

**LESSONS IN
ENGLISH: GRAMMAR
AND COMPOSITION**

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Lessons in English: Grammar and Composition by C. C. Long

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GRAMMAR AND COMPOSITION

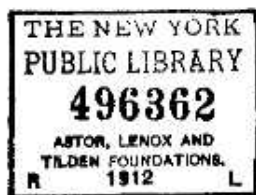
BY

 C. C. LONG, PH. D.



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PREFACE.

THE office of grammar in the elementary school is not so much to teach accuracy of speech, or of composition, as to aid learners to better understand what they read, and to give them the power to master the exact thought of any sentence. Besides this, it ought to be so taught as to develop and strengthen some special mental faculty.

The method of this book recognizes the laws of mental growth and discipline. By orderly questioning in teaching the subjects, the pupil is induced to perform some mental effort—to examine, to compare, to classify, to reach conclusions. When, as a result of observation and experience, the full import of a definition or rule is thoroughly understood, then, and not till then, is he required to commit it to memory.

Only the essentials of English grammar, free from unnecessary technicalities, are presented. The relations of words, phrases, and sentences to one another are taught by an easy, natural, and progressive method of analysis.

As practice in composition is one of the best means of teaching the use of neat and correct expression, the writing of short, simple sentences is begun at the very outset. If, in addition to this, pupils are required to write every exercise in whatever branch of study, and to keep a constant guard against inaccuracies in language, spelling, punctuation, writing, etc., they will gradually and incidentally master the mechanical difficulties of composition.



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LESSONS IN ENGLISH.

THE SENTENCE.

Lesson 1.—*The Sentence.*

The horse runs.
The girl sings.
A fish swims.

When we say "The horse runs," what is it we are thinking of? (A horse.) What do we say about the horse? (He runs.)

If you say "The girl sings," of what are you thinking? What do you say about the girl?

"A fish swims." What am I thinking about? What do I say about it?

When we put words together to say what we think, we make a *sentence*.

Words may be arranged in a group so as to have some meaning, and yet this group may not fully express a *thought*. For example:—

on the hill.
to the brook.
birds singing.

Such groups of words are called *phrases*.

A phrase is a group of words rightly used, but not expressing a complete thought.

Lesson 2.—Write sentences telling your thoughts about,—

rain	gold	fire	stars
book	knife	trees	horse
flowers	paper	garden	school

Use these words in telling your thoughts about different things:—

bark	fly	cry	sleep
work	took	fades	laugh
shine	think	walks	twinkle

What do you call the groups of words you have written? Why?

KINDS OF SENTENCES.

Lesson 3.—Kinds of Sentences.

The rainbow has seven colors.
 Is the snow deep in the valley?
 Come to me immediately.
 How sadly the wind moans!

Which sentence states or *declares*? What kind of a sentence is it? (It is a declarative sentence.)

Which asks a question or *interrogates*? What kind of a sentence is it? (Interrogative.)

Which sentence commands? What may we call it? (Imperative.)

Which expresses surprise? What may we call it? (Exclamatory.)

What kind of a sentence is each line of the following stanza?—

O call my brother back to me!
 I can not play alone.
 The summer comes with flower and bee:
 Where is my brother gone?

Now name the four kinds of sentences.
 Which kinds are closed with a period?
 Which kind with an interrogation point?
 Which with an exclamation point?

Lesson 4.—*Write a declarative sentence about each of the following:—*

grass	trees	clouds	river
a fire	water	vacation	summer

Change each declarative sentence you have written to an interrogative.

Write an imperative sentence expressing the command of a teacher to his pupils.

Write a sentence asking a favor of your father.

Write an exclamatory sentence about,—

fine music.	very clear water.
a very tall tree.	a fragrant flower.
a very warm day.	a beautiful sunset.

Change a declarative sentence to an interrogative; to an imperative; to an exclamatory.