

# Introduction

Adapted from the original "Note to Teachers" from *Lessons in English: Book One*, by Fred Newton Scott and Gordon A. Southworth, 1913.

[This book presupposes] a wise and capable teacher who will use [it] with the attainments and needs of her pupils in mind, omitting here and supplementing there according to varying conditions.

Too many teachers think of a textbook as a kind of machine gun, built to fire so many loads a minute with deadly precision. This is a vicious error. A textbook should be the teacher's friend, guide, and helper. It may be a powerful aid and resource, but it can never take the place of the teacher's personal enthusiasm, sympathy, and stimulus.

In [this book] teachers will find a great variety of material which they can use in accordance with their best judgment. Exercises are given for copying, for dictation, for rewriting, for description, for letter writing, for recording the results of observation and experience, for the use of words and their synonyms, and for practice in the use of correct forms. Selections from the best literature are given to be studied and learned, and to furnish suggestions for kindred work from the school readers. Ample provision is made for the correlation of nature work with language, and the elements of grammar are inductively presented.

The inductive method has been followed throughout. A right use of the suggestive questions will lead to habits of thought, observation, and investigation along given lines. Other questions may be added, but the direct imparting of information will not often be necessary.

Oral lessons should precede and outnumber written lessons. Each exercise should be the subject of conversation and study before any attempt is made to write it.

A special effort should be made by the teacher to see that the child's thought is clear and distinct in his own mind. The first thoughts of children are, and perhaps ought to be, more or less hazy. It is the business of the teacher of English to dissipate the fog, to disentangle the confused ideas, to induce habits of clear and orderly thinking. Much can be accomplished toward this end by training the child from the start to grasp firmly the units of discourse, the sentence, the paragraph, and the whole of composition. This does not mean that the children are to learn to talk about these things, but that they must somehow gradually acquire the sense of them.

# Lesson 1

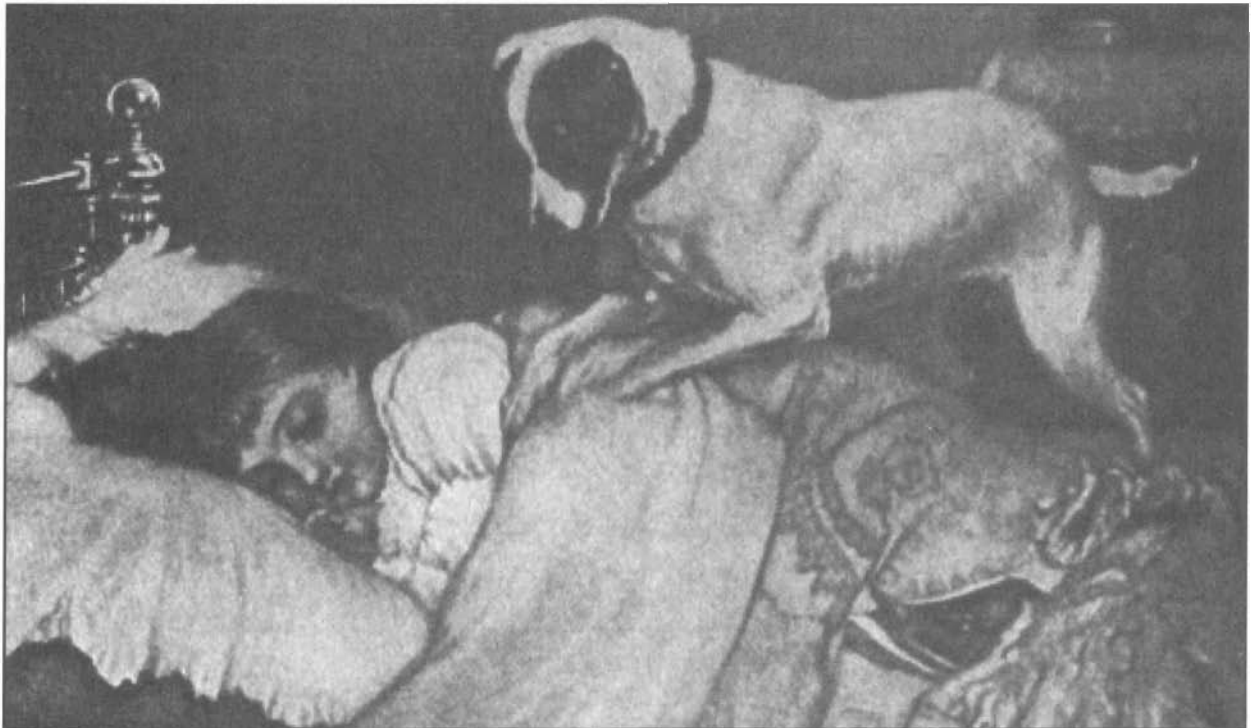
## PICTURE LESSON: MORNING CALL

Study the picture. Talk with your teacher about the scene.

The dog is about to wake the little girl. When she awakens she will say something to him. What will she say if she is glad to see him? What will she say if she is vexed? What question might she ask him? What command might she give? If you were to ask her what the dog's name is, what would she say? What would she say if the dog barked sharply at her? If the dog could speak, what might he say in reply? If her mother came into the room, would her mother pet or scold the dog? How old do you think the girl is? What would the mother and daughter talk about?

### EXERCISE

On a separate sheet of *paper*, write a *story* about the little *girl* and her dog. Why is the dog so eager for the little girl to get up? What is about to happen?



# Lesson 2

## KINDS OF SENTENCES

[Several questions in Lesson 2 reference the picture in Lesson 1.]

When we talk or write, the words that belong together and fall naturally into groups are called **sentences**. There are different kinds of sentences.

Some sentences **tell**, or **state** something.

What might the mother tell her little girl? What might the little girl tell her mother?

Some sentences **ask questions**.

What questions might the little girl's mother ask when she enters the room?

What questions might the girl ask?

In some sentences, someone is **commanded** or **requested** to do something.

What command might the little girl give to the dog?

What request might she make of her mother?

### EXERCISE

*Tell which of the following sentences make a statement, ask a question, or contain a command. Write either **statement**, **question**, or **command** on the line after each sentence.*

1. What is the name of this picture? \_\_\_\_\_

2. The name of the artist is C. B. Barber. \_\_\_\_\_

3. Look carefully at the face of the dog. \_\_\_\_\_

4. What time of day is it? \_\_\_\_\_

5. The child is not afraid of the dog. \_\_\_\_\_

6. It is time to get up. \_\_\_\_\_

# Lesson 31

## PICTURE LESSON: AMUSING A CHILD

Both of the older children in the picture are eager to play with their little brother. "Very well," says the mother, "I will let each one of you try to amuse him for a quarter of an hour by the clock. What will you do to keep him happy?" Each sister tells her mother what she will do.



1. What time is it according to the clock at the top of the picture?
2. A quarter of an hour is how many minutes?
3. Where will the hands of the clock be at the end of the first quarter?
4. Where will they be at the end of the second quarter?
5. Think about what you might do to keep the baby happy if you were one of the girls. Can you imagine what each child might say?
6. Tell first what the little one will do, then tell what the older sister will do.

## EXERCISE

On another sheet of paper, write a story about what happens as the two sisters (or a brother and a sister or two brothers) play with their little brother.