

**THE SHORTER GLOBE
READERS. BOOK
IV. STANDART IV**

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The Shorter Globe Readers. Book IV. Standart IV by Alexander F. Murison

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ALEXANDER F. MURISON

**THE SHORTER GLOBE
READERS. BOOK
IV. STANDART IV**

THE
SHORTER GLOBE READERS.

BOOK IV.
STANDARD IV.

COMPILED AND EDITED BY
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NOTE.

IN Book IV. the more purely literary passages are alternated with lessons on parts of one of the most commonly studied branches of easy science, as well as on historical, social, industrial, and other subjects. The lessons in Physical Geography illustrate at some length certain of the chief phenomena capable of being readily apprehended at this stage of instruction. They are not intended to supersede, but to accompany and to supplement at important points, a regular Primer on the subject. The historical lessons, which are confined to the period of English History before the Norman Conquest, are in like manner intended to illustrate the leading events of that time. The poetical pieces carry their own recommendation,—especially the longer ballads. They almost uniformly illustrate the subjects of the prose passages beside them.

Spelling lists, explanatory notes, hints for exercises, &c., have been added, as in the earlier Books. The derivations will form an easy introduction to the study of the composition of part of our vocabulary.

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MARKS.

THE system of marking pronunciation adopted here is borrowed from Professor Bain's *Higher English Grammar*. It is based on the original suggestions of Dr. Thomas Clark. It possesses the important advantage of indicating *accent* and *quality of vowel sound* together.

It is not intended that the pupils should be oppressed or distracted with much regular study of these marks. By careful attention to the cases that arise in the lessons, they will quickly and easily associate the marks and the sounds represented. An occasional reference to these explanations may be found quite sufficient.

(1) *á, é, í, ó, ú.* The *acute* mark (´) placed over a vowel shows that the vowel is *long* and also *accented*. For example: *mán* is for "main," or "mane"; *mén* = "mean," or "mien"; *mín* = "mine" (in any sense); *món* = "moan"; *mún* = "moon." Before the vowel *ú* the sound of "y" is often inserted; as, *tyún* = "tune."

(2) *à, è, ì, ò, ù.* The *grave* mark (`) placed over a vowel shows that the vowel is *short* and also *accented*. For example: *màn* = "man;" *mèn* = "men;" *pìn* = "pin;" *gòn* = "gone;" *fùn* = "fun."

(3) *ê, î, û.* The *acute* and *grave* marks are combined (ˆ) to indicate long vowels pronounced more quickly than usual. The last, *û*, is most common; as *pûl* = "pull." Compare *pûl* = "pool."

(4) *ā, ō.* The *horizontal* mark (¯) placed over *a* and *o* indicates the vowel sounds in "far" (*fār*) and "all" (*āl*).

(5) *ā, ê, î, ō, û.* The *crescent* (˘) placed over a vowel shows that the vowel is *long* (1) but *unaccented*: as *râil-wâ* ("rail'-way"), *ê-jêct*.

The last of these, *ä*, may also express *ä* out of accent; as, *händ-fäl*, *fäl-fil-ment*.

(6) *a*, *e*, *i*, *o*, *u*. The vowels that are *not marked at all* are *short* and *unaccented*.

Frequently, however, the accented syllable alone is marked; it being assumed that in those cases no further guidance is necessary.

(7) *ä* and *ö* may represent the vowel sounds in *far* (*fär*) and *all* (*öl*), when out of accent: as *artist*, but *artistic*; *ötum* (autumn), but *ötümna* (autumnal).

(8) The *acute* mark (´) placed *after a syllable* shows that the accent falls on that syllable. But it does not indicate any quality of the vowel. For example: *com-plained´*, *al-most*, *quart-er*. The full marking for these words would be: *komp-länd*, *öl-möst*, *kwört-er*.

BOOK IV.



THE NORTHMEN.

I. THE COMING OF THE NORTHMEN.

THE Northmen were a German race. Like all the nations who now people Europe, they came from Asia, and made their way along the eastern limits of our continent, till they turned aside to follow the line of route that each tribe chose for itself.

The special German nation to whom the natives of Scandinavia belong was early known as that of the Goths. These people, in very remote times—before they had any written history to fix the date, had pushed