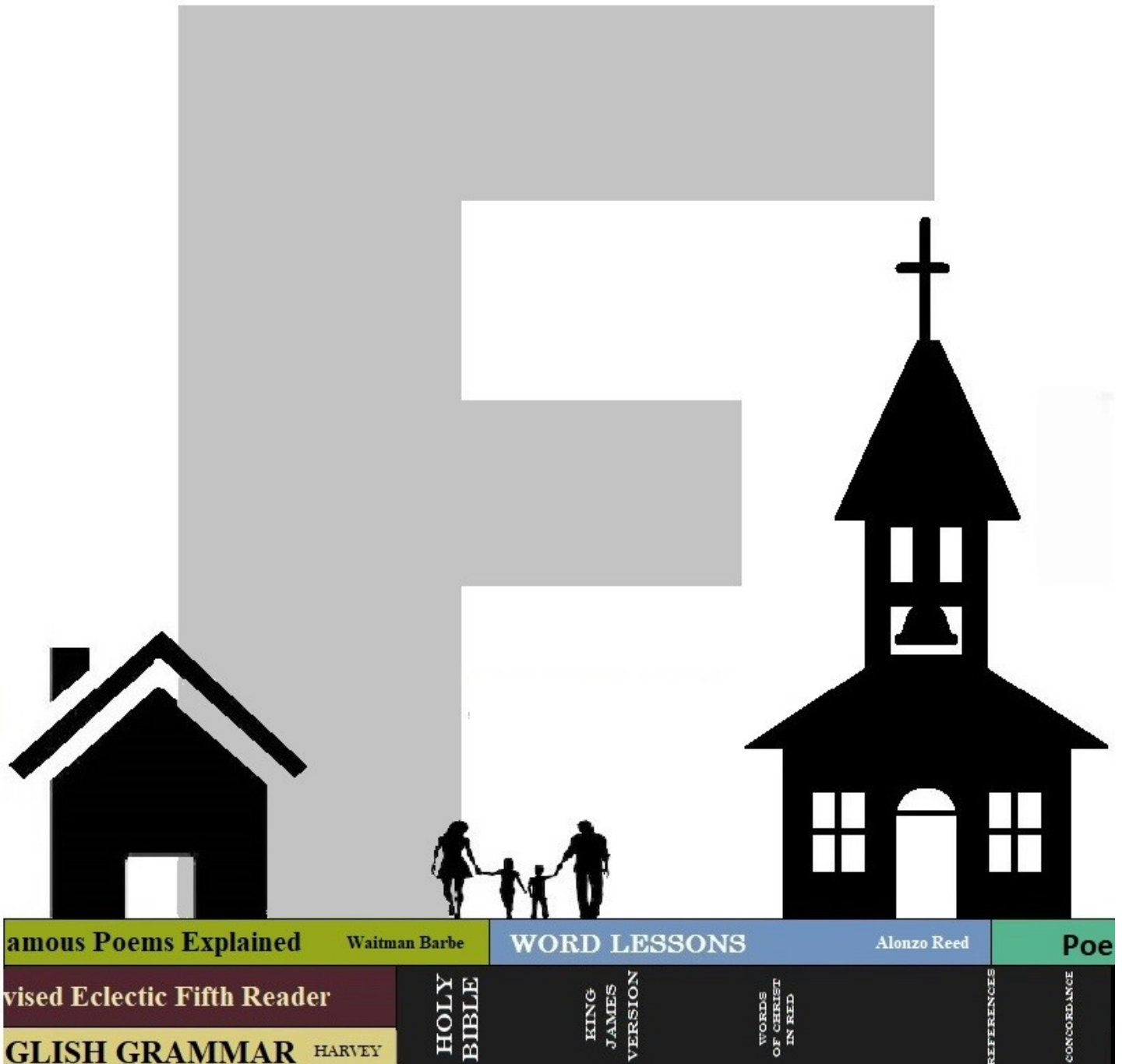


Eclectic Foundations Language Arts



**Eclectic Foundations
Language Arts
Level F
Teacher's Guide**

Written by Elizabeth Ratliff

**This work would not be possible without a tremendous amount of support and help from:
my wonderful husband,
our amazing kids,
my awesome friends,
the many brilliant authors, educators, and poets long before my time, and
our Heavenly Father**

**Published by Elizabetty Publishing
copyright pending
all rights reserved**

**Written by Elizabeth Ratliff 2018
www.eclecticfoundations.com**

**Edited by Suzette May
www.essentialproofing.com**

Instructions:

Thank you for choosing Eclectic Foundations Level F. This level can begin as early as fifth grade if you have been using the previous levels. It can, however, be used as late as ninth grade.

Books- For this year, you will need McGuffey's Fifth Eclectic Reader (revised edition). This can be found at no cost, digitally, online. You can print a copy or find a physical copy elsewhere. This program and the McGuffey's Fifth Eclectic Reader will be the only book that you will need to print off or buy. This program is based on additional books, but they are not necessary for you to buy to complete this program. The spelling lessons are based on Word Lessons by Alonzo Reed. Grammar concludes lessons in Harvey's Elementary Grammar by Thomas Harvey. However, all needed content except for the Fifth McGuffey Reader is contained within this program. While this program is based on these books, I have reworded some of the content to accommodate modern language.

Supplies- A pencil and notebook paper will be needed throughout the program. Your student will also need a composition notebook this year for journal entries.

The Layout- Each year contains 144 lessons. The intent is to cover 4 lessons per week for 36 weeks. I recommend visiting the library weekly. Children are discovering their interests at this age. One of the many benefits to homeschooling is the ability to feed your child's interests while exposing your child to as many different topics as possible. Read, read, read. Depending on the topic of a book, you can come up with a craft or nature study to expand on the topic. One of the best gifts you can give your student is the freedom to learn.

Overview

McGuffey's- This level continues with the same exceptional McGuffey's Reader lessons that you've come to expect. Comprehension questions and vocabulary review are derived from these lessons.

Spelling- This level continues Word Lessons by Alonzo Reed. These lessons have a weekly word list in which half of the words are tested on each day. By covering these word lists in this way, your student can be tested on each word twice weekly. Occasionally, some weeks will cover different concepts.

Copywork- As with previous levels, Level F has a weekly Bible verse to copy and memorize. The other days of the week have quotes from many different people. Although none of the quotes have the authority of Scripture, I've tried to find quotes that will spark your student's interest and possibly engage them in conversation. Some of these quotes are even humorous.

Grammar- Level F concludes Harvey's Elementary Grammar.

Lesson 1

Harvey's Elementary Grammar- Have your student read I. Preliminary Remarks. What is this selection talking about? Put simply, a good reader should speak naturally as if he/she were talking to someone without struggling through the selection. In order to do this, the reader should know the selection thoroughly before speaking. The next few lessons are important because they will "set the stage" for all oral reading.

Word Lessons (Spelling)- Have your student read all the spelling words and study and define the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- Have your student write and memorize the Bible verse.

Memory Verse and Copywork: I can do all things through Him who strengthens me. Philippians 4:13

Lesson 2

McGuffey's Fifth Eclectic Reader- The introductory lessons in this reader are intended to help your student speak publicly with clarity and confidence. These beginning exercises will prove to be very beneficial. Have your student read Lesson I in the reader emphasizing the importance of knowing the subject thoroughly and identifying with the author before reading the selection out loud. The more your student knows about the selection, the more confident speaker they will be.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: I can do all things through Him who strengthens me. Philippians 4:13

Copywork: What you cannot as you would achieve, you must perforce accomplish as you may. – William Shakespeare

Lesson 3

Harvey's Elementary Grammar- Have your student study the definitions in Lesson 3 and complete the exercises.

Answers:

Cart <u>n</u>	Duke <u>m</u>	Father <u>m</u>	Nephew <u>m</u>	Countess <u>f</u>
Poet <u>c</u>	Susan <u>f</u>	Joseph <u>m</u>	Milliner <u>c</u>	President <u>c</u>
Aunt <u>f</u>	Baker <u>c</u>	Madam <u>f</u>	Empress <u>f</u>	Executrix <u>f</u>

King <u>Queen</u>	Uncle <u>Aunt</u>	Grandfather <u>Grandmother</u>
Augusta <u>Augustus</u>	Niece <u>Nephew</u>	Miss Jones <u>Mr. Jones</u>
Widow <u>Widower</u>	Brother <u>Sister</u>	Sorcerer <u>Sorceress</u>
Francis <u>Frank</u>	Count <u>Countess</u>	Female <u>Male</u>
Prophet <u>Prophetess</u>	Mediator <u>Mediatix</u>	Hen-sparrow <u>Cock-sparrow</u>

Word Lessons (Spelling)- Have your student read all the spelling words and study and define the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: I can do all things through Him who strengthens me. Philippians 4:13

Copywork: Friends are the most important commodity in the world. Even a tree needs a friend.

-Bob Ross

Lesson 4

McGuffey's Fifth Eclectic Reader- Have your student read II Articulation. Learning to speak clearly is a valuable tool. Student should study about vocals, sub-vocals, and aspirates. Have your student practice out loud the exercises in articulation. Be sure that they speak clearly and correctly. Repeat where necessary. Anytime your student practices oral reading, have them stand up tall with shoulders back and chin up. This will ultimately result in clearer speech and a more confident speaker.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: I can do all things through Him who strengthens me. Philippians 4:13

Copywork: The supreme end of education is expert discernment in all things –the power to tell the good from the bad, the genuine from the counterfeit, and to prefer the good and the genuine to the bad and the counterfeit. –Samuel Johnson

Lesson 5

Harvey's Elementary Grammar- Have your student study the definitions in Lesson 5 and complete the exercises. (Do not include possessive pronouns.)

Answers:

1. lesson-third 2. you-second; friend-third 3. Ellen- second; sister- third; home- third 4. I- first; him-third; train- third 5. They- third; plowshare- third; mold- third 6. horse- third; barn- third; Mr. Eckel-second 7. He- third; home- third; morning- third.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- Have your student write and memorize the Bible verse.

Memory Verse and Copywork: "The second is like it, 'You shall love your neighbor as yourself.'" Matthew 22:39

Lesson 6

McGuffey's Fifth Eclectic Reader- Have your student read III Inflection. Where the last lesson emphasized pronouncing all syllables, this one emphasizes the different ways to say them. Have you ever met someone that always seemed to talk as if they were asking a question? Hopefully, this lesson will prevent that. Questions generally end with a rising inflection. This lesson will teach your student what inflections are and how to use them. Have your student practice saying all of the examples out loud. Notice how difficult it is to recite the monotone examples after practicing the rising and falling inflections. Be warned, watching your child speak monotone can be quite funny! If your student is offended, offer to read the selection yourself in monotone. They will soon see how difficult it is to keep a straight face.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: "The second is like it, 'You shall love your neighbor as yourself.'"

Matthew 22:39

Copywork: Books must follow sciences, and not sciences books. –Francis Bacon

Lesson 7

Harvey's Elementary Grammar- Have your student carefully study the definitions and rules for forming the plural in Lesson 7. Complete the exercises.

Answers:

Calves; Clams; Truths; A, b, c's; Analyses; Taxes; Johns; Teeth; Armfuls; ¶'s; †'s; Follies; Replies; Charleses; Creatures; Rakes; Horses; Salmon; Chimneys; Turfs; Children; Radices; Women; Embargoes; Incubi; Wagon-loads; Plows; Tariffs; Cameos, Wrenches

Foot; Goose; Erratum; Hero; Ellipse; Mouse; Folio; Ruby; Badge; Beauty; Ox; Penny; Loaf; Judge; Child; Genius; Stratum; Valley

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: "The second is like it, 'You shall love your neighbor as yourself.'"

Matthew 22:39

Copywork: No laws are binding on the human subject which assault the body or violate the conscience. –Sir William Blackstone

Lesson 8

McGuffey's Fifth Eclectic Reader- Have your student read IV Accent. This is something that your student may not have considered. One may not think of accent as important until you realize that it could possibly change the meaning of a word. Have your student try to think of some more examples of words with different accents having different meanings. I'd try to have them come up with at least 10. Here are some examples...

absent; abstract; accent; addict; address; annex; ally; attribute; combat; commune; compact; complex; compound; compress; conduct; confine; conflict; conscript; consort; contract; contrast; converse; convert; convict; decrease; desert; detail; discard; discharge; envelope; exploit; export; extract; finance; fragment; frequent; impact; imprint; increase; insert; insult; invalid; mandate; object; overcharge; overwork; perfect; permit; prefix; present; proceed; process; produce; progress; project; protest; rampage; rebel; recap; recall; record; refill; refund; refuse; reject; replay; subject; survey; suspect; torment; transfer; transplant; transport; upset

Now, have the student define (verbally or written) the different meanings (and parts of speech) of the words according to the accents.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: "The second is like it, 'You shall love your neighbor as yourself.'"

Matthew 22:39

Copywork: A sound mind in a sound body, is a short but full description of a happy state in this world. –John Locke

Lesson 9

Harvey's Elementary Grammar- Have your student read and study the four cases: *Nominative, Possessive, Objective, and Absolute* or *Nominative Absolute*.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- Have your student write and memorize the Bible verse.

Memory Verse and Copywork: Trust in the Lord forever, for in God the Lord, we have an everlasting Rock. Isaiah 26:4

Lesson 10

McGuffey's Fifth Eclectic Reader- Have your student read V Emphasis. Some words or phrases are just more important to get across. This section will teach how to emphasize certain words or phrases in order to obtain the desired effect of your speech. Have your student practice all the examples in this lesson. Make sure that while emphasizing, they are not yelling the words. Clear, confident speaking is the goal... not loud and boisterous. There is a fine line between drawing you in towards the speaker and turning you away.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: Trust in the Lord forever, for in God the Lord, we have an everlasting Rock.
Isaiah 26:4

Copywork: Non multa sed multum. Not quantity but quality. –Anonymous Latin

Lesson 11

Harvey's Elementary Grammar- Lesson 11 demonstrates the declension of nouns. Latin students will be familiar with this practice. Declensions are generally no longer practiced in English grammar. Many inflective languages contain spellings that are case specific. Understanding declensions will be beneficial for both English grammar and learning foreign languages. Have your student read Lesson 11 and verbally answer the questions. (Answers are in Lesson 9) Declensions should be written down.

Answers:

	<i>Singular</i>	<i>Plural</i>		<i>Singular</i>	<i>Plural</i>		<i>Singular</i>	<i>Plural</i>
<i>Nom.</i>	Boy	Boys	<i>Nom.</i>	Girl	Girls	<i>Nom.</i>	Farmer	Farmers
<i>Poss.</i>	Boy's	Boys'	<i>Poss.</i>	Girl's	Girls'	<i>Poss.</i>	Farmer's	Farmers'
<i>Obj.</i>	Boy	Boys	<i>Obj.</i>	Girl	Girls	<i>Obj.</i>	Farmer	Farmers

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: Trust in the Lord forever, for in God the Lord, we have an everlasting Rock.

Isaiah 26:4

Copywork: We should be careful to get out of an experience only the wisdom that is in it—and stop there; lest we be like the cat that sits down on a hot stove-lid. She will never sit down on a hot stove-lid again, but also she will never sit down on a cold one anymore. —Mark Twain

Lesson 12

McGuffey's Fifth Eclectic Reader- Have your student read VI Modulation. This is where emotion is put into play. Have your student practice the given examples mentally at first. When he is confident in his reading, have him read it to you with the correct feeling. All previous lessons will come in handy for this lesson.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: Trust in the Lord forever, for in God the Lord, we have an everlasting Rock.
Isaiah 26:4

Copywork: Our greatest glory consists not in never failing, but in rising every time we fall.
-Oliver Goldsmith

Lesson 13

Harvey's Elementary Grammar- Have your student read Lesson 13 and complete the exercises.

Note—There are guidelines in the back of the student workbook to aid in parsing.

Answers: 1. Borneo- noun, proper, masculine gender, third person, singular number, nominative case, Rule I; island- noun, common, neuter gender, third person, singular number, nominative case, Rule II 2. father- noun, common, masculine gender, third person, singular number, nominative case, Rule I; Washington- noun, proper, neuter gender, third person, singular number, objective case, Rule VII 3. John's- noun, proper, masculine gender, third person, singular number, possessive case, Rule III; dog- noun, common, neuter gender, third person, singular number, nominative case, Rule I; Clarence- noun, proper, masculine gender, third person, singular number, objective case, Rule VI 4. Johnson's- noun, proper, masculine gender, third person, singular number, possessive case, Rule III; farm- noun, common, neuter gender, third person, singular number, nominative case, Rule I 5. Mr. Trowel- noun, proper, masculine gender, third person, singular number, nominative case, Rule I; mason- noun, common, masculine gender, third person, singular number, nominative case, Rule IV 6. Helen- noun, proper, feminine gender, first person, singular number, nominative absolute case, Rule V; father- noun, common, masculine gender, third person, singular number, nominative case, Rule I 7. statue- noun, common, neuter gender, third person, singular number, nominative case, Rule I; pedestal- noun, common, neuter gender, third person, singular number, objective case, Rule VII 8. Gad- noun, proper, masculine gender, third person, singular number, nominative case, Rule I; troop- noun, common, neuter gender, third person, singular number, nominative case, Rule IV 9. Jocko- noun, proper, masculine gender, third person, singular number, nominative case, Rule I; spectacles- noun, common, neuter gender, third person, singular number, objective case, Rule VI 10. Susan's- noun, proper, feminine gender, third person, singular number, possessive case, Rule III mother- noun, common, feminine gender, third person, singular number, nominative case, Rule I; aunt- noun, common, feminine gender, third person, singular number, nominative case, Rule II 11. doctor's- noun, common, (either) gender, third person, singular number, possessive case, Rule III; office- noun, common, neuter gender, third person, singular number, nominative case, Rule I 12. sincerity- noun, common, neuter gender, third person, singular number, objective case, Rule VII; integrity- noun, common, neuter gender, third person, singular number, objective case, Rule VII; God- noun, proper, masculine gender, third person, singular number, nominative case, Rule I; mind- noun, common, neuter gender, third person, singular number, objective case, Rule IV; will – noun, common, neuter gender, third person, singular number, objective case, Rule IV; thoughts- noun, common, neuter gender, third person, plural number, objective case, Rule IV; words- noun, common, neuter gender, third person, plural number, objective case, Rule IV; works- noun, common, neuter gender, third person, plural number, objective case, Rule IV; Herbert- noun, proper, masculine gender, third person, singular number, nominative absolute case, Rule V.

Answers: 1. Jane has two brothers-in-law. 2. Storms are interesting phenomena. 3. Three chimneys were on fire. 4. The shakers are industrious. 5. Did you attend Mr. Chance's lecture? 6. I called the jewelers. 7. She is reading in her sister Mary's book. 8. The boy's coat is torn. 9. How many of the Johnsons were there? 10. The men's wages should be paid today. 11. He has quartos and folios in his library.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- Have your student write and memorize the Bible verse.

Memory Verse and Copywork: O God, You are awesome from Your sanctuary. The God of Israel Himself gives strength and power to the people. Blessed be God! Psalms 68:35

Lesson 14

McGuffey's Fifth Eclectic Reader- Have your student read VII Poetic Pause. Just as in music, rhythm is important in oral reading. Regardless of the selection being read, it will sound choppy and unprepared without rhythm. You can demonstrate this by singing a song or reading a poem badly. I wouldn't suggest doing this a lot however. Otherwise, you may find yourself trying to undo the bad habits that have formed. Again, student should practice the given examples.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: O God, You are awesome from Your sanctuary. The God of Israel Himself gives strength and power to the people. Blessed be God! Psalms 68:35

Copywork: There is no happiness; there is no misery; like that growing out of the dispositions which consecrate or desecrate a home. -E. H. Chapin

Lesson 15

Harvey's Elementary Grammar- Have your student complete the compositions according to the directions in Lesson 15. It is not necessary to write compositions about all the animals listed. You will better determine an adequate amount for your individual student.

Note—Your student should be permitted and encouraged to vary the order in which the topics are arranged in this plan, and to introduce such other topics as deemed necessary to complete the description of any animal.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: O God, You are awesome from Your sanctuary. The God of Israel Himself gives strength and power to the people. Blessed be God! Psalms 68:35

Copywork: If you would have a faithful servant and one that you like, serve yourself.
—Benjamin Franklin

Lesson 16

McGuffey's Fifth Eclectic Reader- Your student should practice Exercise I, Death of Franklin, mentally until they are ready to recite the selection appropriately. Have them continue to recite until you are satisfied with his presentation. This selection gives homage to Benjamin Franklin and his achievements, both politically and scientifically. Truly both America and Europe were benefactors of his great accomplishments. This selection should be read as if giving the eulogy at his funeral.

Your student should then practice Exercise II, Bonaparte, mentally until he is ready to recite the selection appropriately. This is an excerpt from A Historical Character of Napoleon Bonaparte by Charles Philips. Have your student discuss the meaning of each line so that she can give an accurate portrayal in the oral dictation. If your student is interested, it would be a benefit to understand the life of Charles Philips and his viewpoints on Bonaparte. There is much more to the actual prose. It may be of interest to research this and read it in its entirety.

After reading the synopsis to your student have them read Exercise III, Hamlet on Seeing the Skull of Yorick, to themselves. When your student is comfortable, they should read it aloud to you. Correct any dictation mistakes. This reading may push a student beyond their normal tone, thereby helping him to express himself in oral dictation.

Synopsis: Hamlet and Horatio venture into the graveyard and have a short conversation with the gravedigger. The gravedigger holds up a skull sitting nearby and informs them that it is the skull of the king's old jester, Yorick, who Hamlet was very close to as a child. Hamlet, in the height of his depression and obsession with death, is greatly affected by the image of the skull and the symbols it represents. The skull brings back many memories of Hamlet's seemingly happy childhood, thus representing Hamlet's loss of happiness and innocence. Hamlet stares death directly in the face, holding the skull with his own hands. The discovery of the skull also brings realization to everyone's eventual disintegration and the fact that everyone in society, no matter how rich or poor, is brought down to the same level in death. Hamlet mentions that Polonius will be eaten by worms, that even kings are eaten by worms, and that dust from the decayed body of Alexander the Great might be used to stop a hole in a beer barrel. Alexander the Great couldn't avoid death, neither can Hamlet. The skull and its many symbols emphasize the death of Hamlet's father, Polonius and Ophelia, expose the pitiful state that Hamlet has been reduced to, and encourage his thoughts of suicide and revenge.

Word Lessons (Spelling)- Have your student read all the spelling words and study the bold words. When ready, give a spelling test of the bold words. Misspelled words should be written three times.

Memory Verse/Copywork- After reciting the memory verse, have your student copy the quote.

Memory Verse: O God, You are awesome from Your sanctuary. The God of Israel Himself gives strength and power to the people. Blessed be God! Psalms 68:35

Copywork: If I had learned education I would not have had time to learn anything else.
—Cornelius Vanderbilt

Eclectic Foundations
Language Arts
Level F
Student Workbook

Written by Elizabeth Ratliff

**This work would not be possible without a tremendous amount of support and help from:
my wonderful husband,
our amazing kids,
my awesome friends,
the many brilliant authors, educators, and poets long before my time, and
our Heavenly Father**

**Published by Elizabetty Publishing
copyright pending
all rights reserved**

**Written by Elizabeth Ratliff 2018
www.eclecticfoundations.com
Edited by Suzette May
www.essentialproofing.com**

Lesson 1 Harvey's Elementary Grammar

Properties belong to nouns. The four properties are *gender, person, number,* and *case*.

Gender- a distinction of nouns or pronouns with regard to sex. The four genders are *masculine, feminine, common,* and *neuter*.

Person- the property of a noun or pronoun which distinguishes the speaker, the person spoken to, and the person or object spoken of. The three persons are *first, second,* and *third*.

Number- that property of a noun or pronoun which distinguishes one from more than one. The two numbers are *singular* and *plural*.

Case- the relation of a noun or pronoun to other words. The four cases are *nominative, possessive, objective,* and *absolute,* or *nominative absolute*.

Lesson 2 Spelling

Some Useful Suffixes

-ed means *did*. Walked means *did* walk.

-er- in adjectives, it means *more*. Wiser means *more* wise.

-er- in nouns, it means *one who* or *that which*. Teacher is *one who* teaches. Heater is *that which* heats.

-est means *most*. Wisest means *most* wise.

-ing means *continuing*. Walking means *continuing* to walk.

-ish means *like* or *somewhat*. Childish means *like* a child. Sweetish means *somewhat* sweet.

-able and **-ible** means *able, fit to be, or causing*; Breakable means *able to be* broken. Divisible means *able to be* divided.

-ful means *full of*. Joyful means *full of* joy.

horrible

cheaper

grater

painful

perishable

drollest

elfish

faithful

scouring

waiter

paganish

grateful

ironing

strainer

girlish

doubtful

visited

greatest

sourish

honorable

screeched

greater

waspish

taxable

Copywork

What you cannot as you would achieve, you must perforce accomplish as you may. –William Shakespeare

Lesson 3 Harvey's Elementary Grammar

Masculine Gender- denotes males such as *boy*.

Feminine Gender- denotes females such as *girl*.

Some words, such as *children, parent, etc.*, are used to denote *either* males or females. The gender of such words is said to be *common*.

Common Gender- denotes either males or females; such as *parent*.

Neuter Gender- denotes neither males nor females; such as *house*.

There are three ways of distinguishing the masculine and feminine genders:

1. By using different words such as *father, mother; brother, sister, boy, girl; gentleman, lady; Mr., Mrs.; Charles, Caroline; drake, duck; hart, roe*.
2. By different terminations such as *actor, actress; executor, executrix; hero, heroine*.
3. By joining some distinguishing word such as *man-servant, maid-servant; he-bear, she-bear; landlord, landlady; merman, mermaid*.

Tell the gender of the following nouns; (*m*-masculine; *f*-feminine; *c*-common; *n*-neutral)

Cart _____	Duke _____	Father _____	Nephew _____	Countess _____
Poet _____	Susan _____	Joseph _____	Milliner _____	President _____
Aunt _____	Baker _____	Madam _____	Empress _____	Executrix _____

Give the corresponding masculine or feminine for the following nouns:

King _____	Uncle _____	Grandfather _____
Augusta _____	Niece _____	Miss Jones _____
Widow _____	Brother _____	Sorcerer _____
Francis _____	Count _____	Female _____
Prophet _____	Mediator _____	Hen-sparrow _____

Write five sentence, using masculine nouns as subjects.

Example—*John* left his book on my desk.

Write five sentences, using feminine nouns as objects.

Example—The teacher sent my *sister* home at recess.

Write six sentences, using nouns in the common or neuter gender as subjects or objects.

Example—A *beggar* frightened me this morning.

Lesson 4 Spelling

Some Useful Suffixes

-ed means *did*. Walked means *did* walk.

-er- in adjectives, it means *more*. Wiser means *more* wise.

-er- in nouns, it means *one who* or *that which*. Teacher is *one who* teaches. Heater is *that which* heats.

-est means *most*. Wisest means *most* wise.

-ing means *continuing*. Walking means *continuing* to walk.

-ish means *like* or *somewhat*. Childish means *like* a child. Sweetish means *somewhat* sweet.

-able and **-ible** means *able, fit to be, or causing*; Breakable means *able to be* broken. Divisible means *able to be* divided.

-ful means *full of*. Joyful means *full of* joy.

horrible	cheaper	grater	painful
perishable	drollest	elfish	faithful
scouring	waiter	paganish	grateful
ironing	strainer	girlish	doubtful
visited	greatest	sourish	honorable
screeched	greater	waspish	taxable

Copywork

The supreme end of education is expert discernment in all things –the power to tell the good from the bad, the genuine from the counterfeit, and to prefer the good and the genuine to the bad and the counterfeit. –Samuel Johnson

Lesson 5 Harvey's Elementary Grammar

Person- is that property of a noun or pronoun which distinguishes the speaker, the person spoke to, and the person or object spoken of.

There are three persons, *First*, *Second*, and *Third*.

The name of a person speaking, or a pronoun used instead of that name, is said to be of the *first person*.

The **First Person** denotes the speaker.

The name of a person spoken to, or a pronoun used instead of that name, is said to be of the *second person*.

The **Second Person** denotes the person addressed.

The name of a person or object spoken of, or a pronoun used instead of that name, is said to be of the *third person*.

The **Third Person** denotes the person or object spoken of.

Tell the person of the nouns and pronouns in the following sentences:

1. My lesson is learned.
2. Have you seen our old friend lately?
3. Ellen, tell your sister to come home.
4. I saw him on the train.
5. They left the plowshare in the mold.
6. Your horse is in our barn, Mr. Eckel.
7. He left home early in the morning.

Write five sentences, using nouns or pronouns of the first person as subjects, predicates, or objects.

Example—*We* are pupils. *I* defended *myself*.

Write five sentences, using nouns or pronouns of the second person as subjects, or objects.

Example—*You* may be excused. I envy *thee*.

Write five sentences, using nouns or pronouns of the third person as subjects, predicates, or objects.

Example—Studious *pupils* learn long *lessons* easily. *They* left their *homes* in *sorrow*.

Lesson 7 Harvey's Elementary Grammar

Number- is that property of a noun or pronoun which distinguishes one from more than one.

There are two numbers, *Singular* and *Plural*.

When a noun denotes but one object, it is said to be a *Singular Number*.

The **Singular Number** denotes but one object.

When a noun denotes more than one object, it is said to be a *Plural Number*.

The **Plural Number** denotes more than one object.

1. Nouns whose last sound will unite with *s*, form their plurals by adding *s* only to the singular; such as book, *books*; boy, *boys*; desk *desks*.
2. Nouns whose last sound will not unite with *s*, form their plurals by adding *es* to the singular; such as bush, *bushes*; box, *boxes*.
3. Nouns ending in *y* preceded by a consonant, change *y* into *i*, and add *es*; such as mercy, *mercies*.
4. Some nouns ending in *f* or *fe*, change these endings into *ves*; such as knife, *knives*.
5. Most nouns ending in *o*, preceded by a consonant, add *es*; such as cargo, *cargoes*.
6. Nouns ending in *o*, preceded by a vowel, add *s*; such as folio, *folios*.
7. Letters, figures, marks, and signs add *'s*; as, *p's* and *q's*; *9's* and *11's*; **'s*; the *ξ's* and *ϑ's*.
8. Proper nouns usually add *s* only in forming their plurals; such as Mary, *Marys*; Sarah, *Sarahs*; Nero, *Neros*. The forms *Maries*, *Neroes*, etc., are sometimes used.
9. Most nouns from foreign languages change *us* to *i*; *um* and *on* to *a*; *is* to *es* or *ides*; *a* to *ae* or *ata*; and *x* to *ces* or *ices*; such as calculus, *calculi*; arcanum, *arcana*; phenomenon, *phenomena*; theses, *theses*; ephemeris, *ephemerides*.
10. Some nouns form their plurals irregularly, such as, man, *men*; ox, *oxen*; mouse, *mice*.
11. A few nouns are alike in both numbers; such as *sheep*, *deer*, *trout*, *yoke*, *hose*, *vermin*, and others.
12. In compound words, the part described by the rest is generally pluralized; such as *brothers-in-law*; *courts-martial*, *ox-carts*.
13. Nouns ending in *ful* or *full*, form their plurals by adding *s* to the singular; such as, *handfuls*, *mouthfuls*.

Lesson 7 Harvey's Elementary Grammar (continued)

Write the plurals of the following words, letters, and signs:

Calf Clam Truth

A, b, c Analysis Tax

John Tooth Armful

Mischief ¶, † Folly

Reply Charles Creature

Rake Horse Salmon

Chimney Turf Child

Radix Woman Embargo

Vase Glory Studio

Incubus Wagonload Plow

Tariff Cameo Wrench

Write the singular of the following nouns:

Feet Geese Errata

Heroes Ellipses Mice

Folios Rubies Badges

Beauties Oxen Pence

Loaves Judges Children

Genii Strata Valleys

Lesson 9 Harvey's Elementary Grammar

“The sun is shining.”

Here “sun” is used as the subject of a proposition.

“Every star is a sun.”

Here “sun” is used as the predicate.

“The sun's rays are warm.”

Here “sun” is used as an adjective element, modifying “rays”.

“We saw the sun at noon.”

Here “sun” is used as an objective element, modifying “saw”.

“Dear is thy light, O sun!”

Here “sun” is used absolutely—i.e., it is *absolved* or separated from any grammatical connection with the rest of the sentence.

In no two of these sentences, has the word “sun” had the same relation to the other words.

These different relations are called *Cases*.

1. **Case** is the relation of a noun or a pronoun to other words.

Remember- The term *case* is also applied to the *form* of a noun or a pronoun used independently or as a part of a sentence.

2. There are four cases: *Nominative*, *Possessive*, *Objective*, and *Absolute*, or *Nominative Absolute*.

3. The **Nominative Case** is the use of a noun or pronoun as the subject or the predicate of a proposition; as *Boys skate*; *Horses are animals*.

4. The **Possessive Case** is the use of a noun or pronoun to denote ownership, authorship, origin, or kind; as, *John's hat*, *Ray's Algebra*, the *sun's rays*, *men's clothing*.

Note- Level E, lessons 79 and 82 contain rules for forming the possessive case.

5. The **Objective Case** is the use of a noun or pronoun as the object of a transitive verb in the active voice, or of a preposition; as, “Indians hung *buffaloes*;” “They ran over the *bridges*;” “John threw a *stone* at the *dog*.”

Lesson 9 Harvey's Elementary Grammar (continued)

6. The **Absolute**, or **Nominative Absolute, Case** is the use of a noun or pronoun independent of any governing word; as, "Oh, my *son!*" "*Soldiers, attention!*" "*Washington Irving.*"

Remember- A noun may be in the absolute case:

1. *By direct address*; as, "*James, bring me a book.*"
2. *By exclamation*; as, "*Oh, my daughter!*"
3. *By pleonasm*; i.e., by placing it before a sentence in which an affirmation is made concerning it; as, "*Your fathers, where are they?*"
4. *With a participle*; as, "*The sun being risen.*"
5. *By position*; i.e., by using it as the heading of a chapter, as the superscription to a letter, etc.; as, "*The Noun,*" "*M. F. Jones.*"

7. A noun limiting the meaning of another noun denoting the same person or thing, is by **apposition**, in the same case; as, "Washington the *general* became Washington the *statesman.*"

Lesson 11 Harvey's Elementary Grammar

The **Declension** of a noun is its variation to denote number and case.

Remember- The nominative absolute case always has the same form as the nominative.

	Example				
	<i>Singular</i>	<i>Plural</i>		<i>Singular</i>	<i>Plural</i>
<i>Nom.</i>	Fly	Flies	<i>Nom.</i>	Goodness	(same)
<i>Poss.</i>	Fly's	Flies'	<i>Poss.</i>	Goodness'	(same)
<i>Obj.</i>	Fly	Flies	<i>Obj.</i>	Goodness	(same)

What is case?

How many cases are there?

What is nominative case?

What is the possessive case?

What is the objective case?

What is the absolute case?

How is the possessive case singular formed?

How is the possessive case plural formed?

In how many ways may a noun be in the absolute case?

Give examples.

What is declension?

Decline "boy," "girl," and "farmer"

Lesson 13 Harvey's Elementary Grammar

Parsing consists: (1) in naming the part of speech; (2) in telling its properties; (3) in pointing out its relations to other words; (4) in giving the rule for its construction.

Order of Parsing: 1. A noun 2. Common or proper 3. Gender 4. Person 5. Number 6. Case 7. Rule of syntax

“Wheat is a vegetable”

Wheat- noun, common, neuter gender, third person, singular number, nominative case, Rule I

Vegetable- noun, common, neuter, third person, singular number, nominative case, Rule II

“Henry's uncle, the sheriff, was wounded.”

Henry's- noun, proper, masculine gender, third person, singular number, possessive case, Rule III

Sheriff- noun, common, masculine gender, third person, singular number, nominative case, Rule IV

“Samuel, study your lesson with care.”

Samuel- noun, proper, masculine gender, singular number, nominative absolute case, Rule V

Lesson- is a noun; common; neuter gender, third person, singular number, objective case, Rule VI

Care- noun, common, neuter gender, third person, singular number, objective case, Rule VII

Lesson 13 Harvey's Elementary Grammar (continued)

Underline the nouns and verbally parse them in the following sentences.

1. Borneo is a large island.
2. Our father lives in Washington.
3. John's dog bit Clarence.
4. Johnson's farm is mortgaged.
5. Mr. Trowel, the mason, is unwell.
6. O Helen! Father is coming.
7. The statue fell from its pedestal.
8. Gad, a troop shall overcome him.
9. Jocko has stolen my spectacles.
10. Susan's mother is my aunt.
11. Is the doctor's office open?
12. Next to sincerity, remember still
Thou must resolve integrity.
God will have all thou hast; thy mind, thy will,
Thy thoughts, thy words, thy works. –Herbert

Lesson 13 Harvey's Elementary Grammar (continued)

Correct the following sentences.

1. Jane has two brother-in-laws. _____

2. Storms are interesting phenomennons. _____

3. Three chimnies were on fire. _____

4. The Shaker's are industrious. _____

5. Did you attend Mr. Chance' lecture. _____

6. I called the jeweler's. _____

7. She is reading in her sister's Mary's book. _____

8. The boys coat is torn. _____

9. How many of the Johnson's were there? _____

10. The mens' wages should be paid today. _____

11. He has quartos and folioes in his library. _____

Lesson 15 Harvey's Elementary Grammar

Write a description of a squirrel, using the following:

Plan—1. Size, as compared with some other small animal. 2. Form, noting particularly its teeth, claws, and tail. 3. Habits, nest, and food. 4. Its disposition, whether timid or bold, etc. 5. Different kinds, and their peculiarities. 6 Migrations. 7. Enemies.

Write descriptions of some of the following animals using the following:

Plan—1. Size. 2. Form, noting marked features. 3. Color. 4. Food. 5. Habits. 6. Disposition. 7. Where found. 8. Remarks, anecdotes, etc.

The dog

The shark

The turkey

The elephant

The owl

The horse

The pigeon

The muskrat

The bee

The crow

The mouse

The mosquito

Parse a few nouns from your compositions.

Appendix

Order of Parsing Guidelines

Noun:

1. A noun 2. Common or proper 3. Gender 4. Person 5. Number 6. Case 7. Rule of syntax

Pronoun:

1. A pronoun 2. Personal, possessive, relative, or interrogative 3. What is its antecedent if expressed? 4. Gender 5. Person 6. Number 7. Pronoun rule 8. Case 9. Rule of syntax

Adjective:

1. An adjective 2. Descriptive or definitive 3. Degree of comparison if applicable (positive, comparative, or superlative) 4. What does it modify? 5. Rule of syntax

Verb:

1. A Verb 2. Regular or irregular 3. Copulative, transitive, or intransitive 4. Voice 5. Mode 6. Tense 7. Person 8. Number 9. Rule of syntax

Adverb:

1. Adverb 2. Degree of comparison if applicable 3. What does it modify? 5. Rule of syntax

Preposition:

1. Preposition 2. What relation does it show? 3. Rule of syntax

Conjunction:

1. Conjunction 2. Coordinate, subordinate, or correlative? 3. What does it connect? 4. Rule of syntax

Interjection:

1. Interjection 2. Rule of syntax

Nouns

A **Noun** names a person, place, thing, or idea.

A **Common Noun** is a name which may be applied to any one of a class of objects; such as, *bird, door, lightning*.

A **Proper Noun** is the name of some particular person, place, people, or things; such as, *Susan, Rome, American, Mars*.

Properties belong to nouns. The four properties are *gender, person, number, and case*.

Gender- a distinction of nouns or pronouns with regard to sex. The four genders are *masculine, feminine, common, and neuter*.

Masculine Gender- denotes males such as *boy*.

Feminine Gender- denotes females such as *girl*.

Common Gender- denotes either males or females; such as *parent*.

Neuter Gender- denotes neither males nor females; such as *house*.

Person- the property of a noun or pronoun which distinguishes the speaker, the person spoken to, and the person or object spoken of. The three persons are *first, second, and third*.

The **First Person** denotes the speaker.

The **Second Person** denotes the person addressed.

The **Third Person** denotes the person or object spoken of.

Number- that property of a noun or pronoun which distinguishes one from more than one. The two numbers are *singular and plural*.

The **Singular Number** denotes but one object.

The **Plural Number** denotes more than one object.

Case- the relation of a noun or pronoun to other words. The four cases are *nominative, possessive, objective, and absolute, or nominative absolute*.

The **Nominative Case** is the use of a noun or pronoun as the subject or the predicate of a proposition; as *Boys skate; Horses are animals*.

The **Possessive Case** is the use of a noun or pronoun to denote ownership, authorship, origin, or kind; as, *John's hat, Ray's Algebra, the sun's rays, men's clothing*.

The **Objective Case** is the use of a noun or pronoun as the object of a transitive verb in the active voice, or of a preposition; as, "Indians hung *buffaloes*;" "They ran over the *bridges*;" "John threw a *stone* at the *dog*."

The **Absolute, or Nominative Absolute, Case** is the use of a noun or pronoun independent of any governing word; as, "Oh, my *son*!" "*Soldiers*, attention!" "*Washington Irving*."

Pronouns

A **Pronoun** is a word used instead of a noun.

Properties of the pronoun are *gender, number, person, and case*.

The **Simple Personal Pronouns** are: *I, you, he, she, it*

Their declined forms are: *we, our, us, my, mine, ye, thou, your, thy, thine, thee, his, him, her, its, they, their, them*

The **Compound Personal Pronouns** are formed by adding *self* or *selves* to some form of the simple personals: *myself, yourselves, himself, themselves*

Possessive Pronouns are: *mine, thine, his, hers, ours, yours, theirs*

To denote emphatic distinction, *my own* is used for *mine*, *his own* for *his*, *thy own* for *thine*, *our own* for *ours*, *your own* for *yours*, *their own* for *theirs*.

The **Simple Relative Pronouns** are *who, which, what, and that*.

Note—*That* is a relative when *who, which, or whom* can be used in its place. *As* is used as a relative pronoun after *such, many, and same*.

The **Compound Relative Pronouns** are *whoever, whoso, whosoever, whichever, whichsoever, whatever, and whatsoever*.

Some relative pronouns not only connect clauses, but also comprise in themselves both antecedent and relative. These are called **Double Relatives**, and they may be either simple or compound.

The **Interrogative Pronouns** are *who, which, and what*, when used in asking questions.

The **Subsequent** of an interrogative pronoun is that part of the answer which it represents.

Adjective

An **Adjective Element** or **Adjective** is a word, or group of words which modifies a noun or pronoun.

A **Descriptive Adjective** describes a noun by expressing some quality belonging to it; such as, *good, green*.

Comparison is a variation of the adjective to express different degrees of quality; as *rich, richer, richest*. There are three **Degrees of Comparison**: *Positive, Comparative, and Superlative*.

The **Positive Degree** expresses the simple quality, or an equal degree of the quality; as, “An *old* man;” “She is as *good* as she is *beautiful*.”

The **Comparative Degree** ascribes to one of two objects a higher or lower degree of the quality than that expressed by the positive; as, “An *older* man;” “Charles is *more studious* than Mary.”

The **Superlative Degree** ascribes the highest or lowest degree of the quality to one of more than two objects; as, “The *oldest* man;” “The *least fertile* farm in the township.”

A **Definitive Adjective** limits or defines a noun without expressing any of its qualities; such as, *this, few*

Pronominal Adjectives are those definitive, most of which may, without the article prefixed, represent a noun understood.

The **Demonstrative**, *this, that, these, those, former, latter, both, same, yon, yonder*.

The **Distributive**, *each, every, either, neither*.

The **Indefinites**, *all, any, another, certain, divers, enough, few, little, many, much, no, none, one, own, other, several, some, sundry, which, whichever, whichsoever, what, whatever, whatsoever*

Numeral Adjectives are those definitives which denote number and order definitely; as, *two, fourth, fourfold*.

Cardinals denote the number of objects; as, *two, four, a thousand*.

Ordinals mark the position of an object in a series; as, *second, fourth, thousandth*.

Multiplicatives denote how many fold; as, *twofold, fourfold*

Verbs

A **Verb** is a word which expresses action, being, or state.

A **Transitive Verb** requires the addition of an object to complete its meaning.

An **Intransitive Verb** does not require the addition of an object to complete its meaning.

A **Copulative Verb** is used to join or link a predicate to a subject and to make an assertion.

The **Properties of the Verb** are *voice, mode, tense, number, and person*.

Voice is that form of the transitive verb which shows whether the subject acts or is acted upon.

The **Active Voice** represents the subject as acting upon an object; as, "The boy *wrote* a letter."

The **Passive Voice** represents the subject as being acted upon; as, "The letter *was written*."

Mode is the manner in which the action, being, or state is expressed.

The **Indicative Mode** asserts a thing as a *fact*, or as *actually existing*; as, "Fire *burns*;" "A battle *was fought*."

The **Subjunctive Mode** asserts a thing as *doubtful*, as a *supposition*, or denies the fact supposed; as, "If this *be* true, all will end well;" "I shall go, if you *remain*."

The **Potential Mode** asserts the *power, necessity, liberty, duty, or liability* of acting, or of being in a certain state; as, "He *can* talk;" "You *must* go;" "They *should be* more careful."

The **Imperative Mode** expresses a *command, and exhortation, an entreaty, or a permission*; as, "Go;" "Do not hurt me."

The **Infinitive Mode** expresses the action, being, or state, without affirming it; as, "To go;" "He wants *to speak*."

Tense denotes the time of an action or event.

The **Present Tense** denotes present time; as, "I *write*;" "The wind *is blowing*."

The **Present Perfect Tense** represents an action or event as past, but connected with present time; as, "I *have written*;" "The wind *has been blowing*."

The **Past Tense** denotes past time; as, "I *wrote*;" "The wind *blew*."

The **Past Perfect Tense** represents an act as ended or completed in time fully past; as, "I *had written*;" "The bridge *had fallen* before we reached it."

The **Future Tense** denotes future time; as, "I *shall write*;" "The lion *shall eat* straw like the ox."

The **Future Perfect Tense** represents an act as finished or ended at or before a certain future time; as, "I *shall have written* the letter before the mail closes."

Verbs (continued)

Auxiliary Verbs are those which are used in the conjugation of other verbs. They are *do, be, have, shall, will, may, can, must*.

Conjugation of a verb is the correct expression, in regular order, of its *modes, tenses, voices, persons, and numbers*.

Principal Parts of a verb are the *present indicative, the past indicative, and the perfect participle*

The Progressive, the Emphatic, and the Interrogative are called the **Coordinate Forms of Conjugation**.

The **Progressive Form** is used to denote action, being, or state in progress; as, "He *was writing*." In the Progressive Form, the various forms of the verb *to be* are prefixed to the *present active participle*.

The **Emphatic Form** represents an act with emphasis; as, "I *do write*;" "He *did write*."

The **Interrogative Form** is used in asking questions; as "Love I?" "Did he *write*?"

A **Regular Verb** forms its past indicative and perfect participle by adding *d* or *ed* to the present indicative; as *love, loved, loved; count, counted, counted*.

An **Irregular Verb** is one which does not form its past tense and perfect participle by adding *d* or *ed* to the present indicative; as, *go, went, gone; see, saw, seen; do, did, done*.

Defective Verbs are those which want some of the principal parts. They are *beware* from *be* and *aware, ought, quoth, quod, wit*, and its derivatives, *wot, wis, weet, wist, wote*.

Redundant Verbs are those which have more than one form for their past tense or perfect participle; as, *cleave, clove, or clave; cleft, cloven, or cleaved*.

Adverbs, Prepositions, Conjunctions, and Interjections

An **Adverb** is a word used to modify a verb, and adjective, a participle, or another adverb. Adverbs are divided into five classes: Adverbs of *Time*, *Place*, *Cause*, *Manner*, and *Degree*.

Adverbs of Time answer the questions, *When? How long? How often?*

Adverbs of Place answer the questions, *Where? Whither? Whence?*

Adverbs of Cause answer the questions, *Why? Wherefore?*

Adverbs of Manner answer the questions, *How?*

Adverbs of Degree answer the questions, *How much? How little?*

An **Adverbial Phrase** is a combination of words used and parsed as a single adverb; as, "*In general*," "*hand in hand*," "*no more*."

Conjunctive Adverbs are those which connect two propositions, one of which is used as an adverbial element.

A **preposition** shows the relation of its object to another word in the sentence.

A **Conjunction** is a word used to connect words, phrases, classes, and members.

Coordinate Conjunctions are those which join elements of the same rank or name.

Subordinate Conjunctions are those which join elements of different rank or name.

Correlative Conjunctions are coordinates or subordinates used in pairs, one referring or answering to the other.

An **Interjection** is a word used to denote some sudden or strong emotion.

Rules of Syntax

Rule I- A noun or pronoun used as the subject of a proposition is in the nominative case.

Rule II- A noun or pronoun used as the predicate of a proposition, is in the nominative case.

Rule III- A noun or pronoun used to limit the meaning of a noun denoting a different person or thing, is in the possessive case.

Rule IV- A noun or pronoun used to limit the meaning of a noun or pronoun by denoting the same person, place, or thing is in the same case.

Rule V- A noun or pronoun used independently is in the nominative absolute case.

Rule VI- The object of a transitive verb in the active voice or of its participles is in the objective case.

Rule VII- The object of a preposition is in the objective case.

Rule VIII- Nouns denoting *time, distance, measure, or value*, after verbs and adjectives, are in the objective case without a governing word.

Rule IX- Pronouns must agree with their antecedents in gender, person, and number.

Rule X- A pronoun with two or more antecedents in the singular connected by *and* must be plural.

Rule XI- A pronoun with two or more antecedents in the singular, connected by *or* or *nor*, must be singular.

Rule XII- An adjective or participle belongs to some noun or pronoun.

Rule XIII- A verb must agree with its subject in person and number.

Rule XVI- An infinitive not used as a noun, depends upon the word it limits.

Rule XV- A verb, with two or more subjects in the singular connected by *or* or *nor*, must be singular.

Rule XVI- An infinitive not used as a noun depends upon the word it limits.

Rule XVII- Adverbs modify verbs, adjectives, participles, and adverbs.

Rule XVIII- A preposition shows the relation of its object to the word upon which the object depends.

Rule XIX- Conjunctions connect word, phrases, clauses, and members.

Rule XX- Interjections have no dependence upon other words.

Capital Letters, Italics, etc.

- I. The first word of every sentence should begin with a capital letter.
- II. The first word of every line of poetry should begin with a capital letter.
- III. Proper names of people, places, days, etc., should begin with capital letters.
- IV. Titles of honor or distinction should begin with capital letters.
- V. All appellations of the Deity should begin with capital letters.
- VI. Words denoting races or nations should begin with capital letters.
- VII. Most words derived from proper names should begin with capital letters.
- VIII. Words of special importance may begin with capital letters.
- IX. I and O, used as single words, should be capitals.
- X. Emphatic words, phrases, and clauses are frequently printed in capitals.

Remember—Italicized words in the Bible are those supplied by translators to explain the original.

Remember—In manuscripts, one line drawn under a word indicates *italics*; two lines, SMALL CAPITALS; three lines, CAPITALS.

Rules of Spelling

Suffixes

Rule I- Final *e* is dropped before a vowel.

Exceptions—Words ending in *ce* and *ge* retain *e* before *able* and *ous* to keep *c* and *g* soft. Words in *oe* and *ee* retain the *e*, unless the suffix begins with *e*. Some words retain *e* to preserve their identity.

Rule II- In monosyllables and words accented on the last syllable, a final consonant after a single vowel doubles before a suffix beginning with a vowel (*x*, *k*, and *v* are never doubled)

Exceptions—The final consonant is not doubled when, in the derivative, the accent is thrown from the last syllable of the primitive; as *refer*, *reference*. But we have *excel*, *excellent*, *excellence*.

Rule III- *y* after a consonant becomes *i* before a suffix beginning with *i*.

Exceptions—*y* does not change before 's.

ie and ei

Rule- *i* before *e*

Except after *c*,

Or when sounded as *a*,

As in *neighbor* and *weigh*.—Dr. Brewer.