

INTERMEDIATE LANGUAGE LESSONS

By Emma Serl

PART ONE



Reformatted
By Cynthia Albright

Thank you for purchasing Intermediate Language Lessons Part One

This edition of Emma Serl's, 'Intermediate Language Lessons,' was reformatted and arranged into a workbook by me, Cynthia Albright.

It started out as a simple reformatting of lesson by lesson for my own children.

I kept most everything as is with a few edits and updated pictures along with room for the students to write directly on the page.

Dictation sheets are found in the Appendix. I made up separate dictation sheets so that there was no need for the student to have to cover up the lesson if the dictation was to be on the same page. It also made it easier for me to give my child the dictation sheet and I could use the book to read the selection aloud.

The Appendix also houses an extra blank sheet for lessons that require more writing room. Instead of adding 20+ blank sheets throughout the book, I just added one at the end that can be copied when needed or a regular sheet of ruled paper can be used in its place. These can then be inserted with the lesson in the student's notebook.

Because this is to be a more independent workbook, I added lines to the 'Conversation' lessons and to the 'Usage of Words' lessons so that the student can write out their answers.

Just remember, that any lesson can be done orally. I sometimes have my son answer the questions orally in complete sentences, or I record him telling or retelling a fable or story. It all depends on where your student is at and you would know best.

Don't let the amount of lines confuse you as to how long an answer should be. It was my intent to have an adequate amount of space for those who write big, like my son for instance. © Also, they are to answer the questions in complete sentences, but I will leave that one up to you.

Thanks again for your purchase,

Cynce!

SAMPLE

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ORIGINAL PREFACE

The purpose of this book is to aid pupils to speak and write the English language correctly.

The book is intended especially for use of pupils in the fourth, fifth, and sixth grades. [*Part One is geared towards fifth grade*] It may, however, be adjusted to suit different conditions found in more advanced classes. If "Primary Language Lessons" was used in the last half of the second grade and through the third, the pupil is well prepared to begin "Intermediate Language Lessons" in the fourth grade.

Attention is called to the following features: Literature studies, not only in poetry, but also in fine prose selections. Letter writing on subjects that appeal to child life, and including simple forms of business letters. Drill on correct forms of speech and words often misused. Many exercises to increase the pupil's vocabulary. The making of outlines, and writing and talking from outlines. The various forms in composition, including description, narration, conversation, dialogue, debate, and the writing of rhymes. Both reproduction and original work in oral and written composition. Sequence and careful gradation in arrangement of lessons. The careful treatment of capitalization and punctuation. Observation lessons which furnish material for talking and writing. Lessons on civic subjects, — such as the school, the court, the state, cleanliness of streets, and needed improvements.

The oral composition in connection with the observation lessons not only aid the pupil in telling readily and accurately what he has seen, but give him self-possession and train him to logical thought.

When an essential fact is taught, the pupil is given practice in using the fact again and again, through dictation, reproduction, and original composition.

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CONTENTS

PART ONE

Preface	i
Lesson	Page
1. Selection For Study — The Finding Of Moses	1
2. Names Of Persons And Places	3
3. Selection For Study — The Stone In The Road	5
4. Selection To Be Memorized	8
5. Composition — A Fairy Story	9
6. Selection For Study — The Wise Fairy	11
7. Oral Composition	15
8. The Sentence	16
9. Picture Study — The Flower Girl	19
10. Composition	21
11. Use Of The Dictionary	22
12. Correct Use Of Words	24
13. Selection To Be Memorized — Robin	26
14. Correct Use Of Words	28
15. Conversation — Birds	30
16. Composition — Description Of A Bird	32
17. Correct Use Of Words	33
18. Selection For Study — The Red-Headed Woodpecker	36
19. An Imaginary Dialogue	39
20. Words Of A Series	41
21. Paragraphs — An Indian Legend	43
22. Conversation — Indians	45
23. Composition — Indians	46
24. Titles And Abbreviations	47
25. Selection For Study — Helen Keller	50
26. Letter Writing — Helen Keller To O. W. Holmes	53
27. Letter Writing	56
28. Letter Writing	58
29. Addressing An Envelope	60

30. Selection To Be Memorized	62
31. Dictation — The Apple Tree	63
32. Conversation — Fruits	64
33. Description — A Fruit Store	66
34. Correct Use Of Words	68
35. Selection For Study — The Barefoot Boy	70
36. Conversation — The Farmer	76
37. Possessive Form	79
38. Composition	82
39. Names	84
40. Selection For Study — Story Of The Flax	85
41. Composition — Description	90
42. Composition — The Thirsty Crow	91
43. Composition — Dialogue	93
44. Conversation — The Cat Family	95
45. Composition — Description Of An Animal	99
46. Dictation — Description Of A Lion	100
47. Narration — A Fable	103
48. Composition	105
49. Narration — A Fable	106
50. Imaginative Letter	107
51. Summary	108
52. Dictation — Quotation Marks	109
53. Meaning Of Words	110
54. Selection For Study — Don't Give Up	112
55. Contractions	114
56. Quotations	116
57. Dictation	117
58. Correct Use Of Words	118
59. Description Of A Game	121
60. Letter Writing	123
61. Picture Study — Gambols Of Children	125
62. Correct Use Of Words	128
63. The Comma In Address	136

64. Oral Composition — A Story	139
65. Selection For Study — The Village Blacksmith	141
66. Henry Wadsworth Longfellow	146
67. Singular And Plural Forms	147
68. Selection For Study — The Wind And The Moon	150
69. Conversation — Clothing	156
70. Conversation — Cotton	158
71. Composition — Cotton	160
72. Letter Writing	162
73. Words That Rhyme	164
74. Writing Sentences	167
75. Written Conversation	169
76. Letter Writing	170
77. Possessive Form	171
78. Conversation — The Dog Family	175
79. Picture Study — The Wounded Companion	178
80. Composition — Story About Wool	180
81. Correct Use Of Words	182
82. Composition — Frisk And The Mice	185
83. Picture Study — Shepherd And Sheep	187
84. Correct Use Of Words	189
85. Singular And Plural	192
86. Selection For Study — King Solomon And The Bees	194
87. Composition — A Story	198
88. Selection For Study — Daybreak	200
89. Dictation	204
90. Exclamations	205
91. An Autobiography	206
92. Composition — An Original Fairy Story	208
93. Composition — Two Squirrels	211
94. Conversation — Gnawers Or Rodents	213
95. Correct Use Of Words	215
96. Conversation — Money	218
97. Composition — History Of A Dime	220

98. Picture Study — Return Of The Fishing Boats	222
99. Selection To Be Memorized — Sweet And Low	225
100. Summary	229
 Appendix	 230

SAMPLE

SAMPLE



From a painting by Delaroche

LESSON 1

SELECTION FOR STUDY

THE FINDING OF MOSES

Many hundred years ago, in the land of Egypt, a Hebrew mother placed her baby boy in a tiny boat made of bulrushes and hid him among the reeds by the riverside. She did this because Pharaoh, the king of the country, had ordered that all the Hebrew baby boys should be killed. The mother left the child hidden there, while his sister Miriam stood afar off to watch.

At about noon the daughter of Pharaoh went down to the river to bathe. As she and her maids walked slowly along the bank, they saw the boat among the rushes. Wondering what it could be, the princess bade one of her maids to bring it to her.

There in the boat of bulrushes they found the baby boy. When he cried, the king's daughter had compassion on him and said, "This is one of the Hebrews' children."

Then said his sister Miriam to the princess, "Shall I go and call a nurse of the Hebrew women, that she may nurse the child for thee?"

And the king's daughter said to her, "Go."

The sister ran quickly and called the baby's mother.

Pharaoh's daughter said to the mother, "Take the child and nurse it for me, and I will pay thee thy wages."

After the child had grown larger, he went to live with the king's daughter as her son. She called his name Moses, for she said, "I drew him out of the water."



Read the story and then tell it.

Describe the picture.



SAMPLE



LESSON 2

NAMES OF PERSONS AND PLACES

1. From the story, "*The Finding of Moses*," copy:

The name of a country _____

The name of the baby _____

The name of the baby's sister _____

The name of the king _____

2. With what kind of letter does the name of a person or place begin?

3. Make a rule for this use of the capital letter.

4. Write the names of:

two countries

1. _____

2. _____

four cities

1. _____

2. _____

3. _____

4. _____



Write the names of:

five boys

1. _____
2. _____
3. _____
4. _____
5. _____



two states

1. _____
2. _____



five girls

1. _____
2. _____
3. _____
4. _____
5. _____

two celebrated men

1. _____
2. _____



LESSON 3

SELECTION FOR STUDY

THE STONE IN THE ROAD

There was once a king who lived in a beautiful palace near a little village. He loved the people in the village and tried in many ways to help them.

But the people were selfish and did not try to help one another. The good king wished to teach them a lesson, so he arose early one morning and placed a large stone in the road which led past his palace. Then, hiding himself near by, he watched to see what would happen.

Soon a woman came along driving some goats to pasture. She scolded because the stone was in the way, and stepping over it she went on to the road.

By and by a man came, riding a donkey. He complained about the stone but drove around it and went on his way.

Other people came and went. Each remarked about the stone, but no one tried to move it.

At last, when the day was almost ended, the miller's boy came down the road. Seeing the stone he halted and put down the bundle he was carrying.

"This stone should not be here," he said. "Some one might fall over it. I will move it out of my way."

The stone was heavy, and the boy could scarcely lift it. But by repeated efforts he at last pushed it from its place and rolled it to one side. As he turned, to continue on his way, he saw that in the place where the stone had been there was a bag upon which something was written. Bending closer he read these words: "This bag of gold belongs to the one who helps others by removing the stone from the road."

The miller's boy carried his treasure homeward with a happy heart, and as the king returned to his palace he said, "I am glad that I have found some one who is unselfish enough to think of the comfort of others."

Tell or write the story, from the following outline:

The king
The people
The stone in the road
The people who passed

The miller's boy
The bag of gold

SAMPLE

Read, in the last part of the story, what the king said.

1. With what kind of letter is the word **I** always written?

2. Make a rule for this use of the capital letter.

SAMPLE



LESSON 4

SELECTION TO BE MEMORIZED

True worth is in being, not seeming;
In doing each day that goes by
Some little good; not in the dreaming
Of great things to do by and by.
For whatever men say in their blindness,
And spite of the fancies of youth,
There's nothing so kingly as kindness,
And nothing so royal as truth.

— Alice Cary



Copy the quotation and memorize it.

SAMPLE

LESSON 5

COMPOSITION – A FAIRY STORY

Read the story, "*The Stone in the Road*," then make a similar story about a fairy and a beautiful jewel. The fairy places the jewel in a bucket far down in a deep well, then she changes herself to an old woman and asks all who pass to draw water for her to drink.



Make an outline of your story.

SAMPLE

Tell or write the story from the outline.

Begin your story in this way.

Once upon a time, a fairy ...

SAMPLE

LESSON 6

SELECTION FOR STUDY

THE WISE FAIRY

Once, in a rough wild country,
On the other side of the sea,
There lived a dear little fairy,
And her home was in a tree;
A dear little, queer little fairy,
And as rich as she could be.

To northward and to southward,
She could overlook the land,
And that was why she had her house
In a tree, you understand.
For she was the friend of the
friendless,
And her heart was in her hand.

And when she saw poor women
Patiently, day by day,
Spinning, spinning, and spinning
Their lonesome lives away,
She would hide in the flax of their
distaffs
A lump of gold, they say.

And when she saw poor ditchers,
Knee-deep in some wet dike,
Digging, digging, and digging,
To their very graves, belike,
She would hide a shining lump of gold
Where their spades would be sure
to strike.

And when she saw poor children
Their goats from the pastures take,
Or saw them milking and milking,

Till their arms were ready to break,
What a splashing in their milking pails
Her gifts of gold would make!

Sometimes, in the night, a fisher
Would hear her sweet low call,
And all at once a salmon of gold
Right out of his net would fall;
But what I have to tell you
Is the strangest thing of all.

If a ditcher, or a fisher,
Or a child, or spinner old,
Bought shoes for his feet, or bread to
eat,
Or a coat to keep from the cold,
The gift of the good old fairy
Was always trusty gold.

But if a ditcher, or a fisher,
Or a spinner, or child so gay,
Bought jewels, or wine, or silks so
fine,

Or staked his pleasure at play,
The fairy's gold in his very hold
Would turn to a lump of clay.

So, by and by, the people
Got open their stupid eyes:
"We must learn to spend to some
good end,"

They said, "if we are wise;
'Tis not in the gold we waste or hold,
That a golden blessing lies."

— Alice Cary

1. Explain the third stanza. What is a distaff?

2. Explain the seventh stanza.

3. Explain the eighth stanza.

SAMPLE

4. Summarize the story of the good fairy.

SAMPLE



5. Who wrote this poem? _____

6. What lesson did the author wish to teach?

7. Which part of the poem do you like best?

SAMPLE



LESSON 7

ORAL & WRITTEN COMPOSITION

Frank and May Rogers each received two dollars for a Christmas present.

Write a story showing how one of the children spent the money foolishly, and one wisely. After, present your story orally.

SAMPLE

LESSON 8

THE SENTENCE

1. A fairy lived on the other side of the sea.
2. Where did she hide lumps of gold?
3. Do not spend gold foolishly.

1. Which of the groups of words tells something? Group _____

A group of words that tells something is a *statement*.

2. What mark of punctuation is placed after a statement? _____



3. Which of the groups of words asks something? Group _____

A group of words that asks something is a *question*.

4. What mark of punctuation is placed after a question? _____



5. Which of the groups of words makes a command? Group _____

A group of words that orders something is a *command*.

A group of words that tells, or asks, or commands is a *sentence*.

6. With what kind of letter does the first word of every sentence begin?



A. Write five statements about "The Wise Fairy."

1. _____

2. _____

3. _____

4. _____

5. _____

SAMPLE

B. Write five questions about "The Wise Fairy."

1. _____

2. _____

Continuing from the previous page, write the next three questions about "The Wise Fairy."

3. _____

4. _____

5. _____

C. Write five commands that the fairy might have given to the people, or that they may have given to each other.

1. _____

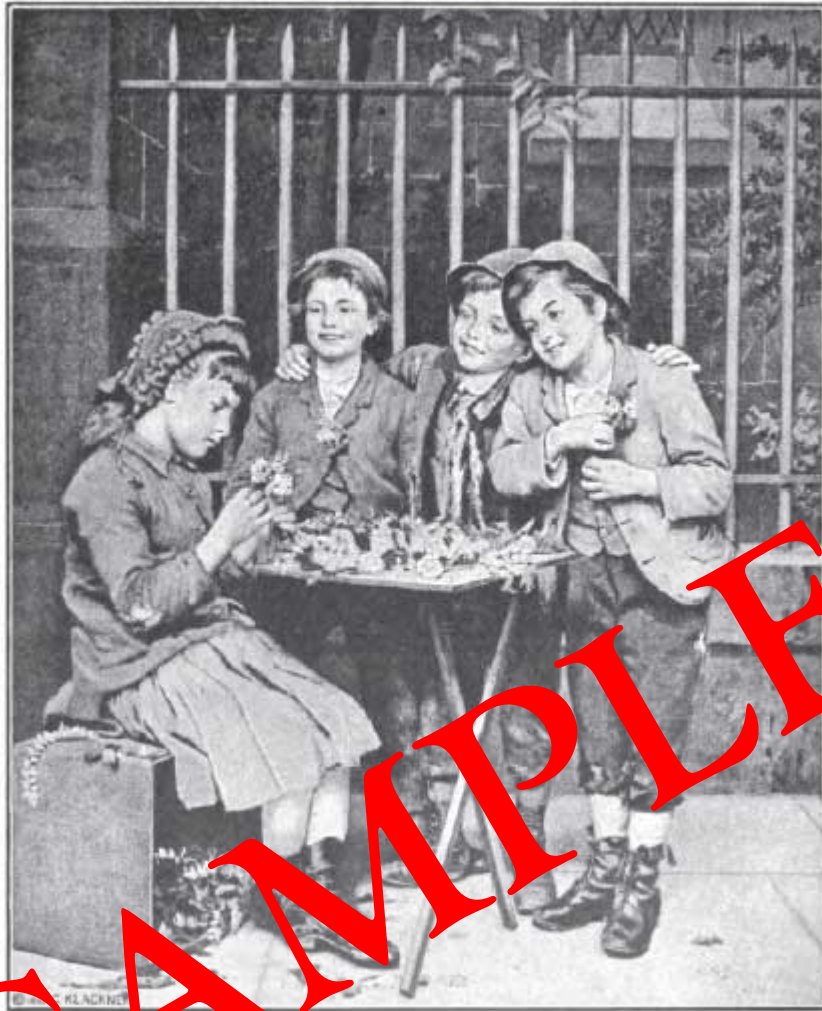
2. _____

3. _____

4. _____

5. _____

SAMPLE



From a painting by J. G. ...

LESSON 9

PICTURE STUDY — THE FLOWER GIRL

1. What story does the picture tell?

2. How old do you think the little girl is? _____

3. From what kind of a home do you imagine she may have come?

4. Why do you think she is selling flowers? _____

5. What do you think the boys are saying? _____

6. Do you imagine that they will buy any flowers? _____

7. How do you think these boys make money? _____

8. Can you suggest another name for the picture? _____

SAMPLE

LESSON 10

COMPOSITION

Write the story that one of the boys in the picture, "*The Flower Girl*," might tell his sister.

Begin it in this way:

As I was going down the street I —.

SAMPLE



LESSON 11

USE OF THE DICTIONARY

1. How are words in the dictionary arranged?

2. How is the pronunciation of a word indicated?

3. Write words containing the following sounds:

ā ǎ ä à ē ě ĩ ō
õ ū ů ç ğ ğ ş ŷ

SAMPLE



4. Look up in a dictionary, the following;

castle
hedge
complain
surprise
orchard
meadow

stanza
description
refer
flax
paragraph
compassion

shelter
dictation
powerful
mirror
initial
brim



5. Copy the words, dividing them into syllables and placing marks of pronunciation as given in the dictionary. Pronounce the words.

SAMPLE

LESSON 12

CORRECT USE OF WORDS

1. Did you call him?
2. Did you call me?
3. Did you call him and me?
4. Mother bought some candy for you.
5. Mother bought some candy for me.
6. Mother bought some candy for you and me.



1. Study the sentences.
2. Write a sentence containing the word *me*.

3. Write the sentence again, using *him and me* in place of *me*.

4. Write another sentence containing the word *me*.

5. Write the sentence again, using *you and me* in place of *me*.

6. Write another sentence containing *me*.

7. Write the sentence again, using *her and me* in place of *me*.

8. Write a sentence containing the word *us*.

9. Write the sentence again, using *them and us* in place of *us*.

SAMPLE



LESSON 13

SELECTION TO BE MEMORIZED

THE ROBIN

In the tall elm tree sat the robin bright,
Through the rainy April day,
And he caroled clear with a pure delight,
In the face of the sky so gray.
And the silver rain through the blossoms dropped,
And fell on the robin's coat,
And his brave red breast, but he never stopped
Piping his cheerful note.
For oh, the fields were green and glad,
And the blissful life that stirred
In the earth's wide breast, was full and war,
In the heart of the little bird.
The rain cloud lifted, the sunset light
Streamed wide over valley and hill,
As the plains of heaven the land grew bright,
And the warm south wind was still.
Then loud and clear came the happy bird,
And rapturously he sang,
Till wood and meadow and riverside
With jubilant echoes rang.
But the sun dropped down in the quiet west,
And he hushed his song at last;
All nature softly sank to rest,
And the April day had passed.

— Celia Thaxter



1. Find in the dictionary words that might be used for:

caroled _____

piping _____

blissful _____

rapturously _____

jubilant _____

2. Which do you like better, the words you found in the dictionary or the ones the author uses?

A single line of poetry is called a *verse*.

The parts into which a poem is divided are called *stanzas*.

3. With what kind of letter does the first word of each line of a poem begin?

LESSON 14

CORRECT USE OF WORDS

Fill in the blanks with *is* or *are*:

1. There _____ a tall elm tree in the meadow.
2. There _____ a robin in the tree.
3. There _____ green fields near by.
4. There _____ rain clouds in the sky.
5. There _____ a warm wind blowing from the south.



Copy the sentences, filling the blanks with *is* or *are*.

1. _____

2. _____

3. _____

4. _____

5. _____

Use in sentences: *is, are, was, were.*

Begin each sentence with *There.*

1. _____

2. _____

3. _____

4. _____

SAMPLE



LESSON 15

CONVERSATION — BIRDS

quail
stork
hawk
duck

bluebird
meadow lark
crane
woodpecker

goldfinch
oriole
owl
sparrow

heron
flicker
swan

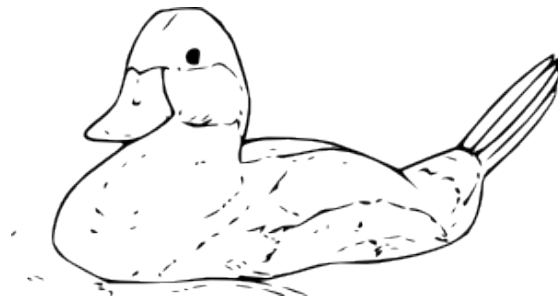


1. Which of these birds are swimmers? _____

2. What kind of feet have they? _____

3. Which of these birds have long legs and wade in the water? _____

SAMPLE



4. Which are birds of prey? _____

5. What kind of bills have they? _____

6. Which are seed eaters? _____

7. Which are sweet singers? _____

8. Tell what you can of the habits of these birds. _____

SAMPLE



LESSON 16

COMPOSITION — DESCRIPTION OF A BIRD

I am thinking of a bird that is not so large as the robin. Its colors are orange and black. It eats bugs and worms. It weaves its nest, hanging the nest in a tall tree. It sings sweetly.

Of what bird am I thinking?

Write a similar description of one of the birds mentioned in Lesson 15, or of some other bird that you have seen.

Follow this outline in writing:

Size	Nest
Color	Song
Food	Other habits

Read your description to a parent, sibling, friend, etc. and see if they can guess the answer.

SAMPLE

LESSON 17

CORRECT USE OF WORDS

1. Write three sentences telling about what you have taught a dog or other pet to do.

1. _____

2. _____

3. _____

SAMPLE

2. Write three sentences telling what you have learned at school.

1. _____

2. _____

3. _____

3. Write two sentences telling something you have learned outside of school.

1. _____

2. _____



4. Write a sentence telling what birds teach their young.

5. When is it correct to use the word *learn*?

6. When is it correct to use the word *teach*?

Use in sentences the following...

7. this bird

Use in sentences the following...

8. that bird

9. these birds

10. those birds

11. Which of the sentences refer to birds *near* you? _____

12. Which sentences refer to birds *away from* you? _____

13. Which of the sentences refer to *one* bird? _____

14. Which refer to *more than one* bird? _____

15. Make a rule for the use of *this, that, these, those*.

SAMPLE

APPENDIX

The Appendix is where you will find...

- Extra lined sheet that can be printed if needed for longer selections
- Dictation Sheets
- Also found here is the fable, The Hare and the Tortoise, for lesson 87.
- Debate sheet used for brainstorming

LESSON 40
Story Of The Flax

SAMPLE

LESSON 46

Description Of A Lion

SAMPLE



LESSON 57

Dictation

SAMPLE



THE HARE AND THE TORTOISE

A Hare was one day making fun of a Tortoise for being so slow upon his feet. "Wait a bit," said the Tortoise; "I'll run a race with you, and I'll wager that I win." "Oh, well," replied the Hare, who was much amused at the idea, "let's try and see"; and it was soon agreed that the fox should set a course for them, and be the judge. When the time came both started off together, but the Hare was soon so far ahead that he thought he might as well have a rest: so down he lay and fell fast asleep. Meanwhile the Tortoise kept plodding on, and in time reached the goal. At last the Hare woke up with a start, and dashed on at his fastest, but only to find that the Tortoise had already won the race.

Slow and steady wins the race.

LESSON 89

Daybreak





SAMPLE



My Debate Notes

Resolved: _____



Affirmative Points _____

SAMPLE

Negative Points _____

SAMPLE