



英文典

ing = ign  
 母のシラ下ノルハ下ノ下

シラ  
 トアヒカサナ  
 トアヒカ

一連の接の内は母教を一つ也

一ヶし水と水と語を以て中色

母のシラ下ノルハ下ノ下  
 母のシラ下ノルハ下ノ下  
 母のシラ下ノルハ下ノ下



文庫8  
 E 180

洋学文庫  
 文庫8  
 E 180



紙

ing = ign

母のシテ下ノルコト下ノリ

シカ  
トフヒア

一連有接の内ある母教を一つ也

一ヶし水と水よ語を以てし

反此水と語  
子也

水場

か



(2)

文庫 8  
E 180

洋学文庫  
文庫 8  
E 180

ing = ign

イ  
ン  
グ  
イ  
グ  
ナ

初見は...

of it with time



action will be finished at some future time; as - i shall  
have advised you before this time to-morrow.

on mood.

lesson 40.

E. have you anything further to state respecting the  
verb to be?

a. The verb to be has an inflection to express a m,  
anner or condition, which no other verb has. This in-  
flection is called mood, which means mode or manner.

E. have not english verbs, then, generally that which  
is called mood?

a. With the single exception of to be, verbs have no c,  
hange by which a different mode of action can be ex-  
pressed.

E. explain this by an example?

a. for instance - i may or can love - is said to  
be the verb love in the potential mood, as imply,

43-10389

何故哉



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action will be finished at some future time; as I shall have advised you before this time to-morrow.

on mood.

Lesson 40.

E. have you anything further to state respecting the verb to be?

A. The verb to be has an inflection to express manner or condition, which no other verb has. This inflection is called mood, which means mode or manner.

E. have not English verbs, then, generally that which is called mood?

A. With the single exception of to be, verbs have no change by which a different mode of action can be expressed.

E. explain this by an example?

A. for instance - I may or can love - is said to be the verb love in the potential mood, as implied.

conform = 一致 = 一致

身正皆操 (三孫)

目

本

ng liberty or power, but in reality it is the word  
may or can, which expresses liberty or power, and  
not the verb to be.

Q. how, then, is it that grammars generally have  
verbs arranged under moods?

A. because learned men have endeavored to make our lan-  
guage conform to the structure of the latin language, which  
has such moods.

Q. give an illustration?

A. in latin we have:

indicative mood.

mones, i advise.

potential mood.

monerem, i may or can advise.

There is none. There is none. There is none.

here, but in english there is none.

there is none

subjunctive mood.

lesson 41.

ip = 115 = 171

自レ入

Q. Will you mark the inflection of the verb to be, which  
highly conveys the idea of a change of mood?

To be.

subjunctive mood.

present tense.

singular.

1st per. if i be

2nd per. if you be

3rd per. if he be

plural.

1st per. if we be

2nd per. if you be

3rd per. if they be

past tense.

singular.

1st per. if i were

2nd per. if you were

3rd per. if he were

plural.

1st per. if we were

2nd per. if you were

3rd per. if they were

the meaning of subjunctive?

the term subjunctive is derived from the latin

sub, under, and jungere, to join; because it is usually joined

conform = 一致 = 一致 = 一致

動詞の格 (三格)

ing liberty or power, but in reality it is the word  
may or can, which expresses liberty or power, and  
not the verb to be.

Q. how, then, is it that grammars generally have  
verbs conjugated under moods?

A. because learned men have endeavored to make our lan-  
guage conform to the structure of the latin language, which  
has such moods.

Q. give an illustration.

A. in latin we have:

indicative mood.

mones, i advise.

potential mood.

monerem, i may or can advise.

又昔者...  
又昔者...  
又昔者...

where there is a difference in the...  
Which = They

subjunctive mood.

Lesson 41.

ip = 1st = 1st

1st

Q. Will you mark the inflection of the verb to be, which  
conveys the idea of a change of mood?

To be.

subjunctive mood.

present tense.

A. singular.

plural.

1st per. it is be

1st per. if it be

2nd per. if you be

2nd per. if you be

3rd per. if he be

3rd per. if they be

past tense.

singular.

plural.

1st per. if i were

1st per. if we were

Q. What is the meaning of subjunctive?

A. the term subjunctive is derived from the latin, to  
sub, under, and jungere, to join; because it is usually joined

to the main clause, and is usually joined to the main clause.

Lesson 41

conform = 一致 = 一致

動詞三格三格

ing liberty or power, but in reality it is the word  
may or can, which expresses liberty or power, and  
not the verb to be.

Q. how, then, is it that grammars generally have  
verbs <sup>変</sup> changed under <sup>法</sup> moods?

A. because learned men have endeavored to make our lan-  
guage conform to the structure of the latin language, which  
has such moods.

Q. give an illustration?

A. in latin we have:

indicative mood.

mones, i advise.

potential mood.

monerem, i may or can advise.

又音ヨアタウ  
カキル  
ハカシム

where there is a difference in the word, which expresses it.

subjunctive mood.

lesson 41.

ip = 115 = 131

百三十一

Q. Will you mark the inflection of the verb to be, which  
highly conveys the idea of a change of mood?

To be.

subjunctive mood.

present tense.

A. singular.

plural.

1st per. it is be

1st per. if he be

2nd per. if you be

2nd per. if you be

3rd per. if he be

3rd per. if they be

past tense.

singular.

plural.

1st per. if i were

1st per. if he were

Q. What is the meaning of subjunctive?

A. the term subjunctive is derived from the latin sub-

under, and juncture, to join; because it is usually joined

結

Dependent  
副詞 介詞 連詞  
分別 獨立

used in another sentence, or dependent upon another verb,  
explains a condition  
should be used in a sentence

another form of the subjunctive mood is contained  
in the following sentence - if he be there, and if he  
says anything, give him this.

What have you to observe respecting this form?  
The same meaning is conveyed without the subjunctive

as - if he is there, and if he says anything, give  
him this, because the doubt or contingency is expressed  
in the word if, which is merely a contraction of the

old english gif, or give.  
Will you explain still further?

if = give that if means just the same as give that, or as  
in i say - if he is there - it is equal to  
saying - but he is there, or

if he is there = give that he is there | if he is there = allow he is there

Wrong = 錯誤  
Correct = 正確  
as made up of  
of the present day  
by the best writers of the

another verb, (should be) is occasionally used?  
present day  
of the present day  
by the best writers of the

when should the subjunctive be used?  
give him this  
contingency is to be expressed.

give an explanation?  
give him this  
contingency is to be expressed.

then the true meaning of the expression is - if an effort  
if an effort should be made or, were to be made, it would be

is there any real need for the subjunctive?  
need of the subjunctive for expression  
doubt and contingency as in these



dependent  
副詞 獨立 動詞  
有初音 動詞

ined to another sentence, or dependent upon  
and implies a condition: as - if he is there, and if he  
E. give another  
u. another form of the subjunctive mood is contain,  
ed in the following sentence - if he is there, and if he  
- say anything, give him this.

E. What have you to observe respecting this form?  
u. the same meaning is conveyed without the subjunc-  
tive; as - if he is there, and if he says anything, give  
him this, because the doubt or contingency is express-  
ed in the word - if, which is merely a contraction of the

E. Will you explain still further?  
u. the word if means just the same as give that, or al-  
low; so that when I say - if he is there - it is equal to  
saying - give that he is there, or - allow he is there.

if  
allowance  
42  
if  
allow

wrong = 錯誤  
Correct = 正確  
as made up of  
of the best writers of the

contingency present day  
of the best writers of the  
by the best writers of the  
present day.

give him this  
contingency  
E. give an explanation?

give him this  
contingency  
this present to make it

then the true meaning of the expression is - if an effort  
if an effort should be made or, here to be made be, it would be

E. Is there any real need for the subjunctive?  
is there any real need for the subjunctive?

is there any real need for the subjunctive?

dependent  
同原  
副詞  
有條件

is used to another sentence, or dependent upon

and implies a condition: as - if he is there

E. give another

u. another form of the subjunctive mood is contain

ed in the following sentence - if he be there

- they anything; give him

E. what have you to observe respecting his poem?

u. the same meaning is conveyed without the relative

cluse; as - if he is there; and

him this - because the double

ed in the word - if, which is merely a

do

E. will you explain still further?

u. the word if means just the same as give that, or as

low; so that when i say - if he is there - it is equal to

saying - give that he is there, or - he is there

wrong = 錯

(Lesson 42)

as made up

conjunction present day

此句之詞法

present day

E. what should the subjunctive be used?

u. subjunctive should only be used when future

contingency is to be used

E. give an explanation?

u. it would be wrong to say - if an effort

it would be successful

great nor

then the true meaning of the expression is - if an effort

if an effort should be made or, were to be made, it would be

as the word

E. is there any real need for the subjunctive?

is there any real need for the subjunctive?

be (N) = 是 (shì) ...  
dependent  
高 (gāo) ...  
有 (yǒu) ...

and implies a condition ...  
and implies a condition ...

Q. give another ...  
A. another form of the subjunctive mood is contained in the following sentence - if he be there, and

Q. what have you to observe respecting this form?  
A. the same meaning is conveyed without the verb

clike; as - if he is there; and him this - because the verb is used in the mood of which is

Q. will you explain still further ...  
A. the word if means just the same as give that, or at

low; so that when I say - if he is there - it is equal to saying - give that he is there ...  
if he is there = give that he is there | if he is there = allow he is there

wrong = 錯 (cuò) ...  
as made affirming ...  
(error 42)

Q. is the subjunctive frequently used?  
A. the subjunctive form of the verb is scarcely used and not in conversation, or by the best writers of the present day.

Q. when should the subjunctive be used?  
A. the subjunctive should only be used when future contingency is to be expressed.

Q. give an explanation?  
A. it would be wrong to say - if an effort is now made it would be successful - because this is as much as a

firming that an effort now at this present is made; the true meaning of the expression is - if an effort should be made, or were to be made, it would be

Q. is there any real need for the subjunctive?  
A. of the subjunctive for expression of doubt and contingency as in these

doubt and contingency as in these ...  
doubt and contingency as in these

Dependent  
高附屬句  
低附屬句

ined to another sentence, or dependent  
and implies a condition: as  
E. give another

u. another form of the subjunctive mood is contained  
ed in the following sentence: if he be there, he  
- say anything; give him this

E. what have you to observe respecting this form?  
u. the same meaning is conveyed without the relative

clike; as if he is there; and  
him this, because the whole

ed in the word if, which is  
do

E. will you explain still further  
u. the word if means just the same as give that

low: so that when I say if he is there it is equal to  
saying: give that he is there

if he is there = give that he is there | if he is there =

Wrong = 誤子  
Canon 42  
as made affirming

E. is the subjunctive frequently used?  
u. the subjunctive form of the verb is scarcely used  
and not in conversation, or by the best writers of the  
present day

E. what should the subjunctive be used?  
u. the subjunctive should only be used when future

contingency is to be expressed.  
E. give an explanation?

u. it would be wrong to say if an effort is not made  
it would be successful because this is as much as a

firming that an effort now at this present is made; when  
the true meaning of the expression is if an effort

should be made, or were to be made, it would be  
successful.

E. is there any real need for the subjunctive?  
u. there is no need of the subjunctive for expressing

any past or present doubt and contingency as in these

And in the past tense need must

in these cases

old past and present tenses of the verb to express future contingency; must use the auxiliaries shall and should with the infinitive be

give some examples in the present and past tenses speaking in the present tense; i need not use the subjunctive; but may say if the boy is good he will

be punished if he has taken it. And in the past tense if it was true i am sorry to hear it tell me if justables has been there

give an example of the future

be used in speaking of future contingency; as we shall go to-morrow if it be fine or more properly if it should be fine

passive verbs

Lesson 48

are not some verbs passive?

some verbs are called passive, but not properly

Passive Verbs

verb

not become passive in meaning by inflection but by the addition of an auxiliary; as i advised is not

words used; it is said to become passive

if the boy is good say that participles are sometimes called

he shall be punished if he has taken it with the division

if it was true i am sorry to hear it

according as they give an active or a passive signification

Conjugate the active and passive participles advising and advised in connexion with the tenses of to be

(see verb to be, page 37.) active present tense imperfect

u. singular plural 1st per. i am advising 3rd per. he was advising

am advising

And in the past tense (used) must

cases: i can take the usual past and present tenses of the verb: to express future contingency, i must use the auxiliaries, shall and should, with the infinitive be.

E. give some examples in the present and past tenses?

u. speaking in the present tense; i need not use the subjunctive; but may say, if the boy is good, he will have a reward. he shall be punished if he has taken it. And in the past tense; if it was true, i am sorry to hear it. tell me if Zestulus has been there.

E. give an example of the future?

u. the subjunctive must be used in speaking of future contingency, as he shall go to-morrow, if it be fine, or more properly, if it should be fine.

participle verbs.

Lesson 49.

E. are not

u. some verbs are called participles, but not properly, to

did 爲 已 多

inflection be, by the addition of an auxiliary; as i advised - is, was, were, was it is said to become, put, i am advised.

if the boy is good, that participles are sometimes called

he shall be punished if he has taken it, with the previous, if it was true i am sorry to hear

according as they give an article or a participle signification

E. conjugate the active and passive participles, advising and advised, in connexion with the tenses of to be? (see verb to be, page 37.)

active. present tense imperfect.

u. singular.

1st pers. i am advising.

am advising

plural.

1st pers. we are advising.

And in the present tense need must

cases: i can take the usual past and present tenses of the verb: to express future contingency, i must use the auxiliaries shall and should with the in-

E. give some examples in present and past tenses?

u. speaking in the present tense, i need not use subjunctive; be-

it: And in m-

where it tell me

E. give an example of the future?

u. the subjunctive must be used in speaking of future contingency, as - i shall go to-morrow, if it be fine;

or more properly - if it should be

Lesson 49.

E. were not

u. some verbs are called passive, but not properly

And in the present tense need must

some passive in meaning by inflection but by the addition of an auxiliary; as - i advised - is - etc. he; but by prefixing the word was, it is said to become pas-

not say that participles are sometimes called active and passive?

u. participles when they are used with the various

the verb to be are called active or passive, ac-

according as they give an active or a passive signification

E. conjugate the active and passive participles using and advised, in connexion with the tenses of to be?

(see verb to be, page 37.)

present tense imperfect. u. singular. plural. 1st pers. i am advising. 1st pers. we are advising.

Handwritten notes on a separate piece of paper attached to the left edge.

Handwritten notes on a small piece of paper attached to the left edge.

Handwritten notes on a small piece of paper attached to the left edge.

Handwritten notes on a small piece of paper attached to the right edge.

And in the present tense need must

cases: i can take the verb: to express future contingency; must use the auxiliaries: shall and should with the

E. give some examples in present and past tenses?

u. speaking in the present tense; i need not

subjunctive; being

it: And in

when it tell me

E. give an example of the future?

u. the subjunctive: must be used in speaking

re contingency; as - he shall go to-morrow, if it be fine;

or more properly - if it should be

E. use not

u. some verbs are called passive, but not properly

did

at they do not become passive in meaning by inflection but by the addition of an auxiliary; as - i advised - is active; but by prefixing the word was; it is said to become passive; thus - i am advised.

E. did you not say that participles are sometimes called active and passive?

u. the participles when they are used with the various

tenses of the verb to be are called active or passive, according as they give an active or a passive signification to the expression.

E. conjugate the active and passive participles according

and advised, in connexion with the tenses of to be?

(see verb to be, page 37.)

active.

present tense imperfect.

u. singular. plural.

1st pers. i am advising. 1st pers. we are advising.



2nd per. you are advising | 2nd per. you are advising.  
 3rd per. he is advising | 3rd per. they are advising

past tense imperfect.

singular. | plural.  
 1st per. I was advising. | 1st per. we were advising.  
 2nd per. you were advising. | 2nd per. you were advising.  
 3rd per. he was advising. | 3rd per. they were advising.

future tense imperfect.

singular. - 1st per. | I shall be advising.  
 2nd per. | you shall be advising.  
 3rd per. | he shall be advising.  
plural. - 1st per. | we shall be advising.  
 2nd per. | you shall be advising.  
 3rd per. | they shall be advising.

present tense perfect.

singular. - 1st per. | have been advising.  
 2nd per. | have been advising.

3rd per. | he has been advising.  
plural. - 1st per. | we have been advising.  
 2nd per. | you have been advising.  
 3rd per. | they have been advising.

past tense perfect.

singular. - 1st per. | I had been advising.  
 2nd per. | you had been advising.  
 3rd per. | he had been advising.  
plural. - 1st per. | we had been advising.  
 2nd per. | you had been advising.  
 3rd per. | they had been advising.

future tense perfect.

singular. - 1st per. | shall have been advising.  
 2nd per. | shall have been advising.  
 3rd per. | shall have been advising.  
plural. - 1st per. | shall have been advising.  
 2nd per. | shall have been advising.  
 3rd per. | shall have been advising.

2nd per. you are advising | 2nd per. you are advising.  
 3rd per. he is advising | 3rd per. they are advising  
 past tense imperfect.

*singular*  
 1st per. I was advising. | *plural*  
 1st per. we were advising.  
 2nd per. you were advising. | 2nd per. you were advising.  
 3rd per. he was advising. | 3rd per. they were advising.  
 present tense imperfect.

*singular* - 1st per. I shall be advising.  
 2nd per. you will be advising.  
 3rd per. he will be advising.  
*plural* - 1st per. we shall be advising.  
 2nd per. you will be advising.  
 3rd per. they will be advising.

present tense perfect.  
*singular* - 1st per. I have been advising.  
 2nd per. you have been advising.  
 3rd per. he has been advising.  
*plural* - 1st per. we have been advising.  
 2nd per. you have been advising.  
 3rd per. they have been advising.

3rd per. he has been advising.  
*plural* - 1st per. we have been advising.  
 2nd per. you have been advising.  
 3rd per. they have been advising.  
 past tense perfect.

*singular* - 1st per. I had been advising.  
 2nd per. you had been advising.  
 3rd per. he had been advising.  
*plural* - 1st per. we had been advising.  
 2nd per. you had been advising.  
 3rd per. they had been advising.

future tense perfect.  
*singular* - 1st per. I shall have been advising.  
 2nd per. you will have been advising.  
 3rd per. he will have been advising.  
*plural* - 1st per. we shall have been advising.  
 2nd per. you will have been advising.  
 3rd per. they will have been advising.

2nd per. you are advising | 2nd per. you are advising.  
 3rd per. he is advising | 3rd per. they are advising

past tense imperfect. †††

*singular.*  
 1st per. i was advising. | 1st per. he was advising.  
 2nd per. you were advising. | 2nd per. you were advising.  
 3rd per. he was advising. | 3rd per. they were advising.

present tense imperfect.

*singular.*—1st per. i shall be advising.  
 2nd per. you will be advising.  
 3rd per. he will be advising.

*plural.*—1st per. we shall be advising.  
 2nd per. you will be advising.  
 3rd per. they will be advising.

present tense perfect. †††  
*singular.*—1st per. i have been advising.  
 2nd per. you have been advising.

3rd per. he has been advising.  
*plural.*—1st per. we have been advising.  
 2nd per. you have been advising.  
 3rd per. they have been advising.

past tense perfect.

*singular.*—1st per. i had been advising.  
 2nd per. you had been advising.  
 3rd per. he had been advising.

*plural.*—1st per. we had been advising.  
 2nd per. you had been advising.  
 3rd per. they had been advising.

future tense perfect.  
 i shall have been advising.  
 you will have been advising.  
 he will have been advising.  
 we shall have been advising.  
 you will have been advising.

advised - 告知  
告知 - 告知  
告知 - 告知

3<sup>rd</sup> per. They will have been advising.

posside. 告知

present tense imperfect. K+to

singular.

plural.

1<sup>st</sup> per. i am advised.

2<sup>nd</sup> per. you are advised.

3<sup>rd</sup> per. he is advised.

1<sup>st</sup> per. We are advised.

2<sup>nd</sup> per. you are advised.

3<sup>rd</sup> per. they are advised.

past tense imperfect.

1<sup>st</sup> per. i was advised.

2<sup>nd</sup> per. you were advised.

3<sup>rd</sup> per. he was advised.

1<sup>st</sup> per. We were advised.

2<sup>nd</sup> per. you were advised.

3<sup>rd</sup> per. they were advised.

future tense imperfect.

singular - 1<sup>st</sup> per. i shall be advised.

2<sup>nd</sup> per. you shall be advised.

3<sup>rd</sup> per. he shall be advised.

plural - 1<sup>st</sup> per. We shall be advised.

2<sup>nd</sup> per. you shall be advised.

告知 - 告知  
告知 - 告知

3<sup>rd</sup> per. They will be advised.

present tense perfect.

singular - 1<sup>st</sup> per. i have been advised.

2<sup>nd</sup> per. you have been advised.

3<sup>rd</sup> per. he has been advised.

plural - 1<sup>st</sup> per. We have been advised.

2<sup>nd</sup> per. you have been advised.

3<sup>rd</sup> per. they have been advised.

past tense perfect.

singular - 1<sup>st</sup> per. i had been advised.

2<sup>nd</sup> per. you had been advised.

3<sup>rd</sup> per. he had been advised.

plural - 1<sup>st</sup> per. We had been advised.

2<sup>nd</sup> per. you had been advised.

3<sup>rd</sup> per. they had been advised.

future tense perfect.

similarly 类似

regular. — 1st pers. I shall have been notified.  
 2nd pers. you shall have been notified.  
 3rd pers. he shall have been notified.  
 plural. — 1st pers. we shall have been notified.  
 2nd pers. you shall have been notified.  
 3rd pers. they shall have been notified.

inflection of verbs.

Lesson 26.

Q. are verbs inflected?  
 A. there are not many verbs inflected by inflection;  
 some, however, have degrees of comparison similarly to  
 adjectives; the comparison is chiefly made by adding an  
 s to the positive form.  
 Q. give some examples?  
 verbs.

thenceforth = 自此以后

any 任何 where 哪里 thence 自此 forth 以后

not = 不 today 今天

肯定	比较	最高级
u. positive,	comparative.	superlative.
badly,	worse,	worst.
late,	later,	latest.
little,	less,	least.
much,	more,	most.
near,	nearer,	nearest. & next
often,	often,	oftenest.
soon,	sooner,	soonest.
well,	better,	best.

Q. are not some verbs called compound?  
 A. some verbs are called compound verbs; and  
 are formed of two or more words; as anywhere (any wh.  
 here), thenceforth (thence forth); to-day; now-a-days,  
 and many others.

Q. which verbs are derived from adjectives?  
 A. verbs derived from adjectives are principally  
 verbs of manner; and are generally formed by adding

such = 似

被形詞 法副詞 定語  
形詞 副詞 定語

ly to the adjective: us - wretched, wretchedly; righteous,

righteously, etc., etc.

E. how is the adverb formed if the adjective ends in:

1. und le?

u. When the adjective ends in y: the adverb is formed

by changing y into i and adding ly to it: us - happy, hap-

pily. When the adjective ends in le, the adverb is form-

ed by changing e into y: us - terrible, terribly.

(see appendix 2.)

part of syntax

Lesson 47.

E. What is syntax?

u. syntax consists of those rules

which teach us to place words together in such arrangement

as to form correct sentences. The word

is put together, and taken, to

mean

that must in order to

可者門副門

take

very much

動詞定語

rule

行各不為三現在形 being 動詞

the verb talk, which is not the

third person singular number, is

not in agreement with the

subject, because the verb talk not being the third person singular

number, is not in agreement with the nominative

subject, which is the third person singular number.

E. give an expression - one of my rabbits is dead - in order

that he should be - one of my rabbits is dead - in order that

he should be - one of my rabbits is dead - in order that

his knowledge of greek and latin show his learning

should be - his knowledge of greek and latin show his learning

that the verb show may be in the same

such = 然

一般形 法形 要

ly to the adjective: us - wretched, wretchedly; righteous, righteously, etc., etc.

E. how is the adverb formed if the adjective ends in 'i'?

I and 'i'?

u. When the adjective ends in 'i', the adverb is formed

by changing 'i' into 'e' and adding 'ly' to it: us - happy, hap-

ily. When the adjective ends in 'le', the adverb is formed

by changing 'le' into 'ly': us - terrible, terribly.

(see appendix 2.)

part of syntax

lesson 47.

E. What is syntax?

u. syntax: consists of those rules of grammar, which

teach us to place words together in such arrangement

as to form correct sentences. The word is derived from the

greek 'syn, together; and taxis, to arrange, or place together.

either.

that must in order

可各門副門

take

very much

動詞語格

rule

了是各為三說在動一 being 動

the verb talk, which is not the third person singular number, is not in

because the verb talk not being the third person singular number, is not in agreement with the nominative case he; which is the third person singular number.

E. give an expression - one of my rabbits is dead - in order that

one of my rabbits is dead - in order that

with the nominative case, one.

of greek and latin their his learning

should be this knowledge of greek and latin their his learning

that the verb should may be in the same

such = 似

一般形 法形 正字  
正字 正字 正字

ly to the adjective: as wretched, wretchedly; righteous,  
righteously, etc., etc.

E. how is the adverb formed if the adjective ends in:

1. and 2?

u. When the adjective ends in f: the adverb is formed  
by changing f into ly and adding ly to it: as happy, hap-  
pily.

When the adjective ends in le, the adverb is formed  
by changing le into ly: as terrible, terribly.

(see appendix 2.)

part of syntax

Lesson 47.

E. What is syntax?

u. syntax: consists of those parts of grammar, which

teach us to place words together in such arrangement

as to form correct sentences. The art is derived from the  
greek syn together; and taxis, to arrange, or place together.

then.

that must

in order

take

very much

副词

副词

rule

1. 形容词为三现在式 (being 三现在式)

the verb talk, which is not the  
third person singular number,  
her, is not in

because the verb talk not being the third person singular  
number, is not in agreement with the nominative  
she; which is the third person singular number.

E. give an expression one of my rabbits is dead - in order

should be one of my rabbits is dead - in order that

with the nominative case, one.

of greek and latin that his learning

should be this knowledge of greek and latin that his learning

that the verb should may be in the same



such = 如此

by the adjectives

righteously, etc.

how is the

I was to

the ad

by

ply

ed

(see)

Handwritten notes on a piece of paper pasted on the left page, partially obscured by other notes.

part of syntax  
Lesson 47.

What is syntax?

u. syntax consists of those rules  
those rules of grammar

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that must  
in order

very much

Handwritten notes and a red stamp at the top of the right page.

Which is the first rule of syntax?

verb must be in the same number and person as the nominative case.

is this expression correct? he talk very much.

u. the sentence he talk very much is not correct,

because the verb talk not being the third person singular number; is not in agreement with the nominative case.

he, which is the third person singular number.

Give some other examples?

u. premium one of my rabbits was dead - in order

that should be one of my rabbits is dead - in order that

he verb may agree with the nominative case, one.

his knowledge of greek and latin shows his learning.

should be his knowledge of greek and latin shows his learning.

that the verb shows may be in the same number and person as knowledge, the nominative.

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much = 多

by to the subject

righteously, etc

how is the

I and he?

u. when the

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Fragment of handwritten text with red annotations, partially obscured by a paper strip.

Fragment of handwritten text with red annotations, partially obscured by a paper strip.

More rules of grammar

that must

in order

take

very much

very much

Which is the first rule of syntax?

u. rule: A verb must be in the same number and person as the nominative case.

E. is this expression correct? he talk very much.

u. the sentence he talk very much is not correct,

because the verb talk not being the third person singular number; is not in agreement with the nominative case he, which is the third person singular number.

E. give some other examples?

u. the expression One of my rabbits are dead - should be One of my rabbits is dead - in order that the verb may agree with the nominative case, one.

his knowledge of greek and latin shows his learning - should be his knowledge of greek and latin shows that the verb shows may be in the same number and person as knowledge, the nominative.

idea 思想 appearances 现象 think of appearances 考虑现象  
intended 计划的 applied 应用的  
This rule 这条规则

which although singular in form 虽然形式上是单数  
which although it being singular in form 虽然它在形式上是单数

Rule must be applied... singular or plural... 规则必须应用于... 单数或复数...  
The public is informed - mankind is governed by appearances 公众被通知 - 人类受现象支配

think of the public and mankind as one body 把公众和人类看作一个整体

the people we are supposing 我们假设的人民  
I that of a number of persons 我关于许多人的

because we think of the supposing which is supposing of a number of persons 因为我们思考的是关于许多人的假设

E. give an example of this rule? 例如，给出这条规则的例子？  
u. John hated Charles; because he disliked him. in this sentence, the noun Charles is objective, after the verb

John hated Charles; because he disliked him. in this sentence, the noun Charles is objective, after the verb

ab. Hunt; and the pronoun him is the objective of the verb. The verb disliked.

the noun Victor is governed by the preposition by.

Lesson 49.

E. Which is the third rule of syntax? u. rule? The verb to be requires a nominative case.

only the words to be precede it, as well as before it.

governed by the verb by the verb to be, that verb in all its inflexions, as the words am, is, are, was, were, &c. which are parts of the verb to be.

the phrase - Charles is him - and explain it altered would be altered? u. the phrase - Charles is him - is not correct; it is

Charles is him

stuck

Charles is him

idea 思想  
intended 打算  
applied 应用  
Think of appearance 想到 appearance

E. give another application of this rule?

u. when the nominative case is a noun, which although

is singular in form, speaks of many, this rule must

be applied according as the idea of singular or plural

is intended to be conveyed; thus we say the public is

informed mankind is governed by appearances because

we think of the public and mankind as one body;

but we may say the people are suffering because

we think of the suffering being that of a number of persons.

Lesson 48.

E. What is the second rule of syntax?

u. rule 2. the objective case of nouns and of pronouns

must follow an active verb or a preposition.

E. give an example of this rule?

u. John hated Charles; because he disliked him; in

this sentence, the noun Charles is objective, after the verb

hated  
後置

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Handwritten notes in the middle of the right page, including a diagram of a sentence structure.

Handwritten notes in the lower middle of the right page, discussing the objective case.

It altered the phrase - Charles is him - and explain  
should be altered?

u. the phrase - Charles is him - is not correct; it is

Charles is him  
Charles is him  
Charles is him  
Charles is him

idea 思想  
intended 意图  
applied 应用  
Think of appearance 想到 appearance

which although singular in form  
which although it being singular in form

which although it being singular in form  
which although it being singular in form

rule must be applied...  
rule must be applied...

the public is informed - mankind is governed by appearance  
the public is informed - mankind is governed by appearance

think of the public and mankind as one body  
think of the public and mankind as one body

the people are suffering because we think  
the people are suffering because we think

I that of a number of persons  
I that of a number of persons

because we think of the suffering which is  
because we think of the suffering which is

E. give an example of this rule?  
u. John Black Charles; because he disliked the

this sentence; the noun Charles is objective, after the verb  
this sentence; the noun Charles is objective, after the verb

ab. think; and the pronoun him is the objective of  
the verb disliked.

E. another example?  
u. in the phrase - he is by Victor - the noun Victor

is to be the objective case, after, or governed by the  
preposition by.

Lesson 49.

E. which is the third rule of syntax?  
u. rule? The verb to be requires a nominative case

of a pronoun or noun after it, as well as before it.

E. do we mean only the to be to be?

u. we mean by the verb to be, that verb in all its imple-  
tions; as the words am, is, are, was, were, be, which

are parts of the verb to be.

E. correct the phrase - Charles is him - and explain

why it should be altered?

u. the phrase - Charles is him - is not correct; it is

Charles is him  
Charles is him

den 打算  
intended 打算  
applied 应用

which although singular in form  
which although it being singular in form

rule must be applied...

the public is informed - mankind is governed by appearances  
think of the public and mankind as one body

the people are supposing because we think

I that of a number of persons  
because we think of the supposing which is that of a number of persons

E. give an example of this rule?  
u. John liked Charles; because he disliked the  
this sentence; the noun Charles is objective, after the verb

ab. think; and the pronoun him is the objective of the verb  
the verb disliked

E. another example?  
u. in the phrase - he put by Hector - the noun Hector is the objective case, after, or governed by the preposition by

Lesson 49

E. Which is the third rule of syntax?  
u. rule? The verb to be requires a nominative case of a pronoun or noun after, as well as before it.

E. do we mean only the verbs to be?  
u. we mean by the verb to be, that verb in all its applications; as the words am, is, are, was, were, be, which are parts of the verb to be.

E. correct the phrase - Charles is him - and explain why it should be altered?  
u. the phrase - Charles is him - is not correct; it is

Charles is him  
Charles is he

put 是置  
不放在言句改  
初一  
二

could be Charles is he because the noun Charles is in the  
nominative case, it must put the

before i use the nominative pronoun he.

e. correct the following sentences - it is me. it was not her. who did it?

u. to speak correctly; i - it is i. it was not she. who did it?

e. is there a reason for this rule?

u. the reason why to be is because it is only, and not

e. explain this further?

u. if to be were an active verb; i should complete

by utter the meaning of any sentence by changing the places of the nouns or pronouns; as, i love you, to be being an active verb; by transposing the pronouns

to be that verb in all its inflections  
是 動詞  
不放在言句改

the books are in use that have to which  
of the verb to be  
是 動詞  
不放在言句改

i should have to say - you love me better than a lion  
man to give you than a lion  
must be in the possessive case;

it is me it was not her rule of syntax?

it is i it was not she must be in the possessive case;

but when the nouns signify the same person or thing they must be in the same case.

e. give some examples.  
u. if i say - this is tidney's kite - the noun tidney is in the possessive case; tidney being the possessor of the kite - is also used - the lion's mane, etc.

the other part of this rule is the same thing; they must be in the same case; as - upon the point both n,

to be in same case; as - upon the point both n,

初二

plet 是置  
不双化言的取

could be Charles is he because the noun Charles being

in the nominative case, it must plet the same case up,

(a part of the verb to be) to be according to the rule; it,

therefore is in the nominative pronoun he.

E. correct the following sentences - it is me. it was not

her. Who did it?

it to speak correctly; it is i. it was n.

it she who did it.

E. is there a reason for this rule?

u. the reason why to

verb to be; because

is only, and not.

E. explain this further?

u. if to be were an active verb; it should complete,

by uttering the meaning of any sentence by changing the p.

lues of the nouns or pronouns; as, in - i love you, to,

he being an active verb; by transposing the pronouns,

有二

That verb implies being or existence  
only and not action  
to be 是 有 存 在 不 以 故 停 不 以 成 立

to be that verb in all its inflections

works in is are was were

being

of the

is in the past ph,

man to give man was nation

Lesson 50

it is me it was not her rule of syntax?

it is i it was not she must be in the possessive case;

but when the nouns signify the same person or thing;

they must be in the same case.

E. give some examples.

u. if i say - this is Sidney's kite - the noun Sidney

is in the possessive case; Sidney being the possessor of the

kite - is also used - the lion's mane, &c.

the other part of this rule?

the same thing; they must

in the same case; as - upon the point both n,

詩人 面

詩人 面

詩人 面

詩人 面



初二

plet 是靈  
不致化言的現

could be Charles is he because the noun Charles being  
in the nominative case, it must repeat the same case up,  
as is (a part of the verb to be) according to the rule; it  
is therefore in the nominative pronoun he.

Ex. correct the following sentences - it is me. it was not  
her who did it? it is I. it was not she who did it.  
is there a reason for this rule?

u. the reason why to be is only used in the nominative case only, and not in the possessive case.

Ex. explain this further?  
u. if to be were an active verb, it should complete  
the meaning of any sentence by changing the places  
of the nouns or pronouns; as, in - I love you, to

be being an active verb, by transposing the pronouns,

being

to be that verb in all its inflections

the verb is in the nominative case

it is in the nominative case

man to give man the action

Lesson 50  
it is me it was not her rule of syntax?

it is I it was not she must be in the possessive case;

but when the nouns signify the same person or thing,  
they must be in the same case.

Ex. give some examples.  
u. if I say - this is Sidney's kite - the noun Sidney

is in the possessive case, Sidney being the possessor of the

kite - is also used in the lion's mane, &c.

the other part of this rule is that when the nouns signify  
the same thing, they must be in the same case.

u. if I say - in Byron the poet both n,  
Byron and poet are in the same case.

Fragment of paper with handwritten notes.

That verb implies being or existence only and not action

Fragment of paper with handwritten notes.

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Fragment of paper with handwritten notes.

Fragment of paper with handwritten notes.

Fragment of paper with handwritten notes.

Fragment of paper with handwritten notes.

初級文法

put 是置  
不放在句首

should be Charles is he because the m...  
bein

because, as the noun Charles is in the  
nominative case, it must put the

therefore use the nominative pronoun he?

e. correct the following sentences - it is me. it was

not her. who did it?

it to speak

it she who did

e. is there a reason for this rule?

u. the reason why?

verb to be; is because

is only, and not

e. explain this further?

u. if to be were an active verb, it should complete

by altering the meaning of a

cases of the nouns or pro

is being an active verb,

有

being

that verb implies being or existence  
only and not action  
to be 有 存 在 不 以 行 動 為 主

to be that verb in all its inflections

in the books we is we thus same to which

we parts of the verb to be

i should have to say - you love me neither man nor woman

man in this man man neither

union to

e. what is the next rule of syntax?

u. rule 4: when two nouns with different meanings, c,

come together, the first must be in the possessive case;

but when the nouns signify the same person or thing,

they must be in the same case.

e. give some examples.

u. if i say - this is Sidney's kite - the noun Sidney

in the possessive case, Sidney being the possessor of the

kite - is also - Alfred's book - the lion's mane, &c.

e. now some examples of the other part of this rule?

u. when two nouns signify the same thing, they must

be put in the same case: in - Byron the poet - both n,

should be Charles is he because the ...  
 because, at the noun ...

correct the following sentences - it is me, it was  
 not her, who did it?  
 u to speak  
 it she who did

is there a reason for this rule?  
 u. the reason why to  
 verb to be is because  
 case only, and not

explain this further?  
 u. if to be were an active verb, i should complete  
 by uttering the meaning of u  
 cases of the nouns or pro  
 the being an active verb

That verb implies being or existence  
 only and not action  
 to be 有 (to have) 在 (to be) 成 (to become) 立 (to stand) 成 (to become) 立 (to stand)

possession 所有  
 i should like to say you love me but in the past ph  
 run - newton was a wise man - i make no alteration  
 in the case by saying - a wise man was newton - been

use to be expresses only being or existing.  
 lesson 50

What is the next rule of syntax?  
 u. rule 4: when two nouns with different meanings, come together, the first must be in the possessive case; but when the nouns signify the same person or thing, they must be in the same case.

give some examples.  
 u. if i say - this is tidney's kite - the noun tidney is in the possessive case, tidney being the possessor of the kite - is also - alfred's book - the lion's mane, etc.

next some examples of the other part of this rule.  
 u. when two nouns signify the same thing, they must be put in the same case: in - upon the part: both n,

point out  
指出

same  
相同

verbs are nominative; as they point out the same person.

107.

Lesson 51.

E. give another rule of syntax?

u. rule 6: when two verbs come together, the latter must be put in the infinitive; as - i. beg to write.

E. is anything applying to this rule to be observed?

u. the to of the infinitive must be omitted after the v.

ask, bid, can, dare, feel, hear, let, make, may, must, need,

shall, see and will.

E. explain this further.

u. He must stay - i. can write - not - i. can to write.

- you may go - not - you may to go.

verbs relating to time are in connection with each other,  
proper time of v.  
which must be used

agree 一致  
must agree  
must agree  
must agree

i meant to have written  
我本打算写信  
i meant to write  
我本打算写信

E. illustrate the rule still further?

u. He often says - i. should have liked to have gone;

- instead of - i. should have liked to go for at the time spoken of, to go was the thing desired; not to have gone.

Lesson 52.

E. give another rule of syntax?

u. rule 7: pronouns must agree in number, gender,

case, and person with the nouns, instead of which they are used.

E. show me an example of the rule?

u. in the sentence - the boy learns his lesson - the pronoun his is of the singular number, masculine gender,

boy's lesson & his lesson  
男孩的功课 & 他的功课

point out  
指出

same  
相同

verbs are nominative; as they point out the subject,

100.

Lesson 51.

E. give another rule of syntax?

u. rule 5: when verbs come together, the latter must be put in the infinitive; as - i. try to write.

E. is anything applying to this rule to be observed?

u. the to of the infinitive must be omitted after the v. can, bid, can, dare, feel, hear, let, make, may, must, need, shall, see and will.

E. explain this further.

u. He must say - i. can write - not - i. can to write - you may go - not - you may to go.

Lesson 52.

E. what is the next rule of syntax?

u. rule 6: when verbs relating to time are in connexion with each other, the proper tense of each must be used.

agree 一致  
must agree  
must agree  
must agree

i. meant to have written

我本打算写信

i. meant to write

我本打算写信

E. illustrate the rule still further?

u. He often says - i. should have liked to have gone - instead of - i. should have liked to go - for at the time spoken of, to go was the thing desired; not to have gone.

Lesson 53.

E. give another rule of syntax?

u. rule 7: pronouns must agree in number, gender, case, and person with the nouns, instead of which they are used.

E. show me an example of the rule?

u. in the sentence - the boy learns his lesson - the pronoun his is of the singular number, masculine gender,

boy's lesson & his lesson

point out  
指出

same  
相同

at the same time  
同时  
at the same time  
同时

Q. give another rule of syntax?

A. rule 5: when verbs come together, the latter must be put in the infinitive; as - i. beg to write.

Q. is anything applying to this rule to be observed?

A. the to of the infinitive must be omitted after the v, subj, bid, can, dare, feel, hear, let, make, may, must, need, shall, see and will.

Q. explain this further.

A. He must say - i. can write - not - i. can to write - you may go - not - you may to go.

Lesson 52.

Q. What is the next rule of syntax?

A. rule 6: when verbs relating to time are in connexion with each other, it

agree 一致  
must agree  
must agree  
must agree

Q. explain the rule by an example?

A. it is wrong to say - i. meant to have written - he ought to say - i. meant to write.

Q. illustrate the rule still further?

A. He often says - i. should have liked to have gone - instead of - i. should have liked to go - for at the time spoken of, to go was the thing desired; not to have gone.

Lesson 53.

Q. give another rule of syntax?

A. rule 7: pronouns must agree in number, gender, case, and person with the nouns, instead of which they are used.

Q. show me an example of the rule?

A. in the sentence - the boy learns his lesson - the pronoun his is of the singular number, masculine gender, possessive case, third person; as the noun boy

put 此置

should be, for which the pronoun  
E. correct the phrase - every  
u. this should be every one to his seat because

one being  
is respect  
number, gender, case, and person  
pronoun their.

same was i went  
more went and i went  
Name was i went. he called them

Why do you say one and i in one case  
me in the other  
one other  
nominative case, and in the objective

i put the pronouns which follow the conjunction and in  
the same case.  
1. the first is equivalent to saying - I am went, and i  
went. the other is the same as - he called them, and he  
other is the same

semi-colon  
of  
period

called me.  
some future  
importance; and may be left for the

rules already given are the principal ones, and if  
they are clearly understood, will enable any one  
to guard against gross mistake

Lesson 56. the use of in Writing

E. What are the points and stops made use of  
the stops which are in writing and in printing  
the semi-colon (;), the colon (:), the period or  
full stop (.), the interrogation (?), and the exclamation,  
or note of admiration (!).

E. What is the use of the comma?  
u. the comma is the shortest pause that we usually

put 完盤

would be, for which the pronoun his is used.  
 E. correct the phrase every one to their seat.  
 u. this should be every one to his seat because  
 one being in the singular number, so, the pronoun he  
 is agree with it, and not the pronoun their.

one 一  
 same was i dont  
 more want and i dont  
 me = he called  
 Name was i dont. he called him and me

E. Why do you say him and i in one case, and him and  
 me in the other?

u. because the word him in the first sentence is in the  
 nominative case, and in the second it is in the objective  
 case, after the word called. therefore, i put the pronoun  
 he which follow the conjunction and in the same case,  
 i. the first is equivalent to saying - him and i  
 and he - the other is the same as - he called him, and he

semi-colon 分號  
 not 不  
 period 句號

句號 分號  
 句號 分號  
 句號 分號

rules already given are the principal ones, and if  
 they are clearly understood, will enable any one  
 to guard against gross mistake

Writing  
 寫字

semicolon (;), the period (.), the interrogation (?), and the exclamation (!)  
 E. What is the use of the comma?

u. the comma shows the shortest pause that the usually



put 完置

should be, for which the pronoun his is used.  
E. correct the phrase every one to their seat.  
u. This should be every one to his seat because  
one being in the singular number, so, the pronoun he  
is agree with it, and not the pronoun their.

one is not 5.  
Name and i went  
more went and i went  
he called them and  
me = he called them and he called me  
called them and me.

E. Why do you say them and i in one case, and them and  
me in the other?  
u. because the word them in the first sentence is in the  
nominative case, and in the second it is in the objective  
case, after the word called. therefore, i put the pronoun  
me which follow the conjunction and in the same case,  
i. the first is equivalent to saying - them went, and i  
went - the other is the same; as - he called them, and he

semi-colon 五章終了處  
not 標  
period 句號

rules already given are the principal ones, and if  
they are clearly understood, will enable any one  
to write  
writing  
writing

will stop (.), the interrogation (?), and the exclamation,  
E. What is the use of the comma?  
u. the comma shows the shortest pause that we usually

will stop (.)

最短 句號

put 北望

should be, for which the pronoun his is used.

E. correct the phrase - every one to their teeth

u. this should be every one to his teeth because

one being in the singular number, &c., the pronoun h

is agree with it, and not the pronoun their.

Lesson 52

E. Which is the next rule of syntax?

u. rule 8: conjunction must connect the same cases

together; as - I am and I went - he called I am and me.

E. Why do you say I am and I in one case, and I am and me in the other?

u. because the word I am in the first sentence is in the nominative case, and in the second it is in the objective case, after the verb called.

Therefore, I put the pronouns which follow the conjunction and in the same case, so the first is equivalent to saying - I am and I went - the other is the same; as - he called I am, and he

called I am, and he called I am, and he called I am.

semi-colon 自讀 五章終了

of 者之

not 標

period 句

Handwritten notes on a strip of paper.

Handwritten notes on a strip of paper.

Handwritten notes on a strip of paper.

Handwritten notes on a strip of paper.

Handwritten notes on a strip of paper.

Handwritten notes on a strip of paper.

Handwritten notes on a strip of paper.

Handwritten notes on a strip of paper.

semi-colon ( ; ), the interrogation ( ? ), and the exclamation ( ! )

will stop ( . ), the interrogation ( ? ), and the exclamation ( ! )

and must connect all verbs with auxiliary verbs

E. What is the use of the comma?

u. the comma shows the shortest pause that we usually

最短 自如

put 其置

should be, for which the pronoun  
E. correct the phrase - every one  
u. this should be every one to his seat

every one to his seat

one being  
is age  
name in  
me = he

number, gender, case, and person

Why do you say me and i in one case and  
me in the other  
nominative case and in the objective  
case, after the verb called. Therefore, i put the comma  
i put the pronouns which follow the conjunction and in  
the same case. Equivalent to saying - I am here, and i  
am there. The other is the same as - he called me, and he  
other is the same

semi-colon 分号  
of 的  
period 句号

called me.  
some future  
menor importance; and may be left for  
until some future time. the rules already given  
are the principal ones; and if they are clearly understood,  
will enable any one to guard against gross mistake.

punctuation on pointing

Lesson 56. the use of punctuation in Writing

What are the points and stops made use of in writing and in printing are the comma, the semi-colon, the colon, the period or full stop, the interrogation, and the exclamation, or note of admiration.

What is the use of the comma?  
The comma is the shortest pause that we usually

最短 自如

put 其置

should be, for which the pronoun  
 E. correct the phrase - they one  
 u. this should be -

they one to this part

one being

is age

same as

me = he

Why do you say *me* and *i* in one case, and  
*me* in the other?

one

nominative case, and in the objective  
 case, after the verb called. Therefore, *i* put the term  
*i* put the pronouns which follow the conjunction *and* in  
 the same case. Equivalent to saying - *I* am sent, and *i*

sent - the other is the same: *he* called *me*, and *he*  
 other is the same

semi-colon 分號  
 not 標  
 period 句號

called me.  
 E. are there many other rules of syntax?  
 u. there are many other rules of syntax; but they are  
 at present of minor importance; and may be left for  
 study until some future time. The rules already given  
 are the principal ones; and if they are clearly understood,  
 they will enable any one to guard against gross mistakes.

punctuation or pointing

E. What stops are made use of in writing?  
 u. The stops used in writing and in printing are the comma,  
 the semi-colon, the colon, the period or  
 full stop, the interrogation, and the exclamation,  
 or note of admiration.

E. What is the use of the comma?  
 u. The comma stands the shortest pause that we usually

be 干  
period 句  
them 他们

make in speaking 说话

longer pause than the com,  
mu denotes; and is used to divide portions of a sentence

which the com  
at the end of a sentence when there is another sentence

which renders the sense complete  
使句意完整

E. What is the full stop?

stop is used at the end of every completed sentence; and after abbreviated words; as Nom. for Nominative, I. for Isthm, E. and U. for

question and answer

E. What is the use of the interrogation?

u. the interrogation is used to denote that a question is asked.

landed 登陆  
disembarked 下船  
drifted off 漂走

E. What does the note of admiration or exclamation denote?

u. they which words or sentences are to be taken as exclamatory.

E. Is it necessary to know how to use these stops?

u. it is desirable to be able to use the points in a proper manner; because the meaning of a sentence may sometimes be completely altered by the pointing.

E. Give an example of incorrect pointing?

u. julius caesar landed twice upon the island; the first time; he did little more than disembark his troops; and drift off the natives the second time; he advanced into the country and crossed the thames.

E. Correct the pointing in the above sentence?

u. julius caesar landed twice upon the island; the first time he did little more than disembark his troops; and drift off the natives; the second time he advanced into the

(period) 句末

make in speaking

Q. What is the use of the semi-colon?

A. The semi-colon implies a longer pause than the comma denotes; and is used to divide portions of a sentence

which the comma would be in use

Q. What is the colon?

A. The colon marks the end of a sentence, when there is another sentence beyond, which renders the sense complete.

Q. What is the full stop?

A. The period, or full stop, is used at the end of every completed sentence; and after abbreviated words;

as Nom. for Nominative, T. for Tenth, E. and U. for

question and answer.

Q. What is the use of the interrogation?

A. The interrogation is used to denote that a question is asked.

landed 上陸, disembark 下船, drive off 驅逐

Q. What does the note of admiration or exclamation

denote? A. The note of admiration or exclamation is to be taken as exclamatory.

Q. Is it necessary to know how to use these stops?

A. It is desirable to be able to use the points in a proper manner; because the meaning of a sentence may sometimes be completely altered by the pointing.

Q. Give an example of incorrect pointing?

A. Julius Caesar landed twice upon the island; the first time; he did little more than disembark his troops; and drive off the natives; the second time; he advanced into the country and crossed the Thames.

Q. Correct the pointing in the above sentence?

A. Julius Caesar landed twice upon the island; the first time he did little more than disembark his troops; and drive off the natives; the second time he advanced into the

(period) 句末

make in speaking

Q. What is the use of the semi-colon?

A. The semi-colon implies a longer pause than the comma denotes; and is used to divide portions of a sentence which the comma would be insufficient to keep distinct.

Q. What is the colon?

A. The colon marks the end of a sentence, when there is another sentence beyond, which renders the sense complete.

Q. What is the full stop?

A. The period, or full stop, is used at the end of every completed sentence; and after abbreviated words, as Rom. for Roman, T. for tenth, E. and U. for question and answer.

Q. What is the use of the interrogation?

A. The interrogation is used to denote that a question is asked.

landed 登陆, disembark 下船, drive off 驱赶

Q. What does the note of admiration or exclamation denote?

A. They which words or sentences are to be taken as exclamatory.

Q. Why to know how to use these stops?

A. It is desirable to be able to use the points in a proper manner; because the meaning of a sentence may sometimes be completely altered by the pointing.

Q. Give an example of incorrect pointing?

A. Julius Caesar landed twice upon the island; the first time; he did little more than disembark his troops; and drive off the natives; the second time; he advanced into the country and crossed the Thames.

Q. Correct the pointing in the above sentence?

A. Julius Caesar landed twice upon the island; the first time he did little more than disembark his troops; and

drive off the natives; the second time he advanced into the country and crossed the Thames.

(period) 句末

make in speaking

Q. What is the use of the semi-colon?

A. The semi-colon implies a longer pause

than denotes; and is used to divide portions of a sentence

which the comma would divide in a

Q. What is the colon?

A. The colon marks the end of a sentence, when there

is another sentence beyond, which renders the sense

complete.

Q. What is the full stop?

A. The period, or full stop, is used at the end of

every completed sentence; and after abbreviated words;

as Nom. for Nominative, T. for Tenth, E. and U. for

Question and answer.

Q. What is the use of the interrogation?

A. The interrogation is used to denote that a ques-

tion is asked.

landed 上陸, disembark 下船, drive off 驅逐

Q. What does the note of admiration or exclamation

mean? A. The exclamation, which words or sentences are

to be taken as exclamatory.

Q. Is it necessary to know how to use these stops?

A. It is desirable to be able to use the points in a

proper manner; because the meaning of a sentence

may sometimes be completely altered by the pointing.

Q. Give an example of incorrect pointing?

A. Julius Caesar landed twice upon the island; the first

time; he did little more than disembark his troops; and drive

off the natives; the second time; he advanced into the coun-

try and crossed the Thames.

Q. Correct the pointing in the above sentence?

A. Julius Caesar landed twice upon the island; the

first time he did little more than disembark his troops; and

drive off the natives; the second time he advanced into the



colon (:) 冒号 comma (,) 逗号

country and crossed it

Q. are there any rules?

A. there are no precise rules, but left to the taste and judgment

Q. are there any precise rules?

A. none in which the subject is to be understood.

marks used in writing and printing

Q. what other marks are used in writing and printing?

Q. what other marks are used in writing and printing?

A. the parenthesis ( ), the apostrophe ( ' ), the asterisk ( \* ), the cross ( + ), the parallels ( || ), the paragraph ( ¶ ), and the section ( § ).

Q. what is the parenthesis used for?

A. the parenthesis is used to enclose one sentence

borough 城郭 (the signal agreed on) 合意 固着

within another; as he appeared and waved his bonnet

(the signal agreed on) on the summit of the hill.

Q. for what purpose is the apostrophe used?

A. the apostrophe is used to contract a word, as 'boro'

for borough; and to mark the possessive case, as 't. pa'

ult.

Q. for what purpose are the other signs used?

A. the other signs are generally used to refer to some

note at the bottom of a page; the ¶ is also used to mark

off a paragraph in the bible; and § is some times used

instead of the word section.

Q. what is a hyphen?

A. a hyphen is a mark used to join syllables or words

together; as ul-endy, semi-colon; it is thus mark,

ed (-).

Q. what is a caret?

A. the caret is a sign of something left out, and of

Colon (:) 二重點 Commu (,) 句號

country and crossed the Thames.

Q. are there any rules for using the stops?

A. there are no precise rules for pointing

be left to the taste and judgment, and be

care in which the subject is to be inserted

marks used in writing and printing

Lesson 56

Q. What other marks are used in writing and printing?

Q. What other marks are used in writing and printing?

A. the parenthesis ( ), the apostrophe ( ' ), the asterisk ( \* ), the cross ( + ), the parallels ( || ), the paragraph ( ¶ ), and the section ( § ).

Q. What is the parenthesis used for?

A. the parenthesis is used to enclose a sentence

off 離隔 borough = 城郭 bible 聖書 summit 巔  
The signal agreed on

Handwritten notes on a small piece of paper, including the word 'signal'.

appeared and shaded his bonnet on the summit

A. the apostrophe is used to contract a word, as 's for borough; and to mark the possessive case, as 's on

Handwritten notes on a small piece of paper, including the word 'apostrophe'.

A. the ' is used to mark the bottom of a page; the ¶ is also used to mark

off a paragraph in the bible; and § is some times used instead of the word section.

Q. What is a hyphen?

A. a hyphen is a mark used to join syllables or words together; as ul-sterdy, semi-colon; it is thus marked (-).

Q. What is a caret?

A. the caret is a sign of something left out, and of

colom (:) 冒号 comma (,) 逗号

country and crossed the Thames.

Q. are there any rules for using the stops?

A. there are no precise rules for pointing, it must

be left to the taste and judgment, and depends upon the

usage in which the subject is to be understood.

marks used in writing and printing

Lesson 56

Q. What other marks are used in writing and printing?

Q. What other marks are used in writing and printing?

A. the parenthesis ( ), the apostrophe ( ' ), the asterisk ( \* ), the cross ( + ), the parallels ( || ), the paragraph ( ¶ ), and the section ( § ).

Q. What is the parenthesis used for?

A. the parenthesis is used to enclose a sentence

borough = 城郭 bible 圣经 summit 山顶  
The signal agreed on

appeared and shaded his bonnet on the summit

the apostrophe is used to contract a word, as boys

mark the possessive case, as the son's

the c is used to mark the bottom of a page

the ¶ is also used to mark the end of a paragraph in the bible, and § is sometimes used instead of the word section.

Q. What is a hyphen?

A. a hyphen is a mark used to join syllables or words together; as ul-sterdy, semi-colon; it is thus marked (-).

Q. What is a caret?

A. the caret is a sign of something left out, and of

Colon (:), comma (,) 句號

Handwritten notes and a small diagram on a strip of paper pasted over the page.

country and crossed it

Q. use there any rules?

A. there are no precise rules left to the taste and judgment

peculiar rules

Q. name in which the subject is to be understood

marks used in writing and printing

Q. What other marks are used in writing and printing?

Q. What other marks are used in writing and printing?

A. the parenthesis ( ), the apostrophe ( ' ), the asterisk ( \* ), the cross ( + ), the parallels ( || ), the paragraph ( ¶ ), and the section ( § ).

Q. What is the parenthesis used for?

A. the parenthesis is used to enclose one sentence

borough = 城郭, bible = 經書

Whitened = 刷白

within another, as he appeared and whitened his bonnet (the signal agreed on) on the summit of the hill.

Q. for what purpose is the apostrophe used?

A. the apostrophe is used to contract a word, as 'fore

for 'fore and to mark the possessive case, as 't.

Q. What are the other signs used?

A. the other signs are generally used to refer to some

note at the bottom of a page; ¶ is also used to mark

off a paragraph in the bible; § is some times used

instead of the word section.

Q. What is a hyphen?

A. a hyphen is a mark used to join syllables or words

together; as ul-ter-ry, semi-colon; it is thus mark-

ed (-).

Q. What is a caret?

A. the caret is a sign of something left out, and of

縮短  
a contracted syllable; it is marked thus (A)

on parsing. 部合

Lesson 47.

Q. What part of speech any word belong

to inflection 又此二社身得... 動初之形化

it has to other words in a sentence 又書自内三完各初一上三形

Q. how is parsing to be learnt

a. a knowledge of parsing cannot be altogether

learned 又此二社身得... 動初之形化

rious parts of speech.

Q. how can this be

in the exercises on the parts of speech 十枚、文書、部

(Counterfeit) according to the relation with

other words in the sentence 即如又... 動初三十五、文書(一)

Q. if, then, there is this uncertainty as to what p...

... is able to pa...

by careful attention to the principles and rules which have been given

to tell to what part of speech any word belongs.

We may generally be able to tell to what part of speech any word belongs.

... (動初、三、五、形、各、初、一、上、三、形)

(1)  
a contracted syllable; it is marked thus (A)

on parsing. 部全  
Lesson 57.

Q. What is parsing?  
A. parsing is telling to what part of speech any word belongs, what are its inflections, and what relation it has to other words in a sentence.

Q. How is parsing to be learnt?  
A. a knowledge of parsing cannot be altogether acquired from rules, or from lists of words of the various parts of speech.

Q. How can this be?  
A. in the exercises on the parts of speech (page 75) the same word has been taken to be an adjective, a noun, and a verb, according to its relation with the other words in the sentence.

Q. If, then, there is this uncertainty as to what part of speech a word is, how can it be parsed?  
A. by directing attention to the principles and rules which govern the use of words in a sentence.

by directing attention to the principles and rules which govern the use of words in a sentence.

be able to tell to what part of speech any word belongs.

be able to tell to what part of speech any word belongs.

be able to tell to what part of speech any word belongs.

言字九  
續  
a contracted syllable

on bursting.

What is the principle of pronunciation?

inflexion

得 required from rules, or parts of speech.

How can this be?

in the exercises on the parts of speech

other words in the sentence

if, then, there is this uncertainty as to what part

part of speech a word belongs; how are we able to part

by careful attention to the principles and rules

which have been given; we may generally be able to tell to what part of speech any word belongs.

三多子... 姓名... 格下... 三...

verb	kind? tense? person? number? case? or infinitive?	table	kind? tense? person? number? case? or infinitive?
noun	kind? gender? number? case?	kind? tense? person? number? case? or infinitive?	kind? tense? person? number? case? or infinitive?
pronoun	kind? gender? person? number? case?	kind? tense? person? number? case? or infinitive?	kind? tense? person? number? case? or infinitive?
adjective	kind? comparison? equality? to what noun?	kind? tense? person? number? case? or infinitive?	kind? tense? person? number? case? or infinitive?
participle	kind? depending to what?	kind? tense? person? number? case? or infinitive?	kind? tense? person? number? case? or infinitive?
adverb	kind? comparison? from what adjective? if used in a sentence?	kind? tense? person? number? case? or infinitive?	kind? tense? person? number? case? or infinitive?
preposition	Why?	kind? tense? person? number? case? or infinitive?	kind? tense? person? number? case? or infinitive?
conjunction		kind? tense? person? number? case? or infinitive?	kind? tense? person? number? case? or infinitive?
interjection		kind? tense? person? number? case? or infinitive?	kind? tense? person? number? case? or infinitive?

amongst the flowers  
前... 格... 二...

see 蜂 most cheerful  
最愉快

a bee amongst the flowers in spring is one of the most cheerful objects;  
蜂 春 花 中 最 愉 快 之 物 體 也

its life appears to be all enjoyment.  
其 生 活 似 乎 全 是 享 受

a - is an indefinite numeral adjective, referring to the noun 'bee'.  
一 是 不 定 數 詞 形 容 詞 指 名 詞 '蜂'

bee - common noun; common gender; singular number; nominative case to the verb 'is' (answers to 'is' question, what is? see page 21).

amongst - preposition, showing the relation and flowers.  
之 介 詞 示 出 蜂 與 花 之 關 係

the - adjective, pointing out the noun.

flowers - common noun; neuter gender; plural number.

flowers: amongst 花 中 介 詞 之 用

gr. rule 2, syntax: the objective case of nouns, pronouns, &c.

此 句 中 之 最 愉 快 之 物 體 一 是 蜂



Handwritten notes at the top left of the page, including a small table with columns for 'verb', 'noun', and 'pronoun'.

Verb	Verb	Verb	Verb	Verb	Verb	Verb
kind? tense? person? number? agreement? of	kind? gender? number? case?	kind? gender? person? number? case? rule?	kind? comparison? referring? to what noun?	kind? depending? to what noun? from what verb?	kind? comparison? from what adjective?	
particip						
adverb						
preposition						
conjunction						
interjection						

Putting Table

Handwritten notes at the top of the right page, including a small table with columns for 'verb', 'noun', and 'pronoun'.

exercise on putting.

Lesson 58.

Put the following sentence in bee among the flowers.  
 Spring is one of the most cheerful objects;  
 its life appears to be all enjoyment.  
 a - is an indefinite numeral adjective, referring to the noun 'bee'.

bee - common noun; common gender; singular  
 nominative case; the verb is 'is' (see page 21).  
 among - preposition, showing the relation between 'bee' and 'flowers'.

the - adjective, pointing out the noun 'flowers'.  
 flowers - common noun; neuter gender; plural name;  
 prepositional case; after preposition 'among'.

rule 2, syntax: the objective case of nouns, pronouns, &c.

Handwritten notes on a small piece of paper pasted on the right page, containing additional grammatical information.

numeral 数

proper 适当的

指示 指示  
指示 指示  
指示 指示  
指示 指示

are in the

in — preposition; showing the relation between parts,

in and spring.

spring — proper noun; neuter gender; (in poetry, some times feminine) singular number; objective case; after preposition in: rule 2.

auxiliary verb; inflection of to be; present tense; third person; singular number; agreeing

with the nominative case see: rule 1.

verb must be, &c.

numerical adjective; cardinal; no comparison.

of — preposition.

most cheap — demonstrative; most cheap — superlative degree; of quantity; superlative degree; per

most — adverb of quantity; superlative degree; per

cheap — adjective.

most cheap — general adjective; superlative degree

most cheap — general adjective; superlative degree

most cheap — general adjective; superlative degree

most cheap — general adjective; superlative degree

most cheap — general adjective; superlative degree

regular 规则的

number 数字

regular

regular

referring to noun objects.

objects — common noun; neuter gender; plural number; objective case; rule 2.

it — pronoun; personal; common gender; third person; singular number; possessive case.

life — noun; abstract; singular number; nominative case to verb appears. (What appears? Ans. life appears, see page 21).

appears — verb, regular, intransitive; present tense;

third person; singular number; agreeing with nominative case life. rule 1.

to be — verb in the infinitive after verb appears: rule

5: when two verbs come together, &c.

all — indefinite numeral adjective; no comparison; superlative degree; referring to noun enjoyment.

enjoyment — abstract noun; singular number; objective case;

referring to the compound verb appears to be. (What does

appear to be? Ans. life appears to be.)

life appears to be.

life appears to be.

life appears to be.

life appears to be.

numeral 数

proper 固有

春の一日、故園有、助動詞、性

in — proportion; showing the relation between parts and spring.

spring — proper noun; neuter gender; (in poetry, sometimes feminine) singular number; objective case; after proportion in rule 2.

auxiliary verb, inflection of to be; present tense, third person; singular number; agreeing with the nominative case see rule 1. a verb must be, &c.

one — numeral adjective; cardinal; no comparison.

of — preposition.

the — adjective, demonstrating most cheap object.

most — adverb of quantity; superlative degree; etc. on much.

cheap — adjective.

most cheap — general adjective; superlative degree.

regular 規則

neuter 中性

degree

referring to noun objects.

objects — common noun; neuter gender; plural number; objective case; rule 2.

it — pronoun; personal; common gender; third person; singular number; possessive case.

life — noun; abstract; singular number; nominative case to verb appears. (What appears? Ans. life appears; see page 21).

appears — verb, regular, intransitive; present tense; third person; singular number; agreeing with the nominative case life. rule 1.

to be — verb in the infinitive after verb appears; rule 1. When two verbs come together, &c.

all — indefinite numeral adjective; no comparison; referring to noun enjoyment.

enjoyment — abstract noun; singular number; objective case; after the compound verb appears to be. (What does...)

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Handwritten note on left margin.

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numeral 数

proper 固有

指示 指示

in — preposition; showing the relation between *plod*, *and* and *spring*.

spring — proper noun; neuter gender; (in poetry, sometimes feminine) singular number; objective case; after preposition in: rule 2.

is — verb; inflection of *to be*; present tense, 3rd person; singular number; agreeing with the nom. case: rule 1. a verb must be, &c.

one — numeral adjective; cardinal; no comparison.

of — preposition.

this — adjective; demonstrating most cheapful object.

most — adverb of quantity; superlative degree; per on much.

cheapful — adjective.

most cheapful — general adjective; superlative degree.

regular 正則

neuter 中性

degree

referring to noun objects.

objects — common noun; neuter gender; plural number; objective case; rule 2.

it — pronoun; personal; common gender; third person; singular number; possessive case.

life — noun; abstract; singular number; nominative case to verb appears. (What appears? Ans. life appears; see page 21).

appears — verb, regular, intransitive; present tense; third person; singular number; agreeing with the nominative case: life. rule 1.

to be — verb in the infinitive after verb appears: rule 1. When two verbs come together, &c.

all — indefinite numeral adjective; no comparison; referring to noun enjoyment.

enjoyment — abstract noun; singular number; objective case; after the compound verb appears to be. (What does...)

指示 指示

動詞 動詞

指示 指示

指示 指示

指示 指示

指示 指示

指示 指示

指示 指示

指示 指示

numeral 数

proper 固有 专有

指示 指示

in — preposition; showing the relation between parts,

and — joining.

spring — proper noun; neuter gender; (in poetry, some times feminine) singular number; objective case; after preposition in: rule 2.

auxilia — verb; inflection of to be; present tense; singular number; agreeing with the nom. case: rule 1. a verb must be, &c.

one — numeral adjective; cardinal; no comparison.

of — preposition.

the — adjective; demonstrating most cheerful object,

most — adverb of quantity; superlative degree; per omnia.

cheerful — adjective.

most cheerful — general adjective; superlative degree.

regular 规则

neuter 中性

degree 程度

referring to noun objects.

objects — common noun; neuter gender; plural number; objective case; rule 2.

it — pronoun; personal; common gender; third person; singular number; possessive case.

like — noun; abstract; singular number; nominative case to... (What appears? Ans. like appears; see page...)

appears — verb, regular, intransitive; present tense; third person; singular number; agreeing with the nominative case: rule 1.

to be — verb in the infinitive after verb appears; rule 1.

4: when two verbs come together, &c.

all — indefinite numeral adjective; no comparison; referring to noun enjoyment.

enjoyment — abstract noun; singular number; objective case.

re after the compound verb appears to be. (What does...)

them: 復格  
代: 復格  
prunch 講談元

生活力...  
馬...  
樂...

life appear to be: was. ill enjoyment; therefore:  
\* enjoyment is adjective: rule 2, syntax.

cautions (目三十五)

Lesson 59

Give me some examples of improper and inelegant expressions and correct them?

Present tense is often improperly used instead of the future; e.g. he comes home yesterday he came home yesterday  
he comes to-morrow he will come home to-morrow

future; as I hope he comes to-morrow for I hope he will come home to-night who will preach to-night instead of who will preach to-night?

The past tense of an irregular verb must not be used instead of the perfect participle; thus he has to

took taken taking  
went gone going

過去形...  
過去分詞...  
現在分詞...

副詞...  
形容詞...  
動詞...  
名詞...

ought  
yet  
done  
adjective  
verb  
particle

an intransitive verb does not take an object  
after it, yet there are some exceptions to this  
rule; in fact, the compound

give no completed meaning therefore requires an object  
格...  
格...  
格...

doings  
me put tense into the participle be

perfect participle follows the verbs have and  
part tense

to be advised  
be advised: past tense; they spoke  
perfect participle; they have spoken

are not adjectives sometimes improperly used instead of adverbs?

plays beautifully  
plays beautiful

副詞...  
形容詞...

them: 彼等  
人: 彼

life appear to be? was. ill enjoyment; therefore:  
enjoyment is adjective: rule 2, syntax.

Exercises

Lesson 59

Ex. Give me some examples of improper and inelegant expressions and correct them?

a. the present tense is often improperly used instead of the past; as he come home yesterday; which should be he came home yesterday.

The present tense should not be used instead of the future; as I hope he comes to-morrow; for I hope he will come home to-morrow - who preaches to-night? instead of who will preach to-night?

The past tense of an irregular verb must not be used instead of the perfect participle; thus he has to, ok it instead of he has taken it; I should have went ought to be; I should have gone.

副詞  
形容詞  
動詞

ought  
yet  
done  
accurate

an intransitive verb does not take an object  
after it; yet there are some exceptions to this  
rule; in fact, the compound

verb gives no completed meaning therefore requires an object  
to be complete

part tense  
used: past tense; they spoke  
participle; they have spoken

are not adjectives sometimes improperly used instead of adverbs?

副詞  
形容詞  
動詞

them: 實格  
行三後

pruich 語法元

life appear to be: was: all enjoyment; therefore:  
\* enjoyment is objective: rule 2, syntax.

cautions (E=+D.)

Lesson 59.

E. give me some examples of improper and inelegant expressions and correct them?

4. You is often improperly used instead  
of the he come home yesterday he came home yesterday  
he comes to-morrow he will come home to-morrow  
the p- should not be used instead of the

future; as: i hope he comes to-morrow  
he will come home to who will  
instead of who will preach to-night

The past tense of an irregular verb must not be  
used instead of the perfect participle: thus he has to  
took taken taking

故即動

ought 終出陰  
get 終出陰  
done 合訂

although an intransitive verb does not take an object,  
take care after it; yet there are some exceptions to this  
of which the above verb is one  
ne; in fact, the compound

(appears to be) give no completed meaning therefore requires an adverbial phrase  
格了合又故仕撒(喜)以(別)此之

did done doing  
be be he did it.  
E. use the past tense and the participle be

4. the perfect participle follows the verbs have and  
be; the past tense does not; as, past tense; I advised;  
to be advised; they have rocked.  
perfect participle; they have rocked.

E. use not adjectives sometimes improperly used instead  
of adverbs?  
4. He ought not to sing the play beautifully  
but the play beautifully. he is a particular good

副段



them = 彼等  
行三後

prach 講談

life appear to be? was. all enjoyment; therefore:  
enjoyment is objective. rule 2, syntax.

Chand

Handwritten notes on a strip of paper, partially obscured by other strips.

the present tense is often improper

of the he come home yesterday he do  
he comes to morrow he will come home to morrow

future; as - i hope he do

he will come home

instead of who will preach to night?

The past tense of an irregular verb must not be

used instead of the perfect participle: thus - he has to

took taken taking

Handwritten notes and diagrams at the bottom of the left page.

ought 終止

yet 終止

done 合詞

redemptive 格二

although an intransitive verb does not take an obje

take care after it; yet there are some exceptions to th

is rule; of which the above is one; in fact, the compou

nd verb (appears to be); give no completed meaning; and

therefore requires an accusative after it.

the participle must not be used for the past tense;

as - he done it; should be - he did it.

E. how should the past tense and the participle be

used?

the perfect participle follows the verbs have and

be; the past tense does not; as, past tense; I advised;

perfect participle; to be advised; past tense; they spoke.

perfect participle; they have spoken.

E. are not adjectives sometimes improperly used inst

ead of adverbs?

as yet; He ought not to say - she plays beautifully

but - she plays beautifully. he is a particular good do

Handwritten notes and diagrams at the bottom of the right page.

ought 应该

particularly 特别地

he laid there all day?

is particularly good boy

knows his lesson perfectly

knows his lesson perfectly

knows his lesson perfectly

correct the following exp

got a new knife = go 得到

he has got my book?

got in a vulgar and general redundant

used instead of the verb to have

he should say I have a new knife

my book

correct this expression - John has been and then

he should say John has struck me

John has struck me

came and struck me

correct the following - lay down on the grass

lie down on the grass he lay there all day

name the past tenses and perfect participles of lay

and lie

lay down

to place

set (a trap)

set (down)

A.

present tense. past tense. participle.

(I) lay, to place. (I) laid. (I have) laid.

(I) lie, to lie down. (I) lay. (I have) lain.

correct these expressions - sit down. He sit there?

u. sit down. He sit there.

name the past tenses and perfect participles of set

and sit?

present tense. past tense. participle.

(I) set (a trap). (I) set. (I have) set.

(I) sit (down). (I) sat. (I have) sat.

part VI. - prosody.

Lesson 60.

What is prosody?

u. prosody; from pros, to, and ode, a song is that branch

of grammar which relates to pronunciation and the

explication.

ought 應 ought to be 應有 應有之  
particularly 特別 特別地  
he laid there all day? 他躺在那裏一整天?

7. should he be he is a particularly good boy. he kn...  
ought to be he knows his  
lesson perfectly.

correct the following expressions - I got a new book.  
he has got my book?  
got is a vulgar and generally redundant word, often

used instead of the verb to have. instead of the above  
phrases, he should say - I have a new knife. he has  
my book.

correct this expression - John has been and then  
came and struck me.  
This should be - John has struck me or

correct the following - lay down on the grass.  
lie down on the grass. he lay there all day.

name the part tenses and perfect participles of lay  
and lie?  
lay down

to place  
put (a trap)  
put (down)

put (a trap)  
put (down)

of = spend her a day  
versions - sit down. She sit there?

res and perfect participles of sit  
and sit?

present tense.	part tense.	participle.
(I) sit (a trap).	(I) sit.	(I have) sit.
(I) sit (down).	(I) sit.	(I have) sitten.

part VI. - prosody.  
Lesson 60.

What is prosody?  
prosody, from pros, to, and ode, a song, is that branch

of grammar which relates to pronunciation and the  
signification.

ought 應

particularly 特別地  
he laid there all day?

should he he is a particularly good boy. he kn  
ought to be he knows his  
lesson perfectly

correct the following - I got a new kn  
he has got my book?  
got is a vulgar and generally redundant word, often

used instead of the verb to have. instead of the have  
phrases; he should say I have a new knife. he has  
my book.

correct this expression - John has been and then

came and struck me.  
this should be - John has struck me or

correct the following - lay down on the grass.  
lie down on the grass. he lay there all day.

name the past tenses and perfect participles of lay  
and lie?  
lay down

to place  
set (a trap)  
set (down)

set (a trap)  
set (down)

of = spend part of day  
sessions - sit down. She sit there?

and sit?  
present tense. past tense. participle.

(I) sit (a trap). (I) sit. (I have) sit.  
(I) sit (down). (I) sit. (I have) sitten.

part VI. - prosody.  
Lesson 60.

What is prosody?  
prosody; from pros, to, and ode, a song, is that branch

of grammar which relates to pronunciation and  
explication.

capture 1/5 1/4 accent u+ + r. 1 certain u+ +

出語

Q. What is pronunciation?

A. pronunciation is the tone of voice, and manner of speech which we use in reading or speaking.

Q. What further hints give to the art of pronunciation?

技行

A. that branch of prosody which relates to pronunciation is divided into accent and intonation.

Q. What is accent?

A. accent is the emphasis or greater stress of voice which is used in pronouncing certain syllables; the word is from the latin accentus, a tone.

Q. How is the accent marked?

A. the principal is marked ( ' ) and denotes that a greater stress is to be laid on a syllable; as capture.

高

the inferior accent; marked thus ( ` ), shows a lesser degree of force; as access.

低

Q. What is intonation?

高低

A. intonation is the rising or the falling of the voice.

Q. What is intonation?

A. intonation is the rising or the falling of the voice.

regular 2/3 1/4 accented 1/2 1/4

suitably to the subject which is being read or spoken; from the latin in, on; tonare to sound loud.

Q. What is versification?

A. versification is the art of poetry, or the arrangement of words into sentences of regular accented intervals.

Q. Will it be necessary to enter fully into the subject of prosody?

A. at present; it will be scarcely useful to enter more fully into the subject of prosody; especially as pronunciation may be considered to belong properly to the art of rhetoric.

Q. What is rhetoric?

A. rhetoric is an advanced kind of grammar; from the

storike, oratory, the art of speaking and writing with elegance.

(59)

nouns derived from the ancient languages.

	singular.	plural.	singular.	plural.	
反對	antithesis	antitheses	erratum	errata	誤字 (誤字)
附錄	appendix	appendices	genius	genii	性質 (性質)
秘密	arcanum	arcana	genus	genera	性類 (性類)
母	automaton	automata	hypothesis	hypotheses	定 (定)
車軸	axis	axes	index	indices	表書物 (表書物)
礎	basis	bases	luminu	luminosae	一牧 (一牧)
石炭	calx	calces	magus	magi	指東 (指東)
神使	cherub	cherubim	medium	media	中 (中)
分	crisis	crises	memorandum	memoranda	記 (記)
徵候	criticior	criticiora	metamorphosis	metamorphoses	變形 (變形)
有讀	datum	data	phenomenon	phenomena	顯事物 (顯事物)
物內	dicteris	dicteris	rubius	rubii	現像 (現像)
分	effluviu	effluvia	seraph	seraphim	神 (神)

with *facilitate* *how* " *reference* "

指圖	ellipsis	ellipsis	flumen	flumina	原委
勢	emphasis	emphases	stratum	strata	層山石 (層山石)
云	incensum	incensum	vertex	vertices	旋風 (旋風)

those marked thus: form their plural also regularly.

in order to facilitate the progress of the pupil in passing, the following lists of Adverbs, prepositions, and Conjunctions are given for reference; as being words less easily recognized than the other parts of speech.

adverbs of manner. *unmoving to how?*  
 adverbs of manner are very numerous; and are most by formed from adjectives by adding the termination *ly* and may generally be compared by the words *more* and *most* prefixed.  
*some per se*

at once 一旦

(60)

唯 alone (alou)	constantly (kōnst'antly)	rapidly (rap'idly)
一月 at once	desperately (des'perately)	recklessly (rek'lessly)
頻常 alternately (al'ter'nately)	respondingly (res'pondingly)	resolutely (res'olutely)
不測 unforwardsly (un'forwardsly)	duringly (dur'ingly)	swiftly (swif'tly)
subly (sub'ly)	just (just)	slowly (slou'ly)
blindly (blain'dly)	politely (pol'i'tely)	healthily (heal'thily)
boldly (bold'ly)	gracefully (gras'efully)	singly (singl'y)
carefully (ker'poullly)	ill. il	separately (sep'arately)
cautiously (ker'leullly)	insultuously (insul'tuously)	thoughtfully (thou'ghtfully)
calmly (kalm'ly)	mudly (mud'ly)	timidly (tim'idly)
cautiously (kōnst'antly)	openly (ō'p'nly)	together. &c. &c.

These and all other adverbs formed from their cognates, pending adjectives, answer to the question how? how? if they go: ans. alone, or at once, or alternately. all the above adverbs may be used in reply. principal adverbs of situation. answering to where? whence? Whither?

used (u-sed)	down (doun)	near (nir)
about (a-bout)	downward	nigh (ni)
absent (a-besnt)	elsewhere	nowhere (no'where)
abroad (a-brōd)	everywhere	off (ōf)
across (a-kross)	far (fart)	on
after (a-fter)	forth	onward
along (a-long)	forward	over (ō'ver)
anywhere	further	out (out)
apart (a-part)	hither by	outside (out'side)
around (a-round)	hence (hen'ce)	outward
aside (a-side)	here (h're)	round (rou'nd)
at hand	hencein (hen'in)	somewhere
at home	hereabouts (h're'abouts)	thence (then'ce)
away (a-way)	high (hi)	there (ther'e)
back	hither (hi'ther)	thereabouts
backward (bak'ward)	hitherward	thither (thi'ther)
before (bi'fore)	home	thitherward

後 (behind) (sikin)	homeward (hou)	throughout (thru)
下 (below) (bilō)	in (in)	together (to)
下 (beneath) (binith)	inward (in)	under (under)
by (by)	low (lō)	undermost (under)

(61) 狀 adverbs of situation - continued.

下 (underneath) (with)	upward (up)	without (with)
上 (up) (up)	whither (whith)	whenever (whenever)
上 (uppermost) (most)	within (with)	whenever (whenever)

principal adverbs of time.

answering to when?

ago (ago)	hereafter (here)	now-a-days (now)
already (alred)	henceforth (hence)	perpetually (perpet)
always (alway)	henceforward (hence)	presently (present)
anon (anon)	hitherto (hitherto)	soon (soon)
at present (at present)	instantly (instant)	some time ago (some)
before (before)	incessantly (incessant)	speedily (speedily)
finally (finally)	immediately (immedi)	still (still)

早 (early) (erli)	當 (lately) (lately)	7 (till) (til)
終 (eternally) (etern)	於 (last) (last)	後 (thenceforth) (thence)
前 (ere now) (ere)	遲 (late) (late)	後 (thenceforward) (thence)
前 (ere long) (ere)	長 (long) (long)	To-day (to-day)
常 (when) (when)	長 (long ago) (long)	to-morrow (to-morrow)
前 (former) (former)	次 (next) (next)	until (until)
前 (formerly) (formerly)	今 (now) (now)	前 (yesterday) (yesterday)

principal adverbs of quantity.

answering to how much?

殆 (almost) (almo)	尤 (least) (least)	稀 (scarcely) (scarcely)
一 (altogether) (altogether)	多 (much) (much)	國 (something) (something)
全 (downright) (downright)	多 (more) (more)	這 (thus) (thus)
亦 (enough) (enough)	尤 (most) (most)	亦 (too) (too)
僅 (a little) (a little)	全 (quite) (quite)	多 (very) (very)
僅 (less) (less)	尤 (scarcely) (scarcely)	

answering to how often?

時 (opt)	時 (not-and-then) (not-and-then)	時 (hourly) (hourly)
---------	---------------------------------	---------------------



no size

頻りに	often	頻りに	never	毎日	daily
シバシバ	frequently	一度	once	毎週	weekly
時々	sometimes	二度	twice	毎月	monthly
稀に	rarely	三度	thrice	毎季	quarterly

(62枚)

adverbs of affirmation

断然	certainly	断然	surely	確	yes
モウモウ	undoubtedly	真	truly	左	yes
莫大	vulgarly	真	verily	無	undoubtedly

adverbs of denial

no	not	no size	may
----	-----	---------	-----

adverbs of asking

何時	when	何故	why	何處	whence	如何	how
----	------	----	-----	----	--------	----	-----

adverbs of doubt

可能	perhaps	可能	possibly
可能	probably	可能	possibly

between (between)

間

III. principal prepositions

上	above	間	between	周	round
大抵	about	越	beyond	以	since
横	across	由	by	由	through
後	after	下	below	通	throughout
向	against	同	during	迄	till
沿	along	向	for	向	to
間	amidst	カ	from	向	towards
中	amongst	於	in	上	upon
周	around	入	into	迄	until
於	at	近	near	迄	unto
前	before	中	of	下	under
後	behind	隔	off	下	underneath
下	below	上	on	上	with
下	beneath	外	out	内	within
外	beside	越	over	無	without

some of these prepositions have already been given

(63枚)

able 能

the list of words, as according to their use in any sentence, many words vary in their character, and be long sometimes to one part of speech, sometimes to another; the pupil, by analyzing the sentence, will soon be able to tell accurately the proper character of each word.

IV. principal conjunctions.

as (如)	whenever (whenever)	only (只)
and (和)	hence (因此)	still (尚)
also (也)	indeed (确实)	since (因为)
although (虽然)	if (如果)	so (所以)
besides (此外)	lest (以免)	too (也)
but (但)	likewise ( likewise)	though (虽然)
both (两者)	moreover (而且)	therefore (因此)
even (甚至)	nevertheless (尽管如此)	than (比)
essentially (本质上)	now (现在)	than (than)
eventually (最终)	nevertheless (nevertheless)	

① (notwithstanding)

even (even)	non (non)	unless (除非)
else (else)	neither (neither)	while (而)
either (either)	notwithstanding (notwithstanding)	whereas (而)
except (except)	or (or)	yet (yet)
for (for)	otherwise (otherwise)	

② (notwithstanding)

zooombridge and sons, puternoster row.



不定法ハ 現在ト

一格ニ動詞付ニカキル

以て月か出たりて直説法

以て日たりて疑問法