

G R A M M A R

W R O T E B Y,

F O R B E G I N N E R S .

B Y

M R S . S A R A H L . G U E R N S E Y .

21

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## PREFACE.

A NUMBER of valuable books have been written recently for children. There are several elementary works on Geography, History, Philosophy, Botany, Chemistry, &c., but GRAMMAR still remains the least interesting of all studies to the young. No elementary work is published in this country which is written in a simple and attractive style.

The Author of this little book was engaged in teaching several years, and knows from experience the need of a pleasing Grammar for beginners. We are all aware of the strength of first impressions. A pupil who has been interested while studying an elementary work, will naturally wish to learn something more of the same subject. A good foundation promises well for the superstructure.

We have known many instances of a dislike to the study of Grammar, which commenced with the first lessons, and clung to the student during many years of school life. Grammar should be made particularly attractive to beginners, because, of necessity, its details are dry to the uninitiated. But the Author begs to have it understood in the commencement, that she does not belong to that class, by far too fashionable and numerous at the present day, who think that the principles of Grammar need not

be thoroughly committed to memory. It is true the caption of her book is "GRAMMAR MADE EASY FOR BEGINNERS," but this title was chosen, not because less exertion was expected on the part of pupils in committing definitions to memory, but because the principles of Grammar are not only given in the concise style of the best grammarians, but are so arranged and exemplified, that the labor of learning them is far less than when only dry and verbose definitions are given.

Few, who are not engaged in teaching, realize how much the mental faculties are strengthened by the study of Grammar. In parsing, the memory is constantly brought in action, in connection with the exercise of the reasoning faculties, and order or method; while, as a necessary consequence of the continued use of these faculties, habits of application are induced, which are of the utmost importance in forming that gem of countless price, a well-disciplined mind.

Experience shows that lessons may be rendered easy during the years of childhood, which at a later period, if learned at all, are only learned with toil, which is rendered doubly irksome from the conviction that all this drudgery has been performed successfully by children many years younger. Experience has also proved, that even those who are afterwards to learn different languages, may most easily acquire a knowledge of the principles of Grammar from that of their own tongue.

Another prominent aim in writing this book was to encourage children to think carefully while engaged in study. As much of a person's success in after life depends on early education, and nothing great or good can ever be expected from a youth who has never been taught to think, we have endeavored to impress the minds of students with the importance of exercising their own thoughts.

Teachers generally, even if they are so fortunate as to possess the tact of illustrating dry truths and definitions in a pleasing manner, have not always the time at command necessary to enlighten their pupils. Appropriate explanations have therefore been introduced on difficult points.

It is not expected that this little book will supersede any now in popular use. It is designed entirely as a Child's First Lessons, to be thoroughly committed to memory before commencing a larger work. As the definitions and principles adopted in the most approved Grammars have not been deviated from, any established Grammar may succeed this, without difficulty to the thoroughly taught scholar.

## TO TEACHERS.

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LONG lessons should not be given the first time going through the Grammar, and a perfect recitation should be insisted upon in every instance. Let it be understood in the beginning that you will not regard with approbation any half-way work. Nothing is to be guessed at, but uttered understandingly; and as Grammar is the art of speaking, as well as writing well, encourage those who have unfortunately acquired bad habits, to avoid slurring words, mouthing, repetition, hesitation, or stuttering.

Parsing is to be commenced in the first lesson on the parts of speech. These exercises advance by easy gradations and frequent repetition, so that even the dullest mind must comprehend.

Experience, which is the best test of what is useful, has proved that Etymology should be perfectly understood, and the student be expert in Etymological parsing before Syntax is commenced. Much bad scholarship and distaste to the study of Grammar has arisen from too many definitions and rules being promiscuously spread before beginners. Words and their changes must first be known accurately before it is possible to combine them properly in sentences. Etymological parsing and Syntactical ought to be distinct exercises. Where the former has been thoroughly taught, the labor of learning the latter is materially lessened.

## ENGLISH GRAMMAR.

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DEAR CHILDREN,

THIS is to be your first lesson in a new study. I hope there are at least three or four good students in your class, that each may encourage the other to make rapid progress. But should there be only one, I would say, that as long as *you* are *number one*, you are expected to recite well.

This little Grammar was originally written for a very interesting group of children under private instruction. They had been told by their older companions that Grammar was, above all studies, the most uninteresting and difficult, and therefore they dreaded to commence it. Contrary to their expectations, they were interested from the first, and soon made so much progress that they surprised all their friends. The fame of their "*own good little grammar*," as they often called it, was thus noised abroad, and at the request of some experienced teachers, it is now cheerfully submitted to the public.

We hope, after committing this Grammar to memory, you will have a desire to commence a larger one, and thus in time become thorough Grammarians.

## CHAPTER I.



WILL first tell you of what use the knowledge of Grammar will be to you.

You have, no doubt, often been told by your parents and teachers that you used some words, in speaking or writing, improperly.

*A knowledge of Grammar will enable you to speak and write correctly.*

Now-a-days very little children are taught to use good language, and it is considered a mark of an ill-bred child to use bad grammar.

GRAMMAR is divided into four parts. The first part is called ORTHOGRAPHY.

I know you will be surprised when I tell you, that every child who has learned to spell and read correctly, has already learned the most difficult of the four parts of Grammar.

ORTHOGRAPHY teaches the names of the letters of the Alphabet, and their different sounds, and also how to spell words correctly.

So you have been learning the first part of Grammar without knowing it.

Did you ever think what was the use of the twenty-six letters—

a b c d e f g h i j k l m n o p q r s t u v w x y z ?

*They are characters which represent the sounds we use in speaking.*

Of what use is the knowledge of Grammar ?

Into how many parts is Grammar divided ?

What is the first part called ?

What does Orthography teach ?

How many letters are there ?

What are letters ?

I am often lost in wonder when I think of the power of these twenty-six little letters. A person who has learned to read and spell correctly, has the key which, if he chooses to use it, will unlock amazing stores of knowledge. Oh, how happy I would be to know that all the people in the world could read.

But I must tell you something more about Orthography. When we speak of the *Alphabet*, we mean the *twenty-six* letters taken in their regular order.

The names of the letters in English, are, A, Bee, Cee, Dee, E, Eff, Gee, Aitch, I, Jay, Kay, Ell, Em, En, O, Pee, Kue, Ar, Ess, Tee, U, Vee, Double U, Ex, Wy, Zee.

In printed English books you will generally find letters called Roman letters. Now and then you will perceive words printed in letters called *Italics*, and very rarely some called **Old English**.

Italic words are those which we must particularly notice.

In every kind of alphabetic character, letters have *two forms*, called CAPITALS and *small letters*.

When you are in the street you will notice all the painted signs, and most of the show-bills, are printed in capitals.

The words I and O, must always be written with capitals.

Never write of yourself thus : i do so ; but always, I do so.

In writing any of the names applied to God, commence with a capital : Jehovah, the Father, the Son, the Holy Spirit, the Almighty.

What is the alphabet ?

What characters are generally used in books ?

What other characters are used sometimes ?

When are italics used ?

What forms have letters ?

Which letters are always written with capitals ?

How should names given to God be written ?

Mention other cases where capitals are to be used.

Names of individuals, and places, should commence with a capital: John, Mary, Smith, Boston, Europe. Titles of office or honor should commence with a capital: Her Majesty Victoria, Dr. Beecher.

The first word of every distinct sentence should begin with a capital. Remember this when you are writing your compositions or letters.

When do you use capitals in poetry?

When you are copying poetry, be careful to commence every line with a capital.

The titles of books must always be written with capitals.

I have now given you most of the rules for the use of capitals, and I hope you will never use them in the wrong places. They are improper wherever there is not some particular reason for their use.

How many, and what letters can be sounded alone?

Only *five* of the letters of the alphabet can be sounded alone—A, E, I, O, U.

What are they called?

They are called **VOWELS**.

What is a vowel?

A *vowel* is a letter which forms a perfect sound when uttered alone.

What is said of a, e, i, o, u?

You can sound A, E, I, O, U, without mentioning any other letter. But not so with B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, X, Z.

What are the other letters called?

These nineteen letters are called **CONSONANTS**.

What is a consonant?

A *consonant* cannot be perfectly uttered until joined to a vowel.

What is said of b and k?

Try if you can say B, without sounding the vowel E, or K, without sounding the vowel A.

What is said of w and y? When are w and y consonants? Give an example.

W, and y, are sometimes vowels and at others consonants. When they are placed before a vowel in the same syllable they are consonants; as in *world*, *wind*,

*water-work*; *York*, *you*, *yet*. In all other cases *w*, and *y*, are vowels—as *new*, *bow*, *town*, *Mary*.

When are *w* and *y* vowels? Give an example.

But perhaps you do not know what a syllable means. A *syllable* is one or more letters pronounced in one sound. It may be either a word or a part of a word; as *ant*, *an*, *a*.

What is a syllable?

In every word there are as many syllables as there are distinct sounds. A word of one syllable or sound is called a **MONOSYLLABLE**—*boy*, *girl*, *house*. *Wo-man* has two distinct sounds. Words of two syllables are called **DISSYLLABLES**—*man-kind*, *beau-ty*, *gram-mar*, *good-ness*. Words of three syllables are called **TRISYLLABLES**—*affect-ing*, *el-e-gant*, *am-i-able*, *ra-di-ant*. Words of four or more syllables are called **POLYSYLLABLES**—*ben-e-fac-tor*, *a-man-u-en-sis*, *man-u-fac-tor-y*.

How many syllables are there in a word?

What is a word of one syllable called? Give an example.

What is a word of two syllables called? Give an example.

What is a word of three syllables called? Give an example.

What is a polysyllable? Give an example.

I mean to give you an Exercise to write at the close of every chapter, that your teacher may see if you understand what I have told you. I hope you will *spell* all your words correctly: I am sorry to say I know some grown people who have learned six or seven different languages but cannot spell their own correctly.

#### EXERCISE.

How many letters are there in the alphabet? Which of the letters are vowels? Which are consonants? Is *w* a vowel or a consonant, in *wife*? in *western*, in *world*, in *wisdom*, in *law*, in *saw*, in *bow*, in *new*?

Is *y*, a vowel or a consonant, in *York*, in *Lucy*, in *you*, in *York-town*?

Write two monosyllables, two dissyllables, two trisyllables, two polysyllables.

*Correct the following :—*

o how happy i am—i am going to learn grammar—i am sure i will be pleased—the bible tells me i must love my enemies—god is the father of us all—jesus christ is the son of god—and god Spake unto moyses and said, i am the lord; and i appeared unto abraham, unto isaac, and unto jacob—george washington was commander-in-chief of the american army—louis kossuth was governor of hungary—france, england, russia, and the united states, are great powers—i think peter parley's books are very interesting—i am going to read the new testament through this year, if I am spared—they say queen victoria is a good queen.

how doth the little busy bee  
improve each shining hour;  
and gather honey all the day,  
from every opening flower.

## CHAPTER II.



**W**HEN you talk or write, you use a great many different kinds of words. Some words are the names of things: others tell whether they are large or small, black or white, or what kind of things they are; others still express some action you are going to perform.

Although there are a great many thousand words in our language, they have been so well arranged in different classes that an attentive little student may soon learn to distinguish one kind from another. This shows you how useful good order is.

If we would be able to converse and write correctly and beautifully, we must know how to classify words, and how to place them properly in sentences. The *second* and *third* parts of Grammar teach how to do this.

*ETYMOLOGY is the second part of Grammar.*

*It tells how the different kinds of words are formed, and about their classes and changes.*

*SYNTAX is the third part of Grammar.*

*It tells us how to place words properly in sentences.*

There are a great many things to be learned in Etymology before you can possibly understand Syntax. So we will now commence the second part of Grammar.

What is the second division of Grammar?

Of what does Etymology tell us?

What is the third division of Grammar?

Of what does Syntax tell us?

## ETYMOLOGY.

Into how many classes have all words been divided?

What are these classes called in Grammar?

**A**LTHOUGH there are a great many thousand words in the English language, they have all been divided into NINE CLASSES, or, as they are called in Grammar, PARTS OF SPEECH.

I know you are surprised to find only nine classes or sorts of words among the hundreds and thousands we see in reading.

What are the nine parts of speech?

Every one of these nine classes of words has its own name. The NOUN, ARTICLE, PRONOUN, ADJECTIVE, VERB, ADVERB, PREPOSITION, CONJUNCTION, and INTERJECTION, are the nine classes of words called in Grammar THE NINE PARTS OF SPEECH.

## NOUNS.

What is a noun?

**A**LL words which are names of things, are arranged under one part of speech, and are called NOUNS.

*A noun is the name of any person, place, or thing, that can be known or mentioned; as Mary, New York, horses, cities. The name of every thing you can see, touch, taste, think, or talk about, is a noun.*

Once when I told a dear little girl this, she really clapped her hands with delight, as she said, "I see millions and millions of nouns. I see thousands of bricks, and all the panes in the windows, and all the leaves of the trees, and men, and boys, and girls, and horses, and carriages, and ladies, and sugar-plums in the confectionary store, and—" But finding herself out of breath, she added, "I know all about nouns." She was mistaken.

Although she could readily tell which words were nouns, she did not know all about them.

*There are two kinds of nouns; COMMON and PROPER.*

When I speak your name, or the name of a person, or any city, or country, or state, I use a proper noun. *A proper noun is the particular name of one being only.*

Were it not for proper nouns, we should not be able to distinguish one individual from another, or one place from another, when speaking or writing of them. So remember that all such nouns as *George Washington, La Fayette, United States, Boston, New York, Mary, James, Rocky Mountains, and California*, are proper nouns, because they are the particular names belonging to those individuals and places. *Always commence to write proper nouns with a capital letter.*

*Common nouns are the names belonging to all beings or classes of the same kind; as men, horse, lion, trees, girls. Parents, father, mother, are common nouns—because they are common or general names given to whole classes—but if I call your father, or mother, or teachers, by their particular names, I use a proper noun.*

I will give you a number of nouns, and wish you to write on your slate all the common nouns, in one column, and all the proper nouns in another.

## EXERCISE.

Mary, James, Scotland, girls, women, bird, Jerusalem, story, chair, tables, New Orleans, Hudson river, river, lamps, teacher, Daniel Webster, mountains, towns, California, London, Paris.

Add five common, and five proper nouns, of your own selection.

How many kinds of nouns are there?

What are they?

What is a proper noun?

Of what use are proper nouns?

Tell me some proper nouns.

Why are they proper nouns?

How must proper nouns be commenced in writing?

What are common nouns?

Tell me some common nouns.

What is the difference between a common and a proper noun?

Did you commence all the proper nouns with a capital letter?

⌋ SUPPOSE you think you have learned all about nouns, but there is something more which will interest you. It is about the *gender* of nouns. Some nouns are the names of the male sex, some of the female, and others, like chair, table, glasses, have no sex.

*Gender*, in Grammar, is the distinction of the sex of objects. There are three *Genders*.\* The MASCULINE, FEMININE, and NEUTER.

The *masculine gender* is that which denotes beings of the male kind; as, *man, boy, king, Thomas*.

The *feminine gender* is that which denotes beings of the female kind; as, *mother, girls, Anna, queen, Mary*.

The *neuter gender* is that which denotes things that are neither male nor female; as, *house, lamps, tables, books, cakes, fruit*.

All the names of things which have no life belong to the neuter gender. Can you tell me why they are neither masculine nor feminine?

I am sure you will remember the different genders of

\* When I say there are *three genders*, I do not mean there are *three sexes*. The words *gender* and *sex* do not mean the same thing. *Gender* means *class*, or *kind*; *sex* means distinction between male and female. Sex can strictly be applied only to animated beings—gender to classes of words. One class of words denotes objects of the male sex, and is called the masculine class or gender; another denotes objects of the female sex, and is called the feminine gender; and a third class denotes objects which are neither male nor female, and is therefore called the neuter class or gender.

What is gender?  
How many genders are there?

What is the masculine gender?

What is the feminine gender?

What is the neuter gender?

The names of what objects belong to the neuter gender?

nouns, because we easily remember what we understand.

*There are three ways of distinguishing sex.*

*First.* By DIFFERENT WORDS; as—

Boy,	girl.	Husband,	wife.
Brother,	sister.	King,	queen.
Father,	mother.	Man,	woman.
Friar,	nun.	Nephew,	niece.
Gander,	goose.	Uncle,	aunt.

*Second.* By DIFFERENCE OF TERMINATION; as—

Actor,	actress.	Hero,	heroine.
Author,	authoress.	Jew,	Jewess.
Bridegroom,	bride.	Poet,	poetess.
Duke,	duchess.	Prince,	princess.

*Third.* By ADDING ANOTHER WORD; as—

A man servant,	A maid servant.
A male child,	A female child.
Male descendants,	Female descendants.

#### EXERCISE.

Write six nouns of the masculine gender.  
 “ “ “ “ feminine gender.  
 “ “ “ “ neuter gender.

#### Number.

⌋ WILL tell you to-day of that property of a noun by which we know whether one noun or more is expressed.

*NUMBER* is that property of a noun by which it expresses one, or more than one.

How many ways are there of distinguishing sex in nouns?  
What is the first?  
Give some examples.

What is the second way of distinguishing the sexes of nouns?  
Give some examples.

What is the third way of telling the sex of nouns?  
Give some examples.

What do you mean by the number of nouns?

How many numbers are there in nouns?

What are they?

What is the singular number?

What is the plural number?

How is the plural generally formed?

How do nouns ending in *x*, *ss*, *sh*, or *ch*, form their plural?

What is the rule for spelling the plural of nouns ending in *y*?

How do nouns ending in *f* or *fe* form their plural?

*Nouns have two numbers, the SINGULAR and the PLURAL.*

*The singular number denotes one object: chair, box.*

*The plural number denotes more than one: chairs, boxes.*

*The plural number is generally formed by adding s to the singular: as moon, moons; grape, grapes; world, worlds; mountain, mountains.*

There are some nouns which end in *x*, *ss*, *sh*, or *ch*, which form their plural by adding *es*, because *s* after those letters can not be pronounced: as *fox*, *foxes*; *box*, *boxes*; *glass*, *glasses*; *brush*, *brushes*; *church*, *churches*. Add simply *s* to either of these singular nouns, and see if you can sound it.

I have known a great many children puzzled whether to spell the plural of monkey, *monkies* or *monkeys*; whether to write *valleys* or *vallies*; and, to tell the whole truth, I have even known some grown people who have been through college to spell these words incorrectly. I will give you the rule for spelling words ending in *y*, and if you impress it on your memory while you are young, you will be saved much trouble throughout life.

*Nouns ending in y, after a CONSONANT, change y into ies: as lady, ladies; penny, pennies; spy, spies; vanity, vanities; assembly, assemblies. You notice all the letters in these words before y are consonants.*

*Nouns ending in y after a VOWEL simply add s: monkey, monkeys; chimney, chimneys; way, ways. The letters here are vowels.*

*Nouns ending in f or fe change f or fe into ves: as,*

*bat, loaves; wife, wives; knife, knives; beef, beeves; leaf, leaves; calf, calves; wharf, wharves; shelf, shelves; thief, thieves; self, selves; wolf, wolves.*

There are a great many nouns which do not form their plural by adding *s*, and these are said to be **IRREGULAR in the plural**, because they do not go according to the general rule.

I will tell you about some of them.

There is one class of these irregular nouns which have no plural termination: such words as *rye*, *barley*, *hemp*, *flour*, *pitch*, *gold*, *silver*, *tin*, *quicksilver*, *lead*. We never say *ryes*, *barleys*, *hemps*, &c.

There are some nouns which are alike both in the singular and plural; as, *deer*, *sheep*, *swine*, *hose*, *cattle*, *trout*, *salmon*.

Never be heard talking of deers, or sheeps, or swines. If you wish to speak of only one, you may say a deer, or a sheep; or you may say ten deer, or a drove of sheep.

Other words are used in the plural only, as *ashes*, *embers*, *clothes*, and *things consisting of two parts*, as, *tongs*, *scissors*, *bellows*, *lungs*, *compasses*, *nippers*, *pincers*, *snuffers*, *shears*.

Never say where *is* the scissors, or tongs, or bellows; but always where *are* the scissors, &c.

The little word *is*, as you will understand before long, is always used after *singular* nouns; *are* is always used after *plural* ones. How much I dislike to hear children say where *is* my shoes? or where *is* my clothes? or do you know where the scissors *is*?

When are nouns said to be irregular in the plural?

What words have no plural termination?

Tell me some which are alike in both numbers.

Tell me which are used in the plural only.

When should you use the word *is*?

When the word *are*?

What is said  
about the word  
news?

The little word news\* is always singular. You therefore say "what is the news to-day?"

What is said of  
words derived  
from foreign  
languages?

Many of our words are derived from the languages of foreign nations, and they generally retain their original plural. Such words as end in *um* or *on*, generally have the plural in *a*. Those in *is* in the singular, change it into *es* in the plural. The word *animalculum* means one of those tiny objects found in a drop of water; *animalcula*, many of them. *Erratum* means one error; *errata* several errors. *Automaton*, *one automaton*; *automata*, several *automata*. *Phenomenon*, *one wonder*; *phenomena*, more than one.

What is the  
plural of  
*animalculum*?

of *erratum*?

of *automaton*?

of *phenomenon*?

Most of these are difficult words, which, although they are very important, you will not use very much yet a while. I will tell you a few of the most common, and you can act your pleasure about finding out their meaning.

Appendix,	{appendixes. appendices.	Memorandum,	memoranda.
Criterion,	criteria.	Metamorphosis,	metamorphoses.
Effluvium,	effluvia.	Stratum,	strata.
Emphasis,	emphases.	Stamen,	stamina.
Hypothesis,	hypotheses.	Seraph,	{seraphim. seraphs.

There are other nouns irregular in forming their plural which can give you no trouble, as you have associated a plural meaning to them from your infancy, as,

\* The word news is singular in another way beside number. It is formed of letters which are the initials of the four points of the compass. N, north; E, east; W, west; S, south. As we glean news from all these quarters, it seems very appropriate.

Man,	men.	Tooth,	teeth.
Woman,	women.	Goose,	geese.
Child,	children.	Mouse,	micc.
Foot,	feet.	Ponny,	pence.
Ox,	oxen.	Beau,	beaux.

What is the  
plural of man?  
woman? child?  
foot? ox? tooth?  
goose? mouse?  
penny? beau?

Nouns terminating in *ful* have the regular plural.

Handful,	handfuls.	Spoonful,	spoonfuls.
Mouthful,	mouthfuls.	Pailful,	pailfuls.

What is said of  
the plural of  
nouns ending  
in *ful*?

What is the  
plural of  
handful?  
mouthful?  
spoonful?  
of pailful?

It is very common to hear people talk of pailsful and mouthsful and spoonsful.

Two nouns with the little words *in* or *of* between them, add *s* only to the first word: as,

Father-in-law,	fathers-in-law.
Son-in-law,	sons-in-law.
Ship-of-war,	ships-of-war.

What is the  
plural of  
father-in-law?  
of son-in-law?  
of ship-of-war?

A letter or figure is written in the plural in this way: b's, 7 l's; six 9's, five 10's.

How do you  
write a letter or  
figure in the  
plural?

I have told you several useful facts about the singular and plural number. I hope they have interested you, and you have committed them thoroughly to memory.

## EXERCISE.

Write the plural of book, knife, chair, fish, loaf, sky, monkey, spy, valley, duty, study, loss, potato, booby, wolf, needle, journey, day, stable, glory, berry, lily, moss, both, mouse, ox, child, automaton, erratum, phenomenon, memorandum, beau.

Write four nouns which have no plural termination.

Write four which are alike both in the singular and plural.

Write four which are used only in the plural form.

Write the plural of handful, spoonful, cupful, bowlful, father-in-law, ship-of-war.

Write three letters in plural form ; three figures.

I have told you so much about nouns, their number and genders, that I have no doubt but you can now tell in a moment whether a noun is common or proper, and of what gender and number it is.

There are two more properties belonging to nouns beside gender and number, called person and case. After you learn about pronouns and verbs, you will readily understand what person and case mean. As I like, as far as possible, to follow the arrangement of the large grammars, I will tell you something about these properties of the noun, promising to explain more fully when we come to pronouns and verbs.

### Person.

What is person ?

**P**ERSON is that property which represents the noun as the person speaking, the person spoken to, or the person or thing spoken of.

When is a noun in the first person ?

When a noun denotes the person speaking, it is said in Grammar to be of the **FIRST PERSON** : as, I *Paul* have written it.

When is a noun in the second person ?

When a noun denotes the person spoken to, it is of the **SECOND PERSON** : as, *Mary*, recite your lesson ; *John*, you may go.

When is a noun in the third person ?

When a noun denotes the person or thing spoken of, it is of the **third person**, as *James* is a good *boy*. This *picture* is beautiful.

### EXERCISE.

Tell what person the following nouns are. I *Napoleon Bonaparte*, I *James*, was present. *Mary*, ask *James* to come here. My *birds* are singing. The *trees* are in blossom.

### Case.

**B**Y the **CASE** of nouns we mean the state or situation with regard to other words in a sentence.

Nouns may be placed in three different states in a sentence, and there are therefore **THREE CASES**.

When a noun denotes that of which something is said, or the actor, it is in the **NOMINATIVE CASE** ; as, the *sun* shines, *sun* is in the nominative case ; the *dog* barks, the *bird* sings, the *child* laughs ; *dog*, *bird*, and *child*, are nouns in the nominative case.

The nominative case answers to *who* or *what* : as, the *child* laughs, who laughs ? the *child* ; *child* is here in the nominative case. The *sun* shines, what shines ? the *sun* ; *sun* is in the nominative case.

When a noun denotes the possession of any thing, it is in the **POSSESSIVE CASE** : as, *the boy's kite* ; *the lady's fan*. The possessive case, in the singular, has this mark ('), called an apostrophe, and s after it : thus, the man's horse ; the boy's hat ; *Mary's* shawl.

A great many years ago English authors used the word *is* instead of the apostrophe and s : thus, the *king's crown*. We omit the i, and in its place use the apostrophe : thus, the *king's crown*.

When the noun ends in s in the plural, or *es*, or *ss*, in the singular, you must only add an apostrophe : thus,

What do you mean by the case of nouns ?

How many cases have nouns ?

When is a noun in the nominative case ?

Give some examples.

To what question does the nominative case answer ?

When is a noun in the possessive case ?

What mark has the possessive case ?

What is the origin of the apostrophe ?

What is the rule when the noun ends in s, es, or ss ?

"on eagles' wings;" for goodness' sake; for righteousness' sake.

The possessive case is always told by its apostrophe.

The third case of nouns is the OBJECTIVE. It has the same form as the nominative, and can only be told by its office in the sentence. The nominative case, you remember, is denoted by the actor. The objective case always denotes the *object of the action*, and answers to the question *whom* or *what*: as, the cat catches *mice*. Cat, the actor, is in the nominative case, and the objects of her action, *mice*, must be in the objective. That snake has bitten the *man*. Snake, the actor, is in the nominative case. Has bitten *whom*?—the *man*. The noun *man*, being the object of the action, is in the objective case.

The cat catches *mice*. What does the cat catch? "*Mice*." I know the *lady*. I know whom? "*The lady*." *Mice* and *lady* are here in the objective case.

I have now told you nearly as much about nouns as you will find in the large grammars. I hope I have made it so simple and plain, that you readily understood every definition. How would you like to *parse* as the older boys and girls do? But you must first understand what *parsing* means. *When you parse, the words in a sentence are explained one by one. You find out to which of the nine classes or parts of speech each word belongs, and then you tell all the properties belonging to it.* Parsing is to Grammar what ciphering is to arithmetic. It is very amusing work to those who understand Grammar. I know some quite young students who like to parse almost as well as they love to play. As I wish

What is the third case called?

What does the objective case denote?

To what question does the objective case answer?

Give some examples of the nominative and objective cases.

What is the first thing you do when you parse?

What is next done in parsing?

you to acquire good habits in parsing from the commencement, I beg you will attend to what I am going to tell you.

When you are called upon to parse, go at it as if you intended to do it *well* and *promptly*.

Do not drawl out your words, or repeat them needlessly, or look as if you were tired and sick.

I have sometimes heard children parsing, who had so many bad habits that it gave me pain to be present.

When you become familiar with the definitions, you need not give them in parsing.

I will show you how to parse *nouns*, and then for your amusement you can find out the nouns in the first page of your favorite story-book, and parse them for some of your friends.

We will take this sentence. *James' father has oranges, apples, and cocoanuts.*

The very first word in the sentence is a noun. I am now going to parse it. The word *James'* is a *proper noun*, because it is the *particular name* of an individual; *masculine*, it denotes a being of the *male* kind; *singular*, it denotes but *one*; *third person*, it denotes the person *spoken of*; *possessive case*, it denotes the *possession* of property.

The word *father* is a *common noun*, because it is a name belonging to a *class*; *masculine*, it denotes a being of the *male* kind; *singular*, it denotes but *one*; *third person*, it denotes the person *spoken of*; *nominative case*, it denotes the *subject spoken of*, or *actor*. The next word, *has*, is not a noun, therefore we will omit it.

The word *oranges* is a *common noun*, it is the name of

How do you parse the word James?

How do you parse father?

Parse oranges.

a *class*; *neuter gender*, it is neither *male* nor *female*; *plural number*, it denotes *more than one*; *third person*, it denotes things *spoken of*; *objective case*, it denotes the *objects of the action or relation*. *Apples* and *cocoanuts* are parsed exactly like *oranges*.

Parse apples.  
Parse cocoanuts.

Try to parse the following: *Mary's books, bread, butter, peaches, birds, flowers, John's flute.*

NOTE TO TEACHERS.—Teachers will please to review frequently. Grammar to be made useful must be thoroughly taught. Pupils should be alternately exercised in learning small portions of the book, and then applying them in parsing and correcting false sentences, till the whole becomes familiar. It will not avail anything for a student to repeat definitions of which he makes no application. Aside from the benefit derived of thoroughly understanding the elements of Grammar, the exercise of parsing and correcting false sentences will greatly improve the memory and strengthen the mental faculties.

## CHAPTER III.

## ARTICLES.



YOU are now going to learn how to distinguish another of the nine parts or classes of speech.

The ARTICLE.\* Although there are only *two articles*, so important are they, that you cannot find a single page in any book which does not have several articles in it. The articles are among the smallest words in our language, and you will generally find them placed before nouns, like little friends always in attendance. I do not doubt but you have already guessed I mean the words *a, an, and the*.

I must tell you what that rosy-cheeked little girl, who said she knew all about nouns, said to me when I told her *a, an, and the* were articles.

With a bright expression of face she said, There is a mistake. You said there were only *two* articles; I know three, *a, an, and the*.

Perhaps some of you who are *thinking* children have thought the same thing, so I will tell you in almost the very words of explanation which I told her.

*A* and *an* are in reality the same word. There are

How many  
articles are  
there?

What is said  
about *a* or *an*?

\* The word *article* is derived from the Latin *articulus*, a *small joint* or *part*.

some words before which *a* alone would not sound well; as, *a* eel; *a* orange; *a* inch. In such cases we use *an* instead of *a*: *an* eel; *an* orange; *an* inch.

When do we use *an* ?  
When *a* ?

Before words commencing with a *vowel* sound we use *an*. As most words commence with a consonant, *a* is used oftener.

What is an article ?

*An article is the word the, an, or a, which we put before nouns to limit their meaning.*

Which are the two articles ?

There are *two articles*. The DEFINITE and INDEFINITE.

What does the word definite mean ?

The *word definite means particular*, and *the is called*

Why is the called the definite article ?

*the definite article because it always denotes some particular person or thing*: as, *the boy did it—some particular boy*; *the horse is frightened—some particular horse*.

What does indefinite mean ?

The *word indefinite means not particular*, and *a or an is called the indefinite article because it does not denote*

Why is *a* or *an* called the indefinite article ?

*any particular person or thing*. A book means *any book*; an apple or an orange, *any apple or orange*, *not any particular one*.

Before nouns of what number is *a* only used ?

The *indefinite article, a or an, is only used before nouns in the singular number*. It means the same as *one*: *a cup*; *a horse*.

When do you use *an* instead of *a* ?

Remember, before words beginning with a *vowel sound*, we use *an* instead of *a*; also, before silent *h*; we say *an hour*, because the *h* is not sounded. It sounds as if spelled *our*, and this is the same as if hour commenced with a vowel. *A* is used in preference to *an* before words commencing with a *consonant sound*.

Why do you say *an hour*, if *a* is used before consonants ?

The *definite article, the, is used before both singular and plural nouns*. We can say *the boy*, or *the boys*; *the horse*, or *the horses*.

Before nouns of what number do you use *the* ?

Articles, you perceive, are very useful little words, for

without them we would be at a loss to point out the individual or things of which we mean to speak.

## EXERCISE.

*Prefix* means to place before.

*Prefix the indefinite article* to the nouns girl, cape, island, dollar, tree, king, book, music-box, moss-rose.

*Prefix the definite article* to the nouns elephants, rain, monarchs, humming-bird, grasshoppers, linnets.

Correct the following expressions, and tell why they are incorrect.

A orange, a ink-bottle, a eel-skin, a hour, an hermit, a anchor, an history, an useful book, do not mistake an *u* for a *a*.

## EXAMPLES FOR PARSING.

*Example parsed.—The girls sing.*

The word *the* is an article; it is placed before the noun girls to limit its meaning; it is the definite article; it denotes some particular girls.

The word *girls* is a noun, it is the name of a person; common noun, it is the name belonging to a class; *third person*, it denotes the persons spoken of; *plural number*, it denotes more than one; *feminine gender*, it denotes objects of the female kind; *nominative case*, it denotes the persons acting.

The boys play; a cow; a mother; the river; the horse; a carriage; an apple; oranges; the boy's kite.

## CHAPTER IV.

## ADJECTIVES.



Do you know how to distinguish nouns and articles from the other nine parts of speech, I will to-day introduce you to ADJECTIVES.

Let me tell you first of what use they are, for we do not feel much interest in useless things. You will generally find adjectives joined to nouns for the purpose of describing some quality. When we say of a thing it is *large* or *small*, *round*, *square*, *black*, *blue*, *beautiful*, *hideous*, *good*, or *amusing*, we use adjectives to describe it.

*An adjective is a word added to a noun or pronoun and generally expresses quality.*

I think you will find no difficulty in soon being able to distinguish adjectives, because they generally describe the quality or appearance of nouns: as, a *clear*, *pleasant* day, a *spirited* horse, *beautiful yellow* roses, a *large* dog, my *brown* horse, a *high* mountain.

We often wish to compare things with others, or to speak of qualities in different ways.

Adjectives may be compared in three ways, called the *three degrees of comparison*. *Comparison is a change of the adjective to express quality in different degrees*

Of what use are adjectives?

What is an adjective?

Mention some sentences containing adjectives.

In how many ways may adjectives be compared?

What do you mean by comparison?

The three degrees of comparison are called the POSITIVE, the COMPARATIVE, the SUPERLATIVE.

The *positive degree* is that which is expressed by the adjective in its simple form: a *small* dog, a *large* house. If we merely wish to say of an object it is *sweet* or *sour*, *large* or *small*, we use the positive degree.

The *comparative degree* is that which is higher or lower, more or less, than something contrasted with it. A horse is *larger* than a dog, a bush is *shorter* than a tree.

In words of one syllable, the comparative degree is formed by adding *er* to the positive: tall, taller; short, shorter; sweet, sweeter.

What are words of one syllable called?

Words of more than one syllable do not generally sound well compared with *er*; therefore we add the word *more* or *less*.

Beautifuler and eleganter are bad-looking and ill-sounding words.

*More* beautiful or *less* elegant is proper.

The *superlative degree* is that which is *most* or *least*, the *highest* or *lowest* of all included with it.

The superlative degree is formed by adding *est* to the adjective.

The mountains of Asia are the *highest* in the world; gnats are among the *smallest* of insects.

There are some adjectives which cannot be compared according to the *general rule of adding er and est* to them, and they are said to be compared *irregularly*.

The following adjectives are compared irregularly:

Which are the three degrees of comparison?

What is the positive degree? Give some examples of the positive degree.

What is the comparative degree?

Give an example.

How do you form the comparative degree?

How do you compare long words?

What is the superlative degree?

How is the superlative degree formed?

Give an example.

When are adjectives irregularly compared?

	Positive.	Comparative.	Superlative.
Compare good, bad, much, far.	Good,	better,	best.
	Bad, evil, or ill,	worse,	worst.
	Much, or many,	more,	most.
	Far,	farther,	farthest.

Mention some adjectives which cannot be compared.

There are some adjectives which cannot be compared, as, *immortal, infinite, square, circular, all*. I once heard a boy say, This table is squarer than that. A thing must either be square or not square. What is a square?

### Classes of Adjectives

Into how many classes may adjectives be divided?

What are they?

**ADJECTIVES** may be divided into *six classes*: namely, COMMON, PROPER, NUMERAL, PRONOMINAL, COMPOUND, and PARTICIPIAL.

There are several thousand *common* adjectives.

What is a common adjective? Give an example.

A COMMON ADJECTIVE denotes *quality or situation*: as, *good, bad, peaceful, eastern, western*. A great number of common adjectives end in *ous*, as, *generous, jealous*; also in *ive*, as, *deceptive*; and in *al*, as, *autumnal*.

A PROPER ADJECTIVE is *formed from a proper name*: as, *American, European, Grecian, Hungarian*.

What is a numeral adjective? Mention some.

A NUMERAL ADJECTIVE expresses a *number*; as, *one, six, three, ten*.

What is a pronominal adjective?

A PRONOMINAL ADJECTIVE is a *word which may either accompany its noun, or represent it understood*. I met two poor children and gave *each* a shilling; (each *child* a shilling.)

What do you mean by a noun understood?

When I speak of a noun *understood*, I mean, *it is not spoken or written*. As in the sentence, I met two poor

children and gave *each* a shilling, the word *child* is not expressed, but is understood.

Pronominal adjectives, although few in number, are of great importance in Grammar.

I will tell you most of the adjectives which are pronominal: *All, any, both, each, either, else, enough, every, few, fewer, former, first, latter, last, little, less, least, many, more, most, much, neither, no, none, one, other, own, only, same, several, some, such, that, these, those, what, whatever, whichever*.

Mention some pronominal adjectives.

A COMPOUND ADJECTIVE is *one that consists of two or more words joined together*; as, *left-handed, four-footed, high-minded, nut-brown*.

What is a compound adjective?

This mark (-) is called a hyphen.

A PARTICIPIAL ADJECTIVE has the form of a participle, but, unlike it, has no idea of time: *smiling spring; parting summer; a roaring lion; a scolding woman; a crying child*.

What is a participial adjective?

### EXERCISE.

Of what degree of comparison is lovely? amiable? former? true? beautiful? brilliant? more brilliant? most brilliant? square? roughest? least? numerous?

Compare large, clear, benevolent, lively, bad, lofty, magnificent, splendid.

Write six common adjectives; six proper adjectives; six pronominal adjectives; six compound adjectives; three participial adjectives.

Correct the false Grammar.

The learnedest thou art the more humbler be thou. John is amiable than James. My ball is rounder than yours.

My block is the squarest. It was the dreadfulest sight.  
She is one of the honestest girls I know.


## PARSING.

*Example of parsing an adjective.*—The best boy. *Best* is an adjective, it expresses quality of the noun boy; a *common adjective*, it merely denotes quality; compared, good better, best; *superlative degree*, it denotes the highest degree.

A wild animal; a great fat coachman; the finest painting; a sunshiny day; a cross crying child; five gray horses; the American nation.

## CHAPTER V.

DEAR CHILDREN,



THINK by this time you begin to feel interested in Grammar, and are anxious to know more about the remaining parts of speech. Remember, I wish you to learn each lesson thoroughly, and exercise your thoughts as you go along. I hope you are *regular in your attendance at school*, for the pupil who stays often at home seldom makes rapid progress. You are now to learn about another part of speech called *Pronouns*.

## PRONOUNS.\*

HOW do you like the following sentences? *Mary is a good girl, because Mary loves to obey Mary's parents, and do what is right. Mary's friends say that Mary's friends never saw Mary do wrong willingly.*

You do not like them, and the reason is because I use the noun *Mary* so often. What words can I use instead of repeating *Mary*? Let us see. *Mary* is a good girl

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\* Pronouns are so called from two Latin words, *pro* and *nomen*, which signify for a noun or name.

because *she* loves to obey *her* parents, and do what is right. Mary's friends say *they* never saw her do wrong intentionally. You perceive I use the little words *she*, *her*, and *they*.

These are PRONOUNS.

PRONOUNS are words used instead of nouns.

When we do not wish to use the same noun twice in a sentence we omit it, and in its place take one of the pronouns. They are small words, but you will find them on every page of a story-book. I will mention some of them. *I, my, mine, me, we, ours, us, thou, thine, thee, yours, your, you, he, his, him, they, theirs, them, she, her, hers, it, its, who, whose, whom.*

As pronouns are so much like nouns, they have the same properties of *person, number, gender, and case.*

### Person.

PRONOUNS denoting the *person speaking* are in the *first person*—*I, my, mine, me, we, ours, us.* Pronouns denoting the *person spoken to* are in the *second person*—*thou, thine, you, yours.* Pronouns denoting the *person or thing spoken of* are in the *third person*—*he, his, him, she, hers, her, they, theirs, them.*

### Number.

PRONOUNS denoting but *one person or thing* are in the *singular number*; as, *I, my, thou, thee, her, hers.* Pronouns denoting *more than one person or thing* are in the *plural number*; *we, ours, us, they, theirs, them.*

What are pronouns?  
When do we use pronouns?

Mention some of the pronouns!

What properties belong to pronouns?

When are pronouns in the first person?  
Mention some.  
When in the second?  
Mention some.  
When are pronouns in the third person?  
Mention some.

When are pronouns in the singular number?  
Mention some.  
When are pronouns in the plural number?  
Mention some.

### Gender.

PRONOUNS denoting *males* are in the *masculine gender*—*he, his, him, himself.*

Pronouns denoting *females* are in the *feminine gender*—*she, her, hers, herself.*

Pronouns denoting *objects neither male nor female* are of the *neuter gender*—*it, its, itself.*

### Cases.

THE cases of pronouns are the same as nouns: the *NOMINATIVE*, the *POSSESSIVE*, and the *OBJECTIVE*.

The *NOMINATIVE* case denotes the *actor or subject of the verb*. The *boys* play. If we wish to use a *pronoun* here instead of the noun *boys*, we say, *they* play.

I will give you some examples of pronouns in the *nominative* case, and you will observe they all represent the person acting. *I* write this grammar; *you* learn what *I* write; *your* teacher hears *you* recite; *he* sings well; *she* writes. As the *nominative* case answers to *who* or *what* before it, you can easily tell it. *I* sing; who sings? "*I*." *I* is in the *nominative* case.

The *POSSESSIVE* case denotes *possession* or *property*. *My* house, *his* hat, *her* cape.

The *OBJECTIVE* case denotes the *object of the action or relation*; as, Give the book to *me*. *My* horse is not in the stable, and *I* wish to ride *him*. In the last sentence are three pronouns; one in the *nominative* case, one in the *possessive*, and one in the *objective*. Try if you can tell the one in the *objective*.

When are pronouns in the masculine gender?

Mention some.

When are pronouns in the feminine gender?

Mention some.

When are pronouns of the neuter gender?

Mention some.

What is said of the cases of pronouns?

What is the nominative case?

Mention some examples of the nominative case.

What does the possessive case denote?

Mention some examples.

What does the objective case denote?

Mention some examples.

Remember the *objective* case answers to *whom* or *what* after it. *I love children*; I love *whom*? "*Children.*" *Children* is therefore in the objective case. *I love*; *who* loves? "*I.*" *I* is in the nominative case.

You perceive, my good, attentive young pupils, that, having learned about the *genders, numbers, persons, and cases of nouns, you easily understand about them in pronouns.* Be encouraged to learn some new fact every day, and you will be surprised to find how much you can learn, and how easily you comprehend what once seemed like a new language to you. In this way, by small beginnings persevered in, all the wise men of the day have become learned.

Do not get discouraged when your lessons appear difficult. The more intelligent you become, the more you will prefer difficult studies.

## EXERCISE ON PRONOUNS.

Of what gender is *she*? *her*? *his*? *him*?

Of what number is *I*? *thou*? *he*? *she*? *them*? *they*? *ye*? *we*? *our*? *us*?

Of what person is *I*? *you*? *we*? *they*? *theirs*? *yours*? *them*? *us*? *thou*? *my*? *mine*? *me*?

Tell the gender, number, and person of the following pronouns: *we, I, he, hers, you, him, his, her, our, it.*

Form a sentence containing a *pronoun of the first person singular*; one containing the *first person plural*; *third person singular, masculine*; *third person singular, feminine*; *second person singular*; *second person plural.*

I have now told you how to distinguish the *Noun, Article, Adjective, and Pronoun.* Remember that nouns

are the names of all persons, places, or things, that can be known or thought of. The articles are *a, an, and the.* Adjectives describe some quality of the person, place, or thing; and pronouns are those convenient little words which we use, to avoid repeating nouns so often.

Here is an exercise on the four parts of speech. Some of the words are nouns, some articles, others adjectives, and pronouns. There are also a few words which belong to some of the other parts of speech, about which I have not yet told you. These will only puzzle you a little, for I flatter myself you are bright scholars enough to tell whether they are nouns, articles, adjectives, or pronouns.

## EXERCISE.

*Write all the nouns in one column; pronouns in an other; adjectives in an other; and the articles in an other.*

Jane Smith is a good girl. A fine dog. My pretty bird. The sweetest orange. London and Paris are large cities. A kind teacher and his obedient scholars. Mary Jones is a good, kind little girl; she has pretty brown curls, bright blue eyes, and rosy cheeks. Her playmates say they never saw her rude, selfish, or disobedient. If she has a large apple and a small one, she often gives the large one to her playmates.

## Classes of Pronouns.

PRONOUNS are divided into THREE CLASSES: *personal, relative, and interrogative.*

What are the three classes of pronouns?

## PERSONAL PRONOUNS.

What is a personal pronoun?

A PERSONAL PRONOUN is one that shows, by its form, of what person it is. It is used instead of the name of a person or thing.

When do you use a personal pronoun?

In speaking of yourself you rarely use your own name, but a personal pronoun. You say, *I* am going; or, *I* will do it; or, this is *mine*.

What are the simple personal pronouns?

The simple personal pronouns are: *I*, of the first person; *thou*, of the second person; *he*, *she*, and *it*, of the third person.

I will show you how to decline personal pronouns, that is, I will show you how to arrange them regularly according to number and case.

What do you mean by the declension of a pronoun?

The declension of a pronoun is a regular arrangement of its numbers and cases.

## SIMPLE PERSONAL PRONOUNS.

*I*, of the FIRST PERSON, any of the genders.

Decline *I*.

<i>Sing.</i> , Nom. <i>I</i> .	<i>Plur.</i> , Nom. <i>we</i> .
Poss. <i>my</i> , or <i>mine</i> .	Poss. <i>our</i> , or <i>ours</i> .
Obj. <i>me</i> .	Obj. <i>us</i> .

*THOU*, of the SECOND PERSON, any of the genders.

Decline *thou*.

<i>Sing.</i> , Nom. <i>thou</i> .	<i>Plur.</i> , Nom. <i>ye</i> , or <i>you</i> .
Poss. <i>thy</i> , or <i>thine</i> .	Poss. <i>you</i> , or <i>yours</i> .
Obj. <i>thee</i> .	Obj. <i>you</i> , or <i>ye</i> .

*HE*, of the THIRD PERSON, masculine gender.

Decline *he*.

<i>Sing.</i> , Nom. <i>he</i> .	<i>Plur.</i> , Nom. <i>they</i> .
Poss. <i>his</i> .	Poss. <i>their</i> , or <i>theirs</i> .
Obj. <i>him</i> .	Obj. <i>them</i> .

*SHE*, of the THIRD PERSON, feminine gender.

<i>Sing.</i> , Nom. <i>she</i> .	<i>Plur.</i> , Nom. <i>they</i> .
Poss. <i>her</i> , or <i>hers</i> .	Poss. <i>their</i> , or <i>theirs</i> .
Obj. <i>her</i> .	Obj. <i>them</i> .

*IT*, of the THIRD PERSON, neuter gender.

<i>Sing.</i> , Nom. <i>it</i> .	<i>Plur.</i> , Nom. <i>they</i> .
Poss. <i>its</i> .	Poss. <i>their</i> , or <i>theirs</i> .
Obj. <i>it</i> .	Obj. <i>them</i> .

I must say something here about the pronouns *thou* and *you*.

Those of my students whose parents belong to the Society of Friends, have always used the pronouns *thou*, *thine*, *thee*, *thyself*.

I have often heard some little Friends use *thee*, which is the objective case, for *thou*, which is the nominative case. I have also heard such expressions as, "*thee does*," "*thee is*," "*thee has*," "*thee thinks*," &c. I hope after they have gone through verbs, in this Grammar, they will speak correctly. The language of their ancestors is too grammatical, simple, and poetical, to be made unpleasant and ill-sounding by bad grammar.

The pronouns *thou*, *thine*, *thee*, *thyself*, are also used in the writings of the poets, in the services of religion, in the solemn style of writing, and in the Holy Scriptures.

The pronouns *you*, *your*, *yours*, although strictly plural, are used generally both in the singular and plural. *You*, *your*, *yours*, can be applied to one person or to several.

The word *self*, added to the simple personal pronouns, as *myself*, *ourselves*, *thyself*, *ourselves*, *himself*, *themselves*, are called COMPOUND PERSONAL PRONOUNS.

When are the pronouns *thou*, *thine*, *thee* used?

What is said of the pronouns *you*, *your*, *yours*?

What are the compound personal pronouns?

They all want the possessive case, and are alike in the nominative and objective.

EXAMPLE OF PARSING A PERSONAL PRONOUN.

*Thou* art the man.

*Thou* is a personal pronoun, because it shows by its form what person it is.

*Second person*, it denotes the person spoken to.

*Singular number*, it denotes but one.

*Masculine gender*, it denotes a being of the male kind.

*Nominative case*, it denotes the subject of the verb.

RELATIVE PRONOUNS.

A RELATIVE PRONOUN *is one that relates to a noun or pronoun before it, called the antecedent, and connects different clauses of a sentence*; as, The boy *who* gave me the top. The relative *who* relates to the noun *antecedent*, boy. The word *antecedent* means *going before, preceding*.

The relative pronouns are *who, which, what, that, as*, and the compounds *whoever or whosoever, whichever or whichever, whatever or whatsoever*.

The relative *who* is applied to persons. The man *who* sings. The general *who* commands. The kind lady *who* gave me good advice. Never, dear children, be heard using *what* or *which* when you should use *who*. It is very vulgar language to say, The boy *what* gave me the hoop. She is the girl *what* said so.

*Who* is thus declined :

*Sing. and Plur.*

Nom. *who.*

Poss. *whose.*

Obj. *whom.*

What is a relative pronoun?

Give an example.

What does antecedent mean?

What are the relative pronouns?

When do you use *who*?

Should *what* be used in speaking of persons?

The relative *which* is applied to brute animals and inanimate things. When do you use *which*?

It is now considered ungrammatical to use *which* for *who*, as they did in the days of our great-grandparents. They were taught, in repeating the Lord's Prayer, to say, "Our Father, *which* art in heaven." You should say, "Our Father, *who* art in heaven."

*Who*, I told you, is applied to persons; *which*, as a relative, to brute animals and things without life. In reading our English version of the Bible, you will no doubt be surprised to find *which* used for *who* very frequently. Mr. Brown, the Grammarian, says it occurs seventy-five times in the third chapter of Luke. The custom of speech has changed in many other cases besides this, so that what was once considered correct is now bad Grammar.

The relative *what* is usually applied to things only. This is *what* I wanted. He is ashamed of *what* he has done. It is equivalent to saying, This is the thing *which* I wanted, or *that which* I wanted. When do you use the relative *what*?

*What* and *which* are sometimes used as *adjectives*, that is, they agree with a noun following them. *Which* book will you take? In *what* dress will you appear? *Which* can, in this sense, be applied either to persons or things. When are *what* and *which* adjectives?

The relative *that* is applied to persons, to brute animals, and to inanimate things. When do you use the relative *that*?

It is useful in preventing the too frequent repetition of *who* or *which*.

But the word *that* is not always a relative pronoun. I have given it to you among the pronominal adjectives; Is the word *that* always a relative?

and it is sometimes a relative pronoun, and sometimes a conjunction.

I will tell you how to distinguish the different parts of speech.

When is *that* a relative?

*That* is always a *relative pronoun* when it is equivalent to *who*, *whom*, or *which*; as, "The days *that* (or *which*) are past, are gone for ever. There is not a just man upon earth *that* (*who*) doeth good and sinneth not."

Give an example.

*That* is a *pronominal adjective* whenever it relates to a noun expressed or understood after it.

When is *that* a pronominal adjective?

"*That* great animal is an elephant."

Here the pronominal adjective *that* relates to the noun *animal*, which is expressed or printed.

Give an example.

"Behold *that* (thing) which I have seen."

Here *that* relates to a noun which is *not expressed*; the noun *thing* is *understood*.

When is *that* a conjunction?

In its other uses, *that* is a conjunction.

"Judge not *that* ye be not judged."

Can *that* here be changed to *who*, or *which*? If it cannot, it is not a *relative*.

Does it relate to a noun expressed or understood? If it does not, it is not a *pronominal adjective*. We conclude, therefore, *that*, in this sentence, is a conjunction.

Remember these definitions, and whenever you notice the word *that*, and you are at leisure, amuse yourself by seeing whether it is a relative, a pronominal adjective, or a conjunction.

By so doing, while others, who are careless, will be puzzled to tell what part of speech *that* is, you can easily tell.

The word *that* is a relative when it may be changed

to *who*, or *which*; a pronominal adjective when it belongs to a noun expressed or understood; and in all other places a conjunction.

Can you tell me what part of speech *that* is in the following sentences?

"John Smith is so bad *that* he is universally despised."

"Live well *that* you may be happy."

"Modesty is a quality *that* highly adorns a woman."

"He *that* acts wisely, deserves praise."

"*That* horse is running away."

The word *as* is sometimes used as a *relative pronoun*, and is equivalent to *which*, or *that*. It is often seen as a relative following the words *such*, *so many*, or *as many*.

What is said of *as* as a relative?

"Send him *such* books *as* will please him."

*As* is usually a conjunction or an adverb, but in these cases it is not equivalent to *that* *which*.

If you are ever in doubt, remember your definition:

*As*, when a relative, is equivalent to *which*, or *that*.

How often, my dear pupils, in after life, you will think of these plain definitions which I have so carefully repeated about pronouns. I have been so frequently puzzled myself to find out what grammarians really *did* mean to say, that, out of pity for beginners, I try to avoid all unnecessary difficulties.

## INTERROGATIVE PRONOUNS.

AN INTERROGATIVE PRONOUN is a pronoun with which a question is asked.

What is an interrogative pronoun?

"*Who* knocks?" "*Who* did this?"

I believe all children have had this interrogative put to them: "*Who did this?*"

What pronouns  
are  
interrogative?

*Who, which, and what*, are called INTERROGATIVE pronouns. They have the same form as relatives, but you will never be at a loss to distinguish them, as they are always used in *asking a question*.

*This mark (?) is called an interrogation point. It must be placed after every question.*

As an interrogative, *who* is applied to *persons* only; *which* and *what* either to *persons* or *things*.

I have nearly finished telling you about pronouns. They are considered very irregular and troublesome words in Grammar.

How many  
pronouns are  
there?

*The pronouns in our language are twenty-four, and their variations are thirty-two. Add twenty-four and thirty-two, and you will see how many pronouns we have.*

EXAMPLE OF PARSING A RELATIVE AND AN INTERROGATIVE PRONOUN.

"*Who is this that cometh from Edom?*"

*Who* is an interrogative pronoun, because a question is asked.

*Third person*, it is spoken of.

*Singular number*, it means but one.

*Masculine gender*, it denotes a being of the male kind.

*Nominative case*, it denotes the subject of the verb.

*That* is a relative pronoun, it represents an antecedent. (You see *that* can here be changed to *who*, but it would not sound so well to repeat *who*, so we use *that*.)

*Third person*, it denotes the person spoken of.

*Singular number*, it denotes but one.

*Masculine gender*, it denotes a being of the male kind.

*Nominative case*, it denotes the subject of the verb.

Here is an exercise containing *personal, relative, and interrogative pronouns*. I hope you can distinguish them without very much trouble. Perhaps your teacher will think best to have you review pronouns before writing the exercises. You need not feel discouraged.

"If at first you don't succeed,  
Try, try again;  
You will conquer, never fear,  
Try, try again."

EXERCISE.

Give the proper name to the different kinds of pronouns.

*I. She. Who are you? Thou and he. They and I. That book is mine. Which horse shall I take. You may drive, but he must ride. Art thou going? I will tell thee what I will do. What do you say to that? Give it to him and let me go. We must hasten; our doors will be closed. The bird which sang so sweetly. They must take care of themselves. We must look out for ourselves. Who comes here? Which of you? What shall I say?*

Correct the following ungrammatical sentences.

The man which came yesterday. The cat who killed my bird. That was my dog what barked. It was my dog who he barked at. I wish all the dogs who bark would keep away from our premises. The woman which was killed. Where is the horse who rode over her? The boys which recited well may retire. The sun who shines so brightly. The angel which appeared to Moses.

- Which are the simple personal pronouns?  
 Which are the compound personal pronouns?  
 Which are the relative pronouns?  
 Which are the interrogative pronouns?

## PARSING LESSONS

*Containing Nouns, Articles, Adjectives, and Pronouns.*

Omit the words printed in *italics*, because they belong to parts of speech you do not yet understand.

Mary, I *think* you *are* mistaken in saying there are five books *here*. Poor, old lame blind man, I *pity* you. *Come* home with sister and myself. We *will* carry your basket, and your little dog we *will* feed. Rover good dog.

My cousin *says* the trees *in* the country *are* in blossom.

Mary Lee *is* the prettiest girl *in* our school. Her eyes *are* a bright blue, soft and mild *in* their expression. She is gentle and ladylike *in* her manners.

Who *knocked* just now? It *was* I, mother. I *wish* you *had* been here to hear those birds *sing* which *have* their nest *in* our plum trees. Whose money is this?

"Will you walk into my parlor, said a spider to a fly,  
 I've the prettiest little parlor that ever you did spy."

Who *lives* in this elegant house? Mary Jones' uncle. We *will* go *in*. I *wish* you to see their splendid chandeliers, couches, mirrors, statuary, and all their elegant things. Who *would* not admire such elegant furniture as this *is*?

I *hope* these rich people *are* kind to those wretched beggars *in* that old dilapidated hut. They *are* kind; their cook *told* me she *often* carried a basket containing various articles. Bread, butter, a little paper of green tea for the old folks, and a kettle of milk for the children. Once every week the butcher *sends* them a nice fresh piece of beef.

I *love* to read the speeches of Kossuth, they *are* so full of poetry and beautiful imagery.

## CHAPTER VI.

## VERBS.

HERE are over thirty-five thousand words in the English language, and more than five thousand of these are verbs. Next to nouns, verbs are the most important words we use.

A VERB is a word that signifies to be, to act, or to be acted upon; as, I am, I love, I am loved.

Thus, you see, a verb is a word that sometimes expresses an action, and at others simply a state of being. If we wish to tell that we *run, skip, jump, write, read, talk, sing, laugh, or weep*, we use verbs. You will find verbs are very useful, for we are such busy creatures that we are obliged to make a great many words to describe what we do, and what people are doing.

Verbs are divided, with respect to their *signification*, into four classes—*active-transitive, active-intransitive, passive, and neuter*. Sometimes we wish to speak of an action which has some object on which the action terminates; as, The girl *gathers* flowers. And at other times we wish to speak of an action which has no object or thing acted upon; as, I *walk*. You will perceive this is the distinction between transitive and intransitive verbs.

AN ACTIVE-TRANSITIVE verb expresses an action which has some person or thing for its object; as, James *drives* the horses. I *toss* the ball. Mary *milks* the cow. I *will* draw the water.

The word *transitive* means *passing over*.

How many words are there in English?  
 How many words are verbs?

What is a verb?

When do we use verbs?

How are verbs divided according to their signification?

What is an active-intransitive verb?

Mention some examples.

What is the meaning of transitive?

You perceive, in the examples which I gave you of transitive verbs, the action *passes over* from the actor to the object acted upon. *James drives the horses.* *James*, the person acting, *drives*—what? *The horses.* The word *horses* is the object of the active-transitive verb *drives*. *I toss the ball*—I toss what? *The ball.* The word *ball* is the object of the verb *toss*. *Mary studies grammar.* *Mary* studies what? *Grammar.* *Mary* is the noun which denotes the actor, or person acting; *studies*, the active-transitive verb; and *grammar* is the object of the verb.

Mention some sentences, and tell what words are verbs, and which are the objects of the verbs.

I will mention some sentences containing an active-transitive verb. *John catches fish.* *Miss Smith teaches Mary.* *James is studying German.* *I will plant some flowers.* Can you tell which words are verbs? An active-transitive verb requires an *object* after it to complete the sense. Try the sentences that I have given you, and see if it is not so. *John catches —.* *James drives the —.* How easy it is to tell a transitive verb when we know its meaning and use!

*Intransitive* means not passing over.

An ACTIVE-INTRANSITIVE verb expresses an action which has no person or thing for its object. *I walk.* *I laugh.* *I sing.* *I run.*

There is *no object* after these active-intransitive verbs. You cannot say, *I walk any thing, I laugh any thing.* If you say, *I sing a song*, you would then use a *transitive verb*; but if you merely say, *I sing*, you use an *intransitive verb*. *The action is confined to the actor; there is no object for it to pass over upon.*

*I run* is an active-intransitive verb: the action *run* is

What does intransitive mean?  
What is an intransitive verb?

confined to the actor *I*; but if you say, *I run a race*, the verb *run* is transitive, and has the noun *race* for its object.

Here are some intransitive verbs. *You ride.* *Mary walks.* *Jesus wept.* *I weep.* *I will go.* *You may come.* *Mary jumps and skips.* *They sing well.* *You walk fast.*

Mention some intransitive verbs.

Do not think *well* and *fast* are objects of the verbs *sing* and *walk*; they do not denote either a person or a thing; they are neither nouns nor pronouns. *The object of a verb is either a noun or a pronoun.*

What parts of speech must be the object of a verb?

An intransitive verb requires no object after it, because the sense is complete without it. *You ride.* *Mary walks.*

Why does an intransitive verb require no object after it?

I think you will soon be able to tell readily a transitive from an intransitive verb.

Transitive verbs always answer to *who* or *what*, because they have an object coming after them. *Miss Smith teaches us*—teaches who? *Us.*

To what question does a transitive verb answer?

Not so with intransitive verbs; as, *I weep.* *I laugh.* The action is confined to the actor *I*.

Here is an exercise containing a number of verbs; some are active-transitive, and others active-intransitive. I wish you to write them in separate columns. *Be careful, and think*, for I shall try to puzzle you a little.

## EXERCISE.

*I sing a hymn.* *I run.* *I run fast.* *I run a race.* *I talk.* *I talk rapidly.* *The river flows swiftly.* *I drive fast horses.* *I will walk.* *I love good people.* *I pity bad boys, they are so unhappy.* *The teacher rewards good girls.* *It rains, and snows, and freezes, and the wind blows furiously.* *I fear him, he is so wicked.* *I laugh heartily.* *Mary plays*

*on the piano. I sing. I sing a song. I will return now. Shall I go also?*

### DEAR CHILDREN,

I HOPE you *thought* while you were writing the last exercise. Remember you are not little parrots, but my intelligent pupils, to whom God has given more mind than he has even to the wisest animal—a mind which will grow stronger and stronger as you use it.

I gave a poor thoughtless little boy once an exercise to write on transitive and intransitive verbs. He said, "Oh, this is easy enough: I shall write all the long sentences, as *the stream flows swiftly*, under transitive verbs, and all the short ones, as *I run*, and *I walk*, intransitive." A little sister, *younger than himself*, who had been *thinking carefully*, said: "You will have mistakes, then, brother. The object must be a *noun* or a *pronoun*. The stream flows swiftly is not transitive. You cannot say the stream flows *anything*."

This dear little girl loved to study because she loved to think. Her face was ever bright and beautiful, because her mind was busy in discovering new facts which surprised and pleased her. Not so with the thoughtless boy. His face wore a dull, listless expression. No one cared to talk a long time with him; and his teachers were wearied with telling him the same thing over and over again.

A PASSIVE VERB is a verb that represents its subject or nominative as being acted upon: as, *I am loved*; *the British were conquered*; *the horses were driven to-day*.

Can you distinguish an active from a passive verb? *I love* is an active verb. *I am loved* is passive. In the sentence *I love*, the subject or nominative *I* is the actor. In the sentence *I am loved*, the subject *I* is not the actor, but denotes the being acted upon.

Which sentence of the following two contains the passive verb? *I plough the fields*. *The fields are ploughed*.

A NEUTER VERB is a verb that expresses simply being, or a state of being. It does not express action. *To be*; *to lie*; *to remain*; *I seem*; *you exist*; *he sleeps*; *there was light*. There are very few neuter verbs in our language.

I will tell you a great deal more about verbs in the last part of this Grammar. I wish you to examine yourself frequently on the different kinds of verbs, that you may become familiar with what I have told you before I commence any thing more difficult. If you have time, you may take some verses in the first and second chapters of Genesis, and see if you can tell the different kinds of verbs. If at any time you are in doubt, think of the definitions I have given you. *To make Grammar useful and pleasant, you must know the definitions as perfectly as you know your own name*.

TO THE TEACHER.—The young student must gradually be introduced to the intricacies of verbs. I would advise frequent reviews and exercises on the different kinds of verbs. I have never found any difficulty in explaining moods and tenses to pupils who were familiar with the use and meaning of transitive and intransitive passive and neuter verbs.

What is a passive verb?

Mention some passive verbs.

What is a neuter verb?

Mention some neuter verbs.

## CHAPTER VII.

## ADVERBS.



What is an  
adverb?

Mention some  
adverbs.

How does an  
adverb differ  
from an  
adjective?

YOU have already learned how to distinguish a noun, article, pronoun, adjective, and verb, making five of the nine parts of speech.

The next part of speech is the Adverb. AN ADVERB is a word joined to a verb, a participle, an adjective, or another adverb; and generally expresses time, place, degree, or manner. I will go *to-day*. Will you come

*here?* How much I love you. You must sew these together.

An adjective, you know, is joined to a noun, to tell what kind of a thing it is, as a *brown dog*, a *pretty doll*. An adverb is used in the same way with verbs, participles, adjectives, and other adverbs, to tell us *how*, or *when*, or *where* any thing was or is done: as, Mary sews *neatly*. We dine *early*. I will go *there*. James acted *very prudently*. The bells ring *merrily*. The rail-cars move *rapidly*. The weather is *extremely* warm. Julia sings *sweetly*. Pronounce *distinctly*. I am *much* pleased to see you *here*.

I will give you a list of the principal adverbs, to commit to memory.

I will arrange them in four classes.

## ADVERBS.

What did I tell you adverbs generally express?

Adverbs of *time* answer to the question, *When?* *How long?* *How soon?* or, *How often?*

To what do  
adverbs of time  
answer?

*Now, yet, to-day, now-a-days, presently, instantly, immediately, straightway, directly, forthwith, already, just now, lately, recently, yesterday, formerly, anciently, once, heretofore, hitherto, since, till now, long ago, erewhile, erst, to-morrow, hereafter, henceforth, henceforward, by-and-by, soon, shortly, when, then, first, just, before, after, while, meanwhile, as, till, until, seasonably, betimes, early, late, whenever, afterward, other while, always, ever, never, eternally, for ever, perpetually, continually, incessantly, oft, often, again, occasionally, frequently, sometimes, seldom, rarely, daily, weekly, monthly, yearly, annually, once, twice, thrice, three times.*

How many  
adverbs of time  
can you  
mention?

You perceive all these adverbs have reference to *time*.

Adverbs of *place* answer to the question, *Where?* *Whither?* *Whence?*

To what do  
adverbs of  
place answer?

*Where, here, there, yonder, above, below, about, around, somewhere, anywhere, elsewhere, everywhere, nowhere, wherever, within, without, whereabouts, hereabout, thereabout, whither, hither, thither, in, up, down, back, forth, aside, ashore, abroad, aloft, home, homewards, inwards, upwards, downwards, backwards, forwards, whence, hence, thence, away, out, off, far, remotely, firstly, secondly, thirdly, fourthly.*

How many  
adverbs of place  
can you  
mention?

Adverbs of *degree* answer to the question, *How much?* *How little?*

To what  
question do  
adverbs of  
degree answer?

*Much, more, most, too, very, greatly, besides, chiefly, mainly, principally, mostly, generally, entirely, full, com-*

How many  
adverbs of  
degree can you  
mention?

*pletely, perfectly, wholly, totally, altogether, all, quite, clear, stark, exceedingly, excessively, extravagantly, intolerably, immeasurably, inconceivably, infinitely, enough, sufficiently, adequately, equally, so, as, even, exactly, precisely, little, less, least, scarcely, hardly, scantily, merely, barely, only, but, partially, nearly, almost, well nigh, not quite.*

To what question do adverbs of manner answer?

How many adverbs of manner can you mention?

Adverbs of *manner* answer to the question, *How?*

*Well, ill, wisely, foolishly, justly, wickedly, yes, yea, ay, verily, truly, indeed, surely, certainly, doubtless, undoubtedly, amen, no, nay, nowise, noway, nohow, perhaps, haply, possibly, perchance, peradventure, may be, thus, so, somehow, however, like, else, across, together, apart, asunder, namely, particularly, necessarily, extempore, headlong, lengthwise.*

I thought I would tell nearly all the adverbs which you would find in large grammars. I wish our little Grammar to be complete, as far as it goes. You may commit to memory as many of these words as you wish. If you learn the *definitions of the parts of speech perfectly*, it will be of great service to you, for you can then, in a moment, tell by the *meaning and use* of the word what part of speech it is. I know some bright little scholars who can repeat almost every adverb in the list, and they told me they learned two or three lines at a time.

What adverbs are compared?

A few adverbs are compared like adjectives: as, *soon, sooner, soonest; often, oftener, oftenest; fast, faster, fastest; nobly, more nobly, most nobly.*

A few are irregularly compared, that is, we do not

use *er* and *est*, or *more* and *most*: *well, better, best; badly* or *ill, worse, worst; fur, farther, farthest.* What adverbs are compared irregularly?

#### EXAMPLE OF PARSING AN ADVERB.

I will show you how to parse an adverb.

"*When* shall I go?"

*When*, is an adverb of time. An adverb is a word added to a verb, participle, adjective, or another adverb, and generally expresses *time, place, degree, or manner.*

"*How well* you have written."

*How*, is an adverb of degree. An adverb is a word added, &c.

*Well*, is an adverb of manner. An adverb is a word added, &c.

#### EXERCISE.

- Write six sentences containing adverbs of time.
- Write six sentences containing adverbs of place.
- Write six sentences containing adverbs of degree.
- Write six sentences containing adverbs of manner.

## CHAPTER VIII.

## PREPOSITIONS.



What does the word *pre* mean?  
What does *position* mean?

What is a preposition.

ARE you prepared to learn something of a new part of speech? We will take PREPOSITIONS next in order.

The word *pre* means *before*, and *position* means *place*. Prepositions are so called because they are generally placed before nouns or pronouns.

A PREPOSITION is a word used to express some relation of different things, or thoughts, to each other, and is generally placed before a noun or pronoun. *Before* me. *Come in* school. My ball is *under* the tree. I am going *to* Boston.

The following are the principal prepositions arranged alphabetically.

*Aboard, about, above, across, after, against, along, amid* or *amidst, among* or *amongst, around, at, athwart.*

*Bating, before, behind, below, beneath, beside* or *besides, between* or *betwixt, beyond, by.*

- c. *Concerning.*
- d. *Down, during.*
- e. *Ere, except, excepting.*
- f, t. *For, from. In, into.*
- m, n. *Mid* or *midst. Notwithstanding.*
- o. *Of, off, on, out, over, overthwart.*

Mention some prepositions commencing with a.

With b.

*Past, pending. Respecting, round.*

*Since. Through, throughout, touching, till, to, towards.*

*Under, underneath, until, unto, up, upon.*

*With, within, without.*

Mention some prepositions commencing with p, and r.

- p.
- r.

You can easily commit to memory all the prepositions. To amuse you, I will show you how you can tell them from some other little words that look like them. Any word that can be placed before *him*, or *me*, or *us*, must either be a *verb* or a *preposition*. A verb you know, because it always expresses *action*, or a *state of being*. If the word is not a verb, and you can use *him*, or *me*, or *us* after it, you will find it is a preposition.

Try it with your list: *with* me, *from* me, *after* us, *respecting* him, &c.

## EXERCISE.

Write sixteen sentences containing prepositions commencing with a different letter of the alphabet.

You may select a page occasionally from some story-book, and write on your slates the adverbs and prepositions. You will find this quite a useful and pleasant exercise.

## EXAMPLE OF PARSING A PREPOSITION.

"Come *with* me."

*With* is a preposition.

A preposition is a word used to express some relation of different things or thoughts to each other, and is generally placed before a noun or pronoun.

## CHAPTER IX.

## CONJUNCTIONS.



YOU have probably noticed, while reading, many small words which are not in the list of prepositions. Careless children often skip over them, or pronounce them indistinctly, thinking, perhaps, they are not of much consequence. They are quite mistaken, for the words which are conjunctions are as necessary to language as joints are to our bodies. Joints, you know, connect our bones together, and conjunctions connect words and sentences. Our speech would be very short and abrupt—in fact, we could not do without conjunctions.

A CONJUNCTION is a word which joins words and sentences together. Anna and Mary and Julia may study Grammar, but Jane and Ellen are too young. Two and three make five.

Conjunctions are divided into two general classes, copulative and disjunctive.

A copulative conjunction denotes an addition, a cause, a consequence, or a supposition.

“Snow and rain and hail.” And is a copulative conjunction; you see it denotes addition.

The copulative conjunctions are: and, as, both, because, even, for, if, that, then, since, seeing, so.

What is a conjunction?

How are conjunctions divided?

What is a copulative conjunction?

Tell me the copulative conjunctions.

A disjunctive conjunction denotes opposition of meaning. Mary may go, but Julia is ill and must remain.

The disjunctive conjunctions are: or, nor, either, neither, than, though, although, yet, but, except, whether, lest, unless, save, provided, notwithstanding, whereas.

What is a disjunctive conjunction?

Tell me the disjunctive conjunctions.

## EXAMPLES FOR PARSING.

“Benjamin was happy because he was good.”

Because is a copulative conjunction. A conjunction is a word which joins words and sentences together.

A copulative conjunction denotes an addition, a cause, a consequence, or a supposition.

“Neither William nor John.”

Neither and nor are disjunctive conjunctions.

A conjunction is a word which joins words and sentences together.

A disjunctive conjunction denotes opposition of meaning.

I hope you are determined to learn these thoroughly, because it will save you much trouble when you are parsing.

For your amusement, and to show you how useful conjunctions are, read aloud a page in your reading-book, skipping all the conjunctions.

## EXERCISE.

Write five sentences containing copulative conjunctions.

Write five sentences containing disjunctive conjunctions.

Write five sentences containing adverbs.

Write five sentences containing prepositions.

## CHAPTER X.

## INTERJECTIONS.



IMAGINE I see all my little students with smiling faces this morning, because they will soon know how to distinguish all the *nine parts of speech*.

Perhaps some of you, in your joy, are already using the ninth part of speech, for joyful children as well as cross ones use INTERJECTIONS very often. I hear them used every day.

When you are in pain, or fear, you often use interjections before you can think. When you are playing "hide-and-peek," you use an interjection when you whisper to your companion hiding with you, *hush! hark! hist! 'st!* and when you call the seeker you say, *so ho! what ho! hollo! halloo!* When your friends come home after a long journey, and you say *welcome! welcome!* you use an interjection. When you have upset an ink-dish, or broken some fine china, you will be sure first of all words to use the interjections *hoo! oh!* but I hope you would not say *pshaw!* It sounds low always.

*An interjection is a word that is uttered merely to indicate some strong or sudden emotion of the mind.*

## A LIST OF THE PRINCIPAL INTERJECTIONS.

*Well done! good! bravo! so! oh! ah! alas! ha! strange! indeed! O dear! fudge! off! begone! wheu! ho! halloo! hollo! so ho! welcome! all hail! hurrah!*

What is an interjection?

Mention some interjections.

*huzzah! ha, ha, ha! behold! look! see! hush! hist! whist! 'st! heigh ho! farewell! adieu! eh? ha? hey?*

After writing an interjection always place this mark, (!) except where a question is asked, as with *eh? ha? hey?* What mark follows interjections?

This mark (!) is called a mark of exclamation.

You have now been told how to distinguish the nine parts of speech, namely, the *Article, Noun, Verb, Adjective, Pronoun, Adverb, Preposition, Conjunction, and Interjection.*

Here are some verses about the *parts of speech*, which you may learn if you wish.

"A NOUN is a name, or a thing we can see;  
And an ADJECTIVE shows, we are told,  
What *sort* of a thing the noun happens to be,  
*Tall or short, fat or lean, hot or cold.*

A VERB is an action, or what we can do;  
We can *eat*, we can *drink*, *sing* a song,  
And do many more things that I cannot tell you,  
Because it would take me too long.

AN ADVERB informs us *how* these things are done,  
So a tell-tale it is, I must say;  
It tells how you *walk*, and tells how you *run*,  
How you *read*, how you *work*, how you *play*.

THE PRONOUNS are used, if I do not forget,  
In the place of the nouns people say;  
The singular these, *I, thou, she*, and *it*.  
The plural are—*we, you*, and *they*.

PREPOSITIONS show how things are placed, and may be  
Put before certain pronouns—as *thus*,  
*Before* them, *after* you, *against* him, *under* me,  
*Over* her, *beyond* it, *between* us.

CONJUNCTIONS join phrases together, you'll see,  
 If you profit by what your books teach;  
 INTERJECTIONS cry, *oh! fie! for shame!* or, *dear me!*  
 And these are the 'nine parts of speech.'"


Perhaps you will be pleased to learn some more  
 poetry on the same subject.

#### THE NINE PARTS OF SPEECH.

"Three little words we often see  
 Are ARTICLES—*a, an, and the.*  
 A NOUN 's the name of any thing,  
 As *Charles, or Henry, hoop, or swing.*  
 ADJECTIVES tell the kind of noun,  
 As *great, small, pretty, white, or brown.*  
 Instead of nouns the PRONOUNS stand,  
 John's head, *his face, my arm, your hand.*  
 VERBS tell of something being done,  
 To *read, write, count, sing, jump, or run.*  
 How things are done the ADVERBS tell,  
 As *slowly, quickly, ill, or well.*  
 CONJUNCTIONS join the words together,  
 As man *and* children, wind *or* weather.  
 A PREPOSITION stands before  
 A noun, as, *in* or *through* a door.  
 The INTERJECTION shows surprise,  
 As, *oh! how pretty! ah! how wise!*  
 The whole are called nine parts of speech,  
 Which reading, writing, speaking teach."

## CHAPTER XI.

### RECAPITULATION.



WILL tell you the meaning of *recapitulation*. It means the same as repetition. I am going to repeat something which has been said. I do this to place all the important definitions in regular order, without explanations.

### ARTICLES.

AN ARTICLE is the word *the, an* or *a*, which we put before nouns to limit their signification.

The articles are distinguished as the *definite* and the *indefinite*.

The *definite article* is *the*, which denotes some particular thing or things.

The *indefinite article* is *an* or *a*, which denotes one thing of a kind, but not any particular one.

Articles have no modifications,\* except that *an* is shortened into *a* before the sound of a consonant.

---

\* Modifications are changes in the terminations, forms, or senses of words.

## NOUNS.

A NOUN is the name of any person, place, or thing that can be known or mentioned.

Nouns are divided into *two* general classes, *proper* and *common*.

A *proper noun* is the name of some particular individual or people.

A *common noun* is the name of a sort, kind, or class of beings or things.

Nouns have modifications of four kinds: namely, *persons*, *numbers*, *genders*, and *cases*.

PERSONS are modifications that distinguish the speaker, the person spoken to, and the person or thing spoken of.

There are *three persons*: the *first*, the *second*, and the *third*.

The *first person* denotes the speaker or writer.

The *second person* denotes the hearer or person spoken to.

The *third person* denotes the person or thing spoken of.

NUMBERS in Grammar are modifications that distinguish one or more.

There are *two numbers*: the *singular* and the *plural*.

The *singular* denotes but one.

The *plural* denotes more than one.

The plural number of nouns is regularly formed by

adding *s* or *es* to the singular: as, *cap*, *caps*; *hero*, *heroes*.

GENDERS in Grammar are modifications that distinguish objects in regard to sex.

There are *three genders*: the *masculine*, the *feminine*, and the *neuter*.

The *masculine gender* is that which denotes persons or animals of the male kind.

The *feminine gender* is that which denotes persons or animals of the female kind.

The *neuter gender* is that which denotes things that are neither male nor female.

CASES in Grammar are modifications that distinguish the relation of nouns and pronouns to other words.

There are *three cases*: the *nominative*, the *possessive*, and the *objective*.

The *nominative case* is that form or state of the noun or pronoun which denotes the *subject* of a verb.

The *subject* of a verb is that which answers to *who* or *what* before it.

The *possessive case* is that form or state of the noun or pronoun which denotes the relation of property.

The possessive case of nouns is formed, in the singular number, by adding to the nominative *s*, preceded by an *apostrophe*; and in the plural when the nominative ends in *s*, by adding an *apostrophe only*: as, singular, *boy's*; plural, *boys'*; sounded alike, but written differently.

The *objective case* is that form or state of a noun or

pronoun which denotes the *object* of a verb, participle, or preposition.

The *object* of a verb, participle, or preposition, is that which answers to *whom* or *what* after it.

The *declension of a noun* is a regular arrangement of its numbers and cases. Thus,—

MAN.	
<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i> Man.	<i>Nom.</i> Men.
<i>Poss.</i> Man's.	<i>Poss.</i> Men's.
<i>Obj.</i> Man.	<i>Obj.</i> Men.

### ADJECTIVES.

**A**N *adjective* is a word added to a noun or pronoun, and generally expresses quality.

Adjectives may be divided into *six classes*: namely, *common, proper, numeral, pronominal, participial, and compound.*

I. A *common* adjective is any ordinary epithet, or adjective denoting quality or situation.

II. A *proper* adjective is an adjective formed from a proper name.

III. A *numeral* adjective is an adjective that expresses a definite number.

IV. A *pronominal* adjective is a definite word, which may either accompany its noun, or represent it understood.

V. A *participial* adjective is one that has the form of

participle, but differs from it by rejecting the idea of *time.*

VI. A *compound* adjective is one that consists of two or more words joined together.

Adjectives have commonly no modifications but *comparison.*

*Comparison* is a variation of the adjective, to express quality in different degrees.

There are *three degrees of comparison*: the *positive*, the *comparative*, and the *superlative.*

The *positive* degree is that which is expressed by the adjective in its simple form.

The *comparative* degree is that which is *more* or *less* than something contrasted with it.

The *superlative* degree is that which is *most* or *least* of all included with it.

Adjectives are regularly compared, when the comparative degree is expressed by adding *er*, and the superlative by adding *est*, to them.

The comparative and superlative degrees may also be expressed by the adverbs *more* and *most*, *less* and *least*; but for short words the regular method is preferable.

### PRONOUNS.

**A** PRONOUN is a word used instead of a noun. Pronouns are divided into *three classes*: *personal, relative, and interrogative.*

I. A *personal pronoun* is a pronoun that shows by its form of what person it is.

The simple personal pronouns are five: namely, *I*, of the first person; *thou*, of the second person; *he*, *she*, and *it*, of the third person.

The compound personal pronouns are also five: namely, *myself*, of the first person; *thyself*, of the second person; *himself*, *herself*, and *itself*, of the third person.

II. A *relative pronoun* is a pronoun that represents an antecedent word or phrase, and connects different clauses of a sentence.

The relative pronouns are *who*, *which*, *what*, *that*, *as*, and their compounds *whoever* or *whosoever*, *whichever* or *whichever*, *whatever* or *whatsoever*.

III. An *interrogative pronoun* is a pronoun with which a question is asked.

The interrogative pronouns are *who*, *which*, and *what*; being the same in form as the relatives.

*Who*, demands a person's name; *which*, that a person or thing be distinguished from others; *what*, the name of a thing, or a person's occupation and character.

Pronouns have the same modifications as nouns: namely, *persons*, *numbers*, *genders*, and *cases*.

The definitions of these modifications being the same as those already given in the chapter on nouns, it is therefore unnecessary to repeat them again.

The declension of a pronoun\* is a regular arrangement of its numbers and cases.

\* For the declension of pronouns, see page 42.

## VERBS.

A VERB is a word that signifies *to be*, *to act*, or *to be acted upon*.

Verbs are divided, with respect to their *signification*, into *four* classes—*active-transitive*, *active-intransitive*, *passive*, and *neuter*.

I. An *active-transitive* verb is a verb that expresses an action which has some person or thing for its object: Washington *loved* his country.

II. An *active-intransitive* verb is a verb that expresses an action which has no person or thing for its object: Mary *sings*.

III. A *passive* verb is a verb that represents its subject, or what the nominative expresses, as being acted upon: Washington *was* greatly *beloved*.

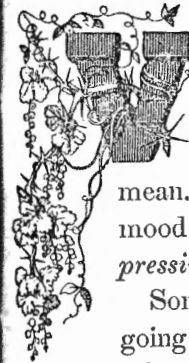
IV. A *neuter* verb is a verb that expresses neither action nor passion, but simply being, or a state of being: Mary *sleeps* soundly.

You have now, my dear pupils, reached the most difficult part of Grammar. I am going to talk to you again in my former familiar style, and will endeavour to make every difficult definition clear and plain; all I ask of you is to *think*. One great object I wish to attain in this little Grammar, is to increase the number of *thinking children*. If you acquire the habit of thinking carefully in early life, it will be worth more to you than thousands of dollars.

I hope you have *committed to memory all the defini-*

tions in the recapitulation, and are able to answer any question promptly, and in the exact words of the book. I wish you to learn thoroughly in the same way all the definitions which will follow. The familiar explanations are inserted merely to assist you in understanding exactly what the definitions mean. You will find all the important definitions printed in italics.

## CHAPTER XII.



VERBS have modifications of four kinds, namely, *Moods*, *Tenses*, *Persons*, and *Numbers*.

What modifications have verbs?

I will first tell you what Moods mean. *Mood*, or *mode*, means *manner*, and mood in Grammar is a form of the verb expressing its meaning in a certain manner.

What does mood mean?

Sometimes we wish simply to say we are going to perform some action, or we ask what others are doing, or we request something to be done, and thus we may use the same verb in different moods. There are *five* moods, or different ways in which we can express verbs; namely, the *Infinitive*, the *Indicative*, the *Potential*, the *Subjunctive*, and the *Imperative*.

How many moods are there?

The *infinitive mood* differs from all the others in having no nominative, and consequently neither person nor number. You may easily tell it, because with very few exceptions the preposition *to* precedes it. *To play*, *to sing*, *to ride*, *to walk*, *to weep*, *to laugh*, *to drive*, *to travel*, are all verbs in the infinitive mood.

What is said of the infinitive mood?

Mention some verbs in this mood.

The *INFINITIVE MOOD* is that form of the verb which expresses the being, action, or passion in an unlimited manner, and without person or number. *To see*, *to dream*. Mary came *to play*.

What is the infinitive mood?

We use the *indicative mood* whenever we affirm or deny any thing, also in asking questions. It is called the

When do we use the indicative mood?

*indicative mood* because its chief use is to *indicate* or declare whatever one wishes to say. We use it more frequently than any other mood.

What is the indicative mood?

Mention some verbs in this mood.

What other mood is used in asking questions?

What signs has the potential mood?

What is the potential mood?

Mention some verbs in this mood.

Why is the subjunctive mood so called?

What conjunctions precede a verb in the subjunctive mood?

What is the subjunctive mood?  
Mention some verbs in this mood.

The INDICATIVE MOOD is that form of the verb which simply indicates or declares a thing, or asks a question.

I love you. Do you love me? Is Mary going home? I have written my letter. Will you take it to the office?

The *potential mood* is also used in asking questions. No question can be asked in any other mood than the indicative and the potential. The *potential\** mood is so called because by it we express the *power* of performing some action. You may know this mood by the signs *may, can, must, might, could, would, and should*.

The POTENTIAL MOOD is that form of the verb which expresses the *power, liberty, possibility, or necessity of the being, action, or passion*. You may go. It may rain. You must either stay here now or come next week. I can ride home—he could walk. They should start immediately.

The *subjunctive†* mood is so called because it is *subjoined* or annexed to some other verb in the sentence. The verb in this mood is always preceded by a conjunction either expressed or understood. When you see a verb which has *if, that, though, unless* or *lest* before it, you may know it is in the *subjunctive mood*.

The SUBJUNCTIVE MOOD is that form of the verb which represents the *being, action, or passion, in a doubtful and conditional manner*. If it rains, I will not go. I will

\* Lat. *potentialis*, belonging to power.

† From *subjungo*, to subjoin or annex.

ask, though he refuse. If I have done wrong, I beg you will pardon me. If John were good, he would be happy.

The *imperative mood* is used when we request or command another person to do something. As the imperative mood is used only in addressing others, it has but the second person, singular and plural.

The IMPERATIVE MOOD is that form of the verb which is used in commanding, exhorting, entreating, or permitting. Open the door. Forgive me. Remember thy Creator. Touch not, taste not, handle not.

It is not necessary for children to use the imperative mood very often. Gentle and intelligent young persons seldom find use for this mood. It always pains me to hear children commanding their younger playmates, brothers, sisters, or servants, in a rude and noisy manner. We command inferiors, exhort equals, entreat superiors, permit whom we will, and in so doing use the verb in the imperative mood. John, bring in the coffee, and tell Mary to light the lamps. Be careful where you step. Forgive me this time. Go quickly.

#### EXERCISE ON MOODS.

In what moods are the verbs in the following sentences?

"I love to see the sunlight in a thick wood."

"I will write home next week and will tell them how happy and good you are."

"Do you know who wrote this book?"

"Have you seen Louis Kossuth?"

"I can see company to-morrow."

"You must go home this week, your parents are anxious to see you."

When do we use the imperative mood?

Why is this mood only used in the second person?

What is the imperative mood?

Mention some verbs in this mood.

Tell me the different uses of the imperative mood.

"*Love* your enemies; *pray* for those who *use* you despitefully."

"*If it may be*, *Fear* the Lord."

"*Be wise* to-day."

What sign has the Infinitive mood?

How can you tell the Indicative mood?

What signs has the Potential mood?

What signs has the Subjunctive mood?

How can you tell the Imperative mood?

Write three sentences containing a verb in the Infinitive mood.

Write three sentences containing a verb in the Indicative mood.

Write three sentences containing a verb in the Potential mood.

Write three sentences containing a verb in the Subjunctive mood.

Write three sentences containing a verb in the Imperative mood.

Here are some verses on moods which I heard some girls reciting one day, when they were playing school.

## MOODS.

The INFINITIVE just means the verb,  
As thus: *to praise*; *to blame*;  
The INDICATIVE declares who *does*  
Or *did the thing* we name.

The mood IMPERATIVE is when  
Some person we desire  
To do a thing: as, *go to bed*,  
*Get up*, and *stir* the fire.

The mood POTENTIAL doth express  
What *may* or *can be done*,  
As: you *may go*, and *I can ride*,  
Or we *can skip* and *run*.

The mood SUBJUNCTIVE doth imply  
Uncertainty, as thus:  
If it *should rain*, we *could not go*,  
Nor *would they come* to us.

## CHAPTER XIII.

DEAR CHILDREN,



AM going to give you some puzzling definitions to learn in this chapter. I know you will find this last part of your Grammar difficult at first; but do not fear, you will soon think it as plain and easy as that *c-a-t* spells *cat*. Do not be too indolent to study difficult lessons. Hard study strengthens the mind. What kind of a mind has a poor serf or slave? He could not make a steam-engine, or be a great ruler over a wise people. He does not even dream of the wonderful powers of his own weak mind.

Suppose you should fall into the power of some cruel man, who would tie up your arms and hands for several years, and not allow you to move them. What a wretched cripple you would become! God gave us our limbs and organs, intending we should strengthen them by use. So with the faculties of the mind. They become stronger and more powerful in proportion as we use them. Be encouraged therefore to improve all the talents your kind heavenly Father has given you, and you will not only be wise, good, and happy in this world, but prepared for inexpressible happiness in the world of spirits.

## Tense.

HOPE you understand what the different moods of verbs mean. I will therefore proceed to explain the next *modification of the verb* which is called *Tense*.

By the *tense* of a verb we tell *when* the action was performed, or is to be performed; whether it is now doing, or was done last week, or last year.

TENSE is that modification of the verb that distinguishes time.

There are six tenses: the *Present*, the *Imperfect*, the *Perfect*, the *Pluperfect*, the *First-Future*, and the *Second-Future*.

THE PRESENT TENSE is that which expresses what is going on at the present time. I hear it thunder. I love you.

You can have no difficulty in telling when a verb is in the present tense, as it always expresses *what now exists, or is taking place*. My bird is singing merrily. See how it snows. There comes Mary. I am glad to see her.

THE IMPERFECT TENSE is that which expresses what took place, or was occurring, in time fully past. I saw Kosuth yesterday. Jenny Lind Goldschmidt gave her farewell concert in America last week. I wrote to father.

The imperfect tense denotes *past time* however distant. "In the beginning God created the heavens and the earth, and the earth was without form, and void."

THE PERFECT TENSE differs a little from the *imperfect*. It also denotes *past time*, but conveys an allusion to the present. I have seen him to-day. It would be improper

to say, I *have seen* him yesterday; for *yesterday* is *fully past*, and requires the *imperfect tense*; as, I *saw* him yesterday.

When do we use the perfect tense?

When we speak of any thing *past* as occurring or not occurring *in the day, year, or age in which we mention it*, the *perfect tense* must be used, because there is an allusion to present time. I *have been* here twice this week. I *have travelled* much this year. Philosophers *have made* great discoveries in the present century.

Why is it not proper to say, "Philosophers *have made* great discoveries in the *last century*?"

Would it be proper to say, "Philosophers *have made* great discoveries in the *last century*?" No; because the *last century* is time *fully past*, and there is *no allusion to the present*. We must say, "Philosophers *made* great discoveries in the last century. *Made* is a verb in the imperfect tense.

Remember the following definition.

What is the perfect tense?

THE PERFECT TENSE is that which expresses *what has taken place* within some period of time *not yet fully past*. I *have studied* diligently this year. The word *have* is *always* added to the perfect tense.

What is the difference between the present, the imperfect, and the perfect tense?

Do you understand the difference between the Present, the Imperfect, and the Perfect tense?

What is the pluperfect tense?

THE PLUPERFECT TENSE is that which expresses *what had taken place at or before some other past time mentioned*. I *had been* home when I saw you. I *had finished* my letter before you returned.

What is the first-future tense?

THE FIRST-FUTURE TENSE is that which expresses *what will take place hereafter*. I *will come* home next week. James *will send* the peaches when they are ripe. I *will visit* you again.

THE SECOND-FUTURE TENSE is that which expresses *what will have taken place at some future time mentioned*. I *shall have seen* him by sunset to-night. The cars *will have started* before we reach the *dépôt*.

What is the second-future tense?

## EXERCISE.

What tense is I sing? I write? I sung? I wrote? I have sung? I have written? I had sung? I had written? I shall write? I shall sing? I shall have written? I shall have sung? It rains? It has rained? It rained yesterday? It will rain soon? I shall go soon? I shall have left before you return?

It is unnecessary for me to define the remaining modifications of verbs, namely, *person* and *number*, as definitions which are universally applicable have already been given.

Verbs have two numbers, the singular and the plural: as, I run; they run.

How many persons and numbers have verbs?

In each number there are three persons: as,—

## Singular.

First person. I love.  
Second person. Thou lovest.  
Third person. He loves.

## Plural.

First person. We love.  
Second person. You love.  
Third person. They love.

You will perceive the verb *love* is varied in its termination in the second and third persons singular. We use *lovest* and *loves* instead of *love*. It is a rule of Grammar that a verb must agree with its subject in number and person. You are now prepared to do what

most people consider an achievement if they can do it well; I refer to what is called the Conjugation of Verbs.

What is the conjugation of a verb?

The CONJUGATION OF A VERB is the regular arrangement of its moods, tenses, persons, numbers, and participles.

What verbs are called auxiliary verbs?

To do this we require the help of several small verbs, called Auxiliary or Helping Verbs. They are *may, can, must, might, could, would, should, shall, will, did, had, do, be, have.*

What are the four principal parts in the conjugation of a verb?

An AUXILIARY is a short verb prefixed to one of the principal parts of another verb, to express some particular mode and time of the being, action, or passion.

What is a defective verb?

There are four PRINCIPAL PARTS in the conjugation of every complete verb; namely, the *present*, the *preterit*, the *imperfect participle*, and the *perfect participle*. A verb that wants any of these parts is called DEFECTIVE; most of the Auxiliaries are Defective verbs.

## CHAPTER XIV.



AFTER learning how to conjugate two or three verbs, you will be able to conjugate any of them without much difficulty.

Let us conjugate the

ACTIVE VERB LOVE.

PRINCIPAL PARTS.

<i>Present.</i> Love.	<i>Imp. Participle.</i> Loving.
<i>Preterit.</i> Loved.	<i>Perf. Participle.</i> Loved.

INFINITIVE MOOD.

PRESENT TENSE.

To love.

PERFECT TENSE.

To have loved.

INDICATIVE MOOD.

PRESENT TENSE.

*Singular.*

*Plural.*

- |                 |               |
|-----------------|---------------|
| 1. I love.      | 1. We love.   |
| 2. Thou lovest. | 2. You love.* |
| 3. He loves.    | 3. They love. |

IMPERFECT TENSE.

*Singular.*

*Plural.*

- |                            |                |
|----------------------------|----------------|
| 1. I loved.                | 1. We loved.   |
| 2. Thou lovedst or loved.† | 2. You loved.  |
| 3. He loved.               | 3. They loved. |

\* You has always a plural verb, even when applied to a *single individual*.

† Familiar style.

## PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I have loved.	1. We have loved.
2. Thou hast loved.	2. You have loved.
3. He has loved.	3. They have loved.

## PLUPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I had loved.	1. We had loved.
2. Thou hadst loved, ( <i>or had loved</i> ).	2. You had loved.
3. He had loved.	3. They had loved.

## FIRST-FUTURE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I shall love.	1. We shall love.
2. Thou wilt love, ( <i>or shall or will love</i> ).	2. You will love.
3. He will love.	3. They will love.

## SECOND-FUTURE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I shall have loved.	1. We shall have loved.
2. Thou wilt have loved, ( <i>or will have loved</i> ).	2. You will have loved.
3. He will have loved.	3. They will have loved.

## POTENTIAL MOOD.

## PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I may love.	1. We may love.
2. Thou mayst love, ( <i>or may love</i> ).	2. You may love.
3. He may love.	3. They may love.

## IMPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I might love.	1. We might love.
2. Thou mightst love, ( <i>or might love</i> ).	2. You might love.
3. He might love.	3. They might love.

## PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I may have loved.	1. We may have loved.
2. Thou mayst have loved, ( <i>or may have loved</i> ).	2. You may have loved.
3. He may have loved.	3. They may have loved.

## PLUPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I might have loved.	1. We might have loved.
2. Thou mightst have loved, ( <i>or might have loved</i> ).	2. You might have loved.
3. He might have loved.	3. They might have loved.

## SUBJUNCTIVE MOOD.

The subjunctive mood does not vary its termination at all, in the different persons. By this, I mean, that the verb in all the persons, and both numbers, is the *same in form*.

## PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. If I love.	1. If we love.
2. If thou love.	2. If you love.
3. If he love.	3. If they love.

## ENGLISH GRAMMAR.

## IMPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. If I loved.	1. If we loved.
2. If thou loved.	2. If you loved.
3. If he loved.	3. If they loved.

## IMPERATIVE MOOD.

## PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
2. Love thou, (or do thou love).	2. Love ye or you, (or do you love).

## PARTICIPLES.

<i>Present.</i> Loving.	<i>Compound Perfect or Preperfect.</i> Having loved.
<i>Perfect.</i> Loved.	

NOTE.—The pupil ought to be able to conjugate a verb not only according to the order of the whole conjugation, but also according to the synopsis of the several persons and numbers. One sixth part of the paradigm gives a sample of the whole, and is not so tedious for large classes.

## CONJUGATION OF VERBS.

## CHAPTER XV.

WILL next show you how to conjugate the

## NEUTER VERB BE.

## PRINCIPAL PARTS.

<i>Present.</i> Be.	<i>Imp. Participle.</i> Being.
<i>Preterit.</i> Was.	<i>Perf. Participle.</i> Been.

## INFINITIVE MOOD.

## PRESENT TENSE.

To be.

## PERFECT TENSE.

To have been.

## INDICATIVE MOOD.

## PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I am.	1. We are.
2. Thou art.	2. You are.
3. He is.	3. They are.

## IMPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I was.	1. We were.
2. Thou wast.	2. You were.
3. He was.	3. They were.

[I have heard children often say *you was*. I hope my little students will always remember that you requires a *plural* verb, whether it refers to one person or more. Instead of saying *you was*, say *you were*. *Were* you

going, instead of *was* you going. *You are* instead of *you is*. *Were* the boys there, instead of *was* the boys there. A verb must agree with its subject or nominative in number and person. Never use a plural verb with a singular nominative.]

## PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I have been.	1. We have been.
2. Thou hast been.	2. You have been.
3. He has been.	3. They have been.

## PLUPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I had been.	1. We had been.
2. Thou hadst been.	2. You had been.
3. He had been.	3. They had been.

## FIRST-FUTURE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I shall be.	1. We shall be.
2. Thou wilt be.	2. You will be.
3. He will be.	3. They will be.

## SECOND-FUTURE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I shall have been.	1. We shall have been.
2. Thou wilt have been.	2. You will have been.
3. He will have been.	3. They will have been.

## POTENTIAL MOOD.

## PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I may be.	1. We may be.
2. Thou mayst be.	2. You may be.
3. He may be.	3. They may be.

## IMPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I might be.	1. We might be.
2. Thou mightst be.	2. You might be.
3. He might be.	3. They might be.

## PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I may have been.	1. We may have been.
2. Thou mayst have been.	2. You may have been.
3. He may have been.	3. They may have been.

## PLUPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I might have been.	1. We might have been.
2. Thou mightst have been.	2. You might have been.
3. He might have been.	3. They might have been.

## SUBJUNCTIVE MOOD.

## PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. If I be.	1. If we be.
2. If thou be.	2. If you be.
3. If he be.	3. If they be.

## IMPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. If I were.	1. If we were.
2. If thou were.	2. If you were.
3. If he were.	3. If they were.

## IMPERATIVE MOOD.

## PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
Be thou, or do thou be.	Be ye or you, or do you be.

## PARTICIPLES.

<i>Imperfect.</i> Being.	<i>Compound Perfect or</i>
<i>Perfect.</i> Been.	<i>Preperfect.</i> Having been.

Those of my students who use *thou* in the singular number instead of *you*, may use it in this way:—**IND.** Thou art. Thou was. Thou hast been. Thou had been. Thou shall or will be. Thou shall or will have been. **POT.** Thou may, can, or must be. Thou might, could, would, or should be. Thou may, can, or must have been. Thou might, could, would, or should have been. **SUBJ.** If thou be. If thou were. **IMP.** Be thou, or do thou be.

## CHAPTER XVI.

**HAVE** now told you how to conjugate an *active* and a *neuter verb*. **PASSIVE VERBS** are formed by adding the *perfect participle of an active-transitive verb* to the auxiliary verb *Be* through all its changes.

How are passive verbs conjugated?

Can you tell me the *perfect participle* of the verb *Love*?

Now turn to the conjugation of the verb *Be*, and add *Loved* to all the moods and tenses, and you will then conjugate the **PASSIVE VERB "BE LOVED."**

I will conjugate it in the *first person* for you, trusting you can readily follow in the other persons.

## CONJUGATION OF THE PASSIVE VERB BE LOVED.

*Indicative mood.*—I am loved. I was loved. I have been loved. I had been loved. I shall be loved. I shall have been loved.

*Potential mood.*—I may be loved. I might be loved. I may have been loved. I might have been loved.

*Subjunctive mood.*—If I be loved. If I were loved.

Conjugate the passive verb "Love" in the first person singular.

## PARTICIPLES.

<i>Imperfect.</i> Being loved.	<i>Compound Perfect.</i>
<i>Perfect.</i> Loved.	Having been loved.

When you have committed to memory the conjugation of an *active, passive, and neuter verb*, you have gained

a great point. The explanation of verbs, and their modifications, is the most difficult part of Grammar. Once over this with credit to yourself, and your future path, as a grammarian, is sufficiently full of interest to reward you for all your toils. I have a few more things to tell you about verbs, which I will do in the next chapter.

## CHAPTER XVII.

WISH to tell you the difference between a *regular* and an *irregular verb*.

A great many verbs form the preterit and perfect participle by adding *d* or *ed*: as, *love, loved; arrive, arrived*. These are called **REGULAR VERBS**.

**IRREGULAR VERBS** do not form the preterit and perfect participle by assuming *ed*. *Be* is an *irregular neuter verb*. You cannot say,—*Present, Be; Preterit, Beed*. You must form the preterit and perfect participle in some other way than by adding *d* or *ed*. You do it thus:—*Present, Be; Preterit, Was; Imp. Part., Being; Perf. Part., Been*. *See* is also an *irregular verb*. You cannot say, *Present, See; Preterit, Seed*, but *saw*.

I will give you a list of some of the irregular verbs; but I wish first to explain to you more fully than I have done, what I mean by the *preterit* and *imperfect participle*.

I told you, in commencing the conjugation of verbs, that a verb had four **PRINCIPAL PARTS**, which are necessary to be learned in the first place. I gave you their *names* without telling you their meaning, because I did not wish to frighten you in the commencement of a lesson which is difficult enough for beginners, even when most carefully explained.

The four principal parts of a verb are, the *Present*, the

What is a regular verb?

What is an irregular verb?

What are the four principal parts of a verb?

*Preterit, the Imperfect Participle, and the Perfect Participle.*

What is the present?

The PRESENT is the root of all the rest—it is the verb itself. When you look in a dictionary for the meaning of a verb, we find the present, or root.

What is the preterit?

The PRETERIT is that simple form of the verb which denotes time past. It is always joined with a noun or pronoun as its subject; as, *I loved. I ruled. I arrived.*

What is the imperfect participle?

The IMPERFECT PARTICIPLE is that which commonly ends in *ing*, and denotes a continuance of the being, action, or passion; as, *Loving. Ruling. Being.*

What is the perfect participle?

The PERFECT PARTICIPLE is that which commonly ends in *ed* or *en*, and implies a completion of the being, action, or passion; as, *Loved. Ruled. Been. Arrived.*

You can easily distinguish the *Imperfect* from the *Perfect Participle* by remembering that the *Imperfect* ends in *ing*, and denotes a *continuance* of the being, action, or passion; and the *Perfect Participle* denotes *completion*.

I will now give you a list of some IRREGULAR VERBS. You will not see one of them forming its *Preterit* and *Perfect Participle* by adding *d* or *ed*.

IRREGULAR VERBS.

Present.	Preterit.	Im. Particp.	Perf. Particp.
Arise,	arose,	arising,	arisen.
Be,	was,	being,	been.
Begin,	began or begun,	beginning,	begun.
Bid,	bid or bade,	bidding,	bidden or bid.
Come,	came,	coming,	come.
Drink,	drank,	drinking,	drunk or drank.*

\* Grammarians and authors do not agree upon the words *drank*

VERBS.

Present.	Preterit.	Imp. Particp.	Perf. Particp.
drive,	drove,	driving,	driven.
eat,	ate or eat,	eating,	eaten or eat.
fall,	fell,	falling,	fallen.
fly,	flew,	flying,	flown.
get,	got,	getting,	got or gotten.
give,	gave,	giving,	given.
know,	knew,	knowing,	known.
lay,	lay,	lying,	lain.
ride,	rode,	riding,	ridden or rode.
ring,	rung or rang,	ringing,	rung.
run,	ran or run,	running,	run.
see,	saw,	seeing,	seen.
sing,	sung or sang,	singing,	sung.
spit,	spit or spat,	spitting,	spit or spitten.
swim,	swum or swam,	swimming,	swum.
teach,	taught,	teaching,	taught.
think,	thought,	thinking,	thought.
wear,	wore,	wearing,	worn.
win,	won,	winning,	won.
write,	wrote,	writing,	written.

There are a few verbs which form their *preterit* and *perfect participle* in two or more ways, so as to be both *regular* and *irregular*. They are called REDUNDANT

What are redundant verbs?

VERBS.

I will tell you a few of them.

*And drunk.* A number prefer the use of *drunk*—others use *drank*. Many of our most correct authors and speakers now prefer *drank*, as a word of greater refinement of sound.

\* *Lie, to be at rest*, is irregular, as above; but *lie, to utter a falsehood*, is regular: as, *lie, lied, lying, lied*.

## REDUNDANT VERBS.

<i>Present.</i>	<i>Preterit.</i>	<i>Imp. Par.</i>	<i>Perf. Participle.</i>
Abide, abode or abided,		abiding,	abode or abided.
Awake, awoke or awaked,		awaking,	awaked or awoke.
Bless, blessed or blest,		blessing,	blessed or blest.
Build, built or builded,		building,	built or builded.
Roast, roasted or roast,		roasting,	roasted or roast.
Stay, staid or stayed,		staying,	staid or stayed.
Weave, wove or weaved,		weaving,	woven or weaved.
Work, worked or wrought,		working,	worked or wrought.
Wring, wringed or wrung,		wringing,	wringed or wrung.

## PARTICIPLES.

MANY grammarians make Participles a separate part of speech. They then say there are *ten parts of speech*.

What is a  
participle?

A PARTICIPLE is a word derived from a verb, and partakes of the nature of a verb, an adjective, or a noun.

How many  
participles are  
there?

There are *three participles* belonging to all verbs which are not *Defective*,\*—the *Imperfect*, the *Perfect*, and the *Compound Perfect*.

What is the  
imperfect  
participle?

The IMPERFECT PARTICIPLE ends in *ing*, and denotes a *continuance* of the being, action, or passion: as, *loving, being, acting, coming, falling*.

What is the  
perfect  
participle?

The PERFECT PARTICIPLE commonly ends in *ed* or *en*, and implies a *completion* of the being, action, or passion: as, *loved, been, acted, ruled*.

What is the  
compound  
perfect  
participle?

The COMPOUND PERFECT takes the sign *having*, and

\* See page 81.

implies a *previous completion* of the being, action, or passion: as, *having loved, having ruled, having acted, having been*.

## EXERCISE ON VERBS AND PARTICIPLES.

Write the *four principal parts* to the following verbs: come, arrive, begin, eat, drink, fall, sing, laugh, weep, work, &c.

Write *four regular verbs* with their principal parts.

Write *four irregular verbs* with their principal parts.

Write the following verbs in the *indicative mood, perfect tense, first person singular*: Sing, walk, laugh, talk, arrive, turn, come, go, defend.

Write the same verbs in the *potential mood, perfect tense, first person plural*.

Write the same verbs in the *subjunctive mood, present tense, third person plural*.

In the *infinitive mood*.

In the *imperative mood*.

Write the *imperfect participle* of the following verbs: Sing, begin, degrade, do, go, fly, drink, hear, sew, laugh, read.

Write the *perfect participle* of the following verbs: Learn, teach, sing, return, go, pat, sit, lie, strike.

Write the *compound perfect participle* of the following verbs: Dare, forsake, say, see, sink, stand, take, swing, write, think.

## EXAMPLE OF PARSING A VERB AND PARTICIPLE.

"I saw him laboring in the field."

*Saw* is an irregular active-transitive verb, from *see, saw, seeing, seen*.

An irregular is a verb that does not form its preterit and

perfect participle by assuming *d* or *ed*. An active-transitive verb is a verb that expresses an action which has some person or thing for its object.

*Saw* is in the indicative mood, imperfect tense, first person, singular number.

The indicative mood is that form of the verb which simply indicates or declares a thing.

The imperfect tense expresses what took place in time fully past.

The first person is that which denotes the speaker.

The singular number is that which denotes but one.

*Labouring* is an imperfect participle from the regular active verb *labor*, *labored*, *laboring*, *labored*.

A participle is a word derived from a verb, participating the properties of a verb and of an adjective, or a noun, and is generally formed by adding *ing*, *d*, or *ed* to the verb.

The imperfect participle is that which generally ends in *ing*, and implies a continuance of the being, action, or passion.

Young learners often find it difficult to distinguish between a participle and a verb. The same word is sometimes a participle and sometimes a verb. A few illustrations may be of service.

## VERBS.

"John *loved* his book."

"The Britons daily *har-  
assed* the enemy."

"I *admired* and *applauded*  
him."

## PARTICIPLES.

"John, *loved* by all who  
knew him, was greatly la-  
mented."

"The Britons, daily *har-  
assed* by the Picts, were  
obliged to call in the Sax-  
ons."

"*Admired* and *applauded*,  
he became vain."

## PARTICIPLES.

## VERBS.

"I have *erected* a house."

"He *lodged* at the Astor  
house."

## PARTICIPLES.

"Yon house, *erected* on the  
rising ground, drew me from  
my road."

"I found him *lodged* in  
prison."

You can always distinguish a participle by observing its derivation from a verb, and then placing it after *to be* or *having*: *to be lodged*; *having lodged*.

## CHAPTER XVIII.

DEAR CHILDREN,



HERE we are at our parting chapter. I have told you nearly as much about Etymology as you will find in School Grammars, and I trust you understood what you learned, and can now begin to parse long sentences. As soon as you have been thoroughly drilled in this book, you will be prepared to commence a large Grammar, in which you will learn all the rules of Syntax and Prosody. Syntax and Prosody, you know, are the two remaining parts of Grammar. Having learned so much about Etymology in "our good little Grammar," you will not experience half the difficulty and confusion, that those poor children do, who have had to learn to parse from lessons which contained a disorderly jumble of Etymology and Syntax.

It will be necessary for you to review this Grammar several times before you will become sufficiently expert in Etymological parsing to attempt Syntactical. As the same word often stands for several different parts of speech, you must thoroughly learn the meanings and uses of the parts of speech.

A little perseverance and thought will make all these difficulties vanish. A bright and faithful scholar will not

be found looking out a word in a dictionary to find what part of speech it is; neither will he seek aid from his teacher unnecessarily. He will have arranged in his mind some such thoughts as these. The *Articles* are *a*, *an*, and *the*. *Nouns* I certainly can tell, because they are *names* of persons or things. *Adjectives* express the qualities of persons or things, and sometimes their number. *Pronouns* are used instead of nouns; I ought to know all about them from my little Grammar. *Verbs* ask, or say something, and generally express action. *Participles* are very much like verbs, and can be placed after *to be*, or *having*. I can generally distinguish *Adverbs*, because they tell the *when*, the *where*, the *how much*, and the *how*. *Conjunctions* connect words, and sometimes sentences. *Prepositions* express the relations of things to things, or words to words, and *Interjections* are such words as *oh!* *ah!* *alas!* *heigho!* He must be a dull and indolent scholar who would not rather depend upon his own exertion in parsing, than to seek aid from his teacher or the dictionary.

The reason why I wish you to give your *definitions* in parsing, in the words of the book, is because they are better than any words of your own selection, being taken from the best grammarians of the present day. As soon as you become thoroughly familiar with all the important definitions, you need not give them. In syntactical parsing they are never given.

An old gentleman, who read over the MS. of this Grammar before it was published, said, that although he studied Grammar when he was a lad, he never *understood* it. When he wished to tell the different parts of

speech in his parsing lesson, he used to look out the words in Walker's dictionary. He could not even tell one part of speech from another. He said he knew the Grammar so perfectly, that many a time in his troubled sleep at night he had recited his lesson word for word. Only his memory was exercised. He had been taught to utter words without *thinking what they expressed*. He said he was glad to be spared to see this happy day when so many good books are written to encourage children to *think*.

## EXERCISES IN ETYMOLOGY.

## EXERCISE I.—ARTICLES.

**P**REFIX the *definite article* to each of the following nouns: doors, window, leaves, crosses, ape, monkeys, flowers, limes, letters, ships.

Prefix the *indefinite article* to each of the following nouns: ape, eel, orange, thimble, needle, thread, apple, ball, lemon, ink-dish, bird, chicken, elephant, rhinoceros, whale, oriole, carriage, house, ear-rings, ring, unit, universe, hour, chair, sofa, eye, hunter.

Insert the *definite article* properly in the following phrases: new horse; William Third; Charles Twelfth; Napoleon Bonaparte great conqueror; younger shall rule over older; kingdom shall be divided spoils shall be scattered; girls are coming and will bring articles you promised them; close windows and light gas; did you see lightning?

**NOTE TO TEACHERS.**—As the writing of exercises is a good mode of testing the proficiency of pupils, I would advise these exercises to be written until the pupil can write them promptly and correctly. They may be used also in examinations after rehearsals.

Prefix the *indefinite article* properly in the following phrases: better queen never reigned; wiser nation; Charles the Twelfth was great warrior; will you give me orange, or apple, or peach; I wish I owned ink-dish and gold pen; Edward was humble man and philanthropist; give me few shillings for poor child; what immense power issues from steam boiler; little thought would have saved you much trouble; honest man is happy man, but dishonest man is never at ease; in the lake I saw large eel and I caught fine pickerel.

## EXERCISE II.—NOUNS.

Write the *plurals* of the following nouns: sea, pen, house, grave, rose, pink, grape, brush, church, loaf, wife, hero, negro, potato, cargo, echo, canoe, wo, folio, monarch, vanity, penny, monkey, chimney, body, assembly, valley, money, joy, key, delay, attorney, calf, sheaf, wolf, index, grief, cherub, cherub, memorandum, automaton, erratum, tooth, goose, man, woman, child, beau, ox.

Insert the *verb* rightly in the following phrases: where are my compasses? where are my scissors? where are your shoes? his lungs diseased? snuffers on the table? what are the tidings? what are the news? the measles contagious?

Write the *feminines* corresponding to the following nouns: boy, earl, father, husband, king, lad, man, nephew, son, uncle, wizard, heir, count, duke, hero, Jew, patron, poet, shepherd, tiger, widower, male descendant, male child.

Write the *possessive case singular* of the following nouns: man; girl; John book; Achilles shield; for goodness sake; lynx fur; Peter cane; the countess health is failing.

Write the *possessive case plural* of the following nouns: lady fan; man opinion; boy ball; city; uncle; nephew; bride cake; ox horns; queen crowns; child toys; man boots; boy shoes; citizen rights.

## EXERCISE III.—ADJECTIVES.

Place a suitable *adjective* before each of the following nouns, without repeating any word: girl, boy, flower, people, snake, oranges, pine-apples, house, park, cactus, family, bird, elephant, rulers, king, singer, husband, father, slave, bread, vinegar, microscope, river, hill, temple, disposition, billow, tower, lap-dog, companion, talents, artist, sky, lady, temper.

Annex a suitable *noun* to each of the following adjectives without repeating any word: large, small, wise, benevolent, majestic, grand, pretty, sublime, high, luxuriant, gay, sweet, sour, amiable, delicious, dismal, dark, beautiful, hideous, terrible, anxious, kind, cold, noble, brave, happy, old, young.

Compare the following *adjectives*: good, rough, sweet, sour, happy, benevolent, old, gay, bright, solemn, amiable.

Compare the following *adjectives*, using the *adverbs* of *increase*: majestic, sublime, enviable, fortunate, virtuous, magnanimous, wretched.

Compare the following *adjectives*, using the *adverbs* of *decrease*: imperfect, irritable, anxious, awkward, pleasing, formidable, brave.

## EXERCISE IV.—PRONOUNS.

Write the *nominative plural* of the following pronouns: I, thou, he, she, it, who, which, what.

Write the *objective singular* of I, thou, he, she, it.

Correct the following words: he's, her's, it's, our's, their's, your's.

"The person *which* spoke to you yesterday."

"The dog *who* barked."

"The horse *who* ran away."

"The girls *which* learned to sing."

"The servant *which* carried our baggage."

## EXERCISE V.—VERBS.

Write the principal parts of the following verbs: sing, see, play, love, come, go, return, run, walk, remain.

Write the same verbs in the *indicative mood, pluperfect tense, second person singular*; in the *subjunctive mood, third person singular*; in the *potential mood, third person plural*; in the *imperative mood*.

Write the *imperfect participle* of each of the following verbs: see, hear, dream, survive, perish, thirst, sit, do, lie, grow, fly, eat, bite, buy, be.

Write the *perfect participles* of each of the same verbs.

Write a synopsis of the verb LOVE, in the *second person singular*.

Write a synopsis of the verb TEACH, in the *third person plural*.

Write a synopsis of the verb BE, in the *first person plural*.

## EXERCISE VI.

Compare the following *adverbs*: often, long, fast, well, little, much, far.

Place the *comparative adverbs* of *increase* before each of the following *adverbs*: bitterly, freely, wisely, amiably, wonderfully, secretly, honestly.

Place the *comparative adverbs* of *diminution* before the same *adverbs*.

Insert suitable *adverbs* in the following sentences: Peter went out and wept —; come —; cats — learn to catch mice; I will come —; she plays —; Mary sews —; John drives —; you speak —; Ellen is sleeping —.

Insert suitable *prepositions* in the following sentences: Mary has gone — town, but her sister remains — the country — the winter; run quickly — the street —

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those horses come; come home — me; James gave part  
— his dinner — a poor man — who was sitting —  
a tree.

Insert suitable conjunctions in place of the following  
dashes: you — John must remain — Robert may go  
— play ball — he has recited his lessons well; he is  
poor — honest; — young — old can escape death  
you would not be unhappy — you were good.

Parsing lessons may be given according to the wishes  
of the teacher. It is a good plan to select a few lines  
from the reading book of the class. The exercises may  
be varied according to the progress of pupils. Some-  
times they may be told to parse only the *nouns* they  
find on a page; and at other times they may select an  
other part of speech, or they may read several lines  
omitting at one time all the prepositions, and another  
time omitting the conjunctions.

THE END.

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