

INTERMEDIATE LANGUAGE LESSONS

By Emma Serl

PART THREE



Reformatted
By Cynthia Albright

Thank you for purchasing Intermediate Language Lessons Part Three

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!

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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 Three is geared towards sixth 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 receives practice in using the fact again and again, through dictation, reproduction, and original composition.

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SAMPLE

SAMPLE

LESSON 1

A CHINESE FOLK STORY

HOW THE MOON BECAME BEAUTIFUL

The Moon is very beautiful with his round, bright face which shines with soft and gentle light on all the world of man. But there was a time when he was not so beautiful as he is now. Six thousand years ago the face of the Moon became changed in a single night. Before that time his face had been so dark and gloomy that no one liked to look at him, and for that reason he was always very sad.

One day he complained to the flowers and to the stars, — for they were the only things that would ever look in his face.

He said: "I do not like to be the Moon. I wish I were a star or a flower. If I were a star, even the smallest one, some great general would care for me; but, alas! I am only the Moon and no one likes me. If I could only be a flower and grow in a garden where the beautiful earth women come, they would place me in their hair and praise my fragrance and beauty. Or if I could even grow in the wilderness where no one could see, the birds would surely come and sing sweet songs for me. But I am only the Moon and no one honors me."

The stars answered and said: "We cannot help you. We were born here and we cannot leave our places. We never had anyone to help us. We do our duty, we work all day and twinkle in the dark night to make the skies more beautiful. But that is all we can do," they added, as they smiled at the sorrowful Moon.

Then the flowers smiled sweetly and said: "We do not know how we can help you. We live always in one place, — in a garden near the most beautiful maiden in all the world. As she is kind to everyone in trouble, we will tell her about you. We love her very much and she loves us. Her name is Tseh-N'io."

Still the Moon was sad. So one evening he went to see the beautiful maiden Tseh-N'io. And when he saw her, he loved her at once. He said: "Your face is very beautiful. I wish that you would come to me, and that my face would be as your face. Your motions are gentle and full of grace. Come with me and we will be as one, — and perfect. I know that even the worst people in all the world would have only to look at you and they would love you. Tell me, how did you come to be so beautiful?"

"I have always lived with those who were gentle and happy, and I believe that is the cause of beauty and goodness," answered Tseh-N'io.

And so the Moon went every night to see the maiden. He knocked on her window, and she came. And when he saw how gentle and beautiful she was, his love grew stronger, and he wished more and more to be with her always.

One day Tseh-N'io said to her mother: "I should like to go to the Moon and live always with him. Will you allow me to go?"

Her mother thought so little of the question that she made no reply, and Tseh-N'io told her friends that she was going to be the Moon's bride.

LESSON 2

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 a 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?

Subject: _____

Predicate: _____



Write sentences, using the following as subjects:

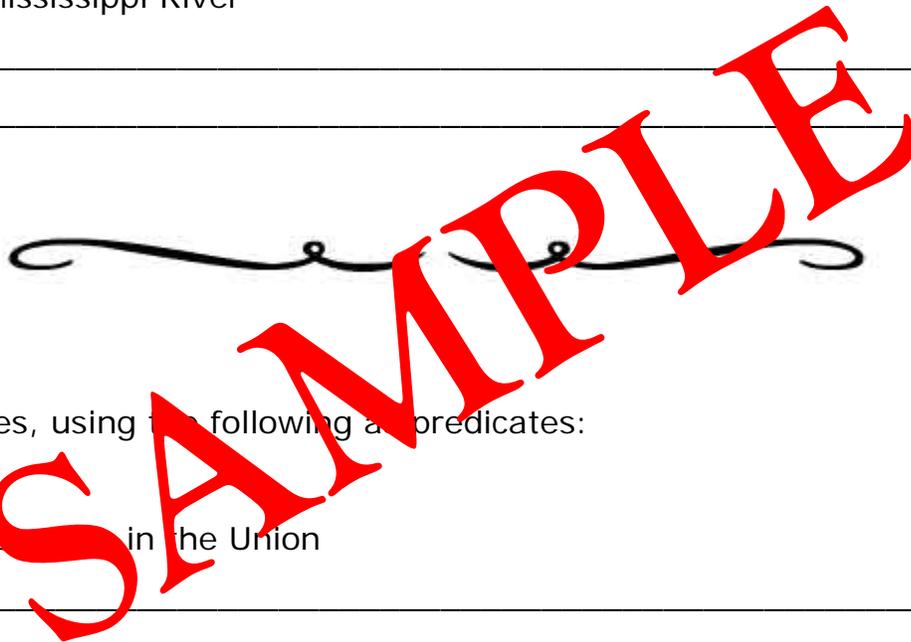
1. The Panama Canal

Write sentences, using the following as subjects:

2. A range of high mountains

3. The governor of our state

4. The great Mississippi River



Write sentences, using the following as predicates:

1. is the largest in the Union

2. spins a web from which silk is made

3. is made from the sap of a tree

LESSON 3

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 up on her long labor, and her serene
eye sayeth, "It is good."

— Henry Ward Beecher

SAMPLE

Compare this paragraph with "October's Bright Blue Weather," (See Appendix).

Find references in the poem similar to those in the paragraph. Underline them in the poem.

Explain:

1. swing in long waverings

2. the winds rake them

Explain:

3. are tranquil

4. gorgeous apparel

Write the quotation from dictation. (See Appendix)

SAMPLE

LESSON 4

REVIEW

Complete the following sentences by referring to the quotation from Henry Ward Beecher in Lesson 3:

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

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

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

4. There is a comma after *sayeth*, because _____

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

6. *It* begins with a capital letter, because _____



Copy the sentences and draw a line ____ under the subject and two lines = under the predicate.

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.
7. She walks in gorgeous apparel.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

SAMPLE



LESSON 5

SELECTION TO BE MEMORIZED

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 upland and lowland
The charm of the goldenrod,—
Some of us call it autumn,
And others call it God.

— William Herbert Carruth



1. What colors would be used in painting the picture suggested by this poem?

2. Describe the picture.

SAMPLE

Memorize the poem.

LESSON 6

LETTER WRITING

Write a letter asking a friend to take dinner with you and go for a ride next Saturday. State at what time you will have dinner, and when you expect to return from the ride.

SAMPLE

Write a letter answering the invitation. If it is impossible to accept, state why.

SAMPLE



From a painting by Millet

LESSON 7

PICTURE STUDY – THE GLEANERS

"The Gleaners" was painted by Jean Francois Millet (pronounced me'yā), an artist who loved the peasant people of France.

The picture shows a broad wheat field where there has been a plentiful harvest. Three women have come to the field to pick up the stray pieces of wheat that the reapers have left. The artist has tried to portray the pathos of the poor peasant woman's life of toil and privation.



1. Has he succeeded in his attempt? _____

Notice that the figures of the women seem to stand out from the page. This effect was obtained by the skillful use of light and shade. Find the places where the light is strongest and where the shade is heaviest.

2. Describe the background of the picture. In what ways does it suggest that the owner of the field was a man of wealth?

3. What part of the picture suggests poverty? _____

4. Does the picture make you feel sad, or glad? _____

SAMPLE



LESSON 8

COMPOUND SUBJECT AND PREDICATE

1. Men and women work in the fields, in France.
2. The reapers cut the grain and carry it to the barn.

1. The first sentence has two subjects; write them.

2. What is the predicate of the first sentence?

3. What is the subject of the second sentence?

4. Name the two predicates in the second sentence.

When two or more simple subjects are united they form a *compound subject*.

When two or more simple predicates are united they form a *compound predicate*.



Underline the subjects once and the predicates twice = in the following sentences. Write a 'c' above the subjects or predicates if they are compound:

1. Bushes and trees were covered with soft, white snow.
2. Apples, peaches, and pears grew in the orchard.
3. The farmer plowed the ground and planted the seed.

Underline the subjects once ____ and the predicates twice = in the following sentences. Write a 'c' above the subjects or predicates if they are compound:

4. The great trees and the sparkling brooks made the meadow beautiful.
5. New York and Chicago are large cities.
6. The women gathered the grain and ground it into flour.
7. The rain watered the thirsty fields and made them fresh and green again.
8. Millet and Corot were great artists.
9. The leaves let go of the branches and floated gently to the earth.
10. History and geography are very interesting studies.

SAMPLE

LESSON 9

SELECTION FOR STUDY

JULY

When the scarlet cardinal tells
Her dream to the dragonfly,
And the lazy breeze makes a nest in the trees,
And murmurs a lullaby,
It is July.

When tangled cobweb pulls
The cornflower's cap awry,
And the lilies tall lean over the wall
To bow to the butterfly,
It is July.

When the heat like a mist veil floats
And poppies flame in the ryegrass,
And the silver note in the green heron's throat
Has softened almost to a sigh,
It is July.

When the hours are so still that time
Forgets them, and lets them lie
'Neath poppies pink till the night stars wink
At the sunset in the sky,
It is July.

When each finger-post by the way
Says that Slumbertown is nigh;
When the grass is tall, and the roses fall,
And nobody wonders why,
It is July.

— Susan Hartley Swett



1. What is meant by the first and second lines of the first stanza?

2. How could the cobweb *pull the cornflower's cap awry*? _____

3. Why is the word *flame* used in the third stanza? _____

4. Explain lines three and four of the third stanza. _____

5. How many pictures do you find in this poem? _____

6. Which part do you like best? _____

Memorize the two stanzas that mean the most to you.



LESSON 10

TRANPOSED ORDER

1. The ripe nuts fall to the ground.
2. To the ground fall the ripe nuts.

What is the subject of the first sentence? _____

Notice that in the second sentence the subject is placed after the predicate.

When the subject of a sentence is placed after the predicate, the sentence is said to be in *transposed order*.



Underline _____ the subject in each of the following sentences; then reconstruct the sentence, placing the subject before the predicate:

1. In the tranquil waters of the lake are reflected a few late flowers.

2. Calm and quiet are the days.

3. In their pods shake the ripened seeds.

4. Through the leafless branches may be seen the stars.

Underline ____ the subject in each of the following sentences; then reconstruct the sentence, placing the subject before the predicate:

5. Finished is the work of the year.

6. So still are the hours that time forgets them.

7. On the far horizon is a faint haze.

8. Over upland and lowland grows the golden rod.

9. Near the waterfall stands an old mill.

SAMPLE



Underline ____ the subject in each of the following sentences; then reconstruct the sentence, placing the subject after the predicate:

1. Lilies tall lean over the wall.

Underline ____ the subject in each of the following sentences; then reconstruct the sentence, placing the subject after the predicate:

2. Poppies flame in the rye.

3. The little birds have flown from the nest.

4. The heat floats like a mist.

5. The streamlet's music is like a sigh.

It is best to rearrange the words of the predicate when reconstructing a sentence.

LESSON 11

CONVERSATION – THE SCHOOL

Talk or write about the following:

1. The number of school buildings in your city, town, or district. _____

2. How are schools supported? _____

3. Expense of maintaining schools.



4. What are the duties of the board of education?

5. Has your state a compulsory school law? What are the advantages of such a law?

6. What higher schools or colleges are near you? _____

SAMPLE

7. Where is your state university? _____

8. Tell what you can about the state university.

SAMPLE

LESSON 12

DEBATE

A boy or girl who has received a high school education is better fitted for business life than the pupil who goes to work after completing only the elementary course.



Debate the subject. Read the suggestions below regarding a debate.

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 of receiving a high school education, how it prepares one for business life.

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

The speaker for the negative should tell of the benefits going to work after completing only the elementary course.

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.

(See Appendix for 'My Debate Notes' sheet)

LESSON 13

SELECTION FOR STUDY

THE INVENTION OF PRINTING



SIX HUNDRED years ago, every book was written by hand, for the art of printing was then unknown. If there were pictures, they were drawn with a pen or painted with a brush. It required a great deal of labor and time to make a book, and when one was finished it was so costly that only a very rich person could afford to own it.

There were no bookstores such as we have now, and books were very few. But in the great schools and large monasteries there were men called copyists, whose business it was to make written copies of such works as were in demand. There were other men called illuminators, who ornamented the books with beautiful initials and chapter headings, and sometimes encircled the pages with borders made with ink of different colors.

At last some copyist who had several copies to make of the same book thought of a new plan. He carved a copy of each page on a block of wood. If there was to be a picture, he carved that too, much in the same way that wood carvings are made now. When the block was finished, it was carefully wet with a thin, inky substance; then a sheet of paper was laid upon it and pressed down until an impression of the carved block was printed. Each page was treated in the same way, but the paper could be printed only on one side. When all was finished, the leaves were stitched together and made into a book. It was not so handsome a book as those written with pen and ink; but after the block had once been engraved, the copyist could make fifty copies of it in less time than he could make one copy by hand.



1. Explain what you can of the way in which books were made, before the invention of printing.

2. Compare the opportunities for education that people have now, with those that people had six hundred years ago.

3. Write what you can of typesetting and modern methods of printing.

SAMPLE

LESSON 14

COMPOSITION

Clip news items from papers. Read Choose those which you think are best. Observe the form in which they are written.



1. Write local news items suggested by events of the past week. Let each item contain words enough for ten or more printed lines.

SAMPLE

2. Write an item for a newspaper, on one of the following subjects:

- Need of a new schoolhouse
- Damage done by storm
- The baseball game
- The act of a brave boy
- Increase in shipments of fruit
- The automobile races
- The water supply inadequate
- Great fire in the business section
- Need of rain
- Frost in the south, the orange crop injured
- Suffering among the poor caused by the continued cold
- A distinguished visitor; his comments on local conditions

SAMPLE

LESSON 15

DICTATION

Wherever a ship plows the sea, or a plow furrows the field; wherever a mine yields its treasure; wherever a ship or a railroad train carries freight to market; wherever the smoke of a furnace rises, or the clang of the loom resounds; even in the lonely garret where the seamstress plies her busy needle, — there is industry.

— James A. Garfield

Ship is the name of something that sails upon the sea.

Sea is the name of a great body of water.

How many other names can you find in the paragraph? _____

All words used as names are called *nouns*.



1. Make a list of the nouns in the paragraph.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Write the paragraph from dictation. (See Appendix)

LESSON 16

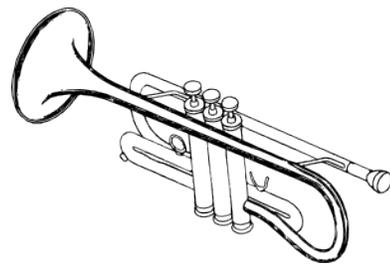
NOUNS

1. Write five nouns that are names of objects at your home.

2. Write five nouns that are names of objects you saw on the way to school.

3. Write five nouns that are names of articles of food.

4. Write five nouns that are names of musical instruments.



5. Write three nouns that are names of materials used for clothing.

SAMPLE

6. Write three nouns that are names of parts of a wagon, motorcycle, or automobile.



7. Write five nouns that are names of parts of the human body.

8. Write five nouns that are names of flowers.

SAMPLE

LESSON 17

SELECTION FOR STUDY

THE MUSIC OF LABOR

The banging of the hammer,
The whirling of the plane,
The crashing of the busy saw,
The creaking of the crane,
The ringing of the anvil,
The grating of the drill,
The clattering of the turning lathe,
The whirling of the mill,
The buzzing of the spindle,
The rattling of the loom,
The puffing of the engine,
The fan's continual boom,
The clipping of the tailor's shears,
The driving of the awl, —
These sounds of honest industry
I love, — I love them all!

The clinking of the magic type,
The earnest talk of men,
The toiling of the giant press,
The scratching of the pen,
The bustling of the market man
As he hies* him to the town,
The halloo from the tree top
As the ripened fruit comes down,
The busy sound of thrashers
As they cleave the ripened grain,
The husker's joke and catch of glee
'Neath the moonlight on the plain,
The kind voice of the dairyman,
The shepherd's gentle call, —
These sounds of honest industry
I love, — I love them all.

SAMPLE



Read the lines that refer to the work of

- the tailor
- the shoemaker
- the author
- the farmer
- the engineer
- the weaver
- the blacksmith
- the carpenter

*Hies - to hurry; hasten; speed

Which industry referred to in this lesson do you know most about?
Write what you can about it.

SAMPLE

APPENDIX

The appendix is where you will find...

- Extra lined sheet that can be printed, needed for longer selections
- Dictation Lesson Sheets
- Any selections referenced from Parts One and Two
- Debate Sheet used for brainstorming

LESSON 3

October's Bright Blue Weather

Sun and skies and clouds of June,
And flowers of June together,
Ye cannot rival for one hour
October's bright blue weather;

When loud the bumblebee makes haste,
Belated, thriftless vagrant,
And goldenrod is dying fast,
And lanes with grapes are fragrant;

When gentians roll their fingers tight
To save them for the morning,
And chestnuts fall from satin burrs
Without a sound of warning;

When on the ground red apples lie
In piles like jewels shining,
And redder still on old stone walls
Are leaves of woodbine twining;

When all the lonely wayside things
Their white-winged seeds are sowing,
And in the fields, still green and fair,
Late autumn paths are growing;

When springs run low, and on the brooks,
In idle golden freighting,
Bright leaves sink noiseless in the hush
Of woods, for winter waiting;

When comrades seek sweet country haunts,
By twos and twos together,
And count like misers, hour by hour,
October's bright blue weather.

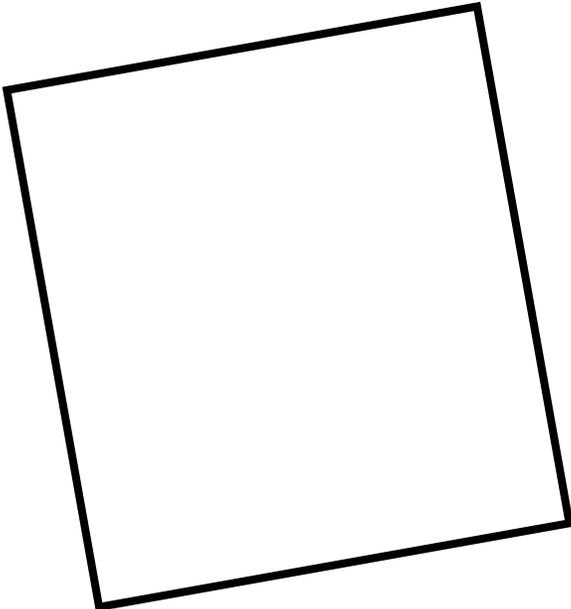
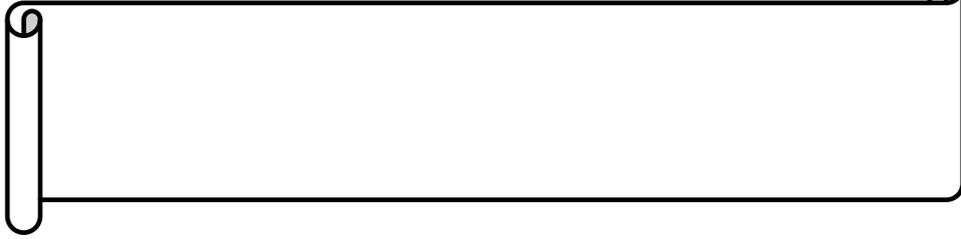
O sun and skies and flowers of June,
Count all your boasts together,
Love loveth best of all the year
October's bright blue weather.

— Helen Hunt Jackson

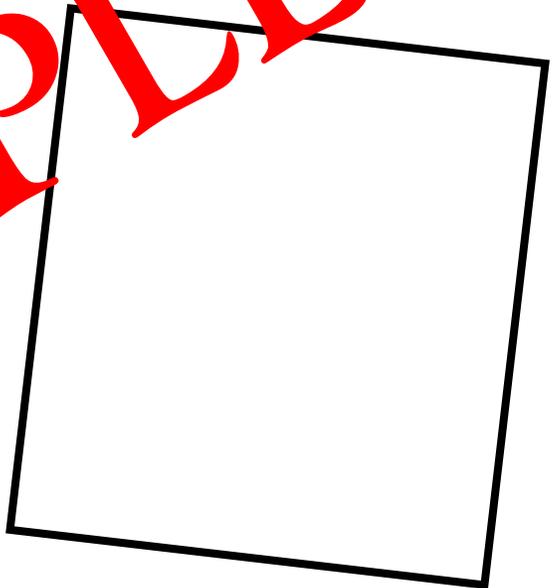
LESSON 20
Travel Guide

Use the templates on the next pages or create your own.

SAMPLE



SAMPLE



LESSON 55
Dictation
Selection For Study

SAMPLE



