

R E P O R T R E S U M E S

ED 012 838

AC 000 453

SERVICEMEN LEARN TO READ, PRACTICE BOOK NUMBERS I AND II.
BY- HARDING, LOWRY W. BURR, JAMES B.

ARMED FORCES INST., MADISON, WIS.

REPORT NUMBER EDUC-MANUAL-MB-001-2

PUB DATE

56

EDRS PRICE MF-~~\$0.50~~ HC-~~\$4.50~~ ~~114P.~~
2.00 9.76 244 P.

DESCRIPTORS- *WORKBOOKS, *READING MATERIALS, *MILITARY
TRAINING, *LITERACY EDUCATION, INSTRUCTIONAL MATERIALS,
ENLISTED MEN,

THIS WORKBOOK IS PLANNED TO HELP SERVICEMEN READ "MEN IN
THE ARMED FORCES," AND TO DEVELOP THEIR READING ABILITY. BOOK
I CONTAINS 111 LESSONS WHICH COVER 142 PAGES OF THE READER.
BOOK II, IN 100 LESSONS, COVERS PAGES 14 - 25 OF THE READER.
SIMPLE INSTRUCTIONS ARE GIVEN BUT MUST BE EXPLAINED BY THE
INSTRUCTOR. (SM)

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

ED012838

SERVICEMEN LEARN TO READ



UNITED STATES ARMED FORCES INSTITUTE

... MADISON 3, WISCONSIN

AC000453

ALPHABET IN MANUSCRIPT (CAPITALS)

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

ALPHABET IN MANUSCRIPT (LOWER CASE)

a b c d e f g h i j k l m
n o p q r s t u v w x y z

STROKES IN MANUSCRIPT WRITING

STRAIGHT LINES A E F H I K L M N T V W X Y Z

/ - A V W X Y Z

| - E F H I K L M N T

i k l t v w x y z

CIRCLES— O C G Q — o c e

COMBINATION—CIRCLES—STRAIGHT LINES

B D J P R S U

a b d g p q j f

r s h m n u y

EDUCATIONAL MANUAL MB 001.2

Servicemen Learn to Read

Practice Book Numbers I and II

by

Lowry W. Harding

James B. Burr

TO BE USED WITH

Men in the Armed Forces – MB 001

Parts I-IV

UNITED STATES ARMED FORCES INSTITUTE
MADISON 3, WISCONSIN

The material presented herewith is for use as an aid in instruction in certain educational activities of the armed forces. The statements and opinions contained are those of the author.

PRACTICE BOOK I

**To Be Used With
MEN IN THE ARMED FORCES
Parts One and Two**

SERVICEMEN LEARN TO READ

BOOK I

How to Use This Book

Note to the Instructor:

This book is made to help the men read *Men in the Armed Forces* and to develop their reading ability. The men who use this book will need to have someone read the directions to them so that they will know how to proceed. The directions are always printed at the beginning of each lesson. They will tell you and the man who is learning to read just what is to be done. Your work as instructor will be more helpful if you have studied this book.

Begin by reading the next paragraph to the student.

.....

If you use this book correctly, you will be able to improve your reading. The directions will tell you what to do. Since directions often use words that are not common and therefore hard to read, you will have to depend upon your instructor to read them for you.

Always be sure that you understand the directions before you try to do the lesson.

.....

Lesson 1 (Chapter 1, pages 1-3)

Pete Brown on the Farm

Draw a line under the two words that are the same in each box.
The first one is done for you.

<u>Pete</u> pigs cows <u>Pete</u>	cows Brown the Brown	tall tall works on	Here this lives Here
farm horses farm drives	horses pigs cows horses	milks drives feeds drives	pigs cows pigs the
is on the is	the the he in	in on in is	hard farm milks hard

Lesson 2 (Chapter 1, pages 1-3)

Pete Brown on the Farm

Put an X after the lines that are the same in each box.
The first one is done for you.

on the farm	.....X.....
works hard	.....
on the farm	.....X.....
in the barn	.....
milks the cows	.....
feeds the pigs	.....
drives the horses	.....
milks the cows	.....
Pete Brown works hard.	.....
Pete Brown is tall.	.....
Pete Brown works hard.	.....
Here is Pete Brown.	.....

Lesson 3 (Chapter 1, pages 1-3)

Pete Brown on the Farm

**Read the words below.
Then put a word on each line.**

Pete Brown works on the farm.

He drives the horses.

He milks the cows.

Pete Brown is tall.

Pete feeds the pigs.

(The first line is filled in for you.)

Pete Brown drives **horses.**

Pete feeds

Pete milks

Pete Brown is

Pete Brown works on the

Lesson 4 (Chapter 1, pages 1-3)

Pete Brown on the Farm

A. Put a word on each line.

Pete Brown is the name of a soldier.

1. His first name is Pete.
2. His last name is Brown.
3. His full name is Pete Brown.

Write your name below.

1. Your first name is
2. Your last name is
3. Your full name is

B. Draw a circle around the right answer.

The first one is done for you.

- | | | |
|---------------------------------|--------------------------------------|--------------------------|
| 1. Is Pete a man? | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2. Is Pete's last name Brown? | <input type="radio"/> Yes | <input type="radio"/> No |
| 3. Is Pete Brown his last name? | <input type="radio"/> Yes | <input type="radio"/> No |
| 4. Is your last name Pete? | <input type="radio"/> Yes | <input type="radio"/> No |

Lesson 5 (Chapter 1, pages 5-8)

Pete Brown on the Farm

A. Read the sentence. Then read the word.

Find the same word in the sentence. Draw a circle around the word.

The first one is done for you.

1. I **am** in the Army.

am

2. Pete Brown drives a tractor.

drives

3. The tractor helps Pete plow the field.

helps

4. Pete feeds the cows.

feeds

5. He milks the cows in the morning.

milks

6. Pete has ten cows.

ten

7. Pete's farm has many pigs.

many

B. Finish each sentence.

The first one is done for you.

1. The horses eat hay

2. The pigs eat

3. Pete feeds the

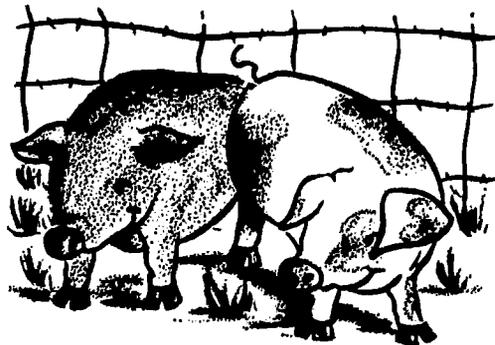
4. Pete drives the

Lesson 6 (Chapter 1, pages 5-8)

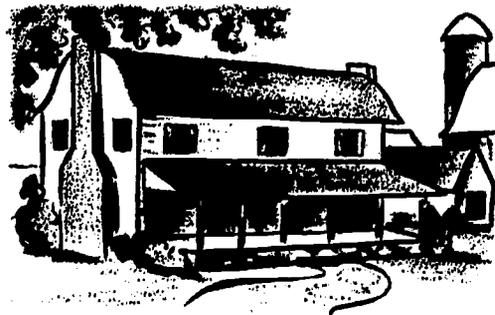
Pete Brown on the Farm

Draw a line under the words that belong with each picture.

**Here are ten cows.
Here are some pigs.
Pete milks the cows.**



**This is a farm.
This is your home.
This is the Army.**



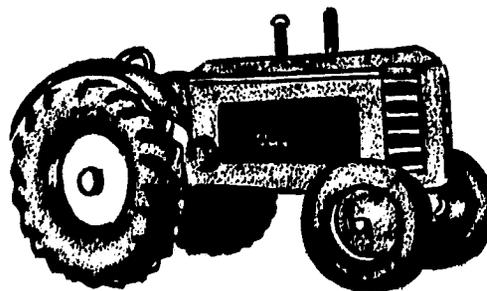
**Pete feeds the pigs.
Pete drives the tractor.
Pete drives the horses.**



**This is your mother.
This is Pete Brown.
This is your father.**



**Pete drives a tractor.
Pete feeds the pigs.
Pete milks the cows.**



Lesson 7 (Chapter 1, pages 5-8)

Pete Brown on the Farm

A. Make complete sentences. Do this by drawing lines to connect the groups of words in each column.

The sentences that you make should agree with the story.

Use the text to help you make the right sentences.

The first one is done for you.

- | | |
|-------------------------|-------------------|
| 1. Pete Brown | of the pigs. |
| 2. There are ten cows | the ten cows. |
| 3. Pete milks | lives on a farm. |
| 4. Pete sells | on Pete's farm. |
| 5. Pete takes good care | some of the pigs. |

B. Read the word at the top of the list.

Draw a circle around the word every time you see it.

much

works

takes

money

where

this

many

what

takes

much

works

ten

more

write

takes

much

was

tired

Lesson 8 (Chapter 1, pages 5-8)

Pete Brown on the Farm

A. Look at the top word in each box.

Then look at the word below it.

Make the lower word look like the top word.

works work	feeds feed	milks milk	Pete's Pete
drives drive	lives live	sits sit	sometimes some
helps help	cows cow	pigs pig	takes take

B. Read the sentence. Then read the word.

Find the word in the sentence.

Draw a circle around it.

1. The **(pigs)** eat corn.

pigs

2. Pete takes good care of the pigs.

good

3. Pete gets tired of the farm.

farm

4. He has never been away from home.

never

5. Sometimes there is not much money.

there

Lesson 9 (Chapter 2, pages 10-13)

Pete Goes to Town

A. Draw a circle around the right answer.

The first one is done for you.

- | | | |
|---------------------------------------------|--------------------------------------|--------------------------|
| 1. Pete goes to town on Saturday. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2. Sometimes Pete sells eggs. | <input type="radio"/> Yes | <input type="radio"/> No |
| 3. Pete takes horses to town to sell. | <input type="radio"/> Yes | <input type="radio"/> No |
| 4. Rivertown is two miles from Pete's farm. | <input type="radio"/> Yes | <input type="radio"/> No |
| 5. Rivertown has many stores. | <input type="radio"/> Yes | <input type="radio"/> No |
| 6. Mr. Samson has a feed store. | <input type="radio"/> Yes | <input type="radio"/> No |
| 7. Pete bought six bags of feed. | <input type="radio"/> Yes | <input type="radio"/> No |
| 8. The feed cost Pete twelve dollars. | <input type="radio"/> Yes | <input type="radio"/> No |
| 9. Pete makes money from eggs. | <input type="radio"/> Yes | <input type="radio"/> No |
| 10. The road to Rivertown is bad. | <input type="radio"/> Yes | <input type="radio"/> No |

B. Cross out the word in each box that does not belong there.

one	three	five	bad	nine
two	boy	six	seven	box
Big	four	has	eight	ten

Lesson 10 (Chapter 2, pages 10-13)

Pete Goes to Town

A. Draw a circle around the word that tells what is done.

The first one is done for you.

1. Pete drives a truck.
2. Pete takes pigs to town.
3. Mr. Samson works in the feed store.
4. Pete stopped at Mr. Samson's feed store.
5. Pete goes to town.
6. Mr. Samson sells feed.
7. Mr. Samson buys eggs.
8. Mr. Samson lives in Rivertown.

B. Draw a line under each word that is spoken.

The first one is done for you.

1. Hello, Pete, said Mr. Samson.
2. "Twenty-four dozen eggs, today," said Pete.
3. "Eggs are forty cents a dozen today," said Mr. Samson.
4. "Hello, Mr. Samson," said Pete.
5. "How many eggs did you bring me?" asked Mr. Samson.
6. Pete said, "The road to Rivertown is good."

Lesson 11 (Chapter 2, pages 10–13)

Pete Goes to Town

A. Choose the right word.

Write it on the line.

An example is done for you.

1. Rivertown is a small town. large small
2. Pete Brown is a man. tall short
3. Pete drove to town in a car truck
4. Rivertown has stores. many few
5. Pete has twenty-four dozen today. hens eggs

B. This mark = means "equals."

five cents = a nickel = 5c

ten cents = a dime = 10c

ten dimes = a dollar = \$1.00

Draw a line under the right word.

1. Eggs are forty cents a dozen.

How many dimes are in forty cents? two, four, six

2. Feed cost Pete twelve dollars.

How many dimes are in one dollar? five, seven, ten

3. Pete had three nickels in his pocket.

How many cents are in three nickels? five, ten, fifteen

Lesson 12 (Chapter 2, pages 10–13)

Pete Goes to Town

A. Read the word at the top of the list.

Then look at the words in the list.

Draw a circle around the word every time you see it.

on

in

to

us

it

go

on

is

he

at

in

it

is

an

to

on

am

of

by

in

to

there

what

where

where

who

then

there

when

when

then

what

that

that

where

where

the

what

there

there

why

where

Lesson 12 (continued)

Pete Goes to Town

B. Write on, in, or to on each line.

1. On Saturday Pete goes town.
2. Pete sits the tractor.
3. Mr. Samson works the feed store.
4. Pete lives a farm.
5. There are four dimes forty cents.
6. Pete said hello Mr. Samson.

C. Write there, what, or where on each line.

1. Sometimes is not much money.
2. feed does Pete give the pigs?
3. does Pete work?
4. does Pete take to town?
5. does Mr. Samson sell feed?
6. are ten cows on Pete's farm.

Lesson 13 (Chapter 2, pages 14-18)

Pete Goes to Town

A. Draw a line under the right word.

1. Mr. Samson (has, have) a son named Tim.
2. Tim (is, was) in the Army.
3. Tim (was, is) stationed in Hawaii.
4. Pete (went, gone) to the hardware store.
5. Pete also (go, went) to the dentist.
6. Pete said, "I (am, was) late today."

B. Write one of these names on the line.

Pete, Tim, Mr. Samson, Bob.

1. works in a gas station.
2. is in the Army.
3. works in the feed store.
4. lives on a farm.
5. paid his dentist bill.

Lesson 14 (Chapter 2, pages 14-18)

Pete Goes to Town

A. Put s, ed, and ing at the end of each word to make new words.

Example

look

milk

work

walk

looks

.....

.....

.....

looked

.....

.....

.....

looking

.....

.....

.....

B. Draw a line under the right word.

1. Tim is (liking, liked) the Army.
2. Pete (stopping, stopped) at the grocery.
3. Bob (works, working) at the gas station.
4. Pete always (stop, stops) at this gas station.
5. Bob (like, likes) Pete.

Lesson 15 (Chapter 2, pages 14-18)

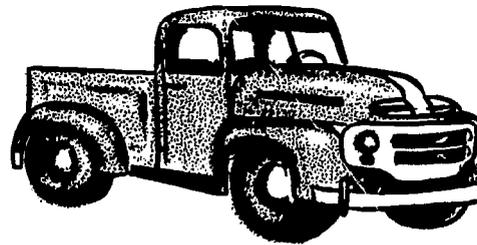
Pete Goes to Town

Draw a line from the words to the right picture.

1. Pete goes to this grocery.



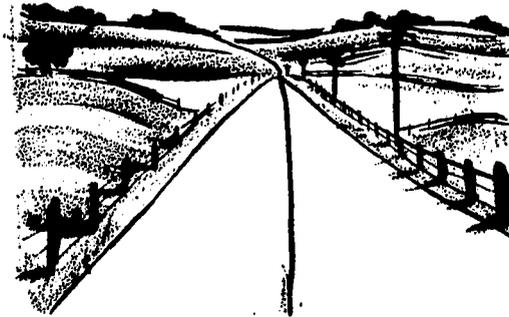
2. Bob works at the gas station.



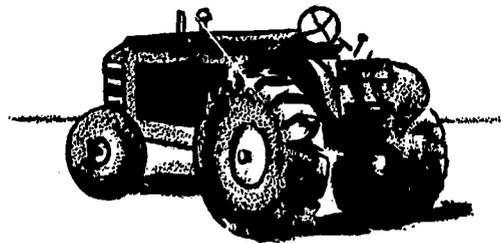
3. This is the road to Rivertown.



4. Pete drives a tractor.



5. This is a truck.



Lesson 16 (Chapter 2, pages 14-18)

Pete Goes to Town

A. Cross out the word, in each box, which does not fit.

horses	Saturday	penny	three
pigs	Sunday	good	six
trucks	Monday	nickel	told
cows	store	dime	ten

B. Some words tell where.

Some words tell when.

Put each of the words below under where or when.

show grocery today tonight store
Rivertown farm night morning Saturday

where

when

.....
.....
.....
.....
.....

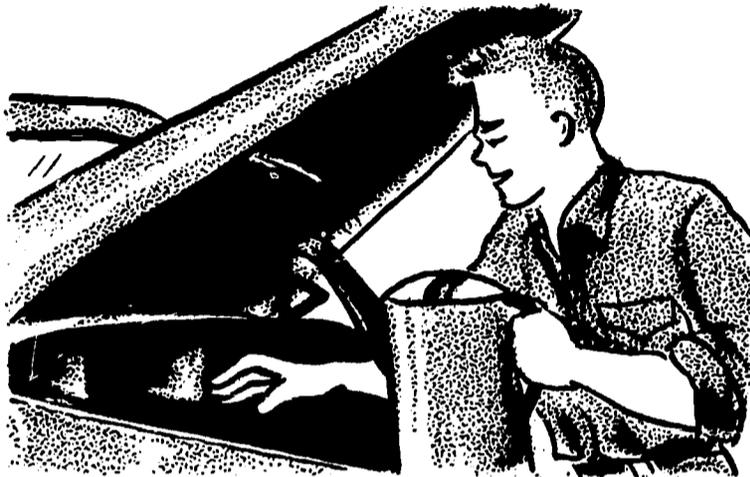
.....
.....
.....
.....
.....

Lesson 17 (Chapter 3, pages 21-24)

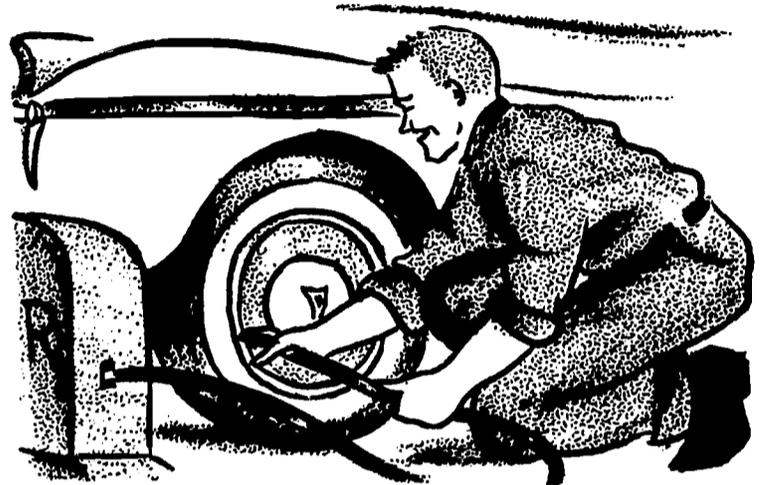
Bob Jones and His Job

Bob works at a gas station.

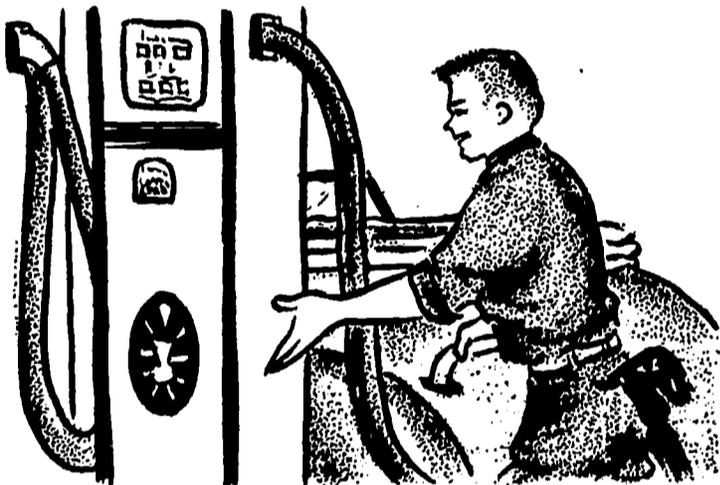
Look at the picture. Put the right word on the line.



1. Bob puts in cars.



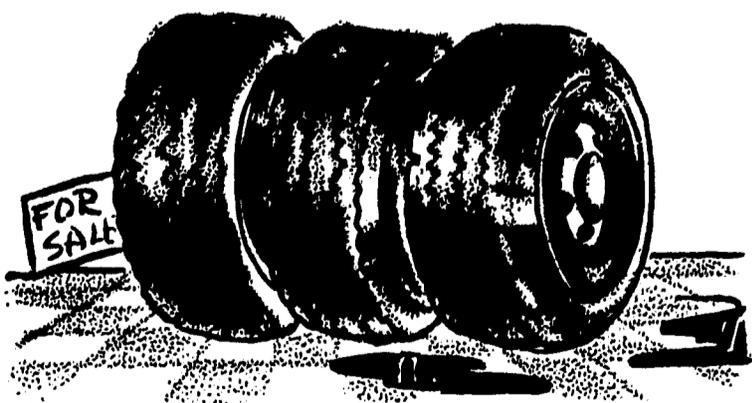
2. He puts in tires.



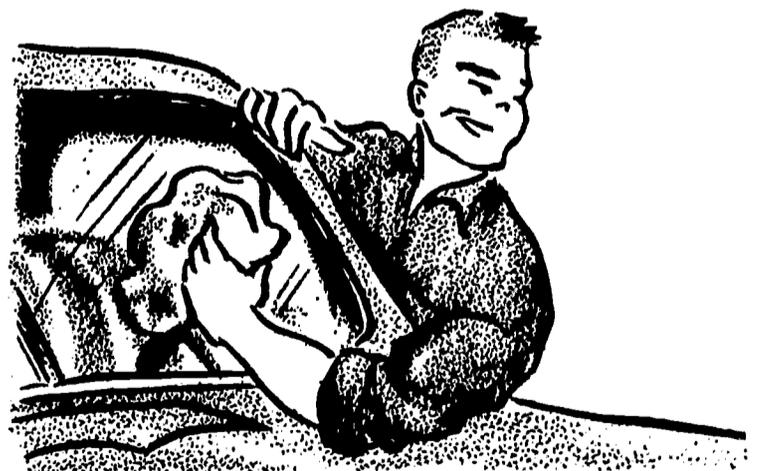
3. Bob sells



4. Bob keeps the station.....



5. He sells



6. Bob cleans

Lesson 18 (Chapter 3, pages 21–24)

Bob Jones and His Job

Read the sentences. Then answer the questions by drawing a circle around the right words.

1. There are twenty-four hours in one day.
2. Bob Jones works ten hours each day.
3. Bob sleeps eight hours each night.
4. There are seven days in each week.
5. Bob Jones works six days each week.

1. How many hours are there in each day?

ten, twelve, twenty-four

2. How many hours does Bob Jones work each day?

ten, eight, six

3. How long does Bob sleep each night?

six hours, eight hours, ten hours

4. There are how many days in one week?

nine, seven, eight

5. How many days each week does Bob Jones work?

five, four, six

Lesson 19 (Chapter 3, pages 21-24)

Bob Jones and His Job

Bob and Pete do not do the same jobs.

Below are the jobs that Bob and Pete do.

Put the right name on each line.

1. works in a gas station.
2. puts air in tires.
3. milks the cows.
4. drives a tractor.
5. cleans the gas station.
6. feeds the pigs.
7. sells gasoline and oil.
8. puts water in cars.
9. cleans windshields.
10. sells eggs.
11. drives horses.
12. takes pigs to town.
13. buys feed.
14. sells tires.
15. greases cars and trucks.

Lesson 20 (Chapter 3, pages 21-24)

Bob Jones and His Job

A. Draw a line under the things that grow on a farm.

Draw a circle around the things you find at a gas station.

gasoline

corn

batteries

cows

grease

eggs

horses

pigs

windshields

oil

tires

feed

B. Write a sentence about Bob.

.....

C. Write a sentence about Pete.

.....

Lesson 21 (Chapter 3, pages 26–29)

Bob Jones and His Job

A. Look at each word. Write it on the line in front of the letter s.

The new word you make means more than one.

	<u>One</u>	<u>More than one</u>
Example:	barn	barns
	job	.....s
	station	.....s
	winter	.....s
	hour	.....s
	ship	.....s

B. Write the right word on the line.

- | | |
|-------------------------------------------------|-------------------|
| 1. Draw a line under the word. | right
just |
| 2. Cross out the that does not fit. | picture
word |
| 3. Draw a circle around the right | answer
cross |
| 4. Put the right word on the | page
line |
| 5. Draw a line from the word to the right | picture
circle |

Lesson 22 (Chapter 3, pages 26–29)

Bob Jones and His Job

A. Make complete sentences. Do this by drawing lines to connect the groups of words in each column.

The sentences that you make should agree with the story.

Use the text to help you make the right sentences.

- | | |
|------------------------|----------------|
| 1. Bob's uncle is in | named Ned |
| 2. Bob's uncle is | his travels |
| 3. Uncle Ned writes to | about his ship |
| 4. He writes about | the Navy |
| 5. Uncle Ned tells Bob | Bob often |

B. Write Yes or No on each line.

1. Bob often thinks of Uncle Ned.
2. Bob reads Uncle Ned's letters to Pete.
3. Uncle Ned does not like his ship.
4. Bob thinks Uncle Ned has a poor job.
5. Bob's uncle is in the Army.
6. Bob does not like his job.
7. Bob is saving money.
8. Bob is looking for a better job.
9. In winter, Bob's job is hot work.
10. Bob works six days each week.

Lesson 23 (Chapter 3, pages 26–29)

Bob Jones and His Job

A. Choose the right word for each line.

Write the word on the line.

1. Bob tries to be (happy, sad)
2. In summer Bob gets very (cold, hot)
3. In winter Bob gets very (cold, hot)
4. Bob does not like the hours. (short, long)
5. Bob is looking for a job. (better, worse)
6. Uncle Ned's ship is (ugly, beautiful)
7. Uncle Ned is (unlucky, lucky)
8. Bob keeps the station (clean, dirty)
9. Bob Jones' job is (hard, easy)
10. Bob works hours each day. (ten, four)

B. Find the answer in the book. Write the answer on the line.

1. Where does Bob Jones live?
2. Who is Bob's buddy?
3. Where does Bob Jones work?
4. Where does Pete work?
5. What does Uncle Ned tell Bob?

Lesson 24 (Chapter 4, pages 32–36)

Pete's Home and Family

Write these words and phrases under the right headings.

is a good mother
cooks the food
works long hours
helps with the chickens
likes to see things grow

works with animals
cleans the house
has not saved much money
has a large farm
helps with the garden

Mr. Brown

- 1.
- 2.
- 3.
- 4.
- 5.

Mrs. Brown

- 1.
- 2.
- 3.
- 4.
- 5.

Lesson 25 (Chapter 4, pages 32–36)

Pete's Home and Family

A. Choose the right words for each line.

Write the word or words on the line.

1. Mrs. Brown a good mother.
(is, is not)
2. She her son.
(loves, does not love)
3. Mr. Brown saved much money.
(has, has not)
4. Pete helping to pay for the tractor.
(is, is not)
5. Mr. Brown more machinery.
(does want, does not want)
6. Pete to work with machinery.
(likes, does not like)
7. Pete to work with horses.
(likes, does not like)
8. Mrs. Brown Pete to be happy.
(wants, does not want)
9. Mr. Brown Pete to stay on the farm.
(wants, does not want)
10. Pete's father long hours.
(works, does not work)

Lesson 25 (continued)

Pete's Home and Family

B. Each word below has a small word in it.

Some of the words have more than one small word in them.

Draw a circle around the small words.

Two of the words are done for you.

- | | |
|-----------------------------|---------------|
| 1. <u>farm</u> ing | 11. working |
| 2. lived | 12. hunted |
| 3. Saturday | 13. shooting |
| 4. today | 14. farmer |
| 5. stopped | 15. helped |
| 6. sixty | 16. Rivertown |
| 7. cleaning | 17. drives |
| 8. always | 18. feeding |
| 9. answered | 19. looked |
| 10. <u>hard</u> <u>ware</u> | 20. gasoline |

Lesson 26 (Chapter 4, pages 32-36)

Pete's Home and Family

A. Add "ing" to each word below, to make new words.

Do it like this:

farm

work

farming

working

feed

clean

grow

.....

.....

.....

cook

help

go

.....

.....

.....

milk

want

tell

.....

.....

.....

B. Write the answers on the lines.

1. Look on page 32 in *Men in the Armed Forces* and find the names of Pete's mother and father.

.....

2. Look on page 33 and find what Pete's mother does in the house.

.....

3. Look on page 35 and find what machine Pete likes to drive.

.....

Lesson 27 (Chapter 4, pages 32-36)

Pete's Home and Family

A. Which is right?

Put an X in front of the right answer.

1. Pete asked his father to buy some farm machinery.
..... Mr. Brown bought a windmill.
..... Pete's father bought a tractor.
2. Mrs. Brown was a big help on the farm.
..... Pete's mother helped with the garden.
..... Mrs. Brown drove the tractor.
3. The tractor is not paid for.
..... Pete lost the money for the tractor.
..... Mr. Brown does not save much money.
4. Pete may leave the farm.
..... Pete does not like to work with horses.
..... Pete does not like his mother and father.
5. Mr. Brown gets very tired.
..... Pete's father works long hours.
..... Mrs. Brown is not a good cook.

Lesson 28 (Chapter 5, pages 38-42)

Bob and Pete Go Hunting

A. Read again pages 38-42 in *Men in the Armed Forces*.

Then write Yes or No after each sentence.

1. Bob and Pete like to hunt.
2. Pete hunts on his father's farm.
3. Pete has a cat named Brownie.
4. There are many rabbits in Pete's barn.
5. Brownie likes to go hunting.
6. Pete is a poor shot.
7. Bob shot ten rabbits.
8. Brownie never gets tired.

B. Make complete sentences. Do this by drawing lines to connect the groups of words in each column.

The sentences that you make should agree with the story.

Use the text to help you make the right sentences.

The first one is done for you.

- | | |
|------------------------|-------------------|
| 1. There are rabbits | a hunting dog. |
| 2. Brownie is | the first rabbit. |
| 3. Pete was ready | was wagging. |
| 4. Bob shot and killed | to go hunting. |
| 5. Brownie's tail | on Pete's farm. |

Lesson 29 (Chapter 5, pages 38–42)

Bob and Pete Go Hunting

This page has some words for practice.

A. Draw a circle around the letters “an” in every word.

- | | | |
|--------|--------|------------|
| 1. and | 3. can | 5. any |
| 2. man | 4. ran | 6. another |

B. Draw a circle around the letters “as” in every word.

- | | | |
|---------|----------|---------|
| 1. has | 3. was | 5. pass |
| 2. last | 4. asked | 6. past |

C. Draw a circle around the letters “er” in every word.

- | | | |
|-----------|----------|----------|
| 1. after | 3. never | 5. river |
| 2. bigger | 4. later | 6. ever |

D. Draw a circle around the letters “air” in every word.

- | | | |
|-------------|---------|------------|
| 1. pair | 3. hair | 5. chair |
| 2. airplane | 4. fair | 6. airport |

E. Draw a circle around the letters “ow” in every word.

- | | | |
|----------|----------|--------|
| 1. blow | 3. throw | 5. cow |
| 2. grows | 4. now | 6. how |

Lesson 30 (Chapter 5, pages 38–42)

Bob and Pete Go Hunting

When we add an ending to a word to make a new word, we sometimes have to change some of the letters.

If you add the ending “ing” to a word that ends in “e,” you will have to drop the “e” and then add “ing.”

Do it like this:

like

make

dance

liking

making

dancing

take

save

have

.....

.....

.....

tire

grease

leave

.....

.....

.....

write

come

change

.....

.....

.....

drive

hope

give

.....

.....

.....

bake

care

smile

.....

.....

.....

Lesson 31 (Chapter 5, pages 38–42)

Bob and Pete Go Hunting

Draw a line under the right word.

1. There are ^{rabbits} fish _{monkeys} on Pete's farm.
2. Pete has a ^{horse} cat _{dog} named Brownie.
3. Bob and Pete went ^{flying.} hunting. _{riding.}
4. Bob ^{ran} walked to Pete's farm. _{drove}
5. Pete said, "There are ^{some} few _{no} rabbits in the field."
6. Pete was a ^{bum} poor _{good} shot.

Lesson 32 (Chapter 5, pages 38-42)

Bob and Pete Go Hunting

A. These marks (“ ”) are used to show the words that are said.

1. In these sentences draw lines under the words that are spoken.
2. Draw a circle around the name of the one who spoke the words.

-
1. “There are rabbits in the field,” said **Pete.**
 2. “Good shot, Bob!” said Pete.
 3. “I was lucky,” said Bob.
 4. Bob said, “Let’s sit under this tree.”
 5. Pete said, “I like to hunt.”
 6. “Brownie is a hunting dog,” said Pete.
 7. Pete asked, “Is this a good place to rest?”
 8. Bob said, “Brownie is tired.”

B. Read these sentences. Put these marks (“ ”) to show which words are spoken.

1. I was lucky said Bob.
2. Pete said I shot five rabbits.
3. Bob said Brownie is tired.
4. Where are the rabbits? asked Bob.

Lesson 33 (Chapter 5, pages 38-42)

Bob and Pete Go Hunting

Here are the first ten numbers.

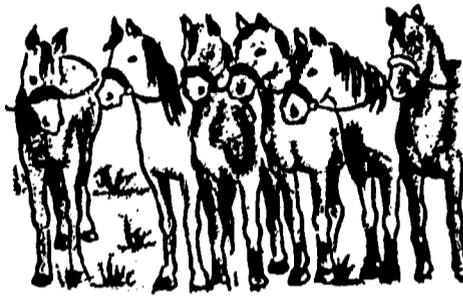
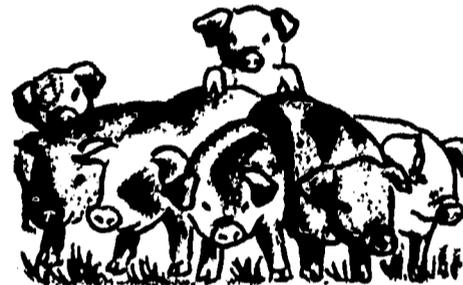
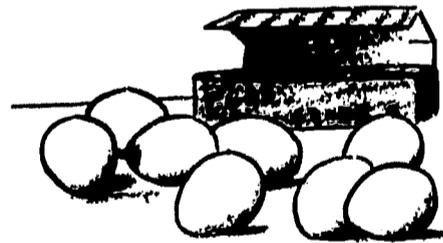
The name of each number is written below the number.

1	2	3	4	5	6	7	8	9	10
<i>one</i>	<i>two</i>	<i>three</i>	<i>four</i>	<i>five</i>	<i>six</i>	<i>seven</i>	<i>eight</i>	<i>nine</i>	<i>ten</i>

See how many things are in each picture.

Write the number and the name of the number on the lines.

The first two are done for you.

	<u>Number</u> and <u>Name</u>		<u>Number</u> and <u>Name</u>
	1 <i>one</i> .....		..... .....
	2 <i>two</i> .....		..... .....
	
	
	

Lesson 34 (Chapter 6, pages 44-49)

Pete and Bob Talk Army and Navy

Put an X in front of the stories that tell about Bob and Pete.

..... 1. **The two buddies had gone to the same school.**

Pete lived on a farm.

Bob lived in town.

..... 2. **Tim lived in Rivertown.**

Tim left Rivertown.

He is in the Army now.

..... 3. **Tim likes the Army.**

Mr. Samson told Pete about Tim.

..... 4. **The buddies found a soft spot under a tree.**

They talked about leaving home.

..... 5. **Pete and Bob want to travel.**

They want a chance to learn something.

..... 6. **George Perry lived in Rivertown.**

George was in the Army three years.

George's father was sick.

George came home to run the garage.

Lesson 35 (Chapter 6, pages 44–49)

Pete and Bob Talk Army and Navy

Read this story.

A. Bob and Pete went hunting.

Brownie went hunting, too.

They hunted for rabbits.

Bob shot a rabbit.

Pete said, "Good shot, Bob!"

Draw a circle around the names of the men who went hunting.

Draw a line under what Bob shot.

Read the story.

B. Pete and Bob sat under a tree.

They were tired.

They had been hunting a long time.

Bob and Pete talked and talked.

Pete said, "I think I will join the Army."

Draw a line under what Pete said.

Draw a circle around the words that tell where Pete and Bob sat.

Lesson 36 (Chapter 6, pages 44-49)

Pete and Bob Talk Army and Navy

Draw a line under the words which are the same in each box.

dad been dad do	tell tell take ten	say does will does	Navy Army Navy away
ship life shot ship	out in out was	home farm for farm	picture machine machine garage
news me was news	quiet quiet three tree	sure sick seen sick	think this here think
away Army Navy Army	join join gave farm	gas has him gas	fine four fine tired

Lesson 37 (Chapter 6, pages 44-49)

Pete and Bob Talk Army and Navy

A. Each of these words ends in "ed."

Write the word that is left when you take off "ed."

Word ending in "ed"

Small word

asked

ask

joined

.....

answered

.....

added

.....

learned

.....

looked

.....

wanted

.....

painted

.....

B. Write the right word on the line.

1. Pete Bob to go hunting.
(ask, asked)

2. George the Army.
(join, joined)

3. "I will join the Army," Pete.
(answer, answered)

4. "I see no future here," Pete.
(add, added)

5. Pete wanted to something.
(learn, learned)

6. Bob at a picture.
(look, looked)

Lesson 38 (Chapter 6, pages 44–49)

Pete and Bob Talk Army and Navy

Here are some questions. The answers are at the bottom of the page. Choose the right answer. Write it on the line.

1. Where did the buddies sit?
.....
2. When did Pete go to Plain City?
.....
3. Was George Perry in the Army or the Navy?
.....
4. What picture did Bob show Pete?
.....
5. How long was George Perry in the Army?
.....
6. Did Bob want to join the Army or the Navy?
.....
7. What is George Perry doing now?
.....
8. What did George Perry learn in the Army?
.....

under a tree

Army

running the garage

a lot about machines

last week

Uncle Ned's ship

Navy

three years

Lesson 39 (Chapter 7, pages 51-57)

Pete and Bob Tell Their Folks

Read again pages 51-57 in *Men in the Armed Forces*. Then write Yes or No after each sentence.

1. Pete had apple pie for supper.
2. Mr. Brown had made the pie.
3. Pete's mother is a good cook.
4. Pete is a poor hunter.
5. Pete wants to leave the farm.
6. The Army will give Pete an education.
7. Pete wants to be a farmer.
8. Pete talked a long time with his mother and father.
9. Mr. Brown does not need Pete on the farm.
10. Mrs. Brown would not let Pete join the Army.
11. Bob is going to join the Navy.
12. Bob's folks wanted him to join the Navy.
13. Sue is Pete's girl.
14. Bob likes his work at the gas station.
15. The buddies did not want to leave Rivertown for a long time.

Lesson 40 (Chapter 7, pages 51-57)

Pete and Bob Tell Their Folks

Read the questions. Then read the three answers.

Put a cross (X) in the box after the right answer.

1. Where does Bob work?

Bob works in the feed store.

Bob works at the gas station.

Bob works on the farm.

2. What did Pete and Bob hunt?

They hunted horses.

Pete and Bob hunted pigs.

Pete and Bob hunted rabbits.

3. Who went hunting with Pete and Bob?

Brownie went hunting with them.

Mr. Brown hunted with them.

Sue went hunting with Pete and Bob.

4. Why did Pete have a long talk with his father?

Pete told his folks about Sue.

He had hurt a man while hunting.

Pete told his folks about wanting to join the Army.

5. Why did Pete want to join the Army?

He would get fair pay, a chance to travel, a good future.

The Army would give him a soft life.

Sue wanted him to wear a uniform.

Lesson 41 (Chapter 7, pages 51-57)

Pete and Bob Tell Their Folks

The two words in each box sound alike. One of them tells about the picture. Draw a line from the picture to the right word.

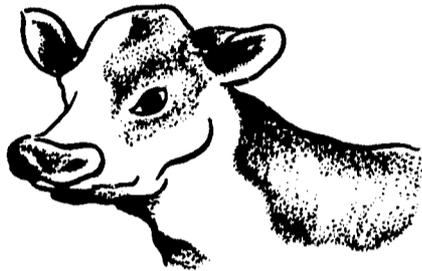
(Words)

(Pictures)

(Words)

(Pictures)

cow
how



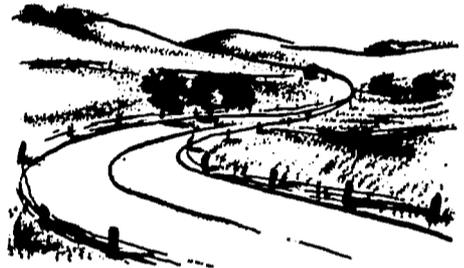
ten
men



tree
three



road
load



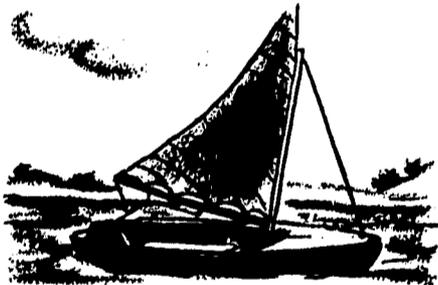
seed
feed



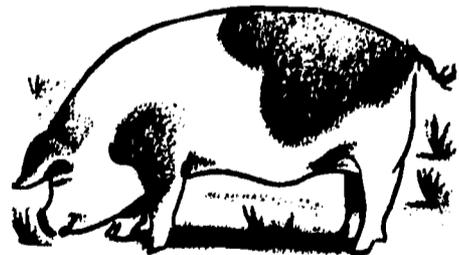
other
mother



sale
sail



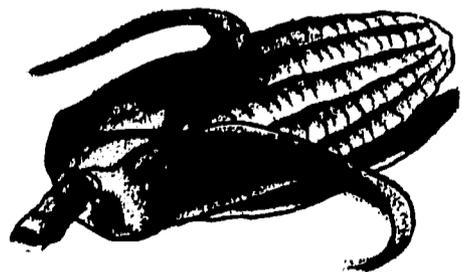
dig
pig



my
pie



corn
horn



Lesson 42 (Chapter 7, pages 51–57)

Pete and Bob Tell Their Folks

There are three words in each box. Two of the words sound alike. Draw lines under the two words that sound alike. The first one is done for you.

<u>mother</u> house <u>other</u>	away stay try	date long late	moon look soon
leave heave save	Pete feed seed	kiss miss want	hurt give live
Bob good gob	pay say was	sure hot shot	swell said well
soon join coin	dad are had	ham how Sam	he me his
Pete tell eat	my pie Mom	glad had are	not cook look

Lesson 43 (Chapter 7, pages 51-57)

Pete and Bob Tell Their Folks

A. Many things happened to Pete and Bob in Chapters 5, 6, and 7 (pages 38-57). Number these sentences in the order in which things happened. Put number 1 before the thing which happened first. Put number 2 before the thing which happened second, and so on.

..... Mrs. Brown cooks a rabbit pie.

..... The buddies sit under a tree.

..... Pete and Bob go hunting.

..... Pete tells his folks about joining the Army.

..... Bob shoots a rabbit.

..... Pete has a date to tell Sue about the Army.

..... Bob and Pete talk Army and Navy.

B. Below are some sentences about Bob and Pete.

Put a cross (X) in front of the ones that are true.

..... 1. Bob has a girl named Sue.

..... 2. Pete is going to join the Navy.

..... 3. Brownie is a hunting dog.

..... 4. Bob and Pete are buddies.

..... 5. Mr. Brown will miss Pete on the farm.

Lesson 44 (Chapter 7, pages 51-57)

Pete and Bob Tell Their Folks

A. Find a little word in each big word.

Draw a line around each little word.

(farm) er

talked

wagging

hunting

joining

cleaned

answered

shooting

tomorrow

wanted

walking

selling

going

together

farming

B. Some of these words have two little words in them.

Some of the words have only one little word in them. Draw a circle around each little word you see.

(River) **(town)**

hardware

tonight

sometimes

talking

talked

(hunt) ing

farming

sooner

today

windshield

together

joining

shooting

something

Lesson 45 (Chapter 8, pages 59–62)

Pete Tells His Girl

A. Who said these words? Sue or Pete? Write Sue or Pete on each line.

1. "Hi, Pete, let's go to the show."
2. "How about a ride? I want to talk to you."
3. "Where shall we go?"
4. "What is on your mind, Pete?"
5. "Honey, what would you think if I left home?"
6. "Why would you go away, darling?"
7. "Good pay will help me save some money."
8. "Do soldiers have families?"
9. "When will I see you again?"
10. "I want to spend my furloughs with you."

B. Sometimes two words are put together to make one word. Here is an example.

Bob can not swim.

Bob can't swim.

Here are more words often put together.

Let us go to the show.

Let's go to the show.

You do not say much.

You don't say much.

Lesson 46 (Chapter 8, pages 59–62)

Pete Tells His Girl

A. Read the story.

Pete has a girl.

Her name is Sue.

Sue is a good looking girl.

Pete had a date with Sue.

He went to Sue's house.

She was waiting on the porch.

Here are some questions.

Draw a line under the right answers.

1. Does Pete have a girl?

Yes

No

2. What is the name of Pete's girl?

Sue

Mary

Ann

3. Where was Sue waiting for Pete?

at the show

in the car

on the porch

B. Here is another story.

Sue and Pete went for a ride.

They stopped to talk.

Pete told Sue he was going to join the Army.

1. Why did Pete stop the car?

to talk

to walk

to ride

2. What did Pete tell Sue?

he was going home

he was going to town

he was going away

Lesson 47 (Chapter 8, pages 59–62)

Pete Tells His Girl

A. Make complete sentences. Do this by drawing lines to connect the groups of words in each column. The sentences that you make should agree with the story. Use the text to help you make the right sentences.

- | | |
|------------------------|--------------------|
| 1. Pete arrived | his talk with Bob. |
| 2. Pete told Sue about | at Sue's house. |
| 3. Bob was going | drove home. |
| 4. Pete and Sue | wait for Pete. |
| 5. Sue said she would | to join the Navy. |
| 6. Pete was going | to join the Army. |

B. Write a sentence about each of these people.

- 1. Bob
-
- 2. Pete
-
- 3. Sue
-

Lesson 48 (Chapter 8, pages 59–62)

Pete Tells His Girl

A. Put the right word on the line.

1. Sue on the porch.
(was waiting, wait)
2. Pete at Sue's house.
(arrive, arrived)
3. "I to talk to you."
(want, wanted)
4. Sue she would wait for Pete.
(says, said)
5. Pete to write often.
(promise, promised)
6. Pete Sue about the Army.
(tells, told)
7. Pete with Sue.
(talk, talked)
8. Sue Pete with a big smile.
(met, meet)

B. There are three words in each box. Two of the words sound alike.
Draw lines under the two words that sound alike.

<u>road</u> <u>load</u> drove	Brown gone town	smile mile quiet	me tea milk
cow why how	left night right	said gave save	sale Sue sail

Lesson 49 (Chapter 9, pages 64-69)

Pete and Bob Shove Off

A. Read the story. Write in the missing words as you read. The missing words are below the story.

Pete to go to the Army.

Mr. Brown needed Pete.

He needed Pete to help pick the corn.

Soon the was all in the barn.

Pete had hard.

Now he was ready to leave for the

worked Army wanted corn

B. Here is a second story. Write in the missing words.

Pete made a promise to his mother.

He her he would write often.

Then Pete said to his folks.

Bob came for in his car.

The buddies off together.

Pete goodbye drove promised

Lesson 50 (Chapter 9, pages 64-69)

Pete and Bob Shove Off

Do you remember that you learned how to make one short word from two words? Here are some short words that you have learned.

can't means can not

let's means let us

don't means do not

A. Here are some more short words that you have read in *Men in the Armed Forces*.

it's means it is

what's means what is

I'm means I am

Put on the line the short word that means the same as the two words under the line.

1. Sue drive a car.
can not

2. play ball.
Let us

3. I want to run so fast.
do not

4. late for supper.
I am

5. your name?
What is

6. Soon hunting season.
it is

Lesson 50 (continued)

B. Here are more short words that you need to know.

<u>isn't</u>	means	<u>is not</u>
<u>didn't</u>	means	<u>did not</u>
<u>wasn't</u>	means	<u>was not</u>
<u>couldn't</u>	means	<u>could not</u>
<u>I'll</u>	means	<u>I will</u>
<u>that's</u>	means	<u>that is</u>
<u>doesn't</u>	means	<u>does not</u>

Put on the line the short word that means the same as the two words under the line.

1. Bob in the Army.
is not
2. Pete join the Navy.
did not
3. Mr. Brown at the station.
was not
4. Sue shoot a gun.
could not
5. go with you.
I will
6. a good shot.
That is
7. Sue ready.
is not
8. Pete like to pick corn.
did not
9. Mr. Brown a young man.
was not
10. a good tractor.
That is
11. Brownie go hunting alone.
does not

Lesson 51 (Chapter 9, pages 64-69)

Pete and Bob Shove Off

Read the first part of each sentence. Then draw a line under the words that make the right ending.

1. When Sue, Pete, and Bob arrived at the station it was

thirty minutes until train time.

five minutes until train time.

one hour before the train left.

2. Pete's orders had arrived

the day before.

the week before.

the month before.

3. Pete was ordered to report

to Fort Dix.

to Fort Knox.

to Camp Allen.

4. Bob will go

to Dewey Naval Station.

to Norfolk Naval Station.

to Great Lakes Naval Training Station.

5. At Camp Allen Pete will learn

to be a marine.

to be a sailor.

to be a soldier.

Lesson 52 (Chapter 9, pages 64-69)

Pete and Bob Shove Off

If you want to write and to read well, knowing the alphabet will help you. Words are made of letters.

There are twenty-six letters in the alphabet. Here is the alphabet:

a b c d e f g h i j k l m n
o p q r s t u v w x y z

Write the alphabet here. Look on the inside of the back cover of this book to see how the letters are written.

.....
.....
.....

A. These words are in the same order as the letters in the alphabet:

1. army a is the first letter of the alphabet. The word army begins with a, so army is the first word in this list.
2. boat b is the second letter in the alphabet. The word boat begins with b, so boat is the second word in this list.
3. car c is the third letter in the alphabet. The word car begins with c, so car is the third word in this list.
4. dog d is the fourth letter in the alphabet. The word dog begins with d, so dog is the fourth word in this list.

Lesson 52 (continued)

Look at the first letter in each word.

The words are not in the order of the alphabet.

Put them in the right order.

day	a	.....
air	b	.....
barn	c	.....
cold	d	.....

B. Look at the alphabet again.

Study the order of the letters in the alphabet.

Then do the work below.

These words are in the same order as the alphabet.

every
farmer
girl
house
into
join

These words are not in the order of the alphabet. Put them in that order.

father	e	.....
jump	f	.....
horse	g	.....
eating	h	.....
gave	i	.....
in	j	.....

Lesson 52 (continued)

C.

These words are in the same order as the alphabet.

kiss

live

milk

name

old

pay

quiet

run

store

there

us

very

water

These words are not in the order of the alphabet. Put them in that order.

money

on

penny

likes

keep

night

vacation

town

quick

will

story

up

ride

k

l

m

n

o

p

q

r

s

t

u

v

w

x, y, and z are the last three letters in the alphabet.

Lesson 53 (Chapter 10, pages 72-74)

Pete Is in the Army

Read pages 72-74 again. Then write Yes or No after each of the sentences below.

1. Pete was sorry to leave Sue.
2. Sue said she would not wait.
3. Bob does not like Sue.
4. Pete said he was going to marry Sue.
5. After two hours, Pete and Bob left the train.
6. Pete and Bob had slept on a train many nights.
7. Bob slept in the upper berth.
8. Bob had an easy time dressing in his berth.
9. Bob and Pete left the train at the same station.
10. The buddies were hungry on the train.
11. Pete and Bob had breakfast on the train.
12. The buddies planned to meet in Washington, D.C.
13. Pete said he would not have time to write to Bob.
14. Bob left the train soon after breakfast.
15. Bob forgot all about his bag.

Lesson 54 (Chapter 10, pages 72-74)

Pete Is in the Army

A. Look at the first letter in each of the words below.

The words are not in the order of the alphabet.

Put them in that order.

conductor	easy	about	hungry	for
in	dressing	breakfast	great	
a			f	
b			g	
c			h	
d			i	
e				

B. Write a word on each line. The word you write on the line must start with the letter in the box.

Use the words in the list above.

- h** 1. Pete and Bob were very on the train.
- b** 2. The buddies ate on the train.
- d** 3. Bob had a hard time in his berth.
- a** 4. Sue was swell Pete's going away.
- g** 5. Bob said, "Sue is a girl."
- i** 6. The buddies slept berths on the train.
- e** 7. It is not to dress on a train.
- c** 8. The told Bob when to get off the train.
- f** 9. Before leaving the train, Bob had time breakfast.

Lesson 55 (Chapter 10, pages 72-74)

Pete Is in the Army

A. Draw a line under the two words, in each box, that sound alike.

wait away late come	sell time train tell	hurt night wait right	some come here soon
army need farm feed	dog day may many	walk time talk tell	paid had made long
four got corn horn	away have train stay	here hear hen horse	write going right about

B. Draw lines to make each sentence.

- | | |
|--------------------------|------------------------------|
| 1. Pete slept | in the upper berth. |
| 2. Bob slept | "Grand Junction, next stop." |
| 3. Pete and Bob were not | to meet in Washington, D.C. |
| 4. The conductor called | going to the same station. |
| 5. The buddies planned | in the lower berth. |

Lesson 56 (Chapter 10, pages 75-78)

Pete Is in the Army

Read again pages 75-78. Then read the questions.

The answers are at the bottom of the page.

Write an answer on each line.

1. Did Pete like the train ride after Bob left?

.....

2. Did Pete think about his girl?

.....

3. What would Brownie miss?

.....

4. What was on the sign Pete saw?

.....

5. Who was waiting for the men at the gate?

.....

6. What did the sergeant yell at the men?

.....

Brownie would miss hunting with Pete and Bob.

On the sign was "Camp Allen. Main Gate."

The sergeant yelled, "And hurry up!"

Yes, Pete thought about Sue.

A sergeant was waiting at the gate.

No. The train ride was dull after Bob left.

Lesson 57 (Chapter 10, pages 75-78)

Pete Is in the Army

There are some words which mean almost the same thing.

An example is: buddy, friend.

Some words mean opposite things.

An example is: hot, cold.

A. Here is a list of words that mean opposite things.

You have read these words.

Clean is the opposite of dirty.

In is the opposite of out.

New is the opposite of old.

Now is the opposite of then.

Stop is the opposite of start.

To is the opposite of from.

Many is the opposite of few.

B. Can you use these words? Write a word on each line. You will need to read pages 75 through 78 in your text again, to be sure of the right words.

1. It was warm in the train. Pete was
(hot, cold)

2. Pete had not washed. He felt
(clean, dirty)

3. Get the truck.
(in, out)

4. Pete thought of things.
(many, few)

5. Get in the truck, right
(now, then)

Lesson 58 (Chapter 10, pages 75-78)

Pete Is in the Army

A. Read the story. The sentences below the story tell you what to do.

Pete Brown was a farm boy.

He wanted to be a soldier.

He was big and strong.

Pete joined the Army.

He was ordered to report to Camp Allen.

In the story above:

1. Draw a circle around the word that tells what Pete wanted to be.
2. Put a cross (X) by the place where Pete was going.

B. Put a cross (X) in the box by the right answer.

	farm boy	<input type="checkbox"/>
Pete Brown was a	gas station worker	<input type="checkbox"/>
	painter	<input type="checkbox"/>
	short and fat	<input type="checkbox"/>
Pete Brown was	small and weak	<input type="checkbox"/>
	big and strong	<input type="checkbox"/>

Lesson 59 (Chapter 10, pages 75-78)

Pete Is in the Army

A. Look at the first letters in each of the words below.

These words are not in the order of the alphabet.

Put them in the order of the alphabet.

name	quiet	looking	just
off	know	men	planned
j		n	
k		o	
l		p	
m		q	

B. Write a word on each line. The words you write on the lines must start with the letter in the box.

You may use the words in the list above.

- k** 1. "I Brownie will miss hunting," thought Pete.
- n** 2. Pete's last is Brown.
- l** 3. around, Pete saw a sign.
- q** 4. Pete was after Bob left.
- p** 5. The buddies to meet soon.
- j** 6. then, the conductor called out.
- m** 7. All the were going to Camp Allen.
- o** 8. Pete grabbed his bag and got the train.

Lesson 60 (Chapter 10, pages 75–78)

Pete Is in the Army

A. Read the sentences. Draw a line through the word that does not fit.

1. Pete thought of (many, few) things.
2. He thought about his folks (on, in) the farm.
3. Pete wondered (what, that) Camp Allen would be like.
4. Pete was ready for his (new, old) life.
5. Pete felt hot and (clean, dirty) on the train.
6. Just (then, now) the conductor called, "Camp Allen, next stop."
7. After the conductor called, Pete waited for the train to (stop, go).
8. (From, To) the station, Pete walked (from, to) the main gate of Camp Allen.
9. He saw men (going, coming) the same way.
10. In winter, it is (hot, cold).

B. Draw a line under the words that tell about Pete when he left the train.

hot beautiful tired dirty neat

C. Draw a line under the words that tell how Pete looks.

big strong short tall small

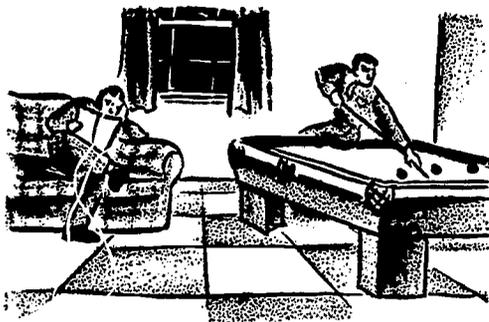
Lesson 61 (Chapter 11, pages 79-84)

The New Soldiers See Camp Allen

Look at the pictures. Read the phrases.

Draw a line from each phrase to the right picture.

The first one is done for you.

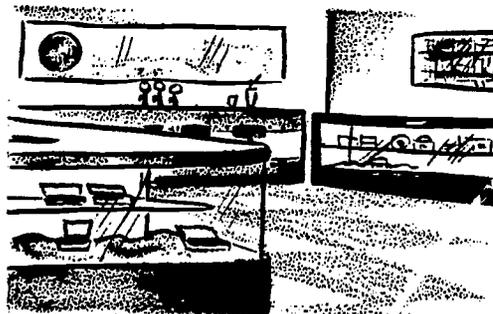
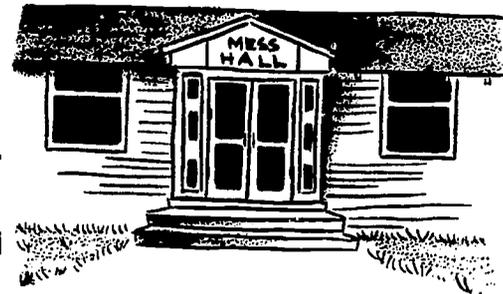


Where soldiers eat

A place to box

A building for having fun

Where Pete ate his first meal in the Army

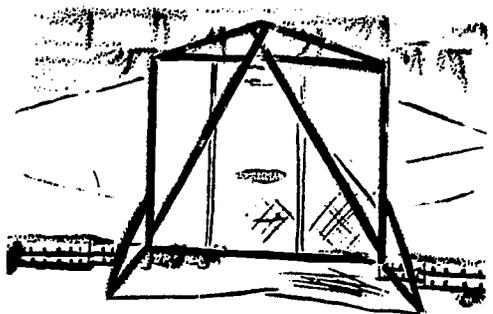


A soldier's store

A place to sleep

Where ice cream is sold

Soldiers live here

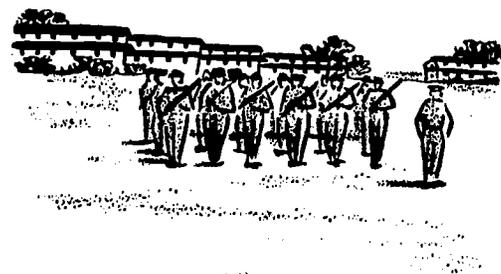


For playing baseball

Where men drill

A good ball diamond

Where Tex loses fat



Lesson 62 (Chapter 11, pages 79–84)

The New Soldiers See Camp Allen

A. Draw a circle around the words that tell what is done.

The first one is done for you.

1. The truck(rolled)away from the gate.
2. The sergeant sat with the men.
3. A store the Army runs for the men.
4. The soldiers swim in the swimming pool.
5. Get a gallon of ice cream.
6. We play baseball here.
7. The soldiers drill often.
8. The sergeant pointed to a large drill field.

B. Draw a line under the right answer.

1. A barracks is a building where
men sleep.
soldiers play ball.
the train comes in.
2. The Post Exchange is
where the men swim.
the football field.
a soldiers' store.
3. The mess hall is a building where
tired soldiers sleep.
hungry soldiers eat.
soldiers go to read.

Lesson 63 (Chapter 11, pages 79–84)

The New Soldiers See Camp Allen

A. Read the words in the boxes below.

There are two things about the Army in each box.

Draw a line through the words that do not fit.

The first one is done for you.

drilling shooting fishng	Post Exchange hot dog stand recreation hall	feed store barracks mess hall
hospital area Army nurse drug store	rifle range dining car drill field	sergeant soldier farmer
rifle camp barn	barracks mess hall river	conductor Army doctor Post Exchange

B. Read the sentences. Draw a line under the right word.

1. On the rifle range, soldiers (shoot, drill).
2. In the barracks, the men (eat, sleep).
3. When soldiers are sick, they go to the (hospital, Post Exchange).
4. On the drill field, soldiers (play baseball, drill).
5. The men go to the mess hall to (eat, read).

Lesson 64 (Chapter 11, pages 79–84)

The New Soldiers See Camp Allen

A. Look at the first letter in each of the words below.

These words are not in the order of the alphabet.

Put them in the order of the alphabet.

truck

r

visit

s

rifle

t

wondered

u

sergeant

v

uncle

w

The last three letters of the alphabet are x, y, and z.

Very few words begin with these letters.

Lesson 64 (continued)

The New Soldiers See Camp Allen

B. Write a word on each line.

The word you write on the line must begin with the letter in the box.

You may use the words in the list on page 69.

- w** 1. Pete if he would learn to swim.
- r** 2. A soldier shoots with a
- v** 3. Pete wanted to Bob in Washington, D.C.
- u** 4. Bob's Ned is in the Navy.
- s** 5. "Can any of you men shoot?" asked the
- t** 6. The men rode in a

Lesson 65 (Chapter 11, pages 79-84)

The New Soldiers See Camp Allen

Have you learned the twenty-six letters of the alphabet?

Can you say them in order?

A. Here are the first thirteen letters.

Use each letter to begin a word.

Write the word on the line.

a

b

c

d

e

f

g

h

i

j

k

l

m

You may use the following words.

into

area

kiss

every

man

camp

gallon

fat

happy

laughed

joked

drill

building

Lesson 65 (continued)

The New Soldiers See Camp Allen

B. Here are the last thirteen letters of the alphabet.

Use each letter to begin a word.

Write the word on the line.

n

o

p

q

r

s

t

u

v

w

x X-ray

y

z Zero

You may use the following words.

very

quiet

nurse

under

over

swim

want

thought

pointed

recreation

yes

Lesson 66 (Chapter 11, pages 79-84)

The New Soldiers See Camp Allen

A. Here are more words that mean opposite things.

<u>long</u>	is the opposite of	<u>short</u>
<u>over</u>	is the opposite of	<u>under</u>
<u>fat</u>	is the opposite of	<u>thin</u>
<u>lose</u>	is the opposite of	<u>gain</u>
<u>yes</u>	is the opposite of	<u>no</u>
<u>good</u>	is the opposite of	<u>bad</u>
<u>happy</u>	is the opposite of	<u>sad</u>
<u>large</u>	is the opposite of	<u>small</u>

B. Can you use these words?

Write a word on each line.

1. Tex was and happy.
(fat, thin)
2., I will do it.
(Yes, No)
3. Ice cream is
(good, bad)
4. The sergeant was looking at a row of barracks.
(long, short)
5. Camp Allen is
(large, small)
6. Tex wanted to his fat.
(gain, lose)
7. there is the rifle range.
(Under, Over)
8. The recreation hall makes soldiers
(happy, sad)

Lesson 67 (Chapter 12, pages 85–89)

The First Army Meal

Read the sentences below. Then answer the questions.

Pete's dad had been in World War I.

Mr. Brown did not like Army food.

Soldiers in World War II said Army food was good.

Pete saw a sign in the mess hall.

The sign said, Take all you want, eat all you take.

The Army buys the best food.

Most Army cooks do a good job.

1. Where did Pete see a sign?

.....

2. Who was in World War I?

.....

3. Did soldiers in World War II like Army food?

.....

4. Does the Army buy good food?

.....

5. What did the sign in the mess hall say?

.....

6. Is Army food well cooked?

.....

Lesson 68 (Chapter 12, pages 85-89)

The First Army Meal

A. Draw a line under the words that tell what Pete had for his first Army meal.

steak

peas

eggs

corn

milk

chicken

butter

apples

cake

bread

ice cream

salad

tea

soup

beets

potatoes

B. Write the answer on the line.

1. What food came from Idaho?

cake

potatoes

tea

2. What food came from Texas?

milk

ice cream

steak

3. What food came from Ohio?

peas

tea

salad

Lesson 68 (continued)

The First Army Meal

C. Pick out what you like for dinner.

Choose one meat, two vegetables, one drink, and one dessert.

Write the words on the lines.

Meats

steak

chicken

ham

Vegetables

mashed potatoes

peas

corn

beets

Drinks

milk

tea

coffee

Desserts

ice cream

cake

apple pie

Meat

.....

Vegetables

.....

.....

Drink

.....

Dessert

.....

Lesson 69 (Chapter 12, pages 85-89)

The First Army Meal

Here is a list of phrases. Some of them mean food you can taste. Others mean things you can see but not taste.

Put each phrase in the right list.

the brown gravy

a tender steak

the mess hall

a football field

a cold salad

a long letter

some green peas

yellow butter

the cold milk

a good rifle

a new car

a tall tree

the red beets

a hunting dog

a small chicken

the drill field

Taste

See

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Lesson 70 (Chapter 12, pages 85–89)

The First Army Meal

A. Draw lines to make sentences. The page in the text where the whole sentence may be found is given to you.

- | | | |
|---------|-------------------------------|---------------------|
| Page 85 | 1. Pete's dad had been | he saw this sign. |
| Page 85 | 2. Pete followed the sergeant | to fatten you up. |
| Page 85 | 3. As Pete went in | into the mess hall. |
| Page 86 | 4. The men lined up | in World War I. |
| Page 86 | 5. You need potatoes | to be served. |

Here are more phrases. Draw lines to make sentences.

Draw lines from each phrase on the left to a phrase on the right.

- | | | |
|---------|---------------------------------|---------------------------|
| Page 87 | 6. Tex found the ice cream | make the food taste good. |
| Page 88 | 7. The men finished their first | said the sergeant. |
| Page 89 | 8. Army cooks | at the end of the line. |
| Page 89 | 9. "We have to find | meal in the Army. |
| Page 89 | 10. "Come on, men," | some bunks." |

B. Below are more words that mean opposite things.

Draw lines to join the words that have opposite meanings.

The first one is done for you.

- | | | |
|-----------|---|--------|
| 1. dull | — | sorry |
| 2. late | | after |
| 3. come | | early |
| 4. before | | bright |
| 5. glad | | go |

Lesson 71 (Chapter 12, pages 85–89)

The First Army Meal

A. Read the words in the boxes below.

Two words in each box are about things to eat and drink.

Draw lines under these words. One is done for you.

<u>peas</u> corn tree car	steak stay store soup	train potatoes gravy grow	chicken conductor bread buy
ice cream gas station apple pie rifle range	tea coffee ten train	ham him eggs early	beets barn house cake
sells about salad apples	bread butter sign gallon	ice cream building road cake	give chicken gravy better

B. Cross out (——) the word that does not fit.

1. Which of these words is not a meat?

ham steak peas chicken

2. Which of these words is not a vegetable?

potatoes cake corn beets

Lesson 72 (Chapter 12, pages 85–89)

The First Army Meal

It was the night after Pete’s first Army meal.

Pete thought of the sign in the mess hall:

TAKE ALL YOU WANT

EAT ALL YOU TAKE

Pete said to the sergeant, “Do some men take more food than they eat?”

The sergeant said, “Yes, some men take more than they eat.”

Answer the questions.

Write your answers on the lines.

- 1. What does the sign in the mess hall say?**

.....
.....

- 2. What did Pete ask the sergeant?**

.....
.....

Lesson 73 (Chapter 13, pages 90–94)

Pete's First Barracks

Read pages 90–94 again. Try to tell who said each of these sentences.
Write the name of the person on the line.

The names are at the bottom of the page:

1. "All out, men."
2. "I am Sergeant Hanna."
3. "Who is going to make my bunk?"
4. "You will find out soon!"
5. "Our farm in Ohio is like that, but corn is our main crop."
.....
6. "What do you do with the corn?"
7. "Were you a cowboy, Tex?"
8. "I worked for an oil company in Dallas."
9. "A cowboy would not be as fat as Tex."
10. "Be quiet, you tall, thin bean pole."

the sergeant Tex Idaho Pete Sergeant Hanna

Lesson 74 (Chapter 13, pages 90-94)

Pete's First Barracks

A. There is a letter of the alphabet in each box below.

There are four words opposite each box.

Look at the letter in the box.

Draw a circle around the letter each time you find it.

One is done for you.

a	@nother	@ll	barr@cks	b@re
b	blankets	trouble	bunks	cowboy
c	charge	cash	lucky	company
d	dad	detailed	showed	fold
e	every	feed	each	there
f	found	soft	find	father

B. Read each line. Look at the bottom of the page.

Find the word that fits best. Write it on the line.

1. letters of the a
2. yellow as b
3. fast as a c
4. old as d
5. easy as e
6. good as f
7. pretty as a g
8. big as the recreation h

food dad car alphabet
butter hall eating girl

Lesson 75 (Chapter 13, pages 90–94)

Pete's First Barracks

A. Look on page 90.

Find the words to finish these sentences.

Write the words on the lines.

1. The truck drove up
2. ".....," said the sergeant.
3. The men followed him

B. Look at page 91. Find the words to finish these sentences. Write the words on the lines.

1. Sergeant Hanna then gave
2. The barracks was
3. no covers on them.

C. Look at page 92. Find the words to finish these sentences. Write the words on the lines.

1. "Who is going to?" asked Tex.
2. "You will find out soon!"
3. The private showed the men how to

Lesson 75 (continued)

Pete's First Barracks

D. Look on page 93. Find the words to finish these sentences. Write the words on the lines.

1.,, and were now buddies.
2. Their bunks were
3. Before taps the men
4. "What do you do?" asked Idaho.

E. Look on page 94. Find the words to finish these sentences. Write the words on the lines.

1. "Were you a cowboy, Tex?"
2. "I worked for an"
3. "A cowboy would,
laughed Idaho.
4. Taps sounded and the men
.....
5. Pete found
and was soon asleep.

Lesson 76 (Chapter 13, pages 90–94)

Pete's First Barracks

A. Write Yes or No after each sentence.

You will have to think back in the story.

1. **Pete Brown was a young farmer in Ohio.**
2. **Bob Jones is now in the Navy.**
3. **Idaho worked for an oil company.**
4. **Bob has a girl named Sue.**
5. **Tex worked in a garage.**
6. **Good potatoes come from Idaho.**
7. **Sergeant Hanna is in charge of Barracks 23.**
8. **Pete came to Camp Allen on a train.**
9. **The Post Exchange is the Army store.**
10. **The Army has doctors and nurses.**
11. **Tex is tall and thin.**
12. **Camp Allen is a small place.**
13. **Soldiers do not drill.**
14. **Soldiers at Camp Allen sleep in bunks.**
15. **Pete's father is a painter.**

Lesson 77 (Chapter 14, pages 95-100)

Pete Sees the Doctor

A. Read this story.

The Army wants soldiers to be well and strong.

Soldiers have good food.

Soldiers get plenty of rest.

Drill, work, and play put the men in good physical condition.

The Army has good doctors and nurses.

They give the soldiers good care.

How does the Army keep soldiers in good physical condition?

1. The Army gives the men good
2. Soldiers get plenty of
3. The Army has good and
4.,, and
put the men in good physical condition.
5. Soldiers have good in the Army.

Lesson 77 (continued)

Pete Sees the Doctor

B. Read this story.

New soldiers always are given shots.

The shots help to keep men well.

Pete, Idaho, and Tex are new soldiers.

They went to the dispensary.

A sergeant gave them shots.

The needle did not hurt Pete.

The needle did not hurt Idaho.

But Tex turned very white and fainted.

The doctor said Tex would soon be all right.

Cross out the word that does not fit.

- 1. New soldiers always are given (cars, shots).**
- 2. Shots help keep men (sick, well).**
- 3. Pete, Idaho, and Tex are (new, old) soldiers.**
- 4. The needle did not hurt (Pete, Tex).**
- 5. Tex turned very white and (fainted, laughed).**

Lesson 78 (Chapter 14, pages 95-100)

Pete Sees the Doctor

Read Chapter 14 again. Then answer these questions.

The answers are at the bottom of the page.

1. When did the men get up the next morning?
2. How did Tex sleep?
3. Who pushed a broom?
4. Where did the men see the doctor?
5. Who gave the men the shots?
6. What time did the men go to the dispensary?
7. What did the corporal do to the men first?
8. Who was heavier than any one?
9. Who was taller than any one?
10. Who examined the men?
11. Who lined up the men for shots?
12. What did Tex do?
13. Where did the men go from the dispensary?
14. What did the corporal measure?
15. What did the doctor do for the men?

dispensary

Idaho

height

weighed them

fainted

O. K.

the doctor

early

examined them

corporal

barracks

Tex

Pete

eight o'clock

a sergeant

Lesson 79 (Chapter 14, pages 95-100)

Pete Sees the Doctor

A. There is a letter of the alphabet in each box below.

There are four words opposite each box.

Look at the letter in the box.

Draw a circle around the letter each time you find it.

m	men	army	made	broom
n	nothing	wrong	never	answered
o	over	told	doctor	clothes
p	pushed	taps	help	private

B. Read each line. Look at the bottom of the page.

Find the word that fits best. Write it on the line.

cold as

hard as

funny as a

sharp as a

hot as a

strong as an

straight as a

good as

soft as a

quick as a

line

knife

ice

ox

fire

stone

bed

gold

joke

fox

Lesson 80 (Chapter 14, pages 95–100)

Pete Sees the Doctor

A. Here are more words that mean opposite things.

<u>push</u>	is the opposite of	<u>pull</u>
<u>girl</u>	is the opposite of	<u>boy</u>
<u>same</u>	is the opposite of	<u>different</u>
<u>first</u>	is the opposite of	<u>last</u>
<u>arrive</u>	is the opposite of	<u>leave</u>
<u>big</u>	is the opposite of	<u>little</u>
<u>come</u>	is the opposite of	<u>go</u>
<u>before</u>	is the opposite of	<u>after</u>
<u>forget</u>	is the opposite of	<u>remember</u>
<u>short</u>	is the opposite of	<u>tall</u>

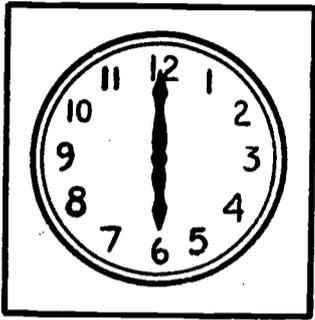
B. Can you use these words? Write a word on each line.

1. Pete can a broom.
(push, pull)
2. Sue is a pretty
(girl, boy)
3. Tall and short are
(same, different)
4. Pete was in line.
(first, last)
5. Pete is not here, but he will soon.
(arrive, leave)
6. The rec hall is a building.
(big, little)
7. Can you here at six o'clock?
(come, go)
8. The men went to the dispensary breakfast.
(before, after)

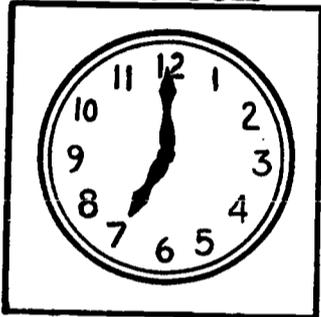
Lesson 81 (Chapter 14, pages 95-100)

Pete Sees the Doctor

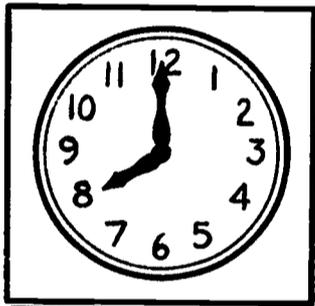
A. Soldiers must be on time. They must be able to tell time.
You should learn to read time.



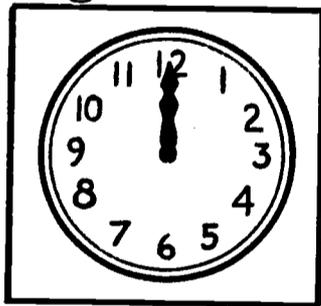
Six o'clock



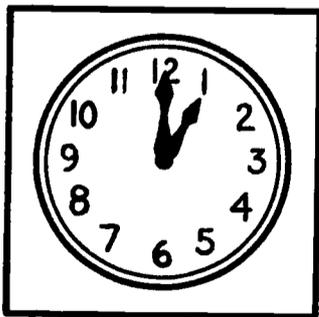
Seven o'clock



Eight o'clock



Twelve o'clock



One o'clock

PETE'S DAY

At six o'clock the bugle blows reveille.

Pete gets out of his bunk.

He dresses as fast as he can.

At seven o'clock Pete marches to the mess hall.

Breakfast is ready.

Pete is hungry.

He eats a good breakfast.

At eight o'clock the bugle calls the men to formation.

Pete reports and answers when his name is called.

The men march off to duty.

At twelve o'clock Pete marches to the mess hall.

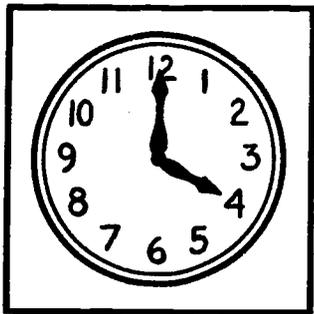
He is ready for lunch.

Pete is ready for duty again.

His platoon marches to the drill field.

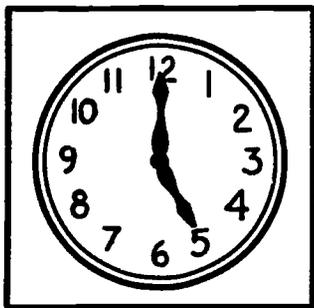
They are learning how to march well.

Lesson 81 (continued)



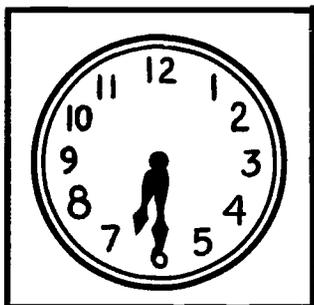
Four o'clock

Pete reports to the swimming pool.
Pete is learning how to swim.
He swims every day.



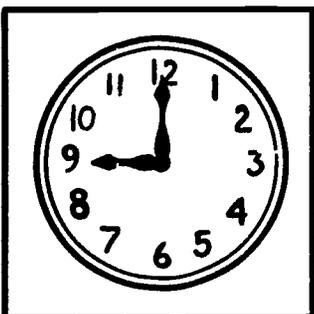
Five o'clock

Pete goes to Barracks Number Twenty-Three.
He has time now to write letters.
Pete writes to his mother and father.
Some days he writes to Sue.



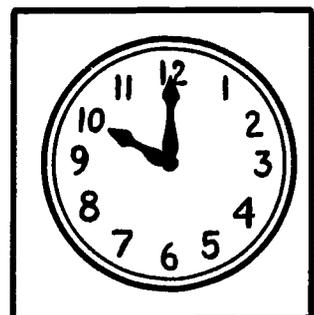
Six-thirty o'clock

Pete has finished supper.
Pete, Tex, and Idaho go to a show.
Sometimes they study.
Sometimes they read.



Nine o'clock

Pete returns to the barracks.
He had seen a good show.
Pete and his buddies talk for a while.
Then the men get ready to hit the sack.

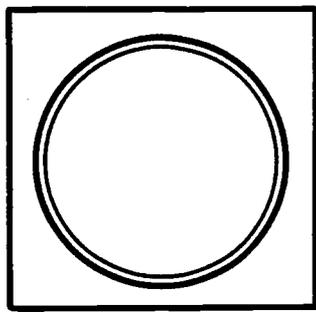
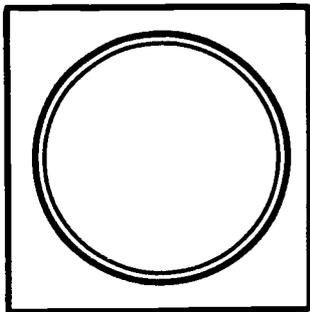


Ten o'clock

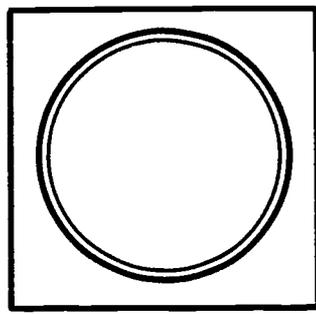
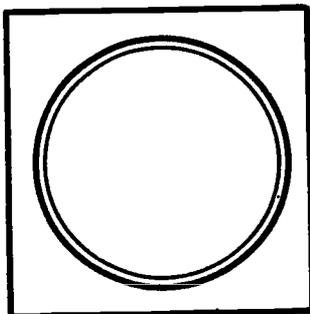
The bugle sounds taps!
The day is over.
All the soldiers are in their bunks.
The lights go out.

Lesson 81 (continued)

B. Can you read the clock? The short hand tells what the hour is. The long hand tells the minutes. When the long hand is at 12 and the short hand is at 4, it is 4 o'clock. When the long hand is at 6 and the short hand is between 4 and 5, it is four-thirty. Some people say, "Half-past four." Draw the numbers and the hands to tell the time.

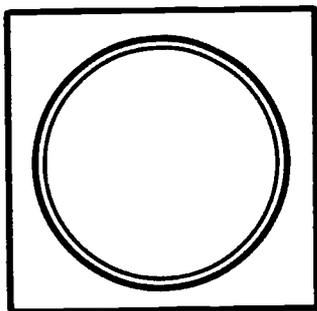


Four o'clock Four-thirty o'clock

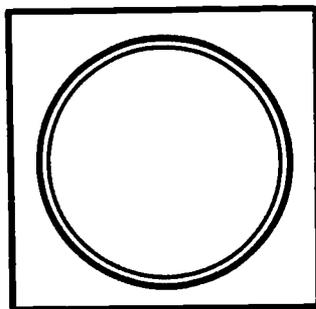


Ten o'clock Ten-thirty o'clock

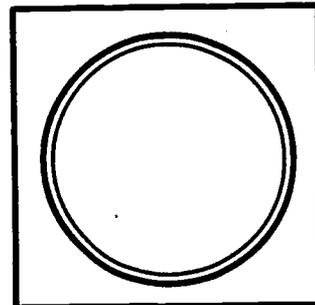
Here is a clock.
Make it say six o'clock.



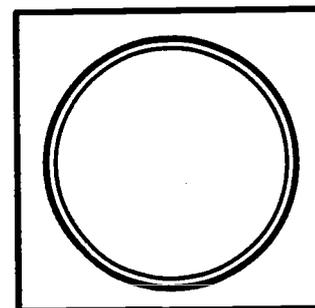
Here is a clock.
Make it say eight o'clock.



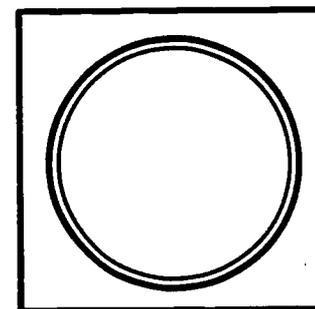
Here is a clock.
Make it say seven-thirty.



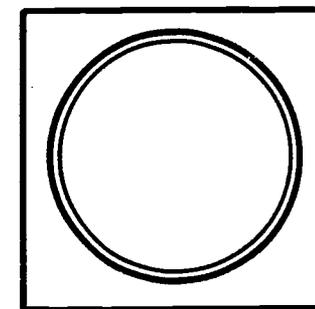
Here is a clock.
Make it say two o'clock.



Make this clock say three o'clock



Make this clock say the time for taps.



Lesson 82 (Chapter 15, pages 101–104)

Uniforms for the New Soldiers

A. Read pages 101–104 again. Try to tell who said each of these sentences. Write the name of the person on the line.

- 1. "Were you given all of your shots?"
- 2. "One shot too many for me, Sergeant."
- 3. "You have one hour to rest."
- 4. "You go for your Army uniforms at eleven o'clock."
- 5. "Sixteen inches around the neck."
- 6. "I am taller than any of you."
- 7. "Yes, but I am the biggest man here."
- 8. "The corporal said we will get more shots next week."
- 9. "The Army wants you to look neat."
- 10. "Be proud of your uniform."

Sergeant Hanna

Tex

Pete

Corporal

Idaho

Supply Sergeant

Lesson 82 (continued)

Uniforms for the New Soldiers

B. Write the answers to these questions.

1. Why did the men go to the supply room?

.....
.....

2. How many inches did Pete's chest measure?

.....
.....

3. How tall is Pete?

.....
.....

Lesson 83 (Chapter 15, pages 101-104)

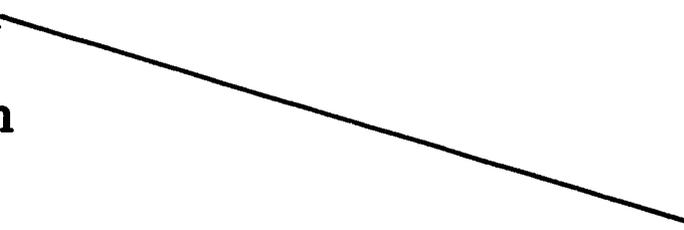
Uniforms for the New Soldiers

A. Read the sentences below. Cross out the word that does not fit.

1. Sergeant Hanna was (standing, waiting) for the men.
2. "Were you given (some, all) of your shots?"
3. "One shot too (few, many) for me."
4. "You have one (minute, hour) to rest."
5. "You (go, come) for your Army uniforms at eleven o'clock."
6. Eleven o'clock came (soon, late).
7. Sergeant Hanna (took, sent) the men to the supply room.
8. "Your uniform is (well, poorly) made."
9. The men (took off, put on) their civilian clothes.
10. Idaho's waist was the (smallest, largest).

B. Look at each word on the left. Find the word on the right which means the opposite. Draw a line from each word to the word of opposite meaning.

hard	go
clean	then
new	soft
stop	old
many	dirty
now	few



Lesson 84 (Chapter 15, pages 101–104)

Uniforms for the New Soldiers

All of these words have had parts added to them. The parts that were added are er, ly, ed, ing, en. Draw a line under the word that was there before the part was added.

	<u>sweeter</u>	<u>cooked</u>	<u>laughing</u>
hardly	cleaned	opened	waiting
softly	marching	quickly	smaller
working	warmer	harder	called
turned	colder	looked	taller
seemed	standing	eaten	slowly
brighter	dressed	oxen	soften
longer	asked	hunting	walked
fallen	farmer	lighten	carefully
answered	walking	going	bigger
sending	pulled	brighten	hunted

Lesson 85 (Chapter 15, pages 101-104)

Uniforms for the New Soldiers

Where and When

A. Put a cross (X) in front of the phrases that tell when.
Put a check (✓) in front of the phrases that tell where.

- 1. to the barracks
- 2. at eight o'clock
- 3. next week
- 4. line up over there
- 5. to the supply room
- 6. early the next morning
- 7. after breakfast
- 8. to their bunks
- 9. see me now
- 10. go to the rec hall
- 11. into the truck
- 12. at seven-thirty
- 13. before taps
- 14. the end of the line
- 15. in the evening
- 16. in Washington, D.C.
- 17. go right now
- 18. out of the train
- 19. reveille comes early
- 20. write me soon

Lesson 85 (continued)

Uniforms for the New Soldiers

B. Here are more words that tell when or where.

Put a cross (X) in front of the phrases that tell when.

Put a check (✓) in front of the phrases that tell where.

- 1. all summer
- 2. on Saturday
- 3. in Camp Allen
- 4. along the river
- 5. one day later
- 6. before Tuesday
- 7. at Barracks 23
- 8. every night
- 9. over to the drill field
- 10. after Monday
- 11. on the baseball diamond
- 12. behind the barn
- 13. late Friday afternoon
- 14. inside the gate
- 15. a long time ago
- 16. at the Post Exchange
- 17. at dark
- 18. next Wednesday
- 19. month after next
- 20. each day

Lesson 86 (Chapter 15, pages 105–108)

Uniforms for the New Soldiers

Read again pages 105–108.

Cross out the word that does not fit.

1. Pete put on his new (Army, Navy) shoes.
2. "These shoes are (too big, too small)," he said.
3. "Civilian shoes are often too (tight, loose)."
4. "Look at the (wide, narrow) toes," said Idaho.
5. Tex added, "The leather (looks, feels) very good."
6. The corporal (gave, issued) socks to the men.
7. "Don't wear a pair of socks more than one (day, week)."
8. The men were issued shorts (next, last).
9. The corporal explained the (sizes, colors).
10. "Undershirt sizes are (the same as, different from) your chest measurements."
11. "These shirts are all (cotton, wool)."
12. "Maybe that wool (came, went) from home," said Idaho.
13. Each man was issued (twenty, two) neckties.
14. "You look like soldiers (now, then)," said Sergeant Hanna.
15. "I (taste, feel) like a soldier, Sergeant," Tex answered.
16. "These shoes feel big and (heavy, light)," said Idaho.
17. "They will feel good (then, when) they are broken in."
18. "How do I (act, look) Tex?" asked Pete.
19. "You look like (an old-timer, a recruit), Pete."
20. Pete looked (shorter, taller) and straighter than ever.

Lesson 87 (Chapter 15, pages 105-108)

Uniforms for the New Soldiers

A. Look at each word on the left. Find the word on the right that means the opposite. Draw a line from each word to its opposite.

tight	bad
heavy	small
good	short
wide	left
large	here
tall	loose
right	recruit
veteran	out
there	narrow
in	light

B. You have read about these people. Read these sentences.

Write a name on each line. The names are given below the sentences.

1. He was a farm boy who lived near Rivertown.
2. A fat, happy fellow who likes ice cream.
3. The soldier in charge of Barracks 23.
4. A very pretty girl who lives in Rivertown.
5. He left a gas station to join the Navy.
6. The tall, thin soldier from where potatoes grow.
7. He likes horses and works long hours.
8. She helps with the garden and is a good cook.

Idaho	Pete	Tex	Sue
Bob	Sergeant Hanna	Mrs. Brown	Mr. Brown

Lesson 88 (Chapter 15, pages 105–108)

Uniforms for the New Soldiers

Read pages 103–106 again. Then read the sentences below.

Write in the answers to the questions.

- 1. Pete's waist measured thirty-two inches.**

What does your waist measure? inches

- 2. Pete's chest measured forty inches.**

What is your chest measurement? inches

- 3. His legs were thirty-four inches long.**

How long are your legs? inches

- 4. Pete's foot was eleven inches long.**

How long is your foot? inches

Is your foot longer or shorter than Pete's foot?

.....

- 5. Pete was five feet and eleven inches tall.**

How tall are you? feet inches

- 6. Idaho was two inches taller than Pete.**

How tall was Idaho? feet inches

- 7. Pete weighed one hundred and eighty pounds.**

How much do you weigh? pounds

Lesson 89 (Chapter 15, pages 105–108)

Uniforms for the New Soldiers

A. Answer these questions about your uniform.

Draw a line under the right answer.

- 1. A soldier wears shoes on his
hands feet face
- 2. A soldier's necktie goes around his
head waist neck
- 3. A soldier's trousers cover his
legs hair toes
- 4. Socks go on a soldier's
feet head shoulders
- 5. The garrison cap is worn on the
toes nose head

B. Here is a list of words. Some are things you wear.

Others are things you eat. Write the words on the right lines.

- shirt shoes steak potatoes
- peas eggs cap socks

Things you eat

Things you wear

.....
.....
.....
.....

.....
.....
.....
.....

Lesson 90 (Chapter 16, pages 109–112)

The Army Recruits Get Haircuts

A. Read pages 109–112 again. Read the phrases below.

Draw lines to make sentences. One is done for you.

- | | |
|-------------------------------|-----------------------|
| 1. After lunch the men went | his long hair. |
| 2. The barber cut Pete's hair | cut off. |
| 3. Dick was proud of | haircut you ever had. |
| 4. Dick did not like | laughed Tex. |
| 5. Get that long hair | very fast. |
| 6. This will be the best | to the barber shop. |
| 7. "Be a sport, Dick," | Pete's short haircut. |

B. Draw lines under the words or phrases that tell about Dick.

1. a big, fat soldier
2. long hair
3. hair never looks neat
4. gets his hair cut short
5. does not like short haircuts
6. lives in Rivertown
7. is always combing his hair
8. short haircut felt good

Lesson 91 (Chapter 16, pages 109–112)

The Army Recruits Get Haircuts

Each of the phrases below gives the meaning of a word in the box. Read each phrase. Then look at the words in the box. Find the right word. Put it on the line in front of the phrase.

barber	bald	ears
hair	uniform	dispensary
captain	barracks	breakfast
	pool	

1. clothes worn by sailors and soldiers
2. grows on top of the head
3. a place where men swim
4. the part of the body with which people hear
5. an officer in the Army or Navy
6. where sick soldiers are cared for
7. a man who cuts hair
8. head without hair
9. the first meal of the day
10. a building where soldiers sleep

Lesson 92 (Chapter 16, pages 109–112)

The Army Recruits Get Haircuts

A. Here are more words that mean opposite things.

<u>dull</u>	is the opposite of	<u>bright</u>
<u>glad</u>	is the opposite of	<u>sorry</u>
<u>morning</u>	is the opposite of	<u>evening</u>
<u>late</u>	is the opposite of	<u>early</u>
<u>often</u>	is the opposite of	<u>seldom</u>
<u>right</u>	is the opposite of	<u>wrong</u>
<u>man</u>	is the opposite of	<u>woman</u>
<u>question</u>	is the opposite of	<u>answer</u>
<u>over</u>	is the opposite of	<u>under</u>
<u>above</u>	is the opposite of	<u>below</u>
<u>first</u>	is the opposite of	<u>last</u>
<u>sick</u>	is the opposite of	<u>well</u>

B. Can you use these words? Write one of the above words on each line.

1. Pete was to get a hair cut.
2. The men have breakfast in the
3. The barber was to cut Dick's hair very short.
4. Soldiers are late for chow.
5. Reveille is in the morning.
6. Pete tries to do the thing.
7. The flag is the barracks.
8. Mr. Brown is a and Mrs. Brown is a

Lesson 93 (Chapter 16, pages 109–112)

The Army Recruits Get Haircuts

A. Each of these words has one or more words in it.

Draw a circle around one short word in each long word.

Other students may choose different short words from those which you circle.

Here is an example: **comb**ing

barber	better	button	explained
thinking	waiting	answered	saying
cutting	treated	measurements	smaller
finished	learned	leather	sixteen
funny	walking	biggest	carefully

B. Each of these words has at least two smaller words in it.

Draw a circle around each of the small words.

Here is an example: **hair****cuts**

undershirt	overseas	anyone	himself
cowboy	yourself	neckties	goodbye
themselves	anything	anybody	afternoon
outside	baseball	birthday	everything
football	haircut	something	into

Lesson 94 (Chapter 17, pages 113-117)

Captain Bell Talks with the Men

Captain Bell is an officer.

He wanted to help the new soldiers.

He talked to them.

He told them how to be good soldiers.

Below are some sentences. Put a cross (X) in front of the sentences Captain Bell said.

1. "Army life is what you make it."
2. "Don't do anything you do not have to do."
3. "Sleep late in the morning."
4. "Learn the Army way to do things."
5. "Obey orders."
6. "Look out for yourself first. Don't think of the other fellow."
7. "Think for yourself."
8. "Take things as they come."
9. "Do not salute."
10. "Be cheerful."
11. "Keep out of trouble."
12. "Keep your uniforms dirty."
13. "The Army gives every man a fair chance."
14. "The Army offers a great future."
15. "There is a good reason for everything you are told to do."
16. "Try to get into a branch of the Army you will like."
17. "Men who like the Army and work hard move ahead."

Lesson 95 (Chapter 17, pages 113–117)

Captain Bell Talks with the Men

A. Some words sound alike but mean different things.

There are four words in each box below.

Two of them sound alike.

Draw lines under the words that sound alike.

drill was want will	fat father that far	duty day away about	buy pie you like
talk will bell tell	meet many men meat	air are hair and	read feed told food

B. Write these words under the right headings.

train	salad	blouse	tank	butter
beets	car	bread	shorts	undershirt
trousers	cap	truck	cake	horse

Things to ride on

Things to eat

Things to wear

.....
.....
.....
.....
.....

Lesson 96 (Chapter 17, pages 113-117)

Captain Bell Talks with the Men

A. Draw a line under the phrase that completes each sentence.

1. Soldiers in the Army Tank Corps

build bridges.

take care of airplanes.

drive tanks.

2. Soldiers in the Artillery

shoot big guns.

dig trenches.

fly airplanes.

3. The Army Engineers

drive tanks.

shoot big guns.

build bridges.

4. Soldiers in the Infantry

ride horses.

are good riflemen.

build houses.

5. Men in the Quartermaster Corps

get equipment for soldiers.

transport the men.

fly airplanes.

6. The Army Transportation Corps

sends messages.

transports supplies and men.

feeds the soldiers.

Lesson 97 (Chapter 18, pages 118–121)

Pete Becomes a Full-Fledged Soldier

Read pages 118–121 again.

Then read the sentences below.

Write Yes or No on each line.

- 1. The new soldiers were very busy the first weeks in camp.
- 2. They drilled once each week.
- 3. The men learned very few things.
- 4. The new soldiers learned how to carry their rifles.
- 5. Pete's squad marched poorly.
- 6. Pete's squad could follow the order,
"To the rear. March."
- 7. "Column, to the rear. March" is a marching order.
- 8. Rifle drill was hard for Pete.
- 9. Pete liked to handle his rifle.
- 10. The men learned how to take care of a rifle.
- 11. The new soldiers learned how to take a rifle apart.
- 12. Pete didn't shoot well the first day.
- 13. The sergeant told Pete he would have to do better.
- 14. Tex missed the target.
- 15. Sergeant Hanna said, "Good soldiers can't shoot."
- 16. Every day a major came to the rifle range.
- 17. Tex shot and missed two times.
- 18. On the third shot Tex missed again.
- 19. Pete's platoon learned how to salute.
- 20. They looked neat in their uniforms.

Lesson 98 (Chapter 18, pages 118–121)

Pete Becomes a Full-Fledged Soldier

Where, When, How

Where tells the place.

When tells the time.

How tells the way it is done.

Write where, when, or how on each of the lines.

- 1. the first weeks in camp
- 2. "Good shooting, Brown."
- 3. after many days of marching
- 4. The squad followed orders well.
- 5. One day the men laughed at Tex.
- 6. the very first day
- 7. a second time
- 8. on the rifle range
- 9. the way you shoot
- 10. took good aim
- 11. look neat in their uniforms
- 12. Start doing it now.
- 13. "Pete Brown can really shoot!"
- 14. in the assembly hall
- 15. stood up straight
- 16. at the end
- 17. at four o'clock
- 18. early in the morning
- 19. in a minute
- 20. this Saturday night

Lesson 99 (Chapter 18, pages 118–121)

Pete Becomes a Full-Fledged Soldier

Here are some Army word puzzles. Spell out the words in the boxes. See if you can get each word where it belongs.

t			k				
r				e			
s					e		
c						n	
b							s

tank barracks salute
rifle major captain

j			p				
m				h			
s					l		
o						r	
i							y

march jeep signal
infantry officer squad

a			y				
t				k			
b					e		
s						r	
r							e

blouse army truck
reveille soldier radio

c			w				
c				s			
b					h		
u						m	
e							r

corps chow engineer
private uniform branch

Lesson 100 (Chapter 18, pages 122-124)

Pete Becomes a Full-Fledged Soldier

**Read the seven sentences. They tell what happened, on pages 122-124.
Write these sentences in the order in which the things happened.**

They looked at a new tank.

They saw Signal Corps equipment.

Pete's platoon started on a trip.

They watched the Engineers build a bridge.

Taps sounded.

The men saw an old tank.

Sergeant Hanna showed them field guns.

1.

2.

3.

4.

5.

6.

7.

Lesson 101 (Chapter 18, pages 122-124)

Pete Becomes a Full-Fledged Soldier

A. Read pages 122-124 again. Then read the sentences below.

Draw a line through the words that do not fit.

1. Some of the men had never seen a (field gun, pop gun).
2. Each man must choose some (branch, platoon) of the Army.
3. The (Infantrymen, Engineers) were going to build a bridge.
4. (None, All) of the men had seen an Army bridge.
5. Idaho sat in the (driver's, hot) seat.
6. "Boy, would I like to (sail, drive) this tank!"
7. The men saw (many, few) field guns.
8. Tex wanted to be in the (Air Corps, Engineers).
9. The United States needs (strong, weak) Armed Forces.
10. Pete still wanted the (Tank Corps, Infantry).

B. Below are listed some special branches of the Army.

Put them in the order of the alphabet.

Write them on the lines at the right.

- | | |
|---------------------|---------|
| Tank Corps | 1. |
| Infantry | 2. |
| Signal Corps | 3. |
| Artillery | 4. |
| Engineer Corps | 5. |
| Quartermaster Corps | 6. |

Lesson 102 (Chapter 19, pages 125–127)

Mail for Pete

A. Read the letter on page 126. It is a letter to Pete from his mother. Read the questions below.

Write the answers on the lines.

1. What day did Mrs. Brown write this letter?

.....

2. What did Mrs. Brown tell Pete about his father?

.....

3. What do Mr. and Mrs. Brown think of Pete's trip?

.....

4. What did Pete find out about Brownie?

.....

5. Where is Sue going?

.....

B. Read the letter on page 127. It's a letter to Pete from his girl. Answer the questions below.

1. When did Sue write to Pete?

2. What day did Sue get Pete's letter?

3. When can Sue go to Washington, D.C.?

.....

4. What is the name of Sue's girl friend?

.....

5. What will Sue count?

.....

Lesson 103 (Chapter 19, page 128)

Mail for Pete

Read the letter on page 128. It is a letter from Bob to Pete.
Read the sentences below. Draw lines under the right words.

1. Bob wrote a letter to Pete on
Friday
Sunday
Monday
2. He thinks Army life is
not so good
all right
dull
3. Army and Navy basic training are
the same
different
a lot alike
4. Bob wrote that the Navy is
what he wants
a bum deal
what he does not want
5. Bob is going to be a
signalman
radioman
radio store
6. Two of Bob's buddies are going with him to
radio school
sea
Washington
7. Bob can get a leave
Saturday
next week
any time now

Lesson 104 (Chapter 19, pages 129–131)

Mail for Pete

Pete was happy.

He had three letters in one mail.

Letters came from his Mom and Dad, from Sue, and from Bob.

Pete was busy.

He could write only one letter each day.

Pete wrote one letter on Wednesday.

He wrote a second letter on Thursday.

On Friday he answered the third letter.

A. Answer the questions.

1. To whom did Pete write on Wednesday?

2. To whom did Pete write on Thursday?

3. On Friday Pete wrote to

B. In which letters did Pete say these things?

Draw a line under the right answer.

1. I have not forgotten your cooking.

Mom and Dad

Sue

Bob

2. Sue has a friend in Washington, named Mary.

Mom and Dad

Sue

Bob

3. We can start counting the days.

Mom and Dad

Sue

Bob

4. I miss you, dearest, every day.

Mom and Dad

Sue

Bob

5. The Navy must be treating you O. K.

Mom and Dad

Sue

Bob

Lesson 105 (Chapter 19, pages 125–131)

Mail for Pete

Can you write a letter?

Try to write a letter on this page.

Look at the letters Pete wrote.

They will help you.

A series of ten horizontal dotted lines for handwriting practice, arranged in two groups of five. The lines are slightly slanted downwards from left to right. The first group consists of five lines, and the second group consists of five lines.

Lesson 106 (Chapter 20, pages 132-133)

Pete Has Fun in the Army

Look at pages 132-133. Read the story "Fun at the Movies" again.

Read the sentences below. They tell what happened in the story.

Write the sentences in the order in which things happened.

Sam rode all night.

The rancher said, "Sam, you may marry Ruth."

The rancher was driving cattle to the railroad.

Sam drove the rustlers away.

Rustlers rode out from behind a hill.

Sam untied the rancher.

1.

2.

3.

4.

5.

6.

Lesson 107 (Chapter 20, pages 134–135)

Pete Has Fun in the Army

Look at pages 134–135. Read the story “Fun Playing Baseball” again. Read the sentences below.

Cross out the words that do not fit.

1. Pete liked to play (baseball, football).
2. Pete played (second, third) base.
3. Each team had won (two, three) games.
4. On (Saturday, Sunday) the teams were to play for the championship.
5. Pete’s barracks played barracks number (twenty-nine, twenty-seven).
6. The men in the winning barracks were to get an extra (pass, duty).
7. The game started (rapidly, slowly).
8. In the first five innings, there were (many, few) hits.
9. The ball went between Pete’s (arms, legs).
10. At the end of the sixth inning, Pete’s team was (behind, ahead).
11. When Pete missed the ball, he felt (bad, good).
12. Pete made a good play in the (eight, ninth) inning.
13. Pete hit a (two-bagger, home run).
14. Pete’s team had (won, lost) the ball game.
15. Idaho and Tex were (proud, ashamed) of Pete.

Lesson 108 (Chapter 20, pages 136–137)

Pete Has Fun in the Army

Look at pages 136–137. Read the Story “Fun on a Pass.”

Read the sentences below. Draw a line under the phrase that completes each sentence.

1. Pete, Idaho, and Tex were issued passes

at the same time.
for Tuesday.
for next week.

2. The men agreed to go

swimming in the pool.
to a baseball game.
to Playland Park.

3. They rode for twenty minutes

on a train.
on a street car.
on a tank.

4. The soldiers each danced

several times.
all night.
one time.

5. They watched the

men drilling.
cars and trucks.
rides and sideshows.

6. Idaho looked

at his watch.
under the bunk.
over the drill field.

Lesson 109 (Chapter 21, pages 138–142)

Pete Plans His Furlough

Read pages 138–142. Then read the sentences below.

Write Yes or No on each line.

- 1. Monday morning Pete reported to Captain Bell.
- 2. Pete could not get a furlough.
- 3. Pete has a good record in the Army.
- 4. The captain gave Pete a ten-day furlough.
- 5. Pete wrote Sue a letter about his furlough.
- 6. Bob can get a leave at the same time.
- 7. Pete wrote to Sue on Thursday.
- 8. Pete's furlough starts on the fifteenth of the month.
- 9. Bob wants to have dates with Mary.
- 10. Sergeant Hanna told Pete about the Hotel Senator.
- 11. A room in the hotel costs a lot of money.
- 12. Pete could not get a room in the Hotel Senator.
- 13. Pete bought a round-trip ticket on the train.
- 14. The round-trip ticket cost twenty dollars (\$20.00).
- 15. The double room would cost four dollars (\$4.00) each day.
- 16. Pete had saved one hundred dollars (\$100.00) for the trip to Washington.
- 17. Tex and Idaho will go with Pete.
- 18. Mr. Brown could not send Pete any money.

Lesson 110 (Chapter 21, pages 138-142)

Pete Plans His Furlough

Pete is planning his trip to Washington, D.C.

The trip will cost a lot of money.

Pete must plan so that he will have enough money.

Can you put the right, or correct, amount of money on each line?

The first one is done for you.

- | | How much |
|-----------------------------------------------------|------------------|
| 1. Money Pete saved in cash. |
\$80.00 |
| 2. Amount of money Pete's folks sent him. | |
| 3. Cost of the double room each day. | |
| 4. Pete's half of the hotel room each day. | |
| 5. Cost of the hotel room, to Pete, for six nights. | |
| 6. Amount of money for the railroad ticket. | |
| 7. Money for meals in Washington. | |
| 8. Money for fun. | |

Here are the amounts of money.

- | | |
|-------------------------------|--------------------------|
| twenty-four dollars (\$24.00) | eighty dollars (\$80.00) |
| twenty-five dollars (\$25.00) | four dollars (\$ 4.00) |
| fourteen dollars (\$14.00) | twelve dollars (\$12.00) |
| twenty-five dollars (\$25.00) | two dollars (\$ 2.00) |

Lesson 111 (Chapter 21, pages 138-142)

Pete Plans His Furlough

Do you remember all of the people you have met in the story?

These sentences will help you.

Write a name on each line.

The names of the people are at the bottom of the page.

- 1. He owns a farm and likes horses.
- 2. Pete bought feed from this man.
- 3. He has been in the Navy a long time.
- 4. She is a pretty girl who lives in Rivertown.
- 5. He was a farmer but now he is in the Army.
- 6. She is a good cook. Her son is in the Army.
- 7. This soldier is fat and happy.
- 8. He is a sergeant who helped Pete.
- 9. This soldier is tall and thin.
- 10. In Rivertown, he worked in a gas station. Now he is learning to be a radioman in the Navy.

Pete Brown	Uncle Ned	Sergeant Hanna	Sue
Bob Jones	Mr. Samson	Mr. Brown	Tex
Mrs. Brown	Idaho		

PRACTICE BOOK II

**To Be Used With
MEN IN THE ARMED FORCES**

MB 001

Parts Three and Four

SERVICEMEN LEARN TO READ

BOOK II

How To Use This Book

Note to the Instructor:

Directions are a necessary part of each lesson. These cannot be written so that immature readers can completely understand them. The instructor should be sure that the learners understand just what is to be done in each lesson.

The men using this book will have read 142 pages (Parts One and Two) of *Men in the Armed Forces*. However, many of them will not yet have reached the stage of development where they can be self-directive in the use of this workbook. It should not be assumed that the men can, or should be able to understand the directions fully. Large amounts of easy reading material are needed for most readers to develop independent reading ability.

At the beginning of each lesson, the instructor should read the directions with the men. Encourage the men to ask questions until they are sure that they know how to proceed.

Lesson 1 (Chapter 22, pages 144-149)

Buddies Meet Again

Read again pages 144-149 in *Men in the Armed Forces*.

Then read the questions below.

Write an answer to each question on the line.

Try to write complete sentences.

1. Where was Pete going?

.....

2. What old friends will Pete see in Washington?

.....

3. What had Pete's mother and father sent to him?

.....

4. On what kind of a train did Pete ride?

.....

5. Was Pete leaving the Army?

.....

6. Where was Pete's car in the train?

.....

7. How many people were in each car of the train?

.....

8. What did the head cook promise Pete?

.....

Lesson 2 (Chapter 22, pages 144–149)

Buddies Meet Again

Read the words. There are two or more small words in each large word.

Find the small words. Write them on the lines.

streamliner

.....

everything

.....

someone

.....

without

.....

tablecloth

.....

weekend

.....

everybody

.....

storekeeper

.....

newspaper

.....

Rivertown

.....

salesman

.....

cornfield

.....

forget

.....

something

.....

farmhouse

.....

radioman

.....

Lesson 3 (Chapter 22, pages 144-149)

Buddies Meet Again

Read the sentences below.

Number these sentences 1, 2, 3, to show what happened first, what happened next, and what happened last.

..... Pete thanked the engineer and the conductor.

..... Pete was ready for that good lunch.

..... Pete found a seat on the train.

..... The engineer told Pete about the Diesel engine.

..... Soon they came to the front of the train.

..... The conductor took Pete through the lounge car.

..... "I would like to see the kitchen," said Pete.

..... Pete was reading a newspaper.

..... Pete followed the conductor through five chair cars.

..... Pete praised the kitchen.

..... The conductor punched Pete's ticket.

..... Pete thought the train must be going eighty miles an hour.

Lesson 4 (Chapter 22, pages 144-149)

Buddies Meet Again

A. Read the words below. Change the words that mean something happened in the past so that they will mean something is happening now (in the present).

In the past

Now

stopped

.....

finished

.....

found

.....

knew

.....

came

.....

left

.....

B. The words below mean something is happening now.

Change them so that they will mean something happened in the past.

Now

In the past

know

.....

finish

.....

leave

.....

stop

.....

find

.....

come

.....

Lesson 5 (Chapter 22, pages 144–149)

Buddies Meet Again

Make new words by putting one of the following endings on each word.
Here are the endings to use.

s ed ing er est ly es y en n

fast

return

eat

pull

read

near

walk

burn

help

glad

take

use

soon

tell

explain

love

look

ask

wish

count

finish

follow

thank

wonder

slow

warm

feel

learn

Lesson 6 (Chapter 22, pages 144–149)

Buddies Meet Again

Read pages 144–149 again.

Tell who said each of these sentences.

Write the name of the person on the line.

The names are at the bottom of the page.

1. "I have driven this train faster than one hundred miles an hour!"
2. "I will give you a good lunch when you are ready."
3. "You are a fine looking soldier."
4. "NO, SIR! This is my first furlough!"
5. "Would you like to see the train with me?"
6. "I would like to see the kitchen."
7. "The engine pulling this train burns oil."
8. "This is the best train on the line."
9. "Leaving the Army, son?"

head cook

engineer

conductor

Pete

Lesson 7 (Chapter 22, pages 150–155)

Buddies Meet Again

Read pages 150–155.

Choose the phrase that completes the sentence.

Put a cross (X) in the box by the right, or correct, answer.

1. The prices of the meals

seemed rather low.

seemed cheap.

seemed very high.

2. The head cook must have been

in the Army.

in the Navy.

in the Marine Corps.

3. The conductor said, "We shall be

in Washington in three hours."

in Washington in one hour."

in Norfolk in two hours."

4. Bob had written to Pete

on Wednesday.

next Monday.

the day after tomorrow.

5. Pete saw several men

in Navy blue.

in Army khaki.

in Marine green.

Lesson 8 (Chapter 22, pages 150–155)

Buddies Meet Again

Many times you see these letters in words:

(ar) (or) (ir) (er) and (ur).

These letters have the sounds you hear when you say these words:

f(ar)m, w(or)k, b(ir)d, h(er), t(ur)n.

Say these words aloud. Listen for the sound of these letters.

Look at the words below.

These words have the same pairs of letters in them.

Find the pairs of letters and draw a circle around them.

ent(er)ed

conductor

order

army

turkey

harm

over

before

whirl

motor

far

winter

arrive

summer

after

eager

party

word

sir

mother

first

for

car

church

senator

turtle

birthday

girl

barn

arm

Lesson 9 (Chapter 22, pages 150–155)

Buddies Meet Again

Some words mean more than one thing.

Here are some words which may be used to mean different things.

Put the correct word in the right place.

Fill every line.

blue front back treat right

1. This is my hand.
2. Is this the way to work?
3. Turn to the
4. my friend well.
5. The head cook gave Pete a
6. I will go out the door.
7. When are you going to camp?
8. Put your coat on the of the chair.
9. Bob had on a uniform.
10. When things go wrong, Pete feels sad and
11. Pete and the conductor walked to theof the train.
12. A stranger sat in of Pete.

Lesson 10 (Chapter 22, pages 150-155)

Buddies Meet Again

Read the sentences below.

Draw a line under the words that complete the meaning of the sentences.

1. Pete looked at the (tank, menu, truck).
2. He thought that he should not spend much money (for his lunch, for his uniform, for a new car).
3. Pete ordered a (cup of coffee, apple pie, ham sandwich) for fifty cents.
4. The head cook promised Pete (a good lunch, a fast trip, a seat in the diner).
5. Bob had never seen Pete in his (swim suit, overcoat, Army uniform).
6. Bob was going to meet Pete (in a taxicab, at the station, at the hotel).
7. Pete was the first one (off the train, into the water, in his seat).
8. Bob had written to Pete (on Wednesday, on Thursday, on Friday).
9. Pete and Bob would stay at the (Hotel Pennsylvania, Hotel Rivertown, Hotel Senator).
10. One of the sailors looked (taller and heavier, shorter and lighter, smaller and thinner) than Bob.
11. Bob had gained (five, fifteen, twenty-five) pounds in the Navy.

Lesson 11 (Chapter 22, pages 150–155)

Buddies Meet Again

We can make new words by adding endings.

We can also make new words by putting letters in front of words.

These added letters in front of a word are called a prefix.

“un” is a prefix. It means not.

You are able to read.

Your buddy is not able to read.

He is unable to read.

Put “un” in front of these words.

Write the new words on the lines.

like

unlike

answered

cooked

kind

able

packed

lucky

safe

Lesson 11 (continued)

Buddies Meet Again

Using the words you made on page 11, put the correct words on the lines below.

Remember "un" means not.

1. It was Bob to be late.
2. Pete was to see Bob.
3. Bob's letter to Pete was
4. The apple salad was
5. The buddies their bags.
6. Bob would be if he had missed the train.
7. Some men are to horses.
8. Old trains are to ride.
9. Some soldiers are to read.
10. It is soldiers to be dirty.

Lesson 12 (Chapter 22, pages 144–155)

Buddies Meet Again

Read the questions below. Then find the page in Chapter 22 on which each question is answered.

On the line write the number of the page on which you find the answer.

- | | Page number |
|----------------------------------------------|--------------------|
| 1. Where was Pete going on his furlough? | |
| 2. How much money did Pete's folks send him? | |
| 3. On what kind of a train did Pete ride? | |
| 4. What kind of an engine pulled the train? | |
| 5. What did Pete eat for lunch on the train? | |
| 6. What did Bob say when he first saw Pete? | |
| 7. How did Bob and Pete travel to the hotel? | |
| 8. What was the color of Bob's uniform? | |
| 9. Where did the buddies stay in Washington? | |
| 10. With whom did Pete eat lunch? | |
| 11. What is a lounge car? | |
| 12. Who drove the train on which Pete rode? | |
| 13. How much did Pete pay for his lunch? | |
| 14. What do Diesel engines use for fuel? | |
| 15. How did Pete know where to meet Bob? | |

Lesson 13 (Chapter 23, pages 156–162)

Plans for a Big Evening

Five letters of the alphabet are called vowels: a, e, i, o, u.

Each of these vowels has two sounds, a short and a long sound.

When there is only one vowel in a word, the vowel almost always has its short sound. Examples: bat, kept.

When two vowels are used in a short word, the first vowel almost always has its long sound.

The other vowel is silent. Examples: deal, keep, cake.

Say the words below to yourself.

Be sure you hear the vowel.

Then write all of the words with the short sound of the vowel in the “short sound” list.

Write the words with the long sound in the “long sound” list.

sun	hat	miss	eat	time
left	home	roam	stone	leave
bath	fed	feels	twin	seed
soak	box	sat	get	raid

Short vowel sound

Long vowel sound

.....
.....
.....
.....
.....

Lesson 14 (Chapter 23, pages 156–162)

Plans for a Big Evening

A. Read the sentences below.

Number the sentences 1, 2, 3, to show what happened first, second, and third.

..... Pete spoke to the room clerk.

..... Bob and Pete went up in the elevator.

..... The buddies arrived at the hotel.

..... Bob took a clean suit of Blues from his bag.

..... Pete called Mary's home on the telephone.

..... The buddies walked into their hotel room.

B. Make complete sentences. Do this by drawing lines to connect the groups of words in each column.

The sentences that you make should agree with the story.

Use the text to help you make the correct sentences.

Page
Number

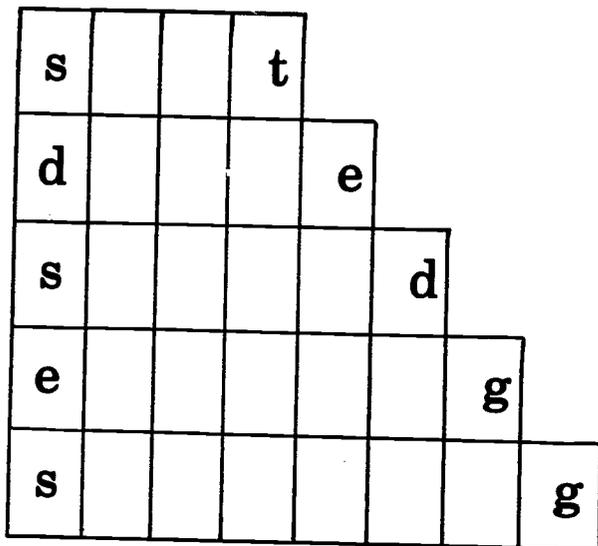
- | | | |
|-----|--------------------------|-------------------------|
| 157 | 1. The room clerk | in downtown Washington. |
| 157 | 2. Bob and Pete had room | like to dance. |
| 156 | 3. The Hotel Senator is | found the reservation. |
| 158 | 4. Pete and Sue talked | his suit. |
| 159 | 5. Bob and Pete both | over the telephone. |
| 160 | 6. Bob brushed | number 430. |

Lesson 15 (Chapter 23, pages 156-162)

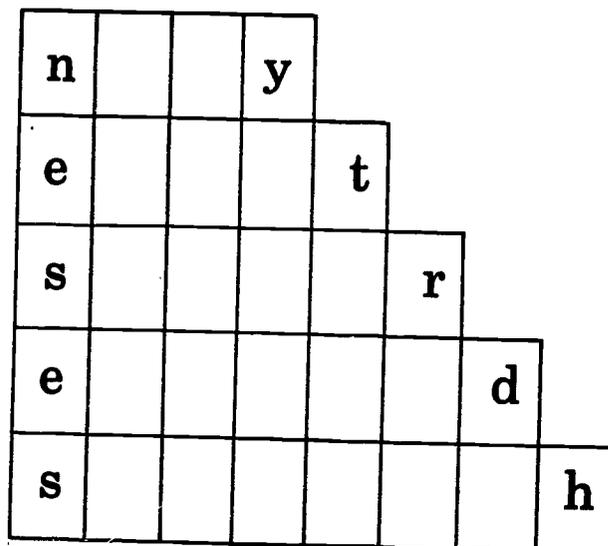
Plans for a Big Evening

Here are some word puzzles.

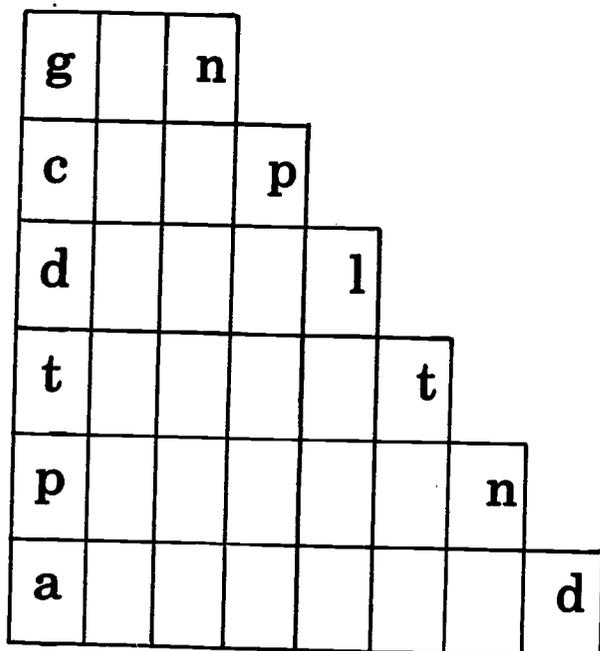
Spell out the words in the boxes.



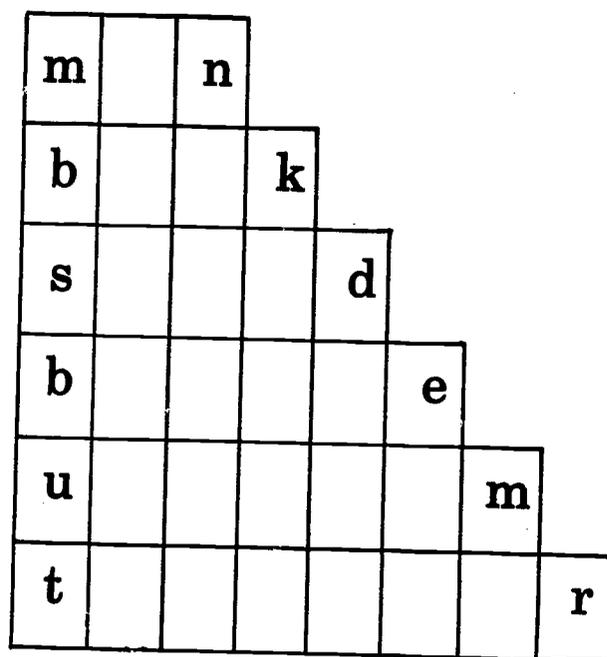
suit swimming shined
evening dance



excited navy sandwich
eight shower



target camp gun answered
drill platoon



uniform together bunk
battle man squad

Lesson 16 (Chapter 23, pages 156–162)

Plans for a Big Evening

Read the story.

Bob told Pete about the Navy. He explained the Navy basic training. Bob had learned to drill. He could now row a boat. He had passed his Class A swimming test. A chief had taught him to swim. Bob was in good physical condition. Bob told Pete that he liked the Navy.

A. Write three sentences. Make each of them tell about something Bob learned in the Navy.

1.

2.

3.

B. Answer the questions on the lines:

1. Who taught Bob to swim?

.....

2. What did Bob and Pete talk about?

.....

3. Does Bob like the Navy?

.....

Lesson 17 (Chapter 23, pages 156-162)

Plans for a Big Evening

Remember, there are five vowels in the alphabet.

They are: a, e, i, o, u.

The words below have only one vowel.

If you add a vowel, you make a new word.

The sound of the first vowel will change from the short sound to the long sound.

Remember that the second vowel is silent.

Sometimes it is at the end of the word.

Sometimes the vowel is in the middle of the word.

Two are done for you. Do as many as you can.

not

note

red

read

met

set

mad

lad

hid

bed

cot

bit

us

men

cap

bat

rod

fed

hop

ran

got

bet

mat

at

led

her

man

kit

tam

net

Lesson 18 (Chapter 23, pages 156–162)

Plans for a Big Evening

Read pages 156–162 again. Write the answers to the questions.

Try to write complete sentences.

1. Where did the buddies have their supper?

.....

2. What surprised the waiter?

.....

3. How were the buddies dressed when they left their hotel room?

.....

4. How much weight did Bob gain in the Navy?

.....

5. What did the girls want to do, the first night in Washington?

.....

6. Did Bob say that Navy life is soft?

.....

7. What hotel room was reserved for Pete and Bob?

.....

8. How many chairs were in the hotel room?

.....

Lesson 19 (Chapter 23, pages 156–162)

Plans for a Big Evening

You have had one lesson on prefixes. The prefix you studied is “un.” Here is another prefix, “re.” This prefix means to do again. You read a story. If you read it a second time, you reread it.

A. Add the prefix “re” to these words:

read	count	pack	place
reread	.....	.....	.....
order	join	move	tell
.....

B. Use one of the above words in each sentence below.

1. Pete Bob’s letter.
2. Pete had to count and his money.
3. Bob had to his bag to make more room.
4. Pete had to the telephone on the stand.
5. The buddies need more towels. Bob will them.
6. Bob will his Navy story for Mary.
7. One of Bob’s friends will the Navy.
8. your uniform from the chair.

Lesson 20 (Chapter 24, pages 163-167)

An Evening of Fun

The exact words a person says are called quotations.

These marks (“ ”) are used to show the words that are spoken by a person.

On pages 163 to 167 are quotations of Bob, Pete, Sue, and Mary.

Find the exact words that are spoken by these four people.

Write them on the lines. The page numbers are given to help you.

Page

164 Pete: “
.....?”

164 Bob: “
.....?”

164 Pete: “
.....”

165 Mary: “
.....”

165 Sue: “
.....”

166 Bob: “
.....”

167 Sue: “
.....”

Lesson 21 (Chapter 24, pages 163-167)

An Evening of Fun

Remember, the important vowels are: a, e, i, o, u.

Each of the words below has two vowels.

Can you make new words by leaving out one vowel in each word?

With some words you can make two different words (led, lad).

Do as many as you can. Two of them are done for you.

neat
net
.....

note
.....

slide
.....

lead
.....

hope
hop
.....

bead
.....

road
.....

plain
.....

hide
.....

coat
.....

feed
.....

meat
.....

soon
.....

bite
.....

rain
.....

rode
.....

made
.....

use
.....

goat
.....

bare
.....

seat
.....

mean
.....

beet
.....

care
.....

Lesson 22 (Chapter 24, pages 163–167)

An Evening of Fun

Words which tell what people do are called verbs.

Examples of verbs are: look eat dance.

Verbs also tell when something is done. Study these words.

Try to use them on the lines below:

<u>Now</u>	<u>In the past</u>	<u>In the future</u>
look	looked	will look
eat	ate	will eat
dance	danced	will dance

1. at your watch and tell me the time.
(look, looked)
2. Pete for Bob at the railroad station.
(look, looked)
3. Pete and Bob for Sue tomorrow.
(look, will look)
4. Soldiers and sailors breakfast very early now.
(eat, ate)
5. Pete lunch on the diner yesterday.
(eat, ate)
6. Bob and Pete at Mary's home tomorrow.
(ate, will eat)
7. "Bob with Mary," said Pete.
(dance, will dance)
8. Bob with Mary all evening.
(dance, danced)
9. The friends again tomorrow night.
(danced, will dance)

Lesson 23 (Chapter 24, pages 163–167)

An Evening of Fun

Read the questions below. Then read the three answers to each question. Put a cross (X) on the line by the correct answer.

1. At what time did the buddies go to the hotel lobby?

..... at seven-thirty o'clock.

..... at ten minutes before eight o'clock.

..... at eight-fifteen o'clock.

2. What did Sue want to know about?

..... all about the Navy.

..... when the dance would begin.

..... all about the Army.

3. What did Bob tell Mary?

..... about the gas station in Rivertown.

..... about the big ships he had been on.

..... about going hunting with Pete.

4. What was Mary's job in Washington?

..... a hat-check girl in a hotel.

..... a waitress in a restaurant.

..... a clerk in a drug store.

5. What band was playing at Danceland?

..... Red Nickels and His Five Pennies.

..... Bob Crosby and His Bobcats.

..... Harry James and His Trumpet.

Lesson 24 (Chapter 24, pages 163-167)

An Evening of Fun

You have not studied these word endings before.

The endings are: ful ment ness.

A. Draw a line under the main word (the word before the ending was added).

masterful

hardness

hopeful

thoughtful

darkness

delightful

kindness

disappointment

gladness

excitement

wonderful

payment

helpful

enjoyment

coldness

shipment

careful

softness

B. Add one of the endings, ful, ment, ness to each of the words below.

Be sure that your ending fits the word.

1. Pete was very thought..... on the train.
2. It would be a disappoint..... not to have a room.
3. Bob liked the excite..... of meeting Mary.
4. The buddies made a down pay..... of \$2.00 on the hotel room.
5. The bellboy was help..... with Pete's and Bob's bags.
6. Soldiers should be care..... when travelling.
7. Pete was surprised at the kind..... of the head cook.
8. Bob and Pete looked forward to a wonder..... time in Washington.
9. It was with a feeling of glad..... that the buddies saw Sue and Mary.
10. Dark..... had come by the time the friends left the hotel.

Lesson 25 (Chapter 24, pages 163–171)

An Evening of Fun

Read the sentences below. Number these sentences 1, 2, 3, 4, and 5, to show what happened first, what happened second, and so on.

..... Pete called Bob over to meet Mary.

..... Bob Crosby wished the friends good luck.

..... The buddies arrived in the hotel lobby.

..... The friends left the hotel to go to Danceland.

..... Pete was looking at two girls walking into the lobby.

..... The buddies enjoyed sandwiches and coffee at Mary's home.

..... Pete rushed over to the girls.

..... Sue asked Bob Crosby to sing "Remember."

..... Bob told Mary about his Navy training.

..... The buddies and their girls walked to Danceland.

..... Sue and Pete walked out on the porch to say good night.

..... They went to Mary's home, on the bus.

..... Sue and Mary arrived at the hotel.

..... Crosby shook hands with each of the friends.

..... Suddenly Sue knew it was Pete.

Lesson 26 (Chapter 24, pages 168-171)

An Evening of Fun

A. The vowels are: a, e, i, o, u and sometimes w and y.
The other letters of the alphabet are called consonants.

Write the consonants on the lines below.

Remember w and y are usually consonants.

You have studied the twenty-six letters of the alphabet.

If you do not know them, you should study them again.

a..... e..... i..... o..... u.....

B. Here is something new to learn about endings.

If a word ends in a consonant and there is a vowel just before the consonant, you must repeat the consonant before you add ing, ed, er, y, or en.

Here are some examples:

fun	got	win	let	stop
funny	gotten	winner	letter	stopping
			letting	stopped

Add one of the endings ing, ed, er, y, or en to each of these words.
Write the new word on the line. You will see that some words may be ended in two or more ways.

run	fat	hop	flat
.....
let	fun	up	thin
.....
get	stop	win	got
.....
shop	sun	dig	trot
.....

Lesson 27 (Chapter 24, pages 168-171)

An Evening of Fun

You have had words which mean opposite things.

Here are a number of words which are opposites.

There are four words on each line.

Two of the words on each line are opposites.

Draw lines under the words which are opposites.

An example is done for you.

- | | | | | |
|-----|--------------|---------|-------------|-----------|
| 1. | <u>early</u> | taxi | <u>late</u> | money |
| 2. | told | long | short | gave |
| 3. | all | any | now | none |
| 4. | from | too | to | for |
| 5. | great | love | good | bad |
| 6. | before | after | never | other |
| 7. | right | men | wrong | ball |
| 8. | around | up | down | near |
| 9. | work | play | since | began |
| 10. | ship | big | little | floor |
| 11. | front | from | bus | back |
| 12. | study | forget | learn | remember |
| 13. | to | on | from | out |
| 14. | left | correct | now | incorrect |

Lesson 28 (Chapter 24, pages 168-171)

An Evening of Fun

Each of the phrases below gives the meaning of one of the words in the box. Read each phrase.

Find the correct word in the box and put it on the line in front of the phrase.

buddies	evening	taxi
afternoon	sandwich	training
hamburger	partner	lobby
house	couple	cost

1. the amount of money paid for something.
2. good friends who are often together.
3. the late part of the day.
4. a large room where people meet.
5. meat, ground up for sandwiches.
6. a person with whom one dances.
7. the time following the middle of the day.
8. a boy and girl, together.
9. learning to do a job.
10. a car and driver, for hire.
11. a building in which people live.
12. two pieces of bread with food between them.

Lesson 29 (Chapter 25, pages 172-177)

Bob Tells Pete about the Navy

The questions below need more than one word for a complete answer.
You can find the answer on the page or pages given at the beginning
of the question. Write on each line.

Page

172. 1. What did Bob and Pete eat for breakfast?

a b

c d

173. 2. What special branches of the Navy did Bob like best?

a b

c d

e

174. 3. What could a Navy radioman do in civilian life?

a

b

c

d

174. 4. What subjects are some of the Navy men studying?

a b

c d

Lesson 29 (continued)

Bob Tells Pete about the Navy

Page

175. 5. What subjects is Bob going to study?
a b

176. 6. Where did Bob say he might be stationed as a Navy radio-
man?
a
b

176. 7. With what Air Force bombers did Bob compare the Navy
patrol bombers?
a b

176 }
177 } 8. What Navy bombers did Bob tell Pete about?
a b
c

177. 9. What are the jobs of the two-man crew of a dive bomber?
a b
c

Lesson 30 (Chapter 25, pages 172-177)

Bob Tells Pete about the Navy

You have had lists of words which mean opposite things.

Some words mean almost the same thing.

Two of the phrases opposite each number below have almost the same meaning.

Draw lines under the phrases which mean almost the same thing. The first one is done for you.

- | | | |
|-----------------------|---------------------|----------------------|
| 1. <u>it suits me</u> | it makes me unhappy | <u>it pleases me</u> |
| 2. very soon | in a minute or two | very much |
| 3. types of duty | flying duty | kinds of duty |
| 4. anytime | long while | long time |
| 5. the night before | morning before | the evening before |
| 6. finish the study | start to study | begin to study |
| 7. after breakfast | following breakfast | without breakfast |
| 8. Bob complained | Bob explained | Bob told about |
| 9. learn a lot | learn a little | learn a great deal |
| 10. somewhat sure | rather sure | never sure |
| 11. lucky | unlucky | good luck |
| 12. time for sleeping | work time | "sack" time |
| 13. almost finished | nearly finished | never finished |
| 14. fine work | poor work | good work |
| 15. not here | around here | near here |

Lesson 31 (Chapter 25, pages 172–177)

Bob Tells Pete about the Navy

Write a sentence to answer each of these questions.

Look on the page in the text to be sure your answer is correct.

Try to write complete sentences. Start each sentence with a capital letter. End it with a period.

Page 172.

1. What is one food Bob and Pete had for breakfast?

.....
.....

Page 174.

2. What is one thing a Navy radioman could do in civilian life?

.....
.....

Page 174.

3. Has Bob decided to stay in the Navy?

.....
.....

Lesson 32 (Chapter 25, pages 172-177)

Bob Tells Pete about the Navy

If a sentence is true, draw a circle around (T.)

If a sentence is false (not true), draw a circle around (F.)

- | | | |
|---------------------------------------------------------------------------|---|---|
| 1. Bob wanted to be an aviation radioman. | T | F |
| 2. Torpedo bombers carry a crew of six men. | T | F |
| 3. The dive bomber is a small bomber. | T | F |
| 4. Bob wanted to study electricity. | T | F |
| 5. An aviation radioman is sometimes a gunner. | T | F |
| 6. Radioman is a small job on patrol bombers. | T | F |
| 7. Most of the Navy patrol bombers are seaplanes. | T | F |
| 8. The Navy needs radiomen everywhere. | T | F |
| 9. The Navy patrol bombers are larger than the B 29. | T | F |
| 10. Large seaplanes fly as long as ten or twelve hours. | T | F |
| 11. Bob is going to leave the Navy. | T | F |
| 12. Navy shore stations do not have radiomen. | T | F |
| 13. Bob had looked at books on electricity and radio. | T | F |
| 14. Bob said the Navy had a good education program. | T | F |
| 15. "Boatswain" is an Army term. | T | F |
| 16. Some men in the Navy study geography and history. | T | F |
| 17. The Army and Navy want the men to learn. | T | F |
| 18. The Navy and Army give men training which is useful in civilian life. | T | F |
| 19. Some men in the Army and Navy are learning how to read. | T | F |
| 20. Men get ahead fastest in work that they like. | T | F |

Lesson 33 (Chapter 25, pages 172-177)

Bob Tells Pete about the Navy

If two words mean about the same, put a circle around (S.)

If they mean different things, put a circle around (D.)

1. after	following	S	D
2. stay	remain	S	D
3. off	on	S	D
4. know	understand	S	D
5. certain	sure	S	D
6. fasten	loosen	S	D
7. start	begin	S	D
8. during	while	S	D
9. losing	finding	S	D
10. couple	pair	S	D
11. silence	stillness	S	D
12. reply	answer	S	D
13. forgot	remembered	S	D
14. angry	mad	S	D
15. hot	cold	S	D
16. hired	fired	S	D
17. spoke	said	S	D
18. unhappy	sad	S	D
19. nothing	something	S	D
20. instruct	direct	S	D

Lesson 34 (Chapter 26, pages 178–181)

The Big Ships of the Navy

Bob had always liked ships.

He told his buddy, Pete, many things about Navy ships.

Below are some sentences about ships.

Put a cross (X) on the lines in front of the sentences that are true.

A. Bob said these things about a destroyer.

- 1. It is four hundred feet long.
- 2. This destroyer is forty-five feet wide.
- 3. The destroyer is the heaviest ship in the Navy.
- 4. The largest guns on this ship are five-inch guns.
- 5. This destroyer is one of the fastest ships in the Navy.

B. Bob said these things about a light cruiser.

- 1. This light cruiser is faster than any destroyer.
- 2. The light cruiser is sixty-five feet wide.
- 3. Six hundred feet is the length of this ship.
- 4. The largest guns on this light cruiser are six-inch guns.
- 5. This light cruiser carries four airplanes.

C. Bob said these things about a heavy cruiser.

- 1. This heavy cruiser carries scout planes.
- 2. The largest guns on this heavy cruiser are eight-inch guns.
- 3. This heavy cruiser is nothing like a light cruiser.
- 4. The eight-inch guns are housed in turrets.
- 5. A turret is made of thick steel plate.

Lesson 35 (Chapter 26, pages 178-181)

The Big Ships of the Navy

You have had the prefixes "un" and "re."

Here is another prefix, "dis." Add this prefix to the words below.

When you do you will make other words.

please	order	color	close
displease	.....	.....	.....
believe	able	band	cover
.....
place	obey	own	may
.....
interested	missed	agree	like
.....

Use some of the words you have made, in these sentences.

1. When you do not believe what someone says, you may say,
"I it."
2. When the barracks is not clean and neat, you can say,
"It is in"
3. When men do not obey orders, you say that they
..... orders.
4. If you do not agree with your buddy, you tell him,
"I with you."
5. At the end of formation, the order is given
"....."

Lesson 36 (Chapter 26, pages 178–181)

The Big Ships of the Navy

Read again pages 178–181. Then complete the sentences below by drawing lines under the correct words.

1. In the training program at Dewey, Bob learned
a lot about ships.
a lot about tractors.
2. At the Norfolk Naval Station, Bob had gone
for a ride in a Navy patrol plane.
aboard a new destroyer.
3. Bob told Pete that destroyers are
the fastest ships in the Navy.
the fastest guns on the ship.
4. In rough weather, destroyers
head for port.
roll and pitch.
5. Bob said that on light cruisers there are
three guns in each turret.
ten torpedo tubes.
6. Bob explained that light cruisers and heavy cruisers
are small ships.
are much alike.
7. The armor plate on heavy cruisers is thicker than
the armor plate on light cruisers.
the armor plate on battleships.

Lesson 37 (Chapter 26, pages 178-181)

The Big Ships of the Navy

A. Answer these questions about destroyers, light cruisers, and heavy cruisers. The Navy uses these letters for the three ships: destroyer—DD, light cruiser—CL, heavy cruiser—CA.

Answer the questions by writing DD, CL, or CA on the line in front of the question. Some questions have two answers.

- 1. What are the fastest ships in the Navy?
- 2. Which Navy ships have eight-inch guns?
- 3. On what type of ship do we find torpedo tubes?
- 4. Which type of cruiser has the thickest armor plate?
- 5. The largest guns of which type of ship are six-inch guns?
- 6. Which of the three ships does not carry aircraft?
- 7. Which of the ships are about the same length?
- 8. On which type of ship are the largest guns five-inch?
- 9. Which two of these ships are most alike?
- 10. Which type of ship is about four hundred feet long?

B. On the left are phrases which tell about the three types of ships.

Draw lines to connect each phrase to the right ship.

six-inch guns

torpedo tubes

slimmest of the three

thickest armor plate

eight-inch guns

destroyer

light cruiser

heavy cruiser

Lesson 38 (Chapter 26, pages 182-185)

The Big Ships of the Navy

Each of these words has an ending. Can you write the base words?

Remember, you will have to drop the ending and the consonant which was added. (See Lesson 26.)

Here are some examples:

funny	stopped	letting	winner	gotten
fun	stop	let	win	got

slimmer	skinner	fatter	trotted
.....
better	bigger	running	gotten
.....
wetting	forgetting	funny	upper
.....
forgotten	wetter	digging	forbidden
.....
flatter	stopped	shopper	winning
.....
hopping	sunny	cutting	flatten
.....
winner	thinner	getting	snapping
.....
slapped	spotted	puppy	betting
.....

Lesson 39 (Chapter 26, pages 182-185)

The Big Ships of the Navy

Bob had told his buddy, Pete, about destroyers, light cruisers, and heavy cruisers. Then he told Pete about battleships and aircraft carriers.

Below are some sentences about battleships and aircraft carriers. Put a cross (X) on the line in front of the sentences that are true.

A. Bob said these things about battleships.

- 1. Battleships must be wide to carry all the heavy armor and guns.
- 2. Most battleships of the United States Navy have sixteen-inch guns.
- 3. Battleships are the heaviest ships in the Navy.
- 4. Battleships are faster than destroyers.
- 5. Battleships are light, slim, and fast.
- 6. A gun turret on a new battleship weighs as much as a whole destroyer.
- 7. The big sixteen-inch guns of a new battleship can shoot as far as twenty-five miles.

B. Bob said these things about large aircraft carriers.

- 1. Fighters, dive bombers, and torpedo bombers fly from carriers.
- 2. The top deck on a carrier is called the "flight deck."
- 3. An aircraft carrier has sixteen-inch guns on the flight deck.
- 4. The full crew of a carrier is about two thousand men.
- 5. Carriers have as many as one hundred airplanes.

Lesson 40 (Chapter 26, pages 182-185)

The Big Ships of the Navy

There are four words opposite each number. Three of the words go together. They are the names of the same kinds of things. The fourth word is a different kind of thing. Draw a line through the one word which does not belong with the other three.

Here is an example:

shoes, blouse, ~~ship~~, shirt.

As you read the words, think of their meaning.

- | | | | | |
|-----|------------|-------------|------------|------------|
| 1. | soldiers | sailors | store | marines |
| 2. | destroyer | building | cruiser | battleship |
| 3. | deck | turret | gun | girl |
| 4. | tree | three | four | six |
| 5. | small | pretty | slim | long |
| 6. | Pete | Mary | Bob | ship |
| 7. | movie | necktie | cap | trousers |
| 8. | bomber | scout | apple | fighter |
| 9. | fireman | farm | gunner | radioman |
| 10. | spring | summer | winter | Friday |
| 11. | dinner | afternoon | morning | evening |
| 12. | baseball | swimming | reading | football |
| 13. | arithmetic | geography | history | destroyer |
| 14. | steak | shoes | pork | chicken |
| 15. | radio | peas | beets | corn |
| 16. | Norfolk | Washington | Rivertown | Barnes |
| 17. | Navy | Coast Guard | Mary | Army |
| 18. | coffee | potatoes | milk shake | milk |

Lesson 41 (Chapter 26, pages 178–185)

The Big Ships of the Navy

Here are the letters that stand for five types of Navy ships:

destroyer —DD

battleship —BB

light cruiser —CL

large aircraft carrier—CV

heavy cruiser—CA

Below are groups of words about these five types of Navy ships.

Tell which ship each sentence is about.

Do it by putting the letters on the lines.

- 1. the heaviest and strongest ships of the Navy.
- 2. the fastest ship of the Navy.
- 3. ships which have sixteen-inch guns.
- 4. ships which carry torpedo tubes.
- 5. have a flight deck.
- 6. largest guns are eight-inch.
- 7. do not have turrets.
- 8. has gun turrets with armor plate sixteen inches thick.
- 9. airplanes land on the deck.
- 10. largest guns are six-inch.
- 11. have gun turrets.
- 12. has turrets as heavy as a whole destroyer.
- 13. cruiser with the heaviest armor plate.
- 14. the slimmest of the five types of ships.
- 15. has guns which can shoot twenty-five miles.

Lesson 42 (Chapter 27, pages 186–190)

Sightseeing in Washington

The groups of words on the left say something about the buildings on the right. These groups of words are numbered. Write each number in the correct box. The first two are done for you.

Buildings

1. Where our Government meets.

2. Built in honor of George Washington.

3. Was finished in 1936.

4. The President's home.

5. Has 898 steps.

6. Home of the highest court.

7. Built in honor of our first president.

8. Was burned during the War of 1812.

9. Has a dome on top.

10. The friends walked to the top.

11. Was finished in 1800.

12. This beautiful building is new.

13. The first stop on the sightseeing trip.

14. John Adams lived here.

15. Nine important chairs are in it.

The White House

The Capitol

1,

The Supreme Court

The Washington Monument

2,

Lesson 43 (Chapter 27, pages 186-190)

Sightseeing in Washington

Read this story:

Washington, D.C., The Capital of Our Country

Washington is not the largest city in the United States, but it is very important. Washington is the Capital of the United States.

All of the branches of our government meet in Washington. The President lives in this city. Congress, which makes the laws, meets in the Capitol. The members of Congress come from all over the United States. Washington is the home of the Supreme Court. The nine members of the highest court in the land live in this city.

Washington has been the Capital of the United States since the year 1800. The White House was finished in that year.

Washington is a beautiful city. The streets lead out from the center of the city like the spokes of a wheel. It has many beautiful parks and fine buildings.

People who visit Washington always want to see the White House, the Capitol, and the Supreme Court building. They also go to see the Washington Monument. George Washington's home at Mount Vernon is near the city of Washington. The city of Washington was named for our first president, George Washington.

Lesson 43 (continued)

Sightseeing in Washington

A. Write the answers to the questions on the lines.

Write complete sentences for your answers.

1. Is Washington the largest city in the United States?

.....

2. What branches of government meet in Washington?

.....

3. How many members of the Supreme Court are there?

.....

4. When did Washington become the Capital of the United States?

.....

5. What makes Washington a beautiful city?

.....

6. Where did George Washington live?

.....

B. Write, on each line, something that people want to see when they visit Washington.

.....

.....

.....

Lesson 44 (Chapter 27, pages 186–190)

Sightseeing in Washington

Draw a circle around the correct words.

1. Draw circles around the words that are names of

Buildings.

Capitol

government

The White House

Hotel Senator

barracks

Mary Barnes

airplane

Mount Vernon

Washington Monument

2. Draw circles around the words that are names of

Ships.

destroyer

turret

carrier

radio

battleship

city

cruiser

picture

scout

3. Draw circles around the words that are names of

Cities.

Washington

Brown

Army

Coast Guard

Rivertown

Supreme Court

New York

President

Norfolk

Lesson 45 (Chapter 27, pages 186–190)

Sightseeing in Washington

Some words tell how, when, or where. Below are some sentences to help you learn to use these words correctly.

Choose the word in each sentence which tells how, when, or where.

Draw a circle around that word.

The first one has been done for you.

1. Pete climbed steps rapidly.
2. You can soon learn a lot about Washington.
3. Pete thought that Sue danced beautifully.
4. Sue was highly pleased when Pete praised her dancing.
5. Mary Barnes went to work daily.
6. Most sightseers visit the White House while in Washington.
7. Servicemen are paid twice monthly.
8. There is a weekly inspection at Pete's camp.
9. Old people climb steps slowly.
10. Where was the Washington Monument?

Lesson 46 (Chapter 28, pages 191–195)

A Home-Cooked Dinner

Read pages 191–195, then answer the questions below.

Write complete sentences.

1. How many people are there in Mary's family?

.....

2. How long did it take to go from the Washington Monument to Mary's home?

.....

3. Why were Sue and the buddies going to Mary's home?

.....

4. Where did Mr. Barnes go when he was in the Army?

.....

5. Who helped Mrs. Barnes prepare dinner?

.....

6. What had Sue made for the dinner?

.....

7. What had Mary cooked for the dinner?

.....

Lesson 47 (Chapter 28, pages 191-195)

A Home-Cooked Dinner

With some words that end in "y," you can make a new word by changing the "y" to "i" before you add the ending.

A. Add the ending "es" to these words. Remember to change the "y" to "i" before you add the ending.

Here is an example: **gravy**
gravies

Army	study	duty	try
.....
penny	empty	story	party
.....
fly	Navy	company	carry
.....
lady	family	buddy	hurry
.....

B. Add the ending "er" to the words below. Remember to change the "y" to "i" before you add the ending.

Here is an example: **pretty**
prettier

early	lovely	sleepy	handy
.....
easy	hungry	shiny	cheery
.....
happy	lazy	sticky	jolly
.....
lucky	skinny	pretty	angry
.....

Lesson 48 (Chapter 28, pages 191–195)

A Home-Cooked Dinner

A. Write what you know about Mary Barnes.

Be sure to write complete sentences.

1. How Bob met Mary.

.....
.....

2. Where Mary lives.

.....
.....

3. Mary's job.

.....
.....

4. Mary's family.

.....
.....

5. What Bob thinks of Mary.

.....
.....

6. How Mary helped Sue.

.....

Lesson 49 (Chapter 28, pages 191-195)

A Home-Cooked Dinner

The letter "c" is a consonant. "C" has two sounds.

It has a hard sound and a soft sound. Say the word camp to yourself.

Did you hear the hard sound of the "c"?

Hard "c" sounds much like "k."

Say the word center to yourself. Did you hear the soft sound of the "c"? Soft "c" sounds much like "s."

Here are more words with the letter "c" in them.

Say each of these words to yourself. Write words with the "hard c" sound in the list on the left of the page. Put the words with the "soft c" sound in the list on the right.

cook

cellar

ice

cruiser

clear

picture

call

fence

center

since

crew

place

certain

nice

juice

coat

aircraft

can

carrier

cents

Words with "hard c" sound

Words with "soft c" sound

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Lesson 50 (Chapter 28, pages 191–195)

A Home-Cooked Dinner

Put each of these words under the correct heading below.

meat	beats	pour	shirt
cake	tomatoes	coffee	biscuits
join	shoes	serve	underwear
hat	socks	talk	blouse
cook	wear	bread	ride
uniform	dance	coat	salad

Things to eat

.....
.....
.....
.....

Things to do

.....
.....
.....
.....

Things to wear

.....
.....
.....
.....

Lesson 51 (Chapter 28, pages 191-195)

A Home-Cooked Dinner

Everyone should know the right way to act.

Show that you know the right thing to do.

In the sentences below, draw a circle around **right** if it is the correct thing to do. If it is the wrong thing to do, draw a circle around **wrong**.

Going to Dinner in a Private Home

- | | | |
|--------------------------------------------------------------------------------------|-------|-------|
| 1. The buddies washed, shaved, shined their shoes, and put on clean uniforms. | right | wrong |
| 2. Pete and Bob arrived on time for dinner. | right | wrong |
| 3. Bob and Pete took off their caps as they entered the Barnes' home. | right | wrong |
| 4. They thanked Mrs. Barnes for inviting them. | right | wrong |
| 5. Bob asked Mrs. Barnes if dinner was ready. | right | wrong |
| 6. Pete and Bob helped Mrs. Barnes and the girls get seated before they sat down. | right | wrong |
| 7. They ate their food quietly. | right | wrong |
| 8. Pete reached in front of Mary for the biscuits. | right | wrong |
| 9. When dinner was over, the buddies told Mrs. Barnes that the dinner was very good. | right | wrong |
| 10. Before leaving, Bob and Pete expressed their thanks for the dinner. | right | wrong |

Lesson 52 (Chapter 29, pages 196–200)

A Trip to Mount Vernon

Read the sentences below.

Then look at the words at the bottom of the page.

Choose the correct word. Put it on the line.

1. Mount Vernon was the of George Washington.
2. George Washington was Pete's greatest
3. Pete had always wanted to see
4. The two couples went to Mount Vernon on a
5. The buddies had agreed to meet the girls at the.....
6. Mount Vernon is on the River.
7. George Washington threw a silver across the Rappahannock River.
8. The girls came to the pier in a
9. George Washington was born at
10. Washington was the first of the United States.

Mount Vernon	taxicab	home	Potomac
boat pier	President	hero	Wakefield
dollar			boat

Lesson 53 (Chapter 29, pages 196–200)

A Trip to Mount Vernon

These words are made by changing the “y” to “i” and adding “er” or “es.”

Can you write the word and leave off the ending?

Remember that when you drop the ending, you must change the “i” back to “y.”

Here is an example:

Armies—Army

angrier

laundries

carries

gravies

tries

Navies

empties

Armies

jollier

companies

lovelier

prettier

cheerier

shinier

luckier

flies

stories

sleepier

happier

candies

parties

hurries

studies

sunnier

handier

families

ladies

livelier

buddies

skinnier

pennies

worries

duties

lazier

easier

berries

uglier

hungrier

earlier

follies

Lesson 54 (Chapter 29, pages 196–200)

A Trip to Mount Vernon

Who said these words? If you do not remember, look on pages 196 to 200. Write a name on each line.

1. "Get up, Bob. It is eight o'clock."
2. "That was a swell meal last night, wasn't it?"
3. "What trip?"
4. "Where are the girls?"
5. "What is the name of this river?"
6. "We were so afraid we had spoiled the day."
7. "Hurry girls, or we will miss the boat!"
8. "Was George Washington born here?"
9. "He was born at Wakefield, in Virginia."
10. "I have read a lot about Washington."
11. "George Washington did a great deal for our country."
12. "I'll show you the old kitchen house."
13. "We must be aboard in fifteen minutes."
14. "I am glad we came to Mount Vernon."
15. "I think I like my Navy sack better than those high beds."

Bob

Sue

Mary

Pete

Lesson 55 (Chapter 29, pages 196-200)

A Trip to Mount Vernon

Here is a list of words which mean more than one.

Change each of these words so that they mean only one.

You may do this by taking away "s" from some words, by taking away "es" from other words.

Then write the word on the line under one.

More than one

One

1. boats

.....

2. houses

.....

3. couples

.....

4. kitchens

.....

5. trips

.....

6. piers

.....

7. animals

.....

8. rivers

.....

9. matches

.....

10. destroyers

.....

11. sandwiches

.....

12. minutes

.....

13. dresses

.....

14. dishes

.....

Lesson 56 (Chapter 29, pages 196–200)

A Trip to Mount Vernon

Opposite each number there is a true statement. After the statement there are several sentences. In each group of sentences, there is one sentence that should not be there because it does not belong with the others.

Draw a line through the sentence that should not be there.

1. The buddies and their girls were going to Mount Vernon.
 - a. Bob and Pete bought the boat tickets.
 - b. Sue and Mary arrived in a taxicab.
 - c. ~~Men drill in the Army.~~
 - d. Bob, Pete, Sue, and Mary were to meet on the pier.
2. At Mount Vernon, the friends saw many things.
 - a. They saw the main house.
 - b. Mary showed them the kitchen house.
 - c. They saw the slave quarters.
 - d. The President lives in the White House.
3. While at Mount Vernon, they talked about George Washington.
 - a. Lincoln freed the slaves.
 - b. George Washington was a great general.
 - c. He learned how to improve seed.
 - d. He was a great American.
4. At Mount Vernon, the friends walked through the main building.
 - a. They saw furniture that Washington had used.
 - b. There are nine judges on the Supreme Court.
 - c. Bob did not like the high beds.
 - d. Sue could not find the kitchen.

Lesson 57 (Chapter 30, pages 201–206)

The Buddies See a Big League Baseball Game

Write about Joe DiMaggio. Be sure that you write complete sentences.

1. Who is Joe DiMaggio?

.....
.....

2. What team does he play for?

.....

3. Why has he always been Bob's favorite ball player?

.....
.....

4. What did Joe DiMaggio do during World War II?

.....
.....

5. What did Bob and Pete like about the batting practice?

.....
.....

6. How did Joe help win the ball game that Pete and Bob saw?

.....
.....
.....

Lesson 58 (Chapter 30, pages 201-206)

The Buddies See a Big League Baseball Game

Here is more practice with the sounds of letters.

The letter "g" is a consonant. It has two sounds. "g" has a hard sound and a soft sound.

Say the word "good" to yourself. Did you hear the hard sound of the "g"? Say the word "large." The "g" has a soft sound.

Here are other words that have the "g" sound. Say each of the words to yourself. Then write the words under the correct heading below.

game

agent

guy

largest

cage

range

grabbed

big

good

orange

gloved

village

imagine

go

changed

league

Words with the hard sound of "g"

Words with soft sound of "g"

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Lesson 59 (Chapter 30, pages 201–206)

The Buddies See a Big League Baseball Game

Bob told Pete a lot about the ball player, Shea.

After you have read about Shea on pages 203–206, read the lines below.
Draw a line under the words that complete the sentences.

1. The Yankee ball player, Shea, according to the story
is a veteran pitcher.
is a rookie.
has played for New York for two years.
2. Before the war, he played for
the Rivertown Bear Cats.
the Washington Senators.
the Kansas City Blues.
3. According to the story, this is Shea's first season
in the minor leagues.
in big league baseball.
in professional football.
4. In the war, Shea
was burned badly in the Normandy invasion.
did not leave the United States.
played baseball the whole time.
5. In the game which Bob and Pete saw, Shea
lost the game, two to nothing.
was sent to the showers in the fifth inning.
pitched a shutout.

Lesson 60 (Chapter 30, pages 201-206)

The Buddies See a Big League Baseball Game

Here is a list of words which mean one. Change each of these words so that they mean more than one. You may do this by adding "s" or "es." Remember that, with some words, you must change the "y" to "i" before you add "es."

Here are examples:

ship	ships
pitch	pitches
Navy	Navies

Words which mean one

More than one

- | | |
|-----------|-------|
| 1. hit | ..... |
| 2. Army | ..... |
| 3. strike | ..... |
| 4. watch | ..... |
| 5. player | ..... |
| 6. match | ..... |
| 7. buddy | ..... |
| 8. miss | ..... |
| 9. rookie | ..... |
| 10. field | ..... |
| 11. penny | ..... |
| 12. dress | ..... |
| 13. try | ..... |

Lesson 61 (Chapter 30, pages 201-206)

The Buddies See a Big League Baseball Game

Draw a circle around the correct answer.

1. Joe DiMaggio plays for the New York (Giants, Yankees, Senators).
2. Buck Newsom was pitching for (Norfolk, New York, Washington).
3. The rookie, Shea, took the mound for (Washington, Boston, New York).
4. Shea (hit, missed, walked) the first three batters.
5. DiMaggio made a wonderful (catch, throw, error).
6. The bases were loaded when (Keller, Vernon, Shea) came to bat.
7. Shea had allowed (three, six, nine) hits in the first eight innings.
8. The fielders gave Shea and Newsom good (support, news, running).
9. Newsom and Shea pitched well, inning after (game, inning, next).
10. At the end of the eighth inning, the score was (ten, one, nothing) to nothing.
11. Washington did not (walk, run, score) in the ninth inning.
12. The (Senators, Yankees, Red Sox) had won the ball game!

H

Lesson 62 (Chapter 30, pages 201–206)

The Buddies See a Big League Baseball Game

A part of a word is called a syllable. Some words have only one part, such as: the, one, hot, run, hit.

Other words have two parts. Each part is a syllable.

Here are some two-part words, divided into syllables:

The word

The two syllables

before

be fore

wanted

want ed

shopping

shop ping

fifteen

fif teen

perfect

per fect

baseball

base ball

inning

in ning

after

af ter

behind

be hind

always

al ways

Divide the words below into syllables.

baseman

.....

inning

.....

perfect

.....

fifteen

.....

behind

.....

after

.....

Lesson 63 (Chapter 31, pages 207–212)

Joe Stone of the United States Air Force

Read the sentences below. Then number these sentences from 1 to 5 to show the order in which these things happened.

Bob and Pete Meet an Old Friend

- Joe shook hands with Pete and Bob.
 - The tall Air Force sergeant walked toward Bob and Pete.
 - Joe went with Bob and Pete to their hotel room.
 - The buddies were having a late breakfast.
 - Pete saw a tall, good-looking Air Force sergeant.
-

Joe Tells His Story

- The first weeks of Joe's basic training were tough.
 - Joe told his friends about joining the Air Force.
 - From Kelly Air Force Base, Joe went to March Air Force Base.
 - After a few weeks, Joe began to enjoy his basic training.
 - Joe went to Kelly Air Force Base for his basic training.
-

Joe Goes on with His Story

- From March Air Force Base, Joe was sent to Hawaii.
- Joe had duty in Tokyo.
- Joe is now stationed at Langley Air Force Base.
- In Hawaii, Joe received orders to go to Japan.
- At March Air Force Base, Joe was given advanced training.

Lesson 64 (Chapter 31, pages 207-212)

Joe Stone of the United States Air Force

Here are more endings which may be added to words to make different words.

The endings are: "able," "th," "ty," and "ly."

Here are some examples:	enjoy	enjoy <u>able</u>
	six	six <u>th</u> or six <u>ty</u>
	safe	saf <u>e</u> ty or saf <u>e</u> ly
	live	liv <u>e</u> ly

Add one of the endings to these words. Write the new words.

grow	real	for	ten
.....
soft	eleven	fourteen	safe
.....
four	break	week	enjoy
.....
seven	use	comfort	six
.....
change	like	month	eat
.....

Add one of these endings: "able," "th," "ty," or "ly" to the words in these sentences.

1. Bob and Pete were finding Washington enjoy.....
2. The buddies were having a live..... time.
3. They will like..... return to Washington.
4. Friday was the six..... day of Pete's leave.
5. By Wednesday, Pete had spent for..... dollars.
6. The buddies moved about Washington in safe.....
7. Bob found Mary a like..... girl.
8. Pete reports back to duty on the fourteen..... day of the month.

Lesson 65 (Chapter 31, pages 207–212)

Joe Stone of the United States Air Force

The sentences below are about the Army, the Navy, and the Air Force.

After reading each sentence, circle the proper word.

1. They defend the air frontier. Air Force
Army
Navy
2. It is the largest branch of the Service. Air Force
Army
Navy
3. They fly the ships of the air. Air Force
Army
Navy
4. They man the big ships. Air Force
Army
Navy
5. It is the newest branch of the Armed Forces. Air Force
Army
Navy
6. Tanks and field guns are important equipment. Air Force
Army
Navy
7. Their ships shell the shore, their airplanes cover
the landing. Air Force
Navy
Army

Lesson 66 (Chapter 31, pages 207-212)

Joe Stone of the United States Air Force

A. You have learned that words can be divided into syllables.

Here are groups of letters (syllables) that can be put together to make two-syllable words.

The two syllables

The word

air	craft	.....
sail	or	.....
ser	geant	.....
mak	ing	.....
bud	dies	.....
train	ing	.....
ho	tel	.....
to	ward	.....
ques	tion	.....
land	ing	.....

B. A syllable is left out of one word in each sentence below. Write in the syllable.

1. Bob is a sail.....
2. Bud..... are good friends.
3. Joe Stone is an Air Forcegeant.
4. Joe went to thetel with the buddies.
5. From Hawaii, Joe's out..... was sent to Japan.
6. Joe is proud of be..... an Air Force sergeant.

Joe Stone of the United States Air Force

Opposite each number is a true statement. After the statement are four sentences. In each group of sentences, there is one sentence that should not be there because it does not belong with the others. Draw a line through the sentence that should not be there.

1. Joe Stone was born in Rivertown.

Joe left Rivertown when Pete was in high school.

From Rivertown, Joe moved to Chicago.

Bob and Pete knew Joe when he lived in Rivertown.

Tim Samson is now in the Army.

2. Friday morning the buddies were having a late breakfast.

They sat talking and making plans for the day.

The Yankees are a great baseball team.

Bob saw an Air Force sergeant who looked familiar.

Pete thought that he knew the Air Force sergeant.

3. Joe Stone told Pete and Bob about his travels.

The Army has many special branches.

Joe got in good condition at Kelly Air Force Base.

Hawaii was Joe's first stop, after leaving the United States.

Joe said that he liked Tokyo best of the Japanese cities.

4. Bob asked Joe about the Japanese cities.

Tokyo has beautiful parks.

The large Japanese cities are much like ours.

The swimming was good in Hawaii.

Japanese cities have paved streets and streetcars.

Lesson 68 (Chapter 31, pages 207–212)

Joe Stone of the United States Air Force

Write the things that you have learned about Joe Stone.

Be sure to use complete sentences.

Joe Stone

1. His branch of the Service.

.....

2. Where Bob and Pete first knew Joe.

.....

3. Where he joined the Air Force.

.....

4. His basic training in the Air Force.

.....

5. Joe Stone's travels in the Air Force.

.....

.....

6. Where Joe is stationed now.

.....

Lesson 69 (Chapter 32, pages 213-219)

The Last Night of the Washington Trip

Do you know the people who are in this chapter of the story?

Write a name on each line, after you have read the sentence.

The names are at the bottom of the page.

1. He was an Air Force sergeant whose shoes were always shined.
2. He had been dreaming about Mom and Dad.
3. He had found a new girl, while on this leave.
4. She is a swell girl whose home is in Washington.
5. Her son wrote a letter to her.
6. He and his wife sent their son money for his furlough.
7. He had been a soldier in the first world war.
8. She is a Rivertown girl visiting in Washington.
9. She prepared a home-cooked meal for the buddies.
10. He had been on duty in Tokyo.
11. He was making a good record in the Army.
12. He was learning to be a Navy radioman.

Mr. Barnes

Sue

Mrs. Barnes

Pete

Mr. Brown

Bob

Mary

Joe Stone

Mrs. Brown

Lesson 70 (Chapter 32, pages 213–219)

The Last Night of the Washington Trip

Here is some more work on syllables. The work will help you know how to divide a word into syllables.

A. If there are two like consonants within a word, you can divide the word into syllables. The place to divide the word is between the two consonants.

Here is an example: din|ner.

sunny	written	arrange	follow
dinner	supper	kidded	summer
pretty	inning	better	middle
running	support	sudden	apple
thinner	differ	taller	butter

B. Endings (suffixes) are syllables. Divide these words into syllables. Here are examples:

new|ness,	loud|ly,	hate|ful,	count|ed.
older	restful	monthly	reminded
visited	sharply	wanted	helpless
living	newness	softer	fighting
going	shipment	restless	soundless

C. Letters added to the front of words (prefixes) are syllables. Divide these words into syllables.

re|mind	always	beside	unheard
dislike	today	unlike	return
delay	delight	remark	mistake

Lesson 71 (Chapter 32, pages 213–219)

The Last Night of the Washington Trip

The following quotations are on pages 213–219.

Can you tell who said these words?

Will you also write the number of the page on which you find the quotation?

	<u>Name</u>	<u>Page</u>
1. "Air Force men always look sharp."
2. "What do you want to do this afternoon?"
3. "Mary is coming to visit me sometime."
4. "I've made a good start, Sue."
5. "I think I'll get some sack time."
6. "It has been the best week of my life."
7. "This has been a wonderful week."
8. "I've seen a lot of men of the Air Force."
9. "My money is running low."
10. "There is no one else, now."
11. "They must be proud of their outfit."
12. "I am tired and sleepy."
13. "I want you to wait for me, Sue. If I make good in the Army, we can be together all of the time."
14. "Pete, will you be going out with other girls?"

Lesson 72 (Chapter 32, pages 213–219)

The Last Night of the Washington Trip

Here are some words that have more than one meaning:

show turn letter fast back

In the sentences below, these words are used to mean different things. Choose the correct word to go on each line.

1. Bob went to bed and was soon asleep.
2. Pete went to Washington on a train.
3. Bob has learned how to swim very
4. It was Newsom's to pitch.
5. Sueed toward Bob.
6. Pete told Bob, "..... the picture over."
7. There is a in the monument steps.
8. that way when you go out.
9. Bob and Pete took Mary and Sue to a picture
10. Maryed the city of Washington to her friends.
11. Pete wrote a to his folks.
12. There was a box by the hotel desk.
13. There are fours in the name "Pete."
14. Tomorrow, Bob and Pete go to duty.
15. At the ball game, the buddies sat of third base.
16. In the third inning, a fielder hurt his

Lesson 73 (Chapter 32, pages 213–219)

The Last Night of the Washington Trip

**Read pages 213–219 again. Then answer the questions below.
Be sure to write complete sentences.**

1. When will Bob and Mary meet again?

.....
.....

2. When will Pete see Sue again?

.....
.....

3. When will Mary see Sue again?

.....
.....

4. Why does Pete ask Sue to wait for him?

.....
.....

5. What are three things that Pete writes to his parents?

- (1)
- (2)
- (3)

Lesson 74 (Chapter 32, pages 213-219)

The Last Night of the Washington Trip

You have had two-syllable words. Here are some words that have three syllables in them. Below each word is the same word divided into syllables.

reminded	Washington	yesterday	afternoon
re mind ed	Wash ing ton	yes ter day	aft er noon

A. Divide each word below into three syllables by drawing two lines:

Do it like this: won|der|ful be|gin|ning

Rivertown	questioning	yesterday	beautiful
together	reminded	exactly	interest
answering	Washington	furniture	expected
afternoon	condition	tomorrow	excitement

B. Five of the words below have only two syllables. Draw circles around those words.

invasion	funny	beginning	battleship
enjoy	older	unbutton	yesterday
baseball	sightseeing	signalman	cheerfully
opposite	underwear	newspaper	answer
wondering	suddenly	hamburger	destroyer
tablecloth	delightful	government	expected

Lesson 75 (Chapter 33, pages 221-227)

Pete and Bob Get Ahead

A. Each group of words on the right completes a sentence started on the left. Show which groups of words go together by writing a number in each box. Numbers one and three are done for you.

Read pages 221 and 222 over again.

- | | | |
|--------------------------------------|------------------------------------------|----------------------------------|
| 1. Pete had made up his mind | a. <input checked="" type="checkbox"/> 3 | as he had planned. |
| 2. Five months had passed since | b. <input type="checkbox"/> | Pete went on maneuvers. |
| 3. Pete went into the Infantry | c. <input type="checkbox"/> | the Blue Army. |
| 4. Pete became | d. <input type="checkbox"/> | the Tank Corps. |
| 5. When Infantry School was finished | e. <input type="checkbox"/> | at Camp Allen. |
| 6. Pete was in | f. <input checked="" type="checkbox"/> 1 | to stay in the Army. |
| 7. The Blue Army won | g. <input type="checkbox"/> | in the oil fields. |
| 8. Tex was not | h. <input type="checkbox"/> | the maneuvers. |
| 9. Idaho was in | i. <input type="checkbox"/> | Bob and Pete were in Washington. |
| 10. Tex was now working | j. <input type="checkbox"/> | a full-fledged infantryman |

B. Here are some words from pages 221 and 222.

Divide them into syllables by drawing lines.

Some of the words have two syllables, other have three syllables.

cor|por|al	army	decided	only
infantry	rapidly	letter	Allen
became	into	doing	working
later	second	furlough	sergeant

Lesson 76 (Chapter 33, pages 221-227)

Pete and Bob Get Ahead

Put a fourth word of the same kind on each line.

You may use the words at the bottom of the page.

- | | | | |
|---------------|----------------|-----------|-------|
| 1. soldier | coastguardsman | marine | ..... |
| 2. Friday | Monday | Wednesday | ..... |
| 3. days | weeks | years | ..... |
| 4. blue | brown | yellow | ..... |
| 5. Infantry | Tank Corps | Artillery | ..... |
| 6. Washington | Rivertown | Norfolk | ..... |
| 7. boatswain | fireman | radioman | ..... |
| 8. Bob | Pete | Mary | ..... |
| 9. father | mother | sister | ..... |
| 10. tomatoes | potatoes | peas | ..... |
| 11. summer | fall | spring | ..... |
| 12. truck | train | tank | ..... |
| 13. shirt | shoes | trousers | ..... |
| 14. cow | pig | dog | ..... |
| 15. private | captain | sergeant | ..... |

signalman	Sue	beets	Engineers	brother
winter	months	car	sailor	cap
corporal	Sunday	horse	New York	red

Lesson 77 (Chapter 33, pages 221–227)

Pete and Bob Get Ahead

Read Pete's letter on page 223. Write the answers to the questions about Pete's letter.

Write your answers in complete sentences.

1. What was the good news that Pete had for Bob?

.....

2. When will Pete get his next furlough?

.....

3. How long will Pete's furlough last?

.....

4. What are Pete and Bob planning together?

.....

5. What did Pete tell Bob about maneuvers?

.....

6. What does Pete ask Bob about Radio School?

.....

7. What does Pete say about Mary?

.....

8. What day did Pete write his letter?

.....

Lesson 78 (Chapter 33, pages 221-227)

Pete and Bob Get Ahead

Be careful of these words. Some of them look much alike, such as fine and find. Others sound much alike, such as road and rode. Draw a line under the correct word.

1. Pete had made up his find to stay in the Army.
mind

2. Bob had made a good choice.
voice

3. The buddies had worked hard to make food.
good

4. On Monday, Bob wrote two letters.
betters

5. Pete went on maneuvers.
sent

6. Bob found out about his heave.
leave

7. Tex was how working in the oil fields.
now

8. "A letter from Pete? That's fine!"
find

9. This is the letter that Mrs. Brown read.
said

10. "Maybe we will amount to something some way."
day

Lesson 79 (Chapter 33, pages 221–227)

Pete and Bob Get Ahead

Again read Bob's letters on pages 225 and 226.

A. Answer these questions about Bob's letter to Mary.

Draw a line under the correct answer.

1. When did Bob write to Mary?
Sunday Thursday Monday
2. What good news did Bob write about?
mother's illness his leave his promotion
3. When will Radio School be finished?
ten more days tomorrow September
4. How long was Bob's leave to be?
two days eight days eighteen days
5. Whom did Bob tell Mary to see?
her boss her mother Uncle Ned

B. Answer these questions about Bob's letter to Pete.

1. What is Bob's rate in the Navy now?
sergeant seaman first class radioman third class
2. When does Bob expect to arrive in Rivertown?
the day after Pete the day before Pete last week
3. What had happened to Pete that Bob thinks is fine?
the maneuvers his sore feet his promotion
4. On what day did Bob write the letter to Pete?
Saturday Sunday Monday
5. Whom does Bob want to bring to Rivertown?
Sue Mary Ann

Lesson 80 (Chapter 33, pages 221-227)

Pete and Bob Get Ahead

Do you know how Pete and Bob are getting ahead in the Army and Navy? You remember Tex and Idaho? Do you know what has happened to them? See if you can answer these questions.

Write complete sentences.

1. Is Pete still a private in the Army?

.....

2. What special branch of the Army did Pete go in?

.....

3. Is Idaho still in the Army?

.....

4. What happened to Tex?

.....

5. What is Bob's rate in the Navy now?

.....

6. Where is Pete stationed now?

.....

7. Did Bob get the special branch he wanted in the Navy?

.....

8. What Navy training school is Bob in now?

.....

The Home Folks Get Ready for a Visit

Opposite each number is a true statement. Below the statement are four sentences. In each group of sentences, there is one which should not be there because it does not belong with the others. Draw a line through the sentence that does not belong with the others in the same group.

1. Mrs. Brown was busy getting ready for Pete's visit.
 - a. She bought a new dress.
 - b. Mrs. Brown cleaned the farm house.
 - c. She cooked and baked.
 - d. Mr. Brown worked in the department store.
2. Sue, too, was busy getting ready for Pete.
 - a. The *Rivertown Weekly News* is a small newspaper.
 - b. Sue bought some new clothes.
 - c. She planned a picnic for Pete.
 - d. She arranged to go to a dance.
3. Pete wrote a letter to his mother and father.
 - a. He told them that he would have a ten-day furlough.
 - b. Sergeant Hanna is in charge of Barracks 23.
 - c. Pete wrote that Bob was coming to Rivertown.
 - d. Pete asked his father about the corn crop.
4. Every Saturday Pete's mother and father go to Rivertown.
 - a. They sell eggs and other things from the farm.
 - b. They put fresh vegetables in the frozen food locker.
 - c. Pete learned how to swim well, in the Army.
 - d. They put chickens and meat in the frozen food locker.

Lesson 82 (Chapter 34, pages 228-232)

The Home Folks Get Ready for a Visit

The *Rivertown Weekly News* is a small newspaper. The people in Rivertown read it because it tells them about their friends. Many newspapers are larger and have many kinds of news. You should learn how to read the newspaper.

Some of the things you can learn from a newspaper are: news about the world, news about the weather, news about the United States, sports news, news of your own city, the comics.

Here are some things you may read about in a newspaper.

Put a cross (X) in a box to show what kind of news each one is.

	World News	Weather	Sports	United States News	Your Own City	The Comics
Washington Senators Play New York Yankees			X			
Rain and Cooler Tomorrow						
President Plans Trip to California						
Hunger in Europe						
Main Street to Be Paved						
Joe Palooka						
Japanese Cities Rebuilt						
Big Air Force, Army, and Navy Needed						

The Home Folks Get Ready for a Visit

Here is more practice with syllables. This time you will have two-syllable words, three-syllable words, and four-syllable words.

Draw lines between the syllables.

Two-syllable words

fur|lough	Friday	seeing	picnic
also	weekly	coming	happy
parent	answer	swimming	needed
arrive	hungry	thirty	supper

Three-syllable words

de|part|ment	Washington	newspaper	unhappy
answering	corporal	together	Saturday
disappoint	disappear	rearrange	uncommon

Four-syllable words

veg|e|ta|ble	machinery	reappointed	disappointment
uncommonly	remembering	interesting	infantryman

Words of two-, three-, and four-syllables

parent	coming	together	vegetable
corporal	newspaper	weekly	supper
thirty	answer	infantryman	picnic
uncommonly	unhappy	himself	Saturday

Lesson 84 (Chapter 34, pages 228–232)

The Home Folks Get Ready for a Visit

Here are some sentences from Chapter 34.

Find the number of the page on which each sentence is written. Write the number on the line by each sentence below:

- | | <u>Page
Number</u> |
|-----------------------------------------------------------------------------------------------|------------------------|
| 1. "Your loving son, Corporal Pete Brown." | |
| 2. In the department store the Browns met Sue. | |
| 3. Rivertown has a weekly newspaper. | |
| 4. "All my plans are working out fine." | |
| 5. Yes, they would have a great time. | |
| 6. Mr. and Mrs. Brown were at the supper table. | |
| 7. She cooked and baked. | |
| 8. Mr. Brown needed a good crop. | |
| 9. "Bob was able to get a leave, too." | |
| 10. "Pete will be proud of you." | |
| 11. Every Saturday Pete's mother and father go to Rivertown. | |
| 12. "All right, Dad, I will get a new dress if you buy a new shirt and necktie for yourself." | |

Lesson 85 (Chapter 35, pages 233–239)

Pete's First Day at Home

Read pages 233–236 again. Some of the sentences below are true, others are false. Draw a circle around (T) or (F) after each sentence.

- | | | |
|-----------------------------------------------------------------|---|---|
| 1. Sue arrived at the railroad station late. | T | F |
| 2. It had been five months since Pete had seen Sue. | T | F |
| 3. The train arrived at eleven-thirty. | T | F |
| 4. Sue had received a telegram from Mary. | T | F |
| 5. The telegram said Mary would arrive as planned. | T | F |
| 6. The telegram had been sent from Washington, D.C. | T | F |
| 7. Sue and Pete ate lunch in Rivertown. | T | F |
| 8. Sue and Pete drove to the farm in Mr. Brown's truck. | T | F |
| 9. Pete looked at the crops, as they drove to the farm. | T | F |
| 10. The telegram said that Mary's mother was ill. | T | F |
| 11. Pete did not see any new buildings, on the way to the farm. | T | F |
| 12. Pete thought that his mother looked much older. | T | F |
| 13. There had been no rain for two weeks. | T | F |
| 14. Mr. Brown looked tired. | T | F |
| 15. Pete had read the <i>Rivertown Weekly News</i> at camp. | T | F |
| 16. Mr. Brown had phoned the newspaper office about Pete. | T | F |
| 17. Pete told his folks about his promotion to sergeant. | T | F |
| 18. The highway to the farm had been repaired. | T | F |
| 19. There was nothing in the newspaper about Bob and Pete. | T | F |

Lesson 86 (Chapter 35, pages 233–239)

Pete's First Day at Home

You have had a lesson on reading the newspaper.

The *Rivertown Weekly News* has lots of news about people who live in and near Rivertown. It had news of Pete Brown and Bob Jones coming home for a visit. All their friends would want to read about them.

Read the news story on page 236, which tells about Bob and Pete coming home. Did you get all of the news from the story in the *Rivertown Weekly News*?

1. When did the newspaper say Pete and Bob would arrive?
.....
2. What did the paper call Pete?
.....
3. Whom did the "News" say Pete would visit?
.....
4. Where is Corporal Brown on duty?
.....
5. How did the paper say that Pete would be remembered?
.....
6. What training did the paper say Bob is taking?
.....
7. What did the newspaper call Bob?
.....
8. Where is Bob now stationed?
.....

Lesson 87 (Chapter 35, pages 233-239)

Pete's First Day at Home

You have had many practice lessons on word endings.

You have used all of these endings:

s es ed er est ly y ty n d
en th ful ment able ness less ish ing

Put one of the endings on each of these words.

Be sure that you make a real word.

wait

quick

near

strong

excite

chick

know

new

repair

part

help

full

glad

for

uniform

certain

surprise

enjoy

sweet

disappoint

dish

fool

cross

dress

eight

worth

ship

rain

sound

kind

ten

go

froze

return

eat

Thursday

small

wash

serious

please

Lesson 88 (Chapter 35, pages 233-239)

Pete's First Day at Home

Read this story:

Pete Sees the Farm Again

Pete Brown was born on a farm. He had lived on a farm all of his life until he joined the Army. After a year in the Army, Pete came home on a furlough. He was glad to see the farm again. Pete wanted to see the machinery, animals, and crops.

Pete has a hunting dog. Her name is Brownie. Pete's father took him to the barn. There was Brownie, with ten young puppies! Brownie wagged her tail. She was happy to see Pete.

Pete liked machinery. Mr. Brown had not liked machinery. Pete was surprised! His father had bought two new machines, a corn picker, and a combine. Pete looked at the new machines. He was much impressed.

Pete and his father walked through the fields and looked at the crops. The rain had helped the corn. It looked fine. Pete then looked at his mother's garden. He admired the vegetables and flowers.

Did Pete's father surprise him? Write two sentences that tell what Pete saw that may have been a surprise to him.

1.
.....
2.
.....

Lesson 89 (Chapter 35, pages 233–239)

Pete's First Day at Home

You have studied these prefixes: "un," "re," "dis."

See if you remember how to use them. Add one of these prefixes to the words in the sentences, where they are needed.

1. Brownie's puppies were noticed by Pete, until he went to the barn.
2. Pete had just turned from maneuvers.
3. When Pete got home, hepacked his bag.
4. Petetold the story of how he was promoted.
5. Mr. Brown told Pete that he wouldpaint the barn.
6. Mrs. Browntied the package Pete had brought her.
7. For many years, Mr. Brown hadliked machinery.
8. Pete had neverobeyed his parents.
9. Mary wasable to come to Rivertown.
10. Bob was veryhappy about it.
11. Sue thought it wasfortunate that Mary had to change her plans.
12. Pete could see noorder about the big farmhouse.
13. Mrs. Brown had toplant her garden.
14. Some peoplelike succotash.
15. Pete proudlyplayed his corporal's chevron.

Lesson 90 (Chapter 35, pages 233-239)

Pete's First Day at Home

Read the questions below. Write in the missing word for each sentence.
The words are at the bottom of the page.

1. Sue had bad news. A had come from Mary.
2. Mrs. Brown had cooked Pete's favorite dish
3. Pete dried the as he and his mother talked.
4. It was just eight when Pete drove away.
5. The Browns have a frozen food
6. Mr. Brown showed Pete a new corn
7. Brownie had young puppies.
8. Many of Mrs. Brown's were still in bloom.
9. There was a story in the about Pete and Bob.
10. Pete Brown is now Brown.
11. Pete had been a star at Rivertown High School.
12. Mr. and Mrs. Brown were waiting on the

picker

o'clock

dishes

athlete

succotash

newspaper

Corporal

ten

flowers

telegram

porch

locker

Lesson 91 (Chapter 36, pages 240–245)

Bob Arrives in Rivertown

Read the first part of the sentence. Then read the three groups of words after it. Draw a line under the group of words that makes the sentence true.

1. Pete said, “Tim will be here soon.”
 “Bob is going to be unhappy because Mary cannot come.”
 “*The Rivertown Weekly News* has lots of stories in it.”
2. Sue said, “Oh, how I wish that I had a car!”
 “This red dress does not fit me!”
 “Oh, how I wish Mary were coming too.”
3. Mary answered, “Mother became much better.”
 “We just got a new puppy.”
 “I always like to ride on trains.”
4. Bob added, “I have learned to walk on my hands.”
 “Rivertown and Washington are exactly alike.”
 “I was surely glad to get the news that Mary could come.”
5. Mrs. Brown said, “The house is painted green.”
 “We shall have plenty of food.”
 “Bob likes the Army.”

Lesson 92 (Chapter 36, pages 240–245)

Bob Arrives in Rivertown

When we add endings to words, we must sometimes change the base word.

A. When a consonant follows a vowel, double the consonant before you add "ed," "er," "ing," or "y."

pup	run	big	let
puppy	.....	.....	.....
fun	sit	slam	stun
.....
ship	shut	stop	hop
.....

B. When you put an ending on a word that ends in "y," you must change the "y" to "i" before adding the ending.

Add "es," "er," "est," or "ly" to these words.

happy	early	funny	busy
happily	.....	.....	.....
merry	try	pretty	sorry
.....

C. When you put the ending "ing" on a word that ends in "e," you must first drop the "e."

ride	decide	surprise	dance
riding	.....	.....	.....
come	smile	arrive	dive
.....

Lesson 93 (Chapter 36, pages 240–245)

Bob Arrives in Rivertown

Opposite each number there is a true statement.

Below the statement are four sentences. In each group of sentences, there is one that should not be there because it does not belong with the others.

Draw a line through the sentence that does not belong with the other sentences in each group.

- 1. At nine o'clock that night, Pete and Bob drove up in front of the Adams house.**
 - a. They were dressed in their best uniforms.**
 - b. The khaki and blue looked very smart.**
 - c. The girls were not quite ready.**
 - d. Young calves need good care.**
- 2. The buddies had a good time at the dance.**
 - a. The dance band was good.**
 - b. The boat ride on the Potomac had been fun.**
 - c. Pete and Bob saw many of their old friends.**
 - d. Bob was proud to have his friends meet Mary.**
- 3. By midnight the two couples had danced enough.**
 - a. That morning, Pete had milked the cows.**
 - b. Bob suggested that they go for a ride.**
 - c. All agreed that it was a good idea.**
 - d. Pete suggested that they drive out to Joe's Place.**
- 4. Suddenly, Pete slammed on the brakes.**
 - a. A car had gone off the bridge.**
 - b. Two people were struggling in the water.**
 - c. Don't cross a bridge until you get to it.**
 - d. Bob and Pete saved the victims of the accident.**

Lesson 94 (Chapter 36, pages 240–245)

Bob Arrives in Rivertown

Most syllables have a vowel sound. In the last syllable of words ending in “le,” like table, able, and apple, the “l” takes the place of the vowel. In words like these, the first syllable sounds stronger, that is, it is accented. You show which syllable is accented by putting a mark like this (‘) after the accented syllable.

A. Divide each word into syllables and put in the accent mark. Do it like this: ta’|ble, a’|ble, ap’|ple

people	cattle	gentle	fumble
paddle	article	bundle	handle
rattle	puzzle	Bible	purple
ripple	rumble	chuckle	needle
grumble	pickle	startle	bubble

B. When “ing” is added to one of these words, the last syllable has a vowel sound. Say these words to yourself:

pad’|dling grum’|bling puz’|zling

What vowel is sounded in the last syllable of each of the three words above?

C. Divide these words into syllables and put in the accent mark.

paddling	handling	rattling	pickling
bubbling	chuckling	puzzling	rumbling
startling	stumbling	fumbling	battling

Lesson 95 (Chapter 36, pages 240–245)

Bob Arrives in Rivertown

A. Number the sentences below, from 1 to 8, to show the order in which these things happened.

..... The two couples went to Pete's car.

..... Pete drove the girls to the Adams home.

..... Sue and Pete were waiting when the two o'clock train arrived.

..... A police car had arrived.

..... They had driven three miles out of Rivertown.

..... Sue cried, "There is Mary!"

..... Bob and Pete dived into the water.

..... At nine o'clock that night, Pete and Bob drove up in front of the Adams house.

B. Do the same with these sentences.

..... It was five o'clock when Pete left Sue and Mary.

..... Mary ran toward Sue.

..... Bob and Pete were wet and cold.

..... Passengers began getting off the train.

..... The man could talk, but was badly hurt.

..... Pete took Bob home first.

..... The headlights showed two people struggling in the water.

..... A car just went off the bridge into the river.

Lesson 96 (Chapter 37, pages 246–252)

Plans for the Future

Give the number of the page where you find the answers to these questions.

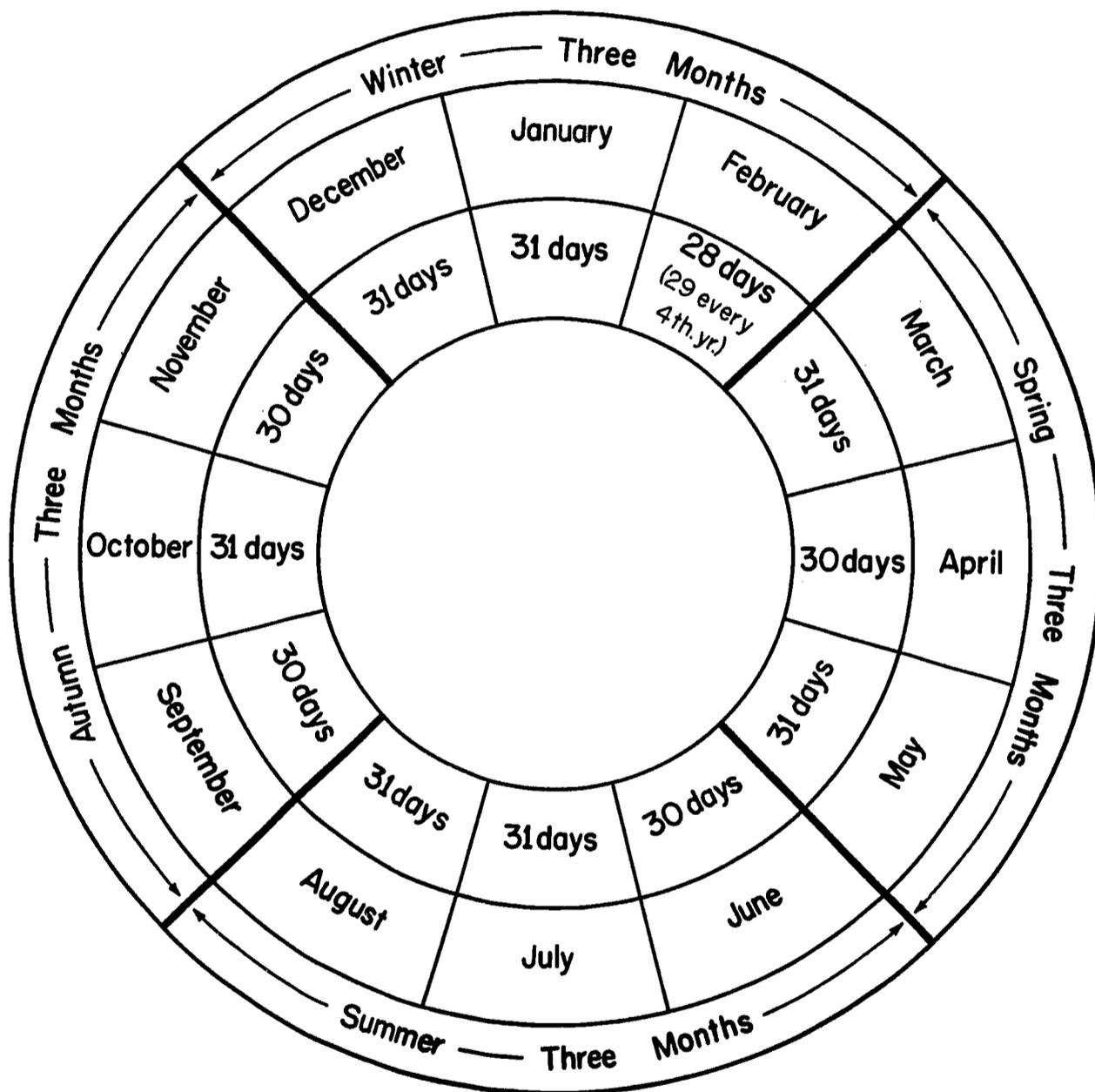
- | | <u>Page
Number</u> |
|-----------------------------------------------------------------------------------------|------------------------|
| 1. What is the name of the man who was in the automobile accident? | |
| 2. What did Pete have for breakfast? | |
| 3. Why had Bob eaten a small breakfast? | |
| 4. Where did Mrs. Brown find Pete's wet uniform? | |
| 5. Where did the happy soldier and sailor drive? | |
| 6. What had Pete learned in the Army, that helped him save the victims of the accident? | |
| 7. Where did Mrs. Brown telephone? | |
| 8. How did Pete help with the big dinner? | |
| 9. What did Mary say about Mrs. Brown's table? | |
| 10. What did Mr. Brown give to Sue and Mary? | |
| 11. What did Sue promise Pete? | |
| 12. What did Mr. and Mrs. Jones think of Bob's staying in the Navy? | |
| 13. What did Mr. Brown show to Mr. Jones? | |
| 14. Where did the Browns go, after the roast was put in the oven? | |

Lesson 97 (Chapter 37, pages 246-252)

Plans for the Future

You know the names of the days of the week. It is important that you know the names of the months of the year.

- A. Here is a chart showing the names of the twelve months in order, the number of days in each month, and the four seasons of the year.



- B. This poem may help you remember the number of days in each month:

“Thirty days has September
April, June, and November.
All the rest have thirty-one
Excepting February, which has twenty-eight.”

Lesson 98 (Chapter 37, pages 246–252)

Plans for the Future

A. Draw circles around the words that are the names of things to eat.

roast pork	dance	peas	cook
cole slaw	swim	church	hunting
potatoes	cake	beets	tomato soup
shoes	carrots	movies	fried chicken

B. Draw circles around the words that are the names of things to do.

shoot	table	drive	hunt
dinner	read	sleep	hospital
dance	menu	career	fish
food	swim	study	walk

C. Draw circles around the words that are the names of places to go.

church	corporal	restaurant	maneuvers
Mount Vernon	movies	cake	dance hall
seaman	Mary	hotel	private
home	answer	serious	Washington

Lesson 99 (Chapter 37, pages 246-252)

Plans for the Future

Do you know the people about whom you have read in the book *Men in the Armed Forces*?

Each of these paragraphs is about one of the characters in the book. Write a name on the line at the side of each paragraph.

1. He is a fat happy fellow. His home is in the largest state. Ice cream is his favorite food. He wanted to get in the Army Engineers. Weak feet kept him from staying in the Army.
2. He is a young man from Rivertown who has been in the Army for a long time. At one time he was stationed in Hawaii. His father runs a feed store in Rivertown.
3. One day he went hunting with his buddy. They both decided to go in the Service. This fellow joined the Army and became an infantryman. He is now a corporal. This soldier has good reason for wanting to be a sergeant!
4. Her home is in Washington. She works in a drug store, but is studying at night to get a better job. Her brother is in the Coast Guard. Her father was a soldier in World War I. Her boy-friend is a sailor.

Lesson 99 (continued)

Plans for the Future

5. He is another young man from Rivertown. He, too, went hunting one day. He decided to join the Navy. His father is a painter who wanted his son to do something different with his life. This sailor is now studying to be a radioman. He is now a seaman in the United States Navy.
6. Her son joined the Army. She lives near Rivertown, on a farm. She is a good cook and enjoys having friends in for dinner. She is glad her son is getting along so well in the Army. She takes care of her chickens and the garden.
7. He likes to talk about his son, who is in the Army. He runs a feed store in Rivertown. He bought eggs and chickens from the young farmer who later entered the Army.
8. This young man moved to Chicago from Rivertown. While in Chicago he joined the United States Air Force. He has been to Texas and California. His duty has taken him to Hawaii and Japan. He is now stationed at Langley Air Force Base, Virginia. One day he met two old friends in Washington.

Lesson 99 (continued)

Plans for the Future

9. A tall, slim, good-looking young man reported to Camp Allen. He is proud of his native state. He told the other soldiers that the best potatoes are grown there. He is in the Tank Corps of the Army, and is doing very well.
10. He owns a farm near Rivertown. His son helped him on the farm, before he joined the Army. He likes horses. He learned to use farm machinery after his son left the farm. He now has a new corn picker and combine. His son makes him very proud.
11. She is one of the prettiest girls in Rivertown. She likes to dance. She visited a girl-friend in Washington. Her boyfriend is a soldier. She has promised to marry him. She is looking forward to being an Army wife.
12. An "old-timer" in the Army, he is now in charge of Barracks Number 23 at Camp Allen. He is very helpful to new recruits. He tells them how to get along in the Army. He advises his men on how to use their money. He knew about the Hotel Senator in Washington.

Lesson 100 (Chapter 37, pages 246-252)

Plans for the Future

Answer the questions below. Write your answers in complete sentences.

1. You have just finished reading a book about two buddies in the Army and Navy who have a friend in the Air Force. What is the name of the book?

.....

2. You have just read the descriptions of twelve characters in this book.

Name the three characters who were most interesting to you.

.....

3. What do you like about these three persons?

a.

b.

c.

4. What part of the book did you like best?

.....

.....

.....

ALPHABET IN CURSIVE HANDWRITING

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m
n o p q r s t u v w x y z

NUMBERS

1 2 3 4 5 6 7 8 9 10

ONE TWO THREE FOUR FIVE SIX SEVEN EIGHT NINE TEN