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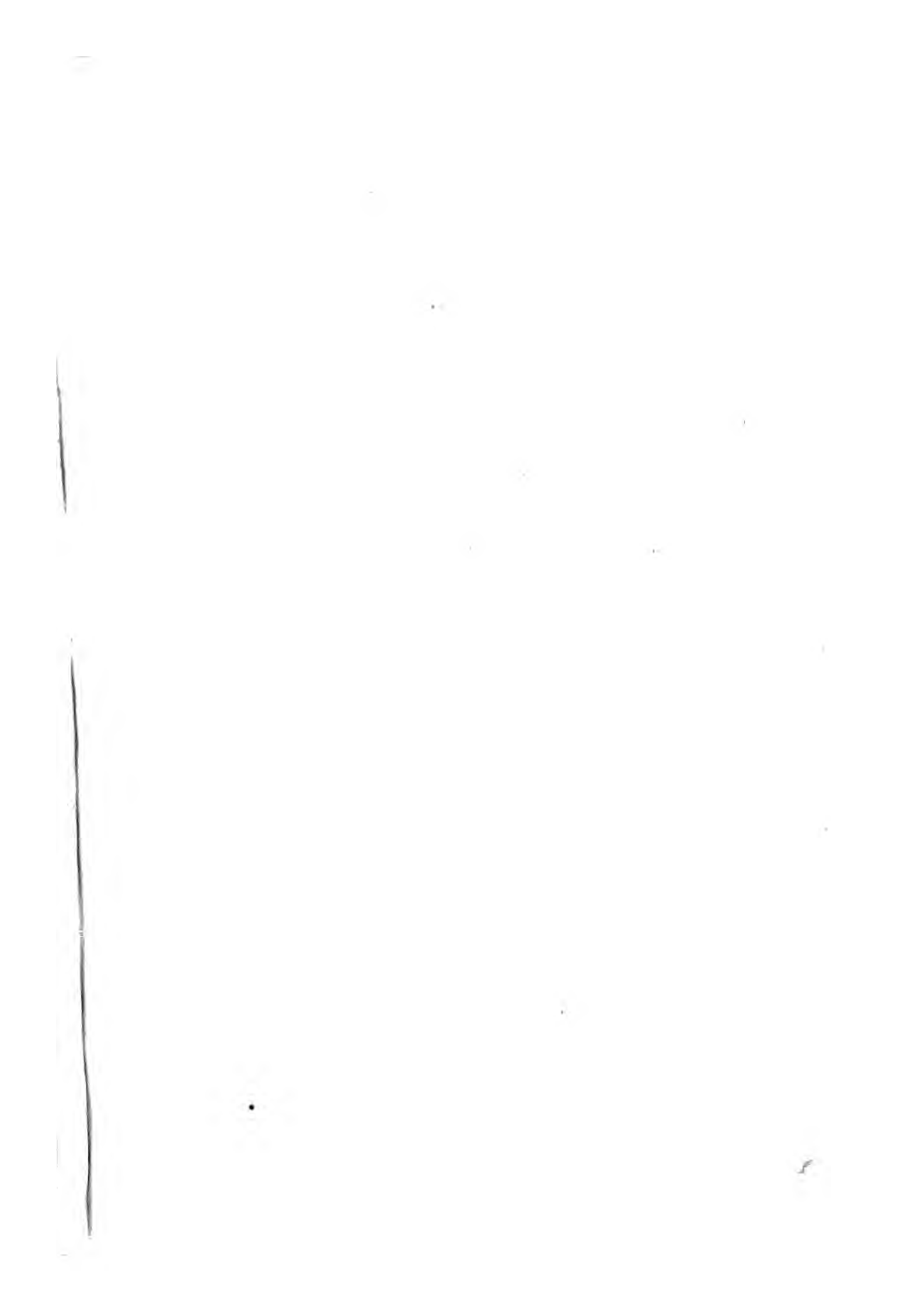


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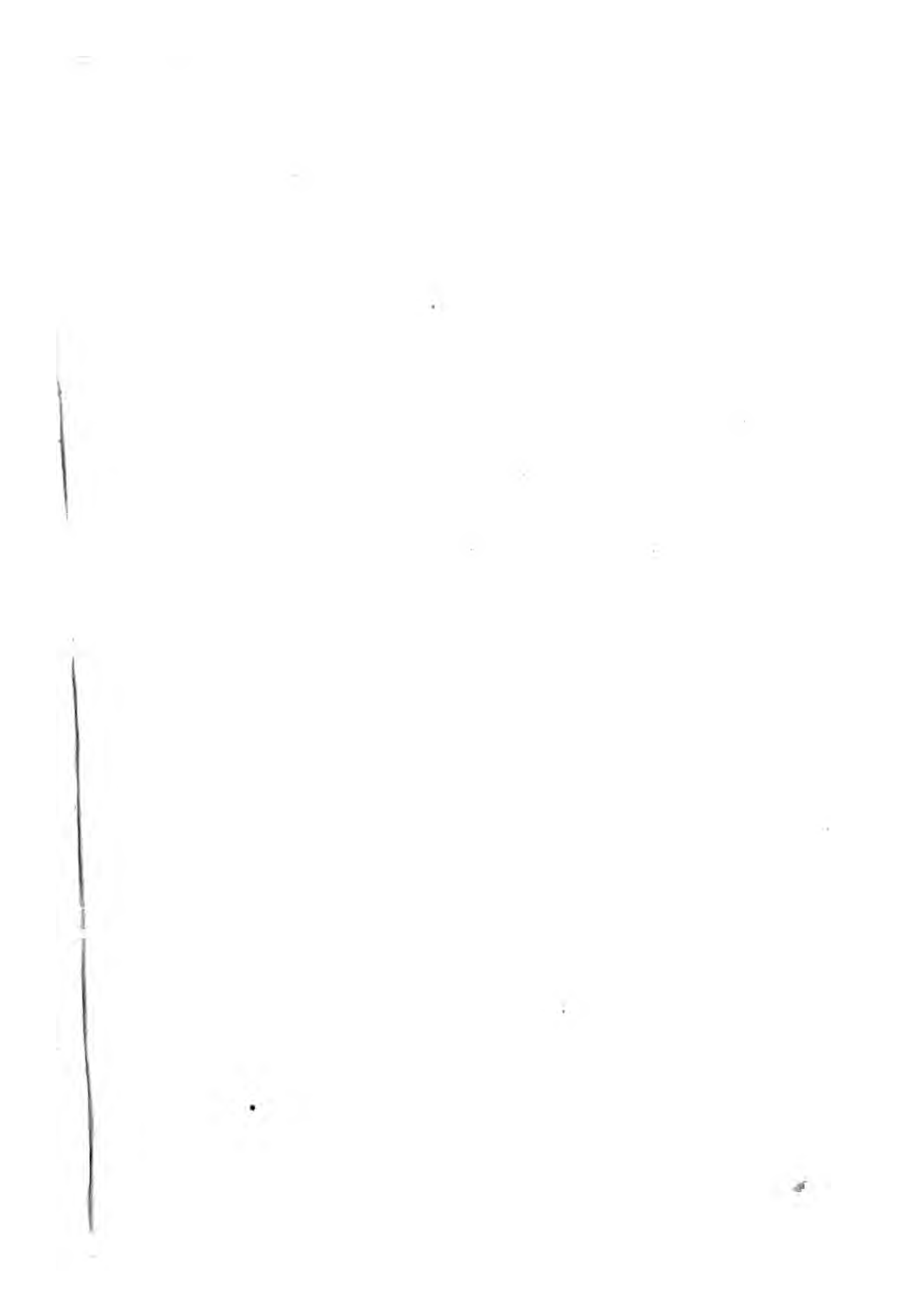
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THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

PHYSICS 309

LECTURE NOTES

BY

PROFESSOR

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1963

CHICAGO, ILL.

PRACTICAL
ENGLISH GRAMMAR,

FOR THE USE OF

Schools and Private Families.

BY

JAMES HUTCHINSON, M.A.,

AUTHOR OF

"Easy Lessons on Geography," "Juvenile Spelling Assistant,"

"Easy Lessons on the History of England," &c.

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P R E F A C E.

In the following pages the great object of the author has been to simplify the subject of Grammar so much, that the pupil should be led on by easy gradations, from the first rudiments of the art, to the parsing of the English language with fluency: it is not his province to say how far he has accomplished his aim.

As Lindley Murray still continues to be regarded a leading authority on Grammar, it has been considered prudent to retain his definitions and arrangements so far as it could consistently be done; therefore, the transition from the one to the other, will be easy to those who may give the preference to this.

As the following work is founded on practice rather than theory, it is hoped it will meet with a welcome from those teachers who make parsing the great basis of grammatical instruction.

LONDON, February, 1850.



A PRACTICAL
ENGLISH GRAMMAR.

INTRODUCTION,

1. GRAMMAR is the art of expressing our ideas with propriety, that is, according to the usage of well-educated persons, moving in respectable society.

2. It is usually divided into four parts, namely,— Or-thog'-ra-phy, Et-y-mol'-o-gy, Syntax and Pros'-o-dy,

PART I,

ORTHOGRAPHY,

3. ORTHOGRAPHY teaches the nature and power of letters, and the just method of spelling words.

4. The English language consists of twenty-six letters, called the Alphabet; some languages have a greater number than twen-

ty-six, and others not so many; thus, in the Latin there are only twenty-two letters, in the Greek twenty-four, in the French twenty-three, and in the Spanish twenty-seven.

5. These letters are divided into two distinct kinds, namely, vowels and consonants.

6. A vowel has a perfect sound of itself, and is formed by opening the mouth in a particular manner, as *a*, *o*.

7. A consonant cannot be sounded without the help of a vowel, thus *l* and *b* require the vowel *e* to form their proper sounds.

8. The vowels are *a*, *e*, *i*, *o*, *u*, and sometimes *w* and *y*; all the other letters are consonants.

9. *W* and *y* are consonants when they begin a word or syllable, but in every other situation they are vowels.

10. When two vowels come together in one syllable, as *ou* in sound, they are called a *diphthong*; and in like manner, when three come together, as *iew* in view, they are called a *triphthong*.

11. A diphthong is said to be proper when both the vowels are sounded, as *oi* in voice; and improper when only one of them is sounded, as, *ea* in eagle, *oa* in boat.

12. Words are distinct sounds by which we express our thoughts; when a word consists of only one syllable, it is called a mono-syl'-la-ble, when it contains many syllables it is called a pol-y-syl'-la-ble.

13. A word is said to be prim'-i-tive when it cannot be shortened or reduced to one more simple, as *man, good, content*.

14. A word is called de-riv'-a-tive when it can be shortened or reduced to something more simple, as, *boyish, virtuous, repentance*, which may be reduced to *boy, virtue, repent*.

QUESTIONS FOR EXAMINATION.*

1. What is Grammar? What is meant by with propriety?
2. How is grammar divided? Name the parts.
3. What does Orthography teach?
4. How many letters has the English alphabet? Have all languages twenty-six? How many the Latin? the Greek? the French? the Spanish?
5. How are the letters divided?
6. A vowel has what? How is it formed?
7. Describe a consonant? What do *l* and *b* require?
8. Name the vowels. Which are the consonants?
9. When are *w* and *y* consonants? What are they when not consonants?

* These questions may be answered either in writing, or verbally in classes, not requiring the exact words of the text, but their meaning in the pupil's own language.

10. What are two vowels coming together in one syllable called? What are three vowels called?

11. When is a diphthong said to be proper? When improper?

12. What are words? What is a word of one syllable called? What a word of many syllables?

13. When is a word said to be primitive?

14. When is a word called derivative?

EXERCISES IN ORTHOGRAPHY.

8. Tell me which are the vowels in the following words:—hat—pin—not—sure—pen—pit—tin—her—sand—pond—hemp—pump—some—lime—time—seem—have—door—content—intend.

Name or write down six words that contain two consonants and one vowel each, as *met*.

Name me six that contain two vowels and two consonants each, as *pine*.

Name me six that contain three consonants and one vowel each, as *sand*.

In the following tell me where *w* is a consonant, and where it is a vowel; when—now—fawn—will—tower—what—sown.

Tell me when *y* is a vowel, and when a consonant in the following:—key—year—hymn—toy—youth—system—yonder.

10. Tell me which letters make the diphthongs in the following words:—pound—saint—voice—toy—good—need—friend—thought—pain.

Which letters form the triphthongs in the following words?—adieu—view—beau—beauty.

11. In the following words, tell me which contain

proper diphthongs, and which improper ones:—sound—choice—fair—bread—toy—noun—death—point—health—friend—joiner.

13. Form the following primitive words into derivative ones:—content—firm—sober—lord—friend—industry—power—girl—sorrow.

14. Reduce the following derivative words to primitive ones:—government—joyful—mildest—beautiful—sinful—dutiful—industrious—sleepless—boyish—laughter.

PART II.

ETYMOLOGY.

1. **ET-Y-MOL'-O-GY** treats of the different orders of words, their various changes, and their derivations.

2. The English language contains nearly fifty thousand words, yet as great as this number is, those words are easily classed into nine different kinds, which, in grammar, are called "Parts of Speech."

3. These Parts of Speech are known by the following names:—the Article, the Noun, the Adjective, the Pronoun, the Verb, the Adverb, the Preposition, the Conjunction, and the Interjection.

ARTICLES.

4. An Article is a word put before a noun to show the extent of its meaning, as *a* garden, *an* eagle, *the* woman.

5. In English there are only two articles, *a* and *the*; *a* becomes *an* before a vowel,* and before an *h*, not sounded in speaking, as *an* acorn, *an* hour; but if the *h* be sounded, the *a* only is to be used, as *a* hand, *a* heart, *a* highway.

6. *A* is called the *indefinite* article, because it *does not define* or *clearly point out* the thing of which we speak, as, Give me *a* book, that is *any* book.

7. *The* is called the *definite* article, because it *does define*, or *clearly point out* the thing of which we speak, as, Give me *the* book, that is, *some particular* book.

8. A noun, without any article to limit it, is taken in its widest sense, as a candid temper is proper for man, that is, for all mankind.

QUESTIONS FOR EXAMINATION.

1. Of what does Etymology treat?
2. How many words does the English language

* A word beginning with a vowel or vowels, having the long sound of *u*, takes *a* not *an* before it, as *a* ewe, *a* unit; this will also apply to *o* having the sound of *u*, as *a* one horse chaise.

contain? Into what are they easily classed? What are they called?

3. Name the Parts of Speech.

4. Where is the article put? Why thus placed?

5. How many articles are there? When does *a* become *an*? Read the note at the bottom of the page, and tell me if *a* always becomes *an* before a vowel. Is *an* used before an *h* sounded in speaking?

6. What is *a* called? Why thus called?

7. What is *the* called? Why is it thus called?

8. In what sense is a noun taken that has no article to limit it?

EXERCISES ON THE ARTICLE *a*.

5. Put either *a* or *an*, as the sense may require, before the following words:—house—hour—actor—horse—abbey—hand—honour—unit—ewe—cow—inn—ox—field—honest man—useful horse—pleasant day—artful boy.

NOUNS.

1. A Noun is the name of any thing that exists, or of which we can form an idea or opinion, as London, man, virtue.

2. A noun may be known by its making sense with the article *a*, *an*, or *the*, as *a* man, *an* owl, *the* field; or by its making sense of itself, as virtue, vice.

3. Proper nouns are the names of persons, places, seas, rivers, ships, &c.; as William, Liverpool, the Baltic, the Thames, the Albert.

4. Common nouns are the names of animals and things in general, as a horse, a tree, a flower, the river.

5. To nouns belong gender, number, and case, and they are all of the *third* person *when spoken of*, and of the *second* *when spoken to*, as *Henry* never neglects his *studies*; *Fie! George*, you have hurt your sister.

QUESTIONS FOR EXAMINATION.

1. What is a noun?
2. How may a noun be known?
3. Of what are proper nouns the names?
4. Of what are common nouns the names?
5. What belong to nouns? Of what person are nouns *when spoken of*? Of what person *when spoken to*?

EXERCISES ON NOUNS.

2. Name or write down ten words that will make sense with *a* and *the*, and do not forget they will be nouns, thus:—

A chair.	The chair.
A flower.	The flower.

Name or write down ten nouns that will make sense of themselves, as wisdom, folly.

Write the following words in two columns, placing the proper nouns on the left hand, and the common ones on the right:—

William, sugar, Spain, wheat, grass, pears, Eliza, Ann, John, carpet, France, Leeds, duck, soldier

draper, the Severn, Paris, boy, George, girl, Martha, street, wind, wasp, Manchester, Yorkshire, salt, the Atlantic, the Majestic, Russia, drake, cloth, thus :—

William. sugar.

Spain. wheat.

Name me ten words that are proper names, as Bath, Mary.

Name me ten words that are common nouns, or names of things, as water, table.

GENDER OF NOUNS.

1. GENDER is the distinction of sex. There are three genders, the masculine, the feminine, and the neuter; by neuter is meant neither of the two, that is, neither masculine nor feminine.

2. The masculine gender denotes animals of the male kind, as a man, a lion.

3. The feminine gender signifies animals of the female kind, as a woman, a lioness.

4. The neuter gender denotes whatever is without life, as a field, the river, a stone.

5. When a word will apply to either male or female, we usually call it the common gender, as a parent, a relation, a neighbour.

6. Some nouns, naturally neuter, are frequently spoken of as masculine or feminine; thus, the sun is considered masculine on

account of his mighty power, and the moon feminine, because she receives her light from the sun.

7. There are three ways of distinguishing the sex, namely, by different words, by different endings, and by prefixing another word.

BY DIFFERENT WORDS.

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Bachelor	Maid	Horse	Mare
Beau	Belle	Husband	Wife
Boar	Sow	King	Queen
Boy	Girl	Lad	Lass
Buck	Doe	Lord	Lady
Brother	Sister	Man	Woman
Bullock	Heifer	Master	Mistress
Cock	Hen	Nephew	Niece
Dog	Bitch	Ram	Ewe
Drake	Duck	Sir	Madam
Earl	Countess	Sloven	Slut
Father	Mother	Son	Daughter
Friar	Nun	Stag	Hind
Gander	Goose	Uncle	Aunt
Hart	Roe	Wizard	Witch

BY DIFFERENT ENDINGS.

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Abbot	Abbess	Author	Authoress
Actor	Actress	Baron	Baroness
Administrator	Administratrix	Bridegroom	Bride
Adulterer	Adulteress	Benefactor	Benefactress
Ambassador	Ambadressess	Caterer	Cateress
Arbiter	Arbitress	Chanter	Chantress

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Conductor	Conductress	Patron	Patroness
Count	Countess	Peer	Peeress
Deacon	Deaconess.	Poet	Poetess
Duke	Duchess	Priest	Priestess
Elector	Electress	Prince	Princess
Emperor	Empress	Prior	Prioress
Enchanter	Enchantress	Prophet	Prophetess
Executor	Executrix	Protector	Protectress
Governor	Governess	Shepherd	Shepherdess
Heir	Heiress	Songster	Songstress
Hero	Heroine	Sorcerer	Sorceress
Hunter	Huntress	Sultan	Sultanness
Host	Hostess	Tiger	Tigress
Jew	Jewess	Traitor	Traitress
Landgrave	Landgravine	Tutor	Tutoress
Lion	Lioness	Viscount	Viscountess
Marquess	Marchioness	Votary	Votares
Mayor	Mayoress	Widower	Widow

BY PREFIXING ANOTHER WORD.

A bull-calf	A cow-calf
A cock-sparrow	A hen-sparrow
A he-bear	A she-bear
A he-goat	A she-goat
A grand-father	A grand-mother
A horse-foal	A mare-foal
A man-servant	A maid-servant
A male-child	A female-child
Male descendants	Female descendants

QUESTIONS FOR EXAMINATION.

1. What is gender? Name the three genders
What is meant by the neuter?
2. What does the masculine gender denote?

3. What does the feminine signify?
4. What the neuter?
5. What do you call the gender when the word will apply to either male or female?
6. How are nouns, naturally neuter, frequently spoken of? Why is the sun considered masculine? Why the moon feminine?
7. How many ways are there of distinguishing the sex? The first? The second? The third?

EXERCISES ON THE GENDER OF NOUNS.

2. Name or write six nouns of the masculine gender, as father, soldier.
3. Name six of the feminine gender, as girl, duck.
4. Name six of the neuter, as bread, milk.
5. Name three of the common gender, as bird, cousin.

NUMBER OF NOUNS.

1. Nouns have two numbers, the singular and the plural; the singular denotes only one person or thing, as a boy, a top; the plural signifies more than one, as boys, tops.

2. Some nouns are used only in the singular form, as wheat, pitch, gold, sloth, pride; others only in the plural, as bellows, scissors, riches, ashes, victuals.

3. Some nouns are the same in both numbers, as, deer, sheep, swine; but we can easily make these singular by the article *a* or *an*, as, I bought *a* sheep.

4. The plural number of nouns is generally formed by adding *s* to the singular, as, boy, boys; girl, girls; slate, slates.

5. Nouns ending *x*, *ch*,* *sh*, or *s*,† are made plural by adding *es* to the singular, as, box, boxes; church, churches; lash, lashes; loss, losses.

6. Nouns that end in *f* or *fe*, are mostly made plural by changing the *f* or *fe* into *ves*, as, loaf, loaves; wife, wives.

7. The following words are to be excepted, as they only take *s* in the plural; brief, chief, grief, handkerchief, hoof, proof, roof, dwarf, scarf, wharf, gulf, turf, fife, safe, strife.

8. Nouns ending in *ff* have the regular plurals, as, stuff, stuffs; ruff, ruffs; formerly staff made staves, but it now makes staffs.

9. Nouns that end in *y*, with a vowel immediately before it, take *s* for the plural, as, key, keys; delay, delays.

* When a word ends in *ch*, having the sound of *k*, it takes *s* in the plural, as monarch, monarchs.

† Nouns ending in *o*, preceded by a consonant, also usually take *es*, as, hero, heroes.

10. Those that have no other vowel in the same syllable with the *y*, change the *y* into *ies*, as, beauty, beauties; fly, flies.

11. Many nouns form their plurals irregularly, that is, not according to the rules given, thus:—

<i>Singular.</i>	<i>Plural.</i>
Man,	Men,
Woman,	Women,
Ox,	Oxen,
Child,	Children,
Brother,	Brethren,
Goose,	Geese,
Tooth,	Teeth,
Mouse,	Mice,
Louse,	Lice,
Die for gaming,	Dice,
Die for coining,	Dies,
Penny.	Pence.

12. Some Latin, Greek, and French words still retain their original plurals, as

<i>Singular.</i>	<i>Plural.</i>
An-i-mal'-cu-lum,	An-i-mal'-cu-la,
Axis,	Axes,
Bandit,	Banditti,
Basis,	Bases,
Beau,	Beaux,
Da'-tum,	Da'ta,
Dictum,	Dicta,
Focus,	Foci,
Ellipsis,	Ellipses,
Index.	Indices.

<i>Singular.</i>	<i>Plural.</i>
Memorandum,	Memoranda,
Monsieur,	Messieurs,
Radius,	Ra'-di-i,
Stra'-tum,	Strata,
Vir-tu-o-so.	Vir-tu-o-si.

QUESTIONS FOR EXAMINATION.

1. How many numbers have nouns? What does the singular denote? What the plural?
2. Name some nouns that are used only in the singular form. Name some that are used only in the plural.
3. Name some that are the same in both numbers. How can you make these singular?
4. How is the plural of nouns generally formed?
5. How are nouns ending in *x*, *ch*, *sh*, or *s*, made plural?
6. How are nouns ending in *f* or *fe* mostly made plural?
7. Name a few of those that make their plurals by adding *s*.
8. How do nouns ending in *ff* form their plurals?
9. How do nouns ending in *y*, with a vowel before it, form their plurals?
10. How those that have not a vowel before the *y*?

EXERCISES ON THE NUMBER OF NOUNS.

4. Spell or write the following in the plural number;—hat, stone, chair, picture, window, table, street, flower.
5. Spell the following in the plural;—fox, tax, porch, torch, sash, mesh, gas, miss, wish, church, box, lass.

6. Spell the following in the plural;—half, self, wolf, shelf, knife, leaf, loaf, sheaf.

7. Spell the following in the plural;—hoof, scarf, dwarf, reproof, chief.

9. Spell the following in the plural;—boy, way, valley, attorney, chimney, play, delay, toy.

10. Spell the following in the plural;—duty, folly, surety, party, lady, story, beauty, charity, history, pony.

11. What does foot make in the plural? Child? Penny? Ox? Goose? Tooth? Mouse? Die for gaming? Die for coining?

12. What does basis make in the plural? Monsieur? Radius? Focus? Axis? Index?

CASES OF NOUNS.

1. In English nouns have three cases, namely, the nom'-in-a-tive, the possessive, and the objective.

2. The nominative case simply expresses the name of a person or thing, and usually takes the leading place in a sentence.

3. The possessive case implies possession, and is known by its taking an a-pos'-tro-phe and the letter *s* after it, as, The *scholar's* duty, My *father's* house; here, *scholar* and *father* are in the possessive case.

4. When the plural ends in *s*, the possessive

s is omitted, but the apostrophe is retained, as, On eagles' wings, The Drapers' company.

5. Sometimes also, when the singular ends in *ss*, the possessive *s* is not added, as, For goodness' sake, For righteousness' sake.

6. The objective case is the same as the nominative, but it usually follows a verb or preposition.

7. Nouns may be declined in the following manner:—

SINGULAR.

Nominative case,	A mother.
Possessive,	A mother's
Objective,	A mother.

PLURAL.

Nominative case,	Mothers.
Possessive,	Mothers'.
Objective,	Mothers.

SINGULAR.

Nominative case,	A man.
Possessive	A man's.
Objective,	A man.

PLURAL.

Nominative case,	Men.
Possessive,	Men's.
Objective,	Men.

QUESTIONS FOR EXAMINATION.

1. How many cases have nouns? Name them.
2. What does the nominative case express? What part of a sentence does it usually take?
3. What does the possessive case imply? How is it known?
4. How is the possessive formed when the plural ends in *s*?
5. How is the possessive sometimes formed when the singular ends in *ss*?
6. Which two cases are alike? What does the objective case usually follow?

EXERCISES ON THE CASES OF NOUNS.

3. Write the following nouns in the possessive case, singular:—

Man, girl, beauty, John, Martha, Henry, master, teacher, father, mother, nephew.

4. Write the following in the nominative and possessive cases, plural:—

Boy, girl, child, grocer, man, woman, dressmaker, saddler, sailor, servant, thus:—

Nominative, boys. Possessive boys'.

7. Decline father in the same way that mother is declined; decline also boy, girl, brother, sister.

SPECIMENS OF PARSING.

Boy, common noun, masculine gender, third person, singular number, nominative case.

Girl, common noun, feminine gender, third person, singular number, nominative case.

Tree, common noun, neuter gender, third person, singular number, nominative case.

Now parse the following words in the same way:—

Man, woman, stone; uncle, aunt, table; master, governess, book.

SPECIMENS OF PARSING.

A	indef. article.
child's	com. noun, common gend. 3rd person, sing. number, possessive case.
whistle.*	com. n. neut. gen. 3rd per. sing. num. nom. case.
William's	prop. n. mas. g. 3rd per. sing. n. pos. case.
cousin.	com. n. com. g. 3rd per. sing. n. nom. case.
The	def. art.
Thames.	prop. n. neut. g. 3rd per. sing. n. nom. case.
Mary's	prop. n. fem. g. 3rd per. sing. n. pos. case.
boots.	com. n. neut. g. 3rd p. pl. n. nom. case.

PARSING LESSONS ON THE ARTICLE AND NOUN.

A field. The man. Thomas. Eliza. Fields. Snow. Uncle. Aunt. A mother's joy. Jane's boots. Tree. Candles. Children. A boy's top. A girl's doll. The teacher's delight. The scholar's duty. Ox. Oxen. Men. Women. The boys. The girls. Britain's glory. Ram. Ewe. Gander. Goose. America. Bristol. The

* When parsing lessons are used as exercises on the slate, they may be materially shortened by using the initials only, thus:—

Whistle, C. N. N. G. 3 P. S. N. N. C.

Severn. Cousin. An abbess. An owl. A Dove. Doves. A town. A city. Cities. Charity. Wisdom. Industry. The earl's estate. The duke's steward. Sobriety. Indolence. George's grammar. Ann's canary. The blackbird's song. Henry's success. A bachelor. A butcher. A grocer. A milliner. The sailor. Soldiers. Clergymen. Attorneys. Governess. Teacher. An academy. A seminary. Leaf. Leaves. Wheat. Scissors. Compliments. Wisdom's ways. Money. A tiger. The tigress.

ADJECTIVES.

1. An adjective is a word joined to a noun to describe its nature or quality, as, a *large* plum, a *sweet* plum, a *sour* plum; here, *large*, *sweet*, and *sour* are adjectives, because they describe the nature or quality of the plum.

2. An adjective may generally be known by its making sense with the word *man*, or *thing*; thus, we can say, a *strong* man, a *sensible* man, a *good* thing, a *valuable* thing; therefore, *strong*, *sensible*, *good*, and *valuable* are adjectives.

3. Adjectives have three degrees of comparison, namely, the pos'-i-tive, the compar'-a-tive, and the su-per'-la-tive.

4. The positive state expresses the simple form, or the real state of an object, as, a *sweet* fig, a *small* grape.

5. The comparative degree increases or lessens the positive in signification, as, a *sweeter* fig, a *smaller* grape.

6. The superlative degree increases or lessens the positive to the highest or lowest degree, as, the *sweetest* fig, the *smallest* grape.

7. The comparative degree is used when we compare the qualities of *two* things; and the superlative when we compare the qualities of *more than two*.

8. Words of one syllable are, for the most part, compared by adding *r* or *er* for the comparative, and *st* or *est* for the superlative, as ripe, *riper*, *ripest*; mild, *milder*, *mildest*.

9. Words of two or more syllables are usually compared by prefixing *more* and *most*, or *less* and *least*, as careful, *more* careful, *most* careful; curious, *less* curious, *least* curious.

10. Words of two syllables ending in *y* are usually compared by changing *y* into *i*, and adding *er* or *est*.

11. Some adjectives of very common use are irregularly compared, as,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good,	better,	best.
Bad,	worse,	worst.
Little,	less,	least.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Much,	more,	most.
Many,	more,	most.
Far,	farther,	farthest.

12. Cardinal adjectives are not susceptible of comparison, that is, they cannot be compared, as, one, three, twenty.

13. Ordinal adjectives are not susceptible of comparison, as, first, sixth, fifteenth.

14. Adjectives derived from proper names, and some others, do not properly admit of comparison, as, English, French, Italian, true, perfect, chief, universal; thus, if a thing be true it cannot be made more so.

15. Some adjectives are only used in the comparative degree, as, superior, inferior, junior, senior; and some only in the superlative, as, utmost, foremost.

QUESTIONS FOR EXAMINATION.

1. What is an adjective? How do you prove that *large*, *sweet*, and *sour* are adjectives?

2. How may an adjective be known? How do you prove that *strong*, *sensible*, *good*, and *valuable* are adjectives?

3. How many degrees of comparison have adjectives? Name them.

4. What does the positive state express?

5. What effect does the comparative degree produce?
6. What effect does the superlative produce?
7. When is the comparative degree used? When the superlative?
8. How are words of one syllable usually made into the comparative? How into the superlative?
9. How are words of two or more syllables usually compared?
10. How are words of two syllables ending in *y* usually compared?
11. How are some adjectives of common use compared? Compare good, bad, little, much, many, far.
12. What have you to say respecting cardinal adjectives?
13. What respecting ordinal adjectives?
14. Name a few adjectives that will not admit of comparison.
15. Are any adjectives only used in the comparative degree? Any only in the superlative?

EXERCISES ON THE ADJECTIVES.

2. You tell me that adjectives may be known by their making sense before the word *man*, now try the following words, one by one, and then point out those that are adjectives:—

Sense, sensible; envious, envy; thoughtless, thought; prudent, prudence; virtue, virtuous; temperance, temperate.

Try the following with *thing*, and then point out the adjectives.

Brightness, bright; goodness, good; solid, solidity;

importance, important; useful, usefulness; whiteness, white; red, redness.

Name or write eight adjectives that will make sense before the word *scholar*, thus:—

A diligent scholar.

An indolent scholar.

Name me six that will make sense with *tree*, as,

A fruitful tree.

Name four that will make sense with *house*, as,

A convenient house.

Name four that can be placed before *garden*, as,

A large garden.

8. You say that adjectives of one syllable are usually compared by *r* or *er*, and *st* or *est*, now let me hear you compare the adjective *wise*.

Positive wise, comparative wiser, superlative wisest.

Now compare me *strong*, in the same manner; also, fine, high, tall, weak, long, short.

9. You also say that adjectives of two or more syllables are usually compared by *more* and *most*, now let me hear you compare *convenient*.

Pos. convenient, comp. more convenient, sup. most convenient.

Compare the following in the same way:—

Industrious, indolent, fruitful, temperate, frugal, expensive, studious, obedient.

SPECIMENS OF PARSING.

A	indef. art.
sensible	adjective in the positive state.
boy.	com. n. mas. g, 3 p. sing. n. nom. c
The	def. art.

brightest	adj. in the superl. degree.
prospects.	com. n. neut. g. 3 p. pl. n. nom. c.
Eliza's	prop. n. fem. g. 3 p. sing. n. pos. c.
elder	adj. comp. degree.
sister.	com. n. fem. g. 3 p. sing. n. nom. c.
A	indef. art.
most elegant	} adj. sup. degree.
dress.	com. n. neut. g. 3 p. sing. n. nom. c.
A	indef. art.
happier	adj. comp. deg.
life.	com. n. neut. g. 3 p. sing. n. nom. c.
A	indef. art.
more dutiful	} adj. comp. degree.
son.	com. n. mas. g. 3 p. sing. n. nom. c.

PARSING LESSONS ON THE ADJECTIVE.

A modest girl. An industrious boy, The highest mountains. Wild flowers. A pretty child. An elegant mansion. A noble action. The prudent scholar. Ann's old boots. John's new grammar. George's black pony. The better place. A most convenient house. A suitable reply. A happier man. A longer line. The longest line. A near way. The nearest way. A fruitful field. Divine goodness. Goodness divine. A benevolent clergyman. An honest servant. A speedy messenger. Edward's wisest plan. A more useful work. The most useful work. An honourable man. A man studious. The newest fashions. An obedient son. A daughter dutiful. A reply suitable. A most wonderful discovery. A most

faithful attendant. A merchant wealthy. A pleasant companion. A very* pleasant companion. A faithful witness. A servant faithful. A willing mind. A more willing mind. The most willing mind. Virtue's fair form. The good mother's greatest joy. The pious father's greatest comfort. A very artful boy. A form very pleasing. A face very expressive. A thought most praiseworthy. Robert's favourite pursuit. Jane's ingenious contrivances. William's more active mind. Martha's benevolent intentions. The illustrious duke. A woman frugal. A sweet-smelling† flower. A heaven-born mind. Tender-looking charity. An ivy-mantled tower

PRONOUNS.

1. A pronoun is a word used instead of a noun, to avoid the too frequent repetition of the same word; thus, instead of saying William is a good boy, William is industrious, William is respected, we say—William is a good boy, *he* is industrious, *he* is respected.

2. There are three kinds of pronouns, namely, the personal, the rel'-a-tive, and adjective pronouns.

PERSONAL PRONOUNS.

3. There are five personal pronouns, namely,

* Very pleasant may be considered in the sup. deg.

† Sweet-smelling may be parsed as one word.

I, thou, he, she, it, which in the plural number are changed into *we, ye* or *you*, and *they*.

4. Personal pronouns admit of person, number, gender, and case.

5. Pronouns have three persons in each number, thus:—

I is the first person singular.

Thou is the second.

He, she, or it is the third.

We is the first person plural.

Ye or *you* is the second.

They is the third.

6. The persons of pronouns are easily known by bearing the following in mind: the *first* person *speaks*, the *second* is *spoken to*, the *third* is *spoken of*.

7. Personal pronouns have three cases, the same as nouns, and are thus declined:—

1st person	Singular	Nominative	I.
		Possessive	Mine.
		Objective	Me.
	Plural	Nominative	We.
		Possessive	Ours.
		Objective	Us.
2nd person	Singular	Nominative	Thou.
		Possessive	Thine.
		Objective	Thee.

2nd person	Plural	Nominative	Ye or You.
		Possessive	Yours.
		Objective	You.
3rd person	Singular	Nominative	He.
		Possessive	His.
		Objective	Him.
	Plural	Nominative	They.
		Possessive	Theirs.
		Objective	Them.
3rd person	Singular	Nominative	She.
		Possessive	Hers.
		Objective	Her.
	Plural	Nominative	They.
		Possessive	Theirs.
		Objective	Them.
3rd person	Singular	Nominative	It.
		Possessive	Its.
		Objective	It.
	Plural	Nominative	They.
		Possessive	Theirs.
		Objective	Them.

QUESTIONS FOR EXAMINATION.

1. What is a pronoun? What is it intended to avoid?
2. How many kinds of pronouns are there? Name them.
3. Name the personal pronouns in the singular. What do these make in the plural?
4. Of what do personal pronouns admit?
5. How many persons have pronouns?
6. How may the persons of pronouns be known?

7. How many cases have personal pronouns? Name them.

Decline *I*; decline *thou*; decline *he*; decline *she*; decline *it*.

EXERCISES ON THE PERSONAL PRONOUNS.

1. Write the following nouns, one under another; and opposite to each write its proper pronoun, in the nominative case.

Mary, George, hen, lion, horse, duck, drake, ducks, men, lady, ladies, gentlemen, prince, princess, princes, Albert, widow, widower, widows, aunt, uncle, nephew, niece, ox, draper, milliner, aunts, countess, thus:—

Mary, she.

George, he.

7. What does *I* make in the objective case?—*thou*? *he*? *she*? *it*? *we*? *you*? *they*?

What does *I* make in the possessive case?—*thou*? *he*? *she*? *it*? *we*? *you*? *they*?

Change *them* into the nominative case; also, *her*, *it*, *him*, *his*, *theirs*, *me*, *ours*, *its*, *thee*, *yours*, *us*.

SPECIMENS OF PARSING.

I, personal pr. mas.* g. 1st per. sing. n. nom. case.

Him, per. pr. mas. g. 3 p. sing. n. obj. c.

Theirs, per. pr. com. g. 3 p. pl. n. pos. c.

PARSING LESSONS ON THE PERSONAL PRONOUNS.

We, *they*, *I*, *thou*, *him*, *them*, *its*, *me*, *it*, *us*, *ours*, *mine*, *thine*, *thee*, *you*, *yours*, *he*, *she*, *hers*, *theirs*, *her*.

* As the case may be. Perhaps this general rule may be followed:—if the gender be known, give it; if not known, call it the common gender.

RELATIVE PRONOUNS.

1. Relative pronouns are such as relate to some word or sentence going before, called the antecedent; thus, in the example, *The boy who is diligent will succeed*, the word *boy* is the antecedent, and *who* is the relative.

2. The relative pronouns are, *who*, *which*, and *that*, but the pupil must recollect, that *that* is a relative only when it can be changed into *who* or *which*.

3. *Who* is applied to persons, *which* to inferior animals and things, as, *the girl who*, *the horse which*, *the tree which*.

4. The relative *that* is often used to prevent the too frequent repetition of *who* and *which*, as, *The boy that is diligent deserves praise*.

5. *That* is also used when there are two antecedents, one requiring *who*, and the other *which*, as, *The men and horses that we saw belong to the castle*.

6. *Who* is of both numbers, and thus declined.

SINGULAR AND PLURAL.

Nom.	Who.
Pos.	Whose.
Obj.	Whom.

Its compounds, whosoever, whoever, thus:—

Nom.	Whosoever.
Pos.	Whosoever.
Obj.	Whomsoever.

7. *What** is a kind of compound relative, and mostly equivalent to *the thing which*, as, this is *what* I wanted, that is, *the thing which* I wanted.

8. *Who*, *which*, and *what* are called in-ter-rog'-a-tives when they are used in asking questions, as, Who is he? Which is the book? What are you doing?

ADJECTIVE PRONOUNS,

9. Adjective pronouns are of a mixed nature, having partly the property of pronouns, and partly that of adjectives.

10. They are divided into four kinds, namely, the possessive, the dis-trib'-u-tive, the de-mon'-stra-tive, and the indefinite,

11. The possessive adjective pronouns are *my*, † *thy*, *his*, *her*, *its*, ‡ *our*, *your*, *their*.

* *What* is sometimes an adjective, as, What grammar do you use. Sometimes an adverb, as, What a delightful prospect! that is, *how* delightful a prospect. In determining the parts of speech, we must be guided by the sense.

† *Mine* and *thine* were formerly used before nouns beginning with a vowel, as, "Blot out mine iniquities." When thus met with they may be called pos. adj. pro.

‡ When *its* is joined to a noun, it may be called a pos. adj. pro. when it stands alone a pers. pron.

12. The distributive adjective pronouns are those which refer to persons and things taken separately; they are, each, every, either, neither.

13. The demonstrative adjective pronouns are so called because they de-mon'-strate or point out the nouns to which they relate; they are *this* and *that*,* with their plurals *these* and *those*.

14. *This* refers to the nearest person or thing, and *that* to the more distant, as, *This* boy is taller than *that*.

15. *This* also means the *latter* or *last mentioned*, *that* the *former* or *first mentioned*, as, Wealth and poverty are both temptations, *that* tends to excite pride; *this* discontent.

16. The indefinite adjective pronouns are those which express their subjects in an undefined manner; they are, some, other, any, one, all, such, none, whole, both, another.

17. Other is thus declined.

	<i>Singular.</i>	<i>Plural.</i>
Nom.	Other,	Others.
Pos.	Other's,	Others'.
Obj.	Other.	Others.

* *That* is a demonstrative adjective pronoun only when it points out some particular person or thing, as, *that* boy, *that* top.

QUESTIONS FOR EXAMINATION.

1. To what do relative pronouns relate? Which is the antecedent in *the boy who*? Which the relative?
2. Name the relative pronouns. When is *that* a relative?
3. How is the relative *who* applied? How *which*?
4. How is the relative *that* used?
5. How is *that* otherwise used?
6. Let me hear you decline *who*; also, *whosoever*.
7. What is *what*? To what is it mostly equivalent?
8. When are *who*, *which*, and *that* called interrogatives?
9. What are adjective pronouns? They partake of the nature of two kinds of words, what are they?
10. How are adjective pronouns divided? Name them.
11. Name the possessive adjective pronouns.
12. To what do the distributive adjective pronouns refer? Name them.
13. Why are the demonstrative adjective pronouns so called? Name them.
14. To what does *this* refer? To what *that*?
15. What does *this* also mean? What *that*?
16. Repeat the indef. adj. pronouns.
17. Let me hear you decline *other*.

EXERCISES ON THE DIFFERENT PRONOUNS.

Write the following words in one column, and opposite to each word say what it is.

Which, he, my, either, some, all, neither, who, she, they, such, other, it, your, their, this, each, these,

every, some, both, I, you, mine, whole, another, what, ours, thine, our, theirs, whom, him, his, hers, they, any, one, these, thy, whose, me, yours, her, thus:—

Which, Relative pronoun.

He, Personal pronoun.

SPECIMENS OF PARSING.

The	def. art.
good	adj. pos. state.
man	com. n. mas. g. 3 p. sing. n. nom. c.
who.	rel. pron. mas. g. 3 p. sing. n. nom. c.
She	per. pro. fem. g. 3 p. sing. n. nom. c.
who.	rel. pro. fem. g. 3 p. sing. n. nom. c.
All	ind. adj. pro.
they	per. pro. com. g. 3 p. pl. n. nom. c.
who.	rel. pro. com. g. 3 p. pl. n. nom. c.
Those	dem. adj. pro.
beautiful	adj. pos. state.
swans	com. n. com. g. 3 p. pl. n. nom. c.
which.	rel. pro. com. g. 3 p. pl. n. nom. c.
Each.	dist. adj. pron.
person	com. n. com. g. 3 p. sing. n. nom. c.
who.	rel. pro. com. g. 3 p. sing. n. nom. c.

PARSING LESSONS ON THE PRONOUN.

These excellent pins which. That interesting girl who. Some boys who. Some thoughtless boys who. A blind fiddler who. My father's sister who. His old boots which. Jane's new ones which. The noble lord who. Our dear friend who. I who. Thou who. That river which. That elegant rose which. This

surprising event which. That most interesting affair.
My father's best friend who. Our Newfoundland dog
which.

VERBS.

1. A verb is a word which signifies *to exist*, *to act*, or *to be acted upon*, as, I am, I rule, I am ruled.

2. A verb may be known by its making sense with *I* and *to* before it, as, I think, to think; I walk, to walk; I write, to write.

3. Verbs are of three kinds, active, passive, and neuter. They are also divided into regular, irregular, and defective.

4. A verb active expresses *an action passing from an agent to an object*, as, William eats plums, Martha writes letters.

5. A verb active may, in general, be known by trying it with *what* or *whom*, thus, in the examples, William eats apples, Martha writes letters, I ask the questions, What does William eat? What does Martha write? If these be answered the verbs are active.

6. A verb passive expresses *the receiving of an action*, as, George *is blamed* by his tutor, Jane *is commended* by her friends. In these examples George and Jane *do not act*, but they *are acted upon*.

7. A verb neuter, that is, a verb which is neither active nor passive, expresses *being*, or *action confined to an agent*, as, I live, I walk.

8. The verb neuter may also in general be known by trying it with *what*, thus, in the sentences, John laughs, James sleeps, I ask, What, does John laugh? What, does James sleep? There are no answers, which show that the verbs are neuter.

9. Auxiliary or helping verbs are those by the aid of which the other verbs are principally conjugated; they are, *do, be, have, shall, will, may, can*, with their variations, and *must*,* which never changes.

10. When *do, be, have*, are not used to assist other verbs, they are principal verbs.

11. To verbs belong number, person, mood, and tense.

MOODS OF VERBS.

12. Mood expresses the manner in which a thing is done.

13. There are five moods, namely, the in-dic'-a-tive, the im-per'-a-tive, the potential, the subjunctive, and the infinitive.

14. The indicative mood simply indicates

* *Let* is never an auxiliary.

or declares a thing, as, he loves, he is loved ; or it asks a question, as, does he love ? is he loved ?

15. The imperative mood commands, exhorts, entreats, or permits, as, depart thou ; mind ye ; let us stay ; go in peace.

16. The potential mood implies possibility, liberty, power, will, or obligation, and is known by the auxiliaries *may, can, might, could, would, should,* and *must*.

17. The subjunctive mood is preceded by a conjunction expressed or understood, denoting *futurity* and *uncertainty*, and attended by another word, as, If Edward *go*, I will accompany him.

18. The infinitive mood is not confined by number and person, and is known by the sign *to*, expressed or understood, as, To love, to be loved.

TENSES OF VERBS.

19. Tense expresses the time of an action, and is made to consist of six variations, namely, the present, the past, the perfect, the pluperfect, and the first and second future tenses.

20. The present tense represents what is going on just now, as, I think, I fear.

21. The past tense represents a thing as past and finished, as, I *sent* the letter.

22. The perfect tense not only refers to what is past, but also conveys an allusion to the present tense, as, I *have finished* my lesson.

23. The pluperfect tense represents a thing not only as past, but also as prior to some other time mentioned, as, I *had finished* my lesson before my cousin arrived.

24. The future tense represents an action, as yet to come, as, the sun *will rise* to-morrow.

25. The second future tense intimates that the action will be fully accomplished before the time of another future event, as, I *shall have finished* my lesson before the clock strikes.

26. The participle is so named because it partakes of the nature both of a verb and an adjective, as, *Being admired and applauded*, he became vain.

27. There are three participles, namely, the present, the perfect, and the compound perfect, as, loving, loved, having loved.

28. To conjugate a verb is to show the different variations that it undergoes in number, person, mood, and tense.

29. The conjugation of an active verb is

called the active voice, and that of a passive verb, the passive voice.

30. Verbs are called regular when they form their past tense and their perfect participle, by the addition of *ed*, or *d* only when the verbs end in *e*, as,

<i>Present.</i>	<i>Past.</i>	<i>Perfect Past.</i>
I honour,	I honoured,	having honoured.
I love,	I loved,	having loved.

31. Verbs are called irregular when they do not form their past tense and their perfect participle, by the addition of *d* or *ed*, as,

<i>Present.</i>	<i>Past.</i>	<i>Perfect Past.</i>
I give,	I gave,	having given.
I see,	I saw,	having seen.

QUESTIONS FOR EXAMINATION.

1. What does a verb signify?
2. What will you put before a word to try whether it be a verb or not?
3. How many kinds of verbs are there? Name them. How are they also divided?
4. What does a verb active express?
5. How is a verb active known? Name the examples. What are the questions you ask?
6. What does a verb passive express? Name the examples. Do George and Jane here act?
7. What is meant by a verb neuter? What does it express?

8. How is the verb neuter known? In asking the questions, if there be no answers, what does it prove?
9. What are auxiliary verbs? Name them.
10. When are *do*, *be*, *have*, principal verbs?
11. What belong to verbs?
12. What does mood express?
13. Name the different moods.
14. In what way does the indicative mood act? How is it otherwise used?
15. How does the imperative mood act?
16. What does the potential mood imply? How is it known?
17. By what is the subjunctive mood preceded? By what is it attended?
18. Describe the infinitive mood. By what is it known?
19. What does tense express? Name its six variations.
20. What does the present tense represent?
21. What does the past tense represent?
22. To what does the perfect tense refer?
23. How does the pluperfect tense represent a thing?
24. What does the future tense represent?
25. What does the second future tense intimate?
26. Why is the participle so named?
27. Name the three participles.
28. To conjugate a verb is to show what?
29. What do you call the conjugation of an active verb? What that of a passive one?
30. When are verbs called regular? Repeat the examples.

31. When are verbs called irregular? Repeat the examples.

EXERCISES ON THE VERBS.

2. You say that a verb may be known by its making sense with *I* or *to* before it; now name ten words that will take *I* before them, and do not forget they are verbs, thus:—

I think.

I speak.

Name or write ten with *to* before them, as,
to act.
to admit.

6, 7, 8. The following examples contain six active verbs, and six neuter ones; now try them one by one, and supply the answer when the question will admit of one, and recollect that those verbs that afford an answer are *active*, and those that will not are *neuter*.

Thomas sleeps.

Peter writes.

Eliza forgets.

James sits.

Frederic honours.

Henry fears.

Ann smiles.

William coughs.

Samuel repeats.

Joseph wears.

John comes.

Jane stands, thus,

What, does Thomas sleep?

The Auxiliaries are thus formed.

TO DO.

PRESENT TENSE.

Singular.

Plural

1. I do,

1. We do,

2. Thou does or dost,

2. Ye or you do

3. He does or doth.

3. They do.

PAST TENSE.

<i>Singular.</i>	<i>Plural.</i>
I did,	We did,
Thou didst,	You did,
He did.	They did.

*TO HAVE.**

PRESENT.

I have,	We have,
Thou hast,	You have,
He has or hath.	They have.

PAST.

I had,	We had,
Thou hadst,	You had,
He had.	They had.

SHALL.

PRESENT.

I shall,	We shall,
Thou shalt,	You shall,
He shall.	They shall.

PAST.

I should,	We should,
Thou shouldst,	You should,
He should.	They should.

* *Have* is also a principal verb, and may be conjugated through all the moods and tenses.

WILL.

PRESENT.

Singular.

I will,
Thou wilt,
He will.

Plural.

We will,
You will,
They will.

PAST.

I would,
Thou wouldst,
He would.

We would,
You would,
They would.

MAY.

PRESENT.

I may,
Thou mayst,
He may.

We may,
You may,
They may.

PAST.

I might,
Thou mightst,
He might.

We might,
You might,
They might.

CAN.

PRESENT.

I can,
Thou canst,
He can.

We can,
You can,
They can.

PAST.

Singular.

I could,
Thou couldst,
He could.

Plural.

We could,
You could,
They could.

Conjugation of the Auxiliary and Neuter
Verb, *TO BE*.

Indicative Mood.

PRESENT TENSE.

- | | |
|-----------------------|-------------------|
| 1. I am, | 1. We are, |
| 2. Thou art, | 2. Ye or you are, |
| 3. He, she, or it is. | 3. They are. |

PAST TENSE.

I was,	We were,
Thou wast,	You were,
He was.	They were.

PERFECT TENSE.

I have been,	We have been,
Thou hast been,	You have been,
He has been.	They have been.

PLUPERFECT TENSE.

I had been,	We had been,
Thou hadst been,	You had been,
He had been.	They had been.

FIRST FUTURE TENSE.

I shall or will be,	We shall or will be,
Thou shalt or wilt be,	You shall or will be,
He shall or will be.	They shall or will be.

SECOND FUTURE TENSE.

Singular.

1. I shall have been,
2. Thou wilt have been,
3. He will have been.

Plural.

1. We shall have been,
2. You will have been,
3. They will have been.

Imperative Mood.

2. Be thou, or do thou be.
2. Be ye or you, or do ye be

Potential Mood.

PRESENT TENSE.

I may or can be,	We may or can be,
Thou mayst or canst be,	You may or can be,
He may or can be.	They may or can be.

PAST TENSE.

I might, could, would, or should be;	We might, could, would, or should be;
Thou mightst, couldst, wouldst, or shouldst be;	You might, could, would, or should be;
He might, could, would, or should be.	They might, could, would, or should be.

PERFECT TENSE.

I may or can have been,	We may or can have been,
Thou mayst or canst have been,	You may or can have been,
He may or can have been.	They may or can have been.

PLUPERFECT TENSE.

*Singular.**Plural.*

- | | |
|--|---|
| 1. I might, could, would,
or should have been; | 1. We might, could, would,
or should have been ; |
| 2. Thou mightst, couldst,
wouldst, or shouldst
have been ; | 2. You might, could, would,
or should have been ; |
| 3. He might, could, would,
or should have been. | 3. They might, could,
would, or should have
been. |

Subjunctive Mood.

PRESENT TENSE.

If I be,	If we be,
If thou be,	If you be,
If he be.	If they be.

PAST TENSE.

If I were,	If we were,
If thou wert,	If you were,
If he were.	If they were.*

Infinitive Mood.

<i>Present Tense.</i>	<i>Perfect Tense.</i>
To be.	To have been.

PARTICIPLES.

<i>Present.</i>	<i>Perfect.</i>	<i>Compound Perfect.</i>
Being,	Been,	Having been.

The remaining tenses are, in general, the same as the indicative.

SPECIMENS OF PARSING.

Henry	prop. n. mas. g. 3 p. sing. n. nom. c.
might	auxiliary from may.
have	aux.
been.	irreg. verb neuter, pot. mood, plup. tense, 3 per. sing.
They	per. pr. com. gen. 3 p. pl. n. nom. c.
were	irreg. v. n. indic. mood, past t. 3 p. pl.
my	pos. adj. pro.
friends.	com. n. com. g. 3 p. pl. n. nom.* case.
To be.	irreg. v. n. infin. mood, pres. tense.
Be	irreg. v. n. imp. mood, 2 p. sing.
thou.	per. pro. com. g. 2 p. sing. n. nom. c.
I	per. pro. com. g. 1 p. sing. n. nom. c.
shall	aux.
be.	irreg. v. n. indic. m. 1st fut. t. 1 p. sing.
Being.	present neut. participle.
George	prop. n. mas. g. 3 p. sing. n. nom. c.
might	aux. from may.
be.	ir. v. neut. pot. m. past t. 3 p. sing.
If	conjunction.
thou	per. pro. com. g. 2 p. sing. n. nom. c.
be.	ir. v. neut. subj. m. pr. tense, 2 p. sing.

PARSING LESSONS ON THE VERB *TO BE*.

They have been. He may have been. I shall be.
 Sophia will be. Mary might be. Thou mayst have
 been. Thomas might be useful. If I be. I am he.
 It was they. Eliza might have been. He would
 have been. Great Britain is an island. Richard was

* If the verb, *to be*, have a nominative case before it, it also takes one after it.

fortunate. Time is our estate. I might be a surgeon. Joseph may be a solicitor. John should have been a printer. William will be a draper. Maria should be careful. You should have been. To have been. Been. They must* be. The sun is an immense globe. We should be virtuous. The French people are polite. The Dutch are industrious.

Conjugation of the regular and active verb, *TO LOVE*.

Indicative Mood.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I love,	1. We love,
2. Thou lovest,	2. Ye or you love,
3. He, she, it, loves, or loveth.	3. They love.†

PAST TENSE.

I loved,	We loved,
Thou lovedst,	You loved,
He loved.	They loved.

PERFECT TENSE.

1. I have loved,	1. We have loved,
2. Thou hast loved,	2. You have loved,
3. He has loved.	3. They have loved.

* Potential present.

† The present and past tenses are sometimes varied by the aux. *do* and *did*, as, I *do* love, I *did* love.

PLUPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
I had loved,	We had loved,
Thou hadst loved,	You had loved,
He had loved.	They had loved.

FIRST FUTURE TENSE.

I shall or will love,	We shall love,
Thou wilt love,	You will love,
He will love.	They will love.

SECOND FUTURE TENSE.

I shall have loved,	We shall have loved,
Thou wilt have loved,	You will have loved,
He will have loved.	They will have loved,

Imperative Mood.

- | | |
|-----------------------------------|--------------------------------------|
| 2. Love thou or do thou
love.* | 2. Love ye or you, or do
ye love. |
|-----------------------------------|--------------------------------------|

Potential Mood.

PRESENT TENSE.

- | | |
|---------------------------------|--------------------------|
| 1. I may or can love, | 1. We may or can love, |
| 2. Thou mayst or canst
love, | 2. You may or can love, |
| 3. He may or can love. | 3. They may or can love. |

* Common sense tells us that we cannot command, exhort, or entreat an absent person, except by letter, and then we use the second person; it therefore follows that the imperative mood has neither a first nor a third person. Let me love must be considered as if written. Do thou let me *to* love; *to*, the sign of the infinitive, is understood after *let, bid, make, &c. &c.*

PAST TENSE.

Singular.

I might, could, would, or
should love ;
Thou mightst, couldst,
wouldst, or shouldst
love ;
He might, could, would,
or should love.

Plural.

We might, could, would,
or should love ;
You might, could, would,
or should love ;
They might, could, would,
or should love.

PERFECT TENSE.

I may or can have loved, We may or can have loved,
Thou mayst or canst have You may or can have
loved, loved,
He may or can have loved, They may or can have
loved.

PLUPERFECT TENSE.

- | | |
|---|--|
| 1. I might, could, would,
or should have loved ; | 1. We might, could, would,
or should have loved ; |
| 2. Thou mightst, couldst,
wouldst, or shouldst
have loved ; | 2. You might, could,
would, or should have
loved ; |
| 3. He might, could, would,
or should have loved. | 3. They might, could,
would, or should have
loved. |

Subjunctive Mood.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
If* I love,	If we love,
If thou love,	If you love,
If he love.	If they love.†

Infinitive Mood.

Present, To love. *Perfect.* To have loved.

PARTICIPLES.

<i>Present,</i>	<i>Perfect,</i>	<i>Comp. Perfect,</i>
Loving,	Loved,	Having loved.

EXERCISES ON THE REGULAR VERBS.

Let me hear you conjugate the verb confess, in the indicative mood, perfect tense.

1 p. sing	I have confessed.
2	Thou hast confessed.
3	He has confessed.
1 p. plur.	We have confessed.
2	You have confessed.
3	They have confessed.

Conjugate fear in the indicative, present.

Commit, in the pot. present.

Defend, in the ind. 1st future.

Repent, in the ind. pluperfect.

* The remaining tenses are, in general, the same as the indicative.

† The pupil may occasionally be requested to substitute the conjunction *lest*, *unless*, *though*, or *whether*, instead of *if*.

Offend, in the subj. present.
 Occur, in the pot. past.
 Intend, in the pot. perfect.
 Sustain, in the imperative.
 Impart, in the subj. past.
 Hate, in the indic. 2nd future.
 Intend, in the pot. pluperfect.

Conjugate the following verbs in the infinitive mood:—insist, support, relate, suppose, fear, transfer, succeed, traduce, thus:—

Inf. mood, present, to insist; perfect, to have insisted.

Form the following verbs into participles:—hate, reflect, value, confide, intrude, pretend, incline, wish, thus:—

Pres., hating; perf., hated; compound perf., having hated.

By what signs do you know the potential perfect?

May or can have.

The indicative, pluperfect?

The indicative, perfect?

The potential, past?

The infinitive, present?

The infinitive, perfect?

The indicative, first future?

The potential, pluperfect?

The indicative, second future?

The indicative, past?

Now tell me the mood and tense of the following:—

I had succeeded.

They should have mended.

Thou wouldst resent.
 He can send.
 We may have offended.
 Attend thou.
 To have omitted.
 We have obeyed.
 If I offended.
 He succeeded, or he did succeed.
 I command, or I do command.
 Mary will succeed.
 Sophia will have selected.
 Henry might incline.
 Thomas would support.
 Robert should have performed.
 Peter would have relented.

SPECIMENS OF PARSING.

They	per. p. com. g. 3 p. pl. n. nom. c.
commended	reg. verb act. indic. m. past tense, 3 p.
	pl. numb.
Charles.	prop. n. mas. g. 3 p. sing. n. obj. case.
Depart	reg. v. neut. imper. m. 2 p. plu.
ye.	per. pro. com. g. 2 p. pl. n. nom. c.
Wales	prop. n. neut. g. 3 p. sing. n. nom. c.
contains	reg. v. act. ind. mood, pre. tense, 3 p. sing.
twelve	card. adj. not susceptible of compar.
counties.	com. n. neu. g. 3 p. pl. n. obj. c.
I	per. pr. mas. g. 1 p. sing. n. nom. c.
may	} reg. v. act. pot. mood, perf. t. 1 p. sing.
have	
offended	
her.	per. pr. fem. g. 3 p. sing. n. obj. case.

2000

1000

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250

125

62.5

31.25

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PLATE

ENGLISH

MAR.

THE

SIXTH

BY
THE

JAMES HUTCHINSON
"Easy Lessons in Geography"
"Easy Lessons in the History of England"

THE

SIXTEENTH EDITION

LONDON:
WRIGHT, SIMPKIN, AND
25, NEWCASTLE STREET, STRA.

1855

Vertical text on the right margin, possibly bleed-through or a separate column of text.

PARSING LESSONS ON THE REGULAR VERBS.

England contains forty counties. Prosperity makes friends; adversity tries them. The moon attends the earth. The sun warms the ground. He supported me. Maria finished her work. William performed his duty. Farmers cultivate the ground. China produces the tea-plant. We import cotton wool. We export cotton goods. He mentioned the circumstance. The flax-plant yields linseed oil. Siam produces fine elephants. They might have discovered the cause. I inspected the dock-yard. Peter supported his parents. Columbus discovered America. The Dutch inhabit Holland. Having preserved the fruits. To perform a journey. To have answered the letter. Having performed his promise. I could have assisted her. They might have saved money. We must obey our parents.

PASSIVE VERBS.

The passive verb is formed by adding the perfect participle of any verb to the auxiliary *to be*, through all its changes of number, person, mood, and tense.

PASSIVE VOICE.

TO BE LOVED.

Indicative Mood.

PRESENT TENSE.

Singular.

1. I am loved,
2. Thou art loved,
3. He, she, or it is loved.

Plural.

1. We are loved,
2. You are loved,
3. They are loved.

PAST TENSE.

Singular.

I was loved,
 Thou wast loved,
 He was loved.

Plural

We were loved,
 You were loved,
 They were loved.

PERFECT TENSE.

- | | |
|--------------------------|--------------------------|
| 1. I have been loved, | 1. We have been loved, |
| 2. Thou hast been loved, | 2. You have been loved, |
| 3. He has been loved. | 3. They have been loved. |

PLUPERFECT TENSE.

I had been loved,	We had been loved,
Thou hadst been loved,	You had been loved,
He had been loved.	They had been loved.

FIRST FUTURE TENSE.

I shall be loved,	We shall be loved,
Thou wilt be loved,	You will be loved,
He will be loved.	They will be loved.

SECOND FUTURE TENSE.

I shall have been loved,	We shall have been loved,
Thou wilt have been loved,	You will have been loved,
He will have been loved.	They will have been loved.

Imperative Mood.

Singular.

Plural.

- | | |
|---|--|
| 2. Be thou loved, or do
thou be loved. | 2. Be ye or you loved, or
do ye be loved. |
|---|--|

Potential Mood.

PRESENT TENSE.

- | | |
|-------------------------------------|---------------------------------|
| 1. I may or can be loved, | 1. We may or can be
loved, |
| 2. Thou mayst or canst
be loved, | 2. You may or can be
loved, |
| 3. He may or can be loved. | 3. They may or can be
loved. |

PAST TENSE.

- | | |
|---|--|
| I might, could, would, or
should be loved; | We might, could, would,
or should be loved; |
| Thou mightst, couldst,
wouldst, or shouldst
be loved; | You might, could, would,
or should be loved; |
| He might, could, would,
or should be loved. | They might, could, would,
or should be loved. |

PERFECT TENSE.

- | | |
|---|-------------------------------------|
| I may or can have been
loved; | We may or can have been
loved; |
| Thou mayst or canst have
been loved; | You may or can have been
loved; |
| He may or can have been
loved. | They may or can have
been loved. |

PLUPERFECT TENSE.

*Singular.**Plural.*

- | | |
|---|---|
| 1. I might, could, would,
or should have been
loved; | 1. We might, could, would,
or should have been
loved; |
| 2. Thou mightst, couldst,
wouldst, or shouldst
have been loved; | 2. You might, could,
would, or should have
been loved; |
| 3. He might, could, would,
or should have been
loved. | 3. They might, could,
would, or should have
been loved. |

Subjunctive Mood.

PRESENT TENSE.

If I be loved,	If we be loved,
If thou be loved,	If you be loved,
If he be loved.	If they be loved.

PAST TENSE.

If I were loved,	If we were loved,
If thou wert loved,	If you were loved,
If he were loved.	If they were loved.*

Infinitive Mood.

<i>Present Tense.</i>	<i>Perfect Tense.</i>
To be loved.	To have been loved.

PARTICIPLES.

<i>Present.</i>	<i>Perfect.</i>	<i>Comp. Perfect.</i>
Being loved,	loved,	having been loved.

* The remaining tenses are, in general, the same as the corresponding tenses of the indicative.

EXERCISES ON THE PASSIVE VERBS.

Conjugate the verb *fear* in the potential mood, past tense, passive voice.

1st per. sing	I might be feared.
	Thou mightst be feared.
	He might be feared.
1 per. plu.	We might be feared.
	You might be feared.
	They might be feared.

Conjugate esteem in the indicative, present, passive voice.

Remand,	in the pot. past.
Support,	in the pot. pluperf.
Commend,	in the ind. perfect.
Blame,	in the pot. perfect.
Commit,	in the subj. present.
Sustain,	in the ind. present.

Form the following verbs into participles in the passive voice:—

Obstruct, admit, believe, traduce, offend, provoke, and restore, thus:—

Present, being obstructed; perfect, obstructed; comp. perfect, having been obstructed.

SPECIMENS OF PARSING.

My	pos. adj. pro.
purse	com. n. neut. g. 3 per. sing. n. nom. case.
will	} reg. v. pas. ind. m. 1 fut. t. 3 p. sing. n.
be	
restored.	

Eliza	per. n. fem. g. 3 p. sing. n. nom. c.
is	} reg. v. pas. ind. m. pres. t. 3 p. sing. n.
esteemed.	
Being	} pres. pas. participle.
blamed,	
he	per. pro. mas. g. 3 p. sing. n. nom. c.
resigned	reg. v. act. ind. m. past t. 3 p. sing. n.
his	pos. adj. pro.
situation.	com. n. neut. g. 3 p. sing. n. obj. case.
To	} reg. v. pas. inf. m. perf. tense.
have	
been	
admired.	

PARSING LESSONS ON THE PASSIVE VERBS.

Old age should be honoured. Vice will be punished. Virtue will be rewarded. Henry has been promoted. France was formerly called Gaul. Ireland is called the Green Island. Thomas is amiable, he is esteemed. Wicked boys should be shunned. Obedient boys will be commended. Having been suspected. Good men are esteemed. Bad boys are disliked. Lying boys are despised. To have been censured. To be avoided.

IRREGULAR VERBS.

1. Verbs are called irregular when they do not form their past tense and their perfect participle, by the addition of *ed* or *d*.

2. In the following list those marked **R** will also admit of the regular form.

3. There is no difficulty in ascertaining whether a verb be irregular or not, by trying it thus:—

I *write* to-day, I *writed* yesterday, *having writed*; now this offends the ear, and makes nonsense, therefore we may conclude the verb is *irregular*; again,

I *commend* to-day, I *commended* yesterday, *having commended*; this is agreeable to the ear, and correct, therefore the verb is *regular*.

4. All verbs not included in the following list are supposed to be regular.

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
Abide,	abode,	abode,
Am,	was,	been.

Or perhaps better thus:

I abide <i>to-day</i> ,*	I abode <i>yesterday</i> ,	<i>having</i> abode,
I am <i>to-day</i> ,	I was <i>yesterday</i> ,	<i>having</i> been.
arise,	arose,	arisen.

* By using this form in repeating the irregular verbs, the pupil will obtain a clearer insight into their nature, than if the old method were used.

I awake <i>to-day</i> ,	I awoke <i>yesterday</i> ,	<i>having</i> awoke.
bear, to bring forth,	bore, or bare,	born.
bear, to carry,	bore,	borne.
beat,	beat,	beaten, or beat.
begin,	began,	begun.
bend,	bent, R.	bent.
bereave,	bereft,	bereft.
beseech,	besought,	besought.
bid, <i>for-</i>	bade,	bidden, or bid.
bind, <i>un</i>	bound,	bound.
bite,	bit,	bitten, or bit.
bleed,	bled,	bled.
blow,	blew,	blown.
break,	broke,	broken.
breed,	bred,	bred.
bring,	brought,	brought.
build, <i>re-</i>	built,	built.
burst,	burst,	burst.
buy,	bought,	bought.
cast,	cast,	cast.
catch,	caught,	caught.
chide,	chid,	chidden, or chid.
choose,	chose,	chosen.
cleave, to adhere,	clave, R.	cleaved.
cleave, to split,	clove, or cleft,	cleft, or cloven.
cling,	clung,	clung.
clothe,	clothed,	clad, R.
come, <i>be-</i>	came,	come.
cost,	cost,	cost.
crow,	crew, R.	crowed.
creep,	crept,	crept.
cut,	cut,	cut.

I deal <i>to-day</i> ,	I dealt <i>yesterday</i> , <i>having</i> dealt.	
dare <i>to venture</i> ,	durst,	dared.
dare <i>to challenge</i> ,	dared,	dared.
dig,	dug,	dug.
do, <i>mis- un-</i>	did,	done.
draw, <i>with-</i>	drew,	drawn.
drink,	drank,	drunk.
drive,	drove,	driven.
dwell.	dwelt,	dwelt.
eat,	eat, or ate,	eaten.
fall, <i>be-</i>	fell,	fallen.
feed,	fed,	fed.
feel,	felt,	felt.
fight,	fought,	fought.
find,	found,	found.
flee,	fled,	fled.
fling,	flung,	flung.
fly,	flew,	flown.
forbear,	forbore,	forborne.
forget,	forgot,	forgotten, forgot
forsake,	forsook,	forsaken.
freeze,	froze,	frozen.
get, <i>be- for-</i>	got,	got.
gild,	gilt, R.	gilt.
gird, <i>be-</i>	girt, R.	girt.
give, <i>for- mis-</i>	gave,	given.
go,	went,	gone.
grave, <i>en-</i>	graved,	graven, R.
grind,	ground,	ground.
grow,	grew,	grown.
hang,	hung,	hung.

I have <i>to-day</i> ,	I had <i>yesterday</i> ,	<i>having had</i> .
hear,	heard,	heard.
hew,	hewed,	hewn.
hide,	hid,	hid, or hidden.
hit,	hit,	hit.
hold, <i>be- with-</i>	held,	held.
hurt,	hurt,	hurt.
keep,	kept,	kept.
knit,	knit,	knit.
know,	knew,	kncwn.
lade,	laded,	laden.
lay, <i>in-</i>	laid,	laid.
lead, <i>mis-</i>	led,	led.
leave,	left,	left.
lend,	lent,	lent.
let,	let,	let.
lie, <i>to lie down</i> ,	lay,	lain.
load,	loaded,	loaden
lose,	lost,	lost.
make,	made,	made.
mean,	meant,	meant.
meet,	met,	met.
mow,	mowed,	mown.
pay, <i>re-</i>	paid,	paid.
put,	put,	put.
rêad,	rěad,	rěad.
rend,	rent,	rent.
rid,	rid,	rid.
ride,	rode,	ridden.
ring,	rang,	rung.
rise, <i>a-</i>	rose,	risen.
rive.	rived,	riven.

I run <i>to-day</i> ,	I ran <i>yesterday</i> ,	<i>having</i> run.
saw,	sawed,	sawn,
say,	said,	said.
see,	saw,	seen.
seek,	sought,	sought.
sell,	sold,	sold.
send,	sent,	sent.
set, <i>be-</i>	set,	set.
shake,	shook,	shaken.
shape,	shaped,	shapen.
shave,	shaved,	shaven.
shear,	shore,	shorn.
shed,	shed,	shed.
shine,	shone,	shone.
shoe,	shod.	shod.
shoot,	shot,	shot.
show,	showed,	shown.
shrink,	shrank,	shrunk.
shred,	shred,	shred.
shut,	shut,	shut.
sing,	sang,	sung.
sink,	sank,	sunk.
sit,	sat,	sat.
slay,	slew,	slain.
sleep,	slept,	slept.
slide,	slid,	slidden, or slid.
sling,	slung,	slung.
slink,	slank,	slunk.
slit,	slit,	slit.
smite,	smote,	smitten.
sow,	sowed,	sown.
speak, <i>be-</i>	spoke,	spoken.

I speed <i>to-day</i> ,	I sped <i>yesterday</i> ,	<i>having</i> sped.
spend, <i>mis-</i>	spent,	spent.
spill,	spilt,	spilt.
spin,	span, or spun,	spun.
spit,	spat,	spat.
split,	split,	split.
spread, <i>be-</i>	spread,	spread.
spring,	sprang,	sprung.
stand, <i>with-</i>	stood,	stood.
steal,	stole,	stolen.
stick,	stuck,	stuck.
sting,	stung,	stung.
stink,	stank, or stunk,	stunk.
stride, <i>be-</i>	strode,	stridden.
strike,	struck,	struck, or stricken.
string,	strung,	strung.
strive,	strove,	striven.
strow,	strowed,	strown.
swear,	swore, or sware,	sworn.
swēat,	sweat,	sweat.
sweep,	swept,	swept.
swell,	swelled,	swollen.
swim,	swam,	swum.
swing,	swung,	swung.
take, <i>be- mis-</i>	took,	taken.
teach, <i>mis-</i>	taught,	taught.
teār,	tore, or tare,	torn.
tell,	told,	told.
think, <i>be.</i>	thought,	thought.
thrive,	throve,	thriven.
throw,	threw,	thrown.
tread,	trod,	trodden.

I wax <i>to-day</i> ,	I waxed <i>yesterday</i> , <i>having waxed</i> .	
wear,	wore,	worn.
weave,	wove,	woven.
weep,	wept,	wept.
win,	won,	won.
wind,	wound,	wound.
work,	wrought,	wrought.
wring,	wrung,	wrung.
write,	wrote,	written.

DEFECTIVE VERBS.

5. Defective verbs are those which are used only in some of their moods and tenses, as, can, could; may, might; shall, should; will, would; must, must; ought, ought; quoth.

IMPERSONAL VERBS.

6. Impersonal verbs are used only in the third person, and always take *it* before them, as, it rains, it hails, it snows, it thunders, it lightens.

ADVERBS.

7. An Adverb is a word added to an adjective or another adverb, but mostly to a verb to give it a more distinct meaning, as, A *truly* good man. He spoke very *fluently*. Jane writes *well*.

8. Some adverbs are compared, as, soon, sooner, soonest; often, often, oftenest; those ending in *ly* are compared by *more* and *most*, as, wisely, *more* wisely, *most* wisely.

9. Adverbs are not so easily known as the other parts of speech, but it may, in general, be concluded, that every word that cannot be otherwise classed is an adverb.

The following are a few of the adverbs alphabetically arranged.

Ago, always, alone, at once, doubly, far, here, how, indeed, justly, more,* most, nay, never, no,† not, not at all, now, often, once, only, perhaps, presently, quite, seldom, scarcely, since, so, sometimes, soon, to and fro, too, together, these, then, very, well, when, whence, where.

QUESTIONS FOR EXAMINATION.

1. When are verbs called irregular?
2. What is meant by the letter R placed after some of the words in the list of irregular verbs?
3. How do you ascertain whether a verb be regular or not?
4. What verbs are supposed to be regular?

* *More* and *most* are adjectives when placed before a noun, as, *more* apples.

† When *no* expresses the opposite of *some*, it may be considered an adjective, as, I had *some* money—I have *no* money.

5. What are the defective verbs? Name them.
6. How are impersonal verbs used? What do they take before them?
7. To what is an adverb added? Why is it added to a verb?
8. Are adverbs ever compared? How are those ending in *ly* compared?
9. Are adverbs easily known? What may be concluded?

SPECIMENS OF PARSING.

I	per. pr. com. g. 1 p. sing. n. nom. case.
cannot	<i>can</i> an aux. <i>not</i> an adverb.
see	ir. v. act. pot. m. pres. t. 1 p. sing. n.
him	per. pr. m. g. 3 p. sing. n. obj. case.
now.	adv.
Samuel	prop. n. mas. g. 3 p. sing. n. nom. c.
will	} ir. v. neut. ind. m. 1 fut. t. 3 p. sing. n.
be	
here	adv.
shortly.	adv.

PARSING LESSONS ON THE ADVERB.

Thirdly and lastly I will conclude. Sarah sews very indifferently. Mary will be here presently. Perhaps John was wrongly accused. I have heard him once, perhaps twice. I am not often there. William speaks very correctly. I am frequently alone. Frances is frequently unwell. The scholars walked very orderly. I cannot prudently attend. He was often walking

to and fro. I can scarcely judge how it may answer. She answered him very indiscreetly. I am not always alone. Are you not sometimes together? No, never.

PREPOSITIONS.

1. Prepositions serve to connect words with one another, and to show their relation to each other, as, Thomas went *from* London, *through* Manchester, *to* Liverpool.

2. Prepositions may for the most part be known by trying them before the place in which we reside,* thus, *near* London, *below* London, *through* London, *beyond* London; here, *near*, *below* *through*, and *beyond*, are prepositions.

The following are the principal prepositions.

of,	below,	after,	against,
to,	besides,	behind,	between,
from,	beneath,	within,	among,
through,	under,	without,	excepting,
above,	into,	about,	respecting,
for,†	at,	near,	except,
by	with,	down,	concerning,
in,	before,	on,	during.

* Some prepositions ending in *ng*, are exceptions, as, *during*, *among*.

† *For* is a conjunction when it can be turned into *because*.

SPECIMENS OF PARSING.

He	per. pr. mas. g. 3 p. sing. n. nom. c.
travelled	reg. v. n. ind. m. past t. 3 p. sing. n.
from	prep.
London	prop. n. neu. g. 3 p. sing. n. obj. c.
to	prep.
Bristol	prop. n. neu. g. 3 p. sing. n. obj. c.
by	prep.
the	def. ar.
express	adj.
train.	com. n. neut. g. 3. p. sing. n. obj. c.

PARSING LESSONS ON THE PREPOSITION.

I knew nothing respecting his general conduct. We import olive oil from Italy. The moon borrows her light from the sun. We may be happy without riches. Happiness is confined to no station in life. Birmingham is celebrated for hardware. Norway abounds with forests. England abounds in coal. They travelled through France, in haste, towards Italy. She lives at Sheffield. I walked over the bridge. I sent a messenger after him. He hid himself behind a pillar. Eliza ran down the hill.

CONJUNCTIONS.

3. A conjunction is a part of speech used to join sentences together, so as out of two to make but once sentence: it sometimes connects only words, as, Fire *and* water are good servants, *but* dangerous masters.

4. The following are the principal copulative* conjunctions:—

And, if, because, that, † both, for, therefore, then, since, wherefore.

5. The principal disjunctive conjunctions are, yet, notwithstanding, but, than, though, either, or, neither, nor, lest, nevertheless, unless.

6. Some conjunctions have corresponding ones; thus, *though* or *although* requires *yet*; *both* requires *and*; *either, or*; *neither, nor*; *not only* requires *but* or *but also*; *so, as, and whether* require *or*.

SPECIMENS OF PARSING.

Both	conj.
he	per. pr. mas. g. 3 p. sing. n. nom. c.
and	conj.
I	per. pr. com. g. 1 per. sing. n. nom. c.
would	} ir. v. n. pot. m. past t. 1 p. pl. n.
go	
if	conj.
we	per. p. com. g. 1 per. pl. n. nom. c.
were	} reg. v. pas. sub. m. past t. 1 p. pl. n.
invited.	

* In parsing, the author cannot see the utility of requiring the pupil to distinguish the *copulative* conjunction from the *disjunctive*, *and, or*, and *nor* being the only ones that have any effect on the sentence, and for these there are rules expressly written.

† *That* is a conjunction only when used *to connect*; this will also apply to *both*, and some other word; it is the sense alone that can guide us.

PARSING LESSONS ON THE CONJUNCTIONS.

Both Thomas and George were reprimanded. Neither Jane nor Sophia was pleased at the circumstance. Two and three are five. I will go, because he wishes it. I will go if he request me. Peter is taller than Robert, but he is not so stout. Blessed are the meek,* for they shall inherit the earth. I shall be engaged, therefore I cannot attend. I will write since he wishes me. Ann and Martha are happy because they are virtuous. Time and tide will wait for no man.

INTERJECTIONS.

7. Interjections are words used to express some sudden passion or emotion of the mind, and in printed works they are always followed by a note of admiration, as, Oh! I have hurt my hand. Hush! you will wake the baby.

8. The following are a few of the principal interjections:—

Ah! alas! O! oh! fie! hush! behold! strange! pish! pooh! away! hail!

* Adjectives are frequently used as nouns; *meek* may be thus parsed—meek, an adj. here used as a noun, com. g. &c

**QUESTIONS FOR EXAMINATION ON THE LAST
THREE SECTIONS.**

1. What do prepositions serve to do?
2. How may prepositions for the most part be known?
3. A conjunction is used to join what? Does it connect any thing besides sentences?
4. Name the principal copulative conjunctions,
5. Name the disjunctive ones,
6. What have some conjunctions? What does though or although require? both? either? neither? not only? so? whither?
7. What are interjections used to express? How are they known in printed works?
8. Name the principal interjections,

PROMISCUOUS PARSING LESSONS.

The sleep of an industrious man is sweet and sound.

From virtue to vice the progress is gradual.

Mentally and bodily we are* curiously and wonderfully made.

A contented temper brightens every object around us.

California now produces great quantities of gold

* Are made must be taken together.

The earth revolves round the sun in one year.

The earth, in this journey round the sun, moves at the rate of a thousand miles in a minute.

America is sometimes called the New World.

Cork is the second city of Ireland, and has a fine harbour.

Harbour means a place where ships can remain in safety.

It is prudent to have a place for everything, and to have everything in its place.

Hull is seated on the river Humber.*

Newcastle-upon-Tyne exports large quantities of coal.

If we do not govern our passions they will govern us, and they are dangerous masters.

In some parts of Scotland the soil is well cultivated.

France has a fine climate, and produces all the necessaries of life.

In the south of Spain, in the summer season, the climate is oppressively hot.

Fifty pounds of wheat contain forty pounds of flour.

True cheerfulness makes a man happy in himself, and tends to promote the happiness of all around him.

* When two nouns come together, meaning the same thing they are put in the same case.

Dark spots are frequently seen on the face of the sun.

The sun rises in the east, and sets in the west.

The moon accompanies the earth in her journey round the sun.

The Turks profess the religion of Mahomet, and wear turbans and flowing robes.

The sky of Italy is clear and unclouded, but in summer the heat is oppressive.

He, whose windows are made of glass, should never throw stones.

The house was sold at a great price, and above its value.

Wood and peat were used for fuel before the reign of Charles the First.*

A hive of bees has been compared to a well-governed kingdom.

Sugar is extracted from the maple tree in the new settlements of Canada.

To be good is to be happy.

An approving conscience may be compared to a perpetual feast.

Nature has furnished web-footed birds with a kind of oil, with which they anoint their feathers.

The moon shines with a borrowed light.

The sun shines with his own light.

Charles the First may be considered as one word.

Great Britain produces all the substantial necessities of life.

We import many of our luxuries from other countries.

The toad, the frog, the bat, and many other animals, remain in a dormant or sleeping state during the winter.

A good boy will not use the meanest insect with wanton cruelty.

The surface of the earth consists of land and water.

Bird-lime is a clammy preparation made from the bark of the holly.

A good tree is known by its fruit; a good boy is known by his general conduct.

Two sparrows upon one ear of corn will not long agree.

Self-preservation is the first law of nature.

Procrastination is the thief of time.

Port wine takes its name from Oporto; a large town in Portugal.

England is separated from France by the English Channel.

Rum is distilled from the refuse of sugar.

The benevolent John Howard devoted his life to the service of his fellow men.

Alexander the Great conquered the whole world; he would have been a much greater man if he had conquered his own passions.

Affluence may give us* respect in the eyes of the vulgar, but it will not recommend us to the wise and good.

He that takes pleasure in the prosperity of others, enjoys a part of their good fortune.

Nature has furnished the fish with an air bladder, which it can expand or contract at pleasure.

When this bladder is expanded, the body of the fish is lighter than the water; when it is contracted it is heavier.

Asia is the largest and most populous of the four great divisions of the earth.

The fixed stars are supposed to be suns to other worlds, which move round them in the same way that the planets move round the sun.

Give us the hearing ear, and the understanding heart.

Indolence undermines the foundation of every virtue, and unfits a man for the social duties of life.

Industry is the road to wealth; virtue is the road to happiness.

He who moderates his desires enjoys the best happiness this world can afford.

Forget the failings of your brother, but remember your own.

We should value persons and things according to† their real worth.

* That is, may give respect to us. † According to, a preposition

The ostrich is hunted for the sake of his beautiful feathers, which often bear a high price.

In a wild state elephants live in societies, and feed entirely on vegetables.

The fur of the ermine is very costly, and is chiefly used to line the robes of the great.

Drunkenness is an odious vice; it leads to poverty and great misery.

I fear to incur the anger of the Almighty; I fear to loose my good character among men; and I fear the stings of my own conscience:

Sloth makes all things* difficult; industry makes all things easy.

If you mean to gain leisure, employ your time well.

Waste neither time nor money, but make the best use of both.

Give me neither poverty nor riches, and feed me with food convenient for me.

The frog is a reptile that lives both upon the land and in the water, therefore we say that the frog is amphibious.

The whale is the largest living animal of which we have any certain account.

Greenland is a cold barren country on the eastern coast of America.

Petersburg, the capital of Russia, is seated on

* *To be* is understood.

the banks of the river Né-va, near the Gulf of Finland.

The best designs are often ruined by unnecessary delay.

A virtuous education is a better inheritance than a great estate.

A wise man is neither elated by success, nor depressed by disappointment.

He that overcomes his passions conquers his greatest enemies.

Aberdeen is a flourishing sea-port in the north of Scotland.

In Norway, each family manufactures its own clothing, tools, and furniture.

Portsmouth is celebrated for the strength of its fortifications.

Our good or bad fortune in a great measure depends on the choice which we make of our friends.

Disdain even the appearance of falsehood.

Mark Antony, when under adverse circumstances, made this interesting remark, "I have lost all except what I gave away."

True pleasure is only to be found in the path of virtue.

EXERCISES TO BE CORRECTED.*

My white hen lays a egg almost every day.
 My cousin Charles bought two penknives.
 Did you see them boys playing in the field?
 My mother is positive that you was invited
 William has been playing this two hours.
 I have reason to think he is a honest boy.
 I have knowed him for some mouths.
 That is the boy which brought my boots.
 I am convinced that this is Charles top.
 My mother bought the oranges for you and I.
 Shall you and me take a walk in the park?
 We have had a oven set in the kitchen.
 Robert says he is sure that that is him.
 The dear little baby cut two teeths last week.
 I think I ought to know better than him.
 How old is Jane? I think I am older than her
 There's two boys walking in the garden.
 I have wore black nearly three months.
 A author is a person who writes books.
 Both Jane and Martha writes very neat.
 Of who did your father buy them oxen?
 I cannot take no more tea.
 That is the lady which is so kind to the poor.
 Was you present when Miss Brown called?
 Who took the letter to the post office? Me.

* Correcting the above will call into action the thinking powers of the pupil, and at the same time promote a spirit of inquiry respecting the proper terms to be used in speaking.

Who is making this noise? It is not us.
 Do you not think that Miss Smith sings sweet?
 We seldom neglects to inquire after him
 To who shall I give them two oranges?
 You ain't to go to school till Ann is ready.
 My father and mother wishes me to remain.
 Has Joseph and Peter any knowledge of him?
 Edward and Samuel teaches me grammar?
 Them two horses is in very fine condition.
 I never quarrels with any of my schoolfellows.
 Miss Brown never speaks improper to any one.
 Old people often forgets they was once young.
 Our Tray is the most swiftest dog I ever saw.
 We was very sorry to hear of the accident.
 I have tore my frock; what will my mother say?
 I have wrote a long letter to my father.
 Scotland lays on the north of England.
 The water in the pond was froze yesterday.
 Can you prove that ice is more lighter than
 water?
 I have broke my sister's comb; will she scold?
 I have chose the dress next the window.
 The man has drove the oxen to the field.
 I have frequently spoke to her on the subject.
 O! you naughty mag, you have stole the spoon
 It is more pleasanter to walk in the shade.
 Our garden wall measures eight foot in height.
 He is not more attentive to his books than me.

Miss Ford and her were both invited to the party.

Do you think that him and I are to blame?

I cannot believe that Eliza is taller than me.

I have not seen either of them this two years.

I told you, Mary, to reach me them scissors.

PART III.

SYNTAX.

1. The third part of Grammar is **SYNTAX**, which chiefly consists of two parts, namely, **Concord** and **Government**.

2. **Concord** is that agreement which one word has with another in gender, number, person, and case.

3. **Government** is that power which one word has over another in directing its mood, tense, or case.

4. A simple sentence usually consists of three leading parts, namely, the **nominative case**, the **verb**, and the **objective case**.

5. A compound sentence contains two or

more simple sentences, connected by one or more conjunctions, as, "Life is short, *but* eternity is long."

6. A phrase is a number of words not conveying a complete sense, because it contains no finite verb, as, Without doubt; To be plain with you.

7. The nominative case may be usually known by putting *who* or *what* before the verb; thus, in the sentences, John spins his top; the horse eats corn; I ask the questions, Who spins his top? What eats corn? it follows that John is the nominative case in the former instance, and the horse in the latter.

8. A verb is said to agree with its nominative case when they are both of one person, and of one number; in the sentence John spins his top, I know that John is in the third person, singular number, and I prove that spins is in the same, thus,

Ind. mood, pres. t. 1 p. sing. I spin.

2 Thou spinnest.

3 *He spins.*

I prove that the sentence, "They was invited" is incorrect, thus I already know

that *they* is in the 3rd person plural number, and in conjugating the verb, thus:—

1	per. sing.	I was invited.
2		Thou wast invited.
3		He was invited.
1	p. plu.	We were invited,
2		You were invited,
3		They <i>were</i> invited.

I find that it ought to be, “They *were* invited.”

QUESTIONS FOR EXAMINATION.

1. Of what does Syntax chiefly consist?
2. What is concord?
3. What is government?
4. Of what does a simple sentence usually consist?
5. What does a compound sentence contain?
6. What is a phrase? Why does a phrase convey no complete sense?
7. How may the nominative case be usually known?

What is the nominative case in the sentence,
John spins his top?

Tell me also the nominative cases in the following:—

The horse eats corn.

James broke the window.

William answered the letter.

Eliza invited her cousin Mary.

Charles obeys his parents.

Virtue rewards her followers.

Wealth finds friends.

They ran a race in the park.

8. When is a verb said to agree with its nominative case? How do you prove that the sentence, "They was invited," is incorrect? How do you prove that the sentence, "Thou was invited," is incorrect?

We was supported?

You was praised?

He were instructed?

SPECIMENS OF PARSING IN SYNTAX.

Let	irreg. v. a. imp. m. 2 p. sing. n. and agrees with its nom. c. <i>thou</i> understood, Rule I. A verb must agree, &c.
him.	per. pro. mas. g. 3 p. sing. n. obj. c. governed by the act. v. <i>let</i> . Rule XIII. Active verbs, &c.
that	rel. pro. mas. g. 3 p. sing. n. nom. c. to the verb standeth, and agrees with its antecedent <i>him</i> , Rule VI. Relative pronouns, &c.
standeth	ir. v. neut. ind. m. pres. t. 3 p. sing. n. and agrees with its nom. c. <i>that</i> , Rule I.

take	ir. v. a. inf. m.* pres. t. governed by the former verb <i>let</i> , Rule XV.
heed	• com. n. neu. g. 3 p. sing. n. obj. c. governed by the act. v. <i>take</i> , Rule XIII.
lest	conj.
he	per. pr. mas. g. 3 p. sing. n. nom. c. to <i>fall</i> .
fall.	irr. v. n. subj. m. pres. t. 3 p. sing. n. agrees with its nom. c. <i>he</i> , Rule I. ; governed in the subj. m. by the conj. <i>lest</i> , Rule XXIV.
Whom	rel. pr. mas. g. 3 p. sing. n. obj. c. governed by the act. v. <i>have served</i> , Rule XIII.
have	aux.
we	per. pr. com. g. 1 p. pl. n. nom. c. to <i>have served</i> .
served?	reg. v. a. ind. m. perf. t. 1 p. pl. and agrees with its nom. c. <i>we</i> , Rule I.
He	per. p. mas. g. 3 p. sing. n. nom. c. to <i>was</i> .
was	ir. v. n. ind. m. past t. 3 p. sing. n. agrees with its nom. c. <i>he</i> , Rule I.
playing.	pres. neu. part.

* *To*, the sign of the infinitive, is not used after the verbs, *bid*, *dare*, *let*, *need*, &c. &c.

Rule I. A verb must agree with its nominative case in number and person, as, **Thou fearest; He fears; We fear.**

PARSING LESSONS.*

The sun affords us light after he sets or sinks below the ho-ri'-zon.

Wisdom's ways are ways of pleasantness.

Winchester, the county town of Hampshire, is seated on the river Itch'-yn.

Thou shalt not follow a multitude to do evil.

We were much pleased to hear from you.

A constant perseverance in the path of virtue will gain respect.

Russia is the largest empire in the world.

Vicious youth seldom ends in contented old age.

FALSE SYNTAX TO BE CORRECTED.

Thou shall love thy neighbour as thyself.

The bodies of young goslings is covered with yellow down.

Was you present when the subject was first introduced?

Some of the boys was playing on the flute.

In the path of life is many thorns, as well as flowers.

* The author cannot see the propriety of attempting to introduce more than the 1st Rule in the first page; the other Rules may be taken in their respective places.

Rule II. Nouns* of the singular number, connected by the conjunction *and*, require the verb and pronoun in the plural, as, William and Thomas *are* good boys: *they are* always obedient to *their* mother.

PARSING LESSONS.

William and his sister were invited, but they did not go.

Eliza and Martha are highly commended by their governess.

Industry and prudent habits seldom fail of success.

England and France are the most powerful nations in Europe.

Wisdom, virtue, and happiness dwell with the golden mediocrity.

Socrates and Plato were the most eminent philosophers of Greece.

FALSE SYNTAX TO BE CORRECTED.

Ease and comfort is the usual reward of industry.

Robert, James, and Peter was present when the subject was mentioned.

The modest virgin, the prudent wife, and the careful matron, is much more serviceable in life than female philosophers.

* This rule also applies to pronouns.

Rule III. Nouns of the singular number, separated by *or* or *nor*, require the verb and pronoun in the singular number, as, Albert or Henry is the senior scholar.

PARSING LESSONS.

Ignorance or negligence has caused this mistake.

James, William, or Robert intends to accompany me part of the way.

Either Mary or Sophia was present when Miss Jones called.

Conscience, or the fear of punishment, restrains him.

Was Sarah or Margaret in the parlour, when the message was delivered?

Either Thomas or George was the chief promoter of the plan.

FALSE SYNTAX TO BE CORRECTED.

Either he or she were the principal agents in promoting the measure.

I am not a machine, like a clock or a watch, which move merely as they are moved.

Francis, or his cousin, call very frequently to inquire after my sister.

Neither pleasure nor advantage arise from idleness.

Rule IV.—When a collective noun, that is, a noun signifying many, conveys unity, or oneness of idea, the verb and pronoun should be singular, as, The meeting *was* large.

When it conveys plurality of idea, the verb and pronoun must be plural, as, The multitude *pursue* pleasure as *their* chief good.*

PARSING LESSONS.

A herd of cattle, peacefully grazing, affords a pleasing sight.

My people do not consider; they have not known me.

The cattle were driven into the meadow in the morning; the man drove them.

FALSE SYNTAX TO BE CORRECTED.

The peasantry in some countries goes bare-footed.

The British Parliament are composed of Queen, Lords, and Commons.

The crowd of boys were dispersed by the officers.

* No positive rule can be given on the subject,—respectable authorities differ; some advocate the public *is*, others the public *are*; perhaps the following general rule may be useful;—When a collective noun has but one form, it is considered plural, as, *mankind*; when it admits of two forms, as, *party*, *parties*, it must be considered singular.

Rule V. Pronouns must agree in gender, number, and person, with the nouns for which they stand, as, Ann is in town, *she* came last week. Every tree is known by *its* fruit.

PARSING LESSONS.

The moon appears and she shines, but the light is not her own.

Thomas and Mary are both gone, he to the great metropolis, and she to her friends in the North Riding of Yorkshire.

Charles has lost his book: have you seen it?

I met Henry and his sister; he was very lively, but she appeared full of thought.

We esteem both the brother and the sister; him for his upright conduct, and her for her amiable disposition.

FALSE SYNTAX TO BE CORRECTED.

I saw the horse, I mean it with the long tail.

The army is gone to their winter quarters.

Rebekah took goodly raiment and put them upon Jacob.

My sister gave me an apple and an orange, but I did not eat it till after dinner.

Call in the labourers and I will pay him his wages.

The books are not injured, although it has been tossed about.

Rule VI. Relative pronouns agree with their antecedents in gender, number, and person, as, Thou who hearest; That is the vice which I hate.

PARSING LESSONS.

These are the trees that were injured by the lightning last summer.

The boys and girls, whom we met just now, were of the party.

This is the pony which my father bought at the sale.

This is the boy that distinguished himself so much at school.

That is the interesting young lady to whom I was introduced when at my aunt's.

That is a dear friend on whom I can safely rely in every time of need.

FALSE SYNTAX TO BE CORRECTED.

Are you acquainted with that lady which sings so sweetly?

Those young gentlemen, which we saw, belong to the grammar school.

Those young ladies, which passed us a short time ago, are on a visit at the hall.

Who is that boy? I mean him which stands next the gate.

The tiger is a beast of prey, who destroys without pity.

Rule VII.—The relative *that* is used instead of *who* or *which*, after the interrogative *who*, the adjective *same*, and *the superlative degree*; also after two antecedents, the one requiring *who*, and the other *which*.

PARSING LESSONS.

Who, that can help it, will submit to his insolent behaviour?

That is the same dress that I admired so much when hanging in the window.

The men and horses that we met on the road appeared as if they were weary.

This is the best likeness of the duke that I have been able to procure.

Those men and horses that we saw in the street belong to Her Majesty's establishment.

FALSE SYNTAX TO BE CORRECTED.

This is the same painting which you saw in the drawing room.

Sir Isaac Newton is the greatest philosopher which this country has produced.

He is the same friend who assisted me when I was in so much distress.

When you sketch the landscape, do not forget the old man and donkey which we saw.

This is the best which can be obtained.

Rule VIII.—The relative is the nominative case to the verb, if no other nominative come between it and the verb, as, *The master who taught us.*

If a nominative do come between, the relative is governed by some word in its own member of the sentence, as, *The gentleman whom you saw, and to whom you spoke, is the vicar.*

PARSING LESSONS.

He who preserves me, to whom I owe my being, whose* I am, and whom I serve, is eternal.

My father and uncle were the only persons to whom he applied for protection.

Martha and Sophia were the persons whom she more particularly invited.

I am the person whom you unjustly suspected.

FALSE SYNTAX TO BE CORRECTED.

If Henry will not listen to his brother, whom shall be sent to admonish him.

He is a friend who I highly respect.

She, on who we relied, has deceived us.

Our parents and teachers are the persons who we ought, in a particular manner, to respect.

The lady to who you spoke has left the room.

* Here *whose* is governed in the possessive case by the noun *property* understood.

Rule IX.—When the relative is preceded by two antecedents of different persons, it and the verb usually agree in person with the latter, as, I am the *man who commands* you. Here the relative *who*, and the verb *commands*, agree with *man*.

PARSING LESSONS.

Thou art the friend who has often relieved me, and who has not deserted me in the time of peculiar need.

I see that thou art a pupil who possesses bright parts, but who has not cultivated them.

You are the only person who perfectly comprehends the nature of my future plans.

I am sure you ought to be respected, for you are a person who is ever ready to assist the deserving.

FALSE SYNTAX TO BE CORRECTED.

I see that thou art a boy who possessest an amiable disposition, and payest strict attention to the wishes of thy mother.

Thou art a boy who ownest a fault committed, and who disdainest to conceal it by falsehood.

Are you the boy that were sent with the letter to the post office?

Are you not a friend who have often relieved me when I was in distress?

Rule X.—Every adjective, and every adjective pronoun belongs to a noun expressed or understood, as, Few are happy, that is, persons. This is a pleasant walk, that is, this walk is.

Adjective pronouns agree in number with their nouns,* as, This book, these books; that sort, those sorts; another road, other roads.

PARSING LESSONS.

They were unfortunate† because they were inconsiderate.

Alfred and Henry have been at their books these two hours.

I am not acquainted with his views on the other subjects.

I have not seen him these many years.

I measure five feet eight inches in height.

FALSE SYNTAX TO BE CORRECTED.

Do you know what has become of Joseph? No, I have not seen him this two days.

The average height of man is about five foot seven inches.

The chasm‡ made by the earthquake was twenty foot broad, and fifty fathom in depth.

* *By this means, and by that means, being used by our best writers, are exceptions to the rule.*

† Persons is here understood.

‡ Pronounced kasm.

Rule XI. The article *a* or *an* is used before nouns in the singular number only, individually or collectively, as, a man, an ox, a score, a thousand.

The definite article *the* agrees with nouns either in the singular or plural number, as, the boy, the girls.

The articles are often properly omitted; when used, they should be justly applied, as, Gold is corrupting, The sea is green.

PARSING LESSONS.

Robert had little money when he commenced business, but he had a little when he gave it up.

So bold a breach of order called for a little severity in punishing the offender.

The restless discontented person is not a good friend, a good neighbour, or a good subject.

The young, the healthy, and the prosperous, should not presume on their advantages.

FALSE SYNTAX TO BE CORRECTED.

A man is the noblest work of the creation.

A lion is the fiercest of all animals.

He has not behaved well, I shall therefore show little displeasure.

Reason was given to a man to enable him to control his passions.

Rule XII. When two nouns come together, signifying different things, the former is put in the possessive case, as, My father's house; Man's happiness.

When two nouns come together meaning the same thing, they are in the same case, as, Victoria, the Queen; Sir Robert Peel, the Statesman.

PARSING LESSONS.

The scholar's diligence will secure the tutor's approbation.

I left the letter at Smith's,* the bookseller.

St. Peter's at Rome is the finest building in the world.

St. Paul's in London bears a strong resemblance to St. Peter's, but it is much smaller.

FALSE SYNTAX TO BE CORRECTED.

Is this Henrys book? No, it is Thomass.

My brothers wifes sister was one of the party.

What church do you attend? St. Marys.

Janes† and Anns books were completely spoiled.

Elizas performance is better than Sarahs.

In my fathers house are many mansions.

Who brought the letter? The linen-drapers boy.

* Here *shop* is understood.

† When two or more nouns come together in the possessive case, the apostrophe with *s* is added only to the last.

Rule XIII. Active verbs govern the objective case, as, Sarah writes small hand, Joseph sold his parrot.

Passive verbs are also sometimes followed by the objective case, as, My father was paid a large sum; he was denied her presence; he has been offered the choice.

PARSING LESSONS.

I wrote the letter, and immediately sent it by a messenger.

The master taught her and me to write.

My mother has sent* me a large cake.

The sun dispenses light and heat to the earth.

I saw the man whom you recommended.

My father says that he will buy me a pony.

We should subject our fancies to the government of reason.

FALSE SYNTAX TO BE CORRECTED.

The master taught Ann and she to write.

We have reason to respect both Henry and she.

I have sold the horse, I mean he that the groom injured.

I requested Mary, who you know, to spend a fortnight with us.

She presented tickets to Maria and I.

* That is, *to me*; it is the *cake* and not *me* that is governed by the verb *sent*.

Rule XIV. The verb **TO BE** has the same case after it that it has before it, as, I am he; I took it to be him.

Passive verbs, which signify naming, and some neuter verbs take a nominative case after them, as, I am named James; Stephen died a martyr.

PARSING LESSONS.

I am the boy that Mr. Wilson mentioned to you
 They are persons of very great respectability.
 Paul, the great apostle, was originally called Saul.
 It was not they who first suggested the plan.
 It might have been she whom I met.
 By great industry he became a learned man.
 Alfred was called "the Great," because he
 studied the happiness of his subjects.
 I saw a person whom I took to be her.

FALSE SYNTAX TO BE CORRECTED.

Who is at the door? Me. Who saw the postman? Us.

I am sure that it was them whom we met.
 It was not her whom we saw in the park.
 If I had been him I would have gone to Leeds.
 It was me who first made the discovery.
 If I were her I should be sorry to remain.
 I saw a gentleman whom I took to be he.
 It was either her or her brother who told me of it.

Rule XV. One verb governs another that depends upon it, in the infinitive mood, as, *Cease to do evil, learn to do well.*

The infinitive mood* is sometimes governed by a noun or adjective, as, *It is my duty to obey; she is worthy to be loved.*

To, the sign of the infinitive, is understood after the verbs, behold, bid, dare, feel, find, have, hear, know, let, make, need, observe, perceive, and see.†

PARSING LESSONS.

My father wishes me to undertake it.

I need not urge him to do me a favour, for he is always ready.

I have seen some young ladies conduct themselves with great propriety.

I heard him say that he was very unhappy.

FALSE SYNTAX TO BE CORRECTED.

I have seen some boys to forget that it was their duty to obey.

I need not to inform you that our vacation commences on the 21st instant.

I heard him to say that dinner was ready.

* The infinitive mood is frequently independent, that is, it is not governed by any other word, as, *To proceed; to confess the truth.*

† With the exception of *let*, *to* is used before these verbs in the passive voice.

Rule XVI. Participles have the same government as the verbs from which they are derived, as, *She is instructing us.*

When a present active participle assumes the nature of a noun, it is frequently governed in the objective case* by a preposition, at the same time retaining the power of the verb, in governing the following noun or pronoun, in the objective case, as, *I am weary with hearing him.*

PARSING LESSONS.

Viewing the attempt as fruitless, I thought it prudent to desist.

I was instructing George when he called.

The sum of the moral law consists in obeying God, and in loving our neighbour as ourselves.

What reason did he give for refusing you!

FALSE SYNTAX TO BE CORRECTED.

Having disgraced himself by his vices, he enlisted for a soldier.

Acknowledging him and she to be my superiors, I at once submitted to it.

Suspecting not only he, but they also, I avoided all further intercourse.

* It is also frequently in the nom. case, as, *Skating is sometimes dangerous; It also sometimes governs a possessive case, as, The thief's sneezing awoke us.*

Rule XVII.—The past tense of the irregular verbs should never be used instead of the perfect participle, after the auxiliaries *have* and *be*; thus, I have wrote my copy, should be, I have *written* my copy.

PARSING LESSONS.

The river was so much swollen that they did not attempt to ford it.

I have wrought very hard all the morning.

I have torn my dress in passing the hedge.

The sea is never frozen in this latitude.

Calicoes are now woven by steam power.

His resolution was too strong to be shaken by slight opposition.

I have spun my top till I am tired.

FALSE SYNTAX TO BE CORRECTED.

I have wore this dress nearly three months.

Have the horses yet eat all their oats?

Have you ever seen the Thames froze over?

The man has drove the cows to the pasture.

I have chose the buff dress in preference to the blue. Which do you think is prettier?

I have rang the bell twice, but no one answers it.

I have rose before seven o'clock these two mornings.

I have ran as fast as I could all the way.

Rule XVIII. Adverbs are usually placed next to the words they qualify, that is, before adjectives, after verbs active or neuter, and frequently between the auxiliary and the verb; as, William is very industrious; Elizabeth behaves well, and is much respected.

PARSING LESSONS.

I was much pleased with your attention.

I respect David; he is always so good tempered.

John promises to be a very useful member of society.

A plain understanding is often joined with great worth.

To our own failings we are commonly blind.

We are too apt to like improper companions.

His talents are more brilliant than useful.

FALSE SYNTAX TO BE CORRECTED.

I lately have sustained a very serious loss.

Pretty Polly is not inclined to talk always.

I not always am so good as I ought to be.

I am willing always to receive instruction.

I truly may say that Providence has been kind to me.

He has been pursued warmly by his enemies.

We should prepare always for the worst and hope for the best.

Rule XIX.—Two negatives are equivalent to an affirmative, that is, they destroy each other, as, His language, though inelegant, is *not ungrammatical*, that is, it is grammatical,

Two negatives are sometimes improperly used; thus, I cannot say nothing on the subject, should be, I cannot say anything on the subject, or, I can say nothing on the subject.

When one of the negatives forms part of another word, as, *displeasing, inelegant, unpleasant*, the two negatives form a pleasing variety in our language, as, Her dress, though simple, is *not inelegant*.

PARSING LESSONS.

I cannot, by any means, allow it.

His address, though unpolished, is by no means displeasing.

William has never been unmindful of me.

I was not unwilling that he should depart.

FALSE SYNTAX TO BE CORRECTED.

I am afraid the master will scold, for we have not done nothing this morning.

Both the men and horses were tired; they could not go no farther.

There cannot be nothing more insignificant than vanity.

Rule XX.—Adjectives should never be used as adverbs; thus, Charles spoke distinctly, *not distinct*. She dresses elegantly, *not elegant*.

After verbs of motion, the adverbs *hither*, *thither*, and *whither*, formerly used, are now giving place to *here*, *there*, and *where*, as, Come *here*, go *there*, *where* are you going?

PARSING LESSONS.

From Southampton we sailed for New York, and from thence* to Jamaica.

Whence do you come? Where are you going to? He speaks fluently, he reads very distinctly, but he does not think coherently.

FALSE SYNTAX TO BE CORRECTED.

Margaret speaks very polite, and she dresses neat.

Mary dresses very plain, but she speaks fluent.

Thomas behaved nobler than his brother.

I esteem Thomas because he speaks so pleasant to all about him.

I cannot think well of any one who speaks harsh to those under him.

* Although the adverbs *hence*, *thence*, and *whence*, by themselves express motion from a place, yet they frequently admit of a preposition before them; this will also apply to *here*, *there*, and *where*; but in asking a question the preposition is placed last, as, Where are you going to? In parsing, the two must be considered an adverb. or the adverb must be called a noun in the objective case, governed by the preposition.

Rule XXI.—Prepositions govern the objective case, as, From him that is needy turn not away; Give me an orange, that is, Give an orange *to* me.

The preposition should be placed immediately before* the relative which it governs, as, To whom do you speak? Of what is it made?

PARSING LESSONS.

Of whom did you buy that beautiful dress?

Why did you not give me the letter before dinner?

By whom were you sent? To whom did you apply?

Does that forward boy know to whom he speaks with so much assurance.

To whom do those beautiful gardens belong?

FALSE SYNTAX TO BE CORRECTED.

What a handsome pony; who did you buy it of?

Who does that elegant house belong to?

What is paper made of? What are ropes made of?

The gentleman who I travelled with was rather singular in his habits.

* In familiar conversation this rule is not strictly followed, and in many cases it would be considered formal, but the practice of placing the preposition at the end of the question, as, What is it made of? is losing ground, and will, in time, become obsolete.

Rule XXII.—Certain words should be followed by appropriate prepositions, thus, the verb *accused* requires the preposition *of* after it, as,

He is <i>accused</i>	<i>of</i> theft.*
I <i>accede</i>	<i>to</i> his wishes.
This <i>accords</i>	<i>with</i> my ideas.
It is <i>adapted</i>	<i>to</i> my wants.
It is <i>agreeable</i>	<i>to</i> my taste.
She is <i>averse</i>	<i>to</i> study.
I have an <i>antipathy</i>	<i>to</i> vice.
I have an <i>antipathy</i>	<i>against</i> vain boasters.
I <i>blushed</i>	<i>at</i> his ignorance.
I do not <i>boast</i>	<i>of</i> my success.
I have <i>called</i>	<i>upon</i> his lordship.
I <i>confide</i>	<i>in</i> your honour.
In <i>compliance</i>	<i>with</i> your wishes.
It is <i>consonant</i>	<i>to</i> my feelings.
I am <i>convinced</i>	<i>of</i> his worth.
It is <i>congenial</i>	<i>to</i> my taste.
His ideas <i>correspond</i>	<i>with</i> mine.
I <i>depend</i>	<i>upon</i> your friendship.
She is <i>deficient</i>	<i>in</i> fortitude.
This <i>derogates</i>	<i>from</i> my dignity.

* If the above be used in classes, the teacher repeating the former part of the sentence, and the pupils in turn the latter, laying an emphasis on the preposition, the author is persuaded it would have a permanent effect; but this is only thrown out as a friendly hint, for teachers should depend upon their own judgment.

I was <i>disappointed</i>	<i>in</i> my purchase.
I was <i>disappointed</i>	<i>of</i> his company.
I <i>dissent</i>	<i>from</i> his conclusions.
He is <i>eager</i>	<i>in</i> his pursuits.
She is <i>endowed</i>	<i>with</i> much prudence.
This is an <i>exception</i>	<i>to</i> the rule,
I would not <i>fawn</i>	<i>upon</i> the great.
This is <i>foreign</i>	<i>to</i> the subject.
I <i>frown</i> not	<i>on</i> the unfortunate.
I am <i>ignorant</i>	<i>of</i> his intentions.
He was <i>initiated</i>	<i>into</i> the mysteries.
I <i>insisted</i>	<i>upon</i> his obedience.
Charles is <i>intent</i>	<i>upon</i> his studies.
The poor boy is <i>inured</i>	<i>to</i> hardships.
This <i>militates</i>	<i>against</i> my interests.
I am not <i>prejudiced</i>	<i>against</i> her.
We should <i>profit</i>	<i>by</i> experience.
I am <i>proud</i>	<i>of</i> your friendship.
I <i>reflect</i>	<i>upon</i> my follies.
It is <i>replete</i>	<i>with</i> information.
She has a <i>resemblance</i>	<i>to</i> my cousin.
I can <i>resolve</i>	<i>on</i> nothing.
I will never <i>swerve</i>	<i>from</i> my duty,
She has a <i>taste</i>	<i>for</i> drawing.
I can <i>sympathize</i>	<i>with</i> the mourner.
I will be <i>true</i>	<i>to</i> my word.
I will <i>think</i>	<i>on</i> the subject.
I am not <i>versed</i>	<i>in</i> phrenology.
I will <i>triumph</i>	<i>over</i> difficulties.

Rule XXIII.—Conjunctions connect the same moods and tenses of verbs, as, Candour is to be approved and practised.

Conjunctions connect the same cases of nouns and pronouns, as, He and she were schoolfellows. The master taught her and me to write.

PARSING LESSONS.

My brother and he are constant companions.

If thou sincerely desire, and earnestly pursue virtue, she will assuredly be found by thee, and prove a rich reward.

Margaret and Jane went on Monday, and returned again yesterday.

Him and them we know; but who art thou?

FALSE SYNTAX TO BE CORRECTED.

Professing regard, and to act differently,* mark a base mind.

Rank may confer influence, but will not necessarily produce virtue.†

Did he not tell thee his fault, and entreated thee to forgive him?

Let George and I alone, for we are very busy.

Miss Forman and me were both invited.

I saw he and William in the park.

* The same form in the verbs or participles must be observed.

† When a conjunction connects different moods, the nominative must be repeated.

Rule XXIV.—Some conjunctions require the indicative, some the subjunctive mood, after them.

Conjunctions, which refer to existing facts and circumstances, require the indicative, as, William is healthy, because he is temperate.

Conjunctions that refer to something future and uncertain, are generally followed by the subjunctive, as, If he be alone, ask him to come.

The following conjunctions often take the subjunctive, *if, though, lest, till, that, except, provided, whether*, also the adverbs *ere* and *before*.

PARSING LESSONS.

Though he urge me yet more earnestly, I will not comply.

If he acquire riches they may corrupt his mind.

If he does say so, I must believe it.

FALSE SYNTAX TO BE CORRECTED.

If your father is alone, give him the letter.

If my brother succeeds in business, he will send for me.

If your aunt comes next week, will you remain here?

I will not go unless she accompanies me.

I intend to go whether he comes or not.

Rule XXV.—A noun or pronoun after *than** or *as*,† either agrees with a verb, or is governed by a verb or preposition understood, as, Thou art wiser than I, that is, than I am; They loved him more than me, that is, more than they loved me.

PARSING LESSONS.

Thomas and William write better than they.

Who broke the window? I; but I could not avoid it.

Who are at the door? Joseph and I.

The work was better executed by his brother than‡ him.

FALSE SYNTAX TO BE CORRECTED.

I think George is much taller than me.

William says that Mary is stouter than me.

I think I know grammar nearly as well as her.

I think we acted with greater prudence than them.

Alfred understands grammar better than me; but I know geography as well as him.

I did not say that I was better than her.

* *Than* is sometimes made to govern the relative *who* in the objective case, as, Alfred, *than whom* a greater king never reigned: this may be considered an exception to the rule.

† *As* has sometimes the force of a relative, and must be considered as such, as, His arguments were *as* follow; here *as* agrees with its antecedent arguments, and is nominative case to the verb follow.

‡ The preposition *by* is understood.

Rule XXVI.—The comparative degree, and the pronoun *other* require *than* after them, and *such* requires *as*, as, Mary is better *than* I; No other *than* he; Such* *as* do well.

The comparative degree is generally used when only two objects are compared; the superlative when more than two; as, Mary is taller than Martha, but Eliza is the tallest of the three.

PARSING LESSONS.

Always be ready to assist such deserving persons as need thy aid.

To trust in him is no more than to own his power.

Those thoughtless young men seem to have no other pursuit than that of pleasure.

FALSE SYNTAX TO BE CORRECTED.

We should be ready to assist such persons who deserve our aid.

He gained nothing more by his speech but to be commended.

Isaac is the taller of the three, but not the more prudent and industrious.

I think that Elizabeth is the tallest of the two.

This can be no other but my long-lost uncle.

* When *such* means a consequence, or so great, it takes *that* after it. *as*, George's behaviour was *such* that I declined all further intimacy. *Such* is his speed that few can run with him.

Rule XXVII. Certain conjunctions are followed by corresponding conjunctions, as, *Either* she *or* I will come.

Either requires *or*, as, *Either* he *or* I will see her.

Whether *or*, I cannot say *whether* he *or* she will come.

*Neither** *nor*, I am *neither* rich *nor* poor.

Though *yet*,† *Though* he now neglects me, *yet* I cannot forget his kindness.

As *as*, My grammar is *as* good *as* yours.

As *so*, *As* he is, *so* will you be.

So *as*, He is not *so* deserving *as* his brother.

So *that*,‡ I am *so* unwell *that* I cannot work.

Both *and*, *Both* you *and* I are invited.

PARSING LESSONS.

So far as I am able to judge, the book is well-written.

Although I have not been fortunate, yet I enjoy many blessings.

FALSE SYNTAX TO BE CORRECTED.

He would not take the letter himself, nor allow me to do it.

Neither despise the poor or envy the rich.

* *Not* is frequently used for *neither*, as, He is *not* intelligent, nor is he amiable.

† *Yet* is often omitted after *though*, as, *Though* he is rich, he is not happy.

‡ *That* is often omitted, as, I find *is* gone.

Rule XXVIII. The distributive pronouns, *each*,* *every*, *either*, and *neither*, agree with nouns and verbs in the singular number only, as, Each of us *has* a pony; every man *is* accountable for *himself*; either of them *is* right; neither *was* present.

PARSING LESSONS.

The census is taken in England every† ten years.

The president of the United States is chosen every four years.

Each of the brothers in his turn receives the benefits of the institution.

Every man must account for himself.

FALSE SYNTAX TO BE CORRECTED.

I have five fingers on every hand, and five toes on every foot.

Are either of Mr. Webb's sons in your class?

Do either of Mr. Jones's boys belong to your school?

Let every boy look after their own books.

Each of them were requested to state all they knew on the subject.

Were either of these gentlemen present?

* Each relates to two taken singly.—Every to more than two, and signifies the whole taken singly.

† Every may be followed by a plural noun or adjective taken collectively, as, I go to London every three years.

Rule XXIX. The infinitive mood, or a part of a sentence, is sometimes the nominative case* to a verb, as, *To err* is human, *to forgive* is divine; *to play without quarrelling* is pleasant.

PARSING LESSONS.

To live soberly, righteously, and piously, is required of all men.

To feed the poor, to clothe the naked, to comfort the afflicted, are delightful duties to the pious Christian.

That it is our duty to promote the good of our fellow-creatures is a fact† that no person will attempt to deny.

FALSE SYNTAX TO BE CORRECTED.

To hear no evil of a friend, to speak no evil of an enemy, is a mark of a right spirit.

To be diligent at his studies, to be respectful to his teacher, to be kind to his playfellows, is the duty of a scholar.

To be idle at his books, to be disrespectful to his teacher, to seek occasion to quarrel with his playfellows, is a bad sign in a school boy.

Bad boys is a great enemy to the peace of a teacher.

To skip, to play at ball, is a pleasant recreation.

* Part of a sentence may also be in the objective.

† If we ask the question, what is a fact? the nom. case will answer

Rule XXX. To express our ideas in a few words, an ellipsis, or omission of words, is allowed; thus, instead of saying, he was a good man, he was a wise man, we say, he was a good and wise man.

When the omission would obscure the sentence, or be attended with an impropriety, it is not allowable; thus, a house and orchard is not proper language, it should be, a house and an* orchard.

PARSING LESSONS.

By presumption and vanity we provoke envy, and incur contempt.

Those wicked boys must, and shall be punished.

FALSE SYNTAX TO BE CORRECTED.

On my road I met a man leading a horse and ass.

He was a learned and amiable young man.

In England we enjoy a free constitution and laws.

Trifles often ruffle, and often disturb our minds.

These counsels were the dictates of virtue, and were the dictates of true honour.

We have a beautiful field and trees near the house.

* If we leave out the article *an*, *a* is understood before orchard, and that cannot be allowed.

ADDITIONAL RULES AND OBSERVATIONS.

When singular nominatives of different persons are separated by *or* or *nor*, the verb agrees with the person next it, as, I, thou,* or he is the cause.

TO BE CORRECTED.

Either Thomas or I has a prospect of being elected.

Either Sarah or I is sure of the first prize.

When nominatives of different numbers are separated by *or* or *nor*, the plural one should be placed next the verb, as, Neither the captain nor the sailors were saved.

TO BE CORRECTED.

Neither the soldiers nor the officer has been examined.

Neither the books nor the letter has arrived.

We should never use both a noun and its pronoun as a nominative to the same verb, as, Richard, he is chosen; here *he* should be left out.

TO BE CORRECTED.

My banks they are furnished with bees.

Many words they darken speech.

When a noun or pronoun is followed by a par-

* The verb in its proper person is understood to the others.

ticiple, and neither governs a word, nor is governed by one, we call it the nominative case absolute, as, He, being penitent, we pardoned him; Shame being lost, all virtue is lost; here, *he* and *shame* are in the nominative case absolute.

In the position of pronouns of different persons, the second person must always come first, and the third person before the first, as, You and he will be invited; He and I intend to go.

TO BE CORRECTED.

I and my mother are going into the country.
 He says, he thought he saw me and my cousin.
 Is it agreed that I and you go to Richmond?
 I wish he and you would accompany us.

The pronoun *it* frequently represents a part of a sentence, a noun, or a pronoun, as, It is my duty to forgive my enemies; here *it* stands for the clause *to forgive my enemies*; in the sentence, It is I, *it* evidently refers to the pronoun *I*.

Relative pronouns are sometimes omitted, as, We received the presents you sent us; here *which* is understood.

SUPPLY THE RELATIVES IN THE FOLLOWING.

Did you know the person I sent with the letter?
 All the books I had at school are lost.

Double comparatives should be avoided, as, Your dress is more prettier than mine, should be, *is prettier*.

TO BE CORRECTED.

Tray is a more swifter dog than Cæsar.
It is more easier to talk than to act.

Double superlatives must be avoided, as, She is the most handsomest, should be, *the most handsome*.

TO BE CORRECTED.

The nightingale's voice is the most sweetest.
Jane has the most sweetest voice I ever heard.

When the verbs *need* and *dare* are followed by the infinitive mood, they leave out the *s* in the third person, as, He dare not go; She need not trouble herself.

The active verb *to lay* is often improperly used for the neuter verb *to lie*; thus, The book^s lays on the table, should be *lies on the table*.

TO BE CORRECTED.

France lays on the south of England.
You have laid too long this fine morning.
You may lie the books on the sideboard.
You ought not to lay in bed beyond seven
o'clock.

Neuter verbs frequently admit of an objective case after them, when the noun has a similar signification, as, I ran a race ; I have fought the good fight ; here *race* and *fight* are in the objective.

Nouns of *time*, *space*, and *measurement*, are sometimes governed in the objective case by a neuter verb, as, He walked a mile ; John stands six feet ; he ran the whole distance.

The words *means* and *amends* are used both in the singular and plural number, as, He lived temperately, and *by this means* he preserved his health ; He was attentive to his duties, respectful to his teacher, kind to his schoolfellows, and *by these means* he became a general favourite.

The adjective *many* is frequently used with a singular noun, as, many a man was lost ; the reason is, that *many a man* is equivalent to *many men*.

BEFORE THE NAMES OF PLACES.

To or *for* is used after a verb of motion, as, I went to Plymouth, and then sailed for Lisbon.

- In** is generally used before countries, counties, capitals, and large cities, as, I live in England, in Yorkshire, in Manchester, in London.
- At** is used before smaller towns and villages, as, I live at Maidstone, at Hampstead.
- Into** is used after a verb of motion, as, I intend to go into the country.
- In** is used when motion or rest in a place is signified, as, I will take a walk in the garden ; she is in the parlour.

Them is often improperly used with a noun, as, Will you reach me *them* scissors? *them* ought to be *those*.

TO BE CORRECTED.

Tell them boys that dinner is on the table.
Do you see them sheep with black faces?

ADDITIONAL PARSING LESSONS.

Every man has a right by nature to his personal freedom.

All those who have power over their fellow-creatures should use that power with mildness and equity.

Thou shalt not bear false witness against thy neighbour.

Charity suffereth long and is kind; charity envieth not; charity vaunteth not.

He desired them to appoint a person to whom he might explain the design.

We are to love ourselves so far as to seek, by all fair means, to advance our own interests, but we are also to love our fellow-creatures.

Self-conceit, presumption, and vanity, blast the prospects of many a youth.

To be able to overlook and forgive an injury is a mark of an amiable disposition.

From idleness arises neither pleasure nor advantage.

All men wish to be happy, but too many appear to forget, that happiness is only found in the path of virtue.

Forget the faults of others, and remember thy own.

Presume not in prosperity, and despair not in adversity.

Some talents are buried in the earth, and others are properly employed.

Luxurious living spoils the very pleasure it is intended to promote.

Men of great learning and talent are often found to be more modest and humble than persons* of very inferior abilities.

* Nom. to *are* understood.

Go to the ant, consider her ways and be wise.

In books, or work, or healthful play,

May my first years be past,

That I may give for every day

A good account at last.

Navigation is the art of conducting ships* from one port to another.

Them that serve me faithfully I will reward.

The Lord Chancellor appoints all justices of the peace, and is the general guardian of all infants, lunatics, and idiots.

Every cell in the comb of bees is an exact hexagon, that is, it contains six equal sides.

Many are brought to ruin by extravagance and dissipation.

Make the study of the Sacred Scriptures thy daily practice and concern.

Precepts have little influence when not† enforced by practice.

Avarice and cunning may acquire an estate; but they cannot gain a friend.

A desire to be thought learned often prevents our improvement.

Our parents and teachers are the persons whom we ought, in a particular manner, to respect.

Calm was the day; we may expect a calm; to prevent passion is easier than to calm it.

* See Rule XVI.

† When they are not.

Damp air is unwholesome; soft bodies damp the sound: guilt casts a damp over our spirits.

Though bad men attempt to turn virtue into ridicule, they honour it at the bottom of their hearts.

After the first departure from sincerity, it is seldom in our power to stop; one artifice generally leads on* to another.

I can cast up accounts. Tell John to pull up the weeds. George, turn on the gas. Turn out the oxen. I am not to be relied upon. The house was burnt down. Take up that needle. She was waited upon by her cousin.

I have, or I had thirty-two teeth, namely, sixteen in the upper, and sixteen in the lower jaw.

The nightingale is a bird of passage; it seeks a warmer country in the autumn, and returns again in the spring.

Be kind and courteous to all, and be not eager to take offence without just cause.

Suit your desires to things, and not things to your desires.

If a man profess a regard for the duties of religion, and neglect those of morality, that man's religion is vain.

The plague raged in London during the reign of Charles the Second.

* *Leads on* must be taken together, and called a compound verb. In the next section all the verbs are compound.

The steam engine is an Englishman's invention.
 In praising him.* With hearing him. By
 pursuing this plan. In following his advice. On
 crossing the river. Upon seeing him. By break-
 ing the ice. On surmounting these difficulties.

I bid him do† it. I feel it pain me. Do you see
 him run? I observe it move. You need not fear.
 I have known him act imprudently. I cannot
 make him hear. I saw the horse run. Let me go.
 She need not go. I saw him go.

Temper the vivacity of youth with a proper
 mixture of serious thought.

Engrave on your minds the sacred rule, "Do
 unto others as you wish that they should do unto
 you."

Overcome injuries by forgiveness ; disasters by
 fortitude; evil examples by firmness of principle.

Is not industry the road to wealth, and virtue
 to happiness?

He, whose constant employment is detraction
 and censure, cannot be respected.

Do you see that boy? The man that brought
 the parcel is gone. I will see that he does it.
 I trust that he will come. Is that the book?
 The hat that I bought in Cheapside is spoiled.

* *In prep. praising act. part. here used as a noun, ob. case, governed by prep. in, him obj. c. governed by the noun praising. Rule XVI.*

† To do it. See Rule XV.

Give me* a light. Send him the letter. Lend me your knife. Pay him the money. Buy me a dress. He taught me grammar. I sent him a hare. Give her the money. You tell me nothing. Pay him the bill.

Those who live to nature rarely can be poor.

Those who live to fancy rarely can be rich.

Whom can we so justly love as them who have endeavoured to make us wise and happy?

Choose what† is most fit. I have lost all except what I gave away. Is this what you mean? I endeavour to do what is right. Will you tell him what I say? You know what I mean.

I am taller than you. He is older than Jane. I am as tall as Jacob. I love you as well as him. I have more to do than she. We are not so rich as they. They loved him more than me. He is as good as I.

The master's learning commands the boys' respect.

I am engaged in looking after my sisters' affairs.

Spencer, the poet, lived in the reign of Elizabeth, the Queen of England.

I have to call at Smith's, the bookseller.

Idleness and industry produce very different

* Governed by the prep. *to* understood.

† *What*, being equivalent to *that which*, is here in the obj. case governed by *choose*, and also nom. case to the verb *is*.

results ; this leads to comfort and respectability, that to want and misery.

How strangely are opinions of man altered by time.

He delights to serve you; it is his delight to serve you; it is delightful to serve you.

Pity the sorrows of a poor old man,
Whose trembling limbs have borne him to
your door,
Whose days are dwindled to the shortest span;
O! give relief, and Heaven will bless your
store.

The man who is faithfully attached to religion may be relied on with confidence.

She is more talkative and lively than her brother, but not so well informed, nor so uniformly cheerful.

I have been often occupied, alas! with trifles.
Whatever* is worth doing is worth doing well.
Aspire after perfection in whatever† state of life you choose.

Be attentive to thy studies; love your enemies; disdain to speak an untruth; forget not thy friends; honour your parents; do good to all; honour the Queen; fear to do ill; strive to do well; be grateful to thy benefactor.

Order is Heaven's first law; and this confest,
Some are, and must be, greater than the rest.

Whatever is here equivalent to *the thing which*. † Adjective.

I consider myself* a citizen of the world, and I deem nothing which regards humanity* unworthy of my notice.

Of all prodigality that of time is the worst.

Is dinner ready? Are you going? Will they come? Can you go? Will they try? Why do you wait? Are they prepared? When will men cease to do evil?

Moderation, vigilance, and self-government, are duties incumbent upon all, but especially on such as† are beginning the journey of life.

Quicksilver is of great use in extracting gold and silver from their ores.

The equator divides the world into two equal parts; the one is called the northern hemisphere, and the other the southern.

The sun is the most splendid and glorious object visible to human eyes.

The path of piety and virtue, pursued with a firm and constant spirit, will assuredly lead to happiness.

FALSE SYNTAX ON RULE XXII.

He is inured by hardships. He is intent on his studies. This is an exception of the rule. I dissent to his conclusions. This accords to my sentiments.

* *To be* is understood in both these cases.

† *As* has here the force of a relative and nom. to *are*.

I rejoice in your success. I have an antipathy for vice. I blushed for his ignorance. He boasts on his success. I am true in my word. He was initiated to the secrets.

This is foreign from the argument. That book is replete in instruction. He has a great resemblance with his sister. We should profit in experience. I am not versed on decimals. He triumphs in difficulties.

It is perfectly consonant with my feelings. I confide on your integrity. In compliance to your request. This is congenial with my taste.

William is averse from study. This is agreeable with my views. It is adapted for my wants. She died by a decline. I differ to you on the subject. She is convinced on his worth.

Sophia is endowed in great firmness. He is so mean as to fawn with the great. I am ignorant with his intentions.

FALSE SYNTAX PROMISCUOUSLY ARRANGED.

The shoal of herrings were distinctly seen.

Thou should love thy neighbour as sincerely as thou loves thyself.

Blessed is the man which walketh in wisdom's ways.

His follies have impaired his mind and broke his health.

He took it to be I; I am persuaded it was her.

Who did you receive the intelligence from?

I feel much for them, they are so miserable poor.

There was more boys in the school at the time.

Every one of the robbers were banished from their native country.

If he comes I shall not have occasion to go.

Every one should endeavour to correct their own faults.

I think William is the more sensible of the three.

Wisdoms precepts are the good mans delight.

Am not I the person who you suspected?

The number of persons were very great.

Either Eliza or Elizabeth were blamed for it.

William and George came agreeable to promise.

No person could behave more noble than he did.

He and she I have long known, but I am not acquainted with their mother.

I am willing to receive instruction always.

The peoples happiness is the statesmans honour.

My father and mother they were present.

Was it him who sits next the window?

Margaret and her went on Tuesday morning.

Who did you lodge with when you first came?

The train of our ideas are sometimes interrupted.

I do not think that I am taller than her.

A soldier or sailor should be mindful of their duty.

There's two or three of us who are not willing.

Was you and William acquainted with her?

I cannot, by no means, entertain the idea.

I cannot now take no more dinner.

Did you hear how fluent and distinct he spoke?

How long have you known Miss Bond and she?

He is older than me, but I am stronger than him.

It was me and not him who sent the letter.

I have read Popes Homer and Drydens Virgil.

That is a book which I am much pleased with.

Do you think that John and me reads well?

Nothing never disturbed my mind so much.

Who did you meet in the park this morning?

I need not to say anything more to them.

Let him and I go to the post-office.

Who did you buy your geography from?

A too great variety of studies dissipate and weaken the mind.

Every person who frequented the house were cordially invited.

The crowd were so great that I could not make my way through them.

Did you meet a man driving a horse and ox?

I have tasted no exciting liquor this two years.

Ashes are good manure; we pay two shillings a load for it.

Does John and James intend to ask permission?

The flock, and not the fleece, are the shepherds care.

Is this Marys victorine? No, it is Anns.

Frequent commission of crime harden us.

Is not that the lady which lost her purse?

Last Christmas I measured five foot in height.

Did you see how Miss Bland had tore her frock?

Did not you see how the river was swelled?

Do you think that good or evil come of themselves?

We are expecting him and they every moment.

I think you understand grammar better than me.

The enemies who we have most to fear are those of our own hearts.

If George acquires wealth I am afraid he will forget his old friends.

He, she, or it, are personal pronouns.

Did you procure it at Wilsons? No, at Bonds.

Out of the same mouth proceeds blessing and cursing.

Do you think it was them who made all this mischief?

I am delighted with his performance always.

Who did you give the parcel to? To the servant.

I have wrote my exercises very badly.

There was much spoke and wrote on each side of the question.

These trees are very handsome and remarkable lofty.

PART IV.

PROSODY.

1. Prosody, the fourth part of Grammar, teaches the true pronunciation of words; it comprises accent, quantity, emphasis, pause, tone, and versifica'tion, or the measure of verses.

2. Accent is the laying of a greater stress on one syllable of a word than on another.

3. In the English language every word of two or more syllables has one of those syllables accented, as, pre-sume', e-man'-ci-pate.

4. The quantity of a syllable is that time which is consumed in pronouncing it. Quantity is either long or short, as, cōn-sūme, here the syllable *con* is marked short, and *sume* long.

5. Emphasis is a remarkable stress laid upon certain words in a sentence, to distinguish them from the rest, and to make the meaning more apparent, as, Apply yourself more to *acquire* knowledge than to *show* it.

6. The force of the emphasis becomes more apparent by making a short pause after the emphatic word, and still more so, by suspending the voice a little before it.

7. A pause is either a total cessation, or a short suspension of the voice, during a perceptible space of time, as, Reading—makes a full-

man; conversation—a ready-man; and writing—a correct-man.

8. Tone is a particular modulation or inflection of the voice, suited to the sense, as, How bright these glorious spirits shine!

9. Prose is language not restrained to harmonic sounds, or to a certain number of syllables.

10. Verse or poetry is language restrained to a certain number of long and short syllables in every line.

11. When the last syllable of every two lines has the same sound, it is called rhyme; but when this is not the case, it is called blank verse.

QUESTIONS FOR EXAMINATION.

1. What does prosody teach? What does it comprise?

2. What is accent? Now let me hear you read the following words, laying the accent on the syllable marked:—

En-vel'-op, en-ve-lope', gal'-lant, gal-lant', ho-ri'-zon, hy-e'-na, im'-pe-tus, im-pri'-mis, in-cor-rect'.

4. What is meant by the quantity of a syllable?

5. What is emphasis?

6. How do you make the force of the emphasis more apparent?

The question, “Will you ride to town to-day?” may have four different meanings, according to the placing of the emphasis; now let me hear you repeat it, laying the emphasis on *you*, not forgetting to make a short pause after it, thus,—“Will *you*—ride to town to-day?”

Now place the emphasis on ride.

Will you *ride*—to town to-day?

Repeat it, making town the emphatic word.

Will you ride to *town*—to-day?

Repeat it, with the emphasis on to-day.

Will you ride to town *to-day*?

7. What is a pause? Let me hear you repeat the example, making pauses where marked.

8. What is tone?

9. What is prose?

10. What is verse or poetry?

11. When is language called rhyme? When is it called blank verse?

PUNCTUATION.

Punctuation is the art of pointing written composition in such a manner as may naturally lead to its proper meaning, construction, and delivery.

The points are marked in the following manner:

Comma , Colon :

Semicolon ; Period .

At a comma we pause while we can pronounce the letter A ; at a semicolon while we say A, B ; at a colon while A, B, C ; and at a period A, B, C, D.

COMMA.

A comma usually separates those parts of a sentence which, though very closely connected in sense, require a pause between them, as, I remember, with gratitude, his love and services ; I am, Sir, your obedient servant.

POINT THE FOLLOWING SENTENCES.

Charles is beloved esteemed and respected.

I am my dear sir yours sincerely A. B.

My son give me thy heart.

Deliberate slowly execute promptly.

Continue my dear child to make virtue thy chief good.

Self-conceit presumption and obstinacy blast the prospects of many a youth.

William is respected because he is upright and obliging.

The spirit of true religion is social kind and cheerful.

I will submit for submission brings peace.

SEMICOLON.

The semicolon is used to divide a compound sentence into two or more parts, less dependent on each other than those separated by the comma, as, Straws swim on the surface; but pearls lie at the bottom.

THE FOLLOWING REQUIRE THE SEMICOLON.

Look at these pears they grow in the orchard.

Of his talents, much might be said concerning his integrity, nothing.

COLON.

The colon is used to divide a sentence into two or more parts, less connected than those which are separated by a semicolon, but not so independent as separate distinct sentences, as, Do not flatter yourself with the hope of perfect happiness: there is no such thing in the world.

THE FOLLOWING REQUIRE THE COLON.

Always remember this ancient maxim "Know thyself."

Study to acquire the habit of thinking no study is more important.

PERIOD.

The period is used where the sentence is complete in construction and sense, as, Fear God. Honour the King.

OTHER CHARACTERS, USED IN COMPOSITION.

The interrogative point?, as, What is the time?

The exclamation point!, as, O! I have lost it.

The parenthesis (), now seldom used.

An apostrophe ', as, Tho' judg'd.

A caret \wedge shows that something has been omitted,
 \wedge am i
 as, I diligent; he is industrious.

A hyphen -, as, In-tend, lap-dog.

The acute accent, marked thus ', as, Fan'-cy.

The grave accent, marked thus ` , as, Fà-vour.

The mark to distinguish a long syllable ˘ , as, Rōsy.

The mark to distinguish a short one ˙ , as, Fölly.

The diæresis " shows that the two vowels form separate syllables, as, Creätor.

A section § divides a chapter into portions.

A paragraph ¶ denotes the beginning of a new subject.

A quotation " " shows that a passage quoted is in the author's own words.

Crotchets or brackets [] serve to enclose a particular word or sentence.

An index or hand  points to something remarkable.

A brace } connects words which have one common term, or three lines in poetry, having the same rhyme, called a triplet.

An asterisk, or little star,* directs the reader to some note at the bottom of the page.

An ellipsis —, as K—g for king.

An obelisk †, a double dagger ‡, and parellels ||, refer to some note at the bottom of the page.

CAPITALS.

Capitals must be invariably used in the following situations,

1. The first word of every book, letter, or piece of writing.

2. The first word of every line in poetry.

3. The first word after a period, and also after an interrogative point, as, Fear God. Honour the King. Were you there? No.

4. Proper names of persons, countries, towns, seas, rivers, mountains, ships, &c.; as, William, Britain, London, the Atlantic, the Thames, the Peak, the British Queen.

5. The appellations of the Deity, as, God, Jehovah, the Most High.

6. The pronoun I, and the interjection O.

7. Adjectives derived from proper names, as, English, French, German, Dutch.

8. The first word of a quotation, as, "Remember the maxim." "Know thyself."

QUESTIONS FOR EXAMINATION.

1. The first word of every what requires capitals?
2. Do any words in poetry require capitals?
3. Are capitals used after any particular stops?
4. What kinds of proper names take capitals?
Name a few more examples, as, George, France.
5. Are they used when speaking of the Supreme Being?
6. What two letters, when used alone, require capitals?
7. What kind of adjectives take capitals? Name a few more examples, as, Danish.
8. What besides takes a capital.

EXERCISES ON THE CAPITALS.

The thames, the severn, and the humber, are three principal rivers of england.

Fear god. honour the king. do good to all.
how desirable art thou, o peace!

Do you intend to go? no, i am otherwise engaged.

have you seen my roman and grecian histories?

Do french gloves wear longer than english ones?

father of all! in every age!

in every clime adored,

by saint, by savage, and by sage,

jehovah, jove, or lord!

The english channel separates england from france?

THE END.

