

**PRACTICAL
LESSONS
IN LANGUAGE**

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Practical Lessons in Language by Benjamin Y. Conklin

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TO THE TEACHER.

THE language lessons in this book are intended to cover the last two years of the primary course, and they are graded to suit the capacity of pupils as they advance. The reviews under the head of "Things to Remember" indicate the divisions of the book into the work for each half year.

It will be noticed that the lessons are arranged under the two heads, "Things to Notice" and "Things to Do."

Under the head of "Things to Notice" will be found development questions, and the deductions drawn from answers to such questions.

Under the head of "Things to Do" the exercises are varied, and of such a nature as to interest the pupil. Indeed, the aim throughout the book is to lead the pupil to see and to think for himself.

Every pupil should be provided with a book, to prevent the serious loss of time that must inevitably take place in getting the necessary exercises before the class in any other way. Besides, the memory is greatly aided by contact of the eye with the printed page.

Only such thoughts as are clearly grasped by the mind can be intelligently expressed; therefore in preparing a composition exercise it should be the aim of the teacher to see that pupils clearly comprehend the thoughts they are about to express in their own language.

The correction of compositions in primary classes should *generally* be done during the time devoted to writing them. The teacher can be more helpful to pupils by passing from one to another, making corrections, answering questions, and offering suggestions during the hour of writing, than by making formal corrections after the compositions are written.

By pursuing this course, and by carefully reading one or more sets of compositions through, the teacher will soon discover which pupils need assistance most, and thus be able to give help where it will do the most good.

PRACTICAL LESSONS IN LANGUAGE.



I. A PICTURE STORY.

To the Teacher. — Each answer to a question should be a complete sentence; thus, "How many people do you see in this picture?" Answer: "I see two girls in this picture." The teacher should not confine herself exclusively to the questions here given: other questions will naturally suggest themselves.

Things to Notice. — What are the children in this picture doing? How many children are there? How many of them are girls?

Are Jack and Rosa turning the rope steadily? What is little Susie about to do? Do you think Jack and Rosa are kind to turn the rope for their little sister to jump?

Things to Do. — *Look at the picture and tell its story in your own words.*

MODEL.

The children in this picture are jumping rope. There are three children: two of them are girls, and the other is a boy. Jack and Rosa are turning the rope for little Susie to jump. I think they are very kind to their little sister.

II. ANOTHER STORY FROM THE PICTURE.

To the Teacher. — When a question is followed by “Why?” as in some of the following, the full answer should be given to the first question; then the answer to the “Why?” should be combined with the first answer: thus, “I think Susie is the youngest, *because she is the smallest.*” Go over the questions often enough to impress the facts on the pupils’ minds.

Things to Notice. — What are the names of the three children jumping rope in the picture?

Which child stands on the right of the picture? Which stands on the left? Where is Susie?

Which do you think is the youngest? Why?

Which do you think is the next older? Why?

Which do you think is the oldest? Why?

Things to Do. — *Tell in your own words a second story of the picture.*

III. SUPPLYING SUITABLE WORDS.

To the Teacher. — Read each of the following sentences with an intermission of the voice at the blank spaces, and require pupils while looking at the picture to supply the proper words.

1. There are three — in this picture.
2. There are two — in this —.
3. There is one — in — picture.
4. The name of the largest child is —.
5. The — of the — child is Susie.
6. Jack stands on the — side of the —.
7. Rosa — on the left — of the picture.
8. I think — is the youngest, — she is the —.

IV. STORIES FOR REPRODUCTION.

To the Teacher. — Each of the following little stories for reproduction should be read by the teacher slowly and distinctly, once only; then a number of pupils should be called upon to tell the story as nearly in their own words as possible.

Two little boys went out to pick strawberries. One ate all he picked, and the other carried his home to his sick sister.

Jimmy is a little boy. Prince is a big dog. They live in the country and play together out in the fields. When the sun is too hot for them to play, they lie down under a big horse-chestnut tree and take a nap.

Joseph was sitting in a car. A lady came in and stood right in front of him. As soon as he saw that she had no seat, he gave her his. Then the lady said he was a little gentleman; and so he was.

To the Teacher. — Lessons similar to the foregoing (and other suitable lessons) should be prepared by the teacher for the lower grades of the primary course, in which no text-book is used.

To be Memorized.

Am I growing better?
 Teacher, can you say
 I am growing better —
 Better every day?

V. SENTENCES AND CAPITALS.

Things to Do. — *Read the following groups of words:—*

*Chickens eat soft food.
 Mary feeds her chickens.
 The chickens are hungry.
 The hen is hungry too.*

Things to Notice. — How many groups of words have you read? Does the first group of words make sense? Read it. Does each of the other groups make sense? Read them.

Will the first group make sense if you leave out *eat*? Read this group and leave out *Chickens*. Does it make sense? Read it, leaving out the last two words, and see if it makes sense.