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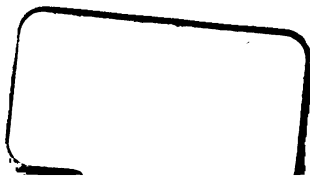
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Fourth (or Fifth) School Year.

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# LANGUAGE WORK

BELOW THE HIGH SCHOOL.

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ADAPTED FROM THE GERMAN

BY

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## PREFACE.

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**L**ANGUAGE training in the Lower grades has two prominent ends; viz., 1) facility in written and oral speech, and 2) a gradually broadening insight into grammatical relations. It is a false pedagogy which seeks to attain the second of these ends by clothing scientific grammar in an infant terminology. To put a science into swaddling clothes is to degrade it as a science, and to make a monstrosity of it as an art. We must, then, seek a middle course between making elementary language work merely empirical composition on the one hand, and scientific or technical grammar on the other.

By means of wisely constructed sentence exercises having an interesting and valuable content, these pamphlets lead the child *through the art into the science* of the language. Every step is toward a scientific knowledge of grammar; every rule or definition is firmly grounded in a language experience which enriches and vitalizes it. This gradual transition from the art of language to its

science is the distinguishing peculiarity and excellence of the grammatical exercises of these books.

In the composition lessons, an interesting body of thought is suggested in such manner as to secure brevity and reasonable uniformity in the exercises, and as much originality in the pupils as is consistent with the mastery of form. Brevity of composition prevents tediousness; while a fair degree of uniformity makes it possible for most exercises to be corrected in the class, thus securing a large amount of practice in writing without overburdening the teacher.

The preface of No. 1 explains the historical importance and significance of this language series.

CHAS. DEGARMO.

NORMAL, ILL., April, 1890.

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# SENTENCE

AND

## COMPOSITION EXERCISES.

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### FIRST PART.

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*To the Teacher.*—The simplest and most fundamental distinctions to be made in a study of language are those pertaining to the modified subject and predicate.

Book No. 1, therefore, deals with the simple subject and the four simplest forms of the unmodified predicate: viz., 1) the intransitive verb denoting action; 2) the passive verb; 3) copula and adjective attribute; and 4) the copula and substantive attribute.

Book No. 2 reviews No. 1, and then begins the work of discriminating the various modifications of subject and predicate through concrete practice. The following are its chief topics: The comparison of adjectives, the compounding of subject and predicate, personal pronouns, the time of an action, adjective word and



phrase modifiers, adverbial and objective modifiers of the verb, and the four chief sentence forms.

The composition exercises of the first two books present the whole body of work to be done. They are so constructed and graded that the child meets the difficulties of form only as fast as he is able to master them.

The First Part of No. 3 reviews the Sentence Exercises of Nos. 1 and 2, bringing in a few new ideas. If, on account of previous lack of language training, the beginning should prove rather abrupt for the children, it is recommended that a short preliminary drill be devised from the sentence exercises of the previous books. This may be done orally, and need not take a great deal of time. The Composition Exercises will be explained as they are introduced.

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## NOUN, ADJECTIVE, VERB.

### SENTENCE EXERCISES.

*To the Teacher.*—Exercises 1-5 lead the child to distinguish between sense objects and thought objects. This lays the foundation for recognizing concrete and abstract nouns.

Book, house, wind, warmth, tower, odor, twig, wreath, sweetness, color, water, cold, paper, envy, tone, clay, hate, mouth, justice, courage, flesh, diligence, luck. power, covetousness.

1. Tell which of these nouns name things that one can perceive (1) by the sense of sight, (2) of hearing, (3) of smell, (4) of taste, (5) of touch. (Note.—Things which we can perceive with the senses are called *sense objects*).

2. Tell which of the nouns name things that can not be perceived by the senses, but of which we can think. (Note.—Things that we can not perceive with the senses but can only think of, are called *thought objects*.)

3. Form sentences in which the predicate expresses (1) the color of an object, (2) the size and form of an object. *Ex.*—The sky is blue. The marble is small and round.

4. Name (1) five bodily qualities of a man, (2) five of his mental qualities. *Ex.*—A man is strong. He is brave.

---

The body is visible. The infant is weak. The brook is narrow. The night is dark. The mountain is high. The stone is lifeless. The summer is hot. The cube is angular. A year is long. Glass is brittle. Wool is soft. The lion is courageous. The ant is lively. Water is liquid.

5. Name in sentences things that have the opposite qualities. *Ex.*—The soul is invisible.

*To the Teacher.*—It is very helpful for the child's thinking to decide what qualities are essential and what are non-essential to a thing. Illustrate this freely, discussing various qualities for each of the objects named. For instance, in connection with the judge, decide whether the following qualities are essential or non-essential:—Wise, firm, just, honest, poor, old, brave, sad, jolly, large, fat, learned, ignorant.

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6. Name an *essential* quality (one that the object must possess), (1) of a good ruler, (2) of a good judge, (3) of a hypocrite, (4) of a hero, (5) of a deceiver, (6) of a scholar, (7) of a good workman, (8) of a good servant, (9) of a friend, (10) of a good son. *Ex.*—A good ruler is firm.

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7. Name qualities which a house, a coat, an apple, a room, a field, may or may not have (*non-essential* qualities). *Ex.*—The house is square.

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8. What persons mentioned in Bible history may be described as—wise? dishonest? proud? humble? covetous? peaceable? ambitious? benevolent? cruel? fearless? revengeful? cunning? thankful? *Ex.*—Solomon was wise.

*To the Teacher.*—Exercises 9 and 10 turn the mind of the pupil to the various kinds of activity expressed by verbs.

Laugh, think, reflect, act, flow, run, cry, sleep, lay, lie, do, hang, ride, sit, judge, hear, listen, understand, go, speak, chase, will, lisp, say, stand, rejoice.

9. Tell which of the foregoing verbs express (1) bodily action, (2) mental action. Name those which tell (3) that an animal or a thing acts, (4) that a thing is at rest. *Ex.*—(1) The child laughs. (2) The boy thinks. (3) The hare hears the hunters. (4) The lamp stands on the table.

10. Place opposite each other those verbs in Exercise 9 which express (1) a similar meaning, (2) an opposite meaning. *Ex.*—Think, reflect; sit, stand.

*To the Teacher.*—This exercise distinguishes active from passive forms of the verb.

a) blacksmith.	b) nail.	a) woodman.	b) tree.
dairyman.	butter.	baker.	roll.
mower.	clover.	weaver.	cloth.
hunter.	hare.	judge.	prisoner.
cook.	flesh.	doctor.	patient.
buyer.	pail.	teacher.	pupil.
writer.	letter.	sower.	seed.

**11.** Tell what the persons named under *a* do, and what is done to the things named under *b*.  
*Ex.*—The baker makes the roll. The roll is made.

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### CHANGED ORDER OF WORDS.

#### COMPOSITION EXERCISES.

*To the Teacher.*—We have in this part a new and valuable kind of Composition Exercise, the main idea of which is a reconstruction of the sentence, brought about chiefly by changing the order of words. In this way the children will soon secure facility in varying and improving construction. Have each decide which form of the sentence seems to him most pleasing and forcible.

There were, three hundred years ago, bears and wolves still to be found within the forests of Germany.

**12.** Change the order of words, and begin with;  
 1) *Three*, 2) *Bears*, 3) *Within*, 4) *To be found*.  
*Ex.*—Three hundred years ago, bears and wolves were still to be found, etc.

---

During a thunder-storm it is not safe to stand beneath tall trees, for these are often struck by lightning.

**13.** Change the order of the words and begin with; 1) *It*, 2) *To stand*, 3) *Often*, 4) *Lightning*,

5) *Beneath.* *Ex.*—It is not safe to stand beneath tall trees during, etc.

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### The Lightning.

*To the Teacher.*—Insist, from the beginning, on correct *form* in composition. The following points are the most important:

1. Pupil's name on upper right-hand corner;
2. Title in center of page and underlined;
3. An even margin at left of page (say, one half inch on note-paper). Indentation of the first line of each paragraph;
4. No margin at right of page, each line being well filled out (except, of course, the last line of a paragraph, which may end at any place);
5. A hyphen at the right to show the division of a word, when the line is not long enough to contain the whole of it (a *syllable* must never be broken);
6. A capital letter at the beginning of each sentence;
7. An interrogation mark at the close of each question;
8. A period at the close of a declarative or imperative sentence.

The mother of *young Arthur* lay very sick with fever. The doctor recommended *cooling fruits* for her. Arthur hastened *at once* into the woods for blackberries. The day was very hot. (It was, etc.) The boy searched *diligently*. The heat made *the sweat* stand on his forehead. But he picked on *patiently*. The basket was *finally* full of the choicest berries. Then he

thought to rest a little *in the shadow* of a tall oak. There arose, *suddenly*, a thunder-storm. Fierce lightning flashed *through* the sky. The voice of the thunder resounded *louder and louder*. Streaming rain soon fell *upon* the leaves of the trees. The joy of the boy was now turned *to fear*. For a time *he* sat crying under the oak. It occurred to him at the right moment, *that it* is not safe to remain under tall trees during a thunder-storm. He, therefore, seized his basket *quickly* and hastened away. Suddenly *a bright flash* came and the thunder quickly followed (*was followed*.) The boy looked around *terrified*. There lay *the oak* shattered upon the ground. Arthur arrived at home, *wet through*, but the mother recovered. She was *very grateful* to her dear son.

14. Change the order of words, beginning the sentences with the italicized words. *Ex.*—Young Arthur's mother, etc.

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### THE ADJECTIVE USED AS NOUN.

#### SENTENCE EXERCISES.

*To the Teacher.*—Exercises 15–18 give the pupil drill in distinguishing the adjective used as a noun.

#### What the Bee Teaches.

The prudent provide for the future. The diligent will always have food. The lazy must suffer

want. The skillful are everywhere honored. The diligent are always happy. Even the small must not be lightly valued. Through it the great is often produced. The useful and the good often lie deeply concealed.

15. Write down the adjectives that are used as nouns. *Ex.*—Prudent, etc.

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16. Use each of these words again as an adjective, supplying an appropriate noun. *Ex.*—A *prudent* man provides for the future.

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Wicked men will be punished for their sins. Just men inherit eternal life. Rich people and poor people must live side by side. As the old birds sing the young birds twitter. Young people are taught. Old people are honored. The innocent man must often suffer for the guilty one. Almighty God protects us. A timid boy flees before his own shadow. A wise man often yields.

17. From these sentences drop the subjects and use their modifying adjectives as nouns. *Ex.*—The *wicked* will be punished for their sins.

18. Find sentences in your Reader in which adjectives are used as nouns, and tell what nouns they stand for.



## COMPOSITION EXERCISES.

## The City Mouse and the Field Mouse.

A city mouse *once* took a walk. She met *on the way* her friend, the field mouse. While with her friend *she satisfied* her hunger with acorns, barley, and nuts. The field mouse became the guest of the city mouse, *not long after*. Here she was fed *with the finest dainties*. Then thought *she*, "If I only *had* such good living!" At this moment, however, *the cook* entered the pantry. The city mouse ran *quickly* back into her hole. The field mouse was *not* so fortunate. She ran *hither and thither*, and the cook *once* came near striking her dead. Finally *the danger* was past. The city mouse came out *once more* and said, "Now *we* can have a good time again." But the field mouse answered. "I would *rather* live a humble life and be safe, than to feed on dainties and live in constant danger," (*than to live, etc.*)

19. Begin the sentences with the italicized words.

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## COMPARISON OF ADJECTIVES.

## Cow, Sheep, and Goat.

The sheep is *as large as* the goat. The cow is *larger than* either. It is *the largest* of these

animals. All three are useful to us. The sheep, though, is more useful than the goat. The cow is the most useful. All give nourishing milk. The milk of the goat is said to be more nourishing than that of the sheep or the cow. It is, therefore, most nourishing. The hair of these animals is not equally fine. The hair of the goat is finer than that of the cow. The wool of the sheep is finest of all. The sheep and the goat are highly prized, but the cow is most highly prized.

**20.** Tell (1) what qualities these animals have in common; (2) which animal possesses this quality in a higher degree than the other, and (3) which animal possesses it in the highest degree.

**21.** Place together three degrees of each adjective. *Ex.*—Large, larger, largest.

---

Silver and gold are precious. Paper and wadding are soft. Straw and wool are light. Sun and moon are large. Flies and gnats are small. Iron and lead are heavy. Brick and steel are hard. Spire and mountain are high. Father and grandfather are old. Glass and ice are brittle.

**22.** Tell in a sentence which of the objects named possess the given quality in a higher degree. *Ex.*—Gold is more precious than silver.

## COMPOSITION EXERCISES.

## The Old General.

An old general, *together* with other gentlemen high in office, once ate dinner with the king. Such people *usually* sit for a long time at the table, because they have much to say. The aged general fell asleep *during* the conversation. Several of the gentlemen smiled *when* they saw it. The king had *hardly* noticed this, when he said earnestly. "Gentlemen, *speak* softly, and do not *disturb* him. Often enough and long enough has *he* kept awake for us."

23. Begin the sentences with the italicized words.

24. Try to make still other changes in the order of the words, and begin, for instance:—Sentence 1: *Once*. Sen. 2: *Because*. Sen. 3: *The conversation caused*. Sen. 4: *Of the gentlemen who*. Sen. 5: *The king said*. Sen. 6: *I implore you*. Sen. 7: *You have forgotten*.

## SENTENCE EXERCISE.

At the polar sea it is colder than elsewhere. Upon the equator it is hotter than any where else. The humming bird is smaller than all other birds. The elephant is stronger than all other

animals. New York is larger than any other city in America. The moon is nearer than other heavenly bodies.

25. Tell in a sentence which of the objects named possesses the given quality in the highest degree. *Ex.*—The polar sea is the coldest of all seas.

26. In lessons 21 and 24 place together the three degrees of the given quality. *Ex.*—Precious, more precious, most precious. Cold, colder, coldest.

27. Compare animals, plants, minerals, cities, countries, and tools with one another in sentences showing the three degrees of comparison.

28. Find in your Reader adjectives in one of the three degrees, and give the three forms of each.

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### THE TIME OF AN ACTION.

#### The Past.

*To the Teacher.*—This and the following Sentence Exercises of this part review the Tense lessons of No. 2, and introduce the idea of the Present Perfect.

*'Evening.*—The day closed. The sun sank. The bell was rung. The farmer returned from the field. The herds went into their stalls. The

songs of the birds ceased. Upon the grass the dew fell. The flower closed its chalice. The mountain peaks were lighted by the last rays of the sun. The clouds glowed in the evening red. Then it became quite dark. Soon all was still in field and wood. The animals already rested in their places. Men were weary and went to their rest.

**29.** In three columns write 1) what the things and persons did, 2) what was done to them, and 3) how they were.

**30.** Put the predicates in the future. *Ex.*—  
The day will close.

---

### THE PRESENT PERFECT.

*To the Teacher.*—Lead the children to see that the use of *has* or *have* gives the idea of *completion* of the action within a time regarded as present.

*Noon.*—The clock has struck twelve. The mother has set the table. The maid has brought in the food. All have seated themselves at the table. The mother has divided the food. The father has now returned from the city. The children have greeted his arrival. They have now made room for him. Much has been related at the table. All have now had enough to eat.

**31.** Place the predicates in the present. *Ex.*—  
The clock strikes twelve.

**32.** Place the predicates in the past. *Ex.*—  
The clock struck twelve.

---

#### COMPOSITION EXERCISES.

When one once lies, others no longer believe him.

**33.** Change the construction of the sentence by beginning with: 1) Others no longer; 2) If you have; 3) If you wish that others; 4) One whom others; 5) Do not lie; 6) Should you once; 7) Never lie, if.

---

He who digs a pit for others often falls into it himself.

**34.** Change the construction of the sentence by beginning with: 1) Often; 2) You will yourself; 3) Many a one has fallen; 4) If you dig; 5) If you do not want; 6) It is true that; 7) Should you dig; 8) Into the pit which; 9) He is not to be pitied who; 10) How often does one himself fall; 11) If all would only reflect that.

---

#### SENTENCE EXERCISES.

The Shadow.

Fred is very timid. He is sent to a neighbor's house late in the evening on an errand. It is

bright moonlight. He steps into the yard. Now he sees at his side a great black man standing against the house. In terror he springs to one side. The black man springs to one side also, and becomes much smaller. Fred grows deadly pale. He screams and leaps back toward the house. The black man also springs upon the door and becomes much larger. The scream brings the father. Now the boy is lying upon the steps. He is carried half dead into the room. Finally he stammers out something about the black man outside. The father sees the mistake. He takes Fred by the hand and leads him again before the house. Here he shows him that the black man is his own shadow.

**35.** Change the story so that the predicates shall be changed from the present into (1) the past, (2) the future.

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#### The Journey.

Journey - decide upon. Course - mark out. Traveling suit - order. Trunk - pack. Departure - take. Depot - reach. Ticket - buy. Many strange places - visit. Many interesting things - see. All kinds of presents - buy. Letters write. Home journey - enter upon.

**36.** Form sentences and put the predicates in the present perfect. *Ex.*—The journey has been decided upon.

**37.** Construct the sentences, putting the predicates (1) into the present, (2) the past, (3) the future.

---

### CONJUGATION OF THE VERB.

#### FIRST, OR NAME FORM: CALL.

##### *Active Form.*

##### *Passive Form.*

Present: I call (the dog,  
etc.)

I am called (to school,  
etc.)

Past: I called, etc.

I was called, etc.

Future: I shall call, etc.

I shall be called, etc.

Present Perfect: I have  
called, etc.

I have been called, etc.

**38.** Complete the above conjugation in all persons singular and plural. (I, you, he; we, you, they,) both in the active form and passive form.

**39.** Do the same with the verbs *ask* and *save*.

**40.** Find verbs in your Reader and tell whether active or passive; give also the person, number, and tense (time form). *Ex.*—Henry caught a rabbit. *Caught* is in the active form, past tense, third person, and singular number.



## RULES AND PRINCIPLES.

*To the Teacher.*—These Rules and Principles sum up the teachings of the first two books and the first part of this. They should be assigned and learned in groups, as 1-6, 7-9, 10-12, 13-17, 18-20, and 21-25. Have the illustrations recited with the rules. It is not necessary to assign all the groups in successive lessons.

1. The subject of the sentence names the thing of which something is said.

2. We inquire for the subject with "who" or "what." *Ex.*—*Who* thinks? *Man* thinks.

3. The subject may be a noun, a pronoun, or an adjective used as a noun. *Ex.*—The *farmer* works. *He* works. The *diligent* work.

4. The predicate is the part of the sentence which tells what is said of the subject.

5. To find the predicate we ask: What does the thing do? or what is done to it? How is the thing? What is the thing?

6. The predicate may be a verb, a verb and an adjective, or a verb and a noun.

---

7. A noun is the name of a person or thing. *Ex.*—*Henry*, *house*, *beauty*.

8. Nouns are the names (1) of objects of sense: *Ex.*—*House*, *dog*; (2) of objects of thought: *Ex.*—*Happiness*, *diligence*.

9. Sense objects can be perceived through the senses, but thought objects only with the mind.

10. A pronoun is a word which stands for a noun. *Ex.*—He (the man) thinks.

11. In speaking, we distinguish three persons. The first person is the speaker; the second, the person (or thing) spoken to; and the third, the person (or thing) spoken of.

12. The pronouns used to show these persons are called personal pronouns. They are—

*Singular.*

*Plural.*

1st Person: I.

1st Person: we.

2d Person: you.

2d Person: you.

3d Person: he.

3d Person: they.

13. A verb tells what a thing does or what is done to it. *Ex.*—The boy *writes*. The letter *is written*. The verb also asserts *how* a thing is or *what* it is (was, will be, etc.). *Ex.*—The sky *is* blue. Washington *was* a general.

14. The form of the verb which tells what a thing does is called the *active form*. *Ex.*—The dog *barks*. The horse *eats* hay.

15. The form of the verb which tells what is done to a thing is called the *passive form*. *Ex.*—The hay *is eaten*.

16. The first or name form of the verb is that from which all other forms are derived. *Ex.*—*Go, love, teach, learn.*

17. The words which help to make the various forms of the verb are called *auxiliary* (helping) verbs. *Ex.*—*is, was, have, shall, will;* as *The book is read. I have finished the book. We shall play ball.*

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18. Every action occurs at a certain time. It either happens now, *Ex.*—*The bird sings;*—or it has happened, *Ex.*—*The bird sang, the bird has sung;*—or it will happen, *Ex.*—*The bird will sing.*

19. The present is the time in which we now live. The past is the time which has passed. The future is the time which is still to come.

20. The verb has three chief time forms, the Present, the Past, and the Future.

---

21. A qualifying adjective (one which shows a quality) tells *how* a thing is. *Ex.*—*Yellow, hard, wise.*

22. Things may have a quality in different degrees. *Ex.*—*A horse is stronger than a donkey.*

**23.** If we wish to show that one thing possesses a given quality in a higher degree than another, we *compare* the adjective.

**24.** There are three degrees of comparison:

Positive: Straw is *light*.

Comparative: Feathers are *lighter*.

Superlative: Air is *lightest*.

**25.** If an adjective or a noun is a part of the predicate we connect it to the subject with some form of the verb "be" (is, was, were, will be, etc.) This is called the *copula* (meaning *coupler* or connecting word). *Ex.*—The hare *is* timid. Solomon *was* wise.

## SECOND PART.

## SENTENCE FORMS.

DECLARATION, QUESTION, COMMAND OR ENTREATY,  
EXCLAMATION.

The Young Mouse, the Old Mouse, and the Cat.

1. *Cat* (to young mouse): Come and see me, little one. Do not be afraid. Give me just one kiss. Let me embrace you.

2. *Young Mouse* (to his mother): What shall I do? Is it safe to go? May I trust her? Will she keep her word?

3. *Old Mouse* (to young one): Child, you do not understand the wicked cat. All is pretense and deception. I advise you not to go.

4. *Cat* (to young mouse): O, come, you foolish thing. Don't let yourself be deceived. See my honest face. Follow my well-meant words.

5. *Old Mouse* (to young one): Child, do not go. Believe my warning. Run back into your hole.

6. *Young Mouse* (to mother): O how sweet is her voice! How soft are her paws! How velvety her fur! How gentle is her look! Mother, I am going. — O dear! She seizes me! O the shameless deceiver!

7. *Old Mouse*: If I could only rescue you! If you had only obeyed me! Ah, if the young were not always wiser than their parents!

41. Select from the above *a*) the declarative or narrative sentences; *b*) the imperative sentences which express (1) an entreaty, (2) a real command; *c*) the interrogative sentences; *d*) the exclamatory sentences.

42. Change the imperative sentences in 1 and 4 into questions. *Ex.*—Will you come and see me, little one?

43. Change the exclamatory sentences in 6 into questions. *Ex.*—Is her voice not sweet?

44. Change the questions in 2 and the exclamations in 7 into declarative sentences. *Ex.*—It is safe to go. I long to rescue you.

45. Ask five questions about the life of Washington, and answer them.

## COMPOSITION EXERCISES.

*To the Teacher.*—The composition exercises of this Part consist mostly of Imitations. They furnish a pleasing variety, and give the children an opportunity to exercise their fancy. Hints enough are given to secure a reasonable uniformity in the results.

**The Aged Lion.**

An aged lion lay helpless before his den and awaited his end. The other animals did not pity him, but thought with pleasure of his early death. Some of them chose to show their hate. The cunning fox mocked him with bitter words. The wolf called him the meanest names. The ox hooked him in the side with his horns, and the wild boar wounded him with his tusks. Even the donkey gave him a blow with his hoof. The noble horse stood by and did nothing, and yet the lion had torn his mother to pieces. Then said the donkey, "Don't you want to give the lion one behind the ear?" But the horse answered, "I regard it as contemptible to avenge myself on an enemy who can no longer injure me."

46. Copy the nouns, and then, with their aid, write the story from memory.

47. Write an imitation on, *The dying Eagle*. Nest. Birds come and mock him,—the blackbird.

the jay - the crow - the hawk - the owl. The gentle dove will not try to torment him.

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## SENTENCE EXERCISES.

48. Express in the imperative form the command,—(1) not to read in the dusk, (2) not to steal, (3) not to eat unripe fruit, (4) to give to the poor, (5) not to take another's property, (6) to observe one's own faults, (7) not to let the wicked entice you, (8) not to swear, (9) not to scold, (10) not to return evil for evil, (11) to help the suffering, (12) to protect the innocent. *Ex.*—Do not read in the dusk. Steal not. (Note.—Use the old or solemn form also, when appropriate, as, *Thou shalt* not steal.)

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49. Express in the form of an entreaty the wishes of one who is sick, who is hungry; who is a weary wanderer, an inquisitive boy, a lazy pupil, a merchant; the wishes of one in winter, in a thunder-storm, in a fruit-store.

50. What exclamations does one hear in spring? in summer? in winter? When one is in great pain? in great joy? When one thinks of loving parents? of dear friends?



## COMPOSITION EXERCISES.

## The Fire-fly.

One warm summer night a fire-fly flew out and in through the branches of a hedge. It was vain of its beauty. It glowed brightly and said, "How beautiful I am! My light rivals that of the stars. I am undoubtedly the most lovely creature upon the earth." At this moment a night-hawk snapped up the fire-fly and swallowed it.

51. Read the fable several times and then reproduce it from memory.

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The Cricket (*Imitation*).

52. Instead of the fire-fly, think of a cricket chirping in the grass, and admiring her own voice. She compares herself with the canary, but is caught by a sparrow and devoured.

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The Tulip (*Imitation*).

53. Tell about a tulip which looks down haughtily upon all other flowers, and thinks herself more beautiful than violet or hyacinth. She calls herself queen of flowers, but is cut by the gardener and soon wilts.

## DIRECT QUOTATIONS.

## SENTENCE EXERCISES.

*To the Teacher.*—In this and the following exercises the pupil is drilled upon the use of quotation marks and upon the accompanying punctuation.

**The Boy in the Woods.**

A boy ran into the woods. Then the oak tree cried out, "Rest in my shade." The boy answered, "I am not yet tired." Then the violet said, "Smell my odor." The boy answered, "I will take you along for my mother." Soon he espied the red strawberry. It called out to him, "Pick me, I am ripe." The boy answered, "I will give you to my sister." Finally he came to the berry of the deadly nightshade. It said, "Eat me." But the boy replied, "I will not eat you, for you look suspicious. I will pick you and show you to my father. He knows you better than I do."

**54.** Write out the sentences containing the direct address of the boy (1) to the oak tree, (2) to the violet, (3) to the strawberry, (4) to the poisonous berry. (Observe the marks which stand before and after the quotation.)

**Cow, Horse, Sheep, and Dog.**

*To the Teacher.*—Notice that, for the most part, capitals, and punctuation and quotation marks are omitted from this Exercise. A vertical line indicates to the pupil where they are to be supplied.

The cow, horse, sheep, and dog argued among themselves which was the most useful to man | the cow said | from me he has sweet milk, delicious cheese, and rich butter | The horse said | I draw his heavy wagon along with light steps, and I carry my rider with the swiftness of the wind | the sheep then said | I go bare and naked that my master may be clothed | the dog looked at them scornfully and said | of what use are you | then the master approached and patted the dog | whereupon the horse said | why do you do that, master | and the cow and sheep spoke, saying | do we not deserve your love more than this useless animal | the master patted the dog still more gently and answered | this dog rescued my beloved child from the water | how could I forget such great service |

55. Copy the above, and supply the proper punctuation and quotation marks, and capital letters, where the perpendicular marks stand.

56. Change the exercise into one like that on *The Old Mouse, the Young Mouse, and the Cat.*

Use the following outline: 1. The cow (to others). 2. The horse (to others). 3. The sheep (to others). 4. The dog (to others). 5. The horse (to master). 6. The cow and sheep (to master). 7. The master (to cow, horse, and sheep).

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COMPOSITION EXERCISES.

The Fox and the Crow. (*Aesop*).

A crow had stolen a piece of meat. He flew to the woods and sought out a quiet place to eat it. A hungry fox thought to get the meat for himself, so he called with a loud voice, "How handsome the crow is, in the beauty of her shape and the fairness of her complexion. If her voice were only equal to her beauty, she would be the queen of birds." These words flattered the crow, and she gave a loud caw to show the quality of her voice. The meat dropped to the ground and was quickly eaten by the fox. "My good crow," said the fox, "your voice is right enough, but your wit is wanting."

57. Read the fable carefully, and then reproduce it from memory.

---

The Donkey and the Goat (*Imitation*).

58. Donkey eating at his manger. Goat perceives a cabbage-head under the hay. Praises

the donkey's form and long ears, but regrets that he can not dance. Donkey wants to show the agility of his legs. Skips about in most comical manner. Meantime goat eats the cabbage-head.

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### RULES AND PRINCIPLES.

*To the Teacher.*—Have the pupils recite these rules, always giving the illustrative sentences.

1. There are declarative, interrogative, imperative, and exclamatory sentences.

2. At the close of a declarative or an imperative sentence, a period must be placed; at the close of an interrogative sentence, a question mark; at the close of an exclamatory sentence, an exclamation mark. *Ex.*—The dog barks. Does the dog bark? Bark, dog. How that dog barks!

3. Direct quotations contain the exact words of another. *Ex.*—The sheep said, "I go bare and naked that my master may be clothed."

4. Separate a direct quotation from the rest of the sentence by a comma or commas.

5. Enclose a direct quotation in quotation marks. *Ex.*—And God said, "Let there be light."

## THIRD PART.

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### MODIFICATION OF THE SIMPLE ELEMENTS OF THE SENTENCE.

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#### THE MODIFIER IS AN ADJECTIVE.

##### SENTENCE EXERCISES.

##### Harvest Time.

1. The ripe grain waves. The sultry air stirs. The sharp sickle rattles in the field. The brown thrush sings in the tree, and the merry quail whistles to his mate.

2. Strong horses draw the empty wagon, and the yellow grain soon fills it. The distant thunder rumbles. Now the long whip cracks, and the loaded wagons roll toward the house.

3. The busy harvesters bind the slender stalks into full bundles, till the bright sun sinks. Soon the empty bins will be full. Worrying cares will cease, merry songs will resound, and the weary men will rest.

**59.** Write down *a*) the nouns in the singular and in the plural, *b*) the adjectives. *Ex.*—Sickle-sickles. Ripe, sultry, sharp, etc.

60. Inquire for the adjective with the question "What kind of." Answer in full sentences and underline the adjectives. *Ex.*—What kind of grain waves? *Ripe* grain waves.

61. Use the modifying adjectives as predicates to show how the things are. *Ex.*—The grain is *ripe*. The air is *sultry*.

---

#### The Blacksmith.

What kind of a man is the blacksmith? What kind of metal does he work with? What kind of arms must he have? What kind of a hammer must he be able to use? What kind of tongs does he use? What kind of hands does he have when working? What kind of utensils does he make? Then, what kind of a trade does he follow?

62. Answer the questions, and modify the nouns with adjectives. *Ex.*—The blacksmith is a *strong* man. He works with a *useful* metal.

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Hay - grass. Colt - horse. Lion - animal. Sea - water. Market - place. Hurricane - wind. Alley - street. Cottage - house. Desert - plain. Giant - man. Dwarf - man. Puppy - dog. Kitten - cat.

63. Unite the above couplets into sentences, using appropriate adjectives. *Ex.*—Hay is dried grass.

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#### From Natural History.

The oak is a tree. The thorn-apple is a plant.  
The moss is a plant. The tiger is a beast of prey.

The sheep is an animal. The canary is a songster. The bee is an insect. Coal is a mineral. Water is a liquid. Gold is a metal.

**64.** Modify the nouns in the predicate with adjectives. *Ex.*—The oak is a *valuable* tree.

---

*To the Teacher.*—School labor ceases to be drudgery when it is founded on interesting and valuable thought. Nature and Literature are two unfailing sources from which we may derive the matter of our composition exercises. Since nothing stands nearer to the child than the best productions of the childhood of the race, a series of composition lessons based upon stories from Homer's *Iliad* is here introduced. While the pupil is mastering the more or less tedious forms of English composition, his mind is inspired and enriched by those ideas which have made the Greek classics independent of the flight of time.

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#### Story of the Trojan War.

Hundreds of years before Christ was born and *when* Greece was a new country, a great trouble arose in that land. It led, so the story goes, to a long war between the Greeks and the Trojans, or the people of Troy. This is the way *the* trouble is said to have begun:

At a great wedding feast the goddess of Discord, who had not been invited, threw a golden apple among the guests, *out* of revenge, saying as she threw it, "For the most beautiful." A strife for the apple at once arose *among* the goddesses. They could not decide the matter, so *they* concluded to leave the decision to *Paris*, one



of the sons of the king of Troy. Each goddess tried to bribe Paris to give her the apple. He *finally* gave it to Venus, the goddess of love, who promised him the most beautiful woman on earth for his wife. The most beautiful woman was *Helen*. She was *already* the wife of Menelaus, a king in Greece. But *Paris* lured her away and took her to Troy. This led to a war, which lasted for ten years, and ended with the recapture of Helen and the burning of Troy. The Greeks, *after* many difficulties, gathered their heroes and their armies and sailed for the Trojan land. Achilles was *their* bravest and strongest warrior, and Ulysses their most cunning. Hector was *the* most powerful of the Trojan heroes.

65. Copy the story, beginning the sentences with the italicized words.

---

#### Ulysses Tries a Stratagem.

Agamemnon, the Grecian commander and king, wants Ulysses. Ulysses loves - wife - baby boy - wishes to stay at home. King sends two messengers. Stratagem: Ulysses yokes ox and donkey - plows. Makes strange gestures as if mad. Sows salt instead of wheat. Men suspect trick. Nurse near by with child. Messenger puts child in furrow. Father stops team - picks up child and kisses him. Trick discovered. Ulysses joins the army.

66. Write a composition from the outline. (Pronunciation: Ag-a-mem-non.)

THE MODIFIER IS A PHRASE DENOTING POSSESSION.

SENTENCE EXERCISES.

The hand *of the fisher* guides the canoe. The dog is an enemy *of the cat*. The skin of a bear is called a pelt. The hill is adorned by the castle of the knight. The strength of the infant is not great. Its place is the lap of the mother.

67. Inquire for the modification with "of what" or "of whom," and answer in complete sentences. *Ex.*—The hand *of whom* guides the canoe? The hand *of the fisher* guides the canoe.

68. Change the phrase into a possessive, and place it before the noun. *Ex.*—The *fisher's* hand guides the canoe.

About Animals.

The feet of what animals have hoofs? The toes of what animals have claws? The proboscis of what animal is called a trunk? The bill of what bird is crossed? The ears of what animal are long? The hide of what animal is made into leather? The bristles of what animal are made into brushes? The flesh of what animal is roasted? The skin of what animal is covered with quills? The food of what animal consists of worms?

69. Answer the above questions. *Ex.*—The foot *of the horse* has a hoof.

70. Change the phrases of your answers into possessives, and place before nouns. *Ex.*—The *horse's* foot has a hoof.

## COMPOSITION EXERCISES.

## How Ulysses Found Achilles.

*To the Teacher.*—Let the pupils expand these outlines to any desired extent.

King wants Achilles, too. Sends Ulysses. Searches everywhere. Mother of Achilles (a youth) has dressed him as a girl. On an island with a king's daughters. Ulysses comes as peddler. Displays dress-goods. Sets spear and shield in corner. War trumpet sounds without—direction of Ulysses. Girls run - scream. One goes with manly tread to weapons - hastens to meet the foe. "You are Achilles, but we are not peddlers; we are heroes sent to invite you to the war." Invitation gladly accepted.

71. Write the composition. (Pronunciation: A-*chil* (kil)-les.)

---

## SENTENCE EXERCISES.

Head, toe, twig, ear, wing, shell, roof, handle, wheel, root, finger, gill, continent, country.

72. Of what are these things part? *Ex.*—The head is a part of *the body*.

---

## The Forest as a Dwelling Place.

The forest is the home of *the deer*. The hare also seeks the thickets of the woods. The nests of the birds are also found here. The leaves of the trees protect them. The squirrel, too, lives in the woods. The fruit of the oak furnishes him

food; nor does he despise the kernels of nuts. Below, one finds the burrows of the rabbits. Close by are found the holes of the mice. The bark of the trees is also a favorite resort of many insects. There one may find the black beetles, while from the tops comes the hum of the bees.

73. Inquire for the modifier with "of what?"  
*Ex.*—The wood is the home of *what?* The wood is the home of *the deer*.

---

#### COMPOSITION EXERCISE.

**Iphigenia Must be a Sacrifice.**

Winds won't blow. Goddess Diana offended. Priest declares king's daughter, Iphigenia, must be sacrificed. Grief of king - delay. Greeks impatient - Iphigenia sent for. She is led to the altar. The fire flames up. The priest prays to Diana - raises the knife. A cloud sinks down. When it rises a doe is seen - Iphigenia has vanished.

74. Write the composition. (Pronunciation: Iph-i-ge-ni-a; Di-a-na).

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#### THE MODIFIER IS A POSSESSIVE PRONOUN.

##### SENTENCE EXERCISES.

**Favorite Colors.**

Albert and Bertha had a friendly dispute as to which is the most beautiful color. Albert said: "My favorite color is red. Our roses in the

garden are red." Bertha said: "I love blue best. Look at the sky, *its* color is blue, *My* favorite flower, the violet, is also blue." But the father said: "*Your* dispute is useless. All colors are beautiful. We admire *their* splendor in the rainbow." Then he pointed to the sky, where just then a beautiful rainbow spanned the heavens.

75. a) Inquire for the italicized words with "*whose*" and answer in complete sentences. *Ex.*—*Whose* favorite color is red? *My* favorite color is red. b) Put nouns in the place of the italicized word. *Ex.*—*Albert's* favorite color is red.

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#### My Poultry-Yard.

In *my* father's yard there is a shady corner. There lies my poultry-yard. It is my joy, and my favorite resort. My chickens know my steps from afar. The cock in golden feathers knows my voice. When I hold out my hand, he comes boldly forward. He puts his bill into the hollow of my hand. Then he squints toward my pocket. He is only too glad to get something. If I show him some crumbs, he does not leave my side until I scatter them. Then my hens come up. What a clatter! I would not sell my chickens, even for much money.

76. Imagine the poultry-yard belongs to you and your brothers. *Ex.*—There lies *our* poultry-yard.

77. Tell the story to a friend and imagine the poultry-yard is his. *Ex.*—There lies *your* poultry-yard.

**78.** Imagine the yard belongs to a friend and tell another about it. *Ex.*—There lies *his* poultry-yard.

**79.** Do the same, imagining that the yard belongs to several friends. *Ex.*—There lies *their* poultry-yard.

**80.** Write down all the possessive pronouns of the first, second, and third persons, singular and plural. *Ex.*—My - ours, etc.

**81.** Find sentences in your Reading book which contain possessive pronouns, and tell whether they are of the first, second, or third person.

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## THE MODIFIER IS A NUMERAL ADJECTIVE.

### SENTENCE EXERCISES.

#### The Year.

A year has *twelve* months. Each of the four seasons consists of three months. The first season is spring. The beginning of spring comes in the third month. July is the seventh month. Summer begins on the twenty-first day of June. Autumn begins on the twenty-third day of September. Winter begins in the last month in the year. It brings many discomforts with it. Yet it also has some great pleasures. All people rejoice at the coming of spring. Autumn also brings many joys. • All seasons, in fact, are pleasant. •

**82.** Which modifiers answer the question "how many?" *Ex.*—*How many* months has the year?

**83.** Which modifiers answer the question "which?" *Ex.*—The beginning of spring comes in *which* month?

**84.** What words indicate a *definite* number? What words indicate an *indefinite* number?

**85.** Copy the sentences in which you find definite numbers indicated. *Ex.*—A year has twelve months. The first season is spring.

---

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, thousand.

**86.** Write down from memory the above cardinal numbers in words.

**87.** *a)* Tell the order of your school-mates as you sit in the class. *Ex.*—Frank is the *first* pupil. *b)* Write the ordinals (those that show *order*) from the above cardinals. *Ex.*—First, second, third, fourth, etc.

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#### DESCRIPTIVE EXERCISES.

##### The Swallow.

1. Migratory bird. 2. Wings long, curved. Swift flight. Feet small, delicate. Bill thin, awl-shaped. Tail forked. Color of feathers. Abdomen. Back. 3. Autumn, swarm. Wing exercises. South. Return. Nest, from soft earth. Lining. Under eaves. Four to six white

eggs. 4 and 5. Destroy injurious insects. Catch while in flight. Song, a twitter.

88. Write the description.

---

SENTENCE EXERCISES.

How many days has the week? the month? How many months has the year? How many years old are you? How many arms have you? How many arms have twenty persons? How many fingers have you on each hand? How many toes does each foot have? How many legs has the dog? the fly? the spider? How many cents in half a dollar? How many quarts has a bushel? How many ounces in a pound of butter? of gold? How many things make a score? a dozen? a gross? How many sheets of paper in a quire? How many things make a pair? How many leaves has the clover?

89. Answer the questions and underline the cardinal numerals. *Ex.*—The week has *seven* days.

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DESCRIPTIVE EXERCISE.

The Herring.

1. Salt-water fish. 2. Form of body. Scales. Head. Eyes. Gill-fish. Gills. Fins: pectoral-ventral - anal - dorsal - caudal. Color. Smoked herring. One, fifty thousand eggs. 3 and 4. Northern seas. Small sea-animals. Enemies. 5. Yearly, one thousand millions. Salted. Smoked.

90. Write the description.



## SENTENCE EXERCISES.

*To the Teacher.*—Note that *ordinals* show the *order* in which things come. Observe how *they are formed* from the cardinals, one, two, etc.

Which day of the week is Sunday? Tuesday? Saturday? Wednesday? Monday? Friday? Thursday? Which month of the year is December? October? August? February? November? July? January? March? May? September? April? Which day is your birthday? Which day is Christmas? Which day begins the year?

**91.** Answer the questions and underline the ordinal numerals. At the same time place along side of the numeral its equivalent figure or figures. *Ex.*—August is the eighth (8th) month.

**92.** Write in their correct order the names of the days of the week, and then the names of the months of the year.

## SENTENCES WITH TWO SIMILAR MODIFIERS.

## Forest Concert.

The bright sun appears. It is also fiery.—A gentle wind blows. It is fresh.—All the small birds awake. The large ones also awake.—The greedy cuckoo calls down from the lofty perch. He is also shy.—The gentle thrush sings in the bush. \* She is timid.—The dainty robin skips over the ground. He is trustful.—The saucy blue-bird

peers from the limb. He is bold.—The gay woodpecker drums on the dead tree. He is lively.—The restless starling whistles. He is noisy. The loud concert makes the hearer rejoice. It is pleasant.

**93.** Unite each pair of sentences into one. Arrange the adjectives in the best order. *Ex.*—The bright and fiery sun appears.

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The bee is a small insect. It is a diligent insect.—The violet is a modest flower. It is a much-loved flower.—The tulip has a splendid blossom. It has an odorless blossom.—The crow has a strong voice. He has a disagreeable voice.—The deadly-nightshade has a beautiful berry. It has a poisonous berry.—The toad is a despised animal. It is a useful animal.—Diamonds are valued stones. They are rare stones.

**94.** Unite each pair of sentences into one, using the conjunction “but.” *Ex.*—The bee is a small but diligent insect.

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Smell, rose - pink, agreeable. Songs, nightingale - mocking-bird, pleasant. Fur, mink - beaver, valuable. Points, sword - spear, sharp. Stalks, wheat - rye, long. Ears, hare - donkey, long. Dwelling place, mole - mouse, in the ground. Hair, horse - cow, soft. Feathers, crow - black-bird, black. John, son Zachariah - Elizabeth.

**95.** Unite the words into sentences. *Ex.*—The smell of the rose and of the pink is agreeable.

*Trees.*—Roots, oak - birch, gnarly. Trunk, poplar - palm, slim. Bark, maple - birch, smooth. Top, maple - chestnut, luxuriant. Branches, birch - willow, flexible. Needles, pine - larch, pointed. Bloom, alder - hazel, called catkins. Fruit, fir - pine, cone. Berries, mountain-ash - elder-bush, eaten by the birds. Wood, walnut - oak, made into furniture.

**96.** Form sentences. *Ex.*—The roots of the oak and of the birch are gnarly.

**97.** Find sentences in your Reader in which the nouns are modified, and tell the kind of modifier.

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#### DESCRIPTIVE EXERCISES.

##### June Beetle.

**98.** 1. Insect. 2. Main divisions: head, thorax, abdomen. Size of these parts. Eyes large, immovable. Antennae. Mouth - parts. Six legs with claws. Four wings—upper, under. Head and thorax, black; wings chestnut brown. Abdomen black. Spots. 3 and 4. Upon trees, leaves, flowers, 20-30 eggs, larvæ (grubs). Chrysalis. Evenings, fly about, hum. During day, sit still. 5. Ducks, chickens, food. Very injurious. Grubs, roots. Beetles, trees. Destroy, not torment.

---

#### RULES AND PRINCIPLES.

**1.** A modifier of a noun is called an adjective element.

2. The adjective element may consist of a) A qualifying adjective answering the question, "What kind of a—?" *Ex.*—*What kind of a pupil?* A *diligent* pupil.

b) A phrase with the word *of*, answering the question *of what?* *Ex.*—The roof *of what?* The roof *of the house.* c) A possessive pronoun, answering the question *whose?* *Ex.*—*Whose father?* *My father.* d) A demonstrative adjective, answering the question *which?* *Ex.*—*Which tree?* *This tree.* e) A numeral adjective, answering the question, *how many?* *Ex.*—*How many days?* *Seven days.* f) A numeral adjective, answering the question *what?* or *which?* *Ex.*—*What day?* The *seventh* day. *Which boy?* The *third* boy at the right.

3. The possessive pronouns tell us to what person a thing belongs. They are *my*, or *mine*, *your*, or *yours*, *his*, *her* or *hers*, *its*, *their* or *theirs*. *This*, *that*, *these*, *those*, *such* are demonstrative adjectives. (They *demonstrate*, or point out definitely.)

4. A numeral shows number. It either answers the question *how many?* then it is called a *cardinal* number (one, two, etc.); or it answers the question *what* or *which* one? (first, second, sixth, etc.), then it is called an *ordinal* number. (Note that such numerals as *first*, *fifth*, *tenth*, etc., are called ordinals because they show the *order* in which things come.)

## FOURTH PART.

## THE MODIFICATION OF THE VERB.

## THE OBJECT.

*To the Teacher.*—The practice given in this part will be found of the greatest service in enabling the child to distinguish easily the various kinds of verb-modifications. It will be well to have most of the sentence exercises written, and each should be discussed until the teacher is satisfied that the pupils are able to perceive the distinctions readily.

## Disobedience Punished.

George and Frank went into the garden. There they met the *gardener*. He called to the boys, "You must avoid the bee-hive. Do not risk stinging." George thanked the man, and followed his advice. But Frank answered, "One must not be too timid." He disregarded his friend. The gardener said, "I shall tell your father." But Frank approached the bee-hive. Suddenly he cried out loudly. A bee had stung him. Soon the gardener came and helped the boy. He drew out the sting, and then said to him, "Those who will not hear must feel."

**99.** Inquire for the object with "whom?" or "what," and answer in full sentences. *Etc.*—

*Whom* did the boys meet? The boys met the *gardener*.

---

Servant, master, obey. Herd, shepherd, follow. Horse, farmer, serve. House, carpenter, build. Thief, watchman, avoid. Orphan, friend, thank. Poison, health, ruin. Maid, mistress, help. King, people, command. Father, child, forgive. Daughter, mother, help. Pupils, teacher, obey.

**100.** Form sentences and place the nouns first in the singular and then in the plural. *Ex.*—The servant obeys his master. Servants obey their masters.

**101.** Form sentences from the words in exercise 11 by using the nouns in the second column as subjects (What *is done* to things). *Ex.*—The *tree* is struck by lightning.

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#### COMPOSITION EXERCISES.

##### The Great Quarrel.

Greeks plunder surrounding cities. Agamemnon's prize - Chryseis (Kry-se-is) - daughter of a priest of Apollo. Makes slave of her. Father pleads for daughter - offers ransom - in vain. Prays to Apollo. God angry - sends pest upon Greeks. Animals die first - then men. Greeks call council. Calchas asked to explain Apollo's wrath. Calchas is afraid - asks Achilles for protection. This promised. Calchas declares Aga-

memnon is to blame. Must return Chryseis to her father - also offer sacrifice to Apollo.

Agamemnon sends slave back - offers sacrifice to Apollo. Very angry because Achilles promised to protect Calchas. Demands the female slave, Bryseis, of Achilles. Says he will take her by force, if she is not given up. Bitter words on either side. Achilles gives up his slave for the sake of Greeks - very angry - won't fight any more. Sulks in his tent. Greeks go on with the war.

**102.** Write the composition. Bry-se-is; Calchas; (Kal-kas.) \_\_\_\_\_

#### SENTENCE EXERCISE.

The maids feed the cows. The servants water the horses. The shepherds herd the sheep. The fishermen catch the trout. The hunters shoot the hare. The cooks pick the geese. The dogs set the quails.

**103.** Change the sentences so that the objects will become subjects. *Ex.*—The cows *are fed* by the maids.

#### COMPARISONS.

##### The Fir and the Oak.

The fir and the oak are trees. Both of them grow in the woods, and are called forest-trees. They are very highly valued on account of their wood. Large tracts of country are therefore often planted with oaks or firs. We can easily tell one from the other. The fir grows tall and

slender. The oak, on the other hand, is usually stout and gnarled. The fir grows faster than the oak, but the oak has a harder wood than the fir. The oak has leaves, while the fir has needles. We call the fruit on the oak an acorn, while that of the fir is called a cone.

**104.** Read the comparison carefully, and then write it from memory.

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**105.** *The Rose and the Violet.* (Similarities.) Garden flowers or wild. Favorites. Beauty. Odor. (Differences.) Violet, spring flower. Rose, summer flower. Color. Size. Rose-bush. Thorns. Length of time of blooming.

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#### DIRECT AND INDIRECT OBJECT.

*To the Teacher.*—Do not be in a hurry for the pupil to formulate the difference between the direct and the indirect object, but let him distinguish the two in concrete practice for a time. The definitions come later.

The mother gives (beggar, penny). The merchant shows (customer, goods). The teacher relates (pupils, story). The maid gets (child, water). The postman brings (gentleman, letter). The parents buy (children, clothing). The polite boy shows (stranger, way). Judas gave (Lord, kiss). Ravens brought (Elijah, food).

**106.** Form sentences with the first noun as indirect and the second as direct object. *Ex.*—The mother gives the *beggar* (indirect) a penny (direct).



**107.** Change the order so that the direct object will come first. *Ex.*—The mother gives a penny to the beggar.

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**THE MODIFIER IS A PERSONAL PRONOUN USED AS DIRECT OR INDIRECT OBJECT.**

**Complaint of the Hare.**

Poor me! What shall I do? Everywhere death threatens me. Hunters and dogs pursue me, and foxes chase me through the woods. In my flight, hawks seize me. Nothing gives me protection. I can not even defend myself. I have no courage. My legs alone can save me. For they do not catch me so easily in the race. But what does it avail me? The hunter's shot overtakes me. Would that they would even grant me an honorable burial. But, alas! I must end in the kitchen! The cook strips off my skin. Then she puts me in the oven and bakes me. At last men eat me.

**108.** Imagine several hares are speaking. *Ex.*—Poor us! What shall we do?

**109.** Address *a)* one hare, *b)* several hares. *Ex.*—You poor hare! You poor hares!

**110.** Relate the complaint *a)* of one hare, *b)* of several hares. *Ex.*—*a)* Poor hare! What shall she do? *b)* Poor hares! What shall they do?

## COMPARISONS.

**111. *Horse and Donkey.*** (Similarities.) Mammals. Domestic animals. Legs, hoofs, pointed ears. Hair. Manes. Food. (Differences.) Size. Mane. Tail. Ears. Gait. Color. Use. Qualities.

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**112. *Goose and Duck.*** (Similarities.) Swimmers. Domestic fowls. Food. Webbed feet. Manner of flying. Favorite resorts. Use. (Differences.) Size. Color. Neck. Eggs. Gait. Swimming, diving. Feathers. Manner of standing.

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**113. *Summer and Winter.*** (Similarities.) Seasons. Length. Pleasures of. (Differences.) Heat and cold. Length of days, nights. Appearances in nature. The sky. Plants. Life of animals. Employment of men.

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## VERBS WITH SEVERAL SIMILAR OBJECTS.

**In the Barnyard.**

Anna feeds the chickens. She feeds also the pigeons.—The chickens eat oats. The chickens eat barley.—The pigeons pick up corn. They pick up crumbs also.—George scatters—to the geese. He also scatters—to the geese. Henry feeds the horses—. He feeds them—also.—Then he calls the—. He calls also the—.

**114.** Unite each pair of sentences into a single sentence and underline the objects. *Ex.*—Anna feeds the *chickens* and the *pigeons*.

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What does the tailor use? (thimble, needle, thread, goose). What does the cow eat? (clover, straw, grass, hay, corn). What does the thief steal? (coat, jacket, shoes, money). What does the donkey bear? (rider, load, wood, sacks). Whom does the child love? (father, mother, sister, brother). What did God create? (Heaven, land, sea, man). What does the baker bake? (bread, rolls, pies, cakes).

**115.** Answer the questions in full sentences, using the words in parentheses for objects. Observe the use of the comma. *Ex.*—The tailor uses a thimble, a needle and thread, and a goose.

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Son obeys - father - mother - teacher. Request was denied - son - daughter. Flowers were given - bride - bridegroom - by friends. Dress pleases - brother - sister - playmates. Fox catches - quails - rabbits - geese. Dogs bark at - wagon - horses - man. Rain benefits - woods - fields - meadows. Storms injure - houses - ships - trees.

**116.** Write the foregoing groups of words into sentences. *Ex.*—The son obeys father, mother, and teacher.

## COMPOSITION EXERCISES.

**Duel Between Paris and Menelaus.**

Paris proposed to settle the war by a duel between himself and the boldest Greek. Victor to have Helen and her treasures—the war to close. Menelaus, the Greek husband of Helen, gladly accepts—longs for vengeance. The guilty Paris terrified at sight of Menelaus. Hector upbraids his brother Paris for his cowardice. He said: “Greeks - laugh at you. Good robber - no further courage. Your piping - pretty face - lovely hair - do not help you in battle.” Paris ashamed - agrees to fight.

**117.** Write the composition from the outline.

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**The Duel of Paris and Menelaus (*Continued*).**

**118.** Greeks and Trojans make a solemn treaty - abide by result of duel. Both sides rejoiced at prospect of peace. Hector and Ulysses measure ground - lots cast for first throw of spear. In favor of Paris - duel begins. Paris throws - hits shield of Menelaus - spear does not go through. Menelaus prays to Jupiter - throws - pierces shield and clothing. Paris leans to one side - escapes death. Menelaus springs forward with sword - strikes helmet of Paris - sword breaks. Seizes Paris's plume - drags him toward Greeks. Invisible goddess, Venus, loosens band of helmet. Menelaus hurls it toward Greeks - pursues Paris with lance - can not see him. Venus has borne him off in a cloud. Minerva induces Pandarus to shoot an arrow at Menelaus - war begins again.

## RULES AND PRINCIPLES.

**1.** The direct object is a word used to complete the meaning of a verb, and answers the question *what?* or *whom?* *Ex.*—The fox catches *what?* The fox catches *rabbits*. The fox sees *whom?* The fox sees *the hunter*.

**2.** The Indirect object is a word used with *to* or *for* expressed or understood to complete the meaning of the verb. *Ex.*—*a)* Give the book *to whom?* Give the book *to me*, or Give *me* the book. *b)* Bring the water *for whom?* Bring the water *for Harry*, or Bring *Harry* the water. (Note that when the indirect object *follows* the direct object the preposition (*to* or *for*) is used, and when it precedes the direct object the preposition is omitted.)

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 LETTERS.

*To the Teacher.*—Simple letters of friendship are most appropriate in this grade. If more practice is needed, have some of the Trojan-War stories put into the letter form. The date may be written on the second line, if it will look better there.

CHICAGO, ILL., March 1, 1890.

Dear Mary,

Yesterday, etc.

Your friend,

MABEL.

**119.** Write in a letter from Mabel to Mary about a canary bird which Mabel's aunt has given her.

**120.** Write a similar letter:—Your uncle has come and brought you a young Newfoundland dog. Tell what his name is, how he looks, what you give him to eat, where he sleeps, what he does, how you are going to train him, etc.

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**121.** Write in a letter, that your brother Paul has bought a pair of white rabbits. Tell from whom he bought them, how much they cost, how they look, what they eat, where they sleep, etc.

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**122.** You have visited a cooper's shop with your father. Young man planed boards, another shaved hoops. The master joined the staves into a barrel. Along the sides of the room stood several kinds of barrels and casks.

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**123.** *Ernest to Charles:* Charles had loaned a book to Ernest. Return with thanks. Well pleased. Learned much. Asks for another similar book. Robinson Crusoe preferred. Request for early answer.

**124.** *Henry to George:* Father's birthday. Wishes to please him. A drawing. Seen some fine ones at George's. Request - send with messenger. Several to choose from. Promise to care for them well. Return them, self. Hearty thanks for fulfilling request.

**125.** *Laura to Amelia:* Mother's birthday. Present. Mat crochet. No pattern. Amelia is asked to assist. Like best, beautiful stars. Amelia will surely not deny request. Send by servant. Promise and thanks.

## THE PREPOSITION AND ITS OBJECT.

With——the bill takes the place of teeth. We get our bed feathers from——. Oxen defend themselves with——. The astronomers busily search for——. The lightning flashes from——. The swan belongs to——. The fox caught the goose with——.

**126.** Complete the sentences. *Ex.* — *With birds,* the bill takes the place of teeth.

—————  
The driver stands——wagon. Milk comes——cow. The eagle seizes his prey——talons. The smoke arises —— the chimney. The fish was caught——hook. The first word——a sentence begins —— capital letter.

**127.** Complete the sentences.

**128.** Find prepositions in your Reader, and write them, together with their nouns.

## COMPOSITION EXERCISE.

**Patroclus, the Friend of Achilles.**

**129.** Many battles and duels - Greeks unfortunate. Achilles viewed battle from ship - would not fight at entreaty of Greeks. Greek camp attacked. Consents to let Patroclus fight in his armor. The Trojans flee - mistake Patroclus for Achilles. Trojans discover their error - still flee. Patroclus thinks to storm city and end war. He presses upon Hector - the god Apollo strikes Patroclus with open hand upon the shoulders - falls - Hector pierces him with lance. Patroclus dies.

The cat slinks—hedge. The servant is respectful—employer. A tire is put—the wheel. David fought — Philistines. The brave army marched—enemy. Farming would be almost impossible—horses. A strong wall is built—the house.

130. Write the sentences in full.

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### RULES AND PRINCIPLES.

1. A preposition is a word showing the relation of one thing to another; for example, the letter may lie near, upon, by the side of, over, under, behind, or before the book.

2. A preposition is followed by a noun or pronoun, called its object. *Ex.*—Through the *meadow*, over the *fence*, into the *road*. Come with *me*, I will walk beside *you*.

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### ADVERBS OF TIME, PLACE, AND MANNER.

#### In the Woods.

Yesterday I took a walk. The sun shone brightly. The woods were near. Thither I directed my steps. The forest was quickly reached. The coolness soon refreshed me. I sat down and listened long to the twitter of the birds. Already the evening star began to twinkle. Unwillingly I departed from the pleasant spot. I arrived at home late.



**131.** Find the words which answer the questions *where? whither? when? how long?* and *how?* and underline them in the answers. *Ex.*—*When did I take a walk? I took a walk yesterday.*

**132.** In place of the words which answer the questions *where? whither? when?* and *how long?* place appropriate nouns with their prepositions. *Ex.*—*In the afternoon I took a walk.*

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COMPOSITION EXERCISE.

**Achilles and Hector.**

**133.** Achilles gives up his enmity to Agamemnon. Thetis, mother of Achilles, prays Vulcan for a new armor (Hector captured the one worn by Patroclus) - gets much finer one. Would eat nothing till he had avenged the death of Patroclus. Armies meet - bloody battle. Trojans retreat into city - Hector remained outside the gate. Hopes to defeat Achilles. He sees glaring eyes of Achilles - sudden fear seizes him - flees. Runs three times around the city. Hector stops - waits for Achilles. The fight begins - Achilles throws lance - Hector stoops - then throws. Lance can not pierce Vulcan's shield. Hector now draws sword. Achilles watches for an open place in Hector's armor - finds it - thrusts - kills Hector. Hitches body to chariot - drags it to Greek camp and three times around tomb of Patroclus. Gods preserve the body of Hector from injury.

When do the lazy want to work? When does the sun rise? When does it set in summer? How long does it shine in the sky? How often does the pupil go to school? Where is the top of the tree? Where do the roots spread themselves out? Where is the title of the book? Where does the cellar lie? Whither rises the smoke? How does the dove coo? How do cat and dog agree? How does the deer run? How does the express train run?

**134.** Answer the foregoing with *a*) single words, *b*) with phrases where you can (prepositions with their nouns). *Ex.*—The lazy *never* want to work. *At no time* do the lazy want to work.

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COMPOSITION EXERCISE.

Destruction of Troy.

**135.** Greeks despair of capturing Troy by force - resolve on stratagem. The cunning Ulysses has an immense hollow wooden horse made. Greeks pretend to sail for home - hide behind an island. Greek heroes hide in the horse. Trojans astonished at wooden horse - don't know its purpose. Misled by a Greek who has been left behind. Drag it as a trophy to gate. Horse too large to enter - break down wall. At night heroes leave horse - fire city - Greeks return. Troy destroyed - Helen recaptured.

## SENTENCE EXERCISE.

## From the Life of Animals.

Where does the herring live? Where does the eagle build her nest? Where does the mole find his food? When does the snail creep? Whither flies the swallow in autumn? Where do the snakes creep at this time? Whither mounts the trilling lark? Whither flees the badger? Whence come the beetles? Whence come the birds?

**136.** Answer the questions, and underline the adverbial phrases. *Ex.*—The herring lives *in the sea*.

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## RULES AND PRINCIPLES.

**1.** Words which modify verbs by showing the time, place, or manner of an action are called adverbs of time, place, or manner.

**2.** The adverb of place answers the questions *where?* *whither?* (to what place), *whence?* (from what place?) *Ex.*—The bird sits upon the tree. The bird flies to the tree. The bird falls from the tree.

**3.** The adverb of time answers the questions *When?* *How long?* *How often?* *Ex.*—Thunderstorms come *in summer*. Many thunderstorms last *for hours*. It lightens *often*.

**4.** The adverb of manner answers the question *how?* *Ex.*—Solomon ruled *wisely*.

