

ELEMENTARY ENGLISH

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Elementary English by Robert C. Metcalf & Orville T. Bright

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PREFACE.

THIS book is designed to supply or to suggest material for a three years' course in elementary language work, and to form a fitting introduction to *Metcalf's English Grammar*.

Since most of the language teaching in the schools should be based upon the regular work of the classroom, an effort has been made to show how lessons in reading, geography, history, and, above all, nature study, may be made to contribute to the language training of pupils. Each lesson is intended to be a suggestion of other similar lessons, which can be prepared readily by the teacher. Natural history affords a whole storehouse of suitable subjects, which is opened up by such lessons as those on "Cherry Buds," "The Spider," "The Frog," "The Coral," and "The Sponge." The possibilities of geography are shown by the lessons on "Warm Countries," "Cold Countries," "Our Own Country," and "Neighborhood Study." History furnishes abundant material, as shown in the historical studies preparatory to letter-writing and formal composition.

By means of pictures and suggested stories, many lessons have been made for the purpose of training the imagination, and also of increasing the power of the children to express their thoughts in good English. Such lessons may be multiplied to any extent deemed necessary by the teacher. In connection with these lessons, the best fables, fairy tales, and folk-stories should be read by the children, and then the stories should be retold by them in their own words.

Many simple poems are given to be read and committed to memory, and occasionally to be studied, for the purpose of interesting the children in poetic forms, thus preparing the way for a more extended study of poetic literature in the higher grades of the schools.

The mechanism of composition has not been neglected. The chapter on letter-writing gives all needed information concerning capital letters, punctuation, and forms; while great care has been taken to indicate how pupils may be prepared for writing compositions by previous study, note taking, and oral class work.

The last chapter in the book is devoted to grammar. In the development of the language lessons in the preceding pages, no attempt has been made to introduce this subject, except when essential to the use of good English. So many children leave school, however, before completing the grammar school course, that it was not deemed wise to omit the subject entirely. These lessons have been made simple. They include only the easier constructions in English, and the classifications of words into parts of speech.

The selections from Holmes, Longfellow, Lowell, Whittier, and the Cary sisters, which appear in the various language exercises, are used by permission of and arrangement with Messrs. Houghton, Mifflin & Company. Acknowledgment is due also to Messrs. D. Appleton & Company for permission to use several selections from the copyright works of William Cullen Bryant. For convenience of reference, a full list of the publications containing the works of the authors mentioned above may be found on page 200.

The "Notes" found at the close of many of the lessons call the attention of teachers to several other poems, which it is hoped they will find time to read with their pupils.



CHAPTER I.

LESSON I.

SENTENCES — STATEMENTS.

(Oral and then Written.)

See if you can find out what the picture tells.

1. What has the lady been doing? What interrupted her?
2. Is the child the lady's daughter? Is she a beggar? What do you think she is trying to do?
3. Does the lady want her matches? What is the lady asking the girl? Can you tell the girl's sad story?

A group of words which expresses a complete thought is a sentence.

Now ask the questions above, and, as your teacher or classmates answer them, tell whether they use complete sentences or only parts of sentences.

A sentence that tells something is a statement.

Write four statements.

With what kind of letter have you begun each sentence ?

What mark have you placed after each statement ?

Every statement is a sentence.

Every written sentence should begin with a capital.

Every written statement should end with a period.

LESSON II.

SENTENCES — QUESTIONS.

(Oral and then Written.)



Before you ask a question, you must think. A group of words which is used in asking a question is a sentence, because it expresses a thought.

See if you can learn the story which the picture tells by asking questions of your teacher.

1. Ask what the old man has been doing. Ask some question about his rake and his wheelbarrow. Also, find out, if you can, for what he uses the basket.

2. Ask why the little birds are so tame.
3. Ask about anything else you would like to know.
4. Ask your teacher to tell or read you some story about a tame bird.

Number your questions, and see how many good ones you can ask. How many sentences have you used in asking questions about the picture?

What kind of letter begins each question? Make a rule about this.

Change your questions to statements. What two kinds of sentences can you name?

Exercise.

Which of the following sentences are statements? Which are questions? What mark follows the statements? What mark follows the questions?

1. Fido is a good dog.
2. Did you see him run?
3. Does he trouble the kitten?
4. Some dogs bark at cats.

Every written question should begin with a capital.

Every written question should end with a question mark.

LESSON III.

HOW TO WRITE NAMES.

Dictation Exercise.

Study the following sentences so that you can write them correctly : —

1. Does Anna May Brown live in Boston?
2. James Henry Norton went to New York.
3. Do you know George Lee Davis?
4. Chicago is in Illinois.
5. Do you live in West Virginia?