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# BETTER ENGLISH

## GRADE FOUR

BY

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## PREFACE

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

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

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

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

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

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

What, then, must be done?

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

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

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

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



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

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

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

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

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

THE AUTHORS

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BETTER ENGLISH  
GRADE FOUR





# BETTER ENGLISH

## GRADE FOUR

### 1. Talking about Your Pet

Today or tomorrow everybody in the class will tell about his pet. You may be sure there will be much talking about dogs, cats, birds, rabbits, chickens, and other animals. If you have a pet, get ready to tell about it. If not, choose for your pet one of the puppies in the picture at the front of the book.

**S  
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Y** † As you sit at your desk read the following questions. Silently read and answer each one. To do this is to study. Can you study all by yourself? The questions below will help you learn to do it.

1. What kind of animal is your pet?
2. What is your pet's name?
3. Who gave you this pet?
4. What can your pet do?
5. Why do you like your pet?
6. Which one of the stories on the following page do you like best?

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

## MY CAT

My cat is white and black. She lives in a box in the barn. Sometimes she catches a mouse.

## LITTLE MISS NAN

I have a pretty goat at home. Her name is Nanny. I sometimes call her Little Miss Nan. When a strange dog comes into our yard, she puts down her horns and drives him away. She never hurts me. She knows me. She knows she is my pet.

## MY PET

My pet is not a cat, a dog, or any animal. My pet grows in a flowerpot. It is a pretty pink geranium. Every morning I give my pet a drink of cool water.

**Speaking.** Tell the boys and girls of the class why you like your pet.

1. Tell what your pet is and what you call him.
2. Tell what your pet does that makes you like him.



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Perhaps you did not speak loud enough for everyone in the room to hear you. If so, your classmates will tell you in a friendly way. Then tell your story again. You may have to do it several times. Doing a thing over and over, in order to do it better, is practice.\*

## 2. Beginning Your Story in an Interesting Way

The first sentence of a story should be so interesting that everybody who hears it will wish to learn the rest of the story. A sentence like the following is a good beginning sentence :

My pet goat got into our neighbor's flower garden.

If the story-teller should stop there you would say : "Oh, don't stop! I want to know what happened next."

But a sentence like the following is not so interesting :

My pet goat's name is Nanny.

When you hear that sentence you do not wonder anxiously what will come next, as you did before.

Here is the beginning of another story about a goat :

Nanny followed me into the schoolhouse the other day.

This beginning makes you wish to know the rest of the story.

\* If vocal drill is required, see Appendix, page 197.

**Exercise.** Each of the numbered sentences below is the first sentence of a story about a child's pet. Tell whether it is an interesting beginning sentence. Give your reason for thinking so.

You might do it in this way, speaking loud enough for all in the room to hear :

I think the first sentence is an interesting beginning sentence for a story. It makes me wish to hear what happened after the cat jumped on the bed.

1. At night, when everyone in the house was fast asleep, my cat slipped into my room and jumped on my bed.
2. I have a black and white cat.
3. My rabbits are white, and they have pink eyes.
4. A family of rats made their nest under my row-boat last summer.
5. If you have never had a parrot for a pet, you do not know what fun it is.
6. My pony cannot speak English, but he can think.
7. My dog's name is Rover.
8. My dog Rover can do one very funny trick.
9. My pet is only a doll, but she can do two things.
10. If I could have a pet, I should like a big Saint Bernard dog best of all.
11. Shall I tell you a trick I saw a monkey do?
12. Dogs sometimes chase cats.
13. The other day my cat saved herself by climbing the old apple tree in our back yard.



Read the following questions to yourself and silently answer them:

1. Can you say to yourself the beginning sentence of the story you told several days ago about your pet?
2. Is it an interesting beginning sentence?
3. Does it tell something that your pet can do?
4. Does it tell something that makes others want to hear more?
5. Can you make up another beginning sentence for your story — a better one?

**Speaking.** Tell the class some interesting thing that your pet does — the same thing you told before, if you wish, but with an interesting beginning sentence that will make the class wish to hear what happened next.

**Class Conversation.** Your classmates will watch to see whether your beginning sentence is interesting. If it is, they will all listen to hear the rest of the story. If it is not, they will hold up their right hands and tell you so. Then do not go on with your story. It will be best for you to wait until you have studied beginning sentences a little more.

° Do again the exercise on page 5. If you think sentence 7 in that exercise is a good beginning sentence, ask the teacher or a classmate to explain what is the matter with it.

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



° If you have already told a story with a good beginning sentence, can you make up another? Tell something else that your pet does. Begin your story with a sentence which will make your classmates wish to listen for the rest of the story.

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

Too many *and*'s in a story are as bad as too much water in a soup. Too many *and*'s spoil the story. See how the following story is spoiled, even though it has a catching beginning sentence :

When I looked at the squirrel cage this morning, I found the door open *and* the squirrel gone *and* I ran to my mother *and* asked her where Jock was *and* she was greatly surprised *and* joined me in looking for him *and* we looked high *and* low *and* at last we found the little rascal in the attic, sitting on a trunk *and* he was calmly looking out of the attic window as if nothing had happened.

Some of the *and*'s in the story above are needed, but if five of them were left out the story would be better. Where an *and* is left out, the voice should be dropped to bring the sentence to a close. Thus if the ninth *and* is omitted, the voice should be dropped after the word *trunk*. Then the word *he* would begin a new sentence. Drop the voice at the end of the sentence and make a short pause before beginning the next one.

**Reading.** Read the story on page 7, not as it is written but with all unnecessary *and*'s left out. By dropping the voice and making a short pause, show when a sentence has come to a close. Read loud enough so that the class may be sure which *and*'s you keep and which you leave out.

**Speaking.** Close your book and tell the story of the empty squirrel cage. Tell it without a single *and* that is not needed. Speak loud enough for the class to be sure that no unnecessary *and*'s creep into your story.

**Reading and Speaking.** In the same way read and then, with your book closed, tell each of the following stories, omitting all *and*'s that are not needed:

1. I sometimes think that my canary can understand what I say to him *and* one day I tried to find out if this is really so *and* I went to his cage *and* said "Sing, Peter" *and* at first he only looked at me *and* when I said it again he began to sing *and* then I gave him a piece of sugar as a reward.

2. My pretty little black *and* white cat got into the pantry one morning *and* Mother was planning a fish dinner *and* before we saw what was happening kitty had jumped to the shelf *and* the fresh fish stood there *and* I do not know whether she touched it *and* I do know that we did not have fish to eat that day after all.

3. My pet rabbit is white with pink inside her ears *and* on her nose *and* sometimes she sits up *and* washes her face *and* ears with her paw just like a cat *and* I think my rabbit is a good pet even if she cannot do tricks of any kind.

## 4. Making Pictures

## A PICTURE OF MY PET

That woolly white muff on the floor must have rolled off the chair. But what makes it move? Oh, I see four legs and a funny little tail. Now I see two ears, two eyes, and a pink nose. I know. It is not a muff at all. It is my French poodle.

When you talk about your pet you can tell many things. You can tell what it can do. You can tell where you got it. You can tell its name. You can tell what it looks like.

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Y

Answer to yourself each of the following questions about the story above:

1. Does the story tell the name of the dog?
2. Does the story tell what the dog can do?
3. Does the story tell where the owner got the dog?
4. What is the one thing and the only thing the story does tell?
5. What does the story say that shows how the dog looks?
6. What colors does the story name?
7. What does *your* pet look like?

8. What is the size, shape, and color of your pet?  
 9. What is the thing one would first notice about the looks of your pet?  
 10. What is your beginning sentence to be as you tell how your pet looks?

**Speaking.** Tell the class how your pet looks. Tell nothing else. If there is something funny about his looks, tell that. Do not forget to tell what you like most of all in his looks. Tell that in the last sentence.

P  
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Perhaps you left out something very interesting about the looks of your pet. When you have finished telling your story the pupils will tell you whether you gave them a good picture of your pet. Perhaps they will ask you questions. Perhaps they will point out something you said that has nothing to do with how your pet looks. Do you see how you might make the picture better? Tell the class again how your pet looks.

### 5. Test: Pronouncing Correctly

Nearly everybody can say *cat* and *hat* correctly, but many make mistakes in pronouncing such words as *film*, *just*, *again*, *eleven*, *Tuesday*, and *February*. These words and others like them test a speaker. The sentences below contain, in italics, a number of troublesome words of that sort. Can you pronounce them correctly? That is the question to be answered by the following test.

**Test.** Read the following sentences as the class listens for any words you mispronounce. If there are none, your name will be written on the board as a star pupil.

1. *Which word will catch you when you read these sentences?*

2. *Won't you see if you can read them without making one mistake?*

3. Begin by saying three hard ones: *February, arctic, library.*

4. Now just try *film* and *eleven.*

5. *Yes, the pupils were reading.*

6. *Did you say yes to rime with guess and bless?*

7. *Why don't you say our to rime with sour, get to rime with bet, and because to rime with laws or straws?*

8. *When you say where, what, and while, do you say the h before the w?*

9. *I want to go, I plan to go, I am going to go.*

10. *If you had said yes, I should have said no.*

11. *I could have said yes yesterday and again today.*

12. *'Singing in the morning or singing in the evening, are you singing the ing part of these words distinctly?*

13. *Accept this book and let me hear you read the first three poems.*

14. *I am pleased to accept because I like poems and there are a hundred in this book.*

15. *I wish to hear you reading the first three poems.*

16. *As the bells are ringing, give me the names of those who are coming.*

17. *We were talking about how we could have, might have, and ought to have made our escape.*



18. You *may have* to *rinse* the *film* in *running* water.  
 19. When you say *just*, say it to rime with must.  
 20. He *saw hundreds* of seals caught in the *arctic* seas in *February*.

°Listen carefully as the teacher pronounces the words you missed. Now pronounce them correctly. Make a sentence containing each word. Write a list of these words, that is, the ones you missed. Write after each, if you can, some word that will help you remember the correct pronunciation. Thus, *pan* will help you remember how to say *can*.

°Perhaps the teacher will make each star pupil the leader of a small group of pupils. Each leader will train his group to read the sentences above without mistakes. Then, after a while, there may be a contest among the groups. The group which does the best reading wins. If the class is small, the contest must be between single pupils instead of groups or teams.

### 6. Test: Correct Usage

The words that school children most often use incorrectly are these: *saw, seen*; *did, done*; *went, gone*; *came, come*; and *was, were*. The test following will show whether you can use them correctly.

**Test.** Each of the sentences below contains words in parenthesis, like this: (*saw*<sup>1</sup> *seen*). One of these words is the correct word for that place. The other is the incorrect one that is sometimes heard instead.



From how many of the parentheses can you choose the correct word? Write each correct word on a sheet of paper with the number of the parenthesis in which you found it. When, after you have finished writing, the teacher or a pupil reads the correct list, follow the reading with your list and mark the words in it that are incorrect.

1. Yesterday on the way from school I (saw <sup>1</sup> seen) a crow on a fence.
2. I have often (saw <sup>2</sup> seen) crows, but I never (saw <sup>3</sup> seen) one sitting on a fence.
3. We (gone <sup>4</sup> went) to town and (did <sup>5</sup> done) some errands.
4. We (seen <sup>6</sup> saw) some friends who had (went <sup>7</sup> gone) to town, too.
5. When I (saw <sup>8</sup> seen) what I had (did <sup>9</sup> done), I (went <sup>10</sup> gone) home.
6. I had not (went <sup>11</sup> gone) far before my friends (saw <sup>12</sup> seen) me.
7. Have you ever (saw <sup>13</sup> seen) a box of tin soldiers?
8. Where has the tin soldier (gone <sup>14</sup> went)? He has (went <sup>15</sup> gone) out of the window.
9. Who has (did <sup>16</sup> done) this? Who has (seen <sup>17</sup> saw) him?
10. Two boys (seen <sup>18</sup> saw) where the dog had (gone <sup>19</sup> went).

11. A cat (**saw**<sup>20</sup> **seen**) a large fish. When the cook (**come**<sup>21</sup> **came**) into the room, the fish was (**went**<sup>22</sup> **gone**).
12. Where had the fish (**gone**<sup>23</sup> **went**)? Where had the cat (**went**<sup>24</sup> **gone**)? What had the cat (**done**<sup>25</sup> **did**)?
13. When the cat had (**came**<sup>26</sup> **come**) back, we (**saw**<sup>27</sup> **seen**) that she and the cook (**were**<sup>28</sup> **was**) no longer friends.
14. This letter (**come**<sup>29</sup> **came**) in today's mail.
15. The carrier (**came**<sup>30</sup> **come**) to the door. Where (**was**<sup>31</sup> **were**) you? I (**saw**<sup>32</sup> **seen**) him when he (**come**<sup>33</sup> **came**).

**Drill in Correct Usage.** If you made a poor record in the test, repeatedly read aloud the sentences above, choosing the right words, until you can do this both correctly and rapidly.\*

° If your record with the sentences was perfect, use your time helping other pupils in the drill or preparing yourself to tell a story for the entertainment of the class. Let your story be about some animal you know.

## 7. Talking about Dogs

In a day or two the class will talk about dogs. Each pupil will tell what kinds of dogs he knows well. Each will tell which kind he likes best.

\*See Appendix, pages 167-175.

Sitting at your desk read each of the following questions to yourself. Say each answer to yourself.

1. What kinds of dogs can you name?
2. Which is the largest kind of dog you know?
3. Which kind makes the best watchdog?
4. Which kind is the most intelligent?
5. Which kind is the bravest?
6. Which kind is the most useful?
7. Which kind do you like best of all?
8. When you close your eyes can you see the kind of dog you like best?

**Speaking.** Tell the class these two things:

1. Which kind of dog you like best.
2. Why you like it best.

You could say:

The dog I like best of all is the shepherd dog. He will take care of his master if his master is lost or in danger. That's the kind of dog for me.

Or you could make a riddle, in this way:

My favorite dog is a little thing with a sharp bark and a black nose. I like him best because he likes to play. Can you guess what kind he is?

**Class Conversation.** After you have told your story your classmates will say what they think of it. They will tell you what things you did well and anything that you should do better. Everything will be said in a friendly way. We are all working together to learn to be better speakers.

Perhaps one pupil will say :

"I could hear every word you said, John. You are not afraid to speak out."

Another pupil may say :

"John, you did not give a good reason for liking the terrier best of all dogs. You said he is playful. Nearly every kind of dog is playful."

Still another may say :

"Your talk was interesting, John, and you spoke loud enough. But you stood on one foot and wiggled around too much. I watched your wiggling more than I listened to your speaking."

A fourth pupil might say :

"You kept saying *and-a, and-a*, John. I think that nearly spoiled your story."

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---  
Tell your story once more. Show the class that you can tell it and at the same time

(1) stand straight and look at your classmates ;

(2) speak in a loud, clear voice ;

(3) use no "and" that is not needed ;

(4) tell only the two things asked for.

---

### 8. Retelling a Story for Practice

Read the following story carefully, so that you can tell it without leaving anything of importance out :

#### WHAT A SAINT BERNARD DOG DID

Many years ago, before the railroads were built, travelers in Switzerland had to cross the mountains on foot. Sometimes they lost their way in the deep snow. In that far-away country lived the good monks of Saint Bernard. It was they who owned and trained the fine dogs that are named after them. These dogs were large, strong animals with thick hair. When a storm came and the snow whirled about, the monks sent their brave and kind dogs out to look for lost people.

One wintry day a traveler and his little daughter were lost in those snow-covered mountains. Night came, and they could see no light, no house, no road. They did not know where they were. At last, after wandering about until they were too tired to go on, the father took the little girl in his arms and lay down beside a great rock. He hoped, if they could keep from freezing during the night, that they might go on again in the morning. At home the mother was waiting and wondering why they did not come.

Suddenly the traveler saw a big animal, nearly as large as a bear, dash toward them. It was a great dog, a Saint Bernard dog. Oh, how glad the dog was to see them! He sent one long,



loud howl after another into the storm, to let the men know where he was. Fastened to his neck was a little basket. In it were food and drink. Soon the men came and took care of the lost travelers. Not far away was a warm mountain hut, and here they stayed until the storm ended. When the mountain roads were cleared, the traveler and his little girl started out for their home.

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Before you can speak well you must study. You must think what to say and how to say it.

Silently read and answer the following :

1. Do you see that the story above has three parts? Point to the first word in each part or paragraph.

2. What is the first part or paragraph about? Does it say a word about the father and his little girl?

3. Does the second paragraph say anything about Saint Bernard dogs? What does this part tell about?

4. What does the third part or paragraph tell about?

5. Without looking at the book can you say to yourself what each of the three paragraphs of the story is about? Remember you are not asked to tell everything in each of the paragraphs. That would be telling the whole story. You are asked to tell what each paragraph is about, in this way :

The first paragraph of the story tells about

-----

The second paragraph of the story tells about

-----

The third paragraph of the story tells about

-----





**Speaking.** A team of three pupils may go to the front of the room and tell the story of the traveler and the Saint Bernard dog. Each pupil of the team will tell one of the three paragraphs of the story. Each must tell nothing outside his own paragraph. The following outline of the story may be copied on the board before the story-telling begins:

#### OUTLINE

- I. Saint Bernard dogs were used long ago in Switzerland to save lost travelers.
- II. In that country a traveler and his daughter lost their way one night in a snowstorm.
- III. A Saint Bernard dog saved them.

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As each pupil speaks the class will watch for two things:

1. Does the story-teller stick to his own paragraph, or does he also tell things which belong to other paragraphs?

2. Does the story-teller tell everything in his own paragraph, or does he leave out something important?

Other teams of three pupils each will go to the front of the room and practice telling the story. In some classes there may be pupils enough for only one team, if that. Perhaps the whole story will have to be told by one pupil to other classes. Such a pupil is lucky. He will have much practice in speaking.

### 9. Learning More about Sentences

You already know something about sentences. If a classmate says to you "My doll" and stops, you know that he has not spoken a sentence. Perhaps you say, "What about your doll?" If your classmate begins again and says, "My doll has a new dress," then you understand, for this is a sentence.

**Exercise.** 1. Only one of the following groups of words is a sentence. Change each of the other groups into a sentence by adding one or more words. Thus, you can change the first group into a sentence by adding the words *caught a mouse*. Then you have *My little white cat caught a mouse*. This is a sentence.

1. My little white cat
2. My baby brother
3. A blue lead pencil
4. George's new cap
5. His sister Fanny
6. Is sitting on the swing
7. Fido is barking at a stranger.
8. Caught a mouse yesterday
9. A big black crow
10. Has a nest in an old oak tree

2. Only one of the groups of words below is a sentence. You can make a sentence of each of the other groups by joining that group with a group that fits it, as you make a wagon by putting together a set of wheels and a box. The box alone is not a wagon; the

set of wheels alone is not a wagon. Group 1 below is not a sentence; group 7 is not a sentence. Join them, and you have *A red fox got into our chicken coop*, which is a sentence. In this way make sentences by joining other groups.

1. A red fox
2. Mary writes neatly.
3. One of my classmates
4. Crawled into the neighbor's cellar
5. The old fisherman
6. Were hard at work in the cornfield
7. Got into our chicken coop
8. Started for the lake in the woods
9. His sister
10. A hungry little mouse
11. Several busy boys
12. Had been placed on the pan of the trap
13. Smelled a piece of cheese in the pantry
14. The cheese
15. Our cat
16. Was whistling at the front door

**Writing.** Write a number of the sentences you have made, remembering to begin each with a capital letter and to end it with a period. If your sentence is a question, end it with a question mark. Several pupils may write on the board.

**Correction.** Correct the sentences on the board and those on paper. The following rules will remind you of what to look for besides the correct spelling of words:



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

## 10. *Two Games: Asking and Answering Questions*

### I

In this game a pupil rises and asks a classmate a question. The classmate rises and answers it. Then another pupil asks another classmate a question, which he answers. And so on.

There are several ways to make the game interesting :

1. By asking and answering questions clearly and distinctly.

2. By asking a speaker to repeat his question or answer until it can easily be heard. Any pupil may politely ask a speaker to do this.

3. By asking questions of the right sort. It is correct to ask *How old are you, George?* or *Where do you live, Mary?* Such questions are better than none at all, but questions like these are better still :

1. Does a cat live longer than a dog, Fred?
2. How old was Columbus when he discovered America, Louise?
3. How many eggs does a hen lay in a year, Albert?

4. How long can a submarine stay under water, Henry?
5. Is it easier to swim in fresh water or in salt water, Marian?
6. Are there any poisonous snakes near here, Ella?
7. How large was the largest spider you ever saw, Frank?

It may be that you will be asked an interesting question that you cannot answer. In that case, simply reply that you do not know, or ask for time to find the correct answer.

### *Politeness*

Notice that each question contains the name of the person of whom it is asked. The answer should contain the name of the person to whom the answer is addressed.

At the end of the game the class may say which were the most interesting questions and answers.

## II

It is fun to play the game without saying a word. How can this be done? By writing the questions and answers on the board.

Several pupils go to the board and each writes a question, as:

Tom, where would you go to buy a good pocket-knife?

Or

Mary, will you lend me a pencil for today?



Then Tom, Mary, and the other pupils whose names are given go to the board and each writes the best answer he can give, as :

The Smith Hardware Store sells the best knives in our town, Fred.

Or

I shall be glad to lend you one or even two pencils, Lucy.

Then others go to the board to write questions and answers. Notice that each question and answer has in it the name of the pupil to whom it is written. A comma (,) separates that name from the rest of the sentence.

If a question or an answer has mistakes in it, the pupils who point them out may go to the board and write. These are some of the questions that will help you find mistakes :

1. Does the question begin with a capital letter? Does the answer begin with a capital letter?
2. Does the question end with a question mark?
3. Does the answer end with a period?
4. Are all the words spelled correctly?
5. Is the name of the person spoken to separated from the rest of the sentence by a comma?

### *The Comma Helps to Make the Meaning Clear*

Do you know why there should be a comma between the name of the person addressed and the rest of the sentence? The following sentences are without that comma. Do you see why the comma is needed?

1. Did you ever see a lion eat Paul?
2. Can you hear Mary?
3. Will squirrels bite Sam?
4. With what shall I fasten the sign on Will?
5. Did the man finish painting Tom?
6. Do you understand Jane?
7. How many eggs did you sell Nell?
8. Have you ever seen a cat fight Robert?

**Copying.** Copy those eight sentences and place the comma where it belongs.

### 11. *Test and Review:* Letter Writing

A game may be played by sending questions and answers in letters. Before you can play this letter-writing game you must make sure that you know how a letter is written.

**Test.** As the teacher reads the first of these two letters aloud, write it in correct letter form on a sheet of paper. Then compare your letter with the one in the book.

October 2, 1929

Dear Ned:

Can you tell me how deep the ocean is in its deepest part?

Oscar Brown

October 3, 1929

Dear Oscar :

My father once told me that in some places the ocean is over five miles deep.

Ned Ferris

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Even if you did not make a mistake in writing the letter just read to you by the teacher, it will be good practice for you, before the game begins, to copy the other letter. Prepare yourself for copying by silently studying the following :

1. In the letter above, where does the date begin?
2. Place your pencil at that point on your sheet of paper where you begin to write the date. Notice the comma in the date.
3. Where does the greeting begin? The words *Dear Oscar* are the greeting. Where will you begin it on your sheet of paper? Are you leaving margin enough? Notice the mark (:), a colon, that follows the greeting.
4. Notice where the first line begins: not under the *D* of *Dear* but a little *in*, that is, *indented*.
5. Read the sentence that is the main part, or the body, of the letter. Can you say it without looking at the book again? What words in it are hard to spell?
6. Where is the name of the writer placed?

**Copying.** Copy the letter you have been studying.

**Correction.** Read your copy over, line by line, and compare it with the letter in the book.

## 12. *Game* : Writing Letters

The game is exactly like the game you played on the blackboard several days ago except that the questions and answers are written in letters which are sent through the class post office. The class postmaster is the pupil who did the best work in the letter-copying exercise. Others who did careful copying may be helpers and letter carriers. These may make a letter box before the game begins. Besides, they may also collect from each pupil a slip of paper on which he has written his name. The slips should be placed in a box. Each pupil may draw out one. That gives him the name of the classmate to whom he should send a question.

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Read the following questions to yourself and silently answer them :

1. Would it not be a good plan to tell no one the name of the classmate to whom you will write? That will make it a surprise to everybody.

2. Can you think of a question that will surprise him or her — something interesting that he or she does not expect to receive?

3. If you cannot think of a very interesting question, what question will you ask?

4. Do you know what date to write on your letter?

**Writing.** Write your letter. Then fold the sheet of paper and write on the outside the name of the class-mate to whom you are writing.

**Correction.** It will be best to read your letter over before you drop it into the letter box. The class post-master and his helpers will give the letter back to you if they find mistakes in it. They deliver only correct and neat letters.

**Writing.** Write a letter answering the question you have received. This letter also will go through the hands of the class postmaster and his helpers.

° Any pupil having time for it may write more than one letter.

### 13. Using *learn* and *teach* Correctly

What does a teacher do? A teacher gives lessons, shows pupils how to do things, tells them things they ought to know, helps them in their studies.

Notice these three sentences :

1. Miss Smith *teaches* writing.
2. She *teaches* us how to hold the pencil.
3. She *taught* us how to make the letters.

What does a pupil do? A learner or pupil studies. He finds out about things. *Learn* means to find out things.

Notice the following three sentences :

1. We are *learning* to write.
2. We are *learning* many things in school.
3. We are *learning* something new every day.



You see that the difference between *teach* and *learn* is like the difference between *tell* and *listen*. The teacher *tells*. The learner looks and *listens*. Remember that *teach* and *tell* both begin with "t," and that *learn*, *look*, and *listen* all begin with "l." This jingle will help you to remember :

When I *teach* I *tell*;  
 Both words start with "t."  
 When I *learn* I *listen* well;  
 Both words start with "l."

**Speaking.** 1. Make a sentence of each of the following groups of words by adding (1) *teaches me* and (2) what it is that you are taught. Thus, using the first group, you could make this sentence :

The dancing teacher teaches me how to dance.

- |                           |                    |
|---------------------------|--------------------|
| 1. The dancing teacher    | 9. The carpenter   |
| 2. The violin teacher     | 10. The driver     |
| 3. The singing teacher    | 11. The dressmaker |
| 4. The swimming teacher   | 12. The farmer     |
| 5. The English teacher    | 13. Mother         |
| 6. The arithmetic teacher | 14. Father         |
| 7. The drawing teacher    | 15. The cook       |
| 8. The ball player        | 16. The printer    |

2. Make sentences again but this time say *taught me* instead of *teaches me*.

3. Instead of the group of words *how to make a kite* in the following two sentences, use other groups, such as those below :

1. I will look, listen, and *learn how to make a kite*.
  2. Then I will tell you and *teach you how to make a kite*.
- |                          |                           |
|--------------------------|---------------------------|
| 1. How to clean a hat    | 6. How to play a new game |
| 2. How to mend a tear    | 7. How to dance a jig     |
| 3. How to boil eggs      | 8. How to write a letter  |
| 4. How to ride a bicycle | 9. How to plant a tree    |
| 5. How to drive a car    | 10. How to oil a clock    |

#### 14. Reading a Poem Aloud

"I wonder how this plate got cracked?" said the mother of three children one morning.

"I don't know, Mother," answered Frank.

"I don't know, Mother," echoed Grace.

"I didn't do it," cried little Harry.

"Well, then," their mother decided, "Mr. Nobody must have done it."

That afternoon when the children had come in from play, the mother saw mud on the floor. Somebody had come in with muddy shoes, but who?

"It wasn't I, Mother," declared Frank.

"Nor I," echoed Grace.

"I didn't do it, Mother," piped little Harry.

Who, then, could have done it? Of course it was Mr. Nobody.

Mr. Nobody was always doing things like that — leaving the door open, mislaying the children's things, and making finger marks on the door.

Perhaps Mr. Nobody visits your house? If he does, you will understand the following poem as the teacher reads it to you :

MR. NOBODY

I know a funny little man,  
As quiet as a mouse,  
Who does the mischief that is done  
In everybody's house!  
There's no one ever sees his face,  
And yet we all agree  
That every plate we break was cracked  
By Mr. Nobody.

'Tis he who always tears our books,  
Who leaves the door ajar ;  
He pulls the buttons from our shirts,  
And scatters pins afar ;  
That squeaking door will always squeak,  
For, prithee, don't you see,  
We leave the oiling to be done  
By Mr. Nobody.

He puts damp wood upon the fire,  
That kettles cannot boil ;  
His are the feet that bring in mud,  
And all the carpets soil.  
The papers always are mislaid,  
Who had them last but he?  
There's no one tosses them about  
But Mr. Nobody.

The finger marks upon the door  
 By none of us are made ;  
 We never leave the blinds unclosed,  
 To let the curtains fade.  
 The ink we never spill ; the boots  
 That lying round you see  
 Are not our boots ; they all belong  
 To Mr. Nobody.

*Author Unknown*

**Word Study.** 1. There may be words in the poem which you do not clearly understand. If so, those words must be studied so that they will not get in your way when you try to read the poem for yourself. The six words below are taken from the poem. Can you use them in sentences to show what they mean?

mischief  
 agree

ajar  
 soil

mislaid  
 tosses

2. For each of the words above find in the list below as many as you can that have the same meaning.

trouble	grant	throws	laid in wrong place
flings	damage	itches	slightly open
misplaced	admit	harm	make unclean
itches	assent	say yes	make dirty

**Reading.** Now that you know what every word in the poem means, you need not think of the words as you read. Instead, think of that funny little man, Mr. Nobody, doing mischief in the house. Try to read so that everyone will enjoy the poem.

When you have finished reading the poem, or one stanza of it, the class will tell you what you did well and what you might do better. These questions will help the class:

1. Did you stand straight?
2. Did you read loud enough and distinctly?
3. Did you read in a lively and pleasant way, as if you enjoyed the poem?

It may be best for you to read again several times. In this way you will learn to read well.

### 15. *Project* : Making a Picture Book

The poem says that no one ever saw Mr. Nobody's face, but do you not think, if you gave a quick look into the mirror, that you would catch a glimpse of him? Tell the class what Mr. Nobody in your house looks like.

1. What is the color of Mr. Nobody's eyes? What is the color of his hair?
2. Has he freckles?
3. Has he a large nose and a large mouth?
4. Is his face round like a pumpkin, or long?
5. What do you notice first as you look at his face? Will you speak of that first? How will you say it?
6. What will you speak about after that?

**Speaking.** Tell the class what you saw as you looked for Mr. Nobody in the mirror. In two or three sentences tell the main things.





This is what a pupil in another school said :

A grinning face looked at me from the mirror. I noticed curly red hair, blue eyes, and a field of freckles. "Who are you?" I asked. "Who are *you*?" answered the face in the mirror.

Another pupil, a girl, said :

Mr. Nobody at our house is a fat little girl with pretty brown eyes, a funny little pug nose, and a dimple in her chin. He should be called Miss Nobody.

**Class Conversation.** The class will talk about the pictures of Mr. Nobody. What are the good points in each picture? What points are not so good? This will prepare you for the writing that follows.

**Writing.** You have told the class how Mr. Nobody looks to you. Now write what you told, making your description better if you can.

**Correction.** Read what you have written and look for mistakes. In this the following questions will help you :

1. Have you left a wide margin around your writing? See how wide the margin is in the two stories above.
2. Did you indent the first line? See how the first line is indented in the two stories above.

3. Have you written "Mr. Nobody" correctly?
4. Have you begun each of your sentences with a capital letter?
5. Have you followed each of your sentences with a period?
6. Is every word spelled correctly?

**Copying.** Each picture that you and your classmates make is to be a page in a book. Copy neatly and correctly what you have written. Look your copy over for mistakes. Then give it to the pupils who have been asked to fasten all the pages together. Make a cover for the book.

On the cover might be printed something like this:

## A PICTURE BOOK

MR. NOBODY AS SEEN IN TWENTY  
DIFFERENT MIRRORS

### 16. Correct Usage: *learn, teach*, and Other Words You Have Studied

The following test and drill contains all the troublesome words you have studied or reviewed this year.

**Test.** Write the numbers 1 to 33 on a sheet of paper. Opposite these numbers write the correct words

from the parentheses below. That is, opposite your number 1 write the correct word from parenthesis 1, and so on. Find out what mistakes you have made, if any, by reading to yourself the words on your list as the teacher or a pupil reads the correct list.

1. When I have learned this, I shall (**learn**<sup>1</sup> **teach**) it to you. Then you can (**teach**<sup>2</sup> **learn**) it to someone else.
2. I have (**saw**<sup>3</sup> **seen**) what you have (**done**<sup>4</sup> **did**).
3. I (**saw**<sup>5</sup> **seen**) it yesterday. You (**done**<sup>6</sup> **did**) a fine piece of work. Who (**learned**<sup>7</sup> **taught**) you?
4. Where (**were**<sup>8</sup> **was**) you when I (**learned**<sup>9</sup> **taught**) your brother how to skate? (**Was**<sup>10</sup> **Were**) you here?
5. The skating days have not yet (**come**<sup>11</sup> **came**).
6. Summer has (**went**<sup>12</sup> **gone**) and fall has (**came**<sup>13</sup> **come**).
7. Warm weather has (**gone**<sup>14</sup> **went**) and cool days have (**came**<sup>15</sup> **come**). Winter has not (**come**<sup>16</sup> **came**) yet.
8. Have you (**seen**<sup>17</sup> **saw**) any ice on the river?
9. Have you (**did**<sup>18</sup> **done**) all your examples?
10. Which ones have you (**done**<sup>19</sup> **did**)? I (**did**<sup>20</sup> **done**) mine in school. I (**did**<sup>21</sup> **done**) all but one.
11. Who (**teaches**<sup>22</sup> **learns**) you music? My mother (**learns**<sup>23</sup> **teaches**) me to play the piano.

12. My father has (went<sup>24</sup> gone) to the city. He (went<sup>25</sup> gone) this morning. I (saw<sup>26</sup> seen) him go.
13. (Were<sup>27</sup> Was) you ever on a steamship? Have you (saw<sup>28</sup> seen) many steamships?
14. I have (did<sup>29</sup> done) my work. I have (gone<sup>30</sup> went) out to play. I have (came<sup>31</sup> come) to see you.
15. Have you (learned<sup>32</sup> taught) how to write a letter? Who (learned<sup>33</sup> taught) you?

**Drill in Correct Usage.** Unless your record in the test was perfect, you need further drill in the correct use of words. Then read the test sentences aloud repeatedly, choosing the right words, until you can do this easily and rapidly. How quick a time record can you make as you read? Every mistake counts against you, and only distinct speaking is permitted.

### 17. Retelling a Story for Practice

A shepherd was talking with a friend about how much dogs know. Pointing to a fine collie that lay near them on the floor, he said:

"That dog, I sometimes think, can understand English."

"Oh," replied the friend, smiling, "you can hardly mean that."

"Yes, I do, and I think I can prove it to you," answered the shepherd. "I will mention something to you in this same tone of voice. Let us see what the dog will do."



Then, without pointing to the dog or even looking at him and without raising his voice, he quietly remarked, "I believe I hear a fox in the chicken coop."

At once the collie pricked up his ears. In a moment he was on his feet. He hurried out of the shepherd's hut and ran straight to the chicken coop. Who will declare that the dog did not know what his master said?

**Reading.** After reading the story to yourself once or twice, read it to the class.

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Silently prepare yourself to tell the story.

1. What is the first thing said in the story?
2. What is the next thing said?
3. What is the third thing said?
4. What does the shepherd say that makes the collie prick up his ears?
5. Can you find the following six words in the story? Have they nearly the same meaning?

said	answered	remarked
replied	mention	declare

**Speaking.** Tell the story of the collie that understood English. The class will be interested to see how well you do this.

### *Problems*

1. Can you tell the story and do it standing straight, looking your classmates in the face, and speaking loud enough for all to hear?



2. Can you tell the story and do it without using *say* or *said* more than once?

3. Can you tell the story without using one unnecessary *and*?

The class will watch to see how each pupil solves these problems.

**Class Conversation.** What title will you give to the story? As pupils make suggestions the teacher will write them on the board. Notice that the first word in a title and every important word in it begins with a capital letter, as:

### The Collie that Understood English

#### 18. Pronouncing Correctly

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1. debt (rimes with <i>net</i> )      | 7. anything (ends in <i>ing</i> )   |
| 2. debtor (rimes with <i>letter</i> ) | 8. something; (ends in <i>ing</i> ) |
| 3. often ( <i>ofn</i> )               | 9. everything (ends in <i>ing</i> ) |
| 4. soften ( <i>sofn</i> )             | 10. nothing (ends in <i>ing</i> )   |
| 5. listen ( <i>lisn</i> )             | 11. window (NOT <i>winder</i> )     |
| 6. iron (ends like <i>urn</i> )       | 12. across (ends in <i>cross</i> )  |

**Listening.** As the teacher reads to you the twelve words given above, keep your eye on the words and notice how each is said. Notice that *debt* rimes with *net*. The *b* is not sounded. The *t* is not sounded in *often*, *soften*, and *listen*.

**Pronouncing.** As the teacher pronounces the words again, pronounce each one the same way. Then read

aloud the following sentences, which contain the same words together with some guide words to help you:

1. I am never in debt, for the money I *get* I put in my iron bank.

2. If you owe me a *letter*, then you are my debtor.

3. Listen to the wind *blow* across our window.

4. We often have to soften the water at our house.

5. I *earn* money to buy an iron kettle.

6. He said anything and everything that came into his head.

7. Nothing seemed to soften his heart, but perhaps something will soften it some day.

8. I listened at the window and heard something coming across the lawn.

**Speaking.** Give short sentences of your own containing the twelve words studied in this lesson.

### 19. Using *may* and *can* Correctly

“I *can* do this” means “I *am able* to do this.”

“*Can* he do this?” means “*Is* he *able* to do this? Does he know enough or is he strong enough or has he the ability to do this?”

“*May* I do this?” is different from “*Can* I do this?” “*May* I do this?” means “Will you *let me* do this? Will you give me *permission* to do this?”

Children often ask their mothers or teachers questions like these:

1. Please, Mother, *can* I play outdoors this morning?

2. Please, Miss Smith, *can* I speak to George a minute?

In such questions they should say *may*, not *can*. Notice what Tom's mother says in the following conversation:

"Mother, can I eat another piece of pie?"

"I suppose you can, Tom. I know you have sharp teeth, and I know there is room in your stomach for it. Yes, you *can*, but you *may* not. No, I will not let you have another piece until tomorrow."

**Drill in Correct Usage.** 1. As you read the following sentences aloud fill each blank with *may* or *can*, whichever is correct:

1. John ---- run faster than Frank.
2. My mother says I ---- run around awhile before lunch.
3. I am nine, and I ---- write my name.
4. Miss Smith, ---- I write my name on the board?
5. Miss Smith, ---- I write as neatly as George?
6. I ---- read. I have learned how.
7. ---- I read your book some day?
8. ---- you speak French, Fanny?
9. Do you know that I ---- skate?
10. Mother says I ---- go skating Saturday.
11. ---- you see me from where you are?
12. ---- you come to my home tomorrow?
13. ---- you find me in the dark?
14. ---- I use your pencil a moment?
15. ---- you see that star without glasses?
16. Miss Smith, ---- I have a piece of chalk?
17. Miss Smith, ---- you hear every word I say?



18. Miss Smith, ---- I speak with Charles a minute?
19. ---- you touch the ceiling when you stand on that table?
20. ---- I stand on that table, Miss Smith?

2. When you are able easily to fill the blanks correctly, read the sentences more rapidly, both from the top down and from the bottom up. Perhaps the teacher will time you. Can you improve your record?

### 20. Talking about Wild Animals

S  
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Y

Prepare yourself to talk about some wild animal by silently reading and answering each of the following questions:

1. Did you ever see wild animals at the circus or the zoo?

2. Which wild animal interested you most — the brave lion, the fierce tiger, the big bear, the awkward giraffe, the active monkey, or some other wild animal?

3. About which animal will you talk?

4. When you close your eyes and think of your animal, what do you see first?

5. Is its fur short or long? What is its color? How does its face look?

6. Does your animal roar, or bark, or chatter, or make no sound at all?

7. Can your animal do something that most of the other animals cannot do?

In a certain school the pupils played "wild animals." Each pupil pretended to be an animal. He told about

himself, but he did not say what animal he was. The other pupils had to guess that.

One boy said :

I am a dangerous beast. I eat other animals. Sometimes I eat men. Then I am called a man-eater. I live in the jungle. Men hunt me on elephants. What am I?

A girl said :

I am bigger than a lion or a tiger, but not so large as an elephant. I live in rivers and lakes. My skin is like thick brown leather. I can take two or three loaves of bread or a shovelful of bran at one bite. What am I?

S  
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1. Do you think the beginning sentence in the first story above is a good one? Is it not true that nearly every wild animal is a dangerous beast?

2. Does the beginning sentence in the second story make you wonder what the animal is? Is it an interesting beginning sentence?

3. Can you make up an interesting beginning sentence for your story or riddle?

4. Can you say your beginning sentence to yourself?



**Speaking.** Pretend that you are a wild animal. Tell about yourself, but do not tell what animal you are. The class will try to guess that.

P  
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Even if your story is interesting, you can spoil it in the telling. You can spoil it in the following ways:

1. By speaking faintly.
2. By mumbling your words.
3. By using too many *and's*.
4. By pronouncing words incorrectly.
5. By an uninteresting beginning sentence.
6. By using poor English.

Try to tell your story without any of these faults. You will probably have to try several times before you succeed.

## 21. Telling Interesting Facts about Wild Animals

### THE ZEBRA

1. A zebra is an animal somewhat like a horse but having black stripes on a white or buff background. Great herds live in Africa. When a herd is feeding, one of the animals acts as a sentinel. It stands guard and gives the warning, if danger is near. Then the whole herd gallops away faster than the swiftest horse can go.

## THE ZEBRA

2. A herd of zebras never travels like a herd of cows or buffaloes. Zebras go Indian fashion; that is, they move in single file, one behind the other, like elephants. They can easily outrun a horse. It is useless for a hunter to try to follow them.

## THE GIRAFFE

3. The giraffe is the animal with the longest neck in the world. Strange to say, in spite of this long neck, it is not easy for the giraffe to eat from the ground. The reason is that the front legs are much longer than the hind legs. The animal has to spread the front legs far apart in order to reach the ground.

## THE GIRAFFE

4. The giraffe is covered with a hide that is an inch or more thick. Therefore, when the giraffe forces itself through the thick jungles of Africa, it does not hurt itself, as would a horse or a man.

## THE REINDEER

5. The most useful animal to the people of the Far North is the reindeer. When they are hungry they can eat its flesh. When they are thirsty they can drink its milk. When they are cold they can make clothes of its skin. When they want to go anywhere, they need only hitch the animal to a sled and it will travel along, sometimes one hundred miles a day.



## THE CAMEL

6. There are nearly as many different kinds of camels as there are of horses. Some have one hump; some have two. Some humps are large; others are small. These odd beasts live in the deserts of Asia and Africa. They seem to like the burning sand and not to care, like other animals, for the shade. They are used to dry weather. A drink of water once in three days is enough for them. When, however, they do drink, they take as much as thirty quarts of water at one time. This is as much water as most human beings drink in a month.

## THE BEAR

7. Bears eat honey, fruits, roots, some vegetables, fish, crickets, and birds' eggs. Some bears are very fond of ants. Does a bear pick up ants one by one? That would take too long. He would not get enough to eat. He would grow thin. So Mr. Bear hunts until he finds an ant hill, the larger, the better. Into this he carefully pokes his long snout, pushing it in as far as it will go. Now he takes a deep breath. Hundreds of the little insects are drawn into his mouth with the air. After a few deep breaths not an ant is left in the hill.

## THE CHAMELEON

8. At least five interesting things can be said about that little lizard, the chameleon. First, although only about six inches long, it can shoot



out its tongue nearly that distance to catch an insect. Second, it can move either eye alone and it can move both eyes in different directions at the same time. Third, it can hang by its tail, like a monkey. Fourth, it can go without food a long time and for that reason was once supposed to live on air. Fifth, and perhaps most wonderful of all, it can make itself invisible by changing its color to that of the tree or stone or ground on which it happens to be.

### THE POLAR BEAR

9. Imagine an animal nine feet long and weighing as much as half a ton of coal. Then imagine the huge beast diving into the cold waters of the northern sea for fish or seals. It can swim nearly as well as a fish or a seal. Its fur is so white that the bear cannot easily be seen against snow on which the sun is shining.

S  
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Y

1. Which animal do you wish to talk about, the zebra, the giraffe, the reindeer, the camel, the bear, the chameleon, or the polar bear?
2. Can you find the story about your animal among the stories given on the preceding pages?
3. Do you understand the story?
4. How many facts does the story give about your animal?
5. What is the first thing you will tell the class?
6. What is the second thing you will tell the class?
7. Is there anything else you will tell?

**Speaking.** Tell the class the interesting fact or facts about the animal you have chosen. Speak clearly and loud enough. Before you speak think of this: *it is better to tell one fact well than to tell three or four poorly.*

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If you find from what the class tells you that you have not spoken so well as you might, try again. This time do not make the mistakes you made before. You may need to make several trials before you overcome those mistakes.

## 22. Reading a Poem Aloud

If you went to the jungles of the East, do you think you would be able to recognize the lion? Could you tell the man-eating Bengal tiger or the leopard? Could you tell the hyena from the crocodile? Perhaps the hardest animal to recognize would be the chameleon, for this little lizard can make itself invisible.

As the teacher reads the following poem to you, notice how it helps you to tell the wild animals:

### HOW TO TELL THE WILD ANIMALS

If ever you should go by chance  
To jungles in the East;  
And if there should to you advance  
A large and tawny beast,  
If he roars at you as you're dyin'  
You'll know it is the Asian Lion.

Or if some time when roaming round,  
A noble wild beast greets you,  
With black stripes on a yellow ground,  
Just notice if he eats you.  
This simple rule may help you learn  
The Bengal Tiger to discern.

If strolling forth, a beast you view,  
Whose hide with spots is peppered,  
As soon as he has lept on you,  
You'll know it is the Leopard.  
'Twill do no good to roar with pain,  
He'll only lep and lep again.

If when you're walking round your yard,  
You meet a creature there,  
Who hugs you very, very hard,  
Be sure it is the Bear.  
If you have any doubt, I guess  
He'll give you just one more caress.

Though to distinguish beasts of prey  
A novice might nonplus,  
The Crocodiles you always may  
Tell from Hyenas thus:  
Hyenas come with merry smiles;  
But if they weep, they're Crocodiles.

The true Chameleon is small,  
A lizard sort of thing;  
He hasn't any ears at all,  
And not a single wing.



If there is nothing on the tree,  
'Tis the Chameleon you see.

CAROLYN WELLS

### *Word Study*

**Class Conversation.** Find each of the following words in the poem and talk its meaning over with your classmates. Try to give other words of the same meaning.

advance	peppered	caress	weep
tawny	lept (leaped)	distinguish	novice
discern	creature	prey	nonplus

**Speaking.** In a sentence or two tell what each of the six stanzas of the poem says.

**Reading.** Let a team of six pupils standing in a row at the front of the room read the poem to the class, each pupil reading one stanza. If you are on the team, practice reading your stanza before the team recites. If the class is large enough, other teams will show how well they can read after practice. In some schools the class consists of only one or two pupils. Each pupil in such a small class has a chance to read the entire poem aloud.

## 23. Learning about Sentences

**Exercise.** As the teacher reads each of the following pairs of sentences, repeat the two sentences, making a clear-cut pause between them. Tell the word with

which the first sentence ends, as well as the word that begins the second sentence.

1. I wish I had a zebra. It would be fun riding him.

2. I should not want an elephant. I think he would eat too much.

3. What would the boys say if I had an elephant? Everybody would beg me for a ride.

4. What do you see on that tree? Is it a chameleon?

5. Once upon a time a boy had a tiger. He kept him in a cage.

6. Once upon a time a tiger caught a boy. He put him in his stomach.

7. Tigers are treacherous animals. They will eat human beings.

8. Is a lion more dangerous than a tiger? Is he a braver fighter?

9. Polar bears are creamy white. It is hard to see them against the snow.

10. Where do hunters find polar bears? Where do they live?

11. The whale is the largest animal in the world. It is as large as a small house.

12. Zebras can run faster than horses. No rider can catch up with them.

13. The hunters went to Africa. They saw some zebras, but only far off.

14. When shall you go to Africa? Shall you hunt big game there?

15. I think I shall stay in America. I like it here.

16. Here everybody seems friendly. Here there are no lions and tigers.

17. When I looked, I saw a big bear at the window. He was looking at me.

18. When I saw him, I screamed. My mother heard me.

19. When my father came home, I told him. He was astonished.

20. When I told my friends, they thought I was joking. They laughed.

21. Bears are not unfriendly. They do not often hurt a human being.

22. Isn't the grizzly bear huge? The polar bear is still larger.

23. I never saw a reindeer, a giraffe, a polar bear, a zebra, or a chameleon. Did you?

24. I have seen a reindeer and a giraffe. I never saw a chameleon.

25. Sometimes I go to see the animals in the zoo. Sometimes I go to the circus.

**Writing from Dictation.** 1. When the teacher now reads one of the pairs of sentences to you again, silently repeat the sentences, making a pause between them. Then write the two sentences. When you have finished writing them the teacher will tell you the number of the pair that you have written. Open the book and compare with the two sentences in the book those you have written. Look for the following things:

1. The capital letter beginning each sentence
2. The period or question mark ending each sentence
3. The spelling of the words

2. Now the teacher will read another pair of sentences. Silently repeat, write, and then correct this pair as you did the first. In this way, one pair of sentences at a time, the work will go on as long as you need it.

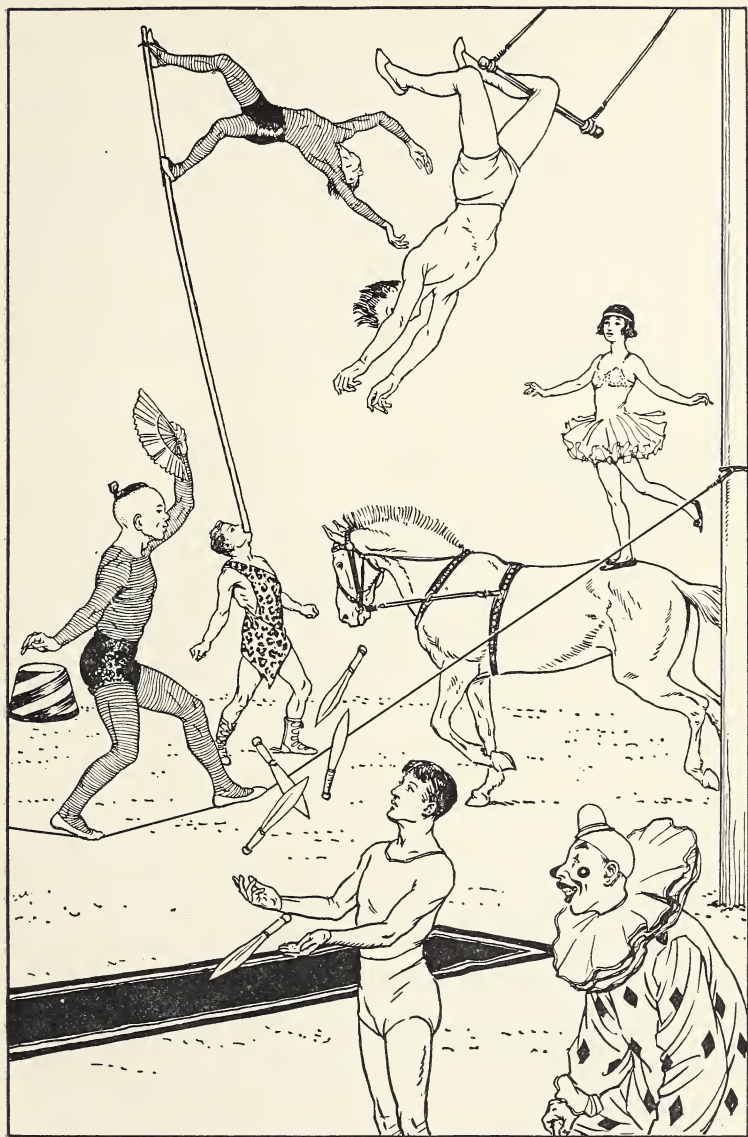
#### 24. Talking about the Circus

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Read the following questions to yourself and silently answer each one:

1. What are some of the things you remember about going to the circus?
2. Who took you, or did you go with other boys and girls?
3. How large was the tent — as large as the schoolhouse?
4. How much did your ticket cost? Where did you buy it?
5. What animals did you see in cages?
6. Do you know what a juggler is? Did you see a juggler? What did he do?
7. What did the clown do?
8. Did you see any horseback riders? What tricks did they do?
9. Did you see any ropewalkers or any tumblers?
10. Of all the interesting things that you saw, about which one will you talk?

**Speaking.** In a clear voice tell your story. It must be not about the whole circus but only about one thing — the one thing that interested you most.





In another school a boy said :

The Italian juggler at the circus did a daring trick. He threw five shiny knives in the air, one after another. The air seemed to be full of shiny knives. He caught them gracefully as they came down one by one. The people clapped and clapped. He stepped to the front, smiling and bowing to the right and left.

A girl said :

I liked the beautiful horseback rider best of all. She came galloping in on her white horse. The horse trotted around and around in the circus ring, and she stood on his broad back waving to the people.

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---  
When you have told your story, your classmates will tell you what they liked best, and why. Then they will tell what you might do better. In all this the following questions will help :

1. Did you begin with an interesting sentence? If not, what would be an interesting sentence for your story?
2. Did you talk about one thing only? If not, what parts of your story should be left out?

3. Did you make a clear-cut pause at the end of each sentence?

Tell your story again, but tell it better. Do what your classmates have told you would improve your story-telling.

## 25. Learning More about How to Write Your Stories

You now know something about how to write your stories, but you need to learn still more about it. This lesson will help you to be ready to make the little book that the class will begin in a few days.

S  
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Silently prepare to copy the story of the Italian juggler correctly:

1. Do you see the margin around the story? A margin makes a story look better.

2. Do you see that the first line of the story begins a little to the right of the other lines?

3. What words in the first sentence are written with capital letters? Do not forget them when you copy.

4. What mark follows the first sentence?

5. Can you spell *juggler*? It has two *g*'s. Can you spell each of the following words?

Italian	another	threw	air
clapped	daring	shiny	bowed
circus	caught	knives	trick

**Copying.** Copy the story about the Italian juggler. First, copy the first sentence. Then compare it with the one in the book. Next, copy the second and compare. Then write and compare the third. Correct the mistakes you find.

° If you need more practice in copying, copy the story about the horseback rider.

° If, however, you need no further practice in copying, try instead to write on the board the circus story you told the class several days ago. When you have finished, read it over for mistakes. Perhaps the teacher will help you. Draw a frame around what you have written. Make the frame so big that your story will have a wide margin on every side.

## 26. The Circus Parade

Have you ever seen a circus parade? If you have, you know how exciting it is. It would be fun to be in one. Let us play that every pupil is taking part. Some are riding beautiful horses. Some are on elephants. Some are on camels. Some are in red and gold wagons that are drawn by white horses with jingling harness. Some — but let each pupil himself tell what he is doing in the parade.

- |                       |  |
|-----------------------|--|
| S<br>T<br>U<br>D<br>Y | <p>1. What do you wish to be in the circus parade?<br/>Perhaps this list will help you decide :</p> <p style="margin-left: 20px;"><i>a.</i> Animal trainer in the lion cage</p> <p style="margin-left: 20px;"><i>b.</i> Clown in the little cart drawn by a donkey</p> |
|-----------------------|--|

- c. Keeper of the elephant, walking at the elephant's side
- d. Member of the circus band, playing a drum, fife, or some other instrument
- e. Driver of four white horses that draw a wagon, all white and gold
- f. Snake charmer
- g. Horseback rider

2. How will you be dressed? Close your eyes and see yourself dressed for the parade.

3. What will you hold in your hand?

4. Will you say anything? Will you talk to your horse or to a wild animal?

5. Which one of the following talks, by pupils in another school, do you like best?

I am riding a snow-white horse. I am dressed like a princess, and I wear a silver crown. I smile at the people as I pass proudly by.

I am sitting in a tiny wagon. It is drawn by a funny little donkey. When I hit the donkey with my toy whip, his heels drum against the dashboard of my wagon. A boy points at me and calls out, "See the clown!"

I am high up on a huge elephant. Oh, how broad his back is! His wide ears are near my feet. Now and then he lifts the tip of his trunk up to me in a friendly way. I pat it and say, "Good old boy!"

**Speaking.** Tell the class what you are and what you are doing in the circus parade. When you speak think of yourself as if you really were in the parade. Talk as if you could see all the people looking on, and as if you could hear the circus band playing while the parade moves through the streets. You will have to speak in a clear voice and distinctly to be heard by all.

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As usual, your classmates will talk about your story. First they will point out the good things; then in a friendly way they will tell you what you must do to become a better speaker. These are some of the questions that will be answered as the class talks:

1. What was the most interesting thing you said?
2. Did you speak clearly and distinctly? If not, why not?
3. Did you make a clear-cut pause at the end of each sentence?
4. Did you use any poor English?
5. How could your story be improved?





THE CIRCUS PARADE



What do you think you should do to overcome your faults? Before you speak again, think about the things your classmates have told you. Think about what you must do to speak better.

° *Parade*

After each one has spoken, the whole class may march around the room and up and down the aisles. Each pupil will try to show what he is in the circus parade. Riders will hold their prancing horses tightly to keep them from running away. Clowns will make faces. Drummers will drum. Everyone will do something. Now and then the entire class will say the following words. They are taken from a poem by Riley.<sup>1</sup> The poet says :

Oh! the Circus-Day Parade! How  
the bugles played and played!  
And how the glossy horses tossed their  
flossy manes and neighed,  
As the rattle and the rime of the tenor-  
drummer's time  
Filled all the hungry hearts of us with  
melody sublime!

<sup>1</sup> From "Rhymes of Childhood." Copyright, 1890-1918. Used by special permission of the publishers, The Bobbs-Merrill Company.

### 27. Test: Spelling Troublesome Words

You have been going to school several years. During that time you have learned the spelling of a number of troublesome words. Some of these are given in the following sentences. Can you spell them correctly? The test will show.

**Test.** As the teacher reads these sentences aloud, write them :

1. *Where* is *our* sour apple tree, *here* or *there*?
2. What *are* you planning to wear tomorrow?
3. *An* egg, *an* apple, and *a* bun are all I ate.
4. *Two* or more than *two* of *their* chickens are in *our* yard.
5. *Their* dog is over *here*, *too*.
6. I *hear* *their* dog barking.

**Correction.** Compare your sentences with those above and look sharply to see whether you have spelled the words in italics correctly. Ask a classmate to help you find mistakes.

If you have made mistakes, study one or more of the lessons on pages 181-185, as the teacher directs.

### 28. Project: Making Christmas Cards

Have you seen the pretty Christmas cards now for sale in the stores? Could you make Christmas cards of your own to send to your classmates? Where can you get cardboard — white or red or some other bright color?

As you prepare to make your card, silently read the following questions and directions:

1. Look at the cards in the stores. See how large they are.
2. What is drawn or painted on them? Choose something you think you can draw or paint.
3. What do you see printed on the cards? Choose the words you like best.
4. To whom will you send your card? Do not tell anyone this, for it is to be a surprise. Each pupil will write the name of a classmate on the back of the card he makes.
5. Below are several of the good wishes that can be printed or written on Christmas cards. Which one will you take?

### *Merry Christmas*

**A MERRY CHRISTMAS TO YOU**

**A Merry Christmas and a Happy New Year**

**Wishing You Every Good Thing**

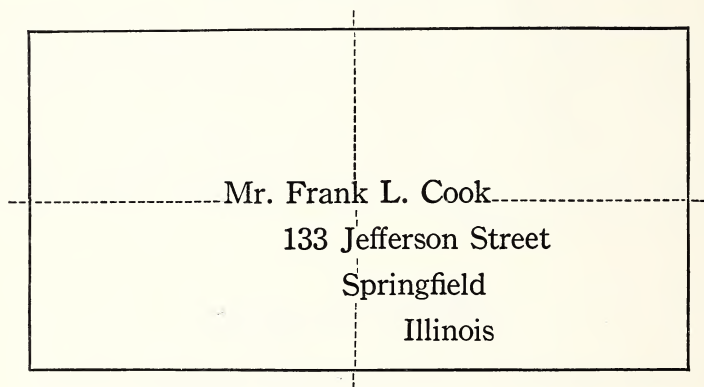
*Greetings for Christmas and the New Year*

**Exercise.** 1. Now make your Christmas card. When it is done write your name in the lower right-hand corner. Write on the back of the card the name of the person to whom you wish to send it.



° 2. If you wish to do so and have time enough, make more than one card; then you can send to more than one friend. If you wish to send to someone outside the school, turn to the following section in this book. There you will learn how to write the address on the envelope.

### 29. Writing Addresses



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Silently follow the directions and answer the questions below :

1. Cut several pieces of paper the size and shape of an ordinary envelope.

2. Notice where the dotted lines are drawn across the envelope above. The one going from left to right divides the envelope into two equal parts. It is drawn there to show you that the name of the person is written on this middle line. Write the name so on your paper, but first read what follows.

3. Where to begin to write the name of the person is the question. Write it so that the margin at the left of it is about the same as the margin to the right of it. This depends upon the length of the name. Now write the name correctly on your paper.

4. Notice that the street address begins not directly under the beginning of the person's name, but a little to the right. Write it so on your paper.

5. Notice that the name of the city begins not directly under the beginning of the street address, but a little to the right. Write it so.

6. Notice where under the name of the city the name of the state begins.

7. Look at the address you have written. Does it look as well as the one on page 68? What must you do better the next time? Notice where capital letters are used in the address on page 68. Have you written capital letters where they belong in your address?

**Copying.** For practice copy the address on one or two more sheets of paper, comparing each with that in the book to make sure you are doing everything correctly.

**Writing.** On other sheets of paper cut the size and shape of an envelope, write

1. The name and address of your father or mother.

2. The name and address of an uncle, an aunt, or another relative.

° If you cannot yet write addresses correctly and neatly, cut out several more pieces of paper and do the above work over with the help of a classmate.

° If you can easily address an envelope correctly and neatly, help a pupil who cannot yet do this well. If there is time, make one or more Christmas cards to send to relatives. Write the address where it belongs. If the card is to go by mail you must put a two-cent stamp on it.

### *Abbreviations and Initials*

**Review.** If you do not remember how to write names and such titles as *Mr.*, *Mrs.*, and *Miss*, study the following before addressing your Christmas cards.

1. Mr. Henry L. Holder
2. Mrs. Henry L. Holder
3. Miss Mary Carlton
4. Dr. W. F. Cutting
5. Capt. John F. Gates

### **30. Using *isn't* and *aren't* Correctly**

Did you ever hear anyone say *ain't*? Did you ever say *ain't* yourself? Of course you know that *ain't* is bad English. There is no such word as *ain't*. The correct English for it is *am not*, *are not* (*aren't*), or *is not* (*isn't*).

**Drill in Correct Usage.** 1. As you read the following sentences aloud, fill each blank with the proper one of these correct words or groups of words:

1. am not (for *I am not* you may say *I'm not*)
2. aren't (are not)
3. isn't (is not)

1. He <sup>1</sup> \_\_\_ going, and she <sup>2</sup> \_\_\_ going either.
2. We <sup>3</sup> \_\_\_ going, and you <sup>4</sup> \_\_\_ going either.
3. I <sup>5</sup> \_\_\_ reading, and he <sup>6</sup> \_\_\_ reading either.
4. You <sup>7</sup> \_\_\_ studying, and I <sup>8</sup> \_\_\_ studying either.
5. It <sup>9</sup> \_\_\_ too late, and the train <sup>10</sup> \_\_\_ late.
6. <sup>11</sup> \_\_\_ you older than I am? I <sup>12</sup> \_\_\_ eight.
7. <sup>13</sup> \_\_\_ he your brother? You <sup>14</sup> \_\_\_ joking?
8. <sup>15</sup> \_\_\_ this the right road? We <sup>16</sup> \_\_\_ lost.
9. <sup>17</sup> \_\_\_ she jolly? <sup>18</sup> \_\_\_ they friendly?
10. I <sup>19</sup> \_\_\_ sleepy. I <sup>20</sup> \_\_\_ tired.
11. <sup>21</sup> \_\_\_ you ready? <sup>22</sup> \_\_\_ we late?
12. <sup>23</sup> \_\_\_ he mistaken? You <sup>24</sup> \_\_\_ as old as he.
13. <sup>25</sup> \_\_\_ she joking? I <sup>26</sup> \_\_\_ sure.
14. It <sup>27</sup> \_\_\_ far from here. This <sup>28</sup> \_\_\_ the place.  
I <sup>29</sup> \_\_\_ sure.
15. <sup>30</sup> \_\_\_ you going with me?

2. When you can easily fill the blanks correctly, increase your speed, still reading distinctly and without making mistakes. At last, perhaps the teacher will time you.

### 31. Playing a Telephone Game

In a certain school the pupils like to play telephoning. They have even made a small telephone book. In it are the names of all the pupils in the class, with

make-believe telephone numbers. See how they play the game of telephoning invitations.

Pauline makes believe she is to have a birthday party at her house. She wants to invite some of her friends. In the telephone book she looks for Luella's number. It is Black 2332. She lifts the make-believe receiver to her ear and waits for Operator to answer. A classmate is Operator.

OPERATOR. Number, please.

PAULINE. Black 23 — [*She has forgotten the number.*] Excuse me please, I have forgotten the number. [*She hangs up the receiver and finds the number again. Now she lifts the receiver and waits for OPERATOR.*]

OPERATOR. Number, please.

PAULINE. Black 2332 (two, three — three, two).

OPERATOR. Black 2332?

PAULINE. Yes, please.

LUELLA [*in her house hears the telephone ring and takes up the receiver*]. This is Black 2332.

PAULINE [*recognizing Luella's voice*]. Oh, Luella, hello.

LUELLA. Hello, Pauline.

PAULINE. I should like to have you come to my house tomorrow afternoon at half past two, Luella. I'm giving a birthday party. I am asking a number of boys and girls, and I do want you to be here. Can you come?

LUELLA. Oh, I should like to, Pauline, and I think I may. I must first ask Mother. Will you wait just a minute?



PAULINE. Yes. Oh, I do hope she'll say Yes.

LUELLA [*after half a minute*]. Are you still there, Pauline?

PAULINE. Yes, here I am.

LUELLA. I'm sorry to have kept you waiting. Mother says Yes. When did you say the party would begin? Where do you live? You know I have never been at your house.

PAULINE. At half past two tomorrow afternoon, Luella. I am so glad you can come. Oh, excuse me for forgetting to give you the address. It is 54 Bayview Street. Good-by.

LUELLA. Good-by, Pauline. Thank you for asking me.

S  
T  
U  
D  
Y

1. Did you notice how polite those two girls were over the telephone? What polite things did each one say?

2. What did Operator answer when Pauline gave Luella's number? Perhaps Pauline did not speak as distinctly as she ought.

3. What did Luella say first of all when she answered the telephone? Why is this better than saying *Yes?* or *What is it?*

4. What did Pauline say when she invited her friend to the party?

5. Can you think of another polite way of asking a friend to come to your party? Can you quietly say it to yourself?

6. Did either of the girls need to ask the other to say anything twice? Does that show that they both spoke loud and distinctly?

*Game.* One pair of pupils after another may play the game. Invitations may be given for other things than birthday parties, as:

To go skating	To go to an entertainment
To go coasting	To go to a museum

### 32. Writing and Answering Invitations

The game of giving and answering invitations which you have just been playing over the telephone can be played also with the help of the class post office. The invitations and the answers are written just like letters. Before you begin the game let us make sure that you know enough about letter writing. Notice the invitations and replies below:

#### I

54 Bayview Street  
Seattle, Washington  
January 3, 1930

Dear Luella:

Mother says I may have a party next Saturday afternoon at half past two o'clock. I do want you to come. I am asking a number of boys and girls you know.

Your friend,  
Pauline Armstrong

II

782 Oregon Road  
Seattle, Washington  
January 4, 1930

Dear Pauline :

It is very kind of you to ask me to your birthday party next Saturday afternoon. I am very glad that I may go. I know that we shall have a jolly time.

Your friend,  
Luella Weldon

III

782 Oregon Road  
Seattle, Washington  
January 4, 1930

Dear Pauline :

I cannot tell you how sorry I am. Father, Mother, and I are to visit Uncle William in Portland next Saturday. You see that I shall be unable to accept your kind invitation.

Your friend,  
Luella Weldon

Read to yourself and answer silently the following questions as you sit at your desk and prepare for the letter-writing game:

1. Do you see that Pauline has given her address in the letter on page 74? Why is this important in a letter?

2. Do you see that the address begins at about the middle of the paper, measuring from left to right?

3. What is given in the first line? What is given in the second line? What is given under the two lines that make the address?

4. Do you know that those three lines in a letter, giving the address and the date, are called the *heading* of the letter? Do you see that the second line of the heading begins not exactly under the first but a little to the right? Do you see where the third line of the heading begins under the second line? Which words begin with capital letters?

5. Is the heading of Luella's letter written in the same way as that in Pauline's?


6. What is the greeting in each of the three letters, and what mark follows it?

7. Is the first line of the main part of each letter indented?

8. In the third letter do you see where the two parts of the ending are placed? Do you see the little mark (,), a comma, after the first part? Is the ending written the same in the other two letters?

9. What polite words or sentences can you find in the three letters?

10. Do you like the wide margin around each letter?

**Copying.** To make sure that you are ready for the game, in which only correct and neat letters must be written, copy the first of the three letters above. Some of the pupils may copy on the board. These may first draw an oblong like this  in which to copy, leaving a wide margin.

**Correction.** 1. Read the copies written on the board. Compare each with the letter in the book and correct all mistakes, using the questions in the **STUDY** on page 76.

2. Compare your copy with the letter in the book.

3. Sometimes mistakes are not noticed by the writer of a letter. Ask one or two of your classmates to look over your letter with you to find mistakes.

**Game.** The pupils who have done the best copying may be in charge of the schoolroom post office, receiving and delivering letters. Everybody will write a letter inviting a classmate to a party, or to some other interesting happening. These invitations will be mailed in the class post office. If the postmaster and the helpers find that they are well written they will be delivered. When the pupils receive invitations they will write polite answers, and these will be delivered through the post office if they are neat and correctly written. Perhaps some pupils will have time to send and answer more than one invitation.

Before the game begins, shall everyone's name be written on a slip of paper and placed in a box or basket, in order that each pupil may draw out the name of the classmate to whom to write?



### 33. Reading a Poem Aloud

As the teacher reads this amusing poem to you, notice which part of the elephant each blind man felt. Notice what each said. Notice the comical mistakes each made.

#### THE BLIND MEN AND THE ELEPHANT

It was six men of Indostan,  
To learning much inclined,  
Who went to see the Elephant  
(Though all of them were blind),  
That each by observation  
Might satisfy his mind.

The *First* approached the Elephant,  
And happening to fall  
Against his broad and sturdy side,  
At once began to bawl :  
"God bless me! but the Elephant  
Is very like a wall!"

The *Second*, feeling of the tusk,  
Cried, "Ho! what have we here  
So very round and smooth and sharp?  
To me 'tis mighty clear  
This wonder of an Elephant  
Is very like a spear!"

The *Third* approached the animal,  
And happening to take  
The squirming trunk within his hands,  
Thus boldly up and spake :

"I see," quoth he, "the Elephant  
Is very like a snake!"

The *Fourth* reached out his eager hand,  
And felt about the knee.  
"What most this wondrous beast is like,  
Is mighty plain," quoth he ;  
"'Tis clear enough the Elephant  
Is very like a tree!"

The *Fifth*, who chanced to touch the ear,  
Said : "E'en the blindest man  
Can tell what this resembles most ;  
Deny the fact who can,  
This marvel of an Elephant  
Is very like a fan!"

The *Sixth* no sooner had begun  
About the beast to grope,  
Than, seizing on the swinging tail  
That fell within his scope,  
"I see," quoth he, "the Elephant  
Is very like a rope!"

And so these men of Indostan  
Disputed loud and long,  
Each in his own opinion  
Exceeding stiff and strong,  
Though each was partly in the right,  
And all were in the wrong!

JOHN GODFREY SAXE

**Speaking.** 1. Read the first stanza of the poem. If you have forgotten what the word *stanza* means, notice that the poem has eight parts, each having six lines. Each of these eight parts is called a stanza. After you have read the first stanza aloud, close the book, and in a sentence or two tell the meaning of that stanza. The meaning of the first stanza might be given in the following two sentences:

Six learned men of Indostan, all of them blind,  
 went to examine an elephant. Each wanted to  
 find out for himself what this kind of animal  
 is like.

P  
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C  
E

The class will answer these questions for you:

1. Did you read loud enough and distinctly? Did you speak so as to be easily understood?
2. Did you bring out the meaning of the stanza in your reading?
3. Did you give the meaning in clear-cut sentences?
4. Did you make a pause between sentences, or did you string the sentences together with *and*, *and so*, *and then*, or other words like these?
5. Did you use correctly some of the words in the stanza that are new to you?

Now try again. This time read and speak better.

In the same way other pupils will try to improve in reading the stanza and in telling its meaning.

2. In the same way read the second stanza and give its meaning in one, two, or three clear sentences. Listen to the remarks of the class about your reading and speaking; think these over, then try again. This time read and speak better.

3. In this way read and give the meaning of each of the other stanzas of the poem. It is by trying again and again that you improve your speaking.

**Playing the Story.** 1. Six pupils may play that they are the six blind men of the poem. Let them come forward and stand near the huge elephant that has been drawn on the front board by a pupil who can draw well. Each blind man feels his way to the huge beast, and touches some part of him. If you are the first blind man you will touch his "broad and sturdy side." You will have to open one of your eyes just a little bit to make sure that you are touching what you want to touch. Then you "bawl" — what? What does the first blind man bawl? Each of the other blind men will feel the beast and tell what he thinks it is like.

2. A second group of six pupils may now play the story. Perhaps they will play it a little differently — possibly like this:

FIRST BLIND MAN [*feeling the broad and sturdy side of the elephant*]. Oh! this is the broadest animal I ever felt. It is just like a wall. I push it, and it does not move. It is sturdy, like a wall.

SECOND BLIND MAN [*feeling the tusk*]. A wall! Nonsense. You say this round, smooth, sharp thing is like a wall? That is nonsense. It is like a spear.

THIRD BLIND MAN [*feeling the squirming trunk*]. You are both wrong. A wall does not squirm about. A spear does not squirm about. You are both wrong. The elephant is like a snake.

And so on. Remember that the six men "disputed loud and long"; that is, they argued with each other. Let this be shown in the play. Your arguing must be good-natured, of course, so that the fun will not be spoiled.

3. Other groups of pupils may play. Indeed the same group may play more than once. Only by doing a thing more than once can you learn to do it better. That is why pupils in small classes, as in many country schools, are lucky. In such classes it may be that each pupil will have to play the part of more than one of the six wise men.

**Reading.** Let a team of six readers go to the front of the room and read the poem, each pupil reading one stanza. Then other teams may read. Teams may practice before reading. A team may read more than once. The class will say which team brings out the fun of the poem best in the reading.

°**Memorizing.** Those pupils who wish may memorize the poem and recite it to the class. If they recite very well, they may be asked to recite it before the whole school.



## 34. One and More than One

Some words mean only one person, place, or thing. When you say *pencil*, you mean *one* pencil, not more than one. If you want to say more than one pencil, you use the word *pencils*. So you see that some words mean more than one person, place, or thing. The words in the left column below mean one. Those in the right column mean more than one.

ONE PERSON, PLACE, OR  
THING

1. boy
2. corner
3. station
4. book
5. needle
6. janitor

MORE THAN ONE PERSON,  
PLACE, OR THING

1. boys
2. corners
3. stations
4. books
5. needles
6. janitors

Do you see that a word meaning *one* is changed to mean *more than one* by adding *s*? *Baker, bakers; park, parks; hat, hats.*

**Exercise.** 1. Each of the following words means *one* person, place, or thing. Change it to mean more than one.

- |         |          |          |            |             |
|---------|----------|----------|------------|-------------|
| 1. car  | 4. plate | 7. cook  | 10. doctor | 13. soldier |
| 2. camp | 5. farm  | 8. shop  | 11. office | 14. kitchen |
| 3. gun  | 6. shoe  | 9. horse | 12. farmer | 15. sparrow |

2. Each of the following words means more than one person, place, or thing. Change it to mean only one.

- |            |           |           |              |           |
|------------|-----------|-----------|--------------|-----------|
| 1. dancers | 4. stores | 7. wheels | 10. crackers | 13. pigs  |
| 2. buttons | 5. apples | 8. forks  | 11. singers  | 14. cows  |
| 3. hunters | 6. rivers | 9. songs  | 12. sailors  | 15. dolls |

3. Give a sentence containing the first of the following words, but before you do so change that word to mean more than one. Then do the same with each of the other words.

- |        |            |          |          |         |
|--------|------------|----------|----------|---------|
| 1. pin | 4. friend  | 7. clock | 10. rose | 13. ear |
| 2. eye | 5. servant | 8. hand  | 11. bird | 14. dog |
| 3. cap | 6. pocket  | 9. uncle | 12. tree | 15. cat |

4. Ask a classmate a question containing one of those words but first change it to mean more than one. When the classmate answers the question, he will use the same word.

**Most words that mean one are changed to mean more than one by adding s.**

### 35. Telling the Story of a Picture

What is happening in the picture on the opposite page? Study the scene and find out the story in it.

S  
T  
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D  
Y

The following questions will help you find that story. Silently read and try to answer each one.

1. How does the hunter happen to be in the tree?
2. Why is his rifle on the ground?



3. What kind of animals are those?
4. Is he far from the nearest village? How can you tell that?
5. Would it do any good if he should call for help?
6. How long can he stay in the tree before he becomes too tired, too cold, too hungry, or too thirsty to stay any longer?
7. What would happen then?
8. What would you do if you were in his place?
9. How will the story end? Will the man fall off the tree and be eaten by the wolves?

Read the questions once more and quietly say the answers to yourself.

Let us divide the story into three parts.

1. The first part will tell how the hunter happens to be in the tree with his rifle on the ground.
2. The second part will tell what he is thinking about as he sits in the tree and looks down at the pack of wolves.
3. The third part will tell how the story ends.

**Speaking.** 1. A pupil may tell the beginning of the story. If the class thinks this might be told better, other pupils may try to tell a better beginning. Do not tell more than the beginning. That stops when the man reaches a safe branch in the tree.

2. Now the middle of the story may be told. Each pupil may tell what plans the man makes as he sits on that tree branch. But he sees that each of his plans will not help him.

It seems useless to call for help.

It seems useless to hope that anybody will pass through there.

It seems foolish to try to get his rifle.

What can he do? This part of the story tells about the plans the man makes as he sits in the tree.

3. The story may end in several ways. Each pupil may tell how he thinks it will end. The class will say which ending is the best.

**Writing.** Let the entire class work together to write a story about the picture. As the pupils give the sentences the teacher will write these on the board.

1. First, the first part of the story. Think of an interesting beginning sentence. Several pupils will give beginning sentences. The class will decide which one is the best for their story. This the teacher will write on the board. What will you say after that?

2. Now the second part of the story; then the last or third part. These are both to be done in the same way as the first part. The teacher will write each best sentence on the board or perhaps ask pupils to do so.

#### *Choosing a Name or Title for the Picture*

**Class Conversation.** What name will you give the picture? Does this also fit the story the class has made? A name or title should be short. It should not tell too much, but it should tell enough. As different pupils give names or titles, the class will talk



these over and choose the best. A pupil may write this one on the board. The first word and every important word in the title must begin with a capital letter.

### 36. Using *was* and *were* Correctly

In the following sentences *was* and *were* are used correctly :

- |  |  |
|--|--|
| 1. I <i>was</i> at home.                   | 5. We <i>were</i> at home.                       |
| 2. He <i>was</i> down town.                | 6. They <i>were</i> down town.                   |
| 3. She <i>was</i> in school.               | 7. They (the horses) <i>were</i><br>in the barn. |
| 4. It (the cow) <i>was</i> in the<br>barn. | 8. You <i>were</i> in school.                    |

S  
T  
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D  
Y

1. In sentence 1 above only one person is spoken of — *I*. Is *was* used in sentence 1?

2. In sentence 5 several persons are spoken of — *we*. Is *was* used in sentence 5?

3. When one person is spoken of, *was* is used. See sentence 2. See sentence 3.

4. When more than one person is spoken of, *were* is used. See sentence 5. See sentence 6.

5. When one thing is spoken of, *was* is used. See sentence 4.

6. When more than one thing is spoken of, *were* is used. See sentence 7.

7. But with *you* the word *were* is used. See sentence 8.

8. Do you understand the following jingle?

When one you speak of, then use *was*.  
 Do not use *was* with two,  
 For *were's* the word for two or more,  
 And *were's* the word for you.

**Test.** 1. On a sheet of paper write the correct word, *was* or *were*, for each blank in the following sentences. With each word write the number of the blank to which it belongs. Correct your list in the usual way.

1. Where <sup>1</sup> you yesterday when I <sup>2</sup> at your house?
2. I <sup>3</sup> there an hour, and you <sup>4</sup> somewhere else.
3. <sup>5</sup> you on the street, or <sup>6</sup> you on the playground, or where <sup>7</sup> you?
4. He <sup>8</sup> at home. She <sup>9</sup> at home. You <sup>10</sup> not at home.
5. It <sup>11</sup> a dog that I saw when we <sup>12</sup> at the grocery.
6. Where <sup>13</sup> your friends? <sup>14</sup> they at the theater? We <sup>15</sup> there.
7. When <sup>16</sup> you in town? I <sup>17</sup> there yesterday, and so <sup>18</sup> our friends.

8. You <sup>19</sup> in the bank when we <sup>20</sup> there.
9. I <sup>21</sup> reading while the boys <sup>22</sup> playing.
10. <sup>23</sup> you playing with them? What <sup>24</sup> you studying? I know you <sup>25</sup> at home.
11. What <sup>26</sup> it that you <sup>27</sup> trying to find?
12. We <sup>28</sup> willing to help you. I <sup>29</sup> willing, and the other girls <sup>30</sup> willing.
13. Why <sup>31</sup> you not in the game? We <sup>32</sup> all in it but you. Those boys <sup>33</sup> in it.
14. <sup>34</sup> the visitors on time? You <sup>35</sup>, but <sup>36</sup> they?
15. He <sup>37</sup> friendly, but the others <sup>38</sup> not.

**Drill in Correct Usage.** If the test shows that you need drill in the correct use of *was* and *were*, practice reading those sentences aloud until you can read them correctly in quick time. When you can do this, it will mean that the right words come to your lips the moment you need them.

° **Review.** Correct usage exercises are given on pages 12, 29, 37, and 43. Review one or more of those tests and drills, as the teacher directs.

### 37. Breaking Yourself of the "and" Habit

Many speakers use too many *and*'s. The following paragraphs show this bad habit:

1. There was once a young shepherd boy *and* he tended his sheep at the foot of a mountain *and* in the dark forest near-by there were wolves.

2. One day he thought of a plan to have some fun *and* he called as loud as he could, "Wolf! Wolf!" The people of the village came to help him *and* they saw that they had been fooled *and* they went away angry.

3. Sometime after this a wolf really did come out of the forest *and* the boy was badly frightened *and* he called "Wolf! Wolf!" with all his might *and* the villagers heard his cry *and* they thought the boy was planning to make fun of them again *and* they smiled *and* they said, "He won't fool us this time."

4. The wolf jumped into the flock of sheep *and* he ate several of them *and* the frightened boy ran to the village *and* the villagers laughed at him *and* they told him, "A liar will not be believed even when he tells the truth."

ÆSOP

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1. Silently read the fable above just as it stands. Do you like all those *and's*?

2. Read the first paragraph of the fable again, omitting each *and*. Where there is an *and*, bring the sentence to a close. Drop the voice there and make a short pause. The paragraph will be like this (the periods are made very heavy, so that you will surely make a pause there):

There was once a young shepherd boy. He tended his sheep at the foot of a mountain. In the dark forest near-by there were wolves.

3. Read to yourself the second paragraph, omitting all the *and's*; the third paragraph; the fourth.

**Speaking.** 1. A team of four pupils may now go to the front of the room and tell the fable. Each pupil will tell one paragraph, no more. Each pupil will tell his paragraph without an *and* that is not needed. The class will listen for unnecessary *and*'s and will stop the speaker who uses one.

2. Other teams of four pupils may try to tell the story without an *and* that is not needed.

### 38. Writing Letters

Is the class post office open for business? Who is to be the postmaster? Who are to be the letter carriers? Where is the mail box?

**Writing.** Write a short letter to a classmate. Write about anything you please. If you wish, invite him to a make-believe party, or offer to sell him a puppy, or simply ask him how old he is. If you want an answer to your letter, you must write something that calls for an answer, like a question. Perhaps you can think of an amusing question that will make him laugh when he reads it. For the heading write your home address and for the date, the day on which you write.

**Correction.** Before you drop your letter into the class mail box read it carefully for mistakes. These should be corrected, because the postmaster will not let the mail carriers deliver letters with mistakes in them. Such letters go back to the sender.



When your letter has been dropped into the class mail box, the postmaster and his helpers will look it over for mistakes. They will use the same questions that you used for that purpose. These are given below. If the mistakes are few, you will be called in by the postmaster to correct them. If they are many, you will be asked to rewrite your letter.

When all the letters are ready for delivery the carriers will take them to the pupils to whom they are written. These names are on the outside of the folded letters.

Read the letter you receive. Does it call for an answer? Write that answer. Drop it into the mail box.

Let the game go on as long as there is time for it.

#### QUESTIONS FOR CORRECTING LETTERS

1. Is there a wide margin around the letter?
2. Is the handwriting neat?
3. Is the heading correctly placed and written?
4. Is the greeting followed by a colon?
5. Is the first line of the body of the letter indented?
6. Is the ending correctly written?
7. Are there any mistakes in spelling?
8. Have capital letters been used where they are needed?

### 39. Spelling Troublesome Words

Poor spelling spoils the looks of a letter even though that letter is correct in every other respect. Such a letter is like a neatly dressed boy or girl whose face

is not clean. Such a letter makes a bad impression. What must we do to make our letters always correct in spelling? We can do two things:

1. We must never let a letter leave our hands until we have made sure that every word in it is spelled correctly. We can make sure by asking someone who knows or by looking up the word in the dictionary if we know how to use the dictionary.

2. We must learn to spell a few hard words every week. There are not many. By and by we shall know all of those that we are likely to use very often in our writing. The words given for study in this lesson are the kind that give trouble to young letter writers.

1. The brave knight knows how to cut the *knot* with his *knife*.

2. Half the *calf* comes to more than eight pounds by exact *weight*.

3. The pair of gloves lay on the *chair* near the *stair*.

4. On the road is a *load* of meat to *eat*.

5. The axle was so weak that you could hear it *creak* and *squeak*.

6. If the war will *cease*, we shall have peace.

7. *Can Fan* be taller than *Nan* or *Dan*?

8. *Doff* your cap means take off your cap.

9. Keep off the grass. Keep on the walk.

10. *Pour* tea for four, but cut meat for three to *eat*.

11. Is it *true* that *Sue's* eyes are blue?

12. With the eyes in his *head* the boy read the name on the *bread*.

As you silently read the twelve sentences given on page 94, refer to the explanations below. That is, read sentence 1 on page 94; then read explanation 1 below, and so on.

1. The *k* in *knight* and in *knows* is not sounded but it must be written, for it is part of each word. In that, these two words are like *knot*, *knife*, *knee*, and *knock*.

2. The last three letters in *half* and *calf* are the same. If you place *w* before *eight* you have *weight*.

3. The word *pair* means two that go together, as, a *pair* of shoes.

4. Notice that *road* and *load* are spelled alike except for their first letter and that *m* placed before *eat* makes *meat*.

5. Other words spelled somewhat like *weak* (meaning not strong) are *creak* and *squeak*. These others are given so that you will think of them when you are writing *weak*. Then it will be easier for you to remember that *weak* is spelled *w e a k*.

6. *Peace* means that war is over. The war has *ceased*. Both *peace* and *ceased* are spelled with *ea*.

7. Pronounce *than* to rime with *can* or *Dan*. That will make it easy to spell it correctly.

8-12. In the same way study the troublesome words in the remaining sentences. In each sentence the words in italics are given to help you remember those that are underlined.

**Writing.** Write sentences of your own containing the troublesome words you have been studying. As many pupils as possible may write on the board.

**Correction.** The class will correct the sentences on the board. Then with a classmate read your own sentences over and look for mistakes in the spelling.

#### 40. Learning to Use the Dictionary

The dictionary tells us the spelling of words, their pronunciation, and their meaning. Let us learn how to use such a valuable book.

As you know, the words in the dictionary are given in the order of the letters in the alphabet. That is, a word like *able* is given under *a* and near the beginning of the book, but a word like *zebra* is given under *z* and near the end of the book ; while words like *man* and *nose* are under *m* and *n* and near the middle of the book.

**Exercise.** 1. In your dictionary turn to the first page on which words that begin with the letter *a* are given; then to the first page on which words that begin with *b* are given; then to the first page of each of the other letters of the alphabet.

2. Tell under what letter you would look for each of the following words :

able	four	read	jolly	half
blue	know	zebra	peace	yes
into	vast	eight	bead	tell
cat	meat	water	need	question
dog	load	game	upon	office

3. Look for the word *able* in the dictionary. Look for the word *apple*. Both are given under *a* because

both begin with *a*, but which is given first, *able* or *apple*? This is because *b*, the second letter in *able*, comes before *p*, the second letter in *apple*. So *bat* comes before *bet*, *bet* comes before *bit*, *bit* comes before *boot*, *boot* comes before *bug*.

Now tell which word in each of the following columns comes first in the dictionary, which second, which third, and so on. You will see that all the words in each column begin with the same letter.

about	bug	go	man	tramp
after	bag	give	moon	trim
again	big	game	men	twice
apart	beg	glue	mule	two
away	boy	geese	mile	twig

S  
T  
U  
D  
Y

To prepare yourself for the game below, silently look for the following words in your dictionary. Try to find each word as quickly as you can, because you will have to be very quick to win the game.

against	big	game	two	mop	hand
carry	men	away	doll	fun	water

**Game.** Have your dictionary ready. As soon as the teacher calls a word, find it as quickly as you can. When you have found it, rise. Try to be the first to rise. Other pupils will rise quickly too, but the first pupil is the one who may read to the class the meaning of the word. Then the teacher will call other words.



## 41. Telling the Story of a Picture

S  
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Y

Silently study the picture on the opposite page:

1. Those two big polar bears with their noses in the air — what do you think they smell?

2. Do you think it is a long time since the sledge was left there?

3. Might the owner of the sledge have left only an hour ago?

4. Which of the following reasons for the owner's leaving the sledge seems to you a good one?

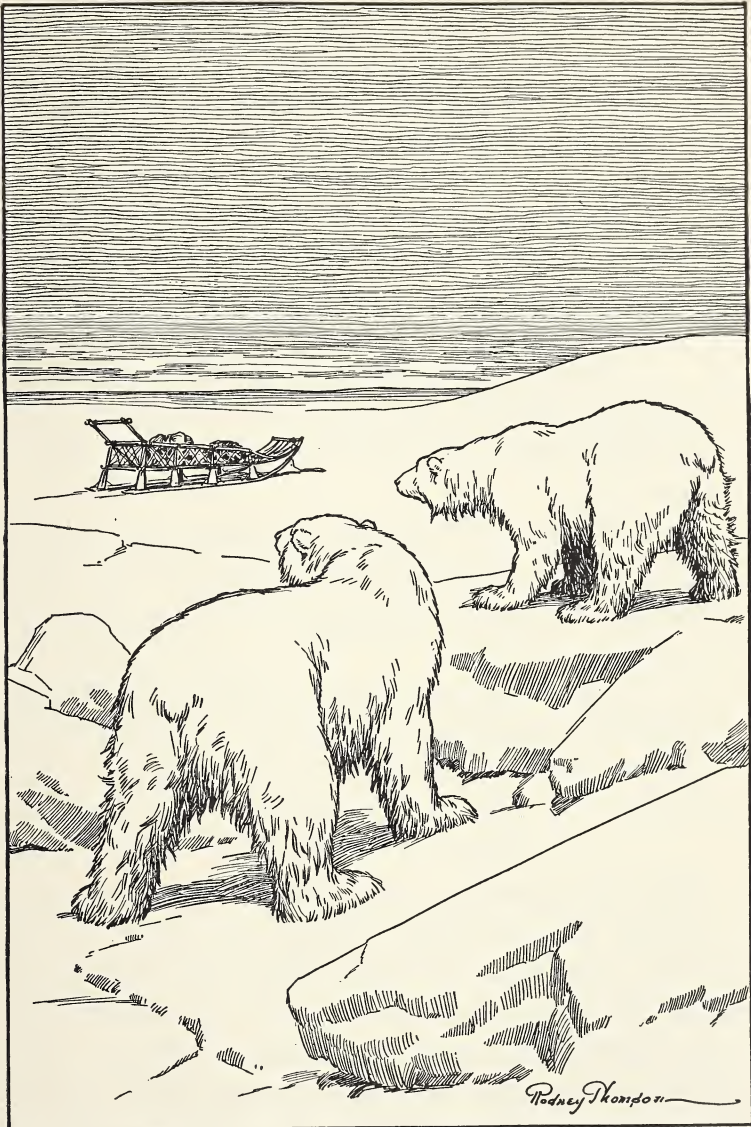
*a.* As the dogs were too tired to pull the sledge farther, the owner cut their harness and let them run. But where is the owner?

*b.* A band of friendly Eskimos came along and took the owner and his two friends to their Eskimo house. But why did they leave their packs?

*c.* The owner and his two friends (a man and a boy) have let their dogs run. They have started out to find a house or a hut. When they have found one they will return for their sledge and packs.

*d.* Just over the hill are the three hunters. They have put up a tent, started a fire, and begun to cook some fish. This is what the bears smell. But why have the hunters left their sledge and packs?

*e.* The hunters have been killed by robbers who have gone off with the dogs. But why did they leave the sledge and packs?



**Speaking.** Tell the class the story of what has happened in the picture. Give names to the owner of the sledge and to his friends. Tell what happened to them and where they are now.

P  
R  
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C  
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C  
E

1. Your classmates will listen carefully to your story. When you have finished, they will tell you whether your story fits the picture. Perhaps you told some things which could not be true.

2. Perhaps the class could not hear all you said. Perhaps you did not speak loud enough or clearly enough. It is too bad to spoil a good story in that way.

3. Perhaps you spoiled your story by using too many *and's*, or by saying *seen* for *saw*, *done* for *did*, or *gone* for *went*. The class will tell you about these things.

4. After you have thought about your mistakes, show the class that you can tell your story better. If you do not succeed this time, try again.

### *Giving the Picture a Title*

**Class Conversation.** Let everyone give the picture a suitable name or title. Titles that please the class may be written on the board. Shall the teacher or the pupil who gave the title write it? How is the first word, as well as every important word, in a title written? The class will decide which title is the best. Perhaps two or three titles are equally good.

**42. Correct Usage: *those, them***

It is correct to say "*those* trees," "*those* people."

It is correct to say: I see *those* trees. I see *them*.  
I see *those* people. I know *them*.

It is wrong to say "*them* trees," "*them* people."

**Exercise.** As you read the following sentences aloud, fill each blank with *those* or *them*, whichever you think correct:

1. See \_<sup>1</sup>\_. See \_<sup>2</sup>\_ flying fish. See \_<sup>3</sup>\_.
2. I never saw \_<sup>4</sup>\_ before. I never heard of \_<sup>5</sup>\_ before.
3. Who are \_<sup>6</sup>\_ boys? Do you know \_<sup>7</sup>\_?
4. Who are \_<sup>8</sup>\_ girls? Do you know \_<sup>9</sup>\_?
5. When he saw \_<sup>10</sup>\_ soldiers, he asked, "Are \_<sup>11</sup>\_ soldiers friendly?"
6. We watched \_<sup>12</sup>\_ march. We saw \_<sup>13</sup>\_ salute.
7. See \_<sup>14</sup>\_ now. See \_<sup>15</sup>\_ straight rows.
8. What are \_<sup>16</sup>\_ things for? I mean \_<sup>17</sup>\_ things on the table.
9. Don't you see \_<sup>18</sup>\_ boxes? Don't you see \_<sup>19</sup>\_?
10. I see \_<sup>20</sup>\_ boxes. Do you want \_<sup>21</sup>\_?

**Test.** This test is for the use of *those* and *them*, but also for other words, some of which you have been studying and ought to know. As usual, write on a sheet of paper the correct words with their numbers, and find

your mistakes when the teacher or a pupil reads the correct list.

1. Look at (those<sup>1</sup> them) mud tracks on the floor.  
Look at (those<sup>2</sup> them). Who made (them<sup>3</sup> those)?
2. I never (saw<sup>4</sup> seen) (any<sup>5</sup> no) muddier tracks.
3. Who (done<sup>6</sup> did) this? Who made (those<sup>7</sup> them) tracks?
4. I'll (teach<sup>8</sup> learn) him a lesson.
5. Smell (them<sup>9</sup> those) flowers. Smell (them<sup>10</sup> those) again. I never (seen<sup>11</sup> saw) (no<sup>12</sup> any) prettier ones.
6. Where (were<sup>13</sup> was) they picked? They (was<sup>14</sup> were) picked in our garden.
7. Haven't you (never<sup>15</sup> ever) (seen<sup>16</sup> saw) our garden? No. (May<sup>17</sup> Can) I see it now?
8. You (may<sup>18</sup> can) see it any time you wish.
9. When we had (went<sup>19</sup> gone) into the garden, along (came<sup>20</sup> come) the old gardener.
10. "I'll (learn<sup>21</sup> teach) you the names of the flowers," he said.

**Drill in Correct Usage.** If you need further drill in the correct use of these words, read aloud repeatedly the sentences above, as well as the ten sentences preceding these, until you can choose the correct words rapidly.



**Review.** Review one or more of the correct usage tests or drills in the sections that begin on pages 12, 37, 70, and 88, as the teacher directs.

### 43. Omitting *and's* that Are Not Needed

Some pupils speak like this:

(1) In the Far North three hunters had lost their way *and* their dogs were too tired to drag the sledge any farther *and* food was getting scarce. (2) The driver whipped the hungry, worn-out animals *and* they broke their harness *and* they ran away *and* the hunters themselves were too weary to follow. (3) The hunters climbed over the hill *and* here they found a sheltered spot *and* they put up their tent for the night.

S  
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1. It is easy to see that there are too many *and's* in this story. In the first sentence there are two *and's* that need not be there. If they were dropped, that sentence would become three sentences. As you read the following three sentences can you tell where the *and's* were?

In the Far North three hunters had lost their way. Their dogs were too tired to drag the sledge any farther. Food was getting scarce.

2. The second sentence has more *and's* than it needs. If they are left out, the sentence becomes three sentences. As you read them on page 104, can you tell where the *and's* were?

The driver whipped the hungry, worn-out animals. They broke their harness and ran away. The hunters themselves were too weary to follow.

3. The third sentence could be made better by leaving out the two *and's*. As you read the following two sentences, do you see that *where* has taken the place of one of the dropped *and's*?

The hunters climbed over the hill. Here they found a sheltered spot where they put up their tent for the night.

**Oral Exercise.** 1. Read aloud the three sentences at the beginning of this lesson, but do not read any *and's* that are not needed. When you leave out an *and* that is not needed, what do you do?

a. Usually you drop your voice, bringing the sentence to a close; then you begin a new sentence.

b. Sometimes you use *where*, *when*, or some other word in place of *and*.

2. Read aloud the first of the following sentences. Do you see that the *and's* that are not needed spoil the sentence? Now read it again, leaving out every *and* that is not needed. Keep those which are needed. In the same way read each of the numbered sentences on pages 105 and 106.

1. Polar bears live in the Far North and they are big, strong animals and their thick fur protects them against the cold.

2. Once I saw two polar bears in a zoo and they had thick white fur and they looked very warm.

3. Full-grown polar bears are about nine feet long and these animals sometimes weigh over 1000 pounds.

4. Polar bears are good swimmers and they live largely on young seals and fish.

5. It is cold in the Far North and everybody wears furs and the animals there have thick fur.

6. In the Eskimo house the hunters received food and drink and they were very glad to be safely out of the icy cold wind.

7. The robbers saw the white hunters and they wanted those six fine dogs and they came and took them.

8. The two polar bears smelled the fried fish and it made them hungry and they crawled nearer to see where the smell came from.

9. Two of the hunters were men and one was a boy and all three were tired and hungry.

10. They had lost their way and their dogs were tired out and a cold wind began to blow.

11. The hunter cut the dogs' harness and the three men left the heavy sledge where it stood and they left some of their packs on it and they started out hoping to find an Eskimo house.

12. An Eskimo boy came out of the house and he asked the strangers who they were and they told him that they were lost and the Eskimo boy called his father.

13. An Eskimo house is built of ice and snow and it is warm and it has only one window.

14. The Eskimo builder makes a ring in the ground and on this he places blocks of ice and on top of these

he lays more blocks and then he shovels snow against this wall and at last not a crack is left in it.

15. A low, narrow hallway is made and this is the only way into the house and the Eskimos creep through it on their hands and knees.

#### 44. Retelling a Story for Practice

One day Carl Akeley, who spent many years in Africa, had a narrow escape while hunting elephants. As he was waiting in the woods for the animal to show itself, he happened to look up. There, without a sound of warning, was one of the huge beasts almost directly over him. Akeley instantly pulled the trigger of his gun, but the gun would not go off. The elephant, with two white tusks high in air, was now upon him, —indeed, directly over him. With quick presence of mind the skillful hunter seized a tusk in each hand and swung in between them as the angry animal drove them into the ground, one on either side of the hunter. So, fortunately, Akeley was only stunned. The elephant probably thought him dead, for it turned away and disappeared in the forest. Many hours afterwards Akeley opened his eyes again and was thankful to find himself still alive.

S  
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1. Silently read the story above and notice what comes first, what next, and so on to the end.
2. Does the beginning sentence tell the one thing that the story is about?







3. Does the beginning sentence make you wish to read the rest of the story?

4. Does the closing sentence finish the story in an interesting way?

5. What is the meaning of each of these words and groups of words?

narrow escape	directly over him	seized
without warning	was now upon him	tusks
huge	presence of mind	stunned

**Speaking.** Tell the story of Akeley's narrow escape. Since your classmates already know the story, they are interested only in your way of telling it. That is what this exercise is for — to study your way of telling a story and to help you improve your speaking where it needs improvement. After you have spoken, the class will tell you which of the following problems to solve:

### *Problems*

1. Can you tell the story again and at the same time stand straight, look at the class, and speak loud enough and so distinctly that you can be understood by everyone in the room? How many trials do you need before you succeed in doing this?

2. Can you tell the story again and invent a good beginning sentence for it? Do you make a clear-cut pause at the end of every sentence in the story?

3. Can you tell the story again and remember to do all the things mentioned in the two paragraphs above? How many times do you need to try? If you have ever

practiced a piece on the piano, or on the violin, you know that you have to play it over and over before you play it right. Story-telling, also, calls for much practice.

**Class Conversation.** What title could we give to the story? As pupils suggest titles the class will talk them over and the teacher or the pupils who give them will write the best ones on the board. Is the following title too tame or colorless? How can it be improved?

Akeley and the Elephant

#### 45. Giving Directions

Directions should be given in short, clear sentences, without an unnecessary word.

##### I

"Can you tell me when the trains leave here for Kansas City?"

"They leave here every other hour beginning at nine in the morning. The last train leaves at nine in the evening."

##### II

"Will you please tell me how to get to the public library?"

"Certainly. Take the green street car at that corner. Ask the conductor to let you off at Brett Street. The library is on Brett Street near the corner."

## III

"I am looking for boys' gloves. Where shall I go?"

"Take the elevator to the fourth floor. The glove section is over near the windows."

S  
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Y

At your desk, work on the following directions and questions:

1. Read the first conversation. Do you see any *and's* in the answer? Do you notice that the answer is given in two short sentences?

2. Notice the short sentences in the answer in the second conversation. Can you find one unnecessary *and* in that answer?

3. In the third conversation notice that the question as well as the answer consists of two short sentences. Are there any unnecessary *and's* in either?

4. What, then, do those conversations teach us about giving directions?

**Speaking.** 1. Suppose that you are standing in front of the schoolhouse. A stranger asks you to direct him to the first of the following places. Do so in as few and as short sentences as you can.

1. The nearest church
2. The nearest mail box
3. The nearest hotel
4. The public library
5. The courthouse
6. The nearest drug store
7. The railroad station

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Give the same directions, two or three times if necessary, in order to learn to do better whatever you have done poorly. It is practice that makes perfect. These are the points to have in mind at this time:

1. Making the directions clear — that is, easily understood
2. Using short sentences with no unnecessary *and's*
3. Speaking politely and in a pleasant tone of voice

2. In the same way practice directing a stranger to the second place in the list ; to each of the other places.

#### 46. Project: A Safety-First Poster

Many accidents happen because children are careless or because they have not been told that some things are dangerous to do. So a house is burned down, because a little boy did not know that it is unsafe to play with matches ; or a child dies, because there was a cut on his foot that was not taken care of ; or a little girl is hurt, because the pupils in a certain school had not learned the fire drill ; or somebody is run over, because he did not watch the green and red lights when he crossed the street ; or a baby is burned, because its big brother or sister failed to keep the little one away from a tub of hot water.

Today we are going to think of only one kind of safety. We may call it street safety. We shall make

a poster that will tell everyone who reads it how to keep safe on the streets. Let us begin by telling different ways in which people get hurt on the streets.

S  
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Prepare yourself for a talk to the class :

1. Have you ever been in an accident on the street or have you ever seen one?
2. What happened in that accident, or in an accident you have heard about?
3. Why did that accident happen? Whose fault was it?
4. Can you make a rule that people should follow so that such accidents will not happen?
5. When you tell the story of your accident — that really happened to you, or nearly happened to you, or that you saw or heard about — how will you begin it? Do you remember what makes a good beginning sentence?

**Speaking.** Tell the class about your accident. Tell what happened, why it happened, and what should be done so that such accidents will not happen.

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E

The class will be on the lookout for the following things :

1. Whether your beginning sentence is interesting.
2. Whether you stick to your subject as told in that beginning sentence, or talk about other things.
3. Whether you stop talking when you are through, and so end your story well.



If you find that you have done everything perfectly, then, of course, you need no more practice in story-telling. But if you have made some mistakes, think these over. Think how you can speak without making them. Then try to do it.

**Class Conversation.** After the accident stories have all been told, the class will be ready to make rules that will help to prevent accidents on the street. Pupils will suggest rules. The class will talk these over. Then the teacher, or perhaps the pupils who made them, will write them on the board.

1. In a certain school this rule had been written on the board :

*If you are waiting for a street car,  
do not stand where an automobile  
might run over you.*

The class changed the rule to read :

*Stand in a safe place when you  
wait for a street car.*

This is shorter, and just as clear as the first.

2. Then the pupils improved the following rule :

*If you see a banana peel on the sidewalk, do not step on it, but kick it into the street so that others may not slip on it.*

This was clear enough but seemed too long. When they had finished changing it, the rule read as follows :

*Push banana peels into the gutter, where no one will slip on them.*

As you make each of your rules better — that is, shorter and clearer — it will be written on the board in its improved form.

**Copying.** On a large sheet of paper or cardboard copy the rules on the board. As you do so, remember these things :

1. To leave a wide margin on all sides of your writing. This is for looks.
2. To write so that the rules can be easily read.
3. To make no mistakes in capital letters, in punctuation, or in spelling.

These copies are to be fastened to the walls of the schoolroom. The very best may be put in the hall, where pupils from other classes may read them.

**Correction.** 1. Read your copy and look for mistakes. Correct these.

2. To make doubly sure that you have found all the mistakes in your poster, ask another pupil to look it over with you. Perhaps now you will find some little mistakes which have been hiding from you.

°Each pupil who has finished his poster may make another, while the rest of the class are correcting and improving theirs. This second poster is for one of the other classrooms.

#### 47. Saying *no*, *not*, *never*, Correctly

If you want to say *no*, one *no* or *not*-word is enough. Here are some *not*-words :

nothing	(means "no thing")
don't	(means "do not")
doesn't	(means "does not")
never	(means "not ever")
didn't	(means "did not")
hasn't	(means "has not")
haven't	(means "have not")
isn't	(means "is not")
aren't	(means "are not")
wasn't	(means "was not")
weren't	(means "were not")
won't	(means "will not")

If you want to say *no*, one *no* or *not*-word is enough. Two *no*'s make *yes*. This seems puzzling, but look at the following two sentences :

1. The boy *didn't* do anything foolish.
2. The boy *didn't* do *nothing* foolish.

There is only one *not*-word in the first sentence — *didn't*. There are two *not*-words in the second sentence — *didn't* and *nothing*. Think of the two sentences. If the boy did NOT do *nothing*, then he *did* do SOMETHING. Two *not*-words make *yes*. The second sentence above means just the opposite of the first sentence.

Never use two *not*-words if you want to say *no*.

**Speaking.** 1. Without changing its meaning, say each of the following sentences in another way. Thus, you might say the first sentence in this way :

I have no cap.

1. I haven't any cap.
2. He did no harm.
3. She isn't anything like her sister.
4. That is nothing.
5. We never saw anything taller.
6. We are not going anywhere.
7. I have nothing to give you.

8. I haven't anything to say.
9. They never said anything to me.
10. I have been there at no time this year.
11. You are not going anywhere next Sunday.
12. He never has been any stronger.
13. Aren't you going to say anything?
14. Is he going to do nothing?
15. He did not say anything at any time.

2. How rapidly can you say the fifteen sentences above, each in another way, without changing its meaning, without making a mistake?

**Game.** A pupil, who may be called Ella, is sent from the room. The teacher gives another pupil a flower, a key, a paper cutter, a rubber band, a spectacle case, or some other object not usually found in a pupil's desk. Ella is asked to return.

TEACHER. Ella, one of the class has a flower in his desk. Ask one pupil after another whether he has it.

ELLA. Have you a flower in your desk, Marian?

MARIAN. I haven't a flower in my desk, Ella  
(or, I have no flower in my desk, Ella).

Or MARIAN [*if she has it*]. I have a flower in my desk, Ella. Here it is.

Then Marian goes out of the room, returns, and asks for the flower, or whatever is hidden. And so on.

**Speaking.** 1. Some days ago you made a poster of rules telling what to do to avoid accidents on the street. Give some of those rules in a new way. Begin



each with the words *Do not* or the word *Never*. Perhaps your poster has a rule that says :

*Push banana peels into the gutter,  
where no one can step on them.*

Instead of that say something like this :

*Do not leave banana peels on the  
sidewalk, where people can step on  
them.*

Or

*Never leave banana peels on the  
sidewalk, where people can step on  
them.*

2. Begin each of the rules with *Do not* or *Never*. Give as many safety rules as you can to prevent accidents, not only on the street but anywhere, — rules like these :

1. *Never* play with matches.
2. *Do not* throw stones while on the playground.
3. *Never* put your unwashed fingers into your mouth.

#### 48. Retelling a Story for Practice

One evening on his way to camp a hunter suddenly came face to face with a herd of African buffaloes, which are dangerous animals indeed. He silently stepped aside and crouched in the grass while the herd passed in a cloud of dust. Then he quickly climbed a tree to see where they had gone. Not far ahead, he saw about fifty buffaloes lined up and looking back. At last a big old fellow with shaggy mane came slowly toward the tree in whose branches the hunter was hiding. Slowly, cautiously, the animal passed around the tree, sniffing and snuffing this way and that. Then it returned to the others, when they all started off again and disappeared over the plain. They seemed satisfied, and so was the hunter.

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Studying alone at your desk, follow these directions and answer these questions:

1. Read the story and notice what happened first; what next; and what last.
2. Does the beginning sentence tell what the story is about?
3. Does the beginning sentence make you want to read the rest?

4. Does the closing sentence give the story an interesting ending? Does it make you smile? That is a good thing for a closing sentence to do.

5. What do the following words mean?

crouched	mane	snuffing
lined up	cautiously	disappeared
shaggy	sniffing	satisfied

6. Prepare yourself for telling the story by reading it once more and fixing in your mind the things spoken of above.

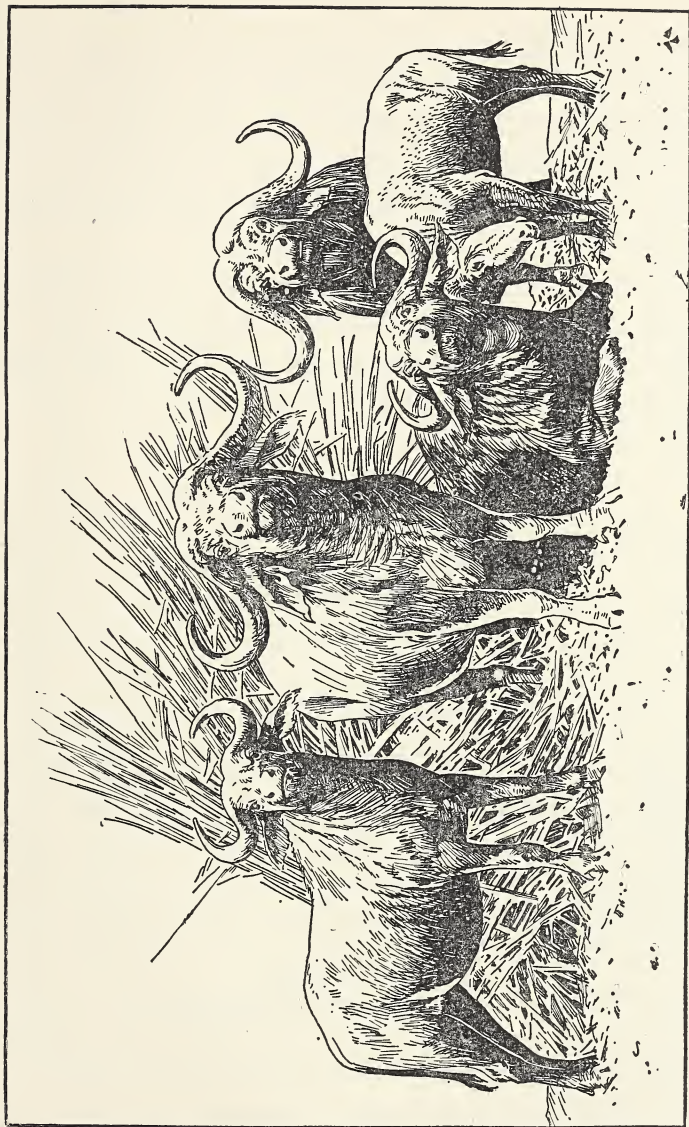
**Speaking.** You are to tell the story several times. The first time tell it to show how well you can tell it without any suggestions from the class.

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E

Your classmates know the story as well as you do. They will be interested to see how well you tell it. Listen to their praise and their criticism. Think carefully about the things you might do better as you work out the following problems.

### *Problems*

1. Can you tell your story and at the same time stand straight and look at the class in a friendly way?
2. Can you tell your story and at the same time, without straining or raising the voice, speak distinctly and loud enough for all to hear?
3. Can you tell your story and do it in a lively manner, as if you were enjoying it yourself?
4. Can you tell your story and do all these things at one and the same time?



**GROUP OF AFRICAN BUFFALOES**

After a photograph from the Field Museum of Natural History, Chicago

**Class Conversation.** Can you think of a telling title for the story? Every pupil will give the best title he can suggest for it. The class will talk about these titles and the teacher will write on the board some of the best. The class will then decide which one is the very best.

As you know, the first word of a title begins with a capital letter. So does every other important word in the title. Such words as *the, a, and, for, on*, unless they begin titles, are not begun with capital letters.

#### 49. Letter Writing

Somewhere in the Far North  
April 1, 1930

Dear Alfred :

We are not lost. We did not desert our sledge and our packs. There is bait in that pack to attract those two polar bears. Father, Uncle Fred, and I are hiding where we can watch them. When we get a good chance we will shoot them. Then I can show you their skins when I return home.

Your classmate,  
Walter Greenfield

What does that letter mean? Has it anything to do with the picture opposite page 98 of this book?



You did not know that your friend Walter was in the Far North, did you? Of course there are no post offices up there. His letter must have been taken by some Eskimos to a town in Greenland where there is a post office and where ships come to take mail every once in a long time. How else could it have reached Alfred?

Perhaps Walter is only joking. Perhaps he is not in the Far North at all. Notice the date of his letter. What does that mean?

You might pretend, too. Everybody in the class might. Some could say they were up in a tree in Africa with a herd of buffaloes around the tree. Others might pretend they were traveling with a circus — as lion tamers, keepers of the elephants, tight-rope walkers, or anything else. Still others might pretend they were living with a band of Indians. Perhaps someone in the class has climbed up the beanstalk after Jack to help him find the giant. If each pupil should write a letter to a classmate telling where he is and what he is doing, what surprises there would be! You may have been wondering where Nellie is. Is she lost? Is she safe? Then comes the letter saying she is perfectly safe in a tree in Africa. Since the buffaloes cannot climb the tree, she is not worrying. She thinks that while she is up there she will use the time to write you a letter. Now the letter has come to you through the class post office just as Walter Greenfield's came to Alfred.

Prepare for the letter writing by studying these questions:

1. Where will you pretend you are? What, then, will you write for the heading of your letter?
2. To whom will you write?
3. What is happening to you where you are, far away from your school and your home?
4. What is your beginning sentence to be?

**Writing.** Write your letter. Fold it the shape and size of an envelope; then write the name and address on it.

**Correction.** 1. Look your letter over. These questions will help you correct it:

1. Have you the proper margin all around your writing?
2. Is the heading written as in the letter on page 122?
3. Has the greeting the proper punctuation?
4. Is the first line of the body of the letter indented?
5. Is the ending written as in Walter's letter?
6. Does every sentence begin with a capital letter?
7. Does the right mark follow every sentence?
8. Have you made any mistake in spelling?

2. Look the address over. Refer to the addressed envelope on page 68 of this book. Have you begun each name with a capital letter? Have you placed a period after each abbreviation, such as *Mr.*, *Mrs.*, *St.*, *Ave.*, *Blvd.*?

**Copying.** It may be best for you to copy your letter after you have corrected your mistakes.

## 50. Pronouncing Correctly

**Pronouncing.** As the teacher pronounces these words, listen and then pronounce each the same way :

- |                |  |
|----------------|--|
| 1. kept        | (NOT <i>kep</i> . See <i>t</i> at end)             |
| 2. asked       | (NOT <i>ask</i> . See <i>d</i> at end)             |
| 3. third       | (begins like <i>Thursday</i> )                     |
| 4. fourth      | (ends in <i>th</i> , NOT <i>t</i> )                |
| 5. threw       | (NOT <i>trew</i> )                                 |
| 6. farther     | (begins with <i>far</i> )                          |
| 7. picture     | (NOT <i>pitcher</i> )                              |
| 8. drowned     | (rimes with <i>ground</i> )                        |
| 9. attacked    | (say <i>attack</i> , then add <i>d</i> )           |
| 10. lion       | (NOT <i>line</i> , but li-on)                      |
| 11. horse      | (NOT <i>hoss</i> , but to rime with <i>Norse</i> ) |
| 12. surprise   | (begins with <i>sur</i> . Notice the <i>r</i> )    |
| 13. different  | (dif-fer-ent: three parts)                         |
| 14. difference | (dif-fer-ence: three parts)                        |
| 15. grocery    | (gro-cer-y: three parts)                           |
| 16. jewelry    | (jew-el-ry: three parts)                           |
| 17. every      | (ev-er-y: three parts)                             |
| 18. geography  | (ge-og-ra-phy: four parts)                         |

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1. Silently read the first word above. Read what is written after it. Now say the word again.

2. In this way study each of the other words above.

3. Is there any word of which you are not sure? Ask the teacher about that.

4. With a classmate or two listening for mistakes, pronounce the words given above.

**Reading.** 1. The following sentences contain the words you have been studying. Read them aloud slowly and distinctly.

1. The *grocery* boy picked out a *picture* of a *lion* lying near a *horse*.

2. On the *third* or the *fourth* day he planned a *surprise*.

3. He often *asked* how to pronounce the word *geography*.

4. Not *every grocery* boy can say *jewelry* correctly.

5. He said *drowned* to rime with *round, found, pound, sound, and ground*.

6. He *backed* his *horse* and *attacked* the carefully *packed groceries* that were *stacked* on the walk.

7. *Farther* down the street a *different* boy *attacked* a *different* stack of *packed groceries*.

8. *Every* time the man *threw* a peanut at the elephant, the *grocery* boy smiled.

9. This is a *surprising difference*: an elephant will, and a *lion* will not, eat peanuts.

10. The *grocer kept* a *different horse* for his *third grocery*, of *course*.

2. When you are sure that you know how to pronounce each of those troublesome words correctly, read the sentences more rapidly, but still distinctly. Try to increase your speed.

3. Make sentences of your own containing the words you have been studying. Perhaps the teacher will allow a few nonsense sentences. How many of those words can you squeeze into one sentence?

### 51. Keeping a Diary

For a week each pupil is to keep a diary. This means that every day each pupil will write a few sentences telling the most interesting thing he has done or that has happened to him that day. At the end of the week the diaries will be read aloud to the class.

Perhaps you do not know exactly how to keep a diary. Here is what a schoolgirl wrote in her diary one day :

*Monday.* When I awoke this morning I looked at the clock through my sleepy eyes and said, "It is half past eight!" How could I dress, wash, comb my hair, eat breakfast, put on my hat and coat, and run to school in time for the nine o'clock bell? I wondered where Mother was and why she had not called me. I jumped out of bed and looked for her. "What's the matter, Mary?" she said very quietly. I told her excitedly. "Oh," she said, smiling as she looked at the clock in my room, "that clock must have stopped. You have plenty of time, Daughter. It isn't seven yet."

S  
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To prepare for keeping a diary think about these questions :

1. Does Mary's beginning sentence make you wish to know what happened?



2. Does that short, sharp sentence, "It isn't seven yet," make a good closing sentence?

3. Do you know that there are things happening all the time about which you can write — things such as these?

*a.* You forgot to close the chicken-coop door last night.

*b.* You upset your glass of milk at breakfast.

*c.* You had to run all the way to school to be on time.

*d.* Running an errand for your mother, you lost some money.

*e.* You cut your finger with a sharp knife.

*f.* You are keeping a diary and you think nothing interesting is happening to you.

**Class Conversation.** On the first day of keeping a diary it would be a good plan to talk everything over with your classmates. Tell what you will write about for the first day. Give your beginning sentence. Perhaps the teacher will write on the board what some of the pupils plan to write in their diaries. In this way everybody in the class will get well started.

**Writing.** Write in your diary every day for one week of seven days. Two of these will not be school days. Write the most interesting thing you have done, or the most interesting thing that has happened. Write only two or three sentences, unless (like Mary) you wish to write more. Do not let others know what you are writing until you read your diary aloud.

**Correction.** When you have finished your day's writing, look it over at once. You know what kinds of mistakes you may make. Correct all that you find.

**Review.** Do you have trouble writing the names of the days of the week correctly? If you are not sure of the spelling of each name, turn to page 192, where these names are given.

## 52. Learning More about Sentences

**Counting Sentences.** 1. Silently read the first of the following paragraphs, and count the sentences. When you have the number, raise your hand. The teacher will tell whether you counted correctly. Then read and count the sentences in each of the other paragraphs.

1. Do you wish to make a little examination of your eyes? Pin a newspaper to the wall of the room. How far away from it can you stand and still see the large letters easily? Read with both eyes. Now read with one eye at a time. Are they both the same?

2. If you find that you can read better with one eye than you can with the other, there is some trouble. Tell your father or mother. Perhaps you need glasses. Only a doctor can tell. Your parents should take you to one.

3. Many children need glasses for a few years only. When they grow older they are able to go without. They should wear glasses when they need them. Otherwise they may suffer later.

For this reason ask your father to take you to a doctor if you have any eye trouble.

4. The cleaner we keep our teeth, the longer they will last. Therefore get a toothbrush. Get some tooth powder. Salt will do. Scrub every part of your teeth carefully every day. You will have to move your brush around pretty well to reach every part.

5. If you cut your finger the flesh will mend itself. A tooth can never mend itself. If you crack it, it can never grow together again. That is why you should not crack nuts or any other hard thing with your teeth.

6. Why are cracks in the teeth bad? They are bad because it is hard to keep the germs out of them. The germs are tiny little animals that do much mischief. They crawl into cracks in the teeth and eat and eat the teeth away. At last they reach the nerves in the teeth. Then you have a toothache.

7. I know a young lady with a funny little pointed mouth. Her upper teeth reach so far over the lower ones that the two rows never meet and never help each other when she chews. When this young woman was a little girl, she sucked her thumb every night when she went to bed. Little by little she changed the shape of her mouth. Now she looks like a squirrel.

8. Good health is closely related to standing straight. Standing straight helps one to be healthy, and to look healthy. When a person has been sitting a long time bending over his desk, he

should stand up and take a little exercise. This helps to straighten the back. Besides it makes the blood flow faster and makes one feel better.

9. If a man is in a very small room and no fresh air can get in he will die if he stays in the bad air long enough. Did you ever hear the story of the Black Hole of Calcutta? Over one hundred prisoners were put in a small room. There were two small windows in that room, but too small to let in enough air for so many men.

10. When morning came many of the men in that room had died. Only twenty-three out of one hundred and forty-six men were alive. Ever afterwards, in memory of that terrible night, the room itself was called the Black Hole of Calcutta.

F. G. JEWETT, "Good Health" (*Adapted*)

2. Listen as the teacher or a classmate reads aloud the first paragraph. Can you count the sentences by ear? How many are there? Perhaps the paragraph needs to be read twice before you can make the correct count. As the other paragraphs are read to you, count the sentences in each one.

**Writing.** Write one or more of the paragraphs above from dictation. As you write, remember that every sentence begins with a capital letter. Remember also that every sentence, if it tells something, ends with a period; if it asks something, it ends with a question mark.

**Correction.** After writing a paragraph compare it with the one in the book. Alone or with another pupil, look for mistakes. Keep these questions in mind as you read what you have written:

1. Have you begun every sentence with a capital letter?
2. Have you placed the correct mark at the end of every sentence?
3. Have you spelled every word correctly?
4. Have you indented the first line of your paragraph?

### 53. Saying the Same Thing in Different Ways: Possessives

1. This is the bicycle *that belongs to Henry*.
2. This is the bicycle *belonging to Henry*.
3. This is the bicycle *owned by Henry*.
4. This is *Henry's* bicycle.

As you see, there are several ways of saying that the bicycle belongs to Henry.

One way is to write 's after *Henry*, which makes *Henry's*. See the fourth sentence above. The little mark (') before the s in *Henry's* is called an **apostrophe**. See the apostrophe and s ('s) in each of the following groups of words:

- |                         |                         |
|-------------------------|-------------------------|
| 1. Henry's kite         | 6. Jane's doll          |
| 2. Ella's skates        | 7. The teacher's book   |
| 3. Will's rifle         | 8. The elephant's tusks |
| 4. Mr. Brown's car      | 9. The lion's teeth     |
| 5. Mrs. Smith's flowers | 10. The girl's pencil   |



**Speaking.** Express the thought of each of the ten groups of words at the bottom of page 132 in a different way. Thus, for the first group, *Henry's kite*, you can say:

The kite that belongs to Henry.

**Copying.** Copy as many of the following sentences as you can in the time the teacher allows you:

1. Henry's hat looked funny on George's head.
2. Frank's big foot landed on the cat's tail.
3. Mary's mother was Cora's aunt.
4. On the teacher's desk lay Tom's knife, John's top, and George's marbles.
5. Ella's pleasant smile made friends for her.

**Correction.** Alone or with another pupil compare the sentences you have written with those in the book and look for mistakes. Look especially for mistakes in writing words which are followed by the apostrophe and s ('s). Do the same after the following exercise:

**Writing.** 1. As the teacher reads them aloud to you, write several of the sentences above. As you do so, remember how to write the apostrophe and s. Such words as *Henry's*, that show ownership or possession, are sometimes called **possessives**.

2. Copy each of the sentences on the following page. Where there is a blank, write the word that is given in parenthesis, but write this word so that it will show ownership. Thus, in the first of those sentences write *Tom's*.

1. (Tom) This is ---- dog.
2. (Fred, Mary) ---- dog was chewing ---- shoe.
3. (woman) On the grocer's counter lay a ---- purse.
4. (girl) The ---- mother visited the school.
5. (teacher) My knife was found lying on the ---- desk.

°3. Write the correct word for each of the blanks in the sentences below. Thus, for the fifth sentence write *cat's*, together with the number of the blank, 7.

1. (Mary, Fanny) --<sup>1</sup>-- cat lay on --<sup>2</sup>-- bed.
2. (cat) The --<sup>3</sup>-- eyes were half closed.
3. (John, Mary) --<sup>4</sup>-- dog saw --<sup>5</sup>-- cat.
4. (dog) The --<sup>6</sup>-- eyes were wide open.
5. (cat) Something disturbed the --<sup>7</sup>-- sleep.
6. (doll) Where is my --<sup>8</sup>-- dress?
7. (tiger) The --<sup>9</sup>-- growl was fierce.
8. (lion) The --<sup>10</sup>-- roar was loud.
9. (kitten) We looked at the --<sup>11</sup>-- paw.
10. (boy, pony) See that --<sup>12</sup>-- pony. See the --<sup>13</sup>-- mane.
11. (ship) The --<sup>14</sup>-- whistle sounded through the fog.
12. (captain) I heard the --<sup>15</sup>-- voice.
13. (fox) The dogs were on that --<sup>16</sup>-- trail.
14. (fish) In the --<sup>17</sup>-- stomach they found a thimble.
15. (Bess) Near --<sup>18</sup>-- cradle lay a collie.
16. (collie) It was the --<sup>19</sup>-- business to guard her.
17. (Max) It was brother --<sup>20</sup>-- collie.
18. (wolf) There was a collar around the --<sup>21</sup>-- neck.
19. (sheep) He heard the --<sup>22</sup>-- timid bleat.
20. (Lily, Joe) --<sup>23</sup>-- hat was on --<sup>24</sup>-- head.
21. (cow) The --<sup>25</sup>-- feed was in her box.
22. (pig) Do you see the --<sup>26</sup>-- ears?
23. (horse) He placed the saddle on the --<sup>27</sup>-- back.

**54. Using *lie*, *lying*, *lay*, and *lain* Correctly**

1. Tom's dog *lies* on the chair. (NOT *lays*)
2. Tom's dog *is lying* on the chair. (NOT *is laying*)
3. Tom's dog *lay* there yesterday. (NOT *laid*)
4. It *has lain* there before. (NOT *has laid*)

In those four sentences you see the words *lie*, *lying*, *lay*, and *lain* used correctly. After each sentence you see the incorrect word that is sometimes used by speakers who do not know better.

Notice, in the first sentence, that *lies* means "rests."

In the second sentence, *is lying* means "is resting."

In the third sentence, *lay* means "rested."

In the fourth sentence, *has lain* means "has rested."

**Drill in Correct Usage.** 1. As you read the following sentences aloud, say *lie* or *lies*, *lying*, *lay*, *has* or *have lain* in place of *rest* or *rests*, *resting*, *rested*, *has* or *have rested*. Thus, in place of *were resting* in the eighth sentence, say *were lying*.

1. On the floor *rested* a snow-white cat.
2. The tired boy *rested* on the soft grass.
3. What is that *resting* under the apple tree?
4. The cows *have rested* in the pasture all night.
5. One little goat *has rested* there with them.
6. *Rest* here while I *rest* over there.
7. His baby brother *rests* in that cradle.
8. The elephants were *resting* on the soft, cool earth.

9. Mary's cat is *resting* on the lounge today.
10. She *rested* there the other day.
11. She *has rested* there often.
12. Who has been *resting* on my bed?
13. What *has rested* on my chair?
14. What is *resting* on that table?
15. He *rested* on the rear seat of the car.
16. The calf *rested* quietly in the barn.
17. What is that *resting* on my new coat?
18. If he *rests* in the hay, he will *rest* in a soft place.
19. He was *resting* under a shady tree.
20. He *has* often *rested* there.

2. Read the sentences several times more, faster each time but always correctly and distinctly. Then read them beginning with sentence 20 and going up.

°**Review.** Correct-usage exercises are given on pages 12, 37, 88, and 101. Review one or more of those tests and drills, as the teacher directs.

### 55. Finishing an Unfinished Story

It is like a game to think of endings for an unfinished story. Each pupil tries to make the story end in a surprising way. This is good practice. It helps us to think of new things to say, which is something everybody likes to do if he can.

Here is an unfinished story :

On my way to school I saw something shiny lying on the sidewalk. Oh, how excited I was! I picked it up quickly and hurried to school, where I looked at it in the cloakroom.

There are many ways in which this story could end.

Here is one ending :

It was a new pocketknife with a silvery handle.

"That's mine," said a big boy who had seen me pick it up. He wanted to take it away from me, but I gave it to the teacher.

The teacher tried to find the true owner. Two weeks went by. Many pupils looked at the knife, but no one knew whose it was. So now it is mine. Am I not lucky? Sometimes I wonder where the unlucky boy is who lost it.

Here is another ending :

It was a policeman's badge. The teacher told me to ask my father to take it to the police station. He took it there. When the policeman learned that I had found it he gave my father a dollar for me. I wish I could find a policeman's badge every day.

Here is another ending :

It was a large key, as new as if it had never been used. When I got home, I showed it to my father. He looked at it a long time. At last he tried it on our front door. It was a fit! Perhaps



a burglar had lost it on his way to our house the night before.

S  
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1. Think of some of the very shiny things a school-boy might find on the sidewalk.
2. Decide which one of these you will use for your story.
3. What does the boy do with it?
4. What happens then and how does the story end?

**Speaking.** Tell the class the ending you have made up.

P  
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C  
E

After your classmates have expressed their surprise and pleasure at your ending, they will try to tell you how you might have told it better. Perhaps you did not speak distinctly. Perhaps your speaking had some other fault. Try to overcome your faults when you tell your story again.

**Writing.** Make a title for the story. Write it on the board. The class will tell you whether it is an interesting title and whether you have written it correctly.

**°More Story-Telling.** Here are some more stories which need endings. If there is time for them the teacher will tell you which ones to study as you did the one above.

1. Fred Careless was leaning out of an upstairs window in his father's house, playing with an orange. The orange slipped out of his hands and

dropped squarely on the hat of an old gentleman who was passing below.

2. Lucy noticed that a large automobile raced by her down the street as she walked to school every morning. It went much faster than it should and did not slow down at the place where the children crossed. She made a note of the car number, because she thought she would tell her father about this reckless driver.

### 56. Letter Writing

You have not answered your classmate's letter from the wilds of Africa, or wherever he was when it was written. You may be sure that he is waiting for an answer. Besides, there probably are some questions you want to ask him. If he is hunting in Africa, you may want to ask him to bring you a baby elephant when he returns home.

**Writing.** Write your letter and address your envelope. Although your classmate is in so distant a place, the class postmaster will probably know how to find him.

**Correction.** 1. What are the things a letter writer must be careful to do? As you and the rest of the class name them, the teacher will write them on the board. One is to write the date correctly. Another is to indent the first line. There are others. When all these have been written on the board, read your letter over for mistakes. When you can find no more, ask a pupil to read with you, keeping in mind the

points on the board. Correct every mistake. You may wish to copy your letter after correcting the mistakes. If it is not a neat letter, the class postmaster will not deliver it, as you know.

2. In the same way correct your addressed envelope. Perhaps the teacher will ask several pupils to draw and address envelopes on the board, so that everybody may know exactly how to do this correctly.

Pupils who receive specially interesting letters will read them to the class.

### 57. Spelling Troublesome Words

In each of the twelve sentences below, one or more words are underscored, as is *night* in the first sentence. One or more other words are in italics, as is *light* in the first sentence. The underscored words are the words this lesson will help you learn to spell correctly.

1. At night there is little *light*, little *sight*.
2. He held the sweet *rose* to his nose.
3. The word have is pronounced to rime with the first part of *trav-el*, but it ends in *a-v-e*, like *save*. If you *save*, you have. If you do not *save*, you do not have.
4. Have you ever seen a *bear* pick a pear?
5. He rode to the door and *strode* into the *abode*.
6. With *fleet feet* he ran to meet his friend.
7. Next week he will *seek* a *sleek* and *mEEK* sheep.
8. She gave her *niece* a piece of pie.
9. *When* the *men* go to the robber's *den*, then you may go along.

10. This is neither for boys *nor* for girls, for it is for men.

11. The wind blew, the birds *flew*, the storm began to *brew*.

12. Although the sky was still red, we were *fed* and put to *bed*.

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Silently read the twelve sentences above in preparation for the exercise below. As you do so notice :

1. In each sentence the word or words in italics are somewhat like the word which is underscored. Thus, in the first sentence in what ways are the words *light* and *sight* like night? These likenesses will help you remember how to spell *night*.

2. In each sentence you learn a new word. There are twelve new words in the lesson.

3. Some words will be harder for you than others. Study those carefully.

**Copying.** 1. To prepare for the game below, copy the first four sentences on page 140, drawing a line under the important words in each.

2. In the same way copy sentences 5, 6, 7, and 8.

3. In this way also copy the last four sentences of the twelve.

**Game.** Let the class be divided into two sides. One side may be all boys; the other, all girls. Let the boys go to the board. One of the girls now dictates a sentence containing one of the twelve troublesome

words you have been studying. It should be a sentence like those on pages 140 and 141. After the boys have written it on the board, the girls point out the mistakes. These count against the boys. Now the girls write a sentence on the board that is dictated by one of the boys, and again the mistakes are noted. So it goes on as long as there is time to play. At the end, the side having the smaller number of mistakes is the winner.

### 58. Explaining Things

A pupil goes to the front of the room. She has nothing in her hand, but she seems to unwind a few feet of make-believe thread from a make-believe spool. She twists the end of the thread and brings it to a point with her fingers. Then with the other hand she pretends to take something off the table. It is a very small thing like a pin or a needle. Oh, it must be a needle, for she is holding it up in the light and seems to be trying to thread it. Yes, now she pulls the thread through, takes the needle in her right hand, and makes motions like a girl sewing. All the while she has not said a word. Now she looks up questioningly.

At once hands are raised. She nods to a pupil. That one rises and says, "I think you were showing us how to thread a needle, Lillian."

"That is correct, Susan," answers Lillian. "Now I will try to tell it in words."



### THREADING A NEEDLE

First, I take the thread in one hand and twist the end to a point by using the thumb and finger of the other hand. Second, I hold the needle and turn it so that I can look through the eye. Then, I carefully push the pointed end of the thread through the eye. Last of all, I pull half the thread through the eye so that the thread will not slip out.

S  
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1. Which of the things to do in the list below will you select to explain to the class?

2. In order to do the thing you selected, what do you do first? How can you show that first step without speaking?

3. What do you do next? Can you show that without saying a word?

4. What comes next? How can you show that?

5. Can you think of anything else that will show the class what you are doing? Remember, you are not to speak. You must show everything by motions.

*a.* Sharpening a Pencil

*b.* Riding a Bicycle

*c.* Sharpening a Knife

*d.* Flying a Kite

*e.* Filling a Fountain  
Pen

*f.* Rolling a Hoop

*g.* Rowing a Boat

*h.* Skipping Rope

*i.* Making Pancakes

*j.* Picking Flowers

*k.* Boiling Eggs

*l.* Spinning a Top

*m.* Mowing a Lawn

*n.* Riding a Pony

*o.* Swimming

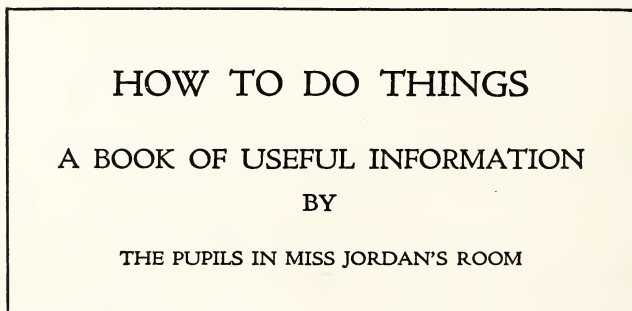
**Explaining.** Without saying a word, show the class how you would do one of the things in the list on page 143, or something not in that list. The class will try to guess what you are trying to show. When the guessing is over, make your explanation in words and without any motions. If it will make your explanation clearer, use the words *First, Second, Third, Last of all.*

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E

The class will tell you whether you explained clearly. Perhaps you left out something important. Perhaps you did not tell things in the right order. Think how you might make your explanation better. The class will watch to see whether you really can, as you try again.

### 59. *Project: Making a Little Book*

If each pupil will write his explanation on a sheet of paper these sheets can all be put together in a book. A cover might be made. On this could be written, or printed, in large letters:



Prepare for writing your explanation :

1. What do you remember about leaving a margin around what you write?
2. Where is the title of a story or an explanation placed? See the title of the book cover on page 144 and the title "Threading a Needle" on page 143.
3. Does every important word in a title begin with a capital letter? What other word begins with a capital?
4. Do you see in the explanation on page 143 the comma after *First*? Is there also a comma after *Second*, *Then*, and *Last of all*?

**Writing.** Write the explanation you gave to the class a day or two ago.

**Correction.** Before the explanations can be put together in a book for friends to see, we must make sure that there are no mistakes in them. With a classmate or two read your explanation over and look for mistakes. The questions in "Study" above will help you.

**Copying.** Perhaps you would like to copy your explanation before it goes into the book. When you do copy, write neatly and correct all the mistakes.

## 60. Retelling a Story for Practice

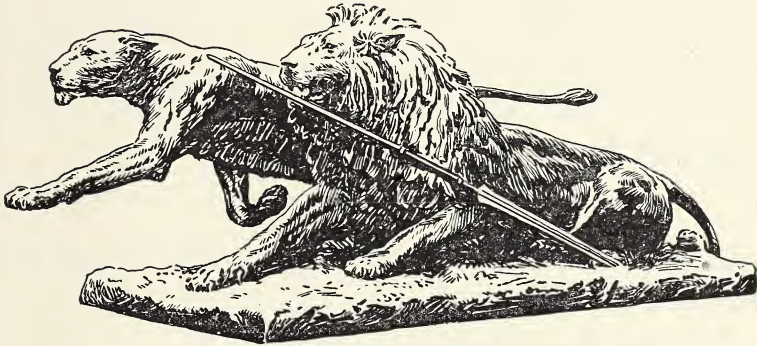
A friend of the great Akeley was once hunting lions with two African boys who carried nothing but spears. They had found the trail and were moving cautiously in the direction of their prey, which they discovered at length in the grass — a



## NATIVES SPEARING LIONS

After a photograph from the Field Museum of Natural History, Chicago

big fellow angrily lashing its sides with its tail. The boys eagerly rushed to meet the beast. Not until they were within fifteen feet of the growling animal did they stop. Spears ready, they stood motionless and waited for the charge. Suddenly the furious animal leaped into the air, straight at one of them. But the boy knew exactly what to do. Stepping lightly to one side, he let fly his terrible weapon, driving it forward with all the strength he had. It struck the lion squarely in the neck, killing the animal instantly. In a moment its growl ceased, and it lay motionless at the boy's feet. "You see," he said to Akeley's friend, "this is not a hard thing to do." He smiled as he wiped the blood off his spear.

S  
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Let the following questions help you to prepare yourself for telling the story of the lion hunt :

1. What do you think is your worst fault when you tell a story ?
2. Why is it that you have not yet succeeded in overcoming that fault ?
3. Do you think that you could tell the story without falling into that fault ?
4. How would you prepare yourself to do it ?
5. Would it be a good plan for you to tell the story at home several times and to try to overcome that fault each time you tell the story there ?

**Speaking.** Tell the story of the lion hunter. Remember that your classmates know the story as well as you do. They will be interested in your way of telling it.



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C  
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C  
E

Your classmates will be glad to praise what is good in your story-telling. Then they will point out your faults as a speaker. Would it not be interesting if they should not name the fault you had been practicing to overcome? Perhaps you have really overcome it. But what faults do they mention? Think how you can overcome these. Then try to do it.

### *Giving the Story a Name*

**Class Conversation.** Which of the following is the best title for the story?

- Spearing Lions
- The Boy Hunters
- The Lion and the Boys
- The Lion Hunt
- A Thrilling Adventure

What must a good title do? How does a good title differ from a good beginning sentence?

As pupils suggest titles, all good ones will be written on the board by those who give them. How should a title be written? Can you tell from the titles above?

### 61. Using Quotation Marks

1. The boy hunter said, "It is easy."
2. Akeley's friend answered, "But it is dangerous."
3. "Do you think so?" replied the brave boy.

1. What did the boy hunter say? What are the very words he himself spoke?
2. What did Akeley's friend answer? What are the words that he used himself?
3. What, in his own words, was the brave boy's reply?
4. Do you see those little marks (" ") before and after what the hunter said?
5. Can you find the same marks before and after the words spoken by Akeley's friend?

When we tell what someone has said and use the words he himself spoke, those words are called a **quotation**. So "It is easy," in the first sentence, is a quotation. So "But it is dangerous," in the second sentence, is a quotation. "Do you think so?" in the third sentence, is a quotation.

When we write a quotation, we do three things:

1. We place little marks (" "), called quotation marks, before and after the quotation.
2. We begin the quotation with a capital letter.
3. We separate the quotation from the rest of the sentence, usually by a comma.

**Copying.** To make sure that you have learned the three things that are done when quotations are written, copy the three sentences at the beginning of this section. Several pupils may copy on the board.

**Correction.** After you have helped to correct the sentences on the board, correct your own, either alone or with a classmate.

**Writing.** Finish each of the sentences below by adding a quotation. Thus, you might finish the fifth so that it would read as follows:

John asked, "Where is Africa?"

Some of the writing may be done on the board.

1. Helen said
2. The boy shouted
3. The stranger remarked
4. The man said
5. John asked
6. The visitors asked
7. The girl begged
8. asked Mary.
9. answered Fred.
10. replied several boys.

**Correction.** The entire class will correct the sentences on the board. Then correct your own with the help of a classmate. What are the three things to have in mind when you look for mistakes in the writing of quotations?

### ° 62. Writing Abbreviations

Short forms like *Jan.* for *January*, *Sun.* for *Sunday*, or *Dr.* for *Doctor* are called **abbreviations**.

**Test.** The following sentences contain some common abbreviations that you may know very well. You have used them in your writing. As a test of your knowledge, write the sentences as the teacher

dictates them, but write as an abbreviation every word whose short form you know.

1. Jan. 6, 1930, Mr. and Mrs. W. B. Davis wrote to Dr. Wm. Leeds, who lives at 75 W. Adams St., Yorktown, Mich.

2. Important holidays occur each year on these dates: Feb. 22, Nov. 11, and Dec. 25.

3. Mrs. Chas. A. Smith and her daughter Miss Smith went to visit Dr. and Mrs. B. L. Brown, 33 Thornton Blvd., Madison, Wis.

### ° 63. Writing the Names of the Holidays

- |                          |                     |
|--------------------------|---------------------|
| 1. New Year's Day        | 6. Independence Day |
| 2. Lincoln's Birthday    | 7. Labor Day        |
| 3. Washington's Birthday | 8. Halloween        |
| 4. St. Patrick's Day     | 9. Thanksgiving Day |
| 5. Memorial Day          | 10. Christmas       |

**Writing.** Copy this list of the holidays and write after each name the date of that holiday next year.

**Correction.** With a classmate compare your copy with the list above. The following questions will help you find mistakes:

1. Does each word in each name begin with a capital letter?

2. Is each name spelled correctly?

3. Has the 's in four of the names been written correctly?

4. Are the dates correct and correctly written with a comma in the right place?

## °64. Writing Contractions

- |           |          |
|-----------|----------|
| 1. do not | 1. don't |
| 2. is not | 2. isn't |
| 3. I will | 3. I'll  |

*Do not* and *don't* mean the same thing; so do *is not* and *isn't*; so do *I will* and *I'll*. The shorter forms *don't*, *isn't*, and *I'll* are made by dropping a letter or several letters from the longer forms. So *I'll* is two letters shorter than *I will*. The mark (') that shows where letters have been dropped is called an apostrophe. The apostrophe (') in *don't* means that the letter *o* has been dropped out of *not* in *do not*.

Shortened words like *don't*, *isn't*, and *I'll* are called **contractions**.

**Speaking.** Below is a list of contractions. What does each contraction stand for? What omitted letter or letters does each apostrophe stand for?

- |            |               |           |             |            |
|------------|---------------|-----------|-------------|------------|
| 1. doesn't | 6. wasn't     | 11. I'm   | 16. I'll    | 21. you're |
| 2. isn't   | 7. weren't    | 12. he's  | 17. you'll  | 22. we're  |
| 3. aren't  | 8. don't      | 13. she's | 18. we'll   | 23. we've  |
| 4. haven't | 9. wouldn't   | 14. I've  | 19. they'll | 24. can't  |
| 5. hasn't  | 10. shouldn't | 15. it's  | 20. they're | 25. shan't |

**Writing.** Several pupils may go to the board. Each may make and write a sentence containing one or more of the contractions in the list above. After the class has read, enjoyed, and corrected these sentences, other pupils may write others; and so on, until everyone in the class has written at least one sentence.



**65. Test, Review, and Final Practice: Correct Usage**

**Test.** 1. The following sentences contain the words the correct use of which you have studied and should know well. Choose the correct word from each parenthesis in group *A* and write it on a sheet of paper, together with the number of the parenthesis. When the correct list is read aloud, check what you have written. What is your score for this group?

2. What is the best score you can make for the sentences of group *B*?

3. What is your best score for group *C*?

*A*

1. I (seen <sup>1</sup> saw) a robin today. Have you (saw <sup>2</sup> seen) any this year?
2. (Were <sup>3</sup> Was) you in the garden when I (saw <sup>4</sup> seen) him?
3. He (came <sup>5</sup> come) before we had (went <sup>6</sup> gone) for the milk. Where (was <sup>7</sup> were) you then?
4. Have you never (saw <sup>8</sup> seen) (none <sup>9</sup> any) of (those <sup>10</sup> them) little yellow and black birds?
5. I (have <sup>11</sup> haven't) (ever <sup>12</sup> never) (saw <sup>13</sup> seen) that kind of bird.
6. (Them <sup>14</sup> Those) birds (aren't <sup>15</sup> ain't) often seen here.
7. (May <sup>16</sup> Can) I go with you to the woods? Will you (learn <sup>17</sup> teach) me the names of the birds?

8. I have (**did**<sup>18</sup> **done**) my work. I (**did**<sup>19</sup> **done**) my examples yesterday.
9. My paper is (**lying**<sup>20</sup> **laying**) on my desk.
10. If you will (**teach**<sup>21</sup> **learn**) me the names of (**them**<sup>22</sup> **those**) birds, I'll (**learn**<sup>23</sup> **teach**) you something else some day.

*B*

11. A book (**lay**<sup>24</sup> **laid**) on the chair. On it was (**lying**<sup>25</sup> **laying**) a boy's cap. Are (**those**<sup>26</sup> **them**) yours?
12. They (**ain't**<sup>27</sup> **aren't**) mine. This (**isn't**<sup>28</sup> **ain't**) mine, and that (**ain't**<sup>29</sup> **isn't**) mine.
13. I (**haven't**<sup>30</sup> **have**) never (**saw**<sup>31</sup> **seen**) (**those**<sup>32</sup> **them**) things before.
14. They (**were**<sup>33</sup> **was**) here before I (**come**<sup>34</sup> **came**).
15. When she (**went**<sup>35</sup> **gone**) to town, she (**done**<sup>36</sup> **did**) a number of errands.
16. (**Was**<sup>37</sup> **Were**) you with her? (**Was**<sup>38</sup> **Were**) she with you? Where (**was**<sup>39</sup> **were**) you two?
17. Going to town (**learns**<sup>40</sup> **teaches**) one many things.
18. It (**teaches**<sup>41</sup> **learns**) one to be careful when crossing a street.
19. I cannot do the first example. (**Can**<sup>42</sup> **May**) you?
20. (**Can**<sup>43</sup> **May**) I see how you began it? Who (**learns**<sup>44</sup> **teaches**) you to work so fast?

## C

21. When I (saw <sup>45</sup> seen) you laugh, I knew I had (did <sup>46</sup> done) something funny.
22. Then you (come <sup>47</sup> came) and (taught <sup>48</sup> learned) me how to do (them <sup>49</sup> those) things right.
23. I have never again (gone <sup>50</sup> went) to (no <sup>51</sup> any) circus like that.
24. (Aren't <sup>52</sup> Ain't) (them <sup>53</sup> those) clowns comical?
25. (Was <sup>54</sup> Were) you there when we (was <sup>55</sup> were)?
26. The animals (were <sup>56</sup> was) (laying <sup>57</sup> lying) in their cages when we (saw <sup>58</sup> seen) them.
27. Not one of them (did <sup>59</sup> done) (nothing <sup>60</sup> anything).
28. When another circus comes, (may <sup>61</sup> can) I go?
29. Many circuses have (came <sup>62</sup> come), but we have not always (went <sup>63</sup> gone).
30. Circuses (teach <sup>64</sup> learn) you things. (Can <sup>65</sup> May) I go to the next one?

**Drill in Correct Usage.** If the test shows that you need the drill, read the sentences of one or more of the three groups above until your time record tells that you have had enough of this practice.

°Perhaps the teacher will ask you to read the drill sentences on some other page in this book. Perhaps you need drill for one word only, not for all that you have studied. The Index will help you find drill sentences for that word.

**66. Review and Final Practice: Sentence Study***Too Many and's*

**Reading.** Read the following paragraphs not as they are written but without the *and's* that are not needed. Where you omit one of those *and's*, you should usually bring the sentence to a close. How? By dropping the voice and making a short, clear-cut pause before beginning the next sentence.

1. A great wave carried Robinson to the shore and he lay there a long time and at last he arose and he walked about wondering where he was and he could hardly believe that he was the only one of all the ship's company that was saved. Indeed, he never saw a single one of his comrades again and the only sign that he ever had of them afterwards was a cap and two or three hats and a shoe.

2. He began to look about to see what kind of place he was in and he wondered what to do next and his clothes were wet and he had nothing to eat or drink and he thought he might be killed by wild beasts and he had no weapon with which to defend himself and, in a word, he had nothing about him but a knife and a pipe and a box with a little tobacco and he began to be worried over what might become of him in this strange country if there were dangerous animals in it.

3. He decided to climb a thick bushy tree and he thought he would be safer there than any-

where else and having climbed the tree he settled himself in a fork in the branches in such a way that if he should sleep he might not fall and at last he fell asleep and since he was very tired he slept very comfortably the whole night through and it refreshed him greatly.

4. When Robinson awoke it was broad day and the weather was clear and the storm was over, so that the sea did not rage and swell as before and what surprised him most was that the ship was still afloat and he could see it clearly about a mile from shore and he wished that he were on it to save some things for his use.

5. A little after noon he found that the sea was very calm and he saw that the tide was so far out that he could come within a quarter of a mile of the ship and he pulled off his clothes and took to the water and when he came to the ship he saw that he should have a hard time getting aboard and he swam around her twice looking for something by which to pull himself up and the second time he spied a small piece of rope which hung from one of the chains and with the help of this rope he got up into the ship.

6. He found that the food on the ship was dry and untouched by water and being hungry he sat down and ate his first good meal in several days and while he was eating he looked about and made up his mind what to take with him when he returned to land and there was no boat, but Robinson knew where there were boards and he hastened to make a raft and when he had finished



it he found it strong enough to carry any reasonable weight.

7. First of all he got several large chests and he filled these with bread and rice and three Dutch cheeses and a little corn that was left on the ship and he looked for some clothes and found enough for the present and there were other things he needed more and he found a carpenter's chest and this was a very useful prize to him and more valuable than a box of gold would have been at the time and all these things he loaded carefully on his raft.

8. His next care was for powder and arms and he found two very good shotguns in the cabin and two pistols and all these, together with a barrel of powder, he got to his raft and now he began to think of how to reach shore with his load and he discovered that he had no sail and no oar and no rudder and the least wind would have roughened the sea and made it impossible for him to get his raft to the land.

9. He looked about and found three broken oars and now losing no time he put out to sea and for a while everything went well and he hoped to find a good landing place where he might bring his cargo to land and before long he was lucky enough to discover a little inlet and when he entered this the strong current of the tide carried him into a cove and here at last he brought his raft safely to shore.

DANIEL DEFOE, "The Adventures of Robinson  
Crusoe" (*Adapted*)

*Writing Sentences*

The following paragraphs have no capital letters or punctuation marks. See how hard they are to read. Can you tell where one sentence ends and the next begins?

1. did you ever hear of columbus it was he who discovered america he sailed across the ocean many years ago everybody thought he would never come back he sailed on and on until he found america

2. only indians were living here then do you think they were surprised when they saw columbus they had never seen white men before they had never seen ships so large as those of columbus they thought columbus and his men had come down from the sky

3. when columbus returned to spain he was received with great honors he was the hero of the day the king and the queen gave him presents they asked him to sit at their side as an equal

4. soon he decided to make another voyage across the wide ocean the first time he had only three ships this time he had seventeen why did everybody want to go now everybody thought he would become rich if he sailed with columbus to america

5. he sailed about for three years it was a hard voyage he built a little town trouble met him on every hand the indians were not always friendly his own men were not always easy to manage at last he returned to spain later he made two more voyages to america

Silently read and answer the following numbered questions, in preparation for the writing that you will do afterwards. This sort of work is called studying. Have you learned to study during the year? Can you do it easily?

1. With what kind of letter should a sentence begin? With what word does each sentence in paragraph 1 on page 159 begin?

2. With what kind of mark should a sentence end? Can you find a sentence in the first paragraph that should not be followed by a period?

3. With what kind of letter should a person's name begin? With what kind of letter should the name of a country begin? Can you find such names in the first paragraph?

**Copying.** 1. Copy paragraph 1 on page 159, writing capital letters and periods (or question marks) where these are needed. Then, with a classmate, correct your work. If there is no mistake in it, you need not copy any further.

2. In the same way copy the second paragraph, if you made a mistake in copying the first. Did you copy the second correctly? Then you need not copy the third. Instead, help other pupils correct their copying.

3. In the same way, if necessary, copy one or more of the remaining paragraphs. The more you need to copy, the more you should copy.

### 67. *Review and Final Practice: Spelling Troublesome Words*

The following are the troublesome words you have been studying. Probably you are now able to spell most if not all of them. The game will show.

1. an	11. hear	21. our	31. then
2. and	12. here	22. pair	32. their
3. are	13. knight	23. peace	33. there
4. blew	14. knows	24. pear	34. to
5. blue	15. meat	25. piece	35. too
6. eight	16. meet	26. read	36. two
7. for	17. night	27. red	37. weak
8. four	18. nose	28. road	38. wear
9. half	19. off	29. rode	39. week
10. have	20. or	30. than	40. where

**Game.** Let sides be chosen by two leaders, each of whom tries to select only good spellers. Let as many pupils of one side (side A) go to the board as can write there without crowding. What are they to write? The leader of side B reads them a sentence made by his side. This sentence contains a number of the words in the list, the more the better, but it must not be too long. When each pupil at the board has finished writing it, side B looks each one's sentence over for mistakes. These mistakes count against side A.

Now side B goes to the board and writes. This time the sentence, made by the pupils on side A, is dictated by their leader. Again mistakes are counted.

So the game goes on, the side making the fewer mistakes winning. It saves time to have one side make up sentences while the other is busy writing.

**68. Review and Final Practice: Letter Writing**

19 Beach Road  
Lakewood, Ohio  
June 6, 1930

Dear Julia :

Can you guess why I am glad that the summer vacation will begin soon? Then Mother will take me again to Colorado to your father's ranch, and you and I can play together as we did last summer.

Your loving cousin,  
Helen Louise Thorne

S  
T  
U  
D  
Y

To make sure, before you begin to write, that you remember all you have learned about letter writing, silently read and answer the following questions :

1. Do you remember what the heading of a letter is?
2. Do you see in the letter above how the three parts of the heading are written?
3. Do you remember the name of the mark (:) that follows the greeting of a letter?



4. Is the first line of this letter indented? What does *indented* mean?

5. What are the two parts of the ending of this letter? Is there any mark in the ending?

**Copying.** Copy one or more of the following letters. How many? That depends on how well you do it. If your first copy shows that you know exactly how a letter should be written and can write it so, that is enough. But if you make mistakes copying the first, it seems that you ought to give yourself more practice by copying the second, and so on until you need no further practice.

Each paragraph below is a letter. It is to be made to look like a letter, with each part in its proper place and all punctuation marks where they belong.

1. Sweet Valley Ranch Jamestown Colorado  
June 30 1930 Dear Father Here we are Mother  
and I arrived at Uncle Frank's ranch at noon  
today I am writing this to let you know Your  
loving daughter Helen

2. Sweet Valley Ranch Jamestown Colorado  
July 10 1930 Dear Father Julia and I are having  
the very best of times She lets me ride on her  
pony Your loving daughter Helen

3. Sweet Valley Ranch Jamestown Colorado  
July 15 1930 Dear Father You cannot guess  
what Uncle Frank has done He has bought me  
a pretty little donkey Now I ride him when  
Julia rides her pony Your loving daughter Helen

4. Sweet Valley Ranch Jamestown Colorado  
 July 25 1930 Dear Father I want to ask you a  
 very particular question today May I bring  
 Tommy home with me when I leave the ranch  
 Tommy is my donkey Your loving daughter  
 Helen

5. 19 Beach Road Lakewood Ohio August 1  
 1930 Dear Daughter Yes indeed bring Tommy  
 with you He will fit nicely into our four-room  
 flat The bathroom will make a good stable for  
 him I am sure the police will not mind if we  
 pasture him in the park I will sell our car at  
 once and ride to the office every morning on  
 Tommy instead Father

### 69. Summary: the Year's Aims and Gains

At the beginning of the year the following list tells us what we must learn to do in order to speak and write better English. As we read it during and at the end of the year it helps us to decide what gains we have made. Each aim, or gain, is stated as a rule of what a speaker or writer should do, as follows (numbers in parenthesis refer to sections in this book):

1. Stand erect, on both feet, and look at the audience in a friendly way. (14, 17, 44, 48)
2. Without straining or raising the voice, speak loud enough to be easily heard. (1, 14, 17, 20, 24, 26, 33, 44, 48)
3. Speak distinctly, not mumbling the words, and in a pleasant tone of voice. (14, 16, 20, 26, 33, 44, 48)
4. Pronounce correctly, particularly certain troublesome words that have been studied or reviewed during the year. (5, 18, 20, 50)

5. Use correct English, avoiding particularly the common errors that have been studied or reviewed during the year. (*Saw, seen*, 6, 16, 36, 42, 65; *did, done*, 6, 16, 36, 42, 65; *came, come*, 6, 16, 36, 42, 65; *went, gone*, 6, 16, 36, 42, 65; *was, were*, 6, 16, 36, 42, 65; *learn, teach*, 13, 16, 65; *may, can*, 19, 65; *isn't, aren't*, 30, 65; *those, them*, 42, 65; *no, not, never*, 47, 65; *lie, lying, lay, lain*, 54, 65)
6. Choose fitting words, words that express truly what you wish to say; and do not use the same word too often. (14, 44)
7. Go to the dictionary for help in choosing words, in learning their exact meaning, their spelling and pronunciation. (40)
8. Be able to say the same thing in more than one way. (53)
9. Know what a sentence is. (9, 10, 23, 52, 66)
10. Make a suitable pause between sentences. (3, 37, 43, 66)
11. Avoid using unnecessary *and's*. (3, 33, 37, 43, 66)
12. Show politeness. (10, 31, 32, 45)
13. Have something worth while to say, something that will inform or entertain the hearer or reader. (1, 17, 24, 55)
14. Choose a subject of the right size — small enough for everything of interest to be said about it. (1, 2, 4, 7)
15. Begin the talk, story, report, or letter with a promising sentence. (2, 20, 35, 44, 46, 48, 49)
16. Stick to the subject. (8, 46)
17. Be clear; tell things so that others can understand them easily; tell things in an orderly way from beginning to end. (8, 33, 45, 58)
18. Know how to end your talk or story suitably. (26, 35, 48)
19. Telephone distinctly, politely, and without waste of time or words. (31)
20. Have a clean, neat-looking paper. (11)
21. Leave margins around the writing, wide enough to look well. (11, 15, 25, 38, 46, 49, 59)
22. Write plainly. (11, 38, 46)
23. Spell correctly, particularly certain troublesome words that you have studied or reviewed during the year. (11, 15, 25, 27, 38, 39, 46, 49, 57, 67)

24. Indent the first line of every paragraph; that is, begin the first line a little farther to the right than the other lines of the paragraph. (11, 15, 32, 38, 49, 52)
25. Arrange neatly and correctly the parts of a letter — the heading, the greeting, the body, and the ending. (11, 32, 38, 49, 56, 68)
26. Address the envelope neatly, plainly, and correctly. (29, 56)
27. Before speaking or writing have an outline in mind; that is, know what to say first, what next, and what last. (8, 21, 35, 37, 48)
28. Know how to change a word meaning only one so that it will mean more than one. (34)
29. Know how to change a word so that it will express ownership or possession. (53)
30. Copy or write from dictation a short and suitable paragraph without making mistakes. (11, 23, 46, 66, 68)
31. Know what mistakes to guard against in your speaking and writing, and how to correct them. (32, 41, 60)
32. Criticize the speaking and writing of others both clearly and politely. (1, 41, 55)
33. Know *how to study* in preparation for speaking or writing; that is, know how to ask yourself (and to answer) questions about your subject. (1, 7, 8, 55)
34. Overcome your faults as a speaker and writer by *practice*; that is, by doing the thing over and over, trying each time to do it better. (1, 4, 8, 26, 55, 60)
35. Observe the following rules, given on pages 192-196, for the use of capital letters and punctuation marks: *capital letters*, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13; *the period*, 14, 15, 16; *the question mark*, 17; *the comma*, 18, 19, 20, 21, 22, 23, 24, 25; *the colon*, 26; *quotation marks*, 27; *the hyphen*, 28; *the apostrophe*, 29, 30.

## ° APPENDIX

### I. The Correct Use of *saw, seen; did, done; came, come; went, gone; was and were*

#### *Saw, Seen*

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

- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| 1. I <i>saw</i> her.              | (NOT I <i>seen</i> her.)            |
| 2. He <i>saw</i> me.              | (NOT He <i>seen</i> me.)            |
| 3. I <i>have seen</i> her before. | (NOT I <i>have saw</i> her before.) |
| 4. He <i>has seen</i> me often.   | (NOT He <i>has saw</i> me often.)   |

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

Use *saw* without a helping word:

Say *I saw, you saw, he saw.*

Use *seen* with *have* or *has* or *had*:

Say *we have seen what she saw.*

**Exercise.** Read the following numbered questions and fill the blanks in the answers with *saw* or *seen*, whichever you think correct:

1. *Question.* Have you seen my hat?

*Answer.* No, I have not \_ \_ \_ your hat.

° Optional supplementary or alternative exercises. See Teachers' Manual for explanation.



2. *Question.* Where did you see my father?  
*Answer.* I <sup>2</sup> \_\_\_ your father in the grocery.
3. *Question.* Did he see you?  
*Answer.* Yes, he <sup>3</sup> \_\_\_ me. When I <sup>4</sup> \_\_\_ him, he  
<sup>5</sup> \_\_\_ me.
4. *Question.* Who has seen my book?  
*Answer.* I haven't <sup>6</sup> \_\_\_ it. Perhaps your brother  
<sup>7</sup> \_\_\_ it this morning.
5. *Question.* Have you seen it, Tom?  
*Answer.* No, Fred, I have not <sup>8</sup> \_\_\_ it. I <sup>9</sup> \_\_\_ it  
yesterday. I haven't <sup>10</sup> \_\_\_ it since.
6. *Question.* Who saw Maud skip the rope yesterday?  
*Answer.* I <sup>11</sup> \_\_\_ her, Beth <sup>12</sup> \_\_\_ her, and some  
others <sup>13</sup> \_\_\_ her. I have never <sup>14</sup> \_\_\_ her  
skip better.

**Test.** On a sheet of paper write opposite the numbers 1 to 14 the correct words for the fourteen blanks above. Check your work when the teacher or a classmate reads the correct list aloud.

**Drill.** If the test above showed that you need further drill in the use of *saw* and *seen*, repeatedly read the questions and answers rapidly, filling each blank with the correct word.

### *Did, Done*

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

#### RIGHT

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

#### WRONG

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

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

See how the following little jingle states this rule:

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

**Exercise.** Read the following numbered questions and fill the blanks in the answers with *did* or *done*, whichever you think correct:

1. *Question.* Who in the class has done his examples?  
*Answer.* I   <sup>1</sup>   mine yesterday. I haven't   <sup>2</sup>   any more today.
2. *Question.* Who did that?  
*Answer.* John   <sup>3</sup>   it. He has often   <sup>4</sup>   things like that. He   <sup>5</sup>   it this morning.
3. *Question.* Have you done your work?  
*Answer.* Yes, I   <sup>6</sup>   it an hour ago.
4. *Question.* What has Jane done?  
*Answer.* She   <sup>7</sup>   nothing this morning. She has   <sup>8</sup>   nothing since yesterday. He   <sup>9</sup>   nothing this morning.
5. *Question.* Hasn't she done her schoolwork?  
*Answer.* Yes, she   <sup>10</sup>   that, but she has   <sup>11</sup>   nothing else.
6. *Question.* Did Jane do her drawing?  
*Answer.* She hasn't   <sup>12</sup>   her drawing, but she has   <sup>13</sup>   her writing. She   <sup>14</sup>   that first.

**Test.** Write the correct words on a sheet of paper, with the number of the blank in which each word belongs.

**Drill.** If you need more drill, repeatedly read the questions and answers on page 169 rapidly, filling the blanks.

### *Came, Come*

Notice the correct and the incorrect use of *came* and *come* :

#### RIGHT

1. He *came* to see us yesterday.
2. We *have come* here often.
3. He *has come* again.

#### WRONG

1. He *come* to see us yesterday.
2. We *have came* here often.
3. He *has came* again.

You can see from the sentences above that it is right to use the helping words *have* and *has* with *come*, but not with *came*. Perhaps you may forget which is the strong word that needs no helpers and which is the weak word that does. Then say this jingle :

Like a sturdy oak stands *came*,  
 Wants no helpers in the game.  
 Weak-kneed *come* is numb and dumb,  
 Needs the help of *have*, its chum.

**Exercise.** As you read the following questions and answers, fill each blank with *came* or *come*, whichever you think is correct :

1. *Question.* When did your friend come?  
*Answer.* She \_ \_ \_ on the early train.

2. *Question.* Has she ever come to see you before?  
*Answer.* Yes, she \_\_\_<sup>2</sup>\_\_\_ to see me last year.
3. *Question.* Did she come alone both times?  
*Answer.* No, her mother \_\_\_<sup>3</sup>\_\_\_ with her the first time.
4. *Question.* Has your brother come home yet?  
*Answer.* Yes, he \_\_\_<sup>4</sup>\_\_\_ an hour ago, but he has not yet \_\_\_<sup>5</sup>\_\_\_ down from his room.
5. *Question.* Why have you never come to see me?  
*Answer.* You have never \_\_\_<sup>6</sup>\_\_\_ to see me.
6. *Question.* Will spring ever come again?  
*Answer.* It always has \_\_\_<sup>7</sup>\_\_\_ again. It \_\_\_<sup>8</sup>\_\_\_ last year. It \_\_\_<sup>9</sup>\_\_\_ the year before. It has always \_\_\_<sup>10</sup>\_\_\_. It has \_\_\_<sup>11</sup>\_\_\_ every year.

**Drill and Final Test.** After reading the questions and answers rapidly several times, filling the blanks with the correct words, write those words on a sheet of paper, with the numbers of the blanks in which they belong.

### *Went, Gone*

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

#### RIGHT

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

#### WRONG

1. I *have went* to town.
2. He *has went* there.
3. We *have went* there before.
4. *Has* she ever *went* there?

You can see from the sentences above that it is correct to use *gone*, but incorrect to use *went*, with such helpers as

*have, has, or had.* Perhaps the following jingle will help you to remember this :

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

Never let helpers get  
 Close to *went*.

Don't forget: help would fret  
 Sturdy *went*.

**Exercise.** Can you fill the blanks in the following answers correctly? First read each question; then insert *went* or *gone*, whichever you think correct, in each blank :

1. *Question.* Where have your classmates gone?  
*Answer.* Some of the boys \_1\_ into the hall; then they \_2\_ outdoors. I don't know where the others have \_3\_.
2. *Question.* Where have the girls gone?  
*Answer.* They have \_4\_ home. Perhaps the boys have \_5\_ home, too.
3. *Question.* Where did your friends go?  
*Answer.* They \_6\_ to the camp. Perhaps that is where the boys have \_7\_.
4. *Question.* Have you ever gone to the circus?  
*Answer.* I \_8\_ last month. I \_9\_ several times. I have never \_10\_ alone.



5. *Question.* Who went with you?

*Answer.* The first time my father \_<sup>11</sup>\_ with me.  
Since then I have always \_<sup>12</sup>\_ with  
my brother.

6. *Question.* Has your brother ever gone alone?

*Answer.* He has \_<sup>13</sup>\_ alone when I have not \_<sup>14</sup>\_  
with him. I think he \_<sup>15</sup>\_ alone once.

**Test.** On a sheet of paper write the numbers 1 to 15 in a column. Opposite each number write the correct word — *went* or *gone* — for the blank having that number. Check your list in the usual way.

**Drill.** If the test above showed that you need further drill in the correct use of *went* and *gone*, repeatedly read the questions and answers, filling the blanks rapidly.

### *Was, Were*

The first column below shows the correct use of *were*; the second column shows *was* incorrectly used in place of *were*.

#### RIGHT

1. You *were* absent yesterday.
2. We *were* here all day.
3. They *were* not present.

#### WRONG

1. You *was* absent yesterday.
2. We *was* here all day.
3. They *was* not present.

The sentences above show that it is right to say *you were, we were, they were*, and wrong to say *you was, we was, they was*.

How does the jingle on page 89 give this rule?

**Game: *was* and *were*.** Before the game, each pupil writes on the front board the name of a place; as, *school-house, station, bakery, barn, garage, house*. In this way a large list of places is prepared.

A pupil now rises, turns to a classmate, and says, choosing one of the places in the list :

*I was* in the schoolhouse, but where *were* you, Michael?

This pupil rises and answers, choosing another one of the places :

*I was* in the station, but where *were* you, Patrick?

So it goes on from one pupil to another. Each pupil rises, tells where he was, and asks a classmate where *he* was.

**Exercise.** Read the following questions and answers, filling each blank with *was* or *were*, whichever you think correct :

1. *Question.* Where were you yesterday, Fan?  
*Answer.* I   1   in school, but where   2   you?
2. *Question.* Where were your friends?  
*Answer.* They   3   in school, too.
3. *Question.* Was Fred in school yesterday?  
*Answer.* He   4   in school, but both of his sisters   5   at home.
4. *Question.* What were you doing, boys?  
*Answer.* We   6   at home, helping Mother.
5. *Question.* Was George in town with his father?  
*Answer.* Both George's father and mother   7   in town, and he   8   with them.
6. *Question.* Who were those boys that we saw in the store?  
*Answer.* They   9   friends of mine. George   10   with them. They   11   on their way home from school. So   12   you.

**Test.** Write the correct words for the blanks above, and with each word write the number of the blank in which it belongs. Check your work in the usual way.

**Drill.** If you need further drill, read the questions and answers repeatedly, filling the blanks rapidly until you can do this both correctly and easily.

## II. The Correct Use of *learn, teach; may, can; am not, isn't, aren't; those, them; no, not, never; lie, lying, lay, and lain*

### *Learn, Teach*

**Exercise.** Read the following questions and answers aloud and fill each blank with *learn* or *teach*, whichever one you think correct :

1. *Question.* How shall I ever learn to skate?  
*Answer.* I will \_1\_ you. You will \_2\_ easily.
2. *Question.* Isn't it hard to learn?  
*Answer.* I can \_3\_ you in an hour or two. It won't be hard for you to \_4\_ it.
3. *Question.* Do you know that I want to learn to dance?  
*Answer.* I can \_5\_ you that too, if you want me to \_6\_ you.
4. *Question.* Will you teach me to drive a car?  
*Answer.* I cannot \_7\_ what I do not know. If I learn it next year, I will \_8\_ you.
5. *Question.* What did the teacher say?  
*Answer.* She said we must \_9\_ this poem first; then she will \_10\_ us the other one. First we must \_11\_ this one; then she will \_12\_ us that one.

**Test.** On a sheet of paper write the correct word for each of the twelve blanks on page 175, together with the number of the blank. Check your work in the usual way. If your record is below perfect, continue the following drill until you can read the sentences without a single mistake.

**Drill.** Read the questions and answers on page 175 until you can easily fill the blanks both correctly and rapidly.

### *May, Can*

**Exercise, Test, Drill.** Using the following six questions and answers, study the correct use of *may* and *can* as you studied *learn* and *teach* above:

1. **Question.** Should one use *may* or *can* in asking permission?

**Answer.** Use \_\_<sup>1</sup>\_\_ in asking permission.

2. **Question.** May I open the window, Miss Smith?

**Answer.** Yes, you \_\_<sup>2</sup>\_\_, Harold, but it is very heavy. \_\_<sup>3</sup>\_\_ you move it?

3. **Question.** Can you skate, Marjorie?

**Answer.** Yes. I learned last year. I \_\_<sup>4</sup>\_\_ skate.

4. **Question.** Will your mother let you go with us tomorrow?

**Answer.** I'll ask her. Mother, \_\_<sup>5</sup>\_\_ I go skating with the girls tomorrow?

5. **Question.** Can you drive a car, Fred?

**Answer.** I \_\_<sup>6</sup>\_\_. I learned last summer. Mother, \_\_<sup>7</sup>\_\_ I show Tom how well I can drive?

6. **Question.** How do you ask for permission to go to the movies?

**Answer.** I say, "Mother, \_\_<sup>8</sup>\_\_ I go to the movies?"

*Am not, Isn't, Aren't*

**Exercise, Test, Drill.** Using the six questions and answers below, study the correct use of *am not*, *isn't*, and *aren't* as you studied *learn* and *teach* above :

1. *Question.* Isn't that car rather long?  
*Answer.* It --<sup>1</sup>-- as long as ours.
2. *Question.* Aren't you coming with us, Doris?  
*Answer.* No, I --<sup>2</sup>--. There --<sup>3</sup>-- time to go.
3. *Question.* Aren't those boys in your class at school?  
*Answer.* No, they --<sup>4</sup>-- in my class, and I --<sup>5</sup>-- in theirs.
4. *Question.* Aren't we late?  
*Answer.* No, you --<sup>6</sup>-- late, and I --<sup>7</sup>-- late either.
5. *Question.* Am I not older than he?  
*Answer.* You --<sup>8</sup>-- much older, and you --<sup>9</sup>-- much taller.
6. *Question.* Aren't you taller than he?  
*Answer.* No, I --<sup>10</sup>-- taller than he, but he --<sup>11</sup>-- any stronger than I. There --<sup>12</sup>-- much difference between us.

*Those, Them*

**Exercise, Test, Drill.** Do you remember how you studied the correct use of *learn* and *teach* above? In the same way exercise, test, and drill yourself in the correct use of *those* and *them*, using the questions and answers below :

1. *Question.* Where are those books I laid here?  
*Answer.* Do you mean --<sup>1</sup>-- little books with the red covers?



2. *Question.* Yes. Where are they?  
*Answer.* \_\_<sup>2</sup>\_\_ little red books are on \_\_<sup>3</sup>\_\_ shelves.
3. *Question.* Whose flowers are those?  
*Answer.* Do you mean \_\_<sup>4</sup>\_\_ blue ones? \_\_<sup>5</sup>\_\_ are my flowers.
4. *Question.* Are those scissors sharp? Do you like them?  
*Answer.* \_\_<sup>6</sup>\_\_ scissors are very sharp. \_\_<sup>7</sup>\_\_ are the scissors for me. I like \_\_<sup>8</sup>\_\_.
5. *Question.* When will those berries be ripe?  
*Answer.* \_\_<sup>9</sup>\_\_ berries will be ripe in June. Then we can gather \_\_<sup>10</sup>\_\_. \_\_<sup>11</sup>\_\_ are the early kind.
6. *Question.* Where did you buy those pretty marbles?  
*Answer.* I did not buy \_\_<sup>12</sup>\_\_ marbles. My brother lent \_\_<sup>13</sup>\_\_ to me. \_\_<sup>14</sup>\_\_ marbles belong to him.

*No, Not, Never*

**Exercise, Test, Drill.** As you studied *learn* and *teach* above (see pages 175-176), study *no*, *not*, *never*, with the help of the questions and answers below. Some of the blanks call for *any* or *no*; others call for *ever* or *never*. Select for each blank the word that is correct.

1. *Question.* Have you a pet dog or cat at home?  
*Answer.* I haven't \_\_<sup>1</sup>\_\_ pet at home. I never had \_\_<sup>2</sup>\_\_ kind of pet.
2. *Question.* Do you like dogs better than cats?  
*Answer.* Yes, I like dogs much better than cats. In fact, I don't want \_\_<sup>3</sup>\_\_ kind of cat for a pet.

3. *Question.* Are you feeling well?  
*Answer.* I haven't had \_<sup>4</sup>\_ kind of sickness for years. I'm never sick in \_<sup>5</sup>\_ way.
4. *Question.* Have you any friends in Canada?  
*Answer.* I have \_<sup>6</sup>\_ friends there. I haven't \_<sup>7</sup>\_ friends outside of our own country. I have \_<sup>8</sup>\_ friends in Europe.
5. *Question.* Aren't your two brothers in California?  
*Answer.* I have \_<sup>9</sup>\_ brothers. I haven't \_<sup>10</sup>\_ sisters. There aren't \_<sup>11</sup>\_ relatives of mine in California.
6. *Question.* Isn't George quick?  
*Answer.* He isn't \_<sup>12</sup>\_ quicker than Fred. He is \_<sup>13</sup>\_ better than Fred in any way.
7. *Question.* Did you ever go up in a balloon?  
*Answer.* I have \_<sup>14</sup>\_ gone up in a balloon. I haven't \_<sup>15</sup>\_ even seen a balloon. I don't wish to go up in \_<sup>16</sup>\_ balloon.

*Lie, Lying, Lay, Lain*

**Exercise.** As you read the following questions and answers, say *lie* for *rest*, *lies* for *rests*, *lying* for *resting*, *lay* for *rested*, *have lain* for *have rested*, and *has lain* for *has rested*. Thus, read the first question and answer not as they stand but in this way:

- Question.* What is that *lying* on the window sill?  
*Answer.* A mitten is *lying* there. John's things usually *lie* on that window sill.

1. *Question.* What is that *resting*<sup>1</sup> on the window sill?  
*Answer.* A mitten is *resting*<sup>2</sup> there. John's things usually *rest*<sup>3</sup> on that window sill.
2. *Question.* Is that he *resting*<sup>4</sup> on the lounge?  
*Answer.* Yes. He *has rested*<sup>5</sup> there half an hour.
3. *Question.* Who *rested*<sup>6</sup> there this morning?  
*Answer.* The cat *rested*<sup>7</sup> there this morning. She is *resting*<sup>8</sup> on the floor now. There she *rests*,<sup>9</sup> under the little table.
4. *Question.* *Rest*<sup>10</sup> here, Frank, while I *rest*<sup>11</sup> in the hammock, will you?  
*Answer.* Certainly. I *rested*<sup>12</sup> in the hammock yesterday while you were *resting*<sup>13</sup> on the beach.
5. *Question.* It is fun *resting*<sup>14</sup> on the soft sand, isn't it?  
*Answer.* I *have often rested*<sup>15</sup> on the beach in the summer.
6. *Question.* The panting dog *rested*<sup>16</sup> on the ground, did you say?  
*Answer.* Yes. He *rested*<sup>17</sup> there until his master whistled.
7. *Question.* Why did he *rest*<sup>18</sup> there so long?  
*Answer.* He was quietly *resting*<sup>19</sup> there until his master came.
8. *Question.* Do you see that fallen tree *resting*<sup>20</sup> on the ground?  
*Answer.* Oh, that *has rested*<sup>21</sup> there several years. It *has rested*<sup>22</sup> there at least a dozen years. I suppose it will be *resting*<sup>23</sup> there another dozen.

Test. On a sheet of paper write the numbers 1 to 23. Opposite each write a suitable word or word group — *lie*,

*lies, lying, lay, have lain, or has lain* — to take the place of the word or word group of that number in the questions and answers above. When your list of twenty-three words (and word groups) is finished, check it in the usual manner. If your score is below perfect, you need the following drill.

**Drill.** Repeatedly read aloud the questions and answers above, not as they stand but using suitable words in place of *rest, rests, resting, rested, have rested, and has rested.*

### III. Spelling Certain Troublesome Words (Homonyms)

#### 1. *Here, There, Where*

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

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

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

#### 2. *Hear, Their, Wear, Our, To*

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

1. Do you see that *hear* is *ear* with the letter *h* before it?
2. When you say *our sour-apple tree*, why is it easy to remember how to spell *our*?
3. A bear wears a big fur coat. What else should he wear? If you remember this silly question, how will it help you to spell *wear* correctly?
4. Do you know what an *heir* is? He receives the money or other property left by his father and mother when they die. First it is *their* money; then it is his money. Do you see that *their* is *heir* with a *t* before it?
5. In the fifth sentence how is the word before *go* spelled? How is the word after *go* spelled?

### 3. *Too, Or, A, An, Won*

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

1. Do you see that *won* in the first sentence begins with *w* like *winner*?
2. The word *or* is used like this :  

John *or* Fred  
hot *or* cold
3. The word *too* is used like this :  

I am reading *too*.  
You are *too* little.
4. Which is easier to say, "*a* ton of coal" or "*an* ton of coal"? Which is used in the first sentence?
5. Which is easier to say, "*a* armful of wood" or "*an* armful of wood"? Which is used in the second sentence? The words *a* and *an* mean the same thing. We use the one which is easier to say with the word that follows. If that word begins with *a, e, i, o, or u*, we nearly always use *an*.



4. *One, Two, Are, And*

*One and two are three.*

S  
T  
U  
D  
Y

1. Do you see the word *one* in the word *done*?
2. The words *two* and *twice* both begin with what two letters?
3. In what way are *band*, *hand*, *sand*, and *and* alike?
4. The word *are* is spoken just like the letter *r*. The letter *r* is exactly in the middle of the word — *a-r-e*, *a* before *r* and *e* after *r*.
5. Now close your eyes. Can you see all the letters in *one*? in *two*? in *and*? in *are*?
6. Do you understand the following little rime?

*One ends like done,  
Two begins like twice,  
Spelling them is fun.  
Follow this advice:  
And is a-n-d,  
Are is a-r-e.*

*Exercise, Test, and Drill*

**Exercise.** The blank in each of the following sentences is to be filled with one of the words that you see in parenthesis before the sentence. Pronounce that word and spell it. Thus, for sentence 4, say *two*; then spell *t w o*.

1. (**here, hear**) Can you \_ \_<sup>1</sup> \_ me when I stand here?
2. (**are, our, or**) Where are \_ \_<sup>2</sup> \_ friends?
3. (**won, one**) Who \_ \_<sup>3</sup> \_ the game?
4. (**two, too, to**) Three and \_ \_<sup>4</sup> \_ are five.
5. (**an, and**) We saw \_ \_<sup>5</sup> \_ owl in the tree.
6. (**their, there**) The pupils studied \_ \_<sup>6</sup> \_ lesson.
7. (**their, there**) My book is not here. Is it \_ \_<sup>7</sup> \_ ?

8. (where, wear) What shall I \_<sup>8</sup>\_ to the party?  
 9. (where, wear) Do you know \_<sup>9</sup>\_ my pencil is?  
 10. (an, and) Two \_<sup>10</sup>\_ two are four.  
 11. (two, too, to) Are you going \_<sup>11</sup>\_ town?  
 12. (two, too, to) Don't ask \_<sup>12</sup>\_ many questions.  
 13. (won, one) John has two pencils, but I have only \_<sup>13</sup>\_.  
 14. (are, our, or) \_<sup>14</sup>\_ you going in your car or in \_<sup>15</sup>\_ car?  
 15. (are, our, or) Which do you like better, this \_<sup>16</sup>\_ that?  
 16. (here, hear) You are there, but I am over \_<sup>17</sup>\_.

**Test.** Write the numbers 1 to 17 in a column on a sheet of paper. Read again the sentences above; opposite each number on your paper write the correct word for the blank that has the same number.

**Exercise.** Fill the blanks in the following sentences with suitable words, spelling each word after saying it:

1. *Question.* Did Mary win any games?  
*Answer.* Mary won only \_<sup>1</sup>\_ game.
2. *Question.* Why do you always say "louder" when I speak?  
*Answer.* The reason is that I cannot \_<sup>2</sup>\_ you well from here.
3. *Question.* Is that your dog, boys?  
*Answer.* Yes, this is \_<sup>3</sup>\_ dog. He belongs to both of us.
4. *Question.* What number follows *one* and comes before *three*?  
*Answer.* The number \_<sup>4</sup>\_ follows *one* and comes before *three*.
5. *Question.* What is that in the tree?  
*Answer.* It is either \_<sup>5</sup>\_ hawk or \_<sup>6</sup>\_ eagle.
6. *Question.* Where are you, Sam?  
*Answer.* I am \_<sup>7</sup>\_, in this corner, not there.

7. *Question.* Does this package belong to them?  
*Answer.* Yes, it is \_ \_<sup>8</sup>\_ \_ package.
8. *Question.* Who am I, Jennie? Can you guess?  
*Answer.* I can tell from your voice that you \_ \_<sup>9</sup>\_ \_  
 Mattie. You are over \_ \_<sup>10</sup>\_ \_ in the hall.
9. *Question.* Have you found both your mittens,  
 Maud?  
*Answer.* No, I have found only \_ \_<sup>11</sup>\_ \_.
10. *Question.* Do two and two make four, Will?  
*Answer.* Yes, and one \_ \_<sup>12</sup>\_ \_ three make four, too.

**Test.** On a sheet of paper write the words for the blanks above, with the number of each.

**Drill.** If you need further drill in the use of the words above, repeat several times the exercises on pages 183-185.

5. *Knight, Night*      *Knows, Nose*      *Half, Have*      *Pair, Pear*

**Exercise.** Before each sentence are two words in parenthesis. One of these is the correct word for that sentence. Say and spell this word :

1. (knight, night) The brave \_ \_<sup>1</sup>\_ \_ saved the lad.
2. (knows, nose) The hunter nearly froze his \_ \_<sup>2</sup>\_ \_.
3. (half, have) It was \_ \_<sup>3</sup>\_ \_ an hour before train time.
4. (pair, pear) Is that your \_ \_<sup>4</sup>\_ \_ of shoes?
5. (knight, night) After the \_ \_<sup>5</sup>\_ \_ comes the morning.
6. (knows, nose) John has studied and \_ \_<sup>6</sup>\_ \_ his lesson.
7. (half, have) I \_ \_<sup>7</sup>\_ \_ a new pair of skates.
8. (pair, pear) What are you eating — a \_ \_<sup>8</sup>\_ \_ or a peach?

**Test.** On a sheet of paper write the correct words for the blanks above, with the number of each. Check your work when the teacher or a pupil reads the correct words aloud and gives the spelling of each one.

**Drill.** Do you need further drill in the spelling of any of the words in the preceding exercise? If so, find in the Index where the word or words you need to study are taught. Then study them, and follow this study by taking again the test above.

**6. Road, Rode    Meat, Meet    Weak, Week    Peace, Piece**

**Exercise, Test, Drill.** Study the four pairs of words above as you studied the preceding four pairs. Use the following eight sentences :

1. (road, rode)    The strange horseman - 9 - swiftly into the forest on his handsome steed.
2. (meat, meet)    He did not wish to - 10 - anyone.
3. (weak, week)    He passed our house last - 11 - .
4. (peace, piece)    We do not want war ; we want - 12 - .
5. (road, rode)    The country - 13 - was rough.
6. (weak, week)    The old horse was too - 14 - to go far.
7. (meat, meet)    The hungry boy enjoyed the bread and - 15 - .
8. (peace, piece)    Then he ate a large - 16 - of pie.

**7. Than, Then    Four, For    Blue, Blew    Read, Red**

**Exercise, Test, Drill.** Study the four pairs of words above as you studied the four pairs on page 185 :

1. (than, then)    May is taller - 17 - Jane.
2. (four, for)    Two and two are - 18 - .
3. (blue, blew)    A cold wind - 19 - from the north.
4. (read, red)    Have you - 20 - this story?
5. (than, then)    Now and - 21 - it rains here.
6. (four, for)    Is this letter - 22 - you or for me?
7. (blue, blew)    The sun is shining, and the sky is - 23 - .
8. (read, red)    Three cheers for the - 24 - , white, and blue.

**Final Test.** 1. How rapidly can you give the correct words for the twenty-four blanks in the three exercises on pages 185–186? Spell each word as you give it, and give also the number of the blank to which it belongs.

2. How rapidly can you write those twenty-four words in a column with the number of the blank to which each word belongs?

#### IV. Sentence Study

**Copying.** Copy as many of the following sentences as the teacher directs. Remember the capital letter beginning each sentence, and the punctuation mark following each.

1. I shall wear my new dress to the party.
2. Where is the party to be?
3. I read about it in the newspaper.
4. It will be given in the schoolhouse.
5. All the children will be there.
6. Have the parents been invited?
7. They have been invited by letter.
8. The pupils wrote the letters.
9. Will there be ice cream and cake?
10. There will be strawberries and cake.

**Exercise.** The following numbered groups of words are not sentences. Each group needs suitable words added to it to make a sentence. Add these suitable words. Thus, to group 3 you could add the following words :

	the jolly sailor
or	two or three happy boys
or	the circus clown

1. sang a pretty song for us
2. was studying his lessons
3. danced a jig
4. were eating their breakfast
5. won the game easily



6. was cutting out paper dolls
7. was making a kite
8. flew into a bank of clouds
9. was protected by a well-trained dog
10. made a loaf of bread

**Writing.** Write as many of the sentences you have made as the teacher directs.

**Exercise.** Change each of the following numbered groups of words into a sentence by adding suitable words. Thus, you could make a sentence of the fourth group by adding these words :

- |    |                                |
|----|--------------------------------|
| or | landed safely in the cornfield |
| or | bowed to the cheering crowd    |
| or | climbed into his airplane      |

1. the jolly sailor
2. the boys in the Wilson School
3. several girls on bicycles
4. the famous air pilot
5. my grandfather
6. the old grocer at the corner
7. the repair man at the garage
8. my pet cat
9. the riders in the circus
10. my little sister

**Writing.** Write some of your sentences.

## V. Pronouncing Correctly

*Words that You Should Be Able to Pronounce when You  
Begin the Fourth Year*

### A

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

*B*

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

*C*

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

*D*

- |               |  |                |                 |
|---------------|--|----------------|-----------------|
| 1. ought to   |  | 6. should have | (NOT should of) |
| 2. might have |  | 7. would have  | (NOT would of)  |
| 3. may have   |  | 8. could have  | (NOT could of)  |
| 4. pleased to |  | 9. film        | (NOT fillum)    |
| 5. glad to    |  | 10. rinse      | (mince)         |

*E*

Each of the following ends in *ing* (NOT *in*) :

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

*F*

- |             |              |           |            |
|-------------|--------------|-----------|------------|
| 1. want to  | (NOT wanta)  | 5. poem   | (NOT pome) |
| 2. going to | (NOT gonta)  | 6. accept | (ak-sept)  |
| 3. wish to  | (NOT wishta) | 7. arctic | (ark-tik)  |
| 4. plan to  | (NOT planta) | 8. escape | (es-cape)  |

**Pronouncing.** Pronounce the words in each of the six groups on pages 188–189 as the teacher pronounces them to you. Practice the words that give you trouble. Then try to pronounce the *A* group without a mistake; the *B* group; and so on to the end.

## VI. A List of Abbreviations

Short forms of words like *St.* for *Street*, *Feb.* for *February*, and *Mass.* for *Massachusetts* are called **abbreviations**. It will be better for you not to use these short forms very much, if at all, and to write out each word in full. When, however, for one reason or another it seems best to use an abbreviation, make sure exactly how it is written by looking it up in a list like the following. Notice that every abbreviation must end with a period.

Column I below gives a list of words or groups of words that are sometimes written as abbreviations; column II gives those abbreviations.

I	II
1. January	1. Jan.
2. February	2. Feb.
3. March	3. Mar.
4. April	4. Apr.
5. August	5. Aug.
6. September	6. Sept.
7. October	7. Oct.
8. November	8. Nov.
9. December	9. Dec.
10. Sunday	10. Sun.
11. Monday	11. Mon.
12. Tuesday	12. Tues.
13. Wednesday	13. Wed.
14. Thursday	14. Thurs.

15. Friday	15. Fri.
16. Saturday	16. Sat.
17. Street	17. St.
18. Avenue	18. Ave.
19. Boulevard	19. Blvd.
20. Rural Free Delivery	20. R. F. D.
21. Number	21. No.
22. County	22. Co.
23. Company	23. Co.
24. New York	24. N. Y.
25. Illinois	25. Ill.
26. California	26. Calif.
27. Captain	27. Capt.
28. Superintendent	28. Supt.
29. Reverend	29. Rev.
30. Doctor	30. Dr.
31. inch	31. in.
32. foot	32. ft.
33. feet	33. ft.
34. yard	34. yd.
35. pint	35. pt.
36. quart	36. qt.
37. gallon	37. gal.
38. Railroad	38. R. R.
39. Railway	39. Ry.
40. Junior	40. Jr.
41. Senior	41. Sr.
42. Governor	42. Gov.
43. General	43. Gen.
44. Colonel	44. Col.
45. Lieutenant	45. Lieut. <i>or</i> Lt.
46. Honorable	46. Hon.

The titles *Mr.* and *Mrs.* are always written as abbreviations. Notice that the title *Miss* is not an abbreviation; hence it is not followed by a period.

**Exercise.** Can you cover column II with a piece of paper and then spell aloud or write the abbreviation of





6. To begin the names of the months and their abbreviations. Thus :

January	Jan.	July	
February	Feb.	August	Aug.
March	Mar.	September	Sept.
April	Apr.	October	Oct.
May		November	Nov.
June		December	Dec.

7. To begin the first word and all other important words in the title of a book, poem, story, report. Thus :

The Collie that Understood English  
 How to Tell the Wild Animals  
 The Young Mechanic's Handy Book  
 How I Killed a Rattlesnake

8. For the words *I* and *O*. Thus :

O George, I see you there!

9. To begin the first word of a quotation. Thus :

Patrick Henry said, "Give me liberty, or give me death!"  
 The new boy said, "Is this Plumfield?"

10. To begin the first word and the principal word in the greeting of a letter. Thus :

My dear Sir :	My dear Mr. Brown :
My dear Friend :	Dear Doctor :

11. To begin the ending of a letter. Thus :

Very truly yours,                      Yours sincerely,

12. To begin every name given to God. Thus :

Father Almighty	Our Father	Lord
-----------------	------------	------

13. To begin the names of cities, states, countries, mountains, rivers. Thus :

Seattle	Louisiana	Mt. Washington
Syracuse	America	Mississippi River

#### PUNCTUATION MARKS

The period (.) should be used

14. At the end of a sentence that tells something. Thus :

That is my book.

15. After an abbreviation. Thus :

Calif. Ill. Mr. Mrs. Feb. Aug. Dr.

16. After an initial. Thus :

C. F. Smith W. W. Brown George O. Benson

The question mark (?) should be used

17. At the end of a sentence that asks a question. Thus :

Is London or New York the largest city in the world?

The comma (,) should be used

18. To separate from the rest of the sentence the name of the person addressed. Thus :

Well, Fred, what do you think of this?

19. To separate *yes* and *no* in answers from the statements which follow them. Thus :

Yes, I agree with you. No, you are wrong there.

20. To separate words or groups of words in series. Thus :

On the deck he saw nets, baskets, bundles of sailcloth, rolls of rope, and many other things.

I bought sugar, butter, bread, coffee, and canned milk.

21. To separate a sentence into parts so that its meaning may be clear to the reader. Thus :

When the lion had eaten, his attendant entered the cage.  
When I shot, George jumped.

22. To separate in a date the day of the month from the year. Thus :

March 25, 1873      January 6, 1873      December 27, 1909

23. To separate the name of a city from the name of a state or country. Thus :

Spokane, Washington	Portland, Oregon
London, England	Naples, Italy

24. The comma is generally used to separate a quotation from the rest of the sentence. Thus :

He said, "Come to the garden with me."  
"Come to the garden with me," he said.  
"Come," he said, "to the garden with me."

25. The comma is generally used in the ending of a letter after *Yours truly*, *Sincerely yours*, *Your old friend*, and similar words. Thus :

Sincerely yours,	Your old chum,
Martin Sinclair	Harold

The colon (:) should be used

26. After the greeting in letters. Thus :

My dear Dr. Brown :      Dear Emma :      Dear Madam :

Quotation marks (" ") should be used

27. To enclose a quotation. Thus :

"Here I am," he said.

The hyphen (-) should be used

28. After a syllable at the end of a line when the remaining syllables of the word begin the next line. Thus:

Notice the hyphen conspicuously placed in this sentence.

The apostrophe (') should be used

29. In contractions, to show where a letter or letters have been omitted. Thus:

don't    doesn't    wasn't    I'll    who's    it's    you're

30. To show or help to show possession. Thus:

John's book      France's loss      Travelers' checks

**Exercise.** Read the following sentences and, with or without the help of the rules above, explain each capital letter and punctuation mark:

1. The letter he wrote Tuesday was dated July 15, 1930.
2. Do you know that George Washington was born February 22, 1732?
3. Mr. and Mrs. George E. Lawson live in Madison, Wis. They gave their son The Young Mechanic's Handy Book for Christmas.
4. Mrs. Brown said, "Fred, are you glad to have this book?"
5. "O, I don't know when I have been so glad," answered Fred.
6. "Yes, I am very glad," answered Fred.
7. Fred received also a tennis racket, several tennis balls, a pair of tennis shoes, and a book about tennis.

**Writing.** 1. Copy one or more of the sentences above, as the teacher directs.

2. Copy the following paragraph, arranging it in correct letter form, and using capital letters and punctuation marks wherever these are needed:

45 college av madison wis dec 27 1930 dear mother and father thank you very much for the many presents you gave me for christmas i am pleased with all of them i think i like the young mechanic s handy book best of all i cannot thank you too much your loving son fred h lawson

### VIII. Speaking Loud Enough, Distinctly, and in a Pleasant Tone of Voice

**Breathing.** Stand erect, hands at sides. As the teacher counts six, slowly take a deep breath and at the same time raise your arms to shoulder level. Then slowly breathe out, as the teacher counts six again, and slowly lower arms to the sides.

Repeat several times. Each time fill the lungs as full as you can. Each time let the breath out slowly and evenly, just as you have taken it in.

**Sounding.** 1. Stand erect and take a quick, deep breath. Hold it a few seconds. Then, as you slowly breathe out, sound *oh*, giving a round, strong, and even tone. As you sound *oh*, go up one full tone and back; then go down one full tone and back; and finally combine the two.

Repeat several times. Try each time to make the *o* sound rounder, stronger, and pleasanter.

2. Stand, breathe in and breathe out, as in 1, but using the sound *ah*.

3. The same as 1, but using the sound *ee*.

4. Now, in breathing out, combine the sounds *oh*, *ah*, and *ee* — thus: *oh-ah-ee*, *oh-ah-ee* — to the end of the count.

**Speaking.** 1. Speak the following numbered lines slowly at first; then faster as you become more able to say every word distinctly. If you say one word indistinctly, the class will tell you.



1. Bubble, bubble, toil and trouble.
2. First form in line for the first five fire drills.
3. Going, going, going—gone once, gone twice, gone thrice, and gone for good.
4. a b c d e f g, h i j k l m n o p, q r s t u v, w x y z.

2. Standing erect and looking pleasant, read the following sentences with the purpose of making every hearer understand every word in them. Pupils who cannot understand all you say will quietly rise in their places as a sign to you that you are not reading loud or distinctly enough.

1. Did you say *an ice house* or *a nice house*?
2. Did you say *I scream* or *ice cream*?
3. Up to the upper story the uppish person went.
4. She slipped on the slippery floor in her new slippers.
5. Can the fruit you cannot eat; eat what you cannot can.
6. Shall she ship the shawl to the ship?
7. Turn twice toward that thickly twisted thorn bush.
8. Peter Piper picked a peck of pickled peppers.
9. Burly boys burned brown by the baking sunshine bustled by.
10. Many men who might make much more money make much less.

### IX. Writing Jingles

Words ending like *can*, *fan*, *man*, with the same sound are said to rime. The words *cat*, *bat*, *hat*, *mat*, *rat*, and *sat* rime. The words *boat*, *coat*, *goat*, *vote*, and *wrote* rime. So do the words *bright*, *write*, *bite*, *height*, and *fight*.

**Exercise.** 1. Name as many words as you can that rime with each of the following :

- |         |         |         |           |           |
|---------|---------|---------|-----------|-----------|
| 1. glue | 4. bit  | 7. nose | 10. round | 13. lame  |
| 2. know | 5. maid | 8. knob | 11. tool  | 14. oats  |
| 3. net  | 6. thin | 9. bump | 12. root  | 15. wheat |

2. Can you give a word that will finish the second line of each of the following jingles? It must rime with the last word of the first line. Read aloud each jingle after you have finished it.

1. When I help Mother with the work,  
I do it well, I do not \_\_\_\_\_.
2. The careless driver smashed his car.  
How foolish, reckless, some folks \_\_\_\_\_.
3. Some are lazy, some work well.  
Which are you? Or won't you \_\_\_\_\_?
4. A little girl was clean and neat.  
To see her was a real \_\_\_\_\_.
5. I own a funny little lamb.  
I feed her. She says, "Thank you, \_\_\_\_\_."
6. I wish I had a violin.  
I'd play sweet tunes day out and \_\_\_\_\_.
7. Hear the birds singing all day.  
Don't you know that this is \_\_\_\_\_?
8. See the birds soaring on high.  
Oh, if I only could \_\_\_\_\_.
9. See the kite high in the sky.  
Tell me what makes a kite \_\_\_\_\_.
10. The airplane crossed the ocean wide.  
Oh, don't you wish to take a \_\_\_\_\_?

3. Write a second line for each of the following lines. Of course, the last word of your line must rime with the last word of the line given below.

1. A butterfly spoke to a rose
2. The sun was bright, the sky was blue
3. He took his fishpole and his net
4. Where do you live and what's your name?
5. A bird sang in a field of wheat

6. I like to eat fresh pumpkin pie
7. Across the stormy sea a sail
8. Above the fort there flew the flag
9. They heard the cannon roaring loud
10. A fairy found a violet

4. Make up as suitable a last line as you can for each of the following incomplete stanzas. After you have written the best line you can, the teacher will read you the line the poet himself wrote.

1. The sun is bright, — the air is clear,  
The darting swallows soar and sing,  
And from the stately elms I hear

. . . . .

LONGFELLOW

2. When I was sick and lay a-bed,  
I had two pillows at my head,  
And all my toys beside me lay

. . . . .

STEVENSON

3. Crack goes the whip, and off we go;  
The trees and houses smaller grow;  
Last, round the woody turn we swing;

. . . . .

STEVENSON

4. Sing a song of seasons!  
Something bright in all!  
Flowers in the summer,

. . . . .

STEVENSON

5. No sound of wheels or hoof-beat breaks  
The silence of the summer day,  
As by the loveliest of all lakes

. . . . .

LONGFELLOW

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