

**ORAL ENGLISH,  
BOOK II**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649538232

Oral English, Book II by Clara Beverley

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**CLARA BEVERLEY**

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# Oral English

## BOOK II

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Atkinson, Mentzer & Company

Boston

New York

Chicago

Atlanta

Dallas

1911

~~F 71-1815-~~

~~Bk. II~~

Series T

759.14.170

Harvard University  
Dept. of Education  
Gift of the Public  
JUL 23 1915

TRANSFERRED TO  
HARVARD COLLEGE LIBRARY  
MAY 6 1921

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## BOOK II

### INTRODUCTION

Every lesson in this book should be taken up for the first time as a *class* exercise, pupils and teacher working together. The book should not be used by pupils until afterwards. Even the selections for memorizing may be read to the class by the teacher, and their meaning considered, before the written form is presented.

In all language books for pupils there is a great deal of material which is really addressed to the teacher. Experienced teachers know this, but it is no uncommon thing for a young teacher to say "Study Lesson ——— for tomorrow," when the material of the exercise is quite unintelligible to pupils without preparatory class work.

Methods for using the exercises are described in the *Handbook for Teachers*, which contains also a key for the sentences, and sections on Story Reproduction, Original Composition, and Reading. The *Handbook* should be studied by the teacher before this book is put into the hands of pupils.

Lively imagery and simple meaning have been first considerations in choosing sentences for the exercises. Their main purpose, insight into sentence struc-

ture, is not obscured by any attempt to deal with sentences which offer difficulties in thought. No matter how simple words and structure may be, if the thought is beyond the pupil's experience he will deal with words as lifeless things.

This little book is not supposed to take the place of those already in use, but to supplement any other with exercises specially designed to develop a dynamic sentence concept.

The method allows the use of the same sentence for different purposes at different times. As the sentence concept develops, the construction, which at first was treated merely as a group of words attached to the subject or verb, is seen as a phrase or a clause. Pupils realize in time that modifiers may be attached to modifiers, but, at the same time, they are held fast to the fundamental relationship, that between subject and verb.

The fundamental idea of both books is the *appeal to the ear*. In much which is presented as "Oral English," both the eye and the ear are appealed to at the same time. In these books the first appeal is to the ear alone.



# ENGLISH

## LESSON I

### TO FIFTH GRADE PUPILS

One day a teacher said to her class, "You may each write *one* sentence telling of something you saw or heard on your way to school this morning."

After the pupils had written their sentences they read them to each other.



One girl wrote this sentence:

"As I was hurrying to school this morning I noticed a small white kitten huddled on a window sill like a great fluffy ball of snow."

This is a good sentence because it gives us a clear picture. The girl did not try to tell too much.

Here is another:

"As I was coming down Broad Street this morning upstairs of a tailor shop was a beautiful dog of tan with long white ears looking out of a broken window."

You feel that "upstairs of a tailor shop" is not quite right. We might change it in this way:

"As I was coming down Broad Street this morning, I saw a beautiful tan-colored dog with long white ears looking out of a broken window over a tailor shop."

The teacher also wrote a sentence, and her pupils enjoyed having her read it to them. Hers was as follows:

"As I was passing a corner grocery this morning, I saw, lying on the sidewalk, a mass of broken eggs and an empty paper bag."

All sorts of interesting things are to be seen and heard every day.

Now, *you* may each write one sentence telling of something you *saw*, or *did*, or *heard* on your way home yesterday or on your way to school today.

## LESSON II

### BROAD ANALYSIS

1. On the evening of the fourth day, as we were finishing our supper, an old man in a great coat came in.

2. In the midst of their joy the door flew open.
3. During the winter the dykes, which are built to keep the sea back, are guarded day and night.
4. Jack sat down on one of the stones.
5. When evening came, the tin soldiers were placed in the box.
6. The boys made snow men.
7. The tin soldiers wore splendid red and blue uniforms.
8. Timothy was the best skater in the school.
9. One day a wolf saw a goat on a high rock.

## LESSON III

Fill each blank with a single word :

1. The men ———— their scythes.
2. The wolf ———— the sheep.
3. The shepherd ———— his flock.
4. The crow ———— the pebbles into the water.
5. A crow ———— a cheese.
6. She ———— it to the top of a high tree.
7. The lion ———— into his den.
8. The hunters ———— the lion.
9. The eagle ———— the tortoise in his claws.