

LESSON 1.

Is it he'? Is it I'? It is. Is he in it'? He is. Is it an ox'? No. Is it my ax'? No. Is it so'? It is so. Is it to be so'? If it is so, go on.

LESSON 2.

Go to it. Go at it. Am I in it'? I am in it. Go up on it. Go by us. If he is up, so am I. Go up as I go. Do as I do. So we go.

LESSON 3. Spelling. 27 words.

am	it	be	go	ox	we	is
an	up	me	so	ax	do	he
at	on	by	no	if	to	as
in	us	my	wo	of	or	

LESSON 4.

A bad hat. A mad rat. A sad lad. Is he a fat man'? Pat the cat. A pan of fat. A can of sap. The lad had a bad hat.

LESSON 5.

The cat is up. The cat sat by me. The cat had a nap on the mat. Is it he' or is it I'? Is it a hat' or a cap'?

LESSON 6. Spelling. 35 words.

băt	păt	măp	hăd	măn	běd	nět
eat	rat	nap	mad	ran	fed	wet
fat	sat	sap	sad	and	met	leg
hat	cap	bad	can	bag	ten	hen
mat	lap	lad	fan	nag	men	get

LESSON 7.

He met the ten men. Is the net wet'? Is it the leg of a hen'? Let me get the red keg. He fed the pet hen. He can go.

LESSON 8.

Go and get my hat. Let me get my bat. He led my nag and my ox. Is the mat wet'? Yes, the mat is wet.

LESSON 9. Spelling. 35 words.

lěd	pěn	bīg	līp	hīm	dīp	jōb
red	beg	pin	did	hid	tip	rot
let	keg	tin	dig	pig	him	sot
set	web	lid	pit	kid	sin	top
yet	yes	bit	bid	big	win	cot

LESSON 10.

A big pin. A tin lid. I bit my lip. Did he dig the pit'? Bid him dig it. Is the kid in the big pen'? Did the men beg'?

LESSON 11.

It is a bad job. Do not let the lid of the box get wet. Run and get the gun. Did he set the jug on the top of the tub?

LESSON 12. Spelling. 42 words.

mōb	fōb	cūb	būg	rūg	rūn	cūt
sob	bog	hub	hug	gum	sun	cob
nod	dog	rub	dug	rum	cup	den
not	fog	tub	jug	fun	sup	jet
hot	hog	bud	lug	gun	but	fig
lot	log	mud	mug	nun	hut	rib

FIRST SERIES OF AFFIXES.

THE PLURAL TERMINATIONS OF NOUNS, AND THE PARTICIPIAL ENDINGS OF VERBS.

Many words are formed by adding a letter or syllable to the end of other words. Thus:—

RULE I. Singular nouns* generally become plural by the addition of *s*, without forming an additional syllable; as, cap, caps; book, books. The part thus added is called an *affix*.

Note.—The teacher will observe that after the whispered consonants *p, t, k, e*, and *f*, *s* has its regular sharp or hissing sound; and that after the other consonants it has necessarily the sound of *z*, and is so marked.

LESSON 13. 58 words.

Nouns, with their plurals in *s*.

Let the pupils read, and spell, first, the noun in the singular, and then in the plural, thus: bat, *bats*; cat, *cats*.

Nouns.	văt,-s	năp,-s	făn,-s	běd,-s	lěg,-s
băt,-s	cap,-s	rap,-s	pan,-s	bet,-s	keg,-s
eat,-s	gap,-s	lad,-s	bag,-s	net,-s	web,-s
hat,-s	lap,-s	eab,-s	nag,-s	pet,-s	kŭd,-s
mat,-s	map,-s	ean,-s	rag,-s	hen,-s	lid,-s

PLURAL NOUNS. I saw the **BATS**. I saw two **CATS**. I saw three **HATS**. The lad had three **HENS** in a bag. Put the **MATS** on the bed. Do not put the **NETS** on the bed.

LESSON 14. 58 words.

Nouns, with their plurals in *s*.

Nouns.	pŭt,-s	tŭps,-s	măb,-s	săd,-s	lăg,-s
pŭg,-s	rim,-s	fig,-s	sob,-s	bog,-s	fop,-s
wig,-s	hip,-s	rib,-s	nod,-s	dog,-s	hop,-s
fin,-s	lip,-s	eăb,-s	pod,-s	fog,-s	mop,-s
pin,-s	rip,-s	job,-s	rod,-s	hog,-s	sop,-s

PLURAL NOUNS. The **PIGS** are in the pen. The man has two **WIGS**. He has two **PINS**, three **FIGS**, and four **DOGS**. A fish has **FINS**.

* A *Noun* is the name of a thing.

Explain to pupils what is meant by the *plurals* of nouns. Teach them the distinction between the *name* of a thing and the *thing itself*.

RULE II. When the noun in the singular ends with such a sound that *s* can not unite with it in pronunciation, *es* is added to form the plural, thereby making an additional syllable; as, fox, *fox'es*; rush, *rush'es*: but nouns ending with silent *e* add *s* only, and only make an additional syllable when they can not be pronounced without it; as cage, *ca'ges*; vice, *vi'ces*.

Note.—In spelling those plurals which add *s* to silent *e*, divide them as they may be most easily pronounced; as, vase, *va'ses*; size, *si'zes*. [See p. 149, Rule II., Note 2.]

LESSON 15. 34 words.

Plurals in *es* only.

Nouns.	fŭsh,-es	săsh,-es	erĕss,-es	trĕss,-es	lăss,-es
bŏx,-es	tăx,-es	rŭsh,-es	elăss,-es	eröss,-es	prĕss,-es
fŏx,-es	găs,-es	hĭss,-es	bŏss,-es	păss,-es	trĕss,-es

LESSON 16. 43 words.

Long sound of *a*, as in *ape*.

Nouns.	măne,-s	găme,-s	jăde,-s	făte,-s	măçe,-s
dăle,-s	lane,-s	eake,-s	eape,-s	pate,-s	banc
gale,-s	dame,-s	lake,-s	nape,-s	eage,-s	tape
babe,-s	fane,-s	sake,-s	rape,-s	vase,-s	daçe

LESSON 17. 45 words.

Long sound of *i*, as in *fine*.

Nouns.	tŭme,-s	lŭne,-s	wŭle,-s	sŭde,-s	wŭre,-s
dŭke,-s	vine,-s	wine,-s	rind,-s	kite,-s	size,-s
pike,-s	time,-s	mile,-s	pint,-s	dime,-s	vice,-s
fife,-s	tine,-s	tŭle,-s	tŭde,-s	sire,-s	riçe

LESSON 18. 41 words.

Short sound of *i*, as in *pin*.

Nouns.	gŭll,-s	fŭlp,-s	erŭb,-s	dŭsk,-s	grŭp,-s
mŭnt,-s	gill,-s	rick,-s	grit,-s	wisp,-s	milt
mink,-s	pill,-s	wick,-s	gift,-s	dint	frit
bill,-s	sill,-s	hilt,-s	rift,-s	lint	whit

PLURAL NOUNS. Put the two **FOX'ES** in two **BŌX'ES**. I saw the **FŨSH'ES** of the **ERĖS'ES**. We spell in four **ELĀSS'ES**. The **BĀBES** ate the **EĀKES**. What are the **SI'ZES** of the **EĀ'GES**? My two **KITES** cost five **DĪMES**.

What nouns in Lesson 16 require an additional syllable in adding *s*? In Lesson 17? What nouns in Lesson 16 have no plural forms? In Lesson 17? In Lesson 18? How is *g* sounded in *gill*?

Note.—The teacher should explain to the pupil from time to time the nature and uses of *Nouns, Adjectives, Verbs, Participles, and Adverbs*, as they occur in the Exercises, but only so far as the pupil can readily understand the explanations.*

In Lesson 19, present participles (ending in *ing*) are formed from verbs. Let the pupil spell, first, the primitive word (as *dig*), and then the participle (as *dig'ing*). All the primitives in this lesson, except some of those in the first column, are both nouns and verbs; but participles are formed from verbs only.

LESSON 19. 64 words.

Verbs, with their participles in *ing*.

Verbs. P.	N. & V. P.	N. & V. P.	N. & V. P.
dig,-ging	clap,-ping	bet,-ting	hit,-ting
rob,-bing	map,-ping	pet,-ting	fit,-ting
beg,-ging	pat,-ting	pen,-ning	dip,-ping
let,-ting	rap,-ping	hem,-ming	rip,-ping
lug,-ging	lap,-ping	run,-ning	sip,-ping
sit,-ting	pad,-ding	bid,-ding	job,-bing
sup,-ping	fan,-ning	pin,-ning	sob,-bing
win,-ning	tan,-ning	sin,-ning	hop,-ping

In the above lesson the final consonant of the primitive word is in all cases *doubled* before the affix *ing*; as, *dig-ging*; *rob-bing*.

In the following words, the primitives take *ing* without any change.

bōx,-ing	rūsh,-ing	bōss,-ing	trūss,-ing
tax,-ing	hiss,-ing	cross,-ing	pāss,-ing
fish,-ing	kill,-ing	clāss,-ing	prēss,-ing

RULE III. DOUBLING THE FINAL CONSONANT.

A single consonant, preceded by a single vowel, ending either a word of one syllable or any word accented on the last syllable, is *doubled* when an affix beginning with a vowel is added to form another word; as, *clap, clap ping*; *o mit, o mit ting, o mit ted*. Here the affixes are *ing* and *ed*. (For exceptions, see p. 149.)

* An *Adjective* is a word which *describes* a noun. Thus, if I say "a black cat," the word *cat* is a noun; but the word *black* is an adjective, because it *describes* the cat, and tells *what kind* of a cat it is.

A *Verb* is a word which *asserts, declares, commands, or requests*, etc. Thus, in the sentence "John made the cage," "made" is a verb, because it *asserts*, or tells, what John did.

A *Participle* is a verbal adjective, that is generally formed by adding *ing, d, or ed* to a verb. Besides being used as a participle, it becomes an adjective when it is used to describe a noun; with *a, an, or the* prefixed to it, it becomes a noun; and it is often used with *am, is, was, were*, etc., to form a verb.

EXPLANATIONS.

1st. Where verbs in the present tense are given in the spelling lessons, a small letter *i* is affixed, to denote the present participle ending in *ing*, and below it the letter *e*, to denote both the past tense and the past participle, ending in *ed*; as, *lack,-i*—thus denoting the three words, *lack, lacking, lacked*.

2d. If the verb is not *regular* in the formation of the ending *ed*, the small *e* is omitted, and the irregular form is given in the Exercise at the bottom of the page.

3d. Where the last letter of the verb is to be *doubled*, in accordance with Rule III., a *double dash* is placed before the *i*; as, *clap,-i*, denoting that the *p* is to be doubled, as in *clap'ping, clapped*.

4th. Where a word is put down as both *noun and verb*, it should be remembered that it is the *verb* which takes the *participial* affixes, and the *noun* which takes the plural affix *s* or *es*, as in the following lesson.

LESSON 20. 146 words.

The short sound of *a*, as in *at*.

Formula. Clap, clāp'ping, clāpped, claps. Crām, crām'ming, crāmmēd.

N. & V.	drāg,-i, s	plāt,-i, s	bānk,-i, s	sāck,-i, s	grāb,-i, s
clāp,-i, s	stab,-i, s	clash,-i, s	camp,-i, s	tack,-i, s	hang,-i, s
flap,-i, s	brag,-i, s	mash,-i, s	back,-i, s	vamp,-i, s	hash,-i, s
slap,-i, s	flag,-i, s	gash,-i, s	hack,-i, s	wax,-i, s	slam,-i, s
chap,-i, s	plan,-i, s	lash,-i, s	rant,-i, s	Verbs.	A., N., & V.
chat,-i, s	span,-i, s	tax,-i, s	lack,-i, s	eram,-i, s	sham,-i, s
trap,-i, s	blab,-i, s	rank,-i, s	pack,-i, s	scan,-i, s	flat,-i, s

DIRECTIONS FOR ALL THE LESSONS CONTAINING AFFIXES.

1st. The teacher may either give out the primary word (as *clap*) to be spelled, and require the pupil to spell both *it* and the words denoted by its affixes, or he may announce each word separately:

Or, 2d. All pupils who can write, should *write out*, in full, as much of the Spelling Lesson as the teacher may direct (all of it, if possible), according to the *Formula* at the head of the lesson; dividing the words properly into syllables, and marking the accented syllables.

3d. At the close of each lesson, the class should read aloud all the words in the next lesson, according to the *Formula*.

☞ In the printed Exercises, a Noun is put in *SMALL CAPITALS*; an Adjective in *ITALIC SMALL CAPITALS*; a Participle in *ITALIC SMALL CAPITALS*, beginning with a capital; and a Verb in *full-face letters*.

EXERCISE 1. I **clāp** my hands. The birds **flāp** their wings. We **trāp** the foxes. They **drāg** the net. You **slām** the door. I saw them **clāp'ping** their hands. I saw the birds **flāp'ping** their wings. We saw the men **trāp'ping** the foxes. They **clāpped** their hands. The birds **flāpped** their wings. We **trāpped** four foxes. I heard two **clāps** of thunder. The foxes are in the **trāps**.

RULE IV. Words which end in silent *e* generally drop this letter when a syllable beginning with a vowel is added; as, *fāde*, *fāding*, *fād'ed*; *maze*, *mazy*. See also Rule XII, p. 38. (For exceptions, see p. 149.)

Note.—When the final *e* is to be dropped before any or all of the affixes which follow it, it is put in *Italics*.

RULE V. SYLLABICATION. If the final *e* is preceded by, or the primitive word ends in, any consonant except *d* or *t*, the two syllables become one when *ed* is added; as, *bake*, *baked*; *stop*, *stopped*. (See Rule V., Note 1, p. 150. Also see p. 150 for exceptions.)

LESSON 21. 108 words.

Long sound of *a*, as in *āpe*.

All the verbs in this lesson drop the final *e* in forming the participles. See Rule IV. [Write out this lesson in full.]

Formula. *Fāde*, *fād'ing*, *fād'ed*; *cāne*, *cān'ing*, *cāned*, *cāneḡ*.

<i>Verbs.</i>	wāke,-i	<i>N. & V.</i>	rāke,-i, s	gāge,-i, s	<i>A. & N.</i>
fāde,-i	pāve,-i	cāne,-i, s	māte,-i, s	pāge,-i, s	sāfe,-s
wade,-i	save,-i	name,-i, s	rate,-i, s	façe,-i, s	sāge,-s
bake,-i	rave,-i	rage,-i	cave,-i, s	laçe,-i, s	<i>A. & V.</i>
a make,-i	wage,-i	date,-i, s	wave,-i, s	paçe,-i, s	tame,-i
b take,-i	sate,-i	hate,-i, s	cage,-i, s	raçe,-i, s	lame,-i

LESSON 22. 102 words.

Short sound of *e*, as in *mēt*.

<i>Adj.</i>	bēlt,-s	nēst,-s	a sēnd,-i	<i>N. & V.</i>	jēst,-i, s
bēst	yelk,-s	them	tend,-i	g bend,-i, g	rest,-i, s
<i>Nouns.</i>	tent,-s	pelf	wend,-i	h shed,-i, g	vest,-i, s
beck	dent,-s	text,-s	e lend,-i	deck,-i, s	step,-i, s
neck,-s	desk,-s	<i>Verbs.</i>	melt,-i	peck,-i, s	mess,-i, es
sect,-s	sled,-s	mend,-i	weld,-i	pelt,-i, s	rent,-i, s
bell,-s	mesh,-es	e rend,-i	f sell,-i	help,-i, s	stem,-i, s

EXERCISE 2. We *fāde* as a leaf. They *wāde* too far. I *bāke* the bread. You *māke* the cakes. I *tāke* the *cāneḡ* with me. a, He *māde* the *BĒST* *DĒSKS* for us. b, He *tōok* the *LĀ'CEḡ*. c, He *rēnt* his garment. d, He *sēnt* for me. e, He *lēnt* me his book. f, He *sōld* his *BĒST* *SLĒD*. g, He *bēnt*, or *bēnd'ed*, his arm. h, They *shēd* their blood for us. By *wād'ing* too far, he was lost. He went away, *rāv'ing*, *wāv'ing* his hands, and *pāc'ing* the deck.

What seven verbs in Lesson 21 require an additional syllable on taking the affix *ed*? What eleven in Lesson 22? What noun in Lesson 22 adds *es* to form the plural? What verbs are *irregular* in Lessons 21 and 22? (Let the teacher explain.) What three verbs in Lesson 22 double the final consonant in forming the participles?

LESSON 23. 70 words.

Long sound of *i*, as in *fīne*.

Formula. *Rīve*, *rīv'ing*; *pīpe*, *pīp'ing*, *pīpes*; *mine*, *mīn'ing*, *mīned*, *mīneḡ*.

<i>Verbs.</i>	c wīnd,- ⁱ	dīne,- ⁱ	g hīde,- ⁱ , s	mīne,- ⁱ , s	pīpe,- ⁱ , s
* bīde	d bind,- ⁱ	<i>N. & V.</i>	† hire,- ⁱ	fire,- ⁱ , g	side,- ⁱ , g
a rise,- ⁱ	dive,- ⁱ	e bite,- ⁱ , s	file,- ⁱ , g	tire,- ⁱ , g	pine,- ⁱ , g
b find,- ⁱ	rive,- ⁱ	f ride,- ⁱ , g	pile,- ⁱ , g	hive,- ⁱ , g	mind,- ⁱ , g

LESSON 24. 166 words.

Short sound of *i*, as in *fīn*.

Formula. *Dīng*, *dīng'ing*, *dīnged*; *clīp*, *clīp'ing*, *clīpped*, *clīps*.

<i>Verbs.</i>	tīll,-i	drip,-i, s	līnk,-i, s	rīsk,-i, s	ī spīt,-i, s	
	dīng,-i	pick,-i	ship,-i, s	wīnk,-i, s	wīng,-i, s	m sink,-i, s
h	sīng,-i	flit,-i	trip,-i, s	mill,-i, s	lick,-i, s	n ring,-i, s
ī	spin,-i	quit,-i	k slit,-i, s	tilt,-i, s	tick,-i, s	dish,-i, es
j	swim,-i	N. & V.	whip,-i, s	lisp,-i, s	hint,-i, s	hiss,-i, es
	wilt,-i	clip,-i, s	skin,-i, s	fist,-i, s	tint,-i, s	kiss,-i, es
	sift,-i	dip,-i, s	grin,-i, s	lift,-i, s	tink,-i, s	miss,-i, es
	kill,-i	skip,-i, s	kink,-i, s	list,-i, s	†fill,-i	wish,-i, es

LESSON 25. 46 words.

Short sounds of the vowels.

Adj.	fēt'id	īn'ner	Nouns.	gār'ret,-s
pāl'id	tep id	in land	bāl'lād,-s	dag ger,-s
rab id	emp ty	in most	ad der,-s	flan nel,-s
lat ter	mer ry	com ie	blad der,-s	tas sel,-s
mat in	bit ter	sun dry	mat ter,-s	pat tern,-s
bet ter	čiv ie	con ie	plat ter,-s	slat tern,-s
elev er	čiv il	dul čet	bar rel,-s	lan tern,-s

Lessons 23 and 24 should be written out in full.

EXERCISE 3. I *bīde* my time. We *rīse* at five. We *dīve*, and *fīnd* no bottom. a, The wind *rōse*. b, I *found* the *FILEḡ*. c, He *wound* the yarn. d, He *bound* me with a rope. e, He *bit* his lip. f, He *rode* a mile. g, He *hid* the *TĀS'SELḡ*. h, He *sung*, or *sang*, well. i, He *spun* the yarn. j, He *swam* a mile. k, He *slit*, or *slit'ted*, the ear of the dog. l, He *spit*, or *spat*, on me. m, He *sunk*, or *sank*, in the *SINK*. n, He *rung*, or *rang*, the bell. *Rīg'ing* up, he saw me. Not *Fīnd'ing* me, he *hired* my son. *Rīsk'ing* all, he lost all. *Rīd'ing* past me, he *killed* and *skinned* the *RAE'ID* *AD'DER*. We hear them *Sīng'ing* *MER'RY* *BAL'LADḡ*.

What verbs in Lesson 23 drop the final *e* in forming the participles? Are there any such in Lesson 24? What two verbs in Lesson 23 require an additional syllable on taking the affix *ed*? What eleven in Lesson 24? What nouns in Lesson 24 add *es* to form the plural? What verbs double the final consonant in forming the participles? What verbs do not double it?

* No participial forms.

† No plural form.

LESSON 26. 123 words.

Long sound of *o*, as in *nōt*.

<i>Nouns.</i>	mōde,-s	cōve,-s	<i>N. & V.</i>	yōke,-s	mōld,-s
eōne,-s	lobe,-s	host,-s	bōre,-s	vote,-s	a hold,-s
zone,-s	core,-s	dome,-s	gore,-s	tone,-s	fold,-s
hole,-s	fort,-s	home,-s	ford,-s	robe,-s	bolt,-s
mole,-s	port,-s	<i>Verbs.</i>	hope,-s	hone,-s	<i>Adj. & Ad.</i>
pope,-s	pork	dote,-s	mope,-s	jolt,-s	more
rope,-s	eolt,-s	eope,-s	note,-s	dose,-s	most
eode,-s	dolt,-s	doze,-s	joke,-s	post,-s	

LESSON 27. 128 words.

Short sound of *o*, as in *nōt*, and the sound of *a*, as in *what*.

<i>Adj.</i>	dōll,-s	grōg	plōd,-s	trōt,-s	dōck,-s
fōnd	loss,-s	shot,-s	mock,-s	chop,-s	hock,-s
long	font,-s	swān,-s	swap,-s	slop,-s	lock,-s
lost	pond,-s	wānd,-s	<i>N. & V.</i>	stop,-s	rock,-s
<i>Nouns.</i>	pomp	<i>Verbs.</i>	blot,-s	erop,-s	b east,-s
shop,-s	song,-s	doff,-s	clot,-s	drop,-s	toss,-s
bond,-s	sock,-s	loll,-s	plot,-s	prop,-s	swāb,-s
grot,-s	frog,-s	flog,-s	spot,-s	elog,-s	wāsh,-s

LESSON 28. 70 words.

Long sounds of the vowels.

<i>Adj.</i>	tī'ny	dū'eal	vī'and,-s	flū'id,-s
nā'tal	brīn y	lu nar	po ker,-s	tu mult,-s
pa pal	lim y	<i>Nouns.</i>	bro ker,-s	<i>Verbs.</i>
re gal	slim y	fe ver,-s	dro ver,-s	wa ver,-s
pe nal	fo cal	li ar,-s	gro cer,-s	ea ter,-s
ma zy	port ly	li lac,-s	eu bit,-s	<i>N. & V.</i>
ra cy	ston y	di al,-s	tu lip,-s	bi as,-s
o val	pu ny	tri al,-s	tu nie,-s	ri val,-s
vo cal	tu mid	fi at,-s	u nit,-s	di et,-s

EXERCISE 4. We **hōpe** to do better. We **hōld** the **rōpes** in our hands. They **stōp** work too soon. We **wāsh** the **rōbes**. a. He **hēld** the **eōlts**. b. It **eōst** **mōre** than **mōst** old **yōkes**. He **fōld'ed** the **tī'ny tū'lips** in the **fōlds** of his **rē'gal** **rōbes**. He **dōzed** all day. He **drōpped** his pen and **blōt'ed** his paper. He **stōpped** and **mōcked** me, and then **lōcked** the door. **Hōp'ing** to do better, we **swāpped** the **eōlts** for the **swāns** in the **pōnds**.

What verbs in Lesson 26 drop the final *e* in forming the participles? Give the rule for this (Rule IV.). What noun in Lesson 26 has no plural form? What one requires an additional syllable on taking *s* to form the plural? What three nouns in Lesson 27 require *es* to form the plural? What one in Lesson 28? What verbs in Lesson 27 double the final consonant in forming the participles?

LESSON 29. 145 words.

Short sound of *u*, as in *būt*.

<i>Adj.</i>	rūsk,-s	plūm,-s	a shūt,-s	būng,-s	mūll,-s
būff	tuft,-s	muck	<i>N. & V.</i>	bump,-s	euff,-s
null	tusk,-s	mush	drub,-s	pump,-s	puff,-s
<i>Nouns.</i>	chum,-s	seum	grub,-s	jump,-s	fund,-s
buck,-s	slug,-s	<i>Verbs.</i>	club,-s	duck,-s	dust,-s
duct,-s	stud,-s	cull,-s	plug,-s	tuck,-s	luff,-s
hulk,-s	gulf,-s	suck,-s	drum,-s	lull,-s	hush,-s
bust,-s	hull,-s	stun,-s	glut,-s	gull,-s	rust,-s
gust,-s	muff,-s	shun,-s	seud,-s	hull,-s	gush,-s

LESSON 30. 117 words.

Long <i>ū</i> .	Long <i>oo</i> .	Short <i>oo</i> .
<i>Nouns.</i>	<i>Nouns.</i>	<i>Nouns.</i>
tūne,-s	bōor,-s	bōok,-s
mūle,-s	bōon,-s	hōod,-s
duke,-s	lōon,-s	nōok,-s
tube,-s	mūge,-s	mōom,-s
lute,-s	<i>Verb.</i>	nōon,-s
<i>N. & V.</i>	pule,-s	pōol,-s
eube,-s	<i>Adj.</i>	tōol,-s
eure,-s	pure	bōot,-s
dupe,-s	mute	rōod,-s
		hōot,-s

LESSON 31. 85 words.

Short sounds of the vowels.

<i>Nouns.</i>	skīm'ner,-s	eūt'ter,-s	tūr'ret,-s	hōv'el,-s
bīb'ber,-s	sliv'er,-s	gut'ter,-s	lin'net,-s	rel'ic,-s
çin'der,-s	tim'ber,-s	gun'ner,-s	lock'et,-s	rel'ict,-s
din'ner,-s	tin'der,-s	rub'ber,-s	rock'et,-s	ves'sel,-s
fin'ger,-s	tin'ner,-s	rud'der,-s	kit'ten,-s	pel'let,-s
riv'er,-s	eodg'er,-s	run'ner,-s	in'step,-s	eur'rant,-s
sil'ver	lock'er,-s	drum'mer,-s	mit'ten,-s	buck'et,-s
sis'ter,-s	rock'er,-s	sum'mer,-s	tin'sel,-s	buck'ler,-s
slip'per,-s	job'ber,-s	mil'let	hot'bed,-s	buck'ram

EXERCISE 5. The flowers **ēlled** by you are in the vase. We saw him there, **stūnned** by the blow. We found him, **shūnned** by all. We found the well **pūmped** dry. We found the nails in the **būckets** badly **rūsted**. The poor man, **dōomed** to death, **lōoked** sadly upon me. a. He **shūt** the doors. While **ēll'ing** the flowers, he fell. **jūmp'ing**, he **būmped** his nose.

What nouns in Lesson 29 have no plural forms? What noun forms its plural by adding *es*? What verbs double the final consonant in forming their participles? What verbs in Lesson 30 drop the final *e* on taking the affixes *ing* and *ed*? What two verbs in the same lesson require an additional syllable on taking the affix *ed*?

LESSON 32. 93 words.

Grave *a*, as in *fär*.

Nouns.	pärd,-s	bäth,-s	bärk,-l, s
märt,-s	lard	path,-s	mark,-l, s
lark,-s	barn,-s	lath,-s	dart,-l, s
park,-s	barm	N. & V.	part,-l, s
barb,-s	yarn,-s	arm,-l, s	ware,-s
garb,-s	scar,-s	cart,-l, s	carp,-l
bard,-s	star,-s	harp,-l, s	farm,-l, s
			a dare,-l
			pare,-l
			rare

Long *a* before *r*.

Nouns.	N. & V.
täre,-s	cäre,-l, s
mare,-s	fare,-l, s
ware,-s	A. & V.
	bare,-l
	Adj.
	pare,-l
	rare

LESSON 33. 131 words.

Broad *a*, as in *full*.

Adj.	N. & V.	Verbs.	häft,-s	päss,-l, s
tall	eall,-l, s	draw,-l, s	thaw,-l, s	mast,-s
			want,-l, s	Adj.
Nouns.	fall,-l, s	ward,-l, s	waft,-l	daft
elaw,-s	gall,-l, s	warp,-l, s		vast
flaw,-s	pall,-l, s	halt,-l, s	task,-l, s	A. & N.
lawn,-s	dawn,-l, s	salt,-l, s	task,-l, s	past
hawk,-s	fawn,-l, s	hasp,-s	task,-l, s	A., N., & V.
wall,-s	paw,-l, s	last,-s	mask,-l, s	fast,-l, s
yawl,-s	pawn,-l, s	raft,-s	raft,-l, s	last,-l

Intermediate *a*, as in *fäst*.

LESSON 34. 126 words.

Short sounds of the vowels.

Verbs.	pēr'ish,-l	mūt'ter,-l	trāv el,-l, s	f be g'yn,-l
elām'ber,-l	pes ter,-l	stut ter,-l	bev el,-l, s	s be set,-l
flat ter,-l	sev er,-l	N. & V.	re gret',-l, s	h for bid,-l
scat ter,-l	sick en,-l	ban ter,-l	at tack',-l, s	un pin,-l
spat ter,-l	sniv el,-l	can ter,-l	Verbs.	con test,-l
shat ter,-l	pil fer,-l	elat ter,-l	a bash',-l	di vest,-l
stag ger,-l	grov el,-l	pat ter,-l	re lent,-l	in fest,-l
gath er,-l	cum ber,-l	bat ter,-l	a bet,-l	in trust,-l
rav el,-l	sun der,-l	lath er,-l	e for get,-l	re fund,-l

EXERCISE 6. I heard the dog **BÄRK'ING** at the LÄRKs. I found the cÄRDS **MÄRKED** with my name. I found the desk **BÄTTERED**, and the door badly **WÄRPED**. He stood there, **A BÄSHED**. a. He **durst** not do it. b. He **fell** into the **elÄW**s of the lion. c. He **drew** his **wÄRE**s to the market. d. He **cäst** the **MÄSK**s into the cÄSKs. e. He **for güt** his lesson. f. He **be gän'** to do it. g. The **tröps** **be sät'** the gates. h. He **for bäd'** me to tell of it. i. **re grät'**ted that he **träv'eled** so fast. The **hÄW**ks, **DÄRT'ING** from the trees, **at tÄcked'** the **fÄWN**s. What nouns in Lesson 32 have no plural forms? In Lesson 33? What noun in Lesson 33 forms its plural by adding *es*? What verbs in Lesson 34 double the final consonant in forming their participles? Name the *participles* in the Exercise.

LESSON 35. 129 words.

Long sounds of the vowels, with silent letters.

Nouns.	säm,-s	bōat,-s	jäl,-s	släy,-l	dēal,-l, s
bead,-s	ream,-s	goat,-s	hay	maim,-l	goad,-l, s
beak,-s	team,-s	oar,-s	Verbs.	wait,-l	load,-l, s
peak,-s	tea,-s	loam,-s	reap,-l	N. & V.	foam,-l
ear,-s	plea,-s	goat,-s	a read,-l	seat,-l, s	coal,-l, s
gear	meal,-s	soap,-s	soak,-l	leap,-l, s	hoax,-l, s
year,-s	veal	road,-s	coax,-l	heap,-l, s	roar,-l, s
beam,-s	zeal	toad,-s	roam,-l	c lead,-l	rail,-l, s
beam,-s	oat,-s	gait,-s	fail,-l	seal,-l, s	wail,-l, s

LESSON 36. 155 words.

Long sounds of the vowels, with silent letters.

Nouns.	bēak'er,-s	be rēave',-l	re treat',-l, s
crāy'on,-s	bea ver,-s	ap pease,-l	de feat,-l, s
may or,-s	sea side,-s	e be speak,-l	de cease,-l
sail or,-s	sea shore,-s	de mean,-l	in crease,-l
trai tor,-s	sea weed,-s	f mis lead,-l	re lease,-l, s
bañl iff,-s	wea gel,-s	im plead,-l	rēa'gon,-l, s
eai tiff,-s	ea gel,-s	mal treat,-l	sea'gon,-l, s
plaint iff,-s	load star,-s	un load,-l	Adj.
day time,-s	load stone,-s		slea'zy
day star,-s	Verbs.	a vai'l,-l, s	sea ward
pay ment,-s	ab stain',-l	de tai'l,-l, s	feū dal
rai ment,-s	ob tain,-l	re tai'l,-l	neū ter
rai'l road,-s	main tain,-l	dis dai'n,-l	neū tral
bea con,-s	a wait,-l	re frai'n,-l, s	Adv.
dea con,-s	be wai'l,-l	ap peal,-l, s	a wäy'
pea cock,-s	an neal,-l	re peal,-l	a bōard'
trea gon	un seal,-l	re peat,-l, s	a flōat

EXERCISE 7. a. **hōax** him, and **eōax** him, and **rāil** at him, and **mal trēat'** him, but I do not **rēa'gon** with him. a. He **rēad** his lesson. b. He **slew** (slū) the goats. c. He **led** the **tēams** on their way. d. He **dēalt** fairly by me. e. The clouds **be spōke'** dangers. f. He **mis lēd'** me. The **sail'ors** **un lōad'**ed the vessels in the **däy'time**. He came to me, not **rēad'ING** his lesson, but **re pēat'ING** it. I saw the men **de fēat'ED** and **re trēat'ING**, and I **re lēased'** the **trāi'tors** **MÄlMED** as he was, but **sēat'ING** himself, he **wāit ed** for me. I found him **sēat ED**, and **wāit'ING** for me.

What nouns in Lesson 35 have no plural forms? What four irregular verbs? Why are they irregular? What noun that adds *es* to form the plural? In Lesson 36, what noun ending in *e* requires an additional syllable on adding *s*?

LESSON 37. 139 words.

Long sound of *e* in *ee*.

Verbs.	f	creep,-i	deed,-s	sheet,-s	seed,-i, s	cheer,-i, s		
a	see,-i	greet,-i	beech,-es	sleet	heed,-i	sneer,-i, s		
b	feel,-i	g	kneel,-i	speech,-es	street,-s	peep,-i		
c	seek,-i	h	freeze,-i	breeze,-s	sleeve,-s	j	keep,-i	sneeze,-i, s
	reek,-i	squeeze,-i	cheese,-s	spleen,-s	peel,-i	wheel,-i, s		
d	weep,-i	steer,-i	cheek,-s	steed,-s	keel,-i, s	leech,-i, es		
	veer,-i	wheeze,-i	creek,-s	Adj.	reel,-i, s	A. & N.		
	seem,-i	Nouns.	sheen	queer	reef,-i, s	deep,-s		
	deem,-i	bee,-s	creed,-s	N. & V.	sleep,-i	fleet,-s		
e	bleed,-i	glee,-s	sheep	i	feed,-i	i	sweep,-i, s	green,-s

LESSON 38. 124 words.

Same sounds of *a* as in Lessons 32 and 33.

Nouns.	al'tar,-s	dis cārd',-i	dis māst',-i
ār'bor,-s	wā'fare	re tārd',-i	un elāsp',-i
ār'mor	wā'rus,-es	un bār,-i	un māsk,-i
pār'lor,-s	yā'ger,-s	hārd'en,-i	in snāre,-i
bār'ber,-s	āwn'ing,-s	al'ter,-i	be wāre
gūr'ter,-s	ba shāw',-s	fāl'ter,-i	com pāre,-i
lūr'der,-s	ma cāw,-s	pāl'ter,-i	N. & V.
gūr'net,-s	cāsk'et,-s	ap pāl,-i	māst'et,-i, s
vār'let,-s	pāss'port,-s	m	be fāl,-i
gūr'den,-s	pās'tor, s	re cāl,-i	plās'ter,-i, s
gūr'ment,-s	rāft'er,-s	in stāl,-i	hāl'ter,-i, s
tār'tar	Verbs.	a māss,-i	wā'ter,-i, s
al'der,-s	dis'arm',-i	sur pāss,-i	a wārd',-i, s
			re wārd,-i, s

EXERCISE 8. a, I **saw** the man. b, He **felt** badly. c, He **sought** me, and found me **reek'ing** with gore. d, He **wépt** for me. e, His **cheeks** **bled** badly. f, He **erépt** on the ground. g, We all **knélt**, or **kneeled**, down. h, He **fróze** his face. i, I **féd** the **steeds** on **seeds** from my **gār'dens**. j, He **képt** the **bees**. k, He **slépt** soundly. l, They **swept** the **streets**. m, I know not what **be fēll'** him. **SEE'ING** me, he **greet'ed** me kindly. I found him **BLEED'ING** and **WEEP'ING**. I found the vessel **DIS MAST'ED**. The wind, **VEER'ING** to the west, drove the **FLEET** near the **REEFS**. **AL'TER'ING** our course, and **REEF'ING** the sails, we **steered** for the open sea.

What nouns in Lessons 37 and 38 have no plural forms? What verbs are irregular? Why? What noun in Lesson 37 requires *es* to form the plural? What verbs make an additional syllable on taking the affix *ed*? What is the Rule? (Rule V., and Note.) What verb in Lesson 38 doubles the final consonant in forming the participles? What participles in *ing* are found in the exercise? What one participle in *ed*?

LESSON 39. 140 words.

Long sound of *a*, as in *ape*.

Nouns.	drake,-s	bāthe,-i	N. & V.	a shāke,-i, s	spāde,-i, s
blāde,-s	flake,-s	swathe,-i	flāme,-i, s	shave,-i, s	chase,-i, s
glāde,-s	grānge,-s	crave,-i	frame,-i, s	slave,-i, s	plate,-i, s
erane,-s	lathe,-s	chafe,-i	blaze,-i	stave,-i, s	skate,-i, s
erape,-s	snake,-s	glaze,-i	brace,-i, s	change,-i, s	haste,-i
grape,-s	stage,-s	graze,-i	place,-i, s	range,-i, s	hast'en,-i
erate,-s	Verbs.	quake,-i	space,-i, s	grade,-i, s	paste,-i
brake,-s	baste,-i	slake,-i	trace,-i, s	shade,-i, s	scrape,-i, s

LESSON 40. 76 words.

Diphthongal sounds. Sound of *ou* as in *thou*, and of *ow* as in *now*: the same in both. The sound of *oi* as in *boil*.

Verbs.	oust,-i	noun,-s	brow,-s	N. & V.	coin,-i, s
join,-i	Nouns.	cowl,-s	prow,-s	boil,-i, s	pout,-i, s
oint,-i	bout,-s	fowl,-s	scow,-s	coil,-i, s	roul,-i, s
moil,-i	lout,-s	gown,-s	loin,-s	foil,-i, s	howl,-i, s
roil,-i	gout	town,-s	coif,-s	soil,-i, s	plow,-i, s

LESSON 41. 79 words.

Long sound of *e* in *ee*.

Nouns.	ea reer',-s	Verbs.	Adj.
bee'hive,-s	com peer,-s	b fore see',-i	fleet'ing
lee side,-s	de gree,-s	*ra zee,-i	peer less
free dom	fū see,-s	ca reen,-i	peev ish
free hold,-s	gran dee,-s	be seem,-i	greed y
free stone,-s	grant ee,-s	e be seech,-i	a sleep'
keep sake,-s	les see,-s	ex ceed,-i	un seen
twee zers	set tee,-s	sue ceed,-i	N. & V.
sleep er,-s	trust ee,-s	re deem,-i	*de cree',-i, s
ean teen',-s	mo reen,-s	Adj. & Adv.	es teem,-i
tu reen,-s	nan keen,-s	lee'ward	ve neer,-i, s

* RULE VI.—Verbs ending in *ee* add *d* only to form the past tense or participle; as, *ra zee'*, *ra zeed'*; *de cree'*, *de creed'*; *free*, *freed*.

EXERCISE 9. a, He **shook** the **SLEEP'ERS**. b, He **fore saw'** the coming of the storm. c, He **be sought'** me to hear him. The fire, **BLAZ'ING** brightly, and **FLAM'ING** high, cast a ruddy glare around.

NOTE.—The present participle often becomes an adjective. See Def., p. 10. I saw the **BLAZ'ING** brands, the **FLAM'ING** fire, the **SHAK'ING** limbs, the **CHANG'ING** seasons, the **GRAZ'ING** herds, and the **QUAK'ING** crowd; and I felt the **BRAC'ING** air. Bring me some **BOIL'ING** water. I see those **POUT'ING** lips.

What nouns in Lesson 39 make an additional syllable on taking *s* to form the plural? What verbs drop the final letter in forming the participle? By what rule? What rule applies to verbs in *ee*?

LESSON 42. 58 words.

The sound of *o*, as in *fôr*; the same as the sound of *a* in *fall*.

<i>Verbs.</i>	môrn,-s	hôrse,-s	nôrth	sôrt,-t, s	gôrge,-t, s
scôrch,-t	thôrn,-s	tôrch,-es	<i>N. & V.</i>	côrn,-t, s	seôrn,-t
<i>Nouns.</i>	stôrk,-s	<i>Adj.</i>	fôrm,-t, s	eôrk,-t, s	stôrm,-t, s
hôrn,-s	eôrse,-s	shôrt	eôrd,-t, s	fôrk,-t, s	snôrt,-t, s

LESSON 43. 127 words.

Long sounds of the vowels.

<i>Verbs.</i>	thrîve,-t	blînd,-t, s	slîce,-t, s	seôre,-t, s
chîde,-t	choke,-t	bribe,-t, s	splice,-t, s	probe,-t, s
glîde,-t	quote,-t	scribe,-t, s	prîze,-t, s	slope,-t, s
a grind,-t	grobe,-t	s drive,-t, s	smîle,-t, s	sport,-t, s
b shine,-t	troll,-t	prîde,-t	spîke,-t, s	smoke,-t
c smite,-t	<i>N. & V.</i>	h slide,-t, s	close,-t	tune,-t, s
d write,-t	chîme,-t, s	î stride,-t, s	forçe,-t, s	plume,-t, s
e strike,-t	whîne,-t	gripe,-t, s	seold,-t, s	spume,-t

LESSON 44. 93 words.

Short sounds of the vowels.

<i>Adj.</i>	prêt'ty	chăp'ter,-s	săt Tre,-s	păd'lock,-s
găs'trie	com mon	eav ern,-s	ad vĕrb,-s	shal lop,-s
jăg gy	joe und	man tel,-s	al bum,-s	ar ras
shag gy	mod ern	vas sal,-s	at om,-s	bar rack,-s
thank less	prop er	sal ver,-s	wag on,-s	can vas
neth er	<i>Nouns.</i>	an vil,-s	can non	cas tor
er rant	sal ad,-s	rad ish,-es	clang or	jal ap
sev en	as pen,-s	sand wîch,-es	val or	pas sâge,-s
twen ty	as pect,-s	bap tîsm	hav oe	<i>N. & V.</i>
fîfty	chap el,-s	par ish,-es	ham mock,-s	grav'el,-t
in ward	clar et,-s	tar iff,-s	cas sock,-s	an ger,-t
live long	jack et,-s	grand sîre,-s	mat tock,-s	blanġ et,-t, s

EXERCISE 10. a, The miller **ground** the meal. b, The sun **shone**. c, He **smôte** me. d, He **wrote** *SEVEN* letters. e, He **strûck** the *SHĀG'GY* horses. f, They **thrîved**, or **thrôve**, well. g, He **drôve** *FIF'TY* cattle. h, He **slîd** on the ice. i, He **strôde** proudly by. While *CHÎD'ING* me, he **chôked** me. The *STORM'ING* party took the fortress. The storm, *DRÎV'ING* in my face, **blînd'ed** me. The *DRÎV'ING* storm **forçed** us to return. A *WHÎN'ING* dog, a *SCôLD'ING* wife, and a *SMôK'ING* fireplace are too much for one house. Though *BLÎND'ED*, he **grôped** his way. *SMÎL'ING*.

What nouns on this page require *es* to form the plural? What three verbs in Lesson 42 form an additional syllable on adding *ed*? What seven in Lesson 43? What nouns on this page have no plural forms? What words in *ing*, in the Exercise, are participles? What ones are adjectives? (Observe that the participle commences with a large capital, the adjective with a small one.)

LESSON 45. 75 words.

Long sounds of the vowels.

<i>Nouns.</i>	trîpe,-s	hôrde,-s	flûme,-s	strîpe,-t, s
brîde,-s	stîle,-s	scroll,-s	glume,-s	<i>Adj.</i>
shrine,-s	tribe,-s	prose	pôrch,-es	lîthe
swine	drove,-s	shore,-s	<i>N. & V.</i>	trite
elîme,-s	grove,-s	throne,-s	chîme,-t, s	white
erîme,-s	globe,-s	clove,-s	spite,-t	nînth
strîfe,-s	shote,-s	flûte,-s	prîce,-t, s	thîne
snîpes,-s	stroke,-s	fluke,-s	time,-t, s	thôse

LESSON 46. 106 words.

Long and short sounds of the vowels.

<i>Adj.</i>	ă're,-s	sîck'le,-s	mŭm'ble,-t
ă'ble	ăn'kle,-s	thîm ble,-t	<i>N. & V.</i>
brît tle	ax le,-s	<i>Verbs.</i>	ta'ble,-t, s
lî tle	cat tle	kin dle,-t	să bre,-t, s
fîck le	sam ple,-s	mîn gle,-t	băt tle,-t, s
nîm ble	bĕa gle,-s	tîn gle,-t	snuf fle,-t, s
brîn dle	ĕa gle,-s	tick le,-t	rum ple,-t, s
sîn gle	nôz zle,-s	trîck le,-t	chuck le,-t, s
nô ble	stee ple,-s	whî tle,-t	rum ble,-t
<i>Nouns.</i>	nĕe dle,-s	top ple,-t	bun dle,-t, s
ĕă ble,-s	kĕt tle,-s	smug gle,-t	tîn kle,-t
ga ble,-s	tem ple,-s	grum ble,-t	

LESSON 47. 68 words.

Long sounds of the vowels, with silent letters.

<i>Nouns.</i>	ĕĕat,-s	hĕath,-s	<i>Verbs.</i>	brĕathe,-t
brăîn,-s	wheat	sheath,-s	blĕach,-t	sheathe,-t
flăîl,-s	sereak,-s	peăch,-es	preach,-t	wreathe,-t
snăîl,-s	eaveş	coach,-es	a teach,-t	ĉease,-t
trăît,-s	heaveş	roach,-es	b cleave,-t	smear,-t
străît,-s	shearş	throat,-s	c speak,-t	shear,-t
yĕast	tearş		d weave,-t	knead,-t

EXERCISE 11. a, He **taught** me. b, He **ĕĕft** the wood, but the pieces **ĕĕaved** together again. c, He **spoke** noble words. d, He **wove** the cloth. He **ĉeased** *SPEAK'ING*, and **brĕathed** more freely. Have you seen the *SPEAK'ING* parrot? I saw him *WHÎT'LING* the wood, and *KÎND'LING* the fire. The smoke rises from the *KÎND'LING* fire. I saw his face *WRĒATHED* in smiles.

What nouns in Lesson 45 have no plural forms? What one in Lesson 46 is plural without the *s*? What nouns in Lesson 47 have plural forms only? What one in Lesson 45 requires an additional syllable on adding *s*? What nouns on this page require *es* to form the plural? What words in *ed*, in the Exercise, are verbs, and what are participles? What words in *ing* are participles, and what are adjectives?

LESSON 48. 188 words.

Long sounds of the vowels, with silent letters.

<i>Verbs.</i>	drain,-t, s	gleam,-t, s	crease,-t, s	elb ^o ak,-t, s
plead,-t	grain,-t, s	scream,-t, s	lease,-t, s	croak,-t, s
creak,-t	sprain,-t, s	stream,-t, s	feast,-t, s	broach,-t, s
please,-t	strain,-t, s	beach,-t, s	a leave,-i	hoard,-t, s
tease,-t	train,-t, s	breach,-t, s	sneak,-t, s	toast,-t, s
grease,-t	paint,-t, s	reach,-t, s	spear,-t, s	groan,-t, s
glean,-t	taint,-t, s	treat,-t, s	squeal,-t	<i>Adj.</i>
wreak,-t	elaim,-t, s	bleat,-t, s	bloat,-t, s	blear
<i>N. & V.</i>	praise,-t, s	squeak,-t, s	float,-t, s	least
braid,-t, s	quail, t, s	streak,-t, s	coast,-t, s	<i>A., N., & V.</i>
chain,-t, s	trail,-t, s	tweak,-t, s	roast,-t, s	shoal,-t, s

LESSON 49. 144 words.

Short sounds of the vowels.

<i>Nouns.</i>	shĕk'el,-s	lin'seed	<i>N. & V.</i>
bĕd'ding	shep herd,-s	linch pin,-s	ām'ble,-t
bed room,-s	sher iff,-s	bish op,-s	ram ble,-t, s
ĉel lar,-s	spell er,-s	dig it,-s	gab ble,-t
er rand,-s	pitch er,-s	dis cord,-s	bab ble,-t
fend er,-s	splint er,-s	dis taff,-s	an gle,-t, s
fet lock,-s	pil lar,-s	ae me	tan gle,-t, s
ĝen tile,-s	viŝ or,-s	ad aĝe,-s	jan gle,-t
helm et,-s	spig ot,-s	al to,-s	span gle,-t, s
ledĝ er,-s	in got,-s	ban quet,-s	pad dle,-t, s
med al,-s	ring let,-s	in flux,-es	sad dle,-t, s
mel on,-s	eul vert,-s	in step,-s	rat tle,-t, s
mes saĝe,-s	ĉis tern,-s	kin dred,-s	eack le,-t
mess mate,-s	chick en,-s	king dom,-s	tack le,-t
prel ude,-s	kitch en,-s	in sult,-s	prat tle,-t
ref uĝe,-s	lin en,-s	in sect,-s	net tle,-t, s

Note.—1st. The word formed by adding *ed* to the verb is frequently used as an adjective, as well as a verb and a participle; as, the *BRÄID'ED* chain.

2d. The word formed by adding *ing* to the verb is frequently used as a *noun*, as well as a participle and an adjective; as, the SPEAK'ING was good.

Exercise 12. He **plead**'ed for the **BRÄID**'ed chain. The chain, **BRÄID**'ed by me, was lost, and I **bräid**'ed another. The **SPRAINED** ankle **pains** him. Let us have **RÖAST**'ed pig and **TÖAST**'ed bread. He **röast**'ed the pig and **töast**'ed the bread. The pig, **RÖAST**'ed by the cook, was better than that **RÖAST**'ed by me. It is a well **TRAINED** horse. As idle as a **PAINT**'ed ship upon a **PAINT**'ed ocean. The **PLEAD**'ing before the jury was excellent. We heard the **CREAK**'ing of the wagons, the **RÄTTLING** of the spears, and the **SREAM**'ing of the drivers.

What nouns in Lesson 48 make an additional syllable in forming their plurals? What words in *ed*, in the exercise, are verbs? What are participles? What are adjectives? What words in *ing* are nouns?

LESSON 50. 149 words.

Short sounds of the vowels.

<i>Nouns.</i>	bēnch,-es	brīnk	elūmp,-s	a spēnd,-i	plāsh,-i, es
bādge,-s	stēnch,-es	prīnce,-s	trunk,-s	delv,-i	dress,-i, es
batch,-es	wēnch,-es	quīnce,-s	chunk,-s	<i>N. & V.</i>	press,-i, es
bract,-s	chess	serip,-s	crick,-s	brand,-i, s	shell,-i, s
tract,-s	stress	elīf,-s	<i>Verbs.</i>	bstand,-i, s	smell,-i, s
elamp,-s	chest,-s	skīf,-s	hatch,-i	elank,-i	blink,-i, s
scamp,-s	erest,-s	quīll,-s	snatch,-i	flank,-i, s	chīnk,-i, s
shank,-s	quest,-s	thīll,-s	smash,-i	plank,-i, s	block,-i, s
prank,-s	brick,-s	elock,-s	thrash,-i	elash,-i, es	flock,-i, s
serap,-s	chick,-s	frock,-s	blend,-i	flash,-i, es	stock,-i, s

LESSON 51. 152 words.

Short sounds of the vowels.

<i>Nouns.</i>	eöb'web,-s	gös'pel,-s	di vülge',-t
bümp'er,-s	eof fee,-s	ob ject,-s	in gulf,-t
huck ster,-s	eof fer,-s	os trich,-es	e vince,-t
fun gus,-es	eof fin,-s	pop gun,-s	<i>N. & V.</i>
hub bub,-s	eol ie,-s	pop lar,-s	blis ter,-t, s
muf fin,-s	eom et,-s	sock et,-s	glit ter,-t
eus tom,-s	eom ma,-s	<i>Verbs.</i>	fin ish,-t
muş lin,-s	eom post,-s	ab gönd',-t	quiv er,-t, s
rub bish	eon erete,-s	ac cost,-t	glim mer,-t
shut ter,-s	eon duct	be long,-t	blos som,-t, s
sum mit,-s	eon quest,-s	de volve,-t	doc tor,-t, s
eus tard,-s	eon tent,-s	em boss,-t	dock et,-t, s
slug gard,-s	eon trast,-s	en scone,-t	lum ber,-t
bon fire,-s	eos tume,-s	ex tol,-t	num ber,-t, s
bon net,-s	eot tage,-s	un lock,-t	slum ber,-t, s
eol leçe,-s	for est,-s	un stop,-t	blun der,-t, s

EXERCISE 13. He **left** his **LÉASÉS** on the table. **a**, He **spent** his time in **NÚM'BÉR ING** his **BLÚN'DERS**. **b**, He **stood** on the **SÚM'MIT** of the **CLIFF**. **c**, **He smelt, or smelled, the rose**. I saw them **PRESS'ING** forward, and **BLOCK'ING** up the way. The **HATCH'ING** of the eggs has begun. I heard the **CLÁNK'ING** of his chains. The **BLIS'T'ER ING** has done me no good. He **dressed** for the party. His **BLIS'TERED** hands are very sore. Avoid such **BLÚN'DER ING S**. He **ex'tolled** the **CÓL'LÉ GÉS**. He **fin'ished** his work on the **CÓ'T'A GÉS**. They **núm'bered** the cattle before they began the **NÚM'BÉR ING** of the people. The **S'LÚM'BÉR ING** sentinel was shot. He died a **FÍN'ISHED** villain, and, **BRÁN'D'ED** as a traitor. He came, **DRESSED** in velvet.

What words in *ing*, in this exercise, are participles? What ones are nouns? What one is an adjective? What words in *ed* are verbs? What words in *ed* are adjectives? What words in *ed* are participles?

LESSON 52. 189 words.

Short sounds of the vowels.

Verbs.	N. & V.	strüt,-i, s	e stick,-i, s	drill,-i, s	drüdge,-i, s
a bring,-i	blüsh,-i, es	truck,-i, s	ditch,-i, es	trill,-i, s	hedge,-i, s
b eling,-i	brush,-i, es	chink,-i, s	hitch,-i, es	thrill,-i, s	pledge,-i, s
eringe,-i	crush,-i	elink,-i, s	drift,-i, s	spell,-i, s	wedge,-i, s
filch,-i	hunch,-i, es	adrink,-i, s	shift,-i, s	swell,-i, s	bridge,-i, s
flinch,-i	punch,-i, es	wink,-i, s	fling,-i, s	scull,-i, s	bilge,-i, s
split,-i	elutch,-i, es	trump,-i, s	g sling,-i, s	snuff,-i	dodge,-i, s
mince,-i	scrub,-i, s	click,-i, s	h sting,-i, s	stuff,-i, s	lodge,-i, s
winçe,-i	shrug,-i, s	prick,-i, s	swing,-i, s	truss,-i, es	judge,-i, s

LESSON 53. 142 words.

Short sounds of the vowels.

Nouns.	shül'ing,-s	pan'cake,-s	de pîct',-i
än'them,-s	spin äge	mar row	de sist,-i
bod kin,-s	swiv el,-s	par rot,-s	in sist,-i
eul prit,-s	vig il,-s	scaf fold,-s	out live,-i
dam gel,-s	por ridge	gam ut,-s	N. & V.
der rick,-s	pot tage	dam gon,-s	bal'ance,-i, s
lep er,-s	prod uce	ea lash',-es	bal lot,-i, s
dis trict,-s	prod uct,-s	ea nal,-s	eab äge,-i, s
fil bert,-s	prog ress	era vat,-s	dam äge,-i, s
frig ate,-s	pros pect,-s	mis hap,-s	ean vass,-i, es
im pulse,-s	prov erb,-s	rat tan,-s	ear ol,-i, s
in quest,-s	prov ince,-s	se dan	hab it,-i, s
in stinct,-s	top ie,-s	Verbs.	trav erse,-i, s
pil grim,-s	son net,-s	ea ress',-i	pen çil,-i, s
pip pin,-s	trom bone,-s	por tend,-i	fes ter,-i
pis tol,-s	land scape,-s	eon vince,-i	let ter,-i, s

EXERCISE 14. a, He brought the BRÜSH'ES to me. b, He elung to the FRIG'ATE. c, He split the STICKS. d, He drank the milk. e, He stuck fast in the mud. f, He flung the ball away. g, John slung the stone. h, The bee stung me. i, He swung on the gate. BLÜSH'ING for her brother, and CONVINCED' that he saw her, she turned away. Truth, CRÜSHED to earth, will rise again; but the CRÜSHED rose will die. I hear the CLICK'ING of the CLICK'ING watch. The tide soon shift'ed the SHIFT'ING sands. The STING'ING bee has lost the sting with which it stung me. His eä RESS'INGs por tënd'ed danger. He stood there, BRÜSH'ING his hat, and CRÜSH'ING it in his hands. They said he stood CRIN'ING, and MINC'ING, and WINC'ING when he saw me.

Name the irregular verbs in Lesson 52. Name the wanting parts that are to take the place of the regular form in *ed*. What words in the exercise ending in *ing* are participles? Which are nouns? Which are adjectives? What words ending in *ed* are verbs? Which are participles? Which one is an adjective?

LESSON 54. 197 words.

Short sounds of the vowels.

Nouns.	thëft,-s	serütch,-i, es	plänt,-i, s	prînt,-i, s	skülk,-i, s
flänge,-s	sprig,-s	thatch,-i, es	scalp,-i, s	squint,-i, s	Nouns.
manse,-s	squib,-s	clack,-i, s	strap,-i, s	stint,-i, s	bunch,-es
quack,-s	cliff,-s	erack,-i, s	check,-i, s	strip,-i, s	erutch,-es
ketch,-es	midge,-s	stack,-i, s	sketch,-i, es	pitch,-i, es	truck,-s
vetch,-es	ridge,-s	smack,-i, s	stretch,-i, es	stitch,-i, es	drudge,-s
ledge,-s	N. & V.	cramp,-i, s	trench,-i, es	switch,-i, es	dunçe,-s
sledge,-s	latch,-i, es	stamp,-i, s	fence,-i, s	shock,-i, s	lungs
dregs	a catch,-i, es	tramp,-i, s	fringe,-i, s	notch,-i, es	mumps
helve,-s	match,-i, es	slash,-i, es	hing,-i, s	throb,-i, s	plush
speck,-s	patch,-i, es	splash,-i, es	pinch,-i, es	grunt,-i, s	skull,-s

LESSON 55. 144 words.

Long sounds of the vowels.

Nouns.	br'er,-s	Verbs.	af fôrd',-i
lä'va,-s	çi der	un läce',-i	de plôre,-i
pa per,-s	çe dar,-s	ba wake,-i	ig nôre,-i
ra zor,-s	spi der,-s	e for sake,-i	un cloge,-i
va por,-s	tri flier,-s	a re take,-i	s be hold,-i
man ger,-s	li on,-s	en rage,-i	un fold,-i
scra per,-s	eli max,-es	e a bide,-i	eon fute,-i
stran ger,-s	fire side,-s	pre side,-i	re fute,-i
game ster,-s	i dol,-s	a rise,-i	h up hold,-i
cham ber,-s	life time,-s	de vise,-i	un roll,-i
a eorn,-s	si ren,-s	trans pire,-i	eon port,-i
to ken,-s	elo ver,-s	o pine,-i	un yoke,-i
do tage	po em,-s	re eline,-i	de vote,-i
post äge	post ern,-s	in çite,-i	pro mote,-i
do tard,-s	post mark,-s	re vile,-i	fore bode,-i
hol ster,-s	pro file,-s	en twine,-i	fore go,-i

EXERCISE 15. a, He eäught a fish. b, He soon a wôke'. c, He for sook' his children. d, He re took' the felon. e, I a bôde' with him many days. f, He a rôse' and retired. g, He be hëld me. h, I up hëld' him. I have a span of MÄTCHED horses. They a bide' in a THÄTCHED cottage. He has the PRÎNT'ED papers. He has a THRÖB'ING pulse. Who saw the SKÜLK'ING STRÄN'GERs? I saw the packs STRÄPPED on their backs, and STÄMPED with their names. I saw the men Ä WÄK'ING, and STRÏP'ING for the fight. SKETCH'ING well, and DE VÖTED as he is to his work, he will succeed. The THRÖB'ING of his pulse denotes fever. This MÄTCH'ING of horses is a difficult thing.

What words in *ed* in this lesson are adjectives? What words in *ing* are adjectives? What words in *ed* are participles? What words in *ing* are participles? What words in *ing* are nouns? What nouns in Lesson 54 require an additional syllable on taking *s* to form the plural? What nouns do not require an additional syllable?