

# INTERMEDIATE LANGUAGE LESSONS

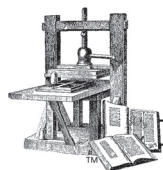
## PART 3

by  
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Originally published in 1914.

Sample

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## INTERMEDIATE LANGUAGE LESSONS – Part 3

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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. 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.

## INTERMEDIATE LANGUAGE LESSONS

### PART 3

#### TABLE OF CONTENTS

ORIGINAL PREFACE .....	iii
PUBLISHER'S PREFACE.....	iv
SYMBOLS USED IN THIS BOOK.....	viii
196. SELECTION FOR STUDY – A STORY ABOUT GEORGE WASHINGTON.....	1
197. SUBJECT AND PREDICATE .....	3
198. SELECTION FOR STUDY .....	5
199. REVIEW .....	7
200. SELECTION TO BE MEMORIZED – EXCERPT FROM EACH IN HIS OWN TONGUE....	9
201. LETTER WRITING .....	11
202. PICTURE STUDY – THE GLEANERS .....	13
203. COMPOUND SUBJECT AND PREDICATE .....	14
204. SELECTION FOR STUDY – JULY .....	15
205. TRANSPOSED ORDER .....	17
206. CONVERSATION – THE SCHOOL .....	18
207. DEBATE .....	18
208. SELECTION FOR STUDY – THE INVENTION OF PRINTING.....	19
209. COMPOSITION.....	20
210. DICTATION .....	24
211. NOUNS.....	26
212. SELECTION FOR STUDY – THE MUSIC OF LABOR.....	27
213. SELECTION FOR STUDY – MICHELANGELO .....	28
214. PRONOUNS .....	30
215. COMPOSITION – DESCRIPTION OF A PLACE .....	32
216. COMMON AND PROPER NOUNS .....	34
217. SELECTION FOR STUDY – DOWN TO SLEEP .....	35
218. COMPOSITION – A LOST ARTICLE.....	37
219. POSSESSIVES.....	38
220. CONVERSATION – COAL.....	40
221. COMPOSITION.....	40
222. CONVERSATION – ELECTRICITY .....	42
223. PICTURE STUDY AND LETTERS — THE FIRST RAILWAY TRAIN .....	42
224. CONVERSATION – TRANSPORTATION.....	44
225. DEBATE .....	46
226. DICTATION – TRANSPORTATION .....	46
227. CONVERSATION – GOOD ROADS.....	49
228. CONVERSATION – RAILROADS .....	49
229. PICTURE STUDY – THE BREAKING WAVE .....	50

230.	ADVERTISEMENT AND ANSWER .....	52
231.	WRITING ADVERTISEMENTS .....	53
232.	SELECTION FOR STUDY – THE BLUE JAY.....	57
233.	CONVERSATION – BIRDS’ NESTS.....	58
234.	DICTATION – THE ORIOLE’S NEST .....	58
235.	BIOGRAPHY OF AN ORIOLE .....	60
236.	SELECTION FOR STUDY – WINTER.....	60
237.	CONVERSATION.....	63
238.	DICTATION – THE BELLS.....	63
239.	COMPOSITION.....	65
240.	CHOICE OF ADJECTIVES .....	67
241.	SELECTION FOR STUDY .....	68
242.	COMPOSITION.....	70
243.	DEBATE .....	72
244.	PICTURE STUDY – THE HORSE FAIR.....	72
245.	SELECTION FOR STUDY – THE HORSE’S PRAYER.....	74
246.	COMPOSITION.....	78
247.	ADJECTIVES AND NOUNS.....	79
248.	SUMMARY .....	81
249.	SELECTION FOR STUDY – LANDING OF THE PILGRIM FATHERS .....	82
250.	SELECTION FOR STUDY .....	84
251.	VERBS .....	86
252.	VERBS – CONTINUED.....	86
253.	LETTER WRITING .....	90
254.	CONVERSATION.....	91
255.	SELECTION FOR STUDY – THE BURIAL OF SIR JOHN MOORE.....	92
256.	CORRECT USE OF WORDS .....	93
257.	COMPOSITION – A DESCRIPTION.....	95
258.	SELECTION FOR STUDY – THE SEASONS.....	98
259.	REVIEW.....	100
260.	SENTENCES LIKE MODEL.....	101
261.	QUOTATIONS .....	103
262.	SELECTION TO BE MEMORIZED – THE YEAR’S AT THE SPRING.....	104
263.	ADVERBS.....	106
264.	ADVERBS – CONTINUED .....	107
265.	ADVERBS – CONTINUED .....	108
266.	COMPOSITION.....	109
267.	SELECTION FOR STUDY – A BIOGRAPHY.....	111
268.	TELEGRAMS .....	112
269.	PREPOSITIONS.....	113
270.	COMPOSITION – A BIOGRAPHY .....	114
271.	CORRECT USE OF WORDS .....	117
272.	SELECTION FOR STUDY – THE COMING OF SPRING .....	119

273.	SELECTION FOR STUDY .....	121
274.	SELECTION FOR STUDY – THE FLAG GOES BY.....	125
275.	DICTATION .....	127
276.	CONVERSATION – THE SOLDIER .....	129
277.	SELECTION FOR STUDY – A MAN WITHOUT A COUNTRY.....	129
278.	CONJUNCTIONS .....	130
279.	COMPOSITION – THE FLAG.....	131
280.	CONVERSATION.....	133
281.	INTERJECTIONS .....	133
282.	SELECTION FOR STUDY – COLUMBUS .....	135
283.	PICTURE STUDY – COLUMBUS AT THE COURT OF FERDINAND AND ISABELLA.....	137
284.	SELECTION FOR STUDY .....	138
285.	WORDS DERIVED FROM PROPER NOUNS.....	140
286.	INVITATIONS .....	141
287.	LETTER WRITING .....	142
288.	SELECTION FOR STUDY – MAY .....	143
289.	CONVERSATION.....	144
290.	QUOTATIONS .....	145
291.	SELECTION FOR STUDY – DAFFODILS .....	146
292.	SELECTION FOR STUDY – SUMMER RAIN .....	147
293.	DESCRIPTION – PLAN OF A HOUSE .....	148
294.	SELECTION TO BE MEMORIZED – HOME, SWEET HOME.....	151
295.	LETTER WRITING .....	152
296.	CONVERSATION.....	154
297.	SELECTION FOR STUDY – THE DAY IS DONE .....	156
298.	SELECTION FOR STUDY .....	159
299.	SUGGESTIONS FOR DESCRIPTIONS .....	160
300.	SELECTION FOR STUDY – NEIGHBOR MINE.....	164
301.	SUMMARY .....	166
PART 3 – APPENDIX .....		167
PART 3 – INDEX.....		195

## PART 3 – PICTURE STUDY

THE GLEANERS, MILLET .....	13
THE FIRST RAILWAY TRAIN .....	42
THE BREAKING WAVE.....	50
THE HORSE FAIR, BONHEUR.....	72
COLUMBUS AT THE COURT OF FERDINAND AND ISABELLA, BROZIK .....	137

## *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 196

### *Selection for Study*

#### A STORY ABOUT GEORGE WASHINGTON

The character of a great and good man may often be seen in acts that are of an everyday kind. For example, you may get a glimpse of George Washington from a little incident, which, we may be sure, taught a corporal in the Continental army to know him better than ever before.

Early one morning Washington went alone to see for himself what his soldiers were doing in a camp which he had ordered to be fortified. The weather was so cold that he wore a long overcoat with a great cape. The coat hid his uniform, and his hat and cape did not leave much of his face to be seen. For this reason, the soldiers who saw him did not know that the tall man passing by was their great general, George Washington.

At one point in his walk he came upon a few men who, under the command of a corporal, were building a breastwork of logs. The soldiers were bending over a very heavy log, and were just about to raise it to the top of the breastwork, when General Washington came walking by.

The corporal stood at one side giving orders. "Heave ho!" he cried. "All together! Up with it! Now!" The men lifted with all their might until the log was almost in its place; but they could not raise it quite high enough.

The corporal shouted again, "Heave! Up with it! Up! Up!" but he did not put his hand to it himself. The men struggled and strained; but they had done their best and the heavy log was about to sink back into their arms.

At this moment Washington ran to them, and with his great strength gave them the needed help. The log was quickly lifted upon the breastwork and rolled into place. The grateful men thanked the stranger, but the corporal paid no attention to him.

The Washington turned to him and said in a stern voice: "Why don't you help your men with this heavy lifting?"

"Why don't I?" said the man. "Don't you see that I am a corporal?"

"Indeed!" replied Washington, as he unbuttoned his coat and showed his uniform. "Well, I am the commander in chief!" The next time you have a log too heavy for your men to lift, send for me." Then turning upon his heel, he walked away.

We may be sure that the corporal learned a lesson that many men need to learn, and that the soldiers came to know their great general better than they had ever known him before.



What lesson do you think the author meant that this story should teach?

Read the lines that show General Washington was ready to help his men and share their hardships.

What do you think must have been the feelings of the soldiers that General Washington helped?

What good qualities did General Washington show?

Why did the corporal not help the soldiers?

Make an outline of this story.

Tell the story from your outline.

Sample

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## LESSON 197



# Subject and Predicate

1. The moon is very beautiful.
2. Its soft yellow light brightens the earth.

What object is spoken about in the first sentence?

The *moon* is called the *subject* of the sentence.



**The part of the sentence that names that about which something is said is the *subject*.**

What is said about the moon?

What is said about the moon, *is very beautiful*, is called the *predicate* of the sentence.



**The part of the sentence that says something about the object named by the subject is the *predicate*.**

What is spoken about in the second sentence?

What is said about *its soft yellow light*?

What is the subject, and what is the predicate of the second sentence?



Write sentences, using the following subjects:

1. the Panama Canal

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2. a range of high mountains

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3. the governor of our state

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4. the great Mississippi River

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Sample

Write sentences, using the following as predicates:

1. is the largest state in the Union

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2. spins a web from which silk is made

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3. is made from the sap of a tree

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## LESSON 198



### *Selection for Study*

October! Orchard of the year! Ripened seeds shake in their pods. Apples drop in the stillest hours. Leaves begin to let go when no wind is out, and swing in long waverings to the earth, which they touch without sound, and lie looking up, till winds rake them, and heap them in fence corners. The woods are thinner, so that we can see the heavens plainer. The days are calm. The nights are tranquil. The year's work is done. She walks in gorgeous apparel, looking upon her long labor, and her serene eye sayeth, "It is good."

—HENRY WARD BEECHER



Compare this paragraph with "October's Bright Blue Weather," Part 2, Lesson 124 (also in Part 3-Appendix). Find references in the poem similar to those in the paragraph.

Explain: *swing in long waverings, the winds rake them, are tranquil, gorgeous apparel.*





## LESSON 199

### *Review*

Complete the following sentences by referring to the quotation from Henry Ward Beecher in Lesson 198:

1. There is an exclamation point after *October*, because\_\_\_\_\_.

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2. There is a period after *pod*s, because \_\_\_\_\_.

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3. There are an apostrophe and *s* after *year*, because \_\_\_\_\_.

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4. There is a comma after *sayeth*, because \_\_\_\_\_.

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5. There are quotation marks around *it is good*, because \_\_\_\_\_.

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6. *It* begins with a capital letter, because \_\_\_\_\_.

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Copy the following sentences, and draw a line under the subject of each. Draw two lines under the predicate of each sentence.

1. Ripened seeds shake in their pods.

---

---

2. Apples drop in the stillest hours.

---

---

3. Leaves fall to the ground.

---

---

4. The days are calm.

---

---

5. The nights are tranquil.

---

---

6. The year's work is done.

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7. She walks in gorgeous apparel.

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Sample

## LESSON 200



### *Selection to be Memorized*

#### EXCERPT FROM *EACH IN HIS OWN TONGUE*\*

A haze on the far horizon,  
The infinite, tender sky,  
The rich, ripe tint of the cornfields,  
And the wild geese sailing high—  
And all over the upland and lowland  
The charm of the goldenrod—  
Some of us call it autumn,  
And others call it God.

—WILLIAM HERBERT CARRUTH

\* *Complete poem in the Appendix.*

