

**QUESTIONS UPON
ANDREWS
AND STODDARD'S
LATIN GRAMMAR**

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Questions Upon Andrews and Stoddard's Latin Grammar by Various

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^{2d.} ANDREWS AND STODDARD'S ^{S.}

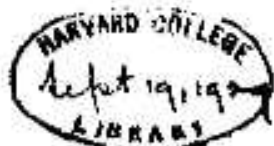
LATIN GRAMMAR.

SIXTH EDITION,
REVISED AND CORRECTED.

BOSTON:
CROCKER AND BREWSTER,
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THE Questions contained in this little volume include a reference to almost every essential principle comprised in the work to which they relate; and the student, who shall be able to answer them intelligently, will possess a knowledge of the Latin Grammar at once accurate and extensive.

It is believed, that no valid objection can be made to the use of printed questions, upon such a subject, when judiciously prepared; but that, on the contrary, they may essentially lighten the labor, both of the instructor and his pupils. The student, knowing beforehand the questions which are to be proposed to him, will be able not only to give his answers with more precision, but to comprehend more perfectly the nature and application of the principles contained in his lesson. Should the use of printed questions lead him to adopt in his answers the words of his text-book, this result, so far from being objectionable in respect to the elementary principles of Latin Grammar, is one which every intelligent teacher would greatly desire. Such questions may lessen the labor of the instructor, not by superseding the necessity of a thorough knowledge, on his own part, of the lesson which he is to hear,—for without this no teacher can be accounted a competent one,—but by enabling the student to examine himself, and thus to come to his recitation prepared in a better manner than he could be without their aid. The members of a class, also, can render assistance to each other by alternately asking and answering the questions; and

various means may be easily devised to give interest to such an exercise.

In the Grammar, the comparative importance of the various parts, to one who is commencing the study of the language, is, in some degree, intimated by the size of the type in which it is printed. In this respect, however, much was necessarily left to the judgment of the teacher. For the younger classes, it may be sufficient, at first, to learn only the more important paradigms, and a few of the leading principles of etymology and syntax. Those who commence a little later, can learn not only these, but whatever is contained in the largest type; while those who come to the study of the Latin language with minds well disciplined by other studies, may find it advantageous to include, in their first perusal, all those portions designated in the questions by an asterisk, (*). The parts marked thus, (†) relate to subjects of very different degrees of interest, and such as will claim the student's attention at widely different periods of his education. A few questions, referring to extended lists of words, or to exceptions of little practical importance, will scarcely merit his particular attention at any period.

The Grammar to which these questions refer, abounds in examples of forms and constructions, intended to illustrate the principles in connection with which they are introduced. To have alluded in all cases to these would have occasioned a constant repetition of the direction, "Give an example;" and it was therefore thought better to omit it altogether, leaving it to be supplied, in each case, by the teacher.

E. A. A.

Boston, June 6, 1836.

QUESTIONS, &c.

§ 1. * WHAT does Latin Grammar teach? † To what do these principles relate? What are the primary divisions of grammar called?

ORTHOGRAPHY.

§ 2. * Of what does orthography treat? How many letters has the Latin language? Name them. † What is said of *i* and *j*? — of *u* and *v*? — of *w* and *k*? — of *y* and *z*? — of *h*?

§ 3. * How are letters divided? Name the vowels. † How are consonants divided? Name the liquids. How are the mutes divided? Name the labials; — the palatics; — the linguals. What is *s* called? Name the double letters. What is *k* called? Explain the composition of the double letters.

§ 4. * What is a diphthong? † Name the diphthongs. What is said of *æ* and *œ*?

§ 5. † What is said of the ancient punctuation? — of the modern? * How is a short syllable marked? How is a long syllable? † Describes the circumflex accent. What is said of its use? Describe the grave accent. What is its use? Describe the diæresis. What is its use?

ORTHOËPY.

§ 6. * Define *orthoëpy*. † What is said of the ancient pronunciation of the language? — of the modern? Of what do the four primary divisions of *orthoëpy* treat?

§ 7. * How is an accented vowel pronounced at the end of a syllable? What is said of *e*, *o*, and *u*, at the end of an unaccented syllable? — of *a* in the same situation? — of *i* final? — of *i* in the first syllable of a word? — * of *i* at the end of other unaccented syllables? — of *i* final in *tibi* and *sibi*? — of the sound of *y*?

§ 8. * Where has a vowel its short English sound? † When is *a* excepted? * What is said of *er* final?—of *es* at the end of plural cases?—† of *post*?

§ 9. † How are *e* and *æ* pronounced? What is said of *ai*, *ei*, *oi*, and *yi*?—of *ei* when a diphthong?—of *au*?—of *eu*?—of the diphthongs beginning with *u*?—of *si* in *csi* and *huc*?

§ 10. * What is the general rule for the sound of the consonants? What are the sounds of *c*?—of *ch*? † When has *c* the sound of *sh*? * What is said of the sounds of *g*? † What exception in the sound of *g*?

§ 11. * What is the general rule for the sound of *s*? † When has *s* the sound of *sh*? When of *z*? What exception to the sound of *ss*? When has *s* final the sound of *z*? In what words has it the sound of *z* at the beginning of a syllable?

§ 12. † When has *t* the sound of *sh*?—when of *ch* in *child*? What exceptions? * Give an account of the sounds of *x*. † When has *x* the sound of *gx*? When of *ks*? What combinations of letters before *ch* are silent? In what combinations is the first consonant silent?

§ 13. * Define *quantity*. What is the time of a short syllable? Define *penult*;—*antepenult*. What is the first general rule of quantity?—the second?—the third?—the fourth? † When is the penult of a word not marked in this Grammar? What is said of enclitics? When is it necessary to learn the quantity of final syllables? Why?

§ 14. * Define *accent*;—*primary* accent;—*secondary* accent. Give the rule for the accent of dissyllables;—of words of more than two syllables. † To what do the rules of accent in this and the nine following sections relate?

§ 15. * What is the rule for the accent when the penult is common?—for genitives in *us*?—for compound words?—† for words compounded with enclitics? What is the place of the secondary accent when only two syllables precede the primary?

§ 16. * What is its place when more than two syllables precede? What words take three accents?

§ 17. * Into how many syllables must a word be divided? † In the rules for syllabication, what does the term *concel* include? What in this connection is said of *ch*, *ph*, and *th*?

§ 18. * What is the rule for a single consonant or a mute with *l* or *r* between the last two vowels of a word?—when between any two unaccented vowels? † What words are excepted?

§ 19. * What is the rule for a single consonant or a mute with *l* or *r* before the vowel of an accented syllable? What is said of *pl*, *tl*, and *thl*?

§ 20. * What is the rule for a single consonant *after* the vowel of an accented syllable? What syllable is excepted from this rule? What is the rule for *h* between two vowels? — for a mute with *l* or *r* after the vowel of an accented syllable? What syllable is excepted? When is a single consonant or a mute with *l* or *r* after an accented *a*, *e*, or *o* joined to the following vowel? † What mutes before *l* are excepted? * What is the rule for a single consonant or a mute with *l* or *r* after an accented *u*? — † for *bl* after *u*?

§ 21. * What is the rule for *x* between two vowels in writing syllables? — in pronouncing them? What is the rule for two consonants between two vowels?

§ 22. What is the rule for three consonants between two vowels? — for four consonants between two vowels?

§ 23. What is the rule for the division of compound words? What exception to this rule?

ETYMOLOGY.

§ 24. * Define *etymology*; — *parts of speech*. Name the parts of speech. What parts of speech are inflected? † How is the word *noun* used in this Grammar?

§ 25. * What do verbs include? Define *inflection*. Of how many kinds is it? What words are declined? — conjugated? — compared?

§ 26. * Define a *noun*; — a *proper* noun; — a *common* noun; — a *collective* noun; — an *abstract* noun; — a *material* noun. † Explain the change of abstract, proper, and material into common nouns. For which class is the infinitive mood used? * What three circumstances require attention in nouns?

§ 27. * Define gender in nouns. Name the genders. † What is the distinction between *natural* and *grammatical* gender? On what does the latter depend?

§ 28. * What is the first general rule for masculine nouns? — the second? — the third?

§ 29. * The first general rule for feminines? — the second?

§ 30. * Define *common* and *doubtful* gender. † Repeat the lines containing nouns of the common gender.

§ 31. † What adjectives are joined to common nouns? Do they all admit a feminine adjective?

§ 32. † What common nouns take feminine adjectives only? What nouns signifying persons are neuter?