROWN'S SCHOOLROOM

39. Learning the Trick of a Good Beginning Sentence

The stories that you have been telling and hearing during the last few days showed that some pupils do not yet know the trick of a promising beginning sentence. Some of the stories began with sentences like these:

1. The four children looked into the cave to see what might be inside.
2. The campers looked into the cave and saw there a big sleepy bear lying on the ground.

Do those two sentences make you wish to hear the rest of the story? How much more the following sentences make one want to learn what happened next:

3. When their eyes had got used to the darkness of the cave, the children saw an old, old chest standing in one corner, that looked as if it had been left there by some pirate long ago.
4. Something big and furry lay on the ground of the cave and moved a little as if it might get up.

Exercise. 1. Tell what you think of each of the following as beginning sentences for stories:

1. I am going to tell you the story of a picture.
2. There is something in that picture that you may not have noticed.
3. Long ago an old man lived in that house with his family.

4. Old men often live in old houses, but in at least one way this old man was very, very different.

5. "Is that a staircase I see?" asked Philip, as he and the others stared into the dark cave.

6. "Why is it that we have never seen this cave when we have camped here before?" asked Alfred, very much puzzled and a bit frightened.

7. Before them and just inside the entrance of the cave stood a large and strange brown object, the sight of which made them gasp.

8. The campers looked in to see what might be in the cave.

9. There was something in the cave that looked odd.

10. Last summer when we were camping we saw several caves in the hillside behind our tent.

11. Sometimes when one goes camping one has adventures.

12. I like camping and I like adventures.

13. When vacation comes we always go to the woods.

14. Once I saw something in the woods that I had never seen before.

15. Yesterday Mary had a party at her house, and everybody had a good time.

16. There was something about Mary's party yesterday that made it the jolliest party I have ever known.

17. "What's that?" cried Sue, as she pointed to a curious little door in the wall, that had been hidden by a large dresser.

18. In the sky overhead the children heard the roar of an airplane.

19. I once saw an airplane so high overhead that it looked like a small bird.

20. Climbing into the airplane, the four children started off on a journey that they soon wished they had never begun.

2. Of the twenty sentences above, which one do you think would make the very best beginning sentence for a story? Which one is the second best? Which one is the third best, in your opinion?

3. Turn back to the pictures opposite pages 4, 22, and 68 and make a beginning sentence for the story of each picture.

40. Retelling a Story for Practice

If you want to become a skillful violin player, what must you do? The answer is easy: you must practice. If you are a poor tennis player and want to improve your game, what must you do? Again, you must practice. So it is with speaking.

Let us study the following fable and practice telling it:

THE FLY AND THE MOTH

- 1 A Fly alighted one night upon a pot of honey.
- 2 He found it very much to his taste and began
- 3 to eat along the edges. Little by little, how-
- 4 ever, he had soon crept away from the edge and
- 5 into the jar, until at last he found himself stuck
- 6 fast.
- 7 Just then a Moth flew by. Seeing him strug-
- 8 gling there, the Moth cried: "Oh, you foolish

9 Fly! Were you so greedy as to be caught like
10 that? Your appetite was too much for you."

11 The poor Fly had nothing to say in reply.
12 What the Moth had said was true. But by and
13 by, when evening came, he saw the Moth flying
14 around a lighted candle in the giddiest way, and
15 each time a little closer to the flame, until at
16 last he flew straight into it and was burned.

17 "What!" exclaimed the Fly, "are you foolish,
18 too? You found fault with me for being too
19 fond of honey; yet all your wisdom did not
20 keep you from playing with fire."

21 It is sometimes easier to detect the foolishness
22 of others than to see our own.

ÆSOP

Studying Words with the Help of the Dictionary

Exercise. Look up the following words in the dictionary, and for each find others that could be used in its place in the fable. The number before each word gives the line in the fable where that word can be found.

1	alighted	8	foolish	15	flame
1	pot	9	greedy	16	flew
3	edges	10	appetite	19	fond
4	crept	11	reply	19	wisdom
7	struggling	14	giddiest	21	detect

You will not find *alighted* in the dictionary. Look for *alight* instead. Look for *edge* instead of *edges*, for *creep* instead of *crept*, for *struggle* instead of *struggling*, for *giddy* instead of *giddiest*, and for *fly* instead of *flew*.

Expressing the Same Thought in Different Ways

There are several ways of saying

A Fly alighted one night upon a pot of honey.

You could say, for instance,

A Fly landed one evening upon a jar of honey.

Or

A Fly descended once upon a time upon a jug of honey.

Or

A Fly arrived in his travels one day upon a bowl of honey.

Or

A Fly in his tiny airplane effected a landing one dark night in a flying field that proved to be a dish of honey.

Class Conversation. 1. Which of the five different ways of expressing that one thought pleases you most? Perhaps the last one is a little too fanciful. Do you think so?

2. Express in several different ways the thought of each of the following sentences from the fable. When several pupils have done this, decide with your classmates which are the best two or three ways.

1. He found it very much to his taste.
2. Little by little, however, he crept away from the edge.
3. At last he found himself stuck fast.
4. The Moth saw the Fly struggling in the honey.
5. "Your appetite was too much for you."
6. The poor Fly had nothing to say in reply.

7. The Moth was flying around a lighted candle in the giddiest way.

8. "You found fault with me."

9. "Your wisdom did not keep you from playing with fire."

10. It is sometimes easier to detect the foolishness of others than to see our own.

Dramatization

Only two pupils are needed to play this story, but what is to be the dish of honey? If a pupil is to be the Fly, the dish ought to be much larger than he. The entire schoolroom will have to be the dish of honey. What is to be the flame?

Playing. 1. Several pairs of pupils may offer to play the fable. First of all, each pair will go to one side and talk over the question of the best way of playing it. They may even wish to practice it alone in the hall. How will the Fly act? How will the Moth show that he is flying around the flame? What should each one say?

2. After several pairs of pupils have played before the class, and the best points of their playing have been noted, other pupils may wish to play. They may have a different idea of how the fable should be acted.

Speaking. Now you are ready for practice in speaking. All that has gone before has been preparation. Before you tell the fable, turn with your classmates to the list in the Summary, pages 148-150. To which of those numbered points will you give particular attention in your story-telling?

Telling a story once is not practice in speaking. That is only the beginning. That only gives your hearers a chance to find out where your speaking needs improvement. After they have been kind enough to tell you this, try again, perhaps several times, and tell the story with the purpose of doing it better each time.

41. Correct Usage: *this, these ; that, those*

The word *man* refers to one person, and the word *men* refers to more than one. The same difference is seen between *this* and *these*: *this* refers to one person, place, or thing, and *these* refers to more than one. So we say "*this* man," but "*these* men." For the same reason we say "*that* man," but "*those* men."

It is incorrect to say "*these* kind." It should be "*this* kind." The word *kind* means one; the word *kinds* means more than one.

It is incorrect to say "*these* kind of people." It should be "*this* kind of people."

It is wrong to say "*those* kind of things." It should be "*that* kind of things." So, too, it should be "*that* sort of marbles," not "*those* sort of marbles."

Sometimes you hear people say "This *here* door," "This *yere* door," "That *there* window," "That 'ere window," "These *here* books," "These *yere* papers," "Those *there* flowers." The word in italics in each of those groups of words is unnecessary and incorrect.

If we drop the words in italics, we have the correct groups "This door," "That window," "These books," "These papers," and "Those flowers."

Test. Write on a sheet of paper the numbers 1 to 22. Then, as rapidly as you can, write opposite each number the correct word from the parenthesis of the same number. When you have written these words, mark your paper as the teacher or a pupil reads the correct list.

1. I do not like (*this*¹ *these*) kind of crackers.
2. I do not care for (*those*² *that*) kind of marbles.
3. I like (*these*³ *this*) shoes better than (*those*⁴ *that*) sort.
4. I have never read (*that*⁵ *those*) kind of books.
5. Why did you buy (*these*⁶ *this*) gloves?
6. I thought you liked (*that*⁷ *those*) sort of gloves.
7. She never cared for (*those*⁸ *that*) sort of cookies.
8. Do you like (*these*⁹ *this*) sort of slippers better than (*that*¹⁰ *those*) sort?
9. Does she wear (*this*¹¹ *these*) kind of spectacles or (*those*¹² *that*) kind?
10. Which kind of ear muffs do you prefer — (*those*¹³ *that*) kind or (*these*¹⁴ *this*) kind?
11. I do not like (*them*,¹⁵ *them there*, *that*, *those*) sort of skates. I prefer (*this here*,¹⁶ *this*, *these*) kind.

12. (Them, ¹⁷ Those there, Those) are the skates for me.
13. Why do you wear (those there, ¹⁸ that, those) kind of shoes when you go skating? I wear (this ¹⁹ this here, these) kind.
14. The dressmaker uses (this, ²⁰ these here, these) scissors, but the barber uses (those, ²¹ those there, that) sort.
15. Where did you buy (those, ²² that, them) scissors?

Drill in Correct Usage. If your record in the test was below perfect, you probably need the present drill. Read the numbered sentences aloud, selecting the correct words as you do so. Gradually increase your speed, still reading correctly and distinctly, while the teacher or a classmate times you.

42. Making Your Meaning Clear

Can you solve the problem below? If you can, do not tell how, until you have read the directions on page 102.

THE MAN, THE FOX, THE GOOSE, AND THE CORN

A man once made a journey with a fox, a goose, and a bag of corn. All went well until he came to a broad stream over which led an old bridge. The bridge was so rickety that our traveler dared not cross with more than one of his three attendants at a time. This meant that he would need to cross not less than three times,

and the question was, Should he take the fox first, or the goose first, or the corn first?

It was a puzzling question. If he took the fox first, the goose would eat the corn while he was taking the fox across. If, on the other hand, he took the corn first, the fox would eat the goose while the corn was being carried over the stream.

"Aha!" he cried at last, "I will take the goose first, and leave the fox with the corn. The fox does not eat corn."

Having done this, he returned for the fox or the corn. But which? If he took the fox and left him with the goose on the other side, the fox would eat her while the man was fetching the corn. Neither would it do to carry the corn to the goose and leave it with her while returning for the fox.

What to do? He finally did manage it, but how?

How to Make Your Meaning Clear

Can you explain to others how you have solved this problem? It will be easier for you to explain if you remember the following three things:

1. To use short sentences.
2. To begin the parts of your explanation with such guideposts as *first*, *second*, *third*.
3. To make a drawing. In this case you might draw two lines to show the two sides of the stream. At the beginning of your explanation you might write *fox*, *goose*, and *corn*, where these would be in the drawing.

Speaking. Give your explanation, remembering that the class is listening alertly to everything you say.

P
R
A
C
T
I
C
E

Was your explanation clear? What does the class tell you about that? How might you have done better? Try to improve your explanation. Show your classmates that you can, even if you have to try more than once before you succeed.

43. Learning More about Courtesy

Somebody has said, "It costs nothing to be polite." That is true but not to the point, for courtesy would be worth while even if it cost a great deal. The following little words and groups of words, and others like them, help to make living and talking with others pleasant :

- | | |
|------------------------|------------------------------|
| 1. Please | 7. Please excuse me |
| 2. Yes, please | 8. I beg your pardon |
| 3. If you please | 9. Pardon me |
| 4. Thank you | 10. I'm sorry |
| 5. No, thank you | 11. May I trouble you? |
| 6. Thank you very much | 12. I'm sorry to trouble you |

Speaking. Choose one of the polite words or word groups, and explain to the class when you would or ought to use it. At the end of your explanation, try to give a sentence or two that contain the polite word or words.

Thus, you might select the group of words *May I trouble you*. You might speak as follows about it:

I could use the words *May I trouble you* if I were asking a question or a favor. Then I could say, "Mary, may I trouble you to tell me the answer to the second example?"

Notice that politeness leads you to use the name of the person to whom you are speaking. For instance, when the teacher asks you a question that can be answered by *yes* or *no*, the polite thing to do is to add the teacher's name to that *yes* or *no*, thus:

Yes, Miss Brown.

No, Miss Brown.

Being a Newspaper Reporter

Project. Go hunting for polite remarks. When you hear one, try to remember it, as well as how it happened to be used, in order that you may tell the class about it. This, you see, is like being a newspaper reporter. Make your report in the following form:

I noticed yesterday how polite the grocer was. As he gave a customer his change, he said very pleasantly: "Thank you. Come again." When I asked for something he did not have, he said politely: "I'm sorry, but we are all out of that today."

44. Correct Usage: *Test and Review*

Test. On a sheet of paper write the correct words from the parentheses, together with the number of each, and check your work in the usual way.

1. Was it (he ¹ him) or was it (her ² she) that (don't ³ doesn't) like (this ⁴ these) kind of exercises?
2. What have you (eaten ⁵ ate)? Have you (ate ⁶ eaten) (those ⁷ that) sort of cookies? What have you (drank ⁸ drunk)?
3. Have you ever (eaten ⁹ ate) (that, ¹⁰ that there, those) kind of sweetened crackers which we (saw ¹¹ seen) at the bakery?
4. What have you (did ¹² done) with (those there ¹³ those) scissors? Haven't you (seen ¹⁴ saw) them (nowhere ¹⁵ anywhere)?
5. When the school bell (rang ¹⁶ rung), I had (eaten ¹⁷ ate) my oatmeal, I had (drank ¹⁸ drunk) a glass of milk, I had (sung ¹⁹ sang) a song to the baby, I had (ran ²⁰ run) upstairs to say good-by to Mother, and I was on my way to school.
6. It was (I ²¹ me) who (thrown ²² threw) the ball over the fence. Where (was ²³ were) you when I (did ²⁴ done) it?
7. Where has your brother (gone ²⁵ went)? He hasn't (came ²⁶ come) to my house (this ²⁷ this here) week.

8. What are (those²⁸ them) things (lying²⁹ laying) under the back seat of (that there³⁰ that) car?
9. (May³¹ Can) I ask you for a sheet of paper? I want to (learn³² teach) your sister how to work (this here³³ this) example.
10. He (doesn't³⁴ don't) know (nothing³⁵ anything) about (those³⁶ them) ships in the bay.
11. Have you (written³⁷ wrote) your aunt that you would buy (this³⁸ these) sort of buttons for your new dress?
12. (Those,³⁹ Them there, Those there, Them) are the buttons you ought to have, not (this here,⁴⁰ this, these) kind.
13. What is that (laying⁴¹ lying) on your desk?
14. Haven't you (saw⁴² seen) (nothing⁴³ anything) (lying⁴⁴ laying) there? It was (me⁴⁵ I) who (seen⁴⁶ saw) it first.
15. Was it (she⁴⁷ her) or (him⁴⁸ he) that (threw⁴⁹ thrown) it there?

Drill in Correct Usage. What did the test show about your knowledge of correct English? Is there any one word that you miss continually? If so, let the Index tell you where to find the drill for that word. Then you should study it and master it. Perhaps there are several words that trouble you. The teacher will show you how the Index can help you find the lessons about them.

45. Pronouncing Correctly

Test and Review. 1. Can you pronounce correctly all the words in the columns below? These are words you have been studying during the present year.

- | | | |
|-----------------|-------------|---------------|
| 1. handkerchief | 13. average | 25. route |
| 2. interesting | 14. piano | 26. once |
| 3. automobile | 15. drawing | 27. roof |
| 4. arithmetic | 16. recess | 28. twice |
| 5. tomorrow | 17. I wish | 29. root |
| 6. partner | 18. perhaps | 30. broom |
| 7. inquiry | 19. father | 31. touch |
| 8. genuine | 20. coupon | 32. machinery |
| 9. pianist | 21. today | 33. stomach |
| 10. theater | 22. ate | 34. quiet |
| 11. chimney | 23. room | 35. history |
| 12. address | 24. such | 36. apron |

2. Look up in your dictionary the words you mispronounced. Say each of these to yourself several times to make sure that you know it.

Reviewing What You Have Learned about the Dictionary

Exercise. When the teacher or a pupil gives the signal, open your dictionary and find as fast as you can the first word in the list on page 108 — *athletics*. When you have found it, raise your hand. When every pupil has found it, the teacher will say who was first, who second, and who third. Then the teacher will pronounce the word and explain how the marks

in the dictionary show the pronunciation. Notice the following points:

1. That in the dictionary the word is separated into parts called syllables, thus:

ath-let'ics

pump'kin

I-tal'ian

2. That one of the syllables is accented, like the second syllable in *athletics* above. This little mark (') shows which syllable is to be emphasized when the word is pronounced. It is called the accent, as you know.

3. That there are little marks over the *a*, *e*, *i*, *o*, and *u* in words. Those marks show how to pronounce these letters. A Key, which the teacher will help you find in your dictionary, gives the exact meaning of each mark.

In the same way look up in your dictionary each of the remaining words in the list. Listen as the teacher pronounces them. Notice how that pronunciation is shown in the dictionary. Pronounce each word several times before going to the next.

1. athletics

2. pumpkin

3. Italian

4. Tuesday

5. forehead

6. engine

7. bouquet

8. column

9. parade

10. breakfast

Speaking. Make a sentence containing one or more of the words in the list. Tell your sentence. How many of those ten words can you use in one sentence?

46. Retelling a Story for Practice

Before we begin again to practice speaking, let us decide what our principal faults are. Do you know at once what yours are?

Class Conversation. Each pupil may tell the one or two principal things he knows he must keep in mind when he is trying to improve his speaking. The teacher or one or more pupils working together may list all these faults on the board, where they may stay during the following practice. Let each be written as a rule, telling what a speaker should do. Compare the list with the Summary, pages 148-150, to make sure you have forgotten nothing.

When the story-telling begins, a little later, each pupil may call attention to his faults as a speaker in some such way as this:

Classmates, you know as well as I do the story I am going to tell you. We have been studying it together for several days. My purpose in telling it is to learn whether I can keep from falling into some of my old faults as a speaker. The principal one is that I easily drop into slangy English. Sometimes, too, I mumble my words. Now I shall try to tell the story without doing either of these things. Please watch to see whether I succeed.

NAT BRINGS A NEW BOY TO BOARDING SCHOOL

1 "The fellows are having a circus out in the
2 barn. Don't you want to come out to see it?"
3 Nat asked Dan. He led Dan to the great barn
4 and introduced him to the boys there. A large
5 circle was marked out with hay on the wide
6 floor, and in this the performance went on.

7 One boy gave a fine specimen of his agility by
8 jumping over an old chair and running up and
9 down ladders sailor fashion. Another danced a
10 jig. Then Nat was called on to wrestle with
11 Stuffy and speedily laid that stout youth on the
12 ground. After this, Tommy proudly advanced to
13 turn a somersault, an accomplishment which he
14 had acquired by painful perseverance, practicing
15 in private till every joint in his frame was black
16 and blue. His feat was received with great
17 applause, and he was about to retire, flushed
18 with pride and a rush of blood to the head,
19 when a scornful voice in the audience was heard
20 to say:

21 "Ah, that's nothing!"

22 "Say that again, will you?" and Tommy
23 bristled up like an angry turkey-cock.

24 "Do you want to fight?" said Dan, promptly
25 descending from the barrel and doubling up his
26 fists in a businesslike manner.

27 "No, I don't," said the candid Thomas, retiring
28 a step and rather taken aback by the proposition.

29 "Fighting isn't allowed in this school," cried
30 the others, much excited.

31 "You're a nice lot," sneered Dan. "What
32 kind of a school do you call this?"

33 "I'd like to see him do better than I did,
34 that's all," observed Tommy with a swagger.

35 "Clear the way, then," and without the slight-
36 est preparation Dan turned three somersaults
37 one after another and came up on his feet.

38 "You can't beat that, Tommy. You always hit
39 your head and tumble flat," cried Nat, much
40 pleased at Dan's success.

41 Before he could say any more the audience
42 was electrified by three more somersaults back-
43 wards, and a short promenade on the hands,
44 head down, feet in the air. This brought down
45 the house, and Tommy joined in the admiring
46 cries which greeted the accomplished gymnast
47 as he righted himself and looked at them with
48 an air of calm superiority.

49 "Do you think I could learn to do it without
50 its hurting me very much?" Tom meekly asked,
51 as he rubbed the elbows which still smarted
52 after the last attempt.

53 "What will you give me if I'll teach you?"
54 said Dan.

55 "My new knife. It has five blades, and only
56 one is broken."

57 "Give it here, then."

58 Tommy handed it over with an affectionate
59 look at its smooth handle. Dan examined it
60 carefully, then putting it into his pocket, walked
61 off, saying with a wink:

62 "Keep on trying till you learn, that's all."

63 A howl of wrath was followed by a general
 64 uproar, which did not subside till Dan, finding
 65 himself in the minority, proposed that they
 66 should play stick-knife, and whoever won should
 67 have the knife. Tommy agreed, and the game
 68 was played in a circle of excited faces, which all
 69 wore an expression of satisfaction when Tommy
 70 won and secured the knife in the depth of his
 71 safest pocket.

LOUISA M. ALCOTT, "Little Men" (*Adapted*)

Using the Dictionary to Find the Meaning of a Word

In order that you may tell the story well, first of all make sure that you know every word in it. You cannot tell what you do not understand.

Exercise. For each of the words in the list below, numbered according to the line from which they are taken, find one or more of the same or nearly the same meaning that could be used in its place in the story. Let your dictionary help you as you look for these other words.

4	introduced	14	acquired	23	bristled
6	performance	14	painful	24	promptly
7	specimen	14	practicing	25	descending
7	agility	15	frame	27	candid
11	speedily	16	feat	28	proposition
11	stout	16	great	29	allowed
12	proudly	17	applause	30	excited
12	advanced	17	retire	31	sneered
13	accomplishment	19	scornful	34	observed





35	slightest	48	air	63	howl
36	preparation	48	calm	63	wrath
40	pleased	48	superiority	63	general
40	success	50	meekly	64	subside
43	promenade	51	smarted	65	proposed
45	admiring	54	said	67	agreed
46	cries	58	affectionate	69	expression
46	accomplished	59	smooth	69	satisfaction
46	gymnast	59	examined	70	secured

Expressing a Thought in Different Ways

There are several ways of saying

Nat introduced Dan to the boys.

You could say

Nat told the boys who Dan was.

Nat presented Dan to the boys.

Nat made Dan and the boys acquainted.

Speaking. Express the thought of each of the following sentences in several different ways:

1. In a circle marked on the barn floor the performance went on.
2. One boy gave a specimen of his agility.
3. Nat speedily laid the stout youth on the ground.
4. Tommy proudly advanced to turn a somersault.
5. He acquired this accomplishment by much practice.
6. With great perseverance he practiced in private.
7. His feat was received with great applause.
8. A scornful voice was heard in the audience.
9. Tommy bristled up angrily.

10. Dan promptly descended from the barrel.
11. The candid Thomas was rather taken aback.
12. Nat was much pleased at Dan's success.
13. The audience was electrified by three more somersaults.
14. Admiring cries greeted the accomplished gymnast.
15. He had an air of calm superiority.
16. A howl of wrath was followed by a general uproar.
17. The uproar did not subside till Dan proposed a game.
18. The game was played in a circle of excited faces.
19. The faces wore an expression of satisfaction when Tommy won the knife.
20. Tommy secured the knife in the depth of his safest pocket.

Dramatization

How many persons are needed to play this story? Which one of the players do you wish to be? Not everything that was said is given in the story. You will have to make up some of the conversation, but use all that the story supplies.

Perhaps it will be best to practice playing the story with your books open and the players reading the speeches. Later it may be done without the books.

Practice in Speaking

1. Everybody in the class now knows the story. The story-telling that follows is done to give you practice in speaking and to overcome some of your faults as a speaker. Earlier in this section you told what those were.

2. Does this story make you think of some experience of your own that the class might enjoy hearing? Tell this both for the entertainment of the class and for your further training as a speaker.

47. Correct Usage: *good, well*

The following sentences show the correct use of *well* and *good*:

1. John is a *good* talker. He talks *well*. (NOT He talks *good*.)
2. Mary is a *good* dancer. She dances *well*. (NOT She dances *good*.)
3. The children are *good* singers. They sing *well*. (NOT They sing *good*.)

As you see, the word *good* may be used in describing a person or thing, while the word *well* is used in telling how a person does something or how something works.

4. This is a *good* pen. It writes *well*. (NOT It writes *good*.)

Exercise. Fill the blanks in the following sentences with *good* or *well*, whichever is correct. Give the reason for your choice, or point to the correct use shown in the sentences above.

1. The ---- talker talks ----. He stands ----.
2. This is a ---- knife, for it cuts ----.
3. Do you ride ----? Are you a ---- rider?
4. She is a ---- driver. She drives ----.
5. She talks ----, and she dresses ----.

6. His work is _____. He is a _____ worker. He works _____.

7. Is he a _____ carpenter? Does he saw _____? Does he hammer _____? Does he plane _____? Does he measure _____?

8. Does that boy skate _____? Is he a _____ skater? Can he skate backwards _____?

9. Do you learn _____? Are you a _____ learner?

10. Does your car run _____? Has it a _____ engine?

11. Does your car start _____? Can you drive it _____?

12. Is he a _____ watchdog? Does he watch _____?

13. Has he a _____ bark? Has he a _____ bite?

14. Does he look after everything _____?

15. Does he do everything as _____ as a _____ watchdog should?

Game. Each pupil pretends that he is some kind of workman. He tells all of the things that form part of his work and that he can do well. For instance, if he is a carpenter, he will say this:

I am a good carpenter.

- | | |
|-----------------------------|---------------------------------|
| 1. I can saw well. | 6. I can fit windows well. |
| 2. I can drive nails well. | 7. I can hang doors well. |
| 3. I can plane boards well. | 8. I can build staircases well. |
| 4. I can chisel well. | 9. I can shingle a house well. |
| 5. I can lay floors well. | 10. I can plan a house well. |

As you see, there are ten things that this good carpenter can do well. His score is 10. In the same way other pupils make as high scores as they can by telling everything they do well as farmers, grocers, drug-

gists, gardeners, or whatever they are. At the end the pupil with the highest score is declared the winner. It is important to choose to be the kind of workman that does many different things well, if you wish to make a high score.

Which of the following will you be, or can you think of something better for a high score?

farmer's wife	acrobat	newspaper man
dressmaker	mechanic	newspaper woman
music-teacher	plumber	animal trainer
school-teacher	painter	cook and baker
stenographer	conductor	airplane pilot
salesman	juggler	milliner
banker	lawyer	school principal

48. Writing a Business Letter

234 Main Street
 New Britain, Conn.
 May 8, 1930

The Youth's Companion
 8 Arlington Street
 Boston, Mass.

Dear Sirs :

Please send me a sample copy of your magazine in the new, monthly form.

Very truly yours,
 Charles Brown

The letter on the preceding page is a business letter. In order that you may learn how a business letter should be written, study it with the help of the following questions:

1. What difference, if any, do you see between that business letter and the kind of letter you have been writing — the friendly letter?
2. Are the headings of the two kinds of letters the same?
3. Is there any difference in the way the greeting is written?
4. What is just above the greeting in the business letter? Whose name and address is it?
5. Is that the name and address that will be written on the envelope?
6. Are any short forms, called abbreviations, used in the letter? Where in this book is a list of abbreviations to be found? Does the Index tell?

Copying. To make sure that you will not forget how a business letter is written, copy the one on the preceding page. Those who make the best copies may be post-office workers in the game below. The very best writer may be the postmaster.

Game. Without saying a word, pick out a classmate and surprise him with a business letter. From this your classmate will learn that he is engaged in, say, the grocery business. He did not know that he was in any business, and perhaps if he had his choice he would prefer to be a lawyer, a doctor, or an aviator.

You might send him a letter like the following (let us say that his name is Alfred King) :

948 Water Street
Utica, New York
May 9, 1930

The King Grocery Co.
775 West Union Street
Utica, New York

Dear Mr. King :

Please send me a sample of your very best peppermint candy.

Very truly yours,
(Miss) Alice Lynch

After everyone has received his letter through the class post office, where the writers of incorrect letters are asked to correct mistakes in letter form, in spelling, and in punctuation, the letters may be read aloud. Which ones were particularly interesting?

49. Spelling Troublesome Words

Some pupils have difficulty spelling the ten words in the following list. After each, as you see, are other words in parenthesis. These others should help you in your study of the troublesome ten.

1. write (writer, writing, wrap, wreath)
2. route (rural mail route)

3. farther (far, farther, farthest)
4. way (walk this way; day, hay, say)
5. sew (sewing machine)
6. sun (sunshine; fun, bun, run, nun)
7. wait (waiting room; bait)
8. sent (sent by express; bent, dent, indent)
9. would (wouldn't, could, should)
10. hoarse (my throat is hoarse; coarse)

STUDY

Working alone at your desk, study the words in the list with the help of these directions:

1. Look at the first word in the list. Think of what it means. Notice its spelling and that of the words in parenthesis. Close your eyes and try to see the word in the list. Now write it several times on a sheet of paper.
2. In the same way study each of the remaining words in the list.
3. Remember that *route* is pronounced to rime with *boot* although the spelling is *route*. Say "rural route" several times as you write the word.
4. The word *sew* is pronounced *so*, like the first syllable in *sewing machine*.

Writing. How many of those ten words can you use in one sensible sentence? Sentences containing four or more of the words may be written on the board, and the class will examine them for correctness. Who will write the best sentence containing the largest number of those ten words?

50. Correct Usage: *sit*, *sits*, *sitting*, and *sat*

Do not use the word *set* when you mean *sit*. *Sit* means "take a seat" or "have a seat." The word *set* does not have this meaning. When you are talking about taking a seat or having a seat, do not use the word *set*. It is incorrect to use it then.

The following sentences show the use of *sit*, *sits*, *sitting*, and *sat*, where *set*, *sets*, and *setting* would be wrong :

1. Please *sit* here. (NOT Please *set* here.)
2. There *sits* the old man. (NOT There *sets* the old man.)
3. She is *sitting* on the porch. (NOT She is *setting* on the porch.)
4. He *sat* in the old arm-chair. (NOT He *set* in the old arm-chair.)

Test. As you rapidly read the sentences below, write the correct words on a sheet of paper, and with each the number of its parenthesis. When you have finished, mark your words as the teacher or a pupil reads the correct word for each number.

1. Somebody has (**sat**¹ **set**) in my chair.
2. Who is (**setting**² **sitting**) in it now?
3. I am (**sitting**³ **setting**) where my father used to (**set**⁴ **sit**).
4. Who (**set**⁵ **sat**) on this bench yesterday? Who (**sits**⁶ **sets**) here when I am outdoors?

5. She (sets ⁷ sits) in the old armchair today. There she (sat ⁸ set) yesterday.
6. Please (sit ⁹ set) here, Mary. (Set ¹⁰ Sit) over there, George.
7. The child was (sitting ¹¹ setting) in the apple tree.
8. While I (sat ¹² set) here, John was (setting ¹³ sitting) there.
9. While I was (sitting ¹⁴ setting) here, John (set ¹⁵ sat) there.
10. On the roof of the barn there (sets ¹⁶ sits) a bird.
11. It (set ¹⁷ sat) there the other day, and it is (sitting ¹⁸ setting) there today.
12. It (sets ¹⁹ sits) there now.
13. I asked John to (set ²⁰ sit) here, but he (sat ²¹ set) there.
14. Please (sit ²² set) here, John. Don't (set ²³ sit) there.
15. I (set ²⁴ sit) where I (set ²⁵ sat) yesterday. He (sits ²⁶ sets) where he (sat ²⁷ set) yesterday.

Drill in Correct Usage. 1. Unless you passed the test with a perfect score, read the sentences several times until you can choose the correct word or words for each one rapidly and easily. When you can do this, as you read the sentences aloud very distinctly, perhaps the teacher or a pupil will time you. Are you still somewhat slow in selecting the correct words?

2. It may be that one or two words give you special trouble. Find the lessons and drills for these in this book. Ask the teacher to show you how to use the Index for this purpose, unless you already know its use.

51. Studying Sentences

I

You know that the following group of words is not a sentence :

the clerk in Smith's Grocery

By adding the right words to it you can change it into a sentence, thus :

1. *The clerk in Smith's Grocery* drove into the country.
2. *The clerk in Smith's Grocery* sold us some sugar.
3. *The clerk in Smith's Grocery* bought a new car.
4. *The clerk in Smith's Grocery* went on a motor trip.

These are sentences. Many more sentences could be made beginning with the words *the clerk in Smith's Grocery*.

Exercise. The following groups of words are not sentences. Can you make four sentences, beginning each one with the first group of words? In the same way make four sentences for each of the other groups.

1. a girl in an automobile
2. several studious schoolgirls
3. the old horse in the pasture
4. a large green automobile
5. that pretty pony in the pasture

6. my new radio set
7. the new schoolhouse on Main Street
8. the old lion at the zoo
9. Fred
10. the jolly motor-bus driver with the blue eyes

II

You know that the following group of words is not a sentence :

went on a motor trip

You can use it as a part of a sentence. You can add to it words that will make sense with it and so change it into a sentence. That is how the following sentences were made :

1. The dry-goods clerk *went on a motor trip.*
2. John Smith *went on a motor trip.*
3. Those two schoolgirls *went on a motor trip.*
4. The jolly motor-bus driver with the blue eyes *went on a motor trip.*

Notice that each of the four sentences ends with the words *went on a motor trip.*

Exercise. Make four sentences, each ending with the first group of words below. Then in the same way make four sentences with each of the remaining numbered groups.

1. went fishing
2. went into the woods for wild flowers
3. traveled across the ocean
4. worked an hour over his letter

5. played a trick on his big brother
6. won the prize
7. fell out of the apple tree
8. visited the museum every Saturday
9. barked again and again
10. made a safe landing in the farmer's hayfield

III

Have you noticed that a sentence has two parts? Each part alone is not a sentence, but the two parts together are. So the sentence "The jolly grocery clerk went on a motor trip" consists of these two parts:

1. The jolly grocery clerk
2. went on a motor trip

Exercise. 1. The following numbered groups of words are not sentences. Each group is only one of the two parts of a sentence. Join together groups that will make sense together and so make sentences.

1. the old watchdog
2. whistled and sang all day long
3. the famous ball player
4. growled at the stranger
5. birds
6. a company of soldiers
7. drove the ball out for a home run
8. the boy's mother
9. were building nests
10. the accident
11. marched briskly to the drill field

12. wrote a letter to her grandmother
13. the tall policeman
14. might have happened to anyone
15. told us to be careful at the crossing
16. talked with the reckless driver
17. several large trees
18. Susan
19. telephoned the good news to his father
20. dropped from his window to the street below
21. hurt his foot on a rock at the water's edge
22. was inviting friends to her party
23. the happy boy
24. one of the swimmers
25. John's book
26. had been blown over in the storm
27. were on their way to school
28. the polite stranger
29. boys and girls of all ages and sizes
30. asked Edward about the way to the schoolhouse

2. On a sheet of paper or on the board write several of the sentences you have made. As you do so, remember about the capital letter at the beginning of every sentence and the punctuation mark at the end.

52. Writing Another Business Letter

Today you are to prepare to write a business letter not to a classmate but to a person or company really in business. There will be nothing make-believe about this letter.

Reading Advertisements

Turn the pages of a magazine for boys and girls. You will find there a number of things offered for sale. Many of the advertisers ask you to write for their free booklet or for a sample.

Writing. Write to one of these advertisers and ask politely for the booklet, sample, or whatever it is that he offers you free. If you do not remember exactly how each part of a business letter is written, turn to the page or pages where this is explained. Will the Index help you to find those pages? Address the envelope for your letter.

Correction. You would not like to think that the letter received from you had any mistakes in it. Ask a classmate to help you make sure that your letter is entirely correct. It may be that you will wish to copy the letter after making corrections.

53. Using the Hyphen Correctly

Notice that the following words are divided into syllables and that a little mark (-), which is called a hyphen, is placed between the syllables:

dif-fer-ent-ly
dic-tion-a-ry
a-rith-me-tic
ge-og-ra-phy

au-to-mo-bile
hip-po-pot-a-mus
Penn-syl-va-ni-a
ac-ci-den-tal-ly

Sometimes, when one is writing, there is not room at the end of a line for the entire word that has been

begun. Then only a part of the word is written on that line, and the remainder on the next line. However, when this happens, three things must be remembered: (1) that the word must be separated into the two parts correctly, that is, between syllables; (2) that a hyphen must follow the first part; and (3) that a word of one syllable must not be divided.

Exercise. 1. Tell into what two parts you could separate each of the long words on page 127, if you were writing the word at the end of a line and found that there was not room for the entire word. Remember that a word of many syllables may be divided correctly in more than one place. Thus, *differently* may be divided in three different places.

2. Into what two parts would it be correct to separate each of the following words at the end of a line? Probably you will find it necessary, before you answer, to look up each of these words in the dictionary.

beautifully	comparison	curiosity
Arizona	chocolate	explanation
independence	typewriter	multiplication
declaration	photograph	determined

3. What is the right thing to do with each of the following words at the end of a line if, in writing, you do not have room there for the entire word? Each of these is a word of one syllable.

jumped	laughed	bounced
cleaned	brushed	chopped

4. In this book, or another, look for words divided at the ends of lines. Notice where the hyphen is always placed. On page 128 are five hyphens at the ends of lines.

54. Correct Usage: *Test and Review*

As you rapidly read the following sentences write the correct words on a sheet of paper, together with the number of each, and correct your list in the usual way :

1. I (seen ¹ saw) him (sitting ² setting) there when I (came ³ come) home.
2. He (did ⁴ done) nothing but (set ⁵ sit) there all day.
3. In the evening after he had (gone ⁶ went) away, I (set ⁷ sat) on the bench and (sang ⁸ sung) some songs.
4. We had (ate ⁹ eaten) our supper, we had (drunk ¹⁰ drank) our tea, and we were (sitting ¹¹ setting) on the porch.
5. Someone (threw ¹² thrown) a ball of paper at me.
6. My mother gave me (these ¹³ this) kind of scissors, and she (taught ¹⁴ learned) me how to use them.
7. I do not like (that ¹⁵ those) kind of needles. She (doesn't ¹⁶ don't) either.
8. Mother, (may ¹⁷ can) I try (those ¹⁸ that) kind of slippers on to see how they look on me?
9. You (did ¹⁹ done) (them ²⁰ those) examples quickly, George.

10. You (**done**²¹ **did**) them (**good**²² **well**).
11. (**Don't**²³ **Doesn't**) he see his book (**lying**²⁴ **laying**) there?
12. While you (**was**²⁵ **were**) eating your breakfast, the janitor (**rang**²⁶ **rung**) the school bell.
13. When I had (**ran**²⁷ **run**) to school, I remembered that I had not (**wrote**²⁸ **written**) (**any**²⁹ **no**) letter for the English lesson.
14. Was it (**I**³⁰ **me**) or was it (**him**³¹ **he**) whom you (**seen**³² **saw**)?
15. The soldier (**sits**³³ **sets**) on his horse very (**good**³⁴ **well**), (**doesn't**³⁵ **don't**) he?

Drill in Correct Usage. If the test shows that you need further drill, read the sentences aloud until you can choose the correct words rapidly.

55. Writing Quotations

When you say that somebody said this or that, and give the very words the person used, those words are called a quotation. Thus, in the following sentence, the words *How are you feeling?* are called a quotation:

John said to me this morning, "How are you feeling?"

Do you see how the quotation is printed? First, it is enclosed in quotation marks (" "). Second, it is

separated from the rest of the sentence by a comma. Third, it begins with a capital letter.

Copying. To make certain that you know exactly how to write quotations, copy the following sentences. A number of pupils may copy on the board.

1. "I am taller than you," said one girl to another.
2. "Come into my parlor," said the spider to the fly.
3. The fly replied politely, "Some other day, thank you."
4. "Where are my books?" shouted Tom.
5. "Here is one," said his mother, "and there is another."

Perhaps you discovered that there is no comma in the fourth sentence above. The quotation is separated from the rest of that sentence by means of the question mark.

The fifth sentence is interesting. In that the quotation is divided into two parts. It is called a **divided quotation**. Each of its two parts is written like a separate quotation, except for one thing. Do you know what that is? The second part of the quotation does not begin with a capital letter.

Copying. Copy as many of the following sentences as the teacher directs. Each one contains a divided quotation. A number of pupils may copy on the board.

1. "Where in the world," shouted Tom, "are my books?"
2. "Spring is here," said Mary, "and soon I shall be starting my garden."

3. "When are you coming," asked her friend, "now or later?"

4. "I think," was the answer, "that I shall not go at all."

5. "When I saw the bear," explained the hunter, "the bear saw me."

6. "Please send me," she wrote, "your name and address."

7. "Thank you," was the answer, "here they are."

8. "Do not put off until tomorrow," says an old proverb, "what you ought to do today."

9. "Yes, indeed," he declared, "your writing is very clear."

10. "George," he whispered, "do you see something moving under that tree?"

56. Learning More about the Comma

Notice the use of the comma in each of the following sentences:

1. He took with him on his trip several books, a camera, a small notebook, and a tin box for specimens.

2. I have read "Little Women," "Little Men," and "Jo's Boys."

In the first sentence there are four things named. They may be placed in a column, thus:

several books
a camera
a small notebook
a tin box for specimens

When these four items are written in a sentence, one after another, — **in a series**, as we say, — they are separated by commas as you see in the first numbered sentence above the list. The same is true of the three items or groups of words in the second sentence.

Copying. Copy sentences 1 and 2 on page 132, paying special attention to the commas. Ask a classmate to help you look your sentences over.

Now notice the use of the comma in these sentences :

1. Yes, I agree with you.
2. No, that will never do.

You can tell at once that these two sentences are answers to questions. Notice the comma after the *yes* and after the *no*.

Copying. Copy the two sentences containing the *yes* and the *no*. Remember the comma in each.

Writing. 1. Write one or more sentences of your own, containing words or groups of words in a series.

2. Write one or more sentences containing *yes* or *no*, as if you were answering a question.

A comma should be used to separate words or groups of words in a series.

A comma should be used to separate *yes* and *no* in answers from the words that follow them in the sentence.

57. Retelling a Story for Practice

THE ENCHANTED HORSE

I

1 There was in ancient times, in the country of
2 the Persians, a mighty king whose custom it was
3 to observe every year a great festival. At this
4 time he would open his palaces, reward the
5 worthy, pardon offenders, and receive the con-
6 gratulations of his people.

7 On a certain day during one of these festivals
8 a sage appeared before him with a horse made
9 of ebony and ivory.

10 The king said to the sage, "What is this
11 thing, and what is its use?"

12 The owner of the horse replied, "O my lord,
13 the use of the horse is that if any man mount it,
14 it will carry him wherever he desires to go."

15 Upon this the king's son came forward and
16 begged, "O my father, let me mount the horse
17 and make trial of it." And the king answered,
18 "Try it, my son, as thou desirest."

II

19 The king's son accordingly mounted the horse
20 and urged it forward, but it would not move.

21 "O sage," exclaimed he, "what is this? Does
22 this seem to thee a rapid pace?"

23 "Turn the peg," said the owner of the horse,
24 pointing out a wooden pin that was on its neck.
25 When the prince had turned it, the horse moved
26 and rose with him toward the sky.

27 Then the king's son was greatly alarmed and
28 bitterly did he repent his desire to make trial
29 of the horse. He examined the steed carefully to
30 find, if possible, another peg which might con-
31 trol its rapid flight, but none was to be seen.
32 At last he discovered two screws, one upon each
33 shoulder of the horse. When he turned one of
34 these, he found to his delight that his upward
35 flight was stopped and he began to descend. As
36 he descended he learned that, by turning the
37 other screw, he could guide his horse whitherso-
38 ever he desired.

III

39 Now as he came nearer the earth he discov-
40 ered countries and cities which he had never
41 seen before, and among them was a beautiful
42 city in the midst of a green valley.

43 "Here will I spend the night," decided the
44 prince, "and in the morning I will return to my
45 father and tell him of my strange adventure."

46 Accordingly he began to search for a safe
47 shelter and soon saw in the center of the city
48 a palace rising high in the air and guarded by
49 strong walls.

50 "This place is attractive," thought he, and
51 dismounted upon the palace roof. Here he
52 waited until he was sure that the inmates were
53 asleep, and then, being both hungry and thirsty,
54 he went down a flight of steps into the building
55 to look for something to eat.

Word Study

Let us study the story before trying to tell it. First, let us study the words. A list is given below, in which each word is numbered according to the line from which it is taken.

Exercise. 1. Find in the story each of the words below, and try to give one or more words that could be used in its place. If you cannot think of suitable words, consult the dictionary.

1	ancient	14	carry	34	delight
2	mighty	14	desires	35	descend
2	custom	19	accordingly	37	guide
3	observe	20	urged	41	beautiful
3	great	22	rapid	43	decided
3	festival	22	pace	44	return
4	palaces	26	rose	45	strange
5	worthy	27	alarmed	45	adventure
5	pardon	28	bitterly	46	search
5	offenders	28	repent	47	shelter
5	receive	29	examined	48	guarded
5	congratulations	29	carefully	49	strong
8	sage	30	control	50	attractive
8	appeared	31	flight	51	dismounted
13	mount	32	discovered	52	inmates

2. Read the first section of the story aloud. When you come to a word you have been studying, use another word in its place.

3. In the same way read the remaining two sections of the story.

Expressing a Thought in More Than One Way

The thought of this sentence from the story can be expressed in several different ways :

There was in ancient times, in the country of the Persians, a mighty king.

You could say :

Long ago there lived in Persia a powerful ruler.

Once upon a time there ruled over Persia a strong monarch.

In olden times there reigned over Persia a great emperor.

Speaking. Express in one or more different ways the thought of each of the following sentences :

1. It was the king's custom to observe a great festival every year.

2. He would reward the worthy and pardon offenders.

3. He would receive the congratulations of his people.

4. On a certain day a sage appeared before him.

5. "It will carry him wherever he desires to go."

6. The son mounted the horse and urged it forward.

7. The king's son bitterly repented what he had done.

8. He examined the steed carefully.

9. Was there another peg which might control its rapid flight?

10. He found to his delight that he was beginning to descend.

11. He discovered a beautiful city in the midst of a green valley.

12. "In the morning I will return and tell of my strange adventure."

13. He began to search for a safe shelter for the night.

14. "This place is attractive," he thought, as he dismounted upon the palace roof.

15. He waited until he was sure the inmates were asleep.

Dramatization

With two classmates prepare to play the story for the entertainment of the class. The part of the prince is the hardest of the three, because he will have to make up some of the things he must say. He will have to tell what he sees as he rides the horse through the sky. Perhaps the teacher will help in the preparation of the play.

Practice in Speaking

Now you are ready to tell the story for practice, in order to improve your speaking. Remember your principal faults and try to overcome them in this practice exercise. Tell only one of the three parts of the story, but do not stop your practice until you can tell that part well.

°**Special Duty.** 1. When you have finished your work in the preceding exercise, you may have time for something else while some of the other pupils are still practicing. This is to invent for the story an interesting ending with which to entertain the class. What happened to the prince in that strange palace, and how did he manage to return safely to his father?

°2. There is another thing to do, if you have time for it. Find the story in the Arabian Nights, read what actually happened after the prince went down into the strange palace, read how the story ended, and then tell this to the class. As it is a long story, several pupils should read it. Then each one may choose the part that he will tell the class.

127. Test, Review, and Final Practice :
Pronouncing Correctly

In the Appendix, pages 168–171, are the words that you have been learning during the past few years to pronounce correctly. This year's words are not in that list.

Test. With the class making a note of each of your mistakes, if there are any, pronounce the entire list rapidly and distinctly. Did you make a perfect score? If not, study the words you mispronounced. Do you need to study again the words listed on pages 107–108?

Game. Sides are chosen as for a spelling match. Side A begins the game by reading the list beginning on page 168. Each pupil reads a word, and the reading continues as long as no mistakes in pronunciation are made. When such a mistake is made, side B begins to read. Side B begins where side A stopped. So the game goes on, each side trying to read as many words as possible at each reading. At the end, the side that has read the greater number of words correctly is the winner. (Pages 107–108 may be used also.)

59. Test, Review, and Final Practice: Correct Usage

Ever since you entered school some years ago you have been learning the correct use of a number of words. These are contained in the following sentences.

Test. Opposite the numbers 1 to 51 on a sheet of paper write the correct words from the fifty-one parentheses. Correct your list in the usual manner.

1. I never (saw ¹ seen) him do (anything ² nothing) that he did not do (well ³ good).
2. If he ever (done ⁴ did) a poor piece of work, no one (ever ⁵ never) (seen ⁶ saw) it.
3. He (don't ⁷ doesn't) do (that ⁸ those) sort of thing.
4. Where (was ⁹ were) you when the juggler (did ¹⁰ done) the sword trick? Have you never (saw ¹¹ seen) it?
5. Most jugglers (don't ¹² doesn't) do (those ¹³ that) sort of tricks. He (did ¹⁴ done) it (good ¹⁵ well).
6. Of course he (don't ¹⁶ doesn't) (teach ¹⁷ learn) (no one ¹⁸ anyone) else how it is (done ¹⁹ did).
7. Is that (he ²⁰ him) (sitting ²¹ setting) there?
8. (These ²² These here) flowers are prettier than (those ²³ those there).
9. She has often (sang ²⁴ sung) that song very (well ²⁵ good).
10. Where has the girl (went ²⁶ gone)? What has she (did ²⁷ done)?

11. She has (**gone**²⁸ **went**) to the store, she has bought some candy, and she has (**ate**²⁹ **eaten**) it.
12. Where (**were**³⁰ **was**) we when she (**come**³¹ **came**) back?
13. What they had not (**eaten**³² **ate**), the hunters (**thrown**³³ **threw**) to the hungry dogs.
14. They had never (**drunk**³⁴ **drank**) (**any**³⁵ **no**) fresher water.
15. The dogs had (**run**³⁶ **ran**) along the trail through (**them**³⁷ **those**) woods about which I have (**wrote**³⁸ **written**) you.
16. (**May**³⁹ **Can**) I see what you have (**written**⁴⁰ **wrote**)?
17. The boys' books (**was**⁴¹ **were**) (**laying**⁴² **lying**) on the chairs when the school bell (**rang**⁴³ **rung**).
18. (**Isn't**⁴⁴ **Ain't**) that (**he**⁴⁵ **him**) (**setting**⁴⁶ **sitting**) in the car?
19. (**Those**⁴⁷ **Them**) are the kind of berries I have often (**ate**⁴⁸ **eaten**).
20. (**Can**⁴⁹ **May**) I go with you when you (**teach**⁵⁰ **learn**) (**them**⁵¹ **those**) boys that new trick?

Drill in Correct Usage. If your score in the test shows that you need to study these words more, read the sentences above repeatedly, choosing the correct words, and gradually increasing your speed until you can make a satisfactory time record.

**60. Test, Review, and Final Practice : Spelling
Troublesome Words**

In the following sentences the words in the parentheses are somewhat difficult to spell. Each of those words is pronounced like another word that has a different spelling, as well as a different meaning. During the last few years you have been studying all those words, and probably you know most of them perfectly. The test will show.

Test. 1. On a sheet of paper rapidly write the correct word from each parenthesis below, together with the number of the parenthesis. Write only the words in section *A*. When you have finished, check your list as the teacher or a pupil spells the words aloud.

2. In the same way test yourself with section *B*; with section *C*; with section *D*.

A

1. An ostrich (**eight**¹ **ate**) a (**piece**² **peace**) of (**meet**³ **meat**) that he found on the (**road**⁴ **rode**).
2. (**Are**⁵ **Or**) you going any (**farther**⁶ **father**) along this (**rode**⁷ **road**) on that (**horse**⁸ **hoarse**)?
3. (**Wood**⁹ **Would**) you (**write**¹⁰ **right**) me (**wear**¹¹ **where**) his (**son**¹² **sun**) was (**cent**¹³ **sent**)?
4. With a (**blue**¹⁴ **blew**) (**flour**¹⁵ **flower**) in her (**hare**¹⁶ **hair**) and a (**red**¹⁷ **read**) (**flower**¹⁸ **flour**) in her hand she (**road**¹⁹ **rode**) down the (**road**²⁰ **rode**).

5. Will your (son²¹ sun) (by²² buy) (for²³ four) (pairs²⁴ pears) (four²⁵ for) (one²⁶ won) (sent²⁷ cent) (or²⁸ are) (to,²⁹ too, two) apples (for³⁰ four) (to,³¹ too, two) cents?

B

6. (An³² And) ostrich (an³³ and) (an³⁴ and) oriole (would³⁵ wood) hardly ever (meat³⁶ meet) on any (road³⁷ rode), (wood³⁸ would) they?
7. (None³⁹ Nun) (stair⁴⁰ stare) at me as I (sale⁴¹ sail) (by⁴² buy).
8. (Where⁴³ Wear) shall I (right⁴⁴ write) you next (week⁴⁵ weak)?
9. Did you (no⁴⁶ know) or (hear⁴⁷ here) that we (knew⁴⁸ new) your correct (wait⁴⁹ weight)?
10. The (horse⁵⁰ hoarse) (nose⁵¹ knows) that his master (rode⁵² road) (off⁵³ of) last (night⁵⁴ knight), but he does not (no⁵⁵ know) (wear⁵⁶ where).

C

11. (Waste⁵⁷ Waist) (know⁵⁸ no) time (sewing⁵⁹ sowing) seeds in that poor garden or (sowing⁶⁰ sewing) patches on that old coat.
12. (Then⁶¹ Than) (and⁶² an) (there⁶³ their) the carrier for rural (route⁶⁴ root) No. 4 decided that he had to (half⁶⁵ have) a fire in his (grate⁶⁶ great).

13. The (eight⁶⁷ ate) (suns⁶⁸ sons) (cent⁶⁹ sent) (to,⁷⁰ too, two) town (to,⁷¹ too, two) (by⁷² buy) (their⁷³ there) (farther⁷⁴ father) a present (four⁷⁵ for) his birthday.
14. (Wood⁷⁶ Would) is better (then⁷⁷ than) iron (four⁷⁸ for) some things.
15. Is it (right⁷⁹ write) that he should (half⁸⁰ have) to (where⁸¹ wear) the armor of a (night⁸² knight) all (knight⁸³ night)?

D

16. The (hair⁸⁴ hare) (new⁸⁵ knew) better (than⁸⁶ then) to eat the (blew⁸⁷ blue) (flour⁸⁸ flower) in the vase on the (stare⁸⁹ stair).
17. The (nun⁹⁰ none) said, "Let (there⁹¹ their) be (piece⁹² peace)."
18. The (knight⁹³ night) was (to,⁹⁴ too, two) (week⁹⁵ weak) and (to,⁹⁶ too, two) (horse⁹⁷ hoarse) to explain (where⁹⁸ wear) they (wood⁹⁹ would) or could find the (road¹⁰⁰ rode) about which he had (red¹⁰¹ read).
19. (Here¹⁰² Hear), (write¹⁰³ right) in the (road¹⁰⁴ rode), a (grate¹⁰⁵ great) (route¹⁰⁶ root) was in the (way¹⁰⁷ weigh).
20. (Waist¹⁰⁸ Waste) (know¹⁰⁹ no) time when you (weigh¹¹⁰ way) yourself, (four¹¹¹ for) I want to (know¹¹² no) your exact (weight¹¹³ wait) this very (night¹¹⁴ knight).

Drill in Correct Spelling. 1. If the test showed that you need further drill in the spelling of these troublesome words, read the sentences of section *A* aloud and do two things: (1) select the correct words from the parentheses, and (2) spell those words aloud. That is, read the sentences as the first sentence is given here:

An ostrich ate (*ate*) a piece (*piece*) of meat (*meat*) that he found on the road (*road*).

How rapidly can you read the five sentences of the first section? Does it take you long to decide which is the correct word in each parenthesis? Continue to read the sentences until you can make better time.

2. In the same way, read, if necessary, the sentences in section *B*; in section *C*; in section *D*.

3. Perhaps you know most of the troublesome words perfectly, but one or two need further study by you. Find with the help of the Index where these words are explained, and study those lessons again.

Game. Sides are chosen. As many of side *A* go to the board as can write there. Pupils from side *B* now read aloud one or more of the test sentences on pages 142-144 while those at the board write them. After all mistakes in spelling have been counted, side *B* goes to the board and writes from dictation. Again mistakes are counted. At the end, after each side has written on the board several times, the side that has made the smaller number of mistakes in spelling is declared the winner.

61. Test, Review, and Final Practice : Letter Writing

Each of the three numbered paragraphs below is a letter. It surely does not look like one, and no one would write a letter in that way. The following are so written in order that you may have practice in putting them into proper letter form and inserting punctuation marks where these belong.

Test. Arrange the first letter below as it should be, and insert punctuation marks :

I

220 Mountain Avenue Portland Oregon May 14 1930
St Nicholas 353 Fourth Ave New York N Y Dear Sir
Beginning with the June number please send *St. Nicholas*
to me for one year at the address given above I inclose
a money order for three dollars Very truly yours Hilda
Johnson

II

74 Poplar Street Helena Montana May 21 1930 Amer-
ican Boy 550 Lafayette Boulevard Detroit Mich Dear
Sirs I have often heard of your magazine but have never
had a sample copy Will you kindly send me one and let
me know what the subscription price is Yours truly
David Bruce

III

539 Park St Oshkosh Wis May 23 1930 Boys' Life
200 Fifth Ave New York City Dear Sir Please send me
several sample copies for our Boy Scout unit Do you
make a special subscription rate when half a dozen or
more subscriptions are sent to you at one time Very
truly yours James O'Conner Boy Scout

Writing. If you made no mistake in rewriting the test letter, you need not rewrite the second; but if your first letter showed that you need further practice, rewrite the second and, if necessary, the third letter also.

62. Reading a Poem Aloud

Reading. Read the following poem aloud, first for practice and your own enjoyment, then to give pleasure to your hearers:

THE THROSTLE

"Summer is coming, summer is coming.
I know it, I know it, I know it.
Light again, leaf again, life again, love again!"
Yes, my wild little poet.

Sing the new year in under the blue.
Last year you sang it as gladly.
"New, new, new, new!" Is it then so new
That you should carol so madly?

"Love again, song again, nest again, young again,"
Never a prophet so crazy!
And hardly a daisy as yet, little friend,
See, there is hardly a daisy.

"Here again, here, here, here, happy year!"
O warble unhidden, unbidden!
Summer is coming, is coming, my dear,
And all the winters are hidden.

ALFRED TENNYSON

63. Summary: the Year's Aims and Gains

Each aim, or gain, is stated as a rule of what a speaker or writer should do. The numbers in the parentheses refer to sections in this book.

1. Stand erect, on both feet, and look at the audience in a friendly way. (1, 3)
2. Without straining or raising the voice, speak loud enough to be easily heard. (1, 3)
3. Speak distinctly, not mumbling the words, and in a pleasant tone of voice. (1, 3)
4. Pronounce correctly, particularly certain troublesome words that have been studied or reviewed during the year. (1, 9, 17, 45, 58)
5. Use correct English, avoiding particularly the common errors that have been studied and reviewed during the year.

REVIEWED: *saw, seen*, 4, 14, 59; *did, done*, 4, 14, 59; *came, come*, 4, 14, 59; *went, gone*, 4, 14, 59; *was, were*, 4, 14, 59; *learn, teach*, 4, 14, 59; *may, can*, 4, 14, 59; *isn't, aren't*, 4, 14, 59; *those, them*, 4, 14, 59; *no, not, never*, 4, 14, 59; *lie, lying, lay, lain*, 4, 14, 18, 44, 59. (See also Index.)

STUDIED AND REVIEWED: *doesn't, don't*, 8, 14, 59; *it is I, he, we, she, they*, 18, 54, 59; *ate, eaten*, 23, 54, 59; *wrote, written*, 23, 54, 59; *ran, run*, 28, 54, 59; *rang, rung*, 28, 54, 59; *sang, sung*, 28, 54, 59; *drank, drunk*, 28, 54, 59; *threw, thrown*, 33, 54, 59; *this, these, that, those*, 41, 44, 59; *good, well*, 47, 54, 59; *sit, sitting, sits, sat*, 50, 54, 59. (See Index.)

6. Choose fitting words, words that express truly what you wish to say; do not use the same word too often. (40, 57)
7. Avoid the use of slang, as well as of worn-out words. (13, 16)
8. Avoid unnecessary words, such as *why, say, listen, well*, when these add nothing to the meaning of the sentence. (29)
9. Go to the dictionary for help in choosing words, in learning their exact meaning, their spelling and pronunciation. (20, 27, 45, 46, 53)

10. Do not say the same thing always in the same words. (40, 46, 57)
11. Know what a sentence is. (19, 21, 37, 51)
12. Make a suitable pause between sentences. (13, 16)
13. Avoid using unnecessary *and's*. (10, 13, 16)
14. Show politeness. (35, 43)
15. Have something worth while to say, something that will inform or entertain the hearer or reader. (2, 3, 31, 38)
16. Choose a subject of the right size — small enough for everything of interest to be said about it in a talk, report, or letter. (5, 7)
17. Begin the talk, story, report, or letter with a promising sentence. (6, 13, 26, 31, 39)
18. Stick to the subject. Do not wander away to other subjects. (2, 7, 13, 16, 26)
19. Be clear; tell things so that others can understand them easily; tell things in an orderly way from beginning to end. (1, 7, 16, 42)
20. Before speaking or writing have an outline in mind; that is, know what to say first, what next, and what last. (1, 7, 42, 57)
21. Telephone distinctly, politely, and without waste of time or words. (35)
22. Have a clean, neat-looking paper. (12, 15, 16, 24, 48)
23. Leave margins around the writing, wide enough to look well. (12, 16, 31, 48)
24. Write plainly. (12, 15, 16, 24, 48)
25. Spell correctly, particularly certain troublesome words that you have studied or reviewed during the year. (22, 32, 36, 49, 60)
26. Indent the first line of every paragraph. (12, 24, 61)
27. Arrange the parts of a letter neatly and correctly on the paper. (12, 15, 31, 48, 52, 61)
28. Write the envelope address above the greeting in a business letter. (48, 52, 61)
29. Address the envelope neatly, plainly, and correctly. (12)

30. Copy or write from dictation a short and suitable paragraph without making mistakes. (12, 61)
31. Know what mistakes to guard against in your speaking and writing. (1, 13, 16, 24, 46, 63)
32. Criticize the speaking of others both clearly and politely, when asked to do so. (7, 13, 16, 30)
33. Know *how to study* in preparation for speaking or writing; that is, know how to ask yourself (and to answer) questions about your subject. (1, 32, 36, 38)
34. Overcome your faults as a speaker and writer by *practice*; that is, by trying again and again to do better what you need to improve. (7, 13, 30, 35, 40, 46)
35. Observe the following rules, given on pages 176-180, for the use of capital letters and punctuation marks: *capital letters*, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; *the period*, 13, 14, 15; *the question mark*, 16; *the exclamation mark*, 17; *the comma*, 18, 19, 20, 21, 22, 23, 24, 25; *the colon*, 26; *quotation marks*, 27, 28; *the hyphen*, 29; *the apostrophe*, 30, 31; *the underline*, 32.

° APPENDIX

I. Correct Usage. *Saw, seen; did, done; came, come; and Other Words that You Studied in Earlier Grades*

Each numbered group of words below is followed by several sentences that show the correct uses of those words.

1. *Saw, Seen*

1. *Have* you *seen* my brother? (NOT *Have* you *saw* my brother?)

2. I *saw* him this morning. (NOT I *seen* him this morning.)

2. *Did, Done*

3. Who *did* that? (NOT Who *done* that?)

4. I *have done* my work. (NOT I *have did* my work.)

3. *Went, Gone*

5. Where *have* they *gone*? (NOT Where *have* they *went*?)

6. He *has gone* home. (NOT He *has went* home.)

4. *Came, Come*

7. She *came* here yesterday. (NOT She *come* here yesterday.)

8. *Has* she ever *come* here before? (NOT *Has* she ever *came* here before?)

5. *Was, Were*

9. *Were* you in school today? (NOT *Was* you in school today?)

10. We *were* at home. (NOT We *was* at home.)

11. Where *were* they? (NOT Where *was* they?)

°Optional supplementary or alternative exercises. See Teachers' Manual for explanation.

6. *Learn, Teach*

12. He will *teach* me the trick. (NOT He will *learn* me the trick.)
 13. He *taught* me another trick. (NOT He *learned* me another trick.)

7. *May, Can*

14. *May* I go out, Mother? (NOT *Can* I go out, Mother?)
 15. *May* I trouble you for the salt, John? (NOT *Can* I trouble you for the salt, John?)

8. *Am Not, Isn't, Aren't*

16. I *am not* afraid of mice. (NOT I *ain't* afraid of mice.)
 17. She *isn't* afraid of anything. (NOT She *ain't* afraid of anything.)
 18. *Aren't* you coming with us, Fred? (NOT *Ain't* you coming with us, Fred?)
 19. Those boys *aren't* spending their money. (NOT Those boys *ain't* spending their money.)

9. *Those, Them*

20. *Those* are the stories I like. (NOT *Them* are the stories I like.)
 21. Are *those* books yours? (NOT Are *them* books yours?)

10. *No, Not, Never*

22. I *have never* seen a tiger. (NOT I *haven't never* seen a tiger.)
 23. He *has no* mittens. (NOT He *hasn't no* mittens.)
 24. She has *not* seen *any* mittens. (NOT She has *not* seen *no* mittens.)

11. *Lie, Lying, Lay, Lain*

25. There *lie* your skates. (NOT There *lay* your skates.)
 26. His hat *lies* on the chair. (NOT His hat *lays* on the chair.)
 27. What is that *lying* on the lawn? (NOT What is that *laying* on the lawn?)
 28. The cat *lay* before the fire. (NOT The cat *laid* before the fire.)
 29. She *has* often *lain* there. (NOT She *has* often *laid* there.)

Test. As you read the following sentences to yourself, write on a sheet of paper the correct word from each parenthesis, together with the number of the parenthesis :

1. Have you (saw ¹ seen) my book (lying ² laying) on one of these chairs?
2. (Was ³ Were) you in the room when John (came ⁴ come) in?
3. (Aren't ⁵ Ain't) (them ⁶ those) stories interesting?
4. (Those ⁷ Them) boys have (went ⁸ gone) to town.
5. Please (teach ⁹ learn) me how you (did ¹⁰ done) that example?
6. (Can ¹¹ May) I borrow one of (those ¹² them) pencils?
7. Have you ever (gone ¹³ went) hunting rabbits?
8. Yes, but I (saw ¹⁴ seen) no rabbits (nowhere ¹⁵ anywhere).

Drill. As you repeatedly read the sentences aloud, choose the correct words until you can do this rapidly. How fast a time record can you make, reading both correctly and distinctly?

II. Correct Usage. Alternative or Supplementary Exercises, Tests, and Drills for Sections 8, 18, 23, 28, 33, and 41 of this Book

1. *Don't, Doesn't*

Exercise. Fill each blank in the following answers with *don't* or *doesn't*, whichever you think correct :

1. *Question.* Doesn't that little boy know where he lives?

Answer. He ¹ know the street, and he ² know the house number.

2. *Question.* Don't his classmates know?

Answer. That big boy ³ know, and the girls ⁴ know.

3. *Question.* Why doesn't his father tell him these things?

Answer. His father --⁵-- know that the boy --⁶-- know them.

4. *Question.* George, who in the class doesn't know his lesson?

Answer. The girls --⁷-- know theirs, Tom --⁸-- know his, and Fred --⁹-- know his.

5. *Question.* Doesn't anyone in the class know his lesson?

Answer. Some know it, but most of us --¹⁰--.

6. *Question.* Does Mary sing well?

Answer. She does sing well, but she --¹¹-- sew well, and she --¹²-- cook well.

Test. On a sheet of paper write the numbers 1 to 12 in a column. Opposite each number write the correct word for the blank of that number in the sentences above. When the teacher or a pupil reads the correct list, check your work. If you have made any mistakes, use the following drill.

Drill. Repeatedly read the preceding questions and answers aloud, filling each blank with the right word, until you can do this rapidly.

2. *It Is I, It Is He, etc.*

Exercise, Test, Drill. Following the plan of the preceding exercise, test, and drill, fill each blank in the following answers with *I* or *me*, *he* or *him*, *she* or *her*, *we* or *us*, or *they* or *them*, whichever seems to you suitable and correct:

1. *Question.* Is that you, Joyce?

Answer. Yes, Mother, it is --¹--. It is Mary and
--²--.

2. *Question.* Was it Kent that brought in the milk?
Answer. Yes, Mother, it was ___³___. I know it was ___⁴___.
3. *Question.* Is that you and Kent talking together?
Answer. No, it isn't ___⁵___, Mother. It is Mary and June who are talking. It is ___⁶___ who are giggling, too.
4. *Question.* Who is calling me? You, John?
Answer. No, Fred, it's not ___⁷___. It's not Alfred either. It isn't ___⁸___, and it isn't ___⁹___.
5. *Question.* Is it Mary, then?
Answer. Yes, it's ___¹⁰___. It was ___¹¹___ yesterday too.
6. *Question.* Is it those two boys that are making all the noise?
Answer. No, Mother, it isn't ___¹²___. It's ___¹³___ two girls.

3. *Ate, Eaten* *Wrote, Written*

Exercise, Test, Drill. Fill each of the following blanks with the word — *ate, eaten, wrote, or written* — that seems to you suitable and correct :

1. *Question.* What have you eaten, Kenneth?
Answer. I ___¹___ a sandwich, and then I ___²___ a cooky; but I have ___³___ nothing else.
2. *Question.* When did you write your letter to Elsie?
Answer. I haven't ___⁴___ her any letter. I ___⁵___ to Beth, but I have not ___⁶___ to Elsie yet.
3. *Question.* What have you done this morning, Frank?
Answer. I have ___⁷___ two letters. I ___⁸___ two yesterday too.

4. *Question.* Have you eaten anything since breakfast?

Answer. Yes, I ⁹ a sandwich at ten o'clock, but I have ¹⁰ nothing since then.

5. *Question.* Who has finished his composition?

Answer. I have ¹¹ mine; I ¹² it yesterday.

6. *Question.* How many meals do you eat a day?

Answer. I have never ¹³ fewer than three. I ¹⁴ three today.

4. *Ran, Run* *Rang, Rung* *Sang, Sung* *Drank, Drunk*

Exercise, Test, Drill. Notice the four pairs of words above. Following the usual plan, fill each blank in the answers below with the word which seems to you suitable and correct:

1. *Question.* What did the rabbit do?

Answer. It ¹ as fast as it could, but the dog ² after it.

2. *Question.* Did the dog catch the rabbit?

Answer. No. He has often ³ after rabbits, but he has never ⁴ fast enough.

3. *Question.* After the bell rang, what did you do?

Answer. After the bell ⁵ , we ⁶ a song. It was a new song that we had never ⁷ before.

4. *Question.* Do you wish a glass of water?

Answer. No, thank you. I have just ⁸ a cup of milk.

5. *Question.* Have you ever drunk buttermilk?

Answer. I ⁹ some yesterday. Yes, I have often ¹⁰ buttermilk.

6. *Question.* Did you hear the sexton ringing the bell?
Answer. Yes. He ¹¹ it at noon. He has ¹² that bell every day for many years.

5. *Threw, Thrown*

Exercise, Test, Drill. In the usual way (see the plan followed in the exercises above) fill the blanks below with *threw* or *thrown*, whichever you think correct:

1. *Question.* Who threw that ball?
Answer. I ¹ it once, and Alfred ² it twice.
2. *Question.* Can't you throw better than that?
Answer. I have ³ better. I ⁴ better yesterday.
3. *Question.* Have you ever thrown at a target?
Answer. I have ⁵ stones at a target. I never ⁶ a ball at a target.
4. *Question.* At what kind of target have you thrown?
Answer. I have ⁷ at tree stumps and at tin cans. I never ⁸ at a real target.
5. *Question.* Did you ever play catch with Tom?
Answer. Yes. He ⁹ the ball to me, and I ¹⁰ it to him.
6. *Question.* Was the boy in danger?
Answer. The guard ¹¹ him a life buoy, but several boys had already ¹² him some boards.

6. *This, These That, Those*

Exercise, Test, Drill. You know the plan to follow in filling the blanks in the answers below. For some of the blanks either *this* or *that* is correct; for others, either *these* or *those*. Select the suitable word for each blank.

1. *Question.* Are these what you want to buy?
Answer. No, I don't want ___¹___ kind. I want ___²___ kind.
2. *Question.* Do you like that apple?
Answer. Yes, I like ___³___ kind of apple better than ___⁴___ kind in the basket.
3. *Question.* Have you read this story?
Answer. No, I haven't read any of ___⁵___ stories.
4. *Question.* Don't you like adventure stories?
Answer. Yes, I like ___⁶___ kind of stories. I like ___⁷___ kind, and I like other kinds.
5. *Question.* Which flowers do you think are the prettiest of all in this garden?
Answer. I think ___⁸___ kind is the prettiest, although ___⁹___ kind is very pretty, too. ___¹⁰___ kind is prettier than ___¹¹___ kind, I think.
6. *Question.* Those mountain people are brave, aren't they?
Answer. Yes. ___¹²___ kind of people is very brave.

7. Good, Well

Exercise, Test, Drill. In the usual manner fill each blank in the following answers with *well* or *good*, whichever you think correct :

1. *Question.* Is there a good writer in the class?
Answer. Frank writes ___¹___, Mary writes ___²___, and Tom is a ___³___ writer.
2. *Question.* Did she do her work well?
Answer. Yes. She is a ___⁴___ worker. She always does her work ___⁵___.

3. *Question.* Can he read well?
Answer. Yes. He is a 6 reader. In fact, he reads very 7 .
4. *Question.* What must a good speaker do well?
Answer. He must stand 8 , pronounce every word 9 , choose his words 10 , and do several other things well. It isn't easy to be a 11 speaker.
5. *Question.* Is Tom good at figures?
Answer. He adds 12 , but he is not very 13 in division. He does not divide 14 .
6. *Question.* Can those children play this game well?
Answer. They are 15 at all games. They can play any game 16 . They can play this game 17 .

8. *Sit, Sits, Sitting, Sat*

Exercise, Test, Drill. In the usual manner fill each of the following blanks with the word you think correct — *sit*, *sits*, *sitting*, or *sat* :

1. *Question.* What is your grandfather doing?
Answer. He is 1 in the armchair where he always 2 after dinner.
2. *Question.* Was he sitting there yesterday?
Answer. He always 3 there. He 4 there a year ago.
3. *Question.* Where is your dog?
Answer. He is 5 on the porch, watching for me.
4. *Question.* Why do you set that chair so near the fire?
Answer. I want to 6 in it, and I am cold.

5. *Question.* Did you ever sit in this easy chair?
Answer. Yes. I _-⁷-_ in it this morning. I _-⁸-_ in it only an hour ago.
6. *Question.* Did you set the baby on the floor?
Answer. Yes, and there she _-⁹-_ now. See how quietly she _-¹⁰-_ there.

III. Spelling Certain Troublesome Words (Homonyms)

The following numbered sentences show the words in italics spelled and used correctly. Refer to these sentences if you have trouble selecting the right words for the exercises and tests on pages 161-163 (top).

1. A boy *and an* animal of some kind had crossed the field.
2. The sky was *blue*, but a strong wind *blew* all day.
3. It was *eight* when we *ate* our breakfast.
4. I *have four* and one-half dollars *for you*.
5. Did you *hear* that a *knight* came *here* last *night*?
6. Who *knows* whether a big *nose* is better than a small *nose*?
7. At the *meat* market whom should I *meet* but Fred?
8. Each *of* those signs said, "Keep *off*."
9. *Are* these *our* bundles *or are* they yours?
10. Each *pair* of eyes saw the ripe *pear* on the tree.
11. We do not want war; we want *peace*; we do not want to go to war for this little *piece* of land.
12. He *read* the book with the *red* cover.
13. The strange horseman *rode* rapidly down the *road*.
14. *Then* he rode more slowly *than* before.
15. Is that *their* car over *there*?
16. *Two* pieces of pie are *too* many for one boy *to* eat.
17. He was *weak* and stayed in bed nearly a *week*.
18. *Where* can you *wear* so bright a tie as that?
19. The score was two to *one*, and our boys *won*.

Exercise, Test, Review

Exercise. The blank in each of the following sentences is to be filled with one of the words that you see in parenthesis before the sentence. Pronounce that word and spell it. Thus, for sentence 9, say *where*, and then spell *w h e r e*.

1. (here, hear) Are you _ _¹_ _ at last?
2. (are, our, or) Where _ _²_ _ our friends?
3. (won, one) Who _ _³_ _ the game?
4. (two, too, to) Three and _ _⁴_ _ are five.
5. (an, and) We saw _ _⁵_ _ animal in the tree.
6. (their, there) The pupils studied _ _⁶_ _ lesson.
7. (their, there) My book is not here. Is it _ _⁷_ _?
8. (where, wear) What shall I _ _⁸_ _ to the party?
9. (where, wear) Do you know _ _⁹_ _ my pencil is?
10. (an, and) Two _ _¹⁰_ _ two are four.
11. (two, too, to) Are you going _ _¹¹_ _ town?
12. (two, too, to) Don't ask _ _¹²_ _ many questions.
13. (won, one) John has two pencils, but I have only _ _¹³_ _.
14. (are, our, or) That is your car, and this is _ _¹⁴_ _ car.
15. (are, our, or) Which do you like better, this _ _¹⁵_ _ that?
16. (here, hear) You are there, but I can _ _¹⁶_ _ you.

Test. Write the numbers 1 to 16 in a column on a sheet of paper. Read again the sentences above; opposite each number on your paper write the correct word for the blank that has the same number.

1. *Knight, Night* *Knows, Nose* *Half, Have* *Pair, Pear*

Exercise. Before each numbered sentence at the top of page 162 are two words in parenthesis. One of these is the correct word for that sentence. Say and spell this word:

1. (knight, night) The _ ¹ _ was in full armor.
2. (knows, nose) The hunter _ ² _ how to shoot.
3. (half, have) It was _ ³ _ an hour before train time.
4. (pair, pear) Is that your _ ⁴ _ of shoes?
5. (knight, night) After the _ ⁵ _ comes the morning.
6. (knows, nose) The old man had a red _ ⁶ _.
7. (half, have) I _ ⁷ _ a new pair of mittens.
8. (pair, pear) What are you eating — a peach or a _ ⁸ _?

Test. On a sheet of paper write the correct words for the blanks above, with the number of each. Check your work when the teacher or a pupil reads the correct words aloud and gives the spelling of each one.

2. Road, Rode Meat, Meet Weak, Week Peace, Piece

Exercise, Test. Study the four pairs of words above as you studied the preceding four pairs. Use the following eight sentences :

1. (road, rode) The farmer boy _ ⁹ _ the mule.
2. (meat, meet) He did not wish to _ ¹⁰ _ anyone.
3. (weak, week) He passed our house last _ ¹¹ _.
4. (peace, piece) We do not want war : we want _ ¹² _.
5. (road, rode) The country _ ¹³ _ was rough.
6. (weak, week) The old mule was too _ ¹⁴ _ to go far.
7. (meat, meet) The hungry boy enjoyed the bread and _ ¹⁵ _.
8. (peace, piece) Then he ate a large _ ¹⁶ _ of cake.

3. Than, Then Four, For Blue, Blew Read, Red

Exercise, Test. Study the four pairs of words above as you studied the four above those :

1. (than, then) The collie is taller _ ¹⁷ _ the terrier.
2. (four, for) Two and two are _ ¹⁸ _.
3. (blue, blew) A cold wind _ ¹⁹ _ from the north.
4. (read, red) Have you _ ²⁰ _ this story?

5. (than, then) Now and -²¹- it snows here.
 6. (four, for) Is this letter -²²- you or for me?
 7. (blue, blew) The clouds are white, and the sky is -²³-.
 8. (read, red) Three cheers for the -²⁴-, white, and blue.

Final Test. 1. How rapidly can you give the correct words for the twenty-four blanks above? Spell each word as you give it, and give also the number of the blank to which it belongs.

2. How rapidly can you write those twenty-four words in a column with the number of the blank to which each belongs?

4. *By, Buy* *Nun, None* *No, Know*

Exercise. Notice the words in parenthesis before each of the numbered sentences below. Which is the correct word for each sentence? Name it and spell it.

1. (by, buy) We shall -¹- the book in the store -²- the school.
 2. (by, buy) When the radio has been finished -³- Fred, we shall -⁴- it.
 3. (nun, none) -⁵- knew⁵ the quiet -⁶- as she entered the church.
 4. (nun, none) The faithful -⁷- told -⁸- [the important secret.
 5. (no, know) Do you -⁹- that there is -¹⁰- oil in the tank?
 6. (no, know) They -¹¹- that they have -¹²- right to go there.

Test. Write the correct words for the blanks above, together with the number of each. Check your work.

Drill. If you failed to pass the test with a perfect mark, repeatedly read the six sentences above, spelling the correct word for each blank.

5. *New, Knew* *Great, Grate* *Hair, Hare*

Exercise, Test, Drill. As you studied *by, buy, nun, none, no,* and *know,* study the three groups of words above.

1. (new, knew) Everybody _¹³_ that I was wearing a _¹⁴_ suit.
2. (great, grate) The _¹⁵_ statesman sat and watched the fire in the _¹⁶_.
3. (hair, hare) They shot the _¹⁷_ and saw that its fur had light-brown _¹⁸_.
4. (new, knew) Since he was a _¹⁹_ boy in the school, nobody _²⁰_ him.
5. (great, grate) After they had lighted the fire in the _²¹_, everything was ready for the arrival of the _²²_ musician.
6. (hair, hare) It was the dog with the long _²³_ that caught the scampering _²⁴_.

6. *Stair, Stare* *Sail, Sale* *Flower, Flour* *Waist, Waste*

Exercise, Test, Drill. Study the four groups of words above as you did the preceding groups.

1. (stair, stare) See those people on the _²⁵_; see how they _²⁶_ at us.
2. (stair, stare) We climbed the steep _²⁷_. We saw the policeman _²⁸_ at us.
3. (sail, sale) There was a _²⁹_ of boys' _³⁰_ boats at the toy store.
4. (sail, sale) After we had bought a few things at the bargain _³¹_, we took a _³²_ on the river.
5. (flower, flour) Bread is made of _³³_. There was a red _³⁴_ in the vase.
6. (flower, flour) He picked a _³⁵_ in the garden. The grocer brought a bag of _³⁶_.
7. (waist, waste) Do not _³⁷_ the paper. He buckled a broad leather belt about his _³⁸_.
8. (waist, waste) In the _³⁹_ basket lay a girl's silk _⁴⁰_.

7. *Right, Write* *Root, Route* *Father, Farther*

Exercise, Test, Drill. As you studied preceding pairs of words, study the three pairs above.

1. (right, write) Please _⁴¹_ the _⁴²_ word for each blank.
2. (root, route) A farmer who lived on this mail _⁴³_ dug up the fallen tree, _⁴⁴_ and all.
3. (father, farther) _⁴⁵_ said, "Let us go no _⁴⁶."
4. (right, write) If you would _⁴⁷_ well, you must hold your pencil _⁴⁸_.
5. (root, route) The boy had a newspaper _⁴⁹_. One evening, while delivering, he stumbled over a _⁵⁰_.
6. (father, farther) _⁵¹_ and _⁵²_ into the woods drove the children with their _⁵³_.

8. *Son, Sun* *Weigh, Way* *Weight, Wait*

Exercise, Test, Drill. With the help of the numbered sentences below, study the three pairs of words above.

1. (son, sun) When the _⁵⁴_ shone, the father took his little _⁵⁵_ outdoors.
2. (son, sun) The Indian squaw's little _⁵⁶_ wanted the moon or the _⁵⁷_ to play with.
3. (weigh, way) " _⁵⁸_ the sugar this _⁵⁹," said the grocer, as he showed the boy how to _⁶⁰_ it.
4. (weigh, way) Dressed this _⁶¹_, with my heavy coat on, I _⁶²_ about ninety pounds.
5. (weight, wait) In the waiting room there is a scale that gives you your correct _⁶³_ for a cent. I will _⁶⁴_ for you while you get your weight.
6. (weight, wait) "What is your _⁶⁵?" asked the doctor. "You must _⁶⁶_, sir, until I go to the scale and find out," replied the boy.

9. *Sow, Sew Cent, Sent Wood, Would Horse, Hoarse*

Exercise, Test, Drill. In the usual manner exercise, test, and drill yourself in the correct use of the four pairs of words above.

1. (sow, sew) I saw the farmer 67 the seed, and I saw his wife 68 the baby's clothes.
2. (cent, sent) My mother 69 me to the grocery for a loaf of bread. She gave me a dime and a 70 .
3. (wood, would) The man 71 not buy a pail made of 72 .
4. (horse, hoarse) The man's voice was 73 from yelling at the balky 74 .
5. (sow, sew) I 75 with needle and thread; my brothers 76 with a corn planter.
6. (cent, sent) What can one buy for a 77 ? I wonder who 78 me this 79 .
7. (wood, would) 80 you put more 81 on that blazing fire?
8. (horse, hoarse) I called until I was 82 , but I could not stop the stranger on the black 83 .

Final Test. Write in several columns on a sheet of paper the numbers 1 to 83. Opposite each number write the correct word for the blank having that number. Check your work in the usual way.

IV. Sentence Study

Exercise. 1. By adding suitable words, change into sentences as many of the following numbered groups of words as the teacher directs :

1. a comical little dog
2. my baby brother
3. Alice's new shoes

4. a book of adventure stories
5. flew by with a loud noise
6. would please me for a birthday present
7. lay on the sidewalk
8. was chewing away at an old shoe
9. always smiles at me
10. a large passenger airplane
11. the game next Saturday
12. is going to town in the afternoon
13. a new baseball glove
14. were laughing about something
15. spoke to the children about the old ship
16. my mother
17. will be very exciting
18. those two little girls
19. an old weather-beaten sailor
20. many red squirrels

2. Write a number of your sentences, beginning each with a capital letter and ending it with the correct mark.

3. Tell where each sentence in the following paragraph begins and where it ends :

sometimes you take a classmate to your home do you know how to introduce him to your mother there is a right way to do this say Mother this is my friend John Jones then your mother will offer John her hand probably she will say something kind to him then John will be very glad that he came to your home with you

4. Copy the paragraph above, beginning each sentence with a capital letter and ending it with the right kind of mark.

You already know two kinds of sentences : (1) sentences that tell something, and (2) sentences that ask questions. Perhaps you do not know that some sentences are spoken with strong feeling. Such are the following :

1. Oh, see that large airplane!
2. Where have you ever seen such a big one!
3. I can see the pilot waving his hand at us!
4. Oh, how the huge engine buzzes and roars!

Notice the mark at the end of each of those four sentences. It is not a period (.). It is not a question mark (?). It is an *exclamation mark* (!).

Exercise. 1. Some of the sentences in the following paragraph should end with a period; some, with a question mark; and some, with an exclamation mark. Tell where each sentence begins and ends, and the kind of mark that should follow it.

The children were playing in the yard suddenly an airplane was heard they looked up oh how large it was how the engine buzzed and roared were the children afraid no they had seen airplanes before suddenly one of the children cried excitedly "Oh the pilot is waving his hand at us"

2. Copy the paragraph, placing capital letters and punctuation marks where they belong.

V. Pronouncing Correctly

- | | |
|----------------|--|
| 1. accept | (ak-sept) |
| 2. across | (ends in <i>cross</i>) |
| 3. again | (ten, men, hen, pen) |
| 4. anything | (ends in <i>ing</i>) |
| 5. arctic | (ark-tic) |
| 6. are | (car, far, star) |
| 7. asked | (NOT <i>ask</i> . See <i>d</i> at end) |
| 8. attacked | (say <i>attack</i> , then add <i>d</i>) |
| 9. because | (laws) |
| 10. can | (fan, man) |
| 11. catch | (match, patch) |
| 12. coming | (ends in <i>ing</i> , NOT <i>in</i>) |
| 13. could have | (NOT could of) |

- | | |
|----------------|--|
| 14. crying | (ends in <i>ing</i> , NOT <i>in</i>) |
| 15. debt | (rimes with <i>net</i>) |
| 16. debtor | (rimes with <i>letter</i>) |
| 17. describing | (ends in <i>ing</i> , NOT <i>in</i>) |
| 18. did you | (NOT <i>didja</i>) |
| 19. difference | (dif-fer-ence : three parts) |
| 20. different | (dif-fer-ent : three parts) |
| 21. don't you | (NOT <i>donchew</i>) |
| 22. drowned | (rimes with <i>ground</i>) |
| 23. eleven | (NOT 'leven) |
| 24. escape | (es-cape) |
| 25. every | (ev-er-y : three parts) |
| 26. everything | (ends in <i>ing</i>) |
| 27. farming | (ends in <i>ing</i> , NOT <i>in</i>) |
| 28. farther | (begins with <i>far</i>) |
| 29. February | (NOT <i>Febuary</i>) |
| 30. figuring | (ends in <i>ing</i> , NOT <i>in</i>) |
| 31. film | (NOT <i>fillum</i>) |
| 32. following | (ends in <i>ing</i> , NOT <i>in</i>) |
| 33. freezing | (ends in <i>ing</i> , NOT <i>in</i>) |
| 34. fourth | (ends in <i>th</i> , NOT <i>t</i>) |
| 35. geography | (ge-og-ra-phy : four parts) |
| 36. get | (bet, pet, set) |
| 37. give me | (NOT <i>gimme</i>) |
| 38. glad to | (two words) |
| 39. going | (ends in <i>ing</i> , NOT <i>in</i>) |
| 40. going to | (NOT <i>gonta</i>) |
| 41. grocery | (gro-cer-y : three parts) |
| 42. harnessing | (ends in <i>ing</i> , NOT <i>in</i>) |
| 43. hastening | (ends in <i>ing</i> , NOT <i>in</i>) |
| 44. horse | (NOT <i>hoss</i> . See the <i>r</i>) |
| 45. hundred | (NOT <i>hunderd</i>) |
| 46. iron | (ends like <i>urn</i>) |
| 47. jeweler | (jew-el-er : three parts) |
| 48. jewelry | (jew-el-ry : three parts) |
| 49. just | (dust, must, rust) |
| 50. kept | (NOT <i>kep</i> . See <i>t</i> at end) |
| 51. laughing | (ends in <i>ing</i> , NOT <i>in</i>) |

52. learning (ends in *ing*, NOT *in*)
53. let me (NOT lemme)
54. library (NOT library)
55. lion (NOT *line*, but *li-on*)
56. listen (lisn)
57. making (ends in *ing*, NOT *in*)
58. may have (two words)
59. might have (two words)
60. nothing (ends in *ing*)
61. often (*ofn*, without a *t*)
62. ought to (two words)
63. our (sour, flour)
64. picture (NOT pitcher)
65. plan to (NOT planta)
66. pleased to (NOT pleesta)
67. poem (NOT pome)
68. polishing (ends in *ing*, NOT *in*)
69. quarreling (ends in *ing*, NOT *in*)
70. questioning (ends in *ing*, NOT *in*)
71. reading (ends in *ing*, NOT *in*)
72. reciting (ends in *ing*, NOT *in*)
73. repairing (ends in *ing*, NOT *in*)
74. rinse (mince)
75. running (ends in *ing*, NOT *in*)
76. saw (law, jaw, paw)
77. saying (ends in *ing*, NOT *in*)
78. scolding (ends in *ing*, NOT *in*)
79. should have (NOT should *of*)
80. singing (ends in *ing*, NOT *in*)
81. soften (*sofn*, without a *t*)
82. something (ends in *ing*)
83. surprise (begins with *sur*. Notice the *r*)
84. talking (ends in *ing*, NOT *in*)
85. telling (ends in *ing*, NOT *in*)
86. third (begins like *Thursday*)
87. three (thread, throw)
88. throwing (ends in *ing*, NOT *in*)
89. walking (ends in *ing*, NOT *in*)

90. want to (NOT wanta)
 91. watching (ends in *ing*, NOT *in*)
 92. were (fur, her, bur)
 93. what (hwat)
 94. when (hwen)
 95. where (NOT wear)
 96. which (NOT wich)
 97. while (hwile)
 98. why (hwy)
 99. window (wind blow)
 100. wish to (NOT wishta)
 101. won't you (NOT wonchew)
 102. would have (NOT would of)
 103. writing (ends in *ing*, NOT *in*)
 104. yes (NOT yass)
 105. yesterday (NOT yestidy)

Pronouncing. Pronounce the words above as the teacher pronounces them to you. Practice the words that give you trouble.

VI. A List of Useful Abbreviations

Column I below gives a list of words or groups of words that are sometimes written as abbreviations; column II gives those abbreviations.

I	II	I	II
1. January	1. Jan.	11. Monday	11. Mon.
2. February	2. Feb.	12. Tuesday	12. Tues.
3. March	3. Mar.	13. Wednesday	13. Wed.
4. April	4. Apr.	14. Thursday	14. Thurs.
5. August	5. Aug.	15. Friday	15. Fri.
6. September	6. Sept.	16. Saturday	16. Sat.
7. October	7. Oct.	17. Street	17. St.
8. November	8. Nov.	18. Avenue	18. Ave.
9. December	9. Dec.	19. Boulevard	19. Blvd.
10. Sunday	10. Sun.	20. Rural Free Delivery	20. R.F.D.

I	II	I	II
21. Number	21. No.	41. Senior	41. Sr.
22. County	22. Co.	42. Governor	42. Gov.
23. Company	23. Co.	43. General	43. Gen.
24. New York	24. N. Y.	44. Colonel	44. Col.
25. Illinois	25. Ill.	45. Lieutenant	45. Lieut.
26. California	26. Calif.	46. Honorable	46. Hon.
27. Captain	27. Capt.	47. Secretary	47. Sec.
28. Superintendent	28. Supt.	48. Treasurer	48. Treas.
29. Reverend	29. Rev.	49. Before noon	49. A. M.
30. Doctor	30. Dr.	50. Afternoon	50. P. M.
31. inch	31. in.	51. Doctor of Medicine	51. M. D.
32. foot	32. ft.	52. Doctor of Divinity	52. D. D.
33. feet	33. ft.	53. Professor	53. Prof.
34. yard	34. yd.	54. Postscript	54. P. S.
35. pint	35. pt.	55. North	55. N.
36. quart	36. qt.	56. Northeast	56. N. E.
37. gallon	37. gal.	57. East	57. E.
38. Railroad	38. R. R.	58. South	58. S.
39. Railway	39. Ry.	59. Southwest	59. S. W.
40. Junior	40. Jr.	60. West	60. W.

The titles *Mr.* and *Mrs.* are always written as abbreviations. The title *Miss* is not an abbreviation.

Exercises. Can you cover column II with a piece of paper and then spell aloud or write the abbreviation of each word in column I? Do not forget to mention the period after each abbreviation, for the period is part of it.

VII. A Model Outline

Exercise. Read the following selection. You see that it consists of two paragraphs. Notice, as you read, what each paragraph is about. Is there a reason why the selection is given as two paragraphs instead of three or one?

I LIKE CATS, BUT I LIKE DOGS BETTER

I like cats. I enjoy watching them. They look like little tigers when they lie stretched out on the floor. How graceful they are! They move about quietly and cautiously, like a wild animal.

I like cats, but I like dogs better. Dogs are more friendly. They are more like people. I think that cats are naturally selfish, and dogs naturally unselfish. Dogs may not be so beautiful as cats, but they surely are more affectionate and useful.

Read the following outline. Does it fit the preceding passage? Do you need to add anything to complete it?

OUTLINE

- I. I like cats.
 - A. My reasons
 - 1.
 - 2.
- II. I like dogs better than cats.
 - A. My reasons
 - 1.
 - 2.

Written Exercise. 1. Copy the foregoing outline and complete it by writing out each reason opposite its number.

2. Make outlines for talks on the following subjects:

1. I like tigers, but I like lions better.
2. I like winter, but I like summer better.
3. I like the city, but I like the country better.
4. I like Thanksgiving, but I like Christmas better.
5. I like to go to see the moving pictures, but I like a circus better.

VIII. Singular and Plural

SINGULAR WORDS (that is, meaning <i>only one</i>)	PLURAL WORDS (that is, meaning <i>two or more</i>)
1. toy	1. toys
2. corner	2. corners
3. cap	3. caps
4. slipper	4. slippers
5. desk	5. desks
6. church	6. churches
7. ax	7. axes
8. monkey	8. monkeys
9. pony	9. ponies
10. cliff	10. cliffs
11. calf	11. calves
12. loaf	12. loaves
13. wolf	13. wolves
14. piano	14. pianos
15. hero	15. heroes
16. potato	16. potatoes
17. man	17. men
18. woman	18. women
19. child	19. children
20. ox	20. oxen
21. tooth	21. teeth
22. goose	22. geese
23. foot	23. feet
24. mouse	24. mice
25. deer	25. deer

Reading. Keeping the plural list covered, read rapidly the plural words for the list at the left.

Writing. Keeping the plural list covered, write the plural words for the list at the left. Then write the singular words for the list at the right. Use the lists above to check your work when you have finished writing.

IX. Writing Contractions

Shortened words like *don't* and *I'll* are called **contractions**.

Speaking. Below is a list of contractions. What does each contraction stand for? What omitted letter or letters does each apostrophe stand for?

- | | | | | |
|------------|---------------|-----------|-------------|-------------|
| 1. doesn't | 6. wasn't | 11. I'm | 16. I'll | 21. you're |
| 2. isn't | 7. weren't | 12. he's | 17. you'll | 22. we're |
| 3. aren't | 8. don't | 13. she's | 18. we'll | 23. we've |
| 4. haven't | 9. wouldn't | 14. I've | 19. they'll | 24. can't |
| 5. hasn't | 10. shouldn't | 15. it's | 20. they're | 25. sha'n't |

Writing. 1. Write a sentence containing the first contraction in the list above. Then rewrite the sentence, using the longer form of *doesn't*. Thus, you might write:

John doesn't eat enough.

John does not eat enough.

2. In the same way write two sentences for the second contraction; for the third; and so on, as the teacher directs.

X. Making Words Show Ownership or Possession

Written Exercise. Add apostrophe and s ('s) to each of the following words to show possession, and use it in a sentence. Thus:

Boy. *Boy's.* The *boy's* knife was found.

Thomas. *Thomas's.* *Thomas's* pony ran up the hill.

- | | | | |
|----------|------------|---------------|--------------|
| 1. man | 6. tiger | 11. teacher | 16. wolf |
| 2. dog | 7. postman | 12. principal | 17. calf |
| 3. girl | 8. men | 13. donkey | 18. oxen |
| 4. horse | 9. woman | 14. James | 19. child |
| 5. bird | 10. women | 15. Jess | 20. children |

The apostrophe followed by s ('s) is often used to show possession.

6. To begin every important word in the name of a political party, of a religious body, of a newspaper or a magazine, of a department of government. Thus:

Republican Party	Methodist Church
Democratic Party	Roman Catholic Church
Labor Party	Ethical Culture Society
<i>Youth's Companion</i>	Department of Justice
<i>Springfield Republican</i>	House of Representatives

7. To begin the first word and all other important words in the title of a book, poem, story, report. Thus:

The Charge of the Light Brigade	The Vision of Sir Launfal
The Young Mechanic's Handy Book	How I Killed a Rattlesnake

8. For the words *I* and *O*. Thus:

O George, I see you there!

9. To begin the first word of a quotation. Thus:

Patrick Henry said, "Give me liberty, or give me death!"
The new boy said, "Is this Plumfield?"

10. To begin the first word and the principal word in the greeting of a letter. Thus:

My dear Sir:	My dear Mr. Brown:
My dear Friend:	Dear Doctor:

11. To begin the ending of a letter. Thus:

Very truly yours, Yours sincerely,

12. To begin every line of poetry. Thus:

Still sits the schoolhouse by the road,
A ragged beggar sleeping.

PUNCTUATION MARKS

The period (.) should be used

13. At the end of a sentence that tells something. Thus :

That is my book.

14. After an abbreviation. Thus :

Calif. Ill. Mr. Mrs. Feb. Aug. Dr.

15. After an initial. Thus :

C. F. Smith W. W. Brown George O. Benton

The question mark (?) should be used

16. At the end of a sentence that asks a question. Thus :

Is London or New York the largest city in the world?

The exclamation mark (!) should generally be used

17. After a word or sound (an interjection) or group of words that expresses surprise, sudden joy or grief, or other strong feeling. Thus :

Look! There's our train pulling out now!
Hurrah! We're winning!
Oh, what a surprise!

The comma (,) should be used

18. To separate from the rest of the sentence the name of the person addressed. Thus :

Well, Fred, what do you think of this?

19. To separate *yes* and *no* in answers from the statements which follow them. Thus :

Yes, I agree with you. No, you are wrong there.

20. To separate words or groups of words in series. Thus :

On the deck he saw nets, baskets, bundles of sailcloth, rolls of rope, and many other things.

I bought sugar, butter, bread, coffee, and canned milk.

21. To separate a sentence into parts so that its meaning may be clear to the reader. Thus :

When the lion had eaten, his attendant entered the cage.
When I shot, George jumped.

22. In a date to separate the day of the month from the year. Thus :

March 25, 1873 January 6, 1873 December 27, 1909

23. To separate the name of a city from the name of a state or country. Thus :

Spokane, Washington
London, England

Portland, Oregon
Naples, Italy

24. The comma is generally used to separate a quotation from the rest of the sentence. Thus :

He said, "Come to the garden with me."

"Come to the garden with me," he said.

"Come," he said, "to the garden with me."

25. The comma is generally used in the ending of a letter after *Yours truly*, *Sincerely yours*, *Your old friend*, and similar words. Thus :

Very truly yours, Sincerely yours, Your old chum,
Frank Green Martin Sinclair Harold

The colon (:) should generally be used

26. After the greeting in letters. Thus :

My dear Dr. Brown : Dear Emma : Dear Madam :

Quotation marks (" ") should be used

27. To enclose a quotation. Thus :

"Here I am," he said.

28. To enclose each part of a divided quotation. Thus :

"What," she cried, "are you doing in the pantry?"

"Never," they said, "never will we surrender on those disgraceful terms."

The hyphen (-) should be used

29. After a syllable at the end of a line when the remaining syllables of the word begin the next line.

Thus :

Notice the hyphen conspicuously placed in this sentence.

The apostrophe (') should be used

30. In contractions, to show where a letter or letters have been omitted. Thus :

don't doesn't wasn't I'll who's it's you're

31. To show, or help to show, possession. Thus :

John's book France's loss Travelers' checks

The underline should be used

32. To underline the title of a book, magazine, or newspaper or the name of a ship when it is used in a sentence. Thus :

Do you read St. Nicholas?

Have you seen the February number of the Youth's Companion?

Our friends arrived in New York on the Berengaria.

XII. Speaking Loud Enough, Distinctly, and in a Pleasant Tone of Voice

Breathing. 1. Stand erect, hands at sides, as in speaking. Inhale slowly through eight counts. Hold through four counts. Exhale all at once. Repeat several times.

2. Stand erect, hands at sides. Inhale quickly. Hold through four counts, exhale through four counts, hold through four counts more, exhale again, and so on as long as the breath lasts. Repeat several times.

Sounding. 1. Stand erect, hands at sides, as in speaking. Inhale quickly and deeply. Exhale slowly and smoothly, making a soft and steady sound — *m-m-m*. Continue sounding as long as the breath lasts. Repeat several times.

2. Repeat 1; but instead of sounding *m-m-m* uninterruptedly as long as the breath lasts, sound *m-m-m* with sharp, short pauses between *m*'s. Repeat several times.

3. Stand and inhale quickly and deeply as in 1. Exhale softly and steadily, sounding *oh-ee-ah-ee* as long as the breath lasts. Try to make it last a long time, but do not strain. Repeat several times.

4. Stand, breathe, and sound as in 3; but now go up one full tone and back, then down one full tone and back, and continue going up and down as long as you can without straining or making the sound unpleasant. Repeat.

Reading. Turn to a poem you like. Can you read a stanza of it aloud and at the same time do all the following things?

1. Stand straight.
2. Speak loud enough.
3. Speak distinctly.
4. Speak in a pleasant tone of voice.
5. Look up at your hearers now and then in a friendly manner.

XIII. Making Jingles

Exercise. How many riming words can you give for each of the following? For *ride* you could give *bride, guide, hide,* and others.

ride	dine	door	shade
told	lace	toy	name
date	chum	chin	guess
rust	bone	row	year
know	nose	bean	smile

It is fun to write jingles and read them to the class. Notice the following:

Over prairies wild and wide
On my Indian horse I *ride*.

Swiftly all day long I *ride*,
Following my Indian guide.

Exercise. 1. Write a jingle for the word *told*, and read it to the class. Can you write another?

2. In the same way write jingles for some or all of the other words in the list above.

Exercise. Finish each of the following stanzas by supplying a suitable line to take the place of the omitted one:

1. God sent his Singers upon earth
With songs of sadness and of mirth,
That they might touch the hearts of men,

· · · · ·
HENRY W. LONGFELLOW

2. In broad daylight and at noon,
Yesterday I saw the moon
Sailing high, but faint and white,

· · · · ·
HENRY W. LONGFELLOW

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