

**CIHM  
Microfiche  
Series  
(Monographs)**

**ICMH  
Collection de  
microfiches  
(monographies)**



**Canadian Institute for Historical Microreproductions / Institut canadien de microreproductions historiques**

**© 1997**



The copy filmed here has been reproduced thanks to the generosity of:

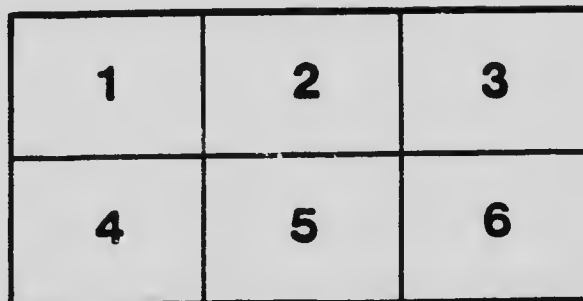
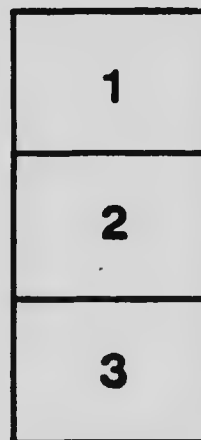
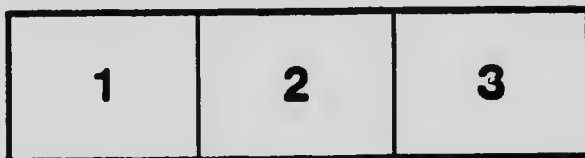
Bibliothèque générale,  
Université Laval,  
Québec, Québec.

The images appearing here are the best quality possible considering the condition and legibility of the original copy and in keeping with the filming contract specifications.

Original copies in printed paper covers are filmed beginning with the front cover and ending on the last page with a printed or illustrated impression, or the back cover when appropriate. All other original copies are filmed beginning on the first page with a printed or illustrated impression, and ending on the last page with a printed or illustrated impression.

The last recorded frame on each microfiche shall contain the symbol  $\rightarrow$  (meaning "CONTINUED"), or the symbol  $\nabla$  (meaning "END"), whichever applies.

Maps, plates, charts, etc., may be filmed at different reduction ratios. Those too large to be entirely included in one exposure are filmed beginning in the upper left hand corner, left to right and top to bottom, as many frames as required. The following diagrams illustrate the method:



L'exemplaire filmé fut reproduit grâce à la générosité de:

Bibliothèque générale,  
Université Laval,  
Québec, Québec.

Les images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

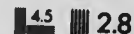
Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminant par la dernière page qui comporte une telle empreinte.

Un des symboles suivants apparaîtra sur la dernière image de chaque microfiche, selon le cas: le symbole  $\rightarrow$  signifie "A SUIVRE", le symbole  $\nabla$  signifie "FIN".

Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.

# MICROCOPY RESOLUTION TEST CHART

(ANSI and ISO TEST CHART No. 2)



2.8



5.0

5.6

6.3

7.1

8.0

9.0

10

11.2

12.5

14

16

18

20

22.5

25

28

31.5

36

40

45

50

56

63

71

80

90

100

112

125

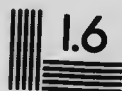
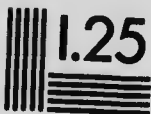
140

160

3.2

3.6

4.0



APPLIED IMAGE Inc

1653 East Main Street  
Rochester, New York 14609 USA  
(716) 482 - 0300 - Phone  
(716) 288 - 5989 - Fax

Yates

**RENOUF'S**  
**EXERCISES IN ENGLISH**  
**FOR**  
**FOURTH YEAR PUPILS**



1920  
**RENOUF PUBLISHING COMPANY**  
**MONTREAL**

1920

PE  
1111

RENOUF'S

EASY EXERCISES IN ENGLISH

R41912

FOR

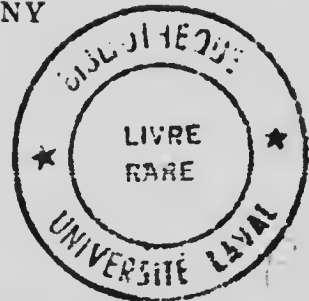
1920

FOURTH YEAR PUPILS

1920

RENOUF PUBLISHING COMPANY

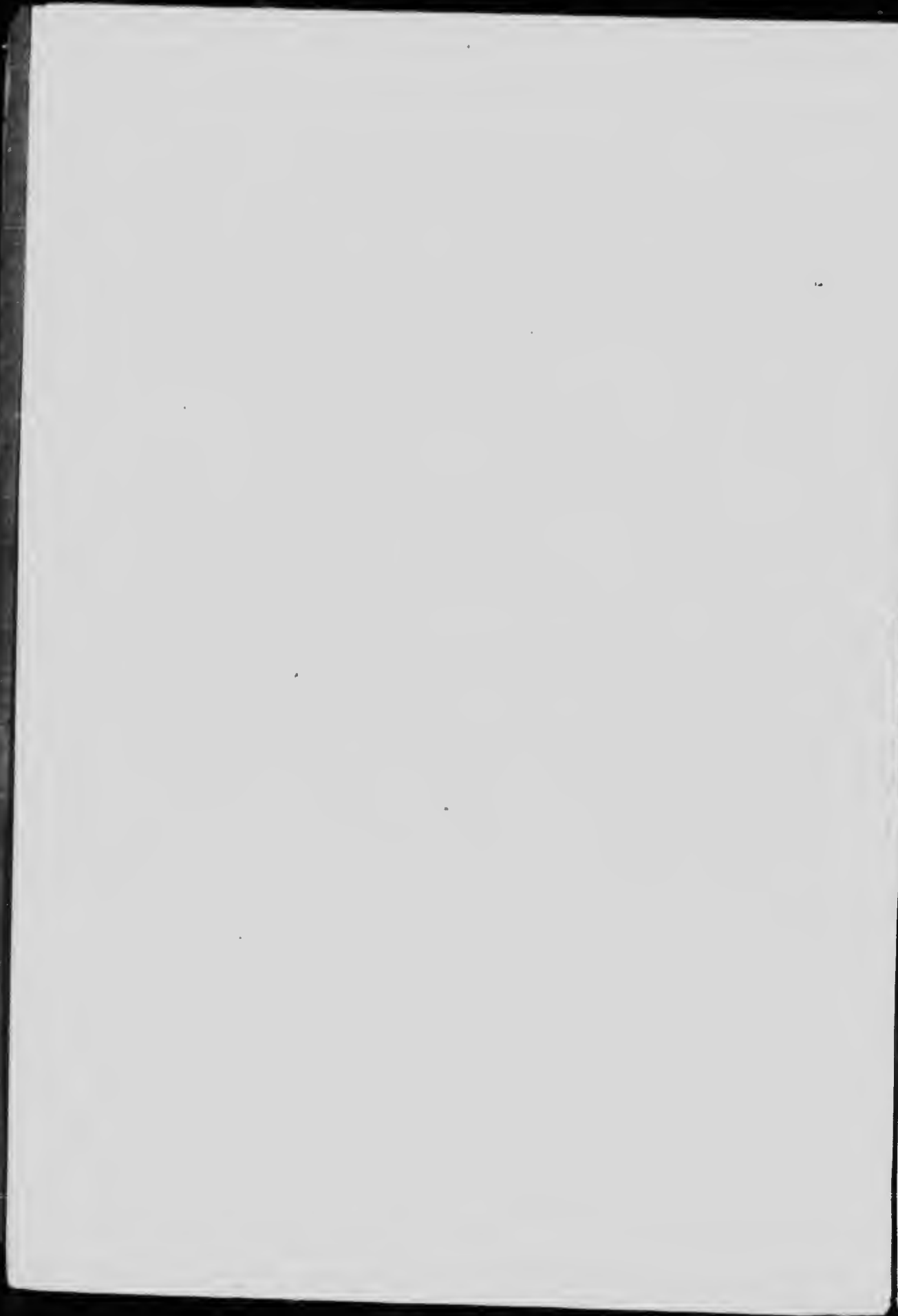
MONTREAL



**Entered, according to Act of Parliament of Canada, in the year one thousand  
nine hundred and twelve, by RENOUF PUBLISHING CO., in  
the Office of the Minister of Agriculture.**

EASY EXERCISES  
IN  
ENGLISH FOR FOURTH YEAR  
PUPILS





# CONTENTS.

Lesson		Page
1	Capitals and Punctuation Marks .. . . . . .	6
2	Statements and Questions .. . . . . .	6
3	Christian Names and Surnames—Initials .. . . .	7
4	Written Exercises on Names and Initials .. . . .	7
5	Days and Months and their Abbreviations .. . . .	8
6	Dictation Exercise on Days and Months .. . . .	8
7	The Possessive of Nouns .. . . . . .	9
8	Names of Places .. . . . . .	9
9	Dictation Exercise on Names of Places .. . . .	10
10	Contractions .. . . . . .	10
11	Contractions .. . . . . .	11
12	Test Exercise on Contractions .. . . . . .	11
13	Homonyms: <i>blue, blew; eight, ate</i> .. . . . . .	12
14	Nouns .. . . . . .	12
15	Common and Proper Nouns .. . . . . .	13
16	Exercises on Nouns .. . . . . .	14
17	The Use of Capitals .. . . . . .	14
18	Homonyms: <i>flower, flour; grate, great</i> .. . . .	15
19	Written Composition—An Apple Orchard .. . . .	16
20	Written Composition—The Goose .. . . . . .	16
21	Helping Verbs .. . . . . .	17
22	Composition—An Ear of Corn .. . . . . .	18
23	Irregular Verbs— <i>Choose and freeze</i> .. . . . . .	18
24	Proper and Common Nouns (Review) .. . . . . .	19
25	Homonyms: <i>two, too, to; pair, pear, pare</i> .. . . .	19
26	Use of Commas .. . . . . .	20
27	Dictation Exercise on the Use of Commas .. . . .	20
28	The Plural of Nouns .. . . . . .	21
29	Composition—The Flag .. . . . . .	21
30	Plural of Nouns .. . . . . .	22
31	Pronouns as Subjects .. . . . . .	22
32	Verbs: <i>bite, forget</i> .. . . . . .	23
33	Poem—The Village Blacksmith .. . . . . .	23
33	Oral Composition on The Village Blacksmith .. . . .	25
34	Use of <i>shall</i> and <i>will</i> .. . . . . .	26
35	Written Composition on The Village Blacksmith .. . . .	26





109	Adjectives with <i>look, sound, taste, smell, feel</i>	67
110	Irregular Verbs: <i>sit, set; lie, lay</i> .. . . .	68
111	Written Composition—The Fish .. . . .	68
112	Use of Who and Whom .. . . .	68
113	Pronouns as Subjects and Objects .. . . .	69
114	Dictation Test .. . . .	69
115	Letter-writing—A Note of Invitation .. . . .	70
116	Written Composition—The Beaver .. . . .	70
117	Review Lessons 1, 2 and 3—Dictation .. . . .	70
118	Review Lessons 4 and 5—Dictation .. . . .	71
119	Review Lesson 6—Sentences .. . . .	71
120	Review Lessons 7, 8, 9, 10 and 11 .. . . .	71
121	Review Lessons 12, 13 and 14—Possessives ..	71
121a	Review Lessons 15, 16, 17 and 18 .. . . .	72
122	Letter Writing—A Reply to Note of Invitation	72
123	Written Composition—Flowers .. . . .	72
124	Review Lessons 19 and 20—Dictation .. . . .	73
125	Review Lessons 21 and 22—Exercise on Pro- nouns .. . . .	73
126	Review Lessons 23, 24 and 25—Exercises on Adjectives and Adverbs .. . . .	74
126	Review Questions .. . . .	74
126	Things to be Remembered .. . . .	77
127	Picture Story—Happy as the Day is Long ..	79
128	Picture Story—Winter Sports .. . . .	81
129	Picture Story—A Day's Outing .. . . .	81
130	Picture Story—Little Red Riding-Hood .. . .	84
131	Picture Story—Grace Darling .. . . .	86
132	Picture Story—The Princes in the Tower .. . .	88
133	Picture Story—David the Shepherd .. . . .	90
134	Picture Story—The Judgment of Paris .. . . .	92
135	Oral Composition—Lucy Gray .. . . .	93

7  
8  
8  
8  
9  
9  
0  
0  
1  
1  
1  
2  
2  
2  
2

RENOUF'S  
EASY EXERCISES IN ENGLISH  
FOR  
FOURTH YEAR PUPILS

LESSON I.

*(For Reading and Study.)*

**CAPITALS—MARKS OF PUNCTUATION.**

One of the hard things for us to learn in *writing* our thoughts is to remember the **rules of writing**. There are certain ways in which our thoughts must be written if we would make them plain to those who read them.

For example, when you write your name it is usual to begin every word with a capital letter and put a period after each initial. When you write a sentence it is usual to begin it with a capital and end it with a period. If you forget to put either a capital or period in the right place, you will be thought ignorant and untaught.

There are certain **signs** or **marks** which it is usual for us to use in writing in order to make the meaning plain. These are **capitals** and **marks of punctuation**.

Did you ever try to read a letter in which the capitals and periods had been left out? If so, you

will know how helpful capitals and marks of punctuation are, and how difficult it is to get the meaning of sentences when they are omitted.

*Capitals and punctuation marks are used to make the thoughts in a sentence plain.*

Open your Readers and notice how the sentences are marked off by capitals at the beginning and by periods at the end. They keep the thoughts of each sentence distinct and prevent one sentence from running into another.

## LESSON 2.

### STATEMENTS—QUESTIONS.

To speak or write about things we must use sentences. As soon as you put a *thought* in *words* you use a sentence. Here are two sentences about a *bat* :—

*The bat is a little beast.*

*Is the bat a bird or beast ?*

Note the difference in the way the thought about the bat is expressed. The first sentence makes a statement. The second sentence asks a question. Remember these three things about a sentence :—

A complete thought expressed in words is called a sentence.

**When a sentence makes a statement it begins with a capital and ends with a period. When a sentence asks a question it begins with a capital and ends with an interrogation point.**

Write two sentences that make statements  
Write two sentences that ask questions.

## LESSON 3.

**CHRISTIAN NAMES, SURNAMES—INITIALS.**

My name is *Mary Ellen Grant*.

My father's name is *George Alfred Grant*.

Every person has two names, a *Christian name* and a *surname*.

That part of a name given to a child by its parents is the *Christian name*. The *Christian name* may be one or more words. How many words make the *Christian name* of the girl given above?

The name that belongs to all members of the same family is the *surname*. What is the *surname* of the girl given above?

A person's name may be written in full or it may be shortened by writing only the initials (first letters) of the *Christian name*. Thus *Mary's* father signs himself *G. A. Grant*, and *Mary* writes her name *Mary E. Grant*.

In writing names remember two things :—

**Each word in a person's name begins with a capital letter.**

**Put a period after each initial.**

## LESSON 4.

**WRITTEN EXERCISES.**

1. What is your father's surname? Write his full name.
2. What was your mother's surname before she was married? Write her full name.
3. Give the surnames of two families that live near you.



4. Write your name in full and underneath write the surname with initials.

5. Write the full names of three classmates and under each write the surname with initials.

## LESSON 5.

**DAYS, MONTHS, ABBREVIATIONS.**

Sunday . . . . .	Sun.	Thursday . . . . .	Thurs.
Monday . . . . .	Mon.	Friday . . . . .	Fri.
Tuesday . . . . .	Tues.	Saturday . . . . .	Sat.
Wednesday . . . . .	Wed.	July . . . . .	
January . . . . .	Jan.	August . . . . .	Aug.
February . . . . .	Feb.	September . . . . .	Sept.
<b>March</b> . . . . .	<b>Mar.</b>	October . . . . .	Oct.
April . . . . .	Apr.	November . . . . .	Nov.
May . . . . .		December . . . . .	Dec.
June . . . . .			

When a word is shortened it is said to be *abbreviated*.

*An abbreviation is the short form of a word.*

**A period should be placed after an abbreviation.**

The names of the days and of the longer months are often abbreviated; but the names of the shorter months should not be shortened.

These are common abbreviations:—

**Mr., Mrs., Dr., Rev.** What longer words do they stand for?

## LESSON 6.

**DICTATION EXERCISE.**

1. The days of the week are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

2. The spring months are March, April and May.
3. The summer months are June, July and August.
4. The autumn months are September, October and November.
5. The winter months are December, January and February.
6. Rev. Dr. Brooks is a friend of Mr. and Mrs. Wilson.

## LESSON 7.

**POSSESSIVE OF NOUNS.**

Give the names of objects whose owners you know, and give the owner's name before each object, as *Tom's ball*, *a lion's tail*. Spell the owner's name in each answer.

What do you add to a noun to show the *possessive* form?

**Add the apostrophe (') and s to a noun to form the possessive.**

Write from dictation :—

1. A lady's glove.
2. A girl's hat.
3. A squirrel's teeth.
4. Fred's birthday.
5. Philip's sister.
6. Edward's cousin.

## LESSON 8.

**HOW TO WRITE THE NAMES OF PLACES.**

1. The capital of *Canada* is *Ottawa*.
2. Coffee comes from *Arabia*.
3. *Broadway* and *Fifth Avenue* are streets in New York.

4. *Victoria School, St. Luke St., Montreal.*
5. *29 Front St., Toronto, Ontario.*

What places are named in these sentences? With what kind of letter does each begin? Of what are St. and Ave. abbreviations? Of what is St. in St. Luke an abbreviation?

In 4 and 5 notice that the parts of an address are separated by commas.

**Names of places begin with capitals.**

### LESSON 9.

#### DICTATION EXERCISE.

1. My name is . . . . . I live on . . . . .  
St., in the city of . . . . . I attend . . . . .  
School on . . . . . St.
2. Will you go to Park Avenue for me?
3. Mr. Green's store is on St. Catherine Street.
4. London, Paris and Berlin are three of the  
largest cities of Europe.

### LESSON 10.

#### CONTRACTIONS.

*Mary can't find the place.*

*She hasn't torn the page.*

**Can't and hasn't are contractions.**

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

Add *not* in the contracted form to each of these words and spell the words so formed:—

is	has	might	do
are	have	could	did
was	had	would	does
were	must	should	

Words like **don't** made from two words by omitting a letter or letters are called *contractions*.

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

## LESSON 11.

**CONTRACTIONS.**

Other common contractions are :—

**is** contracted to 's, as **it's**.  
**am** contracted to 'm, as **I'm**.  
**will** contracted to 'll, as **he'll**.  
**are** contracted to 're, as **they're**.  
**have** contracted to 've, as **I've**.  
**it** contracted to 't, as **'tis**.

Write contractions of *he is, she is, there is, here is, she will, I will, they will, it was*.

## LESSON 12.

**TEST EXERCISE.**

1. There's a little brown thrush. He's singing to me. Don't you hear? Don't you see? I'm as happy as happy can be.
2. Wasn't there?
3. They weren't ready.
4. Wouldn't you like to go?
5. 'Tis the voice of the sluggard.
6. I've solved the problem.

LESSON 13.  
HOMONYMS.

**Blue, blew; Eight, ate.**

A sufficient study of *homonyms* requires:—

1. The distinct recognition of each.
2. Ability to spell and write them in sentences.
3. Ability to explain their meaning in general terms.

**Method.**

1. Show a *blue* object and by suitable questions secure the name of the colour. Have the word spelt and used in sentences. Its meaning. *Blue* the name of a colour.

2. Secure the word *blew* in answer to suitable questions about the wind. Have the word spelt and used in sentences. Its meaning. *Blew* tells what the wind did.

3. Dictate two sentences containing the homonyms.

Note:—Children should not be expected to use both homonyms in the same sentence.

LESSON 14.

**NOUNS.**

When we speak we say something about something. We should find it hard to talk at all without using *names*. Everything that you know or can think of has a name. A word used to name things is called a **noun**. The word *noun* means *name*.

**A noun is the name of something.**

Give or write nouns that are the names of each of these things:—

1. Animals. 2. Trees. 3. Flowers. 4. Vegetables. 5. Fish. 6. Birds. 7. Things that you see in the schoolroom. 8. Things to eat. 9. Things to wear. 10. Things to play with.

## LESSON 15.

## COMMON AND PROPER NOUNS.

There are two kinds of nouns, *common nouns* and *proper nouns*.

**Helen** is a girl.

**Fido** is a dog.

**Montreal** is a city.

**The Empress of India** is a steamship.

If you compare the pairs of nouns in these sentences, you will notice that *Helen* is the name of a *particular* girl, but that *girl* is a *class-name* which belongs in *common* to Helen and to each individual of the girl-class. In the same way *Fido* is the name of a *particular* dog, *Montreal* of a *particular* city, and *Empress of India* of a *particular* steamship; but *dog*, *city* and *steamship* are class-names that belong not only to Fido, Montreal and the Empress of India, but also in common to all individuals of the same classes.

A proper noun is the name of a particular person, place, animal or thing.

A common noun is a class-name that belongs to each individual in the class.

Proper nouns begin with capitals.

## LESSON 16.

1. Use in sentences a *proper noun* with each of these *common nouns* (class-names) :

1. boy. 2. girl. 3. child. 4. teacher. 5. man.  
6. woman. 7. doctor. 8. grocer. 9. baker. 10. day.  
11. month. 12. place. 13. river. 14. mountain.  
15. country.

2. Write proper nouns in one column and common nouns in another.

1. cow. 2. horn. 3. King Arthur. 4. star.  
5. Sunday. 6. day. 7. High School. 8. bread.  
9. milk. 10. tulips. 11. cats. 12. man-of-war.  
13. The Victory. 14. David. 15. Jack the Giant  
Killer.

## LESSON 17.

## USE OF CAPITALS.

## I.

Capitals are used to beg. :—

1. Sentences that make statements.
2. Sentences that ask questions.
3. Names of places.
4. Names of days.
5. Names of months.
6. Names of persons.
7. Proper names.
8. The words "Uncle" and "Aunt" when they are used with Christian names.

## II.

Capitals are also used :—

1. For **titles**. Titles are marks of respect and courteous address. Remember these and their abbreviations :—

Mr. and Esq. (Esquire), used in addressing a man.

Mrs., used in addressing a married woman.

Miss, used in addressing an unmarried woman.

Rev. (reverend), the title of a clergyman.

Dr. (doctor), the title of a physician.

Capt. (captain), Gen. (general), and Col. (colonel) are military titles.

2. For every name and title of **God**, as **The Lord** is good, and **He** knoweth them that trust **Him**.

3. To begin every line of poetry. Illustrate from Reader.

### III.

1. George V. is King of England. 2. Uncle John and Aunt Mary. 3. God is sometimes called Lord, Father, Creator and the Supreme Being. 4. Dr. French and Capt. Snow are cousins of Rev. P. O. Brooks.

Up the airy mountain,  
Down the rushy glen,  
We daren't go a-hunting  
For fear of little men.

### LESSON 18.

#### HOMONYMS.

**F**lower, flour ; grate, great.

For method, see Lesson 13.



## LESSON 19.

WRITTEN COMPOSITION  
AN APPLE ORCHARD.

1. Did you ever gather apples? 2. What is an orchard?
3. Are apple trees larger than peach trees? Than elm trees?
4. Are they straight and tall or broad and bushy? 5. What colour are the blossoms? 6. When do the blossoms appear?
7. When are the apples ripe? 8. How do people gather them?
9. Do people gather them in any other way? 10. How are they packed for market? 11. Do people have apples in winter? 12. How are they kept?

Tell a story about:—

1. A visit to an apple orchard in Spring.
2. A visit to an apple orchard in apple-picking time, (men, ladders, baskets, barrels).
3. The journey of the apples from orchard to store.
4. The story of an apple from the seed to the fruit.

## LESSON 20.

## THE GOOSE.

Show the class a large picture of a goose. Draw the attention to the short legs, webbed feet, broad flat bill and large powerful wings. Talk about its food,—grubs, worms and insects, as well as grass and clover. Explain that its feathers are made waterproof by an oil from its body; and that next to the skin is a thick coat of down. Talk about the nest lined with soft down and feathers plucked from her own body and if possible, show the class a goose egg. Tell of the "picking", when in late summer the down and soft feathers from the breast and under parts are plucked to make pillows. Tell some story of the intelligence of the goose; and speak of the gander's protection of his mate when she is hatching and of the care of both parents for the little goslings.

Write a composition about the goose from the following outline:— 1. Appearance. 2. Food. 3. Covering. 4. Nest. 5. Uses. 6. Intelligence.

Teachers may give a more exact outline, **suitable for the object selected. Pupils will write from six to nine sentences.** Composition exercises are to be read and marked by the teacher, corrected by the pupils and re-written at a subsequent lesson. The following hints may be found useful :—

1. In the beginning criticism will be limited to arrangement, misspelled words and violations of the known rules of punctuation and capitalization.

2. To indicate errors without making corrections, *S* may be used in the margin to indicate an error in spelling, *G* in grammar, *P* in punctuation or capitals, and *R* in arrangement.

3. Half of the second lesson may be taken for criticism and correction, and half for a second writing.

“In the examination of papers carefully note *prevailing faults* and certain *individual faults*. For the former have an exercise in class criticism, in which all realise that the object is *to do better next time*,—and not to *find fault*. During this exercise each pupil should have his own paper in his hand for self-criticism and correction. Only self-effort counts. When a pupil has been led to try to find his errors in order to do better next time, the battle is more than half won.”\*

#### LESSON 21.

### HELPING VERBS.

#### **Be, have.**

Some verbs are called *helping verbs* because they help to make up verb-forms. The helping verbs are

\* From the Introduction to the Webster-Cooley Course in English.

*do, be, have, shall, will.* The two helping verbs most used are *be* and *have*.

Commit to memory :—

<i>I am.</i>	<i>We are.</i>
<i>He (she) is.</i>	<i>You are.</i>
<i>It is.</i>	<i>They are.</i>
<i>I have.</i>	<i>We have.</i>
<i>He (she) has.</i>	<i>You have.</i>
<i>It has.</i>	<i>They have.</i>

Repeat these forms with *come* and *go*.

### LESSON 22.

## COMPOSITION.

Study an ear of corn.

What covers it? Where does the silk grow? How are the kernels arranged on the cob? Where are the largest kernels? Where are the smallest? What else do you notice about the ear of corn?

Write a paragraph of five sentences about the ear of corn.

### LESSON 23.

## IRREGULAR VERBS.

**Choose, chose, chosen ; Freeze, froze, frozen.**

1. Derive these forms and use them in sentences.

2. Use them with the forms of *am* and *have*, as in Lesson 21.

3. Copy and fill in blanks :—

Always . . . . . the right. Solomon . . . . . wisdom. The right is . . . . . when you . . . . . wisely.

The water in the pond . . . . . last night. It is . . . . .  
all over. If it . . . . . much harder, we can skate.

## LESSON 24.

**PROPER AND COMMON NOUNS (Review).**

1. Write a proper noun that is the name of :—

1. A boy. 2. A girl. 3. A town. 4. A country.  
5. A dog. 6. A horse. 7. A ship.

2. Select the nouns in these sentences, say whether they are proper or common. Give the reason.

1. May is a pleasanter month than April. 2. We have read about the Battle of Waterloo. 3. The horse that won the race was Lightning. 4. Mont Blanc is the highest peak of the Alps.

## LESSON 25.

**HOMONYMS.**

**Two, too, to ; Pair, pear, pare.**

1. For method, see Lesson 13.
2. Copy and fill in blanks :—

1. These two are a perfect . . . . . Will you . . . . .  
them ?
2. . . . . of my friends are coming . . . . . our house  
. . . . . play tennis this afternoon.  
Shall you be . . . . . tired . . . . . come ?  
It is . . . . . hot a day . . . . . play for more than  
. . . . . hours.



## LESSON 26.

## USE OF COMMAS.

**Richard**, *is your sister coming to school to-day?*

**Yes**, *here she comes!*

*Come here, **Frank**, and bring your book.*

To whom is the first question addressed? What is used after Richard's name to mark it off? What is used to mark off the word *yes* in his reply? Who is addressed in the second sentence? What are used to mark off Frank's name?

**The name of the person addressed is marked off from the rest of the sentence by a comma or commas.**

*The words **yes** and **no** in replies are marked off by a comma.*

Copy and put in commas :—

1. Mary will you come with me?
2. Yes I shall be glad to go.
3. I came here Harry to speak to you.
4. Will you wait Ethel for your brother?
5. No I can't. It is too late.

## LESSON 27.

1. Review the previous lesson.
2. Write from dictation :—

Miss Stone, will you lend me that book?

Yes, very willingly, my dear Mary, if you will take care of it.

Good morning, Mr. Green.

I am sorry, George, that you cannot come.

## LESSON 28.

## THE PLURAL OF NOUNS.

In English there are two numbers, **singular** and **plural**. When we speak of *one* of the things for which a noun stands, we use the *singular* number. When we speak of *more than one* of the things for which a noun stands, we use the *plural* number.

A noun is in the singular number when it names one thing.

A noun is in the plural number when it names more than one thing.

Most nouns add *s* to the singular to form the plural, as *dog*, *dogs*.

When the singular ends in a sibilant (*s*, *sh*, *ch*, *x*, *z*) the plural requires the full syllable *es* to prevent a hissing sound.

Spell the plural of *glass*, *box*, *bush* and *church*. Think of other similar words and spell the plural.

## LESSON 29.

## COMPOSITION.

## THE FLAG.

1. What is the name of our flag?
2. What are its colours?
3. Explain its pattern.
4. Name the crosses.
5. What is the colour of each cross?
6. What do the crosses stand for?
7. Why are the crosses to form one pattern?
8. On what days do we hoist the flag?
9. Why should we honour the flag?

Write a composition of six sentences about the flag.

## LESSON 30.

## PLURAL OF NOUNS.

1. Nouns ending in *y* (following a consonant) take **ies**, as *lily*, *lilies*.

Spell the plural of *baby*, *cry*, *fairy*, *canary*, *fly*, *poppy*.

Give and spell other similar words.

Notice that nouns ending in *y* (following a vowel) add *s* only. As *valley*, *valleys*.

Spell the plural of *toy*, *holiday*, *bay*, *stairway*, *donkey*.

2. Fifteen nouns ending in *f* or *fe* take *ves* in the plural, as *wolf*, *wolves*.

Spell the plural of *wolf*, *wife*, *wharf*, *thief*, *shelf*, *sheaf*, *self*, *loaf*, *life*, *leaf*, *knife*, *half*, *elf*, *calf*, *beef*.

## LESSON 31.

## PRONOUNS AS SUBJECTS.

1. I, you, he, she, it. 2. He and I, she and I, we. 3. He and she, they. 4. He, she and I, we. 5. You, he and I, you, she and I, we.

By suitable questions review these pronouns :—

If we speak of John what word do we use instead of his name? If we speak about Mary? When we speak to John? When we speak to Mary? When Mary speaks of herself? When John speaks of himself? When we speak of a pencil or some object? What did we use all these objects instead of?

Words used instead of nouns are called **pronouns**.

Name the pronouns that can be used as subjects.

This lesson may be repeated after a week's interval.

### LESSON 32.

## BITE, BIT, BITTEN. FORGET, FORGOT, FORGOTTEN.

1. Secure by suitable questions these verb-forms and use them in sentences.

2. Repeat the different forms of *I bite, I bit, I am bitten, I have bitten, I forget, I forgot, I am forgotten, I have forgotten.* (See Lesson 21.)

3. Use the above forms in sentences, as *Tom has forgotten his exercise book.*

### LESSON 33.

## ORAL COMPOSITION.

### I.

#### THE VILLAGE BLACKSMITH.

1. Under a spreading chestnut tree  
     The village smithy stands ;  
     The smith, a mighty man is he,  
     With large and sinewy hands ;  
     And the muscles of his brawny arms  
     Are strong as iron bands.
  
2. His hair is crisp, and black, and long,  
     His face is like the tan ;  
     His brow is wet with honest sweat,  
     He earns whate'er he can,  
     And looks the whole world in the face,  
     For he owes not any man.



3. Week in, week out, from morn till night,  
 You can hear his bellows blow;  
 You can hear him swing his heavy sledge,  
 With measured beat and slow,  
 Like a sexton ringing the village bell,  
 When the evening sun is low.
4. And children coming home from school  
 Look in at the open door;  
 They love to see the flaming forge,  
 And hear the bellows roar,  
 And catch the burning sparks that fly  
 Like chaff from a threshing-floor.
5. He goes on Sunday to the church,  
 And sits among his boys;  
 He hears the parson pray and preach,  
 He hears his daughter's voice  
 Singing in the village choir,  
 And it makes his heart rejoice.
6. It sounds to him like her mother's voice,  
 Singing in Paradise !  
 He needs must think of her once more,  
 How in the grave she lies;  
 And with his hard, rough hand he wipes  
 A tear out of his eyes.
7. Toiling. — rejoicing, — sorrowing,  
 Onward through life he goes:  
 Each morning sees some task begin,  
 Each evening sees it close;  
 Something attempted, something done,  
 Has earned a night's repose.
8. Thanks, thanks to thee, my worthy friend,  
 For the lesson thou hast taught;  
 Thus at the flaming forge of life  
 Our fortunes must be wrought;  
 Thus on the sounding anvil shaped  
 Each burning deed and thought.

To be read first by teacher, then several times by the class.

1. Where was the smithy? What sort of man was the smith? What words describe his hands? His arms? His muscles? His hair? His face?

2. What was the blacksmith's character? Had he self-respect? Which two lines make you think so? Was he honest? Was he hard-working? Give reasons for thinking so.

3. What are the bellows? The heavy sledge and sounding anvil? To what are they likened? The flaming forge? To what are the burning sparks likened?

4. Do you think the blacksmith was good and kindly in his disposition? Do you think he liked little children? Did they like him? Give reasons. What family had he? How did he spend Sunday? What made his heart rejoice? Why? How did he show his love for his lost wife?

## II.

Read the last two stanzas several times.

1. This poem is divided into groups of lines called *stanzas*. How many stanzas are there? How many lines to a stanza?

2. In the 7th stanza how does the blacksmith go through life? What doing? What does each morning see? Each evening?

3. In the last stanza the poet thanks the blacksmith for the lesson which his life teaches. We cannot succeed at the "flaming forge" and "sounding anvil" of life without hard toil. The lessons which the story of the blacksmith's life teaches are the *blessing of honest toil*, and *happiness in everyday life*. We cannot all be equal or do great things.

"All service ranks the same with God:  
There is no first or last."

"The trivial round, the common 'ask,  
Will furnish all we ought to ask,  
Room to deny ourselves, a road  
To bring us daily nearer God."

4. The best workers are happy in their work.  
Did you ever sing at your work? Do you remember how a song, a laugh or a cheery word helped you or some one else to work and be happy?

## LESSON 34.

## SHALL AND WILL

Write the following sentences:—

1. I shall go to Ottawa by the Grand Trunk Railway. 2. You will go by the Canadian Pacific. 3. We shall arrive at the same hour. 4. My uncle will meet us there. 5. He will take us to his home. 6. There we shall meet my aunt. 7. She will entertain us. 8. They will show us the beauties of Ottawa.

Notice how *shall* and *will* are used in these sentences.

Write three sentences using *shall* as you think it should be used.

Write three sentences using *will* as you think it should be used.

Write the story suggested by the sentences at the beginning of this lesson.

## LESSON 35.

## WRITTEN COMPOSITION.

Write the story of the Village Blacksmith from this outline:—

1. Who he was. His appearance.

2. His nature, honest, hard-working, self-respecting, kind, affectionate.

3. How he spent his life. What lesson we may learn from his life.

## LESSON 36.

## PLURAL OF NOUNS.

1. Spell the plural of *man, woman, child, tooth, or, mouse, goose, foot.*

2. Nouns ending in *o* generally add *es* to form their plural, as *potato, potatoes.*

3. Write (or spell) the plural of: 1. Hat. 2. chimney. 3. enemy. 4. calf. 5. match. 6. fox. 7. ass. 8. thrush. 9. negro. 10. crutch. 11. wharf. 12. tooth. 13. poney. 14. sky. 15. osprey. 16. thief. 17. ox. 18. grass. 19. hero. 20. buoy.

## LESSON 37.

## HOMONYMS.

Sail, sale; Pail, pale; Pair, pare.

Write the following sentences:—

1. Two pale little boys went to the seaside.
2. Each wore a pair of overalls.
3. The overalls were bought at a sale.
4. Each boy had a little pail.
5. They filled their pail with sand.
6. Soon they saw a sail out at sea.
7. After a time they became hungry.
8. They began to pare the apples they had brought for their lunch.

Notice how the words at the beginning of the lesson are used in the sentences.

Make other sentences containing these words correctly used.

## LESSON 38.

## IRREGULAR VERBS.

Lie, lay, lain; Lay, laid, laid.

"To lie" means to rest in a horizontal position.

"To lay" means to put or place.

I lie	We lie	I lay	We lay
He lies	You lie	He lays	You lay
She lies	They lie	She lays	They lay

*She lies down. She lays the cloth for dinner.*

1. Use the verb-forms in sentences.
2. Repeat the forms of *I lay* and *I laid*.  
Repeat the forms of *I have lain* and *I have laid*.  
Repeat the forms of *I shall lie* and *I shall lay*.
3. Copy and fill in blanks :—
  1. The sick girl . . . . . on the bed. She had . . . . . there a long time.
  2. My hen has . . . . . an egg every day this week ; she . . . . . one to-day.
  3. The cat . . . . . asleep when the dog . . . . . down beside her.
  4. . . . . aside your books.
4. Ask questions and give many oral answers, using *lie, lay, lain*, correctly.
5. Give one or two minute exercises of these verbs as opportunity occurs.

## LESSON 39.

### HOMONYMS.

Turn to the sentences in Lesson 37 and name the two boys after two of your friends. Then write the story suggested by the sentences.

Be sure to use the words **sail, sale, pail, pale, pair** and **pare** in your story.

## LESSON 40.

**POSSESSIVE OF PLURAL NOUNS  
ENDING IN S.**

*Birds' feathers.*                      *Squirrels' teeth.*  
*A bird's feathers.*                    *A squirrel's teeth.*

What is the difference between *bird's* and *birds' ? Squirrel's* and *squirrels' ?* Both are in the possessive form. When the plural ends in *s*, a second *s* is not added to form the possessive, but the apostrophe is retained to mark the possessive form.

**Add the apostrophe (') to a plural noun ending in *s* to form the possessive.**

**A. Spell the plural possessive of these nouns:—**

1. soldier. 2. robin. 3. lady. 4. wolf. 5. fox.  
 6. horse. 7. fly. 8. bird. 9. bee. 10. negro. 11. king.

**B. Use these possessive forms in sentences.**

## LESSON 41.

**USE OF COMMAS IN A SERIES OF WORDS.**

John, Mary, Ethel and Tom are going to a picnic. They have cakes, apples, tarts and buns in their lunch basket. The picnic is at St. Helen's Island. There are swings, merry-go-rounds, playgrounds and bathing places at the Island. They will have a good time.

Read and observe the use of commas. There are three series of similar words. In each series the name of each part is marked off by a comma.

**The comma is used to separate the parts of a series of similar words.**

The parts of *addresses* and *dates*, being parts of a series, are marked off by commas.

*Aberdeen School, St. Denis St., Montreal.*

*Monday, June 16, 1912.*

*The carpenter uses hammer, nails, saw, rule and plane.*

*Hurry, Jane! Here are your coat, hat, rubber and neck-ruff.*

Notice that no comma is placed between the two last words of a series when they are connected by *and*.

#### LESSON 42.

### POSSESSIVE OF NOUNS.

1. When the plural of a noun does not end in *s*, the possessive is formed by adding an apostrophe and *s*, as in the singular.

The plural of *mouse* is *mice*, and the possessive form of *mice* is *mice's*, as *mice's teeth*.

Write in the same way the possessive plural of *man, child, woman, ox, goose*.

2. When a name consists of more than one word, the apostrophe and *s* are added to the last word of the name, e.g., Mr. Smith's house.

A. Write in the same way the possessive form of:—

1. Mr. White.
2. Miss Dolly.
3. Mr. Green.
4. Rev. A. Carlton.
5. Col. Emerson.
6. Dr. Merton.
7. My brother-in-law.

B. Use these possessive forms in sentences.

#### LESSON 43.

### USE OF COMMAS IN A SERIES OF WORDS

Copy and fill in blanks with at least three nouns, putting in commas when necessary:—

1. The grocer sells .....
2. I saw ..... on the way to school this morning.
3. .... are names of months.
4. .... are domestic animals.
5. .... are vegetables.
6. .... are made of iron.

## LESSON 44.

**LETTER-FORMS.**

1. How to write the dates.

These dates are correctly written and punctuated :—

July 4, 1908.

Feb. 22, 1894.

Write in the same way these dates : 1. To-day.

2. Next Christmas Day.
3. Next New Year's Day.

2. How to write the place-heading.

These place-headings are correctly written and punctuated :—

314 Mance St., Montreal.

**High School, University St., Montreal.**

Write in the same way, (1) Your home address,  
(2) Your school address.

3. How to write the salutation to relatives and friends.

Study and write these salutations :—

1. My dear Mother,

4. Dear George,

2. Dear Uncle Jack,

5. My dear Ethel,

3. Dear Cousin May,

6. Dear Miss Nash,

**The heading of a letter tells where and when it is written.**



The salutation shows to whom the letter is written.

## LESSON 45.

## WRITTEN COMPOSITION.

1. Write to your friend Harry and ask him to spend next Saturday with you. Tell him there is fine skating near your house. The snow has been swept off the ice and a shed in which skaters can warm themselves has been built on the shore. (*For boys.*)

2. Vacation is drawing near. Write to your cousin, Rachel Foster, and ask her to spend the holidays with you. Tell her what you can do to make her visit a pleasant one. (*For girls.*)

## LESSON 46.

## DICTATION TEST.

1. Miss Mary Wall lives at Park Avenue, Montreal.
2. Mr. Charles Martin's family live on St. Denis St.
3. Monday, 22nd Feb., 1912.
4. Trees have roots, trunks, branches and leaves.
5. Come, John, it is time to go to school.
6. Girls' shoes are not as heavy as boys'.

## LESSON 47.

## PLURAL OF NOUNS.

How do most nouns form their plural? What nouns form the plural in **-es**? What nouns form the plural in **-ves**? What nouns form the plural in **-ies**?

—es	—ves	—ies	Irregular
lasses	elves	lilies	mice
potatoes	lives	injuries	

Write under each column as many more examples as you can.

## LESSON 48.

You have now had *four forms* of the noun :—

The singular form, *father*.

The possessive singular form, *father's*.

The plural form, *fathers*.

The possessive plural form, *fathers'*.

What does each of these forms denote? How is the possessive formed?

Spell and name the four forms of each of these nouns and explain the difference in meaning :—

1. sister.
2. baby.
3. child.
4. king.
5. wolf.
6. lass.

## LESSON 49.

## ADJECTIVES.

*A red box.*

*A merry heart. An honest man. Blue ribbons.*

What is the use of *red*? Of *blue*? Of *merry*? Of *honest*?

*Red* describes *box*. *Blue* describes *ribbons*. *Merry* describes *heart*. *Honest* describes *man*.

**Words that describe persons places and things (nouns) are called adjectives.**

1. Give a word that will describe the colour of the sky, the grass, the moon.

2. Give a word that will describe the shape, the taste, the size of an apple.

3. Give several words that will describe the weather, a kitten, flowers, writing, reading, the kind of girl we like, the kind of boy you ought to try to be, the kind of scholar that always knows his lessons.

## LESSON 50.

**ADJECTIVES.**

1. Fill in the blanks with adjectives :—

1. I saw a . . . . . horse. 2. . . . . boys must be punished. 3. What a . . . . . picture! 4. Montreal is a . . . . . city. 5. Apples are . . . . . 6. That lady is . . . . . 7. That little girl is . . . . .

These words are adjectives. Use them with suitable nouns :—

- |             |              |                  |
|-------------|--------------|------------------|
| 1. ripe.    | 11. brittle. | 21. graceful.    |
| 2. playful. | 12. glassy.  | 22. awkward.     |
| 3. kindly.  | 13. saucy.   | 23. rude.        |
| 4. quiet.   | 14. cruel.   | 24. polite.      |
| 5. old.     | 15. rough.   | 25. talkative.   |
| 6. gentle.  | 16. smooth.  | 26. quarrelsome. |
| 7. simple.  | 17. bright.  | 27. rainy.       |
| 8. neat.    | 18. dull.    | 28. curious.     |
| 9. stern.   | 19. droll.   | 29. shrewd.      |
| 10. stormy. | 20. funny.   | 30. difficult.   |

## LESSON 51.

**COMPARISONS.***As and like.*

Comparisons are often made by using the words *as* and *like*.

Complete these comparisons :—

- |                        |                           |
|------------------------|---------------------------|
| 1. As green as.....    | 11. As wise as a.....     |
| 2. As red as.....      | 12. As harmless as a..... |
| 3. As busy as.....     | 13. As slow as a.....     |
| 4. As swift as an..... | 14. As swift as a.....    |
| 5. As strong as.....   | 15. As hard as.....       |
| 6. As gentle as.....   | 16. As smooth as.....     |
| 7. As true as.....     | 17. As blue as.....       |
| 8. As happy as a.....  | 18. As solemn as an.....  |
| 9. As white as.....    | 19. As sharp as.....      |
| 10. As black as.....   | 20. As clear as.....      |

In these sentences tell (1) what objects are compared, and (2) in what respect they are alike :—

1. Ships that in the distance looked like sea-gulls.
2. Blue were her eyes as the fairy-flax,  
Her cheeks like the dawn of day.
3. Eyes black like berries, face brown as a nut,  
locks like snow.
4. Trees and bushes, covered with hoar-frost,  
looked like a forest of white coral.
5. The delicate green creeping plants in the  
floor of the cave looked like an embroidered carpet.

### LESSON 52.

**Velvety** means **like velvet**.

**Golden-yellow** means **yellow as gold**.

Change each word below to a phrase beginning with *like* or *as*, and use it in an oral sentence :—

- |              |                 |                  |
|--------------|-----------------|------------------|
| 1. rosy.     | 6. queenly.     | 11. bird-like.   |
| 2. glassy.   | 7. gentlemanly. | 12. cat-like.    |
| 3. starry.   | 8. girlish.     | 13. coal-black.  |
| 4. sunshiny. | 9. heroic.      | 14. silver-grey. |
| 5. velvety.  | 10. angelic.    | 15. egg-shaped.  |

LESSON 53.  
ADJECTIVES.

Write the following sentences:—

1. The snow is deep and white. 2. The boys were tired and hungry. 3. The soldiers are brave and patriotic. 4. The nights are long and cold.

What words describe *snow? boys? soldiers? nights?*

Make other sentences like the above about *Santa Claus, skates, the Christmas tree, clouds, girls, the robin.*

LESSON 54.  
IRREGULAR VERBS.

**Fly, flew, flown; Flow, flowed, flowed.**

*Birds fly.*

*Waters flow.*

1. Repeat the other forms of *I fly, I shall fly, I flew, I have flown* and of *I flow, I should flow, I flowed, I had flowed.*

2. Use the six forms correctly in sentences.

3. Fill these blanks with the right forms:—

1. A river ..... past the town. 2. It has always ..... there. 3. It ..... there before I was born. 4. See the lark ..... 5. It will ..... out of sight. 6. It has ..... a long way. 7. Something ..... against my face.

LESSON 55.  
ORAL COMPOSITION.

(For Reading and Study.)

I.

In a sunny spot stood a pleasant old farmhouse circled all round with deep canals. From the walls

down to the water's edge grew great burdocks, so high that under the tallest of them a little child might stand upright. The spot was as wild as if it had been in the centre of a thick wood.

In this snug retreat sat a duck upon her nest, watching for her young brood to hatch; but the pleasure she had felt at first was almost gone. She had begun to think it a wearisome task, for the little ones were so long in coming out of their shells. It was a long time to stay so much by herself.

At length, however, one shell cracked, and soon another; and from each came a living creature, that lifted its head and cried "peep, peep."

"Quack, quack," said the mother; and they all tried to say it, too, as well as they could, as they looked all about them on every side at the tall, green leaves. Their mother allowed them to look about them as much as they liked, because green is good for the eyes.

"What a great world it is, to be sure!" said the little ones, when they found how much more room they had than when they were in the eggshell.

—From the "Ugly Duckling," by  
Hans Christian Andersen.

You have already learned how poetry is divided into stanzas and how each stanza consists of a *group of lines*.

You will now learn that prose writings are divided into **paragraphs**. A *paragraph* is a *group of sentences*. Each paragraph usually contains several sentences, all telling about the same thing. In order that every new paragraph may be easily re-

cognised it is **indented**, that is, *its first sentence begins at a little distance from the even margin of the paper.*

Open your Readers and observe how each reading lesson is divided into paragraphs, and how each paragraph tells about some one thing.

## II.

Read the selection again and review the paragraph.

What is described in the first paragraph of the "Ugly Duckling"? What are you told about the farmhouse? Where did it stand? What grew near it? How tall were the burdocks?

What is described in the second paragraph? What does this paragraph tell about the duck?

What does the third paragraph tell about the hatching?

What does the fourth paragraph tell about the mother? About the little ones?

What does the fifth paragraph tell?

What do you know about a duck, wild or domestic?

1. Its body, length and shape, covering.
2. Colour, back, under parts, head, beak, wings, tail, feet.
3. Beak, size, shape, how adapted to the food and habits of the bird.
4. Feet, how adapted to the needs of the bird. Class of swimmers, shedding of water.
5. How it moves, flies, its note.

6. Food, what it is, how it gets it, method of eating.
7. Uses to man, protection of ducks, wild and domestic.

## LESSON 56.

**WRITTEN COMPOSITION.**

Write two or three sentences about the duck on each of the following :—

1. Its class, swimmers, its covering, how it sheds water.
2. Its beak and feet, how they are adapted to its needs.
3. Its uses to man.

Write three short paragraphs. Remember the indentation.

## LESSON 57.

**IRREGULAR VERBS.**

**Rise, rose, risen ; Raise, raised, raised.**

1. The teacher will use the verb-forms in sentences.
2. Give the other forms of *I rise, I rose, I shall rise, I have risen.*
3. Give the other forms of *I raise, I raised, I should raise, I am raised.*
4. Fill in the blank spaces correctly : --
  1. The sun . . . . . earlier every morning now.
  2. When the sun . . . . . we . . . . . the windows to let in fresh air.
  3. The river . . . . . so high that many places were flooded.



4. Our friend . . . . . to go when it struck ten.
5. He had . . . . . before she entered the room.
6. We . . . . . many beautiful flowers last summer.
7. Potatoes are . . . . . for winter use.

## LESSON 58.

## REVIEW.

Write a sentence to illustrate the use of each of the following : —

1. A capital in titles.
2. A capital for some name of God.
3. A comma after a noun of address.
4. A comma in writing an address.
5. A comma in writing a date.
6. A comma to separate the parts of a series of words.
7. An apostrophe to mark the possessive singular.
8. An apostrophe to mark the possessive plural.
9. An apostrophe in contractions.
10. A hyphen in compound words.
11. A period in abbreviations.

## LESSON 59.

## IRREGULAR VERBS (Review).

1. Give the three forms of *choose, freeze, bite, forget, shoe, lie, lay, fly, blow, rise, raise*.
2. Give the other forms of *I am* and *I have*. Use them with the right form of each verb.
3. Use in sentences the second form of each verb.

## LESSON 60.

## REVIEW.

1. What is a noun? A proper noun? A common noun? Give examples.
2. When is a noun in the singular number? In the plural number?
3. What nouns form their plural in **es**? In **ies**? In **ves**? Give examples.
4. Give examples of irregular plurals.
5. How is the possessive singular formed? The possessive plural ending in **s**? The possessive plural not ending in **s**? The possessive of proper names consisting of more than one word? Give examples.

## LESSON 61.

## ADJECTIVES.

Pick out the nouns in the following list of words. Then write in front of each the most suitable adjective in the list. make eight sentences containing these words.

Warm, faithful, squirrel, girl, nimble, little, tall, bee, clock, morning, old, busy, trees, dog, rain, paper.

## LESSON 62.

## OBJECTIVE PRONOUNS.

Secure by suitable questions the following objective pronouns and have each used in sentences several times :—

1. *Me, him, her.*
2. *Him and me, her and me,*
3. *Him and her, them.*
4. *You and me, us.*

Answers to 3 should give two names. Answer to 2, 3 and 4 should give one name and one pronoun, two pronouns, one pronoun.

This oral lesson may be repeated after a week's interval.

### LESSON 63.

#### QUOTATION AND QUOTATION MARKS.

"Tell us a story, Uncle Phil," said Rob and Archie, running to their uncle.

"What about?" said Uncle Phil.

"Oh! about something that happened to you," said Rob.

"Something when you were a boy," said Archie.

Whose words are repeated in the first sentence?

Read the words that tell what Rob and Archie said.

What question did Uncle Phil ask?

What did Rob reply? Read his exact words.

What did Archie reply? Read his exact words.

**When any one repeats the exact words of another, these words are a direct quotation.**

Notice the little marks that are placed before and after each of the direct quotations. They are called *quotation marks*.

Remember these three things about a direct quotation:—

**A direct quotation is enclosed between quotation marks.**

**A direct quotation begins with a capital letter.**

**A direct quotation is marked off by a comma.**

## LESSON 64.

Copy and insert commas and quotation marks where they are needed :—

1. Frank cried I have lost my knife.
2. I have it said Robert.
3. Where did you find it ? asked the girls.
4. Robert replied Frank left it in the garden.
5. Ques. Lady Moon Lady Moon where are you roving ?  
Ans. Over the sea.
6. Ques. Where did you come from baby dear ?  
Ans. Out of the everywhere into the here.

## LESSON 65.

**PROVERBS.**

Tell what you think these proverbs mean, and when you think it would be appropriate to use them.

For example : All the children have worked together to pick up the papers scattered about the schoolyard. The teacher says, "That is good. Many hands make light work."

1. Union is strength. (Fable of the old man and his sons.)
  2. Look before you leap. (Fable of the frogs.)
  3. One good turn deserves another.
  4. Honesty is the best policy.
  5. Truth is stranger than fiction.
  6. Haste makes waste.
  7. Make hay while the sun shines.
-

## LESSON 66.

**THE ANT AND THE GRASSHOPPER.**

One day a hungry grasshopper went to an ant to get something to eat. She knew that the ant had worked all summer, and had stored away a good supply of food.

“Good morning, friend Ant,” said the grasshopper.

“Good morning, neighbour Grasshopper,” replied the ant.

“It is a cold morning,” said the grasshopper.

“A very cold morning,” answered the ant.

“I am very hungry,” hinted the grasshopper.

“I am sorry,” returned the ant.

Said the grasshopper, “I have no food.”

“Why not?” asked the ant.

“I had no time to get any,” replied the grasshopper.

“What did you do all summer?” asked the ant.

“I sang all summer,” the grasshopper answered.

“Then you must dance all winter,” said the ant.

“Those who will not work should not eat.”

1. This fable is an expanded or illustrated proverb. What is the closing proverb that this fable illustrates?

2. Explain the punctuation marks in the conversation between the ant and grasshopper.

## LESSON 67.

**IRREGULAR VERBS.**

**Sit, sat, sat : Set, set, set.**

1. Use the verb-forms in sentences.

2. Repeat the other forms of *I sit, I shall sit, I sat, I have sat, and I set, I am set.*

3. Copy and fill in the blanks correctly :—

1. You may . . . . . here. 2. Do not . . . . . on the steps; they are just painted. 3. . . . . the table, Mary, and . . . . . some chairs round it. 4. James . . . . . down to read. 5. . . . . the lamp on the table and come and . . . . . by me. 6. The boy who . . . . . on this bank had . . . . . the traps. 7. I will . . . . . you an example while you . . . . . waiting. 8. They . . . . . an hour to . . . . . things in order.

## LESSON 68.

### LETTER-FORMS.

The *complimentary subscription* of a letter includes the closing words of affection or respect and the signature of the writer. It should correspond to the salutation, and to a relative or friend it usually expresses affection.

These are suitable endings :—

1. To relatives—  
Your affectionate son.  
Your loving niece.  
With much love, your cousin.
2. To schoolmates or young friends—  
Your sincere friend.
3. To teachers or grown-up people—  
Yours truly.  
Yours respectfully.

Write complimentary endings to—

- |                 |                    |
|-----------------|--------------------|
| 1. Your mother. | 4. A young friend. |
| 2. Your uncle.  | 5. Your teacher.   |
| 3. Your cousin. | 6. Your minister.  |

## LESSON 69.

**LETTER-WRITING.**

100 Elm Ave.,  
Westmount, Que.,  
Feb. 20th, 1912.

Dear —,

Tuesday of last week was my birthday and Father gave me a camera as a birthday present.

What do you think I am sending you? A picture of dear old Carlo. I took his photograph three days ago and such a time as I had! He would not stop still for a long time, but barked and barked. At last he got tired and kept quiet long enough for me to get a good picture.

Will you come next Saturday and spend the day with me?

Your sincere friend,

Mark the position of the heading, salutation, body of the letter and complimentary subscription. The first letter of the salutation determines the width of the margin. The first letter of the body of the letter shows the indentation of the paragraphs.

A letter is written in groups of sentences or paragraphs. How many paragraphs are there in this letter? What is the first about? Second? The third?

## LESSON 70.

**WRITTEN COMPOSITION.**

Write to a friend an imaginary reply to the letter in the previous lesson. Use three paragraphs and let each paragraph be a reply to the corresponding one in the letter.

## LESSON 71.

**VERBS TO BE DISTINGUISHED.****Teach, taught, taught ; Learn, learned, learned.**

1. Have the verb-forms used in sentences many times

2. Repeat the other forms of *I teach, I taught, I have taught, I am taught* and of *I learn, I have learned*.

3. Copy and fill in the blanks correctly :—

1. Who ..... you to do that ?
2. The boy has ..... to swim.
3. The boy has been ..... to swim.
4. His friend ..... him last summer.
5. Kate is ..... how to sew. Her mother ..... her:
6. She wants to ..... that she may ..... others.
7. Tom ..... his little brother how to write and says that he ..... very quickly.

## LESSON 72.

**TEST EXERCISE (Review).**

Write from dictation the conversation between the ant and grasshopper in Lesson 66.

## LESSON 73.

**PRONOUNS AS SUBJECTS AND OBJECTS (Review).**

*I, he, she, we, you, they* are used as subjects.

*Me, him, her, us, you, them* are used as objects.



Fill the blanks in as many ways as you can—first orally, then in writing—with one or other of the following pairs :—

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

1. . . . saw . . . . 2. . . . hit . . . . 3. . . . taught . . . .  
4. . . . and my father visited the park on Saturday. 5. The trip delighted Ned and . . . . 6. Tom is a foot taller than . . . .

#### LESSON 74.

### LETTER WRITING.

Write a letter to a friend in California, telling him about the pleasures of a Canadian winter.

Picture the snow-covered hills alive with people on skis, toboggans and snowshoes; the big rink where the skaters glide past, often to the music of a band; the blue sky, the bright sunshine and the jingling of the tinkle-bells in the cold and frosty air.

Make it so real that your friend will feel the cold and enjoy the fun.

You might make three paragraphs in your letter.

#### LESSON 75.

### PRONOUNS AS PREDICATE NOMINATIVES.

Secure by suitable questions the following pronouns as part of the predicate:—

1. It was I, It was not I. 2. It was he, It was she. 3. It was she and I, It was he and I, It was we. 4. It was he and she, It was they.

In the answers be sure to get "It was not" as often as "It was."

Suitable questions are :—

1. Was it you whom I met ?

2. Was it Mary (Tom) who came in early ?
3. Was it you and Mary who saw the horse run away ?
4. Tell me, was it Tom and Mary whom I met ?

## LESSON 76.

Here are some expressions in which mistakes are often made, especially in conversation. These expressions are correct. Repeat them aloud until they sound familiar to you :—

It is I.	It isn't I.	It was I.
It is he.	It isn't he.	It was he.
It is she.	It isn't she.	It was she.
It is we.	It isn't we.	It was we.
It is they.	It isn't they.	It was they.
Isn't it I ?	It wasn't I.	Was it not I ?
Isn't it he ?	It wasn't he.	Was it not he ?
Isn't it she ?	It wasn't she.	Was it not she ?
Isn't it we ?	It wasn't we.	Was it not we ?
Isn't it they ?	It wasn't they.	Was it not they ?

## LESSON 77.

**PRONOUNS AS PREDICATE NOMINATIVES.**

By suitable questions secure the following answers :—

1. It is I who am. It is not I who am. It is he who is. It is not he who is. It is she who is. It is not she who is.

2. It is he and I (she and I) who are. It is we who are.

3. It is he and she who are. It is they who are.  
 4. It is he, she and I who are. It is we who are.

Secure in all cases the negative as well as the affirmative answer.

Suitable questions :—

1. Is it you (George came) who are standing?  
 2, 3, 4. Who is it who is writing? Reading? etc.  
 (Use names, two pronouns and one pronoun.)

### LESSON 78.

## IRREGULAR VERBS.

Use in sentences the three forms of each of these verbs :—

ring,	stand,	sell,	say,
give,	drive,	strike,	read.

### LESSON 79.

## COMPARATIVE AND SUPERLATIVE DEGREES.

June is *hot*.

July is *hotter* than June.

August is the *hottest* month of the year.

The same adjective is used in three forms—*hot*, *hotter*, *hottest*.

The sense changes as we add to the simple form *hot* the endings **-er** (making *hotter*) and **-est** (making *hottest*). But the change in sense does not alter the meaning of the adjective *hot*, for all the three months named are *hot*.

The difference, then, is one of **degree**.

In the first sentence we simply say that *June is hot*, but we do not compare it with anything else.

In the second sentence we compare June and July as to heat, and say that *July is hotter than June*.

When **two** things are compared the form of the adjective used to denote the **higher degree** of quality is called the **comparative degree**.

When **three or more** things are compared (as in the third sentence), the form of the adjective used to denote the **highest degree** of quality is called the **superlative degree**.

1. Compare three months as *cold, stormy*; three months as *pleasant*; three months as *plentiful*; three flowers as *sweet*; three children as to *height, age* and *weight*; three pencils as *long, short*; three pupils as *idle, diligent, attentive, well-behaved*.

### LESSON 80.

## COMPARISON OF ADJECTIVES.

*Iron is heavy; silver heavier; gold heaviest.*

*This book is large, that book is larger, but the third book is largest.*

Give the following adjectives in three degrees, applying each degree to a different object. Be sure that what you say is true.

high	fat	strong	good
good	thin	fair	bad
dear	red	thick	little
salt	yellow	clear	merry

## LESSON 81.

## ORAL COMPOSITION.

## A NIGHT WITH A WOLF.

1. Little one, come to my knee!  
Hark how the rain is pouring  
Over the roof, in the pitch-black night,  
And the wind in the woods a-roaring!
2. Hush, my darling, and listen,  
Then pay for the story with kisses;  
Father was lost in the pitch-black night,  
In just such a storm as this is,—
3. High up on the lonely mountains,  
Where the wild men watched and waited,—  
Wolves in the forest, and bears in the bush,  
And I on my path belated.
4. The rain and the night together  
Came down, and the wind came after,  
Bending the props of the pine-tree roof,  
And snapping many a rafter.
5. I crept along in the darkness,  
Stunned, and bruised, and blinded,—  
Crept to a fir with thick-set boughs,  
And a sheltering rock behind it.
6. There, from the blowing and raining,  
Crouching, I sought to hide me;  
Something rustled, two green eyes shone,  
And a wolf lay down beside me.
7. Little one, be not frightened;  
I and the wolf together,  
Sle by side, through the long, long night,  
Escaped from the awful weather.

8. His wet fur pressed against me ;  
 Each of us warmed the other ;  
 Each of us felt, in the stormy dark,  
 That beast to man was brother.
9. And when the falling forest  
 No longer crashed in warning,  
 Each of us went from our hiding-place  
 Forth in the wild, wet morning.
10. Darling, kiss me in payment !  
 Hark, how the wind is roaring !  
 Father's house is a better place  
 When the stormy rain is pouring.

BAYARD TAYLOR.

## I.

- Poem to be read first by teacher, and then by class several times.

1. Who is telling the story? To whom is he telling it? At what time? Where? On what kind of night?

2. Read over again the first and last stanzas of the poem. Picture to yourselves the storm outside and the quiet home-picture inside—describe them.

Is a stormy night a good time for story-telling? Why? For what kind of stories? Did you ever try it?

## II.

1. Is this poem divided into stanzas? How many stanzas are there? How many lines to a stanza? What is a stanza? Why are the second and fourth lines of each stanza indented alike?

2. How and where was the father lost? What are some of the dangers of the night? What is the meaning of "in the bush" and "belated"? What were the "props of the pine-tree roof"? What were the "rafters"?

3. Against what three things had the father to fight? (stanza 4). What three words (stanza 5) describe his condition? Where did he creep? Why did the fir seem safer than the pine? What was behind the fir?

4. What happened in the fir-tree cave? What did the man and the wolf do for each other? How did they feel? How long did they remain together? What happened in the "wild, wet morning"?

5. What do you think strange in this story? Do you remember any similar animal stories? Androcles and the Lion?

#### LESSON 82.

### WRITTEN COMPOSITION.

Tell the story of "A Night with a Wolf" in your own words.

#### LESSON 83.

### IRREGULAR VERBS.

Give the three forms of the following verbs and use them in sentences :—

sew	hang	wear	draw
hold	hide	tear	sing

## LESSON 84.

1. Write *it is* with *I, he, she, we, they* in answering the following questions. Answers must be in the form "*It is . . . . . who . . . . .*," and two of them must be negative. Each pronoun must be used once only.

1. Who is ringing the bell ?
2. Is it Tom in the hay-cart ?
3. Is it your sister that sings ?
4. Is it you and Ernest who wish to skate ?
5. Is it your cousins that live in Toronto ?

2. Use the same pronouns with *it was* in answering these questions :—

1. Was it your father and mother whom I met ?
2. Was it the postman who rang the bell ?
3. Was it you who called ?
4. Was it Ethel that wrote that letter ?
5. Was it you and Margaret that called with me ?

## LESSON 85.

## ORAL COMPOSITION.

The teacher will talk to the class about lumbering under the following topics:—

1. The lumber camps.
2. Why winter is the best time for cutting and hauling logs.
3. How the logs are taken from the woods to the saw-mill.
4. The saw-mill.

Get an oral composition from the class, different pupils taking different topics.



## LESSON 86.

## DICTATION TEST (Review).

1. Is that glove mine or Kate's?
2. "Isn't that a drum I hear?" exclaimed Charles.
3. The boys' jackets are warm.
4. The sphere, cube and cylinder are models for drawing.
5. "We sail on Saturday at four o'clock," answered the captain.
6. Ivory is obtained from elephants' tusks.

## LESSON 87.

## COMPOSITION.

Write in four paragraphs a composition on lumbering, using the four topics given in Lesson 85.

## LESSON 88.

## ABBREVIATIONS.

1. Write abbreviations for the days of the week **and nine months of the year.**
2. Write abbreviations for *Mister, Doctor, Reverend, Captain, General, Colonel, Street, Avenue, Saint, Esquire.*
3. Teach any of these abbreviations that are not already known: *ct., cts., doz., lb., pt., pk., bu., gal., oz., A.M., M., P.M. o'clock* (of the clock, really a contraction).

## LESSON 89.

## WRITTEN EXERCISE.

1. Tues., Apr. 7, 1913, 9 o'clock A.M.
2. Fri., Sept. 19, 1914, 12 o'clock M.
3. Rev. Mr. Owen will preach at St. Paul's on Sunday.
4. Grace's mother said, "Will you bring me the girls' shoes?"

## LESSON 90.

## IRREGULAR VERBS.

Use in sentences the three forms of the verbs. When you can, use the third form with both *am* and *have*, and the first form with *shall* and *will*.

lose	steal	sink	slide
fall	fight	spin	speak

## LESSON 91.

## INTERROGATIVE PRONOUNS.

**Who**, subject. **Whom**, object.

Let pupils ask questions beginning with *who*. Some of these will end with *to*, *for*, *from*, *by*, etc.

Teach them a sentence must never begin with *who* and end with these words. The sentence with *to*, *for*, etc., must begin with *whom*. Teach the difference. *Who* does anything. *Whom* never does anything. Have many questions asked beginning with *who*, and with *to*, *for*, *from*, etc., followed by *whom*.

## LESSON 92.

**Who, subject. Whom, object.**Copy and fill in blanks with *who* or *whom* :—

1. .... is your best friend ?
2. .... do you see in the street ?
3. From .... did you learn this ?
4. To .... was the letter addressed ?
5. .... is King of England ?
6. .... shall we invite to the picnic ?
7. By .... was the "Homes of England" written ?
8. From .... did you buy that knife ?
9. .... did you see at my uncle's ?
10. To .... are you speaking ?

## LESSON 93.

**BROKEN QUOTATIONS.****Alice, the March Hare and the Dormouse.**

It often happens that a quotation is *broken in two* by the insertion of words which are not part of the quotation. Examine this **broken quotation**.

"Let us go into this store," said Miss Stone, "and look at girls' hats."

Words inserted in a quotation (like *said Miss Stone*) should be separated from the quotation by *commas*.

Find the quotations in the following selection and say whether they are broken or not. Explain the use of the quotation marks and commas.

1. "Suppose we change the subject," the March Hare interrupted. "I vote the young lady tells us a story."

2. "I'm afraid I don't know one," said Alice, "please excuse me."

3. "Then the Dormouse shall," they both cried. "Wake up, Dormouse."

4. "I wasn't asleep," said the Dormouse in a feeble voice. "I heard every word you were saying."

5. "Tell us a story," said Alice.

6. "And be quick about it," added the March Hare, "or you will be asleep again before it is done."

7. "Once upon a time there were three little sisters," the Dormouse began in a great hurry, "and their names were Elsie, Lucy and Tillie; and they lived at the bottom of a well."

8. "What did they live on?" said Alice, who always took a great interest in questions of eating and drinking.

9. "They lived on treacle," said the Dormouse, after thinking a minute or two.

10. "They couldn't have done that," Alice gently remarked, "for they would have been ill."

11. "So they were," said the Dormouse, "very ill."

*Notice the contractions in this selection.*

#### LESSON 94.

### LETTER-FORMS—ADDRESSES.

The name, title and exact address of the person to whom a letter goes are written on the envelope. Note the place of each of these and of the stamp.

The address should occupy three lines for cities and large towns. 1. Name and title of the person. 2. Street and number. 3. City and Province. For small towns and villages the street and number are not required.

STAMP.

Miss Emily Moore,  
20 Elm Ave.,  
Westmount, Que.

STAMP.

Master Charles M. Waters,  
219 Front St.,  
Toronto, Ont.

STAMP.

Mrs. Owen H. Hunt,  
Knowlton, Que.

## LESSON 95.

Cut out three oblong pieces of paper to represent envelopes. Address them as you would envelopes to (1) your father or mother, (2) to your teacher, (3) to the Principal of your school at the school. Mark the place for the postage-stamp.

## LESSON 96.

**WRITTEN COMPOSITION.****The Voice of Spring.**

Write a letter to a friend, in three short paragraphs, telling of the signs of approaching spring.

1. Tell of the spring weather and how you like spring as compared with the other seasons.
2. Name several spring flowers that grow wild in your neighbourhood, and some trees that are budding and blossoming.
3. Tell of birds that are returning to build their nests.

## LESSON 97.

**COMPARISON OF ADJECTIVES.**

Add a suitable noun to each adjective in the list below, and use it with the noun to express (1) a higher degree and (2) the highest degree of the quality.

*A beautiful child, a more beautiful child, the most beautiful child.*

Why do we not say beautifuller ?

- |            |             |             |               |
|------------|-------------|-------------|---------------|
| 1. wet.    | 5. playful. | 9. noisy.   | 13. rude.     |
| 2. green.  | 6. merry.   | 10. strong. | 14. graceful. |
| 3. young.  | 7. cloudy.  | 11. silent. | 15. polite.   |
| 4. bright. | 8. useful.  | 12. tame.   | 16. deep.     |

## LESSON 98.

**IRREGULAR VERBS.**

Copy and fill in the blanks in these sentences by inserting the correct form of the verb :—

1. Lucy has . . . . . her apron. (**tear.**)
2. The bird has . . . . . away. (**fly.**)
3. The monkey . . . . . the bread. (**steal.**)
4. I . . . . . the hens out of the garden. (**drive.**)
5. The parrot . . . . several times to-day. (**speak.**)
6. The book has . . . . . from the table. (**fall.**)
7. He . . . . . some apples off the tree. (**shake.**)
8. My shoes are . . . . . out. (**wear.**)
9. Tom . . . . . his hat into the river. (**throw.**)

## LESSON 99.

**PRONOUNS AS SUBJECTS AND OBJECTS.**

Fill in each of these blanks (1) with a noun and pronoun, (2) with two pronouns, (3) with one pronoun that stands for both.

1. . . . . were the ones chosen.
2. This book is for . . . . .
3. It was done by . . . . .
4. Did you ever see . . . . .
5. . . . . are great friends.
6. . . . . live near the lake.

7. It made . . . . . quite vexed.
8. Let . . . . . try to do it.
9. . . . . spoke to . . . . .
10. . . . . are coming to see . . . . .

## LESSON 100.

## TEST EXERCISE.

Write from dictation sentences 2, 3, 4, 6, 10 and 11 of the conversation between Alice, the March Hare and the Dormouse in Lesson 93.

## LESSON 101.

## OPPOSITES.

What is the opposite of *North*? Of *East*? Of *left*? Of *hot*? Of *awake*?

Give the opposites of the following words, and use each word and its opposite in a sentence. Vary the form of the sentences.

*The cat is asleep, but the dog is awake. While the dog is awake, the cat is asleep. Though the cat is asleep, the dog is awake.*

- |            |            |            |            |
|------------|------------|------------|------------|
| 1. hot.    | 6. wide.   | 11. dark.  | 16. hard.  |
| 2. cold.   | 7. strong. | 12. wrong. | 17. tall.  |
| 3. smooth. | 8. heavy.  | 13. poor.  | 18. day.   |
| 4. wet.    | 9. old.    | 14. good.  | 19. open.  |
| 5. large.  | 10. clear. | 15. even.  | 20. solid. |

## ADJECTIVES.

## LESSON 102.

Write in a column the nouns in the following list. Then, select the adjective that goes most suitably with each of these nouns.

Make ten sentences containing these words:

Lovely, cackling, wooden people, boy, soldier, spirited, interesting, thoughtful, rose, sparrow, free, mice, bridge, duck, her, chirping, white, wounded, horse, book.



**Three sheep** from **Philip's** farm.

Build words like the types and use them in sentences.

### LESSON 103.

### ADVERBS.

1. *Carrie recites* **well**.
2. *I wrote two letters* **yesterday**.
3. *We see the stars* **overhead**.

What is the use of *well* in the first sentence? To tell *how* Carrie recites.

What is the use of *yesterday* in the second sentence? To tell *when* I wrote.

What is the use of *overhead* in the third sentence? To tell *where* we see stars.

**Words that tell *how*, *when* or *where* things are done are adverbs.**

1. Add adverbs to show *how* these actions are performed :—
  1. John is walking. 2. Mary sings. 3. Lucy reads. 4. We should behave . . . . ., speak . . . . ., study . . . . ., work . . . . ., play . . . . ., talk . . . . .
2. Add adverbs to show *when* the actions are performed :—
  1. He arrived . . . . . 2. . . . . speak the truth.
  3. The paper came . . . . . 4. Tom came . . . . . to school. 5. We must start . . . . .
3. Add adverbs to show *where* :—
  1. A bird flew . . . . . 2. The children ran . . . . .
  3. A sailor fell . . . . . 4. The train moved . . . . .
  5. The man turned and looked . . . . . 6. He threw the box . . . . .

*Remember that an adverb is a single word.*

## LESSON 104.

## ADJECTIVES AND ADVERBS.

Adjectives describe nouns. In the sentence, "*Mary is a kind girl,*" *kind* is an adjective that describes *girl*. A great many adjectives and adverbs are very much alike. In the sentence, "*Mary acts kindly because she is a kind girl,*" *kindly* is an adverb and *kind* is an adjective. Many people make mistakes and use one for the other. We must be careful to use the right word.

Use the nouns and adjectives in sentences and tell *how* they do things or conduct themselves :—

1. A neat girl.
2. A careful boy.
3. A light sleeper.
4. A rapid walker.
5. A polite gentleman.
6. A wise judge.
7. A brave soldier.
8. An eloquent preacher.
9. An industrious scholar.
10. An untidy girl.
11. A clever lawyer.
12. A skilful surgeon.
13. A happy child.
14. A timid rabbit.
15. A French poodle.

## LESSON 105.

## IRREGULAR VERBS.

Copy and fill in blanks correctly :—

1. My book was . . . . . out of my desk. (take.)
2. There . . . . . my cane and umbrella. (stand.)
3. The messenger has . . . . . ten miles. (ride.)
4. He had . . . . . before I . . . . . (go, come.)
5. I . . . . last night that you had . . . . (hear, go.)
6. He . . . . . very well for one who had never . . . . . that kind of work before. (do.)
7. Many bright threads have been . . . in. (weave.)
8. The water in the pond was . . . . . (freeze.)
9. We . . . . . this study two years ago. (begin.)

## LESSON 106.

**COMPARISON OF ADJECTIVES.**

Write sentences to compare :—

1. Lucy's lips and a cherry as to redness.
2. You and me as to size.
3. Mr. Smith and Mr. Brown as to age.
4. Morning and evening as to beauty.
5. Your knife and mine as to sharpness.

Write sentences to compare :—

1. Montreal with other cities of Canada as to number of people.
2. Mt. Blanc with other peaks of the Alps as to height.
3. England with other countries of Europe as to wealth.

## LESSON 107.

**COMPARISON OF ADVERBS.**

Many adverbs are formed by adding the suffix **-ly** to adjectives, as *wise, wisely*.

Adverbs are compared like adjectives. The usual mode of showing comparison is to prefix *more* and *most* to the adverb, as *wisely, more wisely, most wisely*.

1. Form adverbs from *true, brave, pretty, beautiful, magnificent*, by adding **-ly**.
2. Compare them and use the comparative and superlative forms in sentences.

## LESSON 108.

## OPPOSITES.

Give the opposites of these words and use each word and its opposite in a sentence. See Lesson 101.

- |             |             |            |             |
|-------------|-------------|------------|-------------|
| 1. kind.    | 6. brittle. | 11. top.   | 16. pretty. |
| 2. brave.   | 7. sharp.   | 12. front. | 17. up.     |
| 3. broad.   | 8. stupid.  | 13. full.  | 18. clean.  |
| 4. polite.  | 9. first.   | 14. true.  | 19. easy.   |
| 5. healthy. | 10. deep.   | 15. wise.  | 20. idle.   |

## LESSON 109.

## THE SENSES.

What are our eyes for? Our ears?

How do we know if anything is hard or soft? If anything is sweet or sour? If anything is fragrant or not?

We find out these things by means of our **senses**. We have five senses—*hearing, seeing, smelling, tasting, feeling*.

We have learned that we use *adverbs* to tell *how* anything is done. We use *adjectives* to tell *how* things *look, sound, smell, taste* and *feel*.

Answer these questions in different ways:—

1. How do flowers look?
2. How does music sound?
3. How does kerosene oil smell?
4. How does sugar taste?
5. How does iron feel?
6. How does the grass look?
7. How does it look in hot, dry weather?
8. How does a tiger look?
9. How does a sponge feel? Silk? Sand-paper? Glue?
10. Name some things that can be smelt and tell how they smell.
11. Tell how some things taste.

## LESSON 110.

## IRREGULAR VERBS.

1. Copy and fill in with the right forms of **sit** or **set** :

1. . . . . still and study.
2. The teacher . . . . . a good example.
3. When the storm . . . . . in, we were afraid.
4. Mary . . . . . her hen on twelve eggs.
5. He had . . . . . on the doorstep till he was cold.

2. Copy and fill in with the right forms of **lie** and **lay** :

1. Carrie is tired. She has . . . . . down her doll and has . . . . . down herself.
2. She . . . . . her hat and coat on a chair and . . . . . down on the bed.

3. Write the other forms of **lie** and **lay**.

## LESSON 111.

## WRITTEN COMPOSITION.

Write two paragraphs about the fish from this outline :—

1. Shape of body. Covering of body. Shape and arrangement of fins. Their uses. How the fish propels itself through the water.
2. How the fish breathes. How it eats. What it eats.

## LESSON 112.

USE OF *WHO* AND *WHOM*.

Write the questions to which these are answers —

1. John gave it to me.



## LESSON 115.

**LETTER-WRITING.**

Write from dictation this note of invitation :—

Pine Cottage, 16 Pine Ave.,  
May 22, 1912.

Dear Agnes,

My friend Clara Rogers is coming to stay with me next week, and I am giving her a party on Friday evening.

Of course I want you to be one of the number to meet her. Please let nothing prevent you from coming.

Your true friend,

ALICE TAYLOR.

## LESSON 116.

**COMPOSITION. The Beaver.**

Talk about the beaver under the following topics:—

1. Its fur and what it is used for.
2. Its size, its webbed hind-feet, its large flat tail.
3. Its home or "lodge" on the bank of a stream, protected by a dam.
4. Its food, the leaves and bark of the willow and poplar.
5. Its intelligence and skill shown in storing its food for the winter and in building dams to protect its "lodge".

Write a composition, using these topics for five paragraphs.

## LESSON 117.

**REVIEW LESSONS 1, 2, 3.**

Write from dictation :—

1. Henry W. Longfellow was a famous American poet.

2. Lady Moon, Lady Moon, where are you roving ?
3. My father's name is Henry T. Garfield.

## LESSON 118.

**REVIEW LESSONS 4 AND 5.**

Write from dictation :

1. Rev. Dr. and Mrs. Harvey will be home on Fri., Jan. 8, from 8 to 10 o'clock P.M.
2. Don't they know that I can't help them unless they're willing to let me ?

## LESSON 119.

**REVIEW LESSON 6.**

Write in a sentence each of these pairs of nouns :—

*Proper nouns.*

1. James Ryder.
2. Chicago.
3. Virginian.
4. Atlantic.

*Common nouns.*

1. man.
2. city.
3. steamship.
4. ocean.

## LESSON 120.

**REVIEW LESSONS 7, 8, 9, 10, 11.**

## LESSON 121.

**REVIEW LESSONS 12, 13, 14.**

What form of the noun is each of the following :—

1. Children's.
2. bee's.
3. bees'.
4. Margaret's.
5. goose's.
6. geese's.
7. elf's.
8. elves'.



LESSON 121<sup>A</sup>**REVIEW LESSONS 15, 16, 17, 18.**

## LESSON 122.

**LETTER-WRITING.**

Write from dictation this reply to the note of invitation sent in Lesson 115.

20 Summerhill Ave.,  
May 24, 1912.

Dear Alice,

Mother and I start to-morrow for Caledonia Springs, and we shall be away from home for several weeks.

This will prevent me from being present at your party on Friday evening. I am very sorry, for I should have liked to meet your friend.

Hoping that I may meet her at some future time, and wishing you all a delightful evening,

I remain,

As ever, your friend,

AGNES SHERWOOD.

## LESSON 123.

**WRITTEN COMPOSITION.****Flowers.**

I. Flower-buds. How the bud peeps out, like the head of a papoose from its mother's blanket. Value of the bud covering. Blood-root an example.

2. Classify the flowers in your locality. Flowers formed in meadows, woods, river-banks, gardens, water-flowers. What they need for good growth.

3. The parts of a flower—calyx, corolla, stamens and pistils. Their uses.

Write two short paragraphs, four sentences in each, from two of the outlined headings.

## LESSON 124.

## REVIEW LESSONS 19 AND 20.

Write from dictation :—

1. "Listen, my children, and you will hear," said the teacher.

2. "Mamma," Clara cried, "come and look at my garden. See, there is my name right in the centre. Isn't it pretty?"

"I planted the seeds in that way," said her mother, "because I thought it would please you."

## LESSON 125.

## REVIEW LESSONS 21 AND 22.

Write answers to these questions, using pronouns. Begin your answers with *yes* and *no* alternately.

1. Was it you who planted that tree?
2. Was it you and your brother whom I saw yesterday?
3. Was that the Mayor in the first carriage?
4. Was it you and Ethel who called to see me?

Write the questions to which these are answers :—

5. Newsboys sell papers.
6. I gave Walter a pear.
7. I met him coming to school.

### LESSON 126.

### REVIEW LESSONS 23, 24, 25.

Fill in blanks correctly with an adjective or an adverb, in several ways when you can :—

1. This orange is.....
2. Did you see that.....bird?
3. The window is shaded by.....trees.
4. Clara has.....hair.
5. The snow falls.....
6. The Montreal Star is published.....
7. The family moved.....
8. Children laughed.....
9. Vinegar tastes.....
10. Lead feels.....
11. A rose smells.....
12. Good children look.....
13. Look at these two flowers. Which is.....?
14. Arthur is.....than Jack.
15. That is the.....of all the stars.
16. A rose is the.....flower show.
17. England's navy is the.....in the world.

### REVIEW.

1. What is a statement? How does it begin and end? Write a statement.
2. What is a question? How does it begin and end? Write a question.
3. What is a Christian name? A surname? An initial? Write a person's name with one Christian name in full, one initial and surname.

4. What is an abbreviation? Write abbreviations for the days of the week and eight longer months. Write abbreviations for *Mister, Doctor, Reverend, Street, Avenue, Saint*. What do A.M., P.M., M., o'clock stand for?

5. What does a contraction indicate? What makes a contraction? How are *not, is, am, will, are, have, it* contracted? Write an example of each contracted form.

6. What is a noun? A proper noun? A common noun? Write examples.

7. When is a noun in the singular number? In the plural? Write examples.

8. How do most nouns form their plural? What nouns form their plural in **es**? Give examples.

9. How do nouns ending in **y** (following a vowel) form their plural? Give examples.

10. How do nouns ending in **f** and **fe** form their plural? Give examples. How many of these nouns are there?

11. How do nouns ending in **o** generally form their plural? Give examples.

12. What does the possessive form of a noun denote? What marks it?

13. How do singular nouns form the possessive? Give examples.

14. How do plural nouns ending in **s** form the possessive? How do plural nouns not ending in **s** form the possessive? Give examples.

15. What does the heading of a letter tell? Of what two parts does the heading consist? Write and punctuate a place heading, and a date heading. What is the position of the heading on the note-paper?
16. What does the salutation of a letter show? Write suitable salutations for letters to your sister, your uncle, your classmate.
17. What is the subscription of a letter? What two parts does it include? Write suitable endings of letters to your brother, your teacher and a young friend.
18. How many lines should the address on an envelope occupy, (1) for large cities, (2) for small towns and villages? Write an address of each kind. Where is the postage stamp placed?
19. What is a direct quotation? How is it enclosed? How does it begin? How is it marked off? Write a quotation to illustrate.
20. How may a quotation be broken? How must words inserted in a quotation be separated from it? Write a broken quotation.
21. Which personal pronouns may be used as subjects? Which as objects?
22. What interrogative pronoun is used as subject? As object?
23. How many forms has a single adjective to express degree? Name them. Give the comparative and superlative degrees of any adjective.
24. When two things are compared, which form of the adjective is used? What degree of the quality does it express? Give an example.

25. When three or more things are compared, which form of the adjective is used? Which degree of the quality does it express? Give an example.

26. What is a stanza? Write a stanza of four lines. How are these lines indented? How does every line of poetry begin?

27. What is a paragraph? How do you commence to write a new paragraph.

### THINGS TO BE REMEMBERED.

A sentence is a complete thought expressed in words.

An abbreviation is the short form of a word.

A noun is the name of anything.

A proper noun is the name of a particular person, place, animal or thing.

A common noun is a class-name that belongs to each individual in a class.

A noun is in the singular number when it names one thing.

A noun is in the plural number when it names more than one thing.

A pronoun is a word used instead of a noun.

An adjective is a word added to a noun to describe it.

Adverbs are words that tell how, when and where things are done.

When anyone repeats the exact words of another, these words are a direct quotation.



HAPPY AS THE DAY IS LONG.

**Capital letters are used to begin :—**

1. Every statement, question and quotation.
2. Every line of poetry.
3. Every proper noun.  
The names of particular persons, places, days and months are proper nouns.  
All titles are proper nouns. Every name of God is a proper noun.

**The period is used :—**

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

**The interrogation point** is used at the end of a question.

**The comma is used :—**

1. After nouns of address.
2. After *yes* and *no* used in replies.
3. To separate the parts of a series of similar words.
4. To separate a direct quotation from the rest of the sentence.

**The apostrophe is used :—**

1. To mark the possessive form of a noun.
2. To mark the omission of a letter or letters in contractions.

## LESSON 127.

**HAPPY AS THE DAY IS LONG.**

Study this picture :—

1. Where are the mother and little girl? What time of year is it? What time of day? How do you know?





WINTER SPORTS.

2. What is the mother doing? Does she look happy? What might she be thinking about that would make her happy?

3. Is the child busy? What is she doing? What is beside her? What is the kitten doing? Does the child look happy? Does the kitten?

4. What do you see through the open door? What is in the cradle?

5. Think why the picture is called "Happy as the day is long." Give as many reasons as you can which would make the mother, the child and the kittens happy. Perhaps one is that they are all pleasantly busy.

#### LESSON 128.

### WINTER SPORTS.

Study the picture of the Snow Image. What season of the year is it? What is the child doing? Is it a snow man or a snow lady? What is the best time to make a snow man? How could the child make eyes for the Snow Image? What kind of weather do snow men like? Why?

What are the other children in the picture doing? What must we have for sliding or tobogganing? Is there one near your house?

Write a story about making a snow man or about a toboggan party. Tell when and where it was, who were with you, anything particular that happened and how you enjoyed yourself.

#### LESSON 129.

1. Study the picture. Tell the story of the day's outing which the picture suggests.



A DAY'S OUTING.

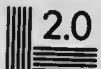
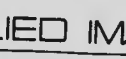
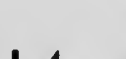
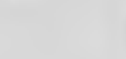
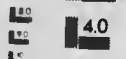
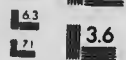
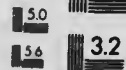


LITTLE RED RIDING-HOOD.



# MICROCOPY RESOLUTION TEST CHART

(ANSI and ISO TEST CHART No. 2)



APPLIED IMAGE Inc

1653 East Main Street  
Rochester, New York 14609 USA  
(716) 482 - 0300 - Phone  
(716) 288 - 5989 - Fax

2. Tell the class how you spent a day by the water. Where you like to go. Whom you like to go with. How you get there. The best kind of a day to go. How the place looks when you reach it. What you do when you are there. How you feel when you get back home.

*Let the sentences be short, clearly spoken and varied.*

3. Write (1) *How I caught my first fish*, or (2) *What I like to do best in summer*.

### LESSON 130.

1. Study the picture. Tell what you remember of the story of "Little Red Riding-Hood," and particularly of her meeting the wolf in the wood, which is the subject of the picture.

2. *Write the conversation between "Little Red Riding-Hood" and the wolf.*

The wolf asks her where she is going and what is in her basket. She asks him why his eyes are so big and his ears so long. Write the four questions and answers in the order given. In asking the questions use the words *said*, *asked*, *exclaimed* and *laughed*. In the answers use the words *answered*, *returned*, *replied*, *growled*.

*Be careful of your quotation marks.*



GRACE DARLING AND HER FATHER.



## LESSON 131.

Study the picture of Grace Darling and her father, the waves, the boat and the two figures in it. Then read and discuss the story.

Grace Darling lived with her father at the Longstone Lighthouse, Farne Islands. On 7th September, 1838, the "Forfarshire," a vessel with sixty-three persons on board, was wrecked on the Islands. Most of those on board were drowned before the wreck was observed from the lighthouse. The waves ran high, but Darling and his daughter determined to try and reach the survivors. They knew that, even if they succeeded in reaching the wreck, they would be unable to return without the assistance of the shipwrecked crew; but they took the risk without hesitation. Their daring, strength and skill enabled them to reach the wreck and they brought back four men and a woman to the lighthouse. Darling and two of the rescued men then returned to the wreck and brought off the four remaining survivors. This gallant exploit made Grace Darling and her father famous.

*Write the story of Grace Darling.*



PRINCES IN THE TOWER.

## LESSON 132.

Study the picture of the "Princes in the Tower," their likeness, dress, attitude and expression. Then read and discuss the story.

The two princes were nephews of Richard III., King of England. The elder was the rightful heir to the throne, and indeed was proclaimed King under the title of Edward V. Their uncle, a cruel and deformed tyrant, confined them in the Tower of London on the Thames, and usurped the throne. Sir James Lyall, by the King's orders, was given the keys of the tower for one night. He employed two murderers, who at midnight entered the chamber where the innocent children were sleeping and smothered them under the bedclothes. They laid the naked bodies on the bed and fetched Sir James to see them. By his orders they were buried at the foot of the stairs under a great heap of stones.

*Write the story.*



DAVID THE SHEPHERD.

## LESSON 133.

Study the picture of "David the Shepherd." What does the expression of the face and the attitude tell you? Then read and discuss the story with the aid of the picture. 1 Samuel xvii.

"And David said unto Saul, Thy servant kept his father's sheep, and there came a lion and took a lamb out of the flock.

"And I went out after him and smote him and delivered it out of his mouth; and when he arose against me, I caught him by his beard and slew him.

"The Lord that delivered me out of the paw of the lion, He will deliver me out of the hand of this Philistine" (Goliath).

*Write the story of the picture.*



JUDGMENT OF PARIS.

## LESSON 134.

Look at the picture called the "Judgment of Paris." When you know the story you will understand the title.

Paris, the son of Priam, King of Troy, was celebrated far and wide for the beauty of his person. A dispute arose among three lovely Greek goddesses, Juno, Diana and Venus, over a golden apple that was to be awarded "*to the fairest.*" King Jupiter sent the three goddesses to Paris, who was tending his flocks on Mount Ida, and bade him adjudge the apple. To influence his decision Juno offered him power, Diana martial glory, and Venus the most beautiful of women. Paris awarded the apple to Venus.

The title of this picture is taken from this story.

Who stands for Paris in this picture? Which of the three girls is Venus? Diana? Juno? Is the apple a golden one? Is Paris very beautiful? Do you think he is handing the apple to the right goddess?

*Write the real story of the "Judgment of Paris."*

## LESSON 135.

## ORAL COMPOSITION.

## LUCY GRAY.

1. Oft I had heard of Lucy Gray ;  
And, when I crossed the wild,  
I chanced to see, at break of day,  
The solitary child.
2. No mate, no comrade Lucy knew ;  
She dwelt on a wide moor,—  
The sweetest thing that ever grew  
Beside a human door !
3. You yet may spy the fawn at play,  
The hare upon the green ;  
But the sweet face of Lucy Gray  
Will never more be seen.
4. "To-night will be a stormy night—  
You to the town must go ;  
And take a lantern, child, to light  
Your mother through the snow."
5. "That, father, will I gladly do !  
'Tis scarcely afternoon—  
The minster clock has just struck two,  
And yonder is the moon !"
6. At this the father raised his hook  
And snapped a fagot-band ;  
He plied his work ;—and Lucy took  
The lantern in her hand.
7. Not blither is the mountain roe :  
With many a wanton stroke  
Her feet disperse the powdery snow  
That rises up like smoke.



8. The storm came on before it's time ;  
She wandered up and down ;  
And many a hill did Lucy climb,  
But never reached the town !
9. The wretched parents all that night  
Went shouting far and wide ;  
But there was neither sound nor sight  
To serve them for a guide.
10. At daybreak on a hill they stood,  
That overlooked the moor ;  
And thence they saw the bridge of wood,  
A furlong from their door.
11. They wept, and, turning homeward, cried,  
" In heaven we all shall meet ! "—  
When in the snow the mother spied  
The print of Lucy's feet !
12. Then downward from the steep hill's edge  
They tracked the footmarks small ;  
And through the broken hawthorn hedge,  
And by the long stone wall ;
13. And then an open field they crossed—  
The marks were still the same ;  
They tracked them on, nor ever lost,  
And to the bridge they came.
14. They followed from the snowy bank  
Those footmarks, one by one,  
Into the middle of the plank ;  
And further there were none !
15. Yet some maintain that to this day  
She is a living child ;  
That you may see sweet Lucy Gray  
Upon the lonesome wild.

16. O'er rough and smooth she trips along  
 And never looks behind;  
 And sings a solitary song  
 That whistles in the wind.

1. This is the story of a little English girl, Lucy Gray. She lived a lonely life, a solitary life, on a moor. (What a moor is.) Yet she was not so far away from town but that she could hear the faint distant chiming of the church clock, the minster clock.

After a few words of explanation, as above, the teacher will read the piece through to the class, and afterwards the pupils will read it several times.

The story divides itself into five parts.

2. *The introduction.* Stanzas 1-3. This is a picture of the child in her lonely home. The reading will be slow and simple, with a little of the minor tone in it. Who is speaking? When did the poet see the "solitary child"? Which line tells of Lucy's loneliness? How does the poet describe her? What may still be seen on this moor? What is missing?

3. *The errand.* Stanzas 4-7. The reading may bring out the father's hesitation—"To-night will be a stormy night," with a suggestive glance at the sky—and Lucy's ready glad reply, and her "yonder is the moon" as she follows her father's glance at the sky. The blithesomeness of Lucy's movement may be brought out.

Where is Lucy to go? What for? What is she to take? Is Lucy willing? Does she obey at once? Is there plenty of time? What does her father then do? What does Lucy do? To what is Lucy compared as she starts? What words seem to show that she sets out smartly? To what is the powdery snow compared?

4. *The storm and the missing child.* Stanza 8. The reading will be ominous of coming disaster. The first and last lines are emphatic.

5. *The search and its results.* Stanzas 9-14. In reading, a pause may mark the shifting of the scene to the parents. Their desponding story is told until the sudden change to hope. Ah joy! She will be found. Then the exciting tracking of the footsteps—stage by stage—to the middle of the plank—“*And further there were none.*” A pause. That is the whole story, alas!

What did the parents do? How long did they search? What result? Where did daybreak find them? What did they see from the hill? How far was the bridge from their door? What did they say as they turned homeward? What did the mother then find? Through what four stages did they track the footsteps? Where did this bring them? How far did the footmarks go? And then?

6. *Her memory.* Stanzas 15 and 16. This beautiful epilogue may be read in a changed, brighter manner, in the major strain after the minor. It is the Lucy Gray motif, as the musicians would say, recalling for final picture the living child in all her sweetness and gaiety, an abiding vision of beauty upon that lonesome wild.

What kind of a girl was Lucy Gray? What was her character? See how much you can gather from the poem.

7. Write in your own words the story of Lucy Gray.

(Abridged and adapted from Chubb's "Teaching of English.")



