



循序英文讀本
STEP BY STEP
ENGLISH READERS

第二冊 BOOK II



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循序英文讀本(二)

STEP BY STEP
ENGLISH READERS

BOOK II

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The Step by Step English Readers are prepared especially for use of Chinese students of beginning English. Many devices, such as actions, tests, commands, questions, and conversations, are provided for teaching the lessons in the direct method.

The vocabulary is scientifically selected and systematically introduced. This forms the distinctive feature of this carefully graduated course. Frequent reviews and tests insure mastery of the vocabulary. Supplementary Readers making use of the vocabulary already introduced give the students practice in reading.

Grammar is taught simply. The Picture Dictionary drills and the use of flash cards to train for speed in reading are other features that distinguish this series.

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Lesson One

THE BEGINNING OF A NEW SCHOOL YEAR



Tom and Joan are very happy. Their school begins today. In this picture you can see them on their way to school. Tom has a satchel on his back. Joan has her satchel in her hand. The day is beautiful. The birds are singing. Tom and Joan will soon see their school-teachers and their school-friends again. They are very happy.

Questions

1. When did you have your holidays?
2. Are you glad or sorry to be in school?
3. Did Joan use a satchel for her books?
4. What did Tom use for his books? He used a _____.
5. Did Joan carry her books on her back?
6. Is it hard or easy to carry books in a satchel on your back?
7. Is this picture beautiful or ugly?
8. Is Joan a beautiful girl or is she ugly?
9. Did you go away for the holidays?
10. Did you remain at home for the holidays?

Commands

1. There are five books on my table. Carry two to your desk. Carry the rest to the window. Tell me how many books remain on my table. *None.*
2. Tell me how many books you have. Give all of them to me. Now tell me how many remain.
3. Tell me the name of the pupil sitting next to you.
4. I am writing some words on the blackboard. Copy them.
5. Copy this letter. Write quickly and carefully.

LANGUAGE DRILL

AFTER THE HOLIDAYS

Teacher. Good morning, class. I am glad to see you again.

Did you have a happy time in your holidays?

Pupils. Yes, we did. (*Pupil.* Yes, I did.)

Teacher. Did you go away? (Did you remain at home? Did you write any letters? Did you rest? Did you play? Did you see anything new? Did you take your racket?)

Pupils. Yes, we did. (*Pupil.* Yes, I did.)

Did you ____ ? Yes, we (I) did . No, we (I) did not .

CARRYING THINGS

Teacher. Tom carried his satchel on his back, did he not?

Pupils. Yes, he did.

Teacher. Joan carried hers in her hand, didn't she?

Pupils. Yes, she did.

Teacher. What did Tom carry on his back?

Pupils. He carried his satchel.

Teacher. What did Joan carry in her hand?

Pupils. ____ carried her ____.

Writing or Dictation

<i>I am</i>	<i>sorry</i>	<i>that the rest are not here.</i>
<i>We are</i>	<i>glad</i>	<i>that none remain.</i>
<i>He is</i>		<i>that you are not going.</i>
<i>She is</i>		<i>that he will soon go away.</i>
<i>They are</i>		<i>that the holidays are over.</i>

Memory Work: Where there's a will, there's a way.

No sooner said than done.

Number / Sound: bag back satchel carry

Lesson Two

A SKYSCRAPER

What is this building?

It is a skyscraper.

What is a skyscraper?

A skyscraper is a very high building.

Where is this skyscraper?

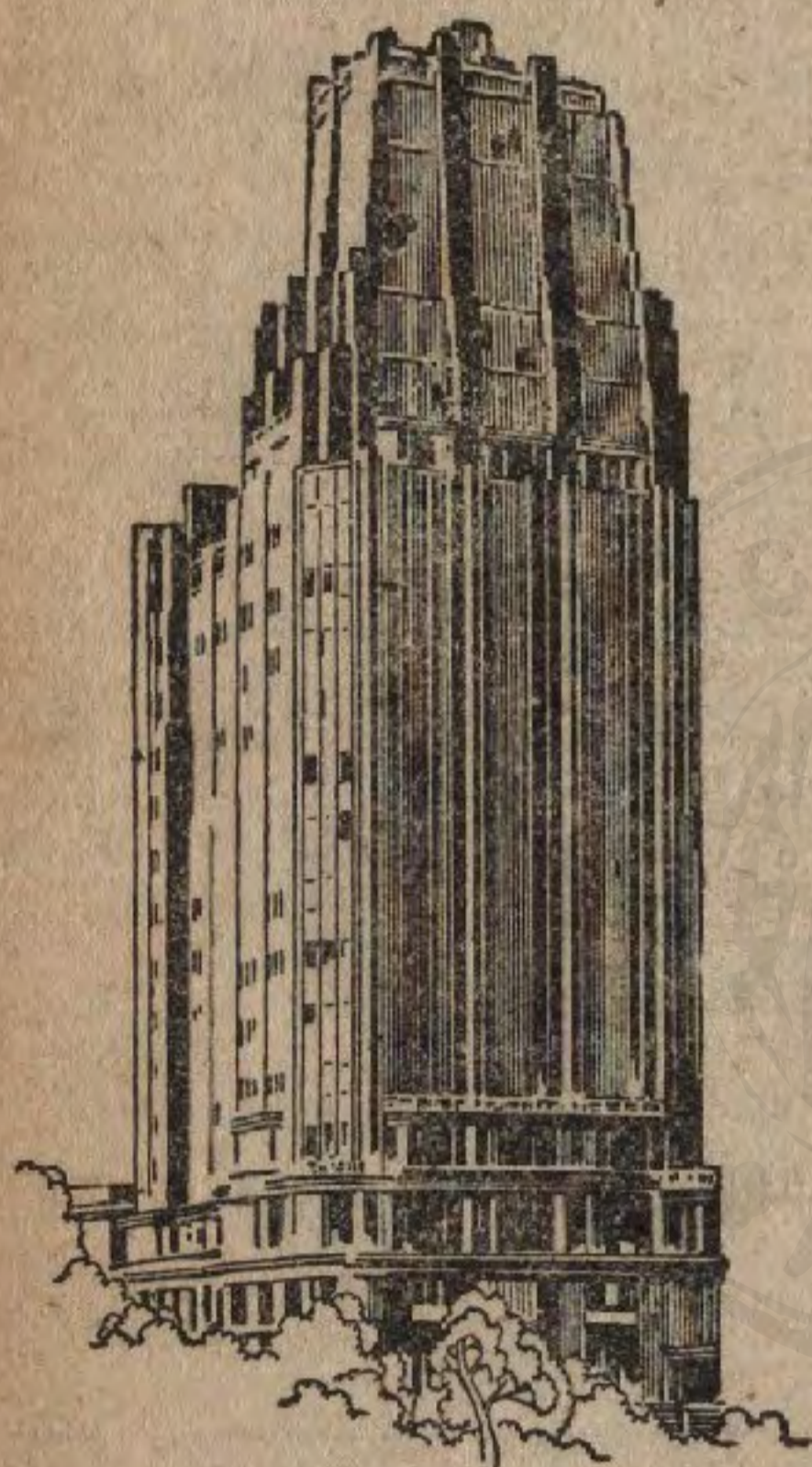
It is in Shanghai. It is the Park Hotel building.

Are there many tall buildings of this kind in Shanghai?

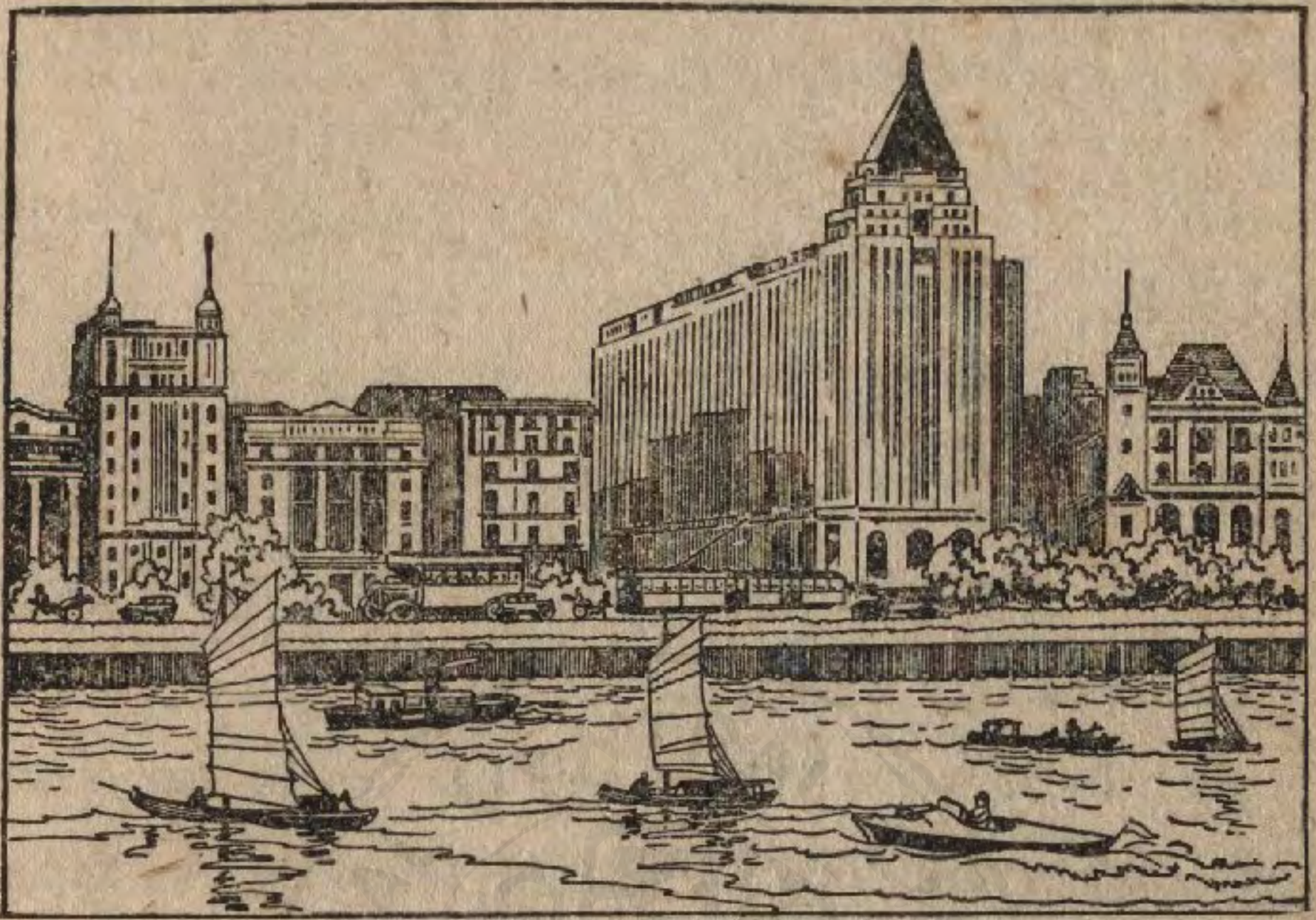
Yes, there are, but they are not so tall as this one.

Where is the highest building in the world?

The highest building in the world is in New York. It is called the Empire State Building. In such a skyscraper more than ten thousand people work in offices.



Questions



1. Which is the highest building in this picture?
2. Can you see any shops or stores in this picture?
3. How many motor-cars can you see?
4. Are there any tram-cars in the picture?
5. Can you see a motor-bus?
6. Can you see a motor-boat?

Tell me the name of everything you can see.

Writing and Dictation:

<i>John</i>	<i>likes</i>	<i>to play games.</i>
<i>Joan</i>	<i>does not like</i>	<i>to study arithmetic.</i>
<i>He</i>	<i>wants</i>	<i>to ring the school bell.</i>
<i>She</i>	<i>does not want</i>	<i>to eat lunch in school.</i>

A LETTER

The Asia Hotel,
Shanghai,
September 1st, 1935.

Dear Uncle,

Our holidays will soon be over. Father took us up to the top of the Park Hotel building this morning. We could see all over the city. The river with all the boats and ships on it was very beautiful.

Next week Mother will take us to Soochow for the rest of our holidays. Father is remaining in Shanghai. We are having a very happy time. I am going to write you another letter from Soochow.

Your nephew,
Harry Lee.

P. S. This is my drawing
of a skyscraper.

Dr. J. C. Lee,
The Bund,
Hankow.



Lesson Three

THE GAME OF 'PLAYING SCHOOL'



John. Let us play school.

All. All right.

Joan. May I be the teacher?

All. Yes, you may.

Joan. Let us begin. Class, sit down. Take out your pencils and paper.

Answer these arithmetic questions, please:

1. One yard is equal to three feet. How many feet are there in two yards? There are _____.
2. One quart is equal to two pints. How many pints are there in three quarts? There are _____.
3. How many quarts make eleven pints?
4. How many yards are there in twelve feet?
5. Who can subtract twelve from twenty? I can.
 12 from $20 =$ _____.
6. Who can multiply five by three? I can.
 5 times $3 =$ _____.
7. Who can add thirteen and three? I can.
 13 and $3 =$ _____.

8. Who can divide eighteen by six? I can.
18 divided by 6 = ____.
9. Who can subtract 14 from 17? I can.
14 from 17 = ____.
10. Who can multiply 8 by 2? I can. $8 \times 2 = \underline{\hspace{1cm}}$.
11. How many ____ are equal to ____?

READ THESE: 1 yd. = 3 ft. 2 yds. = 6 ft. 2 pts. = 1 qt.
2 qts. = 4 pts. $\frac{1}{2}$ qt. = 1 pt. $20 - 12 = \underline{\hspace{1cm}}$.
 $5 \times 4 = \underline{\hspace{1cm}}$. $6 \div 3 = \underline{\hspace{1cm}}$. $8 + 4 = \underline{\hspace{1cm}}$.

Teacher. We can play school, too. Who wants to be teacher?

A Pupil. I do.

Teacher. All right. You may be teacher.

Questions

1. Let us measure the blackboard. How high (long) is it?
2. Let us measure the door. How high (wide) is it?
3. Let us measure my table. How long (wide, high) is it?
4. Let us measure from the door to that window. How far is it?
5. Who wants to write his name with a piece of blue chalk?
6. Who wants to color several trees green?
7. How far is it from my table to your desk?
8. How far is that window from the door?
9. Who wants to play a game? I do. (We do.)

Commands

1. Draw a long white line high up on the blackboard.
2. Draw a short red line under the long white line.
3. Tell me how many inches there are in a foot. _____
4. Tell me how many feet there are in a yard. _____
5. Tell me how many pints there are in a quart. _____
6. Give me several yellow things and several black things.
7. Take several books. Give one to me. Put the others under your desk. Tell me how many remain. _____
8. Take several pieces of yellow chalk. Keep one piece. Give the others to the pupil sitting next to you.

A TEST (opposites)¹

- | | | | |
|-----------|-----------|-----------|---------------|
| 1. old | ... come | 6. old | ... beautiful |
| 2. go | ... after | 7. glad | ... go away |
| 3. before | ... young | 8. ugly | ... easy |
| 4. work | ... all | 9. remain | ... new |
| 5. none | ... rest | 10. hard | ... sorry |

Writing

How many _____ are here? There, are _____ two twelve

twenty 2 12 20

three thirteen 3 13 seven seventeen 7 17

four fourteen 4 14 eight eighteen 8 18

five fifteen 5 15 nine nineteen 9 19

six sixteen 6 16 ten twenty 10 20

21 22 23 24 25 26 27 28 29 30 31

¹The pupil should find which word in the second column is the opposite of a word in the first column; then he should write the number of the corresponding word: e.g. 2 come.

LANGUAGE DRILL

SCHOOL TIME

- John.* What time is it? *Joan.* It is half-past eight.
John. Where are you going? *Joan.* I am going to school.
John. What time is it now? *Joan.* It's twelve o'clock.
John. What are you going to do? *Joan.* I'm going to eat my lunch.
John. What time is it now? *Joan.* It's half-past three.
John. What are you going to do? *Joan.* I'm going home.

BREAKING THINGS

- Teacher.* Take this piece of chalk. Break it. What did you just do?
Pupil. I took a piece of chalk. I broke it.
Teacher. Class, did I break the piece of chalk?
Pupils. No, you didn't.

Did I (we) _____? (didn't).	Yes, you did.	No, you did not
--------------------------------	---------------	-----------------

WHAT YOU SHOULD SAY

(Write the correct numbers in the blanks.)

1. When it is before 12 o'clock, I say _____.
 2. When it is after tea-time, I say _____.
 3. When I am going away, I say _____.
 4. When I am going to bed, I say _____.
 5. When it is between lunch and tea, I say _____.
- Good-morning. Good-afternoon. Good-bye.
..... Good-evening. Good-night.
- Number 2 Sound:* take away remain they eight

Lesson Four

THE ANT AND THE DOVE



I. *Beside a River*

Ant. How cold and clear this water looks! I think I will have a drink. (*He starts to take a drink, but falls into the water.*) Oh, oh, save me, save me! I have fallen into the river, and I cannot get out.

(*A dove, flying overhead, hears the ant calling.*)

Dove. Where are you, Mr. Ant?

Ant. Here, in the river, under this great tree! Please come quickly and help me to get out.

Dove. I will bring you a little piece of wood. Then you can get on it, and I can carry you to the land. Here you are.

Ant. Oh, thank you, Mrs. Dove. You have saved my life. I shall never forget what you have done. If ever I can help you, you may know that I will do so.

Dove. That is quite all right, Mr. Ant. You are making too much of a small matter. Good-bye, Mr. Ant. Take care that you do not fall in again.

II. *The Next Day*

Ant. What do I see over there? A man! I think he is trying to catch birds. And there is my good friend, Mrs. Dove, in that tree. I am sure he means to take her life. I must run up that tree and tell her. Oh, Mrs. Dove, Mrs. Dove!

Dove. Who is calling me? Oh, it is you, Mr. Ant. What do you want?

Ant. Fly away quickly, Mrs. Dove. There is a bad man behind that big tree who is hoping to kill you. Please go at once.

Dove. Thank you, Mr. Ant, I will. You have saved my life.

Man. Now, why did that dove fly away just as I was coming near? I was so quiet that she could not have heard me, and I know that she did not see me behind this tree. Oh, well, there are other birds in the forest. Still, I should like to have caught that dove. It seemed to be a fine bird.

Ant. Yesterday Mrs. Dove saved my life. To-day I was able to save her life. Now I am the happiest ant in the world.

THE ANT AND THE DOVE

1. What happened to Mr. Ant? Mr. Ant fell into the water.
2. How did Mrs. Dove save him? Mrs. Dove dropped a little piece of wood into the water. Mr. Ant got on it. Then Mrs. Dove carried him to the land.
3. Where was the man standing who was trying to catch the dove? The man was standing behind a big tree.
4. Why was Mr. Ant the happiest ant in all the world? Mr. Ant was happy because he has saved Mrs. Dove's life.

A TEST

1. _____ cold this water looks!
2. He was able to _____ your life.
3. If _____ I can help you, I will.
4. You are making too _____ of a small matter.
5. Take _____ that you do not fall in.
6. He meant to _____ my life.
7. The bird flew away _____ as he was coming near.
8. There are _____ other birds in the forest.
9. _____ did the bird fly away?
10. We should all _____ one another.

many just how save care
much ever why take help

Lesson Five



THE FOX
AND
THE GOAT



(A fox has fallen into a well and cannot get out. A goat passes by.)

Goat. At last, here's a well. Now I can get a drink. I need one, too, after such a long walk. Well, of all things, **Mr. Fox**, what are you doing down in this well?

Fox. Oh, just having a drink.

Goat. Is the water down there better than the water up here?

Fox. Oh, yes, much better. It's clearer and colder down here. Come down and try it, **Mr. Goat**.

Goat. All right, I will. I'm dying for a good drink of cold water.

Fox. Jump down, then, and I will catch you.

Goat. Look up, then. Here I come. *(Mr. Goat jumps down.)*

Fox. Now take a drink, **Mr. Goat**. Isn't this water good?

Goat. Very good, **Mr. Fox**.

Fox. And now that you have had all you can drink, **Mr. Goat**, let me ask you how you are going to get out of this well again.

Goat. I did not think of that. How are you going to get out yourself, Mr. Fox?

Fox. That is what I have been trying to find out for the last hour or two.

Goat. Well, this is too bad!

Fox. Wait a minute! I've just thought of a way.

Goat. What is it? Tell me, please, Mr. Fox.

Fox. If you will let me get on your back, I can jump out, and then, of course, I shall be able to help you out.

Goat. That's the way, Mr. Fox. I could never have thought of it. I am ready, Mr. Fox. Get up on my back as soon as you wish.

Fox. Thank you, Mr. Goat. One jump and I'm out! I'm out! Good day, Mr. Goat. Thank you for helping me out.

(Mr. Fox starts to go.)

Goat. Wait, wait, Mr. Fox! You have forgotten to help me out.

Fox. Let me tell you something, Mr. Goat. You should have thought, before you jumped down, how you were going to get out. That's the way to get on in life. Good-bye, Mr. Goat. I have business in the other end of town and cannot wait to help you now. Good-bye!

(And off Mr. Fox goes, leaving Mr. Goat in the well.)

GOOD PEOPLE SHOULD BE CAREFUL

THE FOX AND THE GOAT

1. Why wasn't the fox able to get out of the well?
The fox was not able to jump high enough to get out of the well.
2. Why did the goat want a drink? The goat wanted a drink because he had been walking a long time.
3. What was the plan of the fox to get out of the well? The fox told the goat to jump down into the well too. Then he got on the goat's back and jumped out.
4. Why must good people be careful? Good people must be careful not to make friends with bad people.

A TEST

1. Just _____ he saw another animal passing by.
2. _____ I can get a drink.
3. I need a drink after _____ a long walk.
4. What was he doing _____ there?
5. He said that the water was _____ better.
6. He asked him _____ he was going to get out.
7. He told him how to get _____ in life.
8. He was not able to get _____.
9. He got _____ on his back and jumped out.
10. Be careful _____ you take as friends.

up on then such how
down out now much whom

Lesson Six

THE PAST, THE PRESENT, AND THE FUTURE



1. In the past, life was hard for men. Long, long ago, they did not have fine houses, and roads, and shops. Men sometimes lived in trees. When they travelled, they often had to cut their way through forests. For food and clothes they had to kill animals.

2. At the present time, life is much easier in many countries. Many men live in fine homes, and do not have to kill animals for food and clothes, because they can get these from shops. After men learned to make trains and ships, they were able to travel quickly from one part of their country to another, and to other countries.

3. In the future, life in all countries will be easier than it is at present. Men will travel in airplanes, live in better homes, and have much better shops.

4. How do men in every country make life better? They are able to make better homes by hard work. They are able to make better roads by hard work. In the past, men had to *work* to make their countries better. At the present time, men must work for better things. Only by work will our life in the future be easier.

Questions

1. Where do you live at the present time? I live in _____.
2. In the past, where did you live? I lived in _____.
3. In the future, where will you live? I shall live in _____.
4. What day of the week is it to-day? To-day is _____.
5. What day of the week was it yesterday? Yesterday was _____.
6. What day will it be to-morrow? To-morrow will be _____.
7. What is the last day of the week? The last day is _____.
8. What day was the day before yesterday? It was _____.
9. What day will the day after to-morrow be? It will be _____.
10. Will you be at school to-morrow? Yes, I shall be here.

Commands

1. Write the names of the first and last days of the week.
2. Tell me where you went to school last year.
3. Tell me where you are going to school at present.
4. Tell me where you may go to school in the future.
5. Write the name of the country in which you live.
6. Tell me how men travelled long, long ago. They used _____. They had to _____.
7. Tell me how men travel to-day. They use _____.
8. Tell me how men will travel in the future. They will use _____.
9. Write the names of animals that live in forests.
10. Write the names of things that you can get in shops.

A TEST (contrasts)

- | | | | |
|--------------|---------------|-------------|------------|
| 1. past | ... first | 6. long | ... over |
| 2. easier | ... far | 7. subtract | ... give |
| 3. to-morrow | ... present | 8. get | ... short |
| 4. last | ... yesterday | 9. multiply | ... add |
| 5. near | ... harder | 10. under | ... divide |

Writing

1. *Did you come to school yesterday?*
2. *Did we work hard at school yesterday?*
3. *Did I teach you how to do arithmetic last week?*
4. *Did Harry Lee go to Shanghai for his holiday?*
5. *Did his father go to Shanghai with him?*
6. *Did he remain in Shanghai with his father?*
7. *Did they travel to Soochow by airplane?*
8. *Did people travel in ships and trains long, long ago?*
9. *Did you get your schoolbooks in a bookshop?*
10. *Did you have breakfast this morning?*
11. *Did you walk to school?*
12. *Did you ever see a lion in a forest?*

Yes, I (we, you, he, she, they) did.

No, I (we, you, he, she, they) did not.

LANGUAGE DRILL

YESTERDAY, TO-DAY, AND TO-MORROW

Teacher. What was yesterday? *Class.* Yesterday was ____.

Teacher. What is to-day? *Class.* To-day is ____.

Teacher. What will to-morrow *Class.* To-morrow will be
be? ____.

YESTERDAY MORNING

Teacher. At what time did Tom get up yesterday morning?

Pupils. He got up at six o'clock.

Teacher. Then what did he do?

Pupils. He washed and dressed.

Teacher. After washing and dressing, what did he do?

Pupils. He ate breakfast.

Teacher. What did he and Joan do yesterday afternoon?

Pupils. They played tennis.

Did he (she, they) ____? Yes, he (she, they) did . No, he (she, they) did not (didn't).

A TEST

1. Long ____ in some countries men lived in trees.
2. With airplanes we shall be ____ to travel faster.
3. We can make life ____ by working.
4. If I take all these books away, ____ will remain.
5. We shall ____ be wanting more forests.

..... none ago able
..... better soon

Number 3 Sound: tell get dress head breakfast
any many said says

Lesson Seven

DEER'S MILK FOR SORE EYES

Long, long ago there lived in China a man by the name of Yen. After hundreds of years his name is still known because he was so good to his parents.

Yen's parents were very old and both of them had sore eyes. When Yen looked at his old father and mother trying to find their way about the house, he was very unhappy. He wanted very much to make them well again. He asked all his friends if they knew a cure for sore eyes. After asking many people he heard that deer's milk was good for sore eyes.

When he told his parents about this, his mother answered: "It may be that deer's milk will cure our sore eyes, but how can we get it? The deer live in forests and are wild. You could not go near them to get the milk. They would run away."

Yen knew that his mother was right and that the deer would run away when they saw him coming. He thought a long time and at last found a plan. He said to himself: "I know what I shall do. I'll go to the forest dressed as a deer."

And so he bought a skin of a deer, put it on, and went into the forest. In this way he was able to go among the deer and to see how they played and lived. He walked on his hands and feet like a deer and tried to run about as they did. He became very happy because he thought that he could now get the milk he wanted.

But when he went nearer, the deer ran away as fast as they could. He could not run so fast and was soon left behind. Hearing sounds behind him he looked back and saw some hunters. He then knew that the deer were not running away from him but from the hunters.

When the hunters saw Yen, they thought that he was a deer. Taking their guns they were going to shoot him but Yen stood up just in time, throwing the deer skin from him, and saying: "Please don't shoot me. As you can see, I'm not a deer, but a man."

The hunters then came nearer. When they heard Yen's story, they praised him greatly for his love of his parents.



Questions

1. Is it good or bad to have *sore eyes*?
2. Is *milk* something to eat or something to drink?
3. If a person gets well, is he *cured*?
4. Are animals that live near the house *wild* animals?
5. Is it easy to go *among* wild animals?
6. Have you ever seen a deer's *skin*?
7. Did the *hunters* have their guns with them?
8. Did the hunters *shoot* their guns?

Writing and Dictation

<i>In the past</i> <i>Long, long ago</i> <i>Many years ago</i> <i>Several years</i> <i>ago</i>	<i>people</i> <i>men</i>	<i>travelled more slowly than to-day.</i> <i>worked harder than at present.</i> <i>were happier than they are now.</i> <i>were not so happy as they are</i> <i>now.</i>
------------------------------------------------------------------------------------------------------------	-----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Lesson Eight

CHILDREN OF THE WORLD



1. Railway trains, ships, and airplanes are bringing the children of the world closer together. In every country boys and girls are learning to play together and to work together. Young men and young women are visiting other countries to study. The world will soon be much happier because the young people of all countries are ready and willing to work and play happily together.

2. How can a schoolboy or schoolgirl in this country visit school-children in the rest of the world? School-children do not often take railway trains to far countries.

They may never visit the schools in the great cities of Germany, France, England, and America. They cannot travel across the ocean in a great ship, because they must remain close to their school to study.

3. Shall I tell you how you can travel by railway train from one city to another, and on great ships, across oceans and to the far countries of the world? Shall I tell you how you can find new friends in every country of the world? You can travel as far as you like through books. By reading books you can visit the homes of English children, you can learn about the games of American children, and you can travel in every country. In books you can learn about the small towns, the great cities, the shops, the roads, the railway trains, the ocean-going ships and the airplanes of all other countries.

4. School-children can learn to read by working hard. They should read several good books every year. They should be willing to study everything, and be ready to learn many things from others. Are you working hard to learn to read English? Soon your teacher will give you some story books in English. You must work hard or you will not be able to read these books.

WHERE ARE YOU?

- Teacher.* Where are you? *Pupil.* I am in this room.
Teacher. Where is this room? *Pupil.* It is in this school.
Teacher. Where is this school? *Pupil.* It is in the town of _____.
Teacher. Where is this town? *Pupil.* It is in _____.
Teacher. Where is this country? *Pupil.* It is in _____.
Teacher. Where is _____? *Pupil.* It is in the world.

Commands

1. Draw a small ship; then draw a great, ocean-going ship.
2. Draw a railway train. Don't start until I tell you. Are you ready? Start!
3. Tell me the names of two great cities in the world.
4. Bring me a book with an English story in it. Show me the story. Start to read the story. Stop reading, please.
5. Come here. Stand close to that map of the world. Point to a great city (and the Pacific Ocean, the Atlantic Ocean, Europe, Asia, Africa, North America, South America).

Writing

Do you know where _____ is?

The Pacific Ocean Europe N. America Africa China
The Atlantic Ocean Asia S. America India Japan

ANSWERS: Yes, I know where it is.

 No, I do not know where it is.

LANGUAGE DRILL

THE WEATHER

Teacher. What kind of day is it to-day?

Class. It's ____.

Teacher. What kind of day was it yesterday?

Class. It was ____.

Teacher. What kind of day do you think it will be to-morrow?

Pupil. I think it will be ____.

Was ____ ____? Yes, he (she, I, it) **was**. No, he (she, I, it) was **not** (**wasn't**).

1. Was it snowing (raining) when you came to school?
2. Was it cloudy (windy) when you went home yesterday?
3. Was John unhappy when he visited his uncle?
4. Was Joan unhappy when she was on her holiday?
5. Were you ever in a great city?

TRAVEL

Teacher. Have you ever been in Europe (Africa, England, the United States, South America, India, China, Japan)?

Pupil. No, I have **not** (been). (Yes, I **have** been.)

Teacher. Have you ever visited London (New York, Edinburgh)?

Pupil. No, I have **not** (**haven't**). (Yes, I **have**.)

Number 5 Sound: kill will happy unhappy visit
bring city

Lesson Nine

THE TWO MEN AND THE AX

I. *Finding an Ax*

1st Man. Look, friend, look at that fine ax lying over there.

2nd Man. Yes, let us go and get it.

1st Man. Isn't it a good ax?

2nd Man. It is nearly new. We can sell it in the next town we come to.

1st Man. Oh, can we? Well, it is my ax. I found it, and perhaps I do not *wish* to sell it.

2nd Man. *Your* ax, you say? I thought that it was *ours*, not *yours*. Didn't we say that everything we found or had should be *ours*, not just yours or mine?

1st Man. Oh, you are only saying that, because you did not find this.

2nd Man. Well, you know you *did* say that, and I thought you meant what you said.

1st Man. Let me tell you once for all, this is *my* ax.

2nd Man. Very well, it is *your* ax.

II. *An Hour Later*

2nd Man. Look behind you. Do you see any one running after us?

1st Man. Yes, a man; he is calling. I cannot hear what he is saying.

2nd Man. Then let us stop and wait for him to come up to us.

1st Man. All right! We can wait here.

3rd Man. Stop, I say, stop!

2nd Man. We have stopped. What do you want?

3rd Man. I want my ax.

2nd Man. Did you hear? He wants the ax.

3rd Man (coming up to them). You have taken my ax. I left it at the foot of a tree, and you came and took it.

1st Man. Don't be so angry.

3rd Man. Well, what did you take it for? It was not yours.

2nd Man. I did not take the ax. My friend took it. I am going on. You can talk to him about it.

1st Man. What do you mean? We both took it.

2nd Man. When you found the ax, it was *yours*, not *ours*. When this angry man comes and wants his ax, you want to call it, not *yours*, but *ours*. No, my friend, you found the ax, and you can talk to this man. I am going on.

THE TWO MEN AND THE AX

1. Which of the two men found the ax? The first man found the ax.
2. Why did the second man say that the ax was partly his? They had said that everything they had should belong to both of them.
3. What did the first man say when the third man was angry with him for taking away his ax? He said that they had both taken the ax.
4. Then what did the second man say and do? He told the first man that he had not taken the ax and that he was not going to talk about it. He then left the first man and went on his way.

A TEST

1. We can sell it in the _____ town.
2. I do not _____ to sell it.
3. It is _____ not yours.
4. Do you _____ what you say?
5. Let me tell you _____ for all, this is mine.
6. What did you take it _____?
7. I left it _____ the foot of the tree.
8. I am very angry _____ you.
9. This is mine, not _____.
10. He went _____ and left them.

once at mine want for
next on yours mean with

Lesson Ten

SPRING, SUMMER, AUTUMN, AND WINTER



1. December, January, and February are the three months of winter. In winter the weather is often cold. When the snow falls, everything is white and beautiful. The little birds do not like cold weather and snow. When winter comes, many little birds fly south. Did it snow in your country last winter? Did some little birds fly south? Was it very cold?

2. March, April, and May are the three months of spring. In the spring the weather is often windy and rainy. When the sun comes out, the flowers begin to live again. The little birds fly back from the south and begin to sing. The rain and the sun make the trees green again. Every one likes the spring. Did the flowers come up in your country last spring? Did the little birds begin to sing? Was the weather cold and rainy? Was the weather windy? Did you like the sun and the wind, and the coming of warm weather?



3. June, July, and August are the three summer months. In summer the weather is much warmer than in winter. Sometimes it is hot, almost too hot to work hard. Many schools let the school-children have a long holiday during the hot months. Was it cold or hot in China during June? Were there many flowers in your country last summer? Were the trees green? Was the weather sunny? windy? rainy? Did your holidays begin in July? Did you go swimming last summer? Did you go to school during the summer months?



4. September, October, and November are the autumn months. In the autumn the weather is much cooler than in summer. Then school-children, after their long rest during the summer holidays, are glad to go back to school. The autumn months are often very beautiful because the leaves turn red, and brown, and yellow. The people like to eat the fruit which they take from the trees and bushes at this time, and to

play games. Schoolboys play football and tennis in the autumn. What was the autumn weather like last year? Did you play football last autumn?

THE WEATHER

Questions

1. What was the weather like yesterday? It was _____.
2. What is the weather like to-day? It is _____.
3. What do you think the weather will be like to-morrow?

I think it will be _____.

good bad fine sunny windy rainy cloudy
hot cold warm cool warmer cooler very hot

Commands

1. Go to the blackboard and draw a calendar for this month.
2. Tell me how many seasons there are.
3. Write the name of a warmer month than March in this country.
4. Write the name of a cooler month than August in this country.
5. Tell me which season is best for hard games.

Writing

1. *Were you in school last Monday (Sunday, &c.)?*
2. *Was I in this country last summer?*
3. *Was Tom in America during his holidays?*
4. *Were we at school the day before yesterday?*
5. *Was Harry Lee in Shanghai on September 1st during his holidays?*
6. *Were his father and mother with him in Shanghai?*
Yes, I (he, she) was. Yes, we (you, they) were.
No, I (he, she) was not. No, we (you, they) were not.

LANGUAGE DRILL

IF

1. If to-day is _____, what was yesterday? It was _____.
2. If to-day is _____, what will to-morrow be? It will be _____.
3. If it is _____ o'clock now, what time was it an hour ago?
4. If it is _____ o'clock now, what time will it be an hour from now?
5. If this month is _____, what will next month be?
6. If this month is _____, what was last month?

READING

Teacher. Class, read this quickly (slowly, loudly, quietly).

I think spring is the best season of the year.

Class, how did you read this sentence?

Pupils. We read it quickly (slowly, loudly, quietly).

What did I (we, you, he, she, they, it) do?

1. What did Tom do yesterday? He got up, washed, dressed, ate breakfast, and went to school.
2. What did men kill for food long ago? They killed animals.
3. In what season did the birds come back last year? They came back _____.
4. In what season did you have a long holiday? We had _____.

5. In what season did the leaves fall last year? They fell _____.
6. In what season was the weather best? It was best in _____.
7. What kind of calendar do we use, a sun calendar or a moon calendar?

Memory Work:

A man may be young in years, but old in hours.
Never too old to learn.

Number 4 Sound:

these evening eat keep piece mosquito

Lesson Eleven

LEARNING TO READ AND SPEAK ENGLISH

1. *Listening and Speaking.* I wish to speak English well. What must I do to speak it well? First of all, I must learn to listen. Then, I must learn to hear and to pronounce each English sound.

I must learn how many English sounds there are.

I must learn how these sounds are spelt.

Next, I must pronounce sounds together as my teacher does.

I must learn to pronounce words together, too.

I must make my sounds go up and down in the English way.

I must speak quietly or loudly in the English way.

At all times I must listen and learn how to speak the little words like *is, the, have, from, or,* and words like these. On this page more than half the words are little words like these. They are generally spoken quietly and quickly. I must pronounce very carefully words of full meaning. These are generally nouns, verbs, adjectives, or adverbs.

2. *Thinking and Pronouncing when Reading.* I wish to read English well. What must I do to be a good reader of English?

First of all, as I read, I must always think of the meanings of the words.

Then, I must learn the right sounds for the English letters.

I must learn to think, and to read aloud, at the same time.

Next, I must read together words spoken together.

I must learn to see three or four words at one time.

I must look quickly from the end of one line to the beginning of the next line.

Last of all, when I read a word like CAT, I must see a cat in my mind. When I read verbs like CATCH, I must think I am catching something. I must learn to read both silently and aloud. I must read both for the meaning and for the sounds. I must learn to read the little grammar words quickly and easily.

3. *Writing.* There are only twenty-six letters in English. Sometimes these are written as large letters. Generally they are written as small letters. If I wish to write English well, I must learn to write each of these letters in the right way. I must always write these letters in the same way. I must learn to write quickly and carefully. Last of all, I must learn to write the grammar words most quickly and carefully, because I have to write these words so often.

4. *Meaning and Use.* In these books I know that there are from ten to twenty new words in each lesson. I must learn the meanings of these new words very carefully. I must learn how to use these words when I write and speak. When I see or hear these words I must think quickly what they mean.

THE ONLY WAY TO LEARN THE ENGLISH LANGUAGE IS BY
HARD WORK

LANGUAGES, COUNTRIES, AND PEOPLES

Questions

- Teacher.* Where do _____ live? *Pupils.* They live in _____.
- Teacher.* What language do _____
they speak? *Pupils.* They speak _____.
- Teacher.* What do they call _____
themselves? *Pupils.* They call them-
selves _____.

<i>Countries</i>	<i>Languages</i>	<i>Peoples</i>	
China	Chinese	A Chinese.	The Chinese.
England	English	An Englishman.	The English.
France	French	A Frenchman.	The French.
Germany	German	A German.	The Germans.
Japan	Japanese	A Japanese.	The Japanese.
The United States of America	English	An American	The Americans.

Commands

1. Bring me two books that are the same.
2. Bring me two books that are different.
3. On a map of the world, point to where the English
(French, American, German) boys (girls) live.
4. Tell me how to draw the flags of several countries.
5. Find the picture of a boy who calls himself Chinese.
6. Find the picture of a girl who calls herself Japanese.
7. Spell: England, English; America, American; Europe,
European.

Writing

- Where do you live? I live in _____.*
- What language do you speak? I speak _____.*
- What are you? I am a (an) _____.*

LANGUAGE DRILL
COUNTRIES AND LANGUAGES

Teacher. Where does John (Joan, Mary, Tom) live?

Class. He (She) lives in ____.

Teacher. What language does he (she) speak?

Class. He (She) speaks ____.

Were you (we, they) ____ ____?

Yes, we (they) **were**. No, we (they) were **not** (**weren't**).

Yes, I **was**. No, I was **not** (**wasn't**).

1. Were you able to read English two years ago?
2. Were we in school yesterday?
3. Were Tom and Joan ever in Africa?
4. Was I your English teacher last year?

WRITING

Teacher. Write your name on the blackboard. Write it carefully (carelessly). Stop writing.

Class, ____ has been writing, hasn't he (she)?

Class. Yes, he (she) has (been writing).

Teacher. What has he (she) been writing?

Class. He (She) has been writing his (her) name.

Teacher. Who has been writing his (her) name?

Class. ____ has been (writing it).

Teacher. How has he (she) been writing it?

Class. He (She) has been writing it carelessly (carefully).

Teacher. Where has he (she) been writing it?

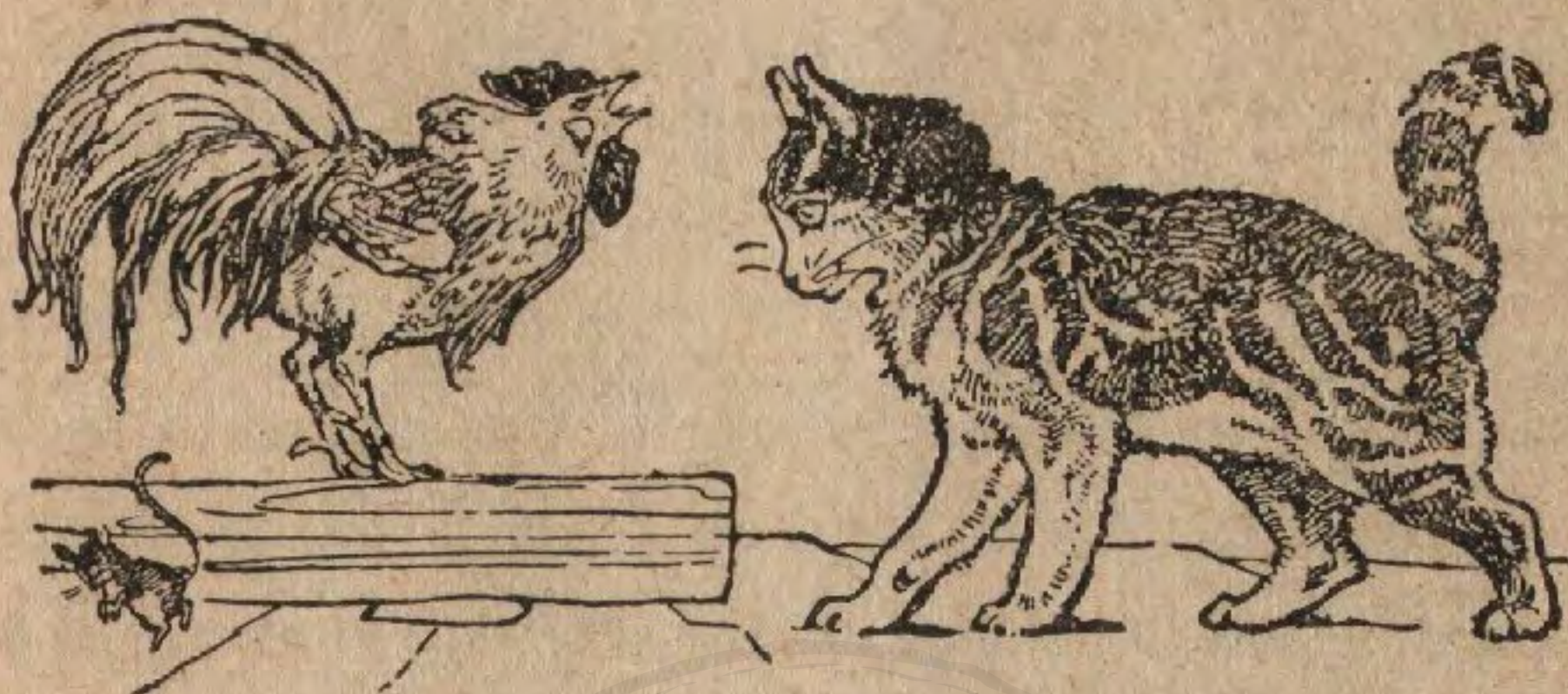
Class. He (She) has been writing it on the blackboard.

Memory Work: Hear twice before you speak once.

Number 6 Sound: write right tie tying fly flies

Lesson Twelve

THE MOUSE, THE CAT, AND THE COCK



Mouse. Oh, Mother, Mother, I've seen something that has made me so afraid.

Mother Mouse. Why, little one, what was it? Tell Mother.

Mouse. Oh, it was a great thing that walked on two long yellow legs! I don't know what it was.

Mother. Go on, tell me more about it.

Mouse. On its head it had a red hat. And its eyes were bigger than any eyes I have ever seen. And it looked hard at me! It had a pointed yellow mouth. Oh, I'm so afraid of it!

Mother. Did it try to catch you, my child?

Mouse. No, Mother. But when it jumped on to a wooden box and opened its mouth and said, 'Cock-a-doodle-do!', I thought I'd die. I was sure he wanted to eat me, and so I ran home as quickly as I could.

Mother. And was that the only thing you saw?

Mouse. Oh, no, Mother. I was sorry I met him, because, just a few minutes before, I had seen such a pretty thing playing in the garden.

Mother. What was it like?

Mouse. It had clothes on just like ours, only they were black and white. It had nice green eyes, and it looked as if it loved to lie in the garden and sleep. It was coming to me in such a kind way, and I believe it was going to speak to me. I should have gone right up to it if the great yellow-legged thing had not come up just at that minute. Then I was so afraid that I ran home at once.

Mother. Oh, my dear little child! I'm so glad you've come home and told me about these things.

Mouse. Why, Mother?

Mother. Because that great yellow-legged thing, which you told me about, would not have hurt you at all. It was only a cock.

Mouse. But, Mother, I was truly afraid of it.

Mother. Yes, and you should have been afraid of the other thing. The thing with green eyes, that you thought was so kind and pretty, was a CAT! A CAT! My child, she would have eaten you all up in a minute if the cock had not come by just then.

Mouse. Oh, Mother, and I thought she was so pretty and good.

Mother. You can't always tell what people are like by the outside, my dear.

THE MOUSE, THE CAT, AND THE COCK

1. What was the great thing with a red hat? The great thing with a red hat was a cock.
2. What was the black and white thing with nice green eyes? The black and white thing was a cat.
3. What would the cat have done to the mouse? The cat would have eaten the mouse.

A TEST

1. I have seen _____ that has made me afraid.
2. Its eyes were bigger than _____ I have ever seen.
3. You should have been afraid of the _____ animal.
4. It was _____ a beautiful animal.
5. Have you ever seen _____ so beautiful?

any something other
anything such

Lesson Thirteen

MY NEW BICYCLE

1. Father has bought a bicycle for me. I worked hard at my lessons, and so Father gave me a new bicycle. I like my bicycle more than I like Father's motor-car. I am not old enough to use a motor-car.

2. Sometimes I have thought of buying a motor-cycle. But I haven't enough money to buy one or to keep one. So I cannot have one. Have you ever seen a motor-cycle? Have you ever ridden one? I think they go too fast for such a small boy as I am. I am afraid to ride on motor-cycles.

3. But I am not afraid of my bicycle. It is just what I have been wishing for. Last Saturday I went for a long ride into the country. I have never been happier! I rode along the country roads, up and down hills, through green forests, and then returned home by a road which ran along the side of a beautiful river.

4. Have you ever ridden on a bicycle? There is no better way of travelling if the country is beautiful. You can visit some beautiful place, stay there for a time, and then ride on again until you reach another. You can take your lunch with you and eat it where you wish. After lunch you can start off again, riding past fields, through towns, over bridges, to return at last to your home.



5. Best of all, you can go for rides with your friends. To-morrow I am going for a bicycle ride with my school-friends. We shall ride along happily together, staying where we like, and returning when we like. We shall not need to take much money with us. On a bicycle ride there are very few things that you need to buy. And so you can see why I like my bicycle.

Questions

1. Have you worked hard at this lesson?
2. Have you ever owned a bicycle?
3. Have you ever stayed away from home for several days?
4. Have you ever slept in a field or a forest?
5. Have you ever been afraid?
6. What did the boy's father buy for him? He bought a _____.
7. Did he have enough money to buy a motor-cycle?
8. Did he have enough money to keep a motor-car?
9. Why was the boy afraid of motor-cycles? He thought they went _____.
10. Have you ever ridden along the side of a river?

Writing

1. Have you written your name over (under) mine?
2. Have you drawn a line between these squares?
3. Have I taken away your reading-book?
4. Have you learned to read several words together?
5. Have you studied this lesson well?

Yes, I (you) have. No, I (you) have not.

A TEST

Read these sentences. Study the meaning of each sentence carefully. Then put its number under the picture which shows its meaning.



1. This motor-cycle needs another wheel.
2. This man is walking by the river.
3. This boy is riding across a field on his bicycle.
4. This horse is afraid of the motor-cycle.
5. This boy has reached a bridge on his bicycle.
6. This road runs along the side of a river.
7. This motor-car is big enough for ten people.
8. This motor-car is far away.
9. This motor-cycle has run into the river.

LANGUAGE DRILL

A MOTOR-CYCLE

John. Tom, have you ever been on a motor-cycle?

Tom. No, I haven't.

John. I'm going riding this afternoon. You can ride in my side-car. Do you wish to come?

Tom. Thank you, John. I'll be glad to go with you.

Have you (I, we, they) _____? Yes, _____ have. No, _____ have not (haven't).

1. Have you ever ridden on a motor-cycle?
2. Have Tom and Joan ever been to Shanghai?
3. Have I bought a motor-cycle this year?
4. Have we visited any beautiful places near this school?

STOP!

Teacher. Class, begin to write your names. Stop! Have you written your names?

Pupils. No, we have not.

Teacher. Now start again. Ready! Begin! Don't stop until you have written your names. Have you done as I told you?

Pupils. Yes, we have.

Teacher. What have you just done?

Pupils. We have written our names.

Memory Work: All is well that ends well.

Enough is better than too much.

Number 7 Sound: stop hot want what watch

Lesson Fourteen

THE BICYCLE IN CHINA

The first bicycles were not like the ones we see to-day, because they had a big wheel in front and a very small wheel behind. The rider's seat was over the big wheel. As this seat was so high, it was difficult to get on such a bicycle but quite easy to fall off. This is a picture of one of these early bicycles. You can see that it must have been dangerous to ride down hill on a bicycle of this kind.

Bicycles have only recently been brought to China. The kind used in China are modern with two wheels of equal size. Even on these bicycles, it is necessary for a rider to keep his balance.



Modern bicycles are not only safer than those first produced but they are also more comfortable. The seat is more carefully made and the wheels are furnished with rubber tires. As air can be pumped into these tires, the bicycle can be ridden over rough roads more comfortably. Unless a bicycle is made of the best materials and by exact workmen, it will not run well or last as long as it should.

Bicycles are being widely used in China. In the large cities they are popular because they are cheap, quick, and convenient. They are especially useful for people who deliver letters or small parcels. In country places they are useful because they can be ridden on narrow paths. It is

unnecessary for the rider of a bicycle to have wide and well-made roads. They are therefore more popular in distant villages than motor-cars.

Motor-cycles can also be ridden on narrow paths, but they are more expensive. At the present time in China many new roads are being built. Within a few years there will probably be far more bicycles, motor-cycles, and automobiles used than at present. Certainly there will be many motor-busses.

As automobiles are expensive and good roads few, we may be certain that bicycles will remain popular for many years to come.

Questions

1. Why was it *dangerous* to ride on the first bicycles?
2. Why is it *safer* to ride on *modern* bicycles?
3. Why are modern bicycles more *comfortable*?
4. Why should good *materials* be used in making bicycles?
5. Why must some of the part be made with *exact* care?
6. Are bicycles *cheaper* or more *expensive* than motor-cycles?
7. Are bicycles more or less *convenient* than *automobiles*?
8. What do people *deliver* with bicycles?

Writing

Write five sentences about the usefulness of a bicycle.

Lesson Fifteen

THE VOICE IN THE BELL

Not far from Peiping there is a beautiful temple called the Great Bell Temple. Behind the temple is a high building within which the Great Bell can be seen.

The bell is fifteen feet high and measures thirty-four feet round the bottom. Not only is the bell large but it is also very beautiful. On every inch of the outside and inside of this bell Chinese writing can be seen. These beautifully and carefully cut characters give the sayings of many of China's wisest men.

This is the story of how the bell was made.

A maker of bells was called before a great ruler of China many years ago. He was told to make a bell so large that it could be heard thirty-three miles away. He was to add brass, silver, and gold to the iron of the bell to make its sound beautiful as well as strong.

When the daughter of the bell-maker heard that her father was to make the bell, she became afraid that he would not be able to do it. She said to him: "Father, think well before you try to make such a bell. If you are unable to do the work, the ruler will be angry."

But her father would not listen to her. He started his fire and he put the brass, the gold, and the silver into the pot. Soon the metals were red-hot and the bell-maker was ready to make his bell. The ruler came to see the casting made. The red-hot metal was poured into the form, the metal

became cold, and the casting was broken away. The bell was finished, but when they tried it, its sound was neither strong nor beautiful. The bell-maker tried a second time. The second bell was no better than the first.

The ruler then became very angry. He said: "I was sorry for you the first time. Now I am angry. You may try once more to cast the bell. If you are unable to do it, you shall die."

The bell-maker's daughter was very sorry for her father, but she could think of no way to help him. There was a wise man living near her home and she went to him to ask what she should do. He said to her: "Gold cannot mix with silver, nor brass with iron, unless the blood of a girl is mixed with them. And the girl must be pure and good."

The metals were made red-hot once more. For the third time the ruler came to see the making of the bell. Just as the bell-maker was ready to pour out the metal, his daughter ran past him and threw herself into the great pot. Her father tried to save her, but he was too late. All that he was able to save was one of her shoes.

The bell was cast. When the casting was broken off, the bell was tried. Never had the ruler heard a bell with a more beautiful sound. Moreover, it could be heard twice as far as the ruler wished.

Between each sound of the bell it seemed as if one could hear a voice crying "Hiai, hiai!"

When mothers heard that voice, they said to their little children: "Listen! That is the voice of the bell-maker's

daughter, crying 'Hiai, hiai!' Poor girl! She is crying for her lost shoe."

Questions

1. Is the Great Bell Temple *far* from Peiping?
2. Is the bell *behind* or in front of the temple building?
3. Why is the *temple* called the Great Bell Temple?
4. How *large* is the bell?
5. Can you name *one* of the *wise* men of China?
6. Can you name *one* of China's greatest *rulers*?
7. Can you name *four metals*? Is wood a metal?
8. Was the ruler *angry* the first (second, third) time?
9. What is the Chinese word for *casting* (*pour, pot*)?
10. Was the bell-maker's daughter *pure* and good?
11. What was the *cry* heard between the sounds of the bell?
12. What was the meaning of this cry?

Writing

Try to tell this story in your own words.

Lesson Sixteen

HUNTING WITH A CAMERA



1. In the past, hunters used either spears or bows and arrows when they went into the forests to hunt. At the present time, hunters use rifles. There are some men brave enough to hunt with a camera. These men do not wish to kill animals either for food or for clothing; they only wish to study the ways of animals. They are the bravest of all hunters.

2. Such hunters make a study of animal life. They know what the different kinds of animals eat and where they drink. They also know what each animal does when it becomes angry. Sometimes these hunters have to hide for several days near a place where animals drink, before they are able to take

any pictures. While they remain hidden, they have to keep very quiet.

3. Do you think you could keep quiet until an elephant was close enough to your hiding-place for you to take a picture? If the elephant saw you, became angry, and started to run straight toward your hiding-place, could you stand quietly and take a picture of the angry elephant before you ran to save yourself? If one of your friends fell while he was running away, could you use your rifle quickly enough to save him? A man must be brave to face an angry elephant which is coming straight towards him.

4. You can see that the man who hunts with a camera must be braver than the men who hunt either with bows and arrows or with rifles. But the man who hunts with a spear must also be brave. He has to be close to the angry animal when he throws his spear. He has to act quickly, too. If he does not hit the animal, he may have to run to save himself. But he does not have to think or to act so quickly as the man with a camera.

5. Have you ever hunted animals with a camera? You need not hunt lions, elephants, and tigers. It is just as hard to take a picture of a rabbit as of a lion. It is better to begin with little animals; you need not be afraid of an angry mouse. Why don't you use your camera to hunt the animals near your home? If you do, you will learn many things about the life of the different kinds of animals.

Commands

1. Bring me either a red book or a green book.
2. I have begun the drawing of a rifle. Finish it.
3. Walk towards me. Walk away from me.
4. While I am drawing a rifle, draw a spear.
5. Find three different kinds of animals for me.

Questions for Written Answers

1. *Have all these African hunters thrown their spears?*
2. *Has this hunter hit the deer with his arrow?*
3. *Have you finished answering the first two questions?*
4. *Have I finished my drawing of a bow and arrow?*
5. *Have we finished studying Book Two?*
6. *Has Joan travelled in America?*
7. *Has this hunter saved himself from the tiger?*
8. *Has this man finished taking a picture of the elephant?*
9. *Have you ever owned a camera?*
10. *Have you ever hunted with a camera?*

Yes, I (we, you, they) have. No, I (we, you, they) have not.

Yes, he (she) has. No, he (she) has not.



LANGUAGE DRILL

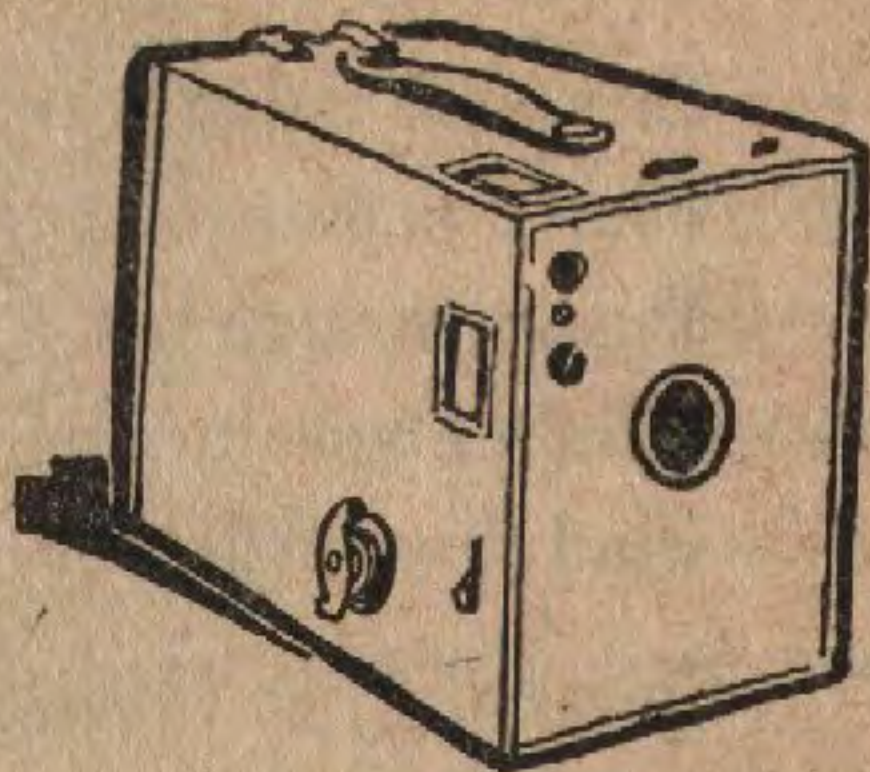
A CAMERA

Joan. Mother has given me a new camera.

Mary. May I see it?

Joan. Here it is. Shall I take a picture of you?

Mary. Please do.



Has she (he, it) _____? Yes, _____ has. No, _____ has not (hasn't).

1. Has Mary a new camera?
2. Has Joan's mother bought a camera for her?
3. Has any window in this room been broken?
4. Has this pupil finished writing his (her) name?

FOLDING PAPER

Teacher. Fold this sheet of red (white, etc.) paper. Fold it once. Fold it twice. Fold it three times (etc.). How many times have you folded this sheet of paper?

Pupil. I have folded it _____ (once, twice, etc.).

Teacher. What kind of paper did you fold?

Pupil. I folded _____ (red, blue, green, etc.) paper.

Writing or Dictation

<i>Has he</i>	<i>begun started stopped finished been</i>	<i>hunting animals with a camera? drawing a picture of a spear? speaking to the schoolboys? copying the letter? riding on a motor-cycle?</i>
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Memory Work: Actions speak louder than words.
What man *has* done, man *can* do.

Number 8 Sound: go no close fold goes boat throw

Lesson Seventeen

SPORTS AND GAMES

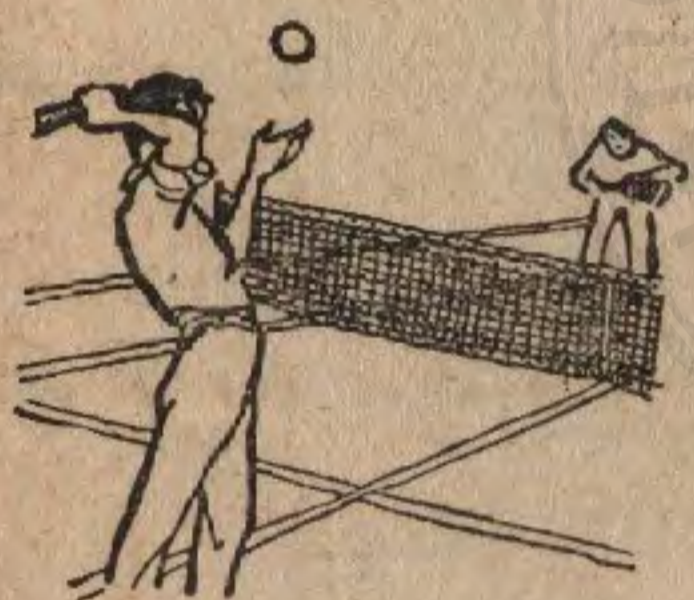


1. These schoolboys are playing football. There are two kinds of football. One is called soccer; the other is called rugger. These boys are playing soccer.

2. These boys are having a Sports Meeting. Some are interested in running; others are interested in jumping. This boy is trying the high jump. Do the schoolboys of your school meet together for sports of this kind?



3. These two friends have met to



play tennis. One of them is serving the ball. When you hit a ball to begin the game, you are serving the ball. If you have a fast service (=if you hit the ball hard and straight), it is not easy for the other player to return

it. What kinds of games do you play?

4. These boys cannot swim yet. They are learning to swim. Every one should learn to swim. There are times when a strong swimmer can save the lives of other people. It is not hard to learn to swim. Even little children can learn. Have you learned to swim yet?



5. *Sportsmanship.* Every player of games should try to be a sportsman. A sportsman always plays fair. If a sportsman wins, or if he loses, he is always a gentleman. Of course he tries to play well. But he does not wish to win by playing unfairly. In swimming sports, on sports days, in rigger or soccer games, and in every kind of sport, a schoolboy should be a sportsman. In other words, he should be a gentleman.

Conversation

ABOUT SPORTS

First Schoolboy. Have you learned to play _____ yet?

Second Schoolboy. Not yet. I am going to learn this year.

First Schoolboy. Has your school begun playing _____ this year?

Second Schoolboy. Not yet. They are going to begin next week.

First Schoolboy. I think that _____ is a fine game.

Second Schoolboy. So do I. But I like _____ more.

rigger soccer tennis cricket netball

Questions

1. How many games has your school won (lost) this year?
2. How many different kinds of games does your school play?
3. How many players are there on a soccer side?
4. How many players are there on a rigger side?
5. How many times may a tennis player serve?

Commands

1. Draw the kind of football that is used for soccer.
2. Draw the kind of football that is used for rugger.
3. Tell me the names of the sports in which you are interested.
4. Tell me a game which even small boys can play.
5. Tell me the names of several sportsmen whom you have met.
6. Point to the strongest boy in this room.
7. Show me how to serve a tennis ball.
8. Tell me the name of the finest gentleman whom you have met.
9. Show me the picture of the boy trying the high jump.
10. Tell me why every one should learn to swim.

Writing

1. *Has your school a strong interest in sports and games?*
2. *Has your school taught you to be a sportsman?*
3. *Has your school won many games this year?*
4. *Has your school lost any games this year?*
5. *Has your school ever won (lost) a game of ____?*
6. *Has your school played fair in all games?*
7. *Has your school ever played unfairly?*

Yes, it has. No, it has not. Of course it has.

LANGUAGE DRILL

SPORTSMANSHIP

1st Schoolboy. Tom has been made head boy of the school.

2nd Schoolboy. I am glad, because he is such a sportsman.

1st Schoolboy. He always plays fair in every game.

2nd Schoolboy. He plays fair even when he is losing.

What have _____ been (doing)?

I have been _____ You have been _____

They have been _____ We have been _____

1. About whom have we been reading?

We have been reading about Tom.

2. About what have we been talking?

We have been talking about sportsmanship.

A BALL

Teacher. I have a ball here in my hand. A person can throw (catch, hit, kick) this ball. Take this ball, (*Pupil's name*). Either throw it or kick it. (Either hit it or catch it.) Class, what has this pupil been doing with the ball?

Class. He has been catching (throwing, hitting, kicking) it.

Teacher. Now shut your eyes. I am going to hide this ball.

Open your eyes. Hunt for the ball. What have you been hunting for?

Class. We have been hunting for a ball.

Memory Work: You never know until you have tried.

Play fair or not at all.

Play up, play up, and play the game.

Number 9 Sound: hunt much such come some

young touch enough country does

THE HARE AND THE TORTOISE



I. *Mr. Hare laughs at Mr. Tortoise*

Hare. Oh, I cannot help laughing at you, **Mr. Tortoise**; you are so slow.

Tortoise. Slow? Who says I am slow, **Mr. Hare**?

Hare. I do. You don't run; you only walk. I don't see how you get about.

Tortoise. Well, I never knew I was slow. And you, **Mr. Hare**, aren't you slow, too?

Hare. Slow, **Mr. Tortoise**? No, of course not. I can run faster than any one else.

Tortoise. Oh, I think not, **Mr. Hare**. I am sure I can run as fast as you can.

Hare. I have never heard of such a thing. For you, a **tortoise**, to say that you can run as fast as I can!

Tortoise. I am sure I can.

Hare. Very well, sir, we shall see. I will tell you a good plan. Let us run, and see which of us can reach that tree first. It is a long way off, but we shall soon know which can run the faster.

Tortoise. All right. But who will be there to see who comes in first?

Hare. I will ask Mr. Fox. He will be glad to do that for us.

Tortoise. Very well, Mr. Hare. When shall we run?

Hare. As soon as I can get Mr. Fox.

Tortoise. I shall be ready as soon as you come for me.

II. *Half-way to the Tree*

(Mr. Hare and Mr. Tortoise have found Mr. Fox and sent him to the tree. They are now running to see which can reach the tree first.)

Hare (running up). Well, I have certainly left Mr. Tortoise behind. I cannot even see him. But I have made myself hot, running so fast. I think I will just lie down here to rest a while. Then when Mr. Tortoise comes, I will jump up and run away from him again.

(Mr. Hare lies down to rest, but soon goes to sleep. After a few minutes Mr. Tortoise comes down the road.)

Tortoise. Ah, there is Mr. Hare, sleeping on the side of the road. I will just pass so quietly that he will

not hear me. (*Mr. Tortoise goes on his way, leaving Mr. Hare sleeping.*)

III. *At the Tree*

Fox. Good old Mr. Tortoise! You are here first. How did you get here so quickly?

Tortoise. Well, Mr. Fox, I will tell you. I walk slowly but I never stop, and certainly I don't lie down beside the road and sleep when I make up my mind to reach some place.

Fox. Well done, Mr. Tortoise! And here comes Mr. Hare. I will see what he has to say for himself. Mr. Hare, you have lost. Mr. Tortoise got here first.

Hare. What? Mr. Tortoise is here already? How did you get here so quickly, Mr. Tortoise?

Tortoise. Slowly but surely, Mr. Hare; slowly but surely! I just kept on walking and walking, and at last I reached the tree.

Hare. Did you see me sleeping beside the road? I did not hear you pass.

Tortoise. Yes, I saw you. But I went by so quietly that you did not hear me. You went on sleeping.

Fox. Now, Mr. Hare, you know that Mr. Tortoise is not so slow as you thought.

Tortoise. And you cannot laugh at me any more, but I can laugh at you. Good day, Mr. Fox, and thank you. Good day, slow Mr. Hare.

THE HARE AND THE TORTOISE

1. Why did Mr. Hare laugh at Mr. Tortoise? Mr. Hare laughed at Mr. Tortoise because he was so slow.
2. Why did they send Mr. Fox to the tree? They sent Mr. Fox to the tree to see who would be first.
3. Why wasn't the hare able to see the tortoise when he had run half-way to the tree? The Tortoise was too far behind to be seen.
4. Which of the two was the faster? Mr. Hare could run faster, but Mr. Tortoise reached the tree first.

A TEST

1. Why are you laughing _____ me?
2. I do not see _____ you get about.
3. I can run faster than any one _____.
4. I am sure I can run as fast _____ you can.
5. I have never heard _____ such a thing.
6. Let's see which can reach that tree _____.
7. We shall soon know who can run _____ faster.
8. He left him far _____.
9. He lay down and rested _____ while.
10. I go slowly _____ I never stop.

behind a at how first
else the of as but

Lesson Nineteen

A FISHING-BOAT AND A STORM AT SEA



1. We started out early one fair summer's morning to fish. We were in a fishing-boat which had both a motor and sails. The weather was so fine we did not need to use the motor. A strong wind carried us along so that it was not long before we came to the place where we wished to fish. The sky above us was beautifully blue. The sea was quiet and as blue as the sky. We were happy fishermen.

2. It was about eleven o'clock, I believe, when a small, black cloud was seen in the western sky. The wind became stronger. We were catching so many fine fish in our nets that we did not stop to study the sky. So we were not ready for the storm that soon broke upon us. Above us, the sky became as black as night. The wind made such a noise that my sailors could not hear me speak. Soon the waves were running high, and then they began to break upon our little boat.

3. In a short time the motor was broken by the waves. Another great wave carried away the sails. Never since I was a boy have I known such a storm! We had a wireless set on

the boat; with this I began sending out calls for help. As I was working with my wireless set, a wave, larger than any that had yet hit us, broke above us and carried me and the wireless room over the side into the sea. My sailors tried to help me, but they could do nothing against the heavy seas that kept breaking over the boat.

4. When I found myself in the water, I looked around for something to keep me up. For a time I saw nothing. I was glad then that I was a strong swimmer. At last I found a piece of the broken wireless room, which kept me above water. It was hard work keeping myself above water against the great waves, but I did so for several hours until the storm had passed on.

5. Then I was able to look around me for my boat. I could see it several hundred yards away. My sailors, who believed me lost at first, saw me after a time, but the boat could not reach me without motor and without sails. Then, far away, I saw a small steamship. It was coming in answer to my wireless call for help. Several hours later my men and I were on the steamship. Our little motor-boat, our nets, and all our fish were lost, and also our wireless set, which had saved our lives.



Questions

1. Have you ever seen a wireless set?
2. Have you ever been in a motor-boat?
3. Is five o'clock in the morning early?
4. What have you been doing this morning since breakfast?
5. What have I in my hand? *Nothing.*
6. Against which schools has your school played games?

Commands

1. Carry this book round my table.
2. Draw a sailing boat. Draw a circle round it.
3. Draw a ship with wireless. Above it write your name.
4. Make a noise like the wind in a storm.

Writing

1. *Whose books are these, mine or yours?*
2. *Whose grammar book is this, yours or mine?*
3. *Whose bicycle is this, yours or the boy's?*
4. *Whose hat is this, _____'s or _____'s?*
5. *To whom does this _____ belong?*
6. *To whom do these _____ belong?*

It is mine (yours, his, hers, ours, theirs).

It belongs to me (you, him, her, us, them).

They are yours (mine, his, hers, ours, theirs).

They belong to you (me, him, her, us, them).

LANGUAGE DRILL.

SINCE

Teacher. Where have you been since the bell rang?

Class. We have been in this room.

Teacher. What have you been doing in this room?

Class. We have been studying English.

What has _____ been (doing)?	He has been _____.
She has been _____.	It has been _____.

1. What has this pupil been drawing? He has been _____.
2. With what has he been drawing? He has been _____.
3. On what has he been drawing? _____.

A TEST

1. What do we use for writing? We use _____.
2. What do we use for drinking? We use _____.
3. What do we use for eating? We use _____.
4. What do we use when we travel on land? _____.
5. What do we use when we travel at sea? _____.

Writing or Dictation

<i>What has happened</i>	<i>since</i>	<i>we came into this room?</i>
<i>Has anything happened</i>		<i>you saw me yesterday?</i>
<i>What have you been doing</i>		<i>this morning?</i>
<i>Have you used your pen</i>		<i>last night?</i>

Memory Work: It is better to be too early than too late.

Believe not all you hear.

We soon believe what we wish to believe.

Where nothing is, nothing can be had.

Number 10 Sound: cube tube use new few Europe

Lesson Twenty

IN THE COUNTRY

1. John and Joan have an uncle who lives in the country. His name is Mr. Green. This is a picture of Mr. Green, the farmer. On his farm he grows hay, Indian corn, and wheat. Every spring a farmer ploughs his fields. Then he plants grass, the seeds of Indian corn, or wheat. During the summer the seeds grow into plants. Then in the autumn the farmer cuts his hay, Indian corn, and wheat, and puts it away for the winter. The dried grass is called hay.



2. This is the barn into which the farmer puts his grain. Sometimes he keeps his apples and other kinds of fruit in this barn, too. Mr. Green's barn is a fine, big one. John and Joan often visit their uncle. They like to stay on his farm. When they are there, John tries to help his uncle plough the fields, plant the seeds, or cut the grain.



3. Joan likes to help her aunt, Mrs. Green. Above all she likes to hunt for eggs in the hay in the barn. At times she goes out to the fruit-trees to get a basket of fruit for her aunt. She thinks it is hard work when her aunt asks her to milk the cows. Here is a picture of Joan carrying milk to the farm-house.



Conversation

JOHN AND JOAN ON THE FARM

John. We always have a good time on uncle's farm.

What are you going to do this morning, Joan?

Joan. I am going to get some eggs for Aunt. Do you want to come with me?

John. Yes, I do. Have you a basket?

Joan. There are two baskets in the barn.

John. Are you certain?

Joan. Yes, I saw them there this morning.

John. Here they are. And here is a nest with four eggs in it.

Joan. I have found a nest, too, but there are only three eggs in it.

John. Here are two more hidden in the hay. How many have we altogether?

Joan. Altogether we have ____.

John. There is a hen on that nest. It is afraid of us.

Joan. Come away then. We can get the eggs another time.

John. How many more eggs must we find to have a dozen?

Joan. We have nine eggs. There are twelve eggs in a dozen.

We must find ____ more.

Commands

1. Show me the farm-house where the farmer lives.
2. Show me the barn where he puts his grain in the autumn.
3. Show me the kind of fruit-tree on which apples grow.
4. Show me the fields in which grass, wheat, and Indian corn grow.



5. Draw a line under the picture of wheat. Draw two lines under the picture of growing grass. Draw three lines under the picture of Indian corn.
6. Draw on the blackboard four kinds of fruit.
7. Point to the picture of Joan's uncle.
8. Tell me the name of John's aunt.
9. Tell me how many eggs there are in a dozen.
10. Tell me what the farmer plants every spring.
11. Tell me what kinds of things grow on farms.
12. Draw a picture of a plough. Be certain, however, to draw the kind used at the present time.

Writing

1. *Have John and Joan been getting eggs for their aunt?*
2. *Have we been reading about city life?*
3. *Have you been learning about the life of farmers?*
4. *Have I been telling you about cows and horses?*
5. *Has Joan been helping her aunt to bring in fruit?*
6. *Has John been helping his uncle with the farm work?*

Yes, No,	<i>I</i>	<i>have</i> <i>have not</i>	}	<i>been.</i>
	<i>you</i>			
<i>we</i>	<i>has</i> <i>has not</i>			
<i>they</i>				
<i>he</i>	<i>has</i> <i>has not</i>			
<i>she</i>				

LANGUAGE DRILL

A TEST (*Underline the right word.*)

1. The farmer gives _____ to his horses for food.
milk fruit hay fish
2. The farmer gets _____ from his trees.
fruit wheat corn seeds
3. The farmer ploughs his land and plants _____.
apples milk seeds oranges
4. The farmer gets _____ from his cows.
eggs grain corn milk

When do _____? We (You, They, I) _____.

1. When do farmers plant their corn? They plant it in _____.
2. When do farmers plough their land?
They plough it in _____.
3. When do we begin school every day?
We begin school at _____.
4. When do you go home every afternoon? _____.

FARMING

1. In what form is grain when it is planted?
It is in the form of seeds.
2. What happens to plants if there is no rain? They _____.
3. Name one thing that horses eat. What else do they eat?
4. Name one thing which we get from cows. What else do we get?
5. Name one thing grown on a farm. What else is grown?

Memory Work: Little things please little minds.
There is nothing new under the sun.
He who will not work in this world
may not have food to eat.

Number 11 Sound: book look put should woman

THE COMING OF SANTA CLAUS



A Merry Christmas, children!
I am Santa Claus. I love all of you.
I have brought something for each one
of you. I have not forgotten my children.
Did you find a doll in your stocking,
Joan? I put it there for you. I did not
forget you.

Did you find a nice red ball in your
stocking, John? I remembered you, too.
I remembered that you tried to be a good
boy all last year. I gave you a ball and not a doll, however,
because you were a boy.

I also remembered that you and Joan liked chocolates.
And so you found a box of chocolates by your bed-side this
morning.

Last night I came from the north. The children of the
world were all asleep. Not until the master of each house and
all the servants were asleep did I go into the houses. In the
house of John and Joan the big clock was going 'Tick-tock,
tick-tock!' Very quietly I took toys, boxes of chocolates, and
fruit out of my great bag for the dear children whom I love.
Then I drove my six beautiful deer back over houses and
streets, hills and mountains, to the north again. A Merry
Christmas, children!



Conversation

JOHN AND JOAN ON CHRISTMAS MORNING

John and Joan. A Merry Christmas, father and mother!

Mr. and Mrs. Brown. A Merry Christmas, Children!

Mr. Brown. John, what did Santa Claus give you for Christmas?

John. He gave me _____.

Mrs. Brown. Joan, what did Santa Claus give you for Christmas?

Joan. He gave me _____.

Mr. Brown. Do you think Santa Claus is kind?

Children. We think he is the kindest man in all the world.

Questions

1. If children were bad, what might Santa Claus do?
2. Was the master of the house asleep when Santa Claus came?
3. Were the servants asleep, too?
4. Will Santa Claus come to-night?
5. Does it matter to Santa Claus if you are bad children?
6. Does it matter to your parents if you are not good?
7. Does Santa Claus live in the north and come each Christmas to the children of the world, or did Mr. Brown dress up as Santa Claus for John and Joan?
8. Does a father ever forget his children?
9. Does a mother love her children very much?
10. Do you laugh or cry when you are merry?

Commands

1. Draw a Christmas tree like this one.
2. Draw a rifle, a drum, a horn, and a flag.
3. Draw an orange. Color it orange.
4. Draw a watch. Then draw a clock.
5. Tell me what you can see in the bag on Santa Claus's back.



A TEST (opposites)

- | | | | | | |
|-------------|-----|--------|--------------|-----|-------|
| 1. remember | ... | master | 5. night | ... | lose |
| 2. laugh | ... | afraid | 6. finish | ... | end |
| 3. servant | ... | cry | 7. win | ... | start |
| 4. brave | ... | forget | 8. beginning | ... | day |

Writing

1. *Did Santa Claus remember that John tried to be good?*
2. *Did Santa Claus forget to give Joan a doll?*
3. *Did John and Joan think Santa Claus was a nice man?*
4. *Did you get anything from Santa Claus last Christmas?*
5. *Did John and Joan believe that Santa Claus lived in the north and came to them every Christmas?*
6. *Did we close our school last Christmas?*
7. *Did I teach the meaning of Santa Claus and Christmas to you last year?*
8. *Did John and Joan have a merry time on Christmas Day?*

Yes, I (we, you, he, she, they) did.

No, I (we, you, he, she, they) did not.

LANGUAGE DRILL

CHRISTMAS

Teacher. What did John get for Christmas?

Pupils. He got ____.

Teacher. What did Santa Claus give Joan?

Pupils. He gave her ____.



When does ____? He (She, It) ____.

1. When does Christmas come every year? It comes ____.
2. When does a child get presents from Santa Claus?
3. In what month does it snow most? It snows most in ____.
4. In what month does it rain most? It rains most in ____.
5. At what time does John go to school every morning?

WHICH?

1. Which is prettier, a violet or a rose? A ____ is.
2. Which one is prettiest, Joan, Mary, or Miss Cook?
3. Which is more, thirteen or fifteen? ____ is.
4. Which is most, forty, thirty, or fifty? ____ is.

Writing or Dictation

<i>This girl</i>	<i>is as pretty as</i>	<i>that one.</i>
<i>This woman</i>	<i>is prettier than</i>	
<i>This flower</i>	<i>is not so pretty as</i>	<i>the other one.</i>
<i>This child</i>	<i>is more beautiful than</i>	

Memory Work: Christmas comes but once a year.
Happy is he who has happy children.
Love makes all equal.

Number 12 Sound: cool school ruler grew fruit to
too two

Lesson Twenty-two

THE MAN, THE TREES, AND THE AX

I. The Broken Handle

Man. My friends, the Trees, I have come into the forest to-day to ask you to help me.

Old Tree. What do you want, O Man?

Man. Yesterday when I was working in the fields I broke the handle of my ax.



Old Tree. Yes? How can we help you?

Man. I want you to give me another piece of wood so that I can make a new handle for my ax.

Old Tree. Go away now, O Man, and come again to-morrow. I must ask my friends, the Trees, if they will give you the wood.

Man. Thank you, Tree; I will come back in the morning for an answer.

II. The Meeting of the Trees

Old Tree. Friends, a man came here to-day and asked us to help him.

Green Tree. Asked us to help him, did you say?

Old Tree. Yes, he wanted us to give him a piece of wood.

Brown Tree. What did he want with a piece of wood, I should like to know?

Old Tree. He said that he had broken the handle of his ax.

Green Tree. And did he want to make a new handle out of the piece of wood which he asked for?

Old Tree. Yes, that is what he wanted it for.

Brown Tree. Well, I don't think we should give him our wood if he is going to make a handle out of it.

Green Tree. Oh, we have so much wood. Of course we must give him a little piece. It is only a small piece he is asking for.

Old Tree. I know that, but I have seen so many of my friends die because they were cut down by men with axes.

Green Tree. Oh, Old Tree, you are always telling us stories like that. It is time we stopped asking you what to do; you are too old to know what is going on in the world.

Old Tree. Oh, very well! Do what you wish to do, but in the future don't ask me about anything if you know so much more of the world than I do.

Trees. Don't be angry, Old Tree. You know Green Tree always talks like that.

Old Tree. Well, what shall we tell the man when he comes for his answer to-morrow morning?

Green Tree. Tell him to take as much wood as he needs for his ax-handle; that is what I say!

Old Tree. And what do you say, Brown Tree?

Brown Tree. I think if he wants such a small piece of wood, we should give it to him.

Old Tree. Very well. He shall have it. Only I do feel that we may be sorry some day that we gave it to him.

III. *The Next Day*

Man. Well, Old Tree, did you speak to your friends about that piece of wood I wanted?

Old Tree. Yes, O Man.

Man. And what did they say? Will they give it to me?

Old Tree. Yes, you may take as much wood as you need for an ax-handle.

Man. Thank you, Old Tree. I shall not be long. If you are willing, I think I shall take this piece lying here. It is just the thing for a handle. Now I can get to work.

Old Tree. Where do you work, O Man?

Man. I don't need to leave this forest. There is as much work here as I can do.

Old Tree. Here? What are you going to do?

Man. I am going to cut all these trees down.

Green Tree. Oh, you are not going to cut me down, are you, O Man?

Man. Of course I am. You are just the right kind of tree for my business.

Green Tree. Oh, please don't cut me down. I am your friend. It was I who told Old Tree to give you the wood for your ax-handle.

Man. I cannot help that. I am here to cut down trees, not to stand here talking to them. (*He begins to cut the tree down.*)

Green Tree. Oh, I am dying, dying! (*The Green Tree falls.*)

Old Tree. And now, what are you going to do?



Man. I am going to cut down that tree on the other side of you.

Brown Tree. You will not cut me down, will you? You don't mean that you are going to kill me, too?

Man. Yes, I am. I am going to cut down nearly all the trees in this forest.

Old Tree. And are you going to cut me down, too?

Man. I'm going to cut this one down first. (*Cuts down Brown Tree.*)

Brown Tree. Oh, stop him, stop him; he is killing me! Good-bye, Old Tree. I wish we had done what you said; then we should still be happy and living. Good-bye! (*Brown Tree falls.*)

Old Tree. Good-bye, friends, good-bye! I have seen too many trees cut down to want to give any man wood to make a handle for his ax.

Man. Now, let me look at you, Old Tree.

Old Tree. Are you going to kill me, too? Then, do it! I am not afraid to die.

Man. No, Old Tree, I don't think I will cut you down; you are too old. It's the young trees that I want. Good day!

Old Tree. And so I am too old to die, while my young friends were too young to live. I must just go on standing here, thinking about the days when I was young.



THE MAN, THE TREES, AND THE AX

1. Why did the man need an ax-handle? The man had broken the handle of his ax.
2. What did Old Tree think about giving him one? The Old Tree was unwilling to give the man the handle.
3. What did Green Tree have to say? Green Tree said that they ought to give him wood for a handle.

4. What did Brown Tree think about the matter? Brown Tree was unwilling at first, but then said that they should give the man the wood.
5. Which trees did the man cut down? The man cut down the Green Tree and the Brown Tree.

A TEST

1. Go away now and come _____ to-morrow.
2. He came _____ the next day for an answer.
3. We have _____ wood that we can give him a little.
4. I am unwilling because I have seen _____ of my friends die.
5. Do what you wish _____ do not come to me again.
6. We may be sorry _____ day that we gave it to him.
7. He was unwilling to give _____ man anything.
8. It was I _____ told them to help you.
9. I wish we had done _____ you said.
10. He was _____ young to know what to do.

some	back	but	so much	what
any	again	who	so many	too

Lesson Twenty-three

GOOD HEALTH



1. This boy is in good health. He is feeling strong and well. He has not eaten things which were not good for him. He has done what his parents told him to do. He has been careful to wash often, to go to bed early at night, and to do everything to keep himself well. For

these reasons he is not ill. He can play hard and work hard, since he is in good health.

2. This other boy, however, is not well. He is lying ill in bed. Perhaps he has eaten food that was not well cooked. Perhaps he has been drinking something that was not good for him. Perhaps he has done what he should



not have done. For these reasons he is not strong and happy. He is not feeling well enough to play games. He hopes to be well soon, but he is quite ill now. Doesn't he look unhappy? When he is well again, he should not forget to go to bed early and get up early, eat and drink wisely, and to do everything he should do to keep in good health.

Conversation

HOW ARE YOU FEELING

Teacher. How are you (feeling), _____?

Pupil. I am (feeling) quite well, thank you.

Teacher. _____, how are you to-day?

Pupil. I am not (feeling) very well, sir.

Teacher. I am sorry to hear that you are not well. I hope you will be feeling better to-morrow. I always like my boys to have good health. They work better if they are not ill. Class, why do we wish to keep well?

Pupils. Healthy people work well. Healthy people are happy. The world needs strong men and women.

Teacher. How can we keep in good health?

Pupils. We should work hard.

We should play a little every day.

We should be careful to eat and drink wisely.

We should keep ourselves clean.

We should wear clean clothes.

We should use mosquito-nets if there are mosquitoes.

We should go to bed early and get up early.

We should brush our teeth often.

We should do just what our doctor tells us to do.

Questions

1. If I did not brush my teeth every night, do you think I might die after several days?
2. If I slept without a mosquito-net and many mosquitoes bit me, do you think I might become ill?

3. Does this boy seem happy or unhappy?
4. If I hurt myself badly in falling off a motor-cycle, should I send for a doctor?

Commands

1. Show me the picture of a boy lying ill in bed.
2. Find a picture of a mosquito and another of a fly.
3. Draw a mosquito-net; then draw a tooth-brush.
4. Show me how you brush your teeth.
5. Tell me how many reasons you know for wishing to have good health.

Writing

1. *Should I always wash before I eat?*
2. *Should you keep your back straight when you sit?*
3. *Should we keep our backs straight when we stand?*
4. *Should schoolboys play games every afternoon?*
5. *Should a schoolboy (a schoolgirl) breathe clean air?*

Yes, I (you, we, he, she, they) should.

No, you (I, we, he, she, they) should not.

LANGUAGE DRILL

ILL AND WELL

Teacher. How do you feel? *Pupil.* I feel quite well.

Teacher. How did you feel yesterday? *Pupil.* I felt _____.

Teacher. How are you feeling? *2nd Pupil.* I am feeling ill.

Teacher. How were you feeling yesterday? *2nd Pupil.* I was feeling _____.

When did _____? I (We, You, He, She, It, They) _____.

1. When did this happen? It happened _____.
2. When did you hurt yourself? I hurt myself _____.
3. When did he hurt himself? He hurt himself _____.
4. When did she hurt herself? She hurt herself _____.
5. When did this person die? He died _____.

WHY?

1. Why should I take good care of myself? You should take good care of yourself because you can't work well if you are ill.
2. Why should people take good care of themselves?
3. Why should we take good care of ourselves?

Writing or Dictation

<i>Perhaps</i>	<i>he was not feeling</i>	<i>very well.</i>
<i>I think</i>	<i>he is not feeling</i>	<i>well and strong.</i>
<i>It seems to me</i>	<i>he does not feel</i>	<i>quite well.</i>
<i>I'm sorry</i>	<i>he did not feel</i>	<i>well enough to go.</i>

Memory Work: All is fair in love and war.

An apple a day keeps the doctor away.

Number 13 Sound: loud cloud south
mouth flower cows

SHOPS AND MONEY

1. When a pupil studies English, he has to buy English books. He goes to a bookshop to buy these books. He tells the shopkeeper the names of the books which he wishes to buy. Then he asks how much these books will cost. Pupils generally do not have a great deal of money. They know that they must have good books, however, and so they save their money until they can buy what they need.

2. When a pupil goes to school, he must have school clothes. Of course he does not need to have clothes which cost a great deal of money. Even rich pupils, when they are in school, wear clothes that cost little. There are shops which sell clothes, just as there are shops which sell books.

3. When a pupil plays games, he sometimes has to buy a few things just for these games. For tennis he must buy a racket and tennis balls. He must have a pair of light shoes which will not hurt the tennis court. He can generally have clothes made for games at very little cost. He needs heavy boots for football. In the same way he has to buy things for other sports. It is not easy for some pupils to find enough money for these things.

4. Pupils buy all these things in shops. The shops sell many other things which pupils do not buy. There are shops which sell food, shops which sell grain, and shops which sell anything that people need.

Sometimes you give the shopkeeper more money than he has charged you for what you have bought. He will give you back your change. Be certain to count your change. Sometimes buyers do not pay for things when they buy, but at some later time. This is certainly not a good way of buying. If you have not enough money to buy a thing, you should do without it. 'Pay as you go' is the best way.

ENGLISH MONEY

AMERICAN MONEY¹

2 halfpennies = 1 penny	One cent. Five cents. Ten cents. Twenty-five cents (or a quarter). Fifty cents. One dollar.
12 pennies = 1 shilling	
20 shillings = 1 pound	
Two pounds, two shillings, and twopence. (£2 2s. 2d.)	Five dollars and a half. (\$5.50)

Conversation

SHOPPING

Teacher. Later we shall study more about different kinds of money. To-day let us learn to buy things with English and American money. We're going to play the game of SHOPPING. Who wants to be the shopkeeper? Who wants to be the pupil? When the pupil asks how much something costs, the shopkeeper must tell him the cost.

Pupil. How much is this _____?

Shopkeeper. _____.

¹ The teacher need not spend much time teaching the values of coins which the pupils may not use in later life.

Dictation

<i>Speaking</i>	<i>Writing</i>	<i>Speaking</i>	<i>Writing</i>
A halfpenny.	$\frac{1}{2}d.$	One cent.	\$.01 (or 1 ¢.)
A penny.	$1d.$	Five cents.	\$.05
Twopence.	$2d.$	Ten cents.	\$.10
Threepence.	$3d.$	Twenty-five cents	\$.25
Sixpence.	$6d.$	Fifty cents.	\$.50
One shilling.	$1s.$ (or $1/-$)	One dollar.	\$1.00
One and a penny.	$1s. 1d.$ ($1/1$)	A dollar five.	\$1.05
One and two-pence.	$1s. 2d.$ ($1/2$)	A dollar ten.	\$1.10
One and six.	$1s. 6d.$ ($1/6$)	A dollar and a quarter.	\$1.25
Two and six.	$2s. 6d.$ ($2/6$)	A dollar and a half.	\$1.50
Ten shillings.	$10s.$ ($10/-$)	Five dollars.	\$5.00
One pound, ten shillings.	$\text{£}1 10s. 0d.$	Ten dollars.	\$10.00



10 cents

[$\frac{1}{2}$ full size]

One dollar

LANGUAGE DRILL

SHALL AND WILL

Teacher. How do you think you will be feeling to-morrow?

Pupil. I think I shall be feeling very well.

Teacher. How do you think you will feel to-morrow?

2nd Pupil. I think I shall feel quite well.

When will you _____?	I (We) shall _____.
----------------------	---------------------

1. When will you go? I shall go to-morrow.
2. When will you be twenty years old? I shall be twenty years old in _____ years.
3. When will you marry? I shall marry when I am old enough.

A GAME

1st Pupil. I'm going to a shop to buy some cloth.

2nd Pupil. I'm going to a shop to buy some cloth and a hat.

3rd Pupil. I'm going to a shop to buy some cloth, a hat, and a light summer coat.

4th Pupil. I'm going to a shop to buy some cloth, a hat, a light summer coat, and some chocolates.

(In this game each pupil must buy what the other pupils have bought and one thing more.)

Memory Work: Money will not buy everything.

Money is a good servant, but a bad master.

Talk is but talk; it is money that buys land.

No man can serve two masters.

Rich men may have what they will.

Number 14 Sound: father farm yard barn

(1 or 14) half laugh master

THE OLD MAN AND HIS SONS



Old Man. My sons, why is it that you do not get along better together? Brothers should be good to each other, and yet I often see one of you doing unfair things or hear him saying unkind things to the others. Why is this?

1st Son. Father, I can never get my brothers to help me to do anything. I have far more work to do than any of the others, and yet they will not help me.

Old Man. Is it true, sons, that your brother has so much work to do, and that you are unwilling to help him?

2nd Son. It is quite true that we will not help him. He never helps us. Why should we help him? As for the work, if he has any more to do than I, he hasn't much time to play.

Old Man. I don't know what to think. If one of you says one thing, and one says another, whom am I to believe?

3rd Son. Truly, Father, not one of us knows much about what the others are doing. Each of us thinks he is doing most of the work. We never play or work or do anything together.

Old Man. You are quite right, my son. It is about this very matter that I want to talk with you to-day. If each of you keeps going his own way in this world, you will never be able to take care of the business and land that I must soon turn over to you.



1st Son. I am sorry, Father, that we have not pleased you. But why should not each of us do his best and forget the others? I am sure I could not do any more work than I do now.

Old Man. I will show you what I mean. My son, bring me that **bundle of sticks** over there. See if you can break these sticks as they are.

1st Son. Of course I cannot, when they are all together in this bundle.

Old Man. Now take one stick at a time. Can you break the sticks now? **Try.**



(He breaks the sticks.)

1st Son. Quite easily.

2nd Son. I see what you mean. We could not break the sticks, because they were all together; only by taking them one by one were we able to break them.

Old Man. My sons, you are like these sticks. So long as you stand together, the outside world can do little to you; but if each of you goes his own way, other men will be able to break you one by one.

3rd Son. By helping one another, we shall do our work three times as well as we are doing it now. Is that what you mean?

Old Man. Yes, my son. A man with two brothers is more than one man; he is three men.

THE OLD MAN AND HIS SONS

1. How many sons had the old man? The old man had three sons.
2. Which of his sons worked the hardest? Each of them thought he worked the hardest.
3. What is the meaning of this story? If brothers stand together, the outside world can do little to them.

A TEST

1. They did not get _____ well together.
2. They were not good to each _____.
3. They often said unkind things to the _____.
4. _____ am I to believe?
5. _____ of us thinks he is doing the most work.

6. You will have to take _____ of my land.
7. I cannot do _____ more than I am doing now.
8. You can work three times as _____ as you work now.
9. So _____ as you stand together, others cannot hurt you.
10. The sons worked and played _____ after their father told them this story.

each long together others care
whom well along other any



Lesson Twenty-six

BANKING AND BUSINESS

The Business Man. Good morning, Mr. Gold.

The Banker. Good morning, Mr. Hunt. Is there anything I can do for you?

The Business Man. I hope so. I have come to ask for a loan of ten thousand pounds for my company.

The Banker. When could your company pay us back?

The Business Man. In about three months.

The Banker. I think we can help you. Your company has done a great deal of business during the last few months, I believe?

The Business Man. Yes, we have done more business since November than we did all last year. It is for this reason that we want a loan. Just before I left the office this morning, we received several more large orders. In one or two months we shall receive payment for these orders. Our workmen cannot wait for their pay, however, and so we hope you can make us this loan.

The Banker. In many cases we are not making loans at the present time because we must be careful. But in this case it is our duty to help you. Will you want the ten thousand in one payment?

The Business Man. I am not certain. I shall return to my office and tell my company that you are willing to help us. Then we'll let you know later in the day how much we shall need at once. Good morning, Mr. Gold, and thank you.

The Banker. Good morning, Mr. Hunt.

Questions

1. Is it better to be rich or poor? It's better to ———.
2. Is it better to pay or to receive money?
3. Is it better to have a little gold or a great deal of it?
4. Is it better in business to receive or to give an order?
5. Is it better to pay low interest or high interest when you are receiving a loan of money from a bank?
6. Is gold heavier or lighter than paper? It's ———.
7. Is a thousand pounds more or less than a thousand dollars?
8. Is ten shillings more or less than ten dollars?
9. Is my table lower or higher than your desk?
10. Is to-day colder or hotter than yesterday?

Commands

1. Write me a cheque for a thousand pounds.
2. Write me another cheque for a thousand dollars.
3. Write the name of a business company in this town.
4. Write a letter to a bookshop, ordering a book.
5. Write a cheque to pay for the book.

A TEST (opposites)

- | | | | |
|-----------------|-------------------|------------|---------------|
| 1. give | ... find | 6. rich | ... certainly |
| 2. buy | ... a very little | 7. light | ... low |
| 3. leave | ... sell | 8. perhaps | ... poor |
| 4. a great deal | ... receive | 9. badly | ... heavy |
| 5. lose | ... return | 10. high | ... well |

A CHEQUE

No. 461

Winchester, 19 May, 1933.

THE SOUTHERN BANK, LIMITED
WINCHESTER BRANCH

Pay *William Hunt* _____ or order
the sum of *Two thousand pounds only* _____

£2,000/-/-

Henry Gold.

AN ORDER

Mr. T. Jones,
Bookseller,
Oxford, England.

Winchester Girls' School,
Winchester, England.

20th February, 1933.

Dear Sir:

Will you please send me a copy of 'Nine Fables', told by L. W. and M. G. M. Faucett, and brought out by the Oxford University Press. I am sending a money order with this letter to pay for the book. I hope you can send it at once, as I shall need it next week in my school work.

Yours truly,
Mary Hunt.

LANGUAGE DRILL

A TEST (*Underline the right words.*)

1. $15-9$ is _____ 3×2 .
more than less than equal to
2. One pound, thirteen shillings, and sixpence is _____
 thirty-four shillings.
more than less than equal to
3. Five hundred dollars is _____ \$10.31.
a great deal more than a great deal less than
4. The sum of 2d., 8d., and 1s. 3d. is _____ two shillings.
a little more than a little less than

When will he (she, it, they) _____?

He (She, It, They) will _____.

1. When will the end of school come this year? It will _____.
2. When will schoolchildren leave school to-day? They _____.
3. At what time will they return to-morrow? They _____.
4. How long will each pupil have for lunch? He _____.

HOW?

1. A man paid ten shillings for some cloth. He gave the shopkeeper a pound. How much change did he get?
 He got _____.
2. The train reached London at 10.32 a.m. It left London at 1.12 p.m. How long did it wait in London?
 It waited _____.
3. The business man put \$200 in the bank. He received \$12 for interest. How much could he take away?

Writing and Dictation

<i>The train</i>	<i>reached</i>	<i>London</i>	<i>late at night.</i>
<i>The ship</i>	<i>left</i>	<i>New York</i>	<i>a little late.</i>
<i>The airplane</i>	<i>will reach</i>	<i>Bombay</i>	<i>early in the</i>
<i>The airship</i>	<i>will leave</i>	<i>Paris</i>	<i>morning.</i>

Number 15 Sound: boys toys point pointer

A FOREST FIRE



1. We were asleep in our home, when a forest fire almost burned the house. We, too, might have been burned if I had not heard our horses making a great noise about four o'clock in the morning. I took my rifle and went to the door. I thought that some forest animal was making the horses afraid. As I went out, I saw fire among the trees at the back of my house. There was a smell of burning wood and a noise of great trees falling.

2. I ran back to the house, told my wife to dress herself and our child as quickly as she could, and to wait at the door for me. I took the little money we had, quickly put it in a bag, and then ran out to catch the two best horses. While we were doing these things, the fire was coming closer and closer. I thought that it would reach the house before we were able to leave. Just in time I put my wife and child on one horse, jumped on the other, and we rode away.

3. As we rode off, I looked back and saw that the fire had reached our house. Hoping to save our lives, I set out for a lake several miles away. My plan was to find cover on the far side of the lake. The line of fire and smoke filled the sky behind us. Although it was difficult for our horses to move quickly through the forest, they soon brought us to the lake, because they were afraid of the fire. When we reached the lake, we let the horses go. I never saw them again.

4. The line of fire and smoke which had followed us began to come upon us round both sides of the lake. We walked out into the water as far as we could, and lay down. As we lay with our heads just above the water, for a time we were cool. Our little child, whose face had become red and hot on the ride, stopped crying as we lay in the cool water.

5. Then came the fire! I hope I may never see another like it. The sky above us was red with burning wood; clouds of smoke hid the sun from our eyes. I felt sure that one of us would be hurt by the falling trees. Although our bodies were cool enough, our heads were not covered, and so they became so hot that I thought we should die. Our little child began to cry again and did not stop until the fire had passed over us. Many forest animals ran into the water and stood still near us, afraid to move. For the whole of that day and through the night, we lay in the water.

6. As morning came it was less hot, but the smell of the smoke filled the air. After a time it became cool enough for us to stand. The deer followed us as we walked out of the water. They were more afraid of the fire than they were of us. Later in the day we were able to make our way slowly to a part of the forest which had not been burned by the fire. After walking many hours, we came to the house of a friend. In the course of time I built a new house and began life again. But our minds will never forget the noise of falling trees, the feel of smoke in our eyes, and the smell of a great forest fire.

(Freely adapted from Audubon.)

Questions

1. Why did the animals stand *still* in the water? They were afraid to _____.
2. If I *follow* you, do I go in front of you or behind you?
3. How many feet are there in a *mile*? There are _____ feet in a mile.
4. Are you *sure* that there are 5,280 feet in a mile?
5. Look *among* these books. Are any of them yours?
6. Has your reading book a paper *cover*?

Commands

1. Tell me how far the lake was from the house. _____ miles.
2. Draw a plan of the house, the forest, and the lake.
3. Stand up. Stand very still. Move your hands. Be still again.
4. Tell me how many halves there are in a whole.
5. Fill this glass full of water.

Writing

1. *If an angry elephant ran towards you, would you be afraid?*
2. *If a lion followed you, would you run?*
3. *If a forest fire came towards you, would you try to put it out?*
4. *If a deer followed you, would you run away?*
5. *If you were in a forest, would you start a forest fire?*
6. *If you saw smoke in the sky, would you know there was a fire?*
7. *If you saw a small wood beginning to burn, would you try to put the fire out?*
8. *If you were able to get a book without any new words in it, would you like to read it?*

Yes, I would. No, I would not.

LANGUAGE DRILL

A TEST

(Write the sentence numbers before the right words.)

1. Where there is smoke, there is ____ cost
2. ____ well before you build a house. . . . matter
3. He ____ from one building to another. . . . among
4. The ____ must be larger than a part. . . . although
5. He stood quite still ____ the flowers. . . . moved
6. ____ it was raining, he went to school. . . . fire
7. To study hard is a schoolboy's ____ case
8. In ____ of illness, send for a doctor. . . . whole
9. It won't ____ if you don't go. . . . duty
10. Forest fires ____ a great deal of money. . . . plan

What would you (I, we, he, she, they) do if ____?
I (You, We, He, She, They) would ____.

1. What would you do if you were a farmer? I would ____.
2. What would you do if you were a shopkeeper? I'd ____.
3. What would you do if you were a banker? I'd ____.
4. What would you do if you were a business man? I'd ____.

Writing or Dictation

<i>Should every one</i>	<i>be careful about fires in the woods?</i>
<i>Is it every one's duty to</i>	<i>help to put out forest fires?</i>
<i>Ought every schoolboy to</i>	<i>save forests from being burned down?</i>
<i>Is it my duty to</i>	<i>take care of trees and flowers?</i>

Memory Work: No smoke without some fire.
When every one takes care of himself,
care is taken of all.

Number 16 Sound: saw draw saucer daughter
(Before r)¹ storm sport story quart war course door

¹ Some speakers pronounce the *or* in *storm* differently from *or* in *story*.



Lesson Twenty-eight

MR. BROWN'S
GARDEN



1. John and Joan like flowers. In front of their house they have a beautiful flower garden. In the garden are many kinds of flowers and trees. The largest tree in the garden is an old oak tree. John and Joan like to play under this fine old oak in the long green grass. Above all, they like to swing there. They made a swing for themselves by tying a rope to a branch of the tree. Has anybody ever made a swing for you?

2. Along the wall of the garden Mr. Brown has planted rose bushes. In front of these he has planted violets. In the summer he has not only red roses but also yellow and white roses. In the early summer he has fresh violets. Everybody likes beautiful purple violets when they are fresh.

3. At the back of Mr. Brown's house there is a vegetable garden. In this garden he grows beans, potatoes, and other kinds of fresh vegetables. Sometimes John and Joan help their father work in the garden. They both use little spades with small handles when they dig. After digging for an hour or two, they become as hungry as young lions. Their father says that they eat more beans and potatoes after their work than they plant during their work. For nobody can work in a garden without becoming hungry.

Conversation

HELPING FATHER

1. *Father.* I'm going to work in the vegetable garden.
Who will help me?

Joan. I will. I'll take a spade and dig for you.

Mother. I will help you. I'll put water on the plants.

John. I don't want to work. I'm going into the flower garden to swing.

2. *Ten minutes later.*

Mother. Dinner is ready. Who is hungry?

Father. I am. I've been working hard.

Joan. So am I. Digging with a spade is not easy work.

John. I'm hungry, too. I've been swinging and playing until I'm quite ready for my dinner.

Father. You may have your dinner to-day, John; but to-morrow morning you must help us with the work. He who works, shall eat. He who will not work, shall not eat.

Commands

1. Draw a picture of a big spade with a small handle.
2. Draw some flowers and colour them purple.
3. Draw a swing tied to the branch of an oak tree.
4. Draw a rose bush with some grass growing around it.

Writing

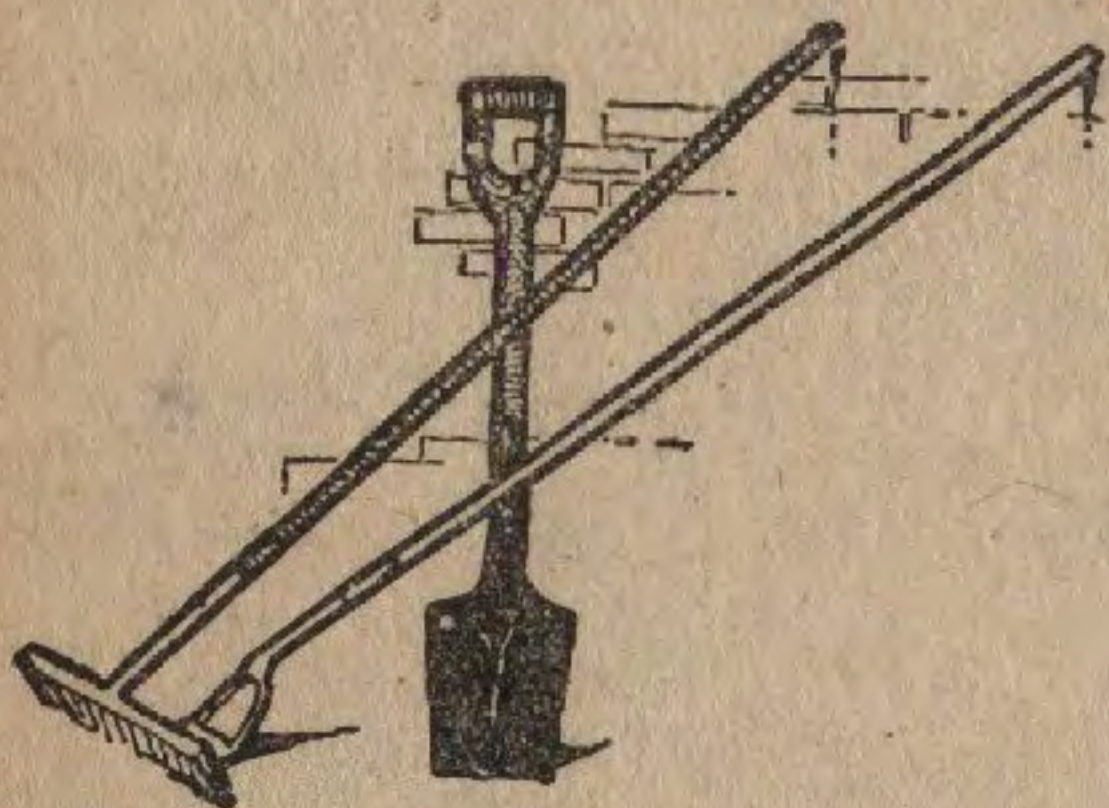
POSSIBLE AND IMPOSSIBLE

Is it possible or impossible to touch the sun (to break a rope, to see something purple, to drink vegetables, &c.)?

It is possible. It is impossible.

LANGUAGE DRILL

DIFFERENT KINDS OF PLANTS



Teacher. Has anybody here a spade.

Class. No, nobody has one.

Teacher. Has anybody here a book?

Class. Yes, everybody here has one.

Has anybody (any one) _____? Yes, I have.
 No, nobody (no one) has. Yes, everybody (every one) has. Yes, _____ has.

1. Has anybody in this class a swing at home?
2. Has anybody in this class a garden at home?
3. Has anybody in this class some rose bushes at home?
4. Has anybody here any beans (potatoes) with him?

Teacher. When I came in you were studying (reading, writing, playing, holding your pencils, rubbing out words, counting pennies, looking at your money, etc.), were you not (weren't you)?

One Pupil. Yes, I was. (*All Pupils.* Yes, we were.)

Writing and Dictation

<i>I was</i>	<i>digging potatoes</i>	<i>when he came.</i>
<i>We were</i>	<i>cutting branches</i>	<i>when she came.</i>
<i>They were</i>	<i>very hungry</i>	<i>when the bell rang.</i>

Memory Work: All things are easy that are done willingly.

CITY AND COUNTRY

1. In the market of any large city many busy merchants are to be seen. The farmer sells his grain, vegetables, eggs, and milk to these merchants. He sells his wheat to the grain merchant. In the city the wheat is made into flour. Then the flour is made into bread. The man who makes and bakes bread is called a baker. The shop where bread is made and sold is called a bakery. The people of the city buy their bread from the baker.



2. The farmer sends his cows' milk to dairies. In the dairies the milk is put into bottles. These bottles of milk are then taken to many houses in the city. Little children like to drink milk.



3. The farmer sends his eggs, fruit, and vegetables to the grocer. From the dairyman, the baker, and the grocer, the people of the great city get their food. Even small villages have their shops and market in which things from the country are put out for sale.



4. From this you can see that the city needs the country. The farmer, however, needs the city, too. In the city are shops and large stores where he finds many little things which he needs in his house.

Conversation

PLAYING SHOP

Joan. Let's play shop. I'll be the grocer; you can buy things from me.

John. All right. Good morning, Mr. Green. I want a loaf of bread, twelve pounds of flour, a dozen eggs, and a pound of tea.

Joan. I'm sorry. We have no fresh bread to-day.

John. All right. Give me the other things. I'll get the bread at the baker's. How much is that?

Joan. The eggs are two shillings a dozen, the tea is three shillings a pound, and the flour is twopence a pound. Altogether that is _____ shillings. Is that all you want?

John. Yes, that is all. Good day, Mr. Green.

Joan. Good day, sir.

Commands

1. Tell me what millers do. They make flour.
2. Tell me what bakers do. They _____.
3. Tell me what grocers sell. They sell _____.
4. Tell me what carpenters make. They make _____.
5. Tell me what artists do. They _____.

Writing

1. If a merchant sells some silk, by whom is it sold?
2. If an artist draws a picture, by whom is it drawn?
3. If Joan sees a shop sign, by whom is it seen?
4. If John and Joan buy a silver box, by whom is it bought?
It is _____ by him (her, them).

LANGUAGE DRILL

CITY LIFE

A Short Play

Mr. City. I am very important. Many people live with me.

Mr. Street. But you would not be important if you had no streets. It is I who make you great.

Mr. House. Wait a minute, Mr. Street. How could you be great if there were no houses? You would be just a country road without me! I am greater than you are.

Mr. Water. It seems to me that I am the most important of all. Without me no man can live. If no men came here, there would be no city, no streets or houses.

Mr. City. I now see that without the help of water, streets, and houses, I should be nothing at all. We must all work together for the good of men. And so let's be friends.

By whom is (are, was, were) _____?

1. By whom is flour made? It is made by millers.
2. By whom are loaves of bread baked? They are _____.
3. By whom was this sign put up? It was _____.
4. By whom was this hole dug? It was _____.

Writing or Dictation

<i>Before I cross a busy street</i>	<i>I should</i>	<i>look both ways.</i>
<i>Before I cross a railway line</i>		<i>stop, look, and listen.</i>
<i>Before I walk across a street</i>		<i>look for motor-cars.</i>

Memory Work: Stop, look, and listen!

Lesson Thirty

THE MAN, HIS SON, AND THE ASS

I. *The Man and his Ass*

Man. Well, Son, to-day we must take the ass to the city to sell her.

Son. She's not much use for work any more, is she?

Man. Of no use at all. And she eats more than any other ass in the place. I think we can't do better than to sell her.



Son. When shall we take her—now, or a little later when the sun isn't quite so hot?

Man. We may as well go now. The sooner we are off, the sooner we shall be back again.

II. *On the Road to the City*

1st Girl. Look, girls! Look at that man and boy!

2nd Girl. Yes, just look at them. They are walking and yet they have an ass. Why doesn't one of them ride the ass? Ha, ha!

3rd Girl. Ha, ha, ha! I've never before seen men walking by the side of an ass with no one on its back.

Man. Son, did you hear what those girls were saying about us? It would be better if you rode, my boy.

Son. No, Father, I think that you should ride. It's too far for you to walk, and you are not so young as you used to be.

Man. What? Why, I'm as strong as I ever was. But you are a growing boy, too young for such a long walk. Up on its back, Son, before people talk about us any more.

Son. Very well, Father, but I wish you would ride in my place.

Man. No, my boy, I don't want to. I am quite happy walking.

III. *At a Turning in the Road*

1st Old Man. Look at that boy!

2nd Old Man. I could not believe that he would let his old father walk while he rode if I had not seen him with my own eyes.

1st Old Man. I don't know what the world is coming to when the young ride and the old have to walk.

2nd Old Man. It's just what I've been saying for years—the young don't care for us old people any more. In my day you would never have seen a young boy riding an ass while his father was walking along side.

Son. Did you hear what those old men were saying, Father? Now I won't ride any longer. Please, Father, you ride her and then we shall not have people talking about us in this way.

Man. Oh, well, I don't want to ride, but I must.

IV. *On the Same Road*

1st Woman. Look at that great strong man, riding along the road while his poor son is made to walk.

2nd Woman. Sir, I'm quite angry with you. You are a grown man and yet you make your little boy walk in this hot sun while you ride. I wish your wife were here so that I could tell her what I think of you.



3rd Woman. Poor little boy! I think you have a very bad father and I can't tell you how sorry I am for you. I only have to look at your face to see that you've been walking much too far for a little boy like you.

1st Woman. Yes, and there his father sits and rides the ass as if he were some great man.

2nd Woman. How can you let your poor boy walk while you are riding? Why don't you take him up behind you so that both of you can ride? (*The Man does this to please them.*)

Man. Get up behind me, Son, and we'll both ride.

3rd Woman. Yes, that's the thing to do. Why didn't you think of that before?

Son. Well, here I am, Father. But don't you think that the two of us are too heavy for the ass?

Man. Never mind that, my boy. I don't want people to say such unkind things about us again.

Son. All right, Father. Let's make the ass run, if we can, so that we can get away from those women.

V. *Not Far from the City*

1st Young Man. Is that ass yours, old man?

Man. Yes, it is.

2nd Young Man. Well, one would not think so by the way you are using it.

Man. What do you mean?

1st Young Man. You look as if you could carry the ass more easily than it can carry you, that's all.

Man. I, carry an ass? I've never seen that done.

2nd Young Man. Well, you ought to do it. If you don't, it's certain to die. Poor old thing!

Man. Very well, my friends, we will carry it. It is only fair, since the ass has been carrying us.

1st Young Man. That's right! If we helped one another in this way, the world would be a better place to live in.

2nd Young Man. Good day to you, friends.

Man. Good day to you, young men. Now, Son, help me carry this ass, for I can't carry her by myself.

VI. *At the Bridge*

Man. Every time we meet a person on the road, he starts to laugh at us. It seems to be because we are carrying an ass.

Son. Father, I don't like to be laughed at. Let's put the ass down. Surely it can walk now.



Man. I'm not certain that that is what they are laughing about. The young men were angry because we made the ass walk and carry us. Let's just carry it over this bridge, away from those people, and then put it down. Then, perhaps, it can walk the rest of the way.

Son. Father, they are still laughing and pointing at us. I am sure it is because we are carrying the ass. Please, Father, let us put her down.

Man. No, I won't. Let them laugh. I am only being kind to the poor old ass, and there is nothing to laugh about in that.

Son. Take care, Father; don't go too near the side of the bridge.

Man. I can't help it. The ass won't keep still.

Son. Look out! I can't hold my end any longer.

Man. Oh, dear! We've let her fall into the water.

(The ass is so old that she cannot get out of the water. The man and his son see her go down without being able to help her.)

Man. Oh, my poor ass! Can you see her, Son?

Son. No, she came up once, but I'm afraid she's dead.

Man. Well, there's nothing for us to do now but go home. The ass is dead and all our work has been for nothing.

Son. If only we hadn't tried to do what every one told us to do, the ass might not be dead now.

Man. Yes, when we try to please every one, we please no one.

(They go back home.)

THE MAN, HIS SON, AND THE ASS

1. Why did the man want to sell the ass? The ass ate so much.
2. What made the three girls laugh? The man and his son had an ass and yet they were walking.
3. What did the man do then? The man made the boy ride.

4. What did the old men say to this? The old men said that the father should ride.
5. Why were the women sorry for the boy? They thought that the boy should ride too.
6. What did the man and his son do to please the women? They both got on the ass.
7. Why were the two young men angry? They were angry to see two people on one donkey.
8. Then what did the man and his son do? They carried the ass.
9. What happened to the ass in the end? The ass fell off the bridge into the river.

A TEST

1. This animal is not of _____ use.
2. It is not of _____ use at all.
3. It eats more than any _____.
4. We may as _____ go now.
5. Later it will not be _____ so hot.
6. They are walking and _____ they have an ass.
7. I am not so young as I _____ to be.
8. The old man walked _____ the boy rode.
9. I could not believe this _____ I had not seen it.
10. I do not know _____ this old world is coming to.

yet much while well used
any what other quite if

R E V I E W

FIRST TEST (*Contrasts.*) SECOND TEST

1. brave	... left	1. able	... always
2. morning	... all	2. before	... beautiful
3. none	... back	3. never	... perhaps
4. but	... buy	4. question	... laugh
5. something	... die	5. leg	... mother
6. front	... far	6. good	... after
7. well	... afraid	7. ugly	... bad
8. ending	... badly	8. in front of	... cold
9. little	... come	9. white	... eat
10. girl	... up	10. top	... few
11. sell	... enough	11. careless	... unable
12. throw	... afternoon	12. certainly	... behind
13. country	... beginning	13. clean	... dirty
14. close <i>v.</i>	... open	14. hot	... early
15. go	... dead	15. cry	... last
16. daughter	... slow	16. night	... answer
17. living	... and	17. a great deal	... black
18. live	... big	18. same	... a little
19. down	... city	19. drink	... different
20. hard	... anything	20. late	... right
21. too much	... easy	21. nothing	... arm
22. near	... boy	22. father	... bottom
23. fast	... catch	23. many	... careful
24. lose	... son	24. first	... day
25. right	... find	25. wrong	... everything

THIRD TEST (*Contrasts.*) FOURTH TEST

1. hand	... there	1. remember	... children
2. empty	... new	2. future	... low
3. sorry	... husband	3. small	... inside
4. whole	... sister	4. light	... master
5. here	... rain	5. high	... short
6. wife	... poor	6. well	... over
7. in	... quiet	7. outside	... spring
8. more	... return	8. long	... these
9. woman	... half	9. servant	... write
10. body	... summer	10. moving	... run
11. old	... cool	11. old	... to-morrow
12. off	... full	12. under	... heavy
13. partly	... start	13. play	... aunt
14. rich	... without	14. ugly	... forget
15. noisy	... less	15. slowly	... divide
16. snow	... subtract	16. read	... great
17. leave	... mine	17. walk	... west
18. brother	... glad	18. stand	... lie
19. stop	... south	19. autumn	... pretty
20. winter	... foot	20. yesterday	... quickly
21. with	... wholly	21. those	... ill
22. warm	... on	22. uncle	... work
23. add	... mind	23. multiply	... young
24. yours	... man	24. parents	... past
25. north	... out	25. east	... still

FIFTH TEST (*Words of similar meaning.*)

- | | | | |
|--------------------|-----------------|------------------------------|-------------------------------|
| 1. above | 13. my | ... at any time | ... belonging to me |
| 2. almost | 14. name | ... what we are called | ... a building to live in |
| 3. around | 15. now | ... to stay | ... should |
| 4. can <i>v.</i> | 16. often | ... higher up | ... big |
| 5. cover <i>v.</i> | 17. ought | ... seven days | ... be able to |
| 6. ears | 18. people | ... belonging to them | ... several persons |
| 7. ever | 19. quarter | ... close <i>v.</i> | ... belonging to her |
| 8. food | 20. remain | ... be over the whole top of | ... what we hear with |
| 9. hats | 21. shut | ... belonging to us | ... many times |
| 10. hers | 22. speak | ... very nearly | ... what we wear on our heads |
| 11. house | 23. their parts | ... one of four | ... at the present time |
| 12. large | 24. our | ... on every side | ... something to eat |
| | 25. week | | ... talk <i>v.</i> |

SIXTH TEST (*Words of similar meaning.*)

- | | | | |
|--------------------|--------------------|------------------------------|-------------------------------|
| 1. again | 13. mouth | ... to make full | ... for what reason |
| 2. also | 14. nose | ... in what way | ... a thing to sleep on |
| 3. bed | 15. office | ... belonging to him | ... things to wear |
| 4. clothes | 16. once | ... to like very much | ... to be still |
| 5. each | 17. pay <i>v.</i> | ... what we talk with | ... twelve months |
| 6. eyes | 18. piece | ... too | ... every |
| 7. fill | 19. quite | ... after a short time | ... what we see with |
| 8. follow | 20. rest <i>v.</i> | ... place for doing business | ... wholly |
| 9. his | 21. soon | ... at that time | ... a part of |
| 10. hour | 22. surely | ... what we smell with | ... to give money for service |
| 11. how | 23. then | ... certainly | ... to go behind |
| 12. love <i>v.</i> | 24. why | ... another time | ... one time |
| | 25. year | | ... sixty minutes |

SEVENTH TEST (*Underline the right word.*)

1. We use a (an) _____ when we travel in the air.
train ship airplane motor-boat
2. We put our money into a _____ when we wish to save it.
house church school bank
3. The colors of the _____ are red, yellow, green, blue, violet.
flower rainbow forest field
4. If a man hits me in the face, he is _____.
afraid friendly angry nice
5. When some one gives me something, I say '_____'.
Please. - Good-bye. Thank you.
6. I know there is a fire _____ I can see some smoke.
why until whose because
7. The number *eleven* comes _____ ten and twelve.
between among before after
8. He _____ us a story about the sun and the moon.
spoke said talked told
9. I have a new coat. It is made of _____.
paper clothes dress cloth
10. He formed a _____ to buy and sell land.
building company house home
11. This picture _____ more than I am willing to pay.
buys sells wants costs
12. He did not wait _____ I was ready to go.
where until while before
13. *Learn to pronounce and spell these words:* any many
says said again against though through enough
thought who whose whom

EIGHTH TEST (*Write the numbers of the right words.*)

- | | |
|-------------------------------------------------------|---------------|
| 1. I have had no letters _____ he left. | _____ as |
| 2. He generally writes when he is _____. | _____ away |
| 3. He has nothing _____ to do. He should write. | _____ been |
| 4. _____ last winter I wrote him five times. | _____ by |
| 5. It _____ a long time since he wrote. | _____ course |
| 6. He should not be _____ careless about writing. | _____ done |
| 7. I do not _____ know where he is now. | _____ during |
| 8. I hope that he is getting _____ all right. | _____ even |
| 9. Many things have happened while he has _____ away. | _____ else |
| 10. I believe I shall hear _____ him soon. | _____ from |
| 11. I am feeling better now _____ I did. | _____ however |
| 12. I am not quite well _____. | _____ let |
| 13. If I am careful, _____, I should soon be strong. | _____ matter |
| 14. I think the doctor will _____ me go to work soon. | _____ on |
| 15. I hope it doesn't _____ if I play games. | _____ seems |
| 16. My friend and I plan to take long walks _____. | _____ since |
| 17. I don't know _____ would be better for me. | _____ so |

- | | | |
|-----|---------------------------------------------------|----------------|
| 18. | _____ I am uncertain, I shall ask my doctor. | _____ such |
| 19. | Of _____ I shall do just what he wishes. | _____ than |
| 20. | I have been well taken care of _____ my doctor. | _____ together |
| 21. | I have _____ my school work at home. | _____ upon |
| 22. | It was hard to read _____ I was lying ill. | _____ where |
| 23. | I hope I may never have _____ an illness again. | _____ which |
| 24. | I did not like lying _____ my back for two weeks. | _____ while |
| 25. | I don't know _____ I'm going to school next year. | _____ yet |

NINTH TEST

1. *Draw pictures for these words:* book box door letter line ring river tree wall window noon
2. *Write the words for these figures:* 1 1st 11 2 2nd 12 20 3 3rd 13 4 4th 5 5th 6 6th 7 7th 8 8th 9 9th 10
3. *Write the plural forms of these words:* man woman foot child wife life myself yourself himself herself this that he she is was has does
4. *Write the past forms of these verbs:* is are does do have has will shall can may want get
5. *Write all forms of these verbs:* happen ask believe carry change charge help jump kill learn look marry pass plan point reach receive touch turn hope try visit wish

6. *Write all forms of these verbs too:* become bring break
sit fall fly grow hide hold ride send stand
take think feel keep
7. *Write all forms of these adjectives:* fine kind nice
happy dear fair pretty beautiful interested
strong good
8. *Write adverbs for these adjectives:* happy nice fair
pretty true general ill bad good fast
9. Draw a clock with the hands just at twelve o'clock.
10. *Write a sentence using each of these words:* to-day to-
night evening cut town road street garden gold
hurt duty wash its wood world middle miss
sir room sea sound case state set
11. *Use these words together in sentences:* both, and; either,
or; I, am; once, twice; less, than.

Note: Pupils should master the meaning of all words in this Test.

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循序英文讀本

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(本書校對者郭浩如)

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