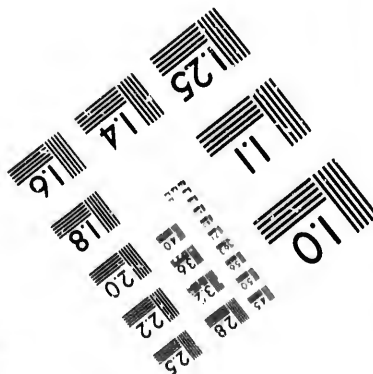
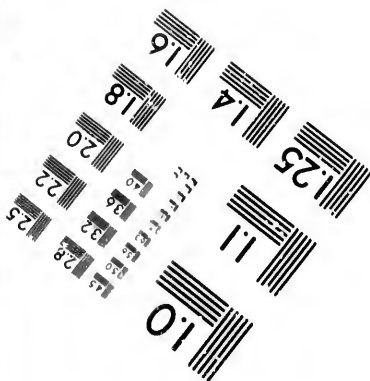
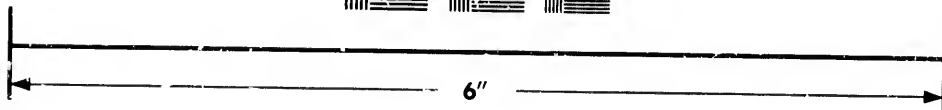
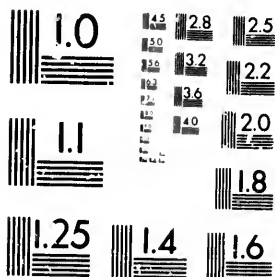


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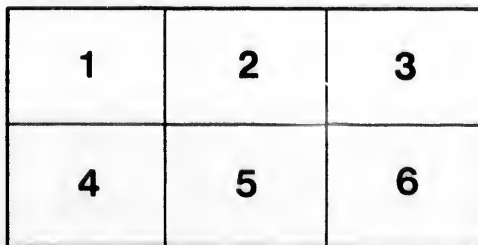
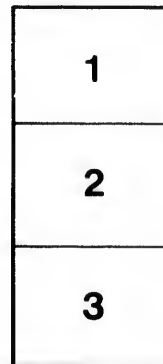
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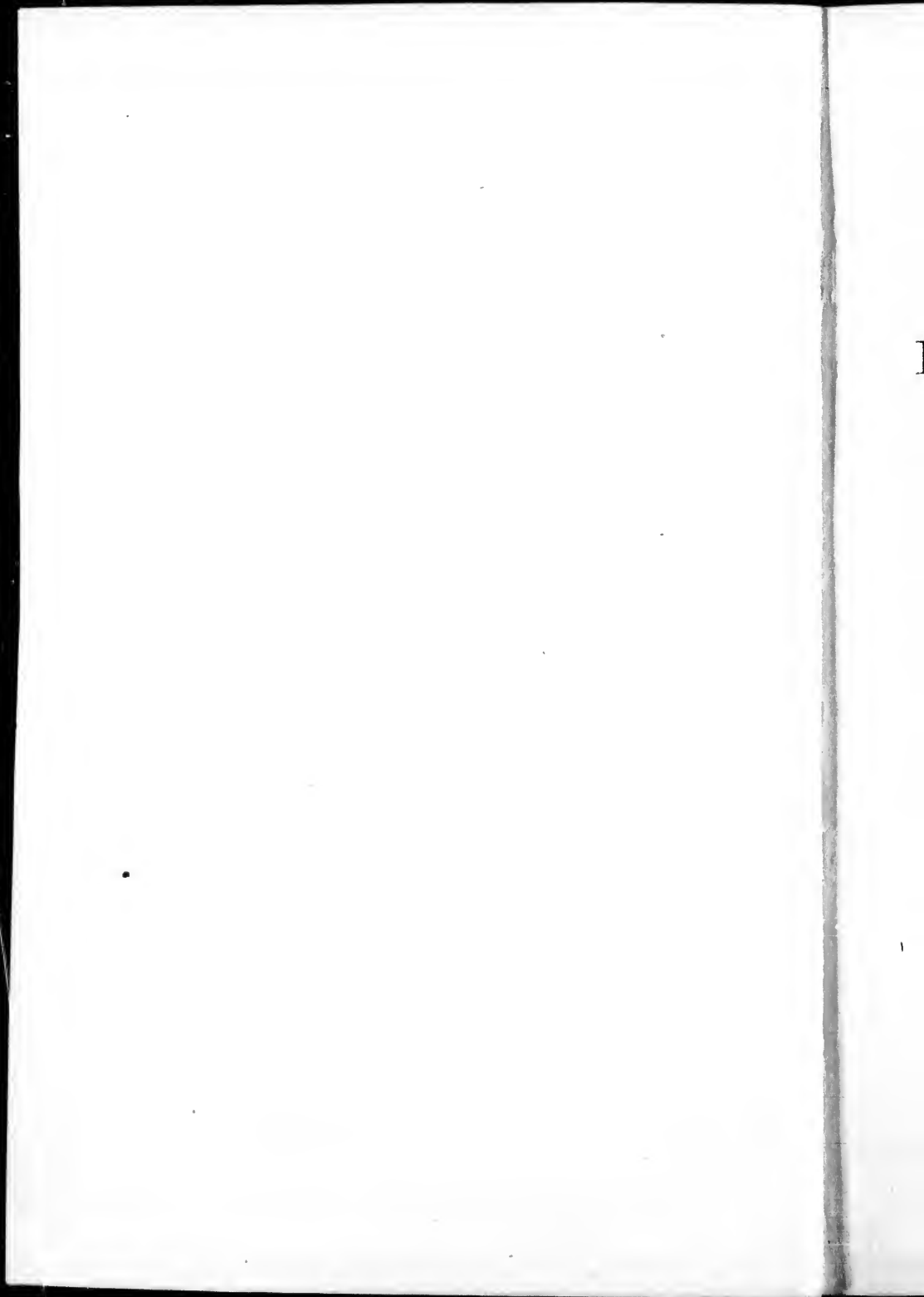
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N. L. KNOX.

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CANADIAN EDITION.
—————

EDITED BY

J. A. MacCABE, M.A.,
PRINCIPAL: OTTAWA NORMAL SCHOOL.

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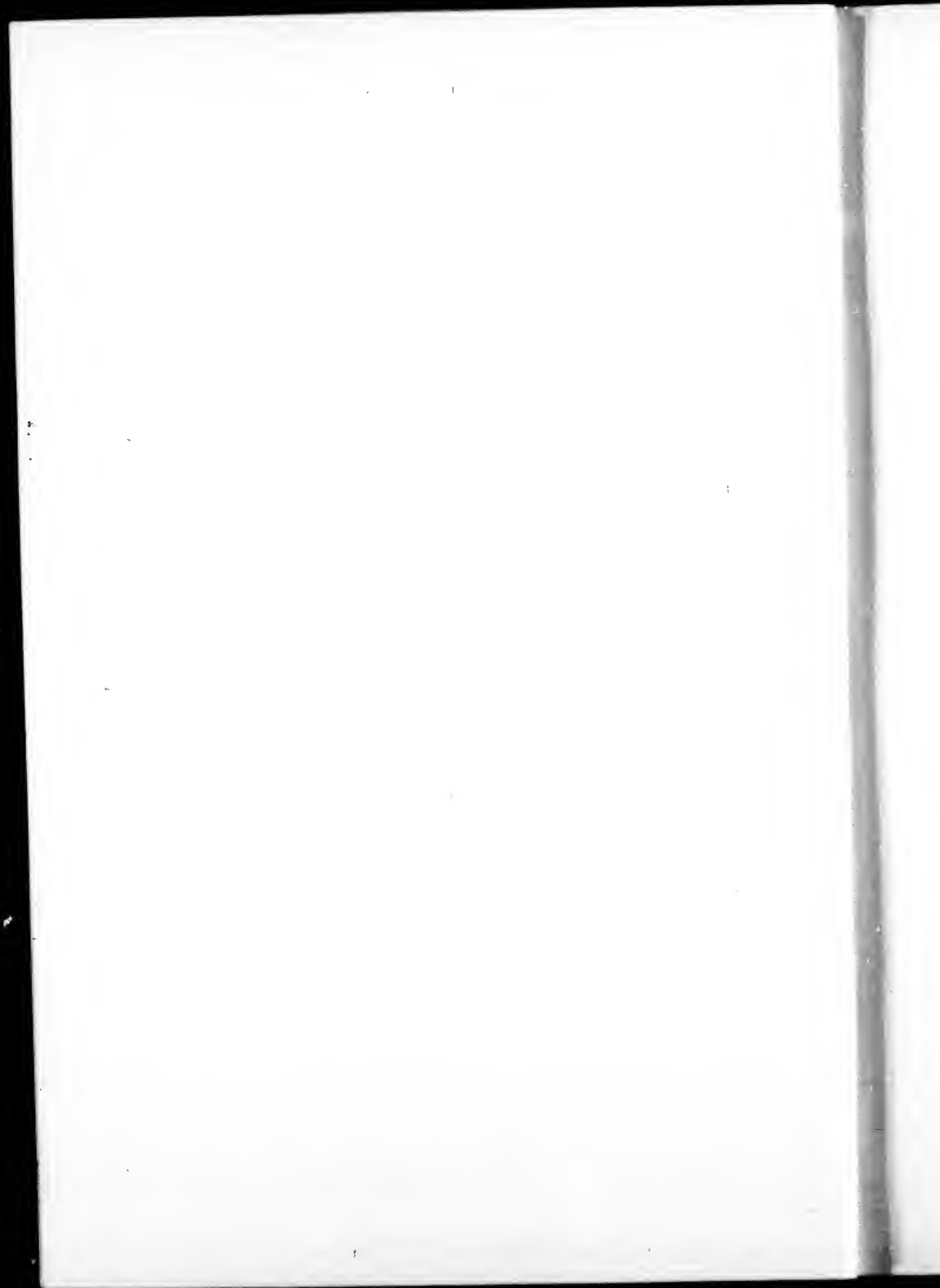


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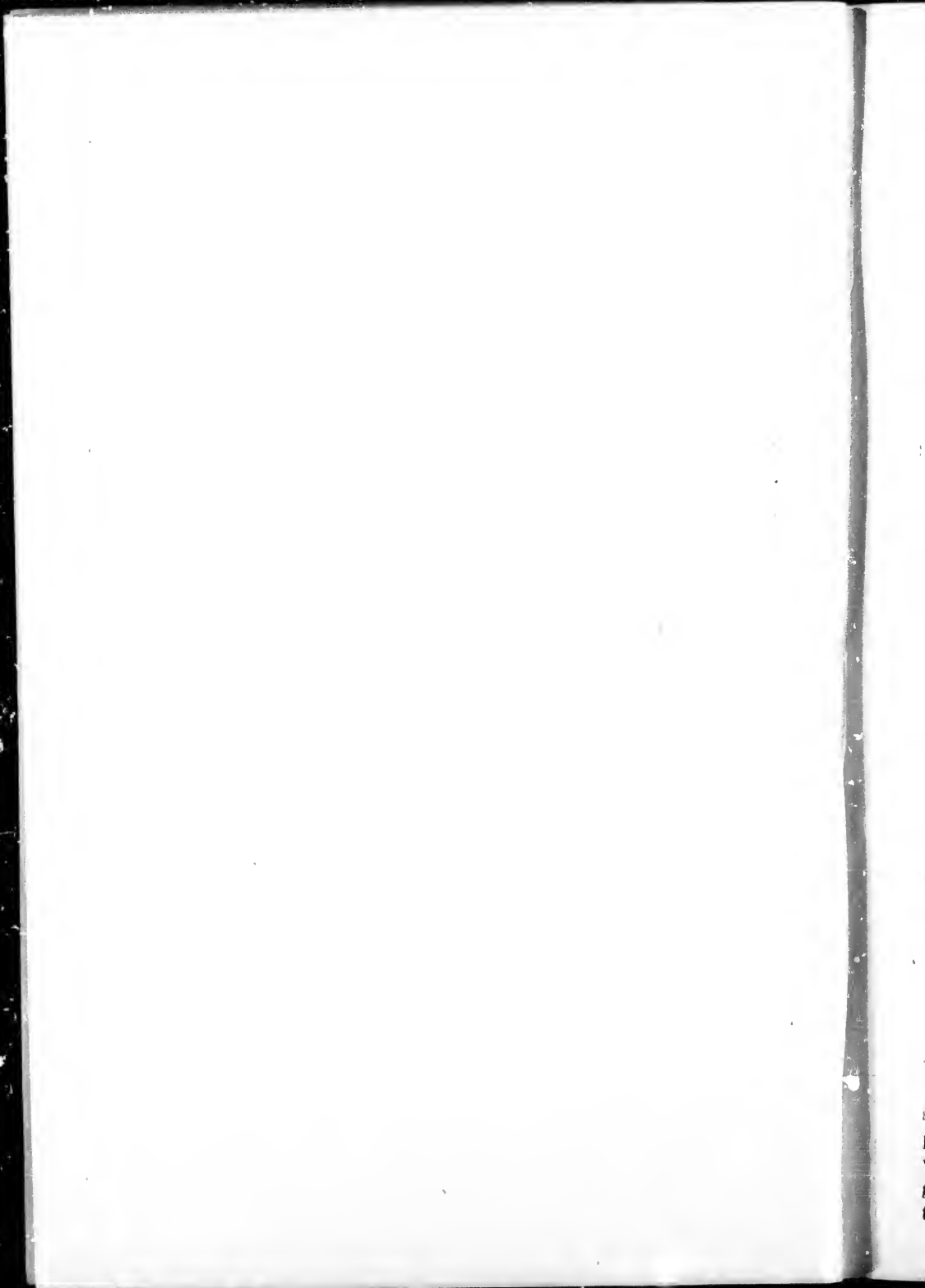
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CHAPTER I.

NAMES, AND HOW TO WRITE THEM.

LESSON I.

Preceded by an Oral Lesson.

1. Tell me the names of two things which you have seen at home, and the names of two things which you would like to have.
2. Speak four words, two of which are the names of animals, and two the names of plants.
3. Tell me the names of two things seen at school; as, *blackboard, crayon.*
4. Of what are the words *Toronto* and *England* the names?
5. Mention the names of two places.
6. Speak the names of three persons; as, *Jane, Thomas.*

Some words are the names of persons.

Some words are the names of places.

Some words are the names of things.*

* Paragraphs printed in this type throughout the book are designed to sum up, and preserve for review, salient points of the preceding oral lesson. Pupils who were absent when the oral lesson was given may be required to state the *substance* of these paragraphs; for others, it will be sufficient to have them read aloud in the class.

7. Read these words:—

Susan	slate	London	Montreal
star	ball	window	pencil
icicle	George	blackboard	dog
house	sheep	clock	Edith
Kingston	sled	Halifax	Albert

Development Questions.—(a) How many of these words are names? (b) Tell of what each is the name. (c) Copy the words that are the names of persons. Read them from your slate. (d) Copy the words that are the names of places. Read them from your slate.

(e) What is the first letter of the word Susan? What kind of letter is it?

(f) Read the next word in the list that begins with a capital. Of what is this word the name?

(g) Read any other words in the list that are the names of persons or places, and look at the first letter of each word.

- I. The first letter of a word that is the name of a person should be a capital letter; as, Frank, Alice, Charles.*
- II. The first letter of a word that is the name of a place should be a capital letter; as, Ottawa, Guelph, Sydney.

HOME TASK.

1. Find in a book five words that are the names of persons; look at the first letter of each word; copy the names.
2. Find in a book five words that are the names of places; look at the first letter of each word; copy the names.
3. Learn I. and II.

* Paragraphs noted by Roman numerals should be committed to memory.

EXERCISE 1.

1. Write your name.
2. Write the name of the place in which you live.
3. Write four words that are the names of things.
4. Write the name of the Province in which you live.
5. Write the name of a place which you would like to see.
6. Find a picture in your Reader, and write the names of three things seen in the picture.
7. Copy two names of persons.

EXERCISE 2. — (*Dictation.*)



LESSON II.

Preceded by Dictation Exercise and Oral Lesson.

Tell which of these are full names : —

Tom,	Maggie,
Thomas Arnold.	Margaret Fuller.
Charlie.	
Charles Francis Abbott.	

*When asked your name, give your full name.
Always speak and write your name so plainly
that it cannot be misunderstood.**

* Paragraphs printed in this type are designed to preserve, for reference and study, matters that have been taught orally. While the pupil need not recite them verbatim, he should be able to state clearly, and to make a daily use or application of, what is taught in them.

1. The last name, or family name, is called the *Surname*; the name given to each child is called the given name or *Christian Name*; the *Full Name* is made up of both the *Christian Name* and the *Surname*.
 2. The Christian name may be one name, or two names, or more than two; as, *Charles Dickens*, *John Spencer Evans*, *George Henry Allison Smith*.
- III. Every name that is a part of the name of a person should begin with a capital letter; thus, George Alfred Shaw; not, George alfred shaw.**
- IV. When the name of a place is made up of two or three words, the first letter of each word should be a capital; as, New York, Nova Scotia, British America, Fort William, Prince Arthur's Landing.**

HOME TASK.

1. Learn to write your full name.
2. Learn to write the name of your country.

EXERCISE 1.

1. Write your full name.
2. Draw one line under your Christian name, and two lines under your surname.
3. Write the names of five objects that you saw on your way to school.
4. Write your teacher's surname.
5. Write the name of the country in which you live.

6. Copy I. and II. in Lesson I., and III. and IV. in Lesson II.

EXERCISE 2. — (*Dictation.*)

LESSON III.

INITIALS.

Preceded by Oral Lesson.

1. Mention the first letter of each of these words :—

boy window queen box George
Thames Charles island Mary fan

2. What is the first letter of a word called?

The first letter of a word is called its *initial*, or initial letter.

3. Give the initials of each of these full names :—

James Wolfe. John Henry Steele. William Pitt.

Sometimes the initials are used instead of the name of a person ; as, H. H. for Helen Hunt.*

Very often the surname is written, and the initials only of the Christian name are used ; as, D. C. Eliot, M. Clark.

Quite as often the surname and the first name are written, while the initial only of the middle name is used ; as, Julia L. Ross.

- V. When an initial letter is used instead of a name of a person, it should be a capital, and a period [.] should be placed after it ; thus, John G. Saxe, J. G. Saxe, J. G. S.†

* See note, page 1.

† See note, page 2.

When the name of a place is made up of two or three words, the initials are sometimes used instead of the name; as, N. Y. for New York; N. S. for Nova Scotia; B. C. for British Columbia; P. E. I. for Prince Edward Island.

VI. When the initials of the name of a place are used instead of the name, they should be capital letters, and a period should be placed after each; thus, U. S. for United States.

4. Mention another use of the period.

VII. When the name of a person is written alone, on a card or slate, in a book or on a sign, or at the close of a letter, it should be followed by a period; as, James Grant.

EXERCISE 1.

Write each of these names correctly: —

John f. Ellis	north america	h. b. Hunter
J e. Clark	Pictou, N. S	T. E. brown
charles Upton	moncton, n b	C E Wilson

 Oral and blackboard criticism.

NOTE. — *In reading from your slate, or in dictating what is to be written on the blackboard, when you come to a capital or period, mention it; thus, "T. E. Brown, Capital T. (period), capital E. (period), capital B-r-o-w-n, Brown.*

HOME TASK.

1. Write your full name.
2. Write your initials.
3. Write your surname, and use before it the initials of your Christian name.
4. Write the initials of the name of your country.
5. Write your name as you would write it on a card or in a book.

EXERCISE 2. — (*Review.*)

A. — ORAL.

1. Speak two words that are the names of objects.
2. Name (*a*) an object that is round; (*b*) one that is heavy; (*c*) one that is made of wood; (*d*) one that can talk; (*e*) one that can sing; (*f*) one that can swim; (*g*) one that grows, but cannot move from place to place.
3. Read these words, and tell of what each is the name: —

Winnipeg tree Fanny

4. Speak the name of, —
a village, a city, a province, a country.
5. How should a word that is the name of a person or place be written?

6. How should you always speak and write your own name?
7. Mention the *full name* of some person. What is the last or family name called? The given name?
8. What is the first letter of a word called?
9. Tell two things about an initial letter that is used for the name of a person or place.
10. Tell one thing about, —
 a bird, a picture of a bird, the word *bird*.

B. — WRITTEN.

1. Write a word that is a name, —
 of a place, of a person, of a thing.
2. Write your full name.
3. Write the names of the place, province, and country in which you live.
4. Write the initials of your name.
5. Copy these words, writing them correctly:—
 new York emma a Box and A cap

EXERCISE 3.

Pronounce, spell, write, and use correctly, —

1. The names of things in the school-room.
2. The names of five things seen at home.

3. The names of things that you wear.
4. The names of things seen on your way to school.
5. The names of domestic animals.
6. Five words that are the names of tools.
7. The names of things in which people ride.
8. The names of things good to eat.
9. A name of, —

a flower,	a bird,	a mineral,	a tree,
a vegetable,	a fruit,	a fish,	an insect,
a reptile,	a tool,	an animal,	a nut.
10. The names that you can find in Lesson —
of your Reader.

CHAPTER II.

THE STATEMENT.



LESSON I.

WHAT THE STATEMENT IS.

Preceded by Oral Lesson.

1. Name an object in the room, and say something about it ; as, The clock ticks.
2. Tell me something about, —
a mouse, leaves, a tree, a horse.

To state means to say or to tell.

3. State something about, —
the sky, your hat, the windows, an axe.

Development Questions. — (a) When we state anything, what do we use ? (b) How many words do we use ? (c) What may we call several words spoken or written together, or one after the other ?

We speak of several children playing together as a group of children. Islands near together in the sea are called a group of islands.

Words spoken or written one after the other may be called *a group of words.*

4. What is a statement ?

1. A group of words that states something is a statement.

5. Make a statement about, —

a bird, chalk, your pencil, water.

EXERCISE 1. — (*Oral.*)

To make a statement, one must have something to talk about, and know something to say about it.

Before you begin to speak, think just what you will say, and try to say it in the best way.

Make a statement about, —

the sun, an egg, apples, a cow, the blackboard,
flowers, snow, grass, a city, a person.

EXERCISE 2.

A group of words that does not state anything is not a statement; *thus*, Were you ill? squirrels running; the girl in the field.

Read these groups of words, and copy every group that is a statement : —

1. The walls are made of stone.
2. Beasts, birds, and fishes.
3. Ottawa is the capital of the Dominion of
Canada.
4. Large books in the window.
5. Did you come late ?
6. Alice has a slate.

7. A word that is a name.
8. My sled is painted green.
9. Roses grow in the garden.
10. Are always happy.

In the statements, draw a line under the words that are names. Tell of what each is the name.



LESSON II.

ABOUT WRITING A STATEMENT.

Preceded by Oral Lesson.

Development Questions. — 1. Take your Reader: find two short statements on one page.

2. Look at the mark of punctuation at the close of each statement. Look at the first letter of each statement.

3. With *what kind* of letter does each statement begin? What mark is placed after each statement?

4. How should a statement be written?

II. The first letter of a statement should be a capital.


A period should be placed at the close of a statement.

EXERCISE 1.

1. Copy two short statements from your Reader.
2. Write a statement about a person.
3. Write a statement about a place.
4. Write a statement about a thing.
5. Write the initials of these names: Alfred Tennyson, Mary Ann Leonard, New England, New Brunswick.

Look over your work and be sure, —

- (a) That each group of words *is* a statement,
- (b) That you have used a capital wherever one was needed,
- (c) That you have placed a period wherever one should have been used,
- (d) That no words are misspelled,
- (e) That you have not used a capital or period where none was needed.

 Slates exchanged.

EXERCISE 2.

This — is called *a dash*. A dash is sometimes used to show that words are left out. The — is read "blank."

1. Read and copy this exercise, using a name of a person or place wherever there is a — :—
 - (a) — is a large city.
 - (b) — is the queen of —.
 - (c) Our country is called the —.
 - (d) — sits near me in school.
 - (e) — is the capital of —.
2. Read from your slate a group of words that is a statement.
3. Copy I. and II., Chapter II.
4. Read from your slate a word that begins with a capital, and tell why the capital is used.
5. Write your name, as plainly as you can.

A name is written plainly when every letter in it will be known if looked at by itself.

EXERCISE 3. — (*Oral.*)

For your statements, always choose words that are pleasant to hear and will tell just what you mean. Speak every word distinctly and correctly.

Make a statement about a

flower,	mineral,	tree,	vegetable,	person,
fruit,	fish,	insect,	nut,	place.

EXERCISE 4. — (*Blackboard.*)

EXERCISE 5.

1. Write five statements.
2. Draw one line under the words in each statement that show *about what the statement is made.*
3. Draw two lines under the words which show *what is stated* in each statement.

EXAMPLE: A little bluebird sat in the tree.



LESSON III.

THE WORD *I*.

Development Questions. — 1. Make a statement about yourself.

2. What word shows that you are stating something about yourself? Write that word on the blackboard.

3. Use your name in the statement instead of the word *I*. Do we use our names in speaking of ourselves?

4. What word would you use, instead of your name, to show that a statement is made about yourself ?

III. The word *I*, used instead of the name of a person, should be a capital letter.

EXERCISE 1.

Use the word *I* instead of your name, and tell, in five short statements, —

- (a) One thing that you saw this morning,
- (b) One thing that you did on Saturday,
- (c) One thing that you like,
- (d) One thing that you see every day,
- (e) Where you went yesterday.

Write the five statements.

CAUTION. — *In making a statement about yourself and some one else, mention yourself last; thus, Frank and I will go, — not, I and Frank will go.*

EXERCISE 2.

1. Write a statement about, —
 - (a) Yourself and a playmate,
 - (b) Something in your desk,
 - (c) A place that you have seen,
 - (d) A person of whom you have read,
 - (e) Something found in the sea.
2. In each statement, draw a line under the words which show about what the statement is made.

3. Draw two lines under the words which show what is stated in each statement.
4. Make a list of the words that are names in your statements.
5. Write the word used instead of your name.

EXERCISE 3. — (*Oral.*)

A PICTURE LESSON.

EXERCISE 4.

1. Write the names of the things seen in the picture about which you had a lesson.
2. Write five statements about things seen in the picture.
3. In each statement, draw one line under the words which show about what the statement is made.
4. Draw two lines under the words which show what is stated in each statement.
5. Write your name and the names of the place and Province in which you live.
6. See, —
 - (a) That every statement begins with a capital and ends with a period,
 - (b) That every word is spelled correctly,
 - (c) That no capital or period has been used where none was needed.

 Slates Exchanged.

LESSON IV.

ABOUT MARGINS AND MARKS.*

Preceded by Oral Instruction and Practice.

What is a margin?

The space left on any side of what is printed or written on a page is called *a margin*.

1. *When you write an exercise, leave a margin on each side as straight and wide as the margins in your book.*
2. *When you have an exercise to correct, if a mistake is found in the first half of a line, place the correction in the left margin. If a mistake is found in the latter half of a line, the correction should be placed in the right margin.*

A. *This ^ is called a cū-ret. The caret is used to show that a letter, or word, or mark, has been omitted; thus,*
m/ ./ Thopson; H B. Finch; a very boy. tall/
 ^ ^ ^

EXERCISE. — (*Review.*)

* For study and reference. See notes, pages 1 and 3.

LESSON V.

IS AND ARE ; WAS AND WERE ; HAS AND HAVE.**IS AND ARE.**

Sarah is going. Rachel is going.
 Sarah and Rachel are going.
 Toronto is in Ontario. Hamilton is in Ontario.
 Toronto and Hamilton are in Ontario.
 The book is on my desk. Our table is made of wood.
 The books are on my desk. Tables are made of wood.

Development Exercise. — 1. Read one of the above statements and tell *about what* it is made. 2. Tell whether it is made about *one* or *more than one* person, or place, or thing. 3. Copy the statements that are made about *one* person, or place, or thing. 4. Read them from your slate ; tell whether the word *is* or the word *are* is used in each of them.

When may we use the word *is* ?

IV. When we make a statement about *one* person, or place, or thing, we may use *is*.

5. Read the statements in which the word *are* is used, and tell of how many persons, or places, or things each statement is made.

When should we use the word *are* ?

V. When we make a statement about *more than one* person, or place, or thing, we should use *are*.

6. Make a statement in which you use the word *is*, and tell of what the statement is made.

7. Change the statement so that it will be correct to use the word *are*.


EXERCISE 1. — (*Oral.*)

Fill the blanks in this exercise with *is* or *are* :—

1. Gold — heavy and yellow.
2. Those apples — ripe.
3. The boy — whistling a tune.
4. Birds — singing in the trees.
5. London and Paris — large cities.
6. Mary and I — going to school.
7. Julia and Emily — older than Jane.
8. That pencil — made of wood and lead.
9. This pane of glass — broken.
10. We — ready to write.

EXERCISE 2.

1. Write two statements in which you use the word *is*.
2. Write three statements in which you use the word *are*.
3. Write a statement about yourself.
4. Write your name, and the name of the place, and the name of the Province in which you live.
5. Write the initials of the name of your country.

 Slates exchanged.

WAS AND WERE.

1. Read these statements: tell *about what* each of them is made, and whether *was* or *were* is used: —

The apple was ripe. Julia was older than Jane.
The apples were ripe. Emily was older than Jane.
 Julia and Emily were older than Jane.

2. Tell whether each statement is made about *one* or *more than one* person or thing.
3. Tell whether *was* or *were* is used in the statements made about *more than one*.
4. When may we use the word *was*?

VI. When we make a statement about *one* person, or place, or thing, we may use the word *was*.

5. When should we use *were*?

VII. When we make a statement about *more than one* person, or place, or thing, we should use *were*.

EXERCISE 3. — (Oral.)


1. Fill the blanks in Exercise 1 with *was* or *were*.
2. Tell why you use *was* or *were* in each case.
3. Copy IV., V., VI., and VII., Lesson V.

EXERCISE 4.

1. Write, —
 - (a) two statements in which you use the word *is*,
 - (b) two statements in which you use the word *are*,

- (*c*) two statements in which you use the word *was*.
 (*d*) two statements in which you use the word *were*.

2. In each statement, draw a line under the word, or words, which show about what the statement is made.
 3. In each statement, draw two lines under the word, or words, which show what is stated.

 Oral criticism.

HAS AND HAVE.

1. Read these statements : —

My knife has a handle. Knives have handles.
 Jessie has been to school. Maurice has been to school.
 Jessie and Maurice have been to school.
 Halifax has a fine harbor. St. John has a fine harbor.
 Halifax and St. John have fine harbors.

2. Tell *about what* each statement is made ; tell whether it states about *one* or *more than one* person, place, or thing.
 3. Tell which is used — *has* or *have* — to state of *more than one*.
 4. When may we use the word *has* ?

VIII. When we make a statement about *one* person, or place, or thing, we may use *has*.

5. When should we use *have* ?

IX. When we make a statement about *more than one* person, or place, or thing, we should use *have*.

6. Make a statement in which you use the word *have*; tell why you would not use *has* in that statement.

EXERCISE 5.

1. Write three statements in which you use the word *have*.
2. Write two statements in which you use the word *has*.
3. Draw a line under the word, or words, which show about what each statement is made.
4. Copy VIII. and IX., Lesson V.

EXERCISE 6.

Use *is* or *are*; *was* or *were*; *has* or *have*; to make correct statements about, —

- | | |
|------------------------------|-----------------------|
| 1. An old man —. | 5. The wheel —. |
| 2. Many beautiful flowers —. | 6. My friend and I —. |
| 3. A boy and a dog —. | 7. Coal —. |
| 4. Several books —. | 8. A carriage —. |

EXERCISE 7.

1. Fill the blanks with words which show who or what, —

- (a) — are very tall.
 (b) — is found in the sea.
 (c) — were made of wood.
 (d) — was seen in the sky.

- (e) — have been found.
 (f) — has been absent.
 (g) — were in bloom.
 (h) — is the capital of the Dominion.
 (i) — are looking for shells.
 (j) — were standing by the window.

2. Read the statements that are made about *one* person, or place, or thing.
3. What words do we use here to state about *one* person, or place, or thing?

X. *Is, was, or has* states of *one* person, place, or thing.

4. Of what do *are, were, and have* state?

IX. *Are, were, and have* state of *more than one* person, or place, or thing.*

5. Draw a line under every word that is a name in your statements.
6. Mention any word which you have used instead of a name.

EXERCISE 8.

Pronounce and use correctly : —

of,	can,	since,	and,	apron,
for,	get,	just,	have,	iron,
far,	was,	again,	where,	only,
from,	has,	often,	pretty,	water.

* See Caution, page 27.

CHAPTER III.

THE TWO PARTS OF A STATEMENT.

LESSON I.

Boys | play ball. An owl | hoots.
Carlo and Fido | are old friends.
A large green book | was in the window.

1. Tell *about what* each of the above statements is made.
2. Tell what is stated about, —
boys, an owl, Carlo and Fido. a large green book.
3. Of how many parts is every statement made up?
 - I. Every statement is made up of two parts.
4. What is the first part of a statement?
 - II. The word or words which show about what the statement is made are the first part of a statement.
5. What is the second part of a statement?
 - III. The word or words which show what is stated are the second part of a statement.

EXERCISE 1.

1. Write five statements, and draw a short vertical line between the two parts of each statement.

EXAMPLES. — Margaret | made a picture.

The butterfly and the bees | were
in the garden.

2. Copy I., II., and III.

EXERCISE 2. — (*Oral and Blackboard.*)

1. Use *is*, or *was*, or *has*, in a statement about, —
a boy, a baby, a lady, a sponge, your class.
2. Use *are*, or *were*, or *have*, in a statement about, —
trees, some sailors, Quebec and Liverpool,
sponges, your class, flies, wasps, and bees.
3. Write those statements, and draw a short vertical line between the first and second parts of each statement.



LESSON II.

Preceded by Oral Lesson.

- (a) Toronto | is in Ontario. (b) It | is a large city.
 (a) John | is a tall boy.
 (b) He | is taller than Alfred.
 (a) Trees | have roots, trunks, leaves, and branches.
 (b) They | need moisture and sunshine.
 (a) Julia Howe | sits by me.
 (b) She | is writing. (b) She | has a large slate.

Development Questions. — 1. Read the first part of each statement. 2. What does the first part of a statement show? 3. How many words may be used in the first part of a statement?

4. Give an example of a statement that has several words in its first part. 5. Read the statements marked (a); tell of how many words the first part of each is composed; tell what kind of words *Toronto*, *John*, *trees*, and *Julia Howe* are. 6. Read the statements marked (b), and tell how many words are in the first part of each. Tell what the words *it*, *he*, *they*, and *she* mean in those statements, and *instead of* what each is used. 7. Make a statement that has, (a) one word for its first part; (b) two or more words for its first part; (c) neither a name, nor a word used instead of a name, in its first part.

Since the first part of a statement shows about what the statement is made, the name of what is talked about, or a word used instead of its name, must be in the first part of every statement.

IV. The first part of a statement may be one word or more than one; as, **Trees** | have leaves in summer.
The evergreen trees | have leaves throughout the year.

V. A name, or a word used instead of a name, may be the first part of a statement.

EXERCISE 1. — (*Oral.*)

1. Instead of what names are the words *I* and *you* used?

CAUTION. — *In making a statement about yourself, use have instead of has with the word I. Use are, were, and have with the word you, whether it mean one or more than one.*

2. Use each of these words as the first part of a statement: —

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

3. Tell instead of what name each was used.
4. Which of them would you use instead of the name in speaking of, —

a man,	yourself,	a slate,	soldiers,
a woman,	some trees,	yourself and friends.	

EXERCISE 2.

The first time that you mention an object, you should use the name ; afterwards, you may use another word instead of the name ; thus, —

The birds are building their nests.

They have been busy all day.

They use straw and threads and moss.

1. Write two statements about a farmer.
2. Write three statements about one place.
3. Write two statements about one thing.
4. Write a statement about yourself.
5. Write two statements about a seamstress.

EXERCISE 3. — (*Oral.*)

Fill the blanks, in the following, with words that will make correct statements of them : —

- | | |
|--------------------------|----------------------------|
| The — is in bloom. | I saw — on the street. |
| — is a beautiful flower. | — were talking. |
| — is very fragrant. | — were laughing. |
| William came last night. | — were going to dinner. |
| — is my brother. | Amelia has gone to London. |
| — is in the army. | — has been very ill. |
| — brought his sword | — will travel this year. |
| home. | — writes home often. |

Our class is large.	You can play with me.
— study our lessons.	— need not go.
— play at recess.	— may use my slate.

Write a list of the words that we may use instead of names to show about what a statement is made.

EXERCISE 4.

Write a statement in which you use correctly, —

is,	was,	has,	I,	caret,
have,	were,	are,	eye,	carrot.

REVIEW AND SUMMARY.

1. ORAL.

1. Mention the name of, —
 a thing, a place, a person.
2. What have you learned about the first letter of a word that is the name of a person or place?
3. Of what is the full name of a person made up?
4. What is the first letter of a word called?
5. Tell two things that you have learned about writing the initial letter of the name of a person or place.
6. Name these marks : —
 . — ^
7. What is a margin?
8. What is a statement? How should a statement be written?

9. Tell how many parts every statement has.
What does each part show?
10. What word shows that the speaker is stating something about himself? How should it be written?
11. When may we use *is*, *was*, or *has*? When may we use *are*, *were*, or *have*?

THINGS TO REMEMBER.

- I. A word may be the name of

}	1. a person,
	2. a place,
	3. a thing.
- II. A word may be used instead of a name.
- III. A capital should be used for, —
 1. The first letter of a word that is the name of a person or place,
 2. An initial standing for the name of a person or place.
 3. The word *I* standing instead of a name.
 4. The first letter of a statement.
- IV. A period should be placed after, —
 1. A statement,
 2. A name standing alone,
 3. An initial used for a name.

II. WRITTEN.

Write a statement, —

1. In which you use the word *I* and the name of a place.

2. That is made up of two words.
3. In which you use the full name of a person.
4. In which a word used instead of a name is the first part of the statement.
5. In which you state something about *more than one* person, or place, or thing.

CHAPTER IV.

MORE TO LEARN ABOUT NAMES.



LESSON I.

NAMES OF MATERIALS.

1. Name an object in the room, and tell of what it is made. Name any other object made of the same.
2. Tell of what these things are made: —
a bottle, shoes, a house, a stove, the door,
a pencil, buttons, a knife, a lock, the ceiling,
hats, jewelry, money, windows, dresses.

That of which anything is made is called its *material*.

3. Look around the room and mention the different materials that you see.
 1. A word may be the name of a material; as, *wood, glass, paper*.

HOME TASK.

Make as long a list as you can of names of materials that you see at home.

Learn to pronounce, spell, write, and use correctly, the names of all the materials that you can see in a

shop, in a store, at home, at school, on your way to school, or wherever you go.

EXERCISE 1.

Write the names of the materials of which these things are made: —

dolls, dishes, money, furniture, jewelry,
combs, houses, stands, clothing, clocks.

EXERCISE 2.

1. Mention something that is made of, —

gold, wood, straw, steel, marble,
silver, leather, china, bone, slate,
paper, iron, glass, shell, wool,
cloth, brass, tin, pearl, cotton.

2. Of what are these words the names? Copy I.,
Chapter IV.

EXERCISE 3.

1. Learn to pronounce, spell, and write, the words
in Exercise 2.

2. Use each of these names of materials in a cor-
rect statement: —

paper, leather, wood, glass, steel.

3. Make three statements about (a) silver, (b) iron,
(c) wool.

4. What is a material?

LESSON II.

NAMES OF PARTS.

1. Name the parts of, —
a chair, your hand, a shoe, an apple, a house,
a hat, a knife, a wheel, a plant, a book.
 2. Name the principal parts of the human body.
 3. Of each of these animals, name one part which
the others have not : —
a fish, an elephant, a child, a horse,
a bird, a sheep, a cat, a cow.
- II. A word may be the name of a part of an object ; as,
stem, blade, hub, wing, arm.**

HOME TASK.

Learn ten words that are *names of parts* of objects that you see at home, in the shops, or on the way to school.

EXERCISE 1.

Pronounce, spell, write, and use correctly, the new names which you have learned for parts of things.

Learn to pronounce and spell the correct names of the parts of the objects which you see from day to day.

EXERCISE 2.

1. Write a statement about, —

(a) a person, (b) a place, (c) a thing,
(d) a material, (e) a part of an object.

2. Draw a short line between the two parts of each statement.
3. Draw a line under the words that are names in your statements.

EXERCISE 3. — (*Oral.*)

1. Tell of what each of these words is the name: —

Ellen, Manitoba, linen, carriage, root.

2. Pronounce, spell, write at dictation, and use correctly in a statement, each of these names of parts: —

claws,	sole,	fleece,	trunk,	antlers,
peel,	flesh,	fur,	gills,	plumage,
wrist,	gable,	feelers,	scale,	foliage.

EXERCISE 4.

1. Write five words that are the names of parts of things in the school-room, and write the names of the materials of which those parts are made.
2. Write the name of a person and the name of the place in which he lives.

3. Write three words that are the names of things.

4. Copy :—

A word may be the name of

{	1. a person,
	2. a place,
	3. a thing,
	4. a material,
	5. a part.

5. Mention the names in the following :—

(a) John broke the blade of his knife.

(b) The knife was made in Sheffield, but the steel was poor.

As you mention each name, tell whether it is the name of a person, a place, a thing, a material, or a part.

LESSON III.

PROPER NAMES AND COMMON NAMES.

Preceded by Oral Lesson.

(a) A boy came yesterday. (a) A dog will bark.

(b) Philip came yesterday. (b) Carlo will bark.

(a) A river flows by a city.

(b) The St. Lawrence flows by Montreal.

Development Questions.—1. Read the first part of each statement marked (a). 2. Can you tell from these statements which boy, dog, river, or city is meant? 3. Read the statements marked (b). 4. Tell from these statements what boy, dog, river, and city are meant. 5. How do you know from these statements which boy, dog, river, and city are meant?

6. What kind of words are Philip, Carlo, St. Lawrence, and Montreal? 7. Tell the difference between the name *Philip* and the name *boy*; the name *dog* and the name *Carlo*; the name *city* and the name *Montreal*; the name *St. Lawrence* and the name *river*.

There are a great many boys in the world, and any one of them may be called a boy; but each boy has a name of his own; as, Philip, Charles, Scott; and such names belong only to the boys to whom they are given.

The word *dog* is a name that belongs to any dog; the word *Carlo* is a name given to one particular dog.

Any one of all the rivers in the world may be called a river, but each river has a name of its own; as, the St. Lawrence, Ottawa, Thames.

There are cities all over the world, and each is known by its particular name; as, London, Montreal, New York, Boston.

III. A word used as the name of any particular person, animal, place, or thing, is called a proper name; as, Leonard, Jip, Toronto, Amazon.

IV. A word that is the name of each thing, out of a class of things of the same kind, is called a common name; as, horse, stone, city.

1. Read the names in these statements; as you mention each, tell whether it is a proper name or a common name, and why: —

An island is in an ocean. Cuba is in the Atlantic.

Dick sings and flies. The bird sings and flies.

Amy sews neatly. The girl sews neatly.

EXAMPLE. — The word *island* is a common name, because it belongs to any island in the world. The word *Cuba* is a proper name, because it is the name of a particular island.

2. Tell which of these are proper and which common names, and why : —

lake,	star,	province,	day,
Erie,	Venus,	Ontario,	Friday,
month,	street,	country,	sled,
January,	Main,	England,	Scout,
girl,	horse,	county,	ship,
Amy,	Jack,	Bruce,	Royal George.

V. The first letter of any proper name should be a capital ; as, **W**ednesday, **J**une, **P**acific.

3. Write five common names, and a suitable proper name for each object named.

VI. When a common name (as, *lake, ocean, street, avenue, city, province, county*) is joined to a proper name as part of it, it should begin with a capital letter ; thus, **E**lm **S**treet, **D**ufferin **A**venue, **L**ake **E**rie.

4. Tell which of the following words are proper names ; which are common names ; and why the common names are written with capitals :

North-west Territory,	Christmas Day,	Lake Huron,
Ottawa City,	Cat Island,	Atlantic Ocean.

HOME TASK.

Write the proper name of (1) the street on which you live; (2) the county in which you live; (3) the language that you speak; (4) the river nearest your home; (5) an object which you have seen.

EXERCISE 1.

Write the proper name of (1) a pupil in your class; (2) a city in this province; (3) the ocean west of the Dominion; (4) the lake nearest your home; (5) a boat or sled; (6) an engine or an animal; (7) this day; (8) this month; (9) the language that we speak; (10) the continent on which we live.

EXERCISE 2.

Learn to pronounce, spell, use, and write at dictation:—

THE NAMES OF DAYS.

	Sunday,	
Monday,		Thursday,
Tuesday,		Friday,
Wednesday,		Saturday.
New Year's Day,	Good Friday,	Easter,
First of July,	Christmas,	Thanksgiving Day.

THE NAMES OF MONTHS.

1. January,	4. April,	7. July,	10. October,
2. February,	5. May,	8. August,	11. November,
3. March,	6. June,	9. September,	12. December.

EXERCISE 3.

1. Write the name of the month in which you were born.
2. Write the names of all the months which have thirty days.
3. Write the name of the shortest month.
4. Write the name of the first month in the year.
5. Write the name of the month in which Christmas comes.
6. Write the names of the two warmest months in the year.
7. Write the name of the middle month of Autumn.
8. Fill the blanks in this couplet with the names that are left out : —
 — winds and April showers
 Bring the pretty — flowers.
9. Write the names of the days of the week.
10. Write the name given (a) to the first day of the year; (b) to the 25th of December; (c) to the great Dominion holiday.

The seasons are Spring, Summer, Fall or Autumn, and Winter. You need not write the names of the seasons with capitals.

EXERCISE 4.

Copy these statements : —

- (a) Beautiful birds are found in South America.
- (b) This coral grew in the Indian Ocean.

- (c) Cotton, wool, linen, and silk are useful.
- (d) King Street is a very wide street.
- (e) The wheel has a hub, spokes, a tire, and a felly.

1. Draw a short line between the parts of each statement.
2. Draw one line under every proper name.
3. Draw two lines under every common name.
4. Make a list of the words that are names of materials.
5. Write the words that are names of parts.

EXERCISE 5.

Write a statement in which you use correctly, —

is, are, has, have, was, were,
a proper name, a name of a material,
a common name, a name of a part.

A REVIEW LESSON.

1. Read, —

Robert Greene had an uncle who was a sea-captain. His full name was Andrew Marcus Greene, but he always wrote his name, A. M. Greene. Robert called him "Uncle Mark."

One summer Uncle Mark told Robert that he would take him and his cousin George on a voyage. The boys were delighted, and soon gained the consent of their parents, and were ready to go.

They were to sail from Quebec, and Robert's

father went with them and saw them safe on board the great ship.

During the week, they had talked a great deal about the voyage. George hoped that they would go to Africa. He knew that the ivory handle of his knife was made from the tusk of an elephant, and he had heard that many elephants were found in Africa. He had read of the ostrich, a bird six or seven feet tall, and strong enough to carry a man on its back, and he wanted to see it and get some of its feathers for his sister's hat.

Robert thought that he, too, would like to go to Africa. He had been told of the sponges gathered from the rocks in the sea north of Africa, and had read of the cork-trees which are robbed of their thick bark once in eight or ten years. And he wanted a gazelle, a beautiful little animal, gentle and graceful, that can be brought to this country and tamed and kept as a pet.

But Uncle Mark said that they would go to Brazil, a country in South America. He told them of the oranges and lemons, and gold and diamonds, and rare birds and plants, that are found in Brazil, and the boys thought that they would rather go there than to Africa. Robert soon found on a map the city of Rio Janeiro, where they would land and get a cargo of coffee to bring back to Quebec.

1. Use these words correctly in statements: —

eye, their, dear, sail, new, sea, red,
I. there. deer. sale. knew. see. read.

2. Write all the names of persons that you can find in the story. Write Uncle Mark's initials.
3. Copy the names of the places mentioned. Write the initials of the two cities.
4. Write the names of the things that the boys expected to see in Africa. Write the names of the things that Uncle Mark told them were to be found in Brazil.
5. Write the name of the body of water over which they would go from Quebec to Rio Janeiro.
6. Write the words that are used in the story *instead of names*.
7. Tell of what each of these is the name : —
ivory, tusk, Robert, sponge, oranges,
gold, handle, Quebec, feathers, cork-trees.
8. Write two short statements about Robert Greene.
9. Write a statement about an ostrich, sponges, cork-trees.
10. Tell three uses of a period.
11. Give an example of the use of a capital for, —
 - (a) The first letter of a name of a person or place.
 - (b) An initial letter used instead of the name of a person or place.
 - (c) The first letter of a statement.
 - (d) The first letter of any proper name.

(e) The first letter of a common name when joined to a proper name.

12. Draw a short line between the two parts of each of these statements : —

Robert was fond of animals.

He wanted a gazelle.

His Cousin George wanted to see an ostrich.

Tell whether the first part of each is composed of one word or of more than one ; if the first part is but one word, tell whether that word is a name, or a word used instead of a name.

CHAPTER V.

MORE TO LEARN ABOUT STATEMENTS.



LESSON I.

THE COMMA AND *AND*.

1. Tell what we mean by, —

a <i>pair</i> of gloves,	a <i>herd</i> of cattle,
a <i>brace</i> of ducks,	a <i>flock</i> of birds,
a <i>couple</i> of mice,	a <i>drove</i> of horses,
a <i>swarm</i> of bees,	a <i>school</i> of fish.

When we speak of the First, Second, Third, and Fourth Readers together, we do not use any of those words. We call them a *series* of Readers.

2. What is a series?

Three or more things of the same kind following one after the other make *a series*; as, a series of lessons, a series of books, a series of accidents.

In these statements, we have a *series of names*:—

The *chair, table, door, box, and desk* are made of wood.

Carlo, Jip, Ponto, and Rover are good watch-dogs.

A wheel has a *hub, tire, felly, box, and spokes*.

3. What mark is used between the names of a series ?

I. The comma [,] is used between the names of a series.

Because it sounds better, the word and is sometimes used after the comma, between the last two names of a series.

EXERCISE 1.

Copy these statements, and place a comma where one is needed : —

1. Apples peaches pears grapes and plums are common fruits.
2. Birds have heads necks bodies legs and wings.
3. That sailor has been to England Spain and Italy.
4. Those children were told to bring a sponge a slate a pencil and a pen.
5. Wood steel and brass were used to make it.

EXERCISE 2.

Finish these statements with names of parts, and use a period, a comma, and the word *and*, wherever needed.

1. A shoe has ——— ——— ———
2. A tree has ——— ——— ———
3. An elephant has ——— ——— ———
4. A cat has ——— ——— ———
5. A peacock has ——— ——— ———

EXERCISE 3.

We may make one statement out of several ; thus, —

The lemons were ripe. The grapes were ripe.
The oranges were ripe. The pears were ripe.
The lemons, oranges, grapes, and pears were ripe.

When you make one statement out of several by omitting words, place a comma where the words are omitted, and use and after the comma between the last two words of the series.

1. Make one statement of, —

- (a) Flowers grew there. Moss grew there.
 Grasses grew there. Ferns grew there.
- (b) A farmer sells oats. A farmer sells
 wheat. A farmer sells hay. A farmer
 sells corn.
- (c) We saw horses. We saw cattle. We saw
 sheep. We saw dogs.
- (d) Chalk is white. Snow is white. Ivory
 is white.

2. Write the four statements made, and use the commas and *and* correctly.

LESSON II.

THE RESIDENCE OR ADDRESS.

Preceded by Oral Lesson.

Alice Robertson [lives at
347 *King Street* [in the city of
Toronto [in the Province of
Ontario.

Development Questions. — 1. What is a statement ? 2. Is “*Alice Robertson lives at 347 King Street, in the city of Toronto, in the Province of Ontario,*” a statement ? What does it state ? Read the first part and the second part of the statement.

Copy the statement.

3. What mark should be placed at the close of a statement ?
4. After what word is the period placed in this statement ?
5. Of what is the word *Ontario* the name ? 6. How should the names of persons and places be written ? 7. Read every word in the statement that is the name of a particular person or place, and see that it begins with a capital letter. 8. What is a proper name ? 9. How should a proper name be written ? 10. How should the words *street, county, lake, etc.*, be written, when joined to a proper name ? 11. Look at the name of the street mentioned in the statement : is it correctly written ? 12. What do you learn from such a statement ?

Rewrite the statement, and omit all the words that are not proper names ; thus, —

Alice Robertson,

347 King Street,

Toronto,

Ontario.

13. Tell what words you omitted. 14. What mark should be used in a statement instead of omitted words? 15. Place commas where "lives at," "in the city of," and "in the Province of" were left out.

Use your full name for the first part of a statement, and tell in the second part where you live.

Where one lives is called his *residence*. The name of a person and the words which show where he resides make up his *address*.

The address is made up of four parts, viz.:—

(a) The name of a person, (c) The name of a city,
(b) The house number, and (d) The name of a province.
name of a street,

or,

(a) The name of a person, (c) The name of a county,
(b) The name of a place, (d) The name of a province.

These four parts are called the *items* of the address.

II. A comma should be placed after every item of the address except the last.

A period should be placed after the last item ; thus,—

Albert Edison,	Jane Pearson,
48 Nelson Avenue,	Oromocto,
Kingston,	Sunbury County,
Ontario.	New Brunswick.

HOME TASK.

Learn the items of your address.

EXERCISE 1.

Write your address.

CAUTIONS. — 1. *Always write your address so plainly that there cannot be a mistake in reading it.*

2. *Do not omit any of the items.*

3. *Begin each item a little farther to the right than the item above it.*

4. *Begin all proper names with capitals.*

5. *Begin the words Street, County, etc., with capitals.*

6. *Place a comma after every item but the last.*

7. *Place a period after the last item.*

Sometimes the number and name of the street, or the name of the county, may be written in the lower left-hand corner.

III. When an item of the address is placed at the left, it should be followed by a period; thus, —

Albert Edison,	Jane Pearson,
Kingston,	Oromocto,
48 Nelson Avenue. Ontario.	Sunbury County. New Brunswick.

TEST EXERCISES.

EXERCISE 1.

1. Rewrite the following exercise, correcting all mistakes: —

- (a) e c emerson
- (b) A River flows between Brooklyn and
New York city,
- (c) Eunice and me went Satturday
- (d) grasshoppers bees butterflies and wasps
are insects,
- (e) David Benjamin Richardson
Sandwich
Essex County, Ontario

EXERCISE 2. — (*Dictation.*)

EXERCISE 3. — (*Oral.*)

1. Give an example of: —

- (a) A word that is the name of
- | | |
|---|----------------|
| { | 1. a person, |
| | 2. a place, |
| | 3. a thing, |
| | 4. a material, |
| | 5. a part. |

- (b) A proper name ; a common name.
(c) A common name used as a part of a proper name.

2. Tell how many and what rules you have learned for the use of capitals.
3. Give four rules for the use of a period.
4. Give two rules for the use of the comma.
5. Tell what is meant by, —

a margin,	a series,	the address,
a caret,	a statement,	a material.

EXERCISE 4.

1. Write your full name.
2. Write the initials of your name.
3. Write your address.
4. Write the name of this day.
5. Write the name of this month.
6. Write the name (*a*) of a material, (*b*) of a thing, (*c*) of a part, (*d*) of a place, (*e*) of a person.
7. Write statements in which you use *is, are, was, were, has, have*.
8. Draw a line between the two parts of each statement.
9. Write a statement about yourself.
10. Write three statements about one thing.

CHAPTER VI.

A, AN, AND THE.



LESSON I.

WHEN TO USE *A* AND WHEN TO USE *AN*.

1. Read, —

a watch,	a bottle,	an oak-tree,	an engine,
a shoe,	a map,	an egg,	an orange,
a chestnut,	a lemon,	an island,	an ink-stand.

How do you read the word *a* before another word?

The word *a* before another word is read as if it were the first syllable of that word.

What does the word *a* mean?

The word *a* means one.

What does *an* mean?

An means one.

A long time ago, people began to say *ane* shoe or *ane* egg when they meant one shoe or one egg. Then they dropped the *e* and said *an* shoe or *an* egg for one shoe or one egg.

But *an* did not sound well before all words ; as, an gun, an shoe, an nut ; and it was hard to speak *an* before some of them, so they dropped the *n* before such words. Now we use either *a* or *an* to mean one.

2. Read these words, and put either *a* or *an* where there is a — : —

— unit	— one	— herb	— ewe
— house	— angel	— fish	— ox
— window	— echo	— elephant	— hand
— cellar	— island	— tiger	— hour

Would you not like to learn *just when* to use *a* and when to use *an* to mean one ?

3. Words that we speak or hear are called *spoken words*. Spoken words are made up of *sounds*. Speak these words : —

ale, eve, ice, ore, use.

4. Give the first sound of each word : —

a, e, i, o, u.

These letters are called *vowels*, because they are sounded by themselves, and with a continuous passage of the breath.

5. The remaining letters of the alphabet are called *consonants*, because they cannot be sounded with a continuous breath ; but either stop or set free the passage of the breath by which the vowels are sounded. They therefore have a vowel before them or after them.

NOTE. — *Two of the consonants, w and y, are sometimes used to represent vowels; as, in eye, myth, myrtle, boy, oyster, now, powder.*

6. The form *an* is used before words beginning with a vowel or mute *h*; as, an apple, an heir.

7. *An* drops the *n*, and becomes *a* before words beginning with a consonant, *h* sounded, or the letter *u* when the sound of *y* is put before the *u* in pronunciation; as, *a man, a horse, a yellow leaf, a useful book.* But *an* is kept before the *h* sounded when the accent is not on the first syllable of the words; as, an historical event.

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

— angle	— old man	— edge	— honor
— awl	— upper room	— eight	— ark
— almond	— urn	— ear	— oyster
— ball	— carpet	— dark room	— oil-can
— acre	— yew	— ewe	— unit
— wagon	— young man	— eye	— aim

9. Before what words may we use *a*? *an*?

CHAPTER VII.

MORE TO LEARN ABOUT NAMES.



LESSON I.

Preceded by Oral Lesson.

pencil,	cap,	hat,	book,
pencils.	caps.	hats.	books.
slate,	shoe,	clock,	desk,
slates.	shoes.	clocks.	desks.

A word may be the name of one thing.

A word may be the name of more than one thing.

I. To show that more than one thing of a kind is meant, s is usually added to the name.

1. Speak and write each of these names so that it will mean more than one : —

table,	bottle,	lock,	glove,	tree,
pear,	finger,	door,	hoe,	plant.

2. Speak each of these names so that it will mean but one : —

windows,	pictures,	arms,	tongues,	objects,
flowers,	vines,	legs,	names,	things.

HOME TASK.

Write ten words (that are names of things, or of parts of things), to each of which you can add *s* to make it mean more than one.

 LESSON II.

Preceded by Oral Lesson.

1. Speak these words so that each will mean more than one: —

dress, adz, church, box, edge, wish.

Development Questions. — 1. What do you add to the words *dress*, *adz*, *church*, *box*, and *edge*, to make each mean more than one? 2. Try to speak the words with only *s* added. 3. How many syllables are in the words *dress*, *box*, etc.? 4. How many are in the words *dresses*, *boxes*, *churches*, etc.? 5. What is the second syllable of each? 6. What does the syllable *es* show when added to *box*, *dress*, etc.? 7. Why do we not add *s* only? 8. Mention the last sound heard in speaking each of the following words: —

dress,	adz,	church,	box,	edge,	wish,
gas,	waltz,	arch,	fox,	age,	brush.

- II. When a word that is the name of but one ends in *s*, *z*, *sh*, *x*, *ch* (as in *church*), or the sound of *j*, we add *es* to show that it means more than one; as, —

axes,	stitches,	edges,	kisses,	waltzes,
foxes,	lashes,	taxes,	guesses,	inches.*

* When a word ends in *ch* sounded like *k*, as in *monarch*, we add *s* only to show that it means more than one.

2. Speak and write these names so that each will mean more than one :—

bridge, tress, bench, wish, watch, loss,
 ash, tush, prize, pass, adz, mesh,
 birch, wedge, lodge, ledge, cress, moss.

- III. When we add *es* to a name that ends in *e* we drop the final *e*; thus,—

bridge + es	prize + es	ledge + es
bridg + es	priz + es	ledg + es
wedge + es	lodge + es	edge + es
wedg + es	lodg + es	edg + es

EXERCISE 1.

- Copy from any book ten words that mean but one, to which you can add *s* or *es* to show that they mean more than one.
- Make a statement about, —
 a boat, a fence, a bridge, a fox.
- Make the same statements, using each name so that it means more than one.

EXERCISE 2. — (*Dictation.*)

LESSON III.

Development Questions. — 1. Tell of what each of these words is the name :—

calf, half, sheaf, wolf.

2. In what letter does each of them end? 3. Speak the words so that each will mean more than one. 4. How many syllables are there in the words *calves, halves, sheaves, wolves*? 5. What change do you make in the words *calf, half*, etc., so that each may mean more than one?

IV. When a name that means but one ends in *f*, the *f* is *usually* changed to *v* and *es* added to show that it means more than one.

Write these words so that each will mean more than one :—

leaf, shelf, knife, life, wife, loaf.

EXERCISE 1.

1. Make a statement about,—
a calf, a wolf, a knife, a loaf, a shelf.
2. Write each of those statements so that they will state about *more than one* calf, wolf, etc.
3. Learn to spell these words that end in *f*, but do not change *f* to *v* when they mean more than one :—

stuffs, hoofs, turfs, cliffs.

V. To change a name that means but one so that it will mean more than one, we sometimes add *en* ; as,

OX, OXEN.

VI. To change a name that means but one so that it will mean more than one, we sometimes change the vowel sound of the word ; as, —

man, goose,
men. geese.

1. Speak the name of more than one, —

tooth, foot, woman, mouse.

2. Write the words, —

teeth, feet, women, mice.

3. Tell what each word means.

4. Speak these words so that each will mean more than one : —

deer, sheep, trout, salmon,
bass, heathen, swine, cannon.

VII. The words *sheep*, *deer*, *trout*, *salmon*, etc., are used to mean but one, and also to mean more than one.

CAUTION. — *The word hose, meaning a pipe or tube, is used to mean either one or more than one. The word hose, meaning stockings, should be used only in speaking of a pair of hose, or of several pairs.*

In the same way we speak of a suit of clothes, a pair of scissors, a barrel of ashes ; and the names clothes, hose, scissors, and ashes should never be used without the s.

LESSON IV.

What is a written word ?

Words that we read or write are called *written words*.

Of what are written words made up ?

Written words are made up of *letters*.

For what are letters used ?

Letters are used to represent the sounds heard in spoken words.

What is a letter that can be sounded by itself called ?

A letter that can be sounded by itself is called a *vowel*.

Name the vowels.

The vowels are a, e, i, o, and u.

What are the other letters called ?

The other letters are called *consonants*.

What has been said about *w* and *y* ?

W and *y* are sometimes used as vowels.

1. Speak each of these words so that it will mean more than one : —

lady, tidy, body, baby, pony.

2. Tell in what letter each ends.
3. Is the letter before the *y*, in each, a vowel or a consonant ?

VIII. When a name that means but one ends in *y* PRECEDED BY A CONSONANT, the *y* is changed to *i*, and *es* added, to show that it means more than one ; thus, —

ladies, tidies, babies, bodies, ponies.

4. Speak each of these words so that it will mean more than one : —

day, boy, valley, money, donkey.

5. Tell what kind of a letter is used before the final *y* of each word.

IX. When a name that means but one ends in *y* preceded by a vowel, we merely add *s* to the name to show that it means more than one ; as, days, boys, valleys, moneys, donkeys.

6. Write these words so that each will mean more than one : —

duty, city, cony, beauty, penny,
toy, ray, monkey, play, boy.

7. Learn to spell these words that mean more than one : —

zeros,	negroes,	cantos,	heroes,
solos,	potatoes,	halos,	tomatoes,
echoes,	cargoes,	calicoes,	volcanoes,
mottoes,	grottos,	embargoes,	vetoos.

EXERCISE 1.

1. Write these names of parts of the body so that each will mean more than one : —

leg,	tooth,	tongue,	wrist,	calf,
eye,	toe,	foot,	eyelash,	ear,
nose,	thumb,	body,	knee,	hair.

2. Copy all the common names in Lesson — of your Reader, and write each so that it will mean more than one.

EXERCISE 2.

1. Change the words in this list (*a*), so that those which mean but one will mean more than one; (*b*) so that those which mean more than one will mean but one : —

lamp,	match,	tooth,	women,
cloaks,	witches,	self,	goose,
paper,	ox,	wolves,	feet,
house,	cherry,	thief,	child,
arch,	berries,	mouse,	girls.

2. Fill the blanks in these statements with words chosen from the list : —

(a) The ——— loved their children.

(b) The ——— are ripe.

(c) A ——— has four ———.

(d) A ——— has two ———, but has not a ———.

(e) The ——— was made of glass.

(f) The ——— and ——— are made of stone.

(g) The ——— is afraid of the ——— and ———.

3. Make a statement about, —

an ox,	a cherry,	children,
a paper,	wolves,	your cloaks.

4. Change the statements so that each will state about more than one.



LESSON V.

Preceded by Oral Lesson.

a book,	an organ,	an ax,	a town,
the book,	the organ,	the ax,	the town,
the books.	the organs.	the axes.	the towns.

The words *a* and *an* mean *one*, and should be used only before names that mean but one. The word *the* may be used before names that mean but one, and also before names that mean more than one.

this slate,	that slate,
these slates.	those slates.
this apple,	that angle,
these apples.	those angles.

The word *this* means but one. The word *that* means but one. *This* is used in speaking of an object that is near, and *that* in speaking of one that is farther away.

These means more than one. *Those* means more than one. *These* shows that the things spoken of are near. *Those* shows that the things spoken of are farther away.

This, that, these, and those may be used before any *sound* or *letter*.

EXERCISE 1.

Fill the blanks in this exercise with *a* or *an, this* or *that, these* or *those* : —

1. He drove — ox with — whip.
2. — blade has — point and — edge.
3. — shoemaker has — awl and — last.
4. — children gave me — apples.
5. — upper room is not always — airy room.

— arms	— undergrowth	— geese	— kisses
— herb	— question	— goose	— lights
— pastures	— engine	— honey-bee	— nights
— woolen-coat	— aunt	— ice-box	— oxen

EXERCISE 2.

1. Write a statement about, —

the door,	scissors,	sheep,
an old coat,	an owl,	a child.
2. Read each statement so that it shall state about more than one.
3. Draw a line between the first and second parts of each statement

EXERCISE 3.

1. Write each of these words so that it will mean more than one : —

path,	engine,	balcony,	shelf,	woman,
horse,	fox,	half,	man,	deer,
notch,	buggy,	canopy,	louse,	trout.
2. Write two full names of persons. Write their initials.
3. Write two names of places; two names of things; two names of materials; two names of parts of things.

EXERCISE 4.

Read these statements, using *is, are, was, were, has,* or *have* wherever there is a — : —

1. Ezra — a good boy.
2. Ezra and Charles — playing in the yard.
3. That leaf — green in summer.

4. The flowers — in bloom.
5. Those flowers — fading now.
6. Those leaves — fallen from the trees.
7. The snow — covered the ground.
8. Linen, cotton, and wool — used.
9. We — heard those birds sing.
10. He — seen a rainbow.

EXERCISE 5.

Write two statements in which you use, —

1. A name that means but one, *is*, and some other words.
2. A name that means more than one, *are*, and other words.
3. Two or more names each of which means but one, *are*, and some other words.
4. Two or more names each of which means more than one, *are*, and some other words.
5. Draw a short line between the two parts of each statement.

QUESTIONS FOR REVIEW.

A. — ORAL.

1. Read these two words: *a*, *the*.
2. Speak each of them before the words *button*, *cover*, *lower shelf*.
3. Speak *the* before *initial*, *army*, *upper shelf*.

4. Tell when you may use, —

this, that, is, was, has,
these, those, are, were, have.

5. Before what words may *an* be used ?

6. What is a *series*? an *initial*? a *margin*? a
spoken word? a *written word*? a *vowel*? a
consonant? a *material*? a *proper name*? a
common name?

7. Is *y* a vowel or a consonant in, —

my, myrrh, pity, young, your.

8. Is *w* a vowel or a consonant in, —

now, wagon, awe, wonder, we.

9. Use either *a* or *an* and speak *the* before, —

end, sponge, beetle, early bird, ear,
insect, worm, fly, bat, ape.

10. Give the vowel-sound heard in, —

(*a*) say, sat, air, are, ask, all.
(*e*) key, let, ere, eight, herb.
(*i*) ice, ill, machine, dirt.
(*o*) owe, coffee, one, do, wolf, horn.
(*u*) use, cup, spur, true, pull.
(*y*) my, myth, myrtle.

11. Of what is the full name made up? Why should you always speak and write the name of a person or place very plainly?

12. What is a statement? Tell what each part of a statement shows.
13. Tell when you would use, —
I, it, we, you, he, they, she.
14. Name the parts of the foot of a cat, and tell, in statements, the use of each part.
15. Of what items is one's *address* made up?

B. — WRITTEN.

1. Write a word that is the name of, —
a person, a place, a thing, a material, a part.
2. Write the full name of a person. Draw one line under the surname and two lines under the Christian name.
3. Write a statement and draw a short vertical line between the two parts of it.
4. Make these marks on your slate, and write the name of each :—

Λ . , —
5. Copy these words, writing them correctly :—
i Saw alice. a verry goode led pensil.
6. Write the initials of the name of your country.
7. Write your address.
8. Use commas where they are needed in these statements :—
(a) Ants wasps beetles bees and flies are insects.
(b) The tree has roots a trunk branches and leaves.

9. Write these words: (*a*) so that those which mean but one will mean more than one; (*b*) so that those which mean more than one will mean but one.

car	bush	wolves	woman	solo
taxes	bench	beauties	deer	hero
walls	miss	body	moss	potato
wish	topazes	day	ferns	halo
prizes	loaf	oxen	grasses	volcano

SUMMARY.

- I. A word may be the name of $\left\{ \begin{array}{l} 1. \text{ a person.} \\ 2. \text{ a place.} \\ 3. \text{ a thing.} \\ 4. \text{ a material.} \\ 5. \text{ a part of a thing.} \end{array} \right.$
- II. Names are of two kinds. $\left\{ \begin{array}{l} 1. \text{ Proper names.} \\ 2. \text{ Common names.} \end{array} \right.$
- III. Words are of two kinds. $\left\{ \begin{array}{l} 1. \text{ Spoken words.} \\ 2. \text{ Written words.} \end{array} \right.$
- IV. Letters are $\left\{ \begin{array}{l} 1. \text{ Vowels, which represent clear, open sounds.} \\ 2. \text{ Consonants, which represent other sounds.} \end{array} \right.$
- V. A name may mean $\left\{ \begin{array}{l} 1. \text{ but one.} \\ 2. \text{ more than one.} \end{array} \right.$
- VI. Use before the name of but one, $\left\{ \begin{array}{l} 1. \text{ a or an.} \\ 2. \text{ the.} \\ 3. \text{ this.} \\ 4. \text{ that.} \end{array} \right.$

VII. Use before the name of more than one, { 1. *the*.
2. *these*.
3. *those*.

VIII. *Is, was, and has* state about one.

Are, were, and have state about more than one.

IX. Use a capital for { 1. The first letter of a proper name.
2. An initial used instead of a proper name.
3. The word *I*.
4. The beginning of a statement.
5. The initial of *lake, county, street,* etc., used with a proper name.

X. Use a period { 1. After a statement.
2. After an initial used for a name.
3. After a name standing alone.
4. After the last item of an address.
5. After an item of the address which is written at the left.

XI. Use a comma { 1. Between the words of a series.
2. After every item of an address except the last.

The word *and* is generally used before the last word of a series.

XII. The ADDRESS is made up of { 1. The name of a person.
2. The house number, and the name of a street.
3. The name of a city.
4. The name of a Province.
Or,
1. The name of a person.
2. The Post-Office station.
3. The name of a county.
4. The name of a Province.

XIII. To show that a name means
more than one.

1. Usually add *s* ; as, coins, aprons, trees.
2. After *sh, x, z, s, ch* (soft), and the sound of *j*, add *es* ; as, brushes, foxes, topazes, gases, churches, pages.
3. Change *f* to *v* and add *es* ; as, leaf, leaves.
4. Change *y* (preceded by a consonant) to *i* and add *es* ; thus, copy, copies.
5. Change the word ; as, ox, oxen ; mouse, mice.

- NOTE. — 1. *If y is preceded by a vowel, add s ; as, day, days ; valley, valleys ; chimney, chimneys.*
2. *Deer, sheep, etc., are written in just the same form when they mean more than one*
 3. *Hose, scissors, ashes, clothes. etc., should not be used without the s.*

CHAPTER VIII.

THE INQUIRY.



LESSON I.

WHAT THE INQUIRY IS, AND HOW IT IS WRITTEN.

1. Ask a question about, —

the blackboard,	a pencil,	the sun,
the door,	a parrot,	a city.

I. A group of words used to ask a question is called an inquiry (in-quir'-y.)

2. Make an inquiry about : —

a book,	your sponge,	a bee,
the clock,	school,	roses.

3. Read these inquiries : —

- (a) When did you come ?
 (b) Is it time to go ?

Notice the first letter of each inquiry and the mark that is placed after each.

An inquiry is sometimes called an *interrogation*.
 The ? (question-mark) is called an *interrogation-point*.

II. An inquiry should commence with a capital letter, and be followed by an interrogation-point; thus,

Are the flowers fragrant?

EXERCISE 1.

Write an inquiry about, —

silk,	a carpet.	an oak-tree,
New York,	a knife,	glass,
school,	iron,	Victoria.

EXERCISE 2.

An inquiry that can be answered by *yes* or *no* is called a *direct question*; thus, Have you seen him?

1. Write a direct question.
2. Write an inquiry that is not a direct question, and a statement that is an answer to it.
3. Make a period and an interrogation-point.
4. What is a statement? What is an inquiry?
5. Use each of these groups of words to make a statement and an inquiry: —

(a) market to has gone John.

(b) You my seen have dog.

EXERCISE 3.

Correct all the mistakes in this exercise : —

1. did he go to halifax
2. he has been to brockville
3. Have you written to walter,
4. Are you eating a apple.
5. was philip nolan there
6. He said that i must go.
7. The citys was thronged with people.
8. George Thomas Frank and Harry rode
9. The books slate pen pencil and sponge was mine :
10. when will you go with me

EXERCISE 4.

Use each of these words correctly in an inquiry :—

peel,	pair,	all,	right,	meat,
peal,	pear,	awl,	write,	meet.

EXERCISE 5. — (*Blackboard.*)

LESSON II.

- (a) John, did you do that?
- (b) Will you keep still, Alice?
- (c) Where are you going, baby dear?
- (d) Will you, pretty bird, sing me a song?
- (e) Can you, Madge, write a letter?

Development Questions. — 1. Read the above inquiries.

2. Tell of whom each question is asked. How do you know ?
3. Ask the questions, and leave out the word or words which show of whom each question is asked.
4. By what mark are those words separated from the inquiry ?

III. The word or words which show of whom a question is asked should be separated from the inquiry by a comma or commas.

Copy the inquiries on your slate, taking care to use the interrogation-points, capitals, and commas correctly.

EXERCISE 1.

Write these inquiries, and use a comma or commas wherever needed : —

1. Mother may I go with you ?
2. Who write to you Kate ?
3. Where little girl do you go to school ?
4. Did you bite my toes Jack Frost ?
5. Have you Arthur been absent this week ?
6. Will you sing me a song Bobolink ?
7. How long little blossoms have you been gone ?
8. Caroline may I walk with you ?
9. Rachel what time is it ?
10. When will the birds come again mother ?

EXERCISE 2. — (*Oral.*)

1. Ask a question about, (*a*) a person ; (*b*) a place ; (*c*) a thing ; (*d*) a material ; (*e*) a part of something.

2. Change these statements to inquiries : —

It is ten. John was there.
 I am going. This is a statement.
 The birds are singing in the woods.

3. Use the words in each group to make an inquiry : —

- (a) The, December, are, snows, in, deep.
 (b) Skate, go, me, Wednesday, will, with, you, to, next.
 (c) Bananas, where, grow, do.
 (d) June, do, roses, in bloom.
 (e) Top, seen, have, knife, you, my, new, and.

EXERCISE 3.

1. Write an inquiry about, —

sponge, an ostrich, oranges,
 water, a gazelle, cork,
 coral, the Dominion of Canada, snow.

2. Copy these statements, and draw a short vertical line between the first part and second part of each : —

- (a) Rubber is made from the sap of a tree.
 (b) The rubber-tree grows on an island.
 (c) Cork is the outer bark of an oak-tree.
 (d) Many cork-trees grow in Spain, France, and Italy.
 (e) I have lost my lead pencil.

EXERCISE 4.

Fill these blanks with *is* or *are* ; *was* or *were* ; *has* or *have* ; *a* or *an* : —

1. — the clock running ?
2. — the children in the yard ?
3. — Frank found the rake ?
4. — Julia bought — inkstand.
5. — the boys — sled ?
6. — there — bird in the cage ?
7. — the geese and ducks trying to swim ?
8. — you written — inquiry ?
9. — that — interrogation-point ?
10. — the statements correct ?

IV. *Is, was, or has* inquires about one person, place, or thing.

***Are, were, or have* inquires about more than one.**

CAUTION. — *Use are, were, and have with the word you, whether it mean one or more than one ; thus, Are you going ? Were you there ? Have you been ill ?*

EXERCISE 5.

Copy these groups of words : use an *?*, a *.*, a *,*, or a capital wherever needed ; tell why you use each : —

1. Are sponge and coral found in the sea
2. will you walk into my parlor silly fly ?

3. was the story written by J G S ?
4. Herbert anderson did you answer,
5. the cork-tree grows in spain france italy and
africa

Correct these statements, and write each of them
as it should be : —

1. Frank and me were late.
2. These kind are better.
3. I like those sort of people.
4. Him and I are going.
5. They were driving an oxen.

EXERCISE 6.

Ask a question about *more than one*

picture,	church,	calf,	deer,
box,	topaz,	child,	brush,
dress,	penny,	woman,	ax.

CHAPTER IX.

MORE TO LEARN ABOUT NAMES.

 LESSON I.

Preceded by Oral Lesson.

John's slate, a boy's cap, men's boots,
 Davis's patent, boys' caps, children's shoes.

A word that is a name may be spoken or written so that it will show to whom or what a thing belongs; as, John's, fox's, bird's.

A word that is used so that it will show to whom or what a thing belongs is said to *denote possession*.

Development Questions. — 1. In these examples, read the names which denote possession. 2. Tell how each is written to denote possession. 3. Describe this mark [?].

The [?] is called an apostrophe.

4. Write *John, Davis, boy*. 5. Look at each word and tell whether it means one or more than one. 6. In the examples given, what is added to each of these words to make it denote possession? 7. Write each of them so that it will denote possession. 8. How do we write a name that means but one, to make it denote possession?

- I. To denote possession, an apostrophe and an s ('s) should be added to a name that means but one; * thus, —

Mary, Mary's ring, child, a child's teeth,
 the ox, the ox's horn, bird, a bird's wing,
 a spider, a spider's web, girl, the girl's net.

1. Write these names so that they will denote possession: —

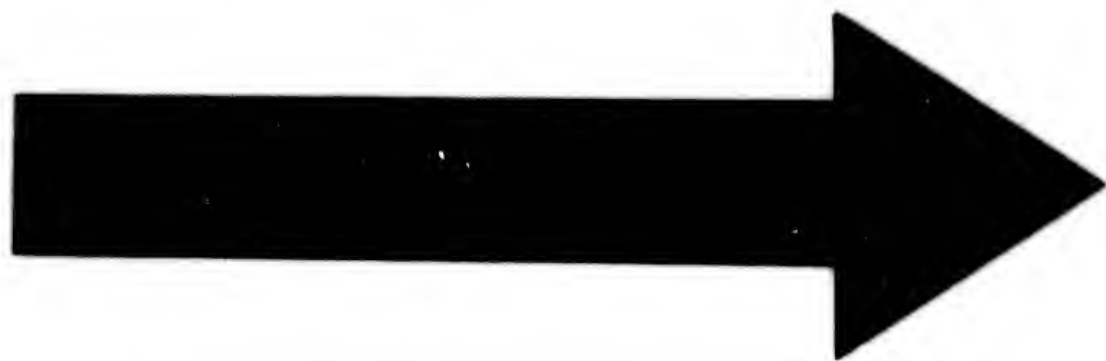
lady, dog, mouse, Carlo, sheep,
 William, deer, calf, man, Jane.

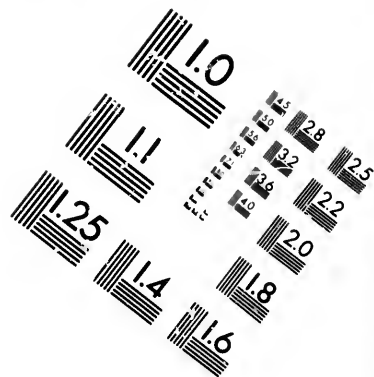
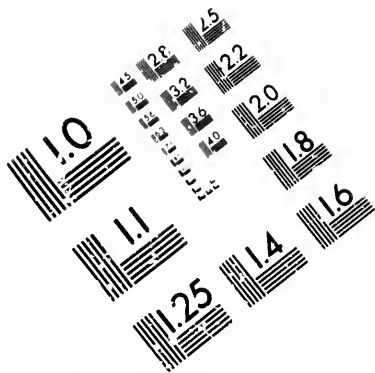
2. Write them so that they will mean more than one.
 3. Which of these words mean more than one, and which denote possession?

lion's, horses, woman's, girl's,
 negroes, squirrel's, women, bakers,
 horse's, pupils, Martha's, boots.

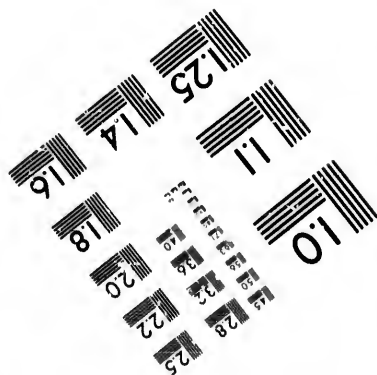
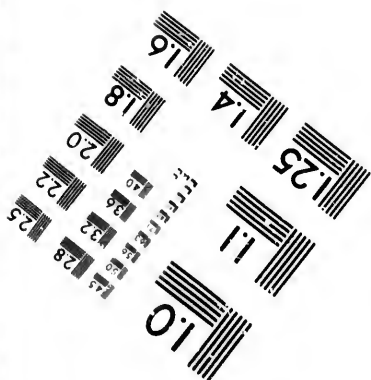
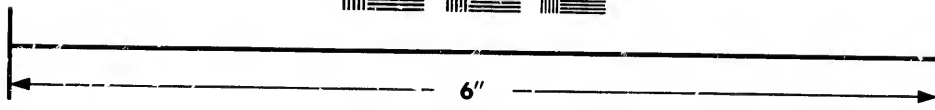
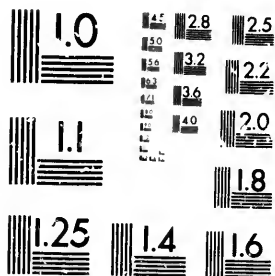
4. Write five names that mean but one and denote possession.

* In writing the words "for conscience' sake," "for justice' sake," "the seamstress' sister," and the like, we add the apostrophe only, because it is not pleasant to hear so many sounds of s spoken together.





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LESSON II.

Read these words and tell what each shows : —

lions, flies, men, calves, farmers,
foxes, bees, mice, children, hunters.

A name that means more than one generally ends in *s* ;
as, birds, fishes, ladies, negroes, calves.

Sometimes a name that means more than one does not
end in *s* ; as, men, mice, oxen, teeth, children.

**II. To a name that means more than one and ends in *s*,
the apostrophe only is added to denote possession ;
thus, —**

lions, lions' claws, bees, bees' honey,
foxes, foxes' holes, calves, calves' feet,
flies, flies' wings, farmers, farmers' tools.

**III. To a name that means more than one but does not
end in *s*, the apostrophe and *s* ('*s*) are added to
denote possession : —**

men, men's clothes, children, children's shoes,
mice, mice's mischief, oxen, oxen's work.

RULE. — *First write the name that is to denote possession ; look at it ; if it means more than one and ends in *s*, add the apostrophe only ; in all other cases * add ('*s*) the apostrophe and *s*.*

* See note, page 81.

EXERCISE 1.

1. Write these words to denote possession : —
pony, baby, Alfred, Agnes, mother.
2. Write these words so that any one of them will mean more than one : —
pony, baby, mother, woman, man.
3. Write them so that they will mean more than one and denote possession.
4. Write each of these correctly on the black-board : —
geeses' feathers, a wives' wish,
boys' and mens' clothing, flie's feet.

EXERCISE 2.

1. Write these names so that they will denote possession : —
ox, negro, sister, pupil,
fox, man, father, Margaret,
girl, child, teacher, Adelia.
2. Write these names so that they will mean more than one and denote possession : —
ox, teacher, man, fox, sister,
negro, pupil, child, father, girl.
3. Write a statement about, —
a bird's nest, a fly's wing, farmers' houses.

4. Write an inquiry about, —
birds' nests, flies' wings, a farmer's house.
5. Correct the mistakes in the following: —
 - (a) The mans' horses ran away.
 - (b) Is Marys' slate at home?
 - (c) Two deers' heads were brought in.
 - (d) The flie's wings are gauzy.
 - (e) Has the bakers' daughter returned?

EXERCISE 3. — (*Oral.*)

1. Tell which of the names in this exercise mean but one; which mean more than one; and which denote possession: —
 - (a) The eat's claws are long, sharp, and curved.
 - (b) Conies' nests are built among the rocks.
 - (c) Are not a deer's antlers longer than oxen's horns?
 - (d) Mothers' feet are sometimes tired.
 - (e) Is "the children's hour" at twilight?
2. Tell which groups of words are inquiries, and which are statements.
3. What is a statement, and how should it be written?
4. What is an inquiry? How should an inquiry be written?
5. Use these words to make a statement and an inquiry: —
lesson have Wednesday's you learned.

LESSON III.

WORDS USED INSTEAD OF NAMES TO DENOTE POSSESSION.

Development Questions. — 1. Read the following: —

- | | |
|--------------------------------------|--------------------------------------|
| <i>My</i> book is lost. | Has <i>your</i> book a green cover ? |
| That book is <i>mine</i> . | Is this book <i>yours</i> ? |
| <i>His</i> book is here. | <i>Her</i> book has a green cover. |
| This book is <i>his</i> . | That book is <i>hers</i> . |
| Have they found <i>their</i> books ? | Where are <i>our</i> books ? |
| Those books are <i>theirs</i> . | These books are <i>ours</i> . |
| The baby wants <i>its</i> mother. | The bird built <i>its</i> nest. |

2. Mention the words that are used to denote possession.
 3. How many of these words are names ? 4. *Instead of what* are these words used ? 5. Mention the word used instead of the name of a boy to denote possession. 6. The words used instead of the name of a girl to denote possession. 7. Mention the other words which denote possession, and tell instead of what name each word is used.

IV. The words *my, mine, your, yours, her, hers, their, theirs, our, ours, his, and its*, are used instead of names to denote possession.

CAUTION. — *There are no such words as hisn, theim, ourn, yourn, and his-self. People who use them mean his, theirs, ours, yours, and himself. You should use the correct words.*

EXERCISE 1.

Fill the blanks with *words used instead of names* to denote possession : —

- (a) The bird has lost ——— mate.
- (b) Does the baby want ——— mother?
- (c) The pencils on ——— desk are ———.
- (d) The books on ——— desks are ———.
- (e) Are ——— brothers with ———?

Tell when we use, —

our or *ours*, *your* or *yours*, *their* or *theirs*,
my or *mine*, *her* or *hers*, *his*, *its*.

EXERCISE 2.

Use each of the following words in an inquiry : —

is,	was,	has,	I,
are,	were,	have,	yours,
my,	mine,	her,	his,
fox's,	foxes,	foxes',	child's,
children,	men,	men's,	wings.

CHAPTER X.

WORDS THAT EXPRESS QUALITIES.

LESSON I.

Preceded by Oral Lessons on the Qualities of Objects.

Some words (as *white, blue, round, oval, sweet, sour, hard, brittle, heavy*) are used with the names of objects to express the qualities of those objects; thus,

<i>white</i> paper,	The apple was <i>hard</i> and <i>sour</i> .
<i>blue</i> ink,	Glass is <i>brittle</i> .
a <i>round</i> pebble,	The books are <i>heavy</i> .
an <i>oval</i> figure.	Those oranges were <i>sweet</i> .

Such words are called *quality-words*.

1. Mention an object in the room, and speak a word which expresses a quality of that object.
2. Read the following, and mention the quality-words used: —
 - (a) The icicle is cold, smooth, and transparent.
 - (b) A fragrant rose and a bitter herb grew by the gate.
 - (c) That bread is soft and porous.
 - (d) He drew a long, crooked line.

EXERCISE 1. — (*Oral.*)

1. Use a quality-word that expresses, —
 - (a) The color of, — snow, grass, the sky, a strawberry.
 - (b) The form of, — a ring, an egg, a ball, a map.
 - (c) The weight of, — iron, cork, wood, air.
 - (d) The taste of, — sugar, a lemon, water.

2. Speak a quality-word, and mention an object which has the quality expressed by that word.
3. Fill the blanks in the following with quality-words which express size : —
 - (a) A — path led to the — cottage.
 - (b) The — avenue passes the — house.
 - (c) A — tree shades the — roof.

4. Mention something that is, —
curved, yellow, square, small, tough,
sharp, round, long, straight, brittle,
dull, blunt, red, porous, short.

5. Tell which of the following words are names, and which are words that describe the thing named : —
rosy cheeks, brown hair, dimpled chin,
blue eyes, sunny face, pretty little mouth.

EXERCISE 2.

1. Tell one quality of each of the following: —
sponge, rubber, lead, silver, molasses,
cork, rattan, candy, cloth, whalebone.
2. Write the word that best expresses that quality.
3. Use each quality-word to describe something else which has the same quality.
4. Write after each quality-word the name of the thing which has the quality expressed.
5. Use a quality-word to describe, —
the claws of a cat, the tail of a squirrel,
the plumage of a bird, the wings of a fly,
the legs of a horse, the coat of a dog.

EXERCISE 3.

1. Mention a quality-word which expresses a quality the opposite of, —
thick, late, sharp, right, high,
soft, wide, equal, old, deep,
cool, smooth, even, large, broad.
2. Use each of the above quality-words correctly, and write them at dictation.
3. Copy the following quality-words, and write beside each a word that expresses the opposite quality: —
early, narrow, rough, wrong, dull,
blunt, shallow, light, weak, slender.

HOME TASK.

EXERCISE 4.

1. Read the quality-words in the following : —

a <i>shrill</i> whistle,	a <i>soft</i> voice,
a <i>loud</i> shriek,	a <i>faint</i> whisper,
a <i>plaintive</i> song,	a <i>musical</i> bell.

2. By what sense do we learn the qualities expressed by the words *loud*, *shrill*, *musical* ?

3. Use each of the above quality-words to describe a sound that you have heard.

4. Use a quality-word to describe correctly the sound of, —

a noise,	thunder,	the wind,	a bell,
music,	a drum,	laughter,	a foot-step.

5. Use each of the following quality-words to describe correctly a sound that you have heard, —

harsh, clear, sweet, low, sad.

 Review Lesson I., Chapter V.

 LESSON II.

THE USE OF THE COMMA BETWEEN QUALITY-WORDS.

Development Questions. — 1. Read the following statements : —

Glass is brittle.

Glass is hard.

Glass is smooth.

Glass is transparent.

2. Tell *about what* each statement is made. 3. Read the words which show what is stated about glass. What do the words *brittle*, *hard*, *smooth*, and *transparent* express? What kind of words are they? Why? 4. Tell in one statement all that is said of glass in the four statements. Write the statement and draw a line under each quality-word used; thus, —

Glass is brittle, hard, smooth, and transparent.

5. How many quality-words are there in the statement? What do we call three or more words of the same kind following one after the other? 6. Do you think that those quality-words form "a *series of words*"? Why? Read the series of words. 7. Of what kind of words is the series made up? Make a statement or an inquiry that contains a series of names. Fill the blanks in the following with a series of quality-words: —

(a) The fruit was — — — and —.

(b) Gold is — — — and —.

(c) Were the paths — — — and —?

8. What mark have you learned to use between the words of a series? Write (a), (b), and (c), and use the commas correctly.

I. Three or more quality-words forming a series should be separated by commas; thus, *Cork is light, tough, and porous.*

9. What word is generally used after the comma before the last word of a series? Read (a), (b), and (c) with, and without, the word *and*. Why is the word *and* generally used before the last word of a series?

NOTE. — *When the quality-words which make up a series are used before the name of the thing they describe, the word and is generally omitted; thus, We dug a large, round, deep hole. Was the soft, warm, white wool used?*

EXERCISE 1.

1. Copy the following statements and inquiries, and use the comma correctly in each : —

The canary's song is sweet clear and musical.

Were the cherries ripe red and juicy ?

Do you like a long sharp slender pencil ?

The baby has pretty large bright blue eyes.

He sold apples oranges grapes and pears.

2. Draw a line under every word that is a quality-word. Use the last quality-word of each series before the name of something that has the quality it expresses.
3. Read from your slate, (*a*) a series of words that are names ; (*b*) a word that is the name of but one ; (*c*) a word that is the name of more than one ; (*d*) a name that denotes possession ; (*e*) a word that is used instead of a name.
4. Read the first inquiry. What is an inquiry ? Why is *were*, and not *was*, used in that inquiry ?
5. Read the statement made about the baby. Change the statement so that it will be correct to use *have* instead of *has*.

EXERCISE 2. — (*Dictation.*)

EXERCISE 3.

- II. Two quality-words used together should be separated by a comma when the word *and* is not used between them; thus, The *smooth, transparent* glass is *hard and brittle*.

Fill the blanks in the following with quality-words, and use the comma or *and* correctly:—

1. He drew a ——— line.
2. A ——— path led to the cottage.
3. The bread was ———.
4. Ada's ——— face was seen at the window.
5. Their voices were ———.

EXERCISE 4.

1. Write the following exercise correctly:—

is the bread new, and light,
 The fresh crisp crackers are new
 We saw streets, parks, stores, and churches.
 The City is on the St. Lawrence river.
 Him and i was tall strong and heavy?

2. Give a reason for each correction made.

EXERCISE 5.

Preceded by Oral Lessons on Qualities of Persons and of Animals.

1. Use each of these quality-words with the name of an animal that has the quality expressed:—

faithful,	strong,	mischievous,	sly,
patient,	cunning,	industrious,	active.

2. Tell two good qualities of, —
- | | | |
|--------------|------------|-------------------|
| a soldier, | a pupil, | a doctor, |
| an engineer, | a servant, | a letter-carrier, |
| a farmer, | a clerk, | a house-keeper. |
3. Write the words which express those qualities, and beside each a quality-word that expresses the opposite quality.

EXERCISE 6.

Pronounce, use correctly in statement or inquiry, and write at dictation, —

gentle,	kind,	prompt,	neat,
patient,	brave,	just,	charitable,
amiable,	earnest,	honest,	generous,
obedient,	studious,	modest,	beautiful,
graceful,	truthful,	frugal,	handsome.

EXERCISE 7.

Write the following exercise, and use suitable quality-words wherever there is a dash: —

1. A monkey is — and —.
2. The — ox works all day.
3. Were the roses — ?
4. An —, — man need not want.
5. Was the soldier —, —, —, and — ?
6. A — girl should be — and —.
7. Did he hear a —, — noise?

8. My brother is —, —, and —.
 9. Will the —, — music disturb you?
 10. It is —. It is —. Is it —?



LESSON III.

WHEN TO ADD *ER* AND WHEN TO PREFIX *MORE* TO A QUALITY-WORD.

Preceded by Oral Lesson.

a <i>long</i> pencil,	an <i>easy</i> lesson,
a <i>longer</i> pencil.	an <i>easier</i> lesson.
a <i>beautiful</i> flower,	
a <i>more beautiful</i> flower.	

A quality-word may be spoken or written so as to show that two things have been *compared*, and that one of them has more than the other of the quality expressed; thus, —

long,	easy,	beautiful,
longer,	easier,	more beautiful.

1. Speak each of the following quality-words so as to show that one of two things has more of the quality expressed than the other: —

sweet,	red,	wide,	heavy,	modest,
small,	thin,	blue,	pretty,	industrious.

*To a quality-word of one syllable, and to some quality-words of two syllables, we add **er** to show that one of two objects has more than the other of the quality expressed ; thus,* —*

small-er,

heavi-er.

*Before most quality-words of two syllables, and before all quality-words of more than two syllables, we use the word **more** to show that one of two things has more than the other of the quality expressed ; thus, —*

more modest, more beautiful, more industrious.

2. Tell how many syllables each of these quality-words has : —

active,	neat,	wide,	patient,	studious,
bitter,	tall,	rough,	generous,	smooth,
funny,	homely,	lovely,	ugly,	witty.

3. To which of the above quality-words would you add *er* ?

4. With which of the above quality-words would you use *more* ?

*Instead of adding **er**, or using **more**, we sometimes change the quality-word to show that one of two things has more than the other of the quality expressed ; thus, —*

That is a *good* pen, but this is a *better* one.

* See Note, page 3.

5. Use these quality-words correctly : —

bad *or* ill . . . worse, little . . . less.

6. Compare any two objects in the room which have the same quality ; use the word expressing that quality so as to show that one of the two objects has more than the other of the quality expressed ; thus, —

The bell is heavy, but the globe is *heavier*.

The bell is the *smaller* of the two.

He is *taller* and *more slender* than John.

7. Compare two objects that you have seen at home, and speak a word that expresses a quality which both have ; speak that word so that it will show that one object has more than the other of the quality expressed.

8. Mention two things that are, —

hard, opaque, brittle, handsome, fragrant,
clear, porous, blunt, sunny, transparent,
elastic, tough, careful, little, mischievous.

9. Use each of the above quality-words so that it will show that one of two things has more than the other of the quality expressed.

EXERCISE.

1. Use suitable words to express qualities of, —

paper,	a dress,	roses,	a cat,
a pen,	a house,	honey,	a mouse,
a picture,	a city,	the wind,	a bird.
2. What have you learned about the use of the comma between quality-words?
3. Mention three ways in which quality-words show that one of two things has more than another of the quality expressed.



LESSON IV.

WHEN TO ADD *EST* AND WHEN TO PREFIX *MOST*
TO A QUALITY-WORD.

Preceded by Oral Exercise.

a <i>long</i> pencil,	an <i>easy</i> lesson,
a <i>longer</i> pencil,	an <i>easier</i> lesson,
the <i>longest</i> pencil.	the <i>easiest</i> lesson.
a <i>beautiful</i> flower,	
a <i>more beautiful</i> flower,	
the <i>most beautiful</i> flower.	

A quality-word may be spoken or written so that it will show that several things have been compared, and that one of them has more of the quality expressed than any one of the others; as, *longest*, *easiest*, *most beautiful*.

1. Speak each of these quality-words so that it will show that one of several things has more of the quality expressed than any one of the others : —

sweet, red, wide, heavy, modest,
small, thin, blue, pretty, industrious.

*To a quality-word of one syllable, and to some quality-words of two syllables, we add **est** to show that one of several things has more of the quality expressed than any of the others ; thus, —*

smallest, heaviest.

*Before most quality-words of two syllables, and before all quality-words of more than two syllables, we use the word **most** to show that one of several things has more of the quality expressed than any one of the others ; thus, —*

most modest, most beautiful, most industrious.

2. Tell how many syllables each of these quality-words has : —

active, neat, patient, rough, studious,
bitter, tall, generous, wide, smooth,
funny, homely, lovely, ugly, witty.

3. To which of the above quality-words would you add *est* ?

4. With which of the above quality-words would you use *most*?

Instead of adding est, or using most, we sometimes change the quality-word to show that one of several things has more of the quality expressed than any one of the others; thus,—

good . . . better . . . best.
 little . . . less . . . least.
 bad or ill . worse . . . worst.

5. Use correctly *best*, *least*, and *worst*, and tell what each shows.

CAUTIONS. — 1. *When comparing two things be careful to use a quality-word which shows that but two things have been compared; thus, the longer pencil, the heavier of the two, the more beautiful picture, not the longest, heaviest, or most beautiful of the two.*

2. *Do not always use the same word to describe things; as, "a nice man," "a nice ride," "a nice funeral"; "an awful day," "an awful distance," "an awful time."*

Learn as many different words as you can (a) to express the same quality; (b) to express different qualities of the same thing.

EXERCISE 1.

1. Mention a quality-word, and speak the names of several things which have the quality expressed.
2. Change the quality-word so that it will show, (a) that one of the things has more of that quality than another; (b) that one of them has more of the quality expressed than any one of the others.

EXERCISE 2.

Use as many suitable quality-words as you can to describe, —

a tree, snow, ice, water, this day,
a storm, a parrot, the sea, a mountain, a rose,
a brook, your slate, a house, a person, a place.

EXERCISE 3.

1. Copy from your Reader five words that express qualities.
2. Write after each the name of something which has the quality it expresses.
3. Write each quality-word so that it will show, —
 - (a) That one of two things has more than another of that quality.
 - (b) That one of several things has more of that quality than any one of the others.

4. When do we add *er* to, or use *more* before, a quality-word?
5. When do we add *est* to, or use *most* before, a quality-word?

EXERCISE 4.

1. What is a quality-word?
2. When should the comma be used between quality-words?
3. Mention something that you saw on your way to school, and use a quality-word to describe it.
4. Correct the following, and give a reason for each correction made:—

most sweetest, littlest, beautifuller, squarest.

5. Tell what each of these quality-words shows:—
better, least, easier, tallest, more truthful.



LESSON V.

ABOUT THE SPELLING OF QUALITY-WORDS WHEN
ER OR *EST* IS ADDED.

wide,	hot,	sly,	gray,	heavy,
wider,	hotter,	slyer,	grayer,	heavier,
widest,	hottest,	slyest,	grayest,	heaviest.

III. When *er* or *est* is added to a quality-word that ends in *e*, the final *e* is dropped; thus, —

wide + er = wid-er, wide + est = wid-est.

blue + er = blu-er, blue + est = blu-est.

1. Add *er* and *est* to each of the following words, and tell how the new words should be spelled: —

white, lame, pure, safe, nice,
rare, true, brave, large, loose.

IV. When a quality-word ends in a consonant with a single vowel before it, the consonant is doubled before *er* or *est*; thus, —

hot + er = hot-t-er, hot + est = hot-t-est.

red + er = red-d-er, red + est = red-d-est.

2. Add *er* and *est* to each of the following words, and tell how it should be spelled: —

thin, sad, wet, dim, big.*

V. When a quality-word ends in *y* having the sound of *i*, the *y* is changed to *i* before *er* and *est*; thus, —

heavy + er = heav-i-er, heavy + est = heav-i-est.

easy + er = eas-i-er, easy + est = eas-i-est.

* The words *slow*, *low*, etc., end in a *silent consonant* preceded by a single vowel, and the consonant is not doubled.

NOTE. — *When the final y is silent, or has the sound of ī, the y is not changed before er and est; * thus, —*

gray + er = gray-er, gray + est = gray-est.
sly + er = sly-er, sly + est = sly-est.

3. Add *er* and *est* to each of the following words, and tell how it should be spelled: —

lazy, funny, ugly, merry, busy.

4. Give the sound of final *y* in each of the following quality-words; add *er* and *est* to each; tell how each should be spelled, and why: —

early, rosy, shy, gay, lovely.

EXERCISE 1.

1. Pronounce these quality-words: —

quiet, patient, filthy, tough, generous,
slow, brave, spicy, hard, juicy,
good, glad, shady, dry, gray,
narrow, bad, gentle, sly, charitable.

2. Use each of them correctly before the name of something which has the quality expressed.

3. Speak the first ten of them so that each will show that one of two things has more of that quality than another.

* The word *dry* is an exception to the rule, and changes *y* to *i* before *er* and *est*; thus, *dry, drier, driest*.

4. Speak each of the last ten so that it will show that one of several things has more of the quality expressed than any other.
5. Tell how the words to which you added *er* and *est* should be spelled.

EXERCISE 2.

Use a quality-word which correctly describes, —
a sound, a book, the weather, ink, a fish,
the sun, a hat, bread, paper, a dog,
a lesson, a star, an ocean, a pear, a child.

HOME TASK.

Find out as many qualities of one object as you can, and write the words which best express those qualities.

A THOROUGH REVIEW AND APPLICATION.

CHAPTER XI.

THE COMMAND.



LESSON I.

Preceded by Oral Lesson.

1. Read the following groups of words, and tell for what each is used : —

Study your lessons. Close the door.
Bring me the books. Please ask for a letter.

- I. A group of words that requests, or orders, something to be done, is a command.
2. How should a command be written ?

II. A command should begin with a capital letter, and be followed by a period ; thus, —

Think twice before you speak once.

EXERCISE 1.

Tell which of these groups of words are statements, which are inquiries, and which are commands : —

1. Can you count the stars ?
2. Follow the same path.

3. Lord Dufferin was once our Governor-General.
4. Obey your parents.
5. Do not whisper.
6. How often is the cork-tree robbed of its thick bark ?
7. The bark is taken from the cork-tree every eighth year.
8. Please remember to look for it.
9. May I go with you ?
10. Stay here and study.

Copy the commands on your slate.

EXERCISE 2.

1. Copy I. and II., Chapters II., VIII., and XI.
2. Write a statement, an inquiry, and two commands.



LESSON II.

Stay here, brother John, and study.

Follow the same path, Mary.

Children, obey your parents.

Development Questions. — 1. To whom is each of the above commands given ? How do you know ? 2. Read each command, and leave out the word or words which show to whom the command is given. 3. By what marks are those words separated from the commands ?

III. The word or words which show to whom a command is given, or of whom a request is made, should be separated from the command by a comma or commas.

EXERCISE 1.

Use commas wherever needed in the following commands : —

1. Little children love one another.
2. Do not touch the nest Harry.
3. Hold fast Alice to all I give you.
4. Come pretty bird and live with me.
5. Show me your nest Bobolink.
6. Philip please look at me.
7. Sleep a little longer baby.
8. Sing your best song Canary before I go.
9. Tell me your full name Sarah.
10. Santa Claus do not forget Bertha.

EXERCISE 2. — (*Oral.*)

Arrange these words as commands : —

1. Walk, not, please, do, mother, fast, so.
2. The, while, shines, sun, make, hay.
3. Me, for, wait, Rachel.
4. Truth, always, the, without, speak, fear.
5. Leap, look, you, before.

Use these words in statements : —

1. Elephant, tusk, ivory.
2. Swallows, barn, eaves.

3. Leaves, green, summer.
4. Forests, parrots, South America.
5. Peacock, plumage, brilliant.

Use these words in inquiries : —

1. Your, lesson, learned.
2. Elephant, trunk, use.
3. Are, blossoms, trees.
4. Have, caught, fish.
5. Did, ball, play, recess.

EXERCISE 3. — (*Blackboard.*)

Copy this exercise and use a ,, a ,, an ?, and a capital wherever needed. Give a reason for using each.

1. where have you been margaret
2. sit in the sunshine Clara and study
3. the reindeer lives in cold countries
4. tell me boys for what the reindeer is useful
5. is the reindeer more useful than a horse
6. the flesh the milk and the fur are useful
7. can the reindeer draw the sled of his master
8. be kind to the reindeer, driver
9. what does the reindeer find to eat
10. the reindeer feeds on moss that grows under the snow.

CHAPTER XII.

WORDS THAT EXPRESS ACTION.



LESSON I.

WHAT AN ACTION-WORD IS.

Preceded by Oral Lesson.

1. Supply words which tell what the following do:—

The cat —.	A bird —.	The wind —.
The dog —.	Stars —.	A mouse —.
A horse —.	A fire —.	The cars —.

2. Tell who or what, —

— laughed.	— climbs.	— were crying.
— run and jump.	— crouches.	— was creeping.
— is reciting.	— chirp.	— flows.

Some words express action; as, *laughed, climbs, crying.*

3. Read the following, and mention the words which express action: —

His mother <i>smiled.</i>	<i>Walking</i> tires the child.
The baby is <i>crying.</i>	He shot a <i>flying</i> hawk.
<i>Skating</i> is a winter sport.	Amy <i>sews</i> neatly.

I. A word that expresses action is an *action-word*.

4. Fill the blanks in the following with action-words : —

- | | |
|--------------------------|-----------------------------|
| (a) The fire — the room. | (a) The baby — and —. |
| (b) It — the ice. | (b) Clara bought a — doll. |
| (c) It — the wood. | (c) He — the — ball. |
| (d) It — the bread. | (d) — is forbidden. |
| (e) It — the clothes. | (e) — is a dangerous sport. |

5. What is an action-word? Copy five action-words from your Reader; use two of them in inquiries, two in statements, and one in a command.

LESSON II.

HOW AN ACTION-WORD MAY BE USED.

Preceded by Oral Lesson.

1. Mention the action-words in the following, and tell for what each is used : —

<i>prancing</i> steeds,	a <i>blazing</i> fire,
<i>falling</i> leaves,	a <i>flowing</i> stream.

2. How may an action-word be used ?

II. An action-word may be used before a name to describe what is named; thus, —

the <i>purring</i> kitten,	a <i>tolling</i> bell.
----------------------------	------------------------

3. Use each of the following action-words before a name to describe what is named: —

dancing, waving, ringing, roaring, crying,
cooking, writing, crouching, riding, drawing.

4. Use as many different action-words as you can to describe, —

a stream, waves, a flag, the snow,
a storm, the wind, a child, a horse.

5. Name something, and use a word that expresses action to describe it.

6. In what other way may an action-word be used?

III. An action-word may be used in the first part of a statement to show *about what* the statement is made; thus, —

Coasting | is very dangerous.

Hunting | is their chief occupation.

7. Say something about, —

walking, skating, riding, cooking, rowing,
writing, singing, sewing, swimming, fishing.

8. Write five of your statements, and draw a line between the first part and second part of each.

9. Draw a line under the action-words in your statements, and tell how each is used.

10. Mention two other ways in which an action-word may be used.

IV. An action-word may be used *to state* or to show what is stated; thus, —

The children | *write*, They | are *writing*.

11. Tell how each action-word in the following statements is used : —

Boys <i>row</i> and <i>swim</i> .	The children <i>write</i> .
Fred is <i>whistling</i> .	They were <i>writing</i> .
Albert <i>catches</i> the ball.	Mary <i>comes</i> and <i>goes</i> .

12. Write three statements, and use in each an action-word that states something.

13. Write two statements, and use in each an action-word that merely shows what is stated.

EXERCISE 1.


Mention each action-word in the following, and tell for what it is used : —

1. The neighing horse is lonely.
2. A screaming eagle caught a flying hawk.
3. Did the bounding ball strike the barking dog?
4. She cooks, and sweeps, and sews.
5. He was throwing and catching the ball.
6. The rolling waves came on.
7. Coming and going take time.
8. Did he see a trotting horse?
9. Sweeping and dusting kept her busy.
10. Giving is good for the heart.

EXERCISE 2.

Copy the following groups of words, and fill the blanks with words which express action : —

1. The daughters — to school.
2. They — the rope and we — ball.
3. Was Duncan — the horse ?
4. A — dog never —.
5. Do not get on or off a — train.
6. — is a pleasant employment.
7. — and — are necessary work.
8. — machines were — and —.
9. Robinson Crusoe — a — bird.
10. The two little boys —.

 Review Lesson V., Chapter II., page 19.

 LESSON III.
ABOUT ADDING *S* OR *ES* TO ACTION-WORDS.

Introduced by Oral Exercise.

1. Tell for what each action-word is used in the statements, —

Men work.	A man works.
Birds fly.	The bird flies.
Children laugh.	A child laughs.
2. Mention each action-word used in the above, and tell whether it states about one or more than one.

An action-word may state what one thing does; as, —

A leaf *fades*. The baby *cries*. Mary *guesses*.

An action-word may state what two, or more than two, do; as, —

Leaves *fade*. Mary and Jane *guess*. The babies *cry*.

3. Make a statement in which you use an action-word that states what only one does.
4. Change your statement so that the action-word will state what two, or more than two, do.
5. Tell what, —

— walk,	— swim,	— study,
— go,	— bark,	— fall,
— try,	— sneeze,	— wave.

6. What changes would you make in the statements just formed, so that each would be correct and yet state what only one does?

We add *s* or *es* to a name to show that it means more than one; thus, —

one vine, one dish, one duty, one thief,
 several vines, two dishes, many duties, forty thieves.

V. We add *s* or *es* to an action-word when it states what but one thing does; thus, —

several build, many carry, two go, six push,
 one builds, one carries, one goes, one pushes.

CAUTION. — *When an action-word is used with I or you to state what one does, neither s nor es should be added ; thus, I walk, not I walks ; You wish, not You wishes.**

EXERCISE 1. — (*Oral.*)

1. What does *s* or *es* show when added to a name ?
2. When do we add *s* or *es* to an action-word ?
3. Fill each blank in the following with an action-word which states what but one does : —

The bell — early. My friend — every Tuesday.

The rose — in June. The kitten — mice.

That lady — and —. An industrious man —.

4. Change the statements just formed so that each will state about more than one.
5. Read, —

I write,	He writes,	We write,
You write,	She writes,	They write,

and tell in each case why *s* is, or is not, added to the action-word.

6. Correct, —

- (a) Judith and Amy goes to school.
- (b) The children studies diligently.
- (c) You hears what I says.
- (d) Straws shows which way the wind blows.
- (e) The molasses cover my plate.

* See Caution, page 27.

CAUTION. — *Never add s or es to an action-word that states about more than one.*

EXERCISE 2.

State who or what, —

flows,	copies,	prays,	pinches,	roars,
burn,	goes,	watch,	mixes,	employs,
see,	come,	lodges,	flash,	travel,
replies,	suffer,	bites,	dance,	toil.

EXERCISE 3.

1. Speak the following names, so that each will mean more than one; tell what change you would make in writing each, and give the rule for spelling it, —

cloud,	wish,	six,	breeze,	dress,
sponge,	arch,	wolf,	lady,	valley.

VI. The rules for spelling action-words which state what but one thing does, are like the rules for spelling names that mean more than one; * thus, —

- (a) To most action-words add *s* only; thus, see-*s*, build-*s*.
 (b) To *go* and *do* add *es*; thus, go-*es*, do-*es*.
 (c) To action-words which end in *s*, *z*, *x*, *ch* (soft), *sh*, or the sound of *j*, add *es*; thus, bless-*es*, buzz-*es*, fix-*es*, catch-*es*, rush-*es*, lodg-*es*.†

* See XIII., page 72.

† When an action-word ends in silent *e* the final *e* is dropped before *es*; thus, lodge + *es* = lodg-*es*; rise + *es* = ris-*es*.

(*d*) When an action-word ends in *y* preceded by a consonant, change the *y* to *i* and add *es*; thus, carr-*y*, carr-*ies*; den-*y*, den-*ies*.

(*e*) When an action-word ends in *y* preceded by a vowel, add *s* only; thus, play, play-*s*; enjoy, enjoy-*s*.

2. Speak and write each of these action-words as you would use it to state what but one thing does: —

bend, reply, toss, grudge, itch, do,
grow, employ, brush, march, fix, blaze.

3. To which action-words do we add *s* only? To which action-words do we add *es*?

4. Use each of the following words in a statement, (*a*) as the name of more than one; (*b*) as an action-word that states what but one does: —

stones, flies, kisses, wedges, studies,
watches, rings, shoes, brushes, skates.

EXERCISE 4.

Use proper action-words to state what the following do: —

The rain,	He,	A miller,	Trees,
Smoke,	We,	Merchants,	Dogs,
Horses,	They,	Pupils,	You.

QUESTIONS FOR REVIEW.

A. — ORAL.

1. What is an inquiry? A statement? A command? A direct question? An apostrophe? A quality-word? An action-word?
2. Name an object in the room, and speak the words which express its qualities.
3. Tell what these words denote : —
 John's, boys', children's, yours, their.
4. Tell what each of these words expresses, and what it shows : —
 good, better, best.
 short, shorter, shortest.
 delicate, more delicate, most delicate.
5. Name something, and use an action-word to describe it.
6. Use an action-word, (*a*) as the first part of a statement, (*b*) to state what but one does, (*c*) to state what two, or more than two, do, (*d*) to show what is stated.
7. What change does it make in the meaning of a statement, (*a*) to take *s* or *es* from the action-word and add it to the name? (*b*) to cut off *s* or *es* from the name, and join it to the action-word?

8. When should you add only the apostrophe [*'*] to denote possession? When should you add *'s*?
9. Speak five words which express qualities learned, (*a*) by hearing, (*b*) by seeing, (*c*) by touching, (*d*) by tasting, (*e*) by smelling.
10. Correct, and give the reason for each correction: —

- (*a*) Has James and Martha been here?
- (*b*) Was the children at the well?
- (*c*) Is Louise and Maria coming home?
- (*d*) He took hisn, his-self.
- (*e*) This is the squarest and beautifullest figure.
- (*f*) Our kites lodges and gets ruined.

B. — WRITTEN.

1. Write an inquiry, and a statement that is an answer to it.
2. Write the name of the mark used after an inquiry.
3. Write a command, (*a*) that orders something to be done, (*b*) that requests something.
4. Copy, and use the comma correctly in each: —

Come up Whitefoot.

My dear daughter are you ill?

The moon is a large opaque body.

He was brave truthful modest and sincere.

5. Add *er* and *est*, or prefix *more* and *most* to, —

sharp, big, merry, gay, dishonest,
blue, dry, shy, fragile, truthful.

6. Write each of the following action-words as you would use it to state what but one does: —

go, pass, freeze, thresh, cry,
run, tax, clutch, dodge, stay.

7. Write each of these names, (*a*) to mean more than one, (*b*) to mean but one and denote possession, (*c*) to mean more than one and denote possession: —

boy, child, sheep, wolf, mouse,
ox, church, lady, parrot, city.

8. Copy the following, and fill the blanks with words used instead of names: —

(*a*) — am going with — sister.

(*b*) — found — slate.

(*c*) Have — seen — friends?

(*d*) — have lost — books and — have found —.

(*e*) It wants — mother.

9. Write, (*a*) a statement in which you use a series of quality-words, (*b*) an inquiry in which you use a series of names, (*c*) a command in which you use a name, a quality-word, and an action-word.
10. Fill the blanks in the following with action-words, and tell for what each is used : —

—— is the first exercise.

They were —— in the park.

Watch the —— ball.

The earth ——.

The sun and stars ——.

CHAPTER XIII.

WORDS THAT SHOW *HOW*, *WHEN*, OR *WHERE*.

LESSON I.

WORDS THAT SHOW *HOW* AN ACTION IS PERFORMED.

Introduced by Oral Exercise.

Development Questions. — 1. Copy the following statement : —

Eagles fly swiftly.

2. Read the first part of the statement. What does the first part of a statement show ? What does the second part of a statement show ? 3. Which word states what eagles do ? What does the word *fly* express in this statement ? 4. What does the word *swiftly* show ?

I. A word may be used to show *how* an action is performed.

1. In each of the following, mention the word which expresses action, and tell which word shows how the action is performed : —

- (a) Henry walks fast. (c) He speaks distinctly.
(b) Lucy writes well. (d) She sews neatly.

2. In the following, fill the blanks with *words used to show how actions are performed*: —

- (a) The man works ——. (c) The boys walk ——.
 (b) Amelia writes ——. (d) They study ——.

Words that show how an action is performed generally end in *ly*.

EXERCISE 1.

Use in statements, commands, or inquiries, —

neatly, hastily, plainly, skilfully, fast,
 truly, carelessly, firmly, noiselessly, well,
 quickly, wisely, easily, beautifully, quietly.

HOME TASK.


Observe the actions of persons and things that you see, and try to use with the word that expresses each action a word that shows how that action is performed.

EXERCISE 2.

Use ten words that express action, and with each a word that shows how the action is performed; thus, *move quietly, eats greedily, playing boisterously*.

CAUTIONS. — 1. *Do not use a quality-word to show how an action is performed; as, She writes good, for She writes well; He studies diligent, for He studies diligently.*

2. *Do not use a word that shows how an action is performed when you need merely to express a quality ; as, She looks prettily, for She looks (is) pretty ; He is nicely, for He is well.*

 Review Lesson I., Chapter V., page 45, and Lesson II., Chapter X., page 90.

LESSON II.

ANOTHER USE OF THE COMMA.

The snow falls slowly, silently.

Does he speak promptly and distinctly ?

Struggle bravely, patiently, and hopefully.

1. Read the above groups of words ; in each, mention the words which show how an action is performed ; notice the commas used ; see if you can tell why each comma is used.
2. In the above, mention two words not separated by a comma which show how an action is performed. What is used between them ?

II. Words used to show how an action is performed should be separated by a comma, unless the word *and* be used between them.

NOTE. — *The word and is sometimes used after the comma before the last word of a series of words that show how an action is performed.*

EXERCISE 1.

Copy the following ; draw a line under each word which shows how an action is performed ; and insert a comma wherever one should have been used : —

1. He is working neatly skilfully swiftly.
2. Will they act justly wisely and generously?
3. Gather violets lilies crocuses and bluebells.
4. We want a neat patient and quick workman.
5. Charles Henry Mitchell

278 Richmond Avenue

Halifax

Nova Scotia.

EXERCISE 2.

1. Copy from your Reader, or a story-book, five words which show how actions are performed.
2. Use in a statement, inquiry, or command one or more words that show how an action is performed.
3. In the following, supply words which show how actions are performed, and insert commas where they should be used : —

(a) The good lady spoke — and — to him.

(b) They treated us — — and —.

(c) The horses ran — — —.

(d) Study — — and —.

(e) We play — and — and work —.

LESSON III.

WORDS THAT SHOW *WHEN* OR *WHERE* AN ACTION IS PERFORMED.

They go *often*. We ride *occasionally*.
You came *early*. Go *now* and return *to-morrow*.

III. A word may be used to show *when* an action is performed.

1. Use correctly, to show *when* an action is performed, —

then, rarely, late, to-day, seldom,
again, soon, presently, always, already.

2. In the following, mention each action-word with the word that shows the time of the action: —

- (a) The paper is published daily.
- (b) Is the magazine issued monthly?
- (c) Leave the room instantly.
- (d) I learned lately that he never saw you.
- (e) Hereafter, we will write frequently.

3. Use in a statement, inquiry, or command a word that shows when an action is performed.

4. What do the words *here*, *there*, *away*, and *everywhere* show in, —

We are sitting *here*. The bird flew *away*.
You are standing *there*. The sun shines *everywhere*.

IV. A word may be used to show *where* an action is performed.

5. In the following, mention each action-word, and with it the word that shows the place of the action : —

- (a) Did he walk around ?
- (b) We saw him running yonder.
- (c) Come hither.
- (d) They were standing together.
- (e) Watch the people passing by.

6. Use in a statement, inquiry, or command a word that shows *where* an action is performed.

EXERCISE 1.

Copy the following, and draw a line under every word that shows *how*, *when*, or *where* an action is performed : —

1. Meanwhile they wait here patiently.
2. Does the water flow above continually ?
3. Do not play there to-day.
4. Has he gone below already ?
5. The birds are still singing yonder.
6. Does he write legibly now ?
7. Always speak distinctly and truthfully.
8. Shall you go there often ?

9. He rode by gracefully yesterday.
10. The wind blows gently everywhere to-day.

EXERCISE 2.

1. The hunter shot the rabbit ^(where?) _____ ^(when?) _____.
2. Go with him ^(how?) _____ ^(when?) _____.
3. Did they meet ^(where?) _____ ^(how?) _____ ^(when?) _____.
4. Their youngest child died ^(how?) _____ ^(when?) _____.
5. They speak ^(how?) _____ and we can ^(when?) _____ hear ^(how?) _____.

CHAPTER XIV.

EMOTION-WORDS AND THE EXCLAMATION.

LESSON I.

EMOTION-WORDS AND THE EXCLAMATION-POINT.

Preceded by Oral Lesson.

Hurrah!	Pshaw!	Hark!
Oh!	Ah!	Welcome!
Look!	Good!	Alas!

Surprise, joy, sorrow, disappointment, contempt, fear, and feelings like these, are called *emotions*.

A word that expresses emotion may be called an *emotion-word*; as, Rejoice! Woe! Help!

Sometimes two or more words are used to express an emotion; as, Oh dear! Poor old man! My long lost friend!

- I. An exclamation-point [!] should be placed after a word or words used to express emotion; thus, Woe! Woe is me!
- II. When the letter O is used to express emotion, it should be a capital, and a comma should be placed after it; thus, —

O, look at the sun!

EXERCISE 1.

Fill the blanks in the following with a word or words used to express emotion : —

1. — I hear some one coming.
2. — we are too late to save him.
3. — are you there ?
4. But —, I cannot go !
5. He — will forget your kindness.

In the following, copy the words used to express emotion : —

1. O, look ! here is the nest.
2. Poor bird ! I wonder where she is.
3. Pshaw ! my pen is broken.
4. Hark ! did the bell ring ?
5. Ah me ! I cannot go.



LESSON II.

THE EXCLAMATION, AND HOW IT IS WRITTEN.

1. Speak each of the following groups of words so that it will *express emotion* : —

- (a) How happy we shall be !
- (b) O, he is a cruel boy !
- (c) How could I help it !
- (d) What a cold day it is !
- (e) There he goes ! Do look at him !

III. A group of words that expresses emotion is called an exclamation.

2. Copy two exclamations from your Reader, and tell what emotion each expresses.
3. Speak or write an exclamation.
4. How should an exclamation be written?

IV. An exclamation should be commenced with a capital letter and followed by an exclamation-point; thus, —

He is dead! What could I do! Listen to me!

5. Write two emotion-words.
6. Write two exclamations.
7. Make these marks, and write the name of each:

. — ^ , ! ? ’

EXERCISE 1.

1. Make explanations of these words: —
 - (a) Paper, here's, morning, your.
 - (b) The, blow, hark, hear, wind.
 - (c) Polly, a, poor, wants, Polly, cracker.
 - (d) Me, alone, please, let.
 - (e) Strike, the, did, clock.
2. Copy the emotion-words and exclamations found in this exercise: —
 - (a) Hey, Willie Winkle! are you coming there?

- (b) We saw the sun rise !
- (c) Hush ! my babe, lie still and slumber.
- (d) Look at me, Philip !
- (e) Who would ever have believed it !

3. Write a statement, an inquiry, and a command.
4. Draw one line under the words in your statement that show about what the statement is made, and two lines under the words which show what is stated.

EXERCISE 2. — (*Dictation.*)EXERCISE 3. — (*Review.*)

Write : —

1. Your initials and your address.
2. A statement about yourself.
3. An inquiry in which you use *are, were, or have*.
4. A statement in which you use *a series of words*.
5. The name of, (a) a person, (b) a place, (c) a thing, (d) a material, (e) a part of something.
6. A proper name and a common name.
7. A name that means more than one, and denotes possession.
8. A command in which you use the name of the one commanded.
9. An action-word, a quality-word, and an emotion-word.
10. An exclamation in which you use a word that shows how an action is performed.

CHAPTER XV.

MORE TO LEARN ABOUT WORDS.



LESSON I.

A word may be made up of two or more words; as, sail-boat, brother-in-law.

When a word is made up of two or more parts, each of which is a significant word by itself, that word is called *a compound word*.

1. Tell of what words each of these compound words is made up: —

light-house, mother-in-law, cork-tree.

The little mark (-) placed between the parts of a compound word is called a *hyphen*.

2. Describe a hyphen. Tell the name and use of the little mark in these cases: —

8 — 4, saw-mill.

3. How can you tell the hyphen from the dash?
4. Find in your Reader, and copy, two compound words.

5. Make as many compound words as you can from, —

ice,	top,	boat,
maker,	sail,	house.

NOTES.—1. *When a compound word is used very much, the hyphen is dropped; as, upon, workman, fireside.*

2. *In oral spelling, and in reading words from your slate, mention the hyphen as if it were a word or letter; thus, sail-boat (hyphen), or s-a-i-l hyphen b-o-a-t, sail-boat.*

EXERCISE 1.

In the following, mention each compound word; tell of what words it is made up; tell what it means; and spell it orally, so that there could be no mistake in writing it: —

1. "An Owl and a Pussy-cat went to sea,
In a beautiful pea-green boat."
2. Jack-Frost wears a three-cornered hat.
3. The shoemaker's watch is a good time-keeper.
4. Your well-bred sailor was sea-sick before breakfast.
5. Make believe that you are a run-away.
6. Copy the blue-bells, and draw a four-sided figure.
7. Is the carving-knife on the table?
8. Welcome to our old-fashioned fireside!

9. By moonlight it is sea-green.
10. It was a heart-breaking separation !

EXERCISE 2.

1. Read these words, and tell what kind of word each is : —

rainbow,	milk-white,	overlook,
washtub,	clear-toned,	heart-rending,
grandfather,	dark-eyed,	whitewash,
gentleman,	rosy-cheeked,	withdraw.

2. Use each quality-word in the above list before the name of something which has the quality it expresses.
3. Use the action-words in statements or commands.
4. Use the names in exclamations or inquiries.
5. Mention a compound word that you have seen or heard ; tell of what words it is made up, and how it should be written.

LESSON II.

WORDS WHICH SHOW POSITION OR RELATION.

Preceded by Oral Lesson.

Words like *here, there, yonder*, show just where an object is, or an action is performed; thus, The *book* is *here*. The *slate* is *there*. They are *playing yonder*.

Some words (*as, by, in, through, over*) show the position of an object or action with regard to something else; thus, —

The chair is *by* the stove. A horse ran *through* the lane.
The pencils are *in* the box. He is running *over* the bridge.

1. Mention the objects, or actions, whose position with regard to something else is shown in the following: —

that box <i>beside</i> the door,	singing <i>at</i> the concert,
a stool <i>under</i> the table,	looking <i>toward</i> the sunset,
two pictures <i>in</i> the book,	walked <i>across</i> the street,
rode <i>into</i> the country,	slides <i>down</i> the hill,
	the young lambs <i>with</i> the sheep,
	the rope <i>around</i> the bundle.

2. Mention the words which, in the above, show the place, or position, of objects or actions with regard to something else.

A word which shows the place, or position, of one thing with regard to another, is said to show the *relation* of one thing to another.

3. In the following, mention the words which show the relation, (*a*) of one object to another, (*b*) of an action to an object: —

at

on

by

near

A child behind the door. Standing under the bridge.

before

beyond

beside

above

- I. A word which shows the relation of one thing to another is a relation-word.**

4. Learn to pronounce, spell, write at dictation, and use correctly, the following relation-words: —

above,	before,	between,	out of,	toward,
among,	below,	in,	over,	with,
around,	beneath,	into,	through,	under,
at,	beside,	on,	to,	upon.

5. What is a relation-word? Mention a few relation-words.
6. Use suitable relation-words to show, —
- (*a*) the position of one object with regard to another,
- (*b*) the relation of an action to an object.

LESSON III.

Learn to pronounce, spell, write at dictation, and use correctly the following : —

NAMES GIVEN TO
MEN OR BOYS.

father,
husband,
son,
brother,
grandfather,
grandson,
uncle,
nephew,
bachelor,
bridegroom,
widower,
gentleman,
sir,
landlord,
man-servant,
actor,
host,
hero,
prophet,
wizard,

NAMES GIVEN TO
WOMEN OR GIRLS.

mother.
wife.
daughter.
sister.
grandmother.
granddaughter.
aunt.
niece.
maid *or* spinster.
bride.
widow.
lady.
madam.
landlady.
maid-servant.
actress.
hostess.
heroine.
prophetess.
witch.

LESSON IV.

1. As you read the following statements, —

- (a) Separate each statement into its two parts ;
- (b) Mention the word that states in each statement ;
- (c) Tell which words express action ;
- (d) Tell when the action is, or was, performed :

I *go* now.

I *come* now.

I *went* yesterday.

I *came* yesterday.

I *have gone* often.

I *have come* often.

I *had gone* then.

I *had come* then.

I *do* this now.

I *see* that now.

I *did* this yesterday.

I *saw* that yesterday.

I *have done* this often.

I *have seen* that often.

I *had done* this then.

I *had seen* that then.

2. Use the action-words in the above, and fill the blanks in the following correctly : —

I ——— that to-day.

I ——— ——— at the time.

I ——— it recently.

I ——— a while ago.

I ——— ——— this frequently.

I ——— ——— frequently.

I ——— ——— that before.

I ——— every day.

3. Use as the first part of each of the above statements, —

We,	You,	They,	The people.
He,	It,	She,	A person.*

4. Correct, —

I seen the boy. I have went. He has saw.
 I done the work. We had came. It was did.

- CAUTIONS. — 1. **Came, went, did, and saw should never be used with has, have, had, was, or were.**
2. **Done, seen, and gone should never be used without has, have, had, was, were, or some word that states.**

5. Correct, —

- (a) He would have went with you.
 (b) They seen the danger.
 (c) I done it before you came.
 (d) We have saw that you done well.
 (e) He had come before it was did.

* Remember that after any word (except *I* or *you*) which means but one, *have* should be changed to *has*, and *s*, or *es*, should be added to an action-word that states what but one does.

EXERCISE 1.

saw, went, seen, heated,
 did, came, done, climbed.*

Use one of the above words correctly wherever there is a dash in the following: —

1. They have — the young birds.
2. We — the mother bird too.
3. The things were — when you —.
4. He — his work well.
5. Gertrude and Winifred — before I —.
6. The man — the iron before he — the ladder.
7. James has — the sea-gulls.
8. Mary and Scott — a shark.
9. The sailor — the mast, and — not fall.
10. Sarah was gone when Ellen —.

EXERCISE 2.

Use correctly in a statement, —

go, see, do, come,
 went, saw, did, came,
 have gone, has seen, had done, have come.

* There are no such words as *het* and *clumb*, sometimes used for *heated* and *climbed*.

EXERCISE 3.

Use correctly *sit, set, lie, lay, rise, or raise*, wherever there is a dash in the following: —

1. They — under the trees.
2. — the things on the table.
3. Planters — cotton and tobacco.
4. Shall you — early?
5. — the rug on the grass, and — in the sunshine.
6. Fog and smoke — higher than this.
7. When the water rises will it — the boats?
8. — here and — your head on the cushion.
9. Now I — *me* down to sleep.
10. He — *himself* down in the chair.
11. The nurse — the child on the floor.
12. They — the hens on duck's eggs.
13. The hens — on the eggs.
14. — by me, and do not — until you are rested.
15. Will the cat — in front of the fire?
16. — the ball on the carpet before her.
17. — on the couch, and I will — this robe over you.
18. We — our garments by, and — down to pleasant dreams.
19. — the curtain and let us see the sun —.
20. — that out of the way, and you can — nearer the window.

NOTE. — *In the above exercise the word put will make good sense wherever set or lay has been correctly used. Except in speaking of vegetable products, the word lift will usually make good sense when the word raise is correctly used.*

EXERCISE 4. — (*Oral.*)

Tell what each of the following means, and use each correctly in a statement, inquiry, command, or exclamation : —

sit,	lie,	rise,	hero,	bridegroom,
set,	lay,	raise,	heroine,	bride,
return,		advance,		continue.

CAUTION. — *Do not say “rise up,” “return back,” “advance forward,” or “continue on” ; for rise means get up, return means turn back, advance means go forward, and continue means go on.*

EXERCISE 5. — (*Oral.*)

sit, lie, rise, set, lay, raise.

In the following, fill each blank correctly with one of the above words : —

— means *take a seat, or occupy a seat* ; thus, —
 — and rest. I — by the window.

— means *put*, or *fix*, (something) in place; thus,

— the pitcher on the table.

The stone was — by a jeweller.

— means *recline* (on a bed, couch, or other resting-place), or *occupy a fixed position*; as, —

— here and rest. I will — on the lounge.

The islands — outside the harbor.

— means *put* (something) *down*; thus, —

— the book on the table.

I will — the carpet to-morrow.

The rain may — the dust.

— means *get up*, or *ascend*, or *become higher*; thus, —

— early. Balloons — rapidly.

Rivers — in the spring.

— means *lift* (something) *up*, or *cause* (vegetables, etc.) *to grow*; as, —

— your hand. Farmers — corn and wheat.

EXERCISE 6.

1. In these statements, mention the words that express action ; tell when the action is or was performed ; tell the meaning of each action-word used : —

I <i>sit</i> here now.	I <i>set</i> the things there now.
I <i>sat</i> here yesterday.	I <i>set</i> them there yesterday.
I <i>have sat</i> here often.	I <i>have set</i> them there often.
I <i>had sat</i> here then.	I <i>had set</i> them there before.
I <i>lie</i> here every day.	I <i>lay</i> the books here now.
I <i>lay</i> here yesterday.	I <i>laid</i> them there yesterday.
I <i>have lain</i> here often.	I <i>havelaid</i> them yonder often.
I <i>had lain</i> here an hour.	I <i>had laid</i> them here before.
I <i>rise</i> early now.	I <i>raise</i> my hand now.
I <i>rose</i> early yesterday.	I <i>raised</i> my hand awhile ago.
I <i>have risen</i> early.	I <i>have raised</i> my hand often.
I <i>had risen</i> then.	I <i>had raised</i> my hand then.

2. Use each of the above action-words correctly, in a statement, inquiry, or command.
3. In what two ways may the word *lay* be used correctly ?
4. Which of the above action-words show what the one acting does to some other object ?

5. Correct, —

- (a) Lay down and rest. (f) He lay them there.
 (b) I laid on the lounge. (g) He has went without me.
 (c) I had laid there an hour. (h) You seen the mistake.
 (d) I have set up twice. (i) We come last week.
 (e) He sat the things down. (j) The boys is here.

EXERCISE 7.

Correct, —

1. Don't tell nobody.
2. I wasn't there neither.
3. Say nothing to no one.
4. He wouldn't go nowhere.
5. They never said nothing.

REVIEW AND TEST EXERCISES.

EXERCISE 1. — (*Oral.*)

Use the following words correctly, and tell what kind of a word each is : —

Francis,	I,	leather,	my,	running,
Prescott,	soon,	felly,	oxen's,	toward,
piano,	here,	June,	rough,	strikes,
boat-house,	quickly,	hurrah!	brave,	nephew.

EXERCISE 2. — (*Blackboard.*)

1. Make these marks, and write the name of each:

? ! . — ^ — ,

2. Write an example in which you use each of the above marks correctly.
3. Write the following correctly: —

the boys Father lives onn Gerard street,

EXERCISE 3.

1. Write your full name, and your initials.
2. Write the name of, —

a person,	a thing,	a part of an object,
a place,	a material,	an action.
3. Mention a suitable proper name for, —

a horse,	a month,	a sled,	a street,
an engine,	a day,	an ocean,	a dog,
a river,	a star,	a country,	a mountain.
4. How should a proper name be written?
5. Write correctly, and give a reason for each correction made, —

Indian ocean, Central park, Cascade avenue.

EXERCISE 4.

1. Write each of these names so that it will mean more than one : —

table,	bench,	box,	adz,
moss,	wish,	leaf,	cannon,
deer,	chimney,	scissors,	tooth,
hose,	solo,	echo,	copy.

2. Give the rule for spelling each word to which you added *s* or *es*.

EXERCISE 5.

Correct all the mistakes in the following : —

1. frank and me was laughing hearty.
2. has albert and judith ever been to south america.
3. they gets on the cars and goes to cobourg, belleville, and kingston.
4. The boy o where was he
5. Mens' and boy's clothing for sale.
6. Her and I set at the window and seen them pass.
7. Him and me had came before you returned back.
8. He is nicely and she looks handsomely.
9. It is perfecter and transparenter than yourn.
10. I laid on the lounge a hour.

EXERCISE 6.

1. Write, and dictate the spelling of, a compound word.
2. Use correctly, and tell for what each is used, —

I, you, she, we,
 my, *or* mine, your, *or* yours, her, *or* hers, our, *or* ours.

he, it, they, this, these,
 his, its, their, *or* theirs, that, those.

EXERCISE 7.

Use correctly in a statement, or in an inquiry, —

is, was, has, sit, lie, rise,
 are, were, have, set, lay, raise,
 see, go, do, goes, sat, rose,
 saw, went, did, came, lain, raised,
 seen, gone, done, comes, laid, risen.

EXERCISE 8.

Turn to Lesson — in your Reader; look at the words used, and make a list, —

1. of the names,
2. of the words used instead of names,
3. of the quality-words,
4. of the emotion-words,
5. of the relation-words,
6. of the words that show *how, when, or where,*
7. of the action-words that state,
8. of the action-words that name or describe.

SUMMARY — (*Continued*).*

- XIV. A group of words may be
- 1. a statement.
 - 2. an inquiry.
 - 3. a command.
 - 4. an exclamation.

- XV. A word may be used . . .
- 1. as a name ; thus, *box*,
Albert.
 - 2. instead of a name ; as, *I*,
his.
 - 3. to express a quality ; as,
brittle.
 - 4. to express action ; as,
running, *runs*.
 - 5. to express emotion ; as,
O, *alas !*
 - 6. to show how ; as, *well*,
rapidly.
 - 7. to show when ; as, *to-day*,
never.
 - 8. to show where ; as, *there*,
yonder.
 - 9. to show relative position ;
as, *at*, *toward*, *from*, *be-*
side, *over*.

- XVI. A word may be the
name of
- 1. a man or boy ; as, *uncle*,
nephew, *landlord*.
 - 2. a woman or girl ; as, *aunt*,
niece, *landlady*.

* For I. to XIII. (inclusive), see pages 70-72.

XVII. Possession may be denoted

1. by adding the 's to a name ; thus, *boy's, men's*.
2. by adding the ' only to a name ; thus, *boys'*.
3. by using a word instead of the name ; thus, *my, your*.

XVIII. A word which expresses a quality may show

1. that one of two things has more than the other, of the quality expressed ; thus, *taller, heavier, more beautiful*.
2. that one of several things has more than any one of the others, of the quality expressed ; thus, *tallest, heaviest, most beautiful*.

XIX. To spell quality-words correctly when *er* or *est* is added.

1. drop final *e* before *er* or *est* ; thus, *true + er = tru-er*.
2. double a final consonant when it has a single vowel before it ; thus, *red + er = red-der*.
3. when final *y* has the sound of *ɪ* change it to *i* ; thus, *pretty, prettier*.
4. remember to change *y* to *i* in adding *er* or *est* to *dry* ; thus, *dry, drier, driest*.

- XX. A word that expresses action may be used
- 1. to describe ; as, *running* water.
 - 2. to name ; as, *Running* is tiresome.
 - 3. to show what is stated ; as, The water is *running*.
 - 4. to state ; as, Water *runs*.

- XXI. An action-word may state
- 1. what but one does ; as, The bird *flies*.
 - 2. what two, or more than two, do ; as, The birds *fly*.

- XXII. To show that an action-word states what only one does.
- 1. usually add *s* ; thus, *sits*, *comes*, *looks*.
 - 2. to *go* and *do* add *es* ; thus, *goes*, *does*.
 - 3. to action-words which end in *x*, *z*, *s*, *ch* (soft), *sh*, or the sound of *j*, add *es* ; thus, *fixes*, *freezes*, *presses*, *hitches*, *crashes*, *dredges*.
 - 4. when final *y* has a consonant before it, change the *y* to *i* and add *es* ; thus, *pity*, *pities* ; *supply*, *supplies*.
 - 5. add *s* only to an action-word that ends in *y* with a vowel before it ; thus, *stay-s*, *surveys-s*.*

NOTE. — *When an action-word ends in e, the final e is dropped before es ; thus, glaze + es = glaz-es.*

* See Caution I, page 155.

XXIII. *Is, was, has,* and *does* inquire of one. *Are, were, have,* and *do* inquire of more than one.

XXIV. A word may be used to show the relation between

- 1. objects; as, men *at* the anvil.
- 2. an action and an object; as, walking *through* the yard.

XXV. Use a capital for

- 1. the first letter of an inquiry.
- 2. the first letter of a command.
- 3. the first letter of an exclamation.
- 4. the word *O*.

XXVI. Use

- 1. a *.* after a command.
- 2. an *?* after an inquiry.
- 3. an *!* after an exclamation.
- 4. an *!* after a word, or words, used to express emotion.

XXVII. Use a comma

- 1. to cut off the word, or words, that show of whom a question is asked.
- 2. to cut off the word, or words, that show to whom a command is given.
- 3. after the word *O*.
- 4. when *and* is omitted between two quality-words.
- 5. when *and* is omitted between two words that show how an action is performed.

XXVIII. Use a hyphen (-) between the parts of a compound word; thus, father-in-law.

- CAUTIONS. — 1. *Do not add s or es to an action-word used with I or you to state what one does.*
2. *Do not use has, have, or had, before did, went, or came.*
3. *Do not use seen, gone, or done, without has, was, have, had, or some word that states.*

CHAPTER XVI.

LETTER WRITING.

LESSON I.

THE PARTS OF A LETTER.

Preceded by Oral Lessons and Blackboard Exercises.

- I. The Parts of a letter are
- | | |
|---|----------------------|
| { | 1. the heading, |
| | 2. the address, |
| | 3. the salutation, |
| | 4. the body, |
| | 5. the subscription. |

1. Turn to the letters found on pages 161 and 162, and read, —

- (a) the heading of each letter,
- (b) the address of each letter,
- (c) the salutation of each letter,
- (d) the body of each letter,
- (e) the subscription of each letter.

2. What does the heading of a letter show?

The heading shows where and when the letter was written ;
thus, —

Kingston, Ontario,

June 10, 1880.

3. What does the address of a letter show?

The address shows to whom the letter is written, and to what place it should be sent; thus, —

Mrs. M. W. Rogers,

Winnipeg,

Manitoba.

4. What is the superscription of a letter?

When the address is written on the envelope (*en'-ve-lōpe* or *en-vel'-op*) it is called the superscription.

5. Of what is the subscription of a letter made up?

The closing words of esteem, and the name of the writer, make up the subscription of a letter; thus, —

I am, dear Sir,

Very truly yours,

Arthur B. Carson.

NOTE. — *The name signed by the writer is called his signature.*

6. What is the salutation of a letter?

The greeting is called the salutation ; as, —

My dear Mother, —

Sir. —

Esteemed Friend, —

7. What is the body of a letter?

All that part of the letter between the salutation and the subscription is called the body of the letter.

CAUTIONS. — 1. *There should be something on every letter to show, —*

(a) *To whom the letter is written, and to what place it should be sent.*

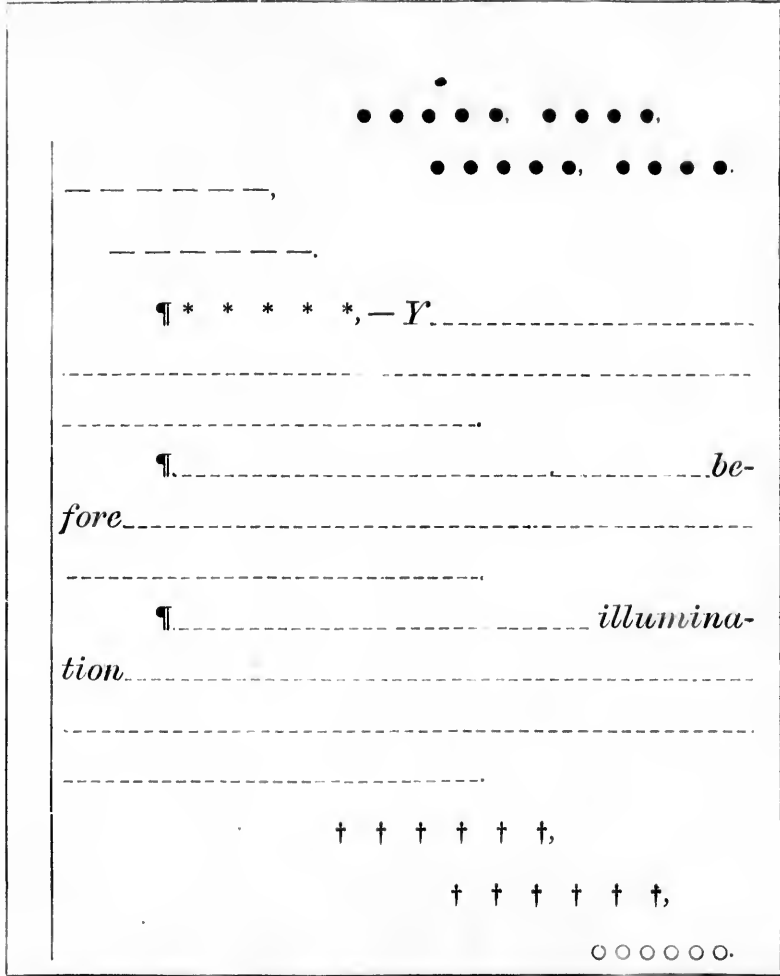
(b) *By whom the letter is written, and to what place an answer may be sent, or the letter returned.*

2. *The heading, signature, address, and superscription of a letter cannot be written too plainly.*

EXERCISE 1.

1. Copy the diagram of a letter on page 160.
2. Name the parts of a letter shown in the diagram.

3. Write on your slate the name of each part of a letter, beside the picture of that part.
4. What else is shown in the diagram?
5. Mention two uses of the hyphen.
6. What does this (¶) show?
7. Find a story in your Reader, and tell how many paragraphs it contains. How do you know?
8. If the paragraphs were not numbered, how could you tell where a new paragraph begins?
9. When should a new paragraph be formed in a story or a letter?
10. Tell how many paragraphs there are in each of the letters found on pages 161 and 162.



KEY TO THE DIAGRAM.

- • • • •, the heading,
- * * * *, the salutation,
- † † † † † †, the subscription,
- , the address,
- , the body,
- ○ ○ ○ ○ ○, the signature.

Toronto, Ont.,

May 5, 1885.

My dear Friend, —

Your letter of April 20th was duly received.

We are all sorry that you had to leave school. We spoke of you often yesterday, and wished that you were with us.

Our May-day picnic was held in a large grove just outside of the city. We gathered some beautiful wild-flowers for our lesson this morning.

The teacher and all your friends in school join me in wishing you a pleasant vacation.

Hoping that you are already better, and will be able to write to me often, I am,

Very truly, your friend,
Helen Parsons.

Miss Ellen Fletcher,

123 Cascade Avenue,

Denver, Colorado.

A BUSINESS LETTER.

Barrie, Ont.,

June 19, 1888.

W. J. Sage & Co.,

11 Wellington St., West,

Toronto.

Gentlemen,—Enclosed please find \$2.00 for one subscription to "Canada School Journal," to begin with the number for July, 1888, and one subscription to "School Examiner," to begin at the same date.

Please send the papers to

Miss Bertha Beach,

Barrie,

Ont.

A. — THE HEADING OF A LETTER.

LESSON I.

THE ITEMS OF THE HEADING.

1. What part of a letter is the first to be written?
2. What should the heading of a letter show?

I. The heading should show

{	<ol style="list-style-type: none"> 1. where the letter was written, 2. when the letter was written.
---	---

3. What items would you use for the heading of a letter to be written from here to-day?

CAUTION 1. — *If a letter is written from a place that is not very large and very well known, the heading should give the name of the place, the name of the county, and the name of the Province; thus, —*

Colden, Renfrew County,

Ontario, June 17, 1889.

4. What items would form a correct heading for a letter to be written to-morrow from your home?

CAUTION 2. — *If an answer is to be sent to the place from which the letter is written, the heading should give in full the address of the writer ; thus, —*

63 King Street, Toronto,

January 1, 1885

Or,

P. O. Box 327, Boston,

October 18, 1888.

Or,

International Hotel, Halifax,

Nova Scotia, Dec. 4, 1885.

Or,

Oronecto, Sunbury Co.,

New Brunswick, Jan. 5, 1887.

5. What items would form a correct heading for a letter to be written next Christmas from the largest city in your Province?

CAUTION 3. — *There are many places in the Dominion which have the same name ; as, Woodstock, St. Johns, Windsor, Caledonia. In writing from any such, even though it be a large and well-known city, be careful to add the name of the Province ; thus, —*

Woodstock, Ont. St. Johns, Quebec.

Woodstock, N. B. St. Johns, N. F. L.

LESSON II.

THE POSITION OF THE HEADING.

Preceded by Oral Instruction and Practice.

1. Where should the heading of a letter be placed?

The heading of a letter should be placed in the upper right-hand corner of the sheet of paper, and should begin about an inch and a half, or four centimeters, from the top of the sheet.

2. How much space may the heading occupy?

The heading may occupy a part of one line, of two lines, or of three lines; thus, —

(a.)

Toronto, Dec. 10, 1880.

(b.)

Belleville, Ontario,

December 10, 1880.

(c.)

*P. O. Box 36, Liverpool,**Queens County, N. I.,**December 10, 1880.*

NOTE. — *If the heading is made up of many items, and the sheet of paper is small, the date may be placed at the close of the letter, in the lower left-hand corner.*

- A. *If the heading may be placed on one line, it should begin far enough to the left to be written very plainly, and yet allow a small space at the right after the date. See (a) above.*
- B. *If the heading requires two lines, allow a little more space at the right on the top line, and begin and end the items of the second line farther toward the right than those on the first line. See (b) above.*
- C. *If the heading requires three lines, allow still more space at the right of the first line, and let the items on the second and third lines begin and end farther to the right than the items on the line next above them. See (c) above.*

PRACTICAL EXERCISES ON FOREGOING.

EXERCISE.

1. What is a title?

A word used with the name of a person as a mark of respect, or to designate his rank, office, or position, is called a *title*; as, *Captain, Doctor, Judge, Madam, Superintendent.*

2. How should a title be written?

A word that is used as a title of office, or honor, should be commenced with a capital letter; thus, *Professor, General, Miss.*

3. Turn to the Appendix to Part I. and learn the meaning of, and how to write, —

Mr.	Dr.	Prof.	P.M.	Mrs.	Capt.
Esq.	M.D.	Jr.	Agt.	Hon.	Messrs.

4. Write each of the above abbreviations, and, after each, the title for which it stands.

5. Use correctly, with the name of a person, each title learned.

CAUTIONS. — (a) *Mr. and Esq. mean the same. Both should not be used in the same address.*

(b) *Dr. and M.D. mean the same. Both should not be used in the same address.*

(c) *Miss is not an abbreviation, and a period should not be placed after it.*

B.—THE ADDRESS OF A LETTER.**LESSON I.**

THE ITEMS OF THE ADDRESS.

1. What does the address of a letter show?

I. The address shows { 1. To whom the letter is written,
2. To what place the letter should
be sent.

2. Turn to the letters on pages 161 and 162, and read the address of each.

3. How many, and what, items should the address of a letter contain?

II. The address of a letter should be made up of four items, viz. :—

- (a) The title and name of a person or firm,
- (b) The number of a house and the name of a street,
- (c) The name of a city,
- (d) The name of a Province.

Or,

- (a) The title and name of a person or firm,
- (b) The name of a place,
- (c) The name of a county,
- (d) The name of a Province.*

* The P. O. Box number may be used instead of the street number in the first list, or added to the items of the last.

Thus : —

*Messrs. Gage & Co.,
11 Wellington Street West,
Toronto, Ont.*

Or,

*Mrs. E. W. Emerson,
P. O. Box 33, Arichat,
Richmond Co., N. S.*

5. What other part of a letter contains the same items which make up the address? Of what use, then, is the address?

PRACTICAL EXERCISES ON FOREGOING LESSON.

LESSON II.

THE CAPITALS AND PUNCTUATION OF THE ADDRESS.

Preceded by an Observation Lesson.

1. What have you learned about the use of capitals in the address of a letter?

III. Any title, proper name, or abbreviation, used in the address of a letter, should begin with a capital.

IV. Any common name (as *street, county, box, avenue*), used in the address of a letter, should begin with a capital.

V. The word *and*, used in the address of a letter, should *not* begin with a capital.

2. What have you learned about the use of the comma and period in the address of a letter?

VI. A comma should be placed after every item of the address except the last. A period should be placed after the last item.

VII. If the title be placed after the name, it should be separated from it by a comma; thus, —

A. B. Clark, Esq.

E. B. Lewis, M.D.

If the title be used before the name, the comma should not be placed between them; thus, —

Mr. A. B. Clark.

Dr. E. B. Lewis.

VIII. When the last word of an address is abbreviated, but one period is used to mark the abbreviation and the close of the address; thus, —

E. S. Erskine, M.D.,

Toronto, Ont.

PRACTICAL EXERCISES ON FOREGOING LESSON.

LESSON III.

THE POSITION OF THE ADDRESS.

Preceded by an Observation Lesson.

The address of the person to whom the letter is sent is written upon the letter, so that the postmaster, or any person who may find the letter outside of the envelope, may know to whom it belongs. It should be written so plainly that no mistake can be made in regard to a single letter or figure used.

The address may be placed at the beginning or at the close of the letter. It is better to place the address of a business letter at the beginning, next to the heading; thus, —

Windsor, N. S., Dec. 20, 1890.

Messrs. Stirling and Black,

53 Granville Street, Halifax, N. S.

The address of an official letter, or of a letter of friendship, may be placed at the close of the letter, after the subscription, at the left-hand side of the page; thus, —

Your sincere friend,

Gertrude.

Miss Ruth Chapman,

Napanee, Ontario.

Or, —

Your obedient servant,

M. G. Moore.

The Hon.

The Secretary of State,

Ottawa.

PRACTICAL EXERCISES ON FOREGOING LESSON.

C.—THE BODY OF THE LETTER.

LESSON I.

THE SALUTATION.

I. The *body* of the letter contains what you say to the person to whom you write.

As you would not enter another's room without rapping at the door, or begin a conversation with him without speaking his name, or in some polite way calling his attention, so you should not begin what you have to say to the person to whom you write, without some form of greeting; as, —

Sir : — My dear Sir, — Dear Friend, —

Gentlemen : — My dear Mother : —

II. The greeting is called the *salutation*, and is the first thing in the body of the letter; thus, —

1.

St. John, N. B., Oct. 1, 1893.

Messrs. Gage and Co.,

11 Wellington St. West, Toronto.

Gentlemen : — We ordered, on the 19th ult., &c.

2.

Millbrook, Durham Co., Ont.

December 23, 1885.

My dear Friend, —

Yours of the 16th inst. was duly received, &c.

Very truly yours,

George J. Brooks.

Dr. Edward C. Baker,

Bathurst, N. B.

- CAUTIONS. — 1. *The salutation should never be disrespectful, or even as familiar as a spoken greeting.*
2. *Do not abbreviate the words of your salutation.*
3. *Do not be familiar or presumptuous in greeting a person who is older, or more learned, or in higher position than yourself.*

FORMS OF GREETING.

1. To a strange gentleman, or gentlemen, —

Sir: — My dear Sir: — Miss: —

Gentlemen: — Dear Miss: —

2. To a strange lady, —

Madam, — Dear Madam, —

Miss Curtis, —

3. To a friend or relative, —

My dear Friend, — Dear Father, —

Dear Miss West, —

Dear Cousin Annie, —

EXERCISE 1.

Dictate an appropriate salutation for a letter to, —

- | | |
|--|--------------------|
| 1. A business firm. | 3. A classmate. |
| 2. Your teacher. | 4. A strange lady. |
| 5. A relative to whom you would like to write. | |



LESSON II.

THE CAPITALS AND PUNCTUATION OF THE GREETING.

Preceded by an Observation Lesson.

1. What have you learned about the use of capitals in the *salutation*?

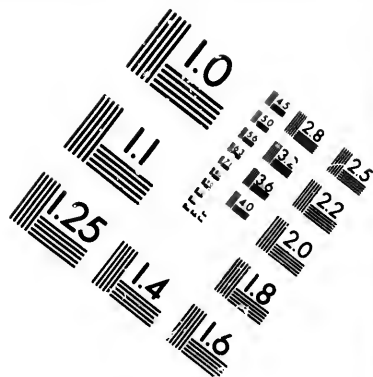
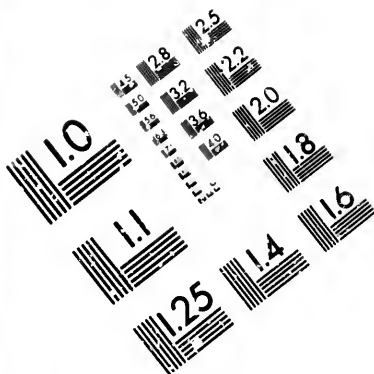
I. The initial of the first word of the salutation should always be a capital; as, —

Dear Sir, —

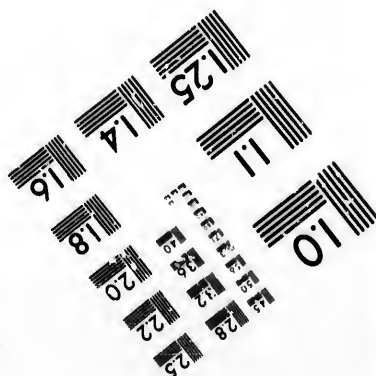
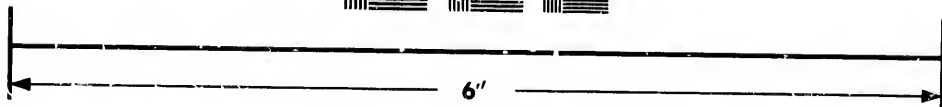
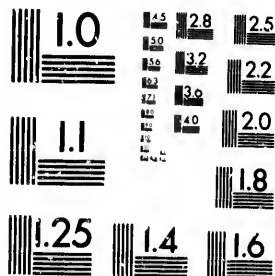
My dear Sir, —

II. Any title (as *Sir, Madam*) used in the salutation should begin with a capital letter,





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16 22
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18

10

III. The words *friend, father, mother, etc.*, are used as titles in a salutation, and each should begin with a capital letter; thus, —

Dear Friend, — My dear Cousin, —

2. What mark is used after the greeting to the person addressed in a letter?

IV. The salutation or greeting to the person addressed in a letter is separated from what is said to him by a comma and dash; thus, *Dear Alfred, —*

Or by a colon and dash; thus, *Gentlemen :—*

EXERCISE 1. — (*Blackboard.*)

Write an appropriate salutation for a letter to, —

1. A little boy.
2. An old gentleman whom you know.
3. A strange lady.
4. A dear friend or relative.
5. A business firm.

LESSON III.

THE POSITION OF THE SALUTATION.

The first word of the salutation is the beginning of the first paragraph of the letter.

The first letter of the salutation fixes the width of the paragraph margin.

- I. The salutation should be written on the line next below the address (or next below the heading if the address be placed at the close); thus, —**

(a.)

London, Eng., July 4, 1890.

Messrs. Hubbard and Smith,

226 Broadway, New York,

Gentlemen:—Your favor, etc.

(b.)

Box 172, St. Catharines,

Ontario, Dec. 26, 1885.

Esteemed Friend,—

We were, etc.

EXERCISE 1.

Think of a letter that you could write, and draw on your slate a diagram that will show, —

1. Where the heading of the letter should be placed, and how many lines you would use in writing it.
2. Where the address should begin, and how many lines it would require.
3. The width of the paragraph margin.
4. Where the salutation would begin and end.
5. Where each paragraph on the first page would begin.

Describe the diagram so that some one can make a copy of it on the blackboard.

EXERCISE 2.

Turn to the Appendix to Part I., page 193, and learn the meaning of, and how to write, —

rec'd	Rev.	B. A.	LL.D.	Ft.
R. R.	Pres.	Prof.	Gov.	Gen.
U. S. A.	D. D.	P. S.	Lieut.	Capt.

LESSON IV.

MORE ABOUT THE BODY OF THE LETTER.

Preceded by an Observation Lesson.

1. What more have you learned about the body of a letter?
 - (a) What follows the salutation should always begin with a capital; thus:—

(x.)

*Messrs. Candee and Rounds,
45 Union Square, New York.
Gentlemen.—Yours of the 30th ult., etc.*

(y.)

*Miss E. Willard, Cornwall.
My dear Madam,—
When your letter came, etc.*

(z.)

*Liverpool, England,
March 7, 1890.
Dear Friend,—
We received the glad tidings, etc.*

- (b) If the address occupies two or more lines, what follows the salutation should always begin on the same line with it; as (*x*) above.
- (c) If the address is written on one line, what follows the salutation should begin on the next line below; as (*y*) above.
- (d) If the address be placed at the close of the letter, the salutation should begin on the line next below the heading, and what follows the salutation should begin on the line next below that; as (*z*) above.

2. Write the heading, address, salutation, and first line of a letter, to illustrate *b*, *c*, and *d*.
3. What have you learned about the paragraphs of a letter?

- (e) A new paragraph should be made whenever one begins to write about a new subject. The first word of each paragraph should begin just as far from the left margin as the first word of the paragraph above.

4. In replying to a letter, what is the first thing to be stated?

- (f) The person to whom one writes would like to know at the outset if his letter has been received. In acknowledging the receipt of a business letter, give the date of it; as, "Yours of the 16th inst.," etc.; or, "Your letter bearing date Aug. 10th was duly received."

5. What cautions should be observed in writing the body of a letter?
1. *Write very plainly.*
 2. *Do not crowd words ; if there is not room for a word at the end of a line, divide it between two syllables, and place a hyphen at the end of the line to show that the word is not finished. (See diagram, page 160.)*
 3. *Do not use & for and in the body of a letter.*
 4. *Except in writing dates and sums of money, do not use figures in the body of a letter ; — “ I am ten years old,” not “ I am 10 years old ” ; “ We read seven pages,” not “ We read 7 pages.”*
 5. *After the salutation is written, do not begin at once to talk about yourself ; thus, “ I take my pen,” &c., or “ I received your letter.” (See d, above.)*
 6. *The words friend, doctor, senator, etc., when used in the body of a letter, and not as titles, need not begin with capitals ; as, “ Your friend has not forgotten you ” ; “ We shall call a doctor if he is no better ” ; “ The senator is an older man.”*

 Thorough Review, with Practice.

D. — THE SUBSCRIPTION.**LESSON I.**

1. What does the word *subscribe* mean?
2. What part of a letter is called the subscription?

I. What is written under the body of the letter is called the *subscription*.

3. Turn to the letter on page 161, and read the subscription of it.

II. The subscription of a letter is made up of the closing words of respect or affection, and the signature of the writer; thus, —

1.

*Your affectionate son,
James L. Henderson.*

2.

*I remain, with highest esteem,
Your obedient servant,
Lloyd H. Williamson.*

3.

Believe me, as ever,
Your sincere friend,
Jessie Newman

4.

I am, Sir,
With great respect,
Mrs.* A. B. Hinkle.

5.

Respectfully yours,
A. C. Richardson, M. D.

6.

Yours very respectfully,
Miss* G. J. Emerson.

* In writing to a stranger, a lady who uses the initials of her Christian name should use her title with her signature.

7.

Very truly yours,
Carleton Foster.

8.

Hoping for an early reply,
I am, sincerely, your friend,
Fanny Ellison.

- CAUTIONS. — 1. *The closing words should not be more familiar than the salutation. They should always be respectful, and should be written with great care.*
2. *The signature should be written very plainly, — so plainly that any letter of it taken by itself can be read easily and with certainty.*
3. *Unless the address to which an answer may be sent is given in the heading of the letter, it should be placed after the name of the writer; thus: —*

Mrs. E. C. Wells,
Port Hope, Ont.

EXERCISE 1.

Dictate a suitable form of salutation and subscription for a letter to be sent to, —

1. A friend or relative.
2. A business firm.
3. A strange lady.
4. A strange gentleman.
5. Your teacher.

EXERCISE 2.

Copy the forms of subscription given in Lesson I., and use each capital, comma, and period correctly.



LESSON II.

THE CAPITALS AND PUNCTUATION OF THE
SUBSCRIPTION.

Preceded by an Observation Lesson.

1. What have you learned about the use of capitals in the subscription of a letter?
 - I. The first word of the subscription should begin with a capital letter.
 - II. The first word of any part of the subscription that is placed on a separate line should begin with a capital letter.

III. The words *Sir, Madam, etc.*, are used as titles in the subscription of a letter, and should be written with capitals.

CAUTION. — *When the words son, friend, mother, etc., refer to the writer, they are not titles, and need not be written with capitals in the subscription of a letter.*

2. What have you learned about the use of the comma and period in the subscription of a letter?


IV. The closing words of respect should be separated from the signature by a comma.

V. A period should be placed after the signature.

VI. *Sir, Madam,* or any word or words used to name the party addressed, should be separated from the subscription by a comma or commas.

VII. Such expressions as "I am," "I remain," "Believe me," "As ever," and the like, should be cut off by a comma or commas.

3. Tell how you would fold a letter to enclose it in an envelope.

 A thorough Review, with repeated application and practice.

E. — THE SUPERScription.**LESSON I.****THE ITEMS, CAPITALS, AND PUNCTUATION OF THE
SUPERScription.**

Preceded by a Review of Lesson I., page 168, and Lesson II., page 169.

1. What does the word *superscribe* mean?
2. What part of a letter is called the superscription?
3. Of what items is the superscription of a letter made up?
4. What other part of the letter contains the same items?
5. Where is the address of a letter placed? Of what use is it?
6. Where is the superscription written?
7. Of what use is the superscription? How should it be written?

- (a) *Every item of the superscription should be written in a plain, bold hand.*
- (b) *The items should be so separated and arranged on the envelope that the P. M. can read them quickly and with certainty.*
- (c) *Too many abbreviations should not be used. The abbreviations of the names of the Provinces should be written with great care.*

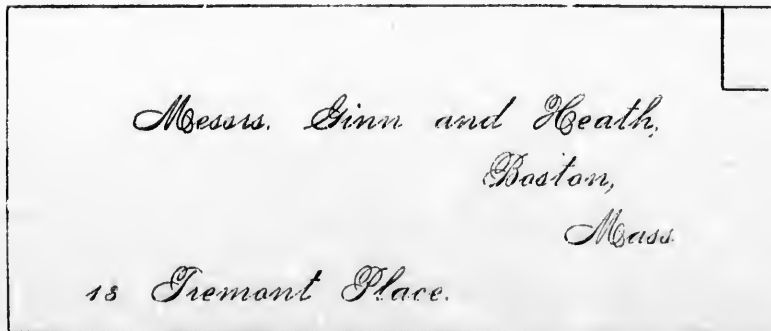
8. Tell how the superscription of a letter should be punctuated.
9. What, besides the superscription, should be placed on the envelope of a letter that is to go by mail?
10. Where, on the envelope, should the stamp be placed? Why? *

EXERCISE 1.

Read the following superscriptions, and tell, —

- (a) of what initials each is made up;
- (b) why each period and comma is used;
- (c) why there is no period after *Miss* (at 2);
- (d) why there is a comma between the name and title (at 3), and none between the title and name (at 1);
- (e) where the postage stamp should be placed: —

1.



* When you write a letter about matters of more importance to you than to the person to whom you write, if you wish an answer, enclose a stamp.

2.

Miss Emma Harris,
Goderich,
Ontario.
Box 372.

3.

John Harman, Esq.,
Weymouth,
Digby Co.,
N. S.

4.

Mrs. H. C. Hilliard,
Leeds,
Quebec.
Megantic Co.

EXERCISE 2.

1. Draw the picture of an envelope, and show in the picture where the stamp should be placed.
2. Write neatly, in its proper place on the envelope, the superscription of a letter.
3. Punctuate the superscription correctly.
4. Mention the necessary items of a superscription.
5. Tell how the superscription of a letter should be punctuated.

EXERCISE 3. — (*Blackboard.*)

LESSON II.

THE POSITION OF THE SUPERSSCRIPTION.

1. How many lines does the superscription of a letter usually require?
2. What should be placed in the first line of the superscription?

*The name and titles should be in the first line ;
thus, —*

E. B. Atwood, M.D.

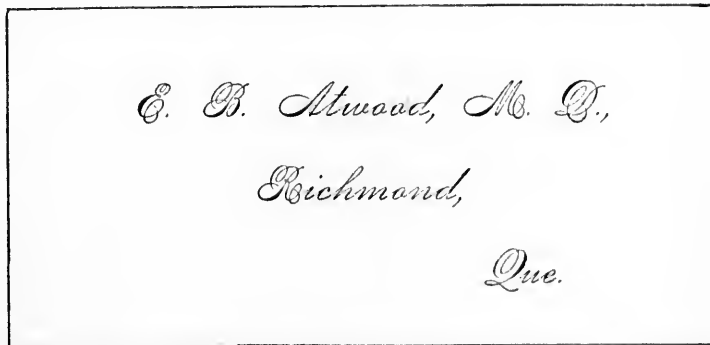
3. Just where, on the envelope, should the first line be placed?

The first line of the superscription should be about in the center of the envelope, — never above the center.

The space before the beginning of the line, and the space after the end of the line, should be equal.

4. Where should the other items be placed ?

The other items should be placed, one in each line, under the items of the first line. Each line should begin a little farther to the right than the item in the line above it ; thus : —*



Or, two of the items may be thus written, and the county, street, or P. O. Box. No. may be placed in the lower left-hand corner ; thus :

* The slant at the right of the lines may be very irregular. This cannot be avoided, and the eye is not troubled by it, if the lines begin uniformly.

E. B. Atwood, M. D.,

Richmond,

Que.

Box 204.

APPENDIX TO PART I.

A. — ABBREVIATIONS.

Brief means *short*; to *abbreviate* is to *shorten*.
We abbreviate words, —

(a) By leaving out a letter or letters; thus, *ne'er* for *never*, *h'dk'fs* for *handkerchiefs*.

(b) By cutting off a letter or letters; thus, *Jun.* for *June* or *Junior*.

(c) By using an initial letter instead of a word; thus, *P. O.* for *Post-Office*.

The shorter form of a word is called an *abbreviation*.

1. Look at the following, and tell what mark is used with each to show that it is an abbreviation: —

e'en D. St. tho'

CAUTION. — *A period used after an abbreviation is not a mark of punctuation. A comma, or any mark of punctuation (except the period) which would have been used after the word written in full, may be placed after the period of the abbreviation; thus, —*

Kemptville,
Red River Co.,
Tex.

Mrs. B. A. Ellis,
42 King St.,
Toronto, Ont.

2. In the following, learn to spell and write the full form of each word; then, learn, to write the abbreviation used for that word: —

NAMES OF THE DAYS.

Sun.,	Sunday.
Mon.,	Monday.
Tues.,	Tuesday.
Wed.,	Wednesday.
Thurs.,	Thursday.
Fri.,	Friday.
Sat.,	Saturday.

POINTS OF THE COMPASS.

E.,	East.
W.,	West.
N.,	North.
S.,	South.

NAMES OF THE MONTHS.

Jan.,	January.
Feb.,	February.
Mar.,	March.
Apr.,	April.
—	May.
Jun.,	June.
Jul.,	July.
Aug.,	August.
Sept.,	September.
Oct.,	October.
Nov.,	November.
Dec.,	December.

NAMES OF THE PROVINCES OF THE DOMINION.

Ont.,	Ontario.	N. S.,	Nova Scotia.
Que.,	Quebec.	B. C.,	British Columbia.
N. B.,	New Brunswick.	Man.,	Manitoba.
P. E. I.,	Prince Edward Island.	N. W. T.,	Northwest Territory.
		N. F. L.,	Newfoundland.

NAMES OF THE STATES AND TERRITORIES.

Ala.,	Alabama.	Del.,	Delaware.
A. Ter.,	Arizona Territory.	D. Ter.,	Dacota Territory.
Ark.,	Arkansas.	Fla.,	Florida.
Cal.,	California.	Ga.,	Georgia.
Col.,	Colorado.	Ill.,	Illinois.
Conn.,	Connecticut.	Ind.,	Indiana.
D. C.,	District of Columbia.	Ind. Ter.,	Indian Territory.
		I. Ter.,	Idaho Territory.

Ia. ,	Iowa.	N. M. ,	New Mexico.
Kan. ,	Kansas.	N. Y. ,	New York.
Ky. ,	Kentucky.	O. ,	Ohio.
La. ,	Louisiana.	Or. ,	Oregon.
Mass. ,	Massachusetts.	Penn. ,	Pennsylvania.
Me. ,	Maine.	R. I. ,	Rhode Island.
Md. ,	Maryland.	S. C. ,	South Carolina.
Mich. ,	Michigan.	Tenn. ,	Tennessee.
Minn. ,	Minnesota.	Tex. ,	Texas.
Miss. ,	Mississippi.	U. Ter. ,	Utah Territory.
Mo. ,	Missouri.	Va. ,	Virginia.
M. Ter. ,	Montana Territory.	Vt. ,	Vermont.
N. C. ,	North Carolina.	Wis. ,	Wisconsin.
Neb. ,	Nebraska.	Wg. Ter. ,	Wyoming Territory.
Nev. ,	Nevada.	W. T. ,	Washington Terri- tory.
N. H. ,	New Hampshire.	W. Va. ,	West Virginia.
N. J. ,	New Jersey.		

ABBREVIATIONS IN COMMON USE.

A. B. , Bachelor of Arts.	B. A. , British America; Bach- elor of Arts.
Acct. , or $\frac{C}{C}$, Account.	Bbl. , Barrel, Barrels.
A. D. (<i>Anno Domini</i>), In the year of our Lord.	B. C. , Before Christ.
Æ. , or Æt. , Of age, Aged.	B. C. L. , Bachelor of Civil Law.
Agt. , Agent.	B. D. , Bachelor of Divinity.
Ald. , Alderman.	Bk. , Bank, book.
A. M. , Master of Arts; before noon; in the year of the world.	B. L. , Bachelor of Laws.
A. , or Ans. , Answer.	B. LL. , Bachelor of Laws.
A. R. A. , Associate of the Royal Academy.	Bro. , Brother.
Att. , or Atty. , Attorney.	Cap. , Capital, Chapter.
Atty. Gen. , Attorney General.	Capt. , Captain.
Ave. , Avenue.	Ch. , or Chap. , Chapter.
	C. B. , Companion of the Bath.
	C. E. , Civil Engineer.

- C. J.**, Chief Justice.
- C. M. G.**, Companion of the Order of St. Michael and St. George.
- Co.**, Company, County.
- C. O. D.**, Cash (*or* Collect) on Delivery.
- Col.**, Colonel.
- Coll.**, College.
- Com.**, Committee, Commissioner, Commodore, Common, etc.
- Cor. Sec.**, Corresponding Secretary.
- Cr.**, Credit, Creditor.
- D. C. L.**, Doctor of Civil (*or* Canon) Law.
- D. D.**, Doctor of Divinity.
- Del.**, He, or she, drew it. (Seen on pictures.)
- Dep.**, Deputy.
- Dept.**, Department.
- D. G.** (*Dei Gratia*), By the Grace of God.
- Dr.**, Doctor *or* Debtor.
- D. V.** (*Deo volente*), God willing.
- Ed.**, Editor.
- E. g.**, Example given.
- Esq.**, or **Esqr.**, Esquire.
- Etc.** (*et cetera*), And so forth.
- E. & O. E.**, Errors and omissions excepted.
- Ex.**, Example.
- Fahr.**, Fahrenheit.
- Ft.**, Fort, Foot, Feet.
- G. B.**, Great Britain.
- Gen.**, General.
- G. C. B.**, Grand Cross of the Bath.
- G. O.**, General Order.
- Gov.**, Governor.
- Gov. Gen.**, Governor General.
- G. P. O.**, General Post Office.
- H. I. H.**, His *or* Her Imperial Highness.
- H. M. S.**, His *or* Her Majesty's Ship *or* Service.
- H. R. H.**, His *or* Her Royal Highness.
- Hon.**, Honorable.
- Ib.**, or **Ibid.**, In the same place.
- Id.**, The same.
- i. e.** (*id est*), That is.
- Incog.** (*incognito*), Unknown.
- Ins.**, Insurance.
- Inst.**, Instant, the present month.
- J. P.**, Justice of the Peace.
- Jr.**, **Jun.**, or **Junr.**, Junior.
- K. B.**, Knight of the Bath, King's Bench.
- K. C. B.**, Knight Commander of the Bath.
- K. C. M. G.**, Knight Commander of St. Michael and St. George.
- K. G.**, Knight of the Garter.
- K. G. C. B.**, Knight Grand Cross of the Bath.
- K. P.**, Knight of St. Patrick.

- K. T.**, Knight of the Thistle.
L. C. J., Lord Chief Justice.
Lieut., or **Lt.**, Lieutenant.
LL.B., Bachelor of Laws.
LL.D., Doctor of Laws.
L. S. (*Locus Sigilli*), Place of the Seal.
M., Monsieur, Meridian, or Noon.
M. A., Master of Arts.
M. B., Bachelor of Medicine.
M. D., Doctor of Medicine.
Mlle., Mademoiselle.
Mem. (*memorandum* or *memoranda*), To be remembered.
MM., or **Messrs.**, Gentlemen, Sirs.
Mo., Month.
M. P., Member of Parliament.
M. P. P., Member of Provincial Parliament.
Mr., Mister.
M. R. C. S., Member of Royal College of Surgeons.
M. R. S., Member of Royal Society.
MS., Manuscript.
MSS., Manuscripts.
Mus. D., Musical Doctor.
N. B. (*nota bene*), Note well.
No., Number.
N. S., New Style.
N. T., New Testament.
O. T., Old Testament.
O. S., Old Style.
oz., Ounces.
P. C., Privy Council.
Per Ann., By the year.
Per Cent., By the hundred.
Ph. D., Doctor of Philosophy.
Pinx., or **Pxt.**, He or She painted it.
P. M., Post-Master; (*Post-Meridian*), Afternoon.
P. M. G., Post-Master General.
P. O., Post-Office.
P. O. O., Post-Office Order.
P. F. C. (*pour prendre congé*), To take leave.
pp., pages.
Pres., or **Presdt.**, President.
Prof., Professor.
P. S., Privy Seal; (*Post Scriptum*), Written after.
Q., Question.
Q. C., Queen's Counsel.
Qy., Query.
R. R., Railroad.
R. A., Royal Academy.
R., or **Rec.**, Recipe.
Recd., Received.
Rev., Reverend.
R. M., Royal Mail, Resident Magistrate.
R. M. C., Royal Military College.
Rec. Sec., Recording Secretary.
R. S. V. P. (*Répondez, s'il vous plait*), Answer, if you please.
Rt. Hon., Right Honorable.

Sen. , Senior, Senator, Senate.	V. G. , Vicar General.
St. , Saint, Street.	Viz. , namely.
S. S. , Sunday School.	V. R. (<i>Victoria Regina</i>), Queen Victoria.
S. T. D. , Doctor of Sacred Theology.	Vol. , Volume.
Supt. , Superintendent.	vs. (<i>versus</i>), Against.
Ult. (<i>ultimo</i>), of the last month.	X. , Christ.
Univ. , University.	Xmas. , Christmas.
U. S. A. , United States of America.	Y^e , The, thee.
V. C. , Vice Chancellor.	Y. M. C. A. , Young Men's Christian Association.

B. — A KEY TO THE DICTIONARY.

Marks used to denote the sounds of letters are called *dī-a-crit-ī-cal* marks.

The diacritical marks of the vowels are, —

- the mācron,	^ the circumflex accent,
˘ the brève,	˘ the waving accent,
.. the dī-er-e-sis,	• the dot.

I. THE MACRON (ˉ) is used to mark the regular long sound of the vowel; thus, —

ā as in āle,	ō as in ōwe,
ē as in ēve,	ū as in ūse,
ī as in īce,	ȳ as in mȳ.

II. THE BREVE (˘) is used to mark the regular short sound of the vowel; thus, —

ǎ as in ǎt,	ǒ as in fǒx,
ě as in mět,	ů as in ůp,
ĩ as in pĩt,	ỹ as in mỹth.

III. THE DI-ÆR-E-SIS (¨) is used, —

1. To mark the Italian sound of the vowel ; thus,

ä as in üh, ärm, guärd, hurräh ;

ï as in machïne, police, suïte.

2. To mark the broad sound of the vowel ; thus,

ḁ as in ḁwe, tḁlk, swḁrm ;

ḡ as in dḡ, mḡve, rḡute ;

ḥ as in rḥde, trḥe, sḥre.

IV. THE CIRCUMFLEX ACCENT (^) and THE WAV-
ING ACCENT (~) are used to mark the occa-
sional sounds of the vowels ; thus, —

â as in câre, hâre, pârent ;

ê as in thêre, nê'er, whêre ;

ô as in fôr, hôrse, stôrm ;

û as in spûr, hûrt, bûrn ;

ẽ as in tẽrm, m~rey, fẽrn ;

ĩ as in fĩrm, thĩrsty, mĩrth ;

ÿ as in mÿrrh, mÿrtle.

V. THE DOT (·) is used to mark the remaining
sounds of the single vowels ; thus, —

á as in ásk, lást, commánd ;

ḁ as in whḁt, wḁs, halibut ;

ó as in dóned, won, còvet ;

ḡ as in wḡlf, wḡman, shḡuld ;

ḥ as in pḥsh, pḥll, pḥt, sugḥr.

- NOTES. — 1. The macron (¯) is sometimes used to show that *e* has the sound of *ā*; thus, e as in eight, neigh, sleigh.
2. The macron (¯) is also used to show that *oo* has the sound of *o*; thus, rōom, mōon, rōot, hōof.
3. The breve (˘) is sometimes used to show that *oo* has the sound of *o*; thus, wōöd, fōöt, gōöd, bōök.

EXERCISE.

Pronounce the following words correctly, and give the sound of the vowel marked in each : —

gāte,	bēaver,	advertīse,	
squā-lor,	lēisure,	heīgh-ho,	
to-mā-to,	pē-o-ny,	bron-chī-tis,	
gāuge,	ē-qua-ble,	as-pī-rant.	
whōle,	sūe,	eēye,	bāde,
re-vōlt,	dūty,	ally,	tās-sel,
dē-pōt,	tūne,	pa-pȳ-rus,	ēn-gine,
pi-an-ō,	sūit,	de-cr̄y,	guēss.
ōffer,	buīld,	heārth,	lāurel,
cōffee,	sīve,	prettȳ,	prōve,
jūst,	pī-ān-o,	abȳss,	rūin,
rūt,	sīrup,	āunt,	scārce.

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