

Lyons's English Grammar.

A NEW

GRAMMAR
OF
THE ENGLISH LANGUAGE;

FAMILIARLY EXPLAINED,

AND ADAPTED TO THE USE OF

SCHOOLS AND PRIVATE STUDENTS.

BY T. L. LYONS.

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TO
THE TEACHERS ABROAD IN THE LAND;

TO THOSE LOVERS OF LEARNING

WHO HAVE ESPOUSED THE MOST HONORABLE AND RESPONSIBLE VOCATION
OF TRAINING THE YOUNG FOR USEFULNESS AND FOR GREATNESS;

TO THOSE PATERNAL GUARDIANS,

WHO ARE ZEALOUSLY LABORING, WITH PATRIOTIC DEVOTION,

TO FIX THE PRINCIPLES OF OUR NATIONAL LANGUAGE

IN THE MINDS OF THE RISING GENERATION, AND

TO HAND THAT LANGUAGE DOWN, ABUNDANTLY

IMPROVED, TO THE LATEST POSTERITY,

THIS WORK IS RESPECTFULLY INSCRIBED

BY THE

AUTHOR.

Lexington, Ky., 1850.

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PREFACE.

• For imposing this volume upon the public, I have but one apology to offer, and that is this—that in the prevailing systems, the science of Grammar is neither so conveniently arranged nor so aptly illustrated as it should be. Notwithstanding the great multiplicity of new systems, we seldom find a teacher well pleased with his grammar, or a pupil much interested in the study. The evils complained of, I have endeavored to remedy; and whether I have been able to gratify others or not, I have at least succeeded in pleasing myself.

“ But he who blends instruction with delight,
Wins every reader, nor, in vain shall write.”

Grammar is easily learned, when properly taught.

The plan herein developed, is that which is best adapted to the capacities and inclinations of children. Instead of perplexing the pupil, at the very threshold, with critical principles, he begins with the simpler elements; and the subjects are graduated, and adapted to his comprehension and taste.

After the rules of Orthography, the parts of speech are first presented in a *synopsis*, in which some of their distinguishable characteristics are strikingly set forth; so that the pupil, after a few hours' study, can readily distinguish them.

A COMPEND of Etymology is next presented, in which the attributes of all the parts of speech are forcibly illustrated, and various exercises given, to be corrected and parsed according to the rules of Syntax. The models for conjugating and syntactical parsing, are simple, concise, and uniform; and

(if one is capable of judging of his own productions), they will be found to be the easiest and most satisfactory of any that have heretofore been devised. When the pupil has gone through the compend of etymology, he has not failed to perceive the structure, genius, and beauty of the language; and he begins even now to plume himself upon his knowledge of the science of grammar.

There is next presented in the same order a RECAPITULATION of etymology, embracing the more complex principles and exercises that were not introduced into the compend; together with many that have been usually and unnecessarily crowded into the syntax; so that no part is encumbered with what does not properly belong to it. This recapitulation he now begins with fortitude, and in earnest. Seeing that grammar is a science and an art to be understood and practiced, he is encouraged at every step, to surmount every obstacle.

The third part is a complete SYNTAX of concise rules, notes, remarks, and exercises, well adapted to the convenience of both teacher and pupil.

In the PROSODY (the fourth part), the subjects of punctuation, elocution, versification, style, and figures, are treated of in a way that cannot fail to interest the young learner.

The work throughout is both lucid and practical, and the subjects for exercise are chaste and moral.

The style is neither so juvenile as to degrade the subject, nor so elevated as to be incomprehensible to children.

Whatever could be esteemed useful to the practical grammarian, is embodied in this work; and usages and idioms are treated of in a manner, agreeing substantially, with that of many of the most able and popular authors.

For the subject matter of the work, I here acknowledge a particular indebtedness to Messrs. G. Brown, Butler, Bullions, and Wells. Many others have been duly quoted; but to numerous quotations, used merely for examples and exercises, it was not entirely convenient, nor was it necessary to append the name of the author,—indeed some of them have been

quoted so often, that it is impossible to tell who the original author was.

The popular nomenclature is left unchanged, except a slight departure in the moods and tenses; and this, I have found from ten years' experience in oral lecturing, to be a decided improvement.

I have endeavored to make this an accurate work, but it by no means claims to be perfect. Believing, however, that even the hyper-critic will find in it much more to commend than to condemn, I send it out to the world to be judged by an enlightened and generous public—to stand or to fall by its own merits.

ENGLISH GRAMMAR.

1. ENGLISH GRAMMAR is the art of speaking and writing the English Language according to established practice.
 2. By established practice is meant, reputable, national, and present usage.
 3. The established practice of the best speakers and writers, is considered the standard of grammatical accuracy.
 4. English grammar is divided into four parts: viz: Orthography, Etymology, Syntax, and Prosody.
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PART I.

ORTHOGRAPHY.

5. Orthography treats of letters, syllables, and the spelling of words.

OF LETTERS.

6. A letter is a character used in writing to represent an articulate sound.
7. There are twenty-six letters in the English Alphabet; and these are divided into vowels and consonants.

*[LESSON I.] 1. What is English Grammar? 2. What is meant by established practice? 3. What is the standard of grammatical accuracy? 4. Into how many parts is the grammar divided?—Name them. 5. Of what does orthography treat? 6. What is a letter? 7. How many letters in the English alphabet?—How are they divided?

*To THE TEACHER.—The questions at the bottom of the pages are divided into lessons and half-lessons, to suit pupils of different ages and capacities. Some may learn a lesson while others learn only a half-lesson. (Marked $\frac{1}{2}$.) If the teacher should choose to regard these marks of division, he may find them very convenient; but if he should choose to disregard them, they can give him no inconvenience.

8. **VOWELS.**—A vowel is a letter which makes a full and distinct sound of itself.

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

10. **CONSONANTS.**—A consonant is a letter which cannot be distinctly uttered without combining with it the sound of a vowel.

11. The consonants are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z, and sometimes w and y.

12. W and y are consonants when they precede a vowel in the same syllable: as, wine, twine, thwart, year, yet, youth. In all other situations they are vowels: as, law, hawk, owl, betray, Maryland, Yttria.

13. A diphthong is the union of two vowels in one syllable: as, *oi* in soil; *ea* in beat.

14. When both vowels are sounded, as in soil, the union is called a proper diphthong; but when only one is sounded, as in beat, it is called an improper diphthong.

15. A triphthong is the union of three vowels in one syllable: as, *eau* in beauty, *iew* in view.

OF SYLLABLES.

16. A syllable is one or more letters pronounced by a single impulse of the voice: as, *a* in acorn; *an* in angle.

17. A monosyllable is a word of one syllable: as, far.

18. A dissyllable is a word of two syllables: as, far-ther.

19. A trisyllable is a word of three syllables: as, far-ther-most.

20. A polysyllable is a word of more than three syllables: as, far-rag-in-ous, ar-tic-u-la-tion.

OF SPELLING.

21. Spelling is the art of expressing words by their proper letters, and of rightly dividing them into syllables.

8. What is a vowel? 9. Name the vowels. 10. What is a consonant? 11. Name the consonants. 12. When are w and y consonants?—Give examples. When are w and y vowels? Example. (½). 13. What is a diphthong?—Examples. 14. When is the union of two vowels called a proper diphthong? When an improper diphthong? 15. What is a triphthong? Examples. 16. What is a syllable? Examples. 17. A monosyllable? Example. 18. A dissyllable? Example. 19. A trisyllable? Example. 20. A polysyllable? Examples. 21. What is spelling?

22. The proper pronunciation of words, is called Orthoepy.

OBSERVATION.—Both spelling and orthoepy are to be learned from dictionaries and spelling books. It is impracticable, in this place, to give precise rules for the spelling of all words. Only a few are here presented, and with these every pupil should become well acquainted; but inasmuch as they are somewhat uninteresting to beginners, the pupil, until he shall have perused the work, may omit them, and proceed to etymology.

RULES FOR SPELLING.

RULE 1. The consonant *f*, *l*, or *s*, is doubled, when it both follows a vowel and ends a monosyllable: as, staff, fell, miss—**NOT**, *staf*, *fel*, *mis*.

EXCEPTIONS.—Was, gas, as, is, his, pus, yes, if, this, has, thus, of, us.

EXERCISE 1.

FALSE ORTHOGRAPHY TO BE CORRECTED.

With my staf in hand, I shal pas through the valley. Wel may you gues that snuf wil injure you. *Oxygen gass supports combustion.**

RULE 2.—No consonant is doubled when it ends a word, except *f*, *l*, and *s*: as, corn, wheat, hemp—**NOT**, *cornn*, *wheatt*, *hempp*.

EXCEPTIONS.—Add, ebb, iun, purr, butt, buzz, egg, odd, err.

EXERCISE 2.

Warr is an evil. We have a new mapp of Mexico. Gett a snugg rodd from the sodd, and tapp the tubb in the mudd. *To er is human. There is luck in od numbers.*

RULE 3.—Every consonant is doubled before an additional syllable beginning with a vowel, when the consonant both follows a single vowel and ends a monosyllable or a word accented on the last syllable: thus, From *red*, comes *redder*: From *abet*, *abetting* and *abettor*.

EXCEPTIONS.—X and k are never doubled.

EXERCISE 3.

If we rob a rober, what shall we gain by robing? Let us begin at the

* Exercises relating to the exceptions, are marked in italics.

beginning. If we admit the man that we admitted before, what shall he give for admittance? That wit became wity at our runing and oversetting. That was conferring no favor. *Trackking on ice is perplexxing.*

RULE 4.—If the final consonant follows a diphthong, or if the accent is not on the last syllable, or if by adding the syllable we remove the accent, then the final consonant is not doubled: thus, From *bear* comes *bearing*: From *batter*, *battered*: From *refer*, *reference*.

EXCEPTION I. In *bias* and *worship*, *s* and *p* are generally doubled before the suffix: as, *biassing*, *worshipping*.

EXCEPTION II. Some writers double the final *l* when the accent is not on the last syllable: thus, From *travel* they make *traveller*: From *model*, *modelling*.

EXERCISE 4.

Why are we toiling for naught? The hammer is used for hammering. Ministers confer in conference assembled. Having loaned the money, it was his preference to have the debt cancelled.

RULE 5.—Primitive* words ending in *ll*, drop one *l* before *less* and *ly*: thus, From *skill* comes *skillless*: From *chill*, *chilly*.

REMARK.—*All* and *full*, when permanently joined to other words, commonly drop an *l*: as, also, *mirthful*.

EXERCISE 5.

A man without skill, is skillless. They had full measure and were fully satisfied. They were all so attentive, as never to need reproof; and they were also cheerful and happy.

RULE 6.—Final *e* is dropped before additional suffixes beginning with a vowel, but retained before those beginning with a consonant: as, *loving*, *lovely*.

EXCEPTION I. We write *singeing* and *swingeing*, to distinguish these words from *singing* and *swinging*.

EXCEPTION II. To preserve the soft sound of *c* and *g*, in words ending in *ce* and *ge*, the final *e* is not dropped before *able*: as, *peaceable*, *manageable*.

EXCEPTION III. Some writers do not drop the *e* before *able*, in the words *blamable*, *provable*, *movable*, *salable*; but write *blameable*, *proveable*, *moveable*, *saleable*.

* A primitive word is one that is not formed from any simpler word in the language.

EXCEPTION IV. From *dye*, (to color,) comes *dyeing*: From *hoe* comes *hoeing*.

EXCEPTION V. Some writers do not drop the *e* after *dg*, but others do: as, *acknowledgement*, *acknowledgment*.

EXCEPTION VI. In the words *duly*, (from *due*,) *truly*, (from *true*,) and *awful*, (from *awo*,) the *e* is dropped before the consonant.

EXERCISE 6.

I ride now, and I shall be riding to-morrow. I saw him write, and I am sure he is an excellent writeer. Men of sense, are sensible, and act sensibly. It will never cease, for it is ceaseless. The entire affair was entirely forgotten. *That little girl is singing her hair. The horse is manageable and peaceable. Logwood is used for dying. True love is truly lovely.*

RULE 7.—When *y*, ending a primitive word, is preceded by a consonant, it is changed to *i* before any additional word or syllable except *ing*: as, I try, I tried, I am trying.

EXERCISE 7.

The first was merry; the second merryer; the third, merryyest. We pity a pityable object. *We try now and we will continue trying.*

RULE 8.—Final *y* is not changed to *i* when it is preceded by a vowel: thus, from *betray* comes *betrayed*.

EXCEPTIONS.—From *say*, comes *said*: From *lay*, *laid*: From *pay*, *paid*.

EXERCISE 8.

He portrayed the consequences. He was very much annoyd. *He sayed he layed down the money and payed the forfeit.*

31. The parts of speech are distinguished by the manner of their application. The order in which they are explained in this work, is presented in the following

PART II.
ETYMOLOGY.

23. ETYMOLOGY treats of the different sorts of words and their various modifications.
 24. Words are the signs of ideas.
 25. A word is primitive or derivative—simple or compound.
 26. A primitive word is one that is not formed from any other word in the language: as, watch.
 27. A derivative word is one that is formed from a simpler word: as, watchful.
 28. A compound word is the union of simple words, either joined by the hyphen (-), or permanently consolidated: as, watch-chain, watchman.
 Most of the compound words are consolidated and written as simple words.
 29. When an added syllable is placed before a radical word, it is called a prefix; as, *re-prove*: but when placed after it, it is called a suffix: as, *fear-ful*. The same may be said of the compounds: as, *man-servant*, *land-lord*.
 30. Words are divided into the following eight classes, called

PARTS OF SPEECH.

NOUN.	ADVERB.
PRONOUN.	PREPOSITION.
VERB.	CONJUNCTION.
ADJECTIVE.	INTERJECTION.

[LESSON 2.] 23. Of what does etymology treat? 24. What are words? 25. A word is in what state? 26. What is a primitive word? Example. 27. A derivative word? Example. 28. A compound word? Examples. 29. What is an added syllable, before a radical word, called? Example. After a radical, what is it called? Example. 30. Into how many classes are words divided? Name the parts of speech.

SYNOPSIS.

NOUN AND PRONOUN.

32. A Noun is a word that expresses the name of an object.
 33. A Pronoun is a word that supplies the place of a noun.
 34. The name of everything you can see or speak of, is a noun; but I, thou and you, he, she, and it, are the principal pronouns.
 35. The name *teacher* is a noun, but *I* is a pronoun.
 The name *pupil* is a noun, but *thou or you* is a pronoun.
 The name *James* is a noun, but the word *he* is a pronoun.
 The name *Mary* is a noun, but the word *she* is a pronoun.
 The name *sheep* is a noun, but the word *it* is a pronoun.

NOUNS.	PRONOUNS.	
Teacher	I	} <i>Nominative case.</i>
Pupil	{Thou	
James or boy	You	
Mary or girl	He	
Deer or Sheep	She	
	It	

When he had found the sheep he laid it upon his shoulders.

Here the word *sheep* is a noun, for it expresses the name of a thing; but the word *it* is a pronoun, because it supplies the place of the noun *sheep*. If we do not use the pronoun, we must repeat the noun: as, *When he had found the sheep he laid the sheep upon his shoulders*. But it is more elegant to use the pronoun to supply the place of the noun.

VERB.

36. A Verb is a word that expresses an act or a state: as, *Sheep run*: *You are pupils*.

31. How are the parts of speech distinguished? (12). 32. What is a noun? 33. A pronoun? 34. What is the name of everything you can see or speak of? What are the principal pronouns? 35. What part of speech is the word *teacher*? *I*? *Pupil*? *Thou or you*? *James*? *He*? *Mary*? *She*? *Sheep*? *It*? Name a number of nouns. Name six pronouns that are in the nominative case.

[LESSON 3.] 36. What is a verb? Examples.

37. Here the verb *run* expresses an *act* introduced by the noun *sheep*. The verb *are* expresses a *state* introduced by the pronoun *you*.

38. Except *are*, any verb may be used with *I*, *thou*, or *he*, before it: as, *I learn*, *thou learnest*, *he learns*. *I speak*, *thou speakest*, *he speaks*. *I fear*, *thou fearest*, *he fears*. *I am*, *thou art*, *he is*, *she is*, or *it is*.

We say, *I teach*, or *teachers teach*: *You learn*, or *children learn*: *They advance*, or *pupils advance*.

INFLECTION OF VERBS—CONTINUED.

Intransitive Verbs.	Transitive Verbs.	PRONOUNS.	
<i>I am</i> , . . . shine,	<i>tell</i> , . . . love,	<i>Me</i>	} Objective case.
<i>Thou art</i> , . . . shinest,	<i>tellest</i> , . . . lovest,	<i>Thee</i>	
<i>He is</i> , . . . shines.	<i>tells</i> , . . . loves.	<i>Him</i>	
		<i>Her</i>	

39. Verbs may be easily distinguished from other parts of speech by inflecting them, for words that cannot be inflected with the pronouns *I*, *thou*, and *he*, before them, cannot be used as verbs. We may say, *I shine*, *thou shinest*, *he shines*; but not, *I moon*, *thou moonest*, *he moons*. We say, *I sing*, *thou singest*, *he sings*; but not, *I song*, *thou songest*, *he songs*. Hence *shine* and *sing* are verbs, but *moon* and *song* are nouns.

EXERCISE 9.

Distinguish the nouns and verbs in the following list:

MODEL.—*Broom* is a noun because it expresses the name of an object.
Sweep is a verb because it expresses an act: thus, *I sweep*, *thou sweepest*, *he sweeps*.

Broom, sweep, star, twinkle, clock, strike, burn, wood, lovest, heart, opens, trunk, river, flows.

40. Such verbs as require the objective case (38) after them to complete the sense, are called *transitive verbs*: as, *He tells me*, *I love thee*; *I tell him*, *he admires her*.

37. What does the verb *run* express?—The verb *are*? 38. How may any verb be used?—Inflect the verb *learn* with the pronouns *I*, *thou*, and *he*, before it.—Inflect the verb *Speak*, *Fear*, *Am*, *Shine*, *Tell*, *Love*. Name four pronouns in the objective case. 39. How may verbs be distinguished from other parts of speech?—Is a word that cannot be inflected, called a verb?—Inflect the following words, and tell whether they are verbs or not: *Shine*, *Moon*, *Sing*, *Song*. (½). Exercise 9. 40. What are transitive verbs? Examples.

We do not say, *he tells I*, *I love thou*: *I tell he*, *he admires she*: for pronouns in the *nominative* form (35), are not placed as the objective case after transitive verbs. (See pronouns in the nominative and in the objective case.)

41. A noun or pronoun in the *nominative* case, represents the producer of the act or state, and usually comes before the verb: as, *I teach*. *Thou art*. But the objective case represents the receiver of the action, and usually comes after the verb: as, *I teach him*. *Thou art teaching me*.

42. Such verbs as do not require the objective case after them, are called *intransitive verbs*: as, *I come*, *I go*, *I fall*, *I rise*, *I shine*.

We do not say, *I come thee*: *You go me*: *I fall him*: *You rise her*: for these verbs being intransitive, are not used to govern the objective case.

ADJECTIVE.

43. An adjective is a word used to point out or describe a substantive: (noun or pronoun:) as, *That sheep*, *those sheep*, *small sheep*, *large sheep*, *white sheep*, *black sheep*. *That young sheep* is *gentle*. *Those old sheep* are *tame*. *The deer* is *wild*—it is *swift*.

44. Any limiting or describing word may be used as an adjective: thus, in the following examples, each italic word is used to point out or describe the noun *sheep*—they are therefore all adjectives.

45. LIMITING.—*This, these, one, two, a, any, some,* }
DESCRIBING.—*Good, bad, high, low, short, heavy, dull,* } SHEEP.

Place other limiting and describing words before the noun *sheep*, and call them adjectives.

ADVERB.

46. An Adverb is a word used to modify a verb, an adjective, or another adverb: as, *Sheep run slowly*, *Deer run swiftly*. *Men act bravely*. *Very brave men act very bravely*.

41. What does a noun or pronoun in the nominative case represent?—Does the nominative case usually come before the verb, or after it?—What does the objective case represent?—Does the objective case come before, or after the verb? 42. What verbs are called intransitive?—Examples.

[Lesson 4.] 43. What is an adjective?—Examples. 44. What word may be used as an adjective? 45. Name some limiting adjectives.—Some describing adjectives. 46. What is an adverb?—Examples.

Adverb.	Adjective.	Noun.	Verb.	Adverb.	Adverb.
very	wise	men	act	most	wisely.
very	discreet	women	act	very	discreetly.

47. In the first formulary example, the adverb *wisely* modifies the verb *act*: i. e., it tells how they act. The adverb *very* modifies the adjective *wise*, and the adverb *most* modifies the adverb *wisely*.

48. The adverb commonly modifies the sense of verbs, by telling how, when, or where the action is performed: as,
Ladies walk *how*? *gracefully, briskly, nimbly, slowly.*
They walk *when*? *now, then, often, always, never.*
They walk *where*? *here, there, anywhere, everywhere, nowhere.*

REMARK I. Adjectives will make sense by placing nouns after them: thus, *One sheep; Red deer; Brave men.*

REMARK II. Adverbs will commonly make sense by placing them after verbs; as, *Men act how, when, or where? bravely, now, here.*

EXERCISE 10.

Distinguish the adjectives and adverbs in the following list:

One, once, strongly, every, two, twice, three, thrice.
Hastily, often, four, fourthly, dark, nicely.

PREPOSITION.

49. A Preposition connects words and shows the relation between them; Examples:

Thou goest *from* me.
I come *to* thee.
She walks *with* him.

Is *wise* an adjective or an adverb?—Give its adverbial form.—Give an example in which both forms are used.—Is *discreet* an adjective or an adverb?—Give its adverbial form.—Give an example in which both forms are used. (12.)

47. In the example '*Very wise men act most wisely,*' how does the adverb *wisely* modify the verb *act*?—What does the adverb *very* modify?—The adverb *most*? 48. How do adverbs modify the sense of verbs?—Name some adverbs of manner.—Some of time. Some of place.—What limiting or describing words will make sense with nouns after them?—Examples.—What usually follow verbs?—Examples.—Exercise 10.

[Lesson 5.] 49. Define a preposition.—Examples.—In these examples, do you find the pronouns after prepositions, to be in the nominative, or in the objective case?

50. The preposition governs the objective case, and will not admit the nominative case after it. We never say from *I*, to *thou*, with *he*, about *she*; but the pronouns following prepositions, must be in the objective case: as, with *him*, about *her*, &c.

51. The transitive verb (41,) and preposition are the only parts of speech that require the objective case after them.

52. REMARK.—Prepositions and transitive verbs, alike, govern the objective case: as, *Above me; love me.* But one distinguishable difference between these two parts of speech is, that verbs may be inflected with *I*, *thou*, and *he*, before them, but prepositions may not; thus, we say, *I love, thou lovest, he loves;* but not, *I above, thou abovest, he aboves.* Hence, *love* is a verb, but *above* is a preposition.

EXERCISE 11.

Distinguish the verbs and prepositions in the following list:

MODEL.—*I afford, thou afforest, he affords: Afford* is a verb.

I after, thou afterest, he afters: After is a preposition.

Afford,	for,	around,	in,	behold,	beneath,	} Obj. me. thee. him. her.
After,	forewarn,	arouse,	into,	below,	beseech,	
Down,	about,	at,	of,	on,	over,	
Drown,	abuse,	attend,	offend,	honor,	overtake,	

CONJUNCTION.

53. A Conjunction is used to connect words or sentences: as, *You and I. You rise or fall. You rise, but he falls.*

Here the conjunction *and* connects the two pronouns *you* and *I*: *Or* connects the two verbs *rise* and *fall*: and *but* connects the two sentences,* *You rise—he falls.*

54. Though some conjunctions, like prepositions, are used to connect words, yet there is a marked difference in the functions of these two parts of speech. Prepositions govern the objective case (50), and will not admit the nominative after them, as follows: *The brave men, with he, returned.* This sentence is improper, because the pronoun *he* is of the nominative case, and it should be *him* in the objective case after the preposition *with*. But conjunctions do not govern the case that follows them: Hence we say, *They and he returned: They or he returned: As*

* Every sentence contains a nominative case and a verb.

50. Will a preposition admit the nominative case after it?—Correct the following expressions: *From I; To thou; With he; About she.* 51. What two parts of speech require the objective case after them? 52. Mention one distinguishable difference between the transitive verb and the preposition.—Examples.—What part of speech is above *I*?—*Love*?—Exercise 11. (12.) 53. Define a conjunction.—Examples. 54. Do conjunctions, like prepositions, govern the objective case?—Examples.

brave men as *he* returned : Braver men than *he* returned. If the objective case follows a conjunction, it is governed by some other word and not by the conjunction : as, She returned *with* him and *me*.

55.

LIST OF CONJUNCTIONS.

And,	}	Connect words or sentences.
Or,		
Than,		
As,		
Because,	}	Connect sentences only.
But,		
If,		
Though,		
Unless,		

EXERCISE 12.

Distinguish prepositions and conjunctions in the following list :

At, and, or, over, than, toward, as, above, before,
Because, of, if, through, though, unless, unto.

INTERJECTION.

56. An Interjection is an exclamatory word, used to express some passion or emotion of the speaker: as, Oh! ah! alas! fie! fudge! away!

EXERCISE 13.

Distinguish the parts of speech in the following list :

James, I, man, he, she, it, shine, come, go, good, large.
That, forty, briskly, swiftly, now, then, to, at, over, and.
Or, than, as. O, fie! little boys, you are very rude and idle on that bench.

To THE PUPIL—In the foregoing Synopsis, you have the grammar in miniature. All the parts of speech have been presented with some of their distinguishable characteristics. Every word in the language belongs to one of these classes, but how to arrange and modify words, according to established rules, you have yet to learn. The parts of speech, in the same order, shall now be further explained to you in a compendious manner, and if you will persevere in the study, I promise you, your way shall be smooth, and your task comparatively light.

55. Name four conjunctions that may connect either words or sentences.—Five that connect sentences only.—Exercise 12. 56. What is an interjection?—Examples.—Exercise 13.

COMPENDIUM.

NOUNS.

57. A NOUN is a word that expresses the name of an object: as, Moon, boy, John.

If objects had no *names* by which to call them, we could not speak of anything, and the power of speech would be useless. If the moon, for instance, had no *name*, we could designate her, as the dumb do, only by means of marking and pointing.

58. Everything that we can see or speak of, has its name; and the *name* by which it is called, is denominated in grammar, a NOUN. Look around you and call the names of a few things, and remember that every *name* you can mention is a *noun*. The names house, door, window, floor, table, chair, book, map, William, Mary, etc., are all nouns.

59. The object that you see, is not itself a noun, but it is only the name of the object that we call noun; and it is the name, and not the thing itself, that we employ in language, as the symbol of an idea.

We here describe a circle (O). Now you may give this figure any name you please, and whatever name you give it, is a noun. You may call it a circle, a ring, a hoop, a belt; but these are only several nouns expressing the names of the figure.

60. Nouns are of two kinds; common and proper.

61. A common noun is a general name, common to things of a sort, class, or species: as, *River, mountain, town*.

62. A proper noun is the particular name of an individual object, and not the name of any class or species of things: as, *Ohio, Andes, Paris*.

Objects may be represented in language by any number of names, both general and appropriate.

[LESSON 6.] 57. What is a noun?—Examples. 58. What do you call the name of everything that you can see or speak of?—Mention several nouns. 59. Is it the object itself, or only the name of the object that we call noun? 60. What are the two kinds of nouns? 61. What is a common noun?—Examples. 62. A proper noun?—Examples.