

ECLECTIC EDUCATION SERIES

Pinneo's Guide to Composition

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ECLECTIC EDUCATIONAL SERIES.

PINNEO'S

GUIDE TO

COMPOSITION:

*A SERIES OF PRACTICAL LESSONS, DESIGNED TO SIMPLIFY THE
ART OF WRITING COMPOSITION.*

By T. S. PINNEO, M. A., M. D.,

AUTHOR OF "PRIMARY GRAMMAR," "ANALYTICAL GRAMMAR," ETC.

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ON THE

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By T. S. PINNEO, A.M., M.D.

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P R E F A C E .

THIS work is intended for those who desire a concise but comprehensive course of instruction in composition.

There are few, in this country, who are not frequently required to express their ideas in writing, and none who may not, at some time, be subject to this necessity. No education, therefore, can be complete that does not include this important branch.

As language, also, is the principal medium of imparting knowledge of all kinds, the study of composition should be commenced at a very *early age*, as soon, indeed, as the learner can read and write with tolerable accuracy.

The attempt is here made to render this usually repulsive and difficult branch, *simple, easy* of comprehension, and *interesting*. So gradually is the pupil led along, step by step, that he is actually taught to write composition before he is aware of it, and before the word *composition* is used.

It is hoped and believed that, by these instructions, even the youngest learner may be taught to express his thoughts readily, in a correct, clear, forcible, and easy style.

GUIDE TO COMPOSITION.

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TO TEACHERS.

THE attention of the teacher is invited to the following features of this work :

1. CONCISENESS and COMPREHENSIVENESS. It includes, in a *very small compass*, all the essential principles of composition.

2. The MODELS, EXERCISES, and EXPLANATIONS are varied and numerous, fully illustrating every important principle stated and every direction given.

3. The ARRANGEMENT is especially adapted to secure interest and profit. Each principle and each rule is introduced exactly at the point where it is needed in practice.

4. The ART of THINKING for one's *self*, as well as the proper *expression* of thought, is here taught.

5. The PLANS for writing composition (pages 148–157) will be found, from their variety and number, exceedingly useful in teaching the pupil that most difficult and most important part of this study—the *formation* of *plans* for *himself*.

6. SPELLING, CAPITALS, and PUNCTUATION are taught by instruction and practice, intimately blended with other subjects. Every teacher is aware of the difficulty of securing proper attention to these points. It is confidently believed that the plan here adopted will accomplish this most desirable object.

This book should be commenced at a very early age. If deferred till the pupil is somewhat advanced, the introductory portion may be more rapidly passed over.

GUIDE TO COMPOSITION.

INTRODUCTORY.

TO THE TEACHER.—Those exercises alone to which *questions* are attached are to be committed to memory. The other portions should be carefully read and well understood.

COMPOSITION is the expression of thought in written language.

In order to write correctly, the following subjects must be well understood :

- I. SPELLING.
 - II. USE OF CAPITALS.
 - III. PUNCTUATION.
 - IV. USE OF WORDS AND PHRASES.
 - V. FORMATION OF SENTENCES.
 - VI. DIFFERENT KINDS OF COMPOSITION.
 - VII. USE OF FIGURATIVE LANGUAGE.
 - VIII. TREATMENT OF THEMES.
-

I. SPELLING.

IN writing these exercises in composition, very particular attention should be paid to the SPELLING. Not the slightest inaccuracy in this respect should be permitted.

A dictionary should always be at hand for reference.

Much may be learned, also, and a habit of correct spelling acquired and confirmed, by reading the works of good authors, and observing the manner, in which they spell.

Rules and exercises may be found on pages 40-43.

II. CAPITALS.

ALTHOUGH the pupil is supposed to be already acquainted with the proper use of CAPITALS, a review of that subject is here especially appropriate.

For this purpose, directions and exercises will be introduced as they may be needed.

For a tabular view, see page 143.

III. PUNCTUATION.

THE subject of PUNCTUATION, like that of capitals, will be reviewed in the following pages, and copious exercises furnished as necessity for using the various points and marks may arise.

For a connected view, see pages 143, 144.

IV. WORDS AND PHRASES.

A WORD is a written or spoken sign of an idea; as,
 Man, good, walk.

A PHRASE is a collection of words that does not make complete sense; as,

In general. To do good. A man of sense.

A SENTENCE is a collection of words that makes complete sense; as,

Life is short. Truth is mighty and will prevail.

EXERCISES.

DIRECTIONS FOR WRITING COMPOSITION.

1. Let the *handwriting* be neat and perfectly distinct.
2. Be sure that every word is correctly *spelt*.
3. See that *capitals* are in the right places.
4. Let the *points* and *marks* be correct.
5. Let there be no *grammatical* mistakes.
6. Let no *words* be used contrary to the directions given in Cautions 1, 2, 3, 4, 5, 6, 7.
7. Let the *sentences* be properly formed, in accordance with the principles stated in Cautions 9, 10, 11, 12, 13, 14.
8. Let each written exercise, when completed, be once more carefully examined with reference to the preceding directions.

NOTE.—These directions may serve as a guide both to the pupil in writing and to the teacher in correcting the exercises which follow.

EXERCISE I.—WORDS.

How should a sentence commence and close?

A sentence should commence with a *capital*, and should generally close with a *period*; as,

Life is uncertain. The time has come.

Let the pupil place two or more appropriate words before each of the following nouns, putting capitals and periods as in the model. Let each exercise be written upon blackboard, slate, or paper.

NOTE.—These phrases, being independent, require capitals and periods, like sentences.

MODEL.

- | | | |
|----------|------------------------|--------------------------|
| 1. Tree. | A <i>large</i> tree. | An <i>old</i> tree. |
| | A <i>small</i> tree. | A <i>young</i> tree. |
| | A <i>crooked</i> tree. | A <i>beautiful</i> tree. |

- | | | |
|---------|--------------------|----------------------------|
| 2. Man. | A <i>tall</i> man. | An <i>upright</i> man. |
| | An <i>old</i> man. | An <i>honorable</i> man. |
| | A <i>good</i> man. | An <i>intelligent</i> man. |
- | | | | |
|-----------|-----------|-----------|-------------|
| 3. City. | 5. Child. | 7. Farm. | 9. Forest. |
| 4. House. | 6. Storm. | 8. Fruit. | 10. Garden. |

EXERCISE II.—WORDS.

Place appropriate words before each of the following, as in the preceding exercise. Should any of these exercises be thought too long for the younger pupils, they can easily be divided.

- | | | | |
|------------|------------|-------------|---------------|
| 1. Street. | 3. Brook. | 5. Evening. | 7. Animal. |
| 2. Horse. | 4. Summer. | 6. Journey. | 8. Narrative. |

EXERCISE III.—WORDS.

Let the pupil add to each of the following adjectives two or more appropriate words, as in the model.

- | | | |
|-----------|------------------------|------------------------|
| 1. Young. | A young <i>man</i> . | A young <i>horse</i> . |
| | A young <i>woman</i> . | A young <i>bird</i> . |
| | A young <i>tree</i> . | A young <i>lion</i> . |
- | | | | |
|-----------|----------|------------|---------------|
| 2. Small. | 4. Old. | 6. Bad. | 8. Beautiful. |
| 3. Large. | 5. Good. | 7. Pretty. | 9. Horrible. |

EXERCISE IV.—WORDS.

Add words, as in the preceding exercise.

- | | | | |
|-----------|-----------|-----------|--------------|
| 1. Sweet. | 3. Long. | 5. Tall. | 7. Faithful. |
| 2. Dark. | 4. Short. | 6. Noble. | 8. Cheerful. |

NOTE.—Such exercises may be multiplied at the pleasure of the teacher.

EXERCISE V.—PUNCTUATION.

How should three or more words, used in the same way, be separated?

Three or more words, used in the same way, should be separated from each other by commas; as,

A tall, straight, and beautiful tree.

A new, large, expensive, fashionable house.

EXPLANATION.—*Tall, straight, and beautiful*, being used in the same way, that is, all describing *tree*, are separated by commas.

For the same reason, there are commas between *new, large, expensive,* and *fashionable*, which describe *house*.

REMARK.—*Two* words used thus with a conjunction are not usually separated by a comma; as,

A tall and straight tree.

If the conjunction is omitted, the comma is used; as,

A tall, straight tree.

NOTE.—For this rule complete, see page 51, Ex. 79.

EXERCISE VI.—PUNCTUATION.

Correct the following sentences, as in the model. Two sentences are correct. Let the pupil find them.

1. a small white and old-fashioned house

Corrected.—A small, white, and old-fashioned house.

Reason.—*A* should be a capital, because it is at the *beginning*. See page 9, Ex. 1.

Small, white, and old-fashioned should be separated by commas, because they are used in the *same way*, all describing *house*. See page 11, Ex. 5.

There should be a period at *house*, because it is at the *close*.

2. a noble brave and patriotic citizen

3. a long tedious and dangerous journey

4. an honest temperate and industrious man

5. an innocent open-hearted beautiful child

6. A calm, pleasant, moonlight night.

7. a bright cloudless and beautiful sky

8. a safe swift and commodious steamer

9. a tall straight tree* 11. a tall, and straight *tree**
 10. A high, steep hill. 12. a high, and steep hill

EXERCISE VII.—WORDS.

Put appropriate words before each of the following nouns, placing capitals, periods, and commas correctly, and writing the phrases on blackboard, slate, or paper.

1. Ship. *A large, handsome, well-built ship.*
 2. Man. *An intelligent, amiable, and upright man.*
 3. Dove. *A gentle and beautiful dove.*
 or, A gentle, beautiful dove. (See Ex. 5, Rem.)
- | | | | |
|----------|-----------|----------|-------------|
| 4. City. | 6. Child. | 8. Farm. | 10. Street. |
| 5. Tree. | 7. Horse. | 9. Wind. | 11. Forest. |

EXERCISE VIII.—WORDS.

Prefix words, as in the preceding exercise.

- | | | | |
|-----------|--------------|-------------|--------------|
| 1. House. | 4. Storm. | 7. Evening. | 10. Orchard. |
| 2. Fruit. | 5. Field. | 8. Journey. | 11. Apples. |
| 3. Boat. | 6. Blossoms. | 9. Morning. | 12. Peaches. |

EXERCISE IX.—WORDS.

Prefix words, as in the preceding exercise.

- | | | | |
|------------|-----------|---------------|---------------|
| 1. School. | 4. Eagle. | 7. Flowers. | 10. Garder. |
| 2. Family. | 5. River. | 8. Teacher. | 11. Voyage. |
| 3. Mirror. | 6. Grove. | 9. Steamboat. | 12. Carriage. |

NOTE.—Exercises like these can be continued as long as desirable.

EXERCISE X.—PUNCTUATION.

For what is a brace used?

A BRACE } is used to connect lines or words.

* See Ex. 5, Remark.

What do marks of parenthesis and brackets include?

Marks of PARENTHESIS () } include what may be omit-
or BRACKETS [] } ted without materially af-
fecting the sense; as,

No man (however wise) knows all things.

How is a period used?

A PERIOD (.) is used at the close of a sentence. (See page 9.) Also, in abbreviations; as, Ex. for Exercise.

Where is a hyphen used?

A HYPHEN (-) is used between the words which form a compound word; as,

Tea-pot; sea-horse.

For what other purpose is a hyphen used?

The hyphen is also used at the end of a line, when the other syllable or syllables of the word are at the beginning of the next line following; as,

In warm climates thun-
der storms are common.

What is to be observed in this use of the hyphen?

The hyphen should never be placed between *letters* of a syllable, but between *syllables*; as,

thun-	not thu-	nor thund-
der,	nder,	er.

NOTE.—The hyphen is, also, sometimes used in dictionaries and school-books, between syllables; as, u-su-al.

What does a dash denote?

A DASH (—), somewhat longer than a hyphen, denotes a pause of uncertain length; as,

Mr. —, Mr. —, what do you call him?

NOTE.—A dash is, also, sometimes used for the parenthesis; as,

No man—however wise—knows all things.

6. In winter the is covered with snow.
7. In the morning the rises.
8. The river overflowed banks.

REM. 1.—The pupil should endeavor to write so correctly that the caret will never be needed.

REM. 2.—In writing the exercises in this book, the learner will have abundant practice in the use of the *hyphen* at the end of the line. The teacher should see that it is correctly employed.

EXERCISE XII.—WORDS.

Fill the blanks, writing the sentences in full, and using the *hyphen* and *caret* correctly.

1. The rose is —, but it is surrounded with —.
The rose is *sweet*, but it is surrounded with *thorns*.
2. The lily is —, but it grows among —.
The lily is *fair*, but it grows among *weeds*.
3. The dog —. The horse —. The hens —.
4. The cat —. The lions —. The birds —.
5. The sparrow has two — and two —.
6. Birds are clothed with — and lay —.
7. Fish have neither — for flying like birds nor — for walking like the —.
8. They are not covered with — like birds nor with — like a horse.
9. Sheep are covered with —, hogs with —, and fish with —.

EXERCISE XIII.—WORDS.

Fill the blanks, as in the preceding exercise.

1. Oxen and horses eat —.
2. Dogs and cats eat —.
3. Fowls and birds eat —.
4. The farmer tills the —, and when the wheat is —, the miller grinds it into —, from which our — is made.

5. Wool from the _____ back is made into _____, and the skins of animals into _____.

6. There is a land where the roses are without _____, and the lily grows not among _____.

7. In that land there is _____ spring, and light without any _____ . There are flowers that never _____.

8. In that _____ there are no wars nor quarrels, but all _____ one another.

EXERCISE XIV.—PHRASES.

Fill the ellipses with words or phrases that will complete the sense, *writing* out each sentence in full

1. The _____ greatly amused.
The *company were* greatly amused.
2. The _____ blown down by the gale.
3. The _____ lost in the storm.
4. The _____ made known to the public.
5. The _____ returned late from school.
6. The _____ seen by the faint starlight.
7. The _____ in the same country town.
8. The _____ under the shade of the trees.
9. The _____ at the rising of the sun.
10. The _____ with corn and potatoes.

EXERCISE XV.—PHRASES.

Supply the ellipses, as in the model.

1. Valuable _____ are often lost.
Valuable *opportunities of doing good* are often lost
2. Wonderful _____ sometimes told.
3. Much _____ some men.
4. The boy _____ with his sister.
5. The horses _____ carriage.
6. Many _____ related of Washington
7. Who _____ horrors of war?
8. Many _____ field of battle.

9. Thousands _____ the camp.
 10. Life _____ serve the Lord.

EXERCISE XVI.—PHRASES.

Fill the following blanks with phrases.

1. They _____ difficulty.
 They *removed the trees with* difficulty.
 2. The men _____ with reluctance.
 3. We should _____ with cheerfulness.
 4. The ships _____ a fair wind.
 5. The sky _____ dark clouds.
 6. We must _____ morning of life.
 7. Every one _____ future with hope.
 8. The sun _____ the just and the unjust.
 9. By _____ knowledge.
 10. In gardens _____ and flowers.

EXERCISE XVII.—PHRASES.

Supply the ellipses.

1. Mary _____ friends _____ country.
 Mary *is visiting her* friends *in the* country.
 2. William _____ store _____ city.
 3. The ship _____ gale _____ sea.
 4. New York _____ miles _____ Boston.
 5. The elephant _____ found _____ countries.
 6. A top _____ toy _____ play.
 7. I saw _____ and a cow _____ pasture.
 8. John _____ horse _____ stable.
 9. In youth _____ careful _____ habits.
 10. Jane _____ feed _____ and chickens

EXERCISE XVIII.—PUNCTUATION.

What does an interrogation point denote?

AN INTERROGATION POINT (?) denotes a question ; as,

Will you go? Has he come?

What does an exclamation point denote?

AN EXCLAMATION POINT (!) denotes emotion; as,

Oh! ah! Alas for frail man!

What does an apostrophe denote?

AN APOSTROPHE (') denotes a contraction made by omitting one or two letters; as,

'Tis for *It is*; e'er for *ever*.

Also, the possessive case; as,

John's hat; eagle's wings.

What is the difference between a comma and an apostrophe?

The comma is placed at the *bottom* of the line (,), and the apostrophe *above* it (').

Let each pupil make the following points and marks upon a blackboard or slate.

	BRACE	}	,
PARENTHESIS	()	APOSTROPHE	('),
PERIOD	(.)	HYPHEN	(-),
COMMA	(,)	DASH	(—),
INTERROGATION	(?)	ELLIPSIS	(—),
EXCLAMATION	(!)	CARET	(^).

EXERCISE XIX.—PUNCTUATION.

Write out carefully and neatly the following sentences, putting in their proper places capitals, periods, interrogation and exclamation points, and apostrophes. Two examples are correct.

1. where can happiness be found
Corrected.—Where can happiness be found?

Reason.—*W* should be a capital, because it begins the sentence. There should be an interrogation point at the close, because a question is asked.

2. would that man had never sinned.
Corrected.—Would that man had never sinned!

Reason.—*W*, a capital, as above; an exclamation point at the close, because emotion is expressed.

3. tis a long road to that mans house,
Corrected.—'T is a long road to that man's house.

Reason.—Capital *T* as above; apostrophe at '*T*' because '*Tis* is contracted from *it is*; an apostrophe before *s* in *man's*, because *man's* is in the possessive; a period at *house*, because it is at the close of the sentence.

4. what can be more beautiful than the earth
5. the sun shines in his splendor
6. the moon and the stars come forth in beauty
7. the flowers lift up their bright heads
8. the brooks whisper softly as they flow
9. the birds warble as they fly
10. is not all nature tuned to harmony
11. o that man would praise the Lord for his goodness
12. how important that we should be prepared to die
13. Where shall we look for instruction?
14. who can tell what will be on the morrow
15. whose book is this where was it found
16. tis true tis pity pity tis tis true
17. a friends faults should not be magnified
18. 'T is not in nature not to scorn a knave.

EXERCISE XX.—PHRASES.

Fill the following blanks, as in the model.

1. He conducted _____
He conducted *the business very well.*
2. They saw _____ .
3. We should improve _____ .
4. Most persons love _____ .
5. We should love _____ .
6. Spring brings _____ .
7. Summer has _____ .
8. In autumn the harvest _____ .
9. In winter we have _____ .