

ECLECTIC EDUCATION SERIES

Longs Language 3rd and 4th

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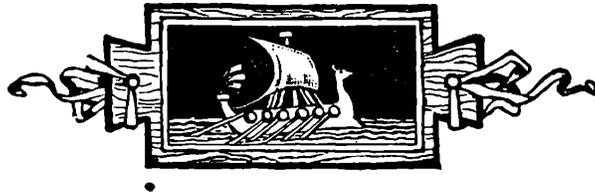
NEW
LANGUAGE EXERCISES

FOR PRIMARY SCHOOLS

Part Two

BY

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INSTRUCTION in language often deals too much with the forms of sentences and too little with thought. Grammatical drill has little effect upon the correctness of every-day expression. The child should be continually engaged in forming exact ideas about objects of study, and in expressing them clearly and accurately. Language is a medium, merely, for the *expression of thought*, and it is important that its nature and purpose be kept in mind.

The value of the lessons in this book is to be sought in the habits of observation and reflection they teach, and in the practice they give in forming exact ideas, and in expressing them clearly. Things seen every day, pictures, choice stories, animals, letter-writing, etc.,—subjects upon which the thoughts of children exercise themselves spontaneously,—furnish material for these lessons.

The terms “noun,” “verb,” “adjective,” etc., have been used for convenience, and not for the purpose of definition and minute grammatical classification. The children will soon become familiar with them and will use them properly, just as they use many other class words which they can not define formally.

Most of the exercises in this book have been subjected to the test of class use. It is believed that they will commend themselves to teachers who are seeking rational methods of instruction in language.

CINCINNATI, *October*, 1889.

SUGGESTIONS TO TEACHERS.

Oral Work.—Each subject should be discussed until the thought is perfectly clear.

Dictation.—This aids in teaching the correct use of capitals and punctuation. The exercise should not exceed forty words. It may previously be put upon the board and covered. First illustrate on the board the principles to be taught. Read the complete exercise once, and then dictate each sentence slowly. Finally, uncover the model on the board and let the pupils correct their own work.

Reproduction of Stories.—First place the unfamiliar words on the board, and teach their form, pronunciation, and use. Then read and discuss the story. Request one or more pupils to tell the story. Help by suggestions if necessary.

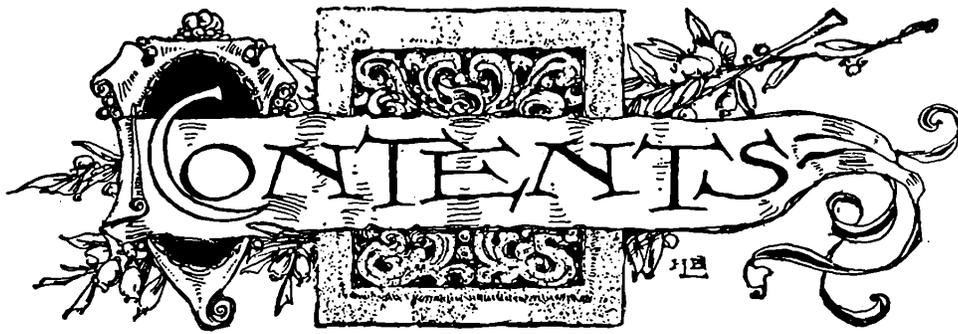
Pictures.—First use for a lesson in *description* by leading the pupils to tell: (1) what is represented; (2) the position of each object with reference to some important figure; (3) what each object is doing.

Then use as the basis for a *story*. (1) Children give titles and choose the best; (2) pupils ask questions about the picture, which are written upon the board; (3) rewrite these in logical sequence; (4) pupils write answers to the questions; (5) connect these answers to form a complete story.

Letter-writing.—In the lowest grades, models should be placed upon the board for the class to *copy*. Request pupils to write letters *similar* to the model. More advanced pupils should write from *topics* which they themselves suggest.

Memory Lessons.—Both poetry and prose are helpful. Selections may be studied from the board with assistance from the teacher. Occasionally a complete poem may be memorized by learning one stanza daily.

Criticism of Written Work.—Combine in one exercise the errors common to the class. Write this upon the board. Then rewrite, sentence by sentence, the pupils correcting the errors. With small children corrections may be made while they write.



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LANGUAGE EXERCISES.

THIRD READER GRADE.



THE SENTENCE.

Lesson 1.—*Think something about:*

an apple; a bird; the flowers on the desk.

Tell what you think.

Think of objects you saw while coming to school. Tell one thing about each object.

When you use words to tell what you think, you make a sentence; as, The apple is sweet.

Write a sentence about :

A horse; the sun; summer; some fruit which you like; an animal that can swim.

Lesson 2.—*Statements. Write statements about :*

your desk	the wind	a lamp
your slate	the snow	a picture

Lesson 3.—*Questions. Write questions about :*

your school	a book	a house
your knife	a horse	the cars

Lesson 4.—*The Command. Copy the following commands. Notice the use of the comma.*

Lie down, Prince.

Hear what I say, sir.

Come, John, come quickly.

Give a command to a dog named Rover.

Give a command to a horse named Prince.

Make a request of a boy named Charles.

MEMORY LESSON.

Doing mean dishonest deeds

Ever leads to sorrow;

Short the pleasure won to-day,

Dark disgrace to-morrow.

Doubt not, doubt not, little sins

Are but the beginning;

Darker deeds do follow fast,

Deeper sorrow bringing.



Lesson 5.—*The Exclamation.*

A word or a sentence may express sudden feeling; as, See how it rains! Hurra! we have won. There! I have lost my book.

The mark (!) is called an *exclamation point*.

Write these sentences, using the exclamation point.

How hard it rains!

What a cold day it is!

Hark what is that?

How beautiful the roses are!

There the bird has flown.

Lesson 6.—*Dictation Exercise.*

Ida, bring me your book.

Why are you so happy, O birdie?

Reindeer and seals live in cold countries.

Some ferns, mosses, and grasses grow near.

What beautiful sunsets we have!

PROPER AND COMMON NAMES.

Lesson 7.—Names like John, Cincinnati, Ohio River, are called *proper names*, or *proper nouns*.

Names like apple, tree, horse, are called *common names*, or *common nouns*.

A proper name begins with a *capital letter*.

Write sentences containing:

The name of a boy.

The name of this month.

The name of the nearest river.

The name of the State in which you live.

The names of the days on which there is no school.

Lesson 8.—*Dictation Exercise.*

John lives on Charles Street.

Coffee is brought from Brazil.

We sailed up the Hudson River.

New York is the largest city in the United States.

America was discovered by Christopher Columbus.

CHRISTIAN NAMES AND SURNAMES.

✕ **Lesson 9.**—The name given to a person by his parents is called the *Christian name*.

The last name is called the *family name* or *surname*.

EXAMPLE.—Charles Dickens was a novelist.

The first name, Charles, is called the Christian name.

The last name, Dickens, is called the surname.

Write answers to these questions. Make each answer a complete statement.

What is your surname?

What is your Christian name?

What is your father's surname?

What is your father's Christian name?

What is your mother's Christian name?

INITIALS.

Lesson 10.—The first letter of a word is called the *initial* letter. We often write only the initial of a person's Christian name; thus, H. Rose for Harry Rose. J. Milton for John Milton. C. J. Walton for Charles John Walton.

Write your full name.

Write your initials.

Write your father's full name.

Write your father's initials.

Write the initial of your State.

ABBREVIATIONS.

Lesson 11.—A short way of expressing a name is called an *abbreviation*.

Learn and write the following abbreviations.

DoctorDr.

Esquire.....Esq.

PresidentPres.

Professor.....Prof.

Reverend.....Rev.

GeneralGen.

CaptainCapt.

Colonel.....Col.

Secretary.....Sec.

Treasurer.....Treas.

Lesson 12.—The following are the abbreviations of the days and the months.

<i>Sun.</i>	<i>Thurs.</i>	<i>Feb.</i>	<i>Sept.</i>
<i>Mon.</i>	<i>Fri.</i>	<i>Mar.</i>	<i>Oct.</i>
<i>Tues.</i>	<i>Sat.</i>	<i>Apr.</i>	<i>Nov.</i>
<i>Wed.</i>	<i>Jan.</i>	<i>Aug.</i>	<i>Dec.</i>

Write the words for which they stand.

Lesson 13.—*Dictation Exercises.*

I.

School begins at 9 o'clock A. M. and closes at 4 P. M.
 Capt. and Mrs. Fay live at 112 Regent St.
 St. James Chapel is on Forest Av.

II.

George Washington was the first President of the United States. He was born Feb. 22, 1732, and died Dec. 14, 1799.

III.

On Jan. 25, 1889, we visited an orange grove that belonged to Capt. G. W. Stone.

Our party was composed of Col. Jones, Dr. Small, the Rev. S. F. George, and Prof. C. H. Barnes.

What do "Capt.," "Col.," "Dr.," "Rev.," and "Prof." stand for? Write the words in full.

THE SEASONS.

Lesson 14.

Write the names of the spring months.

Write the names of the summer months.

Write the names of the autumn months.

Write the names of the winter months.

Lesson 15.—*The Seasons.* Write complete answers.*

What return in spring? Do they build their nests? Where? Does the grass spring up? What flowers blossom in spring? Are we glad to see them? Who like to gather them? Are the fruit-trees white with blossoms?

In summer does the weather get warmer? Are the fields covered with grass and flowers? Are the trees in full leaf? Are the peaches and apples ripening?

In autumn is the yellow corn gathered in? Does the frost change the color of the leaves? What does the November wind do with them? Where do they all at last lie? Has Thanksgiving Day come?

In winter is the ground frozen hard? Where are the flowers? What covers the hills and what the ponds? What sports do the children enjoy? Do they begin to think about Christmas and Santa Claus?

*TO THE TEACHER.—As a preparation for the written work, bring out, by easy, pleasant questioning all that the children know about each season,—what are the *signs* of its coming,—the differences in the seasons in *weather, length of days, vegetation, etc.*



NAMES: SINGULAR AND PLURAL.

Lesson 16.—A name may denote *one*; as, man, dog, hat.

A name may denote *more* than one; as, men, dogs, hats.

When names mean *only* one, they are in the *singular form*.

When they mean *more* than one, they are in the *plural form*.

Write these words in the plural form by adding s.

hill	wreath	parcel	petal
pond	tongue	eyelid	sailor
river	beggar	pebble	cupful
brook	meadow	pasture	spoonful

Write the foregoing words in sentences.

Lesson 17.—*Write these words in the plural form by adding es.*

ax	dish	dress	glass
box	wish	grass	match
fox	kiss	peach	potato
bush	brush	watch	church

Lesson 18.—*Write these words in the plural by changing f or fe to ves.*

leaf	loaf	beef	thief
half	life	wolf	shelf
wife	calf	knife	sheaf

Lesson 19.—When names end in *y* preceded by *a*, *e*, or *o*, add *s* to form the plural.

Copy the singular forms of the following names and write opposite each its plural form.

day	boy	valley	turkey	ray
key	toy	chimney	monkey	alley

Make these names plural by changing the y to ies.

city	pony	tidy	berry	army
lady	story	baby	cherry	study

Lesson 20.—Which of these words mean one? Which mean more than one?

ox	goose	foot	mouse
oxen	geese	feet	mice
man	child	tooth	woman
men	children	teeth	women

WORDS THAT DENOTE POSSESSION.

Lesson 21.—We write an apostrophe (') and (s) after singular names to denote possession; thus,

The boy's hat		The bird's nest
The girl's dress		The cat's claws

Write sentences containing the following:

The tree's leaf		The cow's head
The robin's egg		The scholar's book
The horse's tail		The squirrel's tooth

Lesson 22.—We write an (') only, after plural names ending in s to show possession; thus,

The boys' hats		The birds' nests
The girls' dresses		The cats' claws

Write sentences containing the following:

The trees' leaves		The cows' heads
The robins' eggs		The scholars' books
The horses' tails		The squirrels' teeth

Lesson 23.—We add an apostrophe (') and (s) to a plural name not ending in s, to show possession; as,

The men's coats		The children's toys
The women's bonnets		The geese's feathers

Write sentences containing the possessive plural forms of:

man woman child ox geese

ANOTHER USE OF THE APOSTROPHE.

Lesson 24.—Words made from one or more words by omitting a letter or letters, are called *contractions*.

Write the words for which the following contractions stand; thus, I'm is for I am.

it's	't was	he'll	had n't
I've	don't	won't	would n't
we'll	doesn't	did n't	ma'am

Lesson 25.—I'd she's she'll 't will
 I'll can't that's they're
 we'd we've has n't there's

Do not say "I ain't," but "I am not"; not "they ain't," but "they aren't."

Contractions should be used sparingly, if used at all.

MEMORY LESSON.

Dare to be honest, good, and sincere,
 Dare to please God, and you never need fear.

Dare to be loving and patient each day,
 Dare speak the truth, whatever you say.

Dare to be gentle, and orderly, too,
 Dare shun the evil, whatever you do.

Dare to speak kindly, and ever be true,
 Dare to do right, and you'll find your way through.



Lesson 26.—*Dictation Exercise.*

Are boys' coats made of wool?
 I met the girl's mother.
 There is Mr. Smith's house.
 James's pony came from Ohio.
 I rode Aunt Lizzie's horse.
 The soldiers' camp is large.
 Have you Charles's new sled?
 Clara's birthday is Tuesday.
 The boy hasn't a book.
 I think it isn't right.
 Where there's a will, there's a way. .

Isn't God upon the ocean,
 Just the same as on the land?