

✓
Indiana State Series

INTERMEDIATE GRAMMAR

PRACTICAL LESSONS

IN

THE USE OF ENGLISH

BY

MARY F. HYDE

FORMERLY TEACHER OF COMPOSITION IN STATE NORMAL SCHOOL
ALBANY, N.Y.



INDIANA SCHOOL BOOK COMPANY
INDIANAPOLIS, IND.

1893
— 7

PE 1111
.H7

COPYRIGHT, 1893,
By MARY F. HYDE.

Typography by J. S. Cushing & Co., Boston.
Presswork by Rockwell & Churchill, Boston.

a.m.p., Jan. 27, 1911

CONTENTS.

PART THIRD.

LESSON	PAGE
I. Kinds of Sentences	1
II. Subject and Predicate	3
III. Nouns	6
IV. When to Use Capital Letters	8
V. Dictation Exercise	10
VI. Words Derived from Proper Names	11
VII. Study of Selection	13
VIII. Study of Selection. — Continued	16
IX. Composition	19
X. Review	20
XI. Pronouns	22
XII. Adjectives	23
XIII. Choice of Adjectives	25
XIV. Comparison	26
XV. The Paragraph	29
XVI. Review	31
XVII. Verbs	33
XVIII. Transitive and Intransitive Verbs	35
XIX. Active and Passive Forms	36
XX. Adjectives that Complete Predicates	38
XXI. Nouns that Complete Predicates	39
XXII. Review	40

LESSON	PAGE
XXIII. Adverbs	41
XXIV. Negatives	43
XXV. Position of Modifiers	45
XXVI. When to Use Adjectives	46
XXVII. The Comma	48
XXVIII. Review	50
XXIX. Study of a Description	51
XXX. Composition	53
XXXI. Prepositions	54
XXXII. Choice of Prepositions	55
XXXIII. Conjunctions	57
XXXIV. Interjections	59
XXXV. Singular and Plural Forms of Nouns	60
XXXVI. Possessive Forms of Nouns	61
XXXVII. Compound Possessives	63
XXXVIII. Masculine and Feminine Nouns	64
XXXIX. Personal Pronouns	66
XL. Gender Forms of Pronouns	68
XLI. Nominative Forms of Pronouns	70
XLII. Objective Forms of Pronouns	71
XLIII. Possessive Forms of Pronouns	72
XLIV. Adjective Pronouns	74
XLV. Review	76
XLVI. Singular and Plural Forms of Verbs	78
XLVII. Time Expressed by Verbs	80
XLVIII. Regular and Irregular Verbs	82
XLIX. Participles	83
L. Composition	85
LI. Forms of <i>Write</i>	86
LII. <i>Blow; Do; Come; See</i>	89

LESSON	PAGE
LIII. <i>Break; Go; Hear; Know</i>	90
LIV. Forms of Verbs	92
LV. Forms of Verbs	94
LVI. <i>Lay and Lie</i>	96
LVII. <i>Sit and Set</i>	97
LVIII. <i>Shall and Will</i>	100
LIX. <i>Shall and Will</i>	101
LX. <i>Should and Would</i>	103
LXI. <i>Learn and Teach</i>	104
LXII. <i>May and Can</i>	105
LXIII. <i>Think; Guess; Expect</i>	106
LXIV. <i>Stop and Stay</i>	107
LXV. <i>Love and Like</i>	108
LXVI. Composition	109
LXVII. Manner of Asserting	109
LXVIII. The Infinitive	111
LXIX. Phrases	112
LXX. Clauses	114
LXXI. Relative Pronouns	115
LXXII. Forms of <i>Who</i>	116
LXXIII. Interrogative Pronouns	118
LXXIV. Forms of Sentences	119
LXXV. Analysis of Simple Sentences	121
LXXVI. Analysis of Complex Sentences	122
LXXVII. Analysis of Compound Sentences	124

INTERMEDIATE GRAMMAR.

LESSON I.

KINDS OF SENTENCES.

1. The door is locked.
2. Ring the bell.
3. Did you read the letter?
4. How beautiful this poem is!

How many thoughts are expressed above?

A complete thought expressed in words is called a **sentence**.

State the use of each sentence above — tell what it does.

A sentence that states or declares something is called a **declarative sentence**.

A sentence that expresses a command or a request is called an **imperative sentence**.

A sentence that asks a question is called an **interrogative sentence**.

A sentence that expresses sudden or strong feeling is called an **exclamatory sentence**.

Tell how each of the following sentences is used, and what it is called : —

1. The river has a steep bank.
2. How clear the water is !
3. Can you row a boat ?
4. Fasten the boat to the wharf.
5. The carriage has two seats.
6. Look at this plant.
7. How fragrant the leaves are !
8. Please close the blinds.
9. He has sold the horse.
10. What a sweet voice the child has !

With what kind of letter does each sentence begin ?

What mark is placed after each declarative sentence ? After each imperative sentence ? What mark is placed after each interrogative sentence ? What mark is placed after each exclamatory sentence ?

Every sentence should begin with a capital letter.

A period should be placed at the close of a declarative or of an imperative sentence.

An interrogation point should be placed at the close of an interrogative sentence.

An exclamation point should be placed at the close of an exclamatory sentence.

WRITTEN EXERCISE.

Write a declarative sentence, an interrogative sentence, an imperative sentence, and an exclamatory sentence, about each of the following : —

horse,	cars,	flower,
rain,	clouds,	window.

LESSON II.

SUBJECT AND PREDICATE.

1. Robert walked to the station.
2. The violet blossoms in the spring.
3. The sun will set soon.

Tell what each sentence is about, and what is said about the thing spoken of.

How many parts has each sentence ? What does one part show ? What does the other part tell ?

The part of a sentence that shows what is spoken of is called the **subject**.

The part of a sentence that tells something about the thing spoken of is called the **predicate**.

Name the subject and the predicate in each of the sentences above.

WRITTEN EXERCISES.

I.

Copy the following sentences, and name the subject and the predicate in each. Re-arrange the words, if necessary, to show the usual declarative form : —

1. Some plants are used for food.
2. Yonder stands the tree.
3. Our train was ten minutes late.
4. The bodies of insects are divided into three parts.
5. My cousin lives in Baltimore.
6. Down came the balloon.

7. These baskets were made in Japan.
8. One picture had an oak frame.
9. George walked to the city.
10. The sun will melt the snow.

Model. — Some plants are used for food.

Some plants is the subject ; *are used for food* is the predicate.

II.

Copy the following sentences, and tell what the subject and the predicate is, in each : —

NOTE. — First arrange the words in the form of a declarative sentence, and then divide the sentence into subject and predicate.

1. Are the cherries ripe?
2. When will school close?
3. Where do pine-apples grow?
4. Are we all here?
5. Did the boy find his hat?
6. Can you drive the horse?
7. Has the key been found?
8. Was the letter an important one?

Model. — Are the cherries ripe?

The cherries is the subject ; *are ripe* is the predicate.

III.

Supply the subjects which are understood in the following sentences, and then name the subject and the predicate in each : —

NOTE. — The subject of an imperative sentence is usually *you*. It is generally not expressed. When the subject is expressed it is placed after the verb.

1. Close the door softly.
2. Hear the birds sing.
3. Tell me what you saw.
4. Enter not into the path of the wicked.
5. Set the tree in this corner.
6. Look at the shadows on the hillside.
7. Praise ye the Lord.
8. Honor thy father and thy mother.

Model. — Close the door softly.

You, understood, is the subject ; *close the door softly* is the predicate.

IV.

Copy these sentences, and name the subject and the predicate in each : —

NOTE. — Arrange the words in the form of a declarative sentence, and then divide the sentence into subject and predicate.

1. How slowly the boat moves !
2. What a long journey we must take !
3. How tame the swallows are !
4. What a strong arm the blacksmith has !
5. What a delightful shower we are having !
6. How fresh the air seems !
7. How the bird enjoys its bath !
8. What an excellent likeness this is !

Model. — How slowly the boat moves !

The boat is the subject ; *moves how slowly* is the predicate.

LESSON III.

NOUNS.

Mention four names of persons ; as, *Clara, Robert.*

Name three places ; as, *Chicago, Mexico.*

Give the names of five things that you see ; of five that you can hear ; of five that you can touch.

Name three different parts of a bird ; three parts of a fish.

Mention three different materials used in making clothing ; three materials used in building houses.

Give the name of an action ; as, *skating, walking.*

Give the name of a quality ; as, *kindness, honesty.*

Mention three words that name collections of persons or things ; as, *army, swarm.*

A word used as a name is called a **noun**.

Mention the nouns in the following sentences, and tell what each is the name of : —

1. Ralph locked the door.
2. Gas gives a bright light.
3. The basket was filled with peaches.
4. Walking is a healthy exercise.
5. The wind blew the chimney down.
6. Her dress was made of silk.
7. Gold and silver are found in Nevada.
8. The congregation was dismissed.
9. The household were aroused by the barking of a dog.
10. Kindness wins friends.

PROPER AND COMMON NOUNS.

1. Benjamin Franklin was once a printer.
2. This is the oldest church in the city.
3. We shall attend Trinity Church.
4. San Francisco is noted for its beautiful harbor.

In the first sentence, find a name applying to all men who follow a certain occupation. Find the name of an individual.

What is *church* the name of? What is *city* the name of? Find the name of a special city. What special church is mentioned?

A name that belongs to an individual person or thing is called a **proper noun** ; as, —

Herbert, London, Vassar College.

A name that applies to every one of a class of persons or things is called a **common noun** ; as, —

boy, city, college.

A proper noun should begin with a capital letter.

NOTE. — When a proper noun is made up of two or more words, each word should generally begin with a capital letter.

WRITTEN EXERCISE.

Copy these sentences, and draw lines under the words that name special persons or things : —

1. Oranges grow in Florida.
2. Edward is learning to play the flute.
3. Uncle Robert has gone to Europe.
4. Umbrellas were introduced into England from China.
5. We walked through Central Park.

6. Yellowstone Park contains some of the most wonderful geysers in the world.
7. Our friends are staying at the Holland House.
8. The concert was held in Steinway Hall.
9. Lake George is noted for its beautiful scenery.

LESSON IV.

WHEN TO USE CAPITAL LETTERS.

I.

Tell which words in the following sentences are used as titles, and point out each title that is applied to an individual : —

1. The boy was welcomed by aunts, uncles, and cousins.
2. He stood by Uncle William.
3. The fathers and the mothers of the children were invited.
4. Here are your slippers, Father.
5. Senator Brown made a speech.
6. Two generals were on the train.
7. General Warren died at the battle of Bunker Hill.
8. The Governor of Vermont signed the bill.
9. The Pope lives at Rome.
10. The eldest son of Queen Victoria is called the Prince of Wales.

When a title is applied to an individual, or when it is used as part of a name, it should begin with a capital letter ; as, —

The Mayor of Chicago, President Lincoln, Aunt Mildred.

II.

1. The Republicans held a meeting last evening.
2. Mr. Brown is a Baptist.
3. Congress meets the first Monday in December.

What is *Republicans* the name of? What is *Baptist* the name of? What is *Congress* the name of?

Begin with a capital letter the name of a religious sect, of a political party, or of any special body of men ; as, —

Presbyterian, Democrat, Congress.

III.

Find in these sentences the name of a document of special importance, the name of an important event, and the title of a book : —

1. The law is contrary to the Constitution of the United States.
2. The first great battle of the Revolution was fought at Bunker Hill.
3. Have you read "Tom Brown's School Days at Rugby"?

Begin with capital letters words naming particular things or events of special importance ; as, —

The Declaration of Independence, The Revolution.

Begin with capital letters the important words in the title of a book, of a newspaper, or of any other composition; as, —

*Robinson Crusoe, Harper's Young People,
My Trip to the Mountains.*

IV.

Mention in the following any name or title of God : —

1. The Lord is my shepherd.
2. Remember now thy Creator in the days of thy youth.

Begin with a capital letter any name or title of God ; as, —

Lord, Creator, Father, the Supreme Being.

Tell where capital letters are used in the following stanza : —

"All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all."

Begin with a capital letter every line of poetry.

WRITTEN EXERCISE.

Copy all the numbered sentences in this lesson, and tell why each capital letter is used.

LESSON V.

DICTATION EXERCISE.

1. Alice is reading "Little Women."
2. All the Democrats voted against the bill.

3. The Natural Bridge is in Virginia.
4. The meeting was opened by Mayor Green.
5. We shall attend Grace Church.
6. How did you spend New Year's Day?
7. The President gave a public reception at the White House last Wednesday.
8. Why is the Declaration of Independence sometimes read on the Fourth of July?
9. The Pilgrims landed at Plymouth in December, 1620.
10. Howe'er it be, it seems to me,
'Tis only noble to be good.

Kind hearts are more than coronets,
And simple faith than Norman blood.

TENNYSON.

LESSON VI.

WORDS DERIVED FROM PROPER NAMES.

Read the following sentences, and give the meaning of each word printed in Italics : —

1. We speak the *English* language.
2. He works in a *Chinese* laundry.
3. The woman bought a *Japanese* fan.
4. The *American* flag is respected abroad.
5. These table-cloths are made of *Irish* linen.
6. Have you ever seen a *Mexican* pony?
7. The *Canadian* winters are enlivened by many outdoor sports.

8. The *German* band will play at the exercises.
9. Robert Burns was a *Scottish* poet.
10. Do not be too quick to follow *French* fashions.

The words in Italics are derived from proper names. With what kind of letter does each of those words begin?

Begin with a capital letter every word derived from a proper name.

WRITTEN EXERCISES.

I.

Use each of these words in a sentence:—

English,	Mexican,	Italian,	German.
Russian,	French,	Irish,	African,
Roman,	Norwegian,	British,	Chinese.

II.

DICTION EXERCISE.

1. He bought a Swiss watch.
2. Who wrote "The Barefoot Boy"?
3. The English sparrow is not a general favorite.
4. The schools were closed on Decoration Day.
5. Columbus made four voyages to the New World.
6. Who is your French teacher?
7. The Russian winter is long and cold.
8. Horses were introduced into Mexico by the Spaniards.

LESSON VII.

STUDY OF SELECTION.

LITTLE BELL.

I.

Piped the Blackbird, on the beechwood spray,
 "Pretty maid, slow wandering this way,
 What's your name?" quoth he.
 "What's your name? Oh, stop and straight unfold,
 Pretty maid, with showery curls of gold."
 "Little Bell," said she.

II.

Little Bell sat down beneath the rocks,
 Tossed aside her gleaming, golden locks,—
 "Bonny bird!" quoth she,
 "Sing me your best song, before I go."
 "Here's the very finest song I know,
 Little Bell," said he.

III.

And the Blackbird piped—you never heard
 Half so gay a song from any bird;
 Full of quips and wiles,
 Now so round and rich, now soft and slow,
 All for love of that sweet face below,
 Dimpled o'er with smiles.

IV.

And the while that bonny bird did pour
 His full heart out, freely, o'er and o'er,
 'Neath the morning skies,
 In the little childish heart below
 All the sweetness seemed to grow and grow,
 And shine forth in happy overflow
 From the brown, bright eyes.

V.

Down the dell she tripped, and through the glade —
 Peeped the squirrel from the hazel-shade,
 And from out the tree
 Swung and leaped and frolicked, void of fear,
 While bold Blackbird piped, that all might hear,
 "Little Bell!" piped he.

Read the first stanza. What is this stanza about? Where was the blackbird? Whom did he address? What did he say? What reply did the little girl make? Describe Little Bell. What is the meaning of *pip*ed? Of *spr*ay? Of *quoth*? Of *un*fold? What are the marks called that enclose the words *Little Bell*? Why are they used?

Read the second stanza. What was the first thing that Little Bell did? What the second thing? What is meant by *golden* locks? Why are they said to be *gleaming*? What did Little Bell ask the bird to do? What reply did he make? What is the meaning of *bonny*?

What does the third stanza tell? Mention the words that describe the blackbird's song. What is the meaning of the third line? Why did the blackbird sing so sweetly?

Read the fourth stanza. What was the effect of the bird's singing? Why is the apostrophe used in the second line? In the third line?

Read the fifth stanza. How many statements are made in the first line? What is the difference between a *dell* and a *glade*? What is the second line about? Change the order of the words, placing the subject of the sentence first. Would *look*ed express the meaning as well as *peep*ed? Why not? What else did the squirrel do? Give in your own words the meaning of the third and fourth lines. What do the last two lines tell?

WRITTEN EXERCISES.

I.

Re-arrange the words in the following sentences, placing the subjects of the sentences first:—

1. Piped the blackbird, on the beechwood spray.
2. Down the dell she tripped, and through the glade.
3. Peeped the squirrel from the hazel-shade.
4. From out the tree 'swung and leaped and frolicked the squirrel.
5. "Little Bell!" piped he.

II.

Copy the following, writing the contracted words in full:—

1. What's your name?
2. Here's the very finest song I know.
3. Her face was dimpled o'er with smiles.
4. That bonny bird did pour
 His full heart out, freely, o'er and o'er,
 'Neath the morning skies.

III.

Copy the following, and draw one line under the subject and two lines under the predicate, in each sentence:—

1. Little Bell sat down beneath the rocks.
2. She tossed aside her golden locks.
3. Sing me your best song.
4. What is your name?
5. "Little Bell," said she.
6. That bonny bird did pour his full heart out.
7. You never heard half so gay a song.
8. The sweetness shone forth from the brown, bright eyes.
9. Down the dell she tripped.
10. Peeped the squirrel from the hazel-shade.

 LESSON VIII.

STUDY OF SELECTION.

LITTLE BELL. — *Continued.*

VI.

Little Bell sat down amid the fern :
 "Squirrel, Squirrel! to your task return!
 Bring me nuts!" quoth she.
 Up, away! the frisky Squirrel hies,
 Golden wood-lights glancing in his eyes,
 And adown the tree,

Great ripe nuts, kissed brown by July sun,
 In the little lap drop, one by one —
 Hark! how Blackbird pipes, to see the fun!
 "Happy Bell!" pipes he.

VII.

Little Bell looked up and down the glade:
 "Squirrel, Squirrel, from the nut-tree shade,
 Bonny Blackbird, if you're not afraid,
 Come and share with me!"
 Down came Squirrel, eager for his fare,
 Down came bonny Blackbird, I declare;
 Little Bell gave each his honest share —
 Ah! the merry three!

VIII.

And the while those frolic playmates twain
 Piped and frisked from bough to bough again,
 'Neath the morning skies,
 In the little childish heart below,
 All the sweetness seemed to grow and grow,
 And shine out in happy overflow,
 From her brown, bright eyes.

IX.

By her snow-white cot, at close of day,
 Knelt sweet Bell, with folded palms, to pray.
 Very calm and clear
 Rose the praying voice, to where, unseen,
 In blue heaven, an angel shape serene
 Paused awhile to hear.

X.

"What good child is this," the angel said,
 "That, with happy heart, beside her bed,
 Prays so lovingly?"
 Low and soft, O, very low and soft,
 Crooned the Blackbird in the orchard croft,
 "Bell, dear Bell!" crooned he.

XI.

"Whom God's creatures love," the angel fair
 Murmured, "God doth bless with angels' care;
 Child, thy bed shall be
 Folded safe from harm; love, deep and kind,
 Shall watch round and leave good gifts behind,
 Little Bell, for thee."

THOMAS WESTWOOD.

What was said about little Bell in the last lesson?

Read the first stanza in this lesson. What does the first line tell?
 What did the little girl say to the squirrel? What did the squirrel do?
 What is the meaning of *frisky*? Of *hies*? What did the blackbird say?

Read the next stanza. What did Little Bell say to the squirrel and the blackbird? What did they do?

Read the eighth stanza. What is meant in the first line by the *play-mates twain*? Express in your own words the thought contained in this stanza.

What does the next stanza tell? What is a cot? What word could be used instead of *palms*, in the second line?

Read the remaining stanzas. Who heard the child praying? What question did the angel ask? What answer did he receive? What is the meaning of *crooned*? What is a croft?

Read the angel's words in the first two lines of the last stanza. What is the meaning of these lines? What promise is made the child? Why was this promise given?

WRITTEN EXERCISE.

Use each of the following words in a sentence of your own:—

spray,	beneath,	locks,	tripped,
wandering,	golden,	dimpled,	peeped,
leaped,	frisky,	share,	fare,
merry,	cot,	palms,	calm,
crooned,	orchard,	creatures,	harm.

LESSON IX.

COMPOSITION.

EXERCISE I.

Write in your own words the story of *Little Bell*.

Where did Little Bell go? In what season of the year did she take her walk and at what time of day? How old was she and how did she look? What companions did she meet? What did the three friends do? How did the little girl close the day? Who inquired about her? What promise was made by the angel?

EXERCISE II.

Write sentences illustrating the correct use of the following words:—

straight,	maid,	piped,	beneath,
golden,	gay,	freely,	bright,
tripped,	leap,	eager,	merry,
peeped,	frolic,	calm,	croon,
twain,	bough,	pause,	orchard.

LESSON X.

REVIEW.

ORAL EXERCISE.

What is a sentence? Give an example.

Name the four kinds of sentences.

Give original examples of declarative, interrogative, imperative, and exclamatory sentences.

How many parts has each sentence? What are those parts called?

What is a noun? Into how many classes are nouns divided? What is each class called? What is the difference between a common noun and a proper noun? Give an example of each.

Tell why each capital letter is used in the following:—

1. This chair was made by the Shakers.
2. The tea-plant is cultivated in China.

3. Sir Walter Scott had a great affection for animals.
4. England is separated from France by the English Channel.
5. The Legislature will be in session on Monday evening.
6. The Governor has issued a Thanksgiving proclamation.
7. Charles is reading "The Old Curiosity Shop."
8. O Harry, see what I have found.
9. The chimney-piece is set round with Dutch tiles, representing scenes from Scripture.
10. "On Alpine heights the love of God is shed;
He paints the morning red,
The flowerets white and blue,
And feeds them with his dew.
On Alpine heights a loving Father dwells."

WRITTEN EXERCISE.

1. Write a declarative sentence about *spring*.
2. Write an interrogative sentence about *summer*.
3. Write an imperative sentence about *autumn*.
4. Write an exclamatory sentence about *winter*.
5. Draw one line under the subject and two lines under the predicate, in each of the four sentences written.
6. Write five rules for the use of capital letters, and illustrate each with an original example.
7. Write from memory a stanza of poetry.
8. Write the names of—

three railroads,
two express companies,
three hotels,
two banks,

three colleges,
two public halls,
four newspapers,
two books.

LESSON XI.

PRONOUNS.

1. William stopped when he heard his name called.
2. Marion looked at the plant, but she could not tell its name.
3. The soldiers are marching. What short steps they take!

About whom is the first statement made? For what word is *he* used? For what is *his* used?

How many things are said about Marion? Who is meant by *she*? To what does *its* refer?

How many sentences are there in the last example? Tell what each sentence does. Who are meant by *they*?

Tell which words in the sentences above are used for nouns.

A word used for a noun is called a **pronoun**.

WRITTEN EXERCISES.

I.

Copy these sentences, and underline the pronouns:—

1. They are building a new house.
2. You knocked at the wrong door.
3. He wrote a letter to his brother.
4. We took our friends to see the painting.
5. He is older than your son.
6. The fishermen are mending their nets.

7. She laughed merrily.
8. Do you enjoy your work?
9. I looked for the book, but could not find it.
10. She invited us to ride with her.

II.

Write sentences containing the following pronouns used as the subjects of sentences:—

I, we, you, he,
she, they, it.

LESSON XII.

ADJECTIVES.

1. Alice has a warm cloak.
2. This key will not lock the drawer.
3. The first carriage contained four persons.

What is the office of the word *warm*? Of the word *this*? What word limits the meaning of the word *drawer* to one particular drawer? What is the office of the word *first*? Of the word *four*?

Which words in the sentences above are used to describe or limit the meanings of nouns?

A word that describes or limits the meaning of another word is said to modify that word.

A word used to modify a noun or a pronoun is called an **adjective**.

Name the adjectives in the sentences above, and tell what each modifies.

WRITTEN EXERCISES.

I.

Use the following words in the statement of some fact. Make as many sentences as you can think of:—

two,	four,	six,	ten,	fifth,
three,	five,	seven,	first,	seventh.

Examples. — There are seven colors in the rainbow.
July is the seventh month in the year.

II.

Write sentences containing the following words used as adjectives:—

each,	few,	these,	both,
this,	many,	some,	no,
that,	every,	several,	those.

Example. — Each boy carried a flag.

III.

Use each of the following words in a sentence, to describe something:—

rolling,	flying,	jumping,	creeping,
burning,	whistling,	shining,	singing.

Example. — A rolling stone gathers no moss.

IV.

Write sentences containing the following adjectives:—

small,	rough,	sad,	strong,
heavy,	smooth,	pleasant,	narrow,
happy,	patient,	honest,	industrious.

LESSON XIII.

CHOICE OF ADJECTIVES.

Tell the office of each word in Italics, in the following sentences:—

1. He has built a *handsome* house.
2. The rose is *beautiful* flower.
3. What a *pretty* vase this is!
4. She is a *lovely* child.
5. Here the *splendid* ice-palace met our view.
6. The dress was trimmed with *real* lace.
7. This peach is *delicious*.
8. Look at this *ugly* worm.
9. Did you have a *pleasant* walk?
10. The carpet has a *bright* border.
11. The Chinese have many *queer* customs.
12. He felt the *awful* solitude of the desert.

Which of these words are applied to things pleasing to the sight?

Mention three things that may be called *pretty*. Mention two things that may be called *handsome*. To what may the word *beautiful* be applied?

Find a word that is applied to something not pleasing to the sight.

What kind of child may be called *lovely*? Would it be right to apply the word *lovely* to articles of food? To articles of dress?

Which of these words implies something showy or brilliant? Should we use the word *splendid* to describe a walk or a ride?

Which of the words above implies fear and reverence? May the word *awful* be applied to an article of dress?

What is meant by *real* lace?

WRITTEN EXERCISES.

I.

Write sentences containing the following adjectives : —

handsome,	awful,	real,	bright,
pretty,	delicious,	beautiful,	ugly,
lovely,	pleasant,	splendid,	queer.

II.

Write sentences, using adjectives to describe the things named below. Choose such adjectives as will exactly express your meaning : —

a drive,	a snake,
a procession,	a toad,
a companion,	a bonnet,
an accident,	a cloak,
a cake,	a diamond,
a pudding,	a friend,
a storm,	a thunder-shower,
a horse,	a sunset.

LESSON XIV.

COMPARISON.

Give the name of a tall boy in the room. Give the name of another tall boy. Compare the height of the two boys. Tell what you see.

Pupil. Clarence is *taller* than Frank.

Notice the heights of all the boys in your class. What would you say of the boy that exceeds all the others in height?

Pupil. He is the *tallest* boy in the class.

How many forms of the adjective *tall* have you used, to express different degrees of height?

The form of an adjective that simply expresses the quality is called the **positive** ; as, *tall, short*.

The form of an adjective that expresses a higher or a lower degree of the quality is called the **comparative** ; as, *taller, shorter*.

The form that expresses the highest or lowest degree of the quality is called the **superlative** ; as, *tallest, shortest*.

What did you add to the word *tall*, to show that the second boy exceeded the first in height?

What was added to the word *tall*, to show that one boy exceeded all the others in height?

Add *er* or *r* to most adjectives of one syllable, to form the **comparative** ; as, *tall, taller* ; *wise, wiser*.

Add *est* or *st* to most adjectives of one syllable, to form the **superlative** ; as, *tall, tallest* ; *wise, wisest*.

Suppose you are speaking of two boys. You say that one is *industrious*, and wish to state that the second boy has more of the same quality than the first. What will you say about the second boy?

What will you say about a boy that surpasses them both in industry?

Prefix *more* or *less* to most adjectives of more than one syllable, to form the **comparative** ; as, *more industrious* ; *less contented*.

Prefix *most* or *least* to most adjectives of more than one syllable, to form the **superlative** ; as, *most industrious* ; *least contented*.

A few adjectives of two syllables may be compared by adding *er* and *est*; as, —

noble,	nobler,	noblest,
narrow,	narrower,	narrowest,
handsome,	handsomer,	handsomest.

Some adjectives use other words to express different degrees of the same quality; as, —

good,	better,	best,
many,	more,	most,
little,	less,	least,
bad,	worse,	worst.

NOTE. — These forms are called *irregular*; that is, they are not formed according to the usual rule.

WRITTEN EXERCISES.

I.

Write sentences, using the following adjectives in comparing two things: —

strong,	cold,	happy,
sweet,	beautiful,	pretty,
neat,	thick,	patient,
heavy,	deep,	generous.

Example. — My right arm is stronger than my left arm.

II.

Use the following in comparing different things. Remember to use the comparative degree when speaking of two things: —

larger,	neatest,
taller,	worst,
harder,	best,
swifter,	most faithful,
more industrious,	most beautiful,
more plentiful,	least desirable,
more graceful,	most useful.

Examples. — Walter is taller than Henry.

Walter is the best penman in his class.

LESSON XV.

THE PARAGRAPH.

THE BUSY BEE.

Let us watch the bees as they pass to and fro from their hive.

First of all we see some half-dozen around the door. They are there to warn off intruders. If we approach too near the front of the hive, one of these sentries will dash forward with an angry buzz; and, if we do not wisely take the hint, the brave little soldier will soon return with help from the guard-room to enforce the command.

There are three substances required in the hive, — pollen, or bee-bread, the food of the young bees; wax to make the combs; and honey for the support of the community. The bees that are passing and repassing the sentries are not all laden alike. Some of them have little yellow or red tufts on their legs, others have none. But all that return are laden. Those with tufts on

their legs have been collecting pollen from flowers. The honey-gatherers and the wax-gatherers carry their stores in their throats.

To understand how the pollen is carried, we should examine a bee's hind leg with a microscope. The upper joint is flattened, and its edges are surrounded with stiff hairs, which form a sort of basket. When the bee enters a flower, it takes a plunge into the pollen. The pollen is brushed down into the little basket, till a good-sized ball is formed. If the bee cannot complete its load in one flower, it will always seek out another of the same kind. It will not mix the pollen of two different kinds of flowers.

The honey-gatherers and the wax-gatherers draw in the sweet juices from flowers by their trunks. The trunk serves as a mouth and a pump. The liquid passes through this into the throat, and is thus carried to the hive.

Adapted from Good Words for the Young.

What do we first see around the door of the hive? What do these bees do? Why are they called *sentries*? What is an *intruder*?

What three substances are required in the hive? What is *pollen*? What is meant by the *community*? What are the bees that are passing and repassing the sentries doing?

Describe a bee's hind leg. How does a bee collect pollen?

How do the honey-gatherers and the wax-gatherers collect their stores?

Into how many parts is this selection divided?

The different parts into which a prose composition is divided are called **paragraphs**.

State the number of paragraphs in this piece, and tell what each is about.

WRITTEN EXERCISE.

Write from memory what you have learned about the Bees. Tell—

1. What bees are first seen around a hive.
2. What three substances are required in the hive, and the use of each.
3. How a bee collects pollen and carries it to the hive.
4. How the honey-gatherers and the wax-gatherers collect their stores.

Write in paragraphs, making one paragraph for each heading above.

Leave a margin half an inch wide at the left of your paper.

Leave a space half an inch long at the beginning of the first line in every paragraph.

LESSON XVI.

REVIEW.

ORAL EXERCISE.

What is a pronoun? Mention five pronouns.

What is an adjective? Mention five adjectives that may be used to point out special things. Give five adjectives that may be used to show how many things are meant. Give five adjectives that may be used to show what kind of things are meant.

What three forms has the adjective *long*? What are these different forms called?

What is the positive of *prettier*? Of *sweetest*?

What is the comparative of *slow*? Of *beautiful*? Of *good*?

What is the superlative of *clear*? Of *generous*? Of *bad*?

State two ways in which the comparative of adjectives is formed, and illustrate each by an example.

State two ways in which the superlative of adjectives is formed, and illustrate by examples.

Illustrate the correct meaning of the following words, by using them in short sentences: —

pretty,	ugly,	psalm,	handsome,	rough,
patriotic,	laugh,	chamber,	path,	prompt,
national,	lovely,	tassel,	hearth,	read,
piano,	aunt,	bath,	laundry,	calm.

WRITTEN EXERCISES.

1. Write four declarative sentences, using one of the following words as the subject in each: —

I, we, they, he.

2. Write three interrogative sentences, using one of these words as the subject in each: —

you, she, it.

3. Write sentences showing the correct use of the following adjectives: —

handsome,	lovely,	awful,	ugly,
pretty,	splendid,	real,	queer.

4. Write sentences containing the comparative of —

deep,	heavy,	good,	happy,
plentiful,	useful,	unhappy,	patient.

5. Write sentences containing the superlative of —

sweet,	many,	beautiful,	comfortable,
hard,	bad,	pleasant,	careless.

6. Write three paragraphs about the *Uses of Rivers*.

LESSON XVII.

VERBS.

1. The horses ran.
2. Our boat moves slowly.
3. Helen opened the box.

What did the horses do? What word tells or asserts something of the boat? What word asserts something of Helen?

A word that asserts is called a **verb**.

About what is the first assertion made? The second assertion? Who is spoken of in the third sentence?

The word that denotes the person or thing spoken of is called the **subject** of the verb.

What is the subject of the verb *ran*? Of the verb *moves*? Of the verb *opened*?

Mention each verb in the following sentences, and name its subject : —

1. Plants need sunshine.
2. The dog welcomed his master.
3. The bluebird comes in early spring.
4. A small stream flows through the field.
5. We gathered pebbles on the beach.
6. The parrot's name is Polly.
7. Two men stepped from the carriage.
8. He opened the gate.
9. We entered the city at ten o'clock.
10. The hunter raised his gun.

WRITTEN EXERCISES.

I.

Write sentences, using each of the following as verbs : —

rises,	have,	forgot,	walked,
looked,	has,	flew,	built,
wrote,	is,	received,	grows,
was,	were,	opened,	live.

II.

Write sentences, using each of the following words as the subject of a verb. Underline the verbs : —

artist,	they,	door,
soldier,	clock,	carriage,
boy,	slippers,	flowers,
he,	carpenters,	clouds.

LESSON XVIII.

TRANSITIVE AND INTRANSITIVE VERBS.

1. The wind blows.
2. The bell rang.
3. Henry threw the ball.
4. The kitten caught a mouse.

Mention the verb in each sentence, and name its subject.

What is asserted of Henry? Which word tells what Henry threw?

Which word tells what the kitten caught, or limits the action expressed by the verb?

The noun or pronoun that limits the action expressed by a verb is called the **object** of the verb. Some verbs require objects to complete the meaning. The same verb may require an object in one sentence, and not require one in another.

Which of the verbs above require objects to make the meaning complete? Which do not require objects?

A verb that requires an object is called a **transitive verb**.

A verb that does not require an object is called an **intransitive verb**.

WRITTEN EXERCISES.

I.

Copy these sentences. Underline the verbs, the subjects of the verbs, and the objects of the transitive verbs : —

1. Edwin built the fire.
2. The boy rang the bell.
3. The whistles blow at seven o'clock.

4. Grace brought the paper.
5. She placed the flowers upon the breakfast table.
6. The dog growled.
7. Your brother turned the wheel.
8. The wheel turned slowly.
9. The gardener sold his strawberries.
10. She sat by the table.

II.

Write sentences, using the following as verbs. Underline the transitive verbs in the sentences written:—

sat,	lost,	build,
opened,	bought,	walked,
heard,	came,	built,
purr,	fastened,	finish,
chirp,	stands,	writes.

LESSON XIX.

ACTIVE AND PASSIVE FORMS.

1. A hawk *caught* a chicken.
2. A chicken *was caught* by a hawk.
3. The conductor *stopped* the car.
4. The car *was stopped* by the conductor.

In how many ways is each thought expressed in the sentences above?

What action is asserted of the hawk? What is the object of the verb *caught*? How is the word *chicken* used in the second sentence?

The object of the first verb is made the subject of the second verb; the second verb represents its subject as receiving the action expressed by the verb.

What is the subject of the verb in the third sentence? What is the object of the verb? How is *car* used in the fourth sentence?

A transitive verb that represents its subject as acting is called **active**.

A transitive verb that represents its subject as being acted upon is called **passive**.

Which verbs are active in the sentences at the head of this lesson? Which are passive?

WRITTEN EXERCISES.

I.

Copy these sentences, and underline the verbs that have the passive form:—

1. The Southern States export cotton.
2. Cotton is exported by the Southern States.
3. Two steamers were seen in the distance.
4. We saw a wild duck.
5. The trees were planted in the spring.
6. This bay has an inlet from the sea.
7. The light-house stands on a point of land.
8. The car was broken by the fall.
9. A carriage was sent to the train.
10. The boat arrives at six o'clock.

II.

Change these sentences, making the verbs passive:—

1. The merchant displayed his wares.
2. We informed our friends of our arrival.

3. The girls gathered autumn leaves.
4. The child opened the picture-book.
5. The farmer reaped the grain.
6. The company explored the cave.
7. They found many curiosities.
8. William Penn founded Philadelphia.

LESSON XX.

ADJECTIVES THAT COMPLETE PREDICATES.

1. The grapes are ripe.
2. Your hands look cold.
3. She is happy.

What is asserted of the grapes? Does *are* alone tell anything about the grapes? What word is used with *are*, to complete the assertion? What does *ripe* describe?

Read the predicate of the second sentence. Name the verb. What word is used with the verb, to complete the predicate? What does *cold* describe?

What word in the third sentence completes the predicate? What does *happy* modify?

Adjectives used with *is*, *are*, *was*, *were*, and some other verbs, to complete predicates, are called **predicate adjectives**.

A predicate adjective modifies a noun or a pronoun in the subject.

WRITTEN EXERCISES.

Write sentences, using the following adjectives, to complete predicates. Underline the adjectives used and the words which they modify:—

sweet,	clean,	patient,	ripe,	diligent,
blue,	bright,	sharp,	long,	interesting,
large,	narrow,	light,	kind,	rough,
old,	cheerful,	heavy,	mellow,	smooth.

LESSON XXI.

NOUNS THAT COMPLETE PREDICATES.

1. Longfellow was a poet.
2. Bayard Taylor was a great traveller.
3. The willow is a graceful tree.

How many names do you see in the first sentence? What is the office of the first name? Of the second name? Which name is used in the predicate? To what does *poet* refer?

Whom is the second sentence about? What was *Bayard Taylor*?

What two words in the third sentence refer to the same thing? Which of these words is used in the predicate?

Which nouns above are used in the predicate and refer to the subjects of the verbs?

A noun used in the predicate and referring to the subject of the verb is called a **predicate noun**.

WRITTEN EXERCISE.

Write sentences, using the following names as predicate nouns :—

lawyer,	city,	vegetable,	country,
grocer,	metal,	stranger,	river,
cousin,	patriot,	soldier,	inventor,
doctor,	American,	building,	hero.

LESSON XXII.

REVIEW.

WRITTEN EXERCISES.

1. Write a stanza from some poem that you have learned.
2. Make a list of all the verbs found in the stanza. What is a verb?
3. Write sentences containing the following words, used as the subjects of verbs :—

coal,	evening,	stars,	we,
wheat,	tents,	they,	you.

4. What is a transitive verb? Give an example.
5. Write sentences containing the following words, used as the objects of verbs :—

question,	window,	him,	fog,
trunks,	breeze,	them,	boat.

6. Re-write the following sentences, changing the verbs to the passive form :—

The strangers visited the old mansion.
 The light of the lantern attracted numerous insects.
 Exercise strengthens the body.
 They sent the flowers by express.
 Burglars entered the house.

7. Use the following adjectives in sentences, to complete predicates :—

smooth, silent, polite, black, comfortable.

8. Use the following nouns in sentences, to complete predicates :—

mineral, poet, river, insect, soldier.

9. Write the name of your favorite author, and tell why you like his or her works.

LESSON XXIII.

ADVERBS.

1. The rain falls gently.
2. Our friends soon learned the way.
3. The man stood here.

How does the rain fall? When did our friends learn the way?
 Where did the man stand?

What does the word *gently* do? What *soon*? What *here*?

Name the verbs in the foregoing sentences, and tell what words modify the meanings of those verbs.

A word that modifies a verb is called an **adverb**.

Mention the adverbs in the following sentences, and tell the office of each:—

1. The woman sews *neatly*.
2. They never found the stolen goods.
3. He turned suddenly, and then walked rapidly away.
4. She listened patiently to the long story.
5. Begin the work immediately.
6. The bell rang twice.
7. I looked down from the summit of a high rock.
8. The boy often came to hear the music.
9. This good news arrived yesterday.
10. You now see why the plan was changed.
11. We saw a sail plainly.
12. The iceberg drifted slowly towards the south.
13. "Come forth instantly," said the officer.

Sometimes an adverb is used to modify an adjective; as,—

It was a *very* long journey.

He is *so* hoarse that he can scarcely speak.

Sometimes an adverb is used to modify another adverb; as,—

You read *too* fast.

We are *almost* there.

WRITTEN EXERCISE.

Use each of the following words in a sentence, to modify a

verb, or an adjective, or another adverb. Underline the adverbs and the words which they modify:—

neatly,	to-night,	down,	quite,
slowly,	now,	back,	very,
swiftly,	yesterday,	here,	never,
quickly,	soon,	there,	surely,
pleasantly,	once,	up,	not.

LESSON XXIV.

NEGATIVES.

Tell which of these sentences affirm, and which deny:—

The articles will be found.

The articles will never be found.

These grapes are ripe.

These grapes are not ripe.

He knows something about the matter.

He knows little about the matter.

He does not know anything about the matter.

I told one person.

I never told you that.

I did not tell anybody.

Our climate is warmer than theirs.

Our climate is not warm.

A sentence that affirms is called **affirmative**, and one that denies is called **negative**.

Which of the foregoing sentences are affirmative? Which are negative?

A word that denies is called a **negative**.

Name the negatives in the sentences above.

Do not use two negatives in the same sentence, unless you wish to express an affirmation.

WRITTEN EXERCISES.

I.

Change these sentences, making each express a meaning opposite to the meaning given:—

1. Your mail has come.
2. The boy is better.
3. He will pay something for the use of the carriage.
4. I did not give him anything.
5. Don't tell anybody.
6. Speak to the child.
7. It will do no good.
8. He did not put anything into the box.
9. The nurse followed the directions given.
10. They said something to the owner of the boat.

Example.—Your mail has not come.

II.

Use the following words in affirmative sentences:—

somebody, anybody, something, anything, anywhere.

III.

Use the following words in negative sentences:—

not, didn't, never, cannot, don't.

LESSON XXV.

POSITION OF MODIFIERS.

1. It was a bright tin cup.
2. You need a pair of new boots.
3. She bought two pairs of gloves.

What does *tin* describe? What kind of *tin cup* is spoken of?

What does *bright* modify?

Ans. *Bright* modifies the expression *tin cup*.

What does *new* describe in the second sentence? Before what word is it placed?

What is the use of *two* in the third sentence? Where is it placed?

Place a modifying word as near as possible to the word which it modifies.

WRITTEN EXERCISE.

Copy the following sentences, inserting in each the word at the end. Be careful to place each word so that it will express the meaning intended:—

1. They live in a brick house. [large]
2. A cheerful lady received us. [old]

3. Do you keep straw hats? [boys']
4. Did you see any ladies' silk gloves? [black]
5. Do not forget to take a pair of boots. [old]
6. Edgar has two silver coins. [new]
7. We did see the picture. [not]
8. I see two buds. [only]
9. He rides in the morning. [here]
10. The good are great. [alone]

LESSON XXVI.

WHEN TO USE ADJECTIVES.

1. The lake looks beautiful.
2. The fur feels soft.
3. This apple tastes bitter.
4. The violet smells sweet.

What word describes the appearance of the lake? What is the use of *soft*? Of *bitter*? Of *sweet*?

Mention the words in the sentences above that are used to describe the thing spoken of.

1. The apple is sweet.
2. She sings sweetly.
3. This pillow is soft.
4. Speak softly.

What is the office of *sweet*? Of *sweetly*? Of *soft*? Of *softly*?

What words in these sentences describe the thing spoken of? What words show how the action is performed?

Use an adjective after such verbs as *look, feel, smell, taste* when you wish to describe the person or thing spoken of. Use an adverb when you wish to show how the action is performed.

Tell which words in Italics are used to describe persons or things and which are used to show how actions are performed:—

1. Charles looks *ill*.
2. The girl is *unhappy*.
3. The woman looked *sharply* at the stranger.
4. The bark feels *rough*.
5. Her dress looked *neat*.
6. She sews *neatly*.
7. Henry arrived *safe*.
8. I feel *bad*.
9. The work is *badly* done.
10. The bell was answered *promptly*.

WRITTEN EXERCISES.

I.

Write sentences containing the following adjectives used after *look, feel, smell, taste, or seem*:—

kind,	beautiful,	natural,	bitter,
careful,	pleasant,	rough,	neat,
bad,	sweet,	smooth,	prompt.

II.

Form adverbs from the words in the foregoing list.

Examples. — kindly, carefully.

III.

Write sentences containing the adverbs formed from the words in the foregoing list.

LESSON XXVII.

THE COMMA.

1. The child has a bright, happy face.
2. Bats have large front teeth.
3. The grocer sells tea, coffee, and sugar.

What is the office of *happy*? Of *bright*? What mark is placed between the two words? What does *front* describe? What kind of *front teeth* do bats have?

The adjectives *bright* and *happy* are used in the same way, — each describes face. The adjectives in the second sentence are not used in the same way; *front* describes *teeth*, but *large* describes *front teeth*.

Words used in the same way are said to be in the same construction.

What words in the third sentence are in the same construction? How is each of those words used?

Words or phrases in the same construction should be separated by commas; as, *The lowlands are hot, damp, and unhealthy.*

NOTE. — Two words or two short phrases in the same construction, when connected by a conjunction, should not be separated by a comma; as, *He is tall and slender.*

Tell which words in the following sentences are in the same construction, and why the commas are used or omitted: —

THE COMMA.

1. The sky is clear and blue.
2. It will be a clear, cold night.
3. Thousands of men, women, and children rushed thro' the streets.
4. We soon forgot the hardships of the long, cold ride.
5. You will find the coat in the hall or in the closet.
6. The cart was filled with potatoes, beets, and cabbages.
7. The surface of the soil is protected by blackbirds, cro thrushes, and larks.
8. The mountains are covered with forests of pine, fir, cedar.

WRITTEN EXERCISE.

Copy the following sentences, and insert commas where are needed: —

1. He gave a long low whistle.
2. The man had a newspaper a cane and an umbrella.
3. It was a bright sunny day.
4. Rover gave a short quick bark.
5. In the morning we read sing and play.
6. Henry Edwin and I went to ride.
7. The boy was cold tired and hungry.
8. Stone wood and brick are used for building houses.
9. Frogs have long hind legs.
10. Chimney swallows build their nests in caves tree chimneys.
11. The streets were crowded with men women and dren.
12. A small round table stood in the centre of the room.

LESSON XXVIII.

REVIEW.

ORAL EXERCISE.

What do we call a word that modifies a noun? Give an example.

What do we call a word that modifies a verb? Give an example.

What besides verbs may adverbs modify?

Give a sentence in which an adjective modifies the subject of a verb; the object of a verb.

Give a sentence in which an adjective in the predicate modifies a noun or a pronoun in the subject.

Give a sentence in which an adverb modifies a verb; an adjective; another adverb.

Give a sentence containing two nouns in the same construction; two verbs in the same construction; three adjectives in the same construction.

Give the rule for punctuating sentences which contain words or expressions in the same construction.

WRITTEN EXERCISE.

1. *Write sentences, using the following words to modify nouns in the subject or in the predicate:—*

early,	level,	crooked,	falling,	frozen,
shady,	golden,	dutiful,	selfish,	generous.

2. *Write sentences, using the following words to modify verbs, adjectives, or other adverbs:—*

here,	yonder,	to-morrow,	soon,	once,
twice,	daily,	not,	very,	only.

STUDY OF A DESCRIPTION.

3. *Write sentences, using adjectives after the verbs below modify nouns or pronouns in the subject:—*

are,	looks,	arrived,	were,
tastes,	feels,	appear,	seemed.

DICTATION EXERCISE.

1. James, have you finished your work?
2. The basket was filled with pears, peaches, and grapes.
3. "Good morning, Mrs. Brown," said the doctor.
4. Her voice was low, clear, and musical.
5. The room was long and narrow.
6. The Andes are on the western coast of South America.
7. Did you call me, sir?
8. Fanny, Alice, and Gertrude joined the party.

LESSON XXIX.

STUDY OF A DESCRIPTION.

THE OLD ANGLER'S COTTAGE.

I found the old angler living in a small cottage containing only one room, but a perfect curiosity in its method of arrangement.

It was on the skirts of the village, on a green bank, a little back from the road, with a small garden in front, stocked with kitchen herbs, and adorned with a few flowers. The whole front of the cottage was overrun with a honeysuckle. On the top was a ship for a weathercock.

The interior was fitted up in a truly nautical style, the old angler's ideas of comfort and convenience having been acquired on the berth-deck of a man-of-war. A hammock was slung from the ceiling, which, in the daytime, was lashed up so as to take but little room. From the centre of the chamber hung a model of a ship of his own workmanship. Two or three chairs, a table, and a large sea-chest, formed the principal movables. The mantel-piece was decorated with sea-shells; over which hung a quadrant flanked by two woodcuts of most bitter-looking naval commanders. His implements for angling were carefully disposed on nails and hooks about the room. On a shelf was arranged his library, containing a work on angling, much worn, a Bible covered with canvas, an odd volume or two of voyages, a nautical almanac, and a book of songs.

WASHINGTON IRVING.

What is the title of this piece? What is an *angler*?

What does the first sentence tell? How many rooms were in the cottage? What was a curiosity?

Where was the cottage? What is meant by the *skirts* of the village? Where did the cottage stand? How far back from the road was it?

What was in front of the cottage? What did the garden contain? What is an *herb*? Mention two or three kinds of herbs that are commonly raised in gardens. What else was in the garden? What is the meaning of *adorned*? What flowers do you think were growing in the garden?

Describe the front of the cottage. What was on the top of it? What is a *weathercock*?

What does the third paragraph describe? What is the *interior* of a house? What is meant by a *nautical* style? What led the old angler to fit up his cottage in the style of a seaman?

COMPOSITION.

How was his hammock arranged? What hung from the centre of the chamber? What movable articles of furniture did the room contain? What decorated the mantel-piece? What hung over it? What is a *quadrant*? What is meant by the quadrant's being *flanked* by two woodcuts? What hung on the nails and hooks about the room? Where was the library? Of what books was it composed?

WRITTEN EXERCISES.

I.

Describe in your own words The Old Angler's Cottage.

II.

Write sentences, showing the correct use of the following words:—

angler,	cottage,	curiosity,	arrangement
stocked,	herbs,	adorned,	overrun,
weathercock,	interior,	nautical,	acquired,
hammock,	ceiling,	lashed,	decorated
naval,	voyages,	canvas,	almanac.

LESSON XXX.

COMPOSITION.

Describe some room that you have seen. Tell what things were in the room, and how they were arranged.

Write a suitable heading for your description.