

**LONGMANS' ENGLISH
LESSONS, FOR THE
FOURTH YEAR, PP. 1-106**

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Longmans' English Lessons, for the Fourth Year, pp. 1-106 by George J. Smith

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GEORGE J. SMITH

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LONGMANS'
ENGLISH LESSONS

FOR THE FOURTH YEAR

BY

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ACKNOWLEDGMENTS are due to Messrs. D. Appleton & Company, for permission to use the selection entitled "Traveling in Our Country in Early Times," adapted from McMaster's "History of the People of the United States," Volume I.

NOTE.—The Course of Study for the New York City public schools includes the following in the English work of the Fourth Year:

FOURTH YEAR.—Study and imitation of model compositions, including letters, historical anecdotes, etc., with oral and written reproduction, and writing of paragraphs and stanzas of poems from memory or dictation. Compositions, oral and written, from outlines made in the presence of the class. Study of simple sentences of the four fundamental types. Plurals of nouns. Possessives of nouns and pronouns. Rules for the use of capital letters. A number of elementary rules for punctuation.

ENGLISH LESSONS

FOURTH YEAR—FIRST HALF

I. Fables.

A *fable* is a short story about animals, in which the animals think and speak as if they were persons. Most fables teach something which we may very well remember. The most famous fables were written long ago by a Greek, named *Æsop*.

BELLING THE CAT

At one time the mice were so troubled by the cat that they decided to call a meeting. They hoped to think of some way of getting rid of this big, fierce, sly enemy, so that they might live in peace. A great many plans were talked over, but none of them would do. At last a young mouse got up and said, "I have an idea! Why not hang a bell about the cat's neck? Then we should hear her when she is coming, and get out of her way." This plan was received with great favor and applause. Everyone gladly agreed to it. But at this time an old mouse, who had sat silent all the while, got up and said, "Yes, the plan is an excellent one, and it will no doubt be successful. But I should like to ask one question. Which of you will put the bell about the cat's neck?" Then the old mouse sat down, nobody said another word, the mice scampered away, and the meeting was at an end.

—*Æsop*.

a. Questions, to be answered in complete sentences.

1. What did the mice at one time decide to do? 2. Why? 3. What did they do at the meeting? 4. What did the young mouse say? 5. What did the other mice think of the plan? 6. What then did an old mouse say? 7. What did they do after the old mouse had spoken? 8. Tell what you think this fable teaches us.

b. Punctuation. When we print or write we have to use not only words, but several kinds of little marks that help us to say what we mean. These are called *punctuation marks*. In this fable what different kinds of punctuation marks do you find? Count the different kinds.

(There are . , ! ? “ ”—six kinds used in this fable.)

These are called the *period* (.),
the *comma* (,),
the *exclamation mark* (!),
the *question mark* (?),
the *quotation marks* (‘ ’).

1. There must be a period, an exclamation mark, or a question mark at the end of every sentence. Most sentences end with a *period*.

Questions end with a *question mark*.

What question did the young mouse ask?
What question did the old mouse ask?

Words spoken with excitement or strong feeling end with an *exclamation mark*.