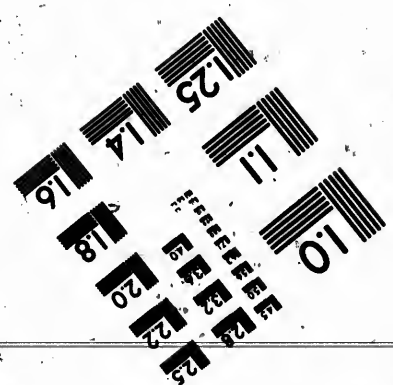
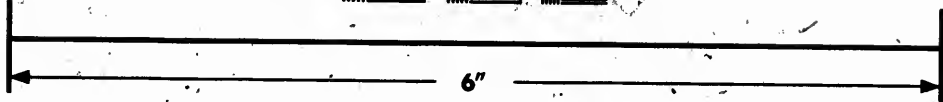
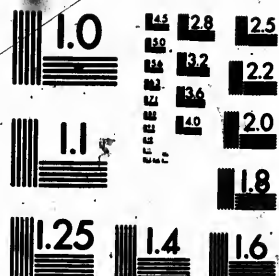


**IMAGE EVALUATION  
TEST TARGET (MT-3)**



**Photographic  
Sciences  
Corporation**

23 WEST MAIN STREET  
WEBSTER, N.Y. 14580  
(716) 872-4503

18  
20  
22  
25

**CIHM  
Microfiche  
Series  
(Monographs)**

**ICMH  
Collection de  
microfiches  
(monographies)**



**Canadian Institute for Historical Microreproductions / Institut canadien de microreproductions historiques**

10

**© 1991**

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/  
Couverture de couleur
- Covers damaged/  
Couverture endommagée
- Covers restored and/or laminated/  
Couverture restaurée et/ou pelliculée
- Cover title missing/  
Le titre de couverture manque
- Coloured maps/  
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/  
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/  
Planches et/ou illustrations en couleur
- Bound with other material/  
Relié avec d'autres documents
- Tight binding may cause shadows or distortion  
along interior margin/  
La reliure serrée peut causer de l'ombre ou de la  
distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear  
within the text. Whenever possible, these have  
been omitted from filming/  
Il se peut que certaines pages blanches ajoutées  
lors d'une restauration apparaissent dans le texte,  
mais, lorsque cela était possible, ces pages n'ont  
pas été filmées.

- Coloured pages/  
Pages de couleur
- Pages damaged/  
Pages endommagées
- Pages restored and/or laminated/  
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/  
Pages décolorées, tachetées ou piquées
- Pages detached/  
Pages détachées
- Showthrough/  
Transparence
- Quality of print varies/  
Qualité inégale de l'impression
- Continuous pagination/  
Pagination continue
- Includes index(es)/  
Comprend un (des) index

Title on header taken from:  
Le titre de l'en-tête provient:

- Title page of issue/  
Page de titre de la livraison
- Caption of issue/  
Titre de départ de la livraison
- Masthead/  
Générique (périodiques) de la livraison

- Additional comments:  
Commentaires supplémentaires:

This item is filmed at the reduction ratio checked below.  
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
				✓							

The copy filmed here has been reproduced thanks to the generosity of:

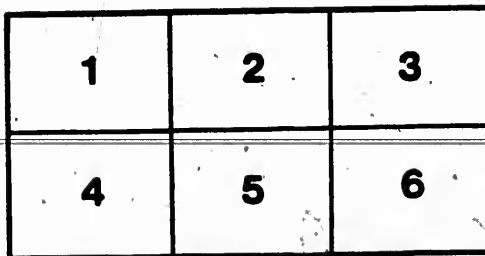
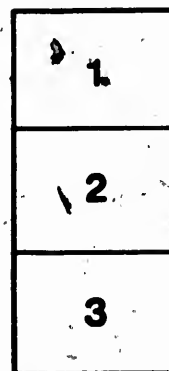
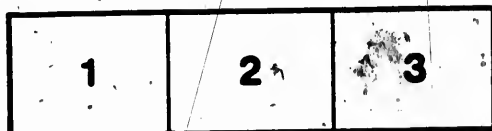
Société du Musée  
du Séminaire de Québec

The images appearing here are the best quality possible considering the condition and legibility of the original copy and in keeping with the filming contract specifications.

Original copies in printed paper covers are filmed beginning with the front cover and ending on the last page with a printed or illustrated impression, or the back cover when appropriate. All other original copies are filmed beginning on the first page with a printed or illustrated impression, and ending on the last page with a printed or illustrated impression.

The last recorded frame on each microfiche shall contain the symbol  $\rightarrow$  (meaning "CONTINUED"), or the symbol  $\nabla$  (meaning "END"), whichever applies.

Maps, plates, charts, etc., may be filmed at different reduction ratios. Those too large to be entirely included in one exposure are filmed beginning in the upper left hand corner, left to right and top to bottom, as many frames as required. The following diagrams illustrate the method:



L'exemplaire filmé fut reproduit grâce à la générosité de:

Société du Musée  
du Séminaire de Québec

Les images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminant par la dernière page qui comporte une telle empreinte.

Un des symboles suivants apparaîtra sur la dernière image de chaque microfiche, selon le cas: le symbole  $\rightarrow$  signifie "A SUIVRE", le symbole  $\nabla$  signifie "FIN".

Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.

1866 - Foreign Language  
N-4

THE  
STEPPING STONE

TO

English Grammar :

CALCULATED

TO ENABLE CHILDREN TO ACQUIRE

BY EASY AND AGREEABLE MEANS,

A CORRECT MANNER OF EXPRESSING THEIR IDEAS.

729  
BY FRED SADLER

Author of .

"THE STEPPING STONE TO FRENCH PRONUNCIATION,"  
"THE GRAMMAIRE PRATIQUÉ," "THE POSTUAL PRECEPTOR,"  
AND OF SEVERAL OTHER ELEMENTARY WORKS.

"That too prolific plant, the youthful mind,  
Should still be trained with unremitting care;  
Its blossoms shielded from the wintry wind,  
If rich you'd have the fruits that it may bear."—P. S.

NEW YORK :

& J. SADLER & CO., 164 WILLIAM STREET.

BOSTON : 128 FEDERAL STREET.

BUFFALO, N. Y. : COR. OF ST. FRANCIS XAVIER & NOTRE DAME STS.

1856.



sou  
ge  
en  
lan  
to  
an  
sh  
th  
an  
pu  
ov  
be  
to  
ne  
le  
St

mc

## P R E F A C E .

---

If the word Grammar has somewhat of an alarming sound to youthful ears, it is perhaps because the learned gentlemen who have written upon the grammatical science have not condescended to express themselves in language "familiar as household words."

To impart knowledge to children we should be careful to speak to them in language which they can understand; and, above all, when teaching by the aid of books, we should not be satisfied with a mere verbal repetition of the lesson given to be learned; but we should, by simple and various questions, convince both ourselves and our pupils that the subject is perfectly understood.

Every new lesson should, when given, be carefully read over to, and with, the pupil, and all difficulties explained before he takes it to study. We would also recommend to teachers to avoid with the greatest care, both in manner and matter, anything which may create a distaste for learning; otherwise that which is intended to serve as a Stepping Stone, may become a Stumbling-block.

PERCY SADLER.

## THE STEPPING STONE TO ENGLISH GRAMMAR.

---

### • OF ORTHOGRAPHY AND PRONUNCIATION.

**QUESTION.** How can you learn to speak and write correctly?

**ANSWER.** By learning the rules of grammar.\*

**Q.** Of what are languages formed?

**A.** Of words.

**Q.** Of what are words formed?

**A.** Of syllables.

**Q.** Of what are syllables composed?

**A.** Of letters.

**Q.** What do you call the list of letters of which words are formed?

**A.** The alphabet.

**Q.** How many letters are there in the the English alphabet?

**A.** Twenty-six.

\* We need scarcely point out to the intelligent teacher the great utility of frequently turning the answers into questions, and of thus enabling the pupil to turn the questions into answers.

*Example.* **Q.** What can you learn by the rules of grammar?

**A.** To speak and write correctly.



Q. Tell me the names of them.

A. A a, B b, C c, D d, E e, F f, G g, H h, I i,  
J j, K k, L l, M m, N n, O o, P p, Q q,  
R r, S s, T t, U u, V v, W w, X x, Y y,  
Z z.

Q. What are those letters called which can be sounded by the voice alone, without any apparent movement of the mouth?

A. They are called vowels.

Q. Which are they?

A. A, e, i, o, u, y.

Q. And what are the other letters called?

A. Consonants.

Q. Why are they called consonants?

A. Because they want a vowel to help them to make a sound with.\*

Q. How do the consonants, *b, c, d*, make their sounds?

A. By the help of the vowel *e*.

Q. Give me an example.

A. *Be, ce, de*.

Q. What part of grammar is that by which we learn to spell correctly?

A. Orthography, or correct writing.

Q. What is a syllable?

A. A single sound, marked by one or more letters.

Q. Can a single letter form a syllable?

A. Yes, if the letter be a vowel.

\* Consonant means sounding with

Q. Give me some examples.

A. A-corn, e-ven, i-dle, o-pen, u-sage.

Q. Can a consonant alone form a syllable?

A. No.

Q. Tell me some syllables with consonants.

A. *Bat, me, fin, go, gun.*

Q. Are there not in English many words of one syllable?

A. Yes, as *boy, man, this, that, when, how.*

Q. What are those words called?

A. Monosyllables.

Q. What do you call words of two syllables?

A. Dissyllables.

Q. And words of three syllables?

A. Trisyllables.

Q. What name is given to words of more than three syllables?

A. Polysyllables.

Q. When two vowels come together in one syllable, as *ai* in *pain*, *ea* in *pea*, *oa* in *boat*, and *ou* in *out*, what do you call the sounds thus formed?

A. Diphthongs.

Q. And when three vowels come together, as *eau* in *beauty*, *ieu* in *adieu*, *eye* in *eye*, what are they called?

A. Triphthongs.

Q. How must the letter *c* be sounded when it is followed by *a*, *o*, or *u* in the same syllable?

A. Like the letter *k*

ORTHOGRAPHY AND PRONUNCIATION.

Q. Give me some examples.

A. *Cat, cow, cup.*

Q. And how must it be sounded when followed by *e, i, or y*?

A. Like an *s*.

Q. Give me some examples.

A. *Celery, cinder, cymbal.*

Q. How is *g* sounded before *a, o, and u*?

A. It has a hard sound, as in *game, gone, and gun.*

Q. And how is it sounded before *e, i, and y*?

A. Mostly like *j* in *James*.

Q. Give me some examples.

A. *General, gingerbread, Egypt.*

Q. Has not *g* sometimes the hard sound before *e* and *i*?

A. Yes, in *get, giddy, giggle, gild, gimlet, gird, girl, give,* and a few other words.

Q. How should *ph* be sounded when they come together in the same syllable?

A. Like *f*.

Q. Give me some examples.

A. *Philip, Joseph, Pharaoh, Philistines, Ralph.*

Q. Is not the *ph* sometimes sounded like *v*?

A. Yes, as in *Stephen* and *nephew*.

Q. What sound has *gh* at the beginning of words?

A. The hard sound of *g*.

Q. Give me an example.

A. *Gherkin, ghost.*

- Q. And how is it sounded at the end of syllables and words?
- A. It is mostly silent.
- Q. Tell me some examples.
- A. *Neighbour, high, through, though, dough.*
- Q. Is not the *gh* sometimes sounded like *f*?
- A. Yes, as in *laugh, cough, rough, tough, enough, &c.*
- Q. How is the *ch* sounded before a vowel at the beginning of English words?
- A. Mostly like *tch*.
- Q. Give some examples.
- A. *Chair, Charles, cheeks, chimes, choose.*
- Q. Has it not sometimes the sound of *k*?
- A. Yes, when followed by an *o*.
- Q. Tell me some words in which it has the sound of *k*.
- A. *Choler, chord* (in music), *choir, chorister, chorus.*
- Q. I believe it is sometimes sounded like *k* before *y*?
- A. Yes, in *chymist, \*chymistry, &c.*
- Q. How is the syllable *arch* pronounced at the beginning of words when it is followed by a vowel?
- A. As though it were written *ark*.
- Q. Give me some examples.
- A. *Archangel, architect.*

\* This word and its derivatives are now frequently written with *che*; but the pronunciation of the *ch* is still *k*.

Q. And when it is followed by a consonant what is the sound?

A. As if it were written *artch*.

Q. Give some words.

A. *Archbishop, archduke, archdeacon.*

Q. Has the *arch* the sound of *ark* at the end of words?

A. Mostly in words of more than one syllable.

Q. Give me some examples.

A. *Monarch, hierarch, tetrarch.*

Q. How is *arch* generally sounded at the end of monosyllables; that is, words of one syllable?

A. As if it were written *artch*.

Q. Tell me some words.

A. *March, starch, parch.*

Q. How is *gn* sounded at the beginning of words?

A. The *g* is not sounded at all.

Q. How do you spell *gnash, gnat, gnaw*?

A. *G, n, a, s, h; g, n, a, t; g, n, a, w.*

Q. Is not *g* silent before *n* at the end of words?

A. Yes, always.

Q. Give some examples.

A. *Reign, feign, deign; sign.*

Q. Can you spell those words?

A. Yes, *r, e, i, g, n; f, e, i, g, n; d, e, i, g, n; s, i, g, n.\**

\* The great importance of orthography and orthoepy, will serve as an excuse for our being rather elaborate on this part of Grammar.

- Q. Is the letter *k* sounded before *n* in the same syllable?
- A. No, it is mute.
- Q. Can you spell *knice*, *knife*, *know*, and *knuckle*?
- A. *k, n, e, e*; *k, n, i, f, e*; *k, n, o, w*; *k, n, u, c, k, l, e*.
- Q. Is not the letter *l* silent between *a* and *k* and *o* and *k* in the same syllable?
- A. Yes, as in *chalk*, *talk*, *walk*, and *folk*.
- Q. Spell me those words.
- A. *C, h, a, l, k*; *t, a, l, k*; *w, a, l, k*; *f, o, l, k*.
- Q. Is not the *l* silent between *a* and *m* in the same syllable?
- A. Yes, as in *calm*, *palm*, *balm*.
- Q. Spell those words.
- A. *C, a, l, m*; *p, a, l, m*; *b, a, l, m*.
- Q. Is the *l* mute in the word realm?
- A. No, it must be pronounced.
- Q. How do you spell that word?
- A. *R, e, a, l, m*.
- Q. Is the letter *w* sounded before an *r* at the beginning of words?
- A. No, it is silent.
- Q. Give me some examples.
- A. *Wrangle*, *wrench*, *write*, *wrote*, *wry*.
- Q. Can you spell those words?
- A. Yes, *w, r, a, n, g, l, e*; *w, r, e, n, c, h*; *w, r, i, t, e*; *w, r, o, t, e*; *w, r, y*.
- Q. What part of grammar is that which teaches the nature and origin of words?
- A. Etymology.

Gender

NUMBER

11

## OF NUMBER.

### SINGULAR AND PLURAL.

Q. What is the meaning of the singular number?  
A. It means one person or one thing.

Q. Give some examples.

A. *A girl, a boy, a book, a horse.*

Q. And what does the plural mean?

A. More than one.

Q. Give some examples.

A. *Two girls, three boys, four books, five horses.*

Q. How do you change the singular to the plural?

A. By putting an *s* at the end of the word.

Q. But if the word should finish in the singular with *s*, *sh*, *ch*, *x*, or *o* after a consonant, as *glass*, *brush*, *church*, *box*, *potato*, how do you then make the plural?

A. By adding *es*, as *glasses*, *brushes*, *churches*, *boxes*, *potatoes*.

Q. And if the *ch* at the end has the sound of *k* as in *monarch*, how do you form the plural?

A. By putting an *s* only, as *monarchs*.

Q. Suppose a word in the singular ends with *y*, and a consonant immediately before it, as in *fly*, *baby*, *fancy*, how do you form the plural?

A. By changing the *y* to *ies*, as *flies*, *babies*, *fancies*.

- Q. When the singular ends with *lf* or *fe*, as in *calf, shelf, wife, life*, how is the plural formed?
- A. By changing the *f* or *fe* to *ves*.
- Q. Give me some examples.
- A. *Calves, shelves, wives, lives*.
- Q. Are there not several words which do not follow any of these rules?
- A. Yes, as *child*, singular; *children*, plural.
- Q. Tell me the singular and the plural of those irregular words which are in common use.
- A. *Child, children; die, dice; foot, feet; goose, geese; louse, lice; man, men; mouse, mice; ox, oxen; penny, pence; tooth, teeth; woman, women*.
- Q. Are there not some words the same in the plural as in the singular?
- A. Yes, *deer, sheep, means, and news*.
- Q. Give examples of those words in both numbers.
- A. *A deer, a park full of deer*.
- Q. Now an example of the word *sheep*.
- A. *A black sheep, a drove of sheep*.
- Q. And what can you say of the word *means*?
- A. By *this means, by those means*.
- Q. Give an example with the word *news*.
- A. There is *good news, I have heard some news*.
- Q. Do you know any nouns which appear to have no singular?
- A. Yes, there are *alms, annals, bellows, bowels, cresses, entrails, scissors, shears, snuffers, trousers, and breeches*.



## OF GENDER.

- Q. What is the meaning of the word Gender ?  
 A. Sex, or kind.
- Q. How many sexes are there ?  
 A. Two, the male and the female.
- Q. What are they called in grammar ?  
 A. Masculine and feminine genders.
- Q. Of what gender are men and male animals ?  
 A. Masculine.
- Q. And women and female animals ?  
 A. Feminine.
- Q. Is there not a third gender or kind, in English ?  
 A. Yes, it is called the neuter gender.
- Q. What things are of the neuter gender ?  
 A. Things that are neither male nor female.
- Q. You mean that are neither masculine nor feminine ?  
 A. Yes.
- Q. Tell me some names in each gender.  
 A. A gentleman, a lady, a carriage.
- Q. One more example.  
 A. A bull, a cow, a stable.
- Q. How many ways are there of expressing the different genders of persons, and living things ?  
 A. Three.

- Q. Which are they ?  
 A. First, by different words.
- Q. Tell me some of them.  
 A. *Boy, girl; brother, sister; master, mistress; horse, mare.*
- Q. What is the second manner ?  
 A. By changing the ends or terminations of the words denoting the masculine gender.
- Q. Give some examples.  
 A. *Actor, actress; prince, princess; governor, governess.*
- Q. Now some names of animals.  
 A. *Lion, lioness; tiger, tigress.*
- Q. What is the third manner of marking the gender ?  
 A. By putting one of the words *he* or *she* before the names of beasts.
- Q. Give some examples.  
 A. A *he* bear, a *she* bear; a *he* wolf, a *she* wolf.
- Q. Are not the words male and female used in speaking of animals ?  
 A. Yes, for those which are not very common.
- Q. Tell me some of them.  
 A. A *male* elephant, a *female* elephant; a *male* giraffe, a *female* giraffe.
- Q. What are the words employed to denote the male and female of birds ?  
 A. *Cock* for the male, and *hen* for the female.
- Q. Tell me the names of some birds.  
 A. A *cock* pheasant, a *hen* pheasant; a *cock* canary, a *hen* canary.

Q  
 A  
 Q  
 A  
 L  
 Ba  
 Bo  
 Bo  
 Bro  
 Bu  
 Bu  
 Bu  
 Bu  
 Coc  
 Dog  
 Dra  
 Ear  
 Fat  
 Fri  
 Gar  
 Hau  
 Hor  
 Lis  
 M  
 Abb  
 Act  
 Adm  
 \*  
 †

Q. Are not the words male and female sometimes applied to birds ?

A. Yes, to those which are not common.

Q. Give some examples.

A. A *male* eagle, a *female* eagle ; a *male* ostrich, a *female* ostrich.

*List of different Words in common use, indicating the Masculine and the Feminine Gender.*

Those expressed by different words are :—

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

*List of Words showing Difference of Gender, by a Difference in Termination.*

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Abbot	Abbess	Ambassador	Ambadressess
Actor	Actress	Arbiter	Arbitress
Administrator	Adminis- tratrix.	Author	Authoress
		Baron	Baroness

\* It would be well to give these words to be learned.

† Indicating the male and female of fishes.

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Bridegroom	Bride	Marquis	Marchioness
Benefactor	Benefactress	Mayor	Mayoress
Caterer	Cateress	Patron	Patroness
Chanter	Chantress	Peer	Peeress
Conductor	Conductress	Poet	Poetess
Count	Countess	Priest	Priestess
Deacon	Deaconess	Prince	Princess
Duke	Duchess	Prior	Prioress
Electer	Electress	Prophet	Prophetess
Emperor	Empress	Protector	Protectress
Enchanter	Enchantress	Shepherd	Shepherdess
Executor	Executrix	Songster	Songstress
Governor	Governess	Sorcerer	Sorceress, or Witch
Heir	Heiress	Sultan	Sultana
Hero	Heroine	Tiger	Tigress
Hunter	Huntress	Traitor	Traitress
Host	Hostess	Tyrant	Tyranness
Jew	Jewess	Viscount*	Viscountess
Landgrave	Landgravine	Volary	Votaresse
Lion	Lioness	Widower	Widow
Margrave	Margravine		

OF DIFFERENT SORTS OF WORDS, OR PARTS OF SPEECH.

- Q. How many sorts of words, or parts of speech are there?
- A. Nine.
- Q. Can you name them?
- A. Article, Noun, Adjective, Pronoun, Verb, Adverb, Preposition, Conjunction, and Interjection.
- Q. What do you call those words which tell the names of things, as *man*, *book*, *house*?
- A. Nouns, or substantives.

\* The *s* is mute in this word.

- Q. How many sorts of nouns are there ?  
 A. Two ; the common and the proper.
- Q. What nouns are those which name things of which there are many, as *tree, horse, &c.* ?  
 A. They are common nouns.
- Q. And what are they which belong to one person or thing only ?  
 A. Proper nouns.
- Q. Tell me some proper nouns.  
 A. *Nelson, Bonaparte, England, France.*
- Q. What do you call those words which tell of the sorts, or qualities of things, as *good, bad, long, short, &c.* ?  
 A. Adjectives.
- Q. Tell me some adjectives and nouns together.  
 A. *Good child, bad conduct, long days, short nights.*
- Q. What do you call those little words, *an, a, the* ?  
 A. Articles.
- Q. Tell me some articles and nouns.  
 A. *An apple, a cake, the moon.*
- Q. Now give me some examples of articles with adjectives and nouns.  
 A. *An unripe apple, a nice cake, the full moon.*
- Q. When must you employ the article *a* instead of *an* ?  
 A. When the following word begins with a consonant, or an *h* not mute.
- Q. Give an example of both *an* and *a*.  
 A. *An old tree, a fine country, a high mountain.*

- Q. But if the following word begin with *h* mute?  
 A. Then the article *an* is employed.\*  
 Q. Give some examples.  
 A. *An honest servant, an hour and a half.*

OF DIFFERENT DEGREES IN QUALITY—  
 POSITIVE, COMPARATIVE, AND  
 SUPERLATIVE.

- Q. When an adjective tells the quality of a thing without comparing it with any other, as *sweet* oranges, *long* stories, in what state or degree is the adjective?

A. In the positive degree.

- Q. And when you compare the qualities of some things with those of others, as this orange is *sweeter* than that; his story was *longer* than yours; in what degree is the adjective said to be?

A. In the comparative degree.

- Q. Give an example.

A. Your pen is *hard*, but mine is *harder*.

- Q. In what degree is an adjective said to be when it expresses a quality in the highest state, as this is the *sweetest* orange, mine is the *hardest* pen?

A. In the superlative.

- Q. Give some examples of each degree.

A. *Loud, louder, loudest; soft, softer, softest.*

\* The *h* is mute in the following words, and in those derived from them: heir, honour, honest, herb, hospital, hour, humour, humble.

Q. How do you change an adjective from the positive to the comparative degree?

A. By adding *er*, or *r* only if the positive ends in *e*.

Q. Give an example.

A. *Cold, colder; fine, finer.*

Q. And how do you form the superlative?

A. By adding *est* or *st* only to the positive.

Q. Tell me some examples.

A. *Cold, coldest; fine, finest.*

Q. Do not the adjectives of one syllable, when they end with a consonant with one vowel before it, double the consonant before taking *er* or *est*?

A. Yes; as *fat, fatter, fattest; big, bigger, biggest.*

Q. How do you form the comparative of adjectives that have several syllables?

A. By putting the word *more* before them.

Q. Give some examples.

A. *Amiable, more amiable; courageous, more courageous.*

Q. And how do those adjectives form the superlative?

A. By putting the word *most* before them.

Q. Give an example.

A. *Amiable, most amiable; courageous, most courageous.*

Q. Are there not some adjectives which do not follow those rules?

A. Yes; they are, *good, bad, little, much, many, far and fore.*

Q. What is the comparative and superlative of *good*?

A. *Better* and *best*.

Q. And of *bad*?

A. *Worse* and *worst*.

Q. Give the comparative and superlative of *little*.

A. *Less*, *least*.

Q. And of *much* and *many*.

A. *More* and *most*.

Q. What is the comparative and superlative of *far*?

A. *Farther* and *farthest*.

Q. And of *fore*?

A. *Former* and *foremost*.

Q. Give an example of the three degrees of the adjective *good*.

A. This is *good*, that is *better*, but those are the *best*.

Q. Now an example of *bad*.

A. Her pen is *bad*, yours is *worse*, but mine is the *worst* of all.

Q. Explain the three degrees of *little*.

A. My dog is *little*, yours is *less*, but Henry's is the *least*.

#### OF PRONOUNS.

Q. What words are those which are employed to avoid a repetition of the names of persons,



places, and things, as *I, thou, he, she, it, we, you, they, &c.*?

A. They are personal pronouns.

Q. Then what would you say instead of, *James* wants his *book*; but *James* has lost his *book*?

A. *James* wants his *book*; but *he* has lost *it*.

Q. Which are the pronouns in that phrase?

A. *He* and *it*.

Q. And what would you say instead of, *Mary* and *Jane* learn French; and *Mary* and *Jane* like French?

A. *Mary* and *Jane* learn French; and *they* like *it*.

Q. Which are the pronouns?

A. *They* and *it*.

Q. If I say, *William* and *I* are going out, and we are glad of it, which is the pronoun that stands for *William* and *I*?

A. *We*.

Q. What do you call the words, *me, thee, him, her, us, and them*?

A. They are personal pronouns also.

Q. Why do they differ from the other pronouns?

A. Because the others must be put before verbs.

Q. What do you mean by verbs?

A. Words that signify being, or doing something.

Q. Give an example.

A. *To be, to call.*

Q. And where must the pronouns *me, thee, him, &c.* be put?

A. After the verbs.

- Q. Give me some examples with the pronouns before, and after.
- A. *He calls me ; I see him ; we love her ; they like us ; you see them.*
- Q. Must not the pronouns *me, thee, him, her, us, you, and them*, be also put after such words as *to, for, of, with*, and other prepositions?
- A. Yes ; as, he spoke *to me* ; I came *for thee* ; they spoke *of him* ; we went *with her*.

OF RELATIVE PRONOUNS.

- Q. What sort of pronouns are those which relate to persons or things that have already been spoken of ; as, *who, whom, which, that*?
- A. Relative pronouns.
- Q. When I say, The boy *who* learns the lessons *which* are given to him, which are the relative pronouns?
- A. *Who* and *which*.
- Q. Which are the relative pronouns in The books *that* I read ; the persons of *whom* I spoke?
- A. *That* and *whom*.
- Q. What is the difference between *who* and *whom*?
- A. *Who* relates to a person, or persons, being or acting.
- Q. Give an example.
- A. The lady *who* is so kind ; the gentlemen *who* came yesterday.

\* To follow

Q. And on what occasions is the relative *whom* employed?

A. When we speak of persons who are the objects of what is done.

Q. Do you mean that *who* relates to nouns or pronouns which are put before verbs, and that *whom* relates to those which are put after?

A. That is what I mean.

Q. Give an example with a noun.

A. My sister plays the piano. *Who* plays the piano? My sister.

Q. Now give an example with a noun and *whom*.

A. We saw *the Queen*. *Whom* did we see? The Queen.

Q. Now give an example with a personal pronoun.

A. *He* reads. *Who* reads? *He*.

Q. Now an example with *whom*.

A. I called *him*. *Whom* did I call? *Him*.

Q. Do the relatives, *who* and *whom*, relate particularly to persons.

A. Yes; and *which* and *that* relate mostly to animals and things.

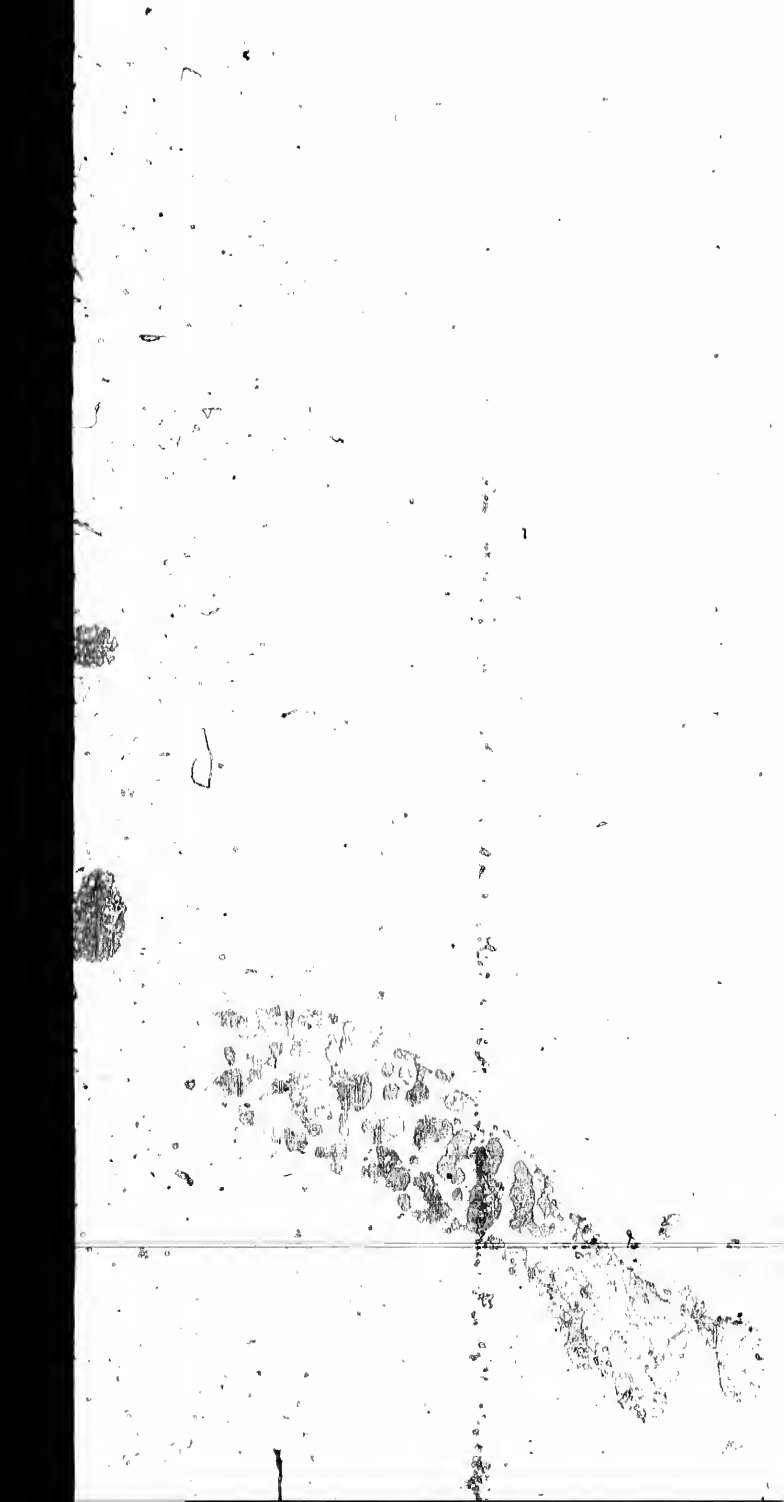
Q. Give an example.

A. The pony *which* he rides, the books *that* you lent me.

Q. Is not the relative pronoun *that* employed also in speaking of persons?

A. Yes, as the lady *that*\* is playing.

\* The relative *that* is preferred to *who* when a vowel follows; as, boys *that* are attentive.



Q. On what occasions can the relative *which* be used in speaking of persons?

A. When there is uncertainty, and in asking questions.

Q. Give an example.

A. I don't know *which* lady you mean.

Q. Now an example with a question.

A. *Which* is the queen?

Q. What is the difference between *who* and *whose*?

A. *Who* relates to the person; but *whose* relates to something belonging to the person.

Q. Give an example.

A. The lady *whose* daughter is so clever.

Q. One more example.

A. *Whose* books are these?

Q. What do grammarians call *whose*?

A. The possessive case of *who*.

#### OF POSSESSIVE ADJECTIVES AND PRONOUNS.

Q. What do you call the words *my, thy, his, her, its, our, your, their*?

A. Possessive adjectives.

Q. Why should they not be called pronouns?

A. Because they cannot be used instead of nouns.

Q. Do you mean that they must be accompanied by nouns?

A. I do.

- Q. Give me a proof of that.
- A. One cannot say, this is *my*, give me *thy*, you have *her*, &c.
- Q. What should one say instead?
- A. This is *my hoop*; give me *thy doll*; you have *her pencil*.
- Q. What are the words *mine*, *thine*, *his*,\* *hers*, *ours*, *yours*, and *theirs*?
- A. Possessive pronouns.
- Q. Why so?
- A. Because they can be employed without a noun.
- Q. Give an example.
- A. That is *mine*, this is *yours*, those are *his* or *hers*.
- Q. Now give an example of the possessive pronouns in the plural.
- A. Where are *ours*? you have lost *yours*; they have found *theirs*.

## OF DEMONSTRATIVE PRONOUNS.

- Q. What do you call the words *this* and *that*, *these* and *those*?
- A. Demonstrative pronouns.
- Q. Why are they so called?
- A. Because they serve to demonstrate or show which nouns are spoken of.

\* It will be perceived that the word *his* can be used as a pronoun as well as an adjective.

- Q. Give an example.  
 A. Give me *this*, and keep *that*.  
 Q. What is the plural of *this* and *that*?  
 A. *These* and *those*.  
 Q. Give an example.  
 A. I like *these* better than *those*.  
 Q. When may *this*, *that*, *these*, and *those* be called demonstrative adjectives?  
 A. When they are followed by nouns.  
 Q. Tell me how.  
 A. *This book* is amusing, *that story* is too long.  
 Q. Now give me the plural.  
 A. Take *these nuts*, and give me *those grapes*.

#### OF DISTRIBUTIVE AND INDEFINITE PRONOUNS.

- Q. What do you call the words, *each*, *every*, *either*, and *neither*?  
 A. Distributive pronouns.  
 Q. Have they any plural form?  
 A. No, they are only of the singular number.  
 Q. Give me some examples.  
 A. *Each* of them is in fault; *every* one says so.  
 Q. What difference is there between *each* and *every*?  
 A. *Each* is employed in speaking of each one in a small number; as, each of you shall have a book.

Q. And how is *every* employed ?

A. In speaking of *every* one in a larger number.

Q. Give an example.

A. *Every sailor* fought well.

Q. Now give examples of *either* and *neither*.

A. Take *either*, for *neither* of them will hurt you.

Q. What pronouns are those which do not relate to any particular things, as *all*, *any*, *some*, *such*, *both*, *one*, *other*, *several*, *few* ?

A. They are called indefinite pronouns.

Q. Give me some examples of their use.

A. Don't take *all* ; I have not *any* ; give me *some*.

Q. Another example.

A. *Such* is my opinion ; I have seen them *both*

Q. Continue the examples.

A. Take *one* or the *other* ; you have *several* ; I have but *few*.

Q. Are not the words *one* and *other* sometimes put in the plural, as *ones*, *others* ?

A. Yes ; as these are not good *ones* ; give me some *others*.

Q. When do *one* and *other* take an apostrophe and an *s* at the end, as *one's* and *other's* ?

A. When there is possession, or something belonging. (See page 31.)

Q. Give an example.

A. One should love *one's* parents.

Q. Now an example of the word *other's*.

A. You should not take each *other's* books.



### OF THE CASES OF NOUNS AND PRO- NOUNS.

- Q. Are there not different names for the nouns and pronouns which are put before verbs, and those which are put after them?
- A. Yes; those which are put before verbs are said to be in the nominative case.
- Q. Give an example.
- A. *Mamma* loves; *papa* caresses; *William* scolds.
- Q. In what case are *mamma*, *papa*, and *William*?
- A. In the nominative; because they are named first; and they perform the actions of loving, caressing, and scolding.
- Q. In what case are nouns and pronouns said to be, when they are placed after verbs?
- A. In the accusative or objective case.
- Q. Give some examples of nouns in the nominative and in the accusative or objective case.
- A. *Mamma* loves *Jane*; *Jane* loves *mamma*.  
*Papa* caresses *Susan*; *Susan* caresses *papa*.
- Q. One more example.
- A. *William* scolds *Henry*; *Henry* scolds *William*.
- Q. Then *mamma* is in the nominative, and *Jane* in the objective, in the first phrase?
- A. Yes; and *Jane* is in the nominative, and *mamma* in the objective, in the second.

PRO-  
nouns  
verbs,  
bs are  
scolds.  
William?  
named  
loving,  
said to  
?  
nomina-  
ve case.  
mamma.  
es papa.  
ds Wil-  
and Jane  
ive, and  
d.

Q. Then there is no difference in the nouns themselves, whether they be in the nominative or in the objective case?

A. Only the difference of place.

Q. Is it the same with the personal pronouns?

A. Yes, with regard to place, but not with regard to the form of the words.

Q. How many personal pronouns are there?

A. Six; that is, three for the singular and three for the plural.

Q. Name them.

A. *I, thou, he, she, and it*, for the singular.

Q. And what are the plurals?

A. *We, you, and they*.

Q. You have repeated eight.

A. Yes; but *he, she, and it* count only for one.

Q. Why so?

A. Because they only show the masculine, or feminine, or neuter gender of what is called the third person.

Q. Which is the pronoun of the first person?

A. *I*, the person speaking; as, *I* know it.

Q. Which is the second?

A. *Thou*, the person spoken to; as, *thou* must listen.

Q. And which is the third?

A. *He* or *she*, the person spoken of; as, *he* will come.

Q. What is the pronoun of the first person plural?

A. *We*; as, *we* are ready.

Q. Which is the second?

A. *You*; as, *you* read well.

Q. And the third?

A. *They*; as, *they* learn drawing.

Q. You told me that the personal pronouns, like the nouns, are said to be in the nominative when placed before verbs, and in the accusative or objective, when they are placed after.

A. Yes; but the pronouns that are placed after differ in form from those which are placed before verbs.

Q. Tell me the nominative and accusative of the first person singular.

A. Nominative *I*, accusative *me*.

Q. Now of the second.

A. Nominative *thou*, accusative *thee*.

Q. And of the third.

A. Nominative, *he, she, or it*; accusative, *him, her, or it*.

Q. Do you remark that the pronoun *it* is the same in the nominative and accusative?

A. Yes, I do.

Q. Now give me the pronouns of the first person plural.

A. Nominative *we*, accusative *us*.

Q. Now those of the second person.

A. It is *you*, both in the nominative and accusative.

Q. What are those of the third person plural?

A. Nominative *they*, accusative *them*.

Q. Now give me some examples with pronouns before and after verbs.

<i>Singular.</i>				<i>Plural.</i>			
	Nom.	Acc.		Nom.	Acc.		
A.	1. I	see thee	2.	1. We	see you	2.	
	2. Thou	seest me	1.	2. You	see us	1.	
	3. He	sees him	3.	3. They	see them	3.	

### OF THE POSSESSIVE OR GENITIVE CASE.

Q. When a noun, or name, has an apostrophe and an *s* at the end, as, the *Lord's* commandments, my *father's* house, &c., in what case is it said to be?

A. In the possessive, or genitive case.

Q. Why so?

A. Because the noun which follows appears to belong to, or to be connected with the other.

Q. What does the *'s* stand for in the *Lord's* commandments, and my *father's* house?

A. It stands for *the* and *of*.

Q. Explain it more clearly.

A. The commandments *of the* Lord; *the* house *of* my father.

Q. When the name or title of the possessor consists of more than one word, where is the *'s* put?

A. At the end of the last *of* those words.

Q. Give an example.

A. The *queen, of England's* palace.

32 STEPPING STONE TO ENGLISH GRAMMAR.

Q. If the name of the possessor should end with an *s*, do you put an 's after it?

A. No, only an apostrophe, as the princess' apartments.

Q. Is it not the same if the first noun be in the plural?

A. Yes, if the plural has an *s* at the end.

Q. And if it has not?

A. Then I must add the apostrophe and the *s*.

Q. Give me some examples.

A. The *children's* books, the *men's* wages, the *women's* occupation.

Q. What words are understood after the 's in such expressions as the *butcher's*, the *baker's*, &c.?

A. One of the words *shop*, *house*, or *dwelling*.

Q. Is not the name of the thing belonging often left out after the sign of the possessive?

A. Yes; as, this book is my *sister's*.

Q. Give another example.

A. That is *Henry's*, and those are *Richard's*.

Q. What words are left out, or understood, in those phrases?

A. The names of the things belonging, or the word property.

Q. Is the 's put after the names of things as well as of persons?

A. Sometimes, but as exceptions to the rule.

Q. Can you give me an example?

A. For *goodness's* sake, for *heaven's* sake.

- Q. But the 's is often put after the names of animals,
- A. Yes ; as, a *lion's* skin, an *elephant's* tooth, a *cat's* paw.

## OF VERBS.

- Q. What words are those which describe anything that one can do, as *to speak, to write, to love, to hate?*
- A. They are verbs.
- Q. Give some examples.
- A. I *write*, thou *speakest*, he *loves*, &c.
- Q. Is not *to be* also a verb ?
- A. Yes ; it serves to tell the state in which we are.
- Q. Give a proof of it.
- A. We *are* happy ; you *are* generous ; they *are* loved.
- Q. Has not the verb *to be* a particular name ?
- A. It is called the verb substantive ; or the verb of existence.
- Q. Why is it so called ?
- A. Because it asserts that something subsists, or exists.
- Q. How many sorts of verbs are there said to be ?
- A. Three ; the active, the passive, and the neuter.

- Q. What sort of verbs are those which speak of actions done to any person, or to any thing, as, you *hurt me*, he *broke it*?
- A. Active verbs.
- Q. Give an example.
- A. You *throw* the ball, and I *catch* it; Henry *teazes* me.
- Q. When are verbs called passive?
- A. When they have the verb *to be* with them, signifying that something is done to some one.
- Q. Give an example.
- A. You *are called*; we *are invited*; Emma *is loved*.
- Q. What verbs are called neuter verbs?
- A. Those after which you cannot put a noun or a pronoun.
- Q. Tell me some of them.
- A. I *sleep*; you *talk*; she *grows*.
- Q. What verbs are those which have no complete meaning by themselves, but are employed as helps to other verbs, as, *to have*, *to be*, *to do*, *shall*, *will*, *may*, *can*, *must*, *let*, and *ought*?
- A. They are auxiliary or helping verbs.
- Q. Why are they so called?
- A. Because they help to give sense to other verbs.
- Q. Give some examples.
- A. I *have* read; he *is* coming; *do* you hear?

Q.  
A.Q.  
A.

Q.

A.

Q.

A.

Q.

A.

Q.

A.

Q.

A.

\*  
in th  
†  
see p

- Q. Now some examples with the others.  
 A. He *shall* learn ; you *will* write ; he *may* go.  
 Q. There are some more ?  
 A. I *can* see ; he *must* read ; *let* me go ; you  
*ought* to study.\*

OF NUMBER AND PERSON AS CON-  
 NECTED WITH VERBS.

- Q. What is the meaning of number, in speaking  
 of verbs ?  
 A. It means that a verb may relate either to *one*,  
 or to *more* persons.  
 Q. You mean to the singular, or to the plural  
 number ?  
 A. Yes ; as, *I* read, or *we* read.  
 Q. How many persons are there of the singular  
 number ?  
 A. Three ; *I*, *thou*, and *he*, *she*, or *it*.  
 Q. And how many of the plural ?  
 A. Three, also ; *we*, *you*, and *they*. †

OF THE MOODS OF VERBS.

- Q. What do you call those divisions in verbs  
 which serve to point out the different modes,  
 or manners of acting, being, or suffering ?  
 A. They are called Moods.

\* The pupil will learn the exact use of the auxiliaries  
 in the chapter on the conjugation of verbs.

† For an explanation of first, second, and third person,  
 see page 29.



Q. How many moods are there ?

A. Five ; the Indicative, the Potential, the Subjunctive, the Imperative, and the Infinitive.

Q. For what purpose is the indicative mood employed ?

A. To declare any thing present, past, or future ; or to ask questions.

Q. Give me an example.

A. *I see you ; I saw him ; I shall see her ; do you see it ?*

Q. For what purpose is the potential mood employed ?

A. To express power, possibility, probability, or permission.

Q. Give some examples.

A. *I can do it ; it may be so ; you may leave off.*

Q. How is the subjunctive mood employed ?

A. To express a condition, a doubt, a wish, or a supposition.

Q. Give me some examples.

A. *If I were able, I would do it ; whether he come or not, we shall go.*

Q. Now an example expressing a wish, or supposition.

A. *Would she were here ! Suppose he deceive you.*

Q. On what occasions is the imperative mood employed ?

A. In ordering, or requesting.

Q. Give an example.

A. *Love* your parents ; *do not scold* me ; *be* quiet.

Q. What is the use of the infinitive mood ?

A. To express, or name, an action, or a state

Q. Give some examples.

A. *To walk, to ride, to love, to be, to sleep.*

Q. Then the infinitive is the simple name of the verb ?

A. Yes ; and has generally the preposition *to* before it.

#### OF TENSES OR TIMES IN VERBS.

Q. What is the use of Tenses in verbs ?

A. To express the time when an action *is* doing, *was* doing or done, or *will be* doing or done.

Q. How many tenses (or times) are there in reality ?

A. Three ; *the present, the past, and the future.*

Q. What does the present tense express ?

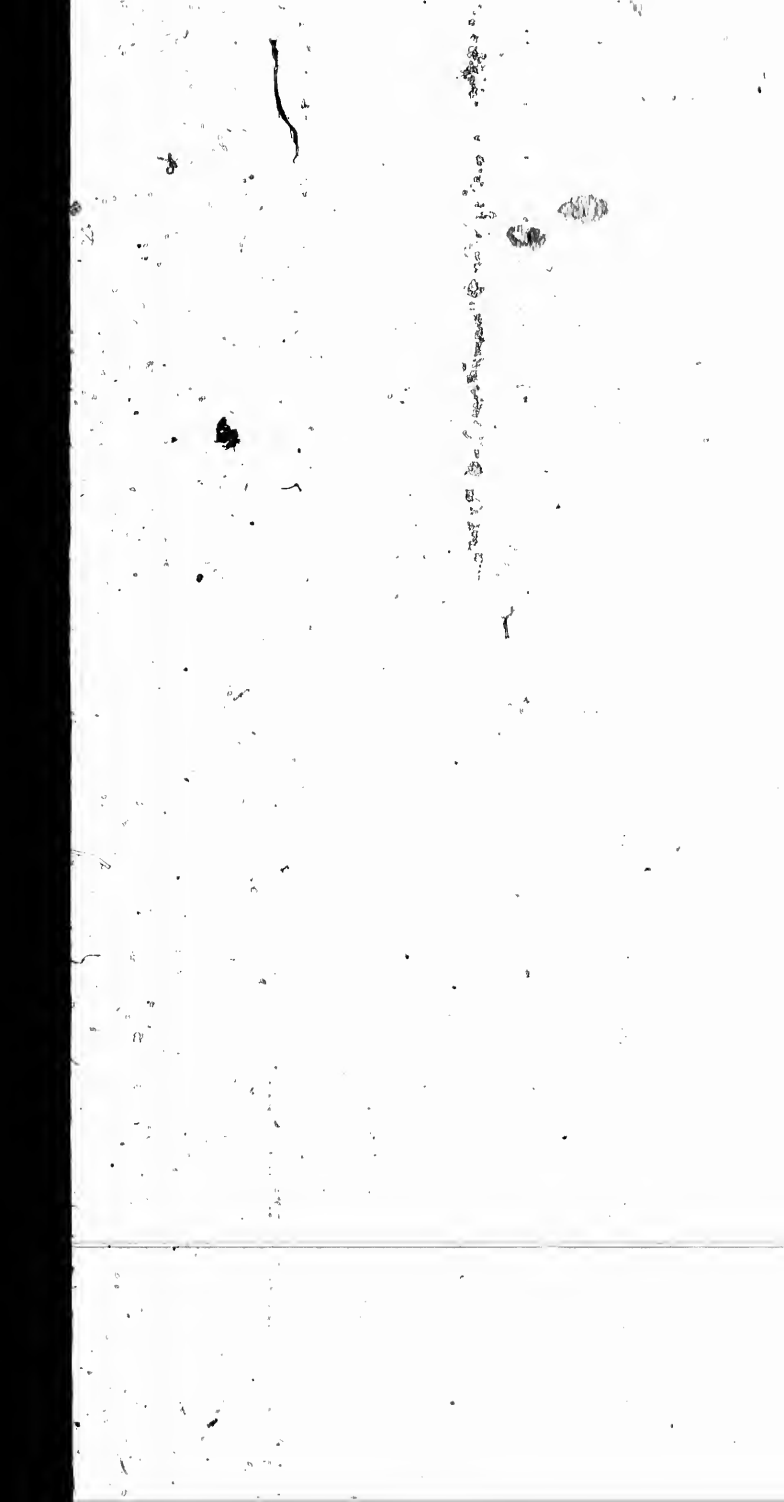
A. An action that is being performed, an event that is passing ; or a state of being.

Q. Give some examples.

A. *I learn, or am learning ; it thunders ; she sleeps or is sleeping.*

Q. Is not the present tense employed, also, to express what one is in the habit of doing ?

A. Yes ; as, *we rise at six o'clock, you go to bed at nine.*



- Q. For what purpose is the past tense employed?  
A. To express what *was* doing or done.
- Q. Give an example.  
A. *We were dining ; we dined.*
- Q. And what is the use of the future tense?  
A. To tell what *will be* doing or done, or what *will happen* at some future time.
- Q. Give an example.  
A. *I shall go* to boarding school.
- Q. Are there not subdivisions of the past tense?  
A. Yes ; called *the Imperfect, the Perfect, and the Pluperfect.*
- Q. How is the imperfect employed?  
A. In speaking of what *was doing* at a certain time.
- Q. Give an example.  
A. *We were just speaking* of you ; *I worked very hard* at school.
- Q. For what is the perfect tense employed?  
A. To express an action completed.
- Q. Give an example.  
A. *I have learnt* my lesson ; *she has written* her copy ; you *have spoiled* my pen.
- Q. And what is the use of the pluperfect?  
A. To show that an action was finished before a certain time passed, or before another event.

Q. Explain it by example.

A. *I had finished* it before twelve o'clock ; *he had written* his letter when the postman came.

Q. Is not there a second future tense ?

A. Yes ; it is called the *future perfect*.

Q. Why is it so called ?

A. Because it expresses that something will be perfected, or completed, before some other thing, or before some future time.

Q. Give me an example.

A. *He will have done* before you begin.

Q. Now an example relating to future time.

A. *I shall have finished* my book before twelve o'clock.

Q. What do you call the simple tenses of a verb ?

A. Those tenses which have neither the auxiliary *have* nor *be*.

Q. Which are the simple tenses ?

A. *The present, the past, and the future.*

Q. Give an example.

A. *I love, I loved, I shall love.*

Q. What are the compound tenses ?

A. Those which have either the auxiliary *have* or *be*, followed by a participle of another verb.

Q. What is a participle ?

A. A word that may be used *partly*, or sometimes as a verb, and sometimes as an adjective.

Q. How many participles are there in each verb ?

A. Two ; the participle present, and the participle past.

Q. Give me an example.

A. He is *painting* a portrait ; he has *painted* a portrait.

Q. Which is the present participle ?

A. *Painting*, because it is at present being done.

Q. Then *painted* is the past participle ?

A. Yes ; because the act of painting is past.

Q. Now tell me how those words can be used as adjectives.

A. A *painting* brush, a *painting* door.

Q. Does the present participle always end in *ing* ?

A. Yes ; in every verb.

Q. And does the past participle always terminate in *ed* ?

A. Yes ; in all verbs that are called regular.\*

Q. Which are the compound tenses in verbs ?

A. The perfect and pluperfect tenses of each mood.†

\* For irregular verbs see page 53, and list of them, 54.

† For examples of compound tenses see conjugations.

## OF CONJUGATION.

Q. What is conjugating a verb ?

A. Saying it through in all its moods, tenses, and persons.

## TO HAVE.

Q. Conjugate the verb *to have*, beginning by the present tense of the indicative mood.

*Present Tense.*

	<i>Singular.</i>	<i>Plural.</i>
A.	I have.	We have.
	Thou hast.	You have.
	He, she, or it has.	They have.

Q. Now repeat the imperfect tense.

	<i>Singular.</i>	<i>Plural.</i>
A.	I had.	We had.
	Thou hadst.	You had.
	He had.*	They had.

Q. Now tell me the perfect, which is a compound tense.

	<i>Singular.</i>	<i>Plural.</i>
A.	I have had.	We have had.
	Thou hast had.	You have had.
	He has had.	They have had.

Q. Now say the pluperfect, which is also a compound tense.

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

\* It is not, we think, necessary to repeat all the three persons of the singular.

Q. What are the auxiliaries, or helping verbs, which indicate the future tense?

A. Shall or will.

Q. Now recite the first future tense, which is a simple one.

*Singular.*

*Plural.*

A. I shall or will\* have.

We shall or will have.

Thou shalt or wilt have.

You shall or will have.

He shall or will have.

They shall or will have.

Q. Now give me the second future, or future perfect, which you know is a compound tense.

*Singular.*

A.

I shall or will have had.

Thou shalt or wilt have had.

He shall or will have had.

*Plural.*

We shall or will have had.

You shall or will have had.

They shall or will have had.

Q. Are those all the tenses belonging to the indicative mood?

A. Yes; they are.

Q. What are the auxiliaries which are employed in the potential mood?

A. They are *may* or *can*, for the present and for the perfect tenses.

Q. And what are they for the imperfect and perfect?

A. *Might*, *could*, *would*, or *should*.

\* See questions on conjugations, page 51.



Q. Give me the present tense of the potential.

*Singular.*

*Plural.*

A. I may or can\* have.                      We may or can have.  
 Thou mayst or canst have.              You may or can have.  
 He may or can have.                      They may or can have.

Q. Now repeat the imperfect tense of the same mood.

*Singular.*

A. I might, could, would, or should have.\*  
 Thou mightst, couldst, wouldst, or shouldst have.  
 He might, could, would, or should have.

*Plural.*

We might, could, would, or should have.  
 You might, could, would, or should have.  
 They might, could, would, or should have.

Q. Now let me hear the perfect tense.

*Singular.*

A. I may or can have had.  
 Thou mayst or canst have had.  
 He may or can have had.

*Plural.*

We may or can have had.  
 You may or can have had.  
 They may or can have had.

Q. Now the pluperfect tense.

*Singular.*

A. I might, could, would, or should have had.  
 Thou mightst, couldst, wouldst, or shouldst have had.  
 He might, could, would, or should have had.

*Plural.*

We might, could, would, or should have had.  
 You might, could, would, or should have had.  
 They might, could, would, or should have had.

\* See questions on conjugations, page 51.

Q. What are words which indicate the subjunctive mood?

A. They are *if, though, except, unless, or whether.*

Q. You mean one or other of those words?

A. Yes ; either of them.

Q. Recite the present tense of the subjunctive mood.

*Singular.*

*Plural.*

A. If or though I have.

If or though we have.

If or though thou have.

If or though you have.

If or though he have.

If or though they have.

Q. Now the past of the subjunctive.

*Singular.*

*Plural.*

A. If or though I had.

If or though we had.

If or though thou had.

If or though you had.

If or though he had.

If or though they had.

Q. Are there no compound tenses in the subjunctive?

A. Yes ; they are formed by placing a past participle after the verb *have.*

Q. Give an example.

A. If, or *though I have forgotten, &c.*

Q. What is the form of the imperative mood?

*Singular.*

*Plural.*

A. Have, or have thou.

Have, or have you.

Q. Why is there only a second person of each number in this mood?

A. Because it contains a command, or a request, made to *one* person, or to *some* persons *spoken to.*

Q. What is the infinitive of *have* ?

	<i>Present Tense.</i>	<i>Perfect Tense.</i>
A.	To have.	To have had.

Q. What are the participles of this verb ?

	<i>Participle Present.</i>	<i>Participle Past.</i>
A.	Having.	Had.

TO BE.

Q. Now conjugate the verb *to be*, through all its moods and tenses.

INDICATIVE MOOD.

*Present Tense.*

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

Q. Now the imperfect.

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

Q. Now recite the perfect tense.

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

Q. What is the form of the pluperfect tense ?

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

Q. Now the first, or simple future tense.

	<i>Singular.</i>	<i>Plural.</i>
A.	I shall* be.	We shall be.
	Thou wilt be.	You will be.
	He will be.	They will be.

Q. Now the second, or compound future.

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

Q. Repeat now the present tense of the potential mood.

	<i>Singular.</i>	<i>Plural.</i>
A.	I may or can be.	We may or can be.
	Thou mayst or canst be.	You may or can be.
	He may or can be.	They may or can be.

Q. What is the imperfect tense ?

	<i>Singular.</i>
A.	I might, could, would, or should be.
	Thou mightst, couldst, wouldst, or shouldst be.
	He might, could, would, or should be.

	<i>Plural.</i>
	We might, could, would, or should be.
	You might, could, would, or should be.
	They might, could, would, or should be.

Q. Now recite the perfect tense of the same mood.

	<i>Singular.</i>
A.	I may or can have been.
	Thou mayst or canst have been.
	He may or can have been.

	<i>Plural.</i>
	We may or can have been.
	You may or can have been.
	They may or can have been.

\* We need not continue to repeat all the auxiliaries, as they will be understood.

Q. Now repeat the pluperfect.

*Singular.*

- A. I might, could, would, or should have been.  
 Thou mightst, couldst, wouldst, or shouldst have been.  
 He might, could, would, or should have been:

*Plural.*

- We might, could, would, or should have been.  
 You might, could, would, or should have been.  
 They might, could, would, or should have been.

Q. Now recite the present tense of the subjunctive mood ?

*Singular.*

*Plural.*

- A. If or though I be,                      If or though we be.  
 If or though thou be.                  If or though you be.  
 If or though he be.                      If or though they be.

Q. What is the form of the imperfect tense of this mood ?

*Singular.*

*Plural.*

- A. If or though I were.                      If or though we were.  
 If or though thou were.                  If or though you were.  
 If or though he were.                      If or though they were.

Q. Now give me the imperative mood.

*Singular.*

*Plural.*

- A. Be, or be thou.                          Be, or be you.

Q. What is the form of the infinitive ?

*Present Tense.*

*Perfect Tense.*

- A. To be.    To have been.  
*Participle Present.*                          *Participle Past.*  
 Being.    Been.

OF REGULAR VERBS.

Q. What verbs do you call regular ?

- A. Those which end in *et* in the imperfect, and in the past participle.

Q. Give me an example.

A. I *worked* ; I *have worked* ; we *planted* ; we *have planted*.

Q. Why are those verbs called regular ?

A. Because most of the English verbs are of the same form.

TO CALL.

Q. Conjugate the verb *to call* ; which will serve as a model for the other regular verbs.

INDICATIVE MOOD.

*Present Tense.*

	<i>Singular.</i>	<i>Plural.</i>
A.	I call.	We call.
	Thou callest.	You call.
	He calls.	They call.

Q. What is the form of the imperfect ?

	<i>Singular.</i>	<i>Plural.</i>
A.	I called.	We called.
	Thou calledst.	You called.
	He called.	They called.

Q. Now recite the perfect tense.

	<i>Singular.</i>	<i>Plural.</i>
A.	I have called.	We have called.
	Thou hast called.	You have called.
	He has called.	They have called.

Q. What is the pluperfect ?

	<i>Singular.</i>	<i>Plural.</i>
A.	I had called.	We had called.
	Thou hadst called.	You had called.
	He had called.	They had called.

Q. Now give me the first future tense.

*Singular.*

*Plural.*

- |    |                 |                 |
|----|-----------------|-----------------|
| A. | I shall call.   | We shall call.  |
|    | Thou wilt call. | You will call.  |
|    | He will call.   | They will call. |

Q. Now the second or perfect future.

*Singular.*

*Plural.*

- |    |                        |                        |
|----|------------------------|------------------------|
| A. | I shall have called.   | We shall have called.  |
|    | Thou wilt have called. | You will have called.  |
|    | He will have called.   | They will have called. |

Q. Now the present tense of the potential mood.

*Singular.*

*Plural.*

- |    |                           |                       |
|----|---------------------------|-----------------------|
| A. | I may or can call.        | We may or can call.   |
|    | Thou mayst or canst call. | You may or can call.  |
|    | He may or can call.       | They may or can call. |

Q. Now repeat the imperfect tense.

*Singular.*

- A. I might, could, would, or should call.  
 Thou mightst, couldst, wouldst, or shouldst call.  
 He might, could, would, or should call.

*Plural.*

- We might, could, would, or should call.  
 You might, could, would, or should call.  
 They might, could, would, or should call.

Q. Now say the perfect tense of the same mood.

*Singular.*

- A. I may or can have called.  
 Thou mayst or canst have called.  
 He may or can have called.

*Plural.*

- We may or can have called.  
 You may or can have called.  
 They may or can have called.

Q. What is the form of the pluperfect ?

*Singular.*

- A. I might, could, would, or should have called.  
 Thou mightst, couldst, wouldst, or shouldst have called.  
 He might, could, would, or should have called.

*Plural.*

- We might, could, would, or should have called.  
 You might, could, would, or should have called.  
 They might, could, would, or should have called.

Q. Now recite the present tense of the subjunctive mood.

*Singular.*

*Plural.*

- |                         |                         |
|-------------------------|-------------------------|
| A. If or though I call. | If or though we call.   |
| If or though thou call. | If or though you call.  |
| If or though he call.   | If or though they call. |

Q. Now the imperfect tense.

*Singular.*

*Plural.*

- |                           |                           |
|---------------------------|---------------------------|
| A. If or though I called. | If or though we called.   |
| If or though thou called. | If or though you called.  |
| If or though he called.   | If or though they called. |

Q. What is the imperative of *to call* ?

*Singular.*

*Plural.*

- |                        |                    |
|------------------------|--------------------|
| A. Call, or call thou. | Call, or call you. |
|------------------------|--------------------|

Q. What are the tenses of the infinitive ?

- A. *Present Tense,* To call.  
*Perfect Tense,* To have called.

Q. What are the participles of *to call* ?

- A. *Participle Present,* Calling.  
*Participle Past,* Called.

*Questions on the Participles.*

Q. Do you remember how to distinguish when a word is employed as a participle and when as an adjective? (See page 40.)



A. When employed as a participle it indicates an action, or state.

Q. And what does it indicate when employed as an adjective ?

A. A kind, or sort.

Q. Give an example of a word employed as a participle present, and as an adjective.

A. A child *crying* ; a *crying* child.

Q. Now give an example of a word employed as a participle past, and as an adjective.

A. We have *roasted* our apples ; I like *roasted* apples.

Q. Another example.

A. A *sailing* vessel ; a vessel *sailing* ; a *spoiled* child ; a child that is *spoiled*.

*Questions on Conjugations.*

Q. What are Moods ?

A. Manners of asserting actions, &c.

Q. What are Tenses ?

A. Times of acting, being, or having.

Q. What is a simple tense ?

A. Where there is but one verb ; as, *I am, I have, I call.*

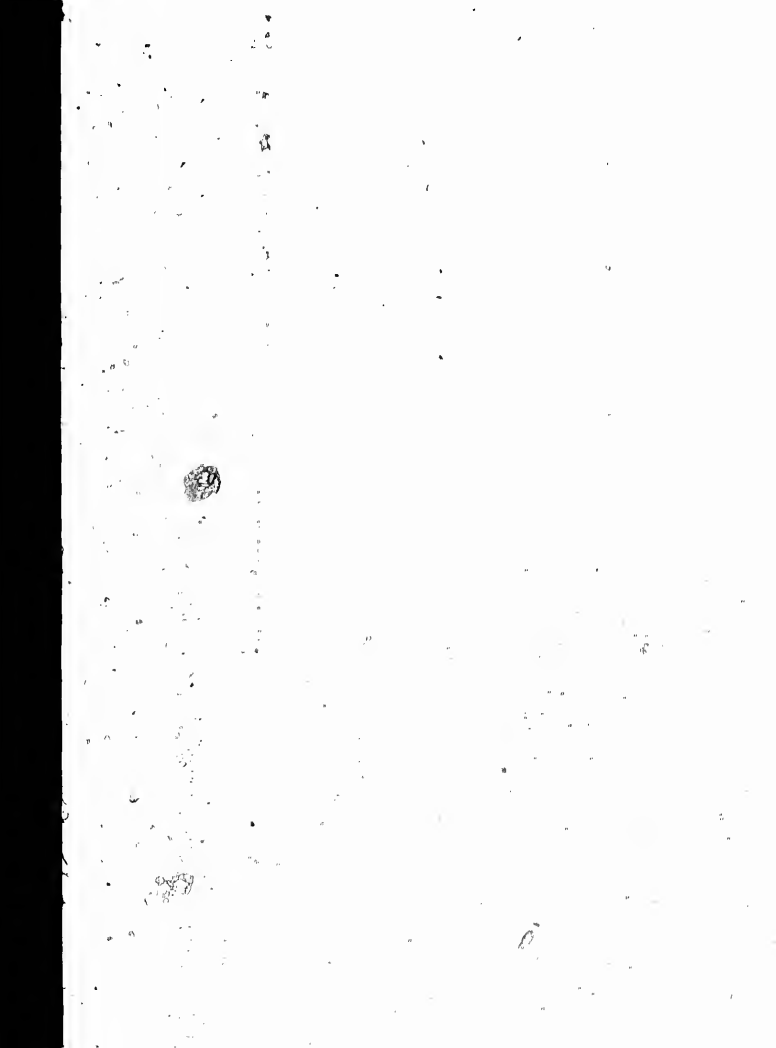
Q. What is a compound tense ?

A. Where there is an auxiliary verb, and a participle of another verb.

Q. Give an example.

A. *I am speaking ; I have spoken.\**

\* See the irregular verbs, page 58.



- Q. Which are the auxiliary verbs employed before participles in compound tenses ?
- A. *Be* and *have*.
- Q. Give an example in the perfect tense.
- A. He *was dressing*; he *has dressed*.
- Q. What auxiliaries are employed to indicate the future tenses ?
- A. *Shall* and *will*.
- Q. What are those employed in the present and perfect tenses of the potential mood ?
- A. They are *may* and *can*.
- Q. And what in the imperfect and pluperfect ?
- A. *Might*, *could*, *would*, and *should*.
- Q. Is it necessary to employ each of the auxiliaries *shall* and *will* to indicate the future ?
- A. No, one or the other, according to what you intend to express.
- Q. Is it not the same with the potential mood ?
- A. Just the same; either *may* or *can* for the present and for the perfect tenses.
- Q. And what for the imperfect and pluperfect ?
- A. Either one or the other of *might*, *could*, *would*, or *should*.
- Q. How is the subjunctive mood indicated ?
- A. By having one or other of the conjunctions, *if*, *though*, *except*, *unless*, or *whether*, before the verb.
- Q. You mean before the noun or pronoun which is the subject of the verb ?
- A. Yes; as, *if she scold me*; *though he refuse me*; *whether he come* or not.

Q.  
A.Q.  
A.Q.  
A.Q.  
A.Q.  
A.Q.  
A.Q.  
A.Q.  
A.Q.  
A.Q.  
A.Q.  
A.Q.  
A.

- Q. How can you distinguish the imperative mood ?  
 A. By the verb standing either alone or at the beginning of a phrase.
- Q. Give an example.  
 A. *Read ; take care ; hold your tongue.*
- Q. How do you know when a verb is passive ?  
 A. By seeing some tense of the verb *to be*, followed by a participle of another verb.
- Q. Then an active verb becomes passive by introducing the auxiliary verb *be* ?  
 A. Yes ; as, *I love you ; you are loved by me ; she invited me ; I was invited by her.*

## OF IRREGULAR VERBS.

- Q. How do you know when a verb is irregular ?  
 A. When the imperfect of the indicative, and the past participle, do not end in *ed*.
- Q. Give an example with the verb *to write*.  
 A. Imperfect, *I wrote* ; participle, *I have written*.
- Q. How do you know that *wrote* and *written* are irregular ?  
 A. Because I cannot say *I writed*, nor *I have writed*.
- Q. Now give me an example with the verb *to think*.  
 A. Imperfect, *I thought* ; participle, *I have thought*.
- Q. If the verb *to think* were regular, what would be the imperfect and the participle ?  
 A. *I thinked ; I have thinked.*

Q. Are there many irregular verbs in English?

A. Not more than two hundred.

Q. And how many regular verbs are there?

A. Between four and five thousand.

Q. Are there any irregularities in the present participles?

A. No, they all end in *ing*.

*List of Irregular Verbs.†*

<i>Infinitive.</i>	<i>Imperfect.</i>	<i>Past Participle.</i>
To abide	abode	abode
arise	arose	arisen
awake	awoke	awoke*
bake	baked	baken*
be	was	been
bear, to bring } forth }	bore	born
bear, to support	bore	borne
beat	beat	beaten
become	became	become
begin	began	begun
behold	beheld	beheld
bend*	bent*	bent*
bereave	bereft	bereft*
beseech	besought	besought
bespeak	bespoke	bespoken
bid	bid or bade	bidden
bind	bound	bound

† Although a list of the irregular verbs will occupy a considerable space in so small a work as this, we think a thorough knowledge of them too important to warrant their omission.

Those marked \* may take the regular form; as, *bended*, &c. We would recommend that five or six irregular verbs be learnt daily.

<i>Infinitive.</i>	<i>Imperfect.</i>	<i>Past Participle.</i>
To bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built*	built
burn	burnt*	burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
chide	chid	chid, chidden
choose	chose	chosen
cleave, to ad- here }	clave	cleaved
cleave, to split	clove, cleft	cloven
cling	clung, clang	clung
clothe	clad*	clad*
come.	came	come
cost	cost	cost
creep	crept	crept
crow	crew	crowed
cut	cut	cut
dare, to venture	durst	dared
dare, to chal- lenge, to } defy.	dared*	dared
deal	dealt	dealt
die	died	died, dead
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
dwell	dwelt*	dwelt*
eat	ate	eaten
fall	fell	fallen

<i>Infinitive.</i>	<i>Imperfect.</i>	<i>Past Participle.</i>
To feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
freight	fraught*	fraught*
get	got	got, gotten
gild	gilt*	gilt*
gird	girt*	girt*
give	gave	given
grave	graved	graven
grind	ground	ground
grow	grew	grown
hang	hung*	hung* †
have	had	had*
hear	heard	heard
heave	hove	hove, hoven
hew	hewed	hewn
hide	hid	hidden, hid
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
knit	knit*	knit
know	knew	known
lade	laded	laden
lay	laid	laid
lead	led	led

† The regular form *hanged* is employed in speaking of the punishment.

<i>Infinitive.</i>	<i>Imperfect.</i>	<i>Past Participle.</i>
To leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted, lit	lighted, lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mow	mowed	mown
pay	paid	paid
pen	pent†	pent*
put	put	put
quit	quit*	quit*
read	read‡	read
rend	rent	rent
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
rive	rives	riven
run	ran	run
saw	sawed	sawn*
say	said	said
see	saw	seen
seek	sought	sought
seeth	sod	sodden
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken

† The irregular verb *to pen* means to enclose; as, *to pen sheep*. The regular form *penned* signifies *wrote* or *written*.

‡ Mark the difference in pronunciation in the infinitive and the past, the one being pronounced *reed* and the other *red*.



<i>Infinitive.</i>	<i>Imperfect.</i>	<i>Past Participle.</i>
To shave	shaved	shaven
shear	shore*	shorn
shed	shed	shed
shine	shone	shone
shoe	shod	shod
shoot	shot	shot
show	showed	shown
shred	shred	shred
shrink	shrank; shrunk	shrunk, [en
shrive	shrove	shriven
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slidden
sling	slung	slung
slink	slunk	slunk
slit	slit	slit
smite	smote	smitten
sow	sowed	sown
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilt*	spilt
spin	span, spun	spun
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stunk	stunk
straw	strewed	strown
stride	strode	stridden
strike	struck	struck, stricken

<i>Infinitive.</i>	<i>Imperfect.</i>	<i>Past Participle.</i>
To string	strung	strung
strive	strive	striven
swear	swore	sworn
sweat	sweat*	sweated
sweep	swept	swept
swell	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	throve	thriven
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
wax	waxed	waxen*
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
work	worked, wrought	worked, wrought
wring	wrung	wrung
writhe	writhed	writhen
write	wrote	written

Q. What singularity do you remark in the infinitives of the irregular verbs?

A. That they are nearly all of one syllable.

Q. What verbs are called defective?

A. Those which have not all their moods and tenses.

Q. What tenses have they?

A. Some have only the present tense.

Q. What tenses have the others ?

A. Only the present and the imperfect.

Q. Can you repeat them ?

	<i>Present.</i>	<i>Imperfect.</i>		<i>Present.</i>	<i>Imperfect.</i>
A.	Beware			Quoth.	quoth
	Can	<del>could</del>		Shall	should
	May	might		W <sup>e</sup> et*	wot
	Must			Will	would
	Ought			Wit	wist

Q. Where have you already seen most of those words ?

A. As auxiliaries in the conjugations.

Q. How are *must* and *ought* employed before other verbs ?

A. To signify obligation or duty.

Q. Give an example.

A. You *must go* ; he *ought to do it*.

Q. What verbs are those which have only the third person singular, *it*, in each tense ; as, *it rains* ?

A. They are called impersonal, or unipersonal verbs.

Q. Why do you say unipersonal ?

A. Because they have *one* person.

Q. Give me an example of the unipersonal verb *to snow*, in each tense of the indicative mood.

A. *It snows* ; *it snowed* ; *it has snowed* ; *it had snowed* ; *it will snow* ; *it will have snowed*.

\* *Weet* and *wot* are almost out of use.

Q. Continue in the potential mood.

A. *It may or can snow; it might or could snow; it may or can have snowed; it might or could have snowed.*

Q. Now an example in the subjunctive mood.

A. If or though *it snow*; if or though *it snowed*.

## OF REFLECTIVE VERBS.

Q. What do you call those verbs which express that one does any thing to oneself; as, *I hurt myself*?

A. They are called reflectivè verbs.

Q. What are the pronouns that are placed after the reflective verbs?

A. *Myself, thyself, himself, herself, itself*, for the singular.

Q. And what are those employed in the plural?

A. *Ourselves, yourselves, themselves*.

Q. Give an example in the present tense of the indicative mood.

	<i>Singular.</i>	<i>Plural.</i>
A.	I hurt myself.	We hurt ourselves.
	Thou hurtest thyself.	You hurt yourselves.
	He hurts himself.	They hurt themselves.

Q. How are the other tenses conjugated?

A. Like all other active verbs; but with the pronouns *myself, &c.*, for the objective.

Q. What verbs are those which always have their nominatives in the plural, and are followed by *one another, or each other*?

A. They are called reciprocal.

Q. What is the meaning of reciprocal?

A. Given and received by each other.

Q. Give an example.

A. James and Henry *love each other*, or *one another*.

Q. Now give an example with pronouns of the three persons in the plural.

A. *We love each other*, or *we love one another*; *they love one another*.

Q. What do you call those words which are used to show how, when, and where any thing is done, *was done*, or *is done*?

A. They are adverbs.

Q. Tell me some which speak of *how*.

A. You read *well*; she dances *gracefully*, and plays *delightfully*.

Q. Are not most of the adverbs of manner added upon adjectives?

A. Yes, by adding *ly*; as, *charmingly*.

Q. And those adjectives are formed on adjectives?

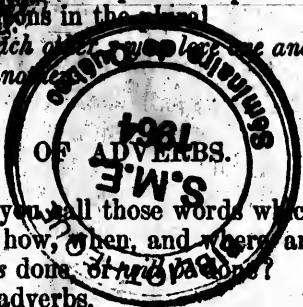
A. Yes; as, *charm*, *charming*, *charmingly*, *graceful*, *gracefully*, &c.

Q. What are called adverbs of time?

A. Those which answer to the question, *when*?

Q. Give me some examples.

A. *Now*, *then*, *presently*, *by and by*, *soon*, *directly*, *yesterday*, *to-morrow*, &c.



Le Séminaire de Québec  
Bibliothèque  
1001  
S.M.F.  
OF ADVERBS.









