

Deposited in Clerk's Office Dec. 9 1831

INTERROGATIVE GRAMMAR; *CR.*

IN A SERIES *144*

OF PROGRESSIVE AND PRACTICAL

QUESTIONS:

ILLUSTRATING

THE PRINCIPLES OF THE ENGLISH LANGUAGE,

AND

THE MODE OF SYNTACTICAL PARSING.

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"Interest omnium, juventutem probè institui."



BOSTON:
HILLIARD, GRAY, LITTLE, & WILKINS.

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P R E F A C E .

NO apology or eloquent appeal, with the usual number of certificates and puffs endorsed, is offered to the public to give this work a passport to popular favour.

Every judicious person will examine and decide for himself, whether it contains any thing valuable or not; and although it is not accompanied with any extraneous evidence in its support, it is presumed that it will receive an impartial expression of public opinion in relation to its merit. This is all that should be sought or obtained. The following is the general plan of the work.

The interrogative style is adopted, corresponding chiefly with the phraseology of Murray, except in such instances as seemed to require some alteration, to render the subject clearer to the youthful mind. Some may object to the general adoption of Murray's language, inferring thence that the work is not *original*. But it may be asked, in reply to this objection, are not the concise and generally clear terms of that distinguished reformer of the English language preferable to the novel and ludicrous terms, which some authors of *vast originality* have palmed upon the public, merely to give the appearance of a prolific and inventive genius, and to procure an enrolment of their names upon the immortal records of literature?

Every person who understands the subject, must be aware that these *rara aves* have been obliged to adopt the principles, while they have derided the phraseology, of Murray and other distinguished grammarians. The plan

however of this work is not limited by any other treatise. Where Murray ends, a mental process commences, by which the judgment of the learner is kept in constant exercise; and this process is sustained under every division of the subject, where it is practicable; and this, in such a manner, as causes the memory to retain what it has acquired in the previous lessons. But a special regard is paid to mental exercises in syntax, where generally a mere mechanical process has been pursued, as unintelligible to a learner as the jargon of the Assyrian Tower. Every experienced and competent teacher, as well as every intelligent advocate of education, must have perceived and felt the justice of this assertion, with deep regret, although they may not have discovered a remedy for this long endured evil. How common is it for a scholar (no matter what the part of speech) to go through the following form. *It is a common noun, third person, singular number, nominative case.*"—Here he pauses for the kind interposition of his teacher to conduct his struggling mind through the dark and dreary labyrinth. This is only a specimen of what many have witnessed. It is believed however that the syntactical exercises of this work, if the plan be pursued with a few additional exercises furnished by the teacher, will introduce a mode of parsing not only interesting to the learner, but highly practical and useful.

Teachers and others, interested in this important subject, are requested to give the treatise a candid and an attentive perusal, which will give them a more minute knowledge of it, than can be obtained from the remarks of this brief preface. It may be observed in conclusion, that the plan herein adopted has been in manuscript for a considerable length of time, and has been satisfactorily tested by daily experiment, in the school room; and it is confidently believed that similar tests in other schools will furnish to other teachers similar evidence of its merit and utility.

INTERROGATIVE GRAMMAR.

LESSON I.

ENGLISH GRAMMAR.

- Q. What is English grammar?
 A. English grammar is the art of speaking and writing the English language with propriety.
 Q. Into how many parts is it divided?
 A. It is divided into four parts, namely, Orthography, Etymology, Syntax and Prosody.

ORTHOGRAPHY.

- Q. What does Orthography teach?
 A. Orthography teaches the nature and power of letters.
 Q. What is a letter?
 A. A letter is the least part of a word.
 Q. How many letters are there in the English language?
 A. There are twenty-six letters in the English language, namely, *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.*
 Q. How are they divided?
 A. Into vowels and consonants.
 Q. What are the vowels?

A. The vowels are *a, e, i, o, u*, and sometimes *w* and *y*.

Q. When are *w* and *y* consonants?

A. *W* and *y* are consonants when they begin a word or syllable.

Q. What are the other letters called?

A. The other letters are called consonants.

Q. How are the consonants divided?

A. Consonants are divided into mutes and semi-vowels.

Q. What are mutes?

A. Mutes are letters which cannot be sounded at all without the aid of a vowel ; as, *l, p, t, d, k*, and *c* and *g*, hard.

Q. What are semi-vowels?

A. Semi-vowels are letters which have an imperfect sound of themselves ; as, *f, l, m, n, r, v, s, z, x*, and *c* and *g* soft.

Q. Which of the semi-vowels are called liquids?

A. Four of the semi-vowels ; namely, *l, m, n, r*, are called liquids.

Q. Why?

A. Because they readily unite with other consonants, and flow as it were into their sounds.

Q. What is a diphthong?

A. A diphthong is the union of two vowels in one sound ; as, *ou* in out.

Q. What is a triphthong?

A. A triphthong is the union of three vowels in one sound ; as, *eau* in beau.

Q. What is a syllable?

A. A syllable is a sound, pronounced by a single impulse of the voice ; as, *a, an, ant*.

LESSON II.

WORDS.

Q. What are words?

A. Words are articulate sounds used by common consent, as signs of our ideas ; as, Man is mortal.

Q. What is a word of one syllable called?

A. A word of one syllable is called a monosyllable ; as, book, pen, desk.

Q. What is a word of two syllables called?

A. A word of two syllables is called a dissyllable ; as, table, rules, paper.

Q. What is a word of three syllables called?

A. A word of three syllables is called a trisyllable ; as, adamant.

Q. What is a word of more than three syllables called?

A. A word of more than three syllables is called a polysyllable ; as, contemplation, multiplication.

EXAMPLES.

We are young. I saw the boy. Promote the public good. The calumniator usually injures his own reputation. Let earth repeat the solemn sound. A flambeau was held up to view. Seek improvement.

In these sentences, what are some of the vowels? In which words are *w* and *y* used as vowels? What are some of the consonants? In which words are *w* and *y* used as consonants? What are some of the mutes? Why? What are some of the semi-vowels? What are some of the liquids? Why? What are the diphthongs? Why?

What are the triphthongs? Why? What are the syllables? What are some of the words? Which words are monosyllables? Which are dissyllables? Which are trisyllables? Which are polysyllables?

LESSON III.

ETYMOLOGY.

Q. Of what does Etymology treat?

A. Etymology treats of the different sorts of words, their various modifications, and their derivations.

Q. How many parts of speech are there in the English language?

A. There are nine parts of speech in the English language, namely; the article, the noun, the pronoun, the adjective, the verb, the adverb, the preposition, the conjunction, and the interjection.

ARTICLE.

Q. What is an article?

A. An article is a word prefixed to nouns, to point them out, and to show how far their significations extend; as, *a* garden, *an* eagle, *the* book.

Q. How many articles are there in English?

A. In English there are two articles, namely, *a* and *the*.

Q. When does *a* become *an*?

A. *A* becomes *an* before a vowel, or silent *h*; as, *an* acorn, *an* hour.

Q. What is *a* or *an* called?

A. *A* or *an* is called the indefinite article.

Q. Why?

A. Because it is used to point out one single thing of the kind, in other respects indeterminate; as, Give me a book. Bring me *an* apple.

Q. What is *the* called?

A. *The* is called the definite article; why? Because it points out what particular thing of the kind is meant; as, Give me *the* book.

EXAMPLES.

James, bring me the book, and a ruler, and an inkstand.

How many articles are there in this sentence? Which is the definite? Why? Which is the indefinite? Why? Why is *an* used rather than *a* before inkstand?

LESSON IV.

NOUNS.

Q. What is a noun?

A. A noun is the name of any thing that exists, or of which we can form an idea; as, John, Boston, book, virtue.

Q. How many kinds of nouns are there?

A. Two; namely, proper and common.

Q. What are proper nouns?

A. Proper nouns are particular names; as, George, London.

Q. What are common nouns?

A. Common nouns are general names; as, animal, man, tree.

- Q. What belong to nouns?
 A. Person, gender, number, and case.

EXAMPLES.

George and William write in school.
 Time and tide wait for no man.
 My brother and sister are in New York.

Which are the nouns in these sentences? Why?
 Which are proper? Why? Which common? Why?

LESSON V.

PERSONS.

- Q. When are nouns of the third person?
 A. Nouns are of the third person when they are spoken of; as, William improves.
 Q. When of the second?
 A. They are of the second, when spoken to; as, George, come here.

GENDER.

- Q. What is gender?
 A. Gender is the distinction of nouns with regard to sex.
 Q. How many genders are there?
 A. There are three genders, namely, the masculine, the feminine, and the neuter.
 Q. What does the masculine gender denote?
 A. The masculine gender denotes animals of the male kind; as, a man, a horse.

- Q. What does the feminine gender denote?
 A. The feminine gender denotes animals of the female kind; as, a woman, a hen.
 Q. What does the neuter gender denote?
 A. The neuter gender denotes objects which are neither males nor females; as, a table, a house, a garden.
 Q. How are some nouns naturally neuter converted into the masculine or feminine gender?
 A. By a figure of speech, as when we say of the sun, *he* is setting; and of a ship, *she* sails well; and of a country, *she* is powerful in arms.
 Q. How may the feminine be formed from the masculine gender?
 A. By a difference of termination; as,
- | | |
|-------------|----------|
| Male. | Female. |
| Actor. | Actress. |
| Hero. | Heroine. |
| Poet. | Poetess. |
| Bridegroom. | Bride. |
| Widower. | Widow. |

EXAMPLES.

Charles has a book and a slate in his desk.
 George loves to read. Mary is eager to learn.
 James, let us walk. Charles, where is Joseph?

In these sentences, how many nouns are there?
 Of what person is each? Why? Of what gender is each? Why?

LESSON VI.

NUMBER.

Q. What is number?

A. Number is the consideration of an object, as one or more.

Q. How many numbers have nouns?

A. Nouns have two numbers; namely, singular, and plural.

Q. What does the singular number express?

A. The singular number expresses but one object; as, a chair, a table.

Q. What does the plural number express?

A. The plural number expresses more objects than one; as, chairs, tables.

Q. How are some nouns used?

A. Some nouns are used only in the singular form; as, wheat, pitch, gold, sloth, pride, &c.; others are used only in the plural form; as, bellows, scissors, ashes, riches, &c.; and some nouns are the same in both numbers; as, deer, sheep, swine, &c.

Q. How is the plural number of nouns generally formed?

A. The plural number of nouns is generally formed by adding *s* or *es* to the singular; as, dove, doves; box, boxes.

Q. How are nouns ending in *f* or *fe* rendered plural?

A. By changing *f* or *fe* into *ves*; as, loaf, loaves; wife, wives; except grief, relief, reproof, and several others, which form the plural by the addition of *s*.

Q. How are nouns having *y* in the singular, with no other vowel in the same syllable, rendered plural?

A. By changing *y* into *ies*; as, beauty, beauties; fly, flies.

Q. How are they rendered plural, when there is another vowel in the same syllable?

A. By the addition of *s*; as, key, keys; delay, delays.

Note 1. The following nouns form their plural variously, as,

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
man.	men.	foot.	feet.
woman.	women.	tooth.	teeth.
child.	children.	die.	dice.
mouse.	mice.	penny.	pence.
ox.	oxen.	child.	children.
alderman.	aldermen.	goose.	geese.

Note 2. It is a general rule that all names of things, measured or weighed, have no plural, for in them not number, but quantity, is regarded; as, wool, wine, oil.

The word *news* is considered singular; the noun *news* is used both in the singular and plural number.

Note 3. The following words which have been adopted from the Hebrew, Greek and Latin languages, are thus distinguished with respect to number.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
cherub.	cherubim.	antithesis.	antitheses.
seraph.	seraphim.	basis.	bases.
crisis.	crises.	criterion.	criteria.
genus.	genera.	hypothesis.	hypotheses.
index.	indices.	medium.	media.
arcantum.	arcana.	phenomenon.	phenomena.
axis.	axes.	appendix.	appendices.
datum.	data.	erratum.	errata.
radius.	radii.	stratum.	strata.
magus.	magi.	vortex.	vortices.

EXAMPLES.

The sun has set, and the stars begin to shine.
 The tree is covered with leaves.
 The boys are in the house.
 Spring produces flowers.

What are the nouns in these sentences? Of what number is each? Why?

LESSON VII.

CASE.

Q. How many cases have nouns?

A. Nouns have three cases, the nominative, the possessive, and the objective.

Q. What does the nominative case express?

A. The nominative case expresses the agent or doer, or the subject of the verb; as, The boy plays. The girls learn.

Q. What does the possessive case express?

A. The possessive case expresses possession, property or ownership, and has an apostrophe with the letter *s* coming after it; as, The scholar's pen. My father's house.

Note. When the plural ends in *s*, the other *s* is omitted, but the apostrophe is retained; as, On eagles' wings. The drapers' company.

Sometimes also when the singular terminates in *ss* the apostrophic *s* is not added; as, For goodness' sake. For righteousness' sake.

Q. What does the objective case express?

A. The objective case expresses the object of an action or of a relation, and generally follows a verb active or preposition; as, John assists Charles. They live in London.

Q. How are nouns declined?

A. Nouns are declined in the following manner:

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative case.</i>	A Mother.	Mothers.
<i>Possessive case.</i>	A Mother's.	Mothers'.
<i>Objective case.</i>	A Mother.	Mothers.
<i>Nominative case.</i>	The man.	The men.
<i>Possessive case.</i>	The man's.	The men's.
<i>Objective case.</i>	The man.	The men.

EXAMPLES,

His father and mother and uncle reside in London. Joseph's book is lost. The men's opinions are altered. For conscience' sake. For righteousness' sake, do your duty. John struck Thomas.

Which are the nouns in these sentences? What is their person, gender, number and case? Why?

LESSON VIII.

ADJECTIVE.

Q. What is an adjective?

A. An adjective is a word used to describe nouns; as, an industrious man. A good scholar.

Q. Of what variations do adjectives admit?

A. The only variation of which adjectives admit, is that of the degrees of comparison.

Q. How many degrees of comparison are there?

A. There are three degrees of comparison, namely, the positive, the comparative, and the superlative.

Q. What does the positive state express?

A. The positive state expresses the quality of an object, without any increase or diminution; as, good, wise, great.

Q. What is said of the comparative degree?

A. The comparative degree increases or lessens the positive in signification; as, wiser, greater, less wise.

Q. What is said of the superlative degree?

A. The superlative degree increases or lessens the positive to the highest or lowest degree; as, wisest, lowest, least wise.

Q. How does the positive become the comparative and the superlative?

A. If the positive have but one syllable the comparative is formed by the addition of *r* or *er*, and the superlative by adding *st* or *est*; as, wise, wiser, wisest; great, greater, greatest.

Q. How are they formed when the positive consists of more than one syllable?

A. When the positive consists of more than one syllable, the comparative and the superlative are generally formed by placing more and most before the positive; as, frugal, more frugal, most frugal.

EXAMPLES.

A large house, a larger house, the largest house.
A beautiful temple, a more beautiful temple, a most beautiful temple.

Which are the adjectives in these sentences? Why? What are their degrees of comparison? What nouns do they describe?

LESSON IX.

PRONOUN.

Q. What is a pronoun?

A. A pronoun is a word used instead of a noun to avoid repeating the noun; as, The man is happy; *he* is benevolent; *he* is useful.

Q. How many kinds of pronouns are there?

A. There are three kinds of pronouns, namely, the personal, the relative, and the adjective pronouns.

PERSONAL PRONOUNS.

Q. How many personal pronouns are there?

A. There are five personal pronouns, namely, *I*, *thou*, *he*, *she*, and *it*; with their plurals, *we*, *ye* or *you*, and *they*.

Q. Of what do personal pronouns admit?

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

Q. Of how many persons are pronouns?

A. Pronouns are of three persons in each number; namely,

I is the first person	} Singular.
Thou is the second person	
He she or it is the third person	
We is the first person	} Plural.
Ye or you is the second person	
They is the third person	

Q. How many numbers have pronouns?

A. Pronouns, like nouns, have two numbers, the singular and the plural; as, *I, thou, he; we, ye, or you, they.*

Q. To what has gender respect?

A. Gender has respect only to the third person singular of the pronouns; as, *he, she, it.* *He* is masculine, *she* is feminine, *it* is neuter.

Q. How many cases have pronouns?

A. Pronouns have three cases, namely, the nominative, the possessive, and the objective.

Q. How are the personal pronouns declined?

A. The personal pronouns are thus declined:

Person.	Case.	Singular.	Plural.
First.	Nom.	I.	We.
	Poss.	Mine.	Ours.
	Obj.	Me.	Us.
Second.	Nom.	Thou.	Ye or You.
	Poss.	Thine.	Yours.
	Obj.	Thee.	You.
Third Mas.	Nom.	He.	They.
	Poss.	His.	Theirs.
	Obj.	Him.	Them.
Third Fem.	Nom.	She.	They.
	Poss.	Hers.	Theirs.
	Obj.	Her.	Them.
Third Neut.	Nom.	It.	They.
	Poss.	Its.	Theirs.
	Obj.	It.	Them.

Q. How are the compound personal pronouns formed?

A. The compound personal pronouns are formed by adding *self* and *selves* to the simple pronouns.

Q. How are they declined?

A. They are thus declined:

Person.	Case.	Singular.	Plural.
First.	Nom.	Myself.	Ourselves.
	Poss.	wanting.	_____
	Obj.	Myself.	Ourselves.
Second.	Nom.	{ Thysel ^r or Yourself. }	Yourselves.
	Poss.	_____	_____
	Obj.	{ Thysel ^r or Yourself. }	Yourselves.
Third Mas.	Nom.	Himself.	Themselves.
	Poss.	_____	_____
	Obj.	Himself.	Themselves.
Third Fem.	Nom.	Herself.	Themselves.
	Poss.	_____	_____
	Obj.	Herself.	Themselves.
Third Neuter.	Nom.	Itself.	Themselves.
	Poss.	_____	_____
	Obj.	Itself.	Themselves.

EXAMPLES.

Charles and I have seen James, and he told us that we had offended him. Henry, you tell James and John that they must come here, for they wish me to give them some books. Mary says, she wishes Harriet to visit her.

I myself have seen the president. We ourselves witnessed the spectacle. James has injured himself very much. The boys themselves acknowledge it.

Emily herself was present. A house divided against itself cannot stand.

Which are the simple personal pronouns in these sen-

tences? Which the compound? For what do they stand? What is their person, gender, number, and case?

LESSON X.

RELATIVE PRONOUN.

Q. What are relative pronouns?

A. Relative pronouns are such, as relate, in general, to some word or phrase going before, which is thence called the antecedent.

Q. What are they?

A. They are, *who*, *which*, *that*, and sometimes *as*.

Q. What is said of the pronoun *what*?

A. *What* is called a compound relative, including both the antecedent and the relative, and is equivalent to *that which*; as, This is *what* I wanted; that is, *the thing which* I wanted.

Q. What is said of *who* and *which*?

A. *Who* is applied to persons, *which* to animals and things without life; as, *the man who*; *the house which*; *the tree which*.

Q. What is said of the pronoun *that*?

A. *That*, as a relative, is often used to prevent the too frequent repetition of *who* and *which*.

Q. To what is it applied?

A. It is applied to both persons and things; as, *He that* acts wisely deserves praise. This is the *book that* I want.

Q. Of how many numbers is *who*, and how is it declined?

A. *Who* is of both numbers, and is thus declined:

Singular and Plural.

Nominative, Who.

Possessive, Whose.

Objective, Whom.

Q. When is *as* used as a relative pronoun?

A. *As* is used as a relative pronoun, when it follows *such*; as, Charles is *such* a boy *as* loves study.

Q. When are *who*, *which* and *what*, called interrogative pronouns?

A. *Who*, *which* and *what* are called interrogative pronouns, when they are used in asking questions; as, *Who* is he? *Which* is the book? *What* are you doing?

Q. What words are compound relative pronouns?

A. The following words are compound relative pronouns; namely, *whoever*, *whosoever*, *whomsoever*, *whichever*, *whichever*, *what*, *whatever*, *whatsoever*.

EXAMPLES.

Where is the man, who did the noble deed, whose name is Brutus, and whom the Romans love to honour? Who, that loves science, does not honour the name of Newton? This is such a book as I wanted. This is the house which I bought. Choose what is good. You shall have whatever you want. Whoever studies will improve. Who comes? What does he want? Whom has he seen?

Which are the relative pronouns in these sentences? To what do they relate? What is their gender, number, person, and case? Which are interrogative pronouns? Which are the compound relative pronouns?

LESSON XI.

ADJECTIVE PRONOUNS.

Q. What are adjective pronouns?

A. Adjective pronouns are of a mixed nature, participating the properties, both of pronouns and adjectives.

Q. How may adjective pronouns be subdivided?

A. Adjective pronouns may be subdivided into four sorts; namely, the possessive, the distributive, the demonstrative, and the indefinite.

Q. What are possessive adjective pronouns?

A. Possessive adjective pronouns are those, which relate to possession, or property.

Q. What are they?

A. They are, *my, thy, his, her, our, your, their.*

Q. What word is sometimes added to these?

A. The word *own*; as, *My own hand. Our own house, &c.*

Q. What are the distributive?

A. The distributive are those that denote the persons or things that make up a number, as taken separately and singly.

Q. What are they?

A. They are, *each, every, and either*; as, *Each of his brothers is in a favourable situation. Every man must account for himself. I have not seen either of them.*

Q. What are the demonstrative?

A. The demonstrative are those which precisely point out the subjects to which they relate.

Q. What are they?

A. They are, *this, that, these, and those*; as, *This is true charity; that is only its image.*

Q. What are the indefinite?

A. The indefinite are those which express their subjects in an indefinite or general manner.

Q. What words are of this class?

A. The following words are of this class; namely, *some, other, any, one, all, such, &c.*

Q. Which of these words are declined?

A. These two; namely, *our* and *other*; as,

	<i>Singular.</i>	<i>Plural.</i>
Nom. One.	Nom. Other.	Others.
Poss. One's.	Poss. Other's.	Others'.
Obj. One.	Obj. Other's.	Others.

Q. What other words are sometimes used as adjective pronouns?

A. *Which* and *what* are sometimes used as adjective pronouns; as, *What man is this? Which thing I also did.*

EXAMPLES.

My brother is at your house. Charles has lost his pocket-book. Emily has written to her brother. The boys have recited their lessons. This is my own pen. Each of the boys has a book. Every tree is known by its fruit. I have not seen either of the men. This man is more intelligent than that man. These apples are sweeter than those. Some men are happy, while others are miserable. Such men aspire after fame. What a strange man he is.

Which are the adjective pronouns in these sentences? Which the possessive? Which the distributive? Which the demonstrative? Which the indefinite? Why?

LESSON XII.

VERBS.

- Q.** What is a verb?
A. A verb is a word which signifies to be, to do, or to suffer; as, I am, I rule, I am ruled.
- Q.** Of how many kinds are verbs?
A. Verbs are of three kinds, namely, active, passive, and neuter.
- Q.** How are they also divided?
A. They are also divided into regular, irregular, and defective.
- Q.** What does a verb active express?
A. A verb active expresses an action, and necessarily implies an agent, and an object acted on; as, James wrote a letter.
- Q.** What does a passive verb express?
A. A passive verb expresses an object acted upon, and an agent by which it is acted upon; as, The letter was written by James.
- Q.** What is a neuter verb?
A. A neuter verb is one, which does not have an object after it.
- Q.** What are auxiliary verbs?
A. Auxiliary verbs are those by the help of which the English verbs are principally conjugated.
- Q.** What are they?
A. They are *do, be, have, shall, will, may, can, and must.*
- Q.** How many numbers have verbs?
A. Verbs have two numbers, namely, singular and plural; as, I run, we run.

- Q.** Of how many persons are verbs?
A. Verbs are of three persons; namely, first, second, and third.

	<i>Singular.</i>	<i>Plural.</i>
First person.	I love.	We love.
Second person.	Thou lovest.	Ye or you love.
Third person.	He loves.	They love.

EXAMPLES.

James studies his lesson. The school is dismissed. The trumpet sounds. The sun rises. Charles will read.

Which are the verbs in these sentences? Which is active? Which passive? Which neuter? Which the auxiliary? Why? Of what number and person is each?

LESSON XIII.

MODES.

- Q.** What is mode?
A. Mode is the manner in which the being, action, or passion is represented.
- Q.** How many modes are there?
A. There are five modes, namely, the indicative, the imperative, the potential, the subjunctive, and the infinitive.
- Q.** What is said of the indicative mode?
A. The indicative mode simply indicates, or declares a thing; as, The wind blows; or it asks a question, as, Does the wind blow?

Q. What is said of the imperative mode?

A. The imperative mode is used for commanding, exhorting, entreating, or permitting; as, Depart thou; mind ye; let us stay; go in peace.

Q. What is said of the potential mode?

A. The potential mode implies possibility or liberty, power, will or obligation, and is used in asking questions; as, It may rain; he may go or stay; I can ride; he would walk; they should learn; can you go?

Q. What is said of the subjunctive mode?

A. The subjunctive mode represents a thing under a condition, motive, wish, or supposition, &c., and is preceded by a conjunction, expressed or understood, and is connected with another verb; as, I will respect him though he chide me. Were he good he would be happy; that is, if he were good.

Q. What is said of the infinitive mode?

A. The infinitive mode expresses a thing in a general and unlimited manner, without any distinction of number or person; as, to act, to speak, to be feared.

PARTICIPLE.

Q. What is the participle?

A. The participle is a certain form of the verb, and is so called, because it participates not only of the properties of a verb, but also of the properties of an adjective; as, The sun is rising.

Q. How many participles are there?

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

EXAMPLES.

Charles talks. Come here James. Peter can return. If Joseph would study, he would make rapid improvement. George loves to play. Mary is singing.

In what mode is each verb in these sentences? Which is the participle?

LESSON XIV.

TENSE.

Q. What is tense?

A. Tense is the distinction of time.

Q. How many tenses are there?

A. There are six tenses, namely, the present, the imperfect, the perfect, the pluperfect, and the first and second future tenses.

Q. What is said of the present tense?

A. The present tense represents an action or event, as taking place at the present time; as, I rule; I am ruled; I think; I fear.

Q. What is said of the imperfect?

A. The imperfect tense represents an action or event, either as past and finished, or as remaining unfinished at a certain time past; as, Charles lived in Boston.

Q. What of the perfect tense?

A. The perfect tense not only refers to what is past, but also conveys an allusion to the present time; as, I have studied grammar two weeks.

Q. What of the pluperfect tense?

A. The pluperfect tense represents a thing not only

as past, but also as prior to some other point of time specified in the sentence; as, I had finished my letter before he arrived.

Q. What is said of the first future tense?

A. The first future tense represents the action or event as yet to take place, either with or without respect to the precise time; as, The sun will rise to-morrow; I shall see them again.

Q. What is said of the second future tense?

A. The second future intimates that the action will be fully accomplished, at or before the time of another future action or event; as, I shall have dined at one o'clock; The two houses will have finished their business when the king comes to prorogue them.

EXAMPLES.

The wind blows. The rain ceased. The boys have played. John has recited. Samuel will return. The boy will have returned.

Which are the verbs in these sentences and in what tense is each?

LESSON XV.

CONJUGATION.

Q. What is the conjugation of a verb?

A. The conjugation of a verb is the regular combination and arrangement of its several numbers, persons, modes, and tenses.

Q. How is the auxiliary and active verb *to have* conjugated?

A. The auxiliary and active verb *to have*, is conjugated in the following manner.

INDICATIVE MODE.

PRESENT TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1st Person. I have,		1st Person. We have,	
2d Person. Thou hast,		2d Person. Ye or you have,	
3d Person. He she or it hath or has.		3d Person. They have.	

IMPERFECT TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1. I had,		1. We had,	
2. Thou hadst,		2. Ye or you had,	
3. He, &c. had.		3. They had.	

PERFECT TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1. I have had,		1. We have had,	
2. Thou hast had,		2. Ye or you have had,	
3. He has had.		3. They have had.	

PLUPERFECT TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1. I had had,		1. We had had,	
2. Thou hadst had,		2. Ye or you had had,	
3. He had had.		2. They had had.	

FIRST FUTURE TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1. I shall or will have,		1. We shall or will have,	
2. Thou shalt or wilt have,		2. Ye or you shall or will have,	
3. He shall or will have.		3. They shall or will have.	

SECOND FUTURE TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1. I shall or will have had,		1. We shall or will have had,	
2. Thou shalt or wilt have had,		2. Ye or you shall or will have had,	
3. He shall or will have had.		3. They shall or will have had.	

IMPERATIVE MODE.

PRESENT TENSE.

- | | |
|-------------------------------|----------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 2. Have thou or do thou have. | 2. Have ye or do ye or you have. |

POTENTIAL MODE.

PRESENT TENSE.

- | | |
|------------------------------|-------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I may or can have, | 1. We may or can have, |
| 2. Thou mayst or canst have, | 2. Ye or you may or can have, |
| 3. He may or can have. | 3. They may or can have. |

IMPERFECT TENSE.

- | | |
|---|--|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I might, could, would or should have, | 1. We might, could, would or should have. |
| 2. Thou mightst, couldst, wouldst or shouldst have, | 2. Ye or you might, could, would or should have, |
| 3. He might, could, would or should have. | 3. They might, could, would or should have. |

PERFECT TENSE.

- | | |
|----------------------------------|-----------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I may or can have had, | 1. We may or can have had, |
| 2. Thou mayst or canst have had, | 2. Ye or you may or can have had, |
| 3. He may or can have had. | 3. They may or can have had. |

PLUPERFECT TENSE.

- | | |
|---|--|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I might, could, would or should have had, | 1. We might, could, would or should have had, |
| 2. Thou mightst, couldst, wouldst or shouldst have had, | 2. Ye or you might, could, would or should have had, |
| 3. He might, could, would or should have had. | 3. They might, could, would or should have had. |

SUBJUNCTIVE MODE.

PRESENT TENSE.

- | | |
|------------------|-----------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I have, | 1. If we have, |
| 2. If thou have, | 2. If ye or you have, |
| 3. If he have. | 3. If they have, |

IMPERFECT TENSE.

- | | |
|------------------|----------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I had, | 1. If we had, |
| 2. If thou had, | 2. If ye or you had, |
| 3. If he had. | 3. If they had. |

PERFECT TENSE.

- | | |
|----------------------|---------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I have had, | 1. If we have had, |
| 2. If thou have had, | 2. If ye or you have had, |
| 3. If he have had. | 3. If they have had. |

PLUPERFECT TENSE.

- | | |
|---------------------|--------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I had had, | 1. If we had had, |
| 2. If thou had had, | 2. If ye or you had had, |
| 3. If he had had. | 3. If they had had. |

FIRST FUTURE TENSE.

- | | |
|--------------------------------|-------------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I shall or will have, | 1. If we shall or will have, |
| 2. If thou shall or will have, | 2. If ye or you shall or will have, |
| 3. If he shall or will have. | 3. If they shall or will have. |

SECOND FUTURE TENSE.

- | | |
|------------------------------------|---|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I shall have had, | 1. If we shall have had, |
| 2. If thou shall or will have had, | 2. If ye or you shall or will have had. |
| 3. If he shall or will have had, | 3. If they shall or will have had. |

INFINITIVE MODE.

*Present, To have.**Perfect, To have had.*

PARTICIPLES.

Present or Active, Having,
Perfect or Passive, Had,
Compound Perfect, Having had.

SYNOPSIS OF THE MODES AND TENSES.

<i>Present,</i>	<i>Indicative.</i> I have.	<i>Imperative.</i> Have thou, or do thou have.	<i>Potential.</i> I may or can have.	<i>Subjunctive.</i> If I have.	<i>Infinitive.</i> To have.
<i>Imperfect,</i>	I had	I might, could, would or should have.	I might, could, would or should have.	If I had.	To have had,
<i>Perfect,</i>	I have had.	I may or can have had.	I may or can have had.	If I have had.	
<i>Pluperfect,</i>	I had had.	I might, could, would or should have had.	I might, could, would or should have had.	If I had had.	
<i>First Future,</i>	I shall or will have.			If I shall or will have,	
<i>Second Future,</i>	I shall have had.			If I shall have had	

PARTICIPLES.—*Present, Having, Perfect, Had, Compound Perfect, Having had,*

LESSON XVI.

Q. How is the auxiliary and neuter verb *to be* conjugated?

A. The auxiliary and neuter verb *to be* is conjugated in the following manner.

INDICATIVE MODE.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I am,	1. We are,
2. Thou art,	2. Ye or you are,
3. He, she, or it is.	3. They are.

IMPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I was,	1. We were,
2. Thou wast,	2. Ye or you were,
3. He was.	3. They were.

PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I have been,	1. We have been,
2. Thou hast been,	2. Ye or you have been,
3. He hath or 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. Ye or you had been,
3. He had been.	3. They had been.

FIRST FUTURE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I shall or will be,	1. We shall or will be,
2. Thou shalt or wilt be,	2. Ye or you shall or will be,
3. He shall or will be.	3. They shall or will be.

SECOND FUTURE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I shall have been,	1. We shall have been.
2. Thou shalt or wilt have been,	2. Ye or you shall or will have been,
3. He shall or will have been.	3. They shall or will have been.

IMPERATIVE MODE.

- | | |
|---------------------------|------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 2. Be thou or do thou be. | 2. Be ye or you or do ye be. |

POTENTIAL MODE.

PRESENT TENSE.

- | | |
|----------------------------|-----------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I may or can be, | 1. We may or can be, |
| 2. Thou mayst or canst be, | 2. Ye or you may or can be, |
| 3. He may or can be. | 3. They may or can be. |

IMPERFECT TENSE.

- | | |
|---|--|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I might, could, would or should be, | 1. We might could would or should be, |
| 2. Thou mightst, couldst, wouldst or shouldst be, | 2. Ye or you might, could, would or should be, |
| 3. He might, could, would or should be. | 3. They might, could, would or should be. |

PERFECT TENSE.

- | | |
|-----------------------------------|------------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I may or can have been, | 1. We may or can have been, |
| 2. Thou mayst or canst have been, | 2. Ye or you may or can have been, |
| 3. He may or can have been. | 3. They may or can have been. |

PLUPERFECT TENSE.

- | | |
|--|---|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I might, could, would or should have been. | 1. We might, could, would or should have been, |
| 2. Thou mightst, couldst, wouldst or shouldst have been, | 2. Ye or you might, could, would or should have been, |
| 3. He might, could, would or should have been. | 3. They might, could, would or should have been. |

SUBJUNCTIVE MODE.

PRESENT TENSE.

- | | |
|------------------|---------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I be, | 1. If we be, |
| 2. If thou be, | 2. If ye or 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 wert, | 2. If ye or you were, |
| 3. If he were. | 3. If they were. |

PERFECT TENSE.

- | | |
|-----------------------|----------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I have been, | 1. If we have been, |
| 2. If thou have been, | 2. If ye or you have been, |
| 3. If he have been. | 3. If they have been. |

PLUPERFECT TENSE.

- | | |
|----------------------|---------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I had been, | 1. If we had been, |
| 2. If thou had been, | 2. If ye or you had been, |
| 3. If he had been. | 3. If they had been. |

FIRST FUTURE TENSE.

- | | |
|------------------------------|-----------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I shall or will be, | 1. If we shall or will be, |
| 2. If thou shall or will be, | 2. If ye or you shall or will be, |
| 3. If he shall or will be. | 3. If they shall or will be. |

SECOND FUTURE TENSE.

- | | |
|-------------------------------------|--|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I shall have been, | 1. If we shall have been, |
| 2. If thou shall or will have been, | 2. If ye or you shall or will have been, |
| 3. If he shall or will have been. | 3. If they shall or will have been. |

INFINITIVE MODE.

Present Tense, To be. *Perfect, To have been.*

PARTICIPLES.

Present, Being. *Perfect, Been.*
Compound Perfect, Having been.

IMPERATIVE MODE.

- | | |
|---------------------------|------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 2. Be thou or do thou be. | 2. Be ye or you or do ye be. |

POTENTIAL MODE.

PRESENT TENSE.

- | | |
|----------------------------|-----------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I may or can be, | 1. We may or can be, |
| 2. Thou mayst or canst be, | 2. Ye or you may or can be, |
| 3. He may or can be. | 3. They may or can be. |

IMPERFECT TENSE.

- | | |
|---|--|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I might, could, would or should be, | 1. We might could would or should be, |
| 2. Thou mightst, couldst, wouldst or shouldst be, | 2. Ye or you might, could, would or should be, |
| 3. He might, could, would or should be. | 3. They might, could, would or should be. |

PERFECT TENSE.

- | | |
|-----------------------------------|------------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I may or can have been, | 1. We may or can have been, |
| 2. Thou mayst or canst have been, | 2. Ye or you may or can have been, |
| 3. He may or can have been. | 3. They may or can have been. |

PLUPERFECT TENSE.

- | | |
|--|---|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I might, could, would or should have been. | 1. We might, could, would or should have been, |
| 2. Thou mightst, couldst, wouldst or shouldst have been, | 2. Ye or you might, could, would or should have been, |
| 3. He might, could, would or should have been. | 3. They might, could, would or should have been. |

SUBJUNCTIVE MODE.

PRESENT TENSE.

- | | |
|------------------|---------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I be, | 1. If we be, |
| 2. If thou be, | 2. If ye or 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 wert, | 2. If ye or you were, |
| 3. If he were. | 3. If they were. |

PERFECT TENSE.

- | | |
|-----------------------|----------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I have been, | 1. If we have been, |
| 2. If thou have been, | 2. If ye or you have been, |
| 3. If he have been. | 3. If they have been. |

PLUPERFECT TENSE.

- | | |
|----------------------|---------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I had been, | 1. If we had been, |
| 2. If thou had been, | 2. If ye or you had been, |
| 3. If he had been. | 3. If they had been. |

FIRST FUTURE TENSE.

- | | |
|------------------------------|-----------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I shall or will be, | 1. If we shall or will be, |
| 2. If thou shall or will be, | 2. If ye or you shall or will be, |
| 3. If he shall or will be. | 3. If they shall or will be. |

INFINITIVE MODE.

Present Tense, To be. *Perfect, To have been.*

PARTICIPLES.

Present, Being. *Perfect, Been.*
Compound Perfect, Having been.

SYNOPSIS OF THE MODES AND TENSES.

<i>Present,</i>	<i>Indicative.</i>	<i>Imperative.</i>	<i>Potential.</i>	<i>Subjunctive.</i>	<i>Infinitive.</i>			
	I am.	Be thou or do thou be.	I may or can be.	If I be.	To be.			
<i>Imperfect,</i>	I was.		I might, could, would, or should be.	If I were.				
<i>Perfect,</i>	I have been.		I may or can have been.	If I have been.	To have been.			
<i>Pluperfect,</i>	I had been.		I might, could, would, or should have been.	If I had been.				
<i>First Future,</i>	I shall or will be.			If I shall or will be.				
<i>Second Future,</i>	I shall have been.			If I shall have been.				

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PARTICIPLES—*Present, Being, Perfect, Been, Compound Perfect, Having been,*

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LESSON XVII.

THE CONJUGATION OF REGULAR VERBS.

ACTIVE.

Q. When are active verbs called regular?

A. Active verbs are called regular, when they form their imperfect tense, of the indicative mode, and their perfect participle, by adding to the verb *ed*, or *d* only when the verb ends in *e*.

Q. How is a regular active verb conjugated?

A. A regular active verb is conjugated in the following manner.

INDICATIVE MODE.

PRESENT TENSE.

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

IMPERFECT TENSE.

	<i>Singular.</i>		<i>Plural.</i>
1.	I loved,	1.	We loved,
2.	Thou lovedst,	2.	Ye or you loved,
3.	He loved.	3.	They loved.

PERFECT TENSE.

	<i>Singular.</i>		<i>Plural.</i>
1.	I have loved,	1.	We have loved,
2.	Thou hast loved,	2.	Ye or you have loved,
3.	He hath or 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,	2.	Ye or you had loved,
3.	He had loved.	3.	They had loved.

FIRST FUTURE TENSE.

- | | |
|--|--|
| <i>Singular.</i>
1. I shall or will love,
2. Thou shalt or wilt love,
3. He shall or will love. | <i>Plural.</i>
1. We shall or will love,
2. Ye or you shall or will love,
3. They shall or will love. |
|--|--|

SECOND FUTURE TENSE.

- | | |
|--|--|
| <i>Singular.</i>
1. I shall have loved,
2. Thou wilt have loved,
3. He will have loved. | <i>Plural.</i>
1. We shall have loved,
2. Ye or you will have loved,
3. They will have loved. |
|--|--|

IMPERATIVE MODE.

- | | |
|---|--|
| <i>Singular.</i>
2. Love thou or do thou love. | <i>Plural.</i>
2. Love ye or you or do ye love. |
|---|--|

POTENTIAL MODE.

PRESENT TENSE.

- | | |
|---|---|
| <i>Singular.</i>
1. I may or can love,
2. Thou mayst or canst love,
3. He may or can love. | <i>Plural.</i>
1. We may or can love,
2. Ye or you may or can love,
3. They may or can love. |
|---|---|

IMPERFECT TENSE.

- | | |
|---|---|
| <i>Singular.</i>
1. I might, could, would, or should love,
2. Thou mightst, couldst, wouldst or shouldst love,
3. He might, could, would or should love. | <i>Plural.</i>
1. We might, could, would or should love,
2. Ye or you might, could, would, or should love,
3. They might, could, would or should love. |
|---|---|

PERFECT TENSE.

- | | |
|---|---|
| <i>Singular.</i>
1. I may or can have loved,
2. Thou mayst or canst have loved,
3. He may or can have loved. | <i>Plural.</i>
1. We may or can have loved,
2. Ye or you may or can have loved,
3. They may or can have loved. |
|---|---|

PLUPERFECT TENSE.

- | | |
|---|--|
| <i>Singular.</i>
1. I might, could, would, or should have loved,
2. Thou mightst, couldst, wouldst or shouldst have loved,
3. He might, could, would or should have loved. | <i>Plural.</i>
1. We might, could, would or should have loved,
2. Ye or you might, could, would or should have loved,
3. They might, could, would or should have loved. |
|---|--|

SUBJUNCTIVE MODE.

PRESENT TENSE.

- | | |
|---|---|
| <i>Singular.</i>
1. If I love,
2. If thou love,
3. If he love. | <i>Plural.</i>
1. If we love,
2. If ye or you love,
3. If they love. |
|---|---|

IMPERFECT TENSE.

- | | |
|--|--|
| <i>Singular.</i>
1. If I loved,
2. If thou loved,
3. If he loved. | <i>Plural.</i>
1. If we loved,
2. If ye or you loved,
3. If they loved. |
|--|--|

PERFECT TENSE.

- | | |
|---|---|
| <i>Singular.</i>
1. If I have loved,
2. If thou have loved,
3. If he have loved. | <i>Plural.</i>
1. If we have loved,
2. If ye or you have loved,
3. If they have loved. |
|---|---|

PLUPERFECT TENSE.

- | | |
|--|--|
| <i>Singular.</i>
1. If I had loved,
2. If thou had loved,
3. If he had loved. | <i>Plural.</i>
1. If we had loved,
2. If ye or you had loved,
3. If they had loved. |
|--|--|

FIRST FUTURE TENSE.

- | | |
|---|---|
| <i>Singular.</i>
1. If I shall or will love,
2. If thou shall or will love,
3. If he shall or will love. | <i>Plural.</i>
1. If we shall or will love,
2. If ye or you shall or will love,
3. If they shall or will love. |
|---|---|

SECOND FUTURE TENSE.

- | | |
|---|---|
| <i>Singular.</i>
1. If I shall have loved,
2. If thou shall or will have loved,
3. If he shall or will have loved. | <i>Plural.</i>
1. If we shall have loved,
2. If ye or you shall or will have loved,
3. If they shall or will have loved. |
|---|---|

INFINITIVE MODE.

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

PARTICIPLES.

Present, Loving. Perfect, Loved. Compound Perfect, Having loved.

SYNOPSIS OF THE MODES AND TENSES.

	<i>Indicative.</i>	<i>Potential.</i>	<i>Subjunctive.</i>	<i>Infinitive.</i>
<i>Present,</i>	I love.	I may or can love.	If I love.	To love.
<i>Imperfect,</i>	I loved.	I might, could, would or should love.	If I loved.	
<i>Perfect,</i>	I have loved.	I may or can have loved.	If I have loved.	To have loved.
<i>Pluperfect,</i>	I had loved.	I might, could, would or should have loved.	If I had loved.	
<i>First Future,</i>	I shall or will love.		If I shall or will love.	
<i>Second Future,</i>	I shall have loved.		If I shall have loved.	

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PARTICIPLES—*Present,* Loving. *Perfect,* Loved. *Compound Perfect,* Having loved.

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LESSON XVIII.

PASSIVE VERBS.

Q. When are Passive verbs called regular?

A. Passive verbs are called regular, when they form their perfect participle by the addition of *d* or *ed* to the verb; as, from the verb *To love* is formed the passive; as, I am loved; I was loved; I shall be loved; &c.

Q. How is a passive verb conjugated?

A. A passive verb is conjugated by adding the perfect participle to the auxiliary *to be*, through all its changes of number, person, mode and tense, in the following manner.

To Be Loved.

INDICATIVE MODE.

PRESENT TENSE.

- | | |
|--------------------|-------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I am loved, | 1. We are loved, |
| 2. Thou art loved, | 2. Ye or you are loved, |
| 3. He is loved. | 3. They are loved. |

IMPERFECT TENSE.

- | | |
|---------------------|--------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I was loved, | 1. We were loved, |
| 2. Thou wast loved, | 2. Ye or you were loved, |
| 3. He was loved. | 3. They were loved. |

PERFECT TENSE.

- | | |
|-------------------------------|-------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I have been loved, | 1. We have been loved, |
| 2. Thou hast been loved, | 2. Ye or you have been loved, |
| 3. He hath or has been loved. | 3. They have been loved. |

PLUPERFECT TENSE.

- | | |
|---------------------------|------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I had been loved, | 1. We had been loved. |
| 2. Thou hadst been loved, | 2. Ye or you had been loved, |
| 3. He had been loved. | 3. They had been loved. |

FIRST FUTURE TENSE.

- | | |
|---------------------------------|--------------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I shall or will be loved, | 1. We shall or will be loved, |
| 2. Thou shalt or wilt be loved, | 2. Ye or you shall or will be loved, |
| 3. He shall or will be loved. | 3. They shall or will be loved. |

SECOND FUTURE TENSE.

- | | |
|-------------------------------|------------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I shall have been loved, | 1. We shall have been loved, |
| 2. Thou wilt have been loved, | 2. Ye or you will have been loved, |
| 3. He will have been loved. | 3. They will have been loved. |

IMPERATIVE MODE.

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

POTENTIAL MODE.

PRESENT TENSE.

- | | |
|----------------------------------|-----------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I may or can be loved, | 1. We may or can be loved, |
| 2. Thou mayst or canst be loved, | 2. Ye or you may or can be loved, |
| 3. He may or can be loved. | 3. They may or can be loved. |

IMPERFECT TENSE.

- | | |
|---|--|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I might, could, would or should be loved, | 1. We might, could, would or should be loved, |
| 2. Thou mightst, couldst, wouldst or shouldst be loved, | 2. Ye or you might, could, would or should be loved, |
| 3. He might, could, would or should be loved. | 3. They might, could, would or should be loved. |

PERFECT TENSE.

- | | |
|---|--|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I may or can have been loved, | 1. We may or can have been loved, |
| 2. Thou mayst or canst have been loved, | 2. Ye or you may or can have been loved, |
| 3. He may or can have been loved. | 3. They may or can have been loved. |

PLUPERFECT TENSE.

- | | |
|--|---|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. I might, could, would or should have been loved, | 1. We might, could, would or should have been loved, |
| 2. Thou mightst, couldst, wouldst or shouldst have been loved, | 2. Ye or you might, could, would or should have been loved, |
| 3. He might, could, would, or should have been loved. | 3. They might, could, would, or should have been loved. |

SUBJUNCTIVE MODE.

PRESENT TENSE.

- | | |
|----------------------|---------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I be loved, | 1. If we be loved, |
| 2. If thou be loved, | 2. If ye or you be loved, |
| 3. If he be loved. | 3. If they be loved. |

IMPERFECT TENSE.

- | | |
|------------------------|-----------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I were loved, | 1. If we were loved, |
| 2. If thou wert loved, | 2. If ye or you were loved, |
| 3. If he were loved. | 3. If they were loved. |

PERFECT TENSE.

- | | |
|-----------------------------|----------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I have been loved, | 1. If we have been loved, |
| 2. If thou have been loved, | 2. If ye or you have been loved, |
| 3. If he have been loved. | 3. If they have been loved. |

PLUPERFECT TENSE.

- | | |
|----------------------------|---------------------------------|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I had been loved, | 1. If we had been loved, |
| 2. If thou had been loved, | 2. If ye or you had been loved, |
| 3. If he had been loved. | 3. If they had been loved. |

FIRST FUTURE TENSE.

- | | |
|------------------------------------|---|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I shall or will be loved, | 1. If we shall or will be loved, |
| 2. If thou shall or will be loved, | 2. If ye or you shall or will be loved, |
| 3. If he shall or will be loved. | 3. If they shall or will be loved. |

SECOND FUTURE TENSE.

- | | |
|---|--|
| <i>Singular.</i> | <i>Plural.</i> |
| 1. If I shall have been loved, | 1. If we shall have been loved, |
| 2. If thou shall or will have been loved, | 2. If ye or you shall or will have been loved, |
| 3. If he shall or will have been loved. | 3. If they shall or will have been loved. |

INFINITIVE MODE.

Present Tense. To be loved. *Perfect.* To have been loved.

PARTICIPLES.

Present, Being loved. *Perfect or Passive, Loved.*
Compound Perfect. Having been loved.

SYNOPSIS OF THE MODES AND TENSES.

	<i>Indicative.</i>	<i>Imperative.</i>	<i>Potential.</i>	<i>Subjunctive.</i>	<i>Infinitive.</i>
<i>Present,</i>	I am loved.	Love thou, or do thou be loved.	I may or can be loved.	If I be loved.	To be loved.
<i>Imperfect,</i>	I was loved.		I might, could, would or should be loved.	If I were loved.	
<i>Perfect,</i>	I have been loved.		I may or can have been loved.	If I have been loved.	To have been loved.
<i>Pluperfect,</i>	I had been loved.		I might, could, would or should have been loved.	If I had been loved.	
<i>First Future,</i>	I shall or will be loved.			If I shall or will be loved.	
<i>Second Future,</i>	I shall have been loved.			If I shall have been loved.	

PARTICIPLES.—*Present, Being loved. Perfect, Loved. Compound Perfect. Having been loved.*

LESSON XIX.

IRREGULAR VERBS.

Q. What are Irregular Verbs?

A. Irregular Verbs are those, which do not form their imperfect tense, and their perfect participle, by the addition of *d* or *ed* to the verb; as,

<i>Present.</i>	<i>Imperfect.</i>	<i>Per. Par.</i>	<i>Present.</i>	<i>Imperfect.</i>	<i>Per. Par.</i>
Abide	abode	abode	Drink	drank	drunk <i>r</i>
Am	was	been	Dwell	dwelt	dwelt <i>r</i>
Arise	arose	arisen	Eat	eat <i>or</i> ate	eaten
Awake	awoke	awaked <i>r</i>	Fall	fell	fallen
Bear	bare	born	Feed	fed	fed
Bear	bore	borne	Feel	felt	felt
Beat	beat	beaten }	Fight	fought	fought
Begin	began	beat }	Find	found	found
Bend	bent	begun	Flee	fled	fled
Bring	brought	bent <i>r</i>	Fling	flung	flung
Build	built	brought	Fly	flew	flown
Burst	burst	built	Forget	forgot	forgotten }
Buy	bought	burst	Forsake	forsook	forgot }
Cast	cast	bought	Freeze	froze	forsaken
Catch	caught	cast	Get	froze	frozen
Chide	chid	caught <i>r</i>	Gild	got	got
Choose	chose	chidden }	Gird	gilt <i>r</i>	gilt <i>r</i>
Cleave	clove <i>or</i> }	chid }	Gird	girt <i>r</i>	girt <i>r</i>
Cleave	cleft }	chosen }	Give	gave	given
Cling	clung }	cleft }	Go	went	gone
Clothe	clothed	cloven <i>r</i> }	Grave	graved	graven <i>r</i>
Come	came	clung }	Grind	ground	ground
Cost	cost	clad <i>r</i>	Grow	grew	grown
Crow	crew	come	Have	had	had
Creep	crept	cost	Hang	hung <i>r</i>	hung <i>r</i>
Cut	cut	crowd <i>r</i>	Hear	heard	heard
Dare	durst	crept <i>r</i>	Hew	hewed	hewn <i>r</i>
Deal	dealt	cut	Hide	hid	hidden }
Dig	dug	dared	Hit	hit	hit }
Do	did	dealt <i>r</i>	Hold	held	held
Draw	drew	dug <i>r</i>	Hurt	hurt	hurt
Drive	drove	done	Keep	kept	kept
		drawn	Knit	knit <i>r</i>	knit <i>r</i>
		driven	Know	knew	known

<i>Present.</i>	<i>Imperfect.</i>	<i>Per. Par.</i>	<i>Present.</i>	<i>Imperfect.</i>	<i>Per. Par.</i>
Lade	laded	laden	Shed	shed	shed
Lay	laid	laid	Shine	shone <i>or</i>	shone
Lead	led	led		shined	
Leave	left	left	Shut	shut	shut
Lend	lent	lent	Sing	sang	sung
Let	let	let	Slay	slew	slain
Lie	lay	lain	Sleep	slept	slept
Load	loaded	laden <i>r</i>	Slink	slunk	slunk
Lose	lost	lost	Smite	smote	smitten
Make	made	made	Speak	spoke	spoken
Meet	met	met	Speed	sped	sped
Mow	mowed	mown	Spend	spent	spent
Pay	paid	paid	Spin	spun	spun
Put	put	put	Split	split	split
Read	read	read	Spread	spread	spread
Rend	rent	rent	Stand	stood	stood
Rid	rid	rid	Steal	stole	stolen
Ride	rode	ridden <i>or</i>	Stick	stuck	stuck
	rung	[rode]	Sting	stung	stung
Ring	rang	rung	Strike	struck	stricken <i>or</i> }
Rise	rose	risen		struck	
Rive	riven	riven	Take	took	taken
Run	ran	run	Teach	taught	taught
	sawn <i>or</i> }	sawn <i>or</i> }	Tear	tore	torn
Saw	sawed	sawed }	Tell	told	told
Say	said	said	Think	thought	thought
Sell	sold	sold	Wax	waxed	waxen
Send	sent	sent	Wear	wore	worn
Set	set	set	Weave	wove	woven
Shake	shook	shaken	Weep	wept	wept
Shape	shaped	shapen	Win	won	won
Shave	shaved	shaven	Wind	wound	wound

DEFECTIVE VERBS.

Q. What are Defective Verbs?

A. Defective Verbs are those which are used only in some of their modes and tenses.

Q. Which are they?

A. The principal of them are the following:

<i>Present.</i>	<i>Imperfect.</i>	<i>Per. Par.</i>	<i>Present.</i>	<i>Imperfect.</i>	<i>Per. Par.</i>
Can	could		Must	must	
May	might		Ought	ought	
Shall	should			quoth	
Will	would	wanting.			wanting.

LESSON XX.

ADVERB.

Q. What is an adverb?

A. An adverb is a part of speech joined to a verb, an adjective, and sometimes to another adverb; as, He reads *well*; He is *greatly* admired; He writes *very correctly*.

Q. How are some adverbs compared?

A. Some adverbs are compared like adjectives; as, Soon, sooner, soonest. Those ending in *ly* are compared by *more* and *most*; as, Wisely, more wisely, most wisely.

Some adverbs are irregularly compared; as, Well, better, best, badly or ill, worse, worst.

Q. To what classes are adverbs reduced?

A. They are reduced to the following classes; namely,

1. Of number; as, Once, twice, thrice, &c.

2. Of order; as, First, secondly, thirdly, &c.

3. Of place; as, Here, there, where, elsewhere, anywhere, nowhere, herein, whether, hither, upward, forward, whence, hence, thence, whithersoever.

4. Of time present; as, Now, to-day, &c.

Of time past; as, Already, before, lately, yesterday, heretofore, hitherto, long since, long ago, &c.

Of time to come; as, To-morrow, not yet, hereafter, henceforth, henceforward, by-and-by, instantly, presently, immediately, straightways, &c.

Of time indefinite; as, Oft, often, oftentimes, oftentimes, sometimes, soon, seldom, daily, weekly, monthly, yearly, always, when, then, ever, never, against, &c.

5. Of quantity; as, Much, little, sufficiently, abundantly, enough, &c.

6. Of manner or quality; as, Wisely, foolishly, justly, unjustly, quickly, slowly, &c.

7. Of doubt; as, Perhaps, peradventure, possibly, perchance.

8. Of affirmation; as, Verily, truly, undoubtedly, doubtless, certainly, yea, yes, surely, indeed, really, &c.

9. Of negation; as, Nay, no, not, by no means, not at all, in no wise, &c.

10. Of interrogation; as, How, why, wherefore, whether, &c.

11. Of comparison; as, More, most, better, best, worse, worst, less, least, very, almost, little, alike, &c.

Q. What are those phrases which do the office of adverbs, properly called?

A. They are termed adverbial phrases.

EXAMPLES.

Henry acts wisely. I shall visit Salem to-morrow. It rains abundantly. I often think of him. Perhaps I shall see him. I now think of returning. The report is undoubtedly true. I cannot go. How does he succeed? He is more faithful than his brother.

Which are the adverbs in these sentences?

To which class does each belong? What word does each qualify?

LESSON XXI.

PREPOSITIONS.

Q. For what are prepositions used?

A. Prepositions are used to connect words with one another, and to show the relation between them.

Q. Where are they generally placed?

A. They are generally placed before nouns and pronouns; as, He went from Boston to Salem. She is above disguise. They are instructed by him.

The following is a list of the principal prepositions. Of, to, for, by, with, in, into, within, without, over, under, through, above, below, between, beneath, from, beyond, at, near, up, down, before, behind, off, on or upon, among, after, about, against.

EXAMPLES.

He is a man of science. I went with him. The sun is behind a cloud. He was among the soldiers. Joseph acts against his interest. Which are the prepositions in these sentences? Before what noun or pronoun is each placed?

LESSON XXII.

CONJUNCTION.

Q. What is a conjunction?

A. A conjunction is chiefly used to connect words and sentences.

Q. How are conjunctions divided?

A. Conjunctions are principally divided into two sorts, namely, copulative and disjunctive.

Q. What is said of the conjunction copulative?

A. The conjunction copulative serves to connect or to continue a sentence, by expressing an addition, a supposition, a cause, &c.; as, "He and his brother reside

in London," "I will go if he will accompany me," "You are happy because you are good."

Q. What is said of the disjunctive conjunction?

A. The disjunctive conjunction serves not only to connect and continue the sentence; but also to express opposition of meaning in different degrees; as, "Though he was frequently reprov'd; yet he did not reform." "They came with her; but went away without her."

The following is a list of the principal conjunctions:

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

THE DISJUNCTIVE. But, or, nor, as, than, lest, though, unless, either, neither, yet, notwithstanding.

EXAMPLES.

William and Robert reside in New-York.

If Francis would try, he would improve.

I will study, although it is late. Charles will not improve, unless he studies.

In these sentences, which are the conjunctions? Which copulative and which disjunctive? Why? What do they connect?

LESSON XXIII.

INTERJECTION.

Q. What is an interjection?

A. An interjection is a word used to express the passion or emotion of the speaker; as, Oh! I have alienated my friend. Alas! I fear for life. O virtue! how amiable thou art!

The following is a list of the principal interjections.
 O! oh! pish! heigh! lo! behold! ah! tush! fie! hush!
 hail! poh! soho! fie! alas! hist! hush!

EXAMPLES.

Amazing! what do I see! Alas! I am undone!
 Hark! the trumpet sounds! Lo! the poor Indian! &c.
 Hail Columbia! Oh fie! I do not believe it! In these
 sentences which are the interjections?

LESSON XXIV.

SYNTAX.

Q. Of what does Syntax treat?

A. Syntax treats of the agreement and construction of
 words in a sentence.

Q. What is agreement?

A. Agreement is when one word is like another in
 gender, number, person or case.

Q. What is government?

A. Government is that power which one part of speech
 has over another, in determining its mode, tense or case.

Q. How are we to determine the argument and gov-
 ernment of words?

A. By the following rules:

RULE 1.

The indefinite article *a* or *an* belongs to nouns in the
 singular number only; as, *A* boy plays. *An* apple falls.

In these sentences to what nouns does the article *a* or
an belong? Repeat the rule.

RULE II.

The definite article *the* belongs to nouns of the singu-
 lar and plural number; as, *The* boy writes. *The* boys
 write.

In these sentences, to what nouns does the definite
 article *the* belong? Repeat the rule.

RULE III.

The nominative case governs the verb in number and
 person; as, *George studies* Mary's book. *Emily lives*
 in Boston. *The books lay* upon the shelf.

In these sentences, what are the nouns? Why? Are
 they proper or common? Why? Of what person are
 they? Why? Of what gender? Why? In what case
 are they? Why? What verb does each nominative case
 govern? Repeat the rule.

LESSON XXV.

RULE IV.

The person, thing, or pronoun, addressed, is of the
 second person, and is in the nominative case independ-
 ent; as, *Charles, come* here. *Gentlemen, the hour* has
 arrived. *Birds, sing* your merriest notes. *Oh Thou,*
 who rulest the universe.

What nouns are addressed in these sentences? Of
 what person are they? In what case are they? Repeat
 the rule.

RULE V.

A noun or pronoun joined with a participle, and not depending on the remaining part of the sentence, is put in the nominative case absolute; as, *The sun having risen*, the clouds were dispersed. *The city having been captured*, the inhabitants were put to the sword. *The sun rising*, darkness flies away.

In these sentences, which nouns are in the nominative case absolute? Why? Repeat the rule.

RULE VI.

The infinitive mode or a part of a sentence may be used as a noun in the nominative case; as, *To improve* requires study. *To begin* is the best way to accomplish. *To relieve the oppressed* is commendable. *To be learned* requires application.

In these sentences, what verbs in the infinitive mode are put in the nominative case? What part of a sentence is put in the nominative case? What verbs do they govern? Repeat the rule.

RULE VII.

Any verb may have the same case after it as before it, when both words refer to the same thing; as, *Charles* is a good boy. *Cicero* was an eloquent orator. *George* is considered a good scholar. *He* is my friend. *Ye* are they. I believe *it* to have been *them*.

In these sentences what verbs have the same case after them as before them? Why? What cases are they?

RULE VIII.

Nouns, signifying the same thing, agree in case; as, *Cicero*, the orator, lived at Rome. *Homer*, the poet, lived in Greece. *William Penn*, the founder of Pennsylvania, was distinguished for his integrity.

In these sentences, what nouns signify the same thing? In what do they agree? In what case are they? Repeat the rule.

RULE IX.

The possessive case is governed by the following noun; as, *Henry's book*. *Mary's bonnet*. *Eagles' wings*.

In these examples, what nouns are in the possessive case? Why? By what are they governed? Repeat the rule.

LESSON XXVI.

RULE X.

The objective case is governed by active verbs; as, *William calls George*. *John followed Charles*. *Edward saw Joseph*.

In these sentences, what nouns are in the objective case? Why? By what active verbs are they governed? Repeat the rule.

Note. Neuter verbs govern the objective, when the noun after them has a signification similar to their own; as, *To fight a battle*. *To run a race*. *To live a life*. *To play a game*.

RULE XI.

The objective case is governed by active participles ; as, Charles is *studying* his lesson . I saw Robert *pursuing* the thief. Charles has been *writing* a letter.

In these sentences, what nouns are in the objective case? Why? By what active participle is each governed? Repeat the rule.

RULE XII.

The objective case is governed by *participial nouns ; as, He is employed in *building* a house. His blame consists in *having injured* his friend. I am weary of *hearing complaints*. In these sentences, which are the objective cases? Why? By what participial noun is each governed? Repeat the rule.

RULE XIII.

Two objective cases may follow active verbs of asking, teaching, and some others, a preposition being understood ; as, James *asked Edward* a question. He *taught William* grammar. He *wrote me* a letter. Samuel *gave Robert* a book.

In these sentences, what two objective cases follow each verb? What preposition is understood? Repeat the rule.

RULE XIV.

The objective case may follow passive verbs of asking, teaching, and some others ; as, Edward *was asked* a ques-

* A participial noun is so called, because it partakes of the nature of participles and nouns also.

tion. * William *is taught* grammar. He *was allowed* a seat in the House of Commons.

In these sentences, what objective case follows each verb? Repeat the rule.

RULE XV.

Nouns signifying time, measure, distance, dimension, direction or space, are in the objective case absolute ; as, He was in Boston two *years*. They were at Salem last *summer*. The wall is six *feet* high. I have walked four *miles*. The room is twenty *feet* square. They have gone *South*.

In these sentences, what nouns are in the objective case absolute? Repeat the rule.

LESSON XXVII.

RULE XVI.

The objective case is governed by prepositions ; as, He is *in town*. They have gone *over* the river. He was *among* the captives. She was loved *by him*. The waves rolled *beneath* them.

In these sentences, what nouns are in the objective case and governed by a preposition? Repeat the rule.

Note 1. The objective *whom* sometimes follows *than*.

Note 2. Nouns signifying value may follow the adjective *worth* ; as, " My book is *worth* a dollar "

RULE XVII.

Every adjective and every adjective pronoun, belongs to some noun or pronoun expressed or understood; as, That *man* is *wise*. A *wise man* governs his passions. He is *wiser* than *his brother*. He is the *wisest* man in the city. The boys have seen *their father*. Mary will visit *her sister*.

In these sentences, what are the adjectives? In what degree of comparison is each? Which are the adjective pronouns? To what nouns or pronouns do they belong? Repeat the rule.

RULE XVIII.

Pronouns agree with the nouns, for which they stand in gender, number, and person; as, *Henry* is a good boy; *he* is industrious; *he* is honest. John saw the *man who* was injured. James saw the *house, which* was burnt. George gave Samuel such a *book as* pleased him. This is the *man whose* money was lost. That is the *man whom* he injured. The *lady who* visited us has left town.

In these sentences, which are the pronouns? For what nouns do they stand? What is their gender, number and person? With what nouns do they agree? Repeat the rule.

RULE XIX.

A verb must agree with its nominative case in number and person; as *Samuel improves*. The *birds sing*. The *flowers bloomed*.

In these sentences, what are the verbs? With what nominative case does each agree? Repeat the rule.

RULE XX.

A noun of multitude may have a verb or pronoun agreeing with it in the singular number, when it conveys unity of idea, but it may have a plural verb or pronoun, when it conveys plurality of idea; as, The *meeting was* large, The *parliament is dissolved*. The *multitude* eagerly *pursue* pleasure. The *council were* divided in their sentiments.

In these sentences, which nouns convey unity of idea and which plurality of idea? What verb or pronoun has each agreeing with it?

LESSON XXVIII.

RULE XXI.

Two or more nouns, in the singular number, connected by a copulative conjunction expressed or understood, require their verb or pronoun, to be in the plural number, to agree with them; as *Socrates and Plato were* wise, *they* were the most eminent philosophers of Greece. The sun that rolls over our heads, the food that we receive, the rest that we enjoy, daily *admonish* us of a superior and superintending power.

In these sentences, what nouns in the singular number are connected by a copulative conjunction expressed or understood? What verbs and pronouns are in the plural number to agree with them? Repeat the rule.

RULE XXII.

The infinitive mode is frequently independent ; as, *To tell* the truth, I was *to blame*. *To speak* plainly, you are in an error.

In these sentences which verbs are in the infinitive mode independent? Repeat the rule.

RULE XXIII.

The infinitive mode may be governed by verbs, participles, nouns, pronouns and adjectives ; as, I *wish to improve*. I am *trying to improve*. I have a *mind to improve*. It is for *him to decide*. He is *eager to learn*.

In these sentences, by what part of speech is the infinitive mode governed? Repeat the rule.

RULE XXIV.

Verbs which follow bid, dare, feel, hear, let, make, need, see, and some others are in the infinitive mode, without the sign *to* ; as, *Bid* him depart. I *dare* say he will come. He *feels* the rain fall upon his hand. *Emily heard* the minister preach. *Let* me write. *Make* Charles study. You *need* not hurry. We *saw* the boys play.

In these sentences what verbs are in the infinitive mode without the sign *to*? What does each follow. Repeat the rule.

RULE XXV.

Participles belong to nouns, and pronouns ; as, *Henry* is playing ; he is *running*. *We* are walking. I saw *him studying*. *James having finished* his task was dismissed.

In these sentences what are the participles? To what noun or pronoun does each belong? Repeat the rule.

Note. A participle joined to an adverb may be independent ; as, *generally speaking*, Charles is a good boy.

LESSON XXIX.

RULE XXVI.

Adverbs qualify verbs, participles, adjectives and other adverbs ; as, Henry *acts wisely* ; he is *running swiftly* ; he is *extremely studious* ; he acts *very wisely*.

What adverbs are there in these sentences? What part of speech does each qualify? Repeat the rule.

RULE XXVII.

Conjunctions connect the same modes and tenses of verbs, and the same cases of nouns and pronouns ; as, *James* and *John* were brothers. The speaker *took* the chair and the assembly *proceeded* to business.

In the foregoing examples, what conjunctions connect nouns in the same case? What connect verbs of the same modes and tenses? Repeat the rule.

Note 1. Conjunctions sometimes connect verbs of different modes and tenses ; as, *If you will assist me I can accomplish my design*. My brother *has left* town, but *will return* soon.

Note 2. Conjunctions sometimes connect adjectives, adverbs,

and participles ; as, He is *benevolent* and *useful*. He speaks *clearly* and *forcibly*. Mary is playing and singing.

Note 3. When the qualities of different things are compared, the latter noun or pronoun is not governed by the conjunction than or as, but agrees with the verb, or the preposition expressed or understood; as, Thou art wiser than *I*; that is, than *I am*. They loved him more than *me*; *i. e.* more than they *loved me*. The sentiment is well expressed by Plato, but much better by Solomon than *him*; that is, than *by him*.

RULE XXVIII.

The interjection O! Oh! and ah! require the objective case of a pronoun of the first person after them, but the nominative case of the second person; as, ah! or alas! me, oh! thou, &c.

In these examples what pronoun is of the first person and in the objective case? Why? What pronoun is there of the second person and in the nominative case? Why?

Sentences containing words to be parsed according to each of the foregoing rules.

RULE I.

A bird flies. A man walks. An apple falls. An eagle soars.

What words here are parsed according to this rule?

RULE II.

The boy plays. The trumpet sounds. The boys play. The stars shine.

What words here are parsed according to this rule?

RULE III.

James surpasses William. George will visit the school. The boys have recited their lessons. Henry esteems James.

What words here are parsed according to this rule?

RULE IV.

Mary, you may recite your lesson. John, your father has returned. Gentleman, the hour has arrived. O! virtue! how amiable thou art. O thou! who hast created all things.

What words here are parsed according to this rule?

RULE V.

The sun having risen, the clouds were dispersed. The city having been taken, the inhabitants were put to the sword. The sun rising, darkness flies away.

What words here are parsed according to this rule?

RULE VI.

To accomplish our task requires study. To relieve the oppressed denotes a benevolent heart. To be learned requires application.

What words here are parsed according to this rule?

RULE VII.

Order is heaven's first law. All partial evil is universal good. George is a good boy. Cicero was an eloquent orator. He is considered an upright man. Ye are they. I took her to be Mary. I knew him to be a benevolent man.

What words here are parsed according to this rule?

RULE VIII.

Cicero the orator lived at Rome. Homer the poet liv-

ed in Greece. Mr. Jones the lawyer has arrived. I have seen Mr. Smith the merchant.

What words here are parsed according to this rule ?

RULE IX.

Henry's brother has left town. Robert's book is lost. They mount as on eagles' wings. Wise men's opinions sway the multitude.

What words here are parsed according to this rule ?

RULE X.

William calls George. John follows Charles. Edward saw Joseph. The officer apprehended him.

What words here are parsed according to this rule ?

RULE XI.

William is studying his lesson. I saw the officer pursuing the thief. He is considering the question. The speaker having addressed the meeting withdrew. I have been examining them.

What words here are parsed according to this rule ?

RULE XII.

He is employed in building a house. His blame consists in having injured his friend. I am desirous of seeing him.

What words here are parsed according to this rule ?

RULE XIII.

Idleness teaches youth all evils. John asked Charles a question. Henry gave me an apple. Mary wrote

What words here are parsed according to this rule ?
her a letter.

RULE XIV.

Albert was asked a question. Mary was taught music by Eliza. He was allowed the privilege of voting.

What words here are parsed according to this rule ?

RULE XV.

They resided at New-York six months. Mary will visit Charleston next summer. The house is forty feet high. The first day He made the light. The hall is forty feet square. I intend to travel West.

What words here are parsed according to this rule ?

RULE XVI.

They reside near the State-house. They sailed across the Atlantic. He is in town. They have gone over the river. He was among the captives. She was loved by him. The waves rolled beneath them.

What words here are parsed according to this rule ?

RULE XVII.

Your friendship is grateful to me. A just man is tenacious of his purpose. Every grove will be green. A wise man governs his passions. He is wiser than his brother. He is the wisest man in the city. The boys have seen their kite. Mary will visit her sister.

What words here are parsed according to this rule ?

RULE XVIII.

Albert is a good boy, he is industrious, he is honest. Charles saw the man who was injured. That man is brave who conquers himself. I have read the letters which were sent to me. He is such a man as is wanted. This is the boy whose name is John. This is the man

whom he injured. The lady who visited us has left town.

What words here are parsed according to this rule ?

RULE XIX.

Brutus slew Cæsar. Dido built Carthage. The oak extends its branches. The spring furnishes flowers. Lightnings strike the highest mountains. The golden sun rules the world.

What words here are parsed according to this rule ?

RULE XX.

The nation is powerful in arms. The meeting was large. The parliament was dissolved by the king. The multitude eagerly pursue pleasure. The council were divided in their sentiments.

What words here are parsed according to this rule ?

RULE XXI.

Marius and Scylla carried on a civil war. Socrates and Plato were great Philosophers. The sun that rolls over our heads, the food that we receive, the rest that we enjoy, daily admonish us of a superior and superintending power.

What words here are parsed according to this rule ?

RULE XXII.

To confess the truth, I was in the wrong. To be sure, I once believed it.

What words here are parsed according to this rule ?

RULE XXIII.

I wish to write. I have a desire to study. He is contriving to escape. Tell him to recite. I am anxious to improve.

What words here are parsed according to this rule ?

RULE XXIV.

Bid him return. I dare meet him. We feel the wind blow. I heard the tempest roar. Let George recite. They made the air resound. You need not hesitate. We have seen the boys play.

What words here are parsed according to this rule ?

RULE XXV.

The boys are spelling ; they have been reading ; we found them studying. Having recited their lessons, the scholars were dismissed.

What words here are parsed according to this rule ?

RULE XXVI.

George acts nobly. He speaks eloquently. They were fighting bravely. He is extremely prudent. John has recited very well.

What words here are parsed according to this rule ?

RULE XXVII.

Charles reads and writes. James and John study grammar. I saw him and her in the carriage. If you will assist me, I can accomplish my design. I have walked to-day but shall ride to-morrow. The night was dark and stormy. He lives virtuously and frugally. They have been reading and writing. Albert is larger than Thomas. I admire Charles more than James. More is expected of John than him.

What words here are parsed according to this rule and the notes under it ?

RULE XXVIII.

Ah me ! Oh ye ! who love the silvan shade. O thou ! Who dwellest, &c.

What words here are parsed according to this rule ?

PROMISCUOUS EXERCISES FOR PARSING.

A man walks. An eagle flew. We have hoped. The Sun had risen. The enemy had come. The trees will grow. We shall have walked. Depart thou. Study ye. The fig adorns the tree. The enemy is conquered. Fables will be related. The flower was plucked. He is praised. The sun may shine. The eye may have seen. I might be carried. The gate might have been opened. The sailor cuts the sea. The thorn arms the roses. The earth produces flowers. The severe winter is dissolved. The night is cold. A black cloud has concealed the moon. The avaricious man seeks wealth. Conquer thou thine anger. I have received your letter. Romulus founded the Roman Empire. The sun returning conceals the stars. Care follows increasing wealth. Philip the Macedonian King conquered the Athenians. The shepherd Corydon loved Alexis. Virtue is the best nobility. Idleness is a vice. Hunger is the best cook. Cicero was considered the greatest orator of Rome. A true friend is a great treasure. She walks a queen. He is a citizen, who loves his country. A bird avoids the nets, which are too apparent. He, whom all men hate, is not safe. Who is more friendly than a brother. Gold is cheaper than virtue.

MADISON.

Hearken not to the unnatural voice which tells you that the people of America knit together, as they are, by so many cords of affection, can no longer live together as members of the same family ; can no longer con-

tinue the mutual guardians of their mutual happiness ; can no longer be fellow-citizens of our great, respectable and flourishing empire. Hearken not to the voice which petulantly tells you, that the form of government recommended for your adoption is a novelty in the political world ; that it has never yet had a place in the theories of the wildest projectors ; that it rashly attempts what it is impossible to accomplish. No, my countrymen ; shut your ears against this unhallowed language. Shut your hearts against the poison which it conveys ; the kindred blood, which flows in the veins of American citizens, the mingled blood, which they have shed in defence of their sacred rights consecrate their union, and excite horror at the idea of their becoming aliens, rivals, enemies.

THE YELLOW VIOLET.

When beechen buds begin to swell,
And woods the blue-bird's warble know,
The yellow violet's modest bell
Peeps from the last year's leaves below.
Ere russet fields their green resume,
Sweet flower! I love in forest bare,
To meet thee, when thy faint perfume
Alone is in the virgin air.
Thy parent sun, who bade thee view
Pale skies, and chilling moisture sip,
Has bathed thee in his own bright hue,
And streaked with jet thy glowing lip.
Oft, in the sunless April day,
Thy early smile has staid my walk;

But midst the gorgeous blooms of May
 I passed thee on thy humble stalk.
 So they, who climb to wealth, forget
 The friends in darker fortunes tried;
 I copied them—but I regret
 That I should ape the ways of pride.
 And when again the genial hour
 Awakes the painted tribes of light,
 I'll not o'erlook the modest flower
 That made the woods of April bright.

MOONLIGHT.—POPE.

When the fair moon, refulgent lamp of night,
 O'er heaven's clear azure spreads her sacred light;
 When not a breath disturbs the deep serene,
 And not a cloud o'ercasts the solemn scene;
 Around her throne the vivid planets roll,
 And stars unnumber'd gild the glowing pole,
 O'er the dark trees a yellower verdure shed,
 And tip with silver every mountain's head;
 Then shine the vales, the rocks in prospect rise,
 A flood of glory bursts from all the skies;
 The conscious swains, rejoicing in the sight,
 Eye the blue vault, and bless the useful light.

PROSODY.

Q. What does prosody teach?

A. Prosody teaches the true pronunciation of words, comprising Accent, Quantity, Emphasis, Pause and Tone, and it also teaches the laws of versification.

ACCENT.

Q. What is accent?

A. Accent is the laying of a peculiar stress of the voice on a certain letter or syllable in a word, as in the word *compose* the accent is on the second syllable.

QUANTITY.

Q. What is the quantity of a syllable?

A. The quantity of a syllable is that time, which is occupied in pronouncing it.

EMPHASIS.

Q. What is emphasis?

A. By emphasis is meant a stronger and fuller sound of voice by which we distinguish some word or words on which we design to lay particular stress and to show how they affect the rest of the sentence.

PAUSES.

Q. What are pauses?

A. Pauses or rests in speaking and reading are a total cessation of the voice during a perceptible and in many cases a measurable space of time.

TONES.

Q. In what do tones consist?

A. Tones consist in the modulation of the voice and in the variations of sound which we employ in the expression of our sentiments.

VERSIFICATION.

Q. What is versification?

A. Versification is the arrangement of a certain number and variety of syllables, according to certain laws.

Q. What is rhyme?

A. Rhyme is the correspondence of the last sound of one verse, to the last sound or syllable of another; as

“In reason’s ear they all rejoice,
And utter forth a glorious voice.”

PUNCTUATION.

Q. What is punctuation?

A. Punctuation is the art of dividing a written composition into sentences, or parts of sentences, by points or stops, for the purpose of marking the different pauses which the sense and an accurate pronunciation require.

COMMA.

Q. What does the comma require?

A. The comma requires the shortest pause.

Q. What does the semicolon require?

A. The semicolon requires a pause double that of the comma.

Q. What does the colon require?

A. The colon requires a pause double that of the semicolon.

Q. What does a period require?

A. The period requires a pause double that of the colon.

VARIOUS CHARACTERS USED IN COMPOSITION.

The note of Interrogation ? used when a question is asked; as, “Has he arrived?”

The note of Admiration or Exclamation ! used to express admiration or surprise; as, “What a spectacle!”

The Apostrophe, used when a letter or syllable is omitted and in the possessive case of the noun, as; “’T is, for it is.” “A man’s property.”

The Caret used when a word or number of words are omitted through mistake; as, “This is ^{his} house.”

A Hyphen, which is thus marked - ; as, “Lap-dog, tomorrow.”

The acute Accent, marked thus ´ ; as, “Fáncy;” the grave Accent thus ` ; as, “Fàvor.”

The proper mark to distinguish a long syllable is this ¨ ; as, “Rōsÿ,” and a short one this ˘ ; as, “Fōlly.” This last mark is called a Breve. The broad Accent is marked with a Circumflex; as in “Hâle.”

A Diæresis, marked thus ¨, consists of two points placed over one of the vowels that would otherwise make a diphthong, and parts them into syllables; as, “Creãtor, coãdjutor, aërial.”


A Section, marked thus §, is the division of a discourse or chapter into less parts or portions.

A Paragraph ¶ denotes the beginning of a new subject or a sentence not connected with the foregoing. This character is chiefly used in the Old and New Testaments.

A Quotation “ ”. Two inverted commas are generally placed at the beginning of a phrase or a passage which is quoted from the speaker or author in his own words, and two commas in their direct position are placed at the conclusion: as,

“The proper study of mankind is man.”

Crotchets or Brackets [] () serve to enclose a word or a sentence for the purpose of explanation.

An Index or hand  points to some remarkable passage.

A Brace } is used in poetry at the end of three lines which have the same rhyme.

An Asterisk or star *, points to some note in the margin.

An Ellipsis(—)is used when some letters or words are omitted, as k—g for king.

An Obelisk † and several other characters, are used to point to some note or reference in the margin, or bottom of a page.

CAPITALS.

Q. What words should begin with capitals?

A. The following words should begin with capitals.

1. The first word of every book, chapter, letter, paragraph, &c.
2. The first word after a period, and frequently after a colon, and notes of interrogation and explanation.
3. The names of the Deity; as, God, Jehovah, the Supreme Being, &c.
4. Proper names of persons, places, ships, &c.
5. Adjectives derived from the proper names of places; as, Grecian, Roman, English, &c.
6. The first word of an example and of a quotation in a direct form; as, Always remember this ancient maxim, "Know thyself."
7. The first word of every line in poetry.
8. The pronoun *I* and the interjection *O!*
9. Words of particular importance; as, the Reformation, the Restoration, the Revolution.