

**THE ROYAL SCHOOL
SERIES. SPELLING AND
DICTATION CLASS-BOOK**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649495702

The Royal School Series. Spelling and Dictation Class-Book by J. Cooper

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

J. COOPER

**THE ROYAL SCHOOL
SERIES. SPELLING AND
DICTATION CLASS-BOOK**

The Royal School Series.

SPELLING AND DICTATION
CLASS-BOOK.



LONDON:
T. NELSON AND SONS, PATERNOSTER ROW;
EDINBURGH; AND NEW YORK.

1874.

819.0, 1.2

P R E F A C E.

THAT the art of teaching Orthography is still far from perfect is proved by the fact that nineteen-twentieths of those examined for the Public Services, under the competitive system, fail in this branch of elementary education alone. This must arise either from the methods employed not being sufficiently practical, or from proper attention not having been given to the subject.

One fact has been clearly demonstrated—namely, that English Orthography cannot be acquired by any series of rules, *but only by a frequent repetition of both oral and written exercises, by daily reading, and by constant practice in dictation.*

It is the aim of this book to supply material, carefully selected and graduated, for these purposes. It is arranged on a thoroughly practical plan, and teachers, it is believed, will find it well adapted for use in the class-room.

J. COOPER.

TO TEACHERS.—It may be found necessary to omit some of the Exercises in Dictation; but the pupils ought to read these carefully before going through the Elliptical Exercises, as, in addition to their being used for dictation purposes, they are intended to illustrate the correct use of the words in the Spelling Lessons. Every exercise in dictation ought to be prepared at home. These exercises may also be used as lessons in transcribing; and variety may be given to them by the teacher dictating any number of words from the spelling lessons, and requiring the pupils to supply the meanings from memory, or to write original sentences illustrating their use.

SPELLING AND DICTATION.

PART I.

EXERCISE 1.—SPELLING.

bright	blind	mild	nigh	patch
fight	grind	child	thigh	match
sight	hind	wild	catch	batch
light	find	high	snatch	hatch
might	rind	sigh	latch	thatch

EXERCISE 2.—DICTATION.

(The words given in the spelling lesson are printed in italics.)

Do not hurt the little *child*. The *hind* is taking the horse to the park. Prince Henry was a *wild* youth. He caused his father many a bitter *sigh*. Give me a *light*. Long ago, people used to *grind* corn in a hand-mill. It was a *bright* and cloudless day. Some boys are too fond of fighting. Was he not *blind* in his right eye? The climate is very *mild*. How did you *find* your way? He took the *high* road. This *patch* may be useful. We cannot *catch* the thief. We are to play a *match* at cricket. The foe came in *sight*. Throw away the *rind* of the orange. Fasten the *latch* when you go out. The hen will *hatch* the chickens.

EXERCISE 3.—ELLIPTICAL.

(In the following spaces supply suitable words from the preceding spelling lesson.)

The stars are very ... this evening. Those boys are going to ... What a ... night! Safe bind, safe ... The ... of the

orange is very thick. Give me a ... to ... the gaa. The miller is gone to ... the corn. You ... as well go with me. The church steeple is a very ... one. Your ... is crying. John has bought a ... for the garden gate. The ... man received his sight. I do not like to have a ... on my coat. You were not able to ... the ball. Why do you ... so sadly? The merchant, unable to bear the ..., rushed from the spot. The men are about to ... the roof. The party then went on deck, removed the ... -way, and went down into the cabin. Let us ... the thorns from each other's path.

EXERCISE 4.—SPELLING.

Words pronounced alike, but differing in spelling and meaning.

- | | |
|--------------------------------------------------------------------------------|--------------------------------------------------------------|
| 1. ail, to pain.
ale, for drinking. | 7. bad, wicked.
bade, told. |
| 2. air, what we breathe.
ere, before.
e'er, ever.
heir, an inheritor. | 8. bail, security.
bale, a bundle.
bale, to throw out. |
| 3. adds, joins.
adse, a cooper's axe. | 9. bait, to fish with.
bate, to make less. |
| 4. all, everything.
awl, a tool. | 10. ball, a round body.
bawl, to shout. |
| 5. an, one.
Ann, a woman's name. | 11. bare, uncovered.
bear, an animal. |
| 6. ate, did eat.
eight, a number. | 12. beat, to thrash.
beet, a root. |

EXERCISE 5.—ELLIPTICAL.

(Put the right word in the right place.)

What can (1) you, father? the young man cried. (4) men are mortal. The young (2) is coming home. (1) is made in a brewery. He rolls the (10). (8) was accepted for the prisoner. (5) (4) was (4) the poor shoemaker had. He (12) the ass with a root of (12). The ground is very (11) just now. If (2) you come this way, we will provide (9) for you to fish

with. The (1) we bought was very (7). He showed his (11) arm to the crowd of people. The white (11) is found in the Arctic regions. I can hear you, though you do not (10). Your friend bought a (8) of linen yesterday. An (3) is a sort of hatchet. The (2) we breathe is called the atmosphere. Although he (6) (6) pears, he did not suffer. The prisoner (3) to his guilt by telling a lie. (5) Boleyn was one of the wives of Henry VIII. You must (8) the water out of the boat. Things must change greatly (2) we come back.

EXERCISE 6.—WORD LESSON.

Many nouns ending in the sound of *f* change *f* into *v* in the plural; as, shelf, *shelves*; loaf, *loaves*; wife, *wives*.

This is especially the case when *f* follows *l* or a long vowel sound. Exceptions: *gulfs, fives, chiefs, safes*.

Form the plurals of the following:—

hoof	life	handkerchief	thief	dwarf	pontiff
roof	muff	sheriff	leaf	skiff	calf
strife	balliff	safe	sheaf	beef	shelf
five	stuff	belief	grief	puff	wolf
elf	wharf	proof	scarf	chief	half
knife	mastiff	clef	brief	plaintiff	gulf

EXERCISE 7.—SPELLING.

breath; *v.* to breathe.
 breadth; *adj.* broad.
 breast, *lit.* a chest.
 meant; *inf.* to mean.
 sledge; *v.* to slide.
 wrench, to pull with force.
 wretch, a miserable person.
 wedge, a tapering block.
 strength; *adj.* strong.
 knell, the sound of a funeral bell.
 guest, a stranger.
 guess, *lit.* to get.

deaf, *lit.* stopped.
 pledge, a thing given as security.
 quell, to quiet.
 sect, a body of people.
 dense, thick.
 stretch; *adj.* straight.
 whence, from what place.
 dwell, *lit.* to linger.
 dregs, that which settles at the bottom.
 debt, what one person owes another.

EXERCISE 8.—DICTATION.

(The words given in the spelling lesson are printed in italics.)

He cannot pay that *debt*. He *meant* what he said. He smote upon his *breast*. I should like very well to *dwell* there. My brother is both *deaf* and blind. The solemn tones of his *knell* were heard in the distance. I could not tell *whence* came those sounds. His *strength* was almost gone. The *sledge* is much used in Lapland. The *breadth* of the room was six feet. She was short of *breath*. *Wretch!* by thee my child was slain. He pressed through the *dense* woods. To what *sect* does your friend belong? It was the only *pledge* he had to give. Do you think you could *quell* the mob? You cannot *guess* where I bought this coat. Each *guest* retired to his chamber. *Stretch* out your hand to him. The *wedge* was driven too far in. First throw away the *dregs*. The thieves tried to *wrench* the bars from the window. Listen to the merry bells of the *sledge!* His *knell* is tolled.

EXERCISE 9.—ELLIPTICAL.

(Supply suitable words from the preceding spelling lesson.)

"The curfew tolls the ... of parting day." ... do you come? He could not have ... what he said. They were ... to our entreaties. The police were not able to ... the disturbance. The poor ... has not ... to raise his hand to his ... Oh, for a ... of my native air! The travellers were drawn over the snow in a ... I give you this as a ... that I shall fulfil all the conditions. When do you intend to ... on the top of the hill? The thin end of the ... must be driven in first. Brown has a very bad habit of not paying his ...s. The poor ... had not any home. You will scarcely find your way through the ... mass of smoke. He belongs to another ... It is an honour to have you as our ... You will find some ... at the bottom of the cup. "The salt sea was frozen on her ..." The officers were unable to ... the tumult. The judge turned a ... ear to the entreaties of the ... at the bar. Our garden is sixty yards long, and twenty-four in ...