
Essentials of English: Book 2

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Title: Essentials of English: Book 2

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PREFACE

THE Second Book of *Essentials of English* is intended for use in the seventh and eighth grades of the elementary school.

The book is divided into two parts, Part One being devoted to the fundamental principles of Grammar, and Part Two to a study of effective models of Composition and to practical exercises in self-expression. This division is made not with any idea that grammar be considered first and composition second. Indeed, it is important that the two subjects be studied together, so that each may serve as an aid in developing the other.

The treatment of *Grammar* is simple yet comprehensive, especial emphasis being placed upon those aspects which tend to influence language habits. The principles and definitions are developed inductively from examples carefully selected, first for their fitness to illustrate the point under consideration, and second for their literary excellence.

The exercises are abundant and of great variety. They are not confined to practice that requires mere recognition of various grammatical elements and to analysis and parsing; but they enter the borderland of composition in their constructive capacity. Thus, the pupil is required to change sentences from the natural to the transposed order or the reverse, to expand sentences by changing adjectives and adverbs to adjective and adverbial phrases or clauses, and to gain through many other exercises the skill that leads to ease and force in speaking and writing.

The correction of language errors is made by emphasis on *correct forms*. The authors believe that the presentation of errors upon the printed page tends to fix rather than to elimi-

nate inaccuracies of speech. Each teacher can best meet the needs of her individual pupils by correcting errors as they occur under her observation.

The last sections of Part One are devoted to reference work, including a brief history of the English language, a list of irregular verbs, and a system of diagrams for those who wish to supplement the oral analysis by work of this type.

The aim of the work in *Composition* is to arouse in the pupils respect for the English language, a growing appreciation of its beauty, and a desire to use it correctly and effectively. To promote these ends, fresh and interesting models are presented for conscious and unconscious imitation, topics within the range of the pupils' interest and experience are furnished for original oral and written expression, and definite suggestions as to method of attack are given, thereby eliminating that greatest bugbear of composition work — *how to begin*.

Narration, as the simplest form of expression, is developed first; description and exposition follow. Much time and attention are given to letter writing in its various social and business forms. Sufficient work on argument and debate is furnished to make this phase of composition, always interesting to pupils of the upper grades, a valuable asset.

The study of the paragraph, of outlines, and of punctuation and capitalization is systematic and thorough.

Many exercises in word study—synonyms, antonyms, and homonyms—and in methods of securing force, coherence, and variety add to the practical value of the work.

The authors gratefully acknowledge their indebtedness to Miss Sherred W. Adams, principal of the Brush Hill School, Milton, Massachusetts, for valuable assistance in the preparation of the manuscript, and to Professor Thomas H. Briggs of Teachers College, New York, for many helpful criticisms and suggestions.

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PART ONE — GRAMMAR



1. THE SENTENCE

A STORM AT SEA

The storm increased with the night. The sea was lashed into tremendous confusion. There was a sullen sound of rushing waves and broken surges. Deep called unto deep. The thunders bellowed over the wild waste of waters, and were echoed and reëchoed by the mountainous waves. As I saw the ship staggering and plunging among these roaring caverns, it seemed miraculous that she regained her balance. Her yards dipped into the water; her bow almost buried itself beneath the waves. Sometimes a great surge appeared ready to overwhelm her, and nothing but a dexterous movement of the helm preserved her from the shock.

WASHINGTON IRVING (*Adapted*).

In writing the paragraph above, the author had several thoughts about the storm. What was his first thought? If, instead of expressing this thought fully, he had written only *storm, night*, you would have known that he wanted to tell you something about a storm and about the night; but you would not have known what connection there was in his mind between these ideas. In order to give you this connection, it was necessary for him to express his complete thought in words; that is, to make a sentence. Read the sentences and notice what thought each expresses.

Notice that each sentence begins with a **capital letter**.

A sentence is a group of words that expresses a complete thought.

Every sentence should begin with a capital letter.

ORAL EXERCISE

Which of the following groups of words express a complete thought? Make a sentence of each incomplete group.

1. The storm was furious.
2. The lightning flashed.
3. The threatening clouds overhead.
4. The captain who anxiously paced the deck.
5. The captain anxiously paced the deck.
6. In one of the pauses of the storm.
7. The whistling of the wind through the rigging.
8. As the ship rolled and tossed from side to side.
9. I tried to walk the deck.
10. The thundering heavens and the mountainous waves.
11. The night was black.
12. The blackness of the night.

2. SUBJECT AND PREDICATE

Notice the two following sentences :

The storm increased.

The ship regained her balance.

In the first sentence, which words tell what is spoken of? Which word tells what is said about *The storm*? Every sentence consists of these two parts: the part that denotes the person, the place, or the thing spoken of, and the part that tells what is said about this person, place, or thing.

The part of the sentence that tells what is spoken of is called the **subject** of the sentence. As the group of