

**BARNES' WORKING  
LESSONS IN ENGLISH, OR,  
SHORT STUDIES: PARTS  
II & III (ENLARGED)**

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Barnes' Working Lessons in English, or, Short Studies: Parts II & III (Enlarged) by Anonymous

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**ANONYMOUS**

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Illustrated

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# PREFACE

TEACHERS who believe that pupils should learn to express their thoughts with ease and rapidity, either orally or in writing, will heartily welcome this little volume.

Accustomed to the listless iteration of grammatical nomenclature, a great surprise awaits the teacher who faithfully tries to carry out the author's methods as here developed.

Nothing delights a pupil more than to be able to apply principles already learned, and when the successive steps are so gradual that he passes from one to another without difficulty, his delight is doubled.

Many a bright boy completes the course in our public schools, thoroughly familiar with all the technical details of the subject of grammar, but woefully deficient in ability to express his thoughts.

Believing that pupils ought to be able to apply the principles of any science as fast as learned, this volume aims to furnish the largest possible amount of work for the pupils' hands and eyes, and to prevent the committing to memory of abstract facts without knowing the reasons therefor.

The active, restless mind of the young pupil must be kept occupied; and if, in addition to such mental activity, the hands and eyes are kept employed, intellectual development is assured.

## P R E F A C E .

It will be simply impossible for the pupil to go through Part One of *SHORT STUDIES IN ENGLISH*, in the manner intended, without learning the use of Capitals, Punctuation, something of the structure of the English Sentence, and Letter-writing.

Each Language Exercise of this book should be specially used to develop the principle learned in the previous section. No teacher will attempt to teach every thing pertaining to a written exercise in one lesson; but will first develop the subject matter of the lesson, and, incidentally, that of all previous lessons. In this way, each exercise will be a constant daily review of all matter previously learned.

Teachers are earnestly requested to carry out the ideas of the author by having all work done as directed. It will avail but little to go over the book, committing definitions, without applying the principles.

Vary the exercises by using the slate, paper, or blackboard; also by supplying other exercises similar to those given in the book.

Use pictures from other books, magazines, or papers, to give new thoughts and ideas. The ability to vary an exercise is a great accomplishment in a teacher.

The perceptive faculties of the mind must be stimulated and thoughts engendered, before facility of expression can be expected.



## PART II.

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### 1. THE SENTENCE.

*You may think of something that birds do.*

*You may now tell what you thought about birds.*

What did you do first?

What did you do after you had thought?

*You may now think of something that cats do;  
ducks; hens; monkeys.*

*Write what you have thought about each of these  
animals.*

**Example.**—Ducks swim.

**A thought expressed in words is a sentence.**

### EXERCISE.

*You may tell why each of the following groups of  
words is a sentence.*

Wool is soft.

Boys like foot-ball.

Roses are fragrant.

Kittens are playful.

Swallows fly rapidly.

Showers cool the air.

Pansies are beautiful.

Oak-trees grow slowly.

## EXERCISE.

*You may write eight sentences, using in each, one of the following words :*

bell  
mice

stone  
knife

home  
spoon

thimble  
carriage

## 2. UNITING SHORT SENTENCES.



THE QUAIL.

Quails eat berries and grain.

Quails eat small insects.

Quails fly low.

Quails sleep on the ground.

How many **sentences** are there in this group? Why is each a **sentence**?

*We will unite these sentences.*

Quails eat berries, grain, and small insects. They fly low, and sleep on the ground.

## EXERCISE.

*Unite the sentences in the following groups, and tell why each is a sentence.*

Owls hoot.

Owls fly about at night.

Owls eat mice and birds.

Owls can see in the dark.



THE OWL.

A camel is a large animal.  
 A camel has a long neck.  
 It has a small head.  
 A camel is kind and patient.  
 It can easily travel over a  
 sandy desert.



THE CAMEL.

## 3. THE SUBJECT.

*You may write a sentence about each of these words :*

ants

birds

boys

tigers

lions

bears

cows

horses

**Example.**—Birds fly among the branches of the trees.

What did you say about cows? About tigers?  
 About how many animals have you written?  
 What did you say about each?

**That about which something is said, is a subject.**

## EXERCISE.

*You may write the subjects in the sentences given below. Tell why each is a subject.*

**Model.**— — is a subject, because it is that about which something is said.

Cats have soft fur.

Boys play base-ball.

Dogs are fond of home.

Cows have parted hoofs.

Horses are fond of sugar.

Acorns grow on oak-trees.

Silk is made by silk-worms.

Pea-nuts grow under ground.

Cocoa-nuts grow on palm-trees.

Snow melts when the sun shines.