

**METCALF'S LANGUAGE
SERIES. SPELLING AND
LANGUAGE BOOK**

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Metcalf's Language Series. Spelling and Language Book by Robert C. Metcalf

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ROBERT C. METCALF

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SPELLING

AND

LANGUAGE BOOK

BY

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PREFACE.

THE author of this book does not *claim* to have compiled a complete Speller. He *claims* some credit for the plan by which *spelling* takes its proper place in a general scheme of language-work. Words are *learned*, only when they can be correctly *used*. The author has tried to keep this fact in mind while compiling the book.

Pupils should be taught to spell two classes of words: first, such words as they use daily; and, second, such other words as they are likely to see in the books they read, or to hear in the conversation of their elders.

Those who use this book will miss many difficult words usually found in the spelling-books. Such words have been purposely omitted. On the other hand, by examining the requirements in the language-work of the book, it will readily be seen that the words commonly used by the pupils must occur again and again. The plan of the book is really this, namely, *Every-day words in every-day English*.

The dictation exercises have been made or selected with great care, and it is believed that they will prove interesting and instructive.

THE AUTHOR.

Boston, August, 1887.

KEY

TO DIACRITICAL MARKS IN WEBSTER'S DICTIONARY.

VOWELS.

1. \bar{a} as in *āle*.
2. \check{a} " " *ădd*.
3. \hat{a} " " *âir*.
4. \ddot{a} " " *ärm*.
5. \grave{a} " " *âsk*.
6. $\underset{\cdot}{a}$ " " *ăll*.
7. $\underset{\cdot}{a}$ " " *whăt*.

1. \bar{e} as in *ēve*.
2. \check{e} " " *ěnd*.
3. \hat{e} " " *êre*.
4. $\underset{\cdot}{e}$ " " *eight*.
5. \bar{e} " " *ērmine*.

1. \bar{i} as in *īce*.
2. \check{i} " " *ŷll*.
3. \grave{i} " " *pique*.
4. \bar{i} " " *irksome*.

1. \bar{o} as in *ōld*.
2. \check{o} " " *ōdd*.
3. \acute{o} " " *óther*.
4. $\underset{\cdot}{o}$ " " *do*.
5. $\underset{\cdot}{o}$ " " *wolf*.
6. \hat{o} " " *ôrder*.
7. \bar{oo} " " *fōod*.
 \check{oo} " " *fōot*.

1. \bar{u} as in *ūse*.
2. \check{u} " " *ŷs*.
3. $\underset{\cdot}{u}$ " " *rudē* (\bar{oo}).
4. $\underset{\cdot}{u}$ " " *pull*.
5. \hat{u} " " *ûrge*.

Proper Diphthongs.

UNMARKED.

oi or oy as in *oil*, *toy*.
ou " ow " " *out*, *vowel*.

CONSONANTS.

| | |
|----------------------------------|--|
| ç (soft) as in mercy. | th ¹ (sharp) as in thing. |
| e (hard) " " eall. | th (flat) " " thine. |
| ch ¹ " " child. | ng ¹ " " sing. |
| çh (soft) " " çhaise. | ñ " " sink. |
| eh (hard) as in echorus. | ẏ (like g) " " exist. |
| ġ (hard) " " ġet. | x ¹ (like ks) " " six. |
| ġ (soft) " " ġem. | ph ¹ (like f) " " phantom. |
| s ¹ (sharp) " " same. | qu ¹ (like kw) as in queen. |
| ş (flat) " " haş. | wh ¹ (like hw) " " what. |

When one letter of an improper diphthong, or of a triphthong, is marked, the other vowels are silent; as in *ālm*, *pēople*.

¹ Unmarked.

A WORD TO TEACHERS.

PUPILS should be required to prepare the lessons in this book carefully in writing.

Exercises in pronunciation should always precede the preparation of lessons. Diacritical marks have been occasionally used to assist in this work. The Key to Pronunciation, pages 4 and 5, and also the Dictionary, should be frequently consulted.

The following *language work* will be found on many pages. It is intended to be *suggestive* rather than *exhaustive*. Such work will certainly give pupils good training in spelling. Teachers who are fertile in resources will doubtless add other work equally valuable. It should consist of

1. *Dictation exercises* calculated to train pupils in the use of capital letters and punctuation-marks. Many of these have been selected from the best writers and are *memory gems*.

2. *The construction of sentences* illustrating the use of words designated by the teacher. Such sentences should sometimes be *statements* and sometimes *questions*.

3. *Brief compositions* suggested by some word or words in the lesson.

4. *Letters and answers* to letters from hints given by the teacher.

5. *Brief descriptions* of familiar objects from suggestions written on the blackboard.

6. *Reproduction* of simple stories that have been read to the class.

The following *devices* are designed to impress the correct forms of words on the pupils' minds. One or more of these devices may be used in connection with any spelling lesson.

1. Arrange the words of the lesson alphabetically.
2. Arrange the words of the same number of syllables in separate columns.
3. Make a list of all words accented on the last syllable; also a list of words accented on the last syllable but one.
4. Add *ing* and *ed* to all words that will take these endings.
5. Make a list of the words which suggest others. Use the words suggested in sentences. EXAMPLE: *vicious* suggests *vice*.

Also for advanced classes:—

6. Use words, selected from the lesson by the teacher, as nouns, adjectives, or verbs.
7. Use certain words as nouns and as verbs; note the changes in accent, or other changes in pronunciation.

SPELLING AND LANGUAGE.

PART I.

Lesson I.

This is the first lesson in spelling. It is not very hard. We can soon learn it. First we will read it and then we will write it.

*This is the first lesson in spelling.
It is not very hard. We can soon
learn it. First we will read it and
then we will write it.*

| | | | |
|-------|--------------|-----------|-----------------|
| then | <i>then</i> | hard | <i>hard</i> |
| very | <i>very</i> | soon | <i>soon</i> |
| learn | <i>learn</i> | will | <i>will</i> |
| read | <i>read</i> | les son | <i>lesson</i> |
| write | <i>write</i> | spell ing | <i>spelling</i> |