



# FIRST LESSONS

—IN—

# GRAMMAR,

—AND—

# HOW TO TEACH THEM,

—BY—

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“I had always a hatred of Grammar. Nature seemed to whisper me  
the folly of learning *words* instead of *ideas*.”—*Disraeli*.

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## PREFACE.

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THIS little book is an attempt to furnish hints on "How to teach first lessons in Grammar." Though more particularly intended for young teachers, or those about to enter the profession, it is hoped that even the general student will find it useful. To any who lack the advantage of having a teacher in studying this subject, it will, I think, be of peculiar service. I have adopted, wherever the nature of the lesson will permit, the plan of illustrating by the aid of objects, which never fails to interest young pupils. *Ideas* should be first impressed, then the *term*, and finally the *definition* should be drawn from the class, as a short exercise in composition; the latter must be carefully criticised, and corrected if necessary, then written on the board for the pupils to copy and commit to memory. Each lesson taught in this way becomes a drill in reasoning as well as on Grammar. Though I have placed the Analysis of Sentences after Inflection for the sake of clearness, it should be taught simultaneously with the Parts of Speech.

This work comprises all that is required in Grammar and Composition to pass the High School Entrance Examination.

OWEN SOUND, MAY, 1884.

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## ERRATA.

- Page 32, for “gasses,” read “gases.”  
 “ 33, for “4th, names of persons,” read “4th, names of objects.”  
 “ 35, third line, for “of making,” read “of marking.”  
 “ 80, paragraph No. 4, for “are readily,” read “are not readily.”

# FIRST LESSONS IN GRAMMAR.

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## LESSON I.

### WORDS THE MEDIUM OF EXPRESSING THOUGHT.

Show a picture of some unknown person or object to the class.  
Teacher asks: How many know of whom this is a picture? No answer.

Teacher—How can you be informed? Pupils—You must tell us.  
Could I inform you in any other way than by *telling* you?

Yes; by writing or printing the name of the person.

That is correct. I will tell you (giving the name), and I will also write the name on the board. Now, how many ways have we of expressing our thoughts to one another?

We express our thoughts in two ways:

By **speaking** or **telling** our thoughts;

By **writing** or **printing** them.

What do we use in expressing our thoughts to others?

We use *words* or *language*.

How many can tell what a *word* is?

NOTE.—If there is no answer to this question, the teacher may draw out their thoughts in the following manner:

How many in passing a watchmaker's shop, have observed a large circle of wood hung over the door, and painted so as to represent a watch? All.

What name is given to any object of this kind?

It is called a sign.

What is it used for?

It is used for the purpose of informing people that watches are made or sold within.

Where are our thoughts formed?

They are formed in our minds.

Can we see one another's thoughts? No.

How then do we make them known?

By *speaking* or *writing* them.

And what do we use in doing so?

We use words or language.

Then what are words?

They are *signs* of our *thoughts*.

In how many ways do we use them?

In two ways: By *speaking* or *writing* them.

Draw definition of words from class, then write it neatly on the board for pupils to copy:

**Words are signs, spoken or written, used to express our thoughts to others.**

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## LESSON II.

### THE SENTENCE.

Ask class to recite the definition of words. Having ascertained that each pupil has learned it, take any object, such as an apple, show it to the pupils, and ask them to write something about it. Suppose one of them has written:

**“The apple is ripe.”**

Write the following on the blackboard:

**The apple is ripe.**

**The ripe apple.**

Ask them to observe carefully the two expressions. Draw from the class which of these expresses a *complete* thought or *statement* about the apple. They will see that in the first expression the *ripeness* of the apple is *affirmed*; in the other, the *kind* of apple is merely *named*. They may complete the thought in the second expression, as “The ripe apple hangs on the tree.” Tell them to write complete thoughts about the following subjects: Horse, cow, wagon, sleigh, boy, &c.

The term “Sentence” may now be given. Draw definition from class, writing it on the board, correcting where necessary for class to copy:

**A Sentence is a number of words expressing a complete thought about something.**

Can we express all our thoughts in a few words or sentences?  
No.

What name is applied to all the words used by people to convey their thoughts to one another? **Language.**

Definition drawn from class :

**Language is the expression of our thoughts by means of words spoken or written.**

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### LESSON III.

#### THE PRINCIPAL PARTS OF A SENTENCE.

Having tested the class on their knowledge of the previous definitions, ask them to write a sentence on some subject, as : map, slate, bell, &c.

Teacher—How many can tell how a sentence is formed?

Pupils—By speaking or writing about something.

How many parts must a sentence contain?

NOTE.—If you fail to get the proper answer, write a subject on the board, as :

#### **The wild rose.**

Ask pupils to complete the sense, or complete it yourself, *e.g.*: The wild rose has a sweet smell.

Teacher—In the sentence just formed what have I written about? Class—About the rose.

Then what is the subject of our thoughts? Rose.

What other part does the sentence contain? It contains the *statement* about the rose.

How many parts then has the sentence? Two.

What are they?

1st—The *subject* or *name* of that which we have in our thoughts.

2nd—The *statement*, or what we have to say about the subject.

Now explain that 1st is called the *subject* of the sentence, and 2nd is called the *predicate* of the sentence.

Draw definitions from class, and write on board :

**The Subject of a sentence is the name of the person or object about which the statement is made.**

**The Predicate is the part of the sentence which contains the statement about the subject.**



Write Subjects for  
 .....burns.  
 .....gives light.  
 .....swim.  
 .....fly swiftly.  
 .....learn fast.  
 .....works hard.

Write Predicates for  
 The horse.....  
 The cow.....  
 Little birds.....  
 The clouds.....  
 The apple-trees.....  
 The winter.....

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#### LESSON IV.

### THE DIFFERENT USES OF WORDS.

Write on the board some sentence, as :

**The boy ran home to tell what his companion had done.**

Teacher—What difference do you notice in the words of the sentence written on the board ?

Class may perhaps answer—Some are short, others long.

Yes ; some contain only a few letters, others six or seven, but there is another difference which I wish you to learn.

How many have been in a carpenter's shop ? All.

Well, how many can name some of the tools he uses ?

Some pupil is asked to reply, and the teacher will have no difficulty in getting a list of these, as axe, saw, chisel, hammer, plane, &c.

Why does he keep so many different kinds of tools ?

Because he has a *different use* for each.

Right. What does he use a saw for ?

To cut boards.

What does he use a hammer for ?

To drive nails.

How many see that each tool has a different use ? All.

Look at the sentence on the board.

How many see that each word has a different use ?

What is "the" used for ?

To point out the person.

What is "boy" used for ?

To distinguish who is meant.

What is "ran" used for ?

To tell what the boy did ; &c.

The teacher may take up each word in a similar manner, and draw from the class its use in the sentence.

Tell the use of each word in the following sentences :

Paul saddled his horse to ride to the town.

The old church has fallen into ruins.

Do you see that horse in the meadow?

The owner of that house is a rich man.

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## LESSON V.

### REVIEW WORK.

Teacher—What did we notice about words in our last lesson?

Class—That they have different uses.

How may we classify or arrange words?

We may classify them according to their use.

Teacher now explains that words classified according to their use are called *Parts of Speech*.

Define: Word, sentence, subject, predicate, part of speech.

Write sentences on :

apples.

stars.

island.

wheat.

lake.

river.

pears.

boat.

town.

Write subjects for :

.....is Governor-General. ....is Member for Grey.

Supply predicates for :

The Amazon. .... The Mississippi.....

Little birds..... The sky.....

Divide the following sentences into subject and predicate :

Harry studies every day.

The dog was shot by its owner.

The river has risen during the night.

Paris is the capital of France.

The storm was furious.

The storm has ceased.

New York is the largest city in America.

By the river he wandered.

Over the hills they ran.

Round the world we go.

## LESSON VI.

## NAMES.

How many remember any of the uses of words ?

Some are used as names. Some to distinguish, or point out.

Write on your slates the names of all the objects you see in the room.

Inform the class that all words used as *names* are called **nouns**, because the word *noun* means a *name*.

Draw definition from class :

**A noun is a word used as a name.**

Next step—place before the class a number of different kinds of objects or pictures of objects.

Arrange into groups of the same kind, *e.g.*:

A group of books—of pencils—of pens.

A class of boys. A class of girls.

What name may be applied to each *object* or *member* of a group or class ?

The class will now get the idea of a name *common* to each member of a class.

What *kind* of **nouns** may we call them ?

Common nouns.

What are they used for ?

They are names *common* to each member of a class, to mark or distinguish it from one of another class.

Draw definition :

**A common noun is a word used as the name of each member of a class to mark it from some object of another class.**

Point out the nouns in the following :

John has broken his slate.

Henry goes to school.

The tree was blown down by the wind.

The sun is glancing through the leaves of the forest.

Bring me the cup off the table.

Jane has hurt her finger.

## LESSON VII.

## DISTINCTION BETWEEN NAMES—COMMON AND PROPER.

Having ascertained that the pupils understand the previous lesson on the noun, arrange if necessary into classes or groups as before.

What name is *common* to each member of this class? Boy.

What name is *common* to each member of this class? Girl.

If I wish to speak to a particular boy in the class, how must I address him so that he and the others will know that I refer to him?

You will have to name him.

Very well. Then each boy and girl has what kind of name?

Each boy and girl has a *particular* name.

What use has this particular name?

Its use is to distinguish *each* person from *another* when spoken of.

How many *kinds* of names have all persons then?

Two—*common* names and *particular* names.

Name some objects that have two names—common and particular

Towns, villages, rivers, capes, &c.

Write particular names for these common names :

village.	river.	boy.	street.
town.	cape.	girl.	bay.

What are particular names used for?

They are used to distinguish one individual of a class from another.

What difference do you observe in the writing of common and particular names?

The particular names are written with a capital, the others without a capital.

Inform class that *particular* names are called *proper* nouns, meaning one's own name.

Draw definition, and write it neatly on the board for pupils to copy :

**Proper nouns are names used to distinguish individuals of the same class from one another.**

Exercise on proper and common nouns.

## LESSON VIII.

## ADJECTIVES.

Take a number of objects, such as rods, books, or apples, place them before the class. Write the names of these objects on the board, *e.g.*:

rod.                      apple.                      book.

Ask the pupils to observe each object carefully.

Draw from them individually the result of their observations.

What do you observe about this apple?—naming pupil.

It is red.

What do you observe about this rod?

It is straight.

What do you observe about this book?

It is torn.

Write each quality before the name of the object qualified, for example :

red smooth large small yellow sweet sour	}	apple.	thin straight long short square round thick	}	rod.	beautiful torn small large dear cheap well-bound	}	book..
--	---	--------	---	---	------	--	---	--------

Each pupil will be eager to give some property the object possesses.

In drawing from pupils such qualities as long, short, thick, thin, it will be necessary to compare one object with another.

Having got all the qualities you can from class, ask what do these words written in columns before the names of the objects express.

They will be able to answer that they express some *property* or *quality* of the object before *whose name* they are placed.

Inform class that these words are called **adjectives**, which means cast or put to—a word put to a noun.

Draw definition :

**An adjective is a word used to denote some quality which an object possesses.**

## LESSON IX.

## KINDS OF ADJECTIVES.

There are a number of different objects—books, pictures, &c.—on my desk ; if I ask one of you to bring *a* book from the desk, what would this request signify ?

That you wanted *any* book.

If I ask you to bring *the* book, what is meant ?

That you desire a particular book.

NOTE.—Again, by taking two pictures, placing one at a distance and holding the other, illustrate the use of “this” and “that.”

To which picture do I refer when I say “look at this picture ?”  
To which picture do I refer when I say “look at that picture ?”

*This picture* denotes the one in your hand. *That picture* denotes the one more remote.

If I refer to two or more pictures, what words should be used instead of *this* and *that* ?

*These* and *those*.

If I pointed to an object at some distance, what word should I use in connection with its name ?

*Yon* or *yonder*.

What is *a* or *an* used for ?

To point out any object of a class from that of any other class.

What is *the* used for ?

To point out a particular object from others of the same class.

Deal similarly with the other words.

What are *a*, *the*, *this* and *that* used for ?

To distinguish or point out some person or object.

Inform class that these are called Demonstrative Adjectives—“demonstrative” signifies to show or point out.

Definition drawn from pupils :

**Demonstrative adjectives point out which person or object we are speaking of.**

## LESSON X.

## REVIEW ON PREVIOUS WORK.

Define : Noun, common noun, proper noun.

Write sentences containing proper and common nouns.

Write adjectives qualifying or limiting :

pear,	tree,	boy,	street,
box,	man,	house,	river,
hat,	soldier,	palace,	queen.

Complete the following sentences by inserting an adjective in place of each dash :

It is.....day. The horse is a.....animal. ....flowers grow in the garden. Oxen are.....animals. A.....handkerchief was bound around his arm. He had a.....countenance. A.....man knows no fear. The.....man will be rewarded. The sea swallows many.....ship. Honesty is.....jewel than that which adorns a king's head. The.....men are the most.....government will enforce the laws. An.....son is a disgrace to his parents. A.....friend will not desert us in adversity.

Point out the adjectives in the following :

A tall dark-looking man rode past on a grey horse. In the bright blue sky there is not the smallest cloud. I never saw before so beautiful a sunset. There is not in the wide world a valley so sweet. The French make fine soldiers, they are more impetuous but not so steady as the British.

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## LESSON XI.

## NUMERAL ADJECTIVES, &amp;c.

Hold a book or any other object before the class and ask :  
How many books have I in my hand? One.

Write the name of the object on the board, as shewn in a former lesson, and draw other numbers from the class.

one ) two ) three ) many )	book or books.	first ) second ) third ) fourth )	book.	much ) little ) less )	fire-wood.
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To get the adjectives in the second column from class, arrange the objects in a series. Ask some one to number them as first, second, &c.

NOTE.—The adjectives denoting quantity, as given in the third column, may be drawn from class in a similar way.

The pupils have now got the idea of *number* and *quantity*, and the term *quantitative* may be given.

Write the definition neatly on the board after getting the substance of it from class :

**Quantitative adjectives denote how much or how many of that for which the noun is the name.**

Supply numeral adjectives where a dash occurs :

.....men were sentenced to die. ....soldiers were ordered for China. Lake Superior is.....in length,.....in width, and .....feet deep. The.....Reader is not often used in our public schools.

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## LESSON XII.

## DRILL ON THE ADJECTIVE.

Write the following kinds of adjectives in connection with names of objects :

Six which point out or limit.

Six denoting quality.

Six denoting number.

Six denoting quantity.

## PLACE OF THE ADJECTIVE IN THE SENTENCE.

Write on board :

**A ripe apple hangs on the tree.**

**The apple is ripe.**

**I saw a ripe apple.**

Ask class to divide these sentences into subject and predicate.

Example :

SUBJECT :	PREDICATE :
A ripe apple	hangs on the tree.
The apple	is ripe.
I	saw a ripe apple.

What is the adjective in each of these sentences ? Ripe.

In what part of sentence No. 1 is it used ?

In the subject.

In what part of sentence No. 2 is it used ?

In the predicate.

In what part of sentence No. 3 is it used ?

In the predicate.

NOTE.—Explain that in the *first* sentence the adjective is used *attributively*, and belongs to the attributes of the subject ; in the *second* it is employed in the predicate, and is used to complete the predicate, being used *predicatively* ; in the *third* it is used *attributively*, but forms part of the completion of the predicate.

When is an adjective used attributively ? When predicatively ?

## LESSON XIII.

## THE VERB.

Write on the board the following sentences :

**John struck the desk.**

**He walks quickly.**

**They sat on the sofa.**

What word in first sentence *tells* what John did to the desk ?  
Struck.

What word in second sentence tells what he did ? Walks.

What word in third sentence tells what they did ? Sat.

Then what work do these words *struck*, *walk*, *sat*, perform ?

They *tell* or *assert* something about their subjects.

Write on the board :

**Snow is white.**

**Willie loves history.**

What word in the first sentence asserts the quality of whiteness to snow ?

The word *is*.

What word in the second sentence tells how Willie regards history ?

The word *loves*.

What kind of words are *is* and *loves* ?

They are words that *tell* or *assert* something about their subjects.

Can we construct a sentence without a word that *tells* or *asserts* ?  
No.

NOTE.—Teacher now informs the class that words used for the purpose of telling or asserting are called **verbs**, because no sentence can be formed without one, and the word *verb* signifies a *word*.

Draw definition from class ?

**A verb is a word which makes an assertion about some person or object whose name forms its subject.**

## LESSON XIV.

## KINDS OF VERBS.

Write on the board :

**John struck the ball.**

**Henry walks.**

Name the verbs in these sentences :

*Strikes* and *walks*.

In which of these sentences does the action expressed by the verb pass from the *doer* to *something else* ?

In the first sentence.

Who is the *doer* ?

John.

What action does he perform ?

He strikes.

And what does the action pass to ?

To the ball.

NOTE.—Teacher may explain that *ball* is called the *object* of the verb because the action passes from the doer to it.

In the second sentence does the action pass from the doer to an object ?

No ; the action is confined to the doer or subject.

What *kinds* of verbs would this distinction give us ?

Two kinds. First—Those in which the action expressed by the verb passes from the doer to an object. Second—Those in which the action expressed by the verb is confined to the doer or subject.

NOTE.—Inform class that the first are called TRANSITIVE VERBS, and the second are called INTRANSITIVE VERBS.

*Transitive* signifies to go or pass across ; *intransitive* signifies not passing across.

Write transitive verbs to connect the following :

John.....table.

Harry.....ball.

William.....nail.

Mary.....letter.

Write intransitive verbs to connect the following :

The ship.....on the sea.

The cow.....under the tree.

The horse.....along the road.

The man.....on the sofa.

## LESSON XV.

## REVIEW WORK.

Define an adjective. Define each kind of adjective. Define a verb.

Point out the adjectives in the following sentences and classify them :

Mysterious night ! when our first parent knew thee he did not tremble for this lovely frame, this glorious canopy. This contract of ancient and modern civilization is a remarkable feature in Egypt. The dark unfathomed caves of ocean bear full many a gem of purest ray serene. A hundred bodies were dug out. It is a glorious land with snowy, bold and magnificent mountains ; deep, narrow and well-wooded valleys ; large and superb glaciers, and numberless rivulets.

Point out the verbs in the following :

I saw him yesterday.  
 He hurt his foot.  
 She sang sweetly.  
 He ploughs the field.  
 I walked home with him.  
 He works hard.  
 James writes with his left hand.

Supply verbs where a dash occurs :

James . . . . . time away at school.  
 The fire . . . . . brightly.  
 The chair . . . . . :  
 The horse . . . . . away.  
 The snow . . . . . fast.  
 The walls . . . . . down.  
 The elephant . . . . .

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## LESSON XVI.

## TRANSITIVE VERBS.

Write on the board :

**John gathers apples.**

**John likes apples.**

What kind of verbs are *gathers* and *likes* ?

They are transitive.

Why ?

Because the action expressed by these verbs *passes* to an object

What do we gather with ?

We *gather* with our hands.

What do we *like* with ?

We like with our minds.

Name some actions performed by the mind.

We study, think, love, pity, rejoice, with our minds, &c.

What name is given to such actions of the mind as love, pity, hate, &c. ?

NOTE.—If the answer is not forthcoming, teacher may explain that these are called *feelings*.

How many can now inform me what *transitive* verbs express ?

They express *action* or *feeling*.

Draw definition and write on board :

**A transitive verb is one which denotes an action or feeling, which is directed towards some object.**

Write transitive verbs in the following blanks, denoting action or feeling :

The horse.....him. She.....us. The farmer.....the field. The miller.....wheat. John.....history. He.....the poor boy. We.....time.

## LESSON XVII.

## INTRANSITIVE VERBS.

Define a transitive verb.

Write on board :

Ice melts.

Harry is sick.

Robert sleeps.

Willie rejoices.

Name the verbs in each sentence.

*Melts, is, sleeps and rejoices.*

What kind of verbs are these ?

Intransitive.

Why ?

Because the *action* or *feeling* expressed by each verb does not pass over to an *object* but is confined to the doer.

What does *melts* express ?

It expresses action.

What does *rejoices* express ?

It expresses feeling.

What does *is* express ?

It asserts the *condition* of *sickness* with its subject Harry.

What does *sleeps* denote ?

It denotes the *state* or *condition* of Robert.

And what kind of verbs are these ?

Intransitive.

What may intransitive verbs express ?

They may express *action* or *feeling*, *state* or *condition*.

Definition :

**An intransitive verb is one which denotes an action or feeling, state or condition which is confined to the doer.**

Write intransitive verbs for the following subjects :

The army..... The books..... The dog.....at the moon. There.....my mother's picture. The storm..... furious.

## LESSON XVIII.

## ABSTRACT NOUN.

Write on the board :

(a) **Honest men are respected.**

(b) **Honesty is respected.**

In sentence (a) what is said to be respected ?

Honest men.

In sentence (b) what is said to be respected ?

Honesty is said to be respected.

What kind of men are spoken of in sentence (a) ?

Honest men.

What kind of word is *honest* ?

*Honest* is an adjective because it qualifies *men*.

Then in sentence (a) the quality of being honest is used in connection with some individual.

What kind of word is *honesty* ?

A noun, because it is used as a name.

What is it the name of ?

It is the name of a *quality* or *property*.

Is this property used in connection with any *particular individual* in sentence (b) ?

No ; it is considered as the name of a property or quality apart from anything else.

NOTE.—Explain that names of this kind are called *abstract nouns* because the qualities are *abstracted* from the objects which possess these properties.

Abstract nouns denoting *action* may be illustrated in a similar manner.

NOTE.—*Abstract nouns* are mostly derived from adjectives and verbs.

Derive abstract nouns from these adjectives :

wide,	square,	hungry,	foolish,
round,	high,	virtuous,	wise,
regular,	strong,	fierce,	wicked.

Derive abstract nouns from the following verbs :

occupy,	confer,	choose,
walk,	relieve,	serve,
talk,	express,	believe.

Draw definition :

**An abstract noun is the name of some property, quality or action.**

## LESSON XIX.

## PRONOUN.

Write on board :

**John struck John's dog.  
He struck his dog.**

Name the nouns in the first sentence.

*John* and *John's*.

What words have been used instead of these in the second sentence ?

*He* and *his*.

Supply other words for *nouns* in the following sentences :

Mary studied Mary's lesson.

Mary did not think the lesson too long.

Mary's father will give Mary a nice book.

The book has many nice pictures in the book.

NOTE.—Ask some one to read the sentences ; when class has finished, find how many agree, and point out errors, if any. Pupil reads :

Mary studied her lessons.

She did not think them too long.

Her father will give her a nice book.

It has many nice pictures in it.

What words does *her* supply the place of ?

It supplies the place of *Mary*.

What word does *them* supply the place of ?

It supplies the place of *lessons*.

What word does *it* supply the place of ?

It supplies the place of *book*.

What *kind* of words have *she*, *her*, *them*, *it*, &c., supplied the place of ?

They have supplied the place of nouns.

Teacher now informs the class that *she*, *her*, *them*, &c., are called pronouns. Pronoun signifies *for a noun*.

Definition :

**A pronoun is a word which supplies the place of a noun.**



## LESSON XX.

## REVIEW.

Define transitive and intransitive verbs.

Define abstract noun and pronoun.

Arrange the transitive and intransitive verbs in different columns in the following sentences; in the same manner arrange the pronouns and abstract nouns :

She told me shame would never betide.

With truth for my creed and God for my guide.

She taught me music.

Brittania rules the waves.

We cannot prize a good character too highly.

Nothing is lovelier than virtue.

The storm was at its heighth.

Gratitude is a noble emotion.

Hope, the balm of life, soothes under every misfortune.

Supply pronouns where a dash occurs :

I love.....friend. ....companions are not to be trusted.  
 .....are good boys. ....climbed up the mountain. ....  
 walks in.....sleep. ....call.....Harry. ....have just  
 seen....., hope.....will come to see.....soon.

Supply abstract nouns in the following :

The.....of the lights blinded me. His.....was shaken.  
 ....is good exercise. He had no master, but..... ....was in-  
 troduced into England by Caxton. ....merits.....  
 is despised. ....conquers all things. ....leads to.....

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## LESSON XXI.

## RELATIVE PRONOUN.

Write on the board :

**I went to see the new house which John built.**

**I know the man who bought the farm.**

**I saw the man and the boy that took the goods.**

Ask class to break up each into two sentences ; if they fail to do so, teacher may write them on the board as follows :

- { *a.* I went to see the new house.
- { *b.* John built the house.
- { *c.* I know the man.
- { *d.* The man bought the farm.
- { I saw the man and the boy.
- { They took the goods.

In the first sentence, what word united the affirmations marked *a* and *b* ?

*Which.*

What word in sentence *b* is it used for ?

*House.*

Then what two offices does *which* perform ?

It is used instead of *house*, and it also connects two affirmations so as to make one sentence.

If it stands instead of *house*, what kind of word is *which* ?

It must be a pronoun.

Right ; but it not only stands for a pronoun, but it connects sentences.

Deal in a similar manner with the other words *who* and *that*.

Now inform the class that these are called *relative* or *conjunctive pronouns*. Inform them that the *word* they stand instead of is called the *antecedent*. Explain the meaning of the terms *relative* and *conjunctive*.

Draw the definition from the class :

**A relative pronoun, in addition to being a substitute for a noun, connects sentences.**

Supply relative pronouns in the following blanks :

I saw the man . . . . . was taken prisoner. The man and the boy . . . . . I engaged have left. I saw the person . . . . . she married. He . . . . . does wrong deserves punishment. This is not the book . . . . . I gave you. They . . . . . seek me early shall find me.

## LESSON XXII.

## INTERROGATIVE PRONOUNS.

Write on the board :

**Who is at the door ?**  
**Which do you like best ?**  
**What did he bring ?**

What kind of sentences are these ?

They ask questions.

Inform them that all such sentences are called *interrogative*, which denotes *asking* a question.

Name the words beginning each question.

Who, which, what.

What does *who* supply the place of ?

The name of some person.

What does *which* supply the place of ?

The name of some object or person.

What does *what* supply the place of ?

The name of some object.

What kind of words are *who*, *which* and *what* ?

They are pronouns.

Why ?

Because they are used instead of nouns.

How are they used ?

They are used to ask questions.

What name have we for sentences which ask questions ?

They are called interrogatives.

Then what kind of pronouns may we call *who*, *which* and *what* ?

They may be called *interrogative pronouns*.

Definition :

**An interrogative pronoun is one which is used in asking questions.**

Supply interrogative pronouns where a dash occurs :

.....do you like best? .....is the shortest? .....of  
 them is right? .....did you ask for?

## LESSON XXIII.

## ADVERBS.

Write on the board :

**The lamp burns with a clear flame.**

How does the lamp burn?

With a clear flame.

How many could express the idea *with a clear flame* by a single word?

The lamp burns *brightly*.

Very good. If you saw a bird fly past you in a moment, what word would express this rapidity of flight?

*Swiftly* or *quickly*.

Right. Then what do the words *brightly*, *quickly*, *swiftly* express?

They express the manner of the action, or how it is done.

Write words to express the manner of the action in the following sentences :

John writes.....

Mary sings.....

Willie studies.....

Henry talks.....

Robert walks.....

Edward acts.....

Write on board :

**John rises early.**

**Willie went away.**

**I saw him here now.**

Draw from the class what each of the words *early*, *away*, *here*, *now*, express, e.g.:

When does John rise?

Early.

What does *early* express?

Time of rising, &c.

What kind of verbs do *brightly*, *swiftly*, *quickly*, &c., modify?

They modify verbs.

Yes, they are generally used with verbs, hence we call them adverbs.

Point out the adverbs in the following :

He plays too eagerly.

He struck him very hard.

He got up behind.

I arrived yesterday.

The earth turns round.

## LESSON XXIV.

ADVERB—*Continued.*

Write :

**The rose is very beautiful.**

What word expresses the degree of beauty ?

The word *very* expresses the degree of beauty.What kind of word is *beautiful* ?

An adjective.

Then the word *very* qualifies or modifies what kind of word ?

It modifies an adjective.

Teacher explains that *very* is also an adverb.

Write :

**The eagle flies very swiftly.**What kind of word is *swiftly* ?

An adverb.

Why ?

Because it tells *how* the eagle flies.What word modifies *swiftly* ?*Very.*Teacher, explain that *very* is an adverb also.What *kind* of words do adverbs modify ?

They modify verbs, adjectives and other adverbs.

And what do they express ?

They express manner, time, place, and action.

Definition :

**An adverb is a word used to modify verbs, some adjectives and adverbs.**

Where a dash occurs insert an adverb :

I walked..... Mary sings..... The tree is.....high  
 The horse trotted..... The lion roars..... The poor dog  
 was.....hurt. He will.....go to Toronto. He is.....  
 recovered yet. He speaks.....of his companions. She is  
 .....free from the effects yet. I am.....glad to see you.  
 Two minutes had.....elapsed when he came.

## LESSON XXV.

ADVERBS—*Continued.*

Write on the board :

He walked there.

{ Come here instantly.  
 { He leaves to-morrow.

He is exceedingly strict.

{ He will certainly come.  
 { Perhaps he is delayed by storms.

Why did he go ?

They fought bravely.

NOTE.—Ask class to name each adverb in these sentences and tell what it expresses, *e.g.*:

What does *there* express? Place.

What does *instantly* express? Time.

What does *exceedingly* express? Degree.

What does *certainly* express? Affirmation, &c.

What does *why* express? Cause (used interrogatively.)

What does *bravely* express? Manner.

Name the different ideas adverbs express.

They express idea of time, place, manner, cause, degree, affirmation, &c.

Write sentences containing adverbs of time, place, degree, cause, effect, affirmation, negation, &c.

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## LESSON XXVI.

## REVIEW OF PRONOUNS AND ADVERBS.

Define : Pronoun, relative and interrogative pronouns, and adverb.

Point out or arrange the pronouns under their different kinds, and name the adverbs in the following sentences :

I have not seen him lately. He is constantly at work. He went away yesterday. They ran swiftly down the hill. She often walked three miles before breakfast. He is still not very old. I saw John, who told me about the accident. Which of you will go. What would you do in my place? Who would have thought he was so old? I know what you said. Which of them do you like best? I saw the dog which bit the little girl. He is a man who cannot defend himself. I saw the tree that was struck by lightning.

Supply pronouns or adverbs where you can in the following sentences where a dash occurs :

.....horse threw him..... The house was built by.....  
 .....parents.....taught.....to read. ....project  
 answered..... The boaster is.....doubted. Discoveries  
 are made..... He came upon me.. . Bees build their  
 hives..... The bird was.....secured.

---

## LESSON XXVII.

## PREPOSITION.

If convenient, take a small box, and with your pencil or any other object draw from class the following relations of the pencil to the box in regard to place or position, &c. Placing the pencil in the box, ask :

Where *is* the pencil? It is *in* the box.

Where now? It is *over* the box.

Where now? It is  $\left\{ \begin{array}{l} \textit{under} \text{ or} \\ \textit{beneath} \end{array} \right\}$  the box.

Where now? It is *outside* the box.

Where now? It is *from* the box, &c.

What do the words *in, over, under, &c.*, show?

They show the *position* of the *pencil* in *relation* to the *box*.

Write on the board :

**He took a book from the desk and placed it on the table.**

What word in this sentence shows the relation of *book* to *desk*?

What word in this sentence shows the relation of it to *table*?

*From* shows the relation of *book* to *desk*. *On* shows the relation of it to *table*.

What kind of words are *over, under, from, on, &c.* placed before?

They are placed before nouns.

Where is their position?

Before the noun.

Inform the class that they are called *prepositions*—pre signifying before, hence the name.

Draw definition :

**A preposition is a word placed before nouns to show the relation of one object to another.**



LESSON XXVIII.  
CONJUNCTIONS.

Write on the board :

**John and William go to school.**

Ask class to divide the sentence so as to make two sentences, *e.g.*:

John goes to school.

William goes to school.

What word has been omitted in breaking the sentence into two parts? *And*.

What work does *and* perform in the sentence?

It unites the statements—*John goes to school, William goes to school*—into one sentence.

Write on the board :

**John may go.**

**Harry may go.**

Ask class to combine these statements into one sentence so as to convey the idea—1st, That one may go, but not the other; 2nd, John may go, and not Harry.

John or Harry may go.

John, but not Harry, may go.

Name the words used in combining these statements.

*And, or, but.*

What are these words used for?

They are used to join statements.

What name may be given them?

Joining words.

Now explain that they are called *conjunctions*—meaning a word that joins.

Definition :

**Conjunction is a word used to join words or sentences.**

## LESSON XXIX.

## INTERJECTIONS.

Write on the board :

**Hurrah ! our boys have won the game.**

**Alas ! he is dead.**

**Mercy ! how you frighten me.**

**Oh ! why did he leave us ?**

**Hark ! did you hear that ?**

**Adieu ! my friend.**

What words in these sentences express *joy, sorrow, surprise, &c.*?

*Hurrah, alas, mercy, &c.*

Then these words express some sudden emotion of the speaker, and are not connected with the sentence, hence they are called *interjections*, which means *thrown between*.

**Interjection is a word which expresses some sudden emotion or feeling of the speaker.**

Insert an interjection where a dash occurs :

.....! the victory is ours. ....! I am surprised at this.  
 My house is on fire,.....! I am undone. ....my friend, I  
 am glad to see you. ....the cannon are booming, the battle  
 has begun. ....dishonest wretch, I despise thee.

## REVIEW.

Define : Noun ; common, proper, and abstract nouns.

Classify the nouns in the following sentences :

Milton wrote Paradise Lost. Newton was a great philosopher. The longest river in the world is the Mississippi. Tyranny defeats itself. Idleness creates mischief. Skating is splendid exercise. Repentance merits forgiveness. Heroism is worthy of admiration. Honesty is the best policy. John showed more courage than ability, more bravery than prudence.

Classify pronouns in the following sentences :

He that is down need fear no fall. My friend, we must part. He trusts me because he knows I am honest. Who gave you the book? I know the person who won the medal. Did you buy the lot that was sold.

Classify the verbs in the following sentences :

Which of them did you see? What did he say?

How many *kinds* of words are used in our language?

What name is given to the different kinds of words?

Define each part of speech.

# INFLECTION.

## LESSON I.

### NUMBER.

Take a number of objects, such as books, pens, &c.: holding a *book* before the class, ask for the word denoting *one* of these.

Class gives the word *book*.

Write the word *book* on the board in the first column, as shewn in the example given below; next, by holding up *two* or *more* books, get the word *books*, which denotes *more than one* of these objects; write the word *books* in second column. Take another object and deal with it in a similar manner.

NOTE.—In a lesson of this kind there are names of objects or animals the plural form of which may be drawn from class after writing the singular form on the board.

Denoting one.

Denoting more than one.

{ *book*      *books* } Formed by adding *s* to the singular.  
{ *pen*        *pens* }

{ *fox*        *foxes* } Formed by adding *es* to the singular.  
{ *box*        *boxes* }

{ *ox*         *oxen* } Formed by adding *en* to the singular.  
{ *child*      *children* }

{ *man*        *men* } Formed by changing the vowel.  
{ *tooth*      *teeth* }

What change has been made in the word *book* in order to express more than one?

The letter *s* has been added to it.

Deal similarly with the other words given in the columns, drawing from class the different modes of changing words from those denoting *one* to those denoting *more than one*.

How many ways are given here of changing from *words denoting one* to those denoting *more than one*?

There are four modes—first, by adding *s* to the singular form of the noun; second, by adding *es*; third, by adding *en*, and fourth, by changing the vowel of the singular.

## LESSON II.

## NUMBER.

In our last lesson how did we classify names ?

Into two classes—those denoting one and those denoting more than one.

What word is applied to words like *one, two, three, &c.*?

*Numbers.*

Well what *name* may be applied to this change in the word we have just been learning ?

*Number.*

How many can define Number as applied in our lesson ?

**Number is a change in the form of nouns to denote whether we are speaking of one person or object or of more than one.**

NOTE.—Explain that names denoting *one* are called **Singular**, and names denoting *more than one*, **Plural**.

Write on board the singular forms and draw from class the plural, *e.g.*:

SINGULAR.	PLURAL.	Nouns ending in	Form plural by adding
gas	gasses	s	es
glass	glasses	ss	es
bush	bushes	sh	es
church	churches	ch soft	es
monarch	monarchs	ch hard	s
fox	foxes	x	es
topaz	topazes	z	es
potato	potatoes	o	es

What kind of words form their plural by adding *es*?

Nouns ending in *ss, s, sh, ch* soft, *x, z, &c.*, form their plural by adding *es* to the singular form.

Words ending in *y* may be taught as follows : Write the singular on the board, asking class to spell the plural form.

boy	boys	lady	ladies
bay	bays	sky	skies
toy	toys	penny	pennies
attorney,	attorneys		

What kind of letter comes before *y* in boy, toy, bay, &c.?

A vowel.

How do these words form their plural?

By adding *s*.

What kind of letter comes before *y* in lady, sky, &c.?

Consonants.

Draw the following rule from class :

Words ending in *y*, preceded by a vowel, form the plural by adding *s*.

Words ending in *y*, preceded by a consonant, form the plural by changing *y* into *i* and adding *es*.

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### LESSON III.

#### GENDER.

Arrange names on the board in columns, *e.g.*:

man  
boy

woman  
girl

parent  
child

book  
pen

How are the names in the *first two* columns arranged?

They are arranged according to the sex of the person named.

NOTE.—If the answer is **not** forthcoming, explain that persons and animals are divided into two classes according to sex, example :

Men and boys belong to the male sex ; women and girls belong to the female sex ; inanimate objects belong to neither sex.

What sex may a parent or child be?

A parent or child may belong to either the male or female sex.

Then what may we say of parent or child in regard to sex?

That they are names common to both sexes.

How many classes of words will this division give?

Four divisions.

1st, names of persons, &c., belonging to the male sex.

2nd, names of persons, &c., belonging to the female sex.

3rd, names of persons, &c., belonging to either sex.

4th, names of persons, &c., belonging to neither sex.

Inform class that those of the 1st division are said to be of the masculine gender ; those of the 2nd, of the feminine gender ; those of the 3rd, of common gender ; and those of the 4th of neuter gender.

Draw definition from class :

**Gender is a change of form in the noun corresponding to the classes of words denoting each sex. Names of objects without sex are said to be of the neuter gender.**

Give nouns of opposite gender corresponding to :

father	ox	horse	uncle
sister	man	gentlemen	sir
lady	ewe	goose	wizard
boy	cow	duck	nun

NOTE.—When a noun of multitude is regarded as one whole, it is neuter ; when regarded distributively, it is common.

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#### LESSON IV.

#### GENDER—*Continued.*

Write columns (a), (b) and (c) on the board.

Draw from class the names used in second column, writing them on the board as they are named by the class.

	MASCULINE.	FEMININE IS FORMED	
(a)	{ brother boy husband	{ sister girl wife	} By different words.
(b)	{ heir lion hero	{ heiress lioness heroine	
(c)	{ man-servant he-bear	{ maid-servant she-bear	} By prefixing words of the <i>gender</i> required before those of common gender.

Draw from class :

In column (a) how is the feminine formed ?

By different words.

In column (b) how is the feminine formed ?

By affixing ess and ine.

In column (c) how is the feminine or masculine formed ?

By prefixing words of the different genders to those of common gender.

How many ways or modes are there of making the gender of nouns?

There are three ways of marking the gender of nouns—1st, by using different words; 2nd, by adding the terminations *ess* and *ine* to the masculine; 3rd, by prefixing words denoting the kind of sex to words of common gender.

Name the gender of the following words:

book	hart	cattle	fowl
deer	children	house	multitude
paper	pen	bird	animal
arm	head	army	people

---

## REVIEW ON INFLECTION OF WORDS.

Define Number and explain the terms *singular* and *plural*.

Give the different modes of forming the plural.

Give rule for forming the plural of words ending in *y*.

Write exceptions to the rule of adding *es* to nouns ending in *o*.

Define gender, and explain the terms masculine, feminine, common and neuter gender.

Give all the rules for forming the feminine, &c.

Write the plural of sister, brother, boy, foot, die, goose, foot, child, man, loaf, flagstaff, staff, leaf, wharf, eye, glass, mouse, pen, key, chief.

Write the singular of sheep, chimneys, dice, selves, fives, pianos, fathers-in-law, Frenchmen, lilies, dwarfs.

Write words having the same form for both singular and plural.

Write words which have a different meaning in the plural from the singular.

Classify the words according to gender in the following list: John, boy, girl, cloud, bird, house, hare, hair, queen, king, uncle, coal, hero, nun, count, duchess, youth, goat, monk, abbess, nephew.

Give words of the opposite gender to the following: Man, girl, wife, lady, goose, drake, wizard, father, sister, niece, mother, daughter, cow, friar, prince, &c.



## LESSON VI.

## CASE.

Write on the board the following sentences and ask the class to change the nouns to pronouns :

- (a) **John tore John's book.**  
 (b) **John's father will punish John.**

Changed by class to :

- (c) **He tore his book.**  
 (d) **His father will punish him.**

What is the subject of sentence (a) ?

*John* is the subject.

What *other form* of the word is given in the same sentence ?  
 John's.

What is meant by *John's book* ?

That John owns it.

In how many *ways* is the word *John* used in sentence (a) ?

In two *ways*—first as the subject, second to denote ownership.

Then how are these *different uses* of the word denoted ?

They are *denoted* by a *change of form* in the *word*.

What *change* has been made in the word John ?

It has been changed to *John's*.

Ask class to spell the latter form.

Next draw the attention of the class in a similar manner to the *different forms* of the pronouns, according as they are *used* or *related* to other words, as the subject of a verb or the object of an action.

How many different forms of the word *he* are given in sentences (c) and (d) ?

*He, his, him.*

Why do we use these different forms ?

In order to express a *change* in their *use* or *relation* to other words.

Now explain that this *change* in the noun or pronoun is called **case**, which means a *falling* away from the *common form* used in the subject.

Definition :

**Case is the form in which a noun or pronoun is used to show its relation to some other word in the sentence.**

## LESSON VII.

CASE—*Continued.*

Write on the board :

(a) John asked John's father to give John a knife.

(b) He asked his father to give him a knife.

How many *forms* has the word *John* in sentence (a) ?

Two—*John* and *John's*.

How many forms has the pronoun used instead of John in sentence (b) ?

Three—*he, his, him*.

What relation has *John* to the verb *asked* ?

It is its *subject*.

What relation is expressed by *John's knife* ?

Possession or ownership.

What relation is expressed by the words *to give a knife to John* ?

An objective relation.

How many *relations* are expressed by the *position* of the word *John* in sentence (a) ?

Three relations—the relation of the subject to the verb, the relation of possession, or ownership, the relation of the object of the action, or preposition.

How many forms has the noun to express these relations ?

Two.

How many forms has the pronoun to express these relations ?

Three.

Now inform the class that the form for the *subject* of the verb is called the **nominative case**; the form for denoting *ownership* or *possession* is called the **possessive case**; and the form denoting the *object* of a verb or preposition is called the **objective case**.

Draw definition :

**Nominative case** is the form of a noun or pronoun used as the subject of a sentence.

**Possessive case** is the form of a noun, &c., used to denote ownership.

**Objective case** is the form used as the object of a verb or preposition.

LESSON <sup>GRAMMAR</sup> VIII.

## PERSON.

Write on the board :

**I saw the man you spoke of.**

How many different persons are mentioned in this sentence ?

Three are mentioned.

Name them.

*I, you and man.*

What does *I* denote ?

*I* denotes the speaker.

What does *you* denote ?

*You* denotes the person spoken to.

What does *man* denote ?

*Man* denotes the person spoken of.

NOTE.—Inform class that words denoting the speaker are said to be of the **first person** ; those denoting the person spoken to, of the **second person** ; and those denoting the person spoken of, of the **third person**.

Get all the pronouns of each person from class.

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LESSON IX.

EXERCISE ON THE PRONOUN.

Construct a table of pronouns according to person, gender, number and case, from the following sentences :

I have hurt my foot, it gives me pain. Thou art he. Thy father spoke of thee to me. He, she and I went for a walk. We met his, her and your fathers. They asked us to accompany them back, and we agreed to their request. Our time is now fully occupied. He owes you and them its value twice over.

How many numbers have pronouns or nouns ?

Two—singular and plural.

How many cases ?

Three—nominative, possessive and objective.

How many genders ?

Three—masculine, feminine and neuter.

How many persons ?

Three—first, second and third.

*Table of pronouns constructed by class :*

GENDER.	SINGULAR.			PLURAL.		
	NOM.	POSS.	OBJ.	NOM.	POSS.	OBJ.
com. 1st person	I	my	me	we	our	us
com. 2nd “	thou	thy	thee	you	your	you
masc. 3rd “	he	his	him	} they	} their	} them
fem. “ “	she	her	her			
neut. “ “	it	its	it			

Why do we place *I* in the singular ?

It denotes one.

Why in the nominative ?

Form used for subject.

Why in the first person ?

Form used for speaker.

Why in the common gender ?

Form used for either sex.

Get the other forms in a similar manner from class.

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LESSON X.

REVIEW ON INFLECTIONS.

Define : Case—nominative, possessive and objective.

Point out the nouns and pronouns in the following sentences and tell the person, gender, number and case of each :

We should improve our time.

In youth all things seem pleasant.

Hope is a great support in misfortune.

I praised the scholars because they were attentive.

The boys have lost their ball.

I hung it on the nail.

The girls have wasted their opportunities and they will never come again.

Define : Person, gender and number.

Write the possessive forms, singular and plural, of :

I, thou, eagle, man, mother-in-law, John, James, sheep, rose, bee, river, sister, it, we.

Write sentences containing :

I, my, our, your, their, them, his, it, thy, ours, theirs, mine, &c.

## LESSON XI.

### INFLECTION OF ADJECTIVES.

Take any three objects of the same kind, but differing in size, e.g.: apples, wooden balls or marbles. Holding one before the class, ask :

What is your opinion in regard to its size ?

It is *large*.

What is your opinion of this one ?

It is *larger*.

What is your opinion of this one ?

It is the *largest*.

What have you been doing ?

We have been telling you about the size of the apples.

How do you know that the first I showed you is large ?

Because we saw it.

Here are two globes ; what have you to say about the size of this one ?

It is smaller than the other globe.

Would you call it a *small* globe ?

Yes.

Is it not *larger* than this *large* apple ?

Yes.

Then why do you say the *apple is large* and the *globe small* ?

Because the apple is large *compared* with other apples, and the globe is small *compared* with other globes.

What do all our ideas of *large* and *small* depend upon?

They depend upon *comparison*.

If we say anything is good, large, beautiful, &c., what do we affirm?

We affirm that it is good, or large, comparing it generally with another object of the same kind.

If we say "This apple is larger," what is affirmed?

That it is larger than the other.

What is affirmed in stating "This is the largest"?

That it is larger than any of the others.

How many degrees of quality have been expressed by these forms?

Three.

How do we obtain them?

By comparing one object or group of objects with another object or group of objects.

What name may be given to this change of form in the adjective?

*Comparison*.

Definition :

**Comparison is a change of form in the adjective to express quality in different degrees.**

Inform class that the simple form is called the **positive** degree ; the second, the **comparative** degree ; the third, the **superlative** degree.

Draw the following definitions from class :

**The positive degree of an adjective is its simple form used to denote the quality of the object when generally compared with other objects.**

**Comparative degree is the form which denotes the degree of quality possessed by the object when compared with another.**

**Superlative degree is the form which denotes the highest or lowest degree of quality possessed by the object when compared with two or more objects.**

## LESSON XII.

## METHODS OF COMPARISON.

Write on the board or draw from the class the following forms of adjectives :

POSITIVE	-	bad	good	high	beautiful
COMPARATIVE		worse	better	higher	more beautiful
SUPERLATIVE	-	worse	best	highest	most beautiful

What do you notice about the *forms* of the first and second column ?

That different words are used for each degree.

How are the comparative and superlative formed in the third column ?

The comparative is formed by adding *er* and the superlative by adding *est* to the positive.

How are they formed in the fourth column ?

The comparative is formed by prefixing *more* to the positive form, and the superlative by prefixing *most* to the positive.

How many can tell what kind of words *more* and *most* are ?

They are adverbs.

Why ?

They modify adjectives.

How many *kinds* of comparison does this give ?

Three—first, by using different forms of the word ; second, by adding *er* and *est* to the positive ; and third, by prefixing *more* and *most* to the positive.

Inform class that the first is called *irregular* comparison ; the second, *terminational* ; and the third, *adverbial* comparison.

List of adjectives that do not admit of comparison :

Adjectives sometimes used as pronouns, as this, that, &c.

Numerals, as one, two, &c., first, second, &c.

Those denoting perfection, as sure, certain, universal.

Those denoting position, shape, material, as circular, square, wooden.

Proper adjectives, as English, Irish, &c.

## LESSON XIII.

## VOICE.

Write on the board sentence (a)?

- (a) **Henry struck the ball.**  
 (b) **The ball is struck by Henry.**  
 (c) **He walked down the street.**

After writing sentence (a) ask the pupils to express the same idea by another form of the same verb.

NOTE.—If the class fail to do so, write sentence (b). Ask the pupils to notice and explain the difference of the two sentences. They will discover for themselves that though different in form they both express the same meaning.

What is the subject of sentence (a)? Henry.

What is the subject of sentence (b)? Ball.

What relation has the subject to the action expressed by the verb in sentence (a)?

It is the *name* of the doer.

What relation has the subject to the action in sentence (b)?

It is the object of the action.

What kind of verb is *struck*?

Transitive.

Could we change sentence (c) in the same manner as sentence (a)? No.

What kind of verb is *walked*?

Intransitive.

Then intransitive verbs do not admit of this change? No.

How many ways are there of expressing the action or feeling described by transitive verbs?

There are two ways, *i.e.*:—(a) When the subject of the verb is the name of the doer of the action or feeling described by it; (b) When the subject of the verb is the object of the action described by it.

What do these two forms show?

They show whether the subject of the sentence stands for the doer, or for the object of the action expressed by the verb.



Now give the term **voice**, and draw from class that—

**Voice is the form of the verb which shows whether the subject of the sentence stands for the doer or for the object of the action expressed by the verb.**

Teacher may explain that as the *subject* in form (a) is the *actor* or *doer* this form is called the **ACTIVE voice**. Form (b) is called the **PASSIVE voice**.

Draw definitions :

**The active voice is the form of the verb which shows that the subject is the doer of the action.**

**The passive voice is the form of the verb which shows that the subject is the object of the action.**

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#### LESSON XIV.

#### MOOD.

Write on the board :

(a) I study grammar.

(b) If he study grammar he will become a correct speaker.

(c) Study grammar that you may learn to write correctly.

(d) To study grammar is useful.

Draw from the class by judicious questioning the following :

In sentence (a) the verb *study* is used to assert a *fact* ; in (b) it is used *conditionally* ; in (c) to *command* or *entreat* ; and in (d) it is used without reference to person or time, the verb being used as a *name*.

How many *modes* of using the verb are here given? Four.

Explain that these four ways of using the verb are called moods.

Definition :

**Mood is the manner of using the verb, as affirming a fact, expressing a condition, uttering a command, or simply as a name.**

Give the terms **INDICATIVE**, which signifies pointing out ; **SUBJUNCTIVE**, because the verb is subjoined to another ; **IMPERATIVE**, which means commanding ; **INFINITIVE**, without limit, because the verb is not limited by person, number or time.

**NOTE.**—The teacher should give numerous examples in each of the different *moods* before getting the following definitions from class.

**Indicative mood** comprises the forms of the verb which point out or assert something as a fact, or ask a question about one.

**Imperative mood** is the mode of using the verb in a command.

**Subjunctive mood** is the manner of using the verb when subjoined to another verb or depending on some statement, question or supposition.

**Infinitive mood** is the manner of using the verb merely as the name of the action without reference to time, &c.

The subjunctive is used in the following :

- confirm to a fact*
- (a) When we express doubt or denial in a conditional clause, as “If I *were* certain of that, I *would be* happy.”
- (b) When we express something contrary to what is known to be a fact, as “If I *were* he, I would try again.”
- (c) When futurity and condition are both implied, as “If he *come*, I will go.”
- (d) When a wish is contrary to a fact, as “I wish I *were* rich.”
- (e) A future intention or result, as “I will wait till he *die*.”
-

## LESSON XV.

## EXERCISE ON PREVIOUS WORK.

Define comparison—positive, comparative and superlative degrees of comparison.

Give examples of three kinds of comparison.

Classify and give examples of adjectives that do not admit of comparison.

Write the definitions of voice and mood—each kind of voice and each kind of mood.

Classify and compare the following adjectives where they admit of it: Good, wise, beautiful, larger, far, fair, rich, perpendicular, square, wooden, round, French, junior, enormous, eager.

Give the *voice* of each verb in the following :

I saw John yesterday.  
They ordered him to leave.  
The king issued a proclamation.  
They were beaten by the soldiers.  
The land was being settled by foreigners.  
The victory was won by the British.

Give the *mood* of each verb in the following :

Where have you laid the book ?  
I told you to be careful.  
If this were a fine day I would take a walk.  
Do not stand idling there, go at once.  
I am sorry to see you look so unwell.  
Pay what you owe me.  
The order is that we charge.

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## LESSON XVI.

## TENSE.

Write on the board :

- (a) **I study my lessons.**  
 (b) **I studied my lessons.**  
 (c) **I shall study my lessons.**

What do the various forms of the verbs express in these sentences ?

They express a *difference of time* in the action.

What does the verb in sentence (a) express ?

It expresses *present* time.

What does the verb in sentence (b) express ?

It expresses *past* time.

What does the verb in sentence (c) express ?

It expresses *future* time.

In how many ways can we speak of an action with reference to time ?

In three ways—as taking place *now* or in the present ; as having occurred in the past ; as about to take place in the future.

Write on the board :

- I am studying my lesson.**  
**I was studying my lesson.**  
**I have studied my lesson.**  
**I shall have studied my lesson.**

How does the verb express the action in the first sentence ?

It is spoken of as being incomplete.

How in the action expressed in the second ?

As being incomplete in the past.

How in the third ?

As being completed now.

How in the fourth ?

As being complete in the future.

How many ways may we regard an action with respect to time ?

As *present*, *past* or *future*.

How may we speak of an action with respect to its progress ?  
As being complete or incomplete.

Give the term **tense**, which signifies time, and draw the definition from class.

**Tense is the form of the verb which expresses partly the time of an action or event, and partly its completeness or incompleteness at the time.**

---

## LESSON XVII.

### TENSE.

Write on the board :

Present	{	I write a letter.
		I am writing a letter.
		I have written a letter.
		I have been writing a letter.

What time is expressed in the first two ?

Present time.

NOTE.—In asking the class what time is expressed in the next two, the answer may be “They express the action in past time.”

Write on the board :

**I have written a letter.**  
**I had written a letter.**

Would we use *have written* to express an action occurring yesterday ?

No. We would say : I have written a letter to-day or this morning.

The pupils in this way will see that though “*have written*” expresses the action as complete, it is complete at a time of which the present forms part. Similarly, “*had*” shows the action as complete in past time ; and “*have been writing*” expresses an action as continuing at a time of which the present forms a part but now completed.

The teacher may ask the class to form the past and future tenses.

Past	{	I wrote a letter.
		I was writing a letter.
		I had written a letter.
		I had been writing a letter.
Future	{	I shall write a letter.
		I shall be writing a letter.
		I shall have written a letter.
		I shall have been writing a letter.

How many tenses do these four divisions of *present*, *past* and *future* time give?

Twelve tenses.

Teacher now gives the term for each tense.

**Present Indefinite speaks of an action in the present without regard to its progress.**

**Present Imperfect speaks of an action in the present as being incomplete.**

**Present Perfect, as complete in the present.**

**Present Perfect of Continued Action, as continuing at a time of which the present forms a part. but now complete.**

The past and future tenses may be taken up in a similar manner. Give exercises on all the persons in the singular and plural.

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## LESSON XVIII.

### SCHEME FOR THE CONJUGATION OF THE VERB.

Verb "to speak."

*Indicative Mood*

PRESENT TENSES.

INDEFINITE	-	-	-	I speak.
IMPERFECT	-	-	-	I am speaking.
PERFECT	-	-	-	I have spoken.
PERFECT OF CONTINUED ACTION				I have been speaking.

## PAST TENSE.

INDEFINITE	-	-	-	I spoke.
IMPERFECT	-	-	-	I was speaking.
PERFECT	-	-	-	I had spoken.
PERFECT OF CONTINUED ACTION				I had been speaking.

## FUTURE TENSE.

INDEFINITE	-	-	-	I shall speak.
IMPERFECT	-	-	-	I shall be speaking.
PERFECT	-	-	-	I shall have spoken.
PERFECT OF CONTINUED ACTION				I shall have been speaking.

*Subjunctive Mood.*

## PRESENT TENSES.

INDEFINITE	-	-	-	[If] I speak.
IMPERFECT	-	-	-	[If] I be speaking.
PERFECT	-	-	-	[If] I have spoken.
PERFECT OF CONTINUED ACTION				[If] I have been speaking.

## PAST TENSES.

INDEFINITE	-	-	-	[If] I spoke.
IMPERFECT	-	-	-	[If] I were speaking.
PERFECT	-	-	-	[If] I had spoken.
PERFECT OF CONTINUED ACTION				[If] I had been speaking.

## FUTURE TENSES OR SECONDARY FORMS.

INDEFINITE	-	-	-	[If] I should speak.
IMPERFECT	-	-	-	[If] I should be speaking.
PERFECT	-	-	-	[If] I should have spoken
PERFECT OF CONTINUED ACTION				[If] I should have been speaking.

*Imperative Mood.*

[Thou] speak.

*Infinitive Mood.*

INDEFINITE	-	-	-	[To] speak.
IMPERFECT	-	-	-	[To] be speaking.
PERFECT	-	-	-	[To] have spoken.
PERFECT OF CONTINUED ACTION				[To] have been speaking.

*Participles.*

INDEFINITE	-	-	-	Speaking.
PERFECT	-	-	-	Having spoken.
PERFECT OF CONTINUED ACTION				Having been speaking.

NOTE.—I have not thought it necessary to give all the persons of the verb in this scheme. The pupils, however, should be drilled on all the moods, tenses and persons in both singular and plural.

## LESSON XIX.

## PARTICIPLE.

Write on the board :

- (a) I see a tall boy.  
 (b) I see a little boy.  
 (c) I see a boy walking.  
 (d) I see a boy running.

What words in sentences (a) and (b) enable you to tell which boy is referred to ?

*Tall* and *little*.

What kind of words are *tall* and *little* ?

Adjectives.

What words in sentence (c) and (d) mark or distinguish the particular boy ?

*Walking* and *running*.

They perform the work of what part of speech ?

They perform the work of an adjective.

Do these words perform any other duty than that of an adjective ?

Yes ; they express what each boy does.

What kind of words generally expresses what we do ?

Verbs.

Then these words *running* and *walking* participate in the nature of what kind of words ?

They participate in the nature of verbs and adjectives.

Give the term **participle**, which means *participating in*.

**A participle is a word which partakes partly of the nature of the verb and the adjective.**

Point out the participles in :

I saw John throwing a stone.

I heard him talking to himself.

The ship sailing down the bay, ran ashore.

A tree growing in front of the house is dying.



## LESSON XX.

PARTICIPLE—*Continued.*

Write on the board :

- (a) He, ploughing the field, felt merry.  
 (b) Having ploughed the field, he went home.  
 (c) Having been ploughing all day, he felt tired.  
 (d) The field being ploughed, he went home.  
 (e) The field, ploughed by him, yielded a good crop.  
 (f) The field, having been ploughed by him, yielded a good crop.

Name the words in sentences (a), (b) and (c) which have partly the nature of a verb in expressing action, yet do not make an assertion.

*Ploughing, having ploughed, and having been ploughing.*

Then what kind of words are these? Participles.

What kind of verb is *plough*? Transitive.

Then what form or voice are the first three? Active.

What forms are in (d), (e) and (f)? Passive.

Give the following terms :

<i>Active</i>	{	IMPERFECT - -	Ploughing.
		PERFECT - -	Having ploughed.
		COMPOUND PERFECT -	Having been ploughing.
<i>Passive</i>	{	INDEFINITE - -	Being ploughed.
		PERFECT - - -	Ploughed.
		COMPOUND PERFECT	Having been ploughed.

Point out the participles in the following, and tell what kind each is :

Having defeated Harold, he marched to London.

Being badly beaten, the boys returned.

He having struck the man first, was fined.

The letter having been written with bad ink, could not be read.

His house being burnt, he went to the country.

The man having been nearly killed, was insensible.

James, having been working all day, went early to bed.

NOTE.—A verbal noun is always the subject of a verb or the object of a verb or a preposition—a participle is never used in this way.

## LESSON XXI.

## CONJUGATION.

Write on the board the present and past indefinite of the indicative mood and the perfect participle of two verbs, one belonging to the strong, the other to the weak conjugation. Example:

PRES. INDEF.	PAST INDEF.	PERF. PART.
plough	ploughed	ploughed
smite	smote	smitten

How are the past indefinite and perfect participle formed in the verb *plough*?

By adding *ed* to the present.

How is the *past* formed in the verb *smite*?

By changing the vowel of the present.

How is the participle formed?

By adding *en* to the present.

Where does the change take place in *plough*?

From without.

Where does the change take place in *smite*?

From within, when changing from the present to the past.

Inform class that verbs like *plough* which form their past tense and perfect participle by the addition of *d* or *ed* to the present are called weak verbs; and verbs which form their past tense by modifying the vowel of the present are called strong verbs.

*A list of verbs of weak conjugation :*

flee	fled	fled	deal	dealt	dealt
hear	heard	heard	feel	felt	felt
sell	sold	sold	kneel	knelt	knelt
lay	laid	laid	teach	taught	taught
have	had	had	beseech	besought	besought
creep	crept	crept	rend	rent	rent
leave	left	left	bleed	bled	bled
lose	lost	lost	light	lit	lit
lie	lay	lain	bet	bet	bet

*Strong conjugation :*

awake	awoke	awoke	bind	bound	bound
wear	wore	worn	wind	wound	wound
shear	shore	shorn	begin	began	begun
choose	chose	chosen	shrink	shrank	shrunk
seethe	sod	sodden	swim	swam	swum
shoot	shot	shot	arise	arose	arisen
hang	hung	hung	thrive	throve	thriven
dig	dug	dug	smite	smote	smitten
sting	stung	stung	fly	flew	flown
win	won	won	let	let	let
wring	wrung	wrung	go	went	gone

## LESSON XXII.

## INFINITIVES.

Write on the board :

- (a) **To play is pleasant.**  
 (b) **I love to play.**  
 (c) ***Something* is pleasant.**  
 (d) **I love *something*.**

## USED AS A NOUN.

What word in sentences (c) and (d) has been substituted for *to play* in the first two sentences ?

*Something.*

What part of speech is *something* ?

A noun.

Tell its relation in each sentence.

It is the subject of *is* in (c), and the object of *love* in (d).

Then how is the verb *to play* used in (a) and (b) ?

It is used as a noun.

Write on the board :

- (a) **He is said to be here.**  
 (b) **He was commanded to stand.**  
 (c) **(He to be here) is said.**  
 (d) **(He to stand) was commanded.**

Something is said.

Something was commanded.

*To be* and *to stand* are used as complements of the subject, and are therefore used as nouns.

## USED AS AN ADVERB.

They come *to ask* you. Purpose of coming.

I am glad *to hear* this. (Glad (why?))

You are quick *to learn*. Quick (in what way?)

Words used to denote purpose—how, why, &c.—are called adverbs, hence in these examples the infinitives are used as adverbs.

## USED AS AN ADJECTIVE.

Your mistake is *to be* deplored. (Deplorable)

His request is *not to be* denied. (Undeniable)

How are the infinitives used in the last two sentences?

They are used as adjectives.

Infinitives may take the place of a noun, an adverb or an adjective.

NOTE.—The infinitive should be parsed by telling the kind, voice, conjugation, mood and tense of the verb; and whether it is used as a noun, an adverb or an adjective.

## LESSON XXIII.

EXERCISES ON THE PARTICIPLE, VERBAL NOUN  
AND INFINITIVE.

Classify the participles in the following, and point out the verbal nouns.

I saw a boy *beating* a dog.

He *being* absent, nothing can be done.

*Having* conducted them through the pass, he returned.

The pilot *having* been discharged, the mate took command.

James *having* been studying hard, felt tired.

*Pained* at leaving home, she did not speak.

We heard the horn *sounding*.

No survey *having* been made, I cannot tell.

I declined *giving* my opinion.

He *having* heard of the disaster, set off at once.

*Being* struck with its beauty, I bought it.

*Hated* by all, *pitied* by none, he fell fighting.

I love *travelling*.

He was the cause of my *being* injured.

James is proud of *having* gained the prize.

He is desirous of *being* noticed.

*After* *having* been working, he is tired.

I am the cause of his *having* been appointed.

Name the infinitives and tell their use in the following :

We used to see them often.

He promised to do what he could.

We are going to work.

They ordered him to be punished.

He was ordered to be punished.

I am sure to succeed.

Do you want paper to write?

Harry is slow to learn.

That man is not to be depended on.

### LESSON XXIV.

#### EXAMPLES IN PARSING.

Oh, John! I have just seen the little boy, who, having been injured, was sent to the hospital.

The judge sentenced the prisoner to be hung.

WORD.	RELATION.	PARSING.
Oh	none.	Interjection.
John	none.	Noun, prop., mas., 3rd, sing., nom. of address.
I	I have seen	Pers. pro., com., 1st, sing., nom., subject of <i>have seen</i> .
have seen	I have seen boy	Verb, trans., act., strong., ind., pres. perf., 1st, sing., agreeing with <i>boy</i> .
just	just have seen	Adv. of time, modify'g <i>have seen</i> .
the	the boy	Dem. adjec., limiting <i>boy</i> .
little	little boy	Qual. adjec., pos. deg., qual'g <i>boy</i> .
boy	have seen boy	Noun, com., mas., 3rd, sing., ob- jective, gov'd by <i>have seen</i> .
who	boy who was sent	Rel. pro., masc., 3rd, sing., agree'g with boy, nom., subject of <i>was sent</i> .
having been injured	who having been, &c.	Pass. comp. perf. participle, quali- fying <i>who</i> .

EXAMPLES IN PARSING—*Continued.*

WORD.	RELATION.	PARSING.
was sent	who was sent	Verb, trans., pass. weak, ind. past indef., 3rd, sing., agreeing with <i>boy</i> .
to	was sent to hos- pital	Prep'n, relating <i>was sent</i> and <i>hospital</i> .
hospital.	to hospital	Noun., com., neut., 3rd, sing., obj., gov'd by prep. <i>to</i> .
judge	judge sentenced	Noun, com., mas., 3rd, sing., nom., subj. of <i>sentenced</i> .
sentenced	judge sentenced prisoner	Verb, trans., act., weak, ind., past indef., 3rd, sing., agreeing with its subject <i>judge</i> .
prisoner	sentenc'd prison'r	Noun, com., com. gen'd., 3rd, sing., object of <i>sentenced</i> .
to be hung.	sentenced to be hung	Verb, trans., pass., strong, infinitive, pres. indef., may be considered as an adverb denoting purpose, or as a noun complementary to prisoner.

## REVIEW ON INFLECTION OF WORDS.

Define number, and explain the terms singular and plural.

Give the different modes of forming the plural.

Give rule for forming the plural of words ending in *y*.

Write exceptions to the rule of adding *es* to nouns ending in *o*.

Define gender, and explain the terms of masculine, feminine, common and neuter gender.

Give all the rules for forming the feminine.

Write the plural of sister, brother, boy, foot, die, goose, child, man, loaf, flagstaff, staff, leaf, wharf, eye, glass, mouse, pen, key, chief.

Write the singular of sheep, chimneys, dice, selves, fifes, pianos, fathers-in-law, Frenchmen, lilies, dwarfs.

Write words having the same form for both singular and plural.

Write words which have a different meaning in the plural from the singular.

Classify the words according to gender in the following list : John, boy, girl, cloud, bird, house, hare, hair, queen, king, uncle, coal, hero, nun, count, duchess, youth, goat, monk, abbess, nephew.

Give words of the opposite gender to the following : Man, girl, wife, lady, goose, drake, wizard, father, sister, niece, mother, daughter, cow, friar, prince, &c.

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### EXERCISE ON INFLECTION AND PARSING.

Change the following sentences into the other tenses of the indicative mood, and in both voices if the verb is transitive :

He wrote a letter.  
 The goods are landed.  
 They ran away.  
 Did he give you a book?

Change to each tense in the subjunctive mood :

If he come, I will go.  
 If I were he, I would go.

Write the following verbs in all the moods and tenses :

To plough, to dig, to speak, to write.

Give the past tense and perfect participle of : Fall, swim, seethe, cut, steal, knit, till, hurt, bless, go, play, take, forsake, cleave, mean.

Parse, according to the model given, all the words in the following sentences :

The sun is gradually sinking below the trees.  
 We are now reading Macauley's History of England.  
 Idleness is the source of misery and crime.  
 We ought to look the subject fully in the face.

The smiling daisies below beneath the sun.

Then out spake brave Horatius,

The captain of the gate :

To every man upon this earth,

Death cometh soon or late.

Who would have thought her so old ?

Of whom are you speaking ?

Ploughing is a healthy occupation.

Neither you nor I can go.

Hoping to see you soon, I bid you good-bye.

He is worth two thousand dollars a year.

He is fond of rowing on the river.

My companion being deceived by his newly-formed acquaint-  
ance, gave him the money.



# ANALYSIS AND CONSTRUCTION OF SENTENCES.

## LESSON I.

### ANALYSIS.

Ask the class to write sentences about map, Harry, &c., *e.g.*:

The map hangs on the wall.  
Harry spilled the ink.

The pupils should be required to separate each into subject and predicate.

Supply predicates for :

The water.....	The sun.....
The queen.....	Winter.....
Fire.....	The laborer.....

Write subjects for the following predicates :

.....is landed.	.....fought bravely.
.....were shining.	.....are to be pitied.
.....gives pleasure.	.....adorned the walls.

Now write some sentence on the board, as :

**The little birds build their nests in Spring.**

Ask the pupils to name the subject and predicate.

The sentence may be fully analysed step by step, marking the divisions as they are understood by the pupils. Example :

SUBJECT.		PREDICATE.		
ATTRIBUTES	G. SUBJECT	G. PRED.	COMPLETION	EXTENSION
The little	birds	build	their nests	in spring.

\* G. subject signifies grammatical subject.

What do the words *the little* qualify?

They qualify *birds*.

Inform pupils that all words used to limit or qualify the subject are called the attributes of the subject. Next, take up the different parts of the predicate in a similar manner, illustrating that the object of transitive verbs, predicate adjectives, and nouns used to complete the sense after intransitive verbs, are placed in the *completion*; all adverbs and phrases answering to how, when, why, whence, etc., are placed in the *extension* of the predicate.

## LESSON II.

### CONSTRUCTION OF SENTENCES.

The following form may be drawn on the board, and filled up by the pupils as follows :

ATTRIBUTES	SUBJECT	PREDICATE	COMPLETION	EXTENSION
The ripe	apple apple	hangs hangs		on the tree.
Little	John John	lost lost	his book	yesterday.

Ask some pupil to name a subject. Write it in the column marked SUBJECT.

Ask another to supply a predicate for it, and place it in the predicate column.

The other parts of the sentence should be got in a similar manner from the pupils.

Drill on this exercise till each pupil is able to supply any part of the sentence asked, as completion, extensions of time, place, manner, &c.

How many subjects has each sentence? One.

How many predicates has each? One.

Give the term *simple sentence*.

Definition drawn from class :

**A simple sentence contains one subject and one predicate.**

## EXERCISES.

Supply attributes for :

.....flowers are blooming. ....horse is lame. ....  
house is on fire. The duty.....is to obey.

Supply completions for :

The dog bit.....on the leg. Edward became..... They  
praised..... The master is..... Good boys study.....  
The boy is.....

Supply extensions for :

I saw him..... He went..... Mary talked.....  
Willie sings..... He wondered..... The snow fell.....  
He came home..... The wind blew..... The ship sails  
.....

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 LESSON III.

## ATTRIBUTES OF THE SUBJECT.

Write on the board :

1. The large box is in the room.
2. { John's hand is hurt.  
His book is torn.
3. A man of prudence will look to the future.
4. The steeds prancing, frightened the child.
5. William, the carpenter, is building a house.
6. Little John, the painter's son, being clever, took the prize.

Ask the pupils to analyse each sentence.

Draw from class the kind of words forming the *attributes* in each sentence, *e.g.*:

What kind of words are *the* and *large*?

Adjectives.

What kind of word is *John's*?

Noun in the possessive.

What kind of word is *his*?

Pronoun in the possessive.

What kind of words are *of prudence*?

Preposition, followed by its case.

What kind of word is *prancing*?

Participle.

What kind of word is *carpenter*?

Noun, in apposition.

Now draw from class that—

The attributes of the subject may be: One or more adjectives.

“	“	“	A noun or pronoun in the poss.
“	“	“	A prep., followed by its case.
“	“	“	A participle.
“	“	“	A noun in apposition.
“	“	“	A combination of some or all of these.

Classify the attributes of the subject in the following sentences :

The gallant soldier died for his country.

Mary's book is torn.

The student of history will understand why the Roman power decayed.

Nelson, having given his orders, displayed the signal for battle.

The stately homes of England, how beautiful they stand.

The spirit of your fathers shall start from every wave.

The meteor flag of England shall yet terrific burn.

Macauley, the historian, had a splendid memory.

Frightened by the tumult and shivering with cold, the beautiful maiden stole away unobserved.

## LESSON IV.

## EXTENSION OF THE PREDICATE.

Write on the board :

1. He works hard.
2. } He looks for help.  
} He is fond of study.
3. James arrived last night.
4. He has gone to help his brother.
5. } I taught geography to them.  
} Do me the favor, &c.
6. The sun having set, the stars began to peep.

Having analyzed the above, draw from the pupils that the extensions may consist of :

1st—An adverb, as : He works *hard*.

2nd—A preposition followed by its case, as : He looks *for help*.

3rd—A phrase denoting time, distance, &c., as : James arrived *last night*.

4th—Infinitive of purpose, as : He has gone *to help*, &c.

5th—The indirect object, as : I taught *them* geography.

6th—The nominative absolute, as : *The sun having set*, the stars began to peep.

Classify the extensions in the following :

Pleasantly next morn rose the sun o'er the town.

John went to town yesterday by the morning train.

Flow gently sweet Aston among thy green braes.

They soared onward over immense forests and fertile islands.

I shed tears for very joy.

He went home to study his lessons.

He walked three miles an hour.

The farm is forty rods wide.

Seaward, from east to west, a river rolled.

Alone in the desert, I love to ride.

Amid the tall ancestral trees they stand.

Far and wide, by mountain, stream, and sea, their graves are severed.

## LESSON V

## COMPLETION OF THE PREDICATE.

Write on the board :

- (a) { **John is a good boy.**  
**Edward became king.**  
 (b) **The sky is blue.**  
 (c) **John struck the ball.**  
 (d) **He appears to be honest.**

Draw from the pupils the different kinds of words that fill up or complete the predicate in these sentences.

Some pupil is required to answer that the predicate may be completed by :

- (a) A noun in the predicate nominative, as boy, king.  
 (b) An adjective in the predicate, as blue.  
 (c) A noun used as the object of a transitive verb.  
 (d) By an infinitive, as to be, &c.

Supply completions for the following verbs :

They praised . . . . . He seems . . . . . I call . . . . . He  
 was made . . . . . The defenders were doomed . . . . . The  
 light becomes . . . . . I shall not . . . . . He grow . . . . .

Supply attributes for the subjects in the following :

A man . . . . . is respected. William . . . . . defeated king James.  
 Edward . . . . . was the father of our queen. The troops . . . . .  
 could not march any further. . . . . grass will soon be scorched  
 with the hot sun.

Write extensions for :

He rode . . . . . Lend your knife . . . . . The eagle flies . . . . .  
 James arrived . . . . . The fence measures . . . . .

## LESSON VI.

## CONTRACTED SENTENCES.

Write on the blackboard the name of some familiar object, or place the object itself before the class, and draw from pupils the various qualities it possesses, writing on the board as follows :

**Glass is smooth.**  
**Glass is brittle.**  
**Glass is transparent.**  
**Glass is hard.**

Contracted : Glass is smooth, brittle, hard, and transparent.

Pupils will notice that the subject and verb are used *only once* in the contracted sentence.

Write on the board :

**John, entering his room, after walking home from school, sat down to study.**

Change into three simple sentences, as :

John walked home from school.  
 John entered his room.  
 John sat down to study.

Ask the pupils what words have been changed or supplied.

The pupils will answer that the participles have been changed to verbs, the word *John* has been repeated so as to form the subject of each sentence.

Now reverse the process, asking what changes are required to form one subject and predicate from these three simple sentences.

Class : (a) All the verbs but one must be changed to participles.  
 (b) The subject is only used once.

## EXERCISES.

Combine into simple sentences :

Gold is heavy. Gold is yellow. Gold is ductile. Gold is malleable. Gold is fusible.

No complete survey had been made. It is therefore impossible to state accurately the amount of land.

He sent for Edward Montague. He became Chief Justice. He was then an influential member of the House.

## LESSON VII.

## COMPOUND SENTENCES.

Write on the board :

(a) **John and Harry went to skate.**

(b) **He is happy, but I am not.**

Draw from class the number of assertions in each sentence ; ask them to write them on slates, or on the board, as :

(a) { John went to skate.  
Harry went to skate.

(b) { He is happy.  
I am not.

Are each of these assertions complete when separate from one another ?

Yes.

What does each assertion form ?

It forms a simple sentence.

Then how are these sentences (a) and (b) formed ?

They are formed by *joining* simple sentences by means of conjunctions.

Give the term **compound sentence**. Draw definition :

**A compound sentence is one which contains two or more simple sentences, combined by co-ordinate conjunctions.**

Form compound sentences from the following :

The way was long. The wind was cold.

He is rich ; he is unhappy.

The man is not wealthy ; the man is not wise.

He felt my pulse ; he shook his head.

Suddenly I started up. I rang the bell.

The dog is remarkable for its attachment to man ; the dog is remarkable for its sagacity.

The thunder roared ; the lightning flashed ; the wind tore up the pines by their roots ; it flung them into the valley ; the rain descended in inundating gusts.



## LESSON VIII.

## COMPLEX SENTENCES.

Write on the board :

(a) **The prudent man looks to the future.**

(b) **The man who is prudent looks to the future.**

Name the attributes of the subject in sentence (a).

*The* and *prudent*.

What words are used instead of *prudent* in sentence (b)?

*Who is prudent* is used as the attributes in (b).

How many finite verbs has sentence (a)?

One—*looks*.

How many finite verbs has sentence (b)?

Two—*is* and *looks*.

Which verb forms the principal predicate in both?

*Looks*.

To what part of the sentence does *is* belong?

To the attributes.

What is the subject of *is*?

*Who*.

Inform class that the words *who is prudent* are called a clause.

Definition :

**A clause is any part of the sentence which contains a subject and predicate of its own apart from the principal subject and predicate.**

Give the term **complex sentence**.

Definition :

**A complex sentence is one which besides having a principal subject and predicate, contains one or more clauses which have subjects and predicates also.**

Classify the following, and tell whether they are simple, compound or complex, and why :

The forest has spells to enchant me.

The mountain has power to enthrall.

The philosopher and the peasant were called first.

The man was innocent, but the woman was guilty.

A vine-dresser who lay at the point of death, called his children around him.

I will tell you a story which was told to me.

I suppose you have been in the country.

## LESSON IX.

## THE ADJECTIVE CLAUSE.

Write on the board :

- (a) **A faithful man shall abound with blessings.**  
 (b) **A man (who is faithful) shall abound with blessings.**

Name the attributes of the subject in sentence (a)

Faithful.

What words are used instead of *faithful* in (b)?

The clause *who is faithful*.

What kind of word is *faithful*?

An adjective.

What kind of clause may we call (*who is faithful*)?

An adjective clause.

Why?

Because it supplies the place of an adjective.

Definition :

**An adjective clause is one which supplies the place of an adjective.**

## EXERCISES ON THE ADJECTIVE CLAUSE.

The eye that mocketh at his father shall be plucked out.

He that flatters his neighbor spreads a net for his feet.

The king that faithfully judges the poor shall establish his throne.

He that giveth to the poor shall not lack.

The swiftest dog we have is the grey hound.

There is perhaps no single animal which has been more useful to man than the dog.

I will tell you a story which was told to me.

The man who diligently attends to business is sure to succeed.

The man whose son we saw has gone to Albany.

Those who fled were killed.

Where is the book that your father gave you?

## LESSON X.

## NOUN CLAUSE.

Write on the board :

(a) **I know something.**

(b) **I know that he will not come back.**

What kind of sentence is (a)? Simple.

What kind of word is *something*? A noun.

Where should it be placed in the analysis?

In the completion.

Why?

Because it is the direct object of *know*.

What words supply its place in sentence (b)?

The clause *that he will not come back*.

What kind of clause may this be called?

A noun clause.

Why?

Because it supplies the place of a noun.

Draw definition from class :

**A noun clause is one which supplies the place of a noun.**

Write on the board :

(a) *That he was a good man*, is well known.

(b) I hope *you have studied your lessons*.

(c) His success depends upon *how he exerts himself*.

(d) The fact is *he is indolent*.

(e) The saying, "that truth is stranger than fiction," is often verified.

(f) I am certain that you will win the prize.

Draw from class that a noun clause may occupy the following positions :

(a) The subject of a sentence.

(b) The object of a verb, placed in the completion.

(c) The object of a preposition, placed in the extension.

(d) The predicate nominative, placed in the completion.

(e) In apposition to a noun, placed in the attributes.

(f) The object of an adjective, placed in the extension.

When a noun clause forms the subject of a sentence the clause is placed in the attributes in apposition to *it* understood, and *it* is used as the subject.

## LESSON XI.

## ADVERBIAL CLAUSE.

Write on the board :

- (a) **He speaks wisely.**  
 (b) **He speaks as a wise man would speak.**

What kind of word is *wisely* ?

An adverb.

Where are adverbs placed in analysis ?

They are placed in the extension.

What has been substituted for *wisely* in sentence (b) ?

The clause *as a wise man would speak*.

Then what kind of clause may we call this ?

An adverbial clause.

Why ?

Because it takes the place of an adverb.

NOTE.—As adverbs may denote time, place, manner, cause, effect, &c., adverbial clauses may denote the same.

## EXERCISES ON THE ADVERBIAL CLAUSE.

Classify the clauses in the following according to time, place, &c.:

When he comes home, we will take a walk.

While we were talking, my brother launched the boat.

When Hannibal marched into Italy, he was obliged to open a way over the mountains.

Unless you go, I will stay at home.

As a man lives, so will he die.

We should obey, that we may learn to govern.

He could not go, because he had his lessons to study.

He cares as little for me as he does for you.

I will wait till he comes.

## LESSON XII.

## REVIEW.

Define : Simple, compound and complex sentences.

Name the different kinds of clauses which a complex sentence may contain.

Write four sentences containing adjective clauses.

Write four sentences containing noun clauses.

Write four sentences containing adverbial clauses.

Write complex sentences containing noun clauses, illustrating the different positions they may occupy.

Point out and classify the noun clauses in the following sentences:

I know that he will come again.

That the moon revolves around the sun, is well known.

The fact is, she is a poor girl.

The truth is, he cannot succeed.

It is evident that the opening up of the North-west will benefit Ontario.

Nothing is to be expected but that he will be ruined.

Do you know where he is ?

Supply noun clauses where a dash occurs :

Every parent knows . . . . . He was unable to find . . . . .

Can you inform me . . . . . I forgot to tell you . . . . .

It is easily seen . . . . . The truth is . . . . .

It . . . . . is well known. . . . . was asked.

Supply adjective clauses where a dash occurs :

I have found the boy . . . . .

He informed the man . . . . . that he must retrace his steps.

Happy is the man . . . . .

Supply adverbial clauses where a dash occurs :

I will tell you . . . . .

He lay . . . . .

He is not happy, though . . . . .

. . . . . I will follow you.

He did not pay me . . . . .

What is the use in speaking . . . . .

Come here . . . . .

I am contented . . . . .

You will not succeed . . . . .

EXAMPLES IN ANALYSIS OF COMPLEX SENTENCES, &c.

1. Hereward was the last Saxon who had drawn the sword in the cause of independence.
2. The importance of this war was that it decided the position of England as a colonizing nation.
3. I need not tell you how glad I am that you abandoned the design which you mentioned to me.

SENTENCE.	KIND.	LOGICAL SUBJECT.			LOGICAL PREDICATE.		
		ATTRIBUTES	SUBJECT	PREDICATE.	COMPLETION.	EXTENSION OF PRED.	
1. Hereward .. independence (A) who.....independence	Complex Adj. sent. qual. Saxon	(none) (none)	Hereward who	was had drawn	the last Saxon who .. independence the sword	in the cause, &c.	
2. The importance of this .. .....nation (A) that it..... nation	Complex Noun clause, pred. noun. after WAS.	the of this war	importance  it	was  decided	that it ... .... nation the position of as a..... nation England		
3. I need not tell .... } .....to me } (A) I am ..... me } (B) that you abandoned the } design ..... me } (C) which ..... me }	Complex Noun clause, object of TELL. Adv. clause, modify'g GLAD. Adject. clause, limit'g design.		I  I  you  you	need  am  abandoned mentioned	tell how glad I.....me  glad the design which you ..... me  which	(you) adverbial object of tell  how, that .... me  to me.	

NOTE.—Analyze complex sentences as if the whole were a simple sentence, placing the clauses in the parts of the sentence to which they belong as if they were words. Next analyze each clause separately, as shown above. Compound sentences may be separated into the number of principal sentences each contains, and then analyze each part as if it were a different sentence after describing the whole as a compound sentence.

## LESSON XIV.

## RESOLVING COMPLEX SENTENCES INTO SIMPLE.

Example :

Can the husbandman look forward with confidence to the increase, who has the promise of God, that seed time and harvest shall not fail ?

*Resolved :*

Can the husbandman look forward with confidence to the increase ?

He has the promise of God.

The promise that seed time and harvest shall not fail.

Resolve into simple sentences :

Christian charity is friendship expanded like the face of the sun when it mounts above the Eastern hills.

An honorable friend of mine, who is now, I believe, near me, has told us that prudence can never be used in the cause of vice.

Combining simple into complex sentences :

I grant that brevity is very pleasing.

Where not obscure it is pleasing.

Where not defective it is pleasing.

Even to the daintiest judgments it is pleasing.

*Combined :*

I grant that brevity, where it is neither obscure nor defective, is very pleasing, even to the daintiest judgments.

Combine into a complex sentence :

John is building a new house.

He is building it of brick.

He is building it on the hill.

The hill is West of the town.

It will cost about a thousand dollars.

## LESSON XV.

## VARIETY OF ARRANGEMENT—GRAMMATICAL AND RHETORICAL FORMS.

- (a) All their bare sabres flashed.  
 (b) Flashed all their sabres bare.  
 (c) The term of all the race of earth is fixed.  
 (d) Fixed is the term of all the race of earth.

Draw from the pupils the different modes of expressing the same sentence, by writing them on the board, as shown above.

Which form is most commonly used ?

The form used in the sentences (a) and (c).

In what kind of writing or composition is the other form used ?

In poetry and oratory.

Explain that—

**The common form of speech is called the grammatical form.  
 That used in poetry, etc., is called the rhetorical form.**

Draw from class that in the grammatical form the subject is generally placed *first*. In the rhetorical form the emphatic word comes first, and the verb generally before the subject.

This may be an emphatic adjective, as : "Sweet is the hour of rest."

" adverb, as : "Now 's the day and now 's the hour."

" adverbial phrase, as : "Down in the water he sank."

" object of a verb, as : "His throat the chieftain's gripe compressed."

" infinitive, as : "Bent is his head of age."

## EXERCISES.

Change from rhetorical to grammatical :

Then outspake brave Horatius :

To every man upon this earth, death cometh.

From the land where the roses of Sharon smile, we come.

Motionless as a cloud the old man stood.

Bereath the sun the smiling daisies blow.

Teacher may give other examples and also exercises in changing from grammatical to rhetorical.



## LESSON XVI.

VARIETY OF ARRANGEMENT—DIRECT AND  
INDIRECT FORMS.

Write on the board :

**DIRECT.**—Then “I hope,” added the Dial Plate, “we shall all immediately return to our duty, for the maidens will lie in bed till noon, if we stand idling thus.”

**INDIRECT.**—The Dial Plate added that he hoped they would all return to their duty, for the maidens would lie in bed till noon if they stood idling thus.

**DIRECT.**—“I would give my right hand,” he exclaimed, “if I could only repair the injury I have done that splendid fellow.”

**INDIRECT.**—He exclaimed that he would give his right arm if he could only repair the injury he had done that splendid fellow.”

Draw from class the difference in the arrangement of the two forms. They will observe that in—

1. The direct form : The words of the speaker are given as they are spoken by himself.

In the indirect form : They are given as recorded by another.

2. In changing from the direct to the indirect form :

- (a) The pronoun of the first person is changed to the third.
- (b) The pronoun of the second person is changed to the third.
- (c) The present tense is changed to the past tense.

In changing from indirect to direct, the past is changed to the present, and the third to the first or second.

Examples may be given by the teacher from any reading book.

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## LESSON XVII.

## VARIETY OF EXPRESSION.

Write on the board :

- [a] Integrity secures the esteem of the world.  
 [b] The esteem of the world is secured by integrity.  
 [c] Columbus was convinced that the world is round, and was resolved to test his theory by experiment.  
 [d] Columbus, being convinced that the world is round, resolved to test his theory.

Draw from class that the first two sentences convey the same idea in a different form, by changing from active to passive, or from passive to active. The second mode of attaining variety of expression is by changing some of the verbs to *participles* and omitting *conjunctions*.

## EXERCISES ON VARIETY OF EXPRESSION.

Change from active to passive :

Cæsar conquered Gaul.

The Egyptians embalmed the bodies of the dead.

Newton discovered the law of gravitation.

The general ordered the troop to charge.

They were preventing us from going through the field.

Change from passive to active :

Milton's poetry has been admired by the greatest minds.

The Jews were persecuted in the tenth century by the monarchs of Europe.

Change one of the verbs into a participle, omitting the conjunctions :

The battle was finished and the enemy fell back to the river. Hudson ascended the river which now bears his name, and founded Albany.

The Romans had conquered all their enemies, and were, at the time of our Saviour's appearance, masters of the world.

## LESSON XVIII.

VARIETY OF EXPRESSION—*continued.*

Write on the board :

- [a] **Indolence is the cause of many evils.**  
 [b] **Laziness is the beginning of many troubles.**

How has the variety of expression been obtained in [a] and [b] ?  
 By using *different words* having the same, or nearly the same, meaning.

Explain that words having the same meaning are called **synonymes**.

Write on the board :

- [c] **His brother is dead.**  
 [d] **His brother has departed this life.**  
 [e] **His brother has gone to that bourn whence no traveller returns.**

How has the variety of expression been obtained in [c], [d] and [e] ?

By using a greater number of words or phrases to express the same idea.

Give the term **paraphrasing**.

Now draw from class that variety of expression may be obtained by changing from active to passive ; by changing some of the verbs to participles, and leaving out unnecessary conjunctions ; by using synonymes ; by paraphrasing.

## EXERCISE ON VARIETY OF EXPRESSION.

Change by using synonymes for words in italics :

*Idleness*, *luxury* and pleasure *destroy* many a youth.

*Wealth* is *desired* by *all*.

In many of the West India islands the earth is so *productive* and *requires* so little *cultivation* that *plants* may be said to grow spontaneously.

Change by paraphrasing :

The sun shines.

Sleep is refreshing.

England expects every man to do his duty.

Punctuality is the soul of business.

## LESSON XIX.

## EXAMPLES OF STYLE.

Style is the manner in which a writer expresses his thoughts.

No two writers are likely to express the same idea in exactly the same manner.

The different kinds of style have been characterized as :

[*a*] **SIMPLE** style, in which our thoughts are expressed in the natural manner, without any attempt at effect, *e.g.* :

I met a little cottage girl,  
She was eight years old, she said,  
Her hair was thick with many a curl  
That clustered round her head.

[*b*] **FLORID**, in which there is a great deal of ornament, *e.g.* : “ I saw her just above the horizon, decorating and cheering the elevated sphere she had just begun to move in, glittering like the morning star, full of life and splendor and joy.”

[*c*] **NERVOUS**, in which forcible sentences are employed, as :

Charge ! Chester, charge ! On, Stanley, on !  
The combat deepens. On ye brave,  
Who rush to glory or the grave ;  
Wave, Munich, all thy banners wave,  
And charge with all thy chivalry.

[*d*] **CONCISE**, in which our thoughts are expressed in as few words as possible, as : I came, I saw, I conquered.

The style of an author should be adapted to the subject on which he is writing. A light, frivolous, or lively style would not suit a solemn subject such as religion. A solemn style would be unsuitable to record the common affairs of life.

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 LESSON XX.

## PROPERTIES OF STYLE.

The following properties are considered requisite in every style : Purity, precision, clearness, strength, harmony and vividness.

By PURITY OF STYLE is meant the use of words and modes of expression, warranted by the authority of the best writers and speakers. [a] Using foreign words or modes of construction where pure English is just as expressive, is a violation of this rule. [b] Obsolete words, or slang phrases are impurities of style which should be avoided, as : He is in a pretty bad fix.

PRECISION OR ACCURACY consists in the use of words that express exactly what is intended by the speaker or writer, hence the importance of acquiring the *exact meanings* of words. Very few words in English express exactly the same idea, and this is why our language admits of so many forms of expression, e.g.:

Courage enables us to meet danger without shrinking.

Bravery defies danger.

Fortitude suffers without yielding.

CLEARNESS is the arranging of words, clauses and sentences so as to convey distinctly the meaning of the speaker.

1. To write with clearness we must have a knowledge of the rules of syntax, and how to apply them.
2. Avoid the use of ambiguous expressions.
3. Avoid using the same pronoun for different antecedents.
4. Never leave out words that are readily supplied by the mind of the reader.
5. Words or clauses closely related to one another should not be separated by other words or clauses.

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## LESSON XXI.

### PROPERTIES OF STYLE.

Examples of violations of these properties of style :

1. Ambiguity : I believe he likes me as well as you.  
           should be : I believe he likes me as well as he likes you.  
                   or : I believe he likes me as well as you like me.  
                   or : I believe he likes us both.
2. The man told his master that whatever he did he could not please him.

Use the direct form, as : Said the man to his master "whatever I do I cannot please you."

3. The worst can be said of him is he is sometimes lazy.

Should be : The worst that can be said, &c.

4. Cedar is not so hard, but more durable than oak.

Should be : Cedar is not so hard as oak, but it is more durable.

This work, being afflicted with rheumatism, I am obliged to discontinue.

Corrected : Being afflicted with rheumatism, I am obliged to discontinue this work.

Strength is the use and arrangement of words in such a manner as to make a deep impression on the mind of the reader or hearer.

Examples of violation of this property :

1. He gained the universal love and esteem of all.
2. The children are playing in the umbrageous shadow of a shady oak.
3. Idleness and luxury and pleasure destroy many a youth.
4. He plunged into every species of crime, and left the path of virtue.

Corrected :

1. He gained the love of all.
2. The children are playing in the shadow of an oak.
3. Idleness, luxury and pleasure destroy many a youth.
4. He left the path of virtue and plunged into every species of crime.

What were the errors in each sentence ?

In sentence (1), the word *universal* contains the same idea as *all*, and the sense only requires one of them. Using the same word or one of similar meaning oftener than the sense requires, is called TAUTOLOGY. In sentence (2), the words *umbrageous* and *shady* are unnecessary because they repeat the same idea oftener than is required ; this is called REDUNDANCY. In sentence (3), the word *and* is used too often. In sentence (4), the weaker assertion follows the stronger, which is wrong.

Rules for securing strength in writing :

1. Avoid tautology and redundancy.
2. Avoid using *and* too often.
3. Avoid ending a sentence with an adverb, a preposition, or a succession of short words, if possible.
4. When there are several dependent similar clauses, place the longest last, and the weaker before the stronger.

Harmony is the smooth easy flow of sounds which please the ear, and therefore it is the best guide.

Avoid a succession of similar sounds, words of the same length, or those containing too many consonants.

UNITY.—In every sentence there should be only one leading thought ; this, in composition, is called unity.

Rules for avoiding a violation of this property :

1. Introduce as few subjects as possible into a sentence.
2. Do not crowd into a sentence ideas that have no connection with each other.
3. Avoid the use of parenthetical clauses.

# COMPOSITION.

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## SUBJECTS—FAMILIAR OBJECTS.

Example : Take a piece of glass, and after each pupil has carefully examined it, ask them to write on their slates its various properties which they have discovered for themselves through the senses of touch, sight, taste, &c.

They will be able to state that glass is transparent, colorless or otherwise, smooth and hard.

By experiment they can discover that glass is brittle, fusible and insoluble.

Such words as *fusible* and *insoluble* will have to be supplied by the teacher, after the idea has been conveyed to their minds.

Next give the class a short description of its manufacture and history.

Each pupil should now be required to write neatly on paper what he has learned about glass.

Criticise the following points : neatness, errors in grammar or construction, method, spelling, amount of information acquired.

The pupils have learned from this short lesson :

1. To use their senses in examining an object.
2. To state their thoughts or ideas on any subject in a methodical manner.
3. That they must have a *knowledge* of the *subject* before they can write about it.

Pupils should never be required to write on any subject they do not comprehend, hence they should be trained to think from observation and experiment, and their first attempts at composition should be short descriptions of familiar objects.

Teachers should not neglect to give their pupils a drill on business forms, such as notes, orders, drafts, receipts and business



letters. These should contain only what is necessary and to the point. Avoid all flourishing ; aim at neatness and correct spelling ; be concise and polite.

#### DIRECTIONS FOR PUPILS :

In corresponding with friends or relatives our letters should not be so formal as in those relating to business.

Before commencing a letter think over the various subjects on which you intend to write, and draw out the different heads on a piece of paper in the order desired. Repetition is thus avoided and a proper arrangement secured.

Commence a new paragraph when passing to another head.

Every letter should contain :

1st—Name of place where written, and date.

2nd—Style of addressing the correspondent, as *Dear Sir*, &c.

3rd—Acknowledge receipt of your correspondent's letter, if necessary.

4th—Express pleasure or sorrow for news received, if any.

5th—Ask for information, if desirable.

6th—Give information concerning yourself, or on any subject that may be of interest to your correspondent.

7th—Close with a clause of respect or friendship, as *Yours truly*, *Yours sincerely*, &c.

8th—Sign your name.

## TRANSPOSITION.

Transposing poetry to prose is very good practice for pupils, as they will require to comprehend the meaning of the piece before they can transpose it. They should be required to substitute or supply such words as are necessary to complete the sense.

Example :

Oh ! for one hour of youthful joy,  
 Give back my twentieth spring ;  
 I'd rather laugh a bright-haired boy  
 Than reign a grey-beard king.

Transposed :

Oh ! if I could only recall the joys of my youth, when I was in my twentieth year. I would rather be a laughing bright-haired boy than an old man, though I were a king.

Example :

Life is real, life is earnest,  
 And the grave is not its goal ;  
 "Dust thou art, to dust returnest,"  
 Was not spoken of the soul.

Transposed :

We should be earnest workers, for life is a reality, and does not end with death. It was not said of our souls, but of our bodies "Dust thou art, and to dust thou shalt return."

Give exercises in transposition to the pupils from the poetical selections in their reading books.

# RULES OF SYNTAX.

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Write on the board :

(a) **I walked down the street.**

(b) **Me walked down the street.**

The class, when asked, will reply that sentence (a) is the correct mode of speaking.

What relation has *I* to the verb ?

It is its subject.

What is the case of *I* ?

It is in the nominative case.

What case is *me* in ?

It is in the objective form.

What rule may we deduce from this? That—

**The subject of a verb is in the nominative case.**

NOTE.—Where other rules can be taught in this way, the idea or meaning of the rule will be more easily impressed on the mind of the pupil.

## RULES FOR THE NOMINATIVE CASE.

1. The subject of a finite verb is in the nominative case.
2. A noun or pronoun in apposition to the subject is in the same case.
3. Where a noun or pronoun is followed by a participle without a finite verb, it is in the nominative absolute.
4. When a noun is put in apposition to a whole sentence, or is used for the name of something addressed, the nominative is used.
5. A noun in the predicate denoting the same person or thing as the subject, is in the predicate nominative.

Correct by the above rules :

Me and Willie are going to Toronto.

Them and her do not agree.

Harry and us are neighbors.

John, him that was at college, has come home.

The soldiers, them we saw last week, have left.

Me being absent, nothing was done.

It was me, not John, who painted that.

O poor me, I shall be killed.

Her and her mother are going to church.

Him and me is going to the sale.

Them is the ones I want.

RULES FOR THE OBJECTIVE CASE.

The objective case is used :

1. When the noun or pronoun follows a transitive verb in the active voice, or a preposition ;
2. After the adjectives like, near, worth ;
3. In apposition to a substantive in the objective case ;
4. When nouns denoting space, time, measure, follow intransitive verbs ;
5. When nouns derived from the same root as the verb of the sentence follow intransitive verbs. (This is the cognate object.)

Correct the following by the rules above :

Between you and I, he won't stand it long.

It makes but little difference to either you or I.

He that is fond of quarrelling, avoid.

Whom did you say was come.

Who did you give it to ?

Who did you ask ?

Did you see John, he with the blue cap ?

Edward became king, him who killed his brother  
Clarence.

The whole responsibility fell upon they who had least to  
do with it.

I hardly know who to make my complaint to.

They and I he grossly insulted.

He is worth you and I put together.

If I was her I would not go.

They went out with he and I.

He asked he and I to his house.

He and his mother I invited to the party.

Will this room do for he and you ?

Let you and I go together.

The person who he invited has left.

It was very foolish of you and he to do so.

Give me a book for Smith, he who won the prize.



## RULES FOR THE POSSESSIVE.

The possessive case, which is marked by an apostrophe and the letter *s*, is used :

1. When the name of the owner is placed before the name of the thing owned ;
2. When two or more nouns in the possessive case are in apposition, or when the whole is regarded as a compound phrase, the sign of the possessive is affixed to the last only, generally to the person's name ;
3. When each word is emphatic, or the words are not in apposition, the sign of the possessive is affixed to each ;
4. When the plural ends in *s* the apostrophe only is added.
5. The noun that governs a plural possessive need not necessarily be in the plural, unless the sense requires it.
6. The possessive case is used before verbal nouns which are governed by a preposition.

Exercises for corrections on the foregoing rules :

Johns boots require mending.  
 My fathers place was sold yesterday.  
 For thy servant's David's sake.  
 Misses and ladies boots for sale.  
 For the queen's of England sake.  
 I borrowed W'ison's, the carpenters, axe.  
 These are John and Mary's shoes.  
 For goodness's sake !  
 The fact of me being sick at the time, proves my  
 innocence.  
 I have heard of him being a great worker.  
 What can be the cause of the Council neglecting our  
 petition ?  
 Smith's & Watson's store was burned last night.  
 I do not like him being away so late.  
 In consequence of the king saying this.  
 He insisted on the man being punished.

RULES FOR PRONOUNS.

1. A pronoun agrees with the noun for which it stands in gender, number and person.
2. If two or more nouns of different genders are connected by "or" or "nor," each of them should be represented in the same sentence or clause by a pronoun of the same gender or number, unless it denote joint ownership.
3. Pronouns expressing possession have two forms—the shorter, used before the noun, the other when the noun is omitted.
4. The relative agrees with its antecedent in gender, number and person.
5. It is considered inelegant to use an adjective for an antecedent.
6. Collective nouns require "who" when followed by a plural verb, and "which" when followed by a singular verb.
7. The relatives "who," "whom" and "whose" are used for persons; "which" for lower animals and inanimate objects.
8. "That" is applied to both persons and things, and it is used in preference to "who" in the following cases:
  - (A) When the gender of the noun is doubtful;
  - (B) When the antecedent refers to both persons and things;
  - (C) After an adjective in the superlative degree;
  - (D) After "same" and "who";
  - (E) After an antecedent without an article limiting it.
9. The relative pronoun is sometimes omitted.
10. When pronouns of different persons are used, the third comes before the first, and the second before the first and third.

Exercises for correction :

The army broke their ranks.

The army pursued their march.

Neither Mary nor John got a prize for their composition.

Neither the man nor his wife showed her certificate.

He fell a laughing like one out of their mind.

If ye, from your heart, forgive every one his brother  
their trespasses.

Let you and I go.

Between you and I, I don't like him.

Willie is very clever, which gains him many friends.

The court who finds the prisoner guilty are unjust.

The people which are often deceived by false appearances  
are a poor guide.

The boy which you knew, is dead.

The dog whom you struck, is lame.

The children whom we saw were very orderly.

I shot the dog who ran at me.

The man and the horse whom you saw, were drowned.

He is the same whom we noticed yesterday.

## RULES FOR ADVERBS.

1. Adverbs modify verbs, adjectives and other adverbs.
2. Two negatives are improper.
3. "Ever" is sometimes wrongly used for "never."
4. Care should be used in placing the adverb as near as possible to the word to be modified by it.

## RULES FOR PREPOSITIONS.

1. Prepositions govern the objective case.
2. The word or phrase which the preposition connects with the governing word should always be placed so that the connection will be clear.
3. Prepositions generally stand before the word they govern, but when the relation is omitted they are placed after the verb.
4. Avoid inserting prepositions that are not required, or omitting them when required.

Exercises on the above :

This milk tastes sourly.  
 The moon shines clear.  
 She sings sweet.  
 I'll never do so no more.  
 The day looks beautifully.  
 The sky looks gloomily.  
 I did not get scarcely no sleep last night.  
 He is awfully proud.  
 He is exceeding popular.  
 He seldom or ever prays.  
 She always appears very amiably.  
 Who do you allude to?  
 Who are you speaking about.  
 I entreat of you to hear us.  
 It is worthy your notice.  
 Not only England, but all Europe was alarmed.  
 Such expressions sound harshly.  
 That is seldom or ever the case.  
 Some persons can only distinguish black, white and grey.

## RULES FOR VERBS.

1. A verb agrees with its subject in number and person.
2. Two or more singular subjects connected by and referring to different persons or things require a plural verb.
3. When two nouns describe the same subject regarded as one, even though it have a plural form, the verb is singular.
4. A collective noun, when the idea of unity is prominent, takes a singular verb, and when the idea of plurality is prominent, a plural verb.
5. Subjects in the singular, connected by "or" or "nor," take a singular verb.
6. Nouns connected by "and" and preceded by "each," "every" or "no" take a verb in the singular.
7. When two nominatives are connected—one affirmative, the other negative—the verb agrees with the affirmative.
8. When two nominatives of different numbers are found in different clauses of the sentence the verb should be repeated.
9. When a verb separates its nominatives it agrees with the first and is understood of the rest.

Exercise on the foregoing rules :

Hundreds was killed by the accident.

John and James goes to school every day.

Sickness and poverty is poor companions.

Flesh and blood have not revealed it unto thee.

The hue and cry were raised.

The Flowers of the Forest are an old and beautiful song.

The Pleasures of Memory were published in 1792.

The meeting have adjourned.

The fleet were destroyed.

The people is not to be depended upon.

The jury was unanimous.

Strength or courage do not always avail.

Every man and woman in the congregation were there.

Our own conscience and not other men's opinions are our guide.

Neither was their names nor their residence known.

The farm are his and the implements too.



## RULES FOR THE VERB—*Continued.*

10. Active transitive verbs govern the objective case.
11. Some intransitive verbs and the verb "to be," take the same case after them as before them.
12. The perfect participle should not be used for the past indefinite.
13. "Shall" is used in the first to denote intention or purpose, and in the second and third to denote obligation. "Will" in the first denotes determination; in the second and third, affirmation.
14. Verbs connected by "and" or "nor," referring to anything done by the same person, under the same circumstances and at the same time, agree in mood, tense and person.
15. When verbs are used in different voices, moods and tenses, the subject should be repeated.
16. Whatever is considered universally true is put in the present.
17. The subjunctive is used when futurity and doubt are implied, or when a supposition is made contrary to a fact.
18. The perfect participle is used after "have" and "be."

### Exercises on the above rules :

Let you and I go.  
 He remembered you and I well.  
 I thought it was them.  
 What if it was him?  
 John has broke the window.  
 Mary has wrote her letter.  
 James done that.  
 He throwed the stone.  
 Mary sung iast night.  
 I will go if it does not rain to day.  
 I shall go to-morrow whether it rains or not.  
 I am determined he will stop at home.  
 If he does succeed he would not be any happier.  
 If he should be successful he will aim still higher.  
 It is while men slept the enemy has sown tares.  
 'They would not be persuaded though one rise from the  
     dead.  
 I think he could come if he tries.  
 If I was him, I would not go.  
 If he comes, show him to my room.

## THE USE OF PREPOSITIONS.

Avoid the needless insertions of prepositions. Be careful to use them according to their sense.

- Between* refers to two ; *among* or *amid* to more than two.  
 Agree *to* a bargain, and agree *with* an opinion.  
 Attend *to* what is said ; attend *upon* a person.  
 Call *on* the person to see him ; call *for* the person to go with you.  
 Change bills *for* silver ; change *from* heat *to* cold.  
 Confer or bestow a favor *on* ; confer or converse *with* a person.  
 Confide *in* your friend ; confide a secret *to*.  
 Correspond *with* your friend ; correspond *to* what was said.  
 Die *of* disease, or die *by* the sword.  
 Differ *from* a person in an argument.  
 Dissent *from* an opinion.  
 Expert *at* or *in*.  
 Fall *over* a log ; fall *under* his displeasure.  
 Free *from* pain ; free *of* charge.  
 Frown *at* or *on*.  
 Glad *of* what occurs.  
 Insist *upon*.  
 Made *of* wood : made *for* a purpose.  
 Martyr *for* his country ; martyr *to* disease.  
 Prejudice *against*.  
 Profit *by* having a profit *on* goods.  
 Provide *for* our family ; provide *with* bread ; provide *against* want.  
 Reconciled *to* our lot.  
 Resemblance *to*.  
 Resolve *on* doing.  
 Regard *for* a person ; with regard *to* what was said.  
 I smile *at* his actions, but fortune smiles *on* (or *upon*) him.  
 Taste *of* pleasure ; taste *for* reading.  
 Think *on* what you said when you think *of* me.  
 Thirst *for* drink ; thirst *after* righteousness.  
 True *to* our country ; true *of* us.  
 Wait *on* the table ; wait *for* his coming ; wait *at* the door.  
 We may fall *among* thieves ; we fall *in* to rank ; we fall *off* a horse.  
 We fall *out* with our neighbors ; we fall *upon* the enemy.
-

## RULES FOR CAPITALS.

The following should be written with capitals :

1. The first word of every sentence.
2. The first word of every line in poetry.
3. The first word of a direct quotation.
4. The pronoun "I" and interjection "O."
5. Names of months and days of the week.
6. All proper names and titles of office or honor.
7. Words forming the leading subjects of discourse.
8. The principal words in titles of books and headings of chapters.
9. Proper adjectives.
10. Names of objects personified.
11. Names of the Deity.

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## RULES FOR PUNCTUATION.

### THE COMMA.

1. Adjective and adverbial phrases, if lengthy, are separated from the rest of the sentence by a comma.
2. Nouns in apposition, followed by adjuncts, are separated from the rest of the sentence by a comma.
3. Several words of the same kind following each other, are separated by commas.
4. When words follow in pairs, the pairs are separated by a comma.
5. All nominatives of address are separated from the rest of the sentence by commas.
6. Some adverbs, as "therefore," "besides," &c., are generally separated from the rest of the sentence by a comma.

### THE COLON.

The colon is used to show some close relation between two or more sentences by combining them in one.

### THE SEMICOLON.

The semicolon is used between co-ordinate statements where a shorter pause is desired than that marked by a colon.

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