The Girl's own Book

ALICE IN ENGLAND

★★

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Alice in England

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THE GIRL'S OWN BOOK

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ALICE IN ENGLAND

(Seconde année d'Anglais)

PAR

Mme CAMERLYNCK-GUERNIER et G.-H. CAMERLYNCK

NOUVELLE ÉDITION
Revue et augmentée

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PRÉFACE

« Ce volume », écrivions-nous en tête du *Girl's own Book*, « est le premier d'une nouvelle série destinée à l'enseignement des jeunes filles, resté jusqu'ici tributaire, en ce qui concerne les ouvrages de langues vivantes, de l'enseignement des garçons ». L'idée était juste, puisqu'elle a obtenu l'approbation de nos collègues. Aussi avons-nous l'agréable devoir de les remercier de l'accueil si bienveillant réservé à notre premier ouvrage. Rien ne pouvait nous encourager davantage dans la préparation et la publication du second volume que nous présentons aujourd'hui à leur examen.

On y retrouvera l'application des mêmes principes, qu'on voudra bien nous excuser de ne pas répéter ici ; il ne s'agissait que d'adapter la méthode, déjà employée, aux besoins d'élèves plus avancées et plus âgées. L'éducation de l'oreille et des organes vocaux étant désormais assurée, la partie purement phonétique perdait de son importance. Nous avons cependant cru prudent de reproduire les tableaux phonétiques auxquels il faut parfois revenir après de longues vacances, et de maintenir en tête de chaque leçon la clef des mots à prononciation et surtout à accentuation difficile.

En ce qui concerne l'assimilation du vocabulaire et les leçons de langage, les procédés simplement intuitifs et la gymnastique orale font graduellement place à des moyens d'enseignement plus relevés en quelque sorte, et qui conduisent à la lecture directe et à l'explication des textes. Ces derniers, plus longs et plus complets que dans la première année, ont néanmoins été rédigés de façon à rester toujours clairs et vivants, pour pouvoir être compris à la première lecture.

La matière de ces leçons nous était tout indiquée d'avance. Après avoir enseigné pendant l'année précédente le vocabulaire simple de l'école et de la maison, nous devions aborder le domaine plus étendu du monde extérieur : la ville, avec les plus importantes manifestations de l'activité humaine ; la nature,

sous ses formes multiples de vie et de beauté. Toujours nous avons pris soin pourtant de rattacher les notions nouvelles aux anciennes, et notre première et constante préoccupation a été de reviser, non seulement au début, mais encore pendant tout le cours des études, les mots et les formes que les élèves doivent déjà connaître.

C'est ainsi que les dix premières leçons sont uniquement destinées, dans notre pensée, à reviser les termes essentiels de la vie scolaire et familiale. Pour renouveler l'intérêt, nous avons cru pouvoir transporter la scène de notre histoire en Angleterre; mais ce n'est pour nous qu'un moyen, et — nos collègues ne s'y tromperont pas — notre but n'a été nullement d'offrir de la vie anglaise une étude dont l'heure n'est pas encore venue.

Nous n'avons eu garde de négliger une fée, moins attrayante et moins enguirlandée que les autres, mais qui se venge toujours cruellement quand on oublie de la convier à la fête; nous voulons parler de Dame Grammaire. Non seulement elle a été l'objet, de notre part, d'une quotidienne vigilance, mais nous lui avons réservé un emplacement spécial à la fin du livre, où on aimera sans doute retrouver, sous une forme plus méthodique, les notions éparses dans le reste du volume.

PRÉFACE DE LA NOUVELLE ÉDITION

C'est une nouvelle *Alice in England* que nous offrons aux professeurs, rajeunie comme l'a déjà été la première année du *Girl's own Book*.

La présentation générale de l'ouvrage a fait l'objet d'améliorations et d'une soigneuse mise au point, en ce qui concerne la vie anglaise, dont les moindres détails ont été vérifiés sur place. Les illustrations ont été renouvelées. Certains textes ont été allégés, tandis que d'un autre côté la partie grammaticale était renforcée dans chaque leçon, et révisée ensuite sous une forme systématique et plus complète. Mais à part ces retouches nécessaires, on s'est gardé de modifier la teneur ou la progression des leçons, dont l'expérience a confirmé le succès.

On a toutefois cru bon d'ajouter à la fin du volume plusieurs poésies significatives, en vue de mieux assurer l'initiation des élèves à la littérature anglaise

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Les dernières Instructions ministérielles (Journal Officiel *du 3 septembre 1925*) *confirment, en les précisant, les procédés de méthode directe et active appliqués avec succès, dans les classes de début, par le personnel enseignant. Le présent ouvrage est entièrement conforme aux nouveaux programmes en vigueur, ainsi qu'aux recommandations que contiennent les Instructions sur tous les points: nécessité d'un enseignement initial de la prononciation, gymnastique vocale au début de la classe, notions de phonétique (sans qu'on se croie pour cela obligé de recourir à l'emploi intégral de la notation), exercices collectifs à haute voix, lecture rythmée (nous avons marqué l'accent tonique en caractères gras) et chant; vocabulaire appris par phrases complètes et à l'aide de textes vivants, progression méthodique reposant sur l'étude de la grammaire, travaux écrits et devoirs, etc.*

Il reste toujours loisible au professeur, et il peut être utile, de vérifier de temps à autre, au moyen de la langue maternelle, si les élèves ont parfaitement compris ses explications.

Paris, juin 1927.

PHONETIC SCRIPT. KEY WORDS.

VOWELS AND DIPHTHONGS

æ, a	*as in* black	[blæk].
ɑ	*as in* bar	[bɑ:] *or* [bɑʳ].
e:	*as in* name	[ne:m] *or* [neim].
ɛ	*as in* pen	[pɛn].
ɛ:	*as in* where	[whɛ:] *or* [whɛʳ].
ʌ	*as in* cut	[kʌt].
œ:	*as in* girl	[gœ:l] *or* [gœʳl].
ə	*as in* less*on*	['lɛsən] (2nd syllable).
i, ĭ	*as in* sit	[sit] *or* [sĭt].
i:	*as in* green	[gri:n].
ɔ	*as in* clock	[klɔk].
ɔ:	*as in* floor	[flɔ:] *or* [flɔʳ].
— — —	wall	[wɔ:l].
o	*as in* wind*ow*	['windo].
ʊ	*as in* book	[bʊk].
u:	*as in* r*uler*	['ru:lə].
ai	*as in* white	[hwait].
aʊ	*as in* cow	[kaʊ].
ɔi	*as in* boy	[bɔi].
ɔo	*as in* no	[nɔo].
ju	*as in* tube	[tju:b].

CONSONANTS

b	*as in* box	[bɔks].
p	*as in* pane	[pe:n].
d	*as in* door	[dɔ:].
t	*as in* ten	[tɛn].
k	*as in* cat	[kæt].
g	*as in* good	[gʊd].
m	*as in* map	[mæp].
n	*as in* not	[nɔt].
ŋ	*as in* sing	[siŋ].
l	*as in* look	[lʊk].
r	*as in* read	[ri:d].
h	*as in* hat	[hæt].
f	*as in* five	[faiv].
v	*as in* verb	[vœ:b].
w	*as in* week	[wi:k].
θ	*as in* thin	[θin].
ð	*as in* the	[ði:].
s	*as in* six	[siks].
ʃ	*as in* shut	[ʃʌt].
z	*as in* zinc	[ziŋk].
tʃ	*as in* chair	[tʃɛ:].
ʒ	*as in di*vision	[di'viʒən].
dʒ	*as in* jam *or* gem	[dʒæm, dʒɛm].
j	*as in* yes	[jɛs].

ALPHABET FOR SPELLING.

a b c d e f g h i j k l m n o p q r s t u v w x y z

e: bi: si: di: i: ɛf dʒi: e:tʃ aĭ dʒe: ke: ɛl ɛm ɛn ɔo pi: kju: ɑʳ ɛs ti: ju: vi: dʌblju ɛks waĭ zɛd

PHONETIC DRILL

Short Sounds.

		[æ]	[ɛ]	[i]	[ɔ]	[ʌ]
Consonants (Plosive) Tongue and lip.	[t]	tat	tet	tit	tot	tut
	[d]	dad	ded	did	dot	dust
Lip and lip	[p]	pap	pep	pip	pop	pup
	[b]	pat	pet	pit	pot	pub
Tongue and palate.	[k]	bad	bed	bit	Bob	but
	[g]	cat	kept	kick	cock	cut
		gap	get	give	got	gut
		bag	beg	big	bog	bug
(Nasal) Lip and lip.	[m]	mat	Meg	mid	mop	mud
Tongue and gum.	[n]	Nan	net	nib	not	nut
(Lingual) Sides of the tongue.	[l]	lap	let	live	lot	luck
		mall	bell	mill	doll	lull
Tip of tongue.	[r]	rat	red	rib	rob	rub
	[tr]	trap	tread	trick	trot	truck
	[dr]	drat	dread	drip	drop	drum
	[br]	brat	bread	brick	brock	brunt
(Aspirate)	[h]	ham	hem	him	hop	hut

PHONETIC DRILL

Long Sounds.

Consonants (Plosive)	[e:]	[i:]	[ai]	[oo]	[ju:]
[d, t]	date	deed	time	tone	duke
[b, p]	pane	peep	pipe	pope	dupe
	babe	be	bite	bone	tube
[k]	cape	keep	kite	code	cube
[g]	gate	geese	Guy	go	
(Nasal)					
[m, n]	mane	mete	mine	note	mute
(Lingual)					
[l]	late	leek	line	lone	lute
[r]	rate	reed	ride	robe	
[kr, gr]	grape	creed	pride	grope	
[h]	hate	heed	hide	hope	hue

Note : [u] rule, ruler, rude, prude.

COMPARE :

hat — hate	pat — pate
hen — he	pet — Pete
hid — hide	pip — pipe
hop — hope	pop — pope
hum — hume	plum — plume

Short Sounds.

Consonants		[æ]	[ɛ]	[i]	[ɔ]	[ʌ]
Lip and lip. teeth.	[f]	fat	fed	fit	fop	puff
Lip and lip. teeth.	[w]	wag	wed	wig	wot	
Tongue and teeth.	[θ]	thatch	theft	thin	cloth	thud
Tongue and teeth.	[ð]	that	then	this		thus
Tongue and teeth.	[θr]	thrash	thresh	thrill	throb	thrush
Tongue and gum.	[s]	sam	set	sit, city	sob	us
Tongue and gum.	[z]	has	hens	is	Boz	buzz
Tongue and gum.	[ʃ]	shall	shell	ship	shop	shut
Tongue and gum.	[tʃ]	chat	check	chin	chop	much
Tongue and gum.	dʒ]	jam	gem	gin	John	judge
Palate	[j]		yes		yon	

Diphthongs.

[aï]	[aï]	[aʊ]	[aʊ]	[ɔï]
time	by	cow	sound	boy
nine	try	how	pound	toy
fine	sky	now	round	oil
rice	cry	bow	brown	noise
tile	why	vow	town	join

Long Sounds.

Consonants	[eː]	[iː]	[aï]	[ɔo]	[juː, uː]
[v]	vane	eve	vile	vote	cuve
[w]	wave	we	wipe	woke	
[θ]	thane	theme	thi*gh*	both	youth
[ð]	bathe	thee	thine	clothe	[uː]
[θr]		three	thrice	throne	throu*gh*
[s]	same	cede	side, ice	sole	use
[z]	maze	bees	rise	rose	muse
[ʃ]	shape	sheep	shine	show	shoe [uː]
[tʃ]	chase	cheek	child	choke	chew [uː]
[dʒ]	Jane	gee-gee	gibe	Joe	June [uː]
[j]	yea	yield		yoke	you

r Sounds.

[ɑʳ]	[ɛʳ]	[ɛʳ]	[iʳ]	[ɔʳ]	[œʳ]	[aïʳ]
far	fare	fair	fear	for	fur	fire
are	care	pair	dear	more	burn	hire
arm	rare	pear	deer	nor	her	tire
card	square	there	here	door	sir	sire
mark	share	wear	ear	floor	girl	mire

Sounds of [ʌ, œ:] revised

[ʌ]	[ʌ]	[œʳ]	[œʳ]	[œʳ]	[œʳ]	[œʳ]
but	sun	fur	fur	fur	fur	fur
cut	son	burn	her	her	fir	word
sun	done	turn	verb	heard	sir	work
run	won	churn	term	earth	bird	worm
drum	one	purr	serve	learn	girl	worse

Sounds of [u, u:, ju:] revised

short	short	long	long	long	long
[ʊ]	[ʊ]	[u:]	[u:]	[u:]	[ju:]
full	foot	blue	soon	too	you
bull	book	glue	moon	do	duke
pull	good	rude	noon	lose	dupe
push	wood	ruin	goose	move	tube
put	cook	rule	soup	prove	cube

Sounds of [ɔ] revised

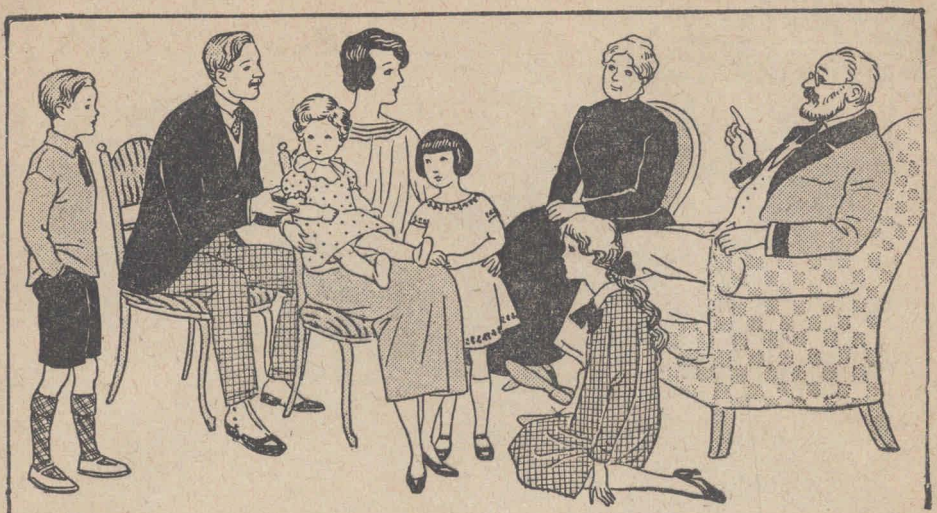
[ɔ]	[ɔʳ]	[ɔ:]	[ɔ:]
not	for	bought	all
hot	more	thought	ball
pot	nor	cause	call
got	door	saw	tall
rob	floor	awe	warm

Drill : [r].

Drat the rat !
Try that dry bread !
The green grass
grows on the ground.

Tonic accent on first syllable. Final sounds.

[ə]	[ʒə]	[tʃə]	[əs]	[ən]	[ʃən]
grammar	**pleasure**	**picture**	**famous**	**lesson**	**fashion**
paper	**measure**	**creature**	**gracious**	**Wilson**	**cushion**
doctor	**treasure**	**nature**	**jealous**	**kitchen**	**nation**
murmur	**azure**	**gesture**	**glorious**	**basin**	**Russian**
colour	**Asia**[e:ʃə]	**pasture**	**anxious**	**postman**	**ocean**



INTRODUCTION

Alice Rod is tall for her age. Her hair is fair and soft, and her eyes are grey. She has a rosy complexion and a small mouth, with two pretty red lips, and pretty white teeth. But she has a turned-up nose, and she does not like it.

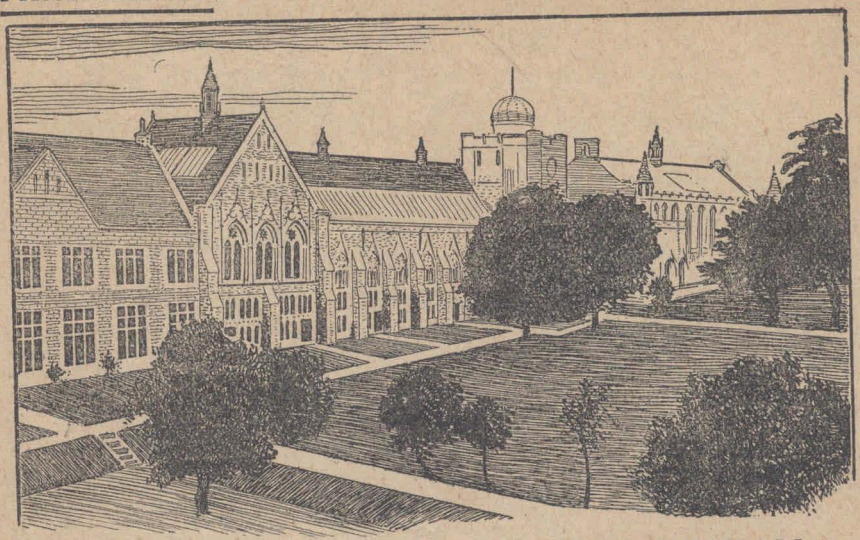
Alice goes to school; she works well and obeys her teacher. But she is very talkative, and does not always keep silence in school : she is a chatterbox.

Our little heroine was born in the year nineteen hundred and thirteen. She lives in Geneva in a pretty house called *Swiss Cottage*. Her father, Mr. Rod, is a doctor. Her mother, Mrs. Rod, is English. Alice speaks English at home.

She has two brothers : Tom and Charlie, and only one sister : Rose-May. Tom is fourteen years old; Rose-May is five, and Charlie is a baby.

The grandparents, Mr. and Mrs. Wilson, live in London with their daughter, Miss Wilson; they have also a son, Mr. Robert Wilson. Eevery year Miss Wilson comes to Geneva on a visit.

Last July, Alice went to England with her aunt, to spend the holidays with her, and her grandparents. Now Dr. and Mrs. Rod have decided to let Alice stay for a year in England. She will live with friends at Cheltenham, and go to the Ladies' College.



THE LADIES' COLLEGE, CHELTENHAM

[ĭ]	[ɛ]	[θ]	[ð]	[tʃ]
Alice is	**west, friend**	**three, third**	**there**	**chapter**
in England	**second, several**	**thirteenth**	**with**	**teacher**
She lives	**Edward**	**birth**	**father**	['tʃɛltnəm]
with Mrs. B. [iː]	the **Seventh**	**thousand**	**mother**	**Cheltenham**

Alice is now in England. She lives at Cheltenham with a friend of her mother's, Mrs. Bennett.

Cheltenham is a pretty town in the West of England. At Cheltenham there are many schools for boys and for girls. The most important school for girls is the Ladies' College. It is a very large school with big halls and numerous class-rooms. There are many teachers, and ever so many pupils : nearly a thousand girls. Some are day-girls : they go to school and live in town with their parents or friends; others are boarders and live in boarding-houses. There are twelve boarding-houses for the College boarders, and about forty girls in each boarding-house.

At College, the little girls under twelve are in the third division; from twelve to fifteen, the girls are in the second division, and after they go up to the first division. In each division there are several forms.

Alice, who is thirteen years old, is too young for the first division; but as she has been at school several years in Geneva, she belongs to the fourth form of the second division.

GRAMMAR

ORDINAL NUMBERS.

Ordinal numbers are used in English for :

a) The lessons or chapters of a book :

This is **the first** lesson.
Chapter **the third.**

b) The date of the month:
March **2nd.**—July **14 th.**

Alice Rod was born on the **5th** of September nineteen hundred and thirteen.

c) The acts and scenes of a play:

Act **the first,** scene **the second** (*or* Act **one,** scene **two**).

d) Kings, emperors, *etc.* Edward **the Seventh.** George **the Fifth.**

REVISION. CONJUGATION: AUXILIARY VERBS. Repeat the verb **to be** in its affirmative, interrogative and negative forms (*See* Grammar, p. 148).

FORM OF ADMISSION.

Christian Name, Surname. Age and date of birth of the pupil. (To be written in full).	*Alice Rod, thirteen years old; born on the fifth of September nineteen hundred and thirteen.*
Profession or occupation of Father or Guardian.	*The father, Dr. Rod, is a physician.*
Has the pupil been to school before? If so, where, and how long?	*She has been at Geneva, in a girls' school, for the last five years.*

HOME-WORK.

Exercise.—What is your christian name? What is your surname? How old are you? When were you born? In what form are you at school? How long have you been at school? What is the name of your school? Are you a day girl? Are there boarders in your school? How many pupils are there? Where do you live? Is it a large town?

Lesson.—*Repeat the cardinal numbers from* one *to* thirty.

Repeat the ordinal numbers from the first *to the* thirtieth.

Conjugate:

a) I am not a boarder.

b) I was born on the twelfth of October.

AN ENGLISH SCHOOL-GIRL

PHONETIC DRILL.

[ɔ]	[ɔ:]	[ɔɪ]
off	**hall**	**walks**
college	**called**	**talks**
holidays	**quarter**	**boarder**
[œ:]	[ɛ:]	[e:]
her	**wear**	**break**
third	[prɛəz]	**sailor**
term	**prayers**	vacation

Look at Alice: doesn't she look English with her felt-hat and her school-bag? She is now going to school: it is a quarter to nine.

When she arrives at College, she goes first to the day-girls' dressing-room, hangs up her hat and coat, takes off her shoes, and puts on her college-shoes, but no pinafore; only some of the little girls in the third division wear pretty pinafores.

At nine o'clock, all the girls, hundreds of them, go in a long line, one behind the other, to the very big hall, called "Princess Hall". There the Lady Principal reads prayers, and sometimes speaks to the girls. At 9.30 school begins. Alice goes with her form, and has first one class, then another. There is a short break (ten minutes' interval) at eleven o'clock. Two classes more after the break, and school is over at one o'clock.

Then Alice goes back to the dressing-room, where the girls dress in silence: it is forbidden to talk in passages and dressing-rooms; she puts her college shoes in her shoe-bag, which she hangs on her peg; she fastens her shoes quickly, puts on her hat and coat and walks home very pleased, but rather tired with her first morning at school.

GRAMMAR

CARDINAL NUMBERS.

NOTICE: a hundred *or* one hundred. A hundred *and* one, a hundred *and* two, a hundred *and* three, *etc.*

One thousand *and* ninety-five. One thousand nine hundred *and* eight,

Or Nineteen hundred *and* eight.

Cardinal numbers have no plural: One hundred, two hundred, three hundred... (no *s*), two thousand, three thousand... (no *s*).

But for substantives we say:

Hundreds of girls...

Thousands of people...

REVISION. CONJUGATION: AUXILIARY VERBS. Repeat the verb **to have** in its affirmative, interrogative and negative forms. (*See* Grammar, p. 149).

ENGLISH SCHOOLS.

In England, the scholastic year is divided into three terms of about twelve weeks each.

The first term is called the Christmas term.

It begins in the middle, or about the 20th of September, and ends a few days before Christmas.

The Christmas holidays last four or five weeks.

The second term is the Easter term. There are three or four weeks' holidays at Easter.

Then comes the Summer term, and after, the long summer holidays.

Besides, in the middle of each term, there is what is called the half-term holiday.

At the end of each term there are examinations.

HOME-WORK.

Exercise.—At what time do you come to school in the morning? Do you play in the play-ground during the breaks? At what time do you go home? Have you any classes in the afternoon? At what time is school over? Have you any classes on Thursdays?

When does the first term begin at your school? Do you get holidays for Christmas, or the New-Year? How long are the Easter holidays? How long do the summer holidays last?

Lesson.—*Revise the divisions of time:* the days of the week, the months of the year. (*See* The Girl's own Book.)

Conjugate: *a*) I have not got a school-bag, I have a portfolio.

b) Had I not a holiday?

THIRD LESSON

ALICE'S

	MONDAY	TUESDAY	WEDNESDAY
9.30	*Literature*	*Gymnastics*	*Scripture*
10	*Modern languages*	*Needlework*	*Arithmetic*
11	*Arithmetic*	*English grammar*	*History*
12	*Astronomy*	*Geography*	*Natural Science*

PHONETIC DRILL.

[æ]	[ĭ]	[ɛ]	[ɔ]	STRESS
Grammar	**His**tory	[kɛ] **Chem**istry	Geography	**Arith**metic
Latin	**Phy**sics	**Dress**making	Geometry	Gym**nas**tics
Algebra	**Scrip**ture	**Leath**er-work	Astronomy	**Do**mestic
Natural	**Lit**erature	**Wed**nesday	Economy	No**vem**ber

Long : [iː] **Greek, needlework.** — [œː] **German.** — [ai] **Science.**

This is Alice's time table. As you see, she has no classes in the afternoon; but she has all her home-work to do and her piano to practise, one hour every day; then she takes walks or plays games. But no games, no walks for girls who have been lazy! If a girl does not know her lesson, if her exercise is "returned" because it is not good enough, she must go back to College in the afternoon to learn her lesson or write her exercise over again.

There are other subjects that you may take up at school. Very young pupils learn the three "R' s", that is to say, reading, writing, and arithmetic. All the girls learn modern languages (French, German, or Spanish); some girls learn Latin and Greek, others botany, physics and chemistry, algebra and geometry.

TIME TABLE

THURSDAY	FRIDAY	SATURDAY
Modern languages	*English grammar*	*Scripture*
Geography	*History*	*Arithmetic*
Literature	*Natural Science*	*Modern languages*
Drawing	*Modern languages*	

Musical pupils have piano, violin or singing classes. In girls' schools they learn needlework and dressmaking, domestic economy, and they sometimes have cookery classes. Many English girls are fond of handicrafts, such as : wood-carving, modelling, leather and metal-work.

In some schools there are classes in the afternoon, except on Wednesdays and Saturdays, when the pupils have a half-holiday.

REVISION. CONJUGATION : THE PRESENT TENSE. Repeat the present tense of the verbs **to like, to dress, to go, to carry, to play.** Remember the ending of the third person singular : **s, or -es, or ies.** (*See* page **35** and Grammar, page 150).

HOME-WORK.

Exercise.—What are the subjects you learn at school?

Draw up your own time-table.

What other subjects would you like to take up (to learn)?

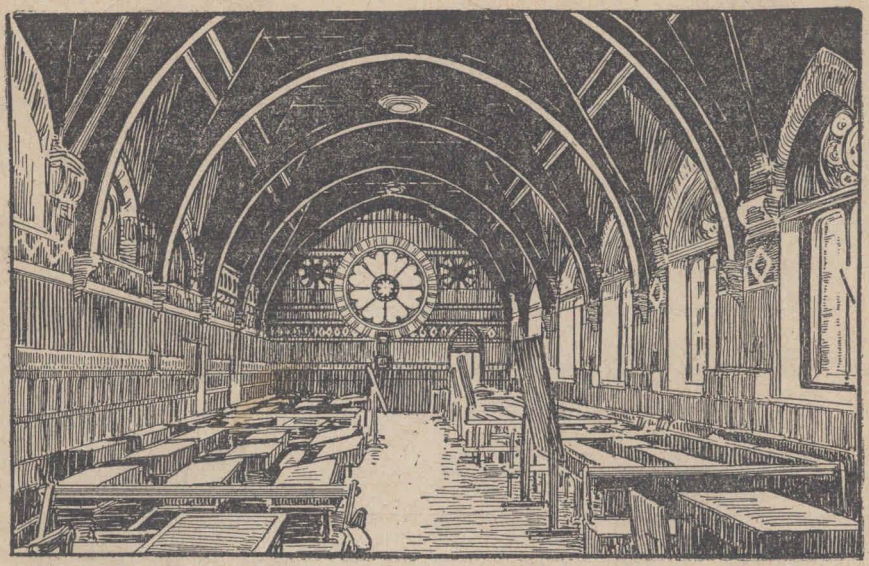
Lesson.—*Revise the divisions of time:* the day (its parts) and the hour (how to tell what time it is).

(*See* The Girl's own Book.)

Read in two different ways:

2.15, 3.20, 4.30, 5.45, 6.50.

FOURTH LESSON



SCHOOL-LIFE (A LETTER)

[ɔ]	[ɔo]	[iː]	[ai]	[ai]	[ai]
lodge	**note**	**steam**	**high**	**pipe**	**ivy**
object	**stove**	**heat**	**bright**	**silent**	**iris**

STRESS : **se**parate; **af**fectionate; to for**get**; elec**tri**city· ventilation.

October 20th

IVY LODGE
PITTVILLE ROAD
CHELTENHAM

My dearest mother,

To-day is Sunday, and as we have no home-work to do, I have time to write the letter you asked me about my school-life.

As you know, College is very fine inside : the class-rooms have very high ceilings, with large windows that look like church-windows. The rooms are never cold, because there are hot water-pipes and radiators everywhere; it is never too hot, as the ventilation is very good. I tell you all that because I know Papa will like it.

We have not always our classes in a separate class-room, but sometimes there are three or four classes at the same time in the Hall.

My class-mistress is called Miss Fergusson. I like her very much, she is very nice and bright, but she speaks ever so quickly ! She is very

quick and never sits down during the lessons; she always stands up or walks about to see how we take down our notes. We are sixteen pupils in my form, all about my own age; I think they are very good girls, very obedient and silent!

I often sit near a nice girl called Iris (isn't it a pretty name?); she shows me her notes when I don't understand, and tells me where I have to go and what I have to do, because you know, mother, I forget so very often! And College is so large that you cannot always find your way about!

Tell me what you are doing at home. I often think of you all and miss you very much.

With much love to yourself, dearest mother, and to every one.

Your affectionate daughter.
Alice.

REVISION. CONJUGATION : NEGATIVE AND INTERROGATIVE. Repeat the present tense of the verb **to like,** in the negative, in the interrogative, and in the negative-interrogative. (I do not like. — Do I like? — Do I not like?) Remember the third person singular is : **does.**

AN OBJECT-LESSON ON HEAT AND LIGHT.

Heat.—In winter, when the weather is cold, the class-rooms must be heated.

Some schools have stoves, with stove-pipes for the smoke. Coal or wood is burnt in those stoves.

New schools are heated by means of hot air, hot water-pipes or steam-radiators.

Light.—When it gets dark, we must have a light. Schools are lighted by means of gas or electricity.

Gas-pipes bring gas to the gas-burners. We turn on the gas when we wish to light it and turn it off when we want to put it out.

In the same way, you switch on or switch off the electric light.

HOME-WORK.

Exercise.—When the teacher — a question, you put up your hand if you — the answer. When Alice cannot — her way, Iris — it to her. Do you — your English class, and do you not — it during the holidays? When the mistress speaks quickly, I cannot always — her. Do you — the picture of the hall is pretty?

Fill the blanks with the following verbs, used in the proper tense: to ask, to find, to know, to like, to miss, to show, to think, to understand.

Lesson.—1. *Give an oral description of your class-room.*

2. *Name all the school-things that a girl wants.*

3. *Conjugate:* *a*) I do not like to write letters.

b) Do I often forget my exercise at home?

c) Don't I speak English well?

FIFTH LESSON

NEWS FROM HOME
(AUTUMN)

PHONETIC DRILL.

[ɛ]	[ɑː]	[ɔː]	[oo]	[ju]
fell	**father**	**brought**	**home**	**you**
letter	**garden**	**Autumn**	**hope**	**new**
weather	**partridge**	**daughter**	**close**	**beautiful**

STRESS: **believe**; **sincere**; **regard**; **remain**; **repeat**; **address**; chrysanthemum.

SWISS COTTAGE VALLEY ROAD
GENEVA

October 31st

My darling Alice,

Your letter pleased us very much; I hope you will like your new life at school and at Cheltenham. We miss you here too, and I think Tom misses you more than anybody else.

You want to know what we have been doing, dear? Well, not much. Tom went to Uncle Bernard's for the grape-gathering. There was much work, as grapes were plentiful. Your uncle had a new machine for crushing the grapes, and he says that wine will be good this year.

It is getting colder and colder, and the days are growing very short indeed, but we had a fine Autumn. A few days ago, the garden was still looking beautiful, the trees had fine yellow leaves and the beds of chrysanthemums were lovely; but the day before yesterday the weather changed, the wind began to blow, the last leaves fell from the trees, and the rain spoilt the flowers.

Your father went out shooting three or four times with his new gun; he brought home in his bag two hares and several partridges.

Now, dearie, I must close this. Take care of yourself, my own little girl. Try to be good and don't waste your time. Don't forget that we want you to write a long letter every Sunday.

With kind regards to Mr. and Mrs. Bennett, and fond love to yourself.

Yours affectionately,
C. ROD.

GRAMMAR

REVISION. CONJUGATION : THE PRETERITE. Repeat the preterite of the verbs **to like, to call, to want, to try, to play.** Remember the ending is **d, ed, or ied.**

Repeat the same tenses in the negative and in the interrogative, with *did* and *did not.* (*See* page 35.)

Irregular (or strong) verbs have special forms for the preterite and past participle. Ex.:

Infin.	*Pret.*	*Past part.*	*Infin.*	*Pret.*	*Past part.*
to begin	I began	begun	to go	I went	gone
to fall	I fell	fallen	to spoil	I spoilt	spoilt
to bring	I brought	brought	to know	I knew	known

You will find a list of irregular verbs in the *Grammar,* page 155.

HOW TO WRITE A LETTER.

1. ***How to begin.***—First, you write your address on the top of the page, on the right.

Next, you put the date (ordinal number).

Jan. 1st 1927.
May 3rd, Oct. 22nd, *etc.*

Then you begin :
My dearest mother,
or *Dear Betsy.*

2. ***How to end.***—At the end of your letter, you add:

Give my compliments
or *Kind regards to your parents,*

I am (or *I remain*)
Your loving daughter

or *Believe me*
Yours truly (or *sincerely*).

HOME-WORK.

Exercise.—Write a short letter to a friend, to tell her where you go to school, in what form you are, and what subjects you learn (*see* preceding lessons).

Say if you live in town or in the country, what season it is, what weather you are having, and conclude with your compliments to your friend's parents.

Lesson.—1. *Repeat all the terms about the weather:* it is fine, it rains, *etc.*

2. *Say what you know about Autumn.*

3. *Conjugate:*

a) I did not work.
b) I walked home in the rain.
c) I began to write.

THE BENNETT FAMILY

[ʌ]	[ɔ:]	[e:]	STRESS
son, Sunday	**all, tall**	**gate, basement**	[ri'taiəd]
mother, brother	**ball, wall, law**	**late, lazy**	retired
cousin, study	**naughty, of course**	**remain, relations**	**relatives**

Alice lives with the Bennett family, and here they are all going to church; it is Sunday. Teddie, the eldest son, is opening the gate for his father and mother. You can see that Mr. Bennett is a retired officer, he walks like a soldier; doesn't he look tall by the side of his wife ? Mrs. Bennett is a very nice sweet lady, but not very strong, and she has much to do with her large family of five children.

Alice is in deep conversation with her great friend Doris. Doris Bennett is a tall girl, sixteen years old; she still goes to school, but she does not care for it much, she prefers music.

Look at naughty, noisy, lazy Ralph; he is the last, of course; in fact he is always last except when he is going to play football or cricket.

There are two more children, a boy and a girl, both four years old : they are twins, and are called King and Queen. They are too young to go to church, so they remain at home.

The Bennetts live in Ivy Lodge. It is a very well-named house : there is ivy round the porch, ivy on the walls and round the bow-window. It is a middle-sized house with a basement for the kitchen and servants' rooms; on the ground-floor are the dining-room, the sitting-room and the study. There are three bed-rooms and a bath-room on the first floor. The nursery and two more bed-rooms are on the second floor.

GRAMMAR

REVISION. THE PROGRESSIVE CONJUGATION. It is formed with the verb **to be** and the present participle (*-ing*), and is used for actions that happen at the time you speak of, or that last some time.

Ex. : The Bennetts are going to church.
Ted is opening the door.
Last year Alice was living in Geneva.

PREPOSITIONS.

TO	AT
Doris goes **to** school from nine to twelve.	She arrives **at** college **at** nine o'clock.
The parents go **to** church.	The babies stay **at** home.
Are you speaking **to** me?	Look **at** naughty, noisy Ralph.

THE FAMILY.

The parents are the father and the mother only.

The other members of the family are the relatives or relations : uncles, aunts, cousins, *etc.*

When two persons are married, the man is called the husband; the woman becomes his wife. The father and mother of the husband become the father-in-law and mother-in-law of the wife. (in-law = by marriage). The husband is the son-in-law; the wife the daughter-in-law; they have brothers-in-law and sisters-in-law.

In the case of a second marriage, we speak of a step-father, step-mother, step-son, step-daughter, *etc.*

NOTE.—*Cousin* is the same word for the masculine and the feminine; it is of the *common* gender.

HOME-WORK.

Exercise.—Look at the Bennetts in the picture, and say how each one is dressed. What does Mr. B. wear? and Mrs. B.? and the children?

Notes.—The father wears a top-hat, Teddie a round hat (a bowler).

Ralph has on an Eton-jacket, an Eton-collar, and a college cap.

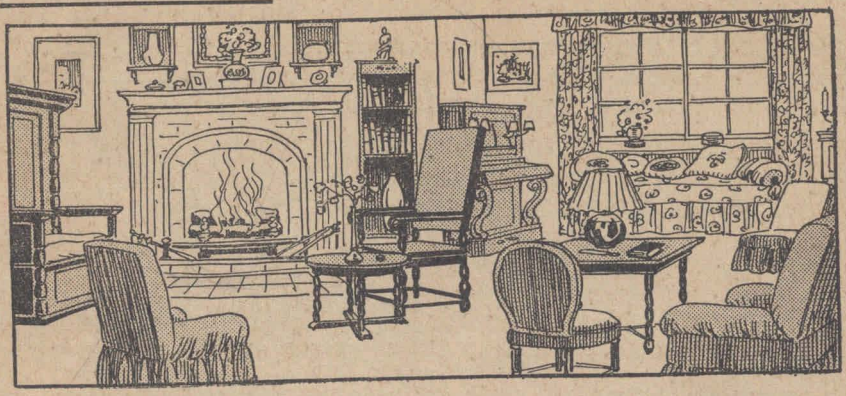
Lesson.—*Give the masculine of:* woman — mother — sister — cousin — girl — maid-servant — daughter-in-law.

Give the feminine of: gentleman — uncle — nephew — grandfather — stepson — husband — father-in-law — king.

Conjugate:

a) I am learning English.
b) I was going out.

SEVENTH LESSON



AT HOME

[ʌ]	[œː]	[ʊ]	[ɔo]	[aɪə]	[tʃ]
lovely	**cur**tain	**cook**	**no**tice	**fire**	**chair**
governess	**burn**ing	**look**ing	**po**ker	**tired**	**church**
nothing	**fur**niture	**cush**ion	**co**sy	re**tired**	**chil**dren

[æn] : **and**; **stand**; **land**ing; **man**tle; **pan**try; **ban**ister; [hæŋ] **hang**.

Let us go inside the house. We first step into the hall, where we notice the usual hall-stand and table. On the table is the gong used to call the family to meals; there is also a card-tray for visiting-cards.

We enter the drawing-room where Mrs. Bennett receives her friends; they generally call on her on Tuesday, as it is her at home day. The drawing-room, or sitting-room, is a large room, with lovely lace curtains, thick carpets, rugs and many pieces of furniture : such a lot of arm-chairs, and easy-chairs, a window-seat, a piano and tables. There is a fire burning in the grate; the shining tongs and poker rest on the fender. Over the mantle-piece is an overmantle with a mirror and all sorts of nicknacks : vases with flowers, photos, frames, etc. At night, when the blinds are down and the lamps are lighted, the room looks very comfortable and cosy.

Just now King and Queen were kneeling on the cushions of the window-seat; but they were soon tired of looking out of the window and went up to the nursery. The nursery is the children's own room, they do everything there : they play, they eat their meals, they work. They don't work much, of course; their governess teaches them songs, games and nursery rhymes, or she tells them amusing stories about the pictures that hang on the walls.

GRAMMAR

REVISION. USE OF TENSES

PRESENT TENSE

Ex. To-day is Tuesday.

We step into the hall.

The children play, eat their meals, and work in the nursery.

Use the present tense for things or actions that take place at the moment when we are speaking, or that happen generally.

PRETERITE.

Ex. Yesterday was Monday.

She stepped into the hall.

Just now they were kneeling on the cushions; they were tired and went up to the nursery.

Always use the preterite for things or actions that took place in the past, and are completely over (finished).

AN ENGLISH HOUSE.

English people do not generally live in apartments or flats, but in houses. Those houses are one or two stories high.

In English houses, the kitchen is often underground, in the basement. Near the kitchen are the pantry and cellars: wine-cellar and coal-cellar.

On the ground-floor, which is a little higher than the street, are the hall, the dining-room, the sitting-room or drawing-room, and sometimes a study.

Now we go upstairs to the first floor. There is a banister along the stairs. On the top we come to the landing. The doors of several rooms open on the passage: bed-rooms, a dressing-room and bath-room. The nursery is on the second floor.

You know that the highest story, under the roof, is called the attic or garret.

In large houses, there are back-stairs for servants.

HOME-WORK.

Exercise.—Do you live in a flat or in a house? How many rooms are there in it? On what floor is your bed-room? Where is the kitchen in an English house? Where is the dining-room? Where is the nursery? What is a nursery?

How do you go from one floor to another? What do you call the room at the top of a house?

Lesson.—*Repeat the names of* the different parts or rooms of a house, with the pieces of furniture in each.

(*See* The Girl's own Book.)

Conjugate: a) Yesterday I called on a friend.

b) I did not receive any calls last week.

c) Did I answer the letter?

AN ENGLISH BREAKFAST

[g] **go, gong; get, egg; gas; big, begin; gate, game; rug, Gertie.**
[k] **cut, cup, cover; bacon; breakfast.**
[kw] **quite, questions, quick, queen.**
[dʒ] **jam, general, lodge, large.**

Gong! gong! gong! "Oh dear", says Alice, "I am not quite ready, and here is the breakfast gong; I must be quick, as Mrs. Bennett is always in the dining-room at eight o'clock sharp. I wonder what we'll have for breakfast!"

Alice is not greedy, but she is very fond of her English breakfast, especially eggs and bacon. At the Bennetts', the breakfast table looks very inviting: there are flowers or plants in the middle; a cruet-stand for oil and vinegar; several glass-dishes containing jam or marmalade. Everyone has a large plate for meat and a small one for bread. Doris cuts the bread on a bread-board. At one end of the table sits Mr. Bennett, at the other end Mrs. Bennett with a lot of breakfast cups in front of her.—"What will you have, dear", she asks Alice, "tea or coffee?"—"Tea, please, Mrs. Bennett", answers Alice, who knows that in England tea is better than coffee.

Then Gertie the housemaid comes in, bringing a dish covered with a big dish-cover to keep the bacon warm. "How nice it smells", thinks Alice. After her egg and bacon, she eats toast and butter, then a slice of bread and jam, perhaps another one with marmalade. What a big breakfast! Yes; but, you see, dinner is not till half-past one.

When breakfast is over, Gertie clears the table, puts the breakfast things on a large tray and takes them down to the kitchen to be washed up. Look at her, so clean with her snowy cap and white apron.

GRAMMAR

REVISION. CONJUGATION : THE PAST TENSE. The past tense is conjugated with the auxiliary verb **to have** and the past participle. Ex. I have called. Remember the past participle of *regular verbs* is formed by adding **-ed** or **-d** to the infinitive (liked, asked, called).

Conjugate the past tense of the verbs **to have, to be, to like, to ask, to want, to carry, to play, to begin** (an irregular verb.)

ABOUT, *a preposition.*

To day's lesson is **about** meals. (the subject of the lesson is meals).

Tea is **about** five o'clock. (not at five exactly).

The mistress walks **about.** (about the room, here and there).

Alice cannot find her way **about.** (in the college).

ENGLISH MEALS

In English schools, pupils have breakfast at eight o'clock or half-past eight; dinner at one o'clock or half-past one; tea about five, and supper between eight and nine.

In London and other towns, in the middle of the day, people only take a light meal, called lunch, and then have their dinner in the evening, at 7 or 8, but no supper.

ALL ABOUT BREAD

In England, bread is cut with a bread-knife on a bread-board (*see* next page).

The slices of bread are put into a bread-basket. You take them with the bread-fork, and place your bread on a small bread-plate, near your left hand. So that there are no crumbs on the table-cloth, and no need for the crumb-brush and tray.

HOME-WORK.

Exercise.—*Find out equivalents for the following expressions:*

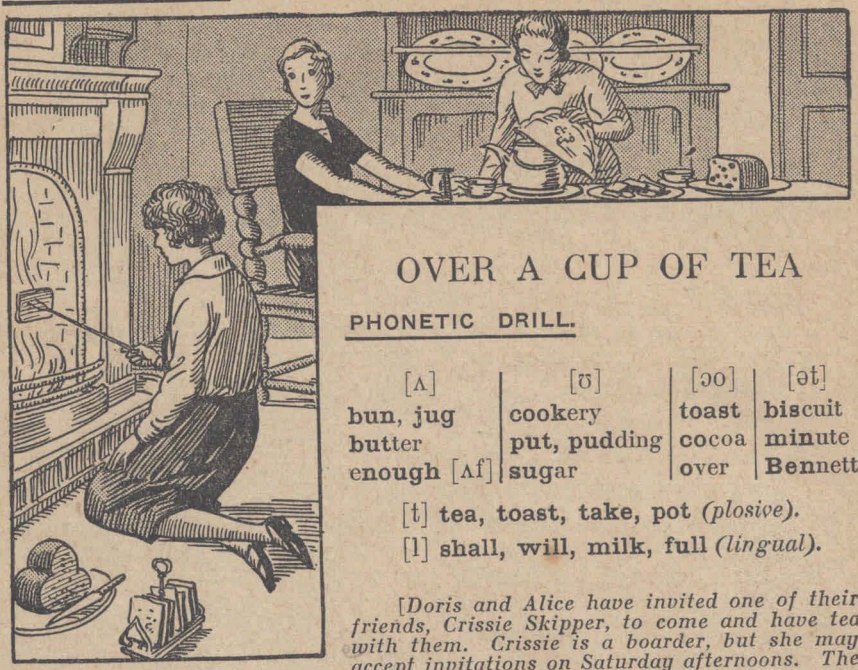
Breakfast is at 8 o'clock *exactly.* Alice *likes* jam *very much.* She has *a lot of* breakfast cups. "What will you *take,* dear?" The housemaid *enters.* "*What a nice smell it is!*" The meal is *ended.* Coffee is *not so good as* tea. *The middle of the day.*

Lesson.—Shapes and colours. *Repeat all the adjectives relating to shapes* (long, round, square, etc.) *and colours of things.* (*See* The Girl's own Book.)

Conjugate: a) I have received a letter this morning.

b) I have been out to tea.

c) I cut bread with the bread-knife.



OVER A CUP OF TEA

PHONETIC DRILL.

[ʌ]	[ʊ]	[ɔo]	[ət]
bun, jug	**cookery**	**toast**	**biscuit**
butter	**put, pudding**	**cocoa**	**minute**
enough [ʌf]	**sugar**	**over**	**Bennett**

[t] **tea, toast, take, pot** *(plosive).*

[l] **shall, will, milk, full** *(lingual).*

[*Doris and Alice have invited one of their friends, Crissie Skipper, to come and have tea with them. Crissie is a boarder, but she may accept invitations on Saturday afternoons. The three girls are now in the dining-room, toasting bread. The tea-table is ready, and there are nice things to eat: a sponge-cake, buns, biscuits, bread and butter.*]

DORIS.—Alice dear, I think we have enough toast : the toast-rack is full, and the tea will be cold.

ALICE.—Nonsense! Put the tea-cosy on the pot, it will keep it warm. But I have finished, I am toasting the last piece.

CRISSIE.—How nicely you toast! Very few people can make decent toast: either they burn it, or toast their hands and faces instead of the bread.

ALICE.—It is very easy work if you have a bright fire, and a long toasting fork.

CRISSIE.—Our cookery teacher is going to teach us how to make toast. This week we have been learning how to make tea.

DORIS.—What is the good recipe?

CRISSIE.—Oh, I know it by heart. Listen! First warm the teapot with hot water; then put one teaspoonful of tea for each person, and one for the tea-pot. Pour the boiling water on the tea, and let it stand for five minutes.

ALICE.—Splendid! How lucky you are to attend the cookery classes! Do you learn how to make cakes and puddings?

CRISSIE.—Not this term; but we shall next term; now I know how to make coffee, chocolate and cocoa.

DORIS.—Can you make some in your room?

CRISSIE.—Oh, dear, no; we can do nothing in our rooms; we can't even have ink, or shoe-blacking, or anything. At ten o'clock our lights must be out; but, you know, it is the same rule in all the College boarding-houses.

GRAMMAR

REVISION. CONJUGATION : THE FUTURE. It is conjugated for all verbs by means of the auxiliaries **shall** and **will.** (*shall not, will not.*)

Repeat the future of the verbs **to have, to be, to go,** in the affirmative, negative and interrogative. (*See* Grammar).

ABOUT A CUP OF TEA.

All Englishmen and Englishwomen love their cup of tea. In almost every house, all over England, the same scene takes place, at about the same time (5 o'clock).

On a table, in the dining-room, or sitting-room, the tea-cups and saucers, with the tea-spoons, are laid. The milk-jug and the sugar-basin are also on the table. There are small plates for everybody, to eat bread and butter, or bread and jam. Tea is ready. The maid brings in the tea-pot. The mistress of the house helps the tea (*that is,* pours the tea into the teacups). " Do you take milk ? ".—" Yes, please ".—How many lumps of sugar? "—" No sugar, thank you ".—" Help yourself to bread and butter, " *or:* " Won't you try this cake ? ".

But one cup of tea is not enough. "Shall I give you another cup?".—" Please " *or :* " Half a cup, thank you ". But if you have enough, you answer: "No more, thank you."

HOME-WORK.

Exercise.—1. Give a short description of the picture on the opposite page, and say what the three girls are doing.

2. What are the limbs of the human body? What are the parts of the arm? and of the leg? What are the parts of the head, and of the face?

Lesson.—*Repeat all the words and expressions relating to meals.*

Say at what time you eat; what things are on the table, in the kitchen, *etc.*

Conjugate:

a) I shall eat bread and butter.

b) Shall I drink tea or cocoa?

c) I can make tea, but I can't make toast.

TENTH LESSON

CHELTENHAM LADIES' COLLEGE

DIVISION II. — CLASS 4. CHRISTMAS TERM *Alice Rod*

SUBJECT	REMARKS	SIGNATURE OF INSTRUCTOR
ENGLISH HISTORY	*Fair. She has got a pretty good knowledge of general History.*	*K. Boyd*
GEOGRAPHY	*Very fair. Still Alice must learn how to draw maps properly.*	*M. Liddiard*
SPELLING	*Middling. Is a little backwards; she will probably do better next term.*	*E. M. Fergusson*
COMPOSITION	*Good. Has greatly improved during the second half of the term.*	*E. M. Fergusson*

THE END OF THE TERM

Time has passed quickly. The term is over, it is the end of Examination Week. When examinations began, it was a new experience to Alice. There were no more classes, but during school hours she had to write papers, one on every subject. English grammar was the first exam in Alice's form. When Miss Fergusson distributed the question papers, the girls looked very anxious; as soon as they had read the questions, some smiled brightly, whilst others looked sad or serious.

"Now", said Miss Fergusson, "I will read the questions once through slowly, so that you need not ask me about them afterwards; as soon as I have finished, set to work at once, and remember there must not be one word of talking". Then the girls began to write and write, whilst their mistress, sitting at her desk, was preparing reports. "Time is up", she said at the end of the two hours, and every pupil had to give up her paper, some hoping they would pass, others afraid they would fail.

Now all is over; to day is Breaking-up Day and the reports have come home. Alice's is satisfactory. If her arithmetic is "poor", her history is "fair" and her geography "very fair"; besides, her conduct is very good; she has not been absent once, and has been late only twice during the twelve weeks. On the whole, her first term at school has been a success. To-morrow she is going to London, where she will spend her Christmas holidays with her grandparents.

NATURAL SCIENCE	*Highly satisfactory. Very bright pupil.*	*A. Leonard*
DRAWING	*Excellent. Much progress.*	*E. Stirling*

Attendance regular. Late 2 days. Lesson neglected three times.
Conduct at college very good. *(Signature of Lady Principal).*

GRAMMAR

REVISION. CONJUGATION : THE CONDITIONAL. It is conjugated for all verbs by means of the auxiliaries **should** and **would** (*should not, would not*).

Repeat the conditional of the verbs **to have, to be, to go,** in the affirmative, negative and interrogative. (*See* Grammar).

SCHOOL-WORK.

At the end of every term, parents or guardians receive a *report* about the work and conduct of the pupils.

This report contains the remarks of teachers on the different subjects taken up by each pupil; the Principal sometimes adds a general remark. When the report is satisfactory, parents are naturally very pleased.

If pupils obtain a sufficient number of marks in examinations, they *pass*; if not, they *fail*. [feïl]

Here are some of the marks, going from the best down to the worst: excellent, highly satisfactory, very good, good, very fair, pretty fair, fair, middling, poor, rather poor, weak, very weak, bad, very bad.

HOME-WORK.

Exercise.—1. Would you like to spend your holidays in London? Is Alice's report a good one? Will her parents be pleased? Why do some girls look sad? Do they talk during the exam? What did the mistress say at the end? What is "breaking-up day"?

2. *Turn into the preterite the last paragraph of the lesson:*

Ex.: *Now all was over...*

Lesson.—1. *Repeat the principal words and expressions used in school: a)* for orders; *b)* for remarks; *c)* for greetings.

2. *Give the contrary of the words:* slowly, gay, to pass, bad, worse, last, long, unsatisfactory, to go out, right.

3. *Conjugate:*

I should like it very much.

Revision.

Answer the following questions in full sentences:

I. AT SCHOOL

1. Where does Alice live?
2. Where is Cheltenham?
3. Which is the most important school at Cheltenham?
4. Are there many girls at that school?
5. How many?
6. How is the scholastic year divided?
7. At what time does school begin?
8. At what time does it end?
9. Are there any classes in the afternoon?
10. Have the pupils their classes in different class-rooms?
11. What subjects does Alice take up ?
12. When a girl does not know her lesson, what has she to do?
13. How are the class-rooms heated and lighted at the Ladies' College?
14. Do the girls wear pinafores at school?
15. Where do the boarders live?
16. What do the parents receive at the end of each term?

II. AT HOME

1. With whom does Alice live?
2. How many people are there in the family?
3. Where do they live?
4. Why is the house called Ivy Lodge?
5. How many rooms are there at Ivy Lodge?
6. How does the drawing-room look in the evening?
7. How does the dining-room table look at breakfast?
8. At what time does Alice take her meals?
9. What does she eat at breakfast?
10. How do you make tea?
11. Is tea good in England?
12. What do you put over the tea-pot, to keep it warm?
13. How do you make toast? with what?
14. In what do you put toast?

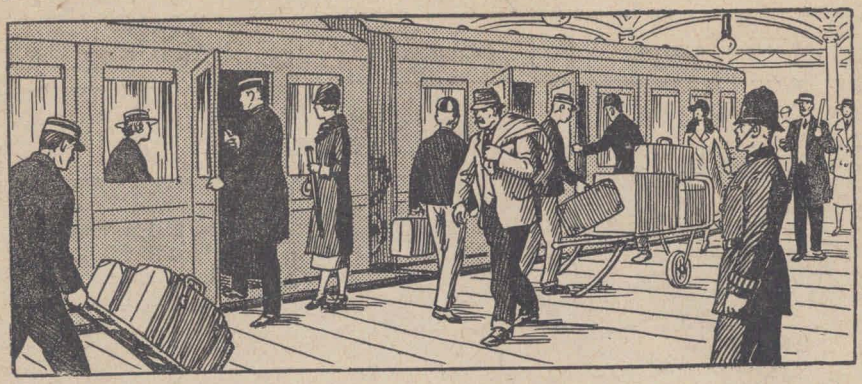
III. When she arrived in her bed-room at Ivy Lodge, Alice unpacked her box. What did she put: *a*) in her chest of drawers?—*b*) in her wardrobe?—*c*) on her dressing-table?—*d*) on her writing-table?—*e*) on the mantle-piece?

IV. *Give the tenses of the following verbs :* to be—to begin—to bring—to fall—to go—to come—to have—to read—to say—to spoil.

Interrogative	Affirmative	Negative
INDICATIVE MOOD, PRESENT TENSE		
Do I like?	I like.	I do not like.
Does he, she, it like?	he, she, it likes.	he, she, it does not like.
Do we like?	we like.	we do not like.
Do you like?	you like.	you do not like.
Do they like?	they like.	they do not like.
PRETERITE		
Did I like?	I liked. (or ed).	I did not like.
Did he, she, it like?	he, she, it liked.	he, she, it did not like.
Did we like?	we liked.	we did not like.
Did you like?	you liked.	you did not like.
Did they like?	they liked.	they did not like.
FUTURE		
Shall I like?	I shall like.	I shall not like.
Will he, she, it like?	he, she, it will like.	he, she, it will not like
Shall we like?	we shall like.	we shall not like.
Will you like?	you will like.	you will not like.
Will they like?	they will like.	they will not like.
CONDITIONAL		
Should I like?	I should like.	I should not like.
Would he, she, it like?	he, she, it would like.	he, she, it would not like.
Should we like?	we should like.	we should not like.
Would you like?	you would like.	you would not like.
Would they like?	they would like.	they would not like.

Past Tense: I have liked, I have not liked, *etc.*
Imperative: Like, let him (her, it, them) like. Do not like, let him not like, *etc.*
Infinitive: To like, not to like. Participles: liking, not liking.
liked, not liked.

THIRTEENTH LESSON



GOING UP TO LONDON

[e:]	STRESS		[idʒ]	[aiə]
station	**ticket**	**passenger**	**carriage**	**fire, wire**
railway	**engine**	**landscape**	**luggage**	[g]
waiting	**platform**	**corridor**	**village**	**guard, guardian**

ALICE: "Good-bye, Mrs. Bennett. Thank you so much for coming to the station."

MRS. BENNETT: "Good-bye, dear, take care of yourself, don't lean out of the window, and don't forget to ask your aunt to wire to me as soon as you arrive."

TICKET-COLLECTOR: "Tickets, please, ladies."

MRS. B. "Now the guard is closing the door, and the train is starting. Good-bye again, give my love to your grandparents."

"Good-bye! Good-bye!" shout many voices, for Alice is not alone in her carriage; seven other girls are with her, going up to London. It is the 11.15 a. m., a very good express train that does not stop at many stations, and is due in London at 2.25 p. m. It is a corridor-train too, so that the passengers can move about or stand before the large windows, looking at the landscape and the towns or villages they pass on their way.

With looking, talking and eating sweets, time flies quickly, and our girls don't notice that the train is ten minutes late when it steams into Paddington station.

Miss Wilson is there on the platform, waiting for Alice. They go to the luggage-van with a porter, who takes Alice's small box and puts it in a taxi-cab. "Drive us to 25, St. George's Square", says Miss Wilson, as she gets into the taxi with her niece.

GRAMMAR

PLURAL OF NOUNS (*revised*).

1. RULE. The plural of nouns is formed by adding **s** to the singular.

2. *PROPER* nouns and surnames follow the same rule:
The Bennetts. The Rods. The Stuarts.

3. *LETTERS* of the alphabet too, in: Young pupils learn the three ***R*s. Mind your *p*s and *q*s (1). Dot the *i*s and cross the *t*s. Don't drop your *h*s.**

4. *COLLECTIVE* words are used in the plural: There *are* people... People have... The family *goes* or *go* to church.

PREPOSITIONS : UP *and* DOWN.

I am going **up** to London. I give **up** my ticket. **Up**stairs. Time is **up**!
I am going **down** to York. Write **down**. **Down**stairs. Put **down** your pens.

ALL ABOUT TRAINS.

When you want to take the train, you first look at a time-table to know at what time it starts. Then you go to the railway-station and ask the clerk at the booking-office for a ticket (single or return); you pay the fare. Then you go into the waiting-room or you pass on to the platform, where you see the station-master, the guard and porters.

You step into a carriage. A train is composed of a steam-engine (on which stand the engine-driver and the stoker or fireman), carriages for first, second, or third class passengers, and a luggage-van.

There are slow trains, fast or express trains, and goods trains.

HOME-WORK.

Questions.—What is the capital of England? How do you travel from Cheltenham to London? On what do the trains run? How many classes are there? Are there special compartments for ladies? What hand-luggage can you keep with you in the carriage? What is put in the luggage-van?

Explain the expressions: 10.25 a. m., 2.45 p. m., 9.30 p. m.—This is an *up* train.—The train *is due* at 2.25 p. m.

Exercise.—1. To go, to take, to pass, to step, to say "good-bye", to look, to talk, to eat, to arrive at, to get into, to drive.

Use the above verbs in the present tense, third person singular, to describe how Alice travels from Cheltenham to London.

Ex.: *Alice goes to the station...*

(1) Pay attention to what you are doing.

FOURTEENTH LESSON

IN TOWN

[iː]	[ĭ]	[ĭz]	[aĭ]	[t]
season	**lift**	**buses**	**by**	**stopped**
people	**building**	**Alice's**	**buy**	**finished**
cathedral	**business** ['biznɛs]	**George's**	good-**bye**	**noticed**

STRESS : **traffic**, **residence**, **underground**, **electric**, metropolitan, **Lord-Mayor** [lɔːdmɛə].

"I have to go to the city to my banker's", said Mr. Wilson next morning at breakfast, "if you like, Alice, you may come with me, we'll see St. Paul's, the Bank of England and other buildings."

Of course Alice accepted, and at eleven o'clock she started with her grandfather.

"As the weather is rather fine and mild this morning", he said, "we'll go on the top of a 'bus, so that you'll see everything and everybody." On the top of a 'bus they went. And for the first time Alice saw the City streets. So many people! so much noise! ever so many motor-buses, trams, carts, and taxi-cabs. "Oh, grandpapa", said Alice suddenly, "all the carriages keep to the left, I had never noticed it before." The 'bus stopped at the Bank; there were so many carriages that they could not cross the street and had to wait till a policeman stopped the traffic.

When Mr. Wilson had finished his business, he showed Alice the Mansion House, which is the Lord Mayor's residence; they went round St. Paul's Cathedral and walked down to the Law Courts. But it was time to go home for lunch, so they went to the Underground. Mr. W. bought a ticket for Alice only; he had his own season-ticket. Then they walked downstairs, such a long way down! so many steps! They quickly jumped into the electric train that was just coming in. When they arrived at *Chalk farm*, the nearest station to St. George's Square, they took the lift to go up, and after a few minutes' walk they were home.

GRAMMAR

POSSESSIVE CASE (*revised*).

Sing.: The Girl's own Book.
Alice's report was pretty good.

Plural: Girls' schools.

(*irregular*) The nursery is the children's own room.

RULE.—The possessive case is formed by adding **'s** to the singular, and only an apostrophe (') to the regular plural in **s**. Irregular plurals take **'s**.

She lives at the Bennetts' (house).
I am going to my banker's (office).
You get sugar at the grocer's (shop).
They went round St. Paul's (cathedral).

REMARK.—The words *house, shop, church,* etc., are often omitted after a word used in the possessive case.

(*See* Grammar, page 137.)

RULE. The possessive case is used with names of living beings only, and for time and distance : Ex. The house is at *a few minutes'* walk, *or* at *a mile's* distance. New Year's day.

MEANS OF COMMUNICATION.

There are many electric trains in London (Metropolitan or Central Railways). They run *underground,* in tunnels or *tubes.*

In towns, many trams run along the streets: electric trams or steam-trams. The cars pass every two or three minutes. You don't see any horse-trams now.

The two sorts of omnibuses are: the old-fashioned *'bus,* drawn by two horses, and the new motor-bus, moved by electricity or petroleum.

The fare is the same inside or outside (on the top). When the weather is fine, people prefer riding on the top; they can see the shops, the passers-by, and the traffic better.

There are many taxi-cabs in town, and private motor-cars for people who want to travel very quickly from one point to another.

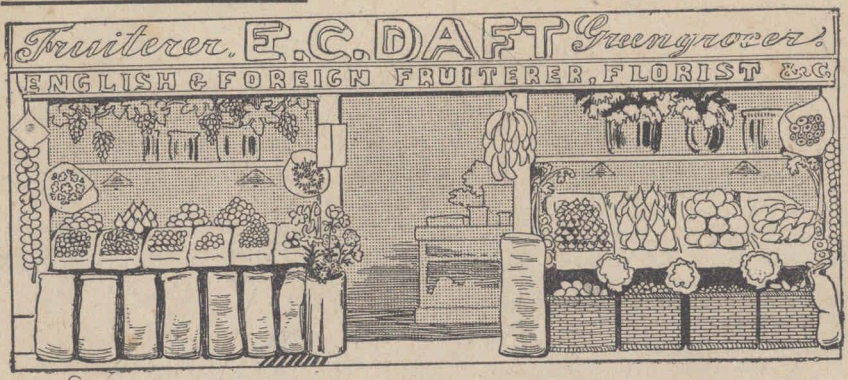
HOME-WORK.

Exercise.—1. How do you travel from one town to another? How can you go from one part to another part of the same town? In what towns are there metropolitan railways? Do you live in a town? Are there any tram-lines in your town or in the nearest town? Are the cars comfortable? How many classes are there? Are there any omnibuses? What is the difference between a tram-car and a 'bus? How many sorts of *drivers* do you know, and what are they?

2. *Write ten sentences with the following words, used in the possessive case:*

boy — boys — children — grandparents — St. John — baker — policeman — Lord-Mayor — five minutes — three miles.

Ex. : *Jack is a boy's name.*



SHOP-WINDOWS

[ai]	[ai]	[ɔo]	[ju]	STRESS
mind	diamond	grocer	numerous	emerald
kind	sapphire	brooches	suitable	stationer
bind	appetizing	opals	[dʒu] jeweller	confectioner

It rained the whole night, but in the morning it cleared up, and now Alice can go out with her aunt to look at the fine shops. What mud ! How dirty the streets are! "Mind! Alice", exclaims Miss Wilson; but it is too late ! Alice's dress is splashed with mud from the motor-bus.

Rain, mud, dirt are forgotten when they walk down Regent-Street. How lovely the shops look with all the Christmas presents in the windows; everywhere are bills with "Christmas gifts" or "Toy Bazaar" written in big letters. The jewellers' and the silversmiths' attract Alice's attention more than the other shops : the diamonds and precious stones sparkle so! Booksellers' and stationers' windows are very attractive too, with the Christmas cards and calendars, the dainty note paper, and the numerous fountain-pens!

Every shop displays Christmas presents ; suitable presents for children, for boys, girls, or young ladies, for grown-ups, young mothers or old people. Presents for everybody, from the baby to the servant, for friends at home and for friends abroad.

How appetizing the confectioners' and grocers' look! Christmas cakes, Christmas puddings : big ones and small ones; heaps of oranges, figs and raisins, bananas, sweets and chocolates. And the crackers, sold by the dozen in boxes, crackers containing paper-caps and bonnets, of all colours and shapes. How the children will enjoy themselves ! A merry Christmas to you, little ones !

GRAMMAR

PLURAL OF NOUNS (*revised*).

Nouns ending with a hissing or buzzing sound (s, ss, x, z, sh, ch) take **es** in the plural :
Ex. Omnibuses, dresses, boxes, brushes, watches, *etc.*
Also some ending in **-o**: potatoes.

Nouns ending in **y** take **-ies** in the plural :
Ex. Ladies, babies, rubies.
Except for *ay, ey, oy :* boys, toys, keys, plays.
(*See* Grammar, page 134.)

One. Ones.—A pronoun used instead of a noun, in the singular or in the plural.

Ex. There are so many Christmas puddings, big *ones* and small *ones.*
A little *one.* The little *ones.*

I. SHOPS.

The most interesting shop for children is the toy-shop; it is full of toys and playthings : beautiful dolls and work-boxes for girls, games and engines for boys.

Grown-up people are more interested in the jeweller, who sells jewels such as rings, bracelets, brooches and necklaces; or diamonds and precious stones, like emeralds, rubies, sapphires and opals.

There are also goldsmiths and silversmiths, watchmakers and clockmakers.

At the booksellers' you buy books, stitched with a paper-cover or bound. The man who binds books is called a book-binder.

Stationers sell pens and pencils, ink, exercise-books, note-paper and envelopes.

The grocer sells sugar, chocolate, rum and brandy, etc.; the confectioner makes and sells tarts, cakes and sweets.

The man who sells vegetables is a greengrocer. — The man who sells fruit is a fruiterer. — The man who keeps a flower-shop is a florist.

HOME-WORK.

Exercise.—1. Where can you buy silver forks and spoons? Do you wear a brooch? What is the colour of an emerald, a sapphire and a ruby? Who sells watches and who makes clocks? In what shops do you find Christmas-cards? On what do people write letters? Have you got a fountain-pen? Is your English book bound? Is your exercise-book stitched? What is it that sparkles? What is it that splashes?

2. ***The fruiterer's shop.***—*Give a short description of the picture on the opposite page.*

3. ***Verb-drill.***—*Write and read out the tenses* (present, preterite and past participle) *of the following verbs:*

To write — to forget — to sell — to buy — to bind — to grow — to rain — to splash — to display — to attract.

For irregular verbs, see list on page 155.

A RECIPE

How to make a Christmas Pudding.

PHONETIC DRILL.

ou { [aʊ] *as in* **out : about, without, pound.** [uː] *as in* **do : through.**
[aʊəʳ] *as in* **our : flour, our, half an hour** [haːfənaʊəʳ].
[ɔː] *as in* **door : poured, mould, brought.**
[ʌ] *as in* **but : enough, thoroughly** [ˈθʌrəlĭ].

[θ] **thin, thick, through, both, Corinth, thimble.**

What you must get.—*One pound and a half of raisins, half a pound of currants, half a pound of mixed peel. Three quarters of a pound of bread crumbs, three quarters of a pound of suet, eight eggs, one wineglassful of brandy.*

What you must do.—*Cut the raisins in halves and stone them; wash and dry the currants; mince the suet finely: cut the candied peel into thin slices, and grate down the bread into fine crumbs. When all these ingredients are prepared, mix them well together; then put in the brandy and the eggs which should be well beaten. Mix everything thoroughly, press the pudding into a buttered mould and boil it for about eight hours. It may be boiled in a floured cloth without a mould, and will require the same time allowed for cooking.*

On Christmas-day a sprig of holly is usually placed in the middle of the pudding, and about a wineglassful of brandy poured round it, which at the moment of serving is lighted, and the pudding is brought to table encircled in flame.

(Adapted from Mrs. Beeton's Cookery-book)

Generally people put in the pudding a gold ring, a silver coin and a thimble. The one who gets the ring will be married in the year; the lucky one who gets the coin will become rich; if you get the thimble, it means that you will remain an old maid or a bachelor.

GRAMMAR

PLURAL OF NOUNS (*continued*).

Nouns never used in the plural:
Luggage, progress, strength.
Ex. Business *is* business.

Nouns always used in the plural:
Grapes, raisins, tongs, bellows, scissors, trousers, clothes.

Note that physics, gymnastics, news are *not* plural, but singular.
Some nouns ending in **f** or **fe**: half, halves; leaf, leaves; wife, wives.

PREPOSITIONS : IN *and* INTO.

Somebody knocks at the door : " Come **in** ! ". The visitor comes **into** the room.

The pudding is boiled **in** a cloth, or it is pressed **into** a mould.

Grate down the bread **into** fine crumbs.

Cinderella, who lived **in** a poor cottage, was changed **into** a beautiful princess.

This sentence is **in** the present tense; turn it **into** the preterite.

NOTES.

Raisins are *dry* grapes, which you buy at the grocer's.

Currants are small dry grapes, grown in Corinth and other parts of Greece.

Inside raisins and currants are little *stones*.

The **peel** or rind is the outside part of oranges, lemons, etc. It is often *candied* (preserved in sugar).

The soft part of bread is the **crumb**; the hard outside part is the **crust**.

Suet is the fat of an animal, often that of the ox.

Brandy is a sort of spirits made in France, specially at Cognac.

to mince : to cut very small, very fine.

thoroughly : completely, quite.

HOME-WORK.

1. ***Exercise.***—I. **In** or **into?** There is a gold-ring—the pudding; if you get it, you will be married — the year. Do you live — a house or — a flat? Eggs and butter are imported from Normandy — England. The pupils stand up when the Principal comes — the class-room. The cook makes puddings — the kitchen. This sentence is — the singular; turn it — the plural. To make toast, you first cut bread — thin slices. The train steams — the station.

2. ***From.***—*Say where the following things come from, or what they come from.* (*Use* from *in every sentence*):

Wine — grapes — bread — flour — raisins — currants — brandy — suet — eggs — butter — milk — the recipe on the opposite page.

3. ***Short Composition.***—Suppose the cook has to make a pudding. Describe what she does; use the 3rd person sing.

Ex. : *She cuts the raisins...*

SEVENTEENTH LESSON

A CHRISTMAS DINNER

PHONETIC DRILL.

[g] **give, gave, given, gift, goose, geese, get, got, guest, guard, cigar,** cigarette.

[ʃ] **wish, fish.** [tʃ] **fetch, such, which, each, cheese, butcher, matches, merchant, chickens.**

ST. GEORGE'S SQUARE
PRIMROSE HILL
LONDON

December 27th.

Dearest Mother,

Many thanks for the nice letters from home, and the pretty cards which I received on Christmas Eve. We spent a very merry Christmas here. Grannie gave a grand dinner-party of twelve people on Christmas day. We had decorated the rooms with ivy, holly and mistletoe, and they looked very fresh and gay when at six o'clock everything was ready: lamps lighted, fire blazing, and we were in the drawing-room waiting for the guests. When every one had come, grandpapa led the way to the dining-room, having offered his arm to the eldest lady.

The table was a success; we had taken such trouble about it, Aunt Mary and I! Every one admired our decoration of Christmas roses... Such a long dinner it was! First fish, a turbot, then roastbeef, vegetables, an enormous turkey, and the Christmas-pudding which came in burning most beautifully. Now we had an amusing time, for Aunt Mary got the ring, Mr. Fitzpatrick had the coin from the pudding, and they both blushed and blushed till Aunt Mary was as red as a poppy, and we

all laughed! The old Miss Turner had the thimble, and I think she did not like it. We let off crackers during dessert, then the ladies went back to the drawing-room, whilst the gentlemen remained in the dining-room drinking wine and smoking cigars.

When they joined us a little later, we had a jolly evening, playing and dancing till very late.

Yesterday was Boxing-day; all the shops were closed, as it was a Bank holiday. So many people came to fetch "a Christmas box." First the butcher's boy, then the baker's, the milkman, the postman, the telegraph boy, etc., etc. Grannie gave some money to each, as the custom is.

What a long letter, mother dear! I send you all my very best wishes for a happy New Year.

With much love to you and papa.

ALICE.

SOME IRREGULAR VERBS.

To give	I gave	given.	To get	I got	got.
To lead	I led	led.	To spend	I spent	spent.

II. SHOPS AND TRADES (*continued*).

The baker makes bread (loaves, buns, etc.).

The butcher sells meat (beef, veal, mutton).

The porkbutcher sells pork-cutlets, ham, sausages.

You can get wine or brandy at the wine-merchant's.

The milkman or dairyman sells milk, cream, butter, eggs and cheese.

The poulterer sells chickens, geese, turkeys, pigeons, etc.

The fishmonger sells fish : turbots, soles, salmon ['sæmən], lobsters, herrings.

At the tobacconist's, you get tobacco and matches. People smoke cigars, cigarettes, or a pipe.

DATES.—December 24th : Christmas-Eve.—Dec. 25th : Christmas-Day.—Dec. 26th : Boxing-Day.

HOME-WORK.

Verb-drill.—*Write the tenses of the verbs:* to spend — to send — to give — to come — to lead — to take — to burn — to get — to go — to shut.

Give the past participle of each verb: to receive — to look — to decorate — to light — to offer — to play — to dance — to laugh.

Questions.—Ask ten questions with some of the verbs used in the first paragraph of the opposite text

(Use *do* or *does* for the present tense and *did* for the preterite.)

Ex.: *What did Alice receive from her parents?...*

SHOPPING

PHONETIC DRILL.

[ʌ]	[œ:]	[i:]	[ɑ:]	[ai]	[ɛə]
us	**glove**	**reel**	**yard**	**size**	**pair**
stuff	**dozen**	**feet**	**darning**	**wide**	**square**
button	**couple**	**needle**	**garter**	**mile**	**wear**

[θ] **things, thanks, thousand, theatre.** [ð] **this, these, than, there.**

STRESS. **Madam, cotton, promised, sewing** ['sɔoiŋ], **haberdashery, department.**

[*Mr. Wilson has promised to take Alice to the theatre. Before she can go, she must have a new pair of gloves and some fresh ribbon. Miss Wilson also wants to buy many things : cotton, needles, etc. So they go shopping and drive in a 'bus to Selfridge's large stores. They enter the shop and first go to the glove department.*]

SHOP-GIRL.—What shall I show you, madam?

MISS WILSON.—We want to see some gloves.

SHOP-GIRL.—What kind of gloves? Kid gloves or silk ones?

MISS W.—Show us some long white silk gloves.

SH-G.—What is your size, please?

ALICE.—Six and a quarter, I think.—I like these: how much are they?

SH-G.—They are very cheap, only three shillings a pair.

MISS W.—Yes, they will do very well. Two pairs of these, please.

SH-G.—Anything else, madam?

MISS W.—No, thanks. Now we want to go to the haberdashery department.

SH-G.—I'll take you there. This way, please.

[*They buy much haberdashery : sewing-needles, darning-needles, sewing-silk, reels of cotton, three dozen black buttons, a box of hooks and eyes, etc.*]

"Don't forget the ribbon, Auntie", says Alice.

MISS W.—Oh yes; we want some white ribbon, two inches wide.

SHOP-GIRL.—This ribbon washes well. It is one shilling a yard.

MISS W.—It is too dear; we want a cheaper one.

SHOP-GIRL.—This is sevenpence a yard.

MISS W.—I'll have five yards.

[*After that, they go to the hosiery department to buy stockings, and to the perfumery department.*]

MISS W.—But it is getting late: One o'clock! It is lunch time.

GRAMMAR

PLURAL OF NOUNS (*continued*).

Irregular forms :

man, men; woman, women.
child, children; ox, oxen.
foot, feet; tooth, teeth.
goose, geese; mouse, mice.

Invariable (no *s*) :

sheep, deer, swine (=pigs).
Ex. a sheep, two sheep...

Words indicating number or quantity do not take *-s :*

Three dozen. Two couple. Two pair (or two pairs) of gloves.

Compare : four hundred, five thousand, six million, threescore.

Except when used as nouns in an indefinite sense :

Hundreds of men. (*See* Lesson 2.)

Fractions take *s* in the plural : three quarters, four-fifths (4/5), *etc.*
Notice the article in : Three shillings *a* pair; sevenpence *a* yard.

WEIGHTS AND MEASURES.

The principal English weights are the *pound* (lb.) and the *ounce* (oz.) There are 16 ounces in a pound.

An English pound is not so heavy as a French *livre;* it weighs 453 *grammes* only.

Ribbons, stuffs, etc, are measured by the *yard.* A yard is shorter than a meter; it is about 0,91 centimeters.

The divisions of the yard are *feet* and *inches.* Twelve inches make a foot, and three feet make a yard.

For long distances, we speak of *miles.* There are 1,760 yards in a mile. So a mile is much longer than a kilometer.

The metric or decimal system is not used in England.

HOME-WORK.

Exercise.—A girl may wear a pair of gloves, a pair of... (*Find as many answers as you can*).

What things do you buy by the yard? What things can you buy by the dozen? By the pound?

Give synonyms for: two garters — twelve needles — two pigeons — four chickens — three feet — 16 ounces — a mile.

Questions.—Which is longer, a yard or a meter? Which is shorter, a mile or a kilometer? Which is heavier, a French or an English pound?

How many feet are there in a yard? How many inches are there in a yard? How many yards are there in fifteen feet? What things do you buy at the hosier's? At the shoemaker's? At the haberdasher's?

NINETEENTH LESSON

ENGLISH MONEY

TWO COPPER COINS :

Half-penny (1/2 d.)

Penny (1 d.)

A GOLD COIN :

Sovereign (20/-)

THREE SILVER COINS :

Sixpence (6 d.)

Shilling (1/-)

Florin (2/-)

PHONETIC DRILL.

½ d. = a half-penny ['hepné]
1 d. = a penny ['pɛné]
1½ d. = three half-pence [θri'hepəns]
2 d. = twopence ['tʌpəns]
3 d. = threepence [θrəpəns]
6 d. = sixpence ['sikspəns]

2/6 = two shillings and sixpence / half-a-crown [ha:fəkraʊn]
5/- = five shillings / a crown [kraʊn]
10/- = a half sovereign [ha:fsʌvrən]
20/- = a sovereign [sʌvrən]
21/- = a guinea ['giné]

GRAMMAR. DOUBLE PLURALS. The word *penny* has two plurals : *pence*, for value, after a figure : Ex. sixpence; *pennies*, when speaking of the coins : Ex. His pocket is full of pennies.

Brother has two plurals : *Brothers* (of the same family).

Brethren (of the same religion).

ENGLISH CURRENCY (£. s. d.).

The **copper coins** are the penny the half-penny and the farthing.

There are four farthings in a penny.

The **silver coins** are the sixpence, the shilling (=12 pence), the florin (two shillings); the crown (five shillings).

The half-crown is worth 2 shillings and sixpence (2/6).

The **gold coins** are the sovereign or pound sterling (£ 1) which is worth 20 shillings, and the **half** sovereign, worth 10 shillings.

The guinea is equivalent to 21/-; it is not in circulation as a coin.

Banknotes are used instead of gold and silver coins. This paper money is issued by the Bank of England (£ 5, £ 10, £ 25, £ 50, £ 100, £ 500, £ 1000).

There are also smaller notes for £ 1 and for 10 shillings.

HOME-WORK.

1. ***Questions.***—What is a penny made of? What is a sovereign made of? What is a banknote made of? What are the silver coins? How many farthings are there in a penny? How many pence in a shilling? How many sixpences in a florin? How many shillings in a pound? How many shillings in a guinea? How many shillings would you get for a £ 5 note?

2. ***Easy Sums.*** (*Read aloud*).

A penny and a half-penny make ——.

A penny and a penny make ——.

Twopence and a penny make ——.

6 d + 4 d + 2 d = ——.

2/6 + 2/6 = ——.

12/- + 6/- + 2/- = ——.

AT THE RESTAURANT

[ĭ]	[ɛ]	[eɪ]	[tʃ]
tip	**desk**	**paid**	**chop**
liver	**left**	**ate**	**chose**
kidney	**already**	**waitress**	**lunch**

[t] **dressed, lunched, poached, mashed, asked.**

[d] **boiled, fried** [fraĭd], **stewed** [stjuːd], **entered, ordered.**

[l] **bill, will, we'll, milk, shilling.**

Alice and her aunt had no time to go home for lunch, as it was already one o'clock, so they went to a restaurant to have something to eat; of course Alice was delighted.

They entered and sat down at a small table. A young woman, a waitress, neatly dressed, came and asked them what they would like to have. "Show me the bill of fare, please," said Miss Wilson. When she had it, she read to Alice the names of the different dishes : eggs, dressed in all sorts of ways : boiled, fried, poached, hard-boiled, omelets, etc. Then there were kidneys and liver, beef, veal, mutton or pork cut from the joint, mutton chops and beefsteaks, etc

Alice and her aunt chose mutton chops and mashed potatoes.—"What will you take after the meat?" asked the waitress—"We'll have some rice pudding with stewed pears," ordered Miss Wilson, "and a bottle of lemonade now, if you please."

When their lunch was over, Miss W. asked for the bill and the waitress wrote down on a slip of paper :

2 mutton chops	1/4
mashed potatoes	8
2 rice puddings	1/-
a bottle of lemonade.....	6
	3/6

Miss Wilson took the bill and said to her niece : "Now, we'll go, if you are ready; here we pay at the desk when going out."

"Don't you leave some money, a tip for the waitress?" said Alice. —"No, dear, look at those bills on the walls : *No gratuities.*"

GENDER OF NOUNS.

There are several ways of showing the masculine and the feminine for nouns.

1st. *by the ending :*

Masc.	*Fem.*
an actor	an actress
a waiter	a waitress
a master	a mistress

2nd. *by a masc. or fem. prefix :*

a man-servant	a maid-servant
a he-goat	a she-goat

3rd. *by a masc. or fem. suffix :*

Masc.	*Fem.*
a milkman	a milkmaid
a postman	a washerwoman
a telegraph-boy	a shop-girl

4th. *by using distinct words :*

an uncle	an aunt
the king	the queen

NOTE.—Some nouns like *cousin, friend, parent* are of the *common* gender.

NOTES.

Restaurants.—You can get lunch or dinner at a restaurant ; some men go and drink beer or spirits in a bar or public-house. In a hotel, you can take your meals and have a bed-room; if you stay some time in a town, you can live in a boarding-house.

Bills. —Before leaving the hotel you must pay your bill.—The bill of fare is the list of eatables.—There are bills on the walls.

Joint.—A large piece of beef or mutton is called a joint.

Stewed.—Stewed pears are boiled in water, with sugar.

HOME-WORK.

Verb-Drill.—1. *Turn into the preterite:*

Miss W. and her niece walk into the restaurant, sit down, eat mutton-chops and drink lemonade, pay at the desk and go out.

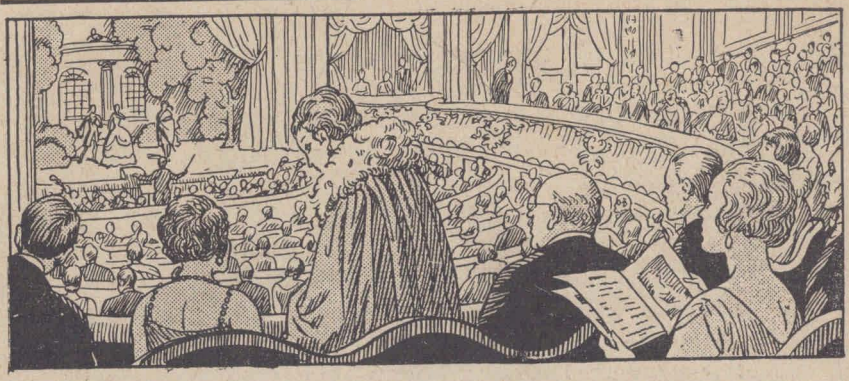
(*See* list of irregular verbs, page 155.)

2. *Turn into the present tense:*

The waitress gave me the bill of fare; I chose one of the dishes, which the waitress brought me. She wrote down what I ate and drank; I paid the bill and left the restaurant.

Exercise.—Suppose you go into a restaurant with a friend and order your lunch: What sort of meat shall you choose? What vegetables shall you eat? What shall you have for dessert? What would you like to drink? *and so on.*

Describe the restaurant.



AT THE THEATRE

[ɔ]	[ɔ:]	[i:]	[œ:]
opera	**all, stall**	**seat**	**verb**
concert	always	**seen**	**verse**
comedy	**orchestra**	**scene**	circle

STRESS : 1st syllable : **drama, ballet, tragedies, theatre, pantomime.**
2nd syllable : **Seats** are **secured** [si'kju:əd] in **advance.**

The day has come at last! Alice is going to the theatre with her grandfather, her aunt and Mr. Fitzpatrick. Poor Mrs. Wilson has got a bad cold, and is obliged to stay at home.

They find a cab at the door and drive quickly to the theatre. When they arrive, they go at once to the cloak-room, where they leave their overcoats, opera-cloaks and furs; but the gentlemen keep their opera-hats. When the ladies are ready, Mr. Wilson takes them to the box he has secured.

Miss Wilson and Alice sit on the front-seats of the box and the gentlemen sit behind. What a fine sight! The room is brilliantly lighted up. All the ladies and gentlemen in the dress-circle are in evening dress; the ladies wear low-necked bodices, and diamonds sparkle on their shoulders. In their hands, they hold pretty fans, to fan themselves with, when it is too hot.

The upper galleries are crowded, and so are the orchestra stalls and the pit; it is a full house. There are so many people! And how amusing it was to look at them all through the opera-glasses, before the play began; it did not begin at once; the lights were turned off, but only to enable people to see better all the advertissements and the latest-news shown on the screen as usual. It was a full quarter of an hour before they heard the bell ring.

GRAMMAR

COMPOUND SUBSTANTIVES.

Compound nouns are very freely used in English, to show, for instance :

1. What things are made of:
   gold coins, silver coins, kid-gloves, silk-stockings.
2. What they are used for:
   a tea-cup, a wine-glass, sewing-needles, darning-needles.
3. Where they are used:
   The London train, Paris fashion. An opera-hat, opera-glasses.
4. When they are used:
   an evening dress. The Morning Post.
5. What they are worth:
   a five-penny stamp.
6. Of what sort they are:
   cherry-tart; apricot-jam.

But we say: a bottle of lemonade, a cup of tea, a lump of sugar (for quantity.)

NOTE.—The first noun is considered as an adjective and so comes before the other one. Note the order of words when several nouns are used together : Ex. The Cheltenham College Football Club.

THEATRES AND PLAYHOUSES.

When you want to go to a theatre, it is always more prudent to book or secure seats in advance.

The best seats are the orchestra-stalls, the dress circle and the upper boxes. On the ground-floor, behind the orchestra-stalls, is the pit.

Above the dress-circle is the second gallery; higher still are the upper gallery and amphitheatre (the gods!)

In a theatre, you can hear operas, comic operas and comedies, tragedies and dramas. English people are very fond of pantomimes and ballets, and they always like to hear songs. Many people go to concerts or to the cinema.

A play is generally divided into acts and scenes. Comedies and dramas are written in prose, tragedies often in verse.

HOME-WORK.

1. ***Exercise.***—When do ladies wear evening dress? Have you already been to a theatre? Do you often go to the cinema? What sort of play do you prefer? What seats do you go to? In what season do people go to theatres and concerts?

Which do you like better, a tea-cup or a cup of tea? What is the difference between a wine-bottle and a bottle of wine?

2. ***Compound words.***—*Find out:*

Five compound words beginning with *Christmas;* and five with *silk.*

four ending with *-coins*

five ending with *-room*

3. *Give definitions of the following words:* a gold-watch, a darning-needle, an opera-cloak, the cloak-room, a rice-pudding.

THE PLAY

PHONETIC DRILL.

[ʌ] **hush, struck, up.** [œ:] **turn, nerves, curtain, virtuous.**
[ɔo] **spoke, drove,** known, **programme, prologue,** lowered [lɔoəd].
[t] **left, clapped, flashed, thanked, slipped, dropped.**
[d] **called, raised, enjoyed,** remained. [əd] offended, proceeded, excited.

STRESS. 1st syllable : **prompter anecdote, popular, melodrama,** [ɔ:] audience, [ɑ:] laughter.
2nd : before, behind, between, encore, dramatic performance.

The bell rings. The play is going to begin. Hush!

When everybody was silent, the leader of the band raised his stick, began to beat time—one, two, three, four—and the orchestra struck up the first note; the lights were lowered, the curtain was raised, and the performance began. It was a musical play.

The actors and actresses on the stage spoke and sang very distinctly; they knew their parts very well, so that the prompter had not much to do. One of the songs was so pretty that the audience cried out: "Encore, encore!" many times, and the actress had to come back on the stage, and sing her song over again.

Between the acts, whilst the gentlemen went out to smoke, Miss Wilson and Alice remained in the box. They spent their time looking at the people through their opera-glasses, reading the names of the actors on the programme, and eating sweets.

When the curtain was lowered at the end of the last act, the spectators clapped their hands; the leading actors and actresses came back on the stage and bowed several times to the audience, the curtain was dropped for the last time, the performance was over, and every one left the house.

Alice thanked her grandfather for taking her to the theatre: she had enjoyed it immensely. They said good-bye to their friend Mr. Fitzpatrick, took a cab and drove home.

GRAMMAR

PLURAL OF COMPOUND SUBSTANTIVES.

RULE.—The second word only takes the plural number.

The first word is considered as an adjective and takes no *s*.

Ex. a tooth-brush; tooth-brushes.
An umbrella-stand; hat-pegs.

But we must say : a clothes-brush, and a goods train, not to change the meaning.

NOTICE: a twopenny stamp; a four-shilling fare; a five-pound note.

The first word remains in the singular, even for numbers.

SOME IRREGULAR VERBS :

To sing	I sang	sung	To speak	I spoke	spoken
To strike	I struck	struck	To drive	I drove	driven [ï]
To leave	I left	left	To know	I knew	known

An anecdote : BEHIND THE DOOR.

One night, an old lady from the country went to a London theatre, to hear a popular melodrama. She had never seen a play acted before, and seemed greatly interested in the performance. Those sitting near her noticed she was at one moment quite excited over the dramatic incidents.

In the course of the prologue, as Madeleine, the virtuous heroine, appeared at the door in the flat, the villain slipped behind it, holding a long knife, which flashed in the moon's rays streaming through the window. This horrid sight was too much for the nerves of the old lady, who stood up and called out: "He's behind the door, ma'am, he's behind the door!" There was a general roar of laughter, and the old lady's remarks were cut short by the cries of "Sit down!" and "Turn her out!" which proceeded from the offended gods around her.

HOME-WORK.

Verb-drill.—1. *Turn the above anecdote into the present tense.*

Ex. One night, an old lady goes...

2. *Do the same with the text on the opposite page.*

Ex. When everybody is silent...

3. *Turn into the preterite the text* At the theatre, *in the preceding lesson.*

Ex. The day had come at last! Alice was going to the theatre...

Revision.

IN LONDON

At the beginning of the Christmas holidays, Alice leaves Cheltenham. She takes the train to London where she is to spend her holidays with her grandparents.

When Alice arrives, her aunt is at the station, waiting for her, and they drive home in a cab.

During her stay in London, she goes out every day, she walks about the city with her grandfather; or her aunt takes her out to see the shop windows, that are very pretty before Christmas; sometimes they go shopping. If they have no time to return home for lunch, or for tea, they take it at a restaurant.

Alice knows London pretty well now; she says it is a large, very large town, with many people in the streets and ever so many carriages! Now she takes the 'bus or the tram or a taxi; she knows that when you take the underground, you must be very quick, because the electric trains don't stop long at the stations.

They greatly enjoy themselves at St. George's Square. On Christmas day, Mrs. Wilson gives a large dinner party, and they are all gay and merry. At the end of the holidays, Alice goes to the theatre to see a musical play, and enjoys herself very much. Now the holidays are over, Alice has to go back to Cheltenham, and begin a new term at school.

GRAMMAR.—1. *Turn the above text into the preterite:* At the beginning of the holidays, Alice left...

2. How do you form the plural of nouns? of proper names? of compound substantives? of fractions? Give examples. Revise the various endings :—*es,*—*ies,*—*ves.* What are the irregular plurals? invariable words? words used in the singular only? in the plural only? words with two plurals?

How is the possessive case formed, for words in the singular or in the plural? In what cases is it used?

How many genders are there and how are they indicated in English? Give examples.

3. *Give the tenses of the following verbs:* to beat, to buy, to choose, to come, to drive, to forget, to get, to give, to know, to lead, to leave, to pay, to see, to sell, to sing, to sit, to speak, to spend, to stand, to strike, to take, to write.

Revision.

A HANDFUL OF USEFUL QUESTIONS

1. Ask the clerk at the booking-office for a ticket.
2. Ask the station-master when the train starts.
3. Ask a porter to carry your luggage.
4. Ask a porter if he can find a cab for you.
5. Ask a cab-driver what his fare is to your house.
6. Ask a policeman for your way in the street.
7. Ask a shop-girl for a pair of shoes.
8. Ask a shop-girl for some ribbon (length, colour, price).
9. Ask the grocer for some articles of grocery (weights and prices).
10. Ask for lunch at the restaurant.
11. Ask for the bill (to pay).
12. Ask for a programme (at the theatre).
13. Ask at what time the performance begins.
14. Ask if you will drive home in a cab.
15. Ask why they do not take the 'bus.
16. Ask a friend if she does not like chocolate.
17. Ask a friend if she has been to the theatre.
18. Ask a friend if she went to London.
19. Ask a friend if she received any Christmas-cards.
20. Ask a friend if she ate any Christmas-pudding.
21. Ask a friend if she enjoyed herself during the holidays.
22. Ask a friend if she is coming back to school.
23. Ask a friend if her parents are well.
24. Ask your mother if your father is at home.
25. Ask Cook if dinner is ready.
26. Ask the teacher when you must give up your exercise.
27. Ask the teacher if you may go out.
28. Ask a pupil if she can lend you a pen.
29. Ask your uncle for money.
30. Ask if this is not the last question.

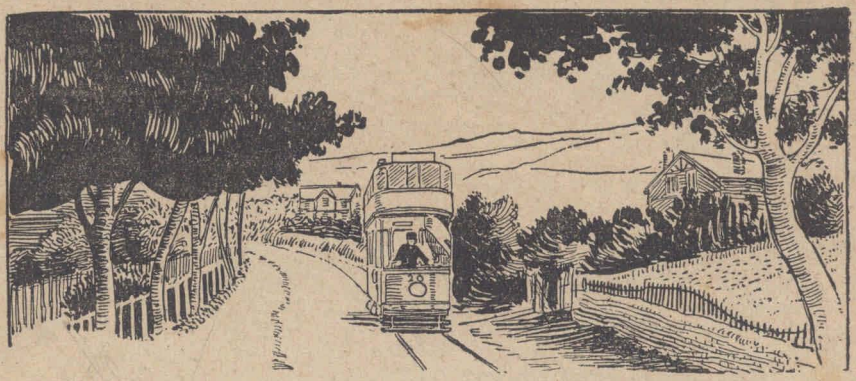
Ex.: *Will you give me a second-class ticket, single, for Paddington?*

A BILL

You go to a shop and buy :

3 pair of gloves at 2 shillings a pair.
10 yards of ribbon at 6 pence a yard.
2 dozen handkerchiefs at 10 shillings a dozen.

Make out the bill, and state how much you will have to pay.



AT CHELTENHAM

PHONETIC DRILL.

	STRESS.		[h]	
avenue	**a**gain	mu**se**um	. **h**ill	**h**ockey
sta**tue**	per**h**aps	ma**g**nificent	**h**ard	**h**ospital
[laĭ] li**br**ary	de**r**ives	sur**r**ounded	**h**all	**h**otel

IVY LODGE
PITTVILLE ROAD
CHELTENHAM

My dear Tom,

Here I am back at Cheltenham again, and rather glad of it. I enjoyed myself very much in London, but after all, life is more jolly here. First of all, the weather is ever so much nicer, it is not so muddy, it is freezing hard, and we had some skating on the Pittville lake. Here in winter many people play hockey and golf; the boys have foot-ball matches, when it is not too cold.

What I like best perhaps is to take a fine walk in the country, when it does not snow and it is not too windy. Cheltenham is in a valley surrounded by pretty hills, and I sometimes walk as far as Cleeve Hill; the view from the top is very fine. When we can't walk so far, we go to Pittville Park or to the Winter gardens, where we listen to the band, which generally plays good music. Many people too are very fond of walking up and down the Promenade. It is a long avenue bordered with magnificent trees, and along which are the finest shops and some large buildings: the Post-office, the New Club and several Hotels. It is also on the Promenade that the War Monument has been erected.

What else can I tell you about Cheltenham? It is called the "Garden town" because there are many trees, gardens and flowers in it; everything looks so green. We have no large rivers here, only a small one, a brook called "the river Chelt", from which Cheltenham derives its name. There are many churches, large ones, and small ones, sometimes called chapels. When I have told you that there is a large college for boys, a great many schools, a town-hall, a theatre or opera-house, a public library and museum, a hospital and two railway-stations, I think you will know the town as well as I do.

Good-bye, my dear old Tom, give my love to everyone at home.

Your loving sister.

ALICE.

GRAMMAR

THE ADJECTIVE : *Comparisons.*

AS. Maud is *as* tall as Joan.
Enough is *as* good as a feast.
I walk *as* far as Cleeve Hill.

SO. Alice is not *so* tall as Tom.
Paris is not *so* large as London.
I can't walk *so* far as that.

RULE.—Adjectives (or adverbs) expressing equality are used with **as... as...** Ex. as good as, as well as, as much as, *etc.*

After negative words (not, none, don't, can't, *etc.*), use **so... as:**
Ex. not so good as, not so well as, not so much as, *etc.*

A PROVERB : There are none so deaf as those that won't hear.

REMARK. *So* can also be used in affirmative sentences or exclamations : It is *so* cold! Everything looks *so* green. Ever *so* much nicer.

HOME-WORK.

1. ***Where?***—Where are boys and girls educated? Where can people read books and newspapers? Where are sick people nursed? Where can you see many pictures and statues? Where do trains stop? Where does the band play? Where do people walk up and down? Where do you buy stamps and post-cards? Where can people find a bed-room for the night? Where can you get lunch or tea?

Answer in full sentences.

2. ***What?***—What is the name of your native town? What are the principal buildings in it? What Schools are there? What are the best shops? What do you prefer, the town or the country?

3. ***When?***—When do people skate? When do boys play football? When do people go to church or chapel? When do you write letters or cards? When do you do your home-work?

WINTER SPORTS

STRESS : **bit**terly, **chil**blains ['tʃilblenz] **in**terested, icicle ['aisikəl). — **mous**tache, at**tack**, con**clude**, par**ti**cular, ir**reg**ular, im**men**sely, af**fec**tionately, to**bog**gan. — in**flu**enza.

[sleɪ]	[skiː] *or* [ʃiː]	[kɔf]	[hɛdek]
sleigh	**ski**	**cough**	**head**ache

SWISS COTTAGE
VALLEY ROAD
GENEVA

January 31st.

My dear Sis,

Many thanks for your nice letter about Cheltenham. I was particularly interested by what you told me of winter sports in England. Here we enjoyed our New Year's holidays immensely. What a pity you were not here with us! we had such fun! I don't mean the old games of fighting with snow-balls, making a snow-man, and so on; but ski-running and ski-jumping, or sliding down hill in a luge or toboggan, as it is called too. Next winter, we'll have a luge, and we'll race down the frozen hills; won't it be nice?

We had neither rainy nor foggy weather here as you had in London, but just before Christmas there were a few heavy falls of snow, and then a very hard frost set in. Everything was frozen, even the water of my water-jug in my bed-room.

I went the other day for a sleigh-drive with Father. How quickly we drove on the road covered all over with snow and ice! It was bitterly cold on that day, and when we came back, we were half-frozen, and small icicles were hanging from Papa's moustache.

We are all very well here. Charlie had a slight attack of influenza: headache, sore throat, and he has been a little feverish: but he is all right now and does not cough any more. Rosie cries because she's got chilblains.

I must conclude now, as I have not quite finished my home-work. I hope you'll enjoy your Easter term.

Write again soon.

Yours ever affectionately,
TOM.

GRAMMAR

THE ADJECTIVE : *Comparatives and superlatives.*

1. The comparative and superlative are formed by adding **—er** or **—est** to the positive. Ex.: tall, taller, the tallest; nice, nicer, the nicest; big, bigger, the biggest; easy, easier, the easiest.

NOTE : The consonant is doubled in words like *bigger* and **y** changed into **i** in words like *easier.*

2. For long adjectives, use **more** and **the most.** Ex.: more difficult, the most difficult; more interesting, the most interesting.

3. After comparisons or differences (more or less), use **than.**

Ex. In winter, the night is longer *than* the day. There is less snow in England *than* in Switzerland.

WINTER AMUSEMENTS.

In-doors.—When the snow or the rain is falling, when the roads are muddy and the wind is blowing hard outside, children remain indoors. They spend their time reading story-books or novels, writing to their friends, looking at their collections of post-cards or postage-stamps. Older people prefer playing cards, dominoes, *etc.*

Winter is the season for balls, dancing-parties, and concerts.

Out-of-doors.—If the weather is fine and dry, children go out and play with the snow : they make a snow-man or throw snow-balls ; they slide or skate on the ice; they run and jump with skis; or slide down hills and mountains in a toboggan or luge (a sort of carriage without wheels). People drive in sleighs, drawn by horses.

Boys play football. Boys and girls play hockey and golf.

HOME-WORK.

1. Alice is back ___ Cheltenham; she lives no more ___ London, and is rather glad ___ it. She takes walks ___ the country, goes ___ the park and listens ___ the band. The avenues are bordered ___ trees, and the town is surrounded ___ hills. Boys fight ___ snow-balls, skate ___ the ice, and race ___ the hills. People go ___ a drive ___ a sleigh. Icicles are hanging ___ the roofs.

Complete with prepositions.

2. *Write ten sentences with comparatives and superlatives:* (as...as, not so...as, ___ er, ___ est, more, most, more... than).

3. *Turn the above text on* Winter amusements *into the negative form.*

Ex.: *When the snow or the rain is not falling, when... etc.*

A WORKING-PARTY

PHONETIC DRILL.

[iŋ]	[ɑ:]	[ɔ:]	[ai]	COMPARE :
thing	**part**	**straw**	**hive**	[tʃ] **children** [ʃ] **chemise**
sing	**party**	**bought**	**tries**	— **charity** [ʃ] **machine**
singing	**garments**	**thought**	**idea**	— **Cheltenham** [k] **Christmas**

STRESS : **cottage, factory** (manufactory), **member, terrible.**
— **protect, alarm, bazaar, insured, police, policeman.**

During the Christmas holidays there has been a terrible fire at Cheltenham. A large factory and several cottages have been burnt to the ground. Many men are out of work, and many families are left homeless and penniless. So everybody in the town tries to help them, and some ladies are preparing a " Charity Bazaar " or " Sale ", which will open in a few days.

Every week there is a " working-party " at Mrs. Bennett's; that is, several of her friends meet, and they all work for the poor. On the week after the fire, Mrs. Bennett proposed to the members of the working-party to make garments for the women and children of the burnt cottages. They thought it was a very good idea, bought some calico, and to-day they are making chemises.

The drawing-room and dining-room at Ivy Lodge are changed into hives of busy bees. A lady is cutting out chemises on the dining-room table; another is tacking the seams; when they are tacked, she passes them on to Mrs. Bennett, who runs them with her sewing-machine. Other ladies are felling down the seams, others are hemming the bottom of the chemises, or making button-holes, or sewing on the buttons.

While they are all working busily, one of them is reading aloud an interesting novel. After having worked for three hours without stopping, they all take tea together before going home.

GRAMMAR

THE PRESENT PARTICIPLE.

The ending of the present participle is **-ing.**

The consonant is doubled in verbs like *hemming, cutting, knitting.*

VERB.—The present participle must be used after all prepositions, except *to :* Ex. Before going, after coming, in speaking, without thinking, *etc.*, and after certain verbs: He spends his time reading; she prefers playing.

It forms the *progressive* conjugation (See Grammar, pages 151-152).

NOUN.—It is often used as a noun, simple or compound : singing, dancing, sewing, mending, doing; ski-jumping; a working-party; the dining-room.

ADJECTIVE.—Ex. An amusing story. What an interesting letter!

THE

CHELTENHAM CHRONICLE

A Note-Book of the Sayings and Doings of Social, Political, and Fashionable Life.

3753] SATURDAY, FEBRUARY 22. [PRICE ONE PENNY.

A FIRE

On Wednesday night, at about ten o'clock, a terrible fire broke out at Messrs. Todds' straw-hat manufactory. The alarm was given by a policeman who saw smoke and sparks coming out of one of the roof-windows. Soon the flames could be seen from all parts of the town.

When the firemen arrived, it was too late to save the buildings and put out the fire, but the fire-engines were of good use to protect the numerous cottages that stand near the factory. Still three of them were set on fire and burnt to the ground. The inhabitants were all saved, but a fireman had one of his legs broken.

The factory was insured, but the cottages were not. Several families are homeless, and three hundred people out of work.

HOME-WORK.

1. Children are very fond of ___. Do not speak without ___ Wipe your feet before ___ in. I go to bed after ___ my supper. I spent my evening ___; my sister preferred ___. You can sew very quickly with a ___ machine; you knit with ___ pins and you darn with ___ needles. When you are tired of ___, you begin your home-work.

Fill the blanks with present participles.

2. *Turn into the interrog. form:* They are working for the poor. A policeman perceived the fire. The flames could be seen. The fire was put out. You can read English novels by Walter Scott. The sparks came out of the window.

3. *Conjugate* interr., negat., and interr.-negatively:

a) I was sleeping when the fire broke out.

b) I could hear the fire-engines.

A CHARITY BAZAAR

PHONETIC DRILL.

STRESS : **use**ful, **use**fully, **gos**siping, **buf**fet, **sculp**ture, **or**naments.

success, successful, de**light**ful, recep**tion**, occa**sion**, deco**ration**, at**traction**, at**tractive**, ar**tistic**, em**broider**, i**magine**, re**freshment**, ex**pensive**, i**nitials**.

Ladies and girls have been working hard for the Bazaar, which has been a great success. It took place in the reception rooms at the Town Hall, gracefully decorated for the occasion, and lasted two days during which crowds of people came and bought many things.

Among the most attractive and successful stalls was the Art stall, where you could buy dainty and artistic things: picture frames and painted fans, book-covers, carved-wood boxes, leather-work and metal-work articles of all kinds.

The floral decoration of the flower-table was greatly admired too, and many a silver coin did go into the money-box of the saleswomen, who never got copper coins, even for the smallest bunch of violets.

You could buy anything at the Bazaar, even useful things at the fancy-work stalls. There were not only daintily embroidered handkerchiefs, and lace collars, tea-cosies and night-dress cases, but thick warm woollen stockings, knitted scarves and comforters.

Where do you imagine the crowd was the thickest? Well, of course, it was at the refreshment-stalls and buffets. Everybody seemed to be hungry or thirsty, and the stall-holders were indeed very busy. A noisy corner it was too! So many women and girls talking and chattering, gossiping and making remarks. "Quite a success, isn't it?"—"Isn't

Mrs. Bolt's stall delightful?"—"Did you see the painted menus at the art table? they are so sweet."—"Yes, but frightfully expensive."—"I love those cream cakes!"—"So do I."—"Have another one, dear?"—"No, thank you, I must be off."—"So must I, good-bye."

GRAMMAR

FORMATION OF ADJECTIVES.

Many adjectives are formed from substantives, by means of endings or suffixes, such as—**-y**,—**-ly**,—**-en**,—**-ful**,—**-less**.

-y : rain, rainy; wind, windy; fog, foggy. (NOTICE the double consonant in *foggy, funny, muddy.*)
-ly : daily, weekly, yearly.
-ish : feverish, blackish, girlish.
-en : golden, wooden, woollen.
-ful: useful, beautiful, delightful.
-less: useless, homeless, penniless.

(NOTE the *i* in *daily* and in *penniless.*)

ORDER OF WORDS.

1. When you go to bed, at night, you put on a *night-dress.* In the day-time, you keep this night-dress in a *night-dress case.* If it is embroidered (with initials, for instance) you have an *embroidered night-dress case.* If the embroidery is dainty, daintily done, you have :

a daintily embroidered night-dress case!

2. If a boy wears stockings that are: 1st, thick. 2nd, warm. 3rd, made of wool, he wears : *thick warm woollen stockings.*

3. Inversion with **So**

1st pupil	*2nd pupil*
"I am very thirsty—So am I."	"I like coffee — So do I."
"I must go away—So must I."	"I spent my money—So did I.'

HOME-WORK.

1. *Form adjectives with the words:* use, delight, beauty, sun, noise, art, music, flower, wool, wood, attraction, day, year, grace, thirst.
2. *Describe the picture.*
3. *Give the present and past participles of:* to stop, to knit, to rub, to tack, to be, to see, to carve, to gossip.
4. *Give the compar. and superl. of:* big, fat, small, thick, pretty, beautiful.

MRS. BOYCE-CAINE REQUESTS THE PLEASURE OF

Miss Rod's

COMPANY AT HER FANCY DRESS BALL ON MARCH 5th

R. S. V. P.

WELLINGTON HOUSE
CHELTENHAM.

AN INVITATION

PHONETIC DRILL.

STRESS : **com**pany, **com**pliments, **cos**tume, **prin**cess, **pat**tern, **al**bum, **flan**nel, **mil**liner, **hair**-dresser, **dress**maker.

— **re**quest, ac**cept**, re**gret**, de**clare**, in**vite**, de**cline**.

— ac**cept**ance, re**fu**sal, ma**te**rials, in**vi**tation.

This is the card that Alice received a few days ago. Mr. and Mrs. Bennett had an invitation too, for themselves and their children. At first Mrs. Bennett did not like to accept the invitation, as going to a fancy-dress ball is always expensive; but Alice and Doris begged her very hard, and notes of acceptance were sent to Mrs. Boyce-Caine. "What costumes shall we wear?" That was the question! The girls looked through picture-books and albums, to find picturesque dresses; but it was not easy to decide. At last Alice said she would dress as a Swiss girl, and Doris declared she would be a fairy princess.

And the shopping began. They went with Mrs. B. to the draper's in order to choose the stuffs. There they saw heaps of patterns : patterns of woollen materials, flannel, serge, cloth, etc.; patterns of silk and satin, muslin and lace. How difficult it was to find the right stuff and the right colour ! Then they went to the milliner's to order Alice's bonnet; to the hairdresser's to ask him if he could come and dress their hair for the ball; to the cleaner's to have their gloves cleaned, and to the shoemaker's to buy some dancing-shoes : high-heeled shoes for Doris, and low-heeled ones for Alice, as Dr. Rod does not like his daughter to wear high heels. And so many other things to do ! Oh dear, oh dear, they will never be ready ! And the dressmaker is always sending notes : "Miss Bennett's dress will not be ready to be tried on to-morrow." Or, "Will Miss Rod come to-day at 4 o'clock, to try on her skirt ?" And Alice goes to the dressmaker's for the third time !

GRAMMAR

TO AND THE INFINITIVE

To.—She does not like **to** accept. I want **to** buy shoes. It was not easy **to** decide. Everybody seemed **to** wear high-heeled shoes. **To** go or not **to** go, that is the question.

IN ORDER TO. Alice goes to the dressmaker's **(in order) to** try on her skirt.

To is used before the infinitive, except after auxiliary verbs :

Ex. You *can* speak English. I *must* be off. *May* I go? *etc.*

NOTICE ALSO : I shall go *and* see you. Will you come *and* dine with us ?

Other prepositions require the present participle (*See* Lesson 27.)

HOW TO ACCEPT OR DECLINE INVITATIONS.

A note of acceptance.

Mr. and Mrs. Gregory thank Mr. and Mrs. Harris and have much pleasure in accepting their kind invitation to dinner on Tuesday next.

102, Lansdowne Road
South Lambeth Road.
S. W.

Feb. 21st.

A note of refusal.

Mr. W. R. Atkinson presents his compliments to Mrs. and Miss Grant and regrets that, having already accepted an invitation, he will not be able to be present at their " At Home " next Wednesday.

West View,
Eastbury Avenue.
Northwood.

March 15th.

HOME-WORK

1. Alice is going ___ a ball ___ Doris. They did not like ___ accept ___ first ; but ___ last they accepted. I have great pleasure ___ accepting your invitation. They looked ___ many albums, in order ___ find nice costumes. They went ___ the florist's ___ buy camelias. Mrs. B.-C. will be ___ home ___ Wednesday. Girls are fond ___ dancing. They have not much ___ do. They like ___ go to the dressmaker's ___ try ___ a new dress.

Fill the blanks with prepositions.

2. *a*) *Write a note* to invite a friend to come and have tea with you.

b) *Write the note* that Mrs. Bennett sent to accept Mrs. B.-C's invitation.

c) *Write a note* to decline the invitation.

3. *Find out all instances of the infinitive* in the text on opposite page.

AT THE DRESSMAKER'S

PHONETIC DRILL.

[iː]	[ai]	[d]	[ʃ]	[θ, ð]
reel	**high**	blue-eyed	**fash**ion	[iːð] **breathe**
seam	**tight**	fair-haired	**in**sertion	[að] **gathered**
seamstress	**lining**	low-heeled	**ma**chine	[θi] **thim**ble

When Alice arrives at the dressmaker's, Miss Smith is not quite ready for her; so she sits down and looks at the fashion papers. "Now," says Miss Smith, coming in, "here is your skirt, Miss Alice, let me try it on you and see if it fits. It is all gathered at the top as on the picture you showed me; look, it falls beautifully well; here is the little muslin apron, very dainty with the insertion lace."—"And my bodice, Miss Smith, is it not ready?" asked Alice—"Not yet," answered the dressmaker, "but I have cut the lining. I cut it on the paper pattern your mother sent. Come again to-morrow with Miss Bennett, everything will be ready for her and for you to try on."

And the next day they went again. Doris put on the bodice of her dress, a light blue satin bodice, with elbow sleeves. "Oh, Miss Smith," exclaimed Doris, "that bodice is too tight, I can't breathe."—"Is it really too tight?" said Miss Smith, "it is a pity, for it fits well, but of course, if you can't breathe, I'll loosen the seams. What do you think of the sleeves?"—"I like them," answered Doris, "and the frills at the elbows look nice; now for the skirt." Miss Smith brought the long satin skirt trimmed with lace in front, and flounces all round the bottom. "I think the waistband is too loose," said the dressmaker, I'll tighten it a little."—"Not too much, Miss Smith, please, replied Doris sharply; you torture me! And will my skirt be as long as it is now?"—"Yes," replied Miss S., "you dress as a princess, and princesses wear long trains, you know."—"And they all are blue-eyed, fair-haired, and sweet-tempered," added Alice.

GRAMMAR

ADJECTIVES.		VERBS.
tight	—	to tighten
loose	—	to loosen
black	—	to blacken
sweet	—	to sweeten

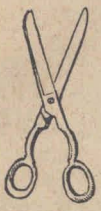
Some verbs are formed from adjectives, with the ending **en.**

COMPOUND ADJECTIVES.

a blue-eyed girl
a fair-haired child
a low-necked bodice
a high-heeled shoe

Some compound adjectives are formed with: 1. An adjective. 2. A noun. 3. The ending **d** or **ed.**

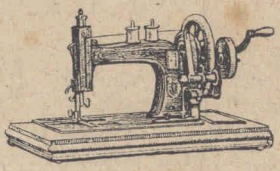
WHAT A SEAMSTRESS WANTS.



A pair of scissors.

A reel and a needle.

A thimble.



A sewing-machine.

Definition. **A seamstress (or semptress)** is a woman who does needle-work; a woman whose occupation is to sew.—*Synonym:* a needle-woman.

A gown is a loose sort of dress: tea-gown, dressing-gown, night-gown; also a robe worn by professional men. *See* p. 74.

HOME-WORK.

1. *Form verbs with the words:* short — length — white — red — straight — tight — loose — sharp — hard — soft.

Form compound adjectives. A girl with curly hair. — A boy with dark eyes — A man with long legs — A pupil with a sweet temper — A baby with rosy cheeks. — Shoes with low heels.

2. ***Sewing.***—*Answer the following questions:*

Do you like needlework? Why or why not? What does a seamstress want to do her work? Which do you prefer, sewing or knitting? Can you state your reasons? Have you got a sewing-machine? Is it useful? What can you do with it?

THIRTY-FIRST LESSON

A FANCY-DRESS BALL

[ʊ]	[eɪ]	[ɔo]	[dʒ]	STRESS	
shook	**shaken**	**rose**	**judges**	**minuet**	**gavotte**
bull	**nation**	**won't**	**German**	**Indian**	**Japan**
[ju] **Europe**	**amiable**	**hostess**	**Belgium**	**Spaniard**	**delicious**

STRESS : Canadian, European, America, cosmopolitan, Japanese.

It was late when the Bennetts arrived at Wellington House on the evening of the ball. They went in at once, shook hands with their amiable hostess and entered the ball-room. What a cosmopolitan gathering! Nearly all the nations in the world were represented. There were Turks and Japanese; Indians and Canadians; many Europeans too, of course : a Dutch peasant-girl was talking to a Spanish bull-fighter, a smart Scotch officer was dancing with a French " marquise ". Some were dressed as flowers : a rose or a tulip; others were judges, policemen, huntsmen, etc.

The ball had already begun, and many couples were dancing. " I won't dance those new dances, " said Doris, " I'll wait, " and she refused the first invitation. But after that new dance came another, and another one again ! So you may imagine how pleased Doris was when came a " May I have the pleasure, for the next waltz, Miss Bennett? "; she readily accepted and took her partner's arm. But, after all, she danced a good many times : one-step, boston, and figure-dances : a minuet and a gavotte; so that her ball-card was well filled.

Mrs. Boyce-Caine offered her guests a delicious standing supper. There were dainty pies and sandwiches, warm drinks and cool ice-creams.

The party ended with a lively reel, every one holding another's hand and dancing all round the rooms. But twelve o'clock is striking, the Cinderella-ball is over.

(Countries)	Adjectives	Nouns *(Singular)*	Nouns *(Plural)*	
England	English	an Englishman (-woman)	the English	*invariable : no s*
France	French	a Frenchman (-woman)	the French	
Holland	Dutch	a Dutchman (-woman)	the Dutch	
Switzerland	Swiss	a Swiss	the Swiss	
Japan	Japanese	a Japanese	the Japanese	
Germany	German	a German	the Germans	*plural in s*
Belgium	Belgian	a Belgian	the Belgians	
Spain	Spanish	a Spaniard	the Spaniards	

GRAMMAR

ADJECTIVES USED AS NOUNS.

Adjectives generally remain invariable, even when used substantively in the plural :

Ex. : The English have many qualities. The Swiss are intensely patriotic.

The French, the Swiss, the Chinese, the Japanese. (Note these adjectives end with a hissing or buzzing sound, *sh, ch, ss, ese.*)

In the singular, these adjectives must be followed by a substantive :

Ex.: I met an Englishman. Look at this Dutch girl. A blind man.

Some adjectives ending in **-an** (for nations) are used as ordinary substantives and take an *s* in the plural :

Ex.: an Italian, the Italians; a Russian, the Russians; an American, Americans.

Note. Such adjectives as *English, Scotch, French,* always begin with a capital letter.

HOME-WORK.

1. The inhabitants of Scotland are called ... William Tell was ..., Don Quixote was ..., and Joan of Arc was ... Brussels is the capital ... The French ..., and the English ... The Swiss speak three languages: ... English people like ...; and the ... are very fond of bull-fights.

Complete the sentences

2. *Give adjectives for:* use, length, beauty, penny, day, amuse, music, wool, Scotland, Holland, Switzerland, China, America, Europe, Japan.

3. *Write a short description of the five costumes on the opposite page, and say which one you like best.*

A PAGE FROM ALICE'S DIARY

PHONETIC DRILL.

[eɪ]	[aɪ]		STRESS		
page	diary	[dʒ] journal	unlucky	impression	return
grave	tired	miserable	unhappy	profession	expect
failed	violin	definite	unpleasant	disheartened	dislike

[Alice keeps a diary, that is, a journal of her remarks and impressions. She writes a page every night, except when she forgets or is too tired to do so.]

March 10th—" The ball is over! There are no more invitations now! After pleasure comes work; examination week is coming soon and I have not worked much this term. My goodness! No, I am not gay to-day, I am rather sad, and not in a very good temper. Here every body is in a bad temper too, and in low spirits. Doris is cross; she is not cross with me, but with the twins: the naughty children have broken her violin, and unluckily it cannot be mended; of course they have been punished, and are very miserable.

" Mrs. B. looks tired and unhappy, Mr B. looks grave. I know why, his son Teddie did not pass his examination; he failed because he had not worked enough; now his father says he must leave school and do something; but Teddie does not know what profession to choose; he is quite disheartened.

" Oh dear, I am so sad, so dull; I wish I were at home, at dear old Swiss Cottage. I am home-sick, I want to go home! but I can't return yet. Still, I am pleased to go and spend my Easter holidays with grand'pa and grand'ma Wilson; but where, I don't know. I am expecting a letter every day.

" I must shake off my laziness, and work hard till the exam! But now it is getting late; it is time to close my book and go to bed:

" Toil comes with the morning,
And rest with the night". (*Longfellow*).

GRAMMAR

THE DEFINITE ARTICLE : THE.

The is omitted in English before names of *countries* in the singular : England, France; and *places:* Primrose-Hill, Oxford-Street, Cheltenham College, Westminster Abbey, *etc.*

Languages : I learn English; do you speak French? *and other subjects:* history, physics, drawing, *etc.* She is fond of music.

Abstractions : pleasure, work (=toil), laziness, rest, *etc.* "Time is money."

Things taken in general : gold and silver, wood, leather, cotton, water, sugar, salt, *etc. Colours :* Blue and yellow make green.

Meals : to have breakfast, to take lunch, tea, dinner.

Seasons, Feast-days : Spring, Christmas-day, New Year's day, Easter Sunday.

Current expressions, as : to go to bed, to school, to market.

NOTES.

Synonyms. She is cross = she is angry, irritated.—To be in low spirits = to be sad, discouraged.—*Contrary :* to be in high spirits —I am home-sick = I should like to go home.

Contraries. Prefixes *un-* and *dis-* : unpleasant, unlucky, unhappy, unhappily; disagreeable, discouraged, displeased; to dislike.

Substantives. Suffix *-ness* : Sadness, dullness, happiness, laziness.

Subjunctive. (*imperfect*) : I wish I were, he were, we were, you were, they were.

HOME-WORK.

1. *Give the names of:* 5 countries; 4 school-subjects; 3 metals; 2 colours; 1 quality.

2. *Write sentences with the words:*
   a) exam and low spirits
   b) work and tired
   c) cross and punished
   d) late and bed.

3. *Write the opposite of:* sad, pleased, pleasant, agreeable, to like, luckily, to be in a bad temper, to be in low spirits, to get up, to remember, to rest.

4. What are the prefixes or suffixes in the words *disheartened, unhappiness, uselessly?*

WHAT WILL TEDDIE BE?

STRESS : **dentist**, **actor**, **singer**, **sculptor**, **painter**, **surgeon**, **advocate**, **barrister**, **magistrate**, **clergyman**, **soldier**, **typist**, [k] **chemist**, **architect**—**professor**, **physician**—**engineer**.

[*After tea, Doris and Alice are doing their home-work. Enter Teddie.*]

TEDDIE.—Hallo, girls, haven't you finished your work ?

DORIS.—Not yet, leave us alone; we've an hour's work before us

TEDDIE.—Can't you speak to a fellow who is going to Australia ?

DORIS.—What ? you, going to Australia ? ALICE.—It's a joke.

TEDDIE.—No joking, Alice, father says that if I can't make up my mind to do something, I must go to Australia and work on a farm.

DORIS.—Then choose something. Haven't you a mind to be a lawyer or a barrister ? TEDDIE.—I can't talk a bit.

DORIS.—Why don't you go in for the church ?

TEDDIE.—I'm not good enough to be a clergyman !

ALICE.—I wish I were a boy, then I would be a sailor; why aren't you a sailor ? TEDDIE.—I can't, I am sea-sick.

DORIS.—Be a chemist. TEDDIE.—I can't bear the smell of medicines.

ALICE.—You might go into business, or be a clerk in a bank.

TEDDIE.—No, thanks, I don't like staying in-doors the whole day.

ALICE.—Then you'd better be a millionnaire, Teddie !

TEDDIE.—That's right, Alice; what an excellent idea ! first give me the money !

ALICE.—Some people are artists.

TEDDIE.—I'm nervous, I can't be an actor; then I sing out of tune, and I can't hold a pencil !

DORIS.—Then be a pastrycook and there's an end of it !

TEDDIE.—All right, Doris, and you'll come and eat my cakes ! [*Exit T.*]

GRAMMAR

THE INDEFINITE ARTICLE : A OR AN.

A or an is used before names of professions :

Her father is a doctor. The profession of an actor.

and before nouns used as *attributes* (after *to be* or in *appositions*) :

When I was a child. If I were a man.

Measures, time : ribbon at sixpence a yard. Three times a year.

Parts of the body : She has a turned-up nose, a small mouth.

After **what** *and* **such** : What a nice hat! Such a dear baby!

Current expressions as : to have a mind, to make an end of, to make a fire.

NOTE. For a used before consonants, and an used before vowels, see *Grammar*, page 137.

LIBERAL AND LEARNED PROFESSIONS.

In schools and universities : teachers (masters and mistresses); professors.

In courts of justice or law-courts : judges, magistrates, lawyers (a barrister; an advocate).

In churches: clergymen or priests.

Sciences : a doctor or a physician; a surgeon; a dentist; a chemist — a civil engineer.

Fine Arts : artists, as painters, sculptors, architects; actors and singers.

What a girl can become: a lady-doctor or a nurse; a chemist or a dentist; a teacher or a governess; a librarian or a secretary; an artist or an actress; a clerk (post-office, railway, bank clerk) or typist.

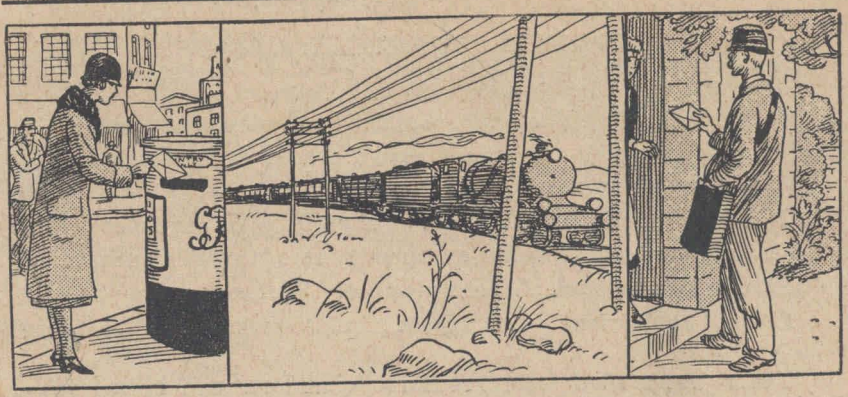
Many girls or women, of course, are dressmakers or milliners. Some must be shop-girls or factory-girls; others are employed as servants : lady's maids, cooks, or general servants.

HOME-WORK.

1. *Form sentences with the indefinite article and the words:* mind — idea — end — fire — pound — week — what... — such... — to be — to become (about professions).

2. *a*) What do you think is the best profession for a girl? Give the reasons of your preference.

b) If you were a man, what profession would you prefer, and why?



AN IMPORTANT LETTER

STRESS : **post**-office, **post**man, **pillar**-box, **wire**less, **tele**gram, **tele**phone, en**vel**ope.—de**liv**ery, te**leg**raphy, im**por**tant.

PAST PARTICIPLES : [t] **slipped, dropped, marked**; [d] **played, engaged, preferred**; offered, **married**; [əd] **excited, expected.**

"I wonder what Alice will say when she reads this," thought Miss Wilson as she folded her letter and slipped it into an envelope. Then she wrote Alice's address, stuck a stamp in the corner of the envelope and went out to post her letter. She did not go to the post-office, it was too far; she dropped her letter into a red pillar-box on the way. Looking at the hours of collection written on the pillar, she saw that she was in time. "Alice will get my letter to-morrow morning, with the first delivery; that's all right."

Just as she was going back home, a postman came to the pillar-box, opened it, took Miss Wilson's letter with many others and put them in his bag. On went the letter to the post-office, where it was stamped or post-marked, and taken to the train. When it reached Cheltenham, it did not go straight to Ivy Lodge, but to the post-office where the letters are again sorted, marked and handed to the different postmen to be delivered.

Rap, rap ! The postman's knock ! As soon as Alice heard it, she rushed to the door; here was the long-expected letter at last ! Quickly she opened it, quickly she read it and became quite excited over the news it contained. "Oh, Mrs. Bennett ! Oh, Doris ! what news ! I am going to spend my Easter holidays in Brittany ! and... and Aunt Mary is engaged; she is to marry Mr. Fitzpatrick !"

GRAMMAR

OMISSION OF ARTICLE IN THE PLURAL

Before plural nouns used in a general or indefinite sense, the article is usually omitted.

	Singular.	*Plural.*
THE.	The dog is faithful.	Dogs are faithful.
	The tailor makes clothes.	Tailors make clothes.
	The violet smells sweet.	Violets smell sweet.
A.	A baby often cries.	Babies often cry.
	A boy is always a boy.	Boys will be boys.
	A butcher sells meat.	Butchers sell meat.
	You can buy a postcard.	You can buy postcards.

LETTERS.

The Address

For a gentleman : Mr. J. H. Parker. *or :* J. H. Parker. Esq. (1).

For a lady : Mrs. J. H. Parker.

For the eldest daughter : Miss Parker.

For younger daughters : Miss Anna Parker.

For a boy : Master Parker.

At the Post-Office

At the post-office, you can buy stamps or post-cards, or send money (with a money-order or in a registered letter).

The post-office is generally a telegraph-office at the same time. There you send telegrams or wires. Messages can also be sent by *wireless* telegraphy.

There are also telephone offices for the use of the public.

HOME-WORK.

1. What things do you need to write a letter? What do you write at the top of the page? (2) What is the date today? How do you conclude a letter to a friend? What do you do after you have finished your letter? Where can you post a letter? What can you do at a post-office? What things do people buy there? How do you call the men or women employed in post-offices?

2. *Turn the text on the opposite page into the present tense.*

Ex.: *"I wonder what Alice will say when she reads this", thinks Miss Wilson.*

3. *Give the tenses of the verbs:* To think — to stick — to cut — to put — to set — to freeze — to hear — to take — to give — to see.

(1) Abbreviation of: Esquire.

(2) See fifth lesson

Revision.

MY NATIVE TOWN

My native place is a pretty little town situated on the river Lee, and surrounded with woody hills. If you arrive at B— by train, the way from the station to the town is along a large avenue bordered with fine old trees; then you cross the Lee on a new bridge, and after five minutes' walk you reach the centre of the town, where are the principal buildings, such as the Town-Hall, the theatre, the post-office, the schools, *etc.*; just a little further on stands the church.

Along the High Street are the largest and finest shops. Of course the streets and avenues at B— are very quiet; no 'buses, no trams, very few carriages or cars, and not many people.

Still you can find everything you want at B—. The food is good and plentiful; there are many bakers, butchers, grocers, greengrocers and fruiterers, fishmongers, pastrycooks, wine-merchants and dairymen. If you cannot take your meals at home, there are bars and restaurants.

Men can find everything they want, for there are several hatters, tailors, shoemakers, hair-dressers and tobacconists. As to ladies, it would be impossible to give the names of all the shops where they may go and buy things : drapers', linendrapers', milliners', haberdashers'. jewellers', *etc.*

One of the great attractions at B— is the concert on the market place where the band plays in the afternoon once a week. There you always see the same people: the retired general talking to the old magistrate, the smart young clerk from the bank, and his friend the chemist's assistant. Among the women you are sure to meet the doctor's wife with the architect's sister, the three daughters of the mayor, all dressed alike, and several officers' wives.

Of course there are always many young mothers with their babies and nurses pushing perambulators, soldiers walking up and down, schoolboys discussing like men, and school-girls whispering secrets.

Four o'clock is just striking, the bandmaster lifts up his stick, and the well-known "march" begins. After the "march" comes an old tune, a selection of "Faust" or some other popular piece. At five, it is over; every one goes back home, and the little market place, so lively and gay a few minutes ago, becomes as quiet and dull as before.

EXAM PAPER.—*Give a description of the street in which you live* (houses, shops, people and carriages that you meet, and so on.)

Revision.

PHONETIC DRILL.

WORDS WITH ACCENT ON THE 1ST SYLLABLE: **tem**perature, **rel**atives, **ban**ister, **pas**senger, **cor**ridor, **ha**berdashery, **mi**serable, **or**chestra, **pan**tomime, **the**atre, **cos**tume, **ma**gistrate, **ma**dam, **lug**gage, **sap**phire.

ON THE 2ND SYLLABLE: for**get**, e**nough**, en**core**, po**lice**, suc**cess**, mous**tache**, ad**dress**, e**con**omy, ge**og**raphy, do**mes**tic, ther**mom**eter, chry**san**themum, ca**the**dral, elec**tric**, pro**fes**sor, de**part**ment, dra**mat**ic, per**form**ance, mag**nif**icent, par**tic**ular, phy**sic**ian, de**liv**ery, i**ni**tials.

ON THE 3RD SYLLABLE: engi**neer**, Japa**nese**, ciga**rette**, elec**tric**ity, appe**tiz**ing, influ**en**za, Euro**pean**, manu**fac**tory, metro**pol**itan, cosmo**pol**itan.

GRAMMAR

1. *Turn into the singular:*

Dogs are faithful animals. We had sore throats last winter, and were not able to go out on Christmas-day. Girls are fond of hockey, boys prefer foot-ball. Emeralds are precious green stones. Dutchmen skate to their business. Young ladies go to milliners' to buy hats, young men go to hatters'. Cats may look at kings. Oxen, cows and sheep eat grass in the fields. The little ones of a hen are called chickens. The clothes-brushes are on the dressing-tables.

2. *Fill the blanks with verbs:*

If you want to ___ a leg of mutton, you go to the butcher's. You cannot go to the refreshement stall without ___ a cake or ___ a glass of lemonade. After ___ read her letter, Alice was delighted. Before ___ her letter into the pillar box, Miss Wilson looked at the hours of collection. Tom is fond of ___ down the hills, he also likes to ___ on the ice. Will you come and ___ dinner with me? It is lunch time, I ___ hungry. I can ___ English now.

3. Find out all the instances of the possessive case in "**My Native Town**", and draw up a list, with their tenses, of all irregular verbs in the same text.

Revision.

WINTER IN DIFFERENT LANDS

Winter! What picture does the word suggest to you? To boys, winter speaks of snow-balls, sliding, skating, football and other winter games; to girls, of dances, evening-parties and concerts. To mothers, it speaks of mending clothes, sewing, knitting woollen socks and stockings for their own children, or for the poor who suffer so much from the cold. It speaks also of illnesses, of nursing bad coughs and sore throats.

To a Londoner, winter suggests not only snow, but mud and dirt, rain and fog; not freezing really, but thawing.

It is perhaps in Switzerland that winter appears the cleanest and the most pleasant. The weather during January is frequently clear and bright, and the beautiful effects of hoar-frost make the trees and the mountains look still more picturesque. Every branch is fringed with delicate crystals, sparkling in the sun's rays like diamonds, rubies, emeralds or sapphires.

Dutch people get a lot of skating in winter. All the canals that intersect Holland are covered with a thick coating of ice. Almost every one can skate: boys and girls skate to school, their mothers skate to the shops and markets, and their fathers skate to business.

In Canada, winter is often very severe. As soon as the ground is covered with snow, the bells of the sledges are heard on every side. Carts, carriages and even omnibuses are turned into sledges. People who live a long way from the town, where there are no roads or railways, are glad to see the ground covered with snow, and the rivers covered with ice; for then they are able to travel great distances very easily.

And what about France? Well, in the North and East of France, winter is sometimes pretty cold; in the west, the climate more resembles that of England. But in the South the sun is never long without shining, sweet flovers bloom during the wintry months. When it is still freezing, snowing or raining up in the North, Spring has already begun along the Azure Coast.

VERB DRILL.—*Ask ten qvestions on the above text, using a different verb each time.*

Revision.

PHONETIC DRILL.

RHYTHM OF THE ENGLISH SENTENCE.

to go up to town	a pretty little town	what a lot of work
it was bitterly cold	to buy some dancing shoes	hives of busy bees
they went in at once	so many things to do	Come and have a cake

An important letter; in a few days; it's a full house.
From the station to the town; to go home for lunch.
Tea is better than coffee. I'll go and see you. Look at this hat.
To go or not to go, that is the question.
As soon as the ground is covered with snow, the bells of the sledges are heard on every side.

NOTE

Short particles like *a, an, the, of, and, to, for,* etc., have generally no stress (no accent) in the sentence. Before accented words, use the weak forms : [ə, ən, ðə (before consonants), əv, ən, tʊ *or* tə, fɔ *or* fə, *etc.*].

Ex. [ə'mæn]	[ən'æs]	[ðə'bɔĭ]	[kʌm ən daĭn wĭð mi:]
a man	an ass	the boy	come and dine with me
[tʊ gɔo hɔom fə lʌntʃ]		[ðə neɪmz əv ɔl ðə ʃɔps]	
to go home for lunch		the names of all the shops.	

GRAMMAR

1. THE.—*Give examples showing when the definite article is omitted in English.*
2. A or AN.— *Give examples showing when the indefinite article is used* (professions, etc.).
4. NOUNS AND ADJECTIVES. *Give five instances of adjectives used as nouns in the plural* (nations).
5. *Write five sentences using compound adjectives.*
6. *Write five sentences using compound nouns in the plural.*
7. *Write sentences using the following verbs in the present participle* : to leave, to cut, to play, to cry, to stop.
8. *Use in sentences :* as — as; not so — as; more than —; less than —.
9. *Form adjectives with the following nouns :* fog, gold, beauty, home, day, luck, grace, friend, wool, fun.
10. *Give the tenses of the verbs :* to become, to burn, to cut, to freeze, to hear, to put, to send, to set, to shake, to stick, to tell, to think.

THIRTY-SEVENTH LESSON

IN BRITTANY

PHONETIC DRILL.

{r} **run, ran, roof, rook, rookery, raven, really, reached, receive, round, rough** [rʌf, as in *enough*]—**very, Mary, nearing, arrived—Brittany, drive, drove, driven, train, trees, country, crossing, ground, grand, pretty, spread.**

THE ROOKERY
DINAN
(COTES-DU-NORD)

Easter Eve, April 20th.

My darling mother,

You will be pleased to know that we arrived safely at Dinan to-day at twelve o'clock. Last Thursday I joined Grand'pa and Grannie at Southampton with Aunt Mary, and we all took the boat to St-Malo. The sea was calm, and the crossing, which lasted eleven hours, pretty fair, not rough at all; not one of us was sick.

Before we reached St-Malo, we went on deck and, the weather being clear, we could see the beautiful Brittany coast quite well. We should have liked to visit it, but we did not, for we had no time then, we could not stop long at St-Malo, as Mrs. Fitzpatrick expected us for lunch at Dinan, and we took the train at once.

How picturesque and interesting this country is, mother! Our train ran between two hedges of gorse all in bloom, and looking exactly like gold, whilst behind the hedges spread large colza fields, all golden too. When nearing Dinan, the ground and trees seemed quite white in the distance. "How strange!" I remember saying, "it has been snowing here!" Grand-papa laughed at me and asked whether I had ever seen apple-trees or pear-trees in blossom. Of course I had, but never so many at a time.

Mrs. Fitzpatrick and her son met us at the station and we drove to their house, which is one mile distant from the town. It is a quaint old house with a farm at the back, and large grounds and gardens all round. An Englishman who lived in it a long time called it "The Rookery", because of the many rooks and ravens that fly about the old roofs and trees. Mrs. F. has taken the house for a year; it is really very kind of her to have invited us to spend the Easter holidays with them. We have not been out yet; to-morrow we'll go to the English church; there's quite an English colony here.

Now, dearest mother, I must close this before the post. Please tell Tom and the children I'll send them picture postcards of Brittany. Did you receive the one I sent from Southampton?

With much love to you and father, from

ALICE.

GRAMMAR

PERSONAL PRONOUNS

The pronoun object or complement is used *after* verbs or prepositions :

Ex. She loves *you*. He spoke to *them*. They met *her* at the station. Not one of *us* was sick. It was very kind of *her*. It is for *him*.

When there are two pronouns, the *direct* complement comes first :

Ex. She sent *it* to *him*.

But instead of : The postman gave the letter *to him*, you may say : The postman gave *him* the letter (*to* is suppressed).

ELLIPSIS. (*words omitted*). We did not stop and (we) took the train at once.

I shall go and (I shall) spend a fortnight in Brittany.

When (we were) nearing Dinan, we saw the apple-trees in blossom.

We should have liked to visit the coast, but we did not (visit it).

HOME-WORK.

1. *Find out all the instances* (ten) *of* at *in the opposite text.*

Write out five different sentences with at.

2. *Compose ten sentences with verbs and prepositions, showing the use of* him, her, it, us, you, them.

3. They arrived at St-Malo and they took the train. Mrs. F. told her servant to go and to fetch the luggage. The holidays are over for you, but in England they are not over. Alice bought postcards at the stationer's shop. She is not staying now at the Bennett's house. She goes to Brittany, but Doris does not go. This is my photo, and that is my sister's photo. She sent to her mother a long letter.

Strike out all the unnecessary words.

SPRING : AN ALLEGORY

Who is this sweet maiden that approaches, so young and fresh in her robe of light-green gauze, all bedecked with flowers? She has a garland of daisies and primroses on her head, and a bunch of sweet-smelling violets in her hand. Flowers spring up wherever she sets her foot, and trees blossom whenever her hand touches them. The snow that covered the fields, and the ice that was in the rivers melt away for ever when she breathes upon them. The young lambs frisk about her, the birds warble, and the swallows come back from the warm countries to welcome her.

Have any of you girls seen this sweet maiden? If you have, tell me who she is, and what is her name.

GRAMMAR

RELATIVE AND INTERROGATIVE PRONOUNS

Who is this sweet maiden **that** approaches...?

Tell me **who** she is, and **what** is her name...

The snow **that** covered the fields and the ice **that** was in the rivers.

The relative pronoun *that* can be used in the place of *who, whom,* or *which.—Whom,* and *that* (complement) are often omitted (ellipsis).

Ex. The man whom you know = The man that you know = The man you know. For uses of *who, whose, whom, which, that,* and *what,* see *Grammar,* page 144.

EVER (*indefinite*). Flowers spring up **wherever** she sets her foot (= in every place).

Trees blossom **whenever** her hand touches them (= every time).

Whoever this maiden is, she looks very graceful.

Whatever you do, do it well.

THE SPARROW.

The sparrow is a small bird with brown and gray feathers. It builds its nest on our houses; a sparrow's nest is seldom found in a tree. It lays five or six eggs which are spotted with brown.

The sparrow is a familiar and very bold little bird, and is to be found in the streets of the largest towns as well as in the country.

Farmers often kill sparrows because they steal the corn and fruit. But they are really good friends to the farmer. With their little bills, they pick up the worms and insects, which would eat all the fruit.

HOME-WORK.

The swallow. *Write a short composition on* the swallow.

§ 1. What is a swallow? What is the colour of its wings? Of its body? Where does it build its nest? With what? What does it lay?

§ 2. Is the swallow useful? Is it right to kill swallows? What do they eat? Do swallow catch insects on the ground or in the air? How do swallows fly when it is going to rain? Why?

§ 3. What do swallows do in Autumn? Where do they fly away? Do they travel alone or in flights? When do they come back?

[Read the lesson on the Sparrow carefully; then answer the questions and join your sentences with relatives and conjunctions.]

2. *Write ten sentences with* who, whom, whose, which, of which, that, and what, relative and interrogative.

3. *Turn into the plural the first two paragraphs on* The Sparrow, *above.*

THIRTY-NINTH LESSON

A SPRING WALK

[ʌ]	[œ:]	[ɔ:]	[e:]	[ai]	[aʊ]
bud	**purple**	**hawthorn**	**radiant**	**ivy**	**brow**
lovely	**birches**	**mouldering**	**stately**	**irises**	**boughs**

STRESS : **daffodil, listen, castle, glorious, graceful,—propose, anemone, industrious, invisible, melodious, mysterious, emerging.**

It was a lovely spring morning, and the weather was glorious. "Let us go to la Garaye and see the ruins of the old castle", proposed Mr. Fitzpatrick; and off went the merry party for their daily walk.

The grass was still covered with dew. How fresh and radiant the country looked in the bright shining sun! They walked along the high road, bordered with hedges all white and pink with hawthorn and may-flowers, passed green meadows and corn-fields, and at last reached the end of a long avenue of fine chestnut-trees.

There stood the ruins of the old castle, emerging from a sea of golden daffodils and purple irises, with its mouldering walls overgrown with ivy and wall-flowers.

After drinking a glass of milk at the farm close by, Alice and her friends walked on to the forest. A fine wood it is, with its stately old oaks, silvery-white birches, and graceful elm-trees. Of course, there were no leaves yet on the branches, only some light green buds, or yellowish catkins hanging from the boughs of the willow-trees.

No roads, no paths even in that wild wood; they walked on a soft thick carpet of moss and dry leaves. "Oh", Miss Wilson exclaimed, "There must be some flowers about here; I can smell them!" And plenty of flowers there were: white or purple violets, white anemones near yellow primroses, and cowslips, and sweet-smelling lily of the valley. But listen! it is the voice of the invisible cuckoo-bird, far far away: Cuckoo! cuckoo! And on they walked, listening to the melodious song of the birds, the humming of the bees, and the mysterious noise of the insects, like the industrious ants, all busy again after the long months of idleness and rest.

GRAMMAR

POSSESSIVE ADJECTIVES.

1. The essential rule is that possessive adjectives and pronouns take the same gender as the **possessor**, in the third person singular :

Masculine: **his**, for men and boys; *feminine:* **her**, for women and girls; *neuter:* **its**, for animals and things.

Ex. Tom and his friends. Alice and her friends. The wood and its trees. The swallow and its nest.

2. **My, your, their** (plural) are the same for the three genders. All adjectives are invariable.

3. Note the use of possessive adjectives before parts of the body :

Ex. She has a garland of daisies on *her* head and a bunch of violets in *her* hand (Lesson 38).

FIELD AND WOOD FLOWERS.

Buttercups grow wild. They are of a golden yellow colour. Each flower has five yellow leaves (petals) growing out from the middle of five smaller green ones (sepals).

The flowers are something like a cup in shape. In the green ball in the middle there are tiny seeds which will take root and grow in their turn, if they fall into the ground.

Buttercups come in spring. They grow on taller stems than daisies. They have no nice scent such as violets or roses have.

HOME-WORK.

1. ***The Violet.***—Write a short composition on the violet.

§ 1. When does the violet come? Where does it grow? Speak of its colour and scent.

§ 2. What are the parts of the plant? Describe the stem, the leaves, and the roots. How many petals has the flower?

§ 3. Where can you buy violets? Do you like them? Compare the violet to other spring-flowers. Which one do you prefer, and why?

2. ***Spring.***—Read the three lessons on Spring (37, 38, 39) and sum up all you have learned about that seaso

FORTIETH LESSON

IN THE GARDEN

[ʌ]	[œ:]	[e:]	[æ]	[ai]	[i:]
slug	**worm**	**rake**	**carrot**	**lilac**	**creep**
grub	**turnip**	**spade**	**radish**	**climate**	**seed**
butterfly	**chervil**	**snail**	**salad**	**thyme** [taim]	**leek**

STRESS: parsley, **cock**chafer, **cat**erpillar; **a**pace, conservatory, mignonette.

[*There are really three different gardens round the " Rookery " : the flower-garden, the kitchen-garden, in which grow vegetables, salad and herbs; then the orchard with its numerous fruit-trees and bushes; black, white or red currants, gooseberries, and raspberries. There are also large strawberry-beds.*]

ALICE *meets the gardener.*—What are you going to plant in this bed?

GARDENER.—In this one I am going to sow mignonette seeds; but in that one I'll plant carnations all round.

ALICE.—Are you going to work in the conservatory this morning?

GARDENER.—No more flowers to-day; I'm going to the kitchen-garden to do some weeding.

ALICE.—There can't be many weeds, you're always weeding.

GARDENER.—Yes, but " ill weeds grow apace ", as the proverb says. If you come, I'll show you the new radishes.

ALICE.—(*in the kitchen-garden*) What's that just coming out?

GARDENER.—These are parsley, chervil, celery and thyme : it's the pot-herb corner; over there you see the turnips, leeks and carrots.

ALICE.—Do you plant or do you sow them?

GARDENER.—Sometimes one, sometimes the other, sometimes both.

ALICE.—How's that?

GARDENER.—Well, for the carrots, for instance, I sow the seeds; then, as too many carrots grow from those seeds, and could not grow big, I pull some out, and plant them in another bed.

ALICE.—I see. Now I must go and get more flowers. I've seen snow balls, and purple lilac: can you lend me your pruning-scissors to cut it?

GARDENER.—With pleasure, they're in the tool shed with the rake, the spade, and the watering-can.

GRAMMAR

DEMONSTRATIVE ADJECTIVES AND PRONOUNS.

Singular. What is **this**? What is **that**? How's **that**? What does that mean ? Look at the flower-beds : there are tulips in **this one**, and there are carnations in **that one**.

Plural. Here are some roses : I give you **these** and I take **those**.

That of ... The climate of Switzerland is colder than **that** of England.
Those of .. The trees in the wood are bigger than **those** of the orchard.
Those who **Those** who live in glass-houses should not throw stones.

Before *of*, *who* and *that*, use **that** and **those**, never *this* or *these*.

INSECTS.

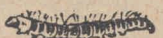
In the air

Many insects fly in the air : the common fly is every where, the industrious bee goes from flower to flower ; the wasp hangs about the fruits.

A cockchafer.

The prettiest insects are the butterflies, with their many-coloured wings.

On the ground



A caterpillar.

Some insects live on or in the ground, like the black ants.

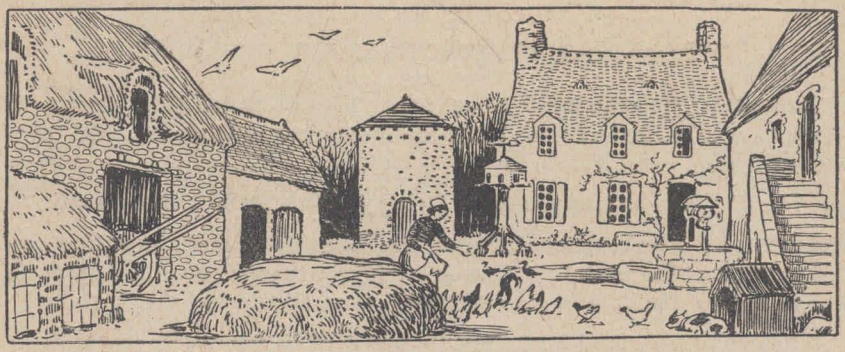
Other animals, that have neither wings nor legs, creep on the ground or on the branches; such are the snail carrying its little shell, the slug and caterpillar, and last the worms and grubs.

HOME-WORK.

1. ***The Bee.***— *Write sentences round the following words :* Bees... flowers... bee-hive... honey... wax... to hum... to buzz... industrious.

2. ***Revision.***—*Name* the fruits *you know:* the garden-flowers; the field-flowers; the vegetables that grow under the ground; vegetables and herbs that grow above the ground; the birds; the insects; the animals that creep on the ground.

FORTY-FIRST LESSON



THE FARM

[æ]	[aʊ]	[ɔo]	[eː]	[iː]	[uː]
van	**cow**	**coach**	**brays**	**squeak**	**hoots**
waggon	**how**	**lows**	**neighs**	**yeast**	**roost**
cackle	**howls**	**dough**	**dairy**	**knead**	**cooes**

Behind the "Rookery" stands a large well-kept farm. Alice is very fond of going there, and before long she knows all its inhabitants and is on friendly terms with them; even the watch-dog in its kennel at the gate doesn't bark at her. The farmer's wife welcomes her into her clean dairy, where she churns her butter and keeps all the shining milk-cans. They also go together to the hen-roost to find some new-laid eggs. Alice knows the way to the stables and has also visited the pig-stye, the rabbit-hutch, the cow-house where she has seen young calves. She would have liked to milk the cow, but the dairy-maid told her that it's more difficult than it appears. She has been in the poultry-yard where live the pea-cock with its bright-coloured tail, the turkey, and the numerous hens and chickens.

One day she went and played with the farmer's children in the large barn where are stored heaps of hay for the horses, and straw for the litters. They had also a game of hide-and-seek in the coach-house, round the waggons, cars, vans and small wheelbarrows.

At four o'clock the children had each a large slice of bread and butter, both home-made, for bread too is made at the farm. The women make the dough [doo] with flour, water and yeast, the men knead it, and bake the loaves in the hot oven.

Alice enjoyed herself very much and thought it would be nice to live at the farm. Everything looks so pleasant, except the big dung-hill that the farmer keeps right in the middle of the yard, near the dirty little pond where the ducks and ducklings swim all day long.

GRAMMAR

INDEFINITE ADJECTIVES AND PRONOUNS.

Each, *sing.* (= one at a time).
The children had a cake *each*.
Each one, *each* of them had a cake.

One. *One* day (= a certain day).
One cannot be in two places at once. (*See* lesson 15.)

Both. (= the two, one and the other.)
Do you drink wine or water ?
Sometimes one, sometimes the other, sometimes *both*.
The bread and the butter are *both* made at the farm.

Every, *sing.* (= all, collective).
Every child likes to play.
Compare : everybody, everyone, everything, every day, every morning, *etc.*—every other day, every third day.

All. *All* dogs bark (they *all* bark).
All that glitters is not gold.
Cp.: All day long, all at once.

Either (= one or the other).

Neither (= none, not one).
A door must be *either* open *or* shut.
Caterpillars have *neither* legs *nor* wings.

CRIES OF ANIMALS.


The cat mews.

The dog barks. The cat mews. The horse neighs. The ass brays. The ox bellows. The cow lows. Sheep and goats bleat. The pig grunts. A young pig squeaks. Wolves howl.


The cock crows.

Birds warble. The sparrow chirps. The swallow twitters. The rook caws. The pigeon cooes. The cock crows. The hen clucks. The turkey gobbles. The duck quacks. The goose cakles. Bees hum. An owl hoots.

HOME-WORK.

1. *Write in the plural:* milkman — washerwoman — calf — wolf — sheep — goose — turkey — ass — loaf — leaf — foot — tooth.

2. *Write in the feminine:* milkman man-servant — master — farmer — ox — pea-cock — he-goat — cock-sparrow.

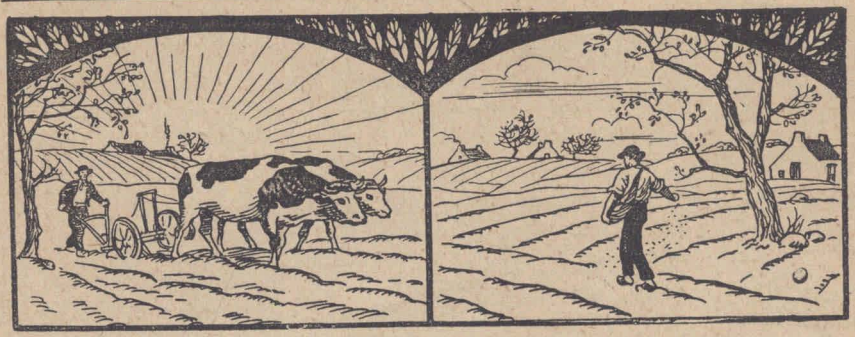
3. *Form separate sentences with the words:* each, every, one, ones, all, both either, neither, much, many.

4. *Conjugate:*

a) I enjoyed myself very much in the country. (*See Grammar*, p. 153.)

b) I don't know what to do with myself when it rains.

FORTY-SECOND LESSON



FARMING

[ʌ] *as in but :* **enough, rough, thoroughly.**
[uː] *as in do :* **through.** [ɔ] *as in off :* **cough.** [ɔo] *as in no :* **dough.**
[aʊ] *as in cow :* **plough, bough.**

Farmer Corentin is a very busy man : he has so many things to do, so many plants to look after ! Round the farm spread endless potato-fields, fields of corn, rye and oats.

What a lot of work ! In autumn the farmer has to plough the ground with his plough drawn by a team of horses or oxen; all along the fields he leads the shining ploughshare, that cuts up deep furrows in long straight lines. Then the big clods (lumps) of earth are broken into pieces by the sharp iron-teeth of the harrow; the ground is at last ready to receive the seeds. After the grain is sown, a roller is passed over it, and a scarecrow is set up in the middle of the fields, to frighten away the crows and rooks and the sparrows. Then the grains sleep in the earth through the long winter months.

But the farmer does not sleep, he is still very busy mending his tools, feeding his cattle, and above all making cider. In the large ciderpress the apples are crushed and then their juice fills the large casks which are kept in the long low cellar. How proud farmer Corentin is of his cider and perry !

In spring, with the first rays of the sun, little blades of grass begin to peep above the ground; with April showers they grow taller and taller. The fields are quite green now; soon, if the weather is fine, the ears of corn will be formed. How anxiously the farmer looks at them every day ! What will the harvest be ? The crops look fine, and the harvest ought to be good. He will not feel content till the reapers have cut it all down and brought it safely to the barns, ready to be threshed either with flails or with the more modern threshing-machine.

And that is not all ! The potato-season will soon begin. All the potatoes grown on the farm will be exported to England, as Alice heard to her great surprise.

The export-trade of potatoes, butter and eggs is a source of wealth to the provinces of Normandy and Brittany.

GRAMMAR

PREPOSITIONS AND ADVERBS.

To. Alice heard it *to* her great surprise.

She walks *to* the melodious song of the birds.

Up. The plough cuts *up* the earth.

Away. It frightens birds *away*. The snow melts *away* in spring.

At. The dog does not bark *at* her.

She looks *at* a flight of swallows.

Into. The lumps of earth are broken *into* pieces. The grains grow *into* tall stems; they are ground *into* flour at the mill.

(*See* above, page 43).

To is always used after the verb *ought :* You ought *to* obey your parents.

Present participle : The farmer is busy *making* cider [saidə].

CEREALS.

Wheat (or corn) is a sort of grass, but grows higher than common grass. Rain and sunshine help the grains to grow. They grow into tall jointed stems, and soon the ears of wheat appear. They are green at first, but the sun ripens them and turns them yellow. Then the wheat is cut, and the new grains are threshed out. The tall stems make straw for the horses. The grains are ground into flour by the miller.

Other cereals are: oats, rye, barley, maize and rice. The grains of oats are given as food to horses. With oatmeal, Scotch people make oat-cakes and porridge. Brown bread is made with rye. Beer is made with barley, malt and hops. Maize and rice grow in the warm countries.

HOME-WORK.

***Farming.**—Give a short description of the pictures on the opposite page.* Explain the subject of:

a) The picture on the left side.

b) The picture on the right side.

Name the plants and fruits which grow in Brittany.

***Verb-drill.**—Draw up a list,* with tenses, of all the irregular verbs contained in this lesson and in the preceding one.

FORTY-THIRD LESSON

MARKET

PHONETIC DRILL.

[ĭ]	[ɛ]	[ɑː]	[eː]	[oː]	[iː]
bring	**peasant**	**market**	**place**	**scales**	**fleece**
prison	**deafening**	**bargain**	**brace**	escape	**sheep**
spinage	**leather**	**basket**	**weighed**	potatoes	**creature** ['kriːtʃə]

STRESS : **don**key, **pro**duce, **bar**racks, **pris**on, **tim**id, [wi] **wo**men, **gen**tle, **qua**druped.—**an**other, **a lu**natic **a**sylum ['lunətik ə'sailəm].

Thursday is market-day at Dinan. From all the country round, the women bring the produce of their farms and gardens; the men bring their cattle to be sold. Look at those country-women with their white caps on, riding their donkeys; they are going to market. The two big baskets on each side of the beasts are full of vegetables, fruit, or cream-cheeses, and sometimes you see a couple of pigeons, or a brace of rabbits trying to escape from their prison. It is quite a sight to see the donkeys trotting briskly down the Brest road, past the barracks and the lunatic asylum on their way to the market-place.

There is not one market-place only at Dinan. Butter, eggs, cream are sold at the butter-market; there all the women are usually standing.

At the market for flowers, vegetables and fruit, the women are sitting. They sell their beans, peas, spinage, onions, by the pound, or so much a basketful.

But what a deafening noise ! It's the poultry-market where the sharp voices of the women mix with the shrieks of the fowls.

A little further on, the poor calves are weighed in large scales and bought by the butchers. Cows and oxen are sold in another part of the town; so are the sheep and horses.—But the funniest sight of all is the pig-market, which is held near the old Castle, now used as a prison.

And when the peasants have sold their goods, before going home in their carts or motor-cars, they do their own shopping. It is a money-making day for the shopkeepers and for the inns too, as no man can buy or sell anything, without drinking plenty of cider over the bargain.

GRAMMAR

ADVERBS OF MANNER

Adverbs are formed from adjectives by adding **-ly**. Ex. slow, slowly; brisk, briskly; usual, usually; anxious, anxiously; pretty, prettily, *etc.*

NOTE : daily, weekly, monthly, yearly are both adjectives and adverbs.

NOTICE the *i* in *daily* and in *prettily.*

The comparative and superlative of adverbs is formed with *more* and *the most,* like adjectives :

Ex. frequently—more frequently—the most frequently.

PREPOSITIONS.—Note : Potatoes are sold **by** the pound, eggs **by** the dozen, cotton **by** the yard.

THE SHEEP.

Sheep live mostly in the fields. They are quadrupeds; their backs are covered with a coat of long, thick wool called a fleece. Their feet are cloven, like the cow's.

Sheep eat grass, swallow it, and chew [tʃu:] it a long time.

They are timid, gentle creatures. They do not like to be alone. They live in flocks. They make a great noise when bleating.

Sheep are very useful. Their flesh gives us mutton; their wool makes clothing; their skin makes leather.

A young sheep is called a lamb.

HOME-WORK

The Cow.—*Write a short composition on the cow.* (Read carefully the lesson on *Sheep,* look at the picture, and answer the folloving questions.)

What is a cow? How many legs has it? how are its feet? how many horns has it? how are its eyes?

What do cows eat? how do they eat? what cud-chewing (ruminant) animals do you know?

Are cows gentle animals? do they live together? Are cows always in the fields? Where do they live in winter? What do you call the noise made by the cow ?

Are cows useful? What do they give us? What are the uses of milk? What things are made of leather?

FORTY-FOURTH LESSON

AT THE FAIR

STRESS : [ʌ] **monk**ey; [ɛ] **e**lephant, **del**uged ; [ai] **li**on, **ti**ger; [θ] **pan**ther, **ath**lete; [g] **g**iddy, [dʒ] **g**ingerbread.—**ful**fil, re**v**enge, accus**tom**ed, mena**ge**ry.

THE ROOKERY
DINAN

My dear Doris,

Do you remember my telling you I should very much like to see a fair, as I had never seen one? Well, my wish was fulfilled yesterday. It was the last day of the fair at Dinan, and Mrs. Fitzpatrick proposed to take me there. At first Grannie would not allow it; she said it was not "lady-like", and so on; but Mrs. F. assured her that all the English people here often go, that it's not rough at all, and we went.

Imagine a large square with three or four long rows of booths, whilst at one end stand the circus and the toboggan, and at the other several swings and merry-go-rounds.

What a frightful noise! Almost every booth has its own band, each trying to make more noise than the other, with drums and trumpets.

Along the main row are several cinemas : they seem to be the great attraction, and must make a lot of money. There are also several theatres, shooting galleries and many lotteries. In a small booth, a gipsy woman tells you your fortune; in another one, athlets fight all those who want to fight them.

We went to the menagery and saw a few wild beasts : a lion, a panther, a small tiger, a white bear and a wolf. Several serpents were kept under warm blankets, and a funny little monkey dressed like a man played all sorts of tricks.

We bought gingerbread and sweets for the farm-children, and after several turns on the merry-go-round, which made me rather giddy, we left the fair and its noise. As it was not yet time to go home, Mrs. F. took me to the best confectioner's, where you can get tea and cakes, such cakes, my dear! it makes my mouth water to think of them.

My kindest regards to all and fond love to yourself from

ALICE.

GRAMMAR

ADVERBS OF TIME

Adverbs of time generally come before the verb :

Alice *often* meets the gardener.
She *always* speaks to him.
You *never* listen to me !

They are placed after the verb to be :

Mary is *always* late, and her books are *often* soiled.
Girls are *never* quiet.

Ex. *Yesterday* we went to the fair, *or :* We went to the fair *yesterday*.
I *sometimes* see him, *or :* I see him *sometimes*.

Between the two parts of the verb (in compound tenses) :
Alice had *never* seen a fair. — The potato-season will *soon* begin.

YET.—Are you ready? Not *yet*. It was not *yet* time. The trees had no leaves yet (39).

STILL.—The grass was *still* wet (39). The farmer is *still* busy in winter. Is he gone? No, he is *still* here.

THE ELEPHANT'S REVENGE.

In a village of India, an elephant went down every day to the river to drink. On his way he had to pass a tailor's shop. The tailor always used to have a bun or a fruit or something to give the elephant; but one day he had nothing to give, and when the animal put his trunk in at the window for the accustomed bun, the man pricked it with his needle.

The elephant went away, and, when he reached the river, filled his trunk with dirty water. When passing the tailor's shop, he again put his trunk in, and deluged the tailor and his shop with the muddy water. It was his only revenge.

HOME-WORK.

1. *Form sentences with the following words:* often, always, never, sometimes, soon, to-day, to-morrow, what a..., such a..., such..., a few.

2. *Give the names of:* five wild beasts, five domestic animals (quadrupeds), five birds or fowls, five insects, three animals creeping on the ground.

3. *Turn the above story of the elephant's revenge into the present tense.*
Ex.: In a village of India, an elephant goes down...

4. *Conjugate:*
a) I do not always remember my lesson.
b) I never speak French at school.
c) I shall write my exercise when I am at home.

FORTY-FIFTH LESSON

ON THE RIVER

[i]	[ai]	[aʊ]	[ɔ:]	[ɔo]	[e:]
dinner	rise	trout	oars	road	lane, lake
river	Rhine	bounded	source	rowed	danger
the wind	to wind	mountains	yacht [jɔ:t]	boat	glacier

STRESS : abbey, angler, dagger, navigable, fertile, confluence, tributary.—upset, disturbed, remarkably. [tʃ] channel; [k] canal.

MRS. FITZ PATRICK.—You must be very prudent, Harold, if you go boating with Mary and Alice.

H. FITZ.—Dont't fret, mother, the river is not dangerous, Mary will steer and Alice will keep quiet for once.

They walked quickly down the steep lane from the "English Garden" to the river and the little port. There is quite a small fleet there, below the old bridge : a tiny steamer, a yacht, barges and many rowing-boats. They hired a rowing-boat, Mr. F. pulled with the oars and they rowed up the river to Lehon.

Do you know the river Rance ? It is a small winding river that takes its source in the Menez hills, gently flows down past Dinan, and runs into the English Channel.

The valley it waters is remarkably picturesque with its numerous villages and old castles, its tall poplars and hanging willows. From Dinan to Lehon the valley is narrow, but woody and silent, full of flowers and birds, and so very romantic when you reach Lehon with its old abbey and ruined towers.

"Oh", Alice suddenly shrieked, "what's that ?"—"Only a frog jumping into the water, you silly little goose," scolded her aunt, "keep quiet, you nearly upset the boat; and see over there what you've done."

Alice's cry had so disturbed an angler peacefully sitting on the bank of the river, that he had dropped his fishing-rod, and was looking " daggers " at Alice. But patient as all anglers are, he picked up his rod again, quietly changed the bait and let it sink once more, with the hook that was to catch more gudgeons than trout. " We'll land here," Mr. Fitz Patrick said, as he moored his boat to a weeping-willow. And they walked up to the village.

GRAMMAR

PLACE OF ADVERBS

Placed before the verb :

Alice *suddenly* exclaimed.
The Rance *gently* flows to the sea.
You *nearly* upset the boat.

Between the two parts of the verb:

He was *peacefully* sitting.
I should *very much* like it.

After the verb (the verb has no object):

Harold rows *beautifully.*
The Rhône flows *swiftly.*
They walked *quickly.*

After the object :

She can speak English *very well.*
or I should like it *very much.*

Before an adjective : The valley is *remarkably* picturesque.

REMARK : An adverb is not generally placed between a verb and its object.

A LARGE RIVER : THE RHINE.

The Rhine rises in the Alps and, like many Swiss rivers, from a névé (snow-field) and glacier. The torrent rushes down steep mountains. After passing through the Lake of Constance, the river turns west and quickly flows in a narrow valley between the Swiss and German Jura, forming the water-falls at Schaffhausen. It then turns north again and, flowing between France and Germany, enters a fertile plain bounded by the slopes of the Black Forest on one side and the Vosges on the other. It is navigable from Strasbourg in Alsace. While receiving many tributaries, the Rhine winds gracefully between mountains and hill in Germany, passes important towns on both its banks, such as Coblentz, at the confluence of the Moselle. From Cologne to its mouth, the river flows through the plains of Holland intersected by many canals, and finally into the North Sea by a broad delta.

HOME-WORK.

A river.—*Give a description of the river you know best.* (Read carefully the above description of the course of the Rhine. Look at a map in your atlas. Note that the definite article is used before names of rivers such as the Rhône, the Thames. Use a few adverbs.)

THE VILLAGE

[ĭ]	[ai]	[eː]	[ɔː]	[ɔo]	[uː]
smithy	**grinding**	**place, bacon**	**dwarf**	**oak**	**poodle**
swinging	[dʒ] **giant**	**grave**	**portly**	**folk**	**tombstone**

STRESS : **opposite, prosperous, innkeeper, languid, elegant, evergreen desolate, townsfolk, whitewashed, porcupine** [aĭ].

It a curious, quaint little village with a stony road passing through it and winding down to the river. Let us walk up the road with Alice and her friends; it will not take us long.

Close to the river is the water-mill, grinding corn all day long : clip, clap, clip, clap ! The first house opposite the water-mill is the blacksmith's : a gloomy dwelling where the sun never seems to shine; dark and smoky within and without; you just perceive through the open door the red glow of the forge fire. The blacksmith is a farrier too, and has to shoe horses.

Next to the smithy is the tiny cottage of the shoemaker, or rather cobbler, for he is more busy mending old shoes than making new ones. There he sits in his little shop, from early morning till late at night, always at work.

Then comes the village shop, the only one in fact, in which you can find bread, shoes, tea, cheese, ribbons, needles and bacon, everything in short, except the one particular thing which you happen to want.

The next house is a place of importance : the Inn, a whitewashed building with a swinging sign over the door. The innkeeper is a portly, prosperous-looking man, all smiles with the townsfolk who stop at his house for refreshments. He has an active wife, a languid daughter, the " belle " of the village, and so very elegant ! all curl-papers in the morning like a porcupine, and all curls in the afternoon like a poodle.

A few more cottages, and then we reach the old church with its pointed steeple. Round it lies the churchyard with more stones than grass, a few evergreens and rather desolate tombstones.

On we walk, by the church, across the road, into a shady lane of oak-trees; and we perceive on the left a pretty white cottage with a garden in front; it belongs to the tailor who acts also as sexton and grave-digger. He is the shortest and the merriest of all the villagers, a dwarf with the voice of a giant.

And now the road winds up the hill, along fields and meadows. No more houses, only a tall abandoned wind-mill, with its long arms at rest, and looking so sad and hungry, now that the miller feeds it no more!

GRAMMAR

PREPOSITIONS AND POSTPOSITIONS.

Let us walk *up* the hill. The road winds *down to* the river.
They rowed *down* the river. Fishes do not swim *up* rivers (*see* page 37).

Quickly we went, *along* the river, *across* the bridge, *up* the hill, *through* the village, *past* the avenue, *by* the church.

NOTICE the inversions : *On* they walked. *Off* went the merry party.

The general meaning of verbs like *to go, to get, to walk, to row, etc.* is frequently modified by the use of prepositions : *up, down, into, etc.*

HOME-WORK.

The village.—1. *Give a short description of your native village, or a village in which you have lived.*

If you don't remember any, write the answers to the following questions:

Where were you born? Is it a town or a village? Which do you prefer: town-life or country-life?

What buildings do you find in a village? (houses, cottages, school, church, farms, inns, *etc.*) what is done in them? what are the inhabitants?

On what day do the villagers go to church? What is the highest part of a church? What do you call the part where the bells are ? Who rings the bells? What is often found round a church? What has a grave-digger to do? *etc.*

Revision.

THE FARMER'S WIFE

I. If the farmer is a busy man, his wife is a very busy woman too; she has even more things to think of than he has.

She must be up first in the morning, very early indeed, to set everybody working, and everything going. She sends the dairy-maid to milk the cows, the servants to feed the cattle, the shepherd to look after his sheep in the meadow, and the labourers to work in the fields. Then her house must be clean and tidy, her children ready to go to school, when the workers come home for their first meal.

Breakfast is over, but her work is not; it has only just begun. She has the poultry-yard to attend to, and the pigeons. She must not forget to feed her little birds, and to clean their cage. Then the dairy, with butter to churn and cheese to make, takes up a great deal of her time.

She does not work in the fields, she neither ploughs, nor harrows, nor sows, but looks after the kitchen-garden, where she grows vegetables for her family and for market too. The gardener digs the ground and sows the seeds, but she generally does the weeding, she gathers and picks her vegetables and fruit. Alone she looks after her small flower-garden, always full of flowers; even in early spring, she has primroses, anemones, violets and lilac.

II. The day before market-day is a very busy one; besides her daily work, eggs have to be counted, butter weighed, vegetables and fruits prepared in baskets; she has always a lot of strawberries, raspberries and currants to sell in the season.—She goes to market herself, with a servant, sells her own things, and comes back late in the afternoon, bringing home the articles of food and clothing she has bought in town.

And that is not all. She has much washing and ironing to do; she sews and mends, she cooks and bakes. Up first, she goes to bed last, when every one is in, all doors closed, all fires and lights extinguished.

Even when the fair takes place, or the village feast comes round, she has no time to enjoy herself. There is a large party of relations and friends at her house, and after dinner she sends everybody out to see the booths or the circus, and stays at home to do the work.

Her mind even is not at rest. She is anxious about her children, who have gone boating on the river, and afraid her husband will stay too long at the inn. Her life is one of unceasing work and self-sacrifice. She lives for others.

VERB-DRILL.—*Read out the above text,* turned into the preterite : If the farmer *was* a busy man, *and so on.*

NOTE. The defective verb *must* has no preterite. Use instead the verb *to have to :* She *had* to be up first...

FORTY-EIGHTH LESSON

Revision.

STRESS IN THE SENTENCE

PHONETIC DRILL.

We **took** the **train**
She **could** not **stop**
He **would** have **liked**
Not **rough** at **all**

Off went the **merry party**
On they **walked** into the **wood**

A **lovely spring morning**
The **weather** was **glorious**
The **Lord-Mayor** of **London**
The **numerous hens** and **chickens**

Let us **go** for a **ride**
Women selling vegetables

GRAMMAR

1. What are the possessive adjectives ?
2. How do they agree ? Give examples taken from page 102.
3. How do you form adverbs of manner ?
4. *Form adverbs with the following adjectives :* busy, clean, tidy, ready, general, gay, anxious, unceasing, safe, dangerous.
5. *Name five adverbs of time and five prepositions.*
6. *Write out sentences* to mark the difference between *in* and *into; at* and *to; still* and *yet.*
7. *Give synonyms for :* maiden, daily, robe, once more, to be occupied.
8. *Write out five sentences to show the uses of* : who, which, that, whom, whose.
9. ***Give the contraries of :*** last, late, out, nobody, nothing, dirty, untidy, large, never, to buy.
10. *Give the tenses of :* to break — to do — to draw — to grind — to grow — to keep — to lay — to make — to meet — to run — to sow — to spread — to stand — to stay — to upset.

VOCABULARY

1. ***Where people work.***—Say where the actor works — the artist — the clerk — the teacher — the lawyer — the clergyman — the station-master — the waitress — the postman — the ticket-collector — the cook — the gardener.

2. ***Where people live.***—Say where soldiers live — lunatics — prisoners — sick people — a farmer — a headmistress — a poor peasant — the blacksmith — the miller — the innkeeper — the sailor — the Lord-Mayor of London.

III. ***Where animals live.***—*What do you call the house of* : a dog — a cow — a horse — a pig — a hen — a pigeon — a snail — a bee — a rabbit — a bird?

FORTY-NINTH LESSON

AT THE SEA-SIDE

PHONETIC DRILL.

[e:]	[ai]	[ai]		STRESS	
cape, haze	**mild**	[ailənd]	**ocean**	hotel	**destroy**
bathe	**tide**	**island**	**for**tress	re**sort**	de**scend**
famous	**ply**	**light**house	**ram**parts	fre**quented**	sur**round**

Good-bye Dinan ! Good-bye the Rookery ! Everything has an end, and it was time to think of returning to England. But before taking the boat, our travellers spent a few days on the Emerald coast. The weather was fine, even very warm, so that they were able to enjoy their stay at the sea-side immensely.

They visited Dinard, the queen of sea-side resorts, with its fine sandy beach, and fashionable Casino. Of course at that time of the year, the beach was not much frequented; still some people were sitting comfortably on deck-chairs, and there were a few bathing-machines, as some young Englishmen used to bathe and swim every day; they were very good swimmers indeed. Children too were playing on the fine yellow sand with spades and rakes, filling their buckets, or building sand castles and fortresses, that the tide, which was coming in, would soon destroy. It was so mild that some boys and girls had taken off their socks and shoes to paddle in the water; others were busy in the rocks, catching crabs or shrimps with their nets.

To go from Dinard to St. Malo, where their hotel was, our friends took one of the small motor-boats that ply between the two places. The sun was going down and the sunset promised to be glorious. " Now, Alice, " said Mr. Wilson, " come with me on the ramparts and we'll watch the sunset, I am sure you'll like it." They went up on tne

ramparts, that surround the famous old town of St. Malo, and stood there, to watch the sun slowly descending. The tide was now quite full and the water surrounded the large rock at the end of which stands Chateaubriand's tomb. The whole bay, with its numerous islands and lighthouses, was glowing with the last rays of the setting sun. The orb grew smaller and smaller, and gradually disappeared behind Cape Frehel. For a few minutes, the sea looked still like a sheet of silver and gold, then a light haze spread over it, and it became darker and darker, till the lamps of the lighthouses began to shine in the night.

GRAMMAR

AGREEMENT OF TENSES.

It **is** so mild that the children **have** taken off **their** shoes.
It **was** so mild that the children **had** taken off **their** shoes.

The tide, which **is** coming in, **will** soon destroy the castles.
The tide, which **was** coming in, **would** soon destroy the castles.

The teacher **opens** the door, **comes** in and **sits** down.
The teacher **opened** the door, **came** in and **sat** down.

The tenses of the verbs agree in the same sentence. But you say: The water surrounded the rock where **stands** Chateaubriand's tomb. (*Stands* in the present tense, because the tomb is always there.)

DOUBLE COMPARATIVES.

The orb of the sun grew **smaller** and **smaller.**
The weather was getting **darker** and **darker.**
The exercises are becoming **more** and **more difficult.**

NOTE. Distinguish between **bath** [bɑ:θ] and **bathe** [be:ð]. People take *baths* in bath-rooms or in swimming-baths. They *bathe* in the sea, the ocean, or in rivers. They wear bathing-costumes or bathing-suits.

HOME-WORK.

The Beach.—*Describe the picture on page 104.*

Verb-Drill.—*Write or read out the text of the lesson,* with all the verbs turned into the present tense.

Ex.: Everything has an end, and it *is* time to think of returning to England... *and so on.*

FIFTIETH LESSON

A TRIP TO CANCALE

PHONETIC DRILL.

[ʌ]	[iː]	[ɔː]	[ɔi]	[aʊ̃]	STRESS
gull	**speed**	**morning**	**noisy**	**found**	**fisherman**
mullet	**seize**	**mourning**	**oyster**	**fowl**	**residence**
[œː] **kerchief**	**region**	**orphans**	**pointed**	**drowned**	**electric**

[aĭ] **lies, eyes, sight, white, tide, like, light, price, shine, kind.**

At eleven o'clock starts the electric tram to Cancale. From St-Malo to Paramé it runs partly along the beach, partly along avenues of pretty villas and summer residences. Then, at full speed, it crosses the country, till it comes to a sudden opening, and the bay of Cancale lies before your eyes.

What a picturesque sight! All the white-sailed boats are coming home with the tide; the weather is clear and you can see them all, even those very far away, that look like flying sea-gulls on the light-green sea. The women have left the oyster-beds, where they work at low-tide, and are now on the jetty waiting for the return of the fishermen. One after the other boats come in; how swiftly those clever sailors seize the ropes, pull down the sails, get their boats along the jetty and jump ashore! Has the fishing been good? Most probably, for soon every fishwife has her basket full of blue mackerels, thick grey soles, plaice

and mullets, and is on her way to Paramé, or St-Malo, where her fish will fetch a good price.

See her, walking briskly along, with the clatter, clatter of her wooden shoes, knitting an endless pair of black stockings! The "Cancalaises" are middle-sized, but well-built women, with sea-green eyes, shining in good-humoured faces, wearing pointed white caps on their dark, curly hair. When the white cap disappears under a black kerchief tied under the chin, it means the wearer is in mourning.

Why are there so many women and children, and so few men at Cancale? Because from April to October the stronger and healthier men of the country are gone, far away, in the Newfoundland regions, where they go and fish the well-known cod-fish. It's a hard life, and it's hard work for little pay. Still, every year, many of them start, but never so many return. Every winter there are more men drowned in the deep, deep sea, and there are more women wearing black kerchiefs over their white caps.

GRAMMAR

LITTLE, FEW.—MUCH, MANY.

Sing: The fishers get **little** money (*just enough*).—Give me **a little** bread.

Plural: There are **few** men at Cancale (*not many*).—I have **a few** friends.

Sing: Not **so much** noise! You talk **too much** (excessively).

Plural: There are **so many** women.—You have **too many** mistakes.

ELLIPSIS: When *on land*, the fishermen mend their nets, whilst *smoking* their pipes.

THE SEA

Compound words: the sea-side (sea-coast = shore, beach), a sea-man, seamen, sea-gulls (sea-birds), seaweeds (sea-plants), sea-shells, sea-breeze, sea-sick, a sea-port.

FISH

Fisher, fisherman, fisherwoman, (fishwife), fishery, fish-basket, fish-market, fish-monger, fish-knife, fish-bone.

An idiom: to go a-fishing.

HOME-WORK.

1. *Find out all the compound adjectives used in* "A trip to Cancale."

2. *Form sentences with the following words:* little, a little, few, a few, so much, too many, when and whilst.

3. *Turn the opposite text into the preterite,* from the beginning:
"At eleven o'clock started the electric-tram... *as far as*... fetch a good price."
An irregular verb:
To lie I lay lain

THE TEMPEST

PHONETIC DRILL.

[ɑ:]	[e:]	[ɔ:]	[ɔo]	[u:]	[ju:]
far	**gale**	**storm**	**told**	**blue**	**you**
cargo	**raging**	**fall**	**foam**	**blew**	**few**
harbour	**danger**	**launch**	**moaning**	**crew**	**huge**

STRESS : **tempest, thunder, lightning, hurricane, rainbow, entrance, gathered, totally — report, abate — tremendous, terrific, oppressive.**

The light wind that blew the fishing-boats into the harbour had been getting stronger and stronger, the sea-birds skimmed along the water, and the night closed with lightning, thunder, and a heavy fall of rain. By midnight the wind blew a gale, and in the morning the tempest was raging. The sea, so quiet and calm the day before, looked furious and made a moaning sound. The wind blew tremendous waves, which broke heavily against the ramparts of the town, while the half-sunk rocks at the entrance of the bay were wrapped in a mist of white foam.

Soon, amidst the dreadful noise, the report of guns was heard : a ship was in danger ! At the life-boat station, the sailors soon got ready, with life-belts and ropes; the life-boat was manned, and launched with much difficulty. A crowd had gathered on the shore, and stood waiting in silence, looking at the white life-boat, now riding on the top of a huge wave, now, for a time, totally lost. At last, the men reached the wrecked ship, a cargo-boat, which, in fact, was not very far from the coast; but, beaten by the wind, she[1] had struck against a reef of sunken[2] rocks, and water was rushing in. The life-boat, with her six strong sea-men, came just in time to save the crew, and no life was lost.

The storm abated towards the evening, and at the " South Western Company " Mr. Wilson was told that, most probably, the Southampton steamer would be able to sail the next day.

When the sun shone again, in a blue sky, it was to show wreck and ruin. All the pretty villas along the shore had their balconies, shutters and chimneys blown away, and parts of the beautiful dyke had been demolished by the waves. Such a terrific tempest, it was said, had not been seen for many years.

1. A ship is always *feminine* in English: use 'she' and 'her' for ships.
2. An old past participle of the verb *to sink* (*I sank, sunk*).

GRAMMAR

PRETERITE AND PAST PARTICIPLE (*Ending* -ed).

DOUBLE CONSONANTS.

To drop, dropped. To slip, slipped.

Cp. skimmed, manned, wrapped.

When the verb ends with *one* consonant, preceded by *one* vowel, you double the consonant.

Also in verbs of two or more syllables, with stress on the last:

Ex. to prefer; preferred.

But we write: offered ['ɔfəd].

FINAL y.

To carry, carried. To cry, cried.

After a consonant, final y is written *i* before *-ed*.

But after a vowel, we write: To play, played. To obey, obeyed.

Compare with nouns like *lady, ladies; boy, boys;* and adjectives like *pretty, prettiest; gay, gayest.*

REMARK. The past participle is often used as an adjective and precedes the noun: Ex. They are middle-sized but well-built women.

For compound adjectives like *white-sailed, good-humoured,* See Lesson 30.

STORMS.

There are several kinds of storms: hailstorms in Spring, thunderstorms in Summer, snowstorms in Winter. A very violent storm is called a tempest; if the wind blows furiously, it is a gale, or a hurricane.

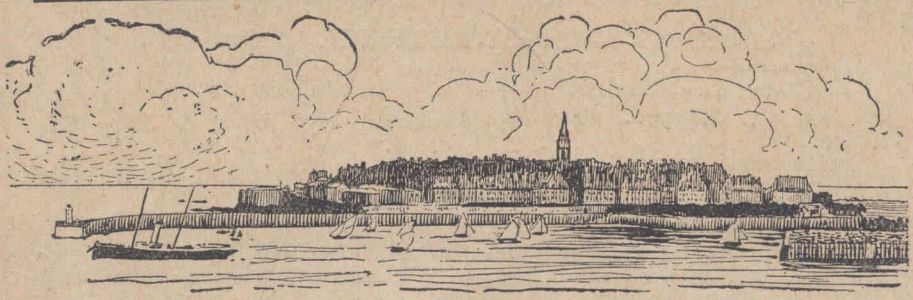
Before a thunderstorm begins, the air is sultry and oppressive, and all nature is silent The sun grows fainter and fainter, the sky darker and darker. Suddenly a vivid flash of lightning is seen, followed by a clap of thunder; high trees, or ships at sea are struck by lightning, as are also houses that are not protected by lightning-rods.

But at last the storm abates, the rain stops, the horizon begins to clear up, the sun peeps through the clouds, and a bright-coloured rainbow appears. The birds sing again. After rain comes fair weather!

HOME-WORK.

1. What are the different sorts of storms? In what season are there thunderstorms? What is a violent storm called? During a tempest, is the sea rough or calm? What are the waves? What happens to ships sometimes? How are the sailors saved? Are rocks dangerous? How is the coast lighted at night? In what country are there many dykes? What is the shape of a light-house? of a life-belt? What is the colour of steam and foam? of smoke? of the sky during a storm?

2. *Give synonyms for:* a sea-port — terrible — enormous — raging — a violent storm — a seaman — many people — the steamer *could* start — *most* probably — fine weather.



CROSSING THE CHANNEL

[ʌ] **trunk, bump, bubbling, bustle, hurrying.** [œ:] **berth.** [u:] **moved.** [ju] **duty, steward, confusion, perfumery.** [i:] **creaking.** [ai] **liner, obliged, united.**

STRESS : **cabin, custom, spirits, pottery, India — declare, excitement, Australia, America.**

"After a storm comes a calm." The next day the sea was smoother than ever, the crossing from St-Malo to Southampton promised to be as fair as possible. Mr. Wilson had been able to secure good berths for his family : Mrs. Wilson and her daughter had bottom berths in the ladies' cabin, whilst Alice had chosen a top one.

The steamer was to start at 7 p. m; but, before six o'clock, some people were already on board, in the midst of the greatest bustle and confusion. Carriages were driving to the wharf and leaving passengers; some of them were getting into a state of excitement about their luggage that had not come, and would not be in time for the boat. Big trunks, heavy boxes and cases were bumped down and dragged about; sailors were uncoiling ropes and hurrying to and fro; the captain was giving orders; ladies and gentlemen, children and nurses were coming on board, some were laughing, others were crying. Alice, who was leaving no one behind, enjoyed the scene very much, as she was leaning on the rail of the upper deck, and watching the final preparations. —A great creaking and bubbling, the people on the wharf began to shout to their friends, the people on board shouted back, "Good-bye, good-bye !" and the steamer moved away.

Alice remained on deck a long time; she saw the Channel Islands in the distance, just the lights of Jersey and Guernesey. It was a lovely night, the moon was shining and the stars were twinkling in the sky, all along the Milky Way. When it grew too cold, Alice went down to

the cabin for the night; she asked the stewardess to wake her up in the morning, as soon as the English coast was in sight.

But the next morning they only came out of their cabins just a few minutes before landing.—" Have all your keys ready, " said Mr. Wilson as they were leaving the boat, and going to the custom-house.

" Have you anything to declare ? " asked the custom-house officer, " spirits, perfumery, pottery ? "—" We have a few pottery articles; said Mr. Wilson. " I did not know there was a duty to pay. " Still he was obliged to open one of his boxes. But the visit was soon over, and before taking the train to Cheltenham, Alice had time to go with her grandfather and visit one of the great liners that transport so many passengers to Australia and the United States of America.

GRAMMAR

DEFECTIVE VERBS : CAN, MUST.

Present tense : I **can** go.

Preterite : I **could** go.
He **could** have come.

Pluperfect : Mr. Wilson **had been able** to secure good beths.

Future : I **shall be able** (to go).

Conditional : I **should be able.**

Infinitive : **To be able** (to go).

Present tense : I **must** pay.

Preterite : I **had to** pay.
The steamer **was to** start.
Mr. W. **was obliged** to open his box.

Pluperfect : I **had had** (to pay).

Future : I **shall have** (to pay).

Conditional : I **should** have.

Infinitive { **To be obliged** (to pay).
To have (to pay).

NOTE. *Can* (*could*) and *must* are defective verbs, like, *shall, should, will* and *would.* They are invariable, and followed by the infinitive (without *to*).

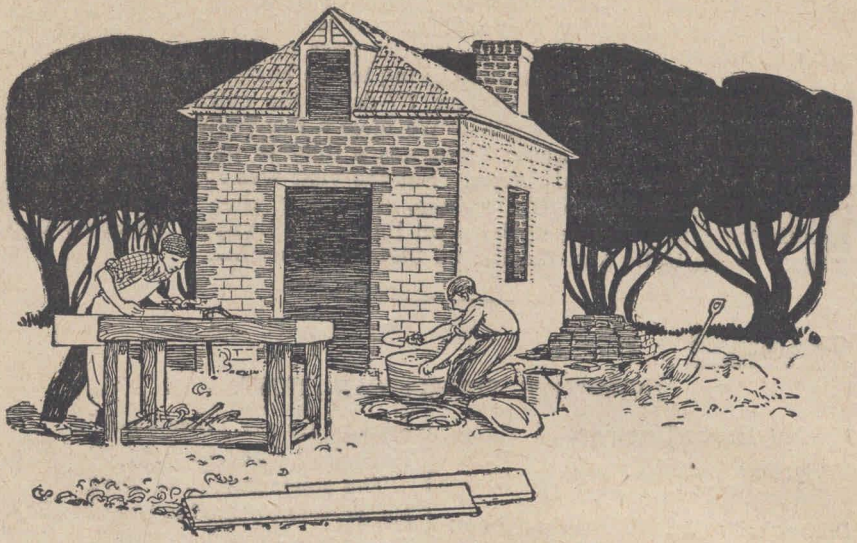
They have no infinitive, no future tense, no conditional. Other forms are used, such as *to be able to, to be obliged to* or *to have to.*

HOME-WORK.

Ships.— *Write about ships*, by putting together your answers to the following questions :

What sorts of ships can you name? (you know at least *ten*, see lessons 45, 50, 51 and 52). By what means did ships go in ancient times? How are they moved now? What are called all the sailors on board a ship? and the master of a ship? and the other people on board? Where do ladies sleep? What is the servant called? What do you call the large steamers that cross the Ocean? What do you call a boat that carries goods only? What is the upper part of a ship?

What is the grammatical gender of *ships* in English?



BUILDING

[e:] **painter, mason, papered** [pe:pəd], **glazier** [gle:zə] — **landlord, carpenter, trowel** [traʊəl] **hammer, ladder, axe, mortar, locksmith, bricklayer** — foundations, upholsterer.

On arriving again at Ivy Lodge, Alice noticed, to her great surprise, that there had been some changes in the house. "What has happened during the holidays?" she asked.—"Oh, only the spring cleaning, you know," answered Doris, "this year it has been more thorough than usual. First the glaziers came to change the cracked window-panes; then we had the painters in, for a whole week: the doors and walls have been painted, the bed-rooms have been papered again. Come upstairs and you'll see."

"How lovely!" exclaimed Alice, as she entered her bed-room, "the paper is so sweet, and the paint matches it so well, everything looks perfectly clean and fresh."— "My bed-room is all spick and span too," said Doris, "and in the drawing-room, the upholsterers have put up new curtains, there is a new carpet, and two new comfortable arm-chairs."

The greatest change Alice found was in the garden. Mrs. Bennett had long been wishing her linen to be washed at home, as she was not pleased with her laundress; and she had asked the landlord, many

times, to have a wash-house built. At last he consented and ordered a small wash-house to be built in the back garden.

It is a very simple one. No architect has been called to make the plans. The diggers had not to dig very deep to lay the foundations, as there is no cellar. The masons, or rather the bricklayers, have built the four walls with bricks, a few stones, and mortar. The carpenters have put up the door and window-frames. The tilers have covered the sloping roof with red tiles, as tiles are cheaper than slates or zinc.

Now the wash-house is almost finished, the stove-makers are putting up the stove, and the locksmith is screwing on the lock of the door. Mrs. Bennett expects to be able to use it early next week, when all her children are back at school.

GRAMMAR

THE PASSIVE VOICE

Ex. The wash-house *is finished.* No architect *has been called.*
The walls *have been painted,* and the bed-rooms *papered.*
The report of guns *was heard.* The life-boat *was manned* (51).
Mr. Wilson *was told* the steamer would sail the next day.
The landlord ordered a wash-house *to be built.*

The passive voice, frequently used in English, is conjugated with the verb *to be* in all tenses. The past participle is used with the verb *to have* in certain idiomatic phrases, as for instance :

Ex. Doris will have a new tailor-suit *made* for Whitsuntide.
Have you had your hair *cut ?*

TOOLS.

The joiner or carpenter uses a hammer to drive nails in, a pair of pincers, to draw them out, a plane to smooth his boards, and a saw to cut them.

The locksmith must have a screw-driver and a file.

The mason uses a trowel for mortar and a plumb-line to build the walls straight. The diggers have spades and shovels to dig up the earth, like the gardener.

The painter has pots of paint and brushes. The tiler goes up on the roof by means of a ladder, with steps.

In the forest, woodcutters cut down the trees with axes.

HOME-WORK.

1. ***Tools.***—What are the gardener's tools? Name all the tools that a locksmith may want.—What things does a dressmaker want to do her work? A cook to prepare tea? The housemaid for spring cleaning? (to sweep the floors, etc.) the laundress for washing and ironing? the hairdresser? the fisherman? the angler? the sportsman?

2. ***My new House.***—Suppose you want to have a house built. What would you like it to be made of? How many stories would you want? how many rooms? with what would the roof be covered? what are all the people you would call in, before your house is made and quite finished?

GEOGRAPHY

[ai]	[ɛ]	[iː]
pine	**Belgium**	**deep**
height	**Fleming**	**Swede**
climate	**Denmark**	Norwegian

STRESS : **ter**race, **de**solate, **pe**netrate, **con**template, **Scan**dinavian.

[*Yesterday, at school, an interesting lantern lecture was given about Sweden and Norway. The pupils have now to sum it up, as a short essay, and this is what Alice wrote:*]

The Scandinavian peninsula consists of Norway on the West, and Sweden on the East. The West coast is protected almost all along by a fringe of islands, which are very useful, as they break the waves of the Atlantic, and make calm channels between them and the mainland. Along the coast are numerous fiords, or bays, that penetrate scores of miles inland. The banks of the fiords are high mountain walls, rising sometimes to a height of 4.000 to 5.000 feet. From them descend innumerable waterfalls.

Here and there the land is flat along the coast; but the whole of Norway is a mountainous country, rising to desolate highlands, buried for many months under the snow.

Sweden consists of the longer, gentler slope of the Scandinavian mountains, going down by a well-marked step, or terrace, to a wooded granite plateau, which stretches across Sweden, sinks beneath the Baltic, and is continued into Finland. But for the highlands, Sweden is a forest land, covered chiefly with fir-trees and pine-trees.

The climate of both countries is severe. The winters are long and dark, especially in the North, where, in the depth of winter, there is but an hour or two of daylight. The short summer has rather long days. At midsummer, in the northern half of the peninsula, the sun never sets; it is called the " midnight sun ". Every year cruises are organized from England and France to Norway; many people go and contemplate that curious sight.

The Scandinavians belong to the same race as the Danes; they are the tallest people in Europe, and are fair-haired and blue-eyed. Their forefathers settled in Great Britain, and also in the north of France, where they were known as Normans.

Countries	Adjectives	Nouns : *Singular*	Nouns : *Plural*
Norway	Norwegian	a Norwegian	the Norwegians
Sweden	Swedish	a Swede	the Swedes
Denmark	Danish	a Dane	the Danes
Belgium	Belgian	a Belgian	the Belgians
Flanders	Flemish	a Fleming	the Flemings
Wales	Welsh	a Welshman	the Welsh (no *s*)

GRAMMAR

CONJUNCTIONS.

The chief (principal) conjunctions are *and, or, to, in order to, but, if, yet, still, as, so as, that, so that.*

The word *but* has several idiomatic uses, for instance :

Ex. There is *but* (only) an hour or two of daylight.
But (except) for the highlands, Sweden is a forest land.
There is not a pupil *but* has (that has not) heard of the Normans.
I cannot *but* laugh = I cannot help laughing = I must laugh.

a score = 20 **threescore** = 60 **fourscore** = 80 (1)
Scores of miles = many miles.

HOME-WORK.

1. ***Physical Geography.***—*Look in your atlas at a physical map of France and give a short description of the sea-coast from Dunkirk to Brest.* Mention the capes and bays, the mouths of rivers, the chief towns and ports, *etc.*

2. *Give the substantives corresponding to:* mountainous, innumerable, important, Scandinavians, Danish, Spanish, Norwegian, Dutch, English, Welsh, excited, silent, southern, eastern, long, broad, high, deep (*See* pages 71 and 117.)

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1. An old form of reckoning, which has also survived in French *quatre-vingts.*

GEOGRAPHY (continued)

PHONETIC DRILL.

[eː] **paste, whale.** [ɛː] **scarce.** [i] **liver.** [iː] **seal.**

STRESS : **herring, mineral, daylight, saw-mill, woodcutter, supply, prolong, export** (*s.*), **export** (*v.*), **manufacture, agriculture,** destination.

In Norway agriculture is almost impossible; but in Sweden it is largely carried on. The prolonged summer daylight shortens the time between sowing and harvesting.

The Norwegians are a nation of seamen, and fishing is a most important industry in Norway. In fact, as meat is scarce, and vegetables do not grow well except in the south of the peninsula, fish is a general article of food. Fishing fleets sail all through the season to the whale and seal **fisheries of the Arctic** seas, the cod, herring and other fisheries of the North sea and the Atlantic. Every year, something like half a million barrels of herrings, and twenty thousand barrels of cod-liver-oil are exported from Norway.

The chief mineral wealth of Sweden is iron, with which the famous Swedish steel is made. There are iron-mines in the north and in the south of Sweden; a few copper-mines are also to be found there.

But the chief source of wealth, both in Norway and in Sweden, is the forest, which supplies enormous quantities of timber for export. The trees are felled on the mountain sides by the wood cutters, and the trunks are thrown into the nearest streams to be carried down to the coast. The waterfalls supply the power to drive saw-mills, and electro-motors. For now the Scandinavians do not only export unworked timber, but more and more they do their own manufacturing.

In some of their mills or factories, wood-pulp is reduced into paste, and produces that coarse brown paper we use for parcels.

An enormous quantity of matches is manufactured in Sweden, where wood is so cheap that they can be got for next to nothing.

The industry of joinery has been growing larger and larger, during the last few years, and now ready-made houses, as it were, are sent over to England, which imports a great quantity of them. Of course they are not sent " built up ", but all the different parts are shipped : doors, window-frames, etc., and have only to be fitted up together, when they reach their destination.

THE DEFINITE ARTICLE AGAIN.

The is used when the sense is determined, as in descriptions :

Ex. : *The* trees are felled on *the* mountain-sides by *the* woodcutters and *the* trunks are thrown into *the* nearest stream, *etc.*

The winters (in Sweden) are long and dark.

The industry *of* joinery. *The* power *to* drive saw-mills.

Singular concrete nouns take the article :

The sun, *the* midnight sun, *the* rose, *the* whale, etc.

Cardinal points : The North, *the* South, *the* East, *the* West.

In the plural : The Scandinavians, *the* Swedes, *the* French.

But the definite and partitive articles are not used when the sense is general and not determined. (*See* Lesson 34.)

Ex. There are iron-mines. Fishing-fleets sail. Meat is scarce and vegetables do not grow. Agriculture, industry, joinery, fishing, sowing and harvesting, iron, wood, timber, *etc.*

Countries : Norway, Wales, Flanders, Great Britain, Europe, *etc.*

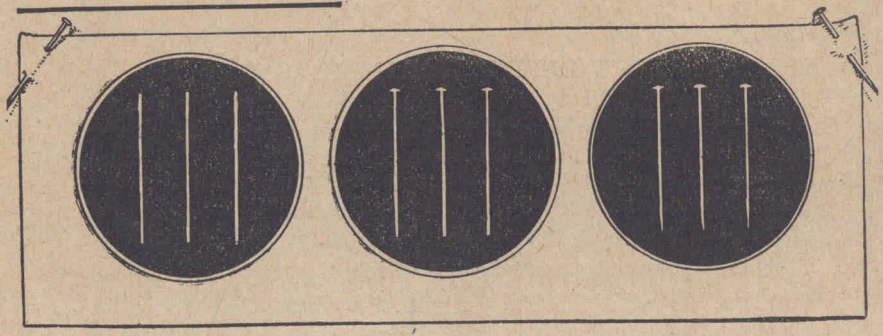
WORD-FORMATION

Adjectives:	long	broad	wide	deep	high
Substantives:	length	breadth	width	depth	height
Substantives:	north	south [saʊθ]		east	west
Adjectives:	northern	southern ['sʌðən]		eastern	western

HOME-WORK.

The life and death of a tree.—A tree, speaking in the first person, tells its own story. It says : where it was born — how it grew — what birds lived in its foliage — what happened to some of its brothers around it when the woodcutters came — how it was felled in its turn by them — what they did with its branches, and its trunk — how it was carried to the sea — what things will be made with its wood (matches, pieces of furniture, *etc.*).

Ex.: *I was born in a dark forest of Sweden, a country in the north of Europe, where...*, etc.



PIN-MAKING

[i] **pin, silver, nickel, liquid, promised.**
[ai] **file, kind, grind, wire,** required.
STRESS : **cloister, Glo'ster, ropery, famous, foundry, flattening, romantic, antiquity, cathedral, manufacturer, transformation.**

It was the half-term holiday, and Mr. Bennett had promised the children to take them over to Gloucester, which Alice had not visited yet. It is only six miles from Cheltenham.

Gloucester is a city of great antiquity; it has a fine cathedral and cloister, and a great many churches that make the town look very much like Rouen. Like Rouen too, it has become a very industrious centre; the smoke of the numerous factories hangs in the valley and blackens the walls of the romantic old buildings.

Gloucester used to be famous for its cloth-making and glass factories; now other industries have taken the place of these: ship-building, railway-carriage and waggon works, brass and iron foundries, flour and saw-mills, roperies, potteries and lastly pin-making.

Mr. B. went with the children to visit a pin-manufactory. He knew the manufacturer, who showed them over and explained everything.

"Formerly", he said, "pins used to be made by hand, and it required fourteen men to make a pin; now, as you will see, they are made by a wonderful machine. The ordinary pins are made of brass, and brass is composed of copper and zinc. But", he went on, "the brass must be first of all made into wire; look at this coil of brass wire, it goes into the machine which will make it straight and stiff, and a little further on, you can see that the machine cuts it up into the proper length. Now the little pieces of wire come to a sort of hand, made of steel. This

hand takes hold of each piece of wire as it comes along, and holds it fast, while a little hammer comes down and "taps" on one end of the wire, flattening it. That makes the pin's head. In another part of the machine there are little files which quickly grind the other end, so as to make the point sharp and smooth."

"But", said Alice, "we never use yellow pins like those."—"Come along into the next room", answered their guide, "and you will see the transformation."

In that room were tubs filled with shining silver liquid, and some yellow pins were dropped into it. When they came out, they were covered with what is called nickel and makes them look like silver. As soon as they were dried, the gentleman offered them to Doris and Alice, who thanked him for his kindness.

GRAMMAR

IMPERFECT (*HABIT, REPETITION*)

Ex. Gloucester was once famous = Gloucester *used to* be famous.
Formerly pins were made by hand = Pins *used to* be made by hand.
Every day he went out fishing = Every day he *would* go out fishing.

Certain forms of the imperfect (*used to, would*) are used for things or actions that were repeated several times, habitual or customary.

Compare: When the cat's away, the mice *will* play. Boys *will* be boys.

ALL ABOUT PINS.

Pins, pins, pins! Pins on the pincushion and pins in the pin-tray. Hair-pins and hat-pins for girls, scarf-pins for boys. Knitting-pins for your grandmother, safety-pins for the baby. Diamond-pins at the jeweller's, curling-pins at the hairdresser's. Larding-pin for meat and rolling-pin for pastry. Drawing-pins in the studio, nine-pins in the playground. Hush, hush, hush, till you can hear a pin fall; be still, still, still, till you get pins and needles in your legs. Pin up your skirt, pin down your collar. Needles and pins, needles and pins, when a man marries, his trouble begins. Pin-money for the wife, pin-money she must have! Pins, pins, pins, fifty to sixty million pins made every day in England alone! Oh, what becomes of all those pins? I don't care a pin.

HOME-WORK.

Industries.—What are the chief industries of the town or region in which you live? Are there any factories near? What articles are manufactured in it?

SUMMER

Who is this beautiful woman that comes from the south, thinly clothed in ~~a~~ light transparent garment? She holds a sheaf of yellow corn, bright with red poppies, blue corn-flowers, and white daisies. Her breath is hot and sultry, she seeks the cooling shade of the trees; she seeks the clear streams, the crystal brooks, to bathe her languid limbs. The brooks and rivulets fly from her, and are dried up at her approach. She cools her parched lips with the juice of a ripe fruit; peaches and nectarines, cherries and apricots[1] are poured[2] out plentifully around her. The tanned haymakers and harvesters welcome her coming; so does the sheep-shearer, who clips the fleeces off his flock, with his sounding shears.

When she comes, let me lie under the thick shade of a spreading beech-tree; let me walk with her in the early morning, when the dew is still upon the grass; let me wander with her in the soft twilight [3], when the shepherd shuts his fold and the evening star appears! Oh, let me spend a sweet hour, listening to the melodious song of the nightingale [4], when the fragrance of every flower and plant perfumes the air; when no wind, no breeze disturbs the stillness of the night. Now and then, the cricket or the grasshopper chirps in the grass; or here and there glow-worms shine amongst the bushes.

Who is she that comes from the south? Youths and maidens, tell me, if you know, who she is, and what is her name?

1. [e:prikɔts.] 2. [pɔ:d]. 3. ['twailait]. 4. ['naitiŋge:l].

GRAMMAR

IMPERATIVE MOOD (LET).

1st person : Let me lie under the shade.—Let us pray. (*Common Prayer-book*).
Let's go for a walk.—Let me work (= leave me alone, I must work).

2nd person : Come! Speak!—(*Old English*): Praise ye the Lord. (*Bible*).

3rd person : Let him come, let her come, let it come; let them come.

PERSONAL PRONOUNS with relatives : Who is *she that* comes from the south ? *He that* tills his land shall have plenty of bread. (*Bible.*)

HOME-WORK.

1. ***Summer.***—*Write a short composition on Summer.*

Say when Summer begins and ends — if it is a nice season — speak of the weather, the fields, the fruits.

Speak of the Summer holidays, say what you would like to do, if you prefer going to the country, the seaside or the mountains, and why.

2. ***Relatives.***—*Form sentences with:* Who, he who, she that, they who, whom and whose.

3. ***Defective verbs.***—*Conjugate:*
a) I can't stay in town.
b) I must write a composition.

How would you conjugate the same examples:
a) In the preterite?
b) In the future?

FIFTY-EIGHTH LESSON

HARVEST

PHONETIC DRILL.

[e:]	[ai]	[ɔ:]	[ɔo]	STRESS	
hay	**bind**	**brought**	**owner**	**sickle**	**alone**
pay	**scythe**	**dawn**	**mowing**	**villager**	**remind**
wain	**neither**	**awfully**	**sloping**	**illustrate**	**impatient**

"*We must help one another.*" *Explain this, and give examples to illustrate your remarks.* Such is the subject of an essay Doris has to write.—"I don't know what to say", she exclaims.—"Well, I don't either", replies Alice.—"Oh yes, you do, you are always talking about the way people help one another in Switzerland. *Do* give me an idea, now, that's a good girl!"—"I'll tell you how they make the harvest, if you like!"—"Oh, yes, do."—"Well, you must know that in our country many of the meadows and fields belong to the villages; so the villagers, when the time has come, go out and make hay together, not each mowing for himself, but each for all. It is the same for the harvest, and this reminds me of a very touching custom.

"Our corn-fields are not generally flat land, but sloping fields on the mountain-sides; you know that, don't you?"—"Yes, I do", replied Doris, impatient to hear the rest of the story.—"Well, you see", Alice went on, "it is not easy to reap them, you must be young and strong to do that kind of work; so if an old woman is left alone, she can't do it, neither can an old man, nor sick people."—"Can't they pay some one to do it for them?"—"You don't know how it is in Switzerland in Summer. Everybody is busy at the same time, in the fields, or in the woods, or in the large hotels, and you could not find any one to help you either for love or money."—"How do they manage it then?"—"Well, in some villages, the young fellows and young girls choose a fine night during which they go together to the field of the poor widow, who can't do her own work, and by moonlight they

do the reaping. The men cut the corn with their long scythes or small sickles, the women bind it into sheaves, which they pile in a large wain they have brought. In the early morning, at dawn, when all the work is done, they leave the field, and singing merrily they bring the harvest home to its owner, who, you may think, is most thankful."—"It's splendid!" exclaimed, Doris. "I call that grand! What a lovely idea that is, Alice, I'll write it down, thanks awfully."—"They do it just the same for the mowing of hay, which they pile into stacks, or store away in the barns. That's the way people help one another in Switzerland, my dear."

GRAMMAR

THE EMPHATIC CONJUGATION (DO, DID).

Ex. I *do* like Summer (= I like Summer very much).
The old widow *does* look pleased (= she looks pleased indeed).
"*Do* give me an idea". "*Do* be quiet!".
"Have some more tea?—No, thank you.—Yes, *do*.
You *did* not learn your lesson.—Yes, I *did* learn it.
"What *did* happen during the holidays?", Alice asked.

The emphatic conjugation is used to *insist* upon the meaning of the verb, to make it stronger. *Do* and *does* are used in the present tense, and *did* in the preterite, before the verb, which remains invariable.

This use is different from the use of *do* and *did* in interrogative or negative sentences, or instead of the verb :
Ex. Do you understand me?—Yes, *I do*. (*Or* No, I don't.)
Did Alice help Doris?—Yes, *she did*.

HOME-WORK.

Harvest.—*Give a description of the two scenes on the opposite page.*

1. What is the subject of the first picture? What time is it? What is shining in the sky, and what is lighted up by the rays?—Describe the field. What are the people doing? With what do they cut the corn?

2. What has taken place between the first and the second scene? On what have the sheaves been piled? By what animals is the wain drawn? Is the road sloping? What time of day is it? How do you know?

Does the old widow look pleased? What does she say?

NOTE : Remember the *progressive* conjugation (with present participle) is used in descriptions, when the action is in progress, and not finished.

SPORTS

STRESS : **tennis, cricket, hockey, practise. vigorous, recent, amount, indeed, afford, enormous.**

DORIS.—May I have the money, mother, to pay my tennis fees ? I have not paid for two months.

MRS. BENNETT.—Yes, dear, but really the amount of money I have to give for your sports is enormous.

DORIS.—Indeed, mother, I don't belong to many clubs or societies, only to the hockey club and the tennis club, besides the games club.

MRS. BENNETT.—Yes, my child, but to those I must add Teddie's and Ralph's swimming, football and cricket clubs. I wonder whether your mother, Alice, has so much to pay for her children's sports.

ALICE.—Perhaps not; but a year ago mother got quite angry, as I was always asking for money to buy balls. We used to play so vigorously that we lost three dozen india-rubber balls during the term.

DORIS.—I heard a girl from the High-School say it is just the same, when they play basket-ball or net-ball at her school; they lose balls almost every day.

MRS. BENNET.—If you don't lose balls, you lose, break and spoil many other things. It's only a week since Ralph broke his cricket bat, and a year ago Teddie lost his tennis racket; I wonder what you'll be asking for next.

DORIS.—Only tennis shoes, mother, I have had mine for a long time, and they are quite worn out. I must have some for the match next week.—Can you come and practise now, Alice ? You know we can't afford to lose this time, we must win the match.

GRAMMAR

PAST AND PRETERITE : FOR, SINCE, AGO.

PRETERITE. (When the fact or period of time is entirely over):

(*Ago*) A year *ago*, Teddie *lost* his tennis-racket.
Alice *arrived* at Cheltenham nine months *ago*.

(*Since*) It is only a week *since* Ralph *lost* his cricket-bat.
It's three days *since I saw* your sister.

PAST TENSE. (When the period of time is not over, or is just over).

(*For*) *I have not paid* my tennis fees *for* two months.
Alice *has been* in England *for* the last nine months.
Such a terrific storm *had not been seen for* many years.
(*pluperfect.*)

(*These*) *I have been* looking for the ball *these* two hours.

Compare : Mrs. B. had long been wanting a wash-house.

ENGLISH GAMES

The most popular game with men and boys is cricket. It is played with a small ball, heavy and hard, made of leather. The ball is hit with a wooden bat.

Lawn-tennis is played both by young men and girls. Rackets, balls and a net are wanted to play tennis, and a good tennis-ground, on which you walk only with tennis-shoes.

Terms used when playing tennis: Play? — Ready! — Out! — Net! — Advantage! — Game!

The most popular games for girls, besides tennis, are hockey, lacrosse, an old Canadian game, basket-ball or net-ball, of American origin. In this latter game, there are two teams (two sides) of five players each, that try to throw the ball into a net suspended above the ground.

HOME-WORK.

1. Yesterday, I ___ your mother; she ___ quite well. A week ago, she ___ a letter and ___ it at once. Two months ago, Alice ___ in Brittany. It's two months since she ___. How long ___ English? I ___ English for the last two years. How long ___ at school? I ___ at school these three years. Doris ___ for two months. It ___ for the last three days.

Complete the sentences with verbs in the preterite or the past tense.

2. *Conjugate: a*) I have been in London these five months. *b*) I have not practised my piano for a week. *c*) I have been studying music for three years.

3. *Draw up a list,* with their tenses, of all the strong verbs to be found in this lesson and in the preceding one.

WEDDING PREPARATIONS

PHONETIC DRILL.

[ai] **style, bride, bridesmaid, Irish, ivory, empire.**
STRESS : **wed**ding, **mar**riage, **mar**ried, **li**berty, **O**stend, **o**strich, **feath**ers, **ce**remony, **se**cret, be**co**ming, **a**nniversary.

June 12th.

ST-GEORGE'S SQUARE
PRIMROSE HILL
LONDON

My dear Alice,

At last the day is fixed : Harold and I will be married on the 5th of July, and as soon as the ceremony is over and we have changed our clothes, we shall take the train to Dover and the boat to Ostend, as we intend to go to Belgium for our wedding-trip.

This morning I received a letter from your mother; she tells me that she is coming over, I am so glad of it! She will go to Cheltenham first and then come to London with you and Doris for the wedding, after which she will take you home with her.

The question of the bridesmaids' dresses is settled. You know there will be four of you : Doris Bennett, you and my two friends Gladys Hedley and Lilian Baines. I offer the dresses, as I want you all to be dressed alike. You will receive by parcel-post the stuff for you and Doris; I have chosen some Liberty silk, of a soft pink shade, which will match the complexion of my fair young bridesmaids. Your hats can be made here, smart picture hats which are so becoming, you know, trimmed with ostrich feathers. Now, though it is a secret, I think I may tell you that Harold's presents to the bridesmaids will be gold bracelets.

The wedding gifts are pouring in; we have already received a great quantity of silver, as well as jewels, pictures and several cheques; you will see them all when you come.

I forgot to tell you about my wedding-dress; it is ivory-white satin, empire style, with a long train, trimmed with real Irish lace, a present from Mrs. Fitzpatrick, and so is the veil, lovely old lace it is. I'll wear a small bunch of orange blossoms in my hair and on my bodice.

Let me know, dearest, when you have received the parcel, and if you and Doris are pleased.

With much love

From your affectionate aunt
MARY WILSON.

GRAMMAR

THE FUTURE AND THE PRESENT TENSE

Notice: We shall take the train as soon as the ceremony *is* over.
You will see the wedding-gifts when you *come*.

Compare: Let me know when you *have* received the parcels.
I'll send you postcards of all the pretty towns I *see*.
I'll do all I *can*—I shall take all I *find*.

1. When the verb in the principal clause is in the future or the imperative, the present tense is used in the subordinate clause. It is generally the case after *when, as soon as,* etc.
2. Remember that the auxiliaries of the ordinary future are : 1st person. *shall.* 2nd. *will.* 3rd. *will.*
   Contracted forms are used in familiar style: I'll (I will *or* I shall), we'll, you'll, they'll.

MARRIAGE AND WEDDING.

A marriage has been arranged between Mr. F. and Miss W.

Mr. F. *marries* Miss W.

NOTE : *To marry* is a transitive verb : To marry somebody. He marries her. She marries him.

The father *gives away* his daughter in marriage.

A clergyman or a priest celebrates the wedding service.

The *wedding* is the celebration of marriage, the nuptial ceremony.

The bride wears a wedding-ring. Before the wedding, she wore only an engagement-ring.

People invited to a wedding see the wedding-gifts, and eat some of the wedding-cake at the wedding-breakfast or reception.

The anniversary, after five years' marriage is called the wooden wedding.—10 years = tin-wedding.—15 yrs = crystal. w.—20 yrs = China w. —25 = silver w.—50 = gold w.—60 = diamond wedding.

HOME-WORK.

1. ***A letter.***—*Write the answer from Alice to her aunt.* She says when she received the parcel, that she likes the dresses very much and is very pleased. She thanks her aunt and sends her best wishes to her.

2. ***A narrative.***—*Write again, in indirect style,* the letter on the opposite page, using the third person, and changing the nouns or pronouns when necessary.

Ex: *Miss W. writes to Alice that she will be married on the 5th; after the wedding, they.,* etc.

THE WEDDING

The wedding took place this morning and the ceremony went off very well. The church was finely decorated with ferns and white flowers, and the organ played a wedding-march when the bride entered. She looked very graceful; she was given away by her father, who, in the same church, sixteen years before, had given away his eldest daughter to Dr. Rod. The bridegroom walked with his mother, and one of his friends acted as best man, whilst the four bridesmaids accompanied the bride, and were, all of them, very much admired. It was the first time Alice had ever heard the wedding service in English, and she tried hard to understand what was said. She did not catch it all; still she heard Mr. Fitzpatrick say very distinctly " I will ", when the clergyman asked him whether he would have Miss Wilson as his wife, and she saw him too put the wedding-ring ou his bride's ring-finger.

After the ceremony, a reception was held by Mrs. Wilson at 25, St.-George's Square, and the newly-married pair received the congratulations of their friends. Refreshments were offered, and every one ate a piece of the huge wedding-cake, all white in its robe of sugar-icing.

But what is the matter now ? The young Mrs. Harold Fitzpatrick, who had left the drawing-room a few moments ago, is just coming back in her travelling-suit, as she is going with her husband for a trip to Belgium. The carriage is waiting; all the guests are at the front-door, even out on the pavement, and as soon as the bride comes out of the house, they throw handfuls of rice at her; quickly she steps into the carriage, and the bridegroom, who is coming after her, receives the greater part of the rice, though he tries to avoid it.

This is an old English custom, the rice meaning wealth to the young couple, just as the slipper that is thrown after the car, when they drive away, is to wish them good luck.

GRAMMAR

EMPHATIC CONJUGATION. THE FUTURE.

"Wilt thou have this woman to thy wedded wife?—I *will.*"
Six days thou *shalt* work, but on the seventh day thou *shalt* rest.
You *shall* obey me— he *shall* pay for this.

1. The auxiliaries of the emphatic future are: 1st p. *will.* 2nd. *shall.* 3rd. *shall.*

It is used to command, to forbid, to promise or threaten, for instance in the Bible.

2. Shall=must. Compare with *should* in:
You *should* do what I tell you.
He *should* not disobey his father's command.

3. NOTE: The second person singular (thou, thee, thy, thine) is used only in poetical or religious style.

A WEDDING-SONG.

A ring upon her finger,
Walks the bride,
With the bridegroom tall and hand-
At her side. [some

A veil upon her forehead,
Walks the bride,
With the bridegroom proud and
At her side. [merry

Fling flowers beneath the footsteps
Of the bride;
Fling flowers before the bridegroom
At her side.

HOME-WORK.

Small talk.—Imagine a conversation between two of the bridesmaids; write the questions and answers yourself.

They will speak of the dresses, the floral decoration, the music, the length of the service — the reception, wedding-cake and wedding-presents, *and so on.*

See for examples lesson 28.

Interrogative forms. With auxiliaries: have, has, had, hadn't, wasn't, will, shall, *etc.* With other verbs: do, does, don't, didn't, *etc.*

Exclamative forms: How...! What...! What a.... Fancy...! I say..., *etc.*

HOME AGAIN!

"Good-bye! Good-bye!" How many good-byes has Alice been wishing for the last week! She said good-bye to all her mistresses and school-friends, good-bye to the Bennetts before leaving Cheltenham. Two days ago she said good-bye to the Fitzpatricks and this morning it was Doris's turn, as she was going back alone to Cheltenham. To-night it is good-bye to Grandpapa and Grandmamma Wilson, and, last of all, good-bye to England. Alice is going home with her mother.

A long night in the train and on the boat, a swift drive across Paris to catch the Geneva train, as Mrs. Rod is anxious to get home as quickly as possible, and they speed on to Switzerland.

Home, home again! Alice is going home for good. She realizes[1] it only when she perceives her dear mountains, the lonely white peaks, and when she breathes the pure, invigorating[2] air of the Alps.

Home, home again! Here is Swiss Cottage and its garden, here is Father not a bit older, and Tom quite a young man now, Rose-May as sweet as ever, and Baby, no longer a baby, for he talks louder than any one and claims his share of kisses. Here is Pussy, purring in her own corner, and Jip wagging his tail. Here they are, all of them, welcoming Alice home again.

How happy she feels among the dear beloved ones, among the old familiar scenes, and the well-known landscape! She appreciates[3] them now a thousand times better than before, she knows the full meaning of the song:

Home, home, sweet home, there is no place like home!

---

1. ['riːəlaizəz]. 2. [in'vigəretiŋ]. 3. [ə'priːʃiets].

Revision.

THE THREE FORMS OF THE CONJUGATION

In conclusion, you have learned to use three different forms of the conjugation in certain tenses of the verb:

1. The normal (or ordinary) conjugation.
2. The progressive conjugation, with present participles.
3. The emphatic conjugation, with *do* or *did*, *shall* or *will*.

NORMAL	PROGRESSIVE	EMPHATIC
	Present tense	
I work	I am working	I do work
he (she) works	he (she) is working	he (she) does work
we work	we are working	we do work
you work	you are working	you do work
they work	they are working	they do work
	Imperfect and preterite	
I worked, *etc.*	I was working, *etc.*	I did work, *etc.*
	Past tense	
I have worked *etc.*	I have been working *etc.*	—no form— (*See* footnote)
	Pluperfect	
I had worked *etc.*	I had been working *etc.*	—no form— (*See* footnote.)
	Future	
I shall work	I shall be working	I will work
he (she) will work	he (she) will be working	he (she) shall work
we shall work	we shall be working	we will work
you will work	you will be working	you shall work
they will work	they will be working	they shall work
	Imperative	
Work.		Do work.
Let us work.	———	Do let us work.
Let him (her, them) work.		Do let him (her, them) work.

NOTE. The progressive conjugation is used in the interrogative or in the negative, like the verb *to be*.

The emphatic conjugation has no forms for the past tense or the pluperfect. But the auxiliary can be stressed (pronounced with greater force by raising the voice) and underlined (*See Grammar*).

General Revision

THE STORY OF AN EAR OF CORN

I can hardly remember the time I spent in a kind of torpor under the earth. I slept during long winter months on a bed, that had been carefully prepared by the farmer; it had been ploughed and harrowed so well that my couch was quite soft and light, and my coverings never weighed upon me, though I was safe from cold and wind.

When I woke up, I shook off my thick blanket to peep out of my earthy bed. How fine it was out! Quite warm in the day-time, though sometimes it was cool at night, and the frosty mornings made me regret my former abode. Still I grew taller and taller every day, and the showers that fell down from time to time, made me only look greener and fresher. After a few months out in the open air, I found myself at the end of a pretty long stalk with many brothers and sisters. How gaily we chattered and danced during the first days of summer, in the light breeze that tossed us gently about; how quickly we grew and fattened! We were no longer small, tiny green things, we were becoming as yellow as gold, when, one day, the sun became so hot, that we felt dying with thirst and drooped our poor aching heads; the same evening the wind blew so hard that we almost touched the ground. Luckily, a heavy fall of rain came on to freshen us up, we put up our heads once more, though after that terrible day, we never were so straight as before.

During one of his visits, at the beginning of August, I heard the farmer say we were quite ripe enough, and ready to be cut down. I shivered through my body when hearing that, as I did not know exactly what it meant. But two days after, I saw a troop of men and women, armed with long scythes and short sickles enter our field. I was seized by one of them, and in a second I was lying on the ground. I thought I should never recover from the shock, they tossed me about and tied me up with others, still that was only the beginning of my sufferings. What they did next was to separate me from my brothers and sisters; they took off my clothes, ground me into powder, mixed me with unknown things; and after having shivered with cold, I was almost burnt to death in a hot oven. I just felt a little better lying on a shelf in the baker's shop, when, a few minutes ago, he took me and gave me to a child whose eyes I had attracted.

Now my last hour has come! I am in the hands of a little girl, and in a few minutes I shall exist no more.

General Revision

THE GIRL'S SERVANTS

Did you ever imagine the menagery of animals that has been necessary to provide the ordinary clothes of a girl? or did you ever think of the army of men and women that have been employed to make them?

Let us examine the ordinary clothes of a girl and see what they are made of, and who made them. Suppose she wears a tailor-made skirt of serge, a silk-blouse, a straw-hat trimmed with ribbon and ostrich-feathers; on her shoulders she wears a stole, or fur, and of course she has gloves, shoes, stockings, petticoats and underclothes. She wears also a few jewels, a string of pearls round her neck, one or two rings, and combs in her hair.

What animals have given her those things?

The silkworm is the most important of them all, for it has produced the silk for the blouse, the ribbons and underskirt.

The wool of the sheep has been turned into the stuff with which the serge skirt is made.

From the fox, or another wild animal, comes the pretty fur she wears on her shoulders.

The calf, or the goat have provided the shoes, the kid has given the gloves, and the bones of the whale have been used too.

The ostrich with its feathers, the oyster with its pearls, the tortoise with its shell, have helped to beautify the girl.

She owes thanks to the mineral and the vegetable kingdoms: gold, silver and copper, flax, straw, cotton and flowers have helped to dress her.

Of course the materials provided by the animal, mineral or vegetable kingdoms would be of no use to the girl, if they had not been prepared, if they had not been transformed and fitted by the hands of many workers.

Of what use would the silk, the wool and the cotton be to the girl, if they had not been spun and woven, if the draper had not sold the stuff, and the tailor or the dressmaker had not made it into clothes? What could she do with the skin of the calf, if the tanner had not tanned it, and the shoemaker turned the leather into shoes or boots? The furrier, the glover, the dyer, the silversmith, the milliner, the lace-maker, the haberdasher, the linendraper, as you know, have helped to dress her. But, perhaps, you did not think that without the sailor, who went far away to fetch them, she would have no whalebones, no feathers, and no cotton; without the miner and the gold digger, she would have no jewels, and but for the humble fisherman she would have no pearls.

ENGLISH GRAMMAR

THE NOUN

Plural of Nouns.

§ 1. The plural of nouns is formed by adding **s** to the singular; this **s** is sounded like [s] after hard consonants such as *p, t, k,* and sounded like [z] after soft consonants such as *b, d, g, l, r, m, n,* and after vowels :

a book	*books*	[s]
a dog	*dogs*	[z]
a bee	*bees*	[z].

Proper nouns and surnames follow the same rule :

The Rods. The Bennetts.
The Stuarts.
The Miss Rods.
(better than *The Misses Rod*)

Letters of the alphabet :

The three Rs
Dot your is
Cross your ts
Do not drop your hs.

Fractions take *s* in the plural :

three quarters
two fifths.

National names follow the general rule :

Italians, Americans, Germans, Danes, Swedes, etc.

Except names ending in a hissing or buzzing sound (*ch, sh, ss, ese*), invariable :

The French (or *Frenchmen*).
The English (or *Englishmen*).
The Swiss.
The Chinese, the Japanese.

§ 2. For common nouns ending with a hissing or buzzing sound (*ch, sh, x, s, z*) **es** is added instead of **s**.

a watch	*watches*
a brush	*brushes*
a box	*boxes*
a glass	*glasses*
buzz	*buzzes*

Nouns ending in **o** also take **es** in the plural :

a potato *potatoes*
heroes, negroes, dominoes.

But we write : *cantos.*

§ 3. Nouns ending in **y** preceded by a consonant change **y** into **ies** ; when the **y** is preceded by a vowel, the plural follows the general rule :

	a baby	*babies*
	a fly	*flies*
	country	*countries*
but :	*a boy*	*boys*
	a day	*days*
	a key	*keys.*

§ 4. In most nouns ending in **f** or **fe** the plural is formed in **ves.**

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

but use the regular plural in :

a muff	*muffs*
a roof	*roofs.*

§ 5. **Irregular plurals.**

A few substantives have in the plural an old Anglo-Saxon form :

a man	*men*
a woman	*women*
a child	*children*
a foot	*feet*
a tooth	*teeth*
a goose	*geese*
a mouse	*mice*
an ox	*oxen*

§ 6. The following names of animals remain invariable, as in Anglo-Saxon:

a sheep	*two sheep*
a deer	*two deer*
a grouse	*many grouse*[1]
a swine	*several swine*[2].

Some nouns are not used in the plural[3]:

To make great progress.
To have much luggage.
Business is business.

§ 7. When preceded by a number, certain words indicating quantity or measure are invariable :

Two couple
Three dozen
Threescore (= 60).

You may say :

two pair
or *two pairs of gloves.*

When there is no number, the words are used as ordinary substantives and take **s** in the plural:

She has dozens of gloves.

(*See* Numeral Adjectives).

§ 8. The plural of *penny,* when used with a number, is *pence*:

fourpence, sixpence.

When speaking of the coins, in general, the plural is *pennies.*

His pocket is full of pennies.

Brothers (of the same family).
Brethren (of the same religion).

§ 9. Certain nouns are always used in the plural, because the object is composed of two parts, or of several parts:

scissors, tongs, bellows, trousers.

You say also :

a pair of scissors, etc.

clothes, billiards, grapes, raisins, ashes.

§ 10. A few words, ending in **s** are *not* plural, but singular.

What is *the news?*

1. A wild bird found in Scotland, called in French : *coq de bruyère.* The red grouse is *la gelinotte d'Ecosse.*

2. Old word for *pig*; the flesh of this animal is called *pork.*

3. Compare with : *faire de grands progrès, avoir beaucoup de bagages, les affaires sont les affaires.*

This is the best means.

Physics, gymnastics, phonetics are generally singular.

§ 11. **Plural of compound nouns.**

a) The last word generally takes **s** ; the first term is considered as an adjective and remains invariable:

apple-tree, apple-trees
tooth-brush, tooth-brushes.

b) Notice the singular in:

a twopenny stamp
a four-shilling fare
two five-pound notes.

c) Say however:

a clothes-brush
a goods-train.

d) Put *s* after the first word in:

mothers-in-law.

e) The plural of *man-servant* is double:

men-servants.

§ 12. **Collective nouns.**

With some collective nouns, the verb is used in the plural :

In summer, people go *to the seaside.*

The family were *eating dinner.*

§ 13. **Compound nouns.**

For the formation of Compound nouns, see 21st Lesson, p. 53.

For the plural number, see above (§ 11).

Gender.

§ 14. There are three genders in English: masculine, feminine and neuter.

The masculine is used for men or male animals.

The boy, the master, the ox.

The feminine is used for women or female animals.

The girl, the mistress, the cow.

The neuter is used for things and animals in general.

the book, the table, the fly.

A cat is feminine.

Ships are also used in the feminine.

§ 15. The feminine of nouns is formed in three different ways:

a) By using distinct words:

Boy	*girl*
Brother	*sister.*

b) By using a word indicative of sex:

man-servant	*maid-servant*
a doctor	*a lady doctor.*

Other examples:

a milkman, a postman, a telegraph-boy, a shop-girl, a washerwoman, etc.

For animals:

a he-goat	*a she-goat*
a cock-sparrow	*a hen-sparrow*
a pea-cock	*a pea-hen.*

c) By inflexion:

a doctor	*a doctoress*
an actor	*an actress*
a waiter	*a waitress.*

Some nouns like *cousin, friend, teacher* are of the common gender, that is to say, masculine or feminine.

Sex is often indicated by adding a masculine or feminine prefix :

boy-friend	*girl-friend*
male cousin	*female cousin*

Possessive Case.

a) Singular.

§ 16. The possessive case is formed by adding **'s** to the possessor's name, placed first. No article is used after it.

The girl's bag
(The bag of the girl.)

b) Plural.

In the plural an apostrophe (') is added to the possessor's name **(after the s).**

The girls' bags.
(The bags of the girls.)

After irregular plurals you use **'s:**

The children's toys.

The possessive case is used only with nouns denoting persons or animals, and personifications.

My father's house.
Alice's friends.
The dog's tail.

And exceptionally, for certain dates, or for expressions of time and distance.

New Year's Day.
A few minutes' walk.
At a mile's distance.

The words *house, church, cathedral, shop, office* are often omitted in familiar style :

Alice lives at the Bennetts'.
They visited St. Paul's.
You buy sugar at the grocer's.
He went to his banker's.

The name of the object is often omitted in order to avoid repetition:

This is not my fountain-pen, it is my sister's.

THE INDEFINITE ARTICLE.

§ 19. The indefinite article is **a** or **an.**

A is used before consonants, and **w, y, one.**
A child, a week, a year.

An is used before a **vowel** or a silent **h.**
An ivy leaf, an hour.

§ 29. **A** or **an** must be used :

1. Before any noun used as an attribute or in apposition to another noun :
   He is a doctor.
   Southampton, a large sea-port.
2. For weight, measure, quantity and time :
   Sixpence a yard, twice a day.
3. After *such* and *what* followed by a concrete noun :
   He is such a nice man!
   What a fine sight!

   and after *half, quite, rather :*
   Half an hour, quite a success.

The article is omitted before an abstract noun :
What courage! Such joy!

§ 17. **The** is used before :

1. Any noun taken in a definite sense:
   The book is on the table.
   He fell into the water.

2. Singular concrete nouns :
   The dog is faithful.
   The violet smells sweet.
   Exceptions : *man, woman.*
   Man is mortal.

3. Collective nouns :
   The French, the English.
   The Norwegians are tall.

4. Adjectives used as nouns :
   The poor suffer in winter.

5. Any title preceded by an adjective or followed by *of* :
   The King of England.

6. Foreign titles.
   The emperor Napoleon.

7. The parts of the body.
   The legs, the arms, the head.

8. Names of countries in the plural :
   The United States.

9. Chains of mountains, seas and rivers, the cardinal points :
   The Alps, the English Channel, the Atlantic, the Thames, the North, the South, etc.

§ 18. **The** is omitted before :

1. Abstract nouns used in an indefinite sense (virtues, qualities and faults, sciences, languages, arts, *etc.*) :
   I am learning English.
   Patience is a great virtue.
   Business is business.
   Time is money.

2. Names of matter, substance, colour (indef. sense):
   Gold is more precious than silver.
   Bread is made of flour.
   Black and white make grey.

3. Common nouns in the plural used in an indefinite sense :
   Violets smell sweet.
   Girls are talkative.

4. After the possessive case :
   Miss Wilson's letter.

5. Before proper nouns :
   Aunt Mary.
   Lazy Ralph.

6. An English title or profession immediately followed by a person's name :
   King George. Captain Brown.
   Princess Beatrice. Dr. Rod.

7. Some familiar words of every-day life (meals, seasons, dates):
   Spring is a pleasant season.
   Christmas day, New Year's day.
   Breakfast is at 8 o'clock.
   To be in bed, at school, at home.

8. Names of countries in the singular :
   France, England.

9. Single mountains :
   Mount Blanc.

Proper names followed by a common noun (places):
London Bridge. Oxford Street.
Lake Leman.

THE ADJECTIVE.

§ 20. Adjectives are invariable :

an English girl *English girls*
a red book. *red books.*

Exceptionally, a few adjectives used as substantives take **s** in the plural :

The blacks (the negroes).
The whites.

Some are either substantives or adjectives. (*See* Plural of Nouns)

Italians, Americans.

When used in a collective sense, in the plural, adjectives remain invariable :

The poor are not happy.
The blind are to be pitied.

It is the same rule as for *the French, the English, etc.* (*See* Plural of Nouns)

When the adjective qualifies a definite person, or persons, it must be followed by the noun :

A poor man.
A blind man, two blind men.
An Englishman, Englishmen.
A Frenchwoman, French people.

Place of the adjective.

§ 21. The adjective is placed before the noun which it qualifies :

The English class.
Pure white snow.
A sweet-tempered girl.
An amusing story.
Cud-chewing animals.

Past and present participles, used as adjectives, are also placed *before nouns.*

But the adjective is placed *after* :

a) When it is used as an attribute:

This child is pretty.

b) When it completes the sense of the verb :

The letter from Swiss Cottage made Alice happy.

c) When it is followed by a complement :

A woman kind to every body.
A basket full of oranges.

d) When used in historical names or numbers :

Peter the Great.
Napoleon the First.
George the Fifth.

e) When beginning with prefix *a*, as in *alive, awake, asleep :*

A baby asleep.

f) For dimensions, numbers or age :

The classroom is twelve feet high, seven yards long and four broad.
Maud is fourteen years old.

§ 22. Degrees of comparison.

a) When the adjective is short, the comparative is formed by adding **er**.

strong *stronger*
young *younger*

and the superlative by adding **est**.

strong *the strongest*
young *the youngest*

Your foot is small, mine is smaller; baby's foot is the smallest.

b) When the adjective ends with an **e**, you add only **r** or **st** :

fine, finer, the finest.

c) When the adjective ends with **y** preceded by a consonant, you change **y** into **i** before adding **er** or **est** :

pretty	*prettier*	*the prettiest*
easy	*easier*	*the easiest.*

When the **y** is preceded by a vowel, there is no change :

gay	*gayer*	*the gayest.*

d) In short adjectives (monosyllables) with one vowel followed by one consonant, you double the consonant before adding **er** or **est** :

red	*redder*	*the reddest*
big	*bigger*	*the biggest.*

When there are two vowels, there is no change :

clean	*cleaner*	*the cleanest*
deep	*deeper*	*the deepest.*

e) When the adjective is long (two or more syllables), you use the words **more** and **the most** for the comparative and superlative:

beautiful	*more beautiful*	*the most beautiful*
difficult	*more difficult*	*the most difficult.*

f) Some adjectives of two syllables are used with **er, est,** or with **more, the most :**

more pleasant	or	*pleasanter*
most pleasant	or	*pleasantest*
more happy	or	*happier*
most happy	or	*happiest.*

§ 23. The conjunction used after a comparative (more or less) is **than**.

Alice is younger than *Tom.*

An arm-chair is more comfortable than *a chair.*

Scotland is less mountainous than *Switzerland.*

§ 24. Double comparatives are formed by repeating the same words, with *and.*

The sky was darker and darker.
The exercises are becoming more and more difficult.
The more, the merrier[1].

§ 25. The comparative is used when speaking of two persons or two objects only :

Tom and Alice love their parents ; but Alice is the more *affectionate* (of the two):

The upper gallery.
The greater part (the majority).

§ 26. The superlative is used when speaking of more than two persons or objects. The preposition used after it is **of** or **in** :

The most interesting sight of all was the cattle-market.
London is the largest town in Europe.

§ 27. The superlative *absolute* is used with **very** or **most** (without article *the*):

Very good, very interesting, most attractive.

Before past participles, **very much** or **very well** are used :

Very much loved.
Very well known.

Adverbs and participles generally follow the same rules as adjectives.

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1. A proverb: The more numerous you are, the merrier you are. In French, people say: « Plus on est de fous, plus on rit. »

§ 28. The idea of equality is expressed by **as... as** in affirmative or interrogative sentences, and by **so... as** in negative sentences :

Ann is as tall as Maggie.
Enough is as good as a feast.
Is an Englishman as witty as an Irishman? No, he is not so witty.
None so deaf as those who won't hear.

Use the same conjunction *as* after the word *same :*

You will learn the same lesson as yesterday.

When the indefinite article *a* is used, it is placed between the adjective and the noun :

As good a man as ever lived.

So is sometimes used in affirmative sentences, with a different meaning (so much, to such a degree); the second word then is not *as*, but *that :*

Jim is so lazy that he never learns his lessons[1].

§ 29. The idea of inferiority is expressed by **less... than** :

Post-cards are less expensive than letters.

The superlative form of *less* is *the least :*

Bertie is less studious than Jim, and Bob is the least studious of the three.

§ 30. Several adjectives have special (irregular) forms in the comparative and the superlative:

Good better the best.

(*See* Table, on following page.)

1. The idea is in French: tellement (si) paresseux que...

§ 31. Compound adjectives are easily formed in English, by adding a noun, another adjective or an adverb; or by using a past or a present participle :

Dark blue, sky blue, good-looking, sweet-smelling, high-born.

A great number of compound adjectives can be formed by using : 1°) an adjective; 2°) a noun; 3°) the ending **ed** of the past participle :

A blue-eyed girl.
High-heeled shoes.
A double-bedded room.
A long-legged fellow.

(Notice the doubled consonant in *bedded, legged,* as in the comparative).

Numeral adjectives.

§ 32. When used in the singular, *hundred* and *thousand* must be preceded by **a** or **one** :

100 = a *or* one *hundred.*
1.000 = a *or* one *thousand.*

When preceded by a number, *hundred* and *thousand* remain invariable :

Two hundred pupils.
Five thousand pounds.

When used as ordinary nouns, without amy definite number, they take **s** in the plural :

At Cancale, hundreds of women are in mourning.
There were thousands of stars in the sky.

Compare with *dozen, score,* etc. (*See* Plural of substantives).

§ 33. When the words *hundred* and *thousand* are followed by a number less than one hundred,

DEGREES OF COMPARISON (Revised).

ENDING	POSITIVE	COMPARATIVE	SUPERLATIVE
General rule. Short adjectives.	*strong*	*strong* **er**	the *strong* **est**
Final **e.**	*fine*	*fine* **r**	the *fine* **st**
y *preceded by a consonant.*	*dr* **y** (*g* **ay**)	*dr* **ier** (*g* **ay** *er*)	the *dr* **iest** (the *g* **ay** *est*)
One *consonant preceded by* **one** *vowel.*	*bi* **g** (*dee* **p**)	*bi* **gger** (*dee* **per**)	the *bi* **ggest** (the *dee* **pest**)
Adjectives of more than one syllable.	*beautiful*	**more** *beautiful*	the **most** *beautiful*

IRREGULAR ADJECTIVES.

Good	**better**	**the best**
Bad	**worse**	**the worst**
Little	**less**	**the least**
Far	**farther**	**the farthest**
	further	**the furthest**
Much (singular)	**more**	**the most**
Many (plural)		

EQUALITY, INFERIORITY, SUPERIORITY.

(=)	**Equal**	In September, the days are **as** long **as** the nights.
(≠)	**Not Equal**	In November, the days are **not so** long **as** the nights.
(—)	**Less**	In November, the days are **less** long **than** the nights.
(+)	**More (...er)**	In May, the days are longer **than** the nights. Summer is **more** pleasant **than** Winter.

the conjunction **and** must be inserted :

A hundred and fifty.
One thousand and sixty-two.

1927 = The year nineteen hundred and twenty-seven,

or : One thousand nine hundred and twenty-seven.

§ 34. Ordinal numbers are formed by adding **th** to the cardinal numbers :

six *sixth.*

Exceptions: *First* (1st) *second* (2nd) *third* (3rd).

Notice also :

five	*fifth*
twelve	*twelfth*
eight	*eighth*
nine	*ninth*
twenty	*twentieth*
thirty	*thirtieth*

etc.

§ 35. Ordinal numbers are used in English for :

a) The date of the month :

The fourteenth of July.
Paris, April 28th.

b) The chapters or the lessons of a book, the acts or scenes of a play :

Chapter the fifth.
Thirty-second lesson.
Scene the fourth.

c) Kings and emperors :

Edward the Seventh.
Napoleon the Third.

When you mention a date or a day of the week in a sentence, you must use the preposition **on** :

I was born on the tenth of May.
My sister will arrive on Friday.

ADJECTIVES AND PRONOUNS

Possessive adjectives and pronouns

§ 36. In English, possessive adjectives and pronouns agree with the name of the possessor. When the possessor is *masculine,* you use **his** :

The master has **his** *chair.*

When the possessor is *feminine,* you use **her** :

My mother has **her** *chair.*

And when the possessor is *neuter,* you use **its** :

The chair has **its** *leg broken.*

In the plural, **their** is the same for masculine, feminine or neuter words.

The word **own** is sometimes added:

This is my own book.
Mind your own business.

Compare with :

The Girl's own Book.
I have a bed-room of my own.

The possessive pronouns are frequently used in English, to indicate possession or connexion :

This book is mine; it is not yours.

Is this your sister's hat? Yes, it is hers.

A friend of mine. (*One of my friends*).

In the infinitive, the indefinite **one** is used :

To enjoy one's self or *oneself.*
The possessive form is **one's** :

To do one's duty.

Demonstrative adjectives and pronouns.

§ 37.

Singular	Plural
This	*These*
That	*Those.*

This and *these* are used for what is near; *that* and *those* for what is not so near :

This is better than that.
Here are some roses: I give you these and I take those.

Yon, yonder are used for things or persons in the distance.

This and *these* are used to speak of what is coming :

This is what I hope to do.

That and *those* are often used to speak of the past :

That's all.
Those were his last words.

Before *of, who,* and *that,* you must use **that** or **those,** as pronouns, never *this* or *these :*

The climate of Switzerland is colder than that of England.
The trees in the wood are bigger than those of the orchard.
(*See* Relatives, further.)

When speaking of two persons or objects, **the former** (the first of the two) and **the latter** (the second) are used :

Fred and Tom are friends; the former is English, the latter is Swiss.

Relative pronouns.

§ 38. For persons you use :

Subject. **who:** *the boy who stands up.*
Object. **whom:** *the man whom you see.*
Possessive **whose :** *the boy whose nose is long.*

For animals and things you use :

Which : *the book which is there.*
of which : *the table the leg of which is broken.*

That can be used instead of **who whom** and **which** for persons and things :

The boys that are absent.
The doors that are open.
The dog that is barking.

That serves as subject or object, in the singular or in the plural, and for the three genders. It has no possessive form.

That is frequently omitted (ellipsis) :

The man whom you see.
The man that you see.
The man you see.

What : *Do what you are told.*
What he says is quite true.

After the word **all,** you must use **that** (and not *what*):

All that he says is true or *All he says is true.*
All is not gold that glitters.

he who, she who: Personal pronouns are sometimes used as antecedents, before *who, whom, that.*

Who is she that comes from the south?
He that tills his land shall have plenty of bread.

Interrogative pronouns.

§ 39. For persons.

Subject. **who:** *Who is there?*
Who is this sweet maiden?

Object. **whom** : *Of whom do you speak?*

Whom do you know in this town?

Possessive. **whose** : *Whose pen is this?*

For animals and things :

Which : *Which book is yours?*
Which season do you prefer?

Which often expresses *choice, distinction,* and in that sense can be used about persons.

Which of you girls has done this?

What: *What is that?*
What time is it?
Of what are you speaking?

In exclamative sentences in the singular, *what* is followed by indefinite article **a** :

What a man!
What a fine sunset!

Personal Pronouns.

§ 40. The personal pronouns used as subjects are: *I, thou, he, she, it, we, you, they.*

The pronoun of the first person singular **I** is always written with a capital letter.

The personal pronouns used as objects are: *me, thee, him, her, it, us, you, them.*

The second person singular (*thou, thee*) is never used in English; always say *you* to one or several persons. The singular is only found in religious or poetical style (See Lesson 61st).

The object always comes after the verb:

I like him.
He is speaking to you.

When there are two pronouns as objects (direct and indirect complements), the direct object comes first:

She sent it to him.

The indirect complement is sometimes put first, but the preposition is suppressed:

The postman gave him the letter.

When several verbs are used, the pronoun is not generally repeated:

We started and (we) took the train at once.
Now you know and (you) like England.

Reflexive pronouns.

§ 41. The reflexive pronouns are formed by adding **self** in the singular and **selves** in the plural to the possessive adjectives (In the third person, to the personal forms *him, her, it, them*).

(*See* Table of Pronouns).

These pronouns are used in the conjugation of reflexive verbs, and must agree with the verb in person, gender, and number.

I brush myself.
Did you enjoy yourself?

In the infinitive (indefinite sense) **one** or **one's self** or **oneself** are used.

To brush oneself.
To enjoy one's self.

TABLE OF PRONOUNS

	Personal Pronouns		Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
	Subject	Object			
Singular.. 1st p.	I	Me	My	Mine	Myself
Singular.. 2nd p.	You	You	Your	Yours	Yourself
Singular.. 3rd p.	He	Him	His	His	Himself
Singular.. 3rd p.	She	Her	Her	Hers	Herself
Singular.. 3rd p.	It	It	Its	Its	Itself
Plural.... 1st p.	We	Us	Our	Ours	Ourselves
Plural.... 2nd p.	You	You	Your	Yours	Yourselves
Plural.... 3rd p.	They	Them	Their	Theirs	Themselves
Indefinite.....	One	One	One's	One's	Oneself

The master has **his** chair. (The possessor is **masculine**).
My mother has **her** chair. (The possessor is **feminine**).
The chair has **its** leg broken. (The possessor is **neuter**).

Indefinite adjectives and pronouns.

§ 42. The most important are **some, any** and **no** (also called partitives).

Some is generally used in affirmative sentences, when a certain quantity or number is specified:

Give me some water, please.
Some pupils pronounce English well, other pupils do not.

But **some** is more often omitted, when the meaning is indefinite:

I always drink water at meals. In France, people drink wine or beer.

There are pupils who pronounce English well, and others who do not.

Any is used chiefly for interrogation, doubt or negation:

Have you any stamps?

No, I have not any.

If you have any friends, keep them!

Shall you come in the morning, or in the afternoon?

Oh, any time you like[1].

No is used in negative sentences, instead of *not any, not a:*

I see no salt on the table (not any salt).

A miser[2] *has no friends.*

He is no friend of mine (He is not one of my friends).

1. Sens indéfini : à une heure quelconque, à n'importe quel moment.
2. Harpagon, in Molière, is the typical miser.

No is an adjective, immediately followed by a noun.

The pronoun, used instead of a noun, is **none** :

Have you any cigarettes?
Sorry, I have none.
None of them is known to me.

Compound words are formed with *body, one, thing:*

Somebody, some one, something, anybody, nobody, nothing, etc.

Every is used with the above words:

Every body, everything.
I go to school every morning.
Every girl must be ready at nine (collective meaning).

Each, same meaning as *every :*

The girls had a cake each.
Each of them had a cake.
The twins love each other.

Other can be used as an adjective or as a pronoun. As an adjective, it is invariable:

King and Queen are twins : one is a boy, the other is a girl.

Mrs. B. went out with Doris; the other members of the family stayed at home.

As a pronoun, it takes **s** in the plural.

"Don't eat all the cake; leave some for the others!"

Else is used instead of *other* after *something, anything, nothing, somebody... what ?*
Anything else, Madam ? Nothing else, thank you.

Both (the two):

Ralph and Teddie are both college boys.

Either (one or the other).

Neither (not one, none of them):

Can you speak Italian or Spanish ? I can speak neither.

The poor man is deaf and dumb: he can neither hear nor speak (conjunctions).

All can be used as an adjective or pronoun; it is always invariable:

All the boys liked him.
Her dress was the best of all.

Such in the singular, is followed by article **a** :

Such a man.
Such a storm had not been seen for a long time.
Such nice holidays!

Ever is used after *who, which, what, where, when,* with indefinite meaning.

Whoever he may be.
Whatever you may say.
Wherever I go.
Whenever he comes (every time he comes, or at any time).

Much, many.

Much is singular, **many** is plural:

I have not much time.
He has many friends.
How much is this hat?
How many pupils are there in your class?
The fishermen all go to Newfoundland, but many of them do not come back.

Little, few.

Little, a little, in the singular.
Few, a few, in the plural.

He has little to say (not much).
I know him a little (sufficiently).
He has few friends (not many).
I am content with a few friends (enough for me).

Conjugation of an auxiliary verb: TO BE

Affirmative	Interrogative	Negative
INDICATIVE MOOD. PRESENT TENSE		
I am.	Am I?	I am not.
he is.	is he?	he is not.
she is.	is she?	she is not.
it is.	is it?	it is not.
we are.	are we?	we are not.
you are.	are you?	you are not.
they are.	are they?	they are not.
PRETERITE (Imperfect)		
I was.	Was I?	I was not.
he was.	was he?	he was not.
she was.	was she?	she was not.
it was.	was it?	it was not.
we were.	were we?	we were not.
you were.	were you?	you were not.
they were.	were they?	they were not.
FUTURE		
I shall be	Shall I be?	I shall not be.
he, she, it will be.	Will he, she, it be?	he, she, it will not be.
we shall be.	Shall we be?	we shall not be.
you will be.	Will you be?	you will not be.
they will be.	Will they be?	they will not be.
CONDITIONAL		
I should be.	Should I be?	I should not be.
he, she, it would be.	Would he, she, it be?	he, she, it would not be.
we should be.	Should we be?	we should not be.
you would be.	Would you be?	you would not be.
they would be.	Would they be?	they would not be.

Past Tense : I have been. Have I been? I have not been, *etc.*
Pluperfect : I had been. Had I been? I had not been, *etc.*
Imperative : Be, let him (her, it, them) be. Do not be, *etc.*
Infinitive : To be, not to be. Participles : being, not being.
been, not been.

Conjugation of an auxiliary verb: TO HAVE

AFFIRMATIVE	INTERROGATIVE	NEGATIVE
	INDICATIVE MOOD. PRESENT TENSE	
I have.	Have I?	I have not.
he has.	has he?	he has not.
she has.	has she?	she has not.
it has.	has it?	it has not.
we have.	have we?	we have not.
you have.	have you?	you have not.
they have.	have they?	they have not.
	PRETERITE (Imperfect)	
I had.	Had I?	I had not.
he had.	had he?	he had not.
she had.	had she?	she had not.
it had.	had it?	it had not.
we had.	had we?	we had not.
you had	had you?	you had not.
they had.	had they?	they had not.
	FUTURE	
I shall have.	Shall I have?	I shall not have.
he, she, it will have.	will he, she, it have?	he, she, it will not have.
we shall have.	shall we have?	we shall not have.
you will have.	will you have?	you will not have.
they will have.	will they have?	they will not have.
	CONDITIONAL	
I should have.	Should I have?	I should not have.
he, she, it would have.	would he, she, it have?	he, she, it would not have
we should have.	should we have?	we should not have.
you would have.	would you have?	you would not have.
they would have.	would they have?	they would not have.

PAST TENSE : I have had. Have I had? I have not had, *etc.*
PLUPERFECT : I had had. Had I had? I had not had, *etc.*
IMPERATIVE : Have, let him (her, it, them) have. Do not have, *etc.*
INFINITIVE : To have, not to have. PARTICIPLES : having, not having.
had, not had.

Conjugation table of A REGULAR VERB

AFFIRMATIVE	INTERROGATIVE	NEGATIVE
	INDICATIVE MOOD. PRESENT TENSE	
I like. he, she, it likes. we like. you like. they like.	Do I like? Does he, she, it like? Do we like? Do you like? Do they like?	I do not like. he, she, it does not like. we do not like. you do not like. they do not like.
	PRETERITE (Imperfect)	
I liked. he, she, it liked. we liked. you liked. they liked.	Did I like? Did he, she, it like? Did we like? Did you like? Did they like?	I did not like... he, she, it did not like. we did not like. you did not like. they did not like.
	FUTURE	
I shall like. he, she, it will like. we shall like. you will like. they will like.	Shall I like? Will he, she, it like? Shall we like? Will you like? Will they like?	I shall not like. he, she, it will not like. we shall not like. you will not like. they will not like.
	CONDITIONAL	
I should like. he, she, it would like. we should like. you would like. they would like.	Should I like? Would he, she, it like? Should we like? Would you like? Would they like?	I should not like. he, she, it would not like we should not like. you would not like. they would not like.

PLUPERFECT : I have liked, Had I liked?, I had not liked, *etc.*
PAST TENSE : I have liked, Have I liked?, I have not liked, *etc.*
IMPERATIVE: Like, let him (her, it, them) like. Do not like, let him not like, *etc.*
INFINITIVE : To like, not to like. PARTICIPLES : liking, not liking.
liked, not liked.

One.

One has an indefinite meaning:

One cannot be in two places at once.

It is used for the infinitive of reflexive verbs:

To wash one's self (*oneself*).

It can be used instead of a noun, in the singular or in the plural, with **s** :

Are you a good pupil or a bad one?

White roses and red ones.

The little ones (the children).

One has a definite meaning as a numeral:

I received one present for Christmas (only one).

REMARKS ON THE CONJUGATION

§ 43. In the conjugation of auxiliary verbs, the negative particle **not** is placed :

a) before infinitive or participle:

To be or **not** *to be.* **Not** *having.*

b) after the verb in simple tenses:

I am **not**. *He had* **not**.

c) between the auxiliary and the verb in compound tenses:

I shall **not** *be.*

In the interrogative conjugation of the same verbs, the subject is placed:

a) after the verb in simple tenses:

Is he? Has she?

Are the children at school?

b) between the auxiliary and the verb in compound tenses:

Has he been? Will you have?
Would the children be?

In the interrogative-negative conjugation, the subject is placed:

a) before the negation, for personal pronouns:

Has he not? Will she not be?

b) after the negation, for nouns:

Has not your brother been?
Will not the children have?

§ 44. The second person *singular* of verbs is not used in English. It is sometimes found in religious or extremely poetical style:

TO BE.

Present tense : *thou art*
Preterite : *thou wast*
Future : *thou wilt be*

TO HAVE.

Present tense : *thou hast*
Preterite : *thou hadst*
Future : *thou wilt have*

§ 45. For regular verbs (to like) there is only one kind of conjugation, with only three endings:

s for the 3rd person singular of the present tense;
ed or **d** for the past participle;
ing for the present participle.

The endings of the second person singular (not in use) are *st*, or *est*:

Thou likest. Thou likedst.

§ 46. The *progressive* form can be used for almost every tense, by means of the verb *to be* and the present participle:

I am speaking.
She was looking at the stars.

(See *Revision*, page 131).

It means that:

a) the fact or action takes place exactly at the moment, at the time spoken of:

Tom, what are you doing?
I am working.

b) the fact or action lasts for some time, and is not completed:

Alice is preparing an exam.

c) the fact or action will happen in the near future:

Doris is going home for Christmas.

d) the fact or action is simultaneous with another one.

When I came into the dining-room, the maid was laying the table[1].

§ 47. The emphatic[2] form of the conjugation consists in using the auxiliaries **do (does)** and **did**, before the verb.

(See *Revision*, page 131).

It expresses the idea with greater force:

I do *work*. *He* does *work*.

Alice did *work during the term* (she really worked very hard).

Notice that in the 3rd person singular, the ending is taken by the auxiliary (does), and the verb remains invariable (work).

There is no emphatic conjugation for the past tense and the pluperfect. But the same result is obtained by *stressing* the auxiliary, that is by raising the voice for the spoken word, and underlining the written word:

I *have* done what you had asked me

You thought she had not understood, but she *had*.

In the future, the emphatic conjugation is formed by using **will** instead of *shall*, and **shall** instead of *will*.

(*See* page 129 and 131).

I will do it (I really mean to do it).

He shall do it (He must do it, I want him to do it).

It expresses either your own will, or an obligation laid upon others.

In the conditional, **would** is used instead of **should**, and *vice versa*:

I would like it very much.
He should do what he is told.

It expresses either your own determination, or a moral obligation imposed on others.

Verbs ending in s... or o.

§ 48. Verbs ending in **sh, s, ch, x, z** (hissing or buzzing sound), or in **o**, take **es** in the 3rd person singular of the present tense :

He passes, she brushes, he teaches, it buzzes, he goes.

Verbs ending in **y** preceded by a

1. Le français exprime la même idée dans la plupart des cas au moyen de : *être en train de* (faire quelque chose).

2. Le sens est différent de celui du mot français *emphatique* (prétentieux, pompeux). Il s'agit en anglais d'une idée qui s'exprime avec plus de force, sur laquelle on veut insister.

consonant change **y** into **i** before the endings **es** and **ed**:

he carries; carried.
he tries; tried.

But there is no such change in :

he plays; played.
she obeys; obeyed.

In verbs of one syllable with only one vowel followed by one consonant, the consonant is doubled :

stop stopped stopping.

It is the same for verbs of more than one syllable, if the stress falls on the last one :

*pre***fer** *pre***ferring** *pre***ferred**.

But we write :

of*fer* **of***fering* **of***fered*

And exceptionally :

trav*el* **trav***elling* **trav***elled*

Passive voice.

§ 49. The passive voice is conjugated in all tenses with the auxiliary verb **to be**:

I am liked, I was liked, I shall be liked, etc.

It is frequently used in English :

I am told. It is said. That is done every day.

Reflexive verbs.

§ 50. They are conjugated like other verbs, with the reflexive pronouns (See page 146):

I	enjoy	myself
he	enjoys	himself
she	enjoys	herself
it	enjoys	itself
we	enjoy	ourselves
you	enjoy	yourselves [1]
they	enjoy	themselves.

Reciprocal verbs.

§ 51. They are conjugated like other verbs, by means of each **other** or **one another**:

They love each other.
We must help one another.

Use of tenses.

§ 52. The present tense is used for what is happening *now*, at the time you are speaking. (*See* Progressive conjugation, above.)

The preterite is used strictly for past events, and a definite period of time :

I saw him yesterday.
Victor Hugo was born in 1802.
Napoleon died at St Helena.

(For uses of the preterite and the past tense, *See* page 125.)

For recent events, you can use the past, with *just* :

I have just seen him.
He had just left.

The idea of habit or repetition is sometimes expressed by *will* and *would* (or *used to*):

When the cat's away, the mice will play.
When he was at the seaside, he would bathe (or *he used to bathe*) *every day.*

When the verb of the principal clause is in the future, the verb

1. If speaking to one person, in the singular : *you enjoy yourself.*

in the subordinate clause is in the present tense (See page 127):

You will give it to me when you come. (Or *when you like.*)

Do what you like.

(For agreement of tenses, *See* page 105.)

§ 53. The infinitive is always preceded by the particle **to**, except after auxiliary or defective verbs like *let, do, can, must,* etc. (*See* further.)

Other prepositions are followed by the present participle :

Before going, after leaving, without seeing, etc.

The present participle is often used as a substantive, in the singular or in the plural.

Singing, dancing.
Eating brings on appetite.
The sufferings of the poor.

Defective verb

§ 54. Defective verbs have only one or two forms and are invariable.

Can. PRESENT TENSE.

Affirm.	*Interr.*
I can	Can I?
he, she, it can	can he?
we can	can we?
you can	can you?
they can	can they.

Negative.

I cannot	(can't)
he, she, it cannot	»
we cannot	»
you cannot	»
they cannot	»

PRETERITE.

I could, *etc.*	(invariable).
Could I? *etc.*	»
I could not, *etc.*	»

Can has no other forms.

For an infinitive and participles, you have to say : *To be able, being able, been able.*

In the future : *I shall be able, etc.*

In the conditional : *I should be able, etc.*

May. Might.

Conjugate in the same way :

PRESENT : *I may.*
PRETERITE : *I might.*

No other tenses.

Must.

Must has only one form, in the present tense.

For all other tenses, use the forms *to have to, to be obliged to.*

Ought to.

Ought has only one form.

It expresses a duty, a moral obligation, while **must** expresses necessity, material obligation.

These defective verbs are immediately followed by the infinitive, *without* to :

I can speak English.
May I open the window?
You must call the doctor.

Except for **ought to** :

You ought to *work better.*

Same meaning as in :

You should work better.

ALPHABETICAL LIST OF THE STRONG VERBS

INFINITIVE	PRETERITE	PAST PART.
To arise,	*I arose,*	*arisen.*
To awake,	*I awoke,*	*awaken.*
To be,	*I was,*	*been.*
To bear,	*I bore,*	*borne, born.*
To beat,	*I beat,*	*beaten.*
To become,	*I became,*	*become.*
To begin,	*I began,*	*begun.*
To behold,	*I beheld,*	*beheld.*
To bend,	*I bent,*	*bent.*
To bid,	*I bade,*	*bid.*
To bind,	*I bound,*	*bound.*
To bite,	*I bit,*	*bit, bitten.*
To bleed,	*I bled,*	*bled.*
To blow,	*I blew,*	*blown.*
To break,	*I broke,*	*broken.*
To breed,	*I bred,*	*bred.*
To bring,	*I brought,*	*brought.*
To build,	*I built,*	*built.*
To burn,	*I burnt,*	*burnt.*
To burst,	*I burst,*	*burst.*
To buy,	*I bought,*	*bought.*
To cast,	*I cast,*	*cast.*
To catch,	*I caught.*	*caught.*
To chide,	*I chid,*	*chid, chidden.*
To choose,	*I chose,*	*chosen.*
To cling,	*I clung,*	*clung.*
To clothe,	*I clothed, clad,*	*clad, clothed.*
To come,	*I came,*	*come.*
To cost,	*I cost,*	*cost.*
To creep,	*I crept,*	*crept.*
To crow,	*I crew, crowed,*	*crowed.*
To cut,	*I cut,*	*cut.*
To dare,	*I durst,*	*dared.*
To deal,	*I dealt,*	*dealt.*
To dig,	*I dug,*	*dug.*
To do,	*I did,*	*done.*
To draw,	*I drew,*	*drawn.*
To dream,	*I dreamt,*	*dreamt.*
To drink,	*I drank,*	*drunk.*
To drive,	*I drove,*	*driven.*
To dwell,	*I dwelt,*	*dwelt.*
To eat,	*I ate,*	*eaten.*
To fall,	*I fell,*	*fallen.*
To feed,	*I fed,*	*fed.*
To feel,	*I felt,*	*felt.*
To fight,	*I fought,*	*fought.*
To find,	*I found,*	*found.*
To flee,	*I fled,*	*fled.*
To fling,	*I flung,*	*flung.*
To fly,	*I flew,*	*flown.*
To forbear,	*I forbore,*	*forborne.*
To forbid,	*I forbade,*	*forbidden.*
To forget.	*I forgot,*	*forgotten.*
To forgive,	*I forgave,*	*forgiven.*
To forsake,	*I forsook,*	*forsaken.*
To freeze,	*I froze,*	*frozen.*
To get,	*I got,*	*got.*
To gild,	*I gilt,*	*gilt.*
To give,	*I gave,*	*given.*
To go,	*I went,*	*gone.*
To grind,	*I ground,*	*ground.*
To grow,	*I grew,*	*grown.*
To hang,	*I hung,*	*hung* (1).
To have,	*I had,*	*had.*
To hear,	*I heard,*	*heard.*
To hide,	*I hid,*	*hid, hidden.*
To hit,	*I hit,*	*hit.*
To hold,	*I held,*	*held.*
To hurt,	*I hurt,*	*hurt.*
To keep,	*I kept,*	*kept.*
To kneel,	*I knelt,*	*knelt.*
To knit,	*I knit,*	*knit.*
To know,	*I knew,*	*known.*
To lade,	*I laded,*	*laden.*
To lay,	*I laid,*	*laid.*

(1) The form hanged is used when speaking of capital punishment. *The murderer was hanged.*

INFINITIVE	PRETERITE	PAST PART.
To lead,	I led,	led.
To lean,	I leant,	leant.
To leap,	I leapt,	leapt.
To learn,	I learnt,	learnt.
To leave,	I left,	left.
To lend,	I lent,	lent.
To let,	I let,	let.
To lie,	I lay,	lain.
To lose,	I lost,	lost.
To make,	I made,	made.
To mean,	I meant,	meant.
To meet,	I met,	met.
To mistake,	I mistook,	mistaken.
To mow,	I mowed,	mown.
To pay,	I paid,	paid.
To put,	I put,	put.
To read,	I read,	read.
To rend,	I rent,	rent.
To rid,	I rid,	rid.
To ride,	I rode,	ridden.
To ring,	I rang,	rung.
To rise,	I rose,	risen.
To run,	I ran,	run.
To saw,	I sawed,	sawn.
To say,	I said,	said.
To see,	I saw,	seen.
To seek,	I sought,	sought.
To sell,	I sold,	sold.
To send,	I sent,	sent.
To set,	I set,	set.
To shake,	I shook,	shaken.
To shear,	I shore,	shorn.
To shed,	I shed,	shed.
To shine,	I shone,	shone.
To shoe,	I shod,	shod.
To shoot,	I shot,	shot.
To show,	I showed,	shown.
To shrink,	I shrank,	shrunk.
To shut,	I shut,	shut.
To sing,	I sang,	sung.
To sink,	I sank,	sunk.
To sit,	I sat,	sat.
To slay,	I slew,	slain.
To sleep,	I slept,	slept.
To slide,	I slid,	slid.
To sling,	I slung,	slung.
To slit,	I slit,	slit.
To smell,	I smelt,	smelt.

INFINITIVE	PRETERITE	PAST PART.
To smite,	I smote,	smitten.
To sow,	I sowed,	sown.
To speak,	I spoke,	spoken.
To speed,	I sped,	sped.
To spell,	I spelt,	spelt.
To spend,	I spent,	spent.
To spill,	I spilt,	spilt.
To spin,	I spun, span,	spun.
To spit,	I spat,	spit.
To split,	I split,	split.
To spoil,	I spoilt,	spoilt.
To spread,	I spread,	spread.
To spring,	I sprang,	sprung.
To stand,	I stood,	stood.
To stay,	I staid,	staid.
To steal,	I stole,	stolen.
To stick,	I stuck,	stuck.
To sting,	I stung,	stung.
To strike,	I struck,	struck.
To string,	I strang,	strung.
To strive,	I strove,	striven.
To swear,	I swore,	sworn.
To sweep,	I swept,	swept.
To swell,	I swelled,	swollen.
To swim,	I swam,	swum.
To swing,	I swung,	swung.
To take,	I took,	taken.
To teach,	I taught,	taught.
To tear,	I tore,	torn.
To tell,	I told,	told.
To think,	I thought,	thought.
To thrive,	I throve,	thriven.
To throw,	I threw,	thrown.
To thrust,	I thrust,	thrust.
To tread,	I trod,	trodden.
To understand	I understood,	understood.
To undo,	I undid,	undone.
To upset,	I upset,	upset.
To wear,	I wore,	worn.
To weave,	I wove,	woven.
To weep,	I wept,	wept.
To win,	I won,	won.
To wind,	I wound,	wound.
To withstand,	I withstood,	withstood.
To withdraw,	I withdrew,	withdrawn.
To work,	I wrought,	wrought.
To wring,	I wrung,	wrung.
To write,	I wrote,	written.

ADVERBS.

§ 55. Abverbs of manner are formed by adding **ly** to the adjective or changing final *e* into **y**:

slow *slowly.*
comfortable *comfortably.*

Final **y** becomes *i*:

pretty *prettily.*

Some have the same form as the adjectives:

Quick, long, daily, weekly, etc.

The comparative and superlative of adverbs are formed in the same way as adjectives, with **more** and **the most.**

The irregular forms are the same:

Well *better* *the best.*
Badly *worse* *the worst,*
etc.

§ 56. *Much, how much, too much* are used as adverbs, before other adverbs or adjectives and past participles:

You are walking much faster than I, much too quickly.

§ 56. The **adverb** must not be placed between a verb and its direct object, except when the object is very long:

I like him very much.
She speaks English well.

The adverb can be placed at the beginning or at the end of the sentence:

She gladly accepted my offer.
She accepted my offer gladly.

If the verb is composed of two parts, the adverb is generally placed between them.

She was greatly surprised.

Adverbs of time generally come between the subject and the verb in simple tenses, or between the two parts of the verb:

She often goes to London.
He has never been to England.

They generally come *after* the verb *to be:*

Mary is always late.
Girls are never quiet.

Nearly, almost, hardly precede the verb:

I nearly fell down.
I hardly know him.

PREPOSITIONS.

§ 57. Prepositions are very important in English, and often modify or define the meaning of the verb. They usually precede the substantive and the verb; when used after the verb, they are sometimes called *postpositions.*

TO, AT.

To, before names of places, indicates movement and direction:

Alice goes to school.

At, on the contrary, indicates position and rest:

You are at school.

But **at** may also indicate movement or direction:

a) with hostile intention:

To fire at somebody
(with a gun or a revolver).
To throw a stone at a dog.

b) in a figured sense, with a particular object in view :

To aim at, to look at, to laugh at, o arrive at.

c) after words like *pleased, displeased, surprised,* etc.

I am surprised at your conduct.

To is used to mark direct relation between two persons or things, or cause :

The mistress is very kind to me. Alice heard, to her great surprise.

IN, INTO.

In can indicate either rest or movement, when speaking of the place where you are at the time:

To be in bed.
To walk in the woods.

It is used intead of *at* before names of large towns :

He was born in Paris.
She lives in London.

And in expressions like :

to live in town, in the country.

Into always indicates movement and change from one place or state to another :

The mistress walked into the room (She entered the room).

Cinderella was turned into a beautiful princess.

Translate into English.

OF, FROM.

Of indicates possession or relation:

The master of the house.
The trees of the garden.

From indicates origin, distance, separation :

A journey from Lyons to Marseilles.

To translate from English into French.

From my childhood (Since I was a child).

For other prepositions (*up, down, away,* etc.) see pages 93 and 101, and the following list.

CONJUNCTIONS.

§ 59. The conjunction *that* is frequently used after verbs, and can be omitted.

I believe (*that*) *he will come.*

In the expression *so that* (*See* above), and *in order that.*

After comparatives (*more* or *less*) and the word *other,* use **than.**

As, like.

As is used for equality or inferiority :

As tall as, not so tall as.

It means *at the time when* :

He arrived as I was going out.

Or *because, since :*

As it rained, we stayed in-doors.

Like marks resemblance and is not really a conjunction. It is never used before a verb, but before a noun or a pronoun :

This boy is like his father.
His sister is not like him.

For other conjunctions, *See* the following list.

THE ADVERB

Adverbs of place	Adverbs of Time	Adverbs of degree or measure	
Anywhere.	Afterwards, Again.	Almost, At least.	Nearly, Only.
Elsewhere.	At last, Before.	But, Enough.	Pretty, Rather
Everywhere.	Early, Ever.	Few, Hardly.	Scarcely.
Hence, Here.	For ever.	How many.	The least.
Here and there.	Formerly.	How much.	Too.
Nowhere.	From time to time.	Less, Little.	Too much.
Somewhere.	Lastly, Late, Never.	Many, More.	Too many.
Thence, There.	Now, Now and then.	Much, no more.	Very.
Whence, Where.	Often, Once, Seldom.	Most, The most.	Very much.
Wherever.	Sometimes, Soon.		
	Still, Then, Yet.		

PREPOSITIONS

About.	Among.	Beneath.	Except.	Of.	Till, until.
Above.	Around.	Beside.	For.	On, upon.	To, towards.
Across.	As far as.	Between.	From.	Out of.	Under.
After.	At.	Beyond.	In.	Save.	Up, up to.
Against.	Before.	By.	Into.	Since.	With.
Along.	Behind.	Down.	Instead of.	In spite of.	Within.
Amid.	Below.	During.	Near.	Through.	Without.

CONJUNCTIONS

After.	Because.	For.	Nor.	Still.	When.
And.	Before.	However.	Now.	Than.	Whether...or.
As.	Besides.	If.	Or, else	That.	While.
As if.	Both.	In order that.	Since.	Therefore.	Without
As though.	But.	In order to.	So as to.	Though.	Yet.
As well as.	Either.	Like.	So that.	Till, until.	
As soon as.	Else.	Neither.	So then.	Unless.	

INTERJECTIONS

Exclamative Interj.	*Imperative Interj.*	*Idiomatic Interjections*	
Ah! Alas!	Away with you!	All right! Bravo!	Indeed! My goodness!
Dear me! Encore!	Behold! Come on!	Cheer up! Capital!	Out with him!
Fie! For shame!	Hark! Hear!	Farewell! Fire!	Soft! Stop thief!
Hurrah! Indeed!	How now! Hush!	Gently! Good-bye!	Welcome! Your health!
Oh! Shocking!	I say! Look!	Good Gracious!	
Well!	Look out! Why!	Hallo! Help, Help!	

JESSIE'S LUCK

CHARACTERS

JESSIE CROOK. *A crusty old woman*
RUTH BRAY. *A neighbour*
GRACE MARCHMONT. *A young lady*

Interior of Jessie Crook's cottage, fireplace at the back of stage, a kettle on the fire a small table, two chairs. Enter Jessie.

JESSIE. Ugh! here's a nice night, to be sure. It's no use shutting the window or door—when there's a draft coming in that cuts like a knife. (*Goes to fireplace*). Of course the chimney smokes, as if the landlord was stuck in it—I wish he was. Now—where are my glasses? Stupid things, I know I put them on the table, where on earth are they? It's just my luck if some one has got in and stole them. (*Sits right of fire.*) Ugh! Heigho! my rhumatism! I'll have a cup of tea, and a scrap of toast. Is the kettle boiling? (*Fetches from left wing cup and saucer, teapot, etc., loaf of bread, cuts slice, toasts it.*) What a night, to be sure—it's raining cats and dogs—glad I'm not out. (*Makes tea.*) Now then, I'll be comfortable. (*Knock at door, left.*) What's that? Some one tapping at the door—it's neighbour Bray—of course, she thinks that she is going to have some of my tea—not if I know it! (*Carries the things, etc., hides them, right—loud tapping.*) My toast will be quite spoiled, but I'm not going to feed her. (*Opens door left.*) Oh! is that you, Ruth Bray? What a night to be out in—you're wet through.

RUTH, *outside.* Should think I was, Jessie! isn't it dreadful?

JESSIE. You're awfully wet, Ruth, and I've just cleaned up. Hadn't you better go home—not that I care for myself, but——

RUTH. Oh no, of course not—but the fact is, I've some news, Jessie.

JESSIE. Oh, come in then, Ruth. (*Enter Ruth.*) The fire isn't up to

1. Adapted from *Our Girls' Book of Plays*, by M. COOPER. London. Wells Gardner, Darton and Co., Ltd., 3. Paternoster Buildings, E. C. By kind permission.

much—wood is so scarce—there, sit down—I'll just put your umbrella outside to drip. (*Exit Jessie, left.*)

RUTH. Jessie's room smells comfortable; what is it, I wonder. (*Crosses right.*) Oh-h-h, I see—some toast here—and the teapot—I see, she's going to have her tea—queer old body, does she think I want to eat her toast? fancy hiding it—oh, I'll have some fun with Jessie Crook. (*Seats herself left of fire; enter Jessie, right.*)

JESSIE. Is the fire all right? (*Sits right of fire.*) Well, Ruth, what's the news? I won't keep you out to-night.

RUTH. Oh, no hurry, Jessie; I'm not particularly busy; how your kettle does boil; sounds lively, doesn't it?

JESSIE. Yes, perhaps it does—my rheumatics are so bad, that I mean to have a little warm gruel to-night.

RUTH, *slyly.* Wouldn't tea be nicer, Jessie?

JESSIE. Tea—tea at eighteen pence a pound! My goodness, Ruth—a poor widow can't afford tea—oh no—if my poor old man had lived I might have drunk tea—but no, gruel is all I can hope for now.

RUTH. Well, it might be worse, I've had nothing else for some time; still tea and a bit of buttered toast is more of a relish.

JESSIE. Toast! my goodness, Ruth! toast is for rich people, not for poor lone widows. Ah no! dry bread and water gruel is all I can get—and I'm sure I'm thankful for it.

RUTH. So am I, Jessie—but toast is more tasty.

JESSIE. Ah, Ruth, it's wrong to be so discontented; if I'd such things as tea and toast, how glad I'd be to share them with *you*—but I'm thankful for bread. (*Knock outside.*) What's that?

RUTH. A tap at the door—Keep still, Jessie, I'll open it. (*Rises.*)

JESSIE, *stops her.* No, you don't, Ruth Bray; no one comes out for any good on such a night as this.

RUTH. Oh, Jessie, it may be some one in trouble.

JESSIE. Serve them right. I won't have my door opened letting in all the wind and rain. (*Loudly.*) Who's there?

GRACE. (*Outside.*) I have lost my way, please open the door.

RUTH. Listen, Jessie! it's a woman's voice; you won't be so cruel as to keep the door shut now.

JESSIE. Nonsense, Ruth, it's only some tramp. (*Loud.*) Go away!

GRACE. (*Outside.*) Oh, do open the door, I'm so dreadfully wet.

JESSIE. Nasty thing! wants to make my place all in a mess. (*Loud.*) You go on to the village!

GRACE. (*Outside.*) I can't find the way; oh, pray, open the door.

RUTH. For shame, Jessie Crook! (*Pushes her aside.*) I shall open the door. (*Opens the door right.*) Oh, you poor thing. (*Enter Grace Marchmont.*)

JESSIE. Poor thing, indeed! I won't have her in here; a nice muddle I shall be in. I thought so, nothing but a tramp!

GRACE. Can't you let me dry my clothes a little? They are so wet, and I have lost my way.

RUTH. Oh, never mind what Jessie says; she is cross to-day; you come with me, my cottage is close by—and though I can't show so bright a fire, you're welcome to what I have.

GRACE. Thank you so much; but can't I dry my things first? I will gladly pay for any trouble I give.

JESSIE. Eh, what's that? Pay, did she say? That alters the case. Get out of the way, Ruth Bray; let the lady come to the fire; sit down, ma'am. (*Grace sits, left. Jessie takes off her cloak.*) We'll do the best we can; you see we're only poor people, and can't be so generous as we should like—take the cloak, Ruth—but when people can pay, it's different. Take her hat, Ruth; were you going on to the village, ma'am?

GRACE. Yes, but I lost my way; how am I to get back?

RUTH. You'd better stop here a bit; it's raining cats and dogs outside. You'll let her stop, Jessie.

JESSIE. (*Crosses right, begins rubbing the wet of the floor.* Oh yes, if she can pay for the trouble; poor people can't be so free with their things. (*Aside.*) I wonder who she is?

GRACE. (*Aside.*) What a horrid old woman! (*To Ruth.*) I must send a message to my friends, they will think I'm lost.

RUTH. Well, they'll be about right: but don't worry; my son comes home from work at eight, and he'll go for you. Where do you want to send?

GRACE. Up to Mount Pleasant. I'll write a note. (*Takes out her pocket book; drops purse on the floor.*)

JESSIE. What house did she say, Ruth?

RUTH. Mount Pleasant—she's staying there.

JESSIE. Stuff and nonsense! Visitors at large houses don't go wandering about getting lost like this—I don't believe a word she says.

RUTH. Be quiet, Jessie! She'll hear you.

JESSIE. I don't care if she does—but I do wonder if she can pay. (*Crosses left—aside.*) Eh! what's this? She's dropped her purse. (*Picks it up.*) It's not very heavy—but there's something in it—shall I give it back—I'll wait a bit and see. (*Goes behind Grace, hides purse on chimney piece*).

GRACE. (*Folding up the note.*) There! if your son would kindly take that note for me, I should be greatly obliged.

JESSIE. I'm sure my nephew, who lives close by, would gladly take it for a trifle—he's a poor man, with an ailing wife and a large family.

RUTH. Nonsense, Jessie! Roger will go without half the fuss—can't you give the lady something to eat?

GRACE. How do you know I am a lady? (*Aside.*) This is rather fun! (*To Jessie.*) I have very little money with me, so cannot afford much.

JESSIE. (*Aside.*) I thought so; she's only one of the servants. Oh, my tea and toast, they must be quite spoiled. (*To Grace.*) You can have some bread.

GRACE. Only bread! Have you no tea?

JESSIE. Tea! We're not rich people! You're a nice stuck-up sort of person—coming into my house, pretending to be a lady, and grumbling at my food.

RUTH. Oh, Jessie, what a tongue you have got!

JESSIE. You hold yours, then. I don't believe she has any money at all—she's nothing but a take-in.

GRACE. (*Aside.*) What a horrid old woman! I'm sure I can smell something nice.—I must get away somehow.

RUTH. (*Goes left, looks about.*) Hullo, Jessie, what's this?

JESSIE. Leave my things alone, Ruth; how dare you peep and pry?

RUTH. Buttered toast! oh Jessie! and tea!

JESSIE. Well, and can't I have what I like without feeding half the town ? Be off home, and take your lady with you. A pretty lady she is—I'd be ashamed to go begging from poor people.

RUTH. I say, Jessie, for shame!

GRACE. Really, my good woman—

JESSIE. Good woman indeed ! I'm no more a *good woman* than you; I'm a respectable lone widow; like your impudence to call me, good woman!

GRACE. It certainly was a great mistake. (*To Ruth.*) If your home is close by, will you take me there? I don't think I can stop here any longer.

RUTH. I'll take you gladly, ma'am; as for Jessie, she must be mad.

JESSIE. I hope you understand, ma'am, that I'd be pleased to keep you, only.—(*Shrugs her shoulders.*)

GRACE. Pray don't apologise—my cloak and hat, please. (*Aside.*) Old cat, I know she's got my purse, I'll teach her a lesson. (*To Ruth.*) Are you ready? (*Ruth helps her to dress.*)

RUTH. Yes, ma'am; good-bye, Jessie—nice sort of woman you are, I hope the tea and toast will taste nice.

GRACE. Will you lead the way? I can promise that you shall not repent helping me.

JESSIE. (*Aside.*) Dear me, perhaps she is a lady after all. (*To Grace.*) I'm sure, ma'am, I'm sorry to offend you; and for a small trifle I'd be glad to help you; as to the tea and toast, I meant them as a surprise for Ruth. (*Grace goes to door right.*) I hope you will stay, ma'am, and not forget that I am a very poor woman to whom the smallest trifle would be acceptable; as for Ruth, she has a son to help her. (*Grace and Ruth going.*) Do please, ma'am. (*Exit Grace and Ruth.*) There, she's gone! Just my luck; and that spiteful Ruth will play up to her no end. But, no doubt, she's only a take-in; she didn't look like a lady. Serve Ruth right. I'm glad I got rid of them, no one takes in Jessie Crook, oh, dear no. Now for my tea; (*fetches tea things, feels teapot*) stone cold; but the kettle is still boiling, and the toast—I must warm it up. (*Sits left of fire*). Now I'll be comfortable; there's nothing like tea—Well, I feel pretty comfortable, but the toast is tough. (*Enter, Ruth, right.*)

RUTH, *excited.* Oh, Jessie, such news!

JESSIE. Be off, Ruth Bray! I won't have you breaking in like this. It's no use complaining to me—I shan't pity you—I know you've been taken in—But you only have yourself to blame; I could see at once that woman was a do—but you think yourself so clever.

RUTH. Oh, Jessie, just listen.

JESSIE. (*Biting toast.*) Well, I won't. I'm not going to pity you!

RUTH. Pity indeed! I never had such a stroke of luck in my life! Who do you think she was?

JESSIE. (*Eating.*) I don't know, and I don't care: I think you are out of your mind flying about like this.

RUTH. Oh, but Jessie, you must listen! I took her home, but before we got inside, up comes a carriage—not a cab, you know—but two horses and a coachman and footman, and one of them calls out loud, " Is the Lady Grace Marchmont here? "

JESSIE. What! (*Drops toast into tea cup.*)

RUTH. Yes, fancy that! Lady Grace Marchmont! She had gone over to Marden with the pony carriage, and one of the ponies went lame—so she declared she would walk home,but what with the wind and the rain, she lost her way.

JESSIE. Do you mean to tell me that that woman was Lady Grace from the Mount?

RUTH. I do, Jessie; and if you'd not been so mean, you might have made your fortune.

JESSIE. I don't believe a word of it; you only say it just to vex and worry me.

RUTH. It's as true as true, Jessie! She thanked me over and over again for what she called my kind intentions, and has promised to give Roger the gardener's place—then she says, laughing — " I have lost my purse, but will send you a little present to-morrow. "

JESSIE. No, she didn't lose it, she left it here. I was just going to put on my bonnet and run in with it—I'll go ot once. (*Rises, goes left.*)

RUTH. Stop! Stop! That's no use! She ieft a message for you.

JESSIE. For me!!!

RUTH. Yes, as she was driving off she said, " Tell your friend Jessie Crook, from me, that she may keep all she finds, and I hope it will make her more charitable next time a traveller comes to her door ".

JESSIE. Oh, well, if I can keep the purse, I don't much care; I shall get something out of it.

RUTH. Let's see what's in it, Jessie.

JESSIE. I daresay! Don't expect mo to give you any of it.

RUTH. I don't want any; you are welcome to all you get. If Roger gets the gardener's place, it will mean comfort all my days. Where is the purse?

JESSIE. I've got it—just keep your hands off, Ruth Bray. Now then, I'm in want of a little ready money for new blankets, so this will come in handy. (*Fetches purse.*)

RUTH. You don't deserve it for being so nasty.

JESSIE. Rubbish! You'd take

in any tramp. Of course, if I'd known who she was, I'd have got more out of her. Still, I shan't do badly. (*Opens purse.*) What's here?—a penny—.

RUTH. And a halfpenny.

JESSIE. And no more—call her a lady indeed, and behave like this. (*Turns purse out.*) There must be more—it's too bad.

RUTH. It's your own fault, Jessie; you turned your luck away to-night.

JESSIE. Hold your tongue—it's just my luck! How was I to know who she was—oh, I shall go mad! (*Throws purse down*).

RUTH. Nonsense, Jessie; if you were only not so mean—.

JESSIE. Be off, I won't have you crowing over me; you've feathered your nest nicely, and I, a poor lone widow, am treated like this!

RUTH. Well, Jessie, I'll wish you good-night and pleasant dreams. Perhaps another time you won't shut your door on neighbours or strangers. Good-night, (*turns at door*), you old cat!

JESSIE. Nasty creature! I knew this would be a horrid day! Oh! it's a weary world for a poor old widow to live in—people are so hard-hearted—only a penny and a half penny for giving shelter to a stranger—it's enough to make me quite bitter—but there—everything goes wrong with me. I'm a poor, despised woman; I don't get any thanks for what I do—because it's as it always is—just my luck!

CURTAIN.

Anecdotes and Stories

ADAM AND EVE

The governess of a metropolitan infant-school had related to the children how the man Adam was first created from the hands of God, and how Eve was afterwards formed by the same Almighty power. Presently the mistress paused, and asked the question : " And why, children, did God create the woman Eve for the man? "—" Please, ma'am, " answered a little girl, " to make Adam his coffee, in the morning. "

MISS AND MRS.

A Professor was explaining to the top class of a Girls' High School the theory according to which the human frame is completely renewed every seven years, and addressing one of his pupils, to make his meaning clear, he said:

" Thus, Miss A., in seven years, you will be Miss A. no longer. "

" I earnestly hope that may be so, " said the young lady, modestly casting down her eyes.

In fact she transformed into Mrs. B. within four years of the above related scene.

PRACTICAL TUITION

" Must I do all this task, mamma ? " said I. " three pages! " —" Yes, " returned my mother, " you ought to do it before your father comes home, and be a good little boy. " But the good little boy was in a lazy mood : he was thinking of his friend Ned who expected him out of doors for a game at marbles.

An hour later, my father came in. " Have you done your task ? " he said.—" N...no, was the answer. "—" You should do it, Charley dear, " pleaded my mother.—" He should do it, do you say ? no, he shall do it, and he must do it, or..."

I could not hear the end of the sentence, but turning round, I saw that my father's hand was rather near my face. I never forgot the meaning of " must ".

A VERY ANCIENT FAMILY

The famous Lord Chesterfield had a relation, a Mr. Stanhope, who was exceedingly proud of his pedigree, which he pretended to trace to a ridiculous antiquity. Lord Chesterfield was one day walking through an obscure street in London, when he saw in a shop a miserable daub of Adam and Eve in Paradise. He purchased this painting, and having written on the top of it: " *Adam de Stanhope of Eden and Eve his wife* " he sent it to his relation as a valuable old family portrait.

THE LAW OF RETALIATION

A tiler fell by accident from the top of a house on a man who was passing in the street, and killed him, though he himself escaped unhurt.

The nearest relatives of the dead man called the tiler before the judge; but when money was offered them, they refused, saying that nothing could satisfy them but the law of retaliation.

" If that is the case, " said the judge, " the matter will be easily settled; let one of you go up to the top of the house, and then fall down upon the tiler. "

PUZZLING

" Henry, dear, " said Mrs. Bride, a newly-married lady, to her husband, one morning, " I wish, if it won't be too much trouble, dear, that you'd bring me home a yard of orange ribbon this evening. I don't want it so very wide or so very narrow; something between an inch and an inch and a half, or at most an inch and three-quarters, will be about right.

" Be sure and get a pretty shade of orange, dear; and I'd prefer it with one side satin and the other gros-grain, although all satin or all gros-grain will do; but I think you can easily get the other if you look about a little; and be sure, dear, to get a ribbon with plain corded edge; and don't get a remnant; and don't get any shade but orange; not real vivid orange, either, but a piece that will look well with pale green; and don't pay too much for it; and don't get red, or blue, or green, or pink by mistake. You won't forget, will you, dear ? I must have the ribbon to-night. "

Was it any wonder that, when the dazed Henry came home, he brought three yards of sky-blue taffeta ribbon ?

A WITTY IRISHMAN

Last century, in one of our courts, three men, an Englishman, an Irishman and a Scotchman were found guilty of murder, and sentenced to be hanged. The judge told them they might each choose the tree on which they would like to suffer capital punishment.

The Scotchman prompty chose an ash-tree, and the Englishman an oak-tree. " Well, Pat, what will you be hanged on ? " asked the judge. " If it pleases your Honour, I'd (I would) rather be hanged on a gooseberry bush. " " Oh ! " said the judge, " that is not big enough." " Then, " replied Pat, " I'll wait till it is grown up. "

BEFORE A COURT OF JUSTICE

— " What are you here for ? " asked the judge fiercely.

— "Please, Sir, for a bill they say I have signed. "

— " Indeed ! Is the writing on that paper yours ? "

— " It is not, Sir. "

— " Did you not write it ? Who did then ? "

— "How can I know, Sir ? "

— " Have you seen it before ? "

— " No, never. "

— " Had you placed it in a sealed envelope ? Answer me : we have witnesses who will swear you put it there yourself. "

— " I shall be much surprised to hear them, Sir. "

— " Would you take your oath this handwriting does not much look like yours ? "

— " I would certainly. "

— " Now, how can you know this ? "

— " Because I cannot write, Sir."

THE PEASANT GIRL

A young peasant-girl was going to market, with a pot of milk on her head, reckoning on her way how much she might get for it. " This milk, " said she, " will bring me in so much money; that money will buy so many eggs; those eggs will give me the same number of chickens; those chickens, when they have become cocks and hens, will supply me with a pig. When the pig is fat, I will sell it, and buy a cow and a calf. Then, " added she, " I shall have a husband, perhaps a farmer, and my neighbours will say : " How do you do, Neighbour such a one? "— Very well, I thank you, and how are you ? " Perhaps my husband will be a land-owner, and then it will be: " Good morning, Mrs. such a one, I hope you are well ? " And I will reply : " Very well, I thank you. " But if my husband is a gentleman, then they will say : " Your servant, Madam "; and I will toss my head and say nothing. "

Full of this thought, she tossed her head as she said this, and down came the milk-jug, and thus were at once overset all her fine hopes about her eggs, her chickens, her pig, her cow and her husband.

THE WONDERFUL PUDDING

" Shall I tell you the story I heard at school to-day, mother ? " asked John. " Yes, dear, do " answered his mother.

" A traveller said one day he had seen a cabbage, under the leaves of which a regiment of soldiers was sheltered from a shower of rain. A man who heard him said that he had passed by a place where there were 400 brasiers making a caldron—200 within, 200 without. The traveller asked him for what use this huge caldron was. " Sir, " said he, " it was to boil your cabbage. "

" Well, " said mother, " that's a nice story. Something wonderful still, and quite true, this time, is that to-morrow I'll give you a pudding that has taken more than one thousand men to make. "

" It's a joke, mother, " exclaimed John and Peter.

The next day the two children came home from school, very anxious to see the wonderful pudding, and were rather surprised to to find the house as quiet as usual. Still more astonished were they when the pudding appeared on the table; it was an ordinary-sized pudding just the same as usual, not a bit larger. " Oh, mother, " they cried, " you see it was a joke, certainly cook made that pudding quite alone. "

" Since you don't believe my word, children, just take a pencil and a slip of paper, you'll help me to make up the sum. Now to make this pudding we must first have the flour; and how many people must have laboured to procure it ! The ground must have been ploughed, and harrowed and sowed and reaped. To make the plough and the harrow, miners and smiths, wood-cutters, sawyers, and carpenters must have worked.

" The leather of the harness for the horses had to be tanned and prepared for the harness-maker. Then we have the builders of the mill, and the men who quarried the mill-stones, and made the machine-work of the mill, besides the miller and his servants.

" Then think of the plums, the lemon-peel, the spices, the sugar, all these come from foreign countries, and to bring them here, ships, ship-builders, engineers, sailors, growers, merchants, and grocers have been employed.

" The ox that procured the suet came from a farm, so did the cow that gave the milk and the hen that laid the eggs. Now at the farm... " " Stop, stop, mother, " cried the children, " you have counted more than one thousand. "

—" And that is not all, " went on mother, " to cook the pudding, we must have coals, so we must reckon the colliers who bring us coals, miners who dig for tin and iron for the saucepan and the stove. Then there is the linen of the cloth it was wrapped in : we must count those who grow the flax and gather it, and card it and spin it and weave it, and all the workmen who make the looms and the machines. So you see, my children, that the work of every one, however humble it may be, is necessary to the welfare of all. "

THE WONDERFUL HOUSE

Once upon a time I saw a beautiful house, in fact I used to see it every day, but only once or twice did I catch a glimpse of its most extraordinary inmate. First of all, the shape of that house was quite different from that of ordinary houses, which are generally square or rectangular, or round like a windmill; that one was neither square nor rectangular nor yet round, but rather oval with the top larger than the bottom.

Though it was high enough, it had only two windows, oval-shaped too but cut across the wall in contrast to the house itself. Oh the lovely wonderful windows ! The colour of the glass panes was blue, framed in white, with just a little bit of black in the centre of the pane. But those beautiful panes could never be mended if once they had been broken, so to keep them from injury the wall jutted out above them so as to make a kind of roof covered with thatch. Then there were the blinds that were always drawn down at night, or in the day time if any danger was near, such fine blinds they were, pinky-white blinds edged with lace of a darker shade.

Now, between the two windows was the ventilator, a very clever apparatus having the shape of a knocker, and through which pure air constantly went in and foul air came out, so as to keep the house fresh and healthy.

If there was any smell that was not quite pleasant in the neighbourhood of the house, the ventilator discovered it at once, which was a very good thing, because the " outside people " could get rid of whatever was wrong.

But if there were sweet scents about, the ventilator knew it in a moment, and it really did seem to enjoy the pleasure of smelling!

On each side of the house there was a very clever arrangement for enabling the owner to hear all that was going on outside. These were rather like two shells, fixed firmly in the walls of the house.

Now we come to the door of the house, which was the most wonderful part of that wonderful house. It was placed exactly under the ventilator; it was not a very big door; a big door would not have been pretty in that house. It had a very curious arrangement. Just inside when the door opened, you could see rows of servants; these stood in beautiful order, one beside the other, all dressed in white with dainty pink shoes. Their duty was to examine every visitor ; they did it in a strange

way. Both rows helped in the process. They flew at the newcomer; they turned him over, backwards, forwards, round and back again; over and over he went, quite helpless in the hands of these strange servants. Whatever shape he went in, this was soon altered; the servants tossed and turned the visitors till they made them look exactly alike, before they let them, at last, slip through the small dark entrance at the farther side of the house.

Now for the inmate! Oh, what a funny fellow he was! Rather fat, he seemed to have no bones, as he could bend about in the strangest manner. He wore a pink jacket, and spent his whole existence inside the house; sometimes he would take just a peep outside the door, but he would quickly come in again and retreat behind his two rows of servants, who could prevent him from going out if they chose.

He was very fond of tasting things: nice sweet cakes and chocolates, puddings and creams; I have known him obliged to taste bitter medicine, and then, oh, dear! how queer he looked, the fat inmate in the pink jacket!

Just one word more about the roof of the house. It was gold! Lovely gold shining in the sun, and in windy weather blown into strange shapes; still it always kept its place, protecting the house and its inmate. But though it was the roof, it often had another roof put over it.

Can you guess what was the name of the house?

AUSTRALIA

What strikes the European traveller most on arriving in this antipodal country, is to see the order of nature to which he has been accustomed, completely reversed. Thus, the seasons are inverted: January marks the middle of summer, and July the middle of winter. Midnight here is noon there. When it is fine in Australia, the barometer falls; it rises to announce bad weather. Our longest day is in June, with the Australians it is in December. The heat blows from the North, the cold from the South, it is on the summits that the atmosphere is warmest.

The same contradiction exists in everything. The swans are black in New South Wales, and the eagles white; the bees have no sting, the birds no song; the wolf appears in the day, and the cuckoo is heard only at night. There are some quadrupeds that have a beak, and lay eggs, whilst others are provided with a sack to carry their young. The cherries have no stones. The pears that here are mellow, seem there to have been carved in oak. The trees for the most part give no shade, because their leaves are turned edgewise to the light instead of being flat.

THE SLEEPING BEAUTY

Once upon a time there was a King who gave a great feast at the christening of his only child, a little baby Princess, and, among the guests he invited, were seven fairies, who were all godmothers to the little princess.

Just as the feast began, an ugly old fairy appeared. Nobody had seen her for fifty years, and thinking that she had left the country, the King and Queen had not troubled to invite her. This made her very angry, and as she sat down she muttered: "Now, before I leave this place, I will turn all their joy to sorrow."

Happily the youngest fairy overheard the threat, and slipped away, hiding herself behind a curtain.

When the feast was ended, the fairy godmothers came to the little Princess and gave her their christening gifts. The first fairy bestowed on her the gift of angelic beauty; the second the gift of angelic goodness; the third gave her the gift of genius; the fourth, the gift of exquisite gracefulness; the fifth gave her a voice like a nightingale and the sixth made it easy for her to learn the most difficult lessons.

"Hold! See, your gifts are useless!" cried the ugly old fairy, "for I give your godchild the gift of being pricked by a spindle, and of dying from the wound, when she is fifteen years old!"

The King and Queen began to weep. But the youngest fairy

sprang from behind the curtains and said:

"Do not weep, my dear King and Queen. The Princess shall not perish. Yet I cannot change entirely the spell which an older fairy has cast upon her. She will be pricked by a spindle. Yes! But instead of dying, she will only fall into a sleep lasting a hundred years, and from that sleep she will be awakened by a kiss."

The King at once made a law forbidding everybody to use a spindle, and the Princess never saw one till she was fifteen years of age.

On her fifteenth birthday, when she was playing hide-and-seek in the woods round one of her father's castles, she came to a very old tower, the door of which stood open. She climbed the stairs to the top and there in a room she found a very old woman spinning flax with a spindle and distaff. As she had never seen a spindle before, the young Princess was highly interested and asked the old woman to lend it to her. She had hardly taken it when the point ran into her hand and she fell down into a deep sleep. The King and Queen summoned all their doctors, but none of them could awaken the Princess. In the meantime, the youngest fairy arrived. She bade the King and Queen return to their palace, and leave all their courtiers in the castle. Then she dressed the Princess in a lovely robe and laid her in a golden chamber, and cast a spell upon every living thing in the place. A high, dense thicket of briers, thorns, and brambles at once sprang up around it.

The King and Queen died without leaving an heir, and a new line of Kings began to reign, and in the wars and changes of a hundred years, the story of the sleeping Princess was forgotten.

At the end of that time, on a fine summer day, the son of one of the new kings lost his way while hunting, and wandered until he came to the Enchanted Castle. He asked who lived in this strange lonely place. Nobody could tell him, till an old huntsman he met said his grandfather had told him that a young princess wass sleeping in that castle and would not wake up till a King's son came and kissed her.

This excited the Prince's curiosity, and as he was not afraid of anything, he tied his horse to a tree and made his way to the castle.

He entered the thicker part of the wood, and the briars and thorns and great trees bent aside and let him pass, and he strode on through the gate of the castle. He found it a place of strange death. The courtyard was covered with the bodies of horses and dogs and soldiers. In the corridors lay waiting-maids and pages, serving-men and messengers, and in the rooms beautiful ladies were sleeping.

The Prince walked on, and opening the door of the Golden Chamber, he saw a wonderful sight. In the middle of the chamber stood a great bed hung with rich curtains, and on the bed was a young Princess of angelic love-

liness. Surely she lived? He leaned over the Sleeping Beauty to see if she breathed, and kissed her gently. The Princess opened her eyes.

"Is that you, my Prince?" she said. "I have been waiting a long, long time."

They began to tell each other the story of their adventures, but they were soon interrupted. For every living thing in the castle had awakened with the Princess. The dogs barked, the cocks crew, and the soldiers took up their arms. The messengers ran along the corridors with messages given them a hundred years ago, and upset the trays of the waiting-maids. The maid of honour entered the Golden Chamber, and said the dinner (cooked a hundred years ago) was ready.

Before long, the Prince and Princess were married and they lived hapily ever after.

THE THREE WISHES

ONCE upon a time there lived a poor woodman, who had a very pretty woman for his wife. One winter's evening, as they sat by the fire talking of their neighbours, the wife said, "If it were in my power to have what I wish, I should soon be happier than all of them." "So should I," said the husband; "I wish some kind fairy would grant me what I should ask." At that instant they saw a very beautiful lady enter the room, who said to them, "I am a fairy, and I promise to grant you the three first things you shall wish." She then disappeared.

The man and his wife were much perplexed to think what they should wish for. "For my part," said the wife, "if it were left to my choice, I know what I should wish for. I do not wish yet, but I think I should like to be handsome and rich."

But the husband answered: "With all these, one may be sick and fretful and die when young; it would be much wiser to wish for health, cheerfulness, and long life." "But of what good is a long life with poverty?" says his wife. "It would only be prolonging misery. In truth, the fairy should have promised us a dozen gifts, for there are at least a dozen things that we want."

"Yes, that's true," said the husband; "but let us consider by tomorrow the three things that are most necessary for us."—"I'll think all night." said the wife; "meanwhile, let us warm ourselves, for it is very cold." At the same time the wife took up the tongs to mend the fire; while doing this, she, without thinking, said, "Here's a nice fire; I wish we had a yard of black-pudding for our supper, we could dress it so easi-

ly." No sooner had she said this than a yard of black-pudding made its appearance. "Plague on you, greedy," said the husband; "here's a fine wish, indeed. Oh, I am so vexed that I wish the pudding fast to the tip of your nose." The man soon perceived that he was sillier than his wife, for the pudding instantly fastened itself on the tip of her nose. "Wretch that I am!" cried she, "you are a wicked man for wishing the pudding fast to my nose." "My dear," answered the husband. "I did not think of it; but what shall we do? I am about wishing for vast riches, and propose to make a golden case for the pudding."

"No," said the wife, "for I should kill myself if I were to have this hideous thing to the tip of my nose. We have but one wish left; leave that to me, or I will immediately jump out of the window." Upon this, she opened the window; but the man, who loved his wife, called out, "Hold! my dear wife, I give you leave to wish for what you will."—"Well," said the wife, "I wish the pudding may drop off." The pudding obeyed. The husband thought his wife in the right, and said to her, "Let us sup on our pudding, since that is all that remains of our wishes." So they supped merrily, and never gave themselves further trouble about the things they had designed to wish for.

TOURING IN BELGIUM

To go from London to Brussels, you must first take the train to Dover, and then cross the Channel to Ostend, a passage of 68 miles, usually performed in about three hours by the swift mail steamers.

Fom Ostend you proceed towards Brussels by way of Bruges (the town of bridges), once the most important among the Flemish cities, but now like Ghent, Namur, and a number of others, fallen from its former position, which however its inhabitants are trying to conquer again.

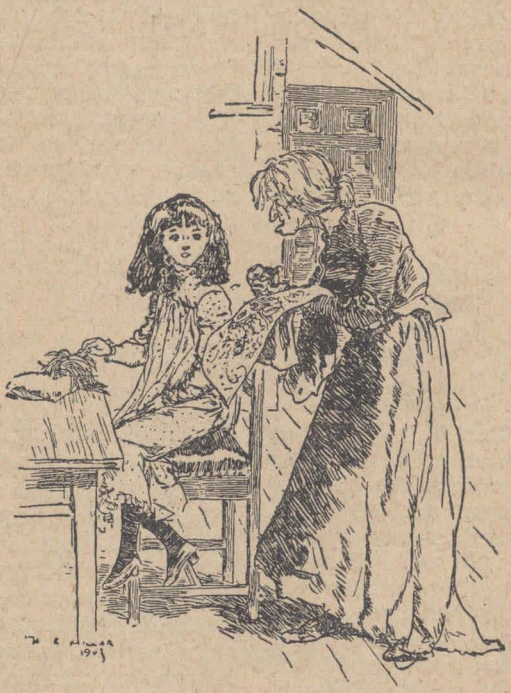
The next place of importance passed is Ghent, and then the railway runs by Alost to Brussels, the capital of Belgium, a place full of attractions for the traveller.

From Brussels the railway takes the traveller on, between the historic field of Waterloo and the town of Wavre, past Ottignies to Namur, one of the strongest fortified towns in Flanders, and a place famous for the several sieges during the wars in the Low Countries in the seventeenth century.

You may then proceed to Luxemburg, 136 miles from Brussels, capital of the duchy of the same name; crossing the frontier after passing Bettembourg, you enter Germany.

ORDER AND DISORDER

Juliet was a clever, well disposed girl, but apt to be heedless and untidy. She could do her lessons very well, but commonly she spent as much time in getting her things together as in doing what she was set about. If she were to do needlework, there was generally the housewife to seek in one place, and the reels of cotton in another. The scissors were left in her pocket upstairs, and the thimble was rolling about the floor. In writing, the exercise-book was generally missing and the ink dried up, the pens, new and old, all tumbled about the cupboard. The slate and slate-pencil were never found together. In making her exercises, the English dictionary always came to hand instead of the French grammar, and when she was to read a chapter, she usually got hold of Robinson Crusoe, instead of the Testament.



Juliet's mamma was almost tired of teaching her, so she sent her to make a visit to an old lady in the country, a very good woman, but rather strict with young people. Here she was shut up in a room upstairs by herself after breakfast every day, till she had done all the lessons set her. This house was one of the very few that are still haunted by fairies. One of these whose name was Disorder, took a pleasure in plaguing poor Juliet. She was a frightful figure to look at, being

crooked and squint-eyed, with her hair hanging about her face, and her dress put on all awry, and full of rents and tatters. She prevailed on the old lady to let her set Juliet her tasks; so one morning she came up with a work-bag full of threads of silk of all sorts of colours, mixed and entangled together, and a flower, very nicely worked, to copy. It was a pansy and the gradual melting of its hues into one another was imitated with great accuracy and beauty.

"Look here," said she, "my mistress has sent you a piece of work to do, and she insists upon having it done before you come down to dinner. You will find all the materials in this bag."

Juliet took the flower and the bag, and turned out all the silks upon the table. She slowly pulled out a red, and a purple, and a blue, and a yellow, and at length fixed upon one to begin her work with. After taking two or three stitches and looking at her model, she found another shade was wanted. This was to be hunted out from the bunch, and a long while it took her to find it. It was soon necessary to change it for another. Juliet saw that, in going on at this rate, it would take days instead of hours to work the flower, so she laid down the needle and began to cry. After this had continued some time, she was startled at the sound of some one stamping on the floor, and taking her handkerchief from her eyes, she saw a neat, small figure advancing towards her. She looked as upright as an arrow, and had not a hair out of its place, or the least article of her dress rumpled or in disorder. "My dear", said she, when she came up to Juliet, "I heard you crying, and knowing you to be a good girl in the main, I am come to your assistance. My name is Order; your mamma is well acquainted with me, though this is the first time you ever saw me. But I hope we shall know one another

better for the future." She then sprang upon the table, and with a wand gave a tap upon the heap of entangled silk. Immediately the threads separated and arranged themselves in a long row consisting of little skeins in which all of the same colour were collected together, those approaching nearest in shade being placed next to each other. This done, she disappeared. Juliet, as soon as her surprise was over, resumed her work, and found it to go on with ease and pleasure. She finished the flower by dinner-time, and obtained great praise for the neatness of the execution.

The next day, the ill-natured fairy came up with a great book under her arm. "This," said she, "is my mistress's house-book, and she says you must draw out before dinner an exact account of what it has cost her last year in all the articles of housekeeping, including clothes, rent, taxes, wages, and the like; you must state separately the amount of every article, under the heads of baker, butcher, milliner, shoemaker, and so forth, taking special care not to miss a single thing entered down in the book. Here is a quire of paper and a box of pens." So saying, with a malicious grin, she left her.

Juliet turned pale, at the very thought of the task she had to perform. She opened the great book and saw all the pages closely written, but in the most confused manner possible. Here was, "Paid Mr. Crusty for a week's bread and baking, so much." Then, "Paid Mr. Pinchtoe for shoes, so much." "Paid half a year's rent, so much." Then came a butcher's bill, succeeded by a milliner's and that of a grocer's. "What shall I do?" cried poor Juliet, "where am I to begin, and how can I possibly pick out all these things? Was ever such a tedious perplexing task? Oh, that my good little creature were here with her wand!"

She had just uttered the words, when the fairy Order stood before her. "Don't be startled, my dear," said she; "I knew your wish, and made haste to comply with it. Let me see your book." She turned over a few leaves, and then cried. "I see my naughty sister has played you a trick; she has brought you the day-book, instead of the ledger; but I will set the matter to rights instantly. She vanished, and presently returned with another book in which she showed Juliet every one of the articles required standing at the tops of the pages, and all the particulars entered under them from the day-book; so that there was nothing for her to do but cast up the sums, and copy out the heads with their amount in single lines. As Juliet was a ready accountant, she was not long in finishing the business, and she produced her account, neatly written on one sheet of paper, at dinner.

The good lady kissed her, and told her that as she hoped she was now made fully sensible of the benefits of order, and the inconveniences of disorder, she would not confine her any longer to work by herself at her tasks, but she should come and sit with her. Juliet took such pains to please her, by doing everything with the greatest neatness and regularity, that she was sent back to her mother, loaded with presents.

PROVERBS AND SAYINGS

A cat may look at a King.
A friend in need is a friend indeed.
All that glitters is not gold.
All work and no play makes Jack a dull boy.
A man's house is his castle.
A penny saved is a penny gained.
A stitch in time saves nine.
A young man idle, an old man needy.
Better late than never.
Birds of a feather flock together.
Charity begins at home.
Do as you would be done by.
Dry bread at home is better than roastmeat abroad.
Enough is as good a feast.
Familiarity breeds contempt.
Fine feathers make fine birds.
Grasp all, lose all.
He that sings on Friday shall weep on Sunday.
He that will eat the kernel must crack the nut.
Honesty is the best policy.
Hunger is the best sauce.
Ill weeds grow apace.
Least said, soonest mended.
Like master, like man.
Little strokes fell great oaks.
Love me, love my dog.
New brooms sweep clean.
None so blind as those who won't see.
One bird in the hand is worth two in the bush.
Rolling stones gather no moss.
Silence is consent.
Small rain lays great dust.
Smooth waters run deep.
Strike while the iron is hot.
Such a father, such a son.
The more, the merrier.
The more women look in their glasses, the less they look to their houses.
There is many a slip 'twixt the cup and the lip.
Three removes are as bad as a fire.
Time is money.
'Tis never too late to mend.
Travellers tell strange tales.
Where there is a will, there is a way.


Shetland Islands
Orkney Islands
C. Wrath
Duncansby Head
Stornoway
Hebrides
Moray Firth
Inverness
Aberdeen
Caledonian Canal
Grampian Hills
Dee R.
Dundee
NORTH SEA
Forth R.
Firth of Forth
GLASGOW
Edinburgh
Tweed R.
Cheviot Hills
Tyne R.
Newcastle
Malin Head
Londonderry
Erne R.
Carlisle
Solway Firth
Pennine Range
Belfast
Isle of Man
IRISH SEA
Leeds
Humber R.
Boyne R.
DUBLIN
Anglesey I.
LIVERPOOL
MANCHESTER
Sheffield
Shannon R.
Liffey R.
Derby
Nottingham
The Wash
Limerick
BIRMINGHAM
Northampton
Ouse R.
Cambridge
Cheltenham
Oxford
Cork
Severn R.
Cardiff
LONDON
C. Foreland
C. Clear
Bristol
Thames R.
Dover
ST. GEORGE'S CHANNEL
BRISTOL CHANNEL
Folkestone
Salisbury
Southampton
Brighton
Calais
Exeter
Portsmouth
Newhaven
Boulogne
Isle of Wight
Land's End
CHANNEL
Dieppe
Scilly I.
Alderney I.
Havre
Guernsey I.
Cherbourg
Jersey I.

A BIRD'S EYE VIEW OF THE UNITED KINGDOM

The United Kingdom is composed of two large islands situated between the North Sea and the Atlantic Ocean, and of many smaller ones. The two large islands are Great Britain and Ireland, separated from each other by the Irish Channel and St. George's Channel. The English Channel and the Straits of Dover separate Great Britain from France. The smaller islands are the Orkney and the Shetland Islands in the North Sea; the Hebrides in the Atlantic Ocean; Anglesey and the Isle of Man in the Irish Channel, the Scilly Islands off Cape Land's End; and the beautiful Isle of Wight, celebrated for its scenery, lies off the Southern coast.

Much further down in the English Channel, and not far from France, are the Channel Islands, Jersey, Guernesey, Alderney and Sark. Their sovereign is the King of England, but they enjoy a government of their own.

England. Great Britain consists of England, Scotland and Wales. England is chiefly mountainous in the North; still neither the Pennine Range, nor the Cumberland mountains are very high; there are small mountains, or rather hills in Cornwall and in the Midland counties, but the Eastern part of England and all the marshy shores of the North Sea are almost as flat as Flanders.

The rivers which run into the North Sea or German Ocean are the Tyne, the Humber formed chiefly by the Trent; the Ouse, which falls into the estuary of the Wash, and the Thames. The Mersey and the Severn flow into the Irish Channel : of all those rivers the Thames is the most important. It has become the greatest waterway in the world. The tide runs up to London and brings the largest ships to its docks.

London, the capital of the United Kingdom, is on account of its large population (7.400.000 inhabitants) and of its commerce, the greatest sea port and commercial town in the whole world. Liverpool is the second port of England; it counts 800.000 inh.; its docks extend upwards of six miles along the Mersey, and it carries on an extensive trade with America.

Manchester (700.000 inh.), the great cotton market of the world, lies east of Liverpool on the Mersey. Besides its cotton factories, it has large works for the manufacture of machinery, carpets and silk. Birmingham (900.000 inh.) a huge industrial town, celebrated for its metal manufactures, is a town of forges, furnaces and foundries. Leeds (450.000) is a great market for cloth and all sorts of woollen stuffs; Sheffield (500.000) is well-known for its cutlery; New-

castle, on the river Tyne, is the centre of a great coal district.

Hull, Dover, Southampton and Bristol are important sea-ports. From Southampton start the mail-steamers for India, China, the West Indies, South America, and South Africa. Portsmouth, 15 miles from Southampton, is a strongly-fortified naval station, with extensive dock-yards, and the head-quarters of the British Navy.

England, which has a mild and wet climate and a fertile soil, is one of the best cultivated countries. It affords excellent pasture lands, where splendid races of oxen, horses, sheep and pigs are reared. But the chief wealth of the country lies in its industrial towns, and England holds the second rank in the world for industry and commerce. The wealth of its coal-fields is unrivalled.

Scotland. SCOTLAND, the northern part of Great Britain, is a mountainous country, almost wholly covered with the chains of the Ross Mountains, of the Grampians and the Cheviot. The highest summits in Scotland are Ben Nevis and Ben Lomond. The rivers have a limited course; the Clyde falls into the Atlantic Ocean, near Glasgow; the Tay, the Dee and the Forth into the North Sea. There are many beautiful lakes in Scotland: they are called lochs.

The coasts are remarkable for their many narrow gulfs or firths, which are very much like the Norwegian fiords.

The soil is poor, though well cultivated on the eastern coast and in the Lowlands, but the tops of the barren or wooded hills grow nothing except heather, so the Highlands are thinly peopled, and it is the industry of the hard-working inhabitants of the Lowlands that has enriched the country.

The capital of Scotland is Edinburgh (400.000 inh.) on the river Forth. The great port of Glasgow, on the Clyde, is the most populous city in the British Isles, London excepted. It has 1.000.000 inhabitants, and is famous for its iron foundries, its cotton-mills, and more particularly for its important ship-building yards, which stretch for miles, along both banks of the river Clyde.

In the Highlands the towns of Dundee, Aberdeen, Perth and Inverness are also important.

Wales. WALES is situated in the south-western part of Great Britain, and like Scotland it was once an independent kingdom. It has mountains as picturesque, if not quite so high as those of Scotland, the highest of which is the Snowdon; they are rich in iron, copper, coal and slate. The most important rivers are the Severn, half English in its course and the Wye, which runs into the Bristol Channel.

The largest towns are Swansea and Cardiff.

Ireland. IRELAND, or the Emerald isle, has been compared to an immense tub; for all the hills rise along the coast, and the inland part of the country is flat. There is only one river of importance, the Shannon, which runs into the Atlantic Ocean but it has a great number of lakes or

loughs. One seventh of the soil is occupied by bogs, that is, soft ground that slips under the feet and on which grow moss and other green plants; it makes the landscape look so green that the name of Emerald isle has been given to Ireland. The Irish, when a bog is drained, cut out and dry the moist part of moss and other vegetation and burn it; it is called peat or turf and makes an excellent fuel.

But the country is poorly cultivated and the Irish farmers lead a wretched life; their chief, and often only food is potatoes. There is hardly any industry in the island except that of linen and lace, and years of famine are not unfrequent. Thousands of peasants have fled from poverty in their native country, and emigrated to the United States.

The capital of Ireland, Dublin, on the small river Liffey, contains about 305.000 inhabitants. Next in importance come the sea ports of Belfast (385.000) and Cork.

After a long struggle against the English and years of civil war, Ireland has now become practically independent and is called The Irish Free State.

Poems and Songs

BED IN SUMMER

In winter I get up at night,
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

R. L. STEVENSON.

THE STAR

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

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle in the night.

Then the traveller in the dark
Thanks you for your tiny spark:
He could not see which way to go,
If you did not twinkle so.

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

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

JANE TAYLOR.

I REMEMBER

I remember, I remember
The house where I was born,
The little window where the sun
Came peeping in at morn.
He never came a wink too soon,
Nor brought too long a day;
But now I often wish the night
Had borne my breath away.

I remember, I remember
The roses, red and white,
The violets and the lily-cups,
Those flowers made of light!
The lilacs where the robin built,
And where my brother set
The laburnum on his birthday:
The tree is living yet.

I remember, I remember
Where I was used to swing,
And thought the air must rush as fresh
To swallows on the wing;
My spirit flew in feathers then,
That is so heavy now,
And summer pools could hardly cool
The fever on my brow!

I remember, I remember
The fir-trees dark and high;
I used to think their slender tops
Were close against the sky.
It was a childish ignorance,
But now 'tis little joy
To know I'm farther off from heaven
Than when I was a boy.

Th. Hood.

THE WINDMILL

Behold! a giant am I!
Aloft here in my tower,
With my granite jaws I devour
The maize, and the wheat and the rye,
And grind them into flour.

I look down over the farms:
In the fields of grain I see
The harvest that is to be,
And I fling to the air my arms:
For I know it is all for me.

I hear the sound of flails
Far off, from the threshing-floors
In barns, with their open doors;
And the wind, the wind in my sails,
Louder and louder roars.

I stand here in my place,
With my foot on the rock below;
And whichever way it may blow,
I meet it face to face,
As a brave man meets his foe.

And while we wrestle and strive,
My master the miller stands,
And feeds me with his hands;
For he knows who makes him thrive,
Who makes him lord of lands.

On Sundays I take my rest;
Church-going bells begin
Their low, melodious din:
I cross my arms on my breast,
And all is peace within.

H.-W. Longfellow.

THE VILLAGE BLACKSMITH

Under a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long;
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy [sledge,
With measured beat and slow,
Like a sexton ringing the village bell
When the evening sun is low.

And children coming home from [school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice
Singing in Paradise!
He needs must think of her once more,
How in the grave she lies;
And with his hard, rough hand he
A tear out of his eyes. [wipes

Toiling,—rejoicing,—sorrowing,
Onward through life he goes;
Each morning sees some task begin,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy
[friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought.

H.-W. LONGFELLOW.

THE BEGGAR MAID

Her arms across her breast she laid;
She was more fair than words can say:
Bare-footed came the beggar maid
Before the king Cophetua.
In robe and crown the king stept
[down,
To meet and greet her on her way;
" It is no wonder ", said the lords,
" She is more beautiful than day. "
As shines the moon in clouded skies,
She in her poor attire was seen:
One praised her ankles, one her eyes,
One her dark hair and lovesome
[mien.
So sweet a face, such angel grace,
In all that land had never been:
Cophetua sware a royal oath:
" This beggar maid shall be my
[queen ! "

TENNYSON.

THE SAILOR BOY

He rose at dawn and, fired with hope,
Shot o'er the seething harbour-bar,
And reach'd the ship and caught the
[rope,
And whistled to the morning star.
And while he whistled long and loud,
He heard a fierce mermaiden cry,
" O boy, tho' thou art young and proud,
I see the place where thou wilt lie.
" The sands and yeasty surges mix
In caves about the dreary bay,
And on thy ribs the limpet sticks,
And in thy heart the scrawl shall play."
" Fool ", he answer'd, " death is sure "
To those that stay and those that roam,
But I will nevermore endure
To sit with empty hands at home.
" My mother clings about my neck,
My sisters crying " stay for shame ";
My father raves of death and wreck.
They are all to blame, they are all to
[blame.
" God help me! save I take my part
Of danger on the roaring sea,
A devil rises in my heart,
Far worse than any death to me. "

TENNYSON.

THE SOLITARY REAPER

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.

No nightingale did ever chant
More welcome notes to weary bands
Of travellers, in some shady haunt,
Among Arabian sands;
Such thrilling voice was never heard
In spring-time from the cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?—
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work
And o'er the sickle bending.
I listened—motionless and still:
And as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

W. WORDSWORTH.

DAFFODILS
BY ULLSWATER

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

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

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

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the Daffodils.

W. WORDSWORTH.

BROTHER AND SISTER

I cannot choose but think upon the time
When our two lives grew like two buds that kiss
At lightest thrill from the bee's swinging chime,
Because the one so near the other is.

He was the elder and a little man
Of forty inches, bound to show no dread,
And I the girl that puppy-like now ran,
Now lagged behind my brother's larger tread.

I held him wise, and when he talked to me
Of snakes and birds, and which God loved the best,
I thought his knowledge marked the boundary
Where men grew blind, though angels knew the rest.

If he said, " Hush ! " I tried to hold my breath;
Wherever he said, " Come ! " I stepped in faith.

George ELIOT.

A SONG

When icicles hang by the wall,
And Dick the shepherd blows his nail,
And Tom bears logs into the hall,
And milk comes frozen home in the pail;
When blood is nipped, and ways are foul,
Then nightly sings the staring owl,
Tu—whoo!
Tu—whit, tu—whoo! a merry note,
While greasy Joan doth keel[1] the pot.

When all aloud the wind doth blow,
And coughing drowns the parson's saw,
And birds sit brooding in the snow,
And Marion's nose looks red and raw;
When roasted crabs[2] hiss in the bowl,
Then nightly sings the staring owl,
Tu—whoo!
Tu—whit, tu—whoo! a merry note,
While greasy Joan doth keel the pot.

SHAKESPEARE.

1. To keel = to cool, to make less hot.
2. Crab-apple, a sour and wild apple (= pomme sauvage).

Revision[1].

COLOURS

What is pink? a rose is pink
By the fountain's brink.

What is red? a poppy's red
In its barley bed.

What is blue? the sky is blue,
Where the clouds float through.

What is white? a swan is white,
Sailing in the light.

What is yellow? pears are yellow,
Rich, and ripe, and mellow.

What is green? the grass is green,
With small flowers between.

What is violet? clouds are violet
In the summer twilight.

What is orange? why, an orange,
Just an orange!

CHRISTINA-G. ROSSETTI.

THE SWING

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside.

Till I look down on the garden green,
Down on the roof so brown.
Up in the air I go flying again,
Up in the air and down!

R. L. STEVENSON.

WHAT THE CLOCK SAYS

The clock says, "Eight!
Quick, you'll be late,
Breakfast's ready,
Master Teddy."

The clock says, "One!
Pudding is done,
Dinner's ready,
Master Teddy."

The clock says, "Five!
Cakes will arrive,
And tea's ready,
Master Teddy."

The clock says, "Eight!
Put up your slate,
Supper's ready,
Master Teddy."

THE COW

The friendly cow all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple-tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;

And blown by all the winds that pass
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

R. L. STEVENSON

1. *From* The Girl's own Book, first year.

LITTLE DROPS OF RAIN

Beating, running, making rivers,
The little drops of rain
Pitter patter, pitter patter
Down the window-pane!

No walking out to-day,
No games, not any fun,
Till their pitter patter
Is over quite and done!

Beating, splashing, never caring,
The little drops of rain
Pitter patter, pitter patter,
Down the window-pane!

THE MONTHS

January brings the snow,
Makes our feet and fingers glow;
February brings the rain,
Thaws the frozen lake again.

March brings breezes loud and shrill,
Stirs the dancing daffodil;
April brings the primrose sweet,
Scatters daisies at our feet.

May brings flocks of pretty lambs,
Skipping by their fleecy dams;
June brings tulips, lilies, roses,
Fills the children's hands with posies.

Hot July brings cooling showers,
Apricots and gilly-flowers,
August brings the sheaves of corn;
Then the harvest home is borne.

Warm September brings the fruit,
Sportsmen then begin to shoot;
Fresh October brings the pheasant;
Then to gather nuts is pleasant;

Dull November brings the blast;
Then the leaves are whirling fast;
Chill December brings the sleet,
Blazing fire and Christmas treat.

SARAH COLERIDGE.

MINNIE AND MATTIE

Minnie and Mattie
And fat little May,
Out in the country,
Spending a day.

Such a bright day,
With the sun glowing,
And the trees half in leaf,
And the grass growing.

Pinky white pigling
Squeals through his snout,
Woolly white lambkin
Frisks all about.

Cluck! Cluck! the nursing hen
Summons her folk,
Ducklings all downy soft,
Yellow as yolk.

Cluck! Cluck! the mother hen
Summons her chickens,
To peck the dainty bits
Found in her pickings.

Minnie and Mattie
And May carry posies,
Half of sweet violets,
Half of primroses.

Give the sun time enough,
Glowing and glowing,
He'll rouse the roses,
And bring them blowing.

Don't wait for roses
Losing to-day,
O Minnie, Mattie,
And wise little May.

Violets and primroses,
Blossom to-day
For Minnie and Mattie
And fat little May.

CH.-G. ROSSETTI.

ONLY A BABY SMALL

Only a baby small,
Dropt from the skies;
Only a laughing face,
Two sunny eyes;
Only two cherry lips,
One chubby nose;
Only two little hands,
Ten little toes.

Only a golden head,
Curly and soft;
Only a tongue that wags,
Loudly and oft;
Only a little brain
Empty of thought;
Only a little heart
Troubled with naught.

Only a tender flower,
Sent us to rear;
Only a life to love
While we are here,
Only a baby small,
Never at rest;
Small, but how dear to us,
God knoweth best.

MATTHIAS BARR.

A BABY SONG

What does little birdie say,
In its nest at peep of day?
"Let me fly," says little birdie,
"Mother, let me fly away."
—"Birdie, rest a little longer,
Till the little wings are stronger."
So it rests a little longer,
Then it flies away.

What does little baby say,
In his bed at peep of day?
Baby says, like little birdie:
"Let me rise and fly away."
—"Baby, sleep a little longer,
Till the little limbs are stronger.
If he sleeps a little longer,
Baby too shall fly away."

TENNYSON.

LINES WRITTEN IN MARCH

The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter,
The green field sleeps in the sun;
The oldest and youngest
Are at work with the strongest;
The cattle are grazing,
Their heads never raising;
There are forty feeding like one!

Like an army defeated
The snow has retreated,
And now does fare ill
On the top of the bare hill;
The ploughboy is whooping—anon—anon;
There's life in the fountains;
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone!

WORDSWORTH.

MY DOLL

I once had a sweet little doll, dears,
The prettiest doll in the world;
Her cheeks were so red and so white,
[dears,
And her hair was so charmingly curled.
But I lost my poor little doll, dears,
As I played in the heath one day,
And I cried for her more than a week,
[dears,
But I never could find where she lay.

I found my poor little doll, dears,
As I played in the heath one day,
Folks say, she is terribly changed, dears,
For her paint is all washed away,
And her arm trodden off by the cows,
[dears,
And her hair not the least bit curled,
Yet for old sake's sake she is still, dears,
The prettiest doll in the world.

CHARLES KINGSLEY.

DAYBREAK

A wind came up out of the sea,
And said, " O mists, make room for me. "

It hailed the ships, and cried, " Sail on,
Ye mariners, the night is gone. "

And hurried landward far away,
Crying, " Awake! it is the day. "

It said unto the forest, " Shout!
Hang all your leafy banners out! "

It touched the wood-bird's folded wing,
And said, " O bird, awake and sing. "

And o'er the farms. " O Chanticleer,
Your clarion blow; the day is near. "

It whispered to the fields of corn,
" Bow down, and hail the coming morn. "

It shouted through the belfry tower,
" Awake, O bell! proclaim the hour. "

It crossed the churchyard with a sigh,
And said: " Not yet! in quiet lie. "

LONGFELLOW.

ARIEL'S SONG

Where the bee sucks, there suck I;
In a cowslip's bell I lie;
There I couch when owls do cry;
On the bat's back do I fly
After sunset merrily:
Merrily, merrily shall I live now
Under the blossom that hangs on the
[bough!

SHAKESPEARE.

TO DAFFODILS

Fair daffodils, we weep to see
You haste away so soon;
As yet the early-rising sun
Has not attained his noon.
Stay, stay,
Until the hastening day
Has run
But to the even-song;
And, having pray'd together, we
Will go with you along.

We have short time to stay, as you;
We have as short a spring;
As quick a growth to meet decay
As you or any thing.
We die
As your hours do, and dry
Away,
Like to the summer's rain;
Or as the pearls of morning's dew,
Ne'er to be found again. HERRICK.

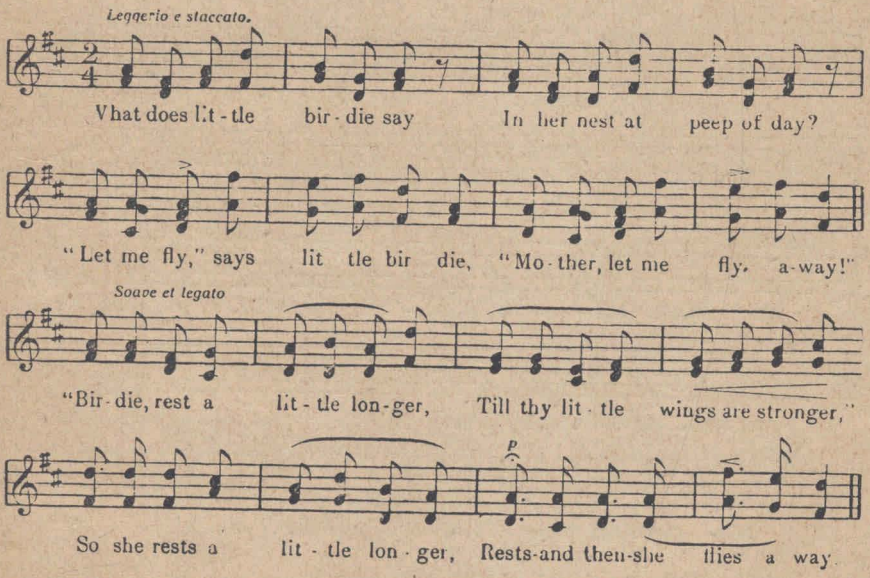
ANSWER TO A CHILD'S QUESTION

Do you know what the birds say? The Sparrow, the Dove,
The Linnet, and Thrush say, " I love and I love! "
In the winter they're silent—the wind is so strong;
What it says I don't know, but it sings a loud song.
But green leaves, and blossoms, and sunny warm weather,
And singing, and loving—all come back together.
But the Lark is so brimful of gladness and love,
The green fields below him, the blue sky above,
That he sings, and he sings, and for ever sings he—
" I love my Love, and my Love loves me! "

COLERIDGE.

WHAT DOES LITTLE BIRDIE SAY?

Leggerio e staccato.

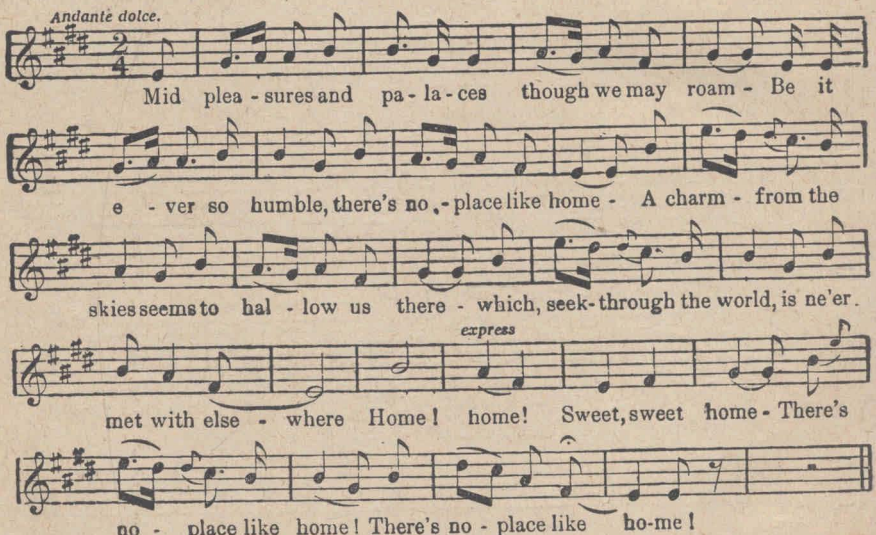


What does little baby say
In her bed at peep of day?
Baby says, like little birdie,
" Let me rise, and fly away ! "

Baby, sleep a little longer,
Till thy little limbs are stronger;
If she sleeps a little longer,
Baby too shall fly away.

TENNYSON.

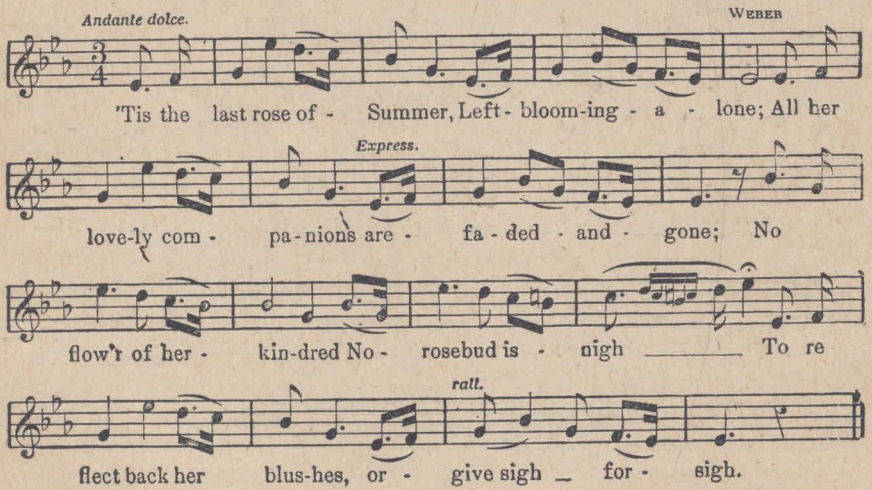
HOME, SWEET HOME



II

An exile from home splendour dazzles in vain :
Oh ! give me my lowly thatched cottage again ;
The birds singing gaily that came at my call,
Give me these, and the peace of mind, dearer than all.
Home! Home ! sweet home !
There's no place like home !

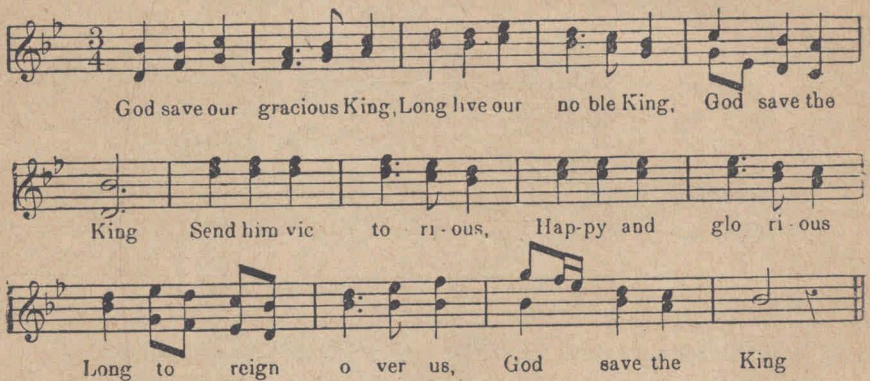
THE LAST ROSE OF SUMMER



'Tis the last rose of Summer,
Left blooming alone ;
All her lovely companions,
Are faded and gone ;
No flower of her kindred,
No rosebud is nigh,
To reflect back her blushes
Or give sigh for sigh.

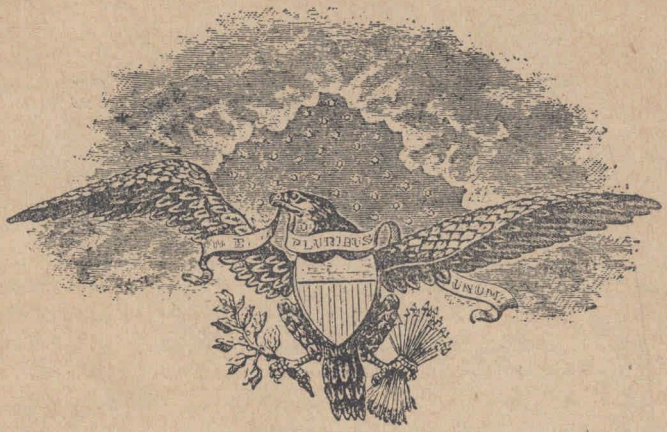
TH. MOORE.

GOD SAVE THE KING



II

Thy choicest gifts in store,
On him be pleased to pour,
Long may he reign!
May he defend our laws,
And ever give us cause,
To sing with heart and voice,
God save the King!



AMERICA (*)

I

My country! 'tis of thee,
Sweet land of liberty,
Of thee I sing.
Land where my fathers died!
Land of the pilgrims' pride!
From every mountain side,
Let freedom ring!

II

My native country, thee,
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills,
Like that above.

III

Let music swell the breeze,
And ring from all the trees,
Sweet freedom's song!
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
The sound prolong.

IV

Our fathers' God! to thee,
Author of liberty,
To thee we sing.
Long may our land be bright,
With freedom's holy light!
Protect us by thy might,
Great God, our king!

*) Tune : *God save the king*

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