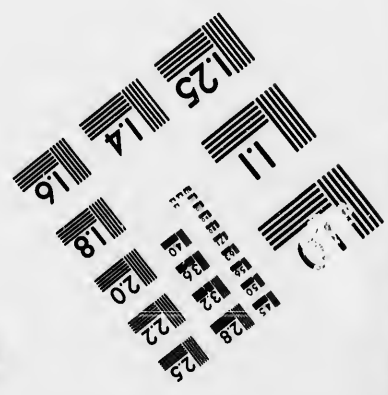
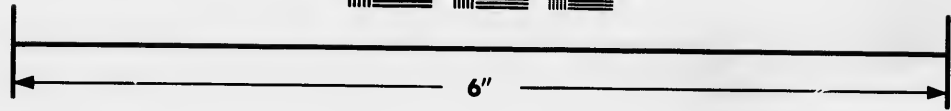
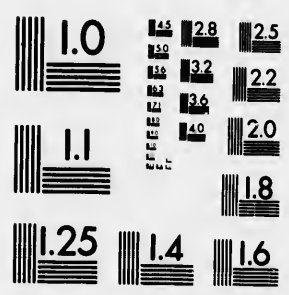


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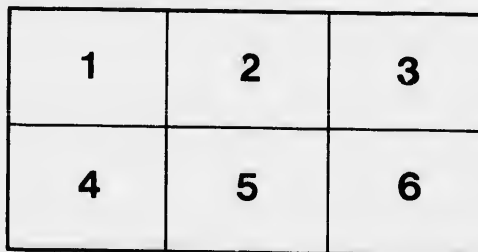
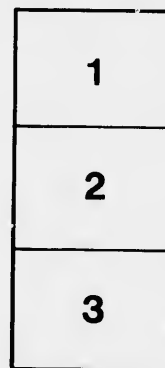
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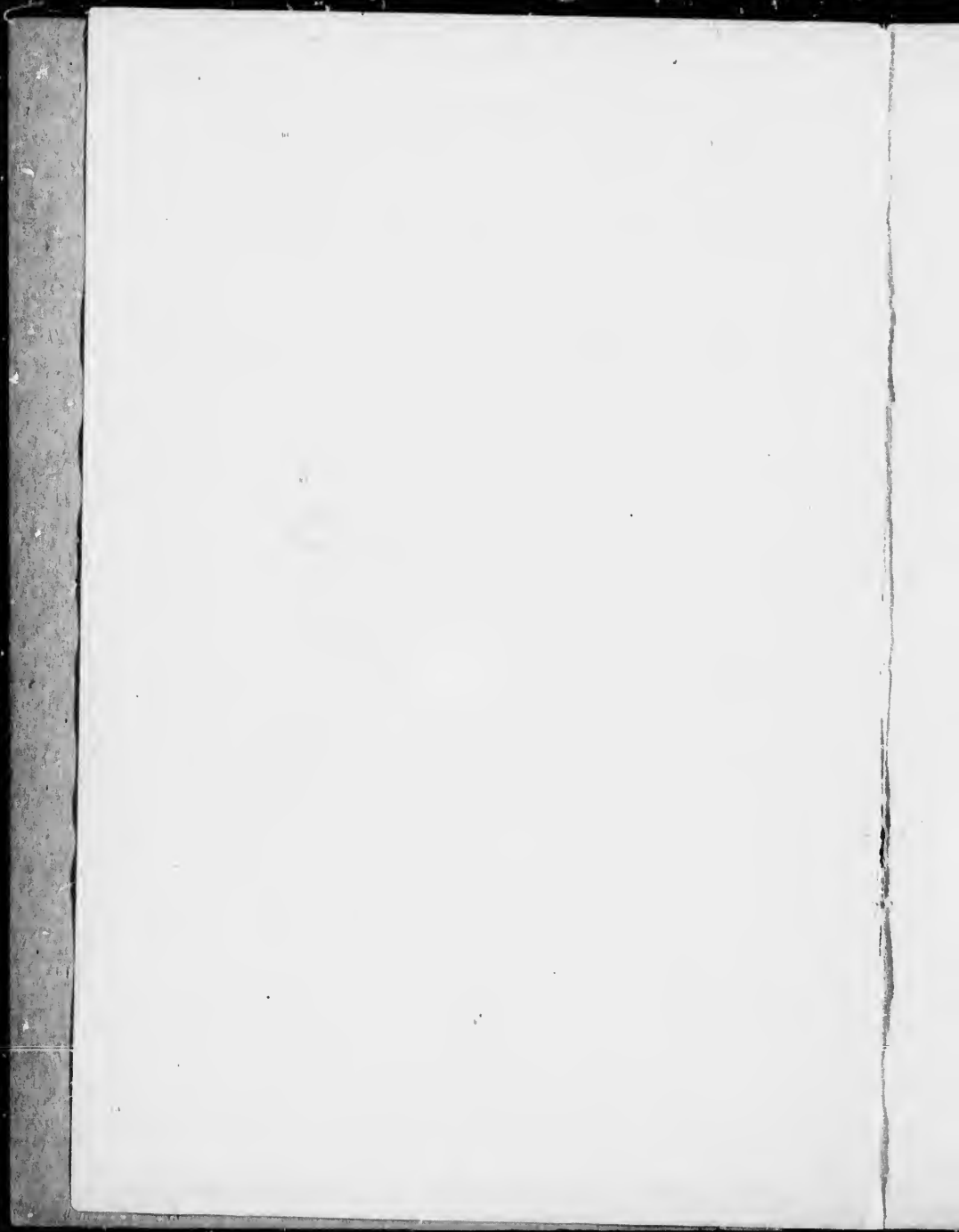
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F

NOTES

ON

ENGLISH GRAMMAR.



BY

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21st Wrangler, 1886.



A. & W. MACKINLAY,
Halifax, N. S.

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PREFACE.

THESE Notes were originally designed for senior pupils preparing for University and other entrance examinations, most of whom have come to me equipped with a medley of imperfect definitions and with recollections of some complicated mechanism for analysis, but without any intelligent grasp of the principles of Grammar. Something more is necessary before they can write good English or begin to translate correctly into a foreign language; and there is seldom time to master an exhaustive treatise. To such pupils my notes in MS. have proved of service.

In their present shape the Notes are slightly modified so as to form, in the hands of an intelligent teacher, the basis of a series of lessons for junior classes. At the same time they cover the points most generally found difficult.

I have sometimes made use of terms whose meanings are merely indicated by the context, and defined in the sequel; this may offend some who will not depart from the severely logical methods of Euclid and old Grammarians, but I believe it to illustrate the process by which we actually gain most of our knowledge.

In the same spirit I have made no attempt to avoid a difficulty because it occurs before the text has provided for it.

A pupil who is to be examined on a specified book must take the precaution to master his author's fads, such as distinctions between Verbal Noun and Gerund, Factitive Objects, the parsing of "what," "but," etc.

It is hoped that the shortness of these Notes will help pupils to realize how very little knowledge is required for ordinary parsing and analysis.

With what is contained in the following thirty-two pages, the average student should be able to give, even on knotty questions of English Grammar, an opinion worthy of consideration.

The Exercises may suffice for senior pupils, and can easily be supplemented to meet the requirements of junior classes.

I am publishing this little book to facilitate my own work; but shall be very glad if it prove of wider usefulness.

My thanks are due to Professor MacMechan, of Dalhousie College, for his kindness in reading over the first proofs.

THE AUTHOR.

ANNAPOLIS, N. S., *August, 1899.*

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GRAMMAR.

Sentence and Clause.

1. A SENTENCE is a group of words expressing a complete thought. It consists of one main statement, command, question, or exclamation, with any number of subordinate ones (called CLAUSES) in some way explaining or completing its sense, or the sense of some part of it.

Statement.

2. A STATEMENT is generally to the effect that some person or thing is the performer of some action, or is in some state; for instance:

The ass ate the thistles. (action.)

The rain fell and the wind blew. (action.)

The hearts of the people are merry. (state.)

Verb.

3. The word expressing the *fact* of the sentence, whether that fact be the performance of an action or the being in a condition or state, is called a VERB: it is really the "*telling*" word of the sentence,—the vital part, without which there can be no sentence. Thus in paragraph 2 the words

ate, fell, blew, are

are verbs,

Ex. I.—The words italicized in the following extract are verbs:

And they that *were* foolish took their lamps and *took* no oil with them: but the wise took oil in their lamps with their vessels. While the bridegroom *tarried* they all *slumbered* and slept, and at midnight a cry *was made*, "Behold the bridegroom cometh: *go ye out to meet him.*"

Predicate.

4. In some cases the verb alone does not convey any meaning, and other words must be added before any definite impression is made: *e. g.*, in Ex. I "were" conveys no meaning without "foolish," though "were" is the telling word. The Verb, with whatever words are necessary to form an assertion, however bare, is called the **PREDICATE**. Thus most verbs are themselves Predicates: otherwise they are called **VERBS OF INCOMPLETE PREDICATION**: the verb "to be," the commonest verb in the language, is a verb of incomplete Predication, except in the rare cases, such as "In the beginning *was* the word:" where the verb is used in its absolute sense = to exist.

Ex. II.—Pick out Predicates in the following:—

Thus they discoursed together till late at night, and after they had committed themselves to their Lord for protection, they betook themselves to rest: the Pilgrim they laid in a large upper chamber whose window opened towards the sun rising: the name of the chamber was Peace, where he slept till break of day, and then awoke and sang.

Ex. II (A).—Pick out the remaining Predicates in Ex. I.

Subject.

5. As it is impossible to make a statement that is not about some one or some thing, so for every verb in a sentence there must be, expressed or implied, a word denoting the person or thing about which the statement is made. The word is called the **SUBJECT** of the verb, and it can always be found by *asking the question formed by placing "who" or "what" before the verb.*

Ex. III.—Thus in Ex. II, to find the subject we ask:—

<i>who</i> discoursed?	Ans.: <i>they</i> , subject of "discoursed."
<i>who</i> had committed?	Ans.: <i>they</i> , subject of "had committed."
<i>what</i> opened?	Ans.: <i>window</i> , subject of "opened."
<i>what</i> was Peace?	Ans.: <i>name</i> , subject of "was."

Find in the same way the subjects of the other verbs in I and II.

Ex. IV.—Find the subjects of all the verbs in the following:—

An ass was loaded with good provisions of several sorts, which in time of harvest he was carrying into the field for his master and the reapers to dine upon. On the way he met a fine large thistle, and being hun gry began to mumble it: which, while he was doing, he entered into this reflection: "How many greedy epicures would think themselves happy amidst such a variety of delicate viands as I now carry. But to me this bitter prickly thistle is more savoury and relishing than the most exquisite and sumptuous banquet."

Subject to every Predicate.

6. THERE CANNOT BE PREDICATE WITHOUT SUBJECT or subject without predicate: though in many exclamations and every day expressions either subject or predicate is understood and not spoken:

<i>e. g.</i> , Thank you	=	(I) thank you.
Bless you	=	(May God) bless you.
Please	=	(If it) please (you).
Nonsense	=	(That is) nonsense.

7. There are two classes of verbs,

Transitive and Intransitive:—

(1) Those denoting state of the subject, as

I was weary;

or actions performed by the Subject without reference to anything else, as

The children died. They slept.

(2) Those denoting actions directly performed on some person or thing, as

The hunter killed a moose. I have built a house.

Verbs are called INTRANSITIVE or TRANSITIVE as they belong to the first or second of these classes. To find whether a verb is Transitive or Intransitive ask the question formed by placing "whom" or "what" *after* the verb. If any reasonable

answer can be obtained from the context the verb is Transitive, and that answer is called its OBJECT. If no reasonable answer is forthcoming the verb is Intransitive.

Ex. V.—To apply this method to the extract in Ex. II ask
discoursed what? No answer: *Intransitive.*
laid whom? Ans. Pilgrim. *Obj. to Transitive verb "laid."*
had committed what? Ans. Themselves. *Obj. to Transitive verb "had committed."*

Find Objects of the other verbs in Ex. I and II.

Object.

8. Notice that the OBJECT QUESTION is formed by placing "whom" or "what" after the Predicate, and not after the verb only. This avoids difficulty with verbs of Incomplete Predication (§ 4). In the sentence "He was weary," if you ask "was what?" Ans. "Weary." You might take "weary" as object to "was." But if you notice that "was" is an Incomplete Predicate requiring "weary" to complete its sense; and ask the question *was weary what?* it is clear there is no answer, and "was" is intransitive.

In They made ready the chamber,
 They appointed him ruler over them,
 They called him John,

You may take

made ready, appointed ruler, called John,
 as predicates; but in the first two at least it is much better to take "made" and "appointed" as predicates governing the *clause objects*,

the chamber (to be) ready, him (to be) ruler. [See § 22 (iii)].

Ex. VI.—Find the subjects and objects of all the verbs in the following:—

The first time the fox saw the lion he fell down at his feet and was ready to die for fear. The second time he took courage and

could even bear to look at him. The third time he had the impudence to come up to him to salute him, and enter into familiar conversation with him.

An ass finding † the skin of a lion, put it on, and going into the woods and pastures, threw all the flocks and herds into a terrible consternation. At last, meeting his owner, he would have frightened him also, but the good man, seeing his long ears stick out, presently knew him, and with a good cudgel made him sensible that notwithstanding his being dressed in a lion's skin he was really no more than an ass.

When Cræsus, for his glory, showed Solon his great treasures of gold, Solon said to him, "If another king came that hath better iron than you, he will be master of all this gold."

Now while Peter doubted in himself what this vision which * he had seen should mean, behold the men which were sent from Cornelius had made enquiry for Simon's house, and stood before the gate and called and asked whether Simon, which was surnamed Peter, were lodged there. While Peter thought on the vision, the Spirit said unto him, "Behold ‡ three men seek thee."

Some verbs are not predicates and have no subjects.

† *Note.*—Here *who finding?* does not make a grammatical question, and the verb "finding" has no subject, though it has an object. This does not clash with the statement in § 5 that every predicate has a subject, but simply shows that some parts of a verb cannot be used as predicates; *e. g.*, "finding" could not possibly be the main verb in a sentence, either in statement, question, command, or exclamation.

Pronouns as Subject and Object.

* *Note.*—Here the object of "had seen" is "which," and not "vision." This is a little confusing: you ask the question *had seen what?* and the answer seems to be "vision." However it is clear that vision is subject to "should mean," and a word cannot be subject and object at the same

time. "Which" is used to avoid repeating "vision," and stands in its place, and is the object to the verb, just as "vision" would be if the writer actually said "He had seen the *vision*." You will understand this better when we come to talk of *Pronouns*.

Verbs of Command.

‡ *Note.*—The subject of "behold" is [you], and always a verb expressing a command has a subject [thou] or [you].

Analysis.

9. To analyze or dissect any sentence, first find its subject and predicate, and object (if the verb in the predicate has an object).

These form the backbone of the sentence. Then take the rest of the sentence, in single words or natural groups, and consider carefully what part each word or group plays in the structure of the sentence. It may in some way describe, distinguish or qualify either subject or object, when it is called an ENLARGEMENT OF THE SUBJECT OR OBJECT. Or it may by its sense be attached to the predicate, indicating *how, when, where, why, &c.*, the action is performed, when it is called an EXTENSION OF THE PREDICATE.

It sometimes requires very close examination and reasoning to decide whether a word-group is most closely connected with Subject, Predicate or Object, but common sense is an infallible guide.

The principal method of setting forth the Analysis of a sentence is to arrange it in three columns containing respectively :

- (1) The *Subject* and all its enlargements.
- (2) The *Predicate*, its completions and extensions.
- (3) The *Object* with its enlargements.

Examples :

(a) The Pilgrim they laid in a large upper chamber, whose window opened towards the sun rising.

Subject.	Predicate.	Object.
They	laid <i>Extension :</i> in a large upper chamber— rising.	Pilgrim. <i>Enlargement :</i> The.

Here "the" defines "Pilgrim," while the words "in a large upper chamber, etc.," show *where* they laid him, and therefore form an extension of the Predicate.

(b) All this while poor Mercy did stand without, trembling and crying for fear.

Subject.	Predicate.	Object.
Mercy <i>Enl. :</i> (1) poor. (2) trembling and crying for fear.	did stand. <i>Ext. :</i> (1) all this while. (2) without.	

Here the first extension tells *when* she stood, the second tells *where* she stood.

[The student may think the words "trembling and crying for fear" tell *how* she stood : if he does, he will be not wrong in placing these words as an extension of the Predicate.]

(c) I will give unto thee the keys of the Kingdom of Heaven.

Subject.	Predicate.	Object.
I	will give <i>Ext. :</i> unto thee	keys. <i>Enl. :</i> (1) the. (2) of the kingdom of heaven.

(d) Our knowledge of any man is always inadequate.

Subject.	Predicate.	Object.
knowledge	is inadequate.	
<i>Enl. :</i> (1) our. (2) of any man.	<i>Ext. :</i> always,	

Note.—The words **THERE** and **IT** are often used as **INTRODUCTORY WORDS**, and do not come into the scheme of Analysis: as in

There is no money in my purse ("money" is subj. to "is.")
It is a fine day ("day" is subj. to "is.")

Ex. VII.—Analyze:—

(e) In the House of Commons itself every question is decided by voting.

(f) Education does not consist merely in studying languages and learning a number of facts.

(g) Close by grew a large bush covered with beautiful nuts.

(h) As a boy I wanted to know about the clouds.

(i) I have elsewhere given the views of one high authority.

Ex. VIII.—Analyze:—

(1) To work for others consecrates even the humblest labor.

(2) Do nothing in a hurry.

(3) He that is surety for a stranger shall smart for it.

(4) Friends will protect you from many dangers.

(5) Give them no cause of complaint, however slight.

(6) To do something, however small, to make others happier and better is the highest ambition.

(7) He prayeth best who loveth best

All things both great and small.

(8) England has produced some of the greatest poets and philosophers.

Complex Sentences.

10. **COMPLEX SENTENCES.** Very often the extensions and enlargements are quite long expressions involving verbs, and forming in themselves **SUBORDINATE SENTENCES** or **CLAUSES**.

[Notice that a PHRASE is a group of words *not* including a Predicate.]

The main sentence with its subordinates forms what is called a COMPLEX SENTENCE, and for a complete analysis it is necessary to dissect the subordinates separately in detail.

This involves no new principle.

Ex.: Always remember that men are more easily led than driven.

Subject.	Predicate.	Object.
(Thou)	remember <i>Ext.:</i> always.	that men driven.

OBJECT CLAUSE :—

(That) men	are led <i>Ext.:</i> more easily than <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>S</td> <td>P</td> </tr> <tr> <td>they</td> <td>are</td> </tr> <tr> <td></td> <td>driven.</td> </tr> </table>	S	P	they	are		driven.	
S	P							
they	are							
	driven.							

Ex. IX.—*Complex Sentences.* Analyze :—

(a) Some learned men think that the worship of serpents and trees was the earliest faith of mankind.

(b) It * had at first seemed to him as if in heaven above and earth beneath naught but confusion reigned.

(c) You will one day learn from the beautiful story, which rocks and rivers are ever telling, what vast changes have happened over all the earth.

(d) Before the Crimean War was ended, the Aberdeen ministry was driven from office, because it was thought that they had not done enough to save the lives of the soldiers in the hard winter.

(e) No mercy was shown to any Englishman who was taken.

(*f*) As I was musing on this description, the knight told me that this very old woman had the reputation of a witch all over the country.

(*g*) Those who have learned most are best able to realize how little they know.

(*h*) It is right that a false Latin quantity should excite a smile in the House of Commons.

Note.—* See note § 9 (*d*).

Compound Sentence.

11. Sometimes two or more sentences are coupled by some joining word *without any one being subordinate to the rest*, in which case the combination is called a COMPOUND SENTENCE.

Ex. X.—Analyze :—

A house without love may be a castle, but it is not a home.

(Here "but" simply joins the two sentences.)

Train up a child in the way he should go, and when he is old he will not depart from it.

Our literature is the true pride and glory of our country, and for it we cannot be too thankful.

We may have made mistakes there, but these are the principles on which we have governed India.

Parts of Speech.

12. We are now in a position to understand that all words can be classified, according to the way they are used in speaking, into groups called PARTS OF SPEECH, which we proceed to discuss in detail.

Verb.

13. The VERB or *Telling word* has already been distinguished as the whole or chief part of the Predicate, and we have seen that it is Transitive or Intransitive according as it can or cannot govern an object.

Voice.

14. Again, a *Transitive* Verb can always be used in two ways for while the subject is usually spoken of as performing the action on the object, the object can also be spoken of as having the action performed upon it by the subject; *e. g.*, you can say

The man *killed* a bear.

or, A bear *was killed* by the man.

The object in the first sentence has become in the second a *Passive* (*i. e.*, suffering or undergoing the action) Subject: for if you ask the *Subject-Question* "*Who was killed?*" the answer is "bear" (subject to "*was killed.*")

These two manners of using a Transitive verb are called the ACTIVE and PASSIVE VOICES. *Only Transitive verbs can be used Passively, and every Transitive verb can be so used.* When in doubt, then, whether a verb is Transitive or not, you can make sure by trying to turn it into the Passive.

Ex. XI.—Pick out the verbs in the following, and state whether Transitive or Intransitive, Active or Passive; also change the Voices of the Transitive verbs:

A person once brought clothes to a pirate who had been cast ashore and almost killed by the severity of the weather; then carried him to his house and furnished him with all necessaries. Being reproached by someone for doing good to the evil, "I have paid this regard," answered he, "not to the man, but to humanity."

Men are disturbed not by things, but by the views which they take of things. Thus death is nothing terrible, else it would have appeared so to Socrates. But the terror consists in our notion of death, that it is terrible. When therefore we are hindered, or disturbed or grieved, let us never impute it to others, but to ourselves; that is, to our own views.

Mood.

15. Whether in the Active or Passive Voice, a verb can be used in several distinct manners or MOODS, viz.:—

Indicative.

(i) The manner of *simple assertion*, plain straightforward statement, called the **INDICATIVE MOOD**, *e. g.* :

They had been swimming.

It will rain to-day.

The boat is being broken up.

His leg was hurt.

Subjunctive.

(ii) The *Subordinate* manner, often implying doubt, purpose, desire, etc., called the **SUBJUNCTIVE MOOD**, *e. g.* :

Though your sins *be* as scarlet, they shall be whiter than snow.
How meek soe'er he *seem*.

If I *were* you, I should be happier.

Though I *walk* through the valley of the shadow of death, I will fear no evil.

I would I *were* the pilot of the darkness and the dream.

Conditional.

(iii) The manner of statement *depending on certain conditions*, called the **CONDITIONAL MOOD**, *e. g.* :

If I were you, I *should be* happier.

Imperative.

(iv) The manner of *command*, called the **IMPERATIVE MOOD**, *e. g.* :

Make up your mind.

Be assured that this is true.

Infinitive.

(v) The manner of simply naming an action without regard to the actor or limit as to time ; called the **INFINITIVE MOOD**; *e. g.* :

It is a beautiful thing *to die* for one's country.

He likes *to be praised*.

The verb in the Infinitive mood can be subject or object to another verb, and so perform the function of another part of

speech: it can have an object but it cannot have a subject. This, and the remaining parts of the verb, will be discussed later on (§ 32).

Tense.

16. Since an action is always spoken of as in the *Present*, *Past*, or *Future*, so the verb must have a *Time* or *TENSE*. Again, in the *Present* time an action may be—

- (i) still going on (*Imperfect*);
- (ii) mentioned indefinitely (*Simple*);
- (iii) finished (*Perfect*),

and so in the *Past* and *Future*.

Taking the verb "to love" as an example, we have *nine* tenses, as follows:—

The verb "to love." *Indicative Mood.*

	Present.	Past.	Future.
Simple	I love. j'aime. amo.	I loved. j'aimai. amavi.	I shall love. j'aimerai. amabo.
Imperfect..	I am loving. j'aime. amo.	I was loving. j'aimais. amabam.	I shall be loving. j'aimerai. amabo.
Perfect	I have loved. j'ai aimé. amavi.	I had loved. j'avais aimé. amaveram.	I shall have loved. j'aurai aimé. amavero.

As it is most instructive for those beginning Latin and French to compare these languages with English, and to have the same methods and terms in parsing, the tenses of the corresponding verbs "aimer" and "amare" are given in the above scheme.

Ex. XII.—Pick out the verbs in the following, and parse as fully as you can : that is to say, state (i) whether Transitive or Intransitive ; (ii) Voice ; (iii) Mood ; (iv) Tense ; (v) Subject ; (vi) Object.

Believe me, I would never send you to S. were I not convinced beyond all manner of doubt that you cannot go to a better place for your education. I have the very highest opinion of it, and I hope that you will have the same. I am sorry that you should be separated from me, but your welfare requires that we should part for a while. In the meantime you will find a parent at every step in the good fathers of S. O, love them, my dear boy, and never do anything that may cause to their hearts one single pang of sorrow for your sake.

Note.—Use any clear abbreviations, *e. g.*, have :—*Verb, Trans, Act., Inlic., Pres. Simple, Subj. "I," Obj. "Opinion."*

Ex. XII (A).—Parse fully the verbs in the following :—

One spring when the trees had become green again, the king of the country was hunting in the forest. He had been chasing a deer, and it had disappeared among the bushes that surrounded the old hollow tree. The king sprang from his horse, and tore the briars apart, cutting a path with his sword. When at last he had cleared a way, he saw, sitting under a tree, a beautiful maiden, clothed from head to foot in her own golden hair. He stood silent, gazing at her in astonishment. Then he spoke, saying, "Who are you? and why are you sitting here in this wilderness?" But she made no answer, for she could not open her mouth to speak.

Ex. XII (B).—Analyze the above extract.

Noun.

17. The *name of anything*, real or imaginary, is called a **NOUN**.

In this definition the word *thing* is used in its broadest possible sense, meaning *any object of thought* :

So John, London, table, goodness, fancy, horse, painting, carpenter, heaven, geography, and appearance, are all Nouns.

Proper and Common Nouns.

A **PROPER NOUN** is a name applied to anything to distinguish it from other things of the same class ; while a **COMMON NOUN** is a name given to each of the things that can be included in a certain definition :—

Thus, "man" is *Common* ; "John," "Victoria," "Jones," etc., are *Proper*.

"house" is *Common* ; "Tudor Lodge," "The Grange," etc., are *Proper*.

"town" and "country" are *Common* ; "London," "England," "Canada," "Annapolis," are *Proper*.

Note.—A Proper Noun should begin with a capital letter.

Ex. XIII.—Pick out and classify the Nouns in Ex. VI.

Pronoun.

18. A word that *stands for* a Noun is called a **PRONOUN**, †
e. g.—

Instead of saying

John saw Mary and Mary saw John,

we may say

John saw Mary and *she* saw *him*.

Instead of

John, is this book John's ?

we say

John, is this book *yours* ?

When a person tells you a piece of news, you say

I know *that*,

instead of repeating the story :

And instead of

I bought a horse : the horse is dead,

you say

The horse *that* I bought is dead.

Pronouns are classified as follows :—

(i) **PERSONAL**, standing directly for the names of persons and things, to avoid repetition. They are :

1ST PERSON (denoting the speaker and those associated him)

	<i>Sing.</i>	<i>Plural.</i>	
<i>Nom.</i>	I	we	} <i>in all genders.</i>
<i>Accusative and Dative.</i> . .	me	us	
<i>Possessive.</i>	mine	ours	

2ND PERSON (denoting those spoken to).

	<i>Sing.</i>	<i>Plural.</i>
<i>Nom.</i>	thou	you and ye.
<i>Acc. and Dative.</i>	thee	you.
<i>Poss.</i>	thine	yours.

3RD PERSON (denoting those spoken about).

	<i>Sing.</i>			<i>Plural.</i>
	<i>Masc.</i>	<i>Fem.</i>	<i>Neut.</i>	
<i>Nom.</i>	he	she	it	they.
<i>Acc. and Dative.</i>	him	her	it	them.
<i>Poss.</i>	his	hers	its	theirs.

(ii) **POSSESSIVE**, being the Possessive case of the Personal Pronouns, as given above.

(iii) **EMPHATIC PERSONAL** as

myself, yourself, himself.

[Notice that the word "self" is a noun ; as in "love of self."]

(iv) **RELATIVE** or **CONJUNCTIVE**, referring to something already mentioned, and at the same time joining on the clause that follows, as :—

who, which, whom, that, as, and what.

Ex.—On such a time *as* goes before the leaf.

Do with me *as* you will.

The sun *whose* beams most glorious are.

If *what* I was I be.

I do not understand *what* you say,

Note.—The word a Relative refers to is called its Antecedent.

(v) DEMONSTRATIVE, pointing out, as
this, that, these, those, and such.
Ex.—I will have none of *such*.

(vi) DISTRIBUTIVE, denoting that things are distributed or taken separately, as
each, every, either, neither.

Ex.—How happy could I be with *either*!

(vii) INDEFINITE, not denoting precisely the object for which it stands, as
one, any, aught, some, other, certain.

Ex.—I have eaten *none* of your corn.

As *certain* also of your own poets have said.

Gallio cared for *none* of these things.

It may be so for *aught* I care.

(viii) REFLEXIVE, used as objects to verbs when subject and object denote the same person, as
myself, himself, etc.

Ex.—He hurt *himself*.

(ix) INTERROGATIVE, asking a question, as
what? which? whose?

Ex.—*What* does it matter?

What is it thou hast seen?

What.

† *Note.*—"WHAT" is really the neuter form of "who":

"I hear what you say."

= "I hear [that] what you say."

and the Demonstrative Pronoun [that] is antecedent to the Relative what.

Thus in

"Dora stored what little she could save,"

parse "what" as Relative Pronoun, accusative case, governed by "save;" antecedent "that" (Demonstrative Pronoun) understood.

[How would you parse "little?"]

† *Note.*—This *Definition of Pronoun* is old and useful, but not very accurate. The real distinction between Noun and Pronoun is that the latter is of *universal application*. The words "I," "thou," "he," may stand under varying circumstances for every person in the world, and "it" for every thing in the world; while any particular noun can only apply to a certain set of things.

There is a certain likeness between Pronouns and Proper Nouns, the things denoted by them being subject to no definition.

Relative and Demonstrative.

19. (i) Distinguish between the Relative and the Demonstrative, remembering that *Relative always has a conjunctive (or joining) force*:

Ex.—This is the house *that* Jack built.

"That" is a Relative Pronoun, Antecedent "house," and joining "This is the house" and "Jack built":—Acc. case gov. by "built."

That is the man.

"That" is a Demonstrative Pronoun, pointing to "man."

Reflexive and Emphatic.

(ii) Distinguish between Reflexive and Emphatic Personals, which have precisely the same forms:

Ex.—He said so *himself*. (Personal.)

He hurt *himself*. (Reflexive.)

[The same distinction exists in Latin between "se" and "ipse," and in French between "se" and "lui-même."]

Notice that the *Reflexive* is always in the *Accusative* or *Dative* case.

But.

(iii) The word *BUT* sometimes fills the place of a Relative Pronoun, as in

There is no man *but* has some conscience.

= There is no man *who* has *not* some conscience.

This is, however, only a case of *Ellipsis* (dropping out), or contraction, from

There is no man but *he* has some conscience.
and it is best to parse accordingly.

Gender, Number.

20. Nouns and Pronouns have GENDER and NUMBER according to their meanings ; that is to say :

(i) Names of male things are MASCULINE Gender.

Names of female things are FEMININE.

Names of living things, sex indefinite, are COMMON,
and Names of inanimate things are NEUTER.

(ii) Words are SINGULAR or PLURAL according as they denote one or more things :

e. g., "woman" is Feminine Singular.

"chair" is Neuter Singular.

"John" is Masculine Singular.

"birds" is Common Plural.

"houses" is Neuter Plural.

Case.

21. The CASE of a Noun or Pronoun is decided by the part it plays in its sentence.

We recognize four cases :—Nominative, Accusative, Dative and Possessive.

Nominative.

A word is in the NOMINATIVE CASE.

(i) When it is SUBJECT to a Verb.

(ii) When it is IN APPPOSITION to another word in the Nominative case, *e. g.* :

Then out spake brave Horatius, the *Captain* of the gate.

("Captain" is Nom. in App. to "Horatius.")

The image which Nebuchadnezzar the *king* had set up.

He is a *man* after my own heart.

("Man" is Nom. in App. to "he.")

Cæsar then became *consul*.

[Notice that words separated by any part of such verbs as "to be," and "to become," must be in the same case, as
my father's *word* was *law*.]

(iii) When used in address, as

O *King*, live for ever.

Hither, *page*, and come to me.

This is called the NOMINATIVE OF ADDRESS, and is the same as the Latin VOCATIVE.

(iv) In the NOMINATIVE ABSOLUTE construction, as

John then being King of England.

The *duke* answering in the negative,

Charles ordered him to be put to death.

[This is rendered in Latin by the *Ablative Absolute*, both noun and participle being put in the Ablative case, instead of the Nominative, as in English.]

Accusative.

22. A word is in the ACCUSATIVE CASE,

(i) When DIRECT OBJECT to a verb or governed by a Preposition.

(ii) When IN APPPOSITION to another word in the Accusative case, as

Then thus they spake to Reynard the Fox.

(iii) In the ACCUSATIVE AND INFINITIVE construction, in which a subordinate clause is expressed by making its subject Accusative and its verb Infinitive :—*e. g.*, instead of

You know that such is the case

one may say

You know *such to be* the case.

and parse "such" Accusative case, with verb "to be," in Accusative and Infinitive construction, *e. g.*

He maketh *his sun to rise* on the just and on the unjust.
 I'll make *them man and wife*.
 Let not *your heart be troubled*.
 Suffer *little children to come* unto me.
 Thought *it a dead thing*.

Note.—It is possible to consider “maketh to rise” as Predicate and “sun” as object; but “maketh” is a Transitive verb, and the object-question “*maketh what?*” brings a clear answer—“his sun to shine.” Therefore it seems more simple and logical to consider that object-clause as in the Accusative and Infinitive construction, so familiar in Latin.

Such sentences as

They made *him consul*.
 He thinks *me a fool*.

may be taken as instances of the same construction, the Infinitive “to be” being understood. The object-question “*made what?*” brings “him [to be] consul,” and analysis and parsing on this basis are quite satisfactory.

However, “consul” and “fool” are often called **FACTITIVE OBJECTS**, since they occur after a class of verbs, of which “make” (*facio*) is a type.

(iv) **AFTER A SUPPRESSED PREPOSITION**, especially when denoting *duration of time or space*, and after certain adjectives,

He lived [through] seventy years.
 A ditch [by] six feet deep.
 Like [to] a meteor in the sky.
 Worth [by] twenty dollars.

(v) When **RETAINED OBJECT**, found with the Passives of verbs that take two subjects; *e. g.*, from

He gave me a book,
 we get

I was given *a book* by him,
 and “book” is *Accusative of the Retained Object*, after “was given.”

(vi) When a word, being object to a verb usually Intransitive, expresses the same idea as the verb, it is called a "COGNATE ACCUSATIVE."—

e. g. Let me live my *life*.

To die the *death*.

I have fought a good *fight*.

All these may, however, be included in class (iv).

Note.—(iv) and (v) are Adverbial in their nature, being extensions of Predicates.

Each Other.

Note.—In the sentence

The women kissed each other.

"each" is Nominative, in Apposition to "women" and "other" is Accusative, governed by "kissed"

Indirect Object.

23. The DATIVE is the case of the INDIRECT OBJECT, which usually answers the question formed by placing "to whom" or "for whom" after the verb,

e. g. Give *me* the book (*me* = *to me*).

Grant *us* pardon (*us* = *to us*).

Bake *me* an apple (*me* = *for me*).

He made *him* a present.

The Dative is also found in the survivals *meseems* (= it seems to me) and *methinks*.

Possessive.

24. The POSSESSIVE or GENITIVE is the *Adjectival Case*, in which a noun qualifies another noun, and so plays the part of an Adjective :

e. g. *Smith's* house.

The *river's* brink.

Here the Possessives qualify by indicating *whose* house, etc. To denote actual possession is a common function of the Possessive case, but by no means the only one ; there is besides

a broad distinction between SUBJECTIVE and OBJECTIVE GENITIVES: *e. g.* "the King's menaces" might imply (i) that the King menaced someone else or (ii) that someone else menaced the king. In the 1st place, "king's" is Subjective Genitive, since "king" is the subject of the action implied; in the 2nd place "king's" is Objective, because "king" is the object of the action implied.

The Genitive Case always ends in—s. We can often convey the sense of a Genitive by using "of" with an accusative; *e. g.*

The house of the master = the master's house.

Either of these would be rendered in Latin by the Genitive, but in English only the second is Genitive, the word "master" in the first being Accusative, governed by "of."

A Book of John's.

Note.—Such expressions as "A book of John's" are probably the results of a confusion, and should be either "John's book" or "A book of John." An ingenious explanation is that "A book of John's" = "A (one) of John's (books,)" but this does not seem to be backed by any authority.

Ex. XIV.—Parse fully the *Nouns* and *Pronouns* in the following:—

The man whose picture this is, is one of a thousand. Now he bethought himself of setting forward, and they were willing he should; but first, said they, let us go into the armoury; so they did; and when they came there, they harnessed him from head to foot with what was of proof, lest perhaps he should meet with assaults in the way.

How to perform that which is good I find not. For the good that I would I do not; but the evil which I would not, that I do. Now if I do that I would not, it is no more I that do it, but sin that dwelleth in me.

Owe no man anything, but to love one another, for he that loveth another hath fulfilled the law.

Adjectives.

25. We have already spoken of words and phrases *describing* or *qualifying* subjects and objects. Words that qualify nouns or pronouns are called ADJECTIVES : *e. g.*

A tall man.

Twenty soldiers.

A stormy day.

I am cold.

Adjectives have the same gender, number, and case as the words they qualify.

Ex. XV.—Pick out the *Adjectives* in the following, giving gender, number and case of each :—

- (i) Canst thou not minister to a mind diseased,
Pluck from the memory a rooted sorrow,
Raze out the written troubles of the brain,
And with some sweet oblivious antidote
Cleanse the stuff'd bosom of that perilous stuff
Which weighs upon the heart ?
- (ii) A nation in its youth may be helped by laws, as a weak child by blackboards, but when it is old it cannot that way straighten its crooked spine.
- (iii) A false accent or a mistaken syllable is enough, in the parliament of any civilized nation, to assign to a man a certain degree of inferior standing forever.

Participles.

26. Notice that several of the Adjectives in Ex. XV are really *parts of verbs* : *e. g.*

Rooted is from the verb to root.

Written “ “ to write.

Stuff'd “ “ to stuff,

And some parts of every verb can be used to qualify and agree with nouns, thus doing the duty of Adjectives : *e. g.* the verb “to love” has

(i) *Present Participle* loving.

(ii) *Past Participle* loved.

These *Participles* are parsed as verbs, except some that have come into very common use as adjectives and have lost their verbal force ; as

Cunning, noted, startling, etc.

e. g. To make him pleasing in her uncle's eye.
 [*Pleasing* simply means *pleasant*.]

Adjectives and Pronouns.

27. There are Adjectives corresponding to most classes of Pronouns, viz: Demonstrative, Distributive, Interrogative, Indefinite and Possessive. This should not present any difficulty; when the noun is expressed, the word *qualifying* it is an Adjective; when the noun is understood, the word *standing for* it is a Pronoun.

Examples of Adjectives.

Give me *that* book.
 This is *my* book.
Which house? *These* people.
Either party.
 Have you *any* apples?

Examples of Pronouns.

That is my book.
 This is *mine*.
Which is *yours*?
These are my people.
Either will do.
 I have not *any*.

Degrees of Comparison.

28. All other Adjectives may be grouped as QUALITATIVE or QUANTITATIVE, and are used in three DEGREES, viz. :—

- (i) POSITIVE, when the thing spoken of is not compared with any others.
- (ii) COMPARATIVE, when there is a comparison of two things.
- (iii) SUPERLATIVE, when there is a comparison of more than two things.

The Comparative and Superlative are usually formed by placing "more" and "most" before the Positive, or by adding *-er* and *-est* to it, *e. g.* :—

beautiful	more beautiful	most beautiful
great	greater	greatest
ugly	uglier	ugliest.

There are irregularities, as,—

good	better	best
bad	worse	worst.

28 (a). Some Adjectives may be separated from their nouns by "the" or "a," e. g.

Only a stranger would think so.

All the world know this.

So *full* a harvest.

By *many* a sweep of meadow smooth.

Ex. XVI.—Classify and parse fully the italicised Adjectives and Pronouns:—

(a) *What* good should follow *this*, if *this* were done?

Where falls not rain or hail or *any* snow.

Some one might show *it* at a joust of arms.

(b) *What* are men *better* than sheep or goats

That nourish a *blind* life within the brain,

If, knowing God, *they* lift not hands of prayer,

Both for *themselves*, and *those who* call *them* friend?

(c) By *some* *secret* shrine I ride.

To *me* is given

● *Such* hope I know not fear.

(d) On which *he* sent *them* a Stork, *who* no sooner arrived among *them*, than he began laying hold of *them* and eating *them* as fast as he could.

(e) So diving a *third* time he produced the *very* axe *which* the man had lost. "*That* is *mine!*" said the woodman, *delighted* to have recovered *his own*.

Ex. XVI.—(a) Pick out the Adjectival Phrases and Clauses in the above sentences.

Adverbs.

29. Just as enlargements of Subjects and Objects, which qualify nouns and pronouns, are called Adjectives (and Adjectival clauses and phrases), so extensions of the Predicates, which modify verbs, are called ADVERBS (and Adverbial Clauses and Phrases). They denote *how*, *where*, *why*, *when*, etc., an action is performed.

Under the title of Adverb, too, are included *words that qualify Adjectives or other Adverbs.*

e. g., (i) In "he walks *slowly*,"

"slowly" tell *how* he walks, and is therefore an Adverb qualifying "walks."

But we may say

he walks *very* slowly,

He walks *much too* slowly.

Here "very" is an Adverb, qualifying "slowly."

"too" " " " " "slowly."

"much" " " " "too."

(ii) In "she is *pretty*,"

"pretty" is an Adjective qualifying the pronoun "she."

In "she is *very* pretty,"

"she is *not* pretty,"

"very" and "not" are *adverbs* qualifying the Adjective "pretty."

Ex. XVII. Pick out the Adverbs and Adverbial Phrases and Clauses in the following, stating what words they qualify and in what way :—

Now their way *lay* just upon the bank of a River : here therefore *Christian* and his companion walked with great delight : they drank also of the water of the River, *which was pleasant and enlivening to their weary* spirits : besides, on the banks of this River on *either* side were *green trees, that bore* all manner of fruit : with the Fruit of these trees they *were also* much delighted.

In this meadow they lay down and *slept*, for here they might lie down safely.

Now I *beheld* in my dream, that they had not journeyed far, but the river and the way for a time parted, at which they were *not* a little sorry, yet they durst not go out of the way. Now the way from the River was *rough*, and their feet tender by reason of their travels : so the soul of the Pilgrims was much discouraged because of the way.

Ex. XVII (a). Parse fully all the italicized words in the above extracts.

Prepositions.

30. There are still two large classes of words to consider ; —the first includes many very common little words, such as *to*,

in, by, at, from, on, with, etc., and others not quite so common, as *beneath, notwithstanding, during, etc.* These words are called **PREPOSITIONS**: they express the relationship of one thing to another. A Preposition is always accompanied by a noun or pronoun, which is called its Object, and is in the Accusative Case (§ 22, i).

Conjunctions.

The second class contains all words that simply *join* words or sentences, without affecting the structure. These are called **CONJUNCTIONS**: the commonest are 'and,' 'but,' 'if'.

Conjunction and Relative.

WARNING I :—Do not confuse the Conjunction with the Relative Pronoun, which is really equivalent to a Conjunction and a Personal Pronoun, and takes the case of the latter, *e. g.*

He prayeth best *who* loveth best.

= He prayeth best *and he* loveth best.

The house *that* Jack built.

= The house *and* Jack built *it*.

"who" is Nominative and "that" is Accusative, taking the case of "he" and "it" respectively.

Conjunctive Adverb.

WARNING II :—Do not confuse the Conjunction with the **CONJUNCTIVE ADVERB**, which has the joining property of a conjunction and at the same time qualifies a verb :—*e. g.*

Tell me *where* he is.

I asked him *when* he was coming.

The wind bloweth *whither* it listeth.

There came a day *when* Allan call'd his son.

Ex XVIII. Parse fully the Adverbs, Prepositions, Conjunctions and Relative Pronouns in the following, (stating what the *Adverbs qualify* what the *Propositions govern*, what the *Conjunctions join* and to what the *Relatives Relate*) :—

The Earl of Essex, after his return from the fortunate expedition against *Cadiz*, observing the increase of the Queen's fond attachment towards him, *took* occasion to regret that the necessity of *her* service *required him* often to be absent from her person, and exposed

him to all *those* ill offices, which his enemies, more assiduous in their attendance, could employ against him.

She *was moved* with this tender jealousy : and making him the present of a ring, desired him to keep *that* pledge of her affection, and assured him that into *whatever* disgrace he should fall, whatever prejudices she might be induced to ascertain against him, yet if he sent her that ring she would immediately upon sight of it recall her *former* tenderness, and would afford *him* a patient hearing, and would lend a favorable ear to his apology. Essex, notwithstanding *all* his misfortunes, reserved this precious gift to the last extremity : but after his trial and condemnation, he resolved to try the experiment, and he committed the ring to the Countess of Nottingham, *whom* he *desired* to deliver it to the Queen. The Countess was prevailed on by her husband, the mortal enemy of Essex, not to execute the commission : and Elizabeth, who still expected that her favorite would make this last appeal to her tenderness, and who ascribed the neglect of it to his invincible obstinacy, was, after *much* delay and many internal combats, pushed by resentment and policy to sign the warrant for his execution.

Ex. XVIII.—(a) Parse fully the italicized words in the above extract.

Interjection.

31. The last part of speech is the INTERJECTION, which embraces all *exclamations* not otherwise classified :

e. g., Alas ! Ah ! Thanks !

These are often contractions or remnants of whole sentences.

Infinitive, Participle, Gerund.

32. The INFINITE PARTS OF A VERB, *i. e.*, those that have no subjects, may be grouped as follows :—

Noun : (i) The Simple Infinitive.
(ii) The Verbal Noun or Gerund.

Adjective : (iii) The Present Participle.
(iv) The Past Participle.

(v) The Adjectival Infinitive.

Adverb : (vi) The Adverbial or Gerundial Infinitive.

Note.—The term INFINITIVE is, for distinctness, only applied to the form with the preposition “*to*.”

(i) The SIMPLE INFINITIVE is a Noun, and can be subject or object; it is at the same time a verb, and can, when Transitive, govern an object.

e. g., Teach a boy *to play* fairly.
To err is human.
 I like *to read* poetry.

(ii) The VERBAL NOUN or GERUND in *-ing* is in like manner both Noun and Verb, and can also, when Transitive, govern an object :—

e. g., The *hunting* of the Snark.
Skating is fine exercise.
 I like *reading* novels.
 He died from *eating* lampreys.

(iii) The PRESENT PARTICIPLE in *-ing* is an Adjective and can qualify a Noun, and is also a Verb and can govern an object :—

e. g., Gin a body meet a body
Coming thro' the rye.
 The *sparkling* sea.
Seeing the multitudes.

Note.—Do not confound this with the Gerund in *-ing*; there is no resemblance except in form, as the Participle is an Adjective while the Gerund is a Noun.

(iv) The PAST PARTICIPLE in *-en, -n, -ed, -d* or *t*, which is of the same nature as the preceding, and is sometimes Active and sometimes Passive, *e. g.*

e. eg. A little *faded* flower (Active).
Burnt almonds (Passive).
 Dora lived *unmarried* till her death.
 A damask napkin *wrought* with horse and hound

(v) The ADJECTIVAL INFINITIVE or GERUNDIVE, which is entirely an Adjective, with the form of a Passive Infinitive,

e. g. This is a circumstance *to be regretted* (=regrettable).
 He is a man *to be feared* (=formidable).

(vi) The ADVERBIAL OR GERUNDIAL INFINITIVE with "to," which implies a purpose or performs some other Adverbial function, and so is extension of Predicate :—

e. g. He that hath ears *to hear*, let him hear.
 A sower went forth *to sow*.
 Ready *to die*.
 The shell divides threefold *to show* the fruit within.

33 (a). In compound words the form in—*ing* is usually a Gerund, *e. g.* :—

playing-field (= field for playing),
writing-paper,
walking-stick,
working-capital (= capital for working),
tuning-fork,
working-order,

but "humming-bird" = "bird *that hums*," and therefore "humming" is a Participle.

(b). Some *nouns* ending in—*ing* are not Gerunds, but are actually Participles that have come into such common use that the words they qualify have been dropped, *e. g.*

a human *being* = a human (thing) existing,

so that we may parse "being" as a Noun, but *not* as a Gerund.

But in we live and move and have our *being*,

"being" = "the act of existing" and is therefore a Gerund.

Prolative Infinitive.

(c). The verbs *be, have, can, shall, will, must, etc.*, which help to form various parts of other verbs, are called **AUXILIARY** (Helping) Verbs; most of these are followed by Infinitives, though *to* is not expressed :—

e. g. He must [*to*] come,
We can [*to*] help it,

and such Infinitives, *carrying on* as they do the meaning of the verbs, are called **PROLATIVE**, and are treated as Completions of Predicates.

All these verbs may be considered as Transitive, *governing* the Infinitives that follow, which would then be included in class (i) § 32: but some of the Auxiliaries are so familiar as to be treated only as signs of various moods and tenses: their transitive force is no longer obvious, and the convention explained above is very useful.

Accusative and Infinitive.

(d). The Infinitive in the Accusative and Infinitive construction, explained above [§ 22, (iii)] will also be included in group (i) of § 32.

Adjectives with Infinitives.

- (e). Some Adjectives are followed by Adverbial Infinitives,
e.g., He was *about to grasp* the treasure.
Ready to die.

But "willing to die" is an example of *Prolative* Infinitive.

Ex. XIX.—Parse the italicized words in :—

- (a) I am glad *to hear* it.

[“To hear” = “from hearing,” and denotes *reason why*.]

- (b) I was bid *go* this way.

[“Go” may be taken as Retained Object. How else may it be parsed ?]

- (c) Christian was left *to tumble* in the Slough of Despond alone.

- (d) The wrath *to come*.

- (e) A man *that appeared* to me *to be* a very honourable *person*.

- (f) It is necessary *to express* disapproval.

- (g) And *forth* three chiefs came *spurring*,

. . . And flew *to win* the narrow pass.

- (h) The Tuscans raised a joyful cry

To see the red blood flow.

- (i) Friends and foes in dumb surprise,

With *parted* lips and *straining* eyes,

Stood *gazing where* he sank.

- (j) And now with shouts and *clapping*

And noise of *weeping* loud

He *enters* through the river-gate

Borne by the joyous crowd.

(k) Games are important in *developing* the body. (l) Nature always seems *trying to talk* to us. (m) *No one can expect to talk* well without practice. (n) The man *to kill*. (o) Men will *do* anything for their religion, *but live up to* it. (p) *What* doth the Lord require of thee, *but to do* justly? (q) How hard it is for them *that trust* in riches *to enter* into the Kingdom of Heaven! (r) You will get *to love* your work. (s) We need not *fear* man. (t) She is well *to look to*. (u) He could not ever rue his *marrying* me. (v) I have been *to blame*. (w) Give me leave *to go*. (x) She braved a riotous heart in *asking* for it.

Ex. XX.—Parse fully every word in the following :—

In olden times, when wishing was having, a king's son was bewitched and made to sit in an iron chest in the forest. He remained here many years, and no one was able to break the spell.

But one time a young princess became lost in the woods, and wandered about for nine days, till finally she came to the iron chest. As she stood looking at it, she heard a voice say: "Where have you come from, and whither are you going?"

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