

PRIMARY

English Grammar.

JOHN HART,

Principal of several schools, and Author of
Lectures on English, &c.

B. F. JOHNSON PUBLISHING Co.,
Richmond, Virginia.

1898.

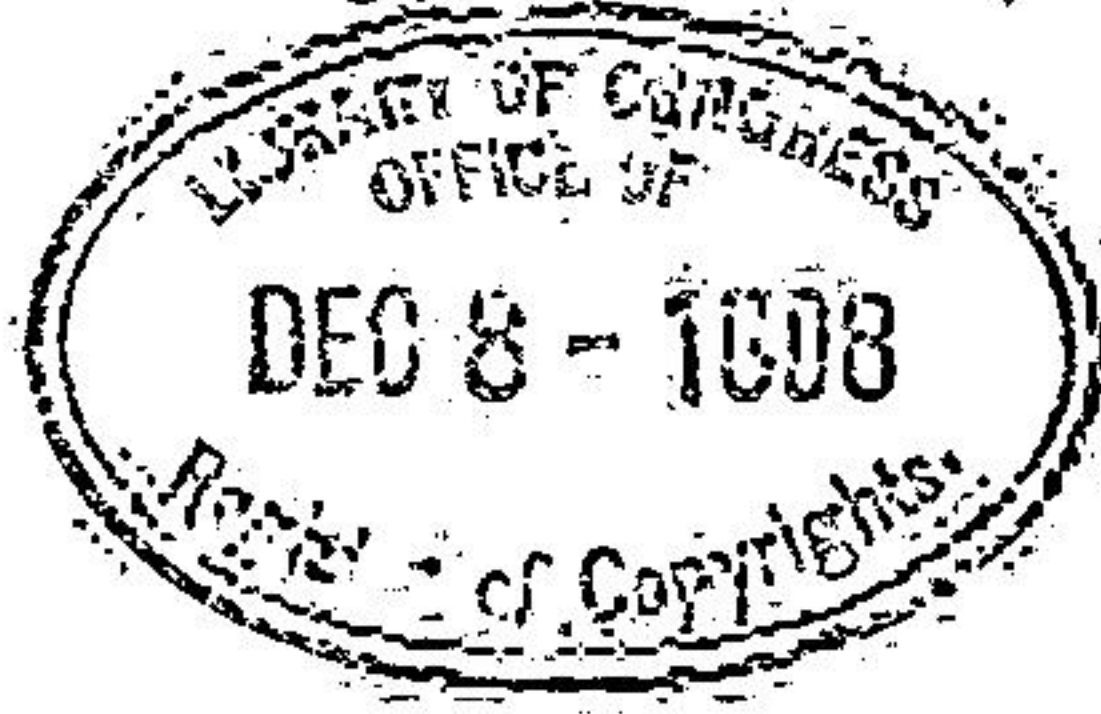
L.

PE 1111
.H43

20063

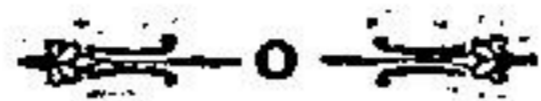
COPYRIGHT, 1898,
BY
B. F. JOHNSON PUBLISHING CO.,
RICHMOND, VA.

TWO COPIES RECEIVED.



63696
Oct. 31. 98

INTRODUCTION.



IT is a common saying of many teachers that the subject of English Grammar seems to give results less reliable than those obtained by equal diligence in almost any other branch of a young student's work.

This view is probably delusive.* In the main, the facts of the language are plain, easily grouped and reasonably consonant with laws. But it may happen, and in many cases it does happen, that pupils derive from the study of English Grammar the great essential result of speaking and writing correctly, in a way so closely connected with the instinctive knowledge which comes from daily practice that no one can say how much of this composite ability is due to their apparently unfruitful studies in technical grammar. Hence daily practice is often credited with all of a facility a part of which is generally due to the training in observation, the clear statement of principle and the scientific explanation which form the practical grammar.

In the study of a foreign language no confusion as to results can commonly arise. All the results, in such a case, must be credited to the grammatical studies alone, and from this fact arises the view held by many people that, while there

is a scientific, teachable grammar of Latin and of Greek, there is none of the English Language.

The accompanying book embodies a method and a sequence of presenting the essential facts in English Grammar which are the result of many years of patient trial. No special originality is claimed for it, and the author would in many cases be puzzled to declare whether a statement was originally his own, or had been borrowed unconsciously from some forgotten source. But a claim is confidently made that the book will be found in harmony with the best of the multitude of authors who have been consulted in its preparation, accurate, clear, concise, natural in arrangement, and pre-eminently a book with which large and reliable results can be obtained by reasonable effort.



SUGGESTIONS TO TEACHERS.

WHATEVER may be the difference of opinion among teachers as to the most judicious general method of teaching grammar, there is no sort of question that habits of accuracy on the part of pupils are more aided by the frequent use of *exercises in writing* than by almost every other means ; and it is needless to say that the habit of accuracy must underlie every other valuable acquisition that a student makes.

The one objection which can be urged against frequent written exercises is that they consume a deal of time. This objection would lie equally well against almost everything that is properly done, and, in the case of written work in grammar classes, it is the fact that the time consumed is the time of the individual students out of class and not the time of the class and that of the teacher. In fact, one of the values of written work is that it enables the teacher to mark for a class a lesson of sufficient difficulty, and, by taking up the written work and correcting it out of hours, to save the lesson time, for the presentation of some other subject to the class. A pretty comprehensive review of the various sections of this book will be found to be suggested in the directions for written work at the close of the volume. But it is hoped that the teacher who uses the book will not wait until his classes reach the end before he gives frequent directions for written work.

In the beginning these directions can be made by varying the text in almost any interesting manner. After the classes

reach the point at which instructions have been given for parsing words, a most excellent practice is to assign certain sentences out of the exercises, or to make similar sentences, and have the parsing written out in full. The *order* in which the etymological facts are to be stated is one which should be strictly followed, not only because it is the natural order for English, but because it is the natural order in language generally.

There are many things omitted from this book which, in case of many classes of beginners, the teacher might find it valuable to introduce. For instance, it did not harmonize with the plan of the book to introduce any statements about the distinction between natural and artificial gender; about the usefulness of the Potential Mood in English, etc. In making good such omissions each teacher must be guided by his knowledge of the quality of his class. In some cases such additions would be perfectly appreciated and highly valuable, while in other cases they would be useless, and even worse. A few blank pages are bound into the back of the book to accommodate such notes in this direction as the judgment of the teacher may suggest.



TABLE OF CONTENTS.

	PAGE.
NOUNS	9-18
Classification	9-10
Gender.	10-12
Person	12
Number	12-15
Compound Nouns	15
Declension	16
VERBS	18-30
Voice	19
Mood	19-20
Tense	20-21
Person and Number	21
Regular and Irregular	21-22
Conjugation	22-24
Auxiliary	54-56
Complete Conjugation	61-66
Infinitives	67-69
Participles	70-71
PREPOSITIONS	30-32
ADJECTIVES	33-37
Comparison.	33-34
Numerals.	36
Cardinals	36
Ordinals	36
Distributives	36
Demonstratives	36
Indefinites	36
Interrogatives	36
Comparatives and Superlatives	78-79

PRONOUNS	38-45
Personal	38-39
Compound	39-40
Interrogative	40
Possessive	41
Relative	42
Adjective.	44-45
ADVERBS.	46-48
Comparison.	46
Classification	47
Responsives	48
EXCLAMATIONS	49
CONJUNCTIONS	50
Correlatives.	51
SENTENCES.	72-82
ANALYSIS	82-87
WRITTEN REVIEW	88-91
REVIEW EXERCISE	91-95
IRREGULAR VERBS	96-98

PRIMARY ENGLISH GRAMMAR.

1. **Language** is the arrangement of words by proper rules, and **Grammar** is the collection of the facts and rules of language.

2. The **Words** in a language are called **Parts of Speech**, and are of eight different kinds: **Nouns, Verbs, Prepositions, Adjectives, Pronouns, Adverbs, Exclamations, Conjunctions.**

3. **Inflection** is a change in form to fit words for different uses.

THE NOUN.

4. A **Noun** is the name of a person or of a thing; as, Mary, Thomas, city, horse; and **Nouns** are of several classes.

(1.) A **Common Noun** is a general name or the name of a class of things; as, boy, girl, city, country.

(2.) A **Proper Noun** is a particular name; as, Lucy, James, London, France. A **Proper Noun** always begins with a capital letter.

(3.) A **Collective Noun** is the name of a collection of things; as, army, flock, pack.

(4.) An **Abstract Noun** is the name of a quality; as, beauty, length, goodness.

In the following Exercise, state the class to which each noun belongs. Example: Robert is a proper noun because it is a particular name.

EXERCISE I.

Robert, cow, swarm, length, Sarah, road, blanket, horse, Joseph, city, emperor, stove, sweetness, river, Washington, depth, gate, crowd, town, James, pig, Susan, company, lake, Samuel, coat, Annie, desk, weight, grass, mother, smoothness, Jessie, stool, money, William, strength.

Write twenty common nouns, ten proper nouns, five collective nouns and five abstract nouns not found in above exercise.

5. To Nouns belong **Gender, Person, Number and Case.**

6. **Gender** is, in English, a grouping of words according to sex.

(a) Nouns which are the names of males as, George, king, gander, are said to be **Masculine** gender.

(b) Nouns which are the names of females, as, Lucy, mother, sister, are said to be **Feminine** gender.

(c) Nouns which are the names of things without life as, iron, gate, chair, are said to be **Neuter** gender.

(d) Nouns which are the names of things which may be either male or female as, bird, animal, squirrel, are said to be **Common** gender.

NOTE.—The gender of masculine and feminine nouns is shown :—

(1.) By using different words ; as,

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Father	Mother	Wizard	Witch
Son	Daughter	Drake	Duck
Brother	Sister	Horse	Mare
Uncle	Aunt	Bull	Cow
Nephew	Niece	Ram	Ewe
Husband	Wife	Stag	Hind
King	Queen	Buck	Doe
Earl	Countess	Hart	Roe
Lord	Lady	Boar	Sow
Bachelor	Maid	Gander	Goose

(2.) By adding to a noun of *common* gender some masculine or feminine word ; as,

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Merman	Mermaid	He-goat	She-goat
Cock-robin	Hen-robin	Boar-pig	Sow-pig

(3.) By adding to the masculine noun the feminine endings (taken from various languages) -ess, -trix, -ine, -a, -ster, -en ; as,

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Jew	Jewess	Hero	Heroine
Host	Hostess	Joseph	Josephine
Count	Countess	Sultan	Sultana
Actor	Actress	Don	Donna
Executor	Executrix	Spinner	Spinster
Director	Directrix	Fox	Vixen

NOTE.—The three masculines, Widower, Bridegroom and Gander, are formed from the feminines, Widow, Bride and Goose.

Refer to direction 1, exercise 2.

7. **Person** is the character which a word has according as it represents the speaker, or the person spoken to, or the person spoken of. If John is represented as speaking, the noun John is said to be **First Person**. If he is spoken to, John is said to be **Second Person**. If he is spoken of, John is said to be **Third Person**.

8. **Number** is a form of a word to show whether it means one or more than one. There are, in English, two numbers. When a word means but

one; as boy, apple, house, it is said to be **Singular** number. When it means more than one; as boys, apples, houses, it is said to be **Plural** number.

9. The plural in English nouns is commonly formed by adding the letter *s* to the singular; as, Singular—boy. Plural—boys. But there are several other ways of forming the plural.

NOTE.—(1.) If the last letter of a singular does not unite easily with *s* the plural is formed by adding *es*; as, box, boxes; church, churches.

(2.) Nouns ending in *f* or *fe* commonly change those letters into *ves*; as, thief, thieves; wife, wives.

(3.) Nouns ending in *y* with a consonant (any letter except the vowels *a, e, i, o, u*) before it, change the *y* into *ies*; as, lady, ladies; enemy, enemies.

(4.) Nouns ending in *o* sometimes add *s* and sometimes *es*; as, canto, cantos; potato, potatoes.

(5.) Some nouns form their plural, as in Old English, by adding *en*; as,

<i>Singular.</i>	<i>Plural.</i>
Ox	Oxen
Cow	Kine
Child	Children

or by changing the vowel in the singular; as,

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Foot	Feet	Goose	Geese
Tooth	Teeth	Man	Men
Mouse	Mice	Woman	Women

(6.) Many nouns taken from other languages form their plurals by the rules of those languages ; as,

<i>Singular.</i>	<i>Plural.</i>	
Radius	Radii	} <i>Latin.</i>
Axis	Axes	
Medium	Media	
Nebula	Nebulae *	
Crisis	Crises	} <i>Greek.</i>
Analysis	Analyses	
Automaton	Automata	
Cherub	Cherubim	} <i>Hebrew.</i>
Seraph	Seraphim	
Beau	Beaux	} <i>French.</i>
Bateau	Bateaux	

(7.) Some nouns are used only as singulars ; as, Mathematics, Politics, Optics.

(8.) Some nouns are used only as plurals ; as, Scissors, Breeches, Tongs, Shears, Pincers.

(9.) Some nouns have the same form for singular and plural ; as, Deer, Salmon, Sheep, Trout.

Refer to direction 2, exercise 2.

10. **Case** is a form of a word to show its relation to other words. There are, in English, three cases; **Nominative, Possessive and Objective.** In nouns the Nominative and Objective cases, singular, are always alike, but the difference in their use prevents confusion. The same is true of the plural.

The Possessive Case, in the singular, is formed by adding an apostrophe and the letter *s* ('s) to the nominative: as, John, John's; boy, boy's.

In the plural, if the *last letter* is *s* the possessive is formed by placing the apostrophe after the *s*; as, girls, girls'; pens, pens'. But if the last letter in the nominative plural is not *s*, as in men, mice, oxen, the possessive is formed as in the singular, by adding an apostrophe and an *s*; as, men's, mice's, oxen's.

Nouns composed of several words are called **Compound Nouns**; as, Mister Allen, Doctor Brown, brother-in-law.

These nouns form the possessive singular by adding the apostrophe and *s* to the *last* word; as, Doctor Brown's. They form the plural by adding *s* to the *most important* word; as, brothers-in-law.

11., The **Declension** of a word is the arrangement of its cases and numbers, as below :

	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i> .	Boy	Boys	Lady	Ladies	Man	Men
<i>Pos</i> . .	Boy's	Boys'	Lady's	Ladies'	Man's	Men's
<i>Obj</i> . .	Boy	Boys	Lady	Ladies	Man	Men

In the following exercise classify the nouns and tell their gender, person, number and case : Example, *Father's* is a common noun, because it is a class name ; masculine gender, because it is the name of a male, third person, because it is spoken of, singular number, because it means but one ; possessive case. Also *decline* the nouns.

EXERCISE II.

Charles, father's, man, heroes, hens', health, children's, Lucy, men, stove, horses, gladness, Mary's, fear, poles, uncles, gun, aunt's, fence, fondness, Susan's, weakness, poet's, James, joys, lock, dog's, bush, wounds, Carlo, lion's, spider, rings, oxen, bird's, cherubim, Frank, cat, sponges, cap, Alice's, babies, New York, carpets, house, wings, claw, Paris, farmers', Alfred's, women, flies, Agnes, pony's, 'actors, countess, brothers', duke, king's, she-bear, gentlemen's, man-servant, widows, mouse's, Doctor Jones, Catharine Smith's, fathers-in-law.

Direction 1. Go over this exercise and give femi-

nine form of each masculine, and masculine form of each feminine.

Direction 2. Go over this exercise and give plural form of each singular, and singular form of each plural.



THE VERB.

12. A **Sentence** is a group of words arranged so as to make sense. Every sentence must have a **Subject** and a **Predicate**.

The **Subject** is the word of which something is stated. The **Predicate** is the word which states something about the subject. In the sentence, *Dogs bark*, the noun *dogs* is the subject because something is declared about dogs; the verb *bark* is the predicate because it declares something about dogs.

13. A **Verb** is a word which declares something. Every sentence must contain a verb as its predicate.

In the following sentences classify the words, and name the subjects and predicates and give reason.

EXERCISE III.

Worms crawl. Flowers bloom. Lions roar. Wheels turn.
 Dogs bite. Fish swim. John skates. Larks sing. Ice melts.
 Lucy walks. Birds fly. Rivers flow. Rabbits hide. Jane reads.
 Animals die. Girls sew. Wood burns. Snow falls.
 Bears growl. Children cry. Grass grows. Charles runs.
 Sailors climb. Leaves fall. Wolves howl. Soldiers fight.
 Indians dance. Robert writes. Bees sting. Mary sings.

Write ten sentences having *proper* nouns used as subject, ten having *common* nouns used as subject and five having *collective* nouns used as subject.

14. To Verbs belong **Voice, Mood, Tense, Number and Person.**

15. **Voice** is a form of the verb to show whether the subject acts or is acted upon. There are, in English, two voices—**Active** and **Passive**. The **Active Voice** shows that the subject acts. The **Passive Voice** shows that the subject is acted upon. In the sentence, Dogs bite boys, *dogs* is the subject, and the verb *bite* is *active* voice, because it shows that the subject acts. In the sentence, Boys are bitten by dogs, *boys* is the subject and the verb *are bitten* is *passive* voice because it shows that the subject is acted upon.

16. **Mood** is a form of the verb to show different kinds of statement.

(a) The **Indicative Mood** states a thing as a fact; as, John runs. Or it asks a question; as, Where is John?

(b) The **Potential Mood** states a thing as possible; as, John can run.

(c) The **Subjunctive Mood** states a thing as doubtful; as, If John run.

(d) The **Imperative Mood** states a thing as a command; as, Run John!

These four moods must have a *particular* subject. In the sentences above, *John* is the subject because the statements are made about John. These moods form, for this reason, the **Finite Verb**.

The rest of the verb is called the **Infinitive** because it need *not* have a particular subject; as, *To walk* is pleasant. *Walking* is pleasant.

17. **Tense** is a form of the verb to show—first, the time of the action, and second, whether the action is **incomplete** or **complete**.

There are three *times*—**Present**, **Past** and **Future**, and an action may be either incomplete or complete in any time.

The tenses for incomplete action are named for the three times—**Present Tense**, **Past Tense** and **Future Tense**. These are called the *simple* tenses.

The tenses for complete action are named by placing the word **perfect** in each of the former names—**Present Perfect Tense**, **Past Perfect Tense**, **Future Perfect Tense**. These are called the *compound* tenses.

The <i>Present Tense</i>	shows incomplete action in present time			
“ <i>Present Perfect Tense</i> “	complete	“	“	“
“ <i>Past Tense</i>	“ incomplete	“	“ past	“
“ <i>Past Perfect Tense</i>	“ complete	“	“	“
“ <i>Future Tense</i>	“ incomplete	“	“ future	“
“ <i>Future Perfect Tense</i> “	complete	“	“	“

18. **Person and Number** in the verb are forms by which it is connected with the subject. If the subject is first person, the verb must be first person, &c. If the subject is singular number, the verb must be singular number, &c.

19. Every verb in English has three parts called **Principal Parts**, on which the verb is formed. The Present Tense, Past Tense and Past Participle are the principal parts. The words necessary to fill the blanks below will always give the principal parts of a verb in their order, as—

Now I ———; yesterday I ———; I have ———.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
Now I <i>learn</i>	Yesterday I <i>learned</i>	I have <i>learned</i>
Now I <i>go</i>	Yesterday I <i>went</i>	I have <i>gone</i>

If the verb form its Past and Past Participle by adding *ed* to the Present, as *learn* does, it is a **Regular Verb**. Most verbs are regular. If a

verb do not form its Past and Past Participle by adding *ed*, as in *go*, it is an Irregular Verb. A list of the most important irregular verbs is given on the last pages of the book.

In Exercise 3, state whether the verbs are regular or irregular and give the principal parts.

20. **Conjugation** is the arrangement of the properties or parts of a verb in order. Below is given the Active Voice, Indicative Mood of a regular and of an irregular verb.

Regular Verb.

TO LOVE.

PRINCIPAL PARTS :

Present—Love. *Past*—Loved. *Past Participle*—Loved.

ACTIVE VOICE.

INDICATIVE MOOD.

PRESENT TENSE.

PRESENT PERFECT TENSE.

Sing.

Sing.

1st Pers. I love

1st Pers. I have loved

2d Pers. Thou lovest

2d Pers. Thou hast loved

3d Pers. He loves

3d Pers. He has loved

Plural.

Plural.

1st Pers. We love

1st Pers. We have loved

2d Pers. You love

2d Pers. You have loved

3d Pers. They love

3d Pers. They have loved

PAST TENSE.

Sing.

1st Pers. I loved
2d Pers. Thou lovedst
3d Pers. He loved

Plural.

1st Pers. We loved
2d Pers. You loved
3d Pers. They loved

PAST PERFECT TENSE.

Sing.

1st Pers. I had loved
2d Pers. Thou hadst loved
3d Pers. He had loved

Plural.

1st Pers. We had loved
2d Pers. You had loved
3d Pers. They had loved.

FUTURE TENSE.

Sing.

1st Pers. I shall or will love
2d Pers. Thou shalt or wilt love
3d Pers. He shall or will love

Plural.

1st Pers. We shall or will love
2d Pers. You shall or will love
3d Pers. They shall or will love

FUTURE PERFECT TENSE.

Sing.

1st Pers. I shall or will have loved
2d Pers. Thou shalt or wilt have loved
3d Pers. He shall or will have loved

Plural.

1st Pers. We shall or will have loved
2d Pers. You shall or will have loved
3d Pers. They shall or will have loved

Irregular Verb.

TO SING.

PRINCIPAL PARTS :

Present—Sing. *Past*—Sang. *Past Participle*—Sung.

ACTIVE VOICE.

INDICATIVE MOOD.

PRESENT TENSE.

Sing.

1st Pers. I sing
2d Pers. Thou singest
3d Pers. He sings

PRESENT PERFECT TENSE.

Sing.

1st Pers. I have sung
2d Pers. Thou hast sung
3d Pers. He has sung

<i>Plural.</i>	<i>Plural.</i>
<i>1st Pers.</i> We sing	<i>1st Pers.</i> We have sung
<i>2d Pers.</i> You sing	<i>2d Pers.</i> You have sung
<i>3d Pers.</i> They sing	<i>3d Pers.</i> They have sung
PAST TENSE.	PAST PERFECT TENSE.
<i>Sing.</i>	<i>Sing.</i>
<i>1st Pers.</i> I sang	<i>1st Pers.</i> I had sung
<i>2d Pers.</i> Thou sangest	<i>2d Pers.</i> Thou hadst sung
<i>3d Pers.</i> He sang	<i>3d Pers.</i> He had sung
<i>Plural.</i>	<i>Plural.</i>
<i>1st Pers.</i> We sang	<i>1st Pers.</i> We had sung
<i>2d Pers.</i> You sang	<i>2d Pers.</i> You had sung
<i>3d Pers.</i> They sang	<i>3d Pers.</i> They had sung
FUTURE TENSE.	FUTURE PERFECT TENSE.
<i>Sing.</i>	<i>Sing.</i>
<i>1st Pers.</i> I shall or will sing	<i>1st Pers.</i> I shall or will have sung
<i>2d Pers.</i> Thou shalt or wilt sing	<i>2d Pers.</i> Thou shalt or wilt have sung
<i>3d Pers.</i> He shall or will sing	<i>3d Pers.</i> He shall or will have sung
<i>Plural.</i>	<i>Plural.</i>
<i>1st Pers.</i> We shall or will sing	<i>1st Pers.</i> We shall or will have sung
<i>2d Pers.</i> You shall or will sing	<i>2d Pers.</i> You shall or will have sung
<i>3d Pers.</i> They shall or will sing	<i>3d Pers.</i> They shall or will have sung

NOTE.—The words I, Thou, He, We, You and They are not part of the verb.

21. Etymology is that part of Grammar which treats of words *singly*. It states the class to which a word belongs and tells its properties, or parts.

22. **Syntax** is that part of Grammar which treats of words collected into sentences. It states the rules by which a word is connected with other words.

23. To **Parse** a word is to state its class and properties by Etymology and to state the law of its use by Syntax.

RULE OF SYNTAX.—The subject of a finite verb is in the Nominative Case.

RULE OF SYNTAX.—The verb agrees with its subject in number and person.

In Exercise 3 *parse* each word. Example: Lions roar. Lions is a common noun, because it is a general name; common gender, because it may be either male or female; third person, because it is spoken of; plural number because it means more than one; nominative case, because it is the subject of *roar*. Rule: The subject of a finite verb is in the nominative case. Roar is a regular verb from, Present—Roar, Past—Roared, Past Participle—Roared; Active Voice, because it shows that the subject acts; Indicative Mood, because it states a fact; Present Tense; Third Person and Plural Number to agree with its subject *Lions*. Rule: The verb agrees with its subject in number and person.

RULE OF SYNTAX.—A noun in the possessive case limits the meaning of another noun denoting a different thing.

In the sentence, *Dogs bark*, the noun *dogs* means any dogs or all dogs, but if we add to the sentence another noun in the possessive case; as, *John's dogs bark*, the noun *dogs* is said to be limited by the possessive *John's*, and it now means some particular dogs. The noun *John's* is parsed as below.

John's is a proper noun, because it is a particular name; masculine gender, because it is the name of a male; third person, because it is spoken of; singular number, because it means but one; possessive case, limiting *dogs*. Rule: A noun in the possessive case limits the meaning of another noun denoting a different thing.

In the following sentences parse each word fully. Parse subjects and predicates as in first examples in this Article and possessives as in example just above.

EXERCISE IV.

John's horse runs. Mary's cat died. William's kite will fly. Men's guns shoot. Farmers' corn grows. Lucy's dresses fitted. Jane's books had fallen. Robert's horse will jump. Susan's finger bleeds. Alice's peaches have ripened. George's father had gone. Joseph's aunt has sung. Annie's cousins will come. Albert's picture faded.

24. The **Direct Object** of a verb is the thing on which the action of the verb is exerted *directly*. In the sentence, Horses eat corn, the action *eat* is declared about horses which is the subject; but the action is exerted on the word corn, and this is called the direct object.

25. **Transitive Verbs** are those verbs which must have a direct object. **Intransitive Verbs** are those verbs which cannot have a direct object.

26. To **Analyze** a sentence is to separate it into its parts and tell what is the subject, predicate, limiting possessive, direct object, &c.

Analyze the following sentences and state whether the verbs are regular or irregular, transitive or intransitive.

EXERCISE V.

John's dog kills cats. Mary's cat will catch mice. Lucy's uncle will fly kites. Robert's father sleeps. George's cousin has eaten. Girls love dolls. Boys played marbles. Annie's horse had eaten oats. Jenny cried. Dogs gnaw bones. Birds have built nests. Farmers' oxen will drink water. Hounds chase foxes. Birds eat farmers' cherries. Thieves will steal people's money. Nails tear girls' dresses. Farmers' bulls chase boys' dogs. Harry's cap fitted John's head. Alice's dog will catch Robert's rabbit. Joseph's mother will call George's aunt. Jenny's brother has borrowed William's boat.

RULE OF SYNTAX.—The direct object of a transitive verb is in the objective case.

Parse each word in Exercise 5 in full. Parse subject and predicate and limiting possessive as before. Parse direct object as in example below taken from the first sentence.

Cats is a common noun, because it is a general name; common gender, because it may be either male or female; third person, because it is spoken of; plural number, because it means more than one; objective case, direct object of *kills*. Rule: The direct object of a transitive verb is in the objective case.

27. The **Indirect Object** of a verb is the thing on which the action of the verb is exerted *indirectly*. In the sentence, John gives beggars money, *money* is the direct object, and *beggars* is the thing to which, or with reference to which, the action of giving is performed, and so is the *indirect object*. The indirect object comes before the direct object in a sentence.

RULE OF SYNTAX.—The indirect object of a verb is in the objective case.

Analyze the following sentences and parse each word in full. NOTE.—the only new form is the indi-

rect object, and this is to be parsed as the direct object is parsed in Article 26, except that it must be called indirect object, and rule for indirect object must be given instead of rule for direct object.

EXERCISE VI.

George gave people trouble. Books cost boys money. William tells Mary stories. John's goats cause servants annoyance. Maggie's father will give Robert's brother money. Mary has sent George's mother apples. Fathers buy boys skates. Rivers furnish men fish. Harry's colts have given Samuel's father trouble. Ben's idleness causes teachers pain. Mothers give boys advice.



THE PREPOSITION.

28. A preposition is a word which shows the relation between a noun and some other word. In the sentence, men live in houses, the preposition *in* governs the noun houses (causes it to be in the objective case) and connects it with the verb live.

The object of a preposition is the noun which follows it, and the noun is said to be governed by the preposition.

29. Below is a list of the most important prepositions.

about	around	beyond	off	towards
above	at	but	on	under
across	before	by	over	underneath
after	behind	down	regarding	until
against	below	excepting	respecting	unto
along	beneath	for	round	up
amid	beside	from	since	upon
amidst	besides	in	through	with
among	between	into	to	within
amongst	betwixt	of	toward	without

RULE OF SYNTAX.—Prepositions govern the objective case.

Analyze the following sentences and parse each word. NOTE.—The only new form is the *objective case used as the object of prepositions*, and this is to be parsed as the direct object is parsed in Article 26, except that it must be called *object of the preposition* instead of *direct object*, and rule for preposition must be given.

The preposition is parsed by naming it and stating the noun which it governs.

EXERCISE VII.

Farmers plow fields with horses. Eagles fly with wings. William strikes George. George is struck by William. Dogs bite boys. Boys are bitten by dogs. Robert buys books in stores. Henry talks about horses. Birds fly above houses. John runs after hares. Mary's father stands among flowers. Chickens will run about stables. Crowds have stood at the door. Sailors go to sea. John got William's knife for Mary. Cora's brother stood in Robert's garden. George sent Mary flowers by Ben. William finds hares in traps. Mice live in holes. Fruit grows on trees. Snakes live under rocks. Charles handed Susan John's book.

Refer to Article 15 and change all the sentences, of Exercises 6 and 7, which contain Transitive Verbs from active to passive. Example: John's dog kills cats, is an active form, because the verb *kills* represents the subject, *dog*, as acting. The passive form

is, *Cats are killed* by John's dog. Here, *Cats* is the subject, and the verb *are killed* is *passive* because it shows that the subject is acted upon. NOTE.—The direct object in the active form becomes subject in the passive (therefore *intransitive* verbs cannot have a passive); the subject in the active becomes objective case governed by the preposition *by* in the passive and the verb changes from active to passive.



THE ADJECTIVE.

30. An **Adjective** is a word that describes or limits a noun. In the sentence, John has pretty books, the adjective *pretty* really describes the noun books and tells what sort of books they are. In the sentence, John has some books, the adjective *some* does not describe the noun books but is said to limit it.

31. The limiting adjective *The* is commonly called the **Definite Article**, and the limiting adjective *A* or *An* is commonly called the **Indefinite Article**.

32. The adjective has, commonly, no inflection for number, gender or case, in English, but descriptive adjectives have an inflection called **Comparison**.

There are three **Degrees** of Comparison. The **Positive Degree** is the adjective itself; as, *tall* men, *strong* horses. The **Comparative Degree** is the form by which we show that one thing has more of a certain quality than another thing; as, Men are *taller* than boys. Horses are *stronger* than men. The **Superlative Degree** is the form by which we show that one thing has more of a certain quality than any other thing of the same class; as,

John is the *tallest* man in town. John's horse is the *strongest* on the farm.

33. Adjectives of one syllable commonly form their Comparative by adding *er* and their Superlative by adding *est* to the Positive ; as,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
tall	taller	tallest
strong	stronger	strongest
sweet	sweeter	sweetest

34. Adjectives of more than one syllable commonly form their Comparative by using *more* and their Superlative by using *most* before the Positive ; as,

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
beautiful	more beautiful	most beautiful
generous	more generous	most generous
difficult	more difficult	most difficult

* 35. Some adjectives are compared Irregularly. The following are the most important :

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
bad	worse	worst
good or well	better	best
hind	hinder	hindmost
little	less	least
many or much	more	most
out	outer or utter	utmost or uttermost
up	upper	upmost

RULE OF SYNTAX.—An adjective describes or limits a noun.

Analyze the following sentences and parse each word. NOTE.—The only new form is the adjective, and this is to be parsed by telling whether it is descriptive or limiting, comparing it, stating its degree and naming the noun which it modifies. Any number of adjectives may modify the same noun.

EXERCISE VIII.

Mary wears a new dress. Farmers sell fine horses. Fish live in deep streams. William sat on a high fence. Eagles build nests in dangerous places. Pretty birds live in the green woods. The boy took the best apple. Men haul heavy loads on strong wagons. The train ran through a deep cut. A boy found a rabbit in a hollow tree. The dogs have run a red fox through a large field. Charles ate the worst pear. William gave the poor beggar a dollar. The kind nurse will tell the children pretty stories. Mary caught the hindmost boy. The wild pony has hurt the careless rider. The farmer's strongest horse pulled the load. The bravest hunter feared the savage lion. The lamb ran into a safer spot. The violent wind has broken the large tree. The most beautiful flowers grow in the garden. Showmen keep the more dangerous animals in cages. Indians kindle great fires in cold weather. The best scholars get the highest marks. The most studious boys learn the longest lessons. Jane gave Charles the best peach.

36. **Numeral Adjectives** are limiting adjectives that express number. They are of three kinds.

(1) **Cardinal Numerals** answer the question, How many? as, One, Two, Three, &c.

(2) **Ordinal Numerals** answer the question, Of what rank? as, First, Second, Third, &c.

(3) **Distributive Numerals** answer the question, How many apiece? as, One apiece, Two apiece, Three apiece, &c.

37. **Demonstrative Adjectives** are used to *point out* things ; as, this ; plural, these, that ; plural, those.

38. **Indefinite Adjectives** are those adjectives that express number or quantity, but not exactly ; as, all, any, few, some, &c.

39. **Interrogative Adjectives** are used in asking questions ; as, which, what.

Analyze the following sentences and parse each word, noticing the numeral, demonstrative, indefinite and interrogative adjectives especially, and the nouns that they modify.

EXERCISE IX.

Many men ride in cars. Several people were killed. Nine soldiers have been arrested. That man will come to a bad end. The boy gave the girls two apples apiece. Those men will sell twenty horses. The merchant has bought many shoes. This horse hurt several good riders. Which boys went to school? Those people called Henry. This lad has bought many books. What dog was shot? Slaves enjoy few pleasures. Which boy called Susan?

40. When the modified noun is left out the adjective is *used as a noun*, and is parsed as subject or direct object, &c.

Analyze the following sentences and parse each word, noticing the *adjectives used as nouns* especially.

EXERCISE X.

The good help the poor. The careless make mistakes. The weak fell by the way. The doctor will give the sick medicine. The timid dread danger. The foolish dislike good advice. Brave soldiers will spare the helpless. The wise pity the foolish. The rich have loaned money to the poor. The king will give shelter to the weak. The weary will find rest.

THE PRONOUN.

41. In the sentence, John says that he is sick, the word *he* means John. It is said to represent the noun John, and is called a **Pronoun**.

A **Pronoun** is a word used to represent a noun. Pronouns are of several kinds.

42. The **Personal Pronouns** are I, Thou, He, She, It, and their plurals, We, You (or Ye), They. Personal Pronouns are so called because they show *person*.

Below is given the declension of the Personal Pronouns :

	1ST PERS.	2D PERS.	3D PERS., <i>Sing. No.</i>			
	<i>Sing.</i>	<i>Sing.</i>	<i>Sing.</i>	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>
<i>Nom</i> . .	I	thou	you	he	she	it
<i>Poss</i> . .	my	thy	your	his	her	its
<i>Obj.</i> . .	me	thee	you	him	her	it
	<i>Plu.</i>	<i>Plu.</i>	<i>Plu.</i>	<i>Plural, alike for all.</i>		
<i>Nom</i> . .	we	ye	you	they		
<i>Poss</i> . .	our	your	your	their		
<i>Obj.</i> . .	us	you	you	them		

The Pronoun has every use that the noun has except two (see page 81) and is parsed by the same

rules. In sentences like those below it is often impossible to tell the *gender* of any pronoun except he, she and it. In this case the pronoun is said to be *doubtful* gender. It is also sometimes impossible to tell whether the pronoun *you* is singular or plural number. The pronoun *thou* has passed out of common use.

Analyze the following sentences and parse each word, noticing the personal pronoun especially.

EXERCISE XI.

John will lose his hat. I have been to town. We shall give the beggar some money. The bird flew from her nest. You have sent him ten dollars. She wrote her mother a long letter. William hurt his hand. We have found a hen's nest. The soldier handed the general's hat to him. Robert lives in my house. Some trees drop all their leaves in winter. This faithful dog has looked for his master. Mary goes to her desk. The mouse hurt his foot in a trap. You will not see my mother. Our horses ran to the stable. Lucy has seen us. Your brother sent my aunt a handsome present. Matty's kind sister will give her a pretty book.

43. The **Compound Pronouns** are formed by placing the word *self* after the possessive singular ; and the word *selves* after the possessive plural, of the first and second person (in the personal pronouns) ;

and by placing *self* after the objective singular; and *selves* after the objective plural, of the third person; as,

	1ST PERS.	2D PERS.	3D PERS.
<i>Singular</i> .	myself	yourself or thyself	himself, herself, itself
<i>Plural</i> . .	ourselves	yourselves	themselves

44. The **Interrogative Pronoun** is the pronoun used in asking questions.

They are *Who?* *Which?* and *What?* and are declined as below:

	<i>Sing. and Plu.</i>	<i>Sing. and Plu.</i>	<i>Sing., rarely Plu.</i>
<i>Nom</i>	who	which	what
<i>Poss</i>	whose	whose	—
<i>Obj.</i>	whom	which	what

Who applies to persons; as, *Who* called John? *Whose* is this hat? To *whom* did you write?

Which applies to persons or things; as, *Which* of the boys will sing? *Which* of the peaches do you wish?

What applies to things; as, *What* has happened? *What* do you want?

45. The **Possessive Pronoun** is formed from the possessive case of the Personal Pronouns. Possessive Pronouns are used only in the nominative and

objective cases (which are alike). They make the same sense as the possessive case of the personal pronoun but have a different use.

The possessive pronouns are mine—plural ours, thine or yours—plural yours ; his, hers, its—plural theirs.

When the possessive case of the personal pronoun is used, the limited noun is always used with it ; as, This is *my* hat ; These are *our* gloves. When the possessive pronoun is used the limited noun is always left out ; as, This hat is *mine* ; These gloves are *ours*.

Analyze the following sentences and parse each word noticing the compound and interrogative pronouns especially.

EXERCISE XII.

Who came with you? The boy shot himself. Whose horse broke the cart? Whom have you seen? The wicked do harm to themselves. Which of these pens shall we take? To whom will James write? Which of the girls has come? Whom will you send? You will buy some shoes for yourself in town. What has John lost? Whose dog has James found? What has come in the mail? Who has written such long letters? William will cut himself in the hand.

Analyze the following sentences and parse each word noticing the possessive pronouns especially.

Which horse has James ridden? He rode ours. Whose house will the doctor visit? He will go to hers. You have your book, you have not mine. Will Robert take your skates? He will take theirs. I see no difference between yours and ours.

46. The **Relative Pronoun** is a pronoun which represents some noun or pronoun, and also introduces a new sentence to describe it.

They are, *who*, *which*, *that* and *what*, and are declined as below.

<i>Sing. and Plur.</i>	<i>Sing. and Plur.</i>	<i>Sing. and Plur.</i>	<i>Sing.</i>
<i>Nom.</i> . . . <i>who</i>	<i>which</i>	<i>that</i>	<i>what</i>
<i>Poss.</i> . . . <i>whose</i>	<i>whose</i>	—	—
<i>Obj.</i> . . . <i>whom</i>	<i>which</i>	<i>that</i>	<i>what</i>

Who represents persons; *Which* represents animals and things; *That* represents both persons and things; *What* is the same as *that which*.

In the sentence, John helped the man *who* fell, *who* is a relative pronoun, because it stands for man and also introduces a new sentence to tell what man it was, that is, the man *who* fell.

47. The noun or pronoun represented by the relative is called the **Antecedent** of the relative.

48. Whenever a relative pronoun is used there must be at least *two* sentences. The sentence in

which the antecedent belongs is called the **Principal Sentence**, because it makes sense standing by itself. The sentence in which the relative belongs is called the **Dependent Sentence**, because it *depends*, for its meaning, on some word in the principal sentence.

49. The case of the antecedent depends on how the antecedent is used in the principal sentence. It may be the subject or the direct object, &c. The case of the relative depends on how the relative is used in the dependent sentence. It may be indirect object or subject or possessive, &c.

RULE OF SYNTAX.—The relative agrees with its antecedent in gender, person and number, *but not in case*.

50. All these pronouns except **that** may have the words *ever* or *soever* joined to them; as, *whoever*, *whosoever*, *whichever*, *whichsoever*, *whatever*, *whatsoever*. These are called **Compound Relative Pronouns**, and differ from the relative pronouns very little in meaning and not at all in use, except that the antecedent is sometimes left out; as, I will give you (the thing) whatever you want. The ante-

cédent often comes after these relatives ; as, *Whoever* reaches the mark first, *he* will win the race.

Analyze the following sentences. In each, state which is principal and which is dependent part, or *clause*. Parse each word, noticing the relative and antecedent especially :

EXERCISE XIII.

The girl whose aunt died went to Boston. We know the men who lost their money. John caught the horse which broke the buggy. I met the boy to whom you gave those fine books. The king rewarded the soldiers who distinguished themselves in battle. I bought the horse to which the judges gave the premium. The squirrel at which I shot ran into his hole. The dog which I saw caught the hare. Workmen will paint the house in which we live. The horse ate the corn which the farmer gave him. The bird whose wing John broke flew into the woods. The queen bought the fish which the fisherman brought to the castle. The boy to whom I sold the gun shot a bear with it. Snakes live in the holes which you see under those rocks. I admire the horse on which William rides. We shall give the money to whomsoever we choose. These roads, whichever you take, will lead you to the town. The boy wants whatever he sees. We will buy you whatever you need. I eat whatever I like.

51. The **Adjective Pronoun** is a word which is used as a *limiting adjective* when there is a noun in

the sentence for it to agree with ; as, *Many* men came to the city ; but it is used as a *pronoun* when there is no noun in the sentence for it to agree with ; as, Many came to the city.

Below is a list of the most important Adjective Pronouns :

all	each	much	some
another	either	neither	such
any	few	own	that
both	many	several	this

In the following sentences select the adjective pronouns and state whether they are used as adjectives or pronouns and parse them.

EXERCISE XIV.

All men admire bravery. All feared the robbers. The boy wants another apple. This suits me. Any book will please him. That annoys your father. Both boys studied the lesson. Several were hurt. That poem will give us much pleasure. Each has his own faults. Both ways lead to London. Each man tried the task. Both failed. Some men succeed. Robert shot many robins. Charles killed few.

THE ADVERB.

52. An **Adverb** is a word used to modify the meaning of a verb, an adjective or another adverb ; as,

(Verb) The horse *walks* **slowly**. John *has not read*. He *came* **yesterday**.

(Adjective) We saw a **very tall** tree.

(Adverb) The man talks **very slowly**.

53. Many adverbs can be compared, and these form the comparative and superlative, as adjectives do, by adding *er* and *est* to the positive, or by using *more* and *most* ; as

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
fast	faster	fastest
soon	sooner	soonest
carefully	more carefully	most carefully
slowly	more slowly	most slowly

54. The following, and some others, have irregular comparison like the adjectives to which they correspond :

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
badly or ill	worse	worst
little	less	least
much	more	most
well	better	best

55. Adverbs are divided into several classes according to their *use* in a sentence.

(1) A **Simple Adverb** is one which only modifies the word with which it is used ; as, The snow falls *fast*. He is *quite* sick.

(2) A **Conjunctive Adverb** is one which modifies the word with which it is used *and also* joins the clause in which it stands with the rest of the sentence ; as, He will not tell *where* he lives. She shows us *where* the house stood.

Below is a list of the most important conjunctive adverbs.

as	when	whither	why	while
than	where	whence	wherefore	whenever

(3) An **Interrogative Adverb** is one used in asking a question ; as, *Why* have you done this? *When* will he come?

56. Adverbs are also divided into several classes according to their *meaning*.

(1) Adverbs of place ; as, here, there, yonder.

(2) Adverbs of time ; as, now, then, to-day.

(3) Adverbs of manner ; as, badly, well, quickly.

(4) Adverbs of degree ; as, little, much, greatly.

57. The important words **yes** and **no** are sometimes called adverbs. These words are, however, entire sentences in themselves; as, Will he see Henry? Yes—that is—He will see Henry. Has John been here? No—that is—John has not been here.

Yes and No cannot be parsed, and are called the **Responsives**.

In the following sentences select the adverbs and parse them, noticing whether they modify verbs or adjectives or other adverbs. Classify the adverbs according to their *use* and to their *meaning*.

EXERCISE XV.

The rider suddenly fell from his horse. The boys saw a very fierce lion in the show. She has learned her lesson uncommonly well. The scholars have not come to-day. These officers will hardly catch the thief now. We shot three very fat birds. This girl speaks too low. We have found where the flowers bloom. A mocking bird sang very loudly in the bush. I have not learned when Susan will come back. You will never discover why the servant ran away. When have you seen him? The kite sank slowly to the ground. Why have they done this? Which of the girls learned her lesson best? They have not stayed long enough. Lucy plays more correctly than Jane. William will recite his lesson better tomorrow. A horse runs more quickly than a man. He will not come here willingly. You read faster than we.

THE EXCLAMATION.

58. An **Exclamation**, or interjection, is a word which has no relation to the other words in a sentence, but is used to express some feeling or emotion ; as, Alas ; The poor child will die. Hurrah ! we have won the game. Any part of speech may be used as an exclamation.

In the following sentences select the exclamations.

EXERCISE XVI.

Oh ! I wish he had come. Help ! The horse will throw me. Look ! The tree has fallen. Hush ! You will wake the baby. Shame ! He has hurt his brother. Oh dear ! It scared me so. Oh ! He nearly fell. Good ! They have saved the man.



THE CONJUNCTION.

59. A **Conjunction** is a word used to join other words or to join two sentences. If the two things joined by the conjunction are of the same rank ; that is, if they are two *words* or two *principal sentences* or two *dependent sentences*, the conjunction is said to be **co-ordinating**; as, John *and* Charles. He missed the hare *but* I killed it. Henry took a cold when he went out *and* got wet. When a conjunction joins a dependent sentence to a principal sentence it is said to be **subordinating**; as, He fell *because* the ladder broke. The lion ran *when* the hunter shot.

60. Below is a list of the most important conjunctions.

Co-ordinating.

and	but	neither	or
both	either	nor	whether

Subordinating.

after	for	till
although	if	that
because	lest	though
before	notwithstanding	unless
except	since	until

In the following sentences select and classify the conjunctions ; also state which sentences are principal and which dependent.

EXERCISE XVII.

John and James have caught a fox. The boys saddled their horses and went for a ride. The tramp denied that he had stolen the watch. They will not wait till we come. Charles has not missed the question, but James has. It matters very little if he goes away. Lucy will write to you when she comes back. If you take care you will not fall. When he saw the flowers he ran and got them. After I get my money I will give you some. Henry will not come to the picnic because he has sprained his wrist. We tried the plank but found that it broke. The robbers supposed that the traveler had money. We will go before that rain comes and wets us. Unless Mary holds her hat it will blow away.

61. When conjunctions are used in *pairs* they are called **Correlative Conjunctions**.

The principal Correlative Conjunctions are

Both—and. Either—or. Neither—nor. Whether—or.
Not only—but also.

In the following sentences select the correlative conjunctions and state what they join.

EXERCISE XVIII.

I saw neither Charles nor James. Both Mary and her father have come. You will soon see whether he pays you or not. Robert neither studies his lessons nor enjoys his play. He both saw the game and liked it. Not only you but we also have heard the news. Neither the general nor the soldiers feared the enemy. Though Henry was sick yet he finished his work.

62. In the following exercise will be found all the parts of speech and illustrations of the rules so far given. Analyze the sentences and parse each word.*

EXERCISE XIX.

The king will send an army against his enemies. Oh! How it rains. These men have worked hard and they deserve their pay. Why will Henry not give me my book? The horse which we caught had thrown his master and hurt him severely. I have not said that William took the cane. Which of you will come into my new boat? Robert's kite soon broke the cord because it pulled too hard. Charles gave the poor beggar some money yesterday. You will not need my umbrella because it will not rain again. Whose gloves have you there? My watch had stopped and I missed the train because I started too late. Whom have you seen? Neither Henry nor Lucy has come to church to day. Those who feared the storm went into a safe place. Hark! I hear a strange noise. The person whom I met ran by me so fast that I saw him indistinctly. A wise man values his health higher

than gold. Thomas bought the two finest guns that he saw in the store. Six tramps went up the road lately. The hunter killed the first deer that he found in the forest. All writers have agreed to this. Which scholar won the prize? The gentleman, when he hurt himself, sent for the physician. Both Annie and her sister have gone to the theatre. Will you show me where the rabbit hid? Samuel has not worked much to-day. The boys earned one dollar apiece.



THE AUXILIARY VERB.

63. An **Auxiliary Verb** is one which is used to form the conjugation of another—called the principal—verb. Almost all tenses of the English verb require an auxiliary. The auxiliaries are *be, do, have, shall, will, may, can, must*. Of these *be, do, have* and *will* are also principal verbs and have a full conjugation.

The verb *to be* is used as an auxiliary to form the passive of all verbs. It is conjugated in full below.

TO BE.

PRINCIPAL PARTS :

Present—Am. Past—Was. Past Participle—Been.

INDICATIVE MOOD.

Present Tense.

I am
Thou art
He is
We are
You are
They are

Past Tense.

I was
Thou wast
He was
We were
You were
They were

Future Tense.

I shall or will be
Thou shalt or will be
He shall or will be
We shall or will be
You shall or will be
They shall or will be

<i>Pres. Per. Tense.</i>	<i>Past Per. Tense.</i>	<i>Future Perfect Tense.</i>
I have been	I had been	I shall or will have been
Thou hast been	Thou hadst been	Thou shalt or wilt have been
He has been	He had been	He shall or will have been
We have been	We had been	We shall or will have been
You have been	You had been	You shall or will have been
They have been	They had been	They shall or will have been

POTENTIAL MOOD.

*Present Tense.**Past Tense.*

I may, can or must be	I might, could, would or should be
Thou mayst, canst or must be	Thou mightst, couldst, wouldst or shouldst be
He may, can or must be	He might, could, would or should be
We may, can or must be	We might, could, would or should be
You may, can or must be	You might, could, would or should be
They may, can or must be	They might, could, would or should be

*Present Perfect Tense.**Past Perfect Tense.*

I may, can or must have been	I might, could, would or should have been
Thou mayst, canst or must have been	Thou mightst, couldst, wouldst or shouldst have been
He may, can or must have been	He might, could, would or should have been

Present Perfect Tense—Con.

We may, can or must have
been

You may, can or must have
been

They may, can or must
have been

Past Perfect Tense—Con.

We might, could, would or
should have been

You might, could, would or
should have been

They might, could, would or
should have been

SUBJUNCTIVE MOOD.

Present Tense.

If I be

If thou be

If he be

If we be

If you be

If they be

Past Tense.

If I were

If thou were

If he were

If we were

If you were

If they were

IMPERATIVE MOOD.

Present Tense.

Be (you or thou or ye)

INFINITIVE MOOD.

Present Tense.

To be

Perfect Tense.

To have been

PARTICIPLES.

Present—being

Past—been

Perfect—having been

Other Uses of the Noun.

64. The verb *to be* is called the *neuter* verb because it is neither transitive nor intransitive. It must have

a word used with it to complete its sense, and this word is called a complement. In the sentence, *Horses are animals*, *horses* is the subject and *are* is the predicate; but the sentence does not make the proper sense until the noun *animals* is added to complete the meaning of *are*. In the sentence, *Snow is white*, *snow* is the subject and *is* is the predicate, but the sentence is not complete without the adjective *white* to fill up the meaning of the verb.

RULE OF SYNTAX.—A noun in the predicate, meaning the same thing as the subject, is in the nominative case—Predicate Nominative.

RULE OF SYNTAX.—An adjective in the predicate modifies the subject—Predicate Adjective.

NOTE.—The Predicate Nominative and Predicate Adjective are used with such verbs as *be*, *become*, *appear*, *feel*, *look*, *seem*; as, *John is a sailor*. The boy looked *sick*.

Analyze the following sentences and parse each word, noticing the verbs and the predicate nouns and predicate adjectives especially.

EXERCISE XX.

Mary will be a teacher. He may be a lawyer. Charles is sick. The soldiers became tired. My mother seems well. That poor man looks ill. A careful student will become a good scholar. The weather has grown colder. William is an excellent doctor. Those apples will get ripe in a week. When shall we be strong again? Who is he? What is the matter? The trees will become green again in summer. Good boys commonly make good men. Those peaches are quite green. The garden is not very rich. The merchant was poor. That horse is a fine animal. Your uncle's farm will be more valuable in a few years. This bridge is a most dangerous place. William's brother's boat is the fastest on the lake. The lady's cloak is not becoming. The farmer's corn grew very tall. Charles might be a great writer. You should be careful. It is Lucy who is at the door. The child who was sick has gotten well again. That tree which seems dead now will become green in a few months.

RULE OF SYNTAX.—The objective case of a noun is used as an adverb to modify a verb or an adjective; as, We walked a *mile*. Henry is *an inch* taller than I. When so used the noun is called **Objective Adverbial**, and is parsed as any other objective case, except that it must be explained as an Objective Adverbial modifying some verb or adjective.

Analyze the following sentences and parse each word, noticing the objective adverbial especially.

EXERCISE XXI.

The king's army fought five hours. The river is a mile wide at the bridge. The hunter crossed a ditch ten feet wide. A lion pursued us two hours. Our house is three stories high. He was sick a week. A church stands fifty yards from the road. We sailed down the stream six days. The camp was quiet all day. Mary must go home. I saw you last night. Robert lived with his uncle ten years. The guide was three hours in the cave. Annie has practised her music an hour. The farmer worked two days in the field which he had plowed. The hounds chased the old fox all day before they caught him. Those hunters stayed in the woods two weeks. This horse can run five miles before he gets tired. The house which I sold to-day was built last year. The stag swam over a river which was seventy yards wide. The pole that I found was six feet long.

65. When two nouns in a sentence mean the same thing and there is *no verb between* them, the second noun is said to be in **apposition** with the first; as, John, *the lawyer*, is sick. He found his dog, *Ponto*, in the stable.

RULE OF SYNTAX.—Nouns in apposition agree in case.

A noun in apposition with two or more nouns is put in the plural; as, Charles and James, *my brothers*, are here.

Analyze the following sentences and parse each word, noticing the nouns in apposition especially.

EXERCISE XXII.

Mary, the milk maid, has finished her work. William and Robert, the carpenters, built those fine houses. The poor fisherman, Jones, worked three hours on his nets. That careful lawyer, James, will certainly win his case. Thomas, the rich merchant, has gone to Paris. The good scholars, Lucy and Susan, will win all the prizes. We gave some dinner to the poor beggar, Jim. Have you seen William, the actor? No one likes that impolite fellow, John. You must go with your sister, Mary.

66. In the sentence, Mary, you will make yourself sick, the word *Mary* has no grammatical relation to any other word in the sentence. It is the name of the person addressed and is considered to be in the nominative case. This nominative is called **Nominative Independent**.

The Nominative Independent is parsed as any other nominative except that it must be explained as above.

Analyze the following sentences and parse each word, noticing the nominative independent especially.

EXERCISE XXIII.

Boy, come here. Child, hand me that book. Robert, you may go home. Soldiers, you have fought bravely. You should not be so noisy, children. Run away, Charles, we are busy. Go down the street, William, and buy me some paper. James, you must leave that letter here. I cannot spare you any more money, Mary. George, you have not brought my coat. When shall I see you again, doctor? You must bring back those books that you borrowed, Lucy. Henry, I never saw such a boy. You, Robert and James, must learn your lessons. Come to the house, girls. Take up your books, Annie.

The Complete Conjugation.

67. The Indicative Active of a regular verb is given in Article 20. Below is the complete conjugation, active and passive, of a regular verb.

Regular Verb.

TO LOVE.

PRINCIPAL PARTS :

Present—love*Past*—loved*Past Participle*—loved

ACTIVE VOICE.

PASSIVE VOICE.

INDICATIVE MOOD.

INDICATIVE MOOD.

*Present Tense.**Present Tense.*

I love

I am loved

Thou lovest

Thou art loved

He loves

He is loved

We love

We are loved

You love

You are loved

They love

They are loved

Past Tense.

I loved
 Thou lovedst
 He loved
 We loved
 You loved
 They loved

Future Tense.

I shall or will love
 Thou shalt or wilt love
 He shall or will love
 We shall or will love
 You shall or will love
 They shall or will love

Present Perfect Tense.

I have loved
 Thou hast loved
 He has loved
 We have loved
 You have loved
 They have loved

Past Perfect Tense.

I had loved
 Thou hadst loved
 He had loved
 We had loved
 You had loved
 They had loved

Past Tense.

I was loved
 Thou wast loved
 He was loved
 We were loved
 You were loved
 They were loved

Future Tense.

I shall or will be loved
 Thou shalt or wilt be loved
 He shall or will be loved
 We shall or will be loved
 You shall or will be loved
 They shall or will be loved

Present Perfect Tense.

I have been loved
 Thou hast been loved
 He has been loved
 We have been loved
 You have been loved
 They have been loved

Past Perfect Tense.

I had been loved
 Thou hadst been loved
 He had been loved
 We had been loved
 You had been loved
 They had been loved

Future Perfect Tense.

I shall or will have loved
 Thou shalt or wilt have loved
 He shall or will have loved
 We shall or will have loved
 You shall or will have loved
 They shall or will have loved

POTENTIAL MOOD.

Present Tense.

I may, can or must love
 Thou mayst, canst or must love
 He may, can or must love
 We may, can or must love
 You may, can or must love
 They may, can or must love

Past Tense.

I might, could, would or should love
 Thou mightst, couldst, wouldst or shouldst love
 He might, could, would or should love
 We might, could, would or should love
 You might, could, would or should love
 They might, could, would or should love

Future Perfect Tense.

I shall or will have been loved
 Thou shalt or wilt have been loved
 He shall or will have been loved
 We shall or will have been loved
 You shall or will have been loved
 They shall or will have been loved

POTENTIAL MOOD.

Present Tense.

I may, can or must be loved
 Thou mayst, canst or must be loved
 He may, can or must be loved
 We may, can or must be loved
 You may, can or must be loved
 They may, can or must be loved

Past Tense.

I might, could, would or should be loved
 Thou mightst, couldst, wouldst or shouldst be loved
 He might, could, would or should be loved
 We might, could, would or should be loved
 You might, could, would or should be loved
 They might, could, would or should be loved

Present Perfect Tense.

I may, can or must have
loved

Thou mayst, canst or must
have loved

He may, can or must have
loved

We may, can or must have
loved

You may, can or must have
loved

They may, can or must have
loved

Present Perfect Tense.

I may, can or must have been
loved

Thou mayst, canst or must
have been loved

He may, can or must have been
loved

We may, can or must have been
loved

You may, can or must have
been loved

They may, can or must have
been loved

Past Perfect Tense.

I might, could, would or
should have loved

Thou mightst, couldst, wouldst
or shouldst have loved

He might, could, would or
should have loved

We might, could, would or
should have loved

You might, could, would or
should have loved

They might, could, would or
should have loved

Past Perfect Tense.

I might, could, would or should
have been loved

Thou mightst, couldst, wouldst
or shouldst have been loved

He might, could, would or
should have been loved

We might, could, would or
should have been loved

You might, could, would or
should have been loved

They might, could, would or
should have been loved

SUBJUNCTIVE MOOD.

Present Tense.

If I love
 If thou love
 If he love
 If we love
 If you love
 If they love

Past Tense.

If I loved
 If thou loved
 If he loved
 If we loved
 If you loved
 If they loved

IMPERATIVE MOOD.

Present Tense.

Love (you or thou or ye)

INFINITIVE MOOD.

Present—to love
Past—to have loved

PARTICIPLES.

Present—loving
Past—loved
Perfect—having loved

SUBJUNCTIVE MOOD.

Present Tense.

If I be loved
 If thou be loved
 If he be loved
 If we be loved
 If you be loved
 If they be loved

Past Tense.

If I were loved
 If thou were loved
 If he were loved
 If we were loved
 If you were loved
 If they were loved

IMPERATIVE MOOD.

** Present Tense.*

Be (you or thou or ye) loved

INFINITIVE MOOD.

Present—to be loved
Past—to have been loved

PARTICIPLES.

Present—being loved
Past—loved
*** Perfect*—having been loved

68. The form of the verb just given is called the **Common** form of conjugation. Besides this, there are several other *forms* in which a verb may appear.

69. The **Progressive** form of conjugation represents an action as going on continuously. It is formed by using the verb to *be* and the *present participle* of any principal verb; as, *Present*—I am loving, etc.; *Past*—I was loving, etc.; *Future*—I shall be loving, etc.

70. The **Emphatic** form of conjugation states an action more strongly than the common form. It is formed by using the verb to *do* and the *present infinitive* of any principal verb; as, *Present*—I do love, etc.; *Past*—I did love, etc.

71. The **Interrogative** form of conjugation is used in asking questions. It is made from the other forms by placing the verb *before* the subject; as, Lovest thou? Do I love? Are you going? Was he reading? When the verb contains more than one word, as in most of the above examples, only the *first* word comes before the subject.

Analyze the following sentences and parse each predicate, stating what *form* of conjugation it is:

EXERCISE XXIII.

Do you know the governor? Has Charles been going to school lately? The horse did not like the corn. Why can you not come with me? I was going to church when I met you. Henry might be earning money now if he wished. The boys were chasing a hare. John has been riding with his father. The lessons are getting very hard. You will be doing us a great favor. Lucy has been giving her sister good advice. The water had been freezing before the sun came out. Did you not know this? Might not the boys be getting their lessons now? A gentleman stopped the team which was running away. He did not tell his mother what he was doing. Can you not see that the tree is falling?

When the verb is in the Imperative Mood the subject is omitted, and the verb must be parsed as *second person* to agree with you or thou *understood*.

Parse the verbs in the following sentences :

Come here. Catch me if you can. Do not hurt him so. Load the gun quickly. Run for the doctor. Knock at the door when you wish to come in. Children, come home. Mary, hand me that book. Run, boys, run.

The Infinitive.

72. The examples given in the former exercises are sufficient to show the use of the finite verb. But there are some facts about the infinitive and participle which must be noticed separately.

73. The infinite is a verbal *noun* in the *nominative* and *objective* cases, and may be the subject of a verb or may be used (like the direct object) as a complement; as, *To walk* is pleasant. Here the infinitive *to walk* is the subject (*Nominative*). John wishes *to go*. Here the infinitive *to go* is the complement (*Objective*).

74. The infinitive is used as an *adjective* limiting a noun; as, He bought a horse *to ride*. Here the infinitive *to ride* is an adjective limiting *horse*.

Your father is *to be pitied*. Here *to be pitied* is a *predicate adjective* limiting the subject, *father*.

75. The infinitive is used as an *adverb* to limit a verb or an adjective; as, John ran *to meet* me. Here *to meet* is an adverb limiting, the verb, *ran*. We are anxious *to help* you. Here *to help* is an adverb limiting the adjective *anxious*.

NOTE.—Whatever is the use of an infinitive it may be limited by adverbs and may, generally, have direct and indirect object, like the finite verb.

Analyze the following sentences, select the infinitives and state all the facts about them.

EXERCISE XXIV.

To run fast is very tiresome. I gave the servant a dollar to spend. John failed to win the prize. We are much pleased to see you. To be scolded is unpleasant. We like to hear good music. I shall come to see you. George is willing to do this. We cannot decide whether to go or not. This poem is one to be admired. The king was sorry to hear of the defeat. That seems to be a good coat. The eagle tried to carry off the kid. The sick soldier wished to go home. To be liked is more pleasant than to be disliked. It is very easy to fail. Those apples are not fit to eat. This debt is to be paid. We walked over to see you. Harry is a boy to be thoroughly trusted. The hunter caught the deer to tame it. We should like to see the doctor now. The boy borrowed the book to read it. Robert asked for money to give the beggar.



THE PARTICIPLE.

76. The participle is a verbal *noun* (called the *Gerund*) in the nominative and objective cases, and may be the subject of a verb or the direct object, or the object of a preposition ; as, *Running* is tiresome. The participle *running* is subject.

He tried *reading* aloud. The participle *reading* is direct object.

John succeeded in *finding* his watch. The participle *finding* is object of the preposition *in*.

77. The participle may be used as an *adjective* to modify a noun or a pronoun ; as, *Dying* men covered the ground. *Singing* birds are valuable. *He being wounded* could not walk.

78. The participle may be used to agree with a noun which has no grammatical connection with the rest of the sentence ; as, Winter *having come*, we need fires. *He being hurt*, they brought a doctor. The noun, winter, in the first sentence is considered to be in the nominative case, and it is called **Nominative Absolute** because there is no rule to connect it with the rest of the sentence. The same is true of the pronoun *He* in the other sentence.

RULE OF SYNTAX.—A noun or pronoun joined to a participle, and having *no relation to the rest of the sentence*, is in the nominative—called Nominative Absolute.

NOTE.—Whatever is the use of a participle it may be limited by adverbs, and may, generally, have direct and indirect object, like the finite verbs.

Analyze the following sentences, select the participles, and state all the facts about them:

EXERCISE XXV.

Cutting wood is hard work. The boy hurt himself by falling. William stopped playing ball. Falling trees are dangerous. John having come home went to sleep. The bird being wounded, we soon caught it. The howling wolves pursued the flying deer. The soldier succeeded in getting his medal. William began farming. He is in danger of falling. He has gone without saying good-bye. We having found the child went back to town. A cloud coming up, the workmen went home. The Indian became rich by trapping. The swinging gate scared my horse. Travelling in winter is unpleasant. Being tired we went to sleep. The speaker having finished, the people went out. Ending his task the boy began to play. Working too hard made the student sick. Charles began singing loudly. Mary tired herself by skating too rapidly. Slowly falling rain came down all day. Charles having acted badly, his father will punish him.

PART SECOND.

79. A sentence is a collection of words having a subject and a predicate.

A principal sentence is a sentence which makes complete sense by itself.

A dependent sentence is a sentence which *depends* for its meaning on some word in the principal sentence.

Principal sentences and dependent sentences are often called *clauses*.

A phrase is a collection of words, without subject and predicate, used altogether as a noun or an adjective or an adverb.

THE NOUN.

80. There are ten uses of the noun in a sentence.

(1) Subject.

RULE OF SYNTAX.—The subject of a finite verb is in the Nominative Case.

(2) Predicate Nominative.

RULE OF SYNTAX.—A noun in the predicate, meaning the same thing as the subject, is in the Nominative Case.

(3) Nominative Independent.

RULE OF SYNTAX.—The name of the person addressed is in the Nominative Case.

(4) Nominative Absolute.

RULE OF SYNTAX.—A noun joined with a participle and having no grammatical connection with the rest of the sentence is in the Nominative Case.

' (5) Limiting Possessive.

RULE OF SYNTAX.—A noun limiting the meaning of another noun denoting a different thing is in the Possessive Case.

(6) Direct Object.

RULE OF SYNTAX.—The Direct Object of a transitive verb is in the Objective Case.

(7) Indirect Object.

RULE OF SYNTAX.—The Indirect Object of a verb is in the Objective Case.

(8) Object of Prepositions.

RULE OF SYNTAX.—Prepositions govern the Objective Case.

(9) Objective Adverbial.

RULE OF SYNTAX.—The objective case of a noun is used as an adverb to modify a verb or an adjective.

(10) Apposition.

RULE OF SYNTAX.—Nouns in Apposition agree in case.

In the following sentences parse the nouns :

EXERCISE XXVI.

The sheep graze in the fields. I lost the knife which I found yesterday. You having helped him, he should help you. The brave engineer saved his train. Did you catch him? Those gloves are mine. Carry your mother this fruit, Mary. James, the doctor's son, is a good reader. They ran two miles. The boy whose gun we borrowed will lend it to us again. Did they see us with you? These are his. That robin has her nest near our window. The king's son will be king. Give the postman my letters. Who is he? The boys who study will learn. John's brother, Charles, is a good scholar. He being hurt, we went for help. Did you send him my message? This is it. He slept all night. Have they paid you the money? The house having been finished the tenants moved into it. You are two years older than he. Spring is a pleasant season. Is this handkerchief hers or his? It is ours. I cannot tell your overcoat from mine. We cannot give you this, George. They hurt themselves badly. It was she. Lend her your book. The train being late we could not meet you. Those children whom we saw have gone. Here is our uncle James. Send your cousin the invitation in your letter. The horse being-lame we did not buy him. Where is your sister, Robert? He is an inch taller than she. Thomas, lend your cousin George your skates. I bought this book for myself. Witnesses staid in the court-house all day. The hare having stopped we shot it. They rode in the cart which you lent them. Can you go with us? There are the men whom you met. This book is mine, and it never was hers.

THE PRONOUN.

81. The pronoun has the same uses in a sentence as the noun except that the pronoun cannot be used as nominative independent nor as objective adverbial. The pronoun has *one* use which the noun does not have—that is, *relative* pronouns are used to connect a dependent sentence with a principal sentence.

Refer to Exercise 26 and parse the pronouns.

THE VERB.

82. RULE OF SYNTAX.—A verb agrees with its subject in number and person.

Special Rule (1). If the subject consists of more than one the verb is *plural*; as, John and Mary *have* books.

Special Rule (2). If the subject contains nouns or pronouns of different persons the verb is first person rather than second, and second rather than third; as, John and you and I *went* away. You and James *went* away. In the first sentence *went* is first person; in the second, *went* is second person.

Special Rule (3). If one subject is *affirmative* and the other *negative*, the verb agrees with the *affirmative* word; as, Not John but I *am* sick. Not I but James *is* sick.

Special Rule (4). If the subject contains two words separated by *or* or *nor* the verb is in the singular and agrees with the nearest subject; as, Neither James nor I *am* sick. Either I or John *is* willing to go.

For the use of participles and infinitives refer to Articles 72 to 78.

In the following sentences parse the verbs.

EXERCISE XXVII.

You are our friend. He is going home. They have been to Paris. He and I went fishing. James and his cousins are here. Not this boy but William did the mischief. He is in danger of falling. I persuaded them to work. By saving his money he became rich. Both Lucy and Charles came to-day. Either Robert or I am mistaken. You and Charles have studied well. Running rapidly is tiresome. I bought a paper to read. He and I shot at a mark. Flying leaves filled the air. Neither John nor I am strong. Both he and you are right. Either you or we can do this. The man found a crying child. By hard climbing he reached the top. You and your father were unwise to do that. The girl caught cold by taking her cloak off. Either James or John is taller than I. To have many friends is a good thing. Having friends is pleasant. The time having come we must go. Give the book to Doctor Brown. Call your brother-in-law. Come to us tomorrow.

THE ADJECTIVE.

83. The adjective is said to be used in the **Attributive** relation when it is closely joined to its noun without a verb between them. It is said to be used in the **Predicative** relation when it completes the sense of a verb; as, *Attributive*, *Tall* trees lined the road. *Predicative*, The trees are *tall*.

RULE OF SYNTAX.—An adjective describes or limits a noun.

84. The adjective (indefinite article) *an* is used before nouns which begin with a vowel; as, an apple, an engine, an Indian, &c.

It drops the *n* and becomes *a* before nouns beginning with a consonant; as, a boy, a cow, a dog, &c.

The indefinite article *an* or *a* is used with nouns of the singular number only.

NOTE.—When several nouns are joined by conjunctions they may have the indefinite article repeated before each; as, A boy, a girl and a man went by; or the article may be used before the first word and understood with the rest; as, A boy, girl and man went by. In the latter case all the nouns must be such that *a* can stand before them or all must be such that *an* can stand before them.

85. The adjective (definite article) *the* is used before nouns beginning with any letter, and it is used to modify nouns both of the singular and of the plural number.

NOTE.—When several nouns are joined by conjunctions and have the definite article *the* before each one the nouns mean *different* things. In the sentence, The farmer and the doctor called, *farmer* and *doctor* mean different persons. When several nouns are joined by conjunctions and have the definite article before the first one only, the nouns mean *the same* thing. In the sentence, The farmer and doctor called, *farmer* and *doctor* refer to *the same* person.

86. When a sentence contains an adjective in the Comparative Degree the conjunction *than* is always expressed or understood after the Comparative. This conjunction introduces a new sentence; as, Mountains are *higher* THAN hills. The full sentence would be, Mountains are higher than hills are.

When a sentence contains an adjective in the Superlative Degree, the preposition *of* is commonly expressed or understood after the superlative. This preposition governs a following noun in the objective case; as, Robert is the *tallest* OF the boys.

NOTE.—In case of the use of either the Comparative or the Superlative Degree, there is the statement of a *comparison* between two things. The latter of these two things is called the Complement of the comparison. In the sentences given just above, *hills* and *boys* are the Complements.

When the *Comparative* Degree is used, the Complement *must not include* that which is compared with it. The sentence, The lion is *braver* than any animal, is incorrect because it is the same as saying that the lion is braver than himself. With the Comparative Degree the adjective *other* must be used before the Complement; as, The lion is braver than any *other* animal.

When the *Superlative* Degree is used, the Complement *must include* that which is compared with it. The sentence, The lion is *the bravest* of other animals, is incorrect because it is the same as saying that the lion is another animal.

In the following sentences parse the adjectives, note which are attributive and which are predicative, and examine comparatives and superlatives especially :

EXERCISE XXVIII.

Good children obey their parents. Our own horses are white. The tall old painted post fell down. An apple and a peach were on the same table. John, the farmer and lawyer, is here. Charles is stronger than James. Robert has a house which is finer than mine. The farmer and the lawyer went home. The elephant is stronger than any other animal. Thomas is the most studious of the boys.

THE ADVERB.

87. The adverb has two uses in a sentence. The *simple* adverb modifies a verb or an adjective or another adverb. The *conjunctive* adverb has the same use and *also* joins a dependent to a simple sentence.

RULE OF SYNTAX.—Adverbs modify verbs, adjectives and other adverbs.

THE PREPOSITION.

88. The preposition has but one use in a sentence. It forms a *prepositional* phrase with the noun which it governs, and this phrase is used as an adjective or as an adverb. As adjective: The trees *in the forest* are green; as adverb: We rode *on horses*.

RULE OF SYNTAX.—Prepositions govern the objective case.

THE CONJUNCTION.

89. The conjunction has but one use in the sentence. Co-ordinate conjunctions join two words or two phrases or two principal sentences or two de-

pendent sentences. Subordinate conjunctions join a dependent sentence to a principal sentence.

RULE OF SYNTAX.—Conjunctions join words or sentences.

90. The exclamation has *no* grammatical relation to the rest of the sentence.

In the following exercise parse the adjectives, adverbs, prepositions and conjunctions. Select the prepositional phrases and state what they modify.

EXERCISE XXVIII.

That was the coldest day of the winter. The drowning catch eagerly at straws. The passengers escaped from the ship in boats. We had hardly seen the lightning when we heard the thunder. The ox quietly pushed the gate open and went into the field. Do you know when you can come to school again? Have you seen James lately or not? Neither Robert nor Harry got out of the old hut soon enough. He and I went slowly along the dark path. That horse is finer than mine. A beautiful deer sprang suddenly from the thicket and bounded off. Many of the soldiers fought fiercely as long as the enemy were in sight. When we came we found that the robbers had gone away. The master came unexpectedly and saw that his servant was asleep. I broke the longest stick in the pile. Those who wish tickets to the show must come early or they cannot get them. You have not yet told me where you are going to-morrow. We sold this house that

we might buy a better one. He did not know when the expected letter would come. Henry soon saw where a deer had crossed the muddy road and gone through the woods. In the spring all the birds came back. The frightened animals suddenly plunged into the river and swam quickly to the opposite bank. Get your skates and come with us to the lake. Tell General Smith to cross the river. Give these papers and books to Judge Greene.

Analysis.

91. Sentences have been divided, according to their use, into Principal Sentences and Dependent Sentences. They are also divided, according to their form, into the three classes following.

(1) **Simple Sentences** which are composed of *one* Principal Sentence.

(2) **Complex Sentences** which are composed of one Principal Sentence and any number of dependent sentences which modify words in the Principal Sentence.

(3) **Compound Sentences** which are composed of *two* or more Principal Sentences^{*} and any of these Principal Sentences may have any number of Dependent Sentences joined to them ; as,

Simple Sentence : We caught the bird.

Complex Sentence: We caught the bird *because it was lame*.

Compound Sentence: We caught the bird, but it got away; or, We caught the bird *because it was lame*, but it got away; or, We caught the bird *because it was lame*, but it got away *when we started home*.

The Simple Sentence.

92. In the analysis of Sentences, given in part the first, the names Subject and Predicate were given to single words. These words are commonly called Grammatical Subject and Grammatical Predicate. The Grammatical Subject (a noun or something used as a noun) when joined with all the adjectives which modify it, is called the Logical Subject or *Total Subject*. The Grammatical Predicate (a verb) when joined with all the adverbs which modify it, is called the Logical or *Total Predicate*.

Thus, in the sentence, My fine horse ran away yesterday, *Horse* is the Grammatical Subject and *ran* is the Grammatical Predicate; but *My fine horse* is the Logical or Total Subject and *ran away yesterday* is the Logical or Total Predicate.

93. To analyze a Simple Sentence it is divided first into Logical Subject and Logical Predicate—

as Washington, the general of the Americans, captured a large British army at Yorktown. Logical Subject—Washington, the general of the Americans. Logical Predicate—Captured a large British army at Yorktown.

Then analyze as before word by word; as, the subject is *Washington*, *the* is an adjective limiting *General*, *General* is in apposition to *Washington*, *of* is a preposition governing *Americans*, *the* is an adjective limiting *Americans*, *Americans* is the object of the preposition *of*, *captured* is the predicate, *a*, *large* and *British* are adjectives modifying *army*. *Army* is the direct object. *At* is a preposition limiting *Yorktown*. *Yorktown* is the object of *at*. * * * This is a Simple, Declarative Sentence. The phrases are, *of the Americans*, a prepositional phrase used as an adjective limiting *General*, and, *at Yorktown*, a prepositional phrase used as an adverb limiting *captured*.

Analyze as above the following sentences :

EXERCISE XXIX.

The boy on his way to school found a purse hidden in the grass. Did you see the fox running through the woods with a dead bird in his mouth? Reaching the river we found it very much swollen on account of the rain. The great tree

fell crashing with its branches far and wide. Robert the driver, sitting quietly in his place, soon stopped the frightened horses. With a great cry the poor man loosed his hold on the rope. By dealing honestly Henry the peddler became rich in a few years. Is Charles in any danger of falling from his bicycle on that icy road? The soldiers having captured the city were allowed a short rest by the general. Which of the passengers gave the signal to the conductor of the train?

94. To analyze a complex sentence it is divided first into Logical Subject and Logical Predicate. The dependent sentences may form part of the Logical Subject or of the Logical Predicate; as, While he was at Yorktown, Washington, who was the American general, captured a large British army.

Logical Subject, Washington, who was the American general.

Logical Predicate, Captured a large British army while he was at Yorktown.

Then analyze word by word as in last example. Then state, as before, This is a complex declarative sentence. The principal sentence is, *Washington captured a large British army.* The dependent sentences are, *Who was the American general,* used as an adjective, limiting *Washington*; and, *While he was at Yorktown,* used as an adverb, limiting *captured.*

Analyze the following sentences :

EXERCISE XXX.

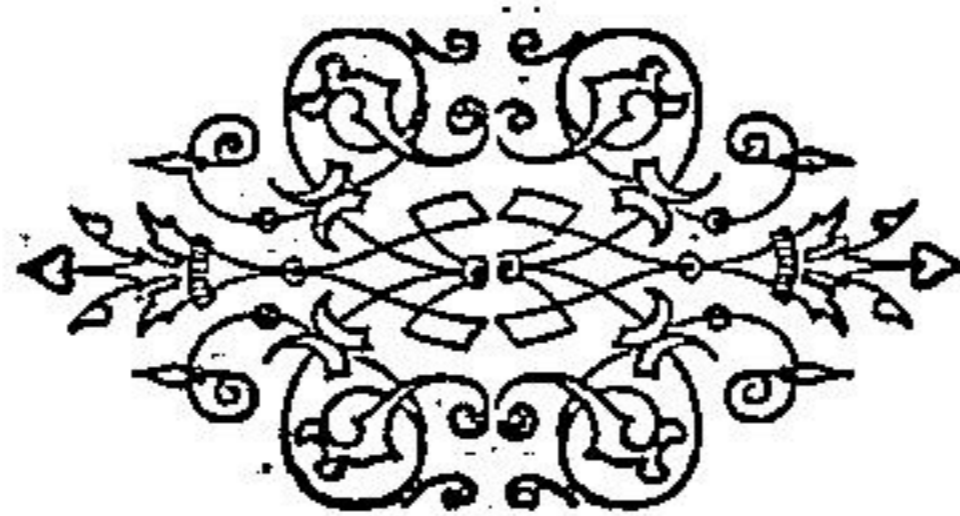
The dove which I tamed has gone away. You cannot have again the time which you waste. When he comes I shall tell him the truth. If we knew it we have forgotten it. While the thief was coming into the house the gentlemen were waiting for him in the hall. The trees will be green again when summer comes. The girls did not leave home because it was snowing. We found the money which was lost last night. Those people behave so badly because they have never been taught better. Since I saw you I have been to New York. Can you not give John this letter when you see him? Where was the merchant while his store was burning? The hunters crossed a river which was very deep. Those gloves which I wore yesterday were bought when I was in Paris. The boy with whom I saw you yesterday met me as I was coming here. Henry, to whom you lent your horse, will return it when he gets home. The deer which was crippled by the hunter tried hard to get away when he saw the dogs. We should be grateful to those who aided us when we were in trouble.

95. To analyze a compound sentence it is divided first into the simple or complex sentences which it contains, and these are analyzed as in the examples already given.

Analyze the following sentences :

EXERCISE XXXI.

We caught the hare which the dogs were chasing, but let it go when we saw that it was not fat. The man to whom Henry lent some money came to him yesterday and paid what he owed. George tried to find the watch which he lost in the woods, but it could not be seen because the leaves were so thick. When the dog barked the thieves stopped, but they soon sneaked on again. As he saw the lady coming he went to meet her, and they walked to the porch together. While I was in the woods I saw a squirrel, but he ran up a tree and I did not shoot him. After the train came we started, but we soon stopped because the engine broke. Before William went away he promised me a letter; I have, however, never heard from him. As we were going to church we met a beggar, when we came back he had gone. If you catch a fine fish while you are at the river bring it to me and I will buy it.



WRITTEN REVIEW.

I.

1. State in your own language the definition of the *common* noun, the *proper* noun.
2. Write the *class*, *gender* and *number* of the following: cow, boy, birds, grass, lake, length, sheep, New York, swine.
3. Write five sentences each having a common noun as subject.
4. Write five sentences each having a proper noun as possessive.
5. Write five sentences each having a masculine noun as direct object.
6. Write three sentences containing compound nouns.

II.

1. State in your own language the definition of the verb and the distinction between *transitive* and *intransitive* verbs.
2. Define Voice, Mood, Tense.
3. Write five sentences containing verbs in the Active Voice, and then change the sentences so that the verbs shall be Passive.
4. Write five sentences with irregular verbs in Active, Indicative, Past, as predicates.
5. Write five sentences with the predicate in the Imperative.

III.

1. Write five sentences containing a present infinitive used as an adjective.
2. Write five sentences containing a present infinitive used as a noun in the nominative case.
3. Write five sentences containing a present infinitive used as a noun in the objective case (direct object).
4. Write five sentences containing a present participle used as the object of a preposition.

IV.

1. Make as complete a list of prepositions as you can.
2. What prepositions are used after the following words :
mad, kind, kin, sorry, anxious, fond, tired, pleased?
3. Write five sentences each containing a prepositional phrase used as an adverb.
4. Write five sentences each containing a prepositional phrase used as an adjective.
5. Write five sentences containing prepositions governing collective nouns.

V.

1. State in your own language the definition of the adjective and the distinction between *qualifying* and *limiting* adjectives.
2. Define comparison and give examples of both methods.
3. Write five sentences containing adjectives used as nouns subject.

4. Write five sentences containing adjectives used as nouns and governed by prepositions.
5. Give definition of Cardinals and Ordinals.

VI.

1. State in your own language the definition of the pronoun, and make a sentence in which the personal pronoun of the first person shall be used in all three cases.
2. What is the difference between the use of *her* and *hers*?
3. Write a set of sentences showing how the *relative* pronoun may be subject, possessive, direct object, &c., while the antecedent remains subject all the time. Example :

(a) This is the man *who* came (subject).

(b) This is the man *whose* book we read (possessive).

4. Make a similar set of sentences showing how the *antecedent* may be used as direct object, &c., while the relative remains unchanged.

VII.

1. State in your own language the definition of the adverb, and tell what comparison is.
2. Write five sentences containing adverbs modifying verbs.
3. Write five sentences containing adverbs modifying adjectives.
4. Write five sentences containing adverbs modifying other adverbs.
5. Write five complex sentences containing *conjunctive* adverbs.

The following exercise for analysis and parsing is appended. It contains some points not included in the text, but a little care will enable the student to understand these :

1. The king yielded to his barons.
2. The stranger asked for wine, and began to praise that drink.
3. The entire army was in terror when night set in.
4. Old men are generally more cautious than young-ones.
5. Wisdom is the most desirable of all qualities.
6. This boy tried to kill the duck, but she flew away from her tormentor.
7. The moon floats high in the clouds.
8. The mountains were covered with snow all the year.
9. This fort has withstood the assaults of our enemies in many battles.
10. Jane, take the cat and carry her to the barn.
11. The shipwrecked sailors had to get into boats when their vessel began to sink.
12. My mother and her friend, the countess, will soon come.
13. Mary told her father the truth.
14. Birds build their nests cunningly in order to avoid their enemies.
15. I have lost my knife, but I hope I can find it again.

16. Knowing the man, the officer had no difficulty in arresting him.
17. Never mind what he says, do as I told you.
18. The uniform of the general was far more splendid than that of his soldiers.
19. I know well enough when you came.
20. The girl showed us where the fox was.
21. In reading and writing, Mary is excelled by no pupil in the school.
22. The elephant lives far longer than man.
23. The enemy was driven from the castle with great slaughter.
24. Regardless of their danger the boys went into the pond.
25. The winner will be presented with the prize.
26. This is a horse that I value.
27. Where are the books which you bought to read?
28. Starvation forced the soldiers to surrender, though they wished to hold out a few days longer.
29. When the town was destroyed complaint was made to the general.
30. Some people do not fancy these pictures.
31. This boat is being built for the carriage of freight.
32. The origin of these laws is unknown.
33. The truth of this statement cannot be doubted by any.
34. We thank you for all of your kindness to us.
35. The settlers suffered greatly by the delay of their friends in sending them supplies.

36. These shepherds will find it impossible to cross the river.
37. Yonder is our dog, call him here.
38. The oxen are tired of their work.
39. No one supposed that the girl would be so brave as she proved.
40. So soon as we caught the young bear the old ones came upon the scene.
41. The fondness of wild animals for their young has been noticed by every observer.
42. Go quickly and see if the horse has eaten its corn.
43. These are things that puzzle me dreadfully.
44. They say that the old man is rich, but one cannot be sure of that.
45. When one sees danger coming he should avoid it.
46. Which do you like better, the horse or the colt?
47. The otter watched eagerly for a chance to catch the fish.
48. This violin was made by a German who lived a hundred years ago.
49. The queen had three nephews, all of whom were brave soldiers.
50. There was, in the attic, a large chest in which the old clothes were kept.
51. The Indians killed all, men, women and children, that came in their way.
52. No one can be blamed for doing what he thinks is right.

53. We were not able to hear what the boatman called across the river.
54. This man is not, I fear, what he seems.
55. He that you help should help you.
56. Is there anyone who knows who did this?
57. Who can aid us?
58. The boys like whoever is kind to them.
59. Whatever you think, we cannot do this.
60. The judge punished whomever he chose.
61. Give the painting to whomever you wish.
62. By rising early this morning, we saw a magnificent scene.
63. No one could help loving her.
64. The army tried to surprise the city by climbing the cliffs in the night.
65. The king and his officers rode swiftly all day.
66. We watched the store three hours.
67. The messenger waited a day before he returned to his master.
68. As the child insisted upon having the knife the father gave it to him.
69. How can you do so?
70. I told you so.
71. No one can tell whether this is so or not.
72. Whenever they come to our house, which is not often the case, we are glad to see them.

73. This horse is not so old as you suppose.

74. As we came down the hill we saw the water glistening in
the moonlight.

75. A man as old as you should know better than that.



LIST OF IRREGULAR VERBS.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
arise	arose	arisen
be or am	was	been
beat	beat	beat, beaten
begin	began	begun
bid	bid, bade	bid, bidden
bind	bound	bound
bite	bit	bit, bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
burst	burst	burst
buy	bought	bought
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought

LIST OF IRREGULAR VERBS—CONTINUED.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
find	found	found
fly	flew	flown
forget	forgot	forgot, forgotten
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hide	hid	hid, hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said

LIST OF IRREGULAR VERBS—CONTINUED.

<i>Present.</i>	<i>Past.</i>	<i>Past Participle.</i>
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
shoot	shot	shot
shut	shut	shut
sing	sang	sung
sleep	slept	slept
speak	spoke	spoken
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
sting	stung	stung
strike	struck	struck
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written

The above list contains only such verbs as are used in the exercises in this book, together with a few others of most common occurrence.

INDEX.

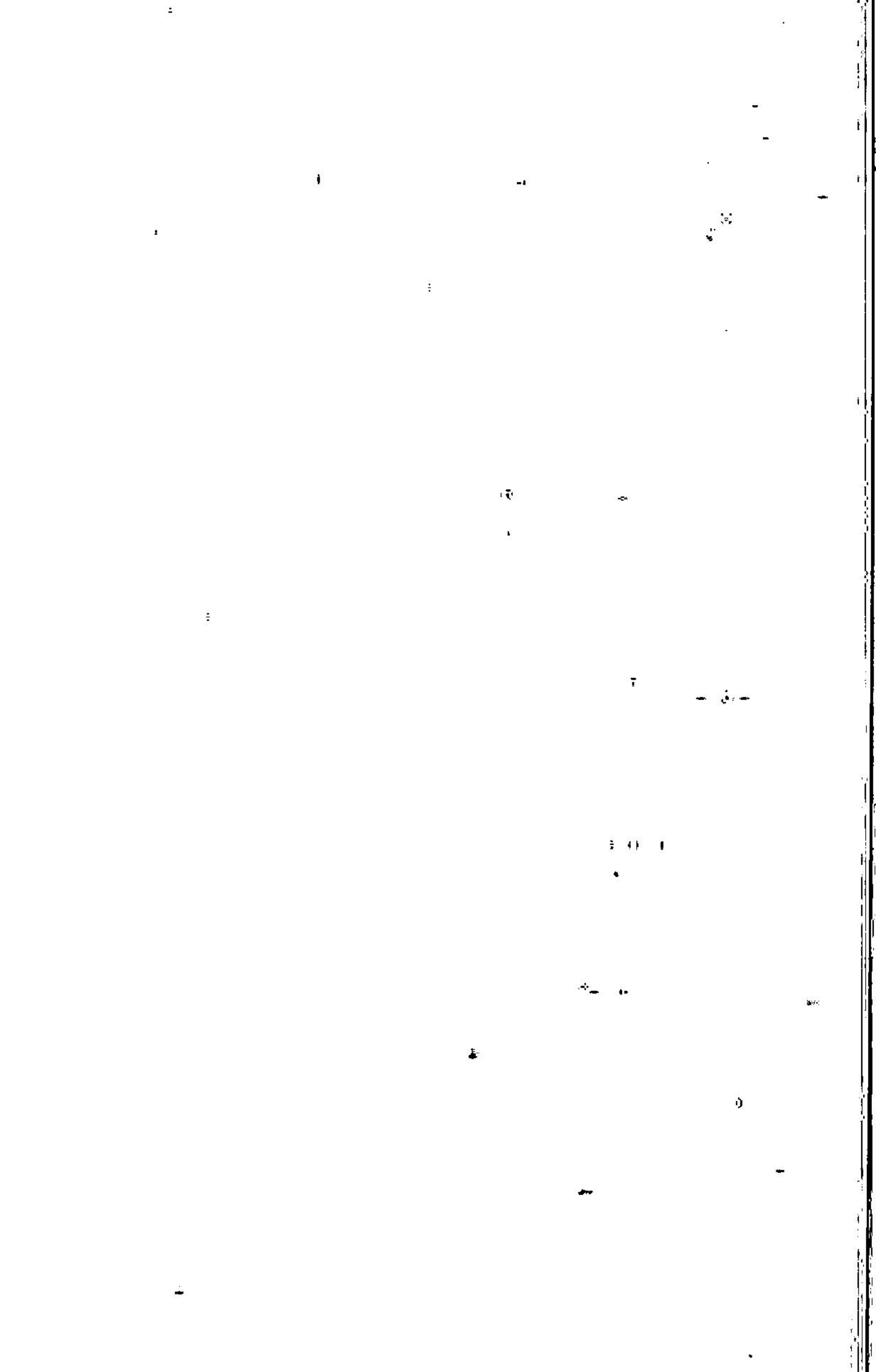
A, An	31, 84
Absolute Nominative	78
Abstract Nouns	4, 80
Active Voice	15
Adjectives	30-35, 83
Adverbs	52-57, 87
Analysis of Sentence	26, 91-94
Antecedent	47
Apposition	65, 80
Articles	31, 84
Attributive Adjective	83
Auxiliary Verbs	63
Be	63
Can	63
Cardinal Numerals	36
Case	5, 11
Clauses	48
Collective Nouns	4
Common Gender	5
Common Noun	4
Comparison of Adjectives	33-35
Comparison of Adverbs	53
Comparative Degree	32, 86
Complement	64
Complex Sentence	91, 94
Compound Nouns	10

Compound Pronouns	43
Compound Sentences	91
Conjugation of Verbs	20
Conjunctions	59-61, 89
Conjunctive Adverbs	55, 87
Co-ordinating Conjunctions	59, 89
Correlatives	61
Declension of Nouns	11
Definite Article	31, 85
Degrees of Comparison	32
Demonstrative Adjectives	37
Dependent Sentences	48
Direct Object	24, 80
Distributives	36
Do	63
Emphatic Conjugation	70
Etymology	21
Exclamations	58, 90
Feminine Gender	5
Finite Verb	16
Future Tense	17
Future Perfect Tense	17
Gender	5-6
Gerund	76-78
Grammatical Predicate	92
Grammatical Subject	92
Have	63
Imperative Mood	14, 16
Indefinite Adjective	37
Indefinite Article	31, 84

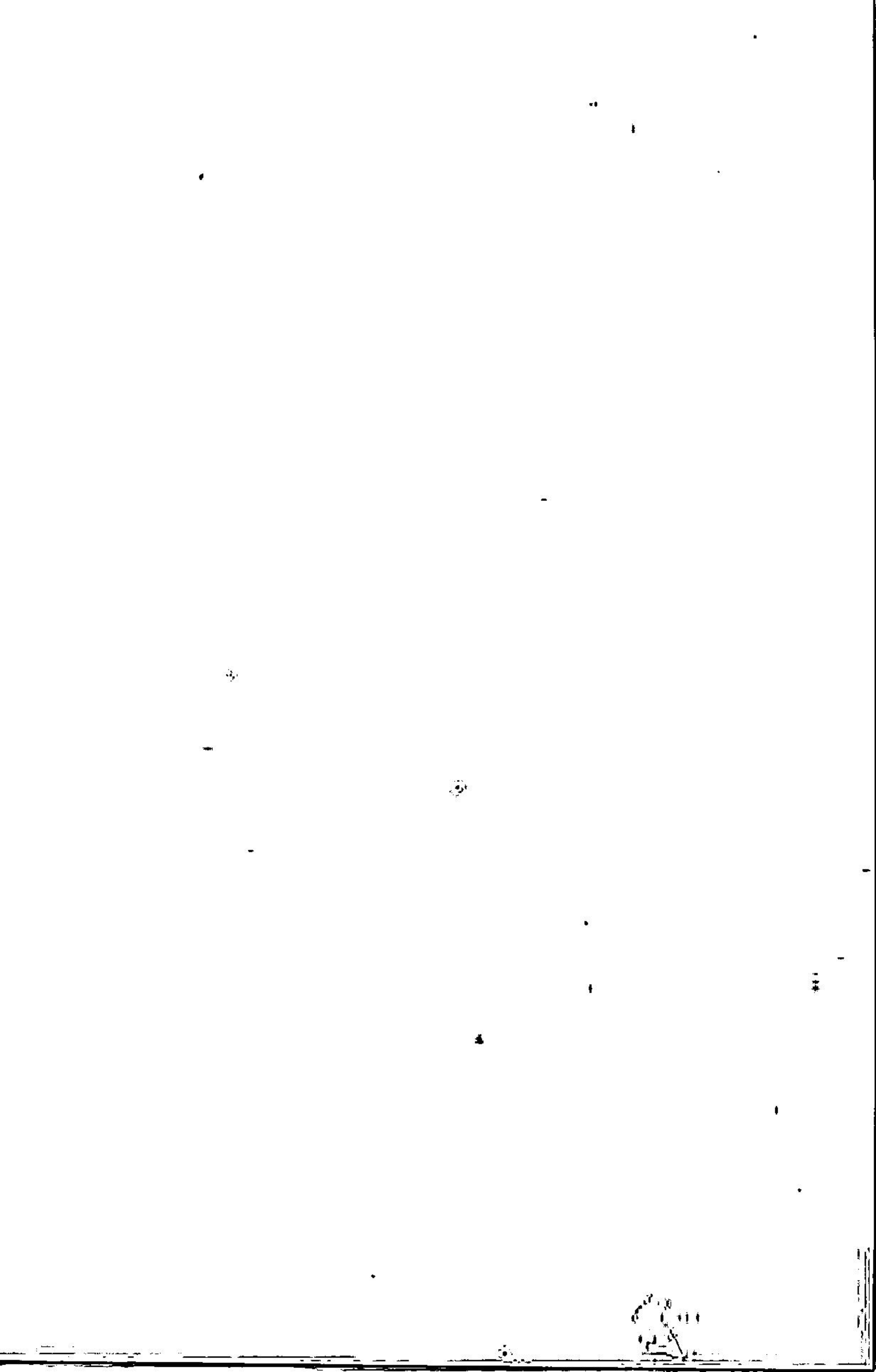
Independent Nominative	80
Indicative Mood	14, 16
Indirect Object	27, 80
Infinitives	16, 72-75
Inflection	3
Interjections	58, 90
Interrogative Conjugation	71
Interrogative Adjective	39
Interrogative Adverbs	55
Interrogative Pronouns	44
Intransitive Verbs	25
Irregular Comparison	35
Irregular Verbs	19
Limiting Adjective	30-31
Logical Subject	92
Logical Predicate	92
Masculine Gender	5
May	63
Modal Adverbs	55
Mood	14, 16
Neuter Gender	5
Neuter Verb	64
Nominative Absolute	78, 80
Nominative Case	10, 80
Nominative Independent	66, 80
Noun	4-5, 6, 8-11, 80
Number	5, 8, 14, 18
Numerals	36
Object	24, 27-28, 80
Objective Adverbial	64, 80

Objective Case	10, 24, 27, 64, 88
Ordinal Numerals	36
Parsing	23
Participles	63, 76-78
Parts of Speech	2
Passive Verbs	15, 63, 67
Passive Voice	14-15
Past Participle	19-20, 63
Past Perfect Tense	17
Past Tense	17, 19
Perfect Participle	62, 67, 82
Person (Nouns)	5, 7
Person (Pronouns)	42
Person (Verbs)	14, 18
Personal Pronouns	42, 81
Phrase	79
Plural Number	8
Positive Degree	32
Possessive Case	10, 80
Possessive Pronoun	45
Potential Mood	14, 16
Predicate	12, 92
Predicate Adjective	64, 83
Predicate Noun	64, 80
Preposition	28-29, 80, 88
Present Participle	76-78
Present Perfect Tense	17
Present Tense	17-19
Principal Clause	48
Principal Parts of Verb	19

Progressive Conjugation	69
Pronouns, Personal	42
Pronouns, Compound	43
Pronouns, Interrogative	44
Pronouns, Possessive	45
Pronouns, Relative	46-49
Proper Nouns	4
Reflexive Pronouns	43
Regular Comparison	33-34
Regular Verb	19-20
Review	88-91
Relative Pronouns	46-49
Responsives	57
Sentences	12, 79
Shall	63
Simple Adverb	55
Simple Sentence	91, 93
Singular Number	8
Subject	12, 80, 82, 92
Subjunctive Mood	14, 16
Subordinating Conjunctions	59, 89
Superlative Degree	32, 86
Syntax	22
Tense	14, 17
Transitive Verb	25
Verb	13, 82
Voice	14-15
Yes, No	57







6

.

i

.

.

.

.

.

.

.

.

1/2

1/2



.

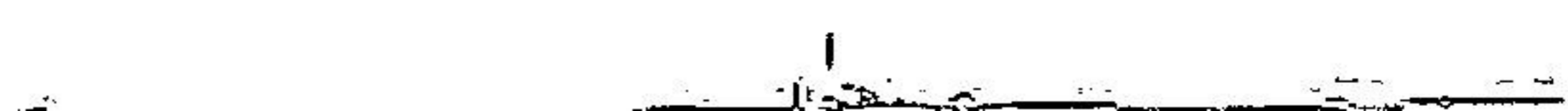
-

.

.

2
k
c

.



7

-

"

10

x

.

.

.

.

.

13

.

.

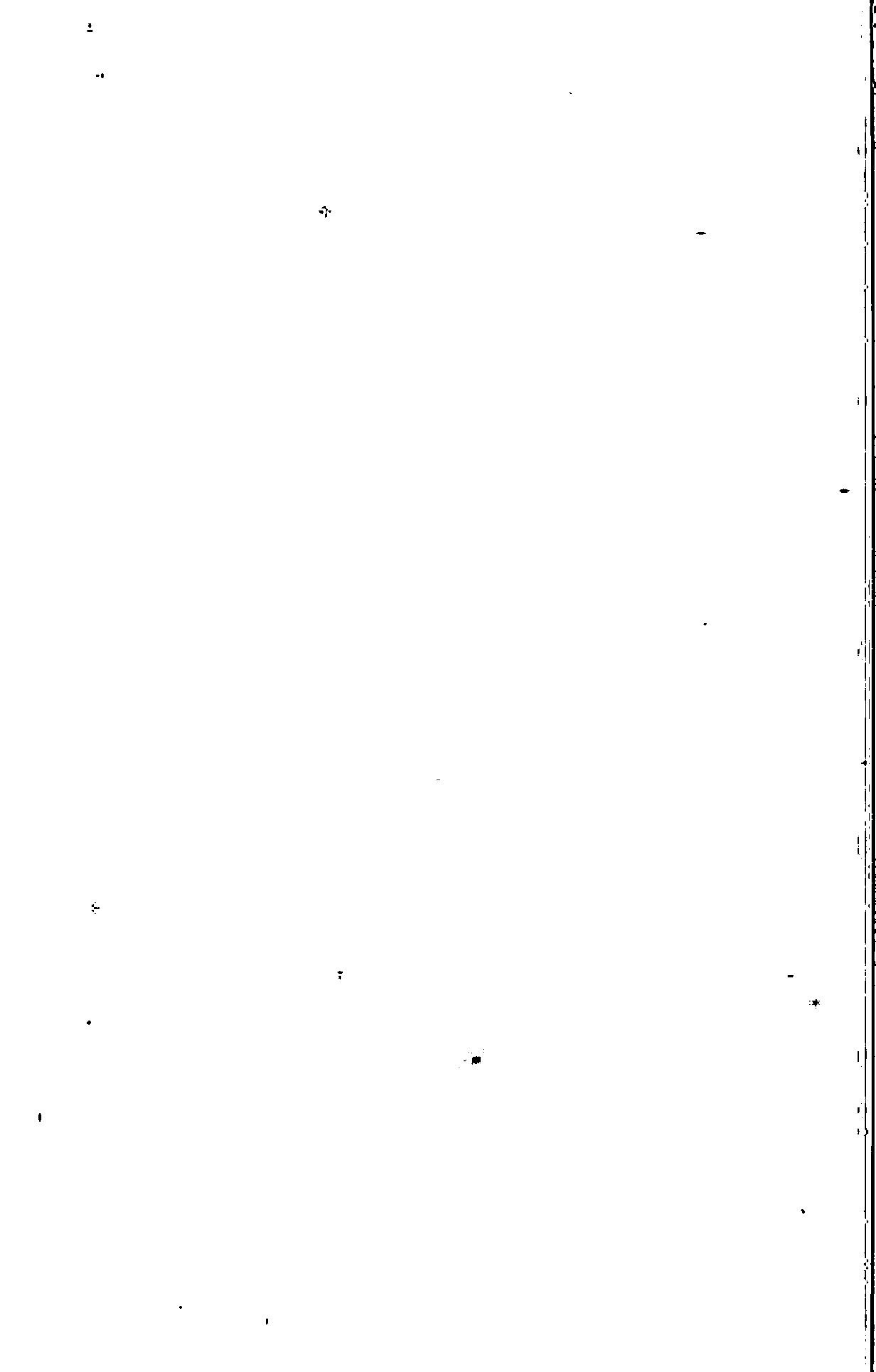
14

.

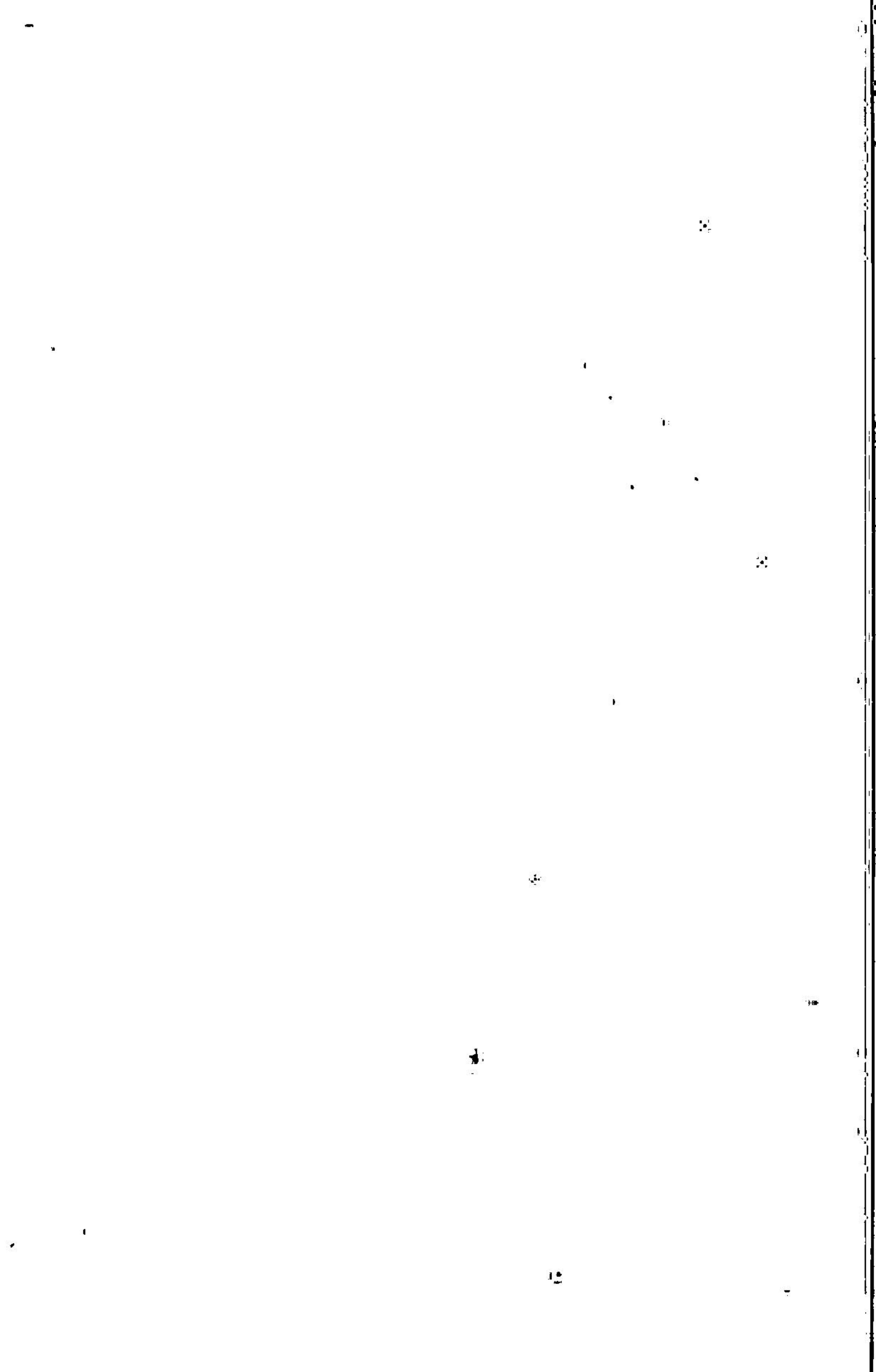
.

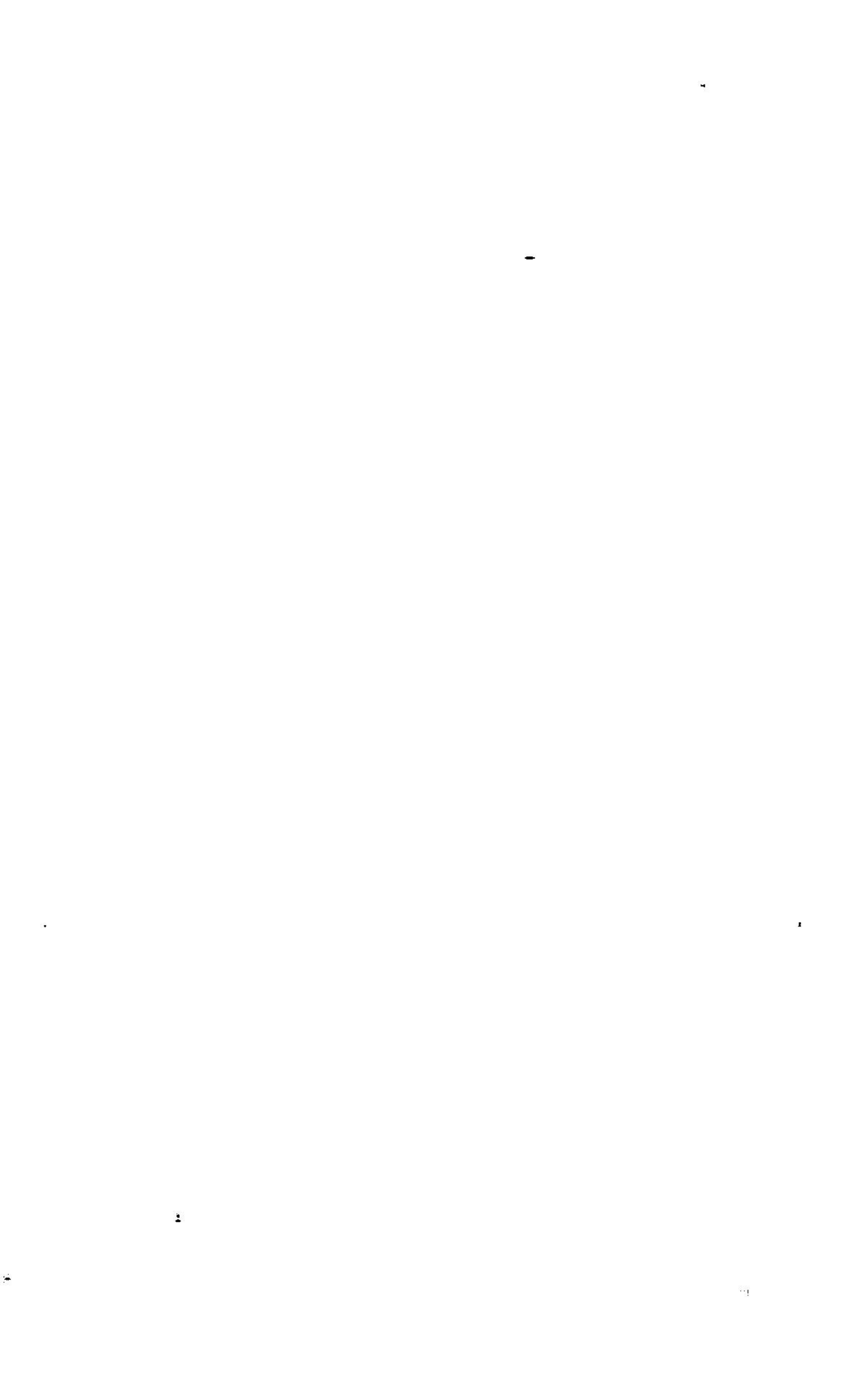
15











DEC 8 1898

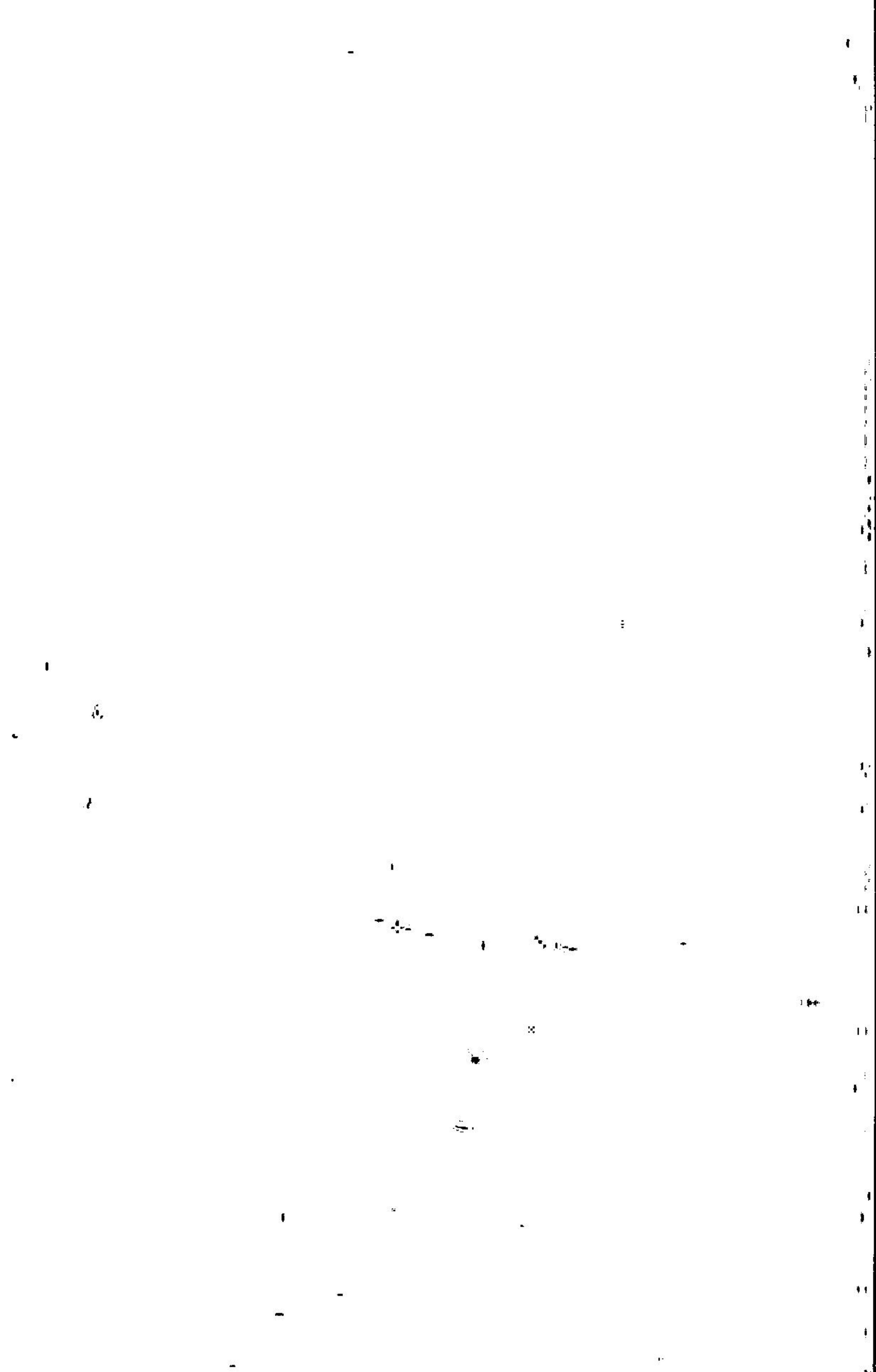


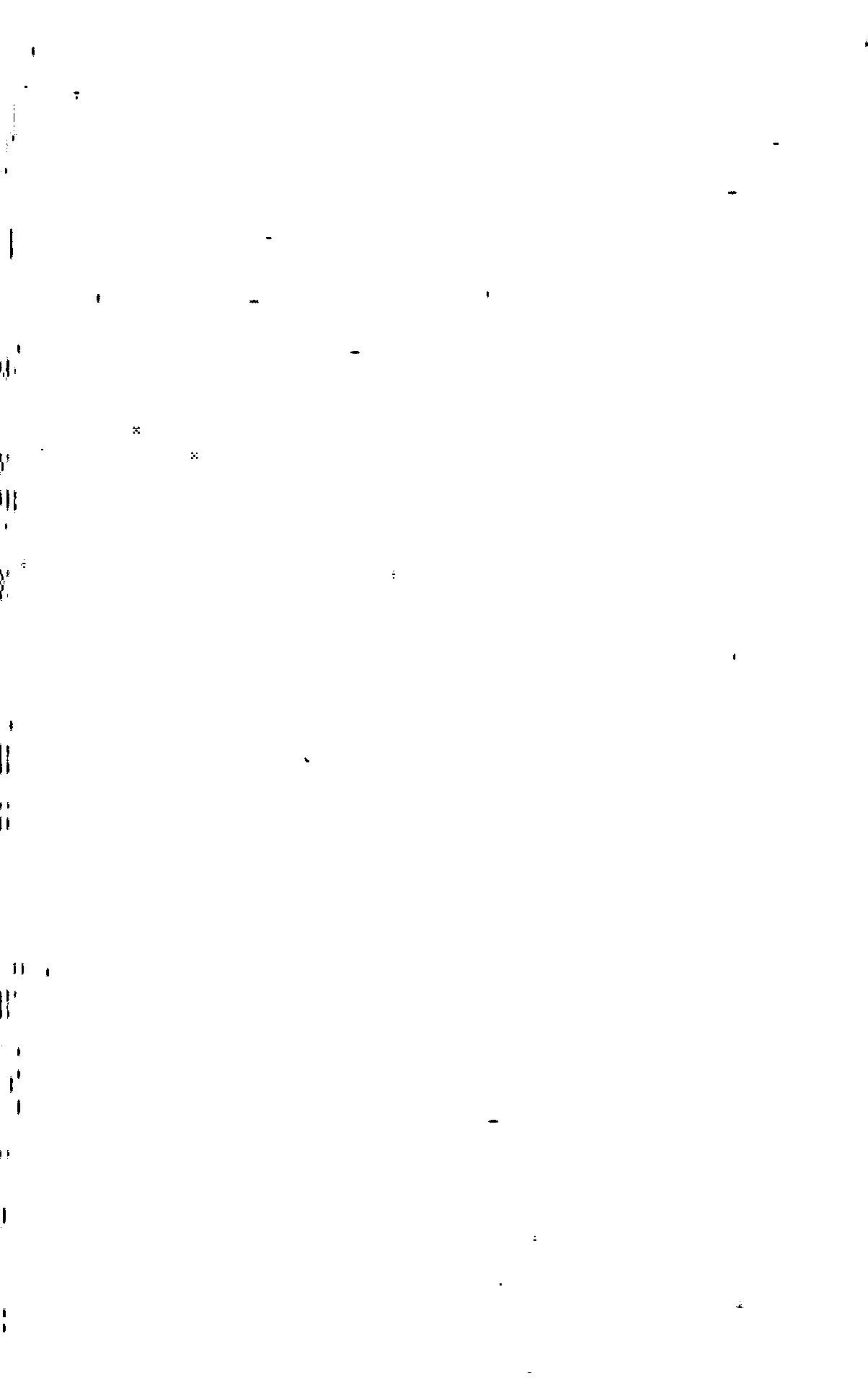




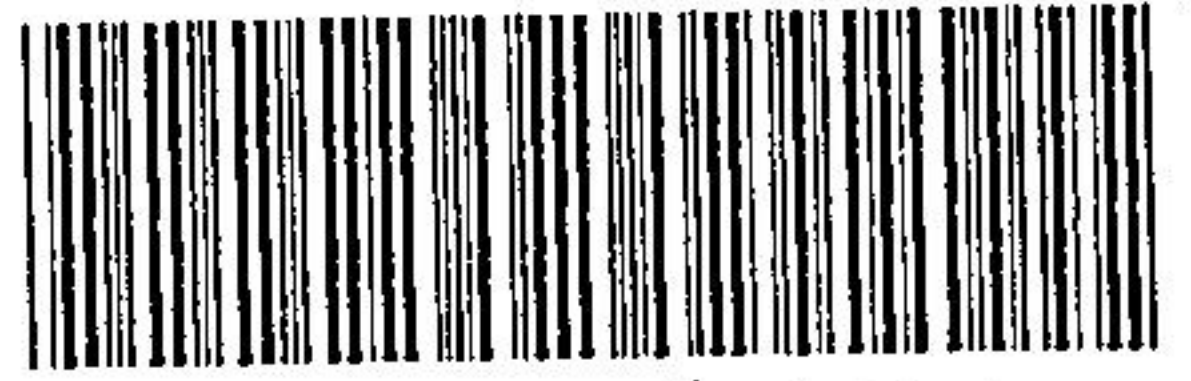








LIBRARY OF CONGRESS



0 003 232 146 A 0