

English Lessons Through Literature

Level 3



Kathy Jo DeVore

English Lessons
Through
Literature
Level 3

Kathy Jo DeVore



www.barefootmeandering.com
veritas • gnaritas • libertas

Copyright © 2014 by Kathy Jo DeVore. The eBook version may be printed for the use of one household and may not be resold. The print version may not be reproduced.

Scripture quotations taken from the New American Standard Bible®, Copyright © 1960, 1962, 1963, 1968, 1971, 1972, 1973, 1975, 1977, 1995 by The Lockman Foundation. Used by permission.

Clipart images Copyright © GraphicsFactory.com

liberis meis

Table of Contents

Introduction.....	13
Level 3 Literature List	23
1. Introduction to the Dictionary	25
2. Parts of Speech: Nouns	29
3. Picture Study: Hide-and-Seek Dictionary Skills: Alphabetizing	35
4. Making Plurals with S and ES.....	39
5. Irregular Plurals; Dictionary Skills: Alphabetizing	43
6. Narration: The Otters and the Wolf	49
7. Sentences; Four Types of Sentences: Declarative and Interrogative.....	51
8. Parts of Speech: Pronouns.....	57
9. Picture Study: In the Garden Personal Pronouns.....	63
10. Possessive Nouns and Pronouns.....	67
11. Four Types of Sentences: Exclamatory and Imperative	71
12. Narration: The Wise Goat and the Wolf	75
13. Parts of a Sentence.....	77
14. Review: Sentences	81
15. Picture Study: Peasant Hanging Out the Washing Simple Subjects and Predicates.....	87
16. Parts of Speech: Action Verbs.....	93
17. Indirect and Direct Quotations	99
18. Narration: Beauty and Brownie.....	103
19. Quotations	107

20. Parts of Speech: State of Being and Linking Verbs	111
21. Picture Study: Reading (The Mother and Sister of the Artist)	
Predicate Nominative	117
22. Parts of Speech: Adjectives	123
23. Articles;	
Diagramming Adjectives	127
24. Narration: The Wind and the Sun	133
25. Adjectives That Tell What Kind	137
26. Adjectives That Tell How Many	141
27. Picture Study: The Cradle	
Adjectives That Tell Which One	147
28. Adjectives That Tell Whose	153
29. Predicate Adjective	157
30. Narration: The Raven	161
31. The Paragraph	163
32. Nouns as Adjectives	169
33. Picture Study: The Basket Chair	
Helping Verbs	173
34. Diagramming Interrogative Sentences	177
35. The Topic of the Paragraph	181
36. Narration: The Cobbler's Song	185
37. Diagramming Interrogative Sentences: Subject Complements	187
38. Compound Subjects	193
39. Picture Study: The Kitchen	
Compound Predicates	199
40. Direct Object	205
41. Sentence Diagramming	209
42. Narration: The Woodpecker's Nest	215
43. Order in the Paragraph	217

44. Diagramming Imperative Sentences	221
45. Picture Study: Breakfast Under the Big Birch	
Parts of Speech: Adverbs	227
46. Not Just Another Adverb.....	233
47. Contractions with Not	237
48. Narration: A Family of Squirrels	243
49. A Poem and a Fable.....	245
50. Contractions with State of Being Verbs and Will.....	249
51. Picture Study: Christmas Eve	
Adverbs That Tell How	255
52. Adverbs That Tell When	261
53. Adverbs That Tell Where	265
54. Narration: Spring Flowers	269
55. Abbreviations: Addresses	271
56. Adverbs That Tell How Often	275
57. Picture Study: Brita and Me	
Adverbs That Tell To What Extent	281
58. Parts of Speech: Conjunctions	285
59. Parts of Speech: Interjections.....	289
60. Narration: Which Was the King?	293
61. Synonyms	295
62. Antonyms.....	299
63. Picture Study: Lazy Nook	
Parts of Speech: Prepositions.....	305
64. Object of the Preposition	309
65. Prepositions	315
66. Narration: King Alfred and the Cakes.....	319
67. Pronoun Cases	321
68. Prepositions	327

69. Picture Study: My Acid Workshop (Where I Do My Etching)	
Adverbs and Prepositions.....	331
70. Prepositions	337
71. Prepositions	341
72. Narration: A Laconic Answer.....	345
73. Pronoun Cases: Correct Usage.....	349
74. Capitalization and Punctuation.....	353
75. Picture Study: Village Children	
Commas in a Series.....	359
76. Commas in a Direct Address.....	363
77. Homonyms	367
78. Narration: How We Got the Name “Spider Tales”	371
79. The Infinitive; Verb Properties: Person.....	373
80. Verb Properties: Number	377
81. Picture Study: Robert Louis Stevenson and His Wife	
Verbs Properties: Tense	383
82. Properties of Nouns and Pronouns	389
83. Subject-Verb Agreement.....	393
84. Narration: How Wisdom Became	
the Property of the Human Race.....	397
85. Comparatives	399
86. Superlatives	403
87. Picture Study: An Artist in His Studio	
Tenses: Negatives and Questions	409
88. To Be.....	415
89. Appositives.....	421
90. Narration: The Squirrel and the Spider.....	425
91. The Five Principal Parts of Verbs.....	427
92. Irregular Verbs.....	431

93. Picture Study: Claude Monet Painting in a Garden Near Giverny	
Interrogative Adverbs	437
94. Sit and Set.....	443
95. Name and Initials.....	449
96. Narration: The Otter Family.....	453
97. Poetry.....	455
98. Rhythm in Poetry.....	459
99. Picture Study: Paul Helleu Sketching with His Wife	
Abbreviations: Titles of Respect.....	465
100. Lie and Lay	469
101. Abbreviations: Months of the Year.....	473
102. Narration: The Kingfisher	477
103. Rhyme in Poetry	481
104. Well and Good	485
105. Picture Study: Garden Study of the Vickers Children	
A Poem and a Fable.....	491
106. Abbreviations: Days of the Week.....	495
107. Avoiding Double Negatives	499
108. Narration: Flowers for the Show	503
Exercise Answers	505
Appendix A: Memory Work.....	527
Appendix B: Correct Use of Words	530
Appendix C: Memorizing Prepositions, Pros and Cons	534

Introduction

After more than seven years of homeschooling, I've come to a conclusion: While I often regret the purchase of curricula, I rarely regret the purchase of quality books.

It may seem ironic, then, that I've chosen to write a grammar curriculum for young children. I believe absolutely in copywork, narration, and dictation for instilling values, promoting memorization, and teaching spelling and writing. Yet, in the early years I relied on grammar texts for young children that taught using sentences manufactured for the sole purpose of demonstrating grammatical concepts.

The real irony lies in focusing on quality literature in every area except the teaching of the grammar and mechanics of the English language. While I believe the best way to teach grammar and mechanics is through literature and that no curriculum is needed for this, I also believe the easiest way to do this is through a series of lessons based on literature that can be repeated with each child. So here we are.

The reasoning behind manufactured sentences is often that in using real sentences from literature, children will encounter advanced concepts which they have not yet learned. However, once upon a time, every elementary student was a toddler just learning to speak. He sometimes confused “my” and “me,” he might have formed plurals incorrectly, and he made any number of other grammatical errors. A great many of us found these errors very cute, even while we corrected them. What we didn't do was simplify our speech to the child's level of understanding, knowing that he would learn best by exposure to correctly spoken language.

And so it is with teaching grammar and mechanics. When I first began narration with my oldest son, we used an old retelling of Aesop with its more difficult syntax and vocabulary rather than using a modern, simplified retelling of Aesop. I followed this pattern with my second son in his turn. Instead of being confused, both of my sons amazed me by incorporating those advanced concepts into their narrations.

Children learn by imitating. It is up to us to insure that what they come into contact with is worthy of imitation.

Schedule and Readiness

This book was previously published as *Language Lessons Through Literature*.

Level 3 has three lessons per week for thirty-six weeks. This is 108 lessons total. It is intended for a third or fourth grade student, but it would also work for older children in need of remediation. The parts of speech are reviewed, and new concepts, including diagramming, are introduced. Level 2 is not a prerequisite for Level 3.

The longer I homeschool, the more I believe in the “better late than early” philosophy of teaching young children. It’s often a fine line, though. On the one hand, things that take a long time to teach to younger children can be taught quickly to older children. On the other hand, some concepts are much easier for older children to learn because of the foundation laid in earlier years.

I aim for the middle ground. Some concepts simply must wait until the child is developmentally ready to cover them. Because of this, there is, by necessity, a great deal of repetition in elementary grammar books. A later start and a very light Level 1 minimize the repetition while laying the foundation for more advanced studies.

In our state, we are not required by law to do any standardized testing, so we are free to please ourselves regarding the time table for teaching grammar. I see no reason for a child to be memorizing grammatical concepts before he’s reading fluently. That means that we might not start Level 1 until second grade, Level 2 until third grade, etc. Alternatively, a second grader who has just learned to read fluently can skip Level 1 and go straight to Level 2, especially if one is required to do testing that includes grammar. The program can also be stretched out more by completing two levels over the course of three years with two lessons per week. It just depends upon your goals and your child’s readiness.

Move from Known to Unknown

It is best to transition children gently into doing new things. In writing, this means that first we talk, then we write. Oral exercises are included throughout this book to practice new concepts without the additional stress of having to write the answers. Children of this age can continue to give their narrations orally, then they can take the first sentence as dictation. See the section on dictation for instructions.

If typing lessons begin now, children will be ready to type their narrations by the beginning of next year.

Literature

The literature suggested in this book is in the public domain in the United States, and the full text of each story and book can be found online. Most are also available as audio books, and children who are reading well can read the book themselves rather than using the books as read-alouds.

I do recommend reading the literature prior to the lesson. The examples and the copywork almost always come from the reading selection from that day.

Since most of the examples and part of the daily copywork come directly from the literature, reading the literature is an important component of this program. However, there is certainly room to skip books that the child does not like, and it is up to the parents to determine whether or not a recommended resource is right for their family. My homeschooling motto has long been: Use the curriculum; don't let the curriculum use you. I recommend the motto more highly than I recommend any of the literature selections in this book.

Lessons and Exercises

I love using real sentences from real books for the lessons and exercises. They are far more interesting, which means children are far more likely to be engaged by the material. Copywork selections are only altered to change outdated punctuation and/or spelling when necessary. Lesson examples are often shortened—some of those old authors really knew how to write a paragraph into a sentence. I did have to simplify most of the sentences for diagramming. Children of this age can certainly pick out various forms of verbs from real sentences, but diagramming those same sentences is another matter entirely.

When I check over the exercises with my children, I do not do so with red pencil in hand. Instead, we look at the work together, and I point out mistakes which he then corrects. I believe working with real sentences, even modified ones, can be a little harder than manufactured sentences. But I also believe that there's more value in working through the exercises to discover the correct answers.

Copywork

This book contains a great deal of copywork. Young children, particularly boys, often struggle with fine motor control which makes handwriting a difficult, sometimes painful, experience. Children should not do more copywork than they can complete perfectly and neatly. If you find this is too much copywork for your child, there are several options:

1. Skip part of the copywork. Decide which portions of the copywork are most important to your goals, and have your child do only those.
2. If you'd rather have your child do all of the copywork, have him do the copywork portions five days a week instead of three.
3. Have your child do half the copywork in the morning and the other half in the afternoon.

Prepared Dictation

Like copywork, dictation is a form of studying grammar, spelling, and the mechanics of writing. However, dictation requires children to take a more active role and actually study and think about the material, as opposed to passively taking it in through copywork. For this reason, dictation should not begin until third or fourth grade, depending on readiness.

Dictation is for children who write easily. A child who is still struggling with reading or penmanship should just continue with copywork. However, children who type can type their dictations instead. This simplifies the process for children who hate writing.

In prepared dictation, children type or write a passage after studying it for five to ten minutes. Without this preparation, the exercise is not a teaching exercise; it is a test. In *Home Education*, Charlotte Mason went further, describing dictation without preparation as “a fertile cause of bad spelling” (241).

I know that dictation can sound like a huge, time consuming exercise, especially with multiple children. It's not. We do prepared dictation twice a week, on the “off” days from grammar. Each of my boys

studies his exercise for about 10 minutes. He chooses, sometimes with my help, two or three words to analyze. A passage should not have more than three or four unknown words to be studied. He adds these to his Spelling Journal, writing each word with a space between the syllables, which helps him to analyze each word syllable by syllable. The Spelling Journal organizes words according to phonogram or spelling rule, and it is a free download on my site.

Dictations may be written or typed. My boys type their dictations. The spelling and grammar checks are turned off in our word processing program, and we increase the font size to 20+ points so that I can read over their shoulders. I read the exercises while each boy takes his turn at the keyboard. I stand behind them so that I can make sure they don't make any mistakes.

Level 3 includes two dictation exercises each week. One exercise is from the Aesop's fables, narration stories, poetry, or the child's own narration. The other is either a maxim or a Bible verse.

If you prefer, choose dictation exercises from history, science, or free reading. Begin with a single sentence. When the child is comfortable with that, try slightly longer passages.

Watch as the child writes to catch mistakes immediately. Mistakes imprint on a child's mind just as correctly written material does, and this confusion is difficult to correct, as some of us have found while using poor spelling programs which ask children still learning the basics to proofread something. In Home Education, Charlotte Mason writes:

Once the eye sees a misspelt word, that image remains; and if there is also the image of the word rightly spelt, we are perplexed as to which is which. Now we see why there could not be a more ingenious way of making bad spellers than 'dictation' as it is commonly taught. Every misspelt word is an image in the child's brain not to be obliterated by the right spelling. It becomes, therefore, the teacher's business to prevent false spelling, and, if an error has been made, to hide it away, as it were, so that the impression may not become fixed (242).

Commonplace Book

A commonplace book is a book for copying poetry, passages from literature, and other writings or information. A simple composition book can be used for this purpose; both Mead® and Roaring Spring produce primary composition books.

Each narration story has a commonplace book exercise, a passage from the story to copy. Space is provided in the optional workbook for copying the passage, but starting a commonplace book is also an option. My third son, who will be the first of my children to use this book, will be using a commonplace book for narration passages instead of the workbook pages because he wants a commonplace book like his brothers.

Children can also begin to add to the commonplace book from other reading: history, science, literature, or free reading. My children choose their own passages to copy, passages which speak to them in some way. For my oldest son, it's often something philosophical or political. For my second son, it's usually something funny.

Picture Study

Charlotte Mason recommended having the child look at the picture without interruption for several minutes, then putting the picture away and having the child describe the picture. It is, in essence, a picture narration. Afterwards, bring the picture back out and see if he notices anything else. This is not art criticism, though. It is learning to attend to detail and to form a love and appreciation for art.

Each artist is has six paintings studied with new paintings added every other week, so you have a full twelve weeks to enjoy each artist and to include additional activities if desired. For example, you could read a children's biography of the artist and view some of his additional works. More paintings can often be found at <http://www.wikipaintings.org/>, or just do an internet search for the artist's name.

All pictures of paintings in this book are, by necessity, black and white. Color copies of the paintings are provided on my site at no cost for your convenience. These can be printed so that you can display the picture for the two weeks between new paintings. In the past, we have also used the pictures as backgrounds on my computer. However,

my oldest son did tell me once that it was strange seeing a particular painting without the icons.

Memory Work

At the back of the book, there are pages that have all the definitions and lists to learn from this book to make it easy to learn and review the information. New material should be read three times every lesson day, or daily, until it is learned. Newly learned material should be reviewed regularly at first, perhaps once a week. Material that's been learned for longer time should be reviewed every month to six weeks, but if it stops being automatic, it goes back to the frequent review.

There are more than one hundred poems in this book. My suggestion is to select a poem, preferably one the child enjoys, and begin to memorize it. When he has memorized it, move on to a new one. If you want the decision made for you, then memorize the poetry used for copywork. The child can read it straight off his copywork page to memorize it, and then he can keep those pages separate in his notebook for review. Alternatively, memory work can be copied into a composition book instead of a workbook.

Correct Use of Words

Following the memory work at the back of the book are sentences to read for correct use of words. The purpose is akin to that of copywork in that it is intended to imprint certain grammatical concepts into the child's mind just through repetition. Have you ever said, or heard another say, that something just "sounds" right? Unfortunately, whatever we hear most frequently is what "sounds" right to us. Saying these sentences aloud regularly will help the correct forms to "sound" right to our children and to ourselves. My advice is to read these sentences approximately once a week for the school year. That could mean all of them once a week, or it could mean a page a day. By the time you get to the actual lessons on these topics, your child will already know these forms and the lessons will be reviews.

Third Person Singular Pronouns

I wish the English language had a gender-neutral third person singular pronoun acceptable for people. I use the masculine because it's what I grew up with and I'm too old to like change. It is at least as correct as

the feminine form and, as the mother of four boys, the feminine sounds odd to me in reference to children; I still call my two year old daughter “son” more often than not. And using the plural with a singular antecedent, which is becoming more common, is simply incorrect.



Level 3 Literature List

All the literature selections suggested herein are in the public domain in the United States of America and are probably available at your local library. The complete texts can also be found online from Project Gutenberg (www.gutenberg.org) and/or the Baldwin Project (www.mainlesson.com). Most are available as audio books, and free audio book versions may be found online from LibriVox (www.librivox.org).

The Story of Doctor Dolittle by Hugh Lofting

There is a racially sensitive portion of this book in chapters eleven and twelve. My understanding is that the Dover Children's Thrift Classics edition of the book is an altered version which changes this part to better respect modern sensibilities. Parents can read the original chapters online to determine whether or not the altered version is desired.

The Marvelous Land of Oz by L. Frank Baum

Beautiful Stories from Shakespeare by E. Nesbit

There are many children's versions of Shakespeare's plays, modern versions such as those by Bruce Coville and Leon Garfield, as well as others in the public domain such as those by Charles and Mary Lamb. Choose the ones you like best. We prefer Bruce Coville's picture books. Modern versions can often be found at the local library. One of my sons even found a graphic novel of Macbeth at the library which was very well done.

The Secret Garden by Frances Hodgson Burnett

The Princess and the Goblin by George McDonald



1. Introduction to the Dictionary

- The Story of Doctor Dolittle, Chapter 1

The dictionary is a book of words. It lists the words of a language and tells the part of speech and the definition of each word. It also shows how to spell it, how to pronounce it, and sometimes, even the history of the word. We call the history of the word and how the word has changed meanings over the years the **etymology** of the word. Sometimes, a sample sentence is included. Let's look at the entry for **animal** from the Beginner's Dictionary at www.wordsmyth.net:

an·i·mal

pronunciation: æ nə məl

part of speech: noun

definition 1: one of a large group of living things that is not a plant. Animals can move around by themselves to find food.

synonyms: being, creature; similar words: mammal

definition 2: a living creature that is not a plant or a human.
We saw many animals at the zoo. They have cows, chickens, and other animals on their farm.

similar words: mammal; related words: being, pet

Word History

Animal comes from a Latin word that means “a breathing thing.”

The first part shows us the word divided into **syllables**. A syllable is a chunk of a word, and each syllable contains one vowel sound. Next, we see the pronunciation. Different dictionaries have different ways for showing pronunciation, so it’s a good idea to get familiar with your own dictionary by reading the guide at the beginning. The part of speech and the definitions are listed next, along with words which mean the same thing (synonyms) and related words.

The dictionary is an important tool. It’s a good idea to get into the habit of looking up new words that you come across in your reading to learn both the pronunciation and the definition.

So, how do you find a word in the dictionary?

All of the words in the dictionary are listed in **alphabetical order**. This means that they follow the order of the alphabet. **A** words come first, then **B** words, and so on, all the way to **Z**.

Today, pick up your dictionary and get acquainted with it. Look up a few words and read their definitions.

What Do the Stars Do

By Christina Rossetti

What do the stars do
Up in the sky,
Higher than the wind can blow,
Or the clouds can fly?

Each star in its own glory
Circles, circles still;
As it was lit to shine and set,
And do its Maker’s will.

Writing: Oral Narration

Your first narration exercise will be on “The Otters and the Wolf.” Today, your instructor will read the story aloud, and then you will give an oral narration. Over the coming lesson days, you will have some other activities with this story, and then you’ll do the written narration. This story is a **fable**, which is a story with a moral.

The Otters and the Wolf

From *More Jataka Tales* by Ellen C. Babbitt

One day a Wolf said to her mate, “A longing has come upon me to eat fresh fish.”

“I will go and get some for you,” said he and he went down to the river.

There he saw two Otters standing on the bank looking for fish. Soon one of the Otters saw a great fish, and entering the water with a bound, he caught hold of the tail of the fish.

But the fish was strong and swam away, dragging the Otter after him. “Come and help me,” the Otter called back to his friend. “This great fish will be enough for both of us!”

So the other Otter went into the water. The two together were able to bring the fish to land. “Let us divide the fish into two parts.”

“I want the half with the head on,” said one.

“You cannot have that half. That is mine,” said the other. “You take the tail.”

The Wolf heard the Otters and he went up to them.

Seeing the Wolf, the Otters said: “Lord of the gray-grass color, this fish was caught by both of us together. We cannot agree about dividing him. Will you divide him for us?”

The Wolf cut off the tail and gave it to one, giving the head to the other. He took the large middle part for himself, saying to them, “You can eat the head and the tail without quarreling.” And away he ran with the body of the fish. The Otters stood and looked at each other. They had nothing to say, but each thought to himself that the Wolf had run off with the best of the fish.

The Wolf was pleased and said to himself, as he ran toward home, “Now I have fresh fish for my mate.”

His mate, seeing him coming, came to meet him, saying: "How did you get fish? You live on land, not in the water."

Then he told her of the quarrel of the Otters. "I took the fish as pay for settling their quarrel," said he.

Copywork

Literature

He had a cow with a calf too, and an old lame horse—twenty-five years of age—and chickens, and pigeons, and two lambs, and many other animals. But his favorite pets were Dab-Dab the duck, Jip the dog, Gub-Gub the baby pig, Polynesia the parrot, and the owl Too-Too.

Poetry—What Do the Stars Do

What do the stars do
Up in the sky,
Higher than the wind can blow,
Or the clouds can fly?

2. Parts of Speech: Nouns

- The Story of Doctor Dolittle, Chapter 2

A noun is the name of a person, place, thing, or idea.

Everybody and everything has a name, and all of those names are nouns. Some nouns are the names of people, like Doctor Dolittle or his sister, Sarah. Some nouns are the names of places, like Puddleby or the kitchen. Some nouns are the names of things, like animals. And some nouns are the names of ideas, like freedom, peace, and love.

Look at the underlined words from the sentences below from *The Story of Doctor Dolittle*.

“That man has got sense. That’s what you ought to do. Be an animal-doctor. Give the silly people up—if they haven’t brains enough to see you’re the best doctor in the world. Take care of animals instead—THEY’ll soon find it out. Be an animal-doctor.”

In the passage above, we have people: man, people, doctor, animal-doctor. We have a place: world. We have things: brains and animals. And we have an idea: sense. All these words are nouns.

Nouns can be either common or proper. Common nouns refer to something in general. You are a child, and there are many children in

the world. But you also have a special, proper name. Each member of your family has his own special, proper name. When I say doctor, I'm not talking about a specific person. There are many doctors in the world. But when I say Doctor Dolittle, I'm speaking of a particular character from the book, or I may even be speaking of the book itself since it has the same name! There are many parrots, but only one Polynesia who belongs to Doctor Dolittle. There are seven continents, but only one Africa. Common nouns are general, and proper nouns are specific.

Name some nouns, and tell me whether the noun you named is common or proper. Name a person in your house. Name a person you see when you're out-and-about. Name a place you like to go. Name a favorite toy.

Memory Work

Memorizing definitions and other information is an important part of this program. To make it easy for you to learn and review, there is a complete list of this material at the end of this book in Appendix A.

When a new definition or list is introduced, read it three times every lesson time, or every day, until it is memorized. After items are memorized, review them periodically. Review newly learned items at least once a week. Review items that you've known for a long time at least once a month. Knowing these definitions and other important information will make the lessons in this book and in future grammar books much easier.

Twinkle, Twinkle, Little Star

By Jane Taylor

Twinkle, twinkle, little star!
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky.

When the glorious sun is set,
When the grass with dew is wet,

Then you show your little light,
Twinkle, twinkle all the night.

In the dark-blue sky you keep,
And often through my curtains peep,
For you never shut your eye,
Till the sun is in the sky.

As your bright and tiny spark
Guides the traveller in the dark,
Though I know not what you are,
Twinkle, twinkle, little star!

The Monkey and the Crocodile

From *Jataka Tales* by Ellen C. Babbitt

Part I

A Monkey lived in a great tree on a river bank.

In the river there were many Crocodiles. A Crocodile watched the Monkeys for a long time, and one day she said to her son: "My son, get one of those Monkeys for me. I want the heart of a Monkey to eat."

"How am I to catch a Monkey?" asked the little Crocodile. "I do not travel on land, and the Monkey does not go into the water."

"Put your wits to work, and you'll find a way," said the mother.
And the little Crocodile thought and thought.

At last he said to himself: "I know what I'll do. I'll get that Monkey that lives in a big tree on the river bank. He wishes to go across the river to the island where the fruit is so ripe."

So the Crocodile swam to the tree where the Monkey lived. But he was a stupid Crocodile.

"Oh, Monkey," he called, "come with me over to the island where the fruit is so ripe."

"How can I go with you?" asked the Monkey. "I do not swim."

"No—but I do. I will take you over on my back," said the Crocodile.

The Monkey was greedy, and wanted the ripe fruit, so he jumped down on the Crocodile's back.

"Off we go!" said the Crocodile.

"This is a fine ride you are giving me!" said the Monkey.

“Do you think so? Well, how do you like this?” asked the Crocodile, diving.

“Oh, don’t!” cried the Monkey, as he went under the water. He was afraid to let go, and he did not know what to do under the water.

When the Crocodile came up, the Monkey sputtered and choked. “Why did you take me under water, Crocodile?” he asked.

“I am going to kill you by keeping you under water,” answered the Crocodile. “My mother wants Monkey-heart to eat, and I’m going to take yours to her.”

“I wish you had told me you wanted my heart,” said the Monkey, “then I might have brought it with me.”

“How queer!” said the stupid Crocodile. “Do you mean to say that you left your heart back there in the tree?”

“That is what I mean,” said the Monkey. “If you want my heart, we must go back to the tree and get it. But we are so near the island where the ripe fruit is, please take me there first.”

“No, Monkey,” said the Crocodile, “I’ll take you straight back to your tree. Never mind the ripe fruit. Get your heart and bring it to me at once. Then we’ll see about going to the island.”

“Very well,” said the Monkey.

But no sooner had he jumped onto the bank of the river than—whisk! up he ran into the tree.

From the topmost branches he called down to the Crocodile in the water below:

“My heart is way up here! If you want it, come for it, come for it!”

Writing: Playing with Words

Part of writing is developing what the ancient Greeks called **copia**, which means an abundance of words and phrases. This year’s writing exercises are meant to help you develop copia, so in addition to writing narrations, you’ll also be playing with words and sentences so that you’ll learn a variety of ways to say things.

Today you have a Playing with Words exercise. In your workbook, alphabetize the following five words from the story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and etymology, if available, of each word.

quarrel, longing, bound, pay, great

Exercise

In your workbook, mark the nouns N and the proper nouns PN from the following sentence. If a proper noun is more than one word, make arms stretched out to include the whole thing, like this:

_____PN_____

Then John Dolittle got a fine, big pair of green spectacles; and the plow horse stopped going blind in one eye and could see as well as ever.

Copywork and Dictation

Literature

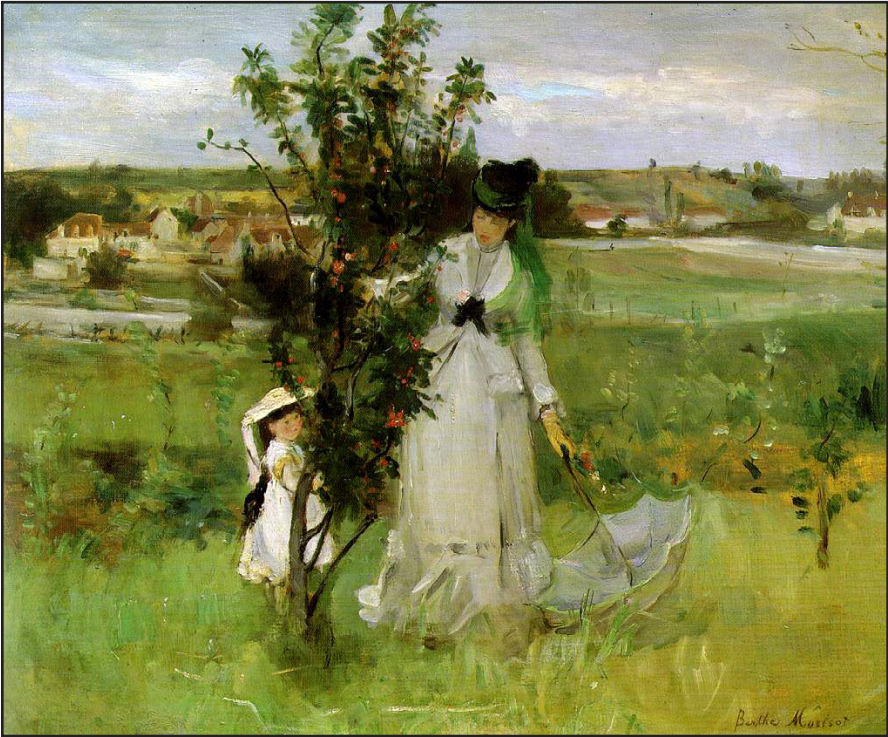
Then John Dolittle got a fine, big pair of green spectacles; and the plow horse stopped going blind in one eye and could see as well as ever.

Bible—Luke 2:11

For today in the city of David there has been born for you a Savior, who is Christ the Lord.

Dictation: “The Otters and the Wolf”

The two together were able to bring the fish to land.



Hide-and-Seek by Berthe Morisot

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

3.

Dictionary Skills: Alphabetizing

- Picture Study: Hide-and-Seek
- The Story of Doctor Dolittle, Chapter 3



If all of your words start with different letters, then it is easy to alphabetize them. But what do you do when words start with the same letter?

When words start with the same letter, we look at the second letter to determine which one comes first alphabetically. Look at these words:

crocodile, cheetah, calves

All of these words begin with **C**, so they will all be in the **C** section of the dictionary. Look at the second letter of each word and you see **R**, **H**, and **A**. Using the second letters, we see that we alphabetize these words like this:

calves
cheetah
crocodile

How would you alphabetize these words?

good, garden, gum
monkey, man, mending
pig, parrot, Polynesia

Hide and Seek

By Walter de la Mare

Hide and seek, says the Wind,
 In the shade of the woods;
Hide and seek, says the Moon,
 To the hazel buds;
Hide and seek, says the Cloud,
 Star on to star;
Hide and seek, says the Wave,
 At the harbour bar;
Hide and seek, say I,
 To myself, and step
Out of the dream of Wake
 Into the dream of Sleep.

The Monkey and the Crocodile

From *Jataka Tales* by Ellen C. Babbitt

Part II

The Monkey soon moved away from that tree.

He wanted to get away from the Crocodile, so that he might live in peace.

But the Crocodile found him, far down the river, living in another tree.

In the middle of the river was an island covered with fruit-trees.

Half-way between the bank of the river and the island, a large rock rose out of the water. The Monkey could jump to the rock, and then to the island. The Crocodile watched the Monkey crossing from the bank of the river to the rock, and then to the island.

He thought to himself, "The Monkey will stay on the island all day, and I'll catch him on his way home at night."

The Monkey had a fine feast, while the Crocodile swam about, watching him all day.

Toward night the Crocodile crawled out of the water and lay on the rock, perfectly still.

When it grew dark among the trees, the Monkey started for home. He ran down to the river bank, and there he stopped.

"What is the matter with the rock?" the Monkey thought to himself. "I never saw it so high before. The Crocodile is lying on it!"

But he went to the edge of the water and called: “Hello, Rock!”

No answer.

Then he called again: “Hello, Rock!”

Three times the Monkey called, and then he said: “Why is it, Friend Rock, that you do not answer me to-night?”

“Oh,” said the stupid Crocodile to himself, “the rock answers the Monkey at night. I’ll have to answer for the rock this time.”

So he answered: “Yes, Monkey! What is it?”

The Monkey laughed, and said: “Oh, it’s you, Crocodile, is it?”

“Yes,” said the Crocodile. “I am waiting here for you. I am going to eat you.”

“You have caught me in a trap this time,” said the Monkey. “There is no other way for me to go home. Open your mouth wide so I can jump right into it.”

Now the Monkey well knew that when Crocodiles open their mouths wide, they shut their eyes.

While the Crocodile lay on the rock with his mouth wide open and his eyes shut, the Monkey jumped.

But not into his mouth! Oh, no! He landed on the top of the Crocodile’s head, and then sprang quickly to the bank. Up he whisked into his tree.

When the Crocodile saw the trick the Monkey had played on him, he said: “Monkey, you have great cunning. You know no fear. I’ll let you alone after this.”

“Thank you, Crocodile, but I shall be on the watch for you just the same,” said the Monkey.

Writing: Playing with Sentences Oral Exercise

Take the following sentence and play with it aloud. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with following changes. As you learn more, there will be new ways to change sentences.

So then the Doctor’s sister came to him and said, “John, you must send that creature away.”

1. **Change the nouns.** Change proper to common, or common to proper.

[Instructor, as an example: “So then Sarah came to him and said, “Brother, you must send that creature away.” It’s also fine to make up names for unnamed characters for these exercises. It’s playing.]

Exercise

In your workbook, mark the nouns N and the proper nouns PN from the following passage.

So then the Doctor’s sister came to him and said, “John, you must send that creature away. Now the farmers and the old ladies are afraid to send their animals to you—just as we were beginning to be well off again.”

Copywork and Dictation

Literature

So then the Doctor’s sister came to him and said, “John, you must send that creature away. Now the farmers and the old ladies are afraid to send their animals to you—just as we were beginning to be well off again.”

Dictation: Maxim

Birds of a feather flock together.



4. Making Plurals with S and ES

- The Story of Doctor Dolittle, Chapter 4

A noun is the name of a
person, place, thing, or idea.

Nouns can be either singular or plural. Singular means only one of something. Plural means more than one. In most cases, we only need to add an **s** to a word to make it plural.

girl—girls
boy—boys

However, some words make plurals in different ways. Because it is difficult to make two hissing sounds in a row, words which end in **ch**, **sh**, **s**, **x**, or **z** in the singular need **es** to become plural.

beach—beaches
dish—dishes
dress—dresses
fox—foxes
waltz—waltzes

Sometimes, **ch** says /k/. When it does, it no longer makes the hissing sound, so it only needs an **s** to make it plural.

stomach—stomachs

Words that end in **y** form plurals in two different ways. If a vowel comes before the **y**, then we just add an **s**.

day—days
monkey—monkeys

But when a consonant comes before the **y**, we change the **y** to **i** and add **es**.

sky—skies
baby—babies
pony—ponies

Wishing

By Ella Wheeler Wilcox

Do you wish the world were better?
Let me tell you what to do:
Set a watch upon your actions,
Keep them always straight and true;
Let your thoughts be clean and high:
Of the sphere you occupy.

Do you wish the world was wiser?
Well, suppose you make a start
By accumulating wisdom
In the scrapbook of your heart.
Do not waste one page on folly;
Live to learn, and learn to live.
If you want to give men knowledge
You must get it ere you give.

Do you wish the world were happy?
Then remember day by day
Just to scatter seeds of kindness
As you pass along the way:
For the pleasures of many
May be oft times traced to one,
As the hand that plants an acorn
Shelters armies from the sun.

How the Turtle Saved His Own Life

From *Jataka Tales* by Ellen C. Babbitt

A King once had a lake made in the courtyard for the young princes to play in. They swam about in it, and sailed their boats and rafts on it. One day the king told them he had asked the men to put some fishes into the lake.

Off the boys ran to see the fishes. Now, along with the fishes, there was a Turtle. The boys were delighted with the fishes, but they had never seen a Turtle, and they were afraid of it, thinking it was a demon. They ran back to their father, crying, "There is a demon on the bank of the lake."

The king ordered his men to catch the demon, and to bring it to the palace. When the Turtle was brought in, the boys cried and ran away.

The king was very fond of his sons, so he ordered the men who had brought the Turtle to kill it.

"How shall we kill it?" they asked.

"Pound it to powder," said some one. "Bake it in hot coals," said another.

So one plan after another was spoken of. Then an old man who had always been afraid of the water said: "Throw the thing into the lake where it flows out over the rocks into the river. Then it will surely be killed."

When the Turtle heard what the old man said, he thrust out his head and asked: "Friend, what have I done that you should do such a dreadful thing as that to me? The other plans were bad enough, but to throw me into the lake! Don't speak of such a cruel thing!"

When the king heard what the Turtle said, he told his men to take the Turtle at once and throw it into the lake.

The Turtle laughed to himself as he slid away down the river to his old home. "Good!" he said, "those people do not know how safe I am in the water!"

Exercise

In your workbook, mark the nouns N and the proper nouns PN from the following passage. Circle the **s** at the end of each plural noun.

“Doctor!” he cried, “I’ve just had a message from a cousin of mine in Africa. There is a terrible sickness among the monkeys out there. They are all catching it—and they are dying in hundreds.”

Make the following nouns plural:

cherry, box, joy, sketch, epoch

Copywork

Literature

“Doctor!” he cried, “I’ve just had a message from a cousin of mine in Africa. There is a terrible sickness among the monkeys out there. They are all catching it—and they are dying in hundreds.”

Poetry—What Do the Stars Do

Each star in its own glory
Circles, circles still;
As it was lit to shine and set,
And do its Maker’s will.



5. Irregular Plurals; Dictionary Skills: Alphabetizing

- The Story of Doctor Dolittle, Chapter 5

A noun is the name of a
person, place, thing, or idea.

Most words form plurals by adding **s** or **es**, but some words change completely to become plurals. Look at the following passage from *The Story of Doctor Dolittle*:

When she flew down to get it, she found one of the white mice, very frightened, sitting inside it.

“What are you doing here?” asked the duck. “You were told to stay behind in Puddleby.”

“I didn’t want to be left behind,” said the mouse.

In the singular, the word is **mouse**. In the plural, the word is **mice**. Other words change in different ways.

child—children	ox—oxen
goose—geese	louse—lice
man—men	woman—women

And some words don't change at all.

sheep—sheep deer—deer

Alphabetizing

Monkey, money, more. You know how to alphabetize words which begin with different letters, and even words which begin with the same letter. But what about words which have the same first two, three, or even four or more letters?

When words begin in the same way, keep going to the next letter until you get to one which is different. Just as **apple** comes before **banana**, **banana** comes before **book**, **book** comes before **boots**, and **boots** comes before **booty**.

Now can you alphabetize monkey, money, and more?

Little White Lily

By George MacDonald

Little White Lily
Sat by a stone,
Drooping and waiting
Till the sun shone.
Little White Lily
Sunshine has fed;
Little White Lily
Is lifting her head.

Little White Lily
Said: "It is good
Little White Lily's
Clothing and food."
Little White Lily
Dressed like a bride!
Shining with whiteness,
And crowned beside!

Little White Lily
Drooping with pain,
Waiting and waiting
For the wet rain.
Little White Lily
Holdeth her cup;
Rain is fast falling
And filling it up.

Little White Lily
Said: "Good again,
When I am thirsty
To have the nice rain.
Now I am stronger,
Now I am cool;
Heat cannot burn me,
My veins are so full."

Little White Lily
Smells very sweet;
On her head sunshine,
Rain at her feet.
Thanks to the sunshine,
Thanks to the rain,
Little White Lily
Is happy again.

The Merchant of Seri

From *Jataka Tales* by Ellen C. Babbitt

There was once a merchant of Seri who sold brass and tinware. He went from town to town, in company with another man, who also sold brass and tinware. This second man was greedy, getting all he could for nothing, and giving as little as he could for what he bought.

When they went into a town, they divided the streets between them. Each man went up and down the streets he had chosen, calling, "Tinware for sale. Brass for sale." People came out to their door-steps, and bought, or traded, with them.

In one house there lived a poor old woman and her granddaughter.

The family had once been rich, but now the only thing they had left of all their riches was a golden bowl. The grandmother did not know it was a golden bowl, but she had kept this because her husband used to eat out of it in the old days. It stood on a shelf among the other pots and pans, and was not often used.

The greedy merchant passed this house, calling, "Buy my water-jars! Buy my pans!" The granddaughter said: "Oh, Grandmother, do buy something for me!"

"My dear," said the old woman, "we are too poor to buy anything. I have not anything to trade, even."

"Grandmother, see what the merchant will give for the old bowl. We do not use that, and perhaps he will take it and give us something we want for it."

The old woman called the merchant and showed him the bowl, saying, "Will you take this, sir, and give the little girl here something for it?"

The greedy man took the bowl and scratched its side with a needle. Thus he found that it was a golden bowl. He hoped he could get it for nothing, so he said: "What is this worth? Not even a halfpenny." He threw the bowl on the ground, and went away.

By and by the other merchant passed the house. For it was agreed that either merchant might go through any street which the other had left. He called: "Buy my water-jars! Buy my tinware! Buy my brass!"

The little girl heard him, and begged her grandmother to see what he would give for the bowl.

"My child," said the grandmother, "the merchant who was just here threw the bowl on the ground and went away. I have nothing else to offer in trade."

"But, Grandmother," said the girl, "that was a cross man. This one looks pleasant. Ask him. Perhaps he'll give some little tin dish."

"Call him, then, and show it to him," said the old woman.

As soon as the merchant took the bowl in his hands, he knew it was of gold. He said: "All that I have here is not worth so much as this bowl. It is a golden bowl. I am not rich enough to buy it."

"But, sir, a merchant who passed here a few moments ago, threw it on the ground, saying it was not worth a halfpenny, and he went away," said the grandmother. "It was worth nothing to him. If you value it, take it, giving the little girl some dish she likes for it."

But the merchant would not have it so. He gave the woman all the money he had, and all his wares. "Give me but eight pennies," he said.

So he took the pennies, and left. Going quickly to the river, he paid the boatman the eight pennies to take him across the river.

Soon the greedy merchant went back to the house where he had seen the golden bowl, and said: "Bring that bowl to me, and I will give you something for it."

"No," said the grandmother. "You said the bowl was worthless, but another merchant has paid a great price for it, and taken it away."

Then the greedy merchant was angry, crying out, "Through this other man I have lost a small fortune. That bowl was of gold."

He ran down to the riverside, and, seeing the other merchant in the boat out in the river, he called: "Hallo, Boatman! Stop your boat!"

But the man in the boat said: "Don't stop!" So he reached the city on the other side of the river, and lived well for a time on the money the bowl brought him.

Writing: Commonplace Book

A commonplace book is a book where you can copy down poetry, passages from books, and other types of information which appeal to you. A simple composition book can be used for this purpose.

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

And away he ran with the body of the fish. The Otters stood and looked at each other. They had nothing to say, but each thought to himself that the Wolf had run off with the best of the fish.

Exercise

In your workbook, mark the nouns N and the proper nouns PN from the following passage. Circle the **S** at the end of each plural noun. Underline the irregularly formed plural.

"The rest of the animals, like the dormice and the water-voles and the bats, they will have to go back and live in the fields where they were born till we come home again."

Make the following nouns plural:

holly, bay, berry, tooth, beauty

Dictation

Bible—Luke 6:31

Treat others the same way you want them to treat you.



6. *Narration: The Otters and the Wolf*

- The Story of Doctor Dolittle, Chapter 6

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Be careful to place the events from the narrative in the correct order. Your narration can be short with fewer details, or you can make it longer by adding more details.

Instructor: The child should give his narration to you orally while you play scribe and write or type it. You can then give the first sentence back to him as dictation after he has studied it. You can work up to dictating more of his narrations by the end of Level 3.

How The Leaves Came Down

Susan Coolidge

“I’ll tell you how the leaves came down,”

The great Tree to his children said:

“You’re getting sleepy, Yellow and Brown,

Yes, very sleepy, little Red.

It is quite time to go to bed.”

“Ah!” begged each silly, pouting leaf,
“Let us a little longer stay;
Dear Father Tree, behold our grief!
‘Tis such a very pleasant day,
We do not want to go away.”

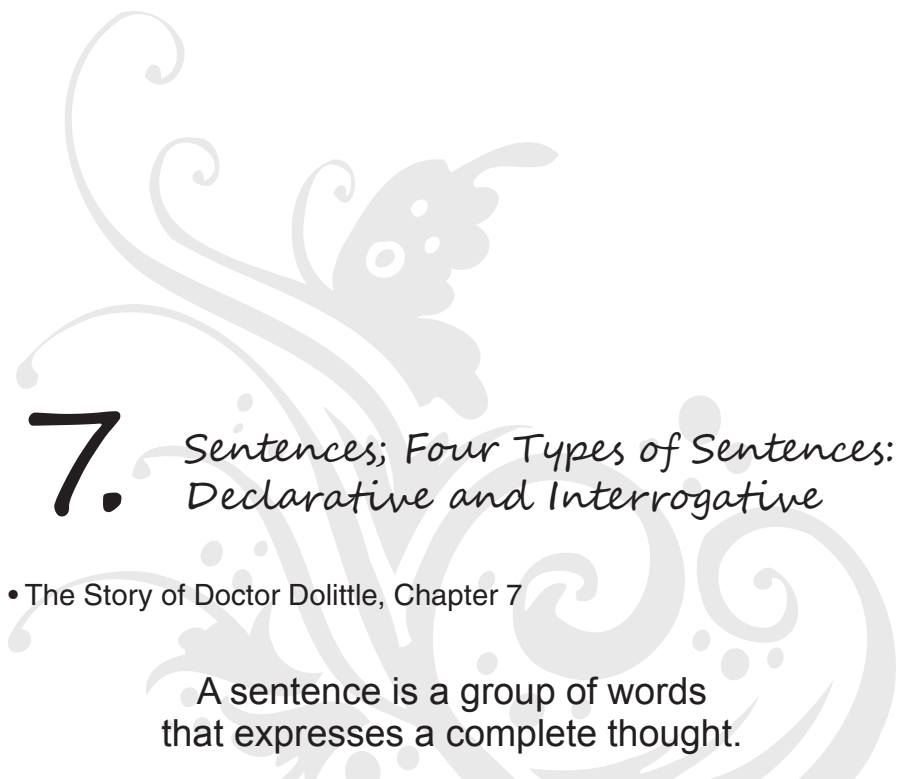
So, for just one more merry day
To the great Tree the leaflets clung,
Frolicked and danced, and had their way,
Upon the autumn breezes swung,
Whispering all their sports among —

“Perhaps the great Tree will forget,
And let us stay until the spring,
If we all beg, and coax, and fret.”
But the great Tree did no such thing;
He smiled to hear their whispering.

“Come, children, all to bed,” he cried;
And ere the leaves could urge their prayer,
He shook his head, and far and wide,
Fluttering and rustling everywhere,
Down sped the leaflets through the air.

I saw them; on the ground they lay,
Golden and red, a huddled swarm,
Waiting till one from far away,
White bedclothes heaped upon her arm,
Should come to wrap them safe and warm.

The great bare Tree looked down and smiled.
“Good-night, dear little leaves,” he said.
And from below each sleepy child
Replied, “Good-night,” and murmured,
“It is so nice to go to bed!”



7. Sentences; Four Types of Sentences: Declarative and Interrogative

- The Story of Doctor Dolittle, Chapter 7

**A sentence is a group of words
that expresses a complete thought.**

A sentence begins with a capital letter and ends with a punctuation mark. But a group of words which begins with a capital letter and ends with a punctuation mark does not necessarily express a complete thought. “So there they.” is a group of words, but it doesn’t tell us anything at all. It’s only part of a sentence. Here’s the whole sentence from *The Story of Doctor Dolittle*:

So there they stayed the whole night through.

The whole sentence expresses a complete thought. When a group of words does not express a complete thought, we call it a sentence fragment because it is only part of a sentence.

There are four types of sentences, and today we’ll be discussing the first two types.

1. A declarative sentence makes a statement. It ends with a period.

To **declare** means to state or announce something. The purpose of a declarative sentence is to give information.

The pantry window had been broken by a tennis ball the week before; and Polynesia popped in through the hole in the glass.

2. An interrogative sentence asks a question. It ends with a question mark.

To **interrogate** means to ask questions. You may have read or seen a story in which criminal suspects were interrogated by law enforcement. The purpose of an interrogative sentence is to ask for information.

“Are we all here?” asked the Doctor.

An interrogative sentence is the opposite of a declarative sentence. Often times, an interrogative sentence will be answered with a declarative sentence.

We can change sentences from one type to another. Can you change this declarative sentence into an interrogative one?

The pantry window had been broken by a tennis ball the week before; and Polynesia popped in through the hole in the glass.

Here’s one way:

Had the pantry window been broken by a tennis ball the week before? And did Polynesia pop in through the hole in the glass?

Can you change this interrogative sentence into a declarative one?

“Are we all here?” asked the Doctor.

Here’s one way:

“We are all here,” said the Doctor.

Notice that when we change the sentence type, we automatically change the meaning of the sentence, too. The sentence type helps give the sentence meaning.

When we speak, we often use fragments instead of complete sentences, so you will often see fragments in direct quotations in books.

“You’re only a bird!”

“Quite true,” said the parrot.

Gub-Gub's quotation is a complete sentence, but Polynesia's response is not. It only makes sense as part of the conversation.

The Rainbow

William Wordsworth

My heart leaps up when I behold
A rainbow in the sky;
So was it when my life began,
So is it now I am a man,
So be it when I shall grow old,
Or let me die!
The child is father of the man;
And I could wish my days to be
Bound each to each by natural piety.

Writing: Oral Narration

Your next narration exercise will be on “The Wise Goat and the Wolf.” Today, your instructor will read the story aloud, and then you will give an oral narration.

The Wise Goat and the Wolf

From *More Jataka Tales* by Ellen C. Babbitt

Once upon a time, many, many wild Goats lived in a cave in the side of a hill. A Wolf lived with his mate not far from this cave. Like all Wolves they liked the taste of Goat-meat. So they caught the Goats, one after another, and ate them all but one who was wiser than all the others. Try as they might, the Wolves could not catch her.

One day the Wolf said to his mate: “My dear, let us play a trick on that wise Goat. I will lie down here pretending to be dead. You go alone to the cave where the Goat lives, and looking very sad, say to her: ‘My dear, do you see my mate lying there dead? I am so sad; I have no friends. Will you be good to me? Will you come and help me bury the body of my mate?’ The Goat will be sorry for you and I think she will come here with you. When she stands beside me I will spring upon her and bite her in the neck. Then she will fall over dead,

and we shall have good meat to eat.”

The Wolf then lay down, and his mate went to the Goat, saying what she had been told to say.

But the wise Goat said: “My dear, all my family and friends have been eaten by your mate. I am afraid to go one step with you. I am far safer here than I would be there.”

“Do not be afraid,” said the Wolf. “What harm can a dead Wolf do to you?”

These and many more words the Wolf said to the Goat, so that at last the Goat said she would go with the Wolf.

But as they went up the hill side by side, the Goat said to herself: “Who knows what will happen? How do I know the Wolf is dead?” She said to the Wolf, “I think it will be better if you go on in front of me.”

The Wolf thought he heard them coming. He was hungry and he raised up his head to see if he could see them. The Goat saw him raise his head, and she turned and ran back to her cave.

“Why did you raise your head when you were pretending to be dead?” the Wolf asked her mate. He had no good answer.

By and by the Wolves were both so very hungry that the Wolf asked his mate to try once more to catch the Goat.

This time the Wolf went to the Goat and said: “My friend, your coming helped us, for as soon as you came, my mate felt better. He is now very much better. Come and talk to him. Let us be friends and have a good time together.”

The wise Goat thought: “These wicked Wolves want to play another trick on me. But I have thought of a trick to play on them.” So the Goat said: “I will go to see your mate, and I will take my friends with me. You go back and get ready for us. Let us all have a good time together.”

Then the Wolf was afraid, and she asked: “Who are the friends who will come with you? Tell me their names.”

The wise Goat said: “I will bring the two Hounds, Old Gray and Young Tan, and that fine big dog called Four-Eyes. And I will ask each of them to bring his mate.”

The Wolf waited to hear no more. She turned, and away she ran back to her mate. The Goat never saw either of them again.

Exercise

Name the sentence type of each of the sentences from the passage below. Can you change one of the declarative sentences into an interrogative sentence, and one of the interrogative sentences into a declarative sentence? Then, in your workbook, circle the punctuation mark at the end of each sentence.

The King opened his eyes and said sleepily, “Is that you, Ermintrude?” He thought it was the Queen come back from the dance. Then the parrot coughed again—loud, like a man. And the King sat up, wide awake, and said, “Who’s that?”

Make the following nouns plural:

daddy, klutz, mommy, hooray, kiss

Copywork

Literature

The King opened his eyes and said sleepily. “Is that you, Ermintrude?” He thought it was the Queen come back from the dance. Then the parrot coughed again—loud, like a man. And the King sat up, wide awake, and said, “Who’s that?”

Poetry—The Rainbow

My heart leaps up when I behold
A rainbow in the sky;
So was it when my life began,
So is it now I am a man,

8. Parts of Speech: Pronouns

- The Story of Doctor Dolittle, Chapter 8

A pronoun is a word used
in the place of a noun.

A pronoun takes the place of a noun, but why would we want to replace a noun? Read the following sentence from *The Story of Doctor Dolittle*.

But the Leader of the Lions, when the Leader of the Lions got back to the Leader of the Lions' den, saw the Leader of the Lions' wife, the Queen Lioness, come running out to meet the Leader of the Lions with the Queen Lioness' hair untidy.

All the pronouns have been removed from the sentence above. I've put them back in the one below.

But the Leader of the Lions, when he got back to his den, saw his wife, the Queen Lioness, come running out to meet him with her hair untidy.

Language becomes unwieldy without pronouns because we have to keep saying the nouns over and over again.

The noun that a pronoun replaces is called the antecedent. Look

at each of the underlined pronouns above. Can you name the antecedent for each one?

The Owl And The Pussy-Cat

By Edward Lear

The Owl and the Pussy-Cat went to sea
In a beautiful pea-green boat;
They took some honey, and plenty of money
Wrapped up in a five-pound note.
The Owl looked up to the moon above,
And sang to a small guitar,
“O lovely Pussy! O Pussy, my love!
What a beautiful Pussy you are, —
You are,
What a beautiful Pussy you are!”

Pussy said to the Owl, “You elegant fowl!
How wonderful sweet you sing!
Oh, let us be married, —too long we have tarried, —
But what shall we do for a ring?”
They sailed away for a year and a day
To the land where the Bong-tree grows,
And there in a wood a piggy-wig stood
With a ring in the end of his nose, —
His nose,
With a ring in the end of his nose.

“Dear Pig, are you willing to sell for one shilling
Your ring?” Said the piggy, “I will,”
So they took it away, and were married next day
By the turkey who lives on the hill.
They dined upon mince and slices of quince,
Which they ate with a runcible spoon,
And hand in hand on the edge of the sand
They danced by the light of the moon, —
The moon,
They danced by the light of the moon.

The Turtle Who Couldn't Stop Talking

From *Jataka Tales* by Ellen C. Babbitt

A Turtle lived in a pond at the foot of a hill. Two young wild Geese, looking for food, saw the Turtle, and talked with him. The next day the Geese came again to visit the Turtle and they became very well acquainted. Soon they were great friends.

"Friend Turtle," the Geese said one day, "we have a beautiful home far away. We are going to fly back to it tomorrow. It will be a long but pleasant journey. Will you go with us?"

"How could I? I have no wings," said the Turtle.

"Oh, we will take you, if only you can keep your mouth shut, and say not a word to anybody," they said.

"I can do that," said the Turtle. "Do take me with you. I will do exactly as you wish."

So the next day the Geese brought a stick and they held the ends of it. "Now take the middle of this in your mouth, and don't say a word until we reach home," they said.

The Geese then sprang into the air, with the Turtle between them, holding fast to the stick.

The village children saw the two Geese flying along with the Turtle and cried out: "Oh, see the Turtle up in the air! Look at the Geese carrying a Turtle by a stick! Did you ever see anything more ridiculous in your life?"

The Turtle looked down and began to say, "Well, and if my friends carry me, what business is that of yours?" when he let go, and fell dead at the feet of the children.

As the two Geese flew on, they heard the people say, when they came to see the poor Turtle, "That fellow could not keep his mouth shut. He had to talk, and so lost his life."

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and etymology, if available, of each word.

wise, afraid, wicked, hounds, trick

Exercise

We'll review the complete list of personal pronouns in the next lesson. Can you recognize the pronouns in this passage? Can you name the antecedent—the noun the pronoun replaces—for each pronoun?

So the Leader went into his den and looked at his children—two very cunning little cubs, lying on the floor. And one of them seemed quite poorly.

Copywork and Dictation

Literature

So the Leader went into his den and looked at his children—two very cunning little cubs, lying on the floor. And one of them seemed quite poorly.

Bible—1 Thessalonians 5:15

See that no one repays another with evil for evil, but always seek after that which is good for one another and for all people.

Dictation: “Happy Thought” by Robert Louis Stevenson

The world is so full of a number of things,
I'm sure we should all be as happy as kings.



In the Garden by Berthe Morisot

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

9. Personal Pronouns

- Picture Study: In the Garden
- The Story of Doctor Dolittle, Chapter 9

A pronoun is a word used
in the place of a noun.

We use different pronouns depending on whom, or what, we're discussing.

First person pronouns are used when discuss ourselves. The antecedent of first person pronouns is the name of the person speaking, or the name of the speaker and his companions if the pronoun is plural. The first person pronouns are: I, me, my, mine, we, us, our, ours.

At last the Biggest Baboon got up and said, “I do not think we ought to let this good man leave our land till we have given him a fine present to take with him, so that he may know we are grateful for all that he has done for us.”

In the passage above from *The Story of Doctor Dolittle*, the Biggest Baboon uses both singular and plural pronouns in the first person to refer to himself and the other animals. **The Biggest Baboon** is the antecedent for the pronoun **I**; the group—**the Biggest Baboon and his companions**—is the antecedent for the plural first person pronouns.

Second person pronouns are used to replace the names of those

to whom we are speaking. The second person pronouns are: you, your, yours.

Then Chee-Chee told them that in the Land of the White Men you could get nothing without money; you could DO nothing without money—that it was almost impossible to LIVE without money.

In the passage above, the plural pronoun **you** refers to all the other animals to whom Chee-Chee is speaking. We only know that **you** is plural because of the context—how the word is used in the story.

Third person pronouns are used to replace the names of those people and things which we are talking about. The third person pronouns are: he, him, his, she, her, hers, it, its, they, them, their, theirs.

“My friends, I am afraid it is useless to ask the Doctor to stay. He owes money in Puddleby; and he says he must go back and pay it.”

In the passage above, the pronoun **he** refers to the Doctor, the person about whom they are speaking. The antecedent of the first occurrence of the pronoun **it** is the idea of asking the Doctor to stay. Again, we only know that from the context. The antecedent of the second occurrence of the pronoun **it** is **money**.

Love Between Brothers and Sisters

By Isaac Watts

Whatever brawls disturb the street,
There should be peace at home;
Where sisters dwell and brothers meet,
Quarrels should never come.

Birds in their little nests agree;
And 'tis a shameful sight,
When children of one family
Fall out and chide and fight.

The Ox Who Won the Forfeit

From *Jataka Tales* by Ellen C. Babbitt

Long ago a man owned a very strong Ox. The owner was so proud of his Ox, that he boasted to every man he met about how strong his Ox was.

One day the owner went into a village, and said to the men there: "I will pay a forfeit of a thousand pieces of silver if my strong Ox cannot draw a line of one hundred wagons."

The men laughed, and said: "Very well; bring your Ox, and we will tie a hundred wagons in a line and see your Ox draw them along."

So the man brought his Ox into the village. A crowd gathered to see the sight. The hundred carts were in line, and the strong Ox was yoked to the first wagon.

Then the owner whipped his Ox, and said: "Get up, you wretch! Get along, you rascal!"

But the Ox had never been talked to in that way, and he stood still. Neither the blows nor the hard names could make him move.

At last the poor man paid his forfeit, and went sadly home. There he threw himself on his bed and cried: "Why did that strong Ox act so? Many a time he has moved heavier loads easily. Why did he shame me before all those people?"

At last he got up and went about his work. When he went to feed the Ox that night, the Ox turned to him and said: "Why did you whip me today? You never whipped me before. Why did you call me 'wretch' and 'rascal'? You never called me hard names before."

Then the man said: "I will never treat you badly again. I am sorry I whipped you and called you names. I will never do so any more. Forgive me."

"Very well," said the Ox. "Tomorrow I will go into the village and draw the one hundred carts for you. You have always been a kind master until today. Tomorrow you shall gain what you lost."

The next morning the owner fed the Ox well, and hung a garland of flowers about his neck. When they went into the village the men laughed at the man again.

They said: "Did you come back to lose more money?"

"Today I will pay a forfeit of two thousand pieces of silver if my Ox is not strong enough to pull the one hundred carts," said the owner.

So again the carts were placed in a line, and the Ox was yoked to the first. A crowd came to watch again. The owner said: "Good Ox,

show how strong you are! You fine, fine creature!” And he patted his neck and stroked his sides.

At once the Ox pulled with all his strength. The carts moved on until the last cart stood where the first had been.

Then the crowd shouted, and they paid back the forfeit the man had lost, saying: “Your Ox is the strongest Ox we ever saw.”

And the Ox and the man went home, happy.

Writing: Playing with Sentences Oral Exercise

Take today’s sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

“My dear, let us play a trick on that wise Goat.”

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns.
2. **Change the sentence type.** Change between declarative and interrogative sentences.

Exercise

In your workbook, write PRO above each of the pronouns. What is the antecedent of each pronoun? Sometimes, you need information from other sentences to know what the antecedents are.

They were very surprised at this, for they had thought that he was going to stay with them forever. And that night all the monkeys got together in the jungle to talk it over.

Copywork and Dictation

Literature

They were very surprised at this; for they had thought that he was going to stay with them forever. And that night all the monkeys got together in the jungle to talk it over.

Dictation: Maxim

Good things come to those who wait.



10. Possessive Nouns and Pronouns

- The Story of Doctor Dolittle, Chapter 10

Sometimes, we have things that belong to us, and we want to show that possession in our writing. To do this, we add an apostrophe and an **s** ('**s**) to the end of the noun which possesses something.

And when they came to where the Doctor's little house of grass was, they knocked on the door.

The '**s** after **Doctor** tells us that which follows—the little house of grass—belongs to the Doctor.

We can also show possession with pronouns. Instead of saying “the Doctor's little house,” we can say “his house.” In this case, **Doctor** is the antecedent of **his**.

The possessive pronouns are:

First person: my, mine, our, ours

Second person: your, yours

Third person: his, her, hers, its, their, theirs

The following sentence has possessive pronouns instead of possessive nouns. Can you name the antecedents?

And all the monkeys went with him as far as the edge of their country, carrying his trunk and bags, to see him off.

REMEMBER: Possessive pronouns NEVER have an 's. When the pronoun **it** has an 's to form **it's**, it is a contraction, not a possessive pronoun.

If I Had But Two Little Wings

Samuel T. Coleridge

If I had but two little wings
And were a little feathery bird,
To you I'd fly, my dear!
But thoughts like these are idle things
And I stay here.

But in my sleep to you I fly:
I'm always with you in my sleep!
The world is all one's own.
And then one wakes, and where am I?
All, all alone.

The Sandy Road

From *Jataka Tales* by Ellen C. Babbitt

Once upon a time a merchant, with his goods packed in many carts, came to a desert. He was on his way to the country on the other side of the desert.

The sun shone on the fine sand, making it as hot as the top of a stove. No man could walk on it in the sunlight. But at night, after the sun went down, the sand cooled, and then men could travel upon it.

So the merchant waited until after dark, and then set out. Besides the goods that he was going to sell, he took jars of water and of rice, and firewood, so that the rice could be cooked.

All night long he and his men rode on and on. One man was the pilot. He rode first, for he knew the stars, and by them he guided the drivers.

At daybreak they stopped and camped. They unyoked the oxen, and fed them. They built fires and cooked the rice. Then they spread a great awning over all the carts and the oxen, and the men lay down under it to rest until sunset.

In the early evening, they again built fires and cooked rice. After supper, they folded the awning and put it away. They yoked the oxen, and, as soon as the sand was cool, they started again on their journey across the desert.

Night after night they traveled in this way, resting during the heat of the day. At last one morning the pilot said: "In one more night we shall get out of the sand." The men were glad to hear this, for they were tired.

After supper that night the merchant said: "You may as well throw away nearly all the water and the firewood. By tomorrow we shall be in the city. Yoke the oxen and start on."

Then the pilot took his place at the head of the line. But, instead of sitting up and guiding the drivers, he lay down in the wagon on the cushions. Soon he was fast asleep, because he had not slept for many nights, and the light had been so strong in the daytime that he had not slept well then.

All night long the oxen went on. Near daybreak, the pilot awoke and looked at the last stars fading in the light. "Halt!" he called to the drivers. "We are in the same place where we were yesterday. The oxen must have turned about while I slept."

They unyoked the oxen, but there was no water for them to drink. They had thrown away the water that was left the night before. So the men spread the awning over the carts, and the oxen lay down, tired and thirsty. The men, too, lay down saying, "The wood and water are gone—we are lost."

But the merchant said to himself, "This is no time for me to sleep. I must find water. The oxen cannot go on if they do not have water to drink. The men must have water. They cannot cook the rice unless they have water. If I give up, we shall all be lost!"

On and on he walked, keeping close watch of the ground. At last he saw a tuft of grass. "There must be water somewhere below, or that grass would not be there," he said.

He ran back, shouting to the men, "Bring the spade and the hammer!"

They jumped up, and ran with him to the spot where the grass grew. They began to dig, and by and by they struck a rock and could dig no further. Then the merchant jumped down into the hole they had dug, and put his ear to the rock. "I hear water running under this rock," he called to them. "We must not give up!" Then the merchant

came up out of the hole and said to a serving-lad: "My boy, if you give up we are lost! You go down and try!"

The boy stood up straight and raised the hammer high above his head and hit the rock as hard as ever he could. He would not give in. They must be saved. Down came the hammer. This time the rock broke. And the boy had hardly time to get out of the well before it was full of cool water. The men drank as if they never could get enough, and then they watered the oxen, and bathed.

Then they split up their extra yokes and axles, and built a fire, and cooked their rice. Feeling better, they rested through the day. They set up a flag on the well for travelers to see.

At sundown, they started on again, and the next morning reached the city, where they sold the goods, and then returned home.

Exercise

In your workbook, underline the possessive nouns and pronouns from this passage. Can you name the antecedents of the pronouns?

"Yes," said the pushmi-pullyu, "to the Abyssinian Gazelles and the Asiatic Chamois—on my mother's side. My father's great-grandfather was the last of the Unicorns."

Copywork

Literature

"Yes," said the pushmi-pullyu—"to the Abyssinian Gazelles and the Asiatic Chamois—on my mother's side. My father's great-grandfather was the last of the Unicorns."

Poetry—The Rainbow

So be it when I shall grow old,
Or let me die!
The child is father of the man;
And I could wish my days to be
Bound each to each by natural piety.



11. *Four Types of Sentences: Exclamatory and Imperative*

- The Story of Doctor Dolittle, Chapter 11

You've learned about the first two types of sentences. Can you remember what they are?

1. A declarative sentence makes a statement. It ends with a period.

The purpose of a declarative sentence is to give information.

2. An interrogative sentence asks a question. It ends with a question mark. The purpose of an interrogative sentence is to ask for information.

Today, we'll be discussing the last two types of sentences.

3. An exclamatory sentence shows sudden or strong feeling. It ends with an exclamation mark.

To exclaim means to cry out suddenly. The purpose of an exclamatory sentence is to show that sudden or strong feelings are involved.

“How dare you get out of prison!”

4. An imperative sentence gives a command or makes a request. It ends with a period.

An **imperator** was a Roman general. Do you know what generals do?

They give commands! The purpose of an imperative sentence is to get someone to do something.

“Stop laughing and come here at once, so I can see you.”

Sometimes, a sentence seems to be both an exclamatory and an imperative sentence, like this one:

And the big one shouted to the Doctor, “Walk over! Walk over—all of you—hurry!”

It gives a command, but it also shows sudden or strong feeling. Since it ends with an exclamation mark, we count it as an exclamatory sentence. Exclamatory sentences end with exclamation marks, and imperative sentences end with periods.

Look at the sentences below. Name the sentence type, then change each sentence into another sentence type. Remember, the sentence type helps give the sentence meaning, so the meaning will change when you change types.

“But couldn’t you guide them?” asked Chee-Chee.

“There’s Prince Bumpo coming into the garden!”

“Don’t move, whatever you do!”

Sweet and Low

By Alfred Tennyson

Sweet and low, sweet and low,
 Wind of the western sea,
Low, low, breathe and blow,
 Wind of the western sea!
Over the rolling waters go,
Come from the dropping moon and blow,
 Blow him again to me;
While my little one, while my pretty one sleeps.

Sleep and rest, sleep and rest,
 Father will come to thee soon;

Rest, rest, on mother's breast,
 Father will come to thee soon;
Father will come to his babe in the nest,
Silver sails all out of the west
 Under the silver moon:
Sleep, my little one, sleep, my pretty one, sleep.

The Quarrel of the Quails

From *Jataka Tales* by Ellen C. Babbitt

Once upon a time many quails lived together in a forest. The wisest of them all was their leader.

A man lived near the forest and earned his living by catching quails and selling them. Day after day he listened to the note of the leader calling the quails. By and by this man, the fowler, was able to call the quails together. Hearing the note the quails thought it was their leader who called.

When they were crowded together, the fowler threw his net over them and off he went into the town, where he soon sold all the quails that he had caught.

The wise leader saw the plan of the fowler for catching the quails. He called the birds to him and said, "This fowler is carrying away so many of us, we must put a stop to it. I have thought of a plan; it is this: The next time the fowler throws a net over you, each of you must put your head through one of the little holes in the net. Then all of you together must fly away to the nearest thorn-bush. You can leave the net on the thorn-bush and be free yourselves."

The quails said that was a very good plan and they would try it the next time the fowler threw the net over them.

The very next day the fowler came and called them together. Then he threw the net over them. The quails lifted the net and flew away with it to the nearest thorn-bush where they left it. They flew back to their leader to tell him how well his plan had worked.

The fowler was busy until evening getting his net off the thorns and he went home empty-handed. The next day the same thing happened, and the next. His wife was angry because he did not bring home any money, but the fowler said, "The fact is those quails are working together now. The moment my net is over them, off they

fly with it, leaving it on a thorn-bush. As soon as the quails begin to quarrel I shall be able to catch them.”

Not long after this, one of the quails in alighting on their feeding ground, trod by accident on another's head. “Who trod on my head?” angrily cried the second. “I did; but I didn't mean to. Don't be angry,” said the first quail, but the second quail was angry and said mean things.

Soon all the quails had taken sides in this quarrel. When the fowler came that day he flung his net over them, and this time instead of flying off with it, one side said, “Now, you lift the net,” and the other side said, “Lift it yourself.”

“You try to make us lift it all,” said the quails on one side. “No, we don't!” said the others, “you begin and we will help,” but neither side began.

So the quails quarreled, and while they were quarreling the fowler caught them all in his net. He took them to town and sold them for a good price.

Writing: Commonplace Book

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

Once upon a time, many, many wild Goats lived in a cave in the side of a hill. A Wolf lived with his mate not far from this cave. Like all Wolves they liked the taste of Goat-meat. So they caught the Goats, one after another, and ate them all but one who was wiser than all the others. Try as they might, the Wolves could not catch her.

Exercise

Make the following nouns plural:

spray, butterfly, witch, candy, ray

Dictation

Bible—John 10:11

“I am the good shepherd; the good shepherd lays down His life for the sheep.”



12.

Narration: The Wise Goat and the Wolf

- The Story of Doctor Dolittle, Chapter 12

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Be careful to place the events from the narrative in the correct order. Your narration can be short with fewer details, or you can make it longer by adding more details. Use part of today's narration as a dictation exercise.

The Violet

By Jane Taylor

Down in a green and shady bed
A modest violet grew;
Its stalk was bent, it hung its head,
As if to hide from view.

And yet it was a lovely flower,
No colors bright and fair;
It might have graced a rosy bower,
Instead of hiding there.

Yet there it was content to bloom,
In modest tints arrayed;
And there diffused its sweet perfume,
Within the silent shade.

Then let me to the valley go,
This pretty flower to see;
That I may also learn to grow
In sweet humility.



13. *Parts of a Sentence*

- The Story of Doctor Dolittle, Chapter 13

**A sentence is a group of words
that expresses a complete thought.**

You've learned that a sentence is a group of words that expresses a complete thought, that it begins with a capital letter and ends with a punctuation mark, and that there are four types of sentences. Can you name the four types?

A declarative sentence makes a statement. It ends with a period.

An interrogative sentence asks a question. It ends with a question mark.

An exclamatory sentence shows sudden or strong feeling. It ends with an exclamation mark.

An imperative sentence gives a command or makes a request. It ends with a period.

But what does it mean “to express a complete thought”? To express a complete thought, a sentence needs two parts. The first part of a sentence tells us who or what the sentence is about. We call this the subject of the sentence. The second part of the sentence tells us what

the subject is or does. We call this the predicate. When we have both parts, we have a complete sentence.

Jip began to growl and talk in his sleep.

In the sentence above, who or what is the sentence about? The sentence is about **Jip**. What does he do? He **began to growl and talk in his sleep**. The two parts together, subject and predicate, give us a complete thought.

What about this sentence?

“All dogs can smell in their sleep.”

Who or what is the subject? The subject is **all dogs**. That is what the sentence is about. What is the predicate? The predicate is **can smell in their sleep**. That is what the subject does.

The Brook

By Alfred, Lord Tennyson

I chatter, chatter, as I flow
To join the brimming river;
For men may come and men may go,
But I go on forever.

I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling.

I steal by lawns and grassy plots,
I slide by hazel covers;
I move the sweet forget-me-nots
That grow for happy lovers.

I slip, I slide, I gloom, I glance,
Among my skimming swallows;
I make the netted sunbeams dance
Against my sandy shallows.

I murmur under moon and stars
In brambly wildernesses;
I linger by my shingly bars;
I loiter round my cresses.

And out again I curve and flow
To join the brimming river;
For men may come and men may go,
But I go on forever.

Writing: Oral Narration

Your next narration exercise will be on “Beauty and Brownie.” Today, your instructor will read the story aloud, and then you will give an oral narration.

Beauty and Brownie

From *More Jataka Tales* by Ellen C. Babbitt

Two Deer named Beauty and Brownie lived with their father and mother and great herds of Deer in a forest. One day their father called them to him and said: “The Deer in the forest are always in danger when the corn is ripening in the fields. It will be best for you to go away for a while, and you must each take your own herd of Deer with you.”

“What is the danger, Father?” they asked.

“When the Deer go into the fields to eat the corn they get caught in the traps the men set there,” the father said. “Many Deer are caught in these traps every year.”

“Shall you go away with us?” Brownie said.

“No, your mother and I, and some of the other old Deer will stay here in the forest,” said the father. “There will be food enough for us, but there is not enough for you and your herds. You must lead your herds up into the high hills where there is plenty of food for you, and stay there until the crops are all cut. Then you can bring your herds back here. But you must be careful.

“You must travel by night, because the hunters will see you if you go by day. And you must not take your herd near the villages where hunters live.”

So Beauty and Brownie and their herds set out. Beauty traveled at night and did not go near any villages, and at last brought his herd safely to the high hills. Not a single Deer did Beauty lose.

But Brownie forgot what his father had said. Early each morning he started off with his herd, going along all through the day. When he saw a village, he led his herd right past it. Again and again hunters saw the herd, and they killed many, many of the Deer in Brownie's herd.

When crops had been cut, the Deer started back to the forest. Beauty led all his herd back, but stupid Brownie traveled in the daytime, and again he took his herd past the villages. When he reached the forest only a few were left of all Brownie's herd.

Exercise

Circle the punctuation mark at the end of each sentence.

“Good gracious! What’s the matter with the dog? Is he SMELLING in his sleep—as well as talking?”

Copywork

Literature

“Good gracious! What’s the matter with the dog? Is he smelling in his sleep—as well as talking?”

Poetry—The Brook

I chatter, chatter, as I flow
To join the brimming river;
For men may come and men may go,
But I go on forever.

14. *Review: Sentences*

- The Story of Doctor Dolittle, Chapter 14

A sentence is a group of words that expresses a complete thought.

Let's review what we've learned about sentences so far.

First, you learned that there are four types of sentences. Can you name the four types and what type of punctuation mark ends each type?

1. A declarative sentence makes a statement. It ends with a period.

The purpose of a declarative sentence is to give information.

2. An interrogative sentence asks a question. It ends with a question mark. The purpose of an interrogative sentence is to ask for information.

3. An exclamatory sentence shows sudden or strong feeling. It ends with an exclamation mark. The purpose of an exclamatory sentence is to show that sudden or strong feelings are involved.

4. An imperative sentence gives a command or makes a request. It ends with a period. The purpose of an imperative sentence is to get someone to do something.

Look at the following sentences from *The Story of Doctor Dolittle*. Can you name each sentence type? Can you change it into another sentence type?

“What a lot of birds there are!”

“Don’t you hear the canaries singing?”

You’ve also learned that each sentence is made up of two parts. Can you name the two parts and state what each part does in the sentence?

The first part of a sentence is the **subject**. It tells us who or what the sentence is about. The second part of the sentence is the **predicate**. It tells us what the subject is or does. A sentence needs both parts to be complete. Otherwise, it is a sentence fragment.

Look at the following sentences from *The Story of Doctor Dolittle*. Who or what is each sentence about? What is the subject doing?

So then the Doctor and all his animals went off.

The Doctor stopped and listened.

Father William

By Lewis Carroll

“You are old, Father William,” the young man said,
“And your hair has become very white;
And yet you incessantly stand on your head —
Do you think, at your age, it is right?”

“In my youth,” Father William replied to his son,
“I feared it might injure the brain;
But now that I’m perfectly sure I have none,
Why, I do it again and again.”

“You are old,” said the youth, “as I mentioned before,
And have grown most uncommonly fat;
Yet you turned a back-somersault in at the door —
Pray, what is the reason of that?”

“In my youth,” said the sage, as he shook his gray locks,
“I kept all my limbs very supple
By the use of this ointment—one shilling the box—
Allow me to sell you a couple.”

“You are old,” said the youth, “and your jaws are too weak
For anything tougher than suet;
Yet you finished the goose, with the bones and the beak:
Pray, how did you manage to do it?”

“In my youth,” said his father, “I took to the law,
And argued each case with my wife;
And the muscular strength which it gave to my jaw
Has lasted the rest of my life.”

“You are old,” said the youth; “one would hardly suppose
That your eye was as steady as ever;
Yet you balanced an eel on the end of your nose—
What made you so awfully clever?”

“I have answered three questions, and that is enough,”
Said his father, “don’t give yourself airs!
Do you think I can listen all day to such stuff?
Be off, or I’ll kick you down-stairs!”

The Measure of Rice

From *Jataka Tales* by Ellen C. Babbitt

At one time a dishonest king had a man called the Valuer in his court. The Valuer set the price which ought to be paid for horses and elephants and the other animals. He also set the price on jewelry and gold, and things of that kind.

This man was honest and just, and set the proper price to be paid to the owners of the goods.

The king was not pleased with this Valuer, because he was honest. “If I had another sort of a man as Valuer, I might gain more riches,” he thought.

One day the king saw a stupid, miserly peasant come into the palace yard. The king sent for the fellow and asked him if he would like to be the Valuer. The peasant said he would like the position. So

the king had him made Valuer. He sent the honest Valuer away from the palace.

Then the peasant began to set the prices on horses and elephants, upon gold and jewels. He did not know their value, so he would say anything he chose. As the king had made him Valuer, the people had to sell their goods for the price he set.

By and by a horse-dealer brought five hundred horses to the court of this king. The Valuer came and said they were worth a mere measure of rice. So the king ordered the horse-dealer to be given the measure of rice, and the horses to be put in the palace stables.

The horse-dealer went then to see the honest man who had been the Valuer, and told him what had happened.

“What shall I do?” asked the horse-dealer.

“I think you can give a present to the Valuer which will make him do and say what you want him to do and say,” said the man. “Go to him and give him a fine present, then say to him: ‘You said the horses are worth a measure of rice, but now tell what a measure of rice is worth! Can you value that standing in your place by the king?’ If he says he can, go with him to the king, and I will be there, too.”

The horse-dealer thought this was a good idea. So he took a fine present to the Valuer, and said what the other man had told him to say.

The Valuer took the present, and said: “Yes, I can go before the king with you and tell what a measure of rice is worth. I can value that now.”

“Well, let us go at once,” said the horse-dealer. So they went before the king and his ministers in the palace.

The horse-dealer bowed down before the king, and said: “O King, I have learned that a measure of rice is the value of my five hundred horses. But will the king be pleased to ask the Valuer what is the value of the measure of rice?”

The king, not knowing what had happened, asked: “How now, Valuer, what are five hundred horses worth?”

“A measure of rice, O King!” said he.

“Very good, then! If five hundred horses are worth a measure of rice, what is the measure of rice worth?”

“The measure of rice is worth your whole city,” replied the foolish fellow.

The ministers clapped their hands, laughing, and saying, “What a foolish Valuer! How can such a man hold that office? We used to think this great city was beyond price, but this man says it is worth

only a measure of rice.”

Then the king was ashamed, and drove out the foolish fellow.

“I tried to please the king by setting a low price on the horses, and now see what has happened to me!” said the Valuer, as he ran away from the laughing crowd.

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and etymology, if available, of each word.

caught, traps, forest, plenty, careful

Exercise

In your workbook, underline the one word that tells who or what the sentence is about. Double underline the one word that tells what the subject is doing.

“People always speak of it with a sneer.”

Copywork and Dictation

Literature

And presently the canaries, who had heard all about Doctor Dolittle from birds of passage, came and led him to a beautiful spring of cool, clear water where the canaries used to take their bath; and they showed him lovely meadows where the bird-seed grew and all the other sights of their island.

Bible—Psalm 18:46

The Lord lives, and blessed be my rock;
And exalted be the God of my salvation.

Dictation: “The Travelers and the Purse”

We cannot expect any one to share our misfortunes unless we are willing to share our good fortune also.



Peasant Hanging Out the Washing by Berthe Morisot

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

15. *Simple Subjects and Predicates*

- Picture Study: Peasant Hanging Out the Washing
- The Story of Doctor Dolittle, Chapter 15

A sentence is a group of words
that expresses a complete thought.

Remember that a sentence must have two parts in order to express a complete thought. The first part of the sentence, the **subject**, tells who or what the sentence is about. The second part of the sentence, the **predicate**, tells what the subject is or is doing.

Complete Subject

And then the other pirates

Complete Predicate

peered over the side.

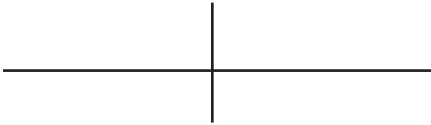
Above, you can see the **complete subject** and the **complete predicate** of a sentence. The **complete subject** includes all the words which tell who or what the sentence is about. The **complete predicate** includes all the words that tell what the subject is or is doing.

Every sentence also has a **simple subject**. The **simple subject** is the main word—a noun or pronoun—that tells who or what the subject is

about. Every sentence also has a **simple predicate**. The **simple predicate** is the main word—a verb—that tells what the subject is or is doing.

In the above sentence, our simple subject is **pirates**. That is who the sentence is about. Our simple predicate is **peered**. That is what they were doing.

We can draw a word picture, called a **diagram**, to show the parts of a sentence. We start with a long line divided in half, like this:



On the left hand side, we write the simple subject. On the right hand side, we write the simple predicate.



What is the simple subject and the simple predicate from each these sentences?

“They left two hours ago!”

And Jip shouted across from the other ship.

The simple subject of the first sentence is **they**. That is who the sentence is about. The simple predicate is **left**. That is what the subject did.

The simple subject of the second sentence is **Jip**. That is who the sentence is about. The simple predicate is **shouted**. That is what the subject did.

True Royalty (from Just So Stories)

By Rudyard Kipling

There was never a Queen like Balkis,
From here to the wide world's end;
But Balkis talked to a butterfly
As you would talk to a friend.

There was never a King like Solomon,
Not since the world began;
But Solomon talked to a butterfly
As a man would talk to a man.

She was Queen of Sabaea—
And he was Asia's Lord—
But they both of 'em talked to butterflies
When they took their walks abroad.

The Foolish, Timid Rabbit

From *Jataka Tales* by Ellen C. Babbitt

Once upon a time, a Rabbit was asleep under a palm-tree. All at once he woke up, and thought:

He jumped up and ran.

"What if the world should break up! What then would become of me?"

At that moment, some Monkeys dropped a cocoanut. It fell down on the ground just back of the Rabbit.

Hearing the noise, the Rabbit said to himself: "The earth is all breaking up!"

And he jumped up and ran just as fast as he could, without even looking back to see what made the noise.

Another Rabbit saw him running, and called after him, "What are you running so fast for?"

"Don't ask me!" he cried.

But the other Rabbit ran after him, begging to know what was the matter.

The lion

Then the first Rabbit said: "Don't you know? The earth is all breaking up!"

And on he ran, and the second Rabbit ran with him.

The next Rabbit they met ran with them when he heard that the earth was all breaking up.

One Rabbit after another joined them, until there were hundreds of Rabbits running as fast as they could go.

They passed a Deer, calling out to him that the earth was all breaking up. The Deer then ran with them.

The Deer called to a Fox to come along because the earth was all breaking up.

On and on they ran, and an Elephant joined them.

At last the Lion saw the animals running, and heard their cry that the earth was all breaking up.

He thought there must be some mistake, so he ran to the foot of a hill in front of them and roared three times.

This stopped them, for they knew the voice of the King of Beasts, and they feared him.

“Why are you running so fast?” asked the Lion.

“Oh, King Lion,” they answered him, “the earth is all breaking up!”

“Who saw it breaking up?” asked the Lion.

“I didn’t,” said the Elephant. “Ask the Fox—he told me about it.”

“I didn’t,” said the Fox.

“The Rabbits told me about it,” said the Deer.

One after another of the Rabbits said: “I did not see it, but another Rabbit told me about it.”

At last the Lion came to the Rabbit who had first said the earth was all breaking up.

“Is it true that the earth is all breaking up?” the Lion asked.

“Yes, O Lion, it is,” said the Rabbit. “I was asleep under a palm-tree. I woke up and thought, ‘What would become of me if the earth should all break up?’ At that very moment, I heard the sound of the earth breaking up, and I ran away.”

“Then,” said the Lion, “you and I will go back to the place where the earth began to break up, and see what is the matter.”

So the Lion put the little Rabbit on his back, and away they went like the wind. The other animals waited for them at the foot of the hill.

The Rabbit told the Lion when they were near the place where he slept, and the Lion saw just where the Rabbit had been sleeping.

He saw, too, the cocoanut that had fallen to the ground near by. Then the Lion said to the Rabbit, “It must have been the sound of the cocoanut falling to the ground that you heard. You foolish Rabbit!”

And the Lion ran back to the other animals, and told them all about it.

If it had not been for the wise King of Beasts, they might be running still.

Writing: Playing with Sentences Oral Exercise

Take today's sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

So Beauty and Brownie and their herds set out.

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns.
2. **Change the sentence type.** Change between declarative, interrogative, imperative, and exclamatory sentences.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V.

[Instructor: In the optional workbook, the lines are given for all diagramming exercises.]

They left.

Jip shouted.

Copywork and Dictation

Literature

“Well,” said the shark, “we know these pirates to be a bad lot—especially Ben Ali. If they are annoying you, we will gladly eat them up for you—and then you won’t be troubled any more.”

Dictation: Maxim

Nothing ventured, nothing gained.



16. Parts of Speech: Action Verbs

- The Story of Doctor Dolittle, Chapter 16

**A verb is a word that shows
action or a state of being.**

A verb is a word that shows action. That means that a verb is what you do. You can **hop**, **read**, **skip**, **work**, **jump**, and **write**. More specifically, a verb is what nouns do. Verbs that nouns can do are called action verbs. Can you think of other action verbs? What are the action verbs in the following sentences from *The Story of Doctor Dolittle*?

So the Doctor lifted the owl up and held him close to the lock of the door.

They were standing around, wondering what they should do.

Not all action verbs are visible. You can also **think** and **dream**. Those are actions, but they're invisible actions. Can you think of other invisible actions? What are the invisible action verbs in these sentences?

"I hear the noise of some one putting his hand in his pocket," said the owl.

Too-Too leaned down and listened again very hard and long.

Poetry: the Stanza

A stanza is a small part of a poem. Stanzas are separated by a blank line, and they often repeat the same rhyming scheme in a poem. When you read a poem, look at the last word of each line. Which lines rhyme? That's the rhyming scheme.

Your poem today is “I Wandered Lonely as a Cloud” by William Wordsworth, and it's full of action verbs. Read through it once just to enjoy it. Then, read through it again, paying close attention to the underlined action verbs. Can you find the action verbs in the last stanza?

I Wandered Lonely As A Cloud

By William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils:
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay;
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Outdid the sparkling waves in glee: —
A poet could not but be gay
In such a jocund company;
I gazed —and gazed —but little thought
What wealth the show to me had brought.

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye

Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

The Wise and the Foolish Merchant

From *Jataka Tales* by Ellen C. Babbitt

Once upon a time in a certain country a thrifty merchant visited a great city and bought a great supply of goods. He loaded wagons with the goods, which he was going to sell as he traveled through the country.

A stupid young merchant was buying goods in the same city. He, too, was going to sell what he bought as he traveled through the country.

They were both ready to start at the same time.

The thrifty merchant thought, "We cannot travel together, for the men will find it hard to get wood and water, and there will not be enough grass for so many oxen. Either he or I ought to go first."

So he went to the young man and told him this, saying, "Will you go before or come on after me?"

The other one thought, "It will be better for me to go first. I shall then travel on a road that is not cut up. The oxen will eat grass that has not been touched. The water will be clean. Also, I shall sell my goods at what price I like." So he said, "Friend, I will go on first."

This answer pleased the thrifty merchant. He said to himself, "Those who go before will make the rough places smooth. The old rank grass will have been eaten by the oxen that have gone before, while my oxen will eat the freshly grown tender shoots. Those who go before will dig wells from which we shall drink. Then, too, I will not have to bother about setting prices, but I can sell my goods at the prices set by the other man." So he said aloud, "Very well, friend, you may go on first."

At once the foolish merchant started on his journey. Soon he had left the city and was in the country. By and by he came to a desert which he had to cross. So he filled great water-jars with water, loaded them into a large wagon and started across the desert.

Now on the sands of this desert there lived a wicked demon. This demon saw the foolish young merchant coming and thought to

himself, "If I can make him empty those water-jars, soon I shall be able to overcome him and have him in my power."

So the demon went further along the road and changed himself into the likeness of a noble gentleman. He called up a beautiful carriage, drawn by milk-white oxen. Then he called ten other demons, dressed them like men and armed them with bows and arrows, swords and shields. Seated in his carriage, followed by the ten demons, he rode back to meet the merchant. He put mud on the carriage wheels, hung water-lilies and wet grasses upon the oxen and the carriage. Then he made the clothes the demons wore and their hair all wet. Drops of water trickled down over their faces just as if they had all come through a stream.

As the demons neared the foolish merchant they turned their carriage to one side of the way, saying pleasantly, "Where are you going?"

The merchant replied, "We have come from the great city back there and are going across the desert to the villages beyond. You come dripping with mud and carrying water-lilies and grasses. Does it rain on the road you have come by? Did you come through a stream?"

The demon answered, "The dark streak across the sky is a forest. In it there are ponds full of water-lilies. The rains come often. What have you in all those carts?"

"Goods to be sold," replied the merchant.

"But in that last big heavy wagon what do you carry?" the demon asked.

"Jars full of water for the journey," answered the merchant.

The demon said, "You have done well to bring water as far as this, but there is no need of it beyond. Empty out all that water and go on easily." Then he added, "But we have delayed too long. Drive on!" And he drove on until he was out of sight of the merchant. Then he returned to his home with his followers to wait for the night to come.

The foolish merchant did as the demon bade him and emptied every jar, saving not even a cupful. On and on they traveled and the streak on the sky faded with the sunset. There was no forest, the dark line being only clouds. No water was to be found. The men had no water to drink and no food to eat, for they had no water in which to cook their rice, so they went thirsty and supperless to bed. The oxen, too, were hungry and thirsty and dropped down to sleep here and there. Late at night the demons fell upon them and easily carried off

every man. They drove the oxen on ahead of them, but the loaded carts they did not care to take away.

A month and a half after this the wise merchant followed over the same road. He, too, was met on the desert by the demon just as the other had been. But the wise man knew the man was a demon because he cast no shadow. When the demon told him of the ponds in the forest ahead and advised him to throw away the water-jars the wise merchant replied, "We don't throw away the water we have until we get to a place where we see there is more."

Then the demon drove on. But the men who were with the merchant said, "Sir! those men told us that yonder was the beginning of a great forest, and from there onwards it was always raining. Their clothes and hair were dripping with water. Let us throw away the water-jars and go on faster with lighter carts!"

Stopping all the carts the wise merchant asked the men, "Have you ever heard any one say that there was a lake or pond in this desert? You have lived near here always."

"We never heard of a pond or lake," they said.

"Does any man feel a wind laden with dampness blowing against him?" he asked.

"No, sir," they answered.

"Can you see a rain cloud, any of you?" said he.

"No, sir, not one," they said.

"Those fellows were not men, they were demons!" said the wise merchant. "They must have come out to make us throw away the water. Then when we were faint and weak they might have put an end to us. Go on at once and don't throw away a single half-pint of water."

So they drove on and before nightfall they came upon the loaded wagons belonging to the foolish merchant.

Then the thrifty merchant had his wagons drawn up in a circle. In the middle of the circle he had the oxen lie down, and also some of the men. He himself with the head men stood on guard, swords in hand and waited for the demons. But the demons did not bother them. Early the next day the thrifty merchant took the best of the wagons left by the foolish merchant and went on safely to the city across the desert.

There he sold all the goods at a profit and returned with his company to his own city.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V.

Too-Too listened.

“He weeps.”

Then, mark the action verbs V from the following passage.

He found the animals gathered round a little door, all talking at once, trying to guess what was inside. The Doctor turned the handle but it wouldn't open. Then they all started to hunt for the key. They looked under the mat.

Copywork

Literature

He found the animals gathered round a little door, all talking at once, trying to guess what was inside. The Doctor turned the handle but it wouldn't open. Then they all started to hunt for the key. They looked under the mat; they looked under all the carpets.

Poetry—The Brook

I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling.



17. Indirect and Direct Quotations

- The Story of Doctor Dolittle, Chapter 17

Look at this sentence from *The Story of Doctor Dolittle*:

And the Doctor asked them if they had seen anything of a man with red hair and an anchor tattooed on his arm.

In the above sentence, we're told what the Doctor said, but not exactly what the Doctor said. This is called an indirect quotation.

When the author tells us exactly what a person said, then it's a direct quotation. Quotation marks tell us that the author is reporting the exact words of a person. In the following sentences, the author has told us what was said and who said it.

After a moment Too-Too said, "Now he's rubbing his face with his left hand."

"Women sometimes do that," said the Doctor.

"Well," said the Doctor, "if the poor fellow's unhappy, we've got to get in and see what's the matter with him."

Look again at the sentences above. In the first, the author states who is speaking at the beginning of the sentence. In the second, the author

states who is speaking at the end of the sentence. And in the third, the author states who is speaking in the middle of the sentence!

Notice that the quoted sentences still begin with a capital letter. The first sentence still ends with a period, which comes before the ending quotation mark. But look at the second sentence; where the period would be normally, there's a comma followed by a quotation mark. In the third sentence, two commas are required to separate the quotation from the reference to the speaker. **The comma travels with the word in front of it.** That means that if the word in front of the comma is in quotation marks, then the comma is also inside. If the word in front of the comma is outside the quotation marks, then the comma is also outside.

Do you know why you do copywork? You do copywork partially to practice your handwriting, but it also helps you to learn rules about capitalizing words and how to punctuate sentences. We call this the **mechanics of writing**. You learn proper mechanics when you copy correctly written sentences. Pay close attention to where the punctuation marks are when you do your copywork.

A Life On The Ocean Wave

By Epes Sargent

A life on the ocean wave,
A home on the rolling deep,
Where the scattered waters rave,
And the winds their revels keep!
Like an eagle caged, I pine
On this dull, unchanging shore:
Oh! give me the flashing brine,
The spray and the tempest's roar!

Once more on the deck I stand
Of my own swift-gliding craft:
Set sail! farewell to the land!
The gale follows fair abaft.
We shoot through the sparkling foam
Like an ocean-bird set free; —
Like the ocean-bird, our home
We'll find far out on the sea.

The land is no longer in view,
The clouds have begun to frown;
But with a stout vessel and crew,
We'll say, Let the storm come down!
And the song of our hearts shall be,
While the winds and the waters rave,
A home on the rolling seal
A life on the ocean wave!

The Elephant Girly-Face

From *Jataka Tales* by Ellen C. Babbitt

Once upon a time a king had an Elephant named Girly-face. The Elephant was called Girly-face because he was so gentle and good and looked so kind. "Girly-face never hurts anybody," the keeper of the Elephants often said.

Now one night some robbers came into the courtyard and sat on the ground just outside the stall where Girly-face slept. The talk of the robbers awoke Girly-face.

"This is the way to break into a house," they said. "Once inside the house kill any one who wakens. A robber must not be afraid to kill. A robber must be cruel and have no pity. He must never be good, even for a moment."

Girly-face said to himself, "Those men are teaching me how I should act. I will be cruel. I will show no pity. I will not be good—not even for a moment."

So the next morning when the keeper came to feed Girly-face he picked him up in his trunk and threw the poor keeper to the ground, killing him.

Another keeper ran to see what the trouble was, and Girly-face killed him, too.

For days and days Girly-face was so ugly that no one dared go near. The food was left for him, but no man would go near him.

By and by the king heard of this and sent one of his wise men to find out what ailed Girly-face.

The wise man had known Girly-face a long time. He looked the Elephant over carefully and could find nothing that seemed to be the matter.

He thought at last, "Girly-face must have heard some bad men talking. Have there been any bad men talking about here?" asked the

wise man.

“Yes,” one of the keepers said, “a band of robbers were caught here a few weeks ago. They had met in the yard to talk over their plans. They were talking together near the stall where Girly-face sleeps.”

So the wise man went back to the king. Said he, “I think Girly-face has been listening to bad talk. If you will send some good men to talk where Girly- face can hear them I think he will be a good Elephant once more.”

So that night the king sent a company of the best men to be found to sit and talk near the stall where Girly-face lived. They said to one another, “It is wrong to hurt any one. It is wrong to kill. Every one should be gentle and good.”

“Now those men are teaching me,” thought Girly-face. “I must be gentle and good. I must hurt no one. I must not kill any one.” And from that time on Girly-face was tame and as good as ever an Elephant could be.

Writing: Commonplace Book

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

Two Deer named Beauty and Brownie lived with their father and mother and great herds of Deer in a forest. One day their father called them to him and said: “The Deer in the forest are always in danger when the corn is ripening in the fields. It will be best for you to go away for a while, and you must each take your own herd of Deer with you.”

Exercise

In your workbook, punctuate the following sentence.

Then the Doctor said You must be mistaken, Too-Too

Dictation

Bible—Matthew 5:14

“You are the light of the world. A city set on a hill cannot be hidden.”



18. *Narration: Beauty and Brownie*

- The Story of Doctor Dolittle, Chapter 18

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Be careful to place the events from the narrative in the correct order. Your narration can be short with fewer details, or you can make it longer by adding more details. Use part of today's narration as a dictation exercise.

Farm-Yard Song

By J. T. Trowbridge

Over the hill the farm-boy goes,
His shadow lengthens along the land,
A giant staff in a giant hand;
In the poplar-tree, above the spring,
The katydid begins to sing;
 The early dews are falling; —
Into the stone-heap darts the mink;
The swallows skim the river's brink;
And home to the woodland fly the crows,
When over the hill the farm-boy goes,
 Cheerily calling, —

“Co’, boss! co’, boss! co’! co’! co’!”
Farther, farther over the hill,
Faintly calling, calling still, —
“Co’, boss! co’, boss! co’! co’!”

Into the yard the farmer goes,
With grateful heart, at the close of day;
Harness and chain are hung away;
In the wagon-shed stand yoke and plow;
The straw’s in the stack, the hay in the mow;
The cooling dews are falling; —
The friendly sheep his welcome bleat,
The pigs come grunting to his feet,
The whinnying mare her master knows,
When into the yard the farmer goes,
His cattle calling, —
“Co’, boss! co’, boss! co’! co’! co’!”
While still the cow-boy, far away,
Goes seeking those that have gone astray, —
“Co’, boss! co’, boss! co’! co’!”

Now to her task the milkmaid goes.
The cattle come crowding through the gate,
Lowling, pushing, little and great;
About the trough, by the farm-yard pump,
The frolicsome yearlings frisk and jump,
While the pleasant dews are falling; —
The new-milch heifer is quick and shy,
But the old cow waits with tranquil eye;
And the white stream into the bright pail flows,
When to her task the milkmaid goes,
Soothingly calling, —
“So, boss! so, boss! so! so! so!”
The cheerful milkmaid takes her stool,
And sits and milks in the twilight cool,
Saying, “So! so, boss! so! so!”

To supper at last the farmer goes.
The apples are pared, the paper read,
The stories are told, then all to bed.
Without, the crickets' ceaseless song
Makes shrill the silence all night long;
 The heavy dews are falling.
The housewife's hand has turned the lock;
Drowsily ticks the kitchen clock;
The household sinks to deep repose;
But still in sleep the farm-boy goes.
 Singing, calling, —
 "Co', boss! co', boss! co'! co'! co'!"
And oft the milkmaid, in her dreams,
Drums in the pail with the flashing streams,
 Murmuring, "So, boss! so!"

19. Quotations

- The Story of Doctor Dolittle, Chapter 19

Quotations can either be direct or indirect. Do you remember the difference? Direct quotations report the exact words of someone. Indirect quotations tell us what someone said, but not his exact words.

Look at the following sentence from *The Story of Doctor Dolittle*.

About lunch-time Jip asked Dab-Dab to tell the Doctor that he was getting worried and wanted to speak to him.

Is it a direct quotation or an indirect quotation? Can you change it to become the other?

The sentence above is an indirect quotation. One way to make it a direct quotation is this:

About lunch-time Jip asked Dab-Dab, “Will you tell the Doctor that I’m getting worried and want to speak to him?”

Look at this sentence:

“How do you know he is starving?” asked the Doctor.

Is it a direct quotation or an indirect quotation? Can you change it to become the other?

The sentence on the previous page is a direct quotation. One way to make it an indirect quotation is this:

The Doctor asked him how he knew the man was starving.

Writing: Oral Narration

Your next narration will be on An Aesop's Fable. Today, your instructor will read the story aloud, and then you will give an oral narration.

There are two different versions of this Aesop's fable for you to read. At the beginning of the fable, the Sun and the Wind have a discussion. In one version, the discussion is reported through indirect quotations. In the other, it's reported through direct quotations. Notice the difference. Which one do you prefer?

The Wind and the Sun

An Aesop's Fable retold by J. H. Stickney

The North Wind and the Sun once fell into a dispute as to which was the stronger of the two. They related their most famous exploits, and each ended as he began, by thinking he had the greater power.

Just then a traveler came in sight, and they agreed to test the matter by trying to see which of them could soonest make the traveler remove his cloak.

The boastful North Wind was the first to try, the Sun meanwhile watching behind a gray cloud. He blew a furious blast and nearly tore the cloak from its fastenings; but the Man only held his cloak more closely, and old Boreas spent his strength in vain.

Mortified by his failure to do so simple a thing, the Wind withdrew at last in despair. "I don't believe you can do it either," he said.

Then out came the kindly Sun in all his splendor, dispelling the clouds that had gathered and sending his warmest rays down upon the traveler's head.

The Man looked up gratefully, but, growing faint with sudden heat, he quickly flung aside his cloak, and hastened for comfort to the nearest shade.

Persuasion is often better than force.

The North Wind and the Sun

An Aesop's Fable

The North Wind and the Sun had a quarrel about which of them was the stronger. While they were disputing with much heat and bluster, a Traveler passed along the road wrapped in a cloak.

"Let us agree," said the Sun, "that he is the stronger who can strip that Traveler of his cloak."

"Very well," growled the North Wind, and at once sent a cold, howling blast against the Traveler.

With the first gust of wind the ends of the cloak whipped about the Traveler's body. But he immediately wrapped it closely around him, and the harder the Wind blew, the tighter he held it to him. The North Wind tore angrily at the cloak, but all his efforts were in vain.

Then the Sun began to shine. At first his beams were gentle, and in the pleasant warmth after the bitter cold of the North Wind, the Traveler unfastened his cloak and let it hang loosely from his shoulders. The Sun's rays grew warmer and warmer. The man took off his cap and mopped his brow. At last he became so heated that he pulled off his cloak, and, to escape the blazing sunshine, threw himself down in the welcome shade of a tree by the roadside.

Gentleness and kind persuasion win where force and bluster fail.

Exercise

In your workbook, underline the indirect quotation. Circle the punctuation marks around the direct quotation.

The little boy was terribly disappointed and began to cry again, saying that no one seemed to be able to find his uncle for him. But all Jip said to the Doctor was, "Tell him that when the wind changes to the West, I'll find his uncle even though he be in China."

Copywork

Literature

The little boy was terribly disappointed and began to cry again, saying that no one seemed to be able to find his uncle for him.

But all Jip said to the Doctor was, “Tell him that when the wind changes to the West, I’ll find his uncle even though he be in China.”

Poetry—The Brook

I steal by lawns and grassy plots,
I slide by hazel covers;
I move the sweet forget-me-nots
That grow for happy lovers.

20. Parts of Speech: State of Being and Linking Verbs

- The Story of Doctor Dolittle, Chapter 20

The state of being verbs are:
am, are, is, was, were, be, being, been.

The state of being verbs do not show action. Instead, they only show that something or someone exists.

I am.
You are.
The cake was.

The linking verbs are: am, are, is, was,
were, be, being, been, become, seem.

The linking verbs list is almost identical to the state of being verbs list. There are simply two additional verbs, **become** and **seem**. We can use the linking verbs to link two words together.

I am a mother.
You are a child.
The cake was delicious.
He seems ill.

State of being and linking verbs do not show action, but they are still verbs. We diagram the simple subject and predicate the same way we diagram sentences with an action verb.

I	am
He	seems

Letty's Globe

By Charles Tennyson Turner

When Letty had scarce pass'd her third glad year,
And her young, artless words began to flow,
One day we gave the child a color'd sphere
Of the wide earth, that she might mark and know,
By tint and outline, all its sea and land.
She patted all the world; old empires peep'd
Between her baby fingers; her soft hand
Was welcome at all frontiers. How she leap'd,
And laugh'd and prattled in her world-wide bliss!
But when we turn'd her sweet unlearned eye
On our own isle, she rais'd a joyous cry,
 "O! yes, I see it! Letty's home is there!"
And, while she hid all England with a kiss,
Bright over Europe fell her golden hair!

The Banyan Deer

From *Jataka Tales* by Ellen C. Babbitt

There was once a Deer the color of gold. His eyes were like round jewels, his horns were white as silver, his mouth was red like a flower, his hoofs were bright and hard. He had a large body and a fine tail.

He lived in a forest and was king of a herd of five hundred Banyan Deer. Near by lived another herd of Deer, called the Monkey Deer. They, too, had a king.

The king of that country was fond of hunting the Deer and eating deer meat. He did not like to go alone so he called the people of his town to go with him, day after day.

The townspeople did not like this for while they were gone no one did their work. So they decided to make a park and drive the Deer into it. Then the king could go into the park and hunt and they could go on with their daily work.

They made a park, planted grass in it and provided water for the Deer, built a fence all around it and drove the Deer into it.

Then they shut the gate and went to the king to tell him that in the park near by he could find all the Deer he wanted.

The king went at once to look at the Deer. First he saw there the two Deer kings, and granted them their lives. Then he looked at their great herds.

Some days the king would go to hunt the Deer, sometimes his cook would go. As soon as any of the Deer saw them they would shake with fear and run. But when they had been hit once or twice they would drop down dead.

The King of the Banyan Deer sent for the King of the Monkey Deer and said, "Friend, many of the Deer are being killed. Many are wounded besides those who are killed. After this suppose one from my herd goes up to be killed one day, and the next day let one from your herd go up. Fewer Deer will be lost this way."

The Monkey Deer agreed. Each day the Deer whose turn it was would go and lie down, placing its head on the block. The cook would come and carry off the one he found lying there.

One day the lot fell to a mother Deer who had a young baby. She went to her king and said, "O King of the Monkey Deer, let the turn pass me by until my baby is old enough to get along without me. Then I will go and put my head on the block."

But the king did not help her. He told her that if the lot had fallen to her she must die.

Then she went to the King of the Banyan Deer and asked him to save her.

“Go back to your herd. I will go in your place,” said he.

The next day the cook found the King of the Banyan Deer lying with his head on the block. The cook went to the king, who came himself to find out about this.

“King of the Banyan Deer! did I not grant you your life? Why are you lying here?”

“O great King!” said the King of the Banyan Deer, “a mother came with her young baby and told me that the lot had fallen to her. I could not ask any one else to take her place, so I came myself.”

“King of the Banyan Deer! I never saw such kindness and mercy. Rise up. I grant your life and hers. Nor will I hunt any more the Deer in either park or forest.”

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and etymology, if available, of each word. Notice how the syllables are divided.

dispute, exploit, boastful, persuasion, hastened

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV.

He giggled.

He ran.

Copywork and Dictation

Literature

And she kissed the Doctor many times, so that he giggled and blushed like a school-girl. And she tried to kiss Jip too; but he ran away and hid inside the ship. “It’s a silly business, this kissing,” he said. “I don’t hold by it. Let her go and kiss Gub-Gub—if she must kiss something.”

Bible—Proverbs 30:5

Every word of God is tested;
He is a shield to those who take refuge in Him.

Dictation: “The North Wind and the Sun”

Gentleness and kind persuasion win where force and bluster fail.



Reading (The Mother and Sister of the Artist) by Berthe Morisot

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

21. *Predicate Nominative*

- Picture Study: Reading (The Mother and Sister of the Artist)
- The Story of Doctor Dolittle, Chapter 21

A predicate nominative is a noun or pronoun which follows a linking verb and renames the subject.

We can use linking verbs to link two words together. Sometimes, we link the subject of our sentence—a noun or pronoun—together with another noun or pronoun to rename the subject.

The pushmi-pullyu is an animal.

Money is a nuisance.

In the first sentence, we link **pushmi-pullyu** with **animal**. In the second sentence, we link **money** with **nuisance**. In both cases, we use our linking verb to tell something about the subject of the sentence.

When we use a linking verb to link the subject of our sentence to another noun, we call that noun a **predicate nominative**. We diagram a predicate nominative by placing a diagonal line after the linking verb, and placing the predicate nominative after it.

Subject	Linking Verb	Predicate Nominative
pushmi-pullyu	is	animal

What about the other words from the sentences above? They are all adjectives, and you will learn how to diagram adjectives in a couple of lessons.

What are the predicate nominatives in the following sentences?

The people were an audience.

The book was *The Story of Doctor Dolittle*.

A Dream

By William Blake

Once a dream did wave a shade
O'er my angel-guarded bed,
That an emmet lost its way
When on grass methought I lay.

Troubled, 'wildered, and forlorn,
Dark, benighted, travel-worn,
Over many a tangled spray,
All heart-broke, I heard her say:

“Oh, my children! do they cry?
Do they hear their father sigh?
Now they look abroad to see.
Now return and weep for me.”

Pitying, I dropped a tear;
But I saw a glow-worm near,
Who replied, “What wailing wight
Calls the watchman of the night?

“I am set to light the ground
While the beetle goes his round.
Follow now the beetle’s hum —
Little wanderer, hie thee home!”

The Princes and the Water-Sprite

From *Jataka Tales* by Ellen C. Babbitt

Once upon a time a king had three sons. The first was called Prince of the Stars. The next was called the Moon Prince and the third was called the Sun Prince. The king was so very happy when the third son was born that he promised to give the queen any boon she might ask.

The queen kept the promise in mind, waiting until the third son was grown before asking the king to give her the boon.

On the twenty-first birthday of the Sun Prince she said to the king, “Great King, when our youngest child was born you said you would give me a boon. Now I ask you to give the kingdom to Sun Prince.”

But the king refused, saying that the kingdom must go to the oldest son, for it belonged by right to him. Next it would belong by right to the second son, and not until they were both dead could the kingdom go to the third son.

The queen went away, but the king saw that she was not pleased with his answer. He feared that she would do harm to the older princes to get them out of the way of the Sun Prince.

So he called his elder sons and told them that they must go and live in the forest until his death. “Then come back and reign in the city that is yours by right,” he said. And with tears he kissed them on the foreheads and sent them away.

As they were going down out of the palace, after saying good-by to their father, the Sun Prince called to them, “Where are you going?”

And when he heard where they were going and why, he said, “I will go with you, my brothers.”

So off they started. They went on and on and by and by they reached the forest. There they sat down to rest in the shade of a pond. Then the eldest brother said to Sun Prince, “Go down to the pond and bathe and drink. Then bring us a drink while we rest here.”

Now the King of the Fairies had given this pond to a water-sprite.

The Fairy King had said to the water-sprite, "You are to have in your power all who go down into the water except those who give the right answer to one question. Those who give the right answer will not be in your power. The question is, 'What are the Good Fairies like?'"

When the Sun Prince went into the pond the watersprite saw him and asked him the question, "What are the Good Fairies like?"

"They are like the Sun and the Moon," said the Sun Prince.

"You don't know what the Good Fairies are like," cried the water-sprite, and he carried the poor boy down into his cave.

By and by the eldest brother said, "Moon Prince, go down and see why our brother stays so long in the pond!"

As soon as the Moon Prince reached the water's edge the water-sprite called to him and said, "Tell me what the Good Fairies are like!"

"Like the sky above us," replied the Moon Prince.

"You don't know, either," said the water-sprite, and dragged the Moon Prince down into the cave where the Sun Prince sat.

"Something must have happened to those two brothers of mine," thought the eldest. So he went to the pond and saw the marks of the footsteps where his brothers had gone down into the water. Then he knew that a water-sprite must live in that pond. He girded on his sword, and stood with his bow in his hand.

The water-sprite soon came along in the form of a woodsman.

"You seem tired, Friend," he said to the prince. "Why don't you bathe in the lake and then lie on the bank and rest?"

But the prince knew that it was a water-sprite and he said, "You have carried off my brothers!"

"Yes," said the water-sprite.

"Why did you carry them off?"

"Because they did not answer my question," said the water-sprite, "and I have power over all who go down into the water except those who do give the right answer."

"I will answer your question," said the eldest brother. And he did. "The Good Fairies are like

The pure in heart who fear to sin,

The good, kindly in word and deed."

"O Wise Prince, I will bring back to you one of your brothers. Which shall I bring?" said the water-sprite.

"Bring me the younger one," said the prince. "It was on his

account that our father sent us away. I could never go away with Moon Prince and leave poor Sun Prince here.”

“O Wise Prince, you know what the good should do and you are kind. I will bring back both your brothers,” said the water-sprite.

After that the three princes lived together in the forest until the king died. Then they went back to the palace. The eldest brother was made king and he had his brothers rule with him. He also built a home for the water-sprite in the palace grounds.

Writing: Playing with Sentences Oral Exercise

Take today’s sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

The man took off his cap and mopped his brow.

1. Change the nouns. Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns.
2. Change the sentence type. Change between declarative, interrogative, imperative, and exclamatory sentences.

Exercise

In your workbook, underline the predicate nominatives from the following sentences.

Jip is a dog.

John is a doctor.

Copywork and Dictation

Literature

Even when the Doctor had filled the old money-box on the dresser-shelf, he still had a lot of money left; and he had to get three more money-boxes, just as big, to put the rest in. “Money,” he said, “is a terrible nuisance. But it’s nice not to have to worry.”

Dictation: Maxim

You can’t judge a book by its cover.



22. Parts of Speech: Adjectives

- The Marvelous Land of Oz, Chapter 1

An adjective is a word that modifies a noun or a pronoun.

A noun is the name of a person, place, thing, or idea. Sometimes, we want to describe our nouns and pronouns. We use adjectives to modify, or describe, nouns and pronouns.

Do you have a pet? Is he big or small? Is he furry, scaly, or bald? Is he toothy or toothless? Is he black, white, gray, or brown? All of these words are adjectives, and we use them to describe nouns and pronouns.

Can you think of some adjectives? Look around the room or out of a window. What adjectives would you use to describe your couch? A chair? A tree?

In the following passage from *The Marvelous Land of Oz*, L. Frank Baum describes the pumpkin Tip selected and the “Jack Lantern” that he then created.

So he selected a fine, big pumpkin—one with a lustrous, orange-red color—and began carving it. With the point of his knife he made two round eyes, a three-cornered nose, and a mouth shaped like a new moon. The face, when completed, could not have been considered strictly beautiful; but it wore a smile so big and broad,

and was so Jolly in expression, that even Tip laughed as he looked admiringly at his work.

Can you find the adjectives in this passage?

So he took his axe to the forest, and selected some stout, straight saplings, which he cut down and trimmed of all their twigs and leaves. From these he would make the arms, and legs, and feet of his man. For the body he stripped a sheet of thick bark from around a big tree, and with much labor fashioned it into a cylinder of about the right size, pinning the edges together with wooden pegs.

Nurses' Song

By William Blake

When voices of children are heard on the green,
And laughing is heard on the hill,
My heart is at rest within my breast,
And everything else is still.
'Then come home, my children, the sun is gone down,
And the dews of night arise;
Come, come, leave off play, and let us away,
Till the morning appears in the skies.'

'No, no, let us play, for it is yet day,
And we cannot go to sleep;
Besides, in the sky the little birds fly,
And the hills are all covered with sheep.'
'Well, well, go and play till the light fades away,
And then go home to bed.'
The little ones leaped, and shouted, and laughed,
And all the hills echoed.

The King's White Elephant

From *Jataka Tales* by Ellen C. Babbitt

Once upon a time a number of carpenters lived on a river bank near a large forest. Every day the carpenters went in boats to the forest to cut down the trees and make them into lumber.

One day while they were at work an Elephant came limping on three feet to them. He held up one foot and the carpenters saw that it was swollen and sore. Then the Elephant lay down and the men saw that there was a great splinter in the sore foot. They pulled it out and washed the sore carefully so that in a short time it would be well again.

Thankful for the cure, the Elephant thought: "These carpenters have done so much for me, I must be useful to them."

So after that the Elephant used to pull up trees for the carpenters. Sometimes when the trees were chopped down he would roll the logs down to the river. Other times he brought their tools for them. And the carpenters used to feed him well morning, noon and night.

Now this Elephant had a son who was white all over—a beautiful, strong young one. Said the old Elephant to himself, "I will take my son to the place in the forest where I go to work each day so that he may learn to help the carpenters, for I am no longer young and strong."

So the old Elephant told his son how the carpenters had taken good care of him when he was badly hurt and took him to them. The white Elephant did as his father told him to do and helped the carpenters and they fed him well.

When the work was done at night the young Elephant went to play in the river. The carpenters' children played with him, in the water and on the bank. He liked to pick them up in his trunk and set them on the high branches of the trees and then let them climb down on his back.

One day the king came down the river and saw this beautiful white Elephant working for the carpenters. The king at once wanted the Elephant for his own and paid the carpenters a great price for him. Then with a last look at his playmates, the children, the beautiful white Elephant went on with the king.

The king was proud of his new Elephant and took the best care of him as long as he lived.

Exercise

In your workbook, mark the adjectives ADJ from this passage. Draw an arrow from each adjective to the noun or pronoun that it modifies.

At the very bottom he discovered some purple trousers, a red shirt and a pink vest which was dotted with white spots.

Then, underline the predicate nominatives from these sentences.

The youth was Tip.

Mombi was his guardian.

Copywork

Literature

Tip boldly ransacked the great chest in which Mombi kept all her keepsakes and treasures, and at the very bottom he discovered some purple trousers, a red shirt and a pink vest which was dotted with white spots.

Poetry—The Brook

I slip, I slide, I gloom, I glance,
Among my skimming swallows;
I make the netted sunbeams dance
Against my sandy shallows.



23. Articles; Diagramming Adjectives

- The Marvelous Land of Oz, Chapter 2

The articles are **a**, **an**, and **the**.
Articles are adjectives.

The three articles are special adjectives that we use to modify nouns. The articles don't describe nouns. Instead, they point out nouns.

The is the definite article because it points toward a specific noun. **A** and **an** are indefinite articles because they do not point toward a specific noun. If your mother tells you to go get "the book" off the shelf, then she has a specific book in mind. But if she tells you to go read "a book," then she probably means any book.

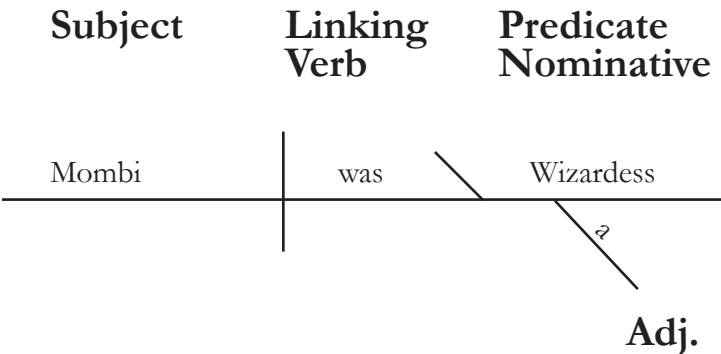
We have two indefinite articles. We use **a** before words that begin with consonants; consonants are all the letters which aren't vowels. We use **an** before words that begin with vowels. We do this because of how we speak. It's easier to say **an** before words that begin with vowels, and it's easier to say **a** before words that begin with consonants.

Find the articles in the following sentence from *The Marvelous Land of Oz*. Is there an indefinite article in it? If so, which one? Does the word which follows it begin with a vowel or a consonant?

After some search the woman drew from her basket an old pepper-box, upon the faded label of which the wizard had written with a lead-pencil: "Powder of Life."

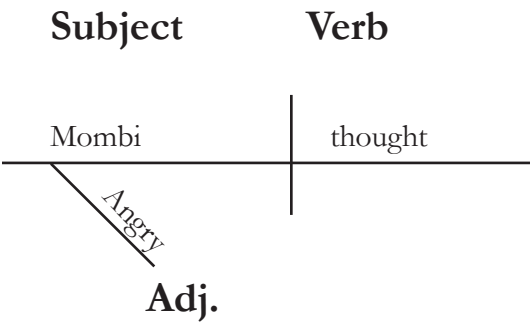
It's easy to diagram adjectives! We diagram an adjective by placing it on a diagonal line under the noun or pronoun which it modifies. Remember that articles are adjectives, too, so they also go on a diagonal lines under the nouns which they modify. Each adjective gets its own line.

Mombi was a Wizardess.

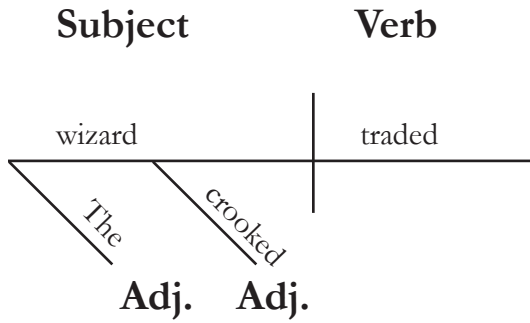


We diagram adjectives in the same way even when we have an action verb and no predicate nominative.

Angry Mombi thought.



The crooked wizard traded.



Grandfather's Love

By Sara Teasdale

They said he sent his love to me,
 They wouldn't put it in my hand,
 And when I asked them where it was
 They said I couldn't understand.

I thought they must have hidden it,
 I hunted for it all the day,
 And when I told them so at night
 They smiled and turned their heads away.

They say that love is something kind,
 That I can never see or touch.
 I wish he'd sent me something else,
 I like his cough-drops twice as much.

The Ox Who Envied the Pig

From *Jataka Tales* by Ellen C. Babbitt

Once upon a time there was an Ox named Big Red. He had a younger brother named Little Red. These two brothers did all the carting on a large farm.

Now the farmer had an only daughter and she was soon to be married. Her mother gave orders that the Pig should be fattened for the wedding feast.

Little Red noticed that the Pig was fed on choice food. He said to

his brother, "How is it, Big Red, that you and I are given only straw and grass to eat, while we do all the hard work on the farm? That lazy Pig does nothing but eat the choice food the farmer gives him."

Said his brother, "My dear Little Red, envy him not. That little Pig is eating the food of death! He is being fattened for the wedding feast. Eat your straw and grass and be content and live long."

Not long afterwards the fattened Pig was killed and cooked for the wedding feast.

The fattened Pig was killed and cooked for the wedding feast.

Then Big Red said, "Did you see, Little Red, what became of the Pig after all his fine feeding?"

"Yes," said the little brother, "we can go on eating plain food for years, but the poor little Pig ate the food of death and now he is dead. His feed was good while it lasted, but it did not last long."

Writing: Commonplace Book

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

Then the Sun began to shine. At first his beams were gentle, and in the pleasant warmth after the bitter cold of the North Wind, the Traveler unfastened his cloak and let it hang loosely from his shoulders. The Sun's rays grew warmer and warmer. The man took off his cap and mopped his brow. At last he became so heated that he pulled off his cloak, and, to escape the blazing sunshine, threw himself down in the welcome shade of a tree by the roadside.

Exercise

In your workbook, circle the articles. Underline the first letter of words that follow the indefinite articles.

"Oh, yes, I can," returned Mombi. "I'm going to plant a flower garden, next Spring, and I'll put you in the middle of it, for an ornament. I wonder I haven't thought of that before; you've been a bother to me for years."

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART.

Old Mombi returned.

“You are a bother.”

Dictation

Bible—Ephesians 6:1

Children, obey your parents in the Lord, for this is right.



24. *Narration: The Wind and the Sun*

- The Marvelous Land of Oz, Chapter 3

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Use part of today's narration as a dictation exercise.

There were two versions of the Aesop's fable that you read. One had direct quotations and the other had indirect quotations. Today, you get to decide: Do you want to use direct quotations or indirect quotations in your narration?

Fidelity

By William Wordsworth

A barking sound the Shepherd hears,
A cry as of a dog or fox;
He halts—and searches with his eyes
Among the scattered rocks;
And now at distance can discern
A stirring in a brake of fern;
And instantly a Dog is seen,
Glancing through that covert green.

The Dog is not of mountain breed;
Its motions, too, are wild and shy;
With something, as the Shepherd thinks,
Unusual in its cry:
Nor is there any one in sight
All round, in hollow or on height;
Nor shout, nor whistle strikes his ear;
What is the Creature doing here?

It was a cove, a huge recess,
That keeps, till June, December's snow.
A lofty precipice in front,
A silent tarn below!
Far in the bosom of Helvellyn,
Remote from public road or dwelling,
Pathway, or cultivated land;
From trace of human foot or hand.

There sometimes doth a leaping fish
Send through the tarn a lonely cheer;
The crags repeat the raven's croak,
In symphony austere;
Thither the rainbow comes —the cloud —
And mists that spread the flying shroud;
And sunbeams; and the sounding blast,
That, if it could, would hurry past,
But that enormous barrier binds it fast.

Not free from boding thoughts, a while
The Shepherd stood: then makes his way
Toward the Dog, o'er rocks and stones,
As quickly as he may;
Nor far had gone, before he found
A human skeleton on the ground;
The appalled discoverer with a sigh
Looks round, to learn the history.

From those abrupt and perilous rocks
The Man had fallen, that place of fear!
At length upon the Shepherd's mind
It breaks, and all is clear:
He instantly recalled the name,
And who he was, and whence he came;
Remembered, too, the very day
On which the traveller passed this way.

But hear a wonder, for whose sake
This lamentable tale I tell!
A lasting monument of words
This wonder merits well.
The Dog, which still was hovering nigh,
Repeating the same timid cry,
This Dog had been through three months space
A dweller in that savage place.

Yes, proof was plain that, since the day
When this ill-fated traveller died,
The Dog had watched about the spot,
Or by his master's side:
How nourished here through such long time
He knows, who gave that love sublime;
And gave that strength of feeling, great
Above all human estimate.

25. Adjectives That Tell What Kind

- The Marvelous Land of Oz, Chapter 4

Adjectives tell what kind,
how many, which one, and whose.

There are different types of adjectives, and we'll be learning about the different types over the next few lessons. There are four questions that adjectives can answer for us. Today, we're going over adjectives that answer the question **what kind**.

What kind of ball? Red, striped, bouncy.

What kind of chair? Comfortable, soft, hard, ugly.

What kind of car? Fast, slow, small, old.

Remember that adjectives **modify** nouns and pronouns. Sometimes, that means that they describe nouns and pronouns, but not all adjectives do. **What kind** adjectives are the ones that describe nouns and pronouns.

The Rose

By Christina Rossetti

The lily has a smooth stalk,
Will never hurt your hand;

But the rose upon her briar
Is lady of the land.

There's sweetness in an apple tree,
And profit in the corn;
But lady of all beauty
Is a rose upon a thorn.

When with moss and honey
She tips her bending briar,
And half unfolds her glowing heart,
She sets the world on fire.

Writing: Oral Narration

Your next narration exercise will be on "The Raven." Today, your instructor will read the story aloud, and then you will give an oral narration.

This story is a **fable**, like the Aesop's fables which are in most lessons. Remember that a fable is a story with a moral. Other cultures have also had people who told fables.

The Raven

From Fables From Afar by Catherine T. Bryce

One evening, as some cattle were going home from the meadow, a raven rode on the horns of one of them.

As they entered the farmyard, he called out to the farmer: "Come and take care of your cattle. My work is over for today."

"What was your work?" asked the farmer.

"Don't you know?" cried the raven. "I have watched your cattle all day long, and have now brought them home safe in the evening."

"Do you mean to say you have done all this work for me?" asked the farmer.

"To be sure I have," said the raven. Then off he flew.

"Well," said the farmer, as he watched the bird fly out of sight, "how many there are that take credit for things that they have never done!"

Exercise

In your workbook, mark the verbs V and the linking verbs LV from this passage.

“This thing resembles a real horse more than I imagined,” said Tip, trying to explain. “But a real horse is alive, and trots and prances and eats oats, while this is nothing more than a dead horse, made of wood, and used to saw logs upon.”

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART.

Tip reflected.

A real horse trots.

Copywork

Literature

“This thing resembles a real horse more than I imagined,” said Tip, trying to explain. “But a real horse is alive, and trots and prances and eats oats, while this is nothing more than a dead horse, made of wood, and used to saw logs upon.”

Poetry—The Brook

I murmur under moon and stars
 In brambly wildernesses;
I linger by my shingly bars;
 I loiter round my cresses.

26. Adjectives That Tell How Many

- The Marvelous Land of Oz, Chapter 5

Adjectives tell what kind,
how many, which one, and whose.

We learned about adjectives that tell **what kind**. **What kind** adjectives describe nouns and pronouns.

Today, we're discussing adjectives that tell **how many**. **How many** can be an exact number. Look at these sentences from *The Marvelous Land of Oz*.

The boy bored two holes in it with his knife-blade and inserted the ears.

It lay upon its back, frantically waving its four legs in the air.

The numbers are adjectives. They tell us **how many** holes and **how many** legs.

Many other adjectives tell us **how many** without giving an exact number. Look at these sentences.

“How many sides have I?” asked the creature, wonderingly.

“Several,” said Tip, briefly.

“Why don’t you make him some cars?”

He looked at the Saw-Horse with much interest.

After journeying on for some distance the narrow path they were following turned into a broad roadway.

We are all going on a journey to the Emerald City.

The word **no** can also tell **how many**, as in this sentence:

But he had, indeed, no neck to turn.

We diagram an adjective that tells **how many** on a diagonal line under the noun it modifies, just like other adjectives.

Fata Morgana

By Henry Wadsworth Longfellow

O sweet illusions of song
That tempt me everywhere,
In the lonely fields, and the throng
Of the crowded thoroughfare!
I approach and ye vanish away,
I grasp you, and ye are gone;
But ever by night and by day,
The melody soundeth on.
As the weary traveller sees
In desert or prairie vast,
Blue lakes, overhung with trees
That a pleasant shadow cast;
Fair towns with turrets high,
And shining roofs of gold,
That vanish as he draws nigh,
Like mists together rolled —
So I wander and wander along,
And forever before me gleams
The shining city of song,

In the beautiful land of dreams.
But when I would enter the gate
Of that golden atmosphere,
It is gone, and I wonder and wait
For the vision to reappear.

Granny's Blackie

From *Jataka Tales* by Ellen C. Babbitt

Once upon a time a rich man gave a baby Elephant to a woman.
She took the best of care of this great baby and soon became very fond of him.

The children in the village called her Granny, and they called the Elephant "Granny's Blackie."

The Elephant carried the children on his back all over the village. They shared their goodies with him and he played with them.

"Please, Blackie, give us a swing," they said to him almost every day.

"Come on! Who is first?" Blackie answered and picked them up with his trunk, swung them high in the air, and then put them down again, carefully.

But Blackie never did any work.

He ate and slept, played with the children, and visited with Granny.

One day Blackie wanted Granny to go off to the woods with him.

"I can't go, Blackie, dear. I have too much work to do."

Then Blackie looked at her and saw that she was growing old and feeble.

"I am young and strong," he thought. "I'll see if I cannot find some work to do. If I could bring some money home to her, she would not have to work so hard."

So next morning, bright and early, he started down to the river bank.

There he found a man who was in great trouble. There was a long line of wagons so heavily loaded that the oxen could not draw them through the shallow water.

When the man saw Blackie standing on the bank he asked, "Who owns this Elephant? I want to hire him to help my Oxen pull these wagons across the river."

A child standing near by said, "That is Granny's Blackie."

"Very well," said the man, "I'll pay two pieces of silver for each wagon this Elephant draws across the river."

Blackie was glad to hear this promise. He went into the river, and drew one wagon after another across to the other side.

Then he went up to the man for the money.

The man counted out one piece of silver for each wagon.

When Blackie saw that the man had counted out but one piece of silver for each wagon, instead of two, he would not touch the money at all. He stood in the road and would not let the wagons pass him.

The man tried to get Blackie out of the way, but not one step would he move.

Then the man went back and counted out another piece of silver for each of the wagons and put the silver in a bag tied around Blackie's neck.

Then Blackie started for home, proud to think that he had a present for Granny.

The children had missed Blackie and had asked Granny where he was, but she said she did not know where he had gone.

They all looked for him but it was nearly night before they heard him coming.

"Where have you been, Blackie? And what is that around your neck?" the children cried, running to meet their playmate.

But Blackie would not stop to talk with his playmates. He ran straight home to Granny.

"Oh, Blackie!" she said, "Where have you been? What is in that bag?" And she took the bag off his neck.

Blackie told her that he had earned some money for her.

"Oh, Blackie, Blackie," said Granny, "how hard you must have worked to earn these pieces of silver! What a good Blackie you are!"

And after that Blackie did all the hard work and Granny rested, and they were both very happy.

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the four words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and

etymology, if available, of each word. Can you think of an adjective to modify each noun?

cattle, farmyard, meadow, raven

Exercise

In your workbook, mark the adjectives ADJ from the following passage. Underline the adjectives that tell **how many**.

After journeying on for some distance the narrow path they were following turned into a broad roadway, paved with yellow brick. By the side of the road Tip noticed a sign post that read: “Nine Miles To The Emerald City.”

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART.

They journeyed.

Tip noticed.

Copywork and Dictation

Literature

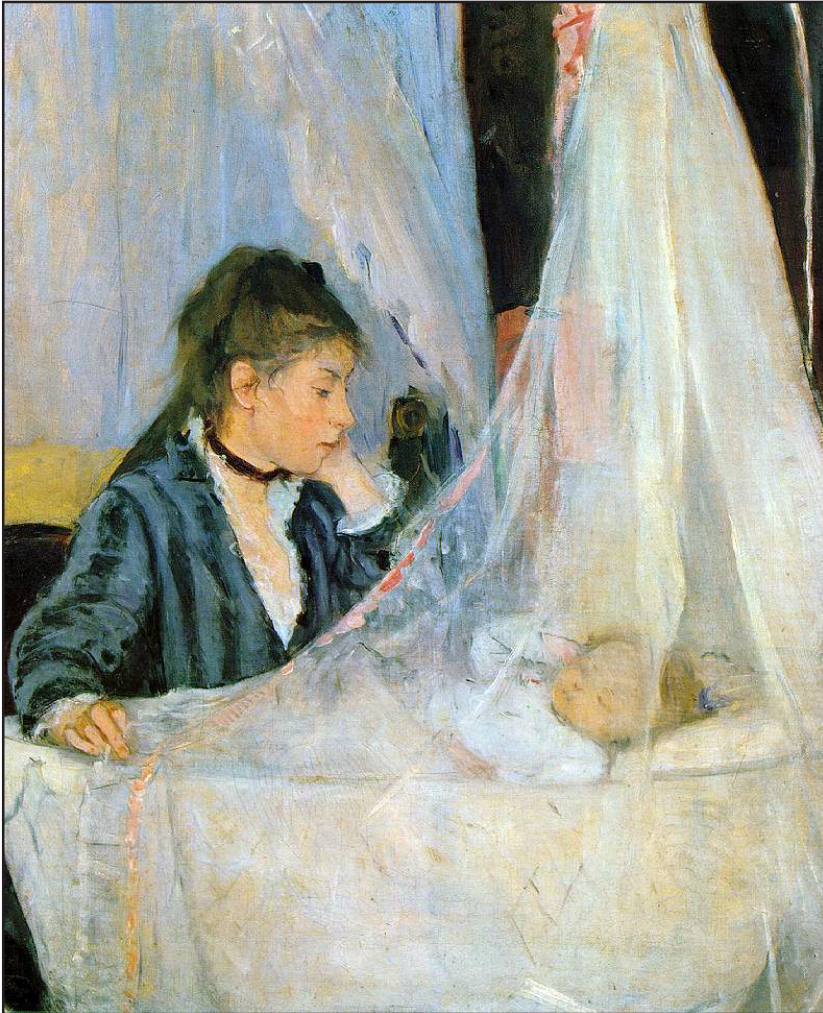
After journeying on for some distance the narrow path they were following turned into a broad roadway, paved with yellow brick. By the side of the road Tip noticed a sign post that read: “Nine Miles To The Emerald City.”

Bible—Luke 6:31

Treat others the same way you want them to treat you.

Dictation: From “The Rose” by Christina Rossetti

The lily has a smooth stalk,
Will never hurt your hand;
But the rose upon her briar
Is lady of the land.



The Cradle by Berthe Morisot

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

27. Adjectives That Tell Which One

- Picture Study: The Cradle
- The Marvelous Land of Oz, Chapter 6



Adjectives tell what kind,
how many, which one, and whose.

So far, we've discussed adjectives that tell **what kind** and **how many**. Today, we'll be discussing adjectives that tell **which one**.

This, that, these, and those are some of the adjectives that tell **which one**. Look at the sentences below from *The Marvelous Land of Oz*. Which nouns are modified by the underlined adjectives?

Now, the Saw-Horse remembered that this word was the command to go as fast as he could.

"I'm sorry I asked that question."

"I haven't a pair in stock that will really cover those eyes up," said the little man.

Ordinal numbers are numbers which show position like **first, second, third, and fourth**. Ordinal numbers are adjectives that tell **which one**. Words like **next** and **last** are also adjectives that tell **which one**.

Which nouns are modified by the underlined adjectives in the sentences below?

He turned around and discovered for the first time that Tip was not there.

The next minute the boy was rolling in the dust of the road.

In the first sentence, the adjective **first** modifies the noun **time**. In the second sentence, the adjective **next** modifies the noun **minute**.

We diagram an adjective that tells **which one** on a diagonal line under the noun it modifies, just like other adjectives.

Bluebells

By Walter de la Mare

Where the bluebells and the wind are,
Fairies in a ring I spied,
And I heard a little linnet
Singing near beside.

Where the primrose and the dew are—
Soon were sped the fairies all:
Only now the green turf freshens,
And the linnets call.

The Crab and the Crane

From *Jataka Tales* by Ellen C. Babbitt

In the Long Ago there was a summer when very little rain fell.
All the Animals suffered for want of water, but the Fishes suffered most of all.

In one pond full of Fishes, the water was very low indeed.
A Crane sat on the bank watching the Fishes.

“What are you doing?” asked a little Fish.

“I am thinking about you Fishes there in the pond. It is so nearly dry,” answered the Crane.

“Yes,” the Crane went on, “I was wishing I might do something

for you. I know of a pond in the deep woods where there is plenty of water.”

“I declare,” said the little Fish, “you are the first Crane that ever offered to help a Fish.”

“That may be,” said the Crane, “but the water is so low in your pond. I could easily carry you one by one on my back to that other pond where there is plenty of water and food and cool shade.”

“I don’t believe there is any such pond,” said the little Fish. “What you wish to do is to eat us, one by one.”

“If you don’t believe me,” said the Crane, “send with me one of the Fishes whom you can believe. I’ll show him the pond and bring him back to tell you all about it.”

A big Fish heard the Crane and said, “I will go with you to see the pond—I may as well be eaten by the Crane as to die here.”

So the Crane put the big Fish on his back and started for the deep woods.

Soon the Crane showed the big Fish the pool of water. “See how cool and shady it is here,” he said, “and how much larger the pond is, and how full it is!”

“Yes!” said the big Fish, “take me back to the little pond and I’ll tell the other Fishes all about it.” So back they went.

The Fishes all wanted to go when they heard the big Fish talk about the fine pond which he had seen.

Then the Crane picked up another Fish and carried it away. Not to the pool, but into the woods where the other Fishes could not see them.

Then the Crane put the Fish down and ate it. The Crane went back for another Fish. He carried it to the same place in the woods and ate it, too.

This he did until he had eaten all the Fishes in the pond.

The next day the Crane went to the pond to see if he had left a Fish. There was not one left, but there was a Crab on the sand.

“Little Crab,” said the Crane, “would you let me take you to the fine pond in the deep woods where I took the Fishes?”

“But how could you carry me?” asked the Crab.

“Oh, easily,” answered the Crane. “I’ll take you on my back as I did the Fishes.”

“No, I thank you,” said the Crab, “I can’t go that way. I am afraid you might drop me. If I could take hold of your neck with my claws, I would go. You know we Crabs have a tight grip.”

The Crane knew about the tight grip of the Crabs, and he did not like to have the Crab hold on with his claws. But he was hungry, so he said:

“Very well, hold tight.”

And off went the Crane with the Crab.

When they reached the place where the Crane had eaten the Fishes, the Crane said:

“I think you can walk the rest of the way. Let go of my neck.”

“I see no pond,” said the Crab. “All I can see is a pile of Fish bones. Is that all that is left of the Fishes?”

“Yes,” said the Crane, “and if you will let go of my neck, your shell will be all that will be left of you.”

And the Crane put his head down near the ground so that the Crab could get off easily.

But the Crab pinched the Crane’s neck so that his head fell off.

“Not my shell, but your bones are left to dry with the bones of the Fishes,” said the Crab.

Writing: Playing with Sentences Oral Exercise

Take today’s sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

“Well,” said the farmer, as he watched the bird fly out of sight, “how many there are that take credit for things that they have never done!”

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns.
2. **Change the sentence type.** Change between declarative, interrogative, imperative, and exclamatory sentences.
3. **Change the adjectives.** Take all the adjectives out. Add new ones.

Exercise

In your workbook, mark the adjectives ADJ from the following passage. Underline the adjective that tells **which one**.

Sparkling green gems ornamented the fronts of the beautiful houses and the towers and turrets were all faced with emeralds. Even the green marble pavement glittered with precious stones, and it was indeed a grand and marvelous sight to one who beheld it for the first time.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART.

The man laughed.

That horse is wood.

Copywork and Dictation

Literature

Sparkling green gems ornamented the fronts of the beautiful houses and the towers and turrets were all faced with emeralds. Even the green marble pavement glittered with precious stones, and it was indeed a grand and marvelous sight to one who beheld it for the first time.

Dictation: Maxim

Make hay while the sun shines.



28. Adjectives That Tell Whose

- The Marvelous Land of Oz, Chapter 7

Adjectives tell what kind,
how many, which one, and whose.

Today we'll be talking about adjectives that tell **whose**. Actually, you already know about adjectives that tell whose! Do you remember learning about possessive nouns and pronouns? Possessive nouns and pronouns tell **whose**; that makes them adjectives. Look at the underlined words in the sentences below from *The Marvelous Land of Oz*:

Wisps of straw stuck out from the monarch's coat and also from his neck and boot-tops.

"You seem hastily made," remarked the Scarecrow, watching Jack's efforts to straighten himself.

Monarch is a noun because it names a person, but **monarch's** is an adjective because it modifies **coat**. It tells **whose** coat.

Jack is a noun because it names a person, but **Jack's** is an adjective because it modifies **efforts**. It tells **whose** efforts.

Possessive pronouns are also adjectives because they modify nouns by telling **whose**. They take the place of possessive nouns. In the first

example sentence above, **his** is an adjective because it modifies **neck**. It tells **whose** neck. The antecedent of **his** in that sentence is **monarch's**; it is the monarch's neck.

If Stars Dropped Out of Heaven

By Christina Rossetti

If stars dropped out of heaven,
And if flowers took their place,
The sky would still look very fair,
And fair earth's face.

Winged angels might fly down to us
To pluck the stars,
But we could only long for flowers
Beyond the cloudy bars.

Why the Owl Is Not King of the Birds

From *Jataka Tales* by Ellen C. Babbitt

Why is it that Crows torment the Owls as they sleep in the daytime? For the same reason that the Owls try to kill the Crows while they sleep at night.

Listen to a tale of long ago and then you will see why.

Once upon a time, the people who lived together when the world was young took a certain man for their king. The four-footed animals also took one of their number for their king. The fish in the ocean chose a king to rule over them. Then the birds gathered together on a great flat rock, crying:

“Among men there is a king, and among the beasts, and the fish have one, too; but we birds have none. We ought to have a king. Let us choose one now.”

And so the birds talked the matter over and at last they all said, “Let us have the Owl for our king.”

No, not all, for one old Crow rose up and said, “For my part, I don't want the Owl to be our king. Look at him now while you are all crying that you want him for your king. See how sour he looks right now. If that's the cross look he wears when he is happy, how will he look when he is angry? I, for one, want no such sour-looking king!”

Then the Crow flew up into the air crying, "I don't like it! I don't like it!" The Owl rose and followed him. From that time on the Crows and the Owls have been enemies. The birds chose a Turtle Dove to be their king, and then flew to their homes.

Exercise

In your workbook, mark the adjective that tells **whose** ADJ.

"He says that your Majesty's brains seem to have come loose,"
replied the girl, demurely.

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART.

The Scarecrow moved.

Indignant Jack protested.

Copywork

Literature

"What does he say?" inquired the Scarecrow. "My ears must have deceived me. What did he say?"

"He says that your Majesty's brains seem to have come loose,"
replied the girl, demurely.

Poetry—The Brook

And out again I curve and flow
To join the brimming river;
For men may come and men may go,
But I go on forever.



29. Predicate Adjective

- The Marvelous Land of Oz, Chapter 8

A predicate adjective is an adjective which follows a linking verb and modifies the subject.

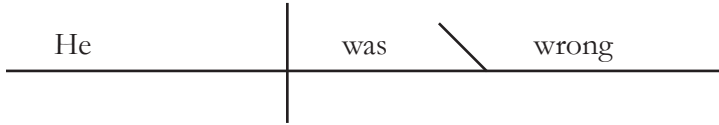
Can you name the linking verbs? The linking verbs are am, are, is, was, were, be, being, been, become, seem. We can use linking verbs to link two words together. You've already learned about predicate nominatives. When we use a linking verb to link the subject of our sentence to another noun, we call that noun a **predicate nominative**.

However, we don't have to link the subject to another noun. We can also use a linking verb to link the subject of our sentence to an adjective that modifies the subject. We call this a **predicate adjective**. We diagram predicate adjectives exactly like predicate nominatives.

She was taller.

Subject	Linking Verb	Predicate Adjective
She	was	taller

He was wrong.



So So Rockaby So

By Eugene Field

So, so, rock-a-by so!
Off to the garden where dreamikins grow;
And here is a kiss on your winkyblink eyes,
And here is a kiss on your dimpledown cheek.

And here is a kiss for the treasure that lies
In the beautiful garden way up in the skies
Which you seek.
Now mind these three kisses wherever you go
So, so, rock-a-by so!

There's one little fumfay who lives there, I know,
For he dances all night where the dreamikins grow;
I send him this kiss on your droopydrop eyes,
I send him this kiss on your rosy-red cheek.
And here is a kiss for the dream that shall rise
When the fumfay shall dance in those far-away skies
Which you seek.
Be sure that you pay those three kisses you owe -
So, so, rock-a-by so!

And, by-low, as you rock-a-by go,
Don't forget mother who loveth you so!
And here is her kiss on your weepydeep eyes,
And here is her kiss on your peachypink cheek,
And here is her kiss for the dreamland that lies
Like a babe on the breast of those far-away skies
Which you seek.
The blinkywink garden where dreamikins grow
So, so, rock-a-by so!

The Tortoise and the Geese

From *The Tortoise and the Geese* by Maude Barrows Dutton

A Tortoise and two Geese lived together in a pond for many years. At last there came a drought and dried up the pond. Then the Geese said to one another,—

“We must seek a new home quickly, for we cannot live without water. Let us say farewell to the Tortoise and start at once.”

When the Tortoise heard that they were going, he trembled with fear, and besought them by their friendship not to desert him.

“Alas,” the Geese replied, there is no help for it. If we stay here, we shall all three die, and we cannot take you with us, for you cannot fly.”

Still the Tortoise begged so hard not to be left behind that the Geese finally said,—

“Dear Friend, if you will promise not to speak a word on the journey, we will take you with us. But know beforehand, that if you open your mouth to say one single word, you will be in instant danger of losing your life.”

“Have no fear,” replied the Tortoise, “but that I will be silent until you give me leave to speak again. I would rather never open my mouth again than be left to die alone here in the dried-up pond.”

So the Geese brought a stout stick and bade the Tortoise grasp it firmly in the middle by his mouth. Then they took hold of either end and flew off with him. They had gone several miles in safety, when their course lay over a village. As the country people saw this curious sight of a Tortoise being carried by two Geese, they began to laugh and cry out,—

“Oh, did you ever see such a funny sight in all your life!” And they laughed loud and long.

The Tortoise grew more and more indignant. At last he could stand their jeering no longer. “You stupid . . .” he snapped, but before he could say more he had fallen to the ground and was dashed to pieces.

Writing: Commonplace Book

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

“Don’t you know?” cried the raven. “I have watched your cattle all

day long, and have now brought them home safe in the evening.”

“Do you mean to say you have done all this work for me?” asked the farmer.

“To be sure I have,” said the raven. Then off he flew.

“Well,” said the farmer, as he watched the bird fly out of sight, “how many there are that take credit for things that they have never done!”

Exercise

Read the following sentence. Does it have a predicate nominative or a predicate adjective? In your workbook, if it’s a predicate nominative, mark it PR NOM. If it’s a predicate adjective, mark it PR ADJ.

“I am General Jinjur.”

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART.

Tip laughed.

“The army is feeble.”

Dictation

Bible—Deuteronomy 6:5

You shall love the Lord your God with all your heart and with all your soul and with all your might.



30. *Narration: The Raven*

- The Marvelous Land of Oz, Chapter 9

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Use part of today's narration as a dictation exercise.

The last time you did a narration, you got to decide whether to use direct or indirect quotations in your narration. Today, write your narration with direct quotations.

My Fairy

By Lewis Carroll

I have a fairy by my side
Which says I must not sleep,
When once in pain I loudly cried
It said "You must not weep."

If, full of mirth, I smile and grin,
It says "You must not laugh;"
When once I wished to drink some gin
It said "You must not quaff."

When once a meal I wished to taste
It said "You must not bite;"
When to the wars I went in haste
It said "You must not fight."

"What may I do?" at length I cried,
Tired of the painful task.
The fairy quietly replied,
And said "You must not ask."



31. The Paragraph

- The Marvelous Land of Oz, Chapter 10

A paragraph is a group of sentences on a single topic.

In your books, you've probably noticed that the sentences are grouped together in paragraphs. Some books, like this one, divide paragraphs by leaving a blank line between them. Other books divide paragraphs by indenting the first line of the paragraph, like this.

This is my sample paragraph. I've indented the first line by moving it over to the right several spaces. When you write, you should indent your first line by about half an inch. That's as much as this line. |——|

It's important to choose a style. Either indent paragraphs **or** skip lines between them. Never do both.

Some of your copywork will have more than one paragraph, so get into the habit of indenting your copywork passage. In stories with direct quotations, it is common to start a new paragraph when a new speaker begins speaking. Otherwise, the quotation marks begin to conflict.

Silver

By Walter de la Mare

Slowly, silently, now the moon
Walks the night in her silver shoon:
This way, and that, she peers and sees
Silver fruit upon silver trees;
One by one the casements catch
Her beams beneath the silvery thatch;
Couched in his kennel, like a log,
With paws of silver sleeps the dog
From their shadowy cote the white breasts peep
Of doves in a silver-feathered sleep;
A harvest mouse goes scampering by,
With silver claws and silver eye;
And moveless fish in the water gleam
By silver reeds in a silver stream.

Writing: Oral Narration

Your next narration exercise will be on “The Cobbler’s Song.” Today, your instructor will read the story aloud, and then you will give an oral narration. “The Cobbler’s Song” is another fable, which is a story with a moral or lesson.

This story is longer than many of your other narration stories. Keep in mind that you do not have to remember every detail of the story. What are the main events in the story? These are the ones you should remember for your oral narration.

The Cobbler’s Song

From *Fables From Afar* by Catherine T. Bryce

A poor cobbler lived in the basement of a large house in Paris. He had to work from early morning until late night to make enough money to keep himself and his wife and children. But he was happy in his little dark room, and sang all day as he mended the old shoes.

On the floor above him lived a very rich man. His rooms were large and sunny. He wore fine clothes, and had plenty of good things to eat. Still he was never happy. All night long he lay awake thinking

about his money—how to make more, or fearing lest it be stolen. Often the sun was shining in at his windows before he fell asleep.

Now as soon as it grew light enough to see, the poor cobbler always got up and went to work. As he hammered, he sang. His song floated up to the rooms of the rich man and woke him.

“This is dreadful!” said the rich man. “I cannot sleep at night for thinking of my money, and I cannot sleep in the daytime because of the singing of that silly cobbler. If he had something to worry about, he would not sing so much. I must think of a plan to stop him.”

So the rich man sat down and thought the matter over.

“Let me see,” he said to himself, “what worries men most?”

“Why, money to be sure! Some men worry because they have so little. The cobbler has little enough, to be sure; still, that does not worry him. He is the happiest man I know.

“Other men worry because they have too much money. That is my trouble. I wonder if it would worry the cobbler if he had too much. That’s the idea! Now, I know what I shall do!”

A few minutes later the rich man entered the cobbler’s poor home.

“What can I do for you?” asked the cobbler, wondering that so fine a man should enter his little shop.

“Here, I have brought you a present,” said the rich man; and he gave the poor man a purse.

The cobbler opened it and saw it was full of shining gold pieces.

“I cannot take all this money!” cried he. “I have not earned it. Take it back.”

“No,” answered the rich man, “you have earned it by your songs. I give it to you because you are the happiest man I know.”

Then without waiting for any thanks, the rich man left the shop.

The cobbler turned the gold pieces out on his table and began to count them. He had counted to fifty-two, when he looked up and saw a man passing by the window. He quickly hid the gold under his apron and went into the bedroom to count it where no one could see him. He piled the coins up on the bed. How golden they were! How bright! He had never seen so much money before. He looked and looked at the money until everything in the room seemed golden and bright. Then he counted it slowly.

“One hundred pieces of gold! How rich I am! Where shall I hide it for safe keeping?”

First he hid it under the covers at the foot of the bed where he could see it from the workbench. Then he sat down and looked towards it.

“It makes a lump under the covers,” he said. “Perhaps some one else will see it and steal it. I think I will hide it under the pillow.”

While he was putting it under the pillow, his wife came into the room.

“What is the matter with the bed?” she asked.

The angry cobbler glared at her, and drove her from the room with angry words, the first cross words he had ever spoken to her.

Dinner time came, but he could not eat a mouthful. He was so afraid somebody would steal his treasure while he was at the table. By supper time he felt worse. Not a note did he sing all day long. Not a kind word did he speak to his wife. He went to bed half sick with worry and fear. All night long he tossed on his pillow. He dared not go to sleep lest he should wake to find his gold gone.

So day after day passed, and the cobbler grew more and more unhappy. He worried about his money all day and all night. He was afraid to trust his wife. He was afraid to trust his children. He no longer sang at his work, and spoke nothing but cross, angry words. His heart seemed as hard as the yellow gold.

But upstairs the rich man was happy. “That was a good plan,” he said to himself. “Now I can sleep all day without being wakened by the cobbler’s song.”

For a month the cobbler worried over the hundred gold pieces. He grew thin and pale, and his wife and children were unhappy. At last he could bear the worry no longer, so he called his wife and told her the whole story.

“Dear husband,” she said, “take back the gold. All the gold in the world is not worth as much to me as one of your old glad songs.”

How happy the cobbler felt just to hear her say this! He picked up the purse and ran upstairs to the rich man’s room. Throwing the gold on the table, he cried: “Here is your money. Take it back. I can live without your money, but I cannot live without my song.”

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART.

The horse obeyed.

The Scarecrow groaned.

Copywork

Literature

“There are several distinct advantages in being a Scarecrow. For if one has friends near at hand to repair damages, nothing very serious can happen to you.”

Poetry—Silver

Slowly, silently, now the moon
Walks the night in her silver shoon:
This way, and that, she peers and sees
Silver fruit upon silver trees;

32. Nouns as Adjectives

- The Marvelous Land of Oz, Chapter 11

You know that possessive nouns and pronouns are adjectives, and we diagram them as adjectives. Did you know that other nouns can act as adjectives, too?

Many nouns answer the question **what kind** for another noun. Look at these sentences from *The Marvelous Land of Oz*. The underlined words are nouns acting as adjectives.

There was little further conversation until they drew up beside the palace steps.

Upon a handsome center-table stood a large silver oil can.

What kind of steps did they draw up beside? The palace steps. **What kind** of can stood on the table? An oil can.

In the following sentences, which nouns are acting as adjectives?

The fruit came from our cherry tree.

He kicked the soccer ball across the yard.

The toy train sped around the room.

My Pretty Rose Tree

By William Blake

A flower was offered to me,
Such a flower as May never bore;
But I said, 'I've a pretty rose tree,'
And I passed the sweet flower o'er.

Then I went to my pretty rose tree,
To tend her by day and by night;
But my rose turned away with jealousy,
And her thorns were my only delight.

The Fox, the Hen, and the Drum

From *The Tortoise and the Geese* by Maude Barrows Dutton

A Fox, who was out in search of food, discovered a Hen scratching for worms at the foot of a tree. He hid himself in a bush near by, and was about to spring out and seize her, when a strange tapping sound fell upon his ears; for in that same tree there was a Drum, and when the wind blew, the branches beat against it.

Now the Fox was exceedingly hungry, and reasoned thus:—

“A noise as loud as that must be made by a fowl much larger than this Hen. I will, therefore, let her go, and will bring down that larger bird for my supper.”

Without further thought he rushed out of the bush with a noise that put the Hen to flight, and, after many vain efforts, scrambled up the tree. High among the leaves he found the Drum, and fell upon it tooth and claw. He soon had it open, only to see that it was filled with nothing more or less than empty air. The Fox hung his tail.

“What a stupid wretch I am!” he groaned. “Because of my own greediness, I must now go supperless to bed.”

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and etymology, if available, of each word.

cobbler, basement, mend, trust, gold

In the next section, write a modifier for each of the nouns. What adjective might you use to modify the cobbler? The basement? Gold?

When you read the definitions, did you notice anything about the word **gold**? It's not always a noun! It can mean the metal, but it can also mean the color. Some words can be different parts of speech. We have to look at the context—how a word is used in a sentence—to know which part of speech it is.

Exercise

In your workbook, underline the noun acting as an adjective in the following sentence. (Hint: It's in a name.)

“How delighted I shall be to see my old friend the Tin Woodman again!”

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV;
Adjective, ADJ; Article, ART.

“He is a proud man.”

“You are unusual.”

Copywork and Dictation

Literature

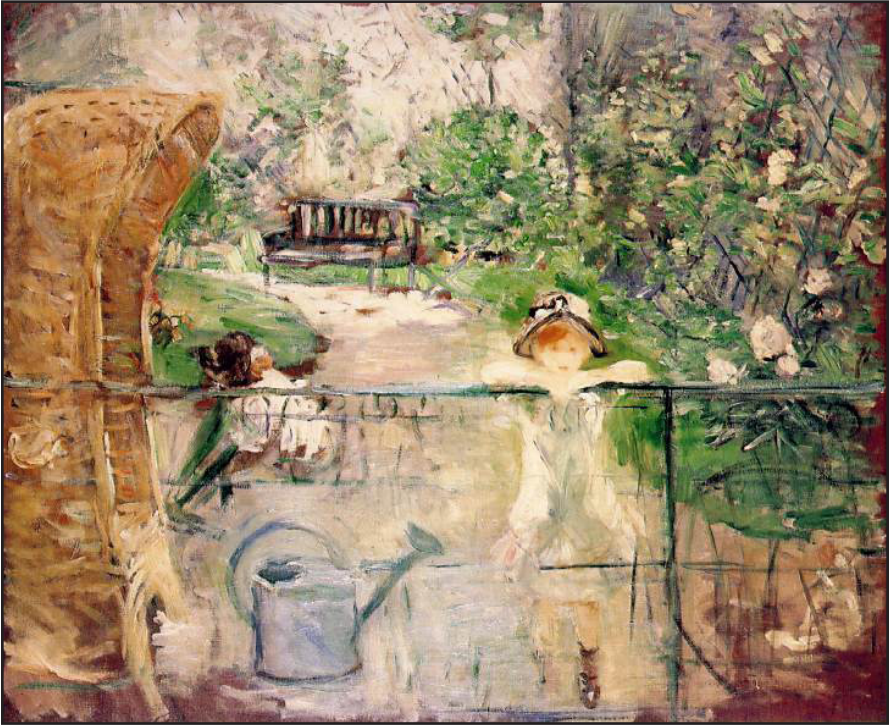
The Scarecrow became greatly animated at this sight, and exclaimed: “How delighted I shall be to see my old friend the Tin Woodman again! I hope that he rules his people more successfully than I have ruled mine!”

Bible—1 John 4:8

The one who does not love does not know God, for God is love.

Dictation: “The Wolf in Sheep’s Clothing”

But one night he found a sheep skin that had been cast aside and forgotten. The next day, dressed in the skin, the Wolf strolled into the pasture with the Sheep.



The Basket Chair by Berthe Morisot

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

33. Helping Verbs



- Picture Study: The Basket Chair
- The Marvelous Land of Oz, Chapter 12

Sometimes, even a verb needs a little help. The helping verbs are a new list to learn. They are:

am, are, is,	was, were,	be, being, been,
do, does, did,	have, has, had,	may, might, must,
can, could,	shall, should,	will, would

A **helping verb** is a verb that comes before the main verb in the sentence and “helps” it. Read the following sentences from *The Marvelous Land of Oz*: I stole all of their helping verbs. Mwah-ha-ha!

For no witch-craft _____ change the course of the sun, and it was therefore a safe guide.

“It _____ be heartless to chop down those pretty creatures,” said he, despondently. “And yet I _____ not know how else we _____ proceed upon our way.”

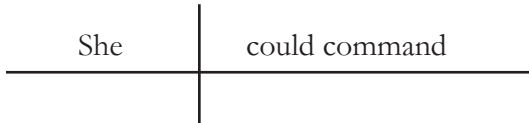
Then I remembered that stealing is wrong, so I gave the helping verbs back.

For no witch-craft could change the course of the sun, and it was therefore a safe guide.

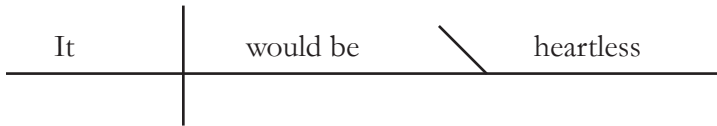
“It would be heartless to chop down those pretty creatures,” said he, despondently. “And yet I do not know how else we can proceed upon our way.”

Helping verbs are part of the verb. When we diagram a sentence with a helping verb, we keep the helping verb with the main verb.

She could command.



“It would be heartless.”



Pansies

By James Whitcomb Riley

Pansies! Pansies! How I love you, pansies!
 Jaunty-faced, laughing-lipped and dewy-eyed with glee;
 Would my song might blossom out in little five-leaved stanzas

As delicate in fancies
 As your beauty is to me!

But my eyes shall smile on you, and my hands enfold you,
 Pet, caress, and lift you to the lips that love you so,
 That, shut ever in the years that may mildew or mold you,
 My fancy shall behold you
 Fair as in the long ago.

The Carpenter and the Ape

From *The Tortoise and the Geese* by Maude Barrows Dutton

An Ape one day sat watching a Carpenter who was splitting a piece of wood with two wedges. First the Carpenter drove the smaller wedge into the crack, so as to keep it open, and then when the crack was wide enough, he hammered in the larger wedge and pulled the first one out. At noon the Carpenter went home to dinner, and the Ape now thought that he would try his hand at splitting boards. As he took his seat on the Carpenter's bench, his long tail slipped into the crack in the board. The Ape did not notice this, but set to work. The first wedge he drove in exactly as he had seen the Carpenter do. But then he forgot, and pulled it out before he had driven in the second one. The two sides of the board instantly sprang together, and caught the Ape's tail between them. The poor prisoner had now nothing to do but sit there groaning with pain until the Carpenter's return, when he was given a sound beating and told that he had suffered justly for meddling with other people's business.

Writing: Playing with Sentences Oral Exercise

Take today's sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

The cobbler opened it and saw it was full of shining gold pieces.

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns.
2. **Change the sentence type.** Change between declarative, interrogative, imperative, and exclamatory sentences.
3. **Change the adjectives.** Take all the adjectives out. Add new ones. Change the type of adjectives.

Exercise

In your workbook, mark the complete verbs V. If a verb has a helping verb, make arms stretched out to include the whole thing, like this:

_____V_____

Mombi was furious at the trick Tip had played upon her.

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART.

Mombi was furious.

“My anatomy is brittle.”

Copywork and Dictation

Literature

Mombi was furious at the trick Tip had played upon her as well as at his escape and the theft of the precious Powder of Life; so she needed no urging to induce her to travel to the Emerald City to assist Jinjur in defeating the Scarecrow and the Tin Woodman, who had made Tip one of their friends.

Dictation: Maxim

Good fences make good neighbors.



34. Diagramming Interrogative Sentences

- The Marvelous Land of Oz, Chapter 13

A sentence has to have two parts to be a complete sentence. The subject tells who or what the sentence is about. The predicate tells what the subject does or is.

One of our four types of sentences is the interrogative sentence, which we often just call a question. Questions also must have two parts, but identifying the verb in a question is a little different than in the other sentence types. First, many questions are formed with a helping verb. Second, when we form questions, we split the helping verb from the main verb. Look at the following question from *The Marvelous Land of Oz*:

“Could seeds be considered in the light of brains?”

With a question, it can be difficult to separate the verb from the rest of the words. But if we change it into a declarative sentence—a statement—the verb becomes much more obvious. When we do this, we use all the words from the original question, and we do not use any other words.

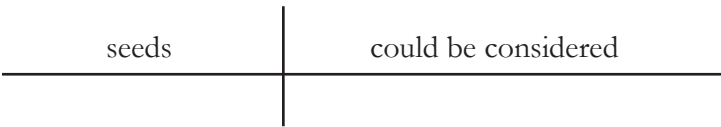
Seeds could be considered in the light of brains.

What is the simple subject of that sentence? The simple subject is **seeds** because that is what the sentence is about. What is the simple

predicate of that sentence, the verb? The verb is **could be considered** because that is what the subject is or is doing.

To diagram the simple subject and simple predicate of that sentence, we treat it as we would treat any statement.

Seeds could be considered.



Let’s look at a few more.

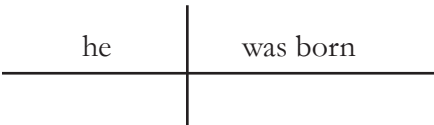
Was he born an ordinary Woggle-Bug?

First, we change the question into a statement.

He was born an ordinary Woggle-Bug.

What is the simple subject? The simple subject is **he**. What is the simple predicate, the verb? The simple predicate is **was born**.

He was born.



Here’s one more.

Did the professor discover him?

First, we change the question into a statement.

The professor did discover him.

What is the simple subject? The simple subject is **professor**. What is the simple predicate, the verb? The simple predicate is **did discover**.

.

The Bees' Song

By Walter de la Mare

Thousandz of thornz there be
On the Rozez where gozez
The Zebra of Zee:
Sleek, striped, and hairy,
The steed of the Fairy
Princess of Zee.

Heavy with blossomz be
The Rozez that growzez
In the thickets of Zee.
Where grazez the Zebra,
Marked Abracadeeebra,
Of the Princess of Zee.

And he nozez that poziez
Of the Rozez that grozez
So luvez'm and free,
With an eye, dark and wary,
In search of a Fairy,
Whose Rozez he knowzez
Were not honeyed for he,
But to breathe a sweet incense
To solace the Princess
Of far-away Zee.

The Oak and the Reeds

An Aesop's Fable

A Giant Oak stood near a brook in which grew some slender Reeds. When the wind blew, the great Oak stood proudly upright with its hundred arms uplifted to the sky. But the Reeds bowed low in the wind and sang a sad and mournful song.

“You have reason to complain,” said the Oak. “The slightest breeze that ruffles the surface of the water makes you bow your heads, while I, the mighty Oak, stand upright and firm before the howling tempest.”

“Do not worry about us,” replied the Reeds. “The winds do not harm us. We bow before them and so we do not break. You, in all your pride and strength, have so far resisted their blows. But the end is coming.”

As the Reeds spoke a great hurricane rushed out of the north. The Oak stood proudly and fought against the storm, while the yielding Reeds bowed low. The wind redoubled in fury, and all at once the great tree fell, torn up by the roots, and lay among the pitying Reeds.

Better to yield when it is folly to resist, than to resist stubbornly and be destroyed.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART.

Did the young scholars yell?

Did the students stand?

Copywork

Literature

“My action, being unexpected, must have startled them, for one of the little girls perched upon the window-sill gave a scream and fell backward out the window, drawing her companion with her as she disappeared.”

Poetry—Silver

One by one the casements catch
Her beams beneath the silvery thatch;
Couched in his kennel, like a log,
With paws of silver sleeps the dog
From their shadowy cote the white breasts peep



35. The Topic of the Paragraph

- The Marvelous Land of Oz, Chapter 14

A paragraph is a group of sentences on a single topic.

A paragraph must have a **topic**. The topic is what the paragraph is about.

Yesterday's Aesop fable was "The Oak and the Reeds." There are four paragraphs and the moral at the end. Each paragraph has its own topic. Each of the sentences in the following paragraph is the topic of each of the paragraphs in the original story.

A giant Oak was growing near some slender Reeds. The Oak boasted of its ability to stand upright in strong winds while the Reeds bow their heads at the slightest breeze. The Reeds tell the Oak that the wind does not hurt them because they bow before it, but eventually, a strong wind would end the proud Oak. Later, a great hurricane came and knocked over the Oak but left the Reeds unharmed.

A summary paragraph, like the one above, is one where you take something you've read and make it shorter. If you've taken long stories and made short narrations before, then you've written a summary paragraph. You can do this by writing a sentence that tells the topic of each paragraph like I did above, but you can also do this by writing only

the main details that you remember from the story. In a long narrative, not every paragraph will contain main details.

Read today's fable. What is the topic of each paragraph?

Teeny Weeny

By Eugene Field

Every evening, after tea,
'Teeny-Weeny comes to me.
And, astride my willing knee,
Plies his lash and rides away;
Though that palfrey, all too spare,
Finds his burden hard to bear,
'Teeny-Weeny doesn't care;
He commands, and I obey!

First it's trot, and gallop, then;
Now it's back to trot again;
'Teeny-Weeny likes it when
He is riding fierce and fast.
Then his dark eyes brighter grow
And his cheeks are all aglow:
"More!" he cries, and never "Whoa!"
Till the horse breaks down at last

Oh, the strange and lovely sights
'Teeny-Weeny sees of nights,
As he makes those famous flights
On that wondrous horse of his!
Oftentimes before he knows,
Wearylike his eyelids close,
And, still smiling, off he goes
Where the land of By-low is.

There he sees the folk of fay
Hard at ring-a-rosie play,
And he hears those fairies say:
"Come, let's chase him to and fro!"
But, with a defiant shout,
'Teeny puts that host to rout;

Of this tale I make no doubt,
Every night he tells it so.

So I feel a tender pride
In my boy who dares to ride
That fierce horse of his astride,
Off into those misty lands;
And as on my breast he lies,
Dreaming in that wondrous wise,
I caress his folded eyes,
Pat his little dimpled hands.

On a time he went away,
Just a little while to stay,
And I'm not ashamed to say
I was very lonely then;
Life without him was so sad,
You can fancy I was glad
And made merry when I had
Teeny-Weeny back again!

So of evenings, after tea,
When he toddles up to me
And goes tugging at my knee,
You should hear his palfrey neigh!
You should see him prance and shy,
When, with an exulting cry,
Teeny-Weeny, vaulting high,
Plies his lash and rides away!

The Rich Man and the Bundle of Wood

From *The Tortoise and the Geese* by Maude Barrows Dutton

There was once a man, who, although he was very rich, was also very stingy. In the winter when the peasants brought him wood to buy, he would give them only half their price.

One day, as he was purchasing a large bundle of wood from a Poor Man, a Priest came by. He saw the few pennies that the Rich Man had thrown at the Poor Man's feet, and he could not help saying,—

“My Rich Brother, can you not be more generous than this? Do you not see that this Poor Woodsman has brought you a large bundle of wood, and you are sending him away with only a penny or two? How can he buy bread enough to keep himself and his family from starving with such small wages?”

But the Rich Man was greatly vexed at the Priest’s words. “What is it to me that the man is poor?” he cried, and he drove both the Poor Man and the Priest from his door.

That very night, this same bundle of sticks caught fire and the Rich Man’s house and barn burned to the ground. Thus he awoke the next morning to find himself as poor as the poorest wood-chopper from whom he had ever bought wood.

Writing: Commonplace Book

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

“Dear husband,” she said, “take back the gold. All the gold in the world is not worth as much to me as one of your old glad songs.”

How happy the cobbler felt just to hear her say this! He picked up the purse and ran upstairs to the rich man’s room. Throwing the gold on the table, he cried: “Here is your money. Take it back. I can live without your money, but I cannot live without my song.”

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART.

Were the scholars students?

Is Nick the Tin Woodman?

Dictation

Bible—Psalm 150:6

Let everything that has breath praise the Lord.
Praise the Lord!



36.

Narration: The Cobbler's Song

- The Marvelous Land of Oz, Chapter 15

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. “The Cobbler’s Song” is longer than many of your other narration stories. Remember, though, that your narration only needs to include the main events from the story, not every single detail. Use part of today’s narration as a dictation exercise.

The last time you did a narration, you used direct quotations in your narration. Today, write your narration with indirect quotations.

The Prayer Perfect

By James Whitcomb Riley

Dear Lord! kind Lord!
Gracious Lord! I pray
Thou wilt look on all I love,
Tenderly today!
Weed their hearts of weariness;
Scatter every care
Down a wake of angel-wings
Winnowing the air.

Bring unto the sorrowing
All release from pain;
Let the lips of laughter
Overflow again;
And with all the needy
O divide, I pray,
This vast treasure of content
That is mine today!

37. *Diagramming Interrogative Sentences: Subject Complements*

- The Marvelous Land of Oz, Chapter 16

Remember that when we diagram a question, the first thing we do is change it into a statement. This makes it easier to find the main verb and any helping verbs. Look at the sentence below.

Is Professor Nowitall a famous scholar?

First, we change it into a statement.

Professor Nowitall is a famous scholar.

What is the verb in this sentence? When we change this sentence into a statement, we see that our verb is the linking verb **is**. Do you remember what parts of a sentence can follow a linking verb? A linking verb can be followed by either a predicate nominative or a predicate adjective. Predicate nominatives and predicate adjectives are both subject complements because they complement, or complete, the subject. Which type of subject complement follows the linking verb in the sentence above?

In the sentence above, we have a predicate nominative. The word **scholar** is a noun which renames **Professor Nowitall**. **Famous** is an adjective which modifies **scholar**.

Our original sentence is a question, but it still has a predicate

Professor Nowitall is scholar a famous

The Universe

I heard a little child beneath the stars
Talk as he ran along
To some sweet riddle in his mind that seemed
A-tiptoe into song.

In his dark eyes lay a wild universe, —
Wild forests, peaks, and crests;
Angels and fairies, giants, wolves and he
Were that world's only guests.

Elsewhere was home and mother, his warm bed: —
Now, only God alone
Could, armed with all His power and wisdom, make
Earths richer than his own.

O Man! — thy dreams, thy passions, hopes, desires! —
He in his pity keep
A homely bed where love may lull a child's
Fond Universe asleep!

Writing: Oral Narration

188

Some of your narration stories are longer now, but keep in mind that you do not have to remember every detail of the story. What are the main events in the story? These are the ones you should remember for your oral narration.

The Woodpecker's Nest

From *Wildlife in Woods and Fields* by Arabella Buckley

We were lying under the shade of the trees in the wood one afternoon. All was very quiet, when suddenly we heard such a strange cry. It was like someone laughing "Yaffil, Yaffil, Yaffil." "That is the woodpecker," said Peggy. "Wait and see what he will do."

So we lay quite still under the tree. Soon the sound came nearer, and a great heavy bird, bigger than a large thrush, flew towards us. He was a beautiful bird. His wings were green, and so was his breast. He had yellow on his tail. His head was red, and he had a red streak on his throat. His beak was long and grey.

He came quite close to us, hopping along. Then he stopped, and a long shining tongue came out of his mouth, and went back so quickly that we could scarcely see it.

"He is eating ants," said Peggy. "The tip of his tongue is sticky and he draws them into his mouth."

Then he began to climb the tree so funnily. His tail is quite stiff and wiry, and he bent it against the tree, and pushed himself up, jump, jump, holding on with his sharp hooked toes. He jumped first to the right, then to the left. Then he ran round the tree and came out on the other side.

All the while he was trying the bark with his beak. Tap, tap, tap. At last he found a soft spot. Then he tore off the bark and ate the grubs, which had made the tree rotten in that place. After this he came down the tree again.

It was so funny to see him. He came down backwards tail first, using it to steady himself. Then he spread his wings and flew slowly away.

We crept after him, and by-and-by he stopped at an old elm tree and flew round it. Then we could see no more of him.

"His nest must be in this tree," said Peter. "Give me a back, Paul, and I will soon find it."

So Paul let Peter climb on his back till he could reach the branches of the tree. Then Peter caught hold of the boughs, and

crept round the trunk.

“Here it is,” he cried at last. “There is a small hole, just big enough for a bird to creep in. But they have made such a big hole inside the tree. I can only just reach down.”

The Peter drew his hand back with the mother bird in it. Her head was not so red as the father’s, and she had no red whiskers. He let her fly away and then pulled out six white shining eggs.

“I can feel a number of soft chips of wood at the bottom of the hole,” said he. “Shall I put the eggs back?”

“Of course,” said Paul; “then the mother will fly back and sit on them, and we will come again and see the little birds when they are hatched.”

So we went away. But every day, as we came from school, we turned aside to see if the little woodpeckers had come out of their shells.

At last one day we saw the old woodpeckers carrying insects into the hole. After some time we saw the young birds out on the tree. They could not fly. But they ran about the branches, and jumped so funnily with their stiff tails.

A week later we saw them flying about, and when we came again they were all gone. Peter climbed up and found the nest quite empty.

Exercise

In your workbook, underline the title of respect in this sentence.

“This terrible Queen Jinjur suggested making a goulash of me.”

Then, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART.

Is Jinjur Queen?

The Woggle-Bug groaned.

Copywork

Literature

“But I hope she cannot get at us,” exclaimed the Pumpkinhead, with a shiver of fear. “She threatened to make tarts of me, you know.”

“Don’t worry,” said the Tin Woodman. “It cannot matter greatly. If you stay shut up here you will spoil in time, anyway. A good tart is far more admirable than a decayed intellect.”

Poetry—Silver

Of doves in a silver-feathered sleep;
A harvest mouse goes scampering by,
With silver claws and silver eye;
And moveless fish in the water gleam
By silver reeds in a silver stream.

38. *Compound Subjects*

- The Marvelous Land of Oz, Chapter 17

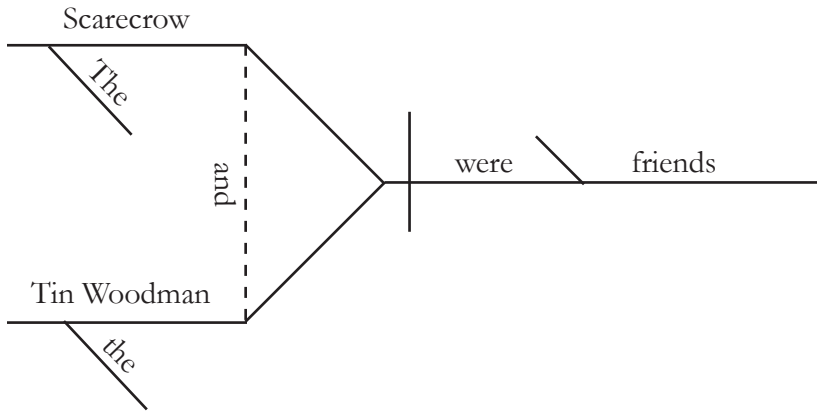
The simple subject tells who or what the sentence is about. Sometimes, a sentence has more than one simple subject. Look at the following sentence.

The Scarecrow and the Tin Woodman were friends.

Who or what is the sentence about? The sentence is about the **Scarecrow** and the **Tin Woodman**. Both **Scarecrow** and **Tin Woodman** tell who. We call this a **compound subject**. When you look for the simple subject of a sentence, make sure you get all of it.

What's the simple predicate in the sentence above? The simple predicate is the linking verb **were**.

A diagram for a sentence with a compound subject needs a couple of extra lines.

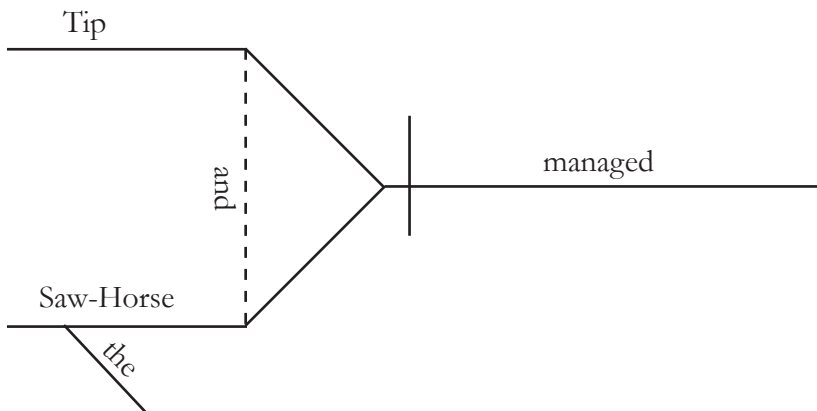


The article **the** is an adjective, so it goes on a diagonal line under the noun it modifies. The word **and** joins the two parts of our subject. This sentence has a subject complement. Is it a predicate nominative or a predicate adjective?

Since **friends** is a noun, it is a predicate nominative.

Tip and the Saw-Horse managed.

Who or what is the sentence about? The sentence is about **Tip** and the **Saw-Horse**. Both **Tip** and **Saw-Horse** tell who, so it is a compound subject. What's the simple predicate in the sentence above? The simple predicate is the verb **managed**.



The article **the** is an adjective, so it goes on a diagonal line under the noun it modifies. The word **and** joins the two parts of our subject.

The word **and** is a **conjunction**. **Conjunctions** are connecting words. You'll learn more about them later. In your workbook, mark the conjunction **and** CJ.

A Ballad of Two Knights

By Sara Teasdale

Two knights rode forth at early dawn
A-seeking maids to wed,
Said one, "My lady must be fair,
With gold hair on her head."

Then spake the other knight-at-arms:
"I care not for her face,
But she I love must be a dove
For purity and grace."

The Ape and the Boar

From *The Tortoise and the Geese* by Maude Barrows Dutton

AN Ape once took up his abode in a corner of the desert where there were many fig trees. He was a wise creature, and reasoned thus with himself:—

"I cannot live without food, and there is nothing here except fig trees. I must therefore eat sparingly of this fruit while it is ripe, and store away a quantity for my winter food."

Accordingly, it was his custom every day to shake a fig tree, eat a few green figs, and then dry the rest. One morning when he was in the top of one of the trees, a wild Boar ran by. He had been chased by a hunter far from his home. When the Ape saw the Boar, he trembled with fear so that the whole tree shook. The Boar, however, bowed low to the Ape, and said,—

"Do you want a guest?"

The Ape thereupon assumed a friendly air, and replied,—

"You are, indeed, most welcome. I regret only that I did not know beforehand of your coming. If I had, I would have prepared a feast in your honor. Now I have nothing to offer you but a few green figs."

The Boar again bowed humbly. "I have come a long distance," he replied, "and am hungry and weary. Anything, however simple it may

be, that you will set before me, will taste as fine to me as a feast.”

Thereupon the Ape shook the fig tree until not a single fig was left upon it. The Boar ate the fruit eagerly and should have been content, for the Ape had given him a generous meal. But, being a greedy creature, he remarked as he ate the last fig on the ground: “My dear host, these figs are delicious, but I am still ravenous with hunger. I pray you to shake another tree.”

The Ape, who was still afraid of his guest, swung himself over into another tree and shook it. The Boar again fell to eating, nor was he satisfied when he had again swallowed the last fig.

“Make haste,” he cried rudely to the Ape, at last forgetting his manners, his greediness was so great, “and find another tree as good as this last one.”

But the Ape sat quietly where he was.

You have already made way with more figs than I eat in a month,” he said. “If I give you any more, I myself must starve, for these figs are my only source of food.”

Then the Boar growled with rage. To pay you for your stinginess, I will bring you down from that tree and eat you alive!” he shouted. He climbed into the tree, still growling, to bring down the Ape; but scarcely had he lodged in the first branch before it cracked beneath his weight and he fell to the ground, breaking his own neck.

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and etymology, if available, of each word. In the next section, write a modifier for each of the nouns.

thrush, wiry, grub, bough, bark

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Conjunction, CJ.

The monarch and his friends listened.

He and his burden tumbled.

Copywork and Dictation

Literature

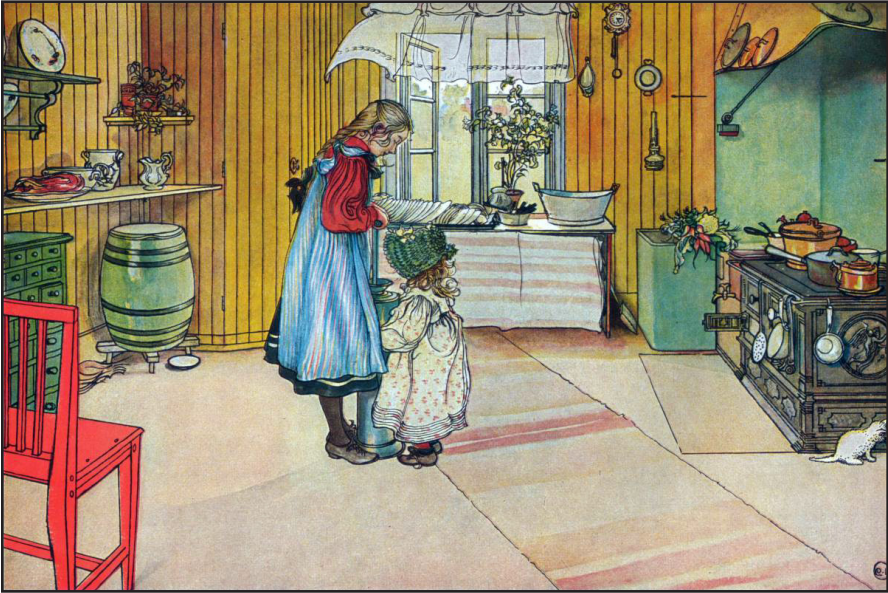
It was now that the wisdom of the Scarecrow, in bringing the head of the Thing to life instead of the legs, was proved beyond a doubt. For the Gump, already high in the air, turned its head at Tip's command and gradually circled around until it could view the roof of the palace.

Bible—Joshua 24:15 (partial)

But as for me and my house, we will serve the Lord.

Dictation: "The Woodpecker's Nest"

"He is eating ants," said Peggy. "The tip of his tongue is sticky and he draws them into his mouth."



The Kitchen by Carl Larsson

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

39. Compound Predicates

- Picture Study: The Kitchen
- The Marvelous Land of Oz, Chapter 18

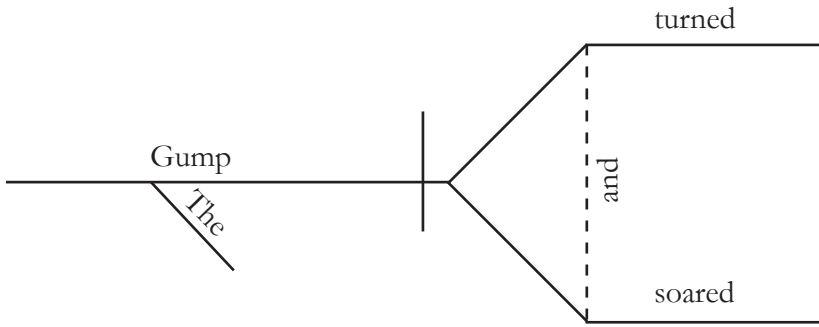
Just as there are **compound subjects**, there are also **compound predicates**. Look at the following sentence from *The Marvelous Land of Oz*.

The Gump turned and soared swiftly and majestically away.

Who or what is the simple subject? The simple subject is **Gump** because that is who the sentence is about. What is the simple predicate? The Gump both **turned** and **soared**, so we have a compound predicate.

We diagram a sentence with a compound predicate in much the same way that we diagram a sentence with a compound subject.

The Gump turned and soared.

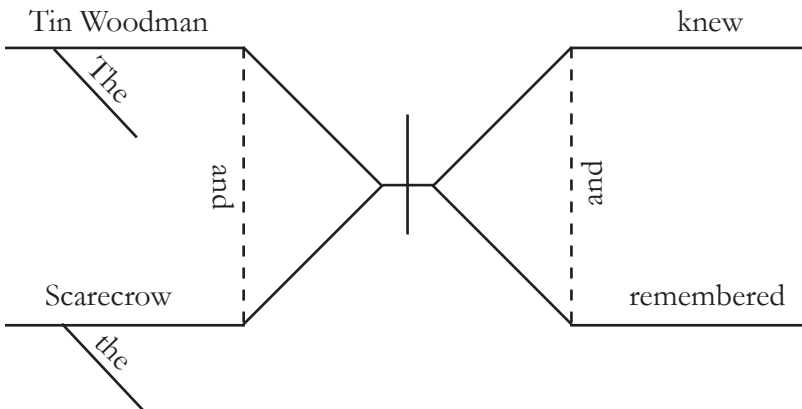


How would you diagram this sentence? Think about it before looking at the diagram below.

The Tin Woodman and the Scarecrow knew and remembered Glinda.

In the sentence above, we have both a compound subject and a compound predicate. The compound subject is **Tin Woodman** and **Scarecrow**. The compound predicate is **knew** and **remembered**.

We diagram it like this:



But what is **Glinda** in that sentence? You'll learn that, and how to diagram the whole sentence, over the next couple of lessons.

Twist Me a Crown of Wind-Flowers

By Christina Rossetti

Twist me a crown of wind-flowers;
That I may fly away
To hear the singers at their song,
And players at their play.

Put on your crown of wind-flowers:
But whither would you go?
Beyond the surging of the sea
And the storms that blow.

Alas! your crown of wind-flowers
Can never make you fly:
I twist them in a crown today,
And tonight they die.

The Partridge and the Hawk

From *The Tortoise and the Geese* by Maude Barrows Dutton

A Partridge was one day strutting along the ground when a Hawk alighted near by. The Partridge thought that her last hour had surely come, and hid, trembling with fear, in a hole in the rock. The Hawk, however, made no effort to harm her, but, on the contrary, began to talk to her in soft, caressing tones.

“My dear, merry-faced, pretty-strutting Partridge,” he began, “please come out of that hole and make friends with me.”

“Base deceiver,” replied the Partridge, “cease your flattery and false offers of friendship! Do. I not know that you are now probably fresh from feasting on one of my kin?”

But the Hawk tried to calm her suspicions. “I own,” he continued, “that up to the present moment I have always looked upon partridges as my prey, but today, when I saw you strutting up the hill so prettily, the desire came over me to win you for my friend. If you will only come and live in my nest, I will promise to protect you from all other hawks, and, in good time, will bring you another partridge for your mate.”

“Even if your promise should be true,” the Partridge made

answer, safe within her hole, “I know that you are one of the kings among birds, and that I am only a poor Partridge. Suppose that some day I should displease you. Would you not promptly tear me to pieces?”

Still the Hawk was so persistent with his pledges of friendship that the Partridge at last crept out of her hole. The Hawk, greatly delighted, embraced her fondly and carried her off to his nest.

For many days they lived happily together, until the Hawk fell sick. All day long he was obliged to stay in the nest, and could not go out for food. He grew more and more hungry as night came on, and his eyes rested ever more longingly and more longingly on the Partridge. Finally he decided to pick a quarrel with her.

“It is not right,” the Hawk suddenly snapped, “that I should lie here, in the hot sun and that you should be protected by the shade.”

The Partridge had drawn further away into the corner of the nest. “Oh, King of Birds,” she replied gently, “it is now night and there is no sun. The heat that you feel is the fever in your blood.”

“You saucy baggage,” retorted the Hawk. “Will you tell me that what I say is untrue? You shall be punished for this.” And so saying, he fell upon her and tore her to pieces.

Writing: Playing with Sentences Oral Exercise

Take today’s sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

So Paul let Peter climb on his back till he could reach the branches of the tree.

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns.
2. **Change the sentence type.** Change between declarative, interrogative, imperative, and exclamatory sentences.
3. **Change the adjectives.** Take all the adjectives out. Add new ones. Change the type of adjectives.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Conjunction, CJ.

The Gump landed and turned.

The Pumpkinhead and the Woggle-Bug moaned and feared.

Copywork and Dictation

Literature

“Yet here I am, alive again, with four monstrous wings and a body which I venture to say would make any respectable animal or fowl weep with shame to own. What does it all mean? Am I a Gump, or am I a juggernaut?” The creature, as it spoke, wiggled its chin whiskers in a very comical manner.

Dictation: Maxim

Practice makes perfect.



40. *Direct Object*

- The Marvelous Land of Oz, Chapter 19

A direct object is the noun or pronoun that receives the action of the verb.

You already know about nouns that follow linking verbs. They're called **predicate nominatives**, and they modify or rename the subject.

Today, we'll be discussing nouns and pronouns that follow action verbs and receive the action of the verb. They're called **direct objects**. But what does it mean to receive the action of the verb?

The boy kicked the ball.

In the sentence above, **boy** is our simple subject because that is who the sentence is about. **Kicked** is our simple predicate because that is what the subject did. **Ball** receives the action of the verb because it is what the verb acts on; the **ball** received the **kick**.

A **direct object** answers the question **whom** or **what**. The boy kicked what? The ball.

The jackdaws pecked the Gump's eyes.

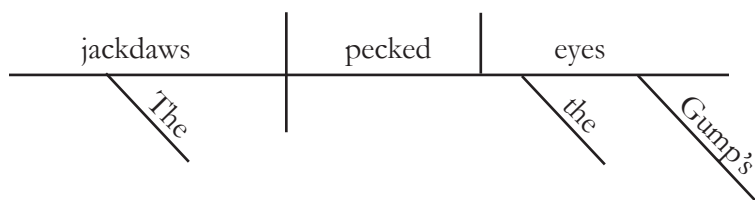
They stuffed the Scarecrow.

The jackdaws pecked what? Gump's **eyes**. They stuffed whom?
The **Scarecrow**.

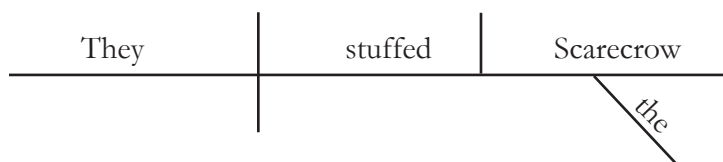
Remember: **Predicate nominatives** answer the question **who** or **what** after a linking verb. **Direct objects** answer the question **whom** or **what** after an action verb.

The direct object is diagrammed in a similar way to the predicate nominative. Instead of following a linking verb and a diagonal line, it follows an action verb and a straight line. As always, place the modifiers on diagonal lines under the words they modify.

The jackdaws pecked the Gump's eyes.



They stuffed the Scarecrow.



Now do you know what the word **Glinda** is in this sentence?

The Tin Woodman and the Scarecrow knew and remembered Glinda.

The Tin Woodman and the Scarecrow knew and remembered whom?
Glinda. Glinda is the direct object of this sentence. We'll diagram this sentence in the next lesson.

The Lamb

By William Blake

Little lamb, who made thee?
Dost thou know who made thee,
Gave thee life, and bid thee feed
By the stream and o'er the mead;
Gave thee clothing of delight,
Softest clothing, woolly, bright;
Gave thee such a tender voice,
Making all the vales rejoice?
Little lamb, who made thee?
Dost thou know who made thee?

Little lamb, I'll tell thee;
Little lamb, I'll tell thee:
He is called by thy name,
For He calls Himself a Lamb.
He is meek, and He is mild,
He became a little child.
I a child, and thou a lamb,
We are called by His name.
Little lamb, God bless thee!
Little lamb, God bless thee!

The Poor Man and the Flask of Oil

From *The Tortoise and the Geese* by Maude Barrows Dutton

There was once a Poor Man, who lived in a house next to a wealthy Merchant who sold oil and honey. As the Merchant was a kind neighbor, he one day sent a flask of oil to the Poor Man. The Poor Man was delighted, and put it carefully away on the top shelf. One evening, as he was gazing at it, he said half aloud,—

“I wonder how much oil there is in that bottle. There is a large quantity. If I should sell it, I could buy five sheep. Every year I should have lambs, and before long I should own a flock. Then I should sell some of the sheep, and be rich enough to marry a wife. Perhaps we might have a son. And what a fine boy he would be! So tall, strong, and obedient! But if he should disobey me,” and he raised the staff which he held in his hand, “I should punish him thus!”

and he swung the staff over his head and brought it heavily to the ground, knocking, as he did so, the flask off the shelf so that the oil ran over him from head to foot.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Conjunction, CJ.

The jackdaws threatened the Tin Woodman's brilliant plating.

Can they use the wishing pills?

Copywork

Literature

They selected all the newest and cleanest bills and assorted them into various piles. The Scarecrow's left leg and boot were stuffed with five-dollar bills; his right leg was stuffed with ten-dollar bills, and his body so closely filled with fifties, one-hundreds and one-thousands that he could scarcely button his jacket with comfort.

Poetry—The Lamb

Little lamb, who made thee?
Dost thou know who made thee,
Gave thee life, and bid thee feed
By the stream and o'er the mead;
Gave thee clothing of delight,



41. *Sentence Diagramming*

- The Marvelous Land of Oz, Chapter 20

Sentence diagramming begins to look more complicated, but it's not difficult if you take your time and consider the parts of the sentence carefully. A longer sentence does not mean a hard sentence.

Ask yourself some questions:

What is the simple subject?

What is the simple predicate?

Is the verb linking or action?

For action verbs, is there a direct object?

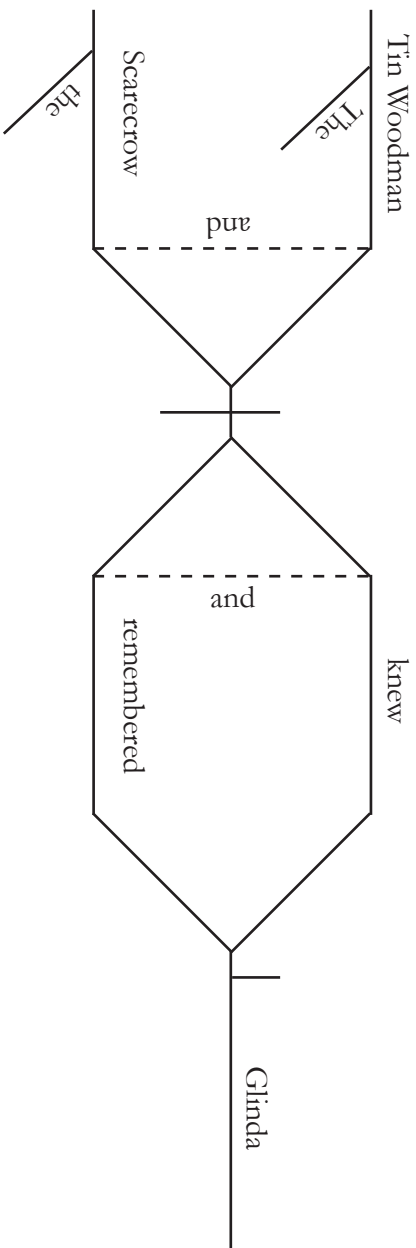
For linking verbs, is there a subject complement—a predicate nominative or a predicate adjective?

Marking the sentence before diagramming it can help in answering these questions.

Now look at this sentence:

The Tin Woodman and the Scarecrow knew and remembered Glinda.

The Tin Woodman knew and remembered Glinda.



What is the simple subject? It's a compound subject—**Tin Woodman** and **Scarecrow**.

What is the simple predicate? It's a compound predicate—**knew** and **remembered**.

Is the verb linking or action? Action.

For action verbs, is there a direct object? Yes—**Glinda**.

The difference in this diagram is the funny shape we use to have both a compound predicate and a direct object. Otherwise, it's no different than other diagrams that you've already done.

The New Arrival

By George W. Cable

There came to port last Sunday night
The queerest little craft,
Without an inch of rigging on;
I looked and looked and laughed.
It seemed so curious that she
Should cross the Unknown water,
And moor herself right in my room,
My daughter, O my daughter!

Yet by these presents witness all
She's welcome fifty times,
And comes consigned to Hope and Love
And common-meter rhymes.
She has no manifest but this,
No flag floats o'er the water,
She's too new for the British Lloyds —
My daughter, O my daughter!

Ring out, wild bells, and tame ones too!
Ring out the lover's moon!
Ring in the little worsted socks!
Ring in the bib and spoon!
Ring out the muse! ring in the nurse!

Ring in the milk and water!
Away with paper, pen, and ink —
My daughter, O my daughter!

The Lean Cat and the Fat Cat

From *The Tortoise and the Geese* by Maude Barrows Dutton

There was once a poor, lean old Woman, who lived in a tiny, tumbled-down house, with a Cat as poor and as lean as herself. This Cat had never tasted a bit of bread, and had come no nearer a mouse than to find its tracks in the dust. One morning, when the Cat was sitting as usual on the roof of the house, he saw another Cat walking along the ridgepole of the roof opposite. At first he scarcely recognized the Cat as one of his own kin, his sides were so sleek and fat. He carried his long tail straight up in the air, and blinked his yellow eyes in the sunshine. As the Fat Cat came nearer, the Lean Cat called out to him,—

“My good neighbor, you look like the happiest cat alive. You are as plump as if you had sat every day of your life at a banquet. Pray tell me where it is that you find so much to eat?”

“Where, indeed,” replied the Fat Cat, sitting down and curling his long tail about his legs, “but at the King’s table. Every day, when the feast is spread, I go thither and snatch away some dainty morsel of food, either a piece of roast beef or a fried trout.”

The Lean Cat drew nearer to the edge of the roof. “Oh, tell me,” he begged, “what is roast beef, and how do fried trout smell? I have never tasted anything but broth.”

“Ah, that is why you look as lean as a spider,” the other Cat answered. “Now, if you were only to look once at the King’s table, it would put new life into your old bones. Tomorrow, if you wish, I will take you thither.”

With a purr of satisfaction, the Lean Cat jumped off the roof and ran to tell his Mistress the good news. But the Old Woman was far from happy when she heard of the expedition. “I beg you,” she pleaded with her Cat, “to stay at home and be content with your dish of honest broth. Think what might happen to you if the royal cook should catch you stealing from the King’s table!”

But the Lean Cat was so greedy for food that the words of his

Mistress went in one ear and out the other. The next day the two cats started for the palace.

Now it had so happened the day before that the cats of the palace had so overrun the banquet table that the King had issued this decree:—

Any cat who this day shows his whiskers within the palace shall be instantly hanged.

The Fat Cat wisely approached the palace stealthily. As he was creeping through the gate, another cat warned him of the decree and he took to his heels. But the Lean Cat was already within the banquet hall, for at the first odor of roasting meat that came through the window he had leaped forward, leaving his companion far behind. He was just snatching a morsel of venison from the table, when a strong hand seized him by the back of the neck, and an instant later he was put to death.

“Alack, alack, woe is me!” sighed the Old Woman that evening when her cat did not return for his supper; “if only my puss had been content with his dish of honest broth, he would still be alive and purring on my hearthstone.”

Writing: Commonplace Book

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

So we lay quite still under the tree. Soon the sound came nearer, and a great heavy bird, bigger than a large thrush, flew towards us. He was a beautiful bird. His wings were green, and so was his breast. He had yellow on his tail. His head was red, and he had a red streak on his throat. His beak was long and grey.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Conjunction, CJ.

It waved its broom tail.

An educated Woggle-Bug is a new thing.

You have a copy of the questions from this lesson in your workbook to use as a reference page.

Dictation

Bible—Psalm 138:1

I will give You thanks with all my heart;
I will sing praises to You before the gods.



42.

Narration: The Woodpecker's Nest

- The Marvelous Land of Oz, Chapter 21

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Be careful to place the events from the narrative in the correct order. Your narration can be short with fewer details, or you can make it longer by adding more details. Use part of today's narration as a dictation exercise.

Buttercups and Daisies

By Mary Howitt

Buttercups and daisies-
Oh the pretty flowers,
Coming ere the springtime
To tell of sunny hours.
While the trees are leafless,
While the fields are bare,
Buttercups and daisies
Spring up here and there.

Ere the snowdrop peepeth,
Ere the crocus bold,
Ere the early primrose
Opes its paly gold,
Somewhere on a sunny bank
Buttercups are bright;
Somewhere 'mong the frozen grass
Peeps the daisy white.

Little hardy flowers
Like to children poor,
Playing in their sturdy health
By their mother's door:
Purple with the north wind,
Yet alert and bold;
Fearing not and caring not,
Though they be a-cold.

What to them is weather!
What are stormy showers!
Buttercups and daisies
Are these human flowers!
He who gave them hardship
And a life of care,
Gave them likewise hardy strength,
And patient hearts, to bear.

Welcome yellow buttercups,
Welcome daisies white,
Ye are in my spirit
Visioned, a delight!
Coming ere the springtime
Of sunny hours to tell-
Speaking to our hearts of Him
Who doeth all things well.



43. *Order in the Paragraph*

- The Marvelous Land of Oz, Chapter 22

A paragraph is a group of sentences on a single topic.

When you write a paragraph, it is important to get the details in the right order. In a narrative, you do not want to accidentally tell the end of the story before the middle. If you are writing about someone's life, you do not want to tell about his time as a soldier before you mention his school days.

Even a description needs order. There is a description of a squirrel in your narration story. What if the paragraph started with the squirrel's chest, then talked about its feet, then its back, etc.? A description makes more sense when each detail logically leads to the next detail. Remember that when you write a description, you are drawing a picture with words.

The Rockaby Lady From Hushaby Street

By Eugene Field

The Rock-a-By Lady from Hushaby street
Comes stealing; comes creeping;
The poppies they hang from her head to her feet,

And each hath a dream that is tiny and fleet
She bringeth her poppies to you, my sweet,
When she findeth you sleeping!

There is one little dream of a beautiful drum
“Rub-a-dub!” it goeth;
There is one little dream of a big sugar-plum,
And lo! thick and fast the other dreams come
Of popguns that bang, and tin tops that hum,
And a trumpet that bloweth!

And dollies peep out of those wee little dreams
With laughter and singing;
And boats go a-floating on silvery streams,
And the stars peek-a-boo with their own misty gleams,
And up, up, and up, where the Mother Moon beams,
The fairies go winging!

Would you dream all these dreams that are tiny and fleet?
They’ll come to you sleeping;
So shut the two eyes that are weary, my sweet,
For the Rock-a-By Lady from Hushaby street,
With poppies that hang from her head to her feet,
Comes stealing; comes creeping.

Writing: Oral Narration

Your next narration exercise will be on “A Family of Squirrels.”
Today, your instructor will read the story aloud, and then you will
give an oral narration.

A Family of Squirrels

From *Wildlife in Woods and Fields* by Arabella Buckley

We have a pet called Bobby, and we love him very much. He is a
little squirrel, living among the beech trees of the wood.

We see him every morning leaping from branch to branch, with
his long furry tail stretched out behind. Sometimes he leaps right
down on to the ground and runs about picking up beech nuts.

Sometimes he sits bolt upright on a branch, with a nut or acorn in

his paws. Then his tail is bent up against his back.

We have known him for two years, and when we whistle to him he comes to us. But if anything frightens him he darts away to the nearest tree. He climbs up in a moment with his sharp claws, and peeps back through the green leaves. We see his bright black eyes looking down at us.

His back is covered with a brown red fur, but under his body the fur is white. His lovely red tail is like a brush on his back. His hind legs are long. That is why he can jump so well. On his front paws one toe stands out from the others, almost like our thumb. He uses his paws like hands, when he sits up with a nut in them, and peels off the brown skin with his teeth.

Sometimes he steals birds' eggs. Then he holds the egg in his paws, cracks the top, and sucks out the yolk.

He has such funny ears! They have long tufts of hair behind them. He sometimes comes out of his hole in winter to eat, and we see that the tufts are much longer then than in summer.

But for most of the winter we never see him. He is fast asleep in a hole in a tree. We know where his hole is, for Peter found it once. He had seen Bobby come down one mild day to feed on his store of acorns, buried at the foot of the tree, and he watched him as he went back. Then he climbed up the tree, and in a hole in the trunk he saw Bobby's bushy tail curled round. So he knew that Bobby was snug and cosy in the hole.

Bobby has a little wife, and they always keep near each other. But she is very shy, and will not come to us. In the spring, when there are no nuts, they eat the buds of the trees.

About May they are very busy. They gather leaves, and moss, and twigs. These they weave into a nest in the fork of the tree, far from the ground. Then in June their little ones are born. Paul climbed up and saw four such lovely little squirrels, covered with soft red and white fur. They stayed in the nest for some time, though we often saw them moving about among the branches. The old squirrels took such care of them, and they stayed together all the summer. In the autumn they hid little heaps of nuts and acorns at the foot of the tree, to eat when they should awake in the mild days in winter.

Then we did not see them again. We do not know whether they all crept into one hole, or whether they each found a hole, and curled themselves up to sleep.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Conjunction, CJ.

The Scarecrow searched his pocket.

“The houses and fences are blue.”

Copywork

Abbreviations—Months of the Year

January	Jan.	July	Jul.
February	Feb.	August	Aug.
March	Mar.	September	Sep.
April	Apr.	October	Oct.
May	May	November	Nov.
June	Jun.	December	Dec.

Poetry—The Lamb

Softest clothing, woolly, bright;
Gave thee such a tender voice,
Making all the vales rejoice?
Little lamb, who made thee?
Dost thou know who made thee?

44. Diagramming Imperative Sentences

- The Marvelous Land of Oz, Chapter 23

Look at the following sentence from *The Marvelous Land of Oz*. What type of sentence is it?

“Be careful.”

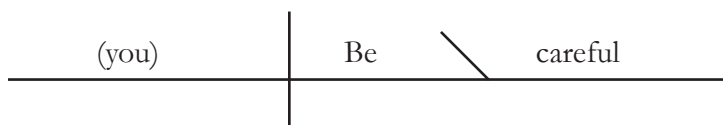
The sentence is an **imperative sentence**, which we can also call a **command** for short. What is the subject of the sentence?

When we give a command or make a request, the subject of the sentence is the person to whom we are speaking. Do you remember what pronoun we use for the person to whom we are speaking?

You! Even when it’s not stated, the subject of an imperative sentence is understood to be **you**.

How do we diagram a sentence when one of the words isn’t actually there? We put the understood **you** in parentheses in the diagram.

Be careful.

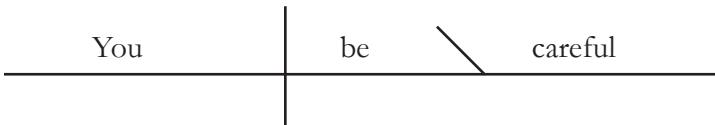


Sometimes, it is stated. I could change the above sentence to this:

You be careful.

Either way, the subject is **you**. But if **you** is stated, we don't need the parentheses around it in the diagram.

You be careful.



Within My Garden , Rides a Bird

By Emily Dickinson

Within my Garden, rides a Bird
Upon a single Wheel -
Whose spokes a dizzy music make
As 'twere a travelling Mill -

He never stops, but slackens
Above the Ripest Rose -
Partakes without alighting
And praises as he goes,

Till every spice is tasted -
And then his Fairy Gig
Reels in remoter atmospheres -
And I rejoin my Dog,

And He and I, perplex us
If positive, 'twere we -
Or bore the Garden in the Brain
This Curiosity -

But He, the best Logician,
Refers my clumsy eye -
To just vibrating Blossoms!
An exquisite Reply!

The King, the Hermit, and the Two Princes

From *The Tortoise and the Geese* by Maude Barrows Dutton

In the kingdom of Ardos there lived a wealthy old King, with his two sons. Now, when the father found that he was soon to die, he was greatly troubled about his riches. He had been a wise and prudent man, and had gathered his wealth by industry and thrift. His sons, however, cared only to spend their days in making merry, and let more money slip through their fingers in a week than the King could save in a year. Therefore he feared greatly to leave his store of pearls and gold to them, and thus it was that, on his death-bed, he called to him an old friend, a Hermit, and said to him,—

“My good and trusted Friend, here are my riches. I beg you to take and bury them in your hermitage, for I fear to leave so much wealth to my sons. They both have a portion of their own, and when they have spent that, let them first taste of want and poverty. Then do you bring forth the treasure and give it into their hands. It may be that after they have once known a little hardship, they will live more wisely.”

The Hermit did as the King bade him, and a short time afterwards the King died.

The two sons no sooner heard of their father's death than they began to quarrel over the kingdom. As the older son was the stronger, he overcame his younger brother and drove him from the city gates. The younger brother, now homeless and penniless, bethought him what to do. At last he remembered the Hermit. “He was my father's friend,” the Prince said to himself, “and a good man. I will go to him and ask him to teach me to live a noble and unselfish life as he has done.”

So he betook himself to the hermitage. But when he entered the hut, he found it deserted, for the Hermit had died. Thereupon the Prince resolved to make the hermitage his own and follow the example of his father's friend.

Although hitherto he had always lived as a prince, he now started to lay the fire with his own hands, and then went out to fetch some water. He lowered the bucket into the well, but when he drew it up, it was empty. “Alas! the well is out of order,” he sighed; “I must bring a ladder and go down and repair it.”

As he reached the bottom he saw that it was not a well, but a pit,

and near at hand was an entrance into a passage through the rock. The Prince quickly brought an axe and hewed upon the passage. There before his eyes lay piled his father's treasure.

In the meantime his brother, who was now King, was feasting day and night in the palace. "When my own portion is gone," he told his nobles, "there is my father's wealth. We shall have no need to do aught but eat, drink, and make merry until we die."

But when he went to the spot where his father's treasure had always been hidden, he found that it was gone. That same day a neighboring monarch declared war upon the city. The King was greatly afraid, for his soldiers needed arms, and there was no money in the royal treasury with which to buy them. The enemy drew near, and at last the King's army had to defend the city with such weapons as they had at hand. In the end the enemy was victorious, and both kings were slain in the battle.

When peace was declared, the generals gathered together to choose a new King.

"The new King must be a man of peace and not of war," said one.

"He must be prudent and not spend the wealth of the kingdom in merry-making," added another.

Then they remembered the Prince who was living as a hermit. With one accord, they proclaimed him their King. They formed a long procession, and, marching to the hermitage, led the Prince back with flying banners to his father's throne.

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and etymology, if available, of each word. In the next section, write a modifier for each of the nouns.

squirrel, shy, autumn, snug, cosy

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Conjunction, CJ.

“Tell your Queen.”

Love the Lord.

Copywork and Dictation

Literature

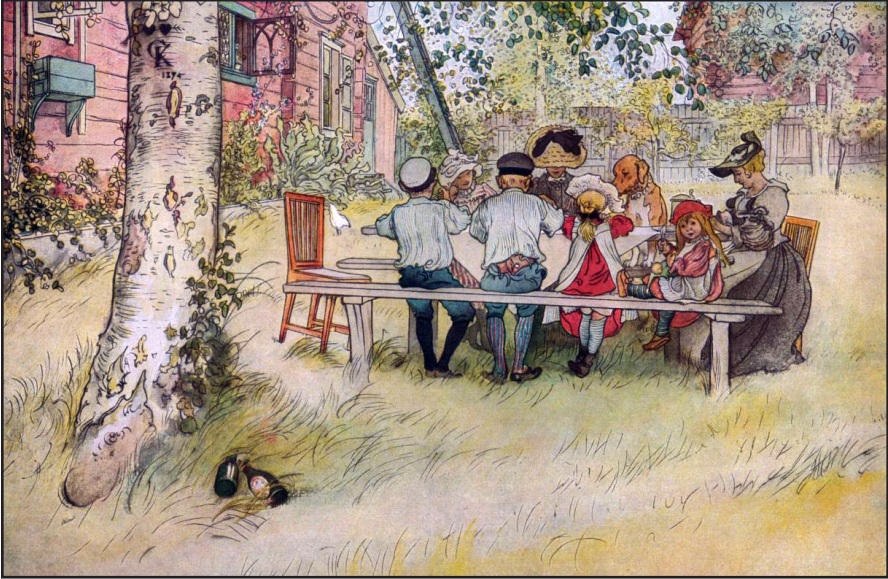
“Tell your mistress that I cannot find Mombi anywhere, but that Glinda is welcome to enter the city and search herself for the old woman. She may also bring her friends with her, if she likes; but if she does not find Mombi by sundown, the Sorceress must promise to go away peaceably and bother us no more.”

Bible—Psalm 18:2

The Lord is my rock and my fortress and my deliverer,
My God, my rock, in whom I take refuge;
My shield and the horn of my salvation, my stronghold.

Dictation: From “Within My Garden, Rides a Bird”
by Emily Dickinson

He never stops, but slackens
Above the Ripest Rose -
Partakes without alighting
And praises as he goes.



Breakfast Under the Big Birch by Carl Larsson

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

45. *Parts of Speech: Adverbs*

- Picture Study: Breakfast Under the Big Birch
- The Marvelous Land of Oz, Chapter 24

An adverb is a word that modifies a verb,
an adjective, or another adverb.

Adverbs are another kind of modifier that make language more interesting. Adverbs modify verbs, adjectives, and other adverbs. Look at the following sentences from *The Marvelous Land of Oz*. The adverbs are underlined.

The Saw-Horse was tenderly cared for.

In this sentence, the word **tenderly** modifies the verb **was cared**. In fact, it separates the helping verb from the main verb. Adverbs often do.

The good wives prepared so delicious a feast for the weary men that harmony was immediately restored in every family.

In this sentence, the word **so** modifies the adjective **delicious**. The word **immediately** modifies the verb **was restored**, and it also divides the verb.

“The Wonderful Wizard was never so wonderful as Queen Ozma.”

In this sentence, the word **never** modifies the verb **was**, and the adverb **so** modifies the adjective **wonderful**.

Many adverbs are formed by adding **ly** to adjectives, like **tenderly** and **immediately** above. Can you think of some other **ly** words, or any other adverbs? Be careful, though. Adjectives sometimes end in **ly**, too.

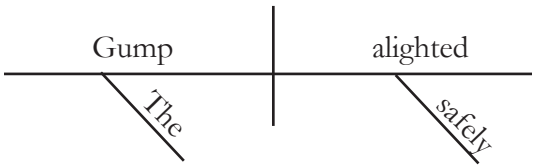
A boy might perform **well** or **poorly** on a quiz. A girl might do her chores **quickly** or **slowly**. We might arrive at church **early** or **late**.

We'll have more lessons on adverbs so that you'll be able to easily recognize them.

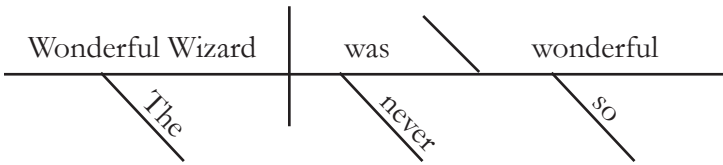
Adverbs are modifiers just as adjectives are. We diagram an adverb the same way, on a diagonal line under the word it modifies.

The Gump alighted safely.

What word does the adverb **safely** modify in the sentence above?

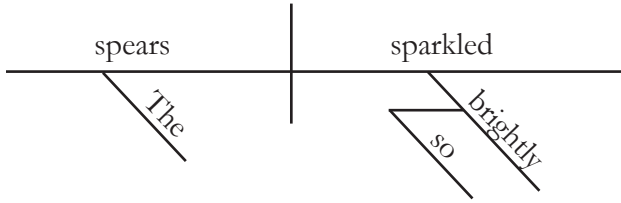


The Wonderful Wizard was never so wonderful.



What about when the adverb modifies an adjective or another adverb? Those are already on a diagonal line. So, we add a diagonal line to the diagonal line!

The spears sparkled so brightly.



When an adverb separates the main verb and its helpers, mark the helping verbs HV in your workbook.

The Baby's Dance

By Ann Taylor

Dance, little baby, dance up high,
Never mind baby, mother is by;
Crow and caper, caper and crow,
There little baby, there you go:
Up to the ceiling, down to the ground,
Backwards and forwards, round and round.
Then dance, little baby, and mother shall sing,
With the merry gay coral, ding, ding, a-ding, ding.

The Two Travelers

From *The Tortoise and the Geese* by Maude Barrows Dutton

Two Friends, Ganem and Salem, were journeying together, when they came to a broad stream at the foot of a hill. The woods were near at hand, and the shade was so welcome after the heat of the desert that they halted here to rest. After they had eaten and slept, they arose to go on, when they discovered near at hand a white stone, upon which was written in curious lettering this inscription:—

Travelers, we have prepared an excellent banquet for your refreshment; but you must be bold and deserve it before you can obtain it. What you are to do is this: throw yourselves bravely into the stream and swim to the other side. You will find there a lion carved from marble. This statue you must lift upon your shoulders and,

with one run, carry to the top of yonder mountain, never heeding the thorns which prick your feet nor the wild beasts that may be lurking in the bushes to devour you. When once you have gained the top of the mountain, you will find yourselves in possession of great happiness.

Ganem was truly delighted when he read these words. "See, Salem," he cried, "here lies the road which will lead us to the end of all our travels and labor. Let us start at once, and see if what the stone says be true."

Salem, however, was of another mind. "Perhaps," he made answer, "this writing is but the jest of some idle beggar. Perhaps the current of the stream runs too swiftly for any man to swim it. Perhaps the lion is too heavy to carry, even if it be there. It is almost impossible that any one could reach the top of yonder mountain in one run. Take my word, it is not worth while to attempt any such mad venture. I for one will have no part in it."

Nevertheless, Ganem was not to be discouraged. "My mind is fully made up to try it," he replied, "and if you will not go with me, I must go alone." So the two friends embraced, and Salem rode off on his camel.

He was scarcely out of sight before Ganem had stripped off his clothes and thrown himself into the stream. He soon found that he was in the midst of a whirlpool, but he kept bravely on, and at last reached the other side in safety. When he had rested a few moments on the beach, he lifted the marble lion with one mighty effort, and with one run reached the top of the mountain. Here he saw to his great surprise that he was standing before the gates of a beautiful city. He was gazing at it in admiration, when strange roars came from the inside of the lion on his shoulder. The roaring grew louder and louder, until finally the turrets of the city were trembling and the mountain-sides reechoing with the tumult. Then Ganem saw to his astonishment that great crowds of people were pouring out of the city gates. They did not seem afraid of the noise, for they all wore smiling faces. As they came nearer, Ganem saw that they were led by a group of young noblemen, who held by the rein a prancing black charger. Slowly they advanced and knelt before Ganem, saying,—

"Brave stranger, we beseech thee to put on these regal robes which we are bringing, and, mounted upon this charger, ride back with thy subjects to the city."

Ganem, who could scarcely believe his ears, begged them to explain to him the meaning of these honors, and the noble youths replied,—

“Whenever our king dies, we place upon the stone by the river the inscription which you have read. Then we wait patiently until a traveler passes by who is brave enough to undertake the bold venture. Thus we are always assured that our king is a man who is fearless of heart and dauntless of purpose. We crown you today as King over our city.”

Writing: Playing with Sentences Oral Exercise

Take today’s sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

Bobby has a little wife, and they always keep near each other.

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns.
2. **Change the sentence type.** Change between declarative, interrogative, imperative, and exclamatory sentences.
3. **Change the adjectives.** Take all the adjectives out. Add new ones. Change the type of adjectives.
- 4.. **Change the adverbs.** Take all the adverbs out. Add new ones.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV; Conjunction, CJ.

She was comfortably reading a novel.

The Sorceress turned quickly.

Copywork and Dictation

Literature

“I am,” returned the Scarecrow, “but not on account of my money. For I consider brains far superior to money, in every way. You may have noticed that if one has money without brains, he cannot use it to advantage; but if one has brains without money, they will enable him to live comfortably to the end of his days.”

Dictation: Maxim

Waste not, want not.



46. *Not Just Another Adverb*

- Beautiful Stories from Shakespeare: Macbeth

Not is an adverb frequently seen and used by us all. And often times, we find it right between a helping verb and the main verb.

Not modifies by making the word it modifies negative; with **not** as a modifier, words mean the opposite.

Look at the sentences below from “Macbeth.” The adverb **not** is underlined along with the verb it modifies.

“He will not be commanded,” said the first witch.

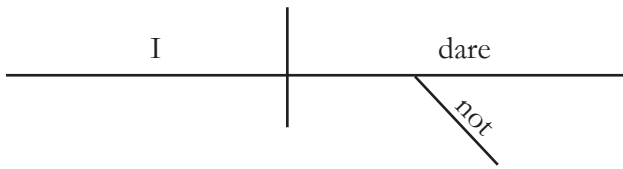
They did not find Macduff.

Not is not always used with helping verbs, however.

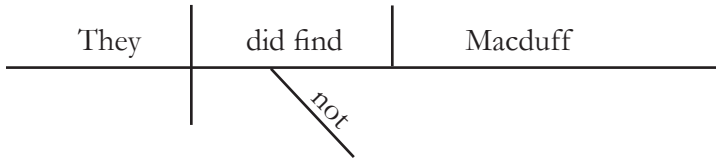
“I dare not,” said Macbeth.

Not is always an adverb, so it is diagrammed by placing it on a diagonal line under the word it modifies, which will be the verb.

I dare not.



They did not find Macduff.



Where Did You Come From, Baby Dear?

By George MacDonald

Where did you come from, baby dear?
Out of the everywhere into here.

Where did you get your eyes so blue?
Out of the sky as I came through.

What makes the light in them sparkle and spin?
Some of the starry spikes left in.

Where did you get that little tear?
I found it waiting when I got here.

What makes your forehead so smooth and high?
A soft hand stroked it as I went by.

What makes your cheek like a warm white rose?
I saw something better than anyone knows.

Whence that three-cornered smile of bliss?
Three angels gave me at once a kiss.

Where did you get this pearly ear?
God spoke, and it came out to hear.

Where did you get those arms and hands?
Love made itself into hooks and bands.

Feet, whence did you come, you darling things?
From the same box as the cherubs' wings.

How did they all just come to be you?
God thought about me, and so I grew.

But how did you come to us, you dear?
God thought about you, and so I am here.

The Rustic and the Nightingale

From *The Tortoise and the Geese* by Maude Barrows Dutton

A certain Rustic had a garden which was filled with beautiful plants and vines. In one corner grew a rose-tree, which bore the most fragrant blossoms in the garden, and was therefore the Rustic's greatest pride. Every morning, when he walked among his flowers, he brought fresh water to sprinkle this rose-tree, so that it might never be parched by the heat. And in the winter he covered it most carefully with straw, lest the frost should chill its delicate roots.

One morning as he was bringing the water, he saw a nightingale perched on one of the branches of the rose-tree. The bird was hopping about and playfully pulling one of the most beautiful roses to pieces. The angry Rustic drove the bird away; but when he came the next morning, he found that the Nightingale had returned, and that the ground beneath the rose-tree was covered with torn petals. This time the Rustic was so angry that he laid a snare to catch the bird. The third morning, when he came out into his garden, the roses were unharmed, for the Nightingale was caught fast in the snare. The Rustic hurried to fetch a cage, and carried the captive home.

The Nightingale was very sad as she beat about the cage, and finally besought the Rustic to tell her why it was that he had imprisoned her. "Was it to hear my song?" she asked. "But it cannot be for that," she added, "for do I not sing sweetly to you every evening from my nest in the garden?"

Then the Rustic replied, "Can you indeed be ignorant of the harm which you have done me? Have I not found you for two mornings tearing my beautiful roses to pieces? It is a just punishment for you

now that you are shut up away from your friends, for you were day by day robbing me of mine.”

Then the Nightingale answered, “Is it merely for thoughtlessly plucking the petals from a few of your roses that you will imprison me for life? If you punish me so severely for this small sin, how greatly will you be punished when my heart breaks from being shut up in this cage and I die. I beg, kind sir, that you will be merciful and free me.”

The Rustic’s heart was touched. He carried the cage out into the garden and opened the door. Before the Nightingale flew away, she lighted for a moment on a branch near by. “You are a good man,” she said, “for you have shown pity towards me. As a token of my gratitude, I will tell you that beneath the very spot where you are standing, lies hidden a pot of gold. Take it and use it for your garden!” And singing sweetly, the Nightingale flew away to her nest.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV; Conjunction, CJ.

“Do you not believe?”

Macbeth’s son would not rule.

Copywork

Literature

The Queen dared not permit an answer to be given to this question. She hurriedly begged her guests to quit a sick man who was likely to grow worse if he was obliged to talk.

Poetry—The Lamb

Little lamb, I’ll tell thee;
Little lamb, I’ll tell thee:
He is called by thy name,
For He calls Himself a Lamb.
He is meek, and He is mild,



47. Contractions with Not

- Beautiful Stories from Shakespeare: Romeo and Juliet

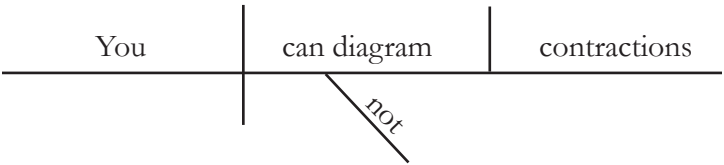
To contract means to make smaller. We make many of our words smaller by combining two words together to form contractions. When we form contractions, we remove some letters and we place an apostrophe (') where the missing letters would normally be.

is not	isn't	are not	aren't
was not	wasn't	were not	weren't
do not	don't	does not	doesn't
did not	didn't	have not	haven't
has not	hasn't	had not	hadn't
cannot	can't	could not	couldn't
will not	won't	would not	wouldn't
shall not	shan't	should not	shouldn't

Do you remember what part of speech the word **not** is? **Not** is an adverb in each of the contractions above. It modifies each verb.

We diagram a contraction by un-contracting it! Since the word **not** is an adverb, we place the verb in its ordinary spot and the adverb **not** on a diagonal line beneath the verb it modifies.

You can't diagram contractions.



When you label a contraction, label both parts of it, like this:

V ADV
You can't diagram contractions.

A Child's Evening Prayer

By Samuel Taylor Coleridge

Ere on my bed my limbs I lay,
God grant me grace my prayers to say:
O God! preserve my mother dear
In strength and health for many a year;
And, O! preserve my father too,
And may I pay him reverence due;
And may I my best thoughts employ
To be my parents' hope and joy;
And O! preserve my brothers both
From evil doings and from sloth,
And may we always love each other
Our friends, our father, and our mother:
And still, O Lord, to me impart
An innocent and grateful heart,
That after my great sleep I may
Awake to thy eternal day! Amen

The Lion and the Hare

From *The Tortoise and the Geese* by Maude Barrows Dutton

In the neighborhood of Bagdad there was a beautiful meadow, which was the home of many wild animals. They would have lived very happily there had it not been for one mischief-loving Lion. Every day this Lion wandered about, killing many helpless creatures for the mere sport of the slaying. To put an end to this, the animals gathered in a body, and going to the Lion, spoke to him in this wise:—

“King Lion, we are proud to have such a brave and valiant beast to rule over us. But we do not think that it is fitting for one of your rank to hunt for his own food. We therefore wait upon you with this request: Henceforth do you remain quietly at home, and we your subjects will bring to your lair such food as it is fitting that a king should eat.”

The Lion, who was greatly flattered, immediately accepted their offer. Thus every day the animals drew lots to decide who among their number should offer himself for the Lion’s daily portion. In due time it came about that the lot fell upon the Hare. Now the Hare, when he learned that it was his turn to die, complained bitterly.

“Do you not see that we are still tormented by that Lion?” he asked the other animals. “Only leave it to me, and I will release you for all time from his tyranny.”

The other animals were only too glad at these words, and told the Hare to go his way. The Hare hid for some time in the bushes, and then hurried to the Lion’s lair. By this time the Lion was as angry as he was hungry. He was snarling, and lashing his yellow tail on the ground. When he saw the Hare, he called out loudly,—

“Who are you, and what are my subjects doing? I have had no morsel of food today!”

The Hare besought him to calm his anger and listen to him.

“The lot fell today,” he began, “on another hare and myself. In good season we were on our way here to offer ourselves for your dinner, when a lion sprang out of the bushes and seized my companion. In vain I cried to him that we were destined for the King’s table, and, moreover, that no one was permitted to hunt in these royal woods except your Majesty. He paid no heed to my words save to retort,—‘You do not know what you are saying. I am the only

king here. That other Lion, to whom you all bow down, is a usurper.' Dumb with fright, I jumped into the nearest bush."

The Lion grew more and more indignant as he listened to the Hare's tale.

"If I could once find that lion," he roared, "I would soon teach him who is king of these woods."

"If your Majesty will trust me," answered the Hare, humbly, "I can take you to his hiding-place."

So the Hare and the Lion went out together. They crossed the woods and the meadow, and came to an ancient well, which was full of clear, deep water.

"Yonder is the home of your enemy," whispered the Hare, pointing to the well. "If you go near enough, you can see him. But," he added, "perhaps you had better wait until he comes out before you attack him."

These words only made the Lion more indignant. "He shall not live a moment after I have laid eyes upon him," he growled.

So the Hare and the Lion approached stealthily to the well. As they bent over the edge and looked down into the clear water, they saw themselves reflected there. The Lion, thinking that it was the other lion with the other hare, leaped into the well, never to come out again.

Writing: Commonplace Book

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

His back is covered with a brown red fur, but under his body the fur is white. His lovely red tail is like a brush on his back. His hind legs are long. That is why he can jump so well. On his front paws one toe stands out from the others, almost like our thumb. He uses his paws like hands, when he sits up with a nut in them, and peels off the brown skin with his teeth.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV; Conjunction, CJ.

He hadn't seen the right lady.

He's Romeo.

Dictation

Bible—Psalm 118:24

This is the day which the Lord has made;
Let us rejoice and be glad in it.



48.

Narration: A Family of Squirrels

- Beautiful Stories from Shakespeare: The Winter's Tale

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Be careful to place the events from the narrative in the correct order. Your narration can be short with fewer details, or you can make it longer by adding more details. Use part of today's narration as a dictation exercise.

Once in Royal David's City

By Cecil Frances Alexander

Once in royal David's city
Stood in a lowly cattle shed,
Where a mother laid her baby
In a manger for his bed:
Mary was that mother mild,
Jesus Christ her little child.

He came down to earth from heaven,
Who is God and Lord of all,
And his shelter was a stable,
And his cradle was a stall;

With the poor, and mean, and lowly,
Lived on earth our Saviour holy.

And through all his wondrous childhood,
He would honour and obey,
Love, and watch the lowly maiden
In whose gentle arms he lay:
Christian children all must be
Mild, obedient, good as he.

For he is our childhood's pattern,
Day by day like us he grew,
He was little, weak, and helpless,
Tears and smiles like us he knew,
And he feeleth for our sadness,
And he shareth in our gladness.

And our eyes at last shall see him,
Through his own redeeming love,
For that child so dear and gentle
Is our Lord in heaven above;
And he leads his children on
To the place where he is gone.

Not in that poor lowly stable,
With the oxen standing by,
We shall see him; but in heaven,
See at God's right hand on high;
When like stars his children crowned,
All in white shall wait around.

49. *A Poem and a Fable*

- Beautiful Stories from Shakespeare: The Tempest

The Blind Boy

By Colley Cibber

O say, what is that thing called light,
Which I can ne'er enjoy?
What is the blessing of the sight?
O tell your poor blind boy!

You talk of wondrous things you see,
You say the sun shines bright;
I feel him warm, but how can he
Then make it day or night?

My day or night myself I make
Whene'er I sleep or play;
And could I ever keep awake
With me 'twere always day.

With heavy sighs I often hear
You mourn my hapless woe;
But sure with patience I may bear
A loss I ne'er know.

Then let not what I cannot have
My cheer of mind destroy;
Whilst thus I sing, I am a king,
Although a poor blind boy.

Writing: Oral Narration

Your next narration exercise will be on “Spring Flowers.” Today, your instructor will read the story aloud, and then you will give an oral narration.

Spring Flowers

From *Wildlife in Woods and Fields* by Arabella Buckley

We are always glad when April comes. Then we can find many flowers on our way to school. Even in February there are snowdrops in the orchard and Peter knows where he can some-times find a primrose or violet in flower.

But we cannot get a good bunch until April. Before that the plants are busy growing their leaves.

The first bright flowers we find are the daffodils in the fields, and the anemones in the woods. We call the daffodils “Lent lilies” and we put them in the church at Easter. They have very long, narrow leaves which come straight out of the ground. Each flower hangs on its own tall stalk. It has deep yellow tube in the middle, with a crown of pale yellow leaves round it. If you dig up a daffodil plant you will find that it has a bulb like an onion. Paul says this is why it blooms so early. It stores up food in the bulb in the autumn. Then it uses this food in January to make its leaves and flowers.

The wood-anemone is Peggy’s favorite flower. It is called the “wind-flower” because it nods so prettily in the wind. Its soft pink and white flower stands high up on a long stalk, which has three feathery green leaves half-way down. When the sun shines, it is a little pink and white cup, and when the clouds gather and the rain falls, it shuts up in a tight bud, till sunshine comes again.

Peggy once bit one of the leaves of the anemone. It burnt her tongue and tasted very bitter. Then Paul told us that the plant is poisonous. This is one reason why there are so many anemones in the wood. Animals will not eat the leaves, but leave them alone to grow.

The anemone has not got a bulb. It has a thick brown stem under the ground in which it stores its food.

Before the daffodils and anemones are over, the primroses and violets cover the banks. It is pretty to watch the primrose plant on a wet morning. The leaves are not smooth. They have hills and valleys all along them. The water runs so cleverly down the valleys of the leaf. These guide it down to the roots, so that the plants can drink.

How busy, too, the bees and flies are. They settle first on one primrose then on another. We know what they find there. If you pull off the yellow crown of the primrose, and suck the end of the tube, you will taste something sweet. This is the honey that the bees come to find. And besides the honey they carry off some yellow dust from flower to flower. Paul says this is good for the flowers, as we shall learn some day.

The honey in the violets is not so easy to find. But we have found it. When a violet looks straight at you, it shows five purple leaves and a little yellow beak in the middle. But if you look behind, you will find a small long bag, like the finger of a glove. We have often pulled this off and sucked it. It is full of honey. When the bee sits on the flower, and thrusts her head into the yellow beak in the middle, she sips out the honey with her tongue from the bag or spur behind the flower.

With primroses and violets and blue-bells the bees can now find plenty of honey to fill their hives.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV; Conjunction, CJ.

He made heavenly music.

He forgave them.

Copywork

Abbreviations: Days of the Week

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

Poetry—The Lamb

He became a little child.
I a child, and thou a lamb,
We are called by His name.
Little lamb, God bless thee!
Little lamb, God bless thee!

50. Contractions with State of Being Verbs and Will

- Beautiful Stories from Shakespeare: Twelfth Night

In our last lesson on contractions, we went over contractions which included the word **not**, but there are other common contractions as well.

I am	I'm	I will	I'll
we are	we're	we will	we'll
you are	you're	you will	you'll
he is	he's	he will	he'll
she is	she's	she will	she'll
it is	it's	it will	it'll
they are	they're	they will	they'll

It'll is a contraction, but it is not used often.

Several of these contractions end in apostrophe-s ('s), just like possessive nouns do. Remember, though, that pronouns NEVER use 's to show possession. **Its** and **it's** are the tricky ones. When you need to choose between the two, ask yourself: Does the sentence makes sense if I say **it is** instead? Does it show possession?

Covetousness

By Peter Idley

Covetousness hath never end,
And where is no end, is no rest;
Where is no rest, peace doth wend;
Where is no peace, God is a guest;
For God Himself made His nest
Where peace made his bower,
And there He dwelleth, our Saviour.

The Ass, the Lion , and the Fox

From *The Tortoise and the Geese* by Maude Barrows Dutton

A Lion, who had always been a great hunter, was stricken in his old age with a fever and obliged to retreat into his lair. He had not even strength enough to stand on his legs, but slept all day with his great head resting on his front paws.

Now there was a Fox who had always lived near the Lion, and had followed the Lion when he went hunting in the wood. When the Lion had killed and eaten his fill of any game, the Fox always came up behind and devoured all that was left. Thus he lived for many years in this lazy fashion, and grew fat and strong. When he heard of the Lion's illness, he was greatly distressed.

"Shall I now, at this late stage of life, be obliged to kill my own meat?" he thought to himself. Then he lay down in his hole and set his wily brain to work.

Finally he arose and, putting on a very sad face, went to the Lion's lair and inquired for his health. The Lion replied mournfully that he thought he should soon die.

"But is there no cure for such a fever?" asked the Fox.

"None," replied the Lion, "unless I eat the heart and the ears of an Ass."

"Those, your Majesty, can be easily obtained, if you will but heed my advice," replied the Fox.

"Tell me, then, what trick you have devised," returned the Lion, "for I will gladly do anything to save my life."

So the Fox began:—

"Near here is a spring where every day a Bleacher comes to wash clothes, and an Ass, who is his beast of burden, grazes in the next

field. Maybe I can make friends with the Ass. Then I will bring him near your den, and you can come out and kill him.”

The next morning, when the Fox saw the Ass from afar, he trotted over to the spring and inquired, “Good Ass, why is it that you look so thin and worn?”

“Can you not see,” replied the Ass, “that this Bleacher is constantly over-working me? He never grooms me, and never gives me enough to eat.”

“That is a hard lot,” the Fox made answer; “but have you not four good legs? Why do you not use them? A few moments would carry you safe beyond his reach.”

“Alas,” said the Ass, “I should only fall into the hands of another master, who might treat me even worse than this one. We poor asses are born to be beasts of burden, and there is no escape for us.”

“But I,” answered the Fox, softly, “can tell you of an escape. I know of a beautiful garden not far from here, filled with the finest clover, and where there are no men. I have just recently carried another Ass thither, and he is now sleek and happy.”

The stupid Ass, never for a moment doubting that the Fox spoke the truth, besought him to take him to this garden. So, while the Bleacher was splashing his clothes in the spring, the Fox and the Ass set out together.

The Lion was lying in wait in his lair, and when the Ass came by, he sprang out and struck the poor beast a blow. But the Lion’s paws were so weakened by the fever that the blow did nothing more than startle the Ass, who ran off across the field.

The Fox was at first very angry that his little game had thus failed, but he soon devised another trick. He trotted off swiftly and soon overtook the Ass.

“Traitor!” cried the Ass. “Is this the freedom which you promised me? Do you take me away from the hands of my master merely to hurl me into the jaws of a Lion?”

“Oh, foolish and weak-hearted Ass,” replied the Fox. “You must know that this garden of which I told you is enchanted. You will meet there creatures in the shape of lions and wolves who will pretend to harm you, but who in reality can do nothing to hurt you. I should have warned you against these strange beasts, but it slipped my mind, I was so anxious to save you from your cruel master before it was too late. Only return now and be of good courage. You will soon see how needless your fears are.”

The Fox trotted home in advance, and after a short hesitation, the Ass followed him. He soon found himself in a bed of clover, where he fed to his heart's content. In the meantime the Fox went to the Lion's den and whispered some words of cunning in his ear. After a while the Lion came forth. He walked quietly around the Ass, but did not once seek to do him harm. At last the Ass began to talk to him, and the Lion replied gently. They were soon such friends that the Ass, after he had finished eating, lay down by the Lion's side and went to sleep. The Fox now gave the signal, and the Lion fell upon the Ass and slew him.

"There is but one thing more necessary," said the Lion, "to make my cure complete. I must go and bathe in the spring before eating. Do you therefore watch over the Ass until I return."

With these words the Lion crawled away, and the Fox seized this chance to devour the heart and the ears of the Ass, which were in truth the only parts of him worth eating.

The Lion, after finishing his bath, returned and began to hunt for the heart and the ears of the Ass. When he could find no trace of either, he said to the Fox:—

"Faithless creature, where are the two parts of the Ass which were to cure my fever?"

And the Fox replied, "Oh, most worthy King, you should yourself know that this beast had neither heart nor ears. If he had had ears, which are the seat of the hearing, he would have known that I spoke falsehoods; and if he had had a heart, which is the seat of the feelings, he would have been overcome with fear at the very sight of you." And with these last words of treachery, the Fox escaped into the woods.

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and etymology, if available, of each word. In the next section, write a modifier for each of the nouns.

orchard, bulb, autumn, anemones, poisonous

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV; Conjunction, CJ.

“He left this ring.”

“She never told her love.”

Copywork and Dictation

Literature

Viola, however (who was now called Cesario), refused to take any denial, and vowed to have speech with the Countess. Olivia, hearing how her instructions were defied and curious to see this daring youth, said, “We’ll once more hear Orsino’s embassy.”

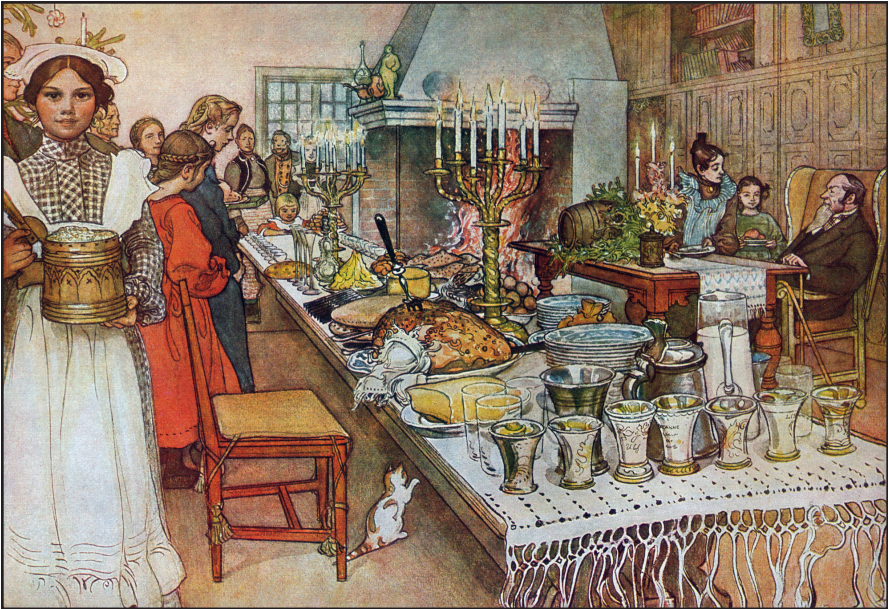
Bible—Proverbs 10:12

Hatred stirs up strife,
But love covers all transgressions.

Dictation: “The Wolf and the Lion”

“Your property? Did you buy it, or did the Shepherd make you a gift of it? Pray tell me, how did you get it?”

What is evil won is evil lost.



Christmas Eve by Carl Larsson

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?



51. Adverbs That Tell How

- Picture Study: Christmas Eve
- Beautiful Stories from Shakespeare: A Midsummer Night's Dream

**Adverbs tell how, when, where,
how often, and to what extent.**

Just as there are different types of adjectives, there are also different types of adverbs. We'll be learning about the different types over the next few lessons. There are five questions that adverbs can answer for us. Today, we're going to discuss adverbs that answer the question **how**.

Adverbs that answer the question **how** tell us how something is done. The cat acted **oddly**. The boy ran **quickly**. The girl worked **carefully**. All of these adverbs tell us **how** something was done. Since an adverb that answers the question **how** tells **how something was done**, that means that it modifies the verb.

Notice that many of our **how** adverbs are the **ly** adverbs, adverbs that are made by adding **ly** to an adjective. However, words like **well** and **hard** are also adverbs that tell **how**. She did **well**. He tried **hard**. Look at the following sentences from "A Midsummer Night's Dream." The adverbs that tell **how** are underlined.

They scolded each other so dreadfully.

The Pixy People

By James Whitcomb Riley

It was just a very
Merry fairy dream!
All the woods were airy
With the gloom and gleam;
Crickets in the clover
Clattered clear and strong,
And the bees droned over
Their old honey-song.

In the mossy passes,
Saucy grasshoppers
Leapt about the grasses
And the thistle-burrs;
And the whispered chuckle
Of the katydid
Shook the honeysuckle
Blossoms where he hid.

Through the breezy mazes
Of the lazy June,
Drowsy with the hazes
Of the dreamy noon,
Little Pixy-people
Winged above the walk,
Pouring from the steeple
Of a mullein-stalk.

One-a gallant fellow
Evidently King,
Wore a plume of yellow
In a jewelled ring
On a pansy bonnet,
Gold and white and blue,
With the dew still on it,
And the fragrance, too.

One-a dainty lady,
Evidently Queen
Wore a gown of shady
Moonshine and green,
With a lace of gleaming
Starlight that sent
All the dewdrops dreaming
Everywhere she went.

One wore a waistcoat
Of roseleaves, out and in,
And one wore a faced-coat
Of tiger-lily-skin;
And one wore a neat coat
Of palest galingale';
And one a tiny street-coat,
And one a swallow-tail.

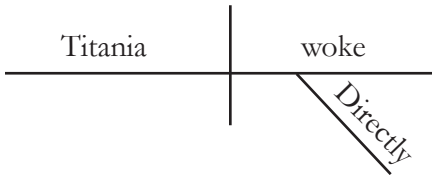
And Ho! sang the King of them,
And Hey! sang the Queen;
And round and round the ring of them
Went dancing o'er the green;
And Hey! sang the Queen of them,
And Ho! sang the King
And all that I had seen of them
Wasn't anything!

It was just a very
Merry fairy dream!
All the woods were airy
With the gloom and gleam;
Crickets in the clover
Clattered clear and strong,
And the bees droned over
Their old honey-song!

Directly Titania woke.

In the second sentence, what is the simple subject? What is the simple predicate? What is the word **directly**?

The simple subject is **Titania**. The simple predicate is the verb **woke**. **Directly** is an adverb that modifies **woke**. We diagram this sentence like this:



The Crow, the Jackal, the Wolf, and the Camel

From *The Tortoise and the Geese* by Maude Barrows Dutton

A black-eyed Crow, a Fierce-Clawed Wolf, and a Wily Jackal once lived together in the service of a Lion, their King. Their home was near the highway, where caravans of traders often passed. In one of these caravans there was one day a Camel, so weary that he lay down and refused to go farther. So the traders moved on and left him by the wayside. For three days the Camel lay there, and then, feeling rested, he rose to go in search of food. He had not wandered far into the woods before he met the Lion. One glance at this noble beast assured the Camel that he was in the presence of the King. So he fell on his knees and offered him his humble services. The Lion graciously bade the Camel rise and tell him how he came to be wandering through the woods. When he had heard the tale, he said:—

“My good Camel, you are free, if you wish, to return to be the slave of your former masters, the traders; but if you live here with me, I promise that you shall have plenty to eat, and that no harm shall come upon you. It is for you to choose whether you will go or stay.”

The Camel replied with no hesitation that he would be honored to stay with the Lion, and fell to eating grass without further fear of danger.

Some time after this, the Lion encountered an Elephant, and came home to his lair badly wounded. As he lay groaning upon his bed of

leaves, the Black-Eyed Crow, the Fierce-Clawed Wolf, and the Wily Jackal gathered about him and began to weep. They had always fed from the game which the Lion caught, and they feared now that he would die and that they would starve to death. The good Lion, when he saw their sad faces, ceased his groaning and said:—

“My Friends, I am much sorrier for your grief than for my own wounds. Go and see if there is not a deer in the neighborhood, and chase it hither. I will go out and kill it for you, in spite of my weakness.”

The three friends went off and held a council. They knew that the Lion had not strength even to slay a deer. Finally the Wolf said:—

“If I may ask, what good does this Camel do here? He is large and fat. Let us kill him, and perhaps his meat will keep the Lion alive until his wounds are healed. “

But the Jackal shook his head. “The Lion has given the Camel his word that he shall be safe here from all harm. How, then, can we put him to death without any cause?

On this the Raven, who was as hungry as the Wolf, answered:—
“Stay here, both of you! Let me go to the Lion and see if I cannot persuade him to kill the Camel.”

So the Black-Eyed Crow came to the Lion. He made a deep bow and, putting on a Starved look, said:—

“May it please your Majesty to let me say a few words! We, your faithful subjects, are famished almost to death, and so weak that we can scarcely crawl. But we have found a way to satisfy our hunger, if only you will give us leave to prepare a feast.”

“And what feast is this?” inquired the Lion.

“Sir,” said the Crow, “you recall the Camel who wandered into your kingdom some time ago. He lives now like a hermit, never coming near us, nor doing any one any good. How much better it would be for you and for us if we should kill and eat him. I am doctor enough to know that camel meat is the best food for you at this time.”

The Lion, who was truly a good beast, was greatly angered at these words. “Wicked bird,” he roared, “to try to make me faithless to my promises! Begone from my sight!”

The Crow went back to his friends greatly disappointed. Again they took counsel, and at last the Crow said:— “I have another plan. Let us find the stupid Camel and go together before the King. We will then thank him for his kindness to us, and say that as we have hitherto lived entirely upon his bounty, it is now time that we gave up

our lives for him. The Camel will perchance follow our example, and when he has offered himself, we will take him at his word.”

They all agreed to this scheme, and went in search of the Camel. When they had come into the Lion’s lair, the Black-Eyed Crow stepped forward first.

“Your Majesty,” he said, “your life is so much more precious than mine, that I wish to offer my poor body to you to appease your hunger.”

“What a meagre mouthful you offer to the King!” cried the Wily Jackal, feigning disgust. “You have only a dried skin and a bundle of bones to give. I am larger, and am as eager as you to give my life for our dear monarch. Let me therefore be served today for your Majesty’s dinner.”

“My beloved King,” said the Fierce-Clawed Wolf, now stepping forward in his turn, “these friends are speaking from the kindness of their hearts, but what real good could they do you? Think for a moment of my size, and you will see that I would make a feast worthy of a king. I will gladly give my life to save yours.”

The simple-minded Camel now arose from his knees and spoke:—

“I, too, would gladly show my gratitude for all that the King has done for me. You three together are not enough to satisfy the King’s hunger. I alone am sufficient to restore the King to health.”

“The Camel is right,” cried the other three in one voice, and they fell upon him before he could utter another word.

Writing: Playing with Sentences Oral Exercise

Take today’s sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

The water runs so cleverly down the valleys of the leaf.

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns.
2. **Change the sentence type.** Change between declarative, interrogative, imperative, and exclamatory sentences.

3. **Change the adjectives.** Take all the adjectives out. Add new ones.
Change the type of adjectives.
- 4.. **Change the adverbs.** Take all the adverbs out. Add new ones.
Change the type of adverbs.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV; Conjunction, CJ.

Fairies attended Bottom.

The fairy King and Queen live happily.

Copywork and Dictation

Literature

“Now, sit down with me,” said the Queen to the clown, “and let me stroke your dear cheeks, and stick musk-roses in your smooth, sleek head, and kiss your fair large ears, my gentle joy.”

Dictation: Maxim

Curiosity killed the cat.



52. Adverbs That Tell When

- Beautiful Stories from Shakespeare: Hamlet

Adverbs tell how, when, where,
how often, and to what extent.

In the last lesson, you learned about adverbs that tell how. Today, we'll be discussing adverbs that answer the question **when**.

Adverbs that answer the question **when** tell when something was done. Words such as **sometimes**, **never**, and **always** are adverbs that tell when. Look at the following sentences from "Hamlet."

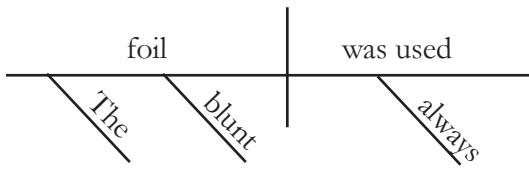
And sometimes he wondered whether the ghost spoke truly.

"But never doubt I love."

Hamlet had the blunt foil always used in fencing.

Since an adverb that answers the question **when** tells **when something was done**, that means that it modifies the verb.

The blunt foil was always used.



Some other adverbs that tell **when** are: after, afterwards, already, before, ever, finally, later, now, soon, still, then, today, tomorrow, when, and yesterday.

This is not a complete list, but you should understand now how adverbs can tell **when**. Pick three of the words from the list above and make sentences with them, and tell what word your adverb that tells **when** modified.

The Rainbow

By Christina Rossetti

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

The Crane and the Crab

From *The Tortoise and the Geese* by Maude Barrows Dutton

There was a certain Crane, who took up her abode on the borders of a lake There she lived for many years, catching and eating fish, and living a life of ease and luxury. At length, when she had grown old and feeble, she could no longer fish. Then she looked back sorrowfully on the days of her youth and sighed”—

“Alas, why did I not make some provision for my old age when I was young and strong? Now I am too weak to fish, and must.

therefore live upon my wits"; and she took her stand upon the margin of the lake, sighing and moaning.

From the bottom of the pond, a Crab heard her wails and swam to the surface.

"Why, what is the trouble, Friend Crane?" he asked, when he saw her mournful expression.

"Trouble enough!" replied the Crane. As you know, I have, always lived on the banks of this lake, and have caught a few fish every day for my dinner. But now I must soon die, for in a few weeks there will be no more fish here to catch."

"Why, how can that be?" questioned the Crab, now swimming nearer.

"Listen to me," the Crane continued, in the same sad voice. "Yesterday two fishermen passed this way, and one said to the other, 'Here is a pond full of fish. Let us throw our lines in here!' But the other fisherman urged him to go on to another lake not far distant. 'There we shall find even more fish than there are here,' he said. 'Let us therefore clear out that pond first, and then we can come back here.' Agreeing to this, they went off in search of the other lake. Now it is only a few weeks before they will return, and then I must surely die, for they will catch all the fish."

She had no sooner finished than the Crab sank quickly to the bottom to tell the bad news to the fish. Meantime the Crane stood on one leg and waited. Before long, she saw all the fish in the lake swimming rapidly towards her and flapping their fins in great excitement.

"We have just heard the news from the Crab," they gasped, "and our anxiety is so great that we have come to you for help, even though you have always been our enemy. We, as well as you, are now in danger of losing our lives if the fishermen return. Can you think of any escape, good Crane? If so, we beg you to tell us."

The Crane stood very still for a few moments, with her head on one side. Finally she spoke.

"I know of a pool not far from here," she began gravely, "where the water is so clear that you can easily count the grains of sand on the bottom. There you would find plenty of food and be safe from all fishermen, for that pool is enchanted. Now, if you will trust yourselves to me, I will carry three or four of you every day to that pond. I cannot carry more, for I am too old. This is the only escape for you."

The fish, who had listened very attentively to the words of the

Crane, could not thank her enough for her kind offer. So it was agreed that that very morning she should begin to carry the fish to the other pond, so that no time should be lost. The Crane took the eager fish gently in her long bill and flew carefully away with them. But no sooner was she out of sight and hearing, than she alighted upon the ground and ate the fish. So, day by day, without any labor, the Crane had plenty of food.

Finally the Crab became anxious to be moved to the enchanted pond. The Crane knew that the Crab was her natural enemy, so she thought that this would be a good chance to get rid of him, too.

“Clasp your claws around my neck and hold fast,” said the Crane. Then she spread her wings and flew off. But as they came near to the Crane’s feeding-place, the Crab caught sight of the white fish-bones lying on the ground. In an instant he realized the cunning of the Crane.

“So this is the enchanted pond,” he cried; and pressing his claws into the Crane’s neck, he strangled her, and she fell to the ground dead.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. This first sentence has a compound direct object.

Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV; Conjunction, CJ.

Now Hamlet had offended his uncle and his mother.

His son grieves still.

Copywork

Literature

So when his friends came back he made them swear to keep the secret of the ghost, and then went in from the battlements, now gray with mingled dawn and moonlight, to think how he might best avenge his murdered father.

Poetry—The Rainbow

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.



53. Adverbs That Tell Where

- The Secret Garden, Chapter 1

Adverbs tell how, when, where,
how often, and to what extent.

So far, you've learned about adverbs that tell how and when. Today, we'll be discussing adverbs that answer the question **where**.

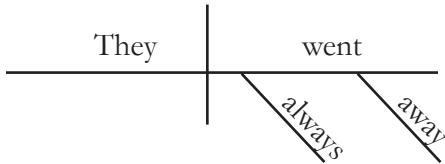
Adverbs that answer the question **where** tell where something was done. Words such as **abroad**, **outside**, and **underground** are adverbs that tell where. The family lived **abroad**. (**Abroad** means in a foreign country.) The children play **outside**, but they sleep **upstairs**. Look at the following sentences from *The Secret Garden*.

She wandered out into the garden.

She went back to her nursery and shut herself in.

Since an adverb that answers the question **where** tells **where something was done**, that means that it modifies the verb. The sentence below has both an adverb that tells when and an adverb that tells where.

They always went away.



Some other adverbs that tell **where** are: anywhere, downstairs, everywhere, here, in, inside, nowhere, somewhere, there, and underground.

Pick three of the words from the list above and make sentences with them, and tell what word your adverb that tells **where** modified.

Now the Day is Over

By Sabine Baring-Gould

Now the day is over,
Night is drawing nigh,
Shadows of the evening
Steal across the sky.

Comfort every sufferer
Watching late in pain;
Those who plan some evil
From their sin restrain.

Now the darkness gathers,
Stars began to peep,
Birds and beasts and flowers
Soon will be asleep.

Through the long night-watches
May thine angels spread
Their white wings above me,
Watching round my bed.

Jesus, give the weary
Calm and sweet repose;
With thy tenderest blessing
May our eyelids close.

When the morning wakens,
Then may I arise
Pure and fresh and sinless
In thy holy eyes.

Grant to little children
Visions bright of thee;
Guard the sailors tossing
On the deep blue sea.

Glory to the Father,
Glory to the Son,
And to thee, blest Spirit,
Whilst all ages run.

The Merchant and His Iron

From *The Tortoise and the Geese* by Maude Barrows Dutton

A Merchant, who was about to set out on a journey, went to the house of a Friend, taking with him two hundred tons of iron.

"I beg of you," he said to his Friend, that you will kindly keep this iron for me. I am about to set out on a long journey, and it may be that ill luck will befall me. If so, then I can return home and sell this iron for a large price."

The Friend took the iron, and even as the Merchant feared, it came to pass. Misfortune overtook him on the way, and he was obliged to return home. Straightway he went to the house of his Friend and demanded the iron. In the meantime the Friend had sold the iron to pay his own debts, for he believed that the Merchant would never return home. However, he put on a bold face and replied:—

"Truly, Friend, I have sad news for you. I locked the iron in a room, thinking that it was as safe there as is my own gold. But, unknown to me, there was a rat-hole in the wall, and the rats have stolen into the room and eaten all of the iron."

The Merchant, pretending that he believed this untruth, answered promptly:

"That is, indeed, sad news for me, for the iron was all that I had left. Still, I know of old that rats delight in chewing upon iron bars. I have lost much iron in this same way before, so I shall know how to bear my present ill luck."

This answer was very pleasing to the Friend, who now was sure that the Merchant believed that the rats had eaten his iron. To avoid any further suspicion, he invited the Merchant to dine with him on the morrow. The Merchant accepted and went his way. As he was passing through the city, he met one of his Friend's sons, whom he quietly took home and locked up in a room.

The next day he went to his Friend's to dine. His friend came to the door with tears streaming down his face. "You must pardon me my distress," he said to the Merchant, "but yesterday one of my children disappeared, and nothing has been heard of him since. The town-crier has been through the streets, but no trace of the child is to be found."

"I am, indeed, sorry to hear this news," replied the Merchant, "for

last evening I saw a sparrow hawk flying over the city with a child in its claws. The child certainly looked very much like one of your children.”

“You senseless fellow,” retorted the friend, “why do you mock me in my trouble! How could a sparrow hawk carry off a child weighing fifty pounds?”

“Ah,” replied the Merchant, “you must not be surprised that a sparrow hawk should carry off a child of fifty pounds in our city where rats eat up two hundred tons of iron. My friend, give me back my iron, and I will gladly restore your boy.”

Writing: Commonplace Book

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

The first bright flowers we find are the daffodils in the fields, and the anemones in the woods. They have very long, narrow leaves which come straight out of the ground. Each flower hangs on its own tall stalk. It has deep yellow tube in the middle, with a crown of pale yellow leaves round it. If you dig up a daffodil plant you will find that it has a bulb like an onion. It stores up food in the bulb in the autumn. Then it uses this food in January to make its leaves and flowers.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV; Conjunction, CJ.

The family lived abroad.

She hid upstairs.

Dictation

Bible—Psalm 119:105

Your word is a lamp to my feet
And a light to my path.



54. Narration: Spring Flowers

- The Secret Garden, Chapter 2

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Be careful to place the events from the narrative in the correct order. Your narration can be short with fewer details, or you can make it longer by adding more details. Use part of today's narration as a dictation exercise.

I'm Nobody! Who are you?

By Emily Dickinson

I'm Nobody! Who are you?
Are you - Nobody - Too?
Then there's a pair of us!
Don't tell! they'd advertise - you know!

How dreary - to be - Somebody!
How public - like a Frog -
To tell one's name - the livelong June -
To an admiring Bog!

55. *Abbreviations: Addresses*

• The Secret Garden, Chapter 3

One of the most common times to use abbreviations is when writing an address on an envelope. Below are some abbreviations that we use when naming streets and roads. What's the name of the street you live on?

Street	St.	Boulevard	Bvd.	Avenue	Ave.
Road	Rd.	Circle	Cir.	Highway	Hwy.

The post office has special two-letter abbreviations for each state. These abbreviations are written in capital letters with NO period at the end.

Alabama	AL	Indiana	IN
Alaska	AK	Iowa	IA
Arizona	AZ	Kansas.	KS
Arkansas	AR	Kentucky.	KY
California	CA	Louisiana.	LA
Colorado.	CO	Maine	ME
Connecticut	CT	Maryland.	MD
Delaware.	DE	Massachusetts.	MA
Florida.	FL	Michigan	MI
Georgia	GA	Minnesota.	MN
Hawaii.	HI	Mississippi	MS
Idaho.	ID	Missouri	MO
Illinois.	IL	Montana	MT

Nebraska	NE	South Carolina	SC
Nevada	NV	South Dakota	SD
New Hampshire	NH	Tennessee	TN
New Jersey	NJ	Texas	TX
New Mexico	NM	Utah	UT
New York	NY	Vermont	VT
North Carolina	NC	Virginia	VA
North Dakota	ND	Washington	WA
Ohio	OH	West Virginia	WV
Oklahoma	OK	Wisconsin	WI
Oregon	OR	Wyoming	WY
Pennsylvania	PA	District Of Columbia	DC
Rhode Island	RI		

Make Me a Picture of the Sun

By Emily Dickinson

Make me a picture of the sun—
 So I can hang it in my room—
 And make believe I'm getting warm
 When others call it "Day"!

Draw me a Robin—on a stem—
 So I am hearing him, I'll dream,
 And when the Orchards stop their tune—
 Put my pretense—away—

Say if it's really—warm at noon—
 Whether it's Buttercups—that "skim"—
 Or Butterflies—that "bloom"?
 Then—skip—the frost—upon the lea—
 And skip the Russet—on the tree—
 Let's play those—never come!

Writing: Oral Narration

Your next narration exercise will be on "Which Was the King?"
 Today, your instructor will read the story aloud, and then you will
 give an oral narration.

Do you know the difference between history and a legend? A historical tale is one which we believe to be true because there is evidence to support that the events really happened. A legend is a traditional story that's often regarded as historical, but we have no evidence to suggest the events really happened.

Your next three stories for narration are legends written by James Baldwin. I don't know if these tales really happened, but I enjoy them anyway.

Which Was the King?

From *Fifty Famous People* by James Baldwin

One day King Henry the Fourth of France was hunting in a large forest. Towards evening he told his men to ride home by the main road while he went by another way that was somewhat longer.

As he came out of the forest he saw a little boy by the roadside, who seemed to be watching for some one.

"Well, my boy," said the king, "are you looking for your father?"

"No, sir," answered the boy. "I am looking for the king. They say he is hunting in the woods, and perhaps will ride out this way. So I'm waiting to see him."

"Oh, if that is what you wish," said King Henry, "get up behind me on the horse and I'll take you to the place where you will see him."

The boy got up at once, and sat behind the king. The horse cantered briskly along, and king and boy were soon quite well acquainted.

"They say that King Henry always has a number of men with him," said the boy; "how shall I know which is he?"

"Oh, that will be easy enough," was the answer. "All the other men will take off their hats, but the king will keep his on."

"Do you mean that the one with his hat on will be the king?"

"Certainly."

Soon they came into the main road where a number of the king's men were waiting. All the men seemed amused when they saw the boy, and as they rode up, they greeted the king by taking off their hats.

"Well, my boy," said King Henry, "which do you think is the king?"

"I don't know," answered the boy, "but it must be either you or I, for we both have our hats on."

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV; Conjunction, CJ.

He was always teasing his sisters.

“You have had a sleep!”

Copywork

Literature

The horses were climbing up a hilly piece of road when she first caught sight of a light. Mrs. Medlock saw it as soon as she did and drew a long sigh of relief.

Poetry—The Rainbow

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

56 • Adverbs That Tell How Often

- The Secret Garden, Chapter 4

Adverbs tell how, when, where, how often, and to what extent.

So far, you've learned about adverbs that tell how, when, and where. Today, we'll be discussing adverbs that answer the question **how often**.

Adverbs that answer the question **how often** tell how frequently something is done. Words such as **daily**, **frequently**, and **occasionally** are adverbs that tell how often. We do math **daily**. We do grammar **frequently**. We do a field trip **occasionally**. Since an adverb that answers the question **how often** tells **how often something is done**, that means that it modifies the verb. Look at the following sentences from *The Secret Garden*.

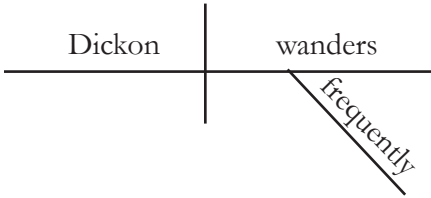
She said that very often—"It was the custom."

"I get my day out once a month same as th' rest."

Some other adverbs that tell **how often** are: constantly, generally, infrequently, often, normally, once, periodically, rarely, regularly, seldom, sometimes, twice, usually, weekly, and yearly.

Pick three of the words from the list above and make sentences with them, and tell what word your adverb that tells **how often** modified.

Dickon wanders frequently.



The Exhortation of a Father to His Children

By Robert Smith

Ye are the temples of the Lord,
For ye are dearly bought;
And they that do defile the same,
Shall surely come to nought.

Possess not pride in any wise,
Build not your house too high;
But have always before your eyes,
That ye be born to die.

Defraud not him that hired is,
Your labour to sustain;
But give him always out of hand,
His penny for his pain.

And as you would that other men
Against you should proceed,
Do you the same to them again,
When they do stand in need.

And part your portion with the poor,
In money and in meat;
And feed the fainted feeble soul,
With that which ye should eat.

Ask counsel always at the wise,
Give ear unto the end;
Refuse not you the sweet rebuke
Of him that is your friend.

Be thankful always to the Lord,
With prayer and with praise,
Desiring Him in all your works
For to direct your ways.

The Hare, the Fox, and the Wolf

From *The Tortoise and the Geese* by Maude Barrows Dutton

A hungry Wolf was passing through a wood when he came upon a Hare sitting up on her hind legs at the foot of an oak tree. He was about to spring upon her, when the Hare suddenly spoke to him.

“Sir Wolf,” she said, “I know that you are faint with hunger, and that you are out in search of food. But before you swallow me, I ask you to think of my size, and remember that I shall be but a solitary mouthful for your Highness. Now about a furlong from here there lives a Fox, who is so plump and fat that he can scarcely walk. If you should eat him, then you would indeed feel that you had truly dined. If it is pleasing to you, I will pay this Fox a visit; entice him from his hole, and, if he prove to your liking, you can devour him.”

The Wolf was easily persuaded by these words, and told the Hare to run on ahead to the hole of the Fox. When she had arrived there, she bade the Wolf remain outside while she went in.

“Ah! now not only am I free from the Wolf, but I will have my revenge on this old Fox, who has so often chased my white tail through the bushes,” she thought to herself.

When she came to the Fox, she put on a very meek expression, and bowed low. The Fox was very civil, and asked the Hare what good fortune it was that had brought her there.

“Only the great desire to see your Worship,” replied the Hare humbly; “and there is one of my relations at the door who is no less anxious to kiss your hands, but he dares not enter without your permission.”

The cunning Fox mistrusted the Hare’s flattering words, but he said to himself, “I will repay her in her own coin.” At the same time

he answered aloud, “Madam, you do me great honor. Your friend shall be most welcome. But,” he added, before receiving him I must ask you to allow me first to sweep out the corners of the house and spread down my best carpet.”

The Hare therefore went out and told the Wolf all that had happened. The Wolf’s mouth fairly watered with the thought of his fine dinner.

But the Fox was by no means the stupid creature that the Hare took him to be. He had long ago built a deep pit in the centre of his passageway, and covered it over with sticks so that no one besides himself knew that it was there. He now hastened to take away the sticks and cover the pit merely with straw. When this was done, he asked the Hare and his friend to walk in. The Hare, curious to see the finish of her little game, followed the Wolf, and before they knew it, both found themselves rolling together in the bottom of the pit. The Wolf, believing that the Hare had planned this device, immediately fell upon her and ate her up, while the Fox stole out of his hole by a secret door.

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and etymology, if available, of each word. In the next section, give a modifier if possible.

perhaps, amuse, brisk, canter, acquaint

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV; Conjunction, CJ.

She moved softly.

Suddenly a rippling sound broke out.

Copywork and Dictation

Literature

“Would you make friends with me?” she said to the robin just as if she was speaking to a person. “Would you?” And she did not say it either in her hard little voice or in her imperious Indian voice.

Bible—Job 27:4

My lips certainly will not speak unjustly,
Nor will my tongue mutter deceit.

Dictation: “Which Was the King?”

“Oh, if that is what you wish,” said King Henry, “get up behind me on the horse and I’ll take you to the place where you will see him.”



Brita and Me by Carl Larsson

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

57. Adverbs That Tell To What Extent

- Picture Study: Brita and Me
- The Secret Garden, Chapter 5

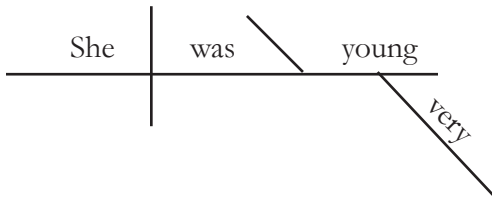
Adverbs tell how, when, where,
how often, and to what extent.

So far, you've learned about adverbs that tell how, when, where, and how often. Today, we'll be discussing adverbs that answer the question **to what extent**.

Adverbs that answer the question **to what extent** tell to what degree something is done. Words such as **just**, **really**, and **somewhat** are adverbs that tell to what extent. She had **just** finished. The team **really** tried. He was **somewhat** tired. Look at the following sentences from *The Secret Garden*.

Martha tucked her feet under her and made herself quite comfortable.

She was very young.



Some other adverbs that tell **to what extent** are: almost, barely, entirely, extremely, not, quite, so, rather, terribly, too, and very. Adverbs that tell **to what extent** often modify adjectives and other adverbs; they strengthen or weaken them. They also modify verbs, though, telling **to what extent** something was done.

Pick three of the words from the list above and make sentences with them, and tell what word your adverb that tells **to what extent** modified.

An Evening Hymn

By Thomas Ken

All praise to thee, my God, this night,
For all the blessings of the light;
Keep me, O keep me, King of Kings,
Beneath thy own almighty wings.

Forgive me, Lord, for thy dear Son,
The ill that I this day have done;
'That with the world, myself, and Thee,
I, ere I sleep, at peace may be.

O may my soul on Thee repose,
And may sweet sleep my eyelids close:
Sleep that may me more vigorous make
To serve my God when I awake.

The Farmer, the Sheep, and the Robbers

From *The Tortoise and the Geese* by Maude Barrows Dutton

A stupid Farmer was coming home from a fair, leading a large Sheep which he had bought there. His way lay along a lonely mountain-side, where a band of Robbers had their den. Hidden among the bushes, the Robbers saw the Farmer and his Sheep pass by, and they determined to play a trick on him so as to win the Sheep for themselves. They therefore separated, and one after another of them met the Farmer as he passed along the road.

The first Robber doffed his cap and said, "Good-day, sir, where are you taking this dog?"

The second said, "Good-day, Sir, where did you get this dog?"

The third Robber even stopped the Farmer, and inquired where his gun was. "For surely you would not have this dog with you unless you were going hunting," he added.

And the fourth Robber, coming up from the rear, put his hand on the Sheep's head and said, "Ah, my friend, what a fine watch-dog you have!" and went on.

By this time the Farmer was very angry. "In sooth," he cried aloud, "the man who sold me this beast bewitched my eyes; for truly I thought that it was a sheep, whereas in reality it is nothing but a dog. I will hurry back at once to find the fellow and make him pay me back my money."

So saying, he tied the Sheep to a tree by the roadside and started back to the fair on a run. Thereupon the four Robbers came out of their hiding-places and carried the prize off to their den.

Writing: Playing with Sentences Oral Exercise

Take today's sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

"They say that King Henry always has a number of men with him," said the boy.

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns.

2. **Change the sentence type.** Change between declarative, interrogative, imperative, and exclamatory sentences.
3. **Change the adjectives.** Take all the adjectives out. Add new ones. Change the type of adjectives.
- 4.. **Change the adverbs.** Take all the adverbs out. Add new ones. Change the type of adverbs.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV; Conjunction, CJ.

She had just paused.

It's very queer.

Copywork and Dictation

Literature

She had felt as if she had understood a robin and that he had understood her; she had run in the wind until her blood had grown warm; she had been healthily hungry for the first time in her life; and she had found out what it was to be sorry for some one. She was getting on.

Dictation: Maxim

Virtue is its own reward.



58. Parts of Speech: Conjunctions

- The Secret Garden, Chapter 6

A conjunction is a word that joins words or groups of words together.

Conjunctions are special words that help us to join words or groups of words together. Today, we're going to learn about the three most common conjunctions: **and**, **but**, **or**.

You've already been diagramming the conjunction **and** in sentences with compound subjects or predicates. Look at the following sentences from *The Secret Garden*. In the first sentence, the word **and** joins nouns. In the second sentence, the word **and** joins verbs.

She had seen the gray mouse and its babies.

He twittered and chirped and hopped along the wall as if he were telling her all sorts of things.

The conjunction **but** shows a contrast between the words or groups of words that it joins. The word **contrast** means to show how the groups of words are different.

People must have lived in them, but it all seemed so empty that she could not quite believe it true.

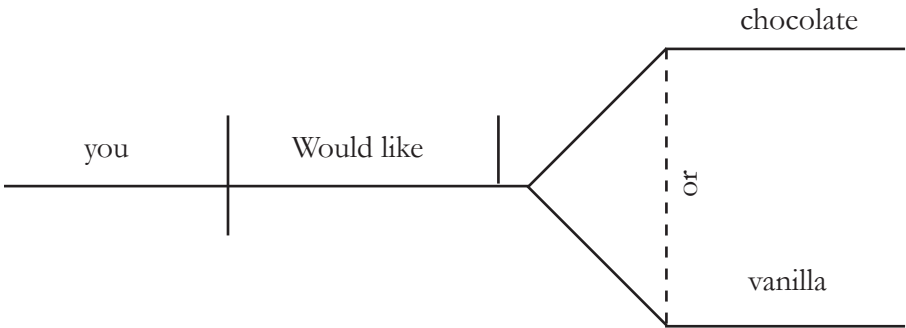
We use the conjunction **or** when we must choose—it's either one **or** the other, but not both.

In all of them there were old pictures or old tapestries with strange scenes worked on them.

Two or three times she lost her way.

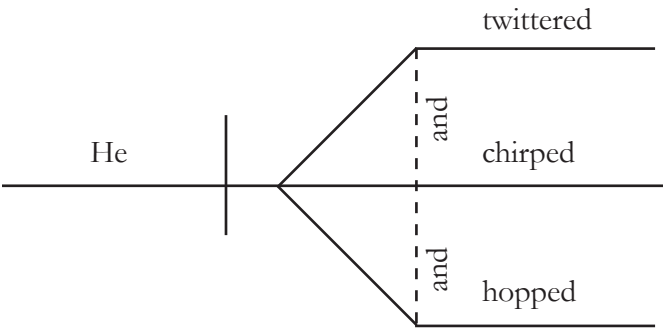
We diagram conjunctions the same way that you've been diagramming **and** with compound subjects and predicates.

Would you like chocolate or vanilla?

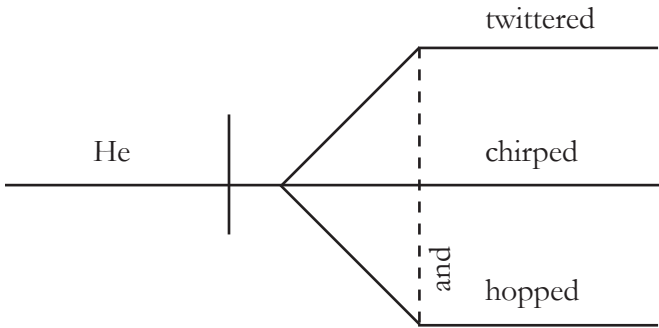


As you know, conjunctions and commas can join more than just two things together. We diagram such situations like this:

He twittered and chirped and hopped.



If we take the sentence above and replace the first **and** with a comma— He twittered, chirped and hopped—we would diagram it exactly the same, except we’d remove the first **and** from the diagram, like this:



Sea-shell

By Amy Lowell

Sea-shell, Sea-shell,
Sing me a song, oh! Please!
A song of ships, and sailormen,
And parrots, and tropical trees;
Of islands lost in the Spanish Main,
Which no man ever may find again,
Of fishes and corals under the waves,
And seahorses stabled in great green caves.
Oh, Sea-shell, Sea-shell,
Sing of the things you know so well.

The Sparrows and the Snake

From *The Tortoise and the Geese* by Maude Barrows Dutton

Two Sparrows once built a nest in the eaves of a house and hatched their first young there. The happy Father immediately flew away to find some food for his little ones. On his return, he met the Mother Sparrow flying wildly about.

“My dear, what has happened, and why have you left our little ones unprotected?” he asked anxiously.

“Alas,” replied the Mother Bird, while you were gone a big Snake glided along the eaves and ate up all of our fledgelings. And now he

lies sleeping in our nest. I have told him that you will pluck out both his eyes when you return, but he only replies, 'Bah, what has a big Snake to fear from a little brown Sparrow? Fly away and let me sleep in peace!' "

The little Sparrow comforted his mate as best he could, and then flew to a branch of a tree to think how he could punish the cruel and boasting Snake. As he was sitting there, he noticed that the good man of the house was about to light the evening lamp. Quickly the Sparrow dropped to the sill, and, flying in the window, seized the lighted taper from the man's hand. Then, carrying it carefully, lest the wind should blow out the flame, he bore it to his nest.

The Snake was suddenly awakened by the crackling of twigs in the nest as they rapidly caught fire. Terrified, he raised his head and was about to glide from the nest, when he was pierced by the pick of the good man, who, to save his house from catching fire, had climbed to the roof to tear down the burning nest.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ.

Martha ran and shut the door and turned the key.

She went out and slammed the door.

Copywork

Literature

She went out of the room and slammed the door after her, and Mary went and sat on the hearth-rug, pale with rage. She did not cry, but ground her teeth.

Poetry—Sea-shell

Sea-shell, Sea-shell,
Sing me a song, oh! Please!
A song of ships, and sailormen,
And parrots, and tropical trees;
Of islands lost in the Spanish Main,



59. Parts of Speech: Interjections

- The Secret Garden, Chapter 7

An interjection is a word or group of words that shows sudden or strong feeling.

Oh! Interjections! How exciting!

An interjection is a group of words that shows sudden or strong feeling, just like an exclamatory sentence does. And like an exclamatory sentence, an interjection often ends with an exclamation mark. However, we can also use a comma to set the interjection apart from the rest of the sentence.

Look at the following sentences from *The Secret Garden*. The same interjection, **oh**, is used in the first two, but one uses an exclamation mark while the other uses a comma. The third sentence has a two word interjection.

Oh! To think that he should actually let her come as near to him as that!

“Oh, I know I ought!” she cried.

“Eh! No!” said Martha, sitting up on her heels among her black lead brushes.

What interjection might **you** say if...

...your brother flicked something disgusting at you?

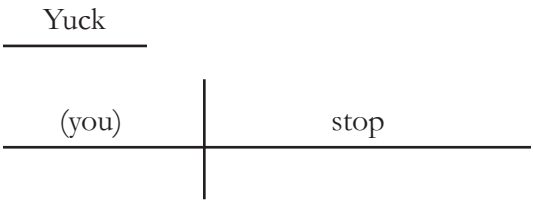
...the electricity comes back on after an outage?

...Sasquatch stole your lunch?

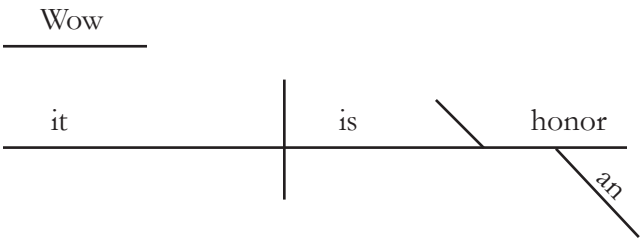
...you met our new Supreme Alien Overlord?

We diagram an interjection by putting it on a floating line above the sentence.

Yuck! Stop!



Wow, it's an honor!



The Grass So Little Has To Do

By Emily Dickinson

The Grass so little has to do –
A Sphere of simple Green –
With only Butterflies to brood
And Bees to entertain –

And stir all day to pretty Tunes
The Breezes fetch along –
And hold the Sunshine in its lap
And bow to everything –

And thread the Dews, all night, like Pearls –
And make itself so fine
A Duchess were too common
For such a noticing –

And even when it dies – to pass
In Odors so divine –
Like Lowly spices, lain to sleep –
Or Spikenards, perishing –

And then, in Sovereign Barns to dwell –
And dream the Days away,
The Grass so little has to do
I wish I were a Hay –

The Scorpion and the Tortoise

From *The Tortoise and the Geese* by Maude Barrows Dutton

A Scorpion and a Tortoise became such fast friends that they took a vow that they would never separate. So when it happened that one of them was obliged to leave his native land, the other promised to go with him. They had traveled only a short distance when they came to a wide river. The Scorpion was now greatly troubled.

“Alas,” he said, “you, my friend, can easily swim, but how can a poor Scorpion like me ever get across this stream?”

“Never fear,” replied the Tortoise; “only place yourself squarely on my broad back and I will carry you safely over.

No sooner was the Scorpion settled on the Tortoise’s broad back, than the Tortoise crawled into the water and began to swim. Halfway across he was startled by a strange rapping on his back, which made him ask the Scorpion what he was doing.

“Doing?” answered the Scorpion, I am whetting my sting to see if it is possible to pierce your hard shell.”

“Ungrateful friend,” responded the Tortoise, “it is well that I have it in my power both to save myself and to punish you as you deserve.” And straightway he sank his back below the surface and shook off the Scorpion into the water.

Writing: Commonplace Book

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

“No, sir,” answered the boy. “I am looking for the king. They say he is hunting in the woods, and perhaps will ride out this way. So I’m waiting to see him.”

“Oh, if that is what you wish,” said King Henry, “get up behind me on the horse and I’ll take you to the place where you will see him.”

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Oh! Is it you?”

Why, it was a key!

Dictation

Bible—Proverbs 3:5

Trust in the Lord with all your heart
And do not lean on your own understanding.



60.

Narration: Which Was the King?

- The Secret Garden, Chapter 8

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Be careful to place the events from the narrative in the correct order. Use part of today's narration as a dictation exercise.

Evening (In words of one syllable)

By Thomas Miller

The day is past, the sun is set,
And the white stars are in the sky;
While the long grass with dew is wet,
And through the air the bats now fly.

The lambs have now lain down to sleep,
The birds have long since sought their nests;
The air is still; and dark, and deep
On the hill side the old wood rests.

Yet of the dark I have no fear,
But feel as safe as when 'tis light;
For I know God is with me there,
And He will guard me through the night.

For God is by me when I pray,
And when I close mine eyes to sleep,
I know that He will with me stay,
And will all night watch by me keep.

For He who rules the stars and sea,
Who makes the grass and trees to grow.
Will look on a poor child like me,
When on my knees I to Him bow.

He holds all things in His right hand,
The rich, the poor, the great, the small;
When we sleep, or sit, or stand,
He is with us, for He loves us all.



61. *Synonyms*

- The Secret Garden, Chapter 9

Synonyms are words that have the same meaning.

There is a special book similar to the dictionary which gives synonyms for words. It's called a thesaurus. Words are listed in alphabetical order just as they are in the dictionary.

Most parts of speech have synonyms. Nouns have **boy** and **guy**. Adjectives have **pink** and **blush**. Adverbs have **quickly** and **hastily**.

Can you think of some other synonyms?

Synonyms can make our writing more interesting. In today's poem, "Velvet Shoes" by Elinor Wylie, the poet uses many different words for quiet throughout the poem. Even the title of the poem implies quiet—velvet shoes would not make any noise.

See how many synonyms for **quiet** you can find in the poem. Imagine that she'd just written **quiet** each time. Would the poem be as interesting? There are also multiple images of white throughout the poem. Would the poem be as interesting if she'd just said **white**? Word choice adds interest to what we read and write.

Velvet Shoes

By Elinor Wylie

Let us walk in the white snow
In a soundless space;
With footsteps quiet and slow,
At a tranquil pace,
Under veils of white lace.

I shall go shod in silk,
And you in wool,
White as a white cow's milk,
More beautiful
Than the breast of a gull.

We shall walk through the still town
In a windless peace;
We shall step upon white down,
Upon silver fleece,
Upon softer than these.

We shall walk in velvet shoes:
Wherever we go
Silence will fall like dews
On white silence below.
We shall walk in the snow.

Writing: Oral Narration

Your next narration exercise will be on “King Alfred and the Cakes.” Today, your instructor will read the story aloud, and then you will give an oral narration.

Do you remember the difference between history and a legend? A historical tale is one which we believe to be true because there is evidence to support that the events really happened. A legend is a traditional story that's often regarded as historical, but we have no evidence to suggest the events really happened.

King Alfred and the Cakes

From *Fifty Famous Stories Retold* by James Baldwin

Many years ago there lived in England a wise and good king whose name was Alfred. No other man ever did so much for his country as he; and people now, all over the world, speak of him as Alfred the Great.

In those days a king did not have a very easy life. There was war almost all the time, and no one else could lead his army into battle so well as he. And so, between ruling and fighting, he had a busy time of it indeed.

A fierce, rude people, called the Danes, had come from over the sea, and were fighting the English. There were so many of them, and they were so bold and strong, that for a long time they gained every battle. If they kept on, they would soon be the masters of the whole country.

At last, after a great battle, the English army was broken up and scattered. Every man had to save himself in the best way he could. King Alfred fled alone, in great haste, through the woods and swamps.

Late in the day the king came to the hut of a woodcutter. He was very tired and hungry, and he begged the woodcutter's wife to give him something to eat and a place to sleep in her hut.

The woman was baking some cakes upon the hearth, and she looked with pity upon the poor, ragged fellow who seemed so hungry. She had no thought that he was the king.

"Yes," she said, "I will give you some supper if you will watch these cakes. I want to go out and milk the cow; and you must see that they do not burn while I am gone."

King Alfred was very willing to watch the cakes, but he had far greater things to think about. How was he going to get his army together again? And how was he going to drive the fierce Danes out of the land? He forgot his hunger; he forgot the cakes; he forgot that he was in the woodcutter's hut. His mind was busy making plans for tomorrow.

In a little while the woman came back. The cakes were smoking on the hearth. They were burned to a crisp. Ah, how angry she was!

"You lazy fellow!" she cried. "See what you have done! You want something to eat, but you do not want to work!"

I have been told that she even struck the king with a stick; but I

can hardly believe that she was so ill-natured.

The king must have laughed to himself at the thought of being scolded in this way; and he was so hungry that he did not mind the woman's angry words half so much as the loss of the cakes.

I do not know whether he had anything to eat that night, or whether he had to go to bed without his supper. But it was not many days until he had gathered his men together again, and had beaten the Danes in a great battle.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Oh! You're a good girl!”

“It isn't a quite dead garden.”

Copywork

Literature

“If I have a spade,” she whispered, “I can make the earth nice and soft and dig up weeds. If I have seeds and can make flowers grow the garden won't be dead at all—it will come alive.”

Poetry—Sea-shell

Which no man ever may find again,
Of fishes and corals under the waves,
And seahorses stabled in great green caves.
Oh, Sea-shell, Sea-shell,
Sing of the things you know so well.

62. *Antonyms*

- The Secret Garden, Chapter 10

Antonyms are words that have opposite meanings.

The thesaurus also gives antonyms, words which are opposite in meaning. Most parts of speech can have antonyms. Nouns have **day** and **night**. Adjectives have **dark** and **light**. Adverbs have **poorly** and **well**.

Can you think of some other antonyms?

In today's poem, "Against Idleness and Mischief" by Isaac Watts, the author speaks against something by speaking of the goodness of its opposite. He speaks against idleness and mischief. Can you find antonyms for those words in the poem?

Like synonyms, antonyms can make our writing more interesting. As the poem shows, sometimes the way to write about something is by writing about its opposite.

Against Idleness and Mischief

By Isaac Watts

How doth the little busy bee
Improve each shining hour,
And gather honey all the day
From every opening flower!

How skillfully she builds her cell!
How neat she spreads the wax!
And labours hard to store it well
With the sweet food she makes.

In works of labour or of skill,
I would be busy too;
For Satan finds some mischief still
For idle hands to do.

In books, or work, or healthful play,
Let my first years be passed,
That I may give for every day
Some good account at last.

The Lion and the Hare

From *The Tortoise and the Geese* by Maude Barrows Dutton

In the neighborhood of Bagdad there was a beautiful meadow, which was the home of many wild animals. They would have lived very happily there had it not been for one mischief-loving Lion. Every day this Lion wandered about, killing many helpless creatures for the mere sport of the slaying. To put an end to this, the animals gathered in a body, and going to the Lion, spoke to him in this wise:—

“King Lion, we are proud to have such a brave and valiant beast to rule over us. But we do not think that it is fitting for one of your rank to hunt for his own food. We therefore wait upon you with this request: Henceforth do you remain quietly at home, and we your subjects will bring to your lair such food as it is fitting that a king should eat.”

The Lion, who was greatly flattered, immediately accepted their offer. Thus every day the animals drew lots to decide who among their number should offer himself for the Lion's daily portion. In due time it came about that the lot fell upon the Hare. Now the Hare, when he learned that it was his turn to die, complained bitterly.

"Do you not see that we are still tormented by that Lion?" he asked the other animals. "Only leave it to me, and I will release you for all time from his tyranny."

The other animals were only too glad at these words, and told the Hare to go his way. The Hare hid for some time in the bushes, and then hurried to the Lion's lair. By this time the Lion was as angry as he was hungry. He was snarling, and lashing his yellow tail on the ground. When he saw the Hare, he called out loudly,—

"Who are you, and what are my subjects doing? I have had no morsel of food today!"

The Hare besought him to calm his anger and listen to him.

"The lot fell today," he began, "on another hare and myself. In good season we were on our way here to offer ourselves for your dinner, when a lion sprang out of the bushes and seized my companion. In vain I cried to him that we were destined for the King's table, and, moreover, that no one was permitted to hunt in these royal woods except your Majesty. He paid no heed to my words save to retort,—'You do not know what you are saying. I am the only king here. That other Lion, to whom you all bow down, is a usurper.' Dumb with fright, I jumped into the nearest bush."

The Lion grew more and more indignant as he listened to the Hare's tale.

"If I could once find that lion," he roared, "I would soon teach him who is king of these woods."

"If your Majesty will trust me," answered the Hare, humbly, "I can take you to his hiding-place."

So the Hare and the Lion went out together. They crossed the woods and the meadow, and came to an ancient well, which was full of clear, deep water.

"Yonder is the home of your enemy," whispered the Hare, pointing to the well. "If you go near enough, you can see him. But," he added, "perhaps you had better wait until he comes out before you attack him."

These words only made the Lion more indignant. "He shall not live a moment after I have laid eyes upon him," he growled.

So the Hare and the Lion approached stealthily to the well. As they bent over the edge and looked down into the clear water, they saw themselves reflected there. The Lion, thinking that it was the other lion with the other hare, leaped into the well, never to come out again.

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and etymology, if available, of each word. In the next section, write synonyms for each of the words listed, and give a modifier where appropriate.

rude, hut, haste, ragged, hearth

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV; Conjunctions, CJ; Interjections, INJ.

“Eh! It is a queer, pretty place!”

“It’s a secret garden.”

Copywork and Dictation

Literature

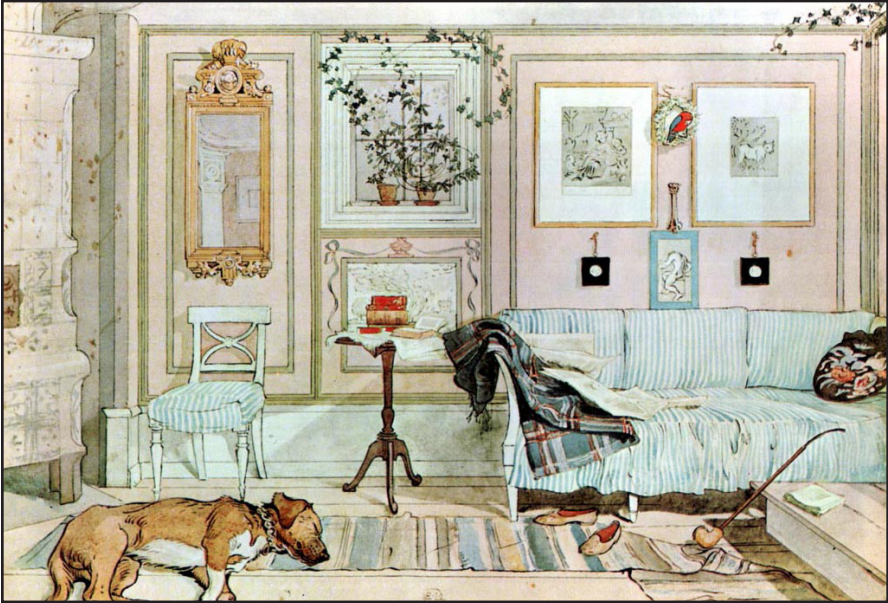
“I don’t care, I don’t care! Nobody has any right to take it from me when I care about it and they don’t. They’re letting it die, all shut in by itself,” she ended passionately, and she threw her arms over her face and burst out crying—poor little Mistress Mary.

Bible—Ephesians 5:1-2 (partial)

Therefore be imitators of God, as beloved children; and walk in love, just as Christ also loved you and gave Himself up for us.

Dictation: From “Against Idleness and Mischief” by Isaac Watts

How doth the little busy bee
Improve each shining hour,
And gather honey all the day
From every opening flower!



Lazy Nook by Carl Larsson

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

63. Parts of Speech: Prepositions

- Picture Study: Lazy Nook
- The Secret Garden, Chapter 11

A preposition is a word that shows the relationship between a noun or a pronoun and another word in the sentence.

Are you sitting **on** a chair? Are your toys **in** your room? Is your instructor sitting **beside** you? **On**, **in**, and **beside** are all prepositions. They show the relationship between a noun or a pronoun and another word in the sentence. In the examples above, **on** shows the relationship between **chair** and the verb **are sitting**. **In** shows the relationship between **room** and the noun **toys**. **Beside** shows the relationship between **you** and the verb **is sitting**.

There are many prepositions, around one hundred and fifty. Some people memorize the most common ones to make them easy to pick out of a sentence. Some of the most common prepositions are:

aboard, about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, outside, over, past, round, since, through, throughout, till, to, toward, under, underneath, until, up, upon, with, within, without.

If you're memorizing the list, learn it in small chunks. Read the first line three times every day until it's memorized, then start on line two. Keep going until it's done.



One clue for finding prepositions is to think about this phrase: anywhere a rabbit can hop. A rabbit can hop aboard a ship, about the yard, above the grass, across the deck, after Alice, against the wind, along the tree line, among other rabbits, and around a tree. And when he gets tired, the rabbit can stay at home!

Another clue for finding prepositions is to remember pre**POSITION**. Prepositions tell the position of nouns and pronouns.

How many prepositions can you find in today's poem?

White Fields

By James Stephens

In the winter time we go
Walking in the fields of snow;
Where there is no grass at all;
Where the top of every wall,
Every fence and every tree,
Is as white, as white can be.

Pointing out the way we came,
Everyone of them the same —
All across the fields there be
Prints in silver filigree;
And our mothers always know,
By our footprints in the snow,
Where the children go.

The Bleacher, the Crane, and the Hawk

From *The Tortoise and the Geese* by Maude Barrows Dutton

A Bleacher, who was wont to go to the river each morning to wash his clothes, saw there one day a Crane. The Crane was standing on the bank of the stream catching small fish to eat. Just at that moment a swift-flying Hawk appeared, in pursuit of a fat Quail. The Hawk, after he had caught the Quail and eaten a part of it, left the rest on the ground, and the Crane at once devoured it. He had never before tasted such delicious meat, and decided that hereafter he would eat nothing but quails.

The next day, as he stood on one leg by the river, a pigeon flew past. The Crane at once took wing and started after it. The Pigeon chose her path along the banks of the stream, and kept well in advance. The Crane, in the rear, soon fell into the mud. The more he fluttered his wings, the faster his feet stuck in the mire.

The Pigeon was hardly out of sight before the Bleacher came by and easily caught the Crane. On his way home a friend met him, who inquired,—

“What have you there?”

The Bleacher laughed. “This is a simple-minded Crane,” he said, “who was not content to be what God made him, but must try to imitate a swift-flying Hawk. Naturally he has come to a bad end.”

Writing: Playing with Sentences Oral Exercise

Take today’s sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

King Alfred was very willing to watch the cakes, but he had far greater things to think about.

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns. Substitute a synonym for a noun.
2. **Change the sentence type.** Change between declarative, interrogative, imperative, and exclamatory sentences.

3. **Change the adjectives.** Take all the adjectives out. Add new ones. Change the type of adjectives. Substitute synonyms.
- 4.. **Change the adverbs.** Take all the adverbs out. Add new ones. Change the type of adverbs. Substitute synonyms.
5. **Change everything.** Use antonyms and make the sentence say the opposite.

Exercise

In your workbook, mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“We must talk low.”

“Oh! I forgot!”

Copywork and Dictation

Literature

For two or three minutes he stood looking round him, while Mary watched him, and then he began to walk about softly, even more lightly than Mary had walked the first time she had found herself inside the four walls.

Dictation: Maxim

Once bitten, twice shy.



64. Object of the Preposition

- The Secret Garden, Chapter 12

The object of the preposition is a noun or pronoun which teams up with the preposition and completes its meaning.

I'm going to list the most common prepositions here at the beginning of this lesson so you can refer to them if you need to. Some of the most common prepositions are:

aboard, about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, outside, over, past, round, since, through, throughout, till, to, toward, under, underneath, until, up, upon, with, within, without.

A preposition shows the relationship between **a noun or a pronoun** and another word in the sentence. We call that noun or pronoun the **object of the preposition**. A preposition needs an object in order to make sense. The object of the preposition answers the question **what** or **whom**. We call the preposition, its object, and any modifiers of the object the **prepositional phrase**.

Look at the following sentence from *The Secret Garden*. The prepositional phrase is in brackets, which is how you'll mark them in your workbook.

"I don't know anything [about children]."

Above, the word **children** is the object of the preposition. It completes the meaning of the preposition. The prepositional phrase is **about children**. Without the object of the preposition, the sentence reads:

"I don't know anything about."

About **what**? The preposition no longer makes sense. It must have its object to complete its meaning.

"I may go [to your cottage]."

Above, the word **cottage** is the object of the preposition. It completes the meaning of the preposition. **Your** modifies **cottage**. The prepositional phrase is **to your cottage**. Without the object of the preposition and its modifier, the sentence reads:

"I may go to."

To **what**? The preposition no longer makes sense. It must have its object to complete its meaning.

"I think—I think he's beautiful!" said Mary [in a determined voice].

Above, the word **voice** is the object of the preposition. It completes the meaning of the preposition. **A** and **determined** modify **voice**. The prepositional phrase is **in a determined voice**. Without the object of the preposition and its modifier, the sentence reads:

"I think—I think he's beautiful!" said Mary in.

In **what**? The preposition no longer makes sense. It must have its object to complete its meaning.

What is the object of each preposition in the following sentences? Each sentence may have more than one prepositional phrase.

“I didn’t know about them in India,” said Mary.

Mr. Craven got up and began walking slowly across the room.

In the first sentence, the prepositional phrases are **about them** and **in India**. In the second sentence, the prepositional phrase is **across the room**.

The Canary

By Elizabeth Turner

Mary had a little bird,
With feathers bright and yellow,
Slender legs —upon my word,
He was a pretty fellow!

Sweetest notes he always sung,
Which much delighted Mary;
Often where his cage was hung,
She sat to hear Canary.

Crumbs of bread and dainty seeds
She carried to him daily,
Seeking for the early weeds,
She decked his palace gaily.

This, my little readers, learn,
And ever practice duly;
Songs and smiles of love return
To friends who love you truly.

The Camel Driver and the Adder

From *The Tortoise and the Geese* by Maude Barrows Dutton

A Camel Driver, crossing the plains, stopped to rest where a caravan had halted and built a fire the night before; in the morning they had moved on before it had died out. As the night wind arose, it fanned the sparks and soon set all the brush-wood around on fire.

In the midst of the brush-wood lay coiled an Adder, fast asleep. The flames, however, soon awoke him, but not until he was completely encircled by the fire. He was about to despair of his life, when he saw the Camel Driver and called upon him for aid. At first the Camel Driver hesitated, for he remembered the poisonous sting of the Adder. Still, he could not bear to see any living creature suffer, so he promised to help the Adder. He had a bag beneath his saddle. This he now drew forth and tied to the end of his spear. He then reached it over into the midst of the burning brush; the Adder crawled inside, and the Camel Driver drew him safely out of the fire.

“Now go your way,” said the Camel Driver, loosening the neck of the bag so that the Adder could glide out. “Only remember the kindness which I have shown to you, and do you hereafter be kind to men in your turn.”

“I confess,” replied the Adder, slipping out on the ground, “that you have been kind to me, and yet I shall not go away until I have stung both you and your camel. I only leave it to you to decide whether I shall sting you first or the camel.”

“What a monster of ingratitude you are!” cried the Camel Driver. “Is it right to return evil for good?”

“Such is the custom of men,” said the Adder.

“You are not only ungrateful, but untruthful as well,” the Camel Driver made reply. “It would be hard indeed for you to prove these words of yours. There is no other creature in the world, I venture to say, who will agree with you. If you can find out one other, I will allow you to sting me.”

“Very well,” responded the Adder; “let us put the question to yonder Cow.”

The Cow stopped chewing her cud. “If you mean what is man’s custom,” she began, in answer to their question, “I must answer to my sorrow that he is wont to repay evil for good. For many years I have been the faithful servant of a farmer. Every day I have supplied him with milk to drink and rich cream for his butter. Now I am old and no longer able to serve him. So he has put me out in this pasture that I may grow fat, and only yesterday he brought the butcher to see me. Tomorrow I am to be sold for beef Surely this is repaying my kindness with evil.”

“You see,” said the Adder to the Camel Driver, “that what I said is true. Get ready for me to sting you. Shall it be you or the camel first?”

“Hold,” replied the Camel Driver. “In court a decree is not passed

without the testimony of two witnesses. Bring another witness, and if he agrees with the Cow, you may do with me as you please.”

The Adder looked about him and saw that they were standing beneath a huge palm-tree. “Let us put the question to the tree,” he said.

When the Palm had heard their question, he shook his great branches sadly. “Experience has taught me,” he moaned, that for every favor you do to men, you must expect some injury in return. I stand here in the desert, doing harm to none and good to many. Every traveler who comes by can rest beneath my shade. I bear dates for his refreshment, and gladly give my sap to quench his thirst. Yet when the traveler has eaten and slept beneath my shade, he looks up into my branches and says to himself: ‘That branch would make me a good cane, or handle for my axe,’ or ‘What splendid wood there is in this tree! I must cut off a limb to make some new doors for my house.’ And I must consent to this without a murmur. Thus is my kindness returned by men.”

“The two witnesses have now testified,” spoke the Adder, “and agree. Which shall I bite first, you or the camel?”

But just at that moment a Fox ran by, and the Camel Driver pleaded that they might hear one more testimony. The Adder was so pleased with what the Cow and the Tree had said, that he readily agreed to listen to the Fox.

When the Camel Driver had finished telling the whole tale to the Fox, the Fox laughed out loud. “You seem to be a clever fellow,” he replied to the Camel Driver. “Why do you tell me such a falsehood?”

“Indeed, he is telling you nothing but the truth,” the Adder hastened to assure the Fox.

Again the Fox laughed outright. “Do you mean to tell me,” he asked scornfully, “that such a large Adder as you could possibly get into such a small bag?”

“If you do not believe it, I will crawl in again and show you,” answered the Adder.

“Well,” responded the Fox, thoughtfully, “if I see you in there with my own eyes, then I will consent to give my answer to your question.”

The Camel Driver straightway held the bag open, and the Adder crept in and coiled up in the bottom.

“Be quick now,” cried the Fox, “and draw the string. Any creature so lacking in gratitude as this Adder deserves nothing but death.”

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

“She knows all about children.”

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Oh! I’m so glad!”

He was watching her.

Copywork

Literature

“A bit of earth,” he said to himself, and Mary thought that somehow she must have reminded him of something. When he stopped and spoke to her his dark eyes looked almost soft and kind.

Poetry—Velvet Shoes

Let us walk in the white snow
In a soundless space;
With footsteps quiet and slow,
At a tranquil pace,
Under veils of white lace.



65. Prepositions

- The Secret Garden, Chapter 13

We're spending a number of lessons on prepositions because it's important that you're able to recognize them in sentences. Some of the most common prepositions are:

Aboard, about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, outside, over, past, round, since, through, throughout, till, to, toward, under, underneath, until, up, upon, with, within, without.

Here are the **anywhere a rabbit can hop** sentences for the second line of prepositions. A rabbit can hop before breakfast. A rabbit can be below the ground, beneath the ground, and beyond sight. A rabbit can hop behind his friend, beside his friend, between two friends, or by himself.

Look at the underlined prepositional phrases in today's poem. In some cases, two prepositions work together as one preposition. Can you name the object in each prepositional phrase?

The Fieldmouse

By Cecil Frances Alexander

Where the acorn tumbles down,
Where the ash tree sheds its berry,
With your fur so soft and brown,
With your eye so round and merry,
Scarcely moving the long grass,
Fieldmouse, I can see you pass.

Little thing, in what dark den,
Lie you all the winter sleeping?
Till warm weather comes again,
Then once more I see you peeping
Round about the tall tree roots,
Nibbling at their fallen fruits.

Fieldmouse, fieldmouse, do not go,
Where the farmer stacks his treasure,
Find the nut that falls below,
Eat the acorn at your pleasure,
But you must not steal the grain
He has stacked with so much pain.

Make your hole where mosses spring,
Underneath the tall oak's shadow,
Pretty, quiet harmless thing,
Play about the sunny meadow.
Keep away from corn and house,
None will harm you, little mouse.

The King, the Falcon , and the Drinking-Cup

From *The Tortoise and the Geese* by Maude Barrows Dutton

In bygone days there lived a King, who was very fond of hunting.
The King had a Falcon, which he counted among his chief treasures.
This Falcon the King always fed from his own hand, and always
carried on his own wrist when he went on the hunt. One day, when
the court was out a-hunting, a deer ran across their path and the
King started in pursuit. Some of the royal party followed, but none

of them could ride as well and as fast as the King. Through some accident the King did not overtake the deer, and became separated from his companions. Hot and thirsty from his long ride, he dismounted to find some water. For a long time he sought in vain, but at last came to the foot of a hill, where a small stream was trickling down over the rocks. The King took a drinking-cup from his sash and held it beneath the stream, catching the water drop by drop. As soon as it was full, he raised the cup to his lips, and was just about to drink when the Falcon flew up, hit the cup, and upset it.

"You awkward bird!" exclaimed the King, and began once more patiently to fill the cup from the stream. A second time the King raised it to his lips, and a second time the Falcon flew against it, knocking it from the King's hand. The thirsty King could no longer control his rage. He threw the Falcon to the ground with such force that he killed it instantly.

Just then one of the attendants rode up, and, hearing that the King was thirsty, drew out his flask to give the King to drink. But the King shook his head.

"I have set my heart," he said, "on drinking from this stream which runs down the mountain-side; but it takes a long time to fill a cup drop by drop here at the bottom. Go therefore to the top of the hill, and bring me down a cup of water from the source of this spring."

The attendant did as the King commanded, but returned with his cup empty.

"Your Majesty," he cried, "you have been perilously near death. At the source of the spring lies a dead dragon, whose poison has polluted the entire stream. Will your Majesty not drink of the water in my flask?"

He held out the cup, and as the King drank, the tears rolled down his face.

"Alas, why does the King weep?" asked the attendant, in great alarm.

The King picked up the dead bird. "This Falcon, the dearest of all my treasures," he said sadly, "saved my life twice, and I, by my own act of anger, killed it with one cruel blow!"

Writing: *Commonplace Book*

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

King Alfred was very willing to watch the cakes, but he had far greater things to think about. How was he going to get his army together again? And how was he going to drive the fierce Danes out of the land? He forgot his hunger; he forgot the cakes; he forgot that he was in the woodcutter's hut. His mind was busy making plans for tomorrow.

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

“Martha knew about you all the time?”

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Shut your eyes.”

“I am Colin.”

Dictation

Bible—Psalm 145:9

The Lord is good to all,
And His mercies are over all His works.



66. *Narration: King Alfred and the Cakes*

- The Secret Garden, Chapter 14

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Be careful to place the events from the narrative in the correct order. Use part of today's narration as a dictation exercise.

Gentle Jesus, Meek and Mild

By Charles Wesley

Gentle Jesus, meek and mild,
Look upon a little child;
Pity my simplicity,
Suffer me to come to Thee.

Fain I would to Thee be brought,
Dearest God, forbid it not;
Give me, dearest God, a place
In the Kingdom of Thy grace.

Put Thy hands upon my head,
Let me in Thine arms be stayed,
Let me lean upon Thy breast,
Lull me, lull me, Lord to rest.

Hold me fast in Thine embrace,
Let me see Thy smiling face,
Give me, Lord, Thy blessings give,
Pray for me, and I shall live.

Lamb of God, I look to Thee,
Thou shalt my example be;
Thou art gentle, meek, and mild,
Thou wast once a little child.

Fain I would be as Thou art,
Give me Thy obedient heart;
Thou art pitiful and kind,
Let me have Thy loving mind.

Let me, above all, fulfil
God my heavenly Father's will,
Never His good Spirit grieve;
Only to His glory live.

Thou didst live to God alone,
Thou didst never seek Thine own,
Thou Thyself didst never please:
God was all Thy happiness.

Loving Jesus, gentle Lamb,
In Thy gracious hands I am;
Make me, Saviour, what Thou art,
Live Thyself within my heart.

I shall then show forth Thy praise,
Serve Thee all my happy days;
Then the world shall always see
Christ, the Holy Child, in me.



67. Pronoun Cases

- The Secret Garden, Chapter 15

Pronoun cases are changes in form based on a pronoun's job in the sentence.

There are twenty-six **personal pronouns**—the first person, second person, and third person pronouns which you've learned. Why do we need so many?

We use different pronouns for different jobs. You would not say, "My going to my room." Babies often talk like that while they're learning, but as you learned to speak proper English, you learned to say, "I'm going to my room."

In *The Secret Garden*, you've probably noticed that some of the characters speak in a dialect which uses some pronouns incorrectly.

"He'll like it better if us talks o' somethin' else," said Dickon.

The word **cases** is just a way to talk about the different jobs that pronouns perform. Today we're going to discuss three cases of pronouns: subjective, possessive, and objective.

We'll start with **possessive case** because you've already learned this. We use possessive pronouns to show that someone or something belongs to someone or something. Possessive case only shows

possession. It is incorrect to use it in any other way. Look at the following sentences from *The Secret Garden*.

“I used to lie in my carriage.”

He lay back on his cushion.

“It will make the bulbs and roots work and struggle with all their might under the earth.”

Subjective case is also called **nominative case**. Do you recognize those words? We use subjective/nominative pronouns for the subject of a verb and for predicate nominatives. **Subject** does not have to mean the main subject of the sentence; in this case, it simply means the subject of a verb.

“I can’t wait! I am going to see the garden!”

If gardens and fresh air had been good for her perhaps they would be good for Colin.

“We must talk of something else.”

Objective case shows that a pronoun is an object. That can mean a direct object or the object of a preposition. In the sentences below, which type of object is each of the underlined words?

A sudden thought made her scramble to her feet.

Mary flew across the grass to him.

Mary bent her face down and kissed and kissed them.

In the first sentence, **her** is the direct object of the verb **made**. In the second sentence, **him** is the object of the preposition **to**. In the third sentence, **them** is the direct object of the verbs **kissed**.

	Subjective/ Nominative	Objective	Possessive
1st Person Singular	I	me	my, mine
1st Person Plural	we	us	our, ours
2nd Person	you	you	your, yours
3rd Person Singular	he, she, it	him, her, it	his, her, hers, its
3rd Person Plural	they	them	their, theirs

The First Tooth

By Charles and Mary Lamb

Through the house what busy joy,
 Just because the infant boy
 Has a tiny tooth to show!
 I have got a double row,
 All as white, and all as small;
 Yet no one cares for mine at all.
 He can say but half a word,
 Yet that single sound's preferred
 To all the words that I can say
 In the longest summer day.
 He cannot walk, yet if he put
 With mimic motion out his foot,
 As if he thought he were advancing,
 It's prized more than my best dancing.

Writing: Oral Narration

Your next narration exercise will be on “A Laconic Answer.” Today, your instructor will read the story aloud, and then you will give an oral narration.

Do you remember the difference between history and a legend? A historical tale is one which we believe to be true because there is evidence to support that the events really happened. A legend is a traditional story that's often regarded as historical, but we have no evidence to suggest the events really happened.

A Laconic Answer

From *Fifty Famous Stories Retold* by James Baldwin

Many miles beyond Rome there was a famous country which we call Greece. The people of Greece were not united like the Romans; but instead there were several states, each of which had its own rulers.

Some of the people in the southern part of the country were called Spartans, and they were noted for their simple habits and their bravery. The name of their land was Laconia, and so they were sometimes called Lacons.

One of the strange rules which the Spartans had, was that they should speak briefly, and never use more words than were needed. And so a short answer is often spoken of as being laconic; that is, as being such an answer as a Lacon would be likely to give.

There was in the northern part of Greece a land called Macedon; and this land was at one time ruled over by a war-like king named Philip.

Philip of Macedon wanted to become the master of all Greece. So he raised a great army, and made war upon the other states, until nearly all of them were forced to call him their king. Then he sent a letter to the Spartans in Laconia, and said, "If I go down into your country, I will level your great city to the ground."

In a few days, an answer was brought back to him. When he opened the letter, he found only one word written there.

That word was "IF."

It was as much as to say, "We are not afraid of you so long as the little word 'if' stands in your way."

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

Mary flew across the grass to him.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV; Conjunctions, CJ; Interjections, INJ.

“I am a boy animal.”

Mary looked and caught her breath.

Copywork

Literature

In her talks with Colin, Mary had tried to be very cautious about the secret garden. There were certain things she wanted to find out from him, but she felt that she must find them out without asking him direct questions.

Poetry—Velvet Shoes

I shall go shod in silk,
And you in wool,
White as a white cow's milk,
More beautiful
Than the breast of a gull.

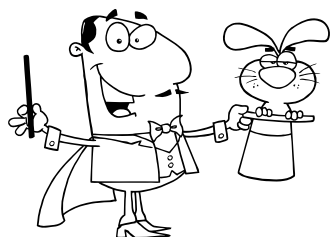
68. Prepositions

• The Secret Garden, Chapter 16

I'm going to list the most common prepositions here at the beginning of the lesson again so you can refer to them if you need to. Some of the most common prepositions are:

Aboard, about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, outside, over, past, round, since, through, throughout, till, to, toward, under, underneath, until, up, upon, with, within, without.

Here are the **anywhere a rabbit can hop** sentences for the third line of prepositions. A rabbit can hop down a rabbit hole, during tea-time, except on Sundays, for hours, and from his hole. A rabbit can hop in the yard, inside his warren, and like no other. He can hop near the edge of a cliff, but let's hope he doesn't hop off the cliff!



You can also use the **anywhere a rabbit can hop** idea and use it with this sentence: The rabbit hopped _____ the hat(s).

The rabbit hopped over the hat. The rabbit hopped past the hat. The rabbit hopped between the hats. The rabbit hopped with the hat. The rabbit hopped through the hat.

Not all prepositions will fit into that sentence, but it can help you to spot many prepositions.

Flint

By Christina Rossetti

An emerald is as green as grass,
A ruby red as blood;
A sapphire shines as blue as heaven;
A flint lies in the mud.

A diamond is a brilliant stone,
To catch the world's desire;
An opal holds a fiery spark;
But a flint holds fire.

The Youth, the Hawk, and the Raven

From *The Tortoise and the Geese* by Maude Barrows Dutton

A Youth who was wandering through the forest saw a Hawk circling about a tree. He stood still a moment to watch what the bird was doing. He soon saw that the Hawk carried a bit of meat in his bill, which he was tearing into pieces and feeding to a young Raven that had fallen into his nest.

"Thus are the lazy always cared for," mused the Youth. "Henceforth, instead of working hard to earn my living, I will remain quietly at home. Surely some one will take care of me, for a man is of much greater importance in the world than is a Raven."

So for three days the Youth stayed within his house. Each day he grew thinner and feebler from want of food, but still no one came near him.

"Alas," he sighed at length, "how foolish I have been! I was strong and as well able to work as the Hawk. How much better it would have been to imitate him instead of the Raven!"

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and

etymology, if available, of each word. In the next section, write synonyms for each of the words listed, and give a modifier where appropriate.

state, ruler, brief, laconic, master

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

“He’s a common cottage boy off the moor!”

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“I am very busy.”

“You are a selfish thing!”

Copywork and Dictation

Literature

“I’m getting fatter and fatter every day,” she said quite exultantly.
“Mrs. Medlock will have to get me some bigger dresses. Martha says my hair is growing thicker. It isn’t so flat and stringy.”

Bible—Colossians 3:12

So, as those who have been chosen of God, holy and beloved, put on a heart of compassion, kindness, humility, gentleness and patience.

Dictation: “The Quack Toad”

An old Toad once informed all his neighbors that he was a learned doctor. In fact he could cure anything. The Fox heard the news and hurried to see the Toad. He looked the Toad over very carefully.



My Acid Workshop (Where I Do My Etching) by Carl Larsson

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

69. Adverbs and Prepositions

- Picture Study: My Acid Workshop (Where I Do My Etching)
- The Secret Garden, Chapter 17

You may have noticed by now that English is a messy language. Our words don't always stay in one place. The word **love** can be a noun or a verb, as can **seat**, **act**, and even **book**. A coach coaches. People dance at a dance. If you need a hug, your parents hug you.

In the same way, some adverbs and prepositions jump back and forth between the two parts of speech. How can we tell the difference?

A preposition must have an object. An adverb never has an object. Look at these sentences closely. Does the prep-adverb have an object?

The boy wants to color outside with his siblings.

The boy wants to color outside the lines.

To determine whether the prep-adverb has an object, we can ask the question **what** or **whom**. In the first sentence, the boy wants to color outside **what**? Well, just outside. There's not another answer to that. There is no object.

In the second sentence, the boy wants to color outside **what**? The lines; he wants to color outside **the lines**. The object of the preposition **outside** is **lines**. The prepositional phrase is **outside the lines**.

In the first sentence, **outside** is an adverb. It does not have an object. In the second sentence, **outside** is a preposition with **lines** as the object.

Look at the sentences below from *The Secret Garden*. Which underlined words are adverbs, and which are prepositions?

She slapped it open with her hand and ran across the room.

“Turn over and let me look at it!”

He was probably like herself and had never heard it before.

“I’ll go out before breakfast and work with Dickon.”

In the first sentence, **across** is a preposition and its object is **room**. In the second sentence, **over** is an adverb. In the third sentence, **before** is an adverb. In the fourth sentence, **before** is a preposition and its object is **breakfast**.

Good Night and Good Morning

By Richard Monckton Milnes, Lord Houghton

A fair little girl sat under a tree,
Sewing as long as her eyes could see;
Then smoothed her work, and folded it right,
And said, “Dear work, good night! good night!”

Such a number of rooks came over her head,
Crying, “Caw! Caw!” on their way to bed;
She said, as she watched their curious flight,
“Little black things, good night! good night!”

The horses neighed, and the oxen lowed,
The sheep’s “Bleat! bleat!” came over the road;
All seeming to say, with a quiet delight,
“Good little girl, good night! good night!”

She did not say to the sun, “Good night!”
Though she saw him there like a ball of light,
For she knew he had God’s time to keep
All over the world, and never could sleep.

The tall pink foxglove bowed his head,
The violets curtsied and went to bed;
And good little Lucy tied up her hair,
And said on her knees her favorite prayer.

And while on her pillow she softly lay,
She knew nothing more till again it was day;
And all things said to the beautiful sun,
“Good morning! good morning! our work is begun!

The Tyrant Who Became a Just Ruler

From *The Tortoise and the Geese* by Maude Barrows Dutton

In olden times there lived a King, who was so cruel and unjust towards his subjects that he was always called The Tyrant. So heartless was he that his people used to pray night and day that they might have a new king. One day, much to their surprise, he called his people together and said to them,—

“My dear subjects, the days of my tyranny are over. Henceforth you shall live in peace and happiness, for I have decided to try to rule henceforth justly and well.”

The King kept his word so well that soon he was known throughout the land as The just King. By and by one of his favorites came to him and said,—

“Your Majesty, I beg of you to tell me how it was that you had this change of heart towards your people?”

And the King replied,—

“As I was galloping through my forests one afternoon, I caught sight of a hound chasing a fox. The fox escaped into his hole, but not until he had been bitten by the dog so badly that he would be lame for life. The hound, returning home, met a man who threw a stone at him, which broke his leg. The man had not gone far when a horse kicked him and broke his leg. And the horse, starting to run, fell into a hole and broke his leg. Here I came to my senses, and resolved to change my rule. ‘For surely,’ I said to myself, ‘he who doeth evil will sooner or later be overtaken by evil.’”

Writing: Playing with Sentences Oral Exercise

Take today's sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

Philip of Macedon wanted to become the master of all Greece.

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns. Substitute a synonym for a noun.
2. **Change the sentence type.** Change between declarative, interrogative, imperative, and exclamatory sentences.
3. **Change the adjectives.** Take all the adjectives out. Add new ones. Change the type of adjectives. Substitute synonyms.
- 4.. **Change the adverbs.** Take all the adverbs out. Add new ones. Change the type of adverbs. Substitute synonyms.
5. **Change everything.** Use antonyms and make the sentence say the opposite.

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

“She knows all about children.”

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“I can't bear it.”

“You go and scold him.”

Copywork and Dictation

Literature

She flew along the corridor and the nearer she got to the screams the higher her temper mounted. She felt quite wicked by the time she reached the door. She slapped it open with her hand and ran across the room to the four-posted bed.

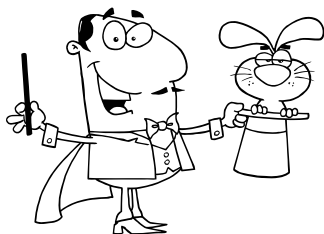
Dictation: Maxim

The early bird catches the worm.

70. Prepositions

- The Secret Garden, Chapter 18

Why is it important to recognize prepositional phrases in sentences? For one thing, the subject of a sentence will never be part of a prepositional phrase. So far, your exercise sentences have been simple, but with more complicated sentences, if you have trouble finding the



subject, you can eliminate all the nouns and pronouns in prepositional phrases. The object of a preposition can also never be a direct object or a predicate nominative. Eliminating prepositional phrases from a sentence makes it much easier to identify the other parts of the sentence.

Aboard, about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, outside, over, past, round, since, through, throughout, till, to, toward, under, underneath, until, up, upon, with, within, without.

Here are the **anywhere a rabbit can hop** sentences for the fourth line of prepositions. A rabbit can hop on the ground, onto the deck, outside his hole, over the flowers, past the cat, round the yard, and since he was a baby! A rabbit can hop through the grass, throughout the fields, till tired, to the beat of a different drum, and toward home.

Remember that you can also use this sentence to find many (not all) prepositions: The rabbit hopped _____ the hat(s).

The Migration of the Grey Squirrels

By William Howitt

When in my youth I traveled
Throughout each north country,
Many a strange thing did I hear,
And many a strange thing to see.

But nothing was there pleased me more
Than when, in autumn brown,
I came, in the depths of the pathless woods,
To the grey squirrels' town.

There were hundreds that in the hollow boles
Of the old, old trees did dwell,
And laid up store, hard by their door,
Of the sweet mast as it fell.

But soon the hungry wild swine came,
And with thievish snouts dug up
Their buried treasure, and left them not
So much as an acorn cup.

Then did they chatter in angry mood,
And one and all decree,
Into the forests of rich stone-pine
Over hill and dale to flee.

Over hill and dale, over hill and dale,
For many a league they went,
Like a troop of undaunted travelers
Governed by one consent.

But the hawk and the eagle, and peering owl,
Did dreadfully pursue;
And the further the grey squirrels went,
The more their perils grew;

When lo! to cut off their pilgrimage,
A broad stream lay in view.

But then did each wondrous creature show
His cunning and bravery;
With a piece of the pine-bark in his mouth,
Unto the stream came he;

And boldly his little bark he launched,
Without the least delay;
His busy tail was his upright sail,
And he merrily steered away.

Never was there a lovelier sight
Than that grey squirrels' fleet;
And with anxious eyes I watched to see
What fortune it would meet.

Soon had they reached the rough mild-stream,
And ever and anon
I grieved to behold some bark wrecked,
And its little steersman gone.

But the main fleet stoutly held across;
I saw them leap to shore;
They entered the woods with a cry of joy,
For their perilous march was o'er.

The Hunter, the Fox, and the Leopard

From *The Tortoise and the Geese* by Maude Barrows Dutton

A Hunter once came upon a Fox which had such a beautiful skin that the Hunter was eager to capture him. With this intent, he sought out the Fox's hole and dug a deep pit before the entrance. He covered the pit over carefully with twigs and straw and placed a tempting piece of meat on top. He then withdrew into the woods to await the return of the Fox.

It was not many hours before the Fox stole home. He scented the meat from afar, but when he saw that it was lying on a pile of

loose twigs, he feared some snare. So he gave it only one sniff, and then trotted off to seek new lodgings for himself. A moment later, a Leopard came down the mountain-side, and he too smelled the meat. He was not as wary as the Fox, but sprang upon the meat without once looking to see where it was lying. The Hunter, in the woods, heard the crash as the Leopard tumbled headlong into the pit. Feeling sure that he had captured the Fox, he ran quickly and jumped in after him. In an instant the Leopard sprang upon him and killed him, exactly as he had planned to kill the Fox.

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

He clutched her hands and dragged her toward him.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Shall I see it?”

“Well, Dickon will come tomorrow.”

Copywork

Literature

If he had been a strong healthy boy, Colin would probably have shouted, “Hooray! Hooray! Hooray!” But he was weak and rather hysterical; his eyes grew bigger and bigger and he gasped for breath.

Poetry—Velvet Shoes

We shall walk through the still town
In a windless peace;
We shall step upon white down,
Upon silver fleece,
Upon softer than these.

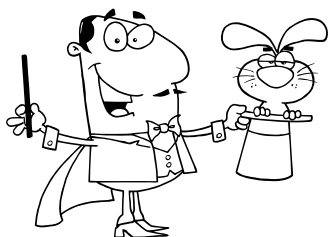
71. Prepositions

- The Secret Garden, Chapter 19

The object of the preposition is a noun or pronoun which teams up with the preposition and completes its meaning.

I'm going to list the most common prepositions here at the beginning of the lesson again so you can refer to them if you need to. Some of the most common prepositions are:

Aboard, about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, outside, over, past, round, since, through, throughout, till, to, toward, under, underneath, until, up, upon, with, within, without.



Here are the anywhere a rabbit can hop sentences for the last line of prepositions. A rabbit can hop toward his friend, under the hedge, underneath the porch, until sundown, and up a hill. A rabbit can hop once upon a time, with friends, within a circle, and without ceasing.

Remember that you can also use this sentence to find many (not all) prepositions: The rabbit hopped _____ the hat(s).

Also remember that a **prePOSITION** often shows the position of a noun or pronoun in relation to another word in the sentence.

Look at the following sentence from *The Secret Garden*. What is the prepositional phrase? What is the object of the preposition? This sentence has compound objects of the preposition.

“The boy is half insane with hysteria and self-indulgence.”

The prepositional phrase is **with hysteria and self-indulgence**. The compound objects of the preposition are **hysteria** and **self-indulgence**.

A Guinea Pig

Anonymous

There was a little guinea pig,
Who being little, was not big;
He always walked upon his feet,
And never fasted when he eat.

When from a place he run away,
He never at the place did stay;
And while he run, as I am told,
He never stood still for young or old.

He often squeaked, and sometimes violent,
And when he squeaked he never was silent.
Though never instructed by a cat,
He knew a mouse was not a rat.

One day, as I am certified,
He took a whim, and fairly died;
And as I am told by men of sense,
He never has been living since.

The Fox and the Piece of Meat

From *The Tortoise and the Geese* by Maude Barrows Dutton

A hungry Fox, who had come out of his hole to hunt, found a piece of fresh meat. As he had not tasted food for several days, he seized it and started home on a trot. On the way he passed by a hen-yard. At the sight of the four fat fowls who were scratching for worms, the Fox's mouth watered. He set down the piece of meat and gazed longingly at the hens. Just then a Jackal passed by.

"Friend Fox," he said, "you seem perplexed. Tell me your trouble, and it may be that I can help you."

"Friend Jackal, you are right," replied the Fox. "I am perplexed. I have here a piece of meat which I am carrying to my hole, but I should like one of these fowls for my second course."

"Take my advice," responded the Jackal, "and let these hens alone. I have long had my eye upon them, but they are watched by a boy named Zirak, and you cannot possibly catch them without being seen. You should be more than content with that fine piece of meat which you are carrying home." And the Jackal went on his way.

Nevertheless, the Fox could not make up his mind to give up the fowls. Finally he laid down his piece of meat, and crept cautiously into the yard. He was just nearing the tail-feathers of the plumpest fowl, when Zirak hurled a stick at his head. Fearing for his life, the Fox sprang over the fence and rushed back to the spot where he had left his piece of meat. But a few moments before, a Kite had passed that way, smelled the meat, and carried it to her nest.

Writing: Commonplace Book

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

Philip of Macedon wanted to become the master of all Greece. So he raised a great army, and made war upon the other states, until nearly all of them were forced to call him their king. Then he sent a letter to the Spartans in Laconia, and said, "If I go down into your country, I will level your great city to the ground."

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

She was fond of Susan Sowerby.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

The nurse gave a slight gasp.

“She’s a shrewd woman.”

Dictation

Bible—Matthew 19:14

But Jesus said, “Let the children alone, and do not hinder them from coming to Me; for the kingdom of heaven belongs to such as these.”



72.

Narration: A Laconic Answer

- The Secret Garden, Chapter 20

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Be careful to place the events from the narrative in the correct order. Use part of today's narration as a dictation exercise.

The Story of Johnny Head-in-the-Air

By Heinrich Hoffman

As he trudged along to school,
It was always Johnny's rule
To be looking at the sky
And the clouds that floated by;
But what just before him lay,
In his way,
Johnny never thought about;
So that everyone cried out,
"Look at little Johnny there,
Little Johnny Head-in-Air!"

Running just in Johnny's way
Came a little dog one day;
Johnny's eyes were still astray

Up on high,
In the sky;
And he never heard them cry
“Johnny, mind, the dog is nigh!”
Bump!
Dump!
Down they fell, with such a thump,
Dog and Johnny in a lump!

Once, with head as high as ever,
Johnny walked beside the river.
Johnny watched the swallows trying
Which was cleverest at flying.
Oh! what fun!
Johnny watched the bright round sun
Going in and coming out;
This was all he thought about.
So he strode on, only think!
To the river’s very brink,
Where the bank was and steep,
And the water very deep;
And the fishes, in a row,
Stared to see him coming so.

One step more! oh! sad to tell!
Headlong in poor Johnny fell.
And the fishes, in dismay,
Wagged their tails and swam away.

There lay Johnny on his face,
With his nice red writing-case;
But, as they were passing by,
Two strong men had heard him cry;
And, with sticks, these two strong men
Hooked poor Johnny out again.

Oh! you should have seen him shiver
When they pulled him from the river.
He was in a sorry plight,
Dripping wet, and such a fright!
Wet all over, everywhere,

Clothes, and arms, and face, and hair:
Johnny never will forget
What it is to be so wet.

And the fishes, one, two, three,
Are come back again, you see;
Up they came the moment after,
To enjoy the fun and laughter.
Each popped out his little head,
And, to tease poor Johnny, said
“Silly little Johnny, look,
You have lost your writing-book!”

73. *Pronoun Cases: Correct Usage*

- The Secret Garden, Chapter 21

When you use a noun and a pronoun together, it can be difficult to determine whether to use the subjective/nominative case or objective case pronoun. It is sometimes helpful to think of it as two sentences instead of one.

The garden was for Mary. The garden was for him.
The garden was for Mary and him.

Colin saw the robin. She saw the robin.
Colin and she saw the robin.

You read the chapter. I read the chapter.
You and I read the chapter.

You can do the same thing, of course, by determining what part of the sentence the pronoun is and which case that part needs. However, this can be quicker, especially when speaking.

All of the following sentences have linking verbs and predicate nominatives. A predicate nominative is always in the subjective/nominative case. Nowadays, it is common to hear these sentences spoken incorrectly.

It is I.	No, it is not she.
This is he.	Yes, it is he.
This is she.	Did you call her?
It is we.	Did you call me?
It was I.	Did you call him and me?
It was not I; it was she.	Mother bought a ball for you.
I think it was he.	Mother bought a ball for me.
I am sure it is she.	Mother bought a ball for you
It was we.	and me.
It might have been they.	Between you and me, I wanted
It was he and I.	a dinosaur.
It was they.	

These sentences, and a few other lists of sentences, are in the back of your book with the Memory Work. Read these sentences once a week and it will help imprint the correct forms in your mind. It will become automatic for you, just like saying, “I go to the store,” instead of saying, “Me go to the store.”

What are Heavy?

By Christina Rossetti

What are heavy? Sea-sand and sorrow;
 What are brief? Today and tomorrow;
 What are frail? Spring blossoms and youth;
 What are deep? The ocean and truth.

Writing: Oral Narration

Your next narration exercise will be on “How We Got the Name ‘Spider Tales.’” Today, your instructor will read the story aloud, and then you will give an oral narration.

This story is from a book called *West-African Folk Tales*. Do you know what a folktale is? A folktale is a story that is part of the oral tradition of a people. That means it originally got passed around by people telling it orally, not by being printed in a book. Many cultures which are what we could call “primitive” still have rich storytelling traditions.

How We Got the Name "Spider Tales"

From *West-African Folk Tales* by William H. Barker

In the olden days all the stories which men told were stories of Nyankupon, the chief of the gods. Spider, who was very conceited, wanted the stories to be told about him.

Accordingly, one day he went to Nyankupon and asked that, in future, all tales told by men might be Anansi stories, instead of Nyankupon stories. Nyankupon agreed, on one condition. He told Spider (or Anansi) that he must bring him three things: the first was a jar full of live bees, the second was a boa-constrictor, and the third a tiger. Spider gave his promise.

He took an earthen vessel and set out for a place where he knew were numbers of bees. When he came in sight of the bees he began saying to himself, "They will not be able to fill this jar"—"Yes, they will be able"—"No, they will not be able," until the bees came up to him and said, "What are you talking about, Mr. Anansi?" He thereupon explained to them that Nyankupon and he had had a great dispute. Nyankupon had said the bees could not fly into the jar—Anansi had said they could. The bees immediately declared that of course they could fly into the jar—which they at once did. As soon as they were safely inside, Anansi sealed up the jar and sent it off to Nyankupon.

Next day he took a long stick and set out in search of a boa-constrictor. When he arrived at the place where one lived he began speaking to himself again. "He will just be as long as this stick"—"No, he will not be so long as this"—"Yes, he will be as long as this." These words he repeated several times, till the boa came out and asked him what was the matter. "Oh, we have been having a dispute in Nyankupon's town about you. Nyankupon's people say you are not as long as this stick. I say you are. Please let me measure you by it." The boa innocently laid himself out straight, and Spider lost no time in tying him on to the stick from end to end. He then sent him to Nyankupon.

The third day he took a needle and thread and sewed up his eye. He then set out for a den where he knew a tiger lived. As he approached the place he began to shout and sing so loudly that the tiger came out to see what was the matter. "Can you not see?" said Spider. "My eye is sewn up and now I can see such wonderful

things that I must sing about them.” “Sew up my eyes,” said the tiger, “then I too can see these surprising sights.” Spider immediately did so. Having thus made the tiger helpless, he led him straight to Nyankupon’s house. Nyankupon was amazed at Spider’s cleverness in fulfilling the three conditions. He immediately gave him permission for the future to call all the old tales Anansi tales.

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

They drew the chair under the plum-tree, which was snow-white with blossoms and musical with bees.

Mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

Delight reigned.

They were safe.

Copywork

Literature

“I’m going to get nothing else,” he answered. “I’ve seen the spring now and I’m going to see the summer. I’m going to see everything grow here. I’m going to grow here myself.”

Poetry—Velvet Shoes

We shall walk in velvet shoes:
Wherever we go
Silence will fall like dews
On white silence below.
We shall walk in the snow.



74. Capitalization and Punctuation

- The Secret Garden, Chapter 22

Do you know why this book has so much copywork? There are a couple of reasons. One is simply to practice handwriting. And if you're going to practice handwriting, shouldn't you practice by writing something good?

Another reason is to imprint rules for writing in your noggin. You've learned so much about writing simply by copying the words of great writers! Even so, it's also good to discuss those rules from time to time to make sure you understand what you've been learning. That's why we'll be discussing capitalization and punctuation today.

Words We Should Capitalize

- The pronoun **I** is always capitalized.
- Every important word in a title is capitalized. A little word like **and**, **a**, **of**, **on**, **to**, and **the** is not capitalized unless it is the first word of the title.
- Capitalize the names and initials of people, including titles of respect.
- Capitalize all proper nouns.

- Capitalize the first word in a sentence.
- Capitalize the first word in a quotation.
- Capitalize the first word of each line in a poem.

Proper Punctuation

- Use an apostrophe ' to replace the missing letters in a contraction.
- Use 's at the end of a noun to show possession.
- Use a period at the end of abbreviations.
- Use a period at the end of declarative and imperative sentences.
- Use a question mark at the end of an interrogative sentence.
- Use an exclamation mark at the end of an exclamatory sentence.
- Use quotation marks around direct quotations.
- Use commas to separate a direct quotation from the author's reference to who said the quotation.

Looking Forward

By Robert Louis Stevenson

When I am grown to man's estate
 I shall be very proud and great,
 And tell the other girls and boy
 Not to meddle with my toys.

The Blind Man and the Snake

From *The Tortoise and the Geese* by Maude Barrows Dutton

Once upon a time, a Blind Man and a Man who could see were traveling together. When it came night, they rode into a meadow, dismounted, and lay down to sleep until morning. Before it was quite dawn, as they were about to start on their way again, the Blind Man sought for his whip. By chance a Snake was lying near by, frozen stiff with the cold. The Blind Man's hand fell upon it, and thinking to himself, "This is much softer than my old whip," he picked it up and mounted his horse.

As it grew light, the Man who could see glanced over at his companion and saw that he held a Snake in his hand. In great alarm he cried out,—

"Oh, comrade, what you imagine to be a whip is in reality a Snake. Be quick and throw it away before it bite you."

But the Blind Man only laughed. "What, are you envious of my good luck?" he replied. "I lost my whip, but some good fortune has placed this softer and better one in my hand. Pray do not think because I am blind that I am also a fool. I am not such a simpleton that I do not know the difference between a whip and a Snake."

"My good friend," answered the other Man, "for your own welfare, I beg of you to believe me and throw away this Snake." But the Blind Man only clung the more tightly to the Snake, which, awakened by the warmth of the man's hand, coiled itself about his wrist and bit him so that he died.

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and etymology, if available, of each word. In the next section, write synonyms for each of the words listed, and give a modifier where appropriate.

earthen, conceit, condition, future, fulfill

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

Between the blossoming branches of the canopy bits of blue sky looked down like wonderful eyes.

Mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Have I got crooked legs?”

“Go and meet him.”

Copywork and Dictation

Literature

“It is my garden now, I am fond of it. I shall come here every day,” announced Colin. “But it is to be a secret. My orders are that no one is to know that we come here. Dickon and my cousin have worked and made it come alive.”

Bible—Hebrews 12:14 (partial)

Pursue peace with all men.

Dictation: “How We Got the Name ‘Spider Tales’”

He told Spider (or Anansi) that he must bring him three things: the first was a jar full of live bees, the second was a boa-constrictor, and the third a tiger. Spider gave his promise.



Village Children by John Singer Sargent

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

75. Commas in a Series

- Picture Study: Village Children
- The Secret Garden, Chapter 23



We use the conjunction **and** to join two words or two groups of words together in a sentence, but sometimes, we might want to join more than just two words or groups of words. Instead of using the conjunction **and** so many times, we can join more than two words or groups of words in another way. We use commas.

There were roses and lilies and delphiniums and columbines and campanulas in the garden.

There were roses, lilies, delphiniums, columbines, and campanulas in the garden.

Mary and Dickon and Colin and Ben Weatherstaff worked in the garden.

Mary, Dickon, Colin, and Ben Weatherstaff worked in the garden.

Note that each word in our list except for the last one is followed by a comma instead of the conjunction **and**. We only use the conjunction **and** before the last word in our list. Sometimes, an author may choose to leave the last **and** out. Look at the following sentences from *The Secret Garden*. In these sentences, groups of words have been joined with commas.

Then the green things began to show buds and the buds began to unfurl and show color, every shade of blue, every shade of purple, every tint and hue of crimson.

Ants' ways, beetles' ways, bees' ways, frogs' ways, birds' ways, plants' ways, gave him a new world to explore.

Mary's Lamb

By Sarah Josepha Hale

Mary had a little lamb,
Its fleece was white as snow,
And everywhere that Mary went
The lamb was sure to go;
He followed her to school one day-
That was against the rule,
It made the children laugh and play
To see a lamb at school.

And so the teacher turned him out,
But still he lingered near,
And waited patiently about,
Till Mary did appear.
And then he ran to her and laid
His head upon her arm,
As if he said, "I'm not afraid-
You'll shield me from all harm."

"What makes the lamb love Mary so?"
The little children cry;
"Oh, Mary loves the lamb, you know,"
The teacher did reply,
"And, you, each gentle animal
In confidence may bind,
And make it follow at your call,
If you are always kind."

The Frog, the Crab, and the Serpent

From *The Tortoise and the Geese* by Maude Barrows Dutton

A certain Frog was wont to hatch her eggs in the neighborhood of a Serpent's hole, and always, before the tadpoles had lost their tails, the Serpent devoured them. Greatly distressed over the loss of her young, the Frog went at last to a Crab and told him her trouble. The Crab was a kindly creature, and promised to think of a way to get rid of the Serpent. Thus it was that he came one day to the Frog and said,—

“There lives near at hand a Weasel, who is as bloodthirsty as the Serpent. Go, therefore, and catch a large number of minnows and place them in a line reaching from the Weasel's home to the hole of the Serpent. The greedy Weasel will snatch up the little fish one by one, until he comes to the Serpent's nest. It may be that without noticing he will also devour the Serpent, thinking that it is another fish.”

The Frog thanked the Crab and did as he told her. The plan succeeded, even as the Crab had said, and the Frog slept soundly that night, knowing that her brood was safe from harm. In the meantime the Weasel grew hungry again and remembered the feast of fish. Hurrying back to the place where he had found them, he stumbled over the Frog's hiding-place, where he ate up not only the young tadpoles but the mother herself.

Writing: Playing with Sentences Oral Exercise

Take today's sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

“What are you talking about, Mr. Anansi?”

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns. Substitute a synonym for a noun.
2. **Change the sentence type.** Change between declarative, interrogative, imperative, and exclamatory sentences.

3. **Change the adjectives.** Take all the adjectives out. Add new ones. Change the type of adjectives. Substitute synonyms.
- 4.. **Change the adverbs.** Take all the adverbs out. Add new ones. Change the type of adverbs. Substitute synonyms.
5. **Change everything.** Use antonyms and make the sentence say the opposite.

Exercise

Write a list of at least three things. It can be favorite toys, books, or foods. It can be things that annoy you most. It can be most disgusting things your sibling does. It can be things your household needs from the grocery store. Just make it at least three items and use commas to separate your list items.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

The Rajah waved his hand.

“I shall be a Scientific Discoverer.”

Copywork and Dictation

Literature

Dickon held his rabbit in his arm, and perhaps he made some charmer’s signal no one heard, for when he sat down, cross-legged like the rest, the crow, the fox, the squirrels and the lamb slowly drew near and made part of the circle, settling each into a place of rest as if of their own desire.

Dictation: Maxim

Still waters run deep.



76. Commas in a Direct Address

- The Secret Garden, Chapter 24

A **direct address** is when a speaker speaks directly to someone. We use a comma to separate the direct address from the rest of the sentence. A direct address can occur at the beginning, in the middle, or at the end of a sentence. Look at the following sentences from *The Secret Garden* for all three types of direct addresses.

“Mary, what is that thing you say in India when you have finished talking and want people to go?”

“Shall we sway backward and forward, Mary, as if we were dervishes?”

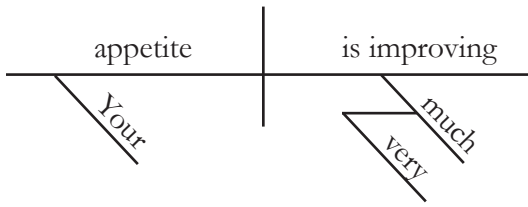
“Your appetite is improving very much, Master Colin.”

A direct address will not be the subject of the sentence.

I’m going to say that again because it’s very important: A direct address will not be the subject of the sentence.

We diagram a direct address just like we diagram an interjection. We place it on a floating line above the sentence.

Master Colin



We Thank Thee

By Ralph Waldo Emerson

For flowers that bloom about our feet;
For tender grass, so fresh, so sweet;
For song of bird, and hum of bee;
For all things fair we hear or see,
Father in heaven, we thank Thee.

For blue of stream and blue of sky;
For pleasant shade of branches high;
For fragrant air and cooling breeze;
For beauty of the blooming trees,
Father in heaven, we thank Thee.

The Apes, the Glow-Worm, and the Popinjay

From *The Tortoise and the Geese* by Maude Barrows Dutton

A troop of Apes once lived on a mountain, where they fed upon fruits and herbs. When the winter came on, the cold drove them down into the valleys. As they were wandering about here, looking for food and shelter, one of them came upon a Glow-Worm in the bushes. "Come quickly," he called to his brother Apes, "and bring a large pile of driftwood. I have found a spark of fire, and we shall soon be warm now!"

From all directions the Apes came, running and scrambling along the ground, their arms full of driftwood. A few moments later, the huge pile was heaped on top of the Glow-Worm, and the Apes, sat around in a circle waiting for the wood to catch fire.

As they were waiting, a Popinjay in a tree called out,—

“You silly Apes, you may sit there with your teeth chattering until Doomsday, but that pile will never catch fire. That was not a spark that you found, but only a worm with a shining light in his tail!”

“Foolish bird,” retorted the Apes, “do you think that we do not know a worm from a spark of fire?”

“It is not a spark,” repeated the Popinjay. “It is not a spark. It is not a spark.” And she flew down into their midst, still crying, “It is not a spark.”

Whereupon the foolish Apes in anger sprang upon the Popinjay and tore her to pieces, feather by feather and bone by bone, until there was nothing left of her.

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

It was in these twilight hours that Mrs. Sowerby heard of all that happened at Misselthwaite Manor.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

She asked many questions.

“Dickon, you are the most Magic boy!”

Copywork

Literature

So one beautiful still evening Dickon told the whole story, with all the thrilling details of the buried key and the robin and the gray haze which had seemed like deadness and the secret Mistress Mary had planned never to reveal.

Poetry—We Thank Thee

For flowers that bloom about our feet;
For tender grass, so fresh, so sweet;
For song of bird, and hum of bee;
For all things fair we hear or see,
Father in heaven, we thank Thee.



77. *Homonyms*

- The Secret Garden, Chapter 25

Homophones are words that sound the same but have different meanings and may have different spellings.

Homographs are words that have the same spelling but have different meanings and may have different pronunciations.

The prefix **homo** is from the Greek language. It means **the same**.

Phono means **sound**, so **homophone** means **same sound**. You can remember this by thinking of words like tele**phone**; we use telephones to transfer sound. **Homophones** sound the same, but they do not mean the same thing and they may be spelled differently. Some examples include:

Dear and **deer**; **to**, **two**, and **too**; **blew** and **blue**.

Graph means **drawn** or **written**. So **homograph** means **same writing**. You can remember this by thinking of photographs; photo**graphs** are light drawings. **Homographs** look the same, but they do not mean the same thing and they may sound different.

Since homographs look the same, we can only tell which word a homograph is by looking at the context—the other words in the sentence. Some examples include:

I **live**, and once I saw a **live** bear.

I **read** a book once about children who **read** books.

The **wind**-up toy blew about in the **wind**.

The word **homonyms** is a word which means a homophone or a homograph. Look at the following sentence from *The Secret Garden*. The homonyms are underlined. Are they homophones, **same sound**, or homographs, **same writing**?

Round the cottage on the moor there was a piece of ground enclosed by a low wall of rough stones.

Round is a homograph. In this sentence, it is a preposition which means the same as **around**. **Round** is also an adjective which means **circular**, and it can be a musical composition where two or more people sing the same thing, but they start at different times. The rest are homophones. A **moor** is a bit of uncultivated land, also called a heath. **More** is what I want when cake is mentioned. **There** points to a place or position, while **they're** is the contraction for “they are” and **their** is a third person plural possessive pronoun. **Piece** is a part of something, while **peace** is something of which we all want to be a part. **By** means next to, **buy** means to purchase, and **bye** shows leavetaking.

All But Blind

By Walter de la Mare

All but blind

In his chambered hole

Gropes for worms

The four-clawed Mole.

All but blind

In the evening sky

The hooded Bat

Twirls softly by.

All but blind
In the burning day
The Barn-Owl blunders
On her way.

And blind as are
These three to me,
So, blind to
Some-one I must be.

The Hen and the Falcon

From *The Tortoise and the Geese* by Maude Barrows Dutton

"Of all birds whom I have ever known," a Falcon once said to a Hen, "you are without doubt the most ungrateful and treacherous."

"Why, what signs of ingratitude and treachery have you ever seen in me?" retorted the Hen, ruffling her feathers.

"Think how you treat your keepers," the Falcon made answer. "By day they feed you corn. For the night they build you a warm, safe coop. But if once a man tries to catch you, you fly from corner to corner and fence to fence, giving the fellow a merry chase. Now I am a wild bird, and there is no need that any one should feed or care for me; and yet, when any man is kind to me and pets me, I grow tame. I then hunt for him; I bring him all the game that I catch; and, no matter how far away I am when he whistles, I come to him as fast as my wings can fly."

"All this is very fine," replied the Hen, "but I see that you do not know the cause of my flight. You never saw a Falcon roasting on the spit, while I have seen hundreds of hens dressed up in as many different sauces. If you were to see falcons served thus, you would never come near your keeper again, and if I fly from fence to fence, you would fly from hill to hill."

Writing: Commonplace Book

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

“Sew up my eyes,” said the tiger, “then I too can see these surprising sights.” Spider immediately did so. Having thus made the tiger helpless, he led him straight to Nyankupon’s house. Nyankupon was amazed at Spider’s cleverness in fulfilling the three conditions. He immediately gave him permission for the future to call all the old tales Anansi tales.

Exercise

In your workbook, underline the homonyms from the following sentence. Mark homographs GR and homophones PH.

“I won’t have letters written to my father—I won’t—I won’t! You are making me angry and you know that is bad for me.”

Mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

Mary giggled inordinately.

“Ring the bell.”

Dictation

Bible—Exodus 20:12

“Honor your father and your mother, that your days may be prolonged in the land which the Lord your God gives you.”



78. *Narration: How We Got the Name "Spider Tales"*

- The Secret Garden, Chapter 26

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Be careful to place the events from the narrative in the correct order. Use part of today's narration as a dictation exercise.

There was a Naughty Boy

By John Keats

There was a naughty boy,
A naughty boy was he,
He would not stop at home,
He could not quiet be-
He took
In his knapsack
A book
Full of vowels
And a shirt
With some towels,
A slight cap
For night cap,
A hair brush,

Comb ditto,
New stockings-
For old ones
Would split O!
This knapsack
Tight at 'is back
He rivetted close
And followed his nose
To the North,
To the North,
And followed his nose
To the North.

There was a naughty boy,
And a naughty boy was he,
He ran away to Scotland
The people for to see-
There he found
That the ground
Was as hard,
That a yard
Was as long,
That a song
Was as merry,
That a cherry
Was as red-
That lead
Was as weighty
That fourscore
Was as eighty,
That a door
Was as wooden
As in England-
So he stood in his shoes
And he wondered,
He wondered,
He stood in his shoes
And he wondered.

79. The Infinitive; Verb Properties: Person

- The Secret Garden, Chapter 27

We call the basic form of a verb the **infinitive**. **To walk** is the infinitive form of **walk**. It is formed by using the word **to** in front of the simplest form of the verb.

To use the infinitive **to walk** as a verb, we need to conjugate it. We conjugate a verb by changing its form depending on who is or is doing the action (person), how many are or are doing the action (number), and when they are or are doing the action (tense). These are called properties of the verb.

to walk	Singular	Plural
1st Person	I walk	we walk
2nd Person	you walk	you walk
3rd Person	he, she, or it walks	they walk

Verbs have five properties. We'll be learning about three of them in this book. The first one is that verbs have **person**. Does that sound

familiar? (Hint: Look at the chart above.) Person tells us the identity of the subject—first person, second person, or third person.

Look at the following sentences from *The Secret Garden* and notice how the verb changes depending on the property of **person**.

“He says he feels it in his veins and it makes him strong and he feels as if he could live forever and ever.”

“I feel as if it might be the sea, if there were water on it,” said Mary.

“That’s really just what it feels like.”

“When Dickon talks about it you feel as if you saw things and heard them.”

“She feels like she was a lady with nothin’ to do.”

Nonsenses

By Edward Lear

There was an Old Man with a beard,
Who said, “It is just as I feared!-
Two owls and a hen,
Four larks and a wren,
Have all built their nests in my beard!”

Writing: Oral Narration

Your next narration exercise will be on “How Wisdom Became the Property of the Human Race.” Today, your instructor will read the story aloud, and then you will give an oral narration.

This is another story from West-African Folk Tales. Do you remember what a folktale is? A folktale is a story that is part of the oral tradition of a people. West African folktales are some of my favorites because they tell about Anansi, the Spider. Sometimes in the stories, Anansi is a spider, and sometimes he’s a man. Either way, I always like the stories.

How Wisdom Became the Property of the Human Race

From *West-African Folk Tales* by William H. Barker

There once lived, in Fanti-land, a man named Father Anansi. He possessed all the wisdom in the world. People came to him daily for advice and help.

One day the men of the country were unfortunate enough to offend Father Anansi, who immediately resolved to punish them. After much thought he decided that the severest penalty he could inflict would be to hide all his wisdom from them. He set to work at once to gather again all that he had already given. When he had succeeded, as he thought, in collecting it, he placed all in one great pot. This he carefully sealed, and determined to put it in a spot where no human being could reach it.

Now, Father Anansi had a son, whose name was Kweku Tsin. This boy began to suspect his father of some secret design, so he made up his mind to watch carefully. Next day he saw his father quietly slip out of the house, with his precious pot hung round his neck. Kweku Tsin followed. Father Anansi went through the forest till he had left the village far behind. Then, selecting the highest and most inaccessible-looking tree, he began to climb. The heavy pot, hanging in front of him, made his ascent almost impossible. Again and again he tried to reach the top of the tree, where he intended to hang the pot. There, he thought, Wisdom would indeed be beyond the reach of every one but himself. He was unable, however, to carry out his desire. At each trial the pot swung in his way.

For some time Kweku Tsin watched his father's vain attempts. At last, unable to contain himself any longer, he cried out: "Father, why do you not hang the pot on your back? Then you could easily climb the tree."

Father Anansi turned and said: "I thought I had all the world's wisdom in this pot. But I find you possess more than I do. All my wisdom was insufficient to show me what to do, yet you have been able to tell me." In his anger he threw the pot down. It struck on a great rock and broke. The wisdom contained in it escaped and spread throughout the world.

Exercise

In your workbook, underline the homonyms from the following sentence. Mark homographs GR and homophones PH. Don't let the length of the sentence fool you! There are three homonyms in it.

And so they led him in.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

He was remembering the dream.

“Aren't you glad, Father?”

Copywork

Literature

Much more surprising things can happen to any one who, when a disagreeable or discouraged thought comes into his mind, just has the sense to remember in time and push it out by putting in an agreeable, determinedly courageous one. Two things cannot be in one place.

“Where you tend a rose, my lad,
A thistle cannot grow.”

Poetry—We Thank Thee

For blue of stream and blue of sky;
For pleasant shade of branches high;
For fragrant air and cooling breeze;
For beauty of the blooming trees,
Father in heaven, we thank Thee.

80. Verb Properties: Number

- The Princess and the Goblin, Chapters 1-2

The second property of verbs that we're discussing is **number**. Verbs have number. That means that verbs change form depending on how many are or are doing. Look at the chart again. One column is singular, and the other is plural.

to walk	Singular	Plural
1st Person	I walk	we walk
2nd Person	you walk	you walk
3rd Person	he, she, or it walks	they walk

Most verbs are **regular**. That means that they all change the same way. Notice that all of the verb forms above are the same except the third person singular, which has an **ending**. Its ending is **s**. Now conjugate **to move**. Look at the chart above to remember the order if necessary.

Did you notice that **to move** is exactly the same? Only the third person singular has an ending, and that ending is **s**. Most verbs are regular. The exact same thing happens when you conjugate **bake**, **ask**, **joke**, or **squeeze**.

You know that when we make nouns plural, most nouns use **s**, but some need other changes. The same is true of adding **s** to verbs to change the form—some need other changes. Because it is difficult to make two hissing sounds in a row, verbs which end in **ch**, **sh**, **s**, **x**, or **z** need **es** for the ending. He washes; she catches. Verbs that end in **y** form the third person singular in two different ways. If a vowel comes before the **y**, then just add an **s**. Thus, **play** and **prey** become **plays** and **preys**. But when a consonant comes before the **y**, we change the **y** to **i** and add **es**. I try; he tries. You spy; she spies.

The Little Doll

By Charles Kingsley

I once had a sweet little doll, dears,
'The prettiest doll in the world;
Her cheeks were so red and so white; dears,
And her hair was so charmingly curled.

But I lost my poor little doll, dears,
As I played in the heath one day;
And I cried for her more than a week, dears;
But I never could find where she lay.

I found my poor little doll, dears,
As I played in the heath one day:
Folks say she is terrible changed, dears,
For her paint is all washed away,
And her arm trodden off by the cows, dears,
And her hair not the least bit curled:
Yet for old sakes' sake she is still, dears,
The prettiest doll in the world.

The Partridge and the Crow

From *The Tortoise and the Geese* by Maude Barrows Dutton

A Crow flying across a road saw a Partridge strutting along the ground.

“What a beautiful gait that Partridge has!” said the Crow. “I must try to see if I can walk like him.”

She alighted behind the Partridge and tried for a long time to learn to strut. At last the Partridge turned around and asked the Crow what she was about.

“Do not be angry with me,” replied the Crow. “I have never before seen a bird who walks as beautifully as you can, and I am trying to learn to walk like you.”

“Foolish bird!” responded the Partridge. “You are a Crow, and should walk like a Crow. You would look silly indeed if you were to strut like a partridge.”

But the Crow went on trying to learn to strut, until finally she had forgotten her own gait, and she never learned that of the Partridge.

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and etymology, if available, of each word. In the next section, write synonyms for each of the words listed, and give a modifier where appropriate.

wisdom, vain, insufficient, inaccessible, severe

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

Now in these subterranean caverns lived a strange race of beings, called by some gnomes, by some kobolds, by some goblins.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

She did not cry long.

She wiped her eyes.

Copywork and Dictation

Literature

One very wet day, when the mountain was covered with mist which was constantly gathering itself together into rain-drops, and pouring down on the roofs of the great old house, whence it fell in a fringe of water from the eaves all round about it, the princess could not of course go out.

Bible—Colossians 3:15

Let the peace of Christ rule in your hearts, to which indeed you were called in one body; and be thankful.

Dictation: “Nonsenses” by Edward Lear

There was an Old Man with a beard,
Who said, “It is just as I feared!-
Two owls and a hen,
Four larks and a wren,
Have all built their nests in my beard!”



Robert Louis Stevenson and His Wife by John Singer Sargent

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

81. Verbs Properties: Tense

- Picture Study: Robert Louis Stevenson and His Wife
- The Princess and the Goblin, Chapter 3

The third property of verbs that we're discussing is **tense**. Tense means time. Today we'll be discussing the simple forms of the three basic tenses: past, present, and future. The first chart shows just the first person singular so that you can see the forms of all three tenses.

Infinitive	Past Simple	Present Simple	Future Simple
to ask	I asked	I ask	I will/shall ask
to move	I moved	I move	I will move
to bake	I baked	I bake	I will bake
to hurry	I hurried	I hurry	I will hurry

Notice that the past tense has an **ending, ed**. Regular verbs form the past tense by adding **ed**. When we have a word that ends with a silent final **e**, we often drop the **e** before adding an ending that starts with a

vowel. It sounds funny to say that we drop the **e** and add **ed**, but it's a general rule that applies to other endings, too, like **ing**. Thus, **move** becomes **moved** and **bake** becomes **baked**.

Verbs that end in **y** form past tense in two different ways. If a vowel comes before the **y**, then add **ed**. Thus, **play** and **prey** become **played** and **preyed**. But when a consonant comes before the **y**, we change the **y** to **i** and add **ed**. I try; he tried. You spy; she spied.

Notice the helping verb **will** in the future tense. Verbs form the future tense by using the helping verb **will**. In the first person, we can use **shall** or **will**.

The next two charts show the conjugation of the past tense and the future tense. Notice that the verb does not change.

Past Tense

to walk	Singular	Plural
1st Person	I walked	we walked
2nd Person	you walked	you walked
3rd Person	he, she, or it walked	they walked

Future Tense

to walk	Singular	Plural
1st Person	I will/shall walk	we will/shall walk
2nd Person	you will walk	you will walk
3rd Person	he, she, or it will walk	they will walk

Look at the following sentences from *The Princess and the Goblin*. Notice how the tense changes.

The old lady lifted hers.

“I know that.”

“I will show you.”

You may notice that you’ve seen other ways to speak about the past, present, and future which are not listed on these charts. That’s because there are actually nine tenses in English. Today, you only learned the simple forms.

My Shadow

By Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow —
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there’s none of him at all.

He hasn’t got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he’s a coward, you can see;
I’d think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

The Gardener and the Bear

From *The Tortoise and the Geese* by Maude Barrows Dutton

In the eastern part of Persia there lived at one time a Gardener whose one joy in life was his flowers and fruit trees. He had neither wife, nor children, nor friends; nothing except his garden. At length, however, the good man wearied of having no one to talk to. He decided to go out into the world and find a friend, Scarcely was he outside the garden before he came face to face with a Bear, who, like the Gardener, was looking for a companion. Immediately a great friendship sprang up between these two.

The Gardener invited the Bear to come into his garden, and fed him on quinces and melons. In return for this kindness, when the Gardener lay down to take his afternoon nap, the Bear stood by and drove off the flies.

One afternoon it happened that an unusually large fly alighted on the Gardener's nose. The Bear drove it off, but it only flew to the Gardener's chin. Again the Bear drove it away, but in a few moments it was back once more on the Gardener's nose. The Bear now was filled with rage. With no thought beyond that of punishing the fly, he seized a huge stone, and hurled it with such force at the Gardener's nose that he killed not only the fly, but the sleeping Gardener.

It is better to have a wise enemy than a foolish friend.

Writing: Playing with Sentences Oral Exercise

Take today's sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

Father Anansi turned and said: "I thought I had all the world's wisdom in this pot."

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns. Substitute a synonym for a noun.
2. **Change the sentence type.** Change between declarative, interrogative, imperative, and exclamatory sentences.

3. **Change the adjectives.** Take all the adjectives out. Add new ones. Change the type of adjectives. Substitute synonyms.
4. **Change the adverbs.** Take all the adverbs out. Add new ones. Change the type of adverbs. Substitute synonyms.
5. **Change everything.** Use antonyms and make the sentence say the opposite.
6. **Change the verbs.** Change the tense or number. Substitute synonyms.

Exercise

In your workbook, underline the homonyms from the following sentence. Mark homographs GR and homophones PH.

“But I never saw you before.”

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Hadn’t you a handkerchief, child?”

“Do you know my name?”

Copywork and Dictation

Literature

When she carried away the basin and towel, the little princess wondered to see how straight and tall she was, for, although she was so old, she didn’t stoop a bit. She was dressed in black velvet with thick white heavy-looking lace about it; and on the black dress her hair shone like silver.

Dictation: Maxim

Penny wise, pound foolish.



82. Properties of Nouns and Pronouns

- The Princess and the Goblin, Chapter 4

Nouns and pronouns have four properties. They are **number**, **gender**, **person**, and **case**.

Number simply means that nouns and pronouns are either singular or plural.

Gender means that nouns and pronouns can be either masculine—having to do with males; feminine—having to do with females; or neuter—neither male nor female.

Person tells us the identity of the subject—first person, second person, or third person.

Case is a change in form that shows a word's use in a sentence. You had a lesson on pronoun cases and learned that different pronouns are used for subjective/nominative case, possessive case, and objective case. Nouns keep the same form for subjective/nominative case and objective case, but they change form for possessive case by adding 's.

Sometimes when speaking or writing, we don't know whether the subject is male or female. Think of the word **someone**. We know **someone** is singular, but the word could refer to either a male or a female person. So how do we add a possessive pronoun to this sentence?

Someone left _____ book.

The traditional way is to use the masculine pronoun when gender is not known, so the sentence could read:

Someone left his book.

But nowadays, the feminine pronoun can also be used, so the sentence could read:

Someone left her book.

Some people prefer to say:

Someone left his or her book.

Sometimes, we can avoid the whole issue by saying it in a different way.

Someone left a book.

That won't always work, though, so you should ask your instructor which form you should use.

But under no circumstances may you say:

Someone left ~~their~~ book.

Pronouns and their antecedents must agree in number.

Looking-glass River

By Robert Louis Stevenson

Smooth it glides upon its travel,
Here a wimple, there a gleam —
O the clean gravel!
O the smooth stream!

Sailing blossoms, silver fishes,
Pave pools as clear as air —
How a child wishes
To live down there!

We can see our colored faces
Floating on the shaken pool
Down in cool places,
Dim and very cool;

Till a wind or water wrinkle,
Dipping marten, plumping trout,
Spreads in a twinkle
And blots all out.

See the rings pursue each other;
All below grows black as night,
Just as if mother
Had blown out the light!

Patience, children, just a minute —
See the spreading circles die;
The stream and all in it
Will clear by-and-by.

The Three Fish

From *The Tortoise and the Geese* by Maude Barrows Dutton

There was once a pond far from the highway, and in it lived Three Fish in peace and happiness. Now one of these Fish always used his wits; the second used his sometimes, but the third never used his at all. One day Two Fishermen chanced upon this pond, and saw the Three Fish, which were large and fat.

“Quick, let us return home and bring our nets,” they cried. “Here is a fine catch!”

When the Three Fish heard these words, they lay still in terror. Then the Fish who always made use of his wits resolved at once what he would do. Without stopping to consult his brothers, he swam quickly to the outlet of the pond and was soon out of harm’s way.

Soon after this, the Fishermen returned and missed one of the Fish. They at once looked about for an outlet, and when they had discovered it, stopped it up. There now seemed no escape for the other two. In desperation, the Fish who sometimes used his wits began to float on his back on the top of the water. The Fishermen

picked him up, and so well did he play his part that they threw him back into the pond, supposing he was dead. Meanwhile the Fish who never used his wits sank to the bottom, where he was easily caught, and was served that very day on the King's table.

Exercise

In your workbook, underline the homonyms from the following sentence. Mark homographs GR and homophones PH.

And indeed today is very seldom like yesterday, if people would note the differences—even when it rains.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Oh, I daresay!”

“I’m not talking nonsense.”

Copywork

Literature

Her failure to find the old lady not only disappointed her, but made her very thoughtful. Sometimes she came almost to the nurse's opinion that she had dreamed all about her; but that fancy never lasted very long.

Poetry—Looking-glass River

Smooth it glides upon its travel,
Here a wimple, there a gleam —
O the clean gravel!
O the smooth stream!



83. Subject-Verb Agreement

- The Princess and the Goblin, Chapter 5

Nouns, pronouns, and verbs all possess the property **number**.

Sentences can have more than one verb, and each verb has a subject. Each subject must agree with its verb in number. You've probably already noticed this. In your Playing with Sentences exercises, you may have tried to change the number of a noun or verb, and found that you had to change other words in the sentence, too.

Look at the following sentences from *The Princess and the Goblin*. Change the subject's number without changing the verb's, and see how that sounds. Change the verb's number without changing the subject's, and see how that sounds.

“And she lives upon pigeon's eggs.”

“And she keeps her crown in her bedroom.”

Subjects and verbs must agree in number.

A Riddle

By Christina Rossetti

There is one that has a head without an eye,
And there's one that has an eye without a head.
You may find the answer if you try;
And when all is said,
Half the answer hangs upon a thread.

The Girl Monkey and the String of Pearls

From *More Jataka Tales* by Ellen C. Babbitt

One day the king went for a long walk in the woods. When he came back to his own garden, he sent for his family to come down to the lake for a swim.

When they were all ready to go into the water, the queen and her ladies left their jewels in charge of the servants, and then went down into the lake.

As the queen put her string of pearls away in a box, she was watched by a Girl Monkey who sat in the branches of a tree near-by. This Girl Monkey wanted to get the queen's string of pearls, so she sat still and watched, hoping that the servant in charge of the pearls would go to sleep.

At first the servant kept her eyes on the jewel-box. But by and by she began to nod, and then she fell fast asleep.

As soon as the Monkey saw this, quick as the wind she jumped down, opened the box, picked up the string of pearls, and quick as the wind she was up in the tree again, holding the pearls very carefully. She put the string of pearls on, and then, for fear the guards in the garden would see the pearls, the Monkey hid them in a hole in the tree. Then she sat near-by looking as if nothing had happened.

By and by the servant awoke. She looked in the box, and finding that the string of pearls was not there, she cried, "A man has run off with the queen's string of pearls."

Up ran the guards from every side.

The servant said: "I sat right here beside the box where the queen put her string of pearls. I did not move from the place. But the day is hot, and I was tired. I must have fallen asleep. The pearls were gone when I awoke."

The guards told the king that the pearls were gone.

"Find the man who stole the pearls," said the king. Away went the guards looking high and low for the thief.

After the king had gone, the chief guard said to himself:

"There is something strange here. These pearls," thought he, "were lost in the garden. There was a strong guard at the gates, so that no one from the outside could get into the garden. On the other hand, there are hundreds of Monkeys here in the garden. Perhaps one of the Girl Monkeys took the string of pearls."

Then the chief guard thought of a trick that would tell whether a Girl Monkey had taken the pearls. So he bought a number of strings of bright-colored glass beads.

After dark that night the guards hung the strings of glass beads here and there on the low bushes in the garden. When the Monkeys saw the strings of bright-colored beads the next morning, each Monkey ran for a string.

But the Girl Monkey who had taken the queen's string of pearls did not come down. She sat near the hole where she had hidden the pearls.

The other Monkeys were greatly pleased with their strings of beads. They chattered to one another about them. "It is too bad you did not get one," they said to her as she sat quietly, saying nothing. At last she could stand it no longer. She put on the queen's string of pearls and came down, saying proudly: "You have only strings of glass beads. See my string of pearls!"

Then the chief of the guards, who had been hiding near-by, caught the Girl Monkey. He took her at once to the king.

"It was this Girl Monkey, your Majesty, who took the pearls."

The king was glad enough to get the pearls, but he asked the chief guard how he had found out who took them.

The chief guard told the king that he knew no one could have come into the garden and so he thought they must have been taken by one of the Monkeys in the garden. Then he told the king about the trick he had played with the beads.

"You are the right man in the right place," said the king, and he thanked the chief of the guards over and over again.

Writing: *Commonplace Book*

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

Father Anansi turned and said: “I thought I had all the world’s wisdom in this pot. But I find you possess more than I do. All my wisdom was insufficient to show me what to do, yet you have been able to tell me.” In his anger he threw the pot down. It struck on a great rock and broke. The wisdom contained in it escaped and spread throughout the world.

Exercise

In your workbook, look at the underlined words. Is the first one an adverb or a preposition in this sentence? Is the second one a prepositional phrase or an infinitive? Mark the words. Adverb, ADV. Preposition, PREP; Infinitive, INF.

“I’ve been up a long way to see my very great, huge, old grandmother,” said the princess.

Mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

A real princess is never rude.

She did not say it crossly.

Dictation

Bible—Proverbs 6:20

My son, observe the commandment of your father
And do not forsake the teaching of your mother.



84.

Narration: How Wisdom Became the Property of the Human Race

- The Princess and the Goblin, Chapter 6

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Be careful to place the events from the narrative in the correct order. Use part of today's narration as a dictation exercise.

Rising in the Morning

By Hugh Rhodes

A plant without moisture sweet
Can bring forth no good flower;
If in youth ye lack virtue,
In age ye shall want honour.
First dread you God, and fly from sin,
Earthly things are mortal;
Be thou not haughty in thy looks
For pride will have a fall.
Rise you early in the morning,
For it hath properties three:
Holiness, health, and happy wealth,
As my father taught me.
At six of the clock, without delay,

Accustom thee to rise,
And give God thanks for thy good rest
When thou openest thine eyes.
Pray Him also to prosper thee
And thine affairs in deed:
All the day after, assure thyself,
The better shalt thou speed.

85. *Comparatives*

- The Princess and the Goblin, Chapter 7

Comparative adjectives and adverbs compare two things.

We use **comparative adjectives** to compare two nouns and **comparative adverbs** to compare two adjectives or verbs.

To make comparatives of one-syllable words, we add the ending **er**. Look at the following examples:

Adjectives: cold, colder; dry, drier; hot, hotter.

Adverbs: hard, harder; fast, faster; early, earlier.

In two-syllable adjectives which end in **y**, we also add **er**, after changing the **y** to **i**.

Adjectives: wavy, wavier; happy, happier.

Adverbs: early, earlier.

For other words with two or more syllables, adjectives and adverbs, we don't change the form. Instead, we add the word **more**.

Adjectives: radiant, more radiant; comfortable, more comfortable

Adverbs: carefully, more carefully; horribly, more horribly.

Look at the following sentences from *The Princess and the Goblin*.

Yet it was well known that a new rhyme, if of the right sort, was even more distasteful to them, and therefore more effectual in putting them to flight.

The princess begged her to go on just a little farther and a little farther, reminding her that it was much easier to go down hill.

The more courageous of them, however, amongst them Peter Peterson and Curdie, had stayed in the mine all night again and again.

Upon the Swallow

By Robert Herrick

This pretty bird, oh, how she flies and sings!
But could she do so if she had not wings?
Her wings bespeak my faith, her songs my peace;
When I believe and sing, my doubtings cease.

Writing: Oral Narration

Your next narration exercise will be on “The Squirrel and the Spider.” Today, your instructor will read the story aloud, and then you will give an oral narration.

This is our last story from West-African Folk Tales. Do you remember what a folktale is? A folktale is a story that is part of the oral tradition of a people. This story is another one about Spider.

The Squirrel and the Spider

From *West-African Folk Tales* by William H. Barker

A hard-working squirrel had, after much labor, succeeded in cultivating a very fine farm. Being a skilful climber of trees, he had not troubled to make a roadway into his farm. He used to reach it by the trees.

One day, when his harvests were very nearly ripe, it happened that Spider went out hunting in that neighborhood. During his travels,

he arrived at Squirrel's farm. Greatly pleased at the appearance of the fields, he sought for the roadway to it. Finding none, he returned home and told his family all about the matter. The very next day they all set out for this fine place, and set to work immediately to make a road. When this was completed Spider—who was very cunning—threw pieces of earthenware pot along the pathway. This he did to make believe that his children had dropped them while working to prepare the farm.

Then he and his family began to cut down and carry away such of the corn as was ripe. Squirrel noticed that his fields were being robbed, but could not at first find the thief. He determined to watch. Sure enough Spider soon reappeared to steal more of the harvest. Squirrel demanded to know what right he had on these fields. Spider immediately asked him the same question. "They are my fields," said Squirrel. "Oh, no! They are mine," retorted Spider. "I dug them and sowed them and planted them," said poor Squirrel. "Then where is your roadway to them?" said crafty Spider. "I need no roadway. I come by the trees," was Squirrel's reply. Needless to say, Spider laughed such an answer to scorn, and continued to use the farm as his own.

Squirrel appealed to the law, but the court decided that no one had ever had a farm without a road leading to it, therefore the fields must be Spider's.

In great glee Spider and his family prepared to cut down all the harvest that remained. When it was cut they tied it in great bundles and set off to the nearest market-place to sell it. When they were about halfway there, a terrible storm came on. They were obliged to put down their burdens by the roadside and run for shelter. When the storm had passed they returned to pick up their loads.

As they approached the spot they found a great, black crow there, with his broad wings outspread to keep the bundles dry. Spider went to him and very politely thanked him for so kindly taking care of their property. "Your property!" replied Father Crow. "Who ever heard of any one leaving bundles of corn by the roadside? Nonsense! These loads are mine." So saying, he picked them up and went off with them, leaving Spider and his children to return home sorrowful and empty-handed. Their thieving ways had brought them little profit.

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

He saw no more of the goblins, and was soon fast asleep in his bed.

Mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Oh! It’s not much.”

“I’ll do my best.”

Copywork

Literature

First, he wanted to get extra wages in order that he might buy a very warm red petticoat for his mother, who had begun to complain of the cold of the mountain air sooner than usual this autumn; and second, he had just a faint glimmering of hope of finding out what the goblins were about under his window the night before.

Poetry—Looking-glass River

Sailing blossoms, silver fishes,
Pave pools as clear as air —
How a child wishes
To live down there!

86. Superlatives

- The Princess and the Goblin, Chapter 8

**Superlative adjectives and adverbs
compare three or more things.**

We use **superlative adjectives** to compare three or more nouns and **superlative adverbs** to compare three or more adjectives or verbs.

To make superlatives of one-syllable words, we add the ending **est**.
Look at the following examples:

Adjectives: cold, coldest; dry, driest; hot, hottest.

Adverbs: hard, hardest; fast, fastest.

In two-syllable adjectives, but not adverbs, which end in **y**, we also add **est**, after changing the **y** to **i**.

Adjectives: wavy, waviest; happy, happiest.

For other words with two or more syllables, adjectives and adverbs, we don't change the form. Instead, we add the word **most**.

Adjectives: radiant, most radiant; comfortable, most comfortable

Adverbs: carefully, most carefully; horribly, most horribly.

Some adjectives and adverbs are **irregular**, meaning they don't follow the normal form. Here are a few irregular adjectives:

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst
little	less	least
many	more	most

And here are a few irregular adverbs:

Adverb	Comparative	Superlative
well	better	best
badly	worse	worst
much	more	most

Look at the following sentences from *The Princess and the Goblin*.

“I’ll do my best,” said Curdie.

“He’s by no means at the thinnest place.”

“She is the hardest in forbidding them to the rest of the women.”

A horrid scream followed, which Curdie interpreted as in reply to a blow from his mother upon the feet of her eldest goblin.

At all events, those who were most afraid of them were those who could neither make verses themselves, nor remember the verses that other people made for them.

Robin Redbreast

By William Allingham

Goodbye, goodbye to Summer!
 For Summer’s nearly done;
 The garden smiling faintly,
 Cool breezes in the sun;
 Our Thrushes now are silent,
 Our Swallows flown away-
 But Robin’s here, in coat of brown,
 With ruddy breast-knot gay.

Robin, Robin Redbreast,
O Robin dear!
Robin singing sweetly
In the falling of the year.

Bright yellow, red, and orange,
The leaves come down in hosts;
The trees are Indian Princes,
But soon they'll turn to Ghosts;
The leathery pears and apples
Hang russet on the bough,
It's Autumn, Autumn, Autumn late,
"Twill soon be winter now.
Robin, Robin Redbreast,
O Robin dear!
And what will this poor Robin do?
For pinching days are near.

The fireside for the Cricket,
The wheatsack for the Mouse,
When trembling night-winds whistle
And moan all round the house;
The frosty ways like iron,
The branches plumed with snow-
Alas! in Winter, dead, and dark,
Where can poor Robin go?
Robin, Robin Redbreast,
O Robin dear!
And a crumb of bread for Robin,
His little heart to cheer.

The Three Fishes

From *More Jataka Tales* by Ellen C. Babbitt

Once upon a time three Fishes lived in a far-away river. They were named Thoughtful, Very-Thoughtful, and Thoughtless.

One day they left the wild country where no men lived, and came down the river to live near a town.

Very-Thoughtful said to the other two: "There is danger all about

us here. Fishermen come to the river here to catch fish with all sorts of nets and lines. Let us go back again to the wild country where we used to live.”

But the other two Fishes were so lazy and so greedy that they kept putting off their going from day to day.

But one day Thoughtful and Thoughtless went swimming on ahead of Very-Thoughtful and they did not see the fisherman’s net and rushed into it. Very-Thoughtful saw them rush into the net.

“I must save them,” said Very-Thoughtful.

So swimming around the net, he splashed in the water in front of it, like a Fish that had broken through the net and gone up the river. Then he swam back of the net and splashed about there like a Fish that had broken through and gone down the river.

The fisherman saw the splashing water and thought the Fishes had broken through the net and that one had gone up the river, the other down, so he pulled in the net by one corner. That let the two Fishes out of the net and away they went to find Very-Thoughtful.

“You saved our lives, Very-Thoughtful,” they said, “and now we are willing to go back to the wild country.”

So back they all went to their old home where they lived safely ever after.

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and etymology, if available, of each word. In the next section, write synonyms for each of the words listed, and give a modifier where appropriate.

cultivate, harvest, demand, right, oblige

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

“He’s by no means at the thinnest place.”

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

A deeper voice replied.

“It’s awfully heavy.”

Copywork and Dictation

Literature

“What a distinction it is to provide our own light, instead of being dependent on a thing hung up in the air—a most disagreeable contrivance—intended no doubt to blind us when we venture out under its baleful influence!”

Bible—Ephesians 4:32

Be kind to one another, tender-hearted, forgiving each other, just as God in Christ also has forgiven you.

Dictation: “The Wolf and the Goat”

“That is a very dangerous place for you,” he called out, pretending to be very anxious about the Goat’s safety. “What if you should fall! Please listen to me and come down! Here you can get all you want of the finest, tenderest grass in the country.”



An Artist in His Studio by John Singer Sargent

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

87. Tenses: Negatives and Questions

- Picture Study: An Artist in His Studio
- The Princess and the Goblin, Chapter 9

The simple past tense is formed by adding **ed** to regular verbs.

The simple future tense is formed by adding the word **will** to the base verb.

The helping verb **will** makes it easy to form negatives and questions in the future tense. Look at the following sentence from *The Princess and the Goblin*.

“This discovery will add considerably to the otherwise immense forces at his Majesty’s disposal.”

We can easily change it to a negative by adding the word **not**:

This discovery will not add considerably to the otherwise immense forces at his Majesty’s disposal.

And we can easily change it into a question by changing the word order:

Will this discovery add considerably to the otherwise immense forces at his Majesty’s disposal?

But how can we form negatives and questions from sentences in the past tense like this one?

He reached the corner and looked cautiously round.

We use the helping verb **did** and drop the **ed** ending. It allows us to form negatives in the past tense:

He did not reach the corner and did not look cautiously round.

And we can ask questions in the past tense like this one:

Did he reach the corner and look cautiously round?

The Rooks

By Jane Euphemia Browne

The rooks are building on the trees;
They build there every spring:
“Caw, caw,” is all they say,
For none of them can sing.

They’re up before the break of day,
And up till late at night;
For they must labour busily
As long as it is light.

And many a crooked stick they bring,
And many a slender twig,
And many a tuft of moss, until
Their nests are round and big.

“Caw, caw.” Oh, what a noise
They make in rainy weather!
Good children always speak by turns,
But rooks all talk together.

The Tricky Wolf and the Rats

From *More Jataka Tales* by Ellen C. Babbitt

Once upon a time a Big Rat lived in the forest, and many hundreds of other Rats called him their Chief.

A Tricky Wolf saw this troop of Rats, and began to plan how he could catch them. He wanted to eat them, but how was he to get them? At last he thought of a plan. He went to a corner near the home of the Rats and waited until he saw one of them coming. Then he stood up on his hind legs.

The Chief of the Rats said to the Wolf, "Wolf, why do you stand on your hind legs?"

"Because I am lame," said the Tricky Wolf. "It hurts me to stand on my front legs."

"And why do you keep your mouth open?" asked the Rat.

"I keep my mouth open so that I may drink in all the air I can," said the Wolf. "I live on air; it is my only food day after day. I can not run or walk, so I stay here. I try not to complain." When the Rats went away the Wolf lay down.

The Chief of the Rats was sorry for the Wolf, and he went each night and morning with all the other Rats to talk with the Wolf, who seemed so poor, and who did not complain.

Each time as the Rats were leaving, the Wolf caught and ate the last one. Then he wiped his lips, and looked as if nothing had happened.

Each night there were fewer Rats at bedtime. Then they asked the Chief of the Rats what the trouble was. He could not be sure, but he thought the Wolf was to blame.

So the next day the Chief said to the other Rats, "You go first this time and I will go last."

They did so, and as the Chief of the Rats went by, the Wolf made a spring at him. But the Wolf was not quick enough, and the Chief of the Rats got away.

"So this is the food you eat. Your legs are not so lame as they were. You have played your last trick, Wolf," said the Chief of the Rats, springing at the Wolf's throat. He bit the Wolf, so that he died.

And ever after the Rats lived happily in peace and quiet.

Writing: Playing with Sentences Oral Exercise

Take today's sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

In great glee Spider and his family prepared to cut down all the harvest that remained.

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns. Substitute a synonym for a noun.
2. **Change the sentence type.** Change between declarative, interrogative, imperative, and exclamatory sentences.
3. **Change the adjectives.** Take all the adjectives out. Add new ones. Change the type of adjectives. Substitute synonyms.
4. **Change the adverbs.** Take all the adverbs out. Add new ones. Change the type of adverbs. Substitute synonyms.
5. **Change everything.** Use antonyms and make the sentence say the opposite.
6. **Change the verbs.** Change the tense or number. Substitute synonyms.

Exercise

In your workbook, underline the homonyms from the following sentence. Mark homographs GR and homophones PH.

Well might he wish that he had brought his lamp and tinder-box with him.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV; Conjunctions, CJ; Interjections, INJ.

He started back.

He hurried on.

Copywork and Dictation

Literature

The floor was rough and stony; the walls full of projecting corners; the roof in one place twenty feet high, in another endangering his forehead; while on one side a stream, no thicker than a needle, it is true, but still sufficient to spread a wide dampness over the wall, flowed down the face of the rock.

Dictation: Maxim

Better late than never.



88. To Be

- The Princess and the Goblin, Chapter 10

The verb **to be** is the basic verb form of the state of being verbs. It's an irregular verb. That means that it is not conjugated like other verbs. We conjugate **to be** like this:

to be	Singular	Plural
1st Person	I am	we are
2nd Person	you are	you are
3rd Person	he, she, or it is	they are

To be is an irregular verb in all of its tenses. The future tense is just **will**. I will, you will, he will, etc. Its past tense form, however, must be conjugated, like this:

to be (past tense)	Singular	Plural
1st Person	I was	we were
2nd Person	you were	you were
3rd Person	he, she, or it was	they were

Now that you can conjugate **to be**, it's probably obvious why **be**, **being**, and **been** are also part of our state of being verbs. These are also forms of the verb **to be**.

When we use **to be** as a linking verb, it can include helping verbs. Look at the following sentences from *The Princess and the Goblin*.

“She has been so afraid.”

She has not been naughty.

“He would have been through.”

“Then I suppose it must have been a stone carried down the brook inside.”

All of the above verb forms are linking verbs because they end in a form of **to be**; **to be** is the main verb. What does that make the nouns and adjectives which follow the linking verbs?

Subject complements follow the linking verbs. The nouns are predicate nominatives, and the adjectives are predicate adjectives.

The Sheep

By Ann and Jane Taylor

“Lazy sheep, pray tell me why
In the pleasant fields you lie,
Eating grass, and daisies white,
From the morning till the night?
Everything can something do,
But what kind of use are you?”

“Nay, my little master, nay,
Do not serve me so, I pray;
Don’t you see the wool that grows
On my back, to make you clothes?
Cold, and very cold, you’d be
If you had not wool from me.

True, it seems a pleasant thing,
To nip the daisies in the spring;
But many chilly nights I pass
On the cold and dewy grass,
Or pick a scanty dinner, where
All the common’s brown and bare.

Then the farmer comes at last,
When the merry spring is past,
And cuts my woolly coat away,
To warm you in the winter’s day:
Little master, this is why
In the pleasant fields I lie.”

The Woodpecker, Turtle, and Deer

From *More Jataka Tales* by Ellen C. Babbitt

Once upon a time a Deer lived in a forest near a lake. Not far from the same lake, a Woodpecker had a nest in the top of a tree; and in the lake lived a Turtle. The three were friends, and lived together happily.

A hunter, wandering about in the wood, saw the foot-prints of the Deer near the edge of the lake. "I must trap the Deer, going down into the water," he said, and setting a strong trap of leather, he went his way.

Early that night when the Deer went down to drink, he was caught in the trap, and he cried the cry of capture.

At once the Woodpecker flew down from her tree-top, and the Turtle came out of the water to see what could be done.

Said the Woodpecker to the Turtle: "Friend, you have teeth; you gnaw through the leather trap. I will go and see to it that the hunter keeps away. If we both do our best our friend will not lose his life."

So the Turtle began to gnaw the leather, and the Woodpecker flew to the hunter's house.

At dawn the hunter came, knife in hand, to the front door of his house.

The Woodpecker, flapping her wings, flew at the hunter and struck him in the face.

The hunter turned back into the house and lay down for a little while. Then he rose up again, and took his knife. He said to himself: "When I went out by the front door, a Bird flew in my face; now I will go out by the back door." So he did.

The Woodpecker thought: "The hunter went out by the front door before, so now he will leave by the back door." So the Woodpecker sat in a tree near the back door.

When the hunter came out the bird flew at him again, flapping her wings in the hunter's face. Then the hunter turned back and lay down again. When the sun arose, he took his knife, and started out once more.

This time the Woodpecker flew back as fast as she could fly to her friends, crying, "Here comes the hunter!"

By this time the Turtle had gnawed through all the pieces of the trap but one. The leather was so hard that it made his teeth feel as if they would fall out. His mouth was all covered with blood. The Deer heard the Woodpecker, and saw the hunter, knife in hand, coming on. With a strong pull the Deer broke this last piece of the trap, and ran into the woods.

The Woodpecker flew up to her nest in the tree-top.

But the Turtle was so weak he could not get away. He lay where he was. The hunter picked him up and threw him into a bag, tying it to a tree.

The Deer saw that the Turtle was taken, and made up his mind to save his friend's life. So the Deer let the hunter see him.

The hunter seized his knife and started after the Deer. The Deer, keeping just out of his reach, led the hunter into the forest.

When the Deer saw that they had gone far into the forest he slipped away from the hunter, and swift as the wind, he went by another way to where he had left the Turtle.

But the Turtle was not there. The Deer called, "Turtle, Turtle!"; and the Turtle called out, "Here I am in a bag hanging on this tree."

Then the Deer lifted the bag with his horns, and throwing it upon the ground, he tore the bag open, and let the Turtle out.

The Woodpecker flew down from her nest, and the Deer said to them: "You two friends saved my life, but if we stay here talking, the hunter will find us, and we may not get away. So do you, Friend Woodpecker, fly away. And you, Friend Turtle, dive into the water. I will hide in the forest."

The hunter did come back, but neither the Deer, nor the Turtle, nor the Woodpecker was to be seen. He found his torn bag, and picking that up he went back to his home.

The three friends lived together all the rest of their lives.

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

She jumped up with a cry of joy.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

"We'll have a walk."

The garden was a very lovely place.

Copywork

Literature

It was a long time since he had been to see her, and her little heart beat faster and faster as the shining troop approached, for she loved her king-papa very dearly, and was nowhere so happy as in his arms.

Poetry—Looking-glass River

We can see our colored faces
Floating on the shaken pool
Down in cool places,
Dim and very cool;



89. Appositives

- The Princess and the Goblin, Chapter 11

An **appositive** is a noun, noun phrase, or series of nouns placed next to another noun to identify or rename it.

An **appositive** is very like a predicate nominative, except that it doesn't need a linking verb. Instead, it sits beside the noun it identifies or renames. In fact, **apposition** means to be side by side.

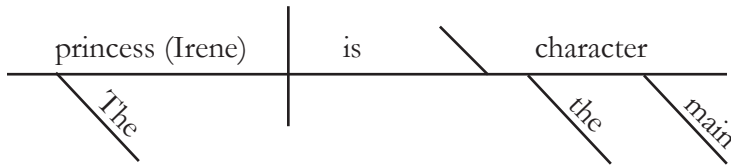
The princess, Irene, is the main character.

Her nurse Lootie left her with the housekeeper for a while.

All the time they talked, the old lady, her grandmother, kept spinning.

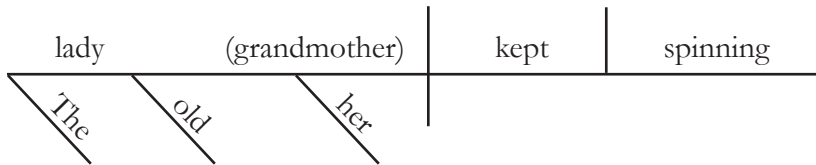
The appositive identifies or renames the noun it sits beside. We diagram an appositive by placing it beside the noun it identifies or renames and placing it in parentheses ().

The princess, Irene, is the main character.



When the appositive has a modifier, it goes on a diagonal line under the appositive, just as always.

The old lady, her grandmother, kept spinning.



Young and Old

By Charles Kingsley

When all the world is young, lad,
 And all the trees are green;
 And every goose a swan, lad,
 And every lass a queen;
 Then hey for boot and horse, lad,
 And round the world away;
 Young blood must have its course, lad,
 And every dog his day.

When all the world is old, lad,
 And all the trees are brown;
 When all the sport is stale, lad,
 And all the wheels run down;
 Creep home, and take your place there,
 The spent and maimed among:
 God grant you find one face there,
 You loved when all was young.

The Golden Goose

From *More Jataka Tales* by Ellen C. Babbitt

Once upon a time there was a Goose who had beautiful golden feathers. Not far away from this Goose lived a poor, a very poor woman, who had two daughters. The Goose saw that they had a hard time to get along and said he to himself:

“If I give them one after another of my golden feathers, the mother can sell them, and with the money they bring she and her daughters can then live in comfort.”

So away the Goose flew to the poor woman’s house.

Seeing the Goose, the woman said: “Why do you come here? We have nothing to give you.”

“But I have something to give you,” said the Goose. “I will give my feathers, one by one, and you can sell them for enough so that you and your daughters can live in comfort.”

So saying the Goose gave her one of his feathers, and then flew away. From time to time he came back, each time leaving another feather.

The mother and her daughters sold the beautiful feathers for enough money to keep them in comfort. But one day the mother said to her daughters: “Let us not trust this Goose. Some day he may fly away and never come back. Then we should be poor again. Let us get all of his feathers the very next time he comes.”

The daughters said: “This will hurt the Goose. We will not do such a thing.”

But the mother was greedy. The next time the Golden Goose came she took hold of him with both hands, and pulled out every one of his feathers.

Now the Golden Goose has strange feathers. If his feathers are plucked out against his wish, they no longer remain golden but turn white and are of no more value than chicken-feathers. The new ones that come in are not golden, but plain white.

As time went on his feathers grew again, and then he flew away to his home and never came back again.

Writing: Commonplace Book

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

In great glee Spider and his family prepared to cut down all the harvest that remained. When it was cut they tied it in great bundles and set off to the nearest market-place to sell it. When they were about half-way there, a terrible storm came on. They were obliged to put down their burdens by the roadside and run for shelter. When the storm had passed they returned to pick up their loads.

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

The moon was shining brightly into the room. The poultice had fallen off her hand, and it was burning hot.

Mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

Her nurse Lootie left her.

The princess loved her father the king.

Dictation

Bible—Psalm 19:1

The heavens are telling of the glory of God;
And their expanse is declaring the work of His hands.



90. *Narration: The Squirrel and the Spider*

- The Princess and the Goblin, Chapters 12-13

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Be careful to place the events from the narrative in the correct order. Use part of today's narration as a dictation exercise.

Two Little Kittens

Anonymous

Two little kittens, one stormy night,
Began to quarrel, and then to fight;
One had a mouse, the other had none,
And that's the way the quarrel begun.

"I'll have that mouse," said the biggest cat;
"You'll have that mouse? We'll see about that!"
"I will have that mouse," said the eldest son;
"You shan't have the mouse," said the little one.

I told you before, 'twas a stormy night
When these two little kittens began to fight;

The old woman seized her sweeping broom,
And swept the two kittens right out of the room.

The ground was covered with frost and snow,
And the two little kittens had nowhere to go;
So they laid them down on the mat at the door,
While the old woman finished sweeping the floor.

Then they crept in, as quiet as mice,
All wet with the snow, and cold as ice,
For they found it was better, that stormy night,
To lie down and sleep than to quarrel and fight.



91. The Five Principal Parts of Verbs

- The Princess and the Goblin, Chapter 14

Verbs have five principal parts.

The first part is the **infinitive**. As you've already learned, the infinitive is formed by using the word **to** in front of the simplest form of the verb.

The second part is the **present tense**, simplest form of the verb.

The third part is called the **present participle**. It is formed by using a helping verb and adding the ending **ing** to the base form. If the verb ends in silent final **e**, drop the **e** before adding **ing**.

The fourth part is called the **past tense** form, and as you've learned, regular verbs form it by adding the ending **ed**.

The fifth part is called the **past participle**. For regular verbs, it is formed by using a helping verb with the past tense form.

So we have:

To bake, I bake, I am baking, I baked, I have baked.

To cry, I cry, I am crying, I cried, I have cried.

To play, I play, I am playing, I played, I have played.

Infinitive	Present	Present Participle	Past	Past Participle
to bake	bake	baking	baked	baked
to cry	cry	crying	cried	cried
to try	try	trying	tried	tried
to play	play	playing	played	played
to obey	obey	obeying	obeyed	obeyed
to crack	crack	cracking	cracked	cracked

Time to Rise

By Robert Louis Stevenson

A birdie with a yellow bill
Hopped upon the window sill,
Cocked his shining eye and said:
“Ain’t you ‘shamed, you sleepy-head?”

Writing: Oral Narration

Your next narration exercise will be on “The Otter Family.” Today, your instructor will read the story aloud, and then you will give an oral narration.

The Otter Family

From *Pond and River* by Arabella Buckley

About five o’clock one fine morning in May, Tom, the gamekeeper’s son, was examining the traps set for weasels, stoats, and

other vermin. His way led him over a bridge across the river, and as he came near it he heard a strange whistling noise.

Now Tom was a Devonshire lad, and all country boys in the West of England have sharp ears for the calls of animals. Tom knew that this cry came from a father or mother otter who were fishing in the river with their little ones.

Just below the bridge, where the bank was very high, there grew an old willow tree, with branches hanging over the river. The water had washed away the bank under the willow, so that there was a big hole between its strong roots.

Now Tom knew that this hole was the home of some otters. Many a time the otter-hounds had stood in the water near this hole baying with all their might. But they could not get in, and the otters took care not to come out.

The hounds were far away now, and everything was very quiet in the early morning. So Tom lay down in the thick grass at the top of the bank and waited. By-and-by on came the otters, swimming smoothly along with only their noses above water.

The old otters swam so quietly that Tom would not have known they were there. But the young otters were playing and twisting about, so that first their brown furry backs, and then their white bellies, shone in the light of the early morning sun, and the water splashed about them.

The river was very broad in this place, and just opposite the willow was a small island. Tom was so well hidden in the tall grass that the otters had no idea that he was there. So one by one they scrambled up on the island, each with a fish in its mouth. Then they each took hold of their fish with their front feet, and began to eat just behind the head. They ate on till they nearly reached the tail and then left that.

While they were eating, Tom could see what they were like. They had long bending bodies, and broad, flat heads, and their mouths and noses were short and broad. Their feet were webbed like duck's feet, but each foot had very sharp claws at the end. Their fur was a lovely soft brown, but the long hairs on the old otters were coarse, and they did not look so soft as the little ones. Their tails were thick and strong, and very useful for helping them to swim.

The father tore the fish with his teeth quite fiercely, and sometimes threw small pieces to the young ones, who had soon finished their tiny fish. At last all was eaten up, except the heads and tails. Then the

father otter slid down the bank, and the others followed him, and they all went to fish again.

There are fewer otters than there used to be in the rivers of England. But they are still to be found in many places. Only, if you want to see them at home, you must get up early in the morning.

Exercise

In your workbook, underline the homonyms from the following sentence. Mark homographs GR and homophones PH.

“I will go and get it. The room feels close.”

Mark the words in the following sentences and then diagram them.

Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

She was too frightened.

She looked up.

Copywork

Literature

It was foolish indeed—thus to run farther and farther from all who could help her, as if she had been seeking a fit spot for the goblin-creature to eat her in at his leisure; but that is the way fear serves us: it always takes the side of the thing that we are afraid of.

Poetry—Looking-glass River

Till a wind or water wrinkle,
Dipping marten, plumping trout,
Spreads in a twinkle
And blots all out.

92. Irregular Verbs

- The Princess and the Goblin, Chapter 15

There are many irregular verbs other than **to be**. Irregular verbs do not have principal parts which follow the normal pattern. Today, we're going to talk about a few of the most common irregular verbs.

Participle just means a word formed from a verb. Participles can act as other parts of speech. To act as a verb, a participle requires a helping verb.

The soft light made her feel as if she were going into the heart of the milkiest pearl.

Turning her eyes, she found the wall had vanished.

With regular verbs, the past participle is made up of the past tense form. You will see it used without a helping verb. It is the past tense then, not the past participle.

The princess opened the door, and peeped in.

This becomes more important with irregular verbs. Irregular verbs have irregular past participles, and some of these words are never used without a helping verb, such as **gone**, **done**, and **seen**. If you've been reading the Correct Use of Words pages at the back of the book, you'll recognize these helping verbs and past participles.

I have gone; she has done; they have seen.

"I'm not so sure that I haven't done something wrong."

Infinitive	Present	Present Participle	Past	Past Participle
to go	go	going	went	gone
to do	do	doing	did	done
to see	see	seeing	saw	seen
to come	come	coming	came	come
to have	have	having	had	had

The Vulture

By Hilaire Belloc

The Vulture eats between his meals
 And that's the reason why
 He very, very rarely feels
 As well as you and I.

His eye is dull, his head is bald,
 His neck is growing thinner.
 Oh! what a lesson for us all
 To only eat at dinner!

How the Monkey Saved His Troop

From *More Jataka Tales* by Ellen C. Babbitt

A mango-tree grew on the bank of a great river. The fruit fell from some of the branches of this tree into the river, and from other branches it fell on the ground.

Every night a troop of Monkeys gathered the fruit that lay on the ground and climbed up into the tree to get the mangoes, which were like large, juicy peaches.

One day the king of the country stood on the bank of this same

river, but many miles below where the mango-tree grew. The king was watching the fishermen with their nets.

As they drew in their nets, the fishermen found not only fishes but a strange fruit. They went to the king with the strange fruit. "What is this?" asked the king.

"We do not know, O King," they said.

"Call the foresters," said the king, "They will know what it is."

So they called the foresters and they said that it was a mango.

"Is it good to eat?" asked the king.

The foresters said it was very good. So the king cut the mango and giving some to the princes, he ate some of it himself. He liked it very much, and they all liked it.

Then the king said to the foresters, "Where does the mango-tree grow?"

The foresters told him that it grew on the river bank many miles farther up the river.

"Let us go and see the tree and get some mangoes," said the king.

So he had many rafts joined together, and they went up the river until they came to the place where the mango-tree grew.

The foresters said, "O King, this is the mango-tree."

"We will land here," said the king, and they did so. The king and all the men with him gathered the mangoes that lay on the ground under the tree. They all liked them so well that the king said, "Let us stay here to-night, and gather more fruit in the morning." So they had their supper under the trees, and then lay down to sleep.

When all was quiet, the Chief of the Monkeys came with his troop. All the mangoes on the ground had been eaten, so the monkeys jumped from branch to branch, picking and eating mangoes, and chattering to one another. They made so much noise that they woke up the king. He called his archers saying: "Stand under the mango-tree and shoot the Monkeys as they come down to the ground to get away. Then in the morning we shall have Monkey's flesh as well as mangoes to eat."

The Monkeys saw the archers standing around with their arrows ready to shoot. Fearing death, the Monkeys ran to their Chief, saying: "O Chief, the archers stand around the tree ready to shoot us! What shall we do?" They shook with fear.

The Chief said: "Do not fear; I will save you. Stay where you are until I call you."

The Monkeys were comforted, for he had always helped them

whenever they had needed help.

Then the Chief of the Monkeys ran out on the branch of the mango-tree that hung out over the river. The long branches of the tree across the river did not quite meet the branch he stood on. The Chief said to himself: "If the Monkeys try to jump across from this tree to that, some of them will fall into the water and drown. I must save them, but how am I to do it? I know what I shall do. I shall make a bridge of my back."

So the Chief reached across and took hold of the longest branch of the tree across the river. He called, "Come, Monkeys; run out on this branch, step on my back, and then run along the branch of the other tree."

The Monkeys did as the Chief told them to do. They ran along the branch, stepped on his back, then ran along the branch of the other tree. They swung themselves down to the ground, and away they went back to their home.

The king saw all that was done by the Chief and his troop. "That big Monkey," said the king to his archers, "saved the whole troop. I will see to it he is taken care of the rest of his life."

And the king kept his promise.

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and etymology, if available, of each word. In the next section, write synonyms for each of the words listed, and give a modifier where appropriate.

bank, broad, webbed, coarse, scramble

Exercise

In your workbook, underline the homonyms from the following sentence. Mark homographs GR and homophones PH.

She remembered however that at night she spun only in the moonlight, and concluded that must be why there was no sweet, bee-like humming.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Sit down again, Irene.”

“Oh! I do feel it!”

Copywork and Dictation

Literature

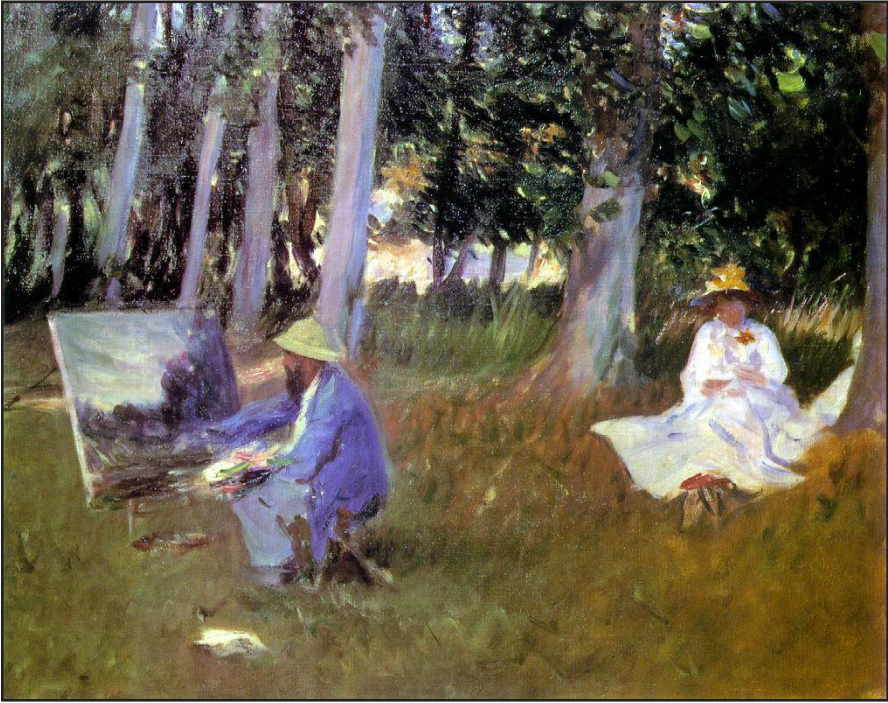
In a few minutes the princess had sobbed herself to sleep. How long she slept, I do not know. When she came to herself she was sitting in her own high chair at the nursery table, with her doll's house before her.

Bible—Ephesians 6:10-11

Finally, be strong in the Lord and in the strength of His might. Put on the full armor of God, so that you will be able to stand firm against the schemes of the devil.

Dictation: “The Otter Family”

The father tore the fish with his teeth quite fiercely, and sometimes threw small pieces to the young ones, who had soon finished their tiny fish. At last all was eaten up, except the heads and tails.



Claude Monet Painting in a Garden Near Giverny by John Singer Sargent

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

93. *Interrogative Adverbs*

- Picture Study: Claude Monet Painting in a Garden Near Giverny
- The Princess and the Goblin, Chapter 16

The interrogative adverbs are
when, where, why, and how.

Do you remember what an interrogative sentence is? It's a question!

Interrogative adverbs introduce questions. They do not always introduce questions, though, and not all questions need them. They are only called interrogative adverbs when they are performing the task of introducing a question.

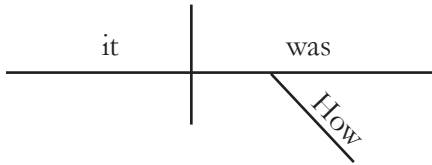
You already know that some adverbs answer the questions **how**, **when**, and **where**.

Irene went to her grandmother.

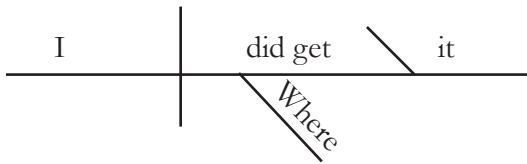
How? Stealthily. When? Now. Where? Upstairs.

The words **how**, **when**, and **where** are adverbs themselves, and so is **why**. They are diagrammed just like other adverbs when they introduce questions.

How was it?



Where did I get it?



Notice that when we diagram interrogative adverbs, which introduce questions, we have to turn the sentence around, just as we have to do with other questions.

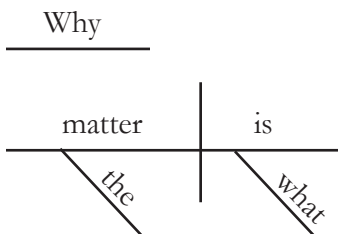
Where did I get it? BECOMES I did get it where?

An adverb cannot be the subject of the sentence. When we rearrange the sentence, we can more clearly see the subject. Adverbs that tell **how**, **when**, **where**, and **how often** modify verbs, so these interrogative pronouns modify the verb.

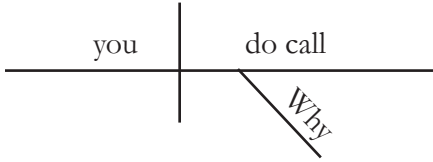
Look at this sentence from *The Princess and the Goblin*. What is **why** in this sentence?

“Why, what’s the matter?”

In the above sentence, **why** is not an interrogative adverb. It is an interjection! You are learning many lists of words, but don’t let those lists take the place of your brain. Compare the following two diagrams:



Why do you call?



Trees

By Sarah Coleridge

The Oak is called the king of trees,
The Aspen quivers in the breeze,
The Poplar grows up straight and tall,
The Peach tree spreads along the wall,
The Sycamore gives pleasant shade,
The Willow droops in watery glade,
The Fir tree useful in timber gives,
The Beech amid the forest lives.

The Lion in Bad Company

From *More Jataka Tales* by Ellen C. Babbitt

One day a young Lion came suddenly upon a Wolf. The Wolf was not able to get away, so he said to the Lion: "Please, Great Lion, could you take me to your den, and let me live with you and your mate? I will work for you all my days."

This young Lion had been told by his father and mother not to make friends with any Wolf. But when this Wolf called him "Great Lion," he said to himself: "This Wolf is not bad. This Wolf is not like other Wolves." So he took the Wolf to the den where he lived with his father and mother.

Now this Lion's father was a fine old Lion, and he told his son that he did not like having this Wolf there. But the young Lion thought he knew better than his father, so the Wolf stayed in the den.

One day the Wolf wanted horse-flesh to eat, so he said to the young Lion, "Sir, there is nothing we have not eaten except horse-meat; let us take a horse."

"But where are there horses?" asked the Lion.

“There are small ponies on the river bank,” said the Wolf.

So the young Lion went with the Wolf to the river bank where the ponies were bathing. The Lion caught a small pony, and throwing it on his back, he ran back to his den.

His father said: “My son, those ponies belong to the king. Kings have many skilful archers. Lions do not live long who eat ponies belonging to the king. Do not take another pony.”

But the young Lion liked the taste of horse-meat, and he caught and killed pony after pony.

Soon the king heard that a Lion was killing the ponies when they went to bathe in the river. “Build a tank inside the town,” said the king. “The lion will not get the ponies there.” But the Lion killed the ponies as they bathed in the tank.

Then the king said the ponies must be kept in the stables. But the Lion went over the wall, and killed the ponies in their stables.

At last the king called an archer, who shot like lightning. “Do you think you can shoot this Lion?” the king asked him. The archer said that he was sure he could. “Very well,” said the king, “take your place in the tower on the wall, and shoot him.” So the archer waited there in the tower.

By and by the Lion and the Wolf came to the wall. The Wolf did not go over the wall but waited to see what would happen. The Lion sprang over the wall. Very soon he caught and killed a pony. Then the archer let fly an arrow.

The Lion roared, “I am shot.”

Then the Wolf said to himself: “The Lion has been shot, and soon he will die. I will now go back to my old home in the woods.” And so he did.

The Lion fell down dead.

Writing: Playing with Sentences Oral Exercise

Take today’s sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

While they were eating, Tom could see what they were like.

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change

nouns to pronouns, or pronouns to nouns. Substitute a synonym for a noun.

2. **Change the sentence type.** Change between declarative, interrogative, imperative, and exclamatory sentences.
3. **Change the adjectives.** Take all the adjectives out. Add new ones. Change the type of adjectives. Substitute synonyms.
- 4.. **Change the adverbs.** Take all the adverbs out. Add new ones. Change the type of adverbs. Substitute synonyms.
5. **Change everything.** Use antonyms and make the sentence say the opposite.
6. **Change the verbs.** Change the tense or number. Substitute synonyms.

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

She told her all about the cat with the long legs, and how she ran out upon the mountain, and came back again.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Where have you been?”

“Oh, Lootie! I’ve had a dreadful adventure!”

Copywork and Dictation

Literature

“Oh, Lootie! I’ve had such a dreadful adventure!” she replied, and told her all about the cat with the long legs, and how she ran out upon the mountain, and came back again. But she said nothing of her grandmother or her lamp.

Dictation: Maxim

A bird in the hand is worth two in the bush.



94. Sit and Set

- The Princess and the Goblin, Chapter 17

Today we're going to talk about the verbs **to sit** and **to set**. Because these words are so similar, many people get them confused.

To sit means to place oneself in a seated position. You **sit** on your chair or couch. The verb **sit** never has a direct object. It's something that a subject does to himself.

To sit is an irregular verb. Look at the five principal parts of **sit**:

Infinitive	Present	Present Participle	Past	Past Participle
to sit	sit	sitting	sat	sat

Look at the following examples of **sit** from *The Princess and the Goblin*.

“And she sits in an empty room, spin-spinning all day long.”

Then she got a large silver basin, and having poured some water into it, made Irene sit on the chair.

Her nurse could not help wondering what had come to the child—she would sit so thoughtfully silent.

One of the dolls would not sit, and another would not stand, and they were all very tiresome.

“You must sit in my chair while I get you the present I have been preparing for you.”

“Sit down again, Irene. Nothing pleases me better than to see any one sit in my chair. I am only too glad to stand so long as any one will sit in it.”

To set means to place, arrange, or leave something. The verb **set** always has a direct object. It’s something the subject does to the direct object.

Look at the five principal parts of **set**:

Infinitive	Present	Present Participle	Past	Past Participle
to set	set	setting	set	set

Look at the following examples of **set** from *The Princess and the Goblin*. Notice how you could replace the form of **set** in these sentences with a form of **place** or another of its synonyms.

It looked as if never any one had set foot upon it.

She caught her up; but found her much too heavy to run with, and had to set her down again.

“Come along. I’ll soon set you right again.”

They had already set down all their burdens on the floor of a cave considerably larger than that which they had left.

As she spoke she set her down.

Topsy Turvey World

By William Brighty Rands

If the butterfly courted the bee,
And the owl the porcupine;
If the churches were built in the sea,
And three times one was nine;
If the pony rode his master,
If the buttercups ate the cows,
If the cat had the dire disaster
To be worried, sir, by the mouse;
If mamma, sir, sold the baby
To a gypsy for half-a-crown;
If a gentleman, sir, was a lady-
The world would be Upside Down!
If any or all of these wonders
Should ever come about,
I should not consider them blunders,
For I should be Inside Out!

The Elephant and the Dog

From *More Jataka Tales* by Ellen C. Babbitt

Once upon a time a Dog used to go into the stable where the king's Elephant lived. At first the Dog went there to get the food that was left after the Elephant had finished eating.

Day after day the Dog went to the stable, waiting around for bits to eat. But by and by the Elephant and the Dog came to be great friends. Then the Elephant began to share his food with the Dog, and they ate together. When the Elephant slept, his friend the Dog slept beside him. When the Elephant felt like playing, he would catch the Dog in his trunk and swing him to and fro. Neither the Dog nor the Elephant was quite happy unless the other was near-by.

One day a farmer saw the Dog and said to the Elephant-keeper: "I will buy that Dog. He looks good-tempered, and I see that he is smart. How much do you want for the Dog?"

The Elephant-keeper did not care for the Dog, and he did want some money just then. So he asked a fair price, and the farmer paid it and took the Dog away to the country.

The king's Elephant missed the Dog and did not care to eat when his friend was not there to share the food. When the time came for the Elephant to bathe, he would not bathe. The next day again the Elephant would not eat, and he would not bathe. The third day, when the Elephant would neither eat nor bathe, the king was told about it.

The king sent for his chief servant, saying, "Go to the stable and find out why the Elephant is acting in this way."

The chief servant went to the stable and looked the Elephant all over. Then he said to the Elephant-keeper: "There seems to be nothing the matter with this Elephant's body, but why does he look so sad? Has he lost a play-mate?"

"Yes," said the keeper, "there was a Dog who ate and slept and played with the Elephant. The Dog went away three days ago."

"Do you know where the Dog is now?" asked the chief servant.

"No, I do not," said the keeper.

Then the chief servant went back to the king and said. "The Elephant is not sick, but he is lonely without his friend, the Dog."

"Where is the Dog?" asked the king.

"A farmer took him away, so the Elephant-keeper says," said the chief servant. "No one knows where the farmer lives."

"Very well," said the king. "I will send word all over the country, asking the man who bought this Dog to turn him loose. I will give him back as much as he paid for the Dog."

When the farmer who had bought the Dog heard this, he turned him loose. The Dog ran back as fast as ever he could go to the Elephant's stable. The Elephant was so glad to see the Dog that he picked him up with his trunk and put him on his head. Then he put him down again.

When the Elephant-keeper brought food, the Elephant watched the Dog as he ate, and then took his own food.

All the rest of their lives the Elephant and the Dog lived together.

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

He had been in a distant part of his dominions all the winter.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Why doesn’t she want it now?”

Remember! The sentence becomes: She does not want it now why?

“I can’t remember.”

Copywork

Literature

The king looked at it. A strange, beautiful smile spread like sunshine over his face, and an answering smile, but at the same time a questioning one, spread like moonlight over Irene’s.

Poetry—Looking-glass River

See the rings pursue each other;
All below grows black as night,
Just as if mother
Had blown out the light!



95. *Name and Initials*

- The Princess and the Goblin, Chapter 18

Most people have three names: first, middle, and last. The first name is often called the Christian, or given, name. This is the name that people call you unless you have a nickname.

The last name is often called the surname or the family name. It's hereditary, which means that you inherit your surname from one or both of your parents. Women often take their husbands' names when they get married, so everyone in the family will have the same last name.

Sometimes, you might need to write your initials instead of your whole name. **Initial** means first. When we write our initials, we write only the first letter of each of our names. Each initial should be a capital letter, and each letter should have a period after it. Here's how I write my initials:

K. J. D.

Above the Bright Blue Sky

By Albert Midlane

There's a Friend for little children
Above the bright blue sky,
A Friend who never changes
Whose love will never die;
Our earthly friends may fail us,

And change with changing years,
This Friend is always worthy
Of that dear name he bears.

There's a home for little children
Above the bright blue sky,
Where Jesus reigns in glory,
A home of peace and joy;
No home on earth is like it,
Nor can with it compare;
And everyone is happy,
Nor could be happier there.

The Stupid Monkeys

From *More Jataka Tales* by Ellen C. Babbitt

Once upon a time a king gave a holiday to all the people in one of his cities.

The king's gardener thought to himself: "All my friends are having a holiday in the city. I could go into the city and enjoy myself with them if I did not have to water the trees here in this garden. I know what I will do. I will get the Monkeys to water the young trees for me." In those days, a tribe of Monkeys lived in the king's garden.

So the gardener went to the Chief of the Monkeys, and said: "You are lucky Monkeys to be living in the king's garden. You have a fine place to play in. You have the best of food—nuts, fruit, and the young shoots of trees to eat. You have no work at all to do. You can play all day, every day. Today my friends are having a holiday in the city, and I want to enjoy myself with them. Will you water the young trees so that I can go away?"

"Oh, yes!" said the Chief of the Monkeys. "We shall be glad to do that."

"Do not forget to water the trees when the sun goes down. See they have plenty of water, but not too much," said the gardener. Then he showed them where the watering-pots were kept, and went away.

When the sun went down the Monkeys took the watering-pots, and began to water the young trees. "See that each tree has enough water," said the Chief of the Monkeys.

“How shall we know when each tree has enough?” they asked. The Chief of the Monkeys had no good answer, so he said: “Pull up each young tree and look at the length of its roots. Give a great deal of water to those with long roots, but only a little to those trees that have short roots.”

Then those stupid Monkeys pulled up all the young trees to see which trees had long roots and which had short roots.

When the gardener came back the next day, the poor young trees were all dead.

Writing: Commonplace Book

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

They had long bending bodies, and broad, flat heads, and their mouths and noses were short and broad. Their feet were webbed like duck’s feet, but each foot had very sharp claws at the end. Their fur was a lovely soft brown, but the long hairs on the old otters were coarse, and they did not look so soft as the little ones. Their tails were thick and strong, and very useful for helping them to swim.

Exercise

In your workbook, underline the homonyms from the following sentence. Mark homographs GR and homophones PH.

“Pray what right have you in my palace?”

Mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

She sat sideways.

Curdie ventured down.

Dictation

Bible—Proverbs 30:5

Every word of God is tested;
He is a shield to those who take refuge in Him.



96. *Narration: The Otter Family*

- The Princess and the Goblin, Chapter 19

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Be careful to place the events from the narrative in the correct order. Use part of today's narration as a dictation exercise.

A Light Exists in Spring

By Emily Dickinson

A Light exists in Spring
Not present on the Year
At any other period —
When March is scarcely here

A Color stands abroad
On Solitary Fields
That Science cannot overtake
But Human Nature feels.

It waits upon the Lawn,
It shows the furthest Tree

Upon the furthest Slope you know
It almost speaks to you.

Then as Horizons step
Or Noons report away
Without the Formula of sound
It passes and we stay —

A quality of loss
Affecting our Content
As Trade had suddenly encroached
Upon a Sacrament.



97. Poetry

- The Princess and the Goblin, Chapter 20

A poem is a writing—a composition—that is a little like speech and a little like song. Poems tell about experiences, ideas, and feelings in an imaginative way. Poems are very descriptive. They have a distinct rhythm and often, rhyme.

Unlike most writing, poems have a limited number of words or syllables on each line. Sometimes, part of the lines are indented. Each line begins with a capital letter as a general rule, though some poets make their own rules. Lines are grouped together to form stanzas, which are like paragraphs for poems.

Read today's poem out loud. Listen for the rhyme. Can you feel the rhythm?

If All Were Rain

By Christina Rossetti

If all were rain and never sun,
No bow could span the hill;
If all were sun and never rain,
There'd be no rainbow still.

Writing: Oral Narration

Your next narration exercise will be on “The Kingfisher.” Today, your instructor will read the story aloud, and then you will give an oral narration.

The Kingfisher

From *By Pond and River* by Arabella Buckley

Hush! Do not make a noise! There is a kingfisher sitting on the bough of the willow tree hanging over the river. If we once startle him, he will fly away and we shall not see him again.

How lovely he looks against the grey leaves. With his long beak and his stumpy tail he is not much larger than a sparrow, yet he seems to wear all the colors of the rainbow.

He has a bright blue streak down his back, his head and wings are a lovely green, with blue spots on the tips of the feathers. His beak is black. His chin and throat are white. He has a red streak behind his eye, with soft white feathers beyond, and his breast is shining like copper. Even his feet are red, and look quite gay against the dull branch.

He is peering down into the quiet pool under the willow, watching the fish swimming below. There! he has darted down to the water. Now he is up again with something in his mouth. It is a small minnow. He taps its head against the branch, and gulps it down, head first.

Once more, and still one more fish he catches in the same way. While he is eating the last, another kingfisher comes and perches by his side. This is his mate, who has been fishing a little way off. She is not quite so bright as he is, and has a little bit of red under her chin.

Now they are going home, and they fly away crying “Seep-seep-seep” as they go. They live in the trees and bushes by the side of the river. For you must always remember that birds do not live in nests. The nest is only a cradle for their eggs and their little ones. As soon as they are able to fly, the young birds leave it with their parents, and do not often live in a nest again, till they make one for their own eggs.

I do not think you will easily find a kingfisher’s nest, so I must tell you about it. When the mother wants to lay her eggs, the kingfishers dig a tunnel in the bank, and when it is made they dart into it so fast that you cannot see where they go.

But if you could know where it is and dig down from above, you would find a snug chamber which measures about six inches across. At the bottom of this chamber are a number of fish bones which the old birds have put there. They are mixed up together so that they make a nice open floor, where the wet can get away. On the fish bones lie some shining white eggs. There will be seven, if the mother has laid as many as usual. And, if the birds are hatched, there will be seven little birds. Each bird will have all the lovely colors of which I have told you. The only difference between them and the old birds is that their beaks are shorter.

Though you may, perhaps, not find a kingfisher's nest, you will very likely see some young birds on the river. I was once out with a friend who was fishing, and while his rod was over the water, all at once two small kingfishers flew up and settled upon it. They rested a moment, and then flew on. He had only just thrown his fly again on to the water, when two more kingfishers flew up and sat on the rod. They, too, soon went on. It was clear that they were young birds just out of the nest and could not fly far.

The kingfishers are the brightest birds you can see on the river. They look so pretty among the green leaves, and hovering over the water, that if you have once seen them, you will want to see them again.

Exercise

In your workbook, underline the homonyms from the following sentence. Mark homographs GR and homophones PH.

When she had passed through, the thread rose to about half her height, and she could hold it with ease as she walked.

Mark the words in the following sentences and then diagram them. Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

She spied a dull red shine.

“When shall I wake?”

Remember! The sentence becomes: I shall wake when?

Copywork

Literature

At length the thought struck her, that at least she could follow the thread backward, and thus get out of the mountain, and home. She rose at once, and found the thread. But the instant she tried to feel it backward, it vanished from her touch.

Poetry—Looking-glass River

Patience, children, just a minute —
See the spreading circles die;
The stream and all in it
Will clear by-and-by.

98. *Rhythm in Poetry*

- The Princess and the Goblin, Chapter 21

Words have accented syllables and unaccented syllables. That means that some syllables are stressed more than others are. This gives a certain amount of rhythm to our speech. **Rhythm** is a regular, strong, repeated pattern of sound. Rhythm in poetry is made by writing the words in such a way that the accented and unaccented syllables form a pattern.

Look below at Curdie's song from *The Princess and the Goblin*. The syllables with the mark above them are the accented ones.

'
'
'
"Jab-ber, both-er, smash!"

'
'
'
You'll have it all in a crash.

'
'
'
Jab-ber, smash, both-er!

'
'
'
You'll have the worst of the poth-er.

'
'
'
Smash, both-er, jab-ber!—"

The rhythm makes the poem easier to read aloud and also much more pleasing to hear. Listen closely to the rhythm in today's poem.

Buttercup, Poppy, Forget-me-not

By Eugene Field

Buttercup, Poppy, Forget-me-not
These three bloomed in a garden spot;
And once, all merry with song and play,
A little one heard three voices say:
“Shine and shadow, summer and spring,
O thou child with the tangled hair
And laughing eyes! we three shall bring
Each an offering passing fair.”
The little one did not understand,
But they bent and kissed the dimpled hand.

Buttercup gamboled all day long,
Sharing the little one’s mirth and song;
Then, stealing along on misty gleams,
Poppy came bearing the sweetest dreams.
Playing and dreaming - and that was all
Till once a sleeper would not awake;
Kissing the little face under the pall,
We thought of the words the third flower spake;
And we found betimes in a hallowed spot
The solace and peace of Forget-me-not.

Buttercup shareth the joy of day,
Glinting with gold the hours of play;
Bringeth the poppy sweet repose,
When the hands would fold and the eyes would close;

And after it all - the play and the sleep
Of a little life - what cometh then?
To the hearts that ache and the eyes that weep
A new flower bringeth God’s peace again.
Each one serveth its tender lot -
Buttercup, Poppy, Forget-me-not.

The Brave Little Bowman

From *More Jataka Tales* by Ellen C. Babbitt

Once upon a time there was a little man with a crooked back who was called the wise little bowman because he used his bow and arrow so very well. This crooked little man said to himself: "If I go to the king and ask him to let me join his army, he's sure to ask what a little man like me is good for. I must find some great big man who will take me as his page, and ask the king to take us." So the little bowman went about the city looking for a big man.

One day he saw a big, strong man digging a ditch. "What makes a fine big man like you do such work?" asked the little man.

"I do this work because I can earn a living in no other way," said the big man.

"Dig no more," said the bowman. "There is in this whole country no such bowman as I am; but no king would let me join his army because I am such a little man. I want you to ask the king to let you join the army. He will take you because you are big and strong. I will do the work that you are given to do, and we will divide the pay. In this way we shall both of us earn a good living. Will you come with me and do as I tell you?" asked the little bowman.

"Yes, I will go with you," said the big man.

So together they set out to go to the king. By and by they came to the gates of the palace, and sent word to the king that a wonderful bowman was there. The king sent for the bowman to come before him. Both the big man and the little man went in and, bowing, stood before the king.

The king looked at the big man and asked, "What brings you here?"

"I want to be in your army," said the big man.

"Who is the little man with you?" asked the king.

"He is my page," said the big man.

"What pay do you want?" asked the king.

"A thousand pieces a month for me and my page, O King," said the big man.

"I will take you and your page," said the king.

So the big man and the little bowman joined the king's army.

Now in those days there was a tiger in the forest who had carried off many people. The king sent for the big man and told him to kill that tiger.

The big man told the little bowman what the king said. They went into the forest together, and soon the little bowman shot the tiger.

The king was glad to be rid of the tiger, and gave the big man rich gifts and praised him.

Another day word came that a buffalo was running up and down a certain road. The king told the big man to go and kill that buffalo. The big man and the little man went to the road, and soon the little man shot the buffalo. When they both went back to the king, he gave a bag of money to the big man.

The king and all the people praised the big man, and so one day the big man said to the little man: "I can get on without you. Do you think there's no bowman but yourself?" Many other harsh and unkind things did he say to the little man.

But a few days later a king from a far country marched upon the city and sent a message to its king saying, "Give up your country, or do battle."

The king at once sent his army. The big man was armed and mounted on a war-elephant. But the little bowman knew that the big man could not shoot, so he took his bow and seated himself behind the big man.

Then the war-elephant, at the head of the army, went out of the city. At the first beat of the drums, the big man shook with fear. "Hold on tight," said the little bowman. "If you fall off now, you will be killed. You need not be afraid; I am here."

But the big man was so afraid that he slipped down off the war-elephant's back, and ran back into the city. He did not stop until he reached his home.

"And now to win!" said the little bowman, as he drove the war-elephant into the fight. The army broke into the camp of the king that came from afar, and drove him back to his own country. Then the little bowman led the army back into the city. The king and all the people called him "the brave little bowman." The king made him the chief of the army, giving him rich gifts.

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the

pronunciation, definition, and etymology, if available, of each word. In the next section, write synonyms for each of the words listed, and give a modifier where appropriate.

peer, dart, minnow, perch, cradle

Exercise

Take your favorite copywork poem and mark the rhythm of the words.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Speak softly.”

He had cleared a large opening and followed her.

Copywork and Dictation

Literature

In a few moments he had cleared a large opening and followed her. They went on, down and down with the running water, Curdie getting more and more afraid it was leading them to some terrible gulf in the heart of the mountain.

Bible—Daniel 6:22

“My God sent His angel and shut the lions’ mouths and they have not harmed me, inasmuch as I was found innocent before Him; and also toward you, O king, I have committed no crime.”

Dictation: “If All Were Rain” by Christina Rossetti

If all were rain and never sun,
No bow could span the hill;
If all were sun and never rain,
There’d be no rainbow still.



Paul Hellen Sketching with His Wife by John Singer Sargent

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?



99. Abbreviations: Titles of Respect

- Picture Study: Paul Helleu Sketching with His Wife
- The Princess and the Goblin, Chapter 22

The word **abbreviate** means **to make shorter**. A word that we make shorter is called an **abbreviation**. An abbreviation ends with a period. Sometimes, we use abbreviations in our writing instead of writing the whole word.

Today, we're going to look at abbreviations for titles of respect. We often use titles of respect in front of someone's name. Some, like **Doctor, Professor, or General**, tell us something about the person's job. Not all titles of respect have abbreviations, but here are the most common ones which do. Since titles of respect are a part of a person's proper name, they are always capitalized.

Mister	Mr.	The title for a man.
Doctor	Dr.	The title for a doctor.
Mistress	Mrs.	The title for a married woman. Although this abbreviation stands for "mistress," we actually pronounce it as "missuss."

The other two most common titles of respect are a little different. Miss doesn't have an abbreviation at all, and Ms. is only an abbreviation!

Miss	Miss	The title for an unmarried woman.
------	------	-----------------------------------

Ms.	Ms.	This title may be used for either a married or an unmarried woman.
-----	-----	--

Diamond's Song

By George MacDonald

What would you see if I took you up
To my little nest in the air?
You would see the sky like a clear blue cup
Turned upside downwards there.

What would you do if I took you there
To my little nest in the tree?
My child with cries would trouble the air,
To get what she could but see.

What would you get in the top of the tree
For all your crying and grief?
Not a star would you clutch of all you see —
You could only gather a leaf.

But when you had lost your greedy grief,
Content to see from afar,
You would find in your hand a withering leaf,
In your heart a shining star.

The Cunning Wolf

From *More Jataka Tales* by Ellen C. Babbitt

Once upon a time the people in a certain town went out into the woods for a holiday. They took baskets full of good things to eat. But when noontime came they ate all the meat they had brought with them, not leaving any for supper.

"I will get some fresh meat. We will make a fire here and roast it," said one of the men.

So taking a club, he went to the lake where the animals came to drink. He lay down, club in hand, pretending to be dead.

When the animals came down to the lake they saw the man lying there and they watched him for some time.

“That man is playing a trick on us, I believe,” said the King of the Wolves. “The rest of you stay here while I will see whether he is really dead, or whether he is pretending to be dead.”

Then the cunning King of the Wolves crept up to the Man and slyly pulled at his club.

At once the man pulled back on his club.

Then the King of the Wolves ran off saying: “If you had been dead, you would not have pulled back on your club when I tried to pull it away. I see your trick. You pretend you are dead so that you may kill one of us for your supper.”

The man jumped up and threw his club at the King of the Wolves. But he missed his aim. He looked for the other animals but there was not one in sight. They had all run away.

Then the man went back to his friends, saying: “I tried to get fresh meat by playing a trick on the animals, but the cunning Wolf played a better trick on me, and I could not get one of them.”

Writing: Playing with Sentences Oral Exercise

Take today’s sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

The kingfishers are the brightest birds you can see on the river.

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns. Substitute a synonym for a noun.
2. **Change the sentence type.** Change between declarative, interrogative, imperative, and exclamatory sentences.
3. **Change the adjectives.** Take all the adjectives out. Add new ones. Change the type of adjectives. Substitute synonyms.

- 4.. **Change the adverbs.** Take all the adverbs out. Add new ones. Change the type of adverbs. Substitute synonyms.
5. **Change everything.** Use antonyms and make the sentence say the opposite.
6. **Change the verbs.** Change the tense or number. Substitute synonyms.

Exercise

Mark the rhythm in the first stanza of today's poem.

What would you see if I took you up
To my little nest in the air?
You would see the sky like a clear blue cup
Turned upside downwards there.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“I’ve brought Curdie, grandmother.”

“He is a good boy, Curdie.”

Copywork and Dictation

Literature

There was no answer when she knocked at length at the door of the workroom, nor could she hear any sound of the spinning-wheel, and once more her heart sank within her—but only for one moment, as she turned and knocked at the other door.

Dictation: Maxim

You can't judge a book by its cover.



100. Lie and Lay

- The Princess and the Goblin, Chapter 23

Today we're going to talk about the verbs **to lie** and **to lay**. These are very similar to **sit** and **set**, both in meaning and confusion.

To lie means to place oneself in a prone, lying down position. You **lie** on your bed. The verb **lie** never has a direct object. It's something that a subject does to himself, not something the subject does to something.

To lie is an irregular verb. Look at the five principal parts of **lie**:

Infinitive	Present	Present Participle	Past	Past Participle
to lie	lie	lying	lay	lain

Lay is the past tense of this irregular verb.

Look at the following examples of **lie** from *The Princess and the Goblin*.

She hardly could have told she was lying upon anything

“I came upon it, lying on the ground, a little way from here.”

It was so much nicer to have somebody to talk to than to lie awake in bed with the burning pain in her hand.

“You will oblige me by walking out of my dominions at once,” he said, well knowing what a mockery lay in the words.

“Then good night,” said the old lady, and kissed the forehead which lay in her bosom.

The goblins, as Curdie had discovered, were mining on—at work both day and night, in divisions, urging the scheme after which he lay in wait.

He crawled back to where he had been lying.

To lay means to place, arrange, set, or leave something. The verb **lay** always has a direct object. It’s something the subject does to the direct object.

Look at the five principal parts of **lay**:

Infinitive	Present	Present Participle	Past	Past Participle
to lay	lay	laying	laid	laid

Lay is the present tense of this irregular verb.

Look at the following examples of **lay** from *The Princess and the Goblin*. Notice how you could replace the form of **lay** in these sentences with a form of **place** or another of its synonyms.

The king laid his hand on the princess’s head.

What a delicious bed it was into which her grandmother laid her!

She found that she was going to lay her in the large silver bath.

A Diamond or a Coal?

By Christina Rossetti

A diamond or a coal?
A diamond, if you please:
Who cares about a clumsy coal
Beneath the summer trees?

A diamond or a coal?
A coal, sir, if you please:
One comes to care about the coal
What time the waters freeze.

The Penny-Wise Monkey

From *More Jataka Tales* by Ellen C. Babbitt

Once upon a time the king of a large and rich country gathered together his army to take a far-away little country.

The king and his soldiers marched all morning long and then went into camp in the forest.

When they fed the horses they gave them some peas to eat. One of the Monkeys living in the forest saw the peas and jumped down to get some of them. He filled his mouth and hands with them, and up into the tree he went again, and sat down to eat the peas.

As he sat there eating the peas, one pea fell from his hand to the ground. At once the greedy Monkey dropped all the peas he had in his hands, and ran down to hunt for the lost pea. But he could not find that one pea. He climbed up into his tree again, and sat still looking very glum. "To get more, I threw away what I had," he said to himself.

The king had watched the Monkey, and he said to himself: "I will not be like this foolish Monkey, who lost much to gain a little. I will go back to my own country and enjoy what I now have."

So he and his men marched back home.

Exercise

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

“You must mind and keep out of the way of the men on the watch,” said his mother.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Oh, Curdie, they will see you.”

“I am sorry now.”

Copywork

Literature

Curdie went up the mountain neither whistling nor singing, for he was vexed with Irene for taking him in, as he called it; and he was vexed with himself for having spoken to her so angrily.

Poetry—A diamond or a coal?

A diamond or a coal?
A diamond, if you please:
Who cares about a clumsy coal
Beneath the summer trees?



101. *Abbreviations: Months of the Year*

- The Princess and the Goblin, Chapter 24

We often abbreviate the months of the year when we're writing the date on something like school papers or a check. The months of the year are proper nouns, so the abbreviations also begin with a capital letter. And remember, abbreviations end with a period. The names of the months are abbreviated by only writing the first three letters of the name. That means May does not have an abbreviation!

January	Jan.	July	Jul.
February	Feb.	August	Aug.
March	Mar.	September	Sep.
April	Apr.	October	Oct.
May	May	November	Nov.
June	Jun.	December	Dec.

You may also see Sept. as the abbreviation for September.

Come!

By Walter de la Mare

From an island of the sea
Sounds a voice that summons me, —
“Turn thy prow, sailor, come
With the wind home!”

Sweet o’er the rainbow foam,
Sweet in the treetops, “Come,
Coral, cliff, and watery sand,
Sea-wave to land!

“Droop not thy lids at night,
Furl not thy sails from flight!...”
Cease, cease, above the wave,
Deep as the grave!

O, what voice of the salt sea
Calls me so insistently?
Echoes, echoes, night and day, —
“Come, come away!”

The Red-Bud Tree

From *More Jataka Tales* by Ellen C. Babbitt

Once upon a time four young princes heard a story about a certain wonderful tree, called the Red-Bud Tree. No one of them had ever seen a Red-Bud Tree, and each prince wished to be the first to see one.

So the eldest prince asked the driver of the king’s chariot to take him deep into the woods where this tree grew. It was still very early in the spring and the tree had no leaves, nor buds. It was black and bare like a dead tree. The prince could not understand why this was called a Red-Bud Tree, but he asked no questions.

Later in the spring, the next son went with the driver of the king’s chariot to see the Red-Bud Tree. At this time it was covered with red buds.

The tree was all covered with green leaves when the third son

went into the woods a little later to see it. He asked no questions about it, but he could see no reason for calling it the Red-Bud Tree.

Some time after this the youngest prince begged to be taken to see the Red-Bud Tree. By this time it was covered with little bean-pods.

When he came back from the woods he ran into the garden where his brothers were playing, crying, "I have seen the Red-Bud Tree."

"So have I," said the eldest prince. "It did not look like much of a tree to me," said he; "it looked like a dead tree. It was black and bare."

"What makes you say that?" said the second son. "The tree has hundreds of beautiful red buds. This is why it is called the Red-Bud Tree."

The third prince said: "Red buds, did you say? Why do you say it has red buds? It is covered with green leaves."

The prince who had seen the tree last laughed at his brothers, saying: "I have just seen that tree, and it is not like a dead tree. It has neither red buds nor green leaves on it. It is covered with little bean-pods."

The king heard them and waited until they stopped talking. Then he said: "My sons, you have all four seen the same tree, but each of you saw it at a different time of the year."

Writing: Commonplace Book

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

He has a bright blue streak down his back, his head and wings are a lovely green, with blue spots on the tips of the feathers. His beak is black. His chin and throat are white. He has a red streak behind his eye, with soft white feathers beyond, and his breast is shining like copper. Even his feet are red, and look quite gay against the dull branch.

Exercise

Mark the rhythm in the first stanza of today's poem.

From an island of the sea
Sounds a voice that summons me, —
"Turn thy prow, sailor, come
With the wind home!"

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“You are very rude, my dear princess.”

“Tell me directly!”

Dictation

Bible—James 1:17

Every good thing given and every perfect gift is from above,
coming down from the Father of lights, with whom there is no
variation or shifting shadow.



102. *Narration: The Kingfisher*

- The Princess and the Goblin, Chapter 25

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Be careful to place the events from the narrative in the correct order. Use part of today's narration as a dictation exercise.

How They Brought the Good News From Ghent to Aix

By Robert Browning

I sprang to the stirrup, and Joris, and he;
I galloped, Dirck galloped, we galloped all three;
“Good speed!” cried the watch as the gate-bolts undrew;
“Speed!” echoed the wall to us galloping through;
Behind shut the postern, the lights sank to rest,
And into the midnight we galloped abreast.

Not a word to each other; we kept the great pace
Neck by neck, stride by stride, never changing our place;
I turned in my saddle and made its girth tight,
Then shortened each stirrup, and set the pique right,
Rebuckled the cheek-strap, chained slacker the bit,
Nor galloped less steadily Roland a whit.

'Twas moonset at starting; but while we drew near
Lokeren, the cocks crew and twilight dawned clear;
At Boom, a great yellow star came out to see;
At Düffeld, 'twas morning as plain as could be;
And from Mecheln church-steeple we heard the half-chime,
So Joris broke silence with, "Yet there is time!"

At Aershot, up leaped of a sudden the sun,
And against him the cattle stood black every one,
To stare through the mist at us galloping past,
And I saw my stout galloper Roland at last,
With resolute shoulders, each butting away
The haze, as some bluff river headland its spray:

And his low head and crest, just one sharp ear bent back
For my voice, and the other pricked out on his track;
And one eye's black intelligence, —ever that glance
O'er its white edge at me, his own master, askance!
And the thick, heavy spume-flakes which aye and anon
His fierce lips shook upward in galloping on.

By Hasselt, Dirck groaned; and cried Joris, "Stay spur!
Your Roos galloped bravely, the fault's not in her,
We'll remember at Aix" —for one heard the quick wheeze
Of her chest, saw the stretched neck and staggering knees,
And sunk tail, and horrible heave of the flank,
As down on her haunches she shuddered and sank.

So, we were left galloping, Joris and I,
Past Looz and past Tongres, no cloud in the sky;
The broad sun above laughed a pitiless laugh,
'Neath our feet broke the brittle bright stubble like chaff;
Till over by Dalhem a dome-spire sprang white,
And "Gallop," gasped Joris, "for Aix is in sight!"

"How they'll greet us!" —and all in a moment his roan
Rolled neck and croup over, lay dead as a stone;
And there was my Roland to bear the whole weight
Of the news which alone could save Aix from her fate,
With his nostrils like pits full of blood to the brim,
And with circles of red for his eye-sockets' rim.

Then I cast loose my buff-coat, each holster let fall,
Shook off both my jack-boots, let go belt and all,
Stood up in the stirrup, leaned, patted his ear,
Called my Roland his pet-name, my horse without peer;
Clapped my hands, laughed and sang, any noise, bad or good,
Till at length into Aix Roland galloped and stood.

And all I remember is —friends flocking round
As I sat with his head 'twixt my knees on the ground;
And no voice but was praising this Roland of mine,
As I poured down his throat our last measure of wine,
Which (the burgesses voting by common consent)
Was no more than his due who brought the good news from Ghent.

103. Rhyme in Poetry

- The Princess and the Goblin, Chapter 26

Rhythm in poetry is made by writing the words in such a way that the accented and unaccented syllables form a pattern. Oftentimes, poems have both rhythm and rhyme. **Rhymes** are words with similar ending sounds. Rhyme in poetry is made by ending lines in rhyming words. We can assign each rhyme a letter so that we can mark the rhyme in a poem.

Our Saviour's Golden Rule

By Isaac Watts

Be you to others kind and true ,	A
As you'd have others be to you ;	A
And neither do nor say to men	B
Whate'er you would not take again .	B

Ferry Me Across the Water

By Christina Rossetti

"Ferry me across the water,	
Do, boatman, do."	A
"If you've a penny in your purse	
I'll ferry you."	A

father's large zinc pans which he uses for the dog's food, and let the plants float in the water."

So Peggy and Peter started off to their favorite pond.

"See, Peter, I must have one of those lovely yellow 'water-lilies,' with its large, shiny green leaf, and one of its curious seed-boxes, which remain after the yellow flower-leaves have fallen off. I know that this plant has a thick stem in the mud at the bottom of the pond, and the long stalks grow right up, so that the leaves float on the top of the water. Little beetles crawl inside the flower and get honey from under the small yellow flower-leaves inside.

"Then I must have some of those white stars with yellow in the middle. They look so pretty among their small green leaves, which are cut into three half-rounds. That is the 'water-crow-foot,' and if you hook a bit in with your stick we shall see that it has some other leaves under water, which are cut into strips like fine blades of grass."

"Why should it have two kinds of leaves, Peggy?"

"One set are its floating leaves to keep the flowers above the water, where the insects can get at them, and the others are lighter and can spread out in the water without making so much green leaf. And look, Peter, the yellow lines on the white flowers point straight to the narrow end of the flower-leaf, where the insects find the honey.

"Then I must have some duckweed. It will cover the pan so nicely."

"But the duckweed is not pretty, Peggy. It is all leaves."

"No, Peter, that is just what it is not. Paul told me the other day that the duckweed has no real leaves. Each plant is a little bit of stem with a thin root hanging down in the water. Very tiny flowers sometimes grow in a little split in the side of the stem. I shall try to get one of these, but they are so very small, and are only made of two little dust-bags and a seed-box. But the duckweed will float on the water.

"Now, Peter, I want to find a 'bog-bean' in flower. I am afraid it is rather late in the year, but there are some, I know, at the shallow end of the pond. You must look for a large spike of pink-white flowers, shaped something like wide blue-bells and lined with a number of white hairs. Ah! Here is one with the buds just opening; it will be all right for Wednesday.

"Now we must have one more. A little plant called the 'water-milfoil,' which is almost all under water, except the spike of tiny pink flowers which stands straight up in the air. Look at its fine leaves arranged in stars round the stem. They lie out so well in the water. If

you look very carefully at the flowers, you will see that the top ones have only dust-bags in them, and the lower ones have only seed-boxes. But they are so small it is not easy to see this.

“Now I must not choose any more, for I must describe each one on my show-card, and it will take a long time.”

Exercise

Mark the rhythm and rhyme in today's poem.

Mark the words in the following sentences and then diagram them.

Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

The house quivered.

The housemaids had been listening.

Copywork

Literature

“It seems to me,” said the nurse, “that the noises are much too loud for that. I have heard them all day, and my princess has asked me several times what they could be. “

Poetry—A diamond or a coal?

A diamond or a coal?

A coal, sir, if you please:

One comes to care about the coal

What time the waters freeze.

104. *Well and Good*

- The Princess and the Goblin, Chapter 27

Good is an adjective. That means it modifies nouns and pronouns.

Well is usually an adverb. That means it can modify verbs, adjectives, and other adverbs. But sometimes, it acts as an adjective. When it's used as an adjective, it means to be in good health.

When you need to decide whether to describe something as **good** or **well**, determine what part of speech the word you're describing is. In the following examples, I've underlined **good** or **well** and the word it modifies in the sentence.

The hot cocoa was good this morning. You made it well.

How are you today? I am good. I am doing well.

(Note: In the second sentence, **good** modifies the pronoun **I**. In the third sentence, **well** modifies the verb **am doing**.)

Are you feeling ill? No, I am well.

(Note: In the second sentence, **well** modifies the pronoun **I**; it is acting as the adjective that means good health.)

Few have gotten a good look at a Sasquatch. The Sasquatch hides well.

Your behavior was good. You behaved well.

There is But One May in the Year

By Christina Rossetti

There is but one May in the year,
And sometimes May is wet and cold;
There is but one May in the year
Before the year grows old.

Yet though it be the chilliest May,
With least of sun and most of showers,
Its wind and dew, its night and day,
Bring up the flowers.

The Hawks and Their Friends

From *More Jataka Tales* by Ellen C. Babbitt

A Family of Hawks lived on an island in a lake not far from the great forest. On the northern shore of this lake lived a Lion, King of Beasts. On the eastern shore lived a Kingfisher. On the southern shore of the lake lived a Turtle.

“Have you many friends near here?” the Mother Hawk asked the Father Hawk.

“No, not one in this part of the forest,” he said.

“You must find some friends. We must have some one who can help us if ever we are in danger, or in trouble,” said the Mother Hawk.

“With whom shall I make friends?” asked the Father Hawk.

“With the Kingfisher, who lives on the eastern shore, and with the Lion on the north,” said the Mother Hawk, “and with the Turtle who lives on the southern shore of this lake.”

The Father Hawk did so.

One day men hunted in the great forest from morning until night, but found nothing. Not wishing to go home empty-handed, they went to the island to see what they could find there.

“Let us stay here to-night,” they said, “and see what we can find in the morning.”

So they made beds of leaves for themselves and lay down to sleep. They had made their beds under the tree in which the Hawks had their nest.

But the hunters could not go to sleep because they were bothered by the flies and mosquitoes. At last the hunters got up and made a

fire on the shore of the lake, so that the smoke would drive away the flies and mosquitoes. The smoke awoke the birds, and the young ones cried out.

“Did you hear that?” said one of the hunters. “That was the cry of birds! They will do very well for our breakfast. There are young ones in that nest.” And the hunters put more wood on the fire, and made it blaze up.

Then the Mother bird said to the Father: “These men are planning to eat our young ones. We must ask our friends to save us. Go to the Kingfisher and tell him what danger we are in.”

The Father Hawk flew with all speed to the Kingfisher’s nest and woke him with his cry.

“Why have you come?” asked the Kingfisher.

Then the Father Hawk told the Kingfisher what the hunters planned to do.

“Fear not,” said the Kingfisher. “I will help you. Go back quickly and comfort my friend your mate, and say that I am coming.”

So the Father Hawk flew back to his nest, and the Kingfisher flew to the island and went into the lake near the place where the fire was burning.

While the Father Hawk was away, one of the hunters had climbed up into the tree. Just as he neared the nest, the Kingfisher, beating the water with his wings, sprinkled water on the fire and put it out.

Down came the hunter to make another fire. When it was burning well he climbed the tree again. Once more the Kingfisher put it out. As often as a fire was made, the Kingfisher put it out. Midnight came and the Kingfisher was now very tired.

The Mother Hawk noticed this and said to her mate: “The Kingfisher is tired out. Go and ask the Turtle to help us so that the Kingfisher may have a rest.”

The Father Hawk flew down and said, “Rest awhile, Friend Kingfisher; I will go and get the Turtle.”

So the Father Hawk flew to the southern shore and wakened the Turtle.

“What is your errand, Friend?” asked the Turtle.

“Danger has come to us,” said the Father Hawk, and he told the Turtle about the hunters. “The Kingfisher has been working for hours, and now he is very tired. That is why I have come to you.”

The Turtle said, “I will help you at once.”

Then the Turtle went to the island where the Hawks lived. He

dived into the water, collected some mud, and put out the fire with it. Then he lay still.

The hunters cried: “Why should we bother to get the young Hawks? Let us kill this Turtle. He will make a fine breakfast for all of us. We must be careful or he will bite us. Let us throw a net over him and turn him over.”

They had no nets with them, so they took some vines, and tore their clothes into strings and made a net.

But when they had put the net all over the Turtle, they could not roll him over. Instead, the Turtle suddenly dived down into the deep water. The men were so eager to get him that they did not let go of the net, so down they went into the water. As they came out they said: “Half the night a Kingfisher kept putting out our fires. Now we have torn our clothes and got all wet trying to get this Turtle. We will build another fire, and at sunrise we will eat those young Hawks.” And they began to build another fire.

The Mother Hawk heard them, and said to her mate “Sooner or later these men will get our young. Do go and tell our friend the Lion.”

At once the Father Hawk flew to the Lion.

“Why do you come at this hour of the night?” asked the Lion.

The Hawk told him the whole story.

The Lion said: “I will come at once. You go back and comfort your mate and the young ones.” Soon the Lion came roaring.

When the hunters heard the Lion’s roar they cried, “Now we shall all be killed.” And away they ran as fast as they could go.

When the Lion came to the foot of the tree, not one of the hunters was to be seen. Then the Kingfisher and the Turtle came up, and the Hawks said: “You have saved us. Friends in need are friends indeed.”

Writing: Playing with Words

Today you have a Playing with Words exercise. In your workbook, alphabetize the five words from your story and look them up in the dictionary. You may look up other words from the story instead if you need help with some words. Read the pronunciation, definition, and etymology, if available, of each word. In the next section, write synonyms for each of the words listed, and give a modifier where appropriate.

nosegay, float, curious, root, rather

Exercise

Mark the rhythm and rhyme in today's poem.

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

Away scattered the goblins in every direction—into closets,
upstairs, into chimneys, up on rafters, and down to the cellars.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV; Conjunctions, CJ; Interjections, INJ.

The queen gave a howl.

“Where’s the princess?”

Can you remember what this sentence becomes?

Copywork and Dictation

Literature

He determined to find and rescue the princess as she had found and rescued him, or meet the worst fate to which the goblins could doom him.

Bible—Philippians 4:12-13

I know how to get along with humble means, and I also know how to live in prosperity; in any and every circumstance I have learned the secret of being filled and going hungry, both of having abundance and suffering need. I can do all things through Him who strengthens me.

Dictation: “The Two Goats”

One set her foot on the log. The other did likewise. In the middle they met horn to horn. Neither would give way, and so they both fell, to be swept away by the roaring torrent below.

It is better to yield than to come to misfortune through stubbornness.



Garden Study of the Vickers Children by John Singer Sargent

Picture Study

1. Read the title and the name of the artist. Study the picture for several minutes, then put the picture away.
2. Describe the picture.
3. Look at the picture again. Do you notice any details that you missed before? What do you like or dislike about this painting? Does it remind you of anything?

105. *A Poem and a Fable*

- Picture Study: Garden Study of the Vickers Children
- The Princess and the Goblin, Chapter 28

Dedication for a Fireplace

By Christopher Morley

This hearth was built for thy delight,
For thee the logs were sawn,
For thee the largest chair, at night,
Is to the chimney drawn.

For thee, dear lass, the match was lit
To yield the ruddy blaze—
May Jack Frost give us joy of it
For many, many days.

The Foothardy Wolf

From *More Jataka Tales* by Ellen C. Babbitt

A Lion bounded forth from his lair one day, looking north, west, south, and east. He saw a Buffalo and went to kill him.

The Lion ate all of the Buffalo-meat he wanted, and then went down to the lake for a drink.

As the Lion turned to go toward his den for a nap, he came upon a hungry Wolf.

The Wolf had no chance to get away, so he threw himself at the Lion's feet.

"What do you want?" the Lion asked.

"O Lion, let me be your servant," said the Wolf.

"Very well," said the Lion, "serve me, and you shall have good food to eat."

So saying, the Lion went into his den for his nap.

When he woke up, the Lion said to the Wolf: "Each day you must go to the mountain top, and see whether there are any elephants, or ponies, or buffaloes about. If you see any, come to me and say: 'Great Lion, come forth in thy might. Food is in sight.' Then I will kill and eat, and give part of the meat to you."

So day after day the Wolf climbed to the mountain top, and seeing a pony, or a buffalo, or an elephant, he went back to the den, and falling at the Lion's feet he said: "Great Lion, come forth in thy might. Food is in sight."

Then the Lion would bound forth and kill whichever beast it was, sharing the meat with the Wolf.

Now this Wolf had never had such fine meat to eat, nor so much. So as time went on, the Wolf grew bigger and bigger, and stronger and stronger, until he was really proud of his great size and strength.

"See how big and strong I am," he said to himself. "Why am I living day after day on food given me by another? I will kill for my own eating. I'll kill an elephant for myself."

So the Wolf went to the Lion, and said: "I want to eat an elephant of my own killing. Will you let me lie in your corner in the den, while you climb the mountain to look out for an elephant? Then when you see one, you come to the den and say, 'Great Wolf, come forth in thy might. Food is in sight.' Then I will kill the elephant."

Said the Lion: "Wolf, only Lions can kill elephants. The world has never seen a Wolf that could kill an elephant. Give up this notion of yours, and eat what I kill."

But no matter what the Lion said, the Wolf would not give way. So at last the Lion said: "Well, have your own way. Lie down in the den, and I will climb to the top of the mountain."

When he saw an elephant the Lion went back to the mouth of the cave, and said: "Great Wolf, come forth in thy might. Food is in sight."

Then from the den the Wolf nimbly bounded forth, ran to where

the elephant was, and, howling three times, he sprang at the elephant.

But the Wolf missed his aim, and fell down at the elephant's feet. The elephant raised his right foot and killed the Wolf.

Seeing all this, the Lion said, "You will no more come forth in your might, you foolhardy Wolf."

Writing: Playing with Sentences Oral Exercise

Take today's sentence and play with it. Remember that the point is not necessarily to make the sentence better. The point is to play with the sentence and make it different. Try to make a new sentence with each of the following changes.

"Where are you going, Peggy?" asked Peter.

1. **Change the nouns.** Change proper to common, or common to proper. Change singular to plural, or plural to singular. Change nouns to pronouns, or pronouns to nouns. Substitute a synonym for a noun.
2. **Change the sentence type.** Change between declarative, interrogative, imperative, and exclamatory sentences.
3. **Change the adjectives.** Take all the adjectives out. Add new ones. Change the type of adjectives. Substitute synonyms.
4. **Change the adverbs.** Take all the adverbs out. Add new ones. Change the type of adverbs. Substitute synonyms.
5. **Change everything.** Use antonyms and make the sentence say the opposite.
6. **Change the verbs.** Change the tense or number. Substitute synonyms.

Exercise

Mark the rhythm and rhyme in today's poem.

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

The door was on the latch, and he entered. There sat his mother by the fire, and in her arms lay the princess fast asleep.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Hush, Curdie!”

“Oh, Curdie! You’re come!”

Copywork and Dictation

Literature

“Poor Curdie! To lie there hurt and ill, and me never to know it!”
exclaimed the princess, stroking his rough hand. “I would not have
hesitated to come and nurse you, if they had told me.”

Dictation: Maxim

Let sleeping dogs lie.



106. *Abbreviations: Days of the Week*

- The Princess and the Goblin, Chapter 29

Have you ever wondered where we got the names for the days of the week? Many of them come from the names of gods in Norse and Germanic mythology. These are listed below.

Like the months of the year, abbreviate each day of the week by using only the first three letters. A couple of days have other standard abbreviations, though, that you will see. Because the days of the week are proper nouns, each abbreviation must begin with a capital letter, and don't forget to end each abbreviation with a period.

Sunday	Sun.	Sun's day
Monday	Mon.	Moon's day
Tuesday	Tue. or Tues.	Tiw's (Tyr's) day
Wednesday	Wed.	Woden's (Odin's) day
Thursday	Thu. or Thurs.	Thor's day
Friday	Fri.	Frigg's day
Saturday	Sat.	Saturn's day

Rushes in a Watery Place

By Christina Rossetti

Rushes in a watery place,
And reeds in a hollow;
A soaring skylark in the sky,
A darting swallow;
And where pale blossom used to hang
Ripe fruit to follow.

The Stolen Plow

From *More Jataka Tales* by Ellen C. Babbitt

At one time there were two traders who were great friends. One of them lived in a small village, and one lived in a large town near-by.

One day the village trader took his plow to the large town to have it mended. Then he left it with the trader who lived there. After some time the town trader sold the plow, and kept the money.

When the trader from the village came to get his plow the town trader said, "The mice have eaten your plow."

"That is strange! How could mice eat such a thing?" said the village trader.

That afternoon when all the children went down to the river to go swimming, the village trader took the town trader's little son to the house of a friend saying, "Please keep this little boy here until I come back for him."

By and by the villager went back to the town trader's house.

"Where is my son? He went away with you. Why didn't you bring him back?" asked the town trader.

"I took him with me and left him on the bank of that river while I went down into the water," said the villager. "While I was swimming about a big bird seized your son, and flew up into the air with him. I shouted, but I could not make the bird let go," he said.

"That cannot be true," cried the town trader. "No bird could carry off a boy. I will go to the court, and you will have to go there, and tell the judge."

The villager said, "As you please"; and they both went to the court. The town trader said to the judge:

“This fellow took my son with him to the river, and when I asked where the boy was, he said that a bird had carried him off.”

“What have you to say?” said the judge to the village trader.

“I told the father that I took the boy with me, and that a bird had carried him off,” said the village trader.

“But where in the world are there birds strong enough to carry off boys?” said the judge.

“I have a question to ask you,” answered the village trader. “If birds cannot carry off boys, can mice eat plows?”

“What do you mean by that?” asked the judge.

“I left my good plow with this man. When I came for it he told me that the mice had eaten it. If mice eat plows, then birds carry off boys; but if mice cannot do this, neither can birds carry off boys. This man says the mice ate my plow.”

The judge said to the town trader, “Give back the plow to this man, and he will give your son back to you.”

And the two traders went out of the court, and by night-time one had his son back again, and the other had his plow.

Exercise

On your copywork page, mark the rhythm and rhyme in today’s poem.

In your workbook, underline the homonyms from the following sentence. Mark homographs GR and homophones PH.

The wind was blowing as if it would blow him off the mountain.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“I never had such fun!”

“They will be dreadfully frightened.”

Copywork

Literature

“It all depends on what kind your inside house is,” said the mother.

“I know what you mean,” said Irene. “That’s the kind of thing my grandmother says.”

Poetry—Rushes in a Watery Place

Rushes in a watery place,
And reeds in a hollow;
A soaring skylark in the sky,
A darting swallow;
And where pale blossom used to hang
Ripe fruit to follow.



107. *Avoiding Double Negatives*

- The Princess and the Goblin, Chapter 30

The words **no** and **not** are negatives. We have other negative words, too: **never**, **nothing**, **nobody**, **none**, and **nowhere**. All of these **negative** words have the idea of **not**—not ever, not anything, not anybody, not any, not anywhere. The **not** is included in the word itself, so we do not need to use the words **no** or **not** with them.

I had never heard that. I had not heard that.

I know nothing about that. I do not know anything about that.

Nobody is home. No one is at home.

None of our relatives live near. Not any of our relatives live near.

The train went nowhere. The train did not go anywhere.

Remember: We only need one **negative** word to express a negative idea!

Hi Spy

By Eugene Field

Strange that the city thoroughfare,
Noisy and bustling all the day,
Should with the night renounce its care
And lend itself to children's play!

Oh, girls are girls, and boys are boys,
And have been so since Abel's birth,
And shall be so till dolls and toys
Are with the children swept from earth.

The self-same sport that crowns the clay
Of many a Syrian shepherd's son,
Beguiles the little lads at play
By night in stately Babylon.

I hear their voices in the street,
Yet 'tis so different now from then!
Come, brother! from your winding-sheet,
And let us two be boys again!

The Woodpecker and the Lion

From *More Jataka Tales* by Ellen C. Babbitt

One day while a Lion was eating his dinner a bone stuck in his throat. It hurt so that he could not finish his dinner. He walked up and down, up and down, roaring with pain.

A Woodpecker lit on a branch of a tree near-by, and hearing the Lion, she said, "Friend, what ails you?" The Lion told the Woodpecker what the matter was, and the Woodpecker said: "I would take the bone out of your throat, friend, but I do not dare to put my head into your mouth, for fear I might never get it out again. I am afraid you might eat me."

"O Woodpecker, do not be afraid," the Lion said. "I will not eat you. Save my life if you can!"

"I will see what I can do for you," said the Woodpecker. "Open your mouth wide." The Lion did as he was told, but the Woodpecker

said to himself. “Who knows what this Lion will do? I think I will be careful.”

So the Woodpecker put a stick between the Lion’s upper and lower jaws so that he could not shut his mouth.

Then the Woodpecker hopped into the Lion’s mouth and hit the end of the bone with his beak. The second time he hit it, the bone fell out.

The woodpecker hopped out of the Lion’s mouth and hit the stick so that it too fell out. Then the Lion could shut his mouth.

At once the Lion felt very much better, but not one word of thanks did he say to the Woodpecker.

One day later in the summer, the Woodpecker said to the Lion, “I want you to do something for me.”

“Do something for you?” said the Lion. “You mean you want me to do something more for you. I have already done a great deal for you. You cannot expect me to do anything more for you. Do not forget that once I had you in my mouth, and I let you go. That is all that you can ever expect me to do for you.”

The Woodpecker said no more, but he kept away from the Lion from that day on.

Writing: Commonplace Book

Today you will do copywork from your narration story, either in your notebook or in a commonplace book.

“See, Peter, I must have one of those lovely yellow ‘water-lilies,’ with its large, shiny green leaf, and one of its curious seed-boxes, which remain after the yellow flower-leaves have fallen off. I know that this plant has a thick stem in the mud at the bottom of the pond, and the long stalks grow right up, so that the leaves float on the top of the water. Little beetles crawl inside the flower and get honey from under the small yellow flower-leaves inside.”

Exercise

Mark the rhythm and rhyme of the first stanza of today’s poem.

In your workbook, place the prepositional phrase or phrases from the following passage in brackets []. Mark prepositions PREP and objects OBJ.

Then they all went into the house, and the cook rushed to the kitchen, and the servants to their work.

Mark the words in the following sentences and then diagram them.
Noun, N; Proper Noun, PN; Pronoun, PRO; Verb, V; Linking Verb, LV; Adjective, ADJ; Article, ART; Adverb, ADV, Conjunctions, CJ; Interjections, INJ.

“Oh, Curdie! My king-papa is come.”

Curdie held up the princess.

Dictation

Bible—Matthew 22:37-39

“You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.” This is the great and foremost commandment. The second is like it, “You shall love your neighbor as yourself.”



108. *Narration: Flowers for the Show*

- The Princess and the Goblin, Chapter 31-32

Writing: Written Narration

Today is the day for the written narration. Reread the story first if necessary. Be careful to place the events from the narrative in the correct order. Use part of today's narration as a dictation exercise.

Let Something Good Be Said

By James Whitcomb Riley

When over the fair fame of friend or foe
The shadow of disgrace shall fall; instead
Of words of blame, or proof of thus and so,
Let something good be said.

Forget not that no fellow-being yet
May fall so low but love may lift his head;
Even the cheek of shame with tears is wet,
If something good is said.

No generous heart may vainly turn aside
In way so sympathy: no soul so dead
But may awaken strong and glorified,
If something good is said.

And so I charge ye, by the thorny crown,
And by the cross on which the Savior bled,
And by your own soul's fair renown,
Let something good be said.

Exercise Answers

Exercise 2

—PN— N N N
Then John Dolittle got a fine, big pair of green spectacles; and the plow horse stopped
N
going blind in one eye and could see as well as ever.

Exercise 3

N PN N
So then the Doctor's sister came to him and said, "John, you must send that creature
N N N
away. Now the farmers and the old ladies are afraid to send their animals to you—just as
we were beginning to be well off again."

Exercise 4

PN N N PN
"Doctor!" he cried, "I've just had a message from a cousin of mine in Africa. There is a
N N
terrible sickness among the monkey(s) out there. They are all catching it—and they are
N
dying in hundred(s)"

cherries, boxes, joys, sketches, epochs

Exercise 5

"The rest of the animal(s), like the dormice and the water-vole(s) and the bat(s), they will
have to go back and live in the field(s) where they were born till we come home again."
hollies, bays, berries, teeth, beauties

Exercise 7

Interrogative Declarative
The King opened his eyes and said sleepily, "Is that you, Ermintrude(?)" He thought it
Declarative
was the Queen come back from the dance(.). Then the parrot coughed again—loud, like
Interrogative
a mar(.). And the King sat up, wide awake, and said, "Who's that(?)"

daddies, klutzes, mommies, hoorays, kisses

Exercise 8

So the Leader went into his den and looked at his children—two very cunning little cubs, lying on the floor. And one of them seemed quite poorly.

Exercise 9

PRO PRO PRO
They were very surprised at this, for they had thought that he was going to stay with
PRO PRO
them forever. And that night all the monkeys got together in the jungle to talk it over.

Exercise 10

“Yes,” said the pushmi-pullyu, “to the Abyssinian Gazelles and the Asiatic Chamois—on my mother’s side. My ~~father’s~~ great-grandfather was the last of the Unicorns.”

Exercise 11

sprays, butterflies, witches, candies, rays

Exercise 13

“Good gracious! What’s the matter with the dog? Is he SMELLING in his sleep—as well as talking?”

Exercise 14

“People always speak of it with a sneer.”

Exercise 15

N V
They left.

They	left
------	------

N V
Jip shouted.

Jip	shouted
-----	---------

Exercise 16

PN V
Too-Too listened.

Too-Too	listened
---------	----------

PRO V
 “He weeps.”

He	weeps
----	-------

V
V
V
V
V
 He found the animals gathered round a little door, all talking at once, trying to guess
V
V
 what was inside. The Doctor turned the handle but it wouldn't open. Then they all
V
V
V
 started to hunt for the key. They looked under the mat.

Exercise 17

Then the Doctor said, “You must be mistaken, Too-Too.”

Exercise 19

The little boy was terribly disappointed and began to cry again, saying that no one
seemed to be able to find his uncle for him. But all Jip said to the Doctor was, “Tell him
 that when the wind changes to the West, I'll find his uncle even though he be in China.”

Exercise 20

PRO V
 He giggled.

He	giggled
----	---------

PRO V
 He ran.

He	ran
----	-----

Exercise 21

Jip is a dog.
 John is a doctor.

Exercise 22

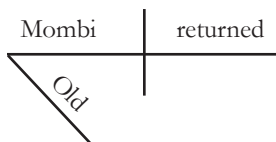
ADJ
ADJ
ADJ
ADJ
 At the very bottom he discovered some purple trousers, a red shirt and a pink vest
ADJ
 which was dotted with white spots.

The youth was Tip.
 Mombi was his guardian.

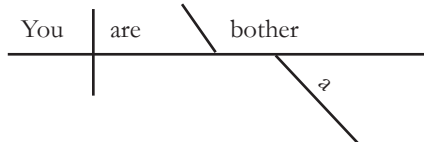
Exercise 23

“Oh, yes, I can,” returned Mombi. “I’m going to plant a flower garden, next Spring,
 and I’ll put you in the middle of it, for an ornament. I wonder I haven’t thought of
 that before; you’ve been a bother to me for years.”

ADJ PN V
Old Mombi returned.



PRO LV ART N
"You are a bother."



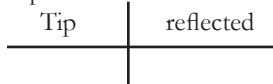
Exercise 25

V V V V V
"This thing resembles a real horse more than I imagined," said Tip, trying to explain.

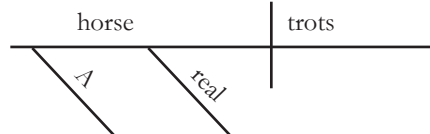
LV V V V LV
"But a real horse is alive, and trots and prances and eats oats, while this is nothing more

V V V
than a dead horse, made of wood, and used to saw logs upon."

PN V
Tip reflected.



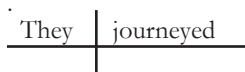
ART ADJ N V
A real horse trots.



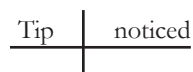
Exercise 26

ADJ ADJ
After journeying on for some distance the narrow path they were following turned into
ADJ ADJ ADJ
a broad roadway, paved with yellow brick. By the side of the road Tip noticed a sign
ADJ ADJ
post that read: "Nine Miles To The Emerald City."

PRO V
They journeyed.



PN V
Tip noticed.



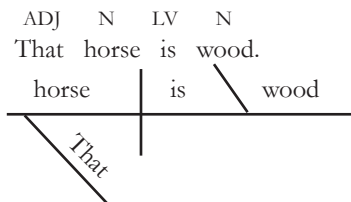
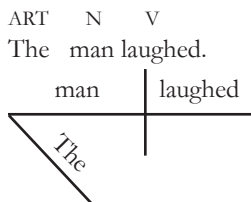
Exercise 27

ADJ ADJ ADJ
Sparkling green gems ornamented the fronts of the beautiful houses and the towers

ADJ
and turrets were all faced with emeralds. Even the green marble pavement glittered with

ADJ ADJ ADJ
precious stones, and it was indeed a grand and marvelous sight to one who beheld it

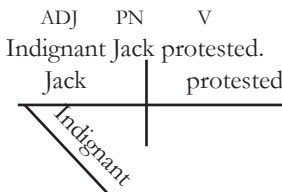
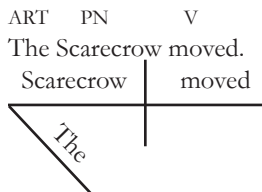
ADJ
for the first time.



Exercise 28

ADJ

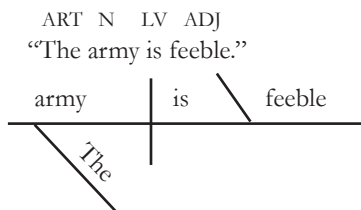
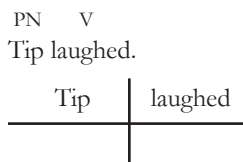
“He says that your Majesty’s brains seem to have come loose,” replied the girl, demurely.



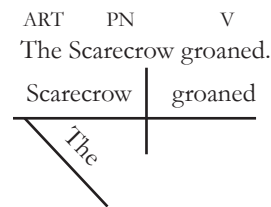
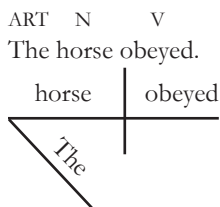
Exercise 29

—PR NOM—

“I am General Jinjur.”

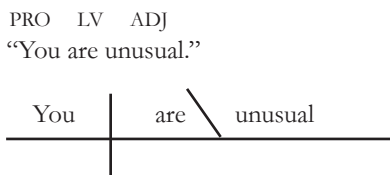
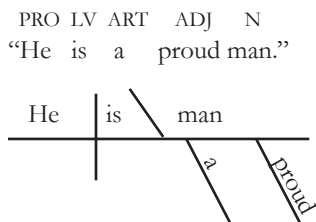


Exercise 31



Exercise 32

“How delighted I shall be to see my old friend the Tin Woodman again!”



Exercise 33

In your workbook, mark the complete verbs V and underline the main verb with any helping verb.

—V—

Mombi was furious at the trick Tip had played upon her.

PN LV ADJ

Mombi was furious.

Mombi	was	furious
-------	-----	---------

—V—

“My anatomy is brittle.”

ADJ N LV ADJ

My anatomy is brittle.

anatomy	is	brittle
---------	----	---------

Exercise 34

V ART ADJ N V

Did the young scholars yell?

scholars	Did yell
----------	----------

V ART N V

Did the students stand?

students	Did stand
----------	-----------

Exercise 35

LV ART N N

Were the scholars students?

scholars	Were	students
----------	------	----------

LV N ART —PN—

Is Nick the Tin Woodman?

Nick	Is	Tin Woodman
------	----	-------------

Exercise 37

LV N N

“This terrible Queen Jinjur suggested making a goulash of me.”

Is Jinjur Queen?

Jinjur	Is	Queen
--------	----	-------

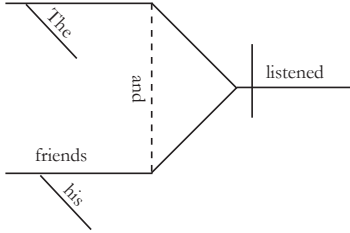
ART —PN— V

The Woggle-Bug groaned.

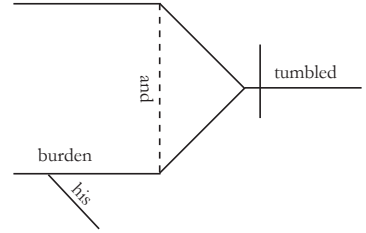
Woggle-Bug	groaned
------------	---------

Exercise 38

ART N CJ ADJ N V
The monarch and his friends listened.

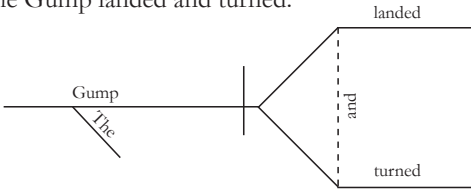


PRO CJ ADJ N V
He and his burden tumbled.

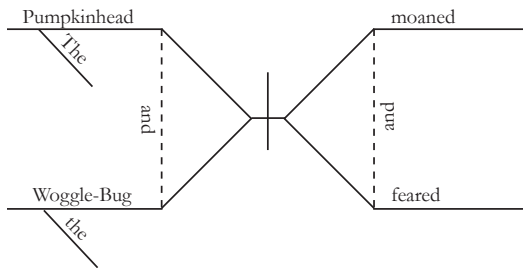


Exercise 39

ART N V CJ V
The Gump landed and turned.

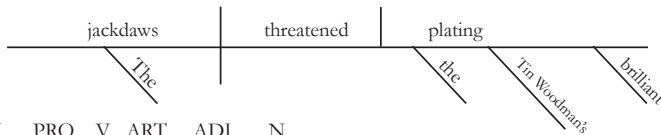


ART N CJ ART —PN— V CJ V
The Pumpkinhead and the Woggle-Bug moaned and feared.

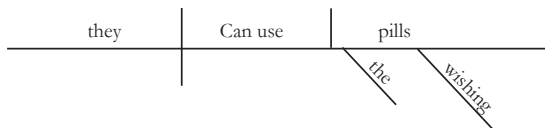


Exercise 40

ART N V ART —ADJ— ADJ N
The jackdaws threatened the Tin Woodman's brilliant plating.

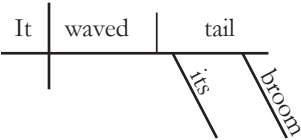


V PRO V ART ADJ N
Can they use the wishing pills?

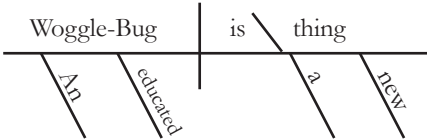


Exercise 41

PRO V ADJ ADJ N
It waved its broom tail.

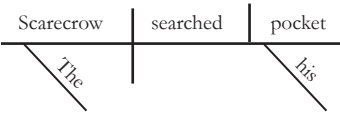


ART ADJ —PN— LV ART ADJ N
An educated Woggle-Bug is a new thing.

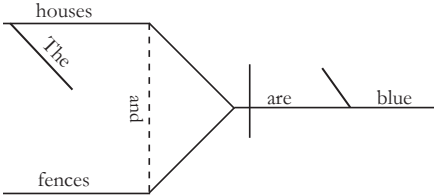


Exercise 43

ART PN V ADJ N
The Scarecrow searched his pocket.

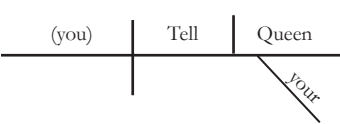


ART N CJ N LV ADJ
“The houses and fences are blue.”

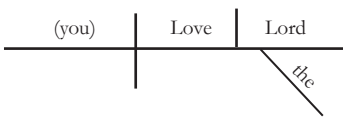


Exercise 44

V ADJ N
“Tell your Queen.”

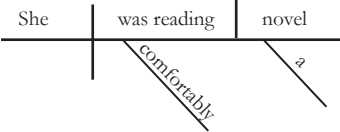


V ART PN
Love the Lord.

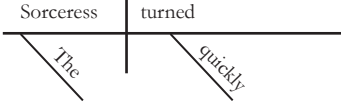


Exercise 45

PRO HV ADV V ART N
She was comfortably reading a novel.

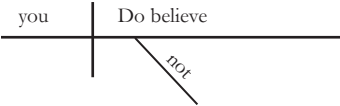


ART N V ADV
The Sorceress turned quickly.

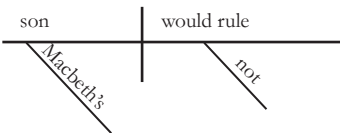


Exercise 46

HV PRO ADV V
“Do you not believe?”

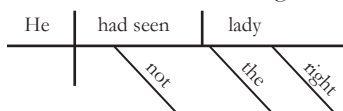


ADJ N HV ADV V
Macbeth’s son would not rule.

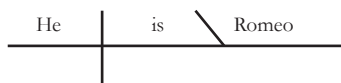


Exercise 47

PRO HV ADV V ART ADJ N
He hadn't seen the right lady.

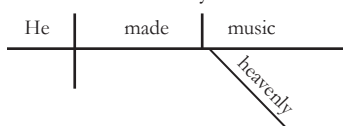


PRO LV N
He's Romeo.

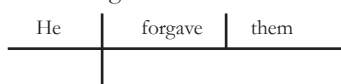


Exercise 49

PRO V ADJ N
He made heavenly music.

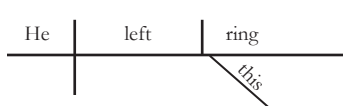


PRO V PRO
He forgave them.

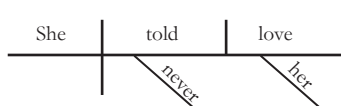


Exercise 50

PRO V ADJ N
"He left this ring."



PRO ADV V ADJ N
"She never told her love."

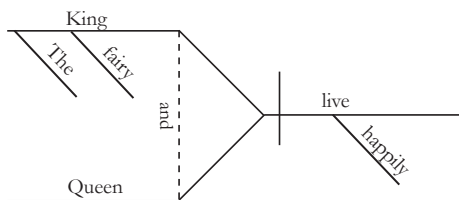


Exercise 51

N V N
Fairies attended Bottom.

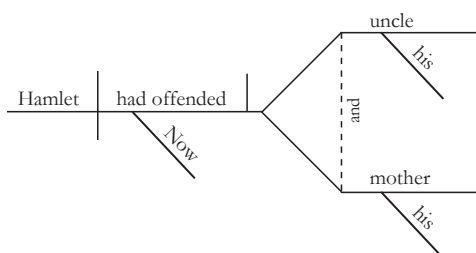


ART ADJ N CJ N V ADV
The fairy King and Queen live happily.

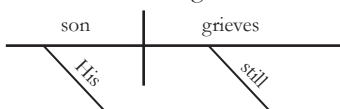


Exercise 52

ADV N —V— ADJ N CJ ADJ N
Now Hamlet had offended his uncle and his mother.

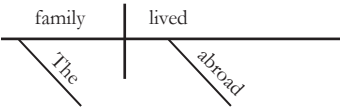


ADJ N V ADV
His son grieves still.

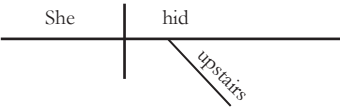


Exercise 53

ART N V ADV
The family lived abroad.

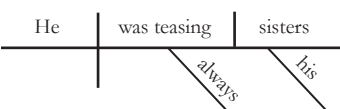


PRO V ADV
She hid upstairs.

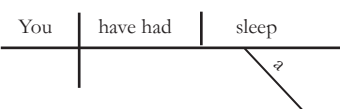


Exercise 55

PRO HV ADV V ADJ N
He was always teasing his sisters.

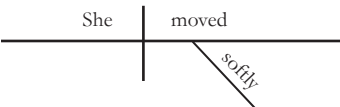


PRO —V— ART N
“You have had a sleep!”

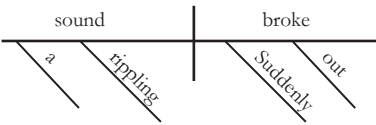


Exercise 56

PRO V ADV
She moved softly.

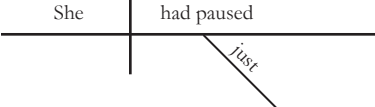


ADV ART ADJ N V ADV
Suddenly a rippling sound broke out.

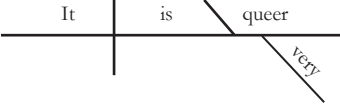


Exercise 57

PRO HV ADV V
She had just paused.

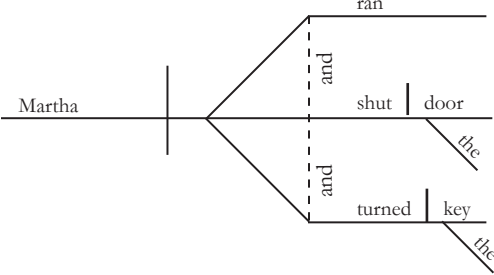


PRO LV ADV ADJ
It’s very queer.

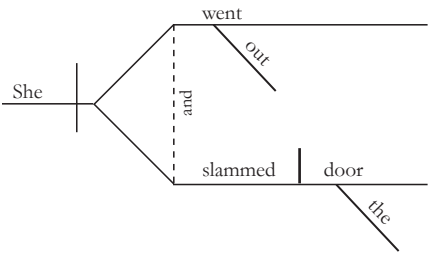


Exercise 58

N V CJ V ART N CJ V ART N
Martha ran and shut the door and turned the key.

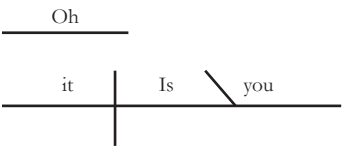


PRO V ADV CJ V ART N
She went out and slammed the door.

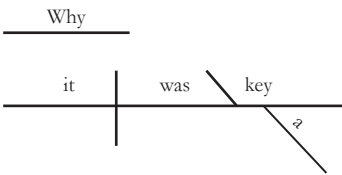


Exercise 59

INJ LV PRO PRO
“Oh! Is it you?”

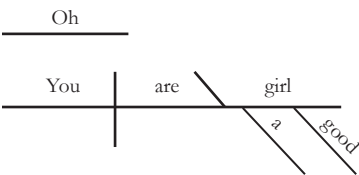


INJ PRO LV ART N
Why, it was a key!

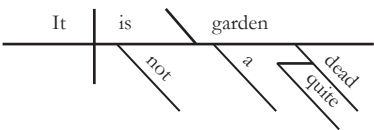


Exercise 61

INJ PRO LV ART ADJ N
“Oh! You’re a good girl!”

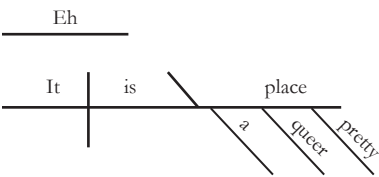


PRO LV ADV ART ADV ADJ N
“It isn’t a quite dead garden.”

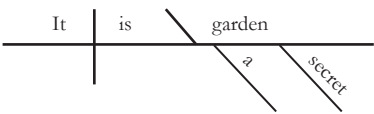


Exercise 62

INJ PRO LV ART ADJ ADJ N
“Eh! It is a queer, pretty place!”

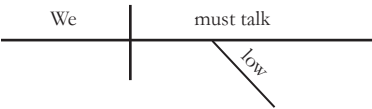


PRO LV ART ADJ N
“It’s a secret garden.”

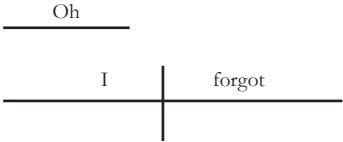


Exercise 63

PRO —V— ADV
“We must talk low.”



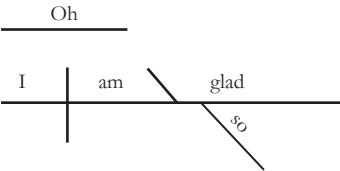
INJ PRO V
“Oh! I forgot!”



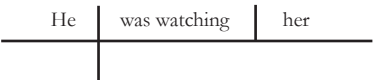
Exercise 64

PREP OBJ
“She knows all [about children] .”

INJ PRO LV ADV ADJ
“Oh! I’m so glad!”



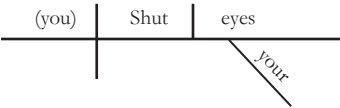
PRO —V— PRO
He was watching her.



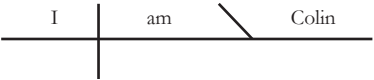
Exercise 65

PREP OBJ
“Martha knew [about you] all the time?”

V ADJ N
“Shut your eyes.”



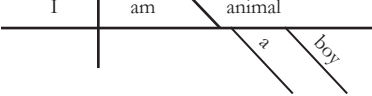
PRO LV N
“I am Colin.”



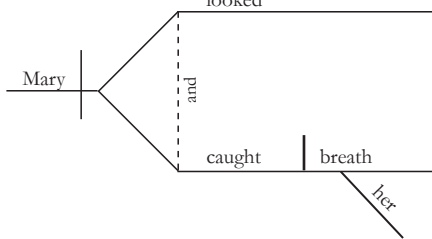
Exercise 67

PREP OBJ PREP OBJ
Mary flew [across the grass] [to him].

PRO LV ART ADJ N
“I am a boy animal.”



PN V CJ V ADJ N
Mary looked and caught her breath.



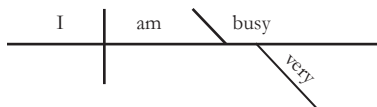
Exercise 68

PREP OBJ

“He’s a common cottage boy [off the moor] !”

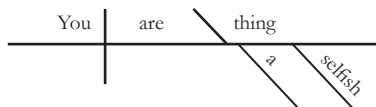
PRO LV ADV ADJ

“I am very busy.”



PRO LV ART ADJ N

“You are a selfish thing!”



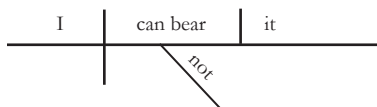
Exercise 69

PREP OBJ

“She knows all [about children] .”

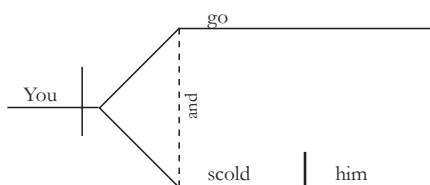
PRO HV ADV V PRO

“I can’t bear it.”



PRO V CJ V PRO

“You go and scold him.”



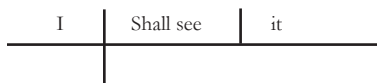
Exercise 70

PREP OBJ

He clutched her hands and dragged her [toward him] .

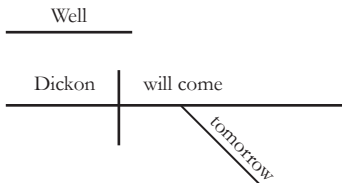
HV PRO V PRO

“Shall I see it?”



INJ PN —V— ADV

“Well, Dickon will come tomorrow.”



Exercise 71

PREP —OBJ—

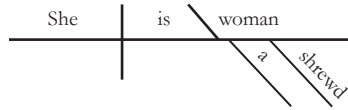
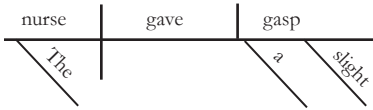
She was fond [of Susan Sowerby] .

ART N V ART ADJ N

The nurse gave a slight gasp.

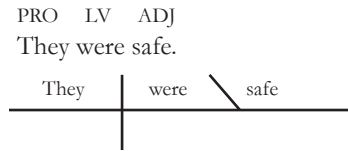
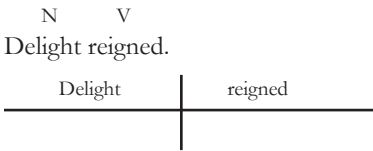
PRO LV ART ADJ N

“She’s a shrewd woman.”



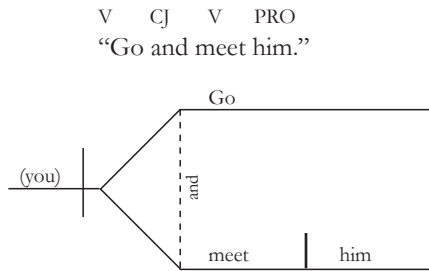
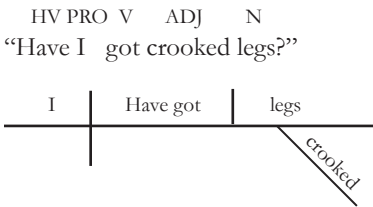
Exercise 73

They drew the chair [under the plum-tree] , which was snow-white [with blossoms]
and musical [with bees] .

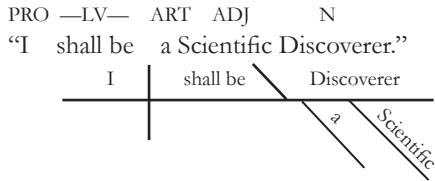
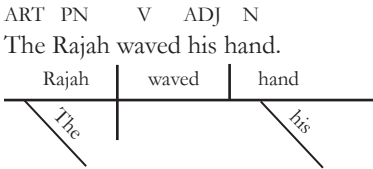


Exercise 74

[Between the blossoming branches] [of the canopy] bits [of blue sky] looked down
[like wonderful eyes] .



Exercise 75



Exercise 76

It was [in these twilight hours] that Mrs. Sowerby heard [of all] that happened

PREP ————OBJ————
 [at Misselthwaite Manor] .

PRO V ART ADJ N
 She asked a many questions.

She	asked	questions
		many

PN PRO LV ART ADV ADJ N
 “Dickon, you are the most Magic boy!”

Dickon				
you	are	boy		
		the	Magic	most

Exercise 77

PH PH PH PH PH
 “I won’t have letters written to my father—I won’t—I won’t! You are making me angry
 and you know that is bad for me.”

PN V ADV
 Mary giggled inordinately.

Mary	giggled
	inordinately

V ART N
 “Ring the bell.”

(you)	Ring	bell
		the

Exercise 79

PH PH PH
 And so they led him in.

PRO ————V———— ART N
 He was remembering the dream.

He	was remembering	dream
		the

LV ADV PRO ADJ PN
 “Aren’t you glad, Father?”

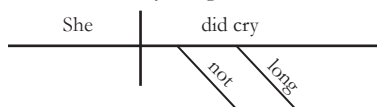
Father		
you	Are	glad
	not	

Exercise 80

PREP OBJ PREP OBJ PREP OBJ
 Now [in these subterranean caverns] lived a strange race [of beings], called [by some]
 PREP OBJ PREP OBJ
 gnomes, [by some] kobolds, [by some] goblins.

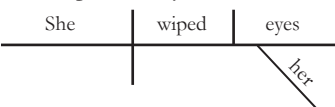
PRO HV ADV V ADV

She did not cry long.



PRO V ADJ N

She wiped her eyes.



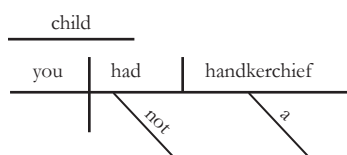
Exercise 81

PH PH GR PH

“But I never saw you before.”

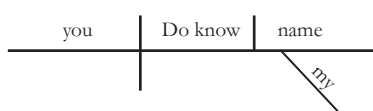
V'ADV PRO ART N N

“Hadn’t you a handkerchief, child?”



HV PRO V ADJ N

“Do you know my name?”



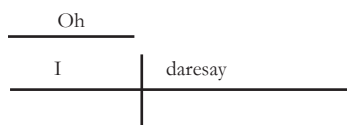
Exercise 82

PH

And indeed today is very seldom like yesterday, if people would note the differences—even when it rains.

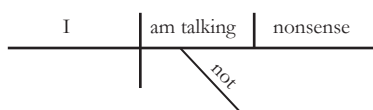
ING PRO V

“Oh, I daresay!”



PRO HV ADV V N

“I’m not talking nonsense.”



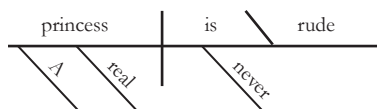
Exercise 83

ADV INF

“I’ve been up a long way to see my very great, huge, old grandmother,” said the princess.

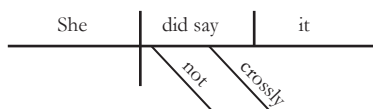
PRO ADJ N LV ADV ADJ

A real princess is never rude.



PRO HV ADV V PRO ADV

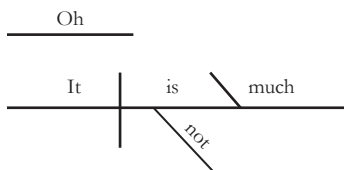
She did not say it crossly.



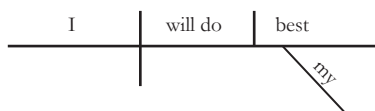
Exercise 85

PREP OBJ PREP OBJ
He saw no more [of the goblins] , and was soon fast asleep [in his bed] .

INJ PRO LV ADV ADJ
“Oh! It’s not much.”



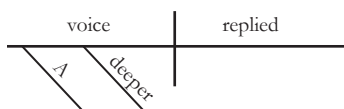
PRO HV V ADJ N
“I’ll do my best.”



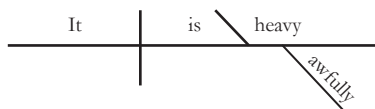
Exercise 86

PREP OBJ PREP OBJ
“He’s [by no means] [at the thinnest place] .”

ART ADJ N V
A deeper voice replied.



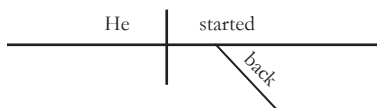
PRO LV ADV ADJ
“It’s awfully heavy.”



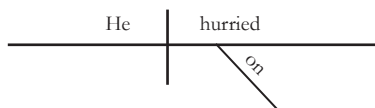
Exercise 87

GR GR
Well might he wish that he had brought his lamp and tinder-box with him.

PRO V ADV
He started back.



PRO V ADV
He hurried on.

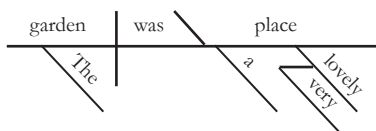
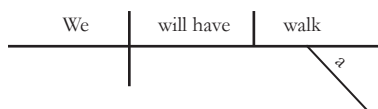


Exercise 88

She jumped up [with a cry] [of joy] .

PRO HV V ART N
“We’ll have a walk.”

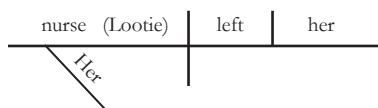
ART N LV ART ADV ADJ N
The garden was a very lovely place.



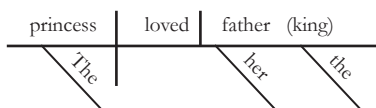
Exercise 89

PREP OBJ
The moon was shining brightly [into the room] . The poultice had fallen
PREP OBJ
[off her hand] , and it was burning hot.

ADJ N N V PRO
Her nurse Lootie left her.



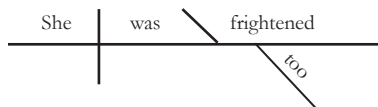
ART N V ADJ N ART N
The princess loved her father the king.



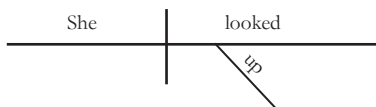
Exercise 91

PH GR GR
 “I will go and get it. The room feels close.”

PRO LV ADV ADJ
She was too frightened.



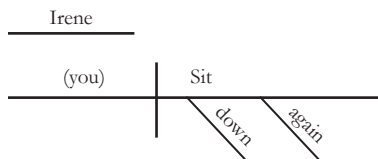
PRO V ADV
She looked up.



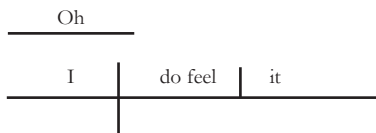
Exercise 92

She remembered however that at ^{PH}night she ^{GR}spun only ^{PH}in the moonlight, and concluded
that ^{GR}must be why ^{PH}there was ^{PH}no sweet, ^{PH}bee-like humming.

V ADV ADV N
 "Sit down again, Irene."



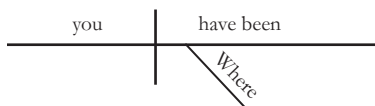
INJ PRO —V— PRO
 “Oh! I do feel it!”



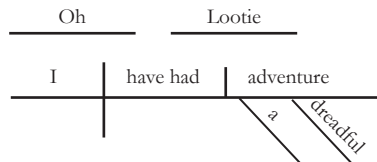
Exercise 93

PREP OBJ PREP OBJ
She told her all [about the cat] [with the long legs] , and how she ran out
PREP OBJ
[upon the mountain] , and came back again.

ADV HV PRO V
“Where have you been?”



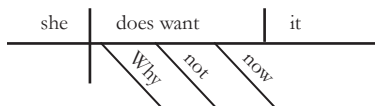
INJ N PRO HV V ART ADJ N
“Oh, Lootie! I’ve had a dreadful adventure!”



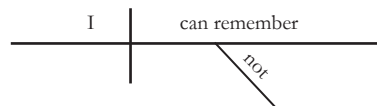
Exercise 94

PREP OBJ PREP OBJ
He had been [in a distant part] [of his dominions] all the winter.

ADV HV ADV PRO V PRO ADV
“Why doesn’t she want it now?”



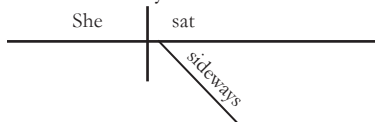
PRO HV ADV V
“I can’t remember.”



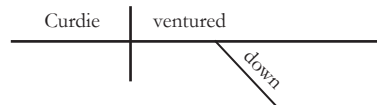
Exercise 95

PH PH PH PH PH
“Pray what right have you in my palace?”

PRO V ADV
She sat sideways.



N V ADV
Curdie ventured down.

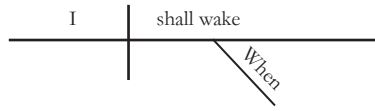
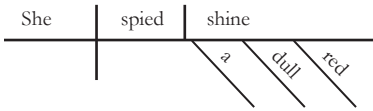


Exercise 97

PH PH GR PH
When she had passed through, the thread rose to about half her height, and she could hold it with ease as she walked.

PRO V ART ADJ ADJ N
She spied a dull red shine.

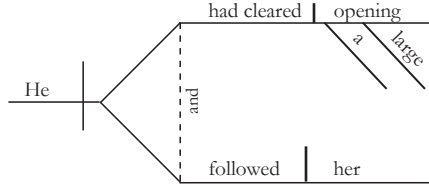
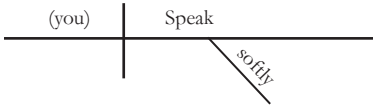
ADV HV PRO V
“When shall I wake?”



Exercise 98

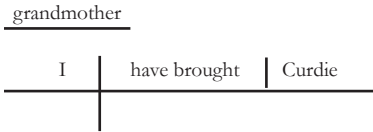
V ADV
"Speak softly."

PRO —V— ART ADJ N CJ V PRO
He had cleared a large opening and followed her.

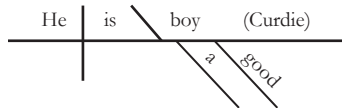


Exercise 99

PRO HV V N N
"I've brought Curdie, grandmother."



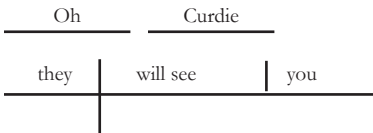
PRO LV ART ADJ N N
"He is a good boy, Curdie."



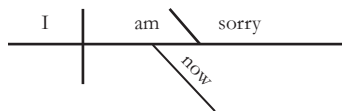
Exercise 100

PREP OBJ PREP OBJ PREP OBJ
"You must mind and keep out [of the way] [of the men] [on the watch]," said his mother.

INJ N PRO —V— PRO
"Oh, Curdie, they will see you."



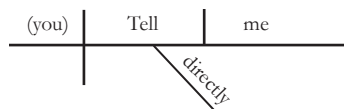
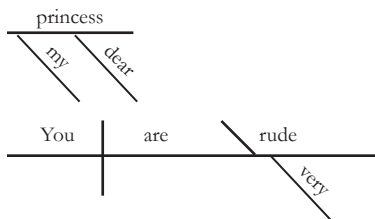
PRO LV ADJ ADV
"I am sorry now."



Exercise 101

PRO LV ADV ADJ ADJ ADJ N
"You are very rude, my dear princess."

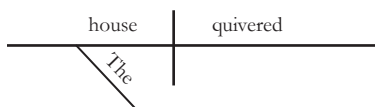
V PRO ADV
"Tell me directly!"



Exercise 103

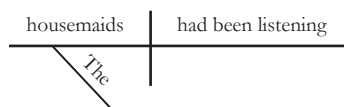
ART N V

The house quivered.



ART N ——— V ———

The housemaids had been listening.



Exercise 104

PREP OBJ PREP OBJ

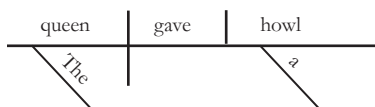
Away scattered the goblins [in every direction] — [into closets] , upstairs,

PREP OBJ PREP OBJ PREP OBJ

[into chimneys] , [up on rafters] , and down [to the cellars] .

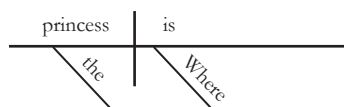
ART N V ART N

The queen gave a howl.



ADV LV ART N

“Where’s the princess?”



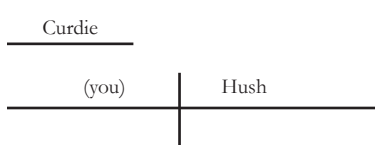
Exercise 105

The door was [on the latch] , and he entered. There sat his mother [by the fire] , and

[in her arms] lay the princess fast asleep.

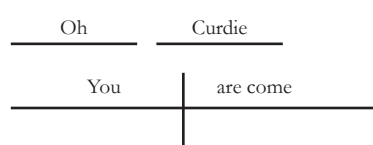
V N

“Hush, Curdie!”



INJ N PRO HV V

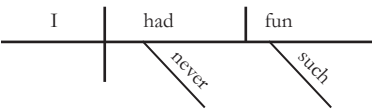
“Oh, Curdie! You’re come!”



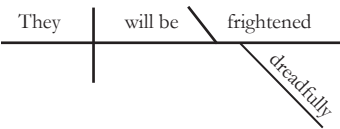
Exercise 106

GR PH
The wind was blowing as if it would blow him off the mountain.

PRO ADV V ADV ADJ
“I never had such fun!”



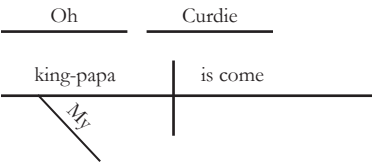
PRO —HV— ADV V
“They will be dreadfully frightened.”



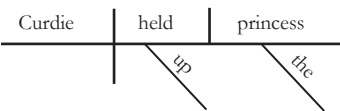
Exercise 107

PREP OBJ PREP OBJ
Then they all went [into the house] , and the cook rushed [to the kitchen] , and the
PREP OBJ
servants [to their work] .

“Oh, Curdie! My king-papa is come.”



Curdie held up the princess.



Appendix A: Memory Work

A noun is the name of a person, place, thing, or idea.

A pronoun is a word used in the place of a noun.

The first person pronouns are: I, me, my, mine, we, us, our, ours.

The second person pronouns are: you, your, yours.

The third person pronouns are: he, him, his, she, her, hers, it, its, they, them, their, theirs.

An antecedent is the noun that a pronoun replaces.

A verb is a word that shows action or a state of being.

The state of being verbs are: am, are, is, was, were, be, being, been.

The linking verbs are: am, are, is, was, were, be, being, been, become, seem.

The helping verbs are:

am, are, is,	was, were,	be, being, been,
do, does, did,	have, has, had,	may, might, must,
can, could,	shall, should,	will, would

A conjunction is a word that joins words, phrases, clauses, and sentences together.

A sentence is a group of words that expresses a complete thought.

The Four Types of Sentences:

A declarative sentence makes a statement. It ends with a period.

An interrogative sentence asks a question. It ends with a question mark.

An exclamatory sentence shows sudden or strong feeling. It ends with an exclamation mark.

An imperative sentence gives a command or makes a request. It ends with a period.

An adjective is a word that modifies a noun or a pronoun. Adjectives tell what kind, how many, which one, and whose.

The articles are: a, an, the. Articles are adjectives.

A predicate nominative is a noun or pronoun which follows a linking verb and renames the subject.

A predicate adjective is an adjective which follows a linking verb and modifies the subject.

Predicate nominatives and predicate adjectives are called subject complements because they complete the subject.

A direct object is the noun or pronoun that follows an action verb and receives the action of the verb.

A preposition is a word that shows the relationship between a noun or a pronoun and another word in the sentence.

The object of the preposition is a noun or pronoun which teams up with the preposition and completes its meaning.

An interjection is a word or group of words that shows sudden or strong feeling.

An adverb is a word that modifies a verb, an adjective, or another adverb. Adverbs tell how, when, where, how often, and to what extent.

Synonyms are words that have the same meaning.

Antonyms are words that have opposite meanings.

Homophones are words that sound the same but have different meanings and may have different spellings.

Homographs are words that have the same spelling but have different meanings and may have different pronunciations.

The subject pronouns are: I, we, you, he, she, it, they.

The object pronouns are: me, us, you, him, her, it, them.

The possessive pronouns are: my, mine, our, ours, your, yours, his, her, hers, its, their, theirs.

Some of the most common prepositions are:

aboard, about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, outside, over, past, round, since, through, throughout, till, to, toward, under, underneath, until, up, upon, with, within, without.

Appendix B: Correct Use of Words

This is like copywork in that it is intended to imprint certain grammatical concepts into the child's mind just through repetition. Have you ever said, or heard another say, that something just "sounds" right? Saying these sentences aloud regularly will help the correct forms "sound" right to our children and to ourselves.

My advice is to read these sentences approximately once a week for the school year. That could mean all of them once a week, or it could mean a page a day. By the time you get to the actual lessons on these topics, your child will already know these forms and the lessons will be reviews.

Predicate nominatives are in the subjective/nominative case.

It is I.

This is he.

This is she.

It is we.

It was I.

It was not I; it was she.

I think it was he.

I am sure it is she.

It was we.

It might have been they.

It was he and I.

It was they.

No, it is not she.

Yes, it is he.

Some irregular past participles are never used without a helping verb.

I came.

I saw.

I conquered.

I have come.

I have seen.

I have conquered.

I did my chores.

I am done with chores.

She did her quiz.

He is done with his quiz.

We did the work.

We have done the work.

They did fine.

They have done fine.

I go to the store.

She goes to the store.

He went to the store.

It has gone to the store.

We have gone on vacation.

They went on vacation.

You go on vacation.

I see the bird.

We did see the bird.

They saw the bird.

The bird has seen us.

Sit and Set

I sit in my favorite chair.

He is sitting in my favorite chair.

She sat in my favorite chair yesterday.

You have sat in my favorite chair.

I will sit in my favorite chair today.

They are sitting on the couch.

I set my book on the table.

You set your book on the table yesterday.

He will set his book on the table tomorrow.

They are setting books on the table.

We have set our books on the table.

Lie and Lay

I lie on the couch.

He lay on the ground.

She will lie in the flowers.

They are lying in the field.

I have lain here on the couch.

I lay the book on the table.

He laid the book on the table earlier.

She will lay the book on the table later.

We are laying the books on the table.

They have laid books on the table before.

Objects are in the objective case.

Did you call her?

Did you call me?

Did you call him and me?

Mother bought a ball for you.

Mother bought a ball for me.

Mother bought a ball for you and me.

Between you and me, I really wanted a dinosaur.

Well and Good

The hot cocoa was good this morning. You made it well.

How are you today? I am good. I am doing well.

Are you feeling ill? No, I am well.

Few have gotten a good look at a Sasquatch. The Sasquatch hides well.

Your behavior was good. You behaved well.

Double Negatives: Use only one negative word per sentence.

I have never heard that. I had not ever heard that.

I know nothing about that. I do not know anything about that.

Nobody is home. No one is at home.

None of our relatives live near. Not any of our relatives live near.

The train went nowhere. The train did not go anywhere.

Appendix C: Memorizing Prepositions, Pros and Cons

The main argument for memorizing a list of the most common prepositions is that it will make them easy for children to spot in sentences.

That also happens to be the main argument against memorizing a list. The problem is that many of the most common prepositions can also function as other parts of speech. By memorizing a list, we are stating, “These are prepositions.” Then, a child sees **up** acting as an adverb. My question is: What effect will the learned list have then? Will the child ignore other instruction and focus on the list? Or will he think it through and remember that the words on the list aren’t **only** prepositions?

Some would argue that most children will not have any problems with this. That leads to a second question: What about all of the other prepositions? Most lists of prepositions only include the most common ones, about 50-60. There are almost 100 one-word prepositions. There are another 50 or so prepositions that have two or more words. In order to spot these, the children have to understand what prepositions are, and if they understand that, they don’t need the list. That leads to question number three, one for which I have no answer: Will the list help or hinder children when they encounter new prepositions?

All of this leads to the fourth question: What good will it do? Understanding prepositions is enough. When I wrote the first Language Lessons book for my second son, I believed that it was best for children to memorize the list, but we never actually did it. My oldest son also never memorized the list. And yet, they’ve both been able to find them in sentences. They both diagram prepositions without having to flip through a mental list first. So can I. So can many people.

In the end, enough people have children memorize prepositions for me to assume that it does no harm. But experience, ours and that of others, says that it’s also not necessary. Because the lists memorized are usually incomplete, and because so many common prepositions also function frequently as other parts of speech, we choose not to memorize. However, a list of common prepositions is included for those who feel differently.

