

INTERMEDIATE LANGUAGE LESSONS

PART 2

by
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Originally published in 1914.

Sample

edited and arranged by

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INTERMEDIATE LANGUAGE LESSONS – Part 2

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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. It may, however, be adjusted to suit different conditions found in more advanced classes. If the *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 lessons, 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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Publisher's Preface

Welcome to the Living Books Press edition of *Intermediate Language Lessons* by Emma Serl. This three-part book grew out of requests from homeschooling families for a lay-flat version that permitted writing directly into it. It was edited and designed by Nancy Kelly of Minnesota and Bobbie Dailey of Wyoming. Nancy is a home educator of six, who uses Charlotte Mason's methods with her children. Bobbie is a former teacher and a graphic designer who had the vision for how Serl's book could be more accessible.

In these pages you will find the writings of Louisa May Alcott, Henry Wadsworth Longfellow, Alfred Tennyson, Helen Hunt Jackson, Percy Bysshe Shelley, Edward Everett Hale, George MacDonald, Shakespeare, and other outstanding authors. The lessons encompass many aspects of teaching English including literature and poetry study, letter writing, creating an outline, grammar and word usage, forms of composition, memorization and oral presentation, debate, and dictation.

To make the lessons easier to use by age and grade, we divided them into three parts. Part 1 covers Lessons 1-100, Part 2, Lessons 101-195 and Part 3, Lessons 196-301. Each can be used on its own or as part of the series. Serl recommended that *Intermediate Language Lessons* be used for Grades 4, 5, and 6 or ages 9 through 12. Part 1 is for ages 9 to 10 (Grade 4), Part 2 is for ages 10 to 11 (Grade 5), and Part 3 is for ages 11 to 12 (Grade 6).

Improvements to the 1914 edition include enhancing the quality of the photographs and art prints, as well as updating and editing some text for clarity. Added resources are biographies of the contributing authors and the complete poems of excerpted works. Further helps include bold text when an important grammar rule or statement is taught, directional words, or words to look up in a dictionary.

We hope you enjoy this exploration into language with your children.

Contents

INTERMEDIATE LANGUAGE LESSONS PART 2

ORIGINAL PREFACE	iii
PUBLISHER'S PREFACE.....	iv
SYMBOLS USED IN THIS BOOK.....	vii

LESSON

101. SELECTION FOR STUDY – THE STORY OF A SEED.....	1
102. DICTATION	3
103. DIVIDED QUOTATIONS	4
104. DIVIDED QUOTATIONS	5
105. INDIRECT QUOTATIONS	8
106. COMPOSITION – A STORY	9
107. CONVERSATION – THE BODY	11
108. DEBATE	12
109. LETTER WRITING – REVIEW.....	12
110. HOMONYMS	15
111. PICTURE STUDY – DEPARTURE OF THE PILGRIM FATHERS.....	16
112. CONVERSATION – FOODS	17
113. COMPOSITION – A LOAF OF BREAD	18
114. SELECTION FOR STUDY – THANKSGIVING	20
115. SINGULAR AND PLURAL	21
116. CONVERSATION – CUD CHEWERS	22
117. PICTURE STUDY – THE DEER FAMILY	24
118. CORRECT USE OF WORDS	26
119. SELECTION FOR STUDY – THE WINDFLOWER.....	28
120. PROSE STUDY – A PLANT	30
121. COMPOSITION – FLOWERS.....	32
122. CONVERSATION – THE MONARCH BUTTERFLY	35
123. DICTATION	35
124. SELECTION FOR STUDY – OCTOBER'S BRIGHT BLUE WEATHER	37
125. CORRECT USE OF WORDS	40
126. PICTURE STUDY – THE BALLOON	42
127. COMPOSITION.....	44
128. CONVERSATION – SHIPS OF THE AIR	45
129. COMPOSITION – A TRIP IN AN AIRSHIP.....	45
130. ABBREVIATIONS.....	47
131. REPRODUCTION – A FABLE.....	50

132.	COMPOSITION OR CONVERSATION.....	52
133.	SELECTION FOR STUDY – ECHO.....	54
134.	EXPLANATORY EXPRESSIONS	55
135.	SELECTION TO BE MEMORIZED – EXCERPT FROM UNDER THE TREES	56
136.	SINGULAR AND PLURAL	58
137.	PICTURE STUDY – A RIVER SCENE.....	59
138.	DICTATION	61
139.	SELECTION FOR STUDY – THE SONG OF THE BROOK.....	62
140.	COMPOSITION – THE STORY A DROP OF WATER TOLD.....	64
141.	BUSINESS LETTERS.....	66
142.	LETTER WRITING	69
143.	AUTOBIOGRAPHY OF A BOOK	70
144.	CORRECT USE OF WORDS	71
145.	A DIARY.....	72
146.	LONGFELLOW’S DIARY.....	77
147.	SELECTION FOR STUDY – THE CLOUD.....	77
148.	DICTATION – A DRY SEASON	80
149.	COMPOSITION.....	81
150.	SUMMARY	82
151.	CORRECT USE OF WORDS.....	83
152.	PICTURE STUDY – TWO MOTHERS	83
153.	COMPOSITION – AN IMPORTANT EVENT	85
154.	SELECTION FOR STUDY – THE TREE	87
155.	CONVERSATION – STORYTELLING.....	89
156.	COMPOSITION – A STORY	89
157.	A DIALOGUE.....	91
158.	LETTER WRITING	92
159.	FORMATION OF SENTENCES	93
160.	COMPOSITION – A STORY	94
161.	LETTER WRITING	96
162.,	PICTURE STUDY – SUMMER EVENING	98
163.	STUDY OF WORDS	100
164.	SELECTION FOR STUDY – WOODMAN, SPARE THAT TREE.....	101
165.	COMPOSITION – A PLEA FOR LIFE.....	102
166.	REVIEW – SINGULAR AND PLURAL	104
167.	KINDS OF SENTENCES.....	107
168.	LETTER WRITING	109
169.	SELECTION FOR STUDY – LEGEND OF THE ARBUTUS	111
170.	CONVERSATION – THE POST OFFICE.....	113
171.	DESCRIPTION – A POSTAGE STAMP	114
172.	TITLES	114
173.	LETTER WRITING	116
174.	SELECTION TO BE MEMORIZED – EXCERPT FROM HAMLET	117

175.	FORMATION OF SENTENCES	119
176.	PICTURE STUDY – RETURN OF THE MAYFLOWER	122
177.	LETTER WRITING	123
178.	SELECTION FOR STUDY – OLD IRONSIDES	125
179.	STUDY OF WORDS	127
180.	DESCRIPTION OF AN OLD MILL.....	128
181.	COMPOSITION – A DESCRIPTION.....	130
182.	DESCRIPTION OF A PERSON	132
183.	SELECTION TO BE MEMORIZED – THE NIGHT HAS A THOUSAND EYES	134
184.	CORRECT USE OF WORDS	135
185.	LETTER WRITING	136
186.	COMPOSITION – A STORY	137
187.	AN IMAGINARY DIARY	140
188.	PICTURE STUDY – THE SPINNER	143
189.	SELECTION FOR STUDY – THE HERITAGE.....	144
190.	SELECTION TO BE MEMORIZED	146
191.	COMPOSITION.....	148
192.	QUOTATIONS	150
193.	SELECTION TO BE MEMORIZED – TODAY.....	150
194.	COMPOSITION.....	151
195.	SUMMARY	154
PART 2 – APPENDIX		155
PART 2 – INDEX.....		179

PART 2 – PICTURE STUDY

DEPARTURE OF THE PILGRIM FATHERS: DELFT HAVEN, COPE.....	16
THE BALLOON, DUPRÉ.....	42
A RIVER SCENE, COROT	59
TWO MOTHERS, GARDNER	84
SUMMER EVENING, ADAN	98
RETURN OF THE MAYFLOWER, BOUGHTON	122
THE SPINNER, MAES.....	143

Symbols Used in This Workbook



Read the selection



Write—either composition or from dictation



Memorize part or all of the selection



Copy



Tell, narrate, and/or debate



Study



Important things to know for grammar, parts of speech, and writing conventions

Additional Picture Study Resources

The pictures for study in this workbook are reproduced in black and white. Many of the selections for study are considered classic masterpieces and are available to see in color on the Internet.

The search can be an excellent exercise for a student to learn Internet research methods using the artist's name or the name of the painting in the search engine. Additionally, most large art museums, such as The Getty Museum, The Art Institute of Chicago, and the Metropolitan Museum of Art, have online galleries. Other sites to find paintings are Wikipedia, ArtCyclopedia, and Web Gallery of Art.

LESSON 101



Selection for Study

THE STORY OF A SEED

Long, long ago, two seed 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 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-by.”

“Good-by,” 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; for 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 birds had 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 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, dropped 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



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.

In this lesson find exclamations, contractions, and divided quotations.



Tell "The Story of a Seed."

Use in sentences: *wearisome, patiently, delicious, refreshing, inclined, dismay, yielded, straightway.*

LESSON 103

Divided Quotations



Change the following to divided quotations:

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

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

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



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

replied the soldier

shouted the north wind

said the barefoot boy

I answered

laughed Harry

the girl said

called the captain

said the little red hen

he said to himself

LESSON 104

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.

Sample

LESSON 105

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.



1. Copy a sentence from above containing a direct quotation; change it to an indirect quotation.

2. Copy the two sentences from above containing direct quotations; change them to indirect quotations.
