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# **Essentials of English**

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**Title: Essentials of English**

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## PREFACE

THIS book is intended for use in the seventh and eighth grades. Parts One and Two indicate the natural division of the work between these two grades.

The basic idea on which the book is built is that the main object of English study is to learn how to speak and to write English correctly and effectively. Therefore only those grammatical principles are included which function in correct speech. In other words, the study of grammar is not made an end in itself, but a means to the correct use of the English language. The new terminology has been used.

The composition work and the grammar are so closely interwoven that each serves to strengthen and to vitalize the other. Great emphasis is laid on oral work, which is always used as preparation for the written work.

The organization of each year's work into various chapters represents an attempt to select certain large projects, involving the use of the mother tongue, that may properly be set before pupils. There is, therefore, a definite goal set before the pupil in each chapter, and only such exercises as contribute directly to this main problem are presented.

The method is a combination of the inductive and the laboratory methods. A lesson starts with an interesting selection in which the facts to be studied are embedded, and assists the pupils by proper direction to discover these facts for themselves.

The selections are chosen for the appeal they make to the pupils' interests. The material used for composition is based on natural situations in which the pupils will need to speak and to write. With a real motive and stimulus thus presented for expression, definite guidance is given in the right direction to make that expression effective.

No satisfactory results in language training can be obtained without adequate drill on correct usage. This book not only furnishes sufficient drill material, but also emphasizes the reason why one form is right and another wrong. It aims to rationalize as well as to habituate the correct form.

Frequent and thorough drills are given also in letter writing, grammar, punctuation, capitals, pronunciation, variety of expression, enlarging the vocabulary, paragraphing, outlining, and in the use of reference books.

Among the features that aid to make the work effective by making it interesting are language games and contests, pageants and dramatizations, socialized recitations, group projects, patriotic programs, the conduct of a school paper, and the organization of a school club.

The authors gratefully acknowledge their indebtedness to Miss Sherred W. Adams, Principal of the Prospect Hill School, Trenton, New Jersey, for valuable assistance in the preparation of the manuscript.

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## PART ONE

### CHAPTER ONE

#### HOW TO TELL A STORY

##### **The Importance of Oral Language**

Do you realize how important it is for you to learn to use your mother tongue well? It is this ability, above all others, that marks the educated person. There is no business or profession, no work of any kind, where your success will not depend in a large measure on the skill with which you use the English language.

We express ourselves both orally and in writing, but of the two ways oral expression is by far the more common and useful. Furthermore, the ability to speak well helps us to write well. You see, therefore, how important it is for you to learn to speak better each day, to acquire a large vocabulary of fitting words, to construct your sentences properly—in a word, to speak clearly and forcefully.

**Oral Reproduction**

Read the following story carefully :

**A RESCUE IN NO MAN'S LAND**

It was in the early days of the great conflict that two small French battalions once found themselves entrenched opposite a German force that far outnumbered them. The day was cold and it was snowing heavily.

The French were to make a charge. The colonel in command knew that the odds were all against him, and the men, too, guessed that bad business was ahead; but orders were orders. The charge had to be made, and the colonel himself, in order to put courage into the hearts of his men, led them over the top and across the shell-torn fields of No Man's Land.

When about six yards from the enemy trenches, the gallant colonel fell, shot through the knee and the shoulder. Though badly wounded, he would have made the attempt to crawl back to the French lines had not his position been such a perilous one. As it was, he did not dare to move even so much as an eyelid, but lay crumpled up as he had fallen, shamming death. Hours passed. He became numb with cold, weak from the loss of blood, half delirious with pain. His cramped position added to his misery. If he could only move! He felt that he would give a year of his life simply to turn over; but he knew that no motion would escape the watchful eyes of the enemy.

Just as darkness was beginning to fall, he was roused from the semi-unconsciousness into which he had drifted by the sight of a figure emerging from behind a barricade of sandbags and crawling towards him. He recognized the French uniform and guessed that one of his men was bent on rescuing him, dead or alive. Through half-closed lids he watched anxiously the dark form so sharply outlined against the snow-white ground.