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BETTER
ENGLISH
FOR
BEGINNERS

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DIRECTING A STRANGER



BETTER ENGLISH FOR BEGINNERS

BY

HARRY JEWETT JESCHKE



U. S. BUREAU OF
EDUCATION

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PREFACE

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

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

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

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

A feeling of profound melancholy, as Thackeray said in another connection, takes possession of the reflective visitor to the schools who listens to the lan-

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

What, then, must be done?

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

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

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

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

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

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

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

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

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

THE AUTHOR

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BETTER ENGLISH FOR BEGINNERS

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1. Who Are You?

This is the first day of school. Do you know the boys and girls in your class? Do you know each one's name?

In a certain school a boy arose and said,

My name is Fred Brown.

He spoke loud enough for everyone in the room to hear him.

Speaking. 1. Tell the class who you are. Say only that one thing.

2. If anyone in the class cannot understand you, he will raise his hand. Say to him politely, "What is it, John?" John will say in a friendly way: "I did not understand all you said, Mary. Please say it again." Then say it again.

2. Where Do You Live?

In the last exercise you told only one thing about yourself. You used only one sentence.

This is a sentence :

My name is Mary Jones.

Here is another sentence :

I am George Fiske.

Here is still another :

I live at 55 Elm Street.

George Fiske gave two sentences about himself. He said :

<p>I am George Fiske. I live at 55 Elm Street.</p>
--

When George said this he stopped at the end of the first sentence and waited a moment. Then he began the second sentence. It was easy to tell when the first sentence ended and when the second sentence began.

Speaking. Tell a little more about yourself than you did before. Use two sentences. The

first will tell your name. The second will tell where you live. Like George, make a short pause between the two sentences.

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Your classmates will listen to make sure that you do everything right. These are the things they will look for and tell you about :

1. Did you stand straight and look at the class?
2. Did you speak loud enough and in a pleasant voice?
3. Did you drop your voice at the end of the first sentence and make a short pause before you began your second sentence?

Tell your story again, this time without a fault. You may have to tell it several times before everything is exactly right.

3. *Project:* Making Badges

In a certain school the pupils made badges at the beginning of the year and wore them during the first week. Each child had to know how to do three things : (1) how to cut out the badge, (2) how to write his name on it, and (3) how to write his address.



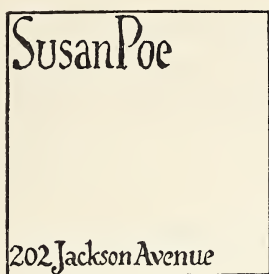
I. Cutting Out Your Badge

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† Do you know how to study? Do you know that when you are silently reading questions and silently answering them, you are studying? The more you do this, the better you will learn to study. Silently read the following questions, and silently answer them :

1. Which of the badges shown on these pages do you like best?
2. Would it be pleasant to have the badges of different colors?
3. If you use white paper, would you make a colored border?
4. Would you draw a little red or blue flower on your badge?

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



Class Conversation. Talk these things over with your schoolmates. Then cut your badge out and get it all ready for your name. But do not write anything yet.

II. Writing Your Name on the Badge

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1. Do you see how carefully Mary Gray has printed her name and address in the middle of her badge?

2. Have the other pupils done the same?

3. Would Susan Poe's badge look better if she had not squeezed her name into the corner of it?

4. Can you make a drawing of Susan's badge and copy her name in it as it should be?

Copying. When you copy Susan's name, begin each word with a capital letter.

Writing. Write your own name, first on a sheet of paper for practice, then on the badge

you cut out before. You know that you must begin each word in your name with a capital letter.

III. Writing Your Street Address

S
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Silently read and answer each of the following questions :

1. What is Mary Gray's street address?
2. Do you see that Mary has written it squarely under her name, not too near the right or the left?
3. With what kind of letter does each of the two words in the address begin?
4. Do you like the way Susan has written her address?
5. On the drawing of Susan's badge that you have made, can you copy her street address where it should be?

Copying. When you copy Susan's street address, begin each word in it with a capital letter.

Writing. Write your own street address, first on a sheet of paper for practice, then on the badge itself.

When all the badges are finished and pinned on, the class will say which are the prettiest.

4. Talking about Animals

Susan was telling the class about her canary. She said :

My little canary begins to sing whenever I come into the room. I think he knows that he belongs to me.

You see that she used two sentences. Her first sentence tells something that her canary does. He sings whenever Susan enters the room. Her second sentence tells why he does it. He knows that he belongs to Susan.

S
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Silently read these questions. Silently answer each one.

1. Does your dog bark when a stranger knocks at your door?
2. Why does he do that?
3. Does your cat meow when you are eating?
4. Why does she do that?
5. Does your little pig run to the front of its pen and grunt when it sees you coming?
6. Why does it do that?
7. Can you think of one interesting thing that an animal does and can you tell why he does it?

Speaking. In one sentence tell one thing that your dog or your cat or some other animal does. Then in another sentence tell why you think he does it.

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The class will listen to your story. When you have finished they will answer these questions for you :

1. Did you tell an interesting story?
2. Did you speak loud enough?
3. Did you drop your voice and make a pause at the end of your first sentence?

What did you not do well? Tell your story again and show your classmates that you can do it better.

5. Pronouncing Correctly

Some pupils say *kin* when they mean *can*. They say *ketch* for *catch*, *yass* for *yes*, *tree* for *three*, and make other mistakes of this sort. Let us study the following words :

- | | |
|-------------------------|-------------------------------|
| 1. can (fan, man) | 5. our (sour, flour) |
| 2. catch (match, patch) | 6. saw (law, jaw, paw) |
| 3. get (bet, pet, set) | 7. again (ten, men, hen, pen) |
| 4. just (dust, must) | 8. three (thread, throw) |

Listening. 1. As the teacher reads to you the first four numbered words in the list on page 8, notice that each word is pronounced somewhat like the guide words that follow it in parenthesis. So *can*, *fan*, and *man* sound very much alike. Only the first letters are different.

2. Now the teacher will read to you the last four words in the list, together with the guide words. See how the guide words help you to say each word right.

Pronouncing. 1. Say each of the eight words as the teacher says it for you. Watch the guide words as you pronounce. Then pronounce without the help of the guide words. Can you do it?

2. Now try to pronounce the entire list correctly. Notice the words that give you trouble. Practice those.

3. Now read the entire list aloud five times, slowly at first, then faster and faster, but always correctly and distinctly.

Reading. Read the five numbered sentences on page 10 aloud. They have in them the troublesome words you have just been studying. These, as you see, are printed in italics.

1. The *three* wise men counted ten *again* and *again*.
2. *Three* crows saw *three* threads on *our* tree.
3. *Can* you saw with this *saw* that you never saw before?
4. *Just* see *our* pet hen get into that dust *again*.
5. *Can* any man *catch* that bird in *our* sour-gooseberry patch?

6. Game: "What Did You See?"

The teacher asks a pupil:

What did you see on your way to school, Tom?

The pupil answers:

I *saw* an automobile with a flat tire.

Or I *saw* a hawk in the sky.

Or I *saw* a man washing store windows.

The teacher asks other pupils. In one sentence each tells what he saw. Each answer must begin with *I saw*. After several pupils have spoken, the class will say which pupil gave the most interesting answer.

Then the questions and answers begin again. As pupils tell what they saw, it is clear that some of them have sharp eyes.

7. Talking about Ways in Which Animals Are Useful

Tom had spent the summer on his grandfather's farm. He was telling about a useful animal he had seen. He told two ways in which that animal was useful. He used two sentences. He said :

The sheep gives us its wool to keep us warm. When we are hungry, it gives us mutton chops for dinner.

Then Fanny gave two sentences about another useful animal :

The horse pulls our wagon, our plow, and in winter our sleigh. In summer he lets us ride on his back.

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Are you learning to study? Have you noticed that you need to study before you tell a story? You need to stop and think what to say. That is studying. Stop and think now, as you silently read and answer the following questions :

1. The first sentence in Tom's story tells one way in which the sheep is useful. What is it?

2. The second sentence tells another way. What is it?

3. With what word does his second sentence begin?

4. The first sentence in Fanny's story tells one way in which the horse is useful. What is it?

5. With what word does her second sentence begin?

6. Her second sentence tells a second way in which the horse is useful. What is it?

7. Can you tell two ways in which any one of the animals in the list below is useful?

8. What do you plan to say first?

9. What will you say next?

10. Can you remember to make a short pause between your two sentences?

cow	horse	sheep	chicken
pig	duck	mule	turkey
ox	goose	goat	donkey

Speaking. In a clear voice tell the class two ways in which one of the animals in the list is useful. Give two sentences, no more. Drop your voice at the end of the first sentence and make a short pause before beginning the second.



Your classmates will be interested to hear what animal you chose to talk about. They will listen to your two sentences. When you have finished speaking they will say what they think of your story. The following are some of the questions that tell what to look for in a talk of this sort. What others can you add?

1. Did the speaker give two facts about his animal?

2. Did he drop his voice at the end of his first sentence and make a short pause before beginning the second sentence?

3. Did both of his sentences tell how his animal is useful?

If you have not told your story well, think about what your classmates said about your faults. Think how you could do better. Then try to do it.

8. Telling How an Animal Looks

A few days ago Tom told the class two ways in which the sheep is a useful animal. Today he told a different story. It was about the sheep's looks. He said:

The sheep is a gray, woolly animal about the size of a large dog. It has a stupid face, a twitching little tail, and a silly bleat.

When Tom had finished speaking, the teacher asked the class what it liked or did not like in his story.

Fanny said, "The word *twitching* is a good word for the sheep's funny tail, which is never still."

Charles arose and said: "The *silly bleat* has nothing to do with the looks of the sheep. Tom was supposed to talk only about the looks."

The teacher asked Fanny to tell about her animal. "Give only two sentences," said the teacher, "and tell nothing about the animal except how it looks."

Fanny said:

The horse is a tall, graceful animal with a bright and friendly face. It looks best when it dances about with a good rider on its broad back.

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Read to yourself and answer the following questions :

1. In Tom's story do you see that he gives the size and the color?

2. How large is the animal you wish to talk about?

3. Can you draw a line on the board to show how long your animal is? Can you make a mark on the board to show how tall it is?

4. What is your animal's color?

5. What shall your first sentence tell about your animal's looks? In your second sentence what will you say about its looks?

Speaking. Speak distinctly and in a loud enough voice for all to hear. Tell the class in two sentences how your animal looks. Drop the voice and make a short pause between the two sentences.

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Your classmates will tell you the things you did well. Besides, they will answer this question for you : What must you do to tell your story better? When you are ready, tell it without the mistakes you made before.



9. Reading a Poem Aloud

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1. Can you, by holding up your hand, show how tall a cow is? Can you draw a line on the board to show how long a cow is from horns to tail?

2. Did you ever see a cow that was all white? Did you ever see one that was all red or red-brown? What were the colors of the cows you have seen?

3. Are you afraid of cows?

4. What are two useful things that cows do for us?

5. Dogs bark, cats meow, and cows moo, or low. Can you make the sound a cow makes when she lows, or moos?

6. Why does the farmer fence in the meadow where his cows are? Did you ever see a cow fastened with a chain?

7. What do cows eat?

Class Conversation. Talk to your classmates about the questions above. If you know anything else about cows, tell it.

Listening. As the teacher reads the poem to you, can you see the friendly cow wandering here and there in the meadow grass? Can you hear her lowing? Can you see her eating?

THE COW

The friendly cow all red and white,
I love with all my heart :
She gives me cream with all her might,
To eat with apple-tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day ;

And blown by all the winds that pass,
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

ROBERT LOUIS STEVENSON

Reading. First read the poem to yourself once or twice, so that you can do it without stumbling.

If you do not know what the following words mean, ask your teacher :

tart	lowing	blown
wanders	stray	meadow

Now read the poem aloud. Read in a pleasant tone of voice, but loud enough and distinctly enough for all to understand.

Memorizing. Perhaps you can now speak the poem from memory. Try it. If necessary, read the poem several times more until you know it. Now recite it to the class.

10. Game: Asking and Answering Questions

As the game begins, a pupil rises and asks a classmate a question. The classmate answers it and, in turn, asks another pupil a question. So one pupil after another answers and asks a question. Some may be called on more than once.

Any kind of question will do. But the more interesting it is, the better. This is the way the game may go:

George, rising in his place, asks, "John, what is the largest animal you ever saw?"

John, rising, replies, "The huge elephant at the circus last summer is the largest animal I ever saw, George."

Now John turns to Mary, "Mary, are snakes useful animals?"

Mary rises in her place and answers, "Some snakes are useful, John, because they eat mice and rats, but poisonous snakes do more harm than good."

Prepare yourself to play the game by silently reading and answering the following questions :

1. Of whom in the class will you ask a question?
2. Can you whisper your question to yourself? Is it so clear that your classmate will easily understand what you mean?
3. Do you see the polite way in which George, John, and Mary use each other's name?

Game. As you play the game remember the following things :

1. Ask and answer questions loud and distinctly enough for all to hear. It spoils the game if pupils mumble or talk in a weak voice.

2. Make your questions and your answers so clear that everybody will know what you mean.

3. Address your classmate by name when you ask him your question or when you answer his.

4. Try to ask an interesting question.

5. Every answer must be given as a complete sentence. Such answers as *Yes* or *No* or half sentences will not do.

You can play this question-and-answer game without speaking a word. To do that, you must know how to write sentences correctly.

11. Learning What a Sentence Is

When you were playing the last game, a number of pupils made mistakes in their answers. They did not give complete sentences for their answers. Perhaps they do not know what a sentence is.

Here are three sentences :

Elephants are large animals.

Every elephant has a trunk.

The friendly cow gives me milk.

The following group of words is not a sentence :

the boy on the pony

“What about the boy on the pony?” we say.

By adding suitable words to the group *the boy on the pony* we can make a sentence. We can make this sentence :

The boy on the pony rode past the school.

Or this :

The boy on the pony is my friend.

Or this :

The boy on the pony carried the message to the soldiers.

The following group of words is not a sentence :

carried a whip

If we hear this group of words and nothing more, we say to the speaker: "Who carried a whip? Finish your sentence." By adding suitable words he can make this sentence :

The man on the elephant *carried a whip*.

Or he can make this sentence :

The boy on the pony *carried a whip*.

Or this :

John *carried a whip*.

Speaking. By adding suitable words change each of the following groups of words into a sentence :

1. the girls in the schoolroom
2. sings in the apple tree
3. jumped over the moon
4. a drummer boy with a red cap
5. my new roller skates
6. threw the ball over the fence
7. have heard the new band
8. fell in the water
9. the playful puppy
10. told us a story about a runaway elephant

12. Learning to Write Sentences

One day the teacher asked if there was any pupil who could write a sentence correctly on the board. Paul went to the board and wrote :

Last night I forgot to close the door of our chicken coop.

The teacher smiled, and wrote this sentence under Paul's :

Did a fox get into the open chicken coop?

S
T
U
D
Y

Silently read and answer the following questions :

1. With what kind of letter does Paul's sentence begin?
2. Does the teacher's sentence begin with a capital letter?
3. Do you know the name of the mark (.) at the end of Paul's sentence?
4. Why does the teacher's sentence end not with a period (.) but with a question mark?

Copying. Write Paul's sentence neatly. Under it write the teacher's sentence.

Correction. With a classmate look over your sentences and his. Correct mistakes.

Writing. Pupils may now write sentences on the board. Some pupils will probably write sentences that tell things. Other pupils will perhaps write sentences that ask questions.

13. Making Sentences and Writing Them

On page 23 of this book are groups of words that are not sentences. Several days ago you changed each of those groups into a sentence. Now you are to do the same thing and then write the sentences you have made.

Writing. 1. Several pupils go to the board with their books. Each pupil makes a sentence of the first group of words on page 23. He may write a sentence like this one :

The girls in the schoolroom were singing songs.

The class looks it over and says whether it is right or wrong.

2. Now several other pupils go to the board ; each one writes a sentence that is made from the second group of words. Again the class watches for mistakes.

3. In the same way the writing of sentences goes on to the end of the numbered groups on page 23. If there are only two or three pupils in your class, how much more writing each one has a chance to do! Perhaps it would be still better for you if you had to do all the writing yourself.

14. Telling Stories about Your Brothers and Sisters

This is the story a girl told her classmates :

I wish my little sister could walk and talk like other little girls. She can do only one thing — close her eyes when I put her to sleep. She is a doll.

That little girl had no real sister. Another pupil in the class was luckier. He had a sister. He said :

My sister is only a baby, but she knows me. She cannot say my name, but she laughs when I come home from school.

S
T
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D
Y

Silently read and answer the following questions :

1. Can you tell in one sentence an interesting thing that your brother or sister does?
2. In another sentence can you tell something more about that same thing?
3. If you have no brother or sister, is there something else at home about which you can talk?
4. Can you quietly say your story to yourself?

Speaking. Tell your classmates something that your brother or sister does. Tell it in two or three sentences.

P
R
A
C
T
I
C
E

Your classmates will listen with interest. They will point out what they liked and what they did not like in your story and your way of telling it. Tell it again, perhaps more than once, and try each time to do it better.

15. Learning How to Begin a Story

One of the stories in the last lesson ran like this :

I have a little brother. His name is Ben. Ben and I play together every day.

A pupil said, "He used three sentences, but he could tell it all in one sentence, like this: *My little brother Ben and I play together every day.* But this is not a very interesting beginning."

The teacher said, "I think a more interesting way to begin the story would be this: *One day when my little brother Ben and I were playing hide and seek in grandfather's barn, something happened.*

"When you hear this sentence, you wish to hear what happened. The first sentence of a story should always do that — make you wish to hear more."

Some of the pupils now gave first sentences that they thought would make good beginnings for the story :

1. I like to play with my little brother Ben.
2. There is one game that my little brother Ben and I do not play any more.
3. My little brother Ben once asked me to try a new game.
4. There is one game that my little brother Ben plays better than I do.
5. When my little brother Ben and I play policeman we both want to be the policeman.
6. I have a little brother whose name is Ben.

S
T
U
D
Y

Study the following questions :

1. Which one of the six sentences makes the best beginning for a story?
2. Which sentence makes you want to hear what happened?
3. Which sentence would be a poor beginning for a story?
4. Can you make up a sentence that would be a good beginning sentence for a story about your brother or sister?
5. How can you tell whether a sentence would be a good beginning sentence?

Speaking. Give an interesting beginning sentence for a story about your brother or sister. Speak loud enough, so that all in the room may hear you.

P
R
A
C
T
I
C
E

Your classmates will tell you whether your sentence makes them wish to hear the rest of your story. If it does not, make a sentence that will. After a few trials you will learn how. If the class says that your sentence is very interesting, invent another and tell it to show that you can make an interesting beginning sentence whenever you please.

16. Sticking to the Subject

Sometimes a pupil who has an interesting beginning sentence spoils his story because he does not stick to the subject. That is true of the following story :

One day my baby sister Jane took my father's gold watch off the table. She was sitting on a high chair. When she is older she will sit on a low chair, as I do.

S
T
U
D
Y

Working alone at your desk, read and answer the following questions :

1. Is the first sentence in that story a good beginning sentence? Why?
2. Does it make you wonder what happened next?
3. Does the second sentence tell you what you wish to know about Jane and the watch?
4. Does the third sentence tell you what you wish to know about Jane and the watch?
5. Can you make up one or two sentences about what happened to Jane and the watch?

Speaking. Tell a story of little Jane and her father's gold watch. Begin with the first sentence of the story. That is a good beginning sentence. Make up the rest of the story.

Your classmates will listen carefully to see whether everything you tell is about Jane and the watch.

Here is a story that tells only about Jane and the watch. Notice that it sticks to the subject.

One day my baby sister Jane took my father's gold watch off the table. She took it in her small hand and held it up to her ear. Suddenly she dropped it, but luckily it was not broken.

The class will tell you whether your story is like this one or like the one at the beginning of the lesson.

Perhaps you now see how you can make your story better. Make it better and tell it to the class.

° **Speaking.** On page 32 are a number of sentences that make good beginning sentences for stories. Each sentence makes you wonder what happened next. Choose one of these, and in one or two sentences more tell what happened next. Be sure to stick to your subject.

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

1. One Thanksgiving Day my brother and I ate too much turkey.

2. We were gathering nuts in the woods last week when an angry farmer ordered us off.

3. When I saw our cow in the dark I thought I saw a bear.

4. The other day I upset a bottle of mucilage on my father's desk.

5. My sister was having a hard time learning to ride a bicycle.

17. Pronouncing Correctly

- | | |
|---------------------|----------------------------|
| 1. what (hwat) | 7. because (laws) |
| 2. where (NOT wear) | 8. yes (NOT yass) |
| 3. when (hwen) | 9. yesterday (NOT yestidy) |
| 4. why (hwy) | 10. library (NOT libary) |
| 5. which (NOT wich) | 11. February (NOT Febuary) |
| 6. while (hwile) | 12. hundred (NOT hunderd) |

Listening. 1. As the teacher reads to you the words above, notice these things:

1. In the words *what*, *where*, *when*, *why*, *which*, *while*, the *h* is said before the *w*. You begin these words with a soft blowing sound. When you pronounce them correctly, you can feel your breath against your fingers held in front of your mouth.

2. Say *yes* to rime with *guess*.

3. Say *yes-ter-day* for *yesterday*. The middle part (or syllable) is *ter*, which rimes with *her*.



THE ACCIDENT

4. Say *because* to rime with *laws* or *paws*.
5. Say both *r*'s in *February*; both *r*'s in *library*.
6. Pronounce *hundred* to rime with *bread* (*hundred*, warm *bread*).

2. Listen again as the teacher pronounces the twelve words and pronounce them in the same way.

Pronouncing. 1. Read the entire list of twelve words aloud several times. Can you read the list five times rapidly without a mistake?

2. Read the following group of sentences several times until you can do so correctly, rapidly, and easily :

1. Last *February* three *hundred* books were added to our *library*.

2. *What? Which library? When* were they added to our *library*?

3. *Why* were you not in our *library* last *February*?

4. *Where* were you *while* they were adding those three *hundred* books to our *library*?

5. *When, O when*, will they add three *hundred* books to our *library* again?

6. *Yes, I know yesterday* was the day, *because* I was there *yesterday*.

18. Using *saw* and *seen* Correctly

The following sentences show the correct use of *saw* and *seen*. After each correct use, the incorrect use is given in parenthesis.

1. I *saw* her. (NOT I *seen* her)
2. He *saw* me. (NOT He *seen* me)
3. I *have seen* her (NOT I *have saw* her before. before)
4. He *has seen* me (NOT He *has saw* me often. often)

It is correct to use *seen*, but incorrect to use *saw*, with a helping word like *have*, *has*, or *had*.

How can you remember this? Perhaps the following jingle will help you :

Use *saw* without a helping word :
Say *I saw, you saw, he saw.*
Use *seen* with *have* or *has* or *had* :
Say *we have seen what she saw.*

Drill in Correct Usage. 1. As you read the following sentences aloud, fill each numbered blank with either *saw* or *seen* — whichever one you think correct :

1. I _¹_ him, and he _²_ me.
2. Have you _³_ him? He has _⁴_ you.
3. She has never _⁵_ a circus, but she once _⁶_ a bear.
4. We _⁷_ many things that we had never _⁸_ before.
5. Where have you _⁹_ another dog like this?
6. I never _¹⁰_ one like this before.
7. He _¹¹_ us before we _¹²_ him. He _¹³_ us first.
8. He had _¹⁴_ us long before we _¹⁵_ him.
9. They have _¹⁶_ many birds, but they never _¹⁷_ one like this.
10. I once _¹⁸_ a bird with red wings. Have you ever _¹⁹_ one like that? I have _²⁰_ only one.

°**Speaking.** Perhaps you always use *saw* and *seen* correctly. Then you do not need this drill. Instead, tell a story about something you do at home.

2. Now read the sentences more rapidly, but always distinctly. Try to read them very fast indeed. This will show that the correct words come quickly when you need them. Perhaps the teacher will time your reading.

19. Telling Something that You Want to Learn to Do

Pupils told what they wanted to learn to do. Alonzo said, "I want to learn to shoot straight."

The teacher asked, "What will you do when you can shoot straight?"

He answered, "Then I will go hunting lions and other wild animals."

The teacher said: "That is interesting. Can you tell us something more about it?"

Alonzo replied, "I will bring back a lion skin to hang up on the schoolroom wall."

The teacher said to the class: "You see that Alonzo told us first of all what he wanted to learn to do. That was his first sentence. Then he told us what he would do after he learned it. Now tell us the whole story at one time, Alonzo."

This is what Alonzo said :

I want to learn to shoot straight. Then I will go hunting lions and other wild animals. I will bring back a lion skin and hang it on the schoolroom wall.

This is the story Lawrence told :

I want to learn to shoot straight. Then I will be a policeman. I will arrest anybody who is trying to hurt or kill people.

S
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As you prepare to speak to the class, read and answer the following questions:

1. What do you want to learn to do?
2. What will you do after you have learned it? Say, "Then I will —"
3. How does the second sentence in Alonzo's story begin?
4. How does the second sentence in Lawrence's story begin?
5. Can you quietly say your first sentence to yourself? Can you quietly say your second sentence?
6. What more can you say?

Speaking. Tell your classmates what you want to learn to do and what you will do when you have learned it.

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You know that you should do the following things when you speak to the class :

1. Stand squarely on both feet and look at the class in a friendly way.

2. Speak loud, distinctly, and in a pleasant voice.

3. Drop the voice at the end of each sentence, and make a short pause before beginning the next.

4. Pronounce your words correctly — words like *can*, *catch*, *when*, *February*.

5. Use no bad English, like saying *seen* when you should say *saw*.

6. Most important of all, say something interesting, something that the class will enjoy hearing.

When you have told your story your classmates will tell you whether you have done all these things. They will kindly tell you what your worst fault is. Tell your story again, and try to overcome that fault. You may have to try more than once.

20. Playing and Telling the Story of a PictureS
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U
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As you study the picture on the following page, silently read and answer the following questions:

1. Why is the friendly policeman talking to the little girl?
2. What is he saying to her?
3. What does she answer?
4. Where is the little girl's mother?
5. Will the little girl ever see her mother and father again?
6. How will the story end?

Playing the Story

1. Play that you are the little girl. A classmate will be your mother. You and your mother are going to do some shopping. What does your mother tell you to do, so that you will not get lost? What do you say? What do you do after a while? There you are all alone on the street. What do you do?

2. The second part of the story begins when the big policeman sees you. Another classmate will be the policeman. He may pin a paper star on his coat and carry a club.



LOST

What does he ask you as you stand crying on the street corner? What do you answer? Are you crying so hard that you can hardly speak?

3. Play the end of the story. Perhaps the policeman telephones to your father. Another classmate plays the father. Your father answers the telephone. What does he say? What does he do? Perhaps just then your mother rushes in. How does she show that she is glad to see you? What does she say to you? What does she say to the policeman? What does your father, who has just arrived, say?

Let other pupils play the story. Perhaps they will talk more than the first pupils did.

Speaking. 1. A team of three pupils may go to the front of the room and face the class. (1) The first of the three may tell the first part of the story you played. That ends with the little girl alone on the street, not knowing what to do. (2) The second pupil may tell the second part of the story. This begins when the policeman sees the little girl. (3) The third pupil may tell the third part of the story. This is the end of the story. It begins when the policeman goes to the telephone.

Each of the three story-tellers must tell only what is in his own part of the story. This plan, or outline, of the story tells what each part is about :

AN OUTLINE OF THE STORY

- I. How the little girl got lost.
- II. The questions the policeman asked, and her answers.
- III. How the little girl found her parents.

2. Other teams of three pupils may tell the story. In some schools there are no more than three pupils in the class. Perhaps the one team will tell the story to other classes then.

Class Conversation. 1. Classmates will tell each speaker what he did particularly well. Pupils may say :

George, you spoke so loud and distinctly that I could easily understand every word you said.

Or

George, your beginning sentence was interesting.

Or

George, you dropped your voice at the end of every sentence.

2. Classmates will also tell what each speaker should have done better. Pupils may say :

George, you told one thing which does not belong in your part of the story.

Or

George, instead of standing squarely on both feet, you stood on one most of the time and held on to the chair at your side. This did not look well.

Or

George, you said "The policeman *seen* the girl" instead of "The policeman *saw* the girl."

A pupil must not say, "I liked your story, George" or "You did well, George." He must say, as the pupils did before, exactly what it was that George did or did not do well.

21. Telling What You Would Do if You Were Lost

If you were lost in a large city, you probably would not know what to do. You might do something foolish. If you should, it might easily be that you would never see your father and mother again. Such things have really happened.

Here is a list of things a lost child sometimes does :

1. He begins to cry in a loud voice.
2. He runs excitedly from place to place in a store until he does not know where he is.
3. He stays in the place where he lost his mother. Without moving away from that place, he waits quietly and patiently until his mother misses him and returns to get him.
4. He asks one stranger after another where his mother is.
5. He calls "Mother! Mother!" as loud as he can.
6. He goes out on the street and crosses to the other side, hoping to find his mother over there.
7. He tells a clerk or the floor walker that he is lost and asks what to do.
8. He asks a stranger to take him home.
9. He waits where he is until he sees a policeman. He tells the policeman that he is lost. He asks what to do.

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1. Silently read the nine things that a lost child sometimes does.
 2. Is the first one foolish or is it sensible? Why?
 3. Tell whether each of the other things is foolish or sensible, and why.
 4. Pick out the most sensible thing of all. Why do you think it is very sensible?

5. Now say quietly to yourself what you would not do if you were lost. Begin this way: "If I were lost, I would not —"

6. After you have said quietly to yourself what you would not do, say why that would be a foolish thing to do. Begin this way: "This would be foolish because —"

7. Read below how John told what he would not do, and why.

If I were lost, I would not run about from place to place trying to find my mother. This would be foolish because then my mother would not know where to look for me.

Speaking. Tell your classmates what you would not do if you were lost. Then tell why that would be foolish.

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Your classmates will tell you what you did well and what you might have done better in your speaking. Think about what they tell you. Then when you speak again do not make the same mistakes. In the next exercise you will have a chance to show that you can speak better.

Speaking. You have been telling what you would not do if you were lost. Now tell what you would do, and tell why that would be the best thing to do.

P
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A
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I
C
E

Again your classmates will talk about what you said and the way you said it. Listen to their friendly talk. Then tell your story again, this time without the mistakes you made before.

Speaking. A team of four or five pupils, or even more, who have spoken very well may go to the second-grade room and tell those boys and girls what to do and what not to do if they are ever lost. Do you belong to a small class of only one or two pupils? If so, you may have to be a whole team by yourself.

22. *Project:* Making a Safety Poster for Lost Children

You know now what to do and what not to do when you are lost. Let us write these things on a large card or poster that could be hung on the wall of the schoolroom.

Class Conversation. 1. Let us begin with the things *not* to do when one is lost, — things like running from place to place, instead of staying in the same place until one's mother returns. This could be put on the board as a rule beginning with *Don't*:

Don't run excitedly from place to place.

So each thing not to do could be said as a rule beginning with *Don't*. As one pupil after another makes up a *Don't* rule for lost children, the teacher will write it on the board. Over the rules could be written in large letters something like this:

IF YOU ARE LOST

DON'T

1. Don't -----
2. Don't -----
- 3.

2. Now the second half of the poster can be made. This will have the *Do* rules. As you and your classmates make up the *Do* rules and talk them over to make them better, the teacher will write them on the board, one under the other. What could be printed over these rules, in large letters?

Copying. Now the rules will be copied on a large poster or piece of cardboard. After a pupil who prints large letters especially well has copied the heading, each pupil will copy one rule.

P
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A
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Probably the poster you have just made is not good enough for you. You know you can make a better one if you try again. Probably these are some of the things you would do :

1. Leave a wider margin around your writing.
2. Write the rules farther apart.
3. Write better.
4. Remember to write *Don't* correctly.
5. Remember not to make mistakes in spelling as you copy.
6. Remember to place a period at the end of every sentence.

Copy the rules for another poster.

° You could make two or three more posters: one for your schoolroom, another for the second-grade room, another for the large hallway in the school.

23. Spelling Three Troublesome Words : *here, there, where*

1. *Where* are you? *In what place* are you?
2. I am *here*. I am in *this place*.
3. You are *there*. You are in *that place*.

S
T
U
D
Y

Let the following questions help you in your silent study of *here, there, and where* :

1. If you take the *t* from *there*, what have you left?
2. If you take the *w* from *where*, what have you left?
3. When you close your eyes can you see the word *here*? Can you spell it?
4. When you close your eyes can you see *where* and *there*? Can you spell them?
5. If *here* means *in this place*, what does *there* mean? Use the word *place* in your answer.
6. If *there* means *in that place*, what does *where* mean? Use the word *place* in your answer.

Writing. 1. Copy the following sentences; but instead of *in this place* use *here*, instead of *in that place* use *there*, and instead of *in what place*, use *where*.

1. The lion waited *in this place*.
2. The tiger hid *in that place*.
3. *In what place* was the hunter?
4. He stood *in that place*.
5. *In what place* did you hide?
6. I hid *in that place* behind the hunter.
7. *In what place* was your gun?
8. It lay on the ground over *in that place*.
9. *In this place* they caught the lion.
10. *In this place* they killed the tiger.

2. Write a sentence of your own with the word *here*; another with the word *there*; another with the word *where*.

°24. Review

Names and Addresses

Writing. Write your name and address. Have you begun each word with a capital letter? Write the name and address of each of three friends.

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

Sentences

Speaking. Answer each of the following questions with a complete sentence. Thus, answer the first question by saying not "Saginaw, Michigan," but "I was born in Saginaw, Michigan." This exercise will show whether you know the difference between a group of words that is a sentence and a group that is not.

1. Where were you born?
2. What is your name?
3. How old are you?
4. What kind of stories do you like best?
5. Have you a pet at home?
6. Can you drive a car?
7. Did you ever have a pet rabbit?
8. What do rabbits eat?
9. What do canaries eat?
10. What do children eat?

Capitals and Punctuation Marks

Writing. Copy one or more of those questions, and after each one you copy write a sentence that answers it. Have you begun each sentence with a capital letter? Have you remembered the period or the question mark after each?



"THREE CHEERS FOR THE WINNERS!"

Pronouncing

Reading. Read rapidly but distinctly the sentences on page 10 and those on page 34. These contain certain words that are sometimes mispronounced.

°All pupils who have made no mistakes in pronouncing both lists of words may now rise and remain standing while the class gives three cheers for them: "Hurrah! hurrah! hurrah!"

Correct Usage

Test. On a sheet of paper write the numbers 1 to 24 in a column. Notice the twenty-four numbered blanks in the sentences below and on the following page. Each blank calls for *saw* or *seen*, whichever word is correct. Write your choice for each blank opposite its number on your paper. You can tell whether you have chosen correctly when the teacher or a pupil reads the correct words to the class. Place a cross before each mistake you have made.

1. I have often ¹ rabbits on the farm, and I once ² a woodchuck. Has your brother ³ these animals?

2. He ⁴ a tame rabbit once, but he has never ⁵ any running about wild.
3. When I ⁶ you starting for school, I ⁷ that you had not ⁸ me in the car.
4. You ⁹ the car, but that is all you ¹⁰.
5. Where have I ¹¹ that car before? I know I have ¹² it before. I ¹³ it only yesterday.
6. You ¹⁴ her, but she ¹⁵ only the car in which you were riding.
7. You ¹⁶ her, and you ¹⁷ her mother, but her mother has never ¹⁸ you.
8. Have you ¹⁹ my pencil? Where have you ²⁰ it?
9. You ²¹ it before I ²² it.
10. When I ²³ it you had already ²⁴ it.

Drill in Correct Usage. If the test shows that you need drill in the use of *saw* and *seen*, read again and again the sentences above, choosing the correct words as you read aloud, until you can do so both easily and rapidly, speaking each word distinctly. Perhaps the teacher will time your best reading. A good time record means that the right words come quickly to your lips.

25. Talking about Thanksgiving Day

Soon Thanksgiving Day will be here. It is the day when we think of all the things that make us happy. There are so many that we say "Thank you." Let us talk about the happy "Thank you" day.

S
T
U
D
Y

Prepare yourself to talk about Thanksgiving Day by silently reading the following questions. Silently answer each question. When you are doing these things you are studying.

1. What do people do on Thanksgiving Day?
2. Can you remember what you did last Thanksgiving Day?
3. What will you do when Thanksgiving Day comes again?
4. Do you think turkeys, geese, and chickens like Thanksgiving Day? Why?
5. Can you think of some things to be glad about? Perhaps this list will help you think of something else:

a. good health

b. good teeth

c. Father and Mother

d. warm clothing

e. many playthings

f. pet cat or dog

Speaking. Tell your classmates one reason for saying "Thank you." Tell them you are glad that Thanksgiving Day is coming. You may say :

I say "Thank you" because my father and mother are alive and well. I know one little boy who has no mother. I feel sorry for him.

Or

I am glad that Thanksgiving Day is coming. On that day we always go to our grandfather's house for dinner. I like our grandfather and I like the dinner.

Writing. Write *Thanksgiving Day*. Some of the pupils who have written it correctly and well on their papers may write it on the board.

26. Reading a Poem Aloud

Listening. As the teacher reads the following poem to you, see the sleigh going along the snow-covered road. Can you hear the sleigh bells? Can you see your grandfather's farmhouse? Can you see your grandmother at the window? Can you see the pudding and the pumpkin pie when you get inside the house? Hurrah for the pumpkin pie!

THANKSGIVING DAY

Over the river and through the wood,
To Grandfather's house we go;
The horse knows the way
To carry the sleigh
Through the white and drifted snow.

Over the river and through the wood —
Oh, how the wind does blow!
It stings the toes
And bites the nose,
As over the ground we go.

Over the river and through the wood,
To have a first-rate play.
Hear the bells ring,
"Ting-a-ling-ding!"
Hurrah for Thanksgiving Day!

Over the river and through the wood,
Trot fast, my dapple-gray!
Spring over the ground
Like a hunting hound!
For this is Thanksgiving Day.

Over the river and through the wood,
And straight through the barnyard gate.
We seem to go
Extremely slow,
It is so hard to wait!



THANKSGIVING DAY

Over the river and through the wood —
 Now Grandmother's cap I spy!
 'Hurrah for the fun!
 Is the pudding done?
 Hurrah for the pumpkin-pie!

LYDIA MARIA CHILD

Reading. First read the poem to yourself and make sure that you know exactly what the following words mean. Can you give another word for each of them?

wood	bites	dapple-gray
drifted	play	hunting hound
stings	spy	extremely

Then read the poem aloud to your classmates. As you read make the horse trot, make the bells ring, and make your classmates see the pumpkin pie.

Learning the Poem. 1. When you can say the poem without looking at the book, a team of six pupils may go to the front of the room. The team will recite the poem, each pupil saying one of the six parts, or stanzas.

2. Several teams may recite the poem. Last of all a star team may recite it. The star team is made up of the six pupils who did the best reciting.

27. Pronouncing Correctly

Listening. As the teacher reads the following words aloud, notice the guide words. These are in the parentheses. They will help you to remember the correct pronunciation.

1. eleven (we seven)
2. did you (NOT didja)
3. don't you (NOT donchew)
4. won't you (NOT wonchew)
5. give me (NOT gimme)
6. let me (NOT lemme)
7. are (car, far, star)
8. were (fur, her, bur)

Pronouncing. 1. Pronounce the words after the teacher. Then read the entire list alone, slowly and carefully.

2. Read the list aloud five times without stopping. Can you do it without a single mistake? Which words give you trouble? Practice those until you can easily say them correctly.

Reading. Read the sentences on page 62 aloud until you can do so easily and rapidly without making mistakes. In these sentences are the words you have just been studying.

1. Don't you know that he won't chew gum?
2. Won't you give me that book or let me see it?
3. Where were our eleven library books? Don't you know? Won't you tell? Why won't you let me know?
4. Did you choose the right number or don't you know yet?
5. Won't you tell me how far these cars are from the library?

28. *Game* : "Who Did That?"

A pupil stands before the class with his eyes covered. From somewhere in the room a classmate tosses a ball of paper at him. He hears it fall on the floor and says, "Who did that?" Another pupil answers, "You have five guesses."

Then the first pupil guesses. He says: "Charles did it." "Albert did it." "John did it." "Martha did it." "Helen did it." If he guesses right, he may be blindfolded again and play another round of the game. If he guesses wrong, he chooses a pupil to take his place, and the game begins again. So it goes on as long as there is time to play.



A SCHOOLROOM GAME

29. Beginning to Learn Letter Writing

There is another and perhaps more interesting way of playing the game of asking and answering questions. See how Frank and Will played it :

Dear Will :

Where does the cloth come from that is used in making our suits?

Frank

Dear Frank :

Some of the cloth in our suits is made of the wool of sheep. Some of it is made of cotton.

Will

Before beginning to play the game, you must know how to write letters like the two above. The Study on the following page will help you learn how to do this.


1. To whom is the first letter written?
2. Do you see that little mark (:) after the words *Dear Will*? That is called a **colon**. The words *Dear Will* are the **greeting**. Always write a colon after the greeting.
3. After the words *Dear Will*, what is the first word in that letter?
4. Do you see that the line beginning with *Where* is written a little *in* from the other lines of the letter? It is *dented in* a little. This line should always be written so. It should be *dented in*, or *indented*.
5. Is the first line after the greeting in the second letter indented?
6. Do you see where the writer of a letter writes his name?
7. Notice the wide margin, or border, around each of the two letters. The writing does not begin at the very edge of the paper. The writing does not go to the very edge of the paper. Always leave plenty of room around what you write, just as has been done in those two letters.

Copying. To make sure that you know how a letter is written, copy Frank's letter to Will. Some pupils may copy on the board. They should draw lines on the board to show the edges of their letters.

Correction. The class will look at the letters on the board to see whether they might have been copied better. If any mistakes are found these should be corrected. When this is done, look at your own letter for the same mistakes and correct them.

°**Copying.** If you made several mistakes when copying Frank's letter, it will be well for you to copy Will's letter also, and to look your copy over for mistakes. Then you will be ready to play the game in the next lesson.

30. Game: Writing Questions and Answers

Half a dozen pupils will go to the board, and each will draw a figure like this  large enough for his letter. His letter is a question that he wants a classmate to answer. It is written like Frank's letter to Will, in the last lesson.

When all the letters have been finished, the class will look them over to see whether they are correct. The class will look for these things:

1. Is there a wide margin between the writing and the edges of the letter?
2. Is the greeting followed by a colon?

3. Is the first line after the greeting of the letter indented?
4. Is the writer's name written where it should be?
5. Is it easy to read the writing?
6. Are there any mistakes in spelling?
7. Has the right mark been placed at the end of each sentence?

When all mistakes have been corrected, the answers to these letters will be written by the pupils whose names are given in the greetings. Then other groups will write on the board.

31. Writing a Letter to Santa Claus

What do you hope Santa Claus will bring you for Christmas? Perhaps he does not know what you would like best of all. Will you write him a letter?

Other children have sent these:

Dear Santa Claus:

Please bring me a new sled.
The old one is broken. Thank
you. I try to be good.

Fred Smith

Dear Santa Claus:

Will you please bring me a big doll? I like a doll with brown eyes.

Dorothy

Dear Santa Claus:

Please bring me a pair of skates. Please bring Brother Will a rubber ball. He cannot write.

Fanny Brown

S
T
U
D
Y

Silently study the following, answering each question:

1. Which of the three letters do you like best?
2. Which letter is most polite?
3. Which letter is most unselfish?
4. Which letter looks best? Can you tell why?
5. Has each of the three letters a margin around the writing?
6. Do you see that Dorothy's letter does not look well all crowded to the top and to



SANTA CLAUS FILLING ORDERS

the edge of the paper? See how wide a margin she has at the bottom of the paper and no margin anywhere else.

7. Do you see a little mark (:) after *Dear Santa Claus* in each letter? You have already learned that the greeting of a letter must be followed by this mark, called a colon.

8. Do you see that the word *Please* in Fred's letter begins a little to the right of the other lines in the letter? You already know that the first line after the greeting should be indented.

Copying. Show that you are ready to write a letter to Santa Claus by copying Fanny's letter without making a mistake. °Can you copy Dorothy's and make it look right?

Correction. Read your copy over and look for mistakes. Perhaps a classmate will help you.

Writing. Write your letter to Santa Claus. Ask him to bring you whatever you would most like to have. Give the finished letter to the teacher or to your father, who will mail it to Santa Claus. It must reach him before he harnesses the reindeer to his sleigh and begins his journey to the homes of all the children in the world.

32. Telling about Your Christmas Presents

School has begun again after the Christmas vacation. Everybody wants to know about everybody else's presents.

Listen to John's Christmas story :

I got a puppy, a pair of woolen mittens, a book, some pencils, some colored chalk, some candy, and a few other things which I cannot remember.

- S
T
U
D
Y
1. About which of John's presents do you wish he had told more?
 2. Would it have been more interesting if John had told more about the puppy?
 3. Did John tell anything about any one of his presents?
 4. About which one of your presents will you speak?

When John saw that his Christmas story was only a list, the teacher and his classmates helped him to tell a more interesting story. The pupils all wanted to hear about the puppy. "That's the present to talk about," said the teacher. "Never mind about the others."

When John spoke again this is what he told the class :

Did you ever get a Christmas present that was alive? Santa Claus brought me a number of things, but best of all was the present that was alive. It was a little curly brown terrier puppy with a baby bark.

The class said John's beginning sentence made you wish to hear more. That is what a beginning sentence should do. When you hear John's beginning sentence you wonder how a Christmas present could be alive. But John does not tell until the last sentence. You do not know the surprise until he is five words from the end of his story.

Speaking. Tell your classmates which one of your presents you were most glad to receive.

P
R
A
C
T
I
C
E

The class will talk your Christmas story over.

1. Was it an interesting story?
2. Did it have a good beginning sentence?
3. Did you tell about one thing and stick to that?

4. Did you speak loud and distinctly enough for all to hear you?

5. Did you stand squarely on both feet and look at the class in a friendly way?

The class will answer those five questions for you. Think the answers over. Then tell your story again. The class will listen to see whether you make the same mistakes.

33. Getting Rid of *and's* that Are Not Needed

Some pupils use too many *and's*. They speak like this:

I went to the farm yesterday *and* I saw a horse *and* some cows *and* a flock of chickens.

How much better it sounds to say:

I went to the farm yesterday. I saw a horse, some cows, and a flock of chickens.

Game 1. A pupil rises in his place and asks a classmate, "Louise, what are three things that you like to eat?"

Louise answers, "I like to eat candy, cake, and ice cream."

Then Louise asks, "Sarah, what are three things that you like to eat?"

Sarah answers, "I like to eat chicken, brown bread, and sauerkraut."

So one pupil after another asks a classmate the same question.

Each pupil names three things in his answer, but he uses only one *and*. He does not say, "I like to eat chicken *and* brown bread *and* sauerkraut." Two *and*'s are not needed here. One *and* is enough. If a pupil uses two, that counts against him or against his side, if sides have been chosen for the game.

Game 2. A pupil rises and says to a classmate, "Benjamin, please tell me your full name and your age."

Benjamin must answer in two sentences. He must not say, "My name is Benjamin Smith, and I am nine years old." He must leave out that *and*. He must say, "My name is Benjamin Smith. I am nine years old."

At the end of the first sentence he must drop his voice and make a short pause before beginning the second sentence.

Now Benjamin asks the question. Another pupil answers. The answer must always be in two sentences. No *and*'s are allowed.

34. Studying Sentences

Notice the following groups of words :

1. my white cat
2. bought a new hoop
3. A bird is hopping on the ground.

Only the third group is a sentence. When you read it, it tells you something. It makes sense.

The first group is not a sentence. It is only part of a sentence. You do not know what the rest of it is, but you can make up the rest of it. You can say :

My white cat is very pretty.

Or

My white cat is washing her face.

These are sentences. They tell something. They make sense. They are finished.

In the same way you can see that *bought a new hoop* is not a sentence. It is not finished. It is only a part of a sentence. By adding other words you can change it to a sentence. You can say :

My sister *bought a new hoop*.

Or

The little boy next door *bought a new hoop*.

Speaking. The numbered groups of words below are not sentences. Each one needs a few more words. Add enough words to change each group into a sentence.

1. curly brown puppy
2. present from my mother
3. a very pleasant surprise
4. heard the reindeer outside
5. heard a noise in the chimney
6. a doll with yellow hair and blue eyes
7. very happy
8. stood in a row
9. three laughing children
10. pounded on the front door
11. a fat and jolly old man
12. her new roller skates
13. his baby brother
14. the faithful old watchdog
15. sings from morning till night

°Writing. Write one or more of your finished sentences on the board. Remember these things:

1. Every sentence should begin with a capital letter.
2. A sentence that tells something should end with a period.
3. A sentence that asks something should end with a question mark.

35. Using Polite Words

Some people are polite. Others are not. Why not? Some of them do not know any better. They have never learned to be polite. They have never learned how to speak politely. If you learn the following polite words and groups of words, they will help you to speak politely.

- | | |
|----------------------|--------------------------|
| 1. Please | 6. It's very kind of you |
| 2. If you please | 7. Excuse me |
| 3. Will you kindly | 8. I beg your pardon |
| 4. Thank you | 9. I'm sorry |
| 5. I am much obliged | 10. Pardon me |

Pronouncing. Pronounce each of the ten numbered words or groups of words as the teacher pronounces them to you. Then read the entire list in a clear and pleasant tone of voice. Read it several times until you can say it very easily.

In school the children sometimes play being polite. Each asks another to do something; as, to tell what time it is. He asks this very politely indeed and in a very pleasant tone of voice. The other pupil answers in the same polite way.

So, Fred may say :

John, will you please tell me the time?

Or

Please tell me what time it is, John.

Or

Will you kindly give me that book, John?

Or

Give me that piece of chalk, John, if you please.

John may say :

I'm sorry, Fred, I don't know the time.

Or

Excuse me, Fred, but I need the book myself now.

Or

I can't reach the chalk, Fred. I'm sorry.

Or

Certainly, Fred; here it is.

Then Fred may reply :

Thank you, John.

Or

I am much obliged, John.

Or

It's very kind of you, John.

Dramatization. Ask a classmate to do one of the following things for you :

1. To give you a book, a sheet of paper, a pocketknife, or something else
2. To open the door or window
3. To tell which direction is North
4. To tell you the name of the leading grocery, bakery, meat market, or laundry in your town
5. To tell you whether your face is clean, what time it is, when recess begins, or something else

In every question and every answer use one of the polite words or groups of words in the list beginning this lesson.

36. Writing a "Thank You" Letter

You have been telling the class how good Santa Claus was to you on Christmas Day. He would surely be pleased if you told him so, too.

The following are two "thank you" letters that two children wrote:

Dear Santa Claus:

I want to thank you for the curly puppy you gave me. He was a big surprise.

John Stone

Dear Santa Claus :

I thank you for the doll and the set of dishes. I am sorry I did not send you a present.

Fanny Brown

S
T
U
D
Y

Working silently at your desk, read and answer the following questions :

1. Has each of the two letters above a wide margin?
2. Do you see the colon after "Dear Santa Claus"?
3. Is the first line after the greeting of each letter indented, as it should be?
4. What are the names of the writers of these letters?
5. Does every sentence begin with a capital letter?
6. Does every sentence end with the right mark?

Test. Do you know how to write a letter without mistakes? Prove it by copying John's or Fanny's letter. Look for mistakes. The six questions above will help you find them.

Writing. 1. Now write your "thank you" letter to Santa Claus. Before you send it off, read it over for mistakes. Use the six study questions on page 80. Perhaps a good plan would be to have a classmate help you.

°2. If you found it easy to write a good "thank you" letter to Santa Claus, you may write one to your father or mother.

37. Using *did* and *done* Correctly

See these two columns. One shows *did* and *done* used correctly; the other shows the two words used incorrectly.

RIGHT

1. I *did* it.
2. He *did* it.
3. I *have done* it.
4. He *has done* it.

WRONG

1. I *done* it.
2. He *done* it.
3. I *have did* it.
4. He *has did* it.

It is correct to use *done*, but incorrect to use *did*, with a helping word such as *have*, *has*, or *had*. Never use a helper with *did*.

Perhaps the following little jingle will make it easy for you to remember this rule :

Did is mighty, *did* is strong,
 Helping words with *did* are wrong.
Have and *has* help feeble *done*,
 Take *done*'s hands, and help *done* run.

Drill in Correct Usage. As you read the following sentences fill the blanks with *did* or *done*, whichever one you think correct. Read slowly in order to make no mistakes. Later you may try for speed. Then the teacher may time you.

1. What have you ¹ ___? Have you ² ___ your work?
2. You ³ ___ it very well yesterday. John ⁴ ___ his work well.
3. He ⁵ ___ what he had often ⁶ ___. He ⁷ ___ his work before he went out to play.
4. I have sometimes ⁸ ___ that. I ⁹ ___ it yesterday.
5. Has she ¹⁰ ___ her lesson? She ¹¹ ___ it this morning.

DID is mighty,
DID is strong.
Helping words
with DID are wrong.
HAVE and HAS help
feeble DONE,
Take DONE's hands
and help DONE run.



MIGHTY DID

6. What else has she ¹² today? Has she ¹³ anything else? She ¹⁴ nothing else yesterday.
7. We ¹⁵ our work before you ¹⁶ yours.
8. Who ¹⁷ this? Who has ¹⁸ the fourth example?
9. Have you ¹⁹ the third? Has he ²⁰ the second?
10. Who ²¹ that? Who has ²² his lesson?

38. *Project*: Making a Birthday Calendar

Some children once made a birthday calendar. Below, you can see one made by a little girl.

January	6	Mother
February	4	Uncle Fred
March	25	Father
April	16	Fanny Brown
May	2	Rover
June	9	Tom White
July	18	Aunt Martha
August	20	Uncle Philip
September	1	Dolly
October	31	Cousin Jim
November	4	Pussy
December	27	I myself

Silently read and answer the following questions :

1. In the left-hand column in the calendar on page 84 what do you see?
2. Are all the months there? Read the names and see. How many are there?
3. What do you think the numbers in the second column of this birthday calendar mean?
4. What do the names in the third column mean?
5. Can you find the second day of May in this calendar? That is Rover's birthday. Rover is the little girl's dog.
6. Can you find her doll's birthday?
7. Can you find her kitty's birthday?
8. When was the little girl herself born?

Reading. Let us call the little girl Hattie. Read the birthday calendar in this way :

January 6 Hattie's mother was born.

February 4 Hattie's Uncle Fred was born.

March 25 Hattie's father was born.

April 16 Hattie's friend Fanny Brown was born.

And so on. When you read the month *February*, remember that this name has two *r*'s. Pronounce them both.

Writing. Make a birthday calendar. Write in it, as Hattie did in hers, as many birthdays of friends and classmates as there is room for. Spell the names of the months correctly. When your calendar is finished, you may be asked to hang it on the wall of the schoolroom. Later on you may take it home.

Correction. It will not do to have mistakes in your calendar if it is to hang on the wall.

1. Read the names of the twelve months again to see whether you have written each correctly.

2. Have you made a straight column of the months? Is your other column straight?

3. Is your handwriting clear?

4. Is your sheet of paper clean or are there finger marks on it?

5. Does every name of a month and every name of a person begin with a capital letter?

P
R
A
C
T
I
C
E

°Perhaps if you have time enough the teacher will give you a sheet of white cardboard for a new birthday calendar, a better one. Perhaps you will draw a flower in each corner with colored crayola.

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

39. *Project: Making a Play, "Which Is the Best Month?"*

S
T
U
D
Y

Have you learned to study? Studying is finding out about things. Studying is making up one's mind what to say or to write. Of course every speaker and writer must learn to do these things. The following questions will help you to study, and they will help you to learn to study. Silently read and answer them, and so prepare for the speaking that follows.

1. Which month brings the pleasantest weather?
2. Which month brings Christmas?
3. Which month brings your birthday?
4. Which month brings skating?
5. What do some of the other months bring?

In a certain school each pupil chose one of the months. One boy chose October. When October was called he arose and said:

I am October. See my suit of brown, yellow, and red. I bring the falling leaves, the nuts, and the pumpkins.

A girl chose February. She said:

I am cold February. See the snow on my coat. I bring frozen ponds for skating and snow-covered hills for coasting.

Speaking. Which month will you be? How do you look? Are you all bundled up, with snow on your clothes, or are you wearing a summer hat and carrying flowers? What do you bring?

Tell who you are, how you look, and what you bring. Tell those three things and nothing else.

WHICH IS THE BEST MONTH?

This is a little play. A pupil is chosen to be the queen of the year. She goes to the front of the room and says:

There are twelve months in the year. Which is the best one? Come forward, January, and tell about yourself. Are you the best? If you are, I will have you for my bodyguard.

January comes forward and tells why he is the best. He makes the same speech that he made about himself before. He tells how he looks. He tells what he brings. Then he stands aside and waits.

Again the queen asks which is the best of the twelve months. She says what she said before, but now she asks February to come forward. February now tells about himself. So each of the twelve months comes to the front of the room and tells about himself. If you go to a small country school and your class has only two or three pupils, you will have to be several months. Will you choose all summer months, all winter months, or what?

When all the months have spoken, the queen says :

The twelve months of the year have spoken. Which is the best? Each month says it is the best, but I think you are all good, each in his own way. I will have you all for my bodyguard.

Then she leads a march around the room.

40. Reading a Poem Aloud

Was it not comical that each of the months should think himself the best? One month thought, "I am the best because I bring summer." Another thought, "I am best, because I bring winter." But the queen thought: "Summer and winter both are good. Winter is not so warm as summer, but summer is not so cool as winter. Both are good."

So it was when a mountain and a squirrel had a quarrel. The mountain thought he was better because he was bigger. The squirrel said, "You are big; but if I am not so large as you, you are not so small as I."

The mountain said: "I can carry forests on my back. Can you do that?"

"No," said the squirrel; "but I can crack nuts. Can you do that?"

Listen to their quarrel as the teacher reads:

THE MOUNTAIN AND THE SQUIRREL

The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little Prig."
Bun replied,

“You are doubtless very big;
But all sorts of things and weather
Must be taken in together,
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.
If I’m not so large as you,
You are not so small as I,
And not half so spry.
I’ll not deny you make
A very pretty squirrel track;
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut.”

RALPH WALDO EMERSON

S
T
U
D
Y

As you study the poem, silently read and answer each of the following questions:

1. Why did the mountain and the squirrel have a quarrel?
2. Why did the mountain look down upon the squirrel?
3. What can a mountain do?
4. What can a squirrel do?
5. Would it not be too bad if we had no mountains?
6. Would it not be too bad if we had no squirrels?

Word Study. Are there some words that are new to you? Ask the teacher about them. Can you tell what each of the following means?

quarrel	doubtless	occupy	differ
former	sphere	spry	wisely
latter	disgrace	talents	carry

Speaking. Tell the story of the quarrel between the mountain and the squirrel. The class knows the story, too, and everybody will listen to hear whether you tell it right.

Playing the Story. 1. Three pupils go to the front of the room. One of them plays he is a mountain. He talks to a classmate who is a squirrel. He tells the squirrel why mountains are better than squirrels. The squirrel answers. When they are through with their quarrel the third pupil, a hunter who heard their talk, tells the two why they are both good.

2. Several pupils may go to the board. They play that they are mountains. Each mountain writes on the board one thing which he can do that a little thing like a squirrel cannot do. The class watches to see that these big mountains make no mistakes in spelling or in writing sentences.

3. When the mountains have taken their seats, a number of squirrels will go to the board. Each squirrel will write one thing that a little squirrel can do. Again the class will watch to see that no mistakes are made in spelling or in sentence writing.

Reading. After reading the poem to yourself several times for practice and enjoyment, read it aloud to give your hearers pleasure.

° Learning the Poem. Some pupils will wish to learn the poem. Then they can go before the class and speak it.

41. Reading and Writing Dates

Here are three dates:

February 22, 1732

July 4, 1776

November 11, 1918

These dates are read like this:

February twenty-second, seventeen-thirty-two

July fourth, seventeen-seventy-six

November eleventh, nineteen-eighteen

Notice the mark (,) in each date between the day of the month and the year. This mark, as you probably know, is called a **comma**.

Copying. You will need to know how to write dates for the letter writing that you will soon be doing. For practice, copy the following dates. As you copy each one, say it to yourself. Remember the two *r*'s in *February* when you say that name.

January 6, 1930 (nineteen-thirty)

February 12, 1809 (eighteen-nine)

March 25, 1873 (eighteen-seventy-three)

August 20, 1883 (eighteen-eighty-three)

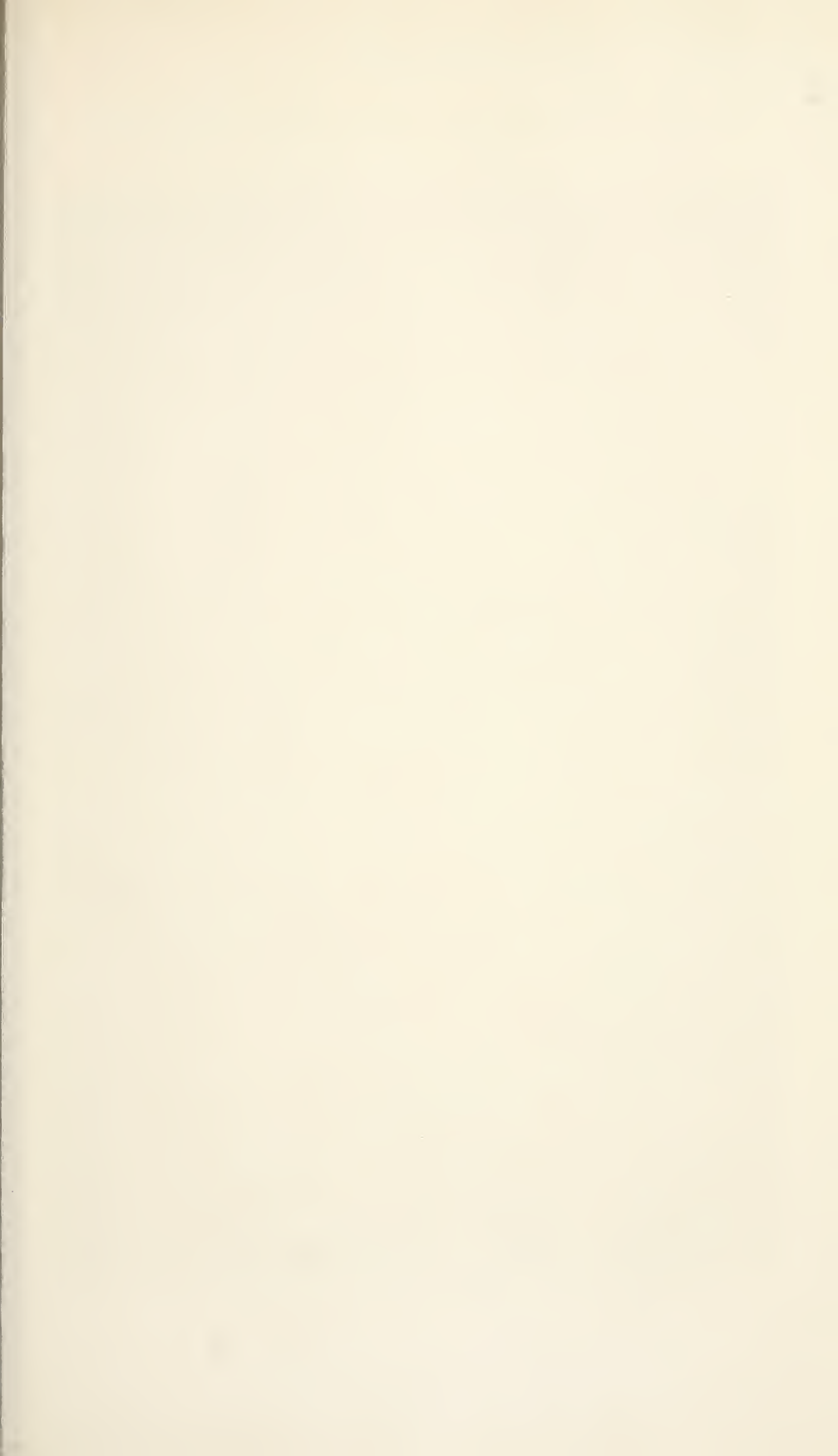
October 12, 1492 (fourteen-ninety-two)

December 27, 1909 (nineteen-nine)

Correction. Compare your copy with the book. Look to see whether you have made mistakes

- (1) in the spelling of the name of the month;
- (2) in leaving out the comma that must never be left out of a date.

Dictation. This is like a game. Several pupils write on the board the dates that the teacher reads. The other pupils write the same dates on paper at their desks. Then everybody looks for mistakes. When these have been corrected, other pupils go to the board and write other dates.





42. Telling the Story of a Picture

See the excitement in that picture! A window has been smashed. It is easy to tell who did it. Let us go nearer and see what will happen.

S
T
U
D
Y

As you study the picture, silently read and answer the following questions:

1. What name will you give the unlucky boy who threw the snowball? What names will you give the other two boys?

2. Has anybody in the house seen what happened and who did it? Perhaps there is nobody at home?

3. Perhaps there is somebody in the house, waiting behind the curtain to see what the boys will do?

4. Do you think one of the boys wants them to run away before the owner comes out? Would this be a good plan? Could the boys probably get away before the owner saw them?

5. Do you think the boy will be brave enough to go to the door of the house, ring the bell, and tell the owner that he broke the pane of glass?

6. How do you think this will end?

The whole story from the beginning can be told in three parts, as shown on page 96:

OUTLINE OF THE STORY

- I. How the accident happened; what the boys were doing; who threw the snowball.
- II. What the boy's friends told him to do; what he decided to do.
- III. What happened then; how the story ended.

Speaking. A team of three pupils may go to the front of the room to tell the story. Each pupil will tell only one of the three parts.

Class Conversation. The class will listen with much interest. When you and the other two story-tellers have finished, the class will talk about your story. Perhaps your classmates think you are altogether mistaken about three things:

1. How the accident happened
2. What the boy will do
3. How the story will end

Other teams of three story-tellers will go to the front of the room and give their ideas of these things. At the end the class will say which is the best story. Then the class can make up a name for the story.

43. Pronouncing Correctly

On the ladder along the side of this page are the words you have been learning to pronounce.

Review and Test. Begin at the bottom of the ladder and climb as high as you can. The class will stop you when you pronounce a word incorrectly. Perhaps by climbing carefully you can reach the top. Then climb a second time but faster, to show how quickly you can reach the top. Perhaps the teacher will time all fast climbers. Who will be the fastest of all?

Listening. Notice how the teacher pronounces the *ing* part of the words on the following page. That *ing* is said just like the *ing* in *sing* or *ring* and NOT like *in*.

28	were
27	are
26	let me
25	give me
24	won't you
23	don't you
22	did you
21	eleven
20	hundred
19	February
18	library
17	because
16	yesterday
15	yes
14	while
13	why
12	which
11	when
10	where
9	what
8	three
7	again
6	saw
5	our
4	just
3	get
2	catch
1	can

- | | | |
|-------------|---------------|---------------|
| 1. going | 8. harnessing | 15. running |
| 2. saying | 9. polishing | 16. scolding |
| 3. telling | 10. repairing | 17. watching |
| 4. reading | 11. talking | 18. coming |
| 5. writing | 12. walking | 19. singing |
| 6. figuring | 13. laughing | 20. ringing |
| 7. reciting | 14. crying | 21. something |

Pronouncing. Try to pronounce the twenty-one words without a single mistake. Practice until you can pronounce them easily and rapidly.

°44. Review

Dates

Writing. 1. Write your name, under that your address, and under that the date of your birth. Do you remember how to write a date? See page 93.

2. Write twelve dates, each in a different month. Do you remember how to spell the names of the months? See page 84.

Courtesy

Speaking. 1. Politely ask a classmate one or more of the following:

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

1. To lend you a pencil, a book, a sheet of paper.

2. To tell you the time, the name of the street on which he lives.

3. To help you correct a letter, carry a heavy package, open a window.

2. The classmate will give you a polite reply.

Letter Form

Writing. Write your polite request in a short letter to your classmate. Do you remember about the colon after the greeting in a letter and about the indention of the first line? See page 65.

Pronouncing

Reading. Climb the ladder on page 97, and read also the twenty-one words on page 98.

Sentences

Reading. Read the following paragraph omitting all *and's* that are not needed. Drop the voice at the end of each sentence, and make a pause before beginning the next sentence.

Sometimes birds will come to the same place year after year and it is pleasant to

see them again and again. And some people make bird houses and the birds like these and the birds will come back to them one spring after another. And some bird houses are made of wood and some are made of tin and some are made of cement.

Writing. Copy the paragraph above, remembering to use no *and* that is not needed, to begin each sentence with a capital letter, and to follow each sentence with the correct punctuation mark.

Correct Usage

Test. On a sheet of paper write the numbers 1 to 22. Opposite each write the correct word from the parenthesis of the same number in the following sentences :

1. He (**did**¹ **done**) a trick that I never (**seen**² **saw**) before.
2. I (**saw**³ **seen**) him when he (**done**⁴ **did**) it.
3. I have not (**saw**⁵ **seen**) him do it again.
4. Have you (**saw**⁶ **seen**) what she (**did**⁷ **done**) for her mother?
5. If you have never (**saw**⁸ **seen**) her work, you have not (**seen**⁹ **saw**) the best work any one has (**done**¹⁰ **did**) in this room.

6. No one has (**did**¹¹ **done**) as good work as she (**did**¹² **done**) when she (**done**¹³ **did**) that.
7. He (**seen**¹⁴ **saw**) us when we (**did**¹⁵ **done**) our work.
8. When we (**seen**¹⁶ **saw**) him he had (**done**¹⁷ **did**) nothing.
9. When he (**saw**¹⁸ **seen**) us we had (**did**¹⁹ **done**) much.
10. "I never (**seen**²⁰ **saw**) you when you (**did**²¹ **done**) such hard work," he said when he (**saw**²² **seen**) us.

Drill in Correct Usage. Does the test show that you need further drill in the correct use of *saw*, *seen*, *did*, and *done*? Then read again and again the sentences above, choosing the correct words as you read aloud, until you can do this rapidly. Make the correct words come to the tip of your tongue the moment you need them, without keeping you waiting. Practice will do this. When you have practiced awhile reading the sentences aloud and choosing the correct forms, perhaps the teacher will time your reading.

° Pupils who can read the sentences correctly the first time need no drill. They may help other pupils practice, or they may do some other piece of work in English that the teacher will give them. Perhaps, in two or three sentences, they will tell their classmates a story about something they have been doing.

45. *Project: Making Valentines*

In one schoolroom several days before Valentine Day a box was placed on the teacher's desk. It was like a mail box. Into this each pupil dropped the valentine he had made for a classmate. When the day of the celebration came the box was opened, and each pupil received the valentine some other pupil had sent him.

In that school the pupils made their own valentines. They cut a piece of paper or cardboard to the size of a post card. On the back of the card each pupil wrote the name of a classmate. On the front of the card each drew with crayola some pretty flowers and perhaps made a border along the edge. In the middle the pupil wrote, in his best handwriting, a short friendly letter like the following:

February 14, 1930

Dear Gerald :

On Valentine Day I send you
this little friendly greeting.

Alfred Morse

S
T
U
D
Y

Working alone, read and answer the following questions or study them quietly with a classmate :

1. To whom will you send a valentine?
2. Do you see where the date is written in Alfred's valentine to Gerald? Do you see that it begins about halfway between the right and left edges of the card?
3. Do you see the colon after the greeting?
4. Do you see the indention of the first line?
5. Do you see that the writer's name begins about halfway between the right and left edges of the card, just like the date?
6. Do you like the wide margin between the writing and the edge of the card?

Writing. When you have cut out the card for your valentine and made it pretty with

colored chalks, write a short friendly letter on it like Alfred's. If you wish you may copy all of Alfred's except the names. Write the name of your friend on the other side of the card. Spell it correctly.

Correction. Compare your valentine with Alfred's. If you alone can find no mistakes in your letter, ask a classmate to read it over with you. It must not be put into the schoolroom box unless it is correct in every particular. Who wishes to send a valentine that has mistakes?

°Perhaps you would like to make a valentine for another classmate. Some pupils send valentines to three or four friends. If there is time after you have made and corrected your first one, make as many more as you can do well. Only a well-made and well-written valentine will please your friend.

46. Spelling Troublesome Words: *hear, their, wear, our, to*

1. I *hear* with my ear.
2. This is *our* sour-apple tree.
3. What should a bear *wear*?
4. He was *their* son and heir.
5. I am going *to go to* town.

1. Do you see that *hear* is *ear* with the letter *h* before it?

2. When you say *our sour-apple tree*, why is it easy to remember how to spell *our*?

3. A bear wears a big fur coat. What else should he wear? But if you remember that silly question, how will it help you to spell *wear* correctly?

4. Do you know what an *heir* is? He receives the money left by his father and mother when they die. First it is *their* money, then it is his money. Do you see that *their* is *heir* with a *t* before it?

5. In the fifth sentence how is the word before *go* spelled? How is the word after *go* spelled?

Copying. Copy the five sentences at the beginning of this section. As you write the five words *hear*, *our*, *wear*, *their*, and *to*, note the spelling. This will prepare you for the following test.

Test. 1. Write the five sentences again, but this time without the book, as the teacher reads them to you. After you have written them, open the book and see whether you have spelled each of those five troublesome words correctly. This is half the test.

2. Write the following sentences as the teacher reads them to you :

1. Can you *hear our* boys blowing *their* horns?
2. Shall we *wear our* best hats *to their* party?
3. *Their* cat would not eat *our* sour milk.
4. With one ear I can *hear their* cat in *our* sour-apple tree.

°**Writing.** Several pupils go to the board. Each writes a question. The question must have in it one or more of the five troublesome words you have been studying. The class watches for mistakes. When all mistakes have been corrected, several other pupils go to the board and write answers to the questions.

47. The Names of the Days of the Week

Sunday	Monday	Tuesday	Wednesday
Thursday	Friday	Saturday	

S
T
U
D
Y

To prepare yourself for the test below, silently read and answer the following questions :

1. Does the name of each of the days of the week begin with a capital letter?

2. Which three names are very easy to spell?
3. Which of the seven names is it hard for you to spell?
4. Can you close your eyes and say the seven names?
5. As you say each of the seven names can you see how it is spelled?
6. Do you say *Tuesday* like *choose-day* or *tooze-day* or to rime with *fuze-day*? It should be said to rime with *fuze-day*, *not* like *choose-day* or *tooze-day*.

Test. Close the book and write the names of the seven days of the week. Then compare with the book what you have written and look for mistakes. If you have misspelled a name, write that name several times to learn the spelling.

48. Talking about Winter Fun

In a certain school the teacher asked each pupil to tell one thing he had done on a winter day.

Walter said, "One day this winter I shoveled the snow off our walk."

"Yes," answered the teacher, "that's an interesting beginning, but have you something more to say?"

After a moment Walter added, "And I went skating on a little pond near our house."

The teacher smiled and looked at the class. Hands flew up. Sarah said, "Walter began his sentence with *and*."

"Yes; he should not have done that," agreed the teacher. "But there was something worse."

"He talked about two different things," exclaimed Tom. "He began with shoveling snow off the walk, and he ended with skating. He did not stick to his subject."

"That's it," said the teacher. "Walter did not stick to his subject. He talked about two different subjects. He should have stuck to snow shoveling and told us more about that. We want to hear more about that."

Walter thought a moment, then he told this story :

One day this winter I shoveled the snow off our walk. The snow shovel was big, and I did not finish until nearly supper time. Oh, how hungry I was.

Walter's classmates liked his story.



WINTER FUN

The teacher said: "You see, children, that Walter's beginning sentence tells us his subject — shoveling snow off the walk. The rest of his talk tells us more about the same subject. It tells us that the shovel was big. Walter had to work hard to get that snow off, even if the walk was short. Of course the snow shoveling made him hungry."

S
T
U
D
Y

1. What are some of the things you have done on winter days, and about which one do you think the class would like to hear?

- a.* Taking baby out on a sled
- b.* Taking the dog out for a run
- c.* Coasting
- d.* Watching the snowstorm
- e.* Playing before the grate fire
- f.* Fishing through the ice
- g.* Playing with paper dolls
- h.* Playing with Christmas toys
- i.* Making pop-corn balls
- j.* Playing snowball fight
- k.* Making a snow fort
- l.* Making a snow man

2. Can you make an interesting first sentence which will tell something you once did on a wintry day?

3. What else will you tell about that same thing?

4. How did it end?

5. Before you tell your story to your classmates, read the following story and notice the interesting beginning sentence. Notice also that the speaker sticks to his subject. Do you like the way he ends his story?

One day last winter I threw a snowball at a friend. The snowball missed him and knocked a man's hat off. When the man turned around I saw it was my father. Perhaps you can guess how my story ended when we got home.

Speaking. Tell the class something interesting you did one winter day. Tell only about that one thing. Try to make your first sentence promise something more, like the first sentence in the story about the snowball throwing. It must make the class wonder what will happen next.

P
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E

Your classmates will listen to your story with interest. They will talk about it and point out the things they liked and the things they did not like. This class talk will answer questions like the following:

1. Did your beginning sentence make the class wonder what would happen next?

2. How could your beginning sentence be changed so that it would promise something more to come after?

3. Did you stick to the subject of your first sentence, or did you tell things that had nothing to do with that subject?

4. Did you speak so that you could be heard easily in every part of the room?

Perhaps you are surprised to learn that you made certain mistakes in telling your story. Now that you know what they are, can you do better? The class will watch to see whether you can, when you try again.

49. Making Interesting Beginning Sentences

In the last lesson you saw that the first sentence of a story should make the hearer wonder what will come next. A good beginning sentence promises something interesting to follow. For this reason the following is a good beginning sentence :

When we coasted down the Brenner Hill yesterday, I saw a large dog waiting at the foot of the hill.

You wonder what will happen next. Whose dog was it? What was he waiting there for? Was he dangerous? What happened? You see, this sentence promises something to come after. It is an interesting sentence. It is a good beginning sentence for a story.

Exercise. 1. There are ten sentences below. Which would make good beginning sentences? Why? Which would not make good beginning sentences? Why?

1. One day I heard a faint scratching sound right in my desk.

2. I have a pretty white cat at home.

3. A little boy passed our house today wearing a policeman's star on his coat.

4. When I got home from school the other day, my mother was baking something.

5. I like to read storybooks after supper.

6. A friend sent me a pretty valentine last week.

7. When I saw the letter, I thought at first that it was not for me.

8. Yesterday morning our milk bottle stood not at the back door, as usual, but at the front door.

9. When winter ends, the birds will return from the South.

10. When the snow man was all finished, I thought I saw him wink at me.

2. Can you change the poor beginning sentences into good ones?

°**Writing.** Make a promising beginning sentence for a story; write it on the board where the class can read it. Write more than one promising beginning sentence if you can.

50. Counting Sentences

It is easy to count sentences when you can see them, for each sentence begins with a capital letter and ends with a period or a question mark. Counting sentences when you can only hear them is a little harder for beginners.

Game. Ask your classmates to listen and to count the sentences as you read the first numbered paragraph below. The pupil who first gives the correct number may read the second paragraph while the class counts; and so on until all the paragraphs have been read.

1. There were once five and twenty tin soldiers. They were all brothers. They had been made out of the same old tin spoon.

2. They all shouldered their bayonets. They all held themselves upright. They all looked straight before them.

3. All were exactly alike to a hair, except one who had but one leg. He had been cast last of all. There had not been quite enough tin to finish him.

4. When evening came the tin soldiers were put away in their box. The people in the house went to bed. The playthings began to play.

5. They visited, fought battles, and gave balls. The nutcracker turned somersaults. A long pencil jumped about in a most amazing way.

6. Next morning, when the children got up, the one-legged tin soldier was placed on the window sill. All at once the window was opened. Head foremost the tin soldier fell from the third story to the street below.

7. It was a tremendous fall. Over and over he turned in the air. At last he came to a stop. His cap and bayonet had stuck between the paving stones. There he was, his one leg upright in the air.

8. Two street boys came by. "See the tin soldier," cried one. "He must come out and sail in a boat."

9. So they made a boat out of an old newspaper. They put the tin soldier in the middle of it. Away he sailed down the gutter.

10. The gutter became a stream. The stream grew stronger and stronger. The boat dashed on. The tin soldier bravely held on without saying a word.

11. Three or four times the boat whirled round and round. It was full of water and began to sink.

12. Just as the tin soldier thought he would drown, he was swallowed by a great fish. It was very dark in there. Still, the tin soldier kept his courage.

13. He lay calmly at full length in the fish's stomach, shouldering his bayonet as before.

14. What happened next? The fish was caught, taken to market, bought, taken to the kitchen, and cut open by the cook. "The one-legged tin soldier," she cried.

15. He looked about. There was the box with the other tin soldiers. Yes, he was in the same house from which, several days before, he had fallen out of the window.

HANS ANDERSEN, "The Steadfast
Tin Soldier" (*Adapted*)

51. Speaking from Dictation

Speaking. 1. Listen again as the teacher reads to you the first sentence from the first numbered paragraph in section 50. Then rise

and repeat it. You need not give the exact words; give the sense, the meaning, in any suitable words that come to you.

P
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C
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The class will tell you whether you did this correctly while

- (1) standing erect and on both feet,
- (2) speaking loud enough and distinctly,
- (3) dropping the voice at the end of the sentence, and
- (4) using no poor English.

If you have not, repeat the sentence again, trying to improve your way of speaking. Try several times, if necessary. It is by this sort of practice that you will learn to speak better and better.

2. In the same way repeat the second sentence from that paragraph; the third. Can you repeat the whole paragraph? Perhaps that is asking too much of you now, but perhaps you can repeat two sentences at a time. Try it and see, but remember this: **better one sentence spoken well than two or three spoken poorly.**

3. In the same way repeat one sentence after another from the other numbered paragraphs.

52. Reading a Poem Aloud

Listen as the teacher reads this poem aloud :

WHICH LOVED BEST?

"I love you, Mother," said little John,
Then forgetting his work, his cap went on,
And he was off for the garden swing,
Leaving his mother the wood to bring.

"I love you, Mother," said little Nell,
"I love you better than tongue can tell."
Then she teased and pouted half the day,
Till mother rejoiced when she went to play.

"I love you, Mother," said little Fan.
"Today I'll help you all I can."
To the cradle then did she softly creep,
And rocked the baby till it fell asleep.

Then stepping softly, she took the broom,
And swept the floor and dusted the room;
Busy and happy all day was she,
Helpful and cheerful as child could be.

"I love you, Mother," again they said —
Three little children, going to bed.
How do you think that mother guessed
Which of them really loved her best?

JOY ALLISON



"BUSY AND HAPPY ALL DAY WAS SHE"

S
T
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D
Y

Read and answer the following questions :

1. What does little John say? What does he do?
2. What does Nell say? What does she do?
3. What does Fan say? What does she do?
4. Which loves best? Why do you think so?
5. Do you see those little marks (" ") at the beginning and at the end of "I love you, Mother," in the poem?
6. Can you find those little marks elsewhere in the poem? They are used to show that someone is speaking.

Speaking. 1. Tell what the first stanza of the poem says. This is the way one boy told it :

There was once a little boy named John. He said, "I love you, Mother." Then he went off to the swing and forgot to do his work.

2. Tell what the second stanza says.
3. Tell what the third and fourth stanzas say.
4. Tell what the last stanza says.

Reading. How well can you read the poem aloud? A team of pupils may read it.

**53. Game: "Where
Has Tom Gone?"**

A pupil, let us call him Tom, goes out of the room to a large city. He must go to one of the largest cities in our country. Another pupil, let us say Mary, stands at the open door and watches Tom go. Tom has whispered to her that he is going, let us say, to Chicago. The following conversation takes place:

MARY. Where has Tom gone?

JOHN. Has Tom gone to San Francisco, Mary?

MARY. No, John, he has not gone to San Francisco.

FRED. Has Tom gone to St. Paul, Mary?

MARY. No, Fred, he has not gone to St. Paul.

**CITIES OF THE
UNITED STATES**

1. New York
2. Chicago
3. Philadelphia
4. Detroit
5. Cleveland
6. St. Louis
7. Boston
8. Baltimore
9. Pittsburgh
10. Los Angeles
11. Buffalo
12. San Francisco
13. Milwaukee
14. Washington
15. Newark
16. Cincinnati
17. New Orleans
18. Minneapolis
19. Kansas City
20. Seattle
21. Indianapolis
22. Jersey City
23. Rochester
24. Portland
25. Denver
26. Toledo
27. Providence
28. Columbus
29. Louisville
30. St. Paul

SUSAN. Has Tom gone to Chicago, Mary?

MARY. Yes, Susan, he has gone to Chicago.

Then Susan takes Mary's place at the door. Another pupil goes on a journey to another city, and the game begins again. Choose your city from the list on page 121.

Every question and every answer must contain the words *has gone*.

54. Doing and Telling

In a certain schoolroom the pupils played that they were soldiers, horseback riders, buglers, and even different kinds of animals. Each pupil pretended he was one of these, but he did not tell his classmates which. They had to guess that by the way he acted.

S
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To prepare for the game, silently read and answer the following questions:

1. If you wished to play that you are a horse how would you act?
2. If you wished to play that you are a soldier, what are some of the things you would do?
3. How would you show the class that you are a washwoman?

4. How would you show the class that you are a violinist?

5. Which one in the following list will you be in the play?

6. What will you do to make your classmates see what you are? You must say nothing. How will you walk or stand or sit, and what motions will you make with your arms and hands?

a. organ grinder

b. shoemaker

c. newsboy

d. plowboy

e. carpenter

f. lecturer

g. hunter

h. fisherman

i. cook

j. waitress

k. dancer

l. policeman

m. aviator

n. woodchopper

o. doctor

p. dressmaker

q. pony

r. elephant

s. clerk at a soda fountain

t. piano player (NOT a
player piano)

u. bicycle rider

Dramatization. Three or four pupils may go to the front of the room and stand in a row; each will play that he is some person or animal. The class will try to guess what each is from what he does. Then other groups of pupils may show what they are. If you go to a school in the country, where classes are often small, you may have a chance to play twice.

Speaking. Go to the front again. This time do not act. Do not make any motions. Only speak. When you speak, tell what you do. If you are a soldier, tell what a soldier does. The class will try to guess what you are from what you say. You must not tell how you look. Tell only what you do.

Before you speak, read these stories told by pupils in another school.

One boy said :

I am big and strong. I am covered with white fur. I have a long nose. I have four feet. What am I?

The class explained to him that he had not told the right things at all. He had told how he looks. He should have told only what he does. Another boy showed him how to speak. He said :

I walk on four feet over ice and snow. Sometimes I jump into the cold water for a fish or a seal. Sometimes I float on a cake of ice. What am I?

Another story was :

I walk slowly up and down the streets. I look this way and that way. I hold up my hand and make automobiles stop, so that people can cross the street. My coat is blue, and there is a silver star on it. What am I?

The class said this boy had made a mistake at the end of his talk. He should not have said, "My coat is blue, and there is a silver star on it." That does not tell what a policeman *does*. That tells what he looks like. The speaker should have left that part out of his talk. Then it would have been good.

P
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Just as the pupils in that school tried to help their classmates to speak better, so the pupils in your class will try to help you. Note what they say to you. Then practice until you can see that you are speaking better.

°*March*

When everybody has spoken, the class will rise and march up and down the aisles of the



THE TRAFFIC POLICEMAN

schoolroom. As he marches, each pupil will show what he is by what he does. The bugler will blow his make-believe bugle, the fiddler will fiddle, the soldier will shoulder his gun, and the traffic policeman will see that there are no accidents. It is his duty to keep order, so that the fun will not be spoiled.

55. Getting Rid of *and's* that Are Not Needed

The following story is spoiled because there are too many *and's* in it. When *and* is needed, it is right to use it; but when it is not needed, it should be left out of the story.

On my way to school today I saw something shiny lying on the sidewalk *and* it looked like a quarter *and* I was very glad. I picked it up *and* then I saw it was really a fifty-cent piece *and* I ran back home *and* I told my mother *and* she said she would keep it for me.

Reading and Speaking. 1. Read the story above to the class, not as it is printed, but without the *and's*. Now close your book and tell the story without the *and's*. When you

tell it you may use the words of the book or you may use your own words, but you must not use any *and's* that are not needed.

2. In the same way first read, then with the book closed tell, each of the following stories :

1. My little brother sometimes leans far out of the window *and* Mother has often told him he must not do it *and* he always promises to be good. One day he leaned out too far *and* he began to slip out *and* he gave a loud cry *and* at the very last minute Mother quickly caught his leg *and* that saved him. He was a badly frightened little boy for a long time afterward.

2. My doll can say "Mamma" *and* it sounds like a baby speaking *and* one day I was in a store with my mother *and* I made my dolly say "Mamma" *and* the people near us turned around *and* they looked at my doll *and* I think they thought Dolly was a real, live baby.

3. Some day I am going to make a jack-in-the-box *and* the box will be a very large one *and* the jack will have a head as large as a live person's head *and* when the cover flies open the big head will pop out *and* won't my friends be surprised *and* won't some of them be scared?

P
R
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Class Conversation. What are some of the things you should try to do when you tell a story? One is to use no *and*'s that are not needed. What are some of the others? Perhaps the teacher will write them on the board as you and your classmates name one after another. Which ones do you yourself need to keep specially in mind? Your classmates will tell you this.

Then, trying to speak better, read and tell one of those stories several times more.

56. Using *went* and *gone* Correctly

In the first column below, *went* and *gone* are used correctly. The second column shows the incorrect use.

RIGHT

1. I *went* to town.
2. He *went* there.
3. We *have gone* there before.
4. He *has gone* there often.

WRONG

1. I *have went* to town.
2. He *has went* there.
3. We *have went* there before.
4. He *has went* there often.

You can see from the sentences above that it is correct to use *gone*, but incorrect to use

went, with such helpers as *have*, *has*, or *had*. Perhaps the following jingle will help you to remember this:

I have gone, he has gone,
 Those are right.
Say have gone, say has gone,
 If you're bright.

 Never let helpers get
 Close to *went*.
 Don't forget: help would fret
 Sturdy *went*.

Test. In the sentences on page 131, notice the words written in parenthesis, like this: (*went*¹ *gone*). One of these two words is the correct word for that place in the sentence; the other is the incorrect word sometimes used instead. Notice that each pair of words is numbered.

On a sheet of paper write the numbers 1 to 24. Then opposite these numbers write the correct words from the parentheses. Thus, opposite your 1 write what you think is the correct

word from parenthesis 1; opposite your 2, the correct word from parenthesis 2; and so on to 24. When you have finished and the teacher (or a pupil) reads the correct words, see whether you have chosen correctly for each number.

1. We (went¹ gone) to his house. We have often (went² gone) there. We (gone³ went) there yesterday.
2. "Has George (went⁴ gone) to school?" we asked.
3. George had (gone⁵ went), so we (gone⁶ went) after him.
4. We had not (went⁷ gone) far when we saw him. He had (gone⁸ went) into a store. We (gone⁹ went) in, too.
5. "Where has Tom (gone¹⁰ went)?" I asked. "Has Tom (went¹¹ gone) to town?"
6. Frank (went¹² gone) with him, but Mary has (went¹³ gone) to the grocery.
7. Have you ever (gone¹⁴ went) to Sunday school? How many times have you (went¹⁵ gone)?
8. John has (went¹⁶ gone) to the fair grounds. Have you ever (went¹⁷ gone) there? We (gone¹⁸ went) there once.

9. I (went¹⁹ gone) to town. I have often (went²⁰ gone) to town. You have sometimes (gone²¹ went) with me.
10. We (gone²² went) together yesterday. Have you ever (gone²³ went) alone? Have you (went²⁴ gone) often?

°A perfect score in the test shows that you need no further drill in the correct use of *went* and *gone*. Then, while other pupils are drilling, plan to tell a story. Let it be about something that has happened to you.

Drill in Correct Usage. If you need this drill, read the sentences repeatedly, choosing the correct words as you read aloud, until you can do this both easily and rapidly enough to make a good record, if the teacher times your reading.

57. Learning to Telephone Correctly

[MAUD *lifts the receiver to her ear and waits.*]

OPERATOR. Number, please.

MAUD. Harbor 7086 (seven-o-eight-six).

OPERATOR. Thank you.

STRANGE VOICE. H'lo.

MAUD. Is this Harbor 7086?

STRANGE VOICE. Naw. [*Noisily hangs up receiver.*]

[MAUD *hangs up receiver, and after half a minute takes it again.*]

OPERATOR. Number, please.

MAUD. You gave me the wrong number, Operator. Please give me [*speaks very distinctly*] Harbor 7086.

OPERATOR. I'm sorry.

NELLIE. [*Hears the telephone ring and answers in a clear, pleasant, ladylike voice*] This is Harbor 7086.

MAUD. Hello, Nellie. This is Maud. Can you come over this afternoon for a while? I want to show you my new sled.

NELLIE. Oh, I'd like to see it, Maud. I'll ask Mother. Hold the line a minute, please. Mother is upstairs.

MAUD. All right. I hope she'll say Yes. [*Holds the line waiting for NELLIE to return.*]

OPERATOR. [*Hearing no conversation*] Operator.

MAUD. We are still talking, Operator.

NELLIE. [*Returning*] Are you still there, Maud? I'm sorry I kept you waiting.

MAUD. Oh, that's all right, Nellie. Are you coming?

NELLIE. Yes. I'll be over in two minutes. Good-by.

MAUD. Good-by. [*Hangs receiver on hook.*]

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1. Do you like the stranger's way of answering the telephone?
2. How should the stranger have answered?
3. How does Nellie answer the telephone?
4. Why is it better to give your number than to say only "Hello"?
5. Instead of giving her number when she answered the telephone, Nellie might have said, "This is Nellie Jewett," or "Nellie Jewett speaking." Which way do you like better — to give the name or the number?

Telephoning. Let one pupil be Operator, and let two others telephone. Let one ask the other a question, as Maud asked Nellie a question. Any telephone number will do.

What will you telephone about? Perhaps the following suggestions will give you an idea :

1. Find out whether your friend can go down town with you this afternoon.
2. On your way home from school you found a pocketknife. Ask what you had better do.
3. Ask whether your friend believes in fairies, and if not, why not.
4. A pretty little puppy has followed you home. You do not know whose it is. Ask your friend's advice.

5. You have cut your finger. You are alone at home. Ask what you should do.

6. Your neighbor's house is burning. You are at home alone. Ask what to do.

7. There is a man dressed like a soldier knocking at the back door. He does not go away. Ask what you should do, as you are alone in the house.

8. Your canary has got out of his cage. Ask the best way to catch him.

9. Your house is full of smoke. You do not know what makes it. There is no one else at home. Ask what you ought to do.

10. Your baby brother has fallen down the stairway; his nose is bleeding. Ask what to do.

The three may take their places in the front of the room, Operator in the middle. As they telephone, the class listens carefully to make sure that everything is done in the very best way. After three pupils have telephoned, three others may do so, and so on until everybody has telephoned. Each pupil holds a make-believe telephone receiver to his ear.

Are there only two pupils in your class? Then perhaps the teacher will be Operator.

Class Conversation. The following questions will help in finding mistakes :

1. Is the speaking clear enough for every word to be easily understood?
2. Is the speaking in a pleasant tone of voice?
3. Are all three speakers polite?
4. Does the person called to the telephone answer with his own number or simply say "Hello"?
5. Are any words pronounced incorrectly?
6. Are any mistakes made, like using *seen* for *saw*, *done* for *did*, or *went* for *gone*?

P
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When you have telephoned and have been told how your telephoning could be better, telephone again. Call the same number or answer the same ring as before and have the same talk; this time do everything better.

Speaking distinctly, repeat the following telephone numbers several times, being careful not to run the numbers together:

Thurston	3283	(three-two-eight-three)	
Main	1101	(one-one-o-one)	
Detroit	2282	(two-two-eight-two)	
Back Bay	9119	(nine-one-one-nine)	
Elsmere	6790	(six-seven-nine-o)	
River	5775	(five-seven-seven-five)	
Harbor	1009		State 8282
Bend	4554		Wabash 7979
Niles	9808		Falls 5353

58. Pronouncing Correctly

Listening. As the teacher reads the following list of words aloud, notice that the *have* in *should have* is *have* and not *of*. The word *film* is not *fillum*, and *rinse* is said to rime with *mince* in *mince pie*.

- | | |
|---------------|--|
| 1. ought to | 6. should have (NOT should of) |
| 2. might have | 7. would have (NOT would of) |
| 3. may have | 8. could have (NOT could of) |
| 4. film | 9. pleased to (NOT pleesta) |
| 5. glad to | 10. rinse (to rime with <i>mince</i>) |

Pronouncing. 1. Pronounce each of the words above as the teacher pronounces it to you. Then pronounce them all in a clear, ringing, pleasant voice. Pronounce the entire list several times.

2. Read the following sentences. They contain the troublesome words you just studied.

1. I *should have* pronounced *rinse* to rime with *mince*, and I *would have* pronounced *rinse* to rime with *mince* if I had been more careful.

2. I *ought to* have been more careful.

3. You *may have* noticed that I always say *film* correctly.

4. I am *glad to* know the things that I *might have* missed if I had not gone to school.

5. I am *pleased to* know how to pronounce words like *rinse* and *film*. I *could have* pronounced them correctly many times.

59. *Project*: Making a Class Telephone Directory

Five children once made a little telephone directory. Their names were John, Henry, Fanny, Paul, and Maud. They wrote the names in a list. First they wrote *Fanny*, because *F* (the first letter in the name Fanny) comes before *H*, *J*, *P*, and *M* in the alphabet. These letters begin the other children's names. Next they wrote *Henry*; and so on. After each name they wrote the telephone number that each one had chosen for himself. This is the finished list :

Fanny	Main 102
Henry	Harbor 999
John	Square 8724
Maud	Center 33
Paul	Red 2301

While they were making the little directory, they learned that they did not know the

alphabet very well. Which comes first, *F* or *H*? Does *M* come before or after *P*? Such questions they could not answer as quickly as they ought.

Perhaps you do not know the alphabet nearly as well as you may think that you do. Before you begin to make a telephone directory for the class, it will be a good plan to have the following drill:

Drill. 1. Which letter comes first in the alphabet, *S* or *R*? *F* or *L*? *G* or *E*? *W* or *V*? *M* or *U*? *J* or *A*? *D* or *H*? *Q* or *K*? *P* or *R*?

2. Tell where each of the following letters comes in the alphabet:

B, Y, W, D, F, V, S, H, J, Q, N, L

Tell it in this way:

B comes just before *C* and just after *A*.

Y comes just before *Z* and just after *X*.

But it must be said quickly. Anyone can say it slowly.

3. In the same way tell where each of the following letters comes in the alphabet:

C, X, V, A, E, T, R, G, I, K, M, O, P, Q, Z

Making the Directory

Now you are nearly ready to go back to the telephoning. You have had practice in speaking distinctly and in pronouncing correctly. There is only one thing to be done. That is to make a telephone directory.

Project. 1. A pupil who may be called the leader goes to the front of the room. He says, "Is there anyone in the class whose name begins with the letter *A*?"

Perhaps there is a boy named Albert, or some other name beginning with *A*. He raises his hand.

The leader says, "Please go to the board, Albert, and write your name as high on the board as you can reach."

Albert does this. Perhaps he has to stand on a chair when he writes his name. When Albert and the others whose names begin with *A* have returned to their seats, the leader says, "Is there anyone here whose name begins with *B*?"

If there is a girl by the name of Bertha, or Belle, or Beatrice, she writes her name under the *B*'s.

Then names beginning with *C* are called for and written on the board; *D*, *E*, and *F* follow; and so on to the end of the alphabet. Now every name in the class is on the board, and all the names are in *A B C* order.

2. Next each pupil makes up a telephone number for himself and writes it opposite his name on the board.

Class Conversation. When the directory on the board is finished, the class will look it over to see how it might have been made better. The following questions will help in this:

1. Are the names in a straight column, one under the other, as they are in a printed directory?

2. Are the telephone numbers in a straight column, as they should be?

3. Is the handwriting easily read?

4. Does every name begin with a capital letter, as it should?

5. Are all the names in the right order? If there are two John's, which one should be written first: *John Adams* or *John Brown*? If there are two Mary's, which one should be written first: *Mary French* or *Mary Fry*?

6. In what other way could the directory be made better?

°Perhaps it would be a good plan, and fun too, to make another class telephone directory. This time it might be written on a sheet of paper instead of on the board. Several directories might be made on paper. They would prove useful when you are telephoning. Each pupil in turn would write his name on two or three different sheets of paper. Each time a name is written, that pupil's telephone number should be written, too.

The leader, or several leaders, should see that each pupil writes very neatly and has clean hands before he begins. Why are clean hands necessary? The mistakes made in the first directory should not be seen in these better ones.

60. Reading a Poem Aloud

Listening. When your teacher reads the following poem to you, listen for the call of the bugle. Listen for the drumbeat. Can you see the soldiers marching by? Can you see the flag carried high over the straight lines of the men?

THE FLAG GOES BY

Hats off!

Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky.

Hats off!

The flag is passing by!

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.

Hats off!

The colors before us fly;
But more than the flag is passing by:

Sea fights and land fights, grim and great,
Fought to make and to save the State;
Weary marches and sinking ships;
Cheers of victory on dying lips;

Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right and law,
Stately honor and reverend awe;

Sign of a nation, great and strong
To ward her people from foreign wrong;
Pride and glory and honor — all
Live in the colors to stand or fall.

Hats off!

Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:

Hats off!

The flag is passing by!

HENRY HOLCOMB BENNETT

S
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Y

You have heard the poem. Now read it to yourself, and silently answer the following questions about it:

1. What sounds do you hear when you read the first stanza? Do you hear people call "Hats off!"
2. What do you see when you read the second stanza? Why are the lines of soldiers called "steel-tipped"?
3. What in the third stanza shows that this stanza is about war?
4. Is the fourth stanza about battles by land and by sea?
5. What are some of the important words in the fourth and fifth stanzas?
6. What can you say about the last stanza of the poem?

Class Conversation. Can you tell what each of the following words means as it is used



in the poem? Talk about each word with your classmates.

blare	ordered	victory	ward
ruffle	lines	plenty	foreign
flash	grim	increase	wrong

Speaking. Tell the class one or two things about which the poem has made you think.

In another school a girl said :

The poem makes me see a parade go by. I can see the soldiers marching. I can see the red, white, and blue flag over them. All the time I hear the beat of drums and the tramp of feet.

A boy said :

When I read the poem I see big warships. They are firing at each other. I hear the boom of the cannon. One ship goes down. On the mast of the other flies the red, white, and blue.

Reading. After reading the poem to yourself several times for enjoyment and for practice, read it aloud to give your hearers pleasure.

°**Learning the Poem.** Some pupils will wish to learn the poem. Everybody should learn at least the first or the last stanza.

61. Spelling Five Troublesome Words: *too, or, a, an, won*

When you read the following sentences, remember these things:

too is pronounced to rime with *boo*
or is pronounced to rime with *for*
won is pronounced to rime with *ton*

1. The winner *won* a ton of coal.
2. The loser got *an* armful of wood.
3. Go today *or* tomorrow.
4. Mary will go *too*.
5. That will not be *too* many.

S
T
U
D
Y

1. Do you see that *won* in the first sentence begins with *w* like *winner*?

2. The word *or* is used like this:

John *or* Fred
 hot *or* cold
 summer *or* winter

3. The word *too* is used like this:

I have a knife, *too*.
 You are *too* little.
 He is *too* big.

4. Which is easier to say, "*a* ton of coal" or "*an* ton of coal"? Which is used in the first numbered sentence on page 147?

5. Which is easier to say, "*a* armful of wood" or "*an* armful of wood"? Which do we have in the second sentence on page 147? The words *a* and *an* mean the same thing. We use the one which is easier to say with the word that follows. If that word begins with *a*, *e*, *i*, *o*, or *u*, we nearly always use *an* before it instead of *a*.

Copying. Copy the five numbered sentences near the beginning of this lesson.

Drill. 1. Read the following words and groups of words aloud rapidly but distinctly, and fill each blank with *a* or *an* — whichever you think is correct. Repeat several times.

- | | |
|---------------------|-----------------------|
| 1. -- umbrella | 11. -- ink spot |
| 2. -- new umbrella | 12. -- electric iron |
| 3. -- old umbrella | 13. -- iron bar |
| 4. -- penholder | 14. -- angel |
| 5. -- gold pen | 15. -- officer |
| 6. -- open window | 16. -- proud officer |
| 7. -- apple | 17. -- unpleasant day |
| 8. -- armful of hay | 18. -- orange |
| 9. -- sore finger | 19. -- lemon |
| 10. -- even number | 20. -- ax |

2. Rapidly give short sentences, using, one after another, the words and groups of words on page 148 with *a* or *an* before each. Thus :

I have *an* umbrella. It is not *a* new umbrella. It is *an* old umbrella. I see *a* penholder. My father has *a* gold pen.

And so on to the end of the list.

62. Telling the Story of a Picture

Let us see what is happening in the picture. A big balloon is just beginning to rise slowly from the ground.

S
T
U
D
Y

The following questions will help you as you silently study the picture which is shown on page 150.

1. What is the balloonist calling to the boy whose leg has got caught in the ropes?

2. What can the scared boy do?

3. How much time has he to do anything?

4. If he cannot free himself from the ropes at once, what had he better do?

5. Is the boy strong enough to hang on long?

6. Could the balloonist pull him into the basket?

7. What would happen then?



Speaking. 1. Let us tell first how it happened that the little boy was caught by the ropes of the rising balloon. Tell only that. Tell it in two or three sentences.

This will be the first part of the story. After several pupils have told it, the teacher will write on the board the story which the class likes best. Perhaps the teacher will write something like this :

A little boy got too close to a balloon that was all ready to go up. When the balloon started, one of the ropes twisted itself in a knot around his leg and lifted him off the ground. It looked as if the balloon would surely carry him up into the sky.

2. Now let us hear the next part of the story. This part tells whether the boy shook himself loose in time or was really carried up with the balloon. Tell your classmates what you think happened. Tell it in two or three sentences.

After several pupils have said what they think happened, the class will decide who had the best thought. This (the second part of the story) the teacher will write on the board. Perhaps it will be something like this :

The balloonist leaned out of his basket and called to the scared boy, "Shake the rope off your leg and let go." But the rope was twisted into a knot, and the boy was too frightened to know what to do. Up above the tree tops rose the big gas bag, the basket with the balloonist, and the twisted rope with the boy.

3. The third and last part of the story will tell the ending. It will tell whether or not the balloonist pulled the boy into the basket, and if he did so where they went together. Tell what you think happened. Your classmates will tell what they think.

Story-telling. 1. A team of three good speakers may now tell the whole story. The first speaker will tell the first part, the second speaker the second part, and the third speaker the third part.

2. Other teams may tell the story. Each team will tell the story in its own way.

P ---
 R | Of course a team will not tell the story
 A | very well the very first time. Each team
 C | will need to tell it several times before the
 T | class can say that the telling was well done.
 I |
 C |
 E ---

°**Story-telling.** If a team tells the story so well that it does not need to practice any more, this team may go to another room and tell the story to the children there while the other teams are still practicing.

63. Correct Usage: *Test and Drill*

Test. As you read the following sentences to yourself, write the correct words together with their numbers. Check your list in the usual way.

1. We (seen ¹ saw) you when you (went ² gone) to town and (done ³ did) the errands.
2. When we (saw ⁴ seen) you, you had just (went ⁵ gone) into a store.
3. I have (saw ⁶ seen) you there before. I have (gone ⁷ went) there often.
4. Have you ever (seen ⁸ saw) me there? I (seen ⁹ saw) your sister there once.
5. What have you (did ¹⁰ done) with my pencil? I (saw ¹¹ seen) you use it after I had (gone ¹² went) to the board.
6. I (done ¹³ did) nothing with your pencil. I never even (seen ¹⁴ saw) it after you had (went ¹⁵ gone) to the board.

7. When she (seen ¹⁶ saw) us, she shouted, "What have you (done ¹⁷ did) with my tennis racket?"
8. "We haven't (seen ¹⁸ saw) it," we answered. "We haven't (did ¹⁹ done) anything with it."
9. Where has my cap (gone ²⁰ went)? Who has (saw ²¹ seen) it?
10. I haven't (seen ²² saw) it. I haven't (did ²³ done) anything with it.

Drill in Correct Usage. Does the test show that you need further drill? If so, read the sentences aloud until you can choose the correct words quite easily.

°If your test record was perfect, plan to tell the class a story. Tell about something you have seen, heard, or done.

64. Counting Sentences

Counting. 1. As the teacher reads the first of the paragraphs on page 155 aloud, how many sentences do you count? Now look at the paragraph and count the sentences.

2. In the same way count the sentences in each of the other paragraphs.

1. The magician took from his pocket a box of perfumes. He made a fire of sticks. He muttered strange words.

2. Aladdin, who was only a boy of twelve, became alarmed. The magician soothed his fear. He spoke to Aladdin. As he spoke the sky darkened.

3. Suddenly the earth opened at their feet. In the opening they saw a flat stone. In this there was a brass ring.

4. "Under the stone," said the magician, "is a treasure. It will make thee richer than kings. Go then and lift the stone by the ring."

5. So Aladdin took courage. He laid hold of the brass ring and lifted the slab. Beneath it was a stone staircase which led down into the earth.

6. Then the magician drew from his finger a ring. He put it on Aladdin's finger. He told the boy to go down into the earth without fear. Aladdin arose and went down.

7. At the foot of the stairs he found a place divided into four rooms. In each of these he saw jars of gold and silver. Passing through he came upon a garden full of trees.

8. He was amazed to see that the fruits on the trees shone like jewels. At the further end of the garden he saw a lamp hanging from a bracket.

9. Aladdin took the lamp and poured out the oil. It was made of copper. It had curious letters on it. The boy placed it carefully under his arm and looked about him.

10. He thought the shining jewels on the fruit trees were glass. He wanted to take some of the glass fruits with him. He wanted to play with them at home.

11. He filled his pockets. He filled his hat. At last he could carry no more. He started back for the staircase.

12. When he reached the staircase he was too tired to go up at once. He called to the magician. "What is it?" said the latter.

13. "Can you help me up this staircase?" cried Aladdin. "Give me first the lamp," answered he. But Aladdin could not lift the lamp so high.

14. This angered the magician, who wanted the lamp and that only. He flew into a rage. He would have beaten the boy if he could have got at him.

15. At last he gave up all hope of obtaining the lamp. Throwing more perfume into his fire above, he muttered again the magic words. Upon this the stone slipped back into its place and imprisoned Aladdin below it.

The Arabian Nights, "Aladdin and the Wonderful Lamp"

65. Speaking from Dictation

Speaking. Let page 117 remind you how you practiced speaking from dictation before. Then, in that same way, use the sentences from the Aladdin story above to give you practice in speaking. Remember, you need not use the exact words of the book. Give the meaning.

°66. Review

I

Words Sometimes Mispronounced

Reading. The sentences on pages 137 and 138 contain certain words that are sometimes mispronounced. You have studied them. Read the sentences aloud to show that you can pronounce each troublesome word correctly.

Spelling

Writing. 1. Write short sentences containing these words:

here there where

2. Write short sentences in which you use the following:

hear their wear our to

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

3. Use the following words in short written sentences :

too or a an won

4. Write short sentences in which you use the names of the seven days of the week.

Sentences

Speaking. Answer each of the questions below in a complete sentence. Thus, do not say, in answer to question 1, "Because it is dangerous." That is not a complete sentence. Say, instead, "Children should not play in the street because it is dangerous."

1. Why should children never play in the street?
2. Why should children never play with matches?
3. Why do you wear rubbers when you go out in the rain?
4. Why should you never laugh at people's mistakes?
5. How many corners has a square?
6. Where do you go for wild flowers?
7. What is your favorite game?
8. Why is rain good for grass?

Writing. Write several of the sentences you have made. Remember how each sentence should begin and end.

Correct Usage

During the past few months you have been studying the correct use of *saw, seen, did, done, went, and gone*. Turn to page 153 and test yourself to see whether you still sometimes make mistakes in the use of these important words. If you do, review the drill on page 154.

The Use of and

Speaking. Using no more than one *and* in a sentence, tell the following things. Thus, for the third you might say :

A dog can bark, bite, and fight.

Or

A dog can sleep, eat, and play.

1. Tell three things that you see.
2. Tell four things that you saw yesterday.
3. Tell three things that a dog can do.
4. Tell four things that a cat can do.
5. Tell five things that you saw at the circus.
6. Tell who five of your friends are.

II

Speaking. 1. For the entertainment of the class, recite all or part of one of the poems you have studied during the year.

2. Tell the class some interesting thing you have seen or heard lately, or something that has happened to you in the last week or so.

Writing. As a surprise, write a classmate a short note. Say anything you please, but have your note correct as to the writing of the date, the greeting, and the indention.

67. Letter Writing

Sometimes pupils in the third grade write each other guessing letters. These are like riddles. The writer tells about himself, but does not give his name. The pupil who receives the letter must guess who sent it.

These are two such letters :

April 15, 1930

Dear Lucy :

Imagine a very pretty girl with brown eyes. She has brown hair. She has a sweet smile. There is a dimple in her chin. Do you recognize me?

A friend

April 15, 1930

Dear John :

My eyes are blue. My lips are red. My hair is light-brown and very curly. I am the curliest boy in the room. Can you guess?

Somebody

S
T
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D
Y

As you prepare to write a guessing letter by silently studying the two you have just read, let the following questions help you :

1. The writer of the first letter says she is a very pretty girl. What do you think of that? Do you think she is only joking?

2. Do you like the wide margin around the first letter or do you like the other letter better? That has no margin at all except at the bottom.

3. Is the date written correctly in both letters?

4. Is the greeting written correctly in both letters?

5. Is the first line of each letter indented?

Copying. 1. Copy the second letter but give it a proper margin on all sides. Some of the class may copy it on the board. First they will draw lines for the edges of the letter.

°2. If you made any mistakes in copying the letter, copy the one on page 160. Read your copy through for mistakes and correct these with the help of a classmate.

Writing. Write a guessing letter. When you have written it and are sure you have made no mistakes, send it to a classmate through the class post office.

68. Making Riddles

Can you guess each of these three riddles?

I

I am just an ordinary vegetable. In size and shape I am like a big egg. My skin is brown. I grow under the ground. I have eyes, but I cannot see.

II

I am a flower, one of the biggest in the world. You have often seen my round yellow face in back yards. I am so beautiful that I need no perfume, and I have none.

III

I am a small round fruit which looks like a bright red marble. I grow on a tree with hundreds of my brothers and sisters. I can be eaten raw, but I think I taste best in pie.

S
T
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D
Y

To prepare yourself for making riddles about vegetables, fruits, and flowers, silently answer the following questions:

1. Which of the three riddles do you like best?
2. Which vegetable, fruit, or flower do you choose to be when you make your riddle?
3. What interesting beginning sentence can you make for your riddle?
4. What will you say about yourself after that?
5. What is your last sentence to be?

Speaking. Tell your riddle in a strong clear voice so that everybody can hear what you say.

Class Conversation. Your classmates will listen as you tell your riddle. They will try to guess it. Then they will tell you the things they like in it and the things you might have done better. In this the following questions will help:

1. What was the best thing about the riddle?
2. Did the riddle have an amusing ending?
3. Did the speaker drop his voice at the end of each sentence and make a short pause there, or did he fill in with *and's* between sentences?
4. Were there any mistakes in English, such as saying *seen* for *saw*, *done* for *did*, or *went* for *gone*?

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Perhaps you are surprised at the mistakes you made. Perhaps you are sure you can give another riddle without those mistakes. Then make and give another riddle. Everybody will listen with great interest to see whether you really can do better.

°Project: Making a Book of Riddles. Write your riddle on a sheet of paper, remembering all that you have learned this year about writing.

Correction. Before the riddles can all be put together to make a book, every writer must correct the mistakes in his writing. Can you find your mistakes alone? Perhaps it would be better to ask one or two classmates to read with you, using these questions:

1. Is the paper clean and the handwriting neat and easy to read?
2. Is there a wide margin at the top, at the right, at the left, and at the bottom?
3. Does the first line begin a little to the right of the other lines?
4. Does every sentence begin with a capital letter and end with the right kind of mark?
5. Are there any mistakes in spelling?
6. Ought the paper to be copied?

69. Using *came* and *come* Correctly

RIGHT

WRONG

- | | |
|---|---|
| <p>1. He <i>came</i> to see us yesterday.</p> <p>2. We <i>have come</i> here often.</p> <p>3. He <i>has come</i> again.</p> | <p>1. He <i>come</i> to see us yesterday.</p> <p>2. We <i>have come</i> here often.</p> <p>3. He <i>has come</i> again.</p> |
|---|---|

You can see from these sentences that it is right to use the helping words *have* and *has* with *come*, but not with *came*. Perhaps the following jingle will help you remember that *came* is the strong word which needs no helpers :

Like a sturdy oak stands *came*,
 Wants no helpers in the game.
 Weak-kneed *come* is numb and dumb,
 Needs the help of *have*, its chum.

Test. 1. On a sheet of paper write the numbers 1 to 22. Then, opposite these numbers, write the correct words from the numbered parentheses on page 166. When the teacher or a pupil reads the words you should have chosen, check your list.

1. Has she (come¹ came) yet? Yes; she (came² come) an hour ago.
2. The books have not (came³ come), but the ink (come⁴ came) yesterday.
3. He (came⁵ come) to us with a friend who had just (came⁶ come) from Norway.
4. They had (come⁷ came) to see us, and others (come⁸ came) with them.
5. When we (come⁹ came) to the river, we saw that the boat had not (come¹⁰ came).
6. You (came¹¹ come) to see us the day after we (come¹² came) here.
7. I whistled, and the dog (came¹³ come). He has always (came¹⁴ come) when I have whistled.
8. You (come¹⁵ came) yesterday, and we (came¹⁶ come) the day before. Has any one else (came¹⁷ come)?
9. When you (came¹⁸ come) here, we (came¹⁹ come) with you.
10. Has your brother ever (came²⁰ come) here? How often has he (come²¹ come)? He (come²² come) several times last year.

What does the test show? Perhaps your score was perfect. Then, of course, you do

not need further drill. Some other work will be given you, and those who need it will give their time to the following exercise.

Drill in Correct Usage. As you read aloud the sentences on page 166, choose the correct word from each parenthesis. Do this repeatedly, until you can read both fast and correctly. If the teacher times your reading, what is your best record? Every mistake adds to your time, and reading that is not clear and distinct is not permitted.

70. Spelling Four Troublesome Words

Here they are, all four in one sentence :

One and two are three.

S
T
U
D
Y

Read and answer the following questions :

1. Do you see the word *one* in the word *done*?
2. The words *two* and *twice* both begin with what two letters?
3. In what way are *band*, *hand*, *sand*, and *and* alike?
4. The word *are* is spoken just like the letter *r*. The letter *r* is exactly in the middle of the word — a-r-e. Do you see that?

5. Now close your eyes. Can you see all the letters in *one*; in *two*; in *and*; in *are*?

6. Do you understand the following little rime?

One ends like *done*,
Two begins like *twice*,
Spelling them is fun.
Follow this advice:
And is a-n-d,
Are is a-r-e.

Copying. Copy the following sentences, paying special attention to the spelling of the four words *one*, *two*, *and*, *are*:

1. One and two are three.
2. Twice one are two.
3. Twice two are four.
4. The band and the band stand are in the park.
5. One cent, two cents, and two cents more are five cents.

Writing. Can you make up a sentence that will have in it all the four words *one*, *two*, *and*, *are*? If you can, go to the board and write it. The class will watch for mistakes.

71. Pronouncing Correctly

- | | |
|-------------|-----------|
| 1. want to | 5. poem |
| 2. going to | 6. accept |
| 3. wish to | 7. arctic |
| 4. plan to | 8. escape |

STUDY

1. See the two words *want to*. Do not say *wanta*. Say *want*, then say *to*, with a short stop between the two *t*'s.

2. Say the *ing* in *going to*. The word *to* is not *ta*.

3. Do not say *wishta*. Say *wish*, then *to*.

4. Do not say *planta*. Say *plan*, then *to*.

5. The word *poem* has two parts—*po* and *em*. Do not say *pome*.

6. The word *accept* begins like *ak* and ends with *sept*. *Sept* ends with a strong *t*.

7. Remember that *arctic* has two *c*'s, both said like *k*—*ark*, *tik*. Do not let the first *c* get away.

8. Notice the parts in *escape*—*es* and *cape*.

Listening. Pronounce each one of the eight words and word groups above as the teacher pronounces them to you.

Pronouncing. In a clear voice, and speaking very distinctly, pronounce the words and word groups above, while the class listens for mis-

takes. Say the words slowly at first. When you are sure you know them, read faster, until you can read them rapidly, easily, and correctly.

Reading. Read aloud the following sentences, which have in them the words you have just studied :

1. *I want to, I wish to, I plan to, and I'm going to escape this arctic weather, and I'm going to accept an invitation to write a poem.*

2. *I want to accept your invitation to escape this arctic weather, that is going to make it hard for me to write the poem I want to write.*

72. Asking and Giving Directions

Two boys go to the front of the room. They play that they do not know each other. Alfred begins to speak.

ALFRED. Can you tell me the best way to the nearest garage?

LOUIS. Certainly. Go straight ahead to the second cross street. Turn to the right there and go half a block. On the left-hand side you will see the sign "Everready Garage."

ALFRED. Thank you very much.

LOUIS. You're welcome.

Working alone at your desk, answer the following questions:

1. Do you think Alfred asked his question clearly?

2. Did he ask it politely? One pupil thinks he should have said first of all, "Excuse me, please." Would that have been better?

3. Was Louis both clear and polite in giving the directions?

4. Why does Louis say, "You're welcome"?

Dramatization

Like Alfred and Louis, play that you and a classmate meet on the street, and one asks the other how to get to a certain place. The other gives the directions. Both of you speak clearly and politely. Do all this at the front of the room where the class can see and hear you well.

Ask how to reach any one of the following:

1. The nearest drug store, grocery, bakery, shoemaker's shop

2. The library, the museum, the zoo, the park

3. A certain street close by, a place to buy fresh eggs

4. A classmate's house, a news stand, the railroad station

5. The nearest doctor's office, the nearest church

P
R
A
C
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C
E

After each little play your classmates will tell what they liked and what they did not like. If there is time after every pupil has spoken, pupils may try to do better in another little play.

73. Letter Writing: Asking and Answering Questions

You can see that the pupils of the school to which Harold and Charles belong have been playing the game of writing letters. In that game pupils write letters answering the questions their classmates ask them in letters. As you read these, you can see exactly how the game is played.

May 9, 1930

Dear Charles :

Can you tell me where I can buy a pocketknife like your new one?

Harold

May 10, 1930

Dear Harold :

You can buy a pocketknife like mine at Hall's Hardware Store.

Charles

S
T
U
D
Y

Working alone at your desk, answer the questions below and follow the directions :

1. Is the date of the first letter written correctly? You see that it begins about halfway between the right and left edges of the letter. Take a sheet of paper and copy the date as if you were beginning a letter.

2. Is the greeting written correctly? Copy the greeting on your sheet of paper. Don't forget the mark (:) after it.

3. Is the first line indented? Copy the first line with that indentation. Copy the rest of the sentence.

4. Copy the writer's name. Notice that a line drawn straight down from the first letter of the date will go through the first letter of the writer's name.

Game. 1. Write a letter to a classmate asking him a question. Fold it and write his name on the outside. Before dropping it into the letter box at the class post office, look it over carefully for mistakes. The class postmaster will not deliver it until every mistake has been corrected.

2. Write letters answering the questions you have received. These letters must be correct also.

3. Who is to be the class postmaster? The pupil whose first letter is the best. That means it must be correct and look the best in neatness and handwriting. The letter carriers are those pupils whose letters are next best.

74. *Game: was and were*

1. Before the game, each pupil writes on the front board the name of a place ; as, *schoolhouse, railroad station, bakery, barn, garage, house*. In this way a large list of places is prepared.

A pupil now rises, turns to a classmate, and says, choosing one of the places in the list :

I *was* in the schoolhouse, but where *were* you, Michael?

This pupil rises and answers, choosing another one of the places :

I *was* in the railroad station, but where *were* you, Patrick?

So it goes on from one pupil to another. Each pupil rises, tells where he was, and in turn asks a classmate where *he* or *she* was.

2. The game is played as above, except that each pupil now asks a harder question. It is like the following and contains the names of four classmates. Name these four before you begin your sentence, in order that they may rise and stand while you are giving it.

When I *was* in the station, where *were* you, Will, where *was* Harry, and where *were* George and John?

Before you begin this game say over and over, *Where were you, where were you, where were you* and *Where were they, where were they, where were they*. How many times can you say each with one deep breath, speaking rapidly but distinctly? Now see how many times you can say distinctly with one deep breath *Where were you, where were they, where were you, where were they*.

75. Telling the Story of a Picture

S
T
U
D
Y

Working alone at your desk, answer the following questions as you silently study the picture on the opposite page:

1. What name will you give to the boy in the picture?

2. What might you call the elf who is pointing to the door? What do you think of these names for him: Acorn, Clover Blossom, Mr. Turnip, Chipmunk, Moonbeam, Dewdrop?

3. How do the boy and the elf happen to be here? Perhaps the boy saved the elf from being eaten by a cat. The cat thought he was a mouse. Perhaps a hawk was going to fly off with the elf. Perhaps the elf had fallen into a hole and could not get out without help. Or perhaps — what?

4. Does the elf want the boy to open the strange door?

5. Do you think the elf is a friendly elf, or will he do the boy some harm?

6. If you were the boy, would you open that door?

7. What is the elf probably saying to the boy, and what is the boy probably answering?

8. If the boy opens the door, what will he see inside? Perhaps a giant is there waiting for his dinner? Perhaps he thinks the boy



would make a good dinner? Perhaps the door opens on a playground where elves and fairies are having a good time? Perhaps it is a large room full of toys? Or perhaps — what?

Class Conversation. 1. Do you think that this story has these three parts?

AN OUTLINE OF THE STORY

- I. How the boy met the elf and what he did for the elf.
- II. What the boy did when the elf took him to the strange door and he read the words on it.
- III. How the story ended.

2. The first part might begin with one of these sentences. Which one do you like best?

1. "Help! help!" called a voice so small that it sounded like a silver whistle.

2. Did you ever see a big cat carrying off a doll in its mouth?

3. On his way to school one day Tom Jordan heard someone calling to him from a small hole in a tree at his side.

4. Kerplunk! What was it? A little elf, alive but frightened. He had suddenly dropped on Tom's shoulder, like an apple or a squirrel from a tree.

3. Perhaps you can make up a better beginning sentence for the second part of the story than any of the following. Which one of these seems the most promising?

1. "You have saved my life," said the elf. "Come with me."

2. The happy elf said nothing, but he motioned Tom to follow him.

3. The elf sat on Tom's shoulder, and from there guided him into the big forest.

4. The elf smiled and whispered something into Tom's ear that made him smile too.

4. The following beginning sentences for the third part of the story may help you to make up a sentence you will like better. Before you do this, decide which of these makes you most curious.

1. The door swung slowly open on creaky hinges, like the door of a haunted house.

2. As the door opened noiselessly, Tom saw something that he had never seen before.

3. Tom pulled at the door, but the door went the other way and pulled him in with it.

4. The moment Tom opened the door his nose caught the smell of more than a thousand freshly baked ginger cookies.

One pupil after another will tell that part of the story which he likes best. After each telling, the other pupils will say what they liked and what they did not like. Then each pupil will speak again, trying not to make the same mistakes. The following questions will help to make clear the strong and the weak points in each story-telling :

1. Was the story interestingly told?
2. Did the speaker begin each part with an interesting opening sentence?
3. Did the speaker use too many *and's*?
4. Did the speaker stand straight and speak so that it was easy to understand what he said?
5. Did the speaker say *seen* for *saw* or make any other mistakes of that sort?

76. Reading a Poem Aloud

Listening. As the teacher reads the following poem aloud to you, think of a giant windmill like the one in the picture. Notice that the proud mill is talking. It tells how big it is, how much work it does, how the miller feeds it with his own hands, and how rich it has made him. Is it a boastful windmill?

THE WINDMILL

Behold! a giant am I!
Aloft here in my tower,
With my granite jaws I devour
The maize, and the wheat, and the rye,
And grind them into flour.

I look down over the farms;
In the fields of grain I see
The harvest that is to be,
And I fling to the air my arms,
For I know it is all for me.

I hear the sound of flails
Far off, from the threshing-floors
In barns, with their open doors,
And the wind, the wind in my sails,
Louder and louder roars.

I stand here in my place,
With my foot on the rock below,
And whichever way it may blow,
I meet it face to face
As a brave man meets his foe.

And while we wrestle and strive,
My master, the miller, stands
And feeds me with his hands;
For he knows who makes him thrive,
Who makes him lord of lands.

On Sundays I take my rest ;
 Church-going bells begin
 Their low, melodious din ;
 I cross my arms on my breast,
 And all is peace within.

HENRY W. LONGFELLOW

S
T
U
D
Y

Studying at your desk, silently answer the questions and follow the directions below :

1. What are two things the proud mill says about itself in the first stanza of the poem ?

2. In the second stanza what does the mill mean when it says, "I know it is all for me" ?

3. Before the wheat can be ground in the mill, the wheat grains have to be separated from the straw. This is called threshing. In the third stanza the mill hears the threshing. Why does that make the mill glad ?

4. How does the wind make the mill go ?

5. Read the poem to yourself several times. What parts do you not understand ? Ask the teacher to explain these to you ; also any words which are new to you, perhaps some of the following :

devour	flails	strive	melodious
maize	foe	thrive	din

Reading and Speaking. Read the first stanza to the class. Then close your book and tell



what you have read. Tell it as if you were the giant windmill. In the same way you and other pupils may read each of the other stanzas and tell what it says. Remember as you speak that you are a proud giant who is boasting of his greatness.

P
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C
E **Class Conversation.** After each reading and after each telling, the class will talk about the way it was done. Whatever was particularly well done will be spoken of with praise. What might have been done better will be politely pointed out. Then the reading and telling will go on, each reader and each speaker doing his best to show how the giant mill spoke.

77. Dramatization

S
T
U
D
Y Read the following questions to yourself and make up your mind about each one:

1. If you were a windmill, you know what you might say. Can you think of some things you would say if you were a giant locomotive?
2. What are some of the things that a giant locomotive does?

3. Does somebody have to feed it? What does this giant eat? Does somebody have to take care of it?

4. Can the giant talk or growl? What does it say?

5. Where does the giant rest?

Speaking. 1. Pretend that you are a giant locomotive. Roll in front of the class under full steam, puffing hard. Tell how big and strong you are. Tell what you can do.

2. Play that you are one of the giants listed below. Tell what you do and how important you are.

- | | |
|---------------------|----------------------------|
| 1. A snow plow | 6. A powerful steam shovel |
| 2. A tractor | 7. A freight elevator |
| 3. A balloon | 8. An engine in a factory |
| 4. A battleship | 9. A five-ton motor truck |
| 5. An ocean steamer | 10. A derrick |

P
R
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E

The class will enjoy listening to these giants as they boast, but it will not be afraid to tell each one how he might improve his or her speaking. Then the proud giant will try again and show the class how well he can speak when he tries.

Dramatization. Two or three giants will now go to the front of the room together, and each in turn will tell how important he or she is.

78. Summary and Review

During the year you have been studying to improve your English. The improvements on which you have been working are stated here as rules for speakers and writers.

1. A speaker should stand erect, look at his audience in a friendly way, and speak distinctly, loud enough to be easily heard, and in a pleasant tone of voice.

Exercise. By reading or reciting all or part of one of the poems you have studied during the year, show that you have learned to stand and speak as is described above.

2. A speaker should pronounce his words correctly, particularly those that are often mispronounced.

Exercise. Can you pronounce correctly the words in the lists on pages 97, 98, 136, and 169?

3. A speaker should use correct English.

Test. For how many of the sentences below can you choose the correct words? Write the correct words, together with the number that belongs to each.

1. When I (was¹ were) down town, where (was² were) you?
2. When I (saw³ seen) you, I had already (did⁴ done) my lesson.
3. We have sometimes (went⁵ gone) there, but we have not (seen⁶ saw) you.
4. The men (came⁷ come) into the house, but they (did⁸ done) nothing.
5. Where (were⁹ was) you when you (done¹⁰ did) that trick?
6. You (was¹¹ were) with us when Fred (did¹² done) a trick.
7. Have you ever (went¹³ gone) with us again?
Have you (seen¹⁴ saw) him again?

8. They (came¹⁵ come) Monday and they (went¹⁶ gone) Tuesday.
9. They have (went¹⁷ gone) there again, but they have not (seen¹⁸ saw) you.
10. (Was¹⁹ Were) you at our house when they (came²⁰ come) here?

Drill in Correct Usage. After you have read the drill sentences to yourself several times for practice, choosing the correct words for each as you read, how fast can you read the entire list aloud? Each mistake that you make adds to your time — how much, the teacher will decide. What is your best record?

4. A speaker should know what a sentence is.

Test. Some of the following groups of words are sentences; some are not. Write these groups of words, changing to sentences those that are not sentences.

1. the summer vacation
2. is reading a book at home
3. a trip into the country

4. I shall spend two weeks at the seashore.
5. in the mountains
6. as playing all day
7. my brother and I
8. When will school begin again?
9. shall meet again
10. I am sorry the school year is over.

5. A speaker should begin his talk, story, or report with an interesting sentence.

Exercise. Make up one or more beginning sentences. Are they like the first or the second sentence below?

1. I often play tennis on our neighbor's court.
2. While playing tennis one day, I drove the ball straight through the window of our neighbor's house.

6. A speaker should stick to his subject; that is, he should talk about one thing at a time.

Exercise. 1. Beginning with the second sentence in the exercise above, can you add two or

three sentences on the same subject? That is, can you finish the story begun by that sentence?

2. Show, by finishing the story begun by the sentence you made up in the exercise on beginning sentences, that you can stick to your subject when you speak.

7. A speaker should be clear in what he says.

Exercise. Give clear directions for reaching one or more of the places listed on page 171.

8. A speaker should show politeness in what he says and in the way he says it.

Exercise. Tell several ways in which a speaker can be polite in answering questions or in talking over the telephone.

9. A speaker should know how to telephone.

Exercise. 1. Explain some ways in which good telephoning differs from poor telephoning.

2. Show how the following numbers are said (1) as dates; (2) as telephone numbers:

1492	1776	1809	1861	1929
1732	1800	1812	1910	1930

10. A pupil should be both polite and definite in criticizing a classmate's speaking.

Exercise. 1. Explain why "I liked it" or "I didn't like it" is not a useful way of criticizing, and tell what might be said instead.

2. Speak one or more sentences from dictation, and let your classmates criticize you.

11. A writer should see to it that his paper is clean, that it looks neat, that there are proper margins around what he has written, and that the handwriting is easily readable.

Exercise. Examine some of the letters, posters, and stories that you have written, and decide whether you have followed the rule just given. What is your worst fault as a writer?

12. A writer should begin his name and the words in his address, each with a capital letter.

Exercise. Write your name and address.

13. A writer should begin every sentence with a capital letter and end it with a period if it tells something, or with a question mark if it is a question.

14. A writer should copy or write from dictation easy sentences without making mistakes.

Exercise. Copy or write from dictation an easy paragraph that the teacher will select. Try to do it without a mistake.

15. A writer should spell correctly the names of the days of the week, the names of the months of the year, and certain troublesome words that are often misspelled.

Test. Write the following eight sentences as the teacher reads them to you:

1. *Where* is it? *Here* or *there*?
2. I *hear* with my ear.
3. What should *a* bear *wear*?
4. *An* animal ate *our* sour milk.
5. Do you *hear* the *two* boys over *there*?
6. They *are* on *their* way to the barn.
7. I see both boys, *and* I see *their* dog *too*.
8. One *or* the other of those boys will soon *hear* from me.

Exercise. Write rapidly but with correct spelling (1) a list of the days of the week and (2) a list of the twelve months.

16. A writer should know how to write a letter with correct date, greeting, and indention.

Exercise. Write a letter from dictation. Then test it by means of these questions:

1. Is there a comma in the date?
2. Is there a colon after the greeting?
3. Is the first line after the greeting indented?
4. Is the writer's name in the right place?

17. A writer should know what to look for when he corrects his work.

Exercise. Name all the things you should look for in reading for correction something that you or a classmate has written.

° APPENDIX

I. The Correct Use of *saw, seen; did, done; came, come; went, gone; was and were*

Saw, Seen

Exercise. Read the following numbered questions and fill the blanks in the answers with *saw* or *seen*, whichever you think correct :

1. *Question.* Have you seen my cat?
Answer. No, I have not __¹__ your cat.
2. *Question.* Where did you see my brother?
Answer. I __²__ your brother in the grocery.
3. *Question.* Did he see you?
Answer. Yes, he __³__ me. When I __⁴__ him, he __⁵__ me.
4. *Question.* Who has seen my cap?
Answer. I haven't __⁶__ it. Perhaps Tom has __⁷__ it.
5. *Question.* Have you seen it, Tom?
Answer. No, Fred, I have not __⁸__ it. I __⁹__ it yesterday on your head. I haven't __¹⁰__ it since.

° Optional supplementary or alternative exercises. See Teachers' Manual for complete explanation.

6. *Question.* Who saw Mary skip the rope yesterday?

Answer. I 11 her, Beth 12 her, and some others 13 her. I never 14 her skip better.

Test. On a sheet of paper write opposite the numbers 1 to 14 the correct words for the fourteen blanks above. Check your work when the teacher or a classmate reads the correct list aloud.

Drill. If the test above showed that you need further drill in the use of *saw* and *seen*, read the questions and answers more rapidly, filling each blank with the correct word. Repeat until you can easily read correctly, distinctly, and rapidly.

Did, Done

Exercise. Read the following numbered questions and fill the blanks in the answers with *did* or *done*, whichever you think correct :

1. *Question.* Has anyone done his examples?

Answer. I have 1 mine. I 2 them yesterday.

2. *Question.* Who did that?

Answer. John 3 it. He has often 4 things like that. He 5 it this morning.

3. *Question.* Have you done your work?

Answer. Yes, I 6 it an hour ago.

4. *Question.* What has Jane done?
Answer. She has 7 nothing. She 8
 nothing yesterday, and she has
 9 nothing today.
5. *Question.* Hasn't she done her school work?
Answer. Yes, she 10 that, but she has
 11 nothing else.
6. *Question.* Did Jane do her drawing?
Answer. She 12 her drawing; then she
 13 her writing.

Test. Write the correct words on a sheet of paper, with the number of the blank in which each belongs. Check your work in the usual way.

Drill. If the test showed that you need this drill, repeatedly read the questions and answers more rapidly, filling the blanks with the correct words.

Came, Come

Exercise. As you read the following questions and answers, fill each blank with *came* or *come*, whichever you think is correct:

1. *Question.* When did your friend come?
Answer. She 1 yesterday.
2. *Question.* Has she ever come to see you before?
Answer. Yes, she 2 to see me last year.
3. *Question.* Did she come alone both times?
Answer. No, her mother has always 3
 with her.

4. *Question.* Has your brother come home yet?
Answer. Yes, he _⁴_ an hour ago, but he
 has not yet _⁵_ upstairs.
5. *Question.* Why have you never come to see
 me?
Answer. You have never _⁶_ to see me.
6. *Question.* Will spring ever come again?
Answer. It has always _⁷_ again. It _⁸_
 last year. It _⁹_ the year be-
 fore. It has always _¹⁰_.

Test and Drill. In the usual manner, as in previous exercises of this kind, test your ability to fill the blanks correctly, and then, if you need drill, read the sentences aloud repeatedly, filling the blanks as you read more and more rapidly.

Went, Gone

Exercise. Can you fill the blanks in the following answers correctly? First read each question; then insert *went* or *gone*, whichever you think correct, in each blank:

1. *Question.* Where have the boys gone?
Answer. First they _¹_ into the hall; then
 they _²_ outdoors. I don't
 know where they _³_ after that.
2. *Question.* Where have the girls gone?
Answer. They have _⁴_ home. Perhaps
 the boys have _⁵_ home, too.

3. *Question.* Where did the soldiers go?
Answer. They have 6 to the camp. Perhaps that is where the boys have 7 .
4. *Question.* Have you ever gone to the circus?
Answer. I 8 last month. I have 9 several times. I have never 10 alone.
5. *Question.* Who went with you?
Answer. The first time my father 11 with me. Since then I have always 12 with my brother.
6. *Question.* Has your brother ever gone alone?
Answer. He has 13 alone when I have not 14 with him. I think he 15 alone once.
7. *Question.* When did he go alone?
Answer. He 16 alone the year after he 17 with me. He has not 18 alone again.

Test. Write the numbers 1 to 18 in a column on a sheet of paper. Opposite each number write the correct word — *went* or *gone* — for the blank having that number. Check your list when the teacher or a classmate reads the correct list.

Drill. For further drill, if you need it, read the questions and answers, filling the blanks rapidly, as you read. Do this several times. When you can do it well, perhaps the teacher will time you.

Was, Were

Exercise. Read the following questions and answers, filling each blank with *was* or *were*, whichever you think correct :

1. *Question.* Where were you yesterday, Tom?
Answer. I 1 in school, but where 2 you?
2. *Question.* Where were your friends?
Answer. They 3 in school, too.
3. *Question.* Was Fred in school yesterday?
Answer. He 4 in school, but his two sisters 5 at home.
4. *Question.* What were you doing, boys?
Answer. We 6 at home, helping Mother.
5. *Question.* Was George in town with his father?
Answer. Both George's father and mother 7 in town, and he 8 with them.
6. *Question.* Who were those boys that we saw in the store?
Answer. They 9 friends of George. He 10 with them. They 11 on their way home from school.

Test. Write the correct words for the blanks above and with each word write the number of the blank in which it belongs. Check your work.

Drill.* If the test showed that you need further drill in the correct use of *was* and *were*, read the questions and answers and fill the blanks more rapidly until you can do it both correctly and easily.

II. Spelling Certain Troublesome Words (Homonyms)

Exercise. The blank in each of the following sentences is to be filled with one of the words that you see in the parenthesis before the sentence. Pronounce that word and spell it. Thus, for sentence 8, say *wear*, then spell *w e a r*.

1. (here, hear) Can you _¹__ me?
2. (are, our, or) Where _²__ you?
3. (won, one) Who _³__ the game?
4. (two, too, to) Three and _⁴__ are five.
5. (an, and) We saw _⁵__ animal in the tree.
6. (their, there) The pupils studied _⁶__ lesson.
7. (their, there) My book is not here. Is it _⁷__?
8. (where, wear) What shall I _⁸__ to the party?
9. (where, wear) Do you know _⁹__ my pencil is?
10. (an, and) Two _¹⁰__ two are four.
11. (two, too, to) Are you going _¹¹__ town?
12. (two, too, to) Don't ask _¹²__ many questions.
13. (won, one) John has two pencils, but I have only _¹³__.
14. (are, our, or) That is your car, and this is _¹⁴__ car.

*NOTE TO TEACHER. See Teachers' Manual for the treatment of miscellaneous pupil errors not covered by the preceding drills.

15. (are, our, or) Which do you like better, this ¹⁵ that?
16. (here, hear) You are there, but I am over ¹⁶ .
17. (wear, where) ¹⁷ can I buy mittens like those that you ¹⁸ ?

Test. Write the numbers 1 to 18 in a column on a sheet of paper. Read again the sentences above; opposite each number on your paper write the correct word for the blank that has the same number.

Exercise. Fill the blanks in the following sentences with suitable words, spelling each word after saying it:

1. *Question.* Did Fred or Mary win the game?
Answer. Mary ¹ the game.
2. *Question.* Why do you always say "louder" when I speak?
Answer. The reason is that I cannot ² you well.
3. *Question.* Is that your dog, boys?
Answer. Yes, this is ³ dog. He belongs to both of us.
4. *Question.* What number follows *one* and comes before *three*?
Answer. The number ⁴ follows *one* and comes before *three*.
5. *Question.* What is that in the field?
Answer. It is ⁵ animal, perhaps ⁶ ox.

6. *Question.* Where are you, Sam?
Answer. I am 7 , in this corner, not there.
7. *Question.* Does this umbrella belong to them?
Answer. Yes, it is 8 umbrella.
8. *Question.* Who am I, Jennie? Can you guess?
Answer. I can tell from your voice that you 9 Mattie.
9. *Question.* Have you found both your mittens, Maud?
Answer. No, I have found only 10 .
10. *Question.* Do two and two make four, Will?
Answer. Yes, and one 11 three make four, too.

Test. On a sheet of paper write the words for the blanks above, with the number of each.

III. Making and Writing Sentences

Copying. Copy as many of the following sentences as the teacher directs. Notice the capital letter at the beginning and the punctuation mark at the end of each sentence. Notice other capital letters and punctuation marks.

1. My name is Fanny Brown.
2. What is your name and where do you live?
3. My name is William R. Grant.

4. I live at 384 Washington Street.
5. Do you live on Broad Avenue?
6. My street address is 66 Broad Avenue.
7. Were you born in Detroit, Michigan?
8. I was born in Portland, Oregon.
9. What is the name of your father?
10. John L. Brown is the name of my father.

Writing. 1. The following groups of words are not sentences. By adding suitable words to each group that the teacher names, change it into a sentence and write that sentence.

1. a little girl in a pink dress
2. her dog
3. the boy across the street
4. my sister Ann and her doll
5. climbed the old apple tree
6. fell from the tree
7. is singing in the tree
8. a noisy old crow
9. was reading a story to the whole family
10. lost her spectacles

2. Answer each of the following questions with a complete sentence; then write that sentence. Thus, answer question 4 not by saying "in Mansfield, Ohio," but by saying "I was born in Mansfield, Ohio." This is a complete sentence, but "in Mansfield, Ohio" is only part of a sentence.

1. What is your name?
2. Where do you live?
3. What is your favorite game?

4. Where were you born?
5. To what school do you go?
6. Do you like dogs better than cats?
7. What is the largest animal you ever saw?
8. Did you ever pick wild flowers?
9. How many kinds of wild flowers do you know?
10. What did you do with the flowers you picked?

IV. A List of Abbreviations

Short forms of words like *St.* for *Street*, *Feb.* for *February*, and *Mass.* for *Massachusetts* are called **abbreviations**. It will be better for you not to use these short forms very much. As a rule, write each word in full. When it seems best to use an abbreviation, make sure exactly how it is written by looking it up in a list like the following. Notice that every abbreviation must end with a period.

Column I below gives a list of words or groups of words that are sometimes written as abbreviations; column II gives those abbreviations.

I	II
1. January	1. Jan.
2. February	2. Feb.
3. March	3. Mar.
4. April	4. Apr.
5. August	5. Aug.
6. September	6. Sept.
7. October	7. Oct.
8. November	8. Nov.
9. December	9. Dec.

10. Sunday	10. Sun.
11. Monday	11. Mon.
12. Tuesday	12. Tues.
13. Wednesday	13. Wed.
14. Thursday	14. Thurs.
15. Friday	15. Fri.
16. Saturday	16. Sat.
17. Street	17. St.
18. Avenue	18. Ave.
19. Boulevard	19. Blvd.
20. Rural Free Delivery	20. R. F. D.
21. Number	21. No.
22. County	22. Co.
23. Company	23. Co.
24. New York	24. N. Y.
25. Illinois	25. Ill.
26. California	26. Calif.
27. Captain	27. Capt.
28. Superintendent	28. Supt.
29. Reverend	29. Rev.
30. Doctor	30. Dr.
31. inch	31. in.
32. foot	32. ft.
33. feet	33. ft.
34. yard	34. yd.
35. pint	35. pt.
36. quart	36. qt.
37. gallon	37. gal.

Among abbreviations are the titles *Mr.* and *Mrs.*, which are always written as abbreviations. Notice that the title *Miss* is not an abbreviation; hence it is not followed by a period.

Exercise. Can you cover column II with a piece of paper and then spell aloud or write the abbreviation of each word in column I? Do not forget to mention the period after each abbreviation, for the period is part of the abbreviation.

V. Contractions

I	II
1. do not	1. don't
2. does	2. doesn't
3. cannot	3. can't
4. has not	4. hasn't
5. have not	5. haven't
6. are not	6. aren't
7. did not	7. didn't
8. I am	8. I'm
9. I will	9. I'll
10. you will	10. you'll

Notice that *do not*, in the first column above, means the same thing as *don't*, in the second column; and *you will*, at the bottom of column I, means the same as *you'll*, at the bottom of column II.

Notice that *don't* is shorter than *do not*, and *you'll* than *you will*. The shorter forms are made by dropping a letter or several letters from the longer forms. Thus, *you'll* is two letters shorter than *you will*. The mark (') that takes the place of the letters dropped is called an **apostrophe**. The

apostrophe (') in *you'll* means that the letters *w* and *i* have been dropped out of *will* in *you will*. The apostrophe in *don't* means that the letter *o* has been dropped out of *not* in *do not*.

Shortened forms like *don't*, *you'll*, and *I'm* are called **contractions**.

Writing. Write as many sentences as the teacher directs, each containing one of the contractions in the second column on page 207.

VI. Capital Letters and Punctuation Marks

What you have learned during the past few years about the use of capital letters and punctuation marks and should now know is given in the following

Summary of Rules

CAPITAL LETTERS

A capital letter should be used

1. To begin every sentence. Thus:

This is a sentence.

When shall we three meet again?

He is an American sailor.

2. To begin every important word in a person's name. Thus:

George Washington Robert E. Lee

Ludwig van Beethoven

3. For every initial. Thus:

U. S. Grant

W. E. Gladstone

4. To begin titles and the abbreviation of titles.

Thus :

Mr. Sinclair Lewis	Miss Jane Addams
Mrs. Edith Wharton	Dr. Asa Gray
Cardinal Mundelein	

5. To begin the names of the days of the week and their abbreviations. Thus :

Sunday	Sun.	Thursday	Thurs.
Monday	Mon.	Friday	Fri.
Tuesday	Tues.	Saturday	Sat.
Wednesday	Wed.		

6. To begin the names of the months and their abbreviations. Thus :

January	Jan.	July	
February	Feb.	August	Aug.
March	Mar.	September	Sept.
April	Apr.	October	Oct.
May		November	Nov.
June		December	Dec.

7. To begin the important words in the names of holidays. Thus :

Thanksgiving Day	New Year's Day
Fourth of July	Labor Day

8. For the words *I* and *O*. Thus :

O George, I see you over there!

9. To begin the first word and the principal word in the greeting of a letter. Thus :

Dear Classmate: Dear Tom: Dear Friend:

2. Stand as before. Again breathe in through eight slow counts and hold through four counts. Then slowly breathe out through eight slow counts. Make the outgoing breath as even as you can. Repeat several times.

Sounding. 1. Stand erect, hands at sides, and take a deep breath. Then slowly let the breath out and as you do so sound *noh* smoothly as long as the breath lasts. Make the sound musical. Repeat until the sound is very pleasant indeed.

2. In the same way practice sounding *nay*.

3. In the same way practice sounding *noo*.

4. Now combine the three sounds, thus, *noh-nay-noo*, *noh-nay-noo*, as long as the breath lasts.

Speaking. 1. As you speak the following sentences, pronounce each word and each part of each word distinctly. Omit what is in the parentheses.

1. Oh, is that you? How do you do? (NOT Howdo? NOT Howdy?)

2. How are you? (NOT Harye?)

3. Where are you going? When will you come to see us again?

4. Didn't he tell you that he didn't want to dance today?

5. Don't you know that you must not make a left turn there?

6. Prepare to empty your pepper boxes in the pail.

2. Read or recite a stanza from a poem that you like.

VIII. Making Up Jingles

In a certain school the pupils made lists of words that rime. Words that rime are words which end in the same sound, like the four in each of the following groups :

ring	do	able	bark
spring	who	table	lark
bring	moo	Mabel	shark
thing	two	label	mark

These riming words are used in writing jingles. Jingles are little poems such as many children make up. Here are some :

What do the March winds *bring*?
They blow, and in comes *spring*.

The patient cow says *moo-oo*.
The owl answers *to-whoo-oo*.

A girl who's neat and *able*
Knows how to set a *table*.

Can you give a word to rime with *bark*?
Surely, many ; here are *lark* and *mark*.

Speaking. 1. How many words can you quickly give that rime with each of the following?

spoon	feet	line	roll	laid	metal
ball	boat	pen	ride	gift	money
bite	mate	pun	witch	cake	chilly
gun	root	bear	mop	load	matter
hat	car	hand	door	steam	bother

2. Can you finish the second line in the following jingles?

1. The baby raised his spoon.
He shook it at the -----.
2. The boy threw high his ball.
It flew beyond the -----.
3. The giant took a giant's bite.
All George is gone with buttons -----.
4. The lion saw the hunter's gun.
He wondered what the hunter'd -----.

Writing. 1. For how many of the following first lines can you write second lines? Begin your second line with a capital letter, for every line of poetry should begin with a capital letter.

1. A little bird sat in a tree
2. John's puppy dog howled loud and long
3. A yellow flower on the green
4. The cricket tuned his fiddle shrill
5. A steadfast soldier made of tin
6. Aladdin rubbed the magic ring
7. Some like sunshine, some like shade
8. Will you be my valentine
9. Summer days are coming soon
10. Give me candy, give me cake
11. I like to work, I like to play
12. Writing jingles is good fun

2. Now can you make both the first and the second line of a jingle?

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