

**METCALF'S
LANGUAGE SERIES.
LANGUAGE EXERCISES**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649624867

Metcalf's Language Series. Language Exercises by Robert C. Metcalf & Orville T. Bright

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

ROBERT C. METCALF & ORVILLE T. BRIGHT

**METCALF'S
LANGUAGE SERIES.
LANGUAGE EXERCISES**

©

METCALF'S LANGUAGE SERIES

LANGUAGE EXERCISES

BY

Comp. of ROBERT C. METCALF

SUPERVISOR OF SCHOOLS, BOSTON, MASS.

AND

ORVILLE T. BRIGHT

SUPERINTENDENT OF SCHOOLS, ENGLEWOOD, ILL.

5

HIVISON, BLAKEMAN, AND COMPANY

Publisbers

NEW YORK AND CHICAGO

1899.

PREFACE.

THE use of language is controlled very largely by *habit*. Hence, language *teaching* resolves itself into such training as will tend to form correct habits of speaking and writing.

Technical grammar is the science of language. We study it to learn of the construction of sentences and of the forms and uses of words. Such knowledge will doubtless help us to a *critical* rather than to the *ordinary* use of language. He who depends upon his knowledge of Grammar to help him through a speech, or even in his every-day conversation, will doubtless find that his thoughts, when they are seeking expression in words, are far from Grammars and grammatical rules. He will find that the fluency and correctness of his speech depend almost entirely upon habits which have been formed by long practice.

Professor W. D. Whitney, in the preface to his *Essentials of English Grammar*, very truly says:—

“It is constant use and practice, under never-failing watch and correction, that makes good writers and speakers; the application of direct authority is the most efficient corrective. Grammar has its part to contribute, but rather in the higher than the lower stages of the work. One must be a somewhat reflective user of language to amend even here and there a point by grammatical reasons; and no one ever changed from a bad speaker to a good one by applying the rules of grammar to what he said.”

The teacher, then, should aim in the class-room to give his pupils such training as will tend to form correct habits of expression. He must remember that language is an expression of thought; and, consequently, that correct thinking should precede expression. The thought of the pupil being clear, the teacher should give frequent opportunities for its expression.

It is the aim of this book to furnish pupils with such exercises as will give them the necessary practice in expression. For this purpose the daily school work is drawn upon to furnish material for language-lessons. Geography and History, as well as the ordinary reading-lessons and Natural History studies, supply an abundance of such material, and it is hoped that these exercises will prove helpful and suggestive to teachers.

Numerous exercises will be found, in which pupils are led to study *words*, with the expectation that such study will add interest as well as value to the language-work. A study of many of the best poems of American writers is also given, with the hope that, even in the early years of school life, children may learn to love what is purest and best in our own literature.

The selections from Holmes, Longfellow, Lowell, Whittier, and the Cary Sisters, which appear in this book, and the portraits at the head of the chapters in Part III., are used by permission of Messrs. Houghton, Mifflin & Company. We are under a similar obligation to Messrs. D. Appleton & Company, for kindly permitting us to use several selections from the copyright works of William Cullen Bryant. The attention of teachers and pupils is also called to many other poems, which it is hoped they will find time to read. For convenience of reference, a full list of the publications containing the works of the same authors may be found on page 223.

This little book is sent out with a confidence born of many years of experience in the class-room. That it may help to further the language-work now so vigorously prosecuted in most of our schools is the sincere wish of

THE AUTHORS.

PART I.

TO TEACHERS.

THE language-work in this book has been divided into lessons somewhat complete in themselves. They may or may not be of suitable length for one recitation. It has been thought better to arrange the lessons logically, and leave the teacher to determine the amount to be assigned for the recitation.

The importance of training in oral language can hardly be overestimated. Accordingly, teachers have been urged again and again in the following chapters to let written exercises follow conversation lessons. The authors feel very sure that the highest results can be reached in no other way.

Pupils should be required to do their best always; thus only can they be trained into good habits.

Penmanship and spelling are very important branches of language. Every written exercise should show careful writing and correct spelling.

Choice selections from the writings of our best authors should be committed to memory by the pupils of all grades. No part of the training in language will give results of greater value.

In all grades of the Grammar school, pupils should receive daily practice in examining written work, either their own or that of other pupils. Such training is very valuable to the children, and, besides, will soon relieve the teacher of much drudgery.

Insist upon vigorous *thinking* before *expression*. This excellent rule will assist in securing good work in language.

LANGUAGE EXERCISES.

CHAPTER ONE.

LESSON I.

Language.

To the Teacher. — The following lesson should be carefully read in class, and every statement should be fully discussed.

WE express our thoughts by means of **language**, sometimes by *speaking*, sometimes by *writing* or *printing*, and sometimes by *signs*.

Spoken, or **oral**, language is addressed to the ear. Written or printed language is addressed to the eye.

Language is made up of sentences, and sentences are made up of words. *Oral words* are made up of sounds, and *written words*, of letters which usually represent sounds.

There are about forty sounds in the different words of our language, and only twenty-six letters to represent them. Some letters must, of course, represent more than one sound; thus, the letter *a* in the word *fate* has one sound, while in the word *fat* it has another sound, and in the word *far* still another.

The words *bird*, *dog*, *horse*, *cow*, all bring to mind ideas of things that we have seen. The words *noise*

and *sound* recall ideas of what we have heard; and *cold*, *hot*, *rough*, and *smooth* make us think of what we have felt. A word does not give us an idea of something that we know nothing about; it simply recalls to the mind an idea of something that we have known. Hence we say that *words are signs of ideas*.

LESSON II.

Words.

There are three words in the English language that have only one letter each. Will you name them and use them in sentences?

Some words can be pronounced with one impulse of the voice; as, *boat*, *ship*, *cat*, *bird*. Such words have but one *syllable*, and are called **monosyllables** (*one syllable*).

Some words are pronounced with two impulses of the voice; as, *be-lieve*, *wor-ship*, *sen-tence*. Such words are **dissyllables** (*two syllables*).

Words having three syllables are **trisyllables** (*three syllables*); as, *syl-la-ble*, *im-pul-ses*. Words of more than three syllables are **polysyllables** (*many syllables*); as, *mon-o-syl-la-ble*, *pol-y-syl-la-ble*.

1. What are monosyllables? Select the monosyllables in the first sentence of this lesson.

2. What are dissyllables? Select the dissyllables in the first sentence of Lesson I.

3. What are trisyllables? Select five trisyllables from Lesson I.