

Better English
for
the Foreign Born

by

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To My Mother and Father

Preface

This book is especially designed to help students in the special English classes for foreigners in the secondary schools of this country. The teaching of such classes made the writer realize the need for a text-book peculiarly fitted for the class room work of foreign-born students who speak, read, and write English, yet who need to acquire a mastery of the perplexing points of the language.

Better English attempts to present remedies for the chief and most persistent difficulties found during a wide survey of the texts in English for foreigners. The difficulties treated in these text-books were checked and supplemented by those which the writer had found most prevalent in her own teaching experience, and these are here explained in brief, simple lessons addressed directly and informally to the students using the book. The lessons of this book make an effort to clarify and focus the students' minds on the correction of their greatest errors in English without too much detail and without reference to other mistakes of less importance. The lessons are written with the belief that in learning a few things well, many more will be learned incidentally and in connection with these.

As this book is planned for students who already have considerable knowledge of the English language and of the principles and laws underlying its forms and sentence structure, it takes for granted a slight familiarity on the part of the pupils with the commonest terms of grammar, and these terms are employed whenever they seem to afford the best or most simple and economical method of explanation. Grammatical terms are never used however to stress their own essential value.

This book attempts to do something more than cover the grammatical needs of the foreign-born students for whom it is written. It seeks to fit its students more harmoniously into their new American environment by presenting typical social situations in which such students repeatedly find themselves and by giving them at intervals a minimum knowledge of facts regarding necessary business transactions. It likewise aims to give students some practical suggestions for improving their pronunciation and to provide ample dictation exercises for bettering their accuracy and speed in hearing spoken English. It endeavors, also, to keep in close relation with the lives and interests of its students by relieving the technical work with reading lessons that connect the students' past experiences with their present lives. Some poetry is included for its beauty and its inspirational value.

It is to be taken for granted that no book, however complete or simplified, can take the place of a teacher constantly alert to the needs of her class; but this book is offered for whatever assistance it may give. It is an experiment toward solving the problem in English for the foreign-born. The final solution is yet to come.

The writer wishes to express her sincerest gratitude to all who have given her assistance and encouragement. The following are to be especially mentioned. Dr. Edwin M. Hopkins, Professor of English, University of Kansas, for his painstaking correction and invaluable criticism of these lessons; Dr. Elizabeth Dickinson Mc Dowell, Assistant Professor of Speech, Teachers' College, Columbia University, for her suggestions and criticisms of the lessons on sounds; and Dr. Harold E. Goldberger, Lecturer in Civic Education, Teachers' College, Columbia University, for information and methods given in his course, Teaching English to the Foreign-Born. To those friends and former students who furnished the basic material for the reading lessons of this book, the writer's gratitude is likewise deep. The lessons could not have been written without the information and suggestions from the following: Mr. Jacob Fong, Mr. Denzaburo Hoshino, Mr. Serapion Tabella, Mr. Smiplicio Bilinario, Miss Tetsuko Kaneko, and Miss Celerina Trinos. All former students in special English classes have directly or indirectly contributed to these

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Elizabeth M. Humbargar

Table of Contents

- Lesson 1. This Is the Land Where Hate Should Die
by Denis Mc Carthy
- Lesson 2. Sentence Building
- Lesson 3. Sentence Analyzing and Building
- Lesson 4. How Sentences Grow: Modifiers
- Lesson 5. vowel Sounds
- Lesson 6. Compound Parts of Sentences
- Lesson 7. How Sentences Grow: Dependent Clauses
- Lesson 8. How Sentences Grow: Phrases
- Lesson 9. Compound Sentences
- Lesson 10. From the Philippines to America
Part I The Leave Taking
- Lesson 11. Review of Sentence Building
- Lesson 12. Greetings
- Lesson 13. Verbs in the Present Time: The Sending
- Lesson 14. Verbs in the Past Time and Their Pronunciation
- Lesson 15. Verbs after There
- Lesson 16. Homonyms
- Lesson 17. Sounding T and D
- Lesson 18. Do and Did
- Lesson 19. Verbs Showing Action Going on
- Lesson 20. Position of Verbs in Questions
- Lesson 21. From the Philippines to America
Part II Our Trip to Manila
- Lesson 22. More Helping Verbs with the Present Time
- Lesson 23. Helping Verbs with the Past Participle
- Lesson 24. Some Irregular Verbs
- Lesson 25. Review of Verbs

- Lesson 26. Asking the Way
- Lesson 27. Sounding V and W
- Lesson 28. Sentences with Negative Words
- Lesson 29. More Sentences with Negative Words
- Lesson 30. Money Orders: Sending and Cashing Them
- Lesson 31. Barter — Sara Teasdale
- Lesson 32. Contractions of Not
- Lesson 33. Verbs to Study: Got--Have, Teach-Learn
- Lesson 34. Verbs to Study: Let-Leave, Take-Bring
- Lesson 35. From the Philippines to America
Part III Our Visit in Manila
- Lesson 36. Verbs with To
- Lesson 37. Two Verbs Needing Study: Lie-Lay
- Lesson 38. Sounding Ch and J
- Lesson 39. Auxiliary Verbs: Forms of To Be
- Lesson 40. More Irregular Verbs
- Lesson 41. Ordering a Meal
- Lesson 42. Verb Contractions
- Lesson 43. Review of Verbs
- Lesson 44. From the Philippines to America
Part IV Stops En Route
- Lesson 45. Uses of To and For
- Lesson 46. Uses of In and On
- Lesson 47. Affirmative and Negative Answers
- Lesson 48. From the Philippines to America
Part V Across the Pacific
- Lesson 49. Uses of At and To
- Lesson 50. Use of Into
- Lesson 51. Renting a Room

- Lesson 52. Incorrect and Useless Repetition in Sentences
- Lesson 53. Opportunity—Edward Rowland Sill
- Lesson 54. Two Special Cases of Redundancy
- Lesson 55. Time Agreement in Sentences
- Lesson 56. Sounding R
- Lesson 57. A Small Boy Comes from China
Part I Boyhood Memories
- Lesson 58. Writing and Cashing Checks
- Lesson 59. Uses of Beside and Besides
- Lesson 60. Sounding L
- Lesson 61. Nouns: Plurals in s and es
- Lesson 62. Nouns: Irregular Plurals
- Lesson 63. Plurals of Nouns Ending in y
- Lesson 64. Applying for a Job
- Lesson 65. Nouns with Articles
- Lesson 66. The: When Used before Nouns
- Lesson 67. A Small Boy Comes from China
Part II The Trip to America
- Lesson 68. The: When Omitted before Nouns
- Lesson 69. The: before Proper Adjectives
- Lesson 70. Nouns Showing Possession
- Lesson 71. Nouns: Two Ways of Showing Possession
- Lesson 72. Work—Henry Van Dyke
- Lesson 73. Pronouns
- Lesson 74. Pronouns as Objects
- Lesson 75. Double Objects
- Lesson 76. Sounding ng
- Lesson 77. Pronouns Following Forms of To Be
- Lesson 78. Buying Groceries
- Lesson 79. Who--Whom

- Lesson 80. Who--That--Which
- Lesson 81. A Small Boy Comes from China
Part III In America
- Lesson 82. Possessive Form of Pronouns
- Lesson 83. More Possessive Pronouns
- Lesson 84. This--That
- Lesson 85. Them--Those
- Lesson 86. Review of Pronouns
- Lesson 87. Memories of Japan
Part I A Japanese Schoolboy
- Lesson 88. Sounding S and Sh
- Lesson 89. How to Order Goods
- Lesson 90. Adjectives: Their Use with Articles
- Lesson 91. Regular Comparison of Adjectives
- Lesson 92. Memories of Japan
Part II Japanese Flowers and Poetry
- Lesson 93. Comparison of Adjectives with More, Most and Less, Least
- Lesson 94. Irregular Comparison of Adjectives
- Lesson 95. Buying a Suit
- Lesson 96. Participles and Adjectives
- Lesson 97. Whose, Which, What as adjectives
- Lesson 98. Sounding Th and T
- Lesson 99. Adverbs
- Lesson 100. Memories of Japan
Part III In Tokyo
- Lesson 101. Good and Well
- Lesson 102. Little and Few
- Lesson 103. Much and Many
- Lesson 104. Writing a Letter of Application
- Lesson 105. Sometime and Sometimes
- Lesson 106. So and Very

- Lesson 107. Questions with Why and When
- Lesson 108. Questions with How and Where
- Lesson 109. Review of Adjectives and Adverbs
- Lesson 110. Idioms
- Lesson 111. More Idioms
- Lesson 112. Sometimes and An Old Song — Thomas S. Jones, Jr.
- Lesson 113. Capital Letters: When to Use Them
- Lesson 114. Capital Letters: When Not to Use Them
- Lesson 115. How to Recognize a Sentence
- Lesson 116. Introductions
- Lesson 117. Prefixes and Their Meaning
- Lesson 118. Suffixes and Spelling Rules
- Lesson 119. Brotherhood — Edwin Markham

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Lesson 1

The Land Where Hate Should Die ¹

This is the land where hate should die--
 No feuds of faith, no spleen of race,
 No darkly brooding fear should try
 Beneath our flag to find a place.
 Lo! every people here has sent
 Its sons to answer freedom's call;
 Their life blood is the strong cement
 That builds and binds the nation's wall.

This is the land where hate should die--
 Though dear to me my faith and shrine,
 I serve my country well when I
 Respect beliefs that are not mine.
 He little loves his land who'd cast
 Upon his neighbor's faith a doubt,
 Or cite the wrongs of ages past,
 From present rights to bar him out.

This is the land where hate should die--
 This is the land where strife should cease,
 Where dark, suspicious fear should fly
 Before our flag of light and peace,
 Then let us purge of poisoned thought
 That service to the state we give,
 And so be worthy, as we ought, of the great land in
 in which we live!

--Denis A. McCarthy--

1. From "The Harp of Life" by Denis A. McCarthy

Suggestions for Oral and Written Work

1. Tell in one clearly-worded sentence what the poem means to you.
2. What is the meaning of the underlined words in this quotation:

"every people here has sent
Its sons to answer freedom's call."

3. In what way does the author of this poem think he can serve his country well? (You can find the answer in the second stanza.)
4. The poet does not believe the past wrongs of a people should keep them from enjoying present rights. What do you think about this?
5. Why should this of all lands be the place where "strife should cease" and "hate should die"? Think carefully about this question before giving your answer. As your opinion is worth as much as your neighbor's, try to tell what you think.
 Writing down your ideas on this question will help to put your reasons in order and to improve the clearness of your sentences.
6. What lines in this poem mean the most for you? Explain these lines.

To the Student: Do you like poetry? If you do, here is a good way to add to your enjoyment of it. Get a small, pocket-size notebook and copy in it from time to time lines of poetry which strike your fancy. Put down, also, the author's name and the name of the poem from which the lines are taken. Within a short

time you will find that you have a book which you prize highly, for herein you will have the names of poets whose other works you can read with interest--and probably with a delight; you will have apt quotations at hand for various occasions, and best of all you will have a source of pleasure which will enrich you with each rereading.

Lesson 2

Sentences and How to Build Them

Sentences, like houses, have an essential inner framework. When we look at a house, we do not think about its studding, beams, and rafters hidden within its more attractive exterior. We accept the finished product without a thought about its construction, for we know we shall not be called upon to build a house. However, we all must be builders of sentences if we are either to write or to speak, as all complete ideas are expressed in sentences. Sentences may be as different as houses are, yet like houses sentences have a plan of inner construction common to all. Words are the material used in building sentences. This is a beginning.

Subject	Predicate
(Something named)	(Something said about the thing named)
Girls	study.
Geese	hiss.
Children	play.
Men	work.
Babies	cry.
Boys	run.
Birds	fly.

The examples just given are sentences stripped of all but their absolute essential elements. These two elements or parts, called the subject and predicate, are on a level of equal importance in the

sentences, for to say anything, something must be named and then something said about this thing named.

What do you call the part of the sentence that names something?

What do you call the part of the sentence that speaks about the thing named?

Exercise 1

1. Give orally five sentences of but two words each.
2. Write ten similar sentences, labeling the two parts.

There is sometimes a third element in a sentence which when it occurs is placed on an equal footing with the subject and predicate. This third part of a sentence is called the object or complement. The object or complement of a sentence answers the question what or whom about the predicate.

Subject (Something named)	Predicate (Something said or done)	Object or Complement (Something receiving action or finishing predicate)
We	played	ball.
Children	ask	questions.
They	study	history.
Pioneers	are	beginners.
They	were	friends.
Boys	fly	kites.

Exercise 2

1. Give ten oral sentences that contain these three parts.
2. Write these ten sentences and label their three parts.
3. The examples above show sentences in their normal order.

What part of a sentence stands first? second? third?

Reading Exercise

1

A few years ago Helen Keller toured the country speaking on the subject "Happiness." After each lecture the audience was given a chance to ask her questions. Everything from the sublime to the ridiculous was asked. Her ready wit was shown in the following:

Gentleman: "Can you feel colors?"

Helen Keller: "Yes--I can feel blue."

Exercise for Testing Yourself

1. Who is named in the first sentence of your reading exercise? What did she do? What did she tour? Can you give the three proper names to these sentence parts?
2. What does from the sublime to the ridiculous mean?

1. Adapted from an example of repartee in Reader's Digest, March 1930 and used by permission of the publishers.

Lesson 3

Sentence: Analyzing and Building Them

Each of these sentences has a subject and predicate. Some have an object or complement. Read the sentences aloud and then see if you can find these parts.

1. Every man paid his bills promptly.
2. The best-loved mountain in Japan is the beautiful snow-capped Fujiyama.
3. Each year we celebrate Washington's birthday as a holiday.
4. The owner of the car was gone.
5. "And the woods, against a stormy sky,
Their giant branches tossed"
Hemans
6. Each automobile in the United States uses nearly five hundred and sixty gallons of gasoline a year.
7. Eight states have no speed laws on open roads.
8. "The brave men, living and dead, who fought here have consecrated it far beyond our poor power to add or to detract"
Abraham Lincoln
9. Through the mud and rain we made our way to the next small village where our friends awaited us.
10. A California hotel is often a small village of cottages with the central building but slightly larger than the others.

List the sentence elements in outline form as suggested below.

Here is a beginning:

Subject	Predicate	Object or Complement
1. Man	paid	bills

Exercise 2

Supply the missing part in each of the sentences below. Remember that many sentences have a subject and predicate only.

Subject	Predicate	Object or Complement
1. _____	are paved.	
2. (This) theatre	_____	(two thousand) people.
3. Genius	_____	(hard) work.
4. I	have finished	_____
5. _____	wish	to be free.
6. Fruits	_____	
7. Many	have	_____
8. _____	watch	(the) traffic.
9. _____	is	(his) brother.
10. Hospitality	_____	(their) habit.

Exercise 3

Fill the blanks below with words that give meaning to the sentences. Tell in each case whether you have supplied subject, predicate, etc.

1. Books _____ pleasure.
2. She is my _____.
3. When company comes, we play _____.
4. _____ don't understand English.
5. We had just enough _____ to catch the train.

6. Many people _____ hours getting ready to begin to work.
7. To understand John, _____ must know his family.
8. Superstitious people never _____ under ladders.
9. Bees make _____ that excels all substitutes.
10. _____ enter their house without knocking.

Choose what you need from the words below to make at least three sentences.

For subjects, objects or complements: boys, letters, thoughts, people, man, driver, table, story, question, machine, reason, work, days, nights, brain, work.

For predicates: drives, answer, speak, will write, told, decided, invents, has broken, was taken, shall finish, was told, uses, were received, requires.

In what order have you placed the parts of your sentences?

Lesson 4

How Sentences Grow

Just as lath, plastering, and perhaps paper and pictures are added to the studding of a house, so additions and decorations of a like kind may be added to the framework of a sentence. Your experience in reading and talking tells you that most sentences are longer than two or three words. The additional words are, however, related to the essential parts already studied. They complete and decorate the sentence and are called modifiers.

A dull, grey morning broke cheerlessly.

Our best friends quickly forget our faults.

Beautiful flowers are his one great pleasure.

The modifiers of subjects, objects, or complements usually precede the words modified.

The modifiers of the predicate sometimes precede and sometimes follow the word modified. (Notice the predicate modifiers in the examples preceding.)

Exercise I

Underline subject, object or complement modifiers once; underline predicate modifiers twice. Then read the sentences aloud. What have the modifiers added to the sentences.

1. A noisy little stream rambled cheerfully on.
2. Take away the unfinished sewing.
3. His study lamp burned nightly.
4. He is a thoughtful and a clever lad.
5. His apology quickly ended their long quarrel.
6. The Middle Western prairies were his true home.
7. Come early or late.
8. Her first few sentences explained the strange happening.
9. The autumn rains will soon begin.
10. That grey old house has long held a mysterious secret.

Exercise for Oral Work

Use the following modifiers in sentences.

easily	over and over
wakeful	important
slow	perhaps
now	young
enormous	quickly
daily	happy
endless	unwillingly
tired	short
everywhere	angrily
patient	alone

Exercise for Writing

- (1.) Using the three examples given early in the lesson as models, write three original sentences. Place your modifying words as they are placed in your model sentences.

- (2.) Write a short original paragraph describing a classmate. Do not tell his name. If you have chosen and used your modifying words well, we can guess who he is.

Lesson 5

The Sounds of A-E-I-O-U

These five letters of the alphabet a-e-i-o-u, are called vowels. Each of these letters has several different sound values. The varying sounds of these letters are distinguished in the dictionary by means of marks over the letters. The most common marks used are these:

- called the macron used to mark a long sound.
- ◌ called the breve used to mark a short sound.
- ¨ called the dieresis used to mark an Italian sound.

The study of key words will help you to learn the various sounds represented by each letter and will make your use of the dictionary valuable.

	ā as in āle		ē as in ēve
A	ǎ as in ǎm	E	ě as in ěnd
	ä as in ärm		
	ī as in īce		ō as in ōld
I	ÿ as in ÿll	O	ö as in ödd
	ū as in ūse		
	U		
	ů as in ůp		

By referring to the key words given in the lesson, pronounce each of the following words correctly:

fāte	mūte	nōte
lābor	ādd	tūb
fār	sērēne	pālm
mēte	pūre	ōver
sīght	tōrrīd	fōrēst
ādmīt	īnspīre	fāce
wōlder	āccēpt	ēat
stūdy	mēt	ōnward
pīty	hābīt	ūs
ārt	fārther	ūsūal

Look up these words in the dictionary and copy down their vowel marks. Pronounce these words:

vacant	defend	change
utter	entire	close
large	ocean	am
import	occur	bend
ideal	secure	child

To the Teacher: This lesson is given to establish the habit of using the dictionary as an aid in pronunciation. If it seemed advisable more marks and sounds may be taught at this point.

Lesson 6

Compound Parts of a Sentence

Work and play should go together.

Boys and girls sometimes need encouragement.

In each of the preceding sentences there are two subjects for one predicate. Such a construction is called a compound subject. (A compound subject may, however, name more than two things; that is, it may have two or more elements.)

The men talked and laughed for an hour.

Although the man is blind, he reads and writes well.

These sentences show that predicates as well as subjects may be compound.

He attended high school and collège in Canada.

She is my sister, my critic, and my friend.

In the first of these sentences there is a compound object; in the second sentence there is a compound complement of three elements.

Likewise, compound modifiers occur almost as frequently as any of the compound parts shown above.

Exercise I

Point out and name the compound parts which you find in these sentences:

1. They visited China and Japan for a year.
2. The boy's imagination and love for travel were set fire by the stories.
3. Pay the bill and keep the receipt.
4. George and I are readers and admirers of your books.
5. Fill out and send the coupon today.
6. Frank and Robert bought and sold old books and pictures.
7. We had red and yellow tulips in our garden last year.
8. Stop, look, and listen for cars.

Exercise for Oral Work

Answer these questions in complete sentences:

1. Would you laugh and talk if you were bothering someone?
2. Can you sleep or rest when it is noisy?
3. Do both men and women like this book?
4. Have you asked your mother and father?
5. Will you and your brother come to see me?

Written Exercise

Write a connected paragraph using these compound parts:

whistled and tooted	in the towns and cities
smoke and cinders	yellow and dry
trees and fields	rocked and halted
hot and dusty	men and women
cool and green	tired and dirty
buildings and streets	read or slept

Exercise for Testing Yourself

Can you build a sentence according to these instructions?

Compound subject, simple predicate, modifier of the predicate,
compound object.

How Sentences Grow: Clauses

While they traveled

If he has finished his work

As John knows the way

Since such sentence fragments as those above contain a subject and a predicate, with or without an object or complement, students sometimes mistake them for sentences. They are unlike complete sentences, however, in that each sentence fragment of this kind is introduced by a word that shows its thought to be incomplete. We call such a sentence fragment a dependent clause because its thought depends upon that in the rest of the sentence in which it is found.

Here are some of the words commonly used to introduce dependent clauses: While, if, as, since, although, because, when, where, why, how, who, which, what, that, so that.

Exercise I

Tell which of the following are complete sentences and which are dependent clauses:

1. Lincoln was known for his wit.
2. when the day is stormy
3. that the books were delayed
4. As I told you yesterday
5. Write me all the news.

6. How it feels to be poor
7. If I were you
8. No one spoke for a few minutes.
9. Who is seven years old
10. While he was talking

Dependent clauses are usually modifiers. Sometimes, however, a dependent clause is used as one of the parts of the sentence framework; that is as subject or object. Study the analysis of each sentence below to learn the use of the dependent clauses.

1. While they traveled, they studied.
2. Our friends who were with us spoke French.
3. That he failed was no disgrace.

Subject	Predicate	Object or Complement
1. They	studied ↑ <u>while they traveled</u>	
2. friends ↑ <u>our</u> ↑ <u>who were with us</u>	spoke	French
3. that he failed	was	disgrace ↑ <u>no</u>

which sentence contains a dependent clause modifying the predicate? Which sentence contains a dependent clause modifying the subject? What dependent clause is used as the subject of the sentence?

Exercise 2

Analyze the sentences in this exercise as they are analyzed in the preceding examples.

1. The speaker who puts his listeners at ease is usually a success.
2. Although Ireland is a small country, her people are found in every land.
3. Whenever the little girl spoke, she was corrected.
4. How he lost the money was never explained.
5. The good deeds that people do live after them.

Exercise 3

Write sentences using in them as modifiers the following dependent clauses:

as long as it was raining

when I last heard from him

who knows better

if you will believe me

where the climate is warmer

why he forgot his books

because he is unselfish

which pleased me

so that I can understand you

whom you met last year

Lesson 8

How Sentences Grow: Phrases

To understand his story

Hanging up his coat and hat

Without a word

Above are three fragments of sentences, smaller than dependent clauses that are called phrases. A phrase is even less like a complete sentence than a dependent clause is, for a phrase does not contain a subject and predicate. Like dependent clauses, phrases modify or are used as some one part of a sentence.

1. I wanted to understand his story.
2. John, hanging up his hat and coat, was the picture of dejection.
3. He answered with a few words.

Subject	Predicate	Object or Complement
1. I	wanted	to understand his story
2. John	was	picture
	<u>hanging up his hat and coat</u>	<u>the</u> <u>of dejection</u>
3. He	answered	<u>with a few words</u>

Tell whether the following are complete sentences, dependent clauses, or phrases:

1. To begin with
2. Watch your step.
3. Opening the door
4. whenever I drive the car
5. He enjoys a good joke.
6. By the side of the house
7. To tell the truth
8. Do you want something?
9. In the house
10. Being a jovial man

Exercise for Written Work

Use these phrases in sentences. Remember that a modifying phrase usually stands as close as possible to the word it modifies.

- | | |
|-------------------------|-----------------------------------|
| 1. at home | 6. to wait but five minutes |
| 2. to take such chances | 7. visiting her cousins |
| 3. like true gentlemen | 8. to spend the afternoon at home |
| 4. granting his request | 9. with your permission |
| 5. near the door | 10. driving a car |

Exercise for Oral Work

Expand the sentences below by filling the blanks with phrases:

1. The boys _____ must be good sports.
2. A wedding there was an event _____.
3. Do you want _____ ?
4. The speaker _____ was very nervous.
5. _____ there was no one that we recognized.

Reading Exercise

¹Americans use many expressions which are heard in this country alone. People in America often say "Well, he takes the cake" when speaking in admiration or in fun of some person who has made himself noticeable. This expression was first used in the negro cakewalk common in the Southern States. Couples walked around a cake prepared for the event, and judges awarded the prize to the couple who walked most gracefully. This couple were said "to take the cake". This expression has grown so common that it is now used without a thought of actual cake or the way in which it originated.

Suggestion for Talking

Tell about some other peculiar expressions you have heard used in America. If you do not know the meanings of these expressions, ask your classmates; perhaps they will know.

¹Adapted from W. S. Walsh "Handy Book of Literary Curiosities," published by The J. B. Lippincott Company

Lesson 9

Compound Sentences

I lost my gloves, and Margaret lost her purse.

The work was hard, but everyone enjoyed it.

If the words and and but were omitted from the examples above, each sentence would immediately become two sentences instead of one.

Thus:

I lost my gloves. Margaret lost her purse.

The work was hard. Everyone enjoyed it.

Besides the words and and but, the words for, or, and nor join together simple sentences into compound sentences.

Exercise 1

Tell which of the following are compound and which are simple sentences. (Remember in order to have a compound sentence there must be a subject and predicate on both sides of the conjunctions and, but, for, or, and nor.)

1. The crowd yelled and cheered.
2. He is either reading a book, or he is playing ball.
3. Everyone was examined, for the disease was spreading rapidly.
4. Thrift is as essential in study as in business.
5. The land is fertile and rich in this valley.
6. They enjoyed the sea voyage, but they were glad to see land.
7. We came home early, for we were tired.

8. We were old friends, and we had not seen each other for years.
9. The music stopped, and the curtain rose.
10. Where were you going, and what was your hurry?

Exercise 2

Supply joining words which will unite two simple sentences into one compound sentence:

1. I should like to go. I cannot spare the time.
2. Frank bought a new pen today. Alice bought a new book.
3. Come early or late. You are welcome at anytime.
4. I have forgotten your name. I remember your face.
5. I must write a letter today. My parents will worry about me.

Exercise 3

Make compound sentences of the following by adding to each another complete idea of related thought:

1. The work looks easy, but _____.
2. Tomorrow is a holiday, and _____.
3. I think that it will rain soon, for _____.
4. He is not friendly, but _____.
5. Either the books have been lost, or _____.

Exercise for Testing Yourself

1. Write five simple sentences.
2. Write five compound sentences.

3. What words may join two or more simple sentences into one compound sentence?
4. What is the difference between a compound sentence and a sentence with a compound subject or predicate?

Give examples to illustrate your answer.

5. Can you write a compound sentence containing at least one compound subject and one compound predicate?

Lesson 10

1
From the Philippines to AmericaPart I.
The Leave Taking

Although the day was clear and the sun bright, there was no beauty in the day for me, because on this morning of November, 19—, I was to part from my mother, my family, and my friends. After an early breakfast, my cousin Manuel and I started on our way to New Washington, where we were to get a steamship for Manila. My family and many of our friends in Ibaday accompanied us as far as Campo Verde, the name of a mountain which translated into English means "the green field." At a small bridge that crosses a quiet little brook near Campo Verde we halted, shook hands with all of our friends, and bid them good bye.

After our friends had left us, we sat and waited for a motor car to take us from this place to Calivo, a town near the seaport of New Washington. My mother, who sat by my side, said to me: "Now, my boy, the moment of your parting from us has come. Remember, my son, that you have a mother, a brother, sisters, and a country where you belong. Be honest; try to keep your faith in God, who is just to everybody and do not give up the religion that I have taught you. When you have time, write to us. Drop a letter at least once each month and tell us what you are doing. I feel that I am growing old; so try to come back to see your mother again."

1. Closely adapted from a Filipino student's account of his coming to America and used with his permission.

After giving me this gentle advice, she lowered her eyes and bit her lip. When she could no longer restrain the pressure of tears within her eyes, she clung to me and sobbed like a child. Poor, dear mother! That morning I had been puzzled about her appearance. For the first time in her life she had looked to me like an old woman whose youth and happiness are passed. My mother is not really old, but her worry and grief at my leaving made her look so. In order that she might be comforted, I put my arms about her protectingly.

When she had finished sobbing, I patted her hand gently and said as gaily as I could, "Mother, surely you know why I have made up my mind to go to America with my cousin? I want to have an adventure and to see the world. You cannot keep me always at your side, mother-- a grown boy like me. Besides, I want to bring back to you some of those magnificent things from America that are told about in the books and magazines. Then, too, I want to add to my education and see whether or not America possesses race equality."

My cheering words to my mother were interrupted by the arrival of the car that was to take us to Calivo. My cousin put all the baggage into the car while I bid my brother and sisters goodbye and kissed the hand of my mother. This is the symbol of filial love in our country on the part of a child to his parents: "God be with you, and, Jose, be careful of yourself," she said falteringly.

As the motor of the car started, I embraced my mother once more and said, "Oh mother, how painful it is that I must leave you. Good-bye! Goodbye!" I turned quickly and hurried into the waiting car, for our hearts were heavy at this parting.

Our chauffeur was a man about thirty years old. He was dressed in a white camisachino (short coat) and a white pantalon estrecho (well-ironed trousers), He spoke pleasantly with us, but everything about him from his neat appearance to his dignified bearing showed that he was alert for business.

As the car was driven slowly up and down the hills over the zigzag road, I could still see a part of our town half-hidden among the coco-nut groves near the seashore. At the southern end of the town I saw vast fields lying grey and bare, for this was the season when the rice had just been harvested. When the car went racing down the hills, I was frightened almost to death, but at other times I enjoyed breathing the fresh tropical air that sailed by us. As we rode along, I noticed the Cogon grass growing by the sides of the road and up over the nearby hills. The leaves of this grass are long and slender and as the wind blew, it billowed and fell like the waves of the sea.

After riding for an hour up and down hills, we came to a level stretch of road. Here the chauffeur increased the speed of the car to more than fifty kilometers an hour. At this speed the grass, the coco-nut trees, and the houses in the distance before us seemed to be running away, with us in pursuit.

As we had traveled at a fast rate all the morning, we reached the Aklan River by lunch time. Here we left our driver, and after eating our lunch, crossed the river in a boat which was attached

1. A kilometer is a measure of length in the metric system. It is nearly five-eighths of a mile in our system of measurement.

to a big cable stretched across the river high above us. The boat in which we rode might be transferred from one side of the river to the other either by those in the boat paddling or by someone on the opposite bank pulling it across. Manuel and I preferred to paddle. It took us about ten minutes to row the boat safely over to the other shore, and it cost us only ten centavos for the ride. After getting out of the boat, we walked about a half kilometer through a banana field to another branch of the same river. As we had to cross this branch also before entering Calivo, we decided this time to have our boat pulled across. We were across the river in a very few minutes, but our ride cost us twenty-five centavos.

We arrived in the town of Calivo at about two o'clock in the afternoon. The town has one big plaza, and many narrow, clean little streets lead into it. Most of the houses are made of wood, nipa, and bamboo. The town seems to fit into its surroundings, and I thought it very beautiful. We crossed to the center of the plaza where we saw a statue of Dr. Jose Rizal. The statue is moss-covered, but its meaning remains undimmed. Rizal's right hand is raised before him with one finger emphatically pointed as if he were delivering a speech to arouse his people. At his back is a file of books, and in his left hand he holds a half-folded paper which represents our former constitution. Below the statue is the figure of a typical young Filipino woman, whose head is bowed with grief as she gazes at a coffin before her. Her left hand gathers her long skirts

1. A centavo is equal to one-half cent in American money.

at one side. While her right hand holds a wreath of flowers which she is about to place on the coffin. The entire monument symbolizes the hardship of our people during the Spanish administration.

Growing tired of wandering around, we decided to go to the seaport. We arrived here just in time to get our tickets for Manila.

Lesson 11

Review of Sentence Building

1. (The) boy answered.
(Subject and predicate)
2. (The) boy answered (the) questions.
(Subject, predicate, and object)
3. The small boy answered the difficult questions easily.
(Subject, predicate, and object, with word modifiers)
4. (The) boy with brown hair answered with ease the questions in arithmetic.
(Subject, predicate, and object, with phrase modifiers)
5. The small boy with brown hair answered with ease the difficult questions in arithmetic.
(Subject, predicate and object, with word and phrase modifiers)
6. Because he had studied his lesson carefully, (the) boy who sits here answered (well) (the) questions that were asked him.
(Subject, predicate, and object, with clause modifiers)
7. Because he had studied his lesson carefully, the small boy who sits here answered well the difficult questions that were asked him.
(Subject, predicate, and object, with word and clause modifiers.)

8. Because he had studied his lesson carefully, the small boy with brown hair who sits here answered well the difficult questions in arithmetic that were asked him.

(Subject, predicate, and object, with word, phrase, and clause modifiers.)

In the examples above, sentences are built up from their first essentials to varying degrees of length and complexity by the addition of word and group modifiers.

Exercise 1

Beginning with the subject and predicate, Jack studied, as sentence No. 1, build a series of sentences following the examples preceding as models. In sentence No. 2, add an object; in No. 3, add modifiers, etc.

Exercise 2

- | | |
|---------------------|----------------------------|
| 1. The men laughed. | 4. The carpenter finished. |
| 2. Mother sewed. | 5. We read the paper. |
| 3. Mary tried | 6. The boys left. |

Use the following words, phrases, and clauses to expand the brief, preceding sentences.

- | | |
|-------------------------------|---------------------------------|
| 1. While the man spoke. | 16. for his actions |
| 2. At the jokes | 17. at nothing |
| 3. long and heartily | 18. our, your, his, her |
| 4. to understand him | 19. skilled, tired, experienced |
| 5. always, carelessly, neatly | 20. that knew her |
| 6. hastily, well, at once | 21. without saying a word |
| 7. to reach home early | 22. in order to get a ride home |

- | | |
|--------------------------------|----------------------------------|
| 8. as if it were a story | 23. when I tried to speak French |
| 9. long into the night | 24. who own the store |
| 10. forgetting himself | 25. having found new friends |
| 11. to earn a living | 26. if anything went wrong |
| 12. because it was six o'clock | 27. gay, dear, old, today's |
| 13. who was the youngest | 28. for an hour or more |
| 14. driving the car | 29. after we heard the news |
| 15. to discover the reason | 30. before the mail came |

Exercise 3

Rearrange the words below so that they will form sentences. Place your subject, predicate and modifiers in the best order possible.

1. Tomorrow come at ten o'clock.
2. All by members of the conventions of the hotel rooms were engaged.
3. They if their friends arrive today are to let us know.
4. People most in the world are with good enough satisfied too easily.
5. we where he was going asked him.
6. In the country started out one day our family for a ride.
7. A new suit much added and hat to his appearance when we saw him again.
8. Don't tell to your best friends even if you wish it kept a secret.
9. This ink that I bought is supposed black to be but blue it is.
10. Although sometimes lonely and unhappy, he for his gaiety was known widely and his wit.

Exercise for Testing Yourself

1. Write a simple sentence.
2. Write a compound sentence.
3. Write a simple sentence containing word modifiers.
4. Write a simple sentence with a compound subject.
5. Write a sentence containing a dependent clause modifying the predicate.
6. Write a sentence with a phrase modifying the subject.
7. Write a sentence containing both word and phrase modifiers.
8. Write a sentence containing word, phrase, and clause modifiers.
9. Write a sentence with a dependent clause used as the object.
10. Write a compound sentence containing word, phrase, and clause modifiers.

Exercise 4

Fill the blanks with clauses which will add meaning to the sentences.

1. The school _____ usually conducts a class in newswriting.
2. _____, the crowd cheered.
3. Just last summer I saw _____.
4. The boy _____ must be quick and careful.
5. His forgetfulness proved _____.
6. We asked our old neighbors _____ to make us a visit.

7. _____, you would like traveling by bus.
8. _____, he talked _____.
9. In the summer boys _____ work to get money for their expenses.
10. _____ seemed impossible to men _____

Exercise 5

Fill the blanks below with suitable phrases. Which of the phrases that you have added modify?

1. The boy's great ambition was _____.
2. The author _____ gave his characters strange names.
3. A mistake _____ was followed _____.
4. _____ seemed best _____.
5. We saw him there _____.
6. A small bridge crossed the river _____.
7. The work lasted _____.
8. If you drive here again, stop _____.
9. This pen _____ does not write well.
10. Manufacturing industries grew more rapidly _____ than _____.

Lesson 12

Greetings

Learn these greetings carefully and then practise using them, dramatizing the situation to suit the case.

"Good morning! How are you today?"

"I am well, thank you, but I think it's rather cold; don't you?"

"I certainly do."

"How do you do, Mr. Elton."

"How do you do; how are you today?"

Very well; thank you?"

"Good evening, Mrs. Davis. Have you heard from your daughter recently?"

"Good evening. Yes, she is now back at work and feeling much better."

"Good morning."

"Good morning; how are you?"

"I am very well; thank you."

"Good afternoon. How do you like the weather?"

"I don't like it, but we have needed rain for a long time."

"Hello, Bill."

"Hello, Sam. Where are you going?"

"Down town to buy some books; come along."

"Can't; I have to go home now. Come over tonight."

"All right, I'll come if I can."

Tell who you think is speaking in each of the six examples of greetings given above.

Greetings may be of almost endless variety. A greeting should be accompanied with smile and a nod. Just as we are glad to meet people that are pleasant, so others are glad to meet us when we look happy. Brighten someone's day with a smile when speaking; don't be glum.

Make up brief suitable greetings for the following situations. You may use some of the expressions in the greetings above when they are appropriate. Dramatize your greetings.

1. A young man meets an intimate friend.
2. A young man meets a doctor whom he knows well.
3. A student meets a teacher.
4. A young man meets an acquaintance; these two have classes together.
5. A young man meets a friend whom he has not seen for a long time.
6. A girl meets a close friend.
7. A student meets a girl who is in his classes.
8. A young man meets a woman older than himself.

Lesson 13

Verbs in the Present Time. The S Ending

The third person singular form of the verb adds s in the present tense.

I talk.		He talk <u>s</u> .
You talk.		She talk <u>s</u> .
We talk.		It talk <u>s</u> .
They talk.	but	The man talk <u>s</u> .
The men talk.		The child talk <u>s</u> .
Children talk.		The radio talk <u>s</u> .

Third person means somebody or something talked about.

Singular means one in number.

Exercise 1

Fill the blanks with verbs in the present tense which will give meaning to the sentence. Watch your verb endings carefully, as as to use s correctly.

1. Many people _____ automobiles.
2. They _____ their cars for business and pleasure.
3. This man _____ his own car.
4. That woman _____ a chauffeur to drive her car.
5. Many automobiles _____ traffic problems in large cities.
6. Traffic _____ greater each year.
7. Boys _____ to drive cars.
8. As I _____ no car, I _____ on the street car.
9. You _____ how to drive, don't you?

10. This salesman _____ all purchasers of cars how to drive.

Exercise 2

Add present tense verbs to the following and expand into sentences.

1. At nine o'clock the bell _____.
2. When it snows, he _____.
3. Sometimes, Alice _____.
4. Now the car _____.
5. Tonight the weather _____.
6. At intervals the choir _____.
7. Often she _____.
8. Every morning the bird _____.
9. Each day it _____.
10. These pleasant afternoon the invalid _____.

Change the preceding sentences so that the subjects are plural; then make the necessary verb changes, to correspond with the subjects.

Tell how you can recognize a third person singular subject.

1

Dictation Exercise

When a man drives a car, he usually drives with a certain destination in mind. Men drive rapidly as a rule. When a woman drives a car, she usually drives more slowly and carefully. Women often drive for pleasure. A car goes at different rates of speed.

Read the dictation aloud and check your errors. How many of the verbs on your paper end in s?

1. To the teacher: This is the first of the dictation exercises that are given in this book. If this first exercise is dictated at an average rate of speed, the different abilities of the students to understand English when spoken at a normal rate of speed can be checked. The slower repetition of the same exercise with a gradual increase in speed from day to day may be advisable for several days if many words are omitted or misheard. The teacher should take account of the sounds which each student confuses, and give to each individual according to his needs the special sound exercises that are found elsewhere in this book. Short original sentences containing words, sounds, and expressions which students have failed to hear correctly in their regular dictation work should be given each day to the students as special work either at their desks or at the blackboard. Perseverance is needed for dictation work, but its reward is great.

Exercise for Oral Work

Tell three things a car does, using "A car" as the subject of your sentences.

To the Student: Keep a daily list of all the words and expressions in your dictation work which you did not write down correctly. Put the lesson number and date at the end of each list. See how quickly you can reduce the number of your mistakes.

Lesson 14

Verbs in Past Time: Their Pronunciation

Most verbs simply add ed to the present in order to form the past tense.

Present

I talk

You work

The men wait

Past

I talkedYou workedThe men waited

Exercise 1

Change the verbs in the following sentences from the present to the past tense:

1. My friend John looks for work.
2. He wants to work after school hours.
3. A grocer asks him his reason for wanting to work.
4. John states honestly that he needs money to go to school.
5. The grocer hires John to deliver his goods.

Exercise 2

1. Make up five original sentences telling what John did at his work.
2. Notice that the word hired is but one syllable while needed is two. Pronounce these two words aloud. When the past endings, d or ed, are added to the present form of the verb which ends in d, t, or te, an extra syllable is thereby added.

Pronounce

answered

hated

wanted

started

closed

owned

landed

visited

Dictation Exercise

The tourists to California visited San Francisco the first day. The next day they wished to visit the University of California. They crossed the bay to Berkeley. While crossing, they noticed a great white shaft standing against the hills. They learned this was the pride of the university campus. Once at the University, they walked about on the green lawns and visited the halls, the library, and the union building.

Read the dictation aloud.

How many verbs in your dictation work end in ed?

Pronounce the verb in your dictation work that adds an extra syllable in its past tense.

How do you change a verb from the present to the past tense? Tell when you pronounce past verbs with an extra syllable.

Exercise for Oral Work

Tell of a visit which you made to a college campus, or tell of a trip to San Francisco or to any large city.

Lesson 15

Verbs after There

A sentence beginning with there has its subject following the verb.

Note this subject closely as the verb must agree with it.

Singular subject and verb:

There is a book of mine at your house.

There was a car at the gate.

Plural subject and plural verb:

There are many flowers in this state.

There were reasons for his actions.

Plural means more than one.

Exercise I

Fill the blanks in the sentences below with is, are, was, or were according to the intended meaning of the sentence.

1. There _____ many fruits in California.
2. In irrigated sections there _____ oranges, grapes, figs, and pears.
3. There _____ a great variety of climate in California, also.
4. There _____ little snow in the winter.
5. There _____ many gold-seekers who came to California in 1849.
6. Now there _____ more farmers than miners in this state.
7. There _____ a time that California belonged to Spain.
8. Now there _____ only a small section belonging to Mexico.

9. There _____ many old Spanish missions along the California coast.
10. There _____ Indian tribes in this state.

Exercise 2

Finish these sentences by supplying subjects:

1. There is _____
2. There are _____
3. There were _____
4. There was _____
5. There are _____

Read your completed sentences aloud.

tell how you know when to use There is instead of There are.

Dictation Exercise

There is much work done these days on the great dams of California. There is, likewise, a good reason for this work. In California there are great pieces of land that need water. An irrigation dam stores the water for these sections. There are now many fertile acres that once were waste lands.

Read the dictation aloud.

Point out the subject of each sentence.

Read the sentence again that uses the s ending for verbs in the present time.

Exercise for Oral work

Tell what a dam is used for and describe one you have seen.

He thought he had the right answer.

Try to write us once a week.

8. dear

deer

The thought of winning was dear to him.

We saw five deer eating in a quiet valley.

9. ate

eight

The boys ate four times each day.

They went to school at eight o'clock.

10. sun

son

The sun seldom shone during the winter.

The mother and son look alike.

11. would

wood

He would often repeat the same story.

He collected different kinds of wood.

12. seen

scene

He had seen the man's face somewhere before.

The familiar scene made me happy.

13. hear

here

We always hear good news from you.

He came here five years ago.

14. piece

peace

He ate a piece of pie each day.

Peace and harmony dwell together.

15. one

won

Bring only one friend with you.

He won the book as a prize.

Exercise I

Choose the correct word for each of the sentences below:

1. He has no (right, write) to claim the property.
2. (No, know) one would recognize him now.
3. He often (ate, eight) without saying (won, one) word.
4. That was a (dear, deer) experience for him.
5. (Would, wood) you care to travel in Iceland?
6. The (son's, sun's) rays are strongest in summer.
7. (Hear, here) he found the books that he wanted.
8. When he went to (by, buy) the book, it had been sold.
9. (Piece, peace) between all nations is his dream.
10. (One, won) mistake was considered fatal.
11. She had never (scene, seen) the ocean before.
12. We drove (threw, through) the outskirts of the town.
13. I do not (know, no) where to (buy, by) a new suit.
14. (Right, write) as soon as you arrive.
15. He tried to (by, buy) the house (ate, eight) times.

Dictation Exercise

Would you buy a suit that you had never seen? The eight-year-old son of a friend of mine wanted a new suit. To keep peace, his mother asked me to buy him one. I had no time to shop, so I decided to write for it. I ordered it by mail. I knew I might not get the right size, but for once I had a piece of luck. The suit fit the boy

exactly, and his mother liked it, too.

There are sixteen homonyms in this dictation exercise.

Have you spelled them all correctly?

Lesson 17

Sounding T and D

Read the following sentences, taking care to distinguish your T and D sounds.

On that day they took turns.

They took ten dollars to the treasurer's desk.

If you have pronounced the words in the preceding sentence correctly, you need not drill on the practice work given in this lesson; but if you have had trouble in making a clear distinction between the T and D sounds, try making them according to these directions.

To make T place the tip of your tongue against the gum ridge just back of your upper front teeth. In pronouncing T, the breath comes out in a short puff. D is made with your tongue in the same position, but in making D, the vocal cords vibrate. In order to feel this vibration, place your forefinger and thumb on your vocal cords as you pronounce the words below in close succession.

ten - den

tense - dense

tear - dear

town - down

to - do

If the very first sounds of the preceding words are not distinctly different, these words will seem to be exactly alike.

Pronounce, also:

delay	deceive
deliver	except
demand	does
torn	attend
task	take

Read and write as dictation work:

1. Take time and get a drawing pad.
2. Don't drive too near the train.
3. The tired man at the desk doesn't take receipts.
4. This tenth delay demands attention.
5. I delivered everything except the receipt.

Lesson 18

Do and Did

Do and did are two common auxiliaries or "helping verbs." These two auxiliaries are always used with the present time of the verb which they help. They are used to show emphasis.

I do study my lessons well.

He did answer that letter.

Do, the present auxiliary, adds an es in the third person singular.

Did, the past auxiliary, never changes its form.

Remember that the verb following do, does, or did is always in the present time.

Thus:

I do work.

He does work.

You do work.

She does work.

We do work.

but

It does work.

They do work.

The machine does work.

The men do work.

The girl does work.

Which are the third person singular subjects in the examples above?

Did work is used with all subjects to express the past emphatic form of the verb work.

Exercise for Oral Work

Student #1: Tell in the emphatic form (do, does, or did with verb) at least three things that you do each evening.

Student #2: Repeat these sentences changing the subject I to he or she and the verb accordingly. (Repeat this procedure until each member of the class has been both Student #1 and Student #2.)

Exercise 2

Fill the blanks with do, does or did:

1. He ____ try to stop the car.
2. The girl ____ like her books better than she once did.
3. The boys _____ work harder this year than last.
4. They _____ play on the team last year, I am sure.
5. It _____ take time to walk up here each day.

Exercise 3

1. Write five original sentences containing does.
2. Write two original sentences containing do.
3. Write three original sentences containing did.

Exercise for Testing Yourself

1. What is wrong in each of the following sentences:
The man do go to work each day.
The clock did stopped during the night.
The pen does writes well.
2. Read the corrected form of the above sentences aloud.

Reading and Dictation Exercise

1

We do not understand how some people can always find a ready answer in an embarrassing situation. We do know, however, that ability for ready answers seems to be a gift. There is a story of this kind about a monologist in England. She had just come upon the stage when a cat came in and sat down beside her. The audience laughed and most of them did think the act was ruined. Quick as a flash the lady turned to the cat and said: "You get out. This is a monologue, not a catalogue."

Underline the uses of do and did in this exercise.

1. Adapted from a story in Reader's Digest, March 1930, and used by permission.
- Monologist is one who entertains or speaks alone.

Lesson 19

Verbs Showing Action Going On

To show action going on in the present time am, is, and are are the auxiliaries used with the verb form ending in ing.

To show action going on in the past time was and were are the auxiliaries used with the verb form ending in ing.

PresentAction going onI am driving.He is driving.We are driving.Regular form

I drive.

He drives.

We drive.

PastAction going onI was talking.You were talking.Regular form

I talked.

You talked.

Exercise 1

Fill the blanks with am, is, are, was, or were and the verb form ending used to show action going on:

1. You ___ look ___ for a new suit.
2. Your friend ___ wear ___ a brown overcoat.
3. I ___ wonder ___ if you found a good store.
4. Many stores ___ sell ___ their suits cheap these days.
5. My sister ___ read ___ that in the paper last night.

6. One advertisement read: "Suits ___ go ___ fast."
7. The weather ___ begin ___ to grow cold.
8. The autumn wind ___ blow ___ each morning.

Exercise 2

Read the preceding sentences aloud substituting the regular present or past tense form of the verb for the form here used showing action going on.

Dictation Exercise

When one is learning to print correctly, he must take great care in forming his letters. You are trying to master verb forms. It is therefore necessary to watch verb helpers and verb endings. Once a boy was writing a letter quickly. He wrote, "The sun is shine today, but yesterday it raining." Can you correct his mistakes?

Correct the quoted sentence in the dictation work.

Underline the verbs in the dictation that show action going on. Use these in original oral sentences.

Exercise for Oral Work

1. Tell the subjects you are now taking at school.
2. Tell the subjects you were taking last semester or last year.
3. Repeat the subjects taken by another student. Begin thus: "He is taking"-----etc.

To the Teacher: The future progressive form of the verb may be taught along with this lesson if the students are somewhat advanced and find the work very easy.

Lesson 20

Position of Verbs in Questions

In questions the subject commonly stands between the auxiliary and the verb.

Auxiliary	Subject	Verb	etc.
<u>Are</u>	you	<u>going?</u>	
<u>Does</u>	the man	<u>understand?</u>	
<u>Do</u>	you	<u>bring any news?</u>	
<u>Am</u>	I	<u>answering your question?</u>	
<u>Is</u>	the girl	<u>playing ball?</u>	
<u>Was</u>	he	<u>driving the car?</u>	
<u>Were</u>	the boys	<u>riding today?</u>	

Exercise 1

Rearrange these words in the proper order for questions:

1. The boys are driving a new car?
2. Is working your father these days?
3. That car does run smoothly?
4. Were watching many people the zeppelin?
5. My work well I am doing?

Exercise 2

1. Read aloud the questions you have rearranged in Exercise 1.
2. Answer these questions in complete sentences.

Dictation Exercise

The Graf Zeppelin made the first around-the-world flight in August, 1929. Did you see it when it passed over this state? Did you hear the pilot talk over the radio? Are you planning to fly across the Pacific Ocean? Do you think the zeppelin safer than the monoplane? Is the pilot Eckener greater than Lindbergh?

Answer orally the questions in the dictation.

In a question does the auxiliary verb precede or follow the subject?

Suggestion for Oral Discussion

Tell what you know of the Graf Zeppelin flight, or tell how you expect aviation to be developed fifty years from now.

Lesson 21

From the Philippines to America

Part II.
The Trip to Manila

As my cousin and I were about to go on board the ship which would take us to Manila, we saw lines of small boys along the wharf. They were shouting, "Give me your maleta! I will carry it for you."¹

My cousin jokingly said to one small boy, "All right, you may carry it for me if you really want to." The boy carried the suitcase with an air of great importance. When we were on the ship, my cousin said to him, "I want to thank you very much for the kind service you have given me."

The boy looked at him in surprise and said, "I don't want your thanks; I want the ten centavos. I cannot go to the picture show on your thanks. Please, give me ten centavos." The boy repeated his plea several times before my cousin felt he had teased him enough and gave him the money. From this incident we learned that the boys earn a few cents like this each day to spend for candy or amusement.

Once on board the ship, I began to feel lonesome. Half of my mind was back at home, and half of it was wondering about the strange place where I should soon be. Manuel saw me sitting quietly on the deck. To cheer me he began to tell me his experiences in Manila and in America, for he had gone to America alone five years before.

1. Maleta is a Spanish word for suitcase.

He told me many delightful stories about his visits in Manila and his life in America, but I only half listened to him. Finally, he rose and said, "What is the matter with you, Jose? You must not act like this. Try to talk and forget the worries that you have on your mind. They are making you look old." I heard his advice and knew I should follow it, but I could not help reviewing in my mind all the sweet memories of home.

As the ship got under way and began to travel swiftly, my cousin and I walked to the stern of the ship to have a last view of our home land, the island of Panay. The farther away the ship went, the smaller the island grew. An hour later it was only a small black shadow, and an hour after that again this shadow melted into the thin meeting line of the sky and the sea. That was the moment when we missed our island most.

Before going in to our cabin to rest, we took a turn upon the other side of the deck and arrived there in time to see the sunset. This sunset would have delighted the heart of anyone that saw it. The sun was big round, and golden as it hung just at the edge of the water. Its rays reflected upon the water and when the waves moved, the sun dazzled in the air like a swinging ball of fire. Twenty minutes later the sun had sunk beneath the water's edge.

Soon we heard a bell ring, and we went into the dining room for dinner. After our meal was over, we went back to the deck and found the moon was already shining. It was lonesome to look out at

the unending water, but it was sweet to breath the salty air. Watching the sailors, I began to wonder what made up their pleasures here on the sea. When they look about them, they see but the water and sky; when they listen, they hear only the monotonous sound of the waves and wind. These sights and sounds are their perpetual company." "Poor sailors," I said to myself thinking of these things.

The big clock in the cabin struck eight, and we felt it was almost time for us to go to bed. On one side of the ship, I now noticed several sailors resting together idly.

A few minutes later, I heard the music of their guitars. Each of them sang a solo. I have remembered a part of two of the songs. One ran like this:

"In a quiet valley,
Many miles away,
There lives my sweetheart," etc.

This song was sung in a slow, soft voice which rose and fell plaintively to the accompaniment of the strumming guitar.

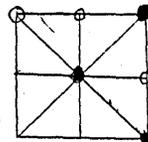
An old man sang another song which began:

"When I was young,
Somebody loved me.
Now that I am old
No one cares for me."

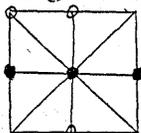
Someone interrupted him, saying, "That's just too bad!" and everybody laughed long and loud. Then I thought---so this, too, is the life of the sailors.

That first night on board the ship, both Manuel and I slept long and peacefully. We woke up the next morning in time for

breakfast, and we spent most of the day playing Dama. Dama is a game played on a marked pattern which looks like this:



Two people play the game, and each puts his stones down alternately with his opponent on one of the points where two lines meet. One may win the game by placing his three stones in one straight line, thus:



On the third morning the sky was clear and the sun bright. As it was hot and unpleasant inside our cabin, we did not stay there long but wandered out on the deck. I said to Manuel, "I think it would be much nicer if we stayed out here on the deck all the morning and watched what goes on." He agreed, and we sat down in chairs on the deck. The first thing we noticed was a rock putting out of the water and covered with grass. Manuel was surprised to see grass on this small rock so far away from the mainland and wondered how it came to be there. I marveled at it myself, but finally ventured an explanation.

"That rock has grown out of the sea," I said, "in the same way that all islands have, just as our own islands have come into existence."

I then began to tell him my theory, founded partly on my past reading and partly on my imagination. I began by saying that millions of years ago, no islands existed in the Pacific Ocean as we know them today. No one knew, likewise, that there were small formations of rock and coral growing under the sea, but after thousands and thousands of years had passed, these rocks appeared

above the surface of the ocean. Minute particles of dust carried by the winds settled on them. Often this dust contained seeds. These seeds grew, and the small plant life on the islands decayed and formed soil. Since soil is one of the chief sources of food for plants, each succeeding generation of plant life was bigger and stronger than the former one. "Now," I concluded, "that is my theory, and it is also my explanation of the origin of the Philippines. Don't you think I am right?"

"No," Manuel answered, "that story doesn't seem possible to me. I believe that God made all the islands when he created the world. If what you say were true, we might as well say that China and America are but big rocks or coral reefs."

I argued warmly for my theory now that my cousin rejected it. "You are not using your common sense, Manuel," I said. "It is only logical to believe that the growth of plant life has formed our islands, perhaps even our continents. If that isn't what has made them, I should like to hear your explanation," I ended.

"Why, I made them," one of the sailors said as he passed behind our backs carrying a bucket of water. Apparently, he had been listening to our conversation.

"Of course, why didn't we think of that!" we both said, laughingly. We shook hands, and thus our discussion closed.

By nine o'clock that same morning we were out of the China Sea. Just before we entered Manila Bay, we passed Corregidor, a small island in the mouth of the bay on which the American Naval

Base that guards the city of Manila is located.

As we came near the city, I was surprised and delighted at its appearance. Most of the houses are painted white with roofs of galvanized iron. Viewed from a distance, the city looks as if it were made of silver. Whenever I now think of Manila, I remember it as I first saw it, a gleaming city by a shining bay.

Lesson 22

More Helping Verbs with the Present Time

Besides do and did there are many other auxiliaries used with the present time of the verb. Shall and will are the most common of these. May, might, can, could, should, would, and must are also very common.

Exercise 1

Choose the correct verb form to accompany the auxiliaries used in the sentences below:

1. I shall (going, go) to see a show tonight.
2. You may (get, got) the money from me.
3. We should (enjoy, enjoyed) the show tonight.
4. Our friends must (remember, remembered) to get some flowers.
5. They could (buy, bought) their flowers on the street corner if they wished.
6. I might (getting, get) some for you.
7. They will (came, come) from the country.
8. Flowers can (grow, grew) better in rich soil.
9. You may (took, take) the flowers home.
10. You should (try, trying) to raise your own flowers.

Exercise 2

Keeping in mind the word order of questions, change all the sentences in Exercise 1 to questions. Read your questions aloud.

Dictation Exercise

Would you like to own a plot of ground? Most people can grow flowers if they will try. Flowers must have sun, air, water, and the right kind of soil. The soil may be sandy for some flowers. Others should have rich loam. What kind of flowers do you know well? What flowers will grow in this state?

Name all the auxiliaries that are used in the dictation exercise with the present time of the verb.

Read the dictation work aloud from your paper and answer the two questions.

Suggestion for Oral Discussion

Tell about the flowers that grow in your own country. What new flowers have you noticed in America? Tell what you know about raising and caring for flowers.

Lesson 23

Helping Verbs with the Past Participle

The auxiliaries have, has, and had are used with the past participle of the verb.

The past participle of regular verbs ends in ed. For regular verbs the past participle is the same as the past tense.

You have answered my question.

That boy has painted his car again.

The men had finished the work an hour ago.

Exercise 1

When you wish to show action that happened in the past and that is completed at the time of speaking use have or has.

When you wish to show action completed in the past use had in the following sentences and clauses:

1. I _____ now answered all the questions about my trip.
2. All of us _____ crossed the Pacific Ocean except four.
3. Some boys _____ lived in America for five years.
4. Juan _____ attended school in America since he was seven.
5. He _____ spoken Spanish up to that time.

Exercise 2

With which sentence did you use had? Explain why you used had in that sentence.

Change the sentences in Exercise 1 to questions.

Spoken, in sentence #5, is a past participle although it does not end in ed. It is not a regular verb. Have you noticed other verbs like this one?

Dictation Exercise

America has deserved her title, "The Melting Pot of Nation". To America the people of all nations have come. These people have come seeking different things: liberty, education, ^happiness, and wealth. Many people have succeeded in America. More will succeed. Through out its history America has tried to give everyone an equal chance.

Read the dictation work aloud. With what form of the verb are the auxiliaries have and has used?

Change every has and have in the dictation exercise to had and explain the difference in meaning.

Exercise for Oral Work

Has this country any native Americans? From what countries have people come to America? Tell how many different nations your acquaintances represent.

Lesson 24

Irregular Verbs

Some verbs do not form their past and past participle by adding ed to the present time. Such verbs are called irregular.

Regular verb:

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
work	worked	worked

Irregular verbs:

Speak	spoke	spoken
go	went	gone
come	came	come
begin	began	begun
eat	ate	eaten
drink	drank	drunk
give	gave	given
ring	rang	rung
sing	sang	sung
sink	sank	sunk
swim	swam	swum
run	ran	run
throw	threw	thrown
take	took	taken
write	wrote	written

Exercise 1

The one sure way to master irregular verbs is to use them frequently and correctly in sentences. Make a story out of the past tenses of the fifteen verbs given here. You may use this beginning if you wish:

The man spoke to me about his plans before he went. When he came back -----

Write another story using as many of the past participles of these verbs as possible.

Exercise 2

Choose the correct verb form in the sentences below:

1. I (spoke, spoken) to him about you.
2. He has (went, gone) back to school for his books.
3. She (came, come) home before the usual time.
4. You have (ate, eaten) very little all day.
5. The bell (rang, rung) ten minutes ago.
6. I have (gave, given) you my promise.
7. He had (sang, sung) many new songs on that evening.
8. The car (ran, run) twenty miles on one gallon of gasoline.
9. She has (wrote, written) only one letter.
10. I (took, taken) the book back to the library.

Exercise 3

Copy down all of the verbs in the list of irregular verbs given in this lesson that contain an a in the past tense and a

u in the past participle, as

begin, began, begun

What common letter is usually found in their present tense?

This is a good way to help you remember that many irregular verbs have a similar interior change, i in the present, a in the past, and u in the past participle.

Lesson 25

Review of Verbs

Read these sentences aloud:

1. Great men have lived in all countries.
2. America has long claimed Lincoln as a great man.
3. Have you begun to read American history?
4. History claims honor for Washington, also.
5. Many people would insist on adding Wilson's name to these.
6. There are great men who cared little for politics.
7. We are omitting the names of Robert Fulton and Thomas Edison.
8. Do you know what Fulton invented?
9. At present Thomas Edison is living in Orange, New Jersey.
10. You should read about Edison's great inventions.
11. Edison had tried for years before he invented the electric light.
12. It seems that great success comes only after much hard work.
13. Have you heard of Pascal, Shakespeare, Napoleon, and Caesar?
14. Do you know why their names live today?
15. Can you name the greatest writer of plays?
16. Many men are now trying to do something worth while.
17. Future generations will praise and honor them.
18. There is no reason why you cannot be great.
19. Have you begun to realize that?
20. If you are truly great, the world will give you homage.

Exercise 1

1. Reread the sentences containing have, has, or had. What form of form of the verb accompanies these words?
2. In what sentences do you find the verbs ending in s? Why do these verbs end in s? What time does this ending show?
3. Why is America in the second sentence followed by has claimed rather than have claimed?
4. Reread the sentences beginning with there. Where does the subject stand in these sentences? Which of these sentences has a singular subject and which has a plural subject?
5. Point out the sentences that show action going on. How can you recognize such sentences?
6. Which sentences contain auxiliaries that require the present form of the verb? Reread those.
7. Where does the subject stand in a question that has an auxiliary verb? Read a sentence to prove your point.

Exercise 2

1. Give the three principal parts---present, past, and past participle---of speak, sing, eat, go, write, swim, run, take, ring, give, begin, come.
2. To what form of the verb is ing added to show action going on?
3. Write five sentences beginning with "There are."
4. Write five sentences containing auxiliaries that require the present form of the verb.

5. Write five sentences containing auxiliaries that require the past participle.

6. Write five questions which begin with auxiliary verbs.

Lesson 26

Asking the Way

Dramatize the following dialogue. Memorize at least the first question and whatever other parts you think you may use later in a like situation.

Place: City street

(A young man stops and addresses an older man.)

"Pardon me. Can you tell me how to go to the Public Library?"

"Certainly. You walk two blocks west (pointing) in that direction, to Elm Street. Turn to your right on Elm Street and follow the street-car tracks that you see there for ten blocks."

"Thank you very much. I am sure I can find it now. The library is ten blocks north of here on Elm Street; is that right?"

"No, the car tracks run but two blocks on Elm Street and then turn west again; they turn on Grant Street, I believe. However, if you follow them you are sure to reach the library."

"Oh, I see. Thank you, again. Goodbye."

"You're entirely welcome. Goodbye."

Exercise 1

1. Write and dramatize conversations consisting of inquiries and directions for reaching the court house, a particular bank, and the post office. Make the place of inquiry some street near the school which you are now in.

2. Write a similar conversation in which it is necessary for the one inquiring to ride on the street car in order to reach his destination.

To the Teacher: Appropriate gestures to accompany the questions and answers may be suggested as they are found necessary; i.e., tipping or removing hat, etc.

Lesson 27

Sounding V and W

Can you read this short paragraph without an error in pronunciation:

It vexed him to want work and not get it.
 He walked up the avenue wishing vaguely that
 he were in his own village.

If you have confused the V and W sounds, this drill will help you.

V is made by touching your lower lip with your upper teeth. When pronouncing V, the air escapes in a continuous sound and the vocal cords vibrate.

W is made by bringing your lips together as if to whistle and voicing the sound. In sounding w the air is allowed to escape in a continuous stream.

Pronounce in close succession:

vent	invest
went	west
verse	villain
worse	will

Pronounce these words also:

avoid	village
will	work
vague	want

win	convince
avenue	wag
revile	invoke
vex	welcome
revive	visit
wish	vanish
evade	value

Read and write as dictation:

1. She wished she had a velvet dress.
2. He wrote a verse about his visit.
3. I wish to convince him that his work is no worse.
4. Did he invest his money when he visited the West?
5. His welcome vanished when he acted like a villain.

Lesson 28

Sentences with Negative Words

Do and did are often used in negative sentences. Notice that the negative word not stands between the auxiliary and its verb.

I do not understand you.

He did not finish his house.

This arrangement is the same for other auxiliaries, as well as for do and did.

She could not believe it.

They have not returned.

The boy must not forget.

We are not going for a few days.

Exercise 1

Place the negative word not in its correct place in the following sentences:

1. I have ridden on a train many times.
2. My friend has read the time table.
3. He is planning to take a trip.
4. He will travel first by rail and then by boat.
5. He may go for a few days.

Exercise 2

Place the designated auxiliaries in their proper places in the following sentences:

1. I not going with my friend. (am)
2. I not have enough money. (do)
3. My brother not spend his money foolishly. (did)
4. Consequently, he not need to stay home in the summer. (does)
5. I not waste my money in the future. (shall)

Dictation Exercise

I do not buy a daily newspaper. To me the daily news is not always interesting, but as one cannot afford to get behind the times, I stop at the library twice a week. There, I can read the best papers, and I do not have to buy them. I can not spend time enough to read all the new magazines and papers, but I read my favorite ones for an hour. In this way I may not learn all the news, but I keep up on the questions of the day.

Suggestion for Oral Discussion

Tell about a news item that you recently read in a newspaper.

What is meant by "questions of the day?"

What are some of our present questions of the day?

Tell three things that you like to read in the daily paper.

Tell three things you do not like to read. (Remember the position of not in your sentences.)

Lesson 29

More Sentences with Negative Words

Another way to form a negative sentence is to use the word no with a noun.

To give a sentence negative meaning no and not must not be used together in the same sentence.

I have not eaten any dinner.

or

I have eaten no dinner.

Exercise 1

Read these sentences aloud:

1. I have not found any money.
2. These books have not given any biographies.
3. She has not said a word.
4. The man has not forgotten any details of the story.
5. We shall not receive any more news today.

Change the preceding sentences to negative sentences with no instead of not. Where do you place this negative word?

Exercise 2

not = no

Place in the blanks below either not or no:

1. Many people have _____ desire to see the ocean.
2. Other people do _____ wish to live away from it.

3. Has the ocean _____ charms for you?
4. I have _____ traveled far b y boat.
5. I have _____ reason to dislike the ocean.
6. _____ one can understand the mystery of the sea.

Dictation Exercise

Some people have not seen the ocean. Many more have not seen mountains. There are others who have not see prairies. These people understand no part of Nature but their own surroundings. Such people have not traveled. Frequently, they have no idea of the immense size of America.

Read the dictation exercise aloud. Underline the negative words in the sentences.

Where is not placed in relation to the auxiliary verb.

What part of speech most frequently follows no?

Suggestion for Talking

Tell of some of the lands you have not yet seen but hope to see some day. Why do you wish to see these?

Lesson 30

Money Orders: Sending and Cashing Them

One of the very safest ways to send or receive money is by money order. If one wishes to send money in this way, he must go to the post office. Here he will find a window above which is the sign: Money Orders. The person wishing to send money may ask at this window for a money order application blank, or he may find these application blanks on a table near the money order window. One makes out a domestic money order application if he wishes to send money to some one in the United States, the Philippine Islands or to a number of other places the names of which are printed on the back of this application blank. To send money to most foreign countries, however, one

Form No. 6001

POST OFFICE DEPARTMENT
THIRD ASSISTANT POSTMASTER GENERAL
DIVISION OF MONEY ORDERS

No. _____

Stamp of Issuing Office

The Postmaster
will insert

here _____
the office drawn on, when the office named by
the remitter in the body of this application is not a Money Order Office.

Spaces above this line are for the Postmaster's record, to be filled in by him

Application for Domestic Money Order

Spaces below to be filled in by purchaser, or, if necessary,
by another person for him

Amount

Twenty Dollars ^{*00*}/_{*10-0*} Cents

Pay to }
Order of }

(Name of person or firm for whom order is intended)

Whose
Address
Is }No. *421 Grant* StreetPost }
Office }City *Albany*
State *New York*

Sent by

Margaret Turner
(Name of sender)No. _____
City
and
State }*963 Swance* Street*New York, New York*

PURCHASER MUST SEND ORDER AND COUPON TO PAYEE

62-7155

Fees for Money Orders Drawn on Domestic Form

Payable in the United States, including Hawaii, Porto Rico, and the United States Virgin Islands, or in Guam and Tutuila (Samoa); also for orders payable in Antigua, Bahamas, Barbados, Bermuda, British Guiana, British Honduras, British Virgin Islands, Canada, Canal Zone, Cuba, Dominica, Grenada, Jamaica, Montserrat, Nevis, Newfoundland, Philippine Islands, St. Kitts, St. Lucia, St. Vincent, and Trinidad and Tobago.

For Orders	From \$0.01 to \$2.50.....	5 cents.
	From \$2.51 to \$5.00.....	7 cents.
	From \$5.01 to \$10.00.....	10 cents.
	From \$10.01 to \$20.00.....	12 cents.
	From \$20.01 to \$40.00.....	15 cents.
	From \$40.01 to \$60.00.....	18 cents.
	From \$60.01 to \$80.00.....	20 cents.
	From \$80.01 to \$100.00.....	22 cents.

Memoranda of Issuing Postmaster:

If order is purchased through Rural Carrier, he will fill spaces below:

Carrier's receipt No. _____

_____, Carrier.

NOTE.—The maximum amount for which a single Money Order may be issued is \$100. When a larger sum is to be sent additional Orders must be obtained. Any number of Orders may be drawn on any Money Order office on any one day.

Applications must be preserved at the office of issue for three years from date of issue.

(EDITION JULY, 1929)

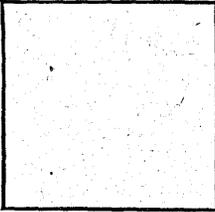
c5-7155

U. S. GOVERNMENT PRINTING OFFICE: 1929

must fill in an application blank for an international money order.

Stamp of issuing office

(No. 6701)



Post Office Department
THIRD ASSISTANT POSTMASTER GENERAL
DIVISION OF MONEY ORDERS

U. S. MONEY.

FOREIGN MONEY.

No. Amount, \$
No. Amount, \$
No. Amount, \$

Payable in
(Postmaster will write on this line "Great Britain" or "Italy," etc., as case may be.)
(Space above this line is for the Postmaster's record, to be filled in by him.)

(Spaces below to be filled in with pen and ink by the applicant, or by some person for him not connected with the post office.)

Application for International Money Order

For the sum of Twenty
00
dollars and 70 cents.

Payable to Mrs. Maria Casa
(Write on this line name of person who is to receive the money.)

Residence or place of business of the person to whom the money is to be paid. {
Town or city Naples
No. 235 Casablanca Street.
County, Canton, Kreis, or Department. }
Province
Country Italy

Sent by John R. Jones
(Write on this line the name of the remitter.)

Residence or place of business of the person by whom the money is sent. {
No. 528 West Elm Street.
Town or city Columbus
State of Ohio

FOR POSTMASTER'S RECORD IN ACTION TAKEN AS INDICATED BELOW.

Second advice issued Original application to Department
Form 6684. }
Form 6759. } To Exchange Office.
Order paid abroad, date }
Authority to repay received, No. } Remitter notified.
Domestic money order issued in lieu No. } To whom mailed { Payee.
Void authorization to Department } Department.
Wrote Department

Fees for International Money Orders

These tables of fees are subject to change. For latest information on the subject, see U. S. Postal Guide and Monthly Supplements

DOMESTIC RATES

SCHEDULE No. 1

When payable in Antigua, Bahamas, Barbados, Bermuda, British Guiana, British Honduras, British Virgin Islands, Canada, Canal Zone, Cuba, Dominica, Grenada, Jamaica, Martinique, Montserrat, Nevis, Newfoundland, Philippine Islands, St. Kitts, St. Lucia, St. Vincent, and Trinidad and Tobago.

Use the Domestic form for these Orders

For Orders from—

\$0.01 to \$2.50.....	5 cents
From \$2.51 to \$5.00.....	7 cents
From \$5.01 to \$10.00.....	10 cents
From \$10.01 to \$20.00.....	12 cents
From \$20.01 to \$40.00.....	15 cents
From \$40.01 to \$60.00.....	18 cents
From \$60.01 to \$80.00.....	20 cents
From \$80.01 to \$100.00.....	22 cents

INTERNATIONAL RATES

SCHEDULE No. 2

When payable in Austria, Belgium, Brazil, Bulgaria, Cape of Good Hope (or Cape Colony), Chile, China, Costa Rica, Czechoslovakia, Danzig, Denmark, Esthonia, Finland, France, Germany, Great Britain and Northern Ireland, Honduras, Hongkong, Hungary, Irish Free State, Italy, Japan, Latvia, Lithuania, Mexico, Natal and Zululand, Netherlands, New South Wales, New Zealand, Nicaragua, Norway, Orange Free State (or Orange River Colony), Peru, Poland, Queensland, Salvador, Serbs, Croats and Slovenes (Kingdom of), Siam, South Australia, Spain, Straits Settlements, Sweden, Switzerland, Tasmania, the Transvaal, Uruguay, Victoria, and Western Australia.

Use the International form for these Orders

For Orders from—

\$0.01 to \$10.....	10 cents
From \$10.01 to \$20.....	20 cents
From \$20.01 to \$30.....	30 cents
From \$30.01 to \$40.....	40 cents
From \$40.01 to \$50.....	50 cents
From \$50.01 to \$60.....	60 cents
From \$60.01 to \$70.....	70 cents
From \$70.01 to \$80.....	80 cents
From \$80.01 to \$90.....	90 cents
From \$90.01 to \$100.....	1 dollar

Observe that for Orders payable in the countries referred to in Schedule No. 1, only the Domestic rates are to be charged and the Domestic forms are to be used.

Take notice that the maximum amount for which a single Money Order may be drawn in the United States is \$100.

There is no limitation to the number of Orders that may be issued, in one day, to a Remitter, in favor of the same Payee.

INSTRUCTIONS

In the application the given name of the remitter and payee, or initials thereof, should precede their surnames respectively. If the payee has only one given name, it should be written in full, if known to the remitter. For example, the name of John Jones should be so written, and not as J. Jones. The given name or names of a married woman should be stated, and not those of her husband. For example, Mrs. Mary J. Brown should not be described as Mrs. William H. Brown, unless her own given names or initials thereof are unknown to the remitter. Observance of these rules will tend to prevent mistakes and delay in payment.

Names of persons, places, and streets, as well as numbers and amounts, should be written *in full* and in the plainest manner possible.

The postmaster must refuse to issue an international order payable to any person, if the surname and the initial letters of that person's given names are not furnished by the applicant, unless the payee be a peer or a bishop, in which case his ordinary title is sufficient. If the payee be a firm, the usual commercial designation of such firm will suffice, such as "Baring Bros.," "Smith & Son," "Jones & Co."

If the name and address of the payee, as furnished in the application, can not be transcribed accurately at the issuing office, the remitter should be requested to write the same in his own language, on Form 6083, which should be attached to the advice and forwarded to the exchange office. In filling out the Form 6083 Hebrew characters are forbidden.

filled in.

Study carefully the application blanks above which have been

Application for International Money Order

Fees for International Money Orders

These tables of fees are subject to change. For latest information on the subject, see U. S. Postal Guide and Monthly Supplements

DOMESTIC RATES

SCHEDULE No. 1

When payable in Antigua, Bahamas, Barbados, Bermuda, British Guiana, British Honduras, British Virgin Islands, Canada, Canal Zone, Cuba, Dominica, Grenada, Jamaica,

INTERNATIONAL RATES

SCHEDULE No. 2

When payable in Austria, Belgium, Brazil, Bulgaria, Cape of Good Hope (or Cape Colony), Chile, China, Costa Rica, Czechoslovakia, Danzig, Denmark, Esthonia, Finland, France, Germany, Great Britain and Northern Ireland, Honduras, Hongkong, Hungary, Irish Free State, Italy, Japan,

After an application blank for a money order has been made out, it must be presented at the money order window and with it the money in cash that one desires to send. The clerk at the window then makes out the money order. He gives it to the applicant after the latter has paid a small fee which the post office charges for its money order service. This fee varies with the amount of money sent. The money order looks like this:

92500	Lawrence, Kans.	468690	92500	Lawrence, Kans.	468690	468690
OFFICE NUMBER		SERIAL NUMBER	OFFICE NUMBER		SERIAL NUMBER	
United States Postal Money Order			Coupon for Paying Office			RECEIPT
IDENTIFICATION REQUIRED			HOLDER MUST NOT DETACH			
MAY 26 1930			DOLLARS 10 CENTS			DOLLARS 10 CENTS
POSTMASTER AT LAWRENCE, KANS.			PAY TO WRITE WORDS FOR DOLLARS			FOR REMITTER
PAY AMOUNT STATED ABOVE TO ORDER OF PAYEE NAMED IN ATTACHED COUPON. NOT GOOD FOR MORE THAN LARGEST AMOUNT INDICATED ON LEFT HAND MARGIN. ANY ALTERATION OR ERASURE RENDERS THIS ORDER VOID			REMITTER			TO DETACH AND HOLD
Paying Office			C. O. D.			MUST BE PRESENTED AT OFFICE OF ISSUE WHEN INQUIRY IS MADE REGARDING ORDER
RECEIVED PAYMENT:			PARCEL NUMBER			ISSUING OFFICE
STAMP HERE			STAMP HERE			STAMP HERE

At the right end of the money order you will notice a small section separated from the money order proper by small perforated holes. The sender tears off this section and keeps it, for this is his receipt. In case the money order is not received by the person to whom it was sent, the sender may have it traced if he has kept his receipt.

Cashing a Money Order: When one receives a money order, the quickest way to get it cashed is to take it to the post office,

After an application blank for a money order has been made out, it must be presented at the money order window and with it the money in cash that one desires to send. The clerk at the window then makes out the money order. He gives it to the applicant after the latter has paid a small fee which the post office charges for its money order service. This fee varies with the amount of money sent. The money order looks like this:

PAY TO _____		PAYER	
DO NOT TRANSFER OWNERSHIP THE PERSON IN WHOSE FAVOR THIS ORDER IS DRAWN MUST SIGN ON ABOVE LINE.			
MORE THAN ONE INDORSEMENT IS PROHIBITED BY LAW.			
IF ISSUED AT AND DRAWN ON AN OFFICE WITHIN THE CONTINENTAL UNITED STATES, ALASKA EXCEPTED, THE POSTMASTER AT ANY MONEY ORDER OFFICE, ALASKA EXCEPTED, WILL PAY IF PRESENTED WITHIN 30 DAYS FROM DATE OF ISSUE.			
IF NOT PRESENTED FOR PAYMENT BEFORE THE EXPIRATION OF ONE YEAR FROM THE LAST DAY OF THE MONTH IN WHICH ISSUED, AN ORDER BECOMES INVALID BY LAW, AND THE OWNER SHOULD PRESENT IT TO THE POSTMASTER AT A MONEY ORDER OFFICE, WHO WILL PROMPTLY FORWARD IT TO THE DEPARTMENT WITH AN APPLICATION FOR A WARRANT TO BE ISSUED IN LIEU THEREOF FREE OF CHARGE.			
SEND THE ORDER AND COUPON TO THE PERSON TO WHOM THE MONEY IS TO BE PAID.			
DO NOT MUTILATE THE ORDER OR COUPON OR DETACH THEM FROM EACH OTHER OR ALTER THEM IN ANY WAY.			
BANK STAMPS ARE NOT REGARDED AS INDORSEMENTS			
BANK STAMPS			
STAMP HERE			
PAYING OFFICE			
HOLD THIS RECEIPT UNTIL SURE THE ORDER HAS BEEN PAID			
SENT TO _____		FOR _____	
ADDRESS _____		FOR _____	

At the right end of the money order you will notice a small section separated from the money order proper by small perforated holes. The sender tears off this section and keeps it, for this is his receipt. In case the money order is not received by the person to whom it was sent, the sender may have it traced if he has kept his receipt.

Cashing a Money Order: When one receives a money order, the quickest way to get it cashed is to take it to the post office,

endorse it, and present it at the money order window. Here it is necessary to show some self-identifying evidence, such as a bank book, a life insurance policy, a student body card, or the like, before receiving the money. A money order may be cashed, however, at a bank or at a store if the officials or proprietors are willing to do so.

Exercise 1

Can you answer the following question? If you can, you have read the lesson carefully.

1. From what place are money orders sent?
2. What is the first thing one must do when sending a money order?
3. Where does one take his money to be sent?
4. Can one give the clerk at the money order window a check for the amount to be sent?
5. Who makes out the application blank for a money order? Who makes out the money order?
6. Does the person sending a money order have anything to prove that he has paid a certain amount of money to the post office?
7. What can be done if a money order is not received by the person to whom it is sent?
8. Does it cost anything to send a money order?
9. If you received a money order in a letter, where would you go to get it cashed?

10. What would be necessary before you could get the money?

Exercise for Talking

If you have sent a money order, tell in detail all about your experience.

If you have cashed a money order, explain exactly what you did in order to get the money.

Exercise for Written Work

1. Secure at the post office application blanks for both domestic and international money orders. Fill these in carefully and hand them in to the teacher for criticism.
2. Write a paragraph explaining to a friend how to send a money order.
3. Explain to a friend in one short paragraph where and how he can get a money order cashed.

Lesson 31

1

Barter

Life has loveliness to sell,
All beautiful and splendid things,
Blue waves whitened on a cliff,
Soaring fire that sways and sings,
And children's faces looking up
Holding wonder like a cup.

Life has loveliness to sell,
Music like a curve of gold,
Scent of pine trees in the rain,
Eyes that love you, arms that hold,
And for your spirit's still delight,
Holy thoughts that star the night.

Spend all you have for loveliness,
Buy it and never count the cost;
For one white singing hour of peace
Count many a year of strife well lost,
And for a breath of ecstasy
Give all you have been, or could be.

--Sara Teasdale--

1. From "Love Songs" by Sara Teasdale.

Suggestions for Study

1. Read this poem aloud. Do you like it? What is meant by "Life has loveliness to sell?"
2. Explain the meaning of the word barter. Why do you suppose the author chose this for a title?
3. Name those things which Sara Teasdale lists as some of life's lovely things.
4. Can we actually buy these things with money?
5. What then does the last stanza mean?
6. Point out the lines you like best. What are these lines, and what do they mean to you? Add these to your private anthology.

Written Work

Write a paragraph about something which gave you great pleasure and cost you nothing.

Lesson 32

Contractions of Not

Not is frequently shortened to n't. The apostrophe must not be left out as it takes the place of the omitted letter o. The contraction n't is joined to the auxiliary verb which precedes it.

He isn't working this summer.

She doesn't write very often.

They haven't any books.

(Remember there is no contraction for am not. There is no such word as ain't. Cannot is shortened to can't, and will not becomes won't.)

Exercise 1

Change not in the following sentences to its contraction:

1. He has not learned to eat many foreign foods.
2. A man does not really know his neighbor until he has eaten with him.
3. Many foreigners do not like American dishes.
4. They have not become accustomed to their flavor.
5. They must not despair of liking them later.
6. One of my friends does not like rice.
7. He should not move to Japan or China.
8. If two countries have the same food products, there will not be much difference in their foods.
9. The problem of food is not a little one.
10. We must not neglect our meals.

Exercise 2

Make up original sentences containing these contractions:

aren't, weren't, wasn't, haven't, hasn't, wouldn't, won't, can't,
didn't, hadn't.

Dictation Exercise

Conversations are filled with contracted words. The other day I overheard a one-sided conversation. A small boy was talking to his dog. He said: "Where have you been all day, Jack? You haven't any more fleas, have you? You shouldn't have and you couldn't have. If it doesn't rain, I am going to wash that hide of yours tomorrow. There won't be a flea left then, not one."

Read this dictation aloud.

Pronounce does not and then doesn't. Notice how much easier the latter is to say. That is the reason contractions are common in speaking.

Lesson 33

Verbs Often Confused

Got--Have

Got may be used as a synonym for received or obtained. Sometimes got is used as a synonym for reached.

Have, as a true verb and not as an auxiliary, may be used as a synonym for own or possess.

He got the books without much trouble.

We have ten dollars to spend.

Exercise 1

Choose one of the verbs, got, have, or has (with a third person singular verb has is necessary), for the sentences below:

1. I (have, has, got) a letter from one of your sisters the other day.
2. John (have, has, got) three sisters.
3. One of them (have, has, got) a position in the public library.
4. She (have, has, got) her position because she was fitted for it.
5. Last week John (have, has, got) an excellent list of short stories from this sister of his.

Teach----Learn

Teach may be used as a synonym for instruct. We are taught by some one.

Learn may be used instead of the expression to find out about or acquire knowledge of. We learn by ourselves.

He learned how to drive a car after much practise.

The salesman taught him how to shift the brakes.

Exercise 2

Choose between learn and teach in the following sentences:

1. The boy can (learn, teach) how to drive a car.
2. Who will (teach, learn) him?
3. The boy likes machinery; so he will (learn, teach) quickly.
4. After he (teaches, learns), he can (teach, learn) me.
5. Some day this boy may (teach, learn) to drive an aeroplane.

Exercise for Oral Work

Ask questions of each other, using got and have in your questions and answers. Use teach and learn in the same way.

Lesson 34

Verbs Often Confused

Let----Leave

Let may be used as a synonym for allow or permit.

Leave may be used as a synonym for the expression go away
from.

She will not let anyone help her.

She will leave school in a few minutes.

Exercise 1

Choose between let and leave for the following sentences:

1. (Let, leave) me help you with your work.
2. If you wish to (let, leave) early, you must (let, leave) me help you.
3. After you have worked an hour, (let, leave) the rest of your work go.
4. Is there someone here who wishes to (let, leave) early?
5. She will not (let, leave) the children read in bed.

Take----Bring

Take means to carry away from a designated place, or to a designated place or both.

Bring means to get and convey to the place where the speaker is or is to be.

Present

take

bring

Past

took

brought

Past Participle

taken

brought

Exercise 2

Choose between take or bring in their correct forms for the sentences below:

1. When I go away tomorrow, I shall (take, bring) with me many pleasant memories.
2. I have (taken, brought) nothing away from you.
3. If you will (bring, take) your friend here, I shall be glad to help him.
4. I think I shall (take, bring) the shoes back to the store where I bought them.
5. Have you (brought, taken) us the news we wish to hear?

Dictation Exercise

I can bring you proof that he has ability to learn. He studied accounting without an instructor. No one taught him even the first principles of bookkeeping. He learned these things by himself. No one can take such knowledge away from him.

Read the dictation exercise aloud and discuss the use of bring, take, learn, and teach as used in this paragraph.

Exercise for Oral Work

Ask questions of each other using let and leave correctly in questions and answers. Do the same for take and bring.

Lesson 35

From the Philippines to America

Part III.
Our Visit in Manila

We landed in Manila about twelve o'clock in the morning. The sidewalks were so crowded with people that I was glad to have my cousin with me as a companion and guide. We stayed in Manila about ten days before continuing our trip to America.

During our stay in this city Manuel took me to many interesting places. First of all we visited the city wall or "Intramuros," as it is called in Spanish. The houses that we passed on this trip were Spanish in style. The streets we walked along were narrow and for the most part crooked. On one of our wanderings we came to the Calle Real, where the market place of the products of the Philippines is located. Here we found Baliwag hats, woven by hand; dainty alluring Filipino embroidery; jusi cloth; and delicately fashioned slippers. I was so happy to see these beautiful things that we stayed examining and admiring them for more than an hour.

On another day we walked to that ancient stronghold of Manila, Fort Santiago. Here Manuel left me without my knowing it. When I realized I was alone, I began frantically to search for him. As this was the first time I had ever been alone in a city the size of Manila, I felt exactly like a small child who is lost and does not know where to go. The streets seemed hopelessly complicated to me. Now there was a long street, and now a short one. The more anxiously I tried to find my way, the more bewildered I grew. Finally, I

stopped a policeman and asked him how to get back to my boarding house. He told me it would be best for me to get a caramata, this is a kind of cart drawn by a horse. I hired my caramata immediately but arrived at our boarding house late for lunch. Manuel was there awaiting me and laughed when I told him of my troubles. I soon discovered that he had left me purposely in order that I might have to be independent and find my way home alone. When he laughed, I said, "It is not so funny that I can see the joke," but this only made him laugh more.

As a physical examination is required by the United States government, the following morning my cousin and I went to a doctor's office. I asked Manuel about this examination as ^{he} had taken a similar one before. He told me that there was nothing much to it. The doctor merely asked a few questions, took his pulse, and tested his reflexes. Manuel further said that it would be well for me to be alert at the doctor's office so that I should be certain to pass the examination.

My cousin was examined by the doctor before me. He received an approved certificate of health from the doctor and returned to the waiting room. Then my turn came. I was about to step into the doctor's private office when Manuel called me back.

"Jose," he whispered, "don't forget to swing your foot high when he strikes your knee."

"All right," I said, "I won't forget." Then I walked into the office where the doctor was waiting for me.

The doctor looked to be about eighty years old, but despite his age he was very active.

"Sit down, boy," he said abruptly as he put an apparatus in his ears. Then coming over to me, he said. "Open your mouth and say 'Ah'."

I opened my mouth as I was told to do and repeated "Ah-ah-ah-ah" continually while the doctor tested my lungs.

"That will do now," he said, realizing that I should continue making this sound until he told me to stop.

I noticed at this moment that a nurse was laughing at me from a doorway opposite.

"Come this way now and sit on the table," the doctor directed me next. I thought to myself that now he was about to strike my knee, and I recalled carefully my cousin's advice.

"Hang your feet over the edge of the table," he said as he bowed before me with his palm upraised ready to strike my leg just below the knee. At the time he was about to strike, I swung my feet with a flourish.

"Hey, what are you trying to do, boy," exclaimed the doctor in surprise as he stepped back hastily, "trying to kill me?"

I laughed a little but said nothing. Apparently, this incident had ended my examination, for after writing a few minutes at his desk, the doctor turned and said, "Pay me three pesos and

1. A peso is the Spanish and Mexican dollar. It is worth approximately fifty cents in American money.

you will be finished. You are entirely satisfactory," he said laughingly as he gave me a signed certificate of health.

"How is your rheumatism, Jose?" my cousin asked me with a sly smile as I stepped back into the waiting room.

"I have no rheumatism," I answered, "but I almost knocked the doctor down when I tried to follow your advice."

My cousin laughed long and heartily at this and asked me if I had hurt the doctor. I replied that I thought not as he had been able to take the fee of three pesos.

"Three pesos!" Manuel then repeated in surprise. "That's funny. I paid only two pesos for my examination."

"Well, maybe he charged me an extra one for trying to hit him," I said. "Anyway, I am well satisfied so long as we proved to him that we are all right."

"I am satisfied if you are," he agreed cheerfully as we left the office.

The date of our departure from Manila was December 15. On this day we boarded a boat bound for Hongkong.

Lesson 36

Verbs With To

To is used with the present time of a verb, not with the past time or the past participle.

I tried to drive carefully.

He wants to eat the fruit.

Is it difficult to build a house?

Exercise 1

Read these questions aloud and write the answers for them:

1. Do you want to hire a boy?
2. Will you allow me to go to school?
3. Will I have to work late at night?
4. Will I have time to study every evening?
5. May I try to finish my work each morning?
6. Did your last boy seem to like his work?
7. Will I have a chance to learn the business?
8. Will I have a chance to increase my salary?
9. When do you want me to begin?
10. Where do you want me to take these groceries?

Exercise 2

Place the to in its proper place in the following sentences:

1. I don't want bother you.
2. He seems understand very well.
3. Can't he find time go?
4. When did he begin study?

Dictation Exercise

His ambition is to see all the little-known countries of the world. He wants to visit these lands, to live with their people, to speak their language, and to learn their ideas of right and wrong. His theory is that the people of smaller nations have more time to spend in thought, for they are not trying to win world renown nor to make a great place for themselves politically.

Underline all verbs used with to. What time is each of these verbs in?

Suggestion for Oral Work

Do you agree with this man's theory? Name some smaller countries that you know.

Lesson 37

Two Verbs Needing Study

Lie--Lay

The two verbs lie and lay need special study and drill in using.

Lie means to rest or recline.

Lay means to put or place.

Lie

Present: I lie down each day for an hour

Past: I lay there quietly listening to the footsteps.

Past Participle: I have lain here two hours without sleeping.

Lay

Present: I lay the magazine on the desk.

Past: I laid his watch beside his pen and books.

Past Participle: I have laid my plans with care.

Lie, as you will notice in the examples above, is not followed by an object; lay is always followed by an object.

Exercise 1

Read aloud the following sentences. Answer the questions orally.

1. I like to lie for hours in a hammock.
2. He lay so quietly that we thought him asleep.
3. Has he laid out his clothes for the hike?

4. Have you lain under the blue sky of summer?
5. He laid the campfire for the next morning.
6. They lay their hats and coats here when they play tennis.
7. He lies there dreaming of better days.
8. Do you lay much blame on him for his idling?
9. Can you lie in bed until ten each morning?
10. Have you lain awake all night?

In order to master these verbs one must remember that the past time of lie is the same as the present time of lay. Notice sentences 2, 6, and 8 above.

Exercise 2

Choose the correct verbs in the sentences below:

1. When we camp in summer, we (lie, lay) all night under the stars.
2. We have often (lain, laid) awake and named the stars and constellations above us.
3. We (lay, laid) a heavy canvas on the ground under our blankets.
4. We (lay, laid) on a mattress last summer.
5. As it was troublesome to carry, we (lay, laid) it in the attic when we returned home and left it there.
6. Now except for our canvas and blankets, we (lay, lie) upon the earth.
7. I (lie, lay) all one night between two sharp stumps.
8. I have never (lain, laid) a whole night on a more uncomfortable bed.

9. I (lay, laid) the blame for my stiff back on a number of rocks that (lay, laid) between the stumps.
10. That night I said to myself, "If I must ever (lie, lay) on a harder bed, it will surely be as a punishment for crime."

Exercise 3

Which of the words lay in the following sentences mean to rest? Which to place?

1. They lay the money down and go away quickly.
2. The man lay where he fell.
3. I lay my books in the same place each day.
4. We lay the situation in your hands.
5. Yesterday those bathers lay on the beach for two hours.

Dictation Exercise

As I lay down on the grass under the dark trees, I wondered how people could endure to lie every night of their lives between walls and under a roof. I stretched out my arm in great joy and laid my hand on a cactus growing by my rural bed. After that I understood a trifle better the content of those others lying on safe indoor beds.

Read aloud and indicate the meanings of lie and lay as used in the dictation work.

Lesson 33

Sounding Ch and J

Read this sentence aloud:

The children had just reached the church as the
cheery judge came up.

If you have had no trouble pronouncing the words in this sentence, then you need not practise the drill work given below for making the sounds ch and j correctly.

Ch is made with your tongue toward the back part of the hard palate. The position of your tongue for this sound is much the same as for making T except that in sounding ch the contact of the tongue with the gums is farther back. The breath comes out with a little explosion of sound. The vocal cords do not vibrate.

J is made with your tongue position the same as for ch. In making this sound the vocal cords do not vibrate.

Pronounce these words, distinguishing clearly your initial sounds:

cheer

choke

jeer

joke

chill

char

Jill

Jar

Pronounce these words aloud. Use them in sentences. (In many words ending in -tion such as mention, invention, and the like, the ch sound is approximately made at the beginning of the last syllable. Be very careful of the pronunciation of these words.)

chance	chief
change	January
attention	detention
June	jolly
Charm	lunch
petition	jury
ranch	handkerchief
chair	jar
just	branch
correction	destruction

Read the following sentences aloud:

1. There is a charm to the cherry blossoms of Japan.
2. Her jewelry jingled as she chatted cheerily.
3. "Just change your chant, Charles," said his mother jokingly.
4. Choice jelly was served at lunch on the ranch.
5. Her chief joy in June was judging the children's journalistic efforts.

Lesson 39

Auxiliary Verbs---Forms of To Be.

All of the auxiliary verbs so far studied have helped the subject to act. For example:

The man has finished his work.

In this sentence the auxiliary has used with the verb finished helps to show that the subject did the acting.

The forms of the verb to be, however, when used as auxiliary verbs make the subject the receiver of the act. The forms of to be are am, is, are, was, were, shall be, will be, have been, has been, had been, and shall have been. They are all used with the past participle. There are, likewise, many other auxiliary combinations with be and been as may be, may have been, should have been, etc., all of which are used with the past participle.

I am understood by all my friends.

These cars are broken down.

We have been helped several times.

Exercise 1

Fill the blanks in the sentences below with the proper form of verbs which will lend meaning to the sentences:

1. The poor and needy are _____ by charity organizations.
2. Much money has been _____ by these committees.
3. Last year's money was _____ to buy shoes for poor children.
4. I have been _____ in this work for a long time.
5. The new members of the organization have _____ to visit all needy homes.

6. Plans are _____ for a charity campaign.
7. Everyone is _____ to cooperate.
8. This campaign will be _____ with the work of the Community Chest.
9. No definite number of workers has been _____ upon.
10. Your suggestion can be _____ by this organization.

Exercise 2

Bob helped us to collect the money.

We were helped by Bob to collect the money.

Change the following sentences so that the subject will be acted upon instead of acting. The preceding examples will help you.

1. The men decided the matter very quickly.
2. Mrs. Smith grew flowers for pleasure.
3. Boys understand radion very well.
4. Many boys prefer one-act plays to short stories.
5. The class has chosen the date for its play.

Dictation Exercise

Many organizations are formed in cities to assist those needing help. Some of these organizations are made up of voluntary workers. Much of the city's charity is done however, through The Community Chest. New social service clubs are begun each year. Gymnasium classes are opened. Night schools are started or are continued. Free medical attention is offered through the city's clinic. These institutions are planned to make city life better and happier.

Suggestion for Talking

Tell what you know about some city organization whose aim is to help the city inhabitants in some way or another.

Lesson 40

More Irregular Verbs

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
see	saw	seen
fly	flew	flown
grow	grew	grown
buy	bought	bought
wear	wore	worn
ride	rode	ridden
fall	fell	fallen
break	broke	broken
forget	forgot	forgotten
blow	blew	blown
bite	bit	bitten
freeze	froze	frozen
know	knew	known
drive	drove	driven
tear	tore	torn

Exercise 1

Make a story out of the past times of the fifteen verbs given here. You may begin this way: Last night I saw an aeroplane. It grew larger as -----etc.

Exercise 2

Place before each of the verbs in the following sentences an auxiliary verb used correctly:

1. I ___ seen many kinds of aeroplanes.
2. I ___ not ridden in a plane, but I shall ride in one soon.
3. They say danger _____ forgotten in the cabin planes.
4. Though the wind _____ blow, no one minds it while riding in one of these planes.
5. _____ you know that you can travel across the country by air and rail?
6. This system of travel _____ brought the two coasts closer together.
7. Only one of these planes _____ fallen.
8. One _____ buy an air-rail ticket on the Transcontinental Air Transport line.
9. We _____ grow more accustomed to air travel soon.
10. Many people _____ pilot aeroplanes within a few years.

Exercise 3

In Exercise 2:

1. Sentences 1,2: Change subjects to he.
2. Sentence 3: Change this statement to a question.
3. Sentence 5: Answer this question in the affirmative and then in the negative.
4. Sentences 6,7,8: Change these statements to questions.
5. Sentence 9: Make this a negative sentence.
6. Sentence 10: Change this statement to a question.

Exercise for Oral Work

Tell about the different kinds of aeroplanes you have seen. Have you seen any noted pilots? Do you think ~~of~~ trans-oceanic flying will ever be common?

Dictation Exercise

I had seen small aeroplanes in the movies, but I had never ridden in one until I visited an aeroplane plant in a Western state. Here small planes are made and are bought for private use. They are driven in all weathers. The pilots seem to have little fear. The wind blew and the rivers were frozen on the day of our visit, but the newly-finished planes were flown anyway. We forgot the weather when the trees grew small below us, and we knew we were high in the air.

Underline the irregular verbs in this dictation work. Give the three parts of each one used here. Explain the use of each as found in this paragraph.

Lesson 41.

Ordering a Meal

This lesson outlines the happenings and conversation most typical in ordering a meal at a restaurant. Study it carefully. Learn the questions and responses of the person ordering the meal and dramatize the situation.

Shortly after sitting down at a table in a restaurant, one is handed the menu or bill of fare by a waiter. From this one chooses whatever he wishes for his meal.

Waiter: (Presenting the menu) What will you have, sir?

Patron: (Reading the menu) I will have tomato soup. Is there a choice between these two salads?

Waiter: Yes sir.

Patron: Then bring me the combination salad, and I will take the regular dinner with roast beef.

Waiter: Do you wish to order your dessert now or later.

Patron: I'll order it later, but bring my coffee with my dinner please.

Waiter: Yes, sir.

(After the patron has eaten his dinner, he is again given the menu to choose his dessert.)

Waiter: What will you have for your dessert?

Patron: Bring me a piece of apple pie and another cup of coffee.

Written Work

(Dramatize these situations.)

1. Write the conversation that would take place between a patron and a waiter when a diner entirely different from the one indicated is ordered.
2. Write the conversation needed in ordering a lunch consisting of a sandwich, a dessert, and a glass of milk.

To the Teacher:

It would be of practical value to explain to the students the table d'hote and the a la carte styles of menu cards and the two systems of ordering.

Lesson 42

Verb Contractions

Besides the contraction of not, studied in an earlier lesson, there are many more contractions. In speaking and in informal writing, auxiliary verbs are often contracted when they follow pronouns. When an auxiliary is contracted, it is joined to the pronoun preceding it. In all contractions an apostrophe (') takes the place of the omitted letters.

I am	I'm	she will	she'll
you are	you're	we will	we'll
he is	he's	they will	they'll
she is	she's	I have	I've
it is	it's	you have	you've
we are	we're	he has	he's
they are	they're	she has	she's
I shall	I'll	we have	we've
you will	you'll	they have	they've
he will	he'll	<u>there is</u>	there's
		what is	what's

(There is is an adverb, not a pronoun, but it is contracted like the pronoun and auxiliary combinations.)

Exercise 1

Rewrite the following sentences using contractions:

1. It is easier to prevent sickness than to cure it.
2. There is a great movement afoot for public sanitation.
3. We shall help that movement.

4. They have provided individual paper drinking cups near drinking fountains.
5. You are asked to cover your mouth when sneezing.
6. I have read a sign which said: "Do not spit on the floor."
7. We are all supposed to follow these rules.
8. What is the advantage of health placards?
9. They are designed to make people more careful.
10. If one wishes his fellowmen well, he will observe these signs.

Exercise 2

Place the apostrophes in the following contractions:

Im	its
youre	hell
theyre	shes
whats	well
shes	Ive

Dictation Exercise

We're sending you a list of health rules for you and your friends. We've placed first the most important rule. You'll do well to follow it carefully. It's this simple piece of advice: "Sleep in a well-ventilated room." You're sure your room is well-ventilated if there's plenty of fresh air circulating in it. The other rules tell how to eat, exercise, and sleep. The last rule says, "Be cheerful." These are the roads to health.

Read the dictation aloud. Be sure to check your contractions to

see that you have spelled them correctly and placed the apostrophes correctly.

Exercise for Oral Work

Give three statements about yourself beginning with I'm. Give three more beginning with I've. Let the next student repeat these statements changing I'm to you're and I've to you've.

Lesson 43

Review of Verbs

Exercise 1

Read aloud and answer the following questions. Take pains to use your verbs correctly.

1. What is the man talking about?
2. Was there an accident?
3. Which man was to blame?
4. Is the policeman asking both drivers some questions?
5. Which car was damaged?
6. Have you heard how it happened?
7. Has anyone taken the license number?
8. Are you trying to understand that man's story?
9. What did he say about the sun in his eyes?
10. Does the policeman believe him?

Exercise 2

Fill the blanks by using do or docs.

1. I ___ believe he is letting them go.
2. He ___ seems to think they are telling the truth.
3. ___ you believe the man was careless?
4. ___ the owner of the damaged car seem angry?
5. Where ___ he intend to take the car?

Exercise 3

Fill the blanks below with the correct forms of verbs which will give meaning to the sentences:

1. I have ___ two accidents this week.

2. One man had _____ a corner too quickly.
3. The other was _____ at too rapid a rate of speed.
4. Have you _____ what happened last night?
5. Fifty men were _____ for speeding.

Exercise 4

Place apostrophes wherever they are needed in these sentences:

1. Ive never driven in heavy traffic.
2. Hell give you a driver's license soon.
3. Youve not take your driving test yet.
4. Im sure youll pass it.
5. Your nerves are steady whenever youre put to a real test.
6. Wont you drive a while today?
7. I havent any work to do, and Id like to go with you.
8. Ill bring a lunch so we wont have to hurry back.
9. Cant we find a place to build a fire?
10. Were sure to have a good time.

Exercise 5

Choose the correct word:

1. Will the man (teach, learn) you the rules?
2. Can you (teach, learn) me how to "parallel park?"
3. (Have, got) you a job yet?
4. Did you (bring, take) your books here with you?
5. Can you (leave, let) here about 3:00 p.m.?
6. Where did you (have, get) that suit?

7. Will he (leave, let) me study every evening?
8. Do you (have, get) her telephone number?
9. Did you (learn, teach) yourself to type?
10. Have you (left, let) the matter alone?

Exercise 6

Answer orally all the questions in Exercise 5.

Exercise 7

Place the correct form of a verb after to in these sentences.

1. The girls decided to _____ overnight.
2. They planned to _____ to a mountain cave next morning.
3. That night it began to _____.
4. Their tent began to _____ and everyone awoke.
5. Everyone tried to _____ dry.
6. They had to _____ their trip.

Exercise 8

Supply is or are in these sentences:

1. There _____ few people who care to camp in the rain.
2. There _____ one sure way to break up a camping party.
3. There _____ a pleasant essay called "Camping Out" by Charles Dudley Warner.
4. There _____ many of our camping acquaintances to be found in this essay.
5. There _____ even the man who snores loudly while his camp mates try to sleep.

Exercise 9

1. In what tense, person, and number is s added to the stem of the verb?
2. Give an example of a verb in the progressive form.
3. Express the same time of this verb in another form.
4. What auxiliary verbs are used to show emphasis?
5. What form of the verb is used with have, has, had? What verb form follows all forms of the auxiliary verb to be? Name at least five auxiliary verbs that are followed by the present form of the verb. Illustrate your answer by giving these verbs in sentences.

Exercise 10

1. Give the three principal parts of an irregular verb?
2. How does an irregular verb differ from a regular verb?
3. Name several irregular verbs that are similar in their three forms to sing, sang, sung.
4. Use in sentences the past tenses of the following verbs: write, eat, take, go, come. Use these same verbs in the present time with he for their subject.
5. Use the following verbs in sentences with either have or has as auxiliaries: see, forget, drive, wear, know. Use these verbs in negative sentences with either no or not. (Look at Lessons 29 and 30.)

Lesson 44

From the Philippines to America

Part IV.
Stops En Route

We crossed the China Sea and arrived in Hongkong six days after leaving Manila. During most of our voyage the weather was warm and pleasant, but as we neared Hongkong, I began to feel cold. I realized that this northern climate was different from the warm climate to which ^I had been accustomed.

The city of Hongkong is one of the great cities of the Orient. It is so overpopulated, however, that many people live in small boats in the harbor. As I had never seen any boats of this kind before, I looked at them carefully. Four people or more live in each boat, which seems scarcely large enough for two. Most of the boats are divided into two parts, one part being used for the kitchen, the other for the sleeping room. There are many hundreds of these small boats floating about, forming a kind of ragged fringe on the outskirts of Hongkong. I kept wondering about these people and their lives during the time our ship was anchored in the harbor.

Whenever a big steamship arrives at Hongkong, many of these small boats crowd about it, and the occupants of the boats catch in their nets whatever the sailors throw overboard.

"What in the world do they want with that stuff?" I asked Manuel.

"They want to eat it," he replied. Such is the life of the very poor living in the houseboats of Hongkong.

One night later our ship, the President Wilson, continued its course to Kobe. If I remember correctly, it took us a day and a half to reach this city. By this time the weather had become much colder. It seemed to me I should freeze. It was a good thing for me that my cousin insisted on my buying an overcoat here.

On the day that we were shopping in Kobe, one of our friends bought some Chinese wine, called Sangsoe. It tasted like salted sherry except that it was very hot and fiery. We drank a little of this wine as our friend who bought it insisted on our doing so. He said it would do us good and make us feel less cold. Instead of doing us any good, however, it made us sick! We were sorry afterwards that we had been so careful not to hurt our friend's feelings!

The next day we were in another Chinese city, the city of Shanghai. This is a remarkable place, as people from all over the world seem to meet and to live here. When our steamship stopped at the port, many agents came aboard bringing samples of their goods. If any one was interested in buying, these agents took him to their stores in the city.

After leaving Shanghai, we turned westward and began our great voyage across the Pacific.

Lesson 45

Uses of To and For

To commonly shows movement toward a certain definite place.

For commonly shows reason or purpose.

I went to town for a new book.

Exercise 1

Fill the blanks by using to or for:

1. Many people come _____ America _____ an education.
2. He walked _____ the professor's house.
3. We asked him _____ some news clippings.
4. These clippings told how many men went _____ the South Pole.
5. The reasons _____ the expedition were also given.
6. Would you risk your life _____ fame?
7. Men now travel _____ all parts of the earth.
8. Aeroplanes are now used _____ exploration.
9. Byrd and a few companions flew _____ the South Pole.
10. Go _____ the library and look _____ a magazine telling of Byrd's Antarctic Trip.

Exercise 2

Use these phrases in original sentences.

for science

to my mother

to the North Pole

for them

for me

for my father

to the store

to a university

for his brother

to Europe

Exercise 2

Make up original sentences containing these contractions:

aren't, weren't, wasn't, haven't, hasn't, wouldn't, won't, can't,
didn't, hadn't.

Dictation Exercise

Conversations are filled with contracted words. The other day I overheard a one-sided conversation. A small boy was talking to his dog. He said: "Where have you been all day, Jack? You haven't any more fleas, have you? You shouldn't have and you couldn't have. If it doesn't rain, I am going to wash that hide of yours tomorrow. There won't be a flea left then, not one."

Read this dictation aloud.

Pronounce does not and then doesn't. Notice how much easier the latter is to say. That is the reason contractions are common in speaking.

Lesson 46

Uses of In and On

In suggests placement or existence within an enclosure or boundary.

On suggests placement or existence upon, *above*, outside of, or near something.

I put the money in my pocket.

He placed his hand on his brow.

Exercise 1

Fill the blanks with in or on:

1. I was _____ the room when he came.
2. _____ our house we put our books _____ the table.
3. _____ this country there are six cities with more than a million inhabitants.
4. These cities are printed _____ the maps in heavy type.
5. Over three million people live _____ Chicago.
6. There are over fifteen million people _____ in the cities of New York, Chicago, Philadelphia, Los Angeles, Detroit, and Cleveland.
7. One must ride _____ a street car or subway to go to work _____ a large city.
8. Many people who once lived _____ farms come to these cities.
9. Most city dwellers live _____ apartment houses.
10. They work _____ offices, factories, and stores.

Exercise 2

Use these phrases in original sentences:

in America

in Chicago

on American soil

on the platform

on the magazine cover

in my notebook

in the dictionary

in his own country

on the margin

on the ship

Exercise 3

Answer the questions briefly, using phrases beginning with

in or on:

1. In what states do we find the largest cities?
2. Do more people live on farms or in cities?
3. Where would you rather live?
4. On what continent do the most French people live?
5. How many languages are spoken in Europe?

Lesson 47

Affirmative and Negative Answers

Often students who have learned English as a second language do not give idiomatic answers to questions. Study the examples given below.

Question: Are you taking a vacation this year?

Answer: (1) Yes, I am going away for a short time.
or
(2) No, I am not going away this year.

Question: You went to college, didn't you?

Answer: (1) Yes, I went to college.
or
(2) No, I didn't go to college.

Question: You didn't see the fire, did you?

Answer: (1) No, I didn't see it.
or
(2) Yes, I saw it.

Question: You are leaving soon, aren't you?

Answer: (1) Yes, I am going in a few days.
or
(2) No, I'm not going for a month.

These examples show that answers to direct questions very often begin with yes or no. If we begin an answer with yes, the answer itself is in the affirmative. If we begin an answer with no, the answer proper is in the negative; that is, it contains the words not or no.

When the question is so worded that its first part is a

statement and its second part asks the question, the two verbs of the sentence agree in the time expressed. The answer likewise agrees with these verbs in time.

Exercise for Oral Work

Answer the following questions idiomatically:

1. You left him your address, didn't you?
2. The books aren't at the house, are they?
3. You have been in America before, haven't you?
4. This is a nice day, isn't it?
5. Are you reading his new book?
6. That's the right time, isn't it?
7. I haven't finished my lesson yet; have you?
8. Did you read that sign as we passed?
9. He hadn't been away long, had he?
10. You won't try to finish that book tonight, will you?

Exercise 2

Write the questions for which these sentences could be the answers.

1. No, I didn't read about the fire in the paper.
2. Yes, I'd like to go.
3. Yes, he seemed delighted with his new job.
4. No, I'm not going.
5. No, she doesn't understand what he means.
6. No, we are not going this time.

7. Yes, they answered our letter immediately.
8. No, I don't understand you.
9. Yes, he brought the book back last night.
10. Yes, you did everything you could do.

Dictation

Salesmen are careful of the way they ask questions. "Those are nice-looking shoes, aren't they?" the salesman asks, and the shopper agrees. A few minutes later the shopper has likewise agreed to buy the shoes. Few sales would be made if a salesman said, "You don't like those shoes, do you?" Why is this true?

Class Conversation

Answer the question at the end of the dictation and discuss the problem suggested therein.

Exercise 3

Fill the blanks with the appropriate words:

1. This car runs very smoothly, _____ it?
2. He _____ like that last book he read, didn't he?
3. You _____ going to come to see me soon, aren't you?
4. You haven't forgotten where I live, _____ you?
5. I believe you _____ my address, haven't you?
6. You can come tomorrow afternoon, _____ you?
7. He will stay at home until I get there, _____ he?
8. They weren't going away, were they?
9. You _____ forget your ticket, did you?

10. We'll be able to see the show all right, _____ we?

Exercise for Testing Yourself

1. What is idiomatically wrong with each of these answers.

Question: You went to the show, didn't you?

Answer: Yes, I didn't go.

Question: They were able to find the place, weren't they?

Answer: Yes, they couldn't find it.

Question: You haven't lost your purse, have you?

Answer: No, I have lost it.

2. Read the question and the corrected answer aloud.

Lesson 48

From the Philippines to America

Part V.
Across the Pacific

On December twenty-fourth we arrived in the port of Tokyo. We stayed in this famous Japanese city for only twelve hours. During this short time we were not able to see much of it, but in order to see at least the business districts, we walked up and down the streets and gazed into the store windows. We were fascinated by the displays of toys, and sometimes we went into the stores to see more of the kinds that attracted us. In many of the stores there were lanterns hanging against the walls. These were very pretty at night when all of them were lighted.

The houses that we saw in Tokyo were low and built close to the ground. It struck us that perhaps the reason for this prevailing type of house was the occurrence of earth quakes in this section of the country.

Our Christmas Day was spent on the Pacific Ocean. It was a peculiar and lonesome time for us. Often on that day our thoughts strayed homeward, and we pictured to ourselves the happy family reunions in which we had so often joined.

I was seasick every day for ten days during our crossing. I could not eat anything, nor could I think of eating. I did not sleep well at nights and wished many times that the trip were over. My cousin took good care of me and insisted that I drink at least a glass or two of milk each day. At the end of ten days of sea-

sickness, I was almost frightened when I saw myself in a mirror. My neck was thin and my eyes were sunken and deep; I looked exactly as I felt.

On the fourteenth day we came to Honolulu. From a distance this city reminded me of Hongkong. The chief difference, however, was that whereas Honolulu is spread out along the beach, Hongkong is narrow and deep and extends far up into the hills. The view of Hongkong from the harbor surpassed that of Honolulu, it seemed to me. At nights the electric lights twinkling in the far distance on the hills of Hongkong resembled the gleaming stars above.

Our ship was in port at Honolulu for one day only. Here I was no longer cold. The climate of Hawaii, at least that part around Honolulu, is very much like the climate of the Philippines. In Honolulu, also, we found many of our home fruits in the markets; we bought some of these for our future provision. It seemed but a short time until we were on board ship again, this time on the last lap of our long journey to America.

As the ship went on, the weather and temperature changed each day. Seven days after leaving Honolulu, we arrived at San Francisco. Before we came into the bay, someone said, "We are now about to pass through the Golden Gate." Upon hearing this, I hurriedly awoke Manuel in order that we might not miss seeing this famous harbor entrance. We were disappointed, however, for all we could see was a faint light on the water (as it was four o'clock in the morning and still quite dark.)

At eight o'clock we approached the pier in San Francisco. As our ship was docking and I stood on deck for the last time, I wondered once more about this great country which always before had been so much a dream to me; now here it was, actually before my eyes. My feelings were mingled as I realized that within a few minutes I should set foot in this land of promise, that soon I also should be a part of its life. Joy, anticipation, and a kind of dread held me. Should I realize all my hopes in America? Should I carve out my ambitions there more nearly to my heart's desire than elsewhere? Part of the answer lay beyond---somewhere there in America, and part lay within myself. As I was dreaming thus, Manuel came and rushed me off the boat.

In San Francisco we went first to Jackson Street, the home of many Filipinos. We saw some of our home town people here and ate lunch with them.

That same afternoon we took the train for an inland town where Manuel had lived when in America before. The next day he was back at his former work, and within a week I, too, had a job. I worked as a houseboy, and I learned many things about America from this first family with which I stayed. When the new school semester began in February, however, I found another place where my work fitted more conveniently with my school hours.

I have now been in America for more than two years. Within this time I have taken a post-graduate high school course, and I am at present completing my first year in college. I have come

to realize that there is much hard work connected with the life of a self-supporting student, but I am glad to work and am happy so long as I feel I am advancing in my education. In my moments of discouragement, I tell myself most earnestly: "Cheer up; life is not over yet!"

Lesson 49

Uses of At and To

The difference in the use of the prepositions to and at is best shown by examples.

I was at school when the fire started.

I walked to school yesterday.

(At commonly follows forms of the verb to be or "non motion" verbs like stop, etc.)

Exercise 1

Use these verbs and phrases in complete sentences:

was at home

sent to you

went to the store

am at the right

flew to the South pole

started to the left

stopped at the bank

returned to school

are at the celebration

stayed at home

Exercise 2

Fill the blanks with at or to:

1. I was kept _____ my desk all day.
2. I sent a short answer _____ the man.
3. Hurry _____ the bank before it closes.
4. Were you _____ the store when I called?
5. Will you be _____ home about nine o'clock?

Dictation Exercise

One evening we stood at one corner for five minutes. Then we walked to the next corner. At both corners we watched the passers-by. Two out of five chewed gum. This question came to us: Why do so many people chew gum? When we arrived at school next day we asked this question of our friends. One of our friends said that gum-chewing was an outlet for nervous energy. What is your opinion?

Suggestion for Talking

Answer the question at the close of the dictation work and discuss the comparative sale of other luxuries, as soft drinks, cigarettes, etc. Should the sale of such products be prohibited or regulated by laws?

Lesson 50

Use of Into

If you remember that into denotes a change from one place to another (usually from the outside of an enclosure to the inside), or a change from one form to another, you will not confuse it with in.

He went into the house very slowly.

There are five rooms in the house.

Exercise 1

1. The alphabet originated (in,into) Phoenicia.
2. It was later carried (in, into) Greece.
3. Writing (in,into) phoenicia was read from left to right.
4. (In,into)Greece the direction of writing was changed.
5. The first written documents were recorded (in,into) pictures.
6. Many centuries later the pictures were changed (in,into) symbols.
7. The alphabet came (in,into) the Latin world from the Greek.
8. The English alphabet came from the Latin, and it is now used (in,into) all the Western World.
9. (In,into) the Eastern World a different type of symbols is used.
10. There are now twenty-six letters or symbols (in,into) our alphabet.

Exercise 2

Use these phrases in sentences:

into my room

into the harbor

in Spanish

in the sky

in that city

into the water

into my mind

into her pocket book

in the English lesson

in my opinion

Exercise 3

Place in or into after the verbs in these expressions.

Develop these into complete sentences.

translated----Latin

will be----my office

was _____ the kitchen

changed _____ clean clothes

stayed _____ his room

are _____ business

broke _____ the house

went _____ business

fell _____ good luck

drove _____ the garage

Dictation Exercise

In ancient days the people who lived around the Mediterranean Sea had many cumbersome kinds of writing. The Phoenicians came to know these because of their trading trips. It is believed that the Phoenicians took whatever symbols were needed, changed them into a more simple form, and established a fixed style of writing from these combined symbols. In this way our alphabet began.

Exercise for Oral Work

What languages that you know use the English alphabet? What languages use a different one? Is there a universal alphabet?

Lesson 51

Renting a Room

Dramatize the following dialogue between a woman who has rooms for rent and a student who is looking for a place to stay.

Memorize the student's first speech and all other questions and comments that you feel you may later make use of.

(The student rings the house bell and a woman comes to the door.)

Student: How do you do. My name is John Gaspel. I have been told you have a room to rent.

Woman: Yes, I have. Should you care to look at it?

Student: I should like to. Your house is very close to school.

Woman: Yes, that is the reason I have students with me all the time. (Leading the way, she turns in at a door). Here is the room I am renting.

Student: It is nice and sunny. (Looks about the room.) I'm afraid I should need a larger study table than that one and some kind of reading lamp.

Woman: Oh, I can give you those very easily. I should want to make you comfortable. You would need a stand for your books, too, no doubt.

Student: Yes, I have a great many books. Is the bed comfortable?

Woman: The last student that stayed here said it was the best bed he had ever slept in. The springs and mattress are both new.

Student: (Pushes down on bed.) It feels very soft. Is this a warm room in the winter?

Woman: It is. In fact, the whole house is always warm. We never have the least trouble with our furnace.

Student: I do like the room. These three windows make it very light. What do you charge a month?

Woman: This room is twelve dollars for one alone and fifteen dollars if you get a room mate.

Student: I think I'll take the room alone this winter as I shall have to work hard. When may I move in?

Woman: You may come this afternoon if you wish. I'll have it ready for you then.

Student: All right. I'll send my trunk here this afternoon, and I'll pay you two dollars now as a deposit on the first month's rent.

Woman: That will be satisfactory with me. I hope you'll like it here.

Student: I'm sure I shall. I'll be back in a few hours. Goodbye.

Woman: I'll be expecting you. Goodbye.

Written Exercises

1. Write out a similar conversation which takes place between a woman and two boys who wish to rent a room together. You may use expressions from the preceding conversation when they are suitable.
2. Write the conversation that might take place if the rent were too high.
3. Write the conversation that might take place if the room were not satisfactory.

(Choose a fellow student and dramatize your original work.

Have the class and teacher tell you the speeches that are incorrect or inappropriate. Correct your conversation in this way.)

Lesson 52

Incorrect and Useless Repetition

Sometimes sentences contain a repetition of words or phrases of like meaning. Often this makes the sentences both incorrect and confusing. Such repetition is called redundancy.

A mistake of this kind is found in such a sentence as this:

I talked to her brother since after she came.

Corrected:

I talked to her brother after she came.

or

I have talked to her brother since she came.

Exercise 1

Rewrite the following sentences eliminating whatever part makes the sentences redundant, and read the corrected sentences aloud.

1. I shall take more courses in the next quarter to come.
2. He is slow in making friends now at present.
3. He seems more happier than he used to be.
4. If you are planning to come, let me know if you are coming.
5. Tomorrow we are not going on no picnic.
6. I have often before thought in the past about you.
7. Will he be able to come if he can?
8. I shall close hoping you are well and that you are feeling fine.

Dictation Exercise

Often when two words that mean the same thing are used in a

sentence, they make the sentence say what one does not wish it to say. I haven't no apples means that I have some apples. In speaking and writing English, we must be careful not to repeat words with the same meaning in the same sentence.

Reread your written work carefully today in all your classes to see if some of your sentences are redundant.

Lesson 53

1

Opportunity

This I beheld, or dreamed it in a dream:--
There sped a cloud of dust along the plain;
And underneath the cloud or in it, raged
A furious battle, and men yelled, and swords
Shocked upon swords and shields. A prince's banner
Wavered, then staggered backward, hemmed by foes.

A craven hung along the battle's edge,
And thought, "Had I a sword of keener steel--
The blue blade that the king's son bears--but this
Blunt thing--!" he snapt and flung it from his hand,
And lowering, crept away and left the field.

Then came the king's son, wounded, sore bestead,
And weaponless, and saw the broken sword,
Hilt--buried in the dry and trodden sand,
And saw and snatched it; and with battle-shout
Lifted afresh, he hewed his enemy down,
And saved a great cause that heroic day.

--Edward Rowland Sill--

Suggestion for Discussion and Study

1. Why should this story told in verse be given the title "Opportunity?"
2. What was happening in the vision or dream of the poet?
3. What is a "craven"? Who are the two chief characters of this poem?
4. Point out the contrast between the two principal characters of this poem.
5. Do we sometimes hear people about us say something similar in meaning to the words, "Had I a sword of keener steel?"
6. Was the sword with which the king's son won the battle as good then as it was when the craven had it for his weapon?
7. Does the poem mean more than the story it tells?
8. How should this poem save us from discouragement?
9. If you like this poem, the last stanza would be the most valuable one for your notebook.

Exercise for Written Work

Write a brief account in which you relate an incident about one who found an opportunity because he did not grow discouraged.

Lesson 54

Two Special Cases of Redundancy

Not---No

Not and no are two words of similar meaning which one must take special care not to use in the same sentence.

Incorrect:

I don't want no visitors tonight.

Corrected:

I don't want any visitors tonight.

or

I want no visitors tonight.

Exercise 1

Correct these sentences in either of the two ways given above:

1. He doesn't understand no English.
2. Don't you find no friends here?
3. Don't drive past no stop signs.
4. He hasn't answered no questions?
5. Tell that man not to give away no money.
6. If you haven't no ink, I'll give you some.
7. I haven't no paper today.
8. I am not in no condition to work.
9. She said she didn't know no better.
10. The store isn't selling no fruit at this time of year.

If--Not Unless

These two terms are practical equivalents and should not be used in relation to the same idea in the same sentence.

Incorrect:

If it does not rain, I shall go unless it rains.

Corrected:

If it does not rain, I shall go.

or

I shall go unless it rains.

Exercise 1

Since if--not and unless mean the same, read these sentences aloud and then reread changing if-not to unless and unless to if--not.

1. If you have not read about the American Indians, you cannot understand their queer customs.
2. Unless they have been educated, the Indians lead a primitive life.
3. If an Indian does not know you he will seldom speak to you.
4. Unless it is very necessary for an Indian to talk, he will keep quiet.
5. If you do not know what public official has Indian blood, ask your neighbor.

Exercise 2

Complete these sentences, and read your completed sentences aloud.

1. If you have not decided---

2. Unless you are satisfied---
3. If you do not understand me---
4. If they do not know you---
5. Unless you see its value---

Lesson 55

Time Agreement in Sentences

In an English sentence there must be a natural time agreement expressed by the verbs. This agreement or time relationship of verbs is commonly called time sequence. A typical mistake of this kind is found in the following sentence.

How glad I am when I saw your letter!

This sentence may be written correctly in either of two ways.

How glad I was when I saw your letter!

or

How glad I am when I see your letter!

In this way the verbs fall into line, both being placed either in the past time or in the present time according to the thought which the writer wishes to convey.

Exercise 1

Rewrite the following sentences correcting the time sequence of the verbs:

1. Will he bring his books with him when he came?
2. They knew what he wants.
3. How could you answer when you do not hear him?
4. He felt she is indifferent when he talked to her.
5. How anxious he is when the mail came.
6. Were you in the office yesterday when the mail comes?
7. Did the children answer when he speaks to them?

8. The men were painting the building when Mr. Smith falls.
9. Who was talking when the bell rings?
10. The men are happy when they saw their plans succeed.

Read your corrected sentences aloud to the class. May some of the sentences be corrected in more than one way?

Written Exercise

Write a paragraph of connected thought about meeting a friend at a railroad station or at a store. Use the following pairs and groups of words together in the sentences:

was waiting ---- saw

was looking ---- did not see

thought -----might not recognize

walked up to---asked---was looking for

said-----did not know

had grown----I saw

left-----went

Lesson 56

Sounding R

Imitate the R sound made by the teacher in pronouncing these words:

rain	really
red	run
rise	right
ready	read

If you have difficulty in imitating this sound perfectly, do this: Let the sides of your tongue touch lightly the gum ridge of your upper back teeth while the tip of your tongue is raised toward the back of your upper front teeth. As you pronounce R, the tip of your tongue will fall from this position to one at the back of the lower teeth. If while pronouncing R, you place your fingers on your vocal cords, you will feel them vibrate slightly.

Pronounce:

railroad	round	hurry
reach	ring	cherry
receive	room	merry
rent	run	story
review	rather	worry

Read:

1. I heard a bell ring in the next room.
2. I had to run around a truck to reach the railroad.
3. He read that the rain really ruined the cherries.
4. He recently read a story that rather worried him.
5. Read and review the remaining reasons.

To the Student:

Dictate these sentences aloud to other members of the class for practise in clear pronunciation.

Lesson 57

1

A Small Boy Comes from China

Part I.

Childhood Days in a Small Village

When I remember China, I remember first of all my school days there. At the age of five most children in China start to school, and I, in the small interior village of Chew Ky, was no exception to this rule. Here I was taught reading and writing. The reading consisted entirely of teachings from Confucius and Mencius, but this was not so hard as it sounds for the small children learn only the pronunciation of the words; there was no attempt to explain to us the meaning of what we read. We knew there was one thing and only one thing for us to do each day. This was to memorize perfectly all the characters that were assigned us.

Our school day began early and lasted long. School hours in China extend from sunrise to sunset. Waking early, I rushed off to school and sat busily memorizing and singing my reading lesson. There are many people who claim they do not care to sing or that they are unable to sing. These people should have begun school in China. The writings are so rhythmic and musical that one sings without knowing it. The poetry and music of our lessons sang its refrain into our brains so that half the labor of memorizing was done away with. We knew when a certain lesson started how it would continue, just as one knows the melody of a song when he hears a note or two of its refrain.

1. Adapted from an account written by a Chinese student in America.

Usually, Chinese students spend three to six years in the elementary schools of their villages before continuing the education in larger villages or in the cities. This continuation may last many years depending upon the interest, the ability, and the patience of the learner. Twenty or thirty years is not overly long for students in China to spend in acquiring an education.

My own education in my native land was unfortunately but the slightest beginning. It has now grown to be only a memory although the most impressive one of the early years of my life. Our teacher, as I recall him now, was austere and kindly but very strict. There is something to be said in favor of strict teachers and here I shall say it: Students whose teachers are strict almost always study their lessons--and remember their teacher. I recall that often in the course of the long day at our school when some small lad became careless a stick appeared in the teacher's hand and tapped the offender on the head with great precision and meaning. This was no fragile stick, and we knew its dimensions well. It was fifteen inches long and one and a half inches square.

Our school day was broken on two occasions. Between eight and nine o'clock we went home for breakfast, and about twelve we went home for lunch. I have often heard my school mates in America speak of getting a fresh start in the morning and of how much better their minds work at this time of day. In China this belief is interpreted literally, and schools do not wait until nine o'clock to begin the day. As soon as the sun is well up, small figures are seen emerging from

all the houses and rushing away to school. These same children later rush home for breakfast after a good part of the day's work has been done. I have often wondered if such a school schedule would not be very popular if tried in this country. I am sure it would be much appreciated by American mothers. However shocking these early hours at school may seem to those unaccustomed to them, we thought nothing at all about them. Custom and habit have fixed them, and they are accepted without comment or question. Perhaps the thought of the old adage that one's mind works best with an empty stomach had something to do with the origin of the custom.

Although we spent nearly a full day at school, we made the best of our leisure hours in play. Our village is situated on a branch of the Pearl River, and everyday during my first year of school I stopped on the way home from school to play in the river with a few friends. I enjoyed this very much and might have grown to be a great swimmer if my mother had not, unfortunately, discovered the reason for my delay in returning home. After her discovery, playing in the water did not seem such a pleasant thing to do. I had received something to help me hurry home from school immediately.

Luckily for me, there were other sources of enjoyment for small boys in our village besides the river. I remember well that on one side of the village there was a hill composed largely of yellow clay. This clay was soft and pliable, and one day one of my companions discovered how easy it was to shape into playthings. After that the hill became a mine and a factory for us. We shaped figures and made new playthings here each day. We let our figures dry and harden, and had all the joys of a sculptor in looking over our finished work.

Our modeling must have grown dull in turn, for later on I remember this same hill chiefly as the place where we showed off our skill as athletes. One side had a sharp cliff from which the most daring jumped to the ground below. The other side had a more regular descent, and we used it for sliding. This was great sport, and we wore our small clay hill down considerably during the time we used it for a slide.

On the opposite side of the village from the hill was a small pagoda with several flights of steps leading up to its top. The steps circled around and around up to the roof. This pagoda was another haven of joy for us. At the time we played there, part of the tower had fallen, but this only helped to make it of greater use in our games. On its roof we ran and jumped from one great piece of rock to another. As these rocks were perfectly smooth and level, we did not meet with any accidents.

Three important annual holidays stand out in my childhood memories. The most important of these days was New Years. This day was accompanied by much noise and happiness. New Years in China is celebrated like an American Fourth of July. Fire crackers are shot off, games are played, and there is a carnival spirit among the people. On this day, presents in money are given to small children.

The fifth of May was another important holiday. It was distinguished by boat racing on the rivers. There is a legend behind this day which explains its chief events. In the past it was the custom when an official was dissatisfied with the king's way of

ruling for this official to resign his position and kill himself. Thus it was that a certain official greatly loved by the people resigned and drowned himself. The people made attempts to save him but were unable to do so. Ever after the people have honored his memory by holding races on the day of his drowning. I used to stand with the small boys of our village on the bank of the river and watch the small boats dart past. Our great ambition was to grow big enough to take part in these races.

On July seventh the Chinese people believe that angels come to earth from heaven. On this day, therefore, they fill all their available utensils with water, for they believe it has a charm. These are the three most important Chinese holidays, and I remember them as the great days of our village life.

Lesson 58

Writing and Cashing Checks

How to Write a Check

Everyone who puts money in the bank receives a check book. A check is a simple, formal order to the bank to pay to the person named on the check a definite amount of money from the account of the one who signs the check.

LAWRENCE, KANSAS *January 25,* 193*3*

THE LAWRENCE NATIONAL BANK 83-43
UNITED STATES DEPOSITARY

PAY TO THE ORDER OF *S. R. Smith* \$ *25⁰⁰/₁₀₀*

Twenty-five and ⁰⁰/₁₀₀ DOLLARS

FOR *10* *John A. Brown*

A typical check which has been filled in correctly.

Checks are very simple and are easily made out, yet it is surprising how many of them are made out incorrectly. Below are some of the points to observe in writing checks:

1. The date should be written legibly and exactly.
2. The name of the person to whom the check is made out should be written as that person is accustomed to signing his name. Miss and Mr. may be omitted before the given name or initials, but Mrs. is ordinarily kept.
3. After the \$ mark, one must write exactly what he means: \$*25⁵⁰/₁₀₀*

50

or \$25.50 or \$25 . It is of course incorrect to write \$25. $\frac{50}{100}$

although this mistake is frequently found on checks.

4. On the following line one may write:

Twenty-five and 50/100- - - - -Dollars
 or Twenty-five and - - - - - 50/100 Dollars
 or Twenty-five and fifty hundredths- - - - -Dollars

Some people write:

Twenty-five dollars and fifty cents.

This last form ignores the word dollars printed on the check.

5. In signing a check one should write his name carefully and legibly using the same form under which his account is listed in the bank.

How to Get a Check Cashed

In cashing a check, one presents it endorsed at the bank window which is marked "Cashier" or "Checks Cashed." If a check is presented at the bank from which it is issued, it will usually be cashed immediately. If a check is presented at another bank, there is often a delay to find out if the signer of the check has money in the bank named on the check.

Class Work

1. Copy the preceding check form. Fill it in with a different name and a different amount of money. Sign your own name.
2. Where do you go and what do you do in getting a check cashed?

Answer these Questions

1. Who can write a check?
2. What is meant by an endorsed check?
3. To what window in a bank does one take a check to get it cashed?
4. Are banks the only places where checks are cashed?
5. Why is it wrong to write \$25. 50/100?
6. Why must one sign his name the same way on all the checks he writes?
7. Is Miss or Mrs. more commonly omitted before a woman's name on a check?
8. Who endorses a check?
9. Is an unendorsed check cashed?
10. Who must have money in the bank, the one to whom the check is made out or the signer of the check?

Written Work

1. Secure a blank check from some bank, fill it out properly, and hand it in to the teacher for criticism.
2. Write a paragraph in which you explain to a friend how he can get the check cashed which he has received for his salary.

Find out the answers to these questions if you do not know

them:

1. What is meant by a "bad" check?
2. What happens if one writes a check for more money than he has in the bank?

3. What is meant by ante dating a check?
4. How could you get a check cashed in a city where you were not known?
5. Why do most people pay by check rather than with cash?

Lesson 59

Beside, Besides

Beside is commonly used to mean near or next to.

Besides means in addition to.

He saw that his uncle was sitting beside him.

Besides his uncle there were three more men in the room.

I want ten dollars besides.

Exercise 1

Fill the blanks with beside or besides:

1. _____ the Sierra Nevada Mountains I have also climbed the Rocky Mountains.
2. There are other great national parks _____ Yosemite.
3. One day on a quiet mountain plateau I saw three deer grazing close _____ me.
4. Beneath their feet golden poppies blossomed and _____ them lay a clear blue lake.
5. _____ the beauty of color in this scene I remember it for its great peace.

Exercise 2

Use these expressions in sentences:

beside the Pacific Ocean

more rainfall, besides

beside Oregon

besides health and wealth

besides its climate

besides wheat

besides fruit and flowers

Beside the Mississippi

beside the Rio Grande

stood close beside

Reading Lesson

Besides being much fun, it is interesting to look up the origin of the names of our states. Out of the forty-eight about twenty-five derive their names from Indian words and names. Idaho comes from the Indian words which mean "Light on the Mountains". Kentucky means "Land of Tomorrow". Minnesota comes from two Indian words translated as "sky-colored water". Alabama is formed from several Indian words that make the sentence, "I clear the thicket." ✓ The state of Mississippi, taking its name as it does from the river beside which it lies, means "fish river". A few states get their names from Spanish words, as California (hot over), and Colorado (red). Most of the remaining states are named after people or places. Pennsylvania, New York and New Hampshire are some of this group.

Exercise on Reading and Map

Answer these questions orally:

1. What states lie beside California?
2. Besides Colorado what other state has a Spanish name?
3. Besides Nevada what state lies beside California on the east?
4. If you travel in Colorado what mountains will lie around and beside you?
5. Besides being beautiful are the Indian names of our states full of meaning?

Lesson 60

Sounding L

Imitate the sound of L produced by the teacher in these words:

land	least
long	learn
let	listen
less	lend

If you cannot make this L sound satisfactorily, try this: Place the tip of your tongue on the gum back of your upper front teeth. This closes up the front of your mouth but leaves the sides free. The air escaping over the sides of the tongue produces the sound of L. You should feel a vibration of the vocal cords, also, as this is a voiced sound.

Pronounce again the eight words above and continue with these:

last	light
lost	look
roll	lunch
allow	lots
liquid	laid

Use the words above in oral sentences.

Exercise

Read the sentences and then write them as rapid dictation.

1. Let us learn to lend a hand.
2. He looked and listened before strolling down the long lane.
3. He lost his letter when he lit a lantern.
4. He laid the lighted candle on the table.
5. The least he can do is allow the liquid to cool.

Say the following sentence slowly at first, but repeat it until you can say it quickly and perfectly:

Long lessons are no longer learned by candle light.

Lesson 61

Nouns

Plurals in s and es

The great majority of nouns form their plural by adding s to the singular form. Some nouns, however, add es to form their plural.

<u>Singular</u>	<u>Plural</u>
hat	hats
box	boxes
mass	masses
class	classes
pass	passes
bus	buses or busses
gas	gases
bush	bushes
wish	wishes
dish	dishes
brush	brushes
watch	watches
church	churches
porch	porches

It will be noted that nouns ending in x, s, ss, sh, and ch commonly add es to form the plural.

Exercise I

1. Pronounce the singular and plural forms of the words above.
2. Which plurals add a syllable, those ending in s or es?
3. Ask questions containing the plurals of these words:
mass, bus, church, match, empress, class, dish, porch,
day, glass. Is there any of these words which does not
add an extra syllable in its plural form?

Dictation Exercise

If the gases from the factories are too strong, no one will want to live near them. The health and wishes of the great masses of workers must be thought of. Buses might be engaged to carry the men to work at the factories. Then their homes could be a few miles away, but they would have to cross over two mountain passes.

Underline all the plural nouns. Read the dictation exercise aloud and note the pronunciation of plural nouns in es.

Exercise for Testing Yourself

How many of the following plurals of nouns are spelled incorrectly.

bankes

porchs

crosses

years

books

speeches

minds

kindnesses

joyes

blushs

After you have corrected these words, pronounce them
aloud.

Lesson 62

Nouns

Irregular Plurals

Some nouns add neither s nor es to form their plurals but have an interior change which must be remembered.

<u>Singular</u>	<u>Plural</u>
man	men
mouse	mice
child	children
tooth	teeth
foot	feet
goose	geese
woman	women

Some nouns ending in f or fe change the f of fe to v and add es in forming their plural.

self	selves
calf	calves
half	halves
thief	thieves
knife	knives
life	lives

Pronounce the singular and plural forms of the preceding words.

Exercise I

Write questions containing the plurals of calf, life, foot, woman, tooth, mouse, thief, man, half, and child. Read your questions aloud. Call on your classmates to answer your questions in complete sentences.

Dictation Exercise

The men thought themselves unable to answer a letter received from one of the children in a French school. They asked a French girl to read the letter and answer it. She said, "You have misread the letter itself. The writer says he can read English. You yourselves should write the answer."

Exercise

Read aloud the following sentences changing the underlined words to their plural form.

1. We asked the child to go with us.
2. Put the knife and fork on the table.
3. We talked to the owner, himself.¹
4. I ²myself² do not care to drive a car.
5. Last night we caught the mouse in a trap.
6. The thief escaped without awakening us.
7. The life of the pioneer seemed difficult.
8. We noticed that the writer himself seldom spoke.

¹ Him is changed to them for its plural form.

² I is changed to we for its plural and my to our.

9. He is having trouble with his tooth.
10. I shot the goose on my camping trip.

To the Teacher: Drill in pronouncing self and selves may be necessary here.

Lesson 63

Plural of Nouns Ending in Y

Many nouns ending in y change this y to i and add es.

Singular

lady

folly

city

Plural

ladies

follies

cities

If there is a vowel instead of a consonant before the final y, the formation of the plural is regular.

valley

valleys

Exercise I

Write the plurals of the following in original sentences.

penny

duty

berry

library

mystery

beauty

family

victory

city

reply

fly

worry

history

cry

Dictation Exercise

Families in large cities have many worries. The men work in factories for rich companies. There are more beauties in the country than in the city. Men stay in cities because

they can get work there, but there are many opportunities in the country sections also. Children and babies are healthier in the country away from the heat and flies.

Underline all nouns in the dictation exercise that form their plural by changing y to i and adding es.

Exercise for Talking

Let the members of the class be divided into two groups according to their preference for life in the city or life in the country. Then let each student give his best reason in one clear sentence for preferring country or city. Discuss the reasons given and their relative values.

Lesson 64

Applying for a Job

The person who applies for work should realize the importance of his personal appearance. He should be well-groomed, with his suit brushed and his shoes shined. He should state his abilities truthfully and confidently but not boastfully.

Dramatize the dialogue below memorizing all the speeches which are most typical in personal applications for work.

(John Boxas, a student, walks into a shoe store and up to the office which is in the rear.)

John B: May I speak to the proprietor of the store please?

Stenographer: He is over at the front counter but is busy just now. When his customer leaves the store, go over and speak to him.

John B: Thank you.

(As soon as the customer goes, John walks to the front counter and addresses the proprietor.)

John B: My name is John Boxas. I saw your advertisement in the paper for a messenger and should like to have the place.

Proprietor: I need a boy to make the city deliveries in the afternoon. Are you a student in the city schools?

John B: Yes, I am a junior at the high school. I could work every afternoon from three-thirty on, and in the mornings, too, from eight until nine, if I were needed. My first class doesn't begin until nine-fifteen.

Proprietor: I'd like to have someone for an hour in the morning to help unpack boxes and to do some of the regular morning work around the store. Have you done any work of this kind before?

John B: I have never worked in a shoe store, but I have been a messenger before. I worked for Miller and Son until last week when they decided they must have a messenger for the full day. You may call them regarding me.

Proprietor: I suppose you have a bicycle of your own then?

John B: Yes, I have. I live two and a half miles away from school and ride back and forth. I find it more economical than riding the street car. You see I am very anxious for work as I am supporting myself while attending school.

Proprietor: Well, I am glad to find a student who is ^{eager} anxious to work. I think you will be satisfactory. Report in the morning at eight and we shall give you a trial at any rate.

John B: Thank you very much. I shall be here at eight o'clock.

Exercises for Written Work

Write the conversations taking place in the following social situations. Choose a classmate and dramatize your work. Do your best. This practice may help to get you a job later on when you want one very much.

1. Personal application of a high school student for work as a chauffeur after school hours.
2. Personal application of a high school student for work at a summer camp during vacation.
3. Personal application of a student for work as a house boy.
4. Personal application of a high school graduate for work as a bookkeeper in a bank or office.

Lesson 65

Nouns with Articles

The words, a, an, and the, which precede most nouns in English are called articles.

A and an are called indefinite articles because they refer to any one thing in a general group.

The is called a definite article because it always refers to one particular thing.

A book helps to pass the time.

An argument may continue for hours.

The man is here now.

It will be noted that the distinction between the uses of a and an refer to the word which follows. A is used before a word beginning with a consonant; an is used before a word beginning with a vowel.

Exercise 1

Place a or an before each of these words and then use in sentences:

reason

cousin

idea

authority

drink

street

education

act

party

admission

Exercise 2

Explain the difference in meaning caused by changing

a or an in the following sentences to the

1. An hour was spent in looking for a house.
2. A man must be very hungry to ask for food.
3. A machine must be tested before it is sold.
4. An overcoat was hanging in a closet.
5. Do you have a pair of gloves?

Dictation Exercise

A holiday is a day on which people do not work. In America there are six national holidays: New Year's Day, Washington's Birthday, Independence Day, Labor Day, Thanksgiving Day, and Christmas. Each state has its own state holidays, also. The day on which a state was admitted to the union is usually kept as a holiday by that state. Columbus Day is likewise observed as a holiday throughout most of the country. Can you tell the reason for celebrating each of the national holidays?

Read the dictation exercise aloud and explain the meaning of each of the articles as they are found here.

Suggestion for Oral Discussion.

Answer the question at the close of the dictation exercise. Name at least one holiday observed in your native land and tell the reason or story accounting for it.

Lesson 66

The: When Used before Nouns

You have no doubt noticed that the definite article the is sometimes used and sometimes omitted before nouns. You may feel that this use or omission is a matter of chance, but such is not the case. An incorrect employment of the is quickly noticed by all who speak English as their native language, and you can also detect errors in its use if you will give this matter your attention.

Today, read carefully a newspaper or magazine and note the sentences in which you find the used before nouns. Jot down one hundred examples of this use and bring them to class. Below is a list of a few general cases in which the is placed before nouns. Before coming to class tomorrow, list as many of your examples as you can under these heads. You will perhaps find that many of your examples do not fall under these rules. Try to formulate other general rules for those illustrations. Remember that you must have many similar examples before you can draw a general conclusion or derive a rule.

A few general rules for using the before nouns:

1. The is used before the names of countries used in the plural. (The Netherlands)
2. The is used before the names of rivers, valleys, seas,

and chains of mountains. (The Mississippi River)

3. The is used before nouns that are followed by of. (The third of the month)

4. The is used before a common noun when this noun designates one special place. (The University of Chicago)

5. The is used before group or class nouns when these are used in the singular. (The mouse is a sly animal.)

Read your own newly-formulated rules to the class and give at least ten examples to illustrate each. List in your notebook the rules for the use of the before nouns upon which the members of the class are agreed.

Exercise for Class Work

Place the before the nouns in the following sentences wherever necessary:

1. United States is the home of many people.
2. Hudson River and East River are often spoken of in New York.
3. I have an appointment with him on first of the month.
4. Rocky Mountains are higher than Appalachian Mountains.
5. Mediterranean Sea means "the sea in the middle of the land."
6. By tenth of January the work will be completed.
7. University of Michigan is located at Ann Arbor.
8. There are many farmers in Middle West.

9. Mule is the most stubborn of animals.

10. Business man of today must be wide-awake.

Can you formulate a general rule for the use of the in Sentence

81

Dictation Exercise

The is one of the most puzzling words in the English language. It is well to learn carefully several rules for its use. We speak of "America" but of "the United States," of "Lake Erie" but of "the Gulf of Mexico," of "July Fourth" but of "the Fourth of July." The is used before some nouns in the singular but not in the plural; for example, we say, "The lion is a wild beast" but "Lions are wild beasts." Can you give five examples to illustrate five uses of the?

Read the dictation aloud and answer the question.

Lesson 67

A Small Boy Comes from China

Part II
The Trip to America

My village was a quaint little place called Chew Ky. It was situated in a somewhat hilly country about ninety miles from Canton. A branch of the Pearl River ran in front of the village, and beyond the river there was a large fertile valley seven or eight miles wide. Behind the village were many hills interspersed with small valleys. These valleys nearby were farmed by men who went out to the fields each day and returned to the village each night. This part of China is dotted with small villages similar to ours. They are usually found in the valleys about two or three miles apart. Some of the land of this district was owned by the men of the villages and some by men who lived in cities and hired tenant farmers to till the fields.

There were only thirty-five or forty houses in our hamlet. All the houses were very much the same in architecture; they were built of brick and tile and were but one story high. In one way these houses were like the old Roman houses, for each had an open hole in the roof where the rain came in. Directly beneath this hole was a big square cavity corresponding to the Roman *aquarium*. This cavity caught all the rainfall.

My father was in America during these years and one day my mother received word that we were to join him there. A cousin who was in China on a trip from America was to accompany us. When he arrived in our village, going to America seemed very real and possible. There was a great commotion and stir within our household many days before leaving as my mother was busy packing, bidding friends goodby, and preparing for our long trip. As I was only seven, I had little share in the real work connected with our departure but watched all that went on with great interest.

To leave our home village, it was first necessary to get out of the interior of China. After our farewells were said, we stepped into a small boat in which our trunks had already been placed. This boat used oars, and we rowed in it to a small market-place called San Chong. At San Chong we transferred to a small steamer with no engine which was pulled along by a towboat because of the shallowness of the river. After half a day's travel we reached deeper water and transferred to another steamer equipped with modern machinery. We stayed on this ship until we reached Hongkong.

I remember Hongkong more distinctly than the other cities where we stopped later. Possibly the reason for this is that Hongkong was the first large city I had ever seen. Although Hongkong is now a possession of Great Britain, it still retains the characteristics of an Oriental city. It is a very hilly place, and the houses on

the top of the hills are sometimes veiled by clouds. In fact, most of the houses in Hongkong seem to be climbing the steep slopes. The business section of the city is located on its few level streets. Hongkong, as I remember it, has a wide harbor and is laid out in the shape of a large crescent embracing the bay. We stayed a few days in Hongkong visiting friends and relatives and then hired a row boat to carry us out to the big ocean liner as the liners come up only as far as Victoria Island.

The first stop of the ocean liner was at Shanghai and following that we made three stops in Japan. We then traveled constantly for nine days across the ocean before reaching Honolulu. My mother was seasick, and consequently we did not go ashore at the ports where our ship anchored. I was seasick for only one day, and after that I enjoyed the trip thoroughly. I made one observation on this voyage that I believe would hold true on all steamships on all the oceans. I noticed that there are but two kinds of ship passengers: those that are seasick and those that are not. The latter group are quite disdainful of the former one and cannot understand why anyone should be upset by the mere rocking of a boat. These fortunate ones go about their activities with their minds made up to get everything possible from the voyage, to see everything that is to be seen, and to do everything there is to be done on a large boat. A voyage is a pleasant thing for such people. There were entertainers to amuse them, games for them to play, and refreshing walks for them to take

on the deck. At nights there were either concerts or dances.

Another advantage which these people have is eating. One can eat as much as ^{he} likes while on a boat without extra charge. Some heavy eaters who were not seasick ate their regular meals and enjoyed a little snack every hour or two besides. Of course, as I was only a little chap, I was unable to take full advantage of this opportunity. I remember doing my best; perhaps that was not so bad.

Lesson 68

The: When Omitted before Nouns

While listing examples of the use of the before nouns, you probably noticed many nouns were not preceded by the. Today, fix your attention upon the omission of the before nouns. Jot down one hundred examples of phrases or sentences in which the is not placed before nouns. Below is a list of a few general cases where the is usually omitted. List the examples of omission which you found under the following heads in order to discover these illustrations not covered by these rules. Try to formulate additional rules to cover these illustrations.

A few general rules for omitting the before nouns:

1. The is omitted before abstract nouns used in a general sense. (Kindness is his great virtue.)
2. The is omitted before the names of cities, streets, squares, parks, single mountains, capes, and lakes. (Golden Gate Park)
3. The is omitted before a title followed by a name.
(Professor Smith)
4. The is omitted before the names of meals used in a general way. (Dinner was served.)
5. The is omitted before the words, man and woman, used in a general sense. (Man is never entirely satisfied.)

Check your newly-formulated rules with your class-mates.

List in your notebook the rules for the omission of the before nouns upon which the members of the class are agreed. You may add more rules to this list later on.

Exercise 1

Put in or take out the in order to make the following sentences read correctly.

1. At the breakfast Mr. Brown reads the paper.
2. The experience is a hard teacher but a sure one.
3. The old saying that the man must work and the woman must weep is no longer taken literally.
4. The Professor Grant explained the location of the Mount McKinley.
5. In the Chicago many people work in factories.
6. Mississippi River is the longest river in America.
7. A look of the joy spread over his face.
8. I spoke to the Doctor Luke, but the professor answered me.
9. On the Fifth Avenue in New York there are many fine stores.
10. Christmas always comes on twenty-fifth of December.

Exercise 2

Give orally sentences containing the following words and expressions, placing the before them when it is necessary.

sympathy	lunch
Lake Erie	Market Street
Gulf of Mexico	San Francisco
Mississippi Valley	Fourth of July
Sierra Nevada Mountains	Mount Shasta

Dictation Exercise

Free speech is held by Americans as a great prize. No one in this country can be denied the right of expressing his opinion. In time of war there is an effort made to prevent certain talks and speeches that are thought harmful to the cause of our government, but even at such times there is much more freedom of speech in America than in other countries. Free speech is one of the natural principles of democracy.

Suggestion for Oral Work

What are the good and bad features of free speech in this or any country? What is meant by freedom of the press?

To the Teacher: Having had the word the before the students for two lessons, their pronunciation of this word should be noted and checked. Practice in pronouncing the th sound is given in Lesson

Lesson 69

The before Proper Adjectives

Although the is omitted before the names of countries, states, cities, and the like when these words are used as nouns, the is placed before these same words when they are used as modifiers of nouns. A proper noun used in this way is called a proper adjective.

America is the home of democracy.

The American people are fond of change and action.

Exercise I

Change these nouns into adjectives and use them correctly in oral sentences:

Italy

Spain

Japan

Mexico

China

Belgium

England

Ireland

Germany

Austria

Exercise 2

Place the in the following sentences wherever it is necessary:

1. Canadian people are very loyal to their mother country.
2. If you can understand German language, you will enjoy your stay in Germany.
3. Japanese custom of greeting was compared to American custom.

4. Russian people are trying to form a stable government.
5. Texas cowboy rode his pony over the desert.

Dictation Exercise

The native sons and daughters of California are very proud of the beauties of their state. They point to the cities of San Francisco and Los Angeles with great pride. They tell of the products of the Santa Clara, the Sacramento, and the San Joaquin Valleys. They speak of the height of Mount Shasta and Mount Hamilton. They recount the wonders of Lake Tahoe, Lake Arrowhead, Yosemite Valley, and Carmel Bay. A Californian has many good reasons for pride in his state.

Exercise for Talking

Tell of a scenic beauty spot in your native land. Compare it to one seen in America. What is meant by a national park? Have you ever visited one?

Exercise for Testing Yourself

Most of Mexican people speak the Spanish language.

Is this sentence correct?

Lesson 70

Nouns Showing Possession

In the singular, nouns to show possession add 's.

boy
boy's

girl
girl's

In the plural, nouns ending in s add only the apostrophe to show possession.

boys
boys's

girls
girls'

If the plural form of the noun does not end in s then 's is added to show possession.

men
men's

children
children's

Exercise I

Place the apostrophes correctly in the following sentences:

1. I have the boys book.
2. He left his mothers purse here, too.
3. The girls gloves dropped on the floor.
4. what color are your sisters eyes?
5. The days work will begin soon.
6. Boys and mens clothes are sold there.
7. The womans answer was carefully given.

8. He said that he read the owners letter.
9. The trees branches were broken off in the storm.
10. His mothers advice was never forgotten.

Exercise 2

Tell whether the following words showing possession are in the singular or in the plural:

Ireland's

mice's

farmers'

brother's

citizen's

Mary's

student's

allies'

firemen's

army's

Suggestion for Talking

Look at some member of the class and note ~~out~~ some feature or article of dress which distinguishes him. Then ask some other member of the class a question similar to this: "Whose shoes are black?" The answer will be "Frank's shoes are black". If your question is not correctly answered, ask someone else. If you do not hear the s sound added to the possessive word consider the answer wrong. The first one to answer correctly asks the next question.

Lesson 71

Nouns: Two Ways of Showing Possession

It is usually more idiomatic, especially in conversation, to use the "apostrophe" form of indicating possession with nouns that name things possessing life. The "of" form of showing possession is more commonly used with nouns that name things lacking life.

We say--

The boy's cap was lost.

Rather than--

The cap of the boy was lost.

And yet--

Rather than-- The cover of the book was torn off.
the book's cover was torn off.

Each of the preceding sentences is grammatically correct, yet the distinction pointed out in the use of the possessive forms is commonly made.

Exercise I

Change these sentences whenever necessary so that the nouns showing possession will stand in their most idiomatic form.

1. The story of the soldier was repeated everywhere.
2. The rising generation is tomorrow's hope.
3. The will of a boy is like the will of the wind.
4. The wishes of Mary were unchangeable.

5. The wind's wailing and the rain's patter kept him awake.
6. The laugh of the man was full of scorn.
7. He was a wolf in sheep's clothing.
8. The desk's top was littered with papers.
9. The farewell address of Washington was full of wisdom.
10. The speed of the car was a joy to him.

Exercise 2

Use the following expressions in oral sentences:

the girl's face	the lawyer's voice
the quality of the paper	the noise of the streets
the child's temper	the congestion of traffic
the failure of the business	the policeman's whistle
the color of the ink	the artists' ambition
the pride of the school	the beauty of the place
the man of the future	the doctor's office
the owner of the house	the mayor's speech
the height of the aeroplane	the length of the story
the boy scouts' tent	the teacher's personality

Reading Exercise

¹ An old English woman's story about the origin of the expression "cold shoulder" is very amusing and possibly true. Today we say, "I was given the cold shoulder," and

¹ Adapted from a story in the Reader's Digest, March, 1930.

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people understand that "given the cold shoulder" means slighted or snubbed. This expression came from England according to the elderly woman's account. The country squires of that land were famous for their hospitality and almost equally famous for the delicious hot roast mutton which they served. If a guest too long outstayed his welcome, however, the squire's order to his butler was to serve the shoulder cold until further notice. In those days one was "given the cold shoulder" without mistake.

Read the story aloud. Can you find any examples of the two possessive forms in this paragraph.

Lesson 72

Work¹

Let me but do my work from day to day,
In field or forest, at the desk or loom,
In roaring market-place or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
"This is my work; my blessing, not my doom;
Of all who live, I am the one by whom
This work can best be done in the right way."
Then shall I see it not too great, nor small,
To suit my spirit and to prove my powers;
Then shall I cheerful greet the laboring hours,
And cheerful turn, when the long shadows fall
At eventide, to play and love and rest,
Because I know for me my work is best.

Henry Van Dyke

¹ From "Music and Other Poems," by Henry Van Dyke.

Suggestions for Study

1. What thought regarding our work can keep us cheerful during the times when we feel our work is small, unimportant, and unworthy of our abilities?
2. What different kinds of work could be done in the places named by Van Dyke.
3. What is meant by the expression, "find it in my heart to say"? by "vagrant wishes"?
4. Write a short paragraph explaining exactly what the quoted passage means to you. Tell whether or not you agree with the idea contained in it.
5. What is meant by work "not too great, nor small, to suit my spirit"? "to prove my powers"?
6. Why do you suppose so many people are dissatisfied and unhappy in doing their work? What answer to this question does the poem suggest?
7. What inner knowledge can keep one contented if not happy at his work?

Lesson 73

Pronouns

The most commonly used pronouns are the personal pronouns: I, you, she, he, it, and the plural forms of these words: we, you, and they.

I represents the speaker.

I am an admirer of that writer's books.

You represents the person or persons spoken to.

This pronoun is both singular and plural in meaning but always requires a plural verb.

You are looking well.

He represents some masculine singular noun naming what is talked about, as the boy.

He has grown very tall.

She represents some feminine singular noun naming what is talked about, as the girl.

She resembles her mother.

It represents some neuter singular noun naming what is talked about as the table.

It is made of mahogany.

We represents the plural form of the noun naming the speaker; it is the plural of I. This pronoun has the meaning of you and I or of someone and I.

We stayed a few days.

They represents the plural form of the noun naming the person or thing spoken about. This pronoun may represent the plural of a masculine noun, a feminine noun, or a neuter noun; or it may represent a plural noun naming combination of masculine, feminine, and neuter.

They agreed to come.

Exercise 1

To represent the following nouns, use pronouns in sentences:

the books	the old man
the sister and brother	the lamp
the nurse	the nurse
the lawyer	this platform
the largest city	my father
the girls' grandfather	the nation's wealth
the weather	your business
her friend John	his idea
the author	the actress
the roses	the sun

Written Exercise

Rewrite the following paragraph changing all the underlines words to pronouns.

The typical American is the man who earns his living and enjoys doing so. The real American is ambitious. The American tries to rise in his job. The American believes in play as well as work; the American likes to read books and papers. The American reads books and papers to improve his mind and to learn what is going on in the world. The American is a man who likes to keep up with the times.

Read the paragraph as it is written above and then read your version of it. Which sounds better? Why does the use of pronouns improve this passage?

Exercise for Talking

Discuss other characteristics of the American. Which of his characteristics do you admire?

Lesson 74

Pronouns as Objects

The forms of the personal pronouns studied in the preceding lesson are those used as subjects. Most of these pronouns change their form when used as objects.

<u>Subjects</u>	<u>Objects</u>
I	me
you	you
he	him
she	her
it	it
me	us
they	them

Notice that we say--

I told the story.
but

The man told me.

He is talking.

The writer answered him.

She is my friend.

Anyone could trust her.

We want your trade.

The letter decided us.

They were at the show.

The show amused them.

Exercise 1

Choose the correct form of the pronouns for the sentences

below:

1. Follow (me, us) in your car.
2. We shall ask (she, her) to come.
3. The men watched (he, him) carefully.
4. This city reminds (I, me) of home.
5. The owner ordered (they, them) to leave.

Exercise 2

After all prepositions the object form of the pronouns is used. These are some of the most common prepositions: with, by, from, for, to, before, behind, of, at, on, below, beneath, toward, around, near.

Make up ten original sentences using some of the prepositions above with me, you, him, her, it, us, or them.

Exercise 3

Correct these sentences. Tell why each is wrong.

1. With she it is different.
2. It occurred to she and I that you might like to go.
3. We took our position near he.

4. Like we they were often misunderstood.
5. That man reminds me of she when she was younger.

But and for may serve as prepositions as well as conjunctions.

(When used as a preposition, but means except.)

But as a preposition:

Everyone was pleased but him.

But as a conjunction:

I want to go, but the weather keeps me home.

(When used as a conjunction, for means because.)

For as a preposition:

The boys called for him long ago.

For as a conjunction:

I decided to go, for it had stopped raining.

As conjunctions but and for are followed by the subject forms of the pronouns.

As prepositions but and for are followed by the object forms of the pronouns.

Exercise 4

Choose the proper pronoun to follow but and for:

1. He visited India and Turkey, for (he, him) wished to see the world's greatest jewels.
2. No one in his party wanted to go but (he, him).

3. The travelers were tired, but (they, them) were congenial.
4. For (she, her) it was never a pleasure to travel in discomfort.
5. All but (we, us) had traveled in South America.
6. We shall go to South America, but (we, us) shall study Spanish first.
7. It is very difficult for (I, me) to learn Spanish.
8. No one in the party spoke Spanish but (she, her).
9. They must have liked Rio de Janeiro, for (they, them) stayed there two months.
10. Call for (us, we) before you go.

Lesson 75

Double Objects

When a verb or preposition is followed by more than one object pronoun, one must make sure that both pronouns are in the object form.

That will be a pleasant trip for you and him.

The letter angered him and her.

He told his plans to them and us.

Exercise 1

Use the following phrases and parts of sentences in complete sentences.

between you and me

near him and me

told us and them

answered you and me

written him nor her

besides you and me

in front of us and them

by you and her

hired you and them

with his friend and her

Exercise 2

Correct any errors that you find in these sentences:

1. The supervisor had charge over them and we.
2. We asked she and her mother to come.
3. Read the paper aloud to your father and I.
4. Have you seen either she or he?
5. To my sister and I, they sent a book.
6. Would you prefer talking to him or her.
7. Please drive her and I over to our friend's house.
8. Bring your mother and they with you.
9. In the store our friends searched for they and we.
10. Between you and I, this is a bad mistake.

Dictation Exercise

The small boy on the train with his mother and father asked many questions. The other passengers were amused at the conversation between his parents and him. The boy addressed first his mother and then his father, asking alternately these questions of her and him.

"Is that the highest mountain in the world?"

"Where is the highest mountain then?"

"Does it ever rain in deserts like this?"

"Do Indians live here?"

"Do they dress like picture Indians or us?"

"Are cowboys afraid of cattle or anything?"

"Will you get Bob and me a book about Indians?"

Underline all the compound objects in the preceding dictation. Are the pronouns in the right form? Read the dictation exercise aloud and answer all the boy's questions that you can.

Subject for Conversation and Study

Discuss the Indians as native Americans, their life, their customs, and the care given them by the government.

Lesson 76

Sounding Ng.

Ng is a very important sound in the English language because of the great number of words ending in ng and ing.

Ng is a sound made through the nose. Imitate the teacher in pronouncing these words:

sing	wrong
bring	strong
long	linger
song	finger
speaking	talking

If this sound is difficult for you, try this: Press your tongue against the soft palate forcing a continuous singing sound up through your nose. The tip of your tongue will be near the base of the lower teeth. The vocal cords should be felt to vibrate when this sound is made.

Practice saying these words:

king	sung
young	jingle
among	tongue
hung	mingle
rung	sprung
lung	gong

Read these sentences aloud. When your pronunciation is good, dictate them to your classmates as a written exercise.

1. Among his songs was one about a young kind.
2. He rang the wrong gong.
3. He would bring his jingle to an end in a strange tongue.
4. He lingered long on the wrong road.
5. His fingers tingled with cold and he had a pain in his lung.

Learn to say quickly and perfectly:

He is hoping that the charming singer will soon be playing and singing his favorite song.

Lesson 77

Pronouns Following Forms of To Be

I, he, she, we, they are used after am, is, are, was, were and all other forms of to be.

It is I.

It was he that made the speech.

It will be she who will take your place.

Exercise 1

Use the correct form of the pronouns in the following sentences:

1. It must have been (they, them) who called.
2. Could it be (we, us) that he means?
3. I am sure it was (he, him) you saw.
4. It is (I, me) that you saw.
5. It was (she, her) who was on the train.
6. Is it (she, her) that sings for charity?
7. Were you (he, him) who wrote the letter?
8. It is (they, them) that deserve the credit.
9. The boys are sure it was (I, me).
10. If it were (we, us), they would understand.

Exercise 2

Begin a call to each member of the class over the telephone, using these words:

"Hello, is (name of student called) there?"

The one called responds, "This is he," or "This is she."

Dictation Exercise

Many boys were following a man down the street. "Who is he?" everyone was asking. He looked like the Pied Piper.

"I think it is he who opened the new candy store", someone suggested.

"No, I saw him in his store a few minutes ago," another answered.

Finally, the man halted, turned to the boys, and said, "Boys, the gate keepers may not let you in the ball grounds, and I can't pay your admission. If I were they, I should let you pass in free, but they have to follow certain rules. Don't all try to get in at once, remember. Goodby; I must leave you here."

He was a big league baseball player back in his home town. A king could be given no more honor by his youthful subjects than was he.

Underline all the pronouns in this exercise. Can you explain the form of each? If you cannot, ask one of your classmates or your teacher.

Exercise for Testing Yourself

I think it was him that gave me my first baseball.

Is there a mistake in this sentence?

Exercise for Talking

What kind of game do you like best to see? Tell about
the best game you ever saw.

Lesson 78

Buying Groceries

Dramatize this social situation.

Place: A grocery store

Characters: A clerk and a customer

Customer: (Addressing clerk) I saw some large oranges in the window. What is the price of them?

Clerk: Five cents apiece. Fifty cents a dozen.

Customer: I'll take a half dozen.

Clerk: Anything else for you?

Customer: Yes, I want some whole wheat bread and a pound of butter.

Clerk: We have no fresh whole wheat bread, but we have graham bread and rye bread.

Customer: I'll take a loaf of graham bread then. Do you have good Swiss cheese?

Clerk: Yes, our cheese is very good. How much do you want?

Customer: A half pound will be enough.

Clerk: (Puts all the parcels together.) Now will there be something more? We have a sale on these dried prunes today, fifteen cents a pound.

Customer: Those do look nice. I'll take a pound. And that will be all, I think.

Clerk: (Figures bill.) That will be exactly one dollar and forty cents.

Customer: (Pays him.) Could you deliver these groceries,
I wonder?

Clerk: I'm very sorry, but our last delivery has just gone.
I might get a special messenger.

Customer: Don't bother. I can carry them.

Clerk: I'm sorry. Come in again.

Customer: I shall. Goodnight.

Clerk: Goodnight.

Written Work

1. Write the conversation that would take place between a customer and clerk in a butcher shop.
2. Write the conversation that would take place in a grocery store when a customer orders the food necessary for a complete meal: bread and butter, meat, vegetables, fruit, coffee, and pastry.
3. Write the conversation taking place in a grocery store when a customer orders a variety of canned goods.

Lesson 79

Who --- Whom

The pronoun who changes its form to whom when used as an object; a change similar to that of I to me, he to him, and so on, as illustrated in Lessons 73 and 74 on personal pronouns.

Who is coming?

I see whom you mean.

With whom did he go?

I see who you are.

Exercise 1

Choose either who or whom for these sentences:

1. I can't see (who, whom) it is.
2. (who, whom) wants to go?
3. (who, whom) will you ask?
4. (who, whom) bought a new dress?
5. The man (who, whom) is coming will make a speech.
6. The man (who, whom) you have just met was here before.
7. (who, whom) do you mean?
8. Bring me the books no matter to (who, whom) they belong.
9. With (who, whom) were you talking?
10. (who, whom) must I take this to?

Exercise 2

Make up five original sentences beginning with who.

Make up five sentences containing whom.

Reading Exercise

The small boy was frightened and out of breath when he reached school. The teacher asked him whom he saw that frightened him, but the boy did not seem to know who it was.

"I think it was a ghost," the boy said.

It is someone who is playing a trick on him, the teacher thought.

"Who lives near you?" she asked the boy.

"Only some boys who used to take me to school," the boy replied. "Yesterday, I told them I wasn't afraid to go to school alone."

"Oh," said the teacher, "and did the boys to whom you said that laugh?"

"Yes, they did," said the frightened boy, "and they said, 'We'll see.'"

Read aloud the exercise. Notice all the uses of who and whom.

Exercise for Testing Yourself

Can you find a mistake in this sentence and, ^{if so} tell the reason for your correction:

We saw the boy who you mentioned running away from a white clad figure.

Suggestion for Oral Work

Tell briefly of a childhood experience in which you were frightened, or tell of an experience in which you had a joke played on you.

Lesson 80

Who --- Which --- That

Who and whom refer to people.

That refers to people and things.

Which refers to things.

I know the man who is speaking.

I know the man that is speaking.

I know the book that you mean.

I know the excuse which he gave.

Exercise 1

Fill the blanks with who, whom, that, or which:

1. He is reading the book _____ I read last week.
2. With _____ were you traveling?
3. The clothes _____ I had taken were not heavy enough.
4. No argument _____ I can think of could persuade him.
5. Friday was the first day _____ I saw him.
6. The bus _____ stops here will take you to work.
7. The answers _____ he gave were foolish.
8. The doctor _____ just passed has been in Germany.
9. Was it the factory _____ was burned?
10. Was Frank's dog the one _____ bit him?

Exercise 2

Make up five oral sentences containing who or whom.

Make up three sentences containing which.

Make up two sentences containing that.

Dictation Exercise

¹There is a story that explains our word tariff as we use it today. When the Moors were masters of Spain, their ships lay in wait for the rich merchant vessels which were bound for Italy, Greece, and Egypt. The Moors, who were wise enough not to kill the goose that laid the golden egg, charged a blackmail tax with a fixed scale of payment on the cargo which the vessels held. The goods was valued and the payment made in the harbor of Tarifa, about thirty miles from Gibraltar. Thus originated the word tariff. There are still many people who believe the tariff is as unlawful as it was in its beginning.

Underline that, which, who, and tell what words these pronouns refer to.

¹ Adapted from a story in Reader's Digest, March 1930.

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Exercise in Joining Sentences

Place who, which, or that in place of the words underlined.

These words will join the clauses they introduce to the preceding sentence.

1. We liked that house. That house was small and cozy.
2. We talked to the owner. The owner said he would sell us the house.
3. The house was built under some large oak trees. These trees shaded the wide lawn around it.
4. These trees were planted by the owner's father. The owner's father had built the house.
5. About this small house there was an air of peace and quiet. This peace and quiet pleased us very much.

Lesson 81

A Small Boy Comes from China

Part III
In America

Five and one-half days after leaving Honolulu we reached San Francisco. My father met us there, and we had a very happy reunion. I was amazed at the tall buildings of this city, its hurrying crowds, its rushing automobiles and street cars. Although I had seen a little of the life of a city in Hongkong, it did not impress me as did the bustle and activity of San Francisco. I was most fascinated with the street cars and automobiles and would try to follow the progress of the fastest ones until they were out of sight. I kept asking my parents which could go faster, a street car or an automobile. I was not able to decide for myself, as each time I watched what seemed to me to be a race between the two the one which before had been the loser would turn out the winner. Another problem regarding the city traffic which bothered me during my first days in America was which one of these two conveyances would survive in case of a collision. Many times I thought I was about to see an actual answer to my query and waited breathless for the awful crash, but when I looked again, both street car and automobile were traveling serenely on their ways, oblivious of any past danger. My sincere hope was always that somehow the automobile would come through untouched if an accident occurred. Experience has taught me that this was a very foolish hope.

A few days after we were settled in our American home, my mother and father bought me several complete outfits of new American clothes. I did not care very much for these queer suits at first, but was more content when my mother told me that I looked much bigger in this new style of dress and that my suits were very much like my father's. Secretly, I had great pride in my new ties. I liked to gaze at them and rearrange them when looking in the mirror. I am sure I shall never own another tie that will seem so beautiful to me as my first one. It was dark blue of a changeable silk that shaded into green and purple.

Dressed in one of my new suits and wearing my favorite tie, I soon started to school again. This time I attended two schools each day, the Chinese and the American. These schools were both very different from my former one. I went to the American school first at nine o'clock each morning. Needless to say, I now ate my breakfast before starting. My schoolroom was a very large place with many windows and small desks and chairs. This room was a pretty place to me. There were flowers growing at the window-sills, and there were gay pictures of small children, of birds and flowers about the room. Almost every day there was a new bouquet of flowers on the teacher's desk, also.

My new teacher was a young woman who spoke to me in English. I could not understand all she said to me at first, and I was very

much worried about this. I wanted to run home, for I was afraid she would grow angry if I continued merely to shake my head. She took me to a small desk which I was delighted to find "fit" me exactly. When I glanced at the teacher again, she was smiling pleasantly and did not seem cross because I could not talk to her. I smiled a little in response, and she brought me a picture book to look at. Under the pictures were their names. The teacher pronounced these words and pointed to the pictures. She nodded at me, and I understood that I must try to pronounce the words, also. I said "boy" very low after the teacher had repeated this word a number of times. The teacher was pleased, smiled again, said, "That is right," and patted me on the back. From that moment on I liked school, and I liked the teacher.

As everyone else was learning to read, I went along with the rest of the class without finding the work so very difficult or feeling lost. In fact, I felt very much at home after the first few days had passed, and I grew acquainted with my classmates and the routine schedule of the day. Looking at the boys and girls in my classroom, I was glad that I had on one of my new suits. It flitted across my mind that parents know many things which children do not. I was glad my mother had insisted that I wear my new suit to school, for small boys especially hate to be conspicuous or dressed differently from their companions. Another thing which I remember about these first school days was that certain expressions of the teacher were greatly

to be desired. I did not understand the meaning of each separate word, but to have the teacher say, "That was fine", "You read well", or "That was very good" made the day full of sunshine.

After my American school was dismissed, I attended Chinese school for two hours each day. I have never advanced sufficiently in the study of Chinese for my own satisfaction. Sometime I intend to return to China for the purpose of studying the Chinese language. It is an embarrassing thing to know a foreign language better than one's own, but such is my present condition.

I have been in America ten years and intend to finish my education here. I have almost forgotten my first youthful troubles in America and have grown to feel a part of this great land. Attending school here has given me the same point of view and sympathies as my American classmates. I have often felt that all race prejudices would disappear if it were possible to educate the students of all nations together in the same classrooms. As this will be possible only in some millenium, those of us who have shared the teachings of another race and have come to realize the great similarities and ideals among all men must do our share to promote friendship and good will among all countries.

Lesson 82

Possessive Form of Pronouns

My, your, his, her, its, our, their, and whose are used to show ownership. These words modify nouns; they always precede the noun naming the thing owned or possessed.

It is my pen.

The book has lost its cover.

That is their business.

Come to our house.

Exercise 1

Change the following sentences according to the example below:

This house belongs to me.

It is my house.

1. This dress belongs to you.
2. This coat belongs to him.
3. This umbrella belongs to us.
4. This doll belongs to her.
5. This home belongs to them.
6. To whom does this purse belong?
7. This letter belongs to me.
8. This ticket belongs to you.
9. This violin belongs to him.
10. This piano belongs to her.

Exercise 2

Use in sentences:

their money	her friend
our sister	his suit
your work	their troubles
my dress	my coat
its fur (cat)	your advantage

Exercise 3

What possessive pronoun would you use to show ownership on the part of each of the following:

I _____	they _____
she _____	you _____
the desks _____	the maid _____
the girl _____	the streetcar _____
George _____	Alice _____
it _____	brother _____
the light _____	the flowers _____
he _____	the car _____
children _____	the man _____
trunks _____	mother _____

Exercise 4

Fill the blanks with the possessive pronouns which will show ownership by the person denoted by the word underlined.

1. We have _____ books.

2. He hung up _____ coat.
3. The cat has hurt _____ paw.
4. We wore _____ raincoats this morning.
5. Did you bring _____ umbrella?
6. Where did the horse lose _____ shoe?
7. She is traveling with _____ brother.
8. Have they forgotten _____ appointment?
9. Frank said he would bring _____ violin.
10. The trees are losing _____ leaves.

Can you find any of these possessive pronouns used alone without a noun following it?

Lesson 83

More Possessive Pronouns

There is another kind of possessive pronoun which is used alone; that is, it is not followed by a noun.

With a noun following:

Without a noun following:

my-----	mine
your-----	yours
his-----	his
her-----	hers
its-----	its
our-----	ours
their-----	theirs

We may say---

This is my book.

or

This book is mine.

Exercise 1

Change the possessive modifiers in these sentences according to the example above:

1. I want my hat, too.
2. That is your book.
3. Where is his paper?
4. Why isn't her work here?

5. Will they drive their car tomorrow?
6. That house is our property.
7. The crops of your state are abundant.
8. I have heard her suggestion.
9. Did you bring his tools?
10. They have my letter by this time.

Exercise 2

What possessive pronouns correspond to these possessive modifiers:

my	our	its
his	their	his
her	your	my

Which is the possessive pronoun that is formed in some other fashion than by adding s to the possessive modifier?

Exercise 3

Write sentences containing the following words:

yours	mine
ours	hers
theirs	his

(His may be used alone, or it may be followed by a noun.

It is the one exception to the general rule.)

Does a noun follow any of the words other than his in your sentences? If so, you have made a mistake.

Exercise 4

Choose the correct possessive word.

1. This book is (your, yours).
2. This is (your, yours) book.
3. The furniture was (our, ours).
4. They had (our, ours) furniture.
5. This coat is (her, hers).
6. This is (her, hers) coat.
7. It is (their, theirs) success.
8. The success seemed to be (their, theirs).
9. That is (your, yours) question.
10. That question is (your, yours).

Exercise for Talking

There is a wise adage which says we should treat our enemy as if he were someday to be our friend. What do you think of this? Can you state it in a different way.

Lesson 84

This --- That

This and that are two pronouns that may also be used as noun modifiers.

As pronouns:

This is my brother.

That is the best way to go.

As modifiers:

This man is my brother.

That road is the best one to take.

This refers to something which is near at hand, as does its plural form these.

That refers to something which is more or less remote from the speaker. Those is the plural form of that.

Denoting something near at hand: this, these

Denoting something at a distance: that, those

Exercise 1

Fill the blanks in the sentences below with this or that according to the meaning of the sentence:

1. _____ letter I am writing is going to be long.
2. _____ book over there on the shelf is a volume of poetry.
3. _____ boy at the office is always willing to work.

4. _____ dress which I wore yesterday was sent to the cleaners.
5. _____ pencil here on the desk is sharpened.
6. _____ paper which I use has a dull finish.
7. _____ watch in my pocket has stopped.
8. _____ man across the street has lost something.
9. _____ paper which I lost wasn't valuable.
10. _____ medicine that I am taking is very sweet.

Exercise 2

Use the following expressions in sentences:

This boy	That street car
Those gloves	These trains
That newspaper	This summer
These rains	Those shoes
This show	That house

Dictation Exercise

A little girl near us on the train was attracting much attention. A sophisticated woman of middle age who was pretending, at least by her dress and manner, to be younger than her years was much annoyed by the small girl's chatter. The child did not notice the woman's disapproval, however, and climbed into the seat beside her. After a few bright smiles from the little girl, the woman made a tardy attempt at conversation.

"How old are you, little girl?" she asked.

"I'm five. How old are you?" came the prompt response.

If the answer to that question was given, none of the amused listeners heard it.

Suggestion for Oral work

Tell some amusing story which you know or have heard about a child.

Lesson 85

Them --- Those

Them is the object form of they and never modifies.

Those is either a pronoun or a modifier, as explained in the preceding lesson.

As it sometimes happens that people confuse them and those, to avoid error it is necessary only to remember that those can modify while them can not.

I talked to them.

I talked to those men.

Exercise 1

In the following sentences supply either them or those.

1. _____ books I was telling you about have come.
2. If you see the papers, put _____ away from me.
3. I have come for _____ pictures I left here.
4. Put _____ pens away, please.
5. _____ words were well pronounced.
6. Work won't hurt _____ if they will sleep and eat.
7. Boil _____ eggs for the salad.
8. While the boys studied, the men watched _____ thoughtfully.
9. That fright taught _____ to watch traffic signals.
10. _____ are the flowers I want.

Exercise 2

Make up original sentences containing these expressions:

with them	at those prices
at those hours	showed them
those children	in those stores
near them	those are
found them	answered them

Dictation Exercise

Those people who work most appreciate what they get. If it takes them ten years to get a college education, they value it very dearly. Those boys and girls who are given time and money for an education seldom understand the feeling of those other people who work their way through school. Can you explain what is meant by the saying that one generation earns money and the next generation spends it?

Suggestion for Oral Work

Can you answer the question at the close of the dictation work? Explain your answer by giving examples.

Exercise for Testing Yourself

Tell why this sentence is incorrect: We want to read them stories you were telling us about.

Explain the use of each those or them in the dictation work. If you can do this, you have mastered the lesson.

Lesson 86

Review of Pronouns

Exercise 1

Use in sentences the object forms of these pronouns:

I	he	she
you	it	we
who	they	

Exercise 2

Write five sentences containing who.

Write three sentences containing that.

Write three sentences containing which.

Correct this sentence: The boys which were playing near ran away.

Exercise 3

Use one of the following expressions in the same sentence with either this or that (or their plural forms, these or those) according to the meaning intended.

in this house	over there on the chair
in the next country	up on the wall
out there	at my side
near me	in my arms
at this desk	out in the yard.

Exercise 4

Give five oral sentences containing them.

Can them modify a noun?

Exercise 5

Fill blanks with who, whose, or whom. Remember whose is the word that modifies.

1. _____ was he asking?
2. _____ hat is this?
3. I know _____ it is.
4. _____ paper is without a mistake.
5. I asked _____-ever I saw.
6. _____ saw him go?
7. At _____ house was he last seen?
8. With _____ was he walking?
9. _____ do you think I saw today?
10. I don't know _____ he is.

Exercise 6

Choose the correct word for the sentences below.

1. I want you and (he, him) to come.
2. I think it is (she, her) you mean.
3. We shall keep this a secret between you and (I, me).
4. The tourists gave (we, us) a lift.
5. With him and (she, her) it is different.
6. All but (they, them) saw the joke.

7. If I were (he, him), I should forget it.
8. It is (I, me) who called.
9. You were (he, him) who won the prize, weren't you?
10. Bring him and (she, her) to see me.
11. This present is meant for you and (they, them).
12. Come over soon, for (he, him) wants to leave early.
13. Tell Mary and (she, her) that we are expecting (they, them).
14. Near (us, we) there was a large bookcase.
15. We wanted the books, but (he, him) wanted the money.
16. If you were (I, me), you would find a way.
17. The speaker asked (me, us) to call on (he, him).
18. It was (he, him) who reported the speech.
19. Forget the flatterer and (he, him) who praises you.
20. The advice given to you and (we, us) was different.

Lesson 87

Memories of Japan

Part I
A Japanese Schoolboy

I was born in a village of Japan about one hundred miles north of Tokyo. My father was a farmer, and much of the land of this section was occupied by rice-fields. A beautiful wooded hill stood on the eastern edge of my native village. I see this hill in my memory whenever I think of my childhood. A river of clear water called the River Tone, the second largest river in Japan, ran along the borders of the village on the north, west, and south. Even when a mere child, I often made my way into the wood which covered this hill and amused myself by climbing trees or sliding down the hillside which was grown over near the base with green grass. I often took pleasure, also, in gathering fine pebble-stones on the river beach or running up and down on the sands and trying a fall. Sometimes, I swam in this river. I am not prepared nor do I wish to discourse on the subject of character, but it seems to me that a love of the beautiful in nature helps to prepare men for life and to soften the troubles that must come.

I recall the great joy that I experienced as a boy on the festival day dedicated to kite flying. On that day work was left behind, at least for a time, and old and young joined in the carefree and exalting pastime of flying kites. Red kites, yellow kites, and kites in

the shape of fish, dragons, and butterflies floated aloft guided by strings held far below. The upturned faces were free from worry on that day. Old men were as eager as young boys to have their kites outsoar the others. On one occasion, and then for a few moments only, I had the incomparable thrill of seeing my kite soar aloft alone, a lively spot of red against the blue sky.

A game which I was fond of as a small boy was painting sand pictures by the roadside. Some neighbor boys and I would each take several bags of colored sand to a flat spot on the road between our houses, and here we would see which could draw a sand picture most quickly or most artistically. The pictures were made in this fashion. White sand was spread out in a wide rectangle for a background and the desired figures or landscape made on this with black sand. After this first work was done, the green and red and yellow sands were used to fill in the decorations properly. The blue for sky and water was made by combining yellow and green sands; shades of pink, by combining the red with different proportions of white. I was not able to draw the pictures with the speed of some of my companions, but the drawing held a great attraction for me, and even when I was by myself I often passed the afternoon in this way.

There was a common school in my native village. The school house was an old building which formerly was a Buddhist temple. It was situated on a height near the foot of the hill, and from it there

was a fine view of the village and the neighboring fields. I entered this school when I was six years old and attended it for eight years. In this school each pupil was equipped with a low table, cushion, and a box or chest which contained a small vessel for ink, a cake of India ink, white paper, a copy book, and brushes. Each morning a little water was poured into our ink vessel. The cake of India ink was then dipped into this water until it seemed sufficiently black. Then the brushes were dipped into the ink, and we began our task of learning and drawing the forty-eight letters or characters of the alphabet. Our teacher made each character separately for each of us in our copy books, and from these we drew our own. Our first characters were huge in order that the heaviness or lightness of the strokes could be plainly shown. Much bitterness attended my first attempts with the brushes. Try as hard as I might, it seemed impossible to make the characters look like the teacher's. On a few occasions the teacher held my hand that guided the brush, and as if by magic, the character was completed with a few easy, free strokes. After trying many times we handed in our most perfect specimen to the teacher, and if this was satisfactory, we were assigned a new one to learn and to draw. During the day every available patch of sunlight was used in our schoolroom to help dry the shining black letters.

When school was out all the children rushed home carrying the large sheets of paper filled with the characters that were made at

school during the day. Our faces and hands were "black as demons with ink¹." My mother took care of my papers when I reached home, spreading them out to dry more thoroughly in an unoccupied room. I was immediately bidden to wash my hands and face carefully before coming to my meal.

Each member of the family had a separate small table before him when eating his meals. Rice and fish were our chief foods, as they are universally in Japan. With these we had preserved vegetables, such as dried egg-plant, cabbage, radishes, and turnips. Often, too, we had foods of more delicacy.

I shall always remember my first teacher with much respect and affection. He was kind and patient and filled our minds with noble thoughts. The subjects which he taught us may be compared to those in the elementary schools in America. Besides our early writing and reading, we studied arithmetic and Japanese history and geography. We learned to count by means of a soroban, an apparatus something like an abacus. This is a rectangular wooden frame set with beads. Many older students performed more difficult operations by means of this device, but I remember it chiefly for counting. Sometimes when I remember my aversion to arithmetic, I wonder if it were not due to a like distaste on the part of my teacher. It seemed his delight to select the best composition in the class and point out its

¹From "A Japanese Boy" by Shiukichi Shigemi

good qualities and show us how the commonplace expressions could be improved, but he did not spend much spare time discussing arithmetic. Our teacher had a natural gift for composition and story-telling and would hold us spellbound with stories of Japan's early history, her famous battles, and heroes. Our hearts throbbed eagerly with a desire to imitate the valorous deeds of the past warriors, and we dreaded any interruption or postponement of the story-telling time.

Because of my respect and admiration for my first teacher, I determined that I, too, should enter the teaching profession. For a few years I feared that I should not be able to receive the necessary training, but in the course of time I also became a teacher. For encouragement and inspiration I am humbly grateful to this teacher who first opened the gates of learning for me.

Lesson 88

Sounding s and sh

Pronounce these familiar words:

sell

sure

save

serve

shut

shall

shape

sit

sing

should

If you pronounced these words correctly, you probably noticed that the sounds s and sh are very unlike, s sounding somewhat like the hissing of a snake and sh like the sound made by a person demanding quiet.

If you have trouble pronouncing these words to your own and to your teacher's satisfaction, follow these directions:

To sound s bring the sides of your tongue against your upper side teeth forming a narrow groove down the center of your tongue. The air which flows down this opening makes the s sound. The tip of your tongue should be on the gum ridge back of the upper front teeth.

To sound sh the same position is held by the tongue except that the tongue tip is now farther back on the roof of the mouth. This makes the groove

down the center of the tongue wider. The teeth are nearly together for the sh sound.

Both the s and sh sounds are made without vibration of the vocal cords.

Pronounce these pairs of words in close succession:

same	so	save
shame	show	shave
sell	sack	sake
shell	shack	shake

Try again if you do not feel and hear a difference in the two sounds.

Read:

1. Shall we shout or send a signal with smoke?
2. This second summer will surely be sunny.
3. After his swim the surveyor stopped at his shack.
4. The story of the shabby stranger sounded silly.
5. He shut the side door and shambled down the shady street.

Pronounce these words; then give orally original sentences containing them:

sick	salt	shallow
shy	sharp	secure
sign	shed	shift

shelter

action

silent

shine

send

nation

silly

satin

share

N.B. (The word sure contains the sh sound, not the g sound.)

Do not mispronounce this word.)

Lesson 89

How to Order Goods

A business letter has certain definite marks. It must be simply and briefly written; it must be clear and concise in meaning; and it must be polite in tone. Below are two examples of business letters ordering goods.

453 Front Street
Columbus, Missouri
April 1, 1931

The Literary Digest

354 Fourth Avenue

New York, New York

Gentlemen:

You will find enclosed a money order for five dollars to pay for a year's subscription to your magazine. Kindly begin my subscription with the next issue.

Very truly yours,

Mark Chertos

563 Poplar Street

Omaha, Nebraska

March 10, 1930

Montgomery, Ward, and Company

Chicago, Illinois

Gentlemen:

Please send me by American Express the following order:

1 Fishing Tackle, No. 3672-----	\$ 5.50
2 Camp Chairs, No. 431, @ .75-----	1.50
1 Auto Tent, No. 564-----	<u>10.00</u>
	\$17.00

You will find enclosed a money order for \$17.00, the total cost of these articles according to your catalogue.

Very sincerely yours,

James A. Greene

Answer these questions:

1. How many distinct parts are there to each of the above letters? Can you name these parts?
2. These business letters are very brief. Did they say everything they should say?
3. Point out words or phrases which give the letter a touch of courtesy?
4. Have you seen abbreviations used in business letters for street or avenue, the names of the months and the states? Do you like the abbreviations better than the longer terms?
5. How many words are capitalized in the closing phrase of a letter?
6. In the second letter what is the advantage of the separate arrangement of the items ordered?
7. What does "Fishing Tackle, No. 3672" mean?
8. Point out at least five great faults in the following letter:

March 1, 1930

San Diego, Cal.

Fend and Co.

New York

Dear Sir;

My unprecedented business depression necessitates me to send back a great majority of the dresses received from you on consignment. I feel positive that your high trustworthiness and unparalleled honor will cause you to accept this return of goods without complaint according to our verbal agreement.

Most Humbly and Regretfully--J. Green Co.

Exercises for Written Work

1. Rewrite the above letter making it as perfect an example as you can of a good business letter. Be sure to avoid the use of "fine language."
2. Write the answer which Fend and Company might make to this letter.
3. Write a letter to a wholesale house ordering at least three articles.

Lesson 90

Adjectives: Their Use with Articles

Adjectives are words that describe or modify nouns or pronouns and that answer the question what.^{kind of} The two most common positions for adjectives are before a noun or after a form of the verb to be.

The wet weather lasted a week.

The days are short.

It is to be noted that when an adjective is used alone after a form of the verb to be no article precedes the adjective. If you remember this, you will avoid many mistakes.

Exercise 1

Place adjectives in the following sentences:

1. The _____ man went to bed early.
2. The books were _____.
3. The _____ boys were glad it was Hallowe'en.
4. A _____ body of water is called an ocean.
5. A _____ kindness is seldom forgotten.
6. The boy's pictures were _____.
7. Her beads are _____.
8. The cover of the book is _____.
9. The _____ students were studying Greek.
10. His answer will be _____.

Exercise 2

Take out or put in an article whenever necessary in these sentences:

1. This town is a small.
2. Big boy threw a rock.
3. Small children are sometimes mistaken.
4. A faun is pretty animal.
5. Washington was great general.
6. Washington was a great.
7. Yellow pencil belongs to Mary.
8. Strawberries are the red in color.
9. Heavy rain began to fall.
10. San Francisco is great American city.

Exercise 3

Use the following expressions in sentences.

a fast race	a heavy rain
fresh vegetables	the real reason
will be small	is enough
a slight excuse	many books
was brown	must be good

Dictation Exercise

Any letter of average size is first-class if it is sealed and carries a two-cent stamp. A first-class letter departs for

its destination on the first train after being mailed. It is delivered by a local postman on the first delivery following its arrival. A Special Delivery letter or an Air Mail letter arrives earlier than a regular first-class letter. Letters carrying these special stamps are common today. Most people are glad to receive letters.

Read the dictation aloud. Underline all the adjectives.

Are the adjectives following forms of to be preceded by articles? Does an article usually precede an adjective that is followed by a noun? Give examples from the preceding paragraph to prove the correctness of your answers.

Exercise for Oral Discussion

Tell what you know about mail routes, stamps, and deliveries. When and by whom is a Special Delivery letter delivered? How long does it take a letter to travel by air from coast to coast?

Test Yourself

Can you correct this sentence--

I received Special Delivery letter this morning.

Lesson 91

Regular Comparison of Adjectives

When describing the qualities of a thing considered by itself alone, the simple form of the adjective is used. When speaking of two things and comparing one with the other, er is commonly added to the simple adjective form. When comparing three or more things, est is usually added to the first or simple form.

The weather is warm.

Today is warmer than yesterday.

Monday was the warmest day of the year.

These changes in the form of an adjective are called degrees of comparison.

<u>Positive degree</u>	<u>Comparative degree</u>	<u>Superlative degree</u>
short	shorter	shortest
kind	kinder	kindest
high	higher	highest
low	lower	lowest
slow	slower	slowest

The comparative degree is usually followed by than.

The superlative degree is usually followed by of.

Exercise 1

Answer these questions:

1. Is a Special Delivery letter slower than any other kind of letter?
2. Which is the fastest of all the trains you know?
3. Are you taller than your father?
4. Have you a sister older than you?
5. Are you the oldest of the family?
6. What subject do you like better than history?
7. Is this the cheapest of all your shoes?
8. Is her hair darker than her sisters?
9. Was your friend happier than you?
10. Have you read the latest of his books?

Exercise 2

Use the proper form of the following adjectives in sentences:

soft (one thing)	new (three things)
hard (two things)	lazy (one thing)
white (two things)	bright (three things)
small (three things)	slow (three things)
smooth (two things)	pretty (one thing)

Dictation Exercise

The fastest of all the ways of sending a letter is by Air Mail. A letter can travel in this way from coast to coast in less than forty-eight hours. It takes about five days for a letter to go this distance by train. A letter sent by rail is three days slower than a letter sent by air. A letter can now be mailed on Sunday evening in New York City and read in San Francisco on Tuesday. This system speeds up business and brings people closer together.

Read aloud and underline all adjectives.

Exercise for Talking

Discuss phases of the modern Air Mail System and early mail transportation, touching on these subjects.

pilots	improvements to come
kind of planes	trans-ocean mail
terminal points	"pony express" days
how long established	early railways

Lesson 92

Memories of Japan

Part II
Japanese Flowers and Poetry

As I had determined to be a teacher, the next step following my graduation should have been attendance at a normal school or at some other institution of higher learning. It happened, however, that my father had suffered heavy money losses in his sale of rice, and at the time when I was first ready to go away from our village to school, the condition of our family finances prevented my going. I felt at the time that this was a great sorrow. In order that I might improve my time while at home, I called at the private dwellings of my former teachers at nights and studied under their direction elementary algebra, elementary physics, Japanese literature, and did a bit of reading of the Chinese classics. In the daytime I worked as an assistant teacher at a school in a neighboring village.

The four years which I passed in this way were very vivid years to me. Coming and going along the narrow paths which meandered through the fields of the village, I began to take a conscious interest in the flower and bird life that was native to my village and to all Japan. This interest was awakened, I believe, by my reading and study of Japanese poetry.

Japan loves and honors most the blossoms of its flowering trees. These flowers announce or usher in the seasons. All the people show a special liking for the most common blossoms because these are in closest association with their daily life and customs. Flower-viewing is a favorite occupation in Japan, and it is carried on throughout the year, for each season presents new delights. In the early spring, before the snow has scarcely melted away, the plum blossoms appear. The plum is a fragrant blossom, small, and pink and white in color. It is often referred to as "the eldest brother of the hundred flowers"¹, as it is the first flower of the year. It blossoms upon the gnarled, stiff, and angular branches of the plum tree, and in the height of its blossoming I have often heard it said that the plum tree shows the contrast within itself of youth and age. The nightingale sings during the time of the plum's blooming, and the tree and bird are often related in poetry and art. Many tanka² and hokku³ in Japanese poetry honor the plum. This ancient one by an unknown author bears

¹From "The Flowers of Japan" by Josiah Conder, taken from "Japan"--described by great writers. Translated and edited by Esther Singleton.

²A tanka is a special stanza form in Japanese poetry. It consists of five short lines; the second and fifth of which contain five syllables, the remaining lines each contain seven.

³A hokku is a stanza of three lines similar in form to the first three lines of a tanka.

witness to the early season of the tree's blossoming:

Blossoms of the plum
 Gleam through fallen snow today.
 Better let them stand;
 I had gathered some for you--
 But they melted in my hand.¹

The hardiness and long life of the plum trees, which stand through many generations of mortal life, is expressed here. One speaks before death:

If I should come no more,
 Plum-tree beside my door,
 Forget not thou the spring,
 Faithfully blossoming.²

I do not know how much Japanese poetry is appreciated by the Western world. Its concentrated form requires that its reader follow all its moods and suggestions. To me, the poetry I read was a beautiful new world and yet an old world too, for in it I found that others long ago had known and loved the sights, birds, and flowers of Japan that I now know and cherished. Many *hokku* present brief

¹From "Poetry of the Orient", edited by Eunice Tietjens.

²By Sanetomo Minamoto, who dies about 1219 A. D. Translated by Curtis Hidden Page and taken from "Poetry of the Orient", edited by Eunice Tietjens.

pictures as do these:

A breeze blows o'er the lake.
 Against the heron's slender legs
 The little ripples break.¹

This landscape is pictured in a very few words:

A single river stretching far
 Across the moorland swathed in snow.²

There is a suggestion of courage here:

The cry of the cicada
 Gives no sign
 That presently it will die.³

The month of April is marked by the blooming of the cherry, the national flower. The cherry is famed for its profusion and softness. In contrast to the plum the beauty of the cherry is very brief. The plum blooms for nearly a month, but the cherry blooms for only a few days. A reference to the brevity of the cherry blossom's life is found frequently in verse as in this tanka:

¹By Buson (1716-1783 A.D.). Translated by William M. Porter and taken from "Poetry of the Orient," edited by Eunice Tietjens.

²By the painter Boncho (c. 1750 A.D.). Translated by Basil Hall Chamberlain and taken from "Poetry of the Orient," edited by Eunice Tietjens.

³By Basho. Translated by W. G. Aston and taken from "Poetry of the Orient," edited by Eunice Tietjens.

"Naught is so fleeting as the cherry flower,"
You say--yet I remember well the hour,
When life's bloom withered at one spoken word--
And not a breath of wind had stirred.¹

Wild cherry trees bloomed on the hill of our village as they do throughout the northern part of the island. The cherry is native to Japan and has existed here from time immemorial. Unlike the plum again, the cherry was not mentioned in the literature of the country before the Fifth Century. A legend tells us that one day in the time of the Emperor Richiu, while this sovereign was riding in a boat on a lake in the Royal park, some petals from the wild cherries on the neighboring hills drifted into the wine cup from which he was drinking. The emperor was amazed at the beauty of these petals and noted thereafter the beauty of the flower. The cherry, accordingly, grew in favor until it was made the national flower by a later emperor in the Eighth Century. April is a month of high winds, and the fragile petals of the full-blown cherry blossoms are drifted down in profusion. The sight of the pale pink blossoms against the blue sky of spring is one to fill any heart with joy. Perhaps something of this inner exaltation was the inspiration for these lines:

¹By Ki No Tsurayuki (883-946 A.D.) Translated by Curtis Hidden Page and taken from "Poetry of the Orient," edited by Eunice Tietjens.

A wayside cherry tree
Is to a weary pilgrim like
A restful lullaby.¹

The first flower of summer to attract its flower-viewers is the wistaria. It blooms shortly after the cherry has fallen and is usually found growing on arches and trellises built especially for it. The wistaria grows on a sturdy vine; some of the older plants are thousands of years old. Many of the clusters hang two or three feet in length and are various shades of purple or white. I always admired the purple flowers most, and I believe this choice is common among the Japanese people. The iris, growing in wet flat lands or near some swamp or lake, follows the blooming of the wistaria; and in summer's hottest days the peony and lotus are supreme. Neither of these last named flowers is so common as the earlier ones. The peony is often called the flower of prosperity, possibly because it is especially cultivated by the rich. In some gardens where the peony is carefully tended some of its blossoms measure nine inches across. The red and white peonies are more valued than other colors. Wherever undisturbed pools of muddy water exist, the lotus is found blooming in the late days of summer. As this classically beautiful flower with its ivory cup and waxed green leaves

¹By Basho. Translated by William M. Porter and taken from "Poetry of the Orient," edited by Eunice Tietjens.

is connected with the Buddhist religion and has a spiritual association, it is not used as a decoration for occasions of festivity but rather in sacred ceremonies.

The chrysanthemum is the flower of the autumn. Its colors are almost innumerable, and it ranges in form from a small flat disc to a mammoth ball of petals. The chrysanthemum is second in popularity to the cherry only and is indeed sometimes called the national flower. It was much honored at court in ancient days. At celebrations the courtiers wore the blossoms in their hair and composed verses about the flower's beauty. There is a popular belief in Japan that the exact tint and shade of a chrysanthemum is never exactly reproduced, no more than ¹ as a human countenance. Because the flower is long blooming, it is associated with length of life and petals are placed in cups during the wine drinking on the ninth day of the ninth month. A reference to the chrysanthemum's time of blooming is found in this tanka of the Ninth Century.

White Chrysanthemum

It was a white chrysanthemum
 I came to take today;
 But which are colored, which are white
 I'm half afraid to say,
 So thick the frost today!¹

¹ By Mitsune, from "Single Verses by a Hundred People." Translated by William M. Porter and taken from "Poetry of the Orient," edited by Eunice Tietjens.

The crane, the royal bird of Japan, is associated with the chrysanthemum as the nightingale is related to the plum blossom. Usually, an allusion to this bird in poetry holds likewise a touch of the sadness of the autumn season, and the death of the year.

Autumn

On the beach at Waka Bay
 When the tide begins to rise,
 A covey of cranes is driven away
 Among the reeds with wild sad cries.¹

This is even more touchingly sad:

The Cry of the Crane

Its cry is mournful
 In the reed-plain,
 As though it had called to mind
 Something which it wanted
 To forget.²

In the late autumn the red leaf of the maple attracts almost as much attention and praise as a flower. With its falling, the snow comes, and the year's cycle is completed by the snow's floral display. Snow-viewing is included among the flower festivals of the year.

¹By an unknown author. Translated by J. Ingram Bryan and taken from "Poetry of the Orient", edited by Eunice Tietjens.

²By Tsurayuki. Translated by Arthur Waley and taken from "Poetry of the Orient", edited by Eunice Tietjens.

Lesson 93

Comparison of Adjectives with More, Most
and Less, Least

Adjectives of two or more syllables do not add er or est to form their degrees of comparison. More precedes the positive degree of such adjectives when two things are compared, and most precedes the positive degree when three or more are compared.

This is a more beautiful car than the one that passed.

This is the most beautiful car of all.

In the same way less or least are used in a descending scale of comparison.

She is less attractive than her brother.

This is the least attractive dress of all I have seen.

Exercise 1

Write sentences containing the following expressions:

more necessary than

least pleasant of

less disagreeable than

more harmonious than

less responsible than

most ungrateful of

more intelligent than

least obliging of

most educated of

Often of with its following noun or pronoun is understood and omitted after the superlative degree. He is the most cheerful.

It is never correct to use both forms of comparison in the same sentence. This mistake, illustrated below, is called double comparison.

She is the most tallest girl I have ever seen.

She is less kinder than he. (cf. Lesson 54)

Exercise 2

Make up oral sentences containing the following adjectives some of which will be compared regularly. Be careful not to use double comparison.

small (superlative)

generous (comparative)

studious (comparative)

brown (superlative)

cold (superlative)

harmful (superlative)

foolish (comparative)

quick (comparative)

sorrowful (superlative)

unkind (comparative)

The subject form of pronouns is used after than.

John is taller than-

I

he

she

they

we

Exercise 3

Answer the following questions supplying in your answers suitable pronouns after than:

1. How old is Mary?

answer: Mary is older than _____.

2. How big is your friend?

3. How long has Frank worked with you?

4. Have you driven farther than John?

5. Which of you boys is stronger?

6. Who is the younger of you two?

7. Which of you studies more?

Exercise for Talking

Discuss the comparative merits of the two chief systems of traffic regulations, stop lights, and traffic officers.

Which is better?

Lesson 94

Irregular Comparison of Adjectives

Several very common adjectives are not compared in either of the two ways discussed in previous lessons. These adjectives have a complete change. Their comparative and superlative degrees are very different in form from the original adjective.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
good	better	best
bad	worse	worst
little	less	least
much	more	most

Exercise 1

Use all of the above words in oral questions and call on some fellow student for answers.

Exercise 2

Give the adjectives whose meanings are opposite to these:

not	fast
small	busy
heavy	hard
long	strong
stout	safe

Compare these adjectives and their opposites.

Exercise 3

Certain adjectives cannot be compared. Some of these are steel, wool, linen, perfect, and round.

For what reason is comparison of these adjectives impossible? Add more adjectives of this kind to the list.

Dictation Exercise

Everyone has the ability to learn a foreign language if he makes the least use of the gifts which Nature has given him. Small children learn to speak the language of the home better and in less time than most adults can learn a foreign tongue. Do small children learn by studying a grammar or reading a book? No, they learn by hearing the language constantly spoken and by taking from it gradually the words and phrases most needed. Many say that studying a book is the worst way to try to master a language. Everyone who wishes can learn a foreign language if he will place himself where the language is spoken and use the words he learns at every opportunity.

Read aloud and underline all forms of good, bad, little, or much.

Suggestion for Oral Discussion

Discuss various ways and methods of learning English.

Tell what you think of the ideas contained in the dictation exercise.

Can You Answer This:

Why do children frequently say, He is much littler than

I or He is a lot badder than I am?

Lesson 95

Buying a Suit

Dramatize this common social situation memorizing all the starred speeches, as these may be used again partly or entirely again on an occasion similar to this.

Salesman: *What can I do for you?

Customer: *I want to look at the suits.

Salesman: *Have you a particular material and color in mind?

Customer: *Yes, I should like to see the blue serge suits.

Salesman: Step right this way. We have a great number of fine-looking blue serge suits. (He takes several from a closet and hangs them up before the customer.) These are some of our new spring models.

Customer: (Examines one.) This looks like a nice suit. Is this my size?

Salesman: Let's see. Yes, it is. Just slip this coat on and see how well it fits.

Customer: (Puts the coat on and looks at it in the mirror)

*This is too small for me. See the sleeves are too short, and it pulls across my shoulders.

* Memorize the starred speeches.

Salesman: You're right. That is too small. Here try this larger one on.

Customer. This one is a great deal better for size, but I don't like the looks of this collar.

Salesman: What is wrong with that collar? That is one of the very latest styles. I think it looks very well on you.

Customer: These pockets aren't the kind I care for either. I don't like a pocket that is sewed on. (Takes this coat off) Let me see these other suits.

Salesman: (Together the customer and salesman look over the suits. The salesman takes one from its hanger.) Here is a suit you should like. The collar and pockets are both very conservative on this suit; don't you think?

Customer: Yes, that one looks all right. Let me try it on.

Salesman: Now! That coat fits you perfectly. Just stand over here by these mirrors and see how well it fits in the back. The collar fits nicely around your neck, too. Don't you like the looks of that?

Customer: I do like this suit. What is the price of it?

Salesman: (Looks at the price tag.) That one is thirty-five dollars. You get an extra pair of trousers with it, too, I believe.

Customer: That's a lot of money. The sleeves seem a little short on this coat, too.

Salesman: I think our tailor can fix those for you. Let me see. (He looks at the end of one sleeve carefully.) Yes, he can let those sleeves down easily.

Customer: (Looks once more at the coat in the mirror.) I like this coat very much. Let me try on the entire suit, and if it fits, I shall take it.

Salesman: (Takes the trousers and vest off their hangers and hands them to the customer.) I think that will be the best way to decide.

Customer: (Comes out of dressing room in suit.) Does this vest seem too short to you? I think it is rather short.

Salesman: No, that is exactly right. The vests are out shorter now. It looks like a "perfect fit" to me. What do you think of it?

Customer: I like it very much. Could the sleeves be lengthened before four tomorrow afternoon? If I take it, I should like to have it at that time.

Salesman: I am sure we can have it ready for you. May I take your name?

Customer: My name is Henry Moon. I shall pay ten dollars on the suit now and the remainder tomorrow when I call for it.

Salesman: That will be perfectly all right. Thank you very much. I'm sure you'll like your suit immensely.

Customer: I think I shall. I'll come about four o'clock tomorrow.

Salesman: We'll have it waiting for you. Goodby?

Customer: Goodby?

Written Work

Write and dramatize these situations:

1. Write the appropriate conversation taking place during the purchase of one of the following articles: (1) an overcoat, (2) a shirt, (3) a tie, (4) a collar, (5) books.
2. Rewrite the dialogue above changing the conversation to show that the customer failed to get what he wanted.

Lesson 96

Participles as Adjectives

Verbs in their participial forms are often used as adjectives. Such adjectives are usually very vivid and descriptive. When participles are used as adjectives they modify nouns or pronouns and either in ing, ed or n.

The shouting crowds ran up the street.

The retired farmer did not like the city.

The broken chair was soon mended.

Exercise 1

Read aloud the following sentences and point out the adjectives. From what verb is each derived?

1. The despised book was again studied.
2. I walked in by the opened door.
3. The book is called Laughing Boy.
4. The corrected papers were returned.
5. The boys like the illustrated stories best.
6. He spoke in very cutting terms.
7. The proposed plan was adopted immediately.
8. They will skate on the frozen river.
9. This is freezing weather.
10. He read the sign: standing Room Only.

Exercise 2

Add ing to the following verbs and use them as adjectives:

sleep	watch
perplex	open
help	screech
remain	work
follow	laugh

Exercise 3

Add ed, d, or n to the following verbs and use them as adjectives in sentences:

interest	discharge
print	cultivate
astonish	broke (n)
protect	acknowledge
devote	stole (n)

Dictation Exercise

Spoken language is usually different from formal written language. In conversation with our family or our close friends we use simple and often repeated words. In order to speak more rapidly, we use such words as I'll, don't can't and the like

which we do not use in writing. Need for haste, and familiarity with the words, explains this difference.

Underline all the adjectives in this dictation exercise.

Are there any participles that are used as adjectives?

Lesson 97

Whose, Which, and What as Adjectives

Besides their use as pronouns, whose, which, and what are often used to modify nouns. These words are used in both questions and statements.

What book are you reading?

I know what book you mean.

Which man was it?

He told us which man he saw.

Whose voice did you recognize?

I do not know whose voice I heard.

Exercise 1

Answer the following questions in complete negative sentences:

1. Do you know what business he is in?
2. Have you heard whose house was burned?
3. Do you know which girl came yesterday?
4. Do you know what answer he gave?
5. Has he decided which course to take?
6. Have they known whose books these are?
7. Do you understand which street he meant?

8. Does he know what danger he will run?
9. Whose business is this?
10. Which apple do you want?

Exercise 2

Write five sentences containing what used as an adjective.

Write five sentences containing which used as an adjective.

Write five sentences containing whose used as an adjective.

Read your sentences aloud.

Exercise 3

Fill the blanks with what, whose, or which.

1. _____ horse do you think will win this race?
2. I do not know _____ directions were given.
3. _____ shoes are these?
4. _____ notebook was left on this desk?
5. _____ kind of coat did he buy?
6. I know _____ one you selected.
7. Do you know _____ house was painted?
8. I know _____ opinion he has.
9. _____ color is your new hat?
10. _____ course have you decided to take?

Dictation Exercise

What man cares for fame if he can have happiness? Men seek to discover in what work and deeds the greatest happiness lies. One great writer tells us that happiness is found in doing the work that lies nearest. Other philosophers have said that those people whose happiness is greatest have forgotten themselves; they live to cheer the down-hearted and to help the unfortunate. Many whose fame is great are unhappy; likewise there are many happy people without fame. Which life would you choose, one of fame or happiness?

Underline whose, which, and what when used as adjectives in the dictation above.

Suggestion for Class Conversation

Tell what people you think are happiest and the reasons for their happiness.

Lesson 98

Sounding Th and T

As described in Lesson 18, T is made with the tip of your tongue against the gum ridge just back of the upper front teeth.

Pronounce:

tell	to
ten	take
told	top
teach	trade

Th is made with the tip of your tongue directly behind the teeth. With your tongue in this position force the air out over it in a continuous stream. T is a sudden explosive while Th is a smooth continuous sound. Th is a breath sound in words like thin, and a voiced sound in they and similar words.

Pronounce:

this	thin
then	think
them	there
that	thank
with	breath

Read these sentences:

1. This then is their theater.
2. To tell the truth, he took ten tops.

3. Those three things made their dinner.
4. It is hard to teach a trade to thirty slow thinkers.
5. This weather is better than either rain or snow.
6. They told their mother and father to take a taxi there.

Lesson 99

Adverbs

Adverbs answer the questions how, when, where, or why after the verb. Adjectives answer the question what kind of. They describe the state or condition of a person or thing.

We usually recognize adverbs by their ly ending.

Adjectives telling what Adverbs telling how, etc.
kind of person or thing: an act was performed:

is good

acted well

was kind

spoke kindly

were careless

drove carelessly

will be anxious

went inside

Recognizing adjectives:

The man is quiet.

(He is what kind of man? quiet.)

Recognizing adverbs:

The boy spoke rapidly.

(He spoke how? Rapidly.)

The noise ceased immediately.

(The noise ceased when? Immediately.)

The messenger rode away.

(The messenger rode where? Away.)

Exercise 1

Choose the adjective or adverb for the following sentences:

1. The man was (slow, slowly) by nature.
2. The boys always walked (slow, slowly) up the hill.
3. You are (safe, safely) if you keep on the sidewalk.
4. He spoke (cautious, cautiously) as if weighing his words.
5. Come home (quick, quickly) after school is out.

You have probably noted that adjectives follow is, are, was, were and forms of the verb to be while adverbs follow action verbs like talk, work, walk, etc.

Exercise 2

Follow these verbs with an adjective or an adverb as each may require and use them in sentences:

am	was
drove	must be
shall be	rained
flew	shouted
played	came
built	whistled

raked	are
were	should be
has ridden	burned
learned	wished

Dictation Exercise

Amusing stories are told about the mistakes of those people who are first learning English. These mistakes are natural, for many English words are similar in meaning and yet cannot be used interchangeably.

John was a boy of seventeen who had suddenly shot up to more than six feet in height. One day a German woman who had been in America but a few weeks was calling on his mother when he returned from school. Upon seeing the boy, the very proper lady turned to her hostess and said, "Mrs. Smith, your son is great."

Read aloud and underline the adjectives and adverbs in this exercise.

Suggestion for Talking

Tell an amusing story about a mistake you once made in English or about one you heard someone else make.

Lesson 100

Memories of Japan

Part III

In Tokyo

Four years after finishing the common school of our village, I was able to enroll in a normal school as my father had by this time recovered somewhat from his financial losses. After considerable discussion, it was decided that I should attend school in Tokyo. I entered a normal school there and spent four years in this "city of magnificent distances", the capitol of Japan.

When I first arrived in Tokyo, I was disappointed in its appearance, for I had expected it to show more splendor and grandeur. It reminded me very much of a huge village which it really is, for Tokyo is composed of one hundred twenty-five villages joined loosely together. The city covers more than one hundred square miles. One turns the corner from a bustling busy street, and he is in a quiet rural spot or in a small street of the old Japanese type. Such a street is lined with low buildings. Before the shops deep-blue flags flutter their Japanese letterings. The shoji¹ of the second stories of the shops are pushed back for the day. Men go about the streets as they have for generations. The sound of mellow temple bells

¹Shoji are paper partitions or walls that may be slid back or removed to let in the light and air.

drifts in from a nearby shrine to add even greater peace to the quiet of the sun-drenched afternoons.

Tokyo is built with the Imperial Palace in a great enclosure at its heart. This palace has been occupied by the Mikado since 1864 when he moved from Kioto to Tokyo at the fall of the Shoguns and changed the old name of the city--Yeddo--to Tokyo, which means Eastern Capitol. The Imperial Palace itself is hidden from view. It is surrounded by walls and three concentric moats. About the castle are gardens and lawns. Old pines of indeterminate age stand on the grassy slopes, and in all directions there are innumerable picturesque gates leading into the grounds.

The main street of Tokyo is a part of the thoroughfare three hundred miles long that is known as the Tokaido. This street and those adjoining it are noisy and bustling. They are little different from the business streets of a Western city, and foreign dress is very common here. In this section there is noise, smoke, signs, telephone and telegraph wires, buses, cars and all the necessary accompaniments of a hurried life.

I liked Tokyo after I had grown accustomed to its life and had made friends at school. In the normal school I took most interest in Japanese literature and history. Often on holidays I would go with a companion to Ueno Park and visit the shrines and temples there, or we would spend the day in the Public Library and Museum reading

about or viewing some of the memorials of Japan's past.

Ueno Park is called the playground of Tokyo. In it there are many trees and gardens, lovely glades, restaurants, and tea-houses. Here, besides the Public Library and Museum, are the Zoological Gardens, the School of Art and Music, and a Fine Art Exhibition. Entire families wander in this park, admire its beauties and blossoms, meet and visit here with friends. Hibiya and Shiba Parks are also popular pleasure resorts in Tokyo.

After I had spent some time in this city, I found that the beautiful Fujiyama had recompensed me for the loss of my friendly green hill, and that the Sumida River had largely substituted for the Tone River of my childhood. Everyone in Tokyo and Yokohama dwells under the spell of Fujiyama. There is an ancient legend that says this mountain rose in a single night, and one feels that the origin of anything so beautiful could not be commonplace. Fujiyama was smoking constantly until the Fourteenth Century. Its last eruption was in 1707, but few fear it now although at this last eruption it covered Tokyo, sixty miles away, with six inches of ashes. Fujiyama is a queen among mountains. She stands nearly thirteen thousand feet high, far above the line of her sister peaks. A foreign writer says that on his arrival in Yokohama he looked and saw "one solitary snowy cone, so filmily exquisite, so spiritually white, that but for its immemorially familiar outline, one would

surely deem it a shape of cloud,--the sacred and notchless mountain, Fujiyama¹." Often I watched the colors change upon this mountain. Sometimes at sunset it seemed lit up with fire, so red and golden did the snow gleam on its summit. Sometimes at twilight the cone appeared dark purple above a soft deep blue below. As the twilight deepened and night came on this color faded and the mountain cast but a faintly deeper shadow on the dark wall of the sky.

Boat races were held on the Sumida River in the spring. My friends and I greatly enjoyed watching these. For diversions, likewise, we occasionally made visits to the theatres in Tokyo. The Imperial Theatre was our favorite resort. Every month a different show was presented. Most of the plays told the story of a legend or historical fact of olden days. Every detail of a Japanese play from the colors of its stage setting to the draperies of the player's gowns is consciously planned. Usually all the scenery of the theatre is designed and worked out by the author of the play which is being presented. Each action of the characters is deliberate and fits into the picture. Spontaneous and free acting would be considered very poor taste in Japan. Each word and movement is rendered for

¹from "In Yokohama" by Lafcadio Hearn. Taken from "Japan" described by great writers, translated and edited by Esther Singleton.

effect. On the Japanese stage supers, dressed in black, come on and off the stage putting a chair here, holding a torch to light an actor's face there, or arranging the drapery of a gown. Their presence is completely ignored. No one would ever think of commenting upon them.

My memories of Tokyo lead me on to the next few years of my life when I was a teacher in another city of Japan. During this time I read and heard a great deal about America, and gradually I made up my mind to go there. I particularly desired to study the education and culture of that country.

I found upon arriving here in America that a knowledge of English was almost imperative if I wished to understand American customs and manners. In order to learn English I attended an American school for a few hours each day. Sometimes in an American classroom, I thought of the first time I ever heard of this country. Once in my early school days I won a race in a joint athletic contest of all the schools in our district. As a prize, I received a small book, entitled "The Boyhood of George Washington." At that time, I am sure, I never thought that I should someday live in the country of that great president.

I greatly admire the spirit of the American people and feel that America and Japan both have the same ideal progress. An old writer of Japan has said:

Many paths there be
To reach the mountain's height,
But all who climb there see
The same moon's light.¹

I feel that America and Japan are both guided by the light of the high principles of the new age and that our common ideals should keep us close in a feeling of friendship and mutual goodwill.

¹ Translated by Curtis Hidden Page and taken from "Poetry of the Orient," edited by Eunice Tietjens.

Lesson 101

Good and Well

Good and well are very often confused. Good is an adjective and answers the question what kind of. Well is an adverb and answers the question how.

The candy is good.

The car runs well.

Exercise 1

Fill the blanks with good or well.

1. The man spoke _____ during the entire day.
2. Walking is very _____ for you.
3. The play was _____ and you performed _____.
4. One should be _____ to his friends.
5. He read the poem very _____.
6. She wrote French _____.
7. His habits are _____, and his work is always _____ done.
8. If I spoke Spanish _____, I should stay in Madrid.
9. This coffee is not _____ today.
10. Be _____ and you will be happy.

Exercise 2

Use these expressions in questions. Call upon your classmates for the answers.

spoken well	is----good
was----good	studied well
feel good	will----be good
drive well	feel well
work well	write well

Exercise for Talking

Name all the hospitals you know in your city. Discuss the work done in hospitals touching upon these subjects:

doctors	meals
nurses	night duty
staff	operating rooms
clinic	routine of the day
special nurses	benefit

Lesson 102

Little and Few

The meaning of these two words is best shown by examples.

I want a little coffee.

Please give me a few apples.

Little indicates size and refers to things that have quantity.

Few indicates number and refers to things that are made up of parts.

Sometimes little and few are used without their following nouns. In such cases the nouns are understood after them.

Exercise 1

Fill the blanks in the paragraph below with little or few:

A _____ mornings ago, I went to a cafeteria for breakfast. I picked up a tray and stood in line. I took a dish with a _____ prunes, a _____ slices of toast, a _____ butter, a _____ sugar for my prunes, a _____ pieces of bacon, two eggs, and coffee. After a _____ minutes I saw I had no cream. I called a waitress and asked her to bring me a _____ cream.

"That will be ten cents more," she said.

I looked at my bill and decided to drink my coffee without the _____ drops of cream.

Exercise 2

Make up questions containing these expressions:

a little soup	little clothing
few people	a few dresses
a little discussion	a little candy
a few oranges	a few pieces of candy
little food	little worry

Exercise for Talking

What are the kinds of food that are best for people to eat?

Name the foods to be eaten in a good breakfast, a good dinner, and supper. How many glasses of water should one drink each day?

Have you ever heard these words and expressions:

calory	vitamin
dieting	rich in protein
well-balanced meal	no appetite
too much starch	overeats

"An apple a day

Keeps the doctor away."

Lesson 103

Much and Many

Much and many have a similar distinction in use as that between little and few.

I cannot eat much bread.

I cannot eat many pieces of bread.

In the first sentence bread is considered not as a number of slices but as a quantity or whole. In the second sentence the number of slices of bread is considered, not the total quantity.

Exercise 1

Fill the blanks with much or many.

1. I haven't _____ time left to study.
2. How _____ hours have you before your train leaves?
3. Did you buy _____ books when you were in high school?
4. There is not _____ light here to read by.
5. One electric light has the power of _____ candles.
6. _____ hands make light work.
7. These flowers require _____ sunshine and rain.
8. At the fire there was _____ confusion.
9. The boy had _____ good excuses for his tardiness.
10. I had not given _____ thought to the matter.

Exercise 2

Answer negatively in full statements following questions:

1. Have you much room left in the car?
2. Are there many people going with you?
3. Have you much cause for worry about the roads?
4. How much rain was there last night?
5. Do you know how many inches of snow fell in the mountains.

Dictation Exercise

There is much difference in the population and people of our many states. In a few small Eastern states there is only one square mile for each inhabitant while in Nevada there are more than nine hundred square miles for each inhabitant. Few people in the great cities have visited the large Western states. They have but little notion of this sparsely-settled section although swift trains cross the continent each day. It is good that America has such great diversity in her land and people. If we knew well each section of our country and knew the people of each part intimately we would find that although America is but one nation, its sections are as curiously different as the continent and peoples of Europe.

Read the dictation aloud. Underline much, many, good, well, little and few and discuss their use.

Exercise for Talking

What do you consider the characteristics of the people of each section of the country?

Lesson 104

Writing a Letter of Application

A letter of application must represent the person sending it. Just as an applicant would wish to make a good appearance if applying in person, so must his letter make a good appearance if it is to represent him fairly.

First of all, a letter of application must be neat; it must be correct in form, and it must look well on the page. These details are important and necessary, for they give the reader a first impression of the applicant, and first impressions are important.

Next, the letter must do the talking for the applicant-- which he would do if applying in person. It must state the writer's reasons for wanting the place, his education, special qualifications, and references.

Lastly, the letter must be courteous in its general tone. It must be neither boastful nor ingratiating. Sincerity should be its keynote.

A letter of application that has many good qualities follows. Read and study it.

258 Craven Street

Chicago, Illinois

June 3, 1930

Burke Advertising Company

Columbus, Ohio

Gentlemen:

A friend of mine, Mr. Frank Ross, who was in your advertising department until last January, told me that there would be a stenographic position open at your Columbus offices about June 15. I am applying for that position.

I was graduated from Central High School of Chicago in 1927. Since then, I have attended Chicago University for two years and have taken a business course at the Franklin Institute here. I have held a position with E. Strauss and Company, Importers, since finishing my business course.

For reference concerning my special business training and stenographic work, you may write the following:

Mr. Frank R. Greene

President of Franklin Institute

Chicago, Illinois

Mr. L. M. Seers

643 West Grant Street

Chicago, Illinois

c/o B. Strauss and Company

Although I like my position here very much, I am especially desirous to secure a position in Columbus by July 1 as my family are moving there this month and I wish to go with them. I am desirous, also, to get work with your company as I am told by Mr. Ross that anyone employed by your firm is given an exceptional opportunity for advancement.

If you would like a personal interview, I can call at your office anytime during the last two weeks in June.

Very sincerely yours,

Claire N. Lester

Questions and Written Work

1. Can you point out the six distinct parts of every business letter in this letter of application?
2. Why does the writer mention Mr. Frank Ross at the beginning of the letter?
3. Is it necessary for an applicant to mention his special training, education, and experience as this writer has done?
4. The writer does not give her former high school teachers or college professors for reference. Do you suppose this omission was accidental or not?
5. Why does the writer mention Mr. Ross a second time?
6. Is it wise for her to mention the fact that her family is moving to Columbus?
7. Do you think it a mistake for her to speak of the opportunities for advancement at the Burke Advertising Company?
8. What does the fact that the writer likes her present work seem to indicate? Would it be better to omit that statement?
9. What unfavorable comments can you make regarding this letter?
10. A friend has told you that he is resigning his position as assistant bookkeeper at a department store within a month, and he has suggested to you that you write an application for the

place. Do so, inventing the necessary names and details, making your letter the most perfect example you can of what a letter of application should be. Before writing it, summarize all those points which you feel are essential for a letter of this kind.

11. Clip from the newspaper a want advertisement offering a position which you feel you can fill satisfactorily. Write a letter applying for this position, adhering to actual truth this time in all matters regarding your qualifications and references.

Work hard to make your letter show your personality. Make it get you the job! Mail your letter if you would like the place.

Lesson 105

Sometime and Sometimes

Sometime indicates one point of time, usually in the future.

Sometimes indicates several separate and distinct points of time, either in the past or in the future.

I want to visit the country sometime.

Sometimes he was moody and cross.

We must see each other sometimes when we are on our vacation.

Exercise 1

Add either sometime or sometimes to these sentences:

1. May I go with you?
2. He will make mistakes.
3. You will be famous.
4. They find work hard.
5. School work is hard work, too.
6. I'd like to reread that story.
7. Come to see me.
8. They ask about him.
9. Let's go to the show.
10. I'll tell you the real reason.

In which of the above sentences may either word be added?
 Explain the difference in meaning caused by the change of word.

Read this paragraph aloud:

Sometimes one is shocked to learn how many people in our large cities can neither read nor write. People who cannot read nor write are called illiterates. It is even more surprising for many to learn that there are more illiterates in the rural parts of the United States than in the cities. Better enforcement of school laws in cities may account for this difference. Night school classes also teach many of the city dwellers how to read and write. States have different laws regarding education. Some states require school attendance until a student is eighteen years old. Sometime in the future our country may have no illiterates.

Exercise 2

Fill the blanks with either sometime or sometimes.

1. I _____ think school laws keep students in school for too many years.
2. _____ students wish to go to work, but they must remain in school.
3. The man said that _____ special schools for adults would be established in the rural districts.

4. _____ in the future everyone may be able to read and write.
5. People talk _____ of a universal language.
6. The realization of this lies _____ far ahead.

Exercise for Oral Work

Tell one thing you know about compulsory school laws in your state. Why are school laws made?

Lesson 106

So and Very

He was so angry that he did not know what he was saying.

He was very angry and did not know what he was saying.

The preceding sentences illustrate the uses of so and very when used as modifiers of adjectives. When so modifies an adjective, it is usually followed by a clause of result beginning with that. When very modifies an adjective, it merely shows the degree of the quality indicated by the adjective.

Exercise 1

Fill the blanks with so or very according to the sense of the sentence.

1. He seemed _____ troubled that we did not wish to bother him.
2. He is _____ easily persuaded to stop work.
3. I think they are _____ stubborn people, don't you?
4. He is _____ anxious to work that I feel sure he will succeed.
5. They are all _____ tired at night that they go to bed at nine.
6. The book is _____ small; I think you can read it in one evening.
7. She is _____ slight that one feels that wind will blow her away.
8. The East is _____ different from the West.

9. The days are _____ short now that it is dark at four o'clock.
10. A city is _____ noisy, but I like its hurry and life.

Exercise 2

Add whatever seems necessary or fitting to each of the following sentences or parts of sentences:

1. The clock is so noisy---
2. He is very old now---
3. These boys+/-are so ambitious---
4. The rain was so heavy---
5. A gas stove is very convenient---
6. The portrait was so life like---
7. The weather is very changeable---
8. His car was so old---
9. He is so kind and just---
10. They are very careful workmen---

Dictation Exercise

Every student in American schools should know that George Washington was the first president of our country. There is a story told about his very great honesty. He was said to be so honest that he quickly admitted chopping down one of his father's cherry trees when, in great wrath, his father accused him of it. It is in reference to this story that we now see pictures of cherries, small cherry trees, and hatchets on cards and store

decorations during the month of February. Washington's Birthday on February 22 is a national holiday.

Underline the words very and so in the dictation. Is so followed by a clause beginning with that?

Lesson 107

Questions with Why and When

Often why and when stand at the beginning of a sentence and help to ask a question. Used in this way, these words may be called beginning adverbs.

The word order of question introduced by why, when, and other beginning adverbs, is usually as follows:

1 <u>Beginning adverb</u>	2 <u>Auxiliary verb</u>	3 <u>Noun or Pronoun</u> (as subject)	4 <u>Principal verb</u>
Why	has	the boy	gone?
When	will	he	come?

Frequently an object follows the principal verb in the sentence: When did you get the letter?

Exercise I

Answer these questions:

1. Why is the world believed to be round?
2. When was this fact discovered?
3. When did Columbus discover America?
4. Why was this country called America?
5. When did the first English settlers come to America?

Exercise 2

Write the questions for which the following sentences are the answers. Use why or when at the beginning of your questions.

1. The Indians were called redskins because their skin was copper colored.
2. The first settlers came to America because they wished religious freedom.
3. The early settlers had their hardest struggles in the first years after their arrival.
4. They found life hard because they were harassed by Indians and had a hard time to raise food.
5. They learned to raise corn when they were taught how to plant it by the Indians.

Exercise 3

Ask a question about early American life, the answer of which you really wish to know. Begin your question with why or when.

Lesson 108

Questions with How and Where

How and where are used in the same position in questions as why and when.

How do you know?

Where shall we meet?

There is frequently no verb after the subject when the verb following the beginning adverb is some one-word form of to be.

How is he today?

Where were you at that time?

Why are they here?

When was he there?

Exercise 1

Make up ten questions about the differences or similarities of the states. Begin your questions with how, where, why, or when. (Refer to the examples given in this and the previous lesson if you are in doubt regarding your word order.)

Exercise 2

Write the questions for which the sentences below are the answers. Begin your questions with how or where.

1. The geographic center of the United States is found in Kansas.
2. There are over ten million people in the state of New York.

3. We find the smallest population in Nevada.
4. There are more than seven thousand people for every square mile in the District of Columbia.
5. We find the most people living in rural districts in Texas.

Exercise 3

Read and answer:

1. Where does cotton grow in the United States?
2. How does the climate explain this fact?
3. Why is the dry land of the country irrigated?
4. Where are some of the big irrigation dams?
5. When do farm crops need water most?
6. Why is irrigation important in a country?
7. How is the water stored for irrigation?
8. Where are the driest sections of land in the United States?
9. When are most farm crops harvested?
10. Why is farming of the most importance?

Dictation Exercise

Have you ever ridden in a train across the large Western states? If you have, you will remember the miles and miles of sand, sage brush, and dry land. This country looks very forsaken. Here and there near a shallow creek a few cows are sometimes seen, but this sight is infrequent. It is claimed that all of this waste land could be changed into a rich agricultural district by means of irrigation. Work has already been begun

on supplying water to this land. With water in these sections, the country will be made richer and more people will live in these states.

Exercise on the Dictation

Find the sentences in the dictation exercise which answer these questions. Read each question and its answering sentence aloud.

1. How does this country look?
2. Where are a few cows sometimes seen?
3. How could this waste land be changed into a rich agricultural district?
4. When will the work be started?
5. Why is the government interested in supplying water to these sections?

Lesson 109

Review of Adjectives and Adverbs

Exercise 1

Supply either an adjective or an adverb in the blanks below. Make sure the word supplied lends meaning to the sentence.

1. The _____ newspaper held his attention.
2. The newspaper was _____.
3. He liked it _____ because of its sport section.
4. The color of this section was _____.
5. He read this section _____ on his way to work.
6. He could tell the _____ details of every game.
7. He was interested _____ in baseball.
8. Can you read a newspaper _____?
9. It is _____ to spend hours reading a paper.
10. Some people read _____ the headlines.

Exercise 2

Put in or take out an article wherever necessary before the adjectives in the following sentences:

1. The game was a good one.
2. Did you hear final results?
3. Are you glad that you went?
4. Babe Ruth made homerun in first few minutes of the game.

5. This account is as interesting to a baseball fan.

Exercise 3

Make up sentences containing the specified forms of these adjectives:

1. Comparative degree of good.
2. Superlative degree of bad.
3. Comparative degree of little.
4. Comparative degree of bad.
5. Superlative degree of much.

Exercise 4

What is the proper degree of the adjectives indicated in the sentences below. Read the sentences aloud.

1. She was (happy) now than she had ever been.
2. She is the (tall) girl in her class.
3. The class is (anxious) for vacation than for study.
4. The flowers are (beautiful) in the spring
5. This letter is (long) than the last one.
6. That is the (clever) story we have ever read.
7. We are (eager) to read others by the same author.
8. This book has a (cheerful) tone than the last one I read.
9. Do you like historical novels (good) than pure fiction.
10. Books are like people; some are (good) and some (bad) than others.

Exercise 5

Fill the blanks with good or well.

1. The spring air makes me feel _____.
2. We are _____ and hope you are the same.
3. The food tasted _____ after our walk.
4. She plays the violin _____.
5. He reads and writes _____.

Exercise 6

Fill the blanks with little or few.

1. I have _____ cause for complaint.
2. I have _____ reasons for complaint.
3. There were _____ clouds in the sky.
4. There was a _____ fog drifting in from the ocean.
5. He is only a _____ inches taller than I.

Exercise 7

Fill the blanks with much or many.

1. It doesn't make _____ difference.
2. I saw _____ kinds of flowers in her garden.
3. She spends _____ time there.
4. There was not _____ rainfall last spring.
5. On _____ spring evenings we saw her watering the flowers.

Exercise 8

Fill the blanks with so or very.

1. He is _____ forgetful that he can never find his glasses or keys.
2. You were _____ glad to get the position, weren't you?
3. He was _____ tired that he fell asleep in his chair.
4. He is _____ sleepy today, also.
5. Were you ever _____ worried that you could not eat?

Exercise 9

Fill the blanks with some time or sometimes.

1. _____ he rides a bicycle, and _____ he drives a Ford.
2. You must learn to drive a car _____.
3. I should like to live in the country _____.
4. He _____ makes a few mistakes in speaking.
5. _____ ago I spoke to you about the house.

Exercise 10

Read aloud the following paragraph and then ask questions based on this story. Begin your questions with why, where, when, or how.

¹In the years just after the Norman conquest of England the Lords and barons who owned the New Forest allowed their

1. From the Reader's Digest for April, 1950.

serfs who lived in and around it to gather firewood from its many trees. There was only one limit placed upon the amount of wood that the peasants could take for their own use. After all the sticks had been picked up from the ground the serfs could lop branches off the trees, going no higher, however, than they could reach with their scythes, or hoops, and with their shepherds' crooks. Thus they could gather as much fire wood as they could get "by hook or by crook", and it was in this way that the familiar expression originated.

Lesson 110

Idioms

An idiom is a peculiarity of a language. It is a particular way of saying a thing. In idioms words are so put together that they take on a new meaning entirely distinct from the meaning of the individual words. There are two kinds of idioms, those of form and those of meaning. Both kinds need drill and study. The mastery of the idiom of a language is in the most complete sense the mastery of the language itself. Students to whom English is a second language should note and study carefully all the idioms or special ways of expression that they hear.

Read the following paragraph and determine the meaning of all the expressions underlined:

Every boy ought to finish high school in order that he may have some general knowledge and background. It used to be that one might succeed with a trade training only. Once in a while a successful man is found who had to stop school in the early grades, but if we stop to think about the average man and his ability, we realize that education prepares him for his work as nothing else can. True enough, a great deal of time is wasted by some students in the class rooms. On the other hand these students who are supposed to study and do not would

waste time any place. Many a man who once thought an elementary education would do for himself now regrets that he did not take his time at school. We must look out for our best future interests while we are young, or we shall have to answer for our poor preparation in future years.

Use these underline expressions in original oral questions. Ask someone in the class to answer your questions.

Write five original sentences using each of these expressions.

Read the following:

Many a man tries to win by hook or crook. People of this kind are never entirely honest but have a hand in questionable business. They are ready to turn the tables on any of their associates. Such men are not worth their salt. They would rather live from hand to mouth and get head over heels in debt than work honestly. They turn up their noses at hard work. These people should be given tit for tat. A true friend will stick through thick and thin, but dishonest people laugh up their sleeves at friendship.

Explain the meaning of all the underlined expressions. Make up two original sentences containing each expression. Read your sentences aloud.

Lesson 111

More Idioms

Read the following aloud:

The man pulled up to the curb and shut off his engine. He was going to put an end to a fight which was going on in a vacant lot. All of a sudden he saw the crowd of boys who had congregated begin to leave. As he had no idea which ones in the crowd were the two fighters he stopped the boys and said, "Which of you boys lost your tempers and forgot yourselves to the extent of fighting?"

One small boy answered pleasantly, waving his hand toward another small companion, "Oh, we were, but this wasn't a real fight. We both kept our heads. We're practising on each other so that we can whip the boys who make fun of our size. Tomorrow's the real fight", he finished, as if repeating a quotation he had learned by heart.

The man smiled in spite of himself at the boy's wholeheartedness.

"Stop around tomorrow about this time if you care to look on", the boy invited pleasantly. "In the meantime", he added significantly, "don't tell anybody about our practising."

The man walked back to his car with the guilty feeling that he might stop again next day, ---but not as a reformer.

What is the meaning of each expression underlined? Do the separate words retain their original meaning when used in idioms; for example, kept, our, heads?

Exercise 1

Answer the questions in the sentences below making use of all the idiomatic expressions that you can:

1. What was the man going to do when he stopped his car?
2. What did he see in the vacant lot?
3. What happened as he walked toward the fighters?
4. Had the fighters lost their tempers?
5. What did the small boy say to prove that he and his companion had not forgotten themselves?
6. What was the man cautioned not to do "in the meantime"?
7. How did the boy invite the man to come back?
8. Why were the boys practising?
9. With what boys was the real fight to be held?
10. What lines of verse do you know by heart?

Exercise 2

(1) Give orally original sentences containing the following expressions. (2) Write sentences containing these idioms.

ought to

answer for

used to

forgot himself

put an end to

stop to think

is going to

soon after

is supposed to	to run for (president)
had to	kept still
lost his temper	in common
look out	on hand
many a	kind of man
a great deal of	by ear
all at once	on the other hand
in order that	nothing else
once in a while	make yourself a home
in the meantime	all at sea
take time	read between the lines
make fun of	turn the tables
will do	all of a sudden

To the Student: It would be wise to keep a list of correct illustrations of all these idioms in a note book. This would be handy for quick reference, and you could add more idioms to your list each day.

To the Teacher: It is a good plan to write on the blackboard the sentences which illustrate best the use of each idiom. The students should be advised to copy these in their note books for reference and study. Idioms are so common that the lessons in this book only touch upon the subject. Whenever a new idiom is used in class, it should be discussed, memorized, and illustrated. This illustration should be added to ~~the~~ the list of idioms already kept by each student.

Lesson 112

Sometimes ¹

Across the fields of yesterday
 He sometimes comes to me,
 A little lad just back from play--
 The lad I used to be.

And yet the smiles so wistfully
 Once he has crept within
 I wonder if he hopes to see
 The man I might have been.

Thomas S. Jones, Jr.

An Old Song ¹

Low blowing winds from out a midnight sky,
 The falling embers and a kettle's croon---
 These three, but oh what sweeter lullaby
 Ever awoke beneath the hunter's moon.

We know of none the sweeter, you and I,
 And oft we've heard together that old tune--
 Low blowing winds from out a midnight sky,
 The falling embers and a kettle's croon.

Thomas S. Jones, Jr.

1. From "From Quiet Valleys" by Thomas S. Jones, Jr.

Questions for Study and Discussion

Sometimes

1. What are the "fields of yesterday"?
2. What does the poet mean by saying the little lad "comes" to him?
3. Can you picture the little boy just back from play that the poet talks about?
4. What does the word "wistfully" suggest to you?
5. Explain the meaning of the line
"Once he has crept within"?
6. Put the thought of the last two lines in your own words.
7. Is it painful to disappoint a child? Why?
8. Is anyone ever able to be all that he dreamed to be as a child?
9. Did you ever have the thought which the poet expresses in this little poem?
10. Do you like the poem? Are you putting it in your collection?

An Old Song

1. What mood or feeling does this poem give you? Does it stir you to ambition?
2. Is it pleasant to hear a low wind blow when you are safe and warm indoors? Why is this true?
3. Describe the two sounds suggested by the line, "The falling embers and kettle's croon."

4. Why are the three sounds together called a lullaby?
5. What lines do you like best in this poem? Does this poem recall more sights you have seen or sounds you have heard? Is this usual in most poetry?

Lesson 113

Capital Letters : When to use them.

Most students have learned numerous rules for the use of capital letters but are not confident in applying these rules. For reference in time of doubt the simplest and commonest of these rules with sentences illustrating them are here set down.

Uses of capital letters:

1. Capitalize the first word in a sentence.

They are coming soon.

2. Capitalize the first word in every line of poetry.

"My heart is like a singing bird

Whose nest is in a watered shoot."

3. Capitalize the first word in a direct quotation.

He said, "Tell me when you leave."

4. Capitalize all proper nouns and adjectives.

In Germany many students learn the English language.

5. Capitalize the names of days and months.

I remember that the day was Wednesday and

the month January.

6. Capitalize north, south, east, and west when they stand for sections of the country.

He was born in the South, but he prefers

living in the East.

7. Capitalize all important words in the titles of books, magazines, themes, and the like.

I read "As You Like It" many years ago.

8. Capitalize all words referring to God or the Bible.

The Bible teaches us how to serve God.

9. Capitalize all titles that are used with a name.

I talked to Doctor Brown and to Aunt Mary today.

10. Capitalize words denoting personified ideas.

It seemed that Hope came and whispered
of better days.

11. Capitalize the names of political parties, religious sects, and holidays.

He was a member of the Republican Party and
the Baptist Church. He visited us on Thanks-
giving and Christmas.

12. Capitalize abbreviations of proper names.

"Dr. Stubbs" was written on the door.

Exercise

Capitalize all necessary words in the following sentences.

1. charles dickens wrote about the poor people of england.
2. "home, sweet home", a song everyone loves, was written by
john howard payne.
3. would you rather talk to president hoover or shief justice
hughes.

4. when he first went to the southern states he wrote us, "the speech of the south is hard for me to understand."
5. most southerners are democrats.
6. o, to have a little house,
to own the hearth and stool and all
the heaped up sods upon the fire
the pile of turf against the wall.
7. everyone called this beautiful creature by a different name:
some called her love; some called her beauty.
8. a cup of water offered in god's name will be rewarded.
9. the wit said, "there is no use for me to try to be great.
all the great men like washington and lincoln were born on
holidays."
10. the two great political parties are the republican and the
democrat.
11. we asked professor broker if he had read anything recently
about politics.
12. it rained nearly every friday in january.
13. the atlantic monthly is a literary magazine of merit.
14. they started to central high school on labor day.
15. when crossing the mississippi, he thought of how samuel
clemens had chosen the pen name, mark twain.

Lesson 114

Capital Letters : When Not to Use Them.

Some mistakes are made by over-using capital letters. Your attention is here called to some of these errors.

1. Do not capitalize titles that are not used with names.

When he was small, he wanted to be an engineer;
now he wants to be a lawyer.

2. Do not capitalize the names of seasons.

He spends the summer and autumn in the country.

3. Do not capitalize the directions when they do not refer to a section of country.

Walk two blocks east, and you will then see the
mountains far to the north.

4. The names of species of birds, insects, flowers, and the like are not capitalized.

He could not tell if the thrush's song from the robin's.

5. Do not capitalize high school, college, or university, unless parts of proper names.

After four years of high school, he went to college.

6. Do not capitalize the names of courses studied at school with the exception of the language courses.

His favorite subjects were history and physics; he found
Latin and French difficult

Exercise 1

All the capitals are omitted from the following paragraph. Rewrite it, putting in all the necessary capitals. Be careful not to use capitals where they are unnecessary.

john often boasted about his high school. he would say, "central high is the best high school in the west. last fall my uncle tom, who is a doctor in an eastern hospital visited my chemistry class and said that better instruction was given in it than in many college classes he had attended. the same day we dissected a robin in zoblogy. when I told him about that work he said I must be taking a pre-medical course in high school, and that I was getting good training for my work as a surgeon."

Exercise 2

Use the following expressions in written sentences;

Capitalize all necessary words.

1. the doctor's fee
2. new york city
3. sent up north
4. professor jenkin's class
5. a german scientist
6. the majone desert of california
7. stevenson's "treasure island"
8. sante fe railroad
9. on pike's peak
10. czars or kings

11. indian brave
12. last august the mosquitoes
13. near the rocky mountains
14. last august while reading about hyacinths
15. the japanese army
16. on lincoln's birthday
17. the literary digest
18. mr. smith, who later became our family doctor
19. it was duty commanding him
20. the socialist party

Lesson 115

How to Recognize a Sentence

Some students have difficulty in recognizing a complete sentence. This inability often shows itself conspicuously in original composition, for there the punctuation must indicate plainly that a part of a sentence is but a part of a sentence and that two sentences are two sentences and not one. These two common mistakes are shown in the following examples:

Writing a part of a sentence as if it were complete:

We stopped a few hours in the city. Where our friends lived.

Writing two sentences as if they were one:

Our friends showed us the parks and museums, we managed to catch the train on the nick of time.

Students making these errors do not have a sentence sense. They do not feel when a sentence is complete. To tell them that a sentence is a group of words that contains a complete thought and can therefore stand alone is almost useless. Some definite mechanical means of denoting a sentence is most valuable for these students.

Exercise

In the following paragraphs put in the necessary periods. Then test your work by the means suggested after this exercise to see if

you have denoted the sentences correctly.

American life in the country is not the same as it was a short time ago living in the country twenty years ago meant practical isolation then the farm was a small community out of which one ventured only for necessities going to town was a big occasion a weekly or monthly trip was made by wagon or buggy groceries and coaloil were purchased or were exchanged for butter and eggs one came home to tell the town news do the chores and eat a late supper by candlelight farmers worked hard in those days and lived simply.

Today life in the country is not very different from life in the average-sized city for the modern farmer a trip to the neighboring town is a daily event he finishes his work early and drives to an evening show the daily paper is delivered at his door a few hours after it is printed often however the farmer prefers to get his news by radio rather than from the paper electric lights are as commonplace to the farmer as to his city brother his fields are tilled, sowed, and harvested by the most modern machinery the life of the farmer today is far more that of a "country gentleman" than ever before.

You should have eight sentences, and only eight, in each of the preceding paragraphs. If you have not this exact number, your sentence sense needs improving. Check your work this way:

At each point where you have placed a period try to insert one of the simple conjunctions--and, but, for, or, or nor. If one of these conjunctions seems to "fit in," if it seems to join smoothly what precedes it with what follows it, you can decide that your period is correctly placed. If your conjunction does not seem to "fit," however, then you must conclude that you have placed your period incorrectly and that the words following the conjunction are actually a part of the previous sentence.

(For example: "American life in the country is not the same as it was a short time ago, for living in the country twenty years ago meant practical isolation." Having inserted the conjunction for at the point where you felt the first sentence should end, you question yourself thus: Does the conjunction seem to "fit in" correctly at this point? Your answer is that for does "fit in" and join the two parts smoothly. Therefore, as the sentences here written have omitted the conjunction, a period should be placed after ago and living should begin with a capital.)

Continue in a similar manner.

(If you wish at times in your own original writing to join together short complete sentences for the sake of smoothness, remember that one of the five conjunctions--and, but, for, or, or nor--must be used and that a comma should precede the conjunction.)

Suggestions for Written Work

Write two paragraphs similar to those above on contrasting ideas. When you have finished, check your work to see if your sentences are marked off correctly. The titles below may help you to find a subject.

Morning Moods and Evening Moods

Courtesy in My Native Land and in America

Boys' Games and Girls'

American Shoes and _____ Shoes

Lesson 116

Introductions

The introduction and conversation below are such as one might hear any day in the homes, offices, or on streets of this country. Read it carefully. Memorize the starred speeches and be ready to dramatize any one of the three parts.

*Mr. Wells: Mr. Brown, I want you to meet my friend, Mr. Smith.

*Mr. Brown: (Extends his hands.) How do you do, Mr. Smith, I am very glad to know you.

*Mr. Smith: (Shakes hands with Mr. Brown.) I am very glad to know you, Mr. Brown. I have heard Mr. Wells speak of you, I believe.

Mr. Wells: (To Mr. Smith) Yes, this is the Mr. Brown who visited your home state last summer.

Mr. Brown: So you are from Indiana, Mr. Smith? I spent most of last July and August near Indianapolis. I like that country a great deal.

Mr. Smith: I'm glad to hear you say so, for I agree with you. Was that your first visit to the Middle West?

*Memorize the starred speeches.

Mr. Brown: Yes, it was, and I must admit I had a very different idea of that section before visiting it.

Mr. Wells: (To Mr. Smith) I think Mr. Brown believed you lived back there on the prairies with more Indians than radios.

Mr. Smith: (Laughingly) I'm sure he wouldn't be the first to have that idea. (To Mr. Brown) Do come over to my home and tell me all about your trip. I should like to hear about the changes back there since my last visit. (To Mr. Wells) You're coming over tomorrow evening. Bring Mr. Brown with you.

Mr. Wells: Certainly, I shall be delighted. Between you two, I shall become a son of Indiana. You can go with me, can't you, Mr. Brown?

Mr. Brown: Thank you, I believe I can and I shall be glad to. Right now, however, I must rush on to the office.

Mr. Smith: Well, I'm glad to have met you, Mr. Brown. I shall be looking for you tomorrow evening.

Mr. Brown: Glad to have met you, too. Goodby.

Mr. Wells: I'll be going on with Mr. Brown.

Mr. Smith: Goodby.

Oral Discussion

Discuss the following expressions as parts of introductions.

Tell which you prefer and why:

Miss Smith, may I present Mr. Hart?

Miss Smith, I should like you to know Miss Byrd.

Miss Hart, meet Miss Smith.

Mr. Sarter, shake hands with Bill Greene.

I want you to know my friend.

Miss Smith, Mr. Harte.

I am pleased to meet you.

How do you do.

I am glad to know you.

I am happy to meet you.

This gives me great pleasure.

I am delighted to meet you.

Written Work

Write the introductions appropriate for the following situations and follow the formal part of each introduction with a speech or two of the conversation which might follow. Choose two classmates and dramatize one of your introductions.

1. Two girls who play tennis are introduced by a friend.
2. Two boys, students at the same high school, are introduced by a friend.
3. A young man and a young woman are introduced by a brother of the young man. The two introduced drive the same kind of car.

4. A young man is introduced by an older man to an older woman who has known his mother.

5. A young man is introduced by a friend to an older man who has just returned from a trip around the United States.

Lesson 117

Prefixes and Their Meaning

There are a number of prefixes so commonly used that a knowledge of their meaning helps greatly in understanding the words with which they are used.

<u>Prefix</u>	<u>Meaning</u>	<u>Example</u>
<u>con</u>	with	convene
<u>ad</u>	to	adjacent
<u>in</u>	in not	inscribe independent
<u>ex</u>	out of	expel
<u>dis</u>	not	disagree

Often these prefixes change their spelling to blend more harmoniously with the sound of the word they join. As it is very difficult to say "adnounce," the prefix ad becomes an in this case, making the word announce. Similarly, we have a change of con in correct, of dis in differ, of in in illiterate.

One quickly sees upon examining these words that the last letter of the prefixes has been exchanged for the first letter of the words joined. This explains the great number of double letters near the beginning of words and an understanding of its cause should simplify spelling.

Exercise 1

(1) Tell what prefixes are found in the following words. (2) Look up the meanings of these words if you do not know them. (3) Explain in each case the effect of the prefix on the meaning of the word. (4) Use each word in a complete sentence.

immigrate	irrigate
announce	affix
divert	arrive
collect	differ
illegal	exchange
irregular	irreverent
appoint	attend
correct	accuse
efface	connect
compel	dissent
allot	aggravate

Test Yourself

What is the mistake in this sentence? How were you able to know it?

He decided to immigrate from Sweden and come to America.

Lesson 118

Suffixes and Spelling Rules

Suffixes have no intrinsic meaning in themselves as prefixes have. Some suffixes, however, serve to indicate a certain gender or quality. Other suffixes show what the part of speech is.

1. Suffixes indicating gender or special quality:

(1) Feminine endings:

ess and inehero-----heroinegod-----goddesshost-----hostess

(2) Diminutive endings:

etta and letopera-----operettastream-----streamletbook-----booklet

(3) Endings denoting possessor or performer:

er and or

Ending denoting one to whom something is given:

eepayer-----payeeemployer-----employeelessor-----lessee

2. Suffixes indicating part of speech:

(1) Noun endings:

ness, cy, ty, age, ence, ance, ment, and ty

eagerness

occurrence

accuracy

acquaintance

normalcy

judgment

adage

safety

(2) Adjective endings:

ous, able, en, al, y, and less

courageous

golden

lovable

devotional

guilty

careless

(3) Verb ending:

fy

rectify

sanctify

Exercise 1

Underline the suffixes in the following words. Tell whether each suffix indicates the special quality or gender of the word, or merely shows what part of speech it is.

ambitious

executor

wooden

inspirational

brooklet

obedience

homage	duchess
intellectual	mediocrity
advancement	privacy
clemency	remitter
eminence	earnestness

Two Spelling Rules

There are two valuable spelling rules to remember in connection with suffixes:

1. Silent e Rule

If a word ends in silent e, drop this e before a suffix beginning with a vowel, but keep this e before a suffix beginning with a consonant.

hope + ing = hoping

hope + ful = hopeful

Remember that the important letter to notice in this case is the first letter of the suffix. If it is a vowel, drop the e; if it is a consonant, keep the e.)

2. Double Consonant Rule

Words of one syllable ending in a consonant usually double this consonant before a suffix beginning with a vowel.

run + ing = running

step + ed = stepped

Exercise 2

Join the following, remembering to apply the spelling rules:

strive + ing

slam + ing

love + able

love + ly

dine + ing

din + ing

excite + ment

move + able

swim + ing

hit + ing

grip + ing

engage + ment

bag + age

safe + ty

come + ing

plan + ed

red + en

amaze + ment

slip + ed

stop + ed

Lesson 119

Brotherhood

Brotherhood is the American Ideal.

Theodore Roosevelt

Of all things beautiful and good,
The kingliest is brotherhood;
For it will bring again to earth
Her long-lost poesy and mirth;
And till it comes these men are slaves,
And travel downward to the dust of graves.

Clear the way, then, clear the way;
Blind creeds and kings have had their day.
Break the dead branches from the path;
Our hope is in the aftermath.
To this event the ages ran:
Make way for brotherhood--make way for man.

Edwin Markham

From "The Man with the Hoe and Other Poems" by Edwin Markham.

Answer these questions briefly:

1. What is meant by saying that brotherhood is kingliest of all beautiful and good things?
2. What is "poesy"?
3. How can brotherhood again bring mirth and poesy to earth?
4. What is suggested by the word "long-lost"?
5. What does "it" refer to in the fifth line?
6. Who are "these men" spoken of in the first stanza?
7. Why are such men slaves with no more to look forward to than the grave?
8. To whom is the second stanza addressed?
9. What do you understand by the line,
"Blind creeds and kings have had their day"?
10. What are some "dead branches" which we must break down before the brotherhood of man is a reality?
11. What is meant by "the aftermath"?
12. What is the event of such vital importance that the ages have been coursing toward it since the beginning of time?
13. Why do you suppose both brotherhood and man are placed in the last line of the poem?

After discussing the poem, read it again silently. Point out the one thought which means the most to you. Read this part of

the poem aloud to the class as perfectly as you can and explain why you have chosen these particular lines.

Tomorrow prepare a two-minute talk telling of some example or story which you feel illustrates the term brotherhood. If you wish, you may tell instead of an idea which you have for promoting brotherhood.

(As two minutes is a very short time, you must know definitely what you are going to say but do not memorize your talk. Know what you intend saying and practice saying it before coming to class. Omit everything which does not help your point along. Use simple words and avoid all fine language. Raise your voice so that you may be heard and pronounce your words clearly. Remember your story is lost if it is not understood.)

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