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E. E. Reynolds

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BY

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Edward II, etc.

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P R E F A C E

The present collection of exercises is intended for use during the second and third years of a School Certificate Course in English. The work covered leads up to my *Exercises in English*, and the two books together will supply a sufficient range of practice for all but the early stages of the normal syllabus.

No explanatory matter is included, partly to economise space so that a considerable bulk of material for practice could be included, and partly because explanation is best given by word of mouth by the teacher, and not read from a book by the pupil.

§ I. *Grammar*. The majority of the sentences in this section have been drawn from books so that the pupil is dealing with the language in its normal expression, and not as it can be used for illustrating particular grammatical points. Sentences in other languages should also be used for analysis to emphasise the fact that Grammar is not peculiar to English, but equally concerns Latin, French, and other languages. Oral work will be found most productive at this stage.

§ II. *Spelling and Punctuation*. It is important that stress should be laid on accuracy in spelling and punctuation; it is however better for the pupil to keep lists of his own errors, rather than to do too many formal exercises. Exercise VIII generally captures interest—not an easy achievement in such a mechanical subject.

§ III. *Vocabulary*. In order to enlarge the vocabulary and also to encourage the use of a Dictionary as much as

possible, many words are used in this section that would not normally be part of the pupil's knowledge. The passages in Exercise XXVI have been taken from the popular stories that appeal to boys and girls of 13 and 14. The teacher of English should be acquainted with this type of writing, as it provides a useful guide to the pupils' range of vocabulary.

§ IV. *Note-making and Précis.* Definite instruction and practice should be given in note-making. To be able to make well-organised and succinct notes is of considerable value, and the pupil should acquire this skill as soon as possible in his career. The passages given offer a wide range of types, but further practice should be chosen from the school text-books, and from newspapers.

§ V. *Paraphrase.* The passages in Exercise I have been arranged in chronological order (1470–1707) so that they can also be used for illustrating the major characteristics in the development of English prose style. The verse extracts in Exercise II have been chosen for their content rather than for their form, but they will be found useful as additional examples of prosody.

§ VI. *Study of Prose Passages.* Close study of selected short passages of prose is a valuable aid to the writing of English, and to an appreciation of style and method of presentation. The questions set on each extract direct the pupil's attention to matters of vocabulary and expression. A number of topics for writing are also given, not for the purpose of encouraging the imitation of the originals; the passages are useful points of departure for exercising the imagination, and for suggesting points of view. Similar exercises should be set on other passages chosen from the books read in school.

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§ VII. *Composition*. This section contains nearly 400 subjects for writing; the requirements vary from a short answer to a more elaborate essay. The work will gain in value if subjects are discussed in class before the writing is attempted. It is hoped that each pupil will find a number of his own interests in the wide variety of topics suggested.

§ VIII. *Verse*. A few simple exercises in verse forms are given. These should not be used too frequently, as they are but minor aids to the enjoyment of poetry.

E. E. R.

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