

NEW METHOD COMPOSITION



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THE NEW METHOD ENGLISH COMPOSITION

BOOK IV

(Based on the Vocabulary of New Method Reader IV)

BY

MICHAEL WEST, M.A., D.PHIL. (OXON.)

AUTHOR OF THE NEW METHOD READERS

ILLUSTRATED BY MRS. MICHAEL WEST AND
MRS. MARGARET ANDERSON



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RECTOR OF THE NEW METHOD SCHOOLS

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IMPORTANT

I. The answers to all questions in the exercises should be given in **complete sentences**, care being taken to introduce the new word which is being practised.

II. In doing the exercises **the children must NOT look at the book when they are speaking**.—1. The child looks at the book and frames the English sentence (question, order, *etc.*), in his mind. 2. **Then he turns his book face down**. 3. He says the sentence.—[Or, with a better class,—
1. All look at the book and frame sentences in the mind.
2. All books are turned face down. 3. Children ask and answer questions (*etc.*).]

III. **Everything said by the teacher in an English lesson should be said in English**. If the children do not understand, the teacher may translate, and they will remember next time.

IV. **It is not necessary to use all the exercises in this book**. If the word is already familiar to the class, a few sentences only will suffice: if it is quite familiar, the whole exercise should be omitted.

For the method of using this book, lesson forms schemes of progress, *etc.*, see the Teachers' Handbook [Revised edition, 1930].

IMPORTANT

The Publishers are indebted to—

Messrs. Macmillan & Co., Ltd., for permission to print Mr. James Stephens' poem "*The Snare*" from "*Songs of the Clay*"; Messrs. P. J. & A. E. Dobell for permission to print the poem by the late James Thomson ("B.V.") beginning "Give a man a horse he can ride": and Mr. Gerald Gould for permission to print his poem "*Wander-Thirst*".

THE NEW METHOD COMPOSITION

BOOK IV

LESSON I

ROBIN HOOD

A

*Form similar pairs of words, Please : **dis**please ; and give the meaning of each.—*

- | | |
|----------------|----------------|
| 1. To allow. | 8. Order. |
| 2. To appear. | 9. To place. |
| 3. To believe. | 10. To please. |
| 4. A favour. | 11. To prove. |
| 5. To honour. | 12. Service. |
| 6. To like. | 13. Trust. |
| 7. To mount. | 14. To use. |

*Substitute suitable words beginning with **dis** in the place of those printed in italics.—*

1. The wizard *was not seen any more*.
2. He *did not believe* me.
3. The King *did not allow* the marriage.
4. I *do not like* that boy.
5. He *got down* (from his horse).
6. The Captain is . . . -ed. (*People do not honour him any more*).
7. A . . . church (*—which is not used now*).
8. My books are *not in order*.
9. The bone in my arm is *out-of-place*.
10. The soldier's story was *proved to be untrue*.

11. He wanted to do me a service but he did me a great . . . (*not a help but a hurt*).
12. My father is *angry* with me. (*Not pleased with me*).
13. The great lord is *not* in *favour* with the King.
14. Vasco da Gama *did not trust* the King of Mozambique.

Ask and answer,—

1. For whom does a gentleman **give up** his seat ?
2. For whom would a mother **give up** her life ?
3. What does a King **give up** when he is too old to rule ?
4. Which would you rather do—**give up** eating, or **give up** coming to school ?
5. Tell me the name of a people who **give up** eating in the day-time for one whole month in honour of a great man who taught them about God.—("The M . . . give up eating in the day-time during the month of R . . .")

Form suitable sentences.—

- | | | | | |
|-----|----------------|---------------------|---------|---------------------|
| (a) | wife
people | | | mother.
husband. |
| The | Queen | obey (s) | (her) | Captain. |
| | children | | (their) | King. |
| | soldiers | | | father. |
| (b) | mother | | | people. |
| | father | | | children. |
| The | King | is obeyed by | his | wife. |
| | husband | | (her) | Queen. |
| | Captain | | | soldiers. |

Now try this,—

- | | | | |
|-----|----------|-----------------------|-----------|
| (c) | wife | | children. |
| | mother | | husband. |
| | people | | King. |
| | Captain | obey(s) | his |
| The | children | (is obeyed by) | (her) |
| | husband | | (their) |
| | Queen | | Queen. |
| | King | | people. |
| | | | father. |
| | | | soldiers. |
| | | | mother. |
| | | | wife. |

Ask and answer.—

What would . . . say if you **disobeyed** him (her) ?
' He (She) would say,

- | | |
|-----------------|---|
| 1. the Captain | (2) " Put him in prison." |
| 2. the King | (3) " I'll tell your father." |
| 3. your mother | (1) " You shall be shot at dawn." |
| 4. your father | (5) " Hold out your hand ! " (<i>Smack! Smack!</i>) |
| 5. your teacher | (4) " Oh, that any son of mine should be so bad ! " |

Warnings.—Disorder (*etc.*, *one word, no hyphen*)—Hundreds of years.

Guide words.—R. H. England many . . . ago. King bad, country disorder. K. displeased Lord Huntingdon &* ordered . . . lands. L. H. forced . . . ;—dared not Then K. . . . house. L. H. . . . beautiful house ; family. . . . years. Disobeyed, would not . . . ;—K.'s army ; battle in which . . . & all . . . , except R. H.

B

Ask and answer.—

(a) Did the soldiers of . . . use **bows** and **arrows** ?

- | | |
|-------------------|------------------|
| 1. Darius | 5. Porus |
| 2. Napoleon | 6. King George V |
| 3. Alexander | 7. King Alfred |
| 4. Queen Victoria | 8. King Richard |

(b) 1. Which can fly further through the air—a bird or an **arrow** ?

2. Which can fly further through the air—an **arrow** or a football ?

(c) With which hand do you draw a **bow**, the right hand or the left ?

* *Teacher.*—The sign '&' has been used for economy of space. The boys should NEVER be permitted to use it in writing,—save only in names of business firms "& Co.," "& Son."

- (d) Show me with your fingers how you hold the **arrow**.—"This is how I . . ."

Ask and answer (pointing to various objects named below).—

To whom does this . . . **belong**?—"That . . . **belongs** to . . . (name) . . ."

- | | | |
|-----------|----------|-------------------|
| 1. pen | 4. hat | 7. chair |
| 2. pencil | 5. coat | 8. piece of paper |
| 3. book | 6. money | 9. nose |

Form a sentence and ask a question.—

- (a) India foxes.
In Africa men **hunt** bears.
England elephants.

—What do men **hunt** in . . . ?

- (b) In India men go **hunting** on horses.
England elephants.

—On what do men go hunting in . . . ?

Ask and answer.—

1. What animals do dogs **hunt** ?
2. What animals do cats **hunt** ?
3. What animals do foxes **hunt** ?

By what animals are . . . **hunted** ?

1. mice
2. cats
3. hens

Warnings.—Used . . . for shooting.—Had used . . . ever since he *was* . . . —Never **missed a shot**.—Loved hunting.—**Outlaw** (*one word*).

Guide words.—Those days b. and a.—R. H. . . . since boy, and now no one . . . so well. Far, straight. Never missed. In battle . . . everyone who . . . ; that why alone . . . When saw lost, killed, ran forest. Forest

belonged K.—and animals. K. keep to hunt in it. Himself, but not allow . . . —R. H. loved. As K. unjust, . . . disobey. Decided live, hunt, as much as. . . Time other joined, till large band of ' . . . '. Called ' . . . ' because . . . Not right, but old days, and . . . disorder.

C

*Read the following passage filling in the word **Christmas** where necessary :—*

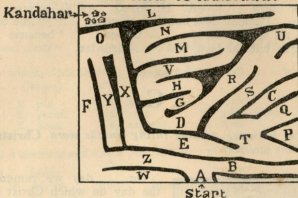


On . . . day we remember the day on which Christ was born. Christ was born on the first . . . day. All English people go to church on . . . day and sing . . . songs and pray . . . prayers. On . . . day there is a . . . tree in the nursery. On the . . . tree there are hung . . . presents for the children. There is also a . . . cake with white sugar on the top. On the white sugar "A Happy . . ." is written with red sugar. In the evening there is a big . . . dinner.

*Ask and answer, using the word **Christmas** in each answer.—*

1. What do we remember on **Christmas** day ?
2. Where do English people go on **Christmas** day ?
3. What is there in the nursery on **Christmas** day ?
4. What is hung on this (3) ?
5. What is there also on **Christmas** day ?
6. What is written on the top of it ?
7. What is there in the evening ?

THE ROAD TO KANDAHAR



You must find your way from the place marked 'Start' to Kandahar. The black marks stand for high mountains; you cannot cross the mountains. The white spaces between are **valleys**; you must go along the **valleys**.

Stand and tell how you would go. "I go up **valley A**," "I go along **valley . . .**" etc.

Do and say.—

Put your	right hand on left	{	your	right	shoulder.		
				left			
			your	right		neighbour's	shoulder.
	left						
			your	right	neighbour's	right	shoul-
				left				der.

1. Draw a line **nearly** as long as this

2. Draw a line **nearly** as high as this

3. Make a mark **nearly** in the centre of this square.



4, 5, 6, 7. Give the name of a boy who is **nearly**, but not quite as old (tall, strong, wise) as you are.

Make seven sentences about the Oak.—

1. . . . is a tree.
2. . . . wood of . . . hard.
3. . . . very strong.
4. . . . used for making ships.
5. . . . lives for 300 years.
6. . . . grows in England.
7. Not many . . . India.

Ask and answer.—

1. Is the wood of the **oak** hard or soft?
2. Is the wood of the **oak**-tree strong or weak?
3. For what is the wood of the **oak**-tree used?
4. For how long does the **oak**-tree live?
5. In what country are there many **oak** trees?

Form a sentence and ask a question—

My	mother		three	cows		two dogs
	father	saw	horses		and	four bears
	brother		elephants			eight rabbits
	sister		asses			

[crossing the **brook**.

How many animals did my . . . see crossing the **brook**?

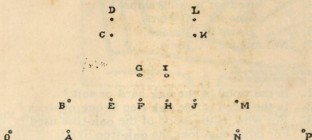
Warnings.—Three feet *across*—Stood . . . feet *high*.

Guide words.—Christmas; cold; snow on . . . ; & . . . ; & sky was . . . & On this . . . young man valley in which R.H.—Name J. L.—Curious because Shoulders nearly . . . & looked like . . .—7**ft.* high. Legs like Heard R. H. in this . . . , & wanted join his So . . . quickly . . . , until

* *Figures are used here for economy of space ; boys should write all round numbers and all numbers under one hundred in words.*

D

PICTURE OF A . . . ? . . .



Do and say.—

1. Draw a **single** line from A to B.
2. ... B to C.
3. ... D to E.
4. ... B to M.
5. ... L to J.
6. ... K to M.
7. ... M to N.
8. ... O to P.
9. ... C to K.
10. ... double lines ... F to G.
11. ... double ... H to I.

Ask and answer.—

1. Does a train run on a **single** line or on double lines?
2. Do small children do their writing on **single** or on double lines?

3. A '**single**' man means a man who has no wife:—
what is a '**single**' woman ?



4. ← Two boys with but a **single** thought.

- (a) Of what is Tom thinking ?
(b) If Tom is thinking of that, of what is Bill thinking ?
(c) What is their **single** thought ?

Ask and answer.—

Is there **room** for another on ?
in ?

- | | |
|------------------------------------|---|
| 1. boy . . . your seat. | 6. word . . . this page. |
| 2. book . . . that table. | 7. boy . . . this school. |
| 3. tongue . . . your mouth. | 8. window . . . that wall. |
| 4. bit of food . . . your stomach. | 9. (<i>for an</i>) elephant . . . this room. |
| 5. foot . . . your shoe. | 10. (<i>for ten</i>) elephants . . . this room. |

Answer to the Teacher. " Yes, **sir** ", " No, **sir** ", " Yes please, **sir** ", or " No, thank you, **sir** ".

Teacher (pointing to a boy).—

1. Is your name John Smith ?
2. Is your name (*correct name*) ?
3. Shall I give you a nice present ?
4. Shall I give you some more work to do at home ?
5. Have you a brother ?
6. Have you ten brothers ?
7. Would you like to have another lesson this evening ?
8. Would you like to go out and play now ?
9. Would you like me to tell your father that you are a lazy fellow ?

10. Would you like me to tell your father that you work hard ?
11. Would you like to be put in a higher class ?
12. Would you like to be put in a lower class ?
13. Will you always remember to say '**Sir**' when you speak to a Teacher ?
14. You won't ever forget to say '**Sir**' when you speak to a Teacher ?

Ask and answer.—

Which is **thicker**, . . . or . . . ?

—" . . . is **thicker** than . . . "

1. A board, a piece of paper.
2. A board, a stone wall.
3. This book, that book.
4. That book, my hand.
5. My finger, my leg.
6. My arm, my leg.
7. My neck, my arm.
8. My leg, an elephant's leg.
9. My arm, your arm.
10. My head, your head.*

Warnings.—Over which . . . *might* pass **one at a time**.
—Will **deal with** you.—Fight twenty against one—
Come **singly**.

Guide words.—Fallen . . . across brook, . . . bridge, over which single . . . pass ; but not . . . more. Already one, when J. L. . . . J. L., "Back !" Man, "Back self. Twenty friends, deal, if" J. L., "Not brave, 20 against. . . ." Man, "Sir, . . . brave ?" J. L., ". . . stick, . . . , shoulders. Singly, fight. Then say "

* Teacher—"He has a thick head" is a vulgarism, meaning "He is stupid".

E

Form a suitable sentence and ask a question.—

I gave him a **blow** on the . . . and broke his
What was broken by my **blow**?

- | | |
|----------------------------|----------------|
| 1. leg. | (2) finger. |
| 2. hand. | (4) neck. |
| 3. shoulder. | (5) back-bone. |
| 4. head. | (1) knee. |
| 5. back. | (6) nose. |
| 6. (<i>in the face</i>). | (3) arm. |

Ask and answer questions about Ice.—

Is **ice** . . . ?

1. cold.
2. made of water.
3. frozen.
4. boiling.
5. black.
6. white.
7. hard.
8. soft.

Is **ice** ever seen in . . . ?

1. London.
2. Delhi.
3. Moscow.
4. Cape Town.
5. Lisbon.
6. Mozambique.
7. Calcutta.
8. (on) Mt. Everest.

Form questions and answer them.—

Would a . . . **beat** a . . . in a fair fight?

"Yes (No), a . . . would (not) **beat** a . . . in a fair fight."

- | | |
|------------------------|----------------------------|
| 1. dog : rabbit. | 8. man with axe : man with |
| 2. mouse : cat. | bow and arrows. |
| 3. cat : dog. | 9. man with an axe : man |
| 4. bear : dog. | with a stick. |
| 5. fox : duck. | 10. little boy : soldier. |
| 6. swan : duck. | 11. mouse : lady. |
| 7. boy : hive of bees. | 12. you : me. |

Warnings.—Fell down into the brook—Went through into the water.—**Icy**—First man who has ever . . . Came—, running—From among the trees.—Dressed in green.

Guide words.—"On," cried R., breaking. . . . Then J. such a . . . that blood. R. . . . in return; but J. was . . . & . . . At last J. gave R. . . . that he . . .

Brook ice—not thick enough to . . . Broke, and. . . into water. Icy. R. glad when J. hand pull.

R., "You won. Call friends, so see first who. . ." Shout, band . . . out trees. Green and bows. . . .

"Why! R. H.! I am J. L., and come join."

"Shall. Called L. J., 7 ft. high, yard shoulders. Head thick, stick . . . broken."

F

Form suitable sentences.—

Some men eat . . . as **meat**.

No men ever eat . . . as **meat**.

- | | | |
|----------|--------------|------------|
| 1. hens | 6. mice | 11. wolves |
| 2. cats | 7. elephants | 12. horses |
| 3. ducks | 8. cows | 13. dogs |
| 4. ants | 9. rabbits | 14. bees |
| 5. foxes | 10. flies | 15. babies |

Ask and answer.—

- How often do you get **meat** in a week?
- How many days ago did you last eat **meat**?
- Is oil ever used in cooking **meat**?
- Do people ever eat bread with **meat**?
- Do people ever put sugar on their **meat**?

Form a sentence; ask and answer questions.—

grandfather		Oxford
brother		Nottingham
My uncle	was the Sheriff of	York
sister's husband		Hull
wife's sister's husband		Wigan
brother's wife's sis-		Halifax
ter's husband		

[in the year 1890 (-91 etc.)
1900 (-01 etc.)]

1. Of what place was my . . . Sheriff ?
2. In what year was my . . . the Sheriff of . . . ?
3. Who was the Sheriff of . . . in the year . . . ?

Ask and answer.—

There are three **markets** in our town. The Hogshaw **Market** sells all kinds of food supplied by animals (meat, eggs, *etc.*).

The Sutton **Market** sells all other kinds of food except food supplied by animals.

The Whitely **Market** sells everything except food.

In which **market** would you go to buy . . . ?

—"I should go to the . . . Market to buy. . . ."

- | | | |
|-----------------|-------------|-----------------------|
| 1. apples. | 6. fish. | 11. eggs. |
| 2. a duck. | 7. flowers. | 12. sugar-eggs. |
| 3. a hat. | 8. butter. | 13. a tin. |
| 4. cooking-oil. | 9. bread. | 14. a tin of sweets. |
| 5. lamp-oil. | 10. a dog. | 15. a tin for sweets. |

Warnings.—Loved . . . more than anything.—Always favoured the *side* which, . . . —Could not stand against him—**To teach him a lesson** (= *to punish*).—Watched *from behind* a tree.

Guide words.—Forest near N.—Chief man . . . , who . . . for King, called the S. . . . Unjust ; loved money . . . ; &, when judged, . . . side which . . . Money from poor . . . , (just because . . . —R. decided . . . lesson.)

Summer man forest market. R. H. tree. Out.

R., "Where?"—"Market"—R., "Basket?"—"Meat. Buy?"—R., "Good?"—"Best." R., "All, and horse and clothes."

G

Say these sums in words and give the answer (+ 'added to').
(— 'taken from').
(× 'times').

- | | | |
|--------------------|------------------------|--------------------------|
| Eighteen. } | (a) $8 + 10$. | (f) $20 - 1$. |
| Nineteen. } | (b) $9 + 10$. | (g) $21 - 3$. |
| | (c) 6×3 . | (h) $7 \times 3 - 2^*$. |
| | (d) 9×2 . | (i) $6 \times 4 - 6$. |
| | (e) $9 \times 2 + 1$. | (j) $5 \times 4 - 1$. |

*(Two taken from seven-times three).

Frame and answer problems.—

This is the cost of sending things by post in England.—

<i>Weight.</i>				<i>Cost.</i>
Not more than 2 pounds	...	...	...	6 pence.
More than 2 pounds but not more than 5 pounds	...	...	...	9 "
" 5 pounds "	"	" 8 pounds	...	12 "
" 8 pounds "	"	" 11 pounds	...	15 "

Articles of more than 11 pounds' weight may not be sent by post.

What is the cost of sending by post an article of . . . pounds' weight?—"The cost of posting an article of . . . pounds' weight is . . . pence."

(a) 2 pounds.	(e) $8\frac{1}{2}$ pounds.	(i) $10\frac{1}{2}$ pounds.
(b) $2\frac{1}{2}$ "	(f) 4 "	(j) 11 "
(c) 8 "	(g) $5\frac{1}{2}$ "	(k) $11\frac{1}{2}$ "
(d) 9 "	(h) 5 "	(l) 15 "

Form suitable sentences.—

" . . . ! " cried the boy ; and we all **rushed** . . .

- | | |
|------------------------------|--------------------|
| 1. " Fire ! Fire ! " | to catch it. |
| 2. " Dinner is ready " | to stop him. |
| 3. " A fox has got the hen " | 2. to the kitchen. |
| 4. " Stop thief ! " | to see him. |
| 5. " The King is coming ! " | 1. to get water. |
-
- | | |
|---|--------------------------------------|
| 6. " Bear ! Bear ! " | out to play |
| 7. " It's beginning to rain " | to the nursery. |
| 8. " No more lessons today ! " | to get our coats. |
| 9. " Baby has fallen into the fire ! " | on board. |
| 10. " The bell has gone ; the ship is just starting ! " | 6. into the house and shut the door. |

Ask and answer—(Note ' & Co.' means ' and Company').

What is the **trade** of . . . ?—" . . . are **traders** in"

- | | |
|----------------------|-----------|
| 1. Colour-man & Co. | Shoes. |
| 2. Head-cover & Co. | Dresses. |
| 3. Fitfeet & Co. | 1. Paint. |
| 4. Needlewomen & Co. | 2. Hats. |

5. Getacross & Fallin.
6. Kickit & Co.
7. Carryall & Dropit.
8. Addwater & Cow.
9. Holdyernose & Smellem.

Baskets.
Milk.
Eggs.
Footballs.
Bridges.

10. Sugar & Enithing.
11. Ringer & Clank.
12. Deaddog & Horsebody.
13. Maygrow & Maynot.
14. Sitinit & Bump.

Seeds.
Chairs.
Cakes.
Bells.
Meat.

Warnings.—Off he went—Market-place (*hyphen*)—Two pence (*one word. Pronounce Twopence*)—Twopence a pound.
—Says one, says the other.—As you may suppose.—*Have dinner with us.*

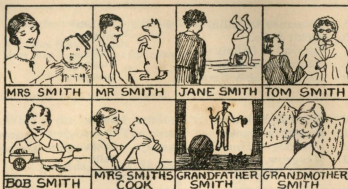
Guide words.—Clothes, horse, basket, & off to N. Market-place, "G . . . m . . . , only . . . " Low price; costs 18, 19. All rushed. Women from all parts. "Where?"—"Meat at . . ."—And second . . . too.

As suppose, soon sold all. Other m . . s . . angry, none. "Who? Where got this . . . which sells at . . . " Oldest, "Sheriff dinner: ask this . . . too. S. find out." So to R. "All of same . . . : come dinner."

H

Ask and answer.—

- (a) 1. When do you **smile**?
2. Do animals ever **smile**?
3. Do you turn the corners of your mouth *up* or *down* when you **smile**?



(b) At what is . . . smiling? (" . . . is smiling at . . .")

- | | |
|---------------|-----------------------|
| 1. Mrs. Smith | 5. Bob Smith |
| 2. Mr. Smith | 6. Mrs. Smith's cook |
| 3. Jane Smith | 7. Grandfather Smith |
| 4. Tom Smith | 8. Grandmother Smith* |

* Tom standing on his head.
Jane dressed as a grandmother.
Her baby.
His dog.

A duck pulling a cart.
Her thoughts.
Her cat.
Charlie Chaplin.

Frame and answer questions.—

Its **value** was . . . pence; I sold it for . . . pence.
At what part of its **value** was it sold?

—"It was sold for **quarter** (half, **three-quarters**) of its **value**."

- | | | | |
|-----|-------|---------|--------------------|
| (a) | Value | 2 pence | (sold at 1 penny). |
| (b) | " | 4 " | (1, 2, 3 pence). |
| (c) | " | 8 " | (2, 4, 6 "). |
| (d) | " | 12 " | (3, 6, 9 "). |
| (e) | " | 16 " | (4, 8, 12 "). |
| (f) | " | 20 " | (5, 10, 15 "). |

Make ten sentences about **Sheep**. (Note.—The plural of Sheep is Sheep).

1. . . . live fields.
2. . . . grass.
3. Some . . . white ; some black.
4. Most sheep white ; black . . . few.
5. Have thick hair.
6. Hair of . . . for clothes.
7. Body . . . for meat.
8. More . . . in cold countries than hot.
9. Many . . . Australia.
10. English . . . best.

Ask and answer.—

1. Where do **sheep** live ?
2. What do **sheep** eat ?
3. For what is the hair of **sheep** used ?
4. Are there many **sheep** in India ?
5. Which **sheep** are the best ?

See if you can answer this also.—Why do black **sheep** eat less than white **sheep** ?

(For the answer, see page 65 footnote).

Conversation.—

- (a) Boy 1.—“**Guess** what I have in my hand.”*
Boy 2.—“I **guess** that you have . . . in your hand.”
Boy 3.—“You have **guessed** right (wrong).”
- (b) Boy 1.—“**Guess** how old I am.”
Boy 2.—“I **guess** that you are . . . years old.”
Boy 3.—“You have **guessed** right (wrong).”

* Pen, pencil, one, two, three (*etc.*) pieces of paper, a bit of wood, a penny. Avoid things of which the English names are not known.

Warnings.—Have you any . . . to sell?—I *should* guess that.—Guess *for yourself*.—Be sure that you bring.

Guide words.—S. smiled when heard about . . . who. . . . Thought, "Here man who. . . . If meat $\frac{1}{4}$, perhaps other. Thus gain $\frac{3}{4}$." So dinner, "Sheep, cows?" R., "Yes." S., "How many?" R., "No, know"—K.'s in forest—"Guess 200-300." S., "Value?" R., "Not know. Come see & guess." S., "Land?"; R., "Yes" S., "How much?" R., "Come see, guess; & sure money with, want . . . at once." S., "Will". Smiled.

I

(There are twelve pence in a **shilling**; there are twenty **shillings** in a **pound**, £.)

Frame questions and answer them.—

How many **pounds** are there in . . . **shillings**?

(a) 200.

(b) 180.

(c) 320.

(d) 640.

(e) 820.

(f) 760.

(g) 580.

(h) 740.

(i) 460.

(j) 980.

How many **shillings** are there in . . . **pounds**?

(a) £ 2.

(b) £ 5.

(c) £ 7.

(d) £ 3.

(e) £ 6.

(f) £ 10.

(g) £ 20.

(h) £ 15.

(i) £ 30.

(j) £ 100.

*Learn to say this song from memory : it is very easy.
All join in the chorus.*

1. In a **wood** there was a tree

(Chorus)—The tree was in the **wood**,

And the green grass grew around, around, around;
And the green grass grew all round

2. Now on that tree there was a branch

(Chorus)—The branch was on the tree,

The tree was in the **wood**,
And the green grass *etc.*

3. Now on that branch there was a nest

(Chorus)—The nest was on the branch,

The branch was on the tree,
The tree was in the **wood**,
And the green grass

4. Now in that nest there was an egg

(Chorus)—The egg was in the nest

The nest was on the branch
The branch *etc.*

5. Now in that egg there was a bird

(Chorus)—The bird was in the egg

The egg was in the nest
etc.

6. Now on that bird there was a feather

(Chorus)—The feather was on the bird

etc.

4. Dogs—biting smelly bones.
5. Birds—flying in the air.
6. Swans—sailing about on the lake.
7. Hens—getting covered with dust.
8. Ducks—a rainy day.
9. Some boys—being nice and clean.
10. Fathers—hard work.

Warnings.—Oh dear !

Guide words.—Early £300 bag ; out with R. Rode . . . morning, & noon wood in which R. . . . When S. saw . . . , afraid. “Oh . . . , wood in which . . . & . . . : not safe.—. . . heard of R. H.?” not guessing “You S. ; should not be Who ?” On . . . wood. Afternoon, bright . . . , pleasant cool. . . . of —S. found m-s . . . fellow . . . with, full of, . . . & . . . ; so not notice how deep. At last saw . . . , & middle. “Where sheep which . . . ?”—R. pointed K.’s. “There—” S. looked, knew . . . —“Want to. . . .”

J

Answer in complete sentences introducing the word ‘Shake’.

1. What makes the branches of the tree **shake** ? (*wind*)
2. What makes the ship **shake** ? (*waves*)
3. What do you mean when you **shake** your head ?
4. Why does a dog **shake** himself when he comes out of the water ? (*get dry*).
5. When you **shake** me I make a sound and call people. What am I ?

Do and say.—

	head	once ;	
(a) Shake your	hand	twice ;	—what did you do ?
	pen	three times ;	

—“I **shook** my . . . ” *etc.*

(b) . . . (*name of boy*). . . , **shake hands** with . . . (*name of boy*). . . —With whom did you **shake hands**?—“I **shook hands** with. . . .”

Do and say.—

Make a **sign** with your head meaning 'Yes.'
'No.'

Make a **sign** with your hand meaning 'Come here.'
'Go away.'
'I want something to eat.'
'I can't hear what you say.'

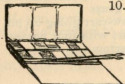
Ask and answer.—

What would be a nice **gift** for . . . ?
—"A . . . would be a nice **gift** for . . ."

- | | |
|-------------------------|---|
| 1. My teacher. | A box of needles. |
| 2. Brother Bill. | A looking-glass. |
| 3. Baby John. | 2. A paint-box. |
| 4. Busy Sister Susie. | 1. A red pencil. |
| 5. Pretty Sister Alice. | 3. A ball. |
| 6. Uncle George. | 9. A picture of Mother. |
| 7. Grandmother. | 6. A pipe. |
| 8. Grandfather. | 7. A bird in a cage. |
| 9. Father. | 8. A book. |
| 10. Mother. | 10. A picture of Father
—no, something
<i>pretty</i> ,—a picture
of my sister
—or a picture of
<i>me</i> . |



A PIPE



A PAINT-BOX

Warnings.—Shake with fear.—His voice shook.—Poorer people than we (*are*)—Only too glad to—Escape with his life.—Remember me to. . .

Guide words.—R. smiled. S. began shake. . . "Are you . . . ?" . . . and voice . . . R. not answer. Cap, & above head. At sign men came running . . . where hiding, waiting for . . . "Ha! L. J., guess . . ."
—"Who?"—" . . . hands with. . ."

L. J. to S. and . . . ; but so hard S. shouted.—“ S. kind. Knows poor, so money pay. . . . ” R. sign . . . , who seized . . . & shook . . . ground. “ £300 gift to us But poorer than we. . . . This . . . S.’s gift poor in N. who no . . . this . . . ”—S. glad to . . . life. Asked R. . . . Then Robin . . . And set O remember . . . So Robin . . .

K

Ask and answer questions.—

- (a) Does . . . move **rapidly** ?
 (b) Does . . . move on **wheels** ?
 (c) Does . . . move **rapidly** on **wheels** ?

- | | |
|---------------------------------|------------------------------------|
| 1. a bird | 8. a roller |
| 2. a bear | 9. a wolf |
| 3. a fox | 10. a mouse |
| 4. a motor-car | 11. a machine for cutting
grass |
| 5. a train | 12. a cow-cart going up hill |
| 6. a duck | 13. a cart with four horses |
| 7. an old woman with a
stick | 14. an arrow |

Ask and answer.—

Does . . . **flow** ?—“ Yes (No) . . . **flows** (does not flow). ”

- | | |
|-------------|-------------------|
| 1. Water | 7. Snow |
| 2. Wood | 8. Stone |
| 3. Milk | 9. Hot butter |
| 4. Coal | 10. Gold |
| 5. Dry sand | 11. Very hot gold |
| 6. Oil | 12. Ice |

Read, inserting the words 'flowing' or 'mill' in the blank spaces.

About one hundred and twenty years ago all the . . . in England were water Their machines were moved by a . . . stream. The . . . stream moved a water-wheel, and the wheel moved the machines in the For this reason most of the . . . were in the West of England ; for in that part there are many rapidly . . . streams. Later people began to use the power of coal to turn their machines, so . . . began to be built in the North of England where the coal is found ; and the . . . in the West of England became less and less in number.

Ask and answer these questions using the word 'mill'.—

1. How long ago were all the **mills** water-mills ?
2. What moved the machines in these **mills** ?
3. In what part of England were the water-**mills** ?
4. What power did people use for their **mills** later ?
5. Where were the **mills** built then ?
6. Why were the **mills** built there ?

Ask and answer.—

If you were looking at a **view** in the . . . A . . . , would you expect to see any . . . B . . . ?

—"If I **was** looking at a **view** in the . . . , I should (not) expect to see"

A.

North of England.

Atlantic Ocean.

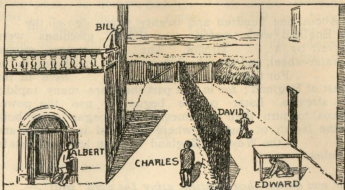
Himalayas.

Sahara Desert.

B.

1. cloth-mills.
2. oak-trees.
3. sand.
4. apple-trees.
5. trains.
6. post-boxes.
7. horse-carts.
8. wheat.
9. sea-water.
10. bears.

Ask and answer, using the words 'in view of'—



	Albert		Edward ?
	Bill		David ?
Is	Charles	in view of	Charles ?
	David		Bill ?
	Edward		Albert ?

Warnings.—Dressed in bright colours.—Going to rain.—Going to be married.

Guide words.—Lower end of . . . brook rapid stream. At place where . . . , mill. Wheel. Quarter in water; and, as brook . . . , turned . . .

R. loved sit by . . . , looking at . . . , & listening . . . as it . . . As sat, came into view . . . dressed . . . —such a . . . ; singing . . .

“Pleasant . . . though . . . rain”.—“No, not . . .”
—“Happy”.—“Am; today married to L.C., who most . . . in . . . : and have waited” Then off valley . . .

L

Ask and answer.—

Did you . . . **yesterday** ?

1. Eat anything.
2. Feel well.
3. Play football.

4. Read any English.
5. See your uncle.
6. See your father.

Was there any . . . **yesterday** ?

7. Rain.
8. Snow.
9. Sunshine.
10. Wind.

Which boy in the class did not . . . **yesterday** ?

11. Do his home work.
12. Come to school.

Did any boy in the class . . . **yesterday** ?

13. Go home before the end of school.
14. Get a beating.

Form similar sentences.—

A	B
Large <i>hats</i> suit(s)	<i>big</i> heads

B

- | | |
|---------------------|-----------------|
| A. 1. Quiet lives. | weak stomachs. |
| 2. Dangerous lives. | small families. |
| 3. Little houses. | brave fellows. |
| 4. Plain food. | hungry men. |
| 5. Large meals. | quiet people. |

- | | |
|-----------------------|---------------|
| B. 6. Strong bridges. | tall men. |
| 7. Big books. | heavy carts. |
| 8. Long coats. | learned men. |
| 9. White hair. | Kings' heads. |
| 10. Golden crowns. | old people. |

Conversation.—

Boy.—" I want a **suit of clothes**."

Seller.—" For whom is the **suit of clothes** needed ? "

Boy.—" The **suit of clothes** is needed for . . . A . . . "

Seller.—" Then he will need a . . . B . . . **suit**."

A.

1. Little Tich.
2. Mr. Fatasbutter.
3. Giant Kormoran.
4. Lord Moneybags.
5. Mr. Poorman.
6. Robin Hood.
7. John Little.

B.

- small . . .
big . . .
very big . . .
good . . .
not need a good . . .
green . . .
large green . . .

Ask and answer.—

Are you a **member** of . . . ?

1. a family.
2. the Smith family.
3. my family.
4. Harrow School.
5. any school.
6. . . . (*name of this*) . . . school.
7. Class 1 (2, etc.) of this school.
8. the race of Man.
9. the French nation.
10. the . . . (*name*) . . . nation.

Warnings.—Suit me *as a* . . . —Come now (‘*Cheer up*’)—Not worth your thoughts.—Is *making her marry* this rich man.—Married by force.

Guide words.—Next day, as R. . . . water & . . . wheel, again . . . view ; but face . . . and clothes . . . —R., “Saw you . . . , but . . . so happy. What has made . . . ?” —A., “Should have been But, when I . . . , C’s father, ‘No marriage : not suit. Not rich, too young. Found man who . . . : old rich.’ ” R., —“Come, if C.n can . . . , not worth ” A., “She not, but not suit . . . , just because . . . So making marry . . . tomorrow.” —R., “What now ?” —A., “Outlaw & . . . band.” R. sign, and all other . . . trees. “Here new Lady by force to . . . Put on best . . . and all go. . . . ”

M

ทดสอบความเข้าใจ

Ask and answer.—

Where is the ^{short} **hand** of the **clock** pointing when the time is . . . A . . . ?

"The ^{short} **hand** of the clock is then pointing to 1, (2, 3, 4, etc.)

A

(a) quarter to	one
(b) quarter past	five
(c) half past	seven
(d) just	eleven
(e) five minutes to (past)	three
(f) ten minutes to (past)	six
(g) twenty minutes to (past)	nine
(h) twenty-five minutes to (past)	twelve

What is the time when the short **hand** of the clock points to . . . (1, 2, etc.) . . . and the long hand points to (1, 2, 3, etc.) . . . ?

Ask and answer.—

Does (Do) . . . **interest** you ?

"Yes, I am **interested** in . . ."

"No, I do not **take any interest** in . . ."

- | | |
|---------------------|-----------------------------|
| 1. your food. | 9. pictures. |
| 2. women's clothes. | 10. cooking. |
| 3. babies. | 11. poetry. |
| 4. dogs. | 12. stories of fighting. |
| 5. football. | 13. stories of travel. |
| 6. shooting. | 14. fairy-stories. |
| 7. history. | 15. long, sad stories about |
| 8. needle-work. | very good people. |

Read and fill in the word 'pure' where necessary—

The word . . . means 'unmixed'. Water is said to be . . . when it is not mixed with any other liquid. So also . . . milk is milk which has not been mixed with any other liquid.

Milk-and-water (mixed) is neither . . . milk, nor . . . water.

So also . . . blood means unmixed blood. The son of an English father and a French mother is not a . . . -blooded Englishman.

The word . . . also means 'clean'. So . . . water is water which has no dirt in it. In the same way a . . . man is a man who does not do nasty things, and a . . . mind is a mind which does not think nasty thoughts.

Answer these questions.—

1. What does **pure** mean?
2. What is **pure** milk?
3. What is a '**pure**-blooded' Frenchman?
4. What other meaning has the word **pure**?
5. What is a '**pure** man'?
6. What is a '**pure** mind'?

Do and say.—

books.

pens.

- (a) **Choose** one of these pencils — "I have **chosen** flowers. this (book)," etc.
pieces of paper.



(b) (Boy 1 conceals a piece of paper or coin in one hand).

Boy 1. **Choose**, which hand will you have?

Boy 2. I **choose** this hand (pointing).

Boy 1. (opening his hands) You have **chosen** right (wrong).

Form suitable sentences.—

I have (not) a **pair** of

- | | | |
|-----------|--------------|--------------|
| 1. shoes. | 7. eyes. | 13. faces. |
| 2. feet. | 8. stomachs. | 14. hearts. |
| 3. necks. | 9. mouths. | 15. knees. |
| 4. hands. | 10. arms. | 16. tongues. |
| 5. heads. | 11. legs. | 17. wings. |
| 6. noses. | 12. ears. | |

Warnings.—Sat at the back (*of the church*)—Eleven o'clock *came*.—Waiting for the . . . to begin.—Go on with . . .—*Whom* she has chosen.—Walked *back down* the church.—Suit each other.

Guide words.—10, R. & men trees. Quarter-past, door. Half—, 1 & g. arrive. Quarter-to, nearly full: then sign, he & men . . . back, with A. middle. No one interest;—for all fine g. looking at . . . ; and l. at

Five minutes to, in came . . . who was to be Fat, old, silk, jewels. "Not an . . . , but it's a" 11. Bell. L. C. with father. White. Face. Looked so so . . . so . . . , & so

Every one waiting with . . . for . . . Then shout, "" R. & men to front, with A. "Indeed . . . today, but two. . . . Fair that she should . . . , rather than. . . ."

L. C. "Am I . . . ? Then I" R., "Now go on . . . ; and she shall. . . ."

So A . . . to L.C., and a very fine. . . , as they But L. C.'s f. & The r. m. very . . . and Ladies pleased. "Such a . . . ; sure they will"

N

Frame and answer questions about Lions.—

1. Are there any . . . in India ?
2. In what country are . . . found ?
3. What do . . . eat ?
4. Do . . . have feathers or hair ?
5. What colour are . . . ?

6. How many legs has a . . . ?
7. Are . . . more like dogs, or more like cats ?
8. Are . . . large or small animals ?
9. Are . . . gentle or dangerous ?
10. Have you ever seen a . . . ? (Where ?)
11. On what flag do you see six . . . ? (. . . of the King of England).

Do and say.—

Draw a line and **divide** it into two (three, four, *etc.*) parts.
—" I draw" *etc.*

Read, inserting the words 'divide' or 'unite' in the spaces—

There was once a father who had five sons. These sons were not . . . , but they were all . . . against each other. The father was old, and he was sad to see his family so. . . . So one day he called his sons together. When they had come, he gave them a number of sticks tied together; and he said, "Break these for me." They all tried, but they could not break them. Then the father said, "You see that, when the sticks are . . . , you cannot break them. Now . . . them." Then the sons . . . the sticks and broke them one by one. The father then said, "You may learn from this that when you are . . . , you are weak and easily broken; but, when you are . . . , you are strong and no one can hurt you."

Now tell the story in English without looking at the book.

Form suitable sentences.—

Is it (not) **natural** for . . . A . . . to . . . B . . . ?
the **nature** of . . . A . . . to . . . B . . . ?

A

B

- | | | |
|---------------------|-----|----------------|
| 1. ducks, cats | ... | live in water. |
| 2. cows, foxes | ... | catch hens. |
| 3. cows, lions | ... | eat grass. |
| 4. elephants, cats | ... | catch mice. |
| 5. asses, bears | ... | carry loads. |
| 6. flies, bees | ... | make hives. |
| 7. babies, big boys | ... | cry. |

Ask and answer.—

Do you try to be . . . , or are you . . . **by nature** ?

- | | |
|------------|------------|
| 1. wise | 5. a boy |
| 2. strong | 6. tall |
| 3. learned | 7. good |
| 4. healthy | 8. foolish |

Do and say.—

(a) Open your **lips**.
Close

(b) Put the first
second finger of your right
third left

[hand on your **upper*** lip.
lower

Warnings.—Deal firmly with . . . —*Made* his lips look thick.—So that no one *might*. . .

Guide words.—Old K. died, and new K. . . . ; called R. L—h (means . . . as . . .). R. L. saw country not . . . People all . . . , and land . . . among great . . . Knew people would . . . under strong K. who would . . . Soon heard of R. & his . . . , & sent. As soon as soldiers . . . , outlaws . . . : one one way & another As soon as s. away . . . again.

Then K., "Go visit . . . self, and deal . . . with . . ."

So K. clothes of . . . By nature . . . face with firm . . . and n. hair was . . . But now lips. . . , and . . . hair.

O

Ask and answer.—

What does the . . A . . **demand** of the . . C ?

—"The . . A . . **demands** . . B . . of the . . C . ."

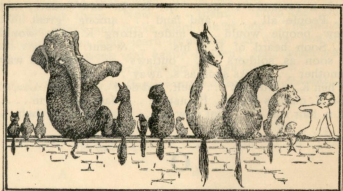
* Teacher, note this comparative form is first used here.

A	B	C
1. thief.	3. work.	2. the rich man.
2. poor man.	4. quietness.	5. the enemy.
3. teacher.	2. bread.	1. the traveller.
4. father.	5. peace.	3. the boys.
5. beaten army.	1. his gold.	4. his children.
6. children.	8. money.	7. the boys.
7. school-master.	9. just laws.	10. the buyer.
8. King.	7. silence.	9. the King.
9. people.	6. food.	8. the people.
10. seller.	10. his price.	6. their mother.

Ask and answer.—

Have you ever seen **smoke** coming out of a . . . ?

- | | |
|-------------|------------------|
| 1. fire. | 7. shoe. |
| 2. train. | 8. man's hat. |
| 3. river. | 9. lamp. |
| 4. cart. | 10. man's mouth. |
| 5. ship. | 11. roof. |
| 6. kitchen. | 12. man's nose. |



Ask and answer.—

What sort of a **tail** has a (n) . . . got ?

—“ A (n) . . . has got a

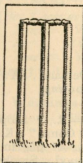
long	hairy
(short)	(feathery)
	(skinny)

tail.”

- | | | |
|-------------|-----------|-------------|
| 1. cat | 5. fox | 9. duckling |
| 2. hen | 6. magpie | 10. horse |
| 3. rabbit | 7. sheep | 11. ass |
| 4. elephant | 8. cow | 12. wolf |
| | | 13. fish |
14. boy. (What? None at all?—Well, we are surprised!)

*Ask and answer using the word **Game**—(Names of games may be given in the vernacular).*

1. What **games** are played at this school?
2. Who is the Captain of the **Games** at this school?
3. Tell me the name of any other boy who plays **games** well.
4. Tell me the name of any teacher who plays **games**.
5. Tell me the name of a boy who does not play **games**.
6. Tell me any **game** which is played by boys but not by girls.
7. Tell me a **game** which is played by girls but not by boys.
8. What **game** is played with a large ball moved by the feet?



9. What **game** is played with a small hard ball and three sticks standing in the ground?
10. What **game** is played with wooden pieces moved on a board?

*Teacher.—The following is a useful device for remembering the spelling of **Practice** and **To Practise** :—**RiSe** is a verb. **PractiSe** is a verb; **RiCe** is a noun, **PractiCe** is a noun.—(Note that **Rice** is a 'new word'). The two words **Practice** and **Practise** are pronounced alike.*

*Read this passage and write the word **PractiCe** or **PractiSe** against the numbers just below:—*

To . . 1 . . means to do a thing again and again till you can do it really well. Everything is learnt by . . 2 . . It is no use reading about football; you must . . 3 . . playing football. The more you . . 4 . . a thing, the better at it you become; for . . 5 . . makes perfect. But you can never become quite perfect, however much you . . 6 . . The most perfect singers have . . 7 . . for many, many years; but they still give many hours every day to . . 8 . . Everything is made better by . . 9 . . If you . . 10 . . games, you become better at games. . . 11 . . in English-speaking makes you speak English better. You must . . 12 . . writing if you want to write well. In the same way, you should . . 13 . . being careful, give yourself . . 14 . . in getting up early, and . . 15 . . being kind and nice to other people. For . . 16 . . makes perfect in all things.

1	7	13
2	8	14
3	9	15
4	10	16
5	11	
6	12	

Warnings.—Demand . . A . . of . . B . . (or Demand . . A . . from . . B . .)—Tail and all.—To practise shooting.

Guide words.—Edge of f. K. met R.—R., "Stop, Who?" K., "Poor . . . , as" R., "Come"—K., "Not . . . money, none" R., "Not . . . of pilgrim, but the p. dinner me. Come eat." Led K. wood. Smoke trees; nearer, fire sheep, . . . , & all. Sat eat. R. and men hungry. Soon eaten whole, . . . , . . . & . . . (L. J. ate . . .). After . . . , R., "Now, game. Will you . . . ?" K., ". . . ." R., "Have you ever . . . shooting with . . . ?" K., "Had some . . . , but not . . ."

P

Do and say.—

Make a **spot** on the **fourth** word of the **fourth** line of
fifth **sixth,** **sixth,**
etc. etc.

the **fourth** page from the beginning of this book.
fifth end of your reader.
sixth,
etc.

—(What is the word on which you made a **spot** ?)

Conversation.—

- *Teacher.* Do this **in turns**.

Boys. We are to do this **in turns**.

Teacher. Shut your eyes and put your finger on any spot on the page. Now open your eyes and say what word is under your finger.— . . . (*name of Boy 1*) . . . , it is your **turn** ; begin.

(*Boy 1 does as above*).

Teacher. Whose **turn** is it now ?

Boy 2. It is my **turn**, sir.

Teacher. Yes, it is your **turn**. (*or* "No, it is not your **turn** ; it is . . . 's **turn**."

Warnings.—Take six . . . each.—Whichever of us gets . . . shall . . . —Wide of . . .

Guide words.—R. black spot on tree. "Six each, & whichever . . . less on . . . a blow on . . . from" K. R., "You . . . ; it is your . . . and had most . . ."—Then R. six. 1st. high. 2nd. low.—3rd, 4th, 5th, spot. Took 6th. Perhaps smoke, or . . . shook, but 6th. wide. R. drew three . . . out "Your" K. Six. 1st. wide, but 2nd, 3rd, 4th 5th, 6th, spot.

Q

Ask and answer.—

1. What colour is **salt**?
 2. What is the price of a pound of **salt**?
 3. Tell me the name of any man who sells **salt**.
 4. In what place is **salt** easily found?
 - 5-14. Do you ever eat **salt** with . . . ?
- | | |
|------------|-------------|
| 5. eggs. | 10. cake. |
| 6. sweets. | 11. butter. |
| 7. meat. | 12. fruit. |
| 8. apples. | 13. beans. |
| 9. sugar. | 14. milk. |

Warnings.—Too small for me.—As much as you like.—
Too big for me.—Such a blow as . . . had never . . .

Guide words.—K., “Now my . . . But not you : small. Bring L. J.”—L. J. . . . & said, “As much as . . .” “Too big to . . .”—Then K. gave one,—but such as . . . before : fell, minutes not stand. Force cap, and R. saw hair, knew. Knees. “. . . !” K. R., “Stand ; not angry. Salt, & those who . . . , friends, Your turn . . . with me ; captain, & L. J. . . . officers”—K. to N. & sent away S. When . . . heard, delighted.

And when

And when

They all

The town

LESSON 2

ACCOUNTS

A

Ask and answer.—

Who could give the best **account** of . . . ?

—“ . . . could give the best **account** of . . . ”

- | | |
|---|-------------------------|
| 1. the burning of Moscow. | 9. your mother. |
| 2. the battle of Issus. | 8. Robin Hood. |
| 3. the death of Darius. | 10. your teacher. |
| 4. the first journey from Europe to India by sea. | 3. Bessus. |
| 5. climbing to the top of Mount Everest. | 1. Napoleon. |
| 6. the court of Kublai Khan. | 2. Alexander. |
| 7. the court of Pharaoh, King of Egypt. | 4. Vasco da Gama. |
| 8. the forest-outlaws. | 5. Mallory (or Irvine). |
| 9. your early life. | 6. Marco Polo. |
| 10. your work at school. | 7. Joseph. |

Form sentences.—

The **accounts** of a . . A . . will show the money spent on . . B . . and the money received for . . C . .

Spent on—

Received for—

1. Box-maker	1. wood & paint	1. boxes
2. Drum-maker	3. sticks	2. drums
3. Basket-maker	2. skins & wood	3. baskets
4. Cow-man	5. hen-food	4. milk
5. Hen-keeper	4. cow-food	5. eggs
6. Dress-maker	7. jewels & gold	6. dresses
7. Crown-maker	6. silk & cloth	7. crowns
8. Meat-seller	9. sugar, milk & butter	8. meat
9. Sweet-seller	10. nets & boats	9. sweets
10. Fisherman	8. sheep, cows, hens, ducks	10. fish

Ask the question in full, and answer.—

At the present **moment** I have . . . pounds (. . . shillings and . . . pence) but I **owe** . . . pounds (. . . shillings and . . . pence)—How much do I still **owe**?

Note.

s. = shillings.

d. = pence.

(These are only written signs :
read them as 'shillings'
'pence').

I have				I owe				I have				I owe			
	£	s.	d.		£	s.	d.		£	s.	d.		£	s.	d.
(1)	1	x	x		2	x	x	(11)	1	0	0		1	19	0
(2)	x	2	0		x	3	0	(12)	1	x	1		1	18	6
(3)	x	x	6		x	x	7	(13)	2	1	1		2	18	6
(4)	1	2	0		2	3	0	(14)	2	1	6		2	18	6
(5)	x	2	7		x	2	10	(15)	1	4	4		2	3	3
(6)	1	3	8		2	5	10	(16)	—	1	1		5	0	0
(7)	5	0	0		10	0	0	(17)	5	1	1		5	0	0
(8)	x	5	10		x	10	3	(18)	5	2	0		5	1	0
(9)	5	5	10		10	10	10	(19)	x	x	1		5	0	0
(10)	10	5	9		10	6	0	(20)	7,501	19	11½		7,502	0	0

Ask and answer.—

Old Mother Mitchin
She went to the kitchen
To get her poor dog a bone.

—What was Mrs. Mitchin's **purpose** in going to the kitchen?

1. She bought a hen—What was her **purpose** in buying a hen?
2. She planted an apple-tree.
3. She bought a cow.

4. She made a coat for herself.
5. She put her hands in water.
6. She went to bed.
7. She cooked some food.
8. She bought a lamp.
9. She built a house.
10. She made a hen-house.
11. She killed a duck.
12. She put on her shoes and her hat.

Warnings.—Shows *what* money—Puts . . . money on one side (= *saves*). Just how rich or poor.

Guide words.—Account story : battle. Also . . . of money.—Shows received, spent ; owed to . . . , we owe. Wise always . . . less than . . . : puts . . . side,—old, ill, not work. Purpose of A. show (1) spending ; whether more, less than Also (2) show at any . . . how much At this . . . lot house ; but may . . . & perhaps . . . : so really no . . . spend. (For . . . which owe not belong . . . ; belongs people to whom . . .) Or at . . . very little house, but people who . . . ; so that, though . . . , I am . . . !—Purpose of A. show man at any . . . just how . . . or he . . .

B

(Page, see *Composition Book II, Lesson 4* : Shilling,
see *Composition Book IV, Lesson 1*.)

Ask the question in full and answer it in full.—

Question.—Look at the **lists** and see which **shop charges** less for

Answer.—

"I find from the **lists** that the **shop** of . . . & Co. charges less for"

V. P. Swindle & Co.				Sale, Stickiton & Co.			
		£	s d			£	s d
1	Apples (12)	...	0 2 0	(each)	...	0 0 1	
2	Beans (1 pound)	...	0 0 7	($\frac{1}{2}$ pound)	...	0 0 4	
3	Butter (1 pound)	...	0 1 6	($\frac{1}{2}$ pound)	...	0 0 6	
4	Cake (1 pound)	...	0 2 3	(2 pounds)	...	0 5 0	
5	Corn (14 pound bag)	...	0 4 0	(7 pound bag)	...	0 2 6	
6	Ducks (each)	...	0 4 0	(two)	...	0 6 6	
7	Eggs (twelve)	...	0 1 6	(each)	...	0 0 1	
8	Hens (each)	...	0 3 0	(two)	...	0 7 6	
9	Loaves (2 pounds, each)	...	0 0 8	(1 pound, each)	...	0 0 3	
10	Rabbits (two)	...	0 4 0	(each)	...	0 1 6	
11	Sugar (pound)	...	0 1 0	(2 pound bags)	...	0 2 1	
12	Sweets ($\frac{1}{2}$ pound jar)	...	0 1 3	(1 pound jar)	...	0 2 0	
13	Salt (two pound jar)	...	0 2 0	(1 pound jar)	...	0 1 6	
14	Baskets (large)	...	0 1 10	(small)	...	0 1 10	
15	" (small)	...	0 1 0	(large)	...	0 1 0	
16	Bird-cages (best)	...	0 5 0	(second-best)	...	0 4 11 $\frac{1}{2}$	
17	Cups (each)	...	0 0 6	(for 12)	...	0 5 0	
18	Glasses (12)	...	0 6 0	(each)	...	0 1 0	
19	Lamps (small)	...	0 2 0	(large)	...	0 2 6	
20	Cooking pots (large)	...	0 4 0	(small)	...	0 5 3	
21	Needles (box of 24)	...	0 0 6	(box of 36)	...	0 0 10	

Form suitable sentences.—

I sent to the **doctor** and said that I had a pain in my . . .
A . . . ; and the **doctor** . . . B . . .

A

B

1. arm
2. back
3. ear
4. eye
5. finger
6. head
7. hair
8. stomach

cut it off.
tied it up for me.
put some liquid in it.
rubbed some liquid on it.
gave me a powder to take.
told me to go away and not be silly.

Form similar sentences.—

Edward is called Ted **for short**.

- | | |
|--------------------------------|----------|
| 1. Elizabeth. | Fred. |
| 2. Timothy. | 5. Bill. |
| 3. Philip. | 6. Bert. |
| 4. James. | 1. Liz. |
| 5. William. | Phil. |
| 6. Albert. | Tim. |
| 7. Frederick. | 4. Jim. |
| 8. Algernon Symington Seymont. | Ass. |

Warnings.—To **keep** accounts—Left-hand page (*hyphen*)
Make a list.—*Amounts* of money.—Just for practice.—
 Usually *takes* a longer time.

Guide words.—Just as . . . of his own, so shop . . . ,
 and school. Every . . . who . . . for self or . . . else,
 must . . . & show, received, used, got.—Now show
 how Two pages. Left list of . . . received, &
 right list of . . . paid . . . Practice write . . . of doctor
 week. D. helps ill, & . . . pay. . . . Charges . . . visit to
 s.p's house, or . . . time that . . . at D.'s . . . —England 5s.
 short, 10s., £1 longer.—Left received visits (12d. = 1s. :
 's.' 'd.' for . . .).

C

(*Learn the days of the week by heart.*)

Ask and answer.—

What day of the week was May the . . th, 1929 ?

—“May the . . th was a”

Sunday —	5	12	19	26
Monday —	6	13	20	27
Tuesday —	7	14	21	28
Wednesday —	1	8	15	22
Thursday —	2	9	16	23
Friday —	3	10	17	24
Saturday —	4	11	18	25

Answer, using the word motor-car.—

1. How many wheels has a **motor-car** ?
2. How many miles can a **motor-car** travel in one hour ?
3—30—3,000—30,000.
3. What is the price of a good **motor-car** ?
£8. £80. £800. £8000.
4. Tell me the name of any person who has a **motor-car**.
5. What is the colour of his **motor-car** ?
6. Tell me the name of any person who has two (or more) **motor-cars**.
7. What is needed to make a **motor-car** go ?
Coal, grass, oil, horses.
8. Tell me the names of any makers of **motor-cars**.
Eno, Ford, Lipton, Lizzie, Morris, Huntley & Palmer, Austin, Remington.

Warnings.—A motor-car (*hyphen*) or 'A car' (*but NOT* 'A motor').

Guide words.—On what D. spend? Car to . . . houses: for some far; and if . . . , must go whether weather Hard life; day night, sun rain, when sent for. Cost of things uses in work, . . . , . . . & other. House, food, clothes, servants. Right page . . . paid out.

D

(a) *Read this passage inserting into the blanks the words, Bill or Receipt.*

A . . . shows what money you owe to a shop: a . . . shows what money you have paid to a shop. When you pay a . . . , you should be given a If you are not given a . . . , you should ask for one; for if you do not get a . . . , you may have to pay the . . . again. If you are sent a . . . twice, you can show the . . . , and say, "No, I have paid this . . . already, for here is your"—So, whenever you pay a . . . , always be sure that you get a

All do this.—

(b) Write out a **bill** for 6 baskets at 1s. 3d. each; also a **receipt** for the same.

Ask and answer.—

What do these **figures** stand for?—101? "These **figures** stand for 'one hundred and one'."

- | | | |
|---------|----------------------|-------------------|
| (a) 11 | (d) £21 | (g) £2,002. |
| (b) 111 | (e) 212s. | (h) £33 5s. 4d. |
| (c) 1½ | (f) 2,222d. | (i) £333 0s. 2½d. |
| | (j) £33,000 10s. 2d. | |

Warnings.—It suits them better to—From day to day—
Threepence (*no hyphen, pronounced threepence or three-*
pence)—By mistake.
1 98
9

Guide words.—A. not added up . . . week, because . . . not pay at once; suits owe for little day to day, & . . . together three months. (The Quarter). So not always D. each . . . , but for all after . . . , and D. not bread-shop for each . . . , meat . . . separately, but . . . after . . .

At end of (The . . .) a bill. Paper which is . . . showing . . . and how much . . . This is . . . shows Mrs. J. . . . Mr. S. 15/3. When Mrs. J. shop Mr. S. give a . . . shows that . . . For . . . mistake, forget, ask again. What do if . . . ? Might be forced to . . . When you . . . , always . . . , for that proves. . . .

Mrs. Jones May 8th, 1934

Bought of

S. SMITH,

General Merchant,
Ship Street,

STROUD.

	£	s.	d.
3 yards of cloth, at			
2s. a yard	...	0	6 0
2 books, at 2s. each.	0	4	0
1 box of note-paper,			
at 5s.	...	0	5 0
1 pencil, at 3d.	...	0	0 3
	0	15	3

Received of Mrs. Jones
Fifteen shillings and three-
pence.

£0 15s. 3d.

S. Smith,

Saturday, May 12, 1934.

Notice figures words. Reason not clear; *thirteen fifteen*. Figures not clear, 3-8. No mistake both.—
If . . . £2. stamp. Law.

E

Form suitable sentences.—

. . . are not matters of **fancy**; they are matters of fact.
(. . . are not matters of fact; they are matters of **fancy**.)

- | | |
|-----------------------|--------------------------|
| 1. Fairies. | 9. History lessons. |
| 2. Shillings. | 10. Fairy stories. |
| 3. Flying horses. | 11. Alexander's battles. |
| 4. Flying birds. | 12. Napoleon's battles. |
| 5. Flying machines. | 13. Giants in jars. |
| 6. Fishermen. | 14. Sweets in jars. |
| 7. Fishes that speak. | 15. Hens that lay golden |
| 8. Fishes in nets. | eggs. |

Do and say.—

Count the number of

fingers I hold up.
books in front of you.
windows in this room.
doors in this room.
chairs in this room.
men in this room.
boys in this room.
good boys in this room.

—"I have **counted** the . . . and the number is . . ."

Warnings.—At all times.—It is no good. . . . *ing*.—The more pounds you will get to count.

Guide Words.—Certain things remember in . . . , and in . . . money at—Money matters not . . . of . . . , but of No good . . . that you are . . . , and finding . . . and cannot All like to . . . : purpose of A. is to . . . and keep us to Do not say ". . .", . . . 19s., or ". . .", 11d. Count . . . and . . . as carefully as The more carefully you . . . , the more . . . you will—Keep to the . . . , whether . . . , . . . , or

LESSON 3

BEOWULF

A

Frame a sentence and ask a question.—

My	field		spring		wall.
	land		stream		fence.
	farm	extends	brook	to the	road.
	garden		river		lane.
			big rock		lake.

(a) From where does my . . . **extend** ?

(b) To where does my . . . **extend** ?

(c) What **extends** from the . . . to the . . . ?

Do and say.—

.. Show me something which is made of **iron**.
Point to anything which is not

Form suitable sentences.—

. . . are often made of **iron**.
. . . are never

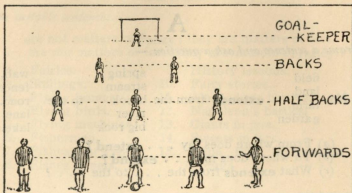
- | | |
|--------------------|-----------|
| 1. Machines | 6. Books |
| 2. Shoes | 7. Boxes |
| 3. Rollers | 8. Keys |
| 4. Trains | 9. Tents |
| 5. Ladies' dresses | 10. Pipes |

Ask, and answer using the word row.

1. How many boys are sitting in the first second **row** of third [this class.]
2. What is the name of the first second first boy in the second third fourth etc. etc. [row ?]

3. Put your pen, pencil, and books all in one **row** in front of you.

(—"I put" etc.)



4. Put your pen, pencil, and books in two **rows**.

5, 6, 7. What is the name given to the

first row of five	} boys playing football ?
second row of three	
third row of two	

8, 9. A fat man is two feet wide :

A thin man is one and a half feet wide :

—how long will a **row** of ten

fat	men be ?
thin	

10. A halfpenny is one inch wide. If you put a shilling's worth of halfpennies in a **row**, how long would the **row** be ?

Form suitable sentences.—

king						servant.
prince						officer.
lord						captain.
A captain	is of	higher				lord.
officer		lower	rank	than a		prince.
servant						king.

Ask and answer.—

1. Of what is **mail** made?
2. What persons used to wear **mail**?
3. When did they wear **mail**? In bed? In battle?
4. Do soldiers wear **mail** today?
5. Tell me the name of any king whose soldiers wore **mail**?
6. Did the soldiers of Napoleon wear **mail**?
7. Did Robin Hood wear **mail**?
8. Did Babar wear **mail**?

Warnings.—Extended *wide*.—Smoke went *out through*.—Used *as*.—

Guide words.—Years King Hrothgar. Lands . . . sea to . . . and fame . . . —Decided . . . hall, wood iron. Workers . . . , & soon ready, beautiful . . . & . . . Door iron. Centre fire, & smoke out through . . . Sides rows of . . . Centre of one . . . and centre of other . . . Picture shows . . . and . . . Notice mail; made of . . . Notice rows . . . as beds, & . . . lower rank . . . on . . .

B

Ask and answer.—

1. On what day of the year do you always have a **feast**?
2. Tell me anything which you eat at that **feast**.
3. Where do you have the **feast**?
4. At what time of day do you have the **feast**?
5. Who is with you at the **feast**?
6. If I offered you a **feast**, what would you like to eat?
7. Some wild men **feast** on dead dogs: would you like a dead dog for a **feast**?
8. What would you offer as a **feast** to a cat?
9. What would a cow like to have as a **feast**?
10. Would a cow make a **feast** for a lion or a lion make a **feast** for a cow?

Form suitable sentences.—

..... is
is not a **terrible** thing.

- | | |
|--------------------|--------------------------------|
| 1. War | 8. A gigantic bear |
| 2. A ship at sea | 9. A gigantic hen |
| 3. A storm at sea | 10. A house on fire |
| 4. A wild elephant | 11. A ship on fire |
| 5. A wild rabbit | 12. A quiet death after a long |
| 6. A train running | life |
| on the line | 13. Sudden death |
| 7. A train running | 14. Old age |
| off the line | 15. Sleep |

Ask and answer.—

(a) Do . . . hate . . . ?—

“Yes . . . **hate**”

“No, . . . do not **hate**”

(b) Do . . . feel **hatred** for . . . ?—

“Yes, . . . feel **hatred** for”

“No, . . . do not feel **hatred** for”

- | | |
|------------------------|---------------------------|
| 1. cats—dogs. | 7. teachers—lazy |
| | boys. |
| 2. mothers—babies. | (Does) 8. everyone—unkind |
| | people. |
| 3. boys—their friends. | (Did) 9. Israel—Benjamin. |
| 4. sheep—wolves. | (Did) 10. Alexander— |
| | Bessus. |
| 5. mice—cats. | (Did) 11. Alexander— |
| | Porus. |
| 6. kind ladies—poor | (Did) 12. Dick—Alice |
| people. | Warren. |

Form suitable sentences.—

I have read in these books about the

good ¹
bad ²
wise ³
foolish ⁴ deeds of. . . .
brave ⁵
kind ⁶
unkind ⁷

Robin Hood.¹
 The Forty Thieves.²
 Napoleon.³
 Beauty.⁶
 Bottom.⁴
 Beowulf.⁵
 The Sheriff of
 Nottingham.²

Vasco da Gama.⁵
 Mr. Warren's cook.⁷
 Joseph.³
 Joseph's brothers.²
 Mallory.⁵
 Darius.⁴
 Marco Polo.⁵
 Porus.⁵

Ask and answer.—

If . . . , whose **aid** would you seek?

"If I (my) . . . , I should seek the **aid** of"

- | | |
|---|-----------------------|
| 1. If you had no money to buy food
for a sick mother | a house-builder. |
| 2. If your friend had broken his leg | a teacher of singing. |
| 3. If you wanted to build a house | a doctor. |
| 4. If you wanted to learn to make
pictures | a kind rich man. |
| 5. If you wanted to learn to sing | a painter. |

Whose **aid** did . . . seek in order to . . . ?

—" . . . sought the **aid** of"

6. The Russians—beat Napoleon. (*winter*).
7. Fatima—kill Blue Beard. (*her brothers*).
8. Kasim's wife—find Kasim. (*Ali Baba*).
9. Wali Dad—send a ring to the Princess. (*Abdul*).
10. Alan-a-dale—marry Lady Christabel.

Warnings.—Held a feast—To the ears of . . . —Hated *in return*—Not know . . . whose aid to seek—So it was every night.

Guide words.—Hall finished, feast. Sang shouted. noise at night,—waste . . . miles hall sea. Ears Grendel lake. Beast man terrible. Hated by . . . & Hated to see Sound filled with Out night waste hall. Silent, for . . . ended, & men . . . rows. Great . . . door shut. Broke open. Thirty. Carried . . . , feasted. Morning deeds seen. Weeping & cry. K. H. in . . . filled with . . . & . . . of the Not know what . . . , whose . . . —After one night G. again other. So every, until no longer . . . , because of

C

Conversation.—

- the head-master's house ?
the doctor's house ?
Boy A. Can you **direct** me to Mr. . (name). . 's house ?
the river ?
the village of (. . name. .) ?
Boy B. Yes, I can **direct** you there. [*Frame your own directions.* "Go along the. . . . Turn to the right (left)," etc.]
Boy A. Is there not a more **direct** road ?
Boy B. No, that is the most **direct** way.

Warnings.—Seaman (*No hyphen: pronounce—Sea man*)—
11 9

Sailed direct for. . . .—

Guide words.—Other side Hygelac; one of family, Beowulf. Famous for. . . ; strongest Heard of. . . . Knew that K. H. . . . & he alone. . . . Ship, & . . . 14 to. . . . Among them a seaman whom he took to . . . to the Wind, one day coast capes bay. Direct bay, shore. There one of K. H.'s, who had . . . , and he . . . to K. H.'s H.

D

Form suitable sentences.—

The. . . A . . . is a . . . B . . . creature.

A	B
1. ant	dangerous
2. lion	silly
3. bee	wise
4. sheep	busy
5. elephant	pretty
6. rabbit	gigantic
7. duck	beautiful
8. cat	ugly
9. hen	very small
10. wolf	dirty
11. fly	feathery
12. mouse	useful

The word **creature** may also be applied to persons (implying, admiration, contempt or patronage).—

(. . . Name of boy in the school. .) is a
 healthy (unhealthy)
 careful (careless)
 quiet (noisy)
 fat (thin)
 strong (weak)
 wise (foolish)

[**creature.**

Form suitable sentences.—

A man with no . A . might **succeed** in learning
 to . B .
 would certainly **fail** in learning
 to . B .

A 1. legs
 2. arms
 3. ears
 4. eyes
 5. nose
 6. tongue

B run quickly.
 shoot well.
 fight.
 play football.
 sail a boat.
 speak English.
 cook nicely.

Ask and answer.—

(a) Which had more **success**, John or Tom ?

(b) Which was more **successful**, John or Tom ?

1. John and Tom went out shooting. John shot six birds, and Tom shot four.
2. John and Tom were running. John came in second and Tom came in third.
3. John started a book-shop ; Tom started a milk shop. Tom gained £ 10, and John gained £ 8.
4. John and Tom set out to fight. Tom ran away, and John won the war.
5. John and Tom were thieves. John took sixpence ; Tom took a shilling and was put in prison.

Ask and answer.—

(a) Has it been your **fate** to be . . . ?

1. born a boy.
2. born a girl.
3. born a Russian.
4. born a (. . . *nationality* . . .).
5. sent to (. . . *name* . . .) school.
6. sent to Harrow School.

(b) Do you think that it will be your **fate** to become . . . ?

8. very rich.
9. very poor.
10. a prisoner.
11. a doctor.
12. a father.
13. a King.
14. a good man.

Warnings.—He, whom . . . , should know that

Guide words.—Before K. H.—B., “I am of
Became known that hall not used because of Have
killed many Five giants, and sea-creatures.
Come ask fight this. Perhaps . . . where others
or perhaps have no more. . . . May be fate that
He whom death, know God judged No need grave,
if that G. kill: for carry and eat lake. Only send
this . . . to H. which given by, and it is Fate . . .
must.” K. H. “Take, guard. Remember: make known,
watch; and . . . go with. . . .”

E

*Insert the word **sword**(s) into the following passage.—*

In the time of Alexander the Great most of the fighting was done with . . . ; so all the soldiers and their officers carried . . . in battle and at all other times.

In the time of Napoleon only the horse-soldiers fought with . . . ; so they carried . . . at all times. But the foot-soldiers never carried . . . The officers, both of horse and foot, fought with . . . and carried . . . at all times.

At the present time (George V) . . . are not used in battle. Soldiers never carry . . . at any time. All officers carry . . . at the time of any public show, but not at any other time.

Ask and answer these questions.—

- 1, 2. Did a foot-soldier carry a sword in the time of Alexander?—Napoleon?
3. When does the officer of a company of foot-soldiers carry a sword at the present time?
4. When does a foot-soldier carry a sword at the present time?
5. Did horse-soldiers in the time of Napoleon carry swords?

Form suitable sentences.—

. . . . have
have not got **paws.**

- | | | |
|----------|-----------|-------------|
| 1. asses | 6. dogs | 11. sheep |
| 2. bears | 7. hens | 12. fishes |
| 3. cows | 8. foxes | 13. rabbits |
| 4. swans | 9. horses | 14. ducks |
| 5. cats | 10. lions | 15. wolves |

Frame suitable sentences in both forms.—

- (a) I should (not) be **frightened** of
 (b) A . . . would (not) **frighten** me.

- | | |
|----------------|-------------------------------------|
| 1. A lion | 6. A rabbit |
| 2. A giant | 7. A wolf |
| 3. A mouse | 8. A hen |
| 4. A big storm | 9. An ant |
| 5. A bear | 10. A soldier covered
with blood |

Ask and answer.—

(a) By whom was . . . **wounded** ?

1. Grendel.
2. Kasim. (*The Forty Thieves*)
3. Blue Beard. (*Fatima's brothers*)
4. Darius. (*Bessus*)
5. Robin Hood.
6. Little Red Coat's Grandmother.
7. The Wolf. (*Red Coat's father*)

(b) By what ^{was}
(were) . . . **wounded** ?

1. Robin Hood's enemies.
2. The Sleeping Princess. (*needle*)
3. Grendel.

(c) In what part of the body was . . . **wounded** by . . . ?

1. Robin Hood by Little John.
2. Grendel by Beowulf.
3. The Sleeping Princess by the needle. (*finger*)

Ask and answer.—

(a) Who **struggled** with . . . ?

1. Grendel.
2. Little John.
3. King Philip's horse. (*Alexander*)
4. Fatima's brothers.

(b) Who **struggled** to ?

5. reach the top of Mt. Everest. (*Mallory*).
6. get out of the Hall of Gold. (*Kasim*)
7. conquer Russia.
8. sail round the Cape of Good Hope.
9. leave the court of Kublai Khan.
10. find a rose in winter. (*Beauty's father*).

(c) Who **struggles** to teach you English ?

Answer each question twice, introducing the word, 'yield' into each answer.—

1. When does an army **yield**? When it is winning : losing.
2. Which of two armies **yields**? The stronger : weaker.
3. What flag is shown when the army **yields**? White : red.
4. What is done to the soldiers who **yield**? Killed : prisoners.
5. To whom did Porus **yield**? The Persians : the English.

Warnings.—In darkness.—To break open a door.—To ring with.—To yield (*of materials* = *give way, break*).—Arise, arose.

Guide words.—Night B. and men Hall. Off mail and sword. "I as well as G. : therefore not use . . . , for G. no. Fight hands." Night. Hall darkness. All . . . except . . . —Then G. over waste towards . . . Blow door: Reached, caught, killed ; place where B.—B. not . . . : heart not know . . . —Seized held. G. frightened at . . . Shouted, tried free ; but . . . —Struggled ; but the more . . . , the more More frightened, and more wildly, . . . ing, and . . . ing, and . . . ing. Seats . . . this . . . and that Hall . . . with noise of If walls had not . . . , would have Still B. . . . , and still G. . . . At last cry which . . . hearts all who . . . : G. was . . . Shoulder, for bone and skin had Although . . . , G. would not He . . . so hard that arm was Then yielded ; ran from . . . over . . . ; and in dim . . . came to . . . down hills. Lake red and . . . : waves. And, as the . . . driving . . . the black . . . of . . . , soul.

F

Form suitable sentences.—

.	never	sometimes	drink	wine.
	often			
	do not often			

- | | |
|------------------|-----------------|
| 1. Soldiers. | 7. Sick people. |
| 2. Ladies. | 8. Old men. |
| 3. School-girls. | 9. Frenchmen. |
| 4. Seamen. | 10. Indians. |
| 5. Poor men. | 11. Englishmen. |
| 6. Rich men. | 12. Pilgrims. |

Frame and answer questions.—

Is the . . . a **noble** . . . ?

1. ass : horse : mouse : *animal*.
2. bean-plant : rose : oak : *tree*.
3. swan : duck : hen : *bird*.
4. kitchen : cow-house : church : *building*.
- (Was) 5. Darius : Irvine : Bessus : *man*.
- (Was) 6. Ali Baba's wife : the Fisherman's wife : Hansel's mother : Queen Victoria : *woman*.

Warnings.—Marked *with*.—Broken *to pieces*.—*To view* the—Hung *with*—In honour of—Honour you *the* more.—Happy (*is*) the woman who—Child-bearing.

Guide words.—Dawn in H. of H.—. . . men stood . . . with . . . among the . . . : floor . . . , door.—and, . . . beside . . . , the . . . of G. Knew that . . .—As day . . . , C. . . . and P. . . . and . . . from all the . . . to see the . . . , to view the . . . , and the . . . of G. across . . . to . . . where he . . .—Then H. prepared for Wine . . . , and walls When night . . . sat down to . . . in honour of . . .—H.'s Q. . . . wearing . . . , and carried . . . to her . . . and from him to . . . Then H. . . . and said, "You have . . . where we . . . : therefore we Most . . . B, love as . . . , for you have Happy the . . . who . . . ; blessed is Let her . . . for his"

LESSON 4

THE SNARE

Conversation.—

Boy 1. "Pity a poor, . . . who . . ."

Boy 2. "Yes, indeed I do **pity** you!"

or

"No, I do not **pity** you at all!"

1. man who is very hungry.
2. prisoner who only killed his brother.
3. boy who has pricked his finger.
4. boy whose leg has just been cut off.
5. thief who has just escaped from prison.
6. woman who has lost one of her twenty-five cats.
7. woman who has lost her only son.
8. farmer who has just found a bag of gold in his field.
9. farmer who has just found his cow dead in his field.
10. foolish boy who comes to school and learns nothing.

Form suitable sentences.—

Snares	are	used for catching	rabbits.
	are not		cows.
			mice.
			fish.
			elephants.
			hens.
			cats.
			birds.

Do and say.—



Make **wrinkles**

on your nose.
above your eyes.
in your lips.
on your hand.

Now | I hear | the cry again, ||

But I cannot tell | from where. |||

But I cannot tell | from where ○

He is calling out | for aid ;

Crying | on the frightened air, |

M a king everything | afraid. |||

Making everything | afraid, |

Wrinkling up | his little face, |

As he cries | again | for aid ; ||

And I cannot | find | the place ! |||

And I cannot | find the place ○

Where his paw | is in the snare : |

Little one ! | Oh, little one, |

I am searching | everywhere ! |||

LESSON 5

BOX AND COX

Note to the Teacher.—Section D of this lesson requires a box of matches.

A

Ask and answer. (Say the question in full each time).

Mrs. Smith lets . . . A . . . rooms to **lodgers**, and . . . B . . . **lodgers lodge** in each of the rooms. — To how many **lodgers** has Mrs. Smith **let** her rooms ?

A (rooms)	B (lodgers in each room.)
2.	2.
3.	1.
4.	3.
5.	5.
6.	4.
7.	

*Answer these questions using the word **print** in each answer.—*

1. Who **printed** this book ?—(*Look at the bottom line of the last page of the book.*)
2. In what town was it **printed** ?
3. Tell me the name of the **printer** of any other book which you have on your table.
4. On what is a book **printed** ?
5. Can you find any **printing** mistakes in this line of **printing** ?
6. How many lines of **printing** are there on this page ?
7. How many pages of **printing** are there in this book ?
8. In what year was this book **printed** ?—(*Look at the bottom line of the first page.*)

Warnings.—*At night.*—*Early in the morning.*—Neither knows that. . . .

Guide words.—Mr. B. lets . . . to 1 . . .—Keeps a . . .
—One of Mrs. B's . . . is Mr. J. B.: printer work done
at . . . : back morning when So room no one . . .
night. Mrs. B., wishing to . . . , has , without
telling—To Mr. C. : hat-shop, open day ; so he only
at night. Does not know that Neither knows

B

(a) *Frame and answer questions.—*

one	one
If I put two curtain (s) over each door, and two curtain (s)	
three	three

over each window in this room, how many **curtains** shall I need ?

—“ You will need . . . **curtains** for the doors, and . . .
curtains for the windows.— . . . **curtains** in all.”

(b) Look at the picture in the reading book and say in English where the eight curtains are. 'There is a curtain at the right-hand side of the . . .', etc., etc.

Form suitable sentences.—

A will not need a **brush.**

A will need a large number of **brushes.**

1. wild man who wears no clothes
2. man with no hair
3. man living in a field
4. man with no feet
5. man who never goes out of the house
6. father of fifteen beautiful daughters
7. house-painter
8. shoe-cleaner
9. servant
10. man who has a hat-shop

hair-brush.
clothes-brush.
shoe-brush.
hat-brush.
floor-brush.
paint brush.

Do and say.—

	once		table		right
Knock	twice	on the	wall	with your	hand.
	three times		door		left
	(etc.)		window		

Ask and answer.—

What did Mr. . . . **steal** ? " Mr. **stole** "

- | | |
|-------------------|--------------------------------------|
| 1. Mr. Glimmer. | |
| 2. Mr. Elesdee. | 1 to 5. fruit, clothes, eggs, money, |
| 3. Mr. Koatoff. | [jewels.] |
| 4. Mr. Nestthief. | |
| 5. Mr. Biteapple. | |
-
- | | |
|---------------------|------------------------------------|
| 6. Mr. Rideaway. | |
| 7. Mr. Driveoff. | |
| 8. Mr. Pageout. | 6 to 10. motor-cars, horses, gold, |
| 9. Mr. Pound. | [books, everything.] |
| 10. Mr. Takethelot. | |

Warnings.—Finished *dressing*.—Enough to be worth brushing.—**Good morning**.—Must ask you to.—To think that . . . !

Guide words.—Morning. C. just finished. . . . Brush glass : looking in . . . as he. . . .

C.—Never get Not enough left to . . . Told h-c. to . . . ; thought meant (Knock) Who? Mrs. B.—In! **M.B.**—G-m. Hope you. . . . C.—G-m No, can't . . . Hardest ever . . . , ask softer. **M. B.**—Anything to C.—Then hold . . . while . . . M. B., ask notice coal Oil, sugar, wood. **M.B.**—Not think steal. Never in life. To think that . . . ! C.—Never said. . . . Not cat ; milk, but not coal and wood to . . . , and . . . to put in . . .

C

*Ask and answer these questions, bringing in the word **stairs** into each answer.*—

1. Tell me any house in which there are **stairs**.
2. Tell me any house in which there are no **stairs**.
3. Is your bedroom **up-stairs** or **down-stairs**?
4. How many **stairs** do you go up to get to the bedroom?
5. Is the kitchen in your home **up-stairs** or **down-stairs**?
6. Are there any **stairs** up to the roof of this building?
7. Are there any **stairs** up the roof of your home?
8. (How many **stairs** do you go up to get onto the roof?)
9. Of what are **stairs** usually made?
10. Have you ever fallen down **stairs**?
11. (Where did you hurt yourself when you fell down-
stairs?)

Ask and answer.—

Have you any **idea** as to . . . ?

—" Yes, I have an **idea** that . . . "

—" No, I have no **idea** as to . . . "

1. what the time is now.
2. what my age is.
3. whether it will rain tomorrow.
4. what your own age is.
5. what I shall do when I leave school.
6. what you will do when you leave school.
7. what home-work we should have done last night.
8. what home-work we shall have to do tonight.
9. when this lesson will come to an end.
10. when the world will come to an end.

Frame and answer questions.—

If the rent of a house is	one	penny (pence)	day,
	two	shilling (s)	a week,
	three	pound (s)	month,
	<i>etc.</i>		

[what will be the **rent** for a whole year?—" The **rent** for a whole year will be . . . "]

(*Note.*—365 days = 52 weeks = 12 months = 1 year.)

*Frame telegrams with the words given below ; each telegram must contain the words " Come **immediately.**"*

	mother		ill.
	father	is	dead.
Your	brother	is	carried away by thieves.
My	sister	has been	" " " the river.
Our	grandmother	is being	" " " the wind.
	house	will soon be	" " " a lion.
	money		on fire.

Answer to question about Black Sheep, Lesson 1/H.

—Because there are not so many of them.

Frame a sentence ; ask and answer a question.—

I	knocked	him	down, because	he	called	me my brother (him)
(He)		(me)		(I)		(his brother)

[a silly ass.
[a young fool.
[a wooden-head.
[a wind-bag.
[a dirty dog.

Why did I knock him down ?—
(Why did he knock me down ?)

Warnings.—How is it that . . . ?—To smoke a pipe.—
Time for me to be going.

Guide words.—

C.—How . . . room smoke, when home evening ?

MB.—Expect fire . . . **C.**—Not that. Have you . . . ?

MB.—Not I, indeed. **C.**—Then how ?

MB.—Little room above, & . . . through floor.

C.—Smoke not down, up. That always meet up as I
down, down as . . . Does he . . . ?

MB.—Why . . . , . . . , . . . , . . . , . . .

C.—Time going. G-m.

MB.—Gone. Idea that Bx. before . . . ; frightened.
Good idea both ; & neither idea that . . . ;
good rent each—double. Wish double all. Hurry.
C's away . . . so that . . .

Bx.—Why don't you . . . stairs ? Nearly . . . down.

*Form sentences, and after each say, 'That is his **fault** ' or
'That is not his **fault** ; he was born so.'*

	has large ugly ears	...	1
	has yellow eyes	...	2
Mr. John Doe	writes badly	...	3
	hears badly	...	4
	has a curiously shaped face.		5

has not learnt to add.	6	has nasty manners	... 11
is very small	... 7	has a long nose	... 12
wears dirty clothes	... 8	makes a noise when he eats.	13
cannot run quickly	... 9	has one foot bigger than the	
is a thief	... 10	other	... 14
		reads badly	... 15

Ask and answer.—

If you saw a . . . , what would you **imagine** ?

—‘I should **imagine** that’

1. cart with three wheels
 2. fallen tree, and George Washington with an axe
 3. a rock on the line and the train off the line
 4. a hen shot with an arrow and Tom holding a bow
 5. a soldier with only one arm
-
6. a happy-looking cat, and the milk gone
 7. a dog running away, and the meat gone
 8. the door of the house broken, and your money gone
 9. some letters in the letter-box
 10. *half* an ant in your bit of cake

1 to 5.
that he had cut it down.
that one had come off.
that he had shot it.
that he had lost the other in the war.
that it had hit the rock.

6 to 10.
that you had eaten the other half !
that the cat had stolen it.
that the dog had stolen it.
that the post-man had come.
that a thief had broken into the house.

Frame suitable sentences.—

A. . . . has much **to do with** . . .
has nothing **to do with** . . .

- | | | |
|-----------------|-------|-----------------------------|
| 1. doctor | ... . | sick people : sick animals. |
| 2. soldier | ... . | fighting : making peace. |
| 3. fisherman | ... . | fish : lions. |
| 4. seaman | ... . | ships : trains. |
| 5. learned man. | ... . | books : silly people. |

Warnings.—Your fault *for* not *looking*.—Want anything more of me.

Guide words.—

C.—Your fault . . . **Bx.**—Not ; your ; entirely.

C.— . . . for not looking who is . . .

Bx.— . . . for not . . . where going. Tell, **MB.**, who creature always . . . , and . . . when I . . .

MB.— . . . up-stairs.

Bx.—Imagine . . . hats, for different Sells, or makes. Imagine hats wears, can't sell.

MB.—Yes, anything more ?

Bx.—No, nothing.

D*Form suitable sentences.—*

A (n) . . . could
could not **swallow** a . . .

1. cat . . . mouse : bear.
2. dog . . . ass : bit of meat.
3. duck . . . bit of bread : whole loaf.
4. fish . . . boy : fly.
5. elephant . . . branch : whole tree.
6. lion . . . duckling : horse.
7. giant . . . elephant : baby.
8. bee . . . drop of sweet liquid : bit of bread.
9. boy . . . dog : sweet.
10. ant . . . grain of sugar : grain of corn.

Do and say.—

(a) Take the box of **matches** and ^{open it} shut it ^{one (2, 3, etc.)} take out **match** (es).

(b) Take two ^{one} matches ; **light** ^{one} _{two} of them, but do not **light** _{three} the other(s).

Ask and answer.—

Can any boy in this room **produce** a . . . from his **pocket** ?

—" No, I cannot **produce** a . . . from my **pocket**."

—" Yes, I can **produce** a . . . from my **pocket**."—(Does.)

" I have **produced** a . . . from my **pocket**."

- | | |
|-------------------|--------------------|
| 1. pencil | 9. bit of bread |
| 2. match | 10. bit of butter |
| 3. box of matches | 11. key |
| 4. ball | 12. stone |
| 5. apple | 13. small tin |
| 6. pen | 14. piece of paper |
| 7. book | 15. stamp |
| 8. sweet | |

Warnings.—*Get* some sleep.—*Have* some breakfast.—*Have* breakfast.—*Smells of* fish.

Guide words.—**Bx.**—Working all night, and sleep. Also breakfast. Which first, s . . . breakfast before . . . bed, or s . . . bed before lie breakfast—mean Where matches? Left table. Not walk, not here. Here, above fire. Using: MB!—Should say ' . . . ', for there is (*Lights match, paper, fire. Produces Smells*) MB. using. Egg, but now fish. Meat pocket. Which? Here. (*Paper; open, and . . . meat*). Now sleep while (*Meat pot, fire. Then bed, curtains, sleep*).

E

Form suitable sentences.—

Mr. A is **employed** as a . . . B. . . ; and he is **employed** in (on) . . C. . .

A	B	C
1. Mr. Page	sea-man	in the army
2. Mr. Lesson	book-seller	in a school.
3. Mr. Sails	soldier	on a farm.
4. Mr. Fighitem	farm-labourer	on a ship.
5. Mr. Seeds	teacher	in a shop.
<hr/>		
6. Mr. Axer	train-driver	in a kitchen.
7. Mr. Glass	wood-cutter	in a church.
8. Mr. Puff-Puff	(<i>was</i>) . . . thief	on the line.
9. Mr. Boilit	window-cleaner	in the forest.
10. Mr. Stealer	cook	(<i>now</i>) . . in a prison.

Ask and answer each question twice.—

Is the . . . **calm** when (just after,) *etc.* . . . ?

1. sea ... just after a storm : on a bright summer [day.
2. river ... in clear sunlight : in wind and rain.
3. cook ... when the dinner is when the meat is cooking nicely : [burnt.
4. officer ... when the soldiers when the soldiers march badly : [march well.
5. children... when they are when they are sleep- playing : [ing.
6. baby ... after getting his before getting his milk. milk :
7. the dog... just after seeing a just after eating a cat : [bone.
8. father ... when the children when the children are are good : [noisy.
9. mother ... when father is when father is angry. happy :

Ask and answer.—

What do you do with a **plate** ? do you ?

1. eat meat off a **plate**.
2. drink water out of a **plate**.
3. cook food on a **plate**.
4. put food on a **plate**.
5. sit on a **plate**.

Have you ever seen a (n) **plate** ?

6. cat drinking milk out of a
7. horse drinking water out of a
8. loaf of bread on a
9. fly sitting on a
10. elephant sitting on a

Warnings.—Employ myself in—One of the
 -est I have ever known.—I do love ! (*sarcastic*).
 —Goes out *at* the back.

Guide words.—**C.**—Wonders . . . ! Just as I . . . where . . . , my . . . said, "No work; . . . time better, and take a" So have brought . . . and after will . . . river. (Fish pocket). Matches? Left here, fire. Table. Moved. Using: M.B. Last one. /s lighted. Meat on. MB. calmest . . . Do love . . . My matches, coals, pot, her . . . Not angry! Must be . . . Out! (Meat, plate. Fish, pot) Now . . . ready b-table. Plate, bread, butter, fish. (Out back . . . , door noise).

F

*Using the words **tea, tea pot, tea-cup**, describe how you make a cup of tea.—*

"I will tell you how to make a . . . of"

1. Put . . . in
2. Get . . . water.
3. Pour . . . on to
4. Wait till . . . ready.
5. Bring some
6. Pour some . . . from . . . into
7. Pour a little . . . into
8. Put a little . . . into
9. And now the . . . of . . . is . . .

Do and say.—

Boy 1.—Read.

(Boy 2 begins to read aloud from page 48 of Reader 4.)

Boy 1.—Repeat what you said.

Boy 2.—What am I to repeat?

Boy 1.—Repeat the last word. ('last two words', 'last three words', etc.)

Boy 2.—I repeat,—the last word was . . . ('two words were' . . . etc.)

Read this direction aloud several times; then do what it says—

UNLESS MEANS 'IF NOT'

Write X under every letter of the line above, **unless** it is a letter in the name **TIM NOLAN**.

Do and say.—

Stand up when I say your name, **unless** the first letter of your first name is C, F, M, R, S, or W.

Form suitable sentences.—

A man would not . . . **unless** he was mad.

A man would not . . . if he *was* mad.

1. throw his wife into the sea
2. jump into the sea to save a child
3. save a child from in front of a train
4. throw himself in front of a train
5. set his own house on fire
6. throw all his money into a river
7. be made chief judge of a country
8. think he was an elephant and try to eat with his nose
9. write a very wise and good book
10. stand on his head and say, 'Every one else is upside-down'

Warnings.—I wonder how long . . .—Hatter.—Got the bright idea of (cook)-*ing*.

Guide words.—**Bx.**—(Head) You MB.? In! Wonder how long Meat. Burnt! (Curtain, & to fire) Fish! Whose? MB. bright idea of . . . while . . .—does it. Where meat? Out, and on plate! Shall I . . . anger? . . . (Window) There goes . . .! Now own. Plates. (Door right)

C.—(Door back) Fish ready. Make tea. (Looks pot.) Why, Meat! Too much! Out! There goes. . . .! (Window. Tea, tea-pot & fire to . . . water. As . . . , meets Bx. carrying . . . , & . . .)

C.—Who?—**Bx.**—Who? **C.**—Repeat **Bx.**—Repeat . . . **C.**—Printer. (Pot down) **Bx.**—Hatter (Puts down . . . & . . .)

C.—Unless . . . , use force. **Bx.**—Unless . . . , throw door. **C.**—Repeat, leave **Bx.**—Your! My! **C.**—Mad, . . . dreaming: receipt. **Bx.**—Mad,—unless . . . : receipt. **Both.**—MB.! MB.!

G

Do and say.—

	right hand		
	left hand	the table	
Put your	pen	on	your chair
	pencil		the next boy's chair : now remove
	book		
	paper		

[your . . . from the . . .

Ask and answer.—

Will you please **explain** to me the meaning of the word . . . ?—" Yes, I can **explain** that ; it means"

(Explanations should, if possible, be given in English ; failing that, by demonstration or pointing.)

- | | | |
|-----------------|---------------------|-----------------|
| 1. Beard. | 9. To blow. | 17. To count. |
| 2. Upside-down. | 10. To smile. | 18. Pocket. |
| 3. Ear. | 11. To shake. | 19. Arise. |
| 4. Hair. | 12. To shake hands. | 20. Wrinkle. |
| 5. Raise. | 13. To unite. | 21. Tears. |
| 6. Shoulder. | 14. To divide. | 22. To brush. |
| 7. Single. | 15. Lip. | 23. Knee. |
| 8. A blow. | 16. Page. | 24. To swallow. |

Form suitable sentences.—

- | | |
|---|----------------|
| | mind. |
| | voice. |
| (a) . . . * . . . is good exercise for the . . . | legs. |
| (b) . . . * . . . exercises the | arms. |
| | arms and legs. |
| | tongue. |

- | | |
|--------------------------|-------------------------|
| 1. Running | 8. Playing football |
| 2. Adding | 9. Shouting |
| 3. Raising heavy weights | 10. Cutting down a tree |
| 4. Talking | 11. Walking |
| 5. Dancing | 12. Singing |
| 6. Writing poetry | 13. Pulling a roller |
| 7. Climbing a tree | 14. Jumping |

Do and say.—

pen ;
Take your book ; now **proceed** to
pencil ;

1. write your name.
2. write my name.
3. write the names of all the animals that you can think of.
4. read page 49 of the Reading-book silently.
5. read page 49 of the Reading-book to me.
6. draw a picture of a house.
7. draw a picture of yourself.

Conversation.—

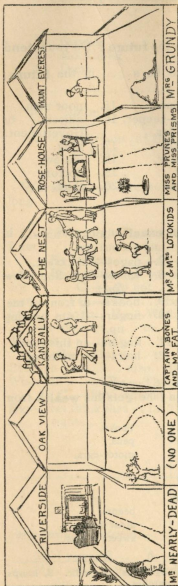
*Teacher (holding a match).—*Tell me when the match is **alight**. . . . Is it **alight** now ? Now is it **alight** ?

*Boy.—*No, it is not **alight** now Now it is **alight**.

Warnings.—You see (=you must understand that . . .)
—Up and down the room.

Guide words.—Bx. Remove . . . ; mad. **C.**—Unless you . . . I *shall* **MB.**—Can't both. **Both.**—Him. **MB.**—Explain. **Both.**—Yes ! **Bx.**—Explain,—whose. Me ? **MB.**—No.—**C.**, Hear ! Me ? **MB.**—No,—both. **Both.**—Explain. **MB.**—Mr. B. you out night. Mr. C. day. So idea of But I will . . . , and one of you may . . . as soon as

(**MB.** out. **Bx** sits.—**C.** up and down). **Bx.**—If no . . . today, perhaps go and . . . outside. **C.**—I shall . . . just when, where, as . . . (Sits. **Bx.** pipe). **C.**—Are you . . . smoke ? **Bx.**—Am . . . to light ; and, when . . . shall . . . to . . . (**C.** window).



H

Ask and answer. —

6. What is the name of the person (people) who **occupies** (-py) the house named . . . ?
7. What is the name of the house which is **occupied** by men only?
8. women only?
9. a large family?
10. an old woman?
11. an old man?
12. which is **unoccupied**?

Form suitable sentences. —

I like

I **dislike**

1. angry
 2. kind
 3. quiet
 4. noisy
 5. clean
 6. dirty
 7. sad
 8. happy
 9. very long
 10. silly
- boys.
men.
people.
stories.

Ask and answer.—

What do you **intend** to be in the **future**? Do you **intend** to be a . . . ?

"No, I do not **intend** to be a . . . in the **future** ; I **intend** to be a

- | | | |
|--------------------|-----------------|----------------|
| 1. soldier. | 8. labourer. | 15. poor man. |
| 2. seaman. | 9. shop-keeper. | 16. officer of |
| 3. ship's captain. | 10. builder. | Government. |
| 4. writer. | 11. judge. | 17. king. |
| 5. teacher. | 12. painter. | 18. outlaw. |
| 6. merchant. | 13. poet. | 19. doctor. |
| 7. farmer. | 14. hatter. | 20. thief. |

Ask and answer.—

Tell me **exactly** ; what is the **exact** number of . . . in . . . ?

- | | |
|-----------------------|--|
| 1. boys—this room. | 7. pages—this book. |
| 2. windows—this room. | 8. words—this line (<i>show line</i>). |
| 3. doors—this room. | 9. books—in front of me. |
| 4. pockets—your coat. | 10. fingers—I am holding up. |
| 5. pockets—my coat. | 11. fingers—in this room. |
| 6. pens—my hand. | 12. hairs—on my head. |

Form suitable sentences.—

Mr. . . . is a **wealthy** man ; he gets his **wealth** from selling . . .

1*. Ford	books.
2. Longman	pens.
3. Waterman	motor-cars.
4. Mr. Crosse (of Crosse & Blackwell)	beans.
5. Cadbury	meat in tins.
6. Heintz	sweets in tins.

* *Footnote.*—3. pens. 4. meat. 6. beans. 7. milk. 9. lamps. 11. pencils. 12. matches

7. Nestlé	oil.
8. Rockfeller	lamps.
9. Dietz	milk.
10. Lipton	pencils.
11. Faber	matches.
12. Mr. Bryant (of Bryant & May)	tea.

Warnings.—No reason *why* we *should* . . .—For very long.

Guide words.—**Bx.**—Are you . . . of my . . . ? **C.**—I am . . . *my* room; and, when . . . , I shall proceed to **Bx.**—Shut . . . —**C.**—Put **Bx.**—There! **C.**— . . . ! **Bx.**—Although we are . . . , no reason . . . I do not **C.**—I do not **Bx.**—Let us . . . time. Do you . . . ? **C.**—No, **Bx.**— . . . ! Then . . . ? **C.**—Not: but . . . soon. **Bx.**—Wish.—**C.**—Thank. **Bx.**—If you . . , you do not . . . to . . . long. **C.**—Not . . . at all This is . . . and . . . remain. **Bx.**—My. . . —**C.**—No **Bx.**—Not . . . to start . . . again. **C.**—Nor I. Perhaps you . . . also. **Bx.**—No, but . . . future—**C.**—Wish all . . . **Bx.**—Thank; yet imagine that . . . not **C.**—Why should not . . . with . . . who . . . ? **Bx.**—Not think that To be . . . , believe P. A. loves . . . ; wants

I

Form suitable sentences.—

- (a) I **regard** . . A . . as a . . B . . thing to do.
 (b) . . A . . is **regarded** as a . . B . . thing to do.

A

1. Telling the truth
2. Telling lies
3. Giving money to the poor
4. Wasting money
5. Using nasty bad words
6. Stealing
7. Hurting boys smaller than yourself
8. Throwing cats into the river
9. Telling stories to the teacher about other boys
10. Wearing dirty clothes
11. Calling people bad names
12. Saving money

B

good
bad
wise
foolish
nice
nasty

The King **regarded** . . . with a . . . look.

- | | |
|------------------------|----------|
| 1. the bad man | sad |
| 2. his children | tired |
| 3. his Queen | loving |
| 4. his dead child | terrible |
| 5. the work before him | proud |
| 6. the enemy | happy |
| 7. his own army | |

*Ask and answer using the word **Gun** each time.—*

1. What do men do with **guns**?
2. What sort of noise does a **gun** make?
3. Of what is a **gun** made?
4. Show me how you hold a **gun**.
5. What do you put into a **gun** when you **load** it?
(gun-powder)
6. Do you **load** a **gun** before you shoot, or shoot before you **load**?
7. Show me how you **load** a **gun**.
8. How much money does one pay for a good **gun**?—
£1, £2, £20, £200, £1,000.
9. Has your father got a **gun**?
10. (Tell me anything which your father has shot with his **gun**.)
11. Draw a picture of a **gun**, and write the word **GUN** on it.

Warnings.—There is nothing left to me but to . . . —
What is it? (= *What do you want?*)—Guns for two.
(*This is the form for ordering food in a hotel, 'Tea for two',
'Dinner for two', viz., 'for two persons'.*)

Guide words.—C.—P. A. ?—Bx.—Ex . . . —C.—Of
. . . ? Bx.—. . . , so, of M. C.—Do you . . . as your
. . . ? Bx.—I do . . . C.—And does she . . . you . . . as
. . . ? Bx.—She does . . . Has promised to . . . C.—Then
. . . tell you . . . you, you . . . ! Bx.—She . . . me,
you . . . ! Nothing left but . . . **Both.**—M.B. ! M.B. !
(M.B. in) **MB.**—What? Bx.—. . . for two.—**MB.**—Yes.
C.—. . . ! Mean to say that . . . ? **MB.**—Oh no, not
. . . C.—Produce . . . (M.B. out).

J

Ask and answer.—

- (a) Is it your **opinion** that . . . **ought** (to) . . . ?
(b) Do you hold the **opinion** that . . . **ought** (to) . . . ?
- | | |
|-------------------|---------------------------------|
| 1. all boys : | play healthy games. |
| 2. mad dogs : | be killed. |
| 3. all children : | be sent to school. |
| 4. wives : | obey husbands. |
| 5. poor men : | be given food and work. |
| 6. thieves : | be put in prison. |
| 7. poor men : | be put in prison. |
| 8. post-men : | be given motor-cars. |
| 9. lazy boys : | beaten. |
| 10. people : | <i>not</i> to drink wine. |
| 11. women : | <i>not</i> to eat meat. |
| 12. children : | <i>not</i> to eat cake. |
| 13. boys : | do as they like in school. |
| 14. you : | <i>not</i> to be in this class. |

Do and say.—

Boy 1.—“ Call **heads** or **tails**.”

Boy 2.—“ I call **heads** (tails).”

(Boy 1 throws the penny.)

Boy 2.—“ Is it **heads** (tails) ? ”

Boy 1.—It is . . . So I (you) win.

Form suitable sentences.—

A boy ought to be **ashamed** of himself when he . . .

A boy need not be **ashamed** of himself when he . . .

- | | |
|--------------------------|------------------------------------|
| 1. tells lies. | 8. gets money by working. |
| 2. tells the truth. | 9. is fat and unhealthy. |
| 3. works hard. | 10. plays football well. |
| 4. is lazy. | 11. wears nice clothes. |
| 5. has dirty hands. | 12. gets ill from eating too much. |
| 6. looks clean and nice. | 13. does his work well. |
| 7. steals money. | 14. is beaten by the Headmaster. |

*Fill in the words **Honest** or **Dishonest**.—*

' . . . ' means fair, true, just ; and ' . . . ' means unfair, untrue, unjust. The . . . man may owe money, but he never owes more than he can pay. The . . . man owes money, and never intends to pay it back. The . . . man always tells the truth. The . . . man tells lies,—or says nothing, and lets people believe what is untrue :—and that is just as . . . as telling untruths. All men want to win life's battles, but the . . . man tries to win . . . ly. The . . . would rather lose than win in a . . . way.

Now tell what the honest man does, without looking at this book.—

1. Money. 2. Truth. 3. Life's battles.

Warnings.—I say (= *Listen*)—To **settle** a quarrel.

Guide words.—**Bx.**—Say. **C.**— . . . ? **Bx.**—What is your . . . of . . . between . . . ? Think ought . . . ? **C.**—My . . . that . . . not Ought to . . . **Bx.**—I also . . . that . . . right Then what? **C.**—Idea. Each . . . penny. If my . . . with . . . , then I win. **Bx.**—And if my . . . , I win. If both, . . . neither . . . **C.**—(. . . penny)—**Ex.** . . . **Bx.**—(. . . penny)—Ready? Begin. **C.**—(throwing . . . & . . . it)— . . . ! Head. **Bx.**— . . . **C.**—Again (. . .) Head. **Bx.**—(. . .). Head. Curious. Again. **Both.**—(. . .) **C.**—Let see. . . . ! As thought : not real ; head both Not . . . ! Ought to be . . . **Bx.**—Let see. Your . . . also. Most . . . ! . . . is yours! **C.**—Did you call me . . . ? . . . yourself! . . . to you. **Bx.**—How . . . ! (Begin to . . .)

K

Ask and answer.—

- (a) To what city would you **address** a letter for . . . ?
— “ I should **address** the letter to ”

1. The King of England.
2. The leader of the French army.
3. The ruler of this country.
4. The printer of this book.
5. The fellow who wrote this book.
6. The head of the Government of India.
7. Mr. Longman.

- (b) What is the **address** of . . . ?
— “ The **address** of . . . is ”

1. Your father.
2. The nearest doctor.
3. The nearest judge.
4. The nearest sweet-shop.
5. The nearest book-shop.
6. This school.

Do and say.—

1. Write your name ; but do not write it **plainly**.
2. Now write your name more **plainly**.
3. Write your name very **plainly**.
4. Say your name ; but do not say it **plainly**.
5. Say your name **plainly**.
6. Say your name more **plainly**.

Ask and answer.—

1. Which boy in the class has the **plainest** handwriting?
2. Tell me the name of a boy who does not write very **plainly**.
3. Tell me the name of a boy who speaks very **plainly**.
4. Tell me the name of a boy who does not speak very **plainly**.
5. Can you see this book **plainly** from where you are sitting ?

6. (*Putting hand over mouth*) Can you hear me **plainly** when I talk like this? (*Removing hand*) Now can you hear me **plainly**.

Ask and answer.—

What is the latest **news** from ?

"The latest **news** from . . . is that"

- | | |
|--|--|
| 1. England | Some rain has fallen in Cherrapunjee. |
| 2. China | A motor-car has been made in Detroit. |
| 3. Africa | A baby has been born in London. |
| 4. India | There has been some fighting near Pekin. |
| 5. America | A lion has been shot. |
| <hr/> | |
| 6. France | Snow has fallen in Moscow. |
| 7. Russia | A man has been killed by a motor-car in Paris. |
| 8. Scotland | There is no news from Greenland. |
| 9. Greenland | A penny was dropped in Glasgow ;— it was picked up again at once ! |
| 10. (<i>Name of boy's home-town or village</i>). . . (?) . . . | |

Form suitable sentences.—

. . . was a man of a strong
weak good **character**.
 . . . had a very . . bad
noble

- | | |
|-------------------------------|-------------------------------|
| 1. Blue Beard | 8. Mallory |
| 2. Beowulf | 9. Marco Polo |
| 3. Bottom | 10. Alexander |
| 4. Little John | 11. Darius |
| 5. Kasim (Ali Baba's brother) | 12. Porus |
| 6. Napoleon | 13. King Richard |
| 7. Wali Dad | 14. The Sheriff of Nottingham |
| | 15. Robin Hood |

Read the sentence aloud, and say.—

‘ Yes, I entirely **agree** with that.’

or

‘ No, I do not **agree** with that : I entirely **disagree** with it.’

1. A good man is kind to others.
2. All rich men should be put in prison.
3. Men should love and serve their country.
4. Do not waste money in giving it to the poor.
5. War is a good thing and makes people happy.
6. War is a bad thing and brings much unhappiness.
7. It is better to be rich than honest.
8. Health is better than wealth.
9. Wealth is better than health.
10. Love God ; obey your father ; honour the King.
11. If you look sad, people will like you and be interested in you.
12. Laugh and the world laughs with you ; weep and you weep alone.

Form suitable sentences.—

The . . . is **eager** to
tries **eagerly** to

1. Fisherman.	make people healthy.
2. Shopkeeper.	see new countries.
3. Soldier.	sell his goods.
4. Doctor.	win the battle.
5. Traveller.	catch a fish.
6. Sheriff.	write good poetry.
7. Thief.	catch the thief.
8. Painter.	cook a nice dinner.
9. Cook.	paint a beautiful picture.
10. Poet.	escape from the Sheriff.
11. Lady.	play football well.
12. Gentleman.	teach the boy.
13. King.	look beautiful.
14. Teacher.	rule his country well.
15. Boy.	please the lady.

Warnings.—The right thing for me to do.

Guide words.—(Enter M.B.) **Both**,—Is the ?
M.B.—Not Can't find . . ; but letter (C. takes,—
 M.B. out). **C.**—From P.A. ! **Bx.**—Then give. (Bx. over
 C.'s shoulder) ed to me, . . . —. —. . **C.**—No, me,
 quite. . . . The C is **Bx.**—I say that . . . , and it
 is **C.**—Let . . . both . . (Opens) T. . . . n . . . !
Bx.—What? **C.**— **Bx.**—See.—Don't think
C.—Again. Well, perhaps not 'Dear C.—' **Bx.**—
 Box ! **C.**—Dear C, B., Sad news. Decided . . . so different
 that Have agreed to Knox, a . . . of noble
 Hope agree right. **Bx.**—Not . . . to say
 never very **C.**—And I

L

Ask and answer.—

Do you **consider** that ?—

"Yes, I **consider** that"

"No, I do not **consider** that"

1. exercise is good for health.
2. the earth is really round.
3. it is good for you to eat a lot of sweets.
4. it is very hot today.
5. it is very cold today.
6. girls ought to play football.
7. sisters ought always to obey their brothers.
8. you do not get enough work to do at this school.
9. you get too much work to do in this school.
10. you ought to come to school earlier and leave later.
11. you ought to come to school later and leave earlier.
12. . . . (name). . . is the best boy in the class.
13. you are the best boy in the class.
14. I am the best boy in the class.

Do and say.—

Put your together : now **separate** them.
now take them **apart**.

- | | |
|----------|-----------------------|
| 1. hands | 5. knees |
| 2. feet | 6. two first fingers |
| 3. arms | 7. two second fingers |
| 4. lips | |

Form suitable sentences.—

A is (is not) **comfortable**.

A is **uncomfortable**.

- | | |
|-----------------------|------------------------|
| 1. Warm room | 8. Narrow chair |
| 2. Cold room | 9. Small chair |
| 3. Dry bed | 10. Badly-made shoe |
| 4. Hard bed | 11. Cool, bright room |
| 5. Badly-fitting coat | 12. Well-made shoe |
| 6. Well-fitting coat | 13. A small hut |
| 7. Big chair | 14. A well-built house |

Form suitable sentences.—

(a) A (farmer) is **satisfied** with

(b) . . . **satisfies** a (farmer).

- | | |
|----------------|-------------------------------|
| 1. Farmer. | A good big meal. |
| 2. Hungry man. | Plenty of grass. |
| 3. Servant. | Good weather and enough rain. |
| 4. Teacher. | A net full of fish. |
| 5. Cow. | Good pay and a kind master. |
| 6. Fisherman. | A class of hard-working boys |

Ask and answer.—

Would you be **satisfied** with . . . for (to, as) . . . ?

- | | |
|---|------------------|
| 1. Bread | } for breakfast. |
| 2. Water | |
| 3. Three eggs and some bread-and-butter | |
| 4. Half an egg and a glass of water | |

- | | | |
|-----------------------|---|--------------|
| 5. The floor | } | to sleep on. |
| 6. A soft bed | | |
| 7. Some stones | | |
| 8. Some dry glass | | |
| 9. A penny a day | } | as your pay. |
| 10. A shilling a year | | |
| 11. A pound a day | | |
| 12. A pound a year | | |

Warnings.—Agree very well with each other.—Foolish for us to be eager to. . . .—Agree that we *should*.—Agree that this room *would*. . . .—Does her best to

Guide words.—**MB.**—(head). The . . . ready. **Bx.** I . . . that we agree **C.** I . . . that do. **Bx.** Then don't you . . . foolish . . . to be so . . . to . . . and live apart? **C.** Indeed I . . . ought not—Foolish for us to . . . when . . . one room. **Bx.** Do you . . . that **MB.** does her best to? **C.** Yes, . . . **Bx.** Agree should not. **C.** I do **Bx.**—Agree this room for us both? **C.**—It me. **Bx.** me also. (Enter **MB.**) **MB.** And I shall . . . with a single . . . **B.**—Then

LESSON 6

A KING'S OWN STORY

A

Ask and answer.—

Who is best able to **describe** . . . ?
 “ . . . is best able to **describe** . . . ”

- | | | |
|---------------------------------|--|---------------|
| 1. England | \| | A Frenchman |
| 2. Paris | | Your mother |
| 3. How to make a cake | | An Englishman |
| 4. What I looked like as a baby | | A cook |

Who *would be* best able to **describe** . . . ?

- | | |
|------------------------------------|------------|
| 5. The court of Kublai Khan | Joseph |
| 6. Pharaoh's store-houses | Marco Polo |
| 7. The top of Mount Everest | Napoleon |
| 8. How to win battles | The Cat |
| 9. How to shoot with bow and arrow | Mallory |
| 10. How to catch a mouse | Robin Hood |

Conversation.—

first

Boy 1. Tell me the second great **event** of your life.

third

Boy 2. The first great **event** was that I was born in the year

(The second great **event** is that I went to the . . . school in the year)

(The third great **event** is that I got into class. . . in the year)

Ask and answer.—

Tell me any great **event** in the life of Alexander (Napoleon, Marco Polo, Joseph).

"It was a great **event** in the life of . . . when he"

Frame replies to these questions ; each reply must introduce the words a mere . . . or merely a

Example :—Is he a grown man ?—"No, he is **merely** a school-boy "

or "No, he is **a mere** school-boy."

- | | |
|--|----------------------|
| 1. Is he a captain ? | (. . . soldier). |
| 2. Is he an officer at the King's Court? | (. . . servant). |
| 3. Is the Cam a great river ? | (. . . stream). |
| 4. Is he a big man ? | (. . . boy). |
| 5. Is she an old woman ? | (. . . girl). |
| 6. Is—(name of small town)—a great city? | (. . . town). |
| 7. Is he a great merchant ? | (. . . shop-keeper). |
| 8. Is his house a fine hall ? | (. . . hut). |
| 9. Is it a bad wound ? | (. . . cut). |
| 10. Is that a good book ? | (. . . silly story). |

Form sentences about Fifty.

1. There are (fifty) (one) *s* in **fifty**.
2. There are ? 2 *s* in **fifty**.
3. There are ? 5 *s* in **fifty**.
4. There are ? 10 *s* in **fifty**.
5. There are ? 25 *s* in **fifty**.
6. There are ? **fifties** in 100.
7. There are ? **fifties** in 250.
8. There are ? **fifties** in 500.
9. There are ? **fifties** in 1,000.
10. There are ? **fifties** in 50,000.

Warnings.—Had a *part* in the events.

Guide words.— . . . describes many . . . kings and great . . . ; but these are not . . . by men who saw . . . ; nor do . . . own lives. Here read part of the . . . of a . . . —one of the greatest—and told by . . . Not a mere . . . , told . . . to be . . . ; truth. Truth always more . . . than

Babar 1483, 450 ago. Boy when king ; eleven. Akshi, village ; and Ferghana, little.

B

Form suitable sentences.—

<p>I ascended descended</p>	<p>the stairs, and came to the</p>	<p>roof. kitchen. nursery. sleeping-room. sitting-room. store-room.</p>
---	------------------------------------	---

<p>I ascended descended</p>	<p>the mountain, and came to the</p>	<p>river. snow. sea. clouds. valley. top.</p>
---	--------------------------------------	---

Ask and answer.—

Mr. Smith had two children : each child grew up and had two children. How many **descendants** had Mr. Smith ?

—“ Mr. Smith had six **descendants**.”

Children	Each child had	Children	Each child had
	. . . children.		. . . children.
(a) 3.	3.	(f) 3.	4. (5, 6, 7).
(b) 4.	4.	(g) 4.	5. (6, 7).
(c) 5.	5.	(h) 5.	6. (7).
(d) 6.	6.	(i) 7.	0.
(e) 7.	7.		

Frame and answer problems.—

(a) The captain had . . (A) . . men in his company . . (B) . . men **deserted**. How many men were left ?

(b) The captain had . . (A) . . men in his company. He has now . . (C) . . men. How many men have **deserted** ?

	(A)		(B)		(C)
(a)	50 ...	...	10 ...	...	15
(b)	100 ...	...	20 ...	...	75
(c)	150 ...	...	30 ...	...	105
(d)	200 ...	...	40 ...	...	105
(e)	250 ...	...	50 ...	...	195
(f)	300 ...	...	100 ...	...	201
(g)	300 ...	...	200 ...	...	199
(h)	400 ...	...	200 ...	...	399
(i)	400 ...	...	100 ...	...	1
(j)	500 ...	...	250 ...	...	0

Warnings.—Was *driven* away. Descendant. Greatest rulers in *history*.

Guide words.—Twice enemies conquered, and B. outlaw. Twice conquered again. When 40, small army, India. B.'s 200 years. Akbar (. . . of B) : A. was one of the . . .

B. in Akshi. Great army against. Those who had . . . , have Many of own also Thus, . . . by all, only 150, decides . . . But

C

Ask and answer.—

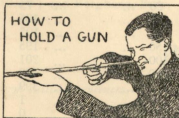
- (a) Who is at the **opposite** end of the line from . . . (name of boy)?
 (b) Who is at the **opposite** corner of the room from . . . (name of boy)?

[Teacher.—“ First and third line of boys, turn round and sit facing the other way.”]

- (c) Who is sitting **opposite** to . . . (name of boy)?

Do and say.—

(Use your rulers or pens as if they were guns, holding them correctly.)



the door.
 this window.
Aim at this picture.
 my finger.
 (name of
 boy.)
 —“ I aim at ”

Form suitable sentences.—

The . . . **fled** from the

- | | |
|--------------------------------|----------------------|
| 1. cat : dog. | 6. sheep : lion. |
| 2. cat : mouse. (Be careful !) | 7. lion : dog. |
| 3. duck : fox. | 8. girl : wolf. |
| 4. fox : hen. | 9. ass : lion. |
| 5. rabbit : dog. | 10. soldier : thief. |

Do and say.—

Strike . . A . . with your . . B . . .

"I have **struck** . . A. . with my . . B . . . "

A

1. the table
2. the floor
3. your book
4. your leg
5. your foot
6. your head

B

- right hand.
- left hand.
- pencil.
- pen.

Warnings.—We saw . . . *entering*.—Struck a soldier *on* the head.

Guide words.—Opposite gate, S. B. . . . opposite side. Arrow, aimed. Missed neck, but well . . . Immediately through gate, right, lane. I after. K. K. soldier head, passed other: aimed Ibrahim Bey. I.B., 'Hai!': wait, and aimed me. Under arm. Mail; broke, not wound.

D

Conversation.—

Boy 1.—I have a **message** for you, . . . (*name of boy*) . . .

Boy 2.—What is the **message**?

Boy 1.—This is the **message**—" "

Boy 2.—Thank you for giving me this **message**.

Messages.

- | | | |
|----------------------------|---|--|
| | is quite well, and hopes that you are well. | 1 |
| | wants to see you. | 2 |
| | has not had a letter from you lately. | 3 |
| Your | little brother | hopes to get a letter from you soon. 4 |
| My | uncle | was pleased with your letter. 5 |
| | friend | will write to you soon. 6 |
| .. (<i>any name</i>) . . | is glad to hear that you are a good boy. | 7 |

Warnings.—My arrow **caught** (= *hit*) another soldier.
—Struck him *in* the face.

Guide words.—Aimed as fled; . . . caught another . . . wall; cap, hung . . . wall. Horseman close, . . . up . . . lane. In face point. Nearly . . . but . . . wall, and so on & away.

Drove away all . . . , & gate.

Now no hope of . . . , for enemy 2—3,000 centre, and I 100—150 outer.

Message Jehangir, . . . join struggle centre. Truth battle now Continued for . . . message. No . . . return. At last back & . . . J. already

E

Ask and answer.—

By what was the . . . **delayed**?— “The . . . was **delayed** by”

1. train
2. horse
3. bird
4. motor-car
5. ship

- a wounded leg.
- a broken wing.
- a tree on the line.
- a storm at sea.
- having no oil.

By what was the work of the . . . **delayed**?

—“The work of the . . . was **delayed** by”

6. writer
7. painter
8. farm-labourer
9. cook
10. teacher

- the hard ground.
- a bad fire.
- a bad pen.
- the foolishness of the boys.
- a bad brush.

Ask and answer.—

(a) What was **pursued** by the . . A . . ?—"The . . B . . was **pursued** by the . . A . . ."

- | A | B |
|----------|--------|
| 1. dog. | fly |
| 2. cat. | duck |
| 3. bird. | mouse |
| 4. fox. | hunter |
| 5. lion. | sheep |
| 6. wolf. | cat |

(b) Who went in **pursuit** of . . A . . ?—" . . B . . went in **pursuit** of . . A . . ."

- | A | B |
|---------------------|------------------|
| 1. the thief. | Shaikh Bayazid |
| 2. Jack. | Alexander |
| 3. the French army. | The Sheriff |
| 4. Darius. | The Giant |
| 5. Babar. | The Russian army |

Form suitable sentences.—

If a . . A . . pursued a . . B . . , the . . A . .
 [would
 [would not **gain on** the . . B . . .

- | A | B |
|--------------------|-------------------|
| 1. dog, | duck. |
| 2. fat man, | thin man. |
| 3. horseman, | train. |
| 4. motor-car, | train. |
| 5. man, | baby. |
| 6. lion, | elephant. |
| 7. giant, | your grandfather. |
| 8. my grandfather, | my father. |

Do and say.—

Point in the **direction** of "I point in the **direction** of"

- | | |
|----------------|------------------------|
| 1. my eye. | 6. the south. |
| 2. the window. | 7. the teacher. |
| 3. the door. | 8. the nearest river. |
| 4. the east. | 9. the football field. |
| 5. the sun. | 10. the nearest hill. |

Warnings.—Because *of* . . . —They brought down man after man.

Guide words.—No time Indeed so long because of . . . unwise. Less than 50 As off, enemy pursue. Leader to I.B., “Always . . . ; stay and” I.B., “. . . !” Fool to . . . ! Fled enemy in Close ; m. after m. as

Direction of G.H. Enemy still There I.B. On Sang. By time . . . , the . . . had caught After S. no more.

F

*Read, inserting the word **Track** (s); then ask and answer the questions.—*

1. The word . . . means the mark left on the ground by a person, or an animal, or a thing. So a cow- . . . is the mark left on the ground by a cow ; a sheep- . . . is the mark left by sheep.

2. Where many people or animals pass, they leave a deep and clear Others go along that . . . ; and in this way the . . . becomes a path. So the word “A . . .” comes to mean a small path made by the feet of men or animals.

3. The word ‘To . . .’ means to follow animals by looking at the . . . s which they have left on the ground ; and a ‘. . . -er’ is one who follows animals by their

4. When we say that a hunter is ‘on the . . . of’ a lion, we mean that he is following the lion by looking at the lion’s So when we say ‘Shaikh Bayazid was on the . . . of Babar’ we mean that he was following Babar as a hunter . . . s a beast. We do not mean that he was looking at the . . . of Babar’s feet. Thus ‘To be on the track of’ comes to mean merely ‘To follow’, or ‘To pursue’.

*Answer the questions, using complete sentences, and introducing the word **Track** into each answer.—*

1. What does the word ‘**Track**’ mean?—“The word ‘**Track**’ means”
2. What is a cow-track?

3. What is a sheep-**track** ?
4. What sort of **track** is left by many men or animals ?
5. What does the word '**A Track**' come to mean ?
6. What does 'To **track**' mean ?
7. What is a '**Tracker**' ?
8. What is the exact meaning of 'To be **on the track** of—' ?
9. What does 'To be **on the track of**' come to mean ?

Do and say.—

Put your	hand book paper	flat on the	floor. table.
----------	-----------------------	--------------------	------------------

Form suitable sentences.—

- | | | |
|-----------------------|------------------------------|--------------|
| | is (are)
is not (are not) | flat. |
| 1. A plain | 7. The Himalayas | |
| 2. Mountains | 8. The Sahara desert | |
| 3. The top of a table | 9. Bengal | |
| 4. The floor | 10. Thibet | |
| 5. A calm sea | 11. My book | |
| 6. A stormy sea | 12. My face | |

Ask and answer.—

Who was the **companion** of . . . in (at, *etc.*) the . . . ? *

1. Little Red Coat—in the forest.
2. Snow-white—in the little hut.
3. Mr. Mouse—in his house.
4. Titania—in the forest.
5. Mallory—on Mount Everest.
6. The third prince—in finding the Golden Bird.
7. Hansel—at the old woman's hut.
8. Marco Polo—at the court of Kublai Khan.
9. Joseph—in prison.
10. Dick—in the little room in Mr. Warren's house.
11. Your (companion)—coming to school this morning.

*1. The Wolf : 2. The Little Men : 3. Mrs. Loaf & Mr. Bird :
4. Oberon : 5. Irvine : 6. The Fox : 7. Gretel : 8. His father
& his uncle : 9. King's cook & king's servant : 10. His cat :

Warnings.—We were eight men.—River-side (*hyphen*).—Little-used (*hyphen*)—Came *up* behind us.—To *fall* behind.—My horse is *finished*.

Guide words.—At Sang . . . of river. Only 8. Track along . . . among Followed this . . . track. Then, leaving . . . on . . . , another. Prayers flat country Spot . . . on . . . ground. Hid men, up hill, see As down, horsemen up behind. Mounted, fled.

Horses tired. Party separate, some . . . fall behind. At last alone, K.K. as only . . . K.'s slower. Said, "If lose . . . , where . . . ? . . . or . . . together."

Kept on turning watch. At last, "My . . . Go . . . and perhaps . . . "

K. behind, & . . . alone.

G

Ask and answer.—

(a) Is it **difficult** for a . . A . . to . . B . . ?

—"It is
It is not **difficult** for a . . A . . to . . B . . ."

(b) Would a . . A . . have any **difficulty** in . . B . . -ing ?

—"Yes, a . . A . . would have any **difficulty**
No, a . . A . . would not [in . . B . . -ing.]"

A

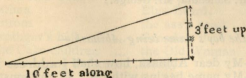
1. bird
2. fish
3. ass
4. fat man
5. cat
6. (. . name of boy . . .)

B

see in the dark.
jump on one leg.
sing a song.
swim a hundred yards.
fly from one tree to another.
run a mile.
jump over a path.
carry me on its (his) back.

Read, filling in the word **Steep**.—

When we want to say how . . . a hill is, we say it in this way:—"The hill rises 3 in 10." This means that in every ten feet *along* the hill rises three feet *up*.



So, if a hill is 'one in one' it is very . . . ; it goes straight up like a wall! But a hill which is '1 in 1,000' is not at all . . . ; it is almost flat. Now look at the numbers below. Ask the next boy, "Is a hill . . . , if it rises 2 in 3?" And the next boy will answer "Yes, it is very . . ." or "It is . . ." or "No, it is not very . . ." or "No, it is not at all"

Ask and answer.—

Is a hill **steep** if it rises . . . in . . . ?

—"Yes, it is very **steep**."

—"It is **steep**."

—"It is not very **steep**."

—"No, it is not at all **steep**."

	From—	To—
Very steep	... 1 in 2	1 in 5.
Steep	... 1 in 6	1 in 15.
Not very steep.	1 in 16	1 in 20.
Not at all steep.	1 in 21	1 in 100.

(a) 1 in 3.

(b) 1 in 28.

(c) 1 in 90.

(d) 1 in 19.

(e) 1 in 12.

(f) 1 in 17.

(g) 1 in 4.

(h) 1 in 29.

(i) 1 in 17.

(j) 1 in 11.

(k) 1 in 7.

(l) 1 in 18.

(m) 1 in 25.

(n) 1 in 130.

(o) 1 in 6.

Conversation.—

If the first letter of the boy's name is A, B, C, D, E, or F, you must **address** him as Sir (e.g., Sir Abinash, Sir Bertram, *etc.*)

If the first letter is L, M, N, O, P, Q, R you must **address** him as Doctor (e.g., Doctor Lalit, Doctor Michael, *etc.*)

If the first letter is anything else, you will **address** him as Mr. (e.g., Mr. Sailendra, Mr. George.)

Example, the boy's name being Abinash.—

Boy 1.—My dear Abinash, how shall I **address** you?

Boy 2.—My name begins with 'A', so you must **address** me as 'Sir'.

Boy 1.—Yes, Sir Abinash: I will **address** you as Sir Abinash.

Ask and answer.—

What is the **aim** of . . . in . . . ?

—"The **aim** of . . . in . . . is to . . . ?

1. a boy . . . coming to school.	cook the dinner.
2. a dirty boy . . . going to the river.	steal apples.
3. a cow . . . going to the river.	learn.
4. a bad boy . . . climbing an apple-tree.	drink the water.
5. a cook . . . lighting his fire.	wash himself.
6. a thief . . . getting into a house.	to catch fish.
7. a poet . . . cutting his pencil.	to get ducklings out of them.
8. a farmer . . . putting seed in the ground.	to steal things.
9. a fisherman . . . throwing a net into the river.	to write a poem.
10. a duck . . . sitting on her eggs.	to make the seeds grow.

Ask and answer.—

Who (What) **delivered** . . . from . . . ?

- | | | |
|--------------------------|-----|-------------------------|
| 1. Aladdin | ... | the giants in the hole. |
| 2. Ali Baba | ... | the forty thieves. |
| 3. Little Red Coat | ... | the wolf. |
| 4. Fatima | ... | Blue Beard. |
| 5. Bottom | ... | the ass's head. |
| 6. Hrothgar's hall | ... | Grendel. |
| 7. The Cake-children | ... | the Old Woman. |
| 8. The Sleeping Princess | ... | sleep. |
| 9. Christabel | ... | the rich man. |

- (1. His ring. 2. His wife. 3. Her father. 4. Her brothers.
5. Puck. 6. Beowulf. 7. Hansel & Gretel. 8. The Prince.
9. Robin Hood.)

Warnings.—Difficult *for me to* . . .—Round to the opposite side.—Return the way you came.—Leave me to my fate.

Guide words.—Two still. Gained on. Horse weaker, more difficult keep front. Sunset . . . hill. Pursuers called ; no answer, but on . . . hill. Close. Climb. Steeper as up. Evening prayers rock . . . house. Opposite side, steep, . . . steps. Difficult horse . . . , but I Dis-mounted.

Men also, & address, "What aim night no road? Where? Who deliver? Come leader, intends King." Answered, "Not trust; not join whatever aim. Return, leave fate."

They, "Wish never; but, as here, how desert? Since you not with, follow serve".

H

Form suitable sentences.—

- | | | |
|------------------|---------------------|------------|
| 1. An honest man | is worthy of | a beating. |
| 2. A brave boy | ..... | trust. |
| 3. A bad boy | ..... | honour. |

4. A good father	.....	a good servant.
5. A good husband	.....	a good son.
6. A kind master	.....	a good wife.
7. A good seaman	.....	a good horse.
8. A good rider	.....	good paints.
9. A good painter	.....	good printing.
10. A wise book	.....	a fine ship.

Conversation.—

Boy 1.—"I am going to tell you a **secret**."

Boy 2.—"What is the **secret**?"

(*Boy 1 whispers in Boy 2's ear.*)

Boy 2.—"Oh! Is that a **secret**?"

Boy 1.—"Yes, it's a **secret**. Don't tell anyone."

Form suitable sentences.—

1. It was dark,	so I lit a	match.
2. It was cold,		fire in the room.
3. I wanted to smoke my pipe,		fire on the hill
4. I wanted to cook some food,		top.
5. There was danger!—I wanted		lamp.
to tell the army far away,		fire in the kitchen.

Conversation.—

Example.—Boy 1. Now do not **deceive** me: tell me, what is your name.

Boy 2. My name is Sir William Woodenhead!

Boy 1.—That is not so: you are **deceiving** me.

Boy 2. I will not **deceive** you. My real name is

A

1. What is your name ?
2. What is your age ?
3. Have you any brothers ?
4. Where do you live ?
5. How many eyes have you ?
6. When did you last have any food ?
7. What did you eat for breakfast this morning ?
8. Have you ever killed a lion ?
9. Have you any money in your pocket ?
10. Have you ever seen the King ?

B

Little Angel-face.
 One hundred and two.
 Yes, twenty-three brothers.
 I live in prison.
 Two eyes in front and one at the back.
 A month ago.
 Boiled mice.
 Yes, I kill two every day.
 Yes, a thousand pounds.
 Often ! He is my uncle.

Warnings.—Village of Karman.—A **worthy** fellow.—
Trustworthy.—Closed my eyes *in* sleep.

Guide words.—On with . . . Not worthy trust ; aim give up to enemies. Karman. Worthy fellow. Chief of Ghava. Kadir Berdi. Thinking . . . , addressed & asked deliver from Sent bring food us horses, & meet . . . place . . . prayer. Learnt later fellows met . . . , message, telling where.

Stone house, fire. As soon as . . . , sleep.

These. . . pretended to. . . , but all the time. . . When woke, " Not leave until . . . , for he But not secret enough. Garden where . . . until" Horses night & . . . garden. On one roof.

I

Form suitable sentences—

I should be **alarmed**

at the sight of
 if I saw
 if I met

a lion.
 a mouse.
 a wolf.
 a fly.
 a dead lion.
 a giant.
 a mad elephant.
 a mad hen.

The . . . A . . . made a **resolve** to . . . B . . .
resolved

<p>A.</p> <ol style="list-style-type: none"> 1. soldier. 2. seaman. 3. doctor. 	<p>B.</p> <p>desert the ship. help the sick man. fight bravely.</p>
<ol style="list-style-type: none"> 4. learned man. 5. thief. 6. painter. 	<p>paint a beautiful picture. write a big book. steal the rich man's gold.</p>
<ol style="list-style-type: none"> 7. poet. 8. King. 9. teacher. 10. school-boy. 	<p>make the boys learn. run away and play. rule the country well. write a beautiful poem.</p>

*Read this, inserting the word **Mercy, Merciful** ; then give the substance.—*

. . . means kindness.—. . . means more than kindness ; it means kindness to a person who does not expect kindness.
 —. . . means kindness to a person who is in your power.
 —. . . means kindness to a person whom you might easily hurt.—. . . means kindness to a person who is expecting to be hurt by you.—Two men are fighting with swords. One man takes away the other man's sword. He could easily kill him now ;—but he does not kill him ; he has . . . on him ; he shows him . . . , and allows him to live.
 means ' full of ' God is , for He is full of We are all in His power ; we might expect Him to be angry because we are foolish and bad ; but He is kind to us, and shows us His

Frame and answer questions.—

Did . . . A . . . **have mercy on** . . . B . . . ?

Did . . . A . . . **show mercy** to . . . B . . . ?

Was (were) . . . A . . . **merciful** to . . . B . . . ?

- | | | |
|--------------------------|-----|--------------------|
| 1. Richard Lion-Heart | ... | Robin Hood.* |
| 2. Grendel | ... | Hrothgar's men. |
| 3. Beowulf | ... | Grendel. |
| 4. Joseph's brothers... | ... | Joseph. |
| 5. Joseph | ... | his brothers. |
| 6. Pharaoh | ... | his cook. |
| 7. Pharaoh | ... | his chief servant. |
| 8. Alexander | ... | Porus. |
| 9. Alexander | ... | Bessus. |
| 10. Mr. Warren's servant | ... | Dick. |
| 11. Alice | ... | Dick. |
| 12. Blue Beard | ... | his wives. |
| 13. Fatima's brothers | ... | Blue Beard. |
| 14. The Queen | ... | Snow-white. |
| 15. The Queen's servant | ... | Snow-white. |

Warnings.—Find out *if* he knows . . . —*Thrown* into a terrible state of alarm.—Said within myself (Say 'said to myself').—Gave myself up to solemn thoughts.

Guide words.—Noon fellow roof, "Yusuf". Officer enemies. "Find if knows . . . Truth, not . . ." Y., "Not deceive. Why? S.B. news here and sent." Hearing . . . alarm. Nothing that . . . more than . . . Strength gone. Corner. Said self, "Why? If 100 or 1,000, yet at last . . .

'If man . . . night,
Or for . . . light,
Yet . . . die.
And leave . . . delight'."

Meet fate. Stream. Washed, prayer, . . . twice. Thoughts; and just . . . mercy—when sleep.

J

Frame suitable sentences.—

(a) A . . . has **faith** in his . . .

- | | |
|-------------|--------|
| 1. soldier. | ship. |
| 2. seaman. | horse. |
| 3. woodman. | sword. |
| 4. rider. | axe. |

*1. Yes; 2. No; 3. No; 4. No; 5. Yes; 6. No; 7. Yes; 8. Yes; 9. No; 10. No; 11. Yes; 12. No; 13. No; 14. No; 15. Yes.

(b) A . . . keeps **faith** with his . . .

1. King.	people.
2. father.	soldiers.
3. captain.	labourers.
4. farmer.	children.

(c) A . . . is **faithful** to his . . .

1. dog.	driver.
2. elephant.	master.
3. horse.	officer.
4. servant.	rider.
5. soldier.	master.

Ask and answer.—

By what **trick** did . . A . . **attempt** to deceive . . B . . ?

—“ . . A . . **attempted** to deceive . . B . . by . . . ”

1. The Wolf . . . Little Red Coat. (—dressing in her grandmother's clothes).
2. The Forty thieves. Ali Baba . . . (—hiding in the oil-pots).
3. Robin Hood . . . The Sheriff . . . (—pretending to be a foolish meat-seller).
4. Richard Lion-Heart. Robin Hood . . . (—dressing as a pilgrim).
5. The wizard . . . Princess Badrul. (—offering new lamp for old).
6. Joseph's brothers . . . their father . . . (—putting blood on Joseph's coat).
7. Mrs. Bouncer . . . Box and Cox . . . (—letting the same room to both).

Now look in the square at the top of page 106, and you will see something wonderful.

Ask and answer.—

How many officers and men are there in **one**
two troop (s)
three,
etc.

[in the . . . army ?

Army	Officers in each troop	Men in each troop
English	3.	60.
Indian	3.	70.
French	4.	80.
Egyptian	5.	80.
Persian	6.	80.
Macedonian	7.	90.
Russian	0.	100.
in the army of—		
China	1.	30.
Greece	2.	40.
Portugal	3.	50.
Honolulu	2.	1.
Iceland	0 (There is no army.)	0.

Warnings.—In *whom* I had great faith—Mounted on grey horses—An **easy** heart.—Trick me into yielding.—Failing *in* this attempt.

Guide words.—Dream Kwaja Yahub others faith. Grey, said, “Not alarmed; faithful. Father sent tell faith, make King.”

Woke easy . . . dream, . . . just when Yusuf and . . . trick. Resolved to . . . , and talking trick . . . yielding. I said, “All . . . nice but just waiting to”

Sound . . . outside. Yusuf, “If we had . . . money. As it is, troop seize. Noise . . . horsemen track.”—Alarmed. No mercy.

Troop . . . gate. Failing, broke and entered. Muhammad Barlas, Babai Pargari, 15–20. Thanked God.

* Teacher—In the British army a troop of cavalry contains one captain, two junior officers and sixty men. The other figures are imaginary.

There is nothing in the square. It was only a **trick** to deceive you.

LESSON 7

"GIFTS" AND "SWEET AND LOW"

GIFTS

(No new words)

Guide words.—If man horse to . . . and boat to . . . , always . . . & . . . , whether he is . . . or And if he has a . . . & a . . . , his home will be . . . , however . . . room may be.

A

Learn to read the poem aloud nicely.—(The following shows the correct pronunciation and delivery of the passage, from a Dictaphone record.)

Give | a man a **horse** | he can **ride**, ||
 21 9' 55 9

Give | a man a **boat** he can **sail**; ||
 21 9 67 9 21

And his **rank** / and **wealth**, | his **strength** / and **health**, |
 3 3 3

On **sea** | nor **shore** | shall **fail**. || |
 11 55 3 21

Give | a man a **pipe** | he can **smoke**, ||
 21 9 9 67

Give | a man a **book** | he can **read**: ||
 21 9 7' 9 11

And his **home** / is **bright** | with a **calm** / **delight**, |
 3 67 9 44 41

Though the **room** | be **poor** | **indeed**.
 9 11

(James Thompson.—With permission.)

B

Ask and answer.—

- (a) Do men **breath** under water ?
 fishes in the dark ?
 when they are dead ?
 when they are asleep ?

- (b) Do you **breathe** faster when you are . . A . . or
 when you are . . B . . ?

—“ I **breathe** faster when I am ”

A

B

A

B

sleeping	running walking sitting quiet	sitting quiet	running walking sleeping
running	sleeping walking sitting quiet	walking	sleeping sitting quiet running

Ask and answer.—

- (a) Give me the name of a boy who is in the eastern
 western
 northern
 southern
 [part of this room.
 —“ . . (name) . . is in the . . . part of this room.”

- (b) Give me the name of a town eastern
 river in the western
 hill northern
 southern
 [part of England.—(India.—your country).
 —“ . . is in the . . . part of ”

Do and say.—

right hand
left hand
pen on your **breast.**
(a) Put your pencil on my
paper on . . . (name) . . 's
book

(b) Put the first (second, *etc.*) finger of your right (left)
[hand on your my **breast.**
 . . (name) . . 's

Guide words.—Evening. Moon. Wind over . . . sea, gentle . . . Husband away; mother sings . . . , “ . . . gently, wind . . . , and bring . . . , while . . . , while”

Learn to read the poem aloud nicely. (The following shows the correct pronunciation and delivery from a Dictaphone record.)

(Slowly, giving great length to the long vowels.)

Sweet/ and low, | sweet/ and low, |
11 3 67 | 11 3 67 |

Wind/ of the western/ sea; ||
41 5v 9 11

Low, / low, / breathe and blow, |

Wind of the western/ sea! ||

Over the rolling waters/ go,

Come from the **d y i n g** moon,/ and **blow**,/

Blow him again/ to me ; ||

While/ my **little** one, | **while**/ my **pretty** one/

sleeps. |||

¹¹
Sleep/ and rest, | sleep/ and rest, —

11 3 3
Father will come to thee soon : ||

Rest, / rest | on mother's / breast,— |

Father / will come to thee / soon. ||

(Quicker) Father will come to his babe in the nest;— |

(On a lower note)— } Silver sails / all out of the west /
 } Under the silver moon: ||

(Very slowly) . . . Sleep, / my little one: | sleep | my
 pretty one, ||| sleep.

(Alfred Tennyson.)

LESSON 8

THE CARE OF THE TEETH

A

Frame and answer similar questions.—

- (a) How many **teeth** has a child aged . . . ?
 two
- (b) How many **teeth** have three children aged . . . ?
 etc.
- (c) How many teeth have one child aged . . . and
 one child aged . . . ? (Give the total.)

Age.	Number of teeth	Age	Number of teeth
5 months.	1 tooth.	1 year.	10 teeth.
6 months.	2 teeth.	1½ years.	12 "
7 months.	4 teeth.	1½ "	14 "
8 months.	6 teeth.	1¾ "	16 "
9 months.	8 teeth.	2 "	20 "
		2½ "	22 "
		3 "	24 "
		4 "	28 "
		5 "	32 "

*Read, inserting the word **Root**.—*

A . . . is the part of a plant which holds the plant in the ground: the . . . also takes food from the ground and sends it up into the rest of the plant. So the plant grows up from its . . .

In the same way the word ' . . . ' is used to mean that part from which anything grows up. Hair grows up from the skin; the . . . of a hair is that part which is fixed in the skin. The fingers grow out from the hand; the . . . of a finger is that part which is nearest the hand. The tongue grows up from the lower part of the mouth; the . . . of the tongue is the part just behind your lower teeth. The . . . of the nose is the small part just between your eyes.

Ask and answer.—

1. What does the **root** of a plant do?
2. What does the **root** take from the ground?
3. Where is the **root** of your hair?
4. Show me the **root** of your first (second, *etc.*) finger.
5. Put your finger on the **root** of your tongue.
6. Put your finger on the **root** of your nose.
7. Where is the **root** of a cow's tail—at the cow-end, or at the other end?

Ask and answer.—

Of what **material** is a . . . made?

—"The **material** of a . . . is"

- | | | |
|-----------|-------------------|-----------------------------|
| 1. table. | 6. bridge. | 11. outside part of pencil. |
| 2. crown. | 7. looking-glass. | 12. lady's dress. |
| 3. book. | 8. key. | 13. door. |
| 4. coat. | 9. floor. | 14. this house. |
| 5. sword. | 10. window. | |

(a) What colour is the **shell** of a . . . ?

—"The **shell** of a . . . is white" (green, black, *etc.*)

1. a hen's egg.
2. a bean.
3. a swan's egg.
4. the seed of an apple.
5. a grain of wheat.

(b) Say the names of all the fruits you know, which have **shells**.

(Names to be given in boy's own vernacular, thus
'The Lichu has a shell'.)

(c) Say the names of all the animals you know, which have **shells**.

(Names to be given in vernacular.)

Ask and answer.—

What **protects** . . . from . . . ?

1. a king his enemies.	A hat.
2. your body the cold.	Your clothes.
3. a hen's body . . . the cold.	His army.
4. your head the cold.	Feathers.
5. this room rain.	Shoes.
6. your feet stones.	Mail.
7. windows thieves.	The roof.
8. soldiers blows.	Bars.
9. the wheel of a cart . . . the road.	A box.
10. a book dirty fingers.	The sea.
11. your clothes on a journey . . . dirt.	An iron band.
12. England all enemies.	The outside cover.

Warnings.—is pointed (= has a point).—From top to bottom (*not* 'the').

TOOTH



Guide words.—Picture of tooth ; large, back of mouth. Lower pointed ; root . This two. Into bone and hold . . . , just as tree ground. Cut half. Two material. Outer . . . glass. Thickest top, for that . . . on which Sides not so ; roots none. Inside softer. Pain inside part, outside shell not. Fishes. Soldiers. Same way tooth.

B

Ask and answer.—

(a) What animal **attacks** . . . A . . . ?—"The . . B . . **attacks** . . A . . ?"

(b) What animals are **attacked** by the B ?—" . . A . . are **attacked** by the . . B . . ."

A	B
1. cats.	the lion.
2. sheep.	the wolf.
3. mice.	the dog.
4. men.	the cat.

(c) With what does a . . . **attack** his enemy ?

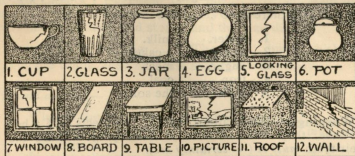
—"A . . . **attacks** his enemy with his"

1. soldier.	feet.
2. (an) ass.	sword.
3. swan.	teeth.
4. dog.	paws.
5. bear.	wings.

Ask and answer.—

(a) "Is the . . . **cracked**?"

(b) "Is there a **crack** in the . . . ?"



Form suitable sentences.—

often	decay (s), suffer (s) from decay .
. . . sometimes	
never	

- | | | |
|-----------|------------|----------------|
| 1. Wood. | 5. Jewels. | 9. Stone. |
| 2. Gold. | 6. Iron. | 10. Buildings. |
| 3. Glass. | 7. Meat. | 11. Silver. |
| 4. Cloth. | 8. Teeth. | 12. Skin. |

Form similar sentences.—

The loss of one halfpenny would be a **slight** loss.

The loss of one hundred pounds would not be a **slight** loss; it would be a great loss.

- | | |
|-------------------------------------|---|
| 1. The loss of one thousand pounds. | 7. The loss of one's wife. |
| 2. The loss of one penny. | 8. The loss of one's good character. |
| 3. The loss of a pencil. | 9. The loss of a hair. |
| 4. The loss of a motor-car. | 10. The loss of one's life. |
| 5. The loss of one's hat. | 11. The loss of my beauty. |
| 6. The loss of one's head. | 12. The loss of (. . .
name of boy . . .)'s voice. |

Ask and answer.—

Is there a **slight** amount of . . . in . . . ?

"Yes, there is a **slight** amount of . . . in"

"No, there is no . . . in"

1. water.	milk.
2. salt.	a cake.
3. sugar.	meat.
4. iron.	coal.
5. milk.	the soil.

Warnings.—*Would* attack, but . . . protects.—If a hole *is* made, they *enter*.—Power of destroying.—Think that their teeth *must be* (= *certainly are*).

Guide words.—Book 2 'seeds.' When cut, seeds skin pain swelling. Also in mouth, waiting attack Not attack shell. Would . . . soft inside, but . . . protects. If hole, enter, attack. In what way hole? After . . . , pieces in cracks, and where skin shell meet. Decay in . . . Liquids. Power of Just where . . . touches. Seeds enter, destroy. Pain; & if . . . , whole destroyed slight, pain slight. Very . . . no . . . at all. Many think that, because . . . , must be . . . : and yet . . . may be . . . decayed.

C

Read, inserting the words **Poison** (s), *or* **Poisonous** *or* **Poisoned**.

The word . . . means any material which causes illness or death if it enters the body.— . . . may enter the body in four ways. A person may be . . . by drinking a . . . liquid; or he may be . . . by eating some . . . food or powder; or he may be . . . by breathing in . . . with the air. A . . . may also enter the body through a wound.

There are three chief kinds of

Class 1.—The Sleepy . . .—These . . . make the . . . person go to sleep, and he may never wake up again.

Class 2.—The second class of . . . is just the opposite of the first class of . . . These make the . . . person want to jump and run. His heart goes very quickly. At last the heart becomes tired, and stops ; and the man dies.

Class 3. The Burning . . .—These . . . burn the skin. If they are drunk, they burn the skin inside the body.

Ask and answer.—

1. What is the meaning of the word '**poison**' ?
2. Tell me three ways in which a person may be **poisoned**.
3. In what other way may a **poison** enter the body ?
4. What is the first class of **poisons** ?
5. What does the second class of **poisons** make the **poisoned** person do ?
6. What is the third class of **poisons** ?
7. What do these **poisons** do if you drink them ?

Form similar questions, and answer them.—

(a) What would be the **result** if you put your finger in the fire ?

(b) What would be the **result** of putting your finger in the fire ?

—“ The **result** would be that my finger would be ”

- | | |
|---|--------------------|
| 1. Put finger in fire. | (burnt). |
| 2. Threw water on the fire. | (go out). |
| 3. Put your face in a pot of red paint. | (become red). |
| 4. Jumped from a very high wall. | (leg broken). |
| 5. Dropped an egg on the floor. | (egg broken). |
| 6. Dropped a baby on the floor. | (cry). |
| 7. Took a fish out of the water. | (die). |
| 8. Washed your face. | (look much nicer). |
| 9. Stayed away from school for a week. | (father angry). |
| 10. I hit you on the nose. | (a fight). |

Ask and answer.—

How many . . . are there in one complete **set**?

—"There are . . . (teeth, *etc.*) in one complete **set**."

- | | | |
|-------------|------------------|--------------------|
| 1. teeth. | 4. ears. | 7. (Horse's) legs. |
| 2. lips. | 5. (Man's) legs. | 8. (Bird's) wings. |
| 3. fingers. | 6. (Fly's) legs. | 9. (Bee's) wings. |

How many . . . has a (n) . . . in one complete **set**?

- | | |
|-----------------|------------------------|
| 1. legs—an ant. | 4. ears—a cat. |
| 2. arms—a man. | 5. wheels—a cart. |
| 3. feet—a dog. | 6. wheels—a motor-car. |

*Ask these questions and answer each twice : e.g. "Pearls are found in . . . : **pearls** are not found in"*

- Where are **pearls** found?—In the sea : In the ground.
- What creatures produce **pearls**?—Ants : Fishes.
- In what part of the creature is the **pearl** found?—Its shell : Its eye.
- Of what shape are **pearls**?—Round : Square.
- Of what colour are **pearls**?—Green : White.
- What is the price of a **pearl** this size—O?—£1 : 1 penny.
- What people use **pearls**?—Rich : Poor.
- For what are **pearls** used?—Food : Dress.
- Why are **pearls** used?—Because they are ugly : . . . beautiful.

Form suitable sentences.—

- . . . is **precious**.
 . . . is not **precious**.

- | | | |
|------------|-------------|----------------|
| 1. Wood. | 6. Paper. | 11. Coal. |
| 2. Stone. | 7. Sugar. | 12. A pearl. |
| 3. Gold. | 8. Iron. | 13. Talk. |
| 4. Earth. | 9. A jewel. | 14. The truth. |
| 5. Silver. | 10. Salt. | 15. Health. |

Warnings.—If you *kept* . . . you *would* not be surprised if . . .—*Just* as precious . . .—Are pearls *indeed* (= *certainly*).

Guide words.—Ask, “Why . . . if cause no . . . ?” Great deal. All . . . passes through . . .—A . . . tooth is a . . . tooth. Not only . . . itself, but also . . . , for always This . . . with food. Result every bit of . . . which . . . has Result . . . for every meal. Result stomach . . . & body If meat mouth month, not surprised if Decayed . . . just as . . . as . . . meat.

First set 2 years. Begins fall 6 or 7. By 11 second. This . . . life-time. If lost, no other. Poets write “. . .”; indeed. More precious, for all . . . not buy . . . as good.—Can you answer . . . ?

D

How do you **preserve** . . . ?—“You may **preserve** . . . by . . . ing”

1. milk.
2. fruit.
3. meat.
4. wood.

- painting it.
boiling it in salt.
boiling it in sugar.
boiling it.

5. your teeth.
6. your hair.
7. your skin.
8. your eye-sight.

- wearing dark glasses.
cleaning them.
brushing it.
washing it.

9. pictures.
10. your feet.
11. your health.
12. your money.

- taking care of the pence.
plain living.
putting glass in front of them.
wearing shoes.

Form suitable sentences.—

. . . is an **excellent**

- | | |
|------------|-----------------------|
| 1. Bread. | material for clothes. |
| 2. Milk. | thing for cutting. |
| 3. Silk. | food. |
| 4. An axe. | drink. |
-

- | | |
|---------------|----------------------|
| 5. A train. | game. |
| 6. Stone. | way of travelling. |
| 7. My father. | material for houses. |
| 8. Football. | man. |
-

(. . . *name of boy in the school* . . .) is an excellent

[singer
[football player
[runner
[jumper
[talker
[eater

Make these statements into rules, thus :

“Rule 1. “All boys *shall* come to school with clean faces.”

or

“Rule 1. “No boy *shall* come to school with a dirty face.”

(*N.B.—Say the word **Rule** each time.*)

One boy says the rule : the others all say together.—“We will all try to keep this excellent **rule.**”

1. All good boys come to school with clean faces.
2. No good boy comes to school with dirty hands.
3. No good boy makes a noise in the school building.
4. All good boys bring a pen and a pencil to school.
5. No good boys forget to bring their books to school.
6. All good boys come to school at the proper time.
7. No good boy fights or quarrels with another boy.
8. No good boy calls another boy bad names.
9. All good boys raise their hands before speaking.

10. All good boys stand up when they speak to the teacher.
11. No good boy draws pictures on the wall of the school.
12. All good boys are silent when the teacher is speaking.

Ask and answer.—

Does do a boy any **harm**?

—"Yes, does do a boy **harm**."

—"No, does not do a boy any **harm**."

- | | |
|----------------------|----------------------------------|
| 1. Eating too much. | 9. Eating a few sweets. |
| 2. Playing football. | 10. Eating a lot of sweets. |
| 3. Hard work. | 11. Laughing. |
| 4. Lazy-ness. | 12. Reading. |
| 5. Plain food. | 13. Reading nasty books. |
| 6. Loss of sleep. | 14. Talking to nasty fellows. |
| 7. Getting angry. | 15. (<i>Do</i>) Decayed teeth. |
| 8. Coming to school. | |

Ask and answer, using the word 'supper' in each answer.—

1. Where do you have your **supper**?—I have my **supper** in
2. At what time do you have your **supper**?
3. Where does your brother eat his **supper**?
4. What do you have for your **supper**? ("I have . . . & . . . for supper").
5. When do you eat a large **supper**? (. . . . hungry).
6. When do you eat no **supper**?
7. Who brings you your **supper**?
8. Who eats **supper** with you?
9. What do you do after **supper**?
10. Have you had your **supper** today?

Warnings.—Toothbrush (*one word, no hyphen*).—Preserve from.—Let in (=allow to go in).—It is an excellent rule to brush (*Analysis of sentence,—*

<i>Subject</i>	<i>Verb</i>	<i>Complement</i>
| "To brush . . .	| . . . is . . .	| . . . rule . . .")

Guide words.—What . . . to preserve these . . . ? In order to . . . , all do is to Bits . . . left after . . . make hole through These holes let in Therefore . . . rule to If keep . . . , should preserve . . . until But rule so . . . that only . . . !

Awake, tongue lips moving. So pieces . . . moved about. Never remain . . . , so not able to . . . : never allow . . . long enough to Harm night, when . . . quiet, & . . . one place. Reason always . . . night. Bed with

Some foolish . . . , then supper. All . . . from supper mouths night, harm. Clean *after*.

Clean brush. Small. Not across, for jump. Up down. go into Back of teeth. New brush as soon as

LESSON 9

THE RED CAPTAIN

A

Note to Teacher:—In Section B each boy requires four matches (or short sticks).

Ask and answer.—

From where do we **obtain** . . . ?—"We **obtain** . . . from"

- | | |
|------------|------------|
| 1. milk. | the sea. |
| 2. pearls. | the earth. |
| 3. coal. | hens. |
| 4. eggs. | the cow. |

- | | |
|------------|------------|
| 5. jewels. | milk. |
| 6. butter. | the earth. |
| 7. fish. | trees. |
| 8. apples. | the sea. |

9. stone.
10. grass.
11. salt.
12. feathers.

- birds.
- rocks.
- the fields.
- the sea.

Frame and answer similar questions.—

(Note—A stone falls about 60,000 feet in one minute.)*

(a) A stone falling from a **cliff** takes one minute to reach the bottom.

How high is the **cliff**?—"The **cliff** is 60,000 feet high."

1. half a minute.
2. quarter of a minute.
3. one tenth ($1/10$ th) of a minute.
4. one hundredth ($1/100$ th) of a minute.
5. one thousandth ($1/1000$ th) of a minute.
6. one sixth ($1/6$ th) of a minute.
7. one sixtieth ($1/60$ th) of a minute.
8. one thirtieth ($1/30$ th) of a minute.
9. one twentieth ($1/20$ th) of a minute.

(b) The shadow of a **cliff** is twenty feet wide. The shadow of a six-foot man is 3 feet long. How high is the **cliff**?—"The **cliff** is 40 feet high."

Shadow of 6-foot man

- (a) 2 feet.
- (b) 1 foot.
- (c) 12 feet.
- (d) 18 feet.
- (e) 24 feet.
- (f) 6 feet.

Shadow of Cliff

- 10 feet.
- 15 feet.
- 20 feet.
- 25 feet.
- 30 feet.
- 40 feet.

* The exact figure is 57,600.

Form suitable sentences.—

It is ^{very probable}
probable that . . . tomorrow.
not probable

- | | |
|--|---|
| 1. There will be rain. | 9. A baby will be born in India. |
| 2. I shall be ill. | 10. I shall grow taller. |
| 3. I shall be late for school. | 11. I shall grow three inches taller. |
| 4. I shall know my lessons. | 12. I shall become wiser. |
| 5. (. . . name . . .) will not know his lessons. | 13. (. . . name . . .) will become wiser. |
| 6. I shall eat my breakfast. | 14. The teacher will become taller. |
| 7. I shall eat a rabbit for breakfast. | 15. The teacher will become shorter. |
| 8. There will be a cold wind. | |

Ask and answer.—

(a) The word '**Indicate**' means 'to be a sign of'.

What **indicates** . . . A . . . ?—" . . . B . . . **indicate(s)** . . . A . . ." or "The . . . A . . . is **indicated** by . . . B . . ."

A.

B.

- the time.
- the time when you have no clock.
- the time at night.
- distance on a road.

mile-stones.

a clock.
the stars.
the sun.

- the age of a horse.
- the age of a tree.
- the age of a man.
- the age of an egg.

the rings in the wood.
his grey hair.
the smell.
its teeth.

The word **Indicate** means "to point out".

(b) Do and say.—

Boy 1. "**Indicate** to me where . . . is sitting.—"

Boy 2. (*pointing*) "There! I have **indicated** to you where . . . is sitting."

1. (. . . name of boy . . .)
2. the best boy in the class.
3. the tallest boy in the class.
4. the smallest boy in the class.
5. the youngest boy in the class.

Warnings.—To take him prisoner.—*All* along the edge.—Before long.—*Had better* lie down.

Guide words.—R.C. is . . . of . . . News that . . . cliffs. Ralph help of company, Capt. O'Connor, take prisoner.

Sun rising when . . .—O'C. men along, so no climb without . . . Then with R. to rock from which view of . . .

O'C., "Wait. Probable before long one out. Probably top to . . . If so, indicate where . . . I to right; you left. Lie; for, if stand rock, they . . . of us, before we . . ."

B

Conversation.—

Boy 1.—Listen, I am going to **whisper**. (*Whispering*)
"Whisper to . . . (*name of Boy 3*) . . . what you think of him."

Boy 2.—(*Whispering to Boy 3*).—You are a (good)* **lad**.

Boy 1.—What did you **whisper**?

Boy 2.—I whispered, "You are a (good) **lad**."

*good.

*lazy.

*silly.

*kind.

bad.

nice.

terrible.

unkind.

wise.

ugly.

noble.

proud.

foolish.

kind.

nasty.

strong.

brave.

fat.

curious.

wonderful.

Frame sentences ending with the words "for he (she, it) is thoroughly"

- | | |
|--|-----------|
| 1. Mr. Spender will lose all his money. | bad. |
| 2. Mr. Killem ought to be hanged. | silly. |
| 3. I do not like Mrs. Talktalk. | lazy. |
| 4. Bill Wontry learns nothing at school. | dirty. |
| 5. I must wash my face. | careless. |
-
- | | |
|---|----------|
| 6. Tom Fathead cannot learn his lessons. | healthy. |
| 7. Old Mr. Footingrave will probably die. | foolish. |
| 8. Susan Squashface will not get married. | ill. |
| 9. Grandmother Tuffnutt will live for ever. | dusty. |
| 10. I must brush my shoes. | ugly. |

Form similar sentences.—

I have four eggs, but I only need three eggs,
 [so—I can **spare** one egg.
 —I have one egg to **spare**.

Have

Need

four	eggs.	two.
five	pounds.	three.
six	loaves.	four.
seven	chairs.	five.
eight	tables.	six.
nine	pencils.	seven.

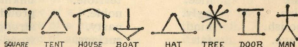
Do and say.—

Arrange four matches in the shape of a

—"I have **arranged** four matches in the shape of a"

"This is how I **arrange** four matches in the shape of a"

- | | |
|------------|----------|
| 1. square. | 5. hat. |
| 2. tent. | 6. tree. |
| 3. house. | 7. door. |
| 4. boat. | 8. man. |



Warnings.—Disappear.—Tired *of* watching.—Give it a search.—To spare the lives of.—*Follow* the shore *for a bit*.—Spot (= *place*.)

Guide words.—Half hour quiet. R. rocks half way. "Man Gone!" O'C., "Again, moment." Five minutes eyes fixed. O'C., "Certain not mistake?" R., "Quite. Grey stone, stood, then Probably saw" Ten minutes. Tired of. O'C., "Party to place, search. R., along line, men from where Think 10 top."

This quickly Before, O'C., "Wish . . . lives . . . , if possible. Band of . . . ; but, if . . . , of course shoot. See loaded. Line over rocks; for, if fall, shoot . . . front. Better shore first, follow. Then up to"

C

Do and say.—

Hold your	pen	below your	chair.
	pencil		table.
	book		left hand.
	paper		right hand.
	left hand		
	right hand		

Ask and answer.—

What is the word just **below** the first
second word of the
etc.

[first
 second line of this page?
etc.

Ask and answer.—

What sort of noise does a . . . make?—"A . . . makes a noise like this, . . (crack!, etc.) . . ."

- A. **Crack!** 1. Breaking a stick (A). 6. A big drum (C).
 B. **Bang!** 2. A big gun (B) 7. A stone falling on
 an iron roof (B).
 C. **Boom!** 3. A very big gun (C). 8. A shot striking a
 [stone (A).
 4. Shutting a door (B). 9. A small gun (A).
 5. Breaking a piece of 10. A table falling
 wood (A). over (B).

(Lad—See Section B above)

Form suitable sentences.—

When you are , you should act **hastily**.
 should not be in **haste**.

1. trying to write nicely.
2. escaping from a burning house.
3. getting married.
4. jumping into a river to save a child.
5. adding up numbers.
6. buying a horse.
7. choosing a house.
8. putting out a house-on-fire.
9. stopping the blood from a deep wound.
10. starting a quarrel.

Ask and answer.—

Would you **hasten** if you were . . . ?

1. late for school 6. much too early for your
train.
2. going out to be hanged. 7. wearing very small shoes.
3. travelling to a dying 8. hungry and going home
friend. to breakfast.
4. being pursued by a lion. 9. going to the head master
for a beating.
5. carrying a box of glass. 10. walking home on a
stormy day.

“FIRE ORDERS”.

When an officer gives orders to his soldiers to **fire**, he always does it in the same way. This is the right way of giving a Fire Order.—(Note—‘Five rounds’ means ‘Five shots’ or ‘Shoot five times’).

- (1. *Name of company*)—Dacca . . . School company !
- (2. *Distance*)—Two hundred yards !
- (3. *Object to be fired at*)—At the enemy near the gate.
- (4. *Number of shots*)—Five rounds **FIRE!**

So this is what the officer says :—

“Dacca School Company. Two hundred yards. At the enemy near the gate. Five rounds. **FIRE!**” The soldiers repeat each part of the order after the officer to show that they have heard correctly.

Look outside the window and give **fire** orders in this form on any trees, buildings, (*etc.*) near by. The rest of the boys repeat the order after the officer.

Do and say.—

1. Take a deep **breath**—What sort of **breath** did you take ?

—“I took . . .”

2. Hold your **breath** while I count five.—“What did you do while I counted five ?”

3. Let your **breath** out slowly. How did you let your **breath** out ?

4. Let your **breath** out quickly. How did you let your **breath** out ?

Warnings.—Farther (= *Further*).—There is no saying where . . . (= *It is not possible to say where . . .*).—An angry shout *broke* from the men.—**Breathless.**—Had got their breath.

Guide words.—Shore until opposite . . . indicated. Men line, O’C. & R. first, men . . . —O’C., “Farther left. Towards path, not away . . . : below rocks ; but no . . . exactly . . .” —Crack, ball. “On ; sooner there, less time to”

Hastened. Again & again as . . . , shots; and one heart sands. "Don't stop," O'C. as shout. "No good, give time. Spare . . . for when you are And breath for"

Forward, though . . . from time to time. Last, . . . reached . . . waited until

D

Form suitable sentences.—

pleased
A (n) . . A . . is afraid when it (he, she) **spies** a . . B.
angry

A	B
1. fox ...	... rabbit.
2. rabbit ...	... fox.
3. lady ...	... mouse.
4. mouse ...	... cat.
5. wolf ...	... fat baby.
6. fat baby...	... wolf.
7. horse ...	... elephant.
8. elephant...	... lion.
9. soldier ...	... thief.
10. old woman	... thief.

Ask and answer.—

1. Point to the chief **entrance** to this room.—"That door is"
2. How many **entrances** has this room?
3. Is the **entrance** of this room on the north, south, east or west?
4. Which **entrance** to this room would a bird use?
5. Where is the **entrance** to the school field?
6. Through what **entrance** does food enter your body?
7. Through what **entrance** does air enter your body?
8. Through what **entrance** does sound enter your body?
9. Through what **entrance** does light enter your body?
10. If I wanted to force an **entrance** into a house, what should I use?—a pencil, an axe, a needle.

Conversation.

Boy 1. Please **examine** . . . (name of Boy 3) . . .
and tell me if he knows . . . A . . .

(Boy 2 asks Boy 3 one or two questions).

Boy 1. Have you **examined** him?

Boy 2. Yes, I have **examined** him, and he knows (does not know) . . . A . . .

A

1. His A.B.C.
2. What twice two makes.
3. The names of the Kings of Siam.
4. The name of the present King of England.
5. The chief rivers of England.
6. The chief rivers of Peru.
7. The chief sea-ports of Switzerland.
8. How to hold a pen.
9. How to hold a gun.
10. How to hold his tongue.*

Ask and answer.—

1. What do you find **beneath** an apple tree?
2. What is there **beneath** your feet now?
3. What creatures live **beneath** the sea?
4. What is the largest ocean **beneath** the sun?
5. Who is the greatest King **beneath** the sun?
6. What creature sees this house **beneath** him?
7. What word is just **beneath** this mark? X

BENEATH.

8. Make a mark anywhere on the page.—Now tell me what word is just **beneath** the mark.

* (= to be silent, to keep a secret).

Make sentences about Caves, using the word Cave in each sentence.

1. . . . hole in hill or rock.
2. Animals live in
3. Men once lived in
4. Such men called ' '.
5. . . . made by water wearing away
6. Some . . . made by rivers.
7. Some . . . by the sea.
8. No light in
9. If go into . . . , lamp.
10. Wonderful . . . at Ellora (Elephanta, Cheddar, *etc.*).

Warnings.—A spy-glass.—Take hold of it.

Guide words.—O'C., "Not far. Soon spy out." Shout top where one watching with "Gone left". O'C. led. "Carefully: no doubt . . . well hidden." Forward examining every . . . & every . . . to find Man, "Enough. Not beyond." Hour, without O'C., "Smaller stones. One so that can be That flat . . . probable. Three four hold lift." Men . . . & raised. R. tried beneath.—"Entrance!" Stone back, entrance 3×2 .—"Smell. Cave; & this path. See, worn."

E

Form similar sentences—

- (a) He could **hardly** write, because his fingers were so cold.

or

- (b) His fingers were so cold that he could **hardly** write.

- | | |
|-----------|------------------------------|
| 1. see. | his shoes hurt him so much. |
| 2. hear. | he was so breathless. |
| 3. walk. | the storm made such a noise. |
| 4. speak. | it was so dark. |

- | | |
|---------------|-------------------------|
| 5. breathe. | his horse was so bad. |
| 6. follow me. | he had so few teeth. |
| 7. ride. | the smoke was so thick. |
| 8. eat. | I ran so fast. |

(a) He had **hardly** reached his home when his father died.

or

(b) **Hardly** had he . . . when . . .

- | | |
|---------------------------------|--|
| 1. got out of the burning house | the school bell rang. ² |
| 2. reached the school. | the teacher gave him
some more work. ³ |
| 3. finished his work. | he broke his leg. ⁵ |
| 4. eaten his dinner. | the roof fell down. ¹ |
| 5. started to jump. | the animal fell down
dead. ⁶ |
| 6. mounted his horse. | he felt sick. ⁴ |

Ask and answer.—

When do (does) the . . . **cease** to . . . ?

— "The . . . **cease** (s) to . . . when the . . .
cease (s) to . . ."

- | | |
|-------------------------|---------------------|
| 1. water . . . boil. | man . . . drive it. |
| 2. ass . . . go. | fire . . . burn. |
| 3. boat . . . sail. | music . . . play. |
| 4. dancers . . . dance. | wind . . . blow. |

- | | |
|-----------------------|---------------------------|
| 5. ship . . . roll. | army . . . pursue. |
| 6. enemy . . . run. | waves . . . move. |
| 7. talker . . . talk. | teacher . . . watch them. |
| 8. boys . . . work. | listeners . . . listen. |

1-5. At what time do you **cease** to . . . ?—"I **cease** to . . . at about . . . o'clock."

- | | |
|--------------------|-------------------|
| 1. work in school. | 3. study English. |
| 2. sleep in bed. | 4. study history. |
| 5. play football. | |

6-10. At what age will (did) you **cease** to . . . ?—

"I shall **cease** to . . . at the age of"

"I **ceased** to . . . at about the age of"

- | | |
|------------------------|---------------------|
| 6. cut new teeth. | 8. cry like a baby. |
| 7. eat only milk. | 9. go to school. |
| 10. enjoy being alive. | |

Ask and answer.—

Can you **observe** any . . . thing in this room.
outside the window.
in my hand.

"Yes, I can **observe** a . . . thing (in this room, *etc.*);
I **observe** a . . . (name of object)"

"No, I cannot **observe** any . . . thing in this room, (*etc.*)"

- | | | | |
|-----------|------------|------------|----------------|
| 1. white. | 4. green. | 7. wooden. | 10. broken. |
| 2. black. | 5. blue. | 8. iron. | 11. ugly. |
| 3. red. | 6. yellow. | 9. liquid. | 12. beautiful. |

Look at the picture on page 133 ; ask and answer.—

(a) On which **bush** is a bird sitting ?

"A bird is sitting on **bush** number"

(b) Behind which **bush** is a boy hiding ?

(c) Which **bush** is being eaten by an elephant ?

(d) Beneath which **bush** is there a gigantic ant ?

(e) Round which **bush** are the fairies dancing ?

(f) Which **bush** is on fire ?

(g) Which **bush** has fruit growing on it ?

(h) From which **bush** is a girl picking flowers ?

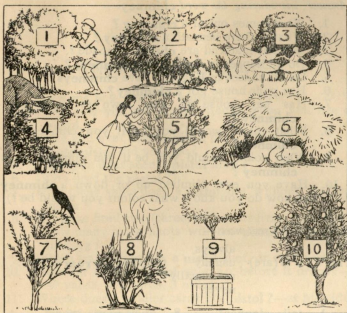
(i) Beneath which **bush** is a baby sleeping ?

(j) Which **bush** has nothing at all ?—It is just a plain **bush**!

(k) Write your name on the plain **bush**.

Warnings.—Get away (= *escape*).—Give yourselves up
(= *yield*).—One by one.

Guide words.—O'C., "Can't . . . Give up. Spare."
Hardly . . . , when laugh ; and hardly had he . . . , crack,
ball spot where . . . O'C., " . . . wise to It would



THE TEN BUSHES

be . . . , for . . . one by one."—Turning to . . . , "Two by this . . . , ready shoot Rest examine . . . , for may . . . another Not cease till"

Long time. Just as ceasing, thinking . . . , R. bushes rocks. First not carefully, . . . like others; but, as away, smoke.

Men . . . tired . . . , and ceased, when R. "Found. Bushes. Quietly without"

F

Do and say.—

- pens
pencils two
(a) **Collect** the papers of three boys.—"I have **col-**
books four **[lected . . . etc.]**"
(b) Give back the pens (*etc.*) which you have **collected.**
—"I have given back the . . . which I **collected.**"

Answer, introducing the word chimney.—

1. What comes out of a **chimney**?
2. What is there beneath a **chimney**?
3. Of what material are **chimneys** made?
4. Do all houses in India have **chimneys**?
5. Do all houses in England have **chimneys**?
6. Has your house got a **chimney**?
7. Has any house in this town (village) got a **chimney**?
8. What colour would you be if you climbed up a **chimney**?
9. What colour would you be if you climbed *down* a **chimney**?
10. Have you ever climbed up or down a **chimney**?
(Then how do you know what colour you would be?)

Form suitable sentences.—

The . . . is (are) always
usually
not usually
never found at the **rear** of the

- | | |
|--------------------|-----------------------------|
| 1. tail—elephant. | 8. quiet man—crowd. |
| 2. driver—train. | 9. two big lamps—motor-car. |
| 3. red lamp—train. | 10. big guns—army. |
| 4. teacher—class. | 11. horsemen—army. |
| 5. cart—horse. | 12. brighter boys—class. |
| 6. horse—cart. | 13. most foolish boy—class. |
| 7. leader—army. | |

Warnings.—Chimney, *plural* Chimneys.—*Led* the way (= *showed*)—To let the smoke out.—To *fall on them* from the rear (= to *attack them*).—Immediately you hear (= *as soon as you*)

Guide words.—C. collected, & R. led. Bushes, branches side, & that to hide like—Man, round, looked. C. "Steep. Net entrance, chimney.—Try. You R., more men, other entrance, so . . . rear. We chimney. You in immediately hear So, when all . . . this end . . . us, you . . . on rear."

G

Ask and answer, introducing the word 'pistol'.—

1. Show me how you aim a **pistol**—"This is how . . ."
2. Show how you move your finger when you fire a **pistol**.
3. Have you ever seen a **pistol**?
4. Whose **pistol** did you see?
5. Have you ever seen a **pistol** fired?
6. (Who fired the **pistol**?)
7. How many shots does a **pistol** fire without loading again?
8. If I have fired two (three, *etc.*) shots from my **pistol**: how many more shots will the **pistol** fire without loading?
9. Which travels farther, a **pistol** shot, or an arrow?
10. How far does a **pistol** shot go before it drops?—30 yards, 300 yards, 3 miles.
11. Where does a soldier carry his **pistol**?—at his side, on his shoulder.
12. What is the price of a good **pistol**?—£80, £8, £800.

Warnings.—Threw himself forward (= *rushed*).—Dimly lit by Struggling *hand to hand*.—Hardly escaped **having** his head broken.—**Ran** his sword through him.

Guide words.—R. six men, lay . . . , listening. Pistol left, sword right. Men whispering. Many. Ceased. Shout, crack, R. . . . forward path, . . . by men.

Cave. Lamps wall. Men shouts. "Fire!", shooting, and soldiers—Hand to hand. One, but others forward. R. hardly . . . head . . . by . . . ; but, rear in time, sword through.—Red hair gun. Last moment; man from rear, & both fell.

H

Form suitable sentences.—

The . . . is a **fierce** creature.
 is not

- | | | |
|----------|--------------|-------------|
| 1. ass. | 6. duckling. | 11. mouse. |
| 2. bear. | 7. elephant. | 12. rabbit. |
| 3. cat. | 8. fox. | 13. sheep. |
| 4. cow. | 9. hen. | 14. swan. |
| 5. dog. | 10. lion. | 15. wolf. |

Foe

(The word **foe** is common in books ; but it is not used in speaking. Say 'enemy' (III/10)).

Show, ask and answer.—

my hand
 Is my pocket **empty** ?—" Yes, your . . . is
 this box " No, (that) . . . is not **empty**."

Form similar sentences.—

" When I have drunk the milk, the cup is **empty**."

- | | |
|---|--------------|
| 1. When I have eaten all the sweets, | (tea-cup) |
| 2. When I have drunk the tea, | (box) |
| 3. When I have swallowed all the water, | (egg-shell) |
| 4. When I have eaten the egg, | (glass) |
| <hr/> | |
| 5. When all the oil has been burnt, | (chair) |
| 6. When we have all gone home after school, | (stomach) |
| 7. When I stand up, | (bed) |
| 8. When I am hungry, | (lamp) |
| 9. When I get up in the morning, | (class-room) |

Frame and answer problems.—

Twenty horsemen
 Thirty horsemen **charged** up the hill : eleven
 Forty horsemen down the hill : twelve
 etc. thirteen
 etc.

[were killed.—How many returned from the **charge** ?

*Answer in complete sentences introducing the word **Rope**.—*

1. With what do you tie up a boat ?
2. With what are sails held in place ?
3. On what does a man lead an ass ?
4. With what do you tie the arms of a thief ?
5. What do you use to make a box remain shut ?
6. On what do you hang a bad man ?
7. What do you un-tie when you take a tent down ?
8. With what are bad sea-men beaten ?

*Read, and fill in the words **Secure, To secure, Insecure**.*

The Latin word '*Se—*' means 'without', and '*cura*,' means 'care': so the word . . . means 'free from care,' 'free from fear'. If your boat is . . . , you are not afraid that it will be carried away. You will not be afraid if you have tied the boat . . . ly to a strong tree. A thief attacks you: you . . . his arms and feet with rope; he is now . . . and you need not be afraid that he will get free and run away, or attack you again. The prisoner is . . . ly shut in the prison: he is . . . ed in prison, and you need not fear that he will escape. The word . . . means 'not free from care.' If your chair is . . . you are afraid that it will break. An . . . house may fall down at any moment.

Ask and answer.—

1. What does the word **secure** mean ?
2. With what do you **secure** a boat ?
3. How do you tie the rope holding your boat ?
4. How do you **secure** the thief ?
5. In what do you **secure** a prisoner ?
6. What does '**insecure**' mean ?
7. What will an **insecure** chair do if a fat man sits in it ?
8. What will an **insecure** bridge do ?

Warnings.—Except *for*.—Shoulder to shoulder.—Had emptied.—Powder-boxes.—Broken off short (*or* Broken short)—A rush of men.

Guide words.—Fierce struggle R. & his . . . & those who attempted. Fiercely, yet driven back by Sounds other end ceased. R. felt . . . failed. Cave empty except

"Shoulder. Help in minute." Pistol empty, men . . . boxes. Sword short while guarding . . . Himself almost ground; then rush, & rest poured in.

"Now all, fire, charge!" Guns rang out. Charge. Cry, "Yield." Empty hands, prisoners.

Struggle floor. R., "Here, red fellow: leader. Lamp, rope."

Light, rope. Between back of R.C. & soldier who . . . Arms, & tied . . . ; & with another . . . feet.

I

Ask and answer.—

1. Which of these things makes a **faint** sound?—a lion, a bee.
2. Which of these plants has the **fainter** smell?—grass, a rose.
3. Which of these things has a **faintly** sweet taste?—meat, an apple.
4. When does a man speak in a **faint** voice?—(very ill)
5. At what time of day is the light **faint**?
6. Which gives the **fainter** light?—a match, a lamp.

Do and say.—

1. Say your name in a **faint** voice.
2. Draw a **faint** line.
3. Make a **faint** mark on the **faint** line.
4. Make another **faint** mark on the line.
5. Write your name **faintly** between the two **faint** marks.

Warnings.—Lost my *foot-hold*.—On top of me.—*Made* his escape.

Guide words.—R. "Where O'C.?" Voice end cave, "Here, leg." R. to spot. Light further part O'C. ground. "What! Shot?"—"No. Lamp, way came." Lamp, R. hole 20 ft. "Don't mean . . .!" "Did. Steeper, Foot-hold, fire. Another top, breath. Fire face hands. Got all?" R., ". . . Not one made . . ."

LESSON 10

DAVID AND JONATHAN

(Note to the Teacher.—The story in the reading-book is told partly in the language of the Bible. The boy, in re-telling it, should use modern style.)

A

Conversation.—

Boy 1. Have you read a **tale** called . . . ?

Boy 2. Who is the writer of that **tale** ?

Boy 1. The writer of that **tale** is

Boy 2. Indeed, the name of the writer suits the **tale** !

- | | | |
|-----------------------------|------------|----------------|
| 1. Silly Sam | ... by ... | M. T. Head. |
| 2. Two Fine Fellows | ... by ... | Ewan Mee. |
| 3. The Tale of an Elephant. | by ... | Lukby Hind. |
| 4. On the Rocks | ... by ... | C. Shore. |
| 5. Money | ... by ... | Ellis Dee. |
| 6. Spring-time | ... by ... | Teresa Green. |
| 7. The Man Outside | ... by ... | Lettie Min. |
| 8. Henry the Terrible | ... by ... | Henrietta Man. |
| 9. The Lost Child | ... by ... | Hugo Home. |
| 10. Untruthful Tom | ... by ... | Eliza Lot. |

Now find out *why* the name of the writer suits the tale.

(For answers, see page 143.)

Form suitable sentences.—

"When the . . . is (are) over, the . . . **depart** from the"

1. lessons.	birds—forest.
2. battle.	boys—school.
3. summer.	armies—battle-field.
4. day	football-players—field.
5. music	cows—field.
6. game	people—hall.

"depart to their"

7. public show	children—beds.
8. war	people—houses.
9. story	armies—own countries.

Form suitable sentences.—

is always an **evil**.
 if it is used unwisely.
 is never an **evil**.

- | | |
|--------------|---------------|
| 1. Sickness. | 7. Power. |
| 2. Health. | 8. Truth. |
| 3. Wealth. | 9. Money. |
| 4. Death. | 10. Strength. |
| 5. War. | 11. Pain. |
| 6. Peace. | 12. Untruth. |

Read this story, and afterwards tell it, looking at the figures given on the next page.

(*Note*,—forty, **fortieth**; fifty, **fiftieth**)

Once a man met a **Devil**. The **Devil** said, "I want to buy your soul."

The man said, "—And I want to buy your hat."

"How much money do you want for your soul?" said the **Devil**.

"Give me double what I pay for your hat," said the man.

"I will," answered the **Devil**.—Then the man gave him £100 (one hundred pounds). So the **Devil** gave the man £200.

"Now," said the man, "I give you two hundred pounds, and you will give me four hundred pounds."

"O!" said the **Devil**, "and how many times must I give you double?"

"Once for every year of my age," said the man. "I am fifty years old."

So they went on,—£200, £400, £800, £1,600, £3,200—At the tenth time the man gave fifty thousand pounds and the **Devil** had to pay one hundred thousand.

At the thirteenth time the **Devil** had to pay about a **million** pounds.

At the thirtieth time the **Devil** had to pay a **million millions**.

And at the fiftieth time the **Devil** had to pay one hundred thousand **million million** pounds.

"There is not so much money in the world!"* cried the **Devil**.

"Then," said the man, "it seems that my soul is worth more than all the money in the world."

MAN.		DEVIL.
At the 1st time	100.	200.
" " 2nd time	200.	400.
" " 3rd time	400.	800;
		—etc. 1,600, 3,200 . . .
" " 10th time	50 thousand.	100 thousand.
" " 13th time	...	... About a million pounds.
" " 30th time	...	... A million million pounds.
" " 50th time	...	... One hundred thousand million million pounds.

" . . . is worth more than all the money in the world."

Ask and answer.—

1. For what is a **harp** used?—
2. Of what is a **harp** made?
3. Does the player strike the **harp** with his fingers or with a stick?
4. Have you ever seen a **harp**?
5. Have you ever heard a **harp** played?
6. What beautiful creatures are supposed to carry **harps**?
—(angels.)
7. Draw a picture of a **harp**; say 'This is a **harp**', and write **HARP** beneath it.

Warnings.—Friendship.

*The actual amount of monetary gold in the world in 1925 was about 2,137 millions of pounds. (Appendix 83, p. 541 of Report of the Royal Commission on Currency)

Guide words.—Tale of Beautiful thing ; this most . . . in the world.

Spirit God . . . from Saul, & evil . . . of . . . Servants.
 “ . . . departed, & madness . . . of Devil. Mind . . . ,
 evil thoughts & troubled. Seek out man harp. Then,
 when . . . has departed & . . . is upon . . . play, & well.”

B

Ask and answer.—

(a) Who (what) **provides** us with . . A . . ?

(b) What is **provided** by . . B . . ?

A

1. Food.
2. Dresses.
3. Eggs.
4. Hats.
5. Milk.
6. Houses.

B

- a hatter.
- a cook.
- a dress-maker.
- a cow.
- a builder.
- a hen.

7. Maps.
8. Fish.
9. Books.
10. Apples.
11. Beans.
12. Grass.

- an apple-tree.
- a grass-cutter.
- a bean-plant.
- a printer.
- a map-maker.
- a fisherman.

Ask and answer using the word ‘ shepherd ’.—

1. What does a **shepherd** watch ?
 2. What creature is the chief enemy of a **shepherd** ?
 3. What sort of man is the chief enemy of the **shepherd** ?
 4. What creature is the chief friend of the **shepherd** ?
 5. Are **shepherds** usually boys or girls ?
 6. Where does a **shepherd** drive the sheep in the morning ?
 7. Where does a **shepherd** drive the sheep at night ?
 8. Tell me the name of a King who was once a **shepherd**.
- (1. Sheep. 2. The wolf. 3. A thief. 4. The dog. 5. Boys.
 6. The field. 7. Home (not ‘ to home ’). 8. David.)

Warnings.—‘*Though he is but,*’—say ‘though he is only’—**Unto**—Send them by David.

Guide words.—S., “Man music harp, bring.” Young, “Son of Jesse; David; shepherd, & harp. And, though he is . . . , yet he is . . . , & . . . , & God”

Then S. to Js. “Send D., who is” Then Js., ass. And. . . . bread wine, & sent by So D. unto S., & S. loved And S. unto Js., “Let D. stand . . . , for he” Then, when . . . was upon S., D. . . . harp; then S. well & devil

C

Ask and answer.—

(a)—Boys show various objects, including some made of brass, (e.g., pencil-case, end of pen-holder, key, cheap watch, door-lock, window-fastener).

“Is this thing made of **brass** ?”—“Yes, that is made
“No, that is not
[of **brass**.”

- (b) 1. Of what colour is **brass** ?
2. Is **brass** heavier than gold ?
3. Which costs more, gold or **brass** ?
4. Which is harder, iron or **brass** ?
5. Which costs more, **brass** or iron ?

(c) Are . . . A . . . ever made of **brass** ?—

 [“Yes, . . . are sometimes made of **brass**.”
 [“No, . . . are never

- | | |
|--------------------|-------------|
| A (a) Keys. | (e) Lamps. |
| (b) Tooth-brushes. | (f) Shoes. |
| (c) Microscopes. | (g) Bells. |
| (d) Books. | (h) Houses. |

Lesson 10M.—Answers :—1. Empty Head. 2. You and me.
3. (Tale-Tail) Look behind. 4. Sea shore. 5. £ s. d. 6. Trees are green. 7. Let him in. 8. Henry ate a man. 9. You go home!
10. He lies a lot.

Read this : then ask and answer the questions below—



ARMY ORDERS

Camp Socoh.

One tent will be provided for every eight men, and one eating-tent for every thirty-two men. Officers below the rank of Captain will have one tent between two such officers. Captains will have one tent each. 'Brass hats'* will have two tents each. Goliath will be provided with eight tents (joined together).

(Signed)

Achish

Army-Commander.

How many tents were provided in the **camp** of the Philistines for . . . ?

—"In the **camp** of the Philistines . . . tents were provided for that number of men (and officers) ".

- | | | |
|-----------------|--------------------|-------------------|
| (a) 8 men. | (g) 2 officers and | (j) 4 officers, 3 |
| (b) 32 men. | 1 captain. | captains and |
| (c) 40 men. | (h) One Brass-hat. | 2 Brass-hats. |
| (d) 64 men. | (i) 2 officers, 2 | (k) Goliath. |
| (e) 4 officers. | captains and | (l) 6 officers, 5 |
| (f) 4 captains. | a Brass-hat. | captains, 4 |
| | | Brass-hats, |
| | | and Goliath. |

* Some very high rank in the Philistine army.

Ask and answer.—

1. What is the colour of the **shirt** which you are wearing ?
2. Is your **shirt** a clean **shirt**, a not quite clean **shirt**— or a not at all clean **shirt** ?
3. Are you wearing your own **shirt** ?
4. How many pockets are there in your **shirt** ?
5. When will you next take that **shirt** off ?
6. Who made that **shirt** ?
7. When was your **shirt** made ?
8. Was that **shirt** made for you ?

Seventy, etc.

Count in tens from 10 to 200 (10, 20, 30, *etc.*)

Do and say.—

- (a) Show how you throw a **spear**.
strike with
- (b) Draw a picture of a spear, and write SPEAR under it.
head
breast
- (c) Show me how you guard your right side with a **shield**.
left side
knees
- (d) Draw a picture of a **shield** and write SHIELD under it.

Warnings.—Twenty pounds *in weight* (weight=*heaviness*)—*Head* of his spear.—We *will* be your servants . . . you *shall* be . . .

Guide words.—Philistines, Socoh. Saul Elah. P. mountain one side, S. other; valley. Giant camp of P.—Goliath.—7½ ft. high. Cap. Shirt; brass. Weight 40 pounds. Legs, shoulders, 20–30. Head of spear 80–90. Man before . . . shield. G. “Why out arrange army . . . ? Choose . . . , & . . . down If able fight, kill, we your servants; if I . . . , you our, & serve. Give man,” When S. & men of Israel . . . , afraid.

D

Ask and answer.—

1. Of what is **cheese** made ?
2. For what is **cheese** used ?
3. Is **cheese** salt or sweet ?
4. What do you eat with **cheese** ?
5. When did you last eat any **cheese** ?
6. What is the colour of most kinds of **cheese** ?
7. What sort of a smell has **cheese** ?—(Faint ? Strong ?)
8. What is the price of a pound of **cheese** ?
9. Which is heavier, a pound of **cheese** or a pound of feathers ?

Do and say.—

Greet me in the . . . way.—“ I **greet** you in the . . . way :—this is the . . . way of **greeting** a person.”

- | | | |
|------------------------------|--|---|
| 1. English— | “ How do you do ? ” | (Shake hands). |
| 2. French— | “ Bon jour ” | (Bow). |
| 3. Indian— (<i>Muslim</i>) | “ Salaam ”
3 4 4 | (Raise right hand to head). |
| | (<i>Hindu</i>) “ Nomoskar ”
5 5 4 4 | (Raise two hands, fingers together, to the face). |
| 4. Italian*— | “ Salvé ”
3 2 | (Raise the right hand above the head). |
| 5. German*— | “ Guten morgen ”
7 2 5 2 | (Take one step forward; then bow). |
| 6. Chinese*— | “ Jausan ”
4 7 3 | (Put two hands on your stomach, and bow). |

* Teacher.—These adjectives are new to the boys. Explain if necessary.

Form suitable sentences.—

- According** to the law a man ^{is} _{is not} allowed to
- | | |
|------------------------------------|--|
| (1) steal. | (8) burn his fingers |
| (2) kill a hen. | (9) drive a motor-car. |
| (3) kill a man. | (10) drive a motor-car without lamps at night. |
| (4) kill another man's hen. | (11) ride a horse without a lamp at night. |
| (5) kill himself. | (12) ride a horse with a lamp at night. |
| (6) burn wood. | (13) tell lies about other people. |
| (7) burn another man's house down. | (14) tell lies about himself. |

THE KING'S **Gift** TO SCHOOLBOYS.

1. All boys between the ages of ten and fifteen, whose names begin with any of the following letters (B. F. J. N. R. V.) will receive a **gift** of five shillings.

2. All boys between the ages of eleven and thirteen, whose names begin with any of the following letters (A. E. I. M. S. W.), will receive a **gift** of three shillings.

3. All other boys will receive a **gift** of sixpence.

According to which rule will you receive a gift ?

—" **According** to rule number . . . I shall receive a gift of"

Warnings.—To shepherd (*verb*)—See *if* your brothers are well.—Give them my **greetings**—According *as* his father had said.—Is put to shame.

Guide words.—D. gone to . . . , but brothers army : & G. up, m. & e., 40 days. Js. to D., "Wine loaves for brothers, & cheeses. Camp, greet, & . . . captain, & give See if . . . , & greeting." So D. early, . . . another shepherd, & took . . . & . . . according to words. Camp just as . . . —D. into army, greeted, & gave father's, according as As he was . . . , G. up & said . . . ; and D. heard. Men, "Seen man? King wealth to man who . . . , & daughter." D., "Who is this . . . that he . . . ?"

E

Form suitable sentences.—

In his **youth** a man is . . . than in old age.
As a **youth**

- | | |
|--|--|
| <i>is</i> —1. wiser (less wise)
2. stronger (less strong)
3. healthier (less healthy)
4. happier (less happy)
5. more hopeful (less hopeful)
6. more learned (less learned)
7. more hasty (less hasty) | <i>has more (less)</i> —
8. money.
9. troubles.
10. children.
11. grey hairs.
12. teeth.
13. descendants.
14. strength.
15. illnesses. |
|--|--|

Ask and answer.—

1. What do **lambs** become when they grow up?
2. At what time of year are **lambs** born?
3. What do very young **lambs** drink?
4. What do older **lambs** eat?
5. Of what colour are **lambs**?
6. Where do **lambs** live?
7. What animals try to kill **lambs**?
8. For what purpose do men kill **lambs**?
9. How many **lambs** does one sheep usually bear at one time?
10. What sort of noise does a **lamb** make when it has lost its mother?

Ask and answer.—

1. For what purpose is a **sling** used?
2. What is thrown from a **sling**?
3. How far is a stone thrown by a **sling**? (50—500—5,000—yards.)
4. Have you ever used a **sling**?
5. (*using a handkerchief*) Show me how to put a stone into a **sling**.—"This is how I"
6. Show how you throw with a **sling**.
7. With what did David kill Goliath?
8. Had Goliath got a **sling**?
9. Did Robin Hood use a **sling**?

To Cast

(a) (The word '**cast**' means 'to throw', e.g., "I cast a stone at him." It is commonly used in books, but it is not commonly used today in speaking.)

(b) The word '**cast**' also means 'to throw away,' e.g.—

1. **Cast-off** clothes.
2. The seaman **cast off** the rope.
3. The **cast** shoe of a horse. (The horse has **cast** a shoe.)
4. Robinson Crusoe was a **cast-away**.

The word is also used in these ways :—

5. The fisherman **cast** his net.
6. A dead body was **cast up** by the sea.
7. The lamp **cast** its **light** on her face.

- I. *Translate the above sentences into the vernacular so as to get the exact meaning of the word 'cast' in each.*

II. *Form sentences using the word cast* :—

1. Beowulf (threw away) his sword.
2. Crusoe was a . . .
3. The seaman was . . . on the shore by the sea.
4. The fisherman . . . , and caught three fish.
5. I have some . . . clothes to sell.
6. The horse could not walk because
7. I saw his face clearly, for the lamp

Warnings.—"A man of war from his youth", say "He has been soldier ever since he was a youth".—Caught him *by* the beard.—Choose, **Chose**.—I come **in** the name of—Have **shamed**.

Guide words.—Told Saul.—S. sent for D.—D., "Not be . . . , for I" S., "Not able, for youth, and he has been" D., "In my . . . was keeping . . . , and a . . . & a . . . came and . . . lamb. Though but a . . . , went after, struck, took lamb. When again, beard, killed. God, who . . . , will" S., "Go, and" S. gave D. . . . & But D., ". . . ."; and he

G. near; & man shield. G., "Dog, that you . . . ?" D., "You with . . . but I in name of" When G. near, D. meet. Bag, stone, sling. Between eyes, fell face earth.

F

Do and say.—

1. Show me how you **strip** off your coat.
2. Put a piece of cloth* round your arm :—now **strip** it off.
3. Put a piece of paper round your finger :—now **strip** it off.
4. Put a piece of paper over your eyes :—now **strip** it off.

*(e.g., handkerchief)

Form suitable sentences.—

I put on my **garments** when
I strip off my **garments**

- | | |
|-----------------------------|-------------------------------------|
| 1. I jump into the river. | 5. I have washed myself all over. |
| 2. I get up in the morning. | 6. I am very hot. |
| 3. I go to bed at night. | 7. I am cool again. |
| 4. I wash myself all over. | 8. Ants are biting inside my shirt. |

(a) *Frame correct sentences.* (b) *Ask and answer questions.—*

In the year 1929 (nineteen twenty-nine) King ruled the **kingdom** of

1. Albania.
2. Belgium.
3. Bulgaria.
4. Denmark.
5. Egypt.

2. Albert.
4. Christian.
5. Fuad.
3. Boris.
1. Zog.

6. Iraq.
7. Italy.
8. Norway.
9. Rumania.
10. Siam.

8. Haakon.
9. Michael.
7. Victor Emmanuel.
10. Pra-jadhi-pok.
6. Feisal.

Conversation.—

Boy 1.—Will you do as I **bid** you?

Boy 2.—Yes, I will do as I am **bidden**.

Boy 1. I **bid** you to

Boy 2.—I do as I am **bidden**. (*Does so*).

or

What you have **bidden** is not possible.

- | | |
|---|--|
| 1. stand up. | 9. put your hands in your pockets and pull your right ear. |
| 2. stand on one leg. | |
| 3. stand on one leg, and lift up the leg you are standing on. | 10. put both hands in your pockets and pull both ears. |
| 4. bite your finger. | |
| 5. bite your lip. | 11. put your left hand behind your head and pull your right ear. |
| 6. bite your ear | |
| 7. put your right hand in your left pocket. | 12. put your right hand behind your back and pull your left ear. |
| 8. put both hands in your pockets. | |

Warnings.—"The soul of J. was joined . . . in friendship", say "Jonathan became great friends with David".—"Made a promise to each other because they loved each other".—Angry, **Anger.**—**To eye.**—**Bidding.**

Guide words.—Army of P. fled: of I. pursued. When D. returned leader brought . . . And J. there. J. friends with D. Promise . . . because . . . —J. garment & gave to D. And . . . all garments, & gave, even sword & bow.

When D., women cities, . . . bright . . . , singing . . . , to meet S. with . . . Women answered each other as . . . , "S. 1,000s: D. 10,000s." S. . . . anger, & in his . . . , "D. . . . kingdom; for 10,000s, & me 1,000s. What more than . . . ?" Eyed. Next day . . . ; & D. harp. Spear; S., in his . . . , threw, "I will . . . D., to the wall, for he"—Servants kill.

G

Ask and answer.—

Would you **blame** a man if he . . . ?

—"Yes, I should **blame** a man for that."

"No, I should not **blame** a man for that."

1. shot an enemy.
2. shot an enemy in battle.
3. hit a ball.
4. hit a little boy.
5. threw a baby into the sea.
6. threw a stone into the sea.
7. broke his arm.
8. broke the window of your house.
9. told a lie.
10. took away a penny from a poor blind man.
11. saved you from a wild beast.
12. killed you.*

"MR. VETO."

Boy 1.—Stand! †

Boy 2.—Mr. Veto **forbids**
you to stand.

Class.—Mr. Veto **forbids**
us to stand; so
we do not stand.

or Boy 1.—Stand! †

Boy 2.—Mr. Veto does *not*
forbid you to
stand.

Class.—Mr. Veto does not
forbid us to
stand; so we
stand.

- † 1. Stand.
2. Raise your right hand.
3. Raise your left hand.
4. Raise both hands.
5. Extend your arms.
6. Take a deep breath.

7. Shut one eye.
8. Shut both eyes.
9. Put your hands in your pockets.
10. Hold your pens in your teeth.

Arrange the events in the correct order, in this way.—

Have breakfast : Get out of bed.

"I get out of bed first, and have breakfast **afterwards.**"

1. The man died : I shot the man.
2. He drank bad milk : He became ill.
3. He died : He was put in his grave.
4. He died : He became ill.
5. The stars appeared : The sun went down.
6. The teacher beat the boy : The boy disobeyed the teacher.

* No, you wouldn't—because you would be dead.

7. The thief escaped from prison : The thief was put in prison.
8. The bird laid an egg : The bird made a nest.
9. The duck laid an egg : A duckling came out of the egg.
10. Flowers grew up : I planted some seeds.

Yonder.—(This word is not common in speaking : say "Over there.")

Warnings.—Line 2 "*For what am I blamed that . . .*" say "For what am I blamed? Why does . . . ?"—God forbid that . . . —Does nothing *without* telling me—" *Let not J. know*"—say "Do not let . . ."

Guide words.—D. to J. "What done? For what . . . ? Why does father . . . ?" J., "God . . . that you . . . —God . . . that kill you. Father nothing without . . . : why hide this?" D., "Father knows friends, & forbids tell: but . . . kill, saying, 'Do not let . . .'" J., "Whatever want, do". D., "New moon, & King bidden Let me go, field. If King . . . say, 'D. asked . . . home, because feast house, & father bidden there.' Then if K. 'Well', know peace. But, if anger, then evil. You tell."—J., "I tell. Field, 3 arrows; lad, saying 'Find'. If 'on this side', come, peace. But if 'over there', go."

H

(a) . . A . . are **ruined** by . . B . . .

(b) . . B . . **ruin(s)** . . A . . .

1. Ships.	bad riding.
2. Nations.	white ants.
3. Wooden things.	storms.
4. Horses.	wars.
5. Forests.	bad roads.
6. Motor-cars.	foolish waste. *
7. Healthy stomachs.	fires.
8. Rich young men.	bad food.

9. Fields of corn.	laziness.
10. Good songs.	foolish mothers.
11. Strong babies.	bad singing.
12. Little boys.	elephants.

Form similar sentences.—

The man was **grieved** because his ass died.
 felt **grief** because his ass died.

1. mother	his ship was lost.
2. king	his boys would not learn their lessons.
3. captain	his army lost the battle.
4. teacher	her baby died.

5. farmer	the sick man died.
6. farmer's wife	he lost all his riches.
7. doctor	his corn was ruined by elephants.
8. rich man	her hens did not lay eggs.

9. fruit-grower	the house fell down.
10. poet	people said his pictures were ugly.
11. painter	his trees bore no fruit.
12. builder	no one would print his poem.

A . . . is **grieved** when he (she) is **parted** from his (her) . . .

1. husband.	ship.
2. mother.	lands.
3. farmer.	children.
4. sea captain.	wife.

5. rich man.	friend.
6. poor man.	young wolves.
7. she-wolf.	riches.
8. boy.	hut.

What day is **appointed** for . . . ?

— “. . . is the day **appointed** for”

1. saying prayers in England.
2. saying prayers in Arabia.
3. remembering that Jesus Christ was born in Bethlehem.

What time is **appointed** for . . . ?

1. getting up out of bed.
2. eating your breakfast.
3. coming to school.
4. arriving home from school.
5. learning English.
6. going to bed.

What place is **appointed** for . . . ?

1. teaching boys.
2. playing football.
3. cooking food.
4. little children to play in.
5. shutting up thieves.

Warnings.—(*none*).

Guide words.—D. field ; King meat : D.'s place empty. First S. nothing ; then, " Why . . . ? Why . . . empty ? " J., " D. asked . . . home : said, ' Feast, father bidden. ' " S. angry—" I know you . . . to be your As long as . . . , not safe, for seeks . . . you & kingdom. Send bring, for . . . die ".

J. anger, no more meat. Grief ; grieved father shame to D., & . . . knew parted.

Morning . . . time J. place which . . . , and lad . . . Three arrows, as . . . for sign. Said, " Find ". As ran, J. beyond, cried " Over there. Beyond. Haste. " Lad gathered, came. Not know sign.

J. bow arrows lad, " . . . city ". As soon as . . . , D. out of . . . south. Wept. J., " Peace, for promised ' The Lord be between . . . ' " Grief J. city.

I

Speed is usually expressed as " . . . miles **per** hour " *e.g.*, " The **speed** of this train is 30 miles **per** hour " = " This train travels thirty miles in one hour. "

Frame and answer questions.—

If a . . . A . . . travels . . . miles in . . . hours, what is the **speed** of the . . . A . . . per hour?

"The **speed** of the . . . A . . . is . . . miles **per** hour."

A				Miles.	Hours.
1.	Train	...	...	100	2.
2.	Train	...	...	120	3.
3.	Man	...	...	16	4.
4.	Ass	...	...	16	8.
5.	Elephant	...	...	16	2.
6.	Horse	...	...	45	3.
7.	Bird	...	...	200	10.
8.	Ant	...	...	4	16.
9.	Cart	...	...	2	$\frac{1}{2}$.
10.	Motor-car	...	...	10	$\frac{1}{4}$.

11. The **speed** of sound is about 12 miles **per** minute, what is the **speed** of sound per hour?

(a) Which is more **speedy**, a . . . A . . . or a . . . B . . . ?

—"A . . . is more **speedy** than a . . ."

(b) Which travels more **speedily**, a . . . A . . . or a . . . B . . . ?

—"A . . . travels more **speedily** than a . . ."

1. (an) ass : a horse.
2. a horse : an elephant.
3. a horse : a bird.
4. a swan : a duck.
5. a cow : a rabbit.
6. a rabbit : a fox.
7. a fox : a motor-car.
8. a motor-car : a cart.
9. a horse : a man.
10. a train : a horse.

Ask and answer.—

In what	street village town country	do you dwell ?
---------	--------------------------------------	-----------------------

Form suitable sentences—(see how fast you can do each group).—“ . . . **dwell**s (dwelt) in ”

Dwells ...	1.	An ant.	a hive.
	2.	A bee.	an ant hill.
	3.	A bear.	the forest.
	4.	An elephant.	a cave.
Dwells ...	5.	A fish.	a hole in the wall.
	6.	A mouse.	a tent.
	7.	A rabbit.	the sea.
	8.	A soldier.	a hole in the ground.
Dwelt ...	9.	Alexander.	Persia.
	10.	Darius.	Macedon.
	11.	Vasco da Gama.	Venice.
	12.	Marco Polo	Portugal.
Dwelt ...	13.	Kublai Khan.	Nottingham.
	14.	The Sheriff.	China.
	15.	Robin Hood.	Ferghana.
	16.	Babar.	The forest.

Mightya. (The word **mighty** means ‘ powerful ’)—*Form similar sentences.—*

England

Fiji

France

has

a **mighty** army.

Portugal

has not

Russia

Alexander
 Victoria
 Edward the Seventh was a **mighty** king.
 Elizabeth queen.
 Kublai Khan

b. (The word **mighty** also means—colloquially—‘very large’)—

Form suitable sentences.—

London		
The Pacific		peak.
Paris		ocean.
Everest	is a mighty	river.
The Amazon		island.
Australia		city.

Conversation.—

Boy 1. Will you **permit** me to . . . tomorrow?

Boy 2. “Yes, I will **permit** you to . . .”

or

“No, I shall **refuse** to let you . . .”

1. carry your books to school for you.
2. cook your dinner for you.
3. eat your dinner for you.
4. wash your clothes for you.
5. keep your money for you.
6. wear your clothes for you.
7. give you a feast.
8. give you a beating.
9. sing you a song.
10. go a walk with you.
11. live in your house.
12. wear your hat.
13. use your pen.
14. use your other motor-car.

Using the above (1-14) form similar questions and answers.—

“If I asked you to carry my books to school for me, would you **refuse**?”

“Yes, I should **refuse**.”

“No, I should not **refuse**.”

Warnings.—There nothing left for me *but* to escape.—Place appointed *for* him *to* dwell in.

Guide words.—D., "Shall . . . by the hand of S.; nothing left but to . . . & dwell there. Then S. no hope of . . . nor seek . . . ; so"

Then D. . . Achish.—A. . . place to News to S. that D. with A.; therefore no more. D. one year & four months.

P. army against Israel. A., "Know of your . . . , & the . . . which done. Therefore with me & army to . . . & we shall" But princes . . . , "What . . . do here? Refuse fight with, nor permit in army."

A., "Why not? Has he not . . . & no fault? Why not . . . ?" But princes . . . again, "Not. Make go place" A. could not . . . A. called D., "Surely grieved, for no evil since coming: but, since they . . . , I cannot"

J

Form similar sentences.—

. . . gained
. . . did not gain a **victory** over . . . at

1. Alexander, Darius,—Arbela.
2. Darius, Alexander,—Issus.
3. The French, the English,—Waterloo.
4. The English, the French,—Trafalgar.
5. Robin Hood, Little John,—the bridge.
6. Grendel, Beowulf,—the Hall of Hrothgar.
7. The Philistines, the people of Israel,—Gilboa.
8. (*local football team*)—(*another team*)—(*place where game [was played]*).

Issus

Waterloo

Arbela was a (n)

Trafalgar

(*etc., other battles*)

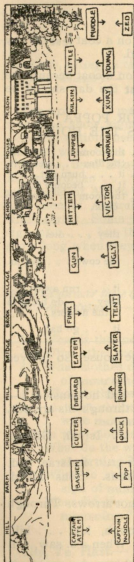
English

Macedonian

(*etc., other nations*)

victory.

Slay, Slain. (*This word is common in books, but is not much used today in speaking. Say 'kill', 'killed'.*)



See the picture : ask and answer.—

Who **defended** the (hill) against Captain . . . ?

(a) Captain . . . **defended** the (hill) against Captain

(b) The (hill) was **defended** by Captain . . . against Captain

*Ask and answer, using the word **armour**.—*

1. Of what is **armour** made ?
2. Why did soldiers wear **armour** ?
3. Against what did **armour** protect the soldiers ?
4. Was the **armour** heavy ?
5. Could soldiers run fast in **armour** ?
6. Why could not soldiers run fast in **armour** ?
7. Did the soldiers of Alexander wear **armour** ?
8. Did Goliath wear **armour** ?
9. Did Napoleon wear **armour** ?
10. Do soldiers wear **armour** today ?
11. Do ships ever have **armour** today ?
12. What sort of ships have **armour** today ?

Frame two sentences for each item.—



Example.—

(a) He put on a coat **lest** the day should be cold.

(b) He put on a coat because he was afraid **lest** the day should be cold.

**'POOR POPPA'
LEAVES THE HOUSE**

1. Poor Poppa put coal on the fire.	3. the room . . . be cold.
2. " " lit the lamp.	4. the flies . . . get at it.
3. " " shut the window.	1. it . . . burn out.
4. " " covered up the milk.	5. it . . . become dry.
5. " " put the bread in a tin.	2. the room . . . become dark.
6. " " put the meat in a cool place.	they . . . die.
7. " " put water on the flowers.	the cows . . . get in.
8. " " shut up the hens.	it . . . run away.
9. " " tied up the horse.	they . . . do harm to the flowers.
10. " " closed the garden gate.	it . . . go bad.

—BUT he forgot to shut the door of the house: so thieves got in and stole everything!

Warnings.—"Answered not,"—say 'did not answer'.—Followed **hard** upon . . . —Struck through his armour.

Guide words.—P. Shunem; S. . . . Israel, Gilboa. Prayed sign; not answer.

P. Gilboa; to v . . . ; to kill. Great v . . . & Israel fled, killed upon Mt. G.—P. followed S. & sons. Sons killed. Men of Israel not defend.

S. . . . all day. Against swords, but not arrows. Through armour, wounded, . . . no more.

S. to armour-bearer, "Sword, through, lest . . . kill, shame." Not. Then S. sword, fell. When a-b. saw, fell died with.

K




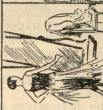


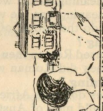

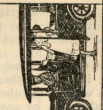

*Read this, filling in the words **Mourn, Mourning, Mourned** where necessary.—*

The word . . . means to feel grief. The word . . . also means to show signs of grief for the death of a person. Different nations use different signs of . . . The people of Europe wear black clothes for . . . The men of Rome, long ago, used also to wear black . . . clothes ; but the Roman women . . . in white clothes. Some peoples on the west coast of Africa wear red clothes as a sign of . . . The wild men of Australia . . . by covering themselves with white earth. Some peoples of India cut off their hair as a sign of . . . , but the men of Rome used to let their hair grow long when they were

Ask and answer these questions, bringing in the word 'mourn' into each answer.—

1. What is the meaning of the word '**mourn**' ?
2. What other meaning has the word '**mourn**' ?
3. What clothes do the people of Europe wear as a sign of **mourning** ?
4. What clothes used Roman men to wear for **mourning** ?
5. In what clothes did Roman women dress when they were **mourning** ?
6. In what clothes do some African peoples **mourn** ?
7. What do the wild men of Australia do when they are **mourning** ?
8. What do some people in India do to their hair as a sign of **mourning** ?
9. What did the Romans do to their hair as a sign of **mourning** ?

Thy, Ye, Hast.—(*These words are used only in books and should never be used in speaking*).

				
1. M ^{rs} GOO-GOO	2. M ^{rs} TATCHO	3. M ^{rs} ODOL	4. M ^{rs} ALAMODE	5. M ^{rs} RETROUSSE
				
6. M ^{rs} BIRD	7. M ^{rs} HOUSEFROUD	8. M ^{rs} SUTTON	9. M ^{rs} ROLLS	10. M ^{rs} GLAXO

Form suitable sentences.—

(a) Mrs. . . . has a lovely . . .

(b) What a lovely . . . Mrs. . . . has got!

Ask and answer.—

To what **language** does the word . . . belong ?

“That word comes from the . . . **language**.”

(See Section D above for the answers, if you have forgotten.)

1. Morning.

2. Salaam.

3. Bon.

4. Morgen.

5. Jour.

6. Salvé.

7. Guten.

8. Good.

9. Jausan.

French.

English.

German.

Latin (Roman).

Chinese.

(Teacher:—Add other words from languages known to the class.)

Do and say.—

1. Whisper my name :—now say it **aloud**.

2. Read silently :—now read **aloud**.

3. Count silently :—now count **aloud**.

Warnings.—‘*The slain*’ say ‘the dead.’—1611, say ‘in the year sixteen hundred and eleven’.

Guide words.—P. armour from dead, S. & sons. Man, camp, earth. “Fled. S. & J. dead.” D. . . . over S. & J. Most lovely in English. First in . . . of Israel. Into English 1611. In order to . . . , learn to . . .

The correct pronunciation and delivery are shown from a Dictaphone record of the passage :—

THE SONG OF THE BOW

The beauty | of Israel | is slain | upon thy
high | places ; ||

How | are the mighty—fallen ! ||

Tell it not in **Gath** ; |

Let it not be **known** | in the **streets** | of
³ ⁹ ¹¹ ⁵

Askelon,/

Lest the **daughters** | of the **Philistines** | be
⁹ ⁵ ⁵ ⁵ ⁹

glad.||

Ye/mountains of **Gilboa**, |

Let there be no **rain** upon you, |
¹¹ ²¹ ⁵ ¹ ⁶⁷⁹
 Nor **fields**/ of **plenty** ; |
¹¹ ⁵

For **there**/the **shields** of the **mighty**/were
⁹ ¹¹ ⁵ ⁹

cast away, |

The **shield** of **Saul**/as **though**/he had **not**/
⁵ ⁵ ³

been **King**.||

From the **blood**/of the **slain**, |

From the **fat**/of the **mighty** |

The **bow** of **Jonathan**/turned/not **back**, |
⁹ ⁹

And the **sword**/of **Saul**/returned/not
³ ⁹⁹

empty.||

Saul and **Jonathan** | were **lovely** | in their

lives, ||

And | in their **death** | they were **not** | **divided.** ||

Ye **daughters** of **Israel**, |
³ ⁵

Weep/over **Saul**, |

Who **clothed** you/with **delight**, |
¹¹

And put **gold**/upon your **garments.** |||

I **grieve** for thee | my brother **Jonathan** ; ||
³ ¹¹ ⁵ ⁴⁴

Very **pleasant** | hast thou **been** to me. |||

Thy **love** to me | was **wonderful**, ||
⁵

Passing | the **love** | of **women.** |||

How | are the **mighty** || **fallen** !
⁹

LESSON 11

BOY SCOUTS

(Teacher.—The following apparatus is needed for this lesson.

Section A—A pocket-knife.

„ C—A map of the British Empire.

„ G—A handkerchief.)

A

Ask and answer.—

1. Are you a Boy **Scout**?
2. Is your brother a Boy **Scout**?
3. Are there any Boy **Scouts** in your school?
4. Give me the name of any Boy **Scout**.
5. Give me the name of any **Scout** leader.
6. What is the colour of the Boy **Scout's** shirt?
7. Show me how a Boy **Scout** greets another Boy **Scout**.

(Look at the picture in the reading-book.)

8. How many pockets are there in the shirt of the **Scout** (in the picture)?
9. What is the **Scout** holding in his hand?
10. In which hand is the **Scout** holding a flag?
11. Is the **Scout** going up hill, or down hill?

Do and say.—

1. Take this **knife**.
2. Open the **knife**.
3. Cut a pencil with the **knife**.
4. Cut a piece of paper with the **knife**.
5. Shut the **knife**.
6. Put the **knife** in my hand.

Form sentences.—

(a) . . . is (are) sometimes kept in a **bottle**.
never

- | | | |
|-----------|------------|----------------|
| 1. Milk. | 5. Wine. | 9. Ice. |
| 2. Bread. | 6. Butter. | 10. Eggs. |
| 3. Oil. | 7. Cake. | 11. Sweets. |
| 4. Meat. | 8. Water. | 12. Elephants. |

(b) Draw a picture of a **bottle** and write BOTTLE under it.

Ask and answer in complete sentences, introducing the word
Compass.—

1. Tell me the four chief points of the **compass**.
2. Where does the needle of a **compass** point?
3. Where does the other end of the needle of the **compass** point?
4. Do ships always carry a **compass**?
5. For what purpose does a seaman use a **compass**?
6. Do trains carry **compasses**?
7. Do motor-cars carry **compasses**?
8. Does the needle of a **compass** point to the north by night as well as by day?
9. If you brought a **compass** near a large mass of iron, where would the needle point?
10. If you brought a **compass** near a large mass of earth, where would the needle point?

Warnings.—Men *at* sea : *on* land.

Guide words.—Picture. Knife. Needs to . . . fire, path, rope. Bottle. Not always—where clean difficult. Usually glass, like picture, but S.'s iron). Other thing, compass. North, so men at sea. Also on land forests deserts. Duty findway, & show. That is what . . . and that is why . . .

B

Frame problems, and answer them.—

The army **advanced** . . . miles ; then it **retired** . . . miles.—How far is the army **in advance of** (behind) its starting-point ?

- | | |
|-------------|--------------|
| (a) 5, 3. | (f) 23, 22. |
| (b) 7, 5. | (g) 17, 16½. |
| (c) 15, 4. | (h) 17, 17¼. |
| (d) 15, 14. | (i) 17, 7. |
| (e) 22, 23. | (j) 18, 36. |

Do and say.—

Advance six (five, *etc.*) steps : now **retire** one (two, *etc.*) step(s).—How far are you in **advance** of your starting-point ?

Ask and answer.—

- (1) Have you done your home-**task** in English ?
- (2) Have you done your home-**task** in History ?
- (3) What is the name of the person who has the **task** of . . . ?—"The name of the person who has that **task** is"
- (a) teaching you English.
- (b) teaching you History.
- (c) cleaning this room.
- (d) cooking your dinner.
- (e) beating you when you are bad.

Ask and answer.—

What do you call a person who is **special**ly trained in the **task** of . . . ?

"We call a person who is **special**ly trained in that **task**, a"

- | | |
|--------------------------------|-----------|
| 1. making sick people well. | farmer. |
| 2. growing things on a farm. | cook. |
| 3. growing flowers in a garden | doctor. |
| 4. preparing food for eating. | gardener. |

- | | |
|-------------------------|-----------|
| 5. looking after sheep. | builder. |
| 6. fighting. | poet. |
| 7. making houses. | shepherd. |
| 8. writing poetry. | soldier. |

- | | |
|---|-----------|
| 9. buying and selling. | scout. |
| 10. selling hats. | teacher. |
| 11. going in advance of an army. | merchant. |
| 12. making little boys learn their lessons. | hatter. |

Warnings.—Ought to become *one* (= a scout)—

Guide words.—If not, ought. Tell what means, teaches. Army advancing, scouts. Show way. Find enemy, & his . . . -parties. Reports, so that Duty of S. is . . . : eyes.

Chosen, for tasks require Quick, powers of Trained.

Peace scouts : in peace such tasks as require Lion-, elephant-hunters, cow-boys, sheep-drivers, travellers, discoverers.

C

Ask and answer.—

- Show me some thing in the room which is (is not) **rough**.
- Is stone **rougher** than glass?
- Is glass **rougher** than wood?
- Is wood **rougher** than stone?
- Tell me the name of the boy in this room whose coat is made of **rough** cloth.
- Does a . . . lead a **rougher** life than a . . . ?

- | | | | |
|--------------------|-----------|---------------------|----------|
| (a) princess : | shepherd. | (e) poet : | seaman. |
| (b) queen : | soldier. | (f) farm-labourer : | teacher. |
| (c) basket-maker : | prince. | (g) printer : | outlaw. |
| (d) lion-hunter : | baby. | | |

Look at the picture and say what these traces are.—

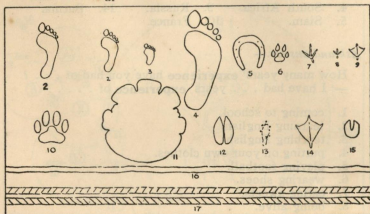
"Trace number . . . is the trace of a—"

giant
baby
boy
man

dog
hen
duck
magpie

lion
elephant
rabbit
cow

cart
motor-car
swan
lamb



Form suitable sentences.—

(a) We **depend** on . . . for our

- | | |
|-----------------|---------------|
| 1. cows. | eggs. |
| 2. sheep. | milk. |
| 3. hens. | fish. |
| 4. the sea. | warm clothes. |
| 5. the farmer. | books |
| 6. the printer. | bread. |
| 7. the builder. | health. |
| 8. the doctor. | houses. |

(b) England **depends** on . . . for its

- | | |
|-------------|---------|
| 1. Ceylon. | wheat. |
| 2. Canada. | tea. |
| 3. Java. | silk. |
| 4. Denmark. | sugar. |
| 5. China. | butter. |

Form correct sentences. Also ask and answer questions.—

. . . is (is not) part of the **British Empire**.

- | | | |
|------------------|-------------|------------------|
| 1. Canada. | 6. Ceylon. | 11. New Zealand. |
| 2. Japan. | 7. China. | 12. New York. |
| 3. Australia. | 8. India. | 13. Persia. |
| 4. South Africa. | 9. Russia. | 14. Burma. |
| 5. Siam. | 10. France. | |

Ask and answer.—

How many years' **experience** have you had of . . . ?

—'I have had . . . years' **experience** of '

1. coming to school.
2. learning English.
3. teaching English.
4. putting on your own clothes.
5. playing football.
6. wearing shoes.
7. eating sweets.
8. being alive.

Tell me the name of an experienced

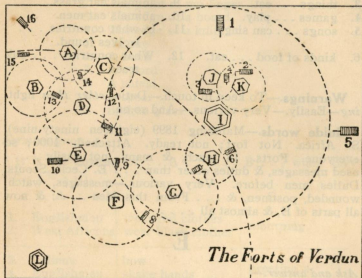
—" (. . . *real name* . . .) is an **experienced** "

- | | |
|---------------------------|-------------------|
| 1. doctor. | 5. house-builder. |
| 2. teacher. | 6. cook. |
| 3. farmer. | 7. gardener. |
| 4. officer of government. | |

Warnings.—"to **rough it**"—*under the roughest conditions (or 'in')*—Feels he would like it (= *thinks that he*).

Guide words.—Know 'rough it,' that is . . . Selves roughly, to other gentlest. Observe. Smallest traces. Man animal roughest ground by . . . others not see. Depend selves. Not shops, servants. Things for selves. Not . . . others, but serve.—Such all parts B.E.—Material of which made B.E. & other. Fine life; but learnt by . . . Not suddenly any feels would like, nor by reading. From . . . lived it, & by . . . self. Finest have.

D



Ask and answer.—

(a) Which **fort** is being attacked by Company number (1, 2, etc.)?*

—"Fort . . . is being attacked by that Company."

(b) Which **forts** are firing at Company number . . . ?*

"—"The Company is being fired at by **fort** . . . and **fort** . . . and **fort**"

* The circles show the range of fire of each fort.

Frame questions, and answer them using the word 'various'.

Example.—What subjects do you study at school?

—"I study **various** subjects at school."

- | | |
|-----------------------------|--|
| 1. flowers in garden. | 7. kinds of food . . . like. |
| 2. books in house. | 8. birds live . . this country. |
| 3. things . . . eat. | 9. animals eat grass. |
| 4. games . . . play. | 10. animals eat men. |
| 5. songs . . . can sing. | 11. In what countries . . .
wolves found. |
| 6. kinds of food . . . eat. | 12. What countries . . . oak
trees. |

Warnings.—To keep in touch.—Duties *other than* fighting—Easily.—Very various.—And so on.

Guide words.—Mafeking 1899 (eighteen ninety-nine). S. Africa. Not fort; not ready. Attacked. 1000; so everyone. Forts. In touch, & many, not easily . . . , used messages, & duties other than . . . E. Cecil, Scouts. Duties men before. Very various,—messages, watch, wounded, postmen, & . . . From this idea . . . ; & now all parts of E, & almost all . . .

E

Ask and answer.—

(a) Have you any **knowledge** about . . .

—"I have no (some) **knowledge** of . . ."

- | | |
|--------------------------|----------------------------------|
| 1. motor-cars. | 7. the history of your own life. |
| 2. fighting. | 8. flying. |
| 3. football. | 9. cooking. |
| 4. English history. | 10. painting. |
| 5. Indian history. | 11. adding. |
| 6. the history of China. | 12. bringing up babies. |

(b) Which boy in this class has most **knowledge** of . . .?

—" . . . (name) . . . has most **knowledge** of . . ."

- | | |
|-------------|-----------------|
| 1. History. | 3. story-books. |
| 2. English. | 4. scouting. |
| 5. horses. | |

Form suitable sentences.—

“ . . . is **sharp.**”
is not

1. The point of a needle
2. The point of my finger
3. The edge of a board
4. The edge of a knife
5. An axe
6. A book
7. A sword
8. A shield
9. A spear
10. Broken glass

Form sentences.—

It is the **custom** of . . A . . to . . B . . , when they are . . C . . .

A	B	C
1. Englishmen	wear red clothes	mourning.
2. West Africans	wear black clothes	
3. Indians	bow	greeting a person.
4. Englishmen	shake hands	
5. French	make a ' salaam '	
6. Chinamen	use a knife	eating.
7. Englishmen	use two sticks	
8. Indians	use the fingers	
9. Indians	rub the match away from the body	striking match.
10. Englishmen	rub the match towards the body	
11. Englishmen	take off their shoes	entering a house of prayer.
12. Indians	take off their hats	

Ask and answer.—

Are you **accustomed** to . . . ?

1. eating bread.
2. living in a hot country.
3. living in a cold country.
4. sleeping at night.
5. staying awake at night.
6. walking on your hands.
7. wearing shoes.
8. wearing a crown.
9. wearing clothes.
10. wearing armour.

Ask and answer.—

Do you think you could ever get **accustomed** to . . . ?

—“Yes, I could easily get **accustomed** to”

—“No, I could never get **accustomed** to”

—“Yes, I could get **accustomed** to . . . ; but it would not be easy.”

1. eating English food.
2. eating grass.
3. sitting in a big fire.
4. sitting near a big fire.
5. washing in ice-water.
6. not washing at all.
7. working as hard as *I* do.
8. not working at all.
9. riding a horse.
10. riding on a lion.
11. being at school.
12. being on a ship.
13. being in prison.
14. being rich.
15. being hanged.

Warnings.—Get to like them too well to want to hurt them.—By the way-side.—In the open.

Guide words.—Subjects—1. Wood. Of animals. By watching. As more knowledge, like too well to Axe knife sharp, eyes. Every sign trace, knowledge tells meaning. Eyes traces animals, flowers, fruit. Ashamed if . . . large, far, high which not already.

2. Camping. Scouts who . . . , customs, ways, passed on. Custom right; that is why. To be real . . . get accustomed to To tent, fire, cooking, everything.

F

Ask and answer.—

With what **arms** did . . . fight?

" . . . was (were) **armed** with"

- | | |
|----------------------------|-------------------------|
| 1. David. | a bow and arrows. |
| 2. Ralph. | a sling and stones. |
| 3. Robin Hood. | a shield and spear. |
| 4. Goliath. | a shield and a sword. |
| 5. A soldier of Alexander. | a gun. |
| 6. A soldier of Napoleon. | a pistol and a sword. |
| 7. Little John. | nothing—only his hands. |
| 8. Grendel. | a stick cut from an oak |
| 9. Beowulf. | tree. |

Ask and answer.—

(a) What does a . . . **treasure** most?

(b) What is the chief **treasure** of a . . . ?

- | | |
|--------------------|-------------|
| 1. Mother. | his books. |
| 2. Learned man. | her baby. |
| 3. Merchant. | her beauty. |
| 4. Sea-captain. | his money. |
| 5. Beautiful lady. | his ship. |

Frame and answer problems.—

(If a man finds a hidden **treasure**, he must give one quarter of the **treasure** to the King.)

I found a **treasure** worth £ . . . , how much of the **treasure** must I give to the King?—"You must give £ . . . of the **treasure** to the King."

- | | |
|------------|----------------|
| (a) £40. | (f) £ 36-4-8. |
| (b) £120. | (g) £200-1-0. |
| (c) £72. | (h) £ 19-8-0. |
| (d) £104. | (i) £390-0-0. |
| (e) £20-8. | (j) £396-19-8. |

Ask and answer.—

Is it **honourable** to . . . ?

—"Yes, it is **honourable** to . . . "

"No, it is **dishonourable** to . . . "

- | | |
|--------------------------|-----------------------------|
| 1. tell lies. | 7. tell lies. |
| 2. work hard. | 8. trick people. |
| 3. work with your hands. | 9. help poor people. |
| 4. serve others. | 10. deceive people. |
| 5. steal. | 11. play football. |
| 6. tell the truth. | 12. run away from a battle. |

Ask and answer.—

What does a **polite** boy do when . . A . . ?

—"When . . A . . , a **polite** boy . . B . . "

A

B

- | | |
|--|-----------------------------|
| 1. His teacher enters the room. | opens the door for her. |
| 2. His mother is going out of the room. | stands up. |
| 3. He goes into a house. | gives the old man his seat. |
| 4. He sees an old man without a seat in the train. | takes off his hat. |

- | | |
|--|---|
| <p>5. His teacher leaves the room.</p> <p>6. He sees a blind man wanting to cross the road.</p> <p>7. His father drops his pen.</p> <p>8. His father wants a box of matches.</p> | <p>helps him across the road.</p> <p>stands up.</p> <p>goes and brings him a box.</p> <p>picks it up for him.</p> |
|--|---|
-
- | | |
|---|---|
| <p>9. He wants the servants to bring some water.</p> <p>10. He sees a friend in the street.</p> <p>11. He finds a dead fly in his food at a friend's house.</p> <p>12. He is leaving, after having tea with a friend.</p> | <p>raises his hat.</p> <p>says, "Please bring me some water."</p> <p>says, "Thank you for a very nice tea."</p> <p>takes it out and says nothing.</p> |
|---|---|

Frame and answer problems.—

A man had £—s—d., and he gave £—s—d. to help a dear friend.—Was that **generous**?

- | | | | |
|--------------|-----------|----------------------|----------|
| (a) £1-0-0 | : : 10s. | (f) £2,000 | : : £2. |
| (b) £100-0-0 | : : 10d. | (g) £2 | : : 15s. |
| (c) £200-0-0 | : : 1d. | (h) £20 | : : 5½d. |
| (d) £200-0-0 | : : £50. | (i) £20 | : : £5. |
| (e) £2000. | : : £500. | (j) 5 million pounds | : : £5. |

Ask and answer, using the word 'knights' in each answer.—

- Whom did the **knights** serve?
- For what did the **knights** fight?
- What did the **knights** treasure?
- What were King Arthur's **knights** called?
- To what were the **knights** true?
- Were **knights** polite to poor people?
- Were the **knights** generous?
- What did a **knight** teach himself?
- With what arms did the **knights** fight?
- Are there any such **knights** today?

Warnings.—Knights-at-arms.—Guard *at the cost of his* life.—All who are in need.

Guide words.—Third thing Scout learn is to be P . . . K Lords, King as soldiers. Arms means Kts. soldiers, always King & Right. Round Table. Of K. Arthur, & each had place at—Laws & customs. Honour treasure guard life. Honourable. Not lie steal.—Kt. not do, because treasured honour. Ready fight killed for his God, his K & his H . . . , most These rules:—1. Honour. 2. True. 3. Polite. (. . .) 4. Generous (. .) 5. Teaches fight. 6. Strong.

G

Do and say.—

(a) Tie	one		
	two	knots	in
	three		at the corners of this
	four		[handkerchief.

(b) Untie the **knots** in this **handkerchief**.

Read, filling in the word page (s)

1. The word . . . used to mean a boy who was being trained to be a Knight. The . . . served the Knight. In return the Knight taught the . . . how to fight.

2. Today the word . . . means boy-servant. This is a . . . (or 'page-boy'). Notice how the . . . is dressed: . . . are usually dressed like that.— . . . carry messages, open doors, and call people's motor-cars.



3. When an English woman is married she has two These . . . hold up the end of her long dress. This picture shows the . . . at a marriage.



Cover the above passage and give the substance.—

1. Used to mean Served. In return
2. Today means Dress. Messages, doors, cars.
3. English woman. Hold up. Picture.

Warnings.—Untie (*one word*).—Handkerchief (*note*

1

spelling and pronunciation).

Guide words.—Important rule—‘Good turn’ (kindness). When bed, remember have to . . . day. Remember when handkerchief; knot. When done, untie; or leave, bed night remember to whom. Small politeness, woman, seat, water.—One other thing which like. Pages. Boy served. Care arms clean. Helped put on. Slept feet ready. Battle 2nd horse. Return use of arms, laws, customs,—so that . . . , when . . . , might Same way Scouts help teach—. . . , so that

H

Frame and answer similar questions.—

“On what **occasion** do Englishmen wear black bands on their arms?”

—‘They do this on the **occasion** of a death in their family’.

or—* ‘They do this on the **occasion** when some one has died in their family.’

1. . . . do English women wear black clothes. (a death.)
2. . . . does an English lady have pages to hold up her dress. (marriage.)
3. . . . do people hang flags from their houses. *(when . . . King . . . town.)
4. . . . a man put a crown on his head. *(when . . . becomes King.)
5. . . . does the King lay a sword on a man's shoulder. *(when . . . makes . . . Knight.)
6. . . . do boys shout "Hip, Hip, Hurrah." *(when . . . win a game of football.)
7. . . . do little boys cry, 'Ow! Wow! Wow!' *(when . . . teacher beats them.)
8. . . . are flags seen hanging in this way. (the death of a King)
9. . . . What **occasion** do we remember on Christmas Day? *(when Christ was born.)
10. . . . What **occasion** do we remember when we stand silent for two minutes? *(when . . . Great War ended.)



Read the sentence, and, if it is correct, say "Yes, that is correct". If it is not correct, say "No, that is not correct,—" (and correct it, if possible).

1. The chief city of England is Wigan.
2. The name of my English teacher is Mr. Smackem.
3. George the Fourth is the present King of England.
4. Queen Anne is dead.
5. There are twelve shillings in the pound.
6. I have seventeen brothers.

7. There are more than twenty-four boys in this room.
8. My father's sister is my uncle.
9. Chinese babies are born with their eyes shut.
10. I am the laziest girl in this room.
11. There are twenty-four hours in a day.
12. I work twenty-five hours every day.
13. Tom's father has six sons, and Tom has six brothers.
14. Mary's mother has six daughters, and Mary has five mothers.
15. Doctor Lollipop was born in the year 1789, and after a busy life of sixty years, he died in 1729.
16. Poor Captain Pagol lost an arm in the war. I saw him yesterday leading his little boy by the hand. He did not stop ; but he waved his other hand to me as I passed.

Ask and answer.—

If a . . . fell into the river, would it (he, she) be
drowned ?*

- | | |
|----------|-------------------------------------|
| 1. dog. | 7. fisherman. |
| 2. baby. | 8. duck. |
| 3. ass. | 9. grandfather. |
| 4. swan. | 10. bear. |
| 5. fish. | 11. seaman. |
| 6. boy. | 12. a man with no arms and no legs. |

Warnings.—Occasion will **arise**—At least.—In danger of drowning.—If he *had not been* able to swim, he *would have had* to stand there and watch.

Guide words.—The fourth thing which a Scout should know is Certain that . . . when able to . . . , or aid. When does, know correct. Such often ; motor-cars, water & danger of . . .—When . . . , S. help if knowledge ; but, if not, no use. Cannot . . . , if cannot . . . Girls river India. One fell. S. swam, caught as Bank, saved. If

* (Note to Teacher.—The word 'swim' ordinarily means 'to move in the water by working with the arms, legs, or tail or fins.' It should not be used of inanimate objects : for such, say "Float" V/10.)

had not . . . , would stand & watch. Even if . . . know what when out . . . , breathe. Every S. know . . . , & swim, & wound, & blood. When learnt, certain; and, when . . . , & everyone else is . . . not knowing . . . , you will quietly

I

Ask and answer.—

“Do you **possess** a (n) . . . ?”

— “Yes, I **possess** a (n)”

— “No, I do not **possess** a (n)”

- | | |
|----------------|--------------------|
| 1. pen. | 9. shoe. |
| 2. motor-car. | 10. harp. |
| 3. bed. | 11. map. |
| 4. horse. | 12. elephant. |
| 5. pencil. | 13. axe. |
| 6. coat. | 14. looking-glass. |
| 7. microscope. | 15. hair-brush. |
| 8. pistol. | 16. knife. |

Form sentences, supplying real names.—

. . . (Real name) . . . is a **splendid**

- | | |
|-------------|-------------|
| 1. country. | 5. book. |
| 2. city. | 6. school. |
| 3. street. | 7. teacher. |
| 4. shop | 8. boy. |

. . . (Real name) . . . possesses a **splendid** . . .

- house.
- motor-car.
- garden.
- dog.
- horse.

Form suitable sentences.—

The . . . stores his (her) . . . in a strong **chest**.

- | | |
|-----------------|-----------|
| 1. lady. | papers. |
| 2. rich man. | dressess. |
| 3. Queen. | books. |
| 4. learned man. | jewels. |
| 5. writer. | money. |

Ask and answer.—

1. Of what is a **chest** made ?
2. Of what shape is a **chest** ?
3. For what is a **chest** used ?
4. With what do you open a **chest** ?
5. Where do you open a **chest**,—at the top, or at the bottom ?
6. Do you possess a **chest** ?
7. Does your father possess a **chest** ?
8. What does your father keep in his **chest** ?

Warnings.—*Note the spelling, Possess, Possesses.*—
Closed-up houses.

Guide words.—S. must . . . health. Real . . . most . . . treasure man can To possess health not merely . . . : means so strong that bear . . . without . . . ill. Body not treasure to be . . . —a chest which is hardly . . . for fear Yet some : their . . . houses chest in which hide. Body living air sun. More roughly, stronger.

J

A native of . . . is called a (n)

- | | |
|------------------|--------------------------|
| 1. India. | 6. Egypt (-ian). |
| 2. Africa. | 7. Venice (Venetian). |
| 3. Canada (-ian) | 8. England (Englishman). |
| 4. Persia. | 9. France (Frenchman). |
| 5. Russia. | 10. China (Chinaman). |

Ask and answer.—

How may I **improve** my . . . ?

—"You may **improve** your . . . by"

- | | |
|------------------|-------------------------|
| 1. mind. | brushing it. |
| 2. hand-writing. | reading good books. |
| 3. hair. | learning to sing. |
| 4. voice. | leading a simple life. |
| 5. health. | trying to write better. |
-
- | | |
|--------------------------|------------------------------|
| 6. knowledge. | taking exercise. |
| 7. strength. | learning <i>this</i> book. |
| 8. garden. | reading history-books. |
| 9. knowledge of English. | trying to be a good boy. |
| 10. character. | planting some flowers in it. |
-

Read this passage inserting the word 'slave.' Then cover the passage, and tell the substance with the help of the guide-words given below.

1. A . . . is a servant who is possessed by his master. Just as a man possesses a horse, so the master possesses a

2. Two thousand years ago almost all peoples possessed The Greeks possessed . . . ; the Romans possessed . . . ; the Persians possessed . . . Soldiers taken prisoners in battle were usually made . . . in those days.

3. My grandfather was living sixty years ago. Sixty years ago there were . . . in America—. . . traders brought natives of Africa to work as . . . on farms in South America.

4. The people of North America wanted to set free all these . . . ; but the people of South America wanted to keep their Then there was a war between North America and South America. It was called the . . . War.

5. The people of North America won the . . . War, so all the . . . were set free. There are no . . . in the world today,—except in very wild and distant places.

Guide words.—

1. Servant possessed : just as man horse, so master slave.

2. 2,000 years almost all. Greeks ; Romans ; Persians. Soldiers prisoners battle usually

3. Grandfather 60 ago. America. Traders Africa farms. South America.

4. North set free, but South. War. Northern. So free. No S. today except

Read the passage inserting the word 'union' or 'unity'. Then cover the passage and tell the substance with the help of the guide-words.

1. A . . . is a joining together. Men join together and form a . . . in order to be strong ; for . . . is strength. A . . . of ten men is stronger than ten separate men.

2. A . . . is strong when there is . . . among the members. . . . means 'One-ness.' When men work in . . . they work as one.

3. There are various kinds of An army is a . . . of soldiers for the purpose of fighting. A class in a school is a . . . of boys for the purpose of learning. A 'Trades . . . ' is a . . . of all the workers in one trade, for the purpose of getting more pay.

4. No . . . can succeed in its purpose without If some men run away, the army cannot fight. If some boys make a noise, the class cannot learn. In all . . . s there must be real

Guide words.—

1. . . . joining together. Join & form in order to . . . ; for . . . is Ten men.

2. . . . strong when unity. One-ness. When men . . . , as one.

3. Kinds. Army is a . . . of . . . for the purpose of Class . . . of . . . for the purpose of Trades . . . of . . . for the purpose of

4. No . . . succeed in . . . without If men, army not If noise, class not . . . So in all . . . there must be

Form nouns from these adjectives, and give, in vernacular, the exact meaning of each.

-ty	-ity
1. Safe.	3. Rapid.
2. Honest.	4. Equal.
	5. Jolly.
	6. Solemn.
	7. Pure.
	8. Real.
	9. Enemy (<i>Enm-</i>)
	10. Able (<i>Abil-</i>)
	11. Possible (<i>-bil-</i>)

Warnings.—It is not . . . *any more than* you are

Guide words.—The sixth thing which a Scout has to learn is Native means. Of India, of England. Native country, that is . . . ,—called Treat your . . . ; as your . . . ; love, proud think serve. How improve, & self worthy.

Perhaps part As you child of . . . , so country child of Not of slaves—any more than Union . . . family. Union peoples learnt world improved, not by . . . but by . . . , by . . . , not by Have learnt union is . . . and . . . , and unity is the

K

Ask and answer.—

To whom are the people of . . . **loyal** ?

“The people of . . . are **loyal** to the King of”

1. London.	
2. Brussels.	
3. Cairo.	
4. Rome.	
5. Oxford.	
6. Stockholm.	2, 11. Belgium.
7. Manchester.	8. Denmark.
8. Copenhagen.	1, 5, 7. England.
9. Alexandria.	3, 9. Egypt.
10. Naples.	6. Sweden.
11. Ostend.	4, 10. Italy.

Frame sentences.—

“A . . . *a* . . . should be **loyal** to his . . . *b* . . . and
a (n) . . . *b* . . . should be **loyal** to his . . . *a*-s.”

(a)

1. school-boy :
2. soldier :
3. labourer :
4. servant :
5. seaman :

(b)

- employer.
- teacher.
- officer.
- captain.
- master.

Ask and answer.—

For what is a (n) . . . **useful**?—“A (n) . . . is **useful**
for”

1. pistol.	sitting on.
2. axe.	shooting.
3. sword.	sleeping on.
4. chair.	cutting down trees.
5. bed.	fighting.
6. lamp.	telling the time.
7. clock.	giving light.
8. box of matches.	cleaning your teeth.
9. toothbrush.	carrying things.
10. basket.	lighting a fire.
11. pen.	rolling the grass.
12. pot.	burning.
13. piece of coal.	cooking in.
14. book.	writing.
15. roller.	reading.

Form 'Chains of complaints', thus.—"The . . A . . **com-
plained** to the . . B . . , and the . . B . . **complained** to
the . . C . . , and the . . C . . **complained** to the . .
D . . , because"

1. Master, servant, cook, farmer :—the milk was nasty.
2. Seaman, cook, captain, merchant :—the ship's food
was bad.
3. John, his big brother, their mother, their father :—
the dog bit John.
4. The soldiers, the officer, the Captain, the King :—the
soldiers did not get their pay.
5. The boys, the teacher, the Headmaster, the servant :—
the school-room was dirty.
6. The servant, the Headmaster, the teacher, the boys :—
the boys made the school-room dirty.
7. The neighbour, the father, the mother, the children :—
the children made such a noise.
8. The husband, his wife, her mother :—her husband
was always **complaining**.

Warnings.—Useful (*one word*)—To stand by a person
—Done for.—Above all (= *more than all other things*).

Guide words.—Most want to . . . world. Best begin-
ning start self. If want to . . . *and* . . . , Scout & Scout
Law. This—1. Honour. 2. Loyal—(King, country, officers,
parents, employers whom employ. L. Means stand by . . .
against any who . . . , or even . . .) 3. Useful—(Not only
big ; 'good turns'. If little, learn big). 4. Friend. 5. Polite.
6. Animals. 7. Obey. 8. Smiles—(When wrong, does not
. . . ; smiles for Some always . . . : expect right
without . . . to make it. C. does not make right ; so Scouts
never Smile, start again). 9. Money. 10. Clean—
(When nasty thoughts, talks . . . , done for.—S. above
. and . . . , as are . . .)

LESSON XII

WANDER-THIRST

A



Read the following conversation, taking parts: then try to reproduce it from memory.—

The Father—*Boy 1.*

The Mother—*Boy 2.*

The Guard of the Train—*Boy 3.*

The Children—(*The remaining boys*).

The train is about to start. The father and mother are standing beside it. Their children are in the train. They are going away to School.

Father.—Well, **good-bye**, children.

Children.—**Good-bye**, father.

Mother.—**Good-bye**, my dears.

Children.—**Good-bye**, mother.

Father.—Now all of you, be good children at school and work hard. **Good-bye.**

Children.—Yes, of course, father. **Good-bye.**

Mother.—Write nice long letters to me. **Good-bye.**

Children.—Yes, we will, mother. **Good-bye.**

The Guard.—Now take your seats, please. The train is going to start.

Mother and Father.—**Good-bye. Good-bye.**

Children.—**Good-bye**, father. **Good-bye**, mother. **Good-bye. Good-bye.**

Answer each question twice, introducing the word '**Thirst**' or '**Thirsty**'.

1. What causes us to feel **thirst**?—Cold. Heat.
2. What do we do when we feel **thirst**?—Drink, Eat.
3. What kind of water do we drink when we are **thirsty**?—Salt water. Fresh water.
4. In what part of the body is **thirst** felt most?—The eyes. The tongue.
5. At what time of year do we feel **thirst** most?—In summer. In winter.
6. In what countries do people often become **thirsty**?—In cold countries. In hot countries.
7. What living thing never feels **thirst**?—A fish. An elephant.
8. Of what do people sometimes die when crossing a desert?—Of hunger. Of **thirst**.
9. Where do animals go when they are **thirsty**?—To the river. To the desert.
10. What do you like to eat when you are **thirsty**?—Salt meat. Fruit.

Ask and answer.—

How long is the **voyage** from . . A . . to . . B . . ?

—"The **voyage** from . . A . . to . . B . . takes . . . days."

(N.B.—Ask the ports in any order, e.g., London to Suez, Gibraltar to Aden, Aden to Gibraltar.)

(a) (Calcutta to) Colombo	...	...	4 days.
(Colombo to) Aden	...	...	6 "
(Aden to) Suez	...	...	3 "
(Suez to) Port Said	...	...	1 day.
(Port Said to) Marseilles	...	...	5 days.
(Marseilles to) Gibraltar	...	...	4 "
(Gibraltar to) London	...	...	6 "

- (b) (Colombo to) Gibraltar ... 19 days
 (Gibraltar to) London ... 6 "
 (London to) Panama ... 13 "
 (Panama to) Yokohama ... 24 "
 (Yokohama to) Singapore ... 15 "
 (Singapore to) Colombo ... 5 "
 (c) How long is the voyage round the world by sea?

Do and say.—

(Note.—*The form Eastwards, Homewards is perhaps more colloquial than '—ward'.*)

Point	north-	
Turn	south-	
Turn your head	east-	wards.
Take one step	west-	
Take two (three <i>etc.</i>)	home-	
steps		

Move your feet			outwards	
fingers			inwards.	
Move your	right	arm	inwards	and your left
	left		(outwards)	right
			[arm	outwards
				(inwards)

Do and say.—

1. Draw a line to show the **horizon**.
2. Draw the moon just on the **horizon**.
3. Draw stars in the sky above the **horizon**.
4. Draw two ships on the sea in front of the **horizon**.
5. Draw one ship just on the **horizon**.

Warnings.—Voyaging.

Guide words.—

1. Thirst for . . . with a thirst like . . . , bidding me . . . to home, & those dear, and go voyage. Eastwards sunrise, & west sea.
2. Not know where road, or name hills Sun companion, star guide. No end of . . . once the . . . comes.
3. Night day from . . . old ships home; young out to the . . . May come, back, not; must go. Blame for going on stars, sun, road, sky.

B

Learn to read the poem aloud. (The signs below show a correct rendering from a Dictaphone record of the passage.)

POEM

Beyond | the **East** | the **sunrise**, || beyond the **West** | the
^{1 11 9}
sea ; ||

And, **East** | and **West**, | the **wander-thirst** | that will not |
^{11 9 5}
let me be. ||

It **works** in me | like **madness**, | **dear**, | to bid me | **say**
²¹
good-bye, ||

For the **seas/call**, | and the **stars/call**, | and **oh** ! | the
^{9 11 55 9 44 3}
call | of the **sky** ! |||

I know not **where** | the **white road runs**, | **nor** | what the
^{55 67}
blue hills are ; ||

But a **man** | can **have** | the **Sun** for **friend**, | **and** | for his
^{77 9 3}
guide | a **star** ; ||

And **there's** no **end** | of **voyaging** | when **once** | the
⁹⁹
voice | is **heard**, ||

For the **river/calls**, | and the **road/calls**, | and **oh** ! | the
^{99 9 3}
call | of a **bird** ! ||

Yonder | the **long** | **horizon lies**, | and **there** | by **night** |
^{5 41 9}
and day |

The **old ships** | **draw** to home again, || the **young ships** |
⁹
sail away. |||

And **come** I **may**, | but **go** I **must**; || **and**, | if men
^{21 67 8 3}
(Faster) **ask you why**, |

You may **put** the **blame** | on the **stars**, | and the **sun**, | and
^{44 9 9}
the white road ||| **and** | the **sky** !

