

## ECLECTIC EDUCATION SERIES

# Harvey's First Lessons in English

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HARVEY'S LANGUAGE COURSE.

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FIRST LESSONS

IN THE

ENGLISH LANGUAGE

BY

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LANGUAGE, AND OF THE GRADED-SCHOOL READERS.

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# PREFACE.

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An attempt has been made, in this little manual, to arrange a series of progressive lessons in the use of language, which shall lead the pupil to express thought accurately and concisely, and to avoid, as well as to criticise, the most common inaccuracies of expression. The book in its present form is simply an extension and application of the principles sketched out in the "Oral Lessons" of the author's Elementary Grammar.

As will be seen, grammatical terms have been used sparingly—those only being introduced with the application of which every pupil ought to be made familiar in the third or fourth year of school life.

Sentence-making and composition writing are, it is believed, presented in a natural and attractive manner. Words are given for the pupil to use in sentences. At first, all the words to be used are given; then, a part of them. After the pupil has acquired some facility in the construction of sentences, he is taught to use groups of words, or phrases and clauses, as single words.

As a closing exercise in sentence-making, the subject and the predicate of a sentence are given, the pupils being required to suggest modifiers, and to arrange into sentences such words and groups as he may select. Experience has demonstrated that this is a natural method of instruction, and that pupils taught in this manner soon learn to express their thoughts with accuracy and facility.

Composition writing is begun with picture lessons. The pupil is taught to tell what he sees in a picture, and to answer questions about the objects represented in it. The description and the answers following it make a composition. He is next taught to study a picture, to exercise his inventive powers in writing short stories suggested by it; then, to imagine that what he sees through a window or a door is a picture as easy to be described as a painting or an engraving. Afterward, all real or imaginary picture frames being removed, he is required to describe actions as they actually occur. These lessons have been used in many schools with the most satisfactory results.

The description of single objects belongs to an advanced course of instruction, and its treatment will receive attention in the second book of this series. With due deference to the opinions of those who differ from him, the author must enter his protest against requiring young pupils to perform tasks which are severe tests of the ability and ingenuity of those belonging to the higher departments of our schools.

The intelligent teacher need not be told that some of the lessons in sentence-making may be used in the instruction of pupils as soon as they are able to read in a primer or first reader. The same may be said of some of the picture lessons. In fact, the sooner this work is begun, the better for the pupil. He can not too soon be taught to express his thoughts in written language. Thorough work must be insisted on, however; and no exercise or class of exercises should be omitted, neither should any exercise be abandoned until the pupil has mastered all its requirements. In the use of this book the teacher as well as the pupil should "make haste slowly."

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FIRST LESSONS  
IN THE  
ENGLISH LANGUAGE.

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**1. The Alphabet.**

The teacher writes on the blackboard—m, c, n, l, s, g, a, h, q, e, k, r, d, x, v, i, y, w, j, u, o, t, f, p, z, b.

**Teacher.** What are these characters called?

**Pupils.** They are called *Letters*.

**T.** How many letters have I written?

**P.** You have written twenty-six letters.

**T.** Have you seen them written in this order before?

**P.** We have not.

**T.** In what order have you seen them written or printed?

**A pupil.** In this order: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.

**T.** Can you tell me what the arrangement is called when the letters are written in this order?

**P.** It is called the *Alphabet*.

**2. Words.**

**Teacher.** Can any one tell me what a letter represents?

**A pupil.** A letter represents a sound.

**T.** That is right. We articulate one of these sounds, or combine two or more of them, and have a *Syllable*. We

take one of these syllables, or combine two or more of them, and make a *Word*. When we talk or write, we use words to express our thoughts. What, then, is a *word*?

**A pupil.** *A WORD is a syllable or a combination of syllables used in expressing thought.*

The teacher writes this definition on the blackboard; the pupils copy it and commit it to memory.

### 3. The Noun.

**Teacher** (*taking a book from his desk*). What is this?

**Pupils.** That is a book.

The teacher writes this answer on the blackboard; the pupils copy it on their slates.

**T.** (*pointing to the word "book"*) Is that a book?

**P.** No; that is a word.

**T.** That is right. It is a word used as the *name* of a *thing*, or *object*. I hold in my hand an object called a book. The name of this object is written on the blackboard.

The teacher calls the attention of the pupils, in a similar manner, to a *pen*, a *bell*, a *crayon*, a *pencil*, a *slate*, a *ruler*, an *inkstand*, or to any other objects on his desk or in the room.

**T.** Write these names on your slates, in columns, as I write them on the blackboard:

Book.

Pencil.

Pen.

Slate.

Bell.

Ruler.

Crayon.

Inkstand.

**T.** With what does each word begin?

**P.** Each word begins with a capital letter.

- T.** What is placed after each word?
- P.** A period is placed after each word.
- T.** What are these words?
- P.** They are the names of objects.
- T.** Now, a *name* is called a *noun*. What, then, are the words which you have just written?
- P.** They are nouns.
- T.** Why?
- P.** Because they are names.
- T.** You may now tell me what a noun is.

**A pupil.** A NOUN is a name.

**T.** Write that answer on your slates, and commit it to memory.

Require the pupils to write, in columns, the names of all objects in the school room—in the sitting room at home—in the parlor—in the kitchen—also, the names of objects seen on their way to school.

## 4. Kinds of Nouns.

### I.

The teacher writes the words *boy*, *girl*, and *city*, on the blackboard, and then asks: What are these words?

**Pupils.** They are nouns, because they are names.

**Teacher.** Can I use the word *boy* when I wish to speak of any boy in the school or in the world?

**P.** Yes; you can.

**T.** It is a name, then, which is *common* to all boys; that is, it can be applied to each of them. What kind of noun shall we call it?

**P.** We will call it a *common noun*.

**T.** What kind of noun is *girl*?

**P.** *Girl* is a *common noun*.

**T.** Why?

- P.** Because it is a name which can be applied to all girls.
- T.** What can you say of the word *city*?
- P.** *City* is a *common noun*, because it belongs to all cities.
- T.** Objects of the same kind form what is called a *class*. The name of the class can be applied to any object belonging to it. Now, what is a common noun?

**A pupil.** A COMMON NOUN is a name which may be applied to any one of a class of objects.

**T.** Write that answer on your slates, and commit it to memory.

## II.

**Teacher.** (*Writes*) "John." Is this word a common noun?

**Pupils.** No; it is not.

**T.** Why is it not a common noun?

**P.** Because it can not be applied to all boys.

**T.** That is true; but why do boys have different names?

**A pupil.** Because we could not tell one from another if they all had the same name.

**T.** Very well; but do not say "*tell* one from another;" say "*distinguish* one from another." *Distinguish* is a better word to use than *tell*. Now, a name which is used to distinguish one object from another of the same kind or class, is called a *proper noun*. Proper nouns are the names of particular objects. What kind of noun is *John*?

**P.** *John* is a *proper noun*.

**T.** Why?

**P.** Because it is the name of a particular boy.

**T.** What kind of noun is *Mary*?

**P.** *Mary* is a *proper noun*, because it is the name of a particular girl.

**T.** What kind of noun is *Boston*?

**P.** *Boston* is a *proper noun*, because it is the name of a particular city.

**T.** Can you now tell me what a proper noun is?

**A pupil.** A **PROPER NOUN** is the name of a particular object.

**T.** Write that answer on your slates, and commit it to memory. Remember that a proper noun should always begin with a capital letter, and that a common noun should begin with a small letter, unless it is the first word in a sentence. The word *I* should always be a capital letter. Write the words which I pronounce. Do not write them in columns, but in lines. Be very careful to place a comma (,) after every word except the last. What should be placed after the last word?

**P.** A period should be placed after the last word.

#### EXERCISES.

Fence, road, Silas, gate, barn, James, house, cow, hen, bird, Emma, Toledo, corner, harrow, woods, fields, Portland, sled, wagon, Richmond, Nashville, peach, plum, Louisville, lake, I, Pittsburgh, Chicago.

Examine the slates. Should any mistakes be found in the use of capital letters or the comma, make the necessary corrections. Require the exercises to be neatly written.

### 5. Names of Objects known by the Senses.

**Teacher.** Write on your slates the names of six objects which you can see. Write them in two columns, three words in each column.

Pupils write as directed.

**T.** Alice, you may read the names you have written.

Alice reads:

Apple.	Window.
Desk.	Stove.
Chair.	Door.

**T.** What can you tell me about an apple?

**Alice.** An apple grows on a tree.

**T.** Very well; write your answer on your slate. With what should the first word begin, and what should be placed after the last word?

**A.** The first word should begin with a capital letter, and a period should be placed after the last word.

**T.** That is right. All the pupils may write Alice's answer on their slates. Willie, what can you tell me about a stove?

**Willie.** A stove is made of iron.

**T.** You may all write that answer.

Ask similar questions about other objects whose names have been written by the pupils, and require the answers to be expressed in writing.

#### EXERCISES.

1. Write the names of six things that may be known by the sense of hearing. 2. Of six things that may be known by the sense of touch. 3. Of six things that may be known by the sense of taste. 4. Of six things that may be known by the sense of smell.

Talk with the pupils about the objects whose names are given. Encourage them to tell what they know of their properties, uses, etc. Let them write sentences like these: "Sugar is sweet." "Oranges grow in Florida." "I heard it thunder." See that all the words are spelled correctly, that

each sentence and every proper noun begins with a capital letter, and that a period is placed at the end of each sentence.

## 6. Number.

**Teacher.** (*Writes*) "Fan. Fans." Does the first word I have written denote one object or more than one?

**Pupils.** It denotes but one object.

**T.** Does the second word denote one or more than one object?

**P.** It denotes more than one.

**T.** That is right. When a noun denotes but one object, it is said to be in the *Singular Number*; when it denotes more than one object, it is said to be in the *Plural Number*. What does the singular number denote?

**A pupil.** *The SINGULAR NUMBER denotes but one object.*

**T.** Write that answer. What does the plural number denote?

**A pupil.** *The PLURAL NUMBER denotes more than one object.*

**T.** Write that answer, also. What difference is there in the spelling of the two words I have written?

**P.** The second word ends with *s*.

**T.** Is that word in the singular or the plural number?

**P.** It is in the plural number, for it denotes more than one fan.

**T.** (*Writes*) "Church. Churches." What have I added to *church* to make it plural?

**P.** You have added *es*.

**T.** These are two ways of forming plurals. There are many other ways. Nouns ending in *f* or *fe* usually change

these endings to *ves*; those ending in *y* with a vowel before it, add *s*; those ending in *y*, with a consonant before it, change *y* to *ies*; and those ending in *o* with a consonant before it, add *es*.

### EXERCISES.

*Write the plurals of the following nouns:*

Book, fence, box, desk, pencil, potato, money, rose, folly, calf, man, boy, girl, child, woman, wind, knife, vessel, house, road, ox.

The teacher should assist the pupils in writing these plurals. They can not remember and apply a large number of rules for their formation. The plural forms must be learned by practice in writing them.

## 7. Sentence-Making.

### I.

**Teacher.** Copy these words on your slates: *book, this, mine, is*. Do these words express any meaning as they are now written?

**Pupils.** They do not.

**T.** Arrange them so that they will express some meaning.

**P.** "This book is mine."

**T.** Arrange them so that they will ask a question.

**P.** "Is this book mine?"

**T.** Well done. When groups of words express some meaning, they are said to make complete sense. Such groups are called *sentences*. What, then, is a sentence?

**A pupil.** A SENTENCE is a group of words making complete sense.

If necessary, the teacher may assist the pupil in expressing this definition. Write it on the blackboard, and let the pupils copy it and commit it to memory.

**T.** What should you place after the last word in the first sentence written to-day?

**P.** We should place a period after the last word.

**T.** That is right; always place a period after the last word of a sentence which is the statement of a fact. "This book is mine," is the statement of a fact; therefore, a period should be placed after the last word. What should you place after the last word in the second sentence?

**A pupil.** We should place a period there.

**T.** That is not right; this mark (?), called an *interrogation point*, should be placed after the last word in a written or printed question. Now arrange these words so that they will form a sentence: *Iceland, very, is, in, it, cold.*

**P.** "It is very cold in Iceland."

**T.** Arrange them so that they will ask a question.

**P.** "Is it very cold in Iceland?"

**T.** What mark should you place after the last word in the second sentence?

**P.** We should place an interrogation point there.

**T.** Why?

**P.** Because a question is asked.

**T.** (*Writes*) "A sentence which states a fact, is a *declarative sentence*. A sentence which asks a question, is an *interrogative sentence*." What is a declarative sentence?

**A pupil.** A DECLARATIVE SENTENCE is a sentence which states a fact.

**T.** Write your answer on your slates and commit it to memory. What is an interrogative sentence?

**A pupil.** An INTERROGATIVE SENTENCE is a sentence which asks a question.

**T.** Write that answer also, and commit it to memory.

## EXERCISES.

*Form sentences of the following words:*

1. Lesson, an, this, easy, is. 2. June, cherries, ripe, in are. 3. Lemons, where, grow, do. 4. Is, house, our, hill, the, under. 5. River, into, cap, the, fell, boy's, little, red. 6. Deep, our, is, lane, very, in, snow, the. 7. Spring, corn, the, in, plants, farmer, a. 8. Ice, smooth, the, when, I, skate, to, like, very, is. 9. Aunt, river, the, toll-gate, over, beyond, lives, the, my.

Write other groups, and require the pupils to arrange them into sentences. Use this exercise until the pupils can easily and readily construct sentences containing not less than fifteen words.

## 8. Corrections.

The teacher writes the following sentence on the black-board: "jon put his Hatt on mi desk?"

**Teacher.** Have I made any mistakes in writing this sentence?

**Pupils.** Yes; you have made several mistakes.

**T.** Emma, will you point out one of them?

**Emma.** The first word does not begin with a capital letter, and it is not spelled correctly.

**T.** How should it be spelled?

**E.** It should be spelled *J-o-h-n*.

**T.** Should it begin with a small letter if it were not the first word in the sentence?

**E.** No, it should not; for it is a proper name, and a proper name should always begin with a capital letter.

**T.** Frank, can you point out any other mistake?

**Frank.** *Hat* should not begin with a capital letter, and it should be spelled with one *t*.

**T.** Why should it not begin with a capital letter?

**F.** Because it is a common name, and is not the first word in the sentence.

**T.** Are all the other words spelled correctly?

**A pupil.** No; *my* should be spelled *m-y*, not *m-i*.

**T.** Cora, do you notice any other mistake?

**Cora.** Yes, I do. An interrogation point should not be placed after the last word, because no question is asked.

**T.** What mark should be placed there?

**C.** A period; for a period should be placed after the last word of a sentence which tells something.

**T.** Very good, indeed; but you should say "which states a fact," not "which tells something." You may all write the sentence on your slates as it should be written.

### EXERCISES.

*Correct the mistakes in the following sentences:*

1. Silas soled mee his Dog for a Dolar. 2. we shal hev plenty of Apples this Faul. 3. how menny Horses has your Father got. 4. i found 3 old Knifes in our Gardin? 5. Where does your Unkel james live. 6. he lives in texas. 7. can you write fore Words in too Sekons. 8. perhaps i cann. i will try. 9. london is a verry large cityy in england?

## 9. Sentence-Making.

### II.

**Teacher.** (*Writes*) "Me, book, James, a, bring." Arrange these words so as to form a sentence.

**A pupil.** "James, bring me a book."

**T.** Is a fact stated in that sentence?

**P.** There is not.

**T.** Is a question asked?

**P.** There is not.

**T.** Correct. James is told to do something—a command is made. For that reason, it is called an *imperative sentence*. Can you now tell me what an imperative sentence is?

**A pupil.** *An IMPERATIVE SENTENCE is a sentence which makes a command.*

**T.** Write that answer, and commit it to memory. A period should be placed after an imperative sentence, or a sentence which simply makes a command; and a comma after the name of a person or object to whom the command is given or the name of a person addressed.

### EXERCISES.

*Form sentences of the following words:*

1. Go, your, seats, to, boys. 2. Me, your, lend, book, Jane.  
3. Home, go, once, at, Ponto. 4. Minutes, lesson, ten, pupils, study, the. 5. Question, Anna, this, answer. 6. Arms, your, me, in, carry, mother. 7. Team, into, the, drive, the, Jonas, barn. 8. Time, not, your, do, waste. 9. Parents, obey, your, always.

*Point out the names of the persons or objects addressed in these sentences.*

## 10. Sentence-Making.

### III.

**Teacher.** (*Writes*) "Cold, is, how, Oh, it." Arrange these words so as to form a sentence.

**A pupil.** "Oh, how cold it is."

**T.** What mark did you place after the last word?

**P.** I placed a period after the last word.

**T.** You should have placed this mark (!) there. It is called an *exclamation point*. A sentence, which expresses

some strong feeling or emotion, is called an *exclamatory sentence*. An exclamation point should be placed after the last word of such a sentence. What is an exclamatory sentence?

**A pupil.** *An EXCLAMATORY SENTENCE is a sentence which expresses some strong feeling or emotion.*

**T.** All may write that answer, and commit it to memory.

NOTE.—The teacher should explain the meaning of the term “emotion.”

**Teacher.** (*Writes*) “Hurra! our side has won!” Does the word “hurra!” help to state a fact or to ask a question?

**Pupils.** It does not.

**T.** That is right. It denotes that we are pleased—that we are excited by a feeling or emotion of pleasure. It is called an *interjection*. Other interjections denote grief, joy, pity, fear, pain, etc.; but they all denote feeling or emotion of some kind. What, then, is an interjection?

**A pupil.** *An INTERJECTION is a word which denotes feeling or emotion.*

**T.** Write that answer, and commit it to memory. An exclamation point is usually placed after an interjection, but not always, unless it stands alone. Remember that *O*, when an interjection, is always a capital letter.

#### EXERCISES.

*Form sentences of the following words:*

1. Clock, four, hark, the, strikes. 2. Am, ha, ha, ha, I, it, glad, of. 3. He, so, say, hem, did. 4. Pretty, is, oh, she, how. 5. Away, pshaw, go. 6. Don't, it, ugh, like, I.

*Point out the interjections in the sentences written.*