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DAILY-LIFE ENGLISH • JUNIOR SERIES

English Every Day

NEW EDITION

By

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and

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GINN AND COMPANY

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Reading Selections



In addition to the use recommended for each selection on the page where it appears in the book, the following material may be used in many other ways, such as study reading, outlining, oral reading, storytelling, word study, and dictation.

- BRAVE PIGEON (Page 7)
- YERBA MATÉ, THE SOUTH AMERICAN TEA (Page 101)
- STORM (Page 107)
- FOUND (Page 110)
- SOUR NOTE (Page 110)
- SINGING FOR SUPPER (Page 111)
- TONGUE TWISTER (Page 111)
- OLD BILL'S TALE (Page 121)
- MY BIRTHDAY PRIVILEGE (Page 127)
- WHY THERE ARE NO TREES ON THE DESERT (Page 130)
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- SAVING OUR BEAUTY (Page 210)
- FOREST CONSERVATION (Page 213)
- CHINESE WRITING AND PRINTING (Page 217)
- PARACHUTE JUMPING (Page 224)
- STREAMLINER GOES THROUGH (Page 226)
- CARRYING FREIGHT BY AIR (Page 228)
- FRIEND BUNNY (Page 293)
- SNOW DIMES (Page 313)
- MR. BUMBLE (Page 344)
- FACE THE MUSIC (Page 352)
- TICK-TOCK (Page 354)
- THE RETURN (Page 357)

Many other paragraphs in the book lend themselves to a use similar to that explained under "Pointed Paragraphs," pages 238-251. See, for examples, the paragraphs on pages, 8, 10, 12, 32, 60-61, 274-276.

English
Every Day

English Enters

YOUR HOME LIFE

through

PLEASANT CONVERSATION
STORIES AND ANECDOTES
BOOKS TO SHARE WITH THE FAMILY
TELEPHONE TALKS
LETTERS TO FRIENDS

YOUR SCHOOL LIFE

through

ORAL REPORTS IN ALL SUBJECTS
WRITTEN REPORTS IN ALL SUBJECTS
ASSEMBLY PROGRAMS
DRAMATIC PROGRAMS
USE OF THE LIBRARY

YOUR SOCIAL LIFE

through

CONVERSATION WITH FRIENDS
WORK TO EXPLAIN
BOOKS TO READ
HOBBIES TO DESCRIBE
JOKES TO TELL
PARTIES TO PLAN

English Goals

During junior-high-school years certain school subjects are matters of choice. Your decision to take commercial subjects, shop subjects, home economics, or foreign languages will depend upon your special interests or upon your plans for the future. English, however, is a part of everyone's program. To make progress in English, you need to have goals ahead in speaking, writing, and reading. Discuss the following statement of goals:

To learn to speak correctly and attractively, so that others will enjoy conversing with you.

To write clearly and correctly your school reports and compositions and your personal letters.

To read more understandingly and to gain wider acquaintance with storybooks and study books.

Becoming Acquainted with Your Textbook

From the Contents of this book you will see that the work of this school year is arranged in six sections:

- I. The Grammar of the Sentence
- II. Friendly Contacts through English
- III. Aids to Study
- IV. The Glamour of the Sentence
- V. English Skills in Daily Use
- VI. Tests and Measures

Since in both speaking and writing it is necessary to use correct sentences, you are asked to study first "The Grammar of the Sentence." As you examine the first section of the book, you will see that it explains the fundamental parts of the sentence and gives you practice in using them correctly.

Later in the book you will find a section called "The Glamour of the Sentence." You all know that *glamour* means charm and attractiveness. The lessons in that section will show you how to use modifiers of various kinds to add glow and vigor to your speaking and writing.

Section II of this book shows you how to improve in conversation, storytelling, and letter writing, — those forms of English through which you reach out to make and keep friends. You also make book friends and share their enjoyment with others.

Section III explains ways in which you may use your English skills to aid you in studying more effectively. What are the four parts of this section? In which of your studies may the library aids help you most? Give one example of the advantage that reading skills are to you each day. How does a knowledge of composition plans and paragraph structure help you?

Now examine Section V, "English Skills in Daily Use." Such activities as reading the newspaper, writing articles for your class newspaper, writing and taking part in plays, and sharing the enjoyment of poetry and verse plays through choral reading are parts of this section.

Section VI will show you how to measure your progress in English. Since taking tests is a necessary part of the business of going to school, you will welcome extra practice in answering test questions and meeting different kinds of test problems.

Using the Index

Through the Index of your textbook you can locate quickly pages which will help you in particular skills. Do you want to find out what your book contains, for example, about punctuation, telephoning, writing business letters, or correct speech? Turn now to the Index and find the item that corresponds to each of the subjects named. See how quickly you can find all the information given in the textbook about at least three of the topics listed. Think of others that you might wish to find, and discover the pages where reference to them is made.

Looking at the Pictures

The pictures in this book have been selected to give point to certain ideas which you will want to think about. Several of the pictures illustrate friendly contacts; others are illustrations drawn from nature; and still others are symbols of man's organization and planning found in the world around us. Look at the pictures as you study your text and tell why you think that each is included.

As you proceed through the work of the year, try to think of your English class not as merely a place where you work for high ratings and excellent report cards; instead, aim to make progress because you realize the importance of English in all your daily doings, both at the present time while you are a pupil in school and in the future when you will be an adult.



Sense in Sentences

SENTENCE RECOGNITION
SENTENCE BUILDING
A TEST ON SENTENCES
ADDITIONAL PRACTICE

Verbs: The Key Words of Sentences

KINDS OF VERBS
SKILL IN USING VERBS
A TEST ON VERBS
ADDITIONAL PRACTICE

Nouns and Pronouns

NOUNS: WORDS USED AS NAMES
PRONOUNS: WORDS USED IN PLACE OF NOUNS
SKILL IN USING NOUNS AND PRONOUNS
A TEST ON NOUNS AND PRONOUNS
ADDITIONAL PRACTICE

Sentence Diagrams

Sense in Sentences

Sentences are important tools of ideas. Whether you are listening, reading, speaking, or writing, you gain or give clear thoughts through sentences. Skill in recognizing and in using sentences is valuable to everyone.

SENTENCE RECOGNITION

1. Notice how difficult it is to understand the following paragraph, because all sentence divisions are omitted. How many sentences are there in the paragraph? Where should each one begin and end? Volunteer to read the paragraph aloud, showing by the way you read it what the sentence divisions are.

The highway to Alaska is a project in which thousands of persons thoroughly believe a great road twenty feet wide, with a surface suitable for the movement of heavy vehicles, is an aid in war and in peace its value in linking a great chain of airfields in the northwestern part of our continent is unquestioned the Alaska road will be a favorite route of tourists as years go by it may be the new trail of modern pioneers to one of the world's last frontiers.

2. In the following story you are able to understand the ideas much more easily because the sentence divisions have been indicated. (Each sentence begins with a capital letter, and, since all the sentences make statements, each sentence ends with a period.) Some of the sentences are short and some are long, but all are complete. Read aloud the sentences that contain only ten words or fewer. Which sentences have more than twenty words?

BRAVE PIGEON

Winkie was a carrier pigeon on a British bomber. The bomber crashed and sank in the North Sea, but the crew managed to get off in a rubber boat. Winkie's cage was broken in the crash. Although her wings were soaked with oil and water, she flew one hundred miles to her home in Dundee, Scotland. Her owner reported the bird's arrival, and her code number showed from what plane she had come. A check on her flying speed, which is usually on record for carrier pigeons, was helpful in determining where the plane had crashed.

A reconnaissance plane was sent out; and the missing fliers, who had been kept afloat by their rubber boat, were located and taken back to their base.

Winkie was treated to a party in her honor. The fliers made speeches in praise of her faithful service. A bronze plaque showing a tiny bird flying over the sea was given to her proud owner, and on the plaque were inscribed the thanks of the squadron to the gallant bird.

3. Not all sentences are statements. Some (ask questions) and need question marks instead of periods at the end. Study the sentences in the following paragraphs:

Who killed Colin Campbell, the Red Fox of Glenure? For nearly two hundred years this murder mystery has been the secret of the glens. For nearly two hundred summers the blossoming heather has crimsoned the Scottish moors and braes, and at nightfall the mists have rolled down from the mountains and wrapped the heather and the secret in an impenetrable shroud.

✓ At about half-past five on Thursday afternoon, May 14, 1752, a shot rang out on a Highland hillside, and Colin Campbell fell. A man with a short, dark-colored coat and a gun in his hand was running up the hill among the trees. Who was the man that fired the shot? Why did he kill Glenure? Why has there been a secret?

The spot where Red Colin fell is marked by a weatherbeaten cairn—a rough pile of stones about three feet high, green with lichen and moss. It was the custom in Scotland to commemorate in this primeval way the scenes of tragic events.

1. How many sentences are there in the first paragraph? How many of these make statements? How many ask questions?

2. In the second paragraph find three sentences that ask questions. What mark of punctuation follows each question? Volunteer to read this paragraph aloud. How shall you show by your voice which of the sentences are questions?

3. Notice the long and the shorter sentence which make up the third paragraph. Why are both sentences followed by periods?

4. Sentences not only make statements and ask questions; they may also express surprise, excitement, or strong feeling. Such sentences are called *exclamatory* and are followed by exclamation points.



U. S. Navy official photo

GALLANT BIRD

You will find (exclamatory sentence), with exclamation points as end punctuation, in the following paragraph:

During last night's heavy windstorm, the power went off in our part of town for about twenty minutes. The four of us were eating supper in the kitchen at the time. How pitch dark it seemed indoors and out! Mother didn't have any candles, but we were all scared and Dad said just to keep on eating. *Have you ever tried eating in the dark?* What a time we had! First, little Pete knocked over his glass of milk. What a wail he gave! Then I dropped my fork. "Never mind," said Mother, "you won't need a fork to eat your bread." Dad must have put his finger into his hot coffee at that moment, because he seemed to bounce against the table. In the midst of our trying to find our mouths, the power went on again. That was a relief! Isn't the gleam of light beautiful when it suddenly shines after darkness? "The linemen are surely on the job," said Father gratefully.

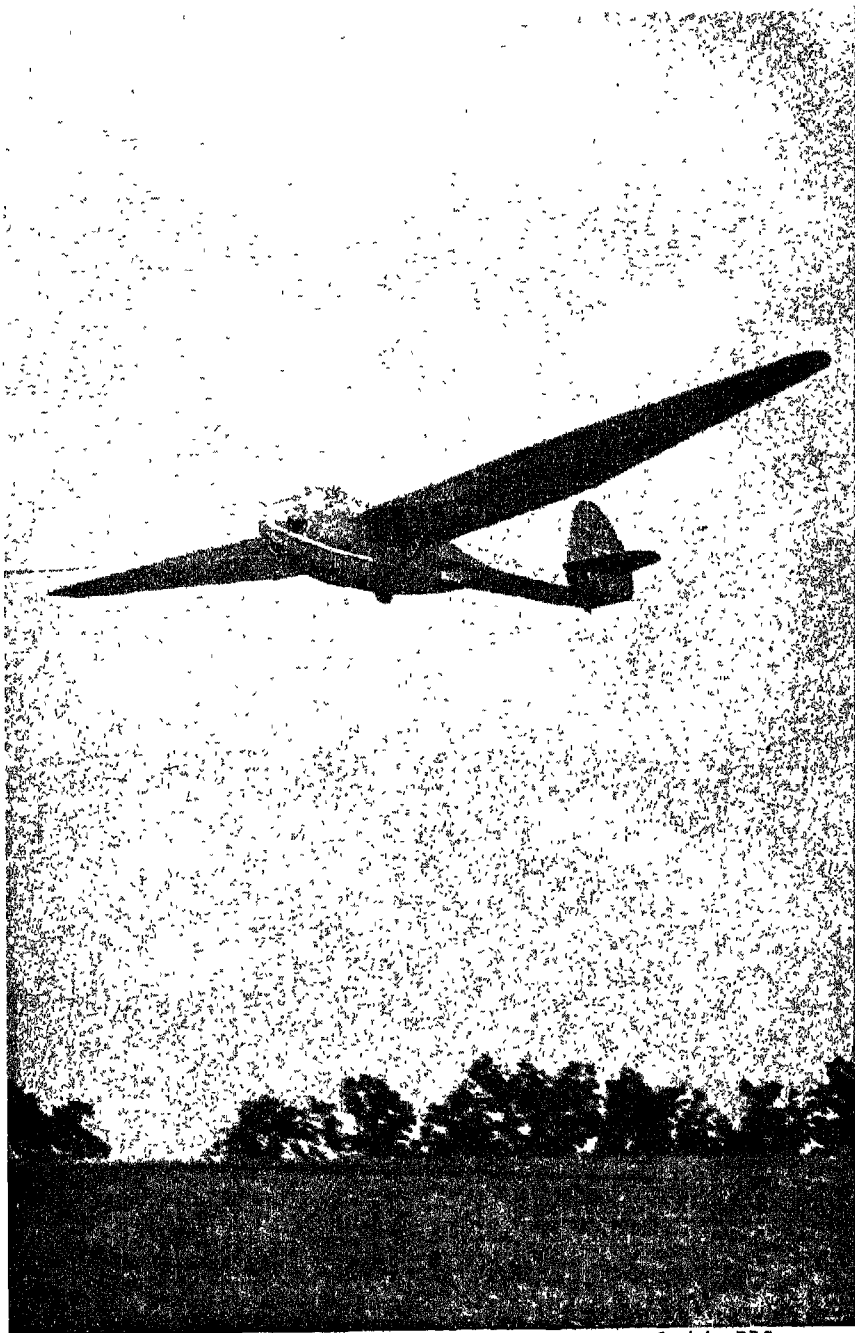
1. Read the exclamatory sentences contained in the paragraph. Notice how they give the reader a sense of excitement.

2. Read the sentences that ask questions. Notice how they make the reader enter personally into the experience of this family.

3. Volunteer to read the paragraph aloud. Show by your voice the difference between the sentences which are statements and those that are questions or exclamations.

5. Rewrite the following paragraphs, using capital letters and end marks of punctuation (. , ? !) to show the sentence division. After you have prepared the paragraphs in this way, volunteer to read one of them aloud.

1. A glider has no motor. what keeps it sailing around in the air? The pilot of a glider takes advantage of every current of air. do you know that when a breeze hits a hill the air shoots upward in a kind of inverted waterfall this "slope wind" is very important to a glider pilot air heats quickly over plowed land because the land has absorbed much of the sun's heat and gives it to the air the hot air rises and cold air rushes in below the rising air carries the glider up with it should you believe that a great city helps to keep a glider aloft currents of warm air are usually rising from the roofs and factories of cities the pilot of a glider must know the air as thoroughly as old sea captains knew the sea



Sevarin from F.P.O.

GLIDER IN TOW

2. Mrs. Constant asked her son James to go to the grocery for some sugar it was raining hard she wanted him to take an umbrella, but he laughed at the idea the grocer gave him the sugar in a paper bag soon there was a hole in the bottom and a sticky stream of damp sugar began to mark the homeward trail of James how he wished for an umbrella sugar was too scarce at home to lose any at all

3. The girls of the seventh grade planned to give a tea for their mothers many details had to be decided what kinds of sandwiches would they serve could these sandwiches be made in the home economics class who would be responsible for arranging the table what could be served if tea were scarce busily the girls worked to make the occasion a success

When the day came, the tea table was set in the upper corridor Miss Stebbins, their history teacher, presided as hostess at one end of the table and the girls served their mothers how much the mothers enjoyed the tea what fun the mothers and daughters had together

6. Write from dictation the following paragraph. Read the paragraph carefully to yourself as you have written it. Have you punctuated each sentence correctly? As you read the paragraph aloud, can you show by your voice where one sentence ends and another one begins?

Leaves were falling over the path. Far above the treetops the October sky was a blaze of vivid blue. Patience felt glad to be alive. Even rumors of a French and Indian raid in the near-by settlements could not shake her joy. Suddenly she heard softly padding footsteps on the trail ahead. Who was coming? Was it an Indian? Where should she hide? Patience looked hastily around for shelter. There was an old moss-grown boulder to the left of the trail behind her. Silently she retraced her steps. No crackling twig betrayed her! She crouched behind the stone.

7. A class was asked to complete the story begun in exercise 6. One pupil wrote the following paragraph:

Patience saw an Indian brave coming down the trail. He had his war paint on and his feathers. The Indian was alone he was looking at footprints on the trail and so he passed by the rock where Patience



F.P.O.

INDIANS ARE STILL BRAVE

was hiding. Patience waited. Until he was out of sight. Then she ran home to tell her father.

The pupil who wrote this paragraph shows that he does not always recognize sentences. Where has he run two sentences together as if they were one? Where has he used part of a sentence as if it were a complete sentence? What changes are needed to correct the sentence errors in the paragraph?

8. Some of the following groups of words are sentences, some are two sentences run together, and some are only parts of sentences. Rewrite and renumber the list so that each numbered group of words will be a single complete sentence with the necessary mark of punctuation at the end. Your list should show twenty sentences.

1. John Astoroth pilots a plane
2. He is of Indian descent, he laughs when he tells that one of his ancestors was a famous Indian runner
3. His ancestor boasted of making twenty miles on foot in a morning
4. How surprised that old-time warrior would be to see his descendant winging through the skies at three hundred miles an hour
5. John Astoroth likes the sky better than the land for travel, the plane gives him a sense of power
6. Does he despise the old-time warriors
7. Indeed he does not, he says that they needed endurance and alertness
8. Just as he does today
9. He thinks that their sight was just as keen as his
10. They had to be resourceful, too
11. An Indian on a hunting expedition had to know the trail, he had to make his way through the endless forest
12. Often he had to swim rivers
13. In traveling through desert country he had to know the location of the water holes
14. Sometimes he went without food for days, at other times he lived on roots and berries
15. Or on the game that he killed
16. An aviator today meets different problems
17. Instead of the forest trail of the Indian
18. He must know the skyways and the landing ports

SENTENCE BUILDING

Studying the Subject and the Predicate

To use sentences well, it is necessary to know how they are built. The sentences in the following paragraph will serve as examples of sentence form.

Patience peered around the boulder. She gave a sigh of relief. A great buck was coming down the trail. A doe and her fawn followed him. The buck held his huge horns up and stepped proudly along.

Every sentence has two parts: a *subject* and a *predicate*.

THE SUBJECT <i>names what is spoken of.</i>	THE PREDICATE <i>tells something about the subject.</i>
Patience	peered around the boulder.
She	gave a sigh of relief.
A great buck	was coming down the trail.
A doe and her fawn	followed him.
The buck	held his huge horns up and stepped proudly along.

1. On paper re-write the paragraph above as if it were a black bear that Patience saw. Use the following subjects and add predicates to them. Rule a vertical line on your paper and write all the subjects at the left of the line and all the predicates at the right.

...

old black bear . . .

berries on the bushes along the trail . . .

the little girl . . .

2. Now re-write the same paragraph as if it were a boy from another settlement whom Patience saw. Supply subjects for the following predicates:

came in sight around the bend in the trail.

was hurrying along without looking to right or left.

met the boy.

had skated with him on the pond near Deerfield.

must have happened in the near-by settlement.

was probably bringing news.

3. In the first three sentences below, the predicate is printed in italics. Select the predicates in the rest of the sentences.

1. The captain of our team *threw a basket*.
2. The umpire *called a foul*.
3. The forward *sprained his ankle*.
4. The referee *blew his whistle*.
5. A large crowd *cheered the victors*.
6. The score board *showed results*.
7. The happy victors *gave a rousing cheer*.
8. The defeated team *fought a good fight*.

4. The principal word in the predicate is called the *predicate verb*. In the first three sentences that you have just read, the predicate verbs are *threw*, *called*, and *sprained*. Can you name the verbs in the other sentences?

5. Now point out the subjects of the sentences in exercise 3. (To find the *subject* of a sentence, first find the predicate verb.) Then ask "Who?" or "What?" before the verb. For example, in sentence 1 ask the question "Who *threw*?" or "What *threw*?" The answer will be the subject of the sentence. Practice asking "Who?" or "What?" before the verb in each sentence.

6. Study the following sentences. In each case tell first the predicate verb. Then find the subject by asking "Who?" or "What?" before the verb in each sentence.

1. The caterpillar *spins* a cocoon.
2. A moth comes from the *cocoon*.
3. The moth waves its wings slowly.
4. The wings dry in the sun.
5. The moth *flies* away.
6. Great forests covered the land.
7. Wild beasts roamed in the forests.
8. Monkeys chattered in the treetops.
9. Brightly-colored parrots screamed to one another.
10. Natives traveled narrow trails through the jungle.
11. The balloon tugged at its anchor.
12. Two men climbed into the basket.
13. A crowd gathered about the balloon.
14. The captain gave the signal.
15. The ground crew loosened the anchor.



Ernest Galloway

IN THE JUNGLE

16. The balloon shot upward.
17. The crowd cheered.
18. The wind carried the balloon northward.
19. The watchers gazed after it.
20. It disappeared from their sight.

7. The predicate verb of a sentence is often more than one word

Examples:

A prize *is offered* for the best cartoon.

John Burns *has been chosen* cheer leader.

In the following sentences each predicate verb is made up of two or three words. On your paper numbered from 1 to 11, write the predicate verb of each sentence.

1. A lamp was burning brightly on the center table.
2. Gay strains of dance music were pouring from the radio.
3. The doctor's wife had told me the strange story of old Joe.
4. I have been looking for you for the last half hour.
5. The twins will ride their bicycles to the picnic.
6. My mother has made me a new dress.
7. John should have hung his sweater in his locker.
8. A car is turning into our driveway.
9. The old lady was carrying a heavy package.
10. We shall prepare all the meals on Mother's Day.
11. I was sitting alone in the living room.

8. The principal word in the subject is called the simple subject.

Examples:

The tall old *man* raised his hand.

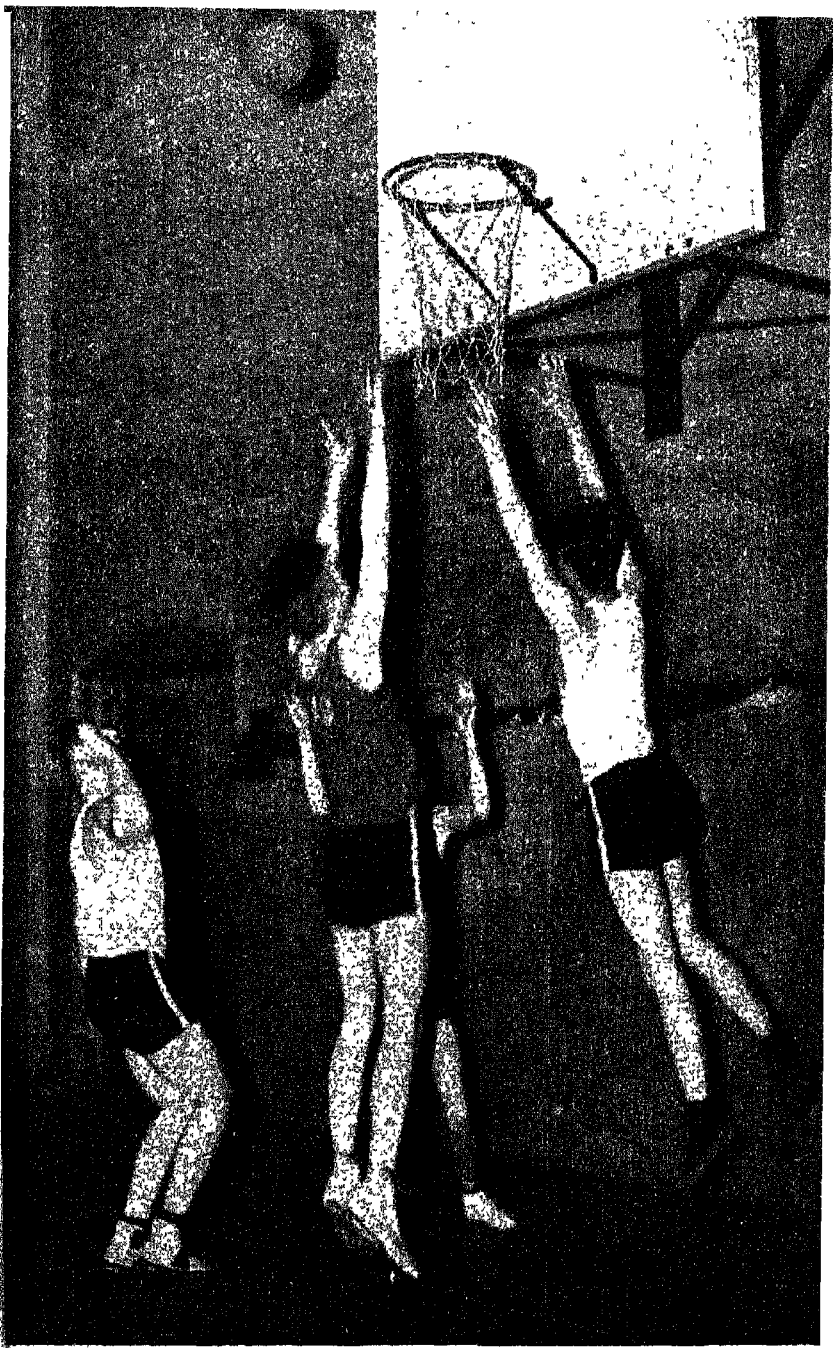
The noisy *crowd* became silent.

His *voice* sounded strangely solemn.

He asked them to respect the law.

On paper write the simple subject and the predicate verb of each of the following sentences. Draw a vertical line between the subject and the verb.

1. Everybody | watched the players intently.
2. They | passed the ball forward.
3. The guard | was taken by surprise.
4. A roar | came from the crowd.
5. The ball | had dropped into the basket.



6. The tired man had thrown himself down beside the creek.
7. The late summer sunshine warmed his tired body.
8. Crickets chirped in the long grass.
9. The little brook babbled over the stones with a soothing sound.
10. In a few minutes the man had fallen asleep.
11. A peaceful quiet brooded over the glen.
12. My cousin had been called to the telephone.
13. A loud whistle could be heard.
14. The train was coming around the bend.
15. A great pit had been dug in the sand.
16. The treasure was buried in a secret place.
17. I am going to Hillsdale tomorrow.
18. The carrier pigeon will return with the message.
19. The common housefly should be killed.
20. The little birds have been eating the sunflower seeds.

9. Read the following sentences aloud, supplying a simple subject in each space:

1. Each --?-- listened attentively.
2. Nine --?-- are needed in the game.
3. The --?-- of the class organized a club.
4. Those --?-- on the desk look very attractive.
5. Our school --?-- was written by a pupil in the senior class.
6. The --?-- are ripe on Mr. Parson's old tree.
7. A birchbark --?-- was drawn up on the sand.
8. A long --?-- was placed against the side of the house.
9. Two --?-- climbed to the roof.
10. A heavy --?-- sounded on the door.
11. The two small --?-- were afraid to open the door.
12. A kindly --?-- called to them.
13. A blue-coated --?-- entered the room.
14. The --?-- carried the children to a safe place.

10. Read the following sentences, supplying a predicate verb in each blank space. Try to use some verbs of more than one word.

1. The stranger --?-- for a drink of water.
2. Twenty-two people --?-- in a bus to Mammoth Avenue.
3. The small boys --?-- the cherry tree.
4. The great musician --?-- his violin.
5. The hall --?-- with people.

6. The chimes --?-- joyfully from the old steeple.
7. The tadpoles --?-- into frogs.
8. The clothes --?-- on the line.
9. The boys --?-- through the snowdrifts.
10. Ten new girls --?-- our dramatic club.

11. Sentences giving directions or requests often have their subjects omitted. This does not mean that such sentences have no subjects. The person hearing or reading the direction understands what subject is meant. The subject is said to be *understood*. Examples:

Your teacher may say:

Please pass the books to the class.

The subject ~~under~~stood is *you*, the person who is to pass the books.

A classmate may say:

Jim, meet me at the corner after school.

Your classmate means:

Jim, *you* (understood) meet me at the corner after school.

The subject of the predicate verb *meet* is *you* (understood).

Your father may say:

Hand me the hammer, Bert.

The subject of the predicate verb *hand* is *you* (understood).

Study the following sentences. Find the predicate verb in each sentence and notice that its subject is *you* (understood). As a practice exercise, read aloud the group of sentences, supplying for each verb its understood subject.

1. Please pass the butter.
2. Mail your Christmas packages early.
3. Henry, show your Hudson Bay pictures to Barton.
4. Mildred, please lend me your bicycle.
5. Move in orderly lines at fire drill.
6. Walk rapidly. Do not run.
7. Know which stairway to use.
8. Don't block the exits.
9. In a crowded place never shout "Fire!"
10. Keep calm and obey orders.

Changing the Order of the Sentence Parts

In the sentences which you have been studying, the subject has been placed in the first part of the sentence and the predicate verb has followed it. That is the *natural* order in sentences; but you can give variety to the sentences in your paragraphs occasionally by *inverting*, or changing, the order of the subject and predicate.

1. Examine the following sentences and tell the subject and predicate of each:

The *raccoon* *scrambled* up the tree.

Up the tree *scrambled* the *raccoon*.

Five *boys* *were* in the studio.

There *were* five *boys* in the studio.

In the studio *were* five *boys*.

2. The two paragraphs which follow tell the same story. Which version, *A* or *B*, sounds the more varied and interesting? Why? What is the subject of each sentence in *B*? Which sentences in *B* are in inverted order?

A

An old rowboat was moored to the willow tree. The oars were in the bottom of the boat. The boys jumped in without a moment's hesitation. Kip pushed off. Dick threw his weight against the oars and drove the boat into midstream. The current was swift and strong. Dick tugged and tugged with panting breath and weary muscles. A hoarse cry for help came from Kip's throat. Then a motor boat darted out from the opposite shore. Its friendly skipper threw the boys a line and towed them to safety.

B

An old rowboat was moored to the willow tree. In the bottom of the boat were the oars. The boys jumped in without a moment's hesitation. Kip pushed off. Dick threw his weight against the oars and drove the boat into midstream. The current was swift and strong. Dick tugged and tugged with panting breath and weary muscles. From Kip's throat came a hoarse cry for help. Then out from the opposite shore darted a motor boat. Its friendly skipper threw the boys a line and towed them to safety.

3. Improve the following paragraphs by inverting the subject and predicate in each italicized sentence:

1. Ethan stole quietly into the deserted room. *Two candles were on the mantel shelf.* He lighted one of them and looked about the room. Sheets covered the furniture. *Long cobwebs hung from the beautiful old chandeliers.* The room had been neglected for many a day.

2. In peacetime, Stephen Falan was a hunter of orchids. He knew the jungle well. *In all the jungle villages the rumor of an approaching enemy could be heard.* Stephen decided to investigate. One of his orchid trails led to the south. He planned to travel swiftly over it to the river. *Some traces of the enemy would surely be visible along the river bank.*

3. Mrs. Fogarty walked slowly through her garden. She hoped to find a few flowers for the invalid. The frost seemed to have killed most of her favorites. Suddenly her eyes lighted with pleasure. *Two hardy pink rosebuds were on the bush at the end of the path.* Joyfully she cut them and placed them on the invalid's tray.

Using Compound Parts

Sometimes you can make a paragraph sound better by combining two short sentences into one sentence with two subjects or two predicates. Examples:

TWO SHORT SENTENCES

Uncle John saw the mail plane come in.
I saw it, too.

ONE SENTENCE WITH A COMPOUND SUBJECT

Uncle John and *I* saw the mail plane come in.

TWO SHORT SENTENCES

The musician lifted his violin from its case.
He tuned it softly.

ONE SENTENCE WITH A COMPOUND PREDICATE

The musician *lifted* his violin from its case and *tuned* it softly.

1. Build each of the following pairs of sentences into one sentence with a compound subject:

1. The pupils enjoyed our assembly.
The teachers liked it, too.
2. A pitcher of milk was on the kitchen table.
A plate of ginger cookies stood beside it.
3. John collected college pennants.
So did Bert.

2. Build each of the following pairs of sentences into one sentence with a compound predicate:

1. The detective turned the knob gently.
He opened the door.
2. Martin drove his father's car carefully through the traffic.
He parked the car at the rear of the building.
3. Edna cut her design on a linoleum block.
She stenciled it on a pair of curtains for her mother.

3. Suggest ways of improving the following paragraphs by the use of sentences with compound subjects or compound predicates:

1. The car drew up at a gasoline station. The attendant ran out. He filled the tank. He cleaned the windshield. He put water in the radiator. Meanwhile the driver had pulled out a map. He examined it closely. His wife looked at it too. He asked about the road. The attendant told him that there was a long detour ahead. The driver stepped on the starter. He drove off without a word of thanks.

2. The dog ran frantically to the door. He barked furiously. Little tongues of flame were creeping up the back stairs. Tommy was asleep in the front bedroom. The baby was in the same room. The little dog knew that he must rouse Tommy. He scratched at the door. He whined. At last he heard Tommy jump out of bed. There was still time to go down the other stairs to safety. Tommy opened his bedroom door. He smelled smoke. "Good old Bingo!" he cried, as he snatched the baby from the crib. In an instant Tommy was out in the front yard. The baby was with him. The little dog leaped joyously around them both.



Do you sometimes have a few minutes to spare for extra work that interests you? Whenever you do, look for this picture. Perhaps the suggestion beside the picture will be one that you will enjoy following. Here are two suggestions for "extras."

1. From a book or magazine that you have been reading lately, choose a paragraph of eight or ten sentences. Examine the sentences to determine how much variety they give to the paragraph. How many are statements? questions? Are there any exclamatory sentences? How many words has the longest sentence? the shortest? Are any sentences in inverted order? Are there any sentences with compound subjects or compound predicates?

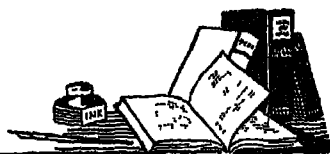
Be ready to tell the class what you have found out. If, as you studied the paragraph, you saw ways in which it might be improved, be ready to give your version and to tell in what ways it is an improvement.

2. Donald is telling a little anecdote, but he runs so many of his sentences together that there is little variety. Find places where shorter sentences would help the effect. Be prepared to read the paragraph aloud, varying the sentence length and, if possible, using a sentence that is interrogative or exclamatory. Make any other changes that you think will improve the paragraph.

Garson and I were walking down Hill Street after school and we saw a puppy with his head caught under a wire fence. The little dog had tried to dig his way out of the yard, and he had pushed his head under the wire, but he couldn't get his fat little body through, and then he was frightened and tried to pull back. Garson and I took hold of the wire and raised it enough to let the puppy out. He wagged his tail and barked and barked and we laughed to see him.



A Test on Sentences



You have now learned that a sentence has a subject and a predicate. You should be able to recognize the simple subject and the predicate verb. You know that the subject and predicate may appear in any order in the sentence, and that it is quite possible for a sentence to have a compound subject or a compound predicate. Use the following test to discover how well you have mastered these grammatical ideas. Allow one credit for each correct answer. *Total, 50 credits.*

PART I

ABILITY TO RECOGNIZE SENTENCES

Directions: Rewrite the following groups of words.

a. If a group of words is a complete sentence, place the correct mark of punctuation after it.

b. If the group consists of two or more sentences run together, separate the sentences with the necessary capitals and marks of punctuation.

c. If the group is only part of a sentence, add suitable words to complete the sentence; then punctuate it properly.

1. A great dark cloud spread rapidly across the sky
2. Driven by the wind, the cloud swooped across the prairie it dropped toward the earth like a great funnel
3. Dorothy saw the hurricane coming she ran for the house calling loudly for her aunt she beat upon the locked door
4. Standing beside the window frightened and alone
5. She seemed to be in a country new and strange
6. The Scarecrow without brains, the Tin Man without a heart, and the Lion without courage decided to travel with Dorothy to see the Wizard of Oz
7. How shall we find him
8. The yellow road led directly to the castle
9. Many adventures befell these travelers sometimes they were frightened no matter what happened they traveled on and on
10. Each traveler learned a lesson



From *The Wizard of Oz*, a Metro-Goldwyn-Mayer picture

WHO'S AFRAID

✓11. Each one at last had his wish. Dorothy wished to go home and presently found herself in her bed. Was it all a dream?

✓12. John had received a packet of stamps from his cousin. The packet contained United States stamps of special issues.

13. There was a stamp for Yellowstone Park and another for the Grand Canyon.

14. Susan B. Anthony's face was on one stamp her work for woman's suffrage was commemorated by this issue

15. The members of the club were surprised to see the many different kinds of United States stamps in the packet they could hardly believe that their country had such beautiful and unusual issues

16. Great events in American history are commemorated on postage stamps when the stamps are bought and used, people think about these historical happenings

17. There are stamps calling to mind our island possessions the club members were much interested in the stamp issued in honor of the Virgin Islands

✓18. When a city has an international fair or a world's fair

19. Have you seen the postage stamp that was issued for Mother's Day

20. The members of the Stamp Club decided to make a collection of United States stamps previously they had collected only foreign stamps

Direction: Copy the following paragraph, separating the sentences by putting in the necessary capital letters and marks of punctuation.

21-26. Allison was wrapping the gifts and tying them with bright red ribbon when Jack came down to breakfast he would find them at his place last year his birthday had passed without much attention because the family had been moving now things were different among the gifts Jack would find the long-desired camera and Allison knew that his heart would jump for joy who would have thought that one short year could bring them all such happiness

Direction: Rewrite the following paragraph, correcting the errors in sentence division.

27-29. Mr. John asked me to be his caddie and paid me a dollar. Which I was very glad to get. I hope that I shall have other chances to caddie. Because, when I have earned three dollars, I can take a ride in an airplane. I have spent several Saturday mornings at the airport watching the planes come in. More than anything else I want to fly. If only for a few minutes.

PART II

ABILITY TO FIND THE SIMPLE SUBJECTS AND PREDICATE VERBS OF SENTENCES

Direction: After the number of each of the following sentences write the simple subject and the predicate verb of the sentence.

30. Over the radio came the dreamy music of a waltz.
31. There were three rabbits in the lettuce patch.
32. I found a dime in an old purse in the attic.
33. Did the guests come for dinner?
34. Down the hill and over the little bridge we coasted on our sled.
35. Put another log on the fire.
36. Cups of delicious hot cocoa were passed to us.
37. The George Clark Company has built a new factory.
38. The last child turned and waved good-by.
39. Mary Booth and Ellen Lane planned last week's assembly.

PART III

ABILITY TO CHANGE THE ORDER OF THE SENTENCE

Direction: Give the numbers of three sentences in the following paragraph that are in inverted order. Rewrite two of the sentences in natural order.

40—44. (1) The postman looked at the letter. (2) There never before had come a letter for Tommy Stone. (3) In the corner of the envelope was the address of a firm of New York lawyers. (4) What was going to happen? (5) Was Tommy somebody's heir? (6) Tommy would tell him the news later.

PART IV

ABILITY TO BUILD SENTENCES WITH COMPOUND SUBJECTS OR COMPOUND PREDICATES

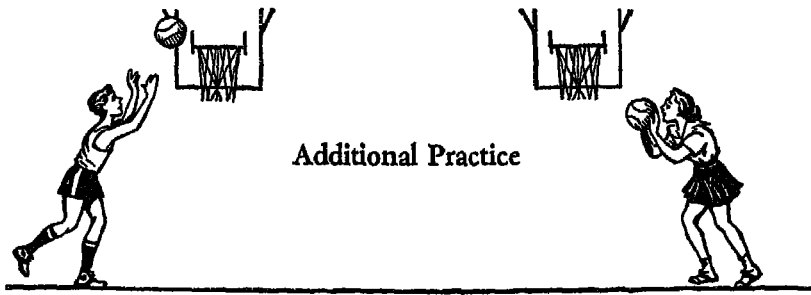
Direction: Combine each of the following groups of sentences into a sentence with a compound subject or a compound predicate or both.

45. Posters can be put up in the corridors to advertise our play.
Signs can be set up, too.
46. The lights in the hall flickered.
Then they went out.

47. Jill's ring dropped to the floor.
It rolled under the bookcase.
48. My father went skating on the South Park rink.
Mother went along to skate also.
I went, too.
49. Allen and I listened to the sports news.
Later we turned on the quiz program.
50. The scout poured three pails of water on the fire.
He then threw sand over it.

You have now completed the first test in this textbook. Before you hand your paper to your teacher for scoring, check your paper carefully with the questions and directions to avoid careless errors. Do the numbers of your answers agree with the numbers of the test items? A mistake in numbering your answers lowers your score. In Part II have you shown just the *simple* subject and just the predicate *verb* as the direction tells you? Have you carried out fully the directions for Part III of the test?

When your paper is returned to you, notice what score you attained on each separate part of the test. A perfect score on any part means that you have mastered the ability tested in that part. On the other hand, if you have lost many credits in one part, you should give yourself additional practice to master the ability which that part represents.



If you missed more than three points in the test on sentences, use these exercises for extra practice.

Recognizing Sentences

1. Some of the following groups of words are really two sentences which have been incorrectly written as if they were one. Rewrite correctly as two sentences each group that is now incorrect.

1. The new bridge has at last been opened to traffic, it is wide enough for four cars to run on it abreast.

2. Looking south, you can see the gorge of the river.

3. Looking north, you can see the falls at the base of the falls is the power house.

4. When a city is cut into two parts by a river, bridges play an important part in city life.

5. A bridge determines the route that people take to and from work, every new bridge increases trade.

6. The river curves to the east and flows along the base of high granite bluffs.

7. The city recently purchased the Eden Bridge, no bridge toll is now charged for passenger cars.

8. The bridge consists of three huge spans, under the middle span tall boats can pass.

2. Rewrite the following paragraph, correctly separating it into sentences:

When Abraham Lincoln was a boy, he was able to devote very few hours to his reading, his penmanship, and his arithmetic during his youth he had to work hard on his father's farm and sometimes he worked for his neighbors in spite of all these duties he read eagerly the few books he could secure he is said to have borrowed every book in

the neighborhood boys and girls of today read some of the books which Lincoln borrowed among them were *Robinson Crusoe*, Bunyan's *Pilgrim's Progress*, Aesop's Fables, and Weems's *Life of Washington*.

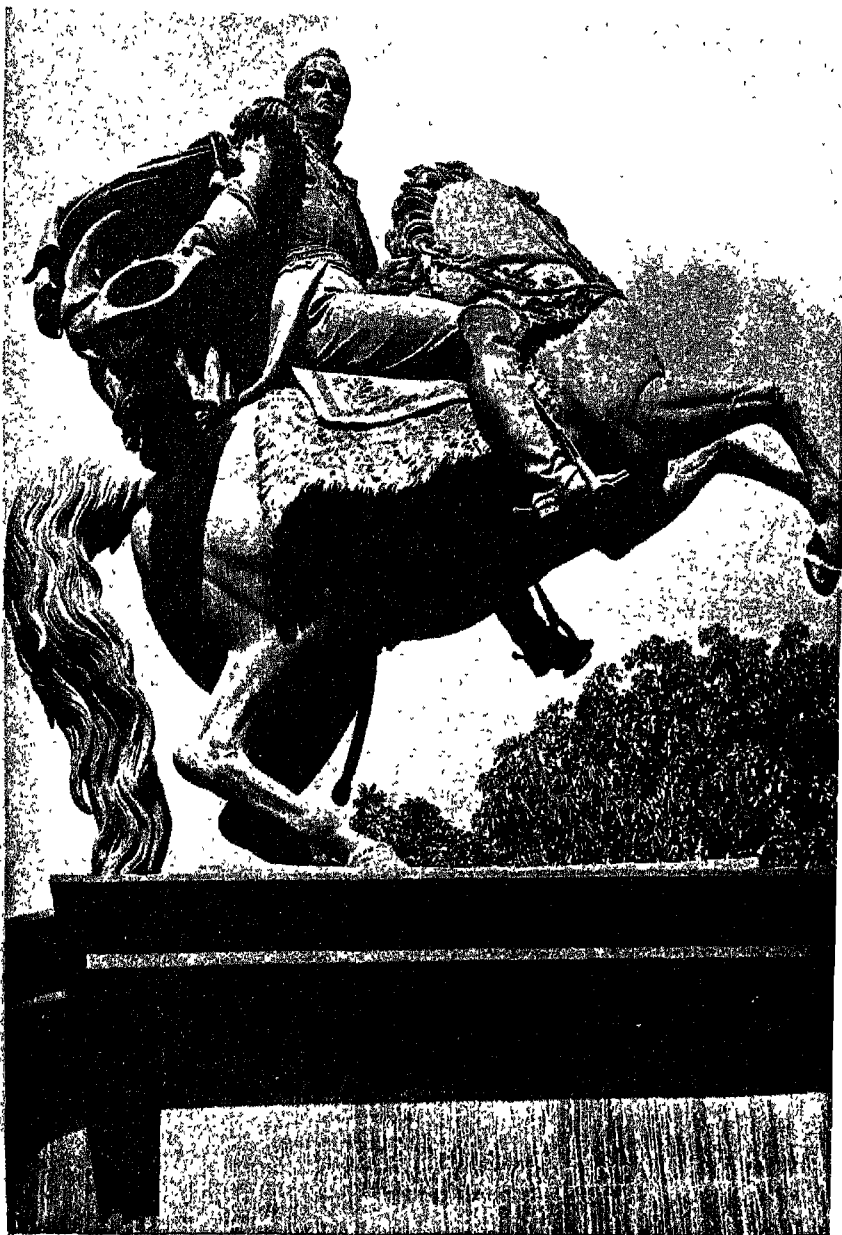
3. Study the punctuation of sentences in the following paragraph. Then write the paragraph from dictation, indicating the correct sentence divisions. Before you take the dictation, be sure of the spelling of the proper names.

Have you ever heard of Simon Bolivar? He was a South American hero. Bolivar had a vision of South America freed from the rule of Spain. An earthquake in Venezuela marked him as a leader. When the people were screaming in terror, Bolivar appeared in the great square of the capital city. He waved his sword and shouted, "We shall make even Nature obey us! Forward!" The people thronged after him to victory and freedom.

Studying Subjects and Predicates

1. Find the simple subjects and predicate verbs of the following sentences. Which sentences have compound subjects or predicates?

1. ~~The~~ ^{the order} crowd moved rapidly.
2. The rabbits bobbed over the lawn.
3. Brightly shone the sun.
4. ~~Clara and Sue came home yesterday.~~
5. The ring fell into the open well.
6. Through the storm the ship struggled on.
7. The fire crackled cheerfully.
8. ~~Have you completed your plans?~~
9. ~~Oh, how the frosty wind bit me!~~
10. ~~Merrily, merrily, merrily, merrily~~
Over the snow we go.
11. Down from the dark sky fell the sleet and the snow.
12. Finally the brave explorers reached the banks of the Mississippi.
13. Mother prepared the lunch.
14. Bob brought the rackets from the attic.
15. Just then someone rang the bell.
16. ~~I went to the door and shouted to him.~~
17. In came John.
18. Down the street marched the pupils.



F.P.G.

BOLIVAR CRIED, "FORWARD!"

19. They sang their songs merrily.
20. Father met us in the park.
21. Bertha played tennis for an hour.
22. Everyone watched the game with interest.
23. We climbed into the car and drove to the beach.
24. There we ate our supper.
25. The boys dug a cave in the river bank.
26. Here they kept their fishing tackle.
27. On a shelf in the cave they left a box of matches.
28. One day they caught a bass.
29. They laid papers and piled twigs for a fire.
30. What a good supper the fish would make!
31. Mother had given them a loaf of bread.
32. Even the frying pan was ready for the fish.
33. John took a match out of the box and struck it on his shoe.
34. The match would not light.
35. He tried ^{again} another and another.
36. The matches were damp.
37. They hailed a passing fisherman and got dry matches.

2. Write sentences using the following groups of words as complete subjects:

Our teacher
Cold weather
The yellow vase

Our school
The last game
The fishermen

The youngest girl
The policeman
A street light

The large book on the shelf
The flowers in the garden
The captain of the team

3. Write sentences using the following groups of words as complete predicates:

hurried along the road
almost won the game
was well learned
moved into the new house
bought a new coat
planted marigolds and zinnias
in the garden

was received on my birthday
astonished all of us
shouted loudly
won the first prize
stood before the mirror
invited Florence and me to her
birthday party

Changing the Order of the Sentence

1. The following sentences are in the natural order. Improve them by changing them to the inverted order.

1. A loud knock came at the door.
2. A small child was on the porch.
3. Flowers were in all the gardens of the village.
4. An old log cabin stood at the head of the lake.
5. The warden dashed down the street.
6. A rustle was heard in the tops of the trees.
7. The Indian paddled across the stream.

2. The following sentences are in the inverted order. Show that you understand the structure of each sentence by changing it to the natural order.

1. There is an extra seat in my car.
2. Has John a set of tools?
3. On the bench lay my favorite hammer.
4. Is Mildred an athletic girl?
5. Near the entrance stood a guard in uniform.
6. In the photograph can be seen my grandfather's race horse.

Using Compound Subjects and Predicates

Combine the following pairs of sentences so that each new sentence has either a compound subject or a compound predicate:

1. Mary arranged the flowers.
She placed the cups on the table also.
2. The harvesters came into the village at noon.
The mill hands came also.
3. Years ago Mr. Polk left the old Virginia homestead.
His family went with him.
4. The hunter stopped.
He listened intently for a moment.
5. Mr. Jeffers likes to fish.
His sons like to fish, too.
6. The broadcast began in the New York studio.
It was continued from San Francisco.

7. The pilot adjusted his parachute.
He leaped from the plane.
8. The insects threaten our garden.
The weeds also threaten it.
9. The tree fell across the highway.
It blocked transportation.
10. Write me a letter.
Send me a post card.
11. The taxi reached the busy corner.
It slowed down.
Then it turned smoothly into Stuart Street.
12. No butter was on sale in Mr. Bennett's store.
Very little meat was on sale there.



1. How often do you use inverted sentences in the compositions that you write? Have you a paper to hand in today in any class? If so, would a few inverted sentences help to give the paragraphs more variety? Read over the paper and see where such improvements might be made.

Don't overdo the use of inverted sentences, but use one where it is really an improvement.

2. Choose one page of any book that you have read recently. How often did the author use inverted sentences? Read the sentences in natural order. Which order seems better?

Verbs:

The Key Words of Sentences

You have already learned that a sentence has a subject and a predicate and that the chief word of the predicate is the predicate verb. The verbs in the following paragraph are printed in italics. Notice that if you omit the verbs, the sentences lose all meaning.

John *worked* many hours last summer in his garage workshop. He *was making* a model airplane. The Sterling Company *had offered* a prize for the best model. John *wanted* the prize. Of course, he *might* not *win* it. It *was* fun to make the model, anyway.

KINDS OF VERBS

Using Verbs That Show Action

Most verbs are action words. They tell what the subject is doing, did, or will do.

Bess is stirring the cake. (*Is stirring* tells what Bess is doing.)

Bill kicked the football. (*Kicked* tells what Bill did.)

Mother will make my costume for the Halloween party. (*Will make* tells what Mother will do.)

1. Choose one of the following groups of sentences. Perform, or pretend to perform, the actions expressed in the sentences. Then list on the blackboard the *verbs* from the sentences.

1. Charles walks to the front of the room. *Charles is a naughty boy*
He takes a piece of chalk.
He draws on the blackboard a diagram of the room.

2. Evelyn stepped quietly to the window. *Evelyn is strict.*
She pulled down the window shade.
She returned to her seat.

3. Martha read the note. *Martha is a quiet girl*
She tore it up.
She threw the pieces into the wastebasket.

English Every Day

4. Arthur opened the violin case.
He took out his violin.
He raised the violin to his shoulder.
He drew the bow across the strings.
5. Tarzan shook the tree.
He picked up the fallen coconuts.
He tossed one to the monkey.
He carried the rest to his tree home.
6. Jane pours the lemonade into the glasses.
She passes a glass to Grace.
Grace says, "Thank you."
Grace drinks the lemonade.
She returns the glass to the table.
7. Jack and Ben walked along the street together.
Jack took a letter from his pocket.
He showed it to Ben.
Ben read the letter.
Ben shook his head in a puzzled way.
He put the letter back into its envelope.
He gave the letter to Jack.
8. Alice sat down at the table.
She poured herself a cup of tea.
She cut a slice of bread from the loaf.
She ate her bread.
She drank her tea.
She hurried away from the table.

2. Think of an action. Perform it in pantomime for the class. Call upon a classmate to write on the blackboard a sentence stating what you have done. Another classmate may be asked to name the action verb in the sentence.

3. What verbs might be used in the blanks to express an action in each of the following sentences? Read the sentences aloud, supplying an action verb for each.

1. Father and Jane --?-- the luggage into the back of the car.
2. Father --?-- to town over the new road.
3. The children in the back seat --?-- popular songs.



Lambert from Lewis

COCONUT. PLEASE

4. Mother --?-- the route signs.
5. A state trooper --?-- our car.
6. He --?-- Father not to enter the military area.
7. Father --?-- the trooper's directions.
8. We --?-- no more time in reaching town.
9. Mother --?-- our new home.
10. Father --?-- work in the new factory.
11. The boys --?-- a hut in the woods.
12. They --?-- their tool box to the woods with them.
13. John --?-- us to take the tents along.
14. We --?-- a strong cord around the bundle.
15. The rain --?-- down in great sheets.
16. The water --?-- through the roof.
17. We hastily --?-- the tents.
18. The boys --?-- soundly after the long trip.
19. We all --?-- early the next morning.
20. We --?-- to the beach for a swim.
21. We --?-- the roof of the hut.
22. Albert --?-- water from the spring.

Using Linking Verbs

Some verbs do not express any action but merely serve to connect the subject of the sentence with some word in the predicate. Such verbs are called *linking* verbs. Like any other verb, the linking verb tells or asserts something about the subject.

Of all the linking verbs, the one most frequently used is the verb *be* with its familiar parts.

Forms of the Linking Verb					
BE					
		am			Present Cont
	is		are		
	was		were		P. P. C.
	shall be		will be		
	has been	have been	had been		

The linking verb always connects the subject with some word in the predicate. Examples:

Arthur *is* our traffic guard. (The linking verb *is* connects the subject *Arthur* and the predicate word *guard*.)

Our club *has been* successful. (The linking verb *has been* connects the subject *club* and the predicate word *successful*.)

1. As you read aloud the following sentences, supply some form of the linking verb *be* in each blank. Be ready to show, as in the examples above, what words are linked by the verbs.

1. We are good citizens of the United States.
2. John is a willing helper in the sale of government stamps.
3. Last Saturday Ben was a collector in the Scouts' paper campaign.
4. Next month Grace will be a messenger for the Women's Corps.
5. Alice and Dorothy are volunteers for Red Cross work.
6. We are helpers on farms for many weeks.
7. The boys are cheerful.
8. The girls are eager.
9. Uncle Sam is our best friend.

2. Write five sentences similar in form to the sentences above. Omit the linking verbs. Exchange papers with a classmate and fill in the blanks on each other's papers.

Using Verb Phrases

As you learned on page 18, in many sentences the verb is made up of two or more words. Notice the italicized verbs in the following sentences. In which sentences are the parts of the verb separated by another word?

1. They *will hear* the news soon.
2. He *is looking* well today.
3. I *shall be* glad to see you.
4. He *did not ask* for sympathy.
5. The letter *has already come*.
6. We *may go* tomorrow.
7. Do you *see* the postman?
8. The ball *was thrown* to John.
9. The boys *were running* a race.

10. By noon tomorrow they *will have reached* Boston.
11. I *have heard* the news.
12. *Do you know* your lesson for tomorrow?

A verb of more than one word is called a *verb phrase*. The last word in a verb phrase is the *main*, or *principal*, verb. The other words are *helping*, or *auxiliary*, verbs.

In addition to the forms of *be* (see page 40), the helping verbs most often needed are the following:

do, did	may, might
have, has, had	shall, should
must	will, would

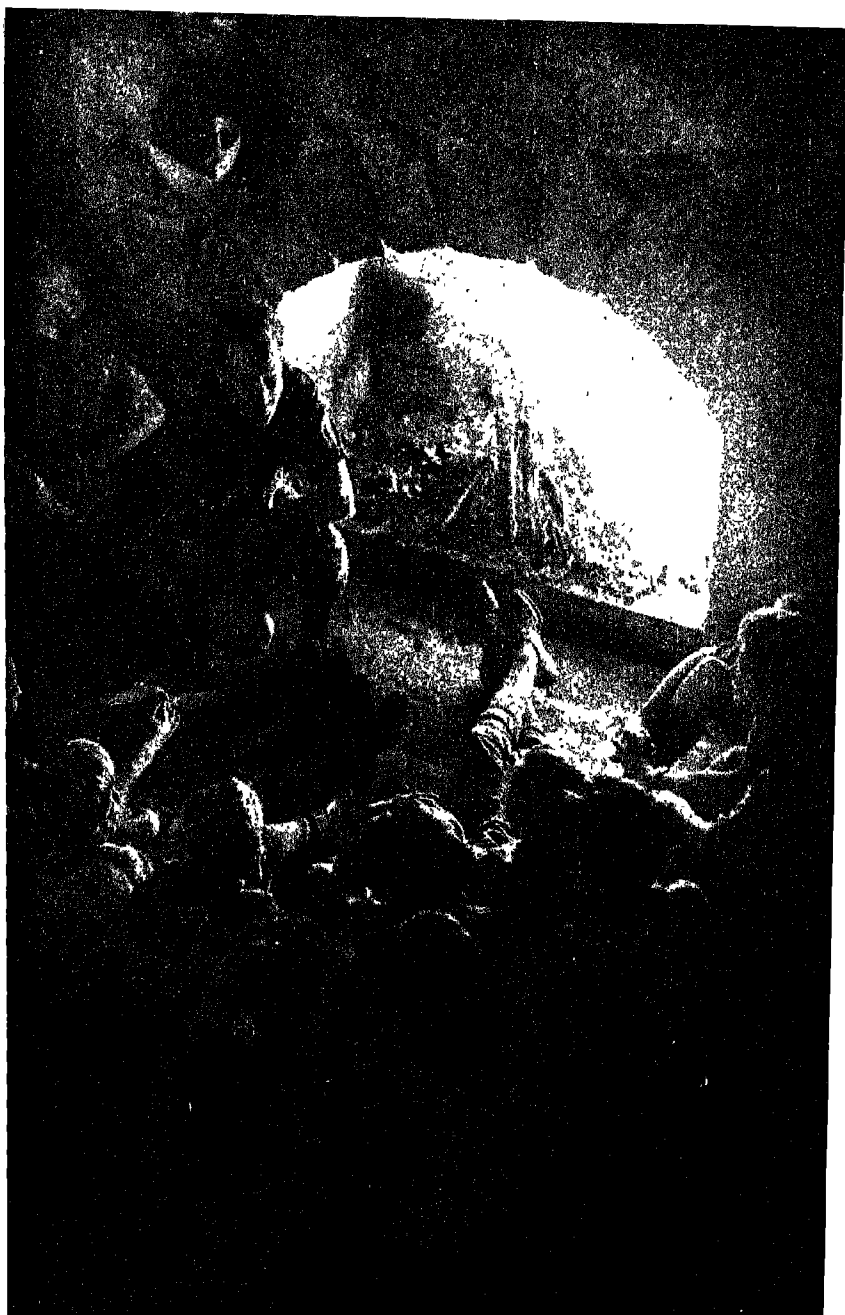
1. Find the verb phrases in the following sentences. In each sentence which part of the phrase is the main verb? Which is the auxiliary

verb?

1. I shall swim out to the island.
2. Have you seen the morning paper?
3. May I have a glass of milk?
4. We shall never forget your kindness.
5. Samuel will enter the contest.
6. I have been standing here a long time.
7. Martin must have taken the key.
8. I might have sent the letter by air mail.
9. Did I understand you correctly?
10. Did you say that?
11. Frank has never attended a game.
12. He should try this sport.
13. I shall be thirteen in June.
14. Have you ever seen the inside of an airplane?

2. The following paragraph contains seven verb phrases. List them on paper and be ready to name the main verb and the auxiliary verb in each verb phrase.

James had settled back comfortably against the warm stones of the fireplace. To him the evening story hour would always be a treat. The other boys were stretched about the hearth, where the scoutmaster had just poked the fire into a cheerful blaze. All were waiting eagerly for the story that the scoutmaster had promised them. He was going to tell them one of his adventures as a pilot.



3. Some verbs may be used either as main verbs or as auxiliary verbs. Examples:

John *will be* a captain some day. (*Be* is the main verb in the verb phrase *will be*.)

John *will be elected* president. (*Be* is an auxiliary verb in the verb phrase *will be elected*.)

Grace *may have* the key of the front door. (*Have* is a main verb.)

We *have forgotten* to lock the door. (*Have* is an auxiliary verb.)

In the following sentences, how is each italicized form used?

1. What shall you *do* tomorrow?
2. I *do* not know.
3. Your invitation has already *been* mailed.
4. Where have you *been*?
5. I have *been* at school.
6. All the guests *have* gone home.
7. We shall *have* two tickets left.
8. I *did* not forget to water the flowers.
9. James *did* every bit of the work himself.
10. He will always *do* his best.
11. He *does* not shirk any task.

Recognizing Transitive and Intransitive Verbs

If you read aloud the following groups of words, you will notice that something is needed to complete their meanings:

America *is building*

Our country *trains*

The verbs *is building* and *trains* express action; but you immediately ask yourself these questions:

America *is building* WHAT?

Our country *trains* WHAT?

The answers may be these:

America *is building* HOUSES.

Our country *trains* WORKERS.

The words *houses* and *workers* complete the meaning of the verbs; as grammarians say, they receive the action of the verbs *is building* and *trains*.

Because the word *transitive* means "going across," a verb in which the action goes across to some other word is called a *transitive* verb. The word in the predicate which receives the action is called the *object* of the verb.

The opposite of *transitive* is *intransitive*. Verbs of which the action does not go across to a receiver are called *intransitive* verbs. These include complete verbs of action and linking verbs, which do not express any action. Examples:

COMPLETE VERBS

Out of the clouds a huge airplane *dived*.
The lights at the landing field suddenly *blazed*.
The passengers *hastened* across the field.
One man *had flown* from Australia.
Have you ever *traveled* by airplane?

LINKING VERBS

The airship *was* silvery gray.
The passengers *were* glad to be at home again.
The trip *had been* pleasant.
Captain Brown *was* the pilot.
My uncle *has* often *been* a passenger.

1. On your paper numbered from 1 to 11, copy from each of the following sentences the transitive verb and the word that is the object of the verb.

1. Airplane pilots perform many peacetime duties.
2. Fire patrols watch our forests from the air.
3. They carry fire fighters.
4. The planes drop the men by parachute in the vicinity of a forest fire.
5. A man in a plane can locate stray cattle.
6. Airplane pilots help fishermen.
7. Sometimes the fliers of coastal-patrol planes discover large schools of fish.
8. Power companies employ pilots as patrols for their lines in wild country.

9. Airplanes carry the mail.
10. Pilots dust the crops with insect powders to kill pests.
11. The airplane will help us in many ways.

2. Make sentences using each of the following verbs or verb phrases transitively. After you have given a sentence orally, be able to tell what word is the object of the verb.

has brought	learned	have written
have taken	bought	has chosen
had broken	have laid	blew
caught	has thrown	drew
sang	washed	knew
have heard	have begun	had called

3. Some of the following sentences contain transitive verbs and some do not. Point out the predicate verb in each sentence and tell whether or not it has an object. Be able to name the object.

1. The storm drove on.
2. It tossed the oil tankers in the Gulf.
3. It tore the leaves from the banana trees.
4. Torrents of rain fell against the mountains.
5. Men looked up at the clouds anxiously.
6. Then the storm passed.
7. The sun shone again.
8. The thirsty earth drank the water.
9. Men felt a new hope.

4. Select a verb from the following list for each blank in the sentences below and read aloud each completed sentence. Tell whether the verb is transitive or intransitive; if it is transitive, name its object.

have found	caught	had
can identify	saw	had left
know	rested	flew
is	shows	was

1. I __?__ my bird book.
2. I __?__ it on the top shelf of my locker.
3. Now we __?__ that strange bird.
4. I __?__ it clearly.
5. It __?__ for a moment on a near-by branch.

6. Then it _ _ ? _ _ away.
7. The bird _ _ ? _ _ a crest.
8. Its color _ _ ? _ _ red.
9. The black feathers around its beak _ _ ? _ _ our attention at once.
10. This picture _ _ ? _ _ a similar bird.
11. Now we _ _ ? _ _ the bird's name.
12. It _ _ ? _ _ a cardinal.

5. Sometimes a verb can be used *without* an object in one sentence and *with* an object in another. Examples:

The bird flies swiftly.

The boy flies his kite.

Read the following sentences aloud. Supply a direct object for the verb in each sentence containing a blank.

1. The boy ran fast.	6. He read the _ _ ? . _ _
2. Let us run a _ _ ? _ _ .	7. She sings sweetly.
3. He drives carelessly.	8. She sang a _ _ ? _ _ .
4. May I drive the _ _ ? _ _ ?	9. Frank writes plainly.
5. John reads very well.	10. He wrote a _ _ ? _ _ .

SKILL IN USING VERBS

Learning the Principal Parts

Verbs have three important forms called the *principal parts*. These parts are the *present*, the *past*, and the *past participle*. Examples:

Present	Past	Past Participle
come	came	(have) come
do	did	(have) done
go	went	(have) gone
begin	began	(have) begun

The past participle, when used as a main verb, must always have an auxiliary verb, like *have*, *has*, or *had*.

1. Read the following sentences aloud, using in each a form of one of the verbs above:

1. My brother Alex _ _ ? _ _ home from camp yesterday.
2. When she found that he had _ _ ? _ _ , Mother immediately _ _ ? _ _ to make a batch of cookies.

English Every Day

3. It is raining now; so Erma has --?-- for an umbrella.
4. Probably Harriet --?-- with her.
5. Which of you girls --?-- the dishes last night?
6. Jane has --?-- them every night for a week.
7. Then isn't it time that you --?-- to help her?
8. As soon as we had --?-- to serve the refreshments, four more boys --?-- in.

2. Study the following verb forms. Then read the sentences, using in each group the correct form of the verb indicated.

Present	Past	Past Participle	Present	Past	Past Participle
break	broke	(have) broken	rise	rose	(have) risen
choose	chose	(have) chosen	write	wrote	(have) written
give	gave	(have) given	run	ran	(have) run
take	took	(have) taken	ring	rang	(have) rung

break

1. We --?-- a window in Mrs. Jameson's house.
2. Martin has --?-- the record for standing broad jump.
3. Someone had --?-- a window and had entered our cabin.

choose

4. I --?-- the new paper for the living room.
5. We have --?-- Bert as our club leader.
6. George had --?-- his own time for the medical examination.

give

7. Mr. Parker --?-- me a dime.
8. My friends have often --?-- me a chance to earn money.
9. Mary has --?-- Dorothy a birthday present.

take

10. I --?-- my lunch to school yesterday.
11. Have you ever --?-- part in a school play?
12. Marvin had --?-- the job of picking apples.

rise

13. The water --?-- in the swimming pool.
14. The fog had --?-- before we launched the canoes.
15. I have --?-- at six o'clock every day this week.

write

16. Henry --?-- an article on rubber for the school paper.
17. Have you --?-- to the camp for summer rates?
18. If I had --?-- that letter, I should be proud.

run

19. Billy --?-- to the store as fast as he could go.
20. I have --?-- all the way to tell you the news.
21. You would not be tired if you had not --?-- so far.

ring

22. Bells --?-- out the warning signal.
23. He had --?-- the doorbell twice, but there was no answer.
24. The last bell has --?--.

3. Other common verbs whose principal parts must be carefully used are given below. Study the three forms and then read the sentences, using the correct form for each.

Present	Past	Past Participle	Present	Past	Past Participle
dive	dived	(have) dived	swim	swam	(have) swum
flow	flowed	(have) flowed	forget	forgot	(have) forgotten
drink	drank	(have) drunk	sing	sang	(have) sung

dive

1. I watched him as he --?-- from the springboard.
2. Have you ever --?-- for pennies in the pool?
3. We --?-- for apples at the Halloween party.

flow

4. The water --?-- swiftly over the dam, doesn't it?
5. The river has never --?-- over the top of the levee.
6. After yesterday's heavy rain the brook over--?-- the road.

drink

7. The soldiers --?-- the water after it was purified.
8. I have always --?-- two glasses of milk a day.
9. We hear that the sick child had --?-- water from an old well.

swim

10. Last week Jed --?-- the full length of the pool.
11. The horses had --?-- across the river.
12. Have you ever --?-- in salt water?

forget

13. Alice had __?__ how to knit socks.
14. I always __?__ whether to knit or purl the first row.
15. Either Fred or Henry must have __?__ to close the gate.

sing

16. Will you please __?__ that old ballad, Miss Clement?
17. The Scouts had just __?__ "God Bless America."
18. The girls' choir __?__ at the assembly yesterday.

4. Read aloud the following sentences, using the past participle of each verb with whatever auxiliary verb you need:

1. I *came* to see you, Mrs. Trent.
2. Donald *did* the job as well as a man.
3. Mr. Brandt *went* home on the five-o'clock bus.
4. Ruth *began* to practice early in the evening.
5. We *sang* all the songs that we like best.
6. I *forgot* my purse.
7. Tom *broke* his key chain.
8. Gerald *chose* apple pie.
9. My grandmother *gave* me an old ring.
10. The baby *took* all the cookies from the jar.
11. The sun *rose* over the horizon in a burst of glory.
12. I *dived* twice in perfect form.
13. The stream *flowed* over the flooring of the little bridge.
14. We each *drank* two glasses of water.
15. I *swam* the river before I was ten years old.
16. John and Elise *ran* in every race.
17. The town crier *rang* the bell for town meeting.
18. Elizabeth *wrote* a letter to her soldier cousin.
19. Frank *took* the letter to the post office.

5. Choosing verbs from the lists on pages 48 and 49, write ten sentences of your own. In five of your sentences use a helping verb with the main verb. In the other five sentences let the main verb stand alone. Exchange papers with a classmate and correct each other's work.

Avoiding Common Errors

1. The verbs *was* and *were*, which may be used either as main verbs or as helping verbs, often cause mistakes in our speech.

It is correct to say:

You *were* (not You *was*)
 Were you? (not Was you?)
 They *were* (not They *was*)
 The boys *were* (not The boys *was*)

Read aloud the following sentences, using the correct form, *was* or *were*, in each blank space:

1. You --?-- singing better than ever last night.
2. --?-- you excited when you heard that you had won the prize?
3. Where --?-- you when your name --?-- called?
4. --?-- these two boys with you when you stood on guard at the intersection?
5. Those men --?-- sleeping in an old shack.
6. You --?-- there. You know what happened.
7. --?-- they chosen to march at the head of the parade because of their size?
8. You --?-- the best captain our team ever had in the old days.
9. --?-- you at the dance yesterday afternoon?
10. The girls --?-- dressed in their very best dresses.

2. The following forms of the verb *be* are often written as contractions with the word *not*:

is not	isn't	was not	wasn't
are not	aren't	were not	weren't

Am not is never written as a contraction. Do not try to contract it into *ain't*.

When you use a contraction, where should you place the apostrophe? Why? After the numbers 1 to 10, list on paper the contraction needed to complete each of the following sentences:

1. --?-- he going with us to the Scout jamboree?
2. No, he --?--.
3. You --?-- present when the roll was called.
4. --?-- you sitting in the front row?

5. The girls --?-- ready for the visitors.
6. --?-- the table set?
7. I --?-- near the house when the storm broke.
8. --?-- Jane a pretty girl!
9. The twins --?-- mischievous or they would try to confuse us by changing places.
10. --?-- you leading the band in the school assembly yesterday?

Using Expressive Verbs

1. The following sentences are dull because only commonplace verbs have been used. From the verbs given in parentheses select a more interesting verb for each sentence. Your choice may differ from the choice of other classmates. In such cases a vote of the class may decide which word is the most expressive.

1. The branches of the tree *hit* against the windowpane. (*tapped, rattled, knocked*)

2. The fireman *told* the man not to jump. (*shouted to, screamed to, called to*)

3. The deer *ran* across the clearing with the dogs in pursuit. (*leaped, bounded, fled*)

4. The locomotive whistle *blew* in the distance. (*squeaked, shrieked, sounded*)

5. A rabbit *ran* across the road into the bushes. (*hopped, bounced, darted*)

6. He *took* his pen and quickly *wrote* the fatal message. (*lifted, snatched, clutched*) (*scrawled, dashed off, penned*)

7. The children *ran* along the beach. (*scampered, scurried, frolicked*)

8. The summer sun *hurt* the crops. (*scorched, withered, burned*)

9. The pigeons *flew* to the ground. (*circled, fluttered, dropped*)

10. The maid *asked* for more time to find the missing jewel. (*begged, pleaded, entreated*)

11. The salesman *went* to catch his train. (*hurried, rushed, ran*)

12. I sat under the tree and *ate* my sandwich. (*nibbled, munched, devoured*)

13. Bob *rode* by on his bicycle. (*whizzed, raced, pedaled*)

14. The old man *walked* up the hill to the Capitol. (*trudged, plodded, traveled*)

15. The fire *burned* in the grate. (*slickered, flamed, blazed*)
 16. The two old friends *talked* about many things that had happened long ago. (*chattered, gossiped, spoke*)
 17. The boys *tried* to row their boat out of the current. (*struggled, attempted, strained*)
 18. The raindrops *struck* the windowpane. (*splashed on, spattered, pattered on*)
 19. The loud noise *scared* the baby. (*frightened, startled, terrified*)
 20. I *fell* over the root of a tree as I *ran* through the woods. (*stumbled, tripped, tumbled*) (*scurried, fled, hastened*)

2. Rewrite the following paragraph, choosing for each numbered space the most expressive verb from the corresponding group below:

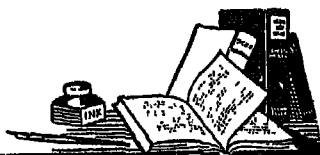
There was a lull in the fun at Jean's party. The boys --(1)-- in one corner of the playroom. They --(2)-- to one another. They --(3)-- over their secret. Then Phil --(4)-- forward as spokesman. "We shall now --(5)-- for you a famous magical trick," he said. "We shall --(6)-- nine books on the floor like this. Garson will --(7)-- into the next room while you girls --(8)-- any one of the books. Then Garson will --(9)-- and in answer to my question he will --(10)-- the book which you have --(11)--."

1	2	3	4	5	6
gathered	talked	laughed	walked	do	place
huddled	whispered	chuckled	bounded	perform	lay
stayed	chattered	grinned	stepped	play	set
7	8	9	10	11	
go	choose	return	pick	selected	
step	select	come (in)	locate	chosen	
march	pick	reappear	discover	picked	

3. Working together, write a paragraph about something that has happened to the class during the day. Perhaps you have had an especially interesting lesson, or an unusual assembly, or a visitor, or a school fire drill. A secretary at the blackboard may write down the sentences of the paragraph as fast as they are dictated by members of the class. When the entire paragraph is on the blackboard, study the verbs to see what expressive ones have been used, and where more expressive verbs might be used in place of common ones.



A Test on Verbs



Allow yourself one credit for each correct item. *Total, 50 credits*

PART I

ABILITY TO KNOW WHEN A SENTENCE LACKS ITS VERB

Direction: Rewrite the following paragraph, putting suitable verbs or verb phrases into the sentences where they are missing. Underline the verbs that you insert.

1-10. The old man dozed before the fire. Brand, his hound, him with loving brown eyes. Presently the door. A small boy softly *entered the room*. *He wonderingly around him*. The old dog slowly to greet the newcomer. He sniffed at the boy and then, seemingly satisfied, he pushed his head under the boy's hand. The two toward the old man together. The man his eyes with a start. "Bless my soul! Who you?" he said. "Where you from? Old Brand you or he at you."

PART II

ABILITY TO RECOGNIZE ACTION VERBS AND LINKING VERBS

Direction: From the following paragraphs list action verbs in one column and linking verbs in another.

11-20. The car was ready. The boys had washed it that morning. The sun shone brightly. The family was eager to start. Father would drive them to Hampton Point. "There is no better beach for swimming on the lake," he said. Mother had packed a huge lunch for her hungry men.

The boys romped all day to their heart's content. Such good times are part of family memories in later years.

PART III

ABILITY TO RECOGNIZE TRANSITIVE AND INTRANSITIVE VERBS

Direction: On your paper numbered from 21 to 35, state whether the verbs in the following sentences are transitive or intransitive.

21. The wheat field stretched like a golden carpet to the horizon.
22. With gloves on our hands, we weeded the garden.
23. Mr. Sanders will show us his collection of old coins.
24. Can you hear the speaker?
25. I have never seen larger trees than these.
26. There were at least one hundred people at the exhibit.
27. The boys were wildly cheering their team.
28. Have you brought the sandwiches for our party?
29. The airplane was circling over the airport.
30. The team might have scored by faster play.
31. Brazil produces much coffee.
32. The United States imports much coffee from Brazil.
33. Tea comes from the Eastern countries.
34. Cocoa is a product of tropical lands.
35. Do you drink orange juice?

PART IV

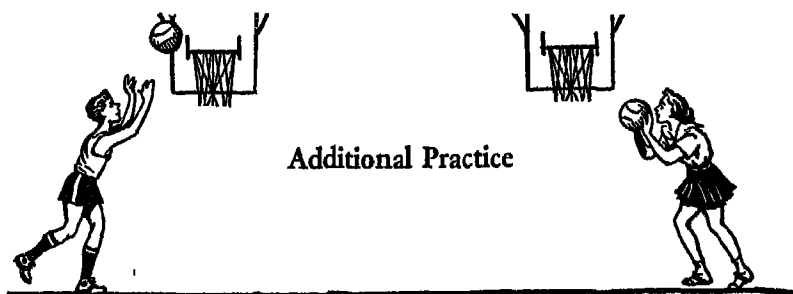
ABILITY TO USE VERB FORMS CORRECTLY

Direction: On your paper numbered from 36 to 47, write the form of the verb in parentheses that is needed to complete the sentence.

36. Have you (*forget*) your key?
37. We have not (*sing*) the school song this morning.
38. The speaker (*drink*) a glass of water.
39. Yesterday I (*swim*) in the pool at Crescent Park.
40. I have (*choose*) to talk about General MacArthur.
41. Mother has (*write*) a letter every day to my brother.
42. Ben has never (*break*) his promises.
43. A sheet of water (*flow*) over the dam when the gates were lifted.
44. Joan has (*run*) to meet her father.
45. A prize was (*give*) to the winner in the contest.
46. He (*dive*) where the water was deep.
47. Peter has (*begin*) to learn about farming.

Direction: Rewrite the following sentences, using the contraction for *was not* or *were not* in each blank space.

48. They --?-- in sight when the bus started.
49. --?-- you near the shore when the ice cracked?
50. Mark --?-- alone at the ranch house, was he?



Using Predicate Verbs

1. In the following paragraph are five complete sentences and three groups of words that need predicate verbs to make them complete sentences. Give the numbers of the complete sentences, and name the predicate verbs in each. Suggest predicate verbs to complete the other groups.

(1) Jarvis was taking his first trip on the Great Lakes. (2) Life on shipboard interested him. (3) The officers about the instruments. (4) He saw the radio control room. (5) The captain on the bridge during the night. (6) The ship reached the great locks in the early morning. (7) Jarvis rose and went out on deck. (8) This new experience for Jarvis.

2. Use each of the following verbs in a sentence of your own:

had broken

can be seen

was given

were

ran

has been chosen

was taken

did

Recognizing and Using Action Verbs and Linking Verbs

1. List in two columns the action verbs and the linking verbs in the following paragraphs:

1. The wind blew harder and harder. Dark clouds piled up in the west. Brandon buttoned his coat about him and ran for home. He passed Mammy Jones with her basket of fresh vegetables. Dust and leaves swirled all around her. She was too old to move very fast. Brandon stopped suddenly, turned back, and took her by the arm. Mammy Jones was grateful.

2. John is an earnest student. He has done all his work well. He has also been a leader in school activities and has made an excellent record in athletics. Teachers and students all like him.

4. Name the linking verb in each of the following sentences and tell what two words the linking verb connects:

1. Over the bay the fog was thick.
2. You are the captain of our team.
3. Mr. Owen will be our speaker.
4. In the moonlight everything is ghostly.
5. Twenty boys have been successful in this ground-school course.
6. They will be pilots in another year.
7. The candy is too good to pass by.
8. I am the oldest girl in our family.
9. Under his coaching we shall be real champions.
10. There quite safe was Benny.

3. Write ten short sentences illustrating the use of action verbs and linking verbs. Exchange papers with a classmate. On each other's papers underline action verbs once and linking verbs twice.

Finding Verbs and Verb Phrases

Find the predicate verbs in the sentences of the following paragraphs. If the predicate verb is a phrase, name its auxiliary verb and its main verb.

1. Our food products have been tested and have been proved satisfactory. We have been using these products in our own home. My wife considers them excellent. I am sure that you will like the peas and the corn. Have you tasted our peanut butter? You will find it delicious.

2. I shall be told what to do in Midvale. Mr. Crosman will telephone ahead. His message will be delivered to me there. I shall be staying at the Blaine Hotel. Money will be needed to purchase the cotton and other supplies. Women must be employed to make the garments.

3. Next year you will be walking a longer distance to school. You will need comfortable shoes. Have you ever tried this style? These shoes are really a bargain. We are holding a special sale of them this week. You cannot find a better shoe for the price.

Knowing Transitive Verbs and Their Objects

Of the fifteen sentences that follow, eleven have transitive verbs. Write on your paper the numbers of the eleven sentences, and after each number write the verb and object.

1. The boys bought a large packing case from the grocer.
2. They carried it to the vacant lot.
3. Bob and Harry came with their shovels.
4. They buried the huge box in the highest snowdrift.
5. All the boys worked hard.
6. They made a tunnel to the open side of the box.
7. Only one boy could get into this room at one time.
8. They stored apples in this underground hiding place.
9. On the way home from school they would act the part of lost trappers.
10. The cache of food would save their lives.
11. Unfortunately the field mice located the room and the apples.
12. The little animals made their own tunnels through the snow.
13. They nibbled the apples.
14. The would-be trappers grew angry.
15. They chopped their box into kindling wood.

Using Correct Verb Forms

1. Read aloud the following sentences, inserting in each blank space the correct form of the verb at the left:

1. **begin** As soon as you have __?__ to color the photographs, let me know.

2. **break** I __?__ my watch. I never realized, until I had __?__ it, how much I depended upon it.

3. **give** Marion is __?__ a party for her cousin this evening. She __?__ one last year, and it was a great success.

4. **write** After Jim had __?__ the letter, he forgot to mail it. His father wondered why Jim had not __?__ to him in such a long time.

5. **ring** The bell had just __?__ for the curtain to rise when there was a great commotion behind the scenes.

6. **break** Has George __?__ that rule again?

7. **begin, ring** Fred and I had hardly --?-- to study when the telephone --?-- loudly.

8. **give** A book was --?-- to the pupil who wrote the best essay.

9. **ring** The old sexton had --?-- the church bell for every great occasion in the last fifty years.

10. **write** As soon as you have --?-- your report, show it to your committee chairman.

2. Choose the correct form from the parentheses in each of the following sentences:

1. (*Was, Were*) you present when the score was announced?

2. He (*don't, doesn't*) seem to worry about his job.

3. There (*is, are*) your parents. (*Don't, Doesn't*) they want to sit nearer to the front?

4. You (*was, were*) certainly equal to the occasion when you made that speech.

5. (*Don't, Doesn't*) Jane want to go to the picnic with us?

6. Albert and Theodore (*is, are*) very helpful in getting the younger children across the street.

7. (*Is, Are*) you listening to the radio?

8. There (*is, are*) Edith and Olive. Let's invite them to join us.

9. She (*don't, doesn't*) want to practice any more.

Improving Paragraphs by the Use of Expressive Verbs

Improve the following paragraphs by using more expressive verbs in place of the verbs in *italics*:

1. The broadcasters *gave* the warning repeatedly. Over and over they *said*, "All families in the vicinity of Gracetown *go* to the hills. The river has risen. The waters *are coming* down upon the flats."

2. Mrs. Cushman had left her baby alone in the house while she *put* the clothes on the line. When she *went* back into the house, the baby was nowhere to be seen. She *went* out and *spoke* to her neighbor. The two women searched the house. Finally they heard a cry. The baby *was crying*. The sound came from the cellar. There *was* the baby in the potato bin. The toddler *had gone* down the cellar stairs, and *had gone* over the side of the low bin. He didn't know how to get out.

Nouns and Pronouns

NOUNS: WORDS USED AS NAMES

Finding Common and Proper Nouns

A noun is merely a word that names something: a person, a place, or a thing. General names, like *man*, *city*, *river*, *month*, *newspaper*, are called *common* nouns. Special names, like *Andrew Jackson*, *Chicago*, *Amazon River*, *February*, *The Daily News*, are called *proper* nouns. A proper noun always begins with a capital letter.

1. List ten common nouns and ten proper nouns from the following sentences:

1. Aviation has brought us closer to our neighbors of South America.

2. In six hours a person can fly from Miami, Florida, to Barranquilla, Colombia.

3. It is possible to have breakfast in the United States, cross the Caribbean Sea, and have lunch in South America.

4. Mail can leave Barranquilla on Monday and be in New York City on Tuesday.

5. The rugged ranges of the Andes Mountains make the building of railroads difficult, but planes can fly over the mountains.

6. The Magdalena River is sometimes called the Mississippi of Colombia.

2. In the following paragraphs find proper nouns to illustrate each of the following: the name of a country, of a city, of a body of water, of a person, of a month.

Colombia has a coast line both on the Caribbean Sea and on the Pacific Ocean. It is a mountainous country crossed by three ranges of the mighty Andes. Such practical products as oil and coffee and such luxury products as orchids and emeralds bring wealth to Colombia.

Cartagena is one of its principal seaports. The city is very old. In the century that followed the coming of Columbus to America, galleons from Spain came to this port for cargoes of gold and silver. When England was at war with Spain, Sir Francis Drake used to lie in wait off the coast for the ships of the Spaniards, and seize their riches.



Pan American

OVER THE ANDES

Bogotá is the capital of Colombia. It is built on a high plateau. Because clouds form constantly against the summits of the surrounding mountains, it has few cloudless days even in July and August. The city is regularly laid out in straight avenues and streets. The main street of Bogotá is Seventh Avenue.

Capitalizing Nouns Correctly

Some nouns may be used as either common or proper nouns. Do not capitalize a noun unless there is a definite reason for doing so. Watch carefully your use of capital letters with words like the following:

The words *street*, *park*, *junior high school*, *river*, *ocean*, and similar words are capitalized when they are used as parts of the names of

particular places, but not when they merely name a class of places. In the same way, words like *north*, *south*, *east*, and *west* are capitalized when they stand for particular sections of the country, but not when they merely name points of the compass.

The words *mother*, *father*, *uncle*, *aunt*, *captain*, *doctor*, and other similar words are capitalized when they stand in place of or as part of the names of particular persons, but not when they merely name a class of persons.

1. On paper, after the number of each sentence, write correctly all the nouns in the following sentences that should have been capitalized. Be ready to give a reason for each capital letter.

1. Hundreds of pupils go to junior high schools every year.

2. My brothers and I go to the Benjamin Franklin junior high school on Chestnut street.

3. From the windows of the school we can see both the Atlantic ocean and the Hudson river.

4. The city is surrounded by beautiful parks, but I think that Franklin park is the most attractive of them all.

5. All our family, mother, dad, my two brothers, and uncle Henry, enjoyed the trip to the White mountains.

6. We children and dad had never been in the east, but to my mother and my uncle the mountains seemed like home.

7. To the west of us lay two small round ponds that from the mountaintop looked like a pair of spectacles.

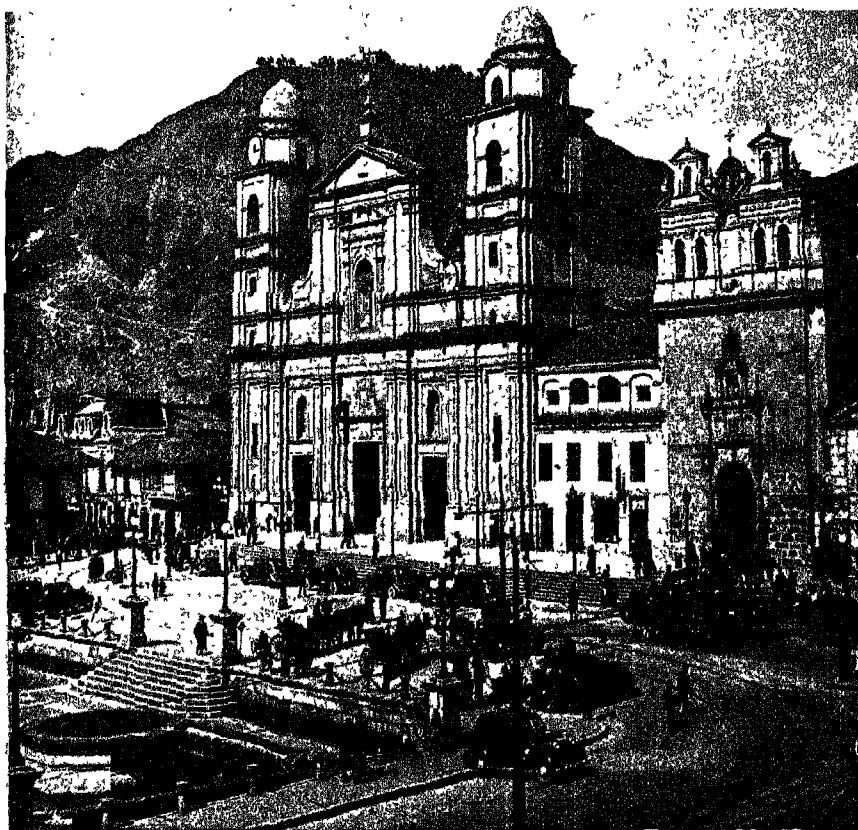
8. In fact, when we looked at the map, there they were, marked spectacle ponds.

9. At our hotel we met a young man who is a captain in the United States air force.

10. Uncle Henry and captain temple became good friends during our stay at mount Washington hotel.

2. In the paragraph under the picture on page 61, the word *avenues* is written with a small letter, and the word *Avenue* is written with a capital letter. Explain why both forms are correct.

3. After you have reread the first two paragraphs of the same selection (p. 60), close your book and ask a classmate to dictate the paragraphs to you. Correct your written work by the original. Did you make any errors in capitalization?



Severin from P. P. O.

BOGOTÁ HAS A MOUNTAIN BACKGROUND

4. From the italicized words on pages 61 and 62 choose seven words. Make up sentences in which each word may be written correctly both with and without a capital letter.

5. Write a complete sentence in answer to each of the following questions. Remember to capitalize the proper nouns.

1. In what month is your birthday?
2. On what street do you live?
3. In what city or town do you live?
4. Who is the governor of your state?
5. What river, lake, or mountain is near your town?
6. What newspaper or magazine do you like to read?

Spelling Plural Nouns Correctly

When a noun names just one person or thing, it is said to be in the *singular number*. When it names two or more persons or things, it is said to be in the *plural number*. Most of the errors that you will make in using plural nouns will be caused by not knowing how to spell the plural form. The following rules will cover most of the words you will need to use:

Most nouns add *s* to the singular to form the plural. If, however, it is not possible to pronounce the word easily by adding *s* alone, *es* is added. Many words ending in *s*, *sh*, *ch*, *x*, and *z* require the addition of *es*. Examples:

Singular	Plural	Singular	Plural
room	rooms	box	boxes
street	streets	clash	clashes
train	trains	church	churches
month	months	gas	gases

Some nouns ending in *f* or *fe* form the plural regularly, by adding *s* only. Examples:

Singular	Plural
roof	roofs
safe	safes
cliff	cliffs

Other nouns ending in *f* or *fe* form the plural by changing the *f* or *fe* to *v* and adding *es*. Twelve common nouns that follow this rule are given below. The list is a helpful one to memorize.

Singular	Plural	Singular	Plural
calf	calves	self	selves
half	halves	sheaf	sheaves
knife	knives	shelf	shelves
leaf	leaves	thief	thieves
life	lives	wife	wives
loaf	loaves	wolf	wolves

Nouns ending in *y* preceded by a consonant form the plural by

changing the *y* to *i* and adding *es*. Nouns ending in *y* preceded by a vowel form the plural in the usual way, by adding *s*. Examples:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
lady	ladies	day	days
duty	duties	valley	valleys
penny	pennies	play	plays
secretary	secretaries	toy	toys

Some nouns ending in *o* form the plural by adding *s*, while others add *es*. No rule of spelling will help you with these words. Memorize the spelling of the commonly used plurals listed here, and consult your dictionary when writing the plural of other nouns ending in *o*.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
potato	potatoes	piano	pianos
mosquito	mosquitoes	alto	altos
Negro	Negroes	solo	solos
hero	heroes	portfolio	portfolios

A few nouns use the same form for both singular and plural; others form the plural by changing one or more letters within the word; and a few others have a plural ending in *en*. Fortunately, these are common words with which you are familiar. Examples:

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
deer	deer	foot	feet
sheep	sheep	tooth	teeth
man	men	goose	geese
woman	women	ox	oxen
child	children	mouse	mice

1. Write the plural of each of the following nouns. If you misspell any of the plurals, ask a classmate to hear you spell correctly those upon which you need special drill.

1. family	6. hero	11. woman	16. handkerchief	21. duty
2. church	7. airplane	12. lily	17. penny	22. piano
3. child	8. box	13. knife	18. mosquito	23. valley
4. school	9. leaf	14. tomato	19. fly	24. echo
5. secretary	10. lady	15. key	20. mother	25. lunch

English Every Day

2. On your paper numbered from 1 to 18, write plural nouns that make sense in the numbered spaces. Choose your nouns from the list below the selection.

Mrs. Simpson met Miss Orton in Alling's Department Store, and the two --(1)-- sat down at a table in the lunchroom. After they had ordered two --(2)--, Mrs. Simpson began to talk of one of her --(3)--. "I don't know the experience of other --(4)--," she said, "but I cannot get my --(5)-- to come home promptly after school."

"They ought to reach home promptly about four o'clock," said Miss Orton, "unless we are having special school --(6)--. All --(7)-- are over at 3:30."

"My --(8)-- are more prompt than my --(9)--," said Mrs. Simpson. "Sometimes I should like to have one of my --(10)-- available to run a few --(11)--, but neither of them appears until supertime."

"Where do they go?" asked Miss Orton.

"Just now they say that they take turns as --(12)-- for two teams of younger --(13)-- that play football in Trafeldd's lot; but in other --(14)-- of the year they would have other --(15)--."

"Growing --(16)-- and --(17)-- need plenty of time after school for play," said Miss Orton, "but if they are sure that they will be allowed their playtime, they ought to be willing to report home first."

"I certainly want them to have all the good --(18)-- that they can," said Mrs. Simpson.

woman	excuse	coach	son	month
lunch	time	girl	errand	family
difficulty	activity	boy	class	child

Using Possessive Forms

Nouns, both common and proper, may be changed in form to show ownership or possession. Many of the errors that you make in writing are the result of failure to form these possessives correctly. The following rules will help you:

All singular nouns form the possessive by adding an apostrophe and *s* (*'s*). Examples:

John's skates	Mabel's blouse	James's bicycle
the boy's skates	the girl's blouse	the child's bicycle

Plural nouns that do not end in *s* form the possessive by adding the apostrophe and *s* (*'s*). Examples:

the men's wages
the children's toys

the women's club
the mice's tracks

Plural nouns ending in *s* form the possessive by merely adding an apostrophe. Examples:

the boys' books
the pupils' exercises

the horses' hoofs
the veterans' parade

You will avoid many errors if you remember always to write the complete singular or plural noun before you add the sign of the possessive. That is, in nouns like *Stevens*, *Burns*, or *Jones* do not put the apostrophe before the final *s*, as that would break the name itself. Examples:

Singular
Mr. Stevens's car
Robert Burns's poems
Miss Jones's desk

Plural
the Stevenses' cottage
the Burnses' three dogs
the Joneses' garden

It is not always necessary to use a possessive form to show ownership. Expressions like *a cage for the parrot*, *the lawn mower belonging to Mr. Carter*, and *the barks of the dogs* all show ownership just as clearly as do the possessive forms *the parrot's cage*, *Mr. Carter's lawn mower*, and *the dogs' barks*. The possessive form, however, is often shorter and quicker than the other expressions. Also, by knowing how to use both ways of expressing ownership, you are able to gain variety in your sentences.

Watch out for one thing, however, in using possessive forms. They are generally used only with nouns that name animate objects, that is, persons and animals. Inanimate things (without life) generally show ownership by the use of the longer expressions introduced by *of* or similar words. Examples:

the *color of the dress* (not the *dress's color*)
the *top of the desk* (not the *desk's top*)
the *branches of the trees* (not the *trees' branches*)

Such expressions as *the season's greetings*, *a day's wages*, *journey's end*, may be used, however.

1. On your paper numbered from 1 to 15, write the possessive form of the nouns in parentheses.

1. The (*swimmer*) speed was slackening as he approached the line.
2. An (*aviator*) nerves are tested in a forced landing.
3. (*Women*) shoes are on sale on the third floor.
4. We heard Mayor (*Willis*) talk on safety.
5. The (*children*) voices sounded sweet over the radio.
6. The (*sailors*) quarters were clean and bare.
7. The (*men*) boats were pulled well up on the shore.
8. Where is (*Charles*) flashlight?
9. I know that those rubbers are (*Alice*).
10. (*Ruth*) laughter is so merry!
11. I wish that I had (*James*) ability in mathematics.
12. The (*family*) hopes were raised when the airplane dropped food.
13. The (*boys*) camp was in order before they left for their swim.
14. The (*birds*) favorite roosting place was a crossbeam in our garage.
15. This store does not carry (*men*) clothing.

2. Write the following paragraph from dictation. Watch carefully the possessive forms.

Gerald's day had not opened well. Mother's voice had broken in upon the boy's dreams too early. When he finally tumbled out of bed, he found that his shoes were gone. The puppy's zeal for hiding shoes often resulted in lost footwear. Before Gerald had found his, Father's impatient voice was heard calling, "Gerald, come down to breakfast at once." Gerald went down to meet his parents' reproving looks and his sisters' gleeful ones. It was not a good start for a lad's day.

3. For four of the following expressions you may correctly use a possessive form to show ownership. On your paper after the right number, write each possessive form that may be correctly used.

1. The brothers of Anne Marie
2. The legs of the chair
3. The mittens for the children
4. The pilot of the plane
5. The planes of the aviators
6. A new hat belonging to Alice Ross
7. The ribbon of the typewriter

PRONOUNS: WORDS USED IN PLACE OF NOUNS

A pronoun is a word that stands for a noun. Pronouns are short cuts in expressing a thought. For example, in the following conversation the pronoun *she* is used in place of the noun *Mary*.

"Was Mary elected class president?"

"No, she lost by three votes."

"Was she disappointed?"

"Yes, she was, but she showed good sportsmanship."

Studying Personal Pronouns

1. Pronouns refer to persons or things. The word to which the pronoun refers is called the *antecedent*. Find the pronouns in the following conversation and name the antecedent of each:

George. Did Henry tell Miss Darrow that he had found a costume for the part of Master Skylark?

Bill. Yes, he told her, and she was glad that he had found it.

George. The costume fits him, but he ought to have it cleaned before he uses it. Master Skylark is the chief character and should be well dressed.

Bill. I think so, too. I'll tell him that we'll chip in to pay for the cleaning of the costume if he will let us.

George. Good! Suppose you collect five cents from all the boys in the play. They will be glad to help if we ask them.

2. Did you notice that the pronouns in the conversation above are used to stand for three different groups?

The persons speaking: I we -us

The persons spoken to: you

The persons or things spoken about: he him she her it they them

Such words are called *personal pronouns*. Pronouns that refer to the person speaking are said to be in the *first person*; pronouns referring to the person spoken to are said to be in the *second person*; pronouns that refer to the person or things spoken about are said to be in the *third person*.

Choose one of the following suggestions for a conversation. Write the conversation, using as many personal pronouns as you need.

1. George and Sam are at the airport. They talk about planes.
2. Jean and Grace are at the movies. They talk about the picture.
3. Evelyn and Albert talk about Albert's model sailboat.

Using Subject and Object Forms

You have already learned that all verbs require subjects and that many verbs require objects also. Either a noun or a pronoun may be used as the subject or the object of a verb. Examples:

The *sailor* *threw* the *rope*.
subject (noun) verb object (noun)

He *threw* *it* into the boat.
subject (pronoun) verb object (pronoun)

The *captain* *sent* *him* up the ladder.
subject (noun) verb object (pronoun)

The *rope* *was forgotten*.
subject (noun) verb

A noun keeps the same form whether it is used as subject or object, as you can see by the word *rope* in the sentences above; but a pronoun often has a different form for each use, as you see by the pronouns *he* and *him* in the sentences.

The object forms of most of the personal pronouns are different from the subject forms. Examine the forms listed below:

Subject Forms

I was called to the platform.
He and *she* were taken to see the game.
We were warned to keep off the ice.
They were pleased with their gifts.

Object Forms

The principal called *me*.
 His father took *him* and *her*.
 The park attendant warned *us*.
 The gifts pleased *them*.

Subject forms: I he she we they
Object forms: me him her us them

The pronouns *you* and *it* have the same form as subjects and as objects. Examples:

You and *I* (subject forms) are very lucky.
 The coach helped *you* and *me* (object forms) with our practice.
 I have a new compass. *It* (subject form) is a handy tool.
 I keep *it* (object form) in my desk.

1. What nouns and pronouns in the following sentences are used as subjects? What nouns and pronouns are used as objects?

1. A fire damaged our new clubhouse.
2. Defective wiring caused the fire.
3. An alarm was rung immediately.
4. The firemen came as soon as they heard the alarm.
5. The blaze spread rapidly, but the firemen soon put it out.
6. Now the clubhouse must be rebuilt.
7. The members say that they will rebuild it at once.

2. From the following sentences select the personal pronouns and tell whether each is used as a subject or an object of the verb:

1. I have never seen a prettier design.
2. It will take me only ten minutes to get ready.
3. The Br^onsons have invited us to the party.
4. We shall surely go.
5. They are leaving for the seashore in July.
6. Please call me early, Aunt Margaret.
7. I know them well.
8. You can send her on the errand.
9. She will be glad to help.
10. Drive us to the station, please.
11. John treated us to popcorn.
12. We met him in the park.

3. In each of the following sentences a subject or an object pronoun has been omitted. As you read the sentences aloud, supply the missing forms from the group of pronouns given here:

she her he him they them

1. Doesn't _ _ _ know about our trip?
2. _ _ _ don't want to go on the hike.

3. To whom is --?-- talking on the telephone?
4. --?-- were willing to help in keeping the schoolyard clean.
5. --?-- ran down the street to the firehouse.
6. --?-- chased --?-- out of the orchard.
7. --?-- paid --?-- for the service.
8. --?-- have just opened a gift shop.
9. --?-- would have to use his tools in the dark.
10. --?-- placed --?-- close at hand.
11. Wasn't --?-- an honor student last year?
12. Don't --?-- like our refreshments?

4. Write a sentence to illustrate the use of each of the following pronoun forms:

1. The object form of <i>he</i>	4. The object form of <i>they</i>
2. The subject form of <i>her</i>	5. The object form of <i>you</i>
3. The subject form of <i>us</i>	6. The object form of <i>it</i>

Using Possessive Forms

You have already seen that nouns may be changed in form to show ownership or possession. Many pronouns also change their forms to show possession. Unlike nouns, however, possessive forms made from pronouns do not generally use the apostrophe to indicate the possessive.

This is true of all possessive forms made from personal pronouns. In the following sentences all the italicized forms are correctly written *without* apostrophes.

Singular	Plural
This is <i>my</i> room.	Here is <i>our</i> playground.
This room is <i>mine</i> .	This playground is <i>ours</i> .
These are <i>his</i> skates.	Which are <i>their</i> colors?
Which skates are <i>hers</i> ?	Which colors are <i>theirs</i> ?
<i>Its</i> nest is well woven.	Birds feed <i>their</i> little ones.

1. What is the subject form of each pronoun from which these possessives are made? There is another possessive made from the same pronoun as *hers*; what is it? What are the possessive forms of *you*?

2. Make a list of at least ten possessive forms made from the personal pronouns. Then use each possessive in a sentence of your own. Do not use apostrophes in writing the possessives.

SKILL IN USING NOUNS AND PRONOUNS

Making Clear References

The antecedent of every pronoun must be clear to the listeners and readers. If you say, "John's father skated with him until *he* was tired," it is not clear whether you mean that John was tired or that his father was tired. It would be better to say, "John and his father skated until John was tired" or "John and his father skated until Mr. Baker was tired."

Possessive forms made from pronouns follow the same rule. If you say, "Ted's father took him to a ball game on *his* birthday," it is not clear whether you mean Ted's birthday or the father's. It would be better to say, "On Ted's birthday, his father took him to a ball game."

Change the following sentences so that the antecedent of each pronoun form is clear. Use a noun if you cannot express the meaning clearly by using a pronoun.

1. Marjorie told Jean she could not go with her.
2. Herbert cannot draw so well as James. He has real talent.
3. Gordon's father was elected mayor when he was twelve.
4. The hunter chased the tiger until he fell.
5. When the child fed the monkey, he bit him.
6. Next take the shells off the peanuts and put them into the sirup.
7. Edith's cousin gave a party on her birthday.
8. Jim asked Henry if he could help him build his model boat.

Choosing Subject and Object Forms Correctly

Many errors in speaking and writing can be avoided by thinking more clearly whether the sentence requires a subject or an object form of the pronoun.

1. It is correct to say:

We girls are going on a hike Saturday. (Not *Us* girls)

We boys will carry the lunch. (Not *Us* boys)

If you omit the words *girls* and *boys* in these two sentences, you will see why it is necessary to say *we* instead of *us*. *We* is the subject of the verb in each sentence.

2. It is correct to say:

Mr. Hake will take *us* boys in his car.

Mrs. Billings brought *us* girls to school.

If you omit the words *boys* and *girls* in these two sentences, you will see why it is necessary to say *us* instead of *we*. *Us* is the object of the verb in each sentence.

3. It is correct to say:

Jim and I (not *me*) went swimming yesterday.

He (not *him*) and *I* saw several good swimmers in the pool.

Mary and I (not *me*) will bring the popcorn.

She (not *her*) and *I* can make delicious cake.

The pronoun in each sentence is part of the compound subject of the verb. The subject form is required.

4. It is correct to say:

Have you room for *Tom and me* (not *I*) in your car?

Let *Jim and me* play on the team.

Did you want *Mary and me* to call at Jane's house?

Between *you and me*, I didn't want to play that game anyway.

Object forms are required when the pronouns are used as objects of the verbs or when they follow a preposition, like *for* or *between*.

5. It is correct to say:

It is *I*. Was it *she*? It was *we*. Wasn't it *they*?

This is *he*. Wasn't it *he*? It was not *they*. It wasn't *we*.

After a linking verb, a subject form of the pronoun is required.

6. It is correct to say:

This is the artist *who* (not *whom*) painted my father's picture. (*Who* is the subject of the verb *painted*.)

This is the artist *whom* (not *who*) my father asked to paint the picture. (*Whom* is the object of the verb *asked*.)

This is the artist of *whom* (not *who*) my father spoke. (*Whom* is used after the preposition *of*.)

Who is the subject form and *whom* is the object form. These forms are used like the subject and object forms of personal pronouns.

1. Read the following sentences, using *we* or *us* in the blank spaces:

1. --?-- girls are forming a bird club.
2. I wish that you would go with --?-- boys to Harper's woods.
3. --?-- boys have blazed a trail to Spruce Lake.
4. --?-- children are going to march in the parade.
5. Will you let --?-- men ride on the truck?
6. Grandfather brought each of --?-- boys a tennis racket.
7. --?-- women will provide milk for the kindergarten.
8. Leave it to --?-- girls. We'll clean up this yard.

2. Choose the correct form of the pronoun in parentheses for each of the following sentences:

1. Bert and (*I, me*) have built a radio.
2. (*He, Him*) and (*I, me*) stayed up until twelve o'clock.
3. Send Jennie and (*I, me*) for the milk.
4. (*We, Us*) girls meet every Friday evening and play games.
5. He helped (*we, us*) boys to lay out a tennis court.
6. I think that (*we, us*) boys ought to help to decorate the hall.
7. You and (*I, me*) have been asked to play a duet.
8. Please let Betty and (*I, me*) be responsible for the books.
9. He directed (*he, him*) and (*I, me*) to go.
10. Charles said it was (*he, him*) who rang our doorbell.

3. In practicing correct speech in the following situations, what will be your replies to these questions?

1. Your principal asks, "Was it you who had charge of the flag last Tuesday?"

2. A friend asks, "Was it you who left an umbrella in my car?"

3. Your mother says, "Was it you who raked up the yard so neatly?"

4. Your cousin asks, "Was it Jim who told you about the track meet?"

5. Your sister says, "Was it Annabel who baked the cake for Dan's birthday party?"

6. A neighbor asks, "Was it the Sanborn boys who mowed your lawn?"

4. Make up five sentences of your own in which you use *who* or *whom* correctly.

Writing Possessives and Contractions

Are you always careful to distinguish between possessive forms and contractions? Many mistakes in writing are made by not thinking clearly whether the form you wish to use is a possessive or a contraction. When spoken, the two forms often sound very similar. Examples:

It's is a contraction made from *it is*.

Its is a possessive made from *it*.

They're is a contraction made from *they are*.

Their is a possessive made from *they*.

You're is a contraction made from *you are*.

Your is a possessive made from *you*.

1. Each of the following sentences is correct. Which of the italicized words are *contractions*? Which are *possessive forms*?

1. If *you're* walking to town, may I go with you?
2. *Their* money for savings stamps was earned by cutting grass.
3. *They're* glad to get the chance to earn so much.
4. Surely *it's* *your* canary that I see in that tree!
5. Yes, *its* cage is open.

2. In each of the following sentences decide whether you need a possessive form or a contraction. Write the sentences, choosing the correct form from the parentheses.

1. The Ellisons are at (*their*, *they're*) summer cottage.
2. (*Their*, *They're*) now our nearest neighbors.
3. (*Its*, *It's*) raining.
4. Is that (*your*, *you're*) umbrella, Sarah?
5. (*Your*, *You're*) too smart for me.
6. Please ask (*your*, *you're*) mother if you may go.
7. The bird is building (*its*, *it's*) nest.
8. Bill, (*your*, *you're*) father needs (*your*, *you're*) help in starting the campfire.

3. Make up five or more sentences in which you use correctly the contractions and possessive forms given above.



Canadian Pacific Railway

SKAGWAY, ALASKAN PORT



A Test on Nouns and Pronouns



Allow yourself one credit for each correct item. *Total, 50 credits.*

PART I

ABILITY TO RECOGNIZE AND CAPITALIZE PROPER NOUNS

Direction: Write the following paragraph, beginning each proper noun with a capital letter.

1-12. The old prospector, john sargent, was going to alaska. It would not be such a hard trip as it had been in the early days. He would take the steamer *princess alice* from vancouver to skagway. From there he would cross by rail to carcass. A friendly indian would act as his guide from that point, and during the month of august he would camp on the shores of lake bennett.

PART II

ABILITY TO RECOGNIZE SUBJECTS, OBJECTS, AND POSSESSIVE FORMS

Direction: From the following paragraph select *three* personal pronouns used as subjects of verbs and *three* used as objects of verbs. Select *one* possessive form made from a personal pronoun and *two* possessive forms made from nouns.

13-21. Our scoutmaster helped us to cook the supper. We roasted potatoes and ears of corn in the embers of a slow fire and then broiled steak. The boys cheered us when they finished the meal. It certainly tasted good. Jim and I were excused from cleaning up. That pleased him and me. You can always ask us to cook, but don't expect us to do kitchen police. Every boy's willingness to cook is well known; but washing dishes! That's women's work.

PART III

ABILITY TO WRITE PLURALS, POSSESSIVE FORMS, AND CONTRACTIONS

Direction: After the corresponding number on your paper write the plural form of the word in parentheses.

22. The (*bench*) were arranged in rows around the handstand.
23. Mr. Graves hired twenty (*man*).
24. He needed them to pick his (*tomato*).
25. The old house had four (*chimney*).
26. Montreal and New York are (*city*) with great river harbors.

Direction: Write the possessive form that could be used instead of the underlined expression.

27. The shoe department *for ladies* is on the third floor.
28. The hopes *of the family* were centered upon John.
29. This is the seat *belonging to you*.

Direction: After the corresponding number on your paper, write the form in the parentheses that will complete each sentence correctly.

30. Good morning, Mrs. Alling; (*its, it's*) a beautiful day.
31. I am going to call on (*your, you're*) neighbors, the Bartons.
32. (*Their, They're*) not at home; they left for Detroit this morning.
33. Are you sure? I hear (*their, they're*) dog barking, I think.
34. No; (*its, it's*) my dog that you hear.
35. Well, of course, (*your, you're*) better acquainted with the dog than I am.
36. (*Its, It's*) bark certainly sounds like the Barton dog's.

PART IV ✓

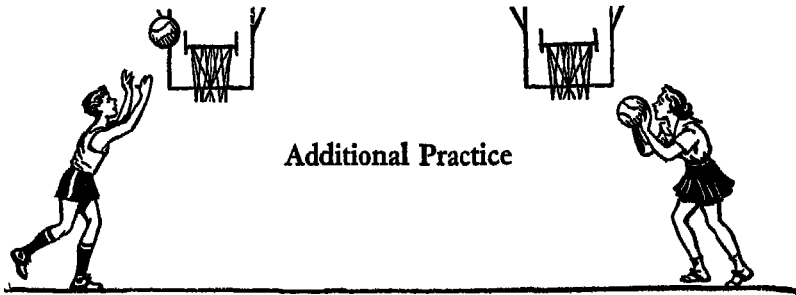
ABILITY TO USE CORRECT FORMS OF NOUNS AND PRONOUNS

Direction: After the corresponding number on your paper write the correct form of the pronoun in parentheses.

37. Was it you who talked to me on the telephone? Yes, it was (*I, me*).
38. (*We, Us*) boys are going to the swimming pool.
39. My brother Arthur will take Bill and (*I, me*) to the game.
40. Please teach Grace and (*I, me*) to play tennis.
41. Curtis and (*I, me*) have a dollar between us.
42. It was (*she, her*) who won the dancing contest.
43. There were Martha and (*I, me*) caught outside the curtain.
44. Were Tom and (*he, him*) the boys who saved the dog from the river?

Direction: The following paragraph contains *six* errors in the use of nouns and pronouns. Rewrite the paragraph, correcting the errors.

45-50. We thought that we had tied our boat tightly, but we were hardly seated at our Picnic when old Bob, the fisherman at stony point, called to us. "You're boat is loose," he said. "It will be out in the open in a few minutes." Me and Jack raced to the beach. There was our boat sailing out into the bay, it's rope trailing in the water. I kicked off my shoes and waded out after it.



If you missed more than three credits on the test, use the following exercises for additional practice.

Capitalizing Proper Nouns

Rewrite the following paragraphs, capitalizing all the proper nouns:

1. When times grow better, my father and I plan to travel through the southwest. We should like to visit santa fe, the capital city of new mexico, and taos, where there are indian pueblos. Then we want to see grand canyon national park and also boulder dam. We should like to go through the imperial valley and reach the pacific ocean at san diego. Perhaps sometime we can leave in november and travel until christmas.

2. Last evening andy and grace came to my house just as I was finishing the book *moon flight*. Andy said that the story was being made into a movie which would reach the screen about next december. "This is march," said grace, "and it's friday night. Let's go to some other movie now and visit the moon later."

Finding Subjects and Objects

Select the nouns and pronouns in the following sentences and tell whether each is the subject or the object of a predicate verb:

1. The boys searched the woods thoroughly.
2. They could not find the missing child.
3. The neighbors joined the search.
4. Finally a policeman entered the old barn.
5. There lay the child fast asleep.
6. How happy the parents were!
7. Louis was eating breakfast.
8. The doorbell rang loudly.
9. Arnold was standing outside.
10. He had arrived early.
11. The boys boarded the bus.
12. The driver took them along.
13. They met us promptly.
14. How much we enjoyed the picnic!
15. Did you see us?

Using Plural and Possessive Forms

1. Rewrite the following sentences, using the plural form of as many nouns as possible. Make any other necessary changes in the sentences.

1. My friend is a child who has always lived in a city.
2. The boy had never lived on a farm.
3. Our cow, ox, calf, and sheep were all interesting to this young stranger.
4. His family had sent this child to the farm to have a good time.
5. The woman packed a lunch for the man.
6. The man took his fishing rod and started in the car very early.
7. He hired a boat and gave a youngster a penny for bait.
8. After an hour of fishing the man had caught a large fish.
9. Proudly he took the fish home to his wife.
10. The secretary sat at a desk in the large room.
11. The young woman had been given a special duty.
12. She was to make a copy of the chapter telling the history of the Trafton family.

2. On your paper numbered from 1 to 10, write the possessive form of each word in parentheses. Use the singular or plural as needed.

1. The (*girl*) gymnasium is open in the summer.
2. I wish that you could have seen the (*boy*) face.
3. My (*family*) way of working together is certainly pleasant.
4. (*Lady*) handkerchiefs are sold at the special counter.
5. The (*children*) game was suddenly interrupted.
6. Both your (*brother*) model airplanes were worthy of prizes, and so your brothers were equally honored.
7. That is my (*mother*) handbag.
8. I like that (*woman*) appearance.
9. We are having a sale on (*man*) shirts.
10. My (*friend*) voices are sweet and clear.

Correcting Common Errors

1. On your paper numbered to correspond with the sentences, correct 10 errors in the use of pronouns. Be ready to give a reason for each correction.

1. Please let Henry and I take the canoe.
2. We boys will be careful.
3. Henry and me both know how to swim.
4. Yes, you and him may take the canoe.
5. Please be sure to come back by six o'clock as us girls shall be waiting for you.
6. Were you standing at the foot of the stairs, Alice? Yes, it was me.
7. You startled your mother and me when we opened the door and saw someone standing there in the dark.
8. Grandmother called us girls, and it was I who heard her.
9. Was it her who left the light burning in the attic?
10. Yes, it was her. We girls will go up and turn it off.
11. The Swantons came here after you had left. I told them that us folks would be pleased to go to their party tomorrow night.
12. Is it them who have hired the Brightville Band?
13. Yes, it is they. The party will be on the lawn. You boys will go, won't you?
14. Surely. Us Burtons never miss a party.

2. On your paper after the corresponding numbers correct the errors in ten of the following sentences:

1. A team like their's cannot lose every time.
2. I like they're spirit.
3. The boys wrapped their matches in an oiled silk case.
4. Their going to cook their dinner on the shore.
5. The whole plan is theirs.
6. We shall follow they're lead.
7. The river has overflowed its banks.
8. This country of our's was made great by brave pioneers.
9. Theirs' is the honor.
10. Their cottage is light and sunny.
11. It's living room has one wall entirely of glass.
12. It's sun deck faces the lake.
13. Your grandparents had no other heirs.
14. The house is your's.
15. Its a well-built old house.

3. Rewrite the following paragraph, correcting 5 errors:

Us boys lay down on the hard, white sand and looked up at the stars. Their always very bright over the lake, and we tried to name as many as we knew. Our fire of driftwood burned low, and Jim and me thought we ought to put on more wood. Rob said that its better not to have a large fire when you're going to sleep. A wind might puff it into a blaze in the night and that would be bad for we sleepers.

Sentence Diagrams

If you are one of those persons who can see relationships more clearly when they are put down in diagram form, let the sentence diagrams on these pages help you to understand the construction of the main parts of simple sentences. When you make the diagrams suggested in the exercises, do not try to write into the diagram any parts of the sentences except those already explained by the model diagrams. As you progress in diagraming, you will learn where each word of the sentence should be placed.

Showing Simple Subject and Predicate Verb

The simple subject and the predicate verb of a sentence may be shown in a diagram like this:

A freight *train* stood on the track.

train | *stood*

A vertical line separates the two main parts of the sentence, the simple subject and the predicate verb. The verb may consist of more than one word, but the arrangement of the diagram remains the same.

David could have ridden with us.

David | *could have ridden*

The first word in a sentence is not always the subject. The sentence may even be in inverted order (see page 22). Your diagram, however, will always show the simple subject at the left of the vertical line and the predicate verb at the right of the line. Examples:

Did she sing well?

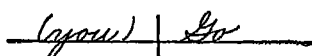
she | *Did sing*

Down the river floated the uprooted tree.

tree | *floated*

Sometimes the subject of a sentence is understood. This is true of sentences making requests or giving commands (see page 21). Your diagram may show this by the use of parentheses around the understood subject. Example:

Go to the side door.



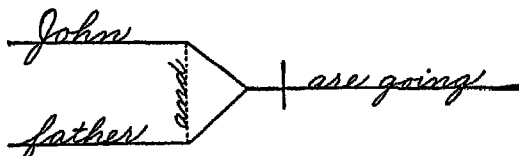
Show by diagram that you can pick out the simple subject and the predicate verb of each of the following sentences:

1. The girls walked to town.
2. The large black horse pranced proudly around the track.
3. Bluebirds were flitting about the orchard.
4. Does Mary ever sit quietly on the porch?
5. Please travel on foot if possible.
6. By night the news had spread through the city.
7. Seize this opportunity to learn a trade.
8. Merrily the boys paddled up the creek.
9. Will you swim in the contest?
10. The deep tones of a bell could be heard.

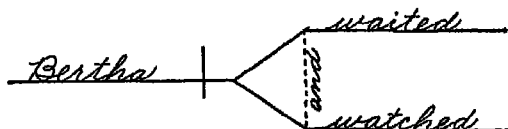
Showing Compound Subjects and Predicate Verbs

When sentences have compound subjects or compound predicate verbs, a diagram will often make clear their structure. The first sentence below has a compound subject; the second sentence has a compound predicate. Notice how they are diagramed.

John and his father are going to the seashore.

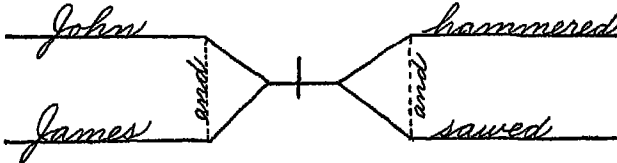


Bertha waited and watched for the ship's arrival.



It is possible for a sentence to have both a compound subject and a compound predicate. Such a sentence would be diagrammed as follows:

John and James hammered and sawed in the barn.



Show your understanding of compound subjects and predicates by making for the following sentences diagrams similar to those given above:

1. Ruth and Sarah are sewing for the Red Cross.
2. The little old woman and the little old man were walking along together.
3. I planted in the spring and reaped in the fall.
4. In the garage Peter and Andrew were painting.
5. My cousin and I traveled to the coast and went on a cruise.
6. Esther went out on the rock and signaled with a towel.
7. The child laughed and ran into the garden.
8. The boy on the bicycle brought the papers and delivered the groceries.

Showing Objects and Other Predicate Words

When a verb is transitive, it needs a receiver for its action (see page 45). That the object which receives the action is an important word in the sentence is shown in the following diagram:

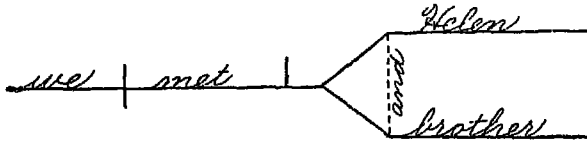
On the first of July *Henry picked the cherries.*



The object *cherries* is written on the main line of the diagram at the right of the predicate verb. It is separated from the verb by a short vertical line drawn *to*, but not *through*, the main line.

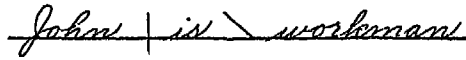
Objects may also be compound. They are then diagrammed in a way similar to the diagrams for compound subjects and verbs.

At the picnic *we met Helen and her brother.*

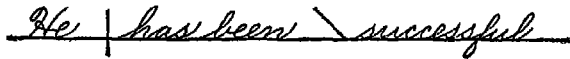


You already know that sentences with linking verbs do not take objects, but that the verb is often completed by some other predicate word. Examples:

John is an excellent workman.



He has been very successful in his new job.



In the first sentence above, *workman* is a noun. In the second sentence, *successful* is an adjective. Both words complete the predicate after the linking verb, and so both are written on the main line, at the right of the verb. To separate them from the verb, however, a slanting line is drawn to the main line. The line slants toward the subject, to show that, although they are in the predicate, these words really explain or modify the subject.

By diagrams like the last four models show that you recognize objects of transitive verbs and predicate nouns or adjectives after linking verbs. By the lines that you draw between these words and the verbs, show that you know the difference between an object and a predicate word after a linking verb.

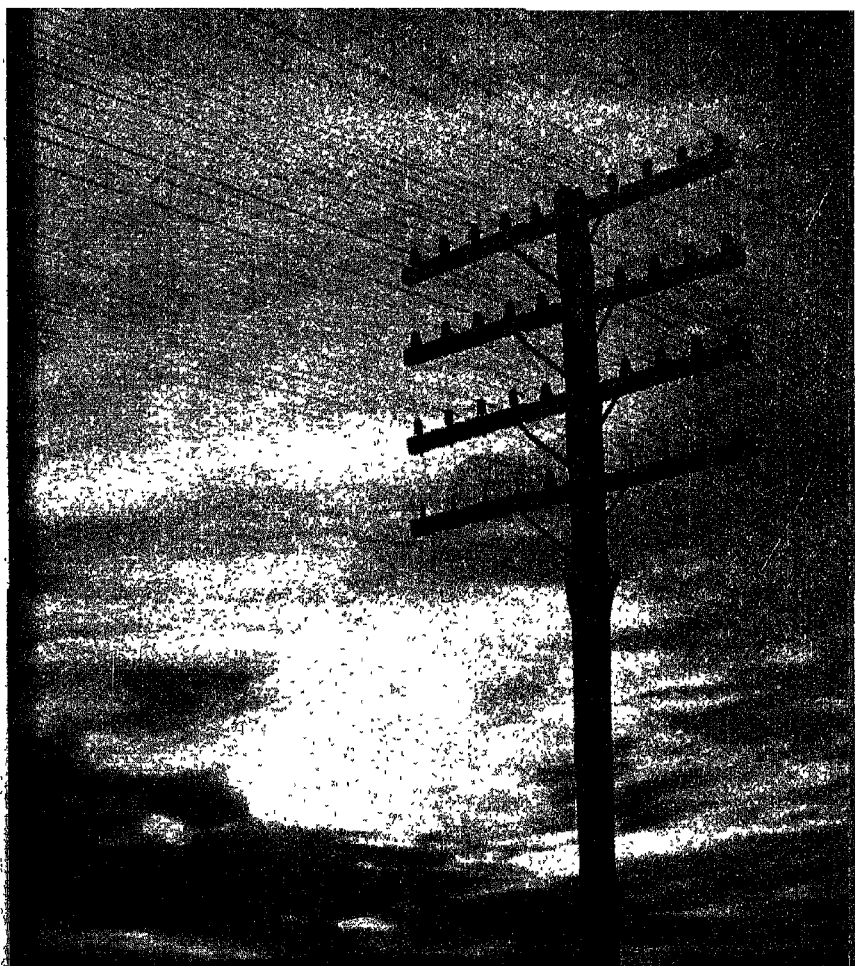
1. We are building a boat.
2. The materials were expensive.
3. We earned money for the wood.
4. The work has been fun.
5. My father helped us.
6. The library had several books and magazines on the subject.
7. Will you take a ride in our boat?
8. You will be a welcome guest.
9. We shall launch our boat in the bay.

10. The bay is shallow.
11. We shall avoid danger.
12. The boat is our treasured possession.

Reviewing the Parts of Simple Sentences

Show that you understand the various relationships of the parts of simple sentences by making diagrams for the following sentences. As in all the previous diagrams you have made, omit any words that are not explained by the model diagrams. Rule all lines carefully and try to place each word in its proper place. Neatness and accuracy are two very important features of all work in diagramming.

1. The old cat had climbed to the top of the tree.
2. Bring a ladder or a chair.
3. John and Jerry started up the ladder.
4. The cat scrambled farther out on the limb.
5. Finally we called the firemen.
6. They were glad to help.
7. Down came the cat in the fireman's arms.
8. The cat drank her milk and dozed off.
9. We were grateful to the firemen.
10. The excitement in the village died down.
11. People are usually kind to animals.'
12. Cats are favorite pets in many homes.
13. Martin owns a pony and a dog.
14. All pets need good care.
15. There are many books on the care of pets.
16. Betty and Ben gave a report on one of the books.
17. We learned many facts about the care of household pets.
18. Our boys and girls will remember their pets in emergencies.
19. My dog whines and cries at loud noises.
20. Usually he frisks about and joins our games.



II

Friendly Contacts through English

Galloway

Friendly Conversation

"WITH EYES TO SEE AND EARS TO HEAR"

CONVERSATION BY TELEPHONE

ANECDOTES AND JOKES IN LIVELY CONVERSATION

SPECIAL DRILLS

BOOKS FOR YOUR ENJOYMENT

Storytelling

WHAT MAKES A GOOD STORY

STORY PLANS

STORIES TO TELL

SPECIAL DRILLS

Letter Writing

THE QUALITIES OF A FRIENDLY LETTER

THE PARTS OF A FRIENDLY LETTER

"WHAT SHALL I SAY?"

IF YOU WRITE BUSINESS LETTERS

SPECIAL DRILLS

Book Friends

DISCOVERING FRIENDS AMONG THE BOOK FOLKS

A QUESTIONNAIRE ON READING INTERESTS

BOOK REPORTS

A CLASS BOOK CLUB

BOOKS FOR YOUR ENJOYMENT

SPECIAL DRILLS

Friendly Conversation

Merton and Frances Berg were walking home from school with Dick and Dorothy Fancher. They passed the little store kept by old Mr. Manders, who sold antiques. Sometimes he had a walnut chair or a polished table in his window, sometimes a silver tea set; but today his window was full of glass pitchers, dishes, and vases. There was glass in rose and blue as well as crystal ware.

"O look!" said Frances. "Isn't that little pitcher beautiful! It's such a graceful shape and such a rosy color."

Dorothy gave a little sniff. "It's old and chipped," she said. "What can you see in that? I'm sure that if we had it, Mother would throw it out."

"Can't you just imagine Dolly Madison or some other great lady having it to hold cream for her strawberries?" laughed Frances. "It could even have been a bride's wedding present. It's dainty and lovely. When I'm older, I'm going to collect old glass."

"I wonder what they used in the old days to make glass colored," said Dick. "Glass is mostly made of sand, but they wouldn't have rose-colored sand or blue sand. Miss Greer has a book in the library that tells about glassmaking in the colonies. Maybe I'll read it."

"Oh, come along," said Merton impatiently. "Who wants to stand here looking at that old stuff?"

Just then Mr. Manders came to his doorway. He peered through his spectacles at the young people. "How do you like my glassware?" he said. "It came from a Virginia plantation house famous many years ago." But only Frances heard him and smiled in answer.

"WITH EYES TO SEE AND EARS TO HEAR"

The boys and girls who talked about the glass in the store window all *saw* the same things. They observed the shape, the color, and even the chips in the glass. Two of them, however, added mental pictures to what their eyes actually saw. Frances made her part of the conversation interesting by adding something that she saw with her "mind's eye." She imagined scenes in which the pitcher might have been used. Dick "saw" the process of glassmaking and wondered about it.

You can be interesting to others in conversation by being —

1. *Observant*, using eyes and ears
2. *Full of imagination*, letting personal fancy play with what you see and hear

You must, of course, always keep clear in your mind and in your conversation what is fact and what is fancy.

There is a third quality which will make you a friendly person in conversation. Many times you are talking to others about people whom you know. You must be careful to be *kind* in your point of view. Read and discuss the following:

I

Tony sells fruit and vegetables on our street. He drives a wagon-load of them to the corner, and all the housewives come out to buy carrots and cabbages and oranges and apples and such things. Tony hates boys. Every time one of us stops anywhere near the load, Tony shouts in an angry voice and doubles his fist. He seems to think that every boy means to help himself to the apples and oranges. He looks so fierce that we are almost afraid of him. On Saturday we tease him by chasing around his load until our mothers call us away.

II

Tony is the fruit and vegetable man on our street. He looks quite fierce, and he doesn't want any boys near his precious pears and oranges and apples. Yesterday, just as he drew up at the corner to sell his load, the children from the primary grades were coming along from school. One little boy tripped and fell. He struck his face on the sidewalk and began to cry loudly. Tony came over, full of pity, and lifted the child up. Then, to quiet the storm, he took one of his finest, ripest, most tempting oranges, and gave it to the little fellow. Some folks say that Tony hates boys. I wonder!

¿ Tony is the same person in both of these stories. What is the difference in the point of view? Any story about other people should be tested by the following questions: Is it true? Does its telling accomplish anything worth while? Is it kind?

1. By the questions above test the two stories about Tony that you have just read. For which story will the answers be "Yes"?

2. Suggest situations in which you can let your fancy play about things that you see and hear.

3. Choose a partner and tell something that you have seen or heard on the way to school. Your partner, by asking questions, will help to keep the conversation going.

4. Tell to another classmate some incident about a person known to both of you. Test what you are going to tell about that person by the questions on page 92. Your classmate will join you in the conversation by asking questions or adding details.

The class will judge your conversation by the following standards:

1. Did the conversation show *observation*?
2. Did the conversation show *imagination*?
3. Were the details about persons *true*?
4. Was the story *kind*?

Speaking Correctly

When speaking familiarly to friends, you often become careless in speech. Your friends may overlook the carelessness, but habits of incorrect speech may be built in this way. For this reason you must watch your daily conversation.

In the conversations that follow, the speakers make errors in enunciation and in grammar. Find these errors and decide upon the form which should have been used. Then choose a partner and read one conversation correctly.

1. Stuart makes ten speech errors in the following conversation and Tom makes seven:

Stuart. My brother and me was locked out yestiddy. Mother had went downtown and had forgot to leave the key.

Tom. What did-ja do?

Stuart. We knew that the cellar windows wasn't locked. We tried to open one, but it was jammed. Back on a shelf in the garage we found Dad's hammer and chisel, and we pried the back window open.

Tom. The cellar window is high up from the floor, ain't it? Who dropped in?

Stuart. Frank is taller, and so it was him who climbed in. Then he found that his feet didn't touch the floor and he sez, "I hold my wrists." I caught him and let him down.

Tom. Could-ja get upstairs or did-ja haf to stay in the cellar?

Stuart. The door at the top of the stairs wasn't locked. We went up to the kitchen and treated ourselves to cookies and milk.

Tom. It gives you a queer feeling to be locked out, don't it? It makes me nervous. Probably I'd have broke a window.

2. Gertrude makes eight speech errors in the following conversation and Helen makes five:

Gertrude. Us girls have a secret club, and we'd like you to join, Helen

Helen. What-ja-do in the club?

Gertrude. We hold meetings once a week at some girl's house. I ain't going to tell ya all we do, but I'll tell this much. We choose something that we want to know about, like how to make friends or how to act at parties. After we have chose what we want to hear, one member of the club reads to us from a book that we have. It's a book on manners for juniors.

Helen. Don't anyone sew or knit while the reading is going on?

Gertrude. Yes, we have just began to knit squares for the Red Cross afghans. Mrs. Grierson give us some balls of yarn that she didn't want. We have plenty; so we don't hafta buy yarn.

Helen. I'd like to come to one meeting before I join.

Gertrude. You can't do that, because after you had came to one meeting, you'd know all the club signs and the password and the club name.

Helen. I'll hafta ask my mother if I can belong. Thank you for invitin' me.

3. In the following report of a class meeting, find the mistakes in grammar and enunciation made by the speakers:

Class President. Mr. Stearns, who lives next to the school, has sent a complaint to our principal that pupils are scattering waste-paper around the neighborhood. Mr. Jensen wants us to discuss what to do about it.

Sam. Mr. President, the neighbors are always complainin'. They don't like the way we act before the bell has rang. I think we ought'a ast 'em to stop complainin' for a while.

Class President. That isn't the point just now. The question is What shall we do about papers scattered around the neighborhood?

Fred. Mr. President, we ought'a save wastepaper. The gov'ment tells us to save it. I think that the pupils should put all their wastepaper in the school wastebaskets. Then the janitor can bale it and sell it.

Grace. Mr. President, I think that we can use paper more carefully, and then there won't be so much wastepaper.

Class President. Yes, we should be careful of paper, but the point is keeping the neighborhood clean from papers.

Martin. Mr. President, I think that Fred's suggestion is good. We kin send someone to all the home rooms to ast the pupils to put their wastepaper in the classroom baskets.

Helen. Mr. President, I don't see why the two ideas of saving paper and keeping papers off the lawns can't be brought together. I move that the president appoint a "Save Paper" committee to plan first how we can stop wasting paper and then how we can collect used paper, so that our gover'ment can have it to use again.

Class President. You have heard the motion. Is the motion seconded?

Sam. I second the motion.

Class President. The motion has been made and seconded that your president appoint a "Save Paper" committee. Is there further discussion? Then all in favor signify by saying "Aye." Opposed, "No." The motion is carried. I appoint Helen as chairman and Fred and Charles as members. You heard the two things that the committee was to plan.

Halford. Mr. President, can the committee report at the next meetin'? We ought to work on savin' paper right away.

Class President. Will the committee please tell us at the next meeting what steps they have took?

Michael. Mr. President, I think that we ought'a have a public-relations committee to make friends for us in the neighborhood. Mr. Stearns don't like us, and he ain't the only one.

Class President. It's a good idea, Michael. We'll take it up at the next meeting.

4. Divide your class into three groups and let each group study again one of the three preceding exercises. The members of each group should select and list the errors in each reading selection. If there are errors in enunciation and in grammar, list the two kinds separately. Make sure then that each person in your group can correct each error. Practice reading the selection aloud until all the group members are able to say every word correctly and easily. Then have one member of the group offer to read the selection to the rest of the class.

5. As members of the other two groups read their selections aloud, listen carefully to their corrections of the errors. Do you make some of the mistakes that they have corrected? If you do, say softly to yourself the correct forms as you hear them said aloud. If you are afraid you may forget them, make a note of them on paper and practice them by yourself until you feel sure that you can say them correctly.

Using Your Voice Effectively

1. For further practice in using your voice well, choose from your readers stories with pages of conversation. Divide into small groups to read the stories in parts. Omit all such words as *said James* or *Mary asked*, reading aloud only the parts inside the quotation marks. Try to make the conversations sound natural.

2. Try to listen to your own voice as you read and to judge its quality by asking yourselves the following questions:

1. *Which expression best describes my tone of voice?*

clear tone

quiet tone

mellow tone

full tone

varying tone

husky tone

piercing tone

harsh tone

shrill tone

monotonous tone

2. *Do I run sounds together?*

If you are obliged to answer "Yes" to this question, practice saying distinctly the words and expressions at the top of page 97.

don't you	just a minute
won't you	give me
can't you come	I want you to go
come on	let me
did you	I sent you a letter

3. Do I drop the g from words ending in -ing?

If so, practice using each of the following words in spoken sentences:

thinking	seeing	doing
going	coming	helping
making	singing	playing

3. In practicing to develop pleasing habits of conversation there are several *Don't's* that you should keep in mind:

Don't shout. Loud talk is always tiresome.

Don't talk too low. You want your listener to hear you.

Don't mumble. If you run your words together or fail to speak each syllable clearly, you make it very difficult for people to understand what you are saying.

Don't hesitate or drawl. *Uh's* and *ah's* and *er's* spoil the effect of your conversation.

Showing Good Manners in Conversation

Even although your conversation is free from speech errors and errors in grammar, it may be sadly lacking in friendly qualities. Bad manners show up in informal conversation perhaps more quickly than in any other part of daily life.

Each of the following conversations shows a lack of good manners. After you have read the conversations and found the speakers guilty of the faults, discuss the questions on pages 98-99.

CONVERSATION I

Ella. I stayed at school helping Miss Sartoris until almost five o'clock. It was just getting dark as I started for home. It gets dark so early these December days.

Anne. What were —

Ella. I knew Mother would be worried because I hadn't told her that I should be late, and so I was hurrying as fast as I could.

Anne. Didn't you —

Ella. In fact I was really running when around the corner came a man and I ran bang into him.

Anne. What did —

Ella. He said, "Well, young lady, it's lucky for you that I'm not a tree or you would have been hurt." He laughed when he said it.

Anne. What —

Ella. And I said, "Please excuse me. I was just hurrying home."

CONVERSATION II

Father. I just read in this paper, Mother, that our scientists have found a way to make artificial rubber. They say that it will be made from oil and air, and —

Dick. Say, Dad, take a look at this negative, will you? Do you think it will make a good picture? I took it with my pinhole camera.

Mother. Father was telling me something interesting, Dick. Do you think that they'll be able to make tires for autos out of this new rubber, Father?

CONVERSATION III

Henry (speaking to Michael and Mildred). My uncle came from Salt Lake City by airplane. The plane got in last night at eight o'clock.

Evelyn. No, Henry, at eight-fifteen.

Henry. Well, eight-fifteen. The plane was a great airliner that had about twenty-five people on board.

Evelyn. No, Henry. Twenty-one passengers and two pilots and the stewardess.

Henry. Who's telling this story anyway? You keep still!

Evelyn. I won't. You don't tell it right.

Henry. I do too.

1. Do you know persons who like to do all the talking?
2. Why is it just as important to be a good listener as a good talker?
3. Do you enjoy talking to people who never let you finish what you start to say?
4. If you are very much interested in talking about a certain topic, are you disappointed to find that the conversation has been suddenly changed to a different subject?
5. What should you advise Ella to do to improve her manners in conversation?

6. How has Dick broken the rules of good manners? What ought he to do?

7. Were Evelyn's corrections of Henry's story really important? Was Henry entirely courteous to Evelyn? What suggestions can you offer to improve both sides of their conversation?

8. Do you know persons whose conversations usually grow into disputes? What objection do you have to such conversation? How may the dispute be avoided?

Be sure to remember the good manners of conversation while your class conversation is in progress. Be attentive; don't interrupt another speaker; don't get off the subject; and if you disagree among yourselves, be courteous.

Finding Something to Talk About

Do you sometimes have trouble in getting a conversation started, especially when you are with strangers? Most of us do, at one time or another. Here is the way Alice Dearborn handled one such situation.

One noon when Alice arrived home from school, she found her mother talking with an elderly woman whom Alice had never seen but whom her mother evidently knew well and liked very much. Mrs. Dearborn immediately introduced Alice to the visitor, who proved to be Miss Edwards, a former teacher and neighbor of Alice's mother.

"You can imagine how delighted I was," Mrs. Dearborn told Alice, "when Miss Edwards telephoned me from the station this morning, saying that she was passing through here on her way to Maine. I found she had to wait for the afternoon train and so would have time to take lunch with us. Aren't we fortunate, Alice?"

"Yes, indeed, Mother," Alice answered. Then turning to Miss Edwards, she said, "Mother has spoken of you so often, Miss Edwards, that I have always hoped I'd meet you some day."

"And I have wanted to meet your mother's daughter, Alice," answered Miss Edwards, as they all sat down at the table together.

Alice had no further responsibility about the conversation for the next few minutes, as her mother and Miss Edwards kept it moving smoothly along. Then the telephone rang. Alice went to answer it, but found that the message was one her mother would have to answer herself.

Returning to the table, where Miss Edwards now sat alone, for a moment Alice was embarrassed. What should she talk about while her mother was at the telephone? Of course, she could wait for Miss Edwards to say something; but in her mother's absence, Alice was the hostess. She wanted to do her part to entertain the guest. Nervously, she watched Miss Edwards drink the cup of tea that Mrs. Dearborn had just passed her before leaving the table.

Suddenly the idea came. That was Miss Edwards's second cup. She must be fond of tea. Alice moved to her mother's vacant place for a moment and raised the gleaming silver teapot. "Mother lets me have tea occasionally," she mentioned in a casual way. "It's surely an occasion now, and so I'll have a cup, too."

Miss Edwards smiled. "I like tea very much," she said. "Black, green, or mixed, tea is always a delight."

"You were telling Mother about the trip you expect to take to South America next summer, Miss Edwards," said Alice. "I read a magazine article in school lately about yerba maté. I wonder if you'll like that as well as the tea we use here." Alice offered this remark hesitatingly. Would Miss Edwards think she was trying to show off with that foreign-sounding name?

"Yerba maté?" repeated Miss Edwards in a matter-of-fact tone. "That is the South American drink, isn't it? I've heard of it, but I never drank any. Do you know how it is prepared?"

"Yes," said Alice, delighted to find that Miss Edwards had accepted her remark so quietly, "we were reading about it in school this morning. The dried and roasted leaves are put into a gourd and hot, sweetened water is poured over them. Then the drink is sipped with . . ."

Alice had completely forgotten her embarrassment. When Mrs. Dearborn returned to the table, she found Miss Edwards and Alice deep in a discussion of yerba maté, a discussion in which both were asking questions and offering bits of information.

1. Did Alice solve her difficulty well? Suppose she had been afraid to use the new name *yerba maté*. What would have been the result?

2. How was Miss Edwards helpful and courteous to Alice? Suppose she had answered Alice's first remark about yerba maté merely by saying, "Never heard of it!" or by some comment on the foreign name. What might have been the result?

3. How do you think Mrs. Dearborn felt when she came back to the table?

4. Do you think this conversation helped Alice and Miss Edwards to know each other better? to like each other?

Planning Conversations

1. Here is the article on yerba maté that Alice had read. Read and discuss it together in class. Then offer suggestions how it might be used as a springboard for an interesting conversation. Let several members of the class suggest imaginary situations in which the article might help as it helped Alice Dearborn. If you wish, the class may choose two or three of the situations suggested and have two or more pupils work up the conversation for each.

YERBA MATÉ THE SOUTH AMERICAN TEA

The yerba tree grows wild in South American forests. A very good beverage with the pleasing effects of tea is made by steeping the leaves.

This is yerba maté. About 10 million people in Argentina, Bolivia, Brazil, Chile, Paraguay, and Uruguay are regular maté drinkers.

Most maté comes from the Paraná River valley in Paraguay, and from southwestern Brazil. Leaves are gathered from the numerous wild trees, and also from trees now planted and cared for in yerba plantations.

The Spanish explorer Juan de Solís, writing in the early sixteenth century, told of a drink that the Guarany Indians made from leaves picked in the forest. He said it produced exhilaration and relief from fatigue. This was maté.

As white men settled in South America, they quickly acquired the habit of drinking maté. It became popular with the gauchos, who used it as a substitute for food and drink on their journeys over the cattle ranges.

The drinking of maté, an elaborate ceremonial in Spanish colonial days, is still a complicated process. The maté leaves, dried and roasted to a clear amber color, are placed in a decorated gourd, or "cuya" (the gauchos call their gourds "chimarros"). Hot water sweetened with sugar is poured over the leaves. The drink is then sipped through a silver straw known as a "bombilla," the lower part of which acts as a strainer.

2. Have you read a short article lately in a magazine or newspaper that has conversation possibilities? Can you bring the article to class to read? Or can you retell its main facts? Then perhaps the class together may discuss its possibilities as a conversation springboard.

3. Plan an "Eyes and Ears" conversation period by choosing something seen or heard in the classroom (or from the classroom window) that you think has good conversational possibilities. Or work the subject up as a short anecdote, real or imaginary. After you have told the anecdote, another pupil, chosen beforehand, may ask a question or make a comment that will start a conversation. Others of the class may join in informally. The value of this practice will be determined by the number of persons joining in and the real interest created.

4. Plan a class "Seen and Heard" hour. Think of interesting things that you have heard classmates say about their daily doings. Make a collection of these sayings on the blackboard. For example,

Whitney said that he had a new first-aid kit.

Phil said, "My father is going to talk on safety tonight over the radio. Be sure to listen in."

Grace said that she baked a perfect gingerbread.

Betty said, "I played table tennis last night."

The person who remembered the statement and the person who made it may carry on a conversation about the matter suggested.

5. Below is a list of conversation topics. Add five additional topics out of your class experience.

The Hike Next Saturday
Taking a Picture of Our Dog
My Homework and How I Did It
When Mother Was Away
The Sunday Paper

From the total list of ten topics choose one that particularly interests you. Then select a partner and carry on a conversation in class. Other members of the class may join in as they have something to contribute to the conversation or a question to ask.

CONVERSATION BY TELEPHONE

The telephone rang about eight o'clock. Mr. Turpin wearily laid down his newspaper and his pipe, and went into the hall to answer it. A boy's voice said, "This is Jack Holloway. Am I speaking to Mr. Turpin?" When Mr. Turpin responded, the voice continued, "I'm sorry to trouble you, Mr. Turpin. It's your son Ben I want. Is he at home?"

"Yes," said Mr. Turpin. "I'll call him."

While Ben and Jack were talking, Mr. Turpin, who is an employee of the telephone company, said to his wife, "I don't know that boy Jack Holloway, but he's an ace telephone user. I wish that all our customers used the phone as well. He gave his name at once, was polite when he found that he had the wrong person, and stated his wish without any delay. Furthermore, he didn't yell into the instrument, but he spoke into it in a sensible tone of voice, so that it was easy to understand him. That young fellow ought to demonstrate telephone usage to certain men and women that I know."

Mrs. Turpin smiled. "You use the telephone rather well yourself," she said. "Perhaps you'd better be the demonstrator."

Jack Holloway only followed a few simple standards of good telephoning which everyone can acquire. The telephone is so much a part of our daily life at home and at work that it is wise to learn how to use it well.

Learning to Use the Telephone Effectively

When you are using a telephone, you are really taking advantage of a remarkable service. How much do you know about it? Share your information in class by answering the following questions. If there is any question that no member of the class can answer, let someone volunteer to find the information for the class.

1. There are two types of telephone instruments. In instruments of the first type you tell "Central" what number you want, and she makes the connection for you; in instruments of the second type you "dial" the number. Which type of instrument is used in your town? If you use a dial phone, draw a diagram of a dial on the blackboard and explain how you dial the exchange and the number that you want.

2. How many telephone exchanges are there in your town? What are the names of the exchanges?

3. What information is contained in the front pages of a telephone book? How is the telephone directory arranged? What is the purpose of the classified section in the back of the telephone book? How often is a new telephone book issued?

4. When do you call "Information"? How do you get "Information" on a dial telephone?

5. When you want to call a person who lives in another city, what do you do? What special operator takes charge of your call?

6. Does your telephone give you any extra services, like information about the weather or the time? If so, how do you ask for them over the telephone? Or does the company help you in emergencies like fires or robberies? How do you ask for such help?

7. Has your school a telephone switchboard? If so, explain how it works.

Reviewing Alphabetical Order

1. You have discovered that names in the telephone directory are listed in alphabetical order. What rule is followed when several names begin with the same letter, as in the following list?

Cane, Robert H.
Chester, James R.
Connors, Patrick M.
Cummings, Jane L.

How are the names arranged when the first two letters are alike, as in the following?

Chandler, Martha K.
Chesteron, Alton P.
Chrysler, Henry J.
Church, Alfred
Chylde, Anthony T.

In large cities there will be many people with the surname *Smith*, *Jones*, *Brown*, and similar familiar names. How are the *Smiths*, for example, listed in the telephone directory so that you can readily find the one you want?

2. If there is a city directory in your school office, borrow it for the class. Notice that the names of the adult inhabitants of the city

are listed in alphabetical order. In what other publications that you know is the alphabet used in listing? How does a business office use the alphabet?

Showing Good Manners in Telephoning

When you are talking face to face with an old friend or with a new acquaintance, your smiles, nods, and little gestures help to give the other person a pleasant impression of you. When you are using the telephone, however, you must depend entirely upon your voice and speech to prove to the person at the other end of the line that you are polite and well-bred. The listener will have a kindly picture of you in his mind if you use—

1. A soft tone of voice
2. Clear, slow speech
3. Friendly words

These are helpful hints to keep in mind at the telephone:

1. When you answer a call, use as a greeting the statement "This is (your name) speaking."

2. When you make a call, state your own name as soon as your call has been answered. Do not expect the person to whom you are talking to recognize your voice. Suppose that you are calling Ruth Jones and that Ruth, in answering, has told her name as suggested in hint 1. Then you will tell who you are by saying: "This is Mary Smith. I want to ask you about . . ."

3. If the person whom you have called fails to give his name, you may ask, "Is this Mary Phillips?" or "Is this Mr. Ward?" Use, of course, the name of the person to whom you think you are talking.

4. Do not play the guessing game on the telephone. "Can you guess who this is?" and "Do you know who I am?" are questions which take time and may prove embarrassing.

5. Be brief, since you cannot tell what work or play you have interrupted by calling your friend to the telephone. Avoid all unnecessary calls in times of national emergency.

6. Speak clearly and distinctly in order that you may be easily understood. You need not speak loudly, but you must speak your words carefully and talk directly into the transmitter.

7. Use a pleasing tone of voice. "The voice with the smile wins" is a telephone slogan which has been widely used.

In answering the following questions try to show why the form you prefer is more courteous or how it will help to secure better telephone service than the other form given.

1. When you answer a call, why is it better to say, "This is Mary Smith," than merely to say, "Hello"?

2. Why is it better to give your name than to say, "Do you know who this is?"

3. When you are not sure that the right person has answered, why do you think it is better to ask, "Is this Mrs. Davis?" than to say, "Who is this?"

Speaking Clearly

Clear enunciation is especially necessary in telephone conversations. Do you speak the following words distinctly? Practice saying them aloud.

January	history	did you	swimming	just
February	English	won't you	telling	get
Tuesday	geography	can't you	singing	often
Wednesday	poem	didn't you	laughing	perhaps
Saturday	arithmetic	couldn't you	where	because
yesterday	library	weren't you	what	hundred
tomorrow	athletics	will you	when	family
last night	government	would have	why	children
this afternoon	spelling	must have	this	probably
eleven o'clock	writing	going	for	good-by

Planning Telephone Conversations

List on the blackboard some topics of telephone conversations between friends. Your list may include topics like the following:

You want to ask your Scout leader what your duties are at the emergency center near your home.

You want to ask your Sunday-school teacher if you may bring a friend to visit the class next Sunday.

You want to thank a friend for a birthday gift and to tell your friend how much you have enjoyed the gift.

You want to inquire about a friend who is ill.

You want to let your friend know that you are back in town after a vacation in the country.

You want to inquire about a club meeting which you were unable to attend.

You want to ask your friend informally to come to your house for an evening of games.

Choose a topic and a partner and carry on a telephone conversation. Start with the process of getting your number and getting the right person on the phone.

The class will give each conversation a six-point rating, using the following standards:

1. Did the persons telephoning use approved ways of introducing themselves?
2. Did the conversation have a definite purpose and was it held briefly to that purpose to avoid tying up the line for mere chatter?
3. Were correct speech forms used in the conversation?
4. Were words spoken clearly and distinctly?
5. Were the voices pleasant in tone?
6. Were the persons telephoning courteous to each other?

ANECDOTES AND JOKES IN LIVELY CONVERSATION

Often in conversation with friends you will find yourself telling some little anecdote. You may be repeating a bit of news or information that you have read in the paper, as Alice Dearborn did on page 100, or you may be telling something that has happened to you or an amusing incident that you have heard of or read.

Pleasing Others with Anecdotes

To be able to tell briefly and vividly a pointed incident makes you a more interesting person. What you have studied about using correct speech and a pleasant voice in conversation applies also to the telling of anecdotes.

The following anecdote is the kind that you might hear told in any group of young people:

S T O R M

The boys and girls in our neighborhood have a dramatic club which meets in our garage on Saturday afternoons. One of the boys had written a play, and it was so clever that we decided to act it before a

grown-up audience. Bud's mother invited the neighbors in on Friday night to see the play.

One scene was supposed to take place during a bad storm. At first we couldn't think how to give the impression of the storm. Then Bud had an idea. He offered to walk up and down behind the scenes with his mother's vacuum cleaner turned on full speed.

Friday night we all watched anxiously to see if the audience would get the right idea. Then we heard Mrs. Archer, sitting in the front row, say, "My! that sounds just like a dust storm!" At that some of the cast began to giggle so hard that the play nearly came to a full stop.

1. As a simple anecdote told by one boy to his friends, the one above has three excellent qualities:

1. It *will amuse* the listeners.
2. It *has a point*.
3. It *is brief*.

What is the joke? Will it hurt anyone's feelings? In what way does a person who tells unkind stories hurt himself most? What is the point of this anecdote? Why is it desirable to be brief when we are relating personal happenings?

2. The boy who told the anecdote "Storm" had to be careful about the enunciation of the following words. Read the anecdote aloud, pronouncing them clearly.

gar age (*not* gradge or garadge)
Saturday (*not* Sattidy)
act (*not* ack)
mother (*not* mudder)
vac u um (*not* vacuum)
sitting (*not* sittin')

3. Have you heard or read recently a brief anecdote that has the three qualities named above? Do you remember it well enough to be able to retell it? Or can you reread it to refresh your memory? Then plan to retell it to the class. Watch the enunciation of any new or difficult words. If you have no particular anecdote in mind, perhaps you would enjoy practicing on one selected from your reader.

Avoiding Run-On Sentences

1. The boy who told the anecdote about the "dust storm" used good sentences; but Mary, who tells the next incident, is not so careful. Notice how her sentences are tied together with *and* like pieces of string joined together with knots. Then practice retelling the anecdote in better sentence form.

HOME WITH THE HONEY

Mother told Jane and me to ride our bicycles out to the Lerner farm and buy some honey, and she gave us some money and we started, and when we got there Mrs. Lerner asked us if we like honey and Jane said yes, especially when sugar was scarce, and Mrs. Lerner laughed and told us to carry the boxes carefully.

I put the boxes of honey in the basket on my handlebars, and as I rode along the breeze blew back the paper that Mrs. Lerner had wrapped around them, and then I began to see bees coming to the honey, and I'm afraid of bees, and so Jane and I stopped and wrapped the boxes better. Jane said that she would carry them, only she didn't have a basket on her bicycle, and she offered to ride my bicycle, but I said, "'To bee or not to bee,' I'll get this honey home," and Jane began to laugh so hard that she could hardly ride straight, but we finally came home with the honey.

2. Louis's anecdote, which follows, has the same fault as Mary's. Retell it in better form.

HI, SPY!

Last night Jack Towers and I were out after dark and along the levee we saw a light blinking on and off, and we had read about spics and mysterious signals along the river, and we began to think that we had come upon something that ought to be reported to the police. The light would go on for quite a few seconds and then would snap off and maybe blink two or three times, and I said, "Let's go back and tell Mr. Winro, the watchman," but Jack said that we could creep a little nearer and see what was going on, and so we dropped down in the long grass and wriggled toward the light. On the top of the levee with a flashlight was little John Turner, and he was crying, and we called to him and asked what was the matter, and he said that Bing

was lost. Bing is his puppy, but we thought that Johnny himself was as lost as the puppy, and so we took him home, and as he went in his gate, who bounced out at him but Bing! We had no spy tale to tell after all.

3. Work out on the blackboard a series of anecdote plots like the following. Then choose one and tell a real or an imaginary incident involving yourself. Try to avoid run-on sentences. Be sure that your story has the three good points named on page 108.

Golf links—caddie—lost ball—ball found
Paper blown by wind—message—reward
Store—sample lost—purchase—result
Attic—door slammed—locked in—escape
Boy on bicycle—dimly lighted road—white cat—safety

Telling Jokes

Everyone likes to know a few good jokes to tell. Discuss in class what makes a joke worth telling. What do you think about jokes that deal with nationalities? Do you think that they increase or decrease friendly feelings among people? Some folks laugh at stories containing vulgar words, but the person who tells vulgar stories is always marked down as cheap. Do you think that it pays in personality to tell or to listen to such stories?

The following jokes have been collected from school and business papers. Notice how the title of the joke may add to the fun.

FOUND

All through the game an enthusiastic fan had urged the home team to victory. Suddenly he became silent, turned to his companion and whispered, "I've lost my voice." "Don't worry," was the reply. "You'll find it in my left ear."

SOUR NOTE

A man called for information at the telephone office. "I want to speak to Mr. Dill," he said. The operator asked, "Is it 'B' as in Bill?" "No," he answered, "it's 'D' as in pickle."

SINGING FOR SUPPER

Mrs. Senger at the telephone: "Oh, Frank, do come home. I've mixed the plugs in some way. The radio is covered with frost and the ice box is singing 'Way Out West in Kansas.'"

TONGUE TWISTER

A woman, mistaking Paderewski for a famous polo player, coyly inquired: "Are you the good soul who plays polo?"

"No, madam," Paderewski smilingly replied. "I am only the good Pole who plays solo!"

Which of these jokes depend for their fun upon an amusing use of words? Which ones are funny because they present an absurd and impossible situation? Try to retell in your own words the joke that you like best.

1. Plan a joke period for one of your club meetings. After each member has told his joke, decide whether the fun is in "tongue twisting," in exaggerating, or in an amusing use of words.

2. Is any holiday coming that your class plans to celebrate with a class party? It may be Halloween, Christmas, St. Valentine's Day, St. Patrick's Day, or some other special day. If the conversation lags or the party guests need to rest a few minutes between games, some member of the party committee should be ready to tell a good joke or anecdote that will make everyone laugh, but that will leave no hurt feelings. As you read books or magazines, keep your eyes open for material of this kind. When you come across something that seems amusing, copy it in a handy notebook, or make yourself so familiar with it that you can retell it any time that it is appropriate. Remember, though, if you take the joke or anecdote from a book or magazine, be sure to say so. Never take credit for a story as your own unless you have actually made it up yourself.



Special Drills



Using Pronoun Forms Correctly

Pronouns are much used in familiar conversation. Prove by the accuracy with which you do the following exercises that you know the correct form to use. If you find that you cannot choose the forms without help, review pages 69-76.

A. Decide whether each sentence needs a subject form or an object form. Then read the sentences aloud, choosing the correct form of the pronoun from the list at the end of the exercise:

1. --?-- has always been a willing lad.
2. My father wants ~~me~~ to go to trade school and (--?) want to go there, too.
3. Janet and --?-- are planning a surprise for our next club party.
4. George and --?-- don't want to interrupt you, but --?-- boys certainly need advice.
5. Please tell Bill and --?-- where you want us to put the table and chairs.
6. Down the long slide went Jim and --?-- in a flurry of snow.
7. --?-- girls don't want you boys to eat up all the cake before --?-- can even set the table.
8. --?-- and her friend will sing together over the radio Saturday.
9. Don't let Harry and --?-- take too much of your time.
10. The Brant family and our family have a picnic together every year. --?-- and --?-- are related through our English ancestors.
11. If you'll tell --?-- girls where you have hidden the Easter baskets, --?-- will promise not to tell.
12. May Sam and --?-- take the baseball and the bat?

13. Frank, Bertram, and --?-- are here to help. Please tell --?-- slaves just what you want done.

14. --?-- men who are all good friends need not quarrel over a little thing like this.

15. Will you teach --?-- children to play badminton?

Subject Forms

I she
he we
they

Object Forms

me her
him us
them

B. Read these paragraphs aloud, choosing the correct form of the pronoun as you read:

1. Grant and (*I, me*) went swimming in Sandy Lake. It took (*he, him*) and (*I, me*) twenty minutes to swim to the island. (*We, Us*) climbed out on the big rock and examined the water below. The water was deep on the north side and so (*he, him*) and (*I, me*) dived off. Jake asked which of (*we, us*) boys could swim faster, and I said, "(*He, Him*) and (*I, me*) swim at about the same rate of speed." Jake asked which was the better diver, and I answered, "Watch (*he, him*) and (*I, me*) some day and decide for yourself."

2. Martha and Priscilla wanted to go to the movies with Grace and (*I, me*), and so (*we, us*) girls decided to go together. Priscilla's father drove (*they, them*) and (*we, us*) to the Palace Theater. (*We, Us*) girls certainly enjoyed ourselves. The show was a new Western picture. Martha and Grace said that they didn't understand all of it. Priscilla and (*I, me*) explained to them just how the prospectors found a clue to the hidden treasure.

C. Read aloud the following sentences, giving the correct form of a pronoun for each blank space:

1. It was --?-- who answered the phone.

2. Was it you who brought our groceries? No, it was --?--.

3. The florist paid Jane to help him, and it was --?-- who brought our posies.

4. Was it Mr. Hermon and Mr. Santos who arranged the Civic Parade? Yes, it was --?--. We have --?-- to thank for a pleasant event.

5. My aunt has just arrived from China. It was --?-- who brought me this curious ball.

6. I don't know how to thank Mr. Forster. It is always --?-- who thinks of the kind thing to do.

7. Was it you who sent this valentine? No, it wasn't --?--.

8. Perhaps it was Mr. Slade who sent the class this gift of books. Do you think that it could be --?--?

9. The committee members listened to our problem. It was --?-- who got the playground for us.

10. Father looked stern. "Was it you who took the tubes out of the radio, Ben?" he asked. "No," I replied, "it wasn't --?--."

11. Miss Marchand sings beautifully. Was it --?-- who sang the solo parts in the operetta?

12. Douglas and Dick are real athletes. Was it --?-- who scored the points for our school?

13. I think that I saw Jennie outside. Wasn't it --?-- who was looking in the window?

14. I knew Kenneth when he was little. Can that tall boy be --?--?

15. This is --?--, Mrs. Springer. I'm glad to see you again.

D. In using the telephone it is especially necessary to remember such correct forms as:

Yes, this is *he*.

Yes, it is *I*.

To practice these forms, use the following exercise. One pupil may ask the questions and call upon various members of the class to answer. The pupil answering will complete the reply by inserting the correct pronoun.

1. May I speak with Miss Lansing?

This is --?--.

2. Is that you, Earl?

Yes, it is --?--.

3. Have Edward and Elsie been invited to the party?

It was --?-- who planned it.

4. Is this Mr. Price?

Yes, this is --?--.

5. Was it you and Irving who furnished the ice cream?
Yes, it was __?__.
6. Was it James who found your purse?
Yes, it was __?__.
7. Did I pass you and your cousin on Hunt Street today?
Yes, that was __?__.
8. Was that you who took part in the school broadcast today?
No, it was not __?__.
9. Was it Mary and Jane who set the table so nicely?
Yes, it was __?__.
10. Is that Ben and Bill that I hear talking?
Yes, it is __?__.
11. Was it Arthur who drove the car?
No, it was not __?__. It was __?__.
12. Was it you and Max who gave that dramatized book report?
Yes, it was __?__.

If necessary, make up other similar sentences that might be used as questions and answers. Practice them around the class until the correct answers come easily from each member.

Using Verbs

A. The verbs *forget*, *break*, *speak*, and *take* are used frequently in conversation. Study the examples of correct use. Then read the paragraphs that follow, putting a correct verb form into each space.

EXAMPLES OF CORRECT USE

Mother *broke* the sewing machine.

When it *was broken* before, Father was able to mend it.

"I wish that it *hadn't broken* until I had finished this dress," moaned Mother.

Father *forgot* to lock the door. If I *had forgotten* it, he would have been angry.

I *spoke* to Jim about the dime that he owed me. After I *had spoken*, I wished that I had kept still.

Irving *took* the medicine, but he complained about it. "I *have never taken* anything so bitter," he said.

I

Ted --?-- that he had --?-- the milk bottle on the way, and here we were in the woods with nothing to drink. I --?-- up and said, "Eva --?-- a thermos bottle of lemonade with her in the car."

"Good!" said Ted. "She'll be along soon. Then we'll have a nice, cool drink, and everything will be forgiven and --?--."

"Maybe we'll --?-- it," I answered, "but 'forgive it' is another matter. If the rule about not treating could be --?--, and if you should --?-- us all for an ice-cream soda tonight on the way home, then not only would your error be --?-- but it would also be forgiven."

II

When I --?-- the money to Mr. Greer, I found that he had --?-- all about the debt. "Don't you remember," I said, "that I --?-- your lawn mower last week, and that I promised to pay for the repairs?"

"Good boy!" said Mr. Greer. "You may --?-- anything of mine any time you wish. I wish that all the people who have --?-- the debts they owe me would be as honest as you are."

B. In your familiar conversation the verbs *was* and *were* will probably be used frequently.

It is correct to say:

I was ✓

I wasn't

He (or she) was

He (or she) wasn't

Was he (or she)?

that
person
we

You were

You weren't

Were you?

We were ✓

We weren't

Practice reading aloud the following, inserting *was* or *were* in each blank space:

1. You --?-- my best friend. We --?-- always together. Now you seem to have changed. --?-- I a disappointment to you or --?-- you anxious to have other friends besides me?

2. There --?-- Billy and Brenda calmly trying to build a fire by rubbing sticks while a hundred men --?-- beating the woods to find them. "--?-- you frightened when you found that you --?-- lost?" asked their father.

"No," replied Billy. "I --?-- I knew that while there --?-- life there --?-- hope; so I just kept going."

"There --?-- noises in the night that frightened me," said Brenda.

3. Don't you think that you --?-- hasty in deciding not to go to the party because Annie --?-- going? It seems to me that when so many of your classmates --?-- going, you might have had a good time. --?-- you unhappy when you realized that you had left yourself out of the fun? Bert and Joe --?-- there, as well as Arthur and Frank.

C. Two common verbs that you will have to watch carefully are *run* and *begin*.

It is correct to say:

I *have run* a long distance to catch you.

The farmers *had run* to the place where the plane had landed.

John *ran* down the street to the drugstore.

Every time Ellen *runs*, she surprises us with her speed.

I *have begun* to knit a sweater.

John *had* hardly *begun* his speech when there was an interruption.

Along the park boulevard veterans *began* to plant trees in 1919.

Practice reading aloud the following, inserting the correct form of *run* or *begin*:

1. Mr. Brown and Mr. Allis --?-- against each other for mayor at almost every election.

2. Grace --?-- to the letter box with her letter.

3. I saw Gordon. He --?-- as if he were afraid someone was following him.

4. Mr. Vincent --?-- the bills through his fingers and decided that the torn ten-dollar bill was not in the package.

5. Archie --?-- a mile in twelve minutes.

6. When he --?-- to budget his time, he found that he accomplished more than he had thought possible.

7. I had --?-- my breakfast when Sally came into the kitchen.

8. He said to himself, "If I had only --?-- to dig the potatoes before I started to string fence wire, I should have been better off."

9. I felt that as long as he had --?-- the job, I could not interfere.

10. The passenger --?-- to scribble notes for his speech.

Avoiding Common Errors

Ask a classmate to hear you read each of the following sentences aloud. You will read the correct form from the parentheses, and your classmate will check your reading for errors. Your teacher will settle any doubtful points.

1. I (*saw, seen*) twenty crows near the scarecrow in the field.
2. He (*did, done*) the job before noon.
3. Our class has (*sang, sung*) "The Star-Spangled Banner" over the radio.
4. The buckle was (*broke, broken*).
5. I have (*dived, dove*) from the high springboard three times.
6. Have you (*forgot, forgotten*) the tickets?
7. Billy (*come, came*) to my house to get Father.
8. Have you (*come, came*) to take us for a drive?
9. I (*run, ran*) after the ball as fast as I could.
10. The twins had (*swam, swum*) the river.
11. Gertrude has (*went, gone*) to the store.
12. Have you (*took, taken*) my gym shoes?
13. He (*don't, doesn't*) worry about little things.
14. It was (*I, me*) who took the telephone message.
15. It was (*we, us*) who called on Mrs. Langley.
16. (*Were, Was*) you calling me, Mother?
17. Open the door, please. It's (*I, me*).
18. I (*have no, haven't got no*) chocolate.
19. (*Haven't you got no, Haven't you any*) baseball bat?
20. (*I ain't got no, I haven't any*) watch; so I can't tell you the time.



1. Can you find numbers quickly in your telephone directory? Borrow several copies of the directory, perhaps bringing copies from home for a certain day, and try this test of quickness: Form committees consisting of as many members as you can supply with copies of the directory, plus an added member to act as timekeeper. Several pupils may volunteer to write on the blackboard lists of ten names from scattered pages in the telephone directory, not in alphabetical order. Each committee may take one list. At a signal from the timekeeper, each member will find the names in the telephone directory

and copy on paper, in the order of the list, the telephone number of each person. The timekeeper will write down the number of minutes each committee member needed to find the ten numbers. When all members have finished, lists should be checked for correctness.

2. Do you know a poem by Carl Sandburg called "Under a Telephone Pole"? It begins with this line, "I am a copper wire slung in the air." If you can find the poem at the library, be ready to read it aloud to the class. Pronounce carefully the words ending in *-ing*: *humming*, *strumming*, *fighting*, *dripping*, and the like.

3. Have you ever tried to write an original poem? Can you write one that expresses your feeling about the value of the services rendered by the telephone? If you wish, use one of these lines as a beginning:

The message came, "What hath God wrought!"

The sound of a voice across a wire

A copper strand can bring you near

4. Among helpful hints to customers, the telephone company suggests that satisfactory service on a party line "depends upon attentive operators, high-grade equipment, and you." The company promises to provide the first two factors. Write a paragraph stating several ways in which "you," meaning the customer, can help to improve party-line service. Be ready to read your paragraph aloud to the class.

5. On your paper numbered from 1 to 10, write the following expressions. Complete the spelling of all words from which letters are missing. When you have written the list, use your dictionary to check the correctness of your spelling.

1. calling Long Dist(?)nce
2. the tol(?) rate
3. min(?)mum rate
4. charges may be rever(?)ed
5. telephone service to for(??)gn countries
6. loc(?)l calls
7. a fed(?)ral tax
8. your assist(?)nce is requested
9. depos(?)t coins
10. telephone director(???) of other cities

Our Book List

Seventh Grade

Books for Your Enjoyment

The following books contain interesting conversations which you can read aloud in dramatic form, and amusing anecdotes which you can tell at the dinner table, around the campfire, or wherever you gather with your friends for a pleasant talk together.

GOVAN, CHRISTINE NOBLE. *Those Plummer Children*

This story takes place in a small Southern town and it is full of sunny humor.

HAINES, DONAL HAMILTON. *Team Play and David and Jonathan*

Both of these books are stories of school life in which sports and good times, as well as adventures, play a part. You will enjoy telling incidents from these books.

PEARSON, EDMUND LESTER. *Voyage of the Hoppergrass*

Three boys on a summer cruise have rollicking adventures in their boat.

ROBIDA, ALBERT. *The Treasure of Carcassonne*

The Visigoths were supposed to have buried a great hoard of gold and jewels in the old well at Carcassonne. A French peasant dreams about the treasure and starts to dig. He has many adventures, some exciting and some amusing.

SACKETT, ROSE M. *Three Tunes for a Flute*

The twins, Berry and Thad, solve the mystery of Fortune's Wells and the identity of the strange redheaded boy who plays three tunes on a silver flute.

TRAVERS, PAMELA L. *Mary Poppins*

You will want to make the acquaintance of Mary Poppins and to introduce her to your friends. She is the nursemaid who came to the home of Jane and Michael Banks. She blew in with the east wind and agreed to stay until the wind changed. Astonishing things happen while she is a member of the Banks household.

Storytelling



You have seen how a brief anecdote or a clever joke well told can enliven friendly conversations. So also for winter evenings beside the open fire or for summer evenings on the beach or around the campfire, what is there more entertaining than storytelling? Of course, if you have traveled far and seen famous places or persons, you have plenty of material for telling attractive stories; but even if you have never traveled beyond your own small community, you will find stories to tell if you keep your eyes and ears alert. The ability to see storytelling possibilities in the everyday happenings is one mark of a skillful storyteller.

Probably Old Bill in the story which follows had never been far from his little seashore town, but his story held the attention of Patty and Phil. As you read it, you will see how he made a good story out of a very simple event.

OLD BILL'S TALE

Old Bill sat at the edge of the wharf, his pipe in his mouth and a fishpole in his hands. Beyond him the waters of the bay sparkled and dimpled in the sun, while at his feet playful little waves splashed against the pier with a soft hissing sound. Gulls flew over his head now and then, uttering harsh cries.

"Now what are you two young-uns choosing this spot for?" asked Old Bill, as Patty and Phil settled down on the warm boards beside him. Phil was always fascinated to see how the old man could talk out of one corner of his mouth and keep his pipe in the other.

"You know," said Patty, "you promised to tell us about the time you met the queer stranger on this pier."

"Go ahead, Bill," said Phil. "We've come to hear, and you can't get rid of us."

"It wasn't a day like this," began Old Bill. "That morning the fog was so thick that it caught in your eyebrows. I was kneeling down putting a new board in this wharf, right there where you see that piece of new wood. I didn't hear so much as a rowboat bump against the pier, but suddenly I felt a hand on my shoulder. My pipe dropped out of my mouth, and in a dazed sort of way I saw a streamer of smoke curl up from it through the fog. I looked up into the

blackest, sharpest pair of eyes I ever saw. They bored right into me, though the air was so thick that I couldn't see anybody behind them.

"What do you want, Stranger?" I asked in a trembly squeak.

"The way to town," rumbled a deep voice. 'I've never been here before. Show me the way to Old Point Inn.'

"I jumped to my feet, leaving my hammer and my favorite pipe behind me. The two of us went like ghosts through the fog, back over the wharf and across the sand to the street of the old inn. I could find it with my eyes shut.

"At the door the stranger gave me a quarter and a word of thanks. 'Tell me one thing,' said I to him as he opened the inn door. 'How did you get to the wharf with never a boat to bring you?'

"I walked down the wharf, of course," laughed the stranger. 'I couldn't see anyone, but I could hear your hammering and I had to ask the way.'"

Old Bill began to pull in his line.

"Is that all?" asked Patty.

"That's all," said Old Bill.

"Bill, you're a fraud!" exclaimed Phil. "You made us think you'd met a ghost from the sea, and it was only a man lost on land."

"Did I say it wasn't?" said Old Bill with a merry twinkle.

1. Suppose that Old Bill had begun by telling the children that a stranger came to town and stayed at the inn. What would have been the effect on his story?

2. Why did he mention the fog? How did he make you "feel" how dense it was?

3. What did really happen? What did Old Bill's way of telling the story make you think might have happened?

WHAT MAKES A GOOD STORY

Applying the Standards

1. What three requirements for a good anecdote did you learn on page 108? How well does Old Bill's story meet these requirements?

2. The way that Old Bill tells his anecdote illustrates two other rules that will help you in storytelling:

1. Tell what happened as if you were seeing it.
2. Use vivid words,

Show how Old Bill makes his listeners "see" what happened. What order does he follow in telling his story?

In using vivid words the storyteller usually appeals to our eyes, ears, and sense of touch. What *sound* words are used in "Old Bill's Tale"? What *sight* words? What words of *touch*? The other magic words that carry a story along are likely to be action verbs, such as *sparkled* and *dimpled*. What other striking action verbs can you find in the tale?

3. A good opening sentence often adds much to the attractiveness of a story. Read aloud the first sentence about Old Bill. What interesting details does it add to the story?

4. Sometimes the *point* of a story is called the *climax*. If this word is new to you, you had better find its meaning in a dictionary, because you will need to use the word very often as you read and write stories. Old Bill's story reaches its climax when the mystery of the stranger's appearance is cleared up. Find and read aloud the sentence which expresses this climax.

5. Summarize what you think are the most important requirements for storytelling by listing five or more standards to keep in mind. After you have talked over your lists, one pupil may be appointed to write a class list on the blackboard.

Finding Stories in Your Experiences

Think back over last summer's vacation. Do you remember an amusing or unusual happening which will make a story that others will enjoy hearing? Or perhaps just the other day you saw or took part in something that you can make into an attractive story. The following questions may help you to think of a story to tell:

What have I been <i>doing</i>	} that interested me?
What have I been <i>seeing</i>	
What have I been <i>hearing</i>	
Where have I been <i>going</i>	
What have I been <i>reading</i>	
	that may be of interest to my friends?
	that can be told in just a few sentences?

Before deciding on the story, apply to it each of the standards that you have just listed. If your subject meets all these requirements, it is probably the story you should tell.

When your stories are prepared, the class may hold a story hour, each member relating the incident that he or she has chosen. While stories are being told, one pupil may act as class clerk to record, for class discussion later, words and expressions that gave vivid sense impressions of sight, sound, touch, taste, or smell.

Judging the Stories

Judge the stories which you have just heard by giving your answer to the following questions:

Of all the stories which your classmates have told, which one should you like to repeat at home? Give reasons for your choice.

How did the story of your choice embody the class story standards listed for exercise 5 on page 123?

Improving a Story

As you apply to the following story the standards agreed on by your class, discuss the questions on page 125.

SATURDAY FUN

My brother and I and Bob Allen and his cousin Barbara have fun every Saturday in our yard. We have to weed the vegetable garden for an hour, and Bob and Bab, who live in an apartment house and haven't any garden, always help us. Then we start in to have a good time.

We have made a stage in the half of our garage that isn't used. We have made a play and we rehearse it. The plot of the play is that two girls find a scrap of paper that has strange writing on it. Instead of throwing it away, they give it to the soldier brother of one of the girls. He works over it until he can read the message. He takes it to his commanding officer. The commanding officer praises the girls and gives them a flag for helping their country.

After we rehearse, we play records on the old phonograph that we keep in the garage, and we do Indian-club exercises to music. Bob has taught us many twirls.

We never eat in the house on Saturday. We cook a lunch on our outdoor fireplace if the weather is good, and we eat sandwiches in the garage if it rains. We all like Saturday mornings.

1. What is the chief mistake that this pupil made in planning her story? Which parts of the story should be omitted to keep the point indicated by the story title?

2. If the pupil had chosen as her topic "Weeding Time on Saturday," what vivid words of sight, sound, and touch could she have used? Illustrate the use of these words in sentences of your own.

3. Suggest several vivid action words that would improve the Indian-club incident.

4. Suggest words of sight, taste, and smell that could be used to make the outdoor meal a vivid incident.

Enlarging Your Stock of Words

1. Read the following paragraphs. Both of them tell about a commonplace experience; but while one seems dull and drab, the other seems lively and full of enthusiasm. What makes the difference?

VERSION I. EARLY MORNING START

Louis woke with a start as the alarm clock rang. He remembered that he had promised to join the other boys for a long hike to Hitchens Falls. He jumped out of bed, threw on his clothes, and ate his breakfast. "It's time for me to go, Mom," he said.

VERSION II. EARLY MORNING START

Louis suddenly sat up in bed. Something had buzzed in his ear, jingled softly, and then finally clanked: "Seven o'clock! Time to get up!" The morning of the hike to Hitchens Falls had arrived. It did not take him long to wash, dress, and hop downstairs. As he opened the kitchen door, the rich odor of hot chocolate and a tempting whiff of pancakes on the griddle greeted him. Sunlight through the window deepened the red and white of the kitchen tablecloth, the gold of his orange, the coppery brown of the sirup that he poured on his cakes. "O Mom," he said ecstatically, "what a day! What a day!"

2. List all the words in Version II that seem to make the reader *hear, see, taste, smell*. Our senses help us to enjoy our world of everyday life. Words that describe colors, sounds, flavors, and odors make our anecdotes more attractive to listeners and readers.

3. On the blackboard copy the following names of objects or happenings. A pupil may record after each the words and expressions suggested to classmates by the questions listed.

An airplane in the sky	{ How does it <i>look</i> ? { How does it <i>sound</i> ?
An old rocking chair	{ How does it <i>look</i> ? { How does it <i>sound</i> ? { How does it <i>feel</i> ?
A plunge in the swimming pool	{ How does it <i>feel</i> ? { How does it <i>sound</i> ? { How does it <i>look</i> ?
A game of tennis or baseball	{ What does the spectator <i>hear</i> ? { What does he <i>see</i> ? { What does the player <i>hear</i> ? { What does he <i>see</i> ? { What does he <i>feel</i> ?
An apple	{ How does it <i>look</i> ? { How does it <i>feel</i> ? { How does it <i>smell</i> ? { How does it <i>taste</i> ?

4. Add other commonplace things or events to the blackboard list and practice finding words and expressions that will make them vivid.



Volunteer to tell the class an anecdote based upon one of the "commonplaces" for which you have been finding descriptive words. The following sentences may serve as springboards for your story:

The airliner to Chicago passes over our house every afternoon.

When I was five years old, my mother's rocking chair was my chief comfort.

I stood hesitatingly on the springboard and looked into the pool.

Dad and I sat in the bleachers.

I had watched that apple grow and redden all summer, and at last it was time to take it from the tree.

Improving Your Speech

To be a successful storyteller, you need to think of these things about your voice and speech:

1. *Keep your voice pleasant in tone, not too loud nor too low.*

Plenty of breath, an easy posture, and an unhurried manner will help you to keep your voice pleasing to your listeners.

2. *Enunciate words clearly.*

You can improve your enunciation by speaking slowly enough to give each word its full sound value. Try to avoid slurring your words together or dropping final sounds like t and g.

3. *Be sure of the correct pronunciation of words which you use.*

You may know an expressive word which will make your meaning clear and vivid. If you are doubtful of its pronunciation, look it up in your dictionary and practice saying it several times so that the correct pronunciation will seem familiar.

STORY PLANS

Finding the Parts of a Story

Bellamy Partridge, the author of a book called *Big Family*, was one of eight children. In the following anecdote he tells how one of his birthdays was celebrated.

MY BIRTHDAY PRIVILEGE

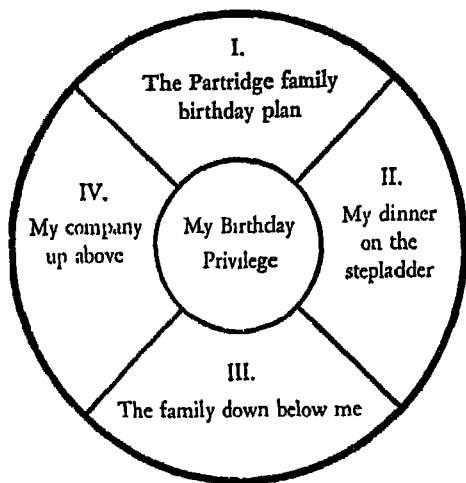
From breakfast time on, all day long, the birthday child was free to follow his own sweet will. He could do anything he liked, go anywhere he wished, and stay up that night as long as anyone in the house was awake.

I don't remember which birthday of mine it was—it must have been a fairly early one—when, in following the dictates of my own free will, I elected to eat my dinner from the top of the stepladder. The decision caused some levity, no doubt, and probably made no little bother in serving me and in passing dishes up and down. But nobody sought to dissuade me.

To this day I recall how earth-bound and insignificant the rest of the family looked, sitting squattily down below, their plates resting on an ordinary dining-room table. They seemed so crowded down there, so packed in, so much in the way of one another.

Meanwhile, I sat majestically up in the clouds with no company other than the flies, who, by the way, seemed very glad to see me

and quite willing to share my repast with me. My one regret was that I could not walk upside down on the ceiling, as the flies did.



1. As you read the story, you will see how well it meets the standards agreed on. The anecdote has one central point to which all the details are related. A circle diagram of its ideas would look like the one on this page.

The central point has been

placed in the center of the circle. Grouped around it, and numbered I-IV, are the four parts of the story that develop this point. Read aloud each topic in order and the paragraph that relates to the topic.

The storyteller seems actually to be seeing what he is telling, although the incident took place when he was young. Read sentences from the story in which the author makes you see with him just what took place.

Many vivid words are found in the story. Mention some of the words that catch your attention.

2. After the parts of the story are clearly in your mind, prepare to read the story aloud, letting your voice and expression show clearly to your listeners what is the plan of the story.

By using your dictionary, make sure that you know the pronunciation and meaning of such words as these:

dictates
decision

levity
dissuade

insignificant
majestically

Practice saying with clear enunciation such words as the following. Be sure to sound final *t* and *ing*.

night
doubt
repast

regret
following
serving

passing
sitting
resting

dining room
willing
ceiling

Planning an Original Story

Plan to tell the class a real experience of your own. You may build your story around something that happened on a recent Saturday morning, as in the story on page 124; or you may prefer to tell an incident of your childhood, as the author did in the story on pages 127-128. Whatever you use, follow these steps in your preparation:

1. Choose a topic that will state the central idea of your story.
2. See with your mind's eye just what happened.
3. Make a circle diagram of your story to show the details related to the central idea.
4. Think of an attractive opening sentence.
5. Tell the parts according to your plan.
6. Be sure that the climax, or main point, is clearly brought out.
7. Think of vivid words that will help your listeners to live through the incident with you.
8. Make sure of the correct pronunciation and enunciation of the words you plan to use.

The class will judge your story by the standards already set up by your class, and your way of telling it by the speech standards on page 127. Both sets of standards may be listed on the blackboard, and a classmate may give each speaker a point for every standard successfully met.

STORIES TO TELL

The person who can entertain others by telling stories well is always popular. In addition to the many anecdotes and jokes and to the wide variety of personal-experience stories, the storyteller often finds tales to tell in the books that he reads.

Many true stories are told in books. Histories, biographies, books of outdoor life, and many others supply abundant material for storytelling. An even larger source of material is the great mass of fiction, that is, stories that are not necessarily true but that are so told that they sound true. One of the most popular types of fiction is the "tall tale," a story so exaggerated that everyone who listens to it knows that it couldn't possibly be true; yet it is told so convincingly that it sounds true while you are listening to or reading it. There have been "tall tales" ever since the days of the very first storytellers, but they are fully as popular today as they ever were.

Planning to Retell a Story You Have Read

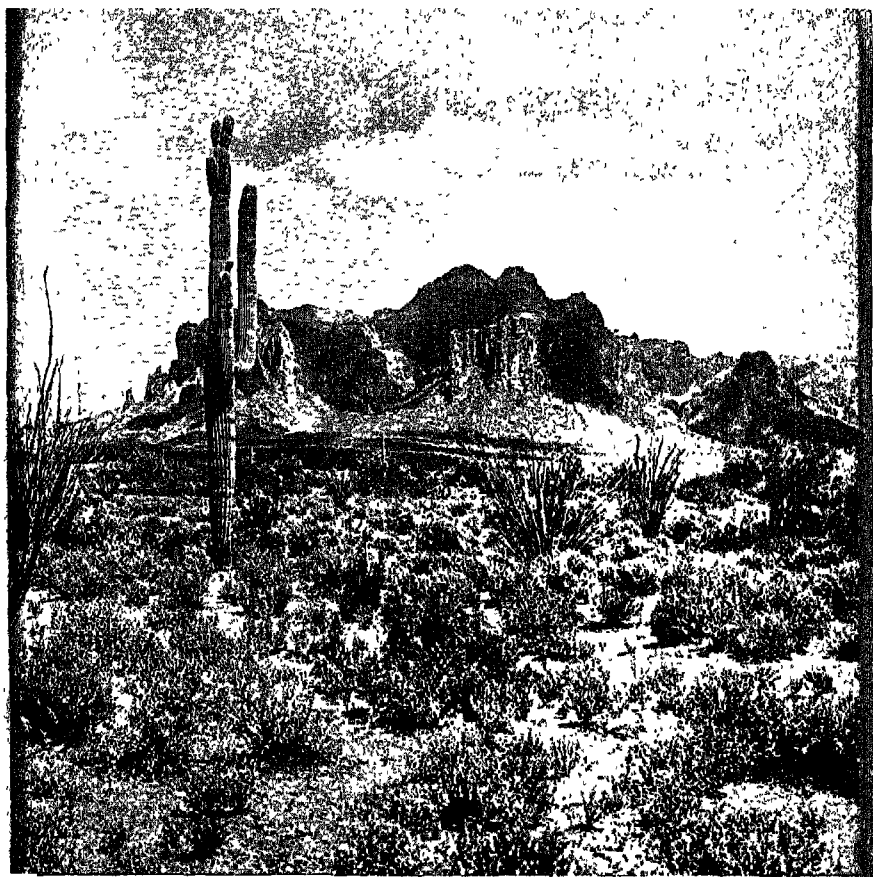
1. Plan a storytelling hour in class. Prepare to tell an incident from a story found in your reader or in one of the books listed on pages 133-134. Don't try to tell the entire story unless it is short enough to be told in three or four minutes. If it is long, choose one of its important incidents, and select only the related details. As a help in seeing the parts, you may wish to make on a small card a circle diagram of the story. Then, as you tell the story, you may hold this card in your hand as a reminder. Storytelling is an excellent means of enlarging your stock of words. You do not have to memorize the story that you plan to tell, but you will naturally repeat enough of the author's expressions to give the right flavor to the tale. By so doing, you add those words to your own vocabulary.

2. Several members of the class who tell particularly attractive stories, or who make an ordinary story sound particularly attractive by telling it well, may later be chosen to retell their stories before a larger audience, perhaps to entertain another class, a school assembly, or a meeting of the parent-teacher club.

3. In the lumber camps of the United States and Canada, stories are told and retold of Paul Bunyan, the mighty logger, and his great blue ox, Babe. The Paul Bunyan stories are "tall tales." Paul's deeds have grown more and more astonishing through years of retelling around lonely campfires in the great north woods. The following story is one of the Paul Bunyan tales. You will all enjoy reading it; then, if you wish, one member of your class may be chosen to retell it at your storytelling hour.

WHY THERE ARE NO TREES ON THE DESERT

For many years Paul Bunyan had been crossbreeding plants in a small way. He tried to cross an apple tree, a yellow pine, and a sawmill to get a tree that would grow lumber already cut, with the boards hanging from the tree like apples. Then he could get rid of all his loggers and hire apple pickers instead. While he was trying this, he accidentally crossed a Douglas fir, a California redwood, and a desert cactus. The tree he got was as tall as a redwood, the wood couldn't be told from fir, and it grew well in the driest desert. The main trouble was the fact that it had thorns seventy feet in length



Ewing Gallows

NO TREES ON THE DESERT

instead of branches. A great many years later these trees had grown to a great size, covering the desert with a deep forest.

One day Paul got a letter from the Government telling him he'd have to log the desert off. It seems that people going out there for a vacation were complaining that they couldn't see the desert because of the trees; and the cowboys from the dude ranches were all the time coming home with their clothes snagged up by the thorns.

As soon as Paul read the letter, he hitched Babe to the section of land that his lumber camp was on and hauled it down to Nevada. He often moved his camp in this way, because it was quicker; and besides, he didn't want the men to grow homesick for the old camp.

Next morning he took a look at the timber, and he knew he was in for trouble because of the seventy-foot thorns. At first his men

tried to tunnel under the thorns and cut the trees off at the roots; but the thorns kept the trees from falling over, even after they were cut.

Then Paul decided to dynamite, and what a job that was! First, they dug a powder chamber under the roots and carried in four thousand, four hundred, and four cases of dynamite. When the dynamite was all packed, and the percussion caps wired, and the men moved back out of danger, Paul shouted, "Let her go!"

Well, the shock threw every man in camp flat on his back, and knocked the cupolas off some barns in Iowa. The smoke and dust went up in a column thirty-four miles high. When the air cleared, the men saw that there was nothing left but the holes. The trees had been blown out of sight.

That night the men went to bed very well satisfied; but the next morning they found all the trees fallen back to the ground and standing right side up in the holes where they were before.

The trees couldn't be cut down, and they couldn't be blasted down. They had been fireproofed the Year of the Dry Rains, and so they couldn't be burned down. Paul Bunyan thought and thought. He thought standing up and he thought sitting down, although he couldn't do that long because the ground was so hot.

Finally he said, "Boys, the Government is depending on us. We'll build the biggest pile driver ever seen, and we'll drive those trees down into the earth like tent pegs."

For thirty-nine weeks they worked on the great pile driver. It stood so high that the clouds were always knocking off the upper half, and so Paul put a hinge in the middle to let the upper half down when he saw a cloud coming. For a weight he used one of the Rocky Mountain peaks. Later, when he was through with it, he tossed the peak up into Colorado, where it stands to this day behind Colorado Springs.

When everything was ready, they set the machine over a thorn tree, and Babe, groaning mightily, hauled the weight to the top. It came down with a crash that was heard one hundred and three miles away. The tree was driven clear to bedrock, with its top sixteen feet below the ground.

Then they went to work in earnest. They drove down a tree every three minutes, and the noise and dust were terrific. At last the desert was clear of all the trees; and ever since, it has looked just the way the Government wants it to look.

Our Book List

Seventh Grade

Collections of Stories to Tell

ADAMS, KATHLEEN, and BACON, MRS. FRANCES. *Book of Enchantment*

This book contains legends and fairy tales from many lands. *The Enchanted Soldier, The Enchanted Knight, The Enchanted Pig, and The Enchanted Horse* are some of its "enchanting" tales.

BENNETT, JOHN. *The Pigtail of Ah Lee Ben Loo*; with Seventeen Other Laughable Tales

If you like to tell amusing stories with a straight face, try one of these. The book contains ballads and verses as well as stories, and you may choose to read or recite one of the poems. If you draw readily, try sketching some of the amusing silhouettes on the blackboard.

FERRIS, HELEN JOSEPHINE (editor). *Adventure Waits*

Longer stories for girls to read and tell are found in this book. Boys will like to hear Finger's *The Tale That Cost a Dollar* or Dobie's *Wild Geese*. If you choose one of these stories, you may wish to tell sections of it and to read other sections in the language of the author.

GOUDGE, ELIZABETH. *The Golden Skylark, and Other Stories*

The Golden Skylark is a story of the boy Percy Bysshe Shelley, who could not bear to see a skylark caged because a beautiful poem about a skylark was taking shape in his mind. You will also enjoy the story of the sad little girl who became England's famous Queen Elizabeth when she grew up.

JAMES, WILL. *Sun Up*; Tales of the Cow Camps

Short stories in the language of the Western cowboy are offered in this book. Any boy who chooses to tell one may like to copy the drawings also.

MEIGS, CORNELIA LYNDE. *Kingdom of the Winding Road*

This book contains twelve fanciful stories, in each of which the lame beggar with the bright-blue eyes appears to help matters along. Several pupils might join to tell a series of three or four of these fascinating stories.

ROUNDS, GLEN. *Ol' Paul, the Mighty Logger*

This book is said to be "a true account of the seemingly incredible exploits and inventions of the great Paul Bunyan." The great pile driver that you read about on page 132 was only one of these "inventions."

SETON, ERNEST THOMPSON. *Wild Animals I Have Known*

The eight animal stories in this book have delighted young and old for almost half a century. Lobo, the wolf; Silverspot, the crow; Raggy-lug, the rabbit; Redruff, the partridge, can become real characters if you tell the stories well. If a story seems too long to tell in full, select an interesting episode that will show the cleverness of the wild creature that you are telling about.

SHANNON, MONICA. *California Fairy Tales and More California Tales*

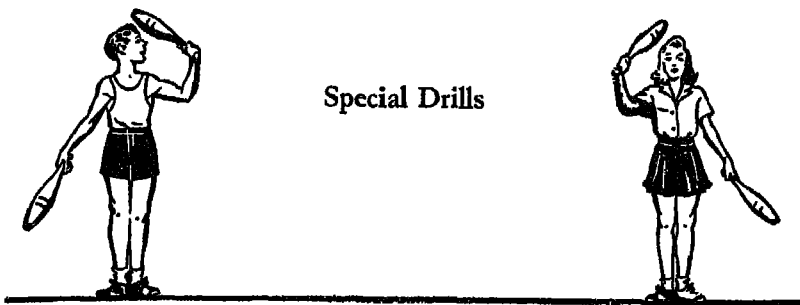
Were there really fairies and strange folk in the Sierra Nevada Mountains? Well, people used to think so; and you may enjoy telling about them.

SMITH, ELVA SOPHRONIA (compiler). *Mystery Tales for Boys and Girls and More Mystery Tales for Boys and Girls*

If Halloween is coming, or if you especially like mystery stories, you can entertain your friends with a ghostly tale from one of these collections. There are story poems in the books as well as prose stories.

WADSWORTH, WALLACE. *Paul Bunyan and His Great Blue Ox*

Stories of the giant lumberjack were told by old woodsmen in all the lumber camps, each one trying to tell a "taller" story than the other. Here we have Paul Bunyan in another book, with all his mighty doings retold for our amusement.



Special Drills

Using Verbs

As you tell your stories, are you able to use correctly the forms of the familiar words that are given correctly in the sentences below?

1. Fred James *came* to our club meeting yesterday.
2. He *had* never *come* to the earlier meetings.
3. My pony *ran* in yesterday's race.
4. He *has* *run* in two other races.
5. I *saw* Mrs. Eliot at the picnic.
6. Where *have* I *seen* her before that?
7. Last summer she *went* to Maine with us.
8. She *has* *gone* there again this year.

Can you give the principal parts of the verbs used in the sentences above? Which form of each verb is used with *have*, *has*, or *had*?

A. Read these sentences aloud, supplying *come* or *came* as you read:

1. Jane, Bill has --?-- to take you to the party.
2. He always --?-- right on time.
3. When he --?--, I introduced him to my mother.
4. The little boys ran into the alley just as the policeman --?-- along.
5. The policeman --?-- down this street every night about nine o'clock.
6. They had --?-- out of their hiding places by the time that the ambulance arrived.
7. If you had --?-- when I called you, your ice cream would not be soup.
8. Mr. Givens, the principal, has --?-- to our room every day this week to hear our class rehearse our play.

B. Read these sentences aloud, inserting *run* or *ran* as you read:

1. Mr. Olds has __?__ for mayor at the last two elections.
2. Fred __?__ as if he were afraid of being late for the game.
3. I had __?__ down to the pasture when I heard the commotion.
4. Archie __?__ a mile in ten minutes.
5. I have never __?__ for an office in the school.
6. If he had __?__ for the bus, he might have caught it.
7. I was out of breath because I had __?__ up the stairs.
8. When his father stepped off the train, little Charles __?__ to meet him.

C. Practice using *saw* and *seen* correctly by reading aloud the following sentences, inserting the correct word as you read:

1. Surely you remember where you first __?__ me. It was at the football game between Park Lane High and Technical High.
2. Yes, of course. I __?__ you playing fullback. Never have I __?__ a faster game than that was.
3. Would you remember me if you had __?__ me in other circumstances?
4. I'm sure that I __?__ a fine athlete and a good fellow that day.
5. Have you ever __?__ a movie star who did not walk gracefully?
6. If you could have __?__ how you looked when you came down the aisle, you would have been pleased with yourselves.
7. I have never __?__ a group improve so rapidly in posture and in freedom of movement.
8. When I first __?__ you, I thought, "Here is a squad of wooden soldiers."
9. Every article that I have __?__ about the process of growing plants without soil has foretold a great future for this kind of plant culture.
10. John __?__ tomatoes grown without soil.
11. I __?__ flowers that had been grown in chemically treated water.

D. Practice using *went* and *gone* correctly by inserting them in the proper places as you read aloud the following paragraphs:

1. Baby __?__ happily to the store with two pennies to spend. She had only __?__ a few steps when she dropped one of the pennies.

Before she could clutch it, the penny had --?-- through a grating. She could see it down below, but she could think of no way to get it back. Tearfully she --?-- on her way. She put the other penny carefully in her little pocket. Alas! there was a hole in the pocket, and by the time she had reached the grocery store the other penny had --?-- too. This was too much to bear. Baby sat down on the curbstone and --?-- into a huddle with her pocket handkerchief.

2. Bob --?-- whistling down the street. Mr. Haversham wanted a boy to distribute dodgers, and Bob was going to apply for the job. To his disappointment he found that Mr. Haversham had --?-- to Twelve Corners to distribute dodgers himself. Bob started to trudge after him, but hardly had he --?-- a block when he met Sam with a sheaf of the dodgers under his arm. "Come on, Bob," called Sam. "Help me with these and I'll share the pay. I have --?-- all through Wentworth Street. You take Hanover Street."

Using Contractions

Do you use these two common contractions correctly?

don't
1st p. singular
2nd p. personal
3rd p. plural
plural

don't, doesn't

Doesn't
3rd. sing

Don't I?
You don't
Don't you?
We don't
Don't we?
They don't
Don't they?

He *doesn't*
Doesn't he?
She *doesn't*
Doesn't she?
It *doesn't*
Mr. Carr *doesn't*
Alice *doesn't*
Our cat *doesn't*

Practice the correct use of these contractions by reading aloud the sentences below. Give the correct form as you read.

1. Jack --?-- know how to play tennis.
2. He --?--! Well, let's teach him. --?-- he want to learn?
3. Mr. Gardner --?-- want any of the boys left out of the fun.
4. Marian, --?-- your friend Bob need a driver's license?
5. He --?-- need a regular license; only a junior license.
6. Then he can't drive at night. I --?-- know how we'll get to the station.

7. --?-- worry. Dad --?-- have to work tomorrow night, and he'll take us.

8. Mr. Albrecht --?-- like to see papers scattered on the lawn.

9. I saw him pick up two pieces yesterday as he came up the walk. --?-- you think we ought to take the matter in hand?

10. The members of the class --?-- want to have the school grounds a disgrace.

Gaining Sentence Variety

Improve the following paragraph by combining some of its short sentences into sentences with compound subjects or compound predicates:

Jacob had planted ten acres of corn. He had made a vegetable garden for his mother. Now other duties called him. He would have to leave his beloved prairie land. His next few years would probably be spent in strange regions of the world. His mother would miss him. His younger brothers would miss him, too. Now, however, there was another job for him to do. He thought about his father, a soldier in the last war. At once his spirit lifted above the pain of parting. He too would make the family proud of him. He would bring honor to a worthy name.



Read the following paragraph silently. Then choose a partner and read it aloud to him. Your partner will check your pronunciation of the italicized words and expressions.

I thought I'd *surprise* you by *coming* to see you. We don't *often* see each other these days. I want to *ask* you if you will come to our house for games *Saturday afternoon*. Mother *wants you* to stay for supper. If you *prefer* another day, *just* say so, *because* we'll be glad to see you any day. We can't drive to *get you*, but you never object to *walking*, and you never let the *weather* make any *difference*. You're always "*whistling* in the rain." Dad says that he wants us to *catch* some of your cheerful *spirit*. You're *naturally popular* with my *family*.

Letter Writing

Among the early nations that you have read about in your social-studies classes—Egypt, Persia, Greece, and Rome—only kings, wealthy merchants, or great nobles could afford to exchange written messages. Today, with our government carrying the mail for the people, each of us has the privilege of sending letters at a price and with a speed never dreamed of by the kings of old.

The steps in the process of mail delivery are so familiar that we do not think of all that lies behind them. First, man had to learn to write and to invent some light material to write upon. Then he had to plan and maintain a delivery system,—runners, riders, steamships, railroads, and finally planes. So completely has this complicated system become a part of our daily life that we casually drop our letters into a mailbox, confident that they will reach their destinations.

During the Second World War, when thousands of people wished to write to relatives in the armed services abroad, space for transporting mail became a difficult problem. The V-mail system was then planned. The sender of the letter wrote on a form of special size. Letters for the same region were photographed on rolls of tiny film which could easily be carried by plane. At their destination film copies, enlarged to normal size, were made and delivered. Even in emergencies man keeps open the means of communication.

THE QUALITIES OF A FRIENDLY LETTER

Most of our letters are written to dear friends or to members of our own families who live too far away for conversation. Friendly letters are more like conversation than like formal compositions. To be truly friendly, your letters should do these two things:

1. Show your interest in the daily life of the person to whom you are writing
2. Tell something about your own daily life that the receiver of the letter will enjoy knowing

1. Read the letter which Douglas Lambert wrote to Henry King. In what paragraphs of the letter does Douglas show his interest in the doings of Henry? What happening in his own daily life does Douglas think that Henry will like to hear about?

English Every Day

94 Ellison Avenue
Grandon, Indiana
July 5, 1948

Dear Henry,

You always thought that the Fourth of July was the best holiday, better even than Christmas. I was thinking about you yesterday. I hope that you and your family had as much fun as we had.

We went with the Bronsons for a picnic in Haller's Woods. The two Dads said they'd cook the picnic dinner if the Mothers would let them alone. Believe me, Mother and Mrs. Bronson jumped at the suggestion.

The Dads certainly fed us well. We had steaks broiled over a charcoal fire, buns, tomatoes, cherries, and doughnuts. There must have been two gallons of lemonade. We gave them a real cheer for their work, although they had to cook only the steaks. Mom and Mrs. Bronson led the cheers.

We boys went swimming, and also hiked through the woods. Fireworks are forbidden in our family now, but we had just as good a time without them, and no burns to take care of.

I wonder what you were doing yesterday. Something exciting, I'm sure. You were always the fellow to think up things to do. Come to Grandon for August if you can, and we'll start things going.

Yours sincerely,
Douglas Lambert

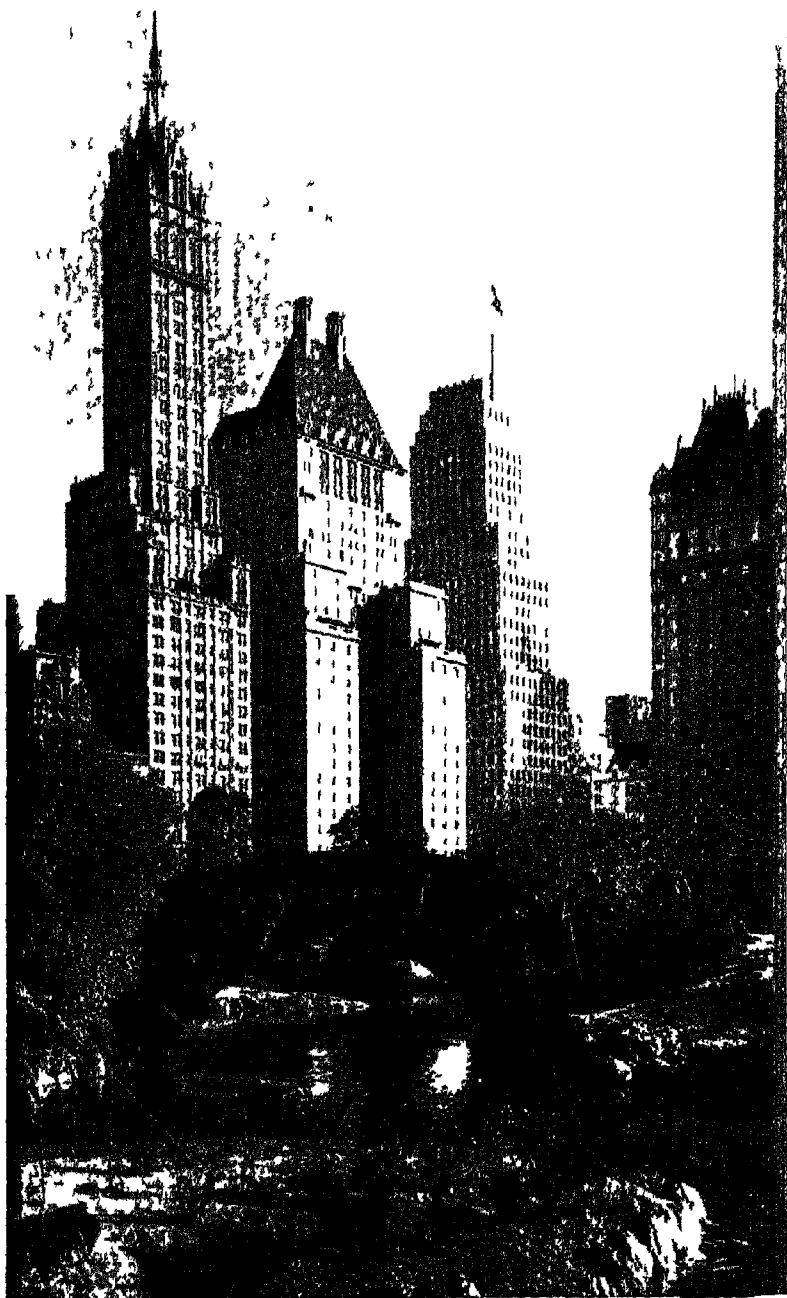
2. The following letter was written on hotel stationery, and so Elsie wrote only the date at the top. After reading it, discuss the questions that follow the letter.

September 2, 1948

Dear Uncle Harry,

When you told me that I could have your ticket to New York and go with Aunt Mattie, I tried hard not to be glad that you had broken your leg. I am really sorry about your accident.

New York is wonderful. The buildings are so high. The shop windows are full of pretty things. The streets are full of people and taxis and busses. It is noisy, but I like noise.



78

A BEAUTY SPOT IN THE CITY

H. I. Newirth

English Every Day

Aunt Mattie took me to a show. There was a movie and then a stage show. The stage show was called the "Shoemaker's Holiday." All kinds of shoes, slippers, and boots danced on the stage. Everything else was black. You could only see the different kinds of shoes. There must have been real people in them, but you couldn't see them, only you were sure that none of them had broken legs.

Thank you for letting me come.

Your loving niece,

Elsie

1. In what two places in her letter does Elsie make a thoughtless remark? How could she have been more courteous and polite to her uncle who has given her the pleasure of a trip?

2. Criticize the second paragraph of Elsie's letter.

3. Was the show an interesting happening? What other New York scene or event might she have told about? Would the letter be improved, for example, if she had told about her visit to the Statue of Liberty, to Central Park, or to a great broadcasting station?

3. With Douglas's letter on page 140 contrast the following letter that Bob wrote from camp. Then answer the questions after the letter.

Deepwood Camp
Brixton P.O., Maine
August 15, 1948

Dear Mom,

It is good weather and I like this camp. I am well and I hope you are, too. We are having fun every day. I have gained two pounds in the last week. Give love to Dad.

Your affectionate son,

Bob

1. Will this letter relieve Bob's mother of any worry she may have had about Bob's first stay at a camp? Give a reason for your answer.

2. Who has probably paid for Bob's summer at camp? Could Bob show appreciation? How?

3. How could Bob help his parents to picture vividly some of his daily experiences in camp life?

4. How could Bob show a courteous interest in his home?



Muir from Lewis

HE WILL IMPROVE

4. Discuss Albert's letter and the questions which follow it.

Red Deer, Alberta

July 6, 1948

Dear Monty,

Two weeks ago we had some real excitement. When David and I went out to the barn, there was a new colt. Father said that we boys could have it, and were we pleased! The colt is black with four white feet. We have named it Socko. Just now Socko looks spindly and shaggy, but he'll improve. He is beginning to get frisky and to kick up his heels and chase around the pasture. I coax him to me at the bars and give him sugar, but he is still rather frightened of boys. Star, the mare, follows him and eyes me to make sure that nothing is going to happen to her new son.

You will like this colt, Monty, and when he is two years old, you must help David and me break him in to the saddle. I can picture us taking turns on his back. The "three musketeers" will then have one horse among them, but one is better than none.

When shall we expect you in Red Deer? Any summer would be dull without you. Two years ago you thought we ought to live a month in the woods, and last year you thought that we ought to go prospecting for gold or silver. What's on your mind for this year? It's all fun, anyway.

Are Aunt Georgia and Uncle Victor well? I suppose Auntie has her usual store of buckwheat honey for hungry boys. Tell her I miss her cinnamon cookies. Mother says we'll have to be content with molasses ones. Dad says to tell Uncle Victor that the fishing is good this year.

O Monty, if we only lived closer together! You're always such a good scout.

Your cousin,

Albert

1. How many happenings does Albert tell about in his letter? What vivid words and expressions does he use?
2. How does he show his interest in Monty's home life?
3. Read sentences that show comradeship between the two boys.
4. Find words and expressions that give the letter a natural tone, as if Albert were really talking to Monty.

THE PARTS OF A FRIENDLY LETTER

Turn back to page 140 and notice the different parts of Douglas's letter:

Heading	94 Ellison Avenue Grandon, Indiana July 5, 1948
Salutation	Dear Henry,
Body	You always thought . . . we'll start things going.
Complimentary close and signature	Yours sincerely, Douglas Lambert

Not all people use the same form in their friendly letters, but the one that Douglas used is simple and correct. It is, therefore, a good form to practice.

Writing the Heading

Because many styles of letter paper and note paper are narrow, the three-line heading with the lines beginning one under the other is satisfactory. This is known as *block form*.

Douglas might have written his heading as follows:

94 Ellison Avenue
Grandon, Indiana
July 5, 1948

This is called the *indented* form and is equally correct; but the block form illustrated in the letter usually permits better spacing on the paper.

The commas between city and state and between day and year are the only punctuation marks needed in your heading unless it contains abbreviations. Douglas might have written *94 Ellison Ave.* In that case, his abbreviation for *avenue* would need a period after it. Otherwise, he is quite correct and modern in omitting any marks of punctuation at the ends of his lines.

Writing the Salutation and the Complimentary Close

The salutation and complimentary close that you use will depend upon how well you know the person to whom you are writing. Any of the following are correct:

<i>Salutations</i>	<i>Complimentary Closes</i>
Dear Mother,	Yours lovingly,
Dear Philip,	Affectionately yours,
Dear Aunt Mattie,	Yours sincerely,
My dear Jane,	Cordially yours,
Dear Mrs. Simpson,	Yours very sincerely,
My dear Doctor Blake,	Very truly yours,

What mark of punctuation follows the salutation and the complimentary close in a friendly letter? Which word in a salutation is always capitalized? Explain the use of capitals in the remaining words. Which word in the complimentary close needs a capital letter?

Addressing the Envelope

You can help your Post Office very much by addressing your letters accurately and by writing the address legibly. Either the block form or the indented form may be used, but of course the same form should be used on the envelope as in the letter itself. No marks of punctuation are needed at the ends of lines, unless a line ends with an abbreviation.

It is wise to avoid abbreviations in addresses on envelopes. While city and state are sometimes written on one line, the Post Office Department prefers to have the state written on a line by itself. This makes the first sorting of hundreds of letters easier.

Many large cities are divided into postal delivery zones. All letters addressed to such cities should give the zone number after the name of the city, as *Boston 17*, *Toronto 5*.

The Post Office Department advises you to place a return address on all letters. If the return address is on the envelope, the letter will come back to you in case something prevents its delivery to the person to whom you have written. Your name and address may be written in the upper left corner of the envelope, or on the back of the envelope.

The envelope for Douglas Lambert's letter on page 140 would look like this:

Douglas Lambert
94 Ellison Avenue
Grandon, Indiana

Mr. Henry King
43 Denison Street
South Bend 6
Indiana

Observing Correct Usage in Letters

Carefulness in little details of usage will help you to make a good impression in your letters.

Spelling. Good letter writers are not careless in spelling. Use your dictionary when you are in doubt about the spelling of a word. The italicized words in the following list are commonly used in letters:

1. letter was <i>received</i>	10. the incident <i>occurred</i>
2. have been <i>writing</i>	11. member of the <i>committee</i>
3. in a <i>separate</i> package	12. has not been <i>answered</i>
4. a self-addressed <i>envelope</i>	13. the <i>beginning</i> of the year
5. <i>February</i> 1, 1948	14. my <i>belief</i> is
6. which I can <i>recommend</i>	15. we have all <i>benefited</i> by
7. will not be <i>disappointed</i>	16. Yours <i>truly</i>
8. an unusual <i>privilege</i>	17. <i>Respectfully</i> yours
9. Yours <i>sincerely</i>	18. on <i>Wednesday</i> afternoon

Abbreviations. Good letter writers do not use many abbreviations. The following are the ones most needed:

Mister	Mr.	Street	St.
Mistress	Mrs.	Avenue	Ave.
Company	Co.	Doctor	Dr.

With the exception of the two abbreviations *Mr.* and *Mrs.*, it is always good form to write out in full any title, name, or other word rather than to abbreviate it.

Setting Up Standards for Letter Writing

As a result of your study of the letters on pages 140–144, you have probably thought of ways to make your own letters more pleasing. Discuss the following points, and add other points that occur to you:

1. *Try to make your letter attractive to the one who will receive it.* How can you do this? By remembering some special interest of his? By showing your friendship for him? By telling amusing little happenings?

2. *Choose your letter topics from your own experience.* If you were writing a letter today, what could you write about? Did some little incident happen at home or on the way to school? Have you just finished an interesting book? Has your school won a game or had a visitor from some other country?

3. *Use only a few topics in your letter.* It is better to tell a few things in your letter and give details that will make these happenings vivid than to make your letter merely a listing of many happenings.

4. *Try to make your letter sound as if you were talking.* How can you do this? Will vigorous verbs help? Will little friendly expressions help? Do you have to use slang to make a letter sound natural?

5. *Observe good form in letter writing.* Write the heading, salutation, complimentary close, and signature correctly. Don't be careless in spelling, punctuation, capitalization, or penmanship.

Writing Letters Carefully

1. How should you feel if you received a letter like the one that Marjorie received from Benny Burton, page 149? Benny can write legibly, but in this letter his handwriting is careless and difficult to read. He wants some information from Marjorie. She knows that he is inquiring about a *bank*, not a *bunk*, and that it rings a *bell*, not a *bill*. It is not fair to our friends, however, to puzzle them with illegible handwriting. Spelling also needs attention if you wish to make a good impression through your letters.

Dear Marjorie,

I went to a football game yesterday with my big brother. It was cold. I certainly shivered until the cheering began. Then I yelled so much that I got warm!

Could you tell me where to find a coin bank like the one you sent Colin for his birthday. I mean the one that rings a bell when you drop in the last dime that makes a dollar. I want to buy one like that for my chum for Xmas. That's the reason I'm writing to you.

Yours sincerely,

Benny Burton

2. What important part of a letter did Benny leave out? Rewrite his letter, putting in the missing part and adding a short paragraph to make the letter more polite. Write legibly and correct all misspelled words.

3. Benny is not the only person whose handwriting is not easily read. Thomas Bailey Aldrich, the author, once jokingly wrote to a friend in these words: "It was very pleasant to me to get a letter from you the other day. I should have found it pleasanter if I had been able to decipher it. I don't think that I mastered anything beyond the date (which I knew) and the signature (which I guessed at). . . . Other letters are read and thrown away but yours are kept forever,—unread."

Try to make your own letters a pleasure to your friends by legible handwriting. If you wish to know how your handwriting compares with a standard scale, turn to pages 406-408.

"WHAT SHALL I SAY?"

Finding Something to Write About

"I don't know what to write!" Have you ever said that when you have your pen in hand and are all ready to begin a letter? Your everyday experiences—what you are doing, seeing, hearing, or reading—will supply you with subjects for letters. It is a good plan to think of only one or two happenings to write about. If you attempt to write many things in one letter, your letter becomes just a list of events without the detail that would make your friend live through the happenings with you.

You will, of course, avoid boasting to your friend about your personal doings, and will be particularly careful not to spread unkind rumors in the letters that you write.

1. Read the letter which Bob Shaefer wrote to his friend George. Why is Bob writing to George? Why does he choose a school event to write about? Of all the things that might be happening in school, which one event does Bob choose as the subject of his letter? Would the letter be improved or made less entertaining if Bob had told about the assembly, the Book Club meeting, the swimming contest, and the evening entertainment given for the Parent-Teacher Club? Give reasons for your opinion.

10 Aberdeen Park
Gregoryville, Nevada
April 16, 1948

Dear George,

It is too bad that you sprained your ankle. I hope that it is getting better and that you will soon be able to move around freely.

We certainly missed you in the Health Parade. Mr. Ames let us close our health campaign with a parade around the neighborhood. The school band headed the procession. Then came a float made by the senior class. The characters on the float represented *Exercise, Fresh Air, Food, and Rest*.

All the boys and girls of the school marched by home rooms. Each home room had made banners, and many of the pupils were in costume. The teachers marched, too. At the end of the procession a great Milk Bottle chased away the Coffeepot and the Teapot. As there was a boy inside each, the chasing was lively.

I hope that next year we can repeat this fun. Then I know that you'll be marching right at the head of the procession, probably dressed as Samson, the strong man. You certainly always look the picture of health itself; so don't let a sprained ankle keep you down.

Your friend,
Bob Shaefer

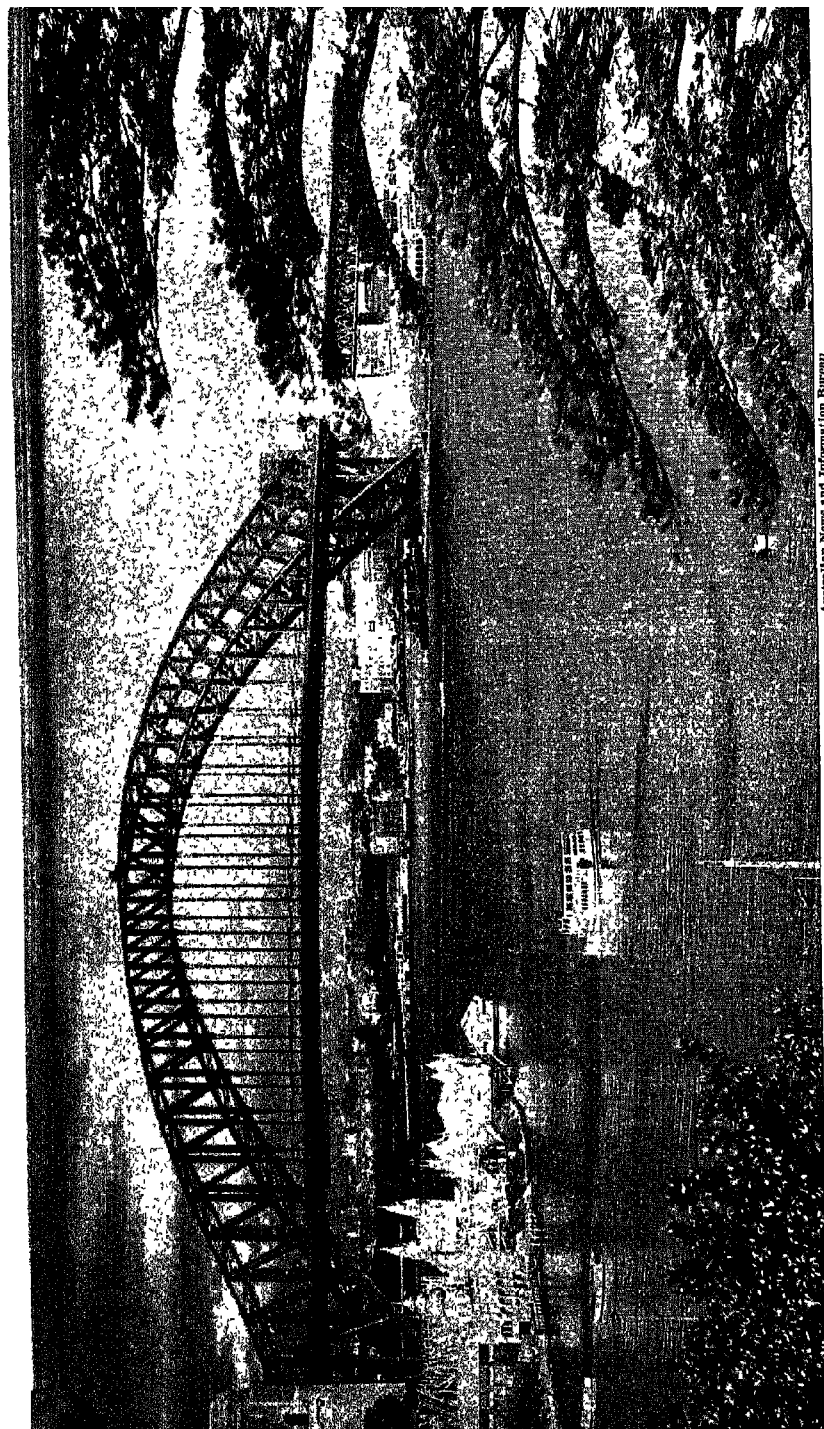
2. The letters on pages 153 and 154 have certain things in common. Both are written to their sons by fathers away from home. What other similarities can you find? The questions on this page will help you in discussing the first letter. On page 155 you will find questions on the second letter.

Why does the writer of the letter on page 153 omit the details of his work?

What does he think will interest his young son, since he cannot tell personal details?

What common memory does he share with his son?

What sentences show his thoughtfulness for those at home?



Australian News and Information Bureau

THE HARBOR OF SYDNEY, AUSTRALIA

Friendly Contacts through English

153

Australia, "Land Down Under"
February 2, 1942

Dear Son,

If you and Mother and I were taking a pleasure trip through this wonderful land, how surprised we should be at the sights! As it is, my work keeps me desperately busy, and often too tired at night to do anything but drop into my bunk. Yet, when I think that I am really in Australia, so far from our North Dakota home, I try to keep my eyes open to see everything strange and interesting so that I can tell you about it later, even if I don't write many letters at the time.

I was glad to see one of Australia's beautiful cities, but I am more than glad now to be out in the "bush." Cities have a sameness, but nature in this strange island shows new wonders every day.

One of the common trees here is the eucalyptus. Some of these are immense. They are particularly huge at the bottom, with great buttresses slanting up the tall trunks. The long narrow leaves turn their edges to the sun. Shaggy bark, which the tree is shedding, hangs in long untidy patches.

I have really seen with my own eyes the queer "bottle tree." Its name is suitable because its trunk is shaped like a great bottle. I think that you can find a picture of it in your reference book.

Do you remember that, when you were little, Mother read you Kipling's "Just So Stories"? You used to like to hear how "Yellow Dog Dingo ran through the spinifex." Well, the dingo, a wild dog, is no uncommon sight in the Australian bush, and the spinifex is here, too.

I know that you are curious to know many things about my work, but of course in these war years I cannot tell you details. You would receive my letter with parts cut out by the censor, and that would only leave you more curious than ever. When I get home, we'll talk and talk.

I know that you are doing all you can to help Mother. You are such a manly lad that you will take that as your part in the war effort.

Tell Mother that I am very well. You might share this letter with Aunt Lou, as I haven't written to her in a long time. I have sent Mother a letter this week. Write to me all the time. I'll receive your letters finally. I needn't tell Mother and you that I am thinking of you every day and often dreaming of you at night.

Yours affectionately,

Dad

Houston, Texas
March 6, 1948

Dear Mitchell,

Your letter was waiting for me when I reached my hotel in Houston, and it certainly cheered my long trip to hear about the family and about your school affairs. Tell Mother that I hope she was able to buy the kind of firewood she likes for the fireplace. I meant to find out if Mr. Brent on Stimson Road had any well-seasoned beech or maple, but I was unable to reach him before I left. If she has had any difficulty, she might see what he has to sell.

Your attempt to graft a branch of Mr. Bell's Alberta peach tree on that wild peach tree in our vacant lot interests me very much. You say that you learned how to do this in your greenhouse work in the school. That is good news; for you have started something that will be worth watching. It may also be productive in the sense of turning to account a growing thing otherwise useless to us. I am the more interested because I have been traveling through the pecan region here in Texas, and I have heard the pecan tree spoken of as a "tamed tree." Most of the large pecans that come out of their rather thin shells in fine unbroken halves are grown on grafted trees. I'll try to learn more about the process of budding or grafting nut trees and tell you about it when I reach home. I wish you might have been with me to see the pecan groves.

You and Avery Foster must have had a good time at the church sale managing the fishpond. I hope Mr. Gleason, who always wants me to go fishing with him, tried his luck at your pond, even if the fishes were only paper and the charge was a nickel.

Tell Alice that I thought of her last week on her birthday. I sent her a gift from Little Rock which I hope that she received on time.

Give my love to all and be sure to do all that you can for Mother while I am away.

Yours affectionately,
Father

What everyday events are mentioned in the letter on page 154?

What personal interests of his family does this father have in mind?

What sentences sound just as if the father were talking to his son?

Read aloud the parts of the letter that indicate the father's thoughtfulness for each member of his family.

Writing Letters

1. Before writing any letters, discuss what happenings you might write about in each of the following:

1. To your father or mother, when either is away from home
2. To an uncle, a cousin, or any other relative who lives in another town and with whom you spent a vacation recently
3. To a boy or girl of your own age who used to live near you but who has moved to a distant city

2. Choose one of the preceding suggestions and write the letter which you would like to send.

3. Judge your letter by the following questions:

1. Does my letter sound friendly? Have I written as I would talk?
2. Have I limited my letter to just a few happenings, and given enough details to make my telling of them entertaining?
3. Have I shown some interest in the daily life of the person to whom I am writing?
4. Have I observed the correct form for the heading, salutation, and complimentary close?
5. Is my letter written legibly, and is it well spaced on the paper?
6. Have I spelled all words correctly?

4. Choose one of the following letter suggestions, and write a letter that you will be willing to have read in class. If you are not sure of correct letter form, review pages 145-146 before you begin to write. Try to make your letter meet the standards on page 148.

LETTER SUGGESTIONS

From Martha Winters to her aunt, Mrs. Stanley Thatcher. Martha tells one thing that happened at school and one thing that happened at home.

From Grant Chandler to his friend, Howard Stein. Grant and Howard have the same hobby, and they write to each other about it.

From Louis Hunter to his father. Louis's father has sent him from Colon, Panama, a puzzle made of carved wood. Louis's friends have had fun with the puzzle and have started to make other puzzles.

From Ruth Stevens to her sister, Jean. Jean is at college. Ruth writes to her about the wedding of one of Jean's friends.

From you to the principal of your school. Your principal has asked pupils to write to him about the things that they like best in school. You are answering his request.

5. Read your letters aloud in class for judgment according to your letter standards. A committee may choose letters that are particularly well arranged and neat for posting on the bulletin board.

6. Write a letter to a real friend or an imaginary friend in another city, telling about one of the outstanding interests in your school life. Perhaps the interest which you will select will be found in the following list, but be sure to limit your letter to a particular part of the big subject. For example, do not write about all kinds of *athletics* but only about *football*, *hockey*, or whatever particular sport interests you. Do not make your letter more than three paragraphs.

athletics

shopwork

natural science

reading

drawing

playground activities

giving a play

arithmetic

assembly programs

history

household arts

a school club

English

music

an attractive classroom

Ask yourself these questions about your letter:

Do I string my sentences together with too many *and's*, *so's*, and *but's*?

Is every sentence a complete sentence?

Are the words used correctly in each sentence? Is each word spelled correctly?

Is the right punctuation mark at the end of each sentence?

7. Plan and write a letter to a classmate. Think of something you have made or something you have learned how to do which you could

tell about in your letter (for example, the backstop you built, the puzzle you worked, the chair you mended, the doorbell you installed, the shanty you built, the candy you made, the apron you designed, the birthday cake you helped to bake, the model airplane you constructed, the new stroke in swimming you have learned).

When you have finished, exchange letters with a class partner. Read your partner's letter first for enjoyment. Then reread it to judge its value by the standards given on page 148.

8. Write a real letter that no one is to see but yourself and the person to whom you send it. You may consult your teacher about correct form and usage if you wish. Five suggestions for real letters are listed below; but, if none of these fills a need for letter writing in your own life, feel free to decide to whom you will write. Bring a sheet of letter paper to school if possible, and also an envelope and a stamp.

1. To your grandfather or grandmother, who is interested in your school

2. To a boy or girl friend in another city who would like to know about your games or your pets or your new radio

3. To a classmate or schoolmate who is absent because of illness and who is probably wishing he could return

4. To any member of your family who may be away and who will want to know about what has been happening at home

5. To your English teacher, asking for help which you really need, especially in the written or oral work of some of your other classes

9. Make sure that the envelope of your letter contains the complete address of the person to whom you are sending it. Write your own address in the upper left corner or on the back of the envelope. Then drop your letter into a mailbox.

Writing Group Letters

Divide your class into groups, each group with a chairman. The group may choose one of the following letters to write:

1. A letter to a member of the class who is ill

2. A letter to a person whom you wish to invite to the school or the class

3. A letter to a teacher who is away from the school
4. A letter to an older boy or girl who formerly attended your school
5. A letter made necessary by some happening in or around the school

Each member of the group may write the letter chosen. From these letters the chairman will select the best letter to mail. In some instances, particularly letter 1 or letter 4, you may decide to send all the letters of the group. If your teacher and your chairman are not entirely satisfied with the first draft of your letter, you may be asked to make improvements before your letter is mailed.

Sending Letters to the School Paper

1. Your school paper probably prints letters from its readers. Such letters usually deal with matters related to school life, and often new and better ways of doing things are suggested. Such subjects as the following are examples:

A request for a showing of a certain film in the assembly

A suggestion that the school hold a science fair or exhibit

A criticism of the pupils' lunchroom manners, with suggestions for improvement

A few words of praise for the excellent work of the school safety patrol

Choose a subject to which you think the pupils of your school should give attention, and write a letter to the school paper about the matter. Address your letter to the editor of the paper. Keep the tone of your letter friendly. If you wish, you may sign your letter "Citizen," "Vox Populi" (Voice of the People), or some other title; but be sure to sign your name underneath. No paper of high standards accepts letters from persons who conceal their real names, although the paper will agree to use only the pen name in print.

As the letters are read aloud, the class will consider the importance of the subjects chosen and the friendliness of the tone. The most suitable letters should be sent to the editor of the school paper after each one has been checked for correctness of letter form.

2. If your school has no school paper, you may have a Letter-Box Committee. Write letters similar to those which you would send to a school paper, but address them to the Letter-Box Committee. The letters may be dropped into a class box. On a certain day the box will be opened, the letters read and sorted by the Letter-Box Committee, and the best ones read to the class.

Writing Letters to a Radio Station

When a radio program has added much to your enjoyment, it is courteous to let the station know that you have been entertained. The station will forward your letter to the sponsors of the program. Such letters are usually addressed as follows:

To the (name of program)
Care of Station WLW

You may, if you wish, use a salutation *Dear Sirs*, but it is quite correct to begin your letter immediately after an address like the one above.

What radio program has proved enjoyable to most of the members of the class? Write a letter to the station through which you heard the broadcast, telling of your pleasure in it. The most perfect letter may be chosen for mailing.

IF YOU WRITE BUSINESS LETTERS

Studying a Business Letter

Much of the business of the world is conducted by correspondence. You will find that the ability to write a clear, correct business letter will be valuable to you all through your life.

A business letter should be written briefly and directly, just as the writer would talk to a busy person. Study the business letter on page 160, noticing both its form and its content. What address appears before the salutation? Why is this address necessary in a business letter, although it is not needed in a friendly letter? The complimentary close in this letter is the one most commonly used in all business letters. Read the letter aloud. Observe how clearly the writer states her order in itemized form.

192 Arlette Street
Hampton, N.Y.
November 2, 1942

The Darton Nurseries
116 Main Street, West
Greensboro, N.Y.

Dear Sirs:

Please send me by parcel post the following bulbs:

1 doz. Emperor narcissus #1324 @ \$0.60 per doz.
2 doz. large crocus, mixed #432 @ \$0.50 per doz.

Enclosed you will find a money order for \$1.60 to cover
the price of the bulbs as specified in the catalogue.

Yours truly,

Arline T. Grandon

(Mrs. Thomas N. Grandon)

The parts of this business letter are charted below:

The heading	192 Arlette Street Hampton, N.Y. November 2, 1942
The inside address	The Darton Nurseries 116 Main Street, West Greensboro, N.Y.
The salutation	Dear Sirs:
The body of the letter	Please send me by parcel post. . . Enclosed you will find a money order. . .
The complimentary close and signature	Yours truly, <i>Arline T. Grandon</i> (Mrs. Thomas N. Grandon)
The envelope address	The Darton Nurseries 116 Main Street, West Greensboro New York

The letter which you have just examined is an order letter. Every order letter should give the following information:

A clear statement of the goods that you wish to receive, itemized if necessary

A statement of the way in which you wish the goods sent (parcel post, express, freight), if the method of sending is important to you

A statement of your arrangement for payment

Find these statements in the letter.

Writing a Business Letter

1. Write one of the following order letters. Be sure that your letter is correct in form and accurate in content.

1. A letter ordering a year's subscription to a magazine
2. A letter ordering soft blackboard crayon in three colors for use in blackboard drawing
3. A letter ordering an unabridged dictionary for the school
4. A letter ordering a load of firewood from a man in the country who has no telephone
5. A letter ordering a set of post cards from a gift shop

Plan to give in your business letter the following items:

A clear account of the article you wish to receive

The method by which the goods are to be sent, if the method of sending is an important item

The arrangement for payment

2. Write an order letter in which it would be necessary to itemize the goods that you are ordering. Follow the arrangement used by Mrs. Grandon.

3. Not all business letters are orders. Any business letter, however, requires the parts which you have studied on page 160, and also requires brief, clearly-worded statements about the subject of the letter. Write one of the following business letters:

A letter to your telephone company stating that you expect to return to your home on a certain date and asking that telephone service be restored at that time. What information shall you give?

A letter to a laundry inquiring about rates for both roughdry and fully-ironed family washing

A letter to your milk dealer asking that he deliver a quart of milk daily to the address which you enclose, and that he send the bills to you. If the milk is to be delivered at an address not your own, be sure to see that both addresses are clearly shown by the letter.



1. In a poem called "The Overland Mail," Rudyard Kipling writes of the runner in India who carried the mail to the hill towns. Two lines of the poem are:

Does the tempest cry halt? What are tempests to him?
The service admits not a "but" or an "if."

Over the main Post Office in New York City is this inscription:

NOT SNOW, NOR RAIN, NOR HEAT, NOR GLOOM OF NIGHT
STAYS THESE COURIERS FROM THE SWIFT COMPLETION
OF THEIR TASKS.

What are both these quotations emphasizing? How often is mail delivered to your home? How often has the service been halted by weather in the years that you can remember? What is the letter writer's obligation to such faithful couriers? Give a two-minute talk in the class on "Helping Uncle Sam's Mail Carriers."

2. Find in the library a copy of *Rudyard Kipling's Verse* containing the poem "The Overland Mail." Be prepared to read the poem aloud to the class.

3. Are you a stamp collector? If so, choose a few of your most interesting stamps. Bring them to class, mounted so that everyone can see them. Prepare to tell the class at least one interesting fact about each stamp.

4. Try writing rhymes about a stamp, a post card, a letter, a postman. Submit your verses to an editorial committee. The class will enjoy hearing even simple two-line rhymes like the following:

Have you heard of the trick of Horatius Van Kamp?
He sealed up the letter, but left off the stamp.



Special Drills



Recognizing Sentences

Many errors in the letters you write are caused by failure to recognize sentences. Some of the following groups of words are sentences; others are parts of sentences or two sentences written as one. Build the fragments into complete, correct sentences. Divide into two sentences each of the groups where incorrect combinations have been made. Then write the whole series as a paragraph.

1. Last January we drove to Galveston.
2. The sun was shining warmly out of a clear sky.
3. As we looked to the south.
4. We saw the blue waters of the Gulf of Mexico.
5. On one side of the road stretched a great cattle range, cattle were grazing as far as you could see.
6. The land is a level plain right to the horizon.
7. When we reached the ferry.
8. We drove the car on board and were taken across the stretch of water between us and the city.
9. In about twenty minutes we had reached the Galveston dock.
10. The beautiful city awaited us.

Using Apostrophes

A. Informal friendly letters use many contractions. Notice the position of the apostrophe in each of the following contractions. The apostrophe marks the place where letters have been omitted in contracting two words into one. Write the two words from which each of the following contractions was made:

doesn't
don't
can't
isn't

wasn't
weren't
haven't
hasn't

I'll
I'm
wouldn't
oughtn't

B. On your paper numbered from 1 to 15, write the contractions needed to fill each blank in the following sentences:

1. ___?___ you seated near the front of the assembly?
2. You ___?___ make many mistakes.
3. ___?___ you to ask your father's permission?
4. Mr. Warren ___?___ time for exercise.
5. ___?___ he finish work at five o'clock?
6. You ___?___ expected so early.
7. ___?___ going to the airport.
8. I ___?___ give up.
9. You ___?___ been near the house all day.
10. He ___?___ leave his violin behind.
11. ___?___ carry it for you.
12. ___?___ you tell me what Mr. Somers said?
13. ___?___ not repeat it to anyone.
14. ___?___ he once the champion tennis player of the state?
15. ___?___ this pleasant weather?

C. Possessive forms also are frequently needed in your letters. By writing the forms on paper, show where the apostrophe is needed in the possessive form of each of the following expressions:

1. The house belonging to my Aunt Frances
2. A vacation of two weeks
3. The sand pile of our baby
4. The ponies owned by the Saunders children
5. The parachutes worn by Canadian pilots

D. Are you always careful to show the difference between possessive forms and contractions? There are errors in eight of the following sentences. On your paper after the numbers of each incorrect sentence write the correct form. After the number of the two sentences without errors write the word *Correct*.

1. Its my cousin's bicycle that has the squeak in its brake.
2. He says that there's nothing he can do about it.
3. Your right in saying he could oil it.
4. Theirs no use in letting it get worse.
5. I haven't seen you're bicycle yet.
6. Dad says that I mustn't ride it until its registered.

7. They're slow about making the tests.
8. Probably that's because their having to register so many bicycles.
9. Yes, I suppose your right.
10. Well, anyway, theirs all summer for riding.

Spelling Common Words

In writing your letters about school, home, sports, or business affairs, you may need some of the following words. Your teacher will dictate these lists to you on different days. Study the words that you miss.

School	Home	Sports	Business
1. college	1. parlor	1. baseball	1. salary
2. education	2. pantry	2. offense	2. employer
3. library	3. kitchen	3. parade	3. commerce
4. failure	4. dining	4. picnic	4. cashier
5. student	5. medicine	5. valentine	5. telegram
6. pupil	6. visitor	6. dodge	6. business
7. industrious	7. biscuit	7. bicycle	7. dividend
8. principal	8. faucet	8. challenge	8. receipt
9. knowledge	9. dessert	9. prize	9. partner
10. graduate	10. bureau	10. athlete	10. pursuit
11. magazine	11. neighbor	11. gymnasium	11. system
12. dictionary	12. vinegar	12. amateur	12. industry
13. recitation	13. molasses	13. triumph	13. signature
14. punctual	14. mortgage	14. kodak	14. secretary
15. mathematics	15. nephew	15. theater	15. advertise
16. chemistry	16. obedient	16. applaud	16. bargain
17. arithmetic	17. gingham	17. umpire	17. factory
18. error	18. bouquet	18. opponent	18. concern
19. recess	19. measles	19. athletics	19. promotion
20. cafeteria	20. luncheon	20. goal	20. message
21. guidance	21. groceries	21. competition	21. telephone
22. grammar	22. friendship	22. swimming	22. cablegram
23. examination	23. affection	23. winner	23. labor
24. assembly	24. patience	24. trophy	24. machinery
25. attendance	25. duties	25. amusement	25. company

Book Friends



Books can be your lifelong friends. They will bring you pleasure when you read by yourself in the evening, on Sunday, or in any leisure hour. They will give enjoyment when you share reading interests with your friends in a club or reading circle. This chapter will help you to know books better.

Discovering Friends among the Book Folks

By the time you reach the seventh grade, you have already read many of the books and stories that boys and girls have enjoyed for long years. Some of the characters in these books have become old friends whom you know well. Some you have met, perhaps, in a new guise on the screen of the moving picture.

How many of these familiar characters can you name in the test on Book Folks given on the next pages? Try the test, following the directions given for each part. If you do not make a perfect score, perhaps the test will make you want to find out more about the characters. They are all "book folks."



Book Folks

Direction: Number lines on your paper from 1 to 35. After each number write the name of the character mentioned in the corresponding item. In parts V and VI you may write either the name of the character or the title of the book in which the character appears.

PART I

AMONG THE FAIRY TALES

1. She was found through a glass slipper.
2. He planted a magic bean and climbed up its stalk to the land of giants.
3. She had marvelous adventures with the White Rabbit, the Duchess, and the characters on a pack of cards.
4. He rubbed his lamp to build a palace for a princess.
5. He opened the cavern where the thieves stored their gold by using the magic words "Open Sesame!"

PART II

AMONG THE MYTHS AND HERO TALES

6. He held the world upon his shoulders.
7. He was the sun-god who daily drove his chariot across the sky.
8. He was the god of war.
9. She opened the forbidden box and let the troubles out upon the earth.
10. He slew the Gorgon whose very look turned the beholder to stone.
11. He was an Indian hero who won for his people the gift of the maize.
12. He was an outlaw who lived in Sherwood Forest with his merry men.

PART III

AMONG THE ANIMAL FOLKS

13. He was a horse serving now a kind master, and now a cruel one.
14. He was a little dog who returned each night to the grave of his dead master.
15. He was a young rabbit whose mother taught him how to escape his enemies.
16. He was a crow who carried off all kinds of objects to his nest.
17. He was a pigeon who served as a carrier in the First World War and finally returned to his young master in India.
18. He was a deer who learned much forest wisdom as he grew from fawn to stag.

PART IV

AMONG REAL PEOPLE

19. He went to Labrador to bring healing to its sick people.
20. He brought better light to our homes through the invention of the electric bulb.
21. He explored Africa, he was lost to civilization, and he was found by another explorer; but he decided to remain in the land he loved.
22. She wrote a book beloved of girls, in which she told the story of her childhood with her three sisters.
23. He changed useless plants into useful ones to benefit mankind

PART V

AMONG THE STORYBOOKS

24. With her brother to help her and with their carrier pigeons, she brought aid to the besieged city of Leyden.

25. He went on the Children's Crusade to the Holy Land to find his father.

26. He ran away from his home in Shakespeare's town and, after many adventures, sang for Queen Elizabeth, asking as his only reward that he should be allowed to go home again.

27. She found the key to a hidden garden and, with two boys, her playmates, restored it to life and beauty.

28. He won a skating contest and brought his father back to health.

PART VI

AMONG CHARACTERS MET IN THE MOVIES

29. She went with the Scarecrow, the Tin Man, and the Cowardly Lion to ask the wizard how to reach home.

30. He was a puppet who learned to be truthful, unselfish, and brave.

31. She went with her brother Tyltyl to find the blue bird.

32. She lived in the woods with seven small companions.

33. He fell overboard from a great ocean liner and learned on a fishing schooner to be brave, industrious, and straight.

34. She loved her grandfather's house high up in the Alps, and finally went back there with her friend Clara.

35. He was shipwrecked with his wife and four sons on a tropical island, where the boys learned how to win their living from nature.

[Total score: 35 credits]

Check your test results first through class discussion. The books listed on pages 182-183 will tell you about the characters mentioned in this test. If there is any character unknown to most of the class, volunteer to find the story in which the character appears. Then read or tell the story to the class. You may wish also to read other books from the list, to learn about characters that you yourself did not know.

Answering a Questionnaire on Reading

Frequently in your grown-up life you will have to fill in a questionnaire. Persons applying for a job have to answer many questions on their application blank. So do people getting automobile licenses, rationed articles, and various kinds of permits. Probably you filled out a questionnaire when you first applied for a library card. A questionnaire of this type is a record of necessary information about the person filling it out. It may be kept on file in the office of an industry, a government agency, or a public library.

Another type of questionnaire is used to find out the opinions of people. A broadcasting company, a manufacturing concern, a public library, a school, or some other organization may send out questionnaires to discover what people think about important questions, what they like or want, and why.

On this page and page 170 is a questionnaire on your reading habits and your reading tastes. It will give you practice in answering a questionnaire. There are three good rules to follow in answering any questionnaire:

1. Read the questions carefully.
2. Answer the questions directly and truthfully.
3. Write legibly.

Usually a questionnaire is a printed sheet with space after each question for the written answer. In the case of the "Questionnaire on Reading," merely number a sheet of your own paper to correspond with the numbers of the questions, and write your answers.

A committee may be appointed to summarize the answers given on the questionnaires and to present the results to the class. The results will show in general how fast the pupils of your class read, how much they read, what kind of stories and magazines they like best, what poems they like, and what they like to read in the daily newspaper.

A QUESTIONNAIRE ON READING INTERESTS

1. When you are reading a story, about how many pages can you read in five minutes?
2. Approximately how much time do you spend outside of school in reading? No time at all? One-half hour a day? An hour a day? More than an hour a day?

3. How many books do you read outside of school in a month?
4. List, in order of liking, three of the following that are your favorite kinds of stories:

Stories with a historical setting	Love stories
Stories about home life	Westerns
Stories about school life	Pioneer stories
Stories about life in foreign lands	Detective stories
Stories about new inventions	Adventure stories
Animal stories	Sea stories
Mystery stories	Pirate tales

5. Do you read any magazines? If so, which ones?
6. Do you read the newspaper every day or almost every day? If so, which part of the newspaper do you like best?
7. Have you ever read the life of a famous person? If so, what is the name of the biography? What person is it about? Did you enjoy the biography?
8. Name three poems that you have read and liked.
9. List the names of three books that you like very much.

BOOK REPORTS

By means of book reports you can share your reading with others and help to spread acquaintance with good books. In the following book reports pupils have presented their books in several different ways.

JOHN'S REPORT

The book that I am reporting on is *He Went with Christopher Columbus*, by Louise Andrews Kent. This book makes Columbus seem alive and not just a person who is in our history books. It makes you share Columbus's struggles in Europe before he got help. Then you go on the wonderful voyage across the Atlantic in 1492. The book shows you how Columbus stuck to his purpose and how loyal he was to Queen Isabella, who helped him.

Peter Aubrey is the name of the boy who went with Columbus. Peter was a deck boy on the *Santa Maria*. He had an exciting time and even lived for a while among the Indians in the New World. He knew Columbus when he was honored and when he was in trouble. You'll like this book if you like books with parts that are history.

GERALD'S REPORT

I have just read this book. It is called *Colonel of the Crimson*. The author is Robert Playfair. A boy named Gene Caldwell is the hero of the story. When he was in high school, he played shortstop and was a fine athlete. Then he went to Harvard College. He didn't have much money and had to earn his way by washing dishes and tending furnaces. Between his studies and his work to earn money, he didn't have time for athletics, and no one knew that he was really an athlete. Then he met a fellow named "Madman Harris" and got back into athletics. He played basketball and baseball and played with his team against Yale. He was nicknamed "Colonel of the Crimson."

RUTH'S AND SAM'S REPORT

Ruth and Sam join to give a report, Ruth telling about the author and Sam about the book.

Ruth. The book that Sam and I are reporting upon is *Prester John*, by John Buchan. John Buchan, the author, was born in Scotland. He worked his way through college and won scholarships for his fine standing. He went to Africa as private secretary to an important man, and that is why he was able to tell so much about African mountains and rivers in *Prester John*. In the First World War, John Buchan was in France with the British Army and then was made Director of Information in the War Office. In this way he knew a great deal about the secret service. In 1935 he was made Governor General of Canada, with the title of Lord Tweedsmuir. He died in 1940. During his lifetime he wrote about sixty books, or one almost every year. You wouldn't think that a man in such high positions could write so much, but he worked very hard. Most of his books are adventure stories. Some are secret-service stories. The story called *The Thirty-Nine Steps* was made into a movie. Sam will tell you about *Prester John*.

Sam. *Prester John* is a very exciting story. I won't tell you all the thrills it has in it, but I'll tell you one. Laputa, in the story, is really a native African chief, although he has been educated among the white people. He wants to lead an uprising of the African tribes against the whites. He needs the snake charm once owned by Prester John when Prester John was powerful in uniting the native tribes.

Laputa wants the natives to think that he is the heir of Prester John, come to lead them to victory. The snake charm is really a necklace of great rubies. The native priest who guards it gives it to Laputa in a strange ceremony before the chieftains of the tribes. David Crawford, a Scotch boy who is the hero of the story, is present as if he were one of the natives. David decides to get possession of the ruby necklace, and in this way prevent the uprising, because Laputa will not be able to get the tribes to follow him unless he has the charm. David really does get the necklace and hides it. What happens next you can read in the book, but don't start to read *Prester John* late at night or you won't want to go to bed at all.

In these reports why does John choose to recall facts of history as he tells about his book? Why does Gerald give a brief summary of the whole book? Is it always necessary to give a sketch of the author's life? Why is it important to do so in connection with the book *Prester John*? Compare Sam's method of book reporting with Gerald's. When should you choose to tell only one incident of a book? When should you briefly summarize the whole story? If you use the summary, be careful to select only a few facts that give a general idea of the story. Above all, don't tell the climax or surprise of the story if, by so doing, you deprive other readers of the enjoyment you got from the book.

Reading Aloud in Book Reporting

1. Sometimes, in giving a book report, you may wish to read aloud an incident from the book. This will show your hearers how the book is written—its word pictures and its conversations. In using this plan of book reporting, first summarize the book and lead up to the incident. Be prepared to read very well the part that you have chosen.

2. Following is a book report of this kind on *Hitty: Her First Hundred Years*, by Rachel Field. Does the summary tell enough about the book to help you to understand the incident? Is the incident well chosen for reading aloud? Does it make you acquainted with the chief characters in the story? What does it tell you about the way in which the author has written the book? Does it make you feel that the adventures of Hitty are exciting?

HITTY: HER FIRST HUNDRED YEARS

By Rachel Field

Summary: Hitty is a wooden doll carved out of a stick of ash wood by a New England peddler. When the story opens, Hitty is in the window of an antique shop. She tells her own story of what has happened to her since she was carved one hundred years ago for Phoebe Preble in a Maine village. Phoebe takes her doll on her father's whaling ship. In the South Seas, the ship burns up, and the Captain, his family, and the loyal members of the crew land on an island where they are soon surrounded by savages and where the following adventure of the doll Hitty takes place.

HITTY BECOMES THE IDOL OF A SAVAGE TRIBE

Some carried what looked like crude spears, others had rough shields, and still others spiked clubs. No one will ever be able to tell if they knew of our presence before they landed. As the Captain had pointed out, they might have seen smoke from several fires we had made. Or, again, they might have come upon some hunting or fishing expedition. As I say, we never knew. Andy crouched in the door and told us all that he could make out.

"They've got up to the big tree now," he said. "The Cap'n an' Bill have stepped out an' kind of bowed to 'em. Now they've stopped. They're makin' signs together. I wonder if Bill knows what they mean?"

After a while he reported that they were all coming this way. It might have taken them five minutes to reach us, but I know it seemed like hours as we waited there together in the hut. I felt glad when I heard their footsteps padding close at hand. Captain Preble now peered in at the door, beckoning to us to come and stand beside him. I saw Mrs. Preble give one hand to Andy and take Phoebe's in her other and follow him out into the sunshine. It may have been the strong light after the half darkness of the hut, but at any rate there seemed to be hundreds of brown people swarming about us.

"Don't get wadgetty," I heard the Captain saying in a low voice. "They ain't done nothin' but look at us so far."

Look they certainly did. I have never seen so many bright, black eyes in so many peering faces. I caught sight of nose-rings and ear-rings under matted hair, of carved necklaces and bands of metal on wrists, arms, and ankles. It was the resourceful Bill Buckle who con-

ceived the idea of taking off his shirt and exhibiting his tattoo marks. This caused a murmur of what we took to be interest to go about from mouth to mouth. They crowded round him till I thought he would be crushed by all the pressing brown bodies. Their curiosity lasted for some time and gave the rest of us a chance to talk a little among ourselves.

"They act like a parcel of children," Captain Preble said, "and I hope to glory they stay so."

Like children they easily tired of what had caught their attention; so next it was Phoebe about whom they began to crowd. This happened during a moment when she had let go her mother's hand. She had kept me pressed close to her during all this, and the biggest native with the most rings and beads on now caught sight of me between her fingers. He made a queer grunting noise to the rest and they all crowded about, pointing and gesticulating. I could feel Phoebe's heart thumping under me, but she did not flinch, not even when the big man, who must have been their Chief, since all the rest followed his slightest gesture, reached out and touched me with one enormous brown finger. He turned to the others with another grunt. Then he came back and held out his hand to her.

It was plain enough what he wanted. I knew, even before I heard the Captain's voice saying in that tone none dared disobey:

"Give her to him, Phoebe."

Years ago though it is, I cannot even think of that moment without a sense of creeping horror in every peg.

"Not Hitty, Father . . ." I heard Phoebe falter.

"You give her to him an' you do it quick." Only on that day of the fire on the *Diana-Kate* had I ever before heard the Captain speak so.

An ugly expression had crept over the big savage's face as Phoebe hesitated. He was speaking again to the rest, and a murmur went round. Not a pleasant one to hear, I can tell you.

Phoebe did as she was told. The next thing I knew I was in his hands. It seemed hard to me to think that I had escaped from a crow's-nest, from fire and the watery deep, only to fall at last into the hands of savages. But there being nothing I could do about it, I waited with what courage I could summon for him to make an end of me. Only a wrench or two with his fingers and I should be reduced to splinters of wood and a few cotton rags. I thought how terrible for

Phoebe to see me broken to bits before her eyes. I think for the moment that all of us must have forgotten that I was made of the stuff which has power over evil.

All I can say is that it had power over that brown chief, for instead of finishing me off then and there, he continued to regard me with a sort of childlike awe. He turned me this way and that between his fingers; he moved my legs and arms with serious intentness and I must confess with as great consideration as I have ever known.

Then he beckoned the rest to his side and exhibited my seats for their benefit. Terrified as I was, I could not but take some pride in their open admiration.

"That doll's brought us luck and no mistake," I heard Bill Buckle saying to the Captain. "She knows how to handle 'em better 'n we do. They think she's some kind of a god, that's what, an' they ain't ever seen a jointed one."

"I believe you're right, Bill," the Captain agreed. "Look at how they watch her, real reverent and like they was in Meetin'."

"Well, I never did in all my born days!" exclaimed his wife. "I declare, Phoebe, I 'most believe what the peddler told you myself."

"Isn't he going to give her back to me?" Phoebe asked, stretching out her hand pleadingly toward me.

I saw Bill Buckle catch it quickly in his and pull her toward him.

"Steady there," he cautioned, "don't you make no sign of wantin' her." Then turning to her father he added, "If my mem'ry don't fail me, these natives have got some idea 'bout how if they take your god away from you they've got you in their power."

"That's true," Jeremy joined in. "I've heard folks say so. They won't do no harm to *us* long's they've got *her*."

Whether or not the gesture that Phoebe had made had anything to do with it, I shall never know. Her hands had looked as if they were raised in prayer when she reached them out to me. At any rate, the natives seemed even more impressed by me and began making further grunts and motions.

"Well, Hitty," thought I to myself as the Chief lifted me up for them all to see, "a lot of queer things have happened to you—in the State of Maine and out of it—but this is certainly the queerest!"

At another grunt from him all the natives bowed their heads before me and went through more strange gesturings—and so I was carried away to become a heathen idol.

3. In preparing to read aloud the selection from *Hitty: Her First Hundred Years*, be sure that you know the meaning of and can pronounce correctly every word used. Consult your dictionary if necessary. Are you familiar with all the following words?

idol	flinch
crude	consideration
resourceful	reverent
tattoo	gesture
gesticulating	heathen

4. Can you help your listeners to hear the different persons who speak? Hitty herself, for example, is a wooden doll. How do you imagine that her voice would sound? How would Phoebe's voice be different from Hitty's? What other persons speak? Can you make your voice change a little for each speaker? Notice, too, that when Hitty is telling her story she enunciates correctly words that end in *t*, *d*, and *ing*. She also says *them*, not *'em*. The captain and the sailors are made to speak more carelessly. Bring out this difference when you read aloud. In Hitty's parts of the incident say:

hunting	crept
fishing	light
coming	stand
beckoning	and
swarming	hand

5. Different pupils may read the selection aloud to the class. Judge the oral reading by the following standards:

1. Did the reader make himself heard?
2. Did he vary his way of speaking for each character?
3. Did he make the story seem vivid, or was it dull?
4. Did he read without stumbling?



Volunteer to read aloud other incidents from *Hitty: Her First Hundred Years*, or from some other adventure tale found in your library. Be sure of the correct pronunciation of difficult words, and try to read with expression so that the listeners will enjoy hearing you.

Holding a Book-Report Period

1. Choose one of the books listed on pages 182-186 or a book from your own library list, and give a book report for the class. Use any of the plans that you have been studying. You may (1) give an account of the history involved in the book; (2) tell about the author's life and work; (3) briefly summarize the book; (4) tell just one incident from the story; or (5) read aloud from the book itself. You may like to ask one or two other pupils who have read the same book to join you in presenting a review of it. Try to make members of the class want to read the book.

2. After all the book reports have been given, the class may decide which of the books seem most attractive. Borrow these if possible from the library or from pupils, and keep them for two weeks so that class members may become further acquainted with them.

Making a File of Book Titles

As you read books that you think other members of the class would enjoy, make a card entry for a book-list file. For example, if you like *Wild Cat Ridge*, by Maristan Chapman, write on a card one or two pointed sentences that will give a classmate an idea of the story. Book-list cards may be kept in a small filing box. Alphabetize your cards by the last names of the authors.

Chapman, Maristan

Wild Cat Ridge

Three boys in the Tennessee Mountains spend a vacation looking for treasure. They really find something.

Sequels: Timber Trail

Eagle Cliff

The same boys appear in the sequels.

Writing pointed sentences about books is good practice in sentence structure. Be sure that your sentences have subjects and predi-

cates, and also capitals and marks of punctuation. Make each sentence tell a complete thought. Remember to use capital letters properly in writing the names of people and of books.

A CLASS BOOK CLUB

Some English classes organize book clubs and make the programs part of their classwork. If you wish to organize your class into a book club, prepare to discuss in a class meeting this question: Shall our class have a book club which will meet about once a month during the regular English period?

For the discussion one pupil may be asked to act as "temporary chairman." He or she will call the meeting to order and appoint a "temporary secretary" to keep a record of what is proposed.

When you wish to speak, stand and "address the chair" by saying "Mr. Chairman" or "Miss Chairman." The chairman, by calling your name, will then "give you the floor"; that is, he will give you permission to talk upon the question. In the discussion such points as these should be considered:

1. In what ways would a book club be helpful to your work in English?
2. What activities could be carried on by an English-class book club?
3. What kinds of programs might be suitable for the club?
4. How often should such a club hold meetings?

After opinions and suggestions have been discussed, the matter may be decided in this way:

Albert. Mr. Chairman.

Chairman. Albert has the floor.

Albert. I move that our English class form a book club which will meet once a month during the English period.

Chairman. Is the motion seconded?

Barbara. I second the motion.

Chairman. It has been moved and seconded that our English class form a book club which will meet once a month during the English period. Is there any discussion of the motion? If not, all in favor of the motion signify by saying "Aye." (*General response of "Aye."*) Opposed, "No." (*No response.*) The motion is carried.

In case there were a general response of "No" when the chairman "put the question," he would say, "The motion is lost." If the vote by voice left the matter doubtful, the chairman would call for a "rising vote" or a "show of hands" and would have the actual votes counted.

Writing the "Minutes"

The written record of the happenings at a meeting is called the "minutes." The minutes of the first meeting are kept by the temporary secretary. After the election of officers, the elected secretary keeps the minutes of all meetings as long as he holds office. The minutes of the meeting should contain the following information:

Date and place of meeting

Presiding officer

Attendance

Important matters discussed and action taken in regard to each

The minutes are always signed by the secretary, and are brought to every meeting.

Completing the Organization

At a later class meeting, if the class decided affirmatively,—that is, decided to have a book club,—and if permission was secured to form the club, the temporary chairman may "call the meeting to order" and ask the temporary secretary to read the minutes of the first meeting. The class may then proceed to elect officers.

Electing officers. Your club will probably need three officers—a president, a vice-president, and a secretary. The temporary chairman may "call for nominations" for president and may appoint "tellers" to count the ballots after each member of the class has voted for one candidate.

As soon as the president has been elected, he may "take the chair," call for nominations, and direct the election of the two other officers.

Appointing committees. The president, with the help of your teacher, may appoint two committees, which are to report at a later meeting of the class:

A committee to select a name for the club. The committee may ask for written suggestions from all members of the class, select three of the best, and present them to the club. The name should be selected by a majority vote of the club members.

A committee to draw up a constitution, or bylaws. The committee should ask every member of the class to suggest in writing at least one rule for the club. The committee should select a few rules that are essential for making the business of the club run smoothly. No rule which is not needed should be included.

The president will post the names of the committees on the bulletin board. Then the chairman of each committee will consult with the teacher to arrange a time for his committee meeting. All committees should have their reports ready for the next meeting of the club. When the reports are presented, they should be discussed by the class and, by majority vote, should be accepted, amended, or rejected.

Planning the Work of Your Club

Think over these questions. Try to express your opinion clearly, accurately, and quickly.

1. How often shall your club meet? Every fourth Friday?
2. How long shall the meetings last?
3. What shall be your principal club activities?
4. Shall you offer any awards (badges or stars) for reading a certain number of books?
5. Shall you celebrate special days? If so, what days?
6. Shall you plan to give some assembly programs?
7. Which of the following topics appear to you to be interesting subjects for meetings?

My Own Library

Motion Pictures from Books

The Story of Books

How Reading Has Helped Me in History (or Science or Geography)

My Favorite Author

Good Stories in Magazines

How to Take Care of Books

Dramatizing Scenes from Books

Stories and Poems about Lincoln (or some other great man)

Famous Writers Who Have Lived in Our State

Stories about Our State

Stories of Long Ago and Far Away

Books That Have Taught Me Something

Using Your Classroom Library

In your English classroom are there books which you can borrow for home reading? If so, devote a meeting of your book club to discovering what books are in this classroom library. Plan how to use the books to the best advantage.

How many books are in your classroom library? Have they been purchased for you by the school or are they the property of a town, city, or state library?

What kinds of books are found in the collection?

How shall you arrange for the circulation of the books? Is there a card file of titles for charging out the books?

How can you advertise the books to members of the club? Will book reports, posters, and blackboard notices help?

What care should be given to the books?

Making a Class Bookshelf

If your classroom does not have its own circulating library, perhaps you would like to have a bookshelf or bookcase devoted especially to books discussed in your book club. A shelf or bookcase already in the room may be reserved for this purpose, or pupils in the class may be willing to build a shelf for the club. Discuss the following matters before work is begun:

Where in the room can a bookshelf or bookcase be placed?

What arrangement of shelves would be most suitable? a set of shelves standing on the floor? hanging shelves? a book-end type of shelf to stand on a table?

What kind of wood and what finish should be used? Consult your manual-training teacher, or a cabinetmaker or carpenter in the neighborhood.

How can the expense be met? by a sale? by a class entertainment? Can materials be obtained without expense?

Who will build the shelf or bookcase? When and where can the builders work?

Write for your class or club records, or for your school paper, a complete account of the building of your bookshelf or bookcase. (Possibly some pupils in the class have been interested to build shelves for personal books at home. If so, they may present accounts of their own projects.)

Our Book List



Seventh Grade

BOOKS FOR YOUR ENJOYMENT

The following books will give you the answers to the test on *Book Folks*, pages 166-168:

Among the Fairy Tales

CARROLL, LEWIS. *Alice in Wonderland*

GRIMM, J. L. K., and GRIMM, W. K. *Fairy Tales*

LANG, ANDREW (editor). *The Arabian Nights' Entertainments*

Among the Myths

BULFINCH, THOMAS. *The Age of Fable*

HAWTHORNE, NATHANIEL. *Tanglewood Tales*

HAWTHORNE, NATHANIEL. *A Wonder Book for Boys and Girls*

LONGFELLOW, HENRY W. *Hiawatha*

PLYE, HOWARD (editor). *The Merry Adventures of Robin Hood*

SABIN, FRANCES E. *Classical Myths That Live Today*

Among the Animal Folks

ATKINSON, ELEANOR. *Greyfriars Bobby*

MUKERJI, DHAN GOPAL. *Gay-Neck*

SALTEN, FELIX. *Bambi*

SETON, ERNEST THOMPSON. *Wild Animals I Have Known*

SEWELL, ANNA. *Black Beauty*

Among Real People

FINGER, CHARLES JOSEPH. *David Livingstone, Explorer and Prophet*

MEADOWCROFT, WILLIAM HENRY. *Boy's Life of Edison*

MEIGS, CORNELIA LYNDE. *Invincible Louisa*

MOSES, BELLE. *Louisa May Alcott*

SLUSSER, WILLIAMS, and BEESON. *Stories of Luther Burbank and His Plant School*

WALLACE, DILLON. *Story of Grenfell of the Labrador*

Among the Storybooks

- BENNETT, JOHN. *Master Skylark*
 BURNETT, MRS. FRANCES H. *The Secret Garden*
 DODGE, MARY MAPES. *Hans Brinker*
 HEWES, AGNES DANFORTH. *A Boy of the Lost Crusade*
 SEAMAN, AUGUSTA H. *Jacqueline of the Carrier Pigeons*

Among the Movie Characters

- BAUM, LYMAN FRANK. *The Wizard of Oz*
 LORENZINI, CARLO. *Adventures of Pinocchio*
 MAETERLINCK, MAURICE. *The Blue Bird*
 KIPLING, RUDYARD. *Captains Courageous*
 SPYRI, JOHANNA. *Heidi*
 WYSS, JOHANN DAVID. *Swiss Family Robinson*

SOME STORYBOOKS

- BEST, HERBERT. *Flag of the Desert*

This is a mystery story which takes place in Nigeria. Two boys whose fathers are in the British service meet with perilous and exciting adventures.

- FINGER, CHARLES JOSEPH. *A Dog at His Heel*

Jock, the knowing shepherd dog, shares adventures with his master, first in Australia and later in South Africa and Argentina.

- HAWTHORNE, HILDEGARDE. *On the Golden Trail*

A Massachusetts boy leaves his home in the east to search for his father in California. His adventures take place in the time of the gold rush.

- HESS, FJERIL. *Saddle and Bridle*

Brenda has a vacation on her grandfather's ranch in Colorado. She proves to be a peacemaker, and she sees a cowboy mystery solved.

- VON IHERING, GEORG ALBRECHT. *Ski Gang*

Theo, Peter, and Ilse spend a winter in the Alps. They have some real adventures on skis.

- MEDARY, MARJORIE. *Prairie Anchorage*

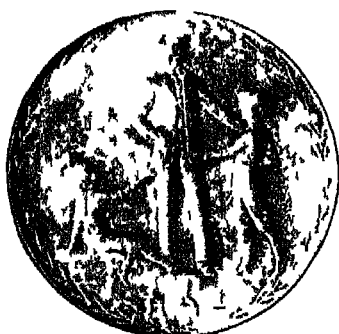
A Canadian family starts for the western prairies of the United States. They travel from Nova Scotia to New York and then west to Chicago. The trip and the story are full of excitement.

MLIGS, CORNELIA LYNDE. *Covered Bridge*

Little Constance Anderson was spending a winter in Vermont. Ethan Allen visited her school and something pleasant happened. The real excitement of the book comes when Peter Macomber saves the covered bridge from the rising flood.

SLEDY, KATE. *Listening*

Gail went to visit Uncle George and his two boys in an old colonial Dutch house which had been built in 1656. In between good times with her cousins, Uncle George tells her stories about the old house.



NEWBERY MEDAL BOOKS

John Newbery was an English bookseller who, about the year 1745, opened a little bookshop in which he sold storybooks for children. It was unusual at that time for anyone to think that boys and girls needed pleasant and suitable reading. In memory of his service to children, the John Newbery Medal is awarded each year to the book which, in the opinion of the American Library Association, is the best piece of literature written for boys and girls during the year. The first award was made in 1922.

The following list contains the titles of most of the books which have received this coveted honor. Can you add others which may have received the medal after this textbook was published? The story on pages 173-175, "Hitty Becomes the Idol of a Savage Tribe," is from a Newbery Medal book.

1926 *Shen of the Sea*. ARTHUR B. CHRISMAN

These Chinese tales of humor and ingenuity tell, among other things, why chopsticks came to be used and how printing was invented.

1927 *Smoky, the Cowhorse*. WILL JAMES

The happy and tragic life story of a dusky cowpony is told in cowboy language by the pony's first master.

1928 *Gay-neck*. DIHAN GOPAL MUKERJI

Gay-neck, trained as a carrier pigeon when his master was a lad in India, was ready to carry messages in the World War amid the din of airplanes.

1929 *Trumpeter of Krakow*. ERIC P. KELLY

The power of the Great Tarnov Crystal and the sounding of the unbroken Heynal at the Church of Our Lady make this a tale of intrigue and mystery.

1930 *Hitty, Her First Hundred Years*. RACHIEL L. FIELD

Going to sea in a whaling ship, being worshiped as an idol by savages, being crowned queen of the Cotton Festival, are a few of the experiences in this doll's colorful career.

1931 *The Cat Who Went to Heaven*. ELIZABETH J. COATSWORTH

Good Fortune, a little three-colored cat of old Japan, brought renown to his artist master and regained a place for his kind in the eyes of Buddha.

1932 *Waterless Mountain*. LAURA ARMER

Younger Brother's singing heart helped him to know that the wisdom of the ancient people is true for modern Navajos as well.

1933 *Young Fu of the Upper Yangtze*. ELIZABETH F. LEWIS

A country boy, homesick for his village, hating the ways of city life, apprenticed to a coppersmith against his own desire and inclination, finally achieved success.

1934 *Invincible Louisa*. CORNELIA L. MEIGS

Beloved as Jo in *Little Women*, Louisa May Alcott lives again in this biography. Her triumphs and defeats are here, to rejoice in or weep over.

1935 *Dobry*. MONICA SHANNON

Gay and with a zest for life is Dobry, with his interest in the bread-making and in the annual coming of the gypsy and his bear.

1936 *Caddie Woodlawn*. CAROL R. BRINK

Caddie, the tomboy, a friend of Indian John, to whom she gives warning of a threatened attack by unfriendly white men, rebels at having "to grow up."

1937 *Roller Skates*. RUTH SAWYER

For Lucinda, aged ten, a pair of roller skates and a comparatively unsupervised year in New York City in 1890, meant supreme happiness.

1938 *White Stag*. KATE SEREDY

The legend of the sweep into Europe of the nomad tribes led forward by the white stag and finally by young Attila, the Hun, is vigorously told and majestically illustrated.

1939 *Thimble Summer*. ELIZABETH ENRIGHT

Garnet found a silver thimble in an unexpected place and knew that it would bring her luck. It seems to do so through a long happy summer on the Wisconsin farm.

1940 *Daniel Boone*. JAMES HENRY DAUGHERTY

The great Pioneer of the Wilderness lives again in the text of this book and in the splendid drawings that the author has made for it.

1941 *Call It Courage*. ARMSTRONG SPERRY

Mafatu, son of a South Sea Island chieftain, was named Stout Heart, but he was afraid of the sea. He feared it so much that he was called a coward. When he could no longer bear the taunts of his people, he went off in his canoe to learn courage by himself.

1942 *The Matchlock Gun*. WALTER D. EDMONDS

Ten-year-old Edward Alstyn and his mother used their old-fashioned gun in defending their home against an Indian band.

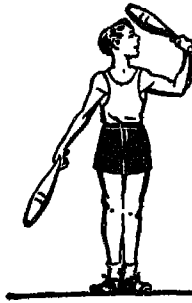
1943 *Adam of the Road*. ELIZABETH JANET GRAY

Adam, a young minstrel of early days in England, lost his father and his dog. He searched for them along the highways.

1944 *Johnny Tremain*. ESTHER FORBES

A Boston lad experienced the excitement of the Boston Tea Party and the battle of Lexington.

*Other Newbery Awards*1945 *Rabbit Hill*. ROBERT LAWSON1946 *Strawberry Girl*. LOIS LENSKE1947 *Miss Hickory*. CAROLYN S. BAILEY1948 *Twenty-One Balloons*. WILLIAM P. DU BOIS1949 *King of the Wind*. MARGUERITE HENRY1950 *Door in the Wall*. MARGUERITE L. DE ANGELI1951 *Amos Fortune, Free Man*. ELIZABETH YATES



Special Drills



Writing Book Titles

When you are writing book titles, the first, last, and all other important words of the title should be capitalized. Examine the book lists for examples of this rule.

How should each of the following titles be capitalized? What words are not capitalized?

up from slavery
wind, sand, and stars
the oxford book of english verse
off to arcady
magic casements
a boy of the lost crusade
call it courage
the cat who went to heaven

Making Book Reports

Perhaps you have heard book reports that were dull and uninteresting because the speaker used long sentences strung together with *and's* and *but's*; or perhaps the speaker made poor sentences because he was careless in the use of nouns and pronouns, verb forms, or prepositions. Misplacing a word or an expression sometimes changes the meaning of a sentence.

There are many such errors in the following report. Can you find them all? Be ready to tell how the report can be improved.

I have been reading *The Adventures of Sherlock Holmes*. This is a book of short stories. I took it off of the library shelves because I heard the stories over the radio and I liked them, and one of the stories is called "The Red-Headed League." In this story a man named Wilson answered an advertisement that promised men a small salary for a little job with red hair. He seen that the job was copying

things from an encyclopedia but so long as he was paid he didn't care. Then one day, when he had went to the office, he found a card on the door saying that the Red-Headed League was ended. He asked Sherlock Holmes to find out about it.

Holmes and Dr. Watson listened to the story. Then Holmes and him went to Wilson's store. Sherlock Holmes don't believe that the job was a real one. He thinks that someone wanted to get Wilson away from his store.

I won't tell you the end, but Sherlock Holmes solved the mystery and I'm sure you would like it and I advise you to get the book.

Speaking Clearly

A. When you give a book report or when you read aloud from a book, are you careful to pronounce words clearly? Practice saying aloud the following pairs of words, taking care to show the difference in sound:

pet	bet	den	ten	cap	cab
pit	bit	dip	tip	mop	mob
bat	mat	do	too	pear	bear
bet	bed	Dan	pan	cold	gold
right	ride	tin	thin	toot	tooth
late	laid	tank	thank	wear	where
foot	food	taught	thought	weather	whether

B. Read aloud the following sentences, saying the words clearly:

1. He was pleased when he thought how well he had been taught.
2. The visitors to the camp thanked the officers for the ride about the grounds.
3. There is no use grumbling about the weather. In the words of the old saying, "We shall have weather, whether or not."
4. Shall you wear these sports shoes in the place where you are going?
5. The mob gathered around the woman with the mop.
6. I shall go on foot to try to find food for us.
7. I'll ride to town by the right road.
8. Then he found ten cubs in the den.

III

Aids to Study



Library Aids

HOW TO FIND BOOKS IN A LIBRARY
HOW TO FIND WHAT A BOOK CONTAINS
HOW TO USE REFERENCE BOOKS
GOOD CITIZENSHIP IN THE LIBRARY
SPECIAL DRILLS

Skill in Reading

READING AND RETELLING FACTS ACCURATELY
READING AND FINDING THE MAIN IDEAS
READING AND ANSWERING QUESTIONS
READING AND OUTLINING
READING, TAKING NOTES, AND OUTLINING
SPECIAL DRILLS

Composition Plans

THE WRITER'S PLAN AS A HELP TO THE READER
WRITTEN FORM THAT MAKES READING EASIER
SPECIAL DRILLS

Pointed Paragraphs

MAIN IDEAS IN PARAGRAPHS
SENTENCE STRUCTURE IN PARAGRAPHS
STANDARDS FOR WRITING PARAGRAPHS
SPECIAL DRILLS

Library Aids

HOW TO FIND BOOKS IN A LIBRARY

Finding a Book of Fiction

Have you ever heard in your school library or in the public library a conversation something like this?

Robert. Miss Lane, I want a good book to read over Sunday.

Miss Lane. What kind of book do you like best, Robert?

Robert. An adventure story.

Miss Lane. Find the story called *Courageous Companions*, by Charles J. Finger, and look it over. If you haven't read it, I think that you will like it.

Miss Lane is busy charging books; so Robert goes to the bookshelves, or *stacks*, to get the book mentioned. To find the book he must know these things:

Novels and other stories are classified as *Fiction*. They are placed by themselves on shelves in one section of the library.

They are arranged on the shelves in alphabetical order (1) by the last name of the author and (2) by the first important word of the title.

When Robert goes to get the book Miss Lane has recommended, he will first find "Finger" in its alphabetical place among the books by writers whose last names begin with "F"; then, since the library has copies of two books by this author, he will find that the titles also are arranged alphabetically, this time by the first important word in the title.

Courageous Companions
Dog at His Heel, A

1. Books by the following authors are found in most junior-high-school libraries. Arrange the names of these writers in the order in which their books should be placed on the fiction shelves. Perhaps you will find it helpful to rewrite the list, putting each author's last name first. For example: *White, Stewart Edward*.

Stewart Edward White
 Louisa May Alcott
 Katharine Adams
 Howard Pyle
 James Fenimore Cooper
 Charlotte Mary Yonge

Albert Payson Terhune
 Joseph Alexander Altsheler
 Rudyard Kipling
 Herman Melville
 Robert Louis Stevenson
 Booth Tarkington

2. Below are listed books by four authors. Arrange the authors' names and the book titles in the order in which the books would appear on library fiction shelves.

BAKER, OLAF

Thunder Boy
Dusty Star

Shasta of the Wolves
Panther Magic

SKINNER, CONSTANCE LINDSAY

Roselle of the North
Becky Landers: Frontier Warrior
Silent Scot, Frontier Scout
Rob Roy, the Frontier Twins

Andy Breaks Trail
Tiger Who Walks Alone, The
White Leader, The

HEYLIGER, WILLIAM

Don Strong, American
High Benton

Steve Merrill, Engineer
Spirit of the Leader, The
Ritchie of the News

MEIGS, CORNELIA LYNDE

Swift Rivers
Rain on the Roof
Clearing Weather
New Moon, The
As the Crow Flies
Covered Bridge

Master Simon's Garden
Windy Hill, The
Pool of Stars, The
Trade Wind
Crooked Apple Tree, The
Young Americans

Locating the Nonfiction Books

School libraries and public libraries vary so much in size that no one plan of arrangement would be suitable for all. The system that is in most general use, however, is the Dewey Decimal Classification. By this system all books on one subject are kept together, and subjects that are closely related are kept near one another. This is done by assigning numbers to each subject. These are termed *class numbers*.

Nonfiction books are arranged on the shelves according to these class numbers.

The simplified outline of the Dewey system shown below indicates the grouping of all books in ten main classes and the class numbers of each group. In your school library or in the nearest public library examine the arrangement of books until you have located each of the ten groups.

- 000-099 General information, such as encyclopedias, periodicals, newspapers, etc.
- 100-199 Philosophy, character training, etc.
- 200-299 Religion and mythology
- 300-399 Social sciences: conservation of resources, government, clubs, communication on land, on water, or in the air, folklore, social customs, etc.
- 400-499 Languages. their history, grammar, pronunciation, etc.
- 500-599 Natural sciences: mathematics, astronomy, chemistry, zoology, geology, botany, etc.
- 600-699 Useful arts: inventions, hygiene, agriculture, forestry, domestic economy, how to make or do various things, etc.
- 700-799 Fine arts: history of art, landscape gardening, architecture, sculpture, painting, music, indoor and outdoor sports and games, etc.
- 800-899 Literature: poetry, plays, essays, etc. of all nations
- 900-999 History, geography, travels, biography, etc.

Each of the ten groups is further subdivided as many times as is necessary to represent the subject matter of the different books. The following subdivisions are ones of special interest to boys and girls:

- 291 Mythology
- 369.4 Young people's societies, such as Boy Scouts, Camp-fire Girls
- 374.1 Vocations
- 398 Folklore and proverbs
- 598 Reptiles and birds
- 629.13 Aeronautics and aerial navigation
- 646.2 Sewing, knitting, crocheting, etc.
- 793 Indoor entertainments and parties

Using the Card Catalogue

Another aid in locating a book in the library is the card catalogue. This is a series of drawers in which cards representing every book in the library are in alphabetical order. Because the order of the catalogue cards is the same as the arrangement of words in a dictionary, this catalogue is often called the Dictionary Card Catalogue. It tells what books the library contains and where they will be found. Each book is represented by cards giving the author, the title, and, for nonfiction

books, the *call number*. This number is found in the upper left-hand corner of each card and is used when you "call" for a book. The same number appears on the back of the book. The call number is the Dewey classification number. In libraries having very many books, additional numbers and letters are added to the call number to help the library attendant to locate the book quickly for you. The capital letter of the author's last name is often used as part of the call number.

Usually each book is classified in three ways in the card catalogue: (1) by the author's name; (2) by the title; (3) by the subject matter. See, for example, the three cards below.

I. BY THE AUTHOR'S NAME

629.13 G198a	Gann, Ernest Kellogg. All American aircraft. New York, Thomas Y. Crowell, 1941.

II. BY THE TITLE

629.13 G198a	All American aircraft Gann, Ernest Kellogg, All American aircraft. New York, Thomas Y. Crowell, 1941.

III. BY THE SUBJECT MATTER

629.13 G198a	Aeroplanes (in red) Gann, Ernest Kellogg, All American aircraft. New York, Thomas Y. Crowell, 1941.

Let us suppose that John Anderson is interested in American airplanes. Someone has told him that there is a good book on the subject by a man named Ernest K. Gann. He goes to the card catalogue, finds card I, and so locates the book he wants. Or perhaps he was given the *title* of the book instead of the author's name; then card II is the one he needs. Or, lastly, he remembers merely that there is a book on the general subject of airplanes, or, as spelled in the catalogue, "aeroplanes." Card III is now the most helpful one.

1. Are you interested in postage stamps? If so, there is an excellent book on the subject by Archie Frederick Collins. See if you can find the book in your library card catalogue. Can you find for it the three cards that correspond to Cards I, II, and III on page 194?

2. Angela Morris wants a book about things that girls can do or make to amuse themselves; that is, about *hobbies*. Somebody has mentioned a book by Mabel K. Gibbard. Make three cards for Angela similar to the ones given for the book on postage stamps. If the book is in your library, find the exact title and the call number. If not, give the book a suitable title and refer to the classification on page 193 for the number of the group to which you think this book belongs.

3. You have been asked to make a report on the general subject of television. Look up this subject in your library catalogue and make a list of three books you think you would find helpful. Be sure to copy accurately the title, the author's name, and the call number of each book.

4. What books do you find in your library written by William Beebe? On what general subject does he write? What is the class number of his books? Write out the entire call number for the book that you think you would enjoy most.

5. The following additional items of information are usually given on every catalogue card: place of publication, publisher, date of publication. Find and read aloud these items on each card illustrated on page 194.

Using Cross References

In a modern library the books are catalogued in every way that will make it easy for a reader to locate what he wants. You will find in the card catalogue cross-reference cards like the following:

Twain, Mark, pseud. TO BE FOUND IN THIS CATALOGUE UNDER Clemens, Samuel Langhorne

This shows that Mark Twain is only a pseudonym, or pen name, for Samuel Langhorne Clemens. Books are generally catalogued under the author's real name.

Sometimes you will find a cross reference like this:

LEGENDS, see also Robin Hood Legends Folklore Mythology

This shows that you will find additional material under the subjects named.

Finding Books of Biography and Autobiography

In many libraries today the books of individual biography or autobiography are put in a section by themselves, just as the books of fiction are. There is one difference in arrangement, however: on the biography shelves the books are alphabetized not by the name of the author, but by the name of the person about whom the book is written. This keeps together all books about any one person. By this grouping, the biographies named below would be arranged on the shelves in the order listed. The black letters show the method of alphabetizing the books on the shelves.

Amundsen, the Splendid Norseman

By BELLAMY PARTRIDGE

Life of Clara Barton

By PERCY HOWARD EPLER

Boy Who Loved the Sea; the Story of Captain James Cook

By MARY HAZELTON WADE

Drake's Quest

By CAMERON ROGERS

Boy's Life of Edison

By WILLIAM HENRY MEADOWCROFT

Giving Yourself Library Practice

1. Choose one of the authors whose names are given at the top of page 197. List in correct library order all the books by that author which you find in your library. After each book of nonfiction, write the call number, and be able to tell the classification to which the book belongs. Locate one of the books on your list, and be able to report to the class what the book is about.

Richard Halliburton
Edna Adelaide Brown
Charles Alexander Eastman
Carol Ryrie Brink

Edward Eggleston
Jean Henri Fabre
Jeanette C. Nolan
Walter D. Edmonds

2. Find the name of the author of any of the following biographies that are in your library:

Boy's Life of Colonel Lawrence
A Dutch Boy Fifty Years After
Dick Byrd, Air Explorer
Daniel Boone: Wilderness Scout
Up from Slavery
Florence Nightingale, the Angel of the Crimea
Story of My Boyhood and Youth

HOW TO FIND OUT WHAT THE BOOK CONTAINS

Finding a book on the shelf does not always end your quest for information. Before taking the book home, you wish to be sure that it contains the information that you want. How can you find out quickly?

Scanning the Contents

Often you can tell by turning to the contents pages. Angela Morris, for example, was interested to learn how to press wild flowers. Would Mabel K. Gibbard's *Hobbies for Girls* tell her how to do it? As she read the table of contents, she found chapter headings like these:

- I. Seashore as a Hobby
- II. The Microscope
- III. What about a Rambling Club?
- VIII. The Telescope
- XV. Wild-Flower Collecting and Pressing
- XX. Toy-Making as a Hobby

Satisfied that the book would give her at least some help, she drew it from the library and took it home to read Chapter XV.

Using the Index

Fred Pratt used another way of finding out what is in a book. He had heard the figures used in arithmetic called *Arabic figures*. He wanted to know whether the Arabs invented them and how they came to have their present meanings. On the library shelf he found Mary G. Kelty's book *Other Lands and Other Times*. He might have found out what he wanted to know by studying the contents of this book; but instead he turned to the Index at the back of the book. Here he found these items:

Arabic (ār'a blk) language, 134, 322
 Arabic notation, 180-181, 327
 Arabs (ār'abz), conquer Egypt, 134;
 conquer Mesopotamia, 166; borrow
 Indian numbers, 180; and compass,
 193; conquer Palestine, 205; conquer
 Persia, 216; learn civilization, 305,
 323-326; spread Mohammedanism,
 321, 322
 arithmetic, Arabic notation, 180-181,
 327; place value in, 181-182, 327;
 use of zero, 182-183, 392; Hellenistic,
 261; Roman, 293; Moslem, 327;
 Mayan, 392. *See also* counting, num-
 ber systems, science, writing of num-
 bers

If you were Fred, which of the page references should you look up first? Do you think the items under the "See also" would be likely to give additional information that would interest Fred?

In all textbooks and many other nonfiction books of information you will find the contents and index very helpful means for getting quick information about what is in the book. Learn to use these aids whenever you need such information quickly.

Giving Yourself More Practice

1. Find one of the following books and list some of the persons told about in its pages:

MORRIS, CHARLES. *Heroes of Progress in America*

PARKMAN, MARY ROSETTA. *Fighters for Peace*

SMITH, ELVA SOPHRONIA. *Heroines of History and Legend*

TOWLE, GEORGE MAKEPEACE. *Heroes and Martyrs of Invention*

WADE, MARY H. B. *Light-Bringers*

WADE, MARY H. B. *Wonder-Workers*

WALLACE, ARCHER. *Boys Who Made Good*

YONGE, CHARLOTTE MARY. *Book of Golden Deeds of All Times and of All Lands*

2. Choose one of the following subjects and list one or two books in your library that deal entirely with the subject and three or four others that have chapters or pages on the subject:

coal	Luther Burbank
electricity	fire
birds	carpentry
trees	nursing
cotton	Louis Pasteur

HOW TO USE REFERENCE BOOKS

In addition to the fiction and nonfiction books in the library stacks, there are many books that cannot be taken from the library but that may be consulted there. These are the *reference* books. They are usually placed on tables, or even in a room, by themselves, where they may be conveniently used.

Probably the reference books that you know best of all are the dictionaries, large and small, which you have turned to for help many times during the last few years at school. In addition to the dictionary on your own desk, every library has at least one larger, unabridged dictionary; the larger libraries usually have a great many different dictionaries. You should become familiar with as many of them as possible.

Other well-known reference books are the encyclopedias, which give concise and accurate information on a wide variety of subjects. For the use of junior-high-school pupils the following are among the most useful encyclopedias:

The Britannica Junior
The World Book Encyclopedia
Compton's Pictured Encyclopedia

Gradually, as you grow more familiar with libraries and learn the many ways in which they help you to gain information, you will become acquainted with reference books such as *Who's Who*, *Who's Who in America*, the *World Almanac*, the *Reader's Guide*, and many others. One of the pleasures of browsing in any library is the discovery of the countless ways there are of gaining information on any subject.

1. As your first assignment in using reference books, go to an unabridged dictionary and find the answer to this question: Why are dictionaries, encyclopedias, and the like called *reference* books? Be exact in your answer. To what word shall you turn first? Perhaps you may need to turn to other words also. There may be several meanings given for one word. Choose only the meaning that answers the question. State the answer in one or two clear, accurate sentences.

2. What reference books are in your library? If there are more than three or four different sets of reference books, perhaps your class can work in committees to report on different books. Be ready to tell what kind of information each book contains and how the books should be used.

Using the Dictionary Effectively

Probably you have already had considerable practice in using a dictionary, but this is a good time to make a check on your methods and see if you are using the dictionary in the most effective way.

1. As you know, the *guide words* at the top of any page of the dictionary represent the *first* word and the *last* word on the page. When you are looking up a new word, a glance at the guide words on any page should tell you at once whether the word you are looking for will be found on that page or not.

The words at the left are dictionary guide words. Tell quickly which of the words at the right fall between those guide words.

Guide Words	Words to Locate	
convention . . . convoy	conversation	convent
	count	convey
	convict	convenient
	dinner	dignity
	discovery	dime
	diminish	dingy
legal . . . lens	legislature	legacy
	leisure	legend
	liberty	lemon

poetic . . . police

poison
politics
pickerelpoetry
poke
polite

rig . . . ring

rifle
right
routinerigging
rink
rind

waiter . . . war

waste
wake
wanderwall
washing
wages

2. Between what guide words in your dictionary does each of the following words fall?

signal
constitution
manuscript
brilliant
zephyradequate
tumbler
refreshing
wharf
slight

3. In each of the following lists there are ten words. Look up each word in List 1 and jot down the number of the page in your dictionary where it is found. Note the time that it takes you to find the ten words. Then take lists 2 and 3, noting the time needed for each. Try to improve in the speed at which you locate words in the dictionary.

*List 1*straight
horizontal
vertical
perpendicular
oblique
circular
diameter
acute
obtuse
parallel*List 2*journalism
editor
reporter
society
theatrical
financial
sports
comic
local
national*List 3*corridor
principal
blackboard
student
knowledge
gymnasium
cafeteria
laboratory
permission
register

4. Using the dictionary effectively means more than mere speed in finding words. It means also being able to *use* the information that

the dictionary provides. Suppose, for example, that the italicized word in the following sentence were new to your vocabulary.

With a *jaunty* air the sailors walked down the gangplank.

If you look up the word in *Webster's Elementary Dictionary*, this is what you will find:

jaun'ty (jôn'tī; jän'tī), *adj.* Gay and careless; airy; as, a *jaunty* wave of the hand.

1. How many syllables has the word? Which is accented?
2. How many correct pronunciations are there?
3. The marks above the vowels help you to pronounce the word. Where do you generally find a key to these vowel sounds?
4. In *Webster's Elementary Dictionary* the key gives the pronunciations as follows:

ä as in *ärm*

ý as in *ýll*

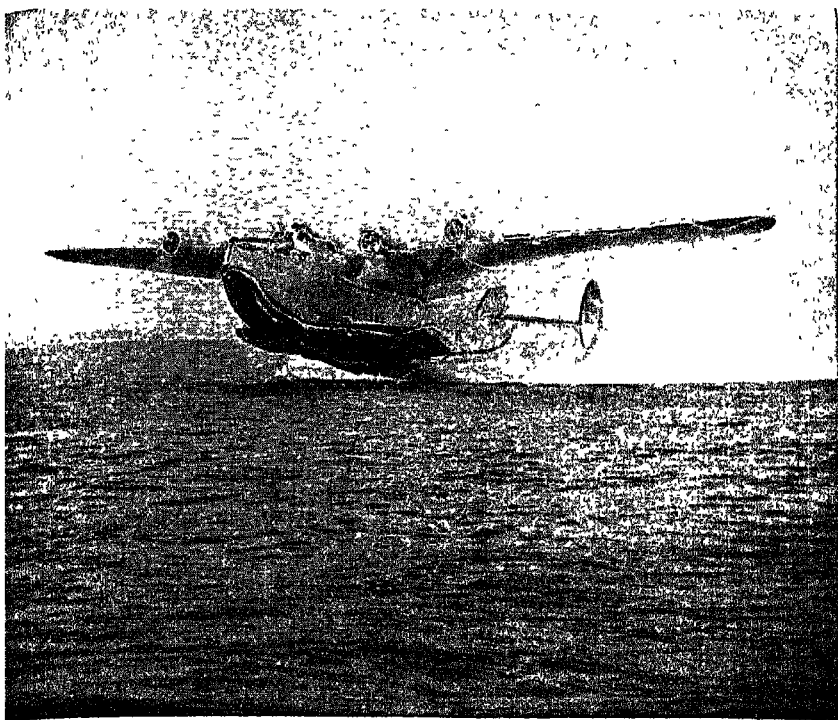
ô as in *ôrb*

Give both pronunciations of the word *jaunty*.

5. What does the word mean?
6. As what part of speech is it used?
7. What other words might you use in place of it?
8. Read aloud the sentence about the sailors, using whichever substitute for *jaunty* you think would fit best into the sentence.

5. Find from your dictionary all the facts possible about the italicized words in the following sentences. If there are other words in the sentences that you do not know, look those up in your dictionary, too.

1. Captain John Smith knew that there would be a *solar eclipse* at a certain time.
2. He used this *phenomenon* to impress the Indians with his power.
3. The Captain was an *intrepid* explorer.
4. He was never *daunted* by *ordinary obstacles*.
5. In the New World he was able to live the *adventurous* life that he loved.
6. The compound *microscope* helped the *microbe* hunters.



Pan American

"WATER BIRD"

7. The *hydroplane* landed in the bay.
8. The bright flash of light and the dull explosion were caused not by a bomb but by a *meteorite*.
9. *Lava* poured down the mountain side when the *volcano* went into *eruption*.

6. Be able to suggest to the class two or three words from the newspaper, or from your geography, science, or history textbooks, that you think should be looked up in the dictionary. A list of these words may be made on the blackboard, and each member of the class may use the words that he does not know as the basis of dictionary practice.

7. Your dictionary is a source of varied information. Scattered through its columns or in special sections at the back of the book, you will find mythological names, geographical names, and names of important persons. You will also find a list of foreign words and phrases in common use and a list of abbreviations. Examine your own dictionary to see what it contains.

For how many of the following questions can you find answers in your dictionary?

1. What is a hydroplane?
2. What two American birds have the brightest red feathers?
3. What is another correct spelling of the word *traveler*?
4. On what continent is the Cape of Good Hope?
5. According to mythology, what happened to anyone who looked on one of the Gorgons?
6. Is Albert Nyanza an African leader, an African lake, or an African town?
7. Of what state is the blue columbine the state flower?
8. Is the California poppy really the state flower of California? Is it really a poppy?
9. How many syllables has the word *theater*? Which syllable is accented?
10. Where should you expect to find *papaws*? If you found any, should you wear them, ride them, eat them, or go sailing in them?

GOOD CITIZENSHIP IN THE LIBRARY

1. All public town and city libraries and the libraries in the public schools are the property of the citizens of the town or city. As future citizens, each of you has certain rights in the library. You also have certain responsibilities and obligations toward the library if you are to be the good citizen that each of you wishes to be. A worthwhile class activity would be a discussion of these rights and privileges. If your class is organized, you may hold the discussion as a class meeting, with your president presiding. If it is not organized, elect a chairman and a secretary. Before the meeting, the president or the chairman may draw up the *agenda*, or list of items to be considered. The plan of the meeting may include the following:

I. A general discussion from the floor

Who owns library books?

What is the source of the money used to purchase library books?

Who decides what books shall be purchased for a library?

How many books are circulated from our library every week?

What is done with fines?

Who is the real loser when library books disappear from the shelves without a record of the borrower?

II. Talk by a librarian or by a delegate from the class who has consulted a librarian. This person may give the class information on the following questions:

How many books may be drawn out for home reading at one time?

How long may books be kept?

What is the method of drawing a book from the library?

What care should be given to books in the home?

What care should be given to reference books?

III. A talk by a pupil on "Library Manners"

IV. Appointment of a committee to draw up necessary resolutions or to work out a class code of library citizenship

2. Perhaps there is no public library where you live. How do you get books you need or wish to read? Is there perhaps a private library from which you can get books for a small fee? Is there a circulating or traveling library? Be ready to tell how you obtain books.



1. Examine the following code drawn up by a junior-high-school class. Draw up a similar code that will be useful in reminding the class of library etiquette.

YOUR LIBRARY

Yes, it is yours *and*
Ours. It belongs to all of
Us.
Respect it.

Learn to use it as a place for quiet study.
Inquire about its regulations.
Bring its store of information to bear upon your problems.
Read with concentration.
Avoid conversation that will distract another.
Return all books to their proper places.
Yes, this means YOU.

For how many of the following questions can you find answers in your dictionary?

1. What is a hydroplane?
2. What two American birds have the brightest red feathers?
3. What is another correct spelling of the word *traveler*?
4. On what continent is the Cape of Good Hope?
5. According to mythology, what happened to anyone who looked on one of the Gorgons?
6. Is Albert Nyanza an African leader, an African lake, or an African town?
7. Of what state is the blue columbine the state flower?
8. Is the California poppy really the state flower of California? Is it really a poppy?
9. How many syllables has the word *theater*? Which syllable is accented?
10. Where should you expect to find *papaws*? If you found any, should you wear them, ride them, eat them, or go sailing in them?

Who is the real loser when library books disappear from the shelves without a record of the borrower?

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III. A talk by a pupil on "Library Manners"

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2. Perhaps there is no public library where you live. How do you get books you need or wish to read? Is there perhaps a private library from which you can get books for a small fee? Is there a circulating or traveling library? Be ready to tell how you obtain books.



1. Examine the following code drawn up by a junior-high-school class. Draw up a similar code that will be useful in reminding the class of library etiquette.

YOUR LIBRARY

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Ours. It belongs to all of

Us.

Respect it.

Learn to use it as a place for quiet study.

Inquire about its regulations.

Bring its store of information to bear upon your problems.

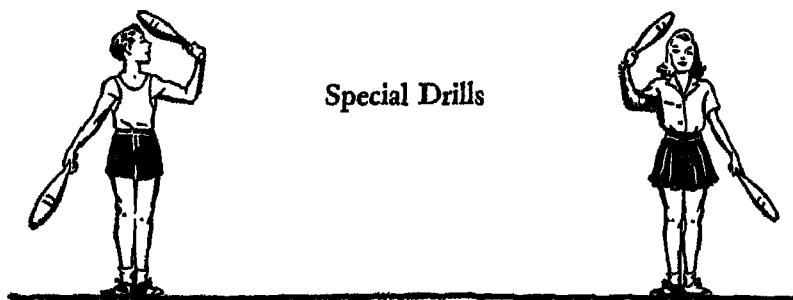
Read with concentration.

Avoid conversation that will distract another.

Return all books to their proper places.

Yes, this means YOU.

2. If your town has no library facilities whatever, how could your class, your Scout troop, your 4-H club, or some other group help in organizing a small library for the use of the class? Have you books at home that you could lend? Would a class bookshelf help? What other possibilities are there? Be ready to make suggestions at a class meeting.



Special Drills

Arranging Fiction Books in Library Order

One public library contains the following books of fiction. Arrange them as you would find them on the shelves. Remember to give the author's name as well as the title of the book.

- Peter, Katrinka's Brother*, by HELEN E. HASKELL
Runaway Linda, by MARJORIE H. ALLEE
Tod of the Fens, by ELINOR WHITNEY
Mury Poppins, by PAMELA L. TRAVERS
David and Jonathan, by DONAL H. HAINES
Katrinka Grows Up, by HELEN E. HASKELL
Hobnailed Boots, by JEANETTE C. NOLAN
Lad with a Whistle, by CAROL R. BRINK
Rising Thunder, by HILDEGARDE HAWTHORNE
Home Ranch, by WILL JAMES
The Silver Shell, by MARY ELLEN CHASE
Katrinka, by HELEN E. HASKELL
A House of Her Own, by MARJORIE H. ALLEE
Cousins' Luck, by ROSE B. KNOX

Making Library Index Cards

In 1940 Rand McNally & Company published a book called *Wings for Words*, by Douglas C. McMurtrie and Don Farran. It is

an account of the life of Johann Gutenberg and his invention of printing. Following the models on page 194, write three cards that might be used in the card catalogue of your library to index this book. Remember to make the cards list the book (1) by the author's name, (2) by the title, and (3) by the subject matter.

Scanning Your Textbook

A. Turn to the Contents of this book. Then copy from the list below five subjects that are discussed in the textbook:

The Job of a Private Secretary
Skill in Using Verbs
Two Rivers of Asia
Women Lawyers
Showing Good Manners in Conversation
Choral Reading
What the Coast Guard Does
"What Shall I Say?"
Using Synonyms
How a Copper Mine Is Developed

B. Choose one of the five topics you listed in exercise A, above. Turn to the Index of this book and read aloud, or copy on paper, all the page numbers given under the subject. Look up these page references and be ready to tell or write one fact that you learned from each reference.

Using Reference Books

A. Every junior-high-school pupil should have at least one standard dictionary handy whenever he is studying. What is more, as you begin to realize how much of interest the dictionary contains, you will wish to have one handy not only for studying but also as a source of much "pleasure reading." Copy accurately the title, author's name, publisher's name, and copyright date of each dictionary that you can consult at school, at home, or at the library. Dictionaries are all kept up to date by constant revising and the publication of new editions; so it is important to use as new an edition as possible.

B. Which of the reference books named on page 199 are in your school, home, or library? List them as you did the dictionaries, giving the exact name of the book, the publisher, and the date of publication. Like dictionaries, standard reference books are kept up to date; so always use the newest edition you can find.

C. As a final practice on using reference books, every member of the class might write on paper one question for which he really wants an answer. Try to ask for some definite information. Then have all the questions collected, put in a box, and pulled out of the box, one by each pupil. Each pupil should then consult the reference book that he thinks will give him the best answer to the question. After reading the book carefully, he should try to write the answer in one or two clear sentences. In turn, each pupil may read aloud the question he received and the answer he wrote. The class will decide which were the best answers.

D. Arrange the following words in alphabetical order. Look up each word in your desk dictionary, and be able to answer the questions below.

peony
kangaroo
Thursday

alternate
marine
fearful

barrier
mastodon
dividers

1. What is a *peony*? On what syllable is this word accented?
2. What land is the home of the *kangaroo*? How does the animal look?
3. For what god is *Thursday* named? What does your dictionary tell about this god?
4. On which syllable is *alternate* accented?
5. As what two parts of speech may the word *marine* be used? What is its meaning as each part of speech?
6. How is the adverb made from the word *fearful* spelled? How is the noun made from *fearful* spelled?
7. What are two synonyms for the word *barrier*?
8. Is the *mastodon* still alive on the earth? Does your dictionary contain a picture of a mastodon? If so, what does the picture show you?
9. For what are *dividers* used? Is this noun singular or plural?

Skill in Reading

Much of what you learn every day in and out of school comes to you through reading. Newspapers, magazines, advertising sheets and billboards, and books of every kind offer a wealth of information to anyone who will read them. To be able to get this information quickly and accurately is one of the most valuable skills you can acquire. The next few pages will give you some practice in reading for greater understanding.

READING AND RETELLING FACTS ACCURATELY

1. Imagine that you have picked up an evening newspaper which contains the following article. After you have read the article through once, put it aside and try to retell what you have read.

U. S. DRIVES TO HALT PEAR INSECT

The United States Department of Agriculture has listed *Psylla* (pronounced *Silla*) as a public enemy of pear trees. This pesky little insect may be found prowling around the nation's pear orchards. It has been living in the northeastern states for more than one hundred years, but a few years ago it started for the rich fruit states of the Pacific coast. The Department has sent some of its best experts on tree pests to keep it from crossing the Rocky Mountains.

Psylla is a tiny reddish insect that lives on the sap from pear tree leaves. As it sucks out this juice, it produces a sticky liquid on the leaf. A black fungus soon begins to grow in the sticky places. This interferes with the growth of the tree. It also spreads over the fruit and makes it unsightly.

2. Check the accuracy of the facts you retold by choosing from the parentheses the correct ending for each of the following sentences:

1. The *Psylla* is an enemy of our (*peach, pear, pine, plum*) trees.
2. It has been living in our (*western, southern, northeastern, middle-western*) states for over a hundred years.

3. Now the Department of Agriculture is trying to prevent it from crossing the (*Rocky, Adirondack, White, Sierra Nevada*) Mountains.

4. This insect (*eats the roots of the tree, bores into the fruit, sucks the sap of the leaves, makes holes in the bark of the tree*).

3. Did any unfamiliar words slow up your understanding of what you read? For example, can you give a clear definition of *fungus, interferes, experts, prowling, pests*? If you need to, consult a dictionary. How is the name of the insect spelled? How is it pronounced?

4. When you are sure that you know all the correct answers for exercises 2 and 3, write a short paragraph that sums up what you consider the most important facts that you have gained from this reading. You should have at least four facts.

READING AND FINDING THE MAIN IDEAS

1. In each of the following paragraphs there is one main idea. Can you find those ideas in your first reading of the article? If you can, copy or read aloud the sentence, or part of a sentence, that expresses each idea.

SAVING OUR BEAUTY

This beautiful land of ours would be even more glorious than it is in the spring and summer seasons if all of us loved our wild flowers enough to enjoy them where they grow instead of pulling them from branches and stems to wither and die. Nature struggles to perpetuate her lovely children, but ruthless hands bring them to the city like sad captives.

In the northeastern states the trailing arbutus used to blossom in the early spring underneath the wet and frosty leaves of every woodland trail and on the slopes of every hillside. Now it is almost gone. Everyone who knew its haunts strode out to get some, not only picking the blossoms but tearing up the long creeping stems which spread the plant. Now people who love the arbutus speak in whispers of the places where it grows, lest even the little that remains should be torn away.

In southern woods the dogwood and the redbud blossom together and suffer many a broken branch when tourist cars roll through. The rhododendron and the mountain laurel are also torn away. In the



Boring from PFC

WOODLAND BEAUTY

Rocky Mountain region the wild columbine, the Mariposa lily, and the scarlet snow plant are growing scarcer. The wild flowers of every state could tell their tale of woe.

What can be done about this? How can we conserve the natural beauty of our country? The national parks and the great state parks have taken steps toward flower conservation just as they have toward tree conservation. Forest rangers will take you on flower trips in the parks and will tell you all about each species of wild flower that you pass. But don't pick one! The government park service feels that if all of us know about the flowers on our public domain we will appreciate them and want them saved. Acquaintance with flowers in the great parks is helping to make us want to save them.

Then the Boy Scouts and Girl Scouts are helping young people to realize that wild flowers are something to admire but not to destroy. Many boys and girls take pleasure in being able to name and describe the wild flowers of their locality, but they no longer pull them up and carry them away.

Curiously enough, the camera is helping people to appreciate flowers. Color photography has made many an amateur photographer look with joy at the orange lilies, the blue gentian, the Indian paintbrush, and the wild rose, to say nothing of the lovely green of the ferns. Not only color photography but the less expensive snapshot hobby has led people to try to photograph trillium or jack-in-the-pulpit, wild iris, and water lilies.

Garden clubs too have played their part in making people know flowers. While the garden clubs deal with flowers that are "tame" and that can be planted and tended in our yards, yet one interest leads to the other, and no good garden-club member would think of defacing nature's garden.

With all these influences at work it may be that the tide of destruction will be stemmed and that our wild flowers will have a new lease of life. This will be true, however, only if every boy and girl, man and woman, resolves to help Uncle Sam keep his nature garden untrampled and untorn. Preserving our natural beauty is everybody's responsibility.

2. If you were not able to do exercise 1, perhaps part of your trouble was caused by unfamiliar words. Did the meaning of any of the words at the top of page 213 bother you?

perpetuate	domain
ruthless	amateur
arbutus	defacing
rhododendron	untrampled
species	locality

Before you turn to the dictionary for their meanings, see if your common sense will help you. Take *perpetuate*, for example; what does the first sentence say happens to flowers when they are pulled from the plant and allowed to wither? Does Nature wish that to happen? Then what must *perpetuate* mean? Now look up the word and see how near you came to the dictionary definition. Apply the same common-sense treatment to any other unfamiliar words in the article.

3. Now read the entire article again thoughtfully. Give in your own words the main idea of each paragraph. There will be eight ideas in all.

READING AND ANSWERING QUESTIONS

1. Read the following article right through without stopping. If any of the words are unfamiliar, try to apply to them the same common-sense method that you did to the words in the preceding lesson. After you have finished the reading, see if you can write down or give aloud the main idea of each paragraph.

FOREST CONSERVATION

When the pioneers spread their settlements westward, they had to clear great tracts of forest land for farms and towns and cities. It did not seem to them wasteful to cut away trees. In fact they thought that in doing so they were advancing the cause of their country. Since people cannot plant grainfields and orchards in the forest, this clearing of the land was necessary.

Then began the careless cutting of trees for lumber. Much wood was needed in the settlement of the country to build houses and barns and factories and ships. Much more was also needed for fuel. No one disputes the fact that this wood was needed, but we wonder now that cutting down the forests on such a huge scale was permitted with no idea of planting new forests for future generations. Young trees as well as old trees were cut down, and often high stumps were

left. These stumps not only contained wood which was wasted by being left to decay, but they also provided homes for all sorts of tree-attacking insects.

Fifty years ago the United States government began to fear the total loss of its great forests which had already decreased from a billion to half a billion acres. Congress then began to make forest reserves. In a forest reserve there is no cutting of trees except necessary thinning supervised by the government. The government now owns about one hundred sixty-two million acres of forest land in its one hundred forty-eight national forests. The states followed the Federal government in acquiring great forest reserves.

As soon as the United States established national forests, the Forest Service developed. The forest rangers help to save our forests by preventing forest fires, directing reforestation, and waging war on insect pests and tree diseases.

The Civilian Conservation Corps was established in 1933 to help in saving and developing forest areas. Young men in this division of government service have planted millions of trees, as well as helped to care for the forests in the state and Federal reserves.

No government can do everything for its people, however, and every citizen must help in tree conservation. "How can we do so?" you ask. In the first place, our most serious menace to the forests today is fire. Every citizen can be careful to put out campfires thoroughly and to refrain from throwing lighted matches or cigarettes into bushes along forest roads.

Schools can develop respect for trees. Some schools have forestry clubs and the pupils grow and distribute seedling trees. In many states Arbor Day is observed in schools to call attention to the need for tree planting and tree care. Some families make a ceremony of planting a tree to commemorate some family event. Everyone can refrain from injuring trees by such practices as cutting initials in the bark, gashing maple trees for a few ounces of maple sap, stripping bark from the beautiful white birches, or breaking branches from young balsams for outdoor beds. All citizens can help fight such insect pests as the tent caterpillar and the gypsy moth.

Our trees are worth every effort that can be made to save them and to increase their number. The Federal government, the state governments, the schools, and the citizens themselves must willingly share this responsibility.

2. How many of the following words from the article can you explain without using the dictionary? Which do you need to look up? Do you need to look up other words in the article? If so, do that now.

conservation	generations	supervised	pests
tracts	decreased	acquiring	menace
disputes	reserves	reforestation	commemorate

3. Now read the article a second time more thoughtfully. Then close your book and try to give clear answers to all the following questions:

1. Why did the pioneers cut down many forests? Was it necessary for them to do this?

2. For what purposes was wood needed in the early settlements?

3. How was wood wasted by careless cutting?

4. What might the early settlers have done to save the forests for the future?

5. How long ago did the United States government first realize the danger to our forests? How much of the forest land had already been destroyed?

6. What two things did the government do then to save what was left of the forests?

7. What third step in conservation was taken in 1933? Explain how this helped.

8. What is the most serious menace to our forests today? How can *you* help to lessen this danger?

9. How can the schools help to teach respect for trees?

10. What four groups of people should share equally in conserving our national forests?

4. If you were not able to answer all the questions correctly, open your book and read the parts of the article that answer the questions you missed. Then close your book again and try to sum up the information in the article by making the statements called for below:

1. State two reasons why half of our forests were destroyed in the development of our country.

2. State three ways that the Federal government has used to conserve our forests.

3. State four things that citizens can do to save our trees.

READING AND OUTLINING

On pages 128-129 you found that in order to tell a story well it was necessary to see the parts of which the story is made up. As a help in seeing these parts, you made a circle diagram. In the reading lessons you have just studied, you tried to tell the main ideas of the articles read.

Another way to indicate clearly the parts of anything read or studied is to make an outline. For example, the story diagram on page 128 might be written in outline form as follows:

MY BIRTHDAY PRIVILEGE

- I. The Partridge family birthday plan
- II. My dinner on the stepladder
- III. The family down below me
- IV. My company up above

We call this a topical outline, because each main idea is expressed as a topic. Notice that Roman numerals (I, II, III, IV, and so on), followed by periods, are used to indicate each part.

To show that you understand how to use topics in an outline, find the main idea of each paragraph in the following article. Then copy on paper and complete the outline given after the article. Lastly make a title for the article and write it on your paper above the outline.

On hiking or exploring trips in either the country or the city, there are certain precautions to take if you are to come back with only pleasant memories. First have consideration for your feet. Wear comfortable low-heeled shoes and clean stockings. On a long hike heavy shoes and stockings will help to prevent blisters.

The party should walk in single file along a highway and keep to the left, facing traffic. If it is necessary to walk on a highway after dark, carry a light or wear something white.

In strange country the party should keep together. Elect a leader and obey his orders. Arrange beforehand what sort of signs are to be left along the trail for anyone who may get lost. These signs may be piles of stones or twigs arranged in a certain way.

Do not drink water from pools, brooks, or springs unless the source of the water is marked "pure drinking water" by the depart-

ment of health. If you are in doubt about the purity of drinking water, boil it for five minutes. On a long hike do not try to walk too fast or too far. Plan rest periods and use them for resting even if you do not feel tired at the moment.

Learn to recognize and to avoid places that are unsafe to explore. A cave or a pit may "cave in" on top of its explorers. Cliffs along rivers and lakes, high trees, bridges, and railroad trestles are dangerous places for climbing. Old deserted buildings, buildings under construction, and country barns are unsafe places to explore unless you are with someone who is familiar with the place visited.

Avoid disturbing or petting strange animals. As some farm animals are dangerous, stay away from them unless you know they are gentle. In case you are bitten by an animal flush the wound under running water to remove the animal's saliva and go at once to a doctor.

----- ? -----

- I. How to have comfortable feet
- II. ----- ? -----
- III. How to keep the party together
- IV. ----- ? -----
- V. ----- ? -----
- VI. How to treat strange animals

READING, TAKING NOTES, AND OUTLINING

Sometimes so many facts are given in an article that the simple outline of a few main topics does not seem sufficient to show all the facts you wish to remember. When this is the case, it is often helpful to take notes on the article first and then arrange your notes in outline form. This lesson will show you one simple way to do this.

1. Read the following selection through carefully, trying to select as many important facts as you can. Jot the facts down on a sheet of paper as you read.

CHINESE WRITING AND PRINTING

Many years ago the Chinese used picture writing for syllables, as the Egyptians and Babylonians did. There were hundreds of such signs to learn. These were written with a brush and ink, and were

very difficult to make. It took so many years to learn them that very few people were ever able to write.

The Chinese had great respect for writing and even for the paper on which the writing was done. At first the educated men wrote on strips of wood. But they soon learned to make real paper, by beating the stalks of plants together. This was then rolled flat and dried.

They were the first people in the world to learn how to print. At first they only carved a flat stone with the figures of animals or birds or plants. They rubbed a cake of moist ink over the carving. Then a piece of paper was placed carefully over the figures; it was smoothed down evenly. That left the outline of the figures on the paper. In this way was made the world's first printed picture. Picture writing was carved in the same way. The Chinese carved each picture syllable on a separate little square of stone. Several of these squares could be put together to print anything that they wanted—a poem, a story, even a newspaper about the king's doings.

Later they found that it was easier to carve the picture syllables on little blocks of wood than on stone. These were much like the children's letter blocks that you played with when you were small. The Chinese used them to make regular books printed on paper and with folded leaves. This kind of printing is called *block printing*. You know that it takes a long time to print a sentence in this way.

At last they learned to make metal molds in the shape of all the syllable signs. They would melt metal and pour it into these molds. In this way they could use the same mold over and over again. They could cast as many signs for "father" or "mountain" or any other word as they wanted. Then they could print a whole page at once. Such little signs made of molded or cast metal are called *movable type*.

2. Now study the notes you have taken. Perhaps the first seven read like these:

Chinese used picture writing
Hundreds of signs
Hard to make
Took years to learn
Only a few used it
Chinese first wrote on wood
Later learned to make paper

Go to work on these jottings now as you have learned to do in earlier grades. What main topic will cover the first five notes? What main topic will cover the last two? Choose your own wording, or, if you wish, use these two topics:

- I. Why only educated Chinese used picture writing
- II. What they wrote on

How many more main topics shall you make from the remaining notes?

3. Go back to topic I. You saw that it covered the first five notes listed in exercise 2. You need to remember these other notes. They really give the reasons for the fact covered by the main topic. You may include them in your outline by making them subtopics under topic I. Sometimes we use capital letters (*A*, *B*, *C*) for such subtopics. Be sure to put a period after each capital letter. Your first topic and its subtopics may now read like this:

- I. Why only educated Chinese used picture writing
 - A. Hundreds of signs
 - B. Hard to make
 - C. Took years to learn

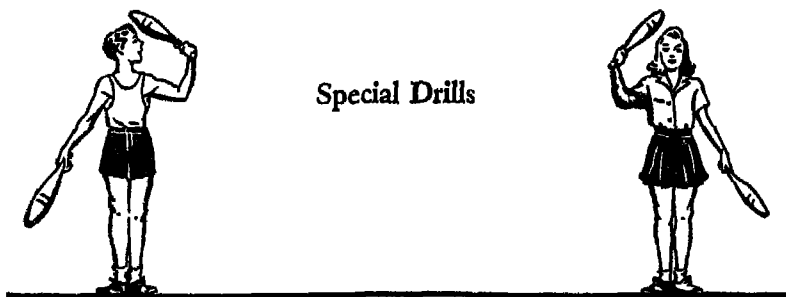
Notice that the subtopics are set to the right of the main topics.

4. Complete your outline now from the notes you have made. Perhaps the finished outline will fit into a form similar to the skeleton outline given below:

I. _____	IV. _____
<i>A.</i> _____	<i>A.</i> _____
<i>B.</i> _____	<i>B.</i> _____
<i>C.</i> _____	V. _____
II. _____	<i>A.</i> _____
<i>A.</i> _____	<i>B.</i> _____
<i>B.</i> _____	
III. _____	
<i>A.</i> _____	
<i>B.</i> _____	
<i>C.</i> _____	

With the completed outline as a guide, you are now ready to give a talk or write a report on the subject "Chinese Writing and Printing." If you give a talk, plan a good opening sentence that will lead immediately into the first topic in your outline. Have in mind also a good closing sentence to round out the last topic. Be sure of the correct pronunciation of all the words that you mean to use.

If you write your report, make a new paragraph for each main topic in your outline. Good opening and closing sentences are needed in written reports as well as in oral talks; and, of course, you will be careful to spell correctly the words that you write.



Special Drills

Arranging Words Alphabetically

In order to understand what you read, you often need to look up word meanings. How quickly can you find words in a dictionary?

A. Of course you know that the words appear in alphabetical order. On your paper write the following words alphabetically. Time yourself accurately and write below your list the number of seconds or minutes you needed.

department
sticky
unsightly

expedition
conservation
appreciate
young

necessary
generations
pioneers

B. This list has the same number of words as the first one, but they are harder to alphabetize. Why? Write them as you did the first list, and time yourself again.

caterpillar
thoroughly
preventing

influences
trailing
wasteful
responsibility

civilian
thinning
commemorate

C. Insert these five words at the correct places in the list you made for exercise B: *thistle*, *arbutus*, *wither*, *ceremony*, *agriculture*. Exchange papers with a classmate, and check on each other's papers the complete list of fifteen words.

D. Turn back to the list of words on page 213. Time yourself as you list the words alphabetically.

E. Do the same for the list on page 215. Are you gaining in speed?

Finding Meanings in the Dictionary

Here is a little device that will help you to find words more quickly in any standard dictionary. If the word begins with

A-D look in the first quarter of the dictionary.

E-L look in the second quarter of the dictionary.

M-R look in the third quarter of the dictionary.

S-Z look in the fourth quarter of the dictionary.

A. Which quarter of a dictionary shall you turn to for each of these words?

species

menace

interfere

conservation

defacing

whisper

prowling

acquiring

B. Time yourself again, this time using the alphabetical list of fifteen words that you made and checked in exercise C, above. Copy from your dictionary the *first* definition given for each word. Again exchange papers and check the lists. Write down the time it took you (1) to find and write the definitions, (2) to check the definitions on your classmate's paper.

Choosing the Required Meaning

Some words have many different meanings. You must always be sure that you choose from the dictionary the exact meaning that fits the sentence in which the word is used. After the numbers from 1 to 5, copy from your dictionary the meaning of each italicized word in the following sentences:

1. The new manager is an *expert* on agriculture.
2. The insects will soon *sap* the strength from the tree.
3. Just where the river *branches*, there is a lovely green island.
4. Cutting initials in the *bark* often injures the tree.
5. Be careful not to break the *branches* of young balsam trees.

Composition Plans

You have found that a good reader looks for the writer's main ideas and for the plan by which the ideas are developed. As a help in finding the writer's plan, the reader may use a circle diagram, a topical outline, or some other similar device which pictures the main parts of the plan and the order in which they are developed. The more clearly the reader sees this picture of the writer's plan, the greater will be his understanding of the writer's ideas.

Reading and writing, however, are like the two sides of a coin. Both are of equal value. To both the reader and the writer a plan is equally necessary.

THE WRITER'S PLAN AS A HELP TO THE READER

A good writer tries to help his reader by having in mind a clear plan for every piece of writing. He then tries to make every paragraph and every sentence that he writes fit into his plan as clearly as possible. Many writers put their plans down on paper in diagram or outline form before they begin to write.

Examining Composition Plans

1. Examine the circle diagram that Ruth made as a plan for the story that she told in class. After you have read her story, point out what part of it is covered by each numbered section of her diagram. Where on the diagram did she put the title of her story?

OUR MOVING DAY

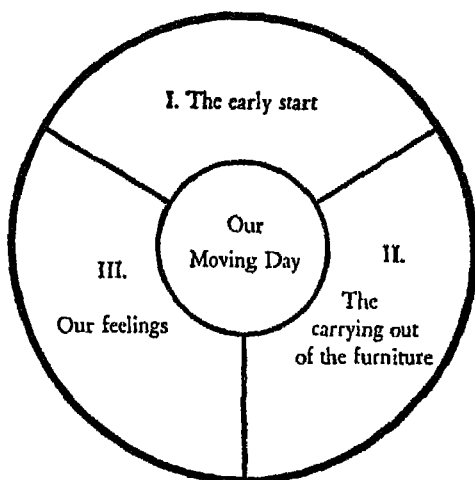
Saturday was moving day at our house. Mother had called us early and breakfast was all over by seven o'clock. The morning was dark, but we were all ready for the work to begin.

About eight o'clock a great moving van came to the house. Out went the living-room furniture first. Chairs, tables, and sofa were carried out by the men. Rugs were rolled up and tied. Our living room that Mother always kept so neat and cozy was now empty. One by one the other rooms were stripped and the furniture loaded on the van.

At last everything was out and the van moved off. Mother looked sad and I think that we were all glum, because we had lived in that house for five years. Just then Dad said, "Why, we didn't pack these children into the van. Aren't we going to take them?" Spencer and I burst out laughing and Mother smiled, too, as she gathered up little Jimmy and started for Dad's car.

2. Cecil wrote his composition; but, before doing so, he made a topical outline of the main ideas he wished to write about.

How many main topics had he? How many paragraphs did he write? Decide whether his paragraphs fit the parts of his plan.



MY FOUR-LEAF CLOVER

- I. How I found it
- II. What I did with my good-luck clover
- III. The good luck it brought me
- IV. What Dad said

Cecil Warner
Oct. 15, 1948

Adams Junior High School
7B-4

MY FOUR-LEAF CLOVER

Last night I was in a hurry to get home for supper and I out across our front lawn. I wasn't looking for anything, just hurrying. My eye caught sight of a big four-leaf clover sticking right up out of a patch of other clover. I couldn't pass it by, because there was a chance that it might bring me good luck.

I've always heard that you must put a four-leaf clover in your shoe, but I didn't have time to untie my shoe just then. I stuck the clover leaf in my buttonhole and went into the house.

The first piece of good luck was that Mother had waffles for supper. I like waffles. The next thing was that there was a package at my plate. It wasn't my birthday or anything and so I didn't expect a pack-

age. In it was a new kind of flashlight that you can fasten to your belt or hang up in a tree. My Uncle Jim, who has an electrical store, told Mother that an agent had given it to him and he thought that I would like it.

"Well," I said, "that four-leaf clover brought me good luck all right." Dad laughed and said that he thought Uncle Jim was my lucky mascot, but that if I felt that clovers were so important, maybe I'd better out the grass tomorrow and help them to grow thicker.

3. How does the outline plan on page 226 agree with the arrangement of the following composition on "Parachute Jumping"? Should you like to suggest a different wording for any of the topics?

PARACHUTE JUMPING

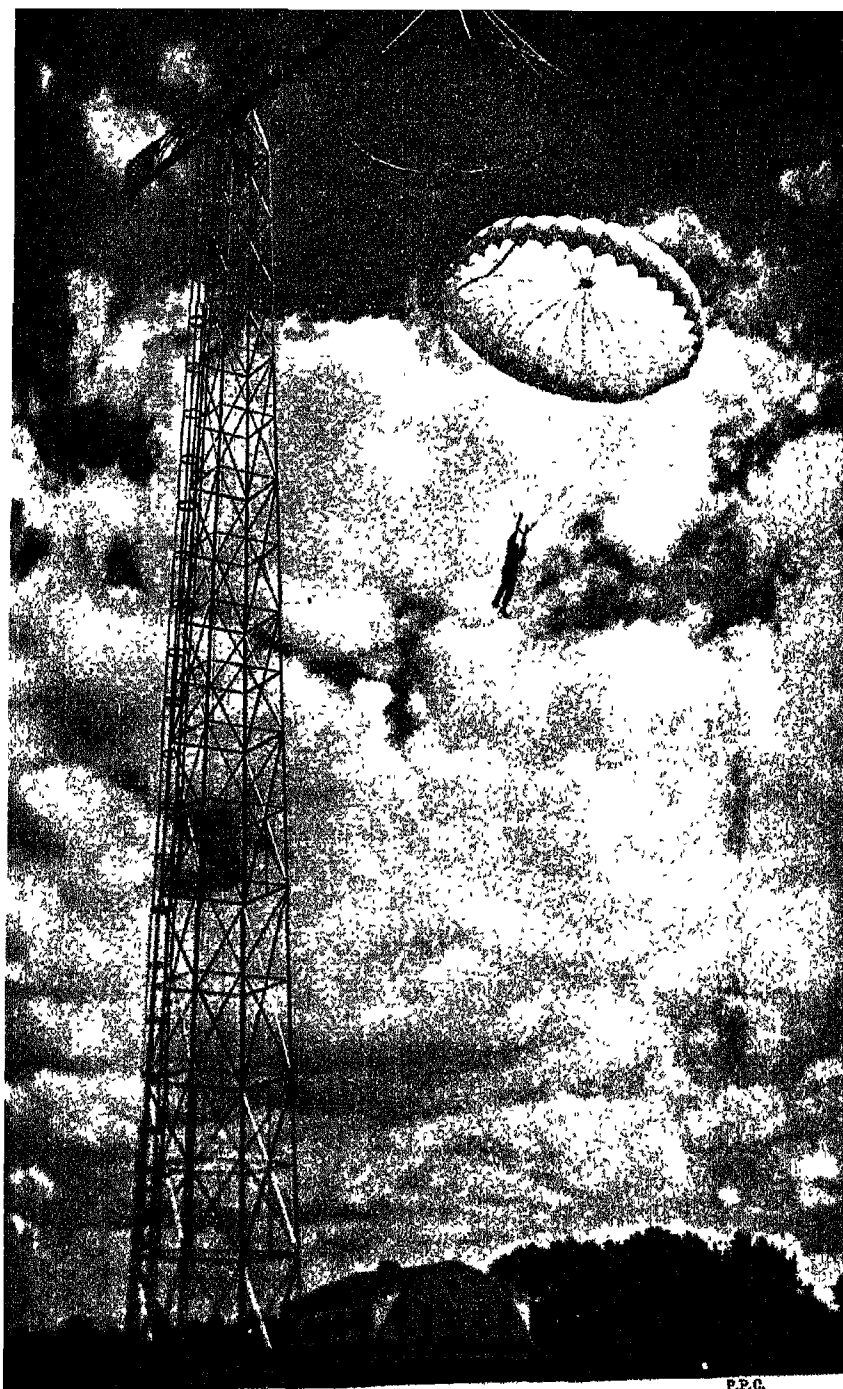
When it is necessary to leave the plane, the flier jumps away from it and refrains from pulling the ring of the rip cord for about three counts. When the ring and attached wire are pulled, the little pilot parachute is released. It springs out like a jack-in-the-box, is caught in the fast-moving air, and pulls the parachute out of the pack.

A parachute jump requires a cool head rather than great skill. The severe pendulum motion during descent can be controlled by pulling on a few of the lines and spilling some of the confined air from the chute. The landing, however, requires agility and quick thinking. The impact with the ground is approximately the same as a jump from a wall thirteen feet high, provided the descent is straight and there is no swing.

When a flier leaves a plane, he has little idea what is in store for him. In spite of this there are comparatively few accidents. Sometimes the chute is a total loss, although the flier is entirely uninjured. When that occurs, the flier is bound by an old tradition to bring back the ring and the rip cord. It is also a custom to present the parachute maintenance crew with a peace offering.

All army parachutes are inspected and repacked every sixty days. They get a drop test every twenty-four months, in which they are dropped from a plane with a dummy attached. The dummy is made of canvas, sand, and heavy rope, and is universally known as "Willie."

According to my military informants, the safest jumping conditions are from a height of not less than fifteen hundred feet and with a wind not stronger than ten miles an hour. Army regulations demand that all fliers in all types of planes be equipped with parachutes.



P.P.G.

JUMP

English Every Day

PARACHUTE JUMPING

- I. The opening of the parachute
- II. Landing on the ground
- III. Possibility of accident
- IV. Inspection of army parachutes
- V. Safe jumping conditions

4. The writer's plan for the next selection is not given here, but the paragraphs are so clearly arranged that it is easy to see that he must have had a clear plan in mind. After reading the paragraphs carefully, decide how many main topics there are. Then in topical form make the outline that you think the writer might have used.

STREAMLINER GOES THROUGH

Before midnight the Transcontinental Streamliner began to pull out of the station at Chicago. Its departure, like the sailing of an ocean liner, mingled festivity and solemnity. On the platform a woman dabbed at her eyes with a handkerchief, and near her an after-theater party, muffled in evening wraps, waved gaily at a corsaged debutante who waved back from the window of her drawing room. Even inside the shelter of the train shed the cold was bitter.

Across half a continent the tracks stretched out ahead. Through the cold sheen of the winter moonlight the streamliner would cross the snow-covered plains of Illinois and Iowa. It would speed through the long reaches of Nebraska during the forenoon, and give afternoon and early evening to Wyoming. Less than twenty-four hours upon the way it would click down Echo Canyon, fifteen hundred miles from Chicago. Before the second night was ended, it would cross Utah and Nevada. Daybreak would find it climbing the Sierra wall into California; at noon it was scheduled to end its run and halt at the shore of San Francisco Bay—twenty-two hundred miles in forty hours.

Over all those miles of track the streamliner had privilege and right of way. Freights, locals, and working equipment took the sidings. The green lights glowed; the semaphores signaled open track. Dispatchers sent the streamliner through; trackwalkers patrolled ahead of it; snowplows cleared the way. The premier train of the run must not be halted.

Already the city was behind. The train gathered speed. Now it whistled for a crossing. The deep note sounded far through the



New York Central System

STREAMLINER GOES THROUGH!

moonlight—like the sudden mysterious bay of some great hound, unearthly and night-running. Here and there some villager lying awake in bed heard it and turned to look at his watch. "The streamliner," he thought. "On time!" The train rushed onward through the night.

5. Sometimes, instead of expressing his main ideas as topics in the outline, a writer uses complete sentences. John did this when he made the following outline:

CARRYING FREIGHT BY AIR

- I. We are going to have air-freight lines before long.
- II. New types of cargo planes will be built.
- III. New methods of loading and carrying freight will be used.
- IV. Freight rates will be much lower.

After he had made this outline plan, he used the sentences as the central topics for the paragraphs of the composition that is given below. Find each topic sentence and notice how it was used. Which were used just as they appear in the outline? Which were expanded or reworded? Does his composition follow the plan he made?

CARRYING FREIGHT BY AIR

The day is not far distant when we are going to have air-freight lines, just as we now have freight steamers and freight trains. Of course, freight that is small in bulk has already been shipped on planes, but the air freight of the future will be something different. War has taught us that it is possible to carry tanks and trucks by plane, and peace will extend the transportation possibilities.

New types of cargo planes will be built. Light planes that were built for speed will give place to slower, heavier ones. These new planes will be huge in size and will have large space for the freight load.

New methods of loading and carrying the freight will be used. Some new loading devices are already being tested and improved. Perhaps glider planes will play a part in this transportation problem. A string of gliders towed by a powerful plane could transport large quantities of goods from one point to another. Even the parachute may be called into freight service. Its silken umbrella is well adapted to the delivery of mail and parcel post.

One of the difficulties to be overcome is the great expense of freight carrying. Instead of eighty-six cents a ton per mile, freight rates must if possible be brought down even as low as seven cents per mile. This reduction will of necessity be gradual and will depend to a large extent on the amount of freight carried by air. As plane-carried freight becomes thoroughly accepted and extended, freight rates will be lower.

Setting Up Standards

Read carefully the two sets of standards on page 229. Do you follow them in the reading and writing that you do each day in preparing your lessons in history, geography, science, and other subjects? Remember that to retell clearly or to make a satisfactory written report on what you have read, you must read understandingly. Remember also that if you wish your writing to be understood, you must follow a clear plan.

Standards of Good Reading

Do I look for the parts into which the writer has divided his subject?

Do I grasp the main ideas expressed by these parts?

Do I notice the order of the parts?

Standards of Good Composition

Do I make a plan of the main ideas in my composition?

Do I put the parts of my plan in the right order?

Do I follow my plan in writing the composition?

WRITTEN FORM THAT MAKES READING EASIER

Another way of making your written compositions easy to read and to understand is to make sure that they follow a clear and systematic written form. Of course it is true that some of the great masterpieces of literature have been written without much regard to neatness and legible form. The story goes that Abraham Lincoln first wrote the Gettysburg Address on the back of an old envelope as he rode over rough rails on the train to Gettysburg. Probably the first draft of that speech was not an example of perfect written form. But that was not what made Lincoln's speech great! Remember also that Lincoln himself was not a trained orator, as was Edward Everett, who had spoken just before him, and that to the audience who had just been listening to the trained orator, Lincoln's speech did not stand out in its true greatness. It was only after it had appeared later in the newspapers, and readers had had an opportunity to read it carefully and see how perfectly each word fitted into the plan of the whole speech that the Gettysburg Speech was recognized at its true value.

So it is with what you write. If you have the same power of words that Abraham Lincoln had, your compositions will be excellent anyway; but your teachers and classmates will recognize your ability more quickly if the form of your writing meets certain well-established standards. If, on the other hand, you are only a beginner at writing, like the majority of your class, a neat, legible paper that follows the rules of good form will certainly not make your readers think

less of your ability. Consideration of the form in which your compositions are written, therefore, is sure to bring you some reward.

Turn back to page 223 and examine the form of the composition that Cecil Warner wrote. As he was able to use a typewriter correctly, his teacher was glad to accept typewritten papers from him. Many of the other members of his class, however, handed in their papers neatly written with pen and ink. These were equally acceptable to the teacher. If you use a typewriter correctly, find out whether your teacher is willing to have you hand in typewritten papers; but if you have no typewriter, handwritten papers can be made to look just as attractive, provided you are careful of the written form and of the handwriting.

Cecil's school had adopted a special heading for composition papers, and all pupils were expected to use it. What four items are contained in his heading? Does your school or your English class use a special heading for written papers? Is it a good thing to have such a heading? Discuss the following questions:

1. What items should be included in a heading for written papers?
2. Should the writer's name appear at the beginning or at the end of his composition? Give reasons for your opinion.
3. Why is it wise to have the date on your written composition?
4. What margin should be left on the edges of a composition paper? one-half inch? three-fourths inch?
5. Should a writer leave a right-hand margin on his paper? How will it differ from the left-hand margin?
6. How should the beginning of a new paragraph be shown? How deep an indention do you usually make for a paragraph?
7. What should a writer do about penmanship? When is it acceptable to write your composition on a typewriter?

After you have discussed these questions make a list of standards for good form in written compositions.

Writing a Composition

1. What is the subject of the next composition you have to write for one of your classes? Or if at the moment no composition is due in another class, what subject shall you choose for your next English paper? The list on page 231 may suggest one to you. Be sure to

choose a subject on which you can write entertainingly of a personal experience or one on which you have some real information to give your readers.

My Nickname and How I Got It
Model Airplanes as a Hobby
I Found a Dime
Uncle Sam Needs You and Me
An Adventure in Birdland
Lost in the Dark
"Necessity Is the Mother of Invention"
Shadow Pictures Made by Hands
My Remarkable Brother
How to Make Halloween Both Safe and Jolly

2. Make a circle diagram or an outline of the main points in your composition. Your teacher may ask you to put your diagram or outline on the blackboard. Be ready to explain to the class why you have chosen certain topics as the main ideas.

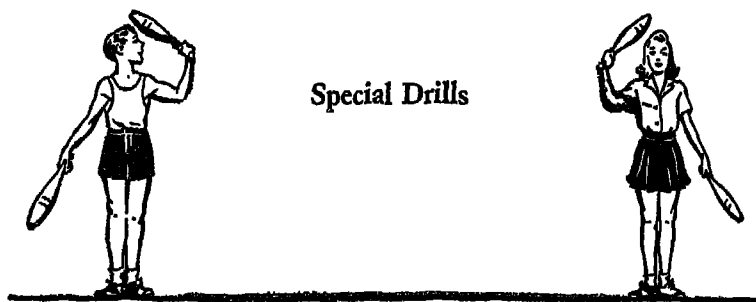
3. Write your composition, using your plan to guide you. Be sure that you have a paragraph for each main division of your plan. If you wish, you may write a pencil draft first, correct it for errors or omissions, and then copy the composition neatly in ink or on the typewriter.

Judging a Composition

1. When you have finished writing, judge your completed work by asking yourself these questions:

1. Did I make a good plan?
2. Did I follow my plan by using the main topics as the most important ideas of the paragraphs?
3. Is the written form of my composition correct according to the standards that our class has set up?
4. Are my sentences grammatically correct?
5. Are all the details of spelling, punctuation, capitalization, and good usage correct?
6. Is my handwriting satisfactory? (The samples on pages 407-408 will give you a basis for judging your handwriting.)

2. After you have judged your own paper as accurately as you can, exchange papers with a classmate. Apply to each other's papers the same standards already applied to your own. Either by discussion together or by writing each other short letters, point out what you think are the good points in each other's compositions. Point out also ways in which each composition may be improved. If your classmate's composition seems to you unusually good, ask your teacher if it may be read aloud.



Using Punctuation

A. In all written compositions, punctuation helps to make the meaning clear. When you were studying sentences, pages 7-14, you discovered how necessary the end marks of punctuation are. Review the use of the period, question mark, and exclamation point at the ends of sentences by telling what mark each of the following sentences needs:

1. Our class went to the broadcasting station to put on a program
2. Did you listen to our program
3. What did you think of it
4. We spent many hours writing and rewriting the script
5. What a thrill we had
6. When the signal was given for the opening of our program, we were all nervous
7. Did our voices seem clear
8. Our program was appropriate to Flag Day, wasn't it
9. The station master congratulated us
10. How I wish that we could do it again

B. The following rules for the use of the comma are the ones that you will need to apply most often. You have learned these in earlier grades, but it will be a good plan to review them while you are writing compositions.

1. Use commas to separate the words or groups of words in a series. Example:

Trucks, taxis, busses, and even bicycles were stalled by the storm.

2. Use a comma after introductory words such as *yes*, *no*, or *well*. Example:

No, we had never seen anything like that storm.

3. Use a comma or commas to set off from the rest of the sentence the word or words used in direct address. Example:

Captain Bartlett, will you speak at our next Scout meeting?

4. Use a comma between the names of a city and a state. Example:

Send the package to Wilmington, Delaware.

5. Use a comma between the day of the month and the year. Example:

Pearl Harbor was attacked on December 7, 1941.

Show that you understand these rules by punctuating the following sentences with the necessary commas:

1. I wish that I had a dog a cat or a rabbit.

2. Bertram is popular at every party because he can sing a song tell a story or perform stunts.

3. Yes I enjoyed reading the book that you recommended to me Miss Carson.

4. Well adventure stories are interesting to most people.

5. Martha I have news to tell you. Our family is moving to Little Rock Arkansas.

6. The Declaration of Independence was signed on July 4 1776.

7. Yes that is one date that I shall never forget.

8. On July 4 1942, I was on a ship coming home to my native land.
9. Words cannot tell my joy when the harbor was reached Henry.
10. I was excited happy and hopeful all at once.

Using Capital Letters

Review the following rules by using capital letters where needed in the sentences below:

Rules for Capital Letters

1. Begin a sentence with a capital letter.
2. Begin a proper noun with a capital letter.
3. Begin the names of days of the week and months of the year with capital letters.
4. When the name of one of the directions is used to mean a certain section of the country or a certain part of the world, begin the name with a capital letter.
5. Begin each line of poetry with a capital letter.
6. When writing the title of a book or the title of a composition, begin the first and last words and all other important words in the title with capital letters.

1. don't try to meet mr. harrison earlier than monday.
2. he is returning the last friday in august.
3. he has been in the far north.
4. I have been reading an interesting book called *the world was my garden*.
5. the title of my composition is "my first swimming lesson."
6. the title of mary's composition is "my first ride in an airplane."
7. the first two lines of my poem read:

my castle of sand was smooth and brown;
along came a wave and washed it down.

Writing a Conversation

1. Read the following conversation, and answer the questions about its form:

"I wish that I could visit Mexico sometime," said Arthur, as he closed the geography that he had been studying so intently. "Shouldn't you like to go there, Dad?"

"I certainly should," replied his father. "I have heard that Mexico City is one of the most beautiful cities in the world."

"I should like to see bananas growing," said Arthur, "and probably to eat some, too. Of course, I'd want to see the oil fields, and the silver mines, and the other industries."

"I'd like to buy some Mexican pottery," Mother chimed in. "Mrs. Fenton brought Mexican bowls and vases back with her, and they are beautiful."

"Well," Father laughed, "let's go right out and buy tickets. All we need is some money to pay for them and a ship to take us."

Arthur grinned as he said, "That's all!"

1. Quote the exact words spoken by Arthur in the first paragraph. What marks of punctuation indicate those words?

2. What mark of punctuation is used to separate the words *said Arthur* from the quotation in paragraph 3? Find another similar use of punctuation.

3. Find a sentence that illustrates the fact that a direct quotation begins with a capital letter even when it is not the beginning of the sentence.

4. What do you notice about the paragraphing of a conversation?

B. Draw up a set of rules for writing a conversation. Let the rules cover:

1. The use of the quotation marks.
2. The use of punctuation to separate the quoted words from the rest of the sentence.
3. The use of capital letters.
4. The method of paragraphing.

C. Rewrite the following sentences, supplying punctuation and capital letters where needed.

1. you promised us a new story tonight Aunt Kate said Nell
2. Shall I tell you a true one her aunt asked
3. Yes spoke up Tom tell us one about when you and Dad were children
4. Perhaps said their aunt you would like to hear about the day when an old man stopped us on the road to ask about the town theater

5. Yes said both children why did he want to know about it

6. Well seat yourselves comfortably said Aunt Kate and I'll begin.

Practicing Spelling

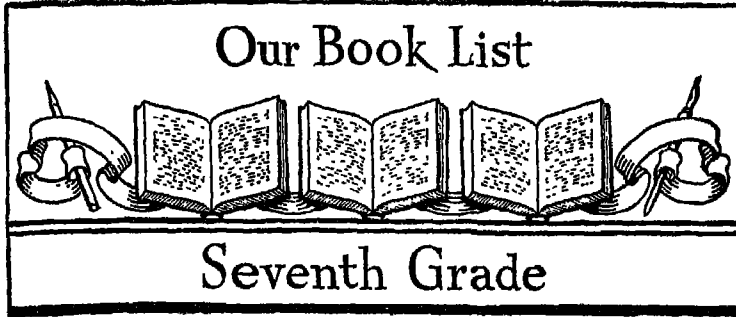
Each of the following sentences contains an incomplete word. Write the list of twenty-five words, supplying the missing letter or letters in each word. If you fail to spell any of these words correctly, study those that you have missed. Then ask a friend to read the sentences to you. As each sentence is read, write the spelling word correctly.

1. James had a(?)most reached the goal when he stumbled.
2. Grace showed good sen(?)e when she refused to borrow money.
3. Are you writ(?)ng that letter to your chum?
4. Yes, I have writ(?)n to him every month.
5. The class president appointed a safety com(?)tee.
6. Put the knives and forks in sep(?)rate boxes.
7. I am begin(?)ng to like science.
8. Do you bel(?)ve this story?
9. Your clean col(?)r is in the box on the bureau.
10. John has a paper rou(?).
11. I shall a(?)ways remember what happened that day.
12. George has a new b(?)cle.
13. Betty knew the capit(?) city of every state.
14. My oldest brother has gone to col(?)ge.
15. I like Mr. Severance, the princip(?) of our school.
16. Mr. Rhodes gave us a ride, a(?)though his car was full of boxes.
17. Did you l(?)se your ticket for the game?
18. At the end of my letter I wrote "Yours tr(?)ly."
- 19-20. The club will meet at my house on We(?)day, Feb(?)ary 3.
- 21-22. P(?)haps Mother will give me permis(?)n to go if I ask her.
- 23-25. We went to the lib(?)ry to read about the Phil(?)pine I(?)lands.

Writing a Paragraph Correctly

There are ten errors in the paragraph at the top of page 237. Write the paragraph, correcting all the errors.

David don't like that baseball bat. He says that its to thick at the handel. I am willing to let him take mine but he likes your's better. Will you let him borrow it for the next game. We need him on the team verry much. He come to help us out and we want to get a better bat for him if we can. We'll bring it back ritc after the game without fale.



When you are preparing a book report, you can help yourself by making an outline of the author's main ideas. Use your outline to talk from if your report is oral. If the report is written, plan the paragraphs by the topics in the outline. Books listed below contain stories and articles that will give you practice in outlining main ideas.

CHAFFEE, ALLEN. *Heroes of the Shoals*

This book tells true stories of the United States Coast Guard in its work of danger and daring.

FLOHERTY, JOHN J. *Moviemakers*

If you choose to report upon some part of this book, you will be able to tell the class some of the steps that have to be taken before a moving picture reaches the screen.

ROBINSON, WILLIAM WILCOX. *Animals in the Sun*

This book gives much information about crocodiles, lizards, turtles, and snakes. You may not like reptiles, but almost everyone likes to read or hear about their strange ways.

UNTERMAYER, LOUIS. *Last Pirate*

Louis Untermeyer has told the stories of the Gilbert and Sullivan operas in this book. The class will enjoy hearing about them. *The Pirates of Penzance*, *Pinafore*, and *The Mikado* are some of the popular ones.

Pointed Paragraphs

If you have ever watched a flight of wild birds across the sky, you must have noticed the formation in which they fly. One bird is always the leader who points the way. Every other bird follows the leader, each in its appointed place.

As you begin your study of the paragraph, think of the sentences that make up the paragraph as being much like the birds in the flight. One sentence points the way; the others follow in their proper places. The leading sentence expresses the main thought of the paragraph. All the others in some way develop or strengthen that thought.

Therefore, just as you found that to read or write a composition satisfactorily you must follow a plan, so in understanding or making a paragraph you must know its plan.

MAIN IDEAS IN PARAGRAPHS

Every well-built paragraph should center around one main idea.

After you have read each of the following paragraphs, decide which one of the statements below the paragraph best expresses its main idea.

I

In the year 47 B.C. Julius Caesar marched against his enemies in the east. After he had conquered them, he sent back to Rome the message "*Veni, vidi, vici*" meaning "*I came, I saw, I conquered.*" In 1942, during the Second World War, Donald Francis Mason, a naval airplane pilot, on a sea patrol sighted a hostile submarine. He dived and dropped bombs which destroyed the enemy craft. Mason sent back to his base the report "*Sighted sub. Sank same.*" Although their feats occurred almost two thousand years apart, Julius Caesar and Donald Francis Mason join hands to show that men of deeds are often men of few words. "Small talk, large action" seems to be their motto.

Which of these three statements is the main idea of the paragraph?

1. Caesar easily conquered his eastern enemies.
2. Julius Caesar and Donald Francis Mason lived about two thousand years apart.
3. Men of deeds are often men of few words.

II

Insects are man's oldest and most constant enemies. Sabotage against the world's food supply is committed not so much by treasonous men as by harmful insects. Year after year, in peacetime and in wartime, insect pests have to be battled. Has your family ever been stopped on the highway near a state line by a man in uniform who asks, "Have you any plants, fruit, or flowers in your car?" Your family may be annoyed and may say, "Well, what if we have a dozen ears of corn or a few wild flowers? They're harmless." They may not be so harmless to the farmers. They may carry into another state the eggs of insects which will ruin the crops of an entire area. The gypsy moth, the European corn borer, and the Japanese beetle are examples of insects that cause huge losses in stripped orchards and damaged food supply. If man ceased his unending fight against insects, large sections of the world would be visited with hunger every year.

Which of these statements is the main idea of paragraph II?

1. Insects are constant enemies of man's food supply.
2. You should not carry plants, fruits, or flowers from one part of the country to another.
3. The gypsy moth, the corn borer, and the Japanese beetle are destructive insects.

Finding Topic Sentences

In many paragraphs the main idea is expressed clearly in one sentence of the paragraph. Such a sentence is called the *topic sentence*. It may be at the beginning of the paragraph, in the middle, or near the end. In each of the following paragraphs find the one sentence which most clearly states the main idea of the paragraph.

I

Everyone was amazed at Fred's knowledge of geography. If questioned about how a twelve-year-old had learned so much concerning remote countries, he would remark that stamp collecting was his hobby. Mr. Martin was eighty. His rare and brilliant tulips were the pride of the town. He exchanged bulbs with experts. He would say that tulips were his hobby. Then there was Mildred. She broke

her ankle just before the graduation exercises. Girl friends who visited her expected to find her tearful; but Mildred sat at a small table strewn with pieces of cloth and tiny dolls. She was dressing dolls out of scraps from dresses worn by women of her family long ago. She said laughingly that, since she had to sit still, she might as well enjoy her hobby. Yes, hobbies have a part to play in youth and age, in sickness and health.

II

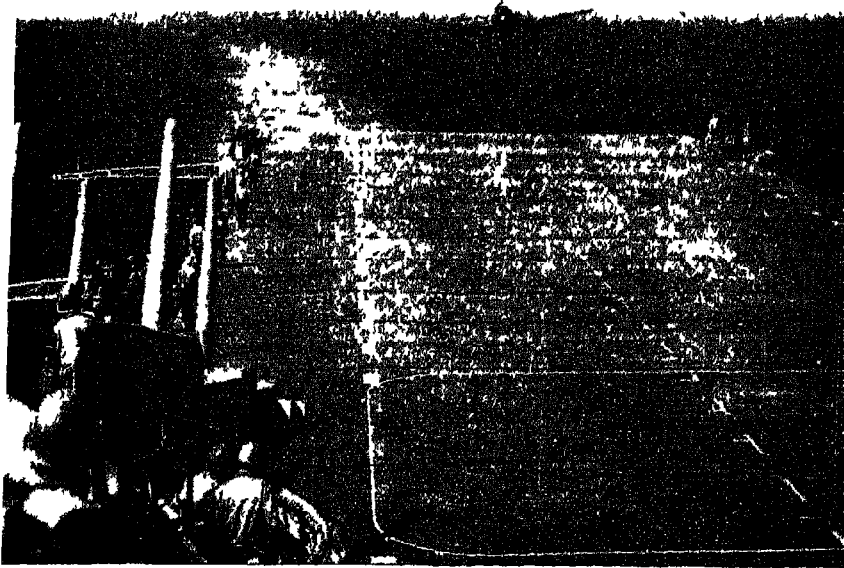
Everyone likes Evelyn Kendall. I have often wondered just what quality makes her such a favorite with other girls and boys. I think that I have discovered the secret of her popularity. Evelyn is always enthusiastic about what *you* are planning and doing. If you start to tell her about your hobby of taking close-ups of flowers, she doesn't begin at once to tell you how she takes pictures of pets. Instead, she asks questions about your hobby and seems genuinely interested in what you tell her.

III

It isn't enough just to say that we believe in democracy, — government of the people, by the people, and for the people. Democracy asks not lip service, but real service from every last one of us. Do you really believe in democracy? Then say kind words and do helpful deeds for your near neighbors, no matter what their religion, or race, or wealth. Do you want to serve democracy? Then faithfully observe its laws even if these cause you personal trouble. Laws about using materials, about giving up things that we like, about paying extra pennies in taxes affect even boys and girls, but if we are really faithful citizens at any age, we obey our country's laws. Democracy needs trained workers, too, and willing savers. Oh, yes! Democracy means more than cheering, and saluting, and talking. It means not only "I believe," but also "I serve."

IV

Landing a plane on the deck of an aircraft carrier is much more difficult than landing one at an airport. The field of an airport is large and is easily found by the pilot under ordinary flying conditions. The runways offer plenty of space for a descending plane to touch and roll along as it gradually loses speed and comes to a stop. An aircraft carrier, on the other hand, is only a small spot in a wide,



PLANES RETURNING TO THE CARRIER

wide sea. When the flier locates his carrier and comes down, he must touch its deck so that the deck landing gear will stop his plane in a few plane lengths. Often he has to perform this hard feat while the aircraft carrier is rolling in a rough sea.

Developing the Topic Sentence

1. When you have stated as clearly as possible in a topic sentence the main idea of a paragraph that you mean to write, there are various ways of building up your paragraph. You may give reasons for the statement made in your topic sentence; or you may give examples of the fact stated as your main idea. Sometimes you do neither of these things but merely see that every sentence in your paragraph has some relation to the main idea. Study the four paragraphs on pages 239-241 until you are ready to tell how each paragraph develops its topic sentence.

2. The topic sentence also determines what shall go into the paragraph. Notice how true this is in the two paragraphs which follow. The topic sentence of each is printed in italics. What word in each topic sentence points the way for the development of the paragraph? Show how each sentence builds up the idea expressed by that word.

1. *The "big trees" of California are the largest living things.* Some of these trees have grown to a height of three hundred feet and are as much as thirty-five feet around the trunk at the base. A single one of these trees could supply lumber enough to build an entire village. The "General Sherman" tree is supposed to be the largest in the world.

2. *The "big trees" of California are the world's oldest living things.* They were already centuries old when Columbus discovered America. The age of a tree is told by its rings when it is cut down or by borings made into the living tree. Some of the "big trees" were discovered to be between two and three thousand years old. The "General Sherman" tree is thought to be more than thirty-five hundred years old.

3. Three topic sentences are given in the box below. Choose *one* of the topic sentences. Then from the list of sentences below the box select all that are related to your topic sentence and build a paragraph out of them.

<i>Topic sentences</i> (Choose one.)	Balsa wood is the lightest wood used in commerce.
	Balsa wood has many uses.
	Ecuador is the chief producer of balsa.

Actually balsa wood weighs about half as much as cork.

It is used to insulate refrigerators and incubators.

The tree grows wild in the jungles of Ecuador, but the wood is so valuable that Ecuador also raises the trees in plantations.

Balsa grows rapidly in the tropical regions of Ecuador and in ten years will reach a diameter of more than two feet.

Life preservers and floats are made of it.

A traveler in Ecuador tells of seeing a mere boy pick up and carry easily a piece of balsa containing more than one hundred board feet.

A piece of oak equal in size to that piece of balsa would have weighed six hundred pounds.

Layers of balsa in the cabins of airplanes help to deaden the noise of the engines.

Logs are hauled to the rivers of Ecuador by oxen and are floated to the mills.

All kinds of stage novelties are constructed of it.

Guayaquil ships about eight million board feet annually and other Ecuadorian cities also export this valuable wood in large quantities.

In the movies when a house tumbles down upon the actors, the building is probably made of balsa wood which is too light to injure those below.

Much of the balsa imported into the United States is made into model airplanes built accurately to scale.

4. After you have finished your paragraph, find two members of the class who have chosen the other two topic sentences. Compare your papers. Among you, you should have used every sentence in the exercise. Read one another's groups of sentences. Does each group make a good paragraph?

5. You probably have to write paragraphs in your work in history, geography, civics, science, and hygiene. What topics are you studying just now in each of these fields? Choose main ideas related to these topics and express these ideas as topic sentences. Some examples of such topic sentences follow:

HISTORY

If you are studying the exploration and settlement of North America, you may need such topic sentences as:

Ponce de León discovered a beautiful land of flowers, which he called Florida.

The Indian chief, Massasoit, helped the Plymouth colonists.

GEOGRAPHY

If you are studying our South American neighbors, you may need such topic sentences as:

Bolivia has all kinds of climate from tropic heat to arctic cold.

Argentina is a cattle-raising country.

CIVICS

If you are studying the ways of democracy, you may need such a topic sentence as:

We can make our classroom an example of democracy by working co-operatively for the good of every member of the class.

HYGIENE

If you are studying foods and nutrition, you may need such a topic sentence as:

Fruits and vegetables are a necessary part of our daily diet.

After you have made a list of topic sentences related to your school studies, choose one and write the paragraph which it suggests. If one of the sentences given above fits your need, you may use it. Be sure to include in the paragraph only facts and ideas related to the topic sentence which you have chosen. For example, if you begin your paragraph with the sentence, *Argentina is a cattle-raising country*, you may tell what advantages it has for raising cattle or what the cattle-raising industry means to the people; but you should not include such unrelated ideas as the naming of Argentina's capital city or a description of the city's beauty.

After you have written your paragraph, exchange papers with a classmate. Help each other to improve in paragraph writing by suggesting ways in which the topic sentence could be better developed, or improvements that could be made in the spelling, sentence structure, or expression of the paragraph.

SENTENCE STRUCTURE IN PARAGRAPHS

To avoid choppiness in the paragraphs that you write, remember to apply what you have learned about varying the structure of sentences. Read the following paragraphs. Each is well organized around its topic sentence, — the sentence in italics; but in addition each has a smoothness of sound that results from the use of different kinds of sentences. Let the directions below each paragraph help you to discover the variation in the sentences.

I

In southern Nevada is a region known as the Valley of Fire. The Indians gave it that name. Mighty rocks of red sandstone rise from the floor of the valley and seem like giant flames when the sun strikes them. Wind and sand have worn these great red cliffs into queer shapes and designs. In some places are caves. In other places there are tall pillars. The Pueblo Indians had dwelling places in the Valley of Fire, and high up on its rocks they have carved records of their hunting trips.

1. The sentences in this paragraph vary in length. Read a long sentence and a short sentence from it.
2. In some sentences the subject and predicate are in natural order, and in others the inverted order has been used. Find two sentences to illustrate natural order and two to illustrate inverted order.
3. Find a sentence that has a compound subject.

II

When we speak of Louisiana, we think of the great Mississippi with its levees watched night and day in floodtime; or we think of the beautiful, strange, old city of New Orleans. Pictures of stately plantation houses with their white pillars and blossoming vines flash before our mind's eye. These, however, do not tell all the story of Louisiana. Louisiana raises a huge sugar crop to help to satisfy America's sweet tooth. Cotton and rice grow abundantly in its fertile soil. Of the minerals it has salt and sulphur. Belts of pine forests contribute valuable products. *A dreamy past but a busy present belong to Louisiana.*

1. Read a long sentence from the paragraph; a short sentence.
2. Study the last five sentences in the paragraph. Give the subject and predicate of each. Read the two sentences that have compound subjects. In which sentence is the subject not at the very beginning?

STANDARDS FOR WRITING PARAGRAPHS

Many times during this year and the years to come you will need to write paragraphs. A set of standards for good paragraphs will be very helpful for reference whenever you have a paragraph to write. If you are keeping an English notebook, the standards may well be

kept there. The standards may be made by summarizing what you have been studying about paragraphs. Be sure that your standards cover, in brief statements, each of the following items:

- What a paragraph is
- What the topic sentence is
- Where the topic sentence may be found
- Ways of developing the topic sentence
- Ways of giving smoothness to the sound of a paragraph
- How a paragraph should be indicated on paper
- How to make a paragraph correct and legible

After you have drawn up a set of standards, discuss each one in class and improve the wording in every possible way. Well-expressed statements may be written on the blackboard to form a set of class standards of excellence in paragraph writing.

Apply your set of standards to the following paragraph. You will find that the paragraph is satisfactory in some ways, but needs improvement in others. Suggest changes where it does not meet the standards.

Many serious falls in the home are caused by lack of neatness. Children who leave toys on the stairs are opening the way for someone to get hurt. Roller skates left in unexpected places around the house can send a person heavily to the floor. Rags and paper left in a heap in the cellar or the attic are often the cause of fires. Maybe you move a floor lamp to a new place so that you can read more easily, forgetting that when you pull it away from the wall you stretch the electric cord across the floor where it may trip someone. The cake of soap left in the tub instead of in the soap holder has often been the cause of a bad fall. Footstools and chairs left in the middle of the floor look disorderly and constitute another danger. Carefulness in putting things in their proper places would save bruises and broken bones due to falls at home.



Special Drills



Writing a Paragraph from Dictation

To be able to write a simple paragraph correctly from dictation is a skill that you will find more and more useful every year, both in school and out of school. Study the following paragraph. Note the paragraph indentation, the sentence division, the use of capitals and punctuation marks, and the writing of a date. Be sure that you know how to spell each of these words:

envelope	courage	cheerful	described	traveling
really	quite	prairie	grateful	frontier

Then close your book and write the paragraph as your teacher dictates it.

The letter had no envelope. It was really only a folded sheet of paper dated August 3, 1856. The sheet was covered with writing in a fine and even hand. The lines contained a record of courage. The letter sounded quite gay and cheerful. As the mother read it, she could see the little log cabin on the Kansas prairie which her daughter described. Would she ever see Grace again? Who could tell? She was grateful that, passing from hand to hand among men traveling east, the letter from the frontier had reached her. Her daughter was safe and well.

After you have written the paragraph, correct your copy by reference to the book. The paragraph contains approximately one hundred words. What is your rate of error for a one-hundred-word paragraph? Did you make a perfect score?

Recognizing Sentences in a Paragraph

There are five sentences in the paragraph at the top of page 248. On your paper numbered from 1 to 5, write the first and last words of each sentence. Use capital letters and periods as needed.

Rio de Janeiro is the beautiful capital city of Brazil on the whole coast of the Americas there is no finer harbor around it are peaks and pinnacles of granite and low green hills of soft beauty the Sugar Loaf, a granite cone, is one of its landmarks your steamer comes to anchor near a beautiful park where one of Rio's main avenues begins.

Finding Topic Sentences in Paragraphs

Copy from each of the following paragraphs the sentence that tells the main idea of the paragraph:

1. Have you ever noticed that on one side of many of the United States coins there is a little letter? The letter on a coin tells where the coin was minted. If the letter is *S*, for example, the coin came from the San Francisco mint. If the letter is *D*, the Denver mint struck off the coin. If it is *O*, the coin was minted in New Orleans. If there is no letter, then the coin came from Philadelphia, where the original mint of the United States is located.

2. The hardy dandelion seems to live through all kinds of difficult conditions. We may have a severe winter, cold enough to kill rose-bushes and flowering shrubs, but the dandelion will come up as gaily as ever. A long dry season will leave the garden plants withered and poor, but dandelions appear untroubled by drought. There are splendid, hardy dandelion plants growing in the gravel of our driveway. No carefully tended flower in the garden seems to have such a strong constitution.

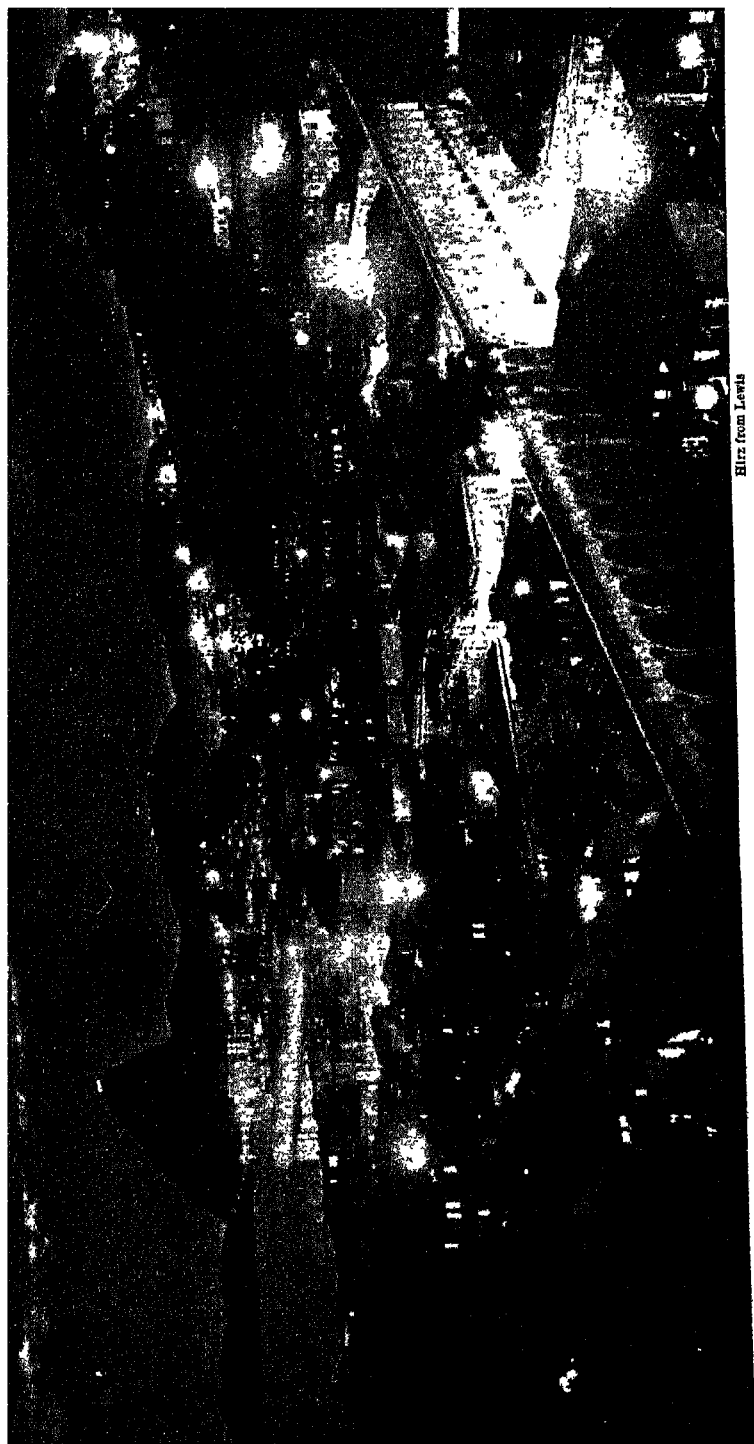
Developing Topic Sentences

When the following sentences are properly arranged, they make two paragraphs about Aunt Margaret's return to Hilltop Farm. The sentences in italics may be used as the topic sentences around which the paragraphs are developed. Arrange the other sentences around them in such a way as to make two good paragraphs. After you have decided on the order, read the paragraphs aloud.

1. As a special treat, Uncle Bob took us along the new scenic drive, which had been built since Aunt Margaret's former visit.

2. *I had some difficulty in finding Aunt Margaret at the station.*

3. Also, as ill luck would have it, several hundred people had gathered to greet the members of the baseball team, who were returning home victorious.



Blitz from Levis

RIO DE JANEIRO-LIGHTS ON

4. In the first place, I was very uncertain of her appearance, as I had not seen her since I was a child.

5. *Our ride home was a very pleasant one.*

6. How could I ever find anybody in that thronging, shouting crowd!

7. But what I enjoyed more than all this was Aunt Margaret's gentle sigh of happiness as we approached old Hilltop Farm, which, to her, as well as to us, would always be home.

8. Then I recognized her, for no one ever forgot Aunt Margaret's smile.

9. We saw the new fountain in the park and the great beds of flowers which streaked the hillsides with color like splashes of paint.

10. Finally, however, I saw a little gray-coated woman pause on the steps, as she descended from the train, and look about her with an inquiring, timid smile.

Expressing Main Ideas in Topic Sentences

In the two paragraphs that follow, no one sentence completely expresses the topic of the paragraph. You can, however, make a topic sentence for each paragraph by finding the main idea of each and then rewording parts of different sentences to make one topic sentence for the paragraph. In the first paragraph, for example, which of these is the main idea?

1. That my new bicycle was a torment to me
2. That I had many kind friends
3. That I finally learned to ride the bicycle
4. That balancing a bicycle is a trick one never forgets

After you have decided on the main idea in each paragraph, write a topic sentence for it by combining parts of the sentences in the paragraph in whatever form best expresses the main idea.

1. My new bicycle was a torment to me until I had learned to ride it. It seemed to take a long time before I could keep it going. I asked all my friends to run up and down with me, and many of them were kind enough to do so. After what seemed to me hours of pedaling, my body suddenly seemed to become adjusted. I had mastered at last that trick of balance which makes it possible to ride a bicycle. It is a trick that one never forgets.

2. Wilbur had always said that he would not be afraid or become nervous when he was called upon to speak. He stood up and faced the audience. How many faces were staring out from that dimly lighted room! There seemed to be hundreds of them, all with eyes fixed burningly on him. How hot he felt! His skin tingled and itched at every point. In a panic he began to reason with himself. There was nothing to be afraid of! Most of these people he knew. Many of them were his neighbors. Why should fifty faces blooming in straight rows in an audience be more terrifying than they were when encountered singly on the street or over the back fence? He hunched up his right shoulder, and thrust his left hand into his pocket to show that he had complete command of the situation. Then he suddenly realized that he had forgotten the topic of his speech.

Using Correct Speech Forms

Read aloud the following paragraphs, selecting the correct form of each word in parentheses:

1. I had (*forgot, forgotten*) my library book, and it was due last Thursday. That meant a fine, and my allowance was running low. I (*sez, said*) to Sam Barker, "Lend me a dime, will you please?" Sam (*sez, said*), "I (*hadn't ought, ought not*) to lend you the money, because you're always forgetting; but I'll do it this time. If you (*was, were*) wide-awake, you wouldn't have to be borrowing money."

2. The ink bottle went over with a crash. Bill (*ran, run*) to get blotters. Marion (*began, begun*) to wipe up the ink with her handkerchief. Just at this unfortunate moment Dad opened the door. When he saw what we had (*did, done*), he looked anxiously at the carpet. He (*don't, doesn't*) like a stained rug any better than we do. But, as good luck would have it, the table was near the window. There (*was, were*) only a few drops of ink that trickled to the polished floor. The rest of it the blotters caught on the table top.

3. The guide turned the flapjacks by tossing them into the air and (*catching, ketching*) them in the pan. We (*was, were*) all standing around the fire watching him. It looked simple; but when he let me try it, I found that it took a (*steadier, more steadier*) hand than mine to do the trick. My first flapjack fell with a thud into the fire and went up in smoke. Jim (*didn't do no, didn't do any*) better. Then the guide took the frying pan away from us.

Our Book List

Seventh Grade

The books on this list are really books of information; but in addition to giving you facts, they will prove interesting reading because of the way the facts are told.

ALLEN, CARL B., and LYMAN, LAUREN DWIGHT. *Wonder Book of the Air*

This book will help you to understand the art of flying and will give you a background in aviation.

BLACK, ARCHIBALD. *Story of Bridges*

You can read in this book about man's early attempts to help himself by building bridges, and about the great bridges of today.

DOORLY, ELEANOR. *Insect Man*

The "Insect Man" was the great scientist Jean Henri Fabre, who made the lives of the fly, the grasshopper, and the bee as interesting to us as the lives of people. In this book some children visit the places where Fabre lived, and see the homes of some of the insects which he studied.

McSPADDEN, JOSEPH WALKER. *How They Sent the News*

This is really a history of communication in which you can learn about the Indian smoke signals, the drumbeats of jungle tribes, the use of the sun in signaling, and the semaphore. The book tells also about our modern means of communication.

VERRILL, ALPHEUS HYATT. *Strange Sea Shells and Their Stories*

In this book you can read of such strange and interesting things as the ways of baby shells, shells that are lefthanded, shells that make pearls, and shells that carry daggers.

WHITNALL, HAROLD ORVILLE. *Parade of Ancient Animals*

If you are interested in the great creatures that roamed this earth before man came to live upon it, you will enjoy this book and its pictures.



Borsig from F.P.C.

IV

The Glamour of the Sentence

Words as Modifiers

TWO KINDS OF WORD MODIFIERS
SKILL IN USING WORD MODIFIERS
A TEST ON WORD MODIFIERS
ADDITIONAL PRACTICE

Phrases as Modifiers

THE PREPOSITION AND ITS OBJECT
SKILL IN USING PHRASE MODIFIERS
A TEST ON PREPOSITIONS AND PHRASE MODIFIERS
ADDITIONAL PRACTICE

Clauses as Modifiers

THREE TYPES OF MODIFIERS
SKILL IN USING MODIFIERS
A TEST ON PHRASES AND CLAUSES AS MODIFIERS
ADDITIONAL PRACTICE

Sentences and the Words That Make Them

VARIETY IN SENTENCES
THE PARTS OF SPEECH
A SUMMARY TEST ON SENTENCES

Words Used to Express Thoughts

WORDS IN EFFECTIVE USE
WORD BUILDING
A TEST ON WORDS
ADDITIONAL PRACTICE

Sentence Diagrams

Words as Modifiers



In Section I, you studied "The Grammar of the Sentence" and learned to make your sentences correct in structure. In this section, "The Glamour of the Sentence," you will study how to make your sentences attractive in wording.

You have learned that a sentence must have a simple subject, which is usually a noun or pronoun, and a simple predicate, which is always a verb. It is possible to write complete sentences containing only two words if one of the words is a noun or pronoun and the other is a verb. Examples:

1. Engines roared.
2. Planes swooped.
3. They landed.

These skeleton sentences do tell you something; but your mental pictures become more vivid when words are added like the italicized words in the following sentences:

1. The *powerful* engines roared *mightily*.
2. The *huge American* planes swooped *down easily* and *gracefully*.
3. They landed *safely*.

Your mental pictures can also be entirely changed by the use of different words. In the two sentences which follow, the skeleton sentence *winds blew* is the same, but different feelings are created by the use of different words:

1. *Soft southern* winds blew *gently* over the meadows.
2. *Icy north* winds blew *harshly* over the meadows.

The added words change, or *modify*, the nouns and verbs of the original sentences. Such words are called *modifiers*.

TWO KINDS OF WORD MODIFIERS

Using Adjectives and Adverbs

In the sentences which you have just read, the words *powerful*, *huge*, *American*, *soft*, *southern*, *icy*, and *north* modify nouns. Words that modify nouns or pronouns are called *adjectives*. What noun is modified by each of the adjectives listed?

In the same sentences, the words *mightily*, *down*, *easily*, *gracefully*, *safely*, *gently*, and *harshly* modify verbs. What verb does each modify? Words that modify verbs are called *adverbs*.

Adverbs may also modify other words besides verbs. Examine the following sentences:

1. An *exceedingly* strong light blazed over the hangars.
2. The *most* powerful searchlight had been turned on.
3. The plane was a *very* beautiful sight.
4. The pilot's landing was *perfectly* smooth.
5. The mechanics serviced the plane *surprisingly* fast.
6. We reached Alaska *unexpectedly* soon.
7. *Quite* eagerly we planned another airplane trip.

In sentences 1, 2, 3, and 4, the adverbs *exceedingly*, *most*, *very*, and *perfectly* modify adjectives. Name the adjective that each modifies.

In sentences 5, 6, and 7, the adverbs *surprisingly*, *unexpectedly*, and *quite* modify other adverbs. What adverb does each modify?

From your study of these sentences you can understand these two definitions:

Adjectives modify the meaning of nouns or pronouns.

Adverbs modify the meaning of verbs, adjectives, or other adverbs.

In the following sentences notice the italicized modifiers:

1. *An* hour passed.
2. *The* skies cleared.
3. *A* light appeared on *the Canadian* shore.
4. *The captain's* orders were briskly given.
5. *His* men sprang to obey them.

The tiny modifiers *a*, *an*, and *the* are found in many sentences. They belong with the adjectives because they modify nouns, but they have a special name. They are called *articles*.

In sentence 3 the adjective *Canadian* is made from the proper noun *Canada*. Such adjectives are called *proper adjectives*, and, like the proper nouns from which they are made, they begin with capital letters.

The words *captain's* in sentence 4 and *his* in sentence 5 are *possessive forms*. Since they modify nouns, however, they are used as adjectives.



U S Navy official photo

WINGS OVER ALASKA

1. In the following sentences all the adjectives except the articles are in italics. Tell what nouns these adjectives modify. How many articles are used?

1. We saw a *large, white* bird.
2. He has traveled in *several* states.
3. The *Chinese* people have an *old* civilization.
4. The *doctor's* desk was made in Detroit.
5. We saw *both* buildings.
6. The *Norwegian* fliers are *tall* men.
7. There were *sixteen* cars in the *express* train.
8. *Our new* messenger is an *honest* boy.
9. He has *other* duties in the *manager's* office.
10. *Those* men are farmers.
11. *Their* crops are nearly *ready* to be harvested.
12. *Texan* melons are in the market already.

2. In the twelve sentences given below, the words in italics are adverbs. In the first four sentences the adverbs modify verbs; in the next four they modify adjectives; and in the last four they modify other adverbs. What word does each adverb in italics modify?

1. The train moved *slowly* into the station.
2. Mary followed the recipe *exactly*.
3. The waves dashed *noisily* against the rocks.
4. We *soon* saw the dim outlines of the shore.
5. She is an *unusually* kind person.
6. We enjoyed cooking in the *spotlessly* white kitchen.
7. There were *astonishingly* few persons present.
8. We shall be *very* glad to help you.
9. Martin speaks *extremely* well.
10. The stranger appeared *very* suddenly on the highway.
11. The work was done *quite* satisfactorily.
12. He talked *so* low that we could hardly hear him.

3. In the last four sentences which you have just read there are five adverbs not in italics. Name these adverbs and tell what each modifies.

4. Make a list of all the adjectives found in the following sentences and after each adjective write the noun which it modifies. Make a similar list of the adverbs, telling what verb, adjective, or other adverb each modifies.

1. Hastily Tom climbed into the seat of his father's tractor.
2. He wanted to hide it in a safe place.
3. His father had worked hard to buy it.
4. The thieves would surely drive away the valuable machine if they found it.
5. By pulling different levers he finally started the engine.
6. The tractor clanked heavily over the rough ground of the north field.
7. Tom decided to hide it among the thick bushes near the creek.
8. The very dense foliage would conceal it.
9. With many jerks he forced it forward until it was well covered by thick branches.
10. Then he ran proudly home, and quite calmly took his place at the supper table.
11. He would always remember that his quick decision and prompt action had actually saved the tractor.

5. Write sentences using the following words as adjectives. Let each adjective modify the subject of the sentence; for example, "The *black* horse won the race."

black	plucky	Chinese
mean	few	Canadian
dusty	fair	American
spotless	dangerous	European

Why are the adjectives *American*, *Canadian*, *Chinese*, and *European* capitalized?

Making Adverbs from Adjectives

1. Many adverbs are made by adding *ly* to an adjective.

bright, brightly

Bright colors are attractive. (Adjective)

The sun was shining *brightly*. (Adverb)

English Every Day

*easy, easily*It was an *easy* lesson. (Adjective)James won the race *easily*. (Adverb)*brief, briefly*He told a *brief* anecdote. (Adjective)The candidate spoke *briefly*. (Adverb)*accurate, accurately*The treasurer gave an *accurate* statement. (Adjective)Frank worked the example *accurately*. (Adverb)

2. Make adverbs from the following adjectives and use each in a written sentence. Be careful about the spelling of the adverb when the adjective ends in *y* or *e*. Sometimes the *y* should be changed to *i* or the final *e* should be dropped before adding *ly*. Consult your dictionary for spellings when necessary.

dim	heavy	quick	rapid	busy	strange
gay	polite	affectionate	saucy	true	peaceful
sure	swift	thorough	careful	brave	quiet
slow	steady	beautiful	thoughtful	safe	ready

3. Read aloud the eight pairs of sentences below, using in the blanks adverbs formed from the adjectives in italics.

1. She is *courteous*. She replied very __?__.
2. He was *polite*. He spoke __?__ to his mother.
3. Mother is *wise*. Mother very __?__ chose the best.
4. John is *careless*. John writes very __?__.
5. The lesson is *easy*. The problem was __?__ solved.
6. The bell is *loud*. __?__ rings the bell.
7. His speech is *distinct*. He speaks __?__.
8. Her dress is *beautiful*. She dresses __?__.

Using Predicate Adjectives

The adjectives in the following sentences are in the predicate but modify the subject. The verb acts as a linking verb (see page 40) to connect the subject and its modifier.

1. The flag is <i>white</i> .	6. We are <i>honest</i> .
2. The speech was <i>long</i> .	7. Mother will be <i>glad</i> .
3. The children were <i>sleepy</i> .	8. The day has been <i>warm</i> .
4. The board is <i>narrow</i> .	9. He has always been <i>polite</i> .
5. I am <i>happy</i> .	10. You have been <i>wise</i> .

The predicate adjective occurs most frequently after the forms of the verb *be*, as in the ten sentences above. The predicate adjective may occur, however, after the verbs *seem*, *become*, *look*, *appear*, *feel*, *taste*, *smell*, and a few others similar in meaning to *seem* or *become*.

1. Find the predicate adjectives in the following sentences. Name the verb after which each occurs and the subject which each modifies.

1. The children seem happy.
2. The sky became cloudy.
3. Mildred looks beautiful.
4. The building appears vacant.
5. I feel gay.
6. This apricot tastes delicious.
7. Hyacinths smell sweet.
8. After much practice Ted became skillful in metal work.
9. This model seems excellent.
10. It appears accurate in every detail.
11. The wood feels smooth.
12. The enamel looks bright.

2. Find the subject, the linking verb or verb phrase, and the predicate adjective in each of the following sentences:

1. The train was late.
2. My father is not rich except in ideas.
3. Mr. Swenson appears kind; he will be able to help you.
4. Does your apple taste ripe?
5. I have never been tardy.
6. You can certainly be proud of your record.
7. Mrs. Gerson seemed angry.
8. You might have been more polite to her.
9. You will be equal to all situations.
10. You look better today.
11. Our team will be fair, but they will be eager to win.

Choosing Vivid Adjectives and Adverbs

1. For each numbered space below, an adjective is needed. As you read the story aloud, choose from the group of adjectives of the same number the word that makes the picture most vivid.

A COLONIAL PARTY

Albert and Jean were searching in Great-grandmother's --(1)-- chest for costumes. Albert hoped to find a pair of --(2)-- --(3)-- breeches and a shirt with ruffles of --(4)-- --(5)-- cambric such as the --(6)-- gentlemen of Washington's time used to wear. There were no men's clothes, however, in the chest. All he could find was a pair of --(7)-- --(8)-- buckles covered with rust.

Jean fared better. She gave a --(9)-- exclamation as she saw a dress of --(10)-- brocade. The --(11)-- lace fichu was --(12)-- with age, but its --(13)-- pattern made it beautiful.

1	2	3	4	5
old	black	velvet	heavy	white
cedar	gray	silk	light	silk
oak	white	homespun	thin	colored
6	7	8	9	10
noble	heavy	tinsel	delighted	colored
gallant	light	silver	loud	flowered
fine	old	metal	little	old
11		12	13	
lovely		stained	unusual	
pretty		yellow	exquisite	
delicate		dark	intricate	

2. By choosing the most appropriate adverbs from the groups that follow, improve the following paragraph:

A SUMMER INCIDENT

Larry and Eleanor guided their canoe --(1)-- around the bend in the lake. --(2)-- they stopped paddling. On the bank --(3)-- above them stood a doe, --(4)-- silhouetted against the sunset sky. --(5)-- unconscious of the presence of anyone, she was gazing --(6)-- toward the hills in the distance. For some moments



Lwing Galloway

SUMMER FUN

everything was --(7)-- still --(8)-- a shrill cry broke the silence.
 --(9)-- the doe whirled about and plunged into the sheltering
 woods. The canoe rocked --(10)-- with the sudden thrust of Larry's
 paddle. A queer old raft, loaded with campers, came --(11)--
 around the bend. The boy and girl --(12)-- turned toward home.

1	2	3	4	5	6
carefully	suddenly	just	sharply	still	peacefully
quietly	then	directly	clearly	entuely	serenely
smoothly	instantly	almost	plainly	apparently	quietly
7	8	9	10	11	12
quite	then	immediately	dizzily	slowly	swiftly
completely	suddenly	instantly	unevenly	unsteadily	disgustedly
rather	soon	quickly	rapidly	noisily	unhappily

3. From a newspaper or a story that you are reading, make a list of vivid and well-chosen adjectives. In sentences of your own, use any five of the adjectives.

4. From your reading choose five or more adverbs that seem to you especially vivid and attractive. Use each adverb in a sentence of your own.

SKILL IN USING WORD MODIFIERS

Comparing Adjectives and Adverbs

In speaking of the appearance of different peonies at a flower show, the judges might say to one another:

1. This peony is *large*.
2. That peony is *larger*.
3. The peony in the green vase is the *largest*.

To make the comparison of the three flowers, the judges would have used three different degrees of the adjective *large*.

Positive	Comparative	Superlative
large	larger	largest

Adverbs are also used to make comparisons. Notice the degrees of the adverb *fast* in the following sentences:

1. The girl at the end of the table worked *fast*. (Positive)
2. The girl at the head of the table worked *faster*. (Comparative)
3. The girl in the center worked *fastest*. (Superlative)

In these examples the comparative and superlative degrees are made simply by adding *-er* or *-est* to the positive form of the adjective or adverb. Sometimes spelling has to be watched in adding these suffixes. Explain the spelling of the following comparative and superlative forms:

Positive	Comparative	Superlative
happy	happier	happiest
thin	thinner	thinnest
able	abler	ablest

When adding *-er* and *-est* to an adjective or adverb makes the word too difficult to pronounce easily, the comparison is made in this way:

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
easily	more easily	most easily

A few adjectives and adverbs use different words for their comparative and superlative forms. These are in such common use that you are quite familiar with them. Examples:

Positive	Comparative	Superlative
good, well	better	best
bad, ill	worse	worst
little	less	least
much, many	more	most

Using Comparative and Superlative Forms

In comparing persons or things by means of adjectives and adverbs, the *comparative form* is used when *two* are being compared; the *superlative form*, when *three or more* are being compared.

1. Read the following sentences aloud, supplying the form of the adjective or adverb required:

1. Abe Garnett is the (superlative of *skillful*) workman in the machine shop.

2. This box is (comparative of *neatly*) wrapped than the one that he is carrying.

3. We have (comparative of *much*) time to play today than we had yesterday.

4. Minna is the (superlative of *thoughtful*) of Mrs. Bulcorn's three children.

5. John is (comparative of *tall*) than Frank, but Frank can run much (comparative of *quickly*) than John.

6. Of all the animals we saw at the zoo, the elephants moved (superlative of *clumsily*).

7. The sun is shining today (comparative of *brightly*) than it did yesterday.

8. This winter it snowed much (comparative of *often*) than last winter, and (superlative of *often*) in the month of January.

9. I eat (comparative of *little*) candy than I used to eat.

10. Little William had the (superlative of *bad*) case of mumps in the whole family.

2. Copy the following sentences, filling each blank with the comparative or superlative form of the word at the left:

1. **strong** You need a --?-- light for reading than for playing checkers.

2. **good** This banana is the --?-- of the two.

3. **trim** Both Joan and Alice are attractive girls, but Alice is the --?-- in her appearance.

4. **good** Arthur and James are trying for the leading part in the play, but Arthur's chances are the --?--.

5. **clearly** He speaks --?-- than James.

6. **sunny** Today is the --?-- day that we have had in two weeks.

7. **careful** You ought to be --?-- , Jean. You almost fell off that ladder.

8. **well** He plays basketball --?-- than he used to.

9. **slim** Bessie is dicting too much. She doesn't need to grow --?--.

10. **pretty** This new rug is --?-- than our old one.

11. **much** I have eaten --?-- cereal than Jessie, but Alan has eaten the --?-- of all.

12. **well** Of the two books that I have read this month, I like this one the --?--.

3. Make up sentences of your own in which you express comparison by using the necessary forms of the adjectives or adverbs suggested below:

1. Compare Monday, Tuesday, and Wednesday as to heat or cold. (Use *warm* or *cold*.)

2. Compare Bing and Bang, two puppies, as to size. (Use *large* or *small*.)

3. Compare Dick, Joe, and Harry as to time of rising. (Use *early* or *late*.)

4. Compare two girls in the class as to height. (Use *tall*.)

5. Compare three boys in the class as to weight. (Use *heavy* or *light*.)

6. Compare Jonathan and Anthony as to speed in running. (Use *fast*.)

7. Compare silk, cotton, and linen as to wearing qualities. (Use whatever adjective or adverb you need to make your sentence correct.)

Avoiding Common Errors

The most frequent error made with word modifiers is the using of an adjective when an adverb is needed. Only an adverb can modify a verb, an adjective, or another adverb.

It is correct to say:

Louise sings *beautifully*. (Not *beautiful*)

He did that work *well*. (Not *good*)

Our team is *surely* winning. (Not *sure*)

I am *really* grateful, or I am *very* grateful. (Not *real*)

1. The italicized words in the following sentences are used correctly. Explain why an adverb must be used in the first sentence of each pair, and an adjective in the second sentence of each pair.

1. Old Mansen carves *beautifully*.

He carves *beautiful* trays.

2. Mr. Transome lives *quietly* on a small farm.

He lives near a *quiet* village.

3. Peter can swim *well*.

He always has a *good* time at the pool.

4. Millicent was *really* surprised.

The party was a *real* surprise.

5. Don will *surely* report to the first-aid station.

He is *sure* to be on time.

6. We *surely* need Don's help.

Yes, he has a clear eye and a *sure* hand.

2. Choose a pupil who writes legibly to put on the blackboard short sentences dictated to him by members of the class. Let each sentence illustrate the correct use of the adverb *well*. When you have ten sentences on the blackboard, change secretaries and follow the same procedure with the adverb *surely*.

3. Read the following sentences aloud, choosing as you read the correct word from the parentheses:

1. Please speak (*pleasant*, *pleasantly*) to our visitors.

2. They will want to look (*careful*, *carefully*) at the work on the bulletin board.

3. Be (*polite, politely*) in conduct.
4. Ask each visitor (*polite, politely*) what grade she would like to visit.
5. Walk (*quiet, quietly*) through the halls.
6. Try to answer questions (*courteous, courteously*).
7. Your work has been done (*good, well*).
8. You should feel (*proud, proudly*) of it.
9. You can be (*real, really*) proud of your attainments.
10. Close the door (*soft, softly*).
11. You will (*sure, surely*) bring honor to your school.
12. Your parents will be (*happy, happily*) to know how (*good, well*) you are getting along in school.
13. Take special pains with your appearance, and try to look (*real, very*) neat.
14. Be sure that each visitor is seated (*comfortable, comfortably*).
15. Say good-by (*smiling, smilingly*) at the front door.



A Test on Word Modifiers



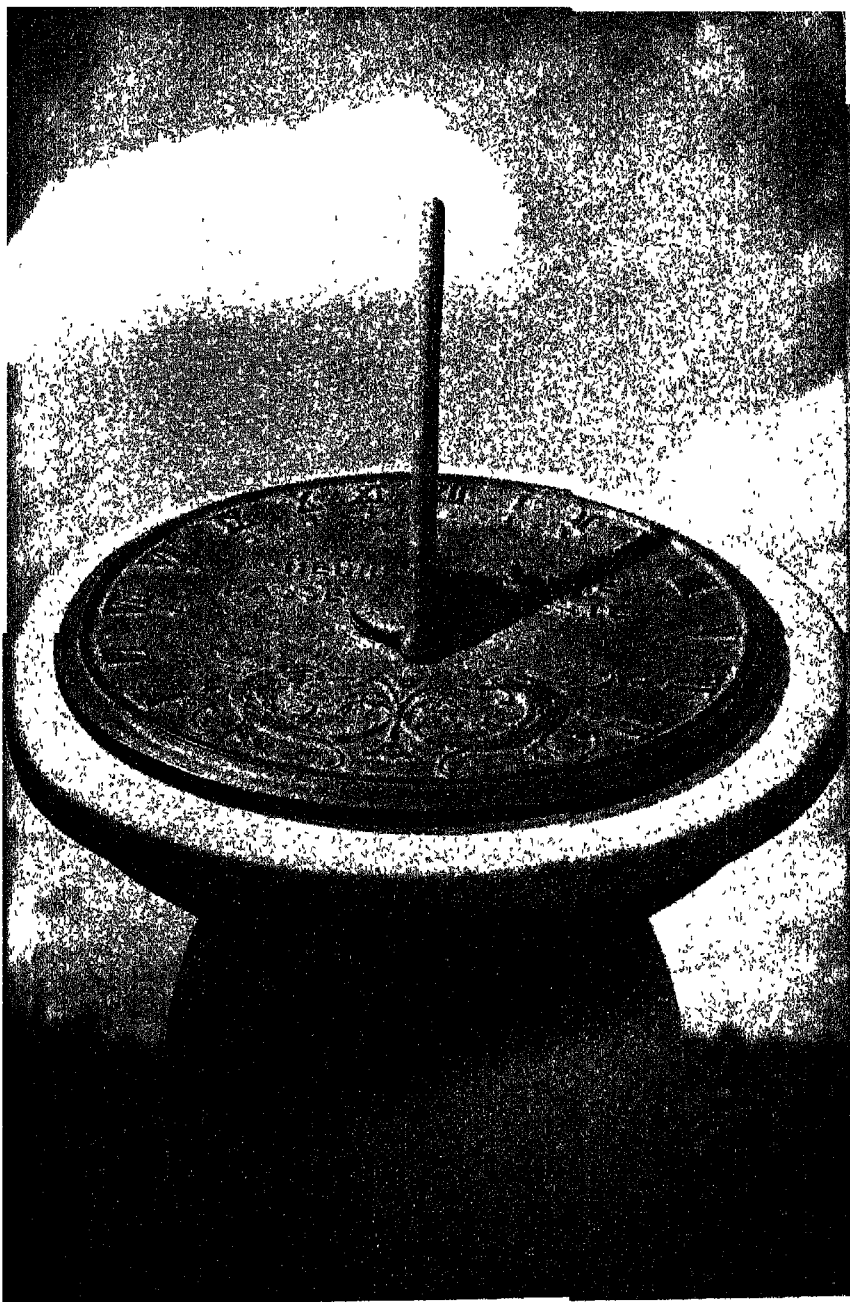
Allow yourself one credit for each correct item. *Total, 50 credits.*

PART I

ABILITY TO RECOGNIZE ADJECTIVES AND ADVERBS

Direction: From the following paragraph list five adjectives and five adverbs. (In listing adjectives do not include articles or possessive forms.)

1-10. The clock steadily ticked away the minutes. Mr. Swanson sat quietly in his old chair by the fire. He had never seen the stranger whom he was expecting, and he did not even know what the stranger wanted. The mysterious message had immediately recalled an incident in his early days. How did anyone else know what had happened on that bright June day so long ago? He had carefully hidden the silver in a deep hole under the sundial. For all he knew, it was



Ewing Galloway

THE SHADOW MARKS THE HOUR

still there after fifty years. He pulled the stranger's brief note out of his pocket. "About the Wallington silver," it read; nothing else was there, except the signature.

PART II

ABILITY TO UNDERSTAND HOW ADJECTIVES AND ADVERBS ACT AS MODIFIERS

Direction: Select an adjective and an adverb from each of the following sentences and tell what word in the sentence is modified by each. (In selecting adjectives omit articles and possessive forms.)

11-12. Mrs. Marks eagerly bought the piece of blue pottery.

13-14. The gypsy gazed intently at the young girl and began to tell her fortune.

15-16. The gulls followed the ship hungrily for a long distance.

17-18. Aunt Mollie looked unusually gay in her flowered smock.

19-20. The basket was too heavy for Janet to carry.

PART III

ABILITY TO IMPROVE A PARAGRAPH BY THE USE OF ADJECTIVES AND ADVERBS

Direction: The following paragraph is dull because it contains few modifying words. Rewrite the paragraph, putting in at least five adjectives and five adverbs. Underline each adjective once and each adverb twice.

21-30. The children were playing a game. Mrs. Brill looked out the window. She saw John sitting by himself. He wasn't playing. He watched the children. "He wants to play with the others," she thought. "Why doesn't he join them?" She opened the door and went into the yard.

PART IV

ABILITY TO USE ADJECTIVES AND ADVERBS CORRECTLY

Direction: On your paper numbered from 31 to 45, write the correct forms chosen from the parentheses.

31. (*Sure, Surely*) I will mail your letter.

John (*sure, surely*) did have a queer experience.

We were (*real, very*) comfortable in the back seat.

34. My father was (*real, very*) angry about the dent in the fender.

35. The job was done (*well, good*).
36. This scarf is the (*beautifullest, most beautiful*) one that I have ever seen.
37. There are two lamps in our living room. The one near the big chair gives the (*brighter, brightest*) light.
38. Joc received a silver dollar because he did the work so (*good, well*).
39. Your corn is the (*most tallest, tallest*) that has ever been raised in this county.
40. Jane's ring was (*expensiver, more expensive*) than mine.
41. We watched the pair of goldfinches. The male is the (*brightest, brighter*) in color.
42. John was (*real, really*) successful in his new job.
43. Can you see the stage (*good, well*) from that seat?
44. Charles was not hurt (*serious, seriously*) in the accident.
45. Will you please try to do this as (*good, well*) as you can?

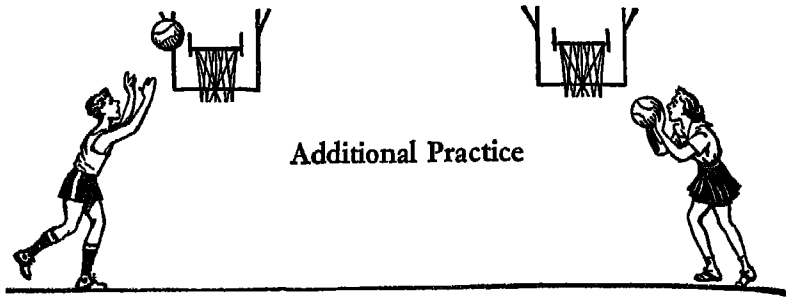
PART V

ABILITY TO FORM ADVERBS FROM ADJECTIVES

Direction: From each adjective at the left form an adverb. Rewrite the sentences, inserting the adverbs in the blank spaces.

46. **weary** He trudged --?-- along the road to Monmouth.
47. **dim** A light was burning --?-- in the farmhouse.
48. **happy** All the children were playing --?-- in the spring sunshine.
49. **gay** --?-- the dancers swayed to the rhythm of the orchestra.
50. **sensible** He acted --?-- in the crisis.

After your test paper has been rated, study your results. Which ability have you mastered most perfectly as shown by your scores on the separate parts of the test? In which part have you shown least ability? The additional practice exercises on pages 272-278 will help you to gain further skill.



If you missed more than three points in the test on adjectives and adverbs, use the following exercises for practice:

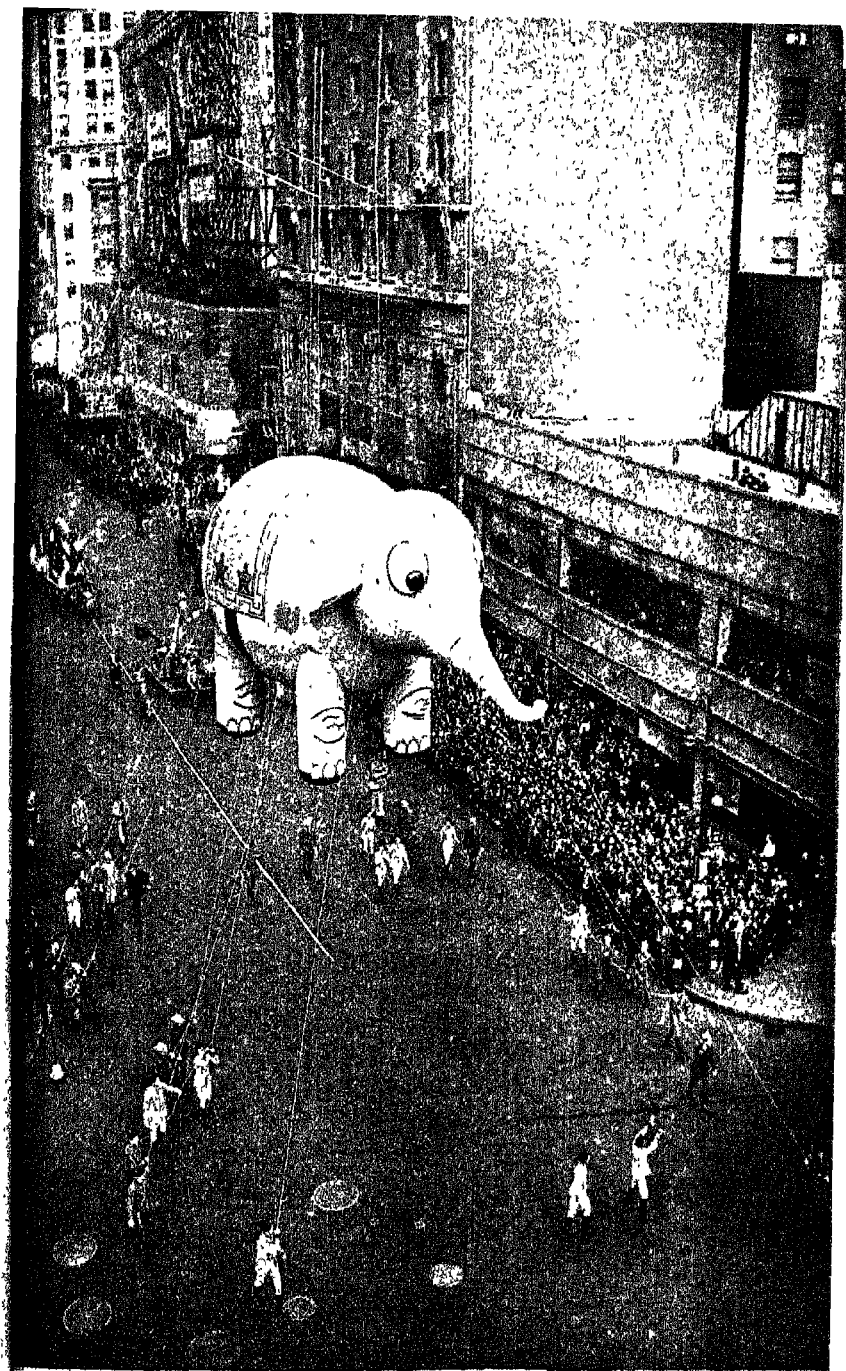
Recognizing Adjectives and Adverbs

1. Select the adjectives from the following sentences and tell what noun each modifies. You may omit the articles.

1. The setting sun threw long shadows across the lawn.
2. Much lemonade and many bags of peanuts were provided for the children.
3. The grass in the vacant lot had dried up.
4. The lot was an excellent place for a game of football.
5. From Hardy Street came a sturdy team of larger boys, and we knew that these big fellows had a good chance to win.
6. Mary took the iron frying pan and laid the streaky strips of bacon in it.
7. The sizzling bacon sent up an appetizing odor that made us all want to sit down at once on the hard, wooden benches and eat the picnic meal.
8. This light wood will make a good airplane model. It bends without breaking.
9. I went to the municipal airport to see the shining air liners take off.
10. Down the long cement runway, the silvery plane glided, picking up speed, and finally rising into the air like a huge, glistening bird.

2. Select the adverbs from the following sentences and tell what word each modifies. Remember that most adverbs modify verbs, but an adverb may modify an adjective or another adverb.

1. The fog rolled silently over the bay.
2. The jolly parade moved slowly down Main Street.



R. H. Macy & Co.

A JOLLY PARADE

3. Mrs. Jenks was very glad to hear of her son's success.

4. He had worked hard to pass his tests, and now he had really earned his pilot's license.

5. Were you always so bright, or have you been studying more thoroughly?

6. Surely you will tell your father this good news immediately.

7. The pencil point was extremely sharp, and he was able to draw very fine lines.

8. Try to pull evenly on both oars, to keep the boat moving forward.

9. I have seldom seen pupils who worked harder or learned faster than these boys and girls.

10. The little girls sang sweetly, and bowed prettily to the audience when they had completed their number on the program.

3. Omitting the articles, select the other adjectives in the following paragraphs and tell what noun each modifies:

1. The parade of toys was a great delight to all the spectators. The figures were huge balloons drawn on flat platforms and held in an upright position by thin ropes. Each of the immense figures required a dozen men to hold the lines. An elephant towered over the amused crowd. The mighty dragon stretched a fearful tail back for many yards. A gentle breeze swayed the gay figures back and forth; and each character drew loud applause from the laughing crowd.

2. I woke up in the early morning. The sun had not yet risen, although a few drowsy birds had begun to twitter. I wondered what had made me wake so suddenly. There had been a loud noise somewhere. What had made that curious sound? Was it the great, white truck that turned into the driveway every morning with the milk? Occasionally the hurried driver slammed the door or clashed the gears. I decided that the milkman had nothing to do with it. Sleepily I rose and went to the front window. There in the front yard were two busy youngsters with a tin pan. Pop went the old pan into the air with a banging noise. "Oh," I said to myself, "it's the Fourth of July. I too used to get up early when I was a young lad, and try to wake the sleepy neighbors."

3. We stopped the car at the opening of a narrow lane leading from the main road. Chris pulled off the road, and we locked the car.

Then we walked along the grassy track that seemed to lead to the deserted house at the top of the hill. Chris thought that we should find an unlocked door or a broken window through which we could make an entrance. I looked around. The kitchen window seemed to be broken. I slipped two fingers in and pushed back the simple catch which held the window. Chris boosted me in, and then climbed in himself. "This is a disorderly sight," he said; "soiled dishes, dry bread, smudged glasses, dirty tablecloth, and dusty chairs. When do you think anyone was here last?"

4. Select the adverbs from the following paragraphs and tell what each one modifies. Remember that an adverb usually modifies a verb, but may modify an adjective or another adverb.

1. Alice and Peggy were sitting quietly on the sofa. The radio was gaily pouring out dance tunes, and the girls seemed to be listening intently. Suddenly Peggy gave a shriek and jumped quickly to her feet.

"What's the matter?" asked Alice.

"A hand reached out from under the sofa," shuddered Peggy. "It tried to pull off my shoe."

"You're only trying to scare me," said Alice.

"No, no," said Peggy. "It really happened. Truly it did!"

"Well, why don't you look under the sofa?" asked Alice, jumping quickly to her feet.

"I'm afraid," said Peggy timidly.

"I'm not very brave myself," said Alice, "but let's both look under at the same time."

The girls bent down.

"I'll come out, girls," a small boy's voice cried excitedly.

"Jacky, I'll surely lock you in your bedroom," said Alice to her young brother as he scrambled quickly from his hiding place.

"Catch me first," said Jacky, leaping wildly for the door.

2. Carter mounted his pony and rode slowly away from the ranch. When he reached the stream which marked its boundary, he turned in his saddle and sadly waved his hat. He had lived peacefully on the Bar H ranch for five years, but now he must try the mines for a while. Old Mrs. Kay couldn't afford to keep too many men on the place. The old lady had cried bitterly when he spoke of going, but he knew that she was very short of cash for wages and food. "I'll come back

soon," he had said to her cheerfully, "and maybe I'll bring you a hatful of gold dust from the diggings." Now he was on his way. He would surely come back with enough cash to lift the ranch and old Mrs. Kay out of their slump.

Improving Paragraphs by Using Adjectives and Adverbs

Rewrite the following paragraphs, improving them by the use of adjectives and adverbs as modifiers. Underline each added adjective once and each added adverb twice.

1. Use six adjectives and four adverbs.

About three o'clock there was a shower. The boys and girls ran to the shelter-hut. For ten minutes rain poured down. Then there was a break in the clouds. Sky appeared, the sun shone, and over the hills there was a rainbow. The children mounted their bicycles and rode on.

2. Use five adjectives and three adverbs.

My dog is just a puppy. Last night he took Dad's pipe and scampered with it down cellar to the coalbin. I tore after him, but could not catch him. Dad scolded, but he laughed, too. He said, "Just for that, puppy, you can go without your dog biscuits for a day. You'll have to eat bread and milk."

3. Use six adjectives and four adverbs.

A hill rose ahead of us. Alvin stepped on the gas. The car leaped ahead. Up we climbed. Hills are nothing to that car. All Alvin asks is a road ahead. From the top we had a view of the country. Then we swept into the valley with a roar.

Using Adjectives and Adverbs Correctly

1. Choose the correct degree of the adjective in the parentheses. Remember to use the comparative degree when only two things are being compared. You may read the completed sentences aloud; or you may write on a paper numbered from 1 to 14 the adjectives you have chosen.

1. There are two Billings boys. Carl is the (*older, oldest*) one.
2. Mr. Crane looked at the three nicely sharpened pencils and put the (*shorter, shortest*) one in his pocket.

3. We looked at the two chairs and decided to buy the (*small, smaller*) one.

4. Mr. Ellison is wealthier than Mr. Russell, but Mr. Grimes is the (*wealthier, wealthiest*) man in the firm.

5. Which of these two pieces of cake do you want? I'll take the (*larger, largest*) piece.

6. Of the two houses facing on Marwood Road, this one is the (*more modern, most modern*).

7. Father allows Sam and me to drive the car. Sam is the (*faster, fastest*) driver. I am the (*better, best*) driver because I am the (*more careful, most careful*).

8. Of all the men in the club my father plays the (*better, best*) game of golf.

9. The motorboat named *Idle Days* is the (*speedier, speediest*) boat on the lake.

10. Betty has the (*better, best*) posture of any girl in our class. She stands the (*straighter, straightest*).

11. The babies are twins. Johnny is the (*heavier, heaviest*).

12. The weather is (*worse, worst*) today than yesterday. We have had the (*worse, worst*) winter in ten years.

13. Mother bought two pieces of goods. She said that I might have whichever one I thought was the (*prettier, prettiest*).

14. Bill has the (*stronger, strongest*) muscles, and so he can pull the boat up on the shore while Joe and I start to put up the tent.

2. List the numbers from 1 to 25 on paper. After each number write the correct adjective or adverb for each of the following sentences. Choose the word from the forms above each group of sentences.

sure, surely

1. --?-- I'll go with you.

2. Are you --?-- telling us the whole story?

3. Yes, I am --?-- that I have told you everything.

4. Are you --?-- that you are telling it just as it happened?

5. --?-- I am telling it correctly.

6. Don't be too --?-- about defeating that team.

7. They are --?-- equal to our team.

8. They look like --?-- winners.

good, well

9. Jim did the job so --?-- that Mr. Carpenter gave him a dollar.

10. If he had not done it --?--, Mr. Carpenter would have sent him away.

11. You will like Mr. Simpson very --?--.

12. He does everything --?--.

13. Adelaide cooks --?--. All her food tastes --?--.

14. She sews --?-- too.

15. The vegetable garden was cared for so --?-- that we had a plentiful crop.

16. The soil seems --?--. Vegetables ought to grow --?-- in it.

real, very

17. This book is --?-- interesting. You will like it --?-- well.

18. The boys built a --?-- log cabin. It was --?-- solid and strong.

19. That is a --?-- entertaining picture. We went to see it twice because it seemed --?-- attractive to us.

20. I wish that you could stay with us a --?-- long time.

21. I shall be --?-- lonesome after you go.

22. Grace has shown a --?-- desire to improve in typewriting.

23. She will be a --?-- good secretary when she has finished her course.

24. The oak tree in front of our school is --?-- old.

25. That tree saw --?-- wagon trains passing westward.

Phrases as Modifiers

You have just studied modifiers that are single words. Often a group of words is used as a modifier. Examine the italicized modifiers in the following sentences:

1. Mr. Parton is a *wealthy* man.
2. Mr. Parton is a man *of wealth*.
3. The train moved *rapidly*.
4. The train moved *with speed*.

In sentence 2, *of wealth* is used like the adjective *wealthy* in sentence 1. Both are adjective modifiers of the noun *man*. In sentence 4, *with speed* is used like the adverb *rapidly* in sentence 3. Both are adverbial modifiers of the verb *moved*.

These two groups of words, *of wealth* and *with speed*, are phrases. Because *of wealth* modifies a noun, it is an *adjective phrase*; because *with speed* modifies a verb, it is an *adverbial phrase*.

Each of these phrases begins with a little word (*of, with*) which you probably have already learned to call a *preposition*. Therefore, phrases like the ones above are also often called *prepositional phrases*.

THE PREPOSITION AND ITS OBJECT

Recognizing and Using Prepositions

Many of the short, familiar words of our English language are prepositions. Examples:

on	from	by	at	under	against
in	to	with	for	over	toward

The word *preposition* means "that which is placed before." When "placed before" nouns or pronouns, prepositions help to make expressive phrase modifiers.

Notice how the preposition changes the picture given by each of the following sentences:

- The gull flew *over* the water.
- The gull landed *on* the water.
- The gull skimmed *along* the water.
- The gull rose *from* the water.

1. Try to make up at least one group of four or more sentences in which the use of different prepositions changes the picture. If you can, make little drawings to illustrate each of your sentences. You might use for the subject of your sentences the baby, the kitten, the dog, or any other subject that you are able to draw.

2. Name the prepositions in the following sentences:

1. Grace stood by the gate.
2. She had come from the kitchen.
3. She had prepared dinner for twelve people.
4. After dinner she felt tired and warm.
5. She was pleased with the success of her party.
6. The band was marching toward us.
7. It was led by Bennie Sims.
8. To me the music seemed gay and lively.
9. The boys kept in step with it.
10. To us that parade will always be a thrilling memory.

3. Use each of the following prepositions in a sentence. A class secretary may write the sentences on the board as they are given.

about	between	into	through	upon
above	beside	near	under	within
below	down	over	up	without

Finding the Object of a Preposition

The noun or pronoun which is introduced by a preposition is called the *object* of the preposition. Examples:

James met his mother *at* the corner. (The noun *corner* is the object of the preposition *at*.)

He walked home *with* her. (The pronoun *her* is the object of the preposition *with*.)

1. On your paper numbered to agree with the sentences, write the prepositions found in the sentences. After each preposition write the noun or pronoun that is the object of the preposition.

1. The baby was hiding behind the door.
2. I rode my bicycle around the block.
3. Beside the fountain was a stone bench.



Cruikshank from National Audubon Society

FLIGHT!

4. Put all the books back on the shelf.
5. With a roar the airplane took off from the runway.
6. We saw waving streamers of seaweed below the surface.
7. From the kitchen came spicy odors.
8. James took the car without my consent.
9. The Scout poled the raft against the sandy beach.
10. Around us stretched the forest.
11. A breeze blew through the treetops.
12. Between us we carried the basket of plums home.
13. Over the bridge and down the road rattled the motorcycle.
14. John came running toward us, waving the telegram.
15. We ran through the fields to Grandmother's house.
16. Near the garage stood an old car without tires.
17. We climbed into it and spread our lunch on the seat.
18. Over our heads squirrels ran along the branches of the oak.
19. A lone gull poised in flight above the ship.

2. When a pronoun is used as the object of a preposition, you must be careful to use the object form of the pronoun. Mistakes often occur when the preposition has two objects. The following forms are correct:

between you and *me*
for John and *me*
to you and *him*

from *her* and *me*
with you and *her*
between *him* and *me*

Use in sentences of your own each of the forms given above.

SKILL IN USING PHRASE MODIFIERS

Avoiding Errors in the Use of Prepositions

1. It is correct to say:

He walked *into* the house. (Not *in* the house)
He dived *into* the water. (Not *in* the water)

The prepositions *in* and *into* are often confused. *Into* should be used when someone goes from one place *into* another. Notice that if you say, "He walked *in* the house," you mean that he was already *in* the house walking around. It would be quite correct to say, "The old floors *in* the house need repairing." In this sentence you mean that the floors are already *in* the house. In the sentences given above, however, you mean that John was outside the house and walked *into* it; or, John was outside the water and dived *into* it.

Use the preposition *in* or *into* in these sentences:

1. "Walk --?-- my parlor," said the spider.
2. Burglars broke --?-- the house.
3. The boys ran on the running track --?-- the gymnasium.
4. The boys ran --?-- the gymnasium when it began to rain.
5. The President came from Buffalo --?-- a private car.
6. Two reporters came --?-- the car at Dayton.
7. Why are you standing on these steps? Are you going --?-- the church?
8. He stepped --?-- the airplane and was whisked away.

2. It is correct to say:

My mother is *at* home. (Not *to* home)
I took the jelly *from* the shelf. (Not *off of* the shelf)

Where are you going? (Not going *to*?)
Keep *off* the grass. (Not *off of* the grass)

Read the following sentences aloud, choosing the correct forms from the parentheses:

1. Is your father (*at, to*) the office?
2. No, he is (*at, to*) home.
3. Keep (*off, off of*) the roof.
4. You might fall (*off, off of*) the roof.
5. Where has that boy (*gone, gone to*)?
6. He is (*at, to*) his uncle's house.
7. Mr. Burrows works (*at, to*) the airport.
8. My mother is not (*at, to*) home.
9. I do not know where she has (*gone, gone to*).
10. Perhaps she is (*at, to*) my aunt's.
11. Come (*in, into*) your own yard.
12. Try to keep (*off, off of*) the street.
13. Carry the dishes (*from, off of*) the table to the kitchen.
14. I bought this camera (*from, off of*) Harry Downs.

Using Prepositional Phrases as Modifiers

A group of words made up of a preposition, its object, and any modifiers that the object may have is a *prepositional phrase*.

1. In the first two sentences below, the prepositional phrases are printed in italics. Find the prepositional phrases in the other sentences.

1. The boys went swimming *in the pool*.
2. Barton dived *from the high springboard*.
3. George swam across the pool.
4. For three minutes Arthur floated on his back.
5. The scoutmaster was pleased with the boys' progress.
6. Eleanor put the saddle on the pony.
7. She knew all about ponies.
8. She followed the bridle path through the woods.
9. The pony shied at a rabbit.
10. Eleanor held him in good control.
11. Along the coast were huge cliffs.
12. Deep caverns had been worn in the rocks by the waves.
13. Only small boats could sail near the shore.

2. You learned on page 279 that prepositional phrases often take the place of adjectives and adverbs as modifiers. Examples:

We rented the *corner* house. (Adjective modifier)

We rented the house *on the corner*. (Adjective phrase as modifier)

Ned trimmed the hedge *carefully*. (Adverbial modifier)

Ned trimmed the hedge *with care*. (Adverbial phrase as modifier)

Like adjectives, an adjective phrase modifies a noun or pronoun; like adverbs, an adverbial phrase modifies a verb, adjective, or other adverb.

Find the prepositional phrases in the following sentences and tell what word each phrase modifies:

1. Many people go to the park on Sunday.

2. If we walk across the lawns, the young grass may be killed.

3. Don't feed the elephants at the zoo.

4. The snow on the mountaintops did not melt during the summer.

5. In the house by the side of the road lived a poet.

6. Fairmount Park, in Philadelphia, is the largest single park owned by any American city.

7. Parks are places of recreation for people who live in the city.

8. The first hospital in the United States was established in Philadelphia, largely through the efforts of Benjamin Franklin.

3. Read aloud the following sentences, using a prepositional phrase in each blank space. Prove that you have used a prepositional phrase each time by naming the preposition and its object. Then tell whether the phrase is used as an adjective or as an adverb, naming the word that the phrase modifies.

1. The boy leaped __?__.

2. Angus sprang __?__.

3. __?__ came the runner.

4. Drive __?__.

5. The man __?__ showed us the way.

6. The lesson __?__ was hard.

7. The teacher erased the drawing __?__.

8. The books __?__ are mine.

9. We are studying the sentences --?--.
10. Charles swam--?--.
11. A large apple fell --?-- with a loud thud.
12. The driver --?-- saved the child's life.
13. The morning-glories grew --?--.
14. The window --?-- had been left open.
15. The kite rose --?-- as a strong wind blew --?--.
16. The boy held the ball --?-- tightly --?--.
17. --?-- was a vase --?--.
18. The sunlight streamed --?-- and cast shadows --?--.
19. The milkman left a bottle --?-- standing --?--.
20. We took our fishing tackle and went --?--.

4. Use the following words as prepositions in sentences of your own. Then name your prepositional phrase and tell whether it is used as an adjective modifier or as an adverbial modifier.

from	in	between	for
under	at	across	through
with	to	toward	beside

Placing Phrases in Sentences

1. Prepositional phrases help to make sentences and paragraphs meaningful. As you read the following paragraphs aloud, insert in the blanks suitable phrases from the list below each paragraph. Be ready to tell what word each added phrase modifies, and whether the phrase is adjective or adverbial.

1. A plane was flying --?--. The pilot saw that a bull was chasing a woman. The pilot swooped --?-- and circled low --?--. The bull was frightened --?-- --?--, and stood still --?--. The woman climbed hastily --?--. She waved her hand --?-- --?--, who soared away --?--.

toward the ground	of the plane
on his route	around the field
over a pasture	in thanks
by the noise	for a moment
over a fence	to the pilot

2. The goldfish swam slowly back and forth --?-- . Their mouths kept opening and closing --?-- . The child watched them --?-- . He tapped the bowl --?-- , and the fish gave a startled flop. "Drop some food --?-- ," said Mother, "and the fish will come --?-- --?-- ."

without a sound
to the top
with his small fingers
into the bowl

in their glass bowl
for a long time
for a bite

2. You can often add variety to the sentences in a paragraph by placing a prepositional phrase at the beginning of a sentence. The following paragraph is somewhat monotonous because each sentence ends with a phrase:

We went for a long ride *on our bicycles*. A little creek wound along *beside the road*. Tall elms stretched their leafy arms *over our heads*. We were grateful *for their shade*.

Variety can be gained by changing the position of the phrase in one sentence:

We went for a long ride on our bicycles. A little creek wound along beside the road. *Over our heads* tall elms stretched their leafy arms. We were grateful for their shade.

Improve the following paragraphs by varying the position of some of the phrases:

1. Two fishermen had anchored their boat below the bridge. They were waiting for a nibble with patient hopefulness. Suddenly one of the corks was drawn under the water. A leaping, gleaming fish was on the hook.

2. We saw a crowd of people in the village square. What was causing the excitement in the village? A man was standing on a platform. He was telling the people the news in loud, earnest tones. The people were listening breathlessly to his every word.

3. In placing prepositional phrases in sentences you must be careful to keep your meaning clear. For example, in the following sentence the speaker does not say what he means:

We went to fish in our car.



Bony from Lewis

LIVING GOLD

He means to say:

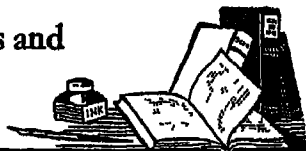
We went in our car to fish.

Make the following sentences clearer by placing the prepositional phrases in the correct position:

1. A serial story was read by Jean in three parts.
2. My grandmother served tea in a black lace dress.
3. We went for lunch to the inn on bicycles.
4. The part of the princess was taken by Emily in the castle.
5. The baby was playing with a kitten in new rompers.
6. The youngster was eating an ice-cream cone with a happy smile.



A Test on Prepositions and Phrase Modifiers



Allow yourself one credit for each correct item. *Total, 50 credits.*

PART I

ABILITY TO RECOGNIZE PREPOSITIONS IN PHRASES

Direction: From the following paragraph copy six prepositional phrases. Underline the preposition in each.

1-6. The Boy Scouts were collecting old newspapers from the families in the neighborhood. The papers would be sold. With the money, the troop planned a camping trip to Lake Winona. A cottage on the point could be rented for a few days. The neighborhood was friendly and gladly helped the boys.

PART II

ABILITY TO RECOGNIZE PHRASES AS ADJECTIVE OR ADVERBIAL MODIFIERS

Direction: List two adjective and three adverbial phrases from the following paragraph, and before each phrase write the word it modifies.

7-16. Do you want another glass of milk, Don? You will be hungry by night, and we may not find a good stopping place. You



Ewing Galloway

WAITING FOR A NIBBLE

can carry some cookies in this paper bag if you wish. Please don't tease your father for money along the way. You will be comfortable in the back seat of the car. Your leather jacket with the wool lining will keep you warm. Tomorrow Dad and you can spend the day fishing.

PART III

ABILITY TO USE PREPOSITIONAL PHRASES AS MODIFIERS

Direction: Copy the following paragraph, putting in a prepositional phrase in each blank space. Underline your phrases.

17-26. The soil --?-- seemed too hard --?--. Mr. Jimson spaded it well, and mixed it --?--. Then Mrs. Jimson brought out her packages --?--. She made little trenches --?--, and carefully

dropped the seeds --?-- Bob raked the soil --?-- Then the whole Jimson family waited for sun and rain to do their work. Would they have flowers --?--? They hoped so. Mrs. Jimson had always grown flowers --?-- and she would be homesick here --?--.

Direction: Rewrite the following sentences, using phrases instead of the italicized words. Tell whether each phrase is an adverbial or an adjective modifier.

27-30. A *large-sized* rock bounded down the mountain and ruined the *log* house which the trapper had built for himself.

31-34. The pilot landed *easily* because the *desert's* surface was level.

35-36. *Distant* palm trees marked an oasis.

37-38. The boy was making a *wooden* sled.

PART IV

ABILITY TO USE PREPOSITIONS AND THEIR OBJECTS WITHOUT ERRORS

Direction: Copy the following sentences, using the correct form from the parentheses.

39. It is growing cold, and we ought to go (*in, into*) the house.

40. The bird dropped quietly from the branch (*in, into*) its nest.

41. The money which we left (*in, into*) the cashbox is gone.

42. Don't tell me that you are (*in, into*) trouble again.

43. Yes, I seem to get (*in, into*) trouble very easily.

44. Keep (*off, off of*) the ice. It isn't safe.

45. The dog ran after Grace and (*I, me*).

46. I don't know what Tom would do without you and (*I, me*).

47. This letter is addressed to (*she, her*) and him.

48. Between you and (*I, me*), this secret has been well kept.

49. Gladys will call for you and (*I, me*) at six o'clock.

50. These two gifts are for you and (*he, him*).

The separate parts of this test have credits as follows:

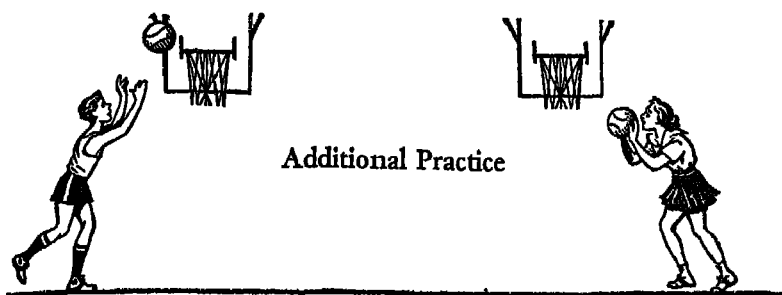
Part I. 6 credits

Part III. 22 credits

Part II. 10 credits

Part IV. 12 credits

How many credits did you earn in each part? In which part did you do the best work? In which ability do you need more practice?



If you missed more than two credits on the preceding test, give yourself extra practice with these exercises.

Recognizing Adjective and Adverbial Phrases

Select all the prepositional phrases in the following sentences. Name the preposition and its object. Tell whether the phrase is used as an adjective or an adverb.

1. A dress of heavy satin hung over the chair.
2. On the sidewalk lay an old dog who wagged his tail at every passer-by.
3. Don't turn into that road. It is closed at the other end.
4. Over the radio, I heard London talking.
5. I rose early in the morning and went for a long walk on the beach.
6. Set the typewriter on this desk, please, and put the paper beside it.
7. My mother gave me a large ball of string for my kite.
8. Suddenly all the lights went out and I knocked my knee against a table as I groped my way to the door.
9. The lead of this pencil is too soft.
10. Did you hear Alison Blair tell the story of his explorations? He went through the distant mountains of Glacier Park.

Improving a Paragraph by Using Phrases

1. Improve the following paragraph by using at least four prepositional phrases. Underline your phrases.

The guide told the story. The canoe had overturned. All the provisions were lost, but the men were glad that they were able to swim. They had wandered away before the guide reached land. Now he did not know where his party had gone.

2. Improve the following paragraph by changing the position of some of the phrases:

The old mansion was surrounded in the picture by wide-spreading lawns. A graveled driveway led to the front door. The place seemed quaint and old in the quiet autumn light. A pretty lady was driving a spirited horse in a dimity dress. The picture seemed to tell a story of long ago.

Avoiding Errors in the Use of Prepositions

1. Write three sentences containing the preposition *into* and two containing the preposition *in*. Exchange papers with a classmate and check each other's work.

2. On paper complete the following phrases by writing a pronoun in each blank. Then use the completed phrases in sentences.

1. between him and __?__
2. to you and __?__
3. for them and __?__
4. for __?__ and me
5. after __?__ and __?__

3. Among the following sentences there are five that contain errors in the use of prepositions and their objects. Find the five sentences and correct the errors.

1. The homing pigeon was released from the plane.
2. He flew into his own loft.
3. We slipped the message off of his leg.
4. The plane had been driven off its course.
5. Between you and I, the men were glad to know that the plane was safe.
6. Fred drove the horse in the barn.
7. The horse belonged to Ben and him.
8. Did you send for Ruth and I, Miss Sykes?
9. Thelma dropped her ring in the water.
10. Theodore dived into the pool to get the ring.

Clauses as Modifiers

THREE TYPES OF MODIFIERS

Reviewing Two Uses of Modifiers

1. Ten adjectives and five adverbs in the following paragraph are printed in italics. List them on paper and after each write whether the word is an adjective or an adverb.

FRIEND BUNNY

The rabbit is the most *helpless* animal of the wayside, and yet his tribe never dies out. Bunny's *chief* source of safety is the speed with which he can make his getaway. He has no shelter except bushes and brambles. His food in summer is grass, and *green* shoots, and lettuce from the garden patches of many a Mr. McGregor. In winter he eats what he can find, — *dead* grass, *tender* bark, or buds from *low* stalks. In the daytime his *amusing little* figure may often be seen sunning itself in some *open* space where he can get a *good* view of an approaching enemy. He roams *abroad freely* at night. Men and dogs *persistently* hunt him, but much of the time he *successfully* dodges his enemies. "Scared as a rabbit!" you say; but he's not *too* scared to speed up his going, and almost to laugh at his pursuers. "Funny as a bunny!" we ought to say.

2. Find at least five prepositional phrases in the paragraph above. Be ready to tell whether each phrase is used as an adjective or an adverbial phrase and what word the phrase modifies.

Using Clauses as Modifiers

You are now ready to study a third type of adjective and adverbial modifiers. Examine the italicized words in the following sentences:

This is a *Chinese* vase.

This is a vase *from China*.

This is a vase *which came from China*.

The workers began *early*.

The workers began *before sunrise*.

The workers began *before the sun had risen*.

In the preceding sentences you should have found the two types of modifiers that you have already studied:

1. An adjective or adverb: *Chinese, early*
2. An adjective or adverbial phrase: *from China, before sunrise*

The third sentence of each group was expanded in a still different way, as shown by the italicized words: *which came from China* and *before the sun had risen*. These groups of words are called *clauses*, because each group is made up of a subject and a predicate. Because they modify like adjectives and adverbs, they are called *adjective* and *adverbial clauses*.

1. Prove that in the following sentences each italicized group of words is a clause by naming its subject and its predicate:

1. *When the elephant saw our peanuts*, he came to the fence.
2. Edward pulled out a chocolate egg *which he had been carrying in his pocket*.
3. The boy *who brings our newspaper* is faithful to his job.
4. I will send your trunk *wherever you wish it to go*.
5. Write to me *when you reach Calgary*.
6. He laughed loudly *as he cracked the whip*.
7. I like to fish *when the fish are biting*.
8. *Although he arose early*, the trappers had left the cabin.
9. The committee listened *while the reporter told his business*.
10. *If you listen attentively*, you can hear the noise of the falls.
11. *As we came through the mountains*, we enjoyed the scenery.
12. The road *along which we traveled* wound through pine forests.
13. The guides *whom we had employed* knew the trail well.
14. Don't walk on the plot *where we have planted our seeds*.
15. The tree *that had fallen across the road* blocked cars in both directions.

2. Each of the following sentences contains a clause modifier. Find the clause and tell its subject and predicate.

1. The man who is carrying the flag is our gym teacher.
2. The boy hid the lunch basket where he could reach it easily.
3. Uncle will come whenever you need help.
4. He oiled and polished the bookcase which he had made so carefully.

5. The silver that Grandmother left us is used whenever we have a party. (Find two clauses.)

6. The page that was torn from the book contained the solution of the mystery.

7. I turned to the right where the road forked.

8. When you go on a vacation, it's fun to pore over maps.

9. Since Barbara came to our house, we have had a good time.

10. The clock that is on the mantel keeps good time.

11. When John came out of the store, his bicycle was gone.

12. Look at the furnace fire before you leave the house.

13. The Indian who was making the turquoise jewelry did not look up as we watched him. (Find two clauses.)

14. The news that we had been waiting for came over the radio.

15. The boy left the package where his mother would see it.

3. Read again the clauses in the preceding sentences, and tell whether each clause is used as an adjective modifier or as an adverbial modifier. Be able to tell what word in the sentence is modified by the clause.

Distinguishing between Phrase and Clause Modifiers

1. What is the difference between a phrase modifier and a clause modifier? Illustrate each kind of modifier in a sentence.

2. Find ten phrase modifiers and ten clause modifiers in the following sentences:

1. Across the street came the policeman.

2. He called to the boys who were standing in the doorway.

3. Do you know the man who owns that car?

4. He dropped his wallet as he left the car.

5. Henry stood before the principal.

6. Before the principal could give him the medal, he ran from the platform.

7. The chest was buried where the pirates could not find it.

8. On the cover was carved a sign that looked mysterious.

9. When the enemy was approaching, the servant dropped the family treasures into the old well.

10. That tree, which was planted by my great-grandfather, still bears good apples.

11. I heard an interesting lecture on Mammoth Cave.

12. The money which your uncle put into the bank for you will pay your college expenses.

13. After you have watered the garden, you may go swimming.

14. The person who brought these magazines was kind and thoughtful.

Using Three Types of Modifiers

In your speaking and writing, sentences may be made more attractive by varying the type of modifiers used. After some practice in exercises like the ones below, you will find that you have gained skill in the use of modifiers.

1. Decide first whether each of the italicized words in the following sentences is an adjective or an adverb. Then reword the sentences so that in place of each italicized word you use a phrase or a clause.

Be ready to tell what word each phrase or clause modifies and whether it is adjective or adverbial.

1. There was a *metal* band around the old chest.
2. The *corner* house was sold.
3. Many *city* children envy the *country* boys and girls.
4. Jack closed the door *noisily*.
5. The child begged *tearfully* to be taken home.
6. Carlo always comes *promptly*.
7. The *beach* party was a great success.
8. If you want to make flapjacks, use an *iron* griddle.
9. Her diamond ring seemed to flash *blue* sparkles.

SKILL IN USING MODIFIERS

Avoiding Common Errors

1. One of the things to remember about clause and phrase modifiers is that they are always *parts of sentences*. Be careful not to write them as if they were complete sentences. Use the clauses and phrases on page 297 in complete sentences and in that way give each one something to depend upon as a modifier. Examples:

After the race was over, Mr. Stalling presented the silver cup to our team.

We reached New Harbor *before daylight*.

1. After the race was over	10. After Mary started home
2. Before daylight	11. Under the rug
3. When he dashed past us	12. As the clock struck one
4. Which came in the mail	13. Across the street
5. If we win the game	14. Before you came
6. Without his books	15. While we waited
7. In a heavy rainstorm	16. As if he were afraid
8. As he came into the room	17. From a limb
9. Down a narrow road	18. In the farthest corner

2. Use each of the following phrases in a sentence. How many of your sentences can you reword, using clauses instead of phrases? Which wording do you like better?

1. With great care	6. Before noon
2. Of importance	7. At every corner
3. Over the hill	8. Under the water
4. After dinner	9. Across the ocean
5. By hard work	10. In the house

3. In the following paragraphs some of the phrases and clauses have been written as if they were complete sentences. Rewrite the paragraphs, correcting the mistakes by joining the modifiers to the sentences with which they belong.

1. At first Vasco had been frightened. When he found himself among strangers. Soon he discovered, however, that these people were friendly. He could not always understand their language, but they smiled at him. He gained in weight and strength. As he became used to American foods. He was welcomed into games and clubs. By all the boys of the neighborhood in which he lived.

2. My father takes our neighbor's boy and us to school every day. Father is usually ready first. Before we have quite finished our breakfast. Then how we scurry! Quickly we collect hats, coats, books, and lunches, and rush into the car. Henry, an early bird like Father, is usually waiting. At his own front door. We have a jolly drive. Because Father and Henry are full of fun. Our car seems to leave a trail of laughter behind it.

4. The following paragraph contains phrase and clause modifiers. Study the use of punctuation marks and capital letters, particularly those which show the division into sentences. Then close your book and write the paragraph from dictation. The paragraph contains about 100 words. Check your paragraph with the book to find your rate of error.

Our mailbox, which is fastened to a post at the side of the highway, is a long distance from the house. Mother can see the mailman through the parlor window while he is still a mile away. In summer, we children scamper down our lane and stand beside the box until he arrives. In winter, Mother puts on her coat, ties a scarf over her head, draws high boots over her shoes, and goes to the mailbox herself. The newspaper from the city reaches us every day. When there is a letter in the box, too, the whole family becomes excited.

5. In the paragraph which you have just written from dictation, underline each phrase modifier once and each clause modifier twice. How many phrase modifiers do you find? How many clause modifiers?

6. Rewrite the following paragraphs, improving them by adding phrases and clauses. Sometimes when you add a phrase, you will find that some word is no longer needed. Omit unnecessary words.

1. Grandmother laid down her glasses (phrase). "That boy (clause) looks tired out," she said. "Take him out (phrase) and see that he has milk and cookies. Then have him lie down (phrase). (Clause), we'll see what should be done."

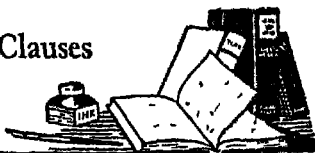
2. The broadcaster was telling about the tennis match (phrase). The boys were evenly matched, and time and again the score was even. At last Barton (clause) sent a ball to the far corner (phrase). Elson swirled (phrase) but missed. The game was over. (Clause), the spectators cheered them wildly.

3. (Clause), Bunter saw a fish leap out (phrase). "Now," he thought, "if I had a boat, some tackle, and some bait, I'd go fishing." But alas! Wishing isn't fishing. There would be no fish (phrase). Bunter would have to content himself with the bacon (clause).

4. The mailman rang the doorbell. He had brought Mrs. Winter the letter (clause). The stamp (phrase) showed that it had come from China. Mrs. Winter's son had remained (phrase) rather than leave the school (clause). The mailman knew how anxiously the old lady had waited (phrase). He hoped that the letter contained good news,



A Test on Phrases and Clauses as Modifiers



Allow yourself one credit for each correct item. *Total, 40 credits.*

PART I

ABILITY TO RECOGNIZE PHRASE AND CLAUSE MODIFIERS

Direction: List ten phrases and three clauses from the following paragraph.

1-13. The wind was rising. Leaves and twigs raced down the road. Great drops of rain were spattering down from black clouds which were rapidly covering the sky. Mrs. Granger ran out to the chicken yard. The old mother hen was clucking loudly to her baby chicks, who were running in all directions. Mrs. Granger waved her apron at them. The hen dashed toward the coop and the chicks followed. When all were safely under cover, Mrs. Granger ran to the back porch.

PART II

ABILITY TO FIND THE SUBJECTS AND PREDICATES OF CLAUSE MODIFIERS

Direction: Copy a clause modifier from each of the following sentences. Underline its subject once and its predicate verb twice.

14-15. The book that I have liked best is called *Victors*.

16-17. When I went to the library, I asked the librarian for another good book about the Incas.

18-19. The book which she gave me was very exciting.

20-21. It told about explorers who went to Peru.

22-23. After they had met with many hardships, they found an Inca treasure.

PART III

ABILITY TO TELL THE DIFFERENCE BETWEEN COMPLETE SENTENCES AND PHRASE OR CLAUSE MODIFIERS

Direction: Some of the following groups of words are complete sentences; others are phrases or clauses which should depend upon some word in a sentence. Copy each complete sentence, giving it a capital and an end mark of punctuation. Build into complete sentences all the phrase and clause modifiers.

24. Across the fields at the end of the hill
25. Down the road Doctor Remington was driving in a great hurry
26. Where the water fell over the dam
27. Through the lighted window
28. Can you see Captain Brady
29. Who left these packages at the railroad station
30. Which cheered him
31. On the very point of the gable
32. I like to make fudge with plenty of nuts in it
33. When he left the newspaper on the porch

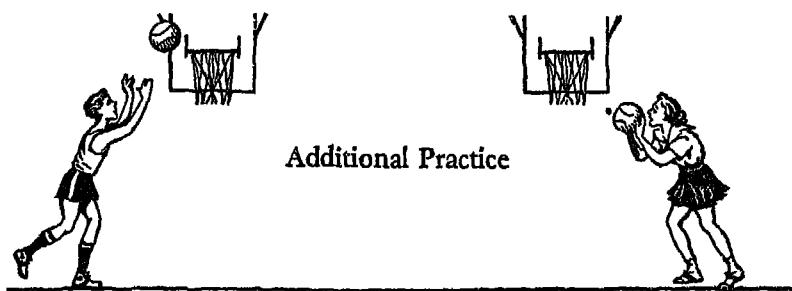
PART IV

ABILITY TO USE PHRASE AND CLAUSE MODIFIERS IN PARAGRAPHS

Direction: Improve the following paragraph by adding at least four phrases and three clauses. Underline each phrase and clause that you use.

34—40. The man was working. He looked up and smiled. The two boys wanted to help him. They had brought their tools. It was fun to help build a cabin. Perhaps he would let them spend a week end there. The cabin was well placed. It faced the lake. The spot was ideal.

Does your test rating show that you understand phrase and clause modifiers, and know the difference between them? Are you able to use them readily? The exercises which follow will help you if you need additional practice.



If you missed more than three points on the preceding test, use these exercises for additional study and practice. Before you begin them, review these facts about modifying phrases and clauses:

A modifying phrase may be used as an adjective or an adverb.

A phrase does not have a subject and a predicate.

A modifying clause may be used as an adjective or an adverb.

A clause always has a subject and a predicate.

Recognizing Phrases and Clauses

In the following sentences point out the phrases and clauses. How shall you tell the difference between them?

1. They tried to win the game without our help.
2. Because he trained carefully, he won the race.
3. They came to our assistance immediately.
4. John gave a good excuse for his absence.
5. When the plum trees bloom, the air is filled with fragrance.
6. We went home after the game was over.
7. Ships of friendly nations pass through the Panama Canal.
8. When the bugle blew, the men who had just arrived assembled.
9. The speaker whom we had invited was standing near the door.
10. During his talk the class listened attentively.
11. The letter which you wrote came yesterday.
12. You should read this book whenever you can find time.
13. He leaped over the fence into the vacant lot.
14. Send me a telegram when you reach Toronto.
15. We want you to visit us whenever you can.

Finding Subjects and Predicates in Clauses

Choose three adjective and three adverbial clauses from the sentences in the exercise above. Point out the subject and the predicate of each clause.

Building Sentences with Phrase and Clause Modifiers

1. Add a phrase or clause to each of the following sentences. Underline the modifier which you use and tell whether it is a phrase or a clause.

1. The tree bore a bushel of peaches last year.
2. Jack's ears of corn won a blue ribbon.
3. A meeting of the school council was called.
4. Will you come?
5. The pony is a pet of all the children.
6. Apples are an important crop.
7. I shall be waiting for the car.
8. Please drive me home.
9. Do you like the music?
10. I listened to the radio program.
11. He never received the letter.
12. John has a job.
13. We go for a walk every fine evening.
14. The street remains in my memory.
15. Do you see the flag?
16. Her clean apron was ready to put on.
17. The ring was rare and valuable.
18. I hurried to tell Anne the news.

2. Combine each of the following pairs of sentences into one sentence containing a clause modifier. Underline the clause.

1. We drove to town in the early morning. There was little traffic.
2. The band played. The restless horse pranced.
3. Mother baked a chocolate cake. The cake was delicious.
4. I drank an extra glass of milk every day for a month. I gained two pounds.

3. Use each of the following phrases and clauses in a sentence:

Phrases

against the wall
in the room
by the well
under a dark sky
with a cheery smile

Clauses

since they won the game
until we meet again
which he earned
while he was studying
who told the story

Reviewing Simple Sentences

1. A sentence expresses a complete thought and has a subject and predicate.

Not a sentence: With nothing to do

2. Sometimes a sentence is in inverted order; that is, the subject is near the end of the sentence instead of at the beginning.

Inverted order: To the door rushed Evelyn.

3. A sentence may have a compound subject.

Compound subject: John and Edward ran eagerly to the shop.

4. A sentence may have a compound predicate.

Compound predicate: Michael *sorted* the pieces of leather and *laid* them on the work bench.

It is possible, although not very usual, for a sentence to have both a compound subject and a compound predicate. Occasionally you may wish to use a sentence built that way. Example:

The *man* and his *wife* *left* their bench and *walked* down the beach.
compound subject compound predicate

Using Compound Sentences

There is another kind of sentence which differs from any of those which you have been studying. It consists of two or more simple sentences joined together.

The wind was bitterly cold, and the traveler was weary.

This *one sentence* might have been written as two:

The wind was bitterly cold. The traveler was weary.

When a writer wishes to put two closely related ideas into one sentence in order to give a vivid picture, he often joins the two sentences, usually with the word *and* or *but*. Two or more simple sentences joined in this way form a *compound* sentence. The connecting words (*and*, *but*) are called *conjunctions*. Examples:

The policeman shouted, *and* the people ran toward him.

The girl hesitated, *but* the boy hurried along.

Oliver stopped the car, *and* the passengers alighted.

The merchant opened his store, *but* no customers came.

The two or more simple sentences that are joined are called the *principal*, or *independent*, clauses of the compound sentence.

Find the principal (independent) clauses in each of the following compound sentences:

1. *The kite tugged at the string*, but *the boy held on tightly*.
2. Mr. Sampson watched the front door, and Mr. Fleming guarded the rear.
3. My bed was a canvas cot, but the guide slept on balsam boughs.
4. The clouds cleared away; the moon sailed into sight; and the road was silvered with light. (This compound sentence contains *three* principal clauses.)
5. Bert rolled back the rugs, and Mary turned on the radio.
6. The bell rang, and the plantation hands trooped into the room.
7. Moses and Pete were good fishermen, but luck was not with them today.
8. The clouds grew heavier, and soon a light mist began to fall.
9. The March winds blew sharply through the trees, but the robin hopped merrily upon his bough and sang a spring song.
10. The girls turned the key in the lock, but the door had been bolted on the inside and they could not open it.
11. The men of the tribe roamed far through the forest on hunting expeditions, the boys fished in the near-by streams, and the women tended small patches of corn around the village.
12. John Anderson needed help, and his brother came to the rescue.



Bony from Lewis

UP SHE GOES!

Using Sentences in Paragraphs

1. A single paragraph usually contains many kinds of sentences. In the following paragraphs find as many examples as possible of each of the following:

Simple sentences, each with one simple subject and one predicate verb.

Simple sentences with compound subjects or predicates.

Compound sentences.

1. Black smoke poured from the tall chimney. The little boy watched it and thought of giants. Great dragons and monsters curled against the sky. He was not frightened. Presently sun and wind would conquer the monsters. The sky would be clear again, and the sun would shine. Soot would settle down upon the flowers in the yard, but he did not think about its blackness.

2. Patty and John were out in the back yard. They talked earnestly together and kept away from the other children. Some plan was on foot. Mother remembered past mischief, but she did not interfere. This time, however, no trouble was brewing. Brother and sister were deciding a weighty question concerning seeds. Patty wanted to plant carrots in the corner garden, but John had decided upon radishes. Later the argument was settled peacefully. Radishes and carrots were both planted.

2. Write a paragraph about something that you have observed on your way to or from school. After you have written it, see if you have secured sentence variety by using simple sentences and compound sentences to good advantage in your paragraph.

Using Conjunctions in Sentences

In compound subjects, compound predicates, and compound sentences, the parts that are compound are tied together with such words as *and*, *but*, *or*, *nor*. As you learned on page 304, these words are *conjunctions*. Conjunctions join one part of a sentence to another that is used in the same way. The parts joined may be subjects, predicates, clauses, phrases, or one-word modifiers.

In the following sentences, what do the conjunctions join?

and

1. Marie and I walked home together.
2. Please tell James and me the password.
3. Fred can swim well and can dive with good form.
4. May is plucky, and Jean has courage, too.

but

5. John may go, but he should be home by ten o'clock.
6. Margaret is shy, but she wants to help.

or (either, or)

7. Mr. Thomas will come himself or he will send his helper.
8. Either you or I must row the boat across the lake.
9. When the telephone rings, Miss Lapp will ask for Ruth or me.

nor (neither, nor)

10. Neither she nor I want to fail in this errand.
11. We were excited. We could neither sleep nor eat.

THE PARTS OF SPEECH

Only eight parts of speech are needed to express any thought in English. You have now become acquainted with all of these except the interjection. Interjections are words like *O*, *oh*, *ah*, and *alas*. They are not used frequently, but occasionally you will need them in conversation or in storytelling.

The eight parts of speech are the following:

noun	pronoun	adverb	conjunction
verb	adjective	preposition	interjection

1. To show that you recognize the parts of speech, draw a chart like the following one, and under the proper headings list all the words in the sentences at the top of page 308.

Parts of Speech

Noun	Pronoun	Verb	Adjective	Adverb	Preposition	Conjunction	Interjection

Sentences

1. The new house was completed, and the family moved there in March.

2. The sidewalks had not been laid, but they did not care.

3. Alas! the month of April was very rainy, and we could not plow the field.

4. The sun finally drove away the clouds, the new grass showed green blades, and the family gladly began the work of the garden.

2. Write a sensible sentence containing as many of the eight parts of speech as possible. Your teacher will ask certain pupils to write the sentences on the blackboard. The pupil writing his sentence on the board may call upon someone to name the parts of speech.



A Summary Test on Sentences



Allow yourself one credit for each correct item. *Total, 65 credits.*

PART I

ABILITY TO RECOGNIZE SENTENCES

Direction: On your paper write the number of each complete sentence below. Then select those groups of words that are not sentences and build them into complete sentences. Write each after the appropriate number.

1. Riding on a roller coaster.
2. When they really play ball.
3. The colors flew at half-mast.
4. With nothing to do.
5. They put all the fish in the basket.
6. In the trunk.
7. Tearing across the yard came Peggy.
8. The boys leaped across the muddy ditch.
9. The ruined Packard car.
10. In great circles the airman flew.

11. When I reached the school building.
12. Who knows when the next holiday comes?
13. If I had brought my bat and glove.
14. For Thanksgiving dinner we had roast turkey.
15. And cranberries.
16. Did the man stop at the gate?
17. Skipping down two stairs at a time.
18. When the flowers first came out.
19. Nellie wrote a good story for the paper.
20. The teachers enjoyed the assembly exercises.

PART II

ABILITY TO RECOGNIZE SIMPLE SENTENCES, SENTENCES WITH COMPOUND PARTS, AND COMPOUND SENTENCES

Direction: Copy the numbers of the sentences in the following paragraphs and after each number tell whether the sentence is —

- a. A simple sentence
- b. A simple sentence with a compound subject
- c. A simple sentence with a compound predicate
- d. A compound sentence

I

(21) Henry proved himself a handy boy. (22) Every day he took care of the furnace, shoveled snow, went to the post office for the mail, and performed many little household tasks. (23) His duties were numerous, but he always did his share cheerfully. (24) Gradually he made a real place for himself in the Simms home. (25) Mr. Simms and his wife became very fond of him. (26) They wanted to give him every advantage, and they quietly began to plan for his education.

II

(27) Mary Cummings found everything new and strange in the little settlement. (28) The families lived in sod houses. (29) The Harringtons owned a few pieces of furniture brought from the East, but in most of the homes there was only the crude furniture of the frontier. (30) Mary was accustomed to the luxuries of the Virginia sea-ports, and she found the new life difficult. (31) The blood of pioneers flowed in her veins, however, and she determined to face conditions bravely. (32) One fact cheered her. (33) Health and strength were returning to her in that clear and bracing air.

PART III

ABILITY TO FIND SUBJECTS AND PREDICATES IN SENTENCES

Direction: Copy the simple subjects and the predicate verbs from the following sentences:

34. Girls and boys under twelve will be admitted without charge.
35. John cleaned out the furnace and built a new fire.
36. Smoke and flame hung over the volcano.
37. Never before had man flown over this region.
38. There were strange water lilies floating on the pond.
39. In the hangar stood the shining airplane ready for adventure.
40. The mechanic and the pilot rushed to the door and threw it open.
41. You have either made an important discovery or brought us here for no purpose.
42. At this dangerous crossing every person stops, looks, and listens.
43. At the entrance to the tunnel a guard in a blue uniform halted us.
44. Do you think about your work?
45. Joseph sat on the pier and fished for an hour.

PART IV

ABILITY TO USE SENTENCES WELL IN WRITING PARAGRAPHS

Direction: Rewrite the following paragraph, making eight correct and complete sentences.

46-53. Arthur and I have a workshop in our basement, it contains a good workbench and a set of tools. Which we got for Christmas last year. One of the first things we made was a radio cabinet, father thinks it is very good for our first attempt. Mother wants us to make a magazine rack. Like one she saw at the Home Furniture Shop. We ourselves want to make model airplanes. Because both of us have entered the model-plane contest to be held in June. Our manual-training teacher has the blueprints and the specifications, he will help us.

The Glamour of the Sentence

31

Direction: Improve each of the following paragraphs by using compound parts and compound sentences. Make seven sentences in the first paragraph and five sentences in the second paragraph. Invert the order of one sentence in the second paragraph.

54-60. Benny reached up to the counter. He deposited three cents there. The clerk pushed out a postage stamp. The small boy carefully pasted the stamp on his envelope. He walked to the nearest letter box. He could barely reach the slot for the letters. He dropped his envelope into the box. His heart beat a little faster to think that now at last he might win the prize. The bicycle was so shiny and so swift. His answer to the puzzle would surely win it for him.

61-65. Joe stood at the corner. Two ways were ahead of him. He could take the street toward his school. He could take the road toward the creek. Just then a soldier in uniform passed. The soldier saluted Joe in fun. Joe returned the salute. He marched toward his school.

Seeking Self-Improvement

If your score on the preceding summary test did not give you a rating of at least eighty-five per cent, review by yourself the pages of your textbook that tell you about sentence structure. You will find these in Section I, "The Grammar of the Sentence," and on pages 303-307 of Section IV, "The Glamour of the Sentence." Practice again the exercises in recognizing sentences, in knowing and using compound parts, and in finding subjects and predicates. You can do this at home or in your study periods in school. If necessary, ask another pupil to help you. A knowledge of the sentence is important to your English work in later grades. If the summary test has revealed that you are not strong in this knowledge, you can attain it by studying and restudying the parts of your book that give you the necessary information.

Words Used to Express Thoughts



Words have colors and music
And wisdom and joy as well.
How lovely I think that words are
There are no words to tell!

James Turner wrote a pirate story for his school paper. The plot of the story was original. The school editor returned the story, however, with the comment, "Your vocabulary is poor." Here is a passage from the story. Explain what the school editor meant by his criticism.

A fierce sun was blazing as the pirate ship approached the island. The captain stood on the deck and gazed fiercely at his crew. "Four of you will go ashore with me," he said in a fierce voice. "The rest of you go below and stay there." Fiercely he laid his hand upon his cutlass and the men slunk away. The pirate band knew the fierce nature of their captain and they did not stop to question his command.

What words could James have used to avoid the repetition of *fierce* and *fiercely*? What better word could be used to describe the sun? In what sentences might the words *cruel*, *savage*, *ruthless*, *stern*, or adverbs made from these adjectives, be used to make the paragraph more effective?

Overworked words and expressions do not help a reader or listener. He loses interest because the writer or speaker is not presenting vivid pictures or vigorous action. A large vocabulary of expressive words is an asset.

WORDS IN EFFECTIVE USE

While it is true that every word you use should be carefully chosen and that every one of the eight parts of speech does its part toward making your sentences effective, still, perhaps of all the words in use, verbs, adjectives, and adverbs do the most to make our speaking and writing express what we wish. Some of the earlier lessons in this book have already given you practice in using these three parts of speech to the best advantage. The next few pages continue that practice.

1. Study the following paragraphs to discover the words which help the reader to gain a vivid picture of the scenes which the writer describes.

SNOW DIMES

There was a crackle in the cold that foretold a sparkling diamond-studded night. Tobogganers would be speeding down one side of Brent's Hill and clambering eagerly up the other side. This night, if ever, would be the time to try the new venture. The two Motts tingled with hope as they made their preparations.

Martha made three gallons of cocoa, a quantity which she estimated would serve fifty people. When it was steaming hot, and, in the bleak iciness of New Hampshire weather, somehow seeming to savor of the rich tropical jungle, she poured it into vacuum jugs and loaded it on the hand sleigh. Then she packed the big, substantial sandwiches. Hungry folk could spare daintiness, she knew, in favor of what Aunt Bessie called "plenty-of-it-ness."

Meanwhile Matthew was busy with the chestnuts. He clipped the smooth brown nuts with the sharp blade of his penknife and dropped them into the corn popper, which he shook back and forth across the hot stove until the nuts were thoroughly roasted. To keep them hot until the customers on the hill could buy them, Matthew had invented a kind of charcoal heater made of two tin pails that fitted one inside the other.

About eight o'clock the boy and girl started for the hill. Dry snow crunched under their feet, the shivery sound adding to the cold. Trees near the hill looked like carved black statues around a marble temple. The moonlight glinted on the snow crystals till they shone like the fantastic gems in the valley of Sindbad.

On the hill itself all was motion and laughter. The two Motts drew their hand sleigh well out of the path of the merry-makers and prepared to do business. If they had judged human nature correctly, many hands would be stretched out gladly for a paper cup filled with cocoa, a fat sandwich, or a handful of hot chestnuts. Then they could go gleefully home with a pocketful of dimes that would prove their point. They could tell their broken and discouraged father that there was at least a little money to be earned on their forsaken farm. Other regions had recently found winter sports a source of livelihood. Why should they not do the same?

2. Stories like "Snow Dimes" are made more real by the choice of *vigorous verbs*. Read aloud the sentences that contain the following verbs and tell what each verb makes you think of:

tingled	shook	glinted
clipped	crunched	stretched

3. *Adjectives* frequently help to describe objects for the reader. Find in the story of "Snow Dimes" all the adjectives describing each of the following items:

the night	the chestnuts
the jungle	the statues
iciness	the father
the sandwiches	the farm

4. *Adverbs* add new ideas to the words they modify. For example, in the second sentence of the story the adverb *eagerly* helps you see the tobogganers *clambering* up the hill, not as if the climbing were hard but rather as if they were so anxious to get to the top that they did not notice the steepness. Find adverbs that modify each of the following verbs:

roasted	judged	stretched	had found

5. Use your dictionary to find the meaning of the following words:

substantial	fantastic	livelihood

6. Find all the nouns in the story which end in *ness*. Which one of these is a "made" word?

Using Vigorous Verbs

1. Improve the following paragraph by selecting from the numbered groups at the top of page 315 a vigorous verb that may be used in place of each italicized verb of the same number:

Allan *looked* (1) down the lonely trail as if he half expected to see an Indian. Nothing more alarming was to be seen, however, than a gray squirrel that *ran* (2) across the path as if afraid the precious nuts would all vanish if he did not *get* (3) them quickly. Allan set aside his fears and stepped rapidly along the trail. If he made the trip alone, he would have a real adventure to *talk* (4) about around the campfire.

(1)	(2)	(3)	(4)
peered	scooted	collect	tell
gazed	scurried	find	relate
glanced	hurried	gather	boast

2. List vigorous verbs relating to each of the following ideas. When your list contains at least twenty-five verbs, use each verb in a sentence about one of the ideas suggested.

A boy running down the street
 A woman caught in a summer shower
 A baby playing with its toys
 A baseball game in the vacant lot

3. Write a paragraph on *one* of the topics listed below, using at least three of the vigorous verbs listed under the topic. Some of the paragraphs may be copied on the blackboard, and others may be read aloud to the class.

MY GLIMPSE OF THE FIRE

Vigorous verbs: flared, flamed, blazed, roared, rushed, hissed, crackled, mounted, streamed, clanged, squirted, crowded

MY DOG CHASES A CAT

Vigorous verbs: dashes, pounces, springs, arches, barks, bristles, jumps, pricks, lashes, scoots, climbs

RADIO COMICS

Vigorous verbs: sprawled, spread, grasped, chuckled, giggled, fingered, faded, strained, enjoyed

Using Adjectives

1. Adjectives, like verbs, should be carefully chosen. You have learned that an adjective modifies a noun by describing it more clearly. Examine the adjectives in the following paragraph. Explain what each adjective adds to the general picture.

The dimpling water of the busy little brook ran over a bed of red and green stones. I sat on the grassy bank at the foot of a rugged old tree and cast in my line. I didn't care much whether I caught a fish or not. To sit in the warm sunshine beside that gay and sparkling stream gave me a happy, carefree feeling.

2. Read aloud the following paragraph, supplying an adjective in each blank. As different pupils read the paragraph, note the different adjectives they have used.

Before the --?-- fire, in a --?-- --?-- chair, sat Grandfather. He was holding his newspaper in a --?-- hand, and there was a --?-- look on his face. He raised his --?-- head as he heard my footsteps. "Edith," he said, "look at this picture. That man is a --?-- friend of mine. I haven't seen him in forty years, but I should know that --?-- smile at any time. Bring me pen and paper. I must write him a --?-- letter."

3. From the adjectives listed below, select the word that seems most suitable for each numbered blank in the following paragraph:

The men in the boat strained --(1)-- eyes for a glimpse of the island on the horizon. At first it looked like a --(2)-- shape hardly to be told from a cloud. Then, as the hours passed and their boat drew nearer, they saw a stretch of --(3)--, --(4)-- sand, a --(5)-- shore beyond, and in the distance a --(6)-- mountain raising its --(7)-- peak toward the sky.

(1)	(2)	(3)	(4)
tired	dim	gleaming	sandy
anxious	dull	bright	soft
dark	misty	clean	white
(5)	(6)	(7)	
slanting	high	rough	
sloping	rocky	rounded	
hilly	craggy	jagged	

4. Think of an expressive adjective to describe each of the following nouns. Then use the noun and the adjective modifier in a sentence.

puppy	fish	party	music
shoes	corn	game	string

5. Find in your reader a paragraph containing many expressive adjectives. Read your selection aloud, and call upon members of the class to tell some of the adjectives that make the paragraph vivid.

Using Adverbs

1. Adverbs can make the action expressed by the verb of a sentence more vivid or more clearly understood. Use an adverb to modify the verb in each of the following sentences. Discuss what the adverb does to the meaning of the sentence.

1. The ship sailed out of the harbor. (Did it sail *slowly*, *briskly*, *merrily*, *heavily*? What different idea would each of these adverbs give to the reader?)

2. The airplane circled over the town.

3. Edward cut the huge pumpkin into a jack-o'-lantern.

4. The Scout dropped upon his bed of branches.

5. On the kitchen shelf a clock ticked.

2. Read the following paragraph aloud, using an expressive adverb in each blank space:

Butternuts had dropped --?-- during the night because of the heavy frost. The boys took large burlap bags and started on their nutting expedition. Great white clouds moved --?-- across a blue sky. Red and gold leaves fluttered --?-- to the ground in every breeze. The boys whistled --?-- as they trudged along the road. They knew where they could find at least a bushel of nuts, and they were making their way straight to that hidden spot. Once there, they would work --?-- to fill their bags to the very top.

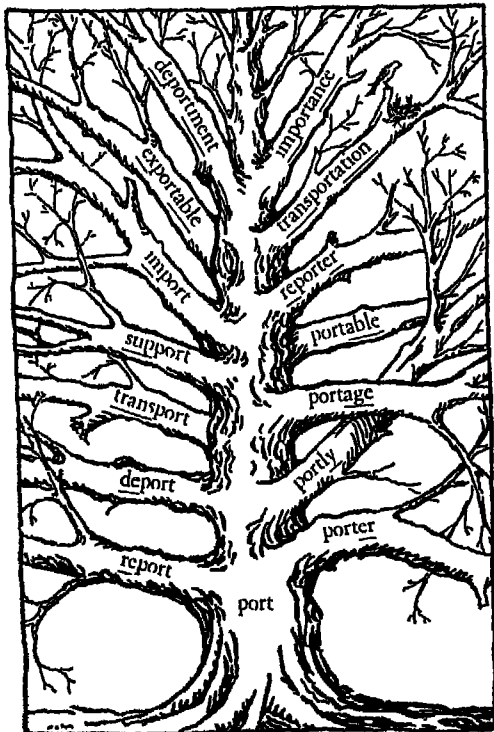
WORD BUILDING**Recognizing Family Names**

Did you ever think of words as belonging to families just as persons do? There are many large families of words in English. Some of the largest are the *Port* family, the *Dic* family, the *Scrib* (*Script*) family, the *Fac* family, the *Graph* family, and the *Vid* (*Vis*) family.

Sometimes you have met a family of persons who proudly displayed their "family tree," on which the names of all the different members of the family were written. Words, too, may have their family trees. On page 318 you will find the tree of the *Port* family. Read aloud the names of the members of the family. How many of them do you know?

Using Prefixes and Suffixes

In each word family many new words are made by the addition of different syllables to the parent stem. When the syllable is placed



THE PORT FAMILY TREE

in front of the stem, it is called a *prefix*; when it is placed after the stem, it is called a *suffix*. In the tree diagram all the words grow from the stem *port*. On the branches to the left, all the words have been made by adding prefixes (*report*, *deport*, *transport*, *support*). On the branches to the right, the words have been made by adding suffixes (*porter*, *portly*, *portage*, *portable*). On the branches toward the top, the words have been made, as you can see, by adding both prefixes and suffixes (*transportation*, *department*, *exportable*, *importance*, *re-porter*).

1. The prefixes listed below are all in common use:

ex (out of)
im (in or into)
sub (under)

pre (before)
trans (across)
un (not)

bi (two)
inter (between)
re (again)

Explain the meaning of the following words, showing how the prefix helps to make the meaning. Get help from your dictionary if you need it.

exclamation
immigrant
submarine

unnecessary
transcontinental
prefix

bicycle
intercept
return

2. The following suffixes are all in common use:

ion, ation

These suffixes usually make nouns from verbs. Examples: *construction*, *navigation*, *transportation*

able, ible

These suffixes usually form adjectives from verbs. Examples: *catchable*, *convertible*, *portable*

al

This suffix helps to form an adjective from a noun. Examples: *national*, *global*

ness

This suffix helps to form a noun from an adjective. Examples: *hardness*, *kindness*

ly

This suffix makes an adverb out of an adjective. Examples: *rapidly*, *easily*

Explain the meaning of the following italicized words, showing how the suffix makes it possible to change the part of speech of a word. Use your dictionary if you need help.

1. The doctor did everything in *reason* for his patient.
2. The doctor performed every *reasonable* service.
3. He did all that he *reasonably* could.

4. The railroads *transport* thousands of tons of freight.
5. The railroads are highly important to *transportation*.

6. Our neighbor will *instruct* us in first aid.
7. His *instruction* was complete and thorough.

8. The Indian *tribe* performed their ceremonial dances.
9. They did this according to *tribal* custom.

10. This sun-ripened fruit is *sweet*.
11. The *sweetness* of this sun-ripened fruit is remarkable.

12. John felt *gloomy*.
13. He went *gloomily* about his business.

3. Build a family tree like the one on page 318, using the stem *graph*, *dic*, or *fac*. Be able to use in a meaningful sentence every word that you put on the tree diagram.

4. Select from your reader or from the newspaper examples of words that are built by the use of both prefix and suffix.

Using Synonyms

Synonyms are words that have the same or similar meanings. Examples:

real, actual	attractive, charming
acute, sharp	brave, courageous
rich, wealthy	sly, furtive

Usually there is some shade of difference in the meaning of synonyms, but often their meaning is so similar that you can use a synonym to avoid repeating a word. Your dictionary lists synonyms for many words.

What synonyms will help you to avoid the repetition of the italicized words in the following groups of sentences?

1. George is *sure* to win the contest. I am *sure* of it.
2. We had a *gay* time at our Friday night supper. Arlene was particularly *gay*, and she kept making *gay* remarks that kept everyone laughing.
3. At our science *show* a chemist will *show* how fireflies produce light. He will *show* that similar light can be made in test tubes.
4. The building of the Alcan Highway was a *huge* undertaking. A way had to be cut for long distances through *huge* forests. Now that the road has been opened, *huge* loads of supplies can be carried by trucks to the Alaskan outposts.

Spelling Homonyms

Homonyms are words that have the same pronunciation but quite different meanings. Some homonyms in common use are:

aloud, allowed	grate, great
ate, eight	hear, here
break, brake	hole, whole
buy, by	knew, new
fare, fair	meat, meet

pare, pear, pair	sic, sight
plane, plain	their, there
principal, principle	to, too, two
right, write	weak, week

Homonyms give trouble only because they are likely to confuse you in spelling. For example, if you write to a friend:

I went to the store to *by* a *pare* of shoes,
you mean

I went to the store to *buy* a *pair* of shoes.

1. Choose from the lists just read a homonym that may be used correctly in the blank space of each of the following sentences:

1. The --?-- of our school is Mr. Gorton.
2. The car came to a stop when he put his foot on the --?--.
3. There was a fire burning in the --?--.
4. Don't forget to --?-- to me.
5. John likes to receive letters and I do, --?--.
6. Here are five dimes and --?-- pennies.
7. It is --?-- always to speak the truth.
8. The men dug a deep --?--, and the --?-- countryside was excited when they struck oil.
9. I have money enough to pay my --?-- on the bus. I am going to the --?--.
10. The aviator brought his --?-- down on a broad --?--.
11. Wipe the dishes carefully because they are delicate and will --?-- easily.
12. We sat --?-- because we wanted to --?-- all that was said.

2. From the list of homonyms choose eight that give you trouble in spelling. Write sentences illustrating the correct spelling of each of the homonyms.

3. Words like the following are not really homonyms, but they are pronounced so nearly alike that confusions in spelling may occur. Use each of these pairs of words in sentences of your own. Find meanings in your dictionary if necessary.

quiet	council	accept	capital
quite	counsel	except	capitol

Studying Words in Reading

Read the following story and study its words by following the directions below:

Chris was lost. There was no doubt about it. It had seemed easy to strike through the forest for the B-5 lumber camp, where his father worked, but the boy realized, with a quick throb of panic, that no trail was now visible. For almost two hours he had not seen a familiar landmark. All around him was the interminable forest.

Though he was only twelve, Chris knew that he must not keep on walking in an aimless way. He must not be dismayed, but must sit down quietly and think out a plan of action. He must fight fear and discouragement.

Was that sound off to his right a trickle of water over stones? He listened intently. He must find that running brook. It would mark a course to safety.

Excitedly Chris plunged through the underbrush. After half an hour of heavy going he struck the bank of a little stream just below a series of small cascades. Joyfully he turned his face downstream. The bank of the brook gave him easier traveling, and finally he would come to a lake or a river where he had more chance of finding people.

Fortunately he had hours of daylight ahead of him, and on and on he trudged, now and then stooping to the stream for a drink but forgetting his hunger as hope rose in his heart.

The stream grew broader, and the forest began to thin out. There ahead of him lay a shining lake, and on its near shore was a cabin with smoke rising from the chimney. Chris gave a glad shout. Whoever was there—hunter, camper, or Indian—would help him. It is part of every woodsman's code to reach out a helping hand. Soon Chris would be on the right trail to his father's lumber crew.

1. Separate the following words into two lists: (1) words giving you the effect of danger and worry; (2) words giving you the effect of relief and gladness. Use your dictionary to find the meanings of any words which you do not know.

excitedly
panic
interminable
joyfully
lost

fortunately
glad
helping
aimless
dismayed

hope
fear
discouragement
safety
familiar

2. Find three words that are built by the use of prefixes, suffixes, or both. Be able to explain how each of your words has been formed.

3. Select three vigorous verbs.

4. What does *visible* mean? To what word family does it belong? (See page 317.)

5. Volunteer to find the derivation of the word *panic*. Look for the derivation in an unabridged dictionary, and be able to tell the class the story that lies behind the word.

Finding Expressive Words in Books

Be prepared to read a paragraph from a book in which you have found vigorous and expressive words. Choose, if you wish, a book from the following list:

CARUS, HELENA. *Metten of Tyre*

In early Phoenicia every sea voyage was an adventure. Metten in the story is the son of a trader who sails on long voyages with his father.

COATSWORTH, ELIZABETH JANE. *The Boy with the Parrot*

Sebastian goes traveling through Guatemala and learns much about the ancient and mysterious life of the early people in that region.

GUNTERMAN, BERTHA L. *Castles in Spain and Other Enchantments*

Legends of the Spanish countryside are told in this book.

KENT, LOUISE ANDREWS. *Douglas of Porcupine*

Excitement and mystery fill the winter on an island off the coast of Maine.

KEYES, MARY WILLARD. *Juniper Green*

The boys in an old New England village make friends with an old sea captain. In the story the mystery surrounding the captain is cleared up.

SEEGER, ELIZABETH. *The Pageant of Chinese History*

About five thousand years of Chinese civilization form the background for the stories, legends, and historical events that the author tells.

WYCKOFF, CHARLOTTE CHANDLER. *Jothy: a Story of the South Indian Jungle*

Jothy is a Hindu girl who lives in a jungle village. She has new and strange experiences when she goes to a missionary school.

YOUNG, ELLA. *The Unicorn with the Silver Shoes*

In the Land of the Ever Young, Ballor's son and his friend, Flame of Joy, find gay and brave adventures.



A Test on Words



Allow yourself one credit for each correct item. *Total, 50 credits.*

PART I

ABILITY TO USE EXPRESSIVE ADJECTIVES, ADVERBS, AND VERBS

Direction: In the following sentences the italicized adjectives and adverbs are commonplace. On your paper write a more expressive adjective for the sentences numbered from 1 to 5, and a more expressive adverb for the sentences numbered from 6 to 10.

ADJECTIVES

1. The valley lay between *high* mountains.
2. A *bright* light shone through the window.
3. The aviator made his way to the *little* cottage.
4. The *kind* woman gave him hot coffee.
5. He was *thankful* to her.

ADVERBS

6. He slept *well*.
7. He made his way *carefully* to the coast.
8. A ship sailed *quietly* into the harbor at night.
9. The aviator *gladly* went on board.
10. The hero was welcomed home *gaily*.

Direction: On your paper numbered from 11 to 15 write vigorous verbs that could be substituted for the commonplace verbs in the sentences.

11. The ship *sailed* along through the violent gale.
12. After many days on the sea, the lookout suddenly *said*, "Land!"
13. A small green island *came* into view.
14. The crew eagerly *went* ashore.
15. They *looked* for fresh water and finally located a bubbling spring.

PART II

ABILITY TO UNDERSTAND WORDS BUILT FROM STEMS BY THE ADDITION OF PREFIXES AND SUFFIXES

Direction: For each sentence from 16 to 20, build a meaningful word to fill the blank space. Use the stem at the left, adding prefixes and suffixes as necessary.

16. **port** I have a --?-- radio that I carry to camp with me.

17. **fac** Parts for important machines can often be built in a small --?--.

18. **dic** It is the business of the weather bureau to --?-- the weather.

19. **graph** We like music, and so we have a --?-- at the camp as well as a radio.

20. **dic** Father does not like us to --?-- him.

Direction: From the following paragraph select seven words that have prefixes, suffixes, or both. Underline the prefixes and suffixes in the words that you have chosen. When you have listed seven words, follow the direction below, in paragraph 28-30.

21-27. Alvin liked to read the *National Geographic Magazine*. He liked its colored photographs and its readable accounts of foreign lands and peoples. He was much excited when his Uncle Joe gave him a subscription to the magazine. After he had read each number he willingly shared it with a boy who lived on the same street. Frequently they both referred to it in their class reports. Their teacher was pleased with the knowledge which they transmitted to the class.

28-30. From the seven words that you have just selected choose three that are different parts of speech. Show that you understand the meaning and part of speech of each by using it in a meaningful sentence of your own.

PART III

ABILITY TO IMPROVE A PARAGRAPH BY USING EFFECTIVE WORDS

Direction: Rewrite the following paragraph, using a more expressive word for each italicized one.

31-41. Janet was looking forward to the party. She was sure that she would have a *nice* time. Mother had bought her a *nice* new dress, and so she knew that she would make a *nice* appearance. George

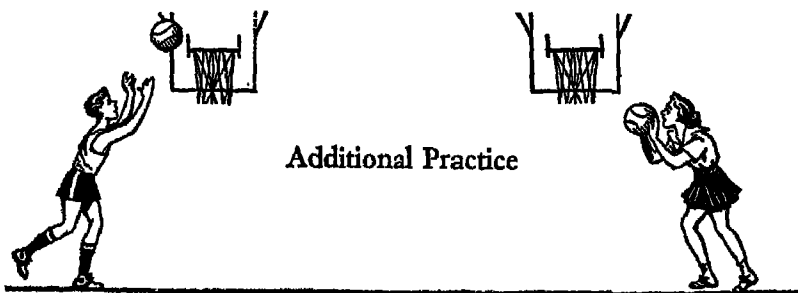
Martin's parties were always a success because he planned *good* games for boys and girls to play, and Mrs. Martin gave them *good* refreshments. She dressed early and *went* to the Martin house. She was *surprised* to find it dark. Then she *knew* what had happened. The party was tomorrow night. Was she *mad*! There was nothing to do but *go* home again, a *sad* girl.

PART IV

ABILITY TO SPELL HOMONYMS CORRECTLY

Direction: On your paper numbered from 42 to 50, write the correct form chosen from the parentheses.

42. He was walking (*buy, by*) the firehouse when the alarm rang.
43. It is (*to, too, two*) soon to tell who is elected.
44. Joseph is a boy of high (*principles, principals*).
45. The (*principal, principle*) city of the west coast is San Francisco.
46. I did not mean to (*break, brake*) the window.
47. He (*knew, new*) that he would have to tell his father.
48. Please (*meat, meet*) me at four o'clock.
49. I (*here, hear*) that you have won a scholarship.
50. I should like to take a (*whole, hole*) day to visit the museum.



Arranging Words in Alphabetical Order

Arrange in alphabetical order the words in each of the lists on page 327. Find in your dictionary the meaning of any word that you do not know. Be prepared to use the words in sentences. You may be able to use several words from the same list in a sensible single sentence.

List I	List II	List III
constellations	navigation	fertilizer
celestial	rudder	alfalfa
horizon	stern	tractor
astronomer	starboard	harrow
zenith	hawser	silo
telescope	maritime	spray

Using Synonyms

Suggest a synonym for each of the following words. Be able to use the synonym in a meaningful sentence.

abundance	cross	grand	narrate
acquaintance	deface	humane	proud
awe	enlarge	injure	rage
babble	govern	little	smooth

Building Words

Build words according to the following directions, and be able to use the words that you have built in meaningful sentences:

1. Build an adjective by adding a suffix to *nature*.
2. Build an adverb by adding a suffix to *happy*.
3. Build a noun by adding a suffix to *rough*.
4. Build a verb that means *to give new strength to* by adding a prefix to the verb *enforce*.
5. Build an adjective that means the opposite of *tidy* by adding a prefix to *tidy*.
6. Build three words from the stem *scrib*.

Writing from Dictation

In the following paragraph notice the spelling of words that have homonyms. Then write the paragraph from dictation.

As soon as I received my aunt's letter, I sat down right off to write an answer. I knew that she would want an immediate reply. She invited me to come to her house, and I hastened to accept her invitation. She has always allowed me to have all the fun possible on her farm. The last time I visited her, I raided her pear tree, and ate all the pears I could. The whole farm life has great interest for me. I like to work in the fields, and I like the animals, too.

Sentence Diagrams

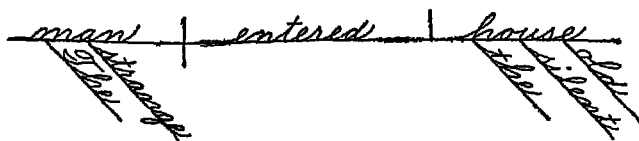


On pages 84–88 you found that diagrams could be helpful in making clear the structure of sentences. Diagrams can also picture for you the relationship of the modifiers to the other words in the sentence.

Showing Adjectives and Adverbs

Adjectives, as you have learned (see page 255), modify nouns. You can show this fact in a diagram like the one below.

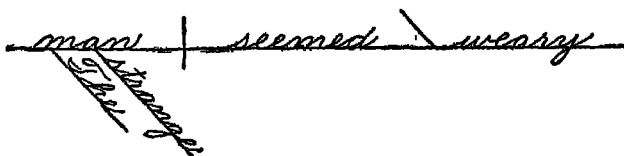
The strange man entered the silent old house.



The and *strange*, which modify *man*, are written on slanting lines connected with the noun *man*. In the same way slanting lines under the object show that *the*, *silent*, and *old* modify the noun *house*.

Adjectives are diagrammed in a different way when they are used as predicate adjectives after linking verbs. Then they have to be brought to the main line of the sentence (see page 87). Example:

The strange man seemed weary.

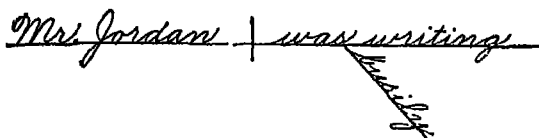


Weary is a predicate adjective, and so it is diagrammed on the same line with the linking verb *seemed*. The line that separates it from the verb slants toward the subject to show that the adjective modifies the meaning of the subject.

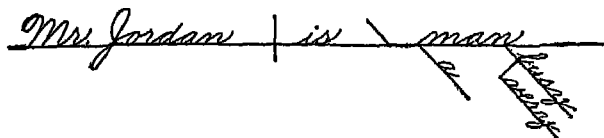
Adverbs are also diagrammed on slanting lines. These slanting lines must always connect the adverbs with the words that they modify.

When you studied adverbs, you discovered that they usually modify verbs, but that they can modify adjectives or other adverbs. These three relationships are shown in the diagrams below:

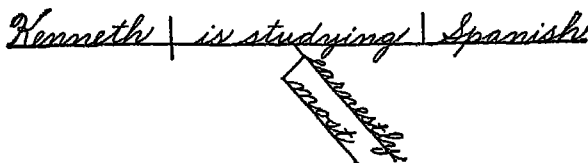
Mr. Jordan was writing *busily*.



Mr. Jordan is a *very* busy man.



Kenneth is studying Spanish *most* earnestly.



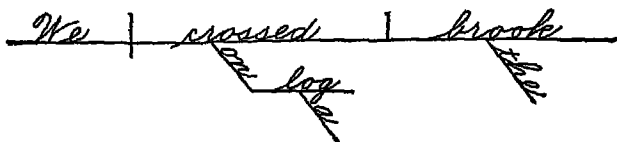
Show that you understand adjectives and adverbs as modifiers by diagramming the following sentences:

1. A small ripple stirred the water.
2. A fish took the bait immediately.
3. The little child was gaily chasing a butterfly.
4. I have seldom eaten a more delicious apple.
5. These men are loyal.
6. Elmer has done the job perfectly.
7. He played tennis well.
8. The tallest boy led the parade.
9. He marched smartly along.
10. The star was a very beautiful woman.

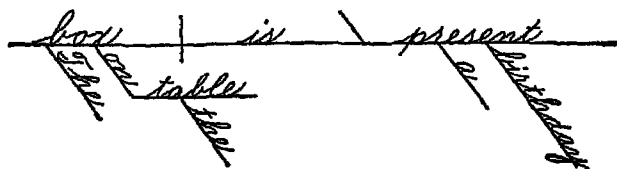
Showing Prepositional Phrases

When you were studying modifiers (see page 279), you learned that prepositional phrases were used as adjectives or as adverbs. You cannot diagram them in exactly the same way, however, because a prepositional phrase is not a single word; it is a group of words made up of a preposition and its object. The object of the preposition sometimes has modifiers of its own. Prepositional phrases can be diagrammed as follows:

1. We crossed the brook *on a log*.

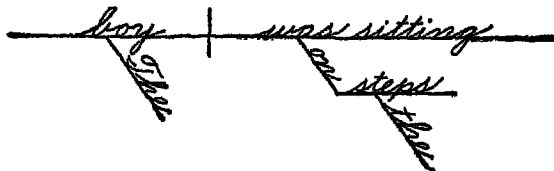


2. The box *on the table* is a birthday present.

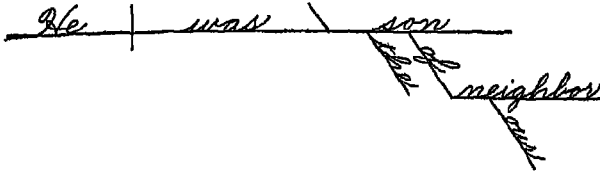


Notice that the phrase must be connected with the word which it modifies. Prepositional phrases are diagrammed like those shown above, with the preposition on the slanting line and its object on a straight line. This makes a neat way of holding the phrase together and at the same time showing what the whole phrase modifies in the sentence. Study the following examples until you are sure of the method of diagraming:

- The boy was sitting *on the steps*.



He was the son of our neighbor.



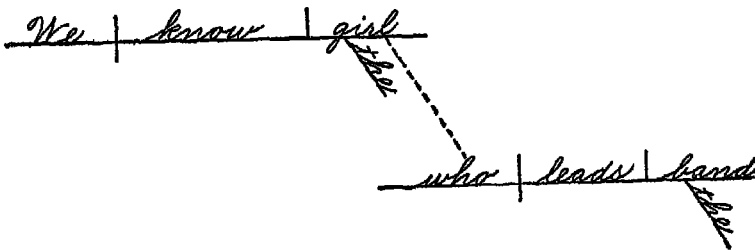
Practice showing how prepositional phrases are used by making diagrams of the following sentences:

1. The band marched down the street.
2. The basket of peaches was a gift.
3. The men of the neighborhood formed a baseball team.
4. They went to the next village.
5. The teams of the two towns were closely matched.
6. The mist was rising from the water.
7. The cabin among the pines was a welcome sight.
8. Mrs. Belton made hot coffee over the open fire.
9. We rolled into our bunks for the night.
10. In the early morning the men of the party fished from the rocks.

Showing Clause Modifiers

In addition to word modifiers and phrase modifiers, you have studied a little about adjective or adverbial clause modifiers (see page 293). Since these clauses have subjects and predicates of their own, the diagrams must show that fact. Examine the following:

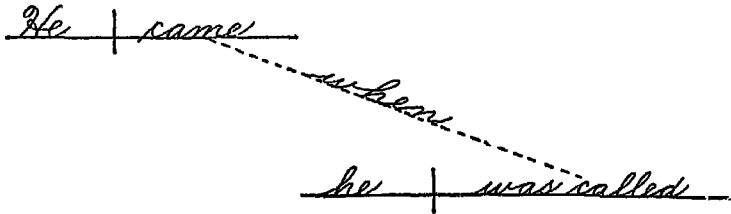
We know the girl *who leads the band*.



Notice that since this clause is an adjective modifier, it is connected with the noun which it modifies.

In the next diagram, however, the clause is adverbial and is connected with the verb that it modifies.

He came *when he was called*.



Practice showing clause modifiers in sentences by making diagrams of the following:

1. The man who helped us is our neighbor.
2. I looked for my ring where it fell.
3. I thanked the boy who found it.
4. My cousin who plays the piano has taken many lessons.
5. I read the paper after you finished.
6. The news that you read was true.

Reviewing Sentence Structure

Look over the diagrams on pages 84-88 and examine again those which you have just studied. Then show how well you understand grammar facts by diagramming the following sentences:

1. The great eagle swooped down.
2. The birds wheeled and circled.
3. The sound of a gun had frightened them.
4. The ranger searched the woods for the hunter.
5. Public parks are safe places for the wild creatures.
6. Two men and a boy were sleeping in the cabin.
7. Over the hill came a strange procession.
8. We were sitting on the porch when the postman came.
9. The letter that I wanted arrived promptly.
10. On the library shelves are many interesting books.
11. During the summer I shall read stories about the pioneers.
12. The radio programs on Wednesday night are excellent.

V

English Skills in Daily Use



Richie

The Daily News

THE NEWS STORY
THE EDITORIAL PAGE
YOUR CLASS NEWSPAPER
SPECIAL DRILLS

Act Well Your Part

PLAYS MADE FROM FABLES AND STORIES
PLAYS THAT YOU WRITE YOURSELVES
A PLAY WITH MEMORIZED PARTS
"Cogia Hassan Tells His Tale"
CHORAL READING
A VERSE PLAY FOR CHORAL READING
"The New Birth of Freedom"

The Daily News



One of the marvels of modern life is our ability to read about events throughout the world almost as soon as they take place. All over the world reporters are gathering the news and sending it by cable, radio, and telephone to their press headquarters on this side of the ocean. From there it is sent out to countless newspaper offices and reaches you in your daily paper.

Getting Better Acquainted with Newspapers

1. Newspapers are so much a part of our daily life that we take them for granted. At the same time we sometimes fail to get all the information and pleasure that we might from them because we read only one or two sections of the paper. How well do you know the different parts of your favorite newspaper? Bring a copy of it to class and examine it until you can answer the following questions:

1. On what pages are news articles on foreign and national affairs? Are any of these articles signed by the correspondents who prepared them? Do you find the initials AP (Associated Press) or UP (United Press) or INS (International News Service) on the first line of any item? These initials in each case indicate the news collecting agency that is sending out the item.

2. Find the editorial page. Do you know who writes the articles on this page? Are any of them signed?

3. Look at the sports section of your newspaper. What sports are told about in its columns? Does it mention athletes by name? Read aloud a news item and a sports item. Does the sports item sound as if it were written in a different style? Explain in what ways it is different.

4. What are *want* advertisements? Under what circumstances should you turn to the *want ad* pages of your paper? How are *want ads* classified in your paper?

5. Does your paper have special features for children? for homemakers? for people who are ill?

6. Are there cartoons in your paper? If you find one, try to explain its meaning.

7. Does your daily paper print letters from citizens? On what page are such letters usually printed? What do the citizens write about? Is it a rule of your paper not to print any letter unless the name and address of the writer are known to the editor? Why is such a rule desirable?

8. What other sections are there in your newspaper? What type of material is in each one?

9. What is meant by the word *columnist*? What famous columnists, if any, write for your newspaper? Upon what topics do they write?

2. For each different newspaper that you are studying, appoint a committee to report upon the following facts:

1. The number of years the paper has been in existence

2. The meaning of its name

3. The motto of the paper, if it has one. (The motto is usually printed near the top of the first column of the editorial page.)

4. The name of the editor in chief, the city editor, and the sports editor

3. If you are a boy who sells newspapers or who has a newspaper route, volunteer to tell the class what requirements you had to fulfill to get such work, your duties, and some of your experiences in selling or distributing newspapers.

4. If possible, bring to class copies of newspapers printed in different parts of the country, as, for example, in New York City, Chicago, San Francisco, New Orleans, Boston, and Detroit. Answer for each of them the same questions that you used in examining your local paper.

Reading Your Newspaper Rapidly

1. Newspaper articles are usually written simply and directly, so that they can be read rapidly. A newspaper reader ought to read at least as fast as 250 words a minute. The article on page 337 contains fewer than that number. Your teacher will give you a signal to start reading. See if you can read the item in a minute or less, and at the same time have a clear idea about its news.

PARK TO HONOR YOUNG LINCOLN

INDIANAPOLIS, IND —A park to honor Abraham Lincoln was dedicated yesterday in Troy, Indiana, where Lincoln once lived. Here on the banks of Anderson Creek near the place where it joins the Ohio River, the Indiana Highway Commission has acquired three acres of woodland to mark the site of Lincoln's ferry. The park will bear the name Lincoln Ferry Park and will contain a life-size statue of the Great Emancipator.

Lincoln operated a ferry in this region when he was sixteen. He ferried passengers out into the Ohio River to catch the river steamboats, and also took teams and wagons on his flatboat to the opposite shore. Sculling was heavy work when the river was high.

Lincoln remembered earning his first dollar here. He once sold his cabin to two men, each threw him a half dollar for taking them out to the steamboat. He said that this experience had made him "a more hopeful boy."

2. Without reading the article again, summarize its contents in two or three clear sentences.

3. Select a news article in your newspaper that is about half a column in length. Mark it off in inches, and count the words in one inch. Estimate the number of words in the entire article, and see how long it takes you to read it understandingly. Report to the class on your speed of reading, and give a short account of the article.

THE NEWS STORY

Newspapers are written for busy people who must get the facts as quickly as possible. To make quick reading possible, the newspaper uses *headlines* and *leads*.

Scanning the Headlines

When you pick up any newspaper, you see first the black *headlines*. Each one tells you quickly and in the fewest possible words the main facts of the article that follows it. Every unnecessary word is omitted. Every word used is vigorous.

1. Read aloud the following headlines:

Gale Lashes Coast

*Towns Dark and Highways
Blocked in Northeaster*

**BOARD REFUSES
MIDWINTER VACATION**
City Schools to Stay Open

4 Boy Whistlers Win

Park Department Awards Medals

2. The following headlines are taken from school papers. Notice how short and pointed they are. Vigorous verbs help to make headlines crisp and attractive. What are the verbs in these headlines?

English Class Visits Printing Plant
Room 24 Publishes Newspaper
Principal Calls Student Council
Corridor Committee Announces Rules
Book Club Conducts Contest
Explorer Talks to Science Class
School Praised by Visitors

3. From the newspapers you have been examining in class, choose five or more headlines that are vigorous and pointed. Write them on the blackboard for all to see.

4. Choose from the newspapers three or four other headlines that you think lack vigor or point. How should you improve each?

5. On page 339 news items and possible headlines are suggested. Choose the most satisfactory headline for each news item, or write a headline of your own that is still better.

Suggested News Items and Possible Headlines

1. Mr. Howard Allison, who has the largest collection of postage stamps in town, gave a talk last Wednesday to the Stamp Club of the Beeton School. His topic was "Rare Stamps of the Americas."

Howard Allison Talks to School Club

Stamp Club Hears Talk on Rare Stamps

Mr. Howard Allison, Stamp Collector, Talks to Beeton Stamp Club

2. The local Red Cross unit has just received a large supply of wool for the making of sweaters and scarfs for sufferers in China. Girls who are willing to knit are asked to report to Room 16 on Monday at four o'clock. Mothers may volunteer also. Their help will be welcome.

Girls and Mothers Asked to Attend Meeting

Red Cross to Help Chinese Sufferers

Red Cross Needs Knitters

3. Henry Striets and Martha Bell, pupils of Homeroom 112, were awarded prizes for their safety posters. The prizes were bicycle lamps. They received their awards at the Safety Rally of the Chamber of Commerce.

Chamber of Commerce Holds Safety Rally

Henry Striets and Martha Bell Receive Awards

Pupils Honored for Posters

6. What unusual or exciting events have taken place this month in your school or neighborhood? Write a headline for two or more of the events. Make your headlines tell the main point of the news. At the same time keep them as short as possible. Be sure to capitalize every important word. Write your headlines on the blackboard for class criticism or approval.

Finding the Lead

In a news article the writer tries to make the first sentence, or sometimes the first paragraph, answer the questions *Who? What? When? Where?* These answers really tell the whole story in brief form. This sentence or paragraph is called the *lead*.

English Every Day

You notice that a news story is very different from the storytelling you did in Section II. There you were careful *not* to tell all the story at first, but to lead up to a climax. The news story gives the climax first. As was said on page 337, newspapers must tell the facts quickly. So the news reporter puts all the main facts in his lead. The rest of the news story merely adds details.

1. Read the lead in the news article on page 337. You will see that it answers these four questions in the one sentence:

Who was honored? Abraham Lincoln

What was done? A park was dedicated

When was it done? Yesterday (The date on the paper will place the date of "yesterday.")

Where did it happen? Troy, Indiana

2. Here are the leads for each of the headlines on page 338. Find and read aloud the answers to the four questions.

1

As a northeast gale lashed the coast last night causing heavy damage, all towns from Chatham to Point Judith were without lights and all highways were made impassable by limbs and in some places even whole trees felled by the wind.

2

In spite of the threatened fuel shortage, all children will go to school as usual next January and February, the school committee voted today, thus rejecting the proposed plan for a long midwinter closing to save fuel.

3

At the annual boys' whistling contest held at Pinebank Park yesterday, four local boys were awarded gold and silver medals by the Recreation Committee.

3. Select a news item from your daily newspaper. Read the headline and the lead aloud to the class, and call upon classmates to give the necessary information in answer to the questions *Who? What? When? Where?*

4. Using the headlines on school or neighborhood events suggested by the class for exercise 6 on page 339, write a suitable lead for each. Try to make each sentence read as smoothly as possible, and at the same time include the answers to the four lead questions.

5. Write a headline and a lead for each of the following news items:

1. Your school had an unusual kind of assembly on last Friday. The whole school was called together in the assembly hall. Two boys, Russell Gerton and Willard Banks, who graduated from the school several years ago, returned to entertain the pupils with a program of magical tricks. The boys proved to be clever magicians, and the audience was delighted.

2. The Parent Teacher Association of your school held a meeting at the school last Monday at eight o'clock. The parents had invited Miss Anne Benson, head of the history department of Ellison High School, to talk on "Citizenship." The meeting had a large attendance.

3. On June 21 of this year, Joe Burton will complete his fourth year of perfect attendance if he does not miss school this week. Joe has not been absent since he entered the fourth grade. The Principal has called the attention of the pupils to Joe's fine record. Mr. Anderson, the health-education teacher, has congratulated Joe on his health and vigor.

Planning a News Hour

Write a news item about some class or school happening. Decide upon your headline, plan your lead, and then write your article.

Choose an editorial committee to read all the news items and to select the best ones for the class "News Hour." From the articles read aloud in the "News Hour" the class may select the most satisfactory ones for the bulletin board.

THE EDITORIAL PAGE

The writer of news stories is expected to report things just as they happened. He is not expected to express opinions or "take sides" on any question. It is only on the editorial page that readers

may learn what the newspaper staff thinks and believes about current questions.

Editorials are generally written when an editor wants to help his readers to form an opinion or when he wants to advise a course of action.

Reading Editorials

1. On the same day these two articles appeared in a newspaper, one on a news page, the other on the editorial page. Which is the editorial? How do you know? What is the purpose of this editorial? What advice does it give?

I

DOG SAVED BY MASTER

James Billington, thirteen years old, last night saved his dog's life at the Gromer Lumber Yard. A sliding pile of logs imprisoned the dog as he dug in the earth near the pile. When the dog did not return home, James started out to find him. Hearing a dog howling in the woodyard, James sought the night watchman. Together they located the animal trapped in the log pile. James lifted off the logs and carried his dog home.

II

Be Kind to Animals

This week the Humane Society asks every man, woman, and child who has a pet to think about the needs of the animals that share life on this earth with us. It will not do, however, to be kind to animals this week, and promptly forget them when the Humane Society drive is over. Dogs, cats, rabbits, canaries, and other pets need food, water, and clean sleeping quarters all the time. They like kindness and petting. They have to be provided for when their masters go away on vacation. Pets help to make life a little happier. The least that we can do for all dumb animals is to treat them with kindness.



Lambert from Lewis

FRIEND IN NEED

2. Choose an editorial from your daily newspaper and be prepared to read it aloud to the class. What opinion is the editor of the paper expressing in his editorial? What advice is he giving to his readers?

3. For one week read the editorials in your favorite newspaper. During the week clip at least three editorials that you find interesting. Mount each on a sheet of paper, and underneath the clipping write a brief statement of the editor's point of view or of his advice to his readers. Underline in the editorial any words that are new to you and consult your dictionary for their meanings and pronunciation.

4. A committee chosen from the class may select a number of the most pointed editorials. The person who brought in each of the editorials selected should then be asked to read it aloud to the class and to summarize its meaning or purpose. Or, if the class prefers, the editorials chosen may be put on the bulletin board for everyone to read.

5. Sometimes editors write, not of world-shaking events, but of everyday happenings, small in themselves but full of general interest. Here is one editorial from a big city newspaper. Almost everyone can see and hear in June what the editor saw and heard. What do you think his purpose was in writing the editorial? How should you sum up the editor's thoughts on the subject? Has he given his readers something new to think about?

MR. BUMBLE

The drone in the air outside the window comes from some of the finest wings there are. It's the bumblebee among the clover blossoms, and he is tending strictly to his own business, which happens to be very important business right now. He's doing his part in the honey industry, with beeswax as well as sweets as its products.

True, the bumblebee is no commercial honeymaker. That is the job of his smaller cousins, the provident honeybees. In fact, Mr. Bumble is virtually a gentleman of leisure who spends the summer gorging himself and dies with the first frost. But his life has been far from futile. Without him the clover would soon be only a memory of haunting sweetness. It is his job to pollinate the clover blossom, and no one else does it satisfactorily, as Australia and New Zealand learned some years ago. The land down under had no bumblebees and no clover. Clover was planted, but soon died out, until bumblebees were imported and established there.

Honeybees would make out, of course, without clover. But by far the greatest percentage of their product comes from the clover blossom, which, tame and wild, grows everywhere. And over every clover bed, these June days, hovers the bumblebee, fat, gaudy, and sometimes testy, but sporting beautiful and well-deserved service stripes.

Writing an Editorial

1. Imagine that you have been asked to write an editorial for the school column in your local newspaper, or for your school or class newspaper if you have one. What are some of the things about your school that need attention? Would the school be improved by the



Edwin Way Teale

RUMBLEBEE AT WORK

addition of trees or shrubbery on the school grounds? Add to the following list of topics for editorials any subjects that you think might be helpful:

Saving School Supplies
Care of Schoolyard
Courtesy to Visitors

Bicycle Safety
Traffic Patrols
Lunchroom Politeness

2. Choose one of the topics which you have listed above and write an editorial. Perhaps some little thing that you have seen or heard lately has given you an idea for an editorial of the same type as "Mr. Bumble." If so, you may write it instead of one from your list.

3. Exchange papers and judge the editorials by these standards:

1. Does the editorial point to a real need in the school?
2. After reading it do you want to do what the writer advises?
3. Are correct sentences used?
4. Are expressive words used?

YOUR CLASS NEWSPAPER

Many junior-high-school classes have a newspaper of their own, usually issued once a week or once a month. If you haven't one already, perhaps you will wish now to start one.

1. If you are not familiar with class papers and so do not know what to put into your paper, you may wish to write letters to other seventh-grade classes in your city or in neighboring towns to find out whether or not they publish news of their class affairs. Request samples of their class publications. If you receive copies in answer to your letters, study them as you plan your own paper.

2. Decide by class discussion in what form your paper will appear. Will it be handwritten or typewritten? How often should you like to have it appear? What shall you call it?

3. By class discussion decide what divisions, or departments, you want in your class paper. Shall you want a sports page? a financial section? a corner for cartoons? a column for humor?

4. Select an editorial staff and assign special stories to be written by the members of the class. Each pupil should try to think of new and interesting contributions which he can make. The editorial staff will read the articles, select the best, and suggest necessary corrections and revisions.

Enlarging Your Vocabulary

Newspaper reporters must know many words. By noticing the words you read in newspaper articles and by choosing your own words carefully for your news stories and editorials, you may enlarge your daily vocabulary.

1. Are all the italicized words in the following sentences familiar ones? Can you use each word correctly in a sentence to be given aloud? Consult your dictionary for the meaning and pronunciation of any word which is new to your vocabulary.

1. *Juvenile* Star Entertains Men's Club

2. Pie-baking contests will be *sponsored* by the Apple Week Committee. Winners will *vie* for the county *trophy*.

3. The *monoplane* completed its *transcontinental* flight in 9 hours, 29 minutes, and 39.5 seconds.

4. A bolt of lightning struck a *huge silo* on the Brindsley farm.

5. Four groups of *experts* have gone to South America to work with South American scientists in the *development* of new rubber *plantations*.

2. Read again the editorial "Mr. Bumble," this time looking carefully at the vocabulary. Can you pronounce and define correctly all the words? Can you use *virtually*, *gorging*, *futile*, and *gaudy* in sentences of your own?

3. Bring to class an article from your daily paper in which you have found one or more new words that you would like to add to your vocabulary. Choose a class secretary to make a list of these words on the blackboard.

4. Be able to spell the following newspaper words and to use each in a meaningful sentence:

editor
advertisement
column
foreign
countries
congress
shipping

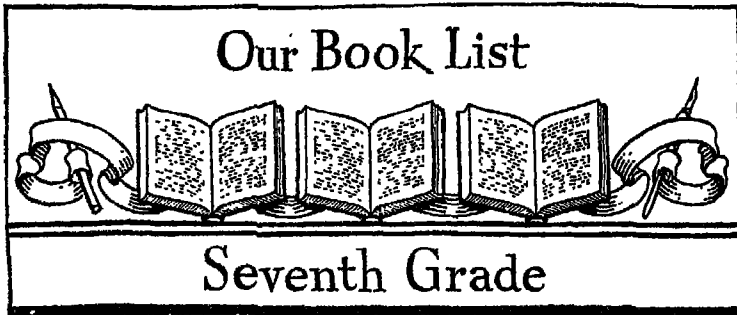
cotton
fisheries
strength
local
federal
commerce
treaties
department

agriculture
interior
neighboring
materials
correspondence
policy
financial

Writing for the Book Page

Almost every newspaper runs a book column or a book page. This feature may appear only once a week or even less often, but its appearance should be at regular intervals. In it you will find always a few reviews of new or popular books, notes about authors, lists of books, and whatever else might be of interest to the reading public.

You have already had some practice on making book reports (page 170). The books in the list that follows will furnish material for additional reports. As they all have something to do with newspapers, this is an appropriate time to read them and make reports. Selected chapters may be reported on, if you prefer.



GEORGE, LLOYD, and GILMAN, JAMES. *Modern Mercuries: the Story of Communications*

This is an account of how speech and writing began, how men sent messages in ancient times, and how they do it today.

KNAPP, GEORGE LEONARD. *Boys' Book of Journalism*

This book tells the history of the newspaper in the United States. It also describes the work of the newspaperman, and shows you what requirements he must meet to be successful.

LÜTKENHAUS, ANNA MAY, and KNOX, MARGARET. *Rainy Day Book for Boys and Girls*

Find out what the Rainy Day Club does about the newspaper.

WEBSTER, HANSON HART. *World's Messengers*

You will like to read the chapters on signals, radio, telephone, telegraph, newspapers, and mail service.



Special Drills



Reviewing Sentence Structure

Newspaper headlines must be short and vigorous. As a result, they are generally merely skeleton sentences from which all unnecessary words have been omitted.

1. Study the following headlines and, either by making diagrams or by naming the parts orally, tell what part of the sentence each word in the headline is:

English Club Presents Play
Home Team Beats Eastport in Exciting Finish
Scouts Hold Jamboree at Mendon Ponds
Pet Crow Stalls Busy Traffic
Seventh Grade Plans Halloween Party
Dog in Locked Car Sounds Horn with Paw

2. Copy five or more headlines from a recent newspaper. By diagrams or by naming parts orally, tell the use of each word in the skeleton sentence.

Finding Topic Sentences

Editorial writers must be clear and convincing if they expect readers to accept their opinions or follow their advice. Therefore good paragraphs and clear topic sentences are necessary to their editorials.

Study the editorial on page 344, "Mr. Bumble." How many paragraphs has it? What is the central thought of each? Is the thought expressed in a topic sentence? Can you in not more than four sentences summarize the thought of the entire editorial?

Avoiding Common Errors in Your Writing

If your news stories and editorials are to give pleasure to their readers, they must be correct in form. The next exercises review some of the common errors to be avoided.

1. Rewrite each of the following sentences, changing italicized nouns to the plural form. Make any other necessary changes in the sentence.

1. A *leaf* dropped from the maple *tree*.
2. The *child* followed the *woman* down the street.
3. Place the *box* on the cupboard *shelf* in the kitchen.
4. Grace put the *potato* on the platter beside the *piece* of steak.
5. Please push the *bench* against the wall.
6. The *county* sent a *delegate* to the meeting.
7. Father left the *key* to the car in his other coat.
8. The *chief* sat near the fire while the white *man* told where the Indians could find game.
9. The *child* should have a clean *handkerchief* every day.
10. The *native* slashed through the *bush* with a long *knife*.

2. Copy the following sentences, writing in each blank space the possessive form of the word indicated.

1. **stranger** The --?-- car was parked near the curb in front of the courthouse.
2. **boys they** I wish that I knew where the --?-- tool chest is. They left --?-- job unfinished.
3. **women** The --?-- cooked-food sale was a great success.
4. **you** Is this --?-- missing lunch box?
5. **child** The --?-- red sweater made a bright spot of color in the dull November light.
6. **Mrs. Trant** I earned this money by weeding --?-- garden.
7. **it** The canary answers when --?-- mistress whistles to it.
8. **speakers** The --?-- voices were clearly heard in the assembly hall.
9. **she** The bracelet is --?--.
10. **secretary** Mr. Carroll looked at his --?-- notes on the conference.

3. Read aloud, or write, the correct form of each of the following sentences, using the preposition *in* or *into* in place of each blank space.

1. I am going --?-- the house to get my sweater.
2. He played --?-- the water like a young dolphin.

3. Brent dived --?-- the water from the wharf.
4. Your mother wants you to come --?-- the house at once.
5. Mother allowed us to play --?-- the attic.

4. Rewrite the following paragraph, removing any unnecessary prepositions.

Jed Thompson took the coffee can off of the shelf and removed the cover. Then he looked astonished. There was no coffee in the can! Where had it gone to? He looked around him. His bunk was stripped. Where was his blanket at? It was evident that someone had come to the cabin and had helped himself to most of Jed's belongings.

5. Rewrite the following paragraph, showing the sentence divisions by putting in the necessary periods and capital letters:

James was walking along the beach he was gathering driftwood for Mrs. Blake suddenly he caught sight of a bottle wedged between two rocks near the shore he pulled off his shoes and waded out to get the bottle there was a sheet of paper inside James and Mrs. Blake drew the cork from the bottle and eagerly opened the paper they laughed the message was just a joke it said that a band of modern pirates had buried a chest of gold in the sand near Cape Hatteras and that anyone finding the bottle could look for the gold Mrs. Blake and Jimmy decided not to waste their time.

6. After you have rewritten the paragraph above, read an example of each of the following:

1. A sentence with a compound subject
2. A sentence with a compound predicate
3. A sentence whose subject is placed after the verb
4. A sentence that is complete in two words

Act Well Your Part

Almost all boys and girls like to take part in plays. Short plays are best for the first attempts. These may be given right in the classroom with very simple costume and scenery effects.

PLAYS MADE FROM FABLES AND STORIES

Dramatizing a Fable

Fables are short stories pointed directly at a hidden meaning. They can be acted quickly, and if well presented they make an interesting part of a class program.

Two fables are given here. A committee of boys might be chosen to act the first one and a committee of girls to act the second. In preparation for this, each fable should be read aloud by several different groups of pupils, and the questions that follow the fables should be thoroughly discussed.

FACE THE MUSIC

Tom, Dick, and Harry were journeying along together. The day was hot and the road was dusty. There was no farmhouse in sight where they might ask for a drink, and they were tired and cross as well as thirsty. They lay down to rest for a few minutes in the long grass at the foot of an old apple tree.

"I don't know why I'm going to Newtown," said Tom. "Nobody liked me in Oldtown. I never had any friends there, and I don't know how I'll make any in Newtown. I'm homely and awkward, and I don't know what to say to people."

"I don't know why *I'm* going to Newtown," said Dick. "It's sure to be full of dangers just like Oldtown. The autos will go whizzing around corners; the boys will drive me away from the baseball lot; the dogs will bark at me; and the policeman will tell me to move on. I'm afraid to go to Newtown."

"I don't know why *I'm* going to Newtown," said Harry. "I'm not afraid, and if people are mean to me in Newtown I'll knock them down just as I did the fellows in Oldtown. I don't care whether I have any friends or not. They were afraid of my fists in Oldtown, and I'll fix them in Newtown. In a little while they'll be glad

to get rid of me in Newtown just as they were in Oldtown; but that's just the trouble. I'm tired of fighting everybody in all the towns."

"Well, you're too far along the road to Newtown to turn back to Oldtown," said a voice behind them. The boys jumped to their feet. Right beside them stood a laughing stranger with an accordion slung from his shoulder.

"Who are *you*?" asked Tom.

"You might ask it more politely if you want to make friends," said the stranger, "but my name is Time."

"Time!" exclaimed Dick. "Why, Time is an old man with a long beard. He's kind of queer. He always wears a long black robe like a college gown, and he carries a sharp, sharp scythe to mow people down."

"Now," said Time, "don't let your fears get the better of you. I'm *This Time*. You're worrying about *Past Time*. He's not modern. I am."

"Well, what if you are?" snarled Harry, picking up a stick. "What business have you talking to us? I'd like to fight with you, and roll you in the dust. I could do it, too!"

"You want to beat everybody, don't you?" said This Time, laughing. "Well, beat time if you like, and I'll play this accordion while you try it." He began to play a merry, merry, merry tune.

Harry without thinking began to beat time to the music with his stick against the trunk of the old tree, so that a rat-tat-tat accompanied the wheezing fun of the accordion. "Sounds like a march," said Harry.

"It is," replied This Time, "a forward march."

"It sounds brave, all right," said Dick. "I've read that soldiers step up without any fear when a band plays."

"Won't you please tell us what that march is?" asked Tom. "I like it and I like the way you play it."

"It's called *Face the Music*," said This Time. He started down the road toward Newtown playing *Face the Music*, and Tom, Dick, and Harry followed him.

1. Talk over the questions on page 354 and make all the helpful suggestions you can to the persons who have been chosen to act the parts:

1. What characters are needed to act this fable?
2. How ought Tom to act in order to show his character? Dick? Harry?
3. What can "This Time" do to show that he is "modern"?
4. How would the play open? How would it end?
5. What articles should you use or pretend to use?

TICK-TOCK

The school day was over, and Mary, Muffet, and Jill were playing in Mary's back yard.

"I must go in now," said Mary, "and practice my piano lesson. Tick-tock, tick-tock! I can hear that old metronome beating out the time. I wish that it would say tock-tick for a change instead of that everlasting tick-tock."

"I'll sit in your garden and wait for you," said Muffet. "There are probably spiders here, but I'll stay for a little while. How long shall you be?"

"I'll have to stay an hour," answered Mary. "The clock has to tick-tock sixty minutes away before I can come out again. It goes tick-tock, tick-tock, too. How stupid!"

"I can't stay as long as that," said Jill. "My brother Jack will be looking for me. I'll have to go and help him with his tiresome jobs. I thought that we'd be able to play for an hour."

Click-clock, click-clock sounded someone's heels on the brick walk, and a pretty young lady came around the house. "You seem very tired and bored for such young things," she said. "Perhaps I can help you?"

"Who are you?" asked the girls in a chorus.

"We don't mean to be rude," said Muffet, "but we really don't know your name."

"You may have heard of me," replied the young lady. "I'm Dickory Dock. I was visiting your mother, Mary, when a mouse ran up the clock and frightened us. Your mother told me to come out into the garden and quiet my nerves while she took care of the mouse. And here in this lovely garden all of you are grumbling. What can I do for you?"

"I hate to practice!" said Mary. "All I hear is tick-tock, tick-tock from the metronome, and tick-tock, tick-tock altogether too slowly from the clock. It's dull indeed. I was just wishing I

could hear tock-tick for a change. Maybe then time would move faster."

"You're rather contrary, aren't you, Mary?" said Dickory Dock. "You want things to go backwards. I'll do what I can for you, however. I have a good deal of influence with clocks. For instance, there's that one in the church steeple that you can see over the trees. I'll wave my hand counterclockwise, as the astronomers say. Do you see? There! Now the clock is going backwards, and I'm sure it's saying tock-tick."

"Oh," cried Muffet, "but the hour is going backwards, too. It isn't after school now. It's almost time to go to school. Oh! Oh! There goes the school bell. I don't want to go back to school again today. I want to stay in this garden. I'm not afraid of spiders."

"The clock is going back farther!" screamed Jill. "Now it's morning. What shall I do? Jack and I shall have to go and get pails of water for Mother again. It's washday. We did all that once. I don't like it when Time goes tock-tick."

"I didn't know what I was saying," said Mary. "Why it's bed-time again. I'm not up yet by the clock. Soon I'll be sound asleep. I can't even get out of the wrong side of the bed. No wonder I'm contrary. Dickory Dock, make the clock stop going that way. Please! I'll be satisfied with tick-tock. I don't want to go backward. I'm not so contrary as that."

"Very well, then," laughed Dickory Dock, "have it the way you like"; and she began waving her pretty white hand clockwise. "There you go, old friend clock, tick-tock, tick-tock."

"I'll go and practice," said Mary. "I'm satisfied to have time go along the right way."

"So am I," said Muffet; "I'll wait for you here in this beautiful garden."

"I'll help my brother and come back again," said Jill. "We'll still have time to play."

"I'll go back into the house and see what's happened to that mouse," said the young lady gaily. "Tick-tock!"

2. As you did before, discuss the questions and make suggestions to the actors:

1. What characters are needed to act this fable?
2. How will Dickory Dock act?

3. What expressions and actions will be suitable for Mary? for Muffet? for Jill?

4. How can you make a clock that will represent the steeple clock? Can you have a pupil behind it who will turn back the hands at the proper moment?

5. How will the expressions on all the girls' faces be different at the end of the play?

3. How successful were the first dramatizations of the fables? Talk them over in class and make suggestions for improvement. Here are a few things that you may wish to talk about:

Voices of the speakers: Were they easily heard? Did they seem suited to the character being acted?

Pronunciation of words: Were the words clearly spoken? Were they correctly pronounced?

Conversation: Did it sound natural? Did it bring out the point of the story? Perhaps the speaker did not always use the exact words in the text of the fable; but if he did not, his words should be appropriate to the story. Were they?

Movements of the actors: Did the actors look natural? Did they remember to face the audience? Did they avoid useless and meaningless movements? Did they make an attractive picture from the seats of the audience?

4. After the first performance of the fables has been thoroughly discussed and all possible suggestions made for improvement, the same committees of actors or different committees may repeat the acting of the fables. Again the class should watch and then talk over the performance.

Acting a Longer Story

Sometimes instead of a fable you may wish to dramatize a favorite story in your reader or some other book. A story like "The Return" makes an attractive play.

1. Read the story together in class, or silently to yourself; then discuss the questions that follow it.

THE RETURN

Elizabeth Crane and her cousin Halloway Smith were alone in their grandfather's old house. Their grandparents had gone to near by Twickenbury to see a lawyer about selling the wood lot. Grandfather was pressed for money. That was quite apparent to both of them, although he said nothing about it, and his kindly face beamed good-by to them as he bundled Grandmother into the old car and drove off.

"What shall we do, Hal?" said Elizabeth. "It's going to rain, and we can't go down on the beach."

Elizabeth knew that Hal always had ideas and that whatever he planned would teem with excitement and adventure if these were to be found.

For once Hal seemed irresponsible. "I don't know, Betty," he said. "I wish we could do something to cheer Grandfather up. He needs it. I know he's worried about money, but he doesn't want to spoil our vacation."

"Well," said Elizabeth, "what can you think of? How can we help?"

"I don't know," said Hal again, rather drearily. "Nothing, I suppose."

For once Elizabeth took the lead herself. "Let's keep it on our minds," she said, "and maybe something will turn up. As long as we can't do anything just now, let's go up to the attic. I've been wishing we had a chance to rummage there, and you know Grandma said we could go all over the house."

"All right," said Hal. "I'll beat you up there." A wild clatter followed as both children tore up two flights of stairs.

The attic hushed them to quietness. In the dim light of that foggy, rainy afternoon old memories seemed to rise from shadowy corners and beckon wavering fingers to the boy and girl. It was as if ancestral presences said to them: "Think of us. Remember that we sent life down to you. Spend an hour with us."

"Let's start here and go right around looking into everything," said the practical Betty in a half-whisper.

They began with an old oaken highboy, opening its drawers one after another.

"Look at this, Bet," cried Hal as he took a great shell out of one drawer filled with odds and ends. "I shouldn't wonder if Grand-

father's grandfather brought that back from the South Sea island where he was shipwrecked. Do you remember Grandfather told us about it?"

Betty nodded as she examined the beautiful shell. Hal held it to his ear. "Music of the sea," he murmured to himself. "Some day I'm going to see those islands, too."

The next old piece of furniture contained dresses. "I think these belonged to Grandmother when she was a girl," said Elizabeth. "Look, Hal, isn't this lace pretty? And here's an old fan, and a lace shawl. How do I look in the shawl?"

"Like a little edition of Grandmother," laughed Hal. "This old chest takes my eye. Let's open it."

The old chest was a disappointment. It contained no treasures of long ago; Grandmother was using it unromantically to store blankets. The children lifted these to see if anything interesting lay underneath, but only moth balls dropped out.

"Look at that picture tacked on the inside of the cover. Is that anyone in the family, do you think?" asked Elizabeth.

"I don't believe so," replied Hal. "It almost looks like an old valentine with all those flowers and cupids around the girl's face. I'll see if there's anything written on the back of it."

Carefully he worked out the tacks with his knife blade. Then both children looked at each other. Behind the picture was a folded slip of paper.

"Read it," cried Elizabeth, excitedly. "What does it say, Hal?"

"I don't know," said Hal. "It hasn't any meaning. Come over to the window."

Both children examined the yellowed scrap. The ink was faint, but the lines could be read. It was a little rhyme.

In the corner by the door
All that grieved my heart before
Shall await a stronger day.
Courage still must find a way.

"What is it, do you suppose?" Hal whispered. "Did someone really hide something?"

Elizabeth, too, had been a little bewildered. "What door?" she said. "That's what we want to find out first."

That evening when their grandparents came home, they showed them the little slip of paper that had been concealed behind the valentine on the cover of the old chest.

"It must have belonged to Letitia Simmons," Grandfather said. "That old chest was her wedding chest. She was my grandfather's sister. Her husband had to go from Boston to New York on business, and she and her little boy went with him. They took a sailing vessel. It foundered in a gale, and she was the only one saved of her family. Her husband and her little boy were lost."

"She lived for a while in this house with your grandfather, didn't she?" asked Grandmother. "He used to speak about her now and then."

"Yes," said Grandfather slowly, "she lived here. She had that room on the east side that looks out on the apple orchard. If anything is really hidden, it must be there. Let's look."

"Shall we take a hammer and a screwdriver, sir?" said Hal. "We may have to pry something loose."

"Yes," laughed Grandfather. "This looks like a real treasure hunt." They trooped up the stairs to the east bedroom.

"In the corner by the door," quoted Betty. "There are only two doors: this one, and the one that opens into the clothes closet."

Hal was already tapping about the doors for hollow places.

"I think if there is anything hidden here," said Grandmother, "it must be in the closet. The walls are lined with cedar, and those boards often used to spring loose. Try that corner just inside the closet door, Hal."

Carefully Hal pried up the end of the board. Grandfather struck a match. "There's a canvas roll of something in the wall behind it," Hal cried excitedly.

"Careful," said Grandfather. "Whatever it is must be quite old. She put it there, probably, to keep it safe from moisture and insects."

Eagerly they carried the canvas to the light and unwound it. Hal drew a long breath. Betty gave a low exclamation. Grandmother's eyes filled with tears. The lovely picture of a little boy with smiling dark eyes looked out at them. The brown velvet of his little suit shot golden gleams about the small figure. His hands rested lovingly upon a curly spaniel. The fair young face seemed to sing of life and happiness.

"How beautiful!" said Betty, at last. "Is it worth money, Grandfather?" she asked, mindful of his anxiety that afternoon. "Some great artist must have painted it."

"Beyond price!" whispered Grandfather gently. "Let us look at it and love it and keep it always. What did the note say?"

Softly Hal read the words again; and Grandfather Crane, with his eyes fastened upon the splendid child, straightened his shoulders. "His mother's spirit has at last come back to us," he said reverently. "'Courage still must find a way.'"

1. How many characters are there in the story? Who are they?
2. What does each person say?
3. Into how many parts does the story divide?
4. What are some of the things the characters must *do* during the play?

2. Hold a "tryout" for the parts in the play by letting each member of the class choose the part he would like to play. Let him read from the story just what that character says, omitting everything else. For the final decision award the part to the person who read it in the most lifelike manner. Do the conversations now in the story tell all that is necessary, or should you make up something more for one or more of the characters to say? If you decide that your first scene is to be the departure of the grandparents, how should you bring that out in the play? Should some conversation be made up to represent the good-by between the grandparents and the children, or can Elizabeth and Hal let the audience know about the grandparents' going away to arrange a sale?

3. Perhaps you will decide that the story divides naturally into three parts. You will then have three scenes in the play. Your outline might look like this one:

SCENE I. Elizabeth and Hal talk about Grandfather's trouble.

SCENE II. The two children make a discovery in the attic.

SCENE III. The children and their grandparents find the picture and learn its story.

Then act the story in these three scenes, letting each character come in where he should. He will say the conversation as he remembers it from reading the story.

4. Where does each scene take place? How can you show the place to the audience without elaborate scenery or stage properties? (If that expression "stage properties" is not familiar to you, your dictionary will tell you its meaning.) Plan all these details by class discussion before you actually give the play, or appoint a committee to take charge of them.

Finding Stories to Dramatize

Other stories to dramatize in the classroom will be found in the books which are named below:

Stories for Fun

HALE, LUCRETIA. *The Peterkin Papers*

These tell the absurd doings of the Peterkin family.

HARPER, WILHELMINA. *Ghosts and Goblins*

You may like to act some of these stories for a younger grade.

PYLE, HOWARD. *Pepper and Salt or Seasoning for Young People*

These are amusing and clever fairy tales. After you have dramatized some of them in class, your teacher may let you act a story for a class of little children in your own school or in a near-by first grade.

STOCKTON, FRANK RICHARD. *The Reformed Pirate*

This book contains many stories that originally appeared in *St. Nicholas* magazine.

More Serious Stories

MEIGS, CORNELIA. *Rain on the Roof*

This book contains stories of old New England.

RICHARDS, LAURA E. *The Golden Windows*

These are beautiful modern fables.

If you discover, in your reading, other short stories which you would recommend for class dramatization, report the exact titles of the stories and the names of the books in which they may be found. You will also find stories suitable for dramatizing in your class reader.

PLAYS THAT YOU WRITE YOURSELVES

Now that you have had some practice with stories all prepared for you, perhaps you may wish to prepare your own story for your next play.

Preparing Your Own Story for Acting

First the class should decide on a favorite fable or story to dramatize. Two or more pupils may work together writing the story. It should have at least three characters and enough conversation to keep the story moving rapidly in the minds of the audience.

You may like to use some of the following suggestions for fables or stories. If you can think of others that you like better, use your own ideas.

WHY THERE IS A DIPPER IN THE SKY

Several Indians sitting around their campfire look up at the bright stars. There is the "Dipper." What happened? How did it get there?

WHICH SEASON IS BEST?

Each of the four seasons may state why his or her time of year is the best. A boy and girl may be the judges in the play.

SKY HIGH!

Two airplane pilots are just getting into their plane. They are carrying ten passengers and the mail. What happens?

TREASURES

Sometimes the thought in a poem gives you the background for a fable or story that can be dramatized to good effect. After you have read the following poem, try to write a fable, using characters who like such treasures as money, jewels, and fine clothes. A fourth character may love the treasures of nature. This character should be allowed to end your play by reciting the poem.

MY TREASURES

FLORENCE CONVERSE

I have a golden ball,
A big, bright, shining one,
Pure gold; and it is all
Mine.—It is the sun.

I have a silver ball,
A white and glistening stone
That other people call
The moon;—my very own!

The jewel things that prick
My cushion's soft blue cover
Are mine,—my stars, thick, thick,
Scattered the sky all over.

And everything that's mine
Is yours, and yours, and yours,—
The shimmer and the shine! —
Let's lock our wealth outdoors!

Writing the Conversation for Your Characters

After you have thought out what you wish each character to say and have planned to make the conversation sound natural and in keeping with each character, you have the task of putting the conversation correctly on paper. Do you need to review the explanation on pages 234–235 to help you to paragraph and punctuate the conversation? As a check on your own accuracy, answer the following questions before you begin to write the conversation for your play:

1. What is the rule about paragraphing a conversation? Point out an illustration of the rule in one of the fables.
2. Around what words are quotation marks always placed?
3. Explain the use of commas to separate the quotation from the rest of the sentence. Copy on the blackboard illustrations of the use of commas.
4. When the words of the speaker are a question or an exclamation, where is the question mark or the exclamation point placed? Copy illustrations on the blackboard.

A PLAY WITH MEMORIZED PARTS

So far in your classroom plays, you have been satisfied to let the actors speak the words of the written story as well as they remembered them. Of course professional actors cannot do this, however. In a long play with many actors on the stage at one time, each player must know the exact words of his part and speak each word at the proper time. If he forgets a line or uses the wrong words, he may cause another actor to speak at the wrong place and thus throw the entire cast into confusion. Perhaps you would like to attempt one play in which you have to memorize the parts.

Cogia Hassan Tells His Tale is a good one to use in this way. You will not find it too hard if you study it by the suggestions below:

1. *Read the play silently several times.* Be sure that you know what each sentence means. Be able to pronounce easily and to understand such difficult words as the following:

caliph	obeisance	bauble
illustrious	surpassing	benefactors
bazaar	artisan	bounteously
prey	spendthrift	mansion
supplication	potent	urgent

Add to this list other words that seem hard to you, and use your dictionary to find pronunciations and meanings.

2. *Read the play aloud by parts.* After you have decided which character you would like to play, your teacher will arrange to have groups of pupils read parts of the play aloud as a tryout for the characters. The class may decide who best takes each part. Taking a part well means meeting these standards:

1. Speaking so that everyone can hear in the room in which the play is to be given. In an assembly hall, a louder tone of voice is needed than in a classroom.

2. Speaking slowly, clearly, and distinctly.

3. Expressing with your voice the feelings of the character (excitement, joy, worry, sadness, satisfaction).

4. Making in a natural way all the necessary movements and gestures.

3. *Plan simple stage properties.* Study pictures of persons in Turkish costumes of long ago. Keep the costumes as simple as possible. Brightly colored sashes, turbans, and scarves will help you to suggest Turkish characters. A booth or selling counter may be made of strips of wood and wrapping paper. Cogia Hassan's home may be suggested by a table, some stools and brightly covered chairs, and some shelves. A few branches and tall plants will help suggest the lawn of Cogia Hassan's mansion. Remember that part of the fun of giving a school play consists in making stage properties out of any materials at hand. If you prefer to omit all stage settings, use signs printed in large letters and set up on the

stage to tell the audience where the scene is taking place. The audience then uses imagination. If a sign reads "Cogia Hassan's Booth in the Bazaar," the audience pictures the scene as the players carry on the act.

4. *Rehearse the play as often as necessary.* If you accept a part in a school play, be co-operative about rehearsals. Scenes can be rehearsed separately with a committee of pupils acting as critics. Two or three rehearsals of the entire play will be necessary if you plan to give the play in your assembly. More rehearsals are required if you give your play as an evening entertainment for parents and guests.

COGIA HASSAN TELLS HIS TALE

PROLOGUE

Haroun al Raschid, *Caliph of Baghdad*, is seated on his throne. Around him are courtiers and soldiers.

(Enter two soldiers, bringing Cogia Hassan, a merchant, who drops to his knees and brings his head to the ground in obeisance.)

Haroun. Rise, Cogia Hassan. I mean thee no harm, for I judge that thou hast done no wrong. I would inquire of thee concerning certain matters.

Cogia. Thy servant listeneth, most glorious emperor.

Haroun. Thou livest in a palace of great magnificence,—one that rivals even this of thy Caliph. Is it not so?

Cogia. True, O King.

Haroun. And yet but a year ago thou wast so poor that thou couldst barely buy bread for thy children. Is it not so?

Cogia. True, Illustrious One.

Haroun. I find thee living bounteously in a palace of great beauty. Thy neighbors speak well of thee and say that thou makest good use of thy wealth. All this pleases me, but I am persuaded that thou hast suddenly obtained riches in some unusual manner, and I am curious to know thy secret. Speak the truth, so that when I know thy story I may rejoice with thee.

Cogia. O Caliph of surpassing justice, hear my tale, and know what the friends Saad and Saadi in their goodness have done for the poorest of thy servants.

ACT I

A street of bazaars in Baghdad

Saadi. I am weary. I have great wealth, but I know not what to do with it. I am restless and ill content.

Saad. My means are small, but with the blessing of heaven I can be content. It troubles me only to see the poor ropemaker, Cogia Hassan, in this bazaar. He struggles hard for a bare living for his family, but, work as he will, fortune seems to be against him.

Saadi. If he is industrious, a small sum of money from my great store would help him.

Saad. Would it were so, for then would I beg for him that your generous heart might find content in helping him; but alas! who can account for the chances and mischances of life?

Saadi. I have resolved to try an experiment. In this leather purse are one hundred pieces of gold. I will give him this sum of money to forward his affairs, and I doubt not that a few months will prove the truth of my argument. He will become rich.

Saad. May it be so, O generous one. Let us seek him. His booth is at hand. (*They walk toward it.*) Cogia Hassan, Cogia Hassan.

Cogia. Who calls me? May it be customers for my hempen ropes. They will tie strongly the donkeys who carry the water or the ships that sail the seas.

Saadi. My friend tells me that thou dost work hard day in and day out, but that thy circumstances never improve.

Cogia. Alas, sirs, though I work hard every day, I can hardly buy food for my family. I have a wife and five children whom I must feed and clothe. They lack a thousand necessities which my labor does not supply.

Saadi. Were I now to give thee one hundred pieces of gold, think-est thou that thou couldst rise in the world?

Cogia. Jest not, O fortunate one, with the bitter need of the poor.

Saad. Nay, Saadi is the soul of kindness and generosity. He argues that if thou hadst but some capital thy business would prosper.

Cogia. Good sirs, you seem not to be jesting with me. I therefore answer seriously that such a sum of money would soon make me richer than any other merchant or artisan in Baghdad.

Saadi. Be it so then. Take this purse. It contains a hundred pieces of gold. May Allah bless thee with it. We shall return in a month to see how thy fortunes have mended. (*Saadi and Saad depart.*)

Cogia (clinking the gold). Five pieces now to buy more hemp for my ropemaking. Five to buy meat for our evening meal. Where shall I hide the ninety pieces that remain? (*Runs about muttering.*) Not safe here! Not safe here! I must take it with me. (*Takes off his turban and stuffs the leather purse into the folds. Leaves his shop; goes to next booth.*)

Meat Seller. Ah, friend Cogia, a poor day, a poor day. Meat have I here but no buyers.

Cogia. For once let me relieve thee, friend, and take some of thy meat to my children, who have seen none of thy kind of food for many a day.

Meat Seller. This (*holding up a piece*), or this? Most excellent meat, I insist. A feast awaits thy wife and young.

Cogia (choosing the larger piece). This. (*He lays down a gold piece.*)

Meat Seller. Gold! May good fortune come to me as it has to thee. Take thy meat and away to thy feasting.

(*Cogia puts meat on his head and saunters down the street.*)

Cogia (as a bird seems to attack him). Away, foul bird of prey! Off! Off! (*Beating with his arms*) Alas! Woe to me! My turban! My turban! (*Drops to his knees and covers his face with his hands.*) My wealth! So quickly gone! So easily lost! What shall I say? What shall I do?

ACT II

SCENE I. *Same as Act I*

(*Saad and Saadi reach the booth of Cogia Hassan.*)

Saadi. Cogia Hassan, I see but little difference in the state of thy affairs. Thou seemest as poor as ever. Has gold lost its power or hast thou lost thy wits? Idler and spendthrift, hast thou wasted a hundred pieces of gold in so short a time?

Saad. Nay, friend. The marks of distress are in his countenance. Let him give his accounting for the loss of the gift thy generosity didst provide.

Cogia. Honorable sirs, it distresseth me that your bounty has not prospered at my hands; yet on my word as an honest man what I tell you is the exact truth. Thinking to save your gift from the thieves and robbers of the bazaar I made to carry it home in my turban. To give my starving family joy, I purchased a piece of meat, and carrying it home on my head, as is the custom of our country,

I was attacked by a bird of prey who, in clutching the meat, clutched also the turban and flew away. Such are the mischances of life. I can say no more.

Saad. And so did I not warn thee, O generous Saadi, that gold itself brought not prosperity unless good fortune went along. I believe the story of this poor ropemaker.

Saadi. Because thou believest, friend of my life, I shall believe; but still is gold potent as the fortune-builder. I shall even try the experiment again, that I may prove my point. Another chance (*pulling out a leather purse*) because Saad believes thee honest, friend Cogia! Another one hundred pieces of gold. See that thou takest better care of it than of the last. In a month we shall inquire again of thy fortunes.

Cogia. Sirs, your goodness is greater than that of the heart-warming sunshine, and upon this gold will I build the house of the merchant Cogia. When I attain to wealth, I shall stand before you in supplication until you tell me how to repay such kindness. (*Saad and Saadi depart. Cogia mutters.*) I must take it home at once. I must hide it. Five pieces of gold for food. Five pieces for tomorrow's hemp. Ninety pieces I must safely hide!

SCENE II. *Home of Cogia Hassan*

Cogia. Wife! Wife! Hasten to me. Good fortune has come! Wife! Where is she? (*Looking all around*) Not home? No children here? Well, I must hide the gold just the same. Where? (*He spies a jar of bran on a shelf.*) Ah! that jar of bran. Well do I recall my despair when my donkey died. I didst bring the jar of bran to the house, hoping for better times, which came not until this hour. Now will I press the purse down into the bran (*He does so.*), for no thief will think to look therein for riches. (*He leaves the house.*)

(*Enter Cogia Hassan's wife and her children, Zobeide and Abou.*)

Wife. Now must we make the house tidy against the hour of thy father's homecoming. While I prepare our scanty evening meal, do thou, Zobeide, scatter fresh sand on the floor and sweep it into curving patterns.

Zobeide. Gladly would I do so, Mother, but we have no sand.

Wife. True. I didst use the last of it myself. Alas, that in spite of all thy father's efforts we remain so poor!

Abou. The sand merchant is passing down the street, Mother.

(*Sand merchant heard calling, "Jars of sand to sell."*)

Why do we not see if we can trade with him for sand?

Wife. The very thing, Abou. On the shelf is an old jar of bran. Run! Ask him if he will exchange a jar of sand for it. The bran will not be useful to us again.

(*Abou lifts down jar of bran containing the gold and carries it away.*)

Zobeide. 'Tis sad, Mother, that need should drive us to such shifts.

Wife. Having ourselves, maiden, let us not repine.

(*Abou returns with jar of sand, and children begin to scatter sand and weep.*)

Abou (joyfully). Father cometh now with food in an overflowing basket.

(*Cogia Hassan enters.*)

Cogia. Joy to us, wife and beloved children. This day hath fortune smiled upon this house. Here is food for the evening meal, but within this old jar of bran—(*Goes to shelf, finds jar missing; cries out.*) Where is it? What thief has taken the old jar of bran?

Wife. No thief, husband. We have but exchanged! that which was useless for clean sand to strew on the floor.

Cogia. Alas and alas! That our fortune should have taken wings! In the bran was hidden ninety pieces of gold, the gift of Saadi, that we might rise to wealth and comfort.

(*Mother and children begin to cry.*)

ACT III

SCENE I. *Same as Act I*

(*Saad and Saadi reach the booth of Cogia Hassan.*)

Saad (to Saadi). I fear that ill luck hath again marked Cogia Hassan for a victim.

Saadi (to Saad). Ill luck! Say rather idleness and drunkenness. (*To Cogia*) How now, merchant, where is the business that was to rise on the foundation of my gold?

Cogia (humbly). Good sirs, think not again of me or mine, for misfortune besets me. Having great care for thy gift, I hastened to hide it in a jar of bran in my wretched house. My wife, all unknowingly, traded the jar in which the gold was hidden for a jar of sand.

Saadi. Tell me no more of thy wonder tales. The gold is gone, and there is no more to come.

Saad. Nay, upbraid him not. Misfortune indeed plays tricks with many a man's plans. However, I will myself try to raise this humble merchant from the depth of need. Here is a gift. (*He draws from his robe a piece of lead.*) Take it and see if through it good fortune will smile upon thee. In a month we shall return.

(*They depart as Cogia, bowing humbly, fastens the piece of lead in his belt.*)

SCENE II. *Cogia Hassan's house at night. The family lies sleeping on mats on the floor. A knock comes at the door. Cogia Hassan jumps up.*

Fisherman (outside). Cogia Hassan, Cogia Hassan. Hast thou any lead? I need a piece of lead to weight my net.

Cogia. By good chance, yes, neighbor. Here is lead enough.

(*He takes the lead to the door and hands it to fisherman.*)

Fisherman. Now for that, all thanks, and whatever comes up in the first cast of the net I shall bring thee for thy courtesy.

(*Morning comes. Cogia and his wife and children begin preparations for the day.*)

Wife. Husband, who came to our door in the night?

Cogia. Our neighbor Hussein, the fisherman, seeking a piece of lead for his net, and by good chance I could oblige him.

(*Knock at the door.*)

This may be he with his first catch. Open the door, wife.

Fisherman (entering). The first cast of the net! Behold a fish of size and worth for thy meal, and all thanks besides for thy service.

Wife. Thanks to thee, Hussein, the fisherman. Now shall we eat royally of thy bounty. (*Begins to prepare the fish—finds bright stone.*) What is this in the mouth of the fish? Look at the glittering bauble!

Cogia. Can it be a gem? Let me see it, wife. (*Takes it to window.*) If I mistake not, our fortune is made. This is a diamond of surpassing beauty, fit for the Caliph's collection. Joy cometh after sorrow. Let me hasten with the jewel to the Caliph's treasurer, who will buy it for much gold.

SCENE III. *The street of bazaars*

(*Saad and Saadi approach the booth of Cogia Hassani.*)

Saadi. Our Cogia hath risen in the world of buying and selling. His booth is overstocked with the richest goods,—rugs and jewelry, perfumes, and silken sashes. Let us inquire of this. (*To Cogia*) How now, merchant? Why didst thou deceive us with fantastic stories of the loss of two hundred pieces of gold? 'Tis evident that my gifts of gold have led thee to wealth.

Cogia. Nay, sirs. One more story must I tell you the like of which has not been heard before. This wealth came indeed from one of your gifts, but from the gift of lead. Through it a fish was caught that brought a diamond from the sea. The Caliph's treasurer hath bought the gem for a countless fortune, and I am rich.

Saad. Said I not, Saadi, that fortune plays strange tricks?

Saadi. Would that I could believe all this!

Cogia. Your kindness, good sirs, will ever be near my heart. Come now with me to the mansion which I have purchased through your bounty, that my wife and children may rejoice in the opportunity to give thanks to their benefactors. (*They go away together.*)

ACT IV

The park before Cogia's palace

Cogia. There are my children. My sons and daughters shall come to thank you. Abou, the eldest, is an active lad. See! He is climbing down from that tall tree with something curious in his hands.

(*Children run to their father and his guests.*)

Speak to these, our benefactors, my children, the thanks of our family.

Abou (to Saad and Saadi). From our hearts we render thanks, good sirs; and perchance you have arrived in a good time to see a strange thing. This nest from yonder tall tree seems to have a strange casing. The mother bird must have stolen someone's turban for her babies' cradle.

Cogia (excitedly). 'Tis mine! Behold proof of my tale. Feel in the fold, good Saadi, and see if thou dost not find a leather purse containing the very gold pieces thou didst give me.

Saadi (feeling in the turban). 'Tis even so! Now hath a wonderful proof of thy honesty been offered us.

Saad. Here comes one in haste from thy stables, good Cogia. Hath he an urgent message for thee?

Cogia. How now, boy?

Stableboy. Good master, when I was feeding thy favorite Arab steed with bran as thou didst direct, out from the jar dropped this purse of gold, and, being an honest lad, I brought it to thee.

Saadi. An honest lad and an honest master! Never would I have believed that twice could gold be lost and found in ways so strange.

Saad. And so, friend Cogia, the piece of lead was the basis of thy fortune after all.

Cogia. 'Tis even so, and to you both for kindness and for faith in me, all thanks!

EPilogue

Haroun al Raschid *seated on his throne (same as in Prologue).*

Haroun. Cogia, what a tale hast thou told! Know that I am pleased with thee. Even one more proof of thy truth would I, even I, the Caliph, bring to support thy word.

Cogia (making obeisance). Ruler of the Faithful, dost thou too know of me, the humblest of thy servants?

Haroun. Seest thou this diamond in my turban, the greatest of my jewels? My jeweler hath already told me that he purchased it from a poor merchant who found it in the throat of a fish. Honest art thou in every respect and long mayst thou and thine rejoice in the wealth which fortune has sent thee.

CHORAL READING

Sometimes, instead of giving plays in which each person has an individual part to play, classes enjoy choral, or chorus, reading. For this, it is well to begin with short and simple poems. Then, as your skill increases, you will be able to read in choral form longer and more difficult selections.

The following general directions are all you will need to read the poems on pages 373-378. Practice together is more important for good choral reading than long and complicated directions. As you get the "feel" for this form of dramatic reading, you will see ways to improve with each reading.

1. As preparation for the reading, each of you should do these things by himself:

Study the poem.

Know its meaning.

Know how to pronounce all its words.

Feel its rhythm.

Listen to the poem read aloud with feeling and expression. Your teacher or pupils who read poetry very well may do this.

2. You are now ready to work together in class. First divide your class into as many groups of voices as the poem requires. High voices, medium-pitch voices, and low voices should be grouped together. Then divide the poem into parts, corresponding to your groups of voices. Decide which parts, if any, are like a chorus needing all voices.

3. Read the parts aloud, each group reading in concert. Each group should decide upon whether or not its part should be read fast or slowly, with even tone or with special emotion. Practice picking up the parts smoothly and without breaks in meaning.

4. Read the poem for an audience if possible.

The following poems will introduce the class to this type of reading. Lines marked (1) are read by high voices (corresponding to soprano). Lines marked (2) are read by voices of medium pitch (corresponding to alto). Lines marked (3) are read by voices of low tone (corresponding to bass).

THE KING OF YELLOW BUTTERFLIES

(1)	The King of Yellow Butterflies,
(2)	The King of Yellow Butterflies,
(3)	The King of Yellow Butterflies,
	Now orders forth his men.
(All)	He says "The time is almost here
	When violets bloom again."
	Adown the road the fickle rout
	Goes flashing proud and bold,
(1)	Adown the road the fickle rout
	Goes flashing proud and bold,

- (2) Adown the road the fickle rout
Goes flashing proud and bold,
- (1) They shiver by the shallow pools,
(2) They shiver by the shallow pools,
(3) They shiver by the shallow pools,
And whimper of the cold.
- (All) They drink and drink. A frail pretense!
They love to pose and preen.
Each pool is but a looking glass,
Where their sweet wings are seen.
- (1) Each pool is but a looking glass,
Where their sweet wings are seen.
- (2) Each pool is but a looking glass,
Where their sweet wings are seen.
- (All) Gentlemen Adventurers! Gypsies every whit!
They live on what they steal. Their wings
By briars are frayed a bit.
Their loves are light. They have no house.
- (1) And if it rains today,
They'll climb into your cattle shed,
- (2) They'll climb into your cattle shed,
- (3) They'll climb into your cattle shed,
- (1) And hide them in the hay,
- (2) And hide them in the hay,
- (3) And hide them in the hay,
- (All) And hide them in the hay.

VACHEL LINDSAY

S O M E T H I N G S I N G S

- (All) Let me go where'er I will,
I hear a sky-born music still;
- (3) It sounds from all things old,
- (1) It sounds from all things young,
- (2) From all that's fair, from all that's foul,
Peals out a cheerful song.
- (3) It is not only in the rose,
- (1) It is not only in the bird,
- (2) Not only where the rainbow glows,
Nor in the song of woman heard,



Edwin Way Teale

MONARCH IN FLOWER LAND

English Every Day

- (All) But in the darkest, meanest things
There alway, alway something sings.
- (1) 'Tis not in the high stars alone,
- (2) Nor in the cup of budding flowers,
- (3) Nor in the redbreast's mellow tone,
Nor in the bow that smiles in showers,
- (All) But in the mud and scum of things
There alway, alway something sings.

RALPH WALDO EMERSON

The next poem is especially suited to choral reading by boys
The boys may divide into two groups.

NAVAJO PRAYER

- (All) Lord of the Mountain,
Reared within the Mountain,
Young man, Chieftain,
Hear a young man's prayer!
Hear a prayer for cleanness.
- (1) Keeper of the strong rain,
Drumming on the mountain;
Lord of the small rain,
That restores the earth in newness;
Keeper of the clean rain,
Hear a prayer for wholeness.
- (2) Young man, Chieftain,
Hear a prayer for fleetness.
Keeper of the deer's way,
Reared among the eagles,
Clear my feet of slothness.
- (1) Keeper of the paths of men,
Hear a prayer for straightness.
- (2) Hear a prayer for courage,
Lord of the thin peaks,
Reared among the thunders;
Keeper of the headlands,
Holding up the harvest.

- (1) Keeper of the strong rocks,
Hear a prayer for stanchness.
- {All} Young man, Chieftain,
Spirit of the Mountain!

EDWARD YOMANS

Two groups of girls will find the next poem well suited to their voices.

FROM "OUR MOTHER POCAHONTAS"

- (2) Powhatan was conqueror;
Powhatan was emperor.
He was akin to wolf and bee,
Brother of the hickory tree.
Son of the red lightning stroke
And the lightning-shivered oak.
- {1} His panther-grace bloomed in the maid
Who laughed among the winds and played
In excellence of savage pride,
 wooing the forest, open-eyed,
- {All} In the springtime,
In Virginia,
Our Mother, Pocahontas.
- (1) Her skin was rosy copper-red.
And high she held her beauteous head.
Her step was like a rustling leaf:
Her heart a nest, untouched of grief.
She dreamed of sons like Powhatan,
And through her blood the lightning ran.
Love-cries with the birds she sung,
Birdlike
In the grapevine swung.
- (2) The Forest, arching low and wide.
Gloried in its Indian bride.
Rolfe, that dim adventurer,
Had not come a courtier.

John Rolfe is not our ancestor.
 We rise from out the soul of her
 Held in native wonderland,
 While the sun's rays kissed her hand,

(All) In the springtime,
 In Virginia,
 Our Mother, Pocahontas.

VACHEL LINDSAY

Find poems in your readers that you can use for choral reading. Appoint committees to borrow from the library some of the poetry books listed at the end of this chapter and to find poems suitable for class use.

Find the poems suggested here and see if you can arrange them for choral reading:

FIELD, EUGENE. *Wynken, Blynken, and Nod*
 LONGFELLOW, HENRY W. *The Old Clock on the Stairs*
 NOYES, ALFRED. *A Song of Sherwood*
 RAND, WILLIAM BRIGHTY. *Godfrey Gordon Gustavus Gore*
 You can find this poem in Untermeyer, *This Singing World*.
 KIPLING, RUDYARD. *Big Steamers*

Choral reading of beautiful poems is an excellent contribution to make to a Sunday-school program. Here is a list of some suitable poems for church occasions:

SCHAUFFLER, ROBERT HAVEN. *The Days We Celebrate*

In this book you will find the following poems for *Christmas*: *Not Every Child*, ELEANOR FARJEON; *Six Green Singers*, ELEANOR FARJEON; *The Christmas Star*, NANCY BYRD TURNER. Also you will find for *Easter*: *An Easter Canticle*, CHARLES HANSON TOWNE; *They Sealed the Stone, They Set the Watch*, NANCY BYRD TURNER.

The following books contain collections of short plays:

BARNUM, MADALENE DEMAREST. *School Plays for All Occasions*
 FARRAR, JOHN CHIPMAN. *Indoor and Outdoor Plays for Children*
 FIELD, RACHEL LYMAN. *Patchwork Plays*
 HOUSEMAN, LOUISE, and KOEHLER, EDWARD T. *Footlights Up!*
 JAGENDORF, MORITZ ADOLF. *Nine Short Plays*
 LÜTKENHAUS, MRS. ANNA MAY (IRWIN). *New Plays for School Children*

MAJOR, CLARE TREE. *Playing Theatre; Six Plays for Children*

MELCHER, MRS. M. F. *Offstage; Making Plays from Stories*

The author tells you how to take a story and make a play from it with all the details of plot, dialogue, acting, costumes, and scenery.

MINCHIN, NYDIA E., and others. *Jester's Purse, and Other Plays for Boys and Girls*

MOSES, MONTROSE JONAS. *Ring Up the Curtain*

NOTE. Many plays require that you obtain permission before you give a public performance. Some require that you pay a fee for permission to produce the play, especially if you are selling tickets. Before you give any play in your assembly, read carefully directions about permissions and fees. If no mention is made of these, you are free to use the play in public.

Collections of Poems

DARINGER, HELEN FERN, and EATON, ANNE THAXTER. *The Poet's Craft*

GORDON, MARGERY, and KING, MARIE B. *Verse of Our Day*

GRAHAME, KENNETH. *Cambridge Book of Poetry for Children*

HARPER, WILHELMINA. *Little Book of Necessary Ballads*

HUFFARD, GRACE THOMPSON, CARLISLE, LAURA MAE, and FERRIS,

HELEN J. *My Poetry Book; an Anthology of Verse for Boys and Girls*

MCCRACKEN, ELIZABETH. *Great-Grandmother's Piece Book*

STEVENSON, BURTON EGBERT. *Home Book of Verse for Young Folks*

STOKES, MRS. ANNE (KNOTT). *Open Door to Poetry*

THOMPSON, BLANCHE JENNINGS. *Silver Pennies*

UNTERMAYER, LOUIS. *Rainbow in the Sky*

UNTERMAYER, LOUIS. *This Singing World*

WIGGIN, KATE DOUGLAS (SMITH), and SMITH, NORA ARCHIBALD. *Golden Numbers*

A VERSE PLAY FOR CHORAL READING

Should you like to close your school year with a program in which every member of your class can take part? A verse play given by speaking choirs is excellent for that purpose, and the play *New Birth of Freedom* is particularly appropriate.

All the stage properties required are the flags described in the text. Perhaps you may be able to borrow real flags of the types needed; if not, a group of boys and girls could make copies of them on large sheets of paper and color them with chalks.

Two speaking choirs of at least ten voices each are needed for this program. Solo readings are indicated. Three flags of equal size (see illustrations on following pages) are dropped one over the other at the times shown in the play.

THE NEW BIRTH OF FREEDOM

Choir I

Freedom, freedom, freedom
Sing eternally the mountains, the sky, the plains, and the sea.

"What is freedom?" asked the questing shepherd,
Searching the stars at night on lonely hills.

Choir II

"They that wait upon the Lord," saith the prophet, "shall renew their strength.
They shall mount up with wings as eagles.
They shall run and not be weary."

Choir I

"Where is freedom?" asked the weary, the poverty-stricken of the
Old World.
"Where is freedom?"

Choir II

"There is nothing better for a man than that he should make his soul
enjoy good in his labor.
A man should rejoice in his own work."

Choir I

"Who wants freedom?" cried a stern, mysterious navigator watching
through the dark.
"Let him shake off the shackles of the past;
Let him follow me who wants freedom."

Solo Voice

"Then, pale and worn, he paced his deck,
And peered through darkness. Ah, that night
Of all dark nights! And then a speck—
A light! A light! At last a light!
It grew, a starlit flag unfurled!
It grew to be Time's burst of dawn.
He gained a world; he gave that world
Its grandest lesson: 'On! sail on!'"

Choir I

Let us put a star in freedom's flag for Virginia.

Solo Voice

In a little church in Jamestown, three hundred years ago,
Self-government in America began.
Twenty-two men assembled there—the Virginia House of Burgesses—
Elected representatives were they, to make the laws for all;
And freedom grew in Virginia until at last one cried aloud,
"Give me liberty or give me death!"

Choir II

Put a star in freedom's flag for Virginia.

Choir I

Let us put a star in freedom's flag for Massachusetts.

Solo Voice

"Freedom to worship God!" cried Bradford, Elder Brewster,
In the dimly lighted cabin of a small, obscure sailing craft.
"We set our seal to the compact that promises each of us freedom.
In the name of God, Amen. Solemnly and mutually in the presence
of God and one another
We covenant and combine ourselves to frame just and equal laws."
And time moved on, until, "by the rude bridge that arched the flood,"
The power of freedom was again asserted.

Both Choirs

"By the rude bridge that arched the flood,
 Their flag to April's breeze unfurled,
 Here once the embattled farmers stood
 And fired the shot heard round the world.

Spirit, that made those heroes dare
 To die and leave their children free,
 Bid Time and Nature gently spare
 The shaft we raise to them and thee."

Choir II

Put a star in freedom's flag for Massachusetts;
 Yes, and for Rhode Island, New Hampshire, Connecticut;
 For Maryland, New Jersey, and Delaware.
 For all those hearts and hands that in small beginnings
 Erected the cathedral of freedom of worship on these shores.
 Let us put stars in freedom's flag for these.

Choir I

Let us put a star in freedom's flag for Pennsylvania.

Solo Voice

Pennsylvania—Penn's forest—with its "Frame of Government."
 "You shall be governed by laws of your own making
 And live a free, a sober, and industrious people."
 "Brotherly love," proclaimed Penn, "will assure your freedom.
 Freedom from fear belongs to good neighbors."

Choir II

Put a star in freedom's flag for Pennsylvania.

Choir I

Let us put a star in freedom's flag for New York,
 Where men came to till the soil, to work the fertile land,
 To live under their own roofs with their wives and children.
 Freedom from want, they knew, lay deep in the soil,
 The soil of the Hudson and Mohawk, of all the great river valleys
 of America.

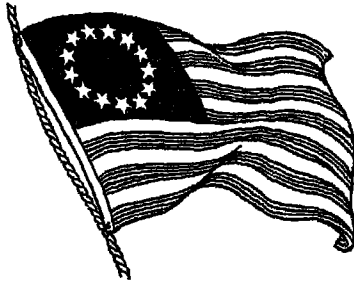
Choir II

Let us put a star in freedom's flag for Georgia, too.
Freedom from want for those in the debtors' prisons,
New life under free skies.

Choir I

Let us put stars in freedom's flag for the Carolinas,
Proud, fierce, sure of their ways,
Descendants of Magna Charta—filled with the old delight of self-
mastery.

Display of flag with thirteen stripes and thirteen stars

*Both Choirs*

And Freedom cried aloud with the joined strength of thirteen
commonwealths
Stretched along the Atlantic:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

Choir I

Freedom reached a new stride, and men and women fell into brisker
step with her.

Choir II

The Green Mountain boys shouted her name in Vermont.

English Every Day

Choir I

Daniel Boone pushed forward to find a new home for her
In the wooded hills of Kentucky and Tennessee.

Choir I

Louisiana and Mississippi forgot that they had ever been Spanish
and French,
Turned their backs upon Old World dictators and looked only toward
America.

Solo Voice

And in the Northwest Territory, Ohio and Indiana proclaimed faith
in their great Ordinances:

Freedom of worship

Trial by jury

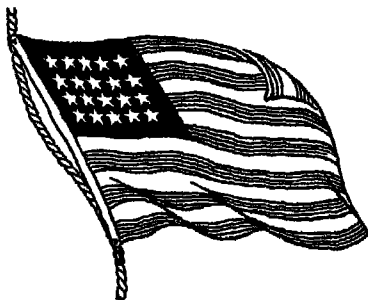
No slavery

"Religion, morality, and knowledge, being necessary to good government and to the happiness of mankind, schools and the means of education shall forever be encouraged."

Both Choirs

Let us put stars in freedom's flag for all these.

Display of flag with thirteen stripes and twenty stars

*Choir I*

Then in the new flag, the growing flag, the hopeful flag
Rose new and glowing stars.

Choir II

"Let us put stars in the flag from Maine to California," laughed the pioneers,
Struggling across the prairies, fording great rivers, topping the mountains.
Lewis and Clark, Frémont and Kearny, Marcus Whitman, Brigham Young,—
Conquering all difficulties, surmounting all obstacles,
On and on pressed Freedom's followers.

Choir I

Florida and Alabama came to the flag; Texas thrust its lone star into position.
Far to the north the great lumber lands carved out their states.
The prairies, the wheat lands, canyon, desert, and the shores of the mighty Pacific
Felt the rush of the people, the quickening beat of the westward march.

Choir II

Union was achieved and "from these honored dead we take increased devotion
To that cause for which they gave the last full measure of devotion."

Both Choirs

"That this nation, under God, shall have a new birth of freedom,
And that government of the people, by the people, for the people,
Shall not perish from the earth."

Choir I

Let us put stars in freedom's flag for forty-eight states
United, full of visions, mighty of hand, thunderous with justice.

Display of the present flag of the United States

English Every Day

Solo Voice

"O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

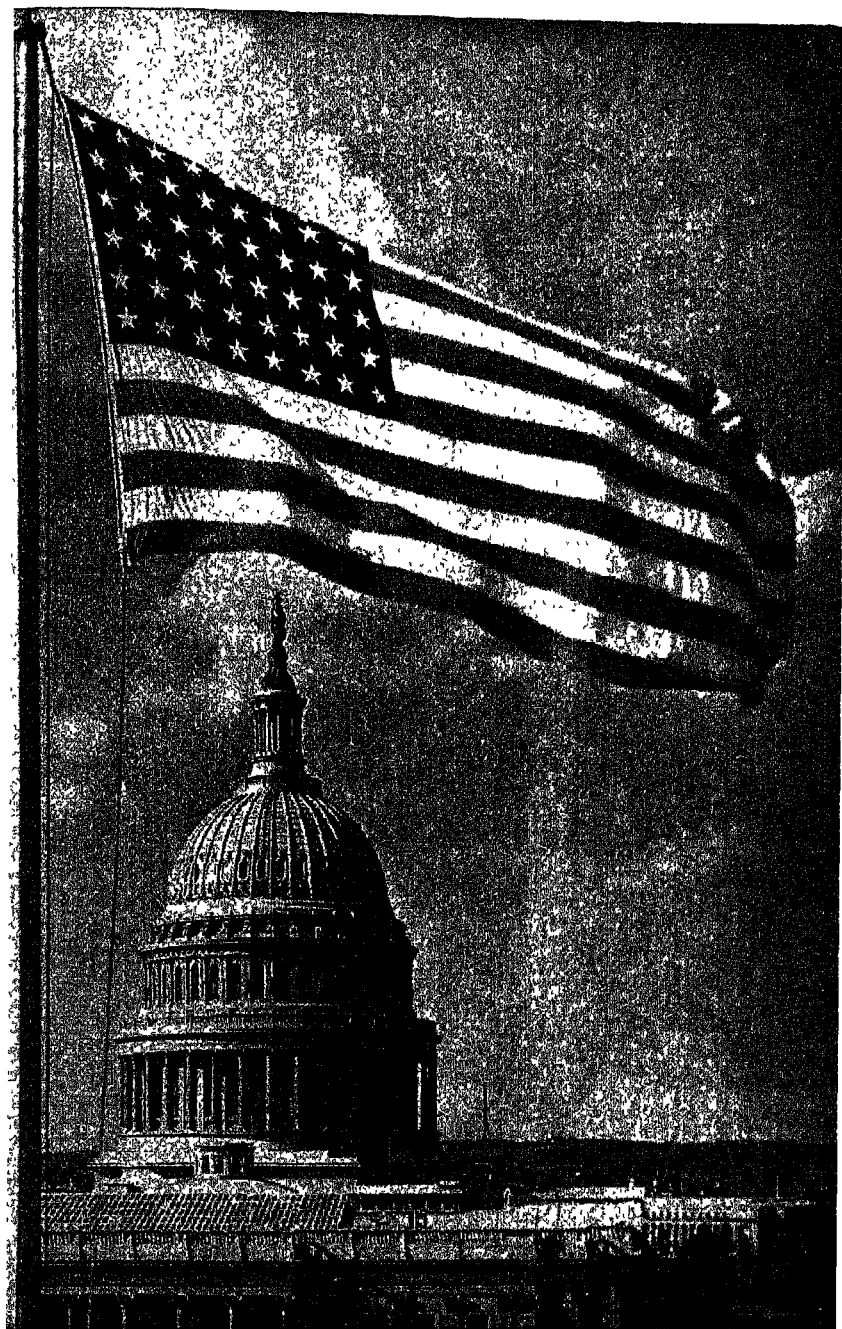
O beautiful for pilgrim feet,
Whose stern impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm thy soul in self-control,
Thy liberty in law!"

Choir II

Let us give honor to Freedom's flag.

Choir I

"When Freedom from her mountain height
Unfurled her standard to the air,
She tore the azure robe of night,
And set the stars of glory there;
She mingled with its gorgeous dyes
The milky baldric of the skies,
And striped its pure, celestial white
With streakings of the morning light.
Then from his mansion in the sun,
She called her eagle bearer down,
And gave unto his mighty hand
The symbol of her chosen land."



Ewing Galloway

ONE NATION INDIVISIBLE

English Every Day

Choir II

Let us give honor to freedom's flag,
Fluttering over the battleship *Arizona*, high above the treachery of
Pearl Harbor;
Fluttering over Corregidor through the valor of hands repeatedly
raising it;
Fluttering over the Atlantic with a new charter of hope for the world;

Solo Voice

Freedom of speech and press,
Freedom of religion,
Freedom from want,
Freedom from fear!

Choir I

"Flag of the free heart's hope and home!
By angel hands to valor given;
Thy stars have lit the welkin dome,
And all thy hues were born in heaven.
Forever float that standard sheet!
Where breathes the foe but falls before us,
With Freedom's soil beneath our feet,
And Freedom's banner streaming o'er us."

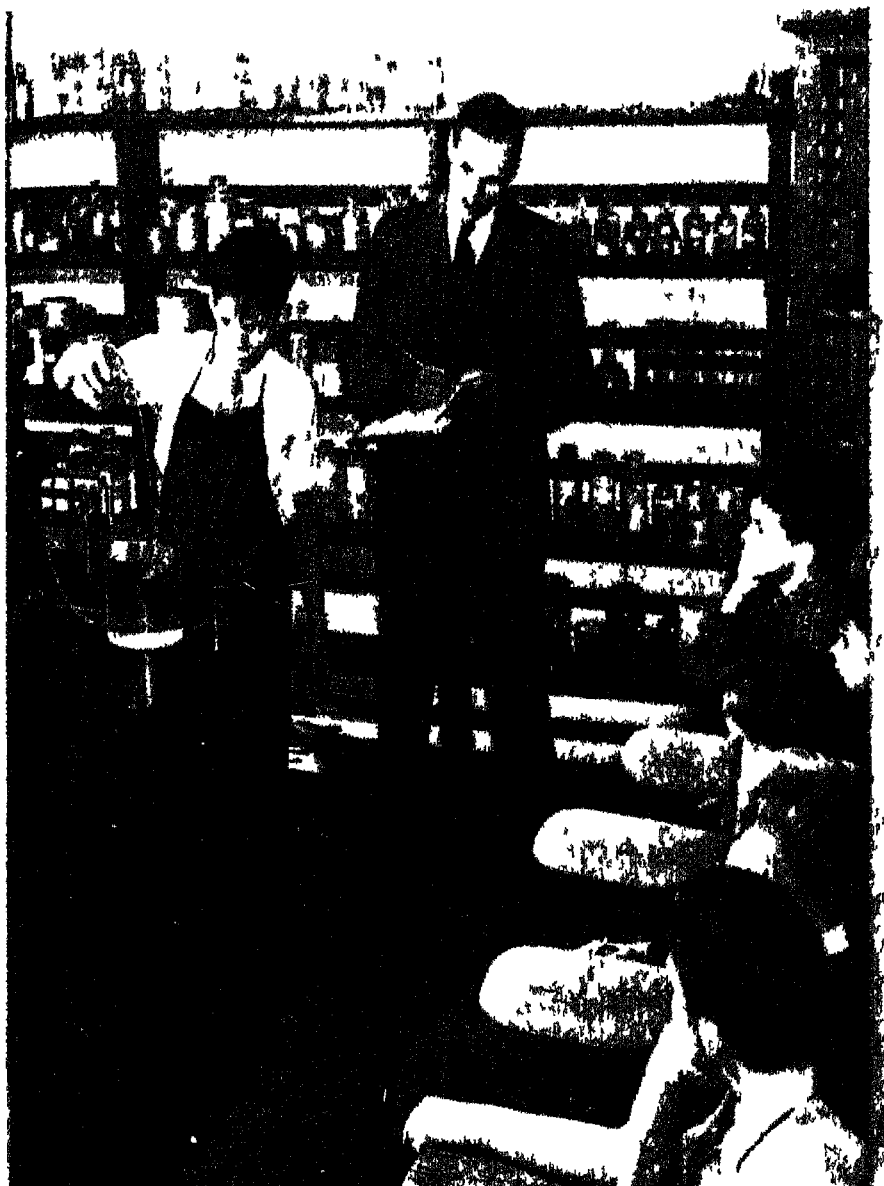
Choirs, Soloists, and Audience

I pledge allegiance to the flag of the United States of America and
to the republic for which it stands, one nation indivisible, with lib-
erty and justice for all.

Singing of the "Star-Spangled Banner"

VI

Tests and Measures



Test-Taking Skills



Your progress in school and in the work of later years will often be measured by written tests of various kinds. Because you will always want your test papers to prove how much you have learned or how well you can work, you ought to practice certain skills of test taking.

Some pupils fail to show on a test their real ability and their knowledge because they have not taught themselves how to take tests well. The following simple rules, built into your learning habits by practice, will help you.

1. Read each question or direction thoughtfully to decide just what is required.

2. Let your answer state exactly what the question or the direction requires.

3. Try to "hit the nail on the head." Don't write everything that comes into your mind, hoping that your teacher will pick out the ideas that answer the question. On the other hand, don't be satisfied with half-finished answers.

4. Keep your handwriting legible, and the arrangement of your paper businesslike.

5. Check your work before you hand in your paper.

1. Read the following test item, and discuss the sample answers given.

Direction: On your paper write the first and last words of the topic sentence of the paragraph that follows.

Men of great courage often have a keen sense of fun. They do not refrain from joking even in the grimness of total war. The story is told that the British cruiser *Penelope* had put in to Malta for repairs. While there, she was peppered from the air until her armor plate was full of holes. Her crew then called her the *Pepperpot*. Wooden plugs were used to stop the holes, and the cruiser finally became known to her men as the *Porcupine*.

Correct answer: Men . . . fun.

John's answer: Men . . . war.

Grace's answer: Men . . . courage.

Evelyn's answer: Men of great courage often have a keen sense of fun.

In what way does John's answer show a careless reading of the question? Which pupil does not know what a sentence is? In what way does Evelyn show that she is not a skillful test taker?

2. Discuss Joe's and Mary's answers to the following test direction:

Direction: Combine the following sentences into a simple sentence with a compound predicate, and underline each predicate verb in the new sentence.

The lineman climbed the pole.
He fastened the wire in place.

Joe's answer: The lineman climbed the pole and fastened the wire in place.

Mary's answer: The lineman climbed the pole and fastened the wire in place

What has Joe forgotten to do? How would a careful check of his paper, question by question, help him? Mary's answer is more nearly correct, but she shows careless workmanship. What did she forget?

3. Compare George's answer and Ann's answer to the following test problem:

Direction: Write a brief paragraph on the topic "Good Manners in Conversation." Let your paragraph state at least three ways of being mannerly.

George's answer: People judge us by our conversation, and so it is worth showing good manners when we talk with others. The other person usually wants to talk to me as much as I want to talk to him. I ought to give him a chance in the conversation and listen to what he has to say. I don't like to be interrupted, and neither does he. If each of us hears the other fellow out, it will be only polite. We don't have to shout at each other, either.

Ann's answer: When you talk to people, you ought to think of the other person as much as yourself. The other person is interested in her affairs just as much as you are in yours. When you write a letter, you want to show that you think of the person who is going to read the letter. If you are talking to an older person, you can do

more listening, because the older person will want to tell you many happenings of long ago. It's polite to stand when an older person comes into the room. You ought not to ask snooping questions when you are talking to someone. What the other person wants to tell you is all right, but some things are not your business. It's polite not to ask personal questions, especially over the telephone.

George keeps to his topic and writes the paragraph called for by the test direction. Ann has good ideas on the topic, but she writes down every thought about politeness that comes to her mind. She expects her teacher to find somewhere in her paragraph the three points required in the test direction, and to set aside those which do not relate to the topic. Rewrite Ann's paragraph, omitting the unrelated points.

The following pages contain tests on topics studied this year in your English classroom. As you take these tests, let the rules on page 390 help you to attain successful results.



Tests in Seventh-Grade English



TEST I

THE SENTENCE AND ITS PARTS

1-20. Number your paper from 1 to 20. After each number write whether the corresponding group of words is *one complete sentence*, *a sentence fragment*, or *two sentences written incorrectly as one*.

1. The airplane was hidden by the great cloud masses.
2. We could hear the sound of its powerful motors.
3. Out of the cloud bank into a patch of clear sky.
4. The plane was a beautiful sight, it looked like a huge silver hawk.
5. It was a passenger airliner headed west.
6. Have you ever been in an airplane?

7. By a combination of air currents, wings, and speed, a heavy plane flies above the earth.

8. The pilot and the co-pilot sit in a special compartment at the front.

9. Each passenger has his own seat, it is a comfortable seat with soft padding.

10. When the plane is about to take off, all passengers fasten their safety belts.

11. The pilot has checked all the controls of the plane.

12. If rain, snow, fog, or heavy winds threaten.

13. The radio operators at the airports give the pilot information about the weather throughout the flight.

14. The plane begins to descend, the pilot reduces the forward speed, and the great runways of the airport can be seen coming nearer and nearer.

15. The landing gear is lowered, the landing wheels touch the pavement of the runway with a soft little bump.

16. The take-off and the landing of an airplane.

17. Mail and express packages are carried by plane.

18. Across the mountains and over the plains the transport plane in speedy flight.

19. How much faster a letter can cross the country today than was the case in 1900!

20. Airplane travel is not only speedy but safe.

21-40. Make complete, correctly punctuated sentences out of the following word groups. In doing this, use the directions below the word groups on page 394.

Word Groups

a. Trapper Pete in his little log cabin on a high point overlooking Hudson Bay

b. Here he planned to spend the summer and fall

c. He would be able to make a living, he would fish in the bay, traps could be set along the river

d. It was his habit to rise early summer daylight was precious

e. He started down to the shore

f. One morning as the mist was rising

g. As he trudged across the shale

- h.* He saw a strange object in the water
i. It was a metal tube standing upright with a broad end turned toward shore, Pete had heard about submarines and their periscopes
j. What was a submarine doing in this faraway harbor
k. He must act quickly the nearest place to get help was the airport, he could paddle upstream five miles and walk the other six
l. He must get away before the submarine broke surface
m. Throwing down his fishing tackle
n. He leaped down the rocky path
o. His canoe was moored around a bend of the river. Out of sight of the bay shore
p. The old trapper bent furiously to his paddle the current of the river was strong, but he finally reached the beginning of the trail
q. He plunged through the woods to the clearing. And fairly fell into the office of the airport
r. How glad Pete was to learn that the submarine was one of our own on an inspection tour

Directions

21. Combine *a* and *b* into one complete sentence.
 22–24. Write the three sentences that are contained in *c*, using the necessary capitalization and punctuation.
 25. Separate *d* into its two sentences.
 26. Combine *e* and *f* into one complete sentence.
 27. If *g* is a complete sentence, copy and punctuate it. If it is not a complete sentence, combine it with *h*, punctuating and capitalizing as needed.
 28–29. Write *i* to show its correct sentence formation.
 30. If *j* is a complete sentence, copy and punctuate it. If it is not a complete sentence, make it complete.
 31–33. Using the necessary capitals and periods, show the correct sentence divisions of *k*.
 34. If *l* is a complete sentence, copy and punctuate it. If it is two sentences, divide it.
 35. If *m* is a complete sentence, copy and punctuate it. If it is merely a sentence fragment, combine it with *n*, with correct capitalization and punctuation.
 36. Write *o* to show correct sentence form.

- 37-38. Write p to show correct sentence form.
 39. Write q to show correct sentence form.
 40. Show that r is a complete sentence by writing it with the correct end mark of punctuation.

41-50. The following paragraph contains ten sentences, but the sentence division is not shown. After the numbers from 41 to 50 on your paper, write in order the last word of each of the ten sentences.

I was ready for bed I turned out the light and stood at the window below me the snow sparkled in the moonlight the pine tree on the lawn stood up stiff and dark the top of the tree looked strange instead of its pointed spire it showed two short ears I looked again on the very top of the tree a little owl was perched it gave a soft hoot then it spread silent wings and flew away

51-65. Write the subject words and the predicate verbs of the following sentences. If a sentence has a compound subject or a compound predicate, be sure to copy all necessary parts.

51. The perfume of orange blossoms made the night fragrant.
52. The trees in our orange grove are five years old.
53. Orange trees must be protected against frost by brush fires and smudge pots.
54. They well repay care.
55. A little later we shall see the golden fruit among the green leaves.
56. Have you ever seen an orange grove?
57. In the southern and western parts of our country, this delicious fruit is an abundant crop.
58. Oranges are picked, sorted for size, and shipped all over the country.
59. Every child's breakfast or lunch should contain an orange.
60. In orange juice is found a vitamin necessary to health.
61. Try an orange for breakfast.
62. Every boy and girl admires strength.
63. Some foods produce health but do not taste inviting.
64. Young folks and old people like oranges.
65. What a golden gift Nature has given us!

66–85. Five different types of sentence structure are listed below as *a*, *b*, *c*, *d*, and *e*. Each sentence in the group numbered 66 to 85 belongs to one of these five types. After the number of each sentence write on your paper the name of the type to which it belongs.

- a*. Simple sentence
- b*. Simple sentence with compound subject
- c*. Simple sentence with compound predicate
- d*. Compound sentence
- e*. Sentence with clause modifier

- 66. Don't strew papers on the street.
- 67. Good citizens take pride in their town and keep its streets clean.
- 68. Our fathers and mothers want us to form good habits.
- 69. The circus is coming and the town will be full of strangers.
- 70. What fun we shall have!
- 71. When circus day comes, we shall hurry to Main Street for the parade.
- 72. George and Ben will go together.
- 73. They will find a good place on the front row and will see all the sights.
- 74. The lions, tigers, elephants, and other animals need food and water every day.
- 75. In the old days, boys who carried water for the animals received free tickets.
- 76. I like a fair.
- 77. Do you?
- 78. Our county could not have a fair last year, but we hope to have one this year.
- 79. Farm animals are exhibited.
- 80. Prizes are awarded for the finest fruits and flowers.
- 81. Over the radio last Thursday night John heard his name read.
- 82. A merit badge and a wrist watch were sent to him for his service.
- 83. Did you send in your question and did you receive a reply to your letter?
- 84. Frances joined the Junior Red Cross and worked hard for its success.
- 85. We like her and she likes us.

86-95. On your paper after the numbers 86 to 95, rewrite the sentences of the following paragraph as directed below.

(a) Jack liked to pitch quoits. (b) So did his cousin. (c) The boys cleared a space in the vacant lot. (d) Then they made a search for horseshoes. (e) At last they had six of almost equal weight. (f) They urged their friends to play. (g) They finally formed two competing teams. (h) Every Saturday afternoon could be heard the clink of horseshoes in the vacant lot. (i) Then our country began to need more scrap metal. (j) Scrap metal was used in the manufacture of many necessities. (k) The boys looked sadly at their horseshoes. (l) They decided to do their part. (m) Into the heap of the salvage committee the precious pegs and horseshoes went. (n) They had given time to their game. (o) The time was now spent in searching the neighborhood for more metal. (p) This too proved an exciting game. (q) The boys played it with a will. (r) Real work was to be done.

86. Combine *a* and *b* into a simple sentence with a compound subject.

87. Combine *d* and *e* into a compound sentence.

88. Combine *f* and *g* into a simple sentence with a compound predicate.

89. Rewrite *h* in its natural order.

90. Rewrite *i* and *j* as one simple sentence.

91. Combine *k* and *l* into a simple sentence with a compound predicate.

92. Change *m* to the inverted order.

93. Combine *n* and *o* by making *n* an adjective clause modifying the word *time* in sentence *o*.

94. Combine *p* and *q* into a compound sentence.

95. Make *r* more emphatic by changing it to the inverted order. Use the word *there* to help you invert the sentence.

96-100. Write each of the following as a complete sentence. Supply the missing part as directed.

96. At the end of the street was (subject with its modifiers).

97. (Compound subject) went to work in Barnard's machine shop.

98. Alice Jennings (compound predicate).

99. We found a piece of wood (adjective clause modifier).

100. The boat did not leak and (independent clause).

TEST II

NOUNS, PRONOUNS, AND POSSESSIVE FORMS

1-13. In the following paragraph the words in parentheses should be plural. On your paper numbered from 1 to 13, write the plural form of each word.

The (man)⁽¹⁾ rose early in the morning and launched their canoe. Quietly they paddled along the (shore)⁽²⁾ of the lake in the early morning stillness. The mist still clung to the (ridge)⁽³⁾ beyond the (valley)⁽⁴⁾. The (mosquito)⁽⁵⁾ did not trouble (him)⁽⁶⁾. As they rounded a point, they saw three (deer)⁽⁷⁾ standing in the water nibbling the (lily)⁽⁸⁾. Quickly they focused their (camera)⁽⁹⁾. They had succeeded in taking several snapshots when they heard a rushing, whistling sound overhead, and a flock of wild (goose)⁽¹⁰⁾ flew in a squadron across the lake. The (doe)⁽¹¹⁾ and the fawn moved away, lifting their little (foot)⁽¹²⁾ delicately. Presently they were lost to sight among the (leaf)⁽¹³⁾.

14-25. In the following paragraph the words in parentheses should be in the possessive form. On your paper numbered from 14 to 25, write the possessive forms needed.

The (children)⁽¹⁴⁾ roller skates lay on the front porch, right in the (postman)⁽¹⁵⁾ path as he came up the steps. Fortunately he saw the skates and avoided stepping on them. (Mother)⁽¹⁶⁾ patience was sorely tried, however, by the (boys)⁽¹⁷⁾ carelessness. She had tried to teach them to put (they)⁽¹⁸⁾ skates away and not endanger any (person)⁽¹⁹⁾ life. Sometimes she wished the (family)⁽²⁰⁾ sense of danger were greater. Then perhaps they would heed (she)⁽²¹⁾ words. "Well," she thought, "at least (we)⁽²²⁾ friend, the postman, did not break any of (he)⁽²³⁾ bones today. (Father)⁽²⁴⁾ words to the boys may be stronger than a (woman)⁽²⁵⁾."

26-50. On your paper numbered from 26 to 50, write the correct forms of the pronouns in parentheses.

26. Don't tell Jean or (*she, her*) our secret.
27. (*She, Her*) and Jean will have a pleasant surprise when they open our gift.
28. It is (*I, me*) who should follow you.
29. Between you and (*I, me*), he isn't a bad boy at all.
30. If I were (*she, her*), I should try to earn my way through school.
31. It is (*he, him*) who is our honor pupil.
32. The Wend boys have our pony and (*they, them*) and their father will take good care of it.
33. (*He, Him*) and his cousin are the best of friends.
34. I should like to speak to Mary Emerson. Is this (*she, her*)?
35. (*We, Us*) boys will let you take our tools.
36. No girl in the class is neater or sweeter than (*she, her*).
37. Give (*we, us*) boys one minute to hide before you start to search for us.
38. Then try to find (*we, us*) two.
39. Dorothy and (*I, me*) waited at the entrance.
40. We waited for Betty and (*she, her*) to arrive.
41. We went into the assembly, and the usher gave (*we, us*) girls seats in the same row.
42. I wish that you had told (*he and I, him and me*) what you wanted.
43. (*He and I, Him and me*) would have found your purse for you if you had told us about your loss.
44. You heard what Mother said as well as (*I, me*).
45. They brought the children with them. What work is there for (*they, them*) and the children?
46. If (*they, them*) and the nurses can reach the mountaintop by morning, the men will be saved.
47. Will the winner be you or (*I, me*)?
48. Whoever wins, (*we, us*) two will still be good friends through thick and thin.
49. (*We, Us*) men have volunteered to fight the forest fire now raging on Bear Mountain.
50. Ben and (*he, him*) will lead us by the shortest trail.

TEST III

VERBS

1-15. On your paper numbered from 1 to 15, write the missing forms from the following table of principal parts of verbs:

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
write	wrote	(1)
do	did	(2)
see	(3)	seen
come	came	(4)
show	(5)	shown
break	(6)	(7)
(8)	ran	(9)
choose	(10)	(11)
be (is, am, are)	(12)	(13)
(14)	spoke	(15)

16-30. On your paper, after the numbers 16 to 30, list the form of the verb needed in the corresponding sentence.

16. see I had (_ _ ? _ _) the bird sitting on the back of a bench.
17. sing It (_ _ ? _ _) a gay little song.
18. forget I have not (_ _ ? _ _) my visit to the shipyard.
19. see I (_ _ ? _ _) the launching of a light cruiser.
20. run Everyone (_ _ ? _ _) to see what was happening.
21. swim Have you ever (_ _ ? _ _) in salt water?
22. choose All the men for the job were (_ _ ? _ _).
23. ought I think that I (_ _ ? _ _) to tell my father.
24. go When the lights had (_ _ ? _ _) out, the city seemed quiet.
25. sit As the power had failed last night, we (_ _ ? _ _) in darkness.
26. break I heard the crash, but I found that nothing was (_ _ ? _ _).
27. begin Have you ever (_ _ ? _ _) a job that you didn't like?
28. dive The boy (_ _ ? _ _) from the high springboard.
29. write Don't tell me that you haven't (_ _ ? _ _) to Martha.
30. come I wish that you had (_ _ ? _ _) with us.

31-40. Read the following paragraph and follow the directions.

The orchestra was playing a symphony. The audience was listening with deep attention. Suddenly a little child ran down the aisle

and up the steps to the platform. He wriggled through the musicians to the conductor's side. The conductor was his father. The conductor laid one hand on the little boy's head. He led the orchestra with the other hand. The orchestra did not miss a beat. What a storm of applause followed!

31-33. Select three transitive verbs.

34-36. Name the object of each verb selected.

37-38. Select two intransitive verbs.

39. Select a linking verb.

40. Name the predicate word which the linking verb joins to its subject.

41-50. Write original sentences illustrating each of the following:

41. The verb *sing* used as a transitive verb.

42. The verb *sing* used as an intransitive verb.

43. The verb *is* linking a predicate noun to its subject.

44. The verb *is* linking a predicate adjective to its subject.

45. A verb phrase containing two helping verbs with its main verb.

46. A verb phrase in which the adverb *not* comes between the helping verb and the main verb.

47. The verb *seem* used as a linking verb.

48. The verb form *laid*.

49. A verb used as the first word of a sentence.

50. The verb *have* used as a main verb.

TEST IV

MODIFIERS

1-18. From the following paragraph select six words that act as modifiers. Tell whether each is an adjective or an adverb, and name the word in the sentence which it modifies. Make a chart on your paper like the first one illustrated on page 402 and write your answers on your chart. *Do not write in this book.*

An impromptu parade started quickly when the news flashed over the radio. Boys and girls and older people poured into the streets. Bands which appeared suddenly played stirring marches. People of all ages laughed and shouted joyfully. Everyone stepped along proudly. Our home team had won the national championship.

	Word	Adjective or Adverb	Word Modified
1-3			
4-6			
7-9			
10-12			
13-15			
16-18			

19-33. On your paper make a chart similar to the following. Fill in your answers from the paragraph used in the preceding question.

	Prepositional Phrase	Adjective or Adverb	Word Modified
19-21			
22-24			
25-27			
	Dependent Clause	Adjective or Adverb	Word Modified
28-30			
31-33			

34-45. On your paper numbered from 34 to 45, write the correct modifiers chosen from the parentheses.

34. The cabin that John built so (*good, well*) has weathered the winter's storms.

35. He is (*sure, surely*) a good carpenter.

36. My soldier brother looked very (*smart, smartly*) in his uniform.

37. As we watched him march by, we felt (*proud, proudly*).

38. I poured out the sirup too (*quick, quickly*).

39. Jane certainly has done (*good, well*) with her Red Cross work.

40-41. If you must use your eyes so (*steady, steadily*), try to rest them (*frequent, frequently*).

42. Of the two girls, Helen is the (*stronger, strongest*).

43. Route 5 or Route 7 will take you to camp, but Route 5 is the (*better, best*) road.

44. Ruth is the (*more, most*) popular of all the girls in our group.

45. Jack is (*livelier, more livelier*) than his cousin.

46-50. Combine each of the following groups of sentences into one sentence as directed:

46. A sentence containing an adjective clause modifier.

Bumps is an Airedale.
He lives at the firehouse.

47. A sentence containing an adverbial clause modifier.

I turned on the radio.
I heard the latest news.

48. A sentence containing an adverbial phrase modifying the verb *shall meet*.

I shall meet you.
The gym will be the place.

49. A sentence containing an adjective phrase modifying the noun *book*.

This book is a story of the Western plains.
It has a gay cover.

50. A sentence containing a phrase modifier and a clause modifier.

He left the house.
He shut the door.
He gave the door a bang.

TEST V

PUNCTUATION, CAPITALIZATION, SPELLING

1-15. On your paper numbered from 1 to 15, write the following sentences, putting in the needed punctuation:

1. Please come with me Nelson

2. Have you found your music

3. Yes I found it

4. Dont throw away any rubber
5. Father said I hope that you will be a good soldier
6. What good news we heard
7. We moved to Cincinnati on November 7 1942
8. Mr Charles H Pembroke is the editor of the magazine
9. When can you visit us asked Gladys
10. Starbright our faithful old horse was surprised to find herself again in service
11. We grow oranges lemons and figs in this part of the country
12. On the farm in the town or on the sea we must help our country
13. I have heard said old Tim that you youngsters will soon be traveling in planes
14. Dr Parsons visits the sick in those lonely cabins
15. Youre sure to meet him along the mountain roads

16-30. In each of the sentences below, there is an error in capitalization. On your paper numbered from 16 to 30, write correctly the word or expression that is incorrect.

16. John will call on friday.
17. Martin went to Yellowstone park.
18. He brought back an indian blanket.
19. The Capital of Australia is Canberra.
20. The book I am reading is called *shadow over wide ruin*.
21. It was written by Florence c. Means.
22. It is a story of New mexico in the early days.
23. You would like it, i'm sure.
24. Mother said, "be sure to plan games for your party."
25. "We shall plan something for every minute," said Frank, "So that everyone will have fun."
26. The parade was reviewed by governor Metcalf.
27. I sent my letter to my aviator brother at Kelly field.
28. My family has a cottage on lake Tahoe.
29. We like to sing the canadian national song.
30. It is called "The Maple Leaf forever."

31-50. In the business letter on page 405 there are twenty mistakes in punctuation, capitalization, and spelling. Copy the letter, correcting every mistake.

5 Prospect avenue
Bloomington ill
May 20 1948

Junior nature magazine
1043 seventh street
Milwaukee Wisconsin

Dear sirs

My copy of the *Junior Nature magazine* for April 1948, has not yet arrived, will you please check your records to find why I have not received it.

I have been a regular subscriber since 1946, and this is the first copy I have missed.

Yours Truly,

Lawrence Kane

51-100. Your teacher will dictate fifty of the seventy-five words in the following lists. Number your paper from 51 to 100, and write the words she dictates.

salary
employer
telegram
signature
secretary
advertise
bargain
firm
writing
separate
February
recommend
disappointed
privilege
occurred
answered
beginning
truly
respectfully
their
received

college
education
library
failure
student
grammar
industrious
principal
chairman
graduate
magazine
dictionary
recitation
punctual
mathematics
committee
arithmetic
error
recess
cafeteria
auditorium

baseball
offense
parade
picnicking
valentine
dodge
bicycle
challenge
prize
athletic
gymnasium
amateur
triumph
camera
theater
applaud
unpire
opponent
athletics
goal
carnival

telephone
sincerely
nephew
niece

booklet
message
chapter
literature

visitor
lose
practice
athlete

TEST VI

WRITTEN COMPOSITION

The writing of a friendly letter is one of the best possible tests of your knowledge and ability in written English. Use the following assignment as your final test. *A perfect score is 50 credits.*

Direction: Write one of the following friendly letters.

A letter to a girl or boy friend who used to be a near neighbor but whose family has now moved to another state.

A letter to a member of your family who is attending college away from home.

A letter to a special friend or relative with whom you usually correspond.

Let your letter contain three paragraphs and about 200 words. Your letter will be rated as follows:

Letter form. Heading, salutation, complimentary close, signature, margins, and indentions will be considered. *(10 credits)*

Letter content. These credits will be given for what you say in your letter. Selection of interesting topics and details, orderly telling of your points in paragraphs, and use of vigorous verbs and descriptive words will be considered. *(15 credits)*

Correct usage. You will lose one credit for every error in usage (to a total of 15) in the body of your letter. Sentence division, capitalization, punctuation, spelling, and grammar will be considered. *(15 credits)*

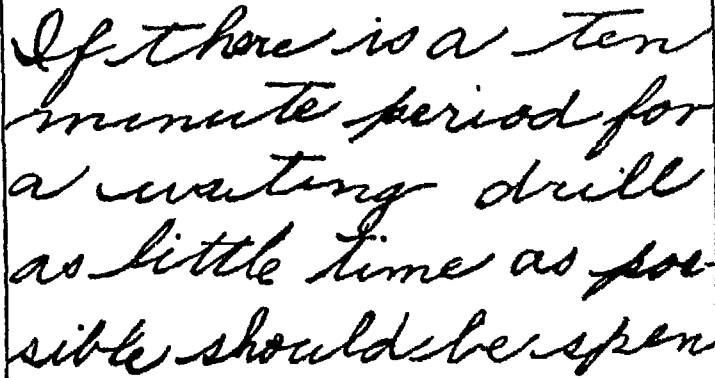
Appearance. You will receive credit for legible handwriting, neatness, and arrangement on the paper. *(10 credits)*

TEST VII

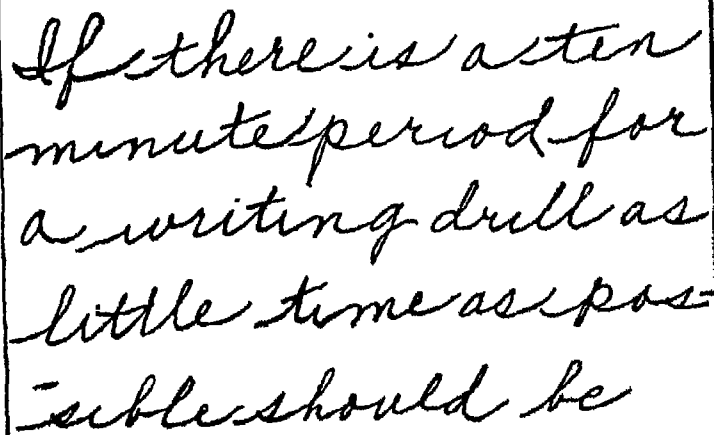
HANDWRITING

One way to judge your writing is to compare it with the writing of others. Place a paragraph that you have written beside the samples of handwriting on pages 407 and 408. You will see that the first

sample is very poor, the next a little better, and the last the best of the three. Decide which of the three samples is most like your paragraph. To do this, look at the way the letters are made. Think of their size and their form. If your writing is as good as the last sample, you are an excellent writer; if your writing is only as good as the first sample, you will need to work hard to improve it.



If there is a ten
minute period for
a writing drill
as little time as pos-
sible should be spent



If there is a ten
minute period for
a writing drill as
little time as pos-
sible should be

*If there is a
ten minute period
for a writing drill
as little time as
possible should be*

TEST VIII

ORAL ENGLISH

Much of the work of your English class this year has been oral. While it is important to know how to write a paragraph, report, or letter, it is even more important to know how to speak in a pleasant, interesting, and correct way. Oral English cannot be tested in writing, but there are several ways in which you can measure your ability.

1. How well can you pronounce the following words and expressions? Choose a partner and let him check your pronunciation.

1. America	9. English	18. library
2. arithmetic	10. February	19. poem
3. avenue	11. generally	20. probably
4. boundary	12. geography	21. reading
5. broadcast	13. government	22. strength
6. can't you	14. have to	23. where
7. catch	15. height	24. which
8. don't you	16. history	25. would have
	17. hundred	

2. Read aloud from your reader paragraphs which your teacher will select. Your teacher will give you a rating on the following:

Making sense as you read
Pleasant voice
Pronunciation

3. Stand before the class and tell a fable or short story that you have read. You may use the following if you wish:

This is an Indian legend about the Waterton Lakes in Canada. An Indian brave was escaping from the Master Evil Spirit. A beautiful maiden in disguise gave the young chief a stick, a stone, and a bunch of moss. As the Master Evil Spirit chased him, the Indian brave threw down the stick, and a forest of trees grew up to hold back his pursuer. Then as he ran he threw down the stone, and mountains sprang up to shield him. Finally he threw down the moss. The moss held the waters into a lake. Here the young chief was safe from the Master Evil Spirit, and on the shores of the lake he lived happily with his beautiful Indian bride. Ever since those days Waterton Lakes Park has had forests, mountains, and lakes.

The class or a committee appointed by your teacher will judge your oral talk according to the following five points:

1. Ability to make your audience understand the story
2. Good sentence structure
3. Vivid words
4. Pleasant voice easily heard
5. Good standing position and ease of manner

Good-by

You have now completed the English studies of your seventh grade. All that you have learned this year will help you to take the next steps forward. The eighth grade will find you eager to gain new skills and learn new facts about the language which is such an important part of your daily life.

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