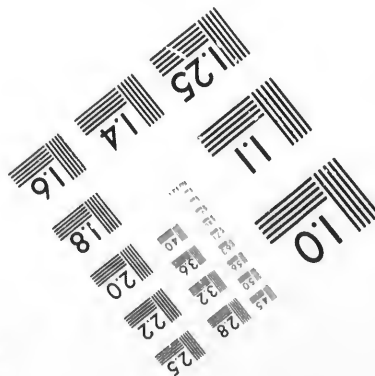
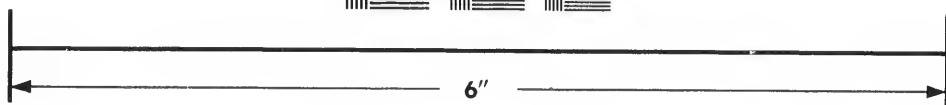
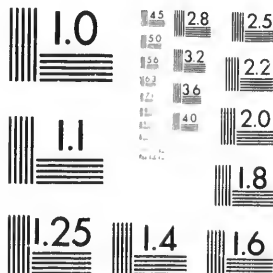


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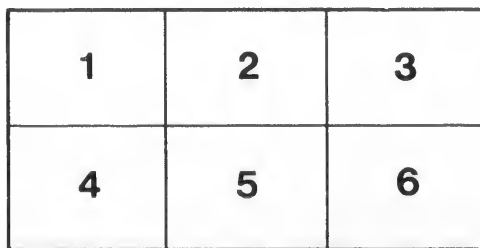
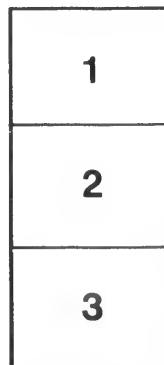
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English
Grammar Simplified,
OR
LESSONS
FOR THE YOUNG,

IN PROSE AND VERSE.



HALIFAX, N. S.,
NORTHERN LIGHT OFFICE

—1883—

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Can. Hoeterman,
Pam. Charlotte O.

English

Grammar Simplified,

OR

LESSONS

FOR THE YOUNG,

IN PROSE AND VERSE.



HALIFAX, N. S.,
NORTHERN LIGHT OFFICE

—1883—

Entered in the Office of the Minister of Agriculture at Ottawa according to Act of Parliament of Canada in the year One thousand Eight hundred and Eighty three by CHARLOTTE HOSTERMAN.

To the Public.

This little book was originally, intended only for personal use in school, but, several Educationalists having expressed themselves favorably regarding the chances of its success as a school book for young beginners, has induced me to publish it.

Yours truly,

C. HOSTERMAN.

HALIFAX, Aug. 1st. 1883.

MRS. HOSTERMAN

MADAM,—I have to-day to acknowledge the receipt of your "English Grammar Simplified" and have no doubt it fills the place of a want long felt. I will do all in my power to introduce it for you by liberally advertising it, and trust that your effort on behalf of younger children of our public schools will meet with the success it deserves.

Yours respectfully,
THOS. P. CONNOLY.

I have perused carefully the little book entitled "English Grammar Simplified" and have much pleasure in recommending it as a work suited for the instruction of the young. I intend to use it with my own grandchildren and trust it will make its way into the junior classes of our schools.

P. LYNCH.

HALIFAX, Aug 1st 1883.

"ENGLISH GRAMMER SIMPLIFIED," or "Lessons for the Young, in prose or verse." Halifax, Northern Light Office.—This ingenious and clever little work reflects great credit on Mrs. C. Hosterman, the writer. Part I. explains by way of Question and Answer the principles and details of Grammar. Part II. puts everything in verse, in a style really remarkable for the success with which difficulties are surmounted and rough places made plain. The young folk will like it by way of change.—*Presbyterian Witness*.

LITTLE RIVER, MUSQUODOBOIT,

July 31st, 1883.

DEAR MRS. HOSTERMAN—By last mail I received a copy of your "Grammar Simplified" which I read with much pleasure, and in regard to it, would say, that I consider it cleverly got up, and admirably adapted for the use of the younger children in our public schools. The lessons being so simply set forth in rhyme should enable the very youngest to commit them to memory, and hope it will meet with a large circulation both for your own personal benefit and that of the public.

Yours truly,
DUNCAN MCKINNON.

Under the title, "English Grammar Simplified," Mrs. C. Hosterman has published some lessons for the young in prose and verse which will no doubt be a help to beginners in a most important study.—*Wesleyan*.

GRAMMAR SIMPLIFIED.

ORTHOGRAPHY.

- Q. What is the meaning of the word Grammar?
A. It is taken from the Greek word "*Gramma*" meaning letter.
- Q. What does Grammar teach?
A. It teaches us to speak and write correctly.
- Q. How do we express our thoughts?
A. By words either written or spoken.
- Q. What is a word?
A. An expression of thought.
- Q. What do we require to form written words?
A. Letters which we join together.
- Q. How many letters are there in the English Alphabet?
A. Twenty-six.
- Q. What part of Grammar tells us how to use these letters?
A. Orthography.
- Q. Have all these letters the same sound or powers?
A. No, there are seven which have a full, perfect sound of their own.
- Q. What do you call them?
A. Vowels.
- Q. What are their names?
A. A, E, I, O, U, W, Y.

- Q. Are W and Y always vowels?
 A. No, they are consonants when they begin a word or syllable.
- Q. What are the other nineteen letters called?
 A. Consonants.
- Q. What is their sound?
 A. Their sound is less distinct than that of a vowel.
- Q. Can Consonants alone, form a syllable?
 A. No, they require the aid of a vowel, as, l, m, n, p.
- Q. What is the union of two vowels called?
 A. A Diphthong, as, ou in out.
- Q. What is a Triphthong?
 A. The union of three vowels; as, eau in chateau, or beauty.
- Q. How do we divide words?
 A. Into syllables, or as much of the word as we can pronounce at once.
- Q. What do we call a word of one syllable?
 A. Monosyllable.
- Q. Of two, three or more?
 A. Dissyllable, Trisyllable, Polysyllable.

ETYMOLOGY:

- Q. What is the 2nd part of Grammar?
 A. Etymology.
- Q. What does it teach?
 A. The different kinds or classes of words.

- Q. How many of these classes are there?
A. Eight and every word we use belongs to one of these classes.
- Q. Can you give me the names of these classes?
A. Yes, Noun, Adjective, Pronoun, Verb, Adverb, Preposition, Conjunction and Interjection.
- Q. What is a Noun?
A. A noun is the name of anything we can see, touch or think of, as, gold, men, school.
- Q. How many sub-classes of nouns are there?
A. Three.
- Q. What are their names?
A. Common, Proper and Verbal.
- Q. What are Proper Nouns?
A. The names of persons and places. as, Canada, Nova Scotia, Victoria.
- Q. Give the names of some common nouns?
A. Light, darkness, slates, books, sun, stars, sky.
- Q. What belong to nouns?
A. Number, Gender, Person and Case.
- Q. What do you mean by number?
A. The distinction of one from more.
- Q. How many numbers are there?
A. There are two numbers.
- Q. Name them and give their meanings.
A. Singular and Plural: Singular means one, Plural means more than one.
- Q. Give some examples.

- A. Singular girl, plural girls; sing. hat, plur. hats; sing hand, plur. hands.
- Q. How is the plural generally formed?
- A. By adding s, to the singular, as, door, doors, finger, fingers.
- Q. Does the addition of s, always form the plural of all nouns.
- A. No, nouns ending in ch, sh, s, x, o form the plural by adding es to the singular as;— bunch, bunches; branch, branches; match, matches; &c.
- Q. What about nouns in y that have a vowel before them?
- A. They have s in the plural as, day, days; joy, joys; boy, boys; ray, rays.
- Q. Is y ever changed in the plural?
- A. Yes y with a consonant before it is changed to ies in the plural, as, lady, ladies; baby, babies.
- Q. How do you form the plural of nouns ending in f or fe?
- A. Change the f or fe into ves in the plural. as, loaf, loaves; life, lives.
- Q. Is the plural of all nouns ending in ch formed by adding es?
- A. No, nouns in ch sounding k have only s, as, monarch, monarchs; stomach, stomachs
- Q. What is Gender?
- A. The difference of sex.
- Q. How many genders are there?

- A. There are three genders.
- Q. Name them, and give their meanings?
- A. Masculine, male; feminine, female; neuter, means neither.
- Q. Give two or three examples?
- A. Mas.—Man; Boy; King.
Fem.—Woman; Girl; Queen.
Neu.—Apples; Fields; Flowers.
- Q. Define Person and how many are there?
- A. There are three persons, the person speaking is said to be the first person, the person spoken to, the second; and the person or thing spoken of, the third.
- Q. What is case?
- A. The relation one noun bears to another, a verb or a preposition.
- Q. How many cases are there?
- A. Three.
- Q. Give their names and meanings.
- A. Nominative *naming*; Possessive *belonging to*; Objective *object of an action*.
- Q. What is an Adjective; and how used?
- A. An Adjective is a word which limits or qualifies the noun.
- Q. Name some Adjectives that limit nouns?
- A. *A* or *an* and *the*, as, *the horse*; *a* fire; *an* orange.
- Q. Name some Adjectives qualifying nouns?
- A. Quiet, long, dark, sweet. as, *quiet girls*; *long walks*; *dark days*; *sweet berries*.
- Q. What belong to adjectives?

- A. Degrees of comparison.
- Q. How many degrees are there?
- A. Three.
- Q. Name them.
- A. Positive, Comparative and Superlative.
- Q. How are the Comparative and Superlative formed?
- A. By adding *er* and *est* to the positive or by prefixing the words *more* and *most*; as, pos. small, comp. smaller. sup. smallest; and pos. beautiful, comp. *more* beautiful sup. *most* beautiful.
- Q. Are all Adjectives compared in this way?
- A. No, a few are compared irregularly, as, good, better, best; bad, worse, worst; little, less, least; much or many, more, most.
- Q. What is a pronoun?
- A. A word used instead of a noun to prevent its too frequent repetition.
- Q. Give examples?
- A. George ploughed the field but George did not plough the field well; by using pronouns becomes, George ploughed the field, but *he* did not do *it* well.
- Q. How many kinds of pronouns are there?
- A. Two.
- Q. Name them.
- A. Personal and Relative.
- Q. Name the Personal pronouns.
- A. I, thou, he, she, it, we, you, they.

- Q. Name the Relative pronouns.
- A. Who, which, that.
- Q. What belong to pronouns?
- A. Gender, number, person and case, the same as to nouns.
- Q. What is a verb?
- A. A word asserting, or a word expressing action as, it *is*, it *moves*.
- Q. How are verbs divided?
- A. Into three classes, as, Active, Passive, Neuter.
- Q. What do you mean by these words?
- A. An active verb, signifies action passing from the actor to the object, as, "I *hold* the doll."
"I *throw* the ball."
- 2nd. Passive verb, enduring what another does, as, "the doll *is held*." "The ball *is thrown*."
- 3rd. Action confined to the actor, as, I *laugh*, you *stand*, the wind *blows*.
- Q. What belong to verbs?
- A. Voice, mood, tense, number, person, or more strictly, voice, mood and tense.
- Q. What is mood?
- A. The form or manner of the verb.
- Q. Give the names of the different moods.
- A. Indicative, Potential, Subjunctive, Imperative and Infinitive.
- Q. What is Tense?
- A. Tense is the division of time.
- Q. What are the simple divisions of time?

- A. The past, present, future.
- Q. What are the subdivisions?
- A. Perfect, pluperfect, future perfect.
- Q. What is an adverb?
- A. A word qualifying a verb, adjective or another adverb.
- Q. What is the use of the adverb?
- A. It adds something to the verb, or renders the adjective more emphatic.
- Q. Give examples.
- A. We say Thomas works *well* showing how he works, but we wish to express more and take another *Adverb* and say, Thomas works *exceedingly well*. We wish to say William is taller than is usual, we take an adverb and say, William is *very* tall.
- Q. What is a preposition?
- A. A word put before a noun or pronoun to shew its relation to other parts of the sentence.
- Q. Give examples.
- A. The book *on* the desk is mine. The sailor *at* sea looks earnestly *for* land.
- Q. Explain how these examples show relation.
- A. 1st., *On* shews relation between desk and book. 2nd., *at* shews relation between sailor and sea, and *for* shews relation between looks and land.
- Q. What purposes do Conjunctions serve?
- A. They connect sentences and words.

Q. Give examples.

A. Frank *and* James are brothers. I like him *because* he is kind. We heard *that* you had arrived. Two *and* two make four.

Q. What is an Interjection?

A. A word used to express some emotion of the speaker.

Q. Give examples.

A. Alas! my friend; expresses sadness. Hurrah! for a holiday; implies gladness. Hush! tread softly; shews anxiety. Oh! O! adieu! alack! are interjections.

SYNTAX.

Q. Can you tell me what Syntax teaches?

A. The relation that words in a sentence bear to one another.

Q. What names are given to this relation?

A. Concord or agreement, government or rule.

Q. What is their use in forming sentences?

A. They teach us how to arrange the words in a sentence, according to a given order or plan.

Q. Explain what you mean.

A. Each word we use belongs to one of the eight classes or parts of speech, and for each class there are some special rules, and these assist us in forming sentences.

Q. What is a sentence?

- A. Words written or spoken, so as to express a complete action or thought.
- Q. How many kinds of sentences are there?
- A. Three.
- Q. Name them.
- A. Simple, Compound; Complex.
- Q. What does a simple sentence contain?
- A. A simple sentence contains one subject and one finite verb.
- Q. Give example and explain.
- A. The horses neigh, Horses is the subject or nominative and neigh the predicate or verb, being the action of the horses.
- Q. Give examples of a compound sentence.
- A. The moon shines brightly, but the night is cold.
- Q. Give a short complex sentence.
- A. Boys who are honest will be trusted.
- Q. Change the preceeding to a simple sentence.
- A. Honest boys will be trusted.
- Q. Now change to a compound sentence.
- A. Honest boys will be trusted, but no one trusts thieves.

PROSODY.

- Q. What is the fourth part of grammar?
- A. Prosody.
- Q. What does it teach?
- A. The true pronunciation of words.

- Q. What is required in order to pronounce correctly?
- A. Accent, quantity, emphasis, pause and tone.
- Q. How are these determined?
- A. By punctuation.
- Q. What is punctuation?
- A. The art of pointing written composition in such a manner as to lead to its proper *meaning, construction* and delivery.
- Q. What are the principal punctuation points?
- A. "Comma , Semicolon ; Colon : Period . Interrogation ? Exclamation ! Dash — Parenthesis () Quotation " " Brackets [] and others"
- Q. Give examples of the use of the above punctuation points.
- A. Comma , The president, secretary and treasurer have arrived. Semicolon ; The good will be happy ; but the bad will be miserable. Colon : Crafty men contemn studies: simple men admire them: wise men use them. Period . He will learn if you will teach him. I will be ready for you.
- Q. What does the comma do?
- A. It implies a short rest of the voice between the parts of the sentence so marked, as, 1.
- Q. What does the semicolon imply?
- A. The semicolon denotes a pause of the voice double the length of that given to the

- comma, as, 1, 2.
- Q. What pause does the colon give ?
- A. A pause three times the length of the comma, as, 1, 2, 3.
- Q. How is the period used ?
- A. It is used at the end of a sentence and requires a pause four times the length of the comma.
- Q. How is the interrogation point used ?
- A. At the end of a question marked ?.
- Q. How is the exclamation point used ?
- A. It is used to express any emotion of the mind, such as, joy, sorrow, surprise &c.
- Q. Give one example.
- A. "But hark! that heavy sound breaks in once more."
- Q. When are capital letters to be used ?
- A. The first word of every line in poetry, names of persons and places, the names of the Diety, the seasons, the beginning of all sentences, I, O, and in various other ways.

LESSONS IN GRAMMAR IN VERSE.

Lessons in Grammar they say are dry,
 But take your seats and again I'll try;
 By easy steps your minds to lead,
 To understand the words you read.
 Grammar as all Grammarians tell,

Is the art of speaking and writing well,
 Express our thoughts as best to please,
 Tho' according to rule, yet still with ease
 We give to Grammar divisions four.
 With Orthography first we open the door,
 It teaches the nature and power too
 Of letters, which I will explain to you.

ORTHOGRAPHY.

In English the letters are twenty-six,
 They differ in sound, so try and fix
 The name of vowel well in your mind
 They all have a full open sound you'll find.
 W, Y, A, E, I, O, U
 And all the rest are Consonants true,
 With these letters we form each word we use,
 And Orthography teaches what letters to choose.
 Then words of one syllable, Mono we call,
 As mouse, rat, trap, dog, house, room, floor, wall.
 Dissyllable does two syllables mean,
 As, Lucy or Mary, before or unseen,
 Trisyllable try to remember, means three,
 As, I-dle-ness, Ig-no-rance, In-dus-try.
 Polysyllable *many*, perhaps only four,
 As, Or-na-men-ta-tion, Su-pe-ri-or.

ETYMOLOGY.

Of different words Etymology treats,

And puts into classes each word it meets [tell
 There are eight of these classes, their names I will
 Now try and remember each name very well.

PARTS OF SPEECH.

Noun, Interjection, Adjective, Verb, Preposition,
 Conjunction, Pronoun, Adverb.

NOUNS.

A *noun* is the name of anything,
 As grass, field, flowers, rope or swing,
 What we can think, or hear, or see,
 Or touch, or handle, will a noun be.
 Now names of persons, cities, towns,
 We sub-divide as Proper nouns
 But metals; iron, gold, or tin,
 Are common nouns, as, pencil, pin,
 Nouns, have Gender, Number, Person, Case,
 But we will simply the classes trace.

ADJECTIVE.

Now first I will speak of adjectives three,
 That limit nouns—*A* or *an* and *the*.
A sometimes changes to *an* you know,
 When before a vowel it has to go.
 Thus, an apple, an eagle, an owl, an age,
 A lion, a waggon, the monkey, the stage.
 Adjectives also qualify nouns [gowns,
 As blue feathers, fresh berries, old hats or new
 Good stories, fine weather, warm blankets, large
 keys,
 Ripe orange, sour lemon, cold water, green trees.
 Degrees of comparison to adjectives belong,

But to explain them here would interrupt my
song.

PRONOUN:

Instead of the noun, the Pronoun we use,
As, James wants a horse, a good one *he'll* choose.
Thomas went to the school, but *he* came home
again [great pain.

Because he got strapped, which caused him
Bertha has a new doll; which dearly *she* loves,
Ann has gone for a walk, but forgotten her gloves
Henry called for his book, I gave it to him, [dim
He thanked me but said, that the cover looked
I, thou, she, he, it, are pronouns all five
But personal as, *I* am here, *she's* alive.

Possession is shewn by the pronouns, my, thy,
His, our's, your's their's it's—now then try;
To see how these words show possession so plain;
Thus, my book or your map, her shawl and his
gain.

VERBS.

What we do the verb will tell,
As, throw the ball, or ring the bell.
I laugh, they dance, you walk, they sing,
Lambs bleat, cork floats, owls hoot, bells ring.
I *hear* you your lesson verb active would be,
The lesson is *heard*, becomes passive you see,
While action confined to the actor alone,
Neither active nor passive but neuter becomes.
To verbs belong tenses, six you see,
Though strictly speaking, there are but three.

The present time passing, the past time gone,
 The future means merely time to come.
 The other three showing the action complete,
 As, perfect, pluperfect, future perfect, we meet.
 There are five moods, their names I'll give,
 Indicative, Potential and Imperative,
 Subjunctive and Infinitive you'll try;
 To learn their different meanings, by-and-bye.

ADVERBS.

Adverbs are used to qualify,
 Verbs and adjectives, as, *very* dry.
 She reads "remarkably well" they say.
 He is "equally diligent" every day.
 This hat is entirely too large for me.
 Bravely the lifeboat meets the angry sea.

PREPOSITION.

Relation of one noun to another,
 Prepositions shew, as, from her to mother.
 She went to "York from London" so they say.
 Instead of Ann, Jane lives across the way.
 The girls between the lessons had a talk.
 Across the fields beyond, we'll take a walk.
 Under the trees all round, the lambkins play,
 And happy birds are warbling on yon spray.

CONJUNCTIONS.

Conjunctions join a word or phrase together, [er.
 As, Autumn brings short days and stormy weath-
 Two and eight make ten, and ten make twenty.
 Here carry home this cake and there'll be plenty.
 Ann or her sister and another girl,

Bought beads and flowers white as any pearl;
 And notwithstanding being warned in time,
 Neither would mind and both walked on the line;
 The locomotive and the train came on
 No stop, no word, but both the girls were gone.

INTERJECTIONS.

An Interjection tells some sudden thought,
 As look! What a handsome dress Clarissa bought.
 It gives expression to the quick, sharp, pain,
 As, Oh! my tooth begins to ache again.
 Look! at the man alas! how sad! how weak!
 Begone! alack! that he should help thus seek.

SYNTAX.

Syntax now in turn will tell,
 How you may form each sentence well,
 How one word with another does agree,
 And Government will give the cases three.
 Concord—agreement, government or rule,
 Will help to make your sentences in school.
 The simple sentence has a single thought
 Or action, as, "The lesson I have taught,"
 The compound sentence takes the simple ones,
 Joins them together, and compound becomes.

PROSODY.

Prosody teaches how to read quite well,
 And certain marks the various pauses tell,

To rest, the voice, or pitch it high or low
According to the sense, these points will shew.
The comma , meaning one, the semicolon ; two,
The colon : three, and period . four, will do ;
The others you can learn when older grown,
The first or principle I now have shewn ;
My work is done, now children will you try
To make it useful. And I'll say " Good-bye."

 **FINIS.** 



