

**SPEAKING AND WRITING,
BOOK TWO (FOR USE IN
FOURTH YEAR CLASSES)**

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Speaking and Writing, Book Two (For Use in Fourth Year Classes) by William H. Maxwell & Emma L. Johnston & Madalene D. Barnum

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**WILLIAM H. MAXWELL & EMMA L.
JOHNSTON & MADALENE D. BARNUM**

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SPEAKING AND WRITING

BOOK TWO

(FOR USE IN FOURTH YEAR CLASSES)

BY

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SPEAKING AND WRITING.

W. P. I

PREFACE

EACH of the three books of this series provides instruction in oral and written language for one year. The first book is intended for use in third year classes, the second in fourth year classes, and the third in fifth year classes.

The first part of this second book consists of a series of oral exercises intended chiefly to teach the art of story-telling, the form of expression for which children have the greatest liking. In later life, proficiency in this art comprises more than the ability to entertain, for the story is often the best means by which an idea may be communicated or impressed. Each oral exercise has a novel element; such as, use of pantomime, addition of details, variation of voice, etc. These minor teachings of the book, while they serve to diversify and enliven practice in story-telling, also furnish in themselves a fund of very practical knowledge of the technique of composition and oral rendering.

The three other parts of the book deal with written expression, the chief aim being to give the pupil progressive training in letter writing.

SUGGESTIONS TO TEACHERS

Use of the book. — At the outset, the pupils may be told that this little book faithfully studied should make them good story-tellers and good letter writers. Each of the four parts may be completed in order, or all four may run along together. The parts are kept separate in the book in order that pupils, as well as teachers, may be made aware that four distinct kinds of work are to be done; namely, *oral story-telling, letter writing, sentence study, and word study.* To accomplish the work in oral and written language usually prescribed for fourth year classes, it should be sufficient, in most cases, simply to place this book in the hands of the pupil and require him to read every word and to follow the printed directions. To meet exceptional needs, the teacher may provide additional exercises similar to those in the book.

Abundance of oral practice. — As a general thing, proficiency in speaking is acquired only by means of a great deal of spirited oral practice. If, during the time allotted to the recitation in oral English, only one pupil is allowed to speak at a time, it may not be possible to give each individual the practice he needs. It is recommended that for part of the period the whole class be permitted to practice at the same time, either singly, or in pairs or groups. This is in no sense what is known as a "concert recitation." The teacher

who has never tried it will be surprised to find how much enjoyment and profit children get from hearing one another recite.

Studies of sounds. — These exercises are intended not for general indiscriminate practice, but for individual work with such children as exhibit the special imperfections the studies aim to correct.

Letter writing. — Fourth year pupils are easily convinced of the practical utility of letter writing, and, through studying this form of composition, they may learn the most important principles of written composition in general. That the young writer may not be confronted by too many difficulties at once, Part II provides practice in writing the parts of the letter taken singly. When the formal or conventional parts have been mastered, one by one, notes of two or three sentences each are to be written from dictation. Not until the mechanics of letter form have become thoroughly familiar is the writing of letters of length attempted.

In subsequent exercises, other kinds of composition receive attention, but letter writing is not permitted to lapse. Letters form the occasion as well as the application of most of the lessons in written language throughout the book. The pupil learns to copy poetry that he may quote a stanza in a letter. The use of quotation marks is learned for a letter which reports a conversation; exactness in describing, for a letter ordering goods. Thus the purpose of the whole course is kept

clearly before the pupil, and he can have the satisfaction of conscious observation of his own progress toward the goal fixed upon in the beginning,—the mastery of letter writing.

Sentence study.—For the sake of clearness, all the instruction given in the analysis and synthesis of the simple sentence is put together in Part III. In the introduction to this part, the pupils are made to see the importance of this study to those who wish to be good letter writers. The exercises are especially adapted for independent use by the pupil in study period or at home.

Word study.—In Part I the word studies consist in making lists of synonyms. This is a good exercise to open the eyes of children to the richness of our language and the wide range of choice possible. When discrimination is required, the drill aims to correct faults prevalent among the children of to-day; such as the use of the adjective “lovely” for everything agreeable.

For the sake of convenience, all the instruction in written word forms—plurals, possessives, and the like—is put together in Part IV. This part may be begun after the other parts have been completed, or, like Part III, it may furnish exercises for study periods or home work, while the preceding parts of the book are being used during the regular recitation periods.

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