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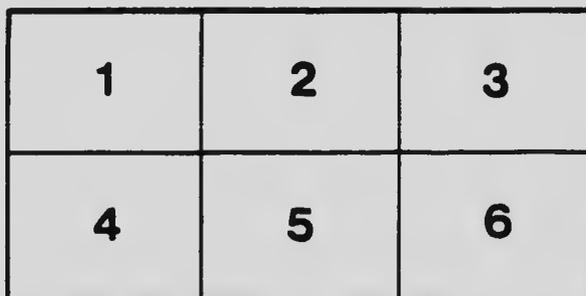
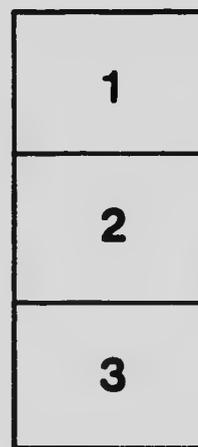
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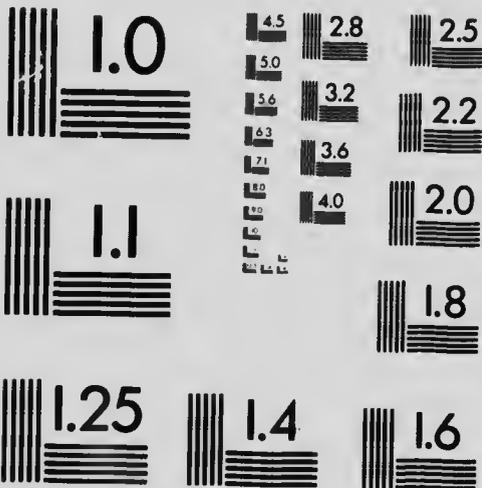
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**FOR**  
**THIRD YEAR PUPILS**



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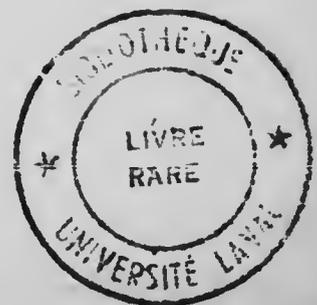
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EASY EXERCISES  
IN  
ENGLISH FOR THIRD YEAR  
PUPILS



## Course for Third Year

---

September . . . . .	12	Lessons, Lessons	1 — 10
October . . . . .	16	„ „	10— 21
November . . . . .	16	„ „	22— 33
December . . . . .	13	„ „	34— 43
January . . . . .	16	„ „	44— 53
February . . . . .	16	„ „	54— 64
March . . . . .	16	„ „	65— 76
April . . . . .	16	„ „	77— 85
May . . . . .	16	„ „	85— 99
June . . . . .	12	„ „	100—100

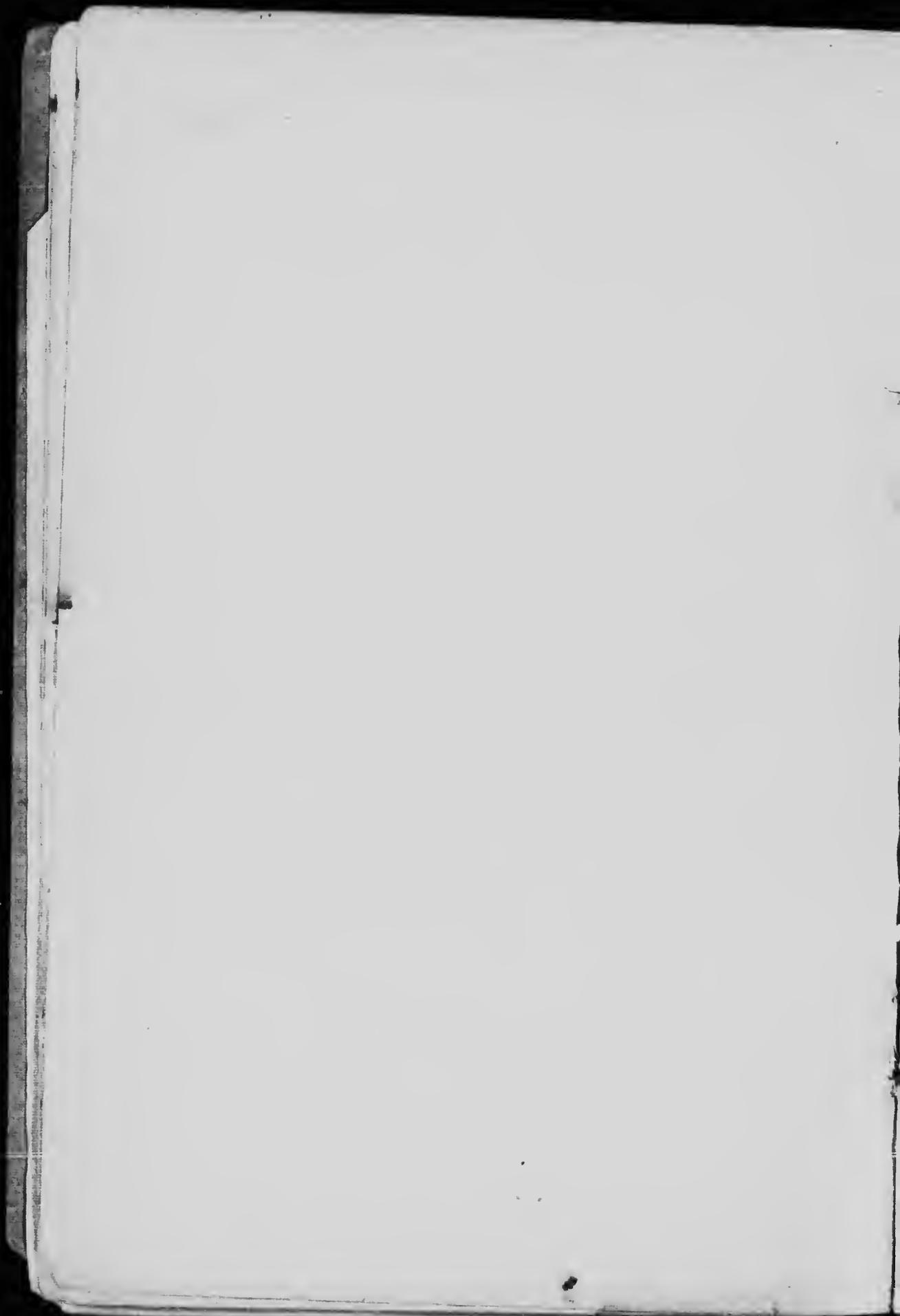
This distribution leaves about four lessons each month unprovided for, which may be used for supplementary work, when some lessons are found heavy— or for review.

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RENGUF'S  
EASY EXERCISES IN ENGLISH  
FOR  
THIRD YEAR PUPILS

LESSON 1.

THE SENTENCE.



- |               |                |
|---------------|----------------|
| 1. Birds fly. | 3. Boys play.  |
| 2. Dogs bark. | 4. Ducks swim. |

Here we have four sentences, for a sentence is a thought expressed in words.

What thought is expressed about birds? about dogs? about boys? about ducks?

With what kind of letter does each sentence begin?

What mark is placed after each sentence?

Sentences may be spoken or written. You have been using sentences ever since you were able to talk.

Now think of other things that birds, dogs, boys and ducks do, and put your thoughts into sentences.

Write your sentences neatly, not forgetting the capitals and periods.

Note: — The teacher should have the best sentence written on the blackboard.

### LESSON 2

1. Men build houses.
2. Cows give milk.
3. Cats catch mice.
4. Horses draw carts.

Here are sentences telling us what men, cows, cats and horses do. Write these sentences.

Now think of other things that men, cows, cats and horses do and write your thoughts about them in sentences. Remember the capitals and periods.

## LESSON 3.

Write these sentences:—

1. Tom loves his mother.
2. Frank has a sled.
3. Mary wears an apron.
4. Dorothy has a doll.

Think of four children in your class. Think of what one of them loves; what the second one has; what the third one wears; what the fourth one likes.

Now write the four sentences, telling about your four classmates. Remember how the sentences begin and end.

## LESSON 4

**The child's name and its substitute I.**

Copy this sentence, filling in your name :

I, ....., *live in Montreal.*

Whose name do you see in this sentence ?

When you write your name, with what kind of letter do you begin each word ?

When you speak of yourself, do you use your own name ?

What word do you use instead of your name ?

**I stands in place of the name of the person speaking.**

**I is always written with a capital letter.**

I chatter, chatter, as I flow

To join the brimming river,

For men may come and men may go,

But I go on for ever.

This stanza is from the "Brook," by Lord Tennyson. Commit it to memory. Who is supposed to be speaking ?

## LESSON 5.

**QUESTIONS.**

Look at this sentence.

**How many wings has a butterfly ?**

This sentence asks a question. A sentence that asks a question is called an *interrogative* sentence. It ends with a question mark (?) which is called an **interrogation point**.

Ask questions about  
a drum, a rose, fish, trees, an egg, oxen, a cat, a fox.

Write questions about *paws, a cage, a lamp*, and do not forget the interrogation point.

## LESSON 6.

**CHRISTIAN NAMES AND SURNAMES.**

My name is,  
*Marian Lee Ross.*

My brother's name is,  
*James Wilson Ross.*

My sister's name is,  
*Edith Ross.*

Look at the names which are written above.

**Each word in the name of a person begins with a capital letter.**

Every one has at least two names, a *Christian name* and a *surname*. The name that belongs to all members of the same family is called the *surname*. The name given to a child by its parents is called the *Christian name*.

Write full names in answer to these questions :

1. What is your name?
2. What is your **surname**?
3. What is your Christian name?
4. What is your mother's name?
5. What is your father's name?

## LESSON 7.

*Review.*

Give a sentence that will tell your age. What is a sentence? What marks the beginning of a sentence? What marks its end?

Ask a question. What is a sentence that asks something called? What is the mark called that ends a question? Make this mark.

Give the name of a girl, and of a boy. With what kind of letters do these names begin? How many names must every person have? What is the first name called? What is the second called? What is a Christian name? What is a surname?

## LESSON 8.

**DICTATION EXERCISE (Review).**

Always speak the truth. Who made thee, little lamb? George writes a good letter. Can Carl run fast? Enough is as good as a feast. How many legs has a spider? Make hay while the sun shines. Who killed Cock Robin?

## LESSON 9.

**LITTLE SENTENCES.**

Some little sentences contain only two words. *Dogs bark, ducks quack, sparrows chirp,* are three little sentences. The first word gives the name of something and the second tells what it does.

Make sentences by supplying either the name of the thing that makes the noise, or the word that tells what noise is made.

- |                       |                         |
|-----------------------|-------------------------|
| 1. A cat . . . . .    | 13. The door. . . . .   |
| 2. A cow . . . . .    | 14. The leaves. . . . . |
| 3. Pigs . . . . .     | 15. The wind . . . . .  |
| 4. Lions . . . . .    | 16. An owl. . . . .     |
| 5. Mice. . . . .      | 17. A wolf. . . . .     |
| 6. The baby . . . . . | 18. Bees. . . . .       |
| 7. . . . . coos.      | 19. . . . . gabbles.    |
| 8. . . . . neighs.    | 20. . . . . cackles.    |
| 9. . . . . crow.      | 21. . . . . quacks.     |
| 10. . . . . bleats.   | 22. . . . . sings.      |
| 11. . . . . brays.    | 23. . . . . rings.      |
| 12. . . . . hisses.   | 24. . . . . croaks.     |

## LESSON 10.

**Personal pronouns as subjects, also nouns and pronouns in the same sentence.**

By suitable questions draw replies to illustrate the use of the following as subjects :—

1. Mary, I, she. 2. Tom and Mary, we, he, they. 3. She and I, he and I, he and she. 4. Tom, Mary and Ray, we, they. 5. Tom, Mary and I. He, she and I. 6. You and I, we. 7. You, Ray and I. You, she and I. You, he and I.

Teacher.—Mary, Ray and Tom may stand. Mary, what are you doing?

Mary.—I am standing.

Teacher.—Class, what is Mary doing?

Class.—Mary is standing.

Teacher.—Use a word instead of Mary's name.

Class.—She is standing.

NOTE.—The teacher will continue to illustrate by similar methods the use of the pronouns grouped under the headings 2-7. The work may occupy three lessons which should not be taken consecutively, but at convenient intervals.

## LESSON 11.

## DAYS OF THE WEEK AND THEIR ABBREVIATIONS.

Sunday.....	Sun.		
Monday.....	Mon.	Thursday.....	Thurs.
Tuesday.....	Tues.	Friday.....	Fri.
Wednesday.....	Wed.	Saturday.....	Sat.

Copy the names of the days of the week and opposite to each write its abbreviation.

The names of the days of the week begin with capital letters.

## LESSON 12.

## WRITTEN EXERCISE.

Write a sentence telling something that you did last Sunday. Use the word "Sunday."

Do the same for each of the other days of the week.

## LESSON 13.



## THE SQUIRREL

Ask this boy what his name is. Ask him how long he has had his squirrel. Ask him where he got it. Ask him where the squirrel once lived. Ask him where he got his cage.

Ask what the squirrel eats. Ask what he drinks. Ask where he sleeps. Ask what the squirrel's bed is made of. Ask him if the squirrel is happy in the cage. Ask him if he ever lets him out of the cage. Ask any other question you wish about the squirrel.

Look at lesson 5 to see how questions are written, and then write your questions about the boy and his squirrel.

# EASY EXERCISES IN ENGLISH

## LESSON 14.

### NAMES OF THE MONTHS

January,	May,	September,
February,	June,	October,
March,	July,	November,
April,	August,	December.

The names of the months begin with capitals.

Copy and commit to memory the names of the months.

The months having short names as, May, June and July should not be abbreviated. The longer names are often abbreviated thus:—

January . . . . .	Jan.	September . . . . .	Sept.
February . . . . .	Feb.	October . . . . .	Oct.
March . . . . .	Mar.	November . . . . .	Nov.
April . . . . .	Apr.	December . . . . .	Dec.
August . . . . .	Aug.		

## LESSON 15.

Commit to memory:

Thirty days hath September,  
April, June and November;  
February has twenty-eight alone;  
All the rest have thirty-one;  
Excepting leap-year, that's the time  
When February's days are twenty-nine.

How often does leap-year come? How can you tell leap-year? Which are the three spring months? The three summer months? The three autumn

months? The three winter months? In what month do we celebrate Christmas? Thanksgiving Day? Empire Day? The King's Birthday? Dominion Day?

## LESSON 16

## DICTATION EXERCISE.

March comes in like a lion and goes out like a lamb. April is a month of showers. After it comes smiling May. April showers bring May flowers. June is a month of roses. Christmas comes in December. July and August are very warm. January is always cold. February is the shortest month.

## LESSON 17.

## SENTENCE WRITING

Turn to Lesson 13 and to your written questions. If your questions are carefully written you may write their answers. Be sure that each of your answers is a sentence.

Note:—The best questions and answers should be written on the blackboard.

## LESSON 18.

## COMPOSITION.—Story of a Squirrel.

Turn to the picture in Lesson 13 and read over again your questions and answers about the boy and his squirrel.

Think of yourself as having a squirrel and write a short story about your squirrel.

## LESSON 19.

## POEM FOR STUDY.

Write and learn by heart the following stanza:—

Kind hearts are gardens,  
 Kind thoughts are roots,  
 Kind words are blossoms,  
 Kind deeds are fruits;  
 Love is the sweet sunshine  
 That warms into life,  
 For only in darkness  
 Grow hatred and strife.

Anon.

Why are hearts like gardens? How do kind words grow from good thoughts? How is a kind deed like fruit? Think of some kind act done by you lately. Tell it to the class and show how this kind act was a fruit.

Note.—The best answer to the last question might be written on the blackboard.

## LESSON 20.

**NAMES OF CITIES AND STREETS.**

My name is Phyllis Dare. I live on Sherbrooke Street. Sherbrooke Street is a street in the City of Montreal.

What does the first sentence tell? What does the second sentence tell? What words in this sentence are written with capital letters? What does the third sentence tell? What words in this sentence are written with capital letters?

**The names of places begin with capitals.**

If the name consists of more than one word, each word will begin with a capital, as, *Sherbrooke Street, New York.*

## LESSON 21.

**DICTATION EXERCISE.**

My home is on.....Street. I go to.....School. St. Lawrence Street, St. Catherine Street and St. James Street are three large business streets in the City of Montreal. Park Avenue, Peel Street and Dorchester Street are streets where many people have their houses. The names of two other cities that I know are ..... and.....

## LESSON 22.

**LITTLE SENTENCES.**

1. Review Lesson 9.

2. Make sentences by supplying either the name of the thing, or the word that tells how it moves about, *e.g.*, *Sparrows fly*.

- |                 |                        |
|-----------------|------------------------|
| 1. A fish ..... | 9. A horseman .....    |
| 2. Snails ..... | 10. A baby .....       |
| 3. Lambs .....  | 11. A worm .....       |
| 4. Ducks .....  | 12. Grasshoppers ..... |
| 5. .... sails.  | 13. .... run           |
| 6. .... fly.    | 14. .... walks.        |
| 7. .... trots.  | 15. .... swings.       |
| 8. .... struts. | 16. .... leap.         |

### LESSON 23.

## OBJECTIVE FORMS OF PERSONAL PRONOUNS.

1. Henry, him. 2. Fanny, her. 3. Fanny and Henry, her and him, them.

Teacher.—Tom, Henry and Fanny may rise. Tom, give Henry this pencil. What did you give Henry?

Tom.—I gave him a pencil.

Teacher.—What word in your answer stands for Henry?

Tom.—*Him* stands for Henry.

Repeat to draw answers to 2 and 3 from other pupils than Tom.

This lesson should be repeated after a week's interval, with variation of method and other pupils.



## LESSON 24.

## REQUESTS OR COMMANDS

Sentences are used not only to make statements and ask questions, but also to make requests. In the picture, the little girl at the gate, whose name is Jean, is making several requests to her friend Helen. She says:—

1. Come over after tea this evening.
2. Be sure to come early.
3. Ask Dorothy to come too.
4. Tell her to bring her new story book.
5. Call for Dorothy when you are ready.
6. Bring your little sister with you.

Write a story about the two little girls. Begin:—  
Once there were two little girls named:—

Tell their names; where you saw them first; what they were talking about; what they did in the evening; what story they liked best; and whether they had a good time.

## LESSON 25.

## INITIALS.

A person's name may be written in full; or it may be shortened by writing only the first letter of the Christian name or names. Thus, *Marian Lee Ross* may prefer to sign her name *M. L. Ross* and *James Wilson Ross* may shorten his name by writing simply *J. W. Ross*. The first letter used in this way instead of a name is called an *initial*.

**Use capitals for initials.**

**Put a period after each initial.**

Copy these names, using initials for all but the surnames :—

Alfred Tennyson.

Jane Taylor.

Horatio Nelson.

Nellie Brown.

James Russell Lowell.

Helen Hunt Jackson.

## LESSON 26.

## REVIEW.

1. Write your name in full.
2. Write the initials of your Christian name and your surname in full.
3. Write in full the names of four friends.
4. Copy these names, using initials for Christian names :—

## EASY EXERCISES IN ENGLISH.

Henry W. Longfellow.  
Anthony Hope.  
A. Conan Doyle.  
Arnold Miller.

Florence Warden.  
Frances H. Burnett.  
Jane Lowe Lyons.  
Clara Abbott.

### LESSON 27.

#### WORDS THAT MEAN MORE THAN ONE.

What words mean more than one. Child? man? woman? fox? mouse?

That form of a word which means one is called the singular form.

That form of a word which means more than one is called the plural form.

Write or spell the plural form of :—

1. Hat.
2. Cherry.
3. Fly.
4. Church.
5. Negro.
6. Wife.
7. Ox.
8. Match.
9. Foot.
10. Potato.
11. Baby.
12. Knife.
13. Key.
14. Goose.
15. Box.

(Say nothing about the formation of the plural.)

### LESSON 28.

Change singular forms to plural and plural to singular :—

1. An apple fell from the tree.
2. This knife is sharp.
3. Is that book yours?
4. A bright fire burned in the grate.
5. A great dog was stretched before the fire.
6. The shout of the child at play came to me through the window.
7. The yellow daffodil dots the lawn.
8. Sparks fly.
9. The bees hum over the flowers.
10. The leaves are green.
11. Buttercups and daisies grow

together. 12. Monkeys are funny animals. 13. Foxes have long bushy tails. 14. Where are my white gloves? 15. Tall oaks from little acorns grow.

### LESSON 28 A

Review the latter half of Lesson 4.

Write a sentence containing *this*, and a question containing *that*. Change each sentence so as to denote more than one.

### LESSON 28 B

#### This and That. These and Those.

By suitable questions draw answers as follows :—

1. This girl is at my desk.

*"This" refers to an object near the speaker.*

2. That boy is standing near the window.

*"That" refers to an object farther away.*

3. These pencils are in my hand.

*"These" refers to two or more objects near the speaker.*

4. Those pencils are on Mary's desk.

*"Those" refers to two or more objects farther away.*

5. This child gave me that pencil.

6. That child gave me this pencil.

Change *this* and *that* in the following sentences so that they may denote more than one :—

1. This black hat is mine.

6. Is this slipper yours?

2. That flower is pretty.

7. Is that your fan?

3. Is this trunk yours?

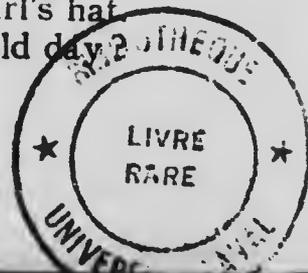
8. What is that noise?

4. That picture is not hers.

9. This is a girl's hat.

5. This room is cold.

10. Is this a cold day?



## LESSON 29.

## LITTLE SENTENCES.

Make sentences by filling in either the name or the words that tell what happened to it :—

- |                       |                            |
|-----------------------|----------------------------|
| 1. .... was melted.   | 12. The robber .....       |
| 2. .... was frozen.   | 13. The eggs .....         |
| 3. .... were broken.  | 14. The fire .....         |
| 4. .... is written    | 15. .... has been rung.    |
| 5. .... was sold.     | 16. .... has been lost.    |
| 6. .... were soled.   | 17. .... was seen.         |
| 7. .... are sawn.     | 18. .... was flooded.      |
| 8. The ship .....     | 19. .... has been soiled.  |
| 9. Oranges .....      | 20. .... was spilled.      |
| 10. The coal .....    | 21. .... has been papered. |
| 11. The sailors ..... |                            |

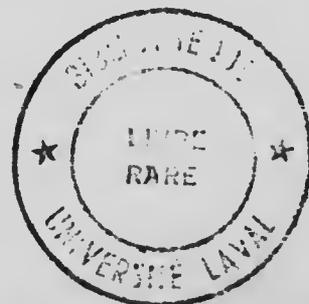
NOTE.—In filling these and similar blanks secure several answers, and encourage the greatest variety consistent with accuracy, e.g., *Butter, tallow, snow, ice, was melted.*

## LESSON 30.

## COMPOSITION.

Outline for the Squirrel.

1. What kind of animal it is. How covered.
2. Its tail, paws, teeth, whiskers, eyes.
3. Where it lives and how it moves.
4. How it gathers and stores its food.
5. Its nature, shy, timid, lively, playful.



## LESSON 31.

## REVIEW OF LESSONS 10 AND 23.

Use these pronouns in sentences and say what each stands for :—

1. I, me. 2. He, she, her, him. 3. He and I, She and I, we. 4. He and she, they. 5. Her and him, them. 6. He, she and I. 7. You and I, You, she and I, You, he and I.

## LESSON 32.

## FOR REVIEW.

We express our thoughts by means of words, which are spoken when we address those who are present, and written when we address those who are absent. Written language, correctly used, follows certain rules, some of which you have now learned.

## Things to be remembered in writing.

*Every sentence that makes a statement or a request begins with a capital and ends with a period.*

*A sentence that asks a question ends with an interrogation point.*

*The word I is written with a capital letter.*

*Each word in the name of a person begins with a capital letter.*

*Each initial is written with a capital and is followed by a period.*

*The names of the days of the week begin with capital letters.*

*The names of the months begin with capitals.*

Names of **places** (cities and streets) begin with capital letters.

A word that names one object is in the **singular** form.

A word that names more than one object is in the **plural** form.

**This** and **these** point out objects near at hand.

**That** and **those** point out objects farther away.

## LESSON 33.

## TEST EXERCISE.

1. The magpie is a pretty bird.
2. Where is little Mabel?
3. When I speak of myself, I use the word I instead of my name.
4. Philip Wood was born on the first Tuesday in April, 1904.
5. Miss Kate R. Barnes lives on Notre Dame Street in the City of Montreal.

## LESSON 34.

## LITTLE SENTENCES.

Supply words that tell what these persons do, e.g., *A shoemaker makes boots, shoes, slippers.*

- |                            |                           |
|----------------------------|---------------------------|
| 1. A lamplighter . . . . . | 10. Butchers . . . . .    |
| 2. A washerwoman . . . . . | 11. Bakers . . . . .      |
| 3. A message boy . . . . . | 12. Plumbers . . . . .    |
| 4. A dressmaker . . . . .  | 13. A carter . . . . .    |
| 5. Coachmen . . . . .      | 14. A thief . . . . .     |
| 6. Policemen . . . . .     | 15. The teacher . . . . . |
| 7. A postman . . . . .     | 16. Shepherds . . . . .   |
| 8. A printer . . . . .     | 17. Cowboys . . . . .     |
| 9. A doctor . . . . .      | 18. Cooks . . . . .       |

## LESSON 35.

## OBJECTIVE FORMS OF PERSONAL PRONOUNS.

Secure by suitable questions the following forms :—

1. Edith and me, her and me, us.
2. Tom and me, him and me, us.
3. You and me, us.
4. Two names, him and her, them.

Pupils (Edith and Tom first) may be told to do something.

Whom did I tell, Tom? (3 answers.)

Whom did I tell, Edith? (3 answers.)

Tom, ask Edith whom I told. (2 answers.)

Carrie, whom did I tell? (3 answers.)

Repeat with variations.

This lesson should be taken a second time after a week's interval.

## LESSON 36.

## REQUESTS OR COMMANDS

Write these sentences :—

George, please bring me your book. Dorothy, come and play with us. Arthur, please close the door. Lend me your pencil, Tom.

These sentences express requests. Notice the commas.

Turn the following sentences into requests:

Tell John to erase the sentence from the board. Tell Fred to lend you his knife. Tell Ethel to show you her drawings. Tell Mary to bring her doll to school. Tell Margaret to lend you her eraser.

Be sure to put the commas in their proper places.

## LESSON 37.

## ABBREVIATIONS.

*Mr. and Mrs. White's little boy is ill. They have sent for Dr. King. The Rev. Mr. Owen is our minister.*

For convenience in writing we sometimes use short forms. What do the short forms *Mr.*, *Mrs.*, and *Dr.* and *Rev.* stand for? A short form is called an abbreviation.

**Every abbreviation should be followed by a period.**

Copy these dates and be sure to put in the correct marks of punctuation :—

Sept. 12, 1907.

June 9, 1900.

Jan. 8, 1912.

Feb. 17, 1896.

## LESSON 38.

1. Write from memory the names of the days of the week and opposite to each write its abbreviation.
2. Write the names of the months and the abbreviations used for nine of them.

## LESSON 39.

## DICTATION EXERCISE

1. Labour Day is the first Monday in September.
2. Thanksgiving Day falls in November.
3. My name is Ethel M. Birks. Mr. and Mrs. Birks, 96 Park Ave., are my father and mother. Dr. Brown is our doctor. I was born on Aug. 14, 1910.

## LESSON 40.

## ORAL COMPOSITION.

## Kindness to Animals.

Then the little Hiawatha  
 Learned of every bird its language,  
 Learned their names and all their secrets,  
 How they built their nests in summer,  
 Where they hid themselves in winter,  
 Talked with them whene'er he met them,  
 Called them "Hiawatha's chickens."

Of all the beasts he learned the language,  
 Learned their names and all their secrets,  
 How the beavers built their lodges,  
 Where the squirrels hid their acorns,  
 How the reindeer ran so swiftly,  
 Why the rabbit was so timid,  
 Talked with them whene'er he met them,  
 Called them "Hiawatha's brothers."

First reading by teacher who may tell who Hiawatha was; several other readings by class and individuals.

Where did Hiawatha live? What would he see every day? Do you think he liked birds and animals? Do you think they liked him? Why? Did you ever talk to a bird or animal? Did it seem to understand and answer? Tell about it.

What secrets did the birds tell him? What did he call them? What secrets did the beasts tell him?

What did he call the animals? Who made the birds? the beasts? us? all things? If God

is the Father of all living creatures we must be kind to them all. They are our brothers and sisters a little lower down.

Close with repetition of Coleridge's stanza, "He prayeth best."

## LESSON 41.

Read the *Hiawatha* extract twice.

It contains fifteen lines, but consists of only two sentences because there are only two periods. The first has seven lines and is all about one thing, the birds. The second has eight lines and tells about one other thing, the beasts. Though there are only two sentences marked by periods, there are fifteen capitals. In writing poetry remember this, **Every line of poetry begins with a capital.**

Develop conversationally two or more of the following topics :—

1. Some story, true or fanciful, about the kind of treatment of a weak or helpless creature.
2. Pets. Describe one. Tell how it comes to you; why you care for it; what you do for it.
3. Imagine yourself a wounded bird or beast. Tell how you received your wound through the cruelty or thoughtlessness of some boy or girl.
4. Short stories showing the affection and intelligence of animals.

## LESSON 42.

## WRITTEN COMPOSITION.

The subject is "*Kindness to Animals*" based on the oral work of the two preceding lessons. The teacher at her pleasure may give outlines or options.

## LESSON 43.

## THE POSSESSIVE OF NOUNS.

*The book belonging to George is torn.  
George's book is torn.*

Both these sentences tell the same thing about the book George owns,—but the second says it in a shorter and better way. Notice the difference between the words *George* and *George's*. We call the little mark before the *s* an apostrophe and we spell *George's* capital G-e-o-r-g-e apostrophe-s. When you see apostrophe-s at the end of a word, you may know that something belongs to the one whose name has this mark after it. *This form of a word which denotes possession is called the possessive form.*

**Add apostrophe and s to a noun to denote the possessive form.**

Write the possessive form of these nouns :—

man,	calf,	lion,	fox,	friend,
fly,	goose,	lady,	Mary,	Peter.

## LESSON 44.

1. Write sentences containing possessive forms as follows :—

My sister's hat.

Mary's voice.

The fly's wing.

A squirrel's teeth.

2. Write the names of six objects whose owners you know and give the owner's name before each, e.g., Fred's birthday.

## LESSON 45.

Copy and learn the following lines:—

“Everywhere, everywhere, Christmas to-night,  
 Christmas in lands of the fir-tree and pine,  
 Christmas in lands of the palm-tree and vine,  
 Christmas where snow peaks stand solemn and  
 white,  
 Christmas where cornfields lie sunny and bright.”  
 Phillips Brooks.

## LESSON 46.

## LITTLE SENTENCES.

Tell what these people do and what tools they use:—Soldiers—fight with *sword, rifles, bayonets.*

- |                            |                           |
|----------------------------|---------------------------|
| 1. The woodman . . . . .   | 9. Washerwomen . . . . .  |
| 2. The fisherman . . . . . | 10. Printers . . . . .    |
| 3. The painter . . . . .   | 11. Bakers . . . . .      |
| 4. A tailor . . . . .      | 12. Masons . . . . .      |
| 5. A dressmaker . . . . .  | 13. Carpenters . . . . .  |
| 6. A shoemaker . . . . .   | 14. Blacksmiths . . . . . |
| 7. The gardener . . . . .  | 15. Shoeblocks . . . . .  |
| 8. The carter . . . . .    | 16. Reapers . . . . .     |

## LESSON 47.

## USE OF CARET AND HYPHEN.

When in writing, some letter or word has been omitted, the mistake may be corrected by writing the omitted word or letter above and putting a **caret** (Λ) below to mark where the omitted part is to be inserted.

When a word is divided at the end of a line, a **hyphen** (-) is used to show that the remainder of the word is on the next line.

In dividing a word care must be taken to make the division between syllables.

Illustrate the use of *caret* and *hyphen* on the blackboard.

## LESSON 48.

## IRREGULAR VERBS. SEE, SAW, SEEN.

1. By suitable questions have these three forms used in sentences. Let the class write them.
2. Put each form several times into a sentence.
3. Put *see*, *saw* or *seen* into the blanks :—

I . . . . . Mary at school to-day.  
 Laura . . . . . her yesterday.  
 Tom . . . . . her every day.  
 We . . . . . the moon last night.  
 Stars are . . . . . in the sky.  
 Next week we shall . . . . . the moon.  
 Have you . . . . . grapes growing on the vines ?

## LESSON 49.

*I saw wheat growing in the field yesterday.*

*I have seen wheat growing in the field.*

*Ripe wheat is seen in autumn.*

Examine these sentences and notice that *saw* stands alone ; but that *seen* has with it little helping words, *have*, *is*.

1. Make sentences using *seen* with each of these helping words : *is*, *was*, *have*, *will be*, *am*, *are*, *were*, *had*, *may be*, *has*.
2. Make sentences using *saw* and one of these words :—  
*yesterday*, *last night*, *last year*.

## LESSON 50.

## LETTER-WRITING

## I.

Knowlton,

Dec. 24, 1912.

Dear Tom,

To-morrow is Christmas Day. To-day it is snowing so hard that nobody can go out. The drifts are three feet deep. The wind is howling and the snow is being blown up against the windows. We are going to stay in-doors, read books, play games, and make candy.

The best time will come when we can get out into the snow and dig caves and make forts. My snow-shoes are ready, and I have a new bob-sleigh this year. I wish you were here for the holidays. What fun we might have!

Give Uncle Fred, Aunt Mary and Ethel my best Christmas wishes.

Your cousin,

George Mason.

By studying this letter you may learn the parts of a letter.

By whom was it written?

To whom was it written?

Where was it written?

When was it written?

What news does it give?

The parts of a letter are :— Knowlton,

**1. The Heading.**

Dec. 24, 1912.

The *heading* tells *where* the letter was written and *when* it was written. How is it punctuated? Where is it placed?

**2. The Salutation.**

Dear Tom,

The *Salutation* shows to *whom* the letter was written. How is it punctuated? Where is it placed?

**3. The body of the letter.**

This tells the news. Where does it begin? With what kind of letter?

**4. The Ending.**

Your cousin,

How is it punctuated? With what kind of letter does it begin?

**5. The Signature.**

This is the name of the writer.

II.

Copy the letter. See that you put each part in its proper place. Be careful about the capitals and punctuation. The words *Aunt* and *Uncle* are written with capitals.

When you write a letter you may use this as a pattern.

III.

. Write three headings, one from Montreal, one from your school, and one from your home.

Date one of them to-day, one to-morrow, and one yesterday.

2. Write three salutations, one to your mother or father, one to your **aunt** or **uncle**, and one to a schoolfellow. These will be all different.

3. Write three endings of letters to the same persons. Let these express your real feeling towards each.

4. Sign your name twice, first in full, then with initials.

### LESSON 51.

#### COMPOSITION ON WINTER.

Write on one or more of the following:—

1. Nature in winter, the snow, bare trees and bushes, evergreens.
2. What I like best to do in winter.
3. Why I like winter better than summer.
4. Making things out of snow.
5. How I learned to skate.

The teacher may select and outline.

### LESSON 52 (review).

**me—I; he—him; she—her; we—us; they—them.**

Fill the blanks with one or other of these pairs of words. (*Several answers to each.*)

1. Did . . . . . hurt . . . . .
2. That is the story . . . . . told . . . . .
3. Where is the book . . . . . promised . . . . . ?
4. The stone struck Ned and . . . . .
5. . . . . saw . . . . . yesterday.
6. Ned and . . . . . were delighted with . . . . .
7. Play . . . . . the tunes which . . . . . love.
8. Have . . . . . heard . . . . . right ?

## LESSON 53.

## DICTATION REVIEW.

1. John's hands are dirty. 2. The kittens are in Mary's lap. 3. Peter's wife's mother lay sick of a fever. 4. Last Thursday Mr. Stone's little dog was lost. 5. New Year's Day comes on Jan. 1. 6. Annie's hat and cloak are new.

NOTE.—The word "*red*" has been omitted in the last sentence before "*cloak*." Correct the mistake.

## LESSON 54.

## SENTENCE

Make sentences to tell what these things are made into, *e.g.*, *Steel is made into knives, pens, needles.*

- |                  |                              |
|------------------|------------------------------|
| 1. Silver .....  | 9. .... is made into flour.  |
| 2. Leather.....  | 10. .... is made into bread. |
| 3. Lead .....    | 11. .... is made into bricks |
| 4. Wool.....     | 12. .... is made of bone.    |
| 5. Gold .....    | 13. .... is made of cotten.  |
| 6. Glass.....    | 14. .... is made of silk.    |
| 7. Feathers..... | 15. .... is made of wire.    |
| 8. Hair .....    | 16. .... is made of cloth.   |

## LESSON 55.

## CONTRACTIONS.

**Don't** you hear me?

*That book isn't mine.*

*Not* is often contracted to *n't* and joined to the word before it. An apostrophe placed between the *n* and the *t* shows that the *o* has been omitted.

From what to words is *don't* made?

From what two words is *isn't* made?

Write the following words with *not* in the full form, and also in the contracted form, *e.g.*, *had not* —*hadn't*.

is, were, do, had, are, have.  
does, can, was, has, did, could.

## LESSON 56.

## NEGATIVES.

**Not, no, none, nothing, nobody, never** are called *negatives*, because they are used to deny.

## I.

Read over aloud many times :

I don't know.	I do not know.
We don't know.	We do not know.
He doesn't know.	He does not know.
They don't know.	They do not know.
He is not ready.	Is he not ready?
He isn't ready.	Isn't he ready?
We aren't ready.	Aren't we ready?
You aren't ready.	Aren't you ready?
I wasn't there.	I was not there.
Weren't you there?	You were not there.
Wasn't he there?	He wasn't there.
Wasn't I there?	Was I not there?
I was not there.	I wasn't there.
Wasn't he there?	Was he not there?

The exercise may be varied by the teacher asking questions and the pupils answering in the same form.

## II.

Read aloud several times, filling the blanks differently each time :—

1. I have no.....
2. You have no .....

3. He has no .....
4. We have no .....
5. You have no .....
6. They have no .....
7. I have nothing to .....
8. He has nothing to .....
9. They have nobody to .....
10. She has nobody to .....
11. I have never seen a .....
12. You have never seen a .....
13. He has never seen a .....
14. We like apples, but I have ..... You have .....  
and he has .....

## III.

Change the meaning of the following sentences, so as to make them *negative* :—

1. It is a cold day.
2. He rides well.
3. What did you see? (answer).
4. He said so.
5. Were you told what to do?
6. Have you any flowers?
7. What have you?
8. I bought some grapes.
9. Look at that butterfly.
10. Is Miss Hunter at home?
11. I hear a drum.
12. Have you anything?
13. Have you seen anybody?
14. Have you ever seen Toronto?
15. In November we have —sunshine, —bees, —butterflies, —flowers, —leaves, —birds.

## LESSON 57.

## PLACE OF THE PARTS OF A LETTER.

## 1. Heading.

320 Sherbrooke Street.

Montreal, Sept. 10, 1917.

## 2. Salutation.

Dear Nellie,

## 3. The letter.

Will you not come over this  
afternoon?

- You will be glad to hear that  
Your friend,  
Louise.
4. **Ending.**  
5. **Signature.**

Copy this letter form, changing the date, putting in the name of a friend instead of Nellie and signing it with your own name. See that each part is in its right place.

## LESSON 58.

**COMPOSITION.**

Write a letter to an absent friend, telling him (or her) about a party or picnic. Tell what you did and how everybody had a good time—even the dog.

## LESSON 59.

**IRREGULAR VERBS. KNOW, KNEW, KNOWN.**

1. Secure the *three forms* by suitable questions, and have each form used several times in sentences.

2. Did you know your lessons yesterday? Which lesson did you know best? Did you know your spelling lesson perfectly? (Several answers to each question.)

3. Fill the blanks with a word taken from each of these groups :—

**am, is, are, was, were, have, has.**

I.....	known.	She.....	known.
You.....	known.	We.....	known.
He.....	known.	They.....	known.

Which of the forms of *know* is used alone?  
Which needs a helping word?

## LESSON 60.

Fill blanks with words that tell where these things may be seen, e.g., *Birds are seen flying in the air, sitting on trees, etc.*

- |                 |                 |                  |
|-----------------|-----------------|------------------|
| 1. Fish.....    | 10. Sheep.....  | 19. Bees.....    |
| 2. Stars.....   | 11. Trees.....  | 20. Smoke.....   |
| 3. Hens.....    | 12. Dew.....    | 21. Clocks.....  |
| 4. Books.....   | 13. Nuts.....   | 22. The moon.... |
| 5. Roses.....   | 14. Rust.....   | 23. Apples.....  |
| 6. Clouds.....  | 15. Worms.....  | 24. Horses.....  |
| 7. Spiders..... | 16. Mice.....   | 25. Indians..... |
| 8. Sand.....    | 17. Ice.....    | 26. Waves.....   |
| 9. Ships.....   | 18. Snails..... | 27. Shells.....  |

## LESSON 61.

Use of "can" and "may."

Tom said, "Mother, *may* I go to school tomorrow?"

His mother answers, "You *may* go, if you are able; but unless you are much better, I do not think you *can*."

**Can** tells what a person is able to do.

**May** tells what a person is permitted or allowed to do.

Have a class question-and-answer exercise, beginning each question with **may**. Ask permission to be excused from lessons, to speak to someone, to ring the bell, to get something, to go home, etc. Let full answers be given.

Also ask similar questions beginning with **can** and draw attention to the difference in meaning.

These questions may be answered, "Yes, you can, but you may not."

## LESSON 62.

**BLOW, BLOWS, BLEW, BLOWN.**

The forms of *blow* and *grow* are like those of *know*.

1. Fill the blanks with one or other of these forms : -

1. How the wind . . . . . yesterday.
2. The wind has . . . . . every day this week.
3. Boys' hats were . . . . . off.
4. May's hair was . . . . . about her face.
5. Were any trees . . . . . down.
6. Strong winds have often . . . . . down big trees.
7. The whistle . . . . . every day.
8. Has it . . . . . to-day?
9. I . . . . . (*know*) a storm was coming when it  
. . . . . so hard.
10. Now the wind . . . . . from the sea.

2. Make three sentences, using each form of *grow* correctly.

## LESSON 63.

**LETTERS (Review).**

1. Review the parts of a letter.
2. Tell what you know about the Post Office. Where is it? Did you ever post a letter? How did you do it? Did you ever receive a letter? How did it come to you? Do you pay anything when you mail a letter? How much does it cost, to someone in Montreal? To someone elsewhere in Canada? How does it travel? Who takes care of it? Who delivers it?

## LESSON 64.

Copy and fill each blank with a word in the possessive form :—

1. The boy tore the.....frock.
2. I found.....ball.
3. We bought this bread at a.....shop.
4. Show me.....letter.
5. The bird built its nest in the.....barn.
6. We went to.....church on Sunday.
7. Do you hear that.....voice singing?

## LESSON 65.

## COMBINING SENTENCES.

*The leaves fell. The leaves covered the ground.*  
Here we have two short sentences, each telling something about the same thing, *the leaves*. We may combine these into one sentence and say, "*The leaves fell and covered the ground.*"

Read these sentences and say which you prefer.

Combine these statements about the same thing each into one sentence :—

1. Winter has come. Winter has gone.
2. Tom lost his knife. Tom cried.
3. A watch ticks. A watch keeps time.
4. The horse shied. The horse threw his rider.
5. The cat watches. The cat moves silently.
6. I buttoned up my coat. I hurried forward.
7. Harry fell into a box-bush. Harry scratched himself.
8. The old people stay at home. The old people talk.
9. The wind blows kites on high. The wind blows the birds about the sky.
10. Bessie likes all flowers. Bessie likes

roses best. 11. The horse had glossy black hair. The horse had a flowing mane. 12. The old dog lies in the sun. The old dog is now good for nothing.

## LESSON 66.

Make sentences to tell *two* things about each of these in several ways :—

1. The gardener. 2. A cow. 3. The squirrel.
4. Evergreens. 5. Beetles. 6. Potatoes. 7. The moon.
8. stars. 9. daisies. 10. Peter.

## LESSON 67.

Write and learn the following lines:—

“He prayeth well who loveth well  
Both man, and bird, and beast;  
He prayeth best who loveth best  
All things both great and small;  
For the dear God who loveth us  
He made and loveth all.”

Coleridge.

Who does the poet say prays best? Why does he thing so? Who prays best? Why? Whom does God love?

## LESSON 68.

## GO, GOES; WENT, GONE

Read aloud many times :—

I go.

You go.

He, she, it goes.

We go.

I went.

You went.

He, she, it went.

We went.



## LESSON 71.

## SOME CONTRACTIONS MUCH USED.

1. *I'm* to be Queen of the May, Mother.
2. Look, Eva, what *I've* found.
3. *I'll* promise to be good.
4. *It's* going to be fine to-day.
5. Where are Mary and Eva? *They're* in the playroom.

What does *I'm* stand for in the first sentence? What letter has been omitted? What is used to mark the omission? Write *I have*. Write *I've*. What letters are in *I have* that are not in *I've*?

Continue with *I'll*, *it's*, *they're*.

**An apostrophe is used in contractions wherever a letter or letters are left out.**

Commit to memory *I'm*, *I'll*, *I've*, *it's*, *he's*, *there's*, *they're*.

## LESSON 72.

## ORAL COMPOSITION.

READ BY WAY OF REVIEW.

## Hide-and-Seek.

## I.

1. When the clean white cloth is laid,  
And the cups are on the table,  
When the tea and toast are made,  
That's a happy time for Mabel.  
Stealing to her mother's side,  
In her ear she whispers low,  
"When papa comes in I'll hide;  
Do not tell him where I go."

2. On her knees upon the floor,  
 In below the sofa creeping;  
 When she hears him at the door,  
 She pretends that she is sleeping.  
 "Where is Mabel?" father cries,  
 Looking round and round about.  
 Then he murmurs in surprise,  
 "Surely Mabel can't be out."
3. First he looks behind his chair,  
 Then he peers beneath the table,  
 Seeking, searching everywhere  
 All in vain for little Mabel;  
 But at last he thinks he knows,  
 And he laughs and shakes his head,  
 Says to mother, "I suppose  
 Mabel has been put to bed."
4. But when he sits down to tea,  
 From beneath the sofa creeping,  
 Mabel climbs upon his knee,  
 Claps her hands: "I was not sleeping."  
 When he asks, "Where is my girl's  
 Very secret hiding-place?"  
 Mabel only shakes her curls,  
 Laughing, smiling, in his face.

Who is the little girl hiding? Whom is she waiting for? What does she do when she hears him? What time of day is it? How do you know? What does her father say when he comes in? What does he pretend? What does he say at last? Do you think Mabel and her father are good friends? Do they love one another? Do you think Mabel's hiding-place is a secret? Have you ever played this game? Did you play it outside or in the house? Who played with you? Tell about it.

This poem has four divisions. Each division has eight lines. Count them. A group of lines forming a division of any poem is called a *stanza*. Remember this word.

## II.

Develop conversationally at least two of the following topics :

1. The little poem "Hide-and-Seek" is a picture of a father's love for his child. Tell of ways in which fathers may show their love for their children, and children for their parents.

2. Does your father sometimes play with you? Perhaps he has played Hide-and-seeK or Blindman's-buff or some other game with you. Perhaps you go for walks with him or your mother. Tell about one game or walk.

3. What game do you like to play at home on a winter evening? With whom do you play it? How do you play it?

4. What game do you like to play out-of-doors in summer? With whom and how?

### LESSON 73.

#### WRITTEN COMPOSITION.

Some game or topic arising out of the oral talks. The teacher may assign one or more subjects and give outlines.

### LESSON 74.

#### TEST EXERCISE.

Copy and fill the blanks with the correct form of *go* or *come* :—

1. Last week we ..... to Toronto by boat.
2. He had ..... home when you .....
3. Sunday ..... once a week.
4. Tom often ..... to his grandfather's.
5. Winter has ..... and winter has .....
6. Men may ..... and men may .....
7. Mary ..... yesterday and ..... away  
to-day.

## LESSON 75.

## DICTATION REVIEW.

1. Where there's a will there's a way.
2. I'm to be Queen of the May.
3. I'll do my very best.
4. Don't lift that weight. It's too heavy.
5. Baby hasn't learned to walk yet.

## LESSON 76.

## REVIEW.

1. Review, with examples, two uses of the apostrophe.
  - (1) To mark the possessive form.
  - (2) To mark the omission of a letter or letters in contractions.
2. Review the contractions of *have*, *am*, *is*, *will* *not*.
3. What is a stanza? Select a poem in the Reader. Tell into how many stanzas it is divided, and how many lines go to a stanza.

## LESSON 77.

## COMBINING SENTENCES.

We have seen (Lesson 65) how we make two statements about one thing in the same sentence. Now we shall learn how to make the same statement about more than one thing. We may say "*Buttercups were growing on the bank*" in one sentence, and in another "**Pretty cowslips were growing on the bank.**" But it is better to combine these two sentences into one and say, "*Buttercups and pretty cowslips were growing on the same bank.*"

Combine the following statements into one sentence :—

1. Dandelions grew in the field. Daisies grew in the field. 2. The talking went on. The laughing went on. 3. A coat is hanging in the hall. An umbrella is hanging in the hall. 4. The lion was fighting for the crown. The unicorn was fighting for the crown. 5. Tom was walking. I was walking with him. 6. A lion went hunting. A fox went hunting with him. 7. The boys raced. The boys jumped. The boys swam. 8. Ships sail on the sea. Boats sail on the sea. 9. A crane once had supper. A fox once had supper with him. 10. The miller dwelt in the old mill. His wife dwelt in the old mill. 11. Gold is found in mines. Diamonds are found in mines. 12. Pride goes before a fall. Vanity goes before a fall.

## LESSON 78.

Complete these sentences in several different ways by supplying the missing part :—

1. Little Rosa and her mother
2. Peanuts and acorns
3. Coal and wood
4. Peaches and plums
5. A rose and a lily
6. .... are days of the week.
7. .... are months of the year.
8. .... : .. are vegetables.
9. .... are wild animals.
10. .... are made of iron.

## LESSON 79.

## ADDRESSES

Turn back to Lesson 69 which tells how envelopes are addressed.

Address them as if they were to be mailed to the principal of your school, the teacher of your class, your father or mother, your clergyman and your doctor.

## LESSON 80.

## WORDS THAT TELL HOW.

## I.

1. How ought good boys and girls to enter the classroom? (Several answers.)
2. How do we walk? (Several answers.)
3. How should we try to write? (Several answers.)

Name the word that you have used to tell *how* we do things.

Complete these sentences in several ways by adding words to tell *how* :—

1. Mary plays .....
2. The dogs barked .....
3. The soldiers fought .....
4. She sings .....
5. The tired child sleeps .....
6. Rain falls .....
7. Arthur studies .....
8. The children play .....
9. The girl sews .....
10. Rivers flow .....

## II.

1. Fill the blanks in several ways with words that tell *how* :—

1. A kind child will speak ..... to all.
2. A quiet horse carried you .....
3. A good writer is one who writes .....
4. I know Tom is cross because he speaks .....
5. When we are gay we act .....

2. Tell in several ways *how* these persons act or behave :—

1. A boy who ill-treats dumb animals.
2. A girl who is giddy.
3. A boy who saves another's life.
4. Children who tell lies.
5. Those who like to have their own way.

3. Make several sentences containing these words that tell *how* :—

1. departed suddenly.
2. arrived unexpectedly.
3. prettily dressed.
4. crept noiselessly.
5. are playing noisily outside.

## III.

1. In the following sentences find the words that tell *how* :—

1. The boy ran swiftly. 2. The kitchen clock ticks distinctly. 3. Bees work industriously. 4. Jack skates easily. 5. Speak plainly. 6. The birds chirp merrily. 7. Mary went hastily from the room. 8. The cattle are grazing contentedly in the meadow.
2. Use each of these words in sentences to show how some action is performed :—
1. awkwardly. 2. carelessly. 3. kindly. 4. foolishly. 5. politely. 6. gaily. 7. patiently. 8. bravely.

## LESSON 81.

**DO, DOES, DID, DONE.**

1. By suitable questions have each of these forms used in sentences several times.
2. Give the oral drill on the three forms as suggested in Lesson 68. Make a rule for the use of *done*.
3. Fill these blanks with the correct forms :—
1. John always ..... his lessons well, but Mary ..... hers better.
  2. I ..... mine well to-day because I ..... my best.
  3. Everybody has ..... well when he has ..... his best.
  4. He ..... all sorts of funny tricks (3 ways).
  5. Who ..... his work for him ? (3 ways).
  6. Have you ..... your work ?
  7. They had ..... their work before I ..... mine.

## LESSON 82.

## USE OF EACH AND EVERY.

- I. Make many sentences to fill these blanks in different ways :—

*All . . . . . are in their . . . . .*

*Each . . . . . is in*  $\left\{ \begin{array}{l} \text{her} \\ \text{his} \\ \text{its} \end{array} \right\}$  *. . . . .*

*Every . . . . . is in* " *. . . . .*

*All . . . . . have their . . . . .*

*Each . . . . . has*  $\left\{ \begin{array}{l} \text{his} \\ \text{her} \\ \text{its} \end{array} \right\}$  *. . . . .*

*Every . . . . . has* " *. . . . .*

*All the pupils are in their places.*

*Each boy is in his place.*

*Every girl is in her place.*

*All birds have their bills.*

*Each bird has its own bill.*

*Every bird has its own bill.*

2. The words **each** and **every** are used in speaking of only one person or thing. They are therefore in the singular form.

Fill these blanks :—

Nobody . . . . . late to-day.

Every one . . . . . in . . . . . place at nine o'clock.

Each boy and each girl . . . . . ready to begin.

All people love good. Everybody . . . . . good and . . . . . evil.

Every bird makes . . . . . nest.

Each bird finds . . . . . mate.

QUEEN OF ANGELS ACADEMY  
SCHOOL LIBRARY

## LESSON 83.

**Take, takes. Took, taken.**  
**Mistake, mistook, mistaken.**  
**Forsake, forsook, forsaken.**

1. Derive these forms and have them used in sentences.
2. Use in sentences the right form of each with *to-day, yesterday, this morning, to-morrow.*
3. Use the right form of each with *are, were, has, will be.*
4. Make rules for the use of *taken, mistaken, forsaken.*

## LESSON 84.

**WRITTEN COMPOSITION. THE COW.**

Tell something about the cow from the following outline :—

1. Her nature and habits.
2. Her use to man.
3. Milk as a food.
4. Butter and cheese.
5. How we should treat her. What she needs.

## LESSON 85.

**SENTENCES (review).**

1. Write a question. What mark follows it ?
2. Write in a sentence two things about *the robin.*
3. Think of two things and tell something about them both in the same sentence.
4. Use *every one* in a sentence.
5. Use *each* in a sentence.

## LESSON 86.

**Review.**

Copy these sentences and fill in the blanks :—

1. **Go—Come.** He had . . . . . before I . . . . .
2. **See** . . . . . that bird. I never . . . . . a prettier one.
3. **Do.** He . . . . . very well for one who had never . . . . . that work before.
4. **Forsake.** The mother bird has not . . . . . her little ones.
5. **Mistake.** Mary . . . . . a figure in her sum.
6. **Blow.** The wind . . . . . all the clouds away.

## LESSON 87.

**REVIEW OF CAPITALS.**

Capital letters are used :—

1. To begin every sentence.
2. To begin every line of poetry.
3. For the names of places (cities and streets).
4. For the names of the days.
5. For the names of the months.
6. For the word I.
7. For Christian names and surnames.

Write one example of each of these uses of capital letters.

## LESSON 88.

**COMBINING SENTENCES.**

Two sentences may be combined into one with little joining words *and*, *but*, *or*. Examine these sentences.

*The rain stopped and the sky cleared.*

*I am going but you must stay.*

*Speak more distinctly or you will not be heard.*

What two statements are made in the first sentence? In the second? In the third? How are they joined together?

1. Add a second statement so as to complete the sentence in several ways.

1. The clouds gathered and .....
2. The bear growled but .....
3. Throw a life-preserver or .....
4. A fog came up and .....
5. Mary has fair hair but .....
6. You must hurry or .....

2. Make little sentences about each of these pairs of words, and join them together by *and*, *but*, or.

1. Snow, night. 2. Soldiers, flags. 3. Nest, eggs. 4. Wind, trees. 5. Make haste, miss the train. 6. Apples, cherries. 7. Squirrels, monkeys. 8. Stars, moon.

### LESSON 89.

#### CONTRACTIONS

1. Isn't it raining hard? 2. Yes, you can't go out now. 3. I'll put on my raincoat. 4. There's Jack with his rubber boots. 5. Isn't it clearing a little? 6. No, it doesn't seem to be. 7. I'm afraid they're waiting. 8. You'll be sure to get wet. 9. Here's Fred. 10. We'll start in five minutes. 11. They'll be sure to meet us. 12. Who'll carry the lunch.

What does each of the contractions in this lesson stand for?

## LESSON 90.

**Run, runs, ran, run.****Swim, swims, swam, swum.**

1. Derive these forms and have them used in sentences.
2. Use in sentences the right form of each with *yesterday, to-morrow, this morning, last night.*
3. Use in sentences the right form of each with *had, have, shall have.*
4. Make rules for the use of swum and ran.
5. Copy and fill in these blanks.  
 The boys ..... in the rain yesterday.  
 They had often ..... there before. The big boys ..... fast.

## LESSON 91.

**ADJECTIVES. COMPARATIVE DEGREE.***Mary is tall.**John is taller than Mary.*

In the first sentence we simply say that "*Mary is tall,*" but we do not compare her with any one else.

In the second sentence we *compare* John and Mary as to height, and say that John is taller than Mary.

When we compare *two* persons or things we use another form of *tall*, namely *taller*. This form which compares is called the **comparative form**.

If you compare a man and a boy as to height, you will say :

*The man is . . . . . than the boy.*

*The boy is . . . . . than the man.*

Compare them as to age.

*The man is . . . . . than the boy.*

*The boy is . . . . . than the man.*

Compare them as to weight.

*The man is . . . . . than the boy.*

*The boy is . . . . . than the man.*

Let the pupils compare two knives, two apples, two books, two sticks, etc., and use the comparative in many sentences.

#### LESSON 92.

**Write, wrote, written.**

**Break, broke, broken.**

Write a sentence containing each of these verb forms.

#### LESSON 93.

### ORAL COMPOSITION.

#### I.

#### THE FOUR SUNBEAMS.

1. Four little sunbeams came earthward one day,  
All shining and dancing along on their way,  
Resolved that their course should be blest.  
"Let us try," they all whispered, "some kindness to do,  
Not seek our own happiness all the day through,  
Then meet in the eve at the west."
2. One sunbeam ran in at a low cottage door,  
And played "hide-and-seek" with a child on the floor,  
Till baby laughed loud in his glee,  
And chased in delight his strange playmate so bright,  
The little hands grasping in vain for the light  
That ever before them would flee.

3. One crept to a couch where an invalid lay,  
And brought him a dream of the bright summer day,  
Its bird-song and beauty and bloom ;  
Till pain was forgotten and weary unrest,  
And in fancy he roamed through the scenes he loved  
best  
Far away from the dim, darkened room.
4. One stole to the heart of a flower that was sad,  
And loved and caressed her until she was glad,  
And lifted her white face again ;  
For love brings content to the lowliest lot,  
And finds something sweet in the dreariest spot,  
And lightens all labour and pain.
5. And one, where a little blind girl sat alone  
Not sharing the mirth of her playfellows, shone  
On hands that were folded and pale,  
And kissed the poor eyes that had never known sight,  
That never would gaze on the beautiful light  
Till angels had lifted the veil.
6. At last, when the shadows of evening were falling,  
And the sun, their great father, his children was calling  
Four sunbeams sped into the west,  
All said, " We have found that in seeking the pleasure  
Of others, we fill to the full our own measure,"  
Then softly they sank to their rest.

M. K. B.

This poem is to be read first by teacher and then several times by the class.

Where would the four sunbeams start? What time of the day would it be? Where did they agree to meet at eve? Why in the west? What did they resolve to do?

Tell what the first sunbeam did.

Whom did the second sunbeam amuse? What did the invalid dream? What did he forget?

How did the third sunbeam make a little flower happy? Tell some things that love may do for us.

What did the fourth sunbeam do for the little blind girl? What makes this act of kindness so beautiful?

Who called the little sunbeams back? What did they say as they sank to rest?

## II.

What are the divisions of a poem called?

How many stanzas are there in this poem? Tell what each stanza is about, using one sentence only for each stanza.

“ I’m sorry that I spelt the word ;  
I hate to go above you,  
Because,” —the brown eyes lower fell—  
“ Because, you see, I love you.”

WHITTIER.

This is what a little girl said to a schoolmate. This is unselfishness. Have you ever felt like this? Do you think the little sunbeams would feel like this? The little sunbeams found their best happiness in doing acts of loving service for others.

Have you ever felt happy after doing a kind act to some one. Tell about it.

The golden rule: *Do to others as you would have them do to you.* When you want to know whether you have acted kindly or not, ask yourself whether you would like others to do the same to

you. This is the test. What about Sambo and Joe and Molly in the story of selfish Sambo? Can you tell about some unselfish act that you have seen?

## LESSON 94.

**COMPARATIVE OF ADJECTIVES.**

Have two lines on the blackboard, two pencils, two sticks, two books, etc., conspicuously different in length, size, thickness, width and shade of colour. Let the class note and tell the difference in answer to the question: "Which of the two is this?"

That is the *shorter* of the two lines.

That is the *longer* of the two lines.

Secure the words *larger, smaller, thicker, thinner, wider, narrower, lighter, heavier, lighter, darker.*

## LESSON 95.

**WRITTEN COMPOSITION.**

Write briefly in your own words the story of the Four Sunbeams.

## LESSON 96.

**COMPOUND WORDS.**

Two words may be put together so as to make a compound word, as *teaspoon, haystack.*

Make compound words by adding other words to *water* and *house.* Make compound words by putting other words before *mother* and *maid.*

## LESSON 97.

## WRITTEN REVIEW.

Write answers to these questions :—

1. At what time did you go to school this morning ?
2. Did you know all your lessons ?
3. Did you run on your way to school ?

Copy and fill in the blanks :—

1. **break, run.** The colt had . . . . . his halter before he . . . . . away.
2. **know.** I have . . . . . all the time that you . . . . . the truth.

## LESSON 98.

## ORAL REVIEW.

1. Aunt Martha gave me *this* watch. She gave Ethel *that* dress.

Why do you use *this* in the first sentence, and *that* in the second ? Use similar sentences using *these* and *those*.

Explain the difference.

2. Fill the blanks with *may* or *can* :—

You . . . . . row the boat near the shore, but you . . . . . not go out far. John . . . . . steer, for he . . . . . handle the rudder. Remember that neither of you . . . . . swim. When do you use *may* ? When do you use *can* ? Make other sentences to show the use of these two words.

3. Use in sentences *warmer, prettier, sweeter, riper*. How many objects do you compare when you use words like these ? Tell what two objects you compare in each of your sentences.

## LESSON 99.

## MARKS OF PUNCTUATION.

A period is used,

1. At the end of a sentence.
2. After the initials of a name.
3. After abbreviations.

Give examples of each of these uses of the period.

An apostrophe is used,

1. To mark the omission of a letter or letters in contractions.

2. To mark the possessive form of a noun.

Give examples of each of these uses of the apostrophe.

3. Give examples of the use of the caret and hyphen

## LESSON 100.

## SENTENCES.

A second statement is often joined to a first statement by the little words *who*, *which*, *that*.

*A man (who) loves his country is a patriot.*

*We met the boatman (who) took us across the river.*

*This is the house (that) Jack built.*

Complete these sentences by adding a second statement :—

1. A man who ..... is a doctor.
2. A man who ..... is a cook
3. The parcel which ..... has not arrived.

4. I lost the umbrella which .....
5. The sky that ..... was suddenly clouded.
6. The wind that ..... blew a gale.
7. The water which ..... swept away the railway.
8. Flowers that ..... are called snow-drops.
9. A little fish ....., will grow into a big one.
10. A bird that ..... is called a bird of passage.
11. Those who ..... will be rewarded.
12. Did you sail by the steamer which .....
13. The robbers who ..... have fled.
14. Give this to the poor boy who .....
15. I admire men who .....

## LESSON 101.

## DATES

July the first, in the year eighteen hundred and sixty-seven, is usually written July 1, 1867. This was the birthday of the Dominion and we should all remember it.

Write answers to the following questions:—

1. On what date were you born? 2. On what date did school begin? 3. When was last Christmas? 4. When was the last Dominion Day? 5. When shall we celebrate the King's next birthday? 6. When did the Great War begin? 7. On what date did the last Victoria Day come? 8. What is the date of next Monday.

## LESSON 102.

## LETTERS (Review).

1. What is the heading of a letter? Where is it written? How is it punctuated? Write the heading of a letter written from your school.

2. What is the salutation? Where is it written? Write the salutation of a letter to your mother, to your aunt, to a schoolmate. 3. With what kind of letter does the body of a letter begin? Where is the first word written? 4. What is the ending? Which part is the complimentary close? Which word is written with a capital? Which part is the signature? Write the ending of a letter to your mother, to your aunt, to a schoolmate.

## LESSON 103.

## IRREGULAR VERBS (Review).

1. Answer in different sentences :—

1. What words are written with capital letters?
2. Who wrote the best letter?
3. How did you come to school?
4. Whose slate did Tom break?
5. When was the slate broken?

2. Copy and fill in blanks :—

**Take.** Tom . . . . . home his books every night. He has . . . . . them home often. He . . . . . them home last night.

## LESSON 104.

## COMPOUND WORDS.

1. Make compound words by adding other words to *snow, rose, mid.*
2. Make compound words by putting other words before *where, land, tree.*

## LESSON 105.

**IRREGULAR VERBS (Review).**

1. Write the three forms of *do, come, go, see, run, take, know, write, blow, break.*
2. Which one of each of these forms is used alone? Which one needs a helping word?
3. Write a list of all the helping words that you can remember.

## LESSON 106.

**WRITTEN COMPOSITION.**

1. Description of some flower from observation. The teacher may give outline, or
2. Tell what you know about a bird's nest, where it is built, what it is made of, how the outside of the nest looks, how the inside feels, what you know about the eggs, and the feeding of the little birds.

## LESSON 107.

**DICTATION TEST.**

1. May I speak to Ethel?
2. Is Albert taller than Lucy?
3. Montreal and Toronto are large cities of Canada.
4. Mary is staying at her uncle's.
5. The grocer's waggon is at Mrs. Green's door.
6. Last Sunday we went to hear Rev. Mr. Owen preach.

## LESSON 108.

**DICTATION TEST**

1. The King's birthday is a holiday.
2. We're going to the seaside in July. Isn't that pleasant? Uncle Edward and Aunt Martha are going with us.

3. Henry W. Longfellow's birthday was Feb. 27, 1807. He wrote many beautiful poems and was very fond of little children.

## LESSON 109.

**REVIEW**

1. What is a sentence? How do you begin a sentence? How end it?
2. What is a question? How do you begin a question? How end it?
3. Give some rules for the use of capital letters.
4. What is an abbreviation? How do you mark it? What are often abbreviated?
5. What is an initial? How do you mark it?
6. What is a contraction? How do you mark it?
7. How do you mark the possessive form of a noun?
8. For what purpose is the hyphen used?
9. For what purpose is the caret used?
10. What does the singular form of a noun denote? What the plural?



FAMILY CARES.

## LESSON 110.

What is this little girl doing? What is her name? Give her some name that you like. How is she dressed? Where has she come from? What time do you think it is?

How many pets has she? What are they? Where is the kitten? Where is the puppy? What is he trying to do? Do you think he will succeed? Can the little girl help him? Why not? What else is the little girl carrying? What do you see on the step below her? How do you think they came there? Has she too much to look after?

What is the name of the picture? What is the meaning of this name, "Family Cares"? Where is the little girl's mother? What will the little girl say to her mother when she comes? What will her mother do?



### FRIENDS OR FOES.

#### LESSON III.

1. What group of three do you see in this picture? 2. What are they looking at? 3. Why do they look so surprised? 4. Will they make friends with the frog? 5. What else do you see in the picture?

*Write answers to these five questions. Let each answer be a complete statement.*



## A HELPING HAND.

### LESSON 112.

This picture has something to tell you. What do you see in it?

*Tell all you can about :—*

- |                     |                 |
|---------------------|-----------------|
| 1. The little girl. | 3. The boatman. |
| 2. The boat.        | 4. The sea.     |

Give the picture a name.

*Write answers to these questions :—*

1. Who is the little girl?
2. What is she doing?
3. How did she happen to go out in the boat?



**HIGHLAND SHEPHERD'S HOME.**

LESSON 113.

What is a shepherd? Where are the Highlands?  
Is the shepherd's home large or small? Do you  
see more than one room? Are there many things  
in the room?

What time of day is it in the picture? What  
do you see through the open door? What group  
of three do you see? What are the mother and  
father doing? Do they love their little baby?

Why has the shepherd got his hat on? Where is he ready to go? Who will go with him? What is the dog now doing? How does he look? Of what use is the dog to the shepherd? What kind of a dog is he?

What is the sheep doing? Who has brought him to the cottage? Why? Look at the faces of the shepherd and his wife. What kind of people do you think they are? Do you think they love animals? What else is there in the picture to make you think so?



IN DISGRACE.

## LESSON 114.

This is a picture of a little girl "in disgrace." What is her name? What is the dog's name? Can she go out and play? Look at her face and tell how she looks. What may be the matter with her? Tell what you think has happened?

Who is leaning against her? How does he look? Why? Little *May* will tell her troubles to *Carlo*. What do you think she says?

*Write the story that this picture tells.*



## SAVED.

### LESSON 115.

Study the story suggested by this picture. Where are the dog and the child? Why is the dog panting? Study the hero-dog, how he looks, what he has done, is doing, what he seems to say.

1. Let various pupils tell how the little boy came to fall into the sea.
2. Let other pupils tell what happened after that. Secure as many details as you can to add to the interest of the story.
3. Review the full story, covering all the details.
4. Have you a pet dog? Tell how he looks. Describe him so that we should recognise him, if we saw him.
5. How should we take care of a dog? What does he need? How should we treat him? Tell anything you know about the devotion or sagacity of a dog. How are dogs useful to man?
7. *Write the story that this picture tells.*



## A DAY AT THE BEACH.

### LESSON 116.

Tell all that you can see in this picture.

1. What is the scene? Where is it? What do you see in the distance? What kind of a day is it? What month? Is the sun shining? What time of day is it? What colour is the sky? The sea? The sand? Who are the little children? Give them names. Where do they come from? Where are their shoes and stockings? What are they doing? What else might they do? How long will they stay on the shore? What will they say when they go home?

2. *A day at the Beach.* Imagine that you are the boy or girl in this picture and write what you did during the day at the beach.



## LESSON 117.

What is the picture about? Try and give it a name. What names shall we give to the little girl and boy? How are they related to each other? What has the little girl been doing to the geese? What is the goose trying to do to her? How does the child look? How does she feel? What is she trying to do? What does she say to the goose? What does the goose say to her? What does her brother intend to do? How does the story end? What did someone who saw it all say?

*Write the story of the picture.*

## LESSON 118.

**OCTOBER'S BRIGHT BLUE WEATHER.**

O suns and skies and clouds of June,  
And flowers of June together,  
Ye cannot rival for one hour  
October's bright blue weather.

When loud the bumble-bee makes haste,  
Belated, thriftless vagrant,  
And golden-rod is dying fast,  
And lanes with grapes are fragrant ;

When gentians roll their fringes tight  
To save them for the morning,  
And chestnuts fall from satin burrs  
Without a sound of warning ;

When on the ground red apples lie  
In piles like jewels shining,  
And redder still on old stone walls  
Are leaves of woodbine twining ;

When all the lovely wayside things  
Their white-winged seeds are sowing,  
And in the fields, still green and fair,  
Late aftermaths are growing ;

When springs run low, and on the brooks,  
In idle golden freighting,  
Bright leaves sink noiseless in the hush  
Of woods, for winter waiting ;

O suns and skies and flowers of June,  
Count a your boasts together,  
Love loveth best of all the year  
October's bright blue weather.

HELEN HUNT JACKSON.

The teacher will read the poem to the class. The class will then read it several times before it is discussed.

Stanza 1. June and October are *rivals*. What is meant by that? What four beauties of June are named? What beauty of October is given in this stanza? Which month do you prefer?

Stanza 2. In the story of the Ant and Grasshopper. Which is *thrifty*? Which is *thriftless*? Which is the *bumble-bee*? What two other words describe him? Why is he a *vagrant* or wanderer? Why *belated* or *behind time*? Will this account for his fussy haste? What two things mark the picture in the last two lines of this stanza?

Stanza 3. What two beauties of October are given in this stanza? What are *gentians*? If you have gathered chestnuts, explain what is meant by *satin burrs*.

Stanza 4. The first two lines give an October picture of an orchard. What are in the orchard? To what are they compared? What happens to the woodbine in October?

Stanza 5. Two October pictures of the roadsides and of the fields. Can you name any "*way-side things*" that sow "*white-winged seeds*"? How are such seeds distributed? "*Math*" is an old word that means "*mowing*." Why is a second crop from a field in one year called an *aftermath*?

Stanza 6. Have you seen the glories of October woods when the leaves have turned? These "*bright leaves float on the brooks in idle golden freighting*." Try to explain this.



