

INTERMEDIATE LANGUAGE LESSONS

By Emma Serl

PART TWO



Reformatted
By Cynthia Albright

Thank you for purchasing Intermediate Language Lessons Part Two

This edition of Emma Serl's, 'Intermediate Language Lessons,' was 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 Two 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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SAMPLE

LESSON 1

SELECTION FOR STUDY

THE STORY OF A SEED

Long, long ago, two seeds lay beside each other in the earth, waiting. It was cold and rather wearisome, and, to pass away the time, the one found means to speak to the other.

"What are you going to be?" said the one.

"I don't know," answered the other.

"For me," replied the first, "I mean to be a rose. There is nothing like a splendid rose. Everybody will love me then."

"It's all right," whispered the second; and that was all it could say. For somehow when it had said that, it felt as if all the words in the world were used up. So they were silent again for, a day or two.

"Oh, dear!" cried the first. "I have had some water. I never knew until it was inside me. I am growing! I'm growing! Good-bye!"

"Good-bye," repeated the other, and lay still and waited more patiently than ever.

The first grew and grew, pushing itself straight up, till at last it felt that it was in the open air. It could breathe. And what a delicious breath it was! It was rather cold, but so refreshing.

It could see nothing, for it was not quite a flower yet, — only a plant. Plants never see until their eyes come, — that is, till they open their blossoms; then they are flowers indeed.

So it grew and grew, and kept its head up very steadily. It meant to see the sky the first thing, and leave the earth quite behind, as well as beneath it. But somehow or other, — though why it could not tell, — it felt very much inclined to cry.

At length it opened its eye. It was morning, and the sky was over its head. But, alas! it was no rose, — only a tiny white flower.

It felt yet more inclined to hang down its head and cry. But it still resisted, and tried hard to open its eye, and to hold its head upright, and to look full at the sky.

"I will be a Star of Bethlehem, at least," said the flower to itself.

But its heart felt very heavy, and a cold wind rushed over it and bowed it down toward the earth. And the flower saw that the time of the singing of birds was not come, that the snow covered the whole land, and that there was not a single flower in sight but itself.

It half closed its leaves in terror and the dismay of loneliness. But that instant it remembered what the other seed used to say, and it said to itself, "It's all right; I will be what I can."


And then it yielded to the wind, drooped its head to the earth, and looked no more to the sky, but on the snow.

And straightway the wind stopped, the cold died away, and the snow sparkled like pearls and diamonds. The flower knew that it was the holding up of its head that hurt it so, and that its body came of snow, and that its name was Snowdrop.

And so it said once more, "It's all right," and waited in perfect peace; it needed only to hang its head after its nature.

— George Macdonald

SAMPLE



Sometimes a direct quotation is divided by other words. As, "For me," replied the first, "I mean to be a rose."

Observe carefully the punctuation of the divided quotation.

Assignment: In this story...

- put a box □ around the exclamations
- circle *O* two contractions
- underline twice = two divided quotations

Use the following words in sentences:

1. wearisome: _____

2. patiently: _____

3. delicious: _____

4. refreshing: _____

5. inclined: _____

6. dismay: _____

7. yielded: _____

8. straightway: _____

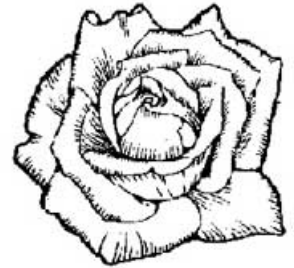
SAMPLE



LESSON 2

DICTATION

Write from dictation the first twelve lines of "The Story of a Seed," from Lesson 1. (See Appendix)



Long, long ago, two seeds lay beside each other in the earth, waiting. It was cold and rather wearisome, and, to pass away the time, the one found means to speak to the other.

"What are you going to be?" said the one.

"I don't know," answered the other.

"For me," replied the first, "I mean to be a rose. There is nothing like a splendid rose. Everybody will love me then."

"It's all right," whispered the second, and that was all it could say. For somehow when it had said that, it felt as if all the words in the world were used up. So they were silent again for, a day or two.

"Oh, dear!" cried the first. "I have had some water. I never knew until it was inside me. I am growing! I'm growing! Good-bye."

LESSON 3

DIVIDED QUOTATIONS


Change the following to divided quotations.

1. The first replied, "I mean to be a rose. There is nothing like a splendid rose."

2. "I'm growing! Good-bye," the seed replied.

3. The seed said to itself, "It's all right; I will be what I can."

SAMPLE



Write quotations, each of which shall be divided by the following expressions:

1. replied the soldier

Write quotations, each of which shall be divided by the following expressions:

2. shouted the north wind



3. said the barefoot boy

4. I answered

5. laughed Harry

6. the girl said

SAMPLE

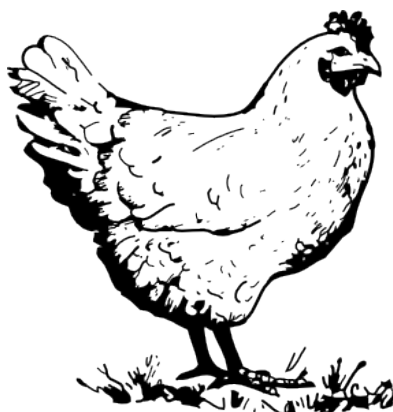
Write quotations, each of which shall be divided by the following expressions:

7. called the captain

8. said the little red hen

9. he said to himself

SAMPLE



LESSON 4

DIVIDED QUOTATIONS



One day, a crow who had found a piece of cheese started to take it home to her little ones. As she was resting in a tree, a fox passed by. He wished to have the cheese, so he began to talk to the crow. The crow did not reply.

The fox told her how beautiful she was, and how glossy her feathers were, but the crow made no answer.

At last he told her he had heard that her voice was very beautiful, but he could not be sure of it until he had heard her sing. He begged for one little song. The crow was so pleased with the words of the fox that she opened her mouth and gave a loud caw.

As she did so the cheese fell to the ground, and the fox quickly ate it up.

Write this story, changing as much of it as possible to direct quotations.

Let some of the quotations be divided by such expressions as

- *said the fox*
- *the fox begged*
- etc.

Add other remarks that the fox might have made.

After each remark of the fox refer in some way to the crow.

Tell what the crow may have thought as she flew homeward.

SAMPLE



LESSON 5

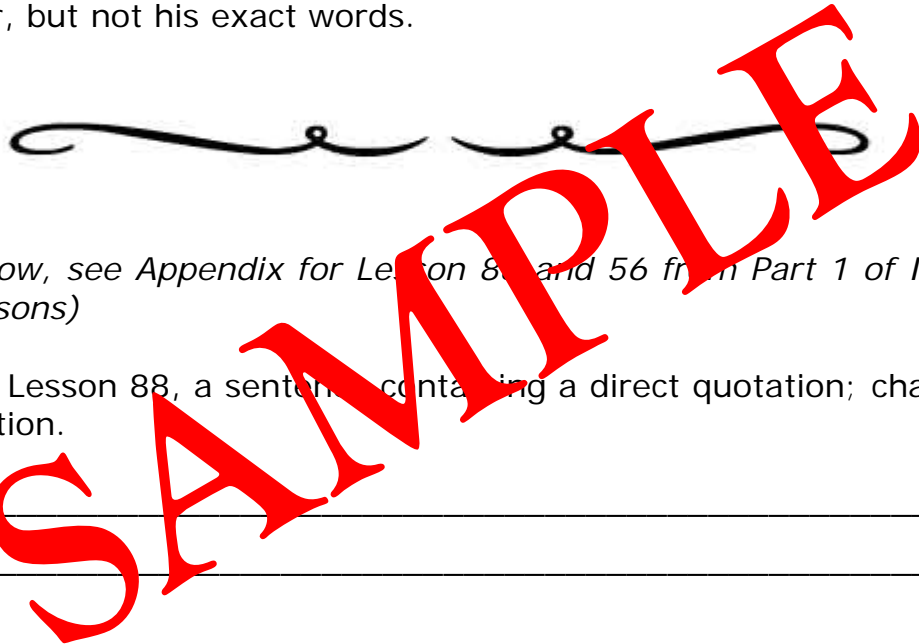
INDIRECT QUOTATIONS

1. The fox told the crow he had heard that her voice was very beautiful.
2. The fox said, "I have heard that your voice is very beautiful."
3. The fox begged for one little song.
4. "Won't you please sing one little song for me?" begged the fox.

Which of these sentences contain direct quotations? _____

Which do not contain the exact words of the speaker? _____

Sentences 1 and 3 are called **indirect quotations**, because they give the thought of the speaker, but not his exact words.



(For #1-2 below, see Appendix for Lesson 88 and 56 from Part 1 of Intermediate Language Lessons)

1. Copy, from Lesson 88, a sentence containing a direct quotation; change it to an indirect quotation.

2. Copy, from Lesson 56, two sentences containing direct quotations; change them to indirect quotations.

1. _____

2. _____



3. Copy, from Lesson 1, four sentences containing direct quotations; change them to indirect quotations.

1. _____

2. _____

3. _____

4. _____

SAMPLE

LESSON 6

COMPOSITION – A STORY

As Paul Carter was going on an errand one day, he found a wallet by the side of the walk.

Write the story, mentioning:

- ❖ The contents of the wallet
- ❖ What Paul was tempted to do
- ❖ What he decided to do
- ❖ How he returned the wallet to the owner

If possible, let your story contain indirect quotations and direct quotations; let one or more of the direct quotations be divided.

SAMPLE



LESSON 7

CONVERSATION — THE BODY

Answer each question in a complete sentence.

1. What holds the body erect? _____

2. What moves the body?

3. What is the outer covering of the body called?

4. What organ pumps the blood through the body?

5. How does the blood reach all parts of the body?

6. Where are the lungs located?

7. How are the lungs and the heart protected?

8. Of what use are the lungs?



SAMPLE

9. Of what advantage are joints? _____

10. Compare the elbow joint with the wrist joint. Which joint moves only backward and forward?

11. Compare the wrist joint with other joints of the body. _____

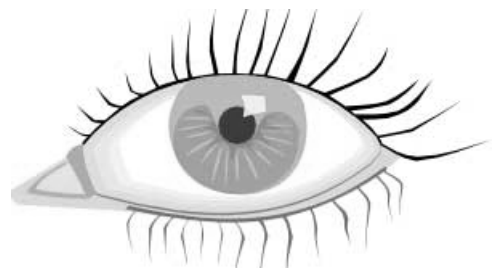
12. Of what use are finger nails? _____

13. Where is food digested? _____

14. What part of the eye has the power of sight? _____

15. In how many directions can you look without turning your head? _____

16. Of what use are eyebrows? _____



17. Of what use are eyelids? _____

18. Where is the voice produced? _____

19. Of what use is the tongue? _____

20. Where is the palate? _____

21. Describe the mouth. _____

22. Where is the brain located? _____

23. How is it protected? _____

24. Of what use are the nerves? _____

25. Name the five senses. _____

26. Which sense is the most important? _____

SAMPLE



LESSON 8

DEBATE

The sense of sight is more important than the sense of hearing.

Let two pupils debate the question, one taking the affirmative side and the other the negative.

The speaker for the affirmative should tell of the benefits that sight gives, the work that could not be done except by means of the eyes, and the many pleasures it brings.

State arguments that may be presented by the negative side and answer them.

The speaker for the negative should tell of the benefits of hearing and its pleasures.

Reply to the arguments given by the speaker for the affirmative and show any mistakes he may have made in reasoning.

Let the class decide which pupil has presented the stronger argument.

The pupils who take part in the debate should make outlines of their speeches.

As a rule the strongest arguments should be placed last.

Here is a link to a debate sheet that might prove helpful.

<http://blogs.scholastic.com/files/debate-worksheet.pdf>

SAMPLE

LESSON 9

LETTER WRITING – REVIEW

1. Write the heading that you would use if writing a letter from your home today.

2. Write the heading that you would have used for sending a letter from some city near your home last Christmas.

3. Write the heading that you might use for sending a letter from London on your next birthday.

4. Write the salutations that you would use in addressing

your mother _____

your cousin _____

your uncle _____

your teacher _____

a classmate _____

5. Write a complimentary close for each of these letters:

your mother _____

your cousin _____

your uncle _____

your teacher _____

a classmate _____

SAMPLE

LESSON 10

HOMONYMS

Words that are alike in sound but different in meaning are called *homonyms*.

Find the meaning of the following homonyms and use each in a sentence:

1. steal, steel

2. knot, not

3. feat, feet



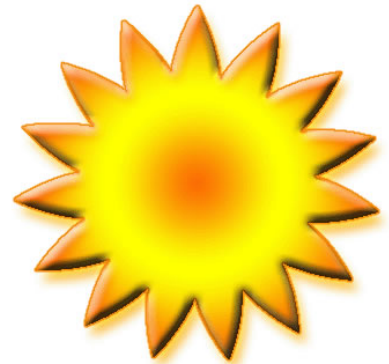
Find the meaning of the following homonyms and use each in a sentence:

4. beet, beat

5. ate, eight

6. sun, son

SAMPLE



7. know, no

Find the meaning of the following homonyms and use each in a sentence:

8. hour, our

9. wood, would



10. lie, lye

11. fore, four

SAMPLE

Find the meaning of the following homonym and use each in a sentence:

12. meet, meat



Fill the blanks in the following sentences with words from the list below:

steel	beet	sun	lye
steal	beat	sun	lie
not	ate	hour	fore
knot	eight	our	four
feet	kne	wood	meat
feat	no	would	meet

SAMPLE

The bridge was ninety _____ long and was constructed of _____ and iron.

The athlete performed a dangerous _____.

We _____ sugar that was made from the sugar _____.

I will _____ you there in an _____.

Soap is made from _____ ashes and _____.

The hail _____ the blossoms from the fruit trees.



From a painting by Charles West Cope

LESSON 11

PICTURE STUDY — DEPARTURE OF THE PILGRIMS

Briefly, tell the story of the Pilgrims.

1. Why had they left their homes in England to go to Holland? _____

2. How were they treated in Holland? _____

3. Why did they wish to go to America? _____

4. Describe the picture.

5. Write something of the occupants of the boat.

SAMPLE

6. Do they seem glad or sorrowful? _____

7. Describe the people on the shore.

8. Write anything you can concerning the voyage and the early days in America.

SAMPLE



LESSON 12

CONVERSATION — FOODS

A list of articles of food arranged in the order in which they are to be served at a meal is called a *menu*.

Write a menu for a Thanksgiving dinner.
Mention the source of each article of food.

Make a list of the countries that contributed to the dinner.

Tell or write about the transportation of articles.
Tell or write through what processes each article had to pass before it was ready to be eaten.

Mention some of the people who aided in its preparation.



Thanksgiving Dinner Menu

Main Dish

Source

Side Dishes

Source

Dessert

Source

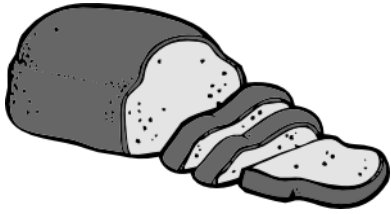
Countries That Contributed to This Dinner

Who helped to fix this Thanksgiving dinner?

Classify foods under these headings:

ANIMAL	VEGETABLE	MINERAL

SAMPLE



LESSON 13

COMPOSITION – A LOAF OF BREAD

Write the history of a loaf of bread. Begin with the wheat that the farmer sowed. Use the following outline:

- Sowing the wheat
- The wheat field
- The rain
- The sunshine
- Cutting the wheat
- The threshing
- The mill
- The grinding
- The flour
- Transportation of the flour
- Sale of the flour in the store
- Making the bread

SAMPLE

LESSON 14

THANKSGIVING

Praise God for wheat, so white and sweet, of which
we make our bread!

Praise God for yellow corn, with which His waiting
world is fed!

Praise God for fish and flesh and fowl, He gave to man
for food!

Praise God for every creature which He made, and
called it good!

Praise God for winter's store of ice! Praise God for
summer's heat!

Praise God for fruit tree bearing seed; "to you it is
for meat!"

Praise God for all the bounty by which the world is
fed!

Praise God, His children all, to whom He gives their
daily bread!

— EDWARD VERETT HALE



SAMPLE

1. What is the meaning of the poem?

2. Name the things mentioned in the poem, which God has given to man for food.

3. Mention other things that you have reason to be thankful for.



4. With what kind of letter does the word *God* begin? _____

5. Find in the poem other words referring to God. With what kind of letters do these words begin?

SAMPLE

LESSON 15

SINGULAR AND PLURAL

SINGULAR

PLURAL

wolf

wolves

shelf

shelves

wife

wives

calf

calves

Study the words.

Which of the words end in **f** in the singular? _____

Which words ends in **fe**? _____

In forming the plural, **f** or **fe** is changed to what letters? _____

Write the plural of the following:

knife _____

thief _____

life _____

beef _____

self _____

loaf _____

half _____

sheaf _____

Fill in the blanks to make a rule for this formation of the plural:

Most words ending in **f** or **fe** form the plural by changing _____ or _____ to _____.

1. Why is the cow called a *cud chewer*? _____

2. Tell or write what you can of the following cud chewers, stating in what respects they are like the cow:

goat

deer

giraffe

sheep

antelope

buffalo

SAMPLE

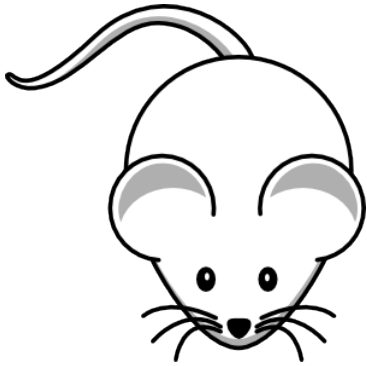


Name some animals that belong to the *cat family*.



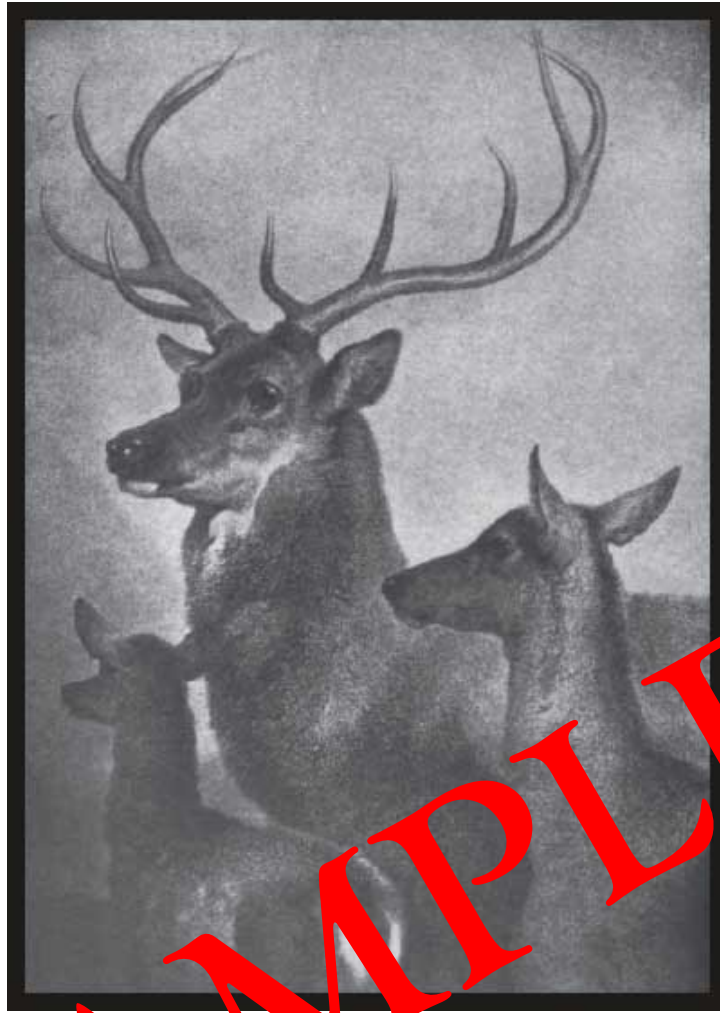
Name some animals that belong to the *dog family*.





Name some animals that are *rodents*.

SAMPLE



The Deer Family by Edward Henry Landseer

LESSON 17

PICTURE STUDY – THE DEER FAMILY

Edwin Landseer was born in the city of London in 1802. He was not more than five or six years old when he began to draw pictures of the animals he saw in the streets. His father was proud of the work of the little boy and often helped him to make the drawings better.

When the boy was older, he used to go to the Zoological Garden, and there he made pictures of bears, lions, and tigers.

The people of London began to buy the pictures that young Landseer offered for sale. With the money earned thus he bought a home in the country, where he could keep dogs, deer, sheep, goats, and other animals that he wished to paint.

1. Describe the picture, "The Deer Family."

2. Which is the father deer? _____

3. Write what you can of the habits of deer. What do they eat? _____

4. Where are they found? Did you ever see one? _____

SAMPLE



Read the first and second paragraphs in this lesson, and complete the following sentences:

1. *Landseer* begins with a capital letter, because _____

2. There is a period after *1802*, because _____

3. *London* begins with a capital letter, because _____

4. *When* begins with a capital letter, because _____

5. There is a comma after *bears*, because _____

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 are any stories, poems or pictures needed from Intermediate Language Lessons Part 1.
- Debate Sheet used for brainstorming

SAMPLE

LESSON 5

Lesson 88 from Part 1

SELECTION FOR STUDY

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 golden wing,
And said, "O bird, awake and sing!"

And o'er the fane, "O choric choir,
Your carion blow; the day is near!"

It whispered to the fields of corn,
"Bow down, and hear 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."

— Henry Wadsworth Longfellow

LESSON 30
State Abbreviations

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

SAMPLE

LESSON 33

Explanatory Expression

Lesson 1 from Part 1

Find explanatory expressions in the passage below. Underline them with a red color pencil.

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, so 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."

LESSON 33 (Continued)

Explanatory Expression

Lesson 21 from Part 1

Find explanatory expressions in the passages below. Underline them with a red color pencil.

AN INDIAN LEGEND

A priest went forth in the early dawn.

The sky was clear.

The grass and the flowers waved in the breeze that rose as the sun threw its beams over the earth.

Birds of all kinds vied with each other, as they sang their joy on that glorious morning.

The priest stood listening.

Suddenly, off at one side, he heard a trill that rose higher and clearer than all the rest.

He moved toward the place whence the song came, that he might see what manner of bird it was that could send farther than all the others its happy notes.

As he came near, he perceived a tiny brown bird with open bill, the feathers on its throat rippling with the fervor of its song.

It was the wren, the smallest, the least powerful of birds, that seemed to be most glad, and to pour out in melody to the rising sun its delight in life.

As the priest looked, he thought: "Here is a teaching for my people.

"Everyone can be happy; even the weakest can have his song of thanks."

So he told to his people the story of the wren, and it has been handed down from that day, — a day so long ago that no man can remember the time.

From Our Birds and Their Nestlings

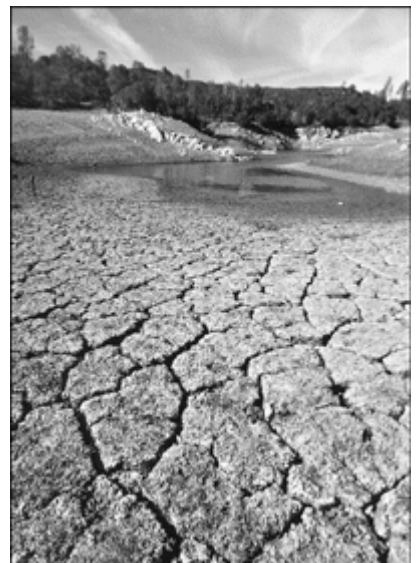


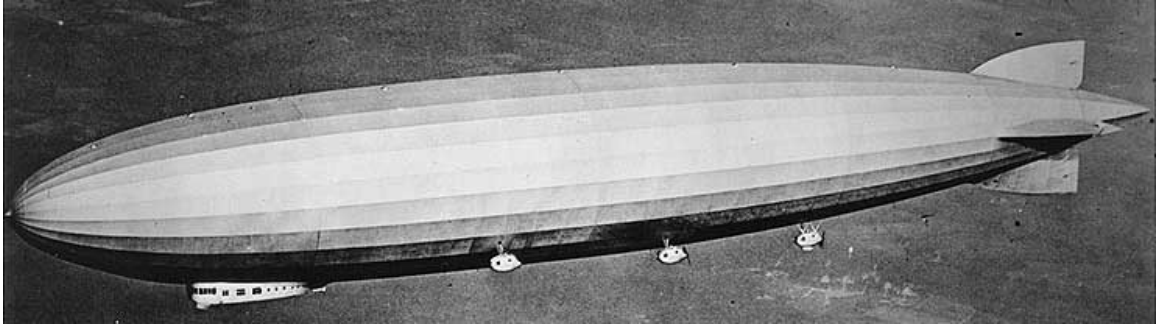
LESSON 41
Business Letter

SAMPLE

LESSON 48
A Dry Season

SAMPLE





SAMPLE