

**ELEMENTARY  
ENGLISH  
COMPOSITION**

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Elementary English Composition by Frederick Henry Sykes

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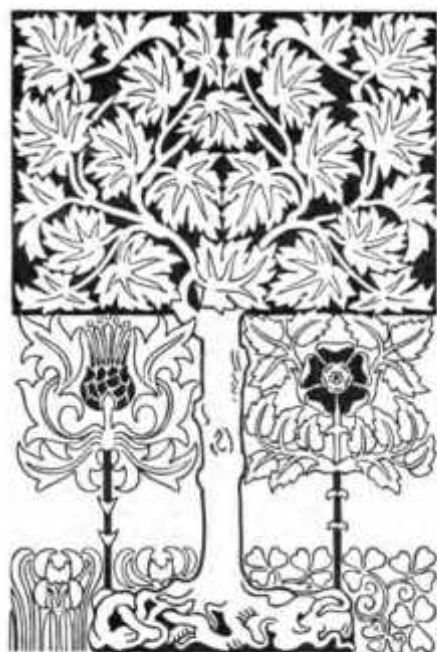
**FREDERICK HENRY SYKES**

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# ELEMENTARY ENGLISH COMPOSITION

BY FREDERICK HENRY SYKES M.A. PH.D.



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# ELEMENTARY ENGLISH COMPOSITION.

## PART I.—NARRATION.

### CHAPTER I.—HOUSEHOLD TALES.

#### LESSON I.

##### MEMORIZATION.—FROM "THE LADY OF THE LAKE."

Then each at once his falchion drew,  
Each on the ground his scabbard threw,  
Each look'd to sun, and stream, and plain,  
As what they ne'er might see again ;  
Then foot, and point, and eye opposed,  
In dubious strife they darkly closed.

—*Sir Walter Scott.*

##### THEME : JACK OF CORNWALL.

In the days of good King Arthur there lived in Cornwall a lad named Jack. He was a brave boy, and his ambition was to kill all the giants who lived on the high rocks and troubled the people who dwelt below. After he had killed three or four of these giants, he heard of an enchanted castle, kept by a giant and a bad fairy. They seized people, carried them to the castle, and there turned them into beasts and birds.

So Jack determined to go to the rescue. He put on his coat that made him invisible, and climbed up to the castle. Hanging on the castle gate was a trumpet, and under it these lines :—

"Whoever can this trumpet blow,  
Shall cause the giant's overthrow."

Jack boldly seized the trumpet and blew a shrill blast, and as he blew the gates flew open and the castle shook. When the giant and the fairy heard the sound of the trumpet they quaked with fear. Jack killed the giant with his sharp sword, and the fairy flew away in a high wind. The people who had been changed into birds and beasts returned to their own shapes.

Jack's fame spread through all the land, and the king gave him great rewards.

EXERCISE\* I. *A.*—Tell something about each of these: (1) good King Arthur, (2) a giant, (3) a castle, (4) blowing a trumpet, (5) rewards.

*B.*—Re-state the following sentences, but use other words to express the meaning of the italicized words:—  
 (1) He heard of an *enchanted* castle. (2) Jack determined to *go to the rescue*. (3) Jack *boldly* seized the trumpet. (4) He blew a *shrill* blast. (5) The giant and the fairy *quaked* with fear. (6) Jack's fame *spread through all the land*.

*C.*—(1) Tell what Jack's ambition was. (2) Tell how Jack reached the giant's castle without being seen. (3) Why had no one blown the trumpet before?

#### CAPITAL LETTERS.

1. Note the kind of letter used at the beginning of a sentence:—

In the days of good King Arthur...  
 He was a brave boy.

2. Note the kind of letter used to begin all the important words in a title:—

Jack of Cornwall.  
 The Children in the Wood.  
 The Disappointed Fox.

\* Exercises on the text are suggestions for conversations between teacher and pupils.



EXERCISE II.—Re-write these sentences, taking care to put in the capital letters needed:—(1) the best book to read is Andersen's fairy tales. (2) many hundred years ago Chaucer wrote the canterbury tales. (3) the poet Gray is the author of the elegy in a country churchyard. (4) our next story will be called the children in the wood. (5) Shakspeare wrote the merchant of Venice, the merry wives of Windsor, all's well that ends well. (6) Milton wrote Paradise lost; Tennyson, the idylls of the king; Browning, The ring and the book. (7) have you read Alice in wonderland?

### THE PARAGRAPH.

*Unity.*—Note that the story is given in three parts or **paragraphs**. The sentences that tell why Jack fought the giant are put in one paragraph; the sentences that tell how Jack killed the giant are put in one paragraph; the sentences that tell of Jack's reward go into one paragraph. Each paragraph, then, must tell one and only one chief part of the story. The paragraph must have **unity**.

*Margin.*—Notice that each paragraph has a margin to right and to left of it. In writing, leave a margin to the left side of the page. A margin is also necessary at the top and the bottom of the sheet.

*Indentation.*—Notice that the first line of each paragraph has a wider margin than the lines that follow. Imitate this in writing.

REPRODUCTION.—Tell the story of "Jack of Cornwall" in your own words, following this outline:—

*Title.*

*Introduction:* The country—Where it was.

The time—Who was king.

Jack—Who he was.

The giant—Where he lived and what he did.

*The Story:* Jack's resolve. His preparations.

The castle—Where it was.

The trumpet—What was written under it, who blew it, and what happened.

The people captured by the giant—What Jack's deed did for them.

*Conclusion:* Jack's fame and recompense.

## LESSON II.

MEMORIZATION.—FROM "THE CHILDREN IN THE WOOD."

These pretty babes, with hand in hand,  
Went wandering up and down ;  
And never more could see the man  
Approaching from the town :  
Their pretty lips with blackberries  
Were all besmeared and dyed,  
And when they saw the darksome night  
They sat them down and cried.

—*Old Ballad.*

THEME: THE CHILDREN IN THE WOOD.

A gentleman of Norfolk died and left his two little children, a boy and a girl, to the care of their uncle. In his will he bequeathed a fortune to the children, but on the condition that if they should die before they were grown up, the money was to belong to their uncle.

Now the uncle was a wicked man and wanted the money for himself. So he hired two wretches to take the children away and kill them.

But one of these ruffians felt sorry for the pretty little things, and tried to save them. He slew his companion, and went off, leaving the children alone in Wayland Wood. They were merry all day and ran about gathering blackberries ; but when night came they grew cold and frightened. They lay on the ground and fell asleep in each other's arms. The robins took pity on them and covered them over with dead leaves. Their pity was of no use, for the children died of the cold before morning.

The wicked uncle took the money, but little good he got of it. Everything went wrong with him, and at last

he died in jail. And the ruffian who left the children to perish alone in the wood himself died miserably.

EXERCISE I. *A.*—Tell something about each of these : (1) an uncle, (2) a fortune, (3) a will, (4) gathering blackberries, (5) the robins, (6) a jail.

*B.*—Re-state the following sentences, but use other words to express the meaning of the italicized words :— (1) He *bequeathed* a fortune to the children. (2) The wicked uncle *wanted the money for himself*. (3) One of the *ruffians* felt sorry for the *pretty little things*. (4) The robins *took pity* on them. (5) He *got no good* of it.

*C.*—(1) Tell who was to take care of the children when their father died. (2) Tell why the uncle wanted the children killed. (3) Tell why the ruffian left the children in the wood. (4) Tell what happened to the uncle, and what to the man.

*D.*—What part of the story does each paragraph tell.

#### CAPITAL LETTERS—(*Continued*).

3. Note the kind of letter used with proper names, proper adjectives, personifications :—

Norfolk, Grendel, the Danes, a Swede.  
There Honour comes, a pilgrim gray.

4. Note the kind of letter used in beginning a line of poetry :—

These pretty babes, with hand in hand,  
Went wandering up and down.  
How sleep the brave who sink to rest  
By all their country's wishes blest !

5. Note how the first word of a direct quotation begins :—

The man cried out, "You are hurt."