

**THIRD (OR FOURTH)  
SCHOOL YEAR.  
LANGUAGE WORK BELOW  
THE HIGH SCHOOL; PP. 3-64**

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**CHARLES DEGARMO**

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THIRD (OR FOURTH) SCHOOL YEAR.

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# LANGUAGE WORK

BELOW THE HIGH SCHOOL.

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ADAPTED FROM THE GERMAN

BY

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## PREFACE.

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A marked characteristic of this language series is the concrete and strikingly interesting character of the exercises. The child's mind is pleased and satisfied, because the work has content as well as form. The study of bare forms, as divorced from concrete and interesting thought, is always lean and unattractive. This is particularly the case in studies of a grammatical nature, which fall so easily into abstractions.

Not only does the child arrive at generalization in due time, but he has, in the exercises which follow, a wide-reaching appreciation of them. In these early stages of language work, it is important that rules and definitions should not be hastily deduced or soon dismissed. They must gradually come to be in the child's mind, and must be made permanent by long practice.

In these exercises, the child arrives at the generalizations of language through a long process of growth. *He grows into them*, and they come to have a clear significance for him. It is almost

inconceivable that the ordinary rules and definitions of grammar should be strange and foreign to a mind which has passed through the language experience furnished by these sentence and composition exercises.

An important pedagogical significance of these lessons, is that they *furnish the child with a language experience, instead of presupposing one that he does not have.* Their simplicity, their interesting content, their admirable adaptation to the needs and capacities of the school-room, their rational progression in the development of a knowledge of the simple sentence, are features which give them an unusual value for the training of children in the use of the mother tongue.

The historical significance of the pamphlets is indicated in the preface of the previous number.

CHAS. DEGARMO.

NORMAL, ILL., November, 1889.



SENTENCE  
AND  
COMPOSITION EXERCISES.

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FIRST PART.

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To the Teacher.—The preceding manual, that for the second year, teaches the child the use of the simple sentence containing the unmodified subject, and four forms of the unmodified predicate; viz., 1) the intransitive verb; 2) the passive verb; 3) the copula and adjective attribute; and 4) the copula and substantive attribute.

The Sentence Exercises of the First Part of this manual furnish a review of the previous year's work, and introduce the idea of comparison in the adjective, and accustom the child to the compound subject and predicate.

The Composition Exercises, which, for the most part, are alternated with the Sentence Exercises, are simple and interesting, and are carefully graded. They leave the composition to the child, yet furnish him with the correct form of the new words to be used.

## LANGUAGE WORK

### LESSON I.

#### Sentence Exercise.

##### The Seasons.

a) The meadow grows green. The birds arrive. The cuckoo calls. The violet blooms. The thrush sings. The fruit-tree blossoms. Spring beckons.

b) The sun burns. The roses bloom. The fire-fly glows. The harvest ripens. The sickle rattles. The bundles fall. Summer smiles.

c) The leaves fall. The swallows depart. The farmer plows. The wild goose flies. The grapes ripen. The apples laugh. Autumn begins.

d) The songs cease. The axe falls. The snow field glistens. The hunter's horn resounds. The river freezes. Winter reigns.

1. Inquire for the part of the sentence which tells what the things do. *Ex.*—What does the meadow do? The meadow *grows green*.

2. Write the first or name form of each verb. *Ex.*—Grow, come, call, bloom, etc.

3. Change the sentences into questions. *Ex.*—Does the meadow grow green?

**LESSON II.****Composition Exercise.**

To the Teacher.—This is intended as a model for simple compositions, and should be memorized by the pupils.

**The Watch and the Clock.**

The watch and the clock are time-pieces. Both have wheels, hands, and dial. The watch is carried in the pocket. The clock stands on the shelf. The clock is larger than the watch. The watch usually shows the time only with the hands. The clock, however, generally has an apparatus for striking, also.

4. Commit the comparison to memory, and write it down.

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**LESSON III.****Sentence Exercises.**

To the Teacher.—The Roman numerals are merely for convenience of subdivision. Assign lessons according to the numbers at the left. One exercise is enough for a single recitation.

5. Tell *a*) what the teacher does; the gardener; the cabinet-maker; the blacksmith; the bird; the dog; the bee; the tree; the wind; the horse; the river. *b*) Say the same of *several* teachers, gardeners, etc. *Ex.*—*a*) The teacher teaches; *b*) Teachers teach.