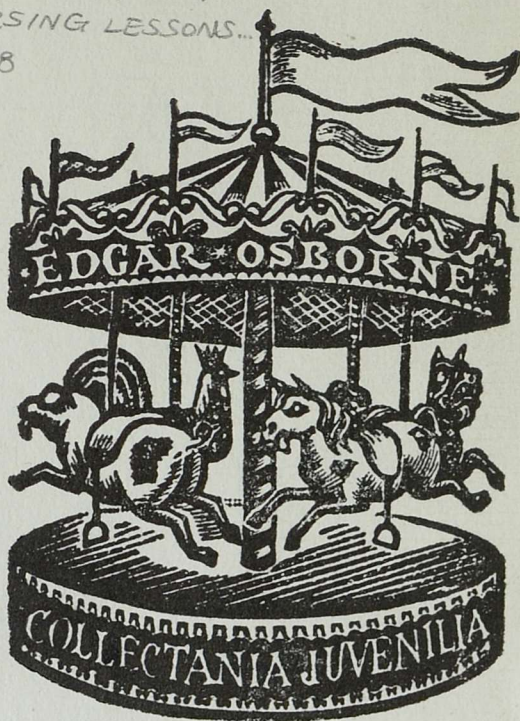


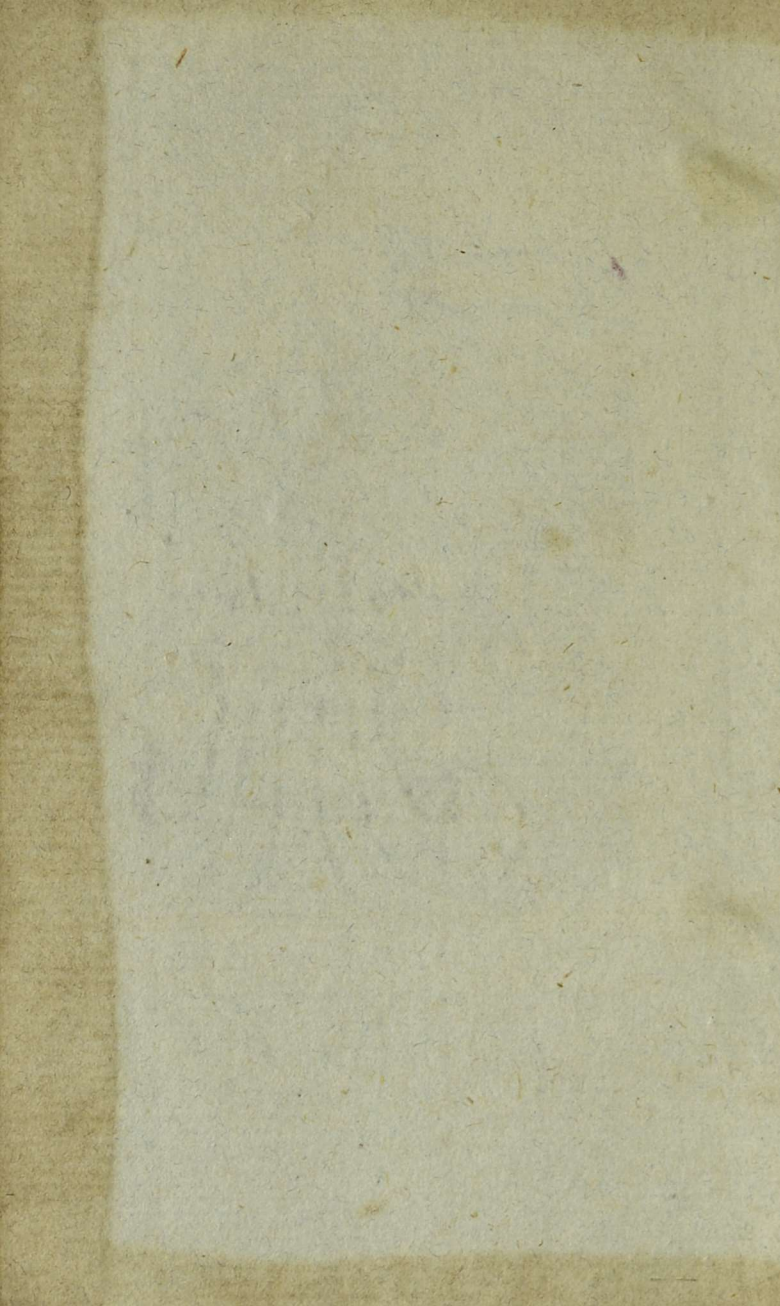
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PARSING LESSONS...
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PARSING LESSONS

FOR

YOUNG CHILDREN:

RESOLVED INTO

THEIR ELEMENTS,

FOR THE

ASSISTANCE

OF

PARENTS AND TEACHERS:

BY

MRS. LOVECHILD.

LONDON :

PRINTED FOR E. NEWBERY, THE CORNER
OF ST. PAUL'S CHURCH-YARD.

1798.

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TO
MOTHERS, GOVERNESSES,
ASSISTANTS,
AND
ALL WHO ARE ENGAGED IN THE
TASK OF TEACHING,
THIS LITTLE WORK,
TO EASE THEIR LABOUR, AND SPARE THEIR
TIME,
IS INSCRIBED,
WITH A SINCERE WISH FOR SUCCESS
IN THE ATTEMPT
TO RENDER THE STUDY OF GRAMMAR
PLEASANT.

PREFACE.

THOSE Ladies who have not in their early years studied Grammar with much assiduity, are unwilling to enter upon the task of teaching it: I will say more—they are unable; for, however a person may, from being conversant with the best authors, fall habitually into a tolerable degree of correctness in speaking and writing; yet, without a clear idea of the Principles of Grammar, she cannot instruct her Children at an early age. Few, therefore, make the attempt; and yet fewer succeed: Ladies view it as an arduous undertaking, and are fearful of engaging in it; and those who enter upon it proceed with timidity, losing all that heart-felt satisfaction which should attend a Mother who is conscious she is fulfilling her duty to a darling Child.

The writer of this little volume is happy in an assurance, that her endeavours to assist young Ladies in their attempts to teach their children, have been acceptable. The office she has assumed is an humble one—that of

Dame behind the curtain, to prompt such Mothers as are diffident of themselves. Certainly Providence designed our early youth should be under the guidance of Females; they must supply milk; they must support the tottering steps of infancy, in a figurative, as well as a literal sense. Men of learning are incapable of stooping sufficiently low to conduct those who are but entering the paths;—a sprightly young Woman, who will condescend to avail herself of the experience of an old one, is the person to initiate young students.—I am the old Woman who offer my service, and flatter myself with the hope of leading the dear little people with ease and satisfaction.

A great love for Children, and affection for such Mothers as I see attentive to their offspring, makes me earnestly wish to serve both. This cannot be done more effectually than by awakening in the breast of youthful Parents an early and high idea of their sacred and important trust—by persuading them to esteem nothing a trifle, which concerns their Children.

It is not so much the pushing Children forward, that is the desirable object, as rendering the entrance pleasant, and so making them delight in the paths of learning; by gentle degrees inducing habits of application, which, in maturer years, may lead our Pupils to high degrees of honour.

If I have any conceit, it is that I have acquired a knack of communicating the little knowledge which I possess, so as to be intelligible to the capacities, and agreeable to the taste of infantine Pupils; if I have any thing to boast, it is, that I dare hazard the sneer of those who, in a lounging humour, may take up my little volume.—But let us defy scorn, and attend to the lovely objects of this publication.

Children, if you expect them to read with spirit and propriety, must be supplied with lessons suited to their taste; that is, *prattle*, like their own. Parsing Lessons, too, must be adapted to the tender age of the Pupil: if a sentence be not perfectly level to the capacity of our young Grammarian, how is it possible that he should resolve it into the elements

elements of which it is composed? No; Parsing Lessons for a Child must be in the most easy and simple language—such are now offered.

By the help of these, a Lady may examine the progress of her children, without trouble, and even without previous knowledge of Grammar.

This is designed to be a sequel, or rather companion, to *The Child's Grammar*; in which the little people study: and *The Mother's Grammar*; which consists of extracts from our best writers on the subject, arranged in such a manner as to facilitate the task of teaching, to such Mothers as have themselves neglected attending to Grammar, by sparing them the labour of seeking in various books for their own information; and I flatter myself it has saved much trouble to those who are the best informed on the subject: my leisure is well employed, if it can spare the more valuable time of Mothers of Families.

The expedience of initiating a Boy before his entrance upon School, cannot be disputed: a previous knowledge of rudiments,
spares

spares him many unpleasant hours, which the brightest and most diligent Child must experience, before he can acquire any clear idea—if indeed they who begin their school exercise with minds totally uninformed, ever do acquire such.

Respecting Boys, a fresh difficulty arises to a Mother: she is apprehensive that the little volume which enables her to instruct her Daughter, may not accord with the Grammar which will be put into the hands of her little Son, at his entrance into School: but this difficulty is now happily removed, by the very recent appearance of a small Publication; namely, “*Rudiments of English Grammar, for the Use of Schools:*” its Author is the Rev. H. S. I. Bullen.—This proves that a learned Man can stoop—but there is still need of a Dame, to conduct young Students, till a Superior shall deign to take them by the hand: allow me to lead them to such Tutors; and my office is fulfilled.

ADVERTISEMENT.

THE Child's Grammar, and Mother's Grammar, being such small publications, it has been thought better to refer to them than to swell this little work with such particulars as are to be found in those diminutive volumes; of which the price is so inconsiderable, that no Mother, who approves the mode of instruction adopted by the Writer, will neglect to procure them.

Yet the explanation of the Parts of Speech is inserted in the beginning, and some few other passages, so as to render this little volume quite sufficient by itself, for the purpose for which it is designed.

The Parsing Lessons are in Sets; and there is prefixed to each a short explanation of the method in which that Set is designed to be used.

For early Lessons; to give variety, and to multiply the very easy ones, a Lady who may choose to attend so far, can produce The Infant's Friend, Part I.—She will say—

“ Find

“ Find the nouns in this set of words as you read them.—Now find the verbs,” &c.—

Part II. affords very easy Parsing Lessons in the Short Sentences; the Reading Lessons in Part II. may be used too, by those who are more advanced, as Parsing Lessons.

To return to the present work.

In these examples, various modes are used to vary the task: in some Lessons, the Parts of Speech are marked by figures; in these a Child may, by means of a flip, amuse himself by trying his own skill.

The same method may be pursued in those where the Words are placed in columns, and the Part of Speech put opposite—a young Pupil only to tell the Part of Speech; and even those who are more advanced, should go through them the first time only naming the Part of Speech, and assigning the reason why it is such; the second time, he may explain further particulars: thus two children may be examined at the same time, though their progress be not the same; for example, take a noun and verb; for instance,

“ Lambs

“ Lambs bleat.”

A young Child.

Lambs—noun, we see them, &c.

An elder one.

Lambs—plural nominative—going before the verb answering the question *what*.

A young Child.

bleat—verb—it is something which they *do*.

An elder.

Plural agreeing with the nominative *Lambs*.

Third person—*Indicative* mode, as it declares something—*Present* tense; it means now, at this time.

“ We sit here.”

We—a pronoun, used instead of our names—

Plural number, as it speaks of more than one—*Nominative* case; it goes before the verb, and answers to the question *Who*.—

Who sit here? We do—first person.

fit—a verb; it is something which we do—

Plural number, agreeing with its nominative—*Indicative* mode; it declares—*Present* tense, now.

here ;

here; to a *young Child* a particle; to an *elder* an adverb, meaning *in this place*; so expressing in one word what would require several.—See *Child's Grammar*, p. 18.

In the respective Lessons, a reference is given to the little Grammars, to enable the Pupils to consult the passages, and prepare themselves.

It is always a good method to assign a reason why a word is such or such a part of speech; and the same respecting all its circumstances, where the Pupil is sufficiently advanced.

Example.

“Come hither to me.”

To a young Child.

Come—a verb; it is something which you do; it can be added to a pronoun.—I come, thou comest, &c.—*To an elder*, it is imperative mode; it commands—second person—come thou, or do thou come.

to—a preposition, shewing the relation, &c.

To a young Child.

me—a pronoun; it is used instead of my name.—*To an elder*, it is accusative, following the preposition *to*—it is first person—singular number.

“ My mamma teaches me.”

My—a pronoun.

mamma—a noun, because a person.—Who teaches you?—Mamma.—Mamma, then, is the nominative case, because it answers the question *Who*.

teaches—a verb, governed by the nominative, *mamma*—Mamma teaches me.

me—a pronoun—accusative, as it follows the verb—singular, as it speaks of one only.

What person is to be used for mamma?

All nouns are of the third person.

What pronoun would you use before the verb?
She.

What pronoun after the verb?

Her.

She is very kind; and I love *her*.

PARSING LESSONS

FOR

YOUNG CHILDREN.

PARTS OF SPEECH.

THERE are ten parts of speech—article, noun, adjective, pronoun, verb, participle, adverb, conjunction, preposition, interjection.

I. ARTICLE.

They are a, an, the—these are set before nouns to fix their meaning.

2. NOUN.

A noun is the name of a person, place, or thing—Whatever you can see, hear, feel, or understand, is a noun.

3. ADJECTIVE.

An adjective is a word that denotes the quality of any person, place, or thing.

4. PRONOUN.

A pronoun is a word used instead of a noun.

5. VERB.

A verb is a word that denotes the acting or being of any person, place, or thing.

Thus far the Pupil to learn perfectly by rote. The rest should be called Particles—words which he cannot yet learn, if the Child be young, and this be the first time of his going through the book. For such Grammarians one would wish to avoid participles; yet they will call them verbs with ing or ed; or adjectives when joined to a noun.

PARTICLES.

6. PARTICIPLE.

A participle is sometimes an adjective derived of a verb; at others, a verb with the idea of time annexed—and at others, a kind of noun.

7. ADVERB.

An adverb is a part of speech joined to a verb, an adjective, a participle, and sometimes to another adverb, to express the manner or circumstance of it.

8. CONJUNCTION.

Conjunctions join words or sentences together.

9. PREPOSITION.

Prepositions are set before nouns and pronouns, to express the relation of persons, places or things to each other.

10. INTERJECTION.

An interjection is a word thrown in to express any sudden emotion of the mind; but not necessary to the sense.

In fact, an interjection is no part of speech—they being, in many instances, mere sounds; and the same in all languages.

The articles are easily remembered, and can afterwards be explained.—*Mother's Grammar, page 12.*

Of a noun a Child can very early conceive an idea, if the Teacher will confine herself to such as are objects of sense.

Of a verb you may give Children an idea by keeping them long to active verbs, or at least common ones, and by telling them that *I, he, &c. &c.* can be prefixed to no other kind of words.

Pronouns may be explained familiarly after a time: but it must be remarked by every one who is conversant with Infants, that they make no use of pronouns till they are taught to do it.

Adjectives may be taught by examples and frequent explanation.

The rest must be sunk to a very young Scholar, as words which at present he cannot understand—and comprised under the general name of Particles.

PRELUDE TO FIRST LESSON.

Child's Gram.

page 1.

Mother's Gram.

page 13.

The room is full of nouns ; you cannot turn your head but you see one—the *table*, the *chair*, &c.—these you *see* ; they are therefore nouns.

Nouns.

Persons. Brother sister cousin nurse child
servant farmer.

Places. Garden parlour chamber city
parish village.

Things. Basket kettle carpet letter
sofa cushion.

—The four first pages of *Infant's Friend*,
Part II.

I can shew you these, or pictures of them—we can have no pictures of any words but nouns.

*Child's Gram. 2.**Mother's Gram. 14.**Nouns common.*

Man woman town book table servant
porter girl.

Nouns proper.

Ann Elizabeth Isabella London England
Dover.

I.

<i>Article.</i>	<i>Noun.</i>	<i>Article.</i>	<i>Noun.</i>
An	apple	the	garden
a	barrow	a	field
a	chaise	the	parlour
the	coach	a	meadow
an	orange	a	chamber
a	parrot	a	closet
a	farmer	a	woman
a	servant	a	soldier
a	child	a	nurse.

II.

II.

*Child's Gram. 3.**Mother's Gram. 17.**Adjectives.*

Good naughty dull sweet pretty great
wise high.

<i>Art.</i>	<i>Adj.</i>	<i>Noun.</i>	<i>Art.</i>	<i>Adj.</i>	<i>Noun.</i>
A	ripe	plum	a	good	boy
a	neat	girl	a	blue	coat
an	old	gown	a	warm	cloak
the	old	horse	the	black	dog
a	white	frock	a	black	scarf
a	soft	peach	a	hard	pear.

See short sentences, Infant's Friend, Part II.

Think of some epithets for my gown—
It is *new—neat—pretty—fine—clear—long*.
Think of some for the kitten—It is *brisk*,
small, young, white.

III.

Verb.

*Child's Gram. 6.**Mother's Gram. 22.*

Whatever you do is a verb.

Verbs.

Play run jump sing dance read walk
ride come talk have grow beat lend
meet speak throw stand think draw
bring carry creep break.

Birds *sing*. Boys *talk*. Babes *cry*.

You can place a pronoun before a verb, or
after it. So learn the pronouns.

Singular.

1. I
2. thou
3. he, she, it

Plural.

1. We
2. ye
3. they.

Singular.

1. Me
2. thee
3. him, her, it

Plural.

1. Us
2. you
3. them.

IV. *

<i>Noun.</i>	<i>Verb.</i>		<i>Pronoun.</i>	<i>Verb.</i>
Lambs	bleat		I	write
cats	mew		you	read
dogs	bark		I	teach
hens	cluck		you	learn
babes	cry		we	sit
men	speak.		they	walk

V.

<i>Article.</i>	<i>Noun.</i>	<i>Verb.</i>	<i>Noun.</i>
The	cat	kills	mice
a	hen	lays	eggs
the	cows	give	milk
a	sheep	has	wool
the	horse	eats	grass
the	bees	collect	honey.

* The second time, the mode may be explained;
the third time, the tense, indicative present.

VI.

<i>Article.</i>	<i>Noun.</i>	<i>Verb</i>	<i>Adjective.</i>
The	grass	is	green
an	ass	is	patient
the	horses	are	ready
a	dog	is	faithful
a	wolf	is	fierce
a	cow	is	useful

VII. *

<i>Noun.</i>	<i>Verb.</i>	<i>Participle.</i>	<i>Noun.</i>
Owls	fly	by	night
rooks	eat	- - -	grubs
fish	swim	in	water
hogs	roll	in	mire
children	go	to	school
calves	suck	- - -	milk

* *Child's Gram.* 19.*Mother's Gram.* 55.*Preposition.*

VIII.

*Child's Gram. 15.**Mother's Gram. 53.*

<i>Verb.</i>	<i>Adverb.</i>		<i>Verb.</i>	<i>Adverb.</i>
Come	quickly		come	soon
go	directly		ring	twice
rise	early		behave	well
write	correctly		speak	civilly
read	slowly		look	modestly
speak	gently.		eat	moderately.

IX.

<i>Noun.</i>	<i>Verb.</i>	<i>Prep.</i>	<i>Art.</i>	<i>Noun.</i>
Birds	build	in	---	trees
hens	lay	on	the	ground
hawks	soar	in	the	air.
spiders	spin	in	---	corners
foxes	burrow	in	the	earth
moles	live	under	---	ground.

X.

<i>Noun.</i>	<i>Verb.</i>	<i>Part.</i>	<i>Prep.</i>	<i>Art.</i>	<i>Noun.</i>
Silk	is	spun	by	a	worm
hemp	is	peeled	from	a	plant
flax	is	peeled	from	a	plant
cotton	is	produced	from	---	plants
muslin	is	made	of	---	cotton
wool	is	shorne	from	---	sheep
leather	is	made	of	---	skins
snow	is	kept	in		the ice-house
salmon	are	brought	from	---	town
carp	are	caught	in		the canal
deer	are	fed	in		the park
venison	is	sent	to	---	friends
mutton	is	fold	in		the market
horses	are	bought	in		the fair,

XI.

Verb Imper.	Article.	Adjective.	Noun.	Preposition.	Pronoun.	Noun.
Follow	the	good	example	of	your	parents
obey	the	kind	advice	of	your	friends
be	---	grateful	---	to	your	parents
be	---	obedient	---	to	them	
be	---	diligent	---	at	your	book
be	---	active	---	in	your	business.

XII.

receive	an	obliging	caution	from	your	companions
be	---	affectionate	---	to	your	sisters
be	---	mild	---	in	your	behaviour
be	---	gentle	---	to	your	playfellows
be	---	thankful	---	to	your	friends
accept	a	civil	hint	from	your	schoolfellows.

THIS book. being designed for Children of different ages, examples are given of every part of speech; but it cannot be too often inculcated, that beginners must long be kept to the five first; of which they may be led to conceive a clear idea; and in them should enter upon no distinction the first time of going through them.

In the following set of lessons the younger Pupils must leave all beyond 5 as particles.

All should acquire the names by rote very perfectly, article, noun, &c. only very young ones must not attempt to distinguish beyond the verb.

To be acquired perfectly by rote.

Article, noun, adjective, pronoun, verb,
participle, adverb, conjunction, preposition,
interjection.

*The Teacher should condescend to imprint
this succession firmly in her memory.*

1. Article.
2. Noun.
3. Adjective.
4. Pronoun.
5. Verb.
6. Participle.
7. Adverb.
8. Conjunction.
9. Preposition.
10. Interjection.

*The Manner of using the following
Set.*

Read the sentence aloud first ; then take a slip of stiff paper, or card, with a perforation just large enough to exhibit a figure ; place it so as to conceal the upper row.

“ What part of speech is be ? ”—The Child answers “ a verb. ”—You move the slip, and shew him the figure 5.—a, an article.—You move it, and shew him the figure 1.—and so proceed to the end of that sentence ;—then read another ; and so on.

LESSONS.

I.

5 1 3 2
Be a good child.

5 8 4 5 4
Do as I bid you.

5 4 5 2
Let us lay words.

5 9 5 7
Strive to learn quickly.

5 2 5 2
Let Elizabeth spell nouns.

5 2 5 2
Let Ann arrange words.

5 2 5 2
Let John parse lessons.

5 9 4 3 2
Look at your little grammar.

5 1 2 9 4 3 2
Learn a piece of it every day.

II.

¹ The ² horse ⁵ works ⁹ for ⁴ us ; ⁸ so ⁵ does

¹ the ³ poor ² ass. ² Cows ⁵ give ⁴ us ³ nice

² milk. ² Sheep ⁵ yield ⁴ us ² wool. ² Deer

⁵ give ⁴ us ² food ⁸ and ² clothes ; ¹ the ² flesh

⁵ is ² venison ; ¹ the ² skin ⁵ is ² leather ; ⁸ and

⁴ we ⁵ make ² jelly ⁹ of ¹ the ² horns ; ⁸ and

³ many ³ useful ^{2.} things. ² Bones ⁹ of

² animals ⁵ are ⁶ made ⁹ into ³ various

² things. ² Ivory ⁵ is ¹ the ² tooth ⁹ of

¹ an ² elephant.

PARSING LESSONS.

III.

⁴ ⁵ ⁹ ⁴ ² ⁵ ⁷
I stand behind your chair: do not

⁵ ⁹ ⁴ ⁵ ⁷ ⁵ ⁹
lean against it; do not climb upon

¹ ²
the feat.

⁷ ⁵ ¹ ² ⁵ ⁴ ⁹
Where is the baby? Is she with

² ⁵ ⁴ ⁶ ³ ⁷
nurse? Have you been good whilst

⁴ ⁵ ⁹ ²
I was at church?

⁴ ⁵ ⁷ ⁴ ² ⁵
Who knows where my basket is?

⁵ ⁴ ⁵ ⁹ ⁵ ⁹ ¹
Do you wish to play in the

² ⁵ ⁵ ⁴ ²
garden? Go, get your hat.

IV.

IV.

¹ The ² fox ⁵ is ¹ a ³ cunning ² thief; ⁸ and

² men, ⁷ when ⁴ they ⁵ do ⁷ not ⁵ fear ² God,

⁵ are ³ crafty ⁸ and ³ deceitful. ¹ The ² wolf

⁵ is ³ cruel ⁸ and ³ blood-thirsty. ⁸ As ⁴ he

⁵ devoureth ¹ the ² lamb, ⁸ so ⁵ do ³ bad ² men

⁵ oppress ⁸ and ⁵ tear ³ innocent ⁸ and ³ helpless

² people. ⁸ Yet ⁴ it ⁵ is ³ better ⁹ to ⁵ be

¹ the ³ poorest ⁹ of ² Christ's ² flock ⁷ than

⁹ to ⁵ be ³ proud ⁸ and ³ cruel ⁸ as ¹ the

² lion ⁸ and ² tyger, ⁴ who ⁵ go ⁷ about

⁶ seeking ⁴ whom ⁴ they ⁵ may ⁵ devour.

The Book of Nature.

V.

¹ ² ⁵ ¹ ³ ³ ³
The bee is a poor little brown

² ⁸ ⁴ ⁵ ¹ ³ ⁹ ³
insect; yet it is the wisest of all

² ⁸ ⁵ ¹ ² ⁹
insects: so is the nightingale with

⁴ ³ ² ⁴ ⁵ ¹
its musical notes, which fill the

² ⁸ ⁵ ¹ ² ⁹ ¹
woods and charm the ear in the

² ¹ ³ ³ ² ⁷ ⁸
spring, a little brown bird, not so

³ ⁸ ¹ ² ¹ ²
handsome as a sparrow. The bee

⁵ ¹ ² ⁹ ² ⁸ ²
is a pattern of diligence and wisdom.

³ ⁵ ¹ ² ⁸ ³ ⁵
Happy is the man, and happy are

¹ ² ⁴ ⁵ ⁸ ³ ⁸ ⁹
the people, who are so wise as to

⁵ ⁴ ¹ ²
follow such an example.

VI.

1 3 2 5 1 2 8
The whole world is a picture, and

3 1 2 4 5 9 4
all the things we see with our

2 5 9 1 2 8 5
eyes speak to the mind, and improve

4 8 8 2 8 2
it. But neither children nor men

5 5 2 9 1 2
can get wisdom without the help

9 2 4 5 5 9 4
of God: we must pray to Him,

8 4 5 5 8 5
that we may hear and understand.

*Preface to the Book of Nature, or the true
Sense of Things explained and made easy
to the Capacities of Children: in Two
Parts. 1s. 8d.*

It is thought that the different methods used in parsing will serve not only to vary the employment to a Child, and so prevent satiety, but likewise operate in creating a quickness.

In the following set, the different parts of speech are marked by being printed in Italics.

The method of using them is this:—The Teacher to read aloud a sentence; then require of the Pupil to say which words are nouns, or which are adjectives, &c.—The first lessons are of nouns.

PRELUDE TO THE LESSONS OF
NOUNS.

Now, Elizabeth, I think you can pick out the nouns in a sentence: I will try you by reading some

EXAMPLES :

John is gone to *London*.

ELIZ.—*John* is a noun—the *name* of a person. *London* too—it is the *name* of a place.

ANN.—*John* is a *proper* name; so is *London*.

2.

My *brother* has lost his *book*.

ELIZ.—*Book* is a noun—it is a thing; and *brother* is a person—so *brother* is a noun.

3.

Take an *apple*. Play with your *doll*. I met a *man* in the *field*; and he had a *rake* in his *hand*.

ELIZ.—*Apple* and *doll* are nouns—I can see them; *man*, is a person; *field*, a place; *rake* and *hand* are nouns: I can feel your hand.

LESSONS OF NOUNS.

I.

The *horse* eats *grass*: so does the *cow* and the *ass* and the *deer*. *Goats* brouse upon *leaves*. *Dogs*, *cats*, and *foxes* eat *flesh*. *Birds* eat *worms* and *seeds* and *fruit*. *Birds* lay *eggs*, and hatch them; they bring *food* to their young *ones*. *Beasts* have *milk*, and let their young *ones* suck it. Small *birds* sing to their *mates*. *Fowls* seek for *food*, and call their *chicks* to eat it. *Ducks* lead their *ducklings* to the *pond*. The *swan* makes a large *nest*.

II.

II.

Nouns.

My *doll* is made of *wood*. Mine is of *wax*. I have a *doll* made of *rag*. Have you a *baby-house*? Yes, I have two *rooms*. In the *parlour* there is a *sofa*; and there are six *chairs*, and two *tables*, and a *carpet*. My *sister* drew some *pictures*; and my *brother* made *stands* for *flowers*.

III.

Adjectives.

Let us make a doll's feast: We will.— I have some *pretty* dishes; and look at this *nice* table: how *neat* the cloth is! What shall we have? We will have *white* soup, a *small* fowl; *young* rabbits, and a *fine* piece of beef; and we will make some *new* tarts. Do not make them too *sweet*. This fruit is too *ripe*. Here are *green* currants, and *red* plums. That apple is *rotten*. Get some *fresh* ones. These are much *better*. I like orange tarts *best*.

IV.

Adjectives.

DOLL.

I must keep her *cool* and *dry*; else this *nice pink* colour will be lost. What a *neat* coat! I like *blue* silk. When she is *good*, she shall go abroad, and sit on this *low* seat by me. Her cloak is *white*. Look at her muff; it is so *pretty*: how *soft* and *warm*! Her hat is very *smart*. This cap is but a *shabby* one. This is her *best* gown: it is my *dear* mamma's work. Her *worst* hat is *green*: she has a *new* coat: her *old* one is worn out.

V.

Pronouns.

BIRD.

A boy was walking with *his* mamma; and *he* saw a bird fly past with a worm in *its* mouth:—Is not that bird hungry, said *he*; for *I* see that *he* carries *his* meat past in *his* mouth.

It

It is a mother-bird, replied his mamma ; and she is going to feed her young ; the old birds take unwearied pains to supply their nestlings with food : you would like to see them : they sit in turn.

Let us go, mamma ; shew me the nest.

No, my dear ; we should frighten them—but look ! there is the mate : I saw him fly.

VI.

Pronouns continued.

NEST.

The old birds make nests for *their* young, and line *them* with wool and other soft things ; *they* will even pluck the down from *their* own breasts : *that which* you saw has given the worm to *her* nestlings, and is now flown past *us* to seek for more : *her* mate, mean while, will watch *their* nest, and cheer *her* with a song at *her* return ; listen, and *you* will hear *her* greet *him* with a chirp.

VII.

VII.

Verbs.

THE WOODEN HORSE.

A little boy talks to his wooden horse.

Come, Sir, walk and trot ; let me see how you move ; I will rub you down, and give you oats and hay, and will chop straw for you. I will be good to you ; I will not whip nor spur you, nor let the hair rub off ; I will feed and tend you ; and I will not ride hard and hurt your feet, nor trot on hard road, so as to make your feet sore ; nor hold the bridle carelessly and throw you down and cut your knees. I will pat your neck when I get up, and teach you to know me ; so that you will turn your head, and seem to like that I should mount. I will see that your hay and corn are good, and your bed is comfortable ; and Tom must wash the hot sand out of your feet, else they will ache, and you will grow lame.

VIII.

VIII.

Verbs continued.

THE INFANT.

Little babies never *see* nor *take* notice of any thing that *passes*. When your brother is as old as you *are*, *ask* him if he *remembers* your trying to *teach* him to *pronounce* your name: you *will find* he *knows* nothing of it.

And *did* mamma *give* me milk?

Yes, and *nursed* you night and day.

And *did* you and mamma *teach* me to *speak*?

We *did*. I *took* you upon my knee, and *repeated* to you the words *papa* and *mamma*, till you *were* able to *lisp* them: all the words which you *speak* we *taught* you in the same manner: you *may remember* that we *taught* you to *read*, and how we *instructed* you.

O yes, it *was* a very pretty play.

IX.

Adjectives.

A CHARACTER.

Mary is *obedient* to her parents, *indulgent* to younger children, *thankful* for civilities. She is never *tyrannical* over babies, but *obliging* to all persons. She is *dutiful* and *affectionate* to her teachers, *diligent* in her studies, *grateful* to her friends; *mild* and *gentle*, *civil* and *kind*. She is *neat* and *careful*, *amiable* and *agreeable*.—How did she become so *charming* a young creature?—By following the *good* example of her *worthy* parents, and observing the *kind* admonitions of her friends, and being *attentive* to the *excellent* lessons which she met with in *proper* books.

X.

Adverbs

(called Particles.)

Here is a rose. *Come hither.* *Where* are your scissars? *When* will you learn to keep them? *I often* remind you. *Whence* came this knife? *Now* we can cut some; but you ought *always* to lose your flowers, *when* you are so *very* heedless. I am *too* indulgent, *indeed* I am: if I were *more* strict, after *once* or *twice*, you would *perhaps* learn to keep your scissars *carefully*, *rather than* lose your nosegay.

XI.

Conjunctions

(called Particles.)

Your papa *and* mamma are going out; *but* you *and* I stay at home.

Take pains, *else* you cannot learn. *Do* not hurt, *nor* even frighten any creature.

We

We must be good, *if* we would be happy.

Unless you are an obedient child, you will not be an happy one.

You are older *than* Mary; *yet* she is forwarder *than* you. You will be a dunce, *except* you take pains. John is careful; *therefore* he learns quickly: you are slow, *because* you are heedless. *Although* you could learn, you do not.

XII.

Prepositions

(called Particles.)

Your papa is going *to* London: he came *from* York yesterday; he came *in* the coach, because I was *with* him; he will go *into* his new house soon; there are trees *before* the house, and a garden *behind* it.

Take the basket *off* the table, and set my box *upon* it.

Your

Your aunt is *at* Norwich, and will pass *through* Ipswich: she is coming *towards* us soon; we shall be glad to have her *among* us.

Is Pompey *under* the table? Invite him to go *out* of the house, and run *in* the garden: he will run *after* you. Do not go *over* the bridge; because he would swim *through* the river, and return *into* the house wet, and lie *upon* the carpet; and if you go *to* the great lawn, take care *to* keep him *from* the sheep: he would run *among* the lambs.

PRELUDE TO THE LESSONS IN
COLUMNS.

*The Manner of using the next Set
is this :*

*Take a slip of stiff paper, or card ; place
it so as to conceal the column of words marked
kind.*

*Read the first sentence, “ The spider
weaves a curious web.”*

*“ What is The ? ” — “ An article. ” —
You move the slip, and the Child sees he is
right.*

*There is a third Column for those who
are more advanced : for instance, the word
for ; to a very young grammarian it is
named particle ; to one who is conversant
with all the parts of speech, preposition, or
conjunction, according as it is used. —*

*“ For her young : ” — You remind your elder
pupil, that for here shews the relation of
the two nouns — the bird and her nestlings.*

Remark

Remark to all, that young is a noun, because it means young ones, or young birds : it would be an adjective, if the word birds were added.

For this set, turn the screen perpendicularly, to conceal the second column.

LESSONS.

I.

The spider weaves a curious web.

Word.	Kind.
<i>The</i>	article.
<i>spider</i>	noun.
<i>weaves</i>	verb.
<i>a</i>	article.
<i>curious</i>	adjective.
<i>web</i>	noun.

II.

The bird builds a nest for her young—
(meaning nestlings.)

Word.	Kind.	Kind:
<i>The</i>	article.	
<i>bird</i>	noun.	
<i>builds</i>	verb.	
<i>a</i>	article.	
<i>nest</i>	noun.	
<i>for</i>	particle.	prep.
<i>her</i>	pronoun.	
<i>young (ones)</i>	noun.	

III.

The bee collects both honey and wax
from the flowers.

<i>The</i>	article.
<i>bee</i>	noun.
<i>collects</i>	verb.
<i>both</i>	adjective.
<i>honey</i>	noun.

and

Word.	Kind.	Kind.
<i>and</i>	particle.	conj.
<i>wax</i>	noun.	
<i>from</i>	par.	prep.
<i>the</i>	article.	
<i>flowers</i>	noun.	

IV.

The most savage animals nurse their offspring with a degree of tenderness which shames many mothers.

<i>The</i>	article.	
<i>most</i>	particle.	adv.
<i>savage</i>	adjective.	
<i>animals</i>	noun.	
<i>nurse</i>	verb.	
<i>their</i>	pronoun.	
<i>offspring</i>	noun.	
<i>with</i>	particle.	prep.
<i>a</i>	article.	
<i>degree</i>	noun.	
<i>of</i>	particle.	prep.

Word.	Kind.
<i>tendernefs</i>	noun.
<i>which</i>	pronoun.
<i>shames</i>	verb.
<i>many</i>	adjective.
<i>mothers</i>	noun.

V.

The hen, who from the chilly air,
 With pious wing protects her care,
 And every fowl that flies at large,
 Instructs me in a parent's charge.

Word.	Kind.	Kind.
<i>The</i>	article.	def.
<i>hen</i>	noun.	nom.
<i>who</i>	pronoun.	
<i>from</i>	particle.	prep.
<i>the</i>	article.	def.
<i>chilly</i>	adjective.	
<i>air</i>	noun.	
<i>with</i>	particle.	prep.
<i>pious</i>	adjective.	

wing

Word.	Kind.	Kind.
<i>wing</i>	noun.	
<i>protects</i>	verb.	
<i>her</i>	pronoun.	
<i>care</i> *	noun.	
<i>and</i>	particle.	conj.
<i>every</i>	adjective.	
<i>fowl</i>	noun.	
<i>that</i> †	pronoun.	
<i>flies</i>	verb.	
<i>at large</i> ‡	particle.	adv.
<i>instructs</i>	verb.	
<i>me</i>	pronoun.	
<i>in</i>	particle.	prep.
<i>a</i>	article.	indef.
<i>parent's</i>	noun.	gen.
<i>charge</i>	noun	

* The objects of her *care*, the chickens.

† Meaning *which*.

‡ *Abroad*.

VI.

Never confine poor birds : forget not that those innocent little creatures were made to enjoy their liberty ; and it is very cruel to fill their short life with misery and sorrow.

Word.	Kind.	Kind.
<i>Never</i>	particle.	adv.
<i>confine</i>	verb.	
<i>poor</i>	adjective.	
<i>birds</i>	noun.	
<i>forget</i>	verb.	
<i>not</i>	particle.	adv.
<i>that</i>	particle.	conj.
<i>those</i>	pronoun.	
<i>innocent</i>	adjective.	
<i>little</i>	adjective.	
<i>creatures</i>	noun.	
<i>were</i>	verb.	
<i>made</i>	particle.	prep.
<i>to</i>	particle.	prep.
<i>enjoy</i>	verb.	

their

Word.	Kind.	Kind.
<i>their</i>	pronoun.	
<i>liberty</i>	noun.	
<i>and</i>	particle.	conj.
<i>that</i>	particle.	conj.
<i>it</i>	pronoun.	
<i>is</i>	verb.	
<i>very</i>	particle.	adv.
<i>cruel</i>	adjective.	
<i>to</i>	particle.	prep.
<i>fill</i>	verb.	
<i>their</i>	pronoun.	
<i>short</i>	adjective.	
<i>life</i>	noun.	
<i>with</i>	particle.	prep.
<i>misery</i>	noun.	
<i>and</i>	particle.	conj.
<i>sorrow.</i>	noun.	

THE following Hymn is designed for Pupils who are sufficiently advanced to distinguish all the different parts of speech, and more particulars respecting them than the younger Students can do. Yet for the younger ones it may be used by adverting only to the part of speech marked in the first column; for which reason, all beyond the verb are there denominated particles; in the next, called by their respective names—for instance,

for	par.	conj.
-----	------	-------

To be used in portions suited to the Learner.
—It cannot be too often inculcated, that a little, clearly understood, is best.

HYMN.

Come, let us praise God; for He is exceedingly great: let us bless God; for He is very good.

Hc

He made all things ; the sun to rule the day, the moon to shine by night.

He made the great whale, and the elephant, and the little worm that crawleth on the ground.

The little birds sing praises to God, when they warble sweetly in the green shade.

The brooks and rivers praise God, when they murmur melodiously among the pebbles.

I will praise God with my voice ; for I may praise Him, though I am but a little child.

A few years ago, and I was a little infant, and my tongue was dumb within my mouth : And I did not know the great name of God ; for my reason was not come unto me.

But now I can speak, and my tongue shall praise Him ; I can think of all His goodness ; and my heart shall love Him.

Let

Let Him call me, and I will come unto Him ; let Him command, and I will obey Him.

When I am older, I will love Him better ; and I will never forget God, so long as my life remaineth in me.

Word.	Kind.	Elder.
<i>Come</i>	verb.	imp.
<i>let</i>	verb.	} verb imp.
<i>us</i>	pron.	
<i>praise</i>	verb.	
<i>God</i>	noun.	
<i>for</i>	par.	conj.
<i>He</i>	pron.	nom.
<i>is</i>	verb.	ind.
<i>exceedingly</i>	par.	adv.
<i>great</i>	adj.	
<i>let</i>	verb.	} verb imp.
<i>us</i>	pron.	
<i>blefs</i>	verb.	
<i>God</i>	noun.	
<i>for</i>	par.	conj.

Word.	Kind.	Elder.
<i>He</i>	pron.	nom. sing.
<i>is</i>	verb.	ind.
<i>very</i>	par.	adv.
<i>good</i>	adj.	
<i>He</i>	pron.	nom. sing. masc. 3.
<i>made</i>	verb.	ind.
<i>all</i>	adj.	
<i>things</i>	noun.	
<i>the</i>	art.	def.
<i>sun</i>	noun.	
<i>to rule</i>	verb.	inf.
<i>day</i>	noun.	
<i>moon</i>	noun.	
<i>to shine</i>	verb.	inf.
<i>by</i>	par.	prep.
<i>night</i>	noun.	
<i>He</i>	pron.	nom. sing. 3 mas.
<i>made</i>	verb.	ind.
<i>great</i>	adj.	
<i>whale</i>	noun.	
<i>and</i>	par.	conj.
<i>little</i>	adj.	

Word.	Kind.	Elder.
<i>worm</i>	noun.	
<i>that</i>	pron.	
<i>crawleth</i>	verb.	ind.
<i>upon</i>	par.	prep.
<i>ground</i>	noun.	
<i>little</i>	adj.	
<i>birds</i>	noun.	
<i>sing</i>	verb.	ind.
<i>praises</i>	noun.	
<i>to</i>	par.	prep.
<i>God</i>	noun.	
<i>when</i>	par.	adv.
<i>they</i>	pron.	3 plu.
<i>warble</i>	verb.	ind.
<i>sweetly</i>	par.	adv.
<i>in</i>	par.	prep.
<i>green</i>	adj.	
<i>shade</i>	noun.	
<i>brooks</i>	noun.	
<i>and</i>	par.	conj.
<i>rivers</i>	noun.	
<i>praise</i>	verb.	ind.

Word.	Kind.	Elder.
<i>God</i>	noun.	
<i>when</i>	par.	adv.
<i>they</i>	pron.	nom.
<i>murmur</i>	verb.	ind.
<i>melodiously</i>	par.	adv.
<i>amongst</i>	par.	prep.
<i>smooth</i>	adj.	
<i>pebbles</i>	noun.	
<i>I</i>	pron.	sing. nom. I.
<i>will</i>	verb.	} ind.
<i>praise</i>	verb.	
<i>God</i>	noun.	
<i>with</i>	par.	prep.
<i>my</i>	pron.	
<i>voice</i>	noun.	
<i>for</i>	par.	conj.
<i>I</i>	pron.	nom. sing. I.
<i>may</i>	verb.	} pot.
<i>praise</i>	verb.	
<i>Him</i>	pron.	acc. masc. 3 sing.
<i>though</i>	par.	conj.
<i>I</i>	pron.	nom. sing. I.

Word.	Kind.	Elder.
<i>am</i>	verb.	ind.
<i>but</i>	par.	conj.
<i>little</i>	adj.	
<i>child</i>	noun.	
<i>few</i>	adj.	
<i>years</i>	noun.	
<i>ago</i>	par.	adv.
<i>and</i>	par.	conj.
<i>I</i>	pron.	nom. sing. 1.
<i>was</i>	verb.	ind.
<i>a little infant and</i>	as before.	
<i>my</i>	pron.	
<i>tongue</i>	noun.	
<i>was</i>	verb.	ind.
<i>dumb</i>	adj.	
<i>within</i>	par.	prep.
<i>my</i>	pron.	possessive.
<i>mouth</i>	noun.	
<i>and I</i>	as before.	
<i>did</i>	verb.	
<i>not</i>	par.	adv. } indica-
<i>know</i>	verb.	tive.

Word.	Kind.	Elder.
<i>the great</i>	as before.	
<i>name</i>	noun.	
<i>of</i>	par.	prep.
<i>God</i>	noun.	
<i>for (because)</i>	par.	conj.
<i>my</i>	pron.	
<i>reason</i>	noun.	
<i>was</i>	verb.	ind.
<i>not</i>	par.	adv.
<i>come</i>	verb.	participle.
<i>unto</i>	par.	prep.
<i>me</i>	pron.	acc. sing. I.
<i>but</i>	par.	conj.
<i>now</i>	par.	adv.
<i>I</i>	pron.	sing. nom. I.
<i>can</i>	verb.	} potenital.
<i>speak</i>	verb.	
<i>my</i>	pron.	poss. I sing.
<i>tongue</i>	noun.	
<i>shall</i>	verb.	} indic.
<i>praise</i>	verb.	
<i>Him</i>	pron.	3 acc. sing. m.

Word.	Kind.	Elder.
<i>I</i>	pron.	I nom. sing.
<i>can</i>	verb.	} potential.
<i>think</i>	verb.	
<i>of</i>	par.	prep.
<i>all</i>	adj.	
<i>His</i>	pron.	poss. 3 sing. m.
<i>kindness</i>	noun.	
<i>and my</i>	as before.	
<i>heart</i>	noun.	
<i>shall love</i>	verb.	indic.
<i>Him</i>	pron.	sing. acc. mas. 3.
<i>let</i>	verb.	} verb imper.
<i>Him</i>	pron.	
<i>call</i>	verb.	
<i>me</i>	pron.	sing. acc. I.
<i>I</i>	pron.	sing. nom. I.
<i>will come</i>	verb.	indic.
<i>unto</i>	par.	prep.
<i>let</i>	verb.	} imper. 3d sing.
<i>Him</i>	pron.	
<i>command</i>	verb.	
<i>and I will obey Him</i>	as before.	

Word.	Kind.	Elder.
<i>When</i>	par.	adv.
<i>I</i>	pron.	sing. nom. 1.
<i>am</i>	verb.	
<i>older</i>	adj.	compar.
<i>I will praise</i>	verb.	indic.
<i>Him</i>	pron.	sing. acc. mas. 3.
<i>better</i>	adverb—	shewing the manner of the verb— compar.
<i>and I will</i>	as before.	
<i>never</i>	par.	adv.
<i>forget</i>	verb.	
<i>God</i>	noun.	
<i>so long</i>	par.	adv.
<i>as</i>	par.	conj.
<i>my</i>	pron.	poss. sing. 1.
<i>life</i>	noun.	
<i>remaineth</i>	verb.	
<i>in</i>	par.	prep.
<i>me</i>	pron.	sing. acc. 1.

QUERIES,
FOR EXAMINATION OF PUPILS
IN GRAMMAR.

WHAT part of speech?

Why is it so?

To what accidents is it subject?

1. *Article.*

Definite, or indefinite?

(Mother's Gram. II.)

2. *Noun.*

Kind?—proper, or common?

Number?—singular, or plural?

Case?—nominative, or genitive?

Gender?—masculine, feminine, or neuter?

3. *Ad-*

3. *Adjective.*

Degree?—positive, comparative, or superlative?

4. *Pronoun.*

Case?—nominative, accusative, or a possessive pronoun?

Gender?—masculine, feminine, or neuter?

Person?—First, second, or third?

5. *Verb.*

Number?—singular, or plural?

Person?—first, second, or third?

Mode?—indicative, imperative, subjunctive, or infinitive?

Tense?—past, present, or future?

Past.—Preterimperfect, preterperfect, or preterpluperfect?

Future.—Future imperfect? or future perfect.

6. *Par-*

6. *Participle.*

(Mother's Gram. 48.)

Active, or passive?—What kind?

7. *Adverb.*

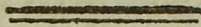
What kind?—positive, comparative, or superlative?

The rest are undeclined.

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