

Lesson 4

1. Words to Read and Know

savage	docile	Bucephalus	Macedon
remote	stout	flounder	mastiff

2. Reading Aloud

Exercise A

1. The attorney stood in the court talking about the money that Mr. Wilson had lost from not working.
2. Shelley took a journey into New Jersey to visit my uncle's turkey farm in the Delaware Valley region.
3. The knight rode on his war horse while the lady rode on a white palfrey.
4. Use this pulley to raise the pail up to the window.
5. There was dew on the gentian, asters, roses, milkweed and Shepherd's weatherglass.
6. Did John have any qualms about old Mr. Harold laying the keystone for the building?
7. King David was a psalmist who gave alms to King Saul's grandson, Mephibosheth.
8. We saw that he had given his alms only half-heartedly, but he balked at our criticism.

9. My mother wanted our chimney painted a rosy pink, but father balked at the idea.
10. I don't think that Jimmy will eat the baloney and honey sandwich that you made for him.

Exercise B

1. The savage knight defeated everyone at the tourney, and refused any balm for his wounds that he incurred.
2. Ancient Macedon was a country north of Greece.
3. That morning Jim walked down the alley and into the city garden where many beanstalks were growing.
4. Alexander's horse Bucephalus was given his name because of the ox's head on its coat.
5. The mummy had been embalmed three thousand years ago.
6. The monkey reached into the man's monkey and took out a key.
7. The savage dog's snout, she thought, wore an evil grimace.
8. Why did Zoe and Evelyn balk at my suggestion to write a play about the puppet Pirate Pete?
9. They traveled into the poor country valley where there were many beggars asking for alms.
10. Didn't John have any qualms about working during the holidays?

3. Reading Selections

Alexander and Bucephalus

By James Baldwin

One day Philip, King of Macedon, bought a fine horse called Bucephalus. He was a noble animal, and the king paid a very high price for him. But he was wild and savage, and no man could **mount** him, or do anything at all with him.

They tried to whip him, but that only made him worse. At last the king bade his servants take him away.

“It is a pity to ruin so fine a horse as that,” said Alexander, the king’s young son. “Those men do not know how to treat him.”

“Perhaps you can do better than they,” said his father scornfully.

“I know,” said Alexander, “that, if you would only give me leave to try, I could manage this horse better than anyone else.”

“And if you fail to do so, what then?” asked Philip.

“I will pay you the price of the horse,” said the lad.

While everybody was laughing, Alexander ran up to Bucephalus, and turned his head toward the sun. He had noticed that the horse was afraid of his own shadow.

He then spoke gently to the horse, and patted him with his hand. When he had quieted him a little, he made a quick spring, and leaped upon the horse’s back.

Everybody expected to see the boy killed outright. But he kept his place, and let the horse run as fast as he

would. By and by, when Bucephalus had become tired, Alexander reined him in, and rode back to the place where his father was standing.

All the men who were there shouted when they saw that the boy had proved himself to be the master of the horse.

He leaped to the ground, and his father ran and kissed him.

“My son,” said the king, “Macedon is too small a place for you. You must seek a larger kingdom that will be worthy of you.”

After that, Alexander and Bucephalus were the best of friends. They were said to be always together, for when one of them was seen, the other was sure to be not far away. But the horse would never allow any one to mount him but his master.

Alexander became the most famous king and warrior that was ever known, and for that reason he is always called Alexander the Great. Bucephalus carried him through many countries and in many fierce battles, and more than once did he save his master’s life.

Reading Questions A

1. In the story *Philip* is ____.
 - a) the name of a slave
 - b) the name of a horse
 - c) the name of Alexander’s father

2. The word *mount*, printed in bold, most nearly means ____.
 - a) sail
 - b) get on
 - c) feed
3. Why does Philip tell his men to take the horse away?
 - a) He thinks that he has paid too little for the horse.
 - b) He thinks that only his son can ride the horse.
 - c) He thinks that the horse is useless because it cannot be tamed.
4. Which of the following words describes Alexander as he is presented in the story?
 - a) shy and quiet
 - b) clever and observant
 - c) fearful
5. Why does Philip say to Alexander, "Macedon is too small for you"?
 - a) He does not want Alexander to stay in Macedon.
 - b) He wants Alexander to know that there are other countries bigger and better than Macedon.
 - c) He is praising Alexander for something he has done.

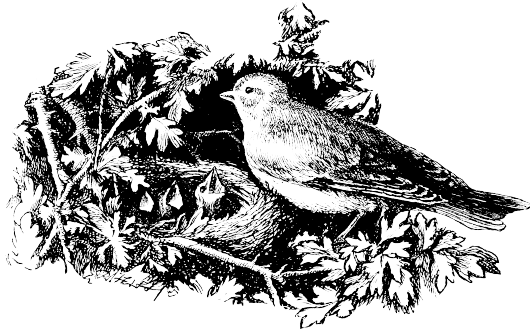
Bed in Summer

By Robert Louis Stevenson

In winter I get up at night
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?



Reading Questions B

1. When does the speaker of the poem get up on winter mornings?
 - a) late in the morning
 - b) before the sun rises
 - c) at midnight
2. What is true of stanza 1 of the poem?
 - a) The speaker says he likes getting up in summer but not in the winter.

- b) The speaker says that winter nights are more difficult than summer days.
 - c) The speaker is telling the difference between his summer routine with his winter routine.
3. This poem was most likely written ____.
- a) rather recently
 - b) 3000 years ago
 - c) about 100 to 200 years ago
4. What is the speaker's main complaint about summer?
- a) The birds and the people keep him up at night.
 - b) It is dark when he gets up.
 - c) It is still light when he has to go to bed.
5. The line "I should like so much to play" in stanza 3, line 3 means ____.
- a) I am supposed to like to play very much
 - b) I want to play very much
 - c) I must look like I enjoy playing

Oscar and Bruno

Anonymous¹

When we were living in a very remote part of Northumberland, in an old house that had once been a monastery, we had two large dogs named Oscar and Bruno.

¹ From *Golden Moments: Bright Stories for Young Folks*. Boston: De Wolfe, Fiske and Company.

Oscar, who was a Newfoundland with a bit of the retriever in him, had been especially trained to take the water and to secure the game when shot among the deep pools.

Bruno, on the other hand, was a huge mastiff, who was kept to guard the house; gentle and docile to those whom he knew, but woe betide the suspicious-looking stranger who approached the house—his growl was enough to frighten the stoutest-hearted beggar in the world.

My father thought Bruno was getting a little lazy, so proposed to take him down to the river with Oscar. I was to accompany them, and see poor old Bruno have a bath.

The river was not very broad, narrow enough to be spanned by an old wooden bridge, but it was very deep in the center.

Bruno floundered about, and at last got into the deep center current, and, to my horror, I saw he was losing strength and sinking. I shouted to father that Bruno was drowning. He called to Oscar, "Save your friend, Oscar!" And the faithful creature seemed to grasp the situation, for he swam out to Bruno, and taking hold of his strong leather collar between his teeth, he lifted his head and shoulders out of the water. I eagerly watched them, for Bruno was very heavy, and it looked as if poor Oscar would not have strength to land his friend.

Father encouraged Oscar, for I saw the fear in his face too. Making one supreme effort, struggling and panting, Oscar brought Bruno into shallow water. In a few

minutes Oscar was all right, but poor old Bruno was long before he came to himself. His devotion to Oscar after that was beautiful to see, and they were firmer and truer friends ever afterwards.

Reading Questions C

1. Which of the following does NOT describe the dog Oscar?
 - a) a hunting dog
 - b) a mixed breed
 - c) a small dog
2. Which of the following does NOT describe the dog Bruno?
 - a) a guard dog
 - b) a retriever
 - c) gentle to the family but fierce to strangers
3. Why was Bruno taken to the river?
 - a) for exercise
 - b) for a bath
 - c) to train Oscar as a “lifeguard”
4. Who is the narrator or the one telling this story?
 - a) the owner of the two dogs
 - b) the owner’s son
 - c) someone who knows the owner
5. According to the story, what resulted from the incident at the river?
 - a) Oscar became a better swimmer

- b) Bruno became devoted to Oscar
- c) Bruno was no longer “lazy.”

4. Poetics: Iambic

You learned in our last lesson that syllables help to make up the rhythm of poetry. Did you ever notice that some syllables in words are soft and some are loud? When a word has a loud syllable, we say that it is *stressed*. Words are made up of loud and soft syllables that form stress patterns. The most common stress patterns in poetry are soft–loud and loud–soft. The four words below all have the same stress pattern except one. Can you tell which one it is?

STRESS PATTERNS OF WORDS

today

amaze

around

pretty

Were you able to tell that second syllable of the first three words is stressed, but that this is not true of the last word? The word *pretty* has two syllables just like the others, but its first syllable, not its second, is stressed. It is pronounced this way: *PRET-ty*. The other words are pronounced in the following way: *today*, *a-MAZE*, and *a-ROUND*. This unstressed-stressed pattern is called *iambic*, and is represented this way in symbols: *˘ /*. The symbols are often put above the word to show which is

stressed (marked with a slash mark /) and which is unstressed (marked by an upward curve ~).

~ /
today

~ /
amaze

~ /
around

/ ~
pretty

Read the poem “Bed in Summer” by Robert Louis Stevenson again. Notice that its lines have eight syllables and four repeating iambic patterns, called *feet*. One of the patterns is called a *foot*.

~ / ~ / ~ / ~ /
In winter I get up at night

Poetics Exercise

Write “I” next to the word that has an iambic stress pattern. Leave the others blank.

1. ___ simple
2. ___ hurray
3. ___ about
4. ___ zipper
5. ___ erase
6. ___ allow
7. ___ paper
8. ___ above

9. ___ candle

10. ___ baby

5. Phonics and Vocabulary: *ey*

key journey turkey baloney

valley honey pulley New Jersey

money monkey chimney alley

Challenge Words

attorney tourney keystone palfrey

Phonics Exercise

Circle the word that fits the sentence, then write it below.

1. He took a long ___ by bus from Pennsylvania to New York.

chimney journey valley

2. Ever since he was a boy, Harry loved reading about judges and court cases, so it is not a surprise to us that he became a(n) ___.

attorney turkey New Jersey

3. I am locked outside because I left my ___ in the house.

key monkey turkey

4. How much ___ will you need to buy that bicycle?

key journey money

5. We used a ___ to lift the heavy piece of furniture to the second floor of the house.

New Jersey pulley turkey

6. Please open the flue of the ___ so that the smoke can go out.

chimney keystone palfrey

7. There are many different species of ___ that live in Africa and South America.

keys monkeys alleys

8. I like to sweeten my tea with ____
palfrey honey turkey

9. A ____ is the central stone of an arch.
chimney alley keystone

10. Does he still like to eat ____ and cheese sandwiches for
lunch?
palfrey pulley baloney

6. Grammar and Punctuation: Quotations (1)

You have already learned about end marks. You are now going to learn how to use another important punctuation mark called the quotation mark.

“ (opening quotation marks)

” (closing quotation marks)

When we write down someone’s exact words, we must use quotation marks before and after what was said. Beginning quotation marks are used before what was said and ending quotation marks are used after what was said.

QUOTATION MARKS

John said, "He forgot his lunch!"

Look at the sentence above. What did John say? We know exactly what he said by looking at the words inside the quotation marks. Notice the punctuation before the beginning quotation marks. It is called a comma. Commas are always used before the beginning quotation marks in sentences like this.

Did you also see that quotation marks come after the exclamation point? Always put the ending quotation marks after periods, exclamation points and question marks.

You should notice one last thing about the above sentence. The first letter of the word that begins the quotation is a capital. By writing the first word with a capital letter, the writer is telling the reader that it begins the quotation.

Grammar Exercise A

Put quotation marks and commas in the right places in the following sentences. Make sure that the word that starts the quotation begins with a capital letter.

EXAMPLE. Karen asked her attorney is it against the law to swim in the lake?

Answer: Karen asked her attorney, "Is it against the law to swim in the lake?"

1. Tom said that my mother is upstairs.
2. The saleswoman said sweetly are you looking for something?
3. John asked what flavor of ice cream are you eating, Tom?
4. Sam shouted it's stopped raining. We can go outside.
5. Robert said to his little sister were you outside playing? Your cheeks are rosy!
6. Barbara exclaimed there's a mouse in the house!
7. Mary said to her brother when he entered his room What did you do with my pencils?
8. Lily's mother said let me put this balm on your cut.
9. The passerby gave alms to the beggar and said to him do you need a place to sleep?
10. The teacher warned the students do not do your work half-heartedly.

Grammar Exercise B

Put quotation marks and commas in the right places in the following sentences. Make sure that the word that starts the quotation begins with a capital letter. There is one sentence that does not need any quotation marks.

1. John gave me his car key and said don't lose this.
2. I asked him where are you going?
3. The boy asked his teacher what is a palfrey?

4. A woman showed up at the door and asked me several questions.
5. She balked at what I said, but I replied why don't you believe me?
6. George does not have much money, but he said to me yesterday I will lend you money if you need it.
7. The woman said to her attorney thank you for your help in court.
8. Miriam asked me do you eat turkey on Thanksgiving?
9. After reading the story about Bucephalus, Tom asked the teacher how old was the horse when he died?
10. Thomas asked me do you have any qualms about going to the new school?

I Remember, I Remember

By Thomas Hood

- I remember, I remember,
The house where I was born,
The little window where the sun
Came peeping in at morn;