

**A NEW ENGLISH GRAMMAR; IN
WHICH THE PRINCIPLES OF THAT
SCIENCE ARE FULLY EXPLAINED,
AND ADAPTED COMPREHENSION
OF YOUNG PERSONS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649054558

A New English Grammar; In which the Principles of that Science are Fully Explained, and Adapted Comprehension of Young Persons by Brandon Turner

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

BRANDON TURNER

**A NEW ENGLISH GRAMMAR; IN
WHICH THE PRINCIPLES OF THAT
SCIENCE ARE FULLY EXPLAINED,
AND ADAPTED COMPREHENSION
OF YOUNG PERSONS**

A NEW
ENGLISH GRAMMAR;

IN WHICH THE PRINCIPLES OF THAT SCIENCE
ARE FULLY EXPLAINED, AND
ADAPTED TO THE COMPREHENSION OF YOUNG PERSONS;

CONTAINING A

SERIES OF EXERCISES

FOR PARSING, FOR ORAL CORRECTION, AND FOR WRITING;

WITH

QUESTIONS FOR EXAMINATION.



Edited by

THE REV. BRANDON TURNER, M.A.

LONDON:
PRINTED FOR SCOTT, WEBSTER, AND GEARY,
CHARTERHOUSE SQUARE;
AND SOLD BY ALL BOOKSELLERS

1840.

386.

LONDON :

A SWEEING, PAINTER, BARTLETT'S BUILDINGS, HOLBORN.

P R E F A C E.

Among the serious defects that have prevailed in our systems of elementary instruction, none has been more evident than the imperfect manner in which the grammar of our own language has been taught. In many schools, instruction in the principles of English grammar has been wholly omitted; as if correctness in speaking and writing would be acquired by practice, or in the study of other languages. Even in those schools where a different system has prevailed, the pupils have derived but little practical benefit; for the text-books in use have been so complex and obscure, or so brief and defective, and the plan of teaching so entirely a work of memory, that many of our countrymen in the present day, whose education has been confined to their own language, are unable to speak or even write grammatically. This national defect is to be attributed, in a great measure, to the almost exclusively classical character of our educational establishments; which has led those learned men, who have been engaged in the teaching of youth, to employ their talent in illustrating the languages of Greece and Rome rather than in elucidating their own; and, therefore, the task of constructing an English Grammar has been left to less qualified individuals.

Nothing can more thoroughly illustrate this fact than the circumstances under which the popular Grammar of Lindley Murray was composed. It appears, from his own account, that the science of grammar had occupied but little of his attention until he was employed to prepare a new compilation on that subject. But, notwithstanding, the work which he produced was so superior to any then in use, that immediately on its appearance, it became the text-book in almost every school; and the continuance of its popularity has led many to believe that no farther improvement could be made. Yet, how

few pupils have derived a practical knowledge of grammar from his work.

As class-books, Murray's Grammar and Exercises have been found so incumbered with rules and examples, that the memory of the pupil is fatigued by their prolixity, and his understanding confused by their numerous contradictions, which, even with the help of the Key, he is unable to reconcile with each other. Nor has the case been much amended by the modifications of his works which have appeared from time to time under different titles. In these oracular digests, the rules and illustrations have been so greatly abridged, as to be utterly unfit for the purposes of grammatical instruction.

With this conviction upon his mind, the Editor of the present work was persuaded that the defects referred to could only be overcome by the adoption of a New English Grammar, and of a different plan of instruction from that which has been generally followed. He was confirmed in this opinion on examining the various grammatical works in use in the national schools of France and America. Among these, the "Institutes of Grammar," by Gould Brown, appeared to him so well suited to the purposes of instruction, that he has adopted it as the basis of the present work; and his own part of the task has been limited to such changes and modifications as, after much reflection, he judged necessary for the plan he had in view—the production of a practical Grammar for the use of English schools.

In its present form, it is believed that this Grammar will be found to possess many advantages over any other now in use. There is nothing in it which any pupil of common abilities will find difficult to understand or apply. Its greatest peculiarity is, that it requires the pupil to speak or write a great deal, and the teacher very little. It is the plain didactic method of definition and example, rule and exercise, which no man who means to teach grammar will ever abandon for another. There is only one way in which grammar can be successfully taught; which is to cause the principal definitions and rules to be so thoroughly committed to memory, that they may ever afterwards be readily applied. But it is at this point that the pupil

generally feels the commencement of his difficulties, from the number and abstruse character of the rules he has to learn, and his inability to apply them. In the present work, the rules have been shortened, reduced in number, and expressed in a clear and simple manner, so as to render them more easy and intelligible.

As grammar is a practical art, it is the plan of this work to bring every doctrine which has been learned into immediate and constant application; and, for this purpose, a complete series of exercises, adapted to its several parts, has been given, with notices of the manner in which they are to be used, according to the place assigned them: and Parsing, which is so essentially necessary in grammatical instruction, commences immediately after the first lesson of Etymology. The pupil is then alternately exercised in learning rules, in applying them in parsing, and in orally correcting the examples of false syntax. In this manner, he is progressively conducted through all the primary definitions and rules of grammar; and if this be performed according to the order prescribed, it cannot fail to render them perfectly familiar, and of easy application, so as to secure his farther progress. The same plan has been followed in Syntactical Parsing; and it is hoped, that the importance of such a method of instruction will particularly commend the work to teachers of youth. A series of questions has been appended at the foot of the page for the examination of classes, and the definitions and rules have been so expressed as to supply the answer, which the pupil should be accustomed to recite with clearness and fluency.

While precision and simplicity have thus been attended to, and a scheme of teaching and a system of examination suggested, care has been taken to reduce the illustrations and examples to a moderate compass, by the omission of those unnecessary details which occupy so large a space in other grammars. Thus, in the chapter of Prosody, a few examples only of the rules of punctuation have been given, as exercises in this department can be supplied from the daily lesson in Reading, or the pages of any correctly printed work. A Key to the examples of false syntax has also been dispensed with,

that the scholar might be taught to depend more completely upon his own judgment and industry. By these omissions, space has been obtained for ample illustrations in the departments of greater difficulty and importance, as will be especially seen in the division of Syntax, and the numerous examples and exercises with which it is accompanied. The Editor, therefore, confidently hopes, that wherever this work is introduced, it will be found so comprehensive and perspicuous, as to form an efficient text-book and guide to correct composition; and yet, that this important branch of education may be comprised within a six months' course.

It must always be kept in mind, however, that the manner of teaching is of more importance than even the text-book. It would be as hopeless to expect proficiency from a pupil who had merely committed the rules to memory, as it would be to make him a skilful arithmetician without working the sums. In addition therefore to the examples and exercises by which every rule is illustrated, and which in this work are merely supplied as specimens, the careful teacher will suggest others, according to the capacity of his pupils. The reading lesson of the day might supply them; and thus the scholars, instead of being confined to the pages of the Grammar, would become accustomed to parse at sight—and in this manner their understandings would be exercised, and their emulation excited. It is by such instruction only that grammar can be rendered an interesting study to the youthful mind, and that the scholar can be effectively taught to express his sentiments with propriety, and to write his native language with correctness and elegance.

B. T.

London, Jan. 1, 1840.

CONTENTS.

Definition and Division of the Subject	PAGE 1
--	-----------

PART I.—ORTHOGRAPHY.

Of Letters page 2	Of Spelling 5
Rules for the Use of Capitals 3	Rules for Spelling 6
Of Syllables and Words 4	Exercises in Orthography 8

PART II.—ETYMOLOGY.

Of the Parts of Speech 10	speech, and the classes and modifications of the articles, nouns, adjectives, and pronouns 38
Chap. I.—Examples for Parsing—merely to distinguish and define the different parts of speech 12	Of the Verb 41
Of the Article 14	Moods 42
Noun 15	Tenses 43
Persons 17	Persons and Numbers 45
Numbers 18	Conjugation of Verbs 47
Genders 20	Active Verbs 48
Cases 22	Passive Verbs 61
Declension of nouns 23	Irregular Verbs 65
Chapter II.—Examples for Parsing—to distinguish and define the different parts of speech, and the classes and modifications of the articles and nouns 24	Defective Verbs 70
Of the Adjective 26	Of the Participle 71
Comparison of Adjectives 27	Chapter V.—Examples for Parsing—to distinguish and define the different parts of speech, and the classes and modifications of the articles, nouns, adjectives, pronouns, verbs, and participles 75
Chapter III.—Examples for Parsing—to distinguish and define the different parts of speech, and the classes and modifications of the articles, nouns, and adjectives 30	Of the Adverb 78
Of the Pronoun 33	Conjunction 81
Declension of Pronouns 36	Preposition 82
Chapter IV.—Examples for Parsing—to distinguish and define the different parts of	Interjection 83
	Chapter VI.—Examples for Parsing—to distinguish and define the different parts of speech, and all their classes and modifications 84
	Exercises in Etymology 87

PART III.—SYNTAX.

Introductory Definitions 91	classes; mentioning their modifications in order; pointing out their relation, agreement, or government; and applying the Rules of Syntax 9
Rules of Syntax 93	
Chapter VII.—Examples for Syntactical Parsing—distinguishing the different parts of speech, and their	