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THE
ELEMENTARY CATECHISMS.

ENGLISH
GRAMMAR.

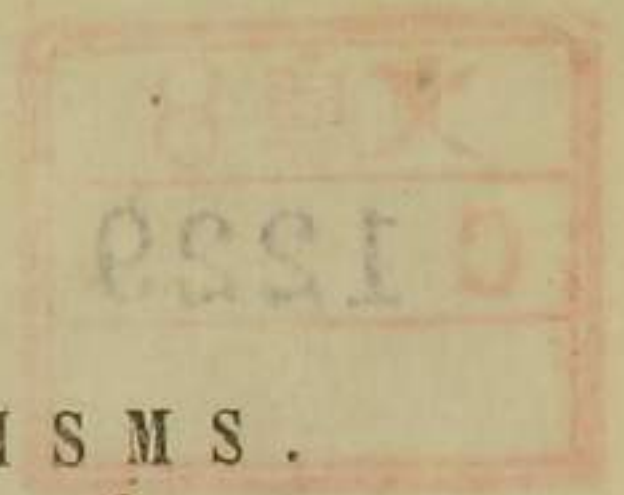
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PREPOSITION, CONJUNCTION, INTERJECTION.

Lesson 14.

Q. What is a *Preposition*?

A. *Preposition* is a word usually placed before nouns, and is derived from the Latin *præ*, *before*, and *positus*, *placed*.

Q. Why is it so placed?

A. A preposition shows the connexion a noun has with other words in the sentences; as I looked *at* the sun; I went *through* the gate, &c.

Q. What is a *Conjunction*?

A. A *Conjunction*, from the Latin *con*, *together*, *junctus*, *a joining*, is a word which joins sentences together, as —Victor *and* Charles were there.—Will you read *or* play?

Q. What is an *Interjection*?

A. An *Interjection* is a word which expresses excited feeling, as—*hurrah!* *oh!* *dear me!*

Q. Why is it so called?

A. It is named interjection from the Latin *inter*, *between*, and *jacere*, *to throw*, because it is a word, as it were, thrown in suddenly.

EXERCISES ON THE PARTS OF SPEECH.

Lesson 15.

Q. Why is the word *counterfeit* a noun in the following sentence?—This is not good coin, but a bad *counterfeit*.

A. I can say *a counterfeit*, or *the counterfeit*; and besides, it makes sense with the adjective *bad* before it.

Q. Why is *counterfeit* a verb in the following?—I shall *counterfeit* sorrow.

A. Because it asserts,—because it tells that I am doing something; and because I can say—*I counterfeit*, or *to counterfeit*.

Q. Why is *counterfeit* an adjective in this sentence?—Yours is only *counterfeit* praise.

A. Because I use it before the noun *praise*, of which it tells the kind or quality.

Q. Why are *you* and *your* pronouns in the phrase—Gustavus, will *you* learn *your* lesson?

A. Because I use them for the noun *Gustavus*, instead of saying—Gustavus, will *Gustavus* learn *Gustavus*' lesson?

Q. Why are *here*, *together*, *too*, and *early* adverbs in this sentence? You have come *here together too early*.

A. Because *here* marks *situation*, *together* shews *manner*, *too* denotes *quantity*, and *early* speaks of *time*.

Q. Why are *into*, *among*, *up*, and *for* prepositions in—George is going *into* the copse, *among* the bushes and *up* the hill, *for* his own pleasure.

A. Because they shew the relation between George's going and the nouns to which they are prefixed.

Q. Why are *and*, *also*, *if*, and *because* conjunctions in the following sentence?—John *and* Sam will go, *also* the other boys, *if* they can, *because* it is fine.

A. Because they simply connect the different parts of the sentence.

Q. Why are *hurrah!* and *bravo!* *alas!* and *oh* interjections in—Hurrah for a holiday.—Bravo my boys!—Alas!—Dear me!—Oh!

A. Because they are sudden exclamations expressive of joy, of sorrow, or surprise.

PART IV.—INFLECTION OR VARIATION.

Lesson 16.

Q. What is *inflection*?

A. A change made in a word is called an inflection, which is derived from the Latin *inflectio*, a *change*.

Q. Give me some examples.

A. In the word *folios* the inflection is from *folio*, in *walked* it is varied from *walk*.

Q. How many of the parts of speech are capable of being inflected?

A. The parts of speech capable of inflection are the Noun, the Adjective, the Pronoun, the Verb, and the Adverb. These are also called *declinable*.

Q. Why so?

A. They are called *declinable* from the Latin *declinatio*, a *declension*, or *turning aside*, because they are, as it were, turned aside from their original form.

INFLECTION OF NOUNS.—NUMBER.

Lesson 17.

Q. How are Nouns declined?

A. Nouns are declined by NUMBER, GENDER, and CASE.

Q. What is number?

A. number means whether one or more than one is spoken of.

Q. When we speak of one what number is it called?

A. When one only is mentioned the number is singular from the Latin *singulus*, *each* or *single*, as—a chair, a picture.

Q. What is the other number?

A. When more than one is named, the number is plural, from the Latin *plura*, *more*, as—chairs, pictures.

Q. How is the plural formed?

A. The plural is generally formed by adding *s* to the singular, as—*one* vine, *two* or *three* vines.

Q. Is the plural always formed by adding *s*?

A. No: there are many variations from this rule.

Q. Give me some of the other rules for forming the plural?

A. The plural of nouns ending in *ch*, *sh*, *ss*, *x*, and *o* after a consonant generally have *es* instead of *s*, as, bunch, bunches; wish, wishes; Miss, Misses; fox,

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foxes; ^野hero, heroes. Except a few, as ^歌canto cantos; ^{四分}quarto, quartos; or when *ch* is pronounced like *k*, as ^分patriarch, patriarchs.

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PLURAL OF NOUNS.

Lesson 18.

Q. Give me another rule for the plural of nouns?

A. Nouns ending in *f* or *fe*, form their plural by changing the singular into *ves*, as knife, knives; half halves.

Q. Another rule?

A. Nouns ending with *y*, and which have no vowel before the *y*, make the plural by *ies*, as berry, berries; but when there is a vowel before the *y*, as *ay*, *ey*, *oy*, *uy*, it follows the general rule and adds only *s*, as bay, bays.; key, keys; boy, boys; guy, guys; &c.

Q. Give me some examples of nouns which have *en* in the plural?

A. These nouns retain the Anglo-Saxon plural *en*; man, men; woman, women; ox, oxen; child, children; in some places, house, houses; shoe, shoes.

Q. How do words adopted from other languages form their plural?

A. Nouns from the ancient and foreign languages form their plural generally as in the original, thus—singular, medium, plural, media.*

Lesson 19.

Q. What have you to say of the plural of some other nouns?

A. Some common words vary their plural in a manner different from any one of the former rules, as—foot, feet; tooth, teeth; goose, geese; mouse, mice; penny, pence. ^{金名} ^齒 ^鳥 ^小 ^草

* See page 59, Appendix.

Q. Have any nouns two forms for the plural?

A. Yes: there are two plurals for the following nouns:—

Brother	{ Brothers—of a family. 兄弟
	{ Brothren—of a community. 社中
Die	{ Dice—for gambling. 骨牌
	{ Dies—stamps for coining. 刻印
Genius	{ Genii—imaginary beings. 神
	{ Geniuses—clever persons. 奇人
Index	{ Indexes—tables of reference. 索引
	{ Indices—signs in algebra. 算術印

Q. Spell the plural of time, larch, brush, glass, box, staff, life, cherry, chimney, tray, and toy?

A. Times, larches, brushes, glasses, boxes, staves, lives, cherries, trays, toys.

GENDER.

Lesson 20.

Q. What is meant by Gender?

A. Gender means whether animals or things are male, female, or of neither sex. The word is from the Latin Genus, a race or sex.

Q. What are the three genders called?

A. The genders are called MASCULINE, from the Latin masculus, a male; FEMININE, from femina, a female; NEUTER, from neuter, neither.

Q. Of what gender are nouns called which are applied both to male or female?

A. Nouns which refer to either sex are called of the common gender; as the one word *bird* or *servant* may be used for both sexes.

Q. How is the difference of gender shewn?

A. Difference of gender is shewn by three methods. First, by a word prefixed, as—*man*-servant, *woman*-servant—*he*-goat, *she*-goat. Secondly, by a complete change in the word as—*brother*, *Sister*—*ram*, *ewe*. Thirdly, by a different termination—as *heir*, *heiress*—*governor*, *governess*—and others.

CASE.

Lesson 21.

Q. What is Case?

A. Case is that relation which a noun has to the parts of the sentence in which it is placed.

Q. What is the origin of the term?

A. It is from the Latin *casus*, a *fall*; because the nouns in that language, when varied, were said to have fallen from their simple form.

Q. How many cases have nouns?

A. There are three cases—the NOMINATIVE, the OBJECTIVE, and the POSSESSIVE.

Q. What is the Nominative case?

A. That noun which comes before a verb, is called nominative, from the Latin *nōmen*, *name*, because it names the person doing any thing; as—*Maria loves*; here *Maria* is in the nominative case.

Q. What is the Objective case?

A. The noun which follows the verb, and is the object upon which it acts is called the objective case, as—*Maria loves Margaret*: here *Margaret* is the object acted upon by the verb, and is the objective case.

Q. Do you know the objective case in any other way?

A. The objective case also follows prepositions, as—*I went with Walter*; *Walter* is the objective case, because it follows the preposition *with*.

Q. How may the possessive case be known?

A. The possessive case is known by its ending in *s*, as—*William's book*; which is just the same as saying—the book of *William*.

Lesson 22.

Q. Why is the Nominative case so called?

A. The Nominative case is so called because it names or nominates the person or thing which does something.

Q. Why is the Objective case so called?

A. The Objective case is so named because it refers

to the object acted upon.

Q. Why is the possessive case so named?

A. The Possessive case denotes possession, hence its name.

Q. Decline the nouns *child* and *boy*?

	Sing.	Plur.
Nom.	Child.	Children.
Obj.	Child.	Children.
Poss.	Child's.	Children's.
Nom.	Boy.	Boys.
Obj.	Boy.	Boys.
Poss.	Boy's.	Boys'.

Q. Why is *s* added in the possessive plural of *child* and not in that of *boy*?

A. Words that end in *s* in the plural would sound unpleasantly with the addition of another *s*, as—the boys's books,—therefore it is omitted.

Q. How may the nominative case be known by another way as well as by its coming before the verb?

A. By asking the question—*who* or *what* with the verb, the answer will be the nominative case.

Q. How may the objective case be known?

A. The answer to the question *whom* or *what* with the verb will be the objective case.

Q. How may the possessive case be known?

A. By answering the question *whose*, taken with the objective, we have the possessive case.

Q. Explain this to me in the following example—*Johnny rides his uncle's pony. Who rides?*

A. *Johnny*: then *Johnny* is the nominative, because it answers the question—*who?* with the verb *rides*.

Q. What does he ride?

A. The pony: this pony is the objective case as it answers the question—*what?*

Q. Whose pony?

A. His uncle's; then *uncle's* is possessive, because it answers the question—*whose?*

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INFLECTION OF ADJECTIVE.

COMPARISON.

Lesson. 23.

Q. Are adjectives inflected like nouns with case and number?

A. Adjectives are not declined in English, as they are in Latin, except the adjectives *this*, *that*, and *other*.

Q. How then are adjectives varied?

A. Adjectives are varied by Comparison.

Q. What do you mean by this?

A. Comparison means comparing the different degrees which exist in the quality spoken of.

Q. What are these called?

A. The degrees are Positive, Comparative, and Superlative.

Q. What is the positive degree?

A. That which speaks positively concerning a noun; thus—a *tall* man—the word *tall* is positive.

Q. What is the comparative?

A. That which compares, as—a *taller* man—here *taller* is comparative, compared with some other man.

Q. What is the superlative?

A. That which expresses the highest degree or quality; as—the *tallest* man—in this, *tallest* is the superlative.

Q. How are these degrees of comparison formed?

A. Words of one or two syllables ending in a consonant form the comparative by adding *er*, and the superlative by adding *est* to the positive; as *small*, *smaller*, *smallest*.

Q. In what other way?

A. The comparison of some adjectives is made by an entirely different form; as *good*, *better*, *best*.

Q. Give me a third method?

A. Words of three or more syllables are generally compared by prefixing the adverbs, *more* and *most*, as—*bounteous*, *more bounteous*, *most bounteous*.

KINDS OF ADJECTIVES.

Lesson 24.

Q. How many kinds of adjectives are there?

A. There are three kinds of adjectives, Demonstrative, Numeral, and General.

Q. Which are the Demonstrative Adjectives?

A. The Demonstrative Adjectives are *this* and *that*.

Q. Why are they so called?

A. They are called Demonstrative because they demonstrate, or point out the nouns to which they belong; as—*this* desk, *that* stool. The word is from the Latin *demonstrare*, to *shew* or *point out*.

Q. What are Numeral Adjectives?

A. From the Latin *numerare*, to *number*; they express both number and quantity.

Q. How many kinds are there?

A. There are two kinds of numeral adjectives, the Definite and the Indefinite.

Q. What are the Definite Numerals?

A. Those which point out particular or definite numbers, as—*one*, *two*, *three*, *four*, and so on, are called definite numerals.

Q. What are Indefinite Numerals?

A. Those which do not refer to any particular number or quantity, as—*more*, *some*, *any*, &c., are called indefinite numeral adjectives.

Q. Is there any other division of definite numerals?

A. Definite numerals are further divided into Cardinal and Ordinal.

Q. What are the Cardinal?

A. The cardinal numbers are such as answer to the question, how many?, as—*one*, *two*, *three*, *four*, *five*, *six*, *seven*, &c., from the Latin *cardinalis*, *principal* or *chief*.

Q. What are the ordinal numbers?

A. Those which denote the order and rank in a series, as—*first*, *second*, *third*, *fourth*, *fifth*, &c., from

the Latin ordinaire, *to arrange in rank*. These are called ordinal numerals.

Q. Which are the Indefinite?

A. The indefinite numeral adjectives are—*each, every, either, neither, many, much, few, several, all, no, more, some, any, enough, other, another, and only*.

Q. What are General adjectives?

A. All adjectives which are not demonstrative or numeral may be termed general adjectives.

Q. Decline the adjectives, *this, that, and other*?

<i>Sing.</i>	<i>Plur.</i>		<i>Sing.</i>	<i>Plur.</i>
This.	These.	<i>Nom.</i>	Other.	Others.
That.	Those.	<i>Poss.</i>	Other's.	Others'.

THE ARTICLES.

Lesson 25.

Q. What have you to observe respecting the words *an* and *the*?

A. The little words *an* and *the*, although they are usually considered as separate parts of speech, and called Articles, are in reality adjectives.

Q. How is this?

A. The word *an* originally signified one, and even now expresses the same as the numeral adjective one. *The* is equivalent to *that*, a demonstrative adjective.

Q. What parts of speech ought these words therefore to be called?

A. *The* should be called a demonstrative adjective, because when I use the expression,—Take *the* orange, I demonstrate the particular orange which I wish should be taken. *An* is an indefinite numeral: thus, if I say—Take *an* orange, I do not define or point out a particular orange.

Q. Is there any rule to be observed with respect to the word *an*?

A. *An* is used before words beginning with a vowel, as—*an* owl; *n* is omitted and *a* only used before con-

sonants, before words beginning with *h*, and before the vowel *u* long, as—*a* cloud, *a* heap, *a* union.

Q. Is there any exception to this?

A. This rule is not without exception, because in some words from the Latin the letter *h* is not sounded, and they may therefore be said to begin with vowels.

Q. Which are these words?

A. In *honest, humble, hospital* and *hour, herb, humour, honour, heir*, *h* has no power. On this account 'tis needful to take care, before these words we always place *an* there.

INFLECTION OF ADJECTIVES.

Lesson 26.

Q. Have you anything further to observe respecting adjectives?

A. Many adjectives do not admit of degrees of comparison, such as—*all, every, several, some, &c.*; nor can the numeral adjectives be increased in signification: thus, we cannot rightly say—*more all*, nor *most three, &c.*; nor ought we to say—*more perfect*, as *perfect* implies completeness.

INFLECTION OF PRONOUNS.

Q. How many kinds of *Pronouns* are there?

A. There are two sorts of pronouns, *personal* and *relative*.

Q. What are personal pronouns?

A. personal pronouns are those which are used instead of the names of persons, as—*I, you, he, we, they, &c.*

Q. Are pronouns declined?

A. Pronouns are declined with person, and with number, gender, and case, in common with the nouns for which they are used.

Q. What is meant by person, as applied to pronouns?

A. The pronoun used instead of the name of the

RELATIVE PRONOUNS.

Lesson 29.

Q. What is a Relative pronoun?

A. A Relative Pronoun is one which refers or relates to a noun, or a sentence going before, which is named its antecedent.

Q. From what is it named antecedent?

A. It is called antecedent from the Latin *ante*, before, and *cedere*, to go; thus, in the sentence—The boy who talked—*who* is the relative pronoun, and *boy* the antecedent.

Q. How many relative pronouns are there?

A. There are three relative pronouns, *who*, *which*, and *that*.

Q. How are they used?

A. *Who* is only used when we speak of persons, as—the boy *who* laughed. *Which* is applied either to animals or things, as—the lion *which* roars; the flowers *which* fade. *That* may be used indiscriminately, as—the girl *that* sung; the grass *that* grew; the dog *that* I lost.

Q. How is the relative pronoun *who* declined?

A. In the relative *who*, no difference is made to express gender or number, but the case is varied thus:

Nom.	Obj.	Poss.
Who.	Whom.	Whose.

Q. Decline the relative pronoun *which*?

Nom.	Obj.	Poss.
A. Which.	Which.	Whose.

The pronoun *that* is not declined

INFLECTION OF VERBS

PERSON AND NUMBER.

Lesson 30.

Q. What are the various kinds of verbs?

A. Verbs are said to be either Transitive or Intransitive, Active or Passive, Regular, Irregular, and Defective.

Q. How are verbs varied?

A. Verbs are inflected or changed in termination to express person, number, and time.

Q. Explain what is meant by person in connexion with verbs?

A. Verbs, in common with pronouns, have three persons, as—*I talk*, *thou talkest*, *he talks*. Here *talk* is the first person, *talkest* second, and *talks* third.

Q. What have you to observe respecting one of the persons of verbs?

A. The second person plural of verbs, as well as of pronouns, is almost always used instead of the second person singular, as—*you talk*—instead of—*thou talkest*.

Q. Is it right so to use the verb?

A. In consequence of the general use of the second person plural, in place of the old form of the singular, we consider it now as being really a definite singular, as well as a plural form, and as such we use it.

Q. In what cases is it proper to retain the singular?

A. Generally in poetry, and always in our addresses to the Deity, the original singular form must be used.

Q. What are the numbers of verbs?

A. The numbers of verbs are the same as of substantives, singular and plural, as—*thou lovest*, *ye love*. *Lovest* is second person, singular number, and *love* is second person plural.

Q. What is the verb called in its simple form?

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A. The verb in its simple form is called the infinitive, from the Latin infinitivus, *without limit*, because it has no restriction of number or person, but expresses a general condition, as—*advise*, or, *to advise*.

Q. Has it any other signification?

A. With the prefix *to*, the infinitive often becomes a noun, as—*to advise* me was kind.

Q. What other form has the verb?

A. The verb in one of its simple forms is called the imperative, from imperare, *to command*, as—*advise* him.

ON TENSE.

Lesson 31.

Q. What is meant by the tense of a verb?

A. The tense of a verb is the time to which it refers.

Q. Under how many forms or periods can we think of time?

A. We can think of three periods of time—time gone by, time existing now, and time to come.

Q. What names do we give to these periods of time?

A. We distinguish these periods of time as—the *past*, the *present*, and the *future*.

Q. How are these times or tenses in which the verb acts expressed?

A. The past tense of a verb is formed by a change in the termination of the present tense; as—from I love, the present tense, is formed I *loved*, the past tense.

Q. How is the future tense formed?

A. The future tense of a verb is not formed by inflection, but by the addition of another verb, *shall* or *will*; thus, there are in reality only two tenses in English formed by inflection, the *present* and *past*.

Q. Is it so in all languages?

A. This is not the case in all languages, as in

Latin, for instance, we have various forms of words to express the different times and relations of verbs.

Q. Give me some examples.

A. Rego, *I rule*. Regerem, *I might rule*.
Rexi, *I ruled*. Rexerim, *I should have ruled*.
Regam, *I shall rule*. Rexissem, *I would have ruled*.

These are truly tenses formed by inflection, but in English we have only the past tense so formed.

PARTICIPLES.

Lesson 32.

Q. What is a Participle?

A. A Participle is a word so called from the Latin participare, *to partake of*, because, although it is considered to be a form of the verb, it partakes also of the nature of an adjective, and is sometimes called a verbal adjective.

Q. Give me an example of a participle.

A. In the sentence—a running stream—the word *running* is not an adjective, although it tells the kind of stream, nor can it strictly be called a verb, although it says the stream is doing something; therefore the word is called a participle, because it has the character of both adjective and verb.

Q. How many participles are there?

A. There are two kinds of participles, the imperfect or active participle, and the perfect or passive participle.

Q. What is the imperfect participle?

A. The imperfect or active participle ends in *ing*, and denotes imperfect or unfinished action, as—*walking*.

Q. What is the other participle?

A. The perfect or passive participle ends in *ed* or *d*, and shews a perfect or completed condition of the verb, as—I *walked*.

Q. Why is one participle called active?

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非自由法 非自由法
第三法 第三法
規則 規則
規則
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規則

A. The active participle is so named because it always denotes some action going on, as—*ruling, trying, &c.*

Q. Why is the other participle called *passive*?

A. The passive participle is so called because it shews an endured or suffered action, as—*ruled, tried, &c.* The word *passive* is from the Latin *patior passus, to suffer.*

ON CONJUGATION.

Lesson 33.

Q. What is meant by conjugating a verb?

A. The conjugating, or the conjugation of a verb, is naming and joining together its principal forms—from the Latin *con, together, jungere, to join.*

Q. Conjugate the verb *to advise*?

PRESENT TENSE.

Sing.		Plur.	
1st per.	I advise.	1st per.	We advise.
△ 2nd per.	You advise.	2nd per.	You advise.
3rd per.	He advises.	3rd per.	They advise.

PAST TENSE.

Sing.		Plur.	
1st per.	I advised.	1st per.	We advised.
△ 2nd per.	You advised.	2nd per.	You advised.
3rd per.	He advised.	3rd per.	They advised.

FUTURE TENSE.

Sing.		Plur.	
1st per.	I shall advise.	1st per.	We shall advise.
△ 2nd per.	You will advise.	2nd per.	You will advise.
3rd per.	He will advise.	3rd per.	They will advise.

PARTICIPLES.

Imper.	Perf.
Advising.	Advised.
Imperative, Advise.	Infinitive, To Advise.

Q. In conjugating the future tense, you used the word *shall* and *will*; cannot the future be conjugated without them?

A. The future tense, or any other manner of the verb in English cannot be expressed, ~~except~~ with *shall* and *will*, or other signs prefixed, unless in the past tense, which is inflected.

Q. What are these signs called?

A. These signs are called Auxiliary or helping verbs, from the Latin *auxiliari, to help.*

Q. Which are they?

A. The Irregular Verbs, *have, be, and do*; and the Defective Verbs, *shall, will, may, can, let, and must*, are the Auxiliary Verbs.

REGULAR AND IRREGULAR VERBS.

Lesson 34.

Q. What are Regular Verbs?

A. Verbs are called regular when their past tenses and their perfect participles end in *ed*, as in the verb *advise*.

Present Tense.	Past Tense.	Perfect Participle.
Advise.	advised,	advised.

Q. How do you find the past tense of a verb?

A. By thinking of what I was doing at some time gone by, I find the past tense of a verb, as—from present *advise*, I say for the past—Yesterday I *advised*.

Q. How do you find the perfect participle?

A. By prefixing the auxiliary *I have* I find the perfect participle, as—I *have* advised.

Q. What is an irregular verb?

A. An irregular verb is one in which the past tense and perfect participle do not end in *ed*.

Q. What is a defective verb?

A. A defective verb is either without a form for the past tense, or the perfect participle, as—*may*.

Present.	Past.	Participle.
may.	might	

TO GIVE.

Lesson 35.

Q. Conjugate the irregular verb, *to give*?

PRESENT TENSE.

A. Singular.		Plural.	
1st per.	I give.	1st per.	We give.
2nd per.	You give.	2nd per.	You give.
3rd per.	He gives.	3rd per.	They give.

PAST TENSE.

Singular.		Plural.	
1st per.	I gave.	1st per.	We gave.
2nd per.	You gave.	2nd per.	You gave.
3rd per.	He gave.	3rd per.	They gave.

FUTURE TENSE.

Singular.		Plural.	
1st per.	I shall give.	1st per.	We shall give.
2nd per.	You will give.	2nd per.	You will give.
3rd per.	He will give.	3rd per.	They will give.

PARTICIPLES.

Imperfect.	Perfect.
Giving.	given.
Imperative. Give.	Infinitive. To give.

THE AUXILIARIES, TENSES, &c.

Lesson 36.

Q. It^{\dagger} is necessary to have a knowledge of the auxiliary verbs?A. It is necessary to have a perfect knowledge of the use of the auxiliaries, *to be*, and *to have*, because they are prefixed to verbs, to point out the various tenses with greater certainty than could without them be expressed.

Q. Illustrate your meaning?

A. The present, past, and future tenses already given, denote the time uncertainly, that is, the action is incomplete when we say—I love; but when we say

—I have loved—the time expressed is complete and perfect.

Q. Explain this more fully?

A. With the addition of the auxiliaries, we can indicate the action of the verb, in relation to time as either unfinished or imperfect, or as finished and perfect, without changing its character as past, present, or future.

Q. Then may tenses be formed differing from those already mentioned?

A. Besides the simple tenses already mentioned, other tenses may be formed by taking the participles and prefixing the auxiliary signs; thus we have the following.

Imper. Tenses.	Per. Tenses.
Pres. I am loving, &c.	Pres. I have loved, &c.
Past. I was loving, &c.	Past. I had loved, &c.
Ent. I shall be loving, &c.	Ent. I shall have loved, &c.

Q. Can other tenses be formed by other signs prefixed?

A. By signs prefixed, many other tenses of verbs may be formed to express every degree or relation of time and action, as—I shall have been advising, &c.

SHALL, WILL, AND HAVE.

Lesson 37.

Q. Conjugate the verbs *shall* and *will*.

SHALL.

PRESENT TENSE.

A. Singular.	Plural.
1st per. I shall.	1st per. We shall.
2nd per. You shall.	2nd per. You shall.
3rd per. He shall.	3rd per. They shall.

PAST TENSE.

Singular.	Plural.
1st per. I should.	1st per. We should.
2nd per. You should.	2nd per. You should.
3rd per. He should.	3rd per. They should.

WILL.

PRESENT TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1st per.	I will.	1st per.	We will.
2nd per.	You will.	2nd per.	You will.
3rd per.	He will.	3rd per.	They will.

PAST TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1st per.	I would.	1st per.	We would.
2nd per.	You would.	2nd per.	You would.
3rd per.	He would.	3rd per.	They would.

Q. conjugate the auxiliary *to have*.

TO HAVE.

PRESENT TENSE.

<i>A. Singular.</i>		<i>Plural.</i>	
1st per.	I have.	1st per.	We have.
2nd per.	You have.	2nd per.	You have.
3rd per.	He has.	3rd per.	They have.

PAST TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1st per.	I had.	1st per.	We had.
2nd per.	You had.	2nd per.	You had.
3rd per.	He had.	3rd per.	They had.

FUTURE TENSE.

Singular.—1st per. I shall or will have.
 2nd per. You shall or will have.
 3rd per. He shall or will have.
Plural.—1st per. We shall or will have.
 2nd per. You shall or will have.
 3rd per. They shall or will have.

PARTICIPLES.

<i>Imperfect.</i>	<i>Perfect.</i>
Having.	had.
<i>Imperative, Have.</i>	<i>Infinitive, To have.</i>

CONJUGATION OF TO BE.

Lesson 38.

Q. Conjugate the verb *to be*, in connexion with the auxiliaries?

TO BE.

PRESENT TENSE IMPERFECT.

<i>A. Singular.</i>		<i>Plural.</i>	
1st per.	I am.	1st per.	We are.
2nd per.	You are.	2nd per.	You are.
3rd per.	He is.	3rd per.	They are.

PAST TENSE IMPERFECT.

<i>Singular.</i>		<i>Plural.</i>	
1st per.	I was.	1st per.	We were.
2nd per.	You were.	2nd per.	You were.
3rd per.	He was.	3rd per.	They were.

FUTURE TENSE IMPERFECT.

<i>Singular.</i>		<i>Plural.</i>	
1st per.	I shall be.	1st per.	We shall be.
2nd per.	You shall be.	2nd per.	You shall be.
3rd per.	He shall be.	3rd per.	They shall be.

PRESENT TENSE PERFECT.

<i>Singular.</i>		<i>Plural.</i>	
1st per.	I have been.	1st per.	We have been.
2nd per.	You have been.	2nd per.	You have been.
3rd per.	He has been.	3rd per.	They have been.

PAST TENSE PERFECT.

<i>Singular.</i>		<i>Plural.</i>	
1st per.	I had been.	1st per.	We had been.
2nd per.	You had been.	2nd per.	You had been.
3rd per.	He had been.	3rd per.	They had been.

FUTURE TENSE PERFECT.

Singular.—1st *per.* I shall have been.
 2nd *per.* You will have been.
 3rd *per.* He will have been.
Plural.—1st *per.* We shall have been.
 2nd *per.* You will have been.
 3rd *per.* They will have been.

PARTICIPLES.

<i>Imperfect.</i> Being.	<i>Perfect.</i> been.
<i>Infinitive.</i> To be.	<i>Imperative.</i> Be.

ON THE TENSES.

Lesson 39.

Q. What does the *present tense imperfect* denote?

A. The present tense imperfect shews an action going on at this present time, but not finished; as—*I am advising you now.*

Q. What does the *past imperfect* shew?

A. The past tense imperfect shews an action past, but not finished at the time spoken of; as—*I was advising you yesterday.*

Q. What does the *future imperfect* shew?

A. The future tense imperfect shews a future action that will not be finished at the time spoken of; as—*I shall be advising you to-morrow.*

Q. What does the *present tense perfect* denote?

A. The present tense perfect shews an action finished, but still in effect existing; as—*I have advised you now.*

Q. What does the *past perfect* express?

A. The past tense perfect expresses an action as finished some time ago; as—*I had advised you before yesterday.*

Q. What is the *future tense perfect*?

A. The future tense perfect declares that an action will be finished at some future time; as—*I shall have advised you before this time to-morrow.*

ON MOOD.

Lesson 40.

Q. Have you anything further to state respecting the verb *to be*?

A. The verb *to be* has an inflection to express a manner or condition, which no other verb has. This inflection is called *mood*, which means mode or manner.

Q. Have not English verbs, then, generally that which is called mood?

A. With the single exception of *to be*, verbs have no change by which a different mode of action can be expressed.

Q. Explain this by an example?

A. For instance—*I may or can love*—is said to be the verb *love* in the Potential Mood, as implying liberty or power, but in reality it is the word *may* or *can*, which expresses liberty or power, and not the verb *love*.

Q. How, then, is it that Grammars generally have verbs arranged under moods?

A. Because learned men have endeavoured to make our language conform to the structure of the Latin language, which has such moods.

Q. Give an illustration?

A. In Latin we have

<i>Indicative Mood.</i> Moneo, I advise.	<i>Potential Mood.</i> Moneam, I may or can advise.
---	--

where there is a difference in the word which expresses *advise*, but in English there is none.

Lesson 41.

Q. Will you now give the inflection of the verb *to be*, which conveys the idea of a change of mood?

TO BE.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

A. <i>Singular.</i>		<i>Plural.</i>	
1st per. If I be.		1st per. If we be.	
2nd per. If you be.		2nd per. If you be.	
3rd per. If he be.		3rd per. If they be.	

PAST TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1st per. If I were.		1st per. If we were.	
2nd per. If you were.		2nd per. If you were.	
3rd per. If he were.		3rd per. If they were.	

Q. What is the meaning of subjunctive?

A. The term subjunctive is derived from the Latin sub, *under*, and jungere, *to join*, because it is usually joined to another sentence, or dependent upon another verb, and implies a condition; as—I would go, if he were ready.

Q. Give another example?

A. Another form of the subjunctive mood is contained in the following sentence—If he be there, and if he say anything, give him this.

Q. What have you to observe respecting this form?

A. The same meaning is conveyed without the subjunctive; as—If he is there, and if he says anything give him this,—because the doubt or contingency is expressed in the word *if*, which is merely a contraction of the old English *gif*, or *give*.

Q. Will you explain still further?

A. The word *if* means just the same as *give that*, or *allow*; so that when I say—If he is there—it is equal to saying—Give that he is there, or—Allow he is there.

如
此
問
法
動
詞
之
前
例

Lesson 42.

Q. Is the subjunctive frequently used?

A. The subjunctive form of the verb is scarcely ever used now in conversation, or by the best writers of the present day.

Q. When should the subjunctive be used?

A. The subjunctive should only be used when future contingency is to be expressed.

Q. Give an explanation?

A. It would be wrong to say—If an effort is now made it would be successful—because this is as much as affirming that an effort now at this present is made, when the true meaning of the expression is—If an effort should be made, or were to be made, it would be successful.

Q. Is there any real need for the subjunctive?

A. There is no need of the subjunctive for expressing past or present doubt and contingency, as in these cases I can take the usual past and present tenses of the verb. To express future contingency, I must use the auxiliaries, *shall* and *should*, with the infinitive *be*.

Q. Give some examples in the present and past tenses?

A. Speaking in the present tense, I need not use the subjunctive, but may say,—If the boy is good, he will have a reward.—He shall be punished if he has taken it. And in the past tense—If it was true, I am sorry to hear it.—Tell me if Gustavus has been there.

Q. Give an example of the future?

A. The subjunctive must be used in speaking of future contingency, as—We shall go to-morrow, if it be fine; or more properly—if it should be fine.

PASSIVE VERBS.

Lesson 43.

Q. Are not some verbs called passive?

A. Some verbs are called passive, but not properly so, as they do not become passive in meaning by

inflection, but by the addition of an auxiliary; as—I advised—is active, but by prefixing the word *am*, it is said to become passive; thus—I am advised.

Q. Did you not say that participles are sometimes called active and passive?

A. The participles when they are used with the various tenses of the verb *to be* are called active or passive, according as they give an active or a passive signification to the expression.

Q. Conjugate the active and passive participles *advising* and *advised*, in connexion with the tenses of *to be*? (See verb *to be*, page 37.)

ACTIVE.

PRESENT TENSE IMPERFECT.

A. Singular.		Plural.	
1st per.	I am advising.	1st per.	We are advising.
2nd per.	You are advising.	2nd per.	You are advising.
3rd per.	He is advising.	3rd per.	They are advising.

PAST TENSE IMPERFECT.

Singular.		Plural.	
1st per.	I was advising.	1st per.	We were advising.
2nd per.	You were advising.	2nd per.	You were advising.
3rd per.	He was advising.	3rd per.	They were advising.

FUTURE TENSE IMPERFECT.

Singular.—1st per.		I shall be advising.
2nd per.		You will be advising.
3rd per.		He will be advising.
Plural.—1st per.		We shall be advising.
2nd per.		You will be advising.
3rd per.		They will be advising.

PRESENT TENSE PERFECT.

Singular.—1st per.		I have been advising.
2nd per.		You have been advising.
3rd per.		He has been advising.
Plural.—1st per.		We have been advising.
2nd per.		You have been advising.
3rd per.		They have been advising.

PAST TENSE PERFECT.

Singular.—1st per.		I had been advising.
2nd per.		You had been advising.
3rd per.		He had been advising.
Plural.—1st per.		We had been advising.
2nd per.		You had been advising.
3rd per.		They had been advising.

FUTURE TENSE PERFECT.

Singular.—1st per.		I shall have been advising.
2nd per.		You will have been advising.
3rd per.		He will have been advising.
Plural.—1st per.		We shall have been advising.
2nd per.		You will have been advising.
3rd per.		They will have been advising.

PASSIVE.

PRESENT TENSE IMPERFECT.

Singular.		Plural.	
1st per.	I am advised.	1st per.	We are advised.
2nd per.	You are advised.	2nd per.	You are advised.
3rd per.	He is advised.	3rd per.	They are advised.

PAST TENSE IMPERFECT.

1st per.	I was advised.	1st per.	We were advised.
2nd per.	You were advised.	2nd per.	You were advised.
3rd per.	He was advised.	3rd per.	They were advised.

FUTURE TENSE IMPERFECT.

Singular.—1st per.		I shall be advised.
2nd per.		You will be advised.
3rd per.		He will be advised.
Plural.—1st per.		We shall be advised.
2nd per.		You will be advised.
3rd per.		They will be advised.

PRESENT TENSE PERFECT.

Singular.—1st *per.* I have been advised.
2nd *per.* You have been advised.
3rd *per.* He has been advised.

Plural.—1st *per.* We have been advised.
2nd *per.* You have been advised.
3rd *per.* They have been advised.

PAST TENSE PERFECT.

Singular.—1st *per.* I had been advised.
2nd *per.* You had been advised.
3rd *per.* He had been advised.

Plural.—1st *per.* We had been advised.
2nd *per.* You had been advised.
3rd *per.* They had been advised.

FUTURE TENSE PERFECT.

Singular.—1st *per.* I shall have been advised.
2nd *per.* You will have been advised.
3rd *per.* He will have been advised.

Plural.—1st *per.* We shall have been advised.
2nd *per.* You will have been advised.
3rd *per.* They will have been advised.

INFLECTION OF ADVERBS.

Lesson 46.

Q. Are adverbs inflected?

A. There are not many adverbs varied by inflection; some, however, have degrees of comparison similarly to adjectives; the comparison is chiefly made by adding *er* or *est* to the positive form.

Q. Give some examples?

ADVERBS.

A. Positive.	Comparative.	Superlative.
Badly,	Worse,	Worst.
Late,	Later,	Latest.
Little,	Less,	Least.
Much,	More,	Most.
Near,	Nearer,	Nearest. & next.
Often,	Oftenest,	Oftenest.
Soon,	Sooner,	Soonest.
Well,	Better,	Best.

Q. Are not some adverbs called Compound?

A. Some adverbs are called Compound adverbs and are formed of two or more words, as—anywhere (any where), thenceforth (thence forth); to-day; now-a-days, —and many others.

Q. Which adverbs are derived from adjectives?

A. Adverbs derived from adjectives are principally adverbs of manner, and are generally formed by adding *ly* to the adjective; as—wretched, wretchedly; righteous, righteously, &c., &c.

Q. How is the adverb formed if the adjective ends in *y* and *le*?

A. When the adjective ends in *y* the adverb is formed by changing *y* into *i* and adding *ly* to it as—happy, happily. When the adjective ends in *le*, the adverb is formed by changing *e* into *y*, as—terrible, terribly. (See appendix 2.)

PART V.—SYNTAX.

Lesson 47.

Q. What is Syntax?

A. Syntax consists of those rules of grammar, which teach us to place words together in such arrangement as to form correct sentences. The word is derived from the Greek *syn*, together, and *taxis*, to arrange, or place together.

Q. Which is the first rule of syntax?

A. RULE 1. A verb must be in the same number and person as the nominative case.

Q. Is this expression correct?—He talk very much.

A. The sentence—He talk very much—is not correct, because the verb *talk* not being the third person singular number, is not in agreement with the nominative case *He*, which is the third person, singular number.

Q. Give some other examples?

A. The expression—One of my rabbits are dead—should be—One of my rabbits is dead—in order that the verb may agree with the nominative case, *one*.—His knowledge of Greek and Latin shew his learning—should be—His knowledge of Greek and Latin shews his learning—that the verb *shews* may be in the same number and person as *knowledge*, the nominative.

Q. Give another application of this rule?

A. When the nominative case is a noun, which although singular in form, speaks of many, the rule must be applied according as the idea of singular or plural is intended to be conveyed; thus we say—the public is informed—mankind is governed by appearances—because we think of the public and mankind as one body; but we may say—the people are suffering.—because we think of the suffering being that of a number of persons.

Lesson 48.

Q. What is the second rule of syntax?

A. Rule 2. The Objective case of nouns and of pronouns must follow an active verb or a preposition.

Q. Give an example of this rule?

A. John struck Charles, because he disliked him. In this sentence, the noun *Charles* is objective, after the verb *struck*; and the pronoun *him* is the objective after the verb *disliked*.

Q. Another example?

A. In the phrase—He sat by Victor—the noun *Victor* is said to be the objective case, after, or governed by the preposition *by*.

Lesson 49.

Q. Which is the third rule of syntax?

A. Rule 3. The verb *to be* requires a nominative case of a pronoun or noun after it, as well as before it.

Q. Do we mean only the words *to be*?

A. We mean by the verb *to be*, that verb in all its inflections, as the words *am, is, are, was, were, &c.*, which are parts of the verb *to be*.

Q. Correct the phrase—Charles is him—and explain why it should be altered?

A. The phrase—Charles is *him*—is not correct; it should be—Charles is *he*—because the noun *Charles* being in the nominative case, I must put the same case after *is*, (a part of the verb *to be*) according to the rule; therefore I use the nominative pronoun *he*.

Q. Correct the following sentences—It is me. It was not her who did it?

A. To speak correctly, I must say—It is *I*. It was not *she* who did it.

Q. Is there a reason for this rule?

A. The reason why the nominative case must follow the verb *to be*, is because that verb implies being or existence only, and not action.

Q. Explain this further?

A. If *to be* were an active verb, I should completely alter the meaning of any sentence by changing the places of the nouns or pronouns; as, in—I love you.—*love* being an active verb, by transposing the pronouns I should have to say—You love me—but in the phrase—Newton was a wise man—I make no alteration in the sense by saying—A wise man was Newton—because *to be* expresses only being or existing.

Lesson 50.

Q. What is the next rule of syntax?

A. Rule 4. When two nouns with different meanings come together, the first must be in the possessive case, but when the nouns signify the same person or thing, they must be in the same case.

Q. Give some examples?

A. If I say—this is Sidney's kite—the noun *Sidney* is in the possessive case, *Sidney* being the possessor of the kite—so, also—Alfred's book—the lion's mane, &c.

Q. Now some examples of the other part of this rule?

A. When two nouns signify the same thing, they must be put in the same case: in—Byron the poet—both nouns are nominative, as they point out the same person.

Lesson 51.

Q. Give another rule of syntax?

A. Rule 5. When two verbs come together, the latter must be put in the infinitive, as—I try to write.

Q. Is anything applying to this rule to be observed?

A. The *to* of the infinitive must be omitted after the verbs *bid, can, dare, feel, hear, let, make, may, must, need, shall, see* and *will*.

Q. Explain this further.

A. We must say—I can write—not—I can to write—You may go—not—You may to go.

Lesson 52.

Q. What is the next rule of syntax?

A. Rule 6. When verbs relating to time are in connexion with each other, the proper tense of each must be used.

Q. Explain the rule by an example?

A. It is wrong to say—I meant to have written—we ought to say—I meant to write.

Q. Illustrate the rule still further?

A. We often say—I should have liked to have gone—instead of—I should have liked to go—for at the time spoken of, *to go* was the thing desired, not—*to have gone*.

Lesson 53.

Q. Give another rule of syntax?

A. Rule 7. Pronouns must agree in number, gender, case, and person with the nouns instead of which they are used.

Q. Shew me an example of the rule?

A. In the sentence—the boy learns his lesson—the pronoun *his* is of the singular number, masculine gender, possessive case, third person, as the noun *boy's* would be, for which the pronoun *his* is used.

Q. Correct the phrase—Every one to their seats?

A. This should be—Every one to his seat—because one being in the singular number, &c., the pronoun *his* agrees with it, and not the pronoun *their*.

Lesson 54.

Q. Which is the next rule of syntax?

A. Rule 8. Conjunctions must connect the same cases together; as—Sam *and* I went.—He called Sam *and* me.

Q. Why do you say Sam and I in one case, and Sam and me in the other?

A. Because the word *Sam* in the first sentence is in the nominative case, and in the second it is in the objective case, after the verb *called*. Therefore, I put the pronouns which follow the conjunction *and* in the same cases. The first is equivalent to saying—Sam went, and I went—the other is the same as—He called Sam, and he called me.

Q. Are there many other rules of syntax?

A. There are many other rules of syntax, but they are at present of minor importance, and may be left for study until some future time. The rules already given are the principal ones, and if they are clearly understood will enable any one to guard against gross mistake.

PUNCTUATION OR POINTING.

Lesson 55.

Q. What are the points and stops made use of in writing?

A. The stops used in writing and in printing are the Comma (,), the Semi-colon (;), the Colon (:), the Period or Full Stop (.), the Interrogation (?), and the Exclamation, or Note of Admiration (!).

Q. What is the use of the comma?

A. The comma shews the shortest pause that we usually make in speaking.

Q. What is the use of the semi-colon?

A. The semi-colon implies a longer pause than the comma denotes, and is used to divide portions of a sentence which the comma would be insufficient to keep distinct.

Q. What is the colon?

A. The colon marks the end of a sentence, when there is another sentence beyond, which renders the sense complete.

Q. What is the full stop?

A. The period, or full stop, is used at the end of every completed sentence; and after abbreviated words, as N^m. for Nominative, S. for South, Q. and A. for question and answer.

Q. What is the use of the interrogation?

A. The interrogation is used to denote that a question is asked.

Q. What does the note of admiration or exclamation show?

A. The exclamation shews which words or sentences are to be taken as exclamatory.

Q. Is it necessary to know how to use these stops?

A. It is desirable to be able to use the points in a proper manner, because the meaning of a sentence may sometimes be completely altered by the pointing.

Q. Give an example of incorrect pointing?

A. Julius Cæsar landed twice upon the island the first time; he did little more than debark his troops and drive off the natives the second time; he advanced into the country and crossed the Thames.

Q. Correct the pointing in the above sentence?

A. Julius Cæsar landed twice upon the island; the first time he did little more than debark his troops, and drive off the natives; the second time he advanced into the country and crossed the Thames.

Q. Are there any rules for using the stops?

A. There are no precise rules for pointing, it must be left to the taste and judgment, and depends upon the sense in which the subject is to be understood.

MARKS USED IN WRITING AND

PRINTING.

Lesson 56.

Q. What other marks are used in writing and printing?

A. The Parenthesis (), the Apostrophe ('), the Asterisk (*), the Cross (†), the Parallels (||), the Paragraph (¶), and the Section (§).

Q. What is the parenthesis used for?

A. The parenthesis is used to enclose one sentence within another; as—He appeared and waved his bonnet (the signal agreed on) on the summit of the hill.

Q. For what purpose is the apostrophe used?

A. The apostrophe is used to contract a word; as—

boro' for borough, and to mark the possessive case, as —St. Paul's.

Q. For what are the other signs used?

A. The other signs are generally used to refer some note at the bottom of a page; the ¶ is also used to mark off a paragraph in the Bible, and § is sometimes used instead of the word section.

Q. What is a hyphen?

A. A hyphen is a mark used to join syllables or words together; as al-ready, semi-colon: it is thus marked (-).

Q. What is a caret?

A. The caret is a sign of something left out, and of a contracted syllable; it is marked thus (^.)

ON PARSING.

Lesson 57.

Q. What is Parsing?

A. Parsing is telling to what part of speech any word belongs, what are its inflections, and what relation it has to other words in a sentence.

Q. How is parsing to be learnt?

A. A knowledge of parsing cannot be altogether acquired from rules, or from lists of words of the various parts of speech.

Q. How can this be?

A. In the exercises on the parts of speech (page 15) the same word was seen to be an adjective, a noun, and a verb, according to its relation with the other words in the sentence.

Q. If, then, there is this uncertainty as to what part of speech a word belongs, how are we able to parse?

A. By careful attention to the principles and rules which have been given, we may generally be able to tell to what part of speech any word belongs.

PARSING TABLE.

VERB.	Kind? Tense? Person? Number? Agreement?	Rule of Syntax?
NOUN.	Kind? Gender? Number? Case?	Rule?
PRONOUN.	Kind? Gender? Person? Number? Case?	Rule?
ADJECTIVE.	Kind? Comparison? Referring to what Noun?	
PARTICIPLE.	Kind? Referring to what Noun? From what Verb?	
ADVERB.	Kind? Comparison? From what Adjective?	
PREPOSITION. CONJUNCTION. INTERJECTION.	Why?	

EXERCISE ON PARSING.

Lesson 58.

Q. Parse the following sentence—A bee amongst the flowers in spring is one of the most cheerful objects; its life appears to be all enjoyment?

A. *A*—is an indefinite numeral adjective, referring to the noun *bee*.

bee—common noun; common gender; singular number; nominative case to the verb *is*. (Answers to question What is? see page 21).

amongst—preposition, shewing the relation between *bee* and *flowers*.

the—adjective, pointing out the noun *flowers*.

flowers—common noun; neuter gender; plural number; objective case; after preposition *amongst*. Rule 2, Syntax. The objective case of nouns, pronouns, &c.

in—preposition, shewing the relation between *flowers* and *spring*.

spring—proper noun; neuter gender; (in poetry sometimes feminine) singular number; objective case; after preposition *in*. Rule 2.

is—auxiliary verb, inflection of *to be*; present tense; third person; singular number; agreeing with the nominative case *bee*. Rule 4. A verb must be, &c.

one—numeral adjective; cardinal; no comparison.

of—preposition.

the—adjective, demonstrating *most cheerful objects*.

most—adverb of quantity; superlative degree; from *much*, *cheerful*—adjective.

most cheerful—general adjective; superlative; degree, referring to noun *objects*.

objects—common noun; neuter gender; plural number; objective case. Rule 2.

its—pronoun; personal; common gender; third person; singular number; possessive case.

life—noun; abstract; singular number; nominative

case to verb *appears*. (What appears? Ans. Life appears. See page 21).

appears—verb, regular, intransitive; present tense; third person; singular number; agreeing with nominative case *life*. Rule 4.

to be—verb in the infinitive after verb *appears*. Rule 5. When two verbs come together, &c.

all—indefinite numeral adjective; no comparison; referring to noun *enjoyment*.

enjoyment—abstract noun; singular number; objective case after the compound verb *appears to be*. (What does life appear to be? Ans. *all enjoyment*; therefore enjoyment is objective. Rule 2, syntax).

CAUTIONS.

Lesson 59.

Q. Give me some examples of improper and inelegant expressions and correct them?

A. The present tense is often improperly used instead of the past; as—He come home yesterday,—which should be—He came home yesterday.

The present tense should not be used instead of the future; as—I hope he comes to-morrow—for—I hope he will come home to-morrow—Who preaches to-night?—instead of—Who will preach to-night?

The past tense of an irregular verb must not be used instead of the perfect participle; thus—He has took it—instead of—He has taken it. I should have went—ought to be—I should have gone.

* Although an intransitive verb does not take an objective case after it, yet there are some exceptions to this rule, of which the above is one; in fact, the compound verb (*appears to be*) gives no completed meaning, and therefore requires an accusative after it.

The participle must not be used for the past tense; as—He done it, should be—He did it.

Q. How should the past tense and the participle be used?

A. The perfect participle follows the verbs *have* and *be*; the past tense does not; as, *past tense*, I advised. *Perfect participle*, To be advised. *Past tense*, They spoke. *Perfect participle*, They have spoken.

Q. Are not adjectives sometimes improperly used instead of adverbs?

A. yes: we ought not to say—She plays beautiful,—but—She plays beautifully. He is a particular good boy—should be—He is a particularly good boy. He knows his lesson perfect—ought to be—He knows his lesson perfectly.

Q. Correct the following expressions—I got a new knife.—He has got my book?

A. Got is a vulgar and generally redundant word. *got* is used instead of the verb *to have*. Instead of the above phrases, we should say—I have a new knife. He has my book.

Q. Correct this expression—John has been and struck me?

A. This should be—John has struck me—or—John came and struck me.

Q. Correct the following—Lay down on the grass. He laid there all day?

A. Lie down on the grass. He lay there all day.

Q. Name the past tenses and perfect participles of *lay* and *lie*?

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Participle.</i>
(I) lay, <i>to place.</i>	(I) laid.	(I have) laid.
(I) lie, <i>to lie down.</i>	(I) lay.	(I have) lain.

Q. Correct these expressions—Set down. He set there?

A. Sit down. He sat there.

Q. Name the past tenses and perfect participles of *set* and *sit*?

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Participle.</i>
(I) set (<i>a trap</i>).	(I) set.	(I have) set.
(I) sit (<i>down</i>).	(I) sat.	(I have) sitten.

PART VI.—PROSODY.

Lesson 60.

Q. What is Prosody?

A. Prosody, from *pros. to* and *ode, a song*, is that branch of Grammar which relates to pronunciation and versification.

Q. What is pronunciation?

A. Pronunciation is the tone of voice, and manner of speech which we use in reading or speaking.

Q. What further have you to say of pronunciation?

A. That branch of prosody which relates to pronunciation is divided into accent and intonation.

Q. What is accent?

A. Accent is the emphasis or greater stress of voice which is used in pronouncing certain syllables; the word is from the Latin *accentus, a tone*.

Q. How is the accent marked?

A. The principal is marked (´), and denotes that a greater stress is to be laid on a syllable; as—rapture. The inferior accent, marked thus (˘), shews a lesser degree of force, as—access.

Q. What is intonation?

A. Intonation is the rising or the falling of the voice, suitably to the subject which is being read or spoken; from the Latin *in, in*; *tonare to sound loud*.

Q. What is versification?

A. Versification is the art of poetry, or the arrangement of words into sentences of regular accented intervals.

Q. Will it be necessary to enter fully into the subject of prosody?

A. At present, it will be scarcely useful to enter more fully into the subject, of prosody, especially pronunciation may be considered to belong properly to the art of rhetoric.

Q. What is Rhetoric?

A. Rhetoric is an advanced kind of Grammar, from rhetorike, *oratory*, the art of speaking and writing with elegance.

I. NOUNS DERIVED FROM THE ANCIENT

LANGUAGES.

<i>Singular</i>	<i>Plural</i>	<i>Singular.</i>	<i>Plural.</i>
Antithesis	Antitheses	Erratum	Errata
Appendix	Appendices*	Genius	Genii*
Arcanum	Arcana	Genus	Genera
Automaton	Automata*	Hypothesis	Hypotheses
Axis	Axes	Index	Indices*
Basis	Bases	Lamina	Laminæ
Calx	Calces	Magus	Magi
Cherub	Cherubim	Medium	Media*
Crisis	Crises	Memorandum	Memoranda*
Criterion	Criteria	Metamorphosis	Metamorphoses
Datum	Data	Phenomenon	Phenomena
Dieresis	Diereses	Radius	Radii
Effluvium	Effluvia	Seraph	Seraphim
Ellipsis	Ellipses	Stamen	Stamina
Emphasis	Emphases	Stratum	Strata
Encomium	Encomia*	Vortex	Vortices

Those marked thus* form their plural also regularly.

II.—ADVERBS.

In order to facilitate the progress of the pupil in parsing, the following lists of Adverbs, Prepositions, and Conjunctions are given for reference, as being words less easily recognised than the other parts of speech.

ADVERBS OF MANNER.

Answering to *how*?

Adverbs of manner are very numerous, and are mostly formed from adjectives by adding the termination *ly*, and may generally be compared ~~to~~ the words *more* and *most* prefixed. BY

Alone	Covertly	Rapidly
At once	Desperately	Recklessly
Alternately	Despondingly	Resolutely
Awkwardly	Daringly	Swiftly
Badly	Fast	Slowly
Blindly	Foolishly	Stealthily
Boldly	Gracefully	Singly
Carefully	Ill	Separately
Carelessly	Incautiously	Thoughtfully
Calmly	Madly	Timidly
Cautiously	Openly	Together. &c&c

These and all other adverbs formed from their corresponding adjectives, answer to the question *how*? How did they go? Ans. Alone, or at once, or alternately. All the above adverbs may be used in reply.

PRINCIPAL ADVERBS OF SITUATION.

Answering to *where? whence? whither?*

Above	By	Low
About	Down	Inward
Above	Downward	Near
Aboard	Elsewhere	Nigh
Across	Everywhere	Nowhere
After	Far	Off
Along	Forth	On
Anywhere	Forward	Onward
Apart	Further	Over
Around	Hard by	Out
Aside	Hence	Outside
At hand	Here	Outward
At home	Herein	Round
Away	Hereabouts	Somewhere
Back	High	Thence
Backward	Hither	There
Before	Hitherward	Thereabouts
Behind	Home	Thither
Below	Homeward	Thitherward
Beneath	In	Throughout

Adverbs of Situation—Continued.

Together	Up	Within
Under	Uppermost	Without
Undermost	Upward	Wherever
Underneath	Whithersoever	Yonder

PRINCIPAL ADVERBS OF TIME.

Answering to *when?*

Ago	Hereafter	Now-a-days
Already	Henceforth	Perpetually
Always	Henceforward	Presently
Anon	Hitherto	Soon
At present	Instantly	Some time ago
Before	Incessantly	Speedily
Continually	Immediately	Still
Early	Lately	Till
Eternally	Last	Thenceforth
Ere now	Late	Thence forward
Ere long	Long	To-day
Ever	Long ago	To-morrow
First	Next	Until
Formerly	Now	Yesterday

PRINCIPAL ADVERBS OF QUANTITY.

Answering to *how much?*

Almost	Least	Scarcely
Altogether	Much	Something
Downright	More	Thus
Enough	Most	Too
A little	Quite	Very
Less	Scarce	

Answering to *how often?*

Often	Now-and-then	Hourly
Frequently	Never	Daily
Sometimes	Once	Weekly
Seldom	Twice	Monthly
	Thrice	Yearly

ADVERBS OF AFFIRMATION.

Certainly	Surely	Yea
Coubtless	Truly	Yes
Really	Verily	Undoubtedly

ADVERBS OF DENIAL.

No	Not	No-wise	Nay
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ADVERBS OF ASKING.

When	Why	Wherefore	How
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ADVERBS OF DOUBT.

Perhaps	Peradventure	Possibly
Perchance	Probably	

III.—PRINCIPAL PREPOSITIONS.

Above	Betwixt	Round
About	Beyond	Since
Across	By	Through
After	Down	Throughout
Against	During	Till
Along	For	To
Amidst	From	Towards
Amongst	In	Upon
Around	Into	Until
At	Near	Unto
Before	Of	Under
Behind	Off	Underneath
Below	On	With
Beneath	Out	Within
Beside	Over	Without
Between		

Some of these prepositions have already been given in the list of adverbs, as according to their use in any sentence, many words vary in their character, and belong sometimes to one part of speech, sometimes to another; the pupil, by analyzing the sentence, will soon be able to tell accurately the proper character of each word.

IV.—PRINCIPAL CONJUNCTIONS.

As	However	Only
And	Hence	Still
Also	Indeed	Since
Although	If	So
Besides	Lest	Too
But	Likewise	Though
Both	Moreover	Therefore
Because	Nevertheless	Than
Consequently	Now	Then
Even	Nor	Unless
Else	Neither	While
Either	Notwithstanding	Whereas
Except	Or	Yet
For	Otherwise	



This Prop

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today

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