

**QUESTIONS AND EXERCISES  
ADAPTED TO HILEY'S  
ENGLISH GRAMMAR,  
STYLE, AND POETRY**

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Questions and Exercises Adapted to Hiley's English Grammar, Style, and Poetry by Richard Hiley

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**RICHARD HILEY**

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STYLE, AND POETRY**



QUESTIONS AND EXERCISES  
ADAPTED TO  
HILEY'S ENGLISH  
GRAMMAR, STYLE, AND POETRY,

PROGRESSIVELY ARRANGED, AND DIVIDED INTO  
APPROPRIATE LESSONS;

WITH EXERCISES ON THE ANALYSIS OF SENTENCES.

BY

RICHARD HILEY,

AUTHOR OF  
"THE GRAMMAR," "ELEMENTS OF LATIN GRAMMAR,"  
ETC.

TWELFTH EDITION,

Enlarged, rewritten, and adapted to the 18th Edition of the Grammar.

LONDON:  
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1867.

## ADVERTISEMENT

TO THE

TWELFTH EDITION OF THE EXERCISES.

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A FEW WORDS explanatory of the alterations made in the present edition may be desirable on this occasion. In the Competitive and Middle Class Examinations, now so extensively adopted, such a degree of attention has of late been bestowed on certain branches connected with language, as to have necessitated a re-arrangement of various portions of the Grammar, a modification of a few of the rules, and a more ample development of others. Hence, to render this companion volume in strict harmony with that work, a corresponding alteration of the various parts was requisite.

The short rules prefixed to the former editions of this volume have been withdrawn, and appropriate Questions substituted in their place, that the pupil may become more familiarized with all the subjects. These are given in the exact order of the corresponding sentences in the Grammar. Nearly all the sentences, consisting of violations of the Grammatical Rules, have been retained, but, in many places, differently arranged, that each exercise might be rendered more effective. Many of the chapters have been considerably enlarged, particularly those in Orthography, Derivation, Parsing, Syntax, and Prosody. Several new lessons on the Analysis of Sentences have been annexed at the close. The illustrative Extracts have been

selected for the double purpose of forming suitable exercises, and of conveying some useful moral sentiment worth retaining. The opportunity afforded by recasting the work has been embraced of incorporating whatever seemed calculated to increase its efficiency as an auxiliary of the Grammar. It may thus, it is to be hoped, be fairly asserted that whoever shall be able correctly to answer the Questions and work the Exercises herein contained will have acquired a sound knowledge of the true principles of the English language.

*February 1867.*

## PREFACE.

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Few words will be sufficient to explain the nature and utility of this Work.

1. The mere perusal of any didactic treatise, however plain its rules, and however cogent the author's reasoning may be, frequently conveys to the undisciplined mind only inadequate and transient ideas. This is particularly the case when the facts and principles are numerous, or when the subject is of such a nature as to require a greater degree of application than ordinary. In such instances, how little, how very little, in comparison of the whole, does the strongest capacity retain. If these remarks are applicable to individuals who feel *interested* in a subject, with how much greater force do they apply to the young. Persons accustomed to tuition well know that the natural volatility of youth renders them satisfied with the most vague and erroneous conceptions. Something is necessary, therefore, in their case, to induce them to consider a subject in all its bearings, that so it may become intelligible and familiar to the mind. Nothing conduces more to this end than frequent oral interrogations, pertinent illustrations, and a series of exercises on the various rules.

2. Besides familiarizing the subject to the pupil, there are additional advantages to recommend the adoption of this method. By constantly analyzing sentences, we not only readily detect the inaccuracy of any expression, which, from its not being inharmonious, would easily escape the vigilance of the ear; but, by being led to examine the signification of words, we gradually acquire the habit of correct verbal discrimination. Strange as it may appear, it is nevertheless true, that



if we are not in early life accustomed to attend to the proper import of words, we rarely acquire the habit of doing so when advanced in years. Few men, for instance, whose education has in this respect been neglected, will, when perusing a volume of travels, history, poetry, &c. be disposed to break off in the thread of an interesting story, to refer to their dictionary for the definition of words of which they may unhappily be ignorant. Rather than submit to this drudgery, at such a period, they will leave them as so many blanks, or attach to them any meaning that may first present itself, however incorrect and erroneous it may be. No wonder, then, that we frequently hear men of inferior education, though of naturally strong minds, not only misapply words, but tenaciously adhere to such interpretations of phrases as their own imperfect conceptions have affixed to them.

3. The *First* and *Second* Parts of the following work contain Questions and Exercises adapted to Orthography and Etymology, arranged in the exact order in which they should be studied. This mode, so obviously advantageous both to pupil and teacher, has hitherto been almost totally disregarded in works of this kind. The *Third*, *Fourth*, and *Fifth* Parts comprise Rules and Exercises adapted to Syntax, Punctuation, and Prosody. To each rule and note in the Grammar, corresponding exercises have been inserted in this volume, which may easily be corrected by the information contained in the Grammar. At the close of every rule are given examples on all the notes promiscuously disposed, in order to exercise the ingenuity of the pupil, and to render him master of the subject. The necessity of this arrangement will be evident to the reader, when he considers that an individual, who might very readily correct any erroneous sentences when placed under their specific rules, might, nevertheless, be unable to do so when they occupy a different position. The same reason induced the insertion, at proper intervals, of miscellaneous examples on all the preceding rules. Under *Perspicuity*, the pupil is presented with a series of appropriate questions and exercises, on a plan similar

to that which operated in the construction of the preceding portions of the work.

4. With respect to the *construction* of the different questions, I have endeavoured to guard against the insertion of such as would require a mere negation or affirmation, or such as would in themselves *suggest* the answer. On the contrary, they will in general be found to demand an intimate acquaintance with the subject, in order to be properly answered. The exercises also consist of sentences which, so far as the nature of the work would admit, not only exemplify the rule, but at the same time contain some moral precept, or convey some useful information. In selecting the instances of false construction, care has been taken to avoid those which are glaringly erroneous, and which would never occur in the conversation of persons of even a tolerable education. If there are any exceptions to this principle, they are generally confined to those rules and notes which could not be properly illustrated in any other manner. For many of the examples under *Perspicuity*, I am indebted to the writings of Murray and Crombie.

5. When the work has been fairly completed, it is strongly recommended carefully to recapitulate the whole, at least once, that the pupil may thus become thoroughly acquainted with every part of the subject.

*Note to the Teacher.*—In Orthography, Syntax, Punctuation, &c., the practice of *writing* the Exercises is preferable to mere *verbal* correction; the diligent Teacher, however, will do well to combine both modes.—The *rules* and *principles* contained in the *large type* of the *Grammar* should be carefully *committed to memory*.

Sept. 1853.

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