

**PARSING SIMPLIFIED; AN
INTRODUCTION AND COMPANION
TO ALL GRAMMARS: CONSISTING
OF SHORT AND EASY RULES (WITH
PARSING LESSONS TO EACH)**

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Parsing Simplified; an Introduction and Companion to All Grammars: Consisting of Short and Easy rules (with parsing lessons to each) by Thomas Darnell

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THOMAS DARNELL

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PARSING SIMPLIFIED;

AN

INTRODUCTION AND COMPANION TO ALL
GRAMMARS:

CONSISTING OF SHORT AND EASY RULES

(WITH PARSING LESSONS TO EACH),

WHEREBY VERY YOUNG STUDENTS

MAY, IN A SHORT TIME, BE GRADUALLY LED THROUGH A KNOWLEDGE

OF THE SEVERAL ELEMENTARY PARTS OF SPEECH

TO A THOROUGH COMPREHENSION OF THE GRAMMATICAL

CONSTRUCTION OF THE MOST COMPLEX SENTENCES OF OUR ORDINARY

AUTHORS, EITHER IN PROSE OR POETRY.

BY THOMAS DARNELL.

LONDON:

GRIFFITH AND FARRAN,

SUCCESSORS TO NEWBERRY AND HARRIS,

CORNER OF ST. PAUL'S CHURCHYARD.

1865.

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ST. JOHN'S SQUARE.



TO TEACHERS.

THIS little book may of course be used by *one* pupil at a time; but the interest felt in the lessons, and the advantage derived from them, will be considerably increased by their being gone through in a *class*, say of from three or four to six, eight, or more.

All *guessing* must be immediately checked. Each pupil (taking a sentence in turn) should be *invariably* required to give his *reason* for what he says; and whenever a mistake is made all the others in the class should be *encouraged* to correct it *at once*. The teacher will thus be saved an immense amount of labour, the interest in the lessons will be kept up, all mistakes will be less likely to pass undetected, and the progress of the pupil will be greatly accelerated.

Should the attention at any time flag *much*, or the lesson appear to be too difficult, it will be advisable to turn back a few pages and go over the ground again, as in all probability some one or other of the preceding lessons has not been fully understood. And, indeed, with all very young or dull pupils frequent *repetition* will be found desirable.

26, Theberton-street, N.
Nov. 1864.

The Author will be much obliged by any suggestions for the improvement of this work.

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LESSON 1.

NOUN.

Noun means *name*; so we call the *name* of any thing we can see or talk about a *noun*.

PARSING EXERCISE.

Boy	Death	Hat	Milk
Man	Beauty	Legs	Kindness
Cane	Life	Ink	Rain
School	Battle	Year	Lessons
Desk	Arm	Lightning	Music
Pen	Thunder	Noses	Paper

PARSING FORMULA.

— is a noun because "I can see it,"
or because "I can talk about it."

LESSON 2.

ADJECTIVE.

An adjective is a word that *shows the quality* of a noun.

PARSING EXERCISE.

Good horse	Dirty faces
Sweet apples	Blue cloak
Nice pen	Sour oranges
New knife	Green leaves
Black clouds	Round marble
Hot pies	Handsome chair
Large house	Great black dog
Green fields	Old blue coat
Dry bread	Cold wet day
Straight lines	Long thin stick
Long nose	Loud thunder
Black ink	Pleasant music
Clean plate	Nice little boy
Warm hands	Beautiful bright moon
Pretty children	Dark blue sea.

PARSING FORMULA.

— is an adjective, because it “shows the quality of the noun —.”

— is a noun, because “I can see it,”
or because “I can talk about it.”

LESSON 3.

VERB.

A *verb* is a word that signifies *to do* something.

PARSING EXERCISE.

Boys eat pudding. Knives cut fingers. Dogs catch rats. Bakers bake loaves. Bricklayers build walls. Girls mend stockings. Rabbits like parsley. Gardeners dig. Boys write. Women sew. Children walk. Idle children tear useful books. Men drink beer. Sheep eat grass. Bakers bake bread. Little boys learn easy lessons. Hot fires melt hard iron. Sharp knives cut wood. Dirty pigs eat hard beans. Little babies cry. Careless children tear books. Young girls sew neat frills. Naughty boys say bad words. Bees sting. Strong horses carry heavy loads. Gardeners bring pretty flowers.

PARSING FORMULA.

- is a noun, because "I can," &c.
- is an adjective, because "it shows," &c.
- is a verb, because "it signifies to do something."