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ԱՏԱՐԱԿՈՒԹԻՒՆ Պ. ՊԱԼԵՆՅ ՔՐԱՏԱՆ

ԱՌԱՋ ՆՈՐ Դ
ԸՆԹԵՐՑԱՆՈՒԹԵԱՆ ԵՒ ԹԱՐԳՄԱՆՈՒԹԵԱՆ
ԱՆԳԼԻԵՐԷՆ ԼԵԶՈՒԻ

ԳԻՒՐԻՆ ԵՂԱՆԱԿ

ԱՆԳԼԻԵՐԷՆ ԼԵԶՈՒՆ ԿԱՐԴԱԼ, ԳՐԵԼ ԵՒ ԽՕՍԵԼՈՒ ՉԱՍԱՐ

SECOND BOOK

Բ. Տ Ա Ր Ե

Այգային վարժարաններու եւ ինքնընտել ուսանողներու համար

ԱՇԽԱՏԱՍԻՐՆՑ
ՏԻՐԱՆ ՄՈՒՐԱՏԵԱՆ



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Կ. ՊՈԼԻՍ
ԳՐԱԹԻՒՆ Օ. ԱՐԶՈՒՄՆԱՆ
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ՀՐԱՏԱՐԱԿՈՒԹԻՒՆ Պ. ՊԱՆԵՆՑ ԳՐԱՏԱՆ 2304-10

ԱՌԱՋՆՈՐԴ

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ԳԻՒՐԻՆ ԵՂԱՆԱԿ

ԱՆԳԼԻԵՐԷՆ ԼԵԶՈՒՆ ԿԱՐԳԱԼ, ԳՐԵԼ ԵՒ ԽՕՍԵԼՈՒ ՀԱՍԱՐ

SECOND BOOK

Բ. Տ Ա Ր Վ

Ազգային վարժարաններու եւ ինքնընտել ուսանողներու համար

ԱՇԽԱՏԱՍԻՐԵՑ

ՏԻՐԱՆ ՄՈՒՐԱՏԵԱՆ



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ՏՊԱՐԱՆ ԵՒ ԿԱԶՄԱՏՈՒՆ

Օ. ԱՐՉՈՒՄԱՆ

№ 60

Յ Ա Ռ Ա Զ Ա Բ Ա Ն

Ներկայ գործս կը կազմէ անգլիերէն լեզուի համար պատրաստած ընթերցարաններու Բ. հասորը:

Առաջին հասորին մէջ հետեւած ուղղութիւնս ներկայ գործիս մէջ ալ լիովի գործադրած եմ. իւրաքանչիւր դասի սկիզբը առակերսը պիտի գտնայ իրեն պէտք եղած բոլոր բառերու մթերքը ուղիղ արտասանելու եւ քարգմանելու. դասին անմիջապէս ստորեւը հարցումներ դրուած են որոնց պատասխանելով ուսանողը պիտի հրահանգուի անգլիերէն լեզուի խօսելավարժութեան մէջ: Յետոյ շարադրութեան փորձեր խորագրի տակ այլազան վարժութիւններ կան՝ զարգացնելու զինքը գրելու արուեստին մէջ. հուսկ ուրեմն ֆրանկանական հակիրճ ծանօթութիւններ անգլիերէն լեզուով (ուսանողը արդէն պէտք եղած ֆրանկանական նախագիտելիքները ստացած պիտի ըլլայ հայերէն լեզուով առաջին հասորին մէջ) որոնք պիտի սորվեցնեն առակերսին անգլիերէն լեզուի անհրաժեշտ կանոնները:

Ընթերցարանիս նիւթերը շատ խնամով ընտրած եմ. շահեկան եւ հրահանգիչ պատմութիւններ, կենդանական եւ իրագիտական նիւթեր տրամախօսութեան ձեւով որոնք մեծապէս պիտի նպաստեն առակերսաց անգլիերէն լեզուի ոնները եւ յատկաբանութիւնները իւրացնելու:

Երբորդ մասը կը բաղկանայ հակիրճ պատմութիւն-
ներէ . ասոնք ոչ միայն օգտակար պիտի ըլլան իբրեւ բարգ-
մանութեան եւ խօսելավարժութեան դասեր , այլ նաեւ
առակերտը դիւրաւ պիտի կարենայ զանոնք ընդլայնել եւ
ներկայացնել ուսուցչին գրաւոր կերպով :

Քաջայոյս եմ որ ներկայ հասորս ալ առաջնոյն պէս
անգլիներէն կարեւոր լեզուին ուսուցման համար օգտա-
կար ըլլայ :

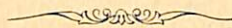
ՏԻՐԱՆ ՄՈՒՐԱՏԵԱՆ



Ա Ռ Ա Զ Ն Ո Ր Դ

ԸՆԹԵՐՅԱՆՈՒԹԵԱՆ ԵՒ ԹԱՐԳՄԱՆՈՒԹԵԱՆ

ԱՆԳԼԻԵՐԷՆ ԼԵԶՈՒԻ



Բ Ա Ռ Ե Ր

Hero (հի'րօ)=գիւցազն , հերօս (յգ . heroes հի'րօզ) .
army (ար'մի)=բանակ . to besiege (պիտիճ')=պաշարել .
grand (կրէնտ)=մեծ . attempt (էդդէմ'դ')=փորձ , ձեռ-
նարկ . by storm (պայ սդօրմ')=բուռն յարձակմամբ .
mile (մայլ)=մղոն . away (էուէյ')=հեռու , բացակայ .
hill (հիլ)=բլուր . emperor (էմ'պրրրր)=կայսր . eagerly
(ի'կրրիլ)=անձկանօք . effort (էֆ'ֆըրդ)=ճիգ , ջանք .
splendid (սըլէն'տիտ)=փայլուն . troops (դրուքս)=զօրք .
stout (սդաուդ)=զօրաւոր , անլիհեր . thick (դհիք)=
հաստ . thrust (դհըրսդ)=մխել , խոթել . forward
(ֆօր'ուրրտ)=առջեւի . apart (էքարդ')=զատ , ուրոյն ,
խրարմէ անջատ . arms (արմզ)=բազուկները . to fold
(ֆօլտ)=ծալլել . behind (պիհայնտ')=ետեւ , ետք . keen
(քին)=սուր , հատու . scene (սին)=տեսարան :

Smoke (սմօք)=ծուխ , մուխ , gun (կըն)=թնդա-
նօթ , hung (հընկ)=կախուած , անկ . բյ . գլխ . ժմնկ .
hang, hung, hung, կախել . mist (միսդ)=մէգ , մշուշ .

valley (վէլ'ի) = ձոր, հովիտ. hid (հիտ) = կը ծածկէր, անկ. բյ. գլխ. ժմնկ. hide, hid, hidden = պահել, ծածկել. impatient (իմքէյ՝ էնդ) = անհամբեր. gaze (կէյդ) = նայուածք, ակնարկ. suddenly (սըտ'ընի) = յանկարծակի. horseman (հորամէն) = ձիաւոր. to gallop (կէլ'ըբ) = քառասմբակ վազել. headlong (հէտ'լոնկ) = գըլ-խիվաջր. speed (սբիտ) = արագութիւն. on and on = առաջ և առաջ. to ride (րայտ) = ձիավարել, հեծնել. անկ. բյ. գլխ. ժմնկ. ride, rode, ridden. faster (ֆասդըբ) = աւելի արագ. straight (սդրէյդ) = ուղիղ, շիտակ. to pull up (բուլ) = կեցնել. jerk (ճըբ) = ցնցում, ցանց. sprang (սըբէնկ) = ցատկեց. անկ. բյ. գլխ. ժմնկ. spring, sprang, sprung saddle (սէտ'լ) = թամբ. officer (օֆ'իսըբ) = սպայ. lit up = լուսաւորուած. անկ. բյ. գլխ. ժմնկ. light, lit, lit. smile (սմայլ) = ժպիտ. pride (րրայտ) = հպարտութիւն. to doff (տօֆ) = հանել. won (ուօն) = շահուած, առնուած. անկ. բյ. գլխ. ժմնկ. win, won, won. sire (սայր) = վեհափառ տէր. general (ճէն'րբէլ) = զօրապետ. to await (էուէյդ') = սպասել. market-place (մար'քէդ բլէյս) = շուկայ. to float (ֆլօթ) = ծիփալ. flag (ֆլէէկ) = դրօշ. to set up = անկել. to flash (ֆլէէ) = շողալ, փայլել. pleasure (բլէժ'րբ) = հաճոյք, բերկրանք. lip (լիբ) = շրթունք. to press (բրէս) = սեղմել, ճնշել. tight (դայդ) = պինդ, ամուր. to grow paler and paler = հետզհետէ դեղնիլ, սոճգունիլ. blood (պլըտ) = արիւն. breast (պրէստ) = կուրծք. through (դհրու) = մէջէն. shot (շօդ) = գնտակ, ուսմբ:

You're = you are. to wound (ուունտ) = վիրաւորել. to soften (սօֆ'ն) = կակղցնել. to express (էքսըբրէ'ս) = արտայայտել. nay (նէյ) = չէ', ո'չ. duty (տիու-

դի) = պարտականութիւն. uttermost (ըդ'դըբմօսդ) = յետին ծայր. beside (պիսայտ') = քովը, մօտը. joy (ճօյ) = ուրախութիւն:

A BOY HERO

1. The french army was besieging a German town, and the time had come for a grand attempt to take the town by storm.

2. A mile away, on a little hill, stood the Emperor Napoleon, eagerly watching the efforts of his splendid troops. There he stood, a short, stout man, his thick neck thrust forward, his legs wide apart, his arms folded behind his back, his keen eyes fixed on the scene before him.

3. The smoke from the guns hung like a thick mist over the valley, and hid the battle from the emperor's impatient gaze. Suddenly a horseman came out through the smoke, and galloped at headlong speed towards the hill.

4. On and on he rode, faster and faster, straight for the emperor. Pulling up his horse with a sudden jerk, he sprang from the saddle and stood by his horse's head.

5. He was a young officer, just a boy, whose face lit up with a smile of pride and joy as he doffed his hat to the emperor.

6. «The town is won, sire!» he cried. Our troops have entered, the general awaits you in the

market-place, and there in the midst floats the flag of France, where I set it up».—

7. Napoleon's eye flashed with pleasure and pride. But, looking at the boy, he saw his lips pressed tight and his face grow paler and paler. Looking again, he saw blood coming from a hole in the breast of his coat, through which a cruel shot had passed.

8. «You're wounded, my boy?» he said, his eye softening and his voice expressing kindness.

9. «Nay» said the young officer, smiling the proud smile of one who had done his duty to the uttermost. «Nay, Sire; J'm killed!» And the brave boy fell dead beside the master whom it had been his joy to serve.

QUESTIONS

1. How did the horseman ride from the town?
2. What did he tell the Emperor?
3. What did the Emperor say?
4. What was the officer's answer?

GRAMMAR

1. *The sentence.* A sentence is a number of words which, taken together, make sense. Examples. *A fire broke out.* 2. *To climb the pole was no easy task.*

Բ Ա Ռ Ե Ր

Sentence (սէն'դէնս) = պարբերութիւն . sense (սէնս) = իմաստ . broke out = ծագեցաւ . task (դէսք) = աշխատանք , դործ .

Բ Ա Ռ Ե Ր

Said (սէս) = րսաւ . անկ . ըյ . դիւ . ժինկ . say, said, said. to walk (ուօք) = պտօրիլ , քալել , together (դուկէտ'ըր) = միասին . tune (դիուն) = նուագ , երաժշտութիւն . sunny (սըն'ի) = արփիափայլ . to close (քլօղ) = լրանալ , դոցել . sight (սայդ) = տեսարան . worth (ուըրդ) = արժէք , արժող . to grow thick = մթննալ . snowflake (անօֆլէյք) = ձիւնի հատիկ .

Sorrow (սոր'օ) = ցաւ , վիշտ . to spoil (սրօյլ) = աւրել , խանդարել . bud (պըս) = կոկոն :

JANUARY AND JUNE

1. Said January to June:
Pray let us walk together;
The birds are all in tune,
And sunny is the weather.
2. And look you: I will show,
Before the long day closes,

A pretty sight J know
Worth all your summer roses.

3. Then, as they went, the air
Grew thick with snowflakes flying;
But all the roses fair
Hung down their heads a dying.
4. Cried June, in sorrow: "Nay,
We may not walk together;
You've turned my skies to gray,
And spoiled my golden weather.
5. "Go now. I pray you, go
Before my last bud closes;
Take you your cold white snow,
And give me back my roses."

Բ Ա Ռ Ե Ր

To be up = արթննալ . mist (միտք) = մշուշ . slept = կը քնանար . անկ . բյ . գլխ . Ժմնկ . sleep, slept, slept.
valley (վէլ'ի) = հովիտ . to awaken (էռեէյք'ն) = արթննալ :
Carol (քէր'ըլ) = երգ . տաղ . breeze (պրիդ) = սիւք . hollow (հօլ'լօ) = խոռոչ , փոս . cool (քուլ) = գաղջ , զով . shadow (շէտ'օ) = շուք , ստուեր .

To lie (լայ) = պառկիլ , երկննալ . անկ . բյ . գլխ . Ժմնկ . lie, lay, lain. ներկայ ընդունելութեան մէջ ie ցի կը փոխուի lying. spot (սօթ) = տեղ , վայր . beyond (պրիօնտ) = անդին . to weed (ուիտ) = անպիտան խոտերը մաքրել , խլել . to pull (բուլ) = քաշել . chickweed (չիքուիտ) = բոլորակ (արջանի ֆուշարը) . weed (ուիտ) = անպիտան խոտ , սէղ . overhead (օվըրհէտ') = վերը . to chatter (չէր'ըր) = կարկաշել . closely (քլօս'լի) = սերտիւ , մօտէն . to promise (բրօմ'իտ) = խոստանալ :

Delightful (տիլայդ'ֆուլ) = զուարճալի . hammock (հէմ'ըք) = կախորրան . to rock (րօք) = տատանիլ , տարուբերիլ . to cease (սիտ) = դադրիլ . to twitter (դուիդ'ըր) = ճուռոզել . wandering (ուան'տըրինկ) = թափառող . web (ուէպ) = ռանայն . to enter (էն'դըր) = մտնալ . to invite (ինվայդ') = հրաւիրել . parlour (բար'լըր) = հիւրանոց , խօսարան . thread (դէրէտ) = թել . to pity (րիդ'ի) = գթալ . fly (ֆլայ) = ճանճ . bumble-bee (պրմ'պլպի) = իշամեղու . to boom (պում) = հծծել , բզբալ . velvet (վէլ'վէդ) = թաւիչ . to alight (էլայդ') = իջնել . clover (քլօվ'ըր) = առուոյտ . to dip (տիր) = ընկզմել , սուզանիլ . to search (սըրչ) = փնտռել . towelcome (ուէլ'քըմ) = բա-

բիզալուստ մաղթել . sweets (սուրիս) = անուշահոստութիւն .

You're=you are. tiny (դայն'ի)=նուրբ . բարակ . ant (էնդ)=միջիւն . to scamper (սքէմ'րրր)=խոյս տալ . փակչիլ . busy (պիզ'ի)=զբաղեալ . open)=օ'րըն)=բաց . accident (էք'սիտէնդ)=արկած . happen (հէք'ն)=պատահիլ . to exclaim (էքսքլէյմ')=բացագանչել . creature (քրի'չրր)=արարած . root (րուդ)=արմատ . although (օլ դ'օ)=թէպէտեւ . ruddy (րըտ'ի)=կարմրագոյն . ripe (րայբ)=հասան . to whisper (հուիս'րրր)=փրսփրսալ . to shut (շըդ)=զոյել . անկ . բյ . դլի . ժինկ . shut, shut, shut. to suppose (սըրբօզ')=ենթադրել . chance (չէնս)=առիթ . պատահութիւն :

DONALD'S DAY DREAM

1. Nature rises very early on summer mornings. By the time Donald was up, the sun had finished much of his morning work. Mists which had slept all night in the valleys had been awakened and sent away.

2. The birds had sung their morning carols, and were busy with their day's work. The morning breeze was resting in some quiet hollow; so the still hot sunshine had the fields and gardens to itself, except where the trees made cool shadows on the grass.

3. Under one of these trees Donald was lying, looking up through the green branches, to the spots of blue sky beyond. He had promised to weed the

flower-garden; but, after pulling some chickweed, he had become tired.

«Oh, it's so hot!» he said. The weeds can wait. I am sure nobody can do anything to-day.» At first he looked lazily beyond the tree-top, but soon he began to wonder what the birds overhead were chafing about.

5. Looking closely, he saw a nest full of young birds, and the father and mother on a branch nearby; they were talking of the time when each small bird should learn to fly. The parent birds promised to bring their children food for a few more days, and then it would be time for them to start out for themselves.

6. How pretty the home-nest looked among the beautiful green leaves! How delightful it must be at night, thought Donald, to look up at the stars, and then to sleep in a hammock rocked by the winds!

7. The birds ceased to twitter, and all that could be heard now was the buzz of a wandering fly. Near the tree a spider had made its web, in which it was waiting for its dinner. The fly came near the web: the spider invited in to enter the beautiful «parlour,» all hung with silver threads; and the fly went in, but did not come out again.

8. While Donald was pitying the foolish fly, a big bumble-bee came booming along, dressed in velvet of black and yellow. It alighted on a red clover-head. Donald saw it dip into each little clover, in search of honey; and the clover said: «I like the bee to come; it is welcome to my sweets.»

9. «You're in my way! Donald heard a tiny voice say, as a small black ant scampered over his hand, and ran into a little hole in the ground. Two ants met, and one said: «Yes, we have a fine large town, but some of us are always busy trying to keep the street open, — so many accidents (happen).»

10. «A town down in the ground!» exclaimed Donald.

«Yes» said the grass; «and think of all the other creatures living down there among my roots. We are all growing and working.»

11. «Thump!» down came a half-grown apple near Donald's head. «We grow too,» said the apple; «but I thought I had grown long enough, so here I am.» Donald picked up the apple and saw that, although small, it was ruddy and ripe.

12. He was beginning to eat it, when the wind came along and whispered to him: «The flowers over there find it very hard to grow, for the weeds are so tall that they shut out the sun, you and I have had a rest. Suppose we go to work.» Then Donald went back to the garden. for he saw that all things were busy, and it was really time he gave the flowers a chance to grow.

QUESTIONS

1. *What had Donald promised to do?*
2. *What was he doing?*
3. *What was he wondering about?*

4. *What did he see?*
5. *Where were the father and mother birds?*
6. *What were they talking about?*
7. *What did they promise?*
8. *What would the children do after that?*
9. *What did Donald think about birds and their nests? What did Donald see further?*

COMPOSITION EXERCISE

Complete the following sentences. 1. *The sun had finished...* 2. *The birds had sung...* 3. *The... had promised...* 4. *The parent bird promised...* 5. *The birds ceased...* 6. *Near the tree a spider had made...* 7. *Donald was pitying...* 8. *Donald heard a tiny voice say...*

GRAMMAR

A sentence consists of two parts, the *naming* part and the *asserting* or *stating* part. The *naming* part of a sentence that is the *subject* is generally a noun.

The *asserting* or *stating* part of a sentence, that is, the *predicate*, is a Verb.

Hence we say that every sentence, however simple, must contain at least one noun (or what is equal to a noun) and one Verb.

Բ Ա Ռ Ե Ր

Subject (սըպ'ճէքդ)=ենթակայ . assert (էսըրդ') =հաստատել . state (սդէյդ)=յայտարարել . predicate (բրէտ'իքէյդ)=ստորոգելի . verb (վրրպ)=բայ . noun (նաուն)=գոյական . hence (հէնս)=հետեւարար . equal (ի'քուօլ)=հաւասար :

Բ Ա Ռ Ե Ր

To spend (սրէնս)=անցնիլ, վատնել . անկ . բյ . գլխ . ժմնկ . spend, spent, spent. mass (մես)=զանգուած , տարածութիւն . to sparkle (սբար'քլ)=փայլիլիլ, շողալ . dazzle (տէզ'զլ)=շլացնել . lovely (լըվ'լի)=սիրուն . pier (բիր)=քարափ . ամբարտակ . to reply (բիրլայ')=պատասխանել . to build (պիրա)=շինել, կանգնել . անկ . բյ . գլխ . ժմնկ . build, built, built. music (միու'զիք)=երաժշտութիւն . beach (պիչ)=ծովեզր . wave (ուէյվ)=ալիք, կոհակ . to dig (տիկ)=փորել . dig, dug, dug. cliff (քլիֆ)=ցից սալառած . to splash (սրէչ)=ցատկել, ժայթքել :

Sand (սէնս)=աւաղ . spade (սրէյս)=բահ . pail (բէյլ)=դոյլ . shell (շէլ)=խեցի . steep (սդիր)=սեպածեւ . hissing (հիս'ինկ)=սոււող, շշող . to be afraid (էֆրէյտ)=վախնալ . strange (սդրէնճ)=տարօրինակ :

Through (դէրու)=մէջէն . iron (այ'ըրն)=երկաթ .

rail (րէյլ)=վանդակասիւն . gate (կէյդ)=մեծ դուռ . donkey (տըն'քի)=էջ . saddled (սէտ'լա)=համետուած, թամբուած . carriage (քէր'րիէճ)=կառք . drawn (արօն)=քաշուած . draw, drew, drawn. ride (րայտ)=չըջագայութիւն, պտոյտ . they drove=կառքը քշեցին :

Took off=հանեցին . to paddle (բէտլ')=թիավարել . swept (սուէքդ)=կը քերէր կ'անցնէր . անկ . բյ . գլխ . ժմնկ . sweep, swept, swept. pink (բինք)=վարդագոյն . purple (բրր'ըլ)=ծիրանեզոյն :



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A DAY AT THE SEA SIDE

1. Tom and Mary went with their mother to spend a day by the sea-side. Neither Tom nor Mary

had ever seen the sea before. When they came in sight of the great blue mass of waters sparkling in the sun, Tom cried out, «Oh, mother! it dazzles me».

2. Mary stood looking at the sea with her mouth and eyes wide open. At last she said, «Oh, you lovely big sea! I love you so much.»

«What is that black thing, mother?» said Tom.

«That is the pier,» his mother replied. «It is a long, broad, wooden road or walk built out into the sea.»

«Oh, do let us go there, mother!» said Mary.

«I see a number of people at the other end of it, and I hear such pretty music being played there.»

3. «Yes» replied mother, «We will go there in a little while, but first let us walk down to the beach and watch the waves rolling to the shore. See, the waves come nearly up to the foot of the cliffs now!»

«Yes, mother, and how they splash up into the air!» cried Tom.

4. «Well, by the afternoon the waves will have gone back, and where you now see only water you will then see only sand. There will be a great many little boys and girls playing about and digging in the sand. I will buy you each a spade and a pail, and you shall dig in the sand too, and pick up some pretty shells to take home.»

5. By this time, mother, Tom, and Mary had got down the steep cliff and stood close to the waves.

When Tom heard the hissing noise made by the waves as they rolled up the shore, he was afraid, and said:

«Oh, mother, what a strange noise! don't let us stay here.»

Mary laughed at him for being afraid, and his mother told him that he would soon get used to the noise.

6. They then went on the pier. Tom and Mary were highly pleased when they found themselves walking above the sparkling blue water. They looked through the iron rails which ran along the pier on either side, and said:

«We really are almost walking on the sea.»

7. By and by they went off the pier. Just outside the gates were some gray and brown donkeys standing ready saddled, and some pretty little carriages drawn by goats. They had a nice ride in one of these little carriages. They drove along the cliffs for about a quarter of a mile, they returned and got out.

8. They now took off their shoes and stockings and paddled in the sea, and laughed at the waves that swept over their feet.

Then Tom dug a hole, and Mary took the pail

and got water to fill it. They each picked up a number of pink and purple and white shells to take home.

QUESTIONS

1. Where did Tom and Mary go with their mother to spend a day?
2. What did Tom cry out?
3. What did Mary exclaim?
4. What is a pier?
5. Why did Mary want to go on the pier and what did her mother say?
6. Why the mother would buy a pail and a spade for the children.
7. When they arrived at the pier what did they see?
8. Did they paddle afterwards in the sea?

GRAMMAR

Nouns are divided into two chief classes; common and Proper.

Common nouns are *simple*, *abstract*, or *collective*. An *abstract noun* is the name of a quality considered as apart from the thing to which it belongs: *whiteness* *joy*.

It is also the name of an action or a state; *running*, *sleep*.

An abstract noun is thus the name of an idea which exists only in the mind and not of an object; for example, we can think of *whiteness* as apart from snow, flour, chalk, etc.

A *Collective Noun* is the name of a collection of persons or things which form one body: crowd, flock, group.

Բ Ա Ռ Ե Ր

Abstract (էպսդրէքդ')=վերացեալ . idea (այտի'է)=
գաղափար . whiteness (հուայդ'նէս) = ճերմակութիւն .
collective (քօլլէք'դիվ)=հաւաքական . crowd (քրա-
ուս)=ամբոխ :

Բ Ա Ռ Ե Ր

Santa Claus (սէն'դէքլօրդ)=Սուրբ Նիկողոս, կա-
ղանդ . softly (սօֆդ'լի)=մեղմով, յուշիկ . pillow
(բիլ'օ)=բարձ . to dream (տրիմ)=երագել . անկ . բյ .
դլիս . ժմնկ . dream, dreamt, dreamt. կրնայ գոր-
ծածուիլ նաև իբրև կանոնաւոր բայ . dream, dreamed,
dreamed. bugle (պիու'կլ)=եղջերափող . drum (տրմ)=
թմբուկ . to cut (քըդ)=կտրել, սահիլ . անկ . բյ . դլիս .
ժմնկ . cut, cut, cut. foam (ֆօմ)=փրփուր . flake (ֆը-
լէ'յք)=ձիւնի հատիկ . whirl (հուրլլ)=պտուտքել, դառ-
նալ . he findeth=he finds=կը գտնէ .

Sleigh (սլէյ)=բալխիր . host (հօսդ)=բաղմուծիւն .

a host = շատ մը . tight (դայդ) = պինդ , սեղմ . string (սղրինկ) = սուսասն . sound (սաունս) = ձայն . blast (պլէսթ) = փչում . to blow (պլո) = փչել , հնչել . անկ . բլ . գլխ . ժինկ . blow, blew, blown. to mount (մաունթ) = բարձրանալ . hearth (հարդհ) = կրակեաց , վառարան :

Stockings (սղօքինկա) = գուլպայ . sled (սլէտ) = բալ-խիր . hill (հիլ) = բլուր . to set = զետեղել , տեղադրել . անկ . բլ . գլխ . ժինկ . set, set, set. roof (րուֆ) = տանիք . to glide (կլայտ) = սահել . noiselessly (նոյզ'լէսլի) = անշշուկ . to gallop (կէլ'ըր) = քառասորակ վազել . to ride (րայտ) = հեծնել . goody (կուտ'ի) = շաքարեղէն . christmas (քրիս'մըս) = ծնունդ . feast (ֆիսթ) = խնճոյք . folk (ֆօք) = մարդիկ . doth = does . mission (միշ'ըն) = պաշտօն :

SANTA CLAUS

1. He comes in the night ! He comes in the night !
He softly, silently comes ;
While the little brown heads on the pillows so
white
Are dreaming of bugles and drums.
He cuts through the snow like a ship through
the foam,
While the white flakes around him whirl ;
Who tells him I know not, but he findeth the
home
Of each good little boy and girl.

2. His sleigh it is long, and deep, and wide ;
It will carry a host of things ;
See ! dozens of drums hang over the side,
With the sticks held tight by the strings.
And yet not the sound of a drum is heard,
Not a bugle blast is blown ;
And he mounts to the chimney-top like a bird,
And drops to the hearth like a stone.
3. The little red stockings he silently fills,
Till the stockings will hold no more :
And the bright little sleds for the great snow hills
Are quickly set down on the floor.
Then Santa Claus mounts to the roof like a bird,
And glides to his seat in the sleigh ;
Not the sound of a bugle or drum is heard
As he noiselessly gallops away.
4. He rides to the East, and he rides to the West,
Of his goodies he touches not one ;
He eateth the crumbs of the Christmas feast,
When the dear little folks are done.
Old Santa Claus doth all that he can ;
This beautiful mission is his :
Then children, be good to the little old man,
When you find who the little man is.

Բ Ա Ռ Ե Ր

Tale (դէյլ) = պատմութիւն, վէպ. circle (սըր'քըլ) = բոլորակ, շրջանակ. to begin (պիկին') = սկսել. eagerly (ի'կըրլի) = անձկանօք. cheery (չի'րի) = զուարթ. lit up = լուսաւորուած. glare (կլէյր) = լուսափայլում. to pump (բըմբ) = պարպել, շրջանել. made up our minds = որոշած էինք. hunt (հընդ) = որսորդութիւն. wolf (ուլֆ) = գայլ յգ. wolves. to hire (հայր) = վարձել. sledge (սլէճ) = բալխիք. driver (տրայվ'ըր) = կառավար. to set off = ճամբայ ելլել. pig (բիկ) = խոզի ձագ. to pinch (բինչ) = սեղմել, կամթել. squeal (սքուիլ) = պոռչտուք. shoot, shot, shot = հրագէնով զարնել. beast (պիսդ) = գազան. to expect (էքսքէքդ') = ակնկալել. at length (էդլէնկդ) = վերջապէս. inn (ին) = պանդոկ. to decide (տիսայտ') = որոշել. to start (սդարդ) = ճամբայ ելլել. journey (ճըր'նի) = ուղեւորութիւն, ճամբորդութիւն. snarling (սնար'լինկ) = մոնչող. huge (հիուճ) = վրթխարի. pack (բէք) = վոհմակ. to burst (պըրսդ) = պայթիլ, փղձկիլ. burst on us = խոյացաւ մեր վրայ. անկ. բյ. գլխ. Ժմնկ. burst, burst, burst. front (ֆրընդ) = ճակատ. դիմաց. to leap (լիք) = ցատկել. անկ. բյ. գլխ. Ժմնկ. leap, leapt, leapt կը գործածուի երբեմն իբրև կանոնաւոր leap, leaped, leaped. rear (րի'ր) = յետասկողմը, ետեւը. corner (քոր'նըր) = անկիւն, to prevent (բրիվէնդ') = արգելել. fierce (ֆիրս) = կատաղի. to drop off = սպրդիլ. dead (տէտ) = մեռած. comrade (քըմ'րէյա) = ընկեր. to crowd (քրաուտ) = խնուիլ. to dash (տէշ) = սրարշաւ ընթանալ.

Mighty (մայդ'ի) = անեղ, բուռն. right (րայդ) = աջ. to dare (տէէր) = համարձակիլ. to hit (հիդ) = զարնել անկ. բյ. գլխ. Ժմնկ. hit, hit, hit. pole (քոլ) = սիւն. pitchfork (բիչֆորք) = երեքժանի. instantly (ինստէնդ'լի) = իսկոյն, վայրկենաբար. luckily (լըք'լի) = բարեբաղդաբար. stab (ստէպ) = դաշուհարութիւն. to release (րըլիս') = արձակել, ազատել.

Desperate (տէս'քըրէյդ) = յուսահատ. grim (կրիմ) = սոսկալի. slink, slunk, slunk = պրծիլ. to disappear (տիսէր'բիյր) = աներևութանալ. darkness (տարք'նէս) = մթութիւն.

A TALE OF A WOLF HUNT.

1. We were seated in a circle about the fire waiting for uncle Phil to begin his story. Christmas would hardly have been Christmas without a story from Uncle Phil, and our eyes were fixed eagerly on his cheery face, lit up by the red glare of the fire.

2. «A story? Don't you think you have pumped me dry of stories? Well, I think perhaps I have just one left, so here goes.

3. «It was in Russia. We were a party of four, and we had quite made up our minds that we would not leave the country till we had enjoyed a wolf hunt. So we hired a sledge with its driver, and one cold, dark afternoon we set off.

4. «We took with us a young pig, and when we were fairly out in the open country we pinched his ears well. His squeals soon brought out a few wolves, and we shot one or two; but the beasts did not come out in such numbers as we expected.

5. «We arrived at length at the country inn, where we had decided to rest the horses and get some food. Just when it was getting dark, we started on our return journey.

6. «Before we had driven a mile we heard coming towards us the quick, snarling cry of the wolf. Almost before we were ready for them, a huge pack burst on us, and we had to fight for our lives.

7. «Two of us stood at the front of the sledge, one on each side of the driver, to protect him from the leaping beasts. The other two stood at the rear corners, to prevent their springing upon the sledge.

8. «We could not shoot fast enough, the wolves were so many and so fierce. A few dropped off to eat their dead comrades; but the rest crowded thick upon us, while our horses, wild with terror, were dashing on at full speed.

9. «A length, a wolf with a mighty spring, landed on the head of the right-hand horse. I dared not fire, for fear of hitting the horse; so I crept along the pole, and drove the beast off with a pitchfork I had caught up.

10 «One of my friends came from the back of the sledge to take my place beside the driver.

Instantly a wolf leaped on the sledge behind, and seized my friend by the leg before he could turn. Luckily, I had by this time got back to my place, and with one stab of the pitchfork I released my friend.

11. «For nearly an hour this desperate fight went on, and we had killed so many wolves that the pack was getting thin. The lights of the village were coming into view, and before we reached them, the last of the grim beasts slunk away and disappeared into the darkness.»

QUESTIONS

1. For what were the children waiting?
2. How many went to hunt?
3. Why did they take a young pig with them?
4. Did the wolves come in large numbers?
5. Where at length did they arrive?
6. When they started on their return journey what did they hear?
7. In what manner did they fight against the wolves?
8. Why they could not shoot fast?
9. At length what did a wolf do?
10. How did uncle Phil save the horse?

11. How did he save his friend when the wolf had seized his friend by the leg.

12. How long did this desperate fight last?

13. Where did they reach at last, and what became of the last of the grim beasts?

COMPOSITION EXERCISE

Complete the following sentences. 1. We were seated . . . a circle . . . the fire waiting . . . uncle Phil. 2. It was . . . Russia. 3. We were a party . . . four. 4. We hired a sledge . . . its driver. 5. We took . . . a young pig. 6. His squeals soon brought out . . . wolves.

Բ Ա Ռ Ե Ր

Pearl (բըրլ) = մարգարիտ. diver (տայ՛վըր) = լուռ-
զակ. jewel (ճու՛րլ) = գոհար. often (օֆ՛ն) = յաճախ.
to cost = արժեկ. անկ. բյ. զլխ. ժինկ. cost, cost, cost.
precious (բրէ՛լս) = թանկագին. beginning (պիկին՛-
ինկ) = սկիզբ, ծագում. shell-fish = խնցիմորթ. grain
(կրէ՛ն) = հատիկ, սերմ. sand (սէ՛նս) = աւազ. stuff
(սդըֆ) = նիւթ. oyster (օյս՛ղըր) = ոսորէ. mussel
(մըս՛լ) = ձկնականջ. to hinder (հինս՛ըր) = խափա-
նել, արգիլել. to hurt (հրրդ) = վնասել. substance
(սրս՛սդէնս) = նիւթ. to line (լայն) = պատել. inside
(ին՛սայտ) = ներքը. hazel-nut (հէյ՛զլնըդ) = կաղին.

tiny (դայն՛ի) = նուրբ. usual (եուժ՛ուըլ) = սովորական.
colour (քըլ՛ըր) = գոյն. rare (րէէր) = հազուադիւս,
ցանցառ. valuable (վէլ՛իուէպլ) = պատուական, արժե-
քաւոր. shore (շոր) = եզերք. Ceylon (սիլօն՛) = Սէյլան.
Persia (բըր՛շիէ) = Պարսկաստան. childhood (չայլս՛-
հուս) = մանկութիւն. fish = ձուկ. յգ. fishes (ֆիշ՛իզ).
bottom (պօդ՛ըմ) = յատակ. to earn (ըրն) = շահիլ. li-
ving (լիվ՛ինկ) = ապրուստ. to bathe (պէյդ՛) = լողանալ.
difficulty (տիֆ՛իքըլի) = դժուարութիւն. to knock
(նօք) = զարնել. to knock off = երեւան հանել. net
(նէդ) = ցանցակերպ. to haul up (հօլ) = վեր քաշել. hu-
man (հիու՛մէն) = մարդկային. balloon (պէլլոն՛) = օդա-
պարիկ. below (պիլօ՛) = տակը. to clutch (քլըշ) = կառ-
չիլ. weed (ուիտ) = սէզ:

Sense (սէնս) = զգայութիւն, ինքնագիտակցութիւն.
to faint (ֆէյնդ) = նուազիլ. blood (պլըտ) = արիւն. to
stun (սդըն) = անզգայացնել. to pull-up (բուլ) = քաշել.
shark (շարք) = շանաձուկ. southern (սըդհ՛ըրն) = հա-
րաւային. look-out = հսկում. to set up = արձակել. to
splash (սըլէշ) = ջուր ցայտեցնել. to scare (սքէէր) =
վախցնել:

Clumsy (քլըմ՛դի) = անհեթեթ, կոշտ. monster
(մօն՛սդըր) = հրէշ. heap (հիք) = շէշ, խումբ. to gape
(կէյք) = ձեռքիլ բանալ. mother-of-pearl = սատափ (օէ-
տէֆ). smooth (սմուդհ) = ողորկ, յղկեալ:

PEARL DIVERS

1. Pearls are beautiful jewels, which often cost a great deal of money, yet the most precious pearl



Pearl Divers at Work

has a very humble beginning in the body of a shell-fish. A grain of sand or other stuff gets into the shell of an oyster or a mussel, and to hinder this from hurting its body, the creature covers it over with the same kind of substance as lines the inside of its shell.

2. Pearls are of different sizes, some being as big as a hazel-nut, others as small as a tiny seed. Their usual colour is what is called pearl-gray: but some rare and valuable ones are black or pink.

3. On the shores of Ceylon, of Persia, of Australia and in other parts of the world, pearl-fishing employs thousands of men, who from childhood have learned to swim and dive almost like fishes. If we see them diving down to the bottom, where the oysters lie, we might think it an easy way to earn a living; it is bathing all day long: but in fact this is very hard work. Men cannot stay long under the water, where fishes are at home; and the great difficulty in fishing for pearls is that the diver must come up to breathe after a minute or so.

4. The water is so clear that the diver sees quite well what he is about. As long as he can hold his breath, he knocks off the oysters and gathers them into a basket, a bag, or a net, to be hauled up by his comrades in the boat. As for the diver himself,

it is easy for him to come up when he pleases, for a living human body rises through sea-water as a balloon rises in the air. The hard thing for him is to stay below, clutching on to weeds or stones at the bottom.

5. Sometimes a diver loses his senses in the water, fainting from a rush of blood to the head or stunned by striking on a rock; then, if not quickly pulled up by the other men, the poor fellow would be drowned. The great danger is from sharks and other fierce fishes that live in those southern seas. While one man is diving, the others keep a sharp look-out on the water, and, if a shark comes in sight, they set up a great splashing and shouting to scare it away. Some divers, indeed, are brave enough to fight a shark under water, and armed only with a knife will kill the cruel but clumsy monster.

6. The oysters, when brought on shore, are piled up in heaps and left to die. Then their shells gape open, and it is easy to pick out the pearls they may contain.

In some kinds of oysters, the shell itself is valuable for the smooth, shining inside skin which we call mother-of-pearl.

QUESTIONS

1. What are pearls?
2. Of what sizes are pearls and what is their usual colour?
3. In which parts of the world pearls are found?
4. Why men dive to the bottom of the sea?
5. Can the diver stay a long time under the water?
6. How do they gather the oysters?
7. What is the great danger in those seas?
8. What become of the oysters when brought on the shore?
9. What is mother-of-pearl?

COMPOSITION EXERCISES

Insert in the blank (*гуммы*) spaces the right form of one of the following words *be, come, shut, have, employ*.

1. Pearls . . . beautiful jewels.
2. The usual colour of pearls . . . what is called pearl gray.
3. The most precious pearl . . . from a very humble beginning.
4. The men from childhood . . . learned to swim.
5. In other parts of the world pearl-fishing . . . thousands of men.

GRAMMAR

Nouns have two forms showing *number* — the *Singular* and the *Plural*.

The *Singular* number means one object: man, boy.

The *Plural* number means more than one object: men, boys, books.

 Ֆ Ա Ռ Ե Ր

Pool (բուլ) = լճակ . trout (դրաուդ) = կարմրախայտ .
 asleep (էսլիբ') = քնոյ մէջ . lea (լի) = մարգագետին .
 black-bird = սարեակ . hawthorn (հօ'դհօրն) = սրափուշ .
 to bloom (պլում) = փթթիլ . ծաղկիլ . nestling (նէսդ'
 լինկ) = ձագուկ . to chirp (չըրր) = ճռռողել . to flee =
 փախչիլ . անկ . բյ . դլիս . ժմեկ . flee, fled, fled . mower
 (մօ'ըր) = հնձող . to mow (մօ) = հնձել . mow, mowed,
 mown . to trace (դրէյս) = հետքին երթալ . hazel (հէյ'-
 զլ) = կաղնի . steepest (սղիբըսդ) = ամենէն սեպ . to clus-
 ter (քլըս'դըր) = հաւաքել . nut (նըդ) = կաղին . to ban-
 ter (պէն'դըր) = կանոակել . to fight (ֆայդ) = կռուիլ .
 fight, fought, fought . meadow (մէ'տօ) = մարգագետին .
 hay (հէյ) = չոր խոտ , խար :

A BOY'S SONG

1. Where the pools are bright and deep,
 Where the gray trout lies asleep,
 Up the river and o'er the lea,
 That's the way for Billy and me.
2. Where the blackbird sings the latest,
 Where the hawthorn blooms the sweetest,
 Where the nestlings chirp and flee,
 That's the way for Billy and me.
3. Where the mowers mow the cleanest,
 Where the hay lies thick and greenest;
 There to trace the homeward bee,
 That's the way for Billy and me.
4. Where the hazel bank is steepest,
 Where the shadow falls the deepest,
 Where the clustering nuts fall free,
 That's the way for Billy and me.
5. Why the boys should drive away,
 Little sweet maidens from the play,
 Or love to banter and fight so well,
 That's the thing I never could tell.

6. But this I know, I love to play,
 Through the meadow, among the hay;
 Up the water and o'er the lea,
 That's the way for Billy and me.

HOGG

Բ Ա Ռ Ե Ր

Winter (ուին' դըր) = ձմեռ . to ripen (բայր'ն) = հասունացնել, heel (հիլ) = կրունկ, գարշապար . overcoat (օ'վրբօդ) = վրանոց, թիկնոց . jacket (ճէք'էդ) = կարճազգեստ . (չաքէթ) . mitten (միդ'ըն) = թաթպան . clothes (քլօսնդ) = հանդերձ . jolly (ճօլի) = զուարթ, հաճելի . frost (ֆրօսդ) = սառնամանիք . bit, bit, bitten = խածնել . tip (դիբ) = ծայր . healthy (հէլդ'ի) = քաջառողջ . cheek (չիք) = այտ . game (գէյմ) = խաղ . mantle (մէն'դլ) = կրկնոց, վերարկու . sport (սօրդ) = զբօսանք . to wake up (ուէյք ըք) = արթննալ . pretend (քրիդ'էնս') = ձեւացնել . կեղծել . cannon (քէն'ըն) = թնդանօթ . ball (պօլ) = զնտակ, ումք . battle (պէդ'դլ) = ճակատամարտ . to drive (արայվ) = վանել . to succeed (սըքսիս') = յաջողիլ . conqueror (քօն'քըրըր) = յաղթական . amusement (էմիուզ'մընդ) = զուարճութիւն, զբօսանք . sometimes (սըմ'դայմզ) = երբեմն . likeness (լայք'նէս) = նմանութիւն . bear (պէր) = արջ . pastime (քէս'դայմ) = զբօսանք, ժամանց . to slide (սլայտ) = սահիլ . slide, slid, slidden . to skate (սքէյդ) = սառի վրայ սահիլ . content (քնդէնդ') = գոհունակութիւն . to slip (սլիք) = սայթա

քիլ, ստքը սահիլ . latter (լէդ'դըր) = վերջին . former (ֆօրմ'ըր) = առաջին . graceful (կրէյս'ֆուլ) = շնորհալի . to seek (սիք) = վնտուել . seek, sought, sought . bitter (պիդ'դըր) = դառն, կծու, fault (ֆօլդ) = յանցանք . to starve (սդարվ) = սովամահ ըլլան . to beg (պէկ) = մուրալ . hardly treated = դէշ վարմունքի ենթակայ կ'ըլլան . ought (օդ) = պէտք է, պարտինք :

W I N T E R .

1. There are four seasons in the year, and the last of the four is called winter. How soon the bright summer passes away we all know; then comes the lovely Autumn, bringing the fruits which the summer has ripened, and close upon the heels of Autumn comes the cold, cold winter.

2. In England, as winter approaches, everyone begins to prepare for it. Out come the warm clothes, the overcoats, the thick jackets, mittens and everything that will keep away the cold.

3. Some people do not like the winter time, but I do. I think it is such jolly fun to see how Jack Frost has bitten the tips of people's noses. How healthy the children look when they have passed through the wintry air! What a bright colour there is on their cheeks!

4. What fine games there are in winter! How

boys and girls enjoy themselves when the snow falls from the sky and covers the earth with its white mantle! Now is the time for sport. The boys at our school are always glad when they wake up and find there has been a storm of snow.

5. They take sides, and pretend they are going to fight a battle. One side calls itself France and the other side calls itself Britain. Before they begin to play you may see everyone busy making cannonballs out of snow, and laying them together in a heap.

6. When everything is quite ready the battle begins. One side tries to drive the other from the playground, and the one which succeeds in doing so is called the conqueror.

Another amusement of my school-fellows is building a snow man. They carry the snow to a heap, and then begin to build the man against the wall. They do it well sometimes, and when one of the boys places his cap on its head it is a fine likeness of a man. Some of the boys can even make a snow bear or other animal.

7. Besides these pastimes there are the games of sliding and skating. Nothing can be better for children than these.

How fine it is to see the ponds frozen over, and the merry sliders and skaters enjoying themselves to

their heart's content! What a laugh there is when some poor boy or man slips, and instead of sliding on his feet, finds himself trying to slide on his back! I think the latter is much easier than the former, although it does not look quite so graceful.



8. It is in the Winter time that we should make ourselves think of those poor people who have no home to which they can go to seek shelter all through the bitter cold night. There are many, very many people of this kind.

Poor, little children, through no fault of their

own, are starved; and, if they get food at all, it is because some kind person takes pity on them.

9. Some poor children are sent out to beg, and are often hardly treated if they do not bring money home. How, happy, then, ought all to feel who have good homes and kind parents! Let all of us who are happy try to do something to make others as happy as ourselves.

QUESTIONS

1. How many seasons are there in the year and what is called the last.
2. Describe each of the seasons?
3. Do you like winter?
4. Are there fine games in Winter.
5. Describe a snow battle?
6. How school-boys build a snow man?
7. What other amusements are there in winter?
8. What excites sometimes the laughter of the boys?
9. About whom should we think in winter?

COMPOSITION EXERCISE

Complete the following sentences. 1. The lovely autumn comes . . . the fruits which the summer . . . 2. As winter approaches, warm clothes . . .

are put on. 3. The boys are busy and make . . . 4. Besides these pastimes there are the games of . . . and . . .

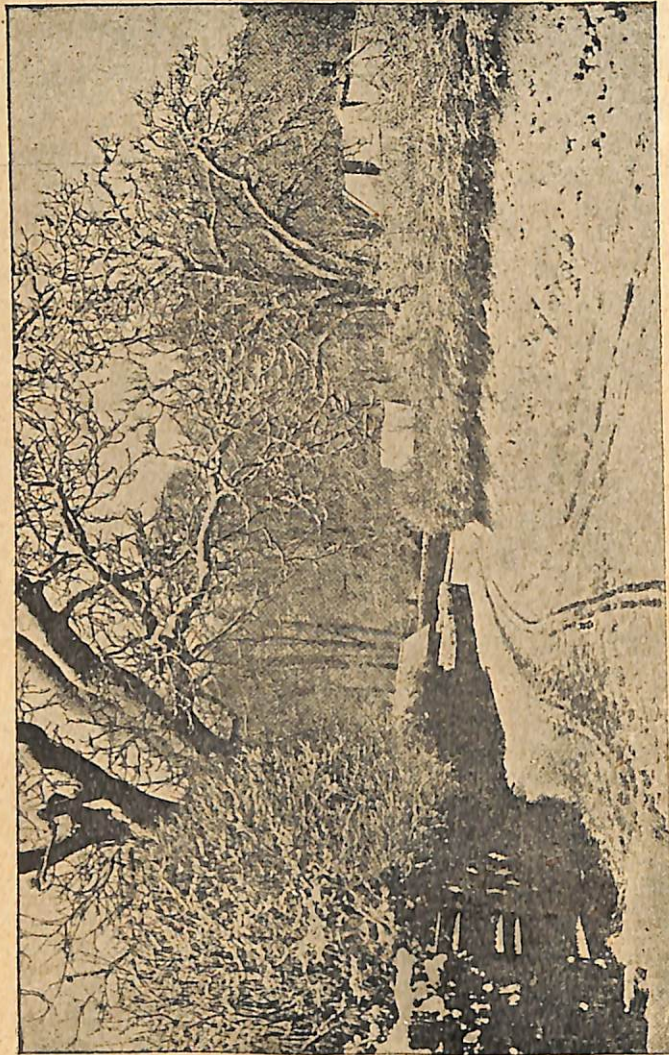
GRAMMAR

The plural is generally formed by adding «s» to the singular. book, books, pen, pens.

When a noun ends in s or a similar hissing sound, the plural is formed by the addition of es to the singular, gas, gases; church, churches, brush, brushes.

Բ Ս Ռ Ե Ր

Alack (էլէ՛ք)=աւաղ . icy (այ՛սի)=սառնապատ, սառուցեալ . to wrap (րէք)=պատասել, փաթթել . sack (սէք)=պարկ, մախաղ, lade, laded, laden=բեռնաւորել . to crack (քրէք)=կոտրել, ճեղքել . trill (ղրլղ)=գեղգեղ, թրթռում . knack (նէք)=վարպետութիւն . trow (դրօ)=հաւատալ, ենթադրել . glee (կլի)=զուարթութիւն, ցնծութիւն . hue (հիւ)=գոյն, կրանդ . to pinch (րինչ)=կռմթել, ճնշել . toe (դօ)=ոտքիմատ . funny (ֆըն՛ի)=ծիծաղաշարժ . gust (կըսք)=յանկարծահոգմ . to moan (ման)=ողբալ, արտասուել . lungs (լընկղ)=թոք . rough (րըֆ)=խիտ, կոշտ . you'll=you will . to wither (ուիդ՛ըր)=թօշնել, չորնալ . to quiet (զուայ՛էզ)=հանդարտեցնել . brook (պրուք)=տու, վտակ . cunning (քըն՛նինկ)=խորամանկ . to peep (րիք)=երեւնալ . crevice (քրէվ՛իս)=ճեղք . were=we were, to mark (մարք)=դիտել, նշանակել :



OLD WINTER IS COMING.

1. Old Winter is coming; alack, alack!
How icy and cold is he!
He's wrapped to his heels in a snowy-white sack;
The trees he has laden till ready to crack;
He whistles his trills with a wonderful knock;
As he comes from over the sea.
2. A funny old fellow is Winter, I trow,
A merry old fellow for glee;
He paints all the noses a beautiful hue,
He counts all our fingers, and pinches them too;
Our toes he gets hold of through stocking and shoe,
For a funny old fellow is he.
3. Old Winter is blowing his gusts along,
And merrily shaking the tree;
From morning till night he will sing us his song,
Now moaning and short, now boldly and long;
His voice it is loud, for his lungs are so strong,
And a merry old fellow is he.
4. Old Winter's a rough old man to some,
As rough as ever you'll see;
«I wither the flowers whenever I come,
I quiet the brook that went laughing along,

I drive all the birds off to find a new home;

I'm as rough as rough can be.»

5. A cunning old fellow is Winter, they say —

A cunning old fellow is he;

He peeps in the crevices day by day

To see how we're passing our time away,

And mark all our doings from sober to gay;

I'm afraid he is peeping at me!

Բ Ա Ռ Ե Ր

Shepherd (շէք'ըրս) = հովիւ . hunter (հընդ'ըր) = որսորդ . to answer (էն'սըր) = պատասխանել . track (դրէք) = հետք , ոտնահետ . to miss (մխ) = վրիպիլ , կորսընցնել . grave (կրէյվ) = լուրջ . to stray (սղրէյ) = մոլորիլ . robber (րո'սըրր) = աւազակ . earn (ըրն) = շահիլ . to mind (մայնա) = հոգ տանիլ . to blame (սլէյմ) = պարտաւել , մեղադրել . guide (կայա) = առաջնորդ . to trust (դրըսդ) = վստահիլ . path (բադհ) = շաւիղ . coarse (քորս) = կոշտ . plain (րլէյն) = պարզ . fare (ֆէյր) = աւակիք . rapidly (րէ'րիալի) = արագօրէն . to utter (ըդ'դըրր) = արձակել , արտասանել . breathlessly (սըրէդհ'լէսլի) = շունչը կորած . to own (օն) = տէր ըլլալ , սեպհականել . livery (լիվ'ըրի) = հանդիսական հագուստ , տարազ . to fetch (ֆէչ) = բերել . contented (քընդէնդ'էս) = զոհ , affection (էֆֆէք'չըն) = սէր :

HANS THE SHEPHERD BOY

1. A long time ago, there lived in Germany a little shepherd boy named Hans. One day, as he was watching his sheep in a meadow near a great wood, a hunter came up to him from the forest and said: «How far is it to the nearest town, my boy?»

2. «It is six miles, sir», he answered. «But the road is only a sheep-track, and it is very easy to miss it.»

The hunter looked very grave and said: «My lad I have been lost in this wood, I am very tired and hungry. If you will leave your sheep here, and show me the way, I will pay you well»

3. Many boys would have gone at once; but Hans said, «I cannot leave the sheep, sir. They would stray into the wood and be eaten by wolves or stolen by robbers.»

4. «Well, what of that?» replied the hunter. «They are not your sheep. The loss of one or two would not be much to your master, and I will give you more than you could earn in a whole year».

5. «Sir, I cannot go», said Hans. «My master pays me to mind his sheep, and I cannot leave

them until my day's work is done. Besides, if any of the sheep were lost, I should be as much to blame as if I had stolen them».

6. «Well, then», said the hunter, «will you trust your sheep with me, while you go to the village and get me some food and a guide? I will take care of them for you».

The boy shook his head.

7. «The sheep do not know your voice, and then he stopped speaking.

«And what?» asked the hunter. «Can't you trust me? Do I look like a thief?»

8. «No» said Hans: «but you have tried to make me break my word to my master, and how do I know that you would keep your word?»

9. The hunter laughed. «You have me there, my boy», said he. «I wish I could trust all my servants as your master can trust you. Well «show me the sheep-path that you spoke about, and I will try to follow it without a guide».

10. «You said you were hungry» said Hans. «Would you like some of my bread and cheese?» The hunter gladly accepted the coarse bread and hard cheese, and was enjoying the plain fare when a shout came from the wood.

11. A moment after, several hunters rode ra-

pidly forward, and uttered a cry of pleasure when they saw their leader. «Oh, Sire!» cried one of them breathlessly, «we thought you were lost or killed.»

12. Then, to his great surprise, Hans learned that the hunter was the prince who owned all the country round about. The poor boy feared that the great man would be angry with him; but the prince smiled on him kindly and praised his honesty before all the hunters.

13. A few days after, a servant in fine livery came to fetch Hans to the palace. «My good boy» said the prince to him, «I think you are a lad whom I can trust, and I want you to serve me.»

14. And so Hans became a servant of the prince. He worked faithfully; and though he never became rich, or great, or famous, he lived a contented life, happy in the trust and affection of his good master.

QUESTIONS

1. What did the hunter ask the shepherd boy?
2. Why would the boy not leave the sheep?
3. What did the hunter then ask the boy to do?
4. What did Hans offer him?
5. Who was the hunter?
6. What became of Hans?

COMPOSITION EXERCISE

Complete the sentences.—1 . . . a hunter came up to him. 2. Many boys would have gone . . . 3. I will try to follow it . . . 4. . . . several hunters rode rapidly forward.

The pupils must reproduce briefly the above story and hand it to the teacher as a first essay in composition.

GRAMMAR

The following nouns thus form their plural.

Singular nouns ending in s. lass, lasses, miss, misses.

Singular nouns ending in sh. brush, brushes: fish, fishes.

Singular nouns ending in ch: birch, birches: match, matches.

Singular nouns ending in x: fox, foxes: box, boxes.

Բ Ա Ռ Ե Ր

Moorland (մուր'լէնտ) = ճախճախուռ դաշտ . dreamy (տրիմ'ի) = երազարեր . spell (սրէլ) = դիւթութիւն . fancy (ֆէն'սի) = երեւակայութիւն . to revel (րէզը'լ) = զուարճանայ . կերութեամբ . շուստանքի մէջ ընկղմիլ . luxuriously (լէքսը'երսի) = զեղխութեամբ , հնչտանօք . dawn (տծն) = արշալոյս . auburn (օ'պըրն) = շագանակադոն . to weary (ուի'րի) = յոգնիլ . to glide (կլայտ) = սահիլ . fleecy (ֆլի'սի) = բրդային . to wander (ուճն'արբ) = թափառիլ . bid, bade, bidden = մաղթիլ . farewell (ֆէէր'ուէլ) = հրատեղտ հուսկ ողջոյն . denizen (աէն'իչն) = քաղաքացի , բնակիչ . to lull (լըլ) = հանդարտիլ , խաղաղիլ . tale (դէյլ) = վէպ , պատմութիւն :

THE SHEPHERD BOY

- The moorland stretched around him,
The deep and silent sky
In a dreamy spell have bound him,
And his fancy-laden eye
Revels luxuriously.
- At dawn of morn he started
From his easy rest,—and there
He sits, still sunny-hearted,
Feeling the gentle air
Breathe through his auburn hair.

3. He wearies not while o'er him
 The hours of summer glide;
 His fleecy flock before him,
 His faithful dog beside,
 And thoughts that wander wide.

4. Bidding farewell to sadness,
 Would now that I might be
 A denizen of gladness,
 My shepherd boy! like thee,
 Lulled by that flowery sea!

5. Oh! pleasant is thy meeting
 With friends at close of day!
 The smile — the fireside seating —
 The tales that pass away —
 The kneeling down to pray!



Բ Ս Ռ Ե Ր

Cleanliness (քլէն' լինէս) = մաքրութիւն. dreadful (արէտ' ֆուլ) = սոսկալի. to blush (սլըշ) = շատ աղուհիլ. uneasy (ընի' զի) = անհանգիստ. to puzzle (բըղ' լ) = շփոթիլ, շուարիլ. disease (տիզի' զ) = հիւանդութիւն. what is the matter = է' նչ կայ, ինչ եղաւ. forget, forgotten = մոռնալ. grimy (կրայմի) = աղտոտ

մրտ. skin (սքին) = մորթ. emperor (էմ' բըրըր) = կայսր. naked (նէյ' քէտ) = մերկ. procession (բրօսէյ' ըն) = թափոր. to catch cold = մսիլ. to choke (չօք) = խեղդել, դոցել. mean (մին) = ըսել ուզել. microscope (մայ' քրօսքօք) = մանրացոյց. pore (բօր) = մորթի ծակոտիք. moisture (մօյս' չըր) = խոնավութիւն. sweat (սուէր) = քրտինք. to stop up = խցել. dirt (տըրդ) = աղտ, տիղմ. fluid (ֆլու' իս) = հեղուկ. coating (քօ' դինկ) = լերարկու. engine (էնժ' ին) = մեքենայ. engine-driver (էնժ' ին-տրայ-վըր) = մեքենավար. steam-engine (սդիմ-էնժին) = շոգեշարժ մեքենայ. wonderful (ուրն' տըրֆուլ) = հրաշալի. health (հելդհ) = առողջութիւն. cheerful (չիր' ֆուլ) = զուարթ. jolly (ճօ' լի) = բերկրասէր. godliness (կոտ' լի-նէս) = աստուածութիւն. sermon (սըր' մըն) = քարոզ. text (դէքսդ) = բնարան :

A TALK ABOUT CLEANLINESS.

1. «Really, I am afraid something dreadful is the matter with Jack.» said Mr. Benson one morning at the breakfast table. At once all eyes were turned to Jack, who blushed and looked uneasy, but as much puzzled as the rest of the family.

2. «It must be some terrible disease, and I advise the rest of you not to go near him, or you may catch it,» said Mr. Benson.

3. «Why, what is the matter?» the children cried.

«Well, his hands are turning black, and I should not wonder if, in time, his whole body became black too.»

4. Before his father had finished the sentence, Jack had rushed off to wash his hands. He had come to the table straight from the garden, forgetting that his hands were grimy with his work.

5. When he returned, with his hands their natural colour, Mr. Benson said that he would give the children a morning lesson on a clean skin.

«Do you know,» he began, «that hundreds of years ago, there lived an emperor, who was so rich that he could not find ways enough of spending his money.

6. «One of his fancies was to have a little naked boy covered from head to foot with gold leaf, and carried, like a golden image, in a procession. And the boy died.»

7. «I suppose he caught cold, sir,» said Tom.

«No; it was not cold that killed him. It was his choked skin.»

«What do you mean, father?» asked little Agnes.

8. «This is what I mean. The skin, as you can see through the microscope, is full of little holes or pores. Through these the moisture called sweat comes, and also a kind of oil, which keeps the skin smooth and soft.

9. «Now, if anything chokes up these little holes, so that the moisture cannot come through, the person becomes ill. That is what happened to the little golden boy. The gold leaf stopped up the pores in his skin, and caused an illness of which he died.

10. «You see now how important it is to keep the skin clean. For the dirt and dust that we get upon our bodies mixes with the oily fluid I have spoken about, and forms a coating over the pores.

11. «You have seen how careful engine-drivers are to keep their engines clean. Well, our bodies are machines far more beautifully made than a steam-engine, and it is our duty to ourselves to keep these wonderful machines in perfect order.

12. «We must wash not only our hands and faces, but also the whole of the body; for sweat comes from every part of the skin. The people who take baths often not only keep themselves in good health; they also keep their minds fresh and their spirits cheerful.»

13. «I know that,» said Tom; «I never feel more jolly than when I have had a cold bath.»

«Somebody long ago said that cleanliness is next to godliness. Now, I will give a shilling to the one who writes the best little sermon on that text.»

14. «I will get that shilling,» said Jack.

«And give me half?» said Agnes.

QUESTIONS

1. What did Mr. Benson remark one day at the breakfast table.
2. Why did Jack rush away ?
3. What story did Mr. Benson tell the children ?
4. Why did the boy die ?
5. Of what is full the skin as seen through the microscope ?
6. What is sweat ?
7. Why is important to keep the skin clean ?
8. Must we take frequent baths ?
9. Who said cleanliness is next to godliness ?
10. Can you write a little sermon on that text ?

COMPOSITION EXERCISE

Complete the following sentences.— 1. I am afraid something dreadful . . . with Jack. 2. Before his father had finished the . . . Jack had rushed off to wash his hands. 3. Mr. Benson said that he would give the children a . . . on a clean skin. 4. The skin as you can see through the microscope, is full of . . .

Write a little composition about «cleanliness» developing the saying «cleanliness is next to godliness».

GRAMMAR

There are a few nouns in which *ch* is sounded hard like *k* which form their plural according to the

general rule: monarch, monarchs etc. Singular nouns ending in *o* usually form their plural by the addition of *es*: potato, potatoes. hero, heroes: negro negroes.

Բ Ա Ռ Ե Ր

Organist (օր'կէնիսդ) = երգէտնահար. appearance (էբիյր'ընս) = երեւոյթ. V. to appear (էբբի'յր) = երեւնալ. thread-bare (դհրէտ-պէէր) = մաշած. patched (բէչտ) = կարկտուած. darned (տարնտ) = կարկտուուն. to knit (նիդ) = հիւսել. scale (սքէլ) = ձայնաշար, էջել. correctness (քօրրէքղնես) = ճշդութիւն. key (քի) = բութակ. expressive (էքսրրէս'իվ) = արտայայտիչ. master (մաս'դըր) = վարպետ. composer (քօմբօ'զըր) = երգահան. to support (սըբբօրդ') = ապրեցնել. castle (քէս'լ) = դղեակ. inlaid (ինլէյտ') = դրուագեալ. ducat (սըք'էդ) = սուքադ (10 է 12 ֆր.) livelihood (լայվ'լիհուտ) = ապրուստ. drawing-room (արօ'ինկ-րում) = հիւրասենեակ. to bow (պաու) = խոնարհիլ :

THE CHILDHOOD OF WOLFGANG MOZART

Part I

1. About a hundred and fifty years ago, in an upper room of a small house in the old city of Prague,

the town organist was sitting one evening with his wife and two children. The elder, a girl, was eleven years old, the younger was a delicate boy of six.

2. Judging by the appearance of the room, they must have been very poor; for, although the weather was bitterly cold, there was no fire, and their only furniture was a few chairs, a table, and an old piano.

3. The children's clothes were fairly good, but the father's coat was almost threadbare, and the mother's dress was so patched and darned that one could hardly tell of what cloth it had at first been made.

4. The father was reading, the mother working, and the little girl knitting; while the boy, who had been running about, hoping that someone would talk to him, at last climbed up on the stool, and sat down to the piano.

5. He played some scales with wonderful correctness, and then began to play a piece of his own, making it up as he went on.

6. His tiny fingers flew lightly over the keys, bringing out tunes full of grace and beauty. His playing was so expressive that his father laid down his book, and his mother her work, to listen to him.

7. «Come here and kiss me, Wolfgang,» said the old organist in great delight. «With God's help



*The boy Mozart playing before the empress
Maria Theresa*

you will be a great man, a great master, and a great composer some day. What a pity it is that I am not rich !»

8. «Are you very poor?» asked Wolfgang.

«I am indeed!» replied the father. «But I work hard to support you and Marianne, and I hope that before many years you will be able to support yourselves.»

9. «I think, papa,» said Wolfgang, «you have worked quite long enough for us, and that it is now time for us to work for you.»

«But you are too young—too young, and too small.»

«Too small ! why, I am very nearly as tall as my piano.»

10. «My poor child, what could you do?»

«I could give lessons on the piano.»

His father and mother could not help smiling.

«And to whom would you give lessons?» asked his father. «Where could you get pupils younger than yourself?»

11. «He could give lessons to older people,» said Marianne thoughtfully. «When we were taking a walk the other day, near the castle, the lady of the castle met us, and asked if we were not the children of Mozart the organist. Then she took us to

the castle with her, and asked Wolfgang to play on her piano.

12. «Oh, papa, it was such a beautiful piano ! it had golden flowers inlaid in the wood. And she was so pleased with Wolfgang and me—for I played also—that she gave us a whole ducat; but you know that, mother for I gave it to you the moment we came home.»

13. «And now,» said Wolfgang, «if papa allows us, we will travel all over the country and play for people; and we shall get a great deal of money, and give it all to you. Then you will not be poor any longer.»

14. The organist began to like the idea, but the poor mother had many fears. She thought it would tire the children too much, and did not like to think of such little ones being taken about the country to earn a livelihood.

15. But little Wolfgang was not afraid. He showed how he would walk into a drawingroom, and bow, and sit down to the piano. «You will see,» he said, «how well I shall get on. I will play, play, play; till you and my father have plenty of money.»

QUESTIONS

1. Where the organist was living and how many children did he possess ?
2. were they very poor ?
3. where did the boy Mozart sit down while the other members of the family were busy ?
4. what did he play ?
5. what did Wolfgang's father tell him ?
6. what did Wolfgang propose to his father ?
7. what did the father reply ?
8. whom did Mozart's sister say they had met ?
9. where had she taken them ?
10. what did she get the children to do ?
11. How did she show how pleased she was ?
12. what did the children do with the money ?
13. what did the child Mozart wish todo ?
14. what did the mother fear ?
15. why was the child anxious to play ?

COPMOSITION EXERCISES

Rewrite the above story in your own words.

GRAMMAR

1. Nouns ending in y, following a consonant change the y into i and then add es: lady, ladies, city, cities.

2. Nouns ending in y following a vowel, add s according to the general rule: boy, boys: day, days.

3. Nounn ending in f and fe, following a vowel, generally change the f or fe into v before adding es leaf, leaves: wife, wives.

Բ Ա Ռ Ե Ր

Brilliantly (պրիլ'երնդլի) = շքեղօրէն . to blaze (պլէյզ) = բոցավառել . amazement (էմէյզ'մէնդ) = ապշու-թիւն . somewhat (սըմ'հուադ) = քիչ մը . anxious (էնք'շըս) = տազնապալից . grandeur (կրէնտ'երը) = մեծութիւն . surprising (սըրըրայզ'ինկ) = հիանալի . frock (ֆրօք) = վրանոց . վերարկու . lilac (լայ'լէք) = լիլա . tunic (դիու'նիք) = պարեգօտ . applause (էրլօզ') = ծափահարութիւն . fellow (ֆէլ'օ) = սղայ . admiration (էամիրէյ'շըն) = սքան-չացում . linger (լին'կըր) = յամենալ . nimble (նիմ'պրլ) = դիւրաշարժ . enchanted (էնչէնդէտ) = դիւթուած , թով-ուած . astonished (էստօն'իշտ) = հիացած . weary (ուի'րի) = յոգնած . sign (սայն) = նշան . cake (քէյք) = քաքար . to amuse (էմիուզ') = զբօսցնել . opera (օբ'էրէ) = օրերա- . afterwards (էֆ'դըրուորտս) = յետոյ . to set out = ճամբայ ելլել . talent (դէլ'ընդ) = տաղանդ :

THE CHILDHOOD OF WOLFGANG MOZART

Part II

1. In the palace at Vienna, the Empress Maria Theresa was receiving the guests she had invited to a grand concert. All the great people of the city were there. The room was brilliantly lighted, and the ladies dresses were blazing with diamonds, while the officers' uniforms almost equalled them in splendour.

2. Suddenly the door was opened, and, to the amazement of the guests, a rather poorly dressed man with two little children entered. The man looked somewhat anxious, but the children did not seem to be in the least frightened at the sight of so much grandeur.

3. «Is this the organist of Prague and his children, of whom I have heard so much?» said the empress to one of her lords.

«Yes, Madam», he replied; «and I can assure you that your Majesty has not heard too much. I heard the children play last night. The little girl is wonderful: but the little boy is much more surprising.»

4. «Make them begin,» said the empress. The organist led his children to the piano, before which he seated them. Very pretty they both looked—Marianne in a simple white frock, and Wolfgang in a little lilac tunic.

5. Marianne played first. Her playing was so clear, and so brilliant, that everyone was charmed with the pale, delicate-looking little girl, and when she had finished they greeted her with the warmest applause.

6. «Oh, that is nothing to my brother's playing!» she said; and then she watched, with almost motherly interest, that he should be comfortably seated at the piano, and be raised high enough to have his hands quite free.

7. Then the little fellow smiled pleasantly to the company, and without an effort or a thought of the admiration he would gain, he began. Sometimes his fingers seemed to fly over the keys so lightly did he touch them. Then he would linger on every note with an expression so soft and tender, that tears started to the eyes of all who heard him.

8. Every look was fixed on his nimble little fingers; and the emperor and empress, along with their guests, were perfectly enchanted as well as astonished.

9. When Wolfgang stopped, weary and pale, the empress made a sign that he should come to her, and kiss her.

He was soon seated on the empress's knee, while she fed him with cakes and sweets.

«I am afraid you must be very tired, my child», she said kindly.

«No, indeed, madam», he replied; «I am so happy when I please papa that I never feel very tired».

10. «Still, I think it must sometimes tire you to play so much on the piano».

«I do not play to amuse myself, but to help my father.»

«Do you know that if you go on playing, you will, some time or other, be a great man?»

«I hope so», he replied. «When I am older, I shall be able to compose operas, such beautiful operas! and then my father and mother will be happy.»

11. Soon afterwards the guests departed, but not until they had given the children more money than they had ever had before. The next day, they and their proud and happy father set out again on their travels.

12. They went through France, Italy, England,

and Germany. The children were everywhere admired, not only for their musical talents, but also for their love of their parents.

13. At length the organist had got enough money to keep his family in a little more comfort. Wolfgang was very carefully taught, and he worked so hard that by the time he became a man he was known everywhere as one of the greatest composers who ever lived.

QUESTIONS

1. Whom had the Empress Maria Theresa invited to a grand concert.
2. How were the people dressed.
3. How was the man dressed who came with his two children?
4. What question did the empress put to one of her lords?
5. What was his answer?
6. Which of the children played first?
7. How did the company feel, and what did it do?
8. What did the girl say?
9. What did she then see after?
10. What did little Wolfgang do before beginning to play?
11. How did he play?

12. What was the effect of his playing on the Company?

13. When he stopped what did the empress do?

COPMOSITION EXERCISES

Rewrite the above story in your own words.

GRAMMAR

Nouns ending in *ef* generally change the *f* into *v* before adding *es* wolf. wolves.

Note 1.—Several nouns follow the general rule: thus we write briefs, chiefs, dwarfs, griefs hoofs. etc.

Note 2.—All singular nouns ending in *ff* follow the general rule. Muff, muffs, cliff, cliffs, (except staff, staves).

Բ Ա Ռ Ե Ր

Castle-builder (քէս'լ-պիլա'ր) = օղակառոյց գլխակ-
ներ երազող . lass (լէս) = աղջիկ . to deck (աէք) = օլք-
նել . russet (րըս'էդ) = շառագոյն , խարանաշ . gown
(կասն) = շրջազգեստ . blithe (պլա'յդէ) = ուրախ , գուարթ .
you'd = you would . garland (կար'լընա) = ծաղիկէ պը-
սակ . to sustain (սըսդէն) = կրել . pail (բէլ) = գոլ . to
hum (հըմ) = փսփսալ . fragment (ֆրէկ'մէնդ) = հատ-
ուած , բեկոր . to reckon (րէք'ն) = հաշուել , թուել .

account (էքքաունդ') = հաշիւ . amount (էմաունդ') =
դումար . ware (ուէէր) = վաճառք , ապրանք . chick
(չիք) = վառեակ . vast (վասդ) = ընդարձակ . pig (բիկ) =
խոզի ձագ . boar (պօր) = խոզ . sow (սաու) = մատակ
խոզ . calf (քաֆ) = հորթ . profit (րրօֆ'իւ) = շահ . sweet-
heart = սարկիածու . swarm (սուարմ) = խումբ , բազմու-
թիւն . riband (րիպ'ընա) = ժապաւէն . glove (կըվ) =
ձեռնոց . fired (հրահրուած) . sanguine (սէն'կուին) = ա-
րիւնտ , կռանդուն . bound (պաունա) = ստամ . hog
(հոկ) = խոզ :

THE CASTLE-BUILDER

It happened on a summer's day,
A country lass as fresh as May,
Decked in a wholesome russet gown,
Was going to the market town;
So blithe her looks, so simply clean,
You'd take her a May-day queen;
Though for her garland, says the tale,
Her head sustained a loaded pail.
As on her way she passed along,
She hummed the fragments of a song;
She did not hum for want of thought —
Quite pleased with what to sale she brought —
She reckoned by her own account,
When all was sold, the whole amount.
Thus she: "In time this little ware

May turn to great account, with care;
 My milk being sold for-so-and-so,
 I'll buy some eggs as markets go,
 And set them. At the time I fix,
 These eggs will bring as many chicks;
 I'll spare no pains to feed them well;
 They 'll bring vast profit when they sell.
 With this, I'll buy a little pig,
 And when 't is grown up fat and big,
 I'll sell it, whether boar or sow,
 And with the money buy a cow:
 This cow will surely have a calf,
 And there the profit's half in half;
 Besides, there's butter, milk, and cheese,
 To keep the market when I please:
 All which I'll sell, and buy a farm,
 Then shall of sweethearts have a swarm.
 Oh! then for ribands, gloves, and rings!
 Ay, more than twenty pretty things —
 One brings me this, another that,
 And I shall have — I know not what!
 Fired with the thought—the sanguine lass!—
 Of what was this to come to pass,
 Her heart beat strong; she gave a bound,
 And down came milk-pail on the ground:
 Eggs, fowls, pig, hog (ah, well-a-day!)
 Cow, calf, and farm — all swam away!

LA FONTAINE

QUESTIONS

1. Where was the country lass going?
2. what had she on her head?
3. what was she doing as she walked along?
4. what did she propose buying with the price of her milk?
5. what was she to buy with the price of the chicks?
6. what with the price of the pig?
7. what finally did she intend to buy?
8. what did the pleasant thought of what would happen make her do?
9. what was the result?

COMPOSITION EXERCISE

Rewrite the story of the castle-builder in your own words.

II PART.

բ Ա Ռ Ե Ր

Silky (սիլկե՛ր) = մետաքսեայ . claw (քլաու , քլօ) = մազիկ . fur (ֆըր) = մուշտակ . spotted (սփօթ'էտ) = բծաւոր . striped (սթրայփթ) = երիզաւոր . full-grown = չափահաս . tip (թիփ) = ծայր . tail (թէյլ) = պոչ . rather (րէտ'ըր) = աւելի . Լաւ Ես . to bend (պէնս) = ծռել . bend: bent, bent. arch (արչ) = կամար . paw (քօ) = [թաթ]

flat (ֆլէդ) = հարթ . sole (սօլ) = գորշապար . cushion (քուշ'ըն) = բարձ . toe (դօ) = կնդակ . height (հայդ) = բարձրութիւն . shake, shook, shaken = ցնցել , շարժել . straighten (սղբէյդ'ն) = ուղղել , հարթել . whalebone (հուէյլ-պօն) = կիտոսկր , կիտածանի . forward (ֆօր'ուրրա) = առաջ . to suit (սիուդ) = յարմարել . stiff (սդիֆ) = պինդ , կարծր . fore (ֆօր) = առջև . pat (բէդ) = մեղմ հարուած . tongue (դընկ) = լեզու . sponge (սքընճ) = սպունդ . to get wet = թրջիլ . rug (րըդ) = կարպիտ . to bask (պէսք) = արեւուն մէջ պառկիլ :



THE CAT

I

1. Who does not know Puss with her soft silky coat, her bright eyes, and her sharp claws ?

How easily she moves, and how pretty she looks as she walks along with gentle steps !

Her fur may be black, white, or spotted; it may be striped with gray or reddish brown, but what ever its colour, it is almost sure to be as clean and glossy as a new coat.

2. We cannot call the cat a large animal: When full-grown she is about two feet long from the nose to the tip of the tail; but her tail is very long. Her thick fur makes her look bigger then she really is. If you lift a cat in your arms, and then take up a dog of about the same size, you will find that the cat is not nearly as heavy as the dog.

3. Her body is long, but not thin; her head is rather large and her neck is short. Her back bends easily; when she is angry she raises it like an arch and when she sees a mouse she creeps along with her body close to the ground. Her legs are thin but strong. Who ever heard of a cat breaking her legs in jumping down from trees or high walls ?

4. Let us look at her paws. they are as soft as velvet. On the under side of them we see—not a flat sole—but five little round cushions upon which she walks. These are the under parts of her toes; puss walks at all times upon tip-toe, as we do when we want to go quietly.



5. No wonder then that it is not easy to hear a cat's step. When you jump from a height, you come to the ground with noise; your feet are hurt, and your body is shaken. Puss falls

quietly and easily, because she is light and her toes have soft cushions on them.

6. When you spring or jump forward, you first bend your body and then straighten it, just as you make a piece of whalebone fly forward by bending it and then letting it go. The cat does the same when making a spring; her body seems just suited for it.

If her body were stiffer, perhaps she might be able to run for a longer time, but she would not spring so well.

7. Puss uses her fore paws as hands. She will give a dog a sharp pat upon the nose with her paw, and sometimes she gently pats her children to keep them in order when they tease her too much. In washing herself her paws are used just like hands. Puss is a very cleanly creature; she washes many times in the day. With her long thin tongue she finds it easy to keep her coat clean and glossy.

8. But she cannot wash her face and head with her tongue. She uses the sides of her paws as we should use a sponge, and rubs her face, head, and ears till they are as clean as the rest of her body.

Though the cat is fond of washing, she does not like to get wet.

9. The cat likes to be warm as well as clean and

dry. In the winter she is most often to be seen on the rug before the fire. On hot days in summer she will lie basking in the sunshine. It is thought that cats were first brought to our country from a much warmer land.

QUESTIONS

1. How does pussy move on, and describe her fur?
2. Is the cat a large animal?
3. Describe her body?
4. what do we see if we look at her paws?
5. why do we not hear a cat's steps?
6. How does the cat spring?
7. As what does pussy use her fore paws?
8. How does she wash her face and head?
9. what does the cat like to be?

GRAMMAR

Nouns-irregular Plurals

1. Some nouns form their plural by a change within the singular form, namely, by a change in the vowel-sound.

The following are examples.

Sing.	Plur.	Sing.	Plur.	Sing.	Plur.
Man	men.	goose	geese.	louse	lice.
Foot	feet.	tooth	teeth.	mouse	mice.

2. A few nouns form their plural in *en*: ox, oxen: child, children; brother, brethren.

3. Some nouns have the same form in the plural as in the singular; *sheep, deer, grouse* (*կրառու*)=*ցախաքլոր* salmon.

4. Some nouns have no *singular*, for example, the names of things that are made double: *trousers, scissors, snuffers, tongs, compasses, spectacles* etc.

Բ Ա Ռ Ե Ր

Nail (*նէլլ*)=*եղունդ*. shape (*շէյթ*)=*ձեւ*. horny (*հօրն'ի*)=*կարծր*, *կղձերաւոր*. finger (*ֆին'կլըր*)=*մատ*. thumb (*դշըմ*)=*բթամատ*. case (*քէյս*)=*արկղ*. sword (*սօրտ*)=*սուր*. sheath (*շիդհ*)=*պատեան*. worn (*ուօրն*)=*մաշած*. unsheathe (*ընշիյդհ*)=*դուրս հանել*. to curve (*քըրվ*)=*ձոխիլ*. curved=*ձուռ*. hooked (*հու'քէա*)=*ճանկաւոր*, *կոր*. to scratch (*սքրէչ*)=*քերել*, *ճանկոտել*. to boast (*պօսդ*)=*պարծենալ*. hound (*հաունա*)=*որսիչուն*. trick (*դրիք*)=*հնարք*, *վարպետութիւն*. to escape (*էսքէյթ*)=*խոյս տալ*. foe (*ֆօ*)=*շնամի*. refuge (*րէֆիլուճ*)=*ապաստանարան*. to take refuge=*ապաստանիլ*. to tear, *tore, torn*=*յօշոտել*, *պատռել*. to mince (*մինս*)=*մանրել*. to swallow (*սոււալ'լօ*)=*կլլել*. dainty (*տէյնդի*)=*փափկաճաշակ*. grind, ground, ground=*աղալ*. pupil (*բիու'րիլ*)=*աչքի բեր*. shutter (*շըդը'ր*)=*փեղկ*. eyelid (*այ'լիտ*)=*կոպ*.

THE CAT

II

We must look again at Pussy's feet. Find her toe-nails, and you will see they do not touch the ground as she walks. They are not at all like our nails in shape, and they are more horny.

Press the upper and lower parts of her foot with your finger and thumb. You will then see the long sharp-pointed ends of the nails, which are hidden, each like a pencil in its case or a sword in its sheath. These are her claws.

2. If the claws were always out of their sheaths as shown in the picture, or if they had no sheath to protect them, they would soon become worn and broken. When the cat wants to use her claws, she unsheaths them by stretching out her foot. The claws are curved or hooked, with her claws acat can seize a piece of meat or a mouse and she can defend herself against a dog by scratching his face.



3. She also finds her claws useful to help her to climb trees. Have you not heard the story of the fox who was boasting to the cat of the many tricks he knew for getting away from the hounds? While he was laughing at the cat, who

had but one trick, the barking of the dogs was heard, and the fox ran for his life.

4. He tried all his tricks and was caught at last. Puss ran up a tree, where the dogs could not reach her. She thought to herself that her one simple plan to escape from her foes was worth more than all the fox's clever ones.

5. Though the cat can run fast, she cannot run far, and it is often useful to her to be able to take refuge in a tree.

Puss sometimes visits trees to look for her dinner; she is as fond of birds as of mice.

6. Her mouth will tell us what kind of food she likes. Her front teeth are straight and sharp like ours; they are cutting teeth. At each corner of her mouth, next to the cutting teeth, she has a long pointed tooth fitted for tearing. The side teeth are small and pointed. When you give a cat a piece of meat, she cuts it with her front teeth, tears it with her corner teeth, minces it a little with her side teeth, and then swallows it.

7. But offer her a piece of bread. If she can get plenty of meat she will not eat the bread: but if she is not dainty she will try to eat it as she does the meat. Crumbs fall from her mouth, for her pointed teeth will not let her grind her food as we do.

8. The middle part of our eyes is a round dark-looking spot; it is called the pupil of the eye. There the light enters; the pupil is the window of our eyes. If we want to shut out the light from our eyes, we must let down the shutters and cover the windows; that is, we must close our eyelids.

9. The cat can keep out nearly all the light by making the windows of her eyes smaller; that is, she can make the pupils long and very narrow. But at night she makes the pupils very large: and though there is little light, a good deal of it passes into her eyes. She can then see much better than we can.

QUESTIONS

1. Are the toe-nails of the cat like ours?
2. If the claws of the pussy were always out of their sheath, what would they become?
3. What is the shape of her claws, and what does she do with them?
4. What was the fox boasting to the cat?
5. Can the cat run fast?
6. Of what kind of food is the cat fond and how does she eat the meat?
7. How does she eat the bread!
8. How does the light enter into your eyes?
9. Why the cat can see better than us at night?

COMPOSITION EXERCISE

Reply in writing to the above questions.

GRAMMAR

1. Gender (*սեռ*) is a difference in words to point out sex.

2. Animals are of two sexes—Male and Female (*գլխի մէջ*). The names of animals therefore are of two genders.

3. All names of males are of the *masculine* gender, and all names of females are of the *feminine* gender.

4. Nouns that are neither masculine nor feminine are said to be of the *neuter* (*չիտու զըրր*) gender: pen, flower etc.

When the same name is used for either a male or a female it is said to be of the *common* gender: child, friend, bird.

Բ Ա Ռ Ե Ր

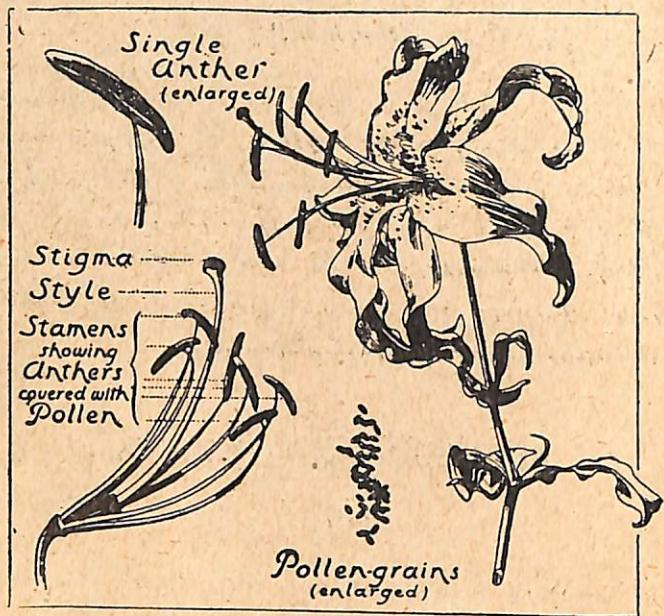
Smoky (*սմո՛քի*) = մխացող, մուխով սևեցած . amongst (*էմընկս՛դ*)—մէջ, միջև . lily (*լիլ՛ի*)=չուշան to wonder (*ուըն՛տրր*)=հետաքրքրուիլ . to steal (*սղիլ*)= գողնալ . to help (*հէլք*)=օգնել, սատարել . to suppose (*սըբբօզ*) = ենթադրել . seed (*սիտ*) = սերմ . to stick (*սդիք*)=փակչիլ . style (*սդայլ*)=քիստ . stigma (*սդիկ՛մէ*)=կնիք . pollen (*բօլ՛ըն*)=բեղնափոշի .

FLOWERS AND INSECTS

Part I.

1. «What a lovely flower, and how sweet it smells» said Harry to his sister Lucy one morning. The two children had come from a large smoky town to spend their holidays in the country with their uncle. They were pleased with all they saw; and they never tired of playing amongst the flowers in their uncle's large garden.

2. Just now the two children stood looking at a large white lily, out of which they had seen a bee fly. Little Lucy thought it must have wanted to smell the flower. As they looked, they saw another go into it.



«Why do they go there, I wonder?» said Harry
«Let us ask uncle.» So off to their uncle the children ran.

3. «Why do flies and bees go into the flowers?» asked Harry.

Their uncle stopped his work, and smiled as he said: «They are stealing, Harry.»

4. «Stealing! Then shall we drive them away?»

«No, don't do that; for although they are stealing from the flowers, they are helping them at the

same time. Indeed, if were not for the insects, we should have few flowers at all.»

5. «How do the flies help the flowers?» asked Lucy.

«You know. I suppose,» said their uncle, «that after a time the flowers of a plant fall off giving place to seeds, and that it is from the seeds we usually get new plants. Now, if it were not for flies and other insects, many plants could not produce seeds, and so we should have no fresh flowers from them.»

6. «That is strange,» thought the children, and they looked as if they would like to know more about it. So their uncle went on:

«Look at this flower, and tell me what you see.»

7. Harry took the lily, looked at it, and saw that it had very pretty white leaves, and that there were some little things sticking up in the middle of them, one of which was longer and of a different shape from the others.

8. «That long one is called the style,» said their uncle, «and the top of it is called the stigma. But touch the others with your finger, and you will see that they are covered with yellow dust.»

9. «Oh, yes, Harry got some on his nose when

he smelt the flower!» said Lucy, and laughed as she thought of it.

«Well, that dust is called pollen.»

QUESTIONS

1. Of what were the children never tired ?
2. What did Harry ask ?
3. What did he wish to do ?
4. Are the bees and flies of any use to the flowers ?
5. What do become the flowers of a plant after a time ?
6. Did the children wish to know more about it ?
7. What did Harry notice in the lily ?
8. What is called the long one and the top of it ?
9. What the dust is called ?

COMPOSITION EXERCISE

Complete the sentences. 1. Their uncle stopped 2. Harry took . . . 3. Touch . . . with your finger. 4. There were some little things . . . in the middle of them. 5. That long one is called . . .

GRAMMAR

Nouns-Gender (Continued)

There are three ways of pointing out the feminine from the masculine.

1. By the use of a *different word*, thus.

Mas.	Fem.	Mas.	Fem.
boar	sow	horse	mare
boy	girl	husband	wife
brother	sister	king	queen
bull	cow	lord	lady
cock	hen	man	woman
dog	bitch	nephew	niece
drake	duck	ram	ewe

2. By inflection: that is, a different ending for the feminine, thus.

Mas.	Fem.	Mas.	Fem.
actor.	actress	heir	heiress
baron	baroness	jew	jewess
count	countess	lion	lioness
duke	duchess	shepherd	shepherdess

3. By placing another word before the noun, thus.

Mas.	Fem.
he-goat	she-goat
manservant	maid-servant

Բ Ա Ռ Ե Ր

Produce (բրօտիուս') = արտադրել, puff (բրֆ) = փրշուս. mean, meant, meant = բնել ուզել. strange (սղբէնճ) = տարօրինակ. to pluck (բլբ) = քաշել, փրբցնել. spot (սբօբ) = բիծ. to point (բօյնդ) = մատնանիշել. sign-post = նշանատախտակ. to store (սդօբ) = շտեմարանել. to settle (սէդ'լ) = իջնալ, տեղաւորուիլ. to crawl (քրաուլ) = սողալ. to notice (նօ'դիս) = նշմարել, դիտել. to frighten (ֆրայդ'ն) = վախցնել. ripe (րայր) = հասուն. in course of time = ժամանակի հոլովմամբ :

FLOWERS AND INSECTS

II

1. «Now,» continued the uncle, «before a flower can produce seeds, some pollen must get on to its stigma.»

«I should think it would be blown off by the first puff of wind,» remarked Harry.

2. «No, it is not,» said their uncle, «for the stigma is sticky, and the pollen is held fast.»

«But what have the flies and bees to do with all this?» asked Harry. Do they steal the pollen?»

3. «Sometimes they do, and eat it, but generally

they enter the flowers for something sweeter — I mean for honey.»

«I don't see any honey,» said Lucy. «where is it?»

4. «It is at the bottom of the flower. Sometimes even the insects could not find it, if the flowers did not show them the way.»

5. «Well, that is stranger still,» thought the children, but they did not speak. They waited for their uncle to say more.

6. «Look at this,» he said, plucking another kind of lily. «You see this flower has a number of little spots and marks on it, of a different colour from the rest of the flower. They all point to the bottom of the flower. You may call them little sign-posts, if you like, for they direct the insects to the spot where the honey is stored.»

7. Then does the flower want the bee to take its honey?» asked Harry.

«If it could speak, that is exactly what the flower would ask the bee to do,» said his uncle.

8. «You see after the bee has settled on the flower, he crawls into it to get the honey. But, in pushing his way to it, his body becomes covered with the yellow pollen you noticed before.

9. «Very often this frightens him, but he quickly

forgets his fright, and away he flies to another flower for more honey.»

10. «Now it generally happens that the pollen in a flower is not ripe at the same time that the stigma is, so that it would be of little use if its own pollen fell on the stigma. It would not produce seeds.

11. «But when the bee visits another flower, some of the pollen that is on his body sticks to the flowers's stigma as he pushes past for the honey. In course of time, that flower, if its stigma happened to be ripe at the time of the bee's visits, will produce seeds.»

QUESTIONS

1. Why is the pollen not blown off.
- 2—3. Why do insects enter the flowers ?
4. How are they guided to the honey ?
- 5—6. What are the sign-posts and where do they direct the insects ?
7. Does the flower want the bee to take its honey ?
8. Of what does the body of the bee becomes covered with, when he crawls into the flower ?
9. Does that often frighten him ?
10. In what case seeds may not be produced ?
11. In what case seeds may be produced !

COMPOSITION EXERCISES

- Complete the sentences: 1. I don't see . . .
2. This flower has . . . 3. He quickly forgets . . .
4. The bee visits . . . 5. That flower will . . .

GRAMMAR

Nouns-Case=(հոյրով)

1. Case is the inflection which nouns undergo to show their relation to others words in a sentence.

2. Nouns have three cases-nominative, possessive and objective.

3. The possessive singular is formed by adding 's to the nom. sing. boy, boy's.

The possessive plural is formed by adding 's or ' only to the nom. plur: men's hats; boys' coats.

Inflection = հոյրով ման փոփոխութիւն :

Բ Ա Ռ Ե Ր

Violet (վայո՛ւէղ) = մանուշակ · dwell, dwelt, dwelt = բնակիլ · mossy (մօս՛ի) = մամռապատ · dell (տէլ) = ծոր-
 ծոր · perfume (բըր՛ ֆիուճ) = բուրմունք · անուշահոտու-
 թիւն · to ween (ուին) = երևակայել · glow (կլօ) = կար-
 մըրութիւն · to array (էրրէյ՛) = զարդարել · bend, bent,
 bent = ծռիլ, հակիլ · dewy (տիու՛յի) = ցօղաթուրճ · tiny
 (դայն՛ի) = նուրբ · birth (պըրդ՛ի) = ծնունդ · gather (կէտ՛-
 րը) = ժողովել · mirth (մըրդ՛ի) = ցնծութիւն · lonely (լօն՛-
 լի) = առանձին · breast (պրէտ) = կուրծք · to suck (սըք) —
 ծծել · to chatter (չէդ՛ըր) = շատախօսել · in a mass =
 մեծ թուով · leisure (լի՛ ժըր) = պարտպոյ ժամ · breeze
 (պրիզ) = սիւզ · fragrance (ֆրէյկ՛ րէնս) = անուշահոտու-
 թիւն .

THE VIOLET

1. I'm a little violet,
 In the woods I dwell,
 Growing on the mossy bank,
 Or in forest dell.
 I am fair, of perfume rare,
 And you love me well.
2. Sometimes white, and sometimes blue,
 I'm always to be seen,
 Neatly hidden in my bed,



The Violet

Mossy, cool, and green.

'T is the ring of merry spring
Calls me out, I ween.

3. I'm not very fond of heat,
Indeed, I'm half afraid
Of summer's brilliant, fiery glow
When I'm all arrayed,
Neatly dressed in my best,
So I choose the shade.

4. And that is why I always bend
Towards the dewy earth;
I've never raised my tiny head
Upwards since my birth.
In the wood, children good
Gather me with mirth.

5. I'm never lonely, for I find
The bees that come my way,
To gather precious honey,
Have always lots to say;
As they rest on my breast,
Suck my sweets away.

6. I chatter to the merry birds
About me in the grass,
And to the other flowers that grow
Around me in a mass.
'T is a pleasure in my leisure,
Thus the hours to pass.

7. I load the pleasant morning breeze
With fragrance sweet and rare,
And love to hear the children cry:
"There must be violets there!
About feet, oh, how sweet!
Gather them with care."
M. E. WINCHESTER.

QUESTIONS

1. Where does the violet grow?
2. Of what colour is the violet and where is it hidden?
3. Is the violet fond of heat and what does it choose?
4. Why does it always bend towards the dewy earth?
5. Is the violet lonely?
6. To whom does it chatter?
7. With what does it load the pleasant morning breeze and what do the children cry?

COMPOSITION EXERCISE

1. Write a composition about the *violet* by replying to the above questions.
2. Write sentences containing the words:—*Right write, hear.*
3. Use in sentences the following (I) as nouns, (II) as verbs:—*Sail, wish, start.*

GRAMMAR

Adjectives. — An adjective is a word which, being added to a noun, describes the thing more fully and definitely; as, *little dog, particular friend.*

Composition of Adjectives. — The form of the adjective is varied only to denote degrees of quantity or quality, as *great, greater, greatest.*

There are three degrees of comparison: the *positive*, (*բոլորիկով*) as *broad*; the *comparative*, (*քրմրէրէղիկով*) as *broad*; and the *superlative*, (*սիրւթէրէղիկով*) as *broadest.*

1. The *positive* degree is the adjective in its simplest form, as *long, glad, able, heavy.*
2. The *comparative* degree is formed by adding *er* to the positive, as *long-er, glad-d-er* etc.
3. The *superlative* degree is formed by adding *est* to the positive, as *long-est, glad-d-est* etc.
4. Rules 2 and 3 are followed in the case of (1) adjectives of one syllable: as *pos, proud, comp,*

prouder, sup, [proudest (2) adjectives of two syllables with the accent on the final syllable; as, *pos, handsome, comp, handsomer sup. handsome-st* and (3) adjectives of two syllables ending in *e* or *y*; as, *pos. complete, comp, completer, sup. completest.*

Բ Ա Ռ Ե Ր

Nut (*նրդ*)=*կաղին*. *nettle* (*նէդ'լ*)=*եղիճ*. *queer* (*քուիր*)=*այլանդակ*. *puzzling* (*բրդ'լինկ*)=*չփոթեցնող*, *ապշեցուցիչ*. *curiosity* (*քրուր'իօսիդի*)=*հետաքրքրու-թիւն*. *production* (*բրօտըք'չրն*)=*բերք*. *foreign* (*ֆօրին*)=*օտար*. *to pick* (*քիք*)=*քաղել*. *berry* (*պէր'ի*)=*հասա-պտուղ*. *cook* (*քուք*)=*խոհարար*. *to cook*=*եփել*. *rub-*
bish (*րբպ'իչ*)=*աւլուկ*. *to tramp* (*դրէմք*)=*կրիսկուտել*. *to taste* (*դէյսդ*)=*ճաշակել*. *roast* (*րօսդ*)=*խորոված*. *weed* (*ուիտ*)=*անպիտան խոտ, սէչ*. *benefit* (*պէն'իֆիդ*)=*օգուտ, շահ*. *unwilling* (*ընուիլ'ինկ*)=*ակամայ, չկամեցող*. *improvement* (*իմքրուվ'մէնդ*)=*բարելաւութիւն*. *naked* (*նէյ'քէտ*)=*մերկ*. *to declare* (*տիքլէէր'*)=*յայտաբարել*. *crop*=*բերք*. *to starve* (*սդարվ*)=*սովամահ*
ըլլալ :

POTATOES

1. We all know what potatoes are; they are so common now that it would be hard for some of us to do without them. But it is not four hundred years

since they were brought to Europe from America, where many kinds of them grow wild, like nuts or nettles.

2. To our forefathers they at first seemed queer and puzzling curiosities, as at one time did tea, tobacco, and other productions of foreign countries, which are now quite familiar in our part of the world.

3. The story goes that Sir Francis Drake, the famous English sailor of Queen Elizabeth's day, brought some potatoes to England, and gave them to a gentleman to plant in his garden. This gentleman had heard of potatoes being an excellent «fruit», so, when they had grown up, he picked the dark berry-like balls which grow among the leaves, taking these for the part to be eaten.

4. He gave these to his cook, who prepared them for table with butter, sugar, and cinnamon; but for all the cook could do with them, they made such bad eating that the gentleman thought the people in America must have strange tastes.

5. After trying the new fruit cooked in different ways, the gentleman bade his gardener pull up the plants and throw them away as useless. Soon afterwards, as he was walking by a fire of rubbish in the garden, he trampled on something which gave out a pleasant smell. Tasting it for the first time he enjoyed a roast potato.



6. When he came to ask what this might be, the gardener told him how it was one of the roots of that American weed. Thus by accident he found what part of a potato was so good to eat.

7. Since then potatoes have come to be grown and eaten all over Europe. In some countries they are called «earth-apples,» while we still keep the American name for them.

8. Strange to say, the very people to whom the potato turned out to be of the greatest benefit, were

longest in getting used to this new food. The more ignorant people are, the more unwilling they [show themselves to be made better off by such improvements as have raised us above the life of naked savages.

9. In Germany and in France, farmers had often to be forced by the government to plant potatoes, which they declared fit only for pigs, and cried out against a crop unknown to their fathers. It was much the same in Ireland and the Highlands of Scotland, where now the people would starve without potatoes; yet at first they would have nothing to do with this useful vegetable, for no other reason than because they were not used to it.

QUESTIONS

1. Since how many years the potatoes were brought into Europe?
2. How did they seem at first to our forefathers?
3. Who brought the potato for the first time to England and which part of the potato plant did a gentleman pick?
4. How did his cook prepare them?
5. What did the gentleman order his gardener to do with potato plants?
6. What did the gentleman found out by accident?

7. what are called potatoes in some countries?
8. which people were longest in getting used to this new food?
9. why farmers were forced in Germany and in France to plant potatoes?

COMPOSITION EXERCISE

1. Write sentences containing the words:— *Here, seas, seize.*
2. Use in sentences (I) as verbs (II) as nouns:— *Plant, use, drink.*
3. write in your own words a composition about «potatoes».

GRAMMAR

Most adjectives of two syllables, and all adjectives of more than two, make their *comparative* by putting *more* before the positive and their *superlative* by putting *most*; as, graceful, comp. *more* graceful, sup. *most* graceful; elegant, comp. *more* elegant, sup. *most* elegant.

The following are compared irregularly.

good	better	best	much	more	most
bad	worse	worst	little	less	least

Բ Ա Ռ Ե Ր

Porridge (բօր՛իճ)=ապուր . to listen (լիս՛ն)=մտիկ ընել . delightful (տիպայգ՛ֆուլ)=հաճելի . powder (բասու՛-տըր)=փօշի . grind, ground, ground=աղալ . nib (նիպ) =հասիկ . mill (միլ)=աղօրիք . grocer (կրօ՛սըր)=նպարաւաճառ . to roast (րօսը)=խորովել . horrid (հօր՛-րիս)=ստեղայի . to choke (չօք)=խեղդել . split (սքլիլ)=ճեղքուած . peas (բիզ)=դու . cherry-stone=կեռասի կուտ . evergreen=մշտադալար . state (սէյթ)=վիճակ . purple (բըր՛բլ)=ծիրանեգոյն . to ripen (րայր՛ն)=հասուննալ . pulpy (բըլ՛րի)=մուտ . shell (շէլ)=կճեպ . to sip (սիք)=ուճպ ուճք խմել . to caper (քէյ՛րըր)=ցատկել , կայտակ . fashion (ֆէշ՛ըն)=կերպ , եղանակ . antic (էն՛դիք)=աղանդակ խաղեր . nimbly (նիմպ՛լի)=զիւրաշարժ կերպով , թեթեւօրէն . solemn (սօլ՛-էմ)=հանդիսաւոր :

A CUP OF COFFEE

1. «I do like my cup of coffee at breakfast,» said Mrs. Tudor one morning.

«What agood thing that you did not live three hundred years!» said her husband.

«Why, Father?» cried all the children—all but Fred, whose mouth was so full of porridge that he could not speak, but who asked the question with his great eyes.

2. Simply because then the people of this country did not drink coffee. or tea either.» «What did they have for breakfast. then?» asked James.

«Chiefly beer, my boy».

3. «Then I am glad I did not live so long ago», said Mrs. Tudor; «for I am sure that coffee is better for breakfast than beer».

«Why did they not drink coffee?» asked Susan.

«Because they had none to drink,» replied her father. «Listen, and I will tell you something about this delightful coffee of ours.

4. «You know that when Mary makes the coffee, she puts a rough, brown, strong-smelling powder into the coffee-pot, and then pours boiling water on it. But where does she get the powder?»

«She grinds the coffee-nibs in the hand mill, or I do it for her,» said Fred.

5. «And the coffee-nibs come from the grocer's shop,» added Susan. «I have seen the men roasting them there. They are of a pale green colour before they go into the roaster, and they come out a very dark brown.»

«Yes, and when they are roasting a horrid smelling smoke comes out of the roaster, enough to choke you,» said James.

6. «Do you know what these green coffee-nibs are?» asked Mr. Tudor.

«Well, they are like split peas, only of a different colour,» said Fred. «Are they a kind of pea, Father?»



7. «No; they are more correctly a kind of cherry-stone. In Arabia and other Eastern countries there grows an evergreen plant which reaches, in the wild state, the height of twenty feet. In the spring, pretty white flowers appear on it, having a

very sweet smell; and by and by the fruit appears, a little red thing like cherry, which turns purple as it ripens.

8. «Inside the pulpy fruit, which is pleasant to taste, there lies a thin rough shell holding two hard seeds lying close together. These are the coffee-nibs or beans.

9. «Coffee was first brought to England about two hundred and fifty years ago, by a merchant who had seen it used among the Turks. It was so well liked that soon coffee-houses were opened all over London, where men of all classes met, to sip coffee and talk over the news of the day.»

10. «I wonder how it was that men first found out that the beans would make so nice a drink,» said Susan.

«Well,» said Mr. Tudor, «There is a story that a traveller in Arabia one day saw some goats capering about in a most lively fashion. He watched them closely, and saw that their antics always followed on a good meal of the leaves of some plants that were growing in that place.

11. «Dear me,» thought the traveller, «if eating of these plants makes goats so cheerful, perhaps it will make me cheerful too. I am very sad and weary; let me try'.

«So he tried as the story goes, and after eating the fruit he too found himself capering as nimbly as any goat. And that was the beginning of the use of coffee.»

12. «Is that true?» asked Fred, with a solemn face.

«Never mind, my boy,» replied his father. «Let us drink our coffee, and be thankful to the man who made the first cup, whoever he was,»

QUESTIONS

1. Why could not Fred speak?
2. what did people drink long ago?
3. what did Susan ask?
4. what does Mary put into coffeepot?
5. what is the colour of coffee-nibs?
6. what did Fred say of coffee-nibs?
7. where does the coffee-plant grow?
8. what is there inside the pulpy fruit?
9. when coffee for the first time was brought to England?
10. what story is told of a traveller in Arabia?
11. what did Fred ask with a solemn face?

COMPOSITION EXERCISES

1. Combine by turning the sentences in italics into a word phrase or clause: — George Stephenson

was born in 1781. George Stephenson was the son of a Northumberland labourer. 2. His father had very small wages. His father was a fireman at a colliery. 3. A farmer paid George twopence a day. The farmer was a neighbour.

2. Put commas (*բովճէս = ստորակէս*) in the following:—A man carrying a flag led the way on a horse and men of foot and on horseback tried to keep pace with the train. But George who was driving the engine called to the man ahead to get out of the way.

GRAMMAR

Pronouns are classified as personal demonstrative, relative, interrogative, indefinite. Personal pronouns like nouns have number, gender and case.

Personal Pronouns are *Singular*. I, my or mine, me. Thou, thy, thee. He, his, him. She, hers, her. It, its, it. *Plural*. We, our or ours, us. Ye or you, you or yours, you. They, their or theirs, them.

Բ Ա Ռ Ե Ր

Ant (*էնդ*) = *մրջիւն*. cricket (*քրիք'էդ*) = *ծղրիդ*. silly (*սիլի*) = *անմիտ*, *միամիտ*. accustomed (*էքքրմիլլամ*) = *սովորած*. to complain (*բովբիլն*) = *դանդառիլ*. starvation (*սղարիլէլլն*) = *անսուտղութիւն*. famine

(Ֆէմին) = սով, քաղց. to drip (արիւր) = կաթկլթեղ. hard-cooking = ժրաջան. alive (էլայլ) = ողջ. shelter (չէլի-դըր) = սպաւէն, պատասպարան. to repay (րիբէյ) = հատուցանել. borrow (պօր'բօ) = փոխ առնել. to lend (լէնա) = փոխ ստել. to lay by = շտեմարանել. light (լայդ) = թեթեւ, զուարթ :

THE ANT AND THE CRICKET

1. A silly young cricket, accustomed to sing
Through the warm sunny months of the summer and spring,
Began to complain when he found that at home
His cupboard was empty and winter was come.

Not a crumb to be found

On the snow-covered ground;

Not a flower could be see,

Not a leaf on a tree;

«Oh, what will become,» said the cricket, «of me?»

2. At last by starvation and famine made bold,
All dripping with wet and trembling with cold,
Away he set off to a hard-working ant

To see if, to keep him alive, he would grant

A shelter from rain

And a mouthful of grain.

He wished only to borrow,

And repay it to-morrow;

If not, he must die of starvation and sorrow.

3. Said the ant to the cricket, «I'm your servant and friend;

But we ants never borrow, we ants never lend.
But tell me, dear sir, did you lay nothing by
When the weather was warm? Said the cricket;

«Not I!

My heart was so light
That I sang day and night,
For all nature looked gay.»

«You sang, sir, you say?

Go then,» said the ant, «and dance winter away.»

QUESTIONS

1. What did a silly cricket do all summer long and what did he complain when winter was come?
2. To whom did he appeal for a mouthful of grain?
3. What did the ant ask the cricket?

COMPOSITION EXERCISE

Write in prose the above fable.

(1) Combine the sentences. 1. A cool wind came. A cool wind blew on Gray. 2. The rider had stopped to listen to his call. The rider had gone beyond hearing. 3. He was revived by a few drops of water. He was soon seated on the saddle.

[2] Make sentences containing the words: — I, my, mine, me.

GRAMMAR

The relative pronouns are *who*, *which*, and *that* and some times *what*, *as*, and *but*.

1. Who (singular and plural) is used for persons and has possessive *whose*, objective *whom*.

2. Which (singular and plural) is used for animals and things, and has possessive *whose*, objective *which*.

3. That (singular and plural) applies both to persons and things.

PART III

SHORT STORIES

Բ Ա Ռ Ե Ր

To import (խմբօրդ) = ներածել . tankard (դէնք'ըրա) = ստաման . ale (էլ) = ճերմակ դարեջուր . on fire = բռնակած . liquor (լիք'ըր) = բմպիլիք . extinguish (էքս-դինկուիշ) = մարել . to alarm (էլարմ) = վրդովել . ash (էշ) = մոխիր :

SMOKE , BUT NO FIRE

Sir Walter Raleigh is said to have first imported tobacco into England. As he was sitting smoking in his study his servant brought him in a tankard of ale. Seeing the smoke coming out of his master's mouth, he was greatly alarmed, thinking him on fire and threw the liquor in his face to extinguish it. He then ran downstairs and alarmed the family, saying his master would be burnt to ashes before they could get up.

QUESTIONS

1. Who was Sir Walter Raleigh and what he has first imported into England?
2. As he was sitting smoking in his study what did his servant bring to him?
3. when the servant saw the smoke coming out his master's mouth what thought struck him and what did he do?
4. Did the servant know anything about smoking?

COMPOSITION EXERCICES

1. Rewrite the above story in your own words more fully and more in detail.
2. Answer in sentences the following questions.
 1. What is the grandest thing you ever saw?
 2. What did you do on your last holiday?

GRAMMAR

The noun for which the relative stands is called the antecedent (*սակընթաց*) and the relative agrees with its antecedent in *number*, *gender*, and *person*.

The relative can in some cases be broken up into a *conjunction* (and, although, because, for) and a *pronoun*, as, I met your brother who (=and he) told me you were here. This is called the co-ordi-

nating (*քօօր'ականէյղխնկ*=*համադասական*) use of the relative. Sometimes it cannot be so broken up, as, I am the brother of the doggie *that* you saved. This is called the *restrictive* (*ընդդէմ'դիմ*=*սեղմիչ*) use.

What=the thing which *As*=such or same and *but*=that not, which not, are relatives; as, but.

There was not a boy or girl *but* counted (=who did not count) the minutes.

Բ Ա Ռ Ե Ր

Fortunate (*ֆօր'չընէյղ*)=*բախտաւոր*, *յաջող*. astrologer (*էստրօլըճըր*)=*աստղագէտ*, to predict (*ըրիժսիքի*)=*դուշակի*. prophecy (*ըրօֆէսի*)=*մարդարէութիւն*. foretell (*ֆօրդէի*)=*նախաստեսի*. lodge (*լօճ*)=*բնակիլ*. to be lodged=*տեղաւորուիլ*. to extend (*էքքսէնս*)=*երկնցնել*. to prolong (*ըրօլճնի*)=*երկարել*.

A FORTUNATE REPLY

An astrologer predicted the death of a favourite of a French King, and by accident his prophecy proved correct. Thinking that in some way or other the man had brought about his favourite's death, Louis sent for him and sternly said: «You, sir, who can foretell everything, pray when shall you die?» «I shall die, sir, three days before your majesty,»

coolly replied the prophet, This reply saved his life, for it so alarmed the king that he ordered him to be lodged in one of the palaces, and that every care should be taken of him, thinking that by extending the astrologer's life he would prolong his own .

QUESTIONS

1. What did an astrologer predict ?
2. What did the king ask him ?
3. How the astrologer was saved ?
4. How the king would have treated him if he had not given that fortunate reply ?

COMPOSITION EXERCICES

1. Write the above story in your own words developing it more fully.
2. Put the following words in the plural, and make sentences containing them, *child, boy, body, fish, sheep, boy, family, lass, shelf.*

GRAMMAR

The interrogative pronouns — used in asking questions — are *who, which, and what* and their compounds *whoever* etc.

Who is used for persons, *which* for persons

and things and *what* for things only, *what* is used as an adjective, without respect to gender.

The demonstrative pronouns are *this* and *that*, with their plurals *these* and *those*.

The indefinite pronouns are—*on, some, none, other, each, every, either, neither.*

Բ Ա Ռ Ե Ր

To absorb (էսորսլ) = մխրճել . meditation (մխի-
ղէջ շին) = մտածութիւն . alcohol (էլքօճօլ) = ալքոլ . to
suggest (սըկճն'սլ) թեւարբել . attentively (էղղէսղ'իլ-
իլ) = մտադրութեամբ , kettle (քէղ'լ) = կոոց :

THE ABSENT-MINDED PHILOSOPHER

Newton one day was absorbed in his profound philosophical meditations, when his servant entered his study. She brought an egg which she intended to boil on an alcohol lamp, in his presence, so as to be sure of its being just right. Newton, who wanted to be left alone, told her she should leave and that he would boil the egg himself. The servant put the egg on the table beside Newton's watch and suggested that the egg should not be left in the boi-

ling water more than two minutes and a half. Imagine her astonishment when on her return, she found her master standing in front of the mantle-piece looking attentively at the egg which he held in his hand, whilst the watch was being boiled in the little kettle over the lamp.

QUESTIONS

1. Who was Newton?
2. Did he forget his surroundings when he was meditating?
3. For what purpose did the servant enter the philosopher's study?
4. why was the egg to be boiled in his presence?
5. What suggestion did she make to him before leaving?
6. In what position and where did she find him on her return?
7. what was Newton doing?
8. was he aware of what he was doing?
9. what was the servant's feeling on seeing what her master had done?

COMPOSITION EXERCISES

1. Rewrite the above story in your own words,
2. Combine by using 'when' or 'while' in the

following sentences.— 1. Some marked goats. Others crossed the valley to hunt. 2. The Kaffir champion was sure of success. Our champion felt equally sure. 3. The second man came alongside. They reached the half mile.

Բ Ա Ռ Ե Ր

Magazine (մէկէզդիւն) = վառօդարան . powder (բաւարր) = վառօդ . leisurely (լիժըլի) = հանդստուլթեամբ , հանդարտօրէն . scene (սին) = վայր . to extinguish (էքստինկուիշ) = մարել :

THE BRAVE ADMIRAL

Admiral Lord Howe was once awakened in the middle of the night by an officer, who told him that the ship was on fire near the magazine, or powder store. «If that be the case» said he, rising leisurely to put on his clothes, «we shall soon know it.» The officer hastened back to the scene of danger, and presently returning said, «you need not, sir, be afraid; the fire is extinguished.»

«Afraid!» exclaimed Howe, «what do you mean by that, Sir? I never was afraid in my life;» and

looking the officer full in the face, he added, «Pray, Sir, how does a man feel when he is afraid? I need not ask how he looks».

QUESTIONS

1. Who was Lord Howe?
2. Why did the officer awake him?
3. How did he receive the news that the magazine was on fire?
4. What did the officer tell him when he returned from the scene of danger?
5. Was Lord Howe afraid?
6. What did he ask the officer to explain him?

COMPOSITION EXERCISES

(1) Combine by using 'though': —1. My hat had been pierced by two bullets. We did not know it till afterwards. 2. The incident occupied only two minutes. I thought the time much longer.

2. Write a short letter to a friend asking him (or her) to come and have tea with you, and afterwards to go for a walk.

GRAMMAR

1. How many auxiliary verbs are there in english?
2. Conjugate the regular verb «to grant.»

Բ Ա Ռ Ե Ր

Debt (տէղ) = պարտք. to involve (խնայօրով) = մը-
խորճիլ, պարունակել. to escape (էսքէյթ) = խոյս սալ.
tent (դէնտ) = վրան. to brood (պրուտ) = խոկալ. insol-
vency (ինսօլվ'էնսի) = վճարման անկարողութիւն. aimless
(էյմ'լէս) = աննպատակ. responsibility (րիսքօնսիպիլիթի) =
պատասխանատուութիւն. unconscious (ընքօն'չըս) = ան-
գիտակից. field (ֆիլտ) = պատերազմի դաշտ. to glide
(կլայտ) = սահիլ, սուրալ. to remember (րիմէմ'պըր) = յի-
շել. gracious (կրէյ'չըս) = ողորմած, չնորձալի. to re-
double (րիալդուբլ) = կրկնապատկել. zeal (զիլ) = եռանդ:

WHO WILL PAY THESE DEBTS

An officer in the service of Frederick the Great became sadly involved in debt. To escape from immediate difficulties he did what other foolish people have done, he borrowed money and made matters worse. One night he sat alone in his tent brooding over his hopeless insolvency. In an aimless way he made a list of his heaviest responsibilities and hopelessly wrote at the bottom, «Who will pay these debts?» Soon he fell asleep, and was unconscious of a figure stealing softly behind him to read the record of his shame and trouble. Now the officer had done famous service in the field and, glad

to show his sense of this service, the figure wrote beneath, «I Frederick!» and softly glided away. When the sleeper awoke with the old load on his heart, he saw the paper, remembered its sad story, read again his question, «Who will pay these debts?» and read too the gracious reply written by his sovereign, «I Frederick!» The king kept his word, and the grateful soldier redoubled his zeal for so good a king, and profited for ever by the lesson his troubles had taught him.

QUESTIONS

1. In what was an officer involved?
2. What did he do to escape from immediate difficulties?
3. Of what was he brooding one night?
4. What did he make of?
5. Who read the list?
6. Why Frederick consented to pay the debts of the officer?
7. When the officer awoke what did he read on the list?
8. Did Frederick keep his word?
9. In what way did the officer show his gratitude to the King?

COMPOSITION EXERCISES

- (1) Write the above story in your own words.—
- (2) Write a short letter declining an invitation to tea because you are going elsewhere.—

GRAMMAR

Shall or Will followed by the infinitive makes the future tense as *I shall write to morrow. He will find his friend.*

‘Have’ and its past ‘had’ followed by the past participle make the perfect and pluperfect tenses respectively; as, *The ship has sailed. War had prevented their getting supplies.*

Բ Ա Ռ Ե Ր

Cast, cast, cast = նետել . pearl (բլբլ) = մարդարիա
 swine (սուսյն) = խոզեր . bear (պէր) = առջ . abode (է-
 պօս) = բնակարան . to greet = ողջունել . growl (կրատել)
 = մենջիւն . to relate (բիբէյէ) = պատմել . adventure
 = սպասարար , արկած . foreign (ֆօրէյն) = օ-
 (էտլէնէյն) = սպասարար , արկած . specimen (սրէսի-
 տար) . to refrain (բիֆրէյն) = զսպել . brethren (սրէտէրրն)
 = հմայն . agility (սրէտէրրն) = եղբայրք . agility
 (էտլէյն) = թեթեւութիւն . limb (լիմ) = անդամ . to at-

tempt (էղդէմր) = փորձել, ձեռնարկել • length (լէնկղէ) = երկայնութիւն • to vex (վէքս) = նեղայնել • away, away with thee = կորսուէ զնայ •

CAST NOT PEARLS BEFORE SWINE

A bear, who for a long time had been obliged to gain his bread by dancing at last made his escape, and returned to his old abode. The bears greeted him with brotherly kisses and set up a joyful growl through the forest. And when one bear met another, he would call out, «Peto is come again!» One day the bear began to relate to his friends the adventures which he had met with in foreign lands, which he had seen—heard—done! And when he spoke of his dancing, he could not refrain from showing them a specimen of his skill.

His brethren, who saw him dance, admired his agility, and the fine turn of his limbs; and at last they attempted to follow his example. Instead, however, of dancing like him, they could not even keep their feet, and were soon stretched all their length on the ground.

The more the dancer showed himself, the more his skill vexed them, and at last they exclaimed with one voice, «Away, away with thee, wouldst thou be wiser than us?» And they drove him from the forest.

QUESTIONS

1. How did the bear gain his bread?
2. where did he return at last?
3. How the other bears receive him?
4. when one bear met another, what would he call out?
5. what did the bear begin to tell to his friends one day?
6. Did he show his friends a specimen of his dancing?
7. Did his brethren admire him?
8. Did they follow his example?
9. Were they successful?
10. Were they exasperated' (էկզէս'բէրէյր) = սրտմտիլ •
11. What did they exclaim?

COMPOSITION EXERCISES

- (1) Write the above story in your own words, and draw a moral lesson of it.
- (2) Combine by using 'because' or 'for':— 1. Things are precious. People think things precious.
2. The waste matter is lighter. The waste matter remains above. 3r Diamonds are of no use to the convicts. The convicts cannot keep them.

Բ Ս Ռ Ե Ր

Dean (տխն=երէց . errand (էր'րէնտ)=յանձնարարութիւն . admission (էամի'չքն)=մուտ , ընդունելութիւն . rudely (րուտի)=կոշտութեամբ , բրտօրէն . deliver (տիլի'լըր)=յանձնել , աւանդել . compliment (քօմ'բլիմէնլ)=մեծարանք , յարգանք . acceptance (էքսէր'դէնա)=ընդունելութիւն . gift (կի'ֆիլ)=նուէր . generosity (ճէնըր'օսիլի)=առատաձեռնութիւն .

THE DEAN'S LESSON

A friend of Dean Swift's once sent him a present by a servant lad, who had often been on such errands before, but without receiving anything for his trouble.

Having gained admission, the lad opened the study door, and said rudely, «Master has sent you a present.» «Young man,» said the dean, that is not the way to deliver a present. Let me give you a lesson in manners. Sit you in my chair, while I take your duty.»

So the dean went out, and returning immediately knocked politely at the study door, «If you please, sir,» said he, «Master presents his compliments to you, and begs your acceptance of a small gift.» «Does he?» replied the boy, «return him my

best thanks; and here is half-a-crown for yourself.»

Thus, while the dean gave a lesson in politeness, he received one in generosity.

QUESTIONS

1. Who was Swift?
2. what did a friend send him by a servant lad?
3. Had the lad been formerly on such errands?
4. Did he receive anything for his trouble?
5. In what manner this time did the lad deliver the message?
6. was the dean pleased?
7. what did Swift wish to teach the lad?
8. In what way?
9. How did the boy reply sitting on the chair as the dean delivered the message?
10. what lesson did the boy give the dean while receiving one on politeness?

COMPOSITION EXERCISE

- (1) write the above story in your own words.
- (2) write a few sentences saying what you think soldiers are for.
- (3) Explain in a few lines what is meant by, «Take care of the pence; the pounds will take care of themselves.»

Բ Ա Ռ Ե Ր

Miser (*մայղըր*)=*աղահ*. bag (*պէկ*)=*տոպրակ*,
պայուսակ. to claim (*բլէյմ*)=*պահանջել*. treasure
(*դրէմըր*)=*գանձ*. to cheat him out of the reward=
զրկել վարձատրութենէն. appeal (*էրիլ*)=*գիմուճ ընել*.
judge (*ճրճ*)=*դատաւոր*. assistance (*էսխակ ընս*)=*օգ-*
նութիւն. state (*սղէյդ*)=*վիճակ*. seal (*սկ*)=*կնիք*.
court (*քորդ*)=*դատարան*. owner (*օնըր*)=*տէր*. ex-
pense (*էքսքէնս*)=*ծախք*. trial (*դրայէլ*)=*դատ*:

SERVED HIM RIGHT

A miser having lost a bag containing one hundred pounds, promised ten pounds reward for its recovery. This was claimed by a poor man who found the treasure, and returned it honestly; but the mean old miser tried to cheat him out of the reward by saying that the bag really contained one hundred and ten pounds when he lost it.

The honest finder appealed to the judge for assistance and the matter came up for trial.

It was seen that the bag had not been opened, by the state of the seal. Now, however, it was opened and the money counted out in the court.

«You say», said the judge, «that the bag you lost contained one hundred and ten pounds?» «Yes,

your honour, «replied the miser. «Then, as this one only contains one hundred pounds it cannot be yours. This honest fellow must keep it until the real owner appears; and you must pay all the expenses of this trial.

QUESTIONS

1. What had a miser lost and what did he promise for its recovery?
2. who found the treasure?
3. How did the miser try to cheat him out of the reward?
4. To whom did the honest man appeal?
5. Had the bag been opened?
6. Where it was opened?
7. what question did the judge put to the miser and how the latter replied?
8. How the trial ended?

COMPOSITION EXERCISE

(1) Rewrite the above story in your own words.

(2) write a few sentences saying what you would like to be when you grow up.

(3) Explain in a few lines the meaning of the following «He that goes a borrowing goes a sorrowing».

GRAMMAR

Word-Building and Spelling

1. To add a syllable beginning with a vowel.
 (a) If the word end in a single consonant with a single vowel before it and is of one syllable or has the accent on the last syllable, double the final consonant as. stab, stabbed, wag, wagged, plan planned, mad, maddest, whet, whetted etc.

Բ Ա Ռ Ե Ր

Hymn (հիմ) = երգ, to rouse (բառուզ) = արթնցնել, սպեկուրիլ. action (էքշն) = կռիւ. disturbed = խռովեալ. revolutionary (րեվոլյուշնէրի) = յեղափոխական. to arms = ի գէն. artillery (արտիլլի) = թնդանօթածիլ. to commemorate (քօմմէմըրէյլ) = ածնել. departure (տիքարչըր) = մեկնում. volunteer (վօլլնդիր) = կամաւոր. anecdote (էնէքտօդ) = մանրատէս, պատմութիւն. distinction (տիստինշն) = նշանաւորութիւն, պատիւ. promotion (քրօմօշն) = յառաջացում. court (քօրդ) = արքունիք. family matters = ընտանեկան խնդիրներ. strictly (ստրիքտ) = խստութեամբ. throughout (դիքրօուուզ) = ամեն կողմ, ամբողջ :

THE MARSEILLAISE HYMN

During the French Revolution the youth of Marseilles were roused to action, and thence 600 men who knew how to die set out for Paris. They entered that disturbed city singing the revolutionary song. To arms! To arms! which has since been called in their honour the Marseillaise Hymn.

But it was not written for them, as some suppose. It was written by Rouget de Lisle, an artillery officer, to commemorate the departure of a band of volunteers from Strasburg in 1792. To this patriot poet's memory a statue has just been erected in his native place; and among stories of him and his family the following interesting little anecdote is told concerning his brother. This gentleman entered the french army at an early age, and served with distinction; but promotion came very very slowly to him and when he retired his rank was not a high one. A lady of the court once asked him, «How is it, my dear general, that your services were so poorly recognized by your king? Family matters, madam» replied the general, «family matters. Alas!» I have a niece who has done me no end of harm» «A niece who is she?» «My poor brother's daughter.» «Indeed! did your poet brother leave a daughter

behind him?» «Yes, Madam the Marseillaise, and I have never been forgiven her existence.»

The use of the hymn was strictly forbidden throughout France during the reign of Napoleon III.

QUESTIONS

1. why during the French revolution 600 men started from Marseilles to Paris?
2. what were they singing when they entered the city?
3. why it has been called the Marseillaise Hymn?
4. By whom it was written and on what occasion?
5. what has been erected to the memory of the patriot poet?
6. what interesting little anecdote is told concerning his brother?
7. was the brother promoted in the army?
8. How did the general explain to a lady of the court that his services were poorly recognized by the King?
9. why the use of this hymn was strictly forbidden in France during the reign of Napoleon III.?

COMPOSITION EXERCISES

- (1) Rewrite the above story in your own words.
- (2) write a few sentences about the nicest book you ever read.

Put the following into your own words.

“My banks are furnished with-bees.
Whose murmur invites me to sleep,
My grottoes are shaded with trees,
And my hills are white over with sheef.”

GRAMMAR

Word-building and spelling

If the final consonant be not preceded by a single vowel or if the accent be not on the last syllable do not double the last consonant. as, sail-ed, exclaim-ed, sustain-ed, crawl-ed.

Բ Ա Ռ Ե Ր

Very thinly attended = խիստ ցանցառ բաղմութիւն
 մը կար . guinea (կլն'ի) = կլնէ (21 չիլն) . portion = մաս .
 to insist (ինսիստ') = սնդեղ . to dole out = բաշխել չկա-
 մութեամբ . term (դըրմ) = սլոյման . sigh (սայ) = հառա-
 չանք . energetic (էնըրճէղ'ի.ք) = կրօղի . expression
 (էքսպրէշ'ըն) = արտայայտութիւն . to thrust (էհըրստ) =
 մղել, դնել . to dim (սիմ) = մթնցնել .

MADAME MALIBRAN

Madame Malibran was as famous for her goodness of heart as for the wonderful powers of her voice. Upon one occasion an Italian professor gave a concert in London, which was unfortunately very thinly attended. Madame Malibran had been engaged to sing for twenty guineas. He called to pay her, or rather to offer her a portion of her terms, which she refused to accept, and insisted upon having the full amount, which the poor professor doled out very slowly; and when he had counted twenty sovereigns he looked up at her to ask if that would do. «No another sovereign», she said, «for my terms are twenty guineas, not pounds». He put down the other sovereign, and said, with a sigh. «My poor wife and children!» Madame Malibran took up the money; then, with one of her energetic expressions said. «I insisted on having my full terms that the sum might be the larger for your acceptance», at the same time thrusting the gold into the astonished professor's hand, and wiping away a tear, which for a moment dimmed her bright eye, she rushed out of the room.



«Ազգային գրադարան»



NL0232333

ԳՐԱՏՈՒՆ Պ. ՊԱԼԵՆՑ

Զախմախմարչար թիւ 20

Կ. ՊՈԼԻՍ

ԴԱՍԱԿԱՆ ՀՐԱՏԱՐԱԿՈՒԹԻՒՆՆԵՐ

Տարերք Մայրենի Լեզուի Ա. Տարի	3.—
Մայրենի Լեզու, Բ. Տարի	5.—
» » Գ. »	5.—
Նոր Փնջակ, պատկերազարդ	1.—
Նոր Վարժութիւն, Ա. Տարի	
Թրքախօս հայերու հմբ.	3.50
» » Բ. » »	5.—
» » Գ. » »	5.—
Գազանճեան Յ.— Նոր Քերականութիւն Արդի Հայ.	
Լեզուի, Ա. Տարի Տարր. Դասընթացք	4.—
» » Բ. » Միջին »	6.—
» » Գ. » Բարձրգ. »	7.50
Խանճեան Հ.— Նոր Աշխարհագրութիւն, պատկրդ.	
և քարտիս. Տարր. Դասընթացք	4.—
Նուպարեան Մ.— Բառարան Ֆրանս-Հայ Աշխարհիկ	27.—

ՄԱՄԼՈՅ ՏԱԿ

Ատուռնի Պ.— Նոր Թուարանութիւն, պատկ. Ա. և Բ. մաս	
Խանճեան Հ.— Նոր Աշխարհագրութիւն, պատկ. Միջին	
Դասընթացք	
» » » պատկ. Օսմ. Կայսրութիւն	