

LESSONS

IN

LANGUAGE.

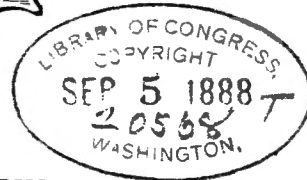
BY

EDWARD GIDEON,

PRINCIPAL OF THE GEORGE G. MEADE GRAMMAR SCHOOL
PHILADELPHIA.

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PHILADELPHIA:
ELDREDGE & BROTHER,
No. 17 North Seventh Street.

1888

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"Learn to do by doing."

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A SCHOOL-BOOK is one of the tools of the teacher. As such it is invaluable for its suggestions and its assistance in supplementing work which even without it would be recognized as master-craft.

No apology is offered for the publication of this little book. It must stand or fall upon its own merit as an assistant to the teacher of language.

Intended mainly for young pupils, its object is to train them to use words of their own simple vocabulary not only in properly-expressed sentences, but also in oral and written stories and descriptions. It aims also to increase that vocabulary by a gradual accession of new words similarly used.

No claim is made to originality in the arrangement of the matter. It has been made to conform to the requirements generally prescribed for children beginning the formal study of language, by a careful reference to the most approved courses of study in the principal cities of the country. It is so arranged that it can be used in part or as a whole, so that teachers in any

locality can make it conform to their own desires and needs.

Much of the work is suggestive. The amount of practice that can be obtained from the use of the several parts of the book is almost unlimited. Teachers are advised, therefore, not to follow too closely the printed arrangement, but wherever possible to apply principles already learned to every oral or written exercise found therein. [REDACTED] to some extent been shorn of the quaintness of language so peculiar to them, but it was not deemed advisable to make a complete transformation, for the reason that the pupil will experience less difficulty in substituting his own simple expressions for those oddities than he would if they were written to suit his own vocabulary.

Finally, the book is not in any sense a grammar; whatever grammatical definitions or principles are given are the inevitable results of the inductive method applied in the numerous exercises. If "we learn to do by doing"—an aphorism as old as teaching—then this book, as well as all similar books, will be an aid to all who, loving, teach, and, teaching, love.

E. G.



LESSONS IN LANGUAGE.

SECTION I.



1. What do you see in this picture?
How old do you think the girl is?
What do you think her name is?
What has she been doing?
What is she waiting for?
Who will come to her?
What for?

Write a story about the picture, using all or a part of your answers.



2. What do you see in this picture?
 What is the boy doing?
 How old do you think he is?
 How is he dressed?
 What do you think his name is?
 Where do you think he is?
 What do you think he is waiting for?

Write a story about the picture, using all or a part of your answers.



3. What do you see in this picture?
 Where are they seated?
 What do you think their names are?
 What are they doing?
 What is the puss doing?
 How do you know that?
 Give the puss a name.

Write a story about the picture, using all or a part of your answers.



4. What do you see in this picture?
 Where are they?
 How do you know this?
 What do you think their names are?
 What are they doing?
 What have they been doing?
 What do you think they will do next?

Write a story about the picture, using all or a part of your answers.



5. What do you see in this picture?
 What do you think her name is?
 How old do you think she is?
 What has she been doing?
 What has she done?
 Is she a good girl?
 Why do you think so?

Write a story about the picture, using all or a part of your answers.

6. Fill the blanks in the following sentences:

- The elephant is a _____ animal.
 Sugar is _____.
 The _____ horse ran away.
 The cows give us _____.
 Butter is made from _____.
 Leather is made from the _____ of animals.
 Tobacco in any shape is _____.
 Our _____ should be kept clean.
 Our hair should be _____.
 Dried grass is called _____.
 We should listen to our _____.
 Our _____ should be _____.
 Two _____ two make four.
 Flowers please the _____.
 Playing in the open air makes us _____.
 It is time to _____.
 The weather is very _____ to-day.
 It was _____ yesterday.
 I hope it will be _____ to-morrow.
 At what _____ does school open?
 When do you _____ home?
 Is your _____ kind to you?
 Are your _____ older than you?
 Were _____ at the flower-show?
 Was _____ there?
 Roses _____ beautiful flowers.

- A tulip _____ gaudy.
 I like trees; what does she _____?
 I must _____ home.

7. Write short sentences, each containing one of the following words:

1.

Coal, fire, snow, rain, stove, leaf, bud, stem, flower, seed, fruit, rose, apple, tulip, potato, beet, onion, teeth, alcohol, drunkard.

2.

Clean, good, wicked, bad, grass, hay, straw, flour, oats, corn, tree, moon, sun, stars, globe, ocean, sea, cape, river, bay.

3.

Gulf, mountain, strait, isthmus, ship, boat, one, two, three, number, shape, money, food, hungry, thirsty, this, these, that, those, were.

4.

Men, boys, girl, women, school, teacher, books, slates, pencil, black, red, rough, smooth, tough, hard, coffee, tea, butter, beef, mutton.

5.

Bathing, add, subtract, thousands, north, west, maps, streets, fire, water, triangle, square, circle, oblong, weather, color, vowel, spelling, interrogation, comma.

8. Write three sentences about the plays which you have at your school.

Write the words, My dear Brother, at the beginning of these sentences, on the line above them, at the left.

Write your own name at the end of these sentences, on the line below them, at the right.

You have written a short letter to your brother.

Now write a short letter to your father about your studies at school.

Write a short letter to your mother about your companions.

Make short sentences, each containing one of the following words:—Monday, Tuesday, Wednesday, January, February, March, April.

Make short sentences in the form of questions, each containing one of the following words:—Sunday, Thursday, Friday, Saturday,

May, June, July, August, September, October, November, December, Boston, New York, Philadelphia, Baltimore, William Penn, George Washington, Andrew Jackson, General Grant, Abraham Lincoln.

Write sentences or statements in the form of commands, each containing one of the following words:—dog, cat, boy, girl, John, Susan, brother, sister, Andrew, James, uncle, aunt.

9. Write the following sentences:

The father will bury his son.

A sparrow will eat a berry.

A bird sat on a bough.

John made a bow to his friend.

The fare on the cars was too high.

A fair young girl was present.

Ellen's hair is black.

The hare is a kind of rabbit.

Thomas broke a pane of glass.

He had a pain in his head.

A cruel man will beat his horse.

The beet is a garden vegetable.

He does not seem to understand you.

The coat was made without a seam.

A lady led the way to the church.

Lead is a heavy metal.

A girl carried a pail of water.

The boy was sick and pale.

The church-bells ring out a joyous peal.

We should not throw the peel of any fruit
on the side-walk.

I did not see the book which you named.

Ships sail on the great sea.

The grass was wet with the dew.

He did not pay me the money which was
due to me.

Mary could not climb the hill.

They sent the sick boy to a sunny clime.

Did you see him?

They sang a hymn in Sunday-school.

What words in these sentences are pronounced
alike, but spelled differently?

What is the meaning of these words?

Write other sentences containing the same
words.

Change some of these sentences so that they
may be in the form of questions.

Change some of the sentences so that they may
be in the form of commands.

10. Make problems of each of the following
arithmetical expressions, using concrete num-
bers instead of the abstract numbers:

$$1. 18 - 13 = ?^*$$

$$2. 12 - 6 = ?$$

$$3. 14 - ? = 6.$$

$$4. 3 + 9 = ?$$

$$5. ? + 6 = 12.$$

$$6. 4 + ? = 16.$$

$$7. 8 \times 8 = 64.$$

$$8. 8 \times ? = 56.$$

$$9. ? \times 7 = 63.$$

$$10. 18 \div 2 = ?$$

$$11. 27 \div ? = 9.$$

$$12. ? \div 4 = 7.$$

$$13. 6 + 4 + 5 = ?$$

$$14. 16 + 6 - 7 = ?$$

$$15. 12 + 24 - 6 = ?$$

$$16. 25 - (2 \times 6) = ?$$

$$17. \frac{1}{2} \text{ of } 12 = ?$$

$$18. \frac{1}{3} \text{ of } 15 = ?$$

$$19. \frac{1}{4} \text{ of } 20 = ?$$

$$20. \frac{1}{8} \text{ of } 16 = ?$$

11. Write sentences or statements, each con-
taining all the words in the following line:

1. House, gate, steps, door, stove.

Write similar sentences for each of the fol-
lowing:

2. House, baby, chair, dog, hall.

3. House, hall, steps, man, book.

4. House, door, dog, street, horse.

* Thus: "If I have eighteen cents and spend thirteen of
them, how many will I have left?"

5. House, church, street, alley, child.
 6. House, windows, door, garden, flower.
 7. House, door, windows, yard, stable.

12. Fill the blanks in the following sentences:

- A rose _____ a pretty flower.
 Roses _____ pretty flowers.
 The man _____ killed.
 The men _____ killed.
 You _____ taller than _____.
 He _____ stronger than _____.
 We _____ going to the country.
 They _____ happy.
 I _____ ten years old to-day.
 I _____ ten years old yesterday.
 I _____ ten years old to-morrow.

13. Fill the blanks in the following sentences, using *this*, *that*, *those*, or *these* in the first column:

- _____ man _____ honest.
 _____ soldiers _____ brave.
 _____ soldier _____ brave.

- _____ boy _____ studious.
 _____ boys _____ studious.
 _____ bird _____ sweetly.
 _____ birds _____ sweetly.
 _____ flower _____ beautiful.
 _____ flowers _____ fragrant.
 _____ _____ a noisy girl.
 _____ _____ talkative girls.

14. The Boys and the Frogs.

Some boys playing near a pond saw a number of frogs in the water, and began to pelt them with stones. They killed several of them, when one of the frogs, lifting his head out of the water, cried out: "Please stop, my boys; what is sport to you is death to us."

Children, when seeking pleasure for themselves, often cause great trouble to others.

Read this story.

Tell it, using your own words.

What is the meaning of the words, *pelt*, *several*, *lifting*, *sport*, *trouble*?

Use these words in other sentences.

Write the story, using, as far as possible, other words instead of these.

15. The Crab and its Mother.

A crab said to her son: "Why do you walk so one-sided, my child? It is far more becoming to go straight forward." The young crab replied: "Quite true, dear mother; and if you will show me the straight way, I will promise to walk in it." The mother tried, but found herself unable to do so.

Never require others to do what you cannot do yourself.

Read this story.

Tell it, using your own words.

What is the meaning of the words, *becoming, straight forward, replied, promise, unable?*

Use these words in other sentences.

Write the story, using, as far as possible, other words instead of these.

16. The Dog in the Manger.

A dog lay in a manger, and by his snapping and growling prevented the oxen from eating the hay which had been placed there for them. "What a selfish dog!" said one of them to his companions. "He cannot eat the hay himself,

and yet he refuses to allow those to eat who can."

We should not deprive others of blessings because we cannot enjoy them ourselves.

Read this story.

Tell it, using your own words.

What is the meaning of the words, *manger, prevented, selfish, companions, refuses, allow, deprive, blessings, enjoy?*

Use these words in other sentences.

Write the story, using, as far as possible, other words instead of these.

17. The Two Goats.

Two goats started at the same moment from opposite ends to cross a rude bridge that was wide enough for only one to cross at a time. Meeting at the middle of the bridge, neither would make room for the other to pass. They locked horns and fought for the right of way, until they both fell into the torrent below and were drowned.

What lesson does this story teach?

What is the meaning of the words, *opposite, enough, meeting, right of way, torrent?*

Use these words in other sentences.

Write the story, using, as far as possible, other words or expressions instead of these.

18. The Hare Afraid of his Ears.

The lion, being badly hurt by the horns of a goat, declared solemnly that every animal with horns should be banished from his kingdom. A silly hare, seeing the shadow of his ears, was in great fear lest they should be taken for horns, and scampered away.

What lesson does this story teach?

What is the meaning of the words, *declared, solemnly, banished, kingdom, silly, fear, scampered*?

Use these words in other sentences.

Write the story, using, as far as possible, other words instead of these.



SECTION II.



19. What do you see in this picture?
 What are they doing?
 What are their names?
 Where are they?
 Where do you think they live?
 What may happen?

Write a story about the picture, using all or a part of your answers.



20. What do you see in this picture?
 Where are they?
 What are the boys doing?
 What do you think their names are?
 Do you think they are in earnest, or are they playing?
 What do you think will happen?

Write a story about the picture, using all or a part of your answers.



21. What do you see in this picture?
 What do you think has happened?
 Where are they?
 What do you think the boy's name is?
 What name will you give the dog?
 What will the mother do?

Write a story about the picture, using all or a part of your answers.



22. What do you see in this picture?
 What do you think has happened?
 Where do you think they are?
 What do you think the names of the children are?
 What do you think the mother is saying?
 What will happen next?

Write a story about the picture, using all or a part of your answers.



23. What do you see here?
 What sort of a place is it?
 What have the children been doing?
 What are they doing now?
 Will you give names to all the persons you see?
 What may happen?

Write a story about the picture, using all or a part of your answers.

24. Write short sentences, each containing one of the following words:

1.

Multiply, divide, sum, difference, exercise, north, east, west, south, race, rapid, falls, watershed, commerce, domestic, foreign, export, import, size, equator.

2.

Addition, poles, subtraction, climate, seasons, night, curve, enlarge, diminish, design, figure, outline, square, circle, oblong, previous, triangle, simple, wheat, corn.

3.

Apple, pear, cherry, food, lungs, breath, breathe, stimulant, spelling, occasional, silent, dumb, whisper, talkative, correct, punctuation, memorize, pupils, obey, honest.

4.

Truthful, life, am, are, was, were, has, have, this, these, that, those, been, true, would, wood, letter, envelope, paper, address.

25. Copy the following letter, first on your slate, then on a sheet of note-paper:

No. 110 Chestnut St.,

Philadelphia, Pa.,

Dec. 24, 1888.

My dear Father:

I arrived here safely after a long ride in the cars.

Though tired with my journey, I write at once, as you directed me, that you may know I am safe and well.

*I shall write again after
Christmas, and tell you all
about my visit to the Quaker
City, as it is often called.*

*With love to my dear
mother, I am*

Your affectionate son,

Charles H. Thompson.

Examine this letter closely. Notice where the date is placed; the address; the signer's name.

Notice the form of the address; the form of the closing.

What is placed on the upper right-hand corner?

What *four* parts in the *place*?

On what street is the residence?

What number?

What city?

What State?

What *three* parts in the *date*?

What month?

What day of the month?

What year?

On what part of the page do you write the place and the date?

What do you find on the upper left-hand corner?

Give the form of address you would use in writing to your mother, sister, brother, cousin, friend, uncle, aunt, an acquaintance, a stranger.

Can you give any other forms of address?

Notice the body of the letter.

Into how many parts is it divided?

What is each part called?

Does each part contain a new thought?

Notice where the first word of the first paragraph begins.

Notice where the first words of the other paragraphs begin.

What rule or direction can you give for the

place of the first word of the first paragraph?
for the first word of the other paragraphs?

Notice the closing part of the letter.

What words are used?

Where are these words placed?

What other forms of closing are used in letters?

What comes last in the letter?

Where is it placed?

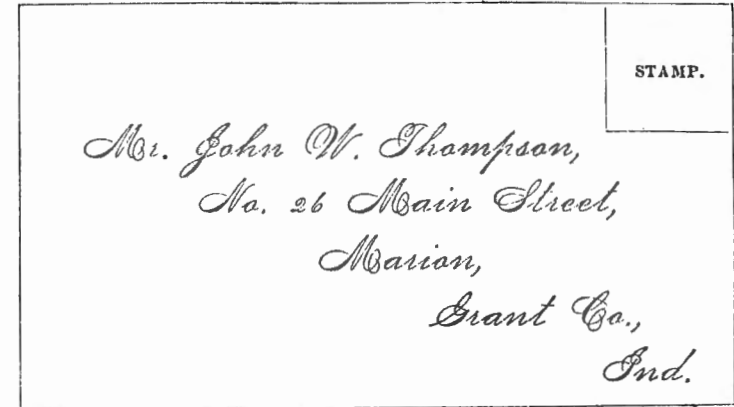
Write a letter to your mother about a journey which you have made.

Write a letter to your cousin about a present which you have received.

Write a letter to your sister about a book which you have read.

Write a letter to your friend about a story which you have heard.

Suppose that you are visiting a friend in the city or in the country. Write a letter to your brother, telling him what you have seen and done.

The Envelope.

Notice the direction on the face of the envelope.

Where is the stamp placed?

Where do you begin the address?

How are the other portions of the address placed?

What comes first? second? third? fourth? fifth?

Draw the shape of an envelope on your slate.

Mark the place for the stamp.

Direct the letter to some one you know.

Draw another envelope, and direct it to your uncle in Washington.

Draw and direct others to friends in different places.

26. John, Charles, Lucy, Clara, mother, sister, boy, man, uncle.

Of what are these words the names?

Write short sentences, each containing one of these name-words.

Boston, Philadelphia, Washington, Chicago, New York, Charleston.

Of what are these words the names?

Write short sentences, each containing one of these name-words.

Stove, carpet, pencil, desk, paper, knife, ink, water, money, clothes.

Of what are these words the names?

Write short sentences, each containing one of these name-words.

All name-words are called **Nouns**.

A **Noun** is the name of any person, place, or thing.

Write ten nouns that are names of persons.

Write ten nouns that are names of places. Write ten nouns that are names of things.

Write short sentences, each containing one of these nouns.

Make a written list of all the name-words, or nouns, in the sentences on pages 15 and 16.

Make a written list of all the name-words, or nouns, in the stories on pages 19 to 22.

The boy runs. The dog barks. The girl laughs. The baby cries. The kitten plays. The woman sews. The man hammers. The carpenter builds. The farmer ploughs.

Name all the nouns in these sentences.

What words in these sentences express action or movement?

All words that express action are called action-words, or **Verbs**.

Write two or more action-words after the following nouns:

boy	bee	girl	rain
horse	cat	smoke	wind
bird	mouse	gardener	farmer

Write a noun before each of the following action-words:

quarrel	squeal	pinch	throw
play	build	strike	jump
break	run	bend	steal

Write an action-word in each of the following blanks:

The boy _____ on a horse.

The clouds _____ over our heads.

The man _____ his dinner.

Henry _____ to school.

Cows _____ in the meadow.

Make a list of all the action-words, or verbs, in the sentences on pages 15 and 16.

Make a list of all the action-words, or verbs, in the stories on pages 19 to 22.

In these stories or sentences what words begin with capital letters? Where do you find the capital letters? Where do you find the period? Where do you find the interrogation-point? Show where the commas are used.

Write short sentences containing capital letters, interrogation-points, commas and periods, properly used.

27. Write the following sentences:

Dye the silk a beautiful brown.

They thought the boy would die.

James bruised his heel.

The wound will heal in a short time.

Washington was a great man.

Coal is burned in a grate.

Susan bought a pair of shoes.

You can pare a pear with a knife.

The way was long and rough.

How much do you weigh?

Will the farmer sow the seed?

Does the woman sew a garment?

It is so cruel to rob a bird's nest!

A sail was seen on the bay.

This house is for sale.

The problem was too difficult for the pupil.

Two men were seen to run from the building.

The seaman told a sorrowful tale.

The cat has a long tail.

Thou shalt not steal.

I have a new steel pen.

A lion is a beast of prey.

The Bible commands all men to pray.

The lady had a gold ring on her finger.

Wring the water from your dress.

Anna has a fur wrap.

I heard a rap at the door.

A coarse cloth was used by the tailor.

The vessel sailed a westerly course.

What words in these sentences are pronounced alike, but spelled differently?

What is the meaning of these words?

Write other sentences containing the same words.

Change some of these sentences so that they may be in the form of questions.

Change some of them so that they may be in the form of commands.

Make a written list of the nouns in each sentence.

Make a written list of the verbs in each sentence.

28. Write sentences, each containing one of the following verbs:

Give, go, hang, work, love, contain, occur, write, read, spell, draw, cipher, make, strive, swear, swing, hurry, rise, train, converse, exhibit.

Mark the nouns in each sentence.

Mark the verbs in each sentence.

29. Fill the blanks in the following sentences with nouns:

_____ may go out and play?

The _____ was burned this morning.

_____ are pleased with music.

_____ will call and see us to-day.

The _____ graze in the meadow.

_____ bark at strangers.

_____ bought a new book.

A large _____ fell across the road.

Are _____ pretty?

Large _____ were caught.

The _____ of the oak was withered.

A _____ sat on a bush and sang for us.

_____ may stay at home.

A _____ encloses the garden.

The _____ burns in the stove.

_____ can sew rapidly.

_____ takes music lessons.

_____ will go with you.

30. Fill the blanks in the following sentences with verbs:

Farmers _____ corn, wheat and hay.

Butchers _____ meat.

Tailors _____ coats.

Bakers _____ bread.

A large bear _____ by the hunters.

The cars _____ very fast.

This poor beast _____ food.

The carman _____ the furniture.

The ship _____ ashore by the fierce wind.

The class _____ diligently.

You _____ read good books.

A rose _____ a pretty flower.

On a May day we all _____ for flowers and green leaves. The sun _____ brightly.

Not a cloud _____ to be seen.

31. Fill the blanks in the following sentences with nouns and verbs:

_____ her sister a new book.

_____ home in great haste.

_____ his lessons.

_____ and _____ to see the menagerie.

Where _____ going?

What _____ saying?

_____ sweetly.

_____ a dollar on his way to school.

The _____ who _____ in this house _____ to the country.

The _____ on the express-train _____ this morning by a collision.

_____ a letter to his friend, and _____ him that his _____ sick.

32. Make a problem of each of the following arithmetical expressions, using concrete numbers instead of the abstract numbers:

$$52 + 64 + 48.$$

$$45 + 12 + 7.$$

$$50 + 75 + 25.$$

$$180 - 108.$$

$$18 - 9.$$

$$115 - 79.$$

$$5 \times 11.$$

$$12 \times 12.$$

$$9 \times 3.$$

$$36 \div 4.$$

$$84 \div 12.$$

$$350 \div 2.$$

$$\$20 - (\$5.50 + \$4.25 + \$1.75).$$

$$50 - (16 + 8 + 9 + 3).$$

$$\$5 - (2 \times \$2.25).$$

$$\$10 - (3 \times \$3.75).$$

$$\$50.50 - \$35.75.$$

$$78 \times 8.$$

$$359 \times 6.$$

$$37 \times 19.$$

$$25 \times 48 \times 40.$$

$$150 - (6 \times 24).$$

$$260 \div 5.$$

$$(90 \times 75) \div 30.$$

33. The Hare and the Hound.

A hound, having started a hare from his hiding-place, after a long run gave up the chase. A shepherd, seeing him stop, mocked him, saying, "The little one is the best runner of the two." The hound replied, "You

do not see the difference between us: I was only running for a dinner, but he for his life."

The greater the prize, the greater the effort.

Read this story.

Tell it, using your own words.

What is a hare? a hound?

What is the meaning of the words, *started, hiding, shepherd, mocked, difference?*

Use these words in other sentences.

Write the story, using, as far as possible, other words instead of these.

34. The Crow and the Serpent.

A crow in great want of food saw a serpent asleep in a sunny nook, and, flying down, greedily seized him. The serpent, turning about, bit the crow with a mortal wound. The crow in the agony of death exclaimed, "O unhappy me! I have found the source of my own destruction in that which I thought a piece of good fortune."

What seem to be blessings are not always so.

Read this story.

Tell it, using your own words.

What is the meaning of the words, *nook, greedily, mortal, agony, source, destruction, exclaimed?*

Use these words in other sentences.

Write the story, using, as far as possible, other words instead of these.

35. The Boy and the Nettle.

A boy was stung by a nettle. He ran home and told his mother, saying, "Although it pains me so much, I did but touch it ever so gently." — "That was just what caused it to sting you," said his mother. "The next time you touch a nettle, grasp it boldly; it will be as soft as silk to your hand, and will not hurt you in the least."

Whatever you do, do with all your might.

Read this story.

Tell it, using your own words.

What is the meaning of the words, *told, gently, grasp, boldly, caused?*

What is a nettle?

Use these words in other sentences.

Write the story, using, as far as possible, other words instead of these.

36. The Shepherd and the Wolf.

A shepherd once found a young wolf and taught it to steal lambs from the neighboring flocks. The wolf, having shown himself an apt pupil, said to the shepherd, "Since you have taught me to steal, you must keep a sharp lookout, or you will lose some of your own flock."

The wrong we teach others may be practised upon ourselves.

Read this story.

Tell it, using your own words.

What is the meaning of the following words or expressions?—

Found, taught, neighboring, apt, sharp lookout.

Use them in other sentences.

Write the story, using, as far as possible, other words or expressions instead of these.

37. The Wolf and the Sheep.

A wolf, being sick and maimed, called to a sheep who was passing, and asked him to fetch some water from the stream. "For," he said, "if you will bring me drink, I will find means to provide myself with meat." "Yes," said the

sheep; "if I should bring you the draught, you would doubtless make me provide the meat also."

Read this story.

Tell it, using your own words.

What is the meaning of the words, *maimed, asked, fetch, means, provide, draught, doubtless?*

Use these words in other sentences.

Write the story, using, as far as possible, other words instead of these.

What lesson does the story teach?



SECTION III.



38. What do you see in this picture?
Where are they?
What is each one doing?
What do you think their names are?
How old do you think the girls are?
What book do you think they are reading?
What season of the year is it?

Write a story about the picture, using all or a part of your answers.



39. What do you see in this picture?
What are they doing?
Where are they?
What do you think their names are?
Where are they going?
What would happen if the wheel should break?

Write a story about the picture, using all or a part of your answers.



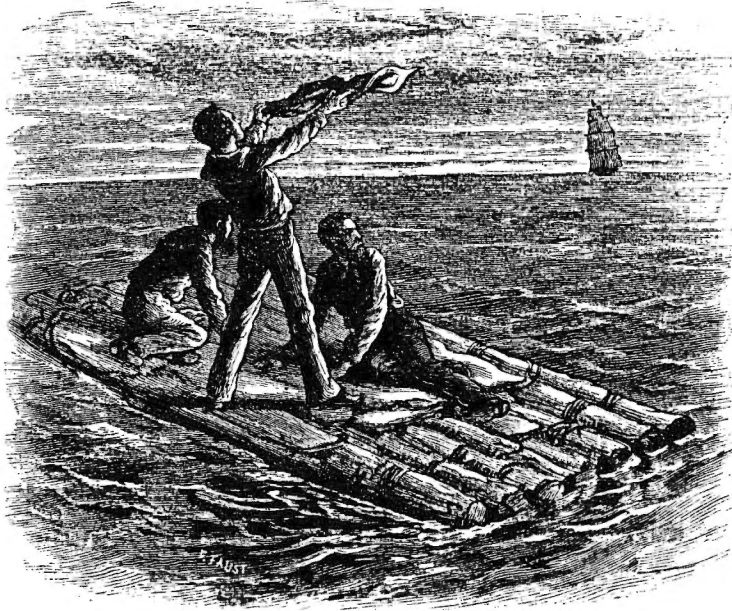
40. What do you see in this picture?
 What do you think the boy's name is?
 Where is he?
 What has the boy been doing?
 What is the fox going to do?
 Why will the fox try to do this?
 Who will be to blame?

Write a story about the picture, using all or a part of your answers.



41. What do you see in this picture?
 Where are they?
 What do you think the boy's name is?
 What has he been doing?
 What is he going to do now?
 Who do you think the lady is?
 What is likely to happen if he goes too near the water?

Write a story about the picture, using all or a part of your answers.



42. What do you see in this picture?
 What do you think has happened?
 What is the man standing up for?
 Who will see him?
 What will the captain of the vessel do
 if he sees him?
 Suppose the captain should not see him,
 what would then happen?

Write a story about the picture, using all or a part of your answers.

43. Write five sentences about plants, roots, leaves, buds, flowers, seeds.

Tell how plants grow.

Tell what plants are used for food.

Tell what parts of these plants are used.

Tell what you know about the manner in which these plants are cultivated.

Tell what you know about the necessity for cleanliness, bathing, clothing, the care of the teeth; the lungs, breathing; the advantages of pure air, the effects of bad air.

Tell what you know about trees, shrubs, forests; the different kinds of trees; the different kinds of woods; the uses of the different kinds of woods.

Tell what you know about the different domestic animals, their names, their movements, their uses to man.

Tell what you know about the bones of the body, their names, their composition, their uses; the joints; the muscles and their uses.

Give a description of places in your city or county which you have seen.

Give a description of the route you take in coming to school.

Tell what you know about North America; the United States; islands, rivers, capes, mountains, lakes, etc.

Tell what you know about commerce, exports, imports; river-systems, river-basins; races of men; climate; size of the earth; the equator; the motions of the earth.

44. Cat, horse, chair, pen, bird, star, table, apple, book, dog, rat, clock, pear, ruler, cow, tree, sun, rose.

How many objects are meant when you use any one of these names?

A word which shows that only one object is meant is said to be of the **Singular Number**.

Cats, horses, chairs, pens, birds, stars.

How many objects are meant when you use one of these words?

A word which shows that more than one object is meant is said to be of the **Plural Number**.

Write ten nouns in the singular number.

Write the same nouns in the plural number.

What letter has been added to form the plural?

In what number are the following nouns?

Fish, dish, brush, church, glass, compass, box, tax, topaz, waltz.

With what sound do they end?

With what letters do they end?

Can you sound the plural if you add **s**, as in other nouns? Try it.

What, then, must you add in order to sound the plural of these nouns?

Write the plural of each of these nouns.

Write other nouns that end in these sounds.

Write the plural of the nouns you have just written.

Nouns that end in **sh**, **ch** soft, **z** or **x** form the plural by adding **es**.

Hero, potato, tomato, torpedo, calico, negro.

In what number is each of these words?
Write the plural of each of them.
What is the difference?

Grotto, solo, canto, quarto, duodecimo.

In what number is each of these words?
Write the plural of each of them.
What is the difference?

Nouns ending in *o* generally form the plural by adding *es*, but some nouns ending in *o* form the plural by adding *s* only.

Write as many nouns as you can that end in *o*.

Write the plural of these nouns.

In what number are the following words?

Wife, knife, calf, leaf, life, loaf.

In what sound do they end?
Write the plural of each of them.

What is the difference? What change in the sound? What change in the letters?

Nouns ending in *f* or *fe* change the *f* to *v* and add *s* or *es*.

To this rule there are some exceptions.

Write ten nouns ending in *f* or *fe*.
Write their plurals.

In what number are the following nouns?

Lady, baby, army, sky, berry, cherry, city.

In what letter do they end?
What kind of a letter (vowel or consonant) is before the last letter?

Write the plural of each of these nouns.

What change has been made?

What letter has been changed?

What letter is used instead of it?

What letters have been added?

Nouns ending in *y* following a consonant change *y* into *i* and add *es* in forming the plural.

What is the plural of—

Day, play, money, toy, turkey?

How do these words differ from the former list of words ending in *y*?

Nouns ending in *y* following a vowel form the plural by adding *s*.

In what number are the following nouns?

Mouse, goose, man, woman, foot, tooth, ox, louse, child.

Write the plurals of these nouns.

These nouns are said to have irregular plurals.

Make a list of other words that have irregular plurals.

Take each of the words given as singular nouns in Section 44 (pages 52-56), and use it in a sentence.

Change the singular name to the plural form, and use it in the same sentence. What change occurs in the sentence?

Some nouns are alike in both numbers: as, deer, sheep, trout; some are used only in the singular number: as, gold, flour, milk; and some are used only in the plural: as, measles, scissors, cattle.

45. A book. A map. A pencil. A rose.
The book. The map. The pencil. The rose.

What is the difference between these expressions?

If I say, Give me a book, what book do I mean?

If I say, Give me the book, what book do I mean?

What words cause this difference in meaning?

The words **a** and **the** are called **Articles**, or **Limiting Adjectives**.

Show me a picture.

Take a peach.

Can you ride a horse?

An eye for an eye.

Come and see an eagle.

Be an earnest pupil.

Which of these words are articles?

Before what kind of a letter is **a** used?

Before what kind of a letter is **an** used?

Use **a** or **an** before each of the following words:

School, lesson, apple, night, ice, word, bee, adjective, article, pupil, broom, adverb, army, orange, acorn, week, gate, lily, egg, eagle, plough, park, grove, onion, auger, hatchet, joist, elm, chestnut, antelope, elephant, orchard, eclipse, errand, business, separation.

Use each of these words in a sentence.

Change each word to the plural form, and then use it in a sentence.

46. A good man. A bad boy. A sweet apple. A fine house. A pretty bird. The honest farmer. The black clouds.

In these expressions which words are articles?
Which words are nouns?
Which words describe the nouns?

Words that describe nouns are called **Quality Words**, or **Adjectives**.

Take each of the above nouns and place before it five different adjectives or quality words.

Tell or mark the adjective in each of the following sentences:

John is a good son.

An obedient son is the delight of his father.

Mary is a studious, intelligent girl.

Here comes a tall man.

The dog is happy because his old master has called him.

Green fields are pleasant pictures.

Tall oaks from little acorns grow.

Perfect lessons are expected.

The first man. The second woman. A better lesson. The best writing. Two birds. Five

dollars. The wisest, noblest man. Dear, patient, gentle mother! A fine, large tree had fallen over the muddy road.

Prefix articles and adjectives to the following words by filling the blanks:

_____ cows.
_____ sheep.
_____ trees.
_____ flowers.
_____ snow.
_____ desert.
_____ squeak.
_____ prince.
_____ president.
_____ trap.
_____ streets.
_____ houses.
_____ hail.
_____ river.
_____ mountain.
_____ answer.
_____ thorn.
_____ king.
_____ sand.
_____ horse.

Make sentences of the completed expressions.
Write five sentences containing articles.

Write ten sentences containing adjectives.

Make lists of all the nouns, verbs and adjectives in the stories on pages 41 to 45.

47. The boy plays here. The boy plays there.

What words in these two sentences show in what place the boy plays?

The girl came to-day. The girl came yesterday.

What words in these two sentences show the time when the girl came?

The man ran quickly. The man ran slowly.

What words in these two sentences tell how the man ran?

Do the words, here, there, then, yesterday, quickly, slowly, describe a noun or modify a verb?

Words that show how, when or where an action is done are called **Adverbs**.

Adverbs modify verbs, adjectives and adverbs.

Use an adverb in each of the following sentences:

Did Mary see her father?

The bird sang.

Charles received a letter.

Henry read to his mother.

The thief was caught.

We arrived from Trenton.

A lady called before you came.

Were you in the city?

The cat caught a mouse.

He studies his lessons.

In each sentence which you have used, what word does the adverb modify?

48. In the following sentences name the adjectives, the articles, the adverbs, the nouns and the verbs:

The dog ran there before he came here.

Where are you going?

Here comes the man who told me the news.

You must not look backward.

I promised yesterday to see you to-day.

The praise was honestly given.

Surely you are mistaken?

There is a flock of wild geese.

The captain was greatly mistaken if he thought I would give him too much praise.

Probably you can tell the cause.

The victim was wholly in his power.

He spends his time chiefly in doing nothing.

He has been very sick, and lately has become totally blind.

Then you must go?

I cannot venture out.

The number of the stars cannot be told.

49. Fill the blanks in the following sentences with articles, adjectives or adverbs:

The _____ wind blew _____.

_____ stars shine _____.

_____ birds sing _____.

_____ eagles soar _____.

_____ houses cost _____.

A _____ child acts _____.

_____ dogs bark _____.

The doctor was _____.

The soldier had a _____ experience.

An _____ expense was incurred in building the bridge.

The merchant was _____ busy. He was _____ engaged.

The weather is _____ cold.

_____ the rain poured down.

_____ boys will listen _____ to the teacher's direction.

50. I heard a groan.

He has grown to be a man.

He prays for his brother.

The teacher will praise your efforts.

He will wait for you.

Your weight is greater than mine.

The gentle rain fell all through the spring night.

The reign of this king was a troublesome time.

The bridle-rein was broken.

An honest farmer will sell pure butter.

A criminal will reach a prison-cell.

The wicked boy threw a stone at his gentle companion.

Birds fly through the air.

A fir tree is a beautiful object.

The fur of the white fox is valuable.

Let us hire a horse and carriage and drive into the country.

A colonel is higher in rank than a major.

The fourth man answered, and stepped forth from the ranks.

If you choose, you can help me very much.

The cow chews the cud.

Peace was proclaimed with great rejoicing.

A piece of bread was offered to the beggar.

Have you been to see the menagerie?

The wheat-bin was the largest in the country.

The tail of the animal was three feet long.

The stranger told a tale of misery and suffering.

The mail train was behind time.

The male bird had his wing broken.

The carter will haul the goods to the town-hall.

In these sentences what words are pronounced alike, but spelled differently?

What does each of these words mean?

Use them in other sentences.

Name the nouns, the verbs, the articles, the adjectives, and the adverbs in each sentence.

Write each of the foregoing sentences in the form of a question.

Change the verb in some of them to the plural form, and change the subject to agree.

Change some of the subjects to the plural form, and see if any change will be required in the verb. Read the sentence with the verb changed.

51. In the fables on pages 41 to 45 change the singular nouns to the plural form, and change the verb to agree when necessary.

Use one or more adjectives before each of the nouns in these fables.

Use one or more adverbs in the same fables if you can.

52. Use each of the following words in a sentence:

House, field, farmer, glad, children, home, play, come, shadows, trees, day, night, exceedingly, occurrence, noticed, dog, unexpected, working.

Use any two of them in a sentence.

Use any three of them in a sentence.

Use any four of them in a sentence.

Write a story about a visit to the country, and use all of these words in it if you can.

53. Make arithmetical questions, each containing all or a part of the numbers and expressions in each of the following lines:

4 gallons, quarts, pints, gills.
 8 bushels, pecks, quarts, pints.
 20 tons, hundredweights, pounds, ounces.
 5 years, days, hours, minutes, seconds.
 20 centuries, years.
 15 years, months.
 20 months, weeks, days.
 400 gills, gallons, quarts, pints.
 200 pints, bushels, pecks, quarts.
 12,000 seconds, hours, minutes.
 12 lbs. sugar, 7 cts. a pound.
 6 lbs. soap, 8 cts. a pound.
 4 lbs. coffee, 28 cts. a pound.
 \$2.17, sugar 7 cts. a pound.
 .50 cents, soap 5 cts. a pound.
 \$1.25, coffee 25 cts. a pound.

54. In writing letters, strangers should be addressed as Sir, Madam, Reverend Sir, Colonel, etc.; acquaintances should be addressed Dear Sir, Dear Madam, etc.; friends should be addressed My dear Sir, My dear Madam, etc.

Write a letter to a stranger about business or information.

Write letters to acquaintances about your school, your residence, your city.

Write letters to friends or relatives about your play, your books, your visits.

Write letters to your mother about your companions, your studies.

55. The Fir Tree and the Bramble.

A fir tree said boastingly to the bramble, "You are useful for nothing at all, while I am everywhere used for roofs and houses." The bramble made answer: "You poor creature! if you would only call to mind the axes and saws which are about to hew you down, you would have reason to wish that you had grown up a bramble, and not a fir tree."

Poverty without care is better than riches with it.

Read this story.

Tell it in your own words.

What is the meaning of the words or expressions, *boastingly*, *useful*, *made answer*, *creature*, *call to mind*, *hew*, *reason*?

Use them in other sentences of your own.

Write the story, using, as far as possible, other words or expressions in place of these.

56. The Fly and the Bull.

A fly that had been buzzing about the head of a bull at length settled himself down upon his horn, and begged his pardon for incommoding him. "But," said he, "if my weight inconveniences you at all, pray say so, and I will be off in a moment." "Oh, never trouble your head about that," said the bull, "for 'tis all one to me whether you go or stay; and, to tell the truth, I did not know you were there."

The smaller the mind, the greater the conceit.

Read this story.

Tell it in your own words.

What is the meaning of the words, *buzzing, settled, begged, pardon, inconvenience, incommoding, pray, trouble?*

Use these words in other sentences.

Write the story, using, as far as possible, other words in place of these.

57. The Crow and the Pitcher.

A crow perishing with thirst saw a pitcher, and, hoping to find water, flew to it with great delight. When he reached, it he discovered, to

his grief, that it contained so little water that he could not possibly get at it. He tried every way he could think of to reach the water, but all his efforts were in vain. At last he collected as many stones as he could carry, and dropped them, one by one, with his beak, into the pitcher, until he brought the water within his reach, and thus saved his life.

Necessity is the parent of invention.

Read the story.

Tell it, using your own words.

What is the meaning of the words, *perishing, thirst, hoping, delight, discovered, grief, contained, possibly, efforts, at last, collected, beak?*

Use these words in other sentences.

Write the story, using, as far as possible, other words or expressions in place of these:

58. The Monkey and the Cat.

A monkey and a cat lived in the same family, and it was hard to tell which was the greatest thief. One day, as they were roaming about together, they spied some chestnuts roasting in the ashes. "Come," said the cunning monkey; "we shall not go without our dinner to-day. Your claws are better than mine for

the purpose: you pull them out of the hot ashes, and you shall have half." Pussy pulled them out one by one, burning her claws very much in doing so. When she had stolen them all, she found that the monkey had eaten every one.

A thief cannot be trusted even by another thief.

Read the story.

Tell it, using your own words.

What is the meaning of the words, *lived, family, hard, thief, roaming, spied, cunning, purpose, pull, stolen, found?*

Use these words in other sentences.

Write the story, using, as far as possible, other words or expressions in place of these.

59. The Stag and the Fawn.

A stag, grown old and mischievous, was stamping with his foot and bellowing so terribly that the whole herd quaked for fear of him.

A little fawn, coming up, said to him, "Pray, what is the reason that you, who are so formidable at all other times, should be ready to fly

out of your skin for fear, if you only hear the cry of the hounds?"

"What you say is true," replied the stag, "though I know not how to account for it. I am indeed vigorous and able, and often resolve that nothing shall ever make me afraid; but, alas! I no sooner hear the voice of a hound but my spirits fail me, and I cannot help making off as fast as my legs can carry me."

The greatest braggers are the greatest cowards.

Read this story.

Tell it, using your own words.

What is the meaning of the words, *mischievous, stamping, bellowing, terribly, herd, quaked, reason, formidable, ready, replied, account, vigorous, resolve, spirits, making off?*

Use these words in other sentences.

Write the story, using, as far as possible, other words or expressions in place of these.



SECTION IV.



60. What do you see in this picture?
What time of the year is it?
Why do you think so?
Where have they been?
What are they looking for?
What time of the day is it?
Why do you think so?

Write a story about the picture, using all or a part of your answers.



61. What do you see in this picture?
What names will you give them?
How old do you think they are?
What do you think they are doing?
Why do you think so?
Which one is the captain, or leader?
Who are the soldiers?

Write a story about the picture, using all or a part of your answers.



62. What do you see in this picture?
 Where are they?
 How do you know this?
 What has happened?
 Who are frightened?
 Where do you think the vessel is going?
 Who do you think are on board of the vessel?

Write a story about the picture, using all or a part of your answers.



63. What do you see in this picture?
 What are they doing?
 Where are they?
 Give a name to each of them.
 Where do you think the boy with the basket has been?
 What do you think he is waiting for?
 What might happen?

Write a story about the picture, using all or a part of your answers.



64. What do you see in this picture?
 What are they doing?
 What names will you give to the driver
 and to the passengers?
 How old do you think they are?
 What do you think the girls are saying?
 What do you think the driver is telling
 them?
 Will they go far?

Write a story about the picture, using all or a part of your answers.

65. Give an oral or written description of the following:

- The river nearest your school-house.
- The neighboring villages or towns.
- The churches that you have seen.
- The places of interest near your residence.
- The railroad nearest your home.

Give a similar description of a mountain, a range of mountains, a valley, an island, a lake, a cape, an ocean, a city.

Give a description of the surface of the country where you live, of its climate, of its productions, of its inhabitants.

Tell or write what you know about beasts, birds, reptiles, fishes, shell-fish, insects.

Give an example of each, and tell or write what you know about its structure and its habits.

Tell or write what you know about the senses, naming them and giving the organ of each of them.

Tell or write how you would take care of each of these organs; how you would strengthen them; how you could weaken or destroy them.

Tell or write what you know about the effect of the use of tobacco on the human system.

Tell or write what you know about the effect of the use of alcohol on the human system.

66. Letter-Writing.

Copy the following forms of address:

<i>Sir.</i>	<i>Madam.</i>
<i>Sirs.</i>	<i>Dear Madam.</i>
<i>Dear Sir.</i>	<i>Ladies.</i>
<i>My dear Sir.</i>	<i>Friend.</i>
<i>Dear Mother.</i>	<i>Dear Friend.</i>
<i>Dear Brother.</i>	<i>My dear Friend.</i>

The form of address should accord with the character of the intimacy between the parties.

Copy the following forms of subscription:

Yours.
Yours truly.
Very truly yours.
Respectfully.
Yours respectfully.

Sincerely yours.

Your friend.

Your obedient servant.

Affectionately.

Your affectionate friend.

Your loving son.

Lovingly.

Yours with esteem.

Yours as ever.

The form of subscription, like the form of address, varies with the intimacy of the parties.

The ordinary titles—Mr., Miss, Mrs., Master—should always be used, unless the party has a more distinctive title.

Messrs. and Misses are plural forms of Mr. and Miss.

The title Esq., if used at all, should never be used with Mr.

Hon., contraction for Honorable, is the proper title for Congressmen, Senators, mayors, judges, heads of national departments of government.

Physicians have the titles Dr. and M. D. Both should not be used in the same address.

Clergymen have the title Rev. for reverend, or Rev. Dr. for reverend doctor.

Write letters about the following subjects:

Where and how you spent your summer vacation.

About your Christmas holidays.

About your school duties.

About your sports.

About your books.

About your visit to the museum.

About your friends and acquaintances.

Address these letters to any one of the following parties:

Your mother, sister, uncle, aunt, teacher, friend.

Write a letter to a merchant asking him for a situation.

Write a letter to a grocer asking him to send goods.

Write a letter to a mechanic asking him to come and see you on business.

67. The hat belonging to John.
The dress belonging to Mary.
The horse belonging to the farmer.

Who owns the hat?
Who owns the dress?
Who owns the horse?

Can you write these expressions in another form, so that they will mean the same thing?

Do you write John hat, or John's hat?
Do you write Mary dress, or Mary's dress?

Notice the difference between John hat and John's hat.

What letter have you added?
What else is added?

The ' that is added is called an apostrophe, and the ' and s together, or the ' alone, make the possessive form.

Change the following expressions to the possessive form:

The shoe belonging to Henry.
The ring belonging to Ellen.
The tooth of the dog.
The book of the girl.
The nest of the bird.

A boy's shoes.
A cat's claws.

Boys' shoes.
Cats' claws.

A girl's hat.	Girls' hats.
A man's coat.	Men's coats.
A woman's work.	Women's work.
A child's love.	Children's love.

In what number are the words boy's, cat's, girl's, man's, woman's, child's, in the first column?

In what number are the words boys', cats', girls', men's, women's, children's, in the second column?

What is the difference between the forms in the first column and the corresponding forms in the second column?

Singular nouns and plural nouns not ending in *s* make the possessive form by adding the ' and *s*.

Plural nouns ending in *s* make the possessive form by adding the ' only.

Write the possessive form, singular and plural, of the following nouns:

dog	blacksmith	judge
cat	horse	ox
scholar	deer	thief
teacher	woman	house

city	sparrow	school
town	gentleman	lady
wife	robin	dunce
mother	lion	cup
fox	soldier	policeman
child	sailor	calf
ship	dwarf	boat
sheep	officer	farmer
aunt	girl	lady
carpenter	lawyer	uncle

Use each one of the possessive forms of these words in a sentence.

Write ten sentences, each containing a possessive noun in the singular number.

Change the singular noun to the plural form, and rewrite the sentence.

68. You have already read or made or written a great many sentences.

Can you tell what a sentence is?

A Sentence is a collection of words that make a finished or completed thought.

The boy plays. The woman sings.
The horse runs. The dog bites.

Which word is the verb in each of these sentences?

Which word is the noun?

In a sentence the noun that is spoken of is called the **Subject**.

To find the *subject*, place *who* or *what* before the verb. The answer to the question so formed will be the *subject*. Thus: The horse runs. What runs? The *horse*. Horse, therefore, is the subject.

In a sentence the verb is called the **Predicate**.

To find the *predicate*, ask what the *subject* does, did or will do. The answer to the question so formed will be the *predicate*. Thus: The horse runs. What does the horse do? Runs. *Runs*, therefore, is the predicate.

Every sentence must contain a subject and a predicate.

In the sentences on pages 15 and 16, name the noun which is spoken of.

Name the verb which tells something about this noun.

In the sentences on pages 37, 63 and 64, name the predicates and the subjects.

Write a predicate after each of the following nouns, used as subjects:

Horses, fish, dogs, kittens, boys, birds, girls, wind, fire, water.

Write a subject before each of the following words, used as predicates:

Beats, drinks, cuts, builds, thinks, swim, bark, attend, burns.

Write ten sentences, and draw a line under each subject and each predicate.

69. With what kind of a letter did you begin the sentences which you have just written? What mark was placed at the end of each of them?

All sentences begin with a capital letter. A period must be placed at the end of most sentences.

Write sentences, each containing one of the following words:

Credit, compel, attract, murmur, rejoice, separate, deceive, relief, raiment, scissors.

Mark the subject and the predicate in each.

The boy runs. The bird flies.

Are these expressions sentences? Why?

Does the boy run? Does the bird fly?

Are these expressions sentences? Why?

What kind of a mark is used at the end of the last two sentences?

Question-sentences must have the mark ? instead of the period placed at the end.

The mark ? is called the interrogation-mark or point.

Write sentences in the form of questions, each containing one of the following words:

Sponge, world, river, watch, bruise, plague, voice, crowd, crown, scowl, quantity, quality, regret, reject, tropic, travel, offence, office, absence, admire, decide, declare, endure, justice, invade, profuse, obtain, sacred.

Wheat, corn, oats, potatoes and apples are grown in the Middle Atlantic States.

The animals of the Torrid Zone are lions,

tigers, monkeys, elephants, leopards and hyenas.

The wild and domestic animals of the Temperate Zones are bears, foxes, wolves, deer, dogs, cats, horses, sheep, cattle and swine.

What kind of a mark is used after wheat, corn, oats, etc.?

Write the three sentences again in such a way that they must be followed by the interrogation-point.

70. The pretty bird flew away.

Which word is the predicate in this sentence?

Which word is the subject?

What adjective describes the subject?

What article limits the subject?

The words which describe or limit a subject are called modifiers of the subject.

Look at the sentences on pages 15, 16, 37 and 63.

If any of the subjects in these sentences have modifiers, name the modifiers.

If they have no modifiers, place one or more modifiers before each subject.

The subject by itself is called the **Simple Subject**.

The subject taken with its modifiers is called the **Complete Subject**.

In the sentences you have just examined, name the simple subjects and the complete subjects.

The boy ran quickly.

In this sentence which word is the subject?

Which word is the predicate?

Name the adverb in the sentence.

What does it modify?

The words which qualify a predicate are called modifiers of the predicate.

Look at the sentences on pages 15, 16, 37 and 63.

If any of the predicates in these sentences have modifiers, name the modifiers.

If they have no modifiers, place one or more modifiers before or after each predicate.

The predicate by itself is called the **Simple Predicate**.

The predicate taken with its modifiers is called the **Complete Predicate**.

In the sentences you have just examined, name the simple predicate and the complete predicate.

Write ten sentences, each containing a subject and a predicate.

Underscore the subject and the predicate in the sentences you have just written.

Place one or more modifiers before each of the subjects in these sentences.

Place one or more modifiers before or after each of the predicates in these sentences.

71. Fill the blanks in the following sentences:

The dog _____ at the stranger.

The cat _____ the mouse.

Horses _____ corn and oats.

_____ cat grass.

The _____ sky is above us.

The _____ wind blows from the north.

They sang a _____.

The brothers called at the _____, but I _____ not in.

The dog _____ the rabbit.

The fierce wind _____ the sails to tatters.

Come and _____ the new book.

In the _____ my brother was hurt.

The merchandise of the West _____ here in cars.

My _____ in his chair before the _____ and _____ me many strange stories of the war.

72. In the following sentences which words are pronounced alike, but spelled differently?

What is the meaning of each of these words?

Write them in other sentences.

Underscore the simple and complete subject and the simple and complete predicate in each sentence.

Name the modifiers of the subject.

Name the modifiers of the predicate.

A greater man than Washington never lived.

A nutmeg-grater is very useful in the kitchen.

Though he slay me, yet will I trust him.

Mary rode to school in the sleigh.

The sun shone brightly all the morning.

All the new books were shown gladly to the stranger.

The driver seized the mane of the horse, and held on by main strength.

The visitor to the church was told that the bell tolled whenever one of the parish died.

Enter ye in at the strait gate.

Moving with a steady gait, he soon disappeared from view.

Lye is made from wood-ashes.

It is a mark of cowardice to lie.

After sealing the letters he sent them to the post-office.

A hornet spied a fly on the ceiling.

The sailor sees the necessity of being watchful on the high seas.

We should seize every opportunity of doing good.

A straight line is the shortest distance between two points.

A strait is a narrow body of water between two bodies of land.

The barrel of flour weighed more than two hundred pounds.

We can wade across the creek in summertime.

We should do all we can to lessen the trouble of others.

You should study your lesson until it is thoroughly understood.

Bread is the staff of life.

A well-bred man is known by his conduct.

The poor horse, tied to a post on the river's bank, was drowned by the in-coming tide.

Wilful waste makes woful want.

The soldier wore a belt about his waist.

73. Write sentences, each containing one of the following words:

changed	crumbled	trifled
sceptre	lustre	acre
dwindle	pickle	scuffle
purple	gentle	prattle
brittle	title	circle
vehicle	horrible	terrible
visible	destroy	scramble
feeble	distinct	tranquil
extinguish	choir	character
architect	century	avalanche
insure	ferocious	admission
musician	ignite	caution

74. Write sentences, each containing one of the following action-words:

change	discharge	revenge
scratch	switch	patch
disgrace	dislike	dismay
praise	cause	repose
laugh	march	cipher
crown	crowd	scowl
worship	journey	comfort
wonder	worry	copy
talk	walk	knock
harness	address	should

Write other sentences, each containing one of the same words used as a noun.

75. Rewrite the following sentences, using some other word or expression for the italicized word:

Drake *circumnavigated* the globe.

A *dainty* plant is the ivy green.

Six days shalt thou *labor*.

The whole of his empire has not been *entirely* subdued.

The fight will not be *dangerous*.

The result will not be *doubtful*.

He *permits* us to *discover* no *useless* truth.

Life is *uncertain*.

Poverty may take the place of *ease* and *plenty*.

It is a *sad* thing to be *peevish* and *fretful*.

Drunkenness *expels* *reason*.

The nation has made *immense* *progress*.

Avoid evil communications.

The *industrious* girl was studying her lesson.

The nests of birds are made with great *exactness*.

Let us *improve* ourselves.

We should have *considered* the *consequences*.

The statement cannot be *disputed*.

76. Make arithmetical questions of the following:

4 miles — rods — yards — feet — inches?

8000 inches — yards — feet?

10 square yards — square feet — square inches?

10,000 square inches — square feet? square yds.?

$\$1\frac{5}{4} = ?$	$4\frac{2}{3}$ yds. = ?
lbs. $\frac{18}{8} = ?$	$\$3\frac{7}{8} = ?$
oz. $\frac{21}{3} = ?$	$20\frac{2}{3}$ m. = ?
gal. $\frac{18}{5} = ?$	$140\frac{2}{3}$ oz. = ?
h. $\frac{17}{2} = ?$	$12\frac{3}{4}$ marks = ?

$\$200 \times 15$

$\$3\frac{1}{4} + \$7\frac{1}{2} + \$2\frac{3}{8} =$

$\$20 - (\$2\frac{1}{8} + \$7\frac{2}{5} + \$3\frac{1}{4})$

Bushels $18\frac{2}{3} - 7\frac{1}{4}$ bushels.

(20 lbs. + 17 lbs. + 18 lbs.) — 5 cts. =

(40 min. + 30 min. + 15 min. + 30 min. + 35 min.) — 3 hrs. —

77. What word is exactly opposite in meaning to each of the following words?—

warm	idle	short
bad	fast	weak
dead	dear	lose
soon	sour	hate
clear	black	short
old	thin	rough
mend	give	shallow
light	forget	soft
shut	straight	first
stout	narrow	stand

Use in a sentence each word of the above list and each word of the opposite meaning.

78. The Hawk and the Nightingale.

A nightingale, sitting afar off upon an oak, was seen by a hawk, who made a swoop down and seized him. The nightingale earnestly besought the hawk to let him go, saying that he was not big enough to satisfy the hunger of a hawk, who ought to pursue the larger birds. The hawk said, "I should indeed have lost my senses if I should let go food ready to my hand for the sake of pursuing birds which are not yet even within sight."

Read the story.

Tell it, using your own words.

What is the meaning of the words and expressions, *seen, swoop, earnestly, besought, let him go, satisfy, ought, pursue, lost my senses, ready?*

Use these words and expressions in sentences of your own.

Write the story, using other words and expressions in place of those given.

79. The Oak and the Reeds.

A very large oak was uprooted by the wind and thrown across a stream. It fell among some reeds, whom it thus addressed: "I won-

der how you, who are so light and weak, are not entirely crushed by these strong winds." They replied, "You fight and contend with the wind, and consequently you are destroyed; while we, on the contrary, bend before the least breath of air, and therefore remain unbroken."

Read this story.

Tell it in your own words.

What is the meaning of the words and expressions, *uprooted, stream, thus addressed, wonder, light, weak, entirely crushed, replied, fight, consequently, destroyed, on the contrary, least breath of air, remain?*

Use these words and expressions in sentences of your own.

Write the story, using other words and expressions in place of those given.

80. The Countryman and the Snake.

A villager found a snake under a hedge, almost dead with cold. He could not help having compassion for the poor creature, so he brought it home and laid it upon the hearth, near the fire. It had not lain there long when, being revived by the heat, it began to erect itself and fly at his wife and children.

The countryman, hearing an outcry, and perceiving what was the matter, caught up a mattock and soon dispatched the snake, upbraiding it at the same time in these words: "Is this, vile wretch, the reward you make to him that saved your life?"

Read this story.

Tell it in your own words.

What is the meaning of the words, *villager, hedge, compassion, creature, hearth, long, revived, erect, fly, outcry, perceiving, matter, mattock, dispatched, upbraiding, vile, reward?*

Use these words in other sentences of your own.

Write the story, using other words and expressions in place of those given.

81. The Lark and her Young Ones.

A lark had made her nest in the young green wheat. The brood had almost grown, when the owner of the field, overlooking his crop, said, "I must send to all my neighbors to help me with my harvest." One of the young larks heard him, and asked its mother to what place they should move for safety. "There is no occasion to move yet," she replied. The owner of the field came a few

days later, and said, "I will come myself tomorrow, and will get in the harvest." Then the lark said to her brood, "It is time now to be off: he no longer trusts to his friends, but will reap the field himself."

Read the story.

Tell it, using your own words.

What is the meaning of the words, *brood, grown, owner, overlooking, neighbors, harvest, safety, occasion, replied, later, to be off, trusts, reap?*

Use these words in other sentences of your own.

Write the story, using other words and expressions in place of those given.

82. The Dog and the Hare.

A hound, having started a hare on the hillside, pursued her for some distance, at one time biting her with his teeth as if he would take her life, and at another time fawning upon her as if in play with another dog. The hare said to him, "I wish you would act sincerely by me, and show yourself in your true colors. If you are a friend, why do you bite me so hard? If an enemy, why do you fawn on me?"

Read this story.

Tell it in your own words.

What is the meaning of the words and expressions, *started, pursued, distance, fawning, sincerely, your true colors, friend, enemy, fawn?*

Use these words in sentences of your own making.

Write the story, using other words and expressions in place of these.



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