

## PROGRAM FOR THE SUPERIOR CLASS OF ENGLISH.

## I.

## GENERAL OBSERVATIONS.

What does english grammar teach?—Into how many parts is it divided?—What are they?—What does orthography include and teach?—What does syntax teach?—How is a knowledge of orthography usually obtained?—What does orthography mean?—What does etymology teach?—What does it include?—What is language?—What is an articulate sound—What are letters?—What are the letters of the english language called?—What does each constitute?—How are letters divided?—What is a vowel?—Which are they?—How many do they make?—When are *w* and *y* consonants? when vowels?—What is a consonant? Give an example. Which letters are consonants?—How are the consonants divided?—What is a mute?—Which are they?—What is a semi-vowel?—Which are they?—Which of the semi-vowels are called liquids and why?—What is a diphthong?—Give an example—What is a triphthong? Give an example—What is a proper diphthong?—What is an improper diphthong? Give an example—What is a syllable? monosyllable? dissyllable? trisyllable? polysyllable?—What are words?—Of how many sorts are they?—What is a primitive word? Give an example—What is a derivative words? Give an example—What does an elementary sound produce?—What do syllables produce? Words? Sentences?—What is a sentence? How are sentences divided?—What is a simple sentence?—Compound sentence? Give an example of each—How are the members of sentences divided? Give an example—What is a phrase?—What are the principal parts of a simple sentence?—What is the subject? the attribute? the object?—What does the nominative case denote? and where is it usually placed in a sentence? Give an example—Of how many parts does syntax consist?—What are they?—What is concord?—Government?

## II.

## OF NOUNS.

What does the word *noun* mean? —What is a noun? Give an example—How many different kinds of nouns are there, and what are they?—What does the word *common* mean?—What is a common noun?—Give an example—What does *proper* mean?—What is a proper noun?—Give an example—Are proper nouns used as such in the plural?—Why cannot proper names have a plural?—What do they become when so used? Give an example.—What kinds of nouns are *Spaniard*, *Americans*, *Spaniards*?—What effect does the use of articles have on common

nouns?—What is a noun of multitude, or a collective noun? Give an example—What is an abstract noun? Give an example—What belong to nouns?

## III.

## PERSON.

When is a noun of the first person? Give an example.

When is a noun of the second person? Give an example.

When is a noun of the third person? Give an example.

## IV.

## GENDER.

What does the word *gender* mean?—What is gender as applied to nouns?—What does the word *masculine* mean?—What the masculine gender of nouns denotes? Give an example—What does *feminine* mean?—What does the feminine gender denote? Give an example—What does the common gender denote? Give an example—What does *neuter* mean?—What does the neuter gender denote? Give an example. What is said of nouns naturally neuter, in respect to gender? Give an example—How many genders do nouns have, and what are they?—How many methods are there in English of distinguishing sex?

## V.

## NUMBER.

What does the word *number* mean?—What does the number of nouns show?—What does *singular* mean?—What does the singular number of nouns imply?—What does *plural* mean?—What does the plural number of nouns imply? Give an example—How are *wheat gold &c.* used?—How are *bellows, lungs &c.* used?—What is said of *deer sheep &c.*?—How many numbers do nouns have and what are they?—How is the plural number regularly formed? Give an example—When do we add *es* to form the plural? Give an example—What is the plural of *loaf*?—What is the rule for it?—Will you spell the plural of *delay, valley*?—What is the rule for forming these plurals—Will you spell the plural of *beauty*?—Rule for the plural—Do *man, woman*, form their plurals regularly, or irregularly?

## VI.

## CASE.

What is the meaning of the word *case*?—What is meant by the case of nouns?—How many cases have nouns, and what are they?—What does *nominative* mean?—What is the nominative case? Give an example—What do you understand by the subject of a verb? Illustrate it by

an example—What does *possessive*? mean?—What does the possessive case denote? Give an example—How may this case be distinguished from the other case?—How do nouns in the singular form their possessive case? Give an example—How do nouns in the plural?—When the plural noun does not end in *s*, how is its possessive formed? Give an example—When the singular ends in *ss*, how is the possessive case formed? Give an example—How is the possessive case of nouns ending in *nce* formed? Give an example—Why is not the *s* added?—What does the word *objective* mean?—What does the objective case of nouns denote? Give an example. What does the declension of nouns mean?—Will you decline *mother? man? brother? hat?*—Will you repeat the rule for the possessive case? Rule I—In the sentence, “John’s wife returned,” will you parse *John’s? wife? returned?*—Why is *John’s* in the possessive case?—What kind of a verb is *returned?*—Why?—In what case is *wife?*—Why?—In the phrase, “Brothers estate,” does one brother, or more, than one, own the estate?—Why cannot you tell?—If only one brother is meant, how should the apostrophe be placed?—How, if more than one?—In the phrase, “Mans’ happiness,” why is it incorrect for the apostrophe to follow the *s*?—What is the rule for forming the possessive case of nouns?—Will you now parse *man’s?*—We spell the possessive case of man thus, *m-a-n-* (apostrophe) *s*, will you in like manner spell the possessive of *John? William? Rufus? women? boys?*

## VII.

## OF ARTICLES.

What is an article?—What does *definite* mean?—What is *the* called?—Why? Give an example—What does *indefinite* means?—What is *a* or *an* called? Why? Give an example—How many articles are there? Name them—When does *a* become *an*? Give an example—But if the *h* is sounded, which is to be used? Give an example—Do we say, “*a* union” or “*an* union” “*a* university?”—Why?—Do we say “*a* one,” “*an* one?” Why?—What does the article *a* mean? Give an example—What is the rule for the indefinite article? Rule II—What exception to this rule? Rule III. In the sentence, “the bird flies swiftly,” how do you parse *the? bird? siwiftly?*—Would you say, “*a* ulcer” or “*an* ulcer?”—Why?

## VIII.

## OF ADJECTIVES.

What is the meaning of the word *adjective*?—What is an adjective? Give an example—How many degrees of comparaisn are there?—Will you name them?—What does the positive degree do? Give an example.

What does the comparative degree do? Give an example—What does it imply?—What does *superlative* mean?—What does the superlative degree do? Give an example—What does it imply?—What is a monosyllable? How are monosyllables compared? Give an example—How are dissyllables compared?

What effect do *less* and *least* have on adjectives?—What is a dissyllable?—Will you spell the comparative and superlative degrees of *able*? Which are the mutes?—How do words of more than two syllables almost invariably form their comparison?—Is *perfect* compared?—Why?—Will you name several others that are not compared?—How is the superlative formed in the word *upper*?—What is the effect of *ish* added to adjectives? Give an example—What is the force of *very* in comparison?—What are numeral adjectives? Give an example—Are they compared?—Will you spell the comparative and superlative degrees of *good*? *ill*? *much*? *little*? When is an adjective to be considered a noun?—What is the rule for the adjective?—Rule IV. In the phrase, “John is sincere,” how do you parse *John*? *is*? *sincere*?—Why is *sincere* in the positive degree?—Why do you call *is* a neuter verb?—Is it correct to say “A lesser evil?—Why not?—Will you parse and correct the following inaccuracies in comparison as “I read them to you?” “He is intelligenter” “She is the most wisest” “A worser evil” “William is a bad boy” Joseph is a worser one” “He gave a more stronger proof of the fact than the other” “The pleasures of the mind are more preferable than those of the body” “That table is round, but this is a rounder one, and that is the roundest of the three” “This is more square” “A more greater concern” “The most fairest of all the daughters of Eve” “His mother’s extremest joy.”

## IX.

### OF PRONOUNS.

What does the word *pronoun* signify?—What is a pronoun—Why is a personal pronoun so called?—How many personal pronouns are there and what are they?—Why is this number said to include all the pronouns?—Which is the first person? the second? the third?—To which of the pronouns do we apply gender?—Why is not gender applied to the first and second person?—Which is masculine? which is feminine? which neuter?—How many cases have pronouns, and what are they?—How many numbers?—Will you decline *I*? *thou*? *he*? *she*? *it*?—Of what number and person is *mine*? *ours*? *me*? *we*? *they*? *thine*? *you*? *yours*?—Of what gender, number, and person is *he*? *she*? *it*? Of what number, person, and case is *they*? *ours*? *his*? *hers*? *mine*?—In what style were *mine* and *thine* formerly used?

## X.

## COMPOUND PERSONAL PRONOUNS.

How are the compound personal pronouns formed?—What is the rule for the agreement of personal pronouns in the phrase, “John found his knife”?—How do you parse *John*?—Will you parse *John* in the phrase, “John found his knife—Will you parse *found? his? knife?*

## XI.

## OF ADJECTIVE PRONOUNS.

What are adjective pronouns?—Why are they so called?—By what other name have these pronouns been called?—Will you give an example in which these words resemble pronouns?—One in which they resemble adjectives?—Into how many sorts may these pronouns be divided, and what are they?—What is a distributive pronoun?—Why is it so called?—Which are they?—What does *each* refer to? Give an example. What does *every* relate to? Give an example—What does *either* relate to? Give an example—What does *neither* mean?—What does *demonstrative* mean?—What are demonstrative pronouns?—Which are they? Which are singular?—Which plural?—What do *this* and *these* refer to?—What do *that* and *those* refer to? Give an example—What does *indefinite* mean?—What is an indefinite pronoun?—Which are they? Will you decline *other*?—Will you decline *one*?—What note do you apply in parsing adjective pronouns? Note I. In the phrase, “These two books.”

## XIII.

## OF RELATIVE PRONOUNS.

What is a relative pronoun?—Will you name them?—When do we use *which*, in speaking of persons? Give an example—When may *that* be used?—What is the antecedent of a pronoun? Give an example—Is *that* always a relative? Give an example.—When is *that* an adjective pronoun? Give an example—When a conjunction? Give an example. How many different parts of speech may *that* represent?—What is the rule for the agreement of relative pronouns?—Will you parse *that* in the phrase, “That man?” In the sentence, “That man is happy who lives virtuously,” will you parse *who*?—Will you now take the book, and parse and write the remaining exercises?

## XIV.

## OF COMPOUND AND INTERROGATIVE PRONOUNS.

Will you repeat those sentences which mean the same as “I took *what* you gave me?”—What words, then, does *what* stand for?—Why is *what* a pronoun?—Why a compound pronoun?—How may *what*, be

described?—Will you give three examples of compound pronouns formed by annexing *ever* or *soever*?—What is the meaning of *annexed*?—When are *who*, *which* and *what* called interrogatives?—What are the nouns called, to which interrogatives refer?—What is the meaning of *subsequent*? Why so called?—In the phrase, “Whom did you see,” which word is the subsequent?—When are *what*, *which* and *that* adjective pronouns? Give an example.—Which of the relatives are sometimes interrogative adjective pronouns? When?—When I say, “What! rob me of my money, and then take my life?” in what sense is *what* used?—In the sentence “I will leave what is useless,” how do you parse *what? is? useless?*—What does *what* stand for?—Do you parse it as one word or two? What two?

## XV.

## OF THE VERB.

What is the meaning of *verb*?—Why so called?—What is a verb?—What is an active verb?—What is always its nominative? Give an example—What is the meaning of *transitive*? of *intransitive*?—How may active verbs be divided?—When is an active verb transitive? Give an example—When is an active verb intransitive? Give an example—What is the meaning of *passive*?—In the example, “John is beaten by Williams,” which is the verb?—Why?—What kind?—Why?—Which word is the object?—Why?—What, then, is a passive verb?—Which is the nominative to a passive verb, the agent or the object?—Is the nominative to an active verb, active or passive? Give an example—Is the nominative to a passive verb active or passive? Give an example—In what particular is the passive voice a convenient form of expression? Give an example—What is the meaning of *neuter*?—What is a neuter verb? Give an example—How many kinds of verbs are there, and what are they?

## XVI.

## MOOD OR MODE.

What is the meaning of *mood*?—What is *mood*?—What is the meaning of *indicative*?—What is the indicative mood used for? Give an example—What is the meaning of *potential*?—What is the potential mood used for? Give an example—What is the meaning of *subjunctive*? In what mood is, “If he desire it?”—How is the term *subjunctive* limited?—What is the subjunctive mood used for?—How many different forms has it? Give an example of each—In what tense are the verbs *be* and *is*?—In what mood is each with the conjunction *if* before it?—What does, “If he be studious,” mean, as it respects time?—What tense, then, is referred to?—What does, “If he is poor,” mean, in respect to time?—What idea, then, is implied in the one form?—What two ideas in the

other form?—With what does the verb *is* correspond?—How is the verb varied in the common form of the subjunctive mood?—Why called common? How varied in the subjunctive form?—Why called subjunctive?—How is this distinction limited?—How are the remaining tenses varied?—When do we use the subjunctive form?—Will you conjugate the verb *love* in this form, in the present tense?—When do we use the common form?—Why is the conjunction *if* used most frequently in the subjunctive mood?—What does, “He will not be pardoned unless he repent,” mean?—What, then, is understood?—What is always understood in this form? How may a verb in the indicative mood be converted into the subjunctive?—How can the potential be changed to the subjunctive? Give an example—In what mood is, “John mind your studies?” Why?—What is the meaning of *imperative*?—How many particulars does this mood embrace?—Why so many?—What, then, is the imperative mood used for? Give an example of commanding? one of entreating? one of exhorting? one of permitting?—How many persons has this mood?—What person is it?—Has this mood any past tense? Why?—When I command a person, when, if at all, must the performance of the command take place?—When, or in what time, must the command itself be given?—Has this mood, then, any future tense?—How many tenses, then, has it?—How many persons?—What is the meaning of *infinitive*?—In what mood is *sing*, in the phases, “John begins to sing,” and “John beginest to sing?”—In what particulars is this mood reckoned not to be limited?—What, then, is the infinitive mood used for?—What is the usual sign of this mood?—Is it always expressed? Give an example—How is the sign to be parsed?—Why parsed with the verb?—How many moods are there, and what are they?

## XII.

## OF TENSE.

What is the meaning of *present*?—What does the present tense express? Give an example—“Seneca reasons well.” What tense is employed here. Why?—Do we say, “there is or there was no God?” Why? What is the meaning of *imperfect*?—How came this term to be used, to denote an action past and finished?—What does the imperfect tense express? Give an example—Meaning of *perfect*?—What does the perfect tense express? Give an example—What do both the perfect and imperfect denote?—How does the former denote it?—How does the latter? To what may the perfect tense in general be applied?—What exception is mentioned?—Do we say, “Cicero wrote,” or, “has written poems?” “Cicero wrote or has written orations?”—Why?—What is the meaning of *plusperfect*? What does the plusperfect tense express? Give an example.—Meaning of

*future*—What does the first future express? Give an example—Why called first future?—What does the second future express? Give an example. How many tenses are there in all, and what are they?

## XVII.

## OF PARTICIPLES.

What part of speech does *laboring* resemble? Give an example. What is the meaning of *participle*?—From what are all participles derived? Give an example—What is a participle?—When I say, “John is writing” what does writing show?—What, then, may it be called?—What then, is a present participle?—What does this participle always end in *n*? Give an example.—Are all words ending in *ing* participles? Give an example of nouns of this termination? of adjectives?—How, then, are the participle be distinguished? Give an example—“The letter is *written*.”—What does the participle *written* show here?—What, then, may it be called? What is a perfect participle?—How may this participle always be known? Give an example—*Having written, having sung*.—Which are the perfect participles here?—“John having written his letter sealed it?” Which took place first, the writing or sealing?—Of what is this participle composed?—What then may it be called?—What does *having written* denote in reference to time and action?—What may it thence be called?—What does a compound perfect participle express?—How is this participle formed? Give an example.

## XVIII.

## FORMATION OF THE PASSIVE VERB.

*Striking, struck, having struck*. Here are three different participles: can you tell which is the present?—Why? perfect? Why? Compound perfect? Why?—What kind of a participle is *struck*?—How do you know this?—Of what verb is the verb *is* a variation—Will you form a passive verb with *is* and *struck*?—“John strikes Joseph”—How may the sense of this sentence be expressed by a passive verb?—What advantage does the use of the passive verb often afford us?—To what does it contribute?—What will always compose one part of a passive verb?—What the other part?—What fact is mentioned as worthy of notice?—How are all the passive verbs formed?

## XIX.

## OF THE AUXILIARY VERB.

What is the meaning of *auxiliary*?—What are auxiliary verbs?—Will you name them?—What verbs are used both as auxiliary and principal verbs?



## XX.

## SIGNS OF THE MOODS.

What is the sign of indicative mood? Give an example.

What is the sign of the potential mood? Give an example.

What is the sign of the subjunctive mood? Give an example.

What is the sign of the infinitive mood? Give an example.

What is the sign of the imperative mood? Give an example.

## XXI.

## SIGNS OF THE TENSES OF THE INDICATIVE.

What is the sign of the present indicative? Give an example—Sign of the imperfect? Give an example—Sign of the perfect? Give an example. Sign of the pluperfect? Give an example—Sign of first future? Give an example—Sign of the second future? Give an example—How many tenses has the indicative mood? the subjunctive? the potential? the infinitive? the imperative?

## XXII.

## CONJUGATION OF VERBS.

What does *voice* mean in grammar?—Meaning of *conjugation*—What is the conjugation of an active verb styled?—What the conjugation of a passive verb?—When are verbs called regular? Give an example—When is a verb called irregular? Give an example—What mood does the subjunctive resemble in its tenses?—What exception?—How does the second future differ?—Will you explain the difference?—What is the sign of subjunctive mood?—Is it always expressed? Give an example—Will you supply the conjugation?—In what did the second person singular of all verbs formerly end? Give an example—Meaning of *formerly*—By whom is this termination still retained? In what writings?—Meaning of *Sacred Scriptures*—What form of the third person singular obtained till recently? Give an example—Meaning of *obtained*? Of recently?—What is the rule by which verbs govern the objective case? Give some examples—“If he be learned.” Will you parse *if he be learned*?—Why in the subjunctive mood?—Why in the subjunctive form?

## XXIII.

## OF IRREGULAR VERBS.

When is a verb called irregular?—Will you name the present and imperfect tenses, also the perfect participle of *go*, *begin*, *arise* *break* *drink* and *forget*?—Will you correct, in accordance with Note VI, the following examples? “John has wrote.” “He done it well.” “His copy

was wrote well." "The sun risen yesterday in a cloud." "The birds have flew away."—All the irregular verbs according to the Ollendorff's Grammar.

## XXIV.

## GOVERNMENT OF THE INFINITIVE.

"John begins to read." In what mood is *to read*? Why?—By what is it governed? Why?—"He is beginning to read." What governs *to read* in this case?—"He is eager to learn." What governs *to learn* in this case? Why?—"He has an opportunity to learn?" What part of speech governs *to learn* in this example? Why?—"There is an opportunity for him to learn." What does the infinitive here follow? By what, then, is it governed?—What, then, may be regarded as a rule for the government of the infinitive?—"James begins to learn." Will you parse *James? begins to learn*?—What is the infinitive here governed?—What is the note for this? VII.

## XXV.

## PARTICIPIAL ADJECTIVES.

What is a participle?—"The sun is setting." What is *setting*. To what, then, does *setting* refer? Rule XIII—"James is beating by John." Will you parse *John* and *beating*? Rule XIV—Instead of saying. "By the observing these rules," what should Isay? Why? Note VIII.

## XXVI.

## OF THE AUXILIARY VERBS.

Which are the auxiliary verbs?—What is an auxiliary verb?—What a principal one?—When are *be, will, have, and do* principal verbs? Give an example of each—What effect have *do* and *did* in sentences? Give an example—Will you give an example in which the repetition of the principal verb is unnecessary?—What do *may* and *might* express?—What is the use of *must*?—What does *will* intimate in the first person singular? plural? Give an example—In the second and third persons? Give an example—What does *shall* intimate in the first person? Give an example. In what particular is the translation of the following passage incorrect? "Surely goodness and mercy shall follow me all the days of my life; and I will dwell in the house of the Lord for ever"—What do *shall* and *will* denote in interrogative sentences; as, "Shall I go? Will you go?—What do *would* and *should* primarily denote?

## XXVII.

## OF DEFECTIVE VERBS.

What are defective verbs?—Will you mention the principal ones, with their imperfect tenses?—Which are not varied?—How are *ought* and

*quoth* always used?—How can you tell when *ought* is in the present tense? When is it in the imperfect tense? Give an example of each tense—When is *to flatten* transitive, and when intransitive?—How, then, are verbs, often used?—How can an intransitive verb become transitive? Give an example—What does *to cast* mean? Meaning of *to cast up*—When may the preposition be reckoned a part of the verb?—How should it be considered in parsing?—What is a neuter passive verb? Give an example.

## XXVIII.

## OF ADVERBS.

What is the meaning of *adverb*?—To what is the adverb joined?—For what purpose?—How many different parts of speech does it qualify?—Which are they?—What is the definition of an adverb?—Are adverbs compared?—Will you compare *wisely*, *soon*?—How are they compared?—Some adverbs are not regular in their comparison?—Will you name one?—Will you name four or five adverbial phrases?—When are they to be considered adverbial phrases—Is the article *the* ever joined to an adverb?—For what purpose?—How came most words ending in *ly* to be considered adverbs? Give an example—How can we determine between words ending in *ly* whether or not they are adverbs?—What rule do you apply when you parse an adverb? IX.—When should we use adverbs? Note IX.—When adjectives? Note IX.

## XXIX.

## OF PREPOSITIONS.

What is the meaning of *prepositions*?—What are prepositions?—With what are verbs not unfrequently compounded? Give an example—Where is the preposition more frequently placed? Give an example—Will you repeat the rule respecting the government of nouns by prepositions? X.—“John lives within his income” Will you parse *within income*?—Use of the prepositions.

## XXX.

## OF CONJUNCTIONS.

What is a simple sentence?—Give an example—A compound sentence? Give an example—Why called compound?—Meaning of *conjunction*—What is a conjunction?—Meaning of *copulative*—What is the use of copulative conjunction?—Will you repeat the list of copulative conjunctions?—What does *disjunctive* signify?—What does the disjunctive conjunction connect? Will you repeat the list of them?—What is the rule for connecting words by conjunctions? XI.—What other words, besides conjunctions and prepositions connect—Do conjunctions ever connect

sentences when they appear to connect words only? Give an example—*William writes and ciphers.* Will you parse *and?* *ciphers?*

## XXXI.

## OF INTERJECTIONS.

What is the meaning of *interjection?*—What are interjections?—Will you repeat from the list six interjections?—How may an interjection generally be known?—“Ah me” In what case is *me?*—What rule or note applies to *me?* X—“Oh thou,” &<sup>a</sup> What note applies to thou? XI.

## XXXII.

## OF THE AGREEMENT OF NOUNS.

Meaning of *apposition*—“John the mechanic.” How many persons are here spoken of?—Should, then, the two nouns *John* and *mechanic*, be in the same or a different case?—What is the rule for this agreement? XV  
“Webster the *statesman*” Will you parse *statesman?*—John the Baptist was beheaded.”

## XXXIII.

## OF NOUNS USED INDEPENDENTLY.

“James, your father has come.” Which word here is the name of the person addressed? What is the meaning of *to address?*

Of what person is a noun when an address is made?—When is a noun independent?—What is the rule for the noun put independently? XVI—In the sentence, “John, will you assist me?” will you parse *John?* “Boys, attend to your lessons.” “My lords, the time has come when we must take some decisive measures.”

## XXXIV.

## OF NOUNS IN THE CASE ABSOLUTE.

“The sun being risen, we set sail.” How many words in this sentence, used independently, are taken together?—Why is this denominated the case absolute?—What is the rule for the case absolute? XVII—“Egypt being conquered, Alexander returned to Siria.” “The soldiers entreating, victory was lost.”

## XXXV.

## OF THE INFINITIVE MOOD.

“To confess the truth, “I was in fault.” How is *to confess* used? Note XII—What is the infinitive mood used for?—How many tenses has it?—What is its usual sign?—“To convince you, I will continue here till your return.” “To play is pleasant.” What is pleasant?—What, then, is

the nominative to *is*?—Rule? Note XIII—“Thou shalt not kill, is required of all men.” What is required?—“To see the sun is pleasant.” Will you parse *pleasant? to see? the? sun? is?*—Will you parse the following exercises under Note XIV.

## XXXVI.

AGREEMENT OF NOUNS AND PRONOUNS WITH VERBS &<sup>a</sup>

When I say, “John and James are here,” of how many persons do I speak?—Should we, then, use *is* or *are*?—What is the rule for *are*? XVIII—“William and James run.” Will you parse *William? and? James? run?*—“Mary and her cousin has come.” Why is this incorrect? “Every twenty four hours afford to us.” What does “twenty four hours signify, one period of time, or more?—What is wrong, then?—What is the rule for this? Note XV.—“The council were divided.” Why not *was*? Note XVI—When is a noun called *collective*?—In what circumstances would it be proper to use the verb? Note XVI—Give an example. “A part of the men were murdered.”

## XXXVII.

## OF NEGATIVE AND AFFIRMATIVE SENTENCES.

What is the meaning of *negative? affirmative?*—What is a negative sentence? An affirmative one? Give an example of each.—How many negatives has the phrase. “I have nothing” and what does it mean? Meaning of “I have not nothing?—How many negatives has it?—What kind of a sentence is. “I have something”—What is “I have not nothing” equal to in expressions?—What, then, can we say of two negatives? Rule XIX—What is a noun? article? adjective? pronoun? verb? participle? adverb? preposition? conjunction? interjection? common noun? proper noun? definite article? indefinite article?—How many properties in grammar have nouns?—How many have verbs?—How many participles are there—What are they?—When is a verb active?—When transitive?—When intransitive?—How may it be known?

## XXXVIII.

## GOVERNMENT OF TWO OBJECTIVE CASES AFTER SOME VERBS.

“He taught me grammar.” What does this mean?—What, then, is the object of the verb, and by what is *grammar* governed?—By what is *me* governed?—How many objective cases, then, follow the verb *taught*? What rule is given for cases of this description? XX—“William asked me some question.” “The French denied him the privilege of an American citizen.”

## XXXIX.

## VIOLATION OF THE NATURAL CONSTRUCTION OF THE PASSIVE VOICE.

What is the natural construction of the passive voice, in reference to the object? Give an example. Give an example where the reverse taken place—Where is the object placed?—"I was taught grammar." Will you parse the following exercises under Rule XXI?

Of nouns signifying which way, how far &.<sup>a</sup> "He came home last May." What does this mean, when more fully expressed?—Will you parse *home? May.* Will you parse the exercises under Rule XXII?—"James lived six years at Boston." "He ran a mile." "John rode that way."—What is the note respecting *like* and *unlike*? XVII—"He is like his father." How is *father* parsed? Note XVII—When is the conjunction *as* used as a relative pronoun? Note XIX—"He receives into his school as many scholars as applied."—When is *than* consider a preposition? Note XX. Give an example.

## XL.

## OF WORDS USED AS DIFFERENT PARTS OF SPEECH.

When is *that* a relative? Give an example—A demonstrative pronoun? Give an example—When a conjunction? Give an example. When is *but* a preposition? When an adverb? When a conjunction? Give an example of each—When is *as* a relative? When an adverb? When a conjunction? Give an example of each—When is *either* a conjunction? When a distributive pronoun? Give an example of each—When is *both* a conjunction? When an adjective pronoun? Give an example of each—When is *yet* a conjunction? When an adverb? Give an example of each—When is *for* a conjunction? When a preposition? Give an example of each.—When is *what* a compound relative? When and interjection? When and interrogative relative pronoun? Give an example of each.—When an adjective pronoun? When a compound pronoun? Give an example of each—When is *then* a conjunction? When an adverb? Give an example of each—When is *much* a noun? When an adjective? When an adverb? Give an example of each—When is *more* a noun? Give an example.—When are *more* and *most* adjectives? When adverbs? Give an example of each—"They perfume their garments." "A perfume is a sweet odor." "They rise early in the morning" "Rufus speak the language of truth." "James performed his part well." "A well is a fountain of water." "The Jews fast often." "He walks very fast." "Evil communications corrupt good manner." "Desert not a friend."

## XLI.

## CONTRACTIONS.

*Of the Auxiliary Have, also of Had*—"They've forsaken." "I'd gone when you came" "I've satisfied myself"—*Of Will and Would*—"I'll finish my work first." "They'd sing songs till midnight, if they were urged." "He'll at last mind me"—*Omissions of the Principal Verb after an Auxiliary*—"Stephen will go if John will." "Susan shall walk, but John shall not"—*Omissions of the Verb to be*. "To teach the young idea how to show." "Sweet the music of birds" "A child of freedom thou."

## XLII.

## INVERTED SENTENCES.

*The nominative Case placed after the Verb*—"Were ever folks so glad." "Smack went the whip, round, went the wheels." "And in soft ringlets waved her golden hair"—*The Objective Case before the Verb*—"And foes to virtue wondered how they wept." "The rolls of fame I will not now explore." "Me glory summons to the martial scene."

## XLIII.

## PROSODY.

What is prosody?—What is accent?—What is the quantity of a syllable?—When is a vowel or syllable long?—When short? Give examples of each—How much more time does the pronunciation of a long syllable occupy, than a short one?—What is emphasis?—What are pauses?—What are tones?

## XLIV.

## PUNCTUATION.

What is punctuation?—What does the *comme* represent? the semicolon? the colon? the period?—How is the comma used? the semicolon? the colon? the period?—"The fear of the Lord is the beginning of wisdom." Does this sentence required a pause in it?—Will you give the rule for sentences of this kind?—"I remember with gratitude his goodness to me." Will you state how this sentence should be pointed? and the rule for it? Will you state the exception to this rule?

NOTE—Translation "Lovell's United States speaker."

El Catedrático,

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